RAY LEARN – ORGANISATIONAL EFFECTS OF YOUTH WORKER MOBILITIES

Participants recognise Youth Worker Mobilities as an opportunity aimed at organisational impact. The opportunity for interorganisational networking and the process of organising the mobility itself seem to be the most consistently impactful part of youth worker mobilities at organisational level. When it comes to the transfer of good practice between organisations and other on-topic organisational learning, practice-near formats such as study visits, job shadowing or peer learning seem most suited to have these effects.

WHAT WORKS WELL

1. They support the creation of interorganisational partnerships

Networking and partnership building are the most prominent organisational effects described by participants. Youth Worker Mobilities allow participants to establish new contacts and strengthen existing relationships with organisations in other countries. These lead to continued cooperation, new exchanges, trainings or mobility projects.

2. Organising Youth Worker Mobilities is itself an organisational learning experience

The organisational impact of youth worker mobilities appears particularly clear for project leaders from organisations that organise and run mobility projects, compared with youth worker mobility participants and with participants and project leaders involved in other activities. This may be related to the organisational learning involved in managing the mobility itself, particularly around project management.

3. They can strengthen internal organisational capacity

Youth Worker Mobilities can strengthen organisations' operational capacity through the competences developed by individual participants. Participants report learning methods, tools and practical approaches, as well as developing their own competences and knowledge. When this learning is brought into organisational practice, it can contribute to how the organisation carries out its work.

> ***"During the mobility, we created a safety checklist that we now share with all our partners. We have started using it and taking it into account when planning safe physical and psychological mobilities for young people."***
>
> **– Focus group participant**

LIMITS & CONTEXT

1. Organisational impact is not always clear

Participants frequently describe learning new methods, tools and practical approaches, as well as developing their own competences, knowledge, confidence or perspectives. However, a sizeable share do not explain what changed in their organisation as a result. This is also partly to be expected, since organisational improvement was not an explicit reason for participating for about half of participants. The transfer from individual to organisational learning is therefore not systematic or always visible, even though organisational effects are described in some cases.

2. Not all activity formats are equally transferable

The organisational value is clearest in formats where participants observe, exchange and work directly with concrete practices, such as study visits and job shadowing. For seminars and training courses that are further removed from practice, organisational transfer is not so clear.

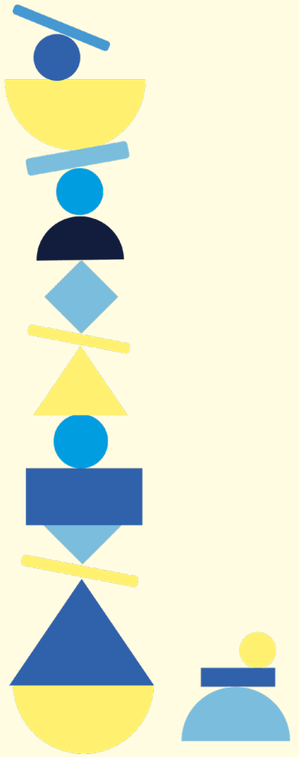
RAY LEARN - Outcomes of the Accreditation in Erasmus+

ABOUT RAY-LEARN

RAY-LEARN focuses on strategic organisational learning and development in the context of the European Youth Programmes. The project looked specifically at the Erasmus+ accreditation, since it is the main programme instrument designed to support longer-term planning, continuity and strategic use of KA1 mobility activities.

Refer to the main RAY LEARN research report for methods and further information.

Other key finding documents of RAY LEARN:

- RAY LEARN key findings and recommendations
- Outcomes of the accreditation in Erasmus+
- Organisational effects of hosting ESC volunteers
- Types of beneficiary organisations in Erasmus+ and the ESC

Erasmus+
Enriching lives, opening minds.
EUROPEAN SOLIDARITY CORPS
THE POWER OF TOGETHER.
R A Y