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Identifier:	4
Respondent Information	
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Address	
Organisation	University of South Wales
Campaign	
Confidential Response	No
Reason for confidentiality:	I am NOT responding on behalf of my organisation. I am responding as an individual who has been deeply involved in EU youth programmes for the past twenty years
Future Contact	Yes
Acknowledge Response	Yes
Inform when published	Yes
Key Response	No
Respondent Information Questions	
Consultation Questions	
<b>1 Does EU action, as opposed to national government action, in the areas of education and vocational training generally benefit or disadvantage the UK? Can you point us to any published evidence or analysis in support of your view?</b>	
<b>Answer/Comments:</b>	Given that there are no legislative obligations that might prescribe or restrict UK education or vocational training policy, I see EU actions as inherently positive, benefitting both individuals and institutions through the exchange of ideas, experiences and initiatives.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>2 Are there any specific EU activities in the areas of education and training that you consider particularly beneficial or particularly disadvantageous to the UK?</b>	
<b>Answer/Comments:</b>	The ERASMUS programme - through the exchange both of students and staff - has significantly enhanced learning and teaching in higher education, certainly in my field of the social sciences.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	

<b>3 Do you think the EU, as opposed to national government, should do more or less in relation to education and training? If so, where and why?</b>	
<b>Answer/Comments:</b>	Given the mobility now possible for EU citizens, there is an urgent need for MORE to be done on the transferability of both academic and vocational qualifications
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>4 What other areas of EU competence or activity have an impact on education and training in your sector and how?</b>	
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>5 What challenges or opportunities are there for the UK in further EU action on education?</b>	
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>6 What international bodies or arrangements other than the EU are important to education and training in the UK? How does your experience of dealing with them compare with the EU's activity in this sphere?</b>	
<b>Answer/Comments:</b>	My other work in the youth field at international level is primarily with the Council of Europe, though also with the United Nations, but its focus has been on non-formal education and voluntary activities, not education and training.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>7 For the specific programmes which are funded and managed via the EU (such as Erasmus or Leonardo), what are the benefits or disadvantages of having EU rather than national responsibility and funding for these activities?</b>	
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>8 Can you point to evidence which shows that language learning has improved through participation in the programmes?</b>	
<b>Answer/Comments:</b>	I do not know so much about formal language learning but my experience suggests that participation in European education and training programmes certainly provides new momentum and a further catalyst for language learning, and indeed strengthened motivation for it. The regret is that this perspective relates rather more to those from elsewhere seeking to learn English rather than to native English speakers seeking to learn other languages.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	

**9 How would you describe the costs and benefits to your organisation of participating in the programmes?**

**Text for Report:**

**Key Indicators:**

**10 Have you noticed any change in EU activity or emphasis since the 2009 Treaty of Lisbon and the introduction of Europe 2020, and, if so, where has this manifested itself and in what ways? Have these changes been helpful or unhelpful?**

**Text for Report:**

**Key Indicators:**

**11 Is it appropriate that Europe 2020 focusses on early school leaving and the completion of tertiary education?**

**Answer/Comments:** Yes. Early school leaving is a blight on the whole of Europe, with admittedly different levels in different countries. Supporting effective learning transitions to adulthood and the labour market - whether through academic or vocational education and training - is critical, given the evidence concerning the destructive effects on both those who drop out or are excluded at an early stage in what is now a prolonged process and the wider communities and societies in which they live.

**Text for Report:**

**Key Indicators:**

**12 Has the adoption of EU education policy frameworks or Council Recommendations had any impact on your sector?**

**Text for Report:**

**Key Indicators:**

**13 How does policy cooperation on education in the EU compare with other organisations, for example the OECD?**

**Text for Report:**

**Key Indicators:**

**14 Can you point to examples of reform in national policy which have resulted from EU co-operation in education and training?**

**Text for Report:**

**Key Indicators:**

**15 How would you assess the costs and benefits to policy makers of participation in education policy cooperation at EU level?**

**Text for Report:**

**Key Indicators:**

**16 What evidence is there that EU action in the area of Youth benefits or disadvantages the UK?**

<b>Answer/Comments:</b>	My view is that EU actions in the youth field, despite currently celebrating 25 years, are largely unknown to the UK, including many working directly in this field. As with formal education and vocational training, however, there are general benefits accruing from the exchange of knowledge, experience, understanding and good practice, and few disadvantages.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>17 Do you think the EU should do more, or less, in relation to Youth, and why?</b>	
<b>Answer/Comments:</b>	The 'youth' field is rather disparate and unspecified, so this is a difficult question to answer. Within the broad frame of 'youth work', the EU does and can provide a useful framework for considering the role of youth work (non-formal education/learning) in relation not only to formal education but also to wider policy questions of, for example, social inclusion, citizenship, the labour market, health and crime.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>18 Do you think the EU focuses on the right aims and priorities in the Youth field?</b>	
<b>Answer/Comments:</b>	Broadly, yes, though I have always been concerned that it has cast its net too widely at the expense of particular sub-groups of young people, such as those in the public care, those with disabilities or those in trouble with the law. There has been a focus on migrant youth and young people from minority ethnic groups, but grand visions such as 'Youth and the World' cloud more specific priorities. The current 2009 EU Youth strategy framework, concerned with Opportunities, Access, and Solidarity are apposite given the current social condition of young people in Europe, following the economic crisis.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>19 Have you noticed any change in EU activity or emphasis since the 2009 Treaty of Lisbon and the introduction of Europe 2020, and, if so, where has this manifested itself and in what ways? Have these changes been helpful or unhelpful?</b>	
<b>Answer/Comments:</b>	The youth field agenda has certainly become more firmly harnessed to the Europe 2020 strategy. The youth chapter in Easmus + now places even greater emphasis on the mobility dimensions of actions in the field of youth.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>20 Has the adoption of the Structured Dialogue had any impact on your sector?</b>	

<b>Answer/Comments:</b>	Not directly on my sector, but my view of the Structured Dialogue, while commendable in giving a strong included voice to the democratic representatives of young people, is that it has become over-exclusive (despite the national consultation processes) and somewhat self-indulgent, in that the youth field speaks to itself on its own aspirations, without involving relevant actors from elsewhere on each trio theme of the Structured Dialogue. Repeated exhortations and demands, without that extraneous additional dialogue, seem rather futile.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>21 What other areas of EU competence or activity have an impact on your sector and how?</b>	
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>22 What international bodies or arrangements are important to your sector beyond the EU?</b>	
<b>Answer/Comments:</b>	Primarily the Council of Europe, and to a lesser extent, the United Nations. I also work very closely with the Partnership between the European Commission and the Council of Europe in the youth field. Indeed, I have often expressed the view that this Partnership needs to be strengthened, in order to produce more consistency and coherence in the youth field across Europe, rather than the often slightly or more significantly different approaches to the youth agenda by the European Commission and the Council of Europe - which seems itself rather self-indulgent (and comes over as very confusing) in times of economic austerity.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>23 Has the EU had an impact on young people's opportunities to have a voice in policy and decision making, or on organisations' work to involve young people in shaping services?</b>	
<b>Answer/Comments:</b>	Yes, the European agenda for youth has, for decades, given paramount attention and priority to the issue of youth participation, and has actively promoted the involvement of young people in decision-making. Young people are invariably represented on all working groups, committees, planning and preparatory meetings and so forth.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>24 Has the EU had an impact on young people's social inclusion in the UK?</b>	
<b>Answer/Comments:</b>	Not particularly. EU research has demonstrated that some robust national programmes have had a positive effect on social inclusion (and UK policy for looked after children is one

	exemplar), but EU resources and reach through its programmes have had very limited direct impact on social inclusion in the UK
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>25 What are the benefits or disadvantages of having EU rather than national funding for activities under the Youth Programme?</b>	
<b>Answer/Comments:</b>	National funding would be just as good, so long as it was dedicated to the particular approaches taken by EU youth programmes, which provide a unique opportunity for young people and youth workers to experience exchanges and projects with young people from other countries. This value will be strengthened under Erasmus +, with its tri-lateral expectations.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>26 What do you think about the criteria and conditions set by the EU for applying for and receiving funding?</b>	
<b>Answer/Comments:</b>	Too onerous. While there needs to be accountability for these public resources the bureaucracy of the funding process has turned too much into a paper chase and a paper exercise rather than a grounded, concrete set of practices. The gulf between modest but commendable realities and exaggerated paper-based claims that have to be made to have any chance of securing such funding increases year on year
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>27 What do you think about the aims and activities of Erasmus+ in comparison to the Youth in Action programme?</b>	
<b>Answer/Comments:</b>	I have been a supporter of the transition from Youth in Action to Erasmus +, value the additional resources that have been secured, celebrate the fact that 'youth' still has a separate chapter in the programme, and look forward to continuing to make the case for the complementarity of youth programmes (and youth work programmes) with formal education and vocational training - what I call the citizenship agenda for learning.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	
<b>28 Any other comments?</b>	
<b>Answer/Comments:</b>	The EU is an important platform for drawing together experiences, ideas and perspectives from across the diversity of 28 countries, and more. Anything can be rejected, but it is a font for stretching the imagination and producing and providing new thinking that can, sometimes, transform

	developments at national levels or at least make small but important differences in their 'youth' policy development and implementation.
<b>Text for Report:</b>	
<b>Key Indicators:</b>	

