



research based analysis of youth in action

LONG-TERM EFFECTS OF ERASMUS+: YOUTH IN ACTION

DRAFT INTERIM TRANSNATIONAL ANALYSIS 2018

DATA REPORT

FROM INTERVIEWS AND SURVEYS
BETWEEN 2015 AND 2017

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'Erasmus+: Youth in Action' (E+/YiA) is part of the Erasmus+ Programme of the European Union supporting international projects in the youth field. The 'Research-based Analysis of Erasmus+: Youth in Action' (RAY) is a research programme conducted by the RAY Network, which includes the National Agencies of Erasmus+: Youth in Action and their research partners in currently 31 countries*.

This RAY study on Long-term Effects of Erasmus+: Youth in Action on Participation and Citizenship (RAY LTE) presents an interim transnational analysis of the results from surveys and interviews between 2015 and 2017 with project participants and project leaders/team members involved in E+/YiA projects. The study was designed and implemented by the Institute of Educational Science at the University of Innsbruck and the

Generation and Educational Science Institute in Austria in cooperation with the RAY Network partners in Austria**, the Czech Republic**, Estonia**, Finland**, Germany**, Hungary, Italy, Malta**, Slovenia** and Sweden. It was co-funded within the Transnational Cooperation Activities (TCA) of E+/YiA.

This report reflects the views only of its authors, and the European Commission cannot be held responsible for any use, which may be made of the information contained therein.

Where available, national research reports can be requested from the respective National Agencies and their research partners (see <http://www.researchyouth.eu/network> or –. Further RAY publications can be retrieved from <http://www.researchyouth.eu/results-erasmus-youth-in-action>.

*As of May 2018: Austria, Belgium, Croatia, the Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden, Turkey, the United Kingdom.

** Members of the RAY LTE research project working group



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ABBREVIATIONS AND DEFINITIONS

ABBREVIATIONS

- EU** European Union
- E+** European Union Programme Erasmus+ (2014-2020)
- E+/YiA** Erasmus+: Youth in Action (2014-2020)
- YiA** European Union Programme 'Youth in Action' (2007-2013)
- PP** Project participants
- PL** Project leaders/members of project teams: youth workers, youth leaders, trainers or other actors who play a supporting/leading role in preparing and implementing E+/YiA projects together with/for the participants. In general, and depending on the type of project, each project partner is represented in the project team by at least one member.
- RAY** Research-based Analysis of Erasmus+: Youth in Action. The RAY Network consists of the Erasmus+: Youth in Action National Agencies and their research partners involved in the RAY project.
- LGBTQI*** Lesbian, Gay, Bisexual, Transgender, Queer, Intersex or other gender identity
- LTE** RAY research project on Long-term Effects of Erasmus+: Youth in Action on Participation and Citizenship
- NA** National Agency
- Project** This term is used in the text in accordance with the official project lifetime and refers to the whole duration of the financially supported project; this includes all phases and activities during the project lifetime, in particular also preparation and, if applicable, follow-up activities as well as reporting.
- Activity** This term – also referred to as 'core activity' or 'intensive phase' of the project – is used throughout the text in reference to the non-formal learning activities within the aforementioned projects. In particular, it refers to those activities, in which young people, youth workers, youth leaders and other actors come together and work on the project theme(s).

TYPE OF ACTIVITY (ALSO 'ACTIVITY TYPE')

YE	Youth Exchanges (Key Action 1)
EVS	European Voluntary Service (Key Action 1)
SD	Structured Dialogue – meetings between young people and decision-makers in the field of youth (Key Action 3)
YWM	Mobility of youth workers (Key Action 1)
TCA	Transnational Cooperation Activities (Key Action 2)
Residence country	Country of residence at the beginning of the project (the country of the partner organisation who the participant was part of)
Funding country	Country in which a project was funded through the respective National Agency of E+/YiA
Venue country	Country in which one or more core activities within a project – in particular meetings of young people or of youth workers/leaders (in most cases from different countries of origin) – took place; also referred to as 'hosting country'
Sending	Country in which a project was funded through the respective National Agency of E+/YiA
Hosting	This refers to PP or PL who came from a 'hosting' partner, i.e., they were involved in a project taking place in their residence country
+ / ++	Sum of positive responses ('agree' plus 'strongly agree')
- / --	Sum of negative responses ('disagree' plus 'strongly disagree')
AT	Austria
CZ	The Czech Republic
EE	Estonia
FI	Finland
DE	Germany
HU	Hungary
IT	Italy
MT	Malta
SI	Slovenia
SE	Sweden

READERS' NOTES

This RAY LTE Report is, apart from various abbreviations listed above, also using several

terms in very specific contexts, and it is vital to explain these before reading forward.

'SURVEY WAVES'

The research design includes multilingual online surveys addressed to participants at the following stages of their project: before the core activity of the project (e.g. the actual meeting of young people from different countries in case of a youth exchange), two to three months, one year and three years after the end of the core activity. These four surveys are referred to as 'survey waves'. These

surveys included numerous questions, which did not refer to the project and were identical for other survey waves, e.g. 'I am very good at discussing political issues seriously', and which could be answered by ticking between 0 (= does not apply at all) and 5 (= fully applies). The responses were analysed in order to explore changes for each participant over the four survey waves.

'OBJECTIVE' AND 'SUBJECTIVE' MEASUREMENT TECHNIQUES USED IN THE QUESTIONNAIRES

Questions in the questionnaire were constructed in two different ways. The first way constitutes of a direct question on the desired topic, e.g. 'I am familiar with the youth policies of my country.'⁴⁷ In this report, this approach is called a 'subjective measurement', since it gives the respondents an opportunity to consciously adjust the answer; it is a self-assessment question for which the purpose is clear to the respondent. Another way to ask a question is to present a series of statements and ask the participants with no obvious or direct link to the measured phenomena in order to receive an assessment, which is not influenced by the subjective opinion of the respondent. For example, asking a series of questions on the preferences of the respondent may provide a sound basis for the examination of the respondent's values system – but without asking the respondent explicitly about his/her values, e.g. 'My respect towards people around me depends on their background.' or 'I believe that claiming state benefits, which one is not entitled to, can be justified.'⁴⁸ This approach is called an 'objective

measurement', since these findings can hardly be influenced by the respondents: they do not provide obvious links to what is being scored. Abovementioned questions were specifically designed in order to be used in all survey waves (before the project, two to three months after the project, and one year after the project)⁴⁹. Therefore, these questions stayed the same in all three questionnaires and were not related directly to the project processes, but aimed at mapping the attitudes, values, knowledge and practice of the project participants. There were also questions, which were only asked during the second and third wave of the survey and which were directly aiming at exploring project-related details and participants' views of the projects as such. An example of such question is 'The following activities, exercises, games and methods were part of the programme of the project in which I participated: Presentations/ input by experts/project leaders; Discussions; Role plays, simulations.'⁵⁰ or 'How did the project affect you in the end? I engage in civil society.'⁵¹

⁴⁷ The question was introduced as follows: 'Please assess the following statements for yourself by ticking between 0 (= does not apply at all) and 5 (= fully applies).'

⁴⁸ The question was introduced as follows: 'Please assess the following statements for yourself by ticking between 0 (= does not apply at all) and 5 (= fully applies).'

⁴⁹ For detailed information about the survey waves and further aspects of the methodology see Appendix A – Methodology.

⁵⁰ Respondents were asked to mark all applicable options.

⁵¹ The question had the following answer options: 'Less than before the project; To the same extent (as before the project); More than before the project.'

DIFFERENCE BETWEEN THE INDEX AND THE ITEM

There are two fundamental ways in which the questions from the questionnaire are used throughout this report. The first, straightforward way is to analyse and subsequently describe the question as such, and in that case, the question is referred to as 'a questionnaire item' or simply 'an item'. In this case, single questions from the questionnaire are analysed.

Secondly, since there are many questions (items) in the questionnaire, some of them were combined in order to provide a wider view of the respondents' opinions; these are

called 'indexes'. Indexes are created as sums of several items (questions) and provide, therefore, a more general information than the items themselves; while an answer to an item '*I am very interested social issues.*⁵²' is providing a very specific information, combining answers to several items, such as '*I am very interested in ... social issues; political issues; economic issues; European issues.*' can provide a broader view of respondents' *Interest in the World*. This way, particular statements of the respondents can be transformed to give us a more general information on values, practices, attitudes, etc.

STATISTICAL SIGNIFICANCE

Statistical significance refers to the certainty, with which a conclusion can be made based on the data analysis outcomes: a statistically significant result is very likely to be found also in the basic population, not only among the respondents of the survey. In this case, the statistically significant result means that it is applicable to all participants of E+/YiA projects

which are similar to the projects the respondents took part in. In this report, only statistically significant findings are reported, i.e. all changes described below are statistically significant and applicable to all participants of E+/YiA projects similar to those the respondents attended.

FACTUAL SIGNIFICANCE: USE OF THE TERMS 'SMALL', 'MEDIUM' AND 'PROFOUND' CHANGE

Factual significance means that the finding is significant in terms of its content. This means that a difference in, e.g., income is high or low. This is a matter of interpretation and is not dependent on statistical significance described above. Factual significance differs in dependence of the audience: an income change of € 500 per month would be significant to some people, and at the same time there are millionaires who would not consider it significant at all. In this report,

scales are used, usually ranging from 0 to 10. Changes in the mean or median values are being interpreted by authors of this report based on their understanding of the phenomena in question as follows: a difference smaller than 0.50 is considered a 'small change'; a difference between 0.50 and 0.99 is considered a 'medium change'; and a difference equal to or larger than 1.00 is considered to be a 'profound change'.

⁵² The question was introduced as follows: 'Please assess the following statements for yourself by ticking between 0 (= does not apply at all) and 5 (= fully applies).'

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6 APPENDIX A – METHODOLOGY

6.1 RESEARCH METHODS AND INSTRUMENTS'

For this study, a multi-method approach applying quantitative and qualitative social research methods is taken.

6.1.1 Quantitative research methods

Standardised multilingual surveys were conducted with project participants and project leaders⁵³ as well as with a control group. In accordance with the research interest, the questionnaire was created to survey competences for participation and active citizenship as well as participation and citizenship practice.

The questionnaire was created in alignment with the theoretical background, with attitudes, values, knowledge and skills as four main areas of “citizenship competence” as well as “citizenship practice”, including habits and activities connected to being an active citizen.⁵⁴ The indicators are shown in Table 1 as well as the composite indicators, which were used in quantitative data analysis, in line with common

research practice in this area, and are especially useful given the complexity of the researched subject: active citizenship.⁵⁵ These composite indicators were created as summative indexes based on factor analyses results which showed that in all areas, except for the attitudes, single items could be combined into an index (in order to examine this concept from different angles); in case of attitudes, four separate categories were identified and summarised under indexes with the following titles: interest, responsibility, and fairness (in two distinct domains – *Fairness towards the world* and *Fairness towards the state*). Details on these composite indicators (indexes) are shown in Table 1.

TABLE 1: COMPETENCE FOR PARTICIPATION AND ACTIVE CITIZENSHIP – MAIN AREAS, INDEXES AND ITEMS

<p>Democracy values</p> <p><i>This index describes how strongly the respondents carry values, which are inherent to a democratic and pluralistic society:</i></p> <p><i>0 = No identification with democracy values</i> <i>10 = High identification with democracy values</i></p> <p><i>Objective measurement.</i></p> <p><i>First wave Cronbach's $\alpha=0.730$⁵⁶</i> <i>Second wave Cronbach's $\alpha=0.726$</i> <i>Third wave Cronbach's $\alpha=0.741$</i></p>	Importance of voting.
	Equality of genders.
	Importance of freedom of assembly.
	Importance of voluntary activities.
	Possibility of exercising habits in immigrants.
	Giving immigrants basic rights.
	Restriction of immigration. ⁵⁷
	Home country enriched by immigration.

⁵³ Previous RAY surveys indicate that project leaders also develop citizenship competences through their involvement in YiA projects. They participate in the same surveys as project participants, with some adaptation to their specific role.

⁵⁴ See also chapter 2 'Introduction and theoretical background' on page 11 of the volume 'Main Findings'.

⁵⁵ Hoskins & Campbell 2008; Hoskins & Mascherini 2008; Hoskins, Villalba, Saisana 2012; Zaff et. al 2010

⁵⁶ Cronbach's Alpha (α) coefficient indicates the reliability of the indexes which were created from the original variables; values of 0.7 and over are considered to signal a reliable index. All Cronbach's α coefficients are calculated separately for the sample of participants in all three waves of the survey.

⁵⁷ This scale was formed with an opposite polarity from the rest of the items (asking respondents in negative terms) and was reversed before analysis.

Attitudes	Interest in the world	
	<p><i>This index describes how interested the respondent is in everyday societal issues; how strong or weak an interest in the world surrounding the respondent was detected by the battery of items this index is based on, such as interest in social, political, or economic issues.</i></p> <p>0 = No interest in the world 10 = Highly interested in the world</p> <p>Objective measurement.</p> <p>First wave Cronbach's $\alpha=0.745$ Second wave Cronbach's $\alpha=0.767$ Third wave Cronbach's $\alpha=0.798$</p>	<p>Interest in social issues.</p> <p>Interest in political issues.</p> <p>Interest in economic issues.</p> <p>Interest in European issues.</p>
	Responsibility for the world	
	<p><i>This index describes how responsible the respondent feels to be with respect to the everyday societal issues; how strong or weak an urge to take action the respondent exhibits towards the issues that surround her or him; how likely he or she is to step up in these issues. The underlying battery of items focuses on responsibility for the development of the local community, or willingness to take action in order to protect democracy in her or his country.</i></p> <p>0= No sense of responsibility at all 10 = Highly responsible for the world</p> <p>Subjective measurement.</p> <p>First wave Cronbach's $\alpha=0.781$ Second wave Cronbach's $\alpha=0.790$ Third wave Cronbach's $\alpha=0.791$</p>	<p>Responsibility for the development of local community.</p> <p>Taking action in order to preserve democracy.</p> <p>Responsibility for sustainable development of Europe.</p>
	Fairness towards the world	
	<p><i>This index describes to what extent the respondent shows tendencies towards respectful and fair behaviour and, on the other hand, to what extent a behaviour, which is disrespectful and unfair, is deemed appropriate by the respondent; in other words, the index shows an attitude towards dealing with an outside world: very individualistic and not based on societal rules on one hand, and organised and based on social norms on the other. Items focused on respect towards other people, or attitude towards discrimination.</i></p> <p>0 = Does not attach to any societal rule 10 = Always sticks to rules set by society</p> <p>Objective measurement.</p> <p>First wave Cronbach's $\alpha=0.059$⁵⁸ Second wave Cronbach's $\alpha=-0.032$ Third wave Cronbach's $\alpha=0.047$</p>	<p>Intervention against discriminating/aggressive behaviour.</p> <p>Respect towards people from different backgrounds.</p>

⁵⁸ These readings suggest reliability problems, and the index may be dropped from future (final) analysis.

Attitudes	Fairness towards the state <i>This index is very similar to the index describing the general fairness of the respondent towards the world; this one focuses on fairness towards the state in areas such as cheating on taxes.</i> <i>0 = Does not attach to any state-related rules 10 = Always sticks to rules set by the state</i> <i>Objective measurement.</i> <i>First wave Cronbach's $\alpha=0.640$ Second wave Cronbach's $\alpha=0.634$ Third wave Cronbach's $\alpha=0.726$</i>	Unlawful claiming of state benefits. ⁵⁹
		Not declaring taxable income. ⁶⁰

Skills <i>First wave Cronbach's $\alpha=0.808$ Second wave Cronbach's $\alpha=0.844$ Third wave Cronbach's $\alpha=0.831$</i>	Discussing convincingly.
	Cooperating efficiently in a team.
	Forming independent opinions.
	Negotiating joint solutions.
	Discussing political issues seriously.
	Finding information.
	Coming up with ideas in the interest of a community.
	Getting along with people from different backgrounds.
	Keeping up with changes.

Knowledge <i>First wave Cronbach's $\alpha=0.894$ Second wave Cronbach's $\alpha=0.901$ Third wave Cronbach's $\alpha=0.909$</i>	Up-to-date knowledge on local community affairs.
	Up-to-date knowledge on European affairs.
	Understanding of link between lifestyle and environment.
	Familiarity with youth policies in home country.
	Understanding of the European Youth Strategy.
	Knowledge on NGO engagement in home country.
	Familiarity with principles of representative democracy.
	Knowledge on civil responsibilities and rights.
	Knowledge on Charter of Fundamental Rights of the European Union.
	Knowledge of Universal Declaration of Human Rights.

⁵⁹ This scale was formed with an opposite polarity from the rest of the items (asking respondents in negative terms) and was reversed before analysis.

⁶⁰ This scale was formed with an opposite polarity from the rest of the items (asking respondents in negative terms) and was reversed before analysis.

TABLE 2: PARTICIPATION AND CITIZENSHIP PRACTICE

Active citizenship / citizenship practice	General participation in civil society <i>First wave Cronbach's $\alpha=0.832$</i> <i>Third wave Cronbach's $\alpha=0.851$</i>	Discussing political issues with family and friends.
		Discussing political issues online with friends.
		Discussing political issues online with a wider community.
		Helping in the community.
		Evaluating media messages.
		Keeping oneself informed on European issues.
		Wearing a badge or a shirt with one's political opinion.
		Sharing political views on social media.
		Handing out leaflets on political issues.
		Producing content on political issues (texts, videos...).
		Verifying media messages.
		Expressing ideas through arts.
	Negotiating joint positions.	
	Volunteering.	
	Gathering information <i>First wave Cronbach's $\alpha=0.636$</i> <i>Third wave Cronbach's $\alpha=0.577$</i>	Reading newspapers.
Listening to the news.		
Watching the news.		
Environmental activities <i>First wave Cronbach's $\alpha=0.651$</i> <i>Third wave Cronbach's $\alpha=0.670$</i>	Separating waste.	
	Avoiding wasting water.	
	Using public transport to minimise pollution.	
	Shopping responsibly.	
Conventional political participation <i>First wave Cronbach's $\alpha=0.844$</i> <i>Third wave Cronbach's $\alpha=0.831$</i>	Voting in local elections.	
	Voting in regional elections.	
	Voting in national elections.	
	Voting in EU elections.	
	Running for an office.	
Non-conventional political participation <i>First wave Cronbach's $\alpha=0.519$</i> <i>Third wave Cronbach's $\alpha=0.554$</i>	Participation in community events.	
	Participation in peaceful rallies.	
	Signing petitions.	
	Collecting signatures for petitions.	
		Making donations.

Items in the questionnaire were used in two different ways: the first way constitutes a direct question on the desired topic, e.g. asking a respondent if he or she is interested in something, in case interest is being measured. In this report, this approach is called a “subjective measurement” since it gives the respondents an opportunity to consciously adjust the answer; it is a self-assessment item with an obvious aim. Another way to ask a question is to present series of statements and ask the participants with no obvious or direct link to the measured phenomena in order to come up with an assessment of the given area

not influenced by the subjective opinion of the respondent about the measured phenomena. For example, asking series of questions on the preferences of the respondent may provide a sound basis for the examination of the respondent's values system. This approach is called an “objective measurement” since these findings can hardly be influenced by the respondents: they do not provide obvious links to what is being scored.⁶¹

The questionnaire consists of closed/multiple-choice questions and includes a number of dependency questions, which only appear for the respondents in the event a previous (filter)

⁶¹ For more details, please see chapter 'Readers' Notes', more specifically the subchapter "Objective' and 'subjective' measurement techniques used in the questionnaires'.

question is answered in a specific way. The questionnaire could be accessed in 13 languages: Czech, Dutch, English, Estonian,

Finnish, French, German, Hungarian, Italian, Maltese, Russian, Slovene and Swedish.

6.1.2 Qualitative research methods

Furthermore, qualitative interviews were conducted with project participants – and not with project leaders/members of the project teams because the research interest referred

first of all to participants. The interviews were conducted in 10 languages: Czech, Estonian, Finnish, German, Hungarian, Italian, Maltese, Russian, Slovene and Swedish.

Guidelines for interviews one year after the activity⁶²

The guidelines of the semi-structured interviews were designed ensuring coherence and complementarity with the online questionnaires. Thus, they also referred to participation/citizenship competence, including values, attitudes, knowledge and skills, and to participation/citizenship practice. The interviews started with introductory

information and warming up elements. Phase 1 aimed at asking/following up on questions, which were answered by the interviewee during the first interview before the activity. Phase 2 included questions related to the projects and its effects. The interviews ended with a question concerning the future plans of the interviewee.

Introduction

Context and purpose of this second interview one year after the activity

Processing of interview responses; consent for recording; anonymisation of responses; confidentiality of data: no disclosure to third parties, data used exclusively for research purposes

Warming up

Phase 1: Asking/following up on questions, which were answered by the interviewee during at the first interview before the activity

Basic values and attitudes

Looking back over the past year/since the project you participated in: which events come to your mind that you consider to be most important?

What has been important for you in your life during the past year?

During the interview a year ago, you mentioned the following motto for your life: ... Is this still your motto for your life? If not: why has it changed? What triggered this change?

Was this motto relevant during the project? If yes, in which way?

What have you engaged in during the past year that you consider to be important?

Do you consider yourself to be an 'active' person? What makes you 'active' / not 'active'? Did this change since the project a year ago?

⁶² The main objectives of the interviews before the (first/main) activity of the E+/YiA project were to establish a trustful and sustainable relationship between the interviewer and the interviewee which can provide for authentic statements in three interviews in three years; to clarify the purpose and structure of the study, in particular with respect to the three interviews; to explore previous experiences and activities of the interviewee, in particular related to citizenship and participation in (civil) society, public and political life; to explore attitudes and values, in particular related to citizenship and participation; to explore motivation, expectations and involvement in the E+/YiA project.

Motivation, expectations and involvement concerning the project

During the interview a year ago, you mentioned the following expectations/reasons/motivation related to your participation in this project:

Were these expectations met? If yes: in which way?

What happened that you did not expect? Which outcomes/effects did you not expect?

How were you involved/how did you participate in the implementation of the project?

Participation and active citizenship

Are you interested in social or political issues? If yes, which and why?

One of the aims of the project you participated in was to foster participation and active citizenship:

What is now your understanding of participation in (civil) society, public and political life?

What is now your understanding of citizenship?

Citizenship competence and practice

With this understanding of participation:

how did you actually participate in (civil) society, public and political life during the past year/since the project?

In case you did not participate: why not? What would be necessary for you to participate?

Which obstacles did you face concerning participation/being an active citizen?

What helps you to participate/being an active citizen?

What were your experiences concerning participation/being an active citizen?

What are your strengths and weaknesses concerning participation and active citizenship?

Political participation

Were there any elections/referenda during the past year/since the project?

If yes, did you vote in elections/referenda? Why/why not?

If yes: at which level was/were the election(s) (local, regional, national, European)?

In case you are not eligible to vote in your country of residence: would you have voted? Why/why not?

Will you vote at the next elections? Why/why not?

Have you run for an office during the past year/since the project? Why/why not?

If yes, at which level (local, regional, national, European)?

Can you imagine to run for office? Why/why not?

If yes: at which level (local, regional, national, European)?

European Citizenship

What does 'Europe' mean for you (now)? What does the European Union mean for you (now)?

What is your interest in Europe (now)? What is your interest in the European Union (now)?

Do you feel as a European/European citizen/EU-citizen? If yes, please describe.

Youth policies

What do you (now) know about the EU Youth Strategy?

What do you (now) know about youth policies in your country?

Attitudes and values

In your opinion, what is most important for fostering a democratic society?

What are important principles in this respect?

How can they be best protected?

Which rules and structures do you (now) consider to be important for a democratic society?

Phase 2: Asking questions related to the project and its effects

How would you rate the importance of the project for your life on a scale from 1 to 10, where 1 is 'no importance whatsoever' and 10 is 'extremely important'? Why?

Do you think that the project had any effects on you and your life? If yes, which?

Do you think that the project had any effects on you with respect to ...

- ... your interest in social and political issues?*
- ... your understanding of participation and citizenship?*
- ... your understanding of democracy?*
- ... your skills to participate in (civil) society, public and political life?*
- ... your actual participation in (civil) society, public and political life (including voting and running for an office)?*
- ... your attitudes/behaviour with respect to environmental protection and sustainable development?*
- ... your interest in Europe and/or the European Union?*
- ... your understanding of Europe and/or the European Union?*
- ... your attitudes towards Europe and/or the European Union (including "feeling as a European")?*
- ... your knowledge about youth policies in your country/at European level?*
- ... your attitudes and values with respect to democracy and human rights?*

For each question above:

If yes, please specify.

If yes, what triggered these effects/changes/developments?

Future plans

Which ideas and plans do you have for your future life, in particular for the next two to three years? (personal life, education, work, public life, civil-society engagement, public life, political life)

Did the project stimulate any changes to your future plans?

Thank you!⁶³

6.2 IMPLEMENTATION, SAMPLE AND DOCUMENTATION OF THE SURVEYS

The surveys addressed participants and project leaders/team members of projects funded by the E+/YiA Programme through the National Agencies of the RAY Partners participating in the project on long-term

effects on participation and citizenship.

The participants and the project leaders were invited to three surveys at different stages before and after their E+/YiA project:

- before the (first) activity/the intensive phase (first survey);⁶⁴
- two to three months after the end of the project/(last) activity/intensive phase (after having had time to reflect and to look at the
- experience from some distance and without the potential initial enthusiasm) (second survey);
- one year after the project/(last) activity/intensive phase (third survey).

⁶³ In some countries, interviewees were also asked to assess twelve topics: social and political topics; participation in (civil) society, public and political life; democracy; Europe; youth policies; human rights (including minority rights); the European Union; social rights; environmental protection, sustainable development; freedom; rule of law and equality. They were asked to rate if the topics had become more or less important to them or if they had not changed their importance for them.

⁶⁴ in the case of a youth exchange, the 'activity'/'intensive phase' is the international encounter; in the case of an EVS, this would be the stay abroad; in the case of a training activity, this would be a seminar/workshop; etc.

Two rounds of these three waves were conducted in order to achieve a satisfactory number of responses (between August 2015

and December 2016 as well as between March 2016 and June 2017).

In principle, the participants and the project leaders were asked the same questions in all three surveys, with some exceptions:

- Questions about citizenship practice were only included in the first and third survey and not in the second survey.
- A few questions asking directly about perceived effects of the project were only included in the second and third survey.
- Questions about meta data (e.g. gender) were only included in one of the surveys. Some questions referring to the project or to prior project experience had to be rephrased (e.g. "I am involved in this project ..." in the first survey to "I was involved ..." in the second and third survey).

Project participants and project leaders were invited by e-mail to complete the questionnaire with respect to a specific E+/YiA-funded project they wanted to take part in (first survey) and after they had participated in the project (second and third survey). Only those who had completed the first survey were invited to the second and third survey. The following information was included in the e-mail invitation: the project title, the project dates, the project venue country and an URL with an individual token (password). This hyperlink allowed the participants to access the online questionnaire directly. The e-mail invitations were customised according to the official language(s) of the country of residence of the respective addressee or in English in cases where the language was not available through the survey tool.⁶⁵ The addressees were given around two weeks to complete the questionnaire. As long as they had not completed the survey, they received a maximum of three reminder e-mails.

The surveys were implemented using an online survey platform (LimeSurvey⁶⁶) which offers the necessary functionalities, in particular multilingual questionnaires with an option for filter questions and dependency questions and the possibility to invite/remind addressees.

It was found that getting a satisfactory number of participants by opportunity sampling was

quite challenging. The involved NAs got the contact data of the participants only a very short time before the activity started. The beneficiaries often work on a voluntary basis and frequently there are changes on the participants lists on short notice, so that the lists are finalised only shortly before the projects start. Besides, not all project management tools of the E+/YiA Programme worked properly in 2015. So sometimes it was too late to invite the participants/project leaders in time (before the project started). Yet 2,403 project participants/project leaders were invited to the first survey, 1,514 to the second and third survey (totals for both rounds of surveys).

Considerable 63% of the participants/project leaders completed the first survey⁶⁷. As expected, the response rate declined in the second (38%) and third (27%) surveys, but 20% of those, who had filled in the first survey also completed the second and third.

A data cleaning procedure of the responses applied the following steps: consolidation of gender and age (if the information was missing in the metadata, the answer of the respondent was used); introduction of a new variable 'age_groups'; recoding of 'activity types'; deleting records for which the age indicated by respondents was not in line with the age limit of the respective key action/activity type.

⁶⁵ In particular, this was the case for participants from non-RAY-LTE project partner countries.

⁶⁶ <https://survey.limesurvey.org>

⁶⁷ There were only few bounced-back e-mails because the e-mail addresses were mostly up to date.

TABLE 3: INVITATIONS TO THE SURVEYS AND RESPONSE RATES ACCORDING TO FUNDING COUNTRY⁶⁸

funding countries of projects	Invited participants and project leaders/ members of the project team (N)	Responses in 1st survey (N)	Response rate for 1st survey (%)	Responses in 1st & 2nd survey (N)	Response rate for the 2nd survey; calculated out of all respondents who were invited to the 1st survey (%)	Responses in 1st, 2nd & 3rd survey (N)	Response rate for the 3rd survey; calculated out of all respondents who were invited to the 1st survey (%)
AT	173	102	59,0%	56	32,4%	31	17,9%
CZ	2	1	50,0%	0	0,0%	0	0,0%
DE	303	154	50,8%	112	37,0%	70	23,1%
EE	272	175	64,3%	121	44,5%	63	23,2%
FI	270	147	54,4%	76	28,1%	42	15,6%
HU	306	203	66,3%	99	32,4%	38	12,4%
IT	293	204	69,6%	114	38,9%	57	19,5%
MT	45	22	48,9%	10	22,2%	7	15,6%
NL	51	29	56,9%	14	27,5%	7	13,7%
SE	381	246	64,6%	156	40,9%	82	21,5%
SI	307	231	75,2%	149	48,5%	84	27,4%
total	2.403	1.514	63,0%	907	37,7%	481	20,0%

With respect to the number of cases, only items, which were answered by at least 20 respondents, were taken into account for this report.

Since a heterogeneous sample could be obtained as intended, the analysed differences between the three different waves were also cross-checked for the following sub-groups of respondents and projects:

● Gender Groups

oThe following categories were used in analyses:

- Male
- Female

● Age Groups

oThe following categories were used in analyses:

- Under 15 years of age
- 15-17 years of age
- 18-20 years of age
- 21-25 years of age
- 26-30 years of age
- 31-35 years of age
- 36-40 years of age
- 41-50 years of age
- 51-60 years of age
- Over 60 years of age⁶⁹

⁶⁸ Totals are taken before the data cleaning process.

⁶⁹ 96% of the project participants were under 35 years of age

● Educational Attainment

- Respondents were asked about their highest educational attainment in line with ISCED typology as follows:
 - *Primary school*
 - *Lower secondary school*
 - *Technical school*
 - *Upper secondary school*
 - *Upper vocational school*
 - *University, polytechnic, post-secondary education*
- This categorisation was simplified for analytical purposes as follows:
 - *Basic school (primary and lower secondary education)*
 - *High school (technical school, upper secondary school and upper vocational school)*
 - *University (university, polytechnic, post-secondary education)*

● Specific Courses (attendance in specific courses or studies on social or political issues)

- Respondents were asked the following questions:
'During the past 12 months, I attended a seminar, a course or studies in the field of...'
 - *... social science.*
 - *... political science.*
 - *... educational science.*
 - *... law.*
- These questions were turned into an index which was used in analyses and had the following categories:
 - *Zero courses.*
 - *One course.*
 - *Two or more courses.*

● Special Focus of Formal Education (formal educational attainment in the field of social or political sciences)

- Respondents were asked the following questions:
'The focus of my studies was/is in the field of...'
 - *... social science.*
 - *... political science.*
 - *... educational science.*
 - *... law.*
- These questions were turned into an index which was used in analyses and had the following categories
 - *Formal education did not focus on social, political, educational, or law subjects.*
 - *Formal education focused on social, political, educational, or law subjects.*

● Membership in Civil Society and Political Organisations

- Respondents were asked the following questions:
 - *How many such movement(s), association(s) or organisation(s) are you a member of? [a youth movement, association or organisation; a social movement, association or organisation; an environmental movement, association or organisation; a political movement, association or organisation (including a party); another non-governmental or non-profit organisation/association that aims to contribute to the community/society]*
- This question was turned into categories as follows:
 - *Membership in one organization*
 - *Membership in two organizations*
 - *Membership in three or more organizations*

- **Experience Abroad** (experiences with travels abroad)

- Respondents were asked the following question:
 - *How often have you been abroad BEFORE this project? (An approximate number is sufficient.)*
- This question was turned into categories as follows:
 - *Minimal experience from abroad*
 - *2nd quartile*
 - *3rd quartile*
 - *Maximum experience from abroad.*

- **Previous Participation in a Similar Project**

- Respondents were asked the following question:

'Have you participated in a similar project before this project we are asking you about (a youth exchange, a voluntary service abroad, a 'structured dialogue', a youth initiative, a mobility or training project for youth workers etc.)?'

 - *Yes*
 - *No*
- Answers to this question were directly used as an analytical variable.

- **Number of Foreign Languages Spoken by Respondents**

- The following categories were used in analyses:
 - *Working knowledge of none or one foreign language.*
 - *Working knowledge of 2 foreign languages.*
 - *Working knowledge of 3 or more foreign languages.*

- **Relevant Knowledge Acquired in the Project** (knowledge on relevant issues the respondents perceive as gained in the projects)

- Respondents were asked the following questions:

'Please respond with respect to the project we specified in the invitation to this survey and which you participated in since the first survey we asked you to complete some weeks ago. In the project, I learned something new about:'

 - *European issues.*
 - *Human rights, fundamental rights.*
 - *Democracy.*
 - *Youth policies.*
 - *Environmental issues.*
- This question was turned into categories as follows:
 - *No relevant knowledge indicated by the respondents*
(in case none of the abovementioned items received a positive answer).
 - *Relevant knowledge acquired in the project*
(in case at least one of the abovementioned items received a positive answer).

- **Skills Developed Through the Project** (skills in relevant areas the respondents perceive to have developed in the projects)

- Respondents were asked the following questions:

'To what extent do you agree or disagree with the following statements? Through my participation in this project I improved my ability...'

 - *to say what I think with conviction in discussions.*
 - *to cooperate in a team.*
 - *to negotiate joint solutions when there are different viewpoints.*
 - *to discuss political topics seriously.*
 - *to get along with people who have a different cultural background.*
- This question was turned into categories as follows:
 - *Very low agreement with skills gain*
 - *2nd quartile*
 - *3rd quartile*
 - *Very high agreement with skills gain*

- **Project Ownership** (participation in the project development/implementation)

- Respondents were asked the following questions:
 - *I was able to contribute with my views and ideas to the implementation of this project.*
 - *I was actively involved in the decision-making concerning the implementation of this project.*
- An index was created based on these two items, with a scale ranging from 0 (*no project ownership*) to 10 (*very high project ownership*).

- **Initial Activity of Respondents in the Non-Conventional Political Participation** (citizenship activity of the respondent in a non-conventional sense)

- The measurements from the first wave of the surveys in the index '**Non-Conventional Political Participation**' were considered to mark the '**Initial Activity of Respondents**' in this area; for details please see chapter 6.1.1 **Initial Activity of Respondents in the Conventional Political Participation** (citizenship activity of the respondent in the conventional sense).

- The measurements from the first wave of the surveys in the index '**Conventional Political Participation**' were considered to mark the '**Initial Activity of Respondents**' in this area; for details please see chapter 6.1.1 **Initial Activity of Respondents in the Civil Society and Political Arena** (activeness of the respondent in general).

- The measurements from the first wave of the surveys in the index '**General participation in civil society**' were considered to mark the '**Initial Activity of Respondents**' in this area; for details please see chapter 6.1.1.

The measurement taken in the first survey wave is considered to be an initial level of activity – it was provided prior to any project-related activities – and, as such, is used as a bottom line in creating subgroups of participants: those who were rather active

even before project participation; and those who were initially rather passive. These subgroups were analysed for the non-conventional and for the conventional political participation of respondents as well as for general civil society and political participation.

Sub-groups of projects according to

- **Activity Types:** Youth Exchanges (Key Action 1), European Voluntary Services (Key Action 1), Transnational Youth Initiatives (Key Action 2) and Mobility of Youth Workers (Key Action 1).
- **Activity Duration:** duration of the intensive phase of the activity: 'short-term activities' (with a relatively short core/intensive international experience, e.g. youth exchanges) and 'long-term activities' (with a relatively long continuing/international experience, e.g. European voluntary service);
- **Sending and Hosting Projects:** 'hosting' participants who attended a project in their residence country vs. participants visiting another country during the project ('sending').

6.3 IMPLEMENTATION, SAMPLE AND DOCUMENTATION OF THE INTERVIEWS

Selected participants were interviewed individually at different stages before and after the E+/YiA project:

- as early as possible in the project, in any case before the (first) activity/intensive phase;
- one year after the end of the project/(last activity/intensive phase and third survey).

The main objectives of the interviews before the activity were to clarify the purpose and structure of the study and to explore previous experiences and activities of the interviewees as well as their values, attitudes, knowledge and skills, in particular related to citizenship

and participation in (civil) society, public and political life. Furthermore, their motivation expectations and involvement in the E+/YiA project were of interest. In order to provide for authentic statements in three interviews in three years⁷⁰, it was very important to establish

⁷⁰ The third interviews will take place in autumn/winter 2018.

a trustful and sustainable relationship between the interviewer and the interviewee.

In the second interview one year after the activity, the interviewer built on the trustful relationship established with the interviewee during the first interview and reviewed the purpose and structure of the study. In the first line, the interviewer had to explore experiences and activities of the interviewee since the E+/YiA activity as well as the present state of values, attitudes, knowledge and skills, in particular related to citizenship and participation in (civil) society, public and political life, in order to allow a comparison of responses to respective questions in the first interviews and to explore perceived effects on citizenship competence and practice development as well as their causes and what triggered these effects and developments (for details please see chapter 6.1.2).

Primarily, participants who were invited to the quantitative surveys (see above) were asked to be interviewed. The first interviews before the E+/YiA project were implemented in 2015 and 2016, partly face-to-face and mostly via Skype using video or telephone, ensuring a setting as close as possible to face-to-face-interviews. The second interviews were implemented in 2016 and 2017, mostly as face-to-face and partly as Skype or telephone interviews.

The participants were contacted via e-mail and/or a telephone call with respect to the specific E+/YiA-funded project they wanted to take part in. They were informed about the research project and the practicalities linked with the interview, trying to cause them as little discomfort as possible, e.g. with respect to the timing of the interview. In addition to the above-mentioned challenge to get the contact data from the NAs in time before the project started – and to have enough time to get in contact with the future participants via e-mail and/or telephone calls asking them for their willingness to take part in an interview – many potential interview partners apologised with reference to their lack of time caused by education, work and/or other obligations. Therefore, the plan to achieve a sample of

young people attending projects focusing on participation and citizenship could only be put into practice to a certain extent. The researchers in three RAY partner countries were successful in finding interview partners by offering incentives to the young people.

Despite these obstacles, a sample of 153 participants, being interviewed before the E+/YiA activity, could be achieved; thereof 36 young people did not take part in the second interview one year after the activity for different reasons (some did not want to, some did not respond to the request, some could not be found). The sample of the second interview turned out to be relatively balanced in relation to the gender of respondents (65 female and 52 male); these 117 participants participated in 74 different E+/YiA projects. At the time of the second interview, the youngest and oldest participants were 14 and 40 years old respectively; most of the participants were between 18 and 30 years old. The educational status of the participants could be described as a mixture of all levels with a slight tendency to higher education. Approximately one sixth of the sample can be described as young people with fewer opportunities with respect to different criteria, like living in remote areas, family background (finances, education etc.), disabilities etc. Half of the sample had previous mobility experience. Nearly two thirds of the participants took part in a project in their country of residence ('hosting'), around one third participated in a project in another country ('sending'), and seven participants were involved in projects including activities both in their countries of residence and in other countries. Most of the participants participated in Youth Exchanges (86), 11 in Youth Workers Mobilities, 10 in European Voluntary Service projects and five in Structured Dialogue projects. The project themes included many different topics such as participation and active citizenship, non-formal learning, equality and non-discrimination, inclusion, healthy lifestyle, environmental protection, Europe, unemployment etc.

The face-to-face interviews took place at the workplaces, schools, houses of the interviewees or in public cafés. They lasted in average 60 minutes, the shortest 15 and the longest 100 minutes. All the interviews were recorded electronically with the permission of the person being interviewed, transcribed and

anonymised. Their analysis followed a pre-defined grid and represented the basis for national reports, which were translated into English. Based on these reports, the results of the qualitative study have been summarised for this report.

6.4 FINAL RESEARCH DESIGN REMARKS AND LIMITATIONS OF THE STUDY

As can be seen from the description of the methodological approaches above, two interlinked research methods were used to collect data in order to provide an as wide data basis as possible. Even though both research methods are based on the same theoretical background and were planned to be conducted together from the very beginning – thus providing for a triangulation of the data collected – there is an important difference in the timing of the data collection. While in the quantitative part the data collection was done before the project activity, two to three months after the project activity and one year after the project activity, the qualitative approach collected interview data before and one year after the project activity.⁷¹

The objective to include especially participants of projects with a focus on citizenship and participation into the study could not be met entirely. This was mainly caused by the very short time available to get in contact with participants before their project started and to invite them to the first surveys and interviews before the project.

Furthermore, the contact data was provided by

ten National Agencies, which are organised differently in each country and are confronted with different social, economic, administrative and political realities, which might be reflected in the respective samples. Also, the fact that different interviewers with different interview styles in the different countries with potentially culturally coloured understandings of citizenship and participation cooperated in this study has to be considered.

Methodically speaking, it also has to be taken into account that the interviews themselves could have served as reflection settings for the participants and may have had an influence on the issues or ideas expressed by them. Especially for those, who reflected for the first time about their project experience in the interview (because their project did not provide time for reflection), enough time for the interview and a patient attitude of the interviewers were needed.⁷² Furthermore, the participants' ability to communicate could have played a role with respect to the results: higher educated participants are likely to be more knowledgeable and might be better able to express themselves.

⁷¹ It was assumed that, for exploring the competence development, a quantitative survey two to three months after the project activity was sufficient, thus avoiding a considerable additional workload caused by qualitative interviews at the same time. If this research project would be repeated, it could be considered to revise the design and include an extra wave of qualitative interviews two to three months after the project activity (see also the research design of the RAY research project on competence development and capacity building).

⁷² Furthermore, the perception and assessment of learning processes can differ strongly. This is shown by two examples (see also page 16 of the volume 'Main Findings'): in one example the project was about the refugee crisis. and in another example the project took place in Turkey. After these projects, the two participants were more interested in the refugee crisis and in the current Turkish political situation, but they did not categorise their new interest as interest in political issues because, in their view, politics as such was not a topic of the projects. This perception illustrates the difficulties of the data collection as well as the lack of adequate reflection as part of the projects.

7 APPENDIX B – RESULTS OF THE QUANTITATIVE ANALYSES

Appendix B contains all vital statistics to support the textual part of this report. Please note that only meaningful statistics (i.e. statistics with $N^{73} \geq 20$ exhibiting statistically

significant results⁷⁴) are presented. All other statistical data, even though they were calculated during the analytical process, are omitted.

7.1 ATTITUDES

7.1.1 'Interest in the World'

For details on the 'Interest in the World' index, its creation and components, please see chapter 6.1.1; details of the grouping variables

(e.g. Age Groups, Gender Groups, etc.) can be found in chapter 6.2.

TABLE 4: “INTEREST IN THE WORLD” ATTITUDE GENERAL TESTING. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Waves	Median	N	Significance of the Friedman's test	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	7.00	281	0.000	1 st wave – 2 nd wave	0.000
2 nd wave PP	6.50			2 nd wave – 3 rd wave	0.000
3 rd wave PP	7.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 5: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN GENDER GROUPS. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Gender	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Female PP	1	7.25	198	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X
Male PP	1	7.00	83	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.001
	3	7.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

⁷³ If a single N is stated for all three surveys (respectively for two surveys if the respective questions were asked only in the first and third survey), it presents the number of respondents who answered to the given item or index in all three (respectively two) surveys.

⁷⁴ Results are deemed statistically significant when the given test of statistical significance brings results of 0.05 or less. The lower the statistical significance, the more likely the results of the test (e.g. a difference between two groups of participants) occurs also in the population of all participants of the E+/YIA projects. All statistically insignificant results are marked by X.

TABLE 6: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN AGE GROUPS. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Age Group	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
15-17	1	7.00	55	0.010	1 st wave – 2 nd wave	0.001
	2	5.50			2 nd wave – 3 rd wave	X
	3	6.50			1 st wave – 3 rd wave	X
18-20	1	7.50	55	0.000	1 st wave – 2 nd wave	0.000
	2	6.00			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X
21-25	1	7.00	69	0.002	1 st wave – 2 nd wave	0.009
	2	6.50			2 nd wave – 3 rd wave	0.025
	3	7.00			1 st wave – 3 rd wave	X
26-30	1	7.50	56	0.000	1 st wave – 2 nd wave	0.001
	2	6.75			2 nd wave – 3 rd wave	0.005
	3	7.50			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 7: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN ACTIVITY TYPES. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Activity Types	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
Youth exchange PP	1	7.00	147	0.000	1 st wave – 2 nd wave	0.000
	2	5.50			2 nd wave – 3 rd wave	0.003
	3	6.50			1 st wave – 3 rd wave	X
EVS PP	1	7.00	49	0.000	1 st wave – 2 nd wave	0.000
	2	6.00			2 nd wave – 3 rd wave	0.000
	3	7.50			1 st wave – 3 rd wave	X
Youth worker mobility PP	1	8.00	81	0.000	1 st wave – 2 nd wave	0.000
	2	7.50			2 nd wave – 3 rd wave	0.000
	3	8.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 8: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN SENDING AND HOSTING PROJECTS. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Sending and Hosting	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
Sending PP	1	7.00	209	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X
Hosting PP	1	7.25	72	0.008	1 st wave – 2 nd wave	X
	2	6.50			2 nd wave – 3 rd wave	0.018
	3	7.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 9: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN *EDUCATIONAL ATTAINMENT*. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Educational Attainment	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
Basic School PP	1	6.50	46	0.013	1 st wave – 2 nd wave	X
	2	5.00			2 nd wave – 3 rd wave	0.020
	3	6.00			1 st wave – 3 rd wave	X
High School PP	1	7.50	109	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	0.049
University PP	1	7.50	118	0.000	1 st wave – 2 nd wave	0.000
	2	7.00			2 nd wave – 3 rd wave	0.000
	3	7.50			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 10: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN *SPECIFIC COURSES*. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Specific Courses	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
No courses taken PP	1	7.00	138	0.000	1 st wave – 2 nd wave	0.000
	2	6.00			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X
One course taken PP	1	7.00	86	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.25			1 st wave – 3 rd wave	X
Two or more courses taken PP	1	8.00	42	0.001	1 st wave – 2 nd wave	0.001
	2	7.50			2 nd wave – 3 rd wave	X
	3	8.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 11: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN *MEMBERSHIP IN CIVIL SOCIETY AND POLITICAL ORGANISATIONS*. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Number of Memberships	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
No membership at all PP	1	7.00	82	0.000	1 st wave – 2 nd wave	0.000
	2	5.75			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X
One membership only PP	1	7.00	132	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	0.049
2 to 5 memberships PP	1	7.50	67	0.001	1 st wave – 2 nd wave	0.006
	2	7.00			2 nd wave – 3 rd wave	0.017
	3	7.50			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 12: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN *EXPERIENCE ABROAD*. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Experience Abroad	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
Minimal experience from abroad PP	1	6.75	48	0.000	1 st wave – 2 nd wave	0.000
	2	5.50			2 nd wave – 3 rd wave	0.013
	3	7.00			1 st wave – 3 rd wave	X
2 nd quartile PP	1	7.00	57	0.002	1 st wave – 2 nd wave	0.003
	2	6.50			2 nd wave – 3 rd wave	0.045
	3	7.00			1 st wave – 3 rd wave	X
3 rd quartile PP	1	7.00	78	0.000	1 st wave – 2 nd wave	0.000
	2	6.00			2 nd wave – 3 rd wave	0.039
	3	6.50			1 st wave – 3 rd wave	X
Extremely high experience abroad PP	1	7.50	91	0.000	1 st wave – 2 nd wave	0.000
	2	7.00			2 nd wave – 3 rd wave	0.000
	3	7.50			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 13: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN *PREVIOUS PARTICIPATION IN A SIMILAR PROJECT*. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Previous Project Participation	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
Yes PP	1	7.00	131	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.001
	3	7.00			1 st wave – 3 rd wave	X
No PP	1	7.00	115	0.000	1 st wave – 2 nd wave	0,000
	2	6.00			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 14: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN *SPECIAL FOCUS OF FORMAL EDUCATION*. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Special Focus of Formal Education	Wave	Median	N	Significance of the Friedman’s test	Pairwise comparisons	Significance after Bonferroni correction
Yes PP	1	8.00	65	0.000	1 st wave – 2 nd wave	0.003
	2	7.50			2 nd wave – 3 rd wave	0.000
	3	8.00			1 st wave – 3 rd wave	X
No PP	1	7.00	53	0.001	1 st wave – 2 nd wave	0.011
	2	6.00			2 nd wave – 3 rd wave	0.007
	3	7.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 15: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN NUMBER OF FOREIGN LANGUAGES SPOKEN BY RESPONDENTS. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Number of Foreign Languages Spoken	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
0 or 1 PP	1	7.00	68	0.000	1 st wave – 2 nd wave	0.000
	2	5.75			2 nd wave – 3 rd wave	X
	3	6.25			1 st wave – 3 rd wave	X
2 PP	1	7.50	140	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.50			1 st wave – 3 rd wave	X
3 or more PP	1	7.50	68	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 16: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN PREVIOUS PARTICIPATION IN A SIMILAR PROJECT. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Relevant Knowledge Acquired	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Yes PP	1	7.50	243	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 17: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN SKILLS DEVELOPED THROUGH THE PROJECT. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Skills Developed Through the Project	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Very low skills development PP	1	7.00	58	0.000	1 st wave – 2 nd wave	0.000
	2	5.50			2 nd wave – 3 rd wave	0.001
	3	7.00			1 st wave – 3 rd wave	X
2 nd quartile PP	1	7.00	61	0.013	1 st wave – 2 nd wave	0.015
	2	6.50			2 nd wave – 3 rd wave	X
	3	6.50			1 st wave – 3 rd wave	X
3 rd quartile PP	1	7.00	87	0.000	1 st wave – 2 nd wave	0.000
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X
Very high skills development PP	1	8.00	45	0.001	1 st wave – 2 nd wave	0.002
	2	7.50			2 nd wave – 3 rd wave	X
	3	7.50			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 18: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN *PROJECT OWNERSHIP*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Project Ownership	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Weak project ownership PP	1	7.00	67	0.000	1 st wave – 2 nd wave	0.000
	2	6.00			2 nd wave – 3 rd wave	0.001
	3	7.00			1 st wave – 3 rd wave	X
Medium project ownership PP	1	7.00	114	0.000	1 st wave – 2 nd wave	0.000
	2	6.00			2 nd wave – 3 rd wave	0.000
	3	7.00			1 st wave – 3 rd wave	X
Strong project ownership PP	1	7.50	67	0.011	1 st wave – 2 nd wave	0.013
	2	7.00			2 nd wave – 3 rd wave	X
	3	7.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 19: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN *INITIAL ACTIVITY OF RESPONDENTS IN THE NON-CONVENTIONAL POLITICAL PARTICIPATION*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Initial Activity	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Least active PP	1	7.00	104	0.000	1 st wave – 2 nd wave	0.000
	2	6.00			2 nd wave – 3 rd wave	0.001
	3	6.50			1 st wave – 3 rd wave	X
2 nd quartile PP	1	7.50	72	0.001	1 st wave – 2 nd wave	0.002
	2	6.50			2 nd wave – 3 rd wave	0.023
	3	7.00			1 st wave – 3 rd wave	X
3 rd quartile PP	1	7.00	47	0.000	1 st wave – 2 nd wave	0.002
	2	6.50			2 nd wave – 3 rd wave	0.000
	3	7.50			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 20: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN INITIAL ACTIVITY OF RESPONDENTS IN THE CONVENTIONAL POLITICAL PARTICIPATION. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Initial Activity	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Less Active PP	1	7.00	31	0.012	1 st wave – 2 nd wave	0.023
	2	6.50			2 nd wave – 3 rd wave	X
	3	7.00			1 st wave – 3 rd wave	X
More Active PP	1	8.00	56	0.000	1 st wave – 2 nd wave	0.000
	2	7.50			2 nd wave – 3 rd wave	0.002
	3	8.00			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 21: “INTEREST IN THE WORLD” ATTITUDE TESTING WITHIN INITIAL ACTIVITY OF RESPONDENTS IN THE CIVIL SOCIETY AND POLITICAL ARENA. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Initial Activity	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Least Active PP	1	6.50	73	0.000	1 st wave – 2 nd wave	0.000
	2	5.00			2 nd wave – 3 rd wave	0.000
	3	6.00			1 st wave – 3 rd wave	X
Second Quartile PP	1	7.25	62	0.000	1 st wave – 2 nd wave	0.001
	2	6.75			2 nd wave – 3 rd wave	0.014
	3	7.00			1 st wave – 3 rd wave	X
Third Quartile PP	1	8.00	66	0.000	1 st wave – 2 nd wave	0.000
	2	7.00			2 nd wave – 3 rd wave	0.035
	3	7.50			1 st wave – 3 rd wave	X
Most Active PP	1	7.50	52	0.000	1 st wave – 2 nd wave	0.001
	2	7.00			2 nd wave – 3 rd wave	0.032
	3	7.50			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

7.1.2 'Responsibility for the World' and 'Fairness towards the World'

For details on the 'Responsibility for the World' and 'Fairness towards the World' indexes, their creation and components, please see chapter 6.1.1; details of the grouping variables (e.g. *Age Groups, Gender Groups, etc.*) can be found in chapter 6.2.

TABLE 22: “RESPONSIBILITY FOR THE WORLD” ATTITUDE GENERAL TESTING. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Responsibility for the World	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
PP	1	7.33	297	0.024	1 st wave – 2 nd wave	0.035
	2	6.67			2 nd wave – 3 rd wave	X
	3	6.67			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 23: “RESPONSIBILITY FOR THE WORLD” ATTITUDE TESTING WITHIN GENDER GROUPS. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Gender	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Female PP	1	7.33	210	0.015	1 st wave – 2 nd wave	0.031
	2	6.67			2 nd wave – 3 rd wave	X
	3	6.67			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 24: “RESPONSIBILITY FOR THE WORLD” ATTITUDE TESTING WITHIN SENDING AND HOSTING PROJECTS. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Sending and Hosting	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Sending PP	1	7.33	220	0.013	1 st wave – 2 nd wave	0.023
	2	6.67			2 nd wave – 3 rd wave	X
	3	6.67			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 25: “RESPONSIBILITY FOR THE WORLD” ATTITUDE TESTING WITHIN EDUCATIONAL ATTAINMENT. RELATED-SAMPLES FRIEDMAN’S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Educational Attainment	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Basic School PP	1	6.67	49	0.002	1 st wave – 2 nd wave	0.040
	2	5.33			2 nd wave – 3 rd wave	X
	3	5.33			1 st wave – 3 rd wave	0.003

Source: RAY LTE Transnational Dataset, 2017.

TABLE 26: “RESPONSIBILITY FOR THE WORLD” ATTITUDE TESTING WITHIN *MEMBERSHIP IN CIVIL SOCIETY AND POLITICAL ORGANISATIONS*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Membership	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
1 organization PP	1	7.33	104	0.013	1 st wave – 2 nd wave	0.018
	2	6.00			2 nd wave – 3 rd wave	X
	3	6.67			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 27: “RESPONSIBILITY FOR THE WORLD” ATTITUDE TESTING WITHIN *EXPERIENCE ABROAD*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Experience Abroad	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Minimal Experience Abroad PP	1	7.33	53	0.004	1 st wave – 2 nd wave	0.006
	2	6.00			2 nd wave – 3 rd wave	X
	3	6.67			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 28: “RESPONSIBILITY FOR THE WORLD” ATTITUDE TESTING WITHIN *PREVIOUS PARTICIPATION IN A SIMILAR PROJECT*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Previous Project Participation	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
No Previous Participation Experience PP	1	7.33	122	0.015	1 st wave – 2 nd wave	0.026
	2	6.00			2 nd wave – 3 rd wave	X
	3	6.67			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 29: “RESPONSIBILITY FOR THE WORLD” ATTITUDE TESTING WITHIN *SPECIAL FOCUS OF FORMAL EDUCATION*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Educational Attainment	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
No Specific Formal Education PP	1	7.00	46	0.020	1 st wave – 2 nd wave	X
	2	7.00			2 nd wave – 3 rd wave	X
	3	8.00			1 st wave – 3 rd wave	0.043

Source: RAY LTE Transnational Dataset, 2017.

7.2 VALUES – 'DEMOCRACY VALUES'⁷⁵

For details on the 'Democracy Values' index, its creation and components, please see chapter 6.1.1; details of the grouping variables (e.g. *Age Groups, Gender Groups, etc.*) can be found in chapter 6.2.

TABLE 30: DEMOCRACY VALUES GENERAL TESTING. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

General Testing	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
PP	1	7.50	143	0.045	1 st wave – 2 nd wave	X
	2	7.75			2 nd wave – 3 rd wave	X
	3	8.00			1 st wave – 3 rd wave	0.007

Source: RAY LTE Transnational Dataset, 2017.

TABLE 31: DEMOCRACY VALUES TESTING WITHIN *SENDING AND HOSTING PROJECTS*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TEST

Sending and Hosting	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Sending PP	1	7.50	107	0.045	1 st wave – 2 nd wave	X
	2	7.75			2 nd wave – 3 rd wave	X
	3	8.00			1 st wave – 3 rd wave	0.008

Source: RAY LTE Transnational Dataset, 2017.

TABLE 32: DEMOCRACY VALUES TESTING WITHIN *SKILLS DEVELOPED THROUGH THE PROJECT*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Skills Development Through the Project	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Very High Skills Development PP	1	8.00	21	0.018	1 st wave – 2 nd wave	X
	2	8.00			2 nd wave – 3 rd wave	X
	3	8.25			1 st wave – 3 rd wave	0.041

Source: RAY LTE Transnational Dataset, 2017.

TABLE 33: DEMOCRACY VALUES TESTING WITHIN *INITIAL ACTIVITY OF RESPONDENTS IN THE CONVENTIONAL POLITICAL PARTICIPATION*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Conventional Participation	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
2 nd quartile PP	1	7.38	32	0.031	1 st wave – 2 nd wave	X
	2	7.75			2 nd wave – 3 rd wave	X
	3	7.75			1 st wave – 3 rd wave	0.037

Source: RAY LTE Transnational Dataset, 2017.

⁷⁵ See chapter 3.1.

7.3 KNOWLEDGE

For details on the 'Knowledge' index, its creation and components, please see chapter 6.1.1; details of the grouping variables (e.g. *Age Groups, Gender Groups, etc.*) can be found in chapter 6.2.

TABLE 34: KNOWLEDGE TESTING WITHIN *GENDER GROUPS*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Gender	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Male PP	1	6.40	75	0.021	1 st wave – 2 nd wave	X
	2	6.60			2 nd wave – 3 rd wave	X
	3	6.80			1 st wave – 3 rd wave	0.038

Source: RAY LTE Transnational Dataset, 2017.

TABLE 35: KNOWLEDGE TESTING WITHIN *AGE GROUPS*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Age Groups	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
21-25 PP	1	6.40	65	0.012	1 st wave – 2 nd wave	X
	2	6.20			2 nd wave – 3 rd wave	X
	3	7.00			1 st wave – 3 rd wave	0.013
26-30 PP	1	6.40	51	0.016	1 st wave – 2 nd wave	
	2	6.60			2 nd wave – 3 rd wave	X
	3	7.20			1 st wave – 3 rd wave	0.026

Source: RAY LTE Transnational Dataset, 2017.

TABLE 36: KNOWLEDGE TESTING WITHIN *ACTIVITY TYPES*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Activity Types	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
YWM PP	1	7.00	72	0.001	1 st wave – 2 nd wave	X
	2	7.20			2 nd wave – 3 rd wave	X
	3	7.80			1 st wave – 3 rd wave	0.001

Source: RAY LTE Transnational Dataset, 2017.

TABLE 37: KNOWLEDGE TESTING WITHIN *EDUCATIONAL ATTAINMENT*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Educational Attainment	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
University PP	1	6.80	114	0.000	1 st wave – 2 nd wave	X
	2	6.80			2 nd wave – 3 rd wave	X
	3	7.40			1 st wave – 3 rd wave	0.001

Source: RAY LTE Transnational Dataset, 2017.

TABLE 38: KNOWLEDGE TESTING WITHIN *SPECIFIC COURSES*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Specific Courses	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
No courses taken PP	1	6.00	119	0.015	1 st wave – 2 nd wave	X
	2	6.00			2 nd wave – 3 rd wave	0.049
	3	6.40			1 st wave – 3 rd wave	0.041

Source: RAY LTE Transnational Dataset, 2017.

TABLE 39: KNOWLEDGE TESTING WITHIN *SPECIAL FOCUS OF FORMAL EDUCATION*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Specific Formal Education	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
Yes PP	1	6.90	60	0.001	1 st wave – 2 nd wave	0.014
	2	7.00			2 nd wave – 3 rd wave	X
	3	7.70			1 st wave – 3 rd wave	0.004

Source: RAY LTE Transnational Dataset, 2017.

TABLE 40: KNOWLEDGE TESTING WITHIN *PROJECT OWNERSHIP*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Ownership	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
High project ownership PP	1	6.70	56	0.042	1 st wave – 2 nd wave	X
	2	7.00			2 nd wave – 3 rd wave	X
	3	7.40			1 st wave – 3 rd wave	0.042

Source: RAY LTE Transnational Dataset, 2017.

7.4 SKILLS

For details on the 'Skills' index, its creation and components, please see chapter 6.1.1; details of the grouping variables (e.g. *Age Groups*, *Gender Groups*, etc.) can be found in chapter 6.2.

TABLE 41: SKILLS TESTING WITHIN *EDUCATIONAL ATTAINMENT*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Educational Attainment	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
University PP	1	7.33	111	0.004	1 st wave – 2 nd wave	X
	2	7.56			2 nd wave – 3 rd wave	X
	3	7.78			1 st wave – 3 rd wave	0.004

Source: RAY LTE Transnational Dataset, 2017.

TABLE 42: SKILLS TESTING WITHIN *EXPERIENCE ABROAD*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Educational Attainment	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
2 nd quartile PP	1	6.89	51	0.017	1 st wave – 2 nd wave	X
	2	7.33			2 nd wave – 3 rd wave	X
	3	7.56			1 st wave – 3 rd wave	0.026

Source: RAY LTE Transnational Dataset, 2017.

TABLE 43: SKILLS TESTING WITHIN *SPECIAL FOCUS OF FORMAL EDUCATION*. RELATED-SAMPLES FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE BY RANKS AND THE POST HOC TESTS

Formal Education Special Focus	Wave	Median	N	Significance of the Friedman's test	Pairwise comparisons	Significance after Bonferroni correction
No PP	1	7.11	52	0.019	1 st wave – 2 nd wave	X
	2	7.78			2 nd wave – 3 rd wave	X
	3	7.56			1 st wave – 3 rd wave	0.032

Source: RAY LTE Transnational Dataset, 2017.

7.5 PRACTICE⁷⁶

This area consists of the following indexes:

- General Participation in Civil Society
- Gathering Information
- Environmental Activities
- Conventional Political Participation
- Non-Conventional Political Participation

For details on the abovementioned indexes, (e.g. *Age Groups, Gender Groups, etc.*) can be their creation and components, please see found in chapter 6.2. chapter 6.1.1; details of the grouping variables

TABLE 44: “GENERAL PARTICIPATION IN CIVIL SOCIETY” GENERAL TESTING. RELATED-SAMPLES SIGN TEST

GeneralTesting	Wave	Median	N	Significance of the Sign test
PP	1	3.43	299	0.023
	3	3.57		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 45: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN GENDER GROUPS. RELATED-SAMPLES SIGN TEST

GeneralTesting	Wave	Median	N	Significance of the Sign test
Male PP	1	3.86	93	0.022
	3	3.93		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 46: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN AGE GROUPS. RELATED-SAMPLES SIGN TEST

GeneralTesting	Wave	Median	N	Significance of the Sign test
21-25 PP	1	3.57	79	0.021
	3	4.00		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 47: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN SENDING AND HOSTING PROJECTS. RELATED-SAMPLES SIGN TEST

GeneralTesting	Wave	Median	N	Significance of the Sign test
Sending PP	1	3.57	217	0.035
	3	3.71		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 48: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN EDUCATIONAL ATTAINMENT. RELATED-SAMPLES SIGN TEST

Educational Attainment	Wave	Median	N	Significance of the Sign test
High School PP	1	3.43	122	0.040
	3	3.57		

Source: RAY LTE Transnational Dataset, 2017.

⁷⁶ Sign tests used, as the variables were only measured in the first and third surveys, not in the second survey like in the other indexes.

TABLE 49: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN *SPECIFIC COURSES*. RELATED-SAMPLES SIGN TEST

Special Courses	Wave	Median	N	Significance of the Sign test
No Courses Taken PP	1	3.29	122	0.005
	3	3.43		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 50: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN *MEMBERSHIP IN CIVIL SOCIETY AND POLITICAL ORGANISATIONS*. RELATED-SAMPLES SIGN TEST

Membership	Wave	Median	N	Significance of the Sign test
2 Organizations PP	1	4.14	58	0.010
	3	4.00		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 51: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN *SPECIAL FOCUS OF FORMAL EDUCATION*. RELATED-SAMPLES SIGN TEST

Special Focus	Wave	Median	N	Significance of the Sign test
Yes PP	1	3.71	59	0.017
	3	4.14		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 52: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN *RELEVANT KNOWLEDGE ACQUIRED IN THE PROJECT*. RELATED-SAMPLES SIGN TEST

Relevant Knowledge Acquired	Wave	Median	N	Significance of the Sign test
Yes PP	1	3.57	225	0.038
	3	3.71		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 53: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN *SKILLS DEVELOPED THROUGH THE PROJECT*. RELATED-SAMPLES SIGN TEST

Skills Developed through the Project	Wave	Median	N	Significance of the Sign test
2 nd Quartile PP	1	3.71	59	0.041
	3	3.43		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 54: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN *PROJECT OWNERSHIP*. RELATED-SAMPLES SIGN TEST

Ownership	Wave	Median	N	Significance of the Sign test
Middle Project Ownership PP	1	3.50	98	0.045
	3	3.71		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 55: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN INITIAL ACTIVITY OF RESPONDENTS IN THE CONVENTIONAL POLITICAL PARTICIPATION. RELATED-SAMPLES SIGN TEST

Conventional Participation	Wave	Median	N	Significance of the Sign test
Least active PP	1	3.29	114	0.015
	3	3.36		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 56: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN INITIAL ACTIVITY OF RESPONDENTS IN THE NON-CONVENTIONAL POLITICAL PARTICIPATION. RELATED-SAMPLES SIGN TEST

Special Focus	Wave	Median	N	Significance of the Sign test
Yes PP	1	2.14	86	0.000
	3	2.57		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 57: “GENERAL PARTICIPATION IN CIVIL SOCIETY” TESTING WITHIN ACTIVITY TYPES. RELATED-SAMPLES SIGN TEST

Activity Type	Wave	Median	N	Significance of the Sign test
YWM PP	1	7.00	113	0.034
	3	7.33		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 58: “ENVIRONMENTAL PRACTICE” TESTING WITHIN GENDER GROUPS. RELATED-SAMPLES SIGN TEST

Gender	Wave	Median	N	Significance of the Sign test
Male PP	1	6.50	101	0.020
	3	7.00		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 59: “ENVIRONMENTAL PRACTICE” TESTING WITHIN ACTIVITY TYPES. RELATED-SAMPLES SIGN TEST

Activity Type	Wave	Median	N	Significance of the Sign test
EVS PP	1	7.00	57	0.001
	3	7.50		

Source: RAY LTE Transnational Dataset, 2017.

TABLE 60: “ENVIRONMENTAL PRACTICE” TESTING WITHIN INITIAL ACTIVITY OF RESPONDENTS IN THE CONVENTIONAL POLITICAL PARTICIPATION. RELATED-SAMPLES SIGN TEST

Conventional Participation	Wave	Median	N	Significance of the Sign test
Less active PP	1	6.50	38	0.018
	3	7.50		

Source: RAY LTE Transnational Dataset, 2017.

7.6 SINGLE ITEM ANALYSES

To get more detailed views of certain issues, chapter 6.1.1). The following items were number of items were analysed separately analysed: (outside of the wider indexes described in

- Respondents were asked: *'Please assess the following statements for yourself by ticking between 0 (= does not apply at all) and 5 (= fully applies).'*
 - *I am very interested in social issues.*
 - *I am very interested in political issues.*
 - *I am very interested in environmental issues.*
 - *I am very interested in European issues.*
 - *I strongly feel responsible for contributing to a sustainable development of Europe.*
 - *I strongly feel as a member of my local community/municipality/town.*
 - *I strongly feel as a citizen of the country I was born in.*
 - *I strongly feel as a citizen of the country I live in.*
 - *I strongly feel as a European.*
 - *I strongly feel as a global citizen.*
 - *I am always able to negotiate joint solutions when there are different positions.*
 - *I am very good at discussing political issues seriously.*
 - *I have up-to-date knowledge of the current affairs in my local community/town.*
 - *I have up-to-date knowledge of current European affairs.*
 - *I understand very well how the way I live has an effect on the global environment.*
 - *I am familiar with the youth policies of my country.*
 - *I have a solid understanding of the European Youth Strategy.*
 - *I know how I can engage in a non-governmental organisation in my country.*
 - *I know the civil responsibilities that come with my civil rights.*
 - *I am familiar with the fundamental rights as stated in the Charter of Fundamental Rights of the European Union.*
 - *In my view, it is very important that citizens actually vote in democratic elections.*
 - *Any citizen should be actively engaged in voluntary activities in the interest of the community or society.*
- Respondents were asked to tick one of the following options: *never; less than once a month; at least once a month; at least once a week; daily or almost daily; more than once a day.*
 - *In my everyday life I discuss social or political issues with family members or friends.*
 - *In my everyday life I discuss social or political issues online with a wider community (including people I personally do not know).*
 - *During the past 12 months I have been involved in voluntary activities in the interest of the community, the society or of people in need.*
 - *During the past 12 months I have participated in social events in my community.*
 - *During the past 12 months I have participated in political events in my community.*
- Respondents were asked *'How did the project affect you in the end?'* and indicated one of the following options: *less than before the project; to the same extent; more than before the project.*
 - *I keep myself informed on current European affairs.*
 - *I engage in civil society.*
 - *I participate in democratic/political life.*
 - *I actively contribute to environmental protection.*
 - *I engage in voluntary activities.*
 - *I actively support the inclusion of people with fewer opportunities.*

- *I am committed to work against discrimination, intolerance, xenophobia or racism.*
- *I am interested in contributing to youth policy development.*
- *I feel European.*
- *I appreciate cultural diversity.*
- Respondents could indicate 'yes' or leave the question without any reaction.
 - *I am a member of a youth movement, association or organisation.*
 - *I am a member of a social movement, association or organisation.*
 - *I am a member of an environmental movement, association or organisation.*
 - *I am a member of a political movement, association or organisation (including a party).*
 - *I am a member of another non-governmental or non-profit organisation/association that aims to contribute to the community/society.*
 - *During the past 12 months I have communicated (in writing or speaking) with a policy maker or a politician.*
 - *During the past 12 months I have taken part in a structured dialogue activity between young people and policy makers or politicians.*
 - *During the past 12 months I have taken part in a public consultation (online or in person) specifically on youth issues.*
 - *During the past 12 months I have taken part in a public consultation (online or in person) on other issues.*
- Respondents could indicate 'yes', 'no' or 'I was not yet eligible for voting then.'.
 - *I voted in the elections for the European Parliament in 2014.*
- Respondents were asked: 'Please respond with respect to the project we specified in the invitation to this survey and which you participated in around one year ago: To what extent do you agree or disagree with the following statements? Through my participation in the project, I improved my ability ...' The options were as follows: *strongly disagree, disagree, agree, strongly agree.*
 - *... to say what I think with conviction in discussions.*
 - *... to negotiate joint solutions when there are different viewpoints.*
 - *... to discuss political topics seriously.*
 - *... to cooperate in a team.*
 - *... to get along with people who have a different cultural background.*
- Respondents were asked 'In the project, I learned something new about:' and could indicate 'yes' or leave the question without any reaction.
 - *European issues;*
 - *Youth policies;*
 - *Human rights, fundamental rights;*
 - *Democracy;*
 - *Environmental issues;*
 - *I did not learn anything new in this project.*

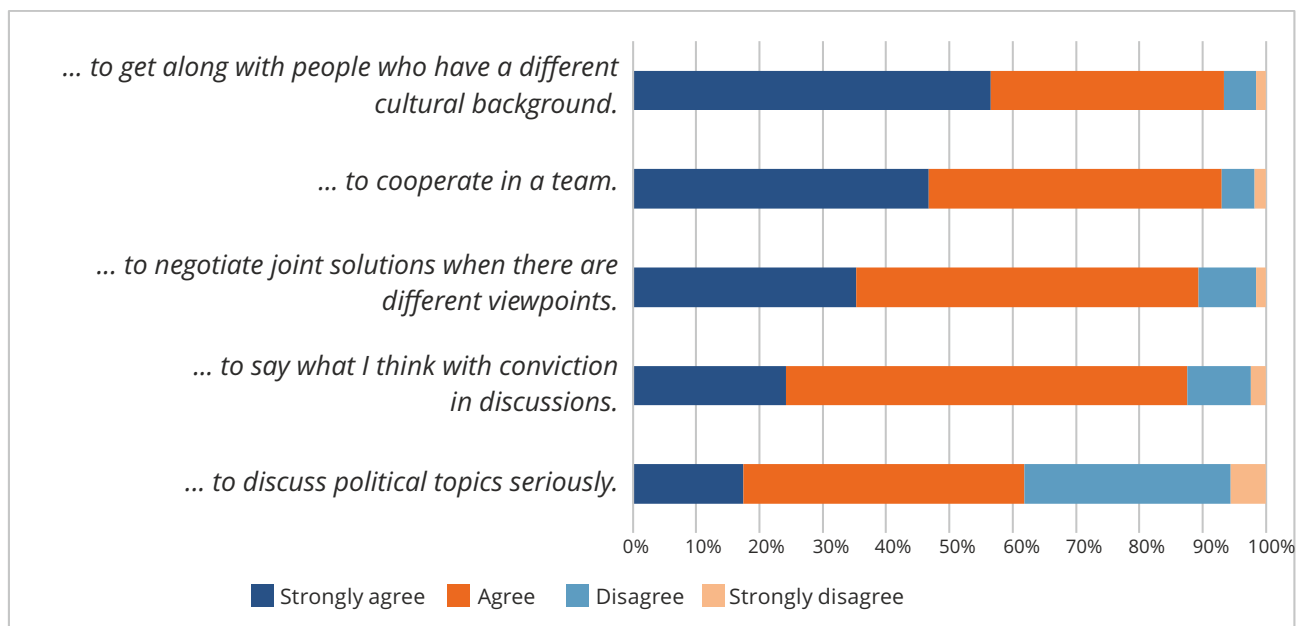
TABLE 61: SKILLS DEVELOPED THROUGH THE PROJECT⁷⁷. SECOND MEASUREMENT ONLY.

Waves	Mean	Median	N
2 nd wave PP	7.27	7.33	608

Source: RAY LTE Transnational Dataset, 2017.

⁷⁷ For details, please see index creation description in chapter 6.2

FIGURE 1: 'THROUGH MY PARTICIPATION IN THIS PROJECT, I IMPROVED MY ABILITY TO ...' – PERCENTAGES.



Source: RAY LTE Transnational Dataset, 2017.

FIGURE 2: 'HOW DID THE PROJECT AFFECT YOU IN THE END?' – PERCENTAGES.

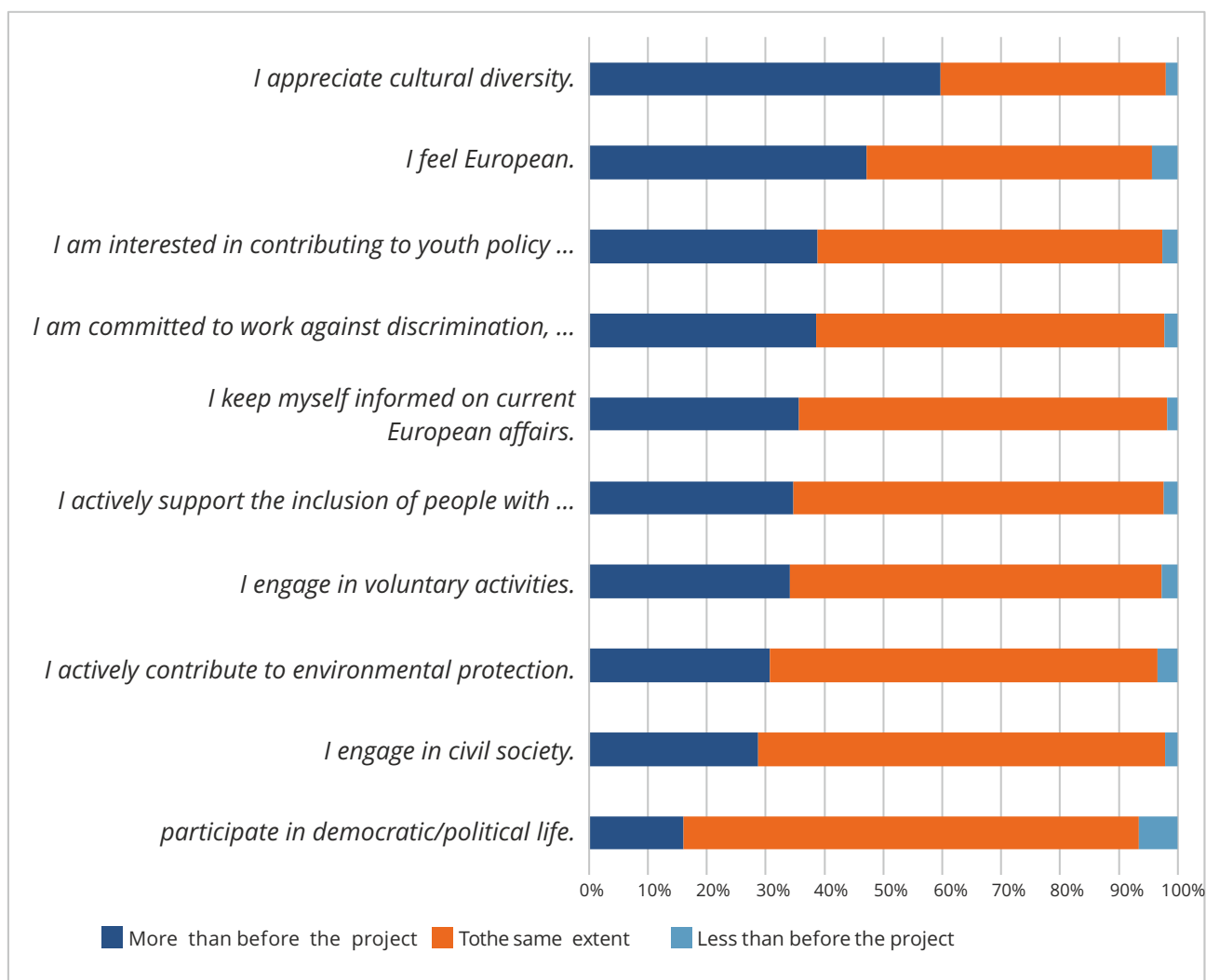
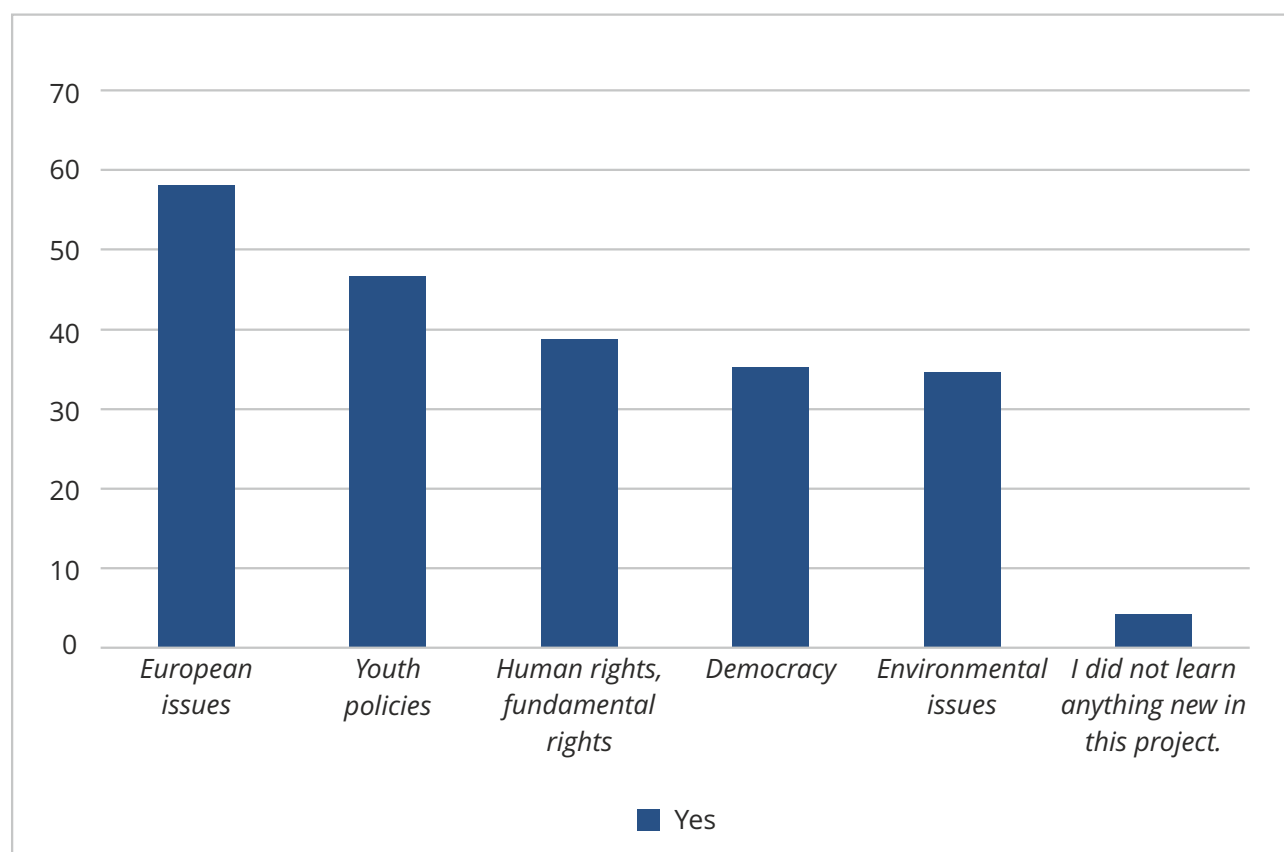


FIGURE 3: 'IN THE PROJECT, I LEARNED SOMETHING NEW ABOUT:' – PERCENTAGES.



Source: RAY LTE Transnational Dataset, 2017.

TABLE 62: INTEREST IN SOCIAL ISSUES. GENERAL TESTING. ONE-WAY REPEATED MEASURES ANOVA AND POST HOC TESTS WITH BONFERRONI CORRECTION⁷⁸.

Waves	Means ⁷⁹	N	Significance of the one-way repeated measures ANOVA	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	4.13	302	0.008	1 st wave – 2 nd wave	0.012
2 nd wave PP	3.96			2 nd wave – 3 rd wave	X
3 rd wave PP	3.97			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 63: INTEREST IN POLITICAL ISSUES. GENERAL TESTING. ONE-WAY REPEATED MEASURES ANOVA AND POST HOC TESTS WITH BONFERRONI CORRECTION.

Waves	Means	N	Significance of the one-way repeated measures ANOVA	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	3.25	302	0.005	1 st wave – 2 nd wave	0.002
2 nd wave PP	3.01			2 nd wave – 3 rd wave	X
3 rd wave PP	3.14			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

⁷⁸ One-way Repeated Measures ANOVA is a statistical test for multiple measurements in related samples (measurements obtained from the same sample of respondents in which the measurements are related to each other). It is a parametric statistic which could be used due to the sufficient units of analysis (N>250) in which the Central Limit Theorem (CLT) assures the normal distribution of the sample. Since the ANOVA test is only able to determine whether there is a statistically significant difference in mean distribution of the groups (related measurements, in this case 1st, 2nd, and 3rd wave of the survey), post hoc tests are used to determine which mean values are statistically different from the others. These post-hoc tests are calculated for each pair of the tested differences (difference between 1st and 2nd, 2nd and 3rd, 1st and 3rd). Since multiple statistical tests tend to bring positive results, Bonferroni correction has been used to compensate for this pitfall, effectively lowering the statistical significance bounds.

⁷⁹ Scale of 0 (no interest at all) to 5 (very high interest) was used.

TABLE 64: INTEREST IN ENVIRONMENTAL ISSUES. GENERAL TESTING. ONE-WAY REPEATED MEASURES ANOVA AND POST HOC TESTS WITH BONFERRONI CORRECTION.

Waves	Means	N	Significance of the one-way repeated measures ANOVA	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	3.94	307	0.000	1 st wave – 2 nd wave	0.000
2 nd wave PP	3.61			2 nd wave – 3 rd wave	X
3 rd wave PP	3.65			1 st wave – 3 rd wave	0.000

Source: RAY LTE Transnational Dataset, 2017.

TABLE 65: INTEREST IN EUROPEAN ISSUES. GENERAL TESTING. ONE-WAY REPEATED MEASURES ANOVA AND POST HOC TESTS WITH BONFERRONI CORRECTION.

Waves	Means	N	Significance of the one-way repeated measures ANOVA	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	3.73	306	0.000	1 st wave – 2 nd wave	0.000
2 nd wave PP	3.44			2 nd wave – 3 rd wave	X
3 rd wave PP	3.42			1 st wave – 3 rd wave	0.000

Source: RAY LTE Transnational Dataset, 2017.

TABLE 66: 'I STRONGLY FEEL RESPONSIBLE FOR CONTRIBUTING TO A SUSTAINABLE DEVELOPMENT IN EUROPE.' GENERAL TESTING. ONE-WAY REPEATED MEASURES ANOVA AND POST HOC TESTS WITH BONFERRONI CORRECTION.

Waves	Means	N	Significance of the one-way repeated measures ANOVA	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	3.50	308	0.001	1 st wave – 2 nd wave	0.006
2 nd wave PP	3.29			2 nd wave – 3 rd wave	X
3 rd wave PP	3.26			1 st wave – 3 rd wave	0.005

Source: RAY LTE Transnational Dataset, 2017.

TABLE 67: 'I HAVE UP-TO-DATE KNOWLEDGE OF THE CURRENT AFFAIRS IN MY LOCAL COMMUNITY/TOWN.' GENERAL TESTING. ONE-WAY REPEATED MEASURES ANOVA AND POST HOC TESTS WITH BONFERRONI CORRECTION.

Waves	Means	N	Significance of the one-way repeated measures ANOVA	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	3.37	308	0.007	1 st wave – 2 nd wave	0.035
2 nd wave PP	3.20			2 nd wave – 3 rd wave	X
3 rd wave PP	3.18			1 st wave – 3 rd wave	0.019

Source: RAY LTE Transnational Dataset, 2017.

TABLE 68: 'I KNOW HOW I CAN ENGAGE IN A NON-GOVERNMENTAL ORGANIZATION IN MY COUNTRY.' GENERAL TESTING. ONE-WAY REPEATED MEASURES ANOVA AND POST HOC TESTS WITH BONFERRONI CORRECTION.

Waves	Means	N	Significance of the one-way repeated measures ANOVA	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	3.03	291	0.000	1 st wave – 2 nd wave	0.018
2 nd wave PP	3.27			2 nd wave – 3 rd wave	X
3 rd wave PP	3.44			1 st wave – 3 rd wave	0.000

Source: RAY LTE Transnational Dataset, 2017.

TABLE 69: 'I AM FAMILIAR WITH THE FUNDAMENTAL RIGHTS AS STATED IN THE CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION.' GENERAL TESTING. ONE-WAY REPEATED MEASURES ANOVA AND POST HOC TESTS WITH BONFERRONI CORRECTION.

Waves	Means	N	Significance of the one-way repeated measures ANOVA	Variables	Significance of the pairwise comparisons after Bonferroni correction
1 st wave PP	3.14	307	0.035	1 st wave – 2 nd wave	X
2 nd wave PP	3.03			2 nd wave – 3 rd wave	0.022
3 rd wave PP	3.23			1 st wave – 3 rd wave	X

Source: RAY LTE Transnational Dataset, 2017.

TABLE 70: 'I DISCUSS SOCIAL OR POLITICAL ISSUES ONLINE WITH A WIDER COMMUNITY (INCLUDING PEOPLE I PERSONALLY DO NOT KNOW)' GENERAL TESTING. PAIRED SAMPLES T-TEST⁸⁰.

Waves	N	Means	Significance of Paired Samples T-test
1 st wave PP	370	2.01	0.001
3 rd wave PP		2.24	

Source: RAY LTE Transnational Dataset, 2017.

TABLE 71: 'DURING THE PAST 12 MONTHS I HAVE PARTICIPATED IN SOCIAL EVENTS IN MY COMMUNITY.' GENERAL DIFFERENCES BETWEEN THE FIRST AND LAST MEASUREMENTS. PAIRED SAMPLES MCNEMAR TEST⁸¹, ROW PERCENTAGES.

Waves	N	No	Yes	Total	Significance of Paired Samples McNemar Test
1 st wave PP	443	30.7%	69.3%	100%	0.000
3 rd wave PP		47.8%	56.2%	100%	

Source: RAY LTE Transnational Dataset, 2017.

TABLE 72: 'DURING THE PAST 12 MONTHS I HAVE PARTICIPATED IN SOCIAL EVENTS IN MY COMMUNITY.' GENERAL DIFFERENCES BETWEEN THE FIRST AND LAST MEASUREMENTS. PAIRED SAMPLES MCNEMAR TEST, ROW PERCENTAGES.

Waves	N	PP who answered NO in the 3 rd wave of survey	PP who answered YES in the 3 rd wave of survey	Total	Significance of Paired Samples McNemar Test
PP who answered NO before attending the project (1 st wave of survey)	443	65.4%	34.6%	100%	0.000
PP who answered YES before they attended the project (1 st wave of survey)		34.2%	65.8%	100%	

Source: RAY LTE Transnational Dataset, 2017.

⁸⁰ Paired samples t-test is a parametric statistic for two measurements in related samples. (In this case, measurements were only taken in 1st and 3rd waves.) Central Limit Theorem (CLT) ensures the normality of distribution, as was the case for ANOVA measurements above (N>250).

⁸¹ Paired samples McNemar test determines if the differences between two measurements in dichotomous variables (variable with only two categories, e.g. yes and no answers) is statistically significant in related samples. A significance of less than 0.05 suggests a statistically significant difference between the groups in related measurements

TABLE 73: 'DURING THE PAST 12 MONTHS I HAVE PARTICIPATED IN POLITICAL EVENTS IN MY COMMUNITY.' DIFFERENCES BETWEEN THE FIRST AND LAST MEASUREMENTS. PAIRED SAMPLES MCNEMAR TEST, ROW PERCENTAGES.

Waves	N	No	Yes	Total	Significance of Paired Samples McNemar Test
1 st wave PP	443	78.3%	21.7%	100%	0.006
3 rd wave PP		84.4%	15.6%	100%	

Source: RAY LTE Transnational Dataset, 2017.

TABLE 74: 'DURING THE PAST 12 MONTHS I HAVE PARTICIPATED IN SOCIAL EVENTS IN MY COMMUNITY.' CONCRETE CHANGES IN ANSWERS FROM THE FIRST TO THE LAST MEASUREMENT. PAIRED SAMPLES MCNEMAR TEST, ROW PERCENTAGES.

Waves	N	PP who answered NO in the 3 rd wave of survey	PP who answered YES in the 3 rd wave of survey	Total	Significance of Paired Samples McNemar Test
PP who answered NO before attending the project (1 st wave of survey)	443	91.1%	8.9%	100%	0.006
PP who answered YES before they attended the project (1 st wave of survey)		60.4%	39.6%	100%	

Source: RAY LTE Transnational Dataset, 2017.

TABLE 75: 'I AM NOW A MEMBER OF AN NGO THAT AIMS TO CONTRIBUTE TO MY COMMUNITY/SOCIETY.' DIFFERENCES BETWEEN THE FIRST AND LAST MEASUREMENTS. PAIRED SAMPLES MCNEMAR TEST, ROW PERCENTAGES.

Waves	N	No	Yes	Total	Significance of Paired Samples McNemar Test
1 st wave PP	443	68.2%	31.8%	100%	0.019
3 rd wave PP		74.3%	25.7%	100%	

Source: RAY LTE Transnational Dataset, 2017.

TABLE 76: 'DURING THE PAST 12 MONTHS I HAVE PARTICIPATED IN SOCIAL EVENTS IN MY COMMUNITY.' GENERAL DIFFERENCES BETWEEN THE FIRST AND LAST MEASUREMENTS. PAIRED SAMPLES MCNEMAR TEST, ROW PERCENTAGES.

Waves	N	PP who answered NO in the 3 rd wave of survey	PP who answered YES in the 3 rd wave of survey	Total	Significance of Paired Samples McNemar Test
PP who answered NO before attending the project (1 st wave of survey)	443	84.1%	15.9%	100%	0.019
PP who answered YES before they attended the project (1 st wave of survey)		53.2%	46.8%	100%	

Source: RAY LTE Transnational Dataset, 2017.

8 APPENDIX C – THE RAY NETWORK

The RAY Network was founded on the initiative of the Austrian National Agency of the EU-Programme Youth in Action (YiA, 2007 to 2013) in order to develop joint transnational research activities related to this programme. The research aims to explore a broad scope of aspects of the Erasmus+: Youth in Action Programme, seeking to contribute to the development of the current programme's implementation as well as of the next programme generation. In particular, the research aims to explore the processes and outcomes of the programme and of the activities supported through the programme. A first network meeting took place in Austria in 2008. Since then, the RAY Network has expanded continuously and currently involves the National Agencies and their research partners in 31 countries: Austria, Belgium, Cyprus, the Czech Republic, Croatia, Denmark, Estonia, Finland, France, Germany, Greece,

Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden, Turkey, United Kingdom. The RAY Network is open for additional partners.

In principle, the research on the programme and its activities envisages a combination of quantitative and qualitative social research methods and instruments, in particular surveys with project participants, project leaders and staff of beneficiary organisations mandated by the National Agencies to implement the programme activities, as well as qualitative interviews and focus groups with different actors involved in E+/YiA. Surveys and interviews can also involve young people, youth leaders and youth workers not participating in the programme and thus acting as control groups.

The RAY research programme includes the following research projects:

- Research-based analysis and monitoring of E+/YiA, aimed at contributing to monitoring and developing E+/YiA and the quality of projects supported by it;
- a research project on the long-term effects of E+/YiA on participation and citizenship of the actors involved (which this publication is about), in particular on the development of participation and citizenship competences and practices;
- a research project on competence development and capacity building of youth workers and youth leaders involved in training/support activities in E+/YiA; this project also aims at exploring the effects of E+/YiA on the organisations involved.

9 APPENDIX D – RESEARCH PROJECT PARTNERS

This study was designed and implemented by the Institute of Educational Science at the University of Innsbruck and the Generation and Educational Science Institute in Austria in cooperation with the National Agencies of Erasmus+: Youth in Action and their research

partners in Austria, the Czech Republic, Estonia, Finland, Germany, Hungary, Italy, Malta, Slovenia and Sweden. National research reports can be requested from the respective National Agencies and their research partners listed below.

AUSTRIA

Interkulturelles Zentrum
Nationalagentur „Erasmus+: Jugend in Aktion“
Dresdner Straße 82/12
1200 Vienna
Austria
www.iz.or.at

Institut für Erziehungswissenschaft der Universität Innsbruck
Institute of Educational Science, University of Innsbruck
Liebeneggstraße 8
6020 Innsbruck
Austria
<https://www.uibk.ac.at/bgl/index.html.en>

CZECH REPUBLIC

Dum zahraniční spolupráce (DZS) Centre for International Cooperation in Education (NAEP)
Na Poříčí 1035/4
110 00 Praha
Czech Republic
<http://www.dzs.cz>

ESTONIA

Foundation Archimedes
Koidula 13A
10125 Tallin
Estonia
<http://www.erasmuspluss.ee>

FINLAND

Finnish Erasmus+ Agency
Hakaniemenranta 6, P.O.Box 380
00531 Helsinki
Finland
<http://www.cimo.fi>

Unit for Advisory services for internationalisation
Finnish National Agency for Education – EDUFI
Hakaniemenranta 6, P.O.Box 380
00531, Helsinki
Finland
<http://www.cimo.fi>

GERMANY

JUGEND für Europa (JfE)
Nationale Agentur Erasmus+ JUGEND IN AKTION
Godesberger Allee 142-148
53175 Bonn
Germany
<https://www.jugendfuereuropa.de>

Forschungsgruppe Jugend und Europa am Centrum für angewandte Politikforschung CAP
Ludwig Maximilians Universität München
Maria-Theresia-Str. 21
81675 München
Germany
www.cap-lmu.de

HUNGARY

Tempus Közalapítvány / Tempus Public
Foundation
Kéthly Anna tér 1.
1077 Budapest
Hungary
www.eplusifjusag.hu

ITALY

Agenzia nazionale per i giovani (YIA-IT)
Via Sabotino, 4
00195 Roma
Italy
<http://www.agenziagiovani.it>

Dipartimento di Scienze Politiche, Sociali e
della Comunicazione, Università di Salerno
Department of Political, Social and
Communication Sciences, University of
Salerno
Via Giovanni Paolo II, 132
I-84048 Fisciano (Sa)
<http://www.spsc.unisa.it/index>

MALTA

European Union Programmes Agency (EUPA)
Triq I-Imtarfa
Imtarfa MTF 1140
Malta
<http://www.eupa.org.mt>

SLOVENIA

Zavod Movit na Mladina (YIA-SI)
Dunajska cesta, 5
1000 Ljubljana
Slovenia
<http://www.movit.si>

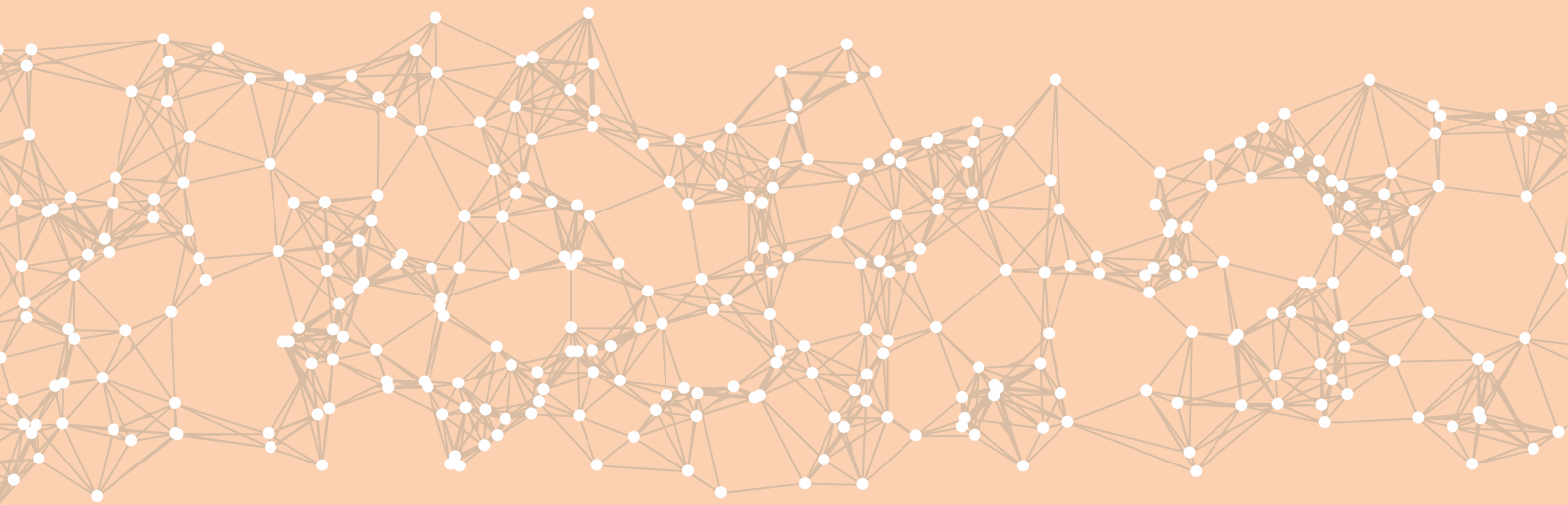
University of Ljubljana
Faculty of Social Sciences
Kardeljeva ploščad 5
1000 Ljubljana
Slovenia
<http://www.fdv.uni-lj.si/en>

SWEDEN

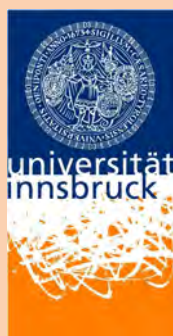
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