Consultative Meeting

IMPLEMENTING QUALITY AND INNOVATION IN THE EDUCATIONAL ACTIVIES OF THE DIRECTORATE OF YOUTH AND SPORT

European Youth Centre
Strasbourg, 20 - 22 February 2003

REPORT

CONTENTS

I. Summary Report

The consultative meeting "Implementing Quality and Innovation in the Educational Activities of the Directorate of Youth and Sport", which took place from 20 to 22 February 2002, has its origin in the long-standing commitment of the DYS to evaluate the quality and relevance of its programme to its users. The last consultative meeting of this kind, in relation to study sessions, took place in 1992. Given the present currency of the "quality debate" in relation to non-formal education and training activities at European level, and given also the newly established priority of the Directorate of Youth and Sport – "Quality Development and Support Measures", the time was ripe to once again enter into a larger consultation process and to assess the quality of the programme of the DYS in relation to the changed or changing needs of its users.

It is possible to identify a generally high level of satisfaction with the level of quality and the educational standards at which the activities within the annual programme are developed, with the exception of the problems identified related to Assistance activities. The activities of the European Youth Centre have been trendsetters in Europe and remain the benchmark for intercultural youth activities. However, there are areas that can be improved. The recommendations relate to the objective of improving the already high quality standard of the majority of DYS educational activities.

General Recommendations

1. In relation to the educational quality of activities of the DYS

Several features of the DYS activities, in particular of those, which take place inside the centres, should be used as a standard to other activities by which to ensure educational quality. The autonomy of educational staff to make relevant decisions (in line with agreed budgets, programmes and in consideration of institutional concerns like consultation and agreement of colleagues and superiors) concerning the activities they run and for which they are responsible should be maintained. It is important that the statutory bodies are associated with regular evaluations and that the accountability for a given activity is also clear.

However, it is necessary to ensure that quality standards are defined from the very beginning of the development of an activity. In other words, quality should be a concern from the very outset; standards should be considered in the definition of objectives and monitored throughout the implementation.

To ensure the high standard of quality in educational terms, the following questions could be used as a guideline:

- Was the analysis of the needs and problems requiring the intervention of the DYS using an educational activity adequate?
- Was the activity format chosen the right one?
- Were the resources adequate and sufficient to pursue the aims?
- Were the social and educational objectives to be pursued relevant to the needs analysis and target group?

- Team composition – was it multi-cultural, does it involve a diversity of experiences and backgrounds, geographical, linguistic and cultural diversity, have gender and minority mainstreaming been considered?;

- Team competence – does the team accept the principles of non-formal education, have relevant language and thematic knowledge?

- Team process – what kind of dynamic did the team develop between themselves, between themselves and the participants and the other stakeholders?

- Were the outcomes related to the aims, objectives, needs, etc? Were the outcomes satisfactory for the participants and for the institution?

- Evaluation – was it planned, did it take place, and were the results implemented?

2. In relation to the technical quality of activities of the DYS

While the consultative meeting treated this issue only implicitly, the following basic items were defined contributing to maintaining and improving the technical quality standards already practised in the activities of the DYS:

- Training activities should in principle remain bi-lingual and the every effort should be made to cater for the linguistic needs of all participants;

- Activities should, where feasible, operate at a standardised level of technical quality. In other words, conditions of work, wherever possible, should be envisaged at the level of those that take place inside the EYCs, even if they take place outside. Advance preparation and careful attention are needed to ensure this;

- Activities should benefit from the significant documentary resources available to them, with better advance preparation of documentation in relevant languages and further use and improvement of the services of the library;

- The human resources management of the DYS should consider the volume of activities in relation to the number of secretarial and administrative staff available to ensure their preparation, implementation and evaluation. Further growth in the programme should be accompanied by growth in the human resources available to put the programme into practice. Activities of a high quality standard demand attention and care from highly motivated and competent staff. This cannot be ensured for all activities if the workload of such staff is overpowering them.

3. In relation to evaluation of activities of the DYS

Well-developed evaluation systems are considered essential to developing the effectiveness of the programme of the DYS. Evaluation is one of the key quality features of the programme of the DYS, and must be maintained, developed and continued. Activities of the DYS have traditionally been evaluated using a face-to-face team meeting some time after the activity. This is considered an essential and minimum quality standard to maintain. The evaluation systems already in place for activities within the DYS are generally considered satisfactory. Further mainstreaming and harmonisation of evaluation systems used in the DYS, should be foreseen. Users and partners of the DYS should have access to the results of evaluation. This necessitates an effort to synthesise results in a useable manner.

4. Specific Recommendations

Participants of the consultative meeting were asked to answer the following questions in relation to the different activity formats (Study Sessions, Training Courses, and Other Activities) as well as in relation to the Priority Programmes in order to solicit concrete recommendations for areas that can be improved:

- What are the standards that should be maintained or preserved?
- What are the objectives that should be further developed?

In addition, each group was given the following list of items in relation to which the above mentioned questions could be answered:

- Purpose/role in the overall programme of the Directorate of Youth and Sport;
- Needs analysis;
- Evaluation and assessment (in training courses);
- Visibility;
- Securing and developing quality;
- Recruitment (and profiles of participants);
- Trainers, teams and support for their work;
- Reporting and documentation;
- Follow-up and support systems.

4.1 Study Sessions

The role of study sessions

Although study sessions make up a substantial part of the activities of the DYS, their contribution to the priorities is not always directly recognisable. The working group concluded that Study Sessions contribute to the priorities in two ways. Firstly, there is the impact on the 'grassroots' level through the participants and the follow-up work within the organisation concerning the different aspects of the priorities and, therefore, there is a direct result. It was acknowledged that this is difficult to measure, especially in the absence of long-term follow-up by the institution or the organisation. In parallel, the outcomes of the study sessions contribute to the knowledge and educational basis of the priorities of the DYS within the institutional framework. These contributions are made visible through the reports of the activities.

Follow-up and monitoring of the follow-up

The importance of the role of the organisation and follow-up within the organisation was stressed, and it was underlined that this is an important selection criterion for study sessions. The monitoring of the follow-up is a more complex issue, due to its nature. What is to be understood by 'proper' follow-up? What 'proof' can or should be demanded / provided? What is the right time-frame in which follow-up should take place? In co-operation with the NGOs concerned and possibly the statutory bodies, the above questions have to be answered before any supplementary systems for follow-up or monitoring thereof can be put in place.

Role of the educational advisors and external consultants

The educational advisors / external consultants play a crucial role within the team of the study sessions. They play a crucial role in putting the emphasis together with the organisation on quality preparation, implementation and evaluation of the study session. The support of and information given to new external consultants in study sessions is very important. It guarantees that the consultant better understands the concept of a study session in comparison with a training course and should be ensured by a better communication of the role of the consultant. It was welcomed that the Training for Trainers is again specifically targeting future team members of study sessions. This is considered an adequate strategy for helping new team members gain the relevant experience needed to contribute to a quality study session.

Experts

The fact that experts can be called upon is very important. Following the 1992 Consultative meetings recommendations and looking at the fact that highly qualified (and often expensive) experts can contribute to the quality of study sessions, the policy for fees should be reviewed and negotiable higher fees should be introduced.

Report of the Consultative Meeting on Study Sessions (1992)

The working group noted that a number of recommendations from the report of the Consultative Meeting on study sessions were taken up, but that a substantial number of them are still valid, although they have not been implemented. It asks the secretariat to revisit these recommendations and to implement them were feasible and where appropriate.

New "Administrative Arrangement" regulating the reimbursement of travel costs

It should be made clear to the organisations that the new administrative arrangement is optional. It should also be acknowledged that the increased administrative burden for the organisation can have a detrimental influence on the study session itself, and should be taken into account when the grant is allocated. The maximum number of participants should be pre-determined and the role of external consultants and educational advisors better defined, given the changed administrative procedure. The secretariat should provide and clarify guidelines concerning the new financial regulations.

Further:
- The information materials and the guide to study sessions should be updated in order to reflect the changes that have appeared within the preparation, running and follow-up of the study sessions in the last months;
- A regular meeting with external consultants should be organised in order to improve their knowledge and skills and share experiences concerning study sessions. This meeting should include clear information on the financial regulations, evaluation and should look into clarifying the desired outcomes of study sessions;
- The organisation of a training courses specifically targeting future team members of study sessions should be undertaken on a regular basis;
- A clear emphasis on the fact the study sessions should be part of a long-term strategy for the organisation should be stressed by the DYS when accepting study sessions.

4.2 Training Courses

Presentation and application forms

The way the presentations of courses are done based on a needs analysis and stating the social objectives pursued by the Council of Europe is good and should be kept. Adaptation needs to be done for each specific type of course. The language and style should be accessible to the target group.

Recruitment and selection of participants

Ways of involving and committing further the sending organisations, such as having one section of the application form completed by them, should be considered. The selection of participants by the team is a feature of the EYC courses, and that should be kept, as it allows a better understanding of the needs of the target group to be integrated into programme planning.

Working language of the courses

The EYC courses should remain bi-lingual, exceptions being possible in function of specific target groups or objectives. The teams in charge of the courses must secure that the language needs of all participants are adequately taken into account.

Preparation of participants

Innovations with preparing the participants for the courses – such as those introduced in the course on European Citizenship – should be pursued, and could also include information about the sending organisations or the other participants. The usage of Internet for further learning purposes may be considered when appropriate. One of the main values and dimensions of the EYC courses is interpersonal and intercultural learning, a reflection of key values of the Council of Europe, and this should be taken into account when developing internet based complements to the existing training offer.

Follow-up

Formal ways of supporting participants and their projects (by the Council of Europe) after the courses are very useful (although it is not needed in the case of all courses and should be put in place on a needs basis). Additionally, the secretariat should take contact with the sending organisations (including, for example, suggesting that an organisation should involve a former participant of a Training Courses in their study session team).

4.3 Activities in the Assistance Programme

This group revisited the report on the Assistance Programme from the Trainers' Pool meeting held in the EYC Budapest in 2001. The group went through the proposals of that report and concluded that despite many good proposals made then only a few of them were implemented. The participants of this group call upon relevant secretariat members to integrate those recommendations in the preparation, running and evaluation of the Assistance

Programme. Furthermore, the group identified the following new points for the improvement of the Assistance Programme:

Purpose/role in the overall programme of the Directorate

The Assistance Programme is an important part of the DYS programme. It is unique in its scope and importance and represents a very good opportunity for the dissemination of the educational methods and work achieved in the EYCs in the specific countries that it supports. It also brings local and national experience and knowledge into the European setting of the EYCs.

Needs analysis

Requests from the Governments / Ministries responsible for Youth Affairs in Assistance Programme countries are not sufficient for accepting a certain activity. The Assistance Programme must ensure a better needs assessment of the young people in the countries where it intervenes, including consulting other big institutions and organisations active in these countries and youth NGOs who have already been involved in the DYS activities. In addition, the question of whether training activities are the most adequate to answer to the needs identified, should be systematically answered.

The Assistance Programme should assess its own competencies and the competencies of the people it hires for the topics that the programme undertakes to deal with (for example, work with refugees / IDPs, etc).

The management of the Assistance Programme must provide reports and other background documents relevant for the situation of young people in the respective country to the trainers and political representatives engaged in its activities before the preparatory meeting This will enable better preparation and the design of more relevant activities.

Evaluation and assessment

Face to face team evaluation meetings should be a permanent feature of the design of the Assistance Activities. They should take place at least one month after the activity. The DYS should make resources available to ensure that the team can meet and produce a complete evaluation, including report.

A larger assessment/evaluation study on the relevance and the impact of the Assistance activities in the past period should be undertaken. Part of this study should focus on the follow-up of the participants after the Assistance Programme activities and the achievements of the Programme.

Evaluation of the Assistance activities should be structured and organised according to better educational standards (at the level of the ones used for courses that take place in European Youth Centres).

Visibility

The Assistance Programme should be better publicised for wider visibility. Course and seminar descriptions and applications forms should be made available (in the relevant

languages) on the DYS web site. For the specific target group in the countries there should be PR activities (e.g. promoting the activities with press releases or meetings with NGO representatives). The programme should also be promoted to trainers who would like to be involved.

Securing and developing quality

The Assistance Programme should organise meetings of the trainers, political representatives and other partners engaged in the activities. These meeting (they can be annual and/or theme or region based) should be used for exchanges of experience, gathering the common knowledge, as well as for preparation (training) of future team members for the activities they will be involved in.

There should be reports form all activities of the Assistance Programme. The reports should not be made by the administrator of the Programme given his workload, but team members or special reporters should be given this assignment. Currently, the learning points from these activities are only shared by a few people involved and not at all with the other stakeholders including the DYS.

Trainers, teams and support for their work

Since they deal with very sensitive topics and specific target groups, the trainers involved in Assistance programme activities should be provided with supervision, similar to that provided to social workers (to better understand the interpersonal relationship with the participants).

The teams also should be better prepared and trained to react in unexpected situations that might happen at an activity (political issues, conflicts taking place, etc).

The management of the Assistance Programme must provide reports and other background documents relevant for the situation of young people in the respective country to the trainers and political representatives engaged in its activities before the preparatory meeting. This will enable better preparation and the design of more relevant activities.

Follow-up and support systems

Support structures for ensuring the transfer of learning should be developed specifically for the activities in Assistance Programme. Since the programme has a national and / or regional focus, it is easier to establish a network of in-country collaborators, or NGOs and former participants, who will assist the programme in the organisation of local logistics, recruitment of participants, dissemination of the information from the courses, etc.

4.4 Consultative meetings

The group addressed the question of: "What is the point (aim) or organising consultative meetings?" as well as how to improve the organisation and effectiveness of consultative meetings.

<u>Purpose/role in the overall programme of the Directorate</u>

The purpose and the position of the consultative meetings in the "DYS system" should be clarified to the participants (by providing more background materials, presentation of draft documents on the relevant subjects on which participants can build, rather than starting discussions from scratch).

<u>Needs analysis</u>

A needs analysis that justifies this type of meetings should be communicated to the participants.

<u>Securing and developing quality</u>

These meetings should not only draft recommendations, but also be a space for exchanges (using a more "open" methodology). Most of the recommendations should address the implementation / operational level (not political one) and should be directly implemented in the DYS activities (no need for statutory bodies to approve them or similar). The organisers should communicate clear expectations towards the participants at these meetings.

<u>Evaluation</u>

The organisers should evaluate the used methodology for these meetings. The current one is very rigid and does not allow space for the consultants to come up with more ideas.

<u>Follow-up and support systems</u>

The follow-up and the implementation of the recommendations from these meetings should be communicated to all stakeholders (consultants, organisations, other departments in DYS, etc).

The DYS Secretariat should secure follow-up and implementation of these meetings in due time after their end. It should also monitor that recommendations not implemented are eventually put into practice.

4.5 Work Priorities of the Youth Sector of the Council of Europe

<u>Overall objectives:</u>
- The programme and the sub-programmes should be coherent, combining a variety of interlinked activities with cross-references, using potential synergies and providing of cross-fertilisation between the activities;
- The names of the programme and its sub-programmes should reflect the process dimension and the involvement of young people;
- The programme should make full use of the resources of the youth sector;
- All activities should be recognised as having an equal value in contributing to the priorities of the youth sector.

<u>Securing and developing quality</u>

A solid needs analysis and ongoing evaluation are necessary for securing quality in the programme. The quality of the programme requires quality in the management of the programme. This implies:

- The actors implementing the programme need to have the necessary and adequate competencies.
- Sufficient resources need to be allocated to the implementation of the programme. In particular there need to be the necessary resources for managing and co-ordinating the programme and its sub-programmes (not only for running the activities).
- The planning of the programme needs to take into consideration of the resources necessary for achieving the desired quality.
- The planning and management of the programme should take into consideration the duration and demands of a three-year programme.
- Proper recognition should be given to all actors involved in developing and implementing the programme.

Needs analysis

- The result of the needs analysis should be shared with and communicated to the partners and people involved in the implementation of the programme;
- The results of the needs analysis included in the description of the programme;
- The needs analysis should take into consideration the potential transfer by participants/users of the programme;
- Priorities for the next programme should be developed using different consultation with all partners and stakeholders concerned;
- The evaluation of the programme 2003 to 2005 should be planned in a way that it feeds into the development and planning of the next programme.

Evaluation

Evaluation is a key instrument for sustaining and developing the quality of the programme.

- Evaluation should consider both educational and political aspects.
- Evaluation should be considered as a tool for decision making.
- Systematic evaluation should be done at all levels – at the activity, sub-programme and programme levels. Therefore, the evaluation of the activities needs to be compatible with the evaluation of the programme and its sub-programmes.
- The programme evaluation should include the evaluation of specific aspects of the work of the youth sector, i.e. analysing the use of non-formal education in contributing to the priorities and evaluating transversal elements such as intercultural learning, gender mainstreaming, youth mainstreaming, minority participation etc.
- Evaluation should be seen as an instrument for the youth sector for being a "learning organisation".
- Evaluation methods and tools will depend on and need to be adapted to the different types of different activities**.**

Visibility

- The whole youth programme and its sub-programmes should be made visible and understandable for internal and external audiences;

- The youth programme and its sub-programmes should have names which make them more visible, identifiable, attractive, accessible, etc;

- The programme should be presented in a recognisable way through the web-site, brochures, publications, etc;

- The presentation of the programme should communicate the quality in the programme (areas of quality, quality criteria and standards, etc.);

- The programme should contribute to the recognition of the educational activities of the youth sector, and of the youth and non-formal education sector as a whole.

II. The Consultative Meeting

1. Purpose, Objectives and Questions addressed by the Consultative Meeting

Three main objectives were identified for the Consultative Meeting:

- To review the practice and developments of educational activities of the Directorate of Youth and Sport, particularly the study sessions, training courses and relevant educational activities in the Assistance programme.

- To reflect about and exchange on common trends and challenges to educational and training practice, notably at the levels of programme design, implementation and evaluation.

- To make proposals to sustain and further develop the quality of the DYS activities, in line with shared principles and standards of non/formal education, with a focus on the programmes of the European Youth Centres, namely:
  - Study sessions
  - Training courses
  - Other educational activities within the priorities' programme, including relevant Assistance activities.

2. Participants

Participants from representing the following partners of the DYS and experiences of its programmes were invited to attend the Consultative Meeting.

- Course directors of study sessions

- Members of the trainers pool involved as consultants in study sessions

- Trainers involved in training programme design, notably within the Assistance programme, the LTTC Participation and Citizenship, the HREYP, the 'regular' programme of training courses

- Representatives of the Youth Forum

- Members of the Advisory Council and CDEJ

- Invited experts

- Educational staff of the Department of Education, Training, Research and Communication and of the Assistance programme.

3. Programme and working methods of the Consultative Meeting

Thursday, 20 February

14:30   Opening and welcome and introductions
Introduction to the aims, objectives and working methods of the meeting

15:00   Collecting expectations and sharing perceptions of challenges for the Consultative Meeting in working groups

16:30   *"Thirty years of education and training in European youth work: achievements and perspectives for development"*:
presentation by Peter Lauritzen, Head of Department for Education, Training, Research and Communication, Directorate of Youth and Sport.

Discussion

18:00   Reception

19:00   Dinner

Friday, 21 February

09:30   *"The practice of quality and non-formal education in the Directorate of Youth and Sport: Is there a Pedagogy of the European Youth Centres?"* presentation and reflection by Erzsebet Kovacs, Training Consultant, Hungary.

Discussion

12:45   Lunch

14:30   Discussion on *"Is there a Pedagogy of the EYCs?"*, cont'd

15:30   Working groups on what is quality in educational activities and how can that quality be identified, in relation to:
- The goals and aims of educational activities
- The learners / participants of educational activities
- The trainers / team members of educational activities
- The training / learning process of educational activities
- The training / learning transfer from educational activities

19:00   Dinner

Saturday, 22 February

09:30   Presentations of results of groups – quality Criteria and indicators for educational activities.

11.00 Working groups to develop proposals and recommendations regarding the standards that should be observed / maintained and the objectives that should be pursued in relation to:
a) Study sessions
b) Training courses
c) Other educational activities (including seminars, symposia, assistance activities, etc.).
d) Work priorities of the youth sector of the Council of Europe

Each group addresses the following questions in relation to their category of DYS activity:
- Purpose/role in the overall programme of the Directorate of Youth and Sport;
- Needs analysis;
- Evaluation and assessment (in training courses);
- Visibility;
- Securing and developing quality;
- Recruitment (and profiles of participants);
- Trainers, teams and support for their work;
- Reporting and documentation;
- Follow-up and support systems.

13:00 Lunch

15:00 Presentation and discussion of the proposals and recommendations of the groups

16:30 Break

17:00 Follow-up to the recommendations of the Consultative Meeting

17:15 Evaluation and closing

4. Expectations of Participants

Participants of the consultative meeting were asked to indicate their expectations for the meeting. Participants indicated that they expected to:

- Reflect on 'Training for what?' Is the goal of educational activities still social change or should there be a redefinition of the purpose of the educational activities undertaken by the DYS?;

- Reflect on whether the programme offered by the Directorate is needs based or whether it, in fact, creates needs to which organisations and governments answer?

- To reflect on the different understandings of "quality" in relation to educational activities

- To develop more explicit quality assessment criteria

- To explore ways in which it might be possible to reconcile quantity-based evaluation and standards (as increasingly applied) with a quality-driven educational and training approach;

- To explore the following dilemmas: introducing a formalised set of criteria and standards into non-formal education and training may not be welcomed by all concerned: many in the NFE field perceive efforts for assessment and validation as a

threat. How should we deal with this in light of the fact that there is a drive by the (funding) institutions towards validation?

III. Summary of Discussions

1. Presentations and Inputs

"Thirty Years of Education and Training in European Youth Work – Achievements and Perspectives for Development"

Presentation by Peter Lauritzen, Head of Department for Education, Training, Research and Communication of the Directorate of Youth and Sport

According to Mr. Lauritzen the Youth Field is a field of "father killers", anything older than three years simply has to go. However, and despite this, he remains convinced that it is not possible to discuss education outside or without reference to the political/social climate and influences of a given time.

In his presentation, Mr. Lauritzen developed a time line or history of the youth field, showing in a first column the Youth Policy reference and its correlating societal reference.

Date	Youth Policy Reference	Societal Reference
1970/72	Youth Colloquium EU EYC and EYF become operational "social change, revolution, anti-capitalism, liberation, emancipation, conscientisation" –young people as actors of social change, young people as avant-garde. Gorz, Freire, Fanon, Rubin,Fromm, Adorno, Negt, Piaget	68 movement, SU occupies Prague, end of fascism in Portugal, Spain and Greece, Vietnam war, Terror attack on the Olympic Games in Munich, Brandt ousted, Nixon impeached
1978/80	Enlargement EYC – Youth Forum EU -"grass roots, global concepts – think globally, act locally – one world, networking " Schumacher, Jonas, Kueng, Cardenal Illich	Social movements: peace movement, women's movement, ecological movement

Hence, in the 1970's, global references were quite normal. Not to make reference to the world and it the wider context of Europe within the world was to be considered Europe-sectarian. At that time, there was not much place for "education" as we understand it today. There was little idea of "learner centredness"; much of the work that youth organisations and even the EYC were doing was ideologically defined. During the 1970's the issue of "work" was very present and much discussed. The main watch words of the time were emancipation, liberation, politics, but not party-politics. The message travelled through personal charisma rather than educational methods.

Date	Youth Policy Reference	Societal Reference
1980/82	1st Conference on Intolerance	Anti-semitic and racist incidents in Europe (Toxteh) – Swiss 'unrest' (Zurich brennt) anti-racist and anti-discrimination movements, minority

Date	Youth Policy Reference	Societal Reference
		movements, SOLIDARNOSC
1980 - 89	Helsinki process, all European youth and student co-operation	Melting time in the cold war, the return of the state and European and international institutions, diplomacy, politics, importance of organisations
Date	**Youth Policy Reference**	**Societal Reference**
1985	First European Youth Week, CAHJE becomes CDEJ, First European Conference of Ministers for Youth Martinez report on participation, youth policy reports: Fricker, Hendriksson, Colloquium: Common Values for Humankind Dichotomy global political commitments, militancy confronted with : cocooning, individualism, depoliticisation, life-style issues Habermas, Touraine, Rawls, Chatwin, Theroux – intercultural and training agendas	Third World, Poverty, Nicaragua, N/S campaign and N/S Centre
1989/90	2nd European Conference on Intolerance – Rapp. Michailo Marcovic – Demosthenes Programme – transition agenda Youth Research Symposium	Fall of the Berlin Wall, beginning of the dissolution of the Soviet Union, Paper of the Serbian Academy of Sciences (co-author: Michailo Marcovic) justifies the ethnic wars to follow in the Balkans, enlargement of the Council of Europe

The 1980's was the time of "anti-institutional" and "anti-state" discourse and this led to the development of what we called "Institutional Pedagogy". With the questioning of that pedagogy, notions of education and educationalists, as actors of the youth scene, came into the game for the first time. In the EYC, this time saw the beginning of the DYS training programme

However, with the Helsinki Process, Europe witnessed the return of more formalistic ways of working and necessarily, the return of institutions as important actors in the public sphere. With the beginning of the disintegration of the Soviet Union a wider concept of Europe emerges.

In the youth field, 2 families begin to form. The first deals with global political movements and leans towards political activism and anti-racism. Issues of the day included third world poverty, Nicaragua and the political muzzling of civil society. The second deals more with individualisation, cocooning and lifestyle issues and is largely a-political in nature. In both cases, reference to sociological notions of youth and the development of training and education programmes become the norm.

Date	Youth Policy Reference	Societal Reference
1992	Youth policy of the EU – youth programmes of the EU Foundations and preparatory work for the RAXI campaign	Delors: internal market – Summit of the Heads of States and Governments in Vienna, UNCED Violent and racist incidents everywhere in Europe, New

Date	Youth Policy Reference	Societal Reference
	2nd European Youth Week in Bratislava "transition language systemic change – democratisation – minority rights (+ changed political language) Human Rights agenda)	Technologies dominate work processes

1992 sees the beginning of internal market in Europe and the youth programmes of the European Communities come into being. A different language begins to surface: people speak of democratisation, political correctness becomes widely accepted and demanded, minority rights and the human rights agenda come to the fore. The introduction and development of new technologies sees the beginning of widespread a speeding up of the information flow.

Date	Youth Policy Reference	Societal Reference
1995	3rd European Youth Week in connection with the RAXI campaign (trains) – Opening of the European Youth Centre Budapest (December) Post modernism and deconstructionism, risk society, media criticism Derrida, Giddens, Sassen, Sennet, Baudrillard, Beck "anything goes, management language replaces political reflection"	Armed Conflicts in South East Europe – Population movements Butchery in the Great Lake area Dayton agreement Stability Pact Kosovo action of NATO "Wise persons report in the Council of Europe" – beginning of the 'priority and result driven interval of the development of the organisation

In 1995 it was no longer possible to speak of one uniform sociological approach and social science witnessed the decomposition of interpretation of development of world and society. This period also saw the beginning of the trend of management language replacing political reflection. Many political events marked this period, most particularly: wars and genocide in Africa and Europe.

Date	Youth Policy Reference	Societal Reference
2000	Priorities: Non-formal learning/ education, South East Europe – Human Rights Education - Participation	Enlargement agenda of the EU, 2001: 11 September attack on New York and Washington, war in Afghanistan
2002	6th European Conference of Ministers in Thessalonica –new priorities: Peace and intercultural dialogue, Human Rights and Social Cohesion, Participation and Citizenship, Policy development and research - largest programme volume ever, new work formats, three covenants with the EU, mainstreaming agenda, Integrated Projects etc. reporting and management pressure, decline of discussion culture and democratic life	
NOW	???? Role of trans-national and	IRAK, UN, US confrontation with

	intercultural education in the world of today ????	'old' Europe, risk of breakdown of the UN based international order, dissent in NATO and EU

From 2000 onwards there are various political developments such as the enlargement of the EU, Terrorism on the US, war in Afghanistan and later Iraq.

Today's political world could be seen as one of US domination, US confrontation with the "old Europe", of the devaluation of the UN, international cooperation and community action.
Today the DYS has a larger programme than ever BUT there has been a significant decline in democratic discussion. The work culture has changed from one of development through debate to pure functioning and execution. This begs the question of what is the role of transnational intercultural education today?

Mr. Lauritzen identified the following challenges facing the Directorate of Youth and Sport in the area of developing and implementing quality in its educational activities:

- Work Priorities;
- Links between educational work research and youth policy development;
- Constructing a positive idea of the world (Global Education agenda);
- Non-formal learning / education in the life long learning agenda (Lisbon process, Bruges / Copenhagen Process);
- Creation of a "Third Sector Process";
- Intergenerational education and learning – the new alliance between childhood, family and youth policies;
- Networking and partnerships;
- Contribute to the creation of a participative learning culture ;
- Continue to work with programmes against exclusion – strive for access to education and learning;
- Develop community based forms of learning – Create relationships between "learning communities";
- Documentation of learning, both formal and non-formal;
- European citizenship: concept and learning strategies;
- Develop appropriate validation and assessment systems for those working in non-formal education in the youth sector.

And also the following assets which the DYS, as a knowledge centre/base, already disposes of:

- Study sessions;
- Training courses, from Training for International Youth Activities through – the Advanced Training for Trainers in Europe;
- Expert meetings and specialist seminars;
- National youth reports and international reviews;
- Human Rights Education Programme – Compass, training courses, events, links to Integrated Projects of the Secretary General, other publications and documentation, etc;
- INGYOs, NGOs, networks, agencies – trust in co-operation;
- Youth research network;
- Trainer's Pool;
- Covenants with the European Union;
- Council of Europe as a knowledge system;

- Governments, public authorities;
- Partners in inter-organisational co-operation: UNESCO, UNICEF, OECD, OSCE, UNHCR, UNDP + PRONI, SOROS Foundation and Open Society Institutes, European Railway Union, Amnesty International, Human Rights Watch, Minority and Women's organisations, etc;
- Professional staff;
- "Friends of the European Youth Centres" – an informal network of multipliers, having been involved with the work for a time of their life and still 'liking it'.

In relation to Mr. Lauritzen's input, the following questions and comments were raised:

Karolina Vrethem raised the issue of the relationship between politics and non-formal education. She raised the question of whether training can be differentiated from education. Or is training part of a wider approach, one of "political education"? She also raised the question of where the "European" dimension to this training or education work actually is? She questioned the extent to which a pan-European perspective has contributed to the methodology and approach employed in the youth sector. Finally, she also questioned the extent to which the youth sector has actually integrated the gender / feminist perspective?

Jean Philippe Restoueix raised the importance of evaluating the impact of the general political climate in Europe on the development of the youth field. An anecdotal example is the case of a 1986 activity in the EYC where the "International" was sung and the Council of Europe censored the reporting on this.

The case of unemployment of young people in Europe is also relevant. For a long time there existed significant pressure for youth work to facilitate the easier employment of young people. Still today there is a lack of social recognition of organisational learning as capacity building and of professional value for young people. This example begs the question of for whom is the training? The institution who conducts it or for the users. In our field of work, this issue is perennial.

A further issue of concern are relations between the EU and the Council of Europe. What are the consequences of this relationship, in particular in relation to plans to enlarge the youth programmes? It must be recognised that different values underlie the reasons for the institutions to develop youth programmes.

Concerning the challenges facing the DYS, Jean-Philippe remarked that the following items might be added to the already long list:

- The meaning of Europe and, hence, citizenship?
- Is training a political tool?
  - $\rightarrow$ for socio economic development
  - $\rightarrow$ for ideological purposes
- Market of youth in Central and Eastern Europe

Peter Lauritzen responded to these two comments by remarking that it's important to become more relaxed about "education and politics". One way might be to see training and the specific work we do as "education in society" and, thereby, also political. It is not strictly necessary to demonstrate a/the political dimension in everything.

In relation to Jean-Philippe's remark, Peter mentions that he is supposed by the extent to which the "employability" agenda has disappeared. We are all aware that the education - labour market contract has been broken. This must least us to develop other ways of looking at education. In fact, it should be a perennial agenda, one of constant concern. The long-life

learning agenda wishes to see the return of the world of work to the discussion forum of the youth sector. But, introducing new formats and approaches has always been something of an uphill struggle, and it's almost normal that it should remain so.

Concerning Karolina's questions on gender, Peter Lauritzen remarked that the youth sector had in fact thought it had come quite far. A policy of gender mainstreaming and sensitivity exists and is strictly practised. However, there may no longer be enough gender specific activities. Needless to say that discrimination should be a constant struggle and we must remain vigilant of the gender issue in this regard all the way through our work.

In relation to the role and status of governments in our sector, it is important to note that there is a control issue from which we cannot escape. The governments pay for our work. And the constellations and complicities change over time. There was a time when the youth sector worked in strong co-operation with specific government. But, who is to say if the approach today is not more effective or democratic? One key problem is that we do not any longer have the essential contact to the large member countries.

Concerning the "Internationale" anecdote, Peter remarks that on such occasions it was a pleasure to be prisoners of the youth movements, but those again were different times. However, he believes that such things will happen again and mentions the example of the youth led demonstrations against the war in Iraq.

Antje Rothemund remarks that she would give more importance in such a presentation to the key date of 1989. The DYS was very active in the work on the East /West dimension before 1989 and this had significant influenced international co-operation. But, it must be noted that opening Europe also led to a sharp cut or break in the then highly debated the North/South issue. The interest, and therefore, the money simply migrated somewhere else. It must also be remembered, that despite, the end of the cold war and the enlargement of the Council of Europe, and the Europe we have 10 years on, that 1968 meant something different in the East and in the West. Is it possible to compare Paris '68 and Prague '68 or singing the "Internationale" in Munich and in Budapest in the 1970's? Capitalism also has a different resonance for people from each side. Karl Marx, too It might be necessary to consider the experience of the "East" when working on further on the North South debate.

A considerable change took place with the development of significant political will in favour of the enlargement of our work to a variety of new partners. This has had a significant impact, with the format of organisations changing over time. Much of the hierarchy that once existed in the youth sector has in fact been broken.

One further challenge, which should be added to the list, is the question of who should the EYCs be training? Full timers or volunteers? Over time this fault line has become very blurred.

Helmut Fennes notes that as a responsible member of EFIL in the early 1980's he had the opportunity to conduct activities of an intercultural educational nature and ones about cultural exchange. On one occasion, Johann Galtung was involved. At that time the aim and result was to bring the political dimension into a "purely" educational organisation. He asks how Peter Lauritzen saw the evolution?

Peter remarks that indeed at the beginning of the 1980's EFIL was one of the only organisations co-operating with the EYCs that was using the "intercultural" language and practice. The approach took a long time to travel beyond the confines of such organisations. But, how sure are we of the Intercultural Learning terminology we use today? In this present time of new crusades, this is a crucial question. The European Youth Foundation and the

European Youth Centres have seen a significant increase in educational activities and a regression of the political organisations.

In relation to Antje's comments regarding 1989, Peter recounts memories of the 2nd conference on Intolerance and warns that the history of Central and Eastern Europe since 1989 is not only to be seen in positive light. There are risks involved in opening up and enlarging and constantly widening. One of the key figures in the 2nd conference on Intolerance, a veteran of progressive movements and part of the history of the EYC, later went on to become a key figure in the nationalist revival among Serbian intellectuals that ultimately led to an aggressive and violent discourse.

Luis Pinto asks whether, then, it is possible to identify any specific trends in the development of the action of the EYCs over the last 30 years. Peter remarks that following list of aims might be considered the trend:

- Making efforts to make the world a better place
- Trying to understand other cultures
- Developing youth work tools
- Understanding youth in their life realities
- Meeting, developing networking and partnerships
- Developing skills for intercultural work
- Developing knowledge

But, what has changed is that the governments have gained more influence in our sector and system. In the 1970's governments and NGO's were in confrontation. Since the 1980's they sit together. The question remains as to whether there will there be a new way to work in the future?

Mark Taylor tells the story of his involvement in an assistance activity run by the DYS since March 14th 2001 in Kosovo. He mentions that it was one of the hardest projects he ever worked on, demanding work for us and for the participants, who agreed to go on the ride. Recently, he learned that the team evaluation has been cancelled. He himself learned long ago that evaluation is important. It is not very professional of an institution to discuss quality when it cancels quality control activities itself.

David Gvineria remarks that the Council of Europe is the only intergovernmental organisation that considers and includes Central and Eastern Europe. A big gap will develop when the 10 candidate countries including those from Central Europe become members of the EU. His question is how will the EU enlargement change things in the training field? David sees a new wall dividing two parts of Europe – between those with access to EU programmes and those without. Can we actually offer training in a pan-European perspective and with an intercultural dimension given this? Is it possibly time to take stock and more or to provide national/regional approach?

Rui Gomes has in his experience of the youth sector noted an evolution away from the social to the individual dimension of the training offer. This brings us back to the issue of professionalisation of the youth sector. Do we work with professionals or will we in the future? What about vocational training? Are we allowed to do this? Several open questions remain - Who can access these standards?, what are the core values of our work and how do these developments affect them? And innovation is one of specialities but we are not so brilliant at sustainability. Rui states that there is a need for the EYCs to get better at maintaining their issue base and at sustaining it. He also notes that there is a need to claim back the ICL agenda and language for its original value.

Peter responds and concludes with the remark that the major concern and aim of any youth policy is access and inclusion. The key indicator for the future life chances of young people is access. Concerning our relation to the EU, the question is delicate, sometimes the values don't match. We will have to face new and ongoing realities which are not egalitarian. The example of Schengen and the new visa regulations for the Eastern part of Central and Eastern Europe is probably the best known. There must be a twofold approach: both pan-euro and national /regional training. All activities have to stay open for all. We have managed to maintain this value within our partnership activities with the EU. There are no restrictions on participation in the partnership activities.

It would be worth to also talk about different speeds of life and to use the notion of "several modernities" more often when thinking about our work. Should we not reintroduce some dividing lines of importance, such as "centre/periphery" and "urban/rural"? Just because you live in the EU does not really mean life is better. The example of regional realities. In the long run, the training + knowledge concepts have to speak to people's realities. There are two main practical problems: "Non EU countries" and our relations with them and "Russia" and other relations. This will need a lot of attention from us in the future.

"The Practice of Quality and Non-Formal Education in the Directorate of Youth and Sport – Is there a Pedagogy of the European Youth Centres?"

Presentation and Reflection by Erzsébet Kovacs, Training Consultant, Hungary

INTRODUCTORY REMARKS

It is a real challenge to put the approach and practice that one works with habitually into words. In preparing for the presentation Erzsébet decided to use the word "Pedagogy" as a guide in answering the question of whether there is or is not pedagogy proper and specific to the European Youth Centres. Further, in her preparations she tried to select quality criteria that can be used to identify the main characteristics of the pedagogy that is used in the EYCs and many other places by the training and education community associated to the houses. She selected five main components of the pedagogy, as a basis for her analysis, as follows:
- The learner
- The goals and aims of the educational activities
- The trainers
- The learning process
- The learning transfer

The following diagram might serve to illustrate some of the relationships that can be observed between these different components making up"pedagogy".
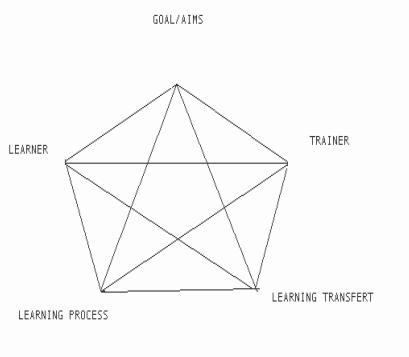
Erzsébet pointed out that necessarily her presentation would be rather subjective. In the first place because time does not stand still and the educational practise of the centres has developed over time. In the second place, aspects which are close to her own heart and practise have tended to come to the fore somewhat.

PEDAGOGY OF THE EUROPEAN YOUTH CENTRES OF THE COUNCIL OF EUROPE

This pedagogy has links to the different (American and European) pedagogical theories, especially to reform pedagogies, but is not just the implementation of a chosen theory.

The pedagogy is based on the common attitudes of the educational advisors of EYCs and the trainers who work with them. These attitudes consist of, among others:
* attention to/respect for participants
* a will to improve the quality of training

Over the years there have been efforts in the EYCs to develop implicit pedagogy into explicit pedagogy. The question remains of whether the pedagogy of the EYCs is not in fact Andragogy.

Without doubt it can be described as a pedagogy of non-formal education for active citizenship (global, European, local, national citizenship), one which is in the permanent process of dynamic development.

ENGAGED PARTICIPANTS – ENGAGED TRAINERS

There are some common characteristics to be observed among the participants and trainers EYC activities. For example:

* Participation is based on internal motivation
* Value-based choices are made
* There is a co-operative attitude
* Similar social roles and experiences: socially and morally sensitive people need and want to develop social competencies

Trainers could be seen as follows:

* Respecting individual freedom, efforts and achievements of participants – no negative feedback, no assessment;
* Respecting differences e.g. individual roles, social, political, cultural backgrounds;
* Understanding and answer needs and expectations. The question remains whether this a *critical or uncritical understanding;*
* Starting the training process from the position at which participants are;
* Promoting integrated subject matter and complex approaches;
* Facilitating the individual and group learning processes;
* Promoting and supporting innovation.

DEVELOPMENT OF CAPABILITIES/COMPETENCES FOR ACTION AND CHANGE

The pedagogy also attempts to develop the capacity of individuals and groups to act. This is manifest in the fact that many course formats include:
* project learning as part of the training course
* project work as follow-up activity

One of the key issues that has been recognised by the EYCs is that the development of capabilities/competences and evaluation of the results/learning transfers/learning outcomes needs <u>time.</u>

However the question remains as to whether the EYCs approach can also develop learners' <u>capability of vision</u>?

Unfortunately, the impact of such learning and training approaches are little known, as there is little opportunity to engage in follow-up research. Questions such as

- Are the participants successful in the long run?
- Are they able to meet unexpected changes when they come?
- Do they adapt themselves to conditions?
- Do they modify conditions in a successful attempt?
- *Are they more interested in 'adult society'?*

are often impossible to address due to a lack of resources (human, financial, temporal).

ALTERNATIVE PEDAGOGICAL SOLUTIONS AND THEIR FREE ADAPTATIONS IN OTHER TRAINING FIELDS ARE WELCOME

There is no exclusively accepted/developed methodology in use within the activities undertaken at the EYCs. The custom is to treat every training course as a specific and unique activity. Hence, there is a lot of methodological variety and innovation in the work done. Active, participatory methods are to make the learning more effective and attractive. A step by step approach is used in methodological development. There is also institutional support given: problems and contradictory experiences are expected and tolerated

But certain aspects could be further developed:

- *Verbality is still dominating!*
- *The complicated and most difficult political, economic, conflict resolution processes can not be handled as if they were reducible to group activities.*

GENERALLY SHARED VALUES CONDITION TRAINERS' ORIENTATION IN FINDING ADEQUATE PEDAGOGICAL SOLUTIONS

One of the main pedagogical values practised is respect for individuality. This implies to respect the <u>freedom and responsibility of the voluntary learner,</u> which in practical terms means that individual learning is more in focus and significant support for individual learning (personal development) is offered.

Some of the steps of the development process for supporting individual learning can be observed as follows:

- Provide individual consultation
- Take into consideration different individual learning preferences and learning styles
- Work with individual learning plan during the training process
- Provide individual coaching/mentoring
- Support open learning

Further development could possibly be foreseen in the following areas:

- Facilitating/programming self -education?

- Developing social competencies without social interactions?
- Individualisation?

One key question concerns the ways in which the training experiences of participants can create the ground for their later non-formal learning and / or studies.

ONGOING EVALUATION – ONGOING QUALITY IMPROVEMENT?

One key question continues to be:

WHAT IS THE MAIN PEDAGOGICAL GOAL OF TRAINING AND STUDY PROGRAMMES OF THE COUNCIL OF EUROPE?

There are several answers that might complement each other:

GENERATING SOCIAL CHANGES?   IMPROVING YOUTH WORK QUALITY? DEVELOPING PARTICIPATION IN THE THIRD SECTOR?

YOUTH WORK IN CHANGE?

Some ideas concerning the dynamic and changing nature of youth work:

- Youth work is not a preparation for life but is life itself
- The young generation learns to define and solve their own problems in their own way, without regard to the past definitions and solutions.

WHO REALLY NEEDS INTER-GENERATIONAL DIALOGUE? WHO SHOULD START IT?

The following comments and questions were discussed immediately after the input was concluded.

Peter Lauritzen remarked that the history of "what is a project?" is well known in the EYCs. The background to the EYCs famous long term training courses is rooted in the experiences of certain international youth organisations that frequented the house, such as JEC or the Danish Youth Council.

For him, the EYC has always been a market place of ideas and practice to which organisations bring as well as taking from. In the early days no one wanted to know the theoretical genesis of a given method. However, Peter thinks that the work of Kurt Levin (field work and evaluation of field work) can be seen as something of an umbrella approach/theory for the pedagogy of the EYCs.

Miguel Angel Garcia Lopez remarked that there is always a social political context that puts different accents on the theories we use and how we use them.

Jean Philippe Restoueix raises the importance of the role of architecture in the working practice of the EYCs. He makes reference to the facilities and physical space available for the pedagogy we do. These have an impact on the quality of the training conducted. He questions the extent to which our pedagogy is unique because of some of the factors/conditions which are to be found here in EYC.

Goran Buldioski commented that active citizenship (although politically attractive) is limiting. He asks the question: To which extent do young people actually have the possibility to actively participate in their own lives?

Erzsébet responded by remarking that she chose active citizenship to make a differentiation to citizenship as a legal status. But the question remains as to whether non-formal education is for that purpose?

Rui Gomes questions whether the EYCs actually have a critical pedagogy. Does the pedagogy of the EYCs actually help participants to develop their critical faculties? According to Rui, part of the context of the EYCs (NGO's, etc.) is the common denominator of developing people's independent faculties for looking at society.

Peter Lauritzen puts forward that it is important to think in relation to two realities: "projects" are now the management philosophy of the new century. The new catch word is project and it is used differently in managerial and educational contexts.
Rui remarks that the question of negative/positive feedback is influenced by the explicit/implicit approach mentioned earlier.

Miguel contends that explicit negative feedback is sometimes very necessary in our educational context. The question remains the accent given: is the feedback given about a person or about a process.

Pascal Hildebert remarked that we often say that our pedagogy is learner centred, but is it really?

According to Jean-Phillipe, values play a significant role. Sometimes participants put forward values which are contrary to those we promote (also in the role of a trainer). Education is not neutral.

According to Karolina Vrethem, critical feedback CAN be constructive without always being negative.

Goran Buldioski mentions that it is important to be aware of things being culturally marked, in particular in terms of participants' perceptions. A lot can also be influenced by the "level" of anxiety in the learning process/ individual persons. The question is whether the criticism given serves a constructive purpose for learning or whether it blocks the learning.

Helmut Fennes points out that feedback has to be distinguished from affirmation. We provide affirmation for participants' achievements but feedback and how it will be received or its impact is dependant on many factors including the individual involved.

Karolina raised the question of where assessment takes place. Is it asked for? Or communicated?

Erzsébet responds by commenting that youth work is quite a closed field. It is not just preparation for life and becoming part of society, it is life itself. But there is a gap between youth activities in the 3rd sector and other civil initiatives.

Carol Ann Morris questions whether training courses provide real skills for trainers and coping once participants go home.

Erzsébet responds by commenting that we should work much more for and on "change management". The implicit meaning of this response is that right now the skills we provide are not adequate enough.

Inge Stuer mentions that training sessions there is a conscious effort to "bring it all back home", but it is probably not enough. She asks what we are doing that for.

According to Paola Bortini, the training sessions we run are linked to citizenship, understanding where you are, what's around you and what you can do/how you can act. So it is about acquiring citizenship skills through youth work and it will go on in later life. There is an implicit movement through life from youth to adulthood with ongoing engagement because work in associations and the like demands commitment.

Jean-Philippe responded by remarking that we have to be careful that we do not implicitly judge those who don't go on being engaged. He quoted « hommes et femmes debout, responsables et en respect de leur dignité humaine ». It is very difficult to measure the impact of a course on helping people to do that.

Rui mentions that in terms of long term impact, maybe continued engagement is not the most important thing. The non-formal educational activities are just ONE experience in the lives of most participants. They had a history before the EYC and have a future and we don't control their learning process life long. In any case, participants are not just active citizens, they are multipliers. That's why it's so important to choose specific target groups – possibly they are also change managers. What about "empowerment"?

Banafshe mentions gender mainstreaming and asks whether this is explicit or implicit in the educational work. What is the gender perspective?

Erzsébet responds by saying that what we do is also to help people to identify how to develop and what to develop in themselves. The question remains whether a training activity can have a life long impact, or whether the impact accumulates with other social and political influences.

Further, one of the strengths of our "club of trainers" is methodological richness and innovation. However, she questions the extent to which it is actually necessary to go so deep into preparing the training programmes. Might it not be better sometimes to work in a more spontaneous way?

Rui asks what is the alternative to verbality? He considers the context is very important and that training has to take it into account when deciding on the use of verbal or non-verbal approaches.

Balázs Hidveghi says that for him the question of the goal of the training we do is crucial and needs further exploration. Is training for personal development and attendant individualisation or is training for social and political roles and the attendant consequences for collective action.

Inge points out that while she agrees that we work with "individual learners" one must not discount the issue of social control. What are the consequences for our pedagogy, in the environment where participants are under social control and are not able to make individual decision?

Jean-Philippe asks what is meant by "individual". He makes the reference to countries which have no history of democracy. The individual has less or little value in some of those countries and is seen in a different light. On the other hand, is it possible to equate emphasis on the individual with democratisation? The history of the individual has to be taken into account.

Erzsébet agrees that our pedagogy is based on a very "western" notion of the individual.

Miguel points out that starting from the previous knowledge and skills of participants is important as it provides support for individual learning in the context of participants' reality. For him the social impact defines quality of our pedagogy.

Further discussion of Erzsébet Kovacs' input on "Is there a Pedagogy of the European Youth Centres" took place in smaller working groups. Each group addressed one or several aspects of her intervention as follows.

Is Youth Work in Change?

In relation this questions, the participants of the working groups concluded that:

- Youth policy must affect all aspects of society;
- That is in the interest of the different actors in the youth field and the wider education field to take into consideration the links between the formal and non-formal educational sectors and for formal education actors to consider the integration of certain principles and methods of non-formal education into their approach. The added value of skills learned through non-formal education is not the only justification for this claim;
- Youth organizations are a place where young people learn social skills. This should be acknowledged;
- It is important for the non-formal sector to maintain its unique characteristics and image;
- Youth mainstreaming is a philosophy that should be the basis of youth work. Youth work should respect its own philosophy;
- The purpose of youth work is to address the needs and reality of young people;
- "Youth work" is too broad a title for something that is so diverse geographically, historically as well as demographically. The reality of youth work changes from country to country and from historical period to historical period. Often when we talk about youth work we talk about a *certain type* of youth work without mentioning this. Further discussion into the why and how of youth work should acknowledge this diversity;
- In the context of countries in transition there has been a definite change from the formal state-controlled "youth work" to autonomous youth work that often uses imported Western ideas, skills, techniques;
- It is important to understand the purpose behind efforts to change existing policy and practice before undertaking change;
- The Council of Europe remains one of the few places of training and education where differences can be spoken about and taken into account.

What are the unique characteristics of Trainers and Participants?

Participants discussed the "quality" of both participants and trainers in the youth sector, in relation to what their particular characteristics and unique nature is, concluding as follows:

- The DYS is a sector where trainers do not "oppose" participants, but are learners as well, and at least to the same degree as participants;
- We cannot talk about "trainers" as a unitary category as they have different roles depending of the kind of activity they develop. It is more appropriate to speak of educational actors.

Further, the group discussed the following related issues:

Why do Youth Organizations choose to send their youth leaders to DYS activities?

- Economic issues
- Prestige
- Infrastructural issues
- The trainer teams have only to worry about the training
- Youth Centres as Greenhouses
- Secure space for people coming from different backgrounds

There exists the perception that DJS is very centred on projects:

- How many projects
- How many participants

One criterion for the assessment of quality could be the number of projects that have been initiated by former participants of the activities of the DYS (a quantitative assessment of the multiplier effect). The question of having both quality and quantity criteria for the assessment and evaluation of DYS activities and its programme was raised.

The question of values was also raised. Which values are common in youth work? Even if we use the same words we are often referring to different perceptions of the values at play. This is particularly visible in the Assistance Programme, where team members face misunderstanding and even confrontation with the values of their training practice with those of participants. Sometimes the team is perceived as a western imposition. In other cases, discussion leads one to realise that, although using the same words, we are talking about different things.

Different trainers react in a different ways in front of the values expressed by participants, from an attitude of respect for free speech to open confrontation, when the values expressed contradict those of the training or institution. It is important for trainers to assess the degree to which there is an involvement of personal political values in the process.

What about Evaluation?

The group identified the following related questions as relevant for the assessment of how evaluation can contribute to the development of quality educational activities:

Who evaluates for whom?

- The funding institution has a different logic/understanding when it comes to evaluation than trainers. Institutions evaluate a lot according to quantitative criteria. Trainers evaluate a lot for development and improvement of their educational practice;
- What is the link between the evaluation demanded from the institution and the one from the trainers? Do they contradict each other? What can we read out of or generalise from evaluation reports?

Is there too much emphasis on evaluation methods that require writing?

- Standardised Evaluation questionnaires at the end of courses pose a contradiction to the open learner-centred pedagogy. Not every participant has to evaluate all areas of concern. More focus should rather be put on on-going evaluation after the course. At the end of course one could rather do evaluation in dialogue form – in this way you could more react to the individual need and capacity to evaluate of the participant.

Generally shared values condition trainers` orientations when looking for adequate pedagogical solutions, as follows:

- If we look into Non-Formal Education in general the generally shared values are important, but that is not the case in our specific education

- When we develop a more individual programme; such as ATTE you can apply the general shares values where as in the short-term educational forums, such as study sessions it can be more difficult

- It must been seen in the context of group learning where a great challenge is how far can you actually go with the individual needs and demands?

- There is a contradiction between the needs of the individual where on one hand he or she can plan the learning process and even put an end to it and the other hand the necessary social interaction where one essential aspect is to consider the needs of the collective and the evolvement of the a group belonging and feeling

- The group learning is a core value in EYC

- Interaction brings more to the learner

- EYC is unique in collecting diverse people where we can learn from one and each other and learning together in a European context

- EYC manages to develop a certain competence base

- Skills, knowledge and attitude – three columns in EYC - where the attitude is specially focused on

- 2 types of learning:
    - the learning for the individual
    - the learning for the institution

- The methods developed and promoted here are later on used institutionally; not individually: e.g. COMPASS

- Important not to forget the study sessions in this debate

- Training is not a goal in itself.

- If we focus more on the methodology – if this becomes a trend we risk loosing the content

- There is a danger if the EYC becomes a trend setting spot for ideas and opinions which flow in and out with the people who enter and leave the building – in this scenario there is no space for evolvement and development

- Uncertainty regarding the EYC pedagogy and the individual vs. collective learning

- A challenge – how much of the pedagogical features are maintained due to political concerns and issues? E.g. the Evaluation problem (Marks project)

2. Thematic Working Groups

Based on the explorations that took place around the inputs of the speakers, thematic working groups were convened to discuss and conclude on the nature of quality in relation to the DYS educational activities, and to find criteria that provide the possibility for the effective assessment of that quality.

2.1 Quality Criteria and Indicators for Educational Activities

What is Quality in Educational Activities?

In general, quality in training and education is about…

- Minimum standards and definitions related to the essence or type of activities (i.e. what defines them); *what* should be *in* certain activities (e.g. a training course is…, related to *how* they are prepared and delivered and evaluated;

- Quality in education should serve as an assurance to all involved and concerned (promoters, trainers, participants, sending organisations…) that the stated aims and objectives are well defined and will be pursued so as to be made fully achievable (*to meet expectations and fulfil the needs*);

- Quality can thus be understood also as a standard or guarantee: that the participant shall learn about what the promoters or trainers have announced to provide as learning;

- Quality concerns the whole spectrum of context, partners, people and stages of the activity or project. It is defined implicitly or explicitly, but a *minimum common understanding* of what it entails has to be secured. The term quality is not always understood by all partners in the same way;

- Quality can also be described by the following, although this list is not exhaustive: Sustainability, Standards, Evolution, Flexibility, Adaptability, Results, Inspiration, Independence, Creativity, Reflection, Refinement, Success, Performance;

- It should be noted that the notion of quality is socially, institutionally and culturally marked;

- It should be noted that many of the aspects mentioned here are extremely difficult to measure in the short or even medium term;

- Finally it was considered that quality, like Infinity, is a never ending development.

To define quality for the educational activities organised in the European Youth Centres the main question was: *What are the minimum criteria that should be fulfilled so an activity corresponds to certain standards (to be a quality activity)?*

Minimum quality standards are the ones which secure that:

- The activity and its programme are prepared, run and evaluated;

- All actors concerned and involved in the training (institutions, organisers, team members, participants, sending organisations) define and attempt to achieve the objectives commonly defined;

- The activity provides what it has announced: in other words, the learner participates in a programme that includes the content announced in the draft programme;

- The learner achieves their own objectives and, furthermore, takes action and/or changes their own attitudes, skills and knowledge base after the activity;

- The activity largely meets stakeholders expectations, and all concerned are generally satisfied;

- There is an outcome of the activity which is relevant and important for both the participants and the Council of Europe. In this respect, it should be useful for the participants and contribute to the fulfilment of the goals and aims of the Council's youth sector, in particular. In order to be relevant and useful and have an added value for the participants, the activity has to respond to their needs;

- The activity should be innovative within the specific context and setting, i.e. imply breaking new ground for the participants and challenging them intellectually and emotionally, while not stretching them to the limit of their endurance. To achieve this, the activity has to offer a variety of contents and methods, and the learning/training process has to be organised in a way that it takes into account the background, knowledge, experience, interest and needs of the participants;

- The activity should provide for an enriching process for both the participants and the educational team, so they feel positive about having been part of it, and so they feel motivated and stimulated to apply what they have learned, to follow-up on the activity and to multiply the experience and outcome;

- The results of the activity have can be politically transferred or followed-up.

More specifically and in concrete terms this also means that the activity:

- Takes place in an appropriate and favourable physical environment for learning;
- Has been developed on the basis of an assessment of the participants' needs, which takes place prior to the activity;
- Has defined, clear and understandable (and achievable) objectives;
- Provides a programme that to a large extent corresponds to the training and learning plans of participants attending;
- Provides empowerment of participants to take action after the activity;
- Creates a comfortable learning space for everybody;
- Is run in such a manner as to allow for and encourage the active participation of participants throughout the activity;
- Programme design and process can accommodate concrete solutions to troublesome issues (including conflicts in the group);
- Has relevance for the realities of those taking part;

- Develops a learning process centred on the participants, while still using the group as a source of learning;
- Has been planned to implement monitoring and evaluations systems before, during and after the activity;
- Is run by a multicultural team, which has minimum of competence and a diverse base of experiences;
- Puts forward training styles, methods and methodologies that are culturally acceptable to the participants;
- is a coherent, structured learning process.

2.2 The goals and aims of educational activities

Referring back to project management methodologies, the goals of an education or training activity are determined by a certain need or problem and conditioned by the analysis that is made it. The approach, project or activity chosen to address the needs (or some of them), depend on the institution and the people carrying out the analysis and/or identifying the means at the disposal of the project.

Some problems that occur at this stage are, for example…

- Insufficient or partial needs analysis;
- Poor identification (of not completely wrong) of the type of responses to the problems or needs;
- Inadequate provision of means to pursue the aims;
- Inadequate definition of the social and education objectives to be pursued;
- Wrong or unclearly defined target groups.
- Unspecified, over specified or overloaded curricula.

Some of the *possible criteria* pertinent at this stage of the project conception and development…

Adequate analysis of needs and problems:
1. Based on a shared perception of needs
2. Making use of previous experiences and, if possible, evaluations
3. Involving also the beneficiaries and other partners concerned.
4. Discussed, agreed, shared and communicated (or communicable)
5. Within the aims or scope of the institution or promoter.

Choice of the right responses
6. Relevance of the activity to the problems
7. Being clear about the limits of the intervention or of the activity

Provision of means to pursue the aims
8. Appropriate identification of the financial resources required for the activity

9. Appropriate and consistent identification of the human resources for the activity

10. Appropriate consideration of the institutional support, including the relation with decision and policy-makers

11. Suitable and sufficient timing (including preparations, evaluation and follow-up reports)

12. Clarity about the "minimum" outputs expected by different partners.

Definition of the social and education objectives to be pursued

13. Definition and identification of the target group, including social or professional roles, levels of previous knowledge and experience

14. Consistency between the perceived learning needs of the target group and the needs identified in the social analysis

15. Setting up learning objectives that are realistic, achievable, understandable and negotiable with and for the participants

16. Identification and consideration of the measures needed to support the achievement of the learning objectives

17. Clarification of the methodology and learning approach to be pursued.

18. Provision of a minimum of information regarding the issues/contents involved in the learning process

19. A realistic initial curriculum, subject to change.

2.3 The learners / participants of educational activities

It is considered doubtful that one can define what a "good" participant is, but as a starting point broad terms such as "motivation" and "creativity" were considered pertinent.

The group asked itself on which grounds it is possible to assess the quality of a participant. The dilemma lies in that, for example, a difficult participant in a training course may be seen to have negative qualities even though in the long run their presence may actually have advantages, such as contributing to the group dynamics, challenging the team and fellow participants in a way that they may otherwise not have been challenged.

However it was recognised that criteria are also necessary, in particular in selecting trainers for teams. The DYS training programme contracts trainers on a regular basis and to be part of the Trainer's Pool asks that the trainer meets certain criteria.

It was noted that quality is dependent on the needs of a specific environment as one participant/learner may have skills/quality in one environment but not in another.

2.4 The trainers / team members of educational activities

Key indicators for minimum quality criteria for teams preparing, running and evaluating study sessions:

Team Composition:
Diversity of experiences and background in the team is a prerequisite. All the experiences and backgrounds should be constructive and contribute to the learning process of the participants and have certain relevance to the topic of the study session In practical terms, this criterion very often refers to team balance in terms of gender, geography, different competences linked to the different realities people come from. This has to be decided in relation to the topic and participants present at the activity.

Teams' members should represent the organisation and its diversity. Team members should represent different member organisation, members or network partners (min 3).

Team Competence:
The team should have previous experience and knowledge from study sessions of the same and/or other organisation in the past (clearly, this criterion cannot apply to new organisations, running study sessions for the 1st time). Hence, a minimum of two team members should have already participated in at least one study session at an EYC.

The team (as a whole) must have a basic understanding and acceptance of non-formal education approaches as valid and as those to be implemented in the activity. A possible indicator for this could be that at least one member of the team has previous training in the field of non-formal education.

Team should possess the necessary language competencies, in other words, all team members should be capable of working in at least one working language of the activity. There should be at least two team members who are able to work in the second language. The idea that there must be one common language in the team was not supported by all participants of the consultative meeting, but was nonetheless put forward as a potential indicator for quality.

The team should have a very good knowledge of the organiser of the study session (detailed, updated knowledge). A possible indicator for this is that at least one team member belongs to the "inner circle" (Board or Staff member (current or former) or similar) of the organisation and had extensive knowledge of the organisation.

The team should have basic knowledge on the topic on the study session. This means that at least two team members have dealt with the subject of the study session and minimum one should possess considerable theoretical and/or practical knowledge.

The team should be competent to facilitate non-formal educational process in an intercultural group. A possible indicator for this is that at least one team member has attended a training for trainers course.

Team Process
The team must secure a "regular" process of preparation (incl. prep meeting), individual preparations, communication between the team members and preparation of the study session beforehand. One indicator could be that the team members secure process that enables their continuous learning through the activity.

The team process is essential for the quality of the study session and, therefore, attention should be paid to developing it. A possible indicator could be that a minimum of one

preparatory meeting prior to activity is organised, that regular contact among the team members is maintained.

Outcomes
At the end of the study session, the team should secure that there are outcomes on two levels: Individual learning points for participants and Learning for the organisation.

It was also noted that issues such as gender and minority mainstreaming and selection criteria for the hiring on DYS consultants are both important issues to this debate in addition to what has been mentioned.

2.5 The training / learning process of educational activities

The learning and training processes in a non-formal education activity are complex. While the learning and training processes are interdependent, they are still two different processes which take place in parallel, with the training process starting before the learning process (i.e. with the design and preparation of the activity) and finishing after the learning process (with the overall evaluation).

It has to be considered that learning and training processes take place at different levels (behavioural, cognitive and affective), and that they are multidimensional, with the different dimensions affecting each other: the needs of the participants, the objectives the activity is expected to contribute to, the actions taken as part of the activity, the contents addressed, the emotions of participants and team members, the reflection and analysis of what is encountered during the activity, the ongoing evaluation of the activity. These dimensions affect each other in continuous cycles and often simultaneously.

The following quality criteria were highlighted. For a quality activity in terms of learning / training process, there should be:

- An awareness of what is going on, which implies transparency of the learning and training processes – the objectives for each part of the activity and for the activity itself, the rationale and reasons for the methodology used and for the choice of specific methods, the roles of the different actors involved in the activity etc.;

- The possibility for participants to intervene in the (planned) process and to adapt it if necessary;

- The possibility to learn in the process and from and with those involved in the activity, by developing and providing an adequate learning programme and space; this also applies to the educational team as learning system, where team members support and consult each other;

- The facilitation of both the individual and the group learning processes, so that the activity is meaningful for everyone involved, taking into the consideration the backgrounds, expertise and needs of all participants in a balanced and inter-subjective way;

- A dynamic methodology, taking into consideration where the participants are at each point of the process, building on what has been achieved during the activity, and using a participant-centred approach;

- An orientation towards the aims and objectives of the activity by using an adequate methodology and adapting the programme during the activity, if necessary, to contribute to the achievement of the aims and objectives;

- A programme and methodology which respects and makes use of the resources available, in particular the human resources represented by the participants and the

members of the educational team, constructively challenging, but not over-challenging them, and using the local environment as a resource.

2.6 The training / learning transfer from educational activities

Learning transfer is understood by the group as how the learners transfer the learning from the activity to and within their own realities. Quality in learning transfer might mean:
- That what participants learned is in their opinion useful for their realities;
- That the activity helps participants to start to build a bridge between the theme and the programme of the activity and their realities. In other words that participants are able to visualise the learning transfer and / or have a first occasion to reflect on transfer in the learning setting;
- There is a needs assessment: in other words, participants should reflect before the activity on what they could or want to transfer to their realities;
- Integration of new and old skills into participants' realities;
- Evaluation in steps (both evaluation immediately after the activity and ex-post evaluation);
- Mutual/parallel follow up by all stakeholders involved;
- That participants have found new motivation;
- Adaptation (focus within activity on methodology, etc);
- The activity considers the fact that transfer is also culturally marked;
- That participants learn how to analyse their realities;
- That learning transfer can be part of the programme of a training (as a topic);
- That participants have the opportunity to identify partners for personal networks;
- A holistic approach: in other words, participants receive support using different materials and information (participants should receive tools for the transfer);
- That the "sending" organisations play a very important role (or more important one than presently);
- The "sending" organisation should internalise the learning of the participants within their organisation and plan for the follow-up process;
- That the team evaluates their learning transfer individually, institutionally, etc.

Further the group discussed possible ways how to identify Quality in Learning Transfer:
- A conscious attempt is made to assist participants to prepare the learning transfer by helping them to formulate why and what can be transferred, how they can do it and how to start;
- Individual differences, formulated by the participants are taken into consideration;
- A space to reflect on personal development and change is provided;
- The needs assessment has been done and integrated into the development of the activity;
- The different stakeholders and actors have been involved in the preparation and follow-up of the learning transfer;
- There is feedback or information about learning transfer after the activity. Participants actions and personal development and the actions of other stakeholders should be the focus of this feedback;
- The team evaluates their learning transfer individually and for the institution;
- Adequate conditions (technical) are provided for the transfer to be possible (support, information, resources).

4. Appendices

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LIST OF PARTICIPANTS

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AUSTRIA

Mr Peter HOFMAN
Luftbadgasse 11/8
1060 Vienna
Austria
Tel: 0043 664 3501049
Email: peho@a1.net

Ms Maria WOLF
Bundesministerium für Soziale
Sicherheit und Generationen
Franz Josefs-Kai 51
1010 Vienna
Austria
Tel : + 43 1 71 100/32 30
Fax : + 43 1 53 50 322
Email: maria.wolf@bmsg.gv.at
Web: http://www.bmsg.gv.at

BELGIUM

Mr Pascal HILDEBERT
European Federation for Intercultural Learning
(EFIL)
Av. Emile Max, 150
B-1030 Brussels
Belgium
Tel: + 32 2 514 52 50
Fax: + 32 2 514 29 29
Email: pascal.hildebert@afs.org

Ms Carol Ann MORRIS
European Youth Forum
Rue Joseph II, 120
B-1000 Brussels
Tel : +32 2 230 64 90
Fax : + 32 2 230 21 23
Email: carol-ann.morris@youthforum.org

Mr Gediminas PLECKAITIS
International Young Catholic Students /
International Movement of Catholic Students
European Co-ordination of JECI-MIEC
Rue du Marteau, 19,
B-1000 Bruxelles
Tel: +32 2 218 54 37
Fax: +32 2 218 54 37
Email: jecimiec@skynet.be
Web: http://users.skynet.be/jecimiec

FRANCE

Mr Denis MOREL
Le Bois Grignon
56220 Malansac
France
Tel : + 33 2 97 43 41 32
Email: luciole.ara@mageos.com

ENOA
Portugal

Tel: + 351 91 72 92090
www.enoa.info

GEORGIA

Mr David GVINERIA
European Youth Forum
Flat nr 1, 3K Gamsakhurdia ave
380015 Tbilisi
Georgia
Tel: + 99599 565 036 (mobile)
Fax: + 995 32 933 814
Email: dgvineria@hotmail.com
david.gvineria@youthforum.org

GERMANY

Mr Miguel ANGELGARCIA LOPEZ
Penter Weg 11
49565 Bramsche
Germany
Tel: +49 5461 880 364
Fax: +49 403 603 305 266
Email: rmbercia@aol.com

HUNGARY

Ms Gyorgyi TOTH
NANE women's Rights Association
1447 Budapest
PO Box 502
Hungary
Tel: +
Fax: + 36 1 337 2865
Email: tgyorgyi@mail.0660.hu
info@nane.hu
www.nane.hu

Ms Erzsebet KOVACS
Kanizsai u. 4/C
1114 Budapest
Hungary
Tel: + 36 1 361 47 07
Email: e.team@axelero.hu

ITALY

Ms Paola BORTINI
Vico Vittoria 6/7
89010 Cannitello RC
Italy
Tel: +39 0965 798001
Mob: +39 348 311 5958
Fax: +39 0965 798032
Email : paola.bortini@tin.it

NETHERLANDS

Mr Paul KLOOSTERMAN
Geernoutstraat 3
3813 BV Amersfoort
The Netherlands
Tel: + 31 33 47 00 052

Tel: + 31 654 321 608 (mobile)
Email: paulkloosterman@planet.nl

PORTUGAL

Mr Luis PINTO
International Young Catholic Students/
International Movement of Catholic Students
Rua Tomas da Anunciação, 70 – 1 Dt.
1350-330 LISBOA
Tel: +351 21 386 02 94
Mob: +351 91 683 50 45
Email: lm.pinto@clix.pt

ROMANIA

Mr Eugen GHERGA
Intercultural Institute
Str Miron Costin nr 2
Timisoara 1900
Romania
Tel: + 4025 62 03 942 + 4074 01 71 630
Fax: + 4025 61 98 457
Email: eugen_gherga@yahoo.com,
eugen.gherga@personal.ro
iit@intercultural.ro
Web: http://www.intercultural.ro

RUSSIAN FEDERATION

Mr Andrew YUROV
Youth Human Rights Movement (YHRM)
Volodarskogo 70-51
394000 Voronezh
Russian Federation
Email : pro@comch.ru
pro@hrworld.ru

SERBIA AND MONTENEGRO

Mr Mark TAYLOR
c/o Council of Europe office
Vuka Kardzica 12
11000 Belgrade
Serbia and Montenegro
Tel: + 381 11 635 438
Email : brazav@yahoo.com

SPAIN

Mr Xavier BARO URBEA
Trainer
Intercultural Youth work Resources (RAI);
National Youth Council of Catalunya (CNJC);
Member of The Pool of Trainers of European
Youth Forum (YFJ)
c/ Collserola 21
08035 Barcelona
Tel: (+34) 93 212 77 84
Email: xavierbaro@hotmail.com

SWEDEN

Ms Banafshe HEJAZI
Valfiskens Gata 789
136 64 Haninge
Sweden

Tel: + 46 (0) 73 669 09 25 (mobile)
Email: banafem@yahoo.com

Young Woment from Minorities (WFM)

Ms Karolina VRETHEM
Jacob Westins 6. V
112 20 Stockholm
Sweden
Tel: + 46 8 651 7189
Tel: + 46 70 768 53 81 (mobile)
Email: kavre@chello.se

SECRETARIAT

Mr Peter LAURITZEN
Head of Department Education,
Documentation and Research
Directorate for Youth and Sport
Council of Europe
European Youth Centre Strasbourg
30 rue Pierre de Coubertin
F-67000 Strasbourg
FRANCE
tel: + 33 3 88 41 22 93
fax: + 33 3 88 41 27 77
email: peter.lauritzen@coe.int

Ms Antje ROTHEMUND
Executive Director
Directorate for Youth and Sport
Council of Europe
European Youth Centre Budapest
Zivatar utca 1-3
H-1024 Budapest
tel: + 36 1 212 40 78
fax: + 36 1 212 40 76
email: antje.rothemund@coe.int

Mr Helmut FENNES
Administrator
Directorate for Youth and Sport
Council of Europe
European Youth Centre Strasbourg
30 rue Pierre de Coubertin
F-67000 Strasbourg
FRANCE
tel: + 33 3 88 41 39 16
fax: + 33 3 88 41 27 77
email: helmut.fennes@coe.int

Mr Rui GOMES
Administrator for Programme and Training
Directorate for Youth and Sport
Council of Europe
European Youth Centre Budapest
Zivatar utca 1-3
H-1024 Budapest
tel: + 36 1 438 1034
fax: + 36 1 212 40 76
email: rui.gomes@coe.int

Mr Jean-Philippe RESTOUEIX
Administrator
Directorate for Youth and Sport
Council of Europe
European Youth Centre Strasbourg

30 rue Pierre de Coubertin
F-67000 Strasbourg
FRANCE
tel: + 33 3 88 41 32 17
fax: + 33 3 88 41 27 77
email: jean-philippe.restoueix@coe.int

Mr Goran BULDIOSKI
Educational Adviser
Directorate for Youth and Sport
Council of Europe
European Youth Centre Budapest
Zivatar utca 1-3
H-1024 Budapest
tel: + 36 1 438 1032
fax: + 36 1 212 40 76
email: goran.buldioski@coe.int

Mr Balazs HIDVEGHI
Educational Adviser
Directorate for Youth and Sport
Council of Europe
European Youth Centre Strasbourg
30 rue Pierre de Coubertin
F-67000 Strasbourg
FRANCE
tel: + 33 3 88 41 22 98
fax: + 33 3 88 41 27 77
email: balazs.hidveghi@coe.int

Ms Yael OHANA
Educational Adviser
Directorate for Youth and Sport
Council of Europe
European Youth Centre Strasbourg
30 rue Pierre de Coubertin
F-67000 Strasbourg
FRANCE
tel: + 33 3 88 41 22 99
fax: + 33 3 88 41 27 77
email: yael.ohana@coe.int

Ms Inge STUER
Educational Adviser
Directorate for Youth and Sport
Council of Europe
European Youth Centre Strasbourg
30 rue Pierre de Coubertin
F-67000 Strasbourg
FRANCE
tel: + 33 3 88 41 22 95
fax: + 33 3 88 41 27 77
email: inge.stuer@coe.int

Ms Nina KAPOOR
Administrative Assistant
Directorate for Youth and Sport
Council of Europe
European Youth Centre Strasbourg
30 rue Pierre de Coubertin
F-67000 Strasbourg
FRANCE
tel: + 33 3 88 41 38 93
fax: + 33 3 88 41 27 77
email: nina.kapoor@coe.int