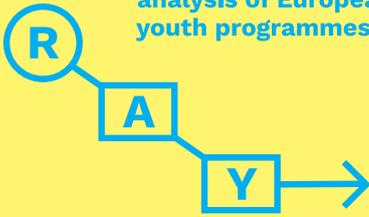


Research-based  
analysis of European  
youth programmes



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# Research Report

**RAY-  
MON**

**2017  
2018**

Effects and  
outcomes of  
the Erasmus+  
Youth in Action  
Programme

**Transnational  
Analysis**



‘Erasmus+ Youth in Action’ is part of the Erasmus+ Programme of the European Union and supporting European youth projects. The ‘Research-based Analysis of Erasmus+ Youth in Action’ (RAY) is conducted by the RAY Network, which includes the National Agencies of Erasmus+ Youth in Action and their research partners in 34 countries\*.

This study presents a transnational analysis of the results from surveys between October 2017 and April 2018 with project participants and project leaders/team members involved in Erasmus+ Youth in Action 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, under the research project direction of Helmut Fennes, in cooperation with the RAY Network and with technical assistance by Youth Pol-

icy Labs. It was co-funded within the Transnational Cooperation Activities (TCA) of Erasmus+ Youth in Action.

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>). Further RAY publications can be retrieved from <http://www.researchyouth.eu/research-results-publications>.

\* 31 countries in 2017/2018: Austria, Belgium, Cyprus, Czechia, Croatia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey, United Kingdom. North Macedonia, Serbia and Switzerland joined in 2019.



Where available, national research reports can be requested from the respective National Agencies and their research partners



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Design by Mursal Nasr and Paula Klattenhoff



# Research Report



Effects and outcomes  
of the Erasmus+ Youth  
in Action Programme

*from the perspective  
of project participants  
and project leaders*

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Transnational Analysis  
Survey waves 2017/2018

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# ABBREVIATIONS AND DEFINITIONS

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## ABBREVIATIONS

<b>E+</b>	European Union Programme Erasmus+ (2014-2020)
<b>E+/YiA</b>	Erasmus+ Youth in Action (2014-2020) – the youth strand within Erasmus+
<b>EU</b>	European Union
<b>FE</b>	Formal education
<b>FL</b>	Formal learning
<b>NA</b>	National Agency
<b>NFE</b>	Non-formal education
<b>NFL</b>	Non-formal learning
<b>ICL</b>	Intercultural learning
<b>PL</b>	Project leaders/members of project teams: Youth workers, youth leaders, trainers or other actors who prepared and implemented YiA projects for/with young people or youth workers/leaders, at least in an education/socio-pedagogic function, but frequently also with an organisational function; normally, in particular in the case of projects with participants from two or more different countries, these projects are prepared and implemented by project teams with two or more project leaders.
<b>PP</b>	Project participants: Youth workers, youth leaders, teachers or other actors who attended projects/training/activity within E+/YiA for/with youth workers/leaders, at least in an education/socio-pedagogic function, but frequently also with an organisational function.
<b>RAY</b>	Research-based Analysis of Erasmus+ Youth in Action. The RAY Network consists of the Youth in Action National Agencies and their research partners involved in the RAY project.
<b>YiA</b>	European Union Programme 'Youth in Action' (2007-2013) – the predecessor of Erasmus+
<b>YPFO</b>	Young people with fewer opportunities
<b>YPSN</b>	Young people with special needs

---

## ACTIVITY TYPES

<b>CP</b>	Capacity building in the field of youth (Key Action 2)
<b>EVS</b>	European Voluntary Service (Key Action 1). As of 2018, this format is covered by a new European youth programme, the European Solidarity Corps.
<b>SD</b>	Structured Dialogue – meetings between young people and decision-makers in the field of youth (Key Action 3). As of 2019, this format is called Youth Dialogue.
<b>SP</b>	Strategic Partnerships (Key Action 2)
<b>TCA</b>	Transnational Cooperation Activities
<b>YE</b>	Youth Exchanges (Key Action 1)
<b>YWM</b>	Mobility of youth workers (Key Action 1)

## DEFINITIONS

<b>Activity start/end</b>	The dates when, within a funded project, the core activity starts/ends, for example a youth worker mobility (when youth workers from different countries meet in one country), a seminar, a training course, etc.
<b>Project start/end</b>	The dates when a funded project starts/ends; the duration of a project is normally much longer than that of the core activity (see activity start/end) – the project also includes the preparation of and the follow-up to the core activity.
<b>Residence/home country</b>	Country of residence at the beginning of the project (the country of the partner organisation who the participant was part of)
<b>Funding country</b>	Country in which a project was funded through the respective National Agency of E+/YiA
<b>Venue country</b>	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’
<b>Hosting country</b>	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 ‘venue country’
<b>Sending</b>	This refers to PP or PL who came from a ‘sending’ partner, i.e., they went to another country for their project.
<b>Hosting</b>	This refers to PP or PL who came from a ‘hosting’ partner, i.e., they were involved in a project taking place in their country of residence.

## KEY COMPETENCES FOR LIFELONG LEARNING \*

<b>KC1</b>	Communication in the mother tongue	<b>KC7</b>	Sense of initiative and entrepreneurship
<b>KC2</b>	Communication in foreign languages	<b>KC7a</b>	Sense of initiative
<b>KC3</b>	Mathematical competence and basic competences in science and technology	<b>KC7b</b>	Sense of entrepreneurship
<b>KC3a</b>	Mathematical competence	<b>KC8</b>	Cultural awareness and expression
<b>KC3b</b>	Basic competences in science and technology	<b>ML</b>	Media literacy
<b>KC4</b>	Digital competence		
<b>KC5</b>	Learning competence (learning to learn)		
<b>KC6</b>	Social and civic competences		
<b>KC6a</b>	Interpersonal and social competence		
<b>KC6b</b>	Intercultural competence		
<b>KC6c</b>	Civic competence		

\* Note that the key competences were revised in 2018. These are the ‘old’ key competences, as these were valid for the duration of this research project.

# COUNTRIES AND RESEARCH PROJECTS

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## COUNTRIES

<b>E+/YiA Programme countries</b>	These are EU member states, EEA countries and EU candidate/accession countries (for country codes/abbreviations see Table 2 in the RAY-MON Data Report).
<b>E+/YiA Partner countries</b>	These are countries from Southeast Europe, countries from Eastern Europe and the Caucasus region as well as Mediterranean countries (for country codes/abbreviations see Table 3 in the RAY-MON Data Report).
<b>RAY countries</b>	RAY Network members participating in the RAY-MON surveys as funding countries (Austria, Belgium, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom).

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## RAY RESEARCH PROJECTS

<b>RAY-CAP</b>	A research project on competence development and capacity building of youth workers and youth leaders involved in training and support activities in Erasmus+ Youth in Action. 17 RAY Network members have been involved in this project.
<b>RAY-INNO</b>	A research project on the impact, role and potential of strategic partnerships in Erasmus+ Youth in Action (a format under Key Action 2) as instruments to foster innovation and exchange of good practices in the youth sector and related fields. 16 RAY Network members are involved in this project.
<b>RAY-LEARN</b>	A research project on strategies and practices for organisational development and learning of organisations and networks in the European youth sector. 15 RAY Network members are involved in this project.
<b>RAY-LTE</b>	A research project on the long-term effects of Erasmus+ Youth in Action on participation and citizenship of young people and youth leaders. 10 RAY Network members have been involved in this project.
<b>RAY-MON</b>	Research-based analysis and monitoring of Erasmus+ Youth in Action contributes to the monitoring and development of Erasmus+ Youth in Action and the quality of projects supported by it. This research strand is a joint core activity of all RAY Network members.
<b>RAY-PART</b>	A research project on approaches to participation and citizenship education and learning in the European youth programmes, and the competences necessary to implement such educational approaches. 9 RAY Network members are involved in this project.
<b>RAY-SOC</b>	Research-based analysis and monitoring of the European Solidarity Corps contributes to the monitoring and development of the European Solidarity Corps and the quality of projects supported by it. This research strand is a joint core activity of all RAY Network members.

# 1 — INTRODUCTION

Research-based analysis and monitoring of Erasmus+ Youth in Action (RAY-MON) 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. What are the effects of the European Union's Erasmus+ Programme in the field of youth (Erasmus+ Youth in Action) on young people, youth workers and youth leaders involved in the projects funded by this programme? What are the effects on youth groups, organisations, institutions, structures and communities involved in the programme?

These are some of the questions the RAY Network – a network of E+/YiA National Agencies and their research partners in currently 34 European countries – explores, ultimately seeking to study to which extent the objectives and priorities of E+/YiA are achieved.

## 1.1 THE RAY NETWORK

The RAY Network was founded on the initiative of the Austrian National Agency of the YiA Programme in order to develop joint transnational research activities related to the EU-Programme Youth in Action (2007 to 2013) in line with the aims and objectives outlined above. A first network meeting took place in Austria in 2008. Since then, the RAY Network has expanded continuously. It now covers the Erasmus+ Youth in Action Programme with its research activities and currently involves the National Agencies and their research partners in 34 countries: Austria, Belgium, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom.

**The RAY Network is open to additional partners.**

## 1.2 RESEARCH APPROACH AND ACTIVITIES

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 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 included the following research projects between 2015 and 2018:

- Research-based analysis and monitoring of E+/YiA (which this publication is about) aimed at contributing to monitoring and developing E+/YiA and the quality of projects supported by it (RAY-MON);
- a research project on the long-term effects of E+/YiA on participation and citizenship of the actors involved, in particular on the development of participation and citizenship competences and practices (RAY-LTE);
- 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 will also explore the effects of E+/YiA on the organisations involved (RAY-CAP)..

## 1.3 CONCEPT FOR THIS STUDY

This research project aims to explore a broad scope of aspects of E+/YiA in order to contribute to practice development, to the improvement of the implementation of E+/YiA and to the development of the next programme generation. It is a further development of the Research-based Analysis and Monitoring of Youth in Action (YiA), the main activity of the RAY Network between 2009 and 2013 (see Fennes, Gadinger, & Hagleitner, 2012; Fennes, Hagleitner, & Helling, 2011), which indicated that youth mobility projects have an effect not only on participants – young people, youth leaders and youth workers – but also on project leaders/team members as well as on

their organisations and on the local environments of the projects. Furthermore, the previous studies on YiA showed that a broad spectrum of effects was reported by participants and project leaders/team members, both intended as well as unintended. Based on the findings of the previous studies, the following design for this study was developed.

### 1.3.1 Aims and objectives

The aim of this study is to contribute to quality assurance and quality development in the implementation of E+/YiA, to evidence-based and research-informed youth policy development and to a better understanding of learning mobility in the youth field.

The objectives of this project are to explore

- the effects of projects funded through E+/YiA on the actors involved, in particular on project participants and project leaders/team members, but also on their organisations and on the local environments of these projects;
- the level of access to E+/YiA for young people (in particular of young people with fewer opportunities) as well as organisations, bodies and groups in the youth field;
- the profile of participants, project leaders/team members and organisations/groups/bodies involved in E+/YiA projects;
- the development and management of funded projects;
- the implementation of E+/YiA.

### 1.3.2 Research questions

General research questions:

- What are the effects of E+/YiA projects on participants, project leaders/team members and their organisations/groups as well as on the local environments of these projects?
- What is the environment of Youth in Action projects, in particular with respect to access to E+/YiA, the development of projects, the profile of actors and organisations, the management of projects and the support provided by funding structures?
- How could the findings from this study contribute to practice development, in particular in view of the implementation of E+/YiA and future Youth Programmes of the European Union?

Specific research questions:

- What are the effects of participating in E+/YiA projects on the development of knowl-

edge, skills, attitudes, values and behaviours<sup>1</sup> of project participants as well as of project leaders/team members involved in E+/YiA projects?

- What are the effects of participating in E+/YiA projects on educational and professional perspectives of participants as well as of project leaders/team members involved in E+/YiA projects?
- What are the effects of E+/YiA projects on youth workers and youth leaders involved – either as participants or as project leaders/team members – with respect to the development of (international) youth work competences?<sup>2</sup>
- To which extent are E+/YiA projects in line with the objectives and priorities of the E+/YiA Programme? In particular, how do they contribute to participation of young people in democratic life, active citizenship, intercultural dialogue, social inclusion, solidarity and participation in the labour market as well as to the development of youth work, international cooperation in the youth field, recognition of non-formal and informal learning and youth policy development?
- How do these effects differ depending on the types of E+/YiA projects, the type of experience (going abroad for a project or being involved in a project at home with participants from abroad) and the countries of residence of participants and project leaders?
- What is the profile of participants, project leaders and projects involved in E+/YiA projects, in particular with respect to their educational or professional status, socio-economic and demographic background, educational attainment and previous experience with learning mobility? What does this say about the access to the YiA Programme?

### 1.3.3 Research design

In order to explore the research questions above, the research design is based on multilingual online surveys with project participants and project leaders for the following reasons:

- Actors involved in projects funded through E+/YiA are surveyed two months or longer after the end of their project in order to pro-

<sup>1</sup> This study refers to key competences for lifelong learning as defined by the European Parliament and the Council of the European Union (2006), complemented by other competence frameworks and models, in particular related to (international) youth work competences.

<sup>2</sup> Where applicable, this study has been linked to the RAY research project on competence development and capacity building of E+/YiA (RAY-CAP), in particular with respect to the development of (international) youth work competences of youth workers and youth leaders as well as concerning effects on the organisations involved in E+/YiA.

vide for a more reflected and distant view at their experiences and the perceived effects. By that time, however, the actors involved in a project have returned to their countries of residence and would be difficult to contact for face-to-face interviews or group discussions.

- Multilingual online surveys allow a large majority of actors to complete the questionnaires in their native language (or in a foreign language which they understand sufficiently).
- Surveying both project participants and project leaders/team members of E+/YiA projects through two different but coherent and interrelated questionnaires provides for a triangulation of responses, in particular with respect to the perceived effects on the participants by comparing the self-perception of participants and the external perception of project leaders/team members.

In order to provide for comparable views on experiences and perceived effects of E+/YiA projects, participants and project leaders/team members are invited to participate in these surveys between two and ten months after the end of their project.

The surveys for this study were conducted between October 2017 and May 2018, covering a representative sample of a full year of funded activities ending in 2017. The questionnaires were available in 26 languages. Based on the outcomes of this study, the questionnaires might be modified for the final survey round of the current programme generation, scheduled for 2019/2020 (for projects ending in 2019).

## 2 — COMPETENCE DEVELOPMENT

This chapter explores the development of knowledge, skills, attitudes, values and behaviours through E+/YiA and relates to the programme's objective to improve the level of key competences and skills of young people, in particular through learning mobility opportunities.

### 2.1 KNOWLEDGE ACQUISITION

Project participants were asked whether they learned something new through the project ('choose all that apply'). Only 1% of all respondents asserted that they did not learn anything new from this project. Figure 1 provides an overview of the knowledge acquired by project participants through the project (see also Table 91; Table 92; Table 93; Table 94).

Interestingly, the responses by project leaders about the main themes of the project differ from the responses by project participants about their knowledge acquisition. The differences are presented in Figure 2 (see also Table 95).

A number of themes are selected as being addressed during the project less frequently by responding project leaders than by responding project participants for their acquired knowledge. This indicates that learning effects go beyond the issues addressed in the projects.

Between age groups, the focus of participants' knowledge acquisition differs significantly. Consider, for example, the themes that each age group learned more about than any other age group in comparison (see Table 93):

- Age group of 15-17 years: Environmental issues (22%)
- Age group of 18-20 years: Personal Development (50%), Discrimination and non-discrimination (44%), European Issues (40%), Human rights and fundamental rights (39%), Solidarity with people facing difficulties (37%), Democracy (26%) and Health and well-being (21%)
- Age group of 21-25 years: Cultural Diversity (71%), Entrepreneurship and using initiative (24%), Policies or structures of the European Union (23%), Media and ICT (21%) and Sustainable development (18%)

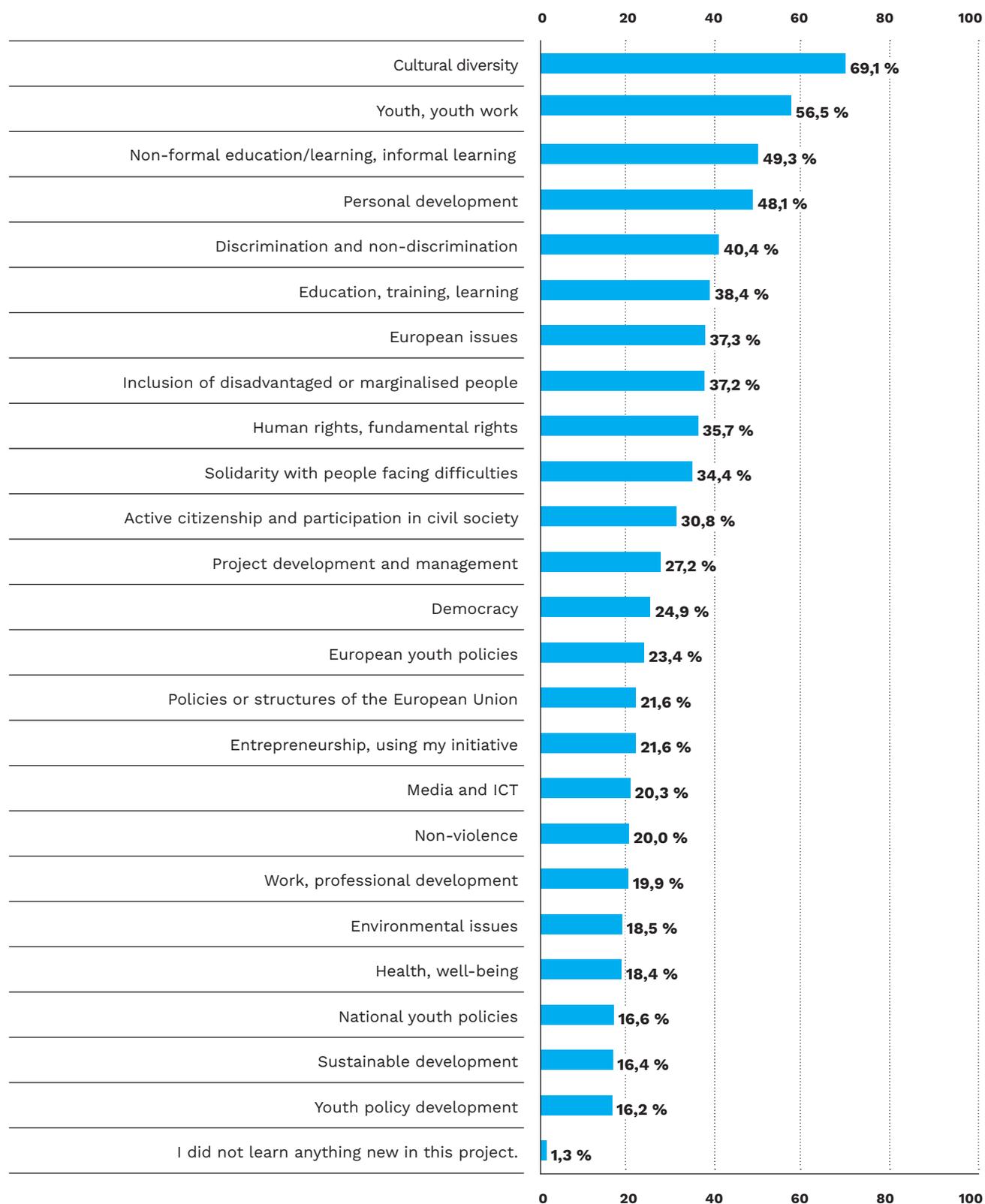
- Age group of 26-30 years: Non-violence (21%) and Sustainable development (18%)
- Age group of >30 years: Youth and youth work (65%), Non-formal education/learning and informal learning (63%), Inclusion of disadvantaged or marginalised people in society (44%), Education, training and learning (42%), Active citizenship and participation in civil society and democratic life (38%), Project development and management (34%), European youth policies (32%), Work and professional development (27%), Youth policy development (23%), National youth policies (22%) and Media and ICT (21%)

Across activity types, the focus of participants' knowledge acquisition differs substantially as well. Consider, for example, the themes that more than half of all project participants learned something about (see Table 92):

- YE activities cover Cultural diversity (74%), and Youth and youth work (51%)
- EVS activities cover Cultural diversity (80%), Personal development (63%), Youth and youth work (59%), and Non-formal education/learning and informal learning (57%)
- SD activities cover Youth and youth work (57%)
- YWM activities cover Cultural diversity (68%), Youth and youth work (64%), and Non-formal education/learning and informal learning (63%)
- TCA activities cover Youth and youth work (71%), Non-formal education/learning and informal learning (64%), and Cultural diversity (51%)

**FIGURE 1** Knowledge acquired by participants (PP)

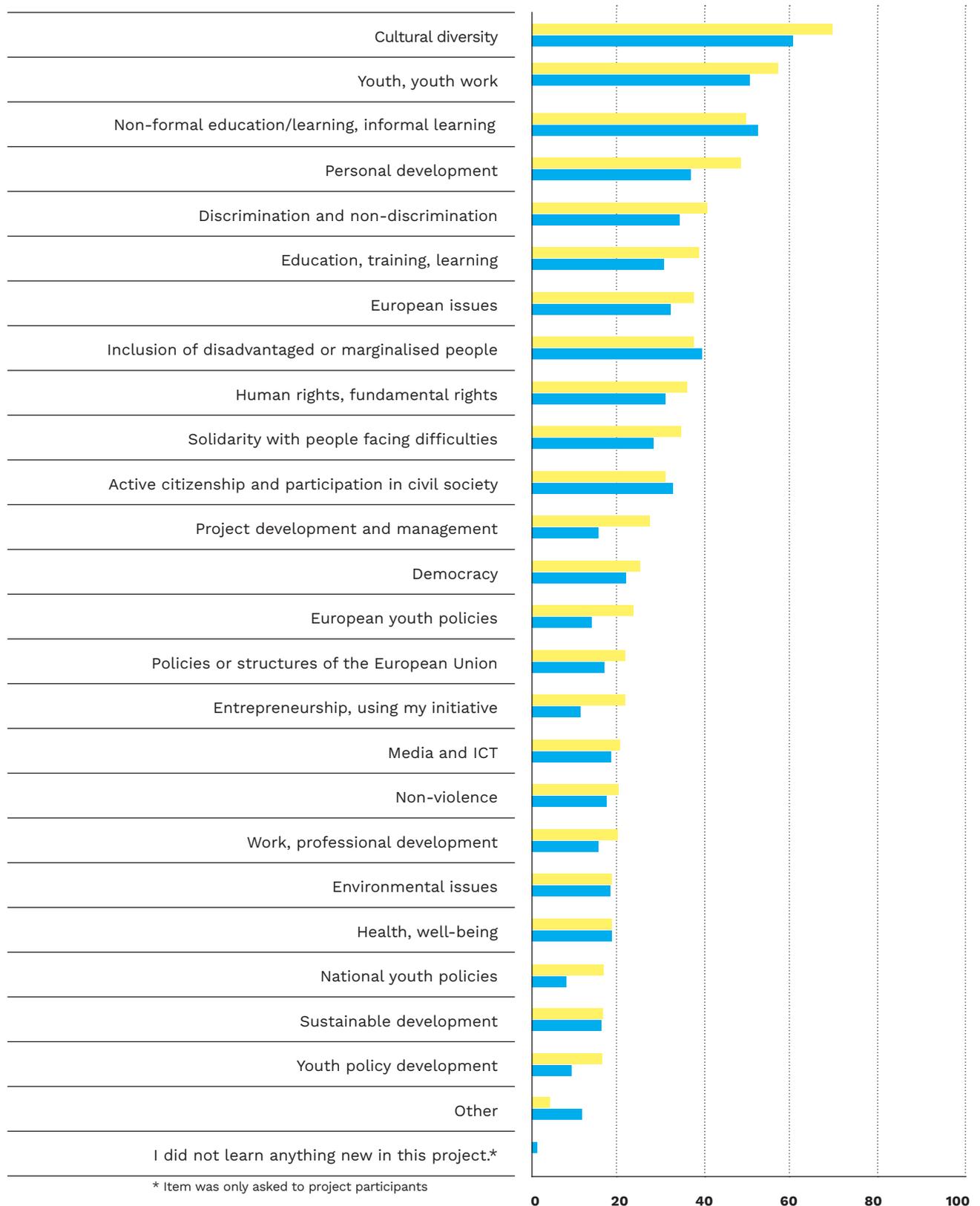
In the project, I learned something new about:  
 N= 23,571; n=23,541 (multiple response)



**FIGURE 2** Main themes of projects (PL) compared to knowledge acquired (PP)

(PP) 10. In the project, I learned something new about and (PL) 6. Main themes actually addressed during the project

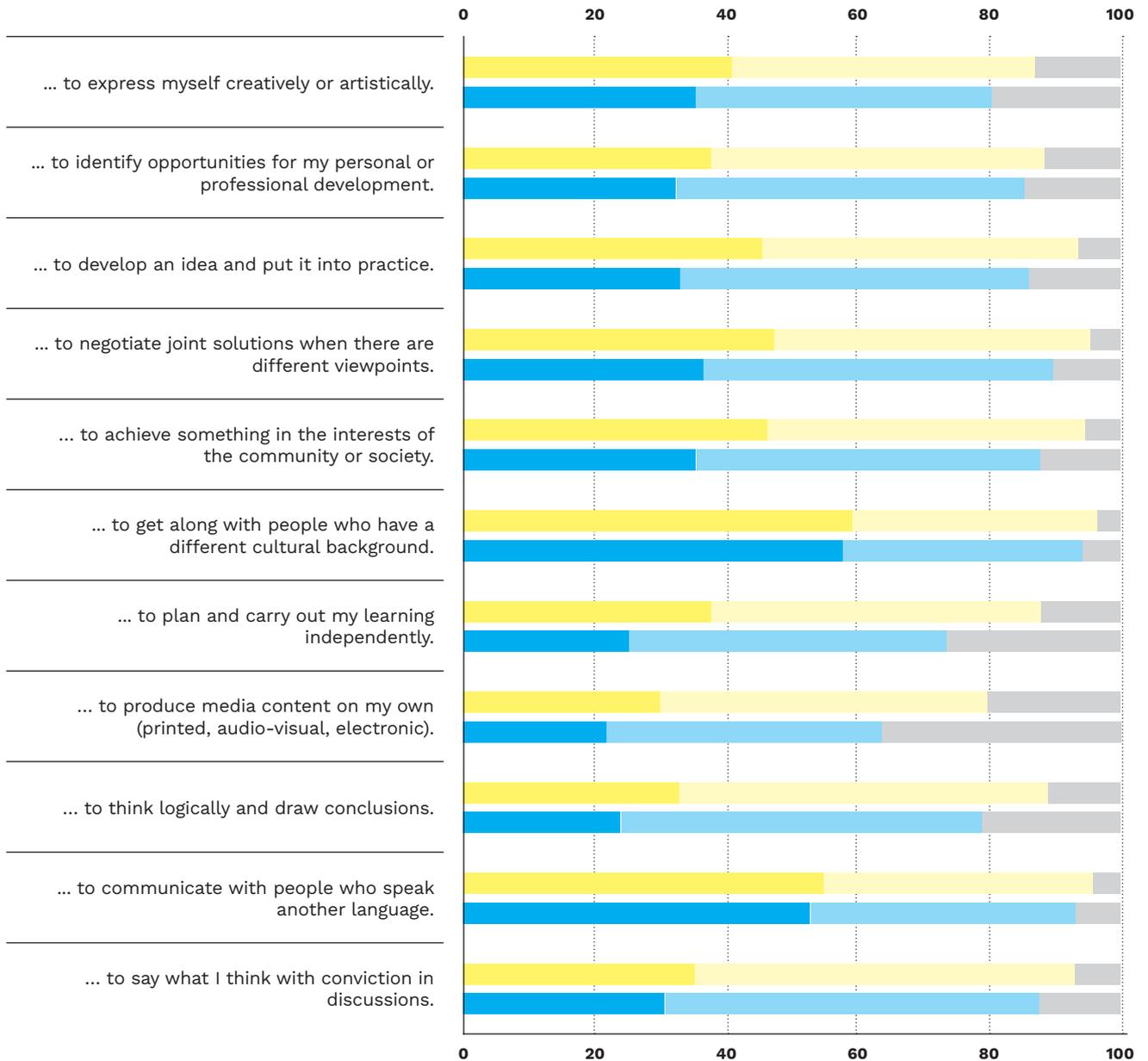
● PP ● PL



**FIGURE 3 Skills development of project participants (PP) and project leaders (PL)<sup>3</sup>**

(PP) 11. and (PL) 10. To what extent do you agree or disagree with the following statements? Through my participation in this project

I improved my ability...



<sup>3</sup> See the section on abbreviations and definitions at the beginning of the report for an overview of the key competences listed here (KC1 through KC8 and ML).

## 2.2 SKILLS DEVELOPMENT

The following section explores the skills development of project participants and project leaders, based on their self-assessment. In addition, project leaders were asked to assess the skills development of project participants, allowing for a comparison of self-assessed key competences by responding project participants and assessed key competences of participants by responding project leaders respectively.

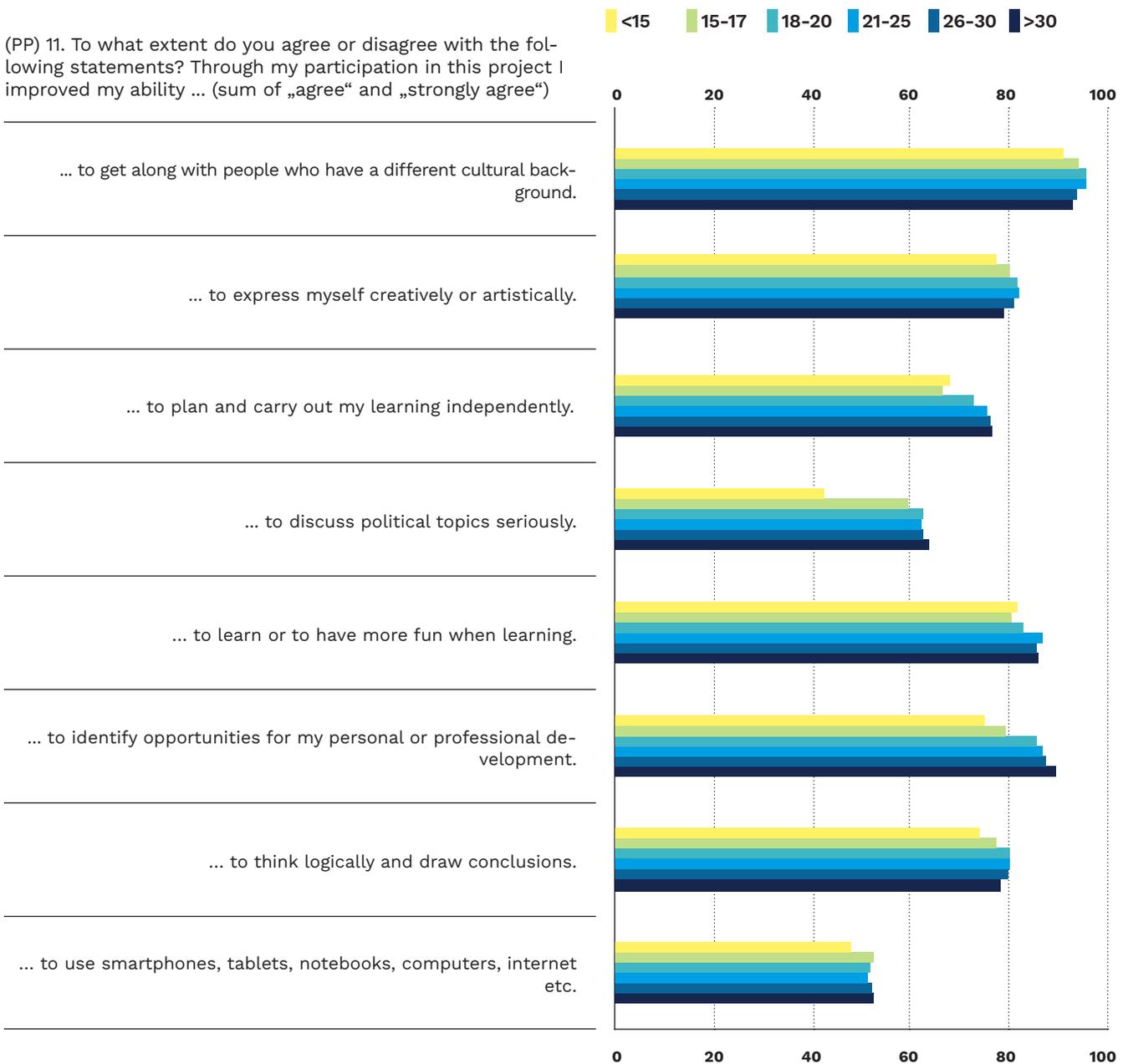
Across the board, skills development of project participants is reported to be significant. High values across all activity types are selected by

responding project participants with regard to improving their abilities through participation in their project, and scores range between 74% and 94% ('strongly agree' or 'agree') for all provided items, with three exceptions: to produce media content on my own (64% 'strongly agree' or 'agree'), to discuss political topics seriously (61% 'strongly agree' or 'agree'), and to use smartphones, tablets, notebooks, computers, internet etc. (51% 'strongly agree' or 'agree'). See Figure 3 and Table 98 for additional details.

Skills development of responding project leaders is consistently reported somewhat higher than for project participants.

**FIGURE 4 Skills development of project participants – by age groups (PP) – Part 1**

(PP) 11. To what extent do you agree or disagree with the following statements? Through my participation in this project I improved my ability ... (sum of „agree“ and „strongly agree“)



All skills are above 80% for project leaders and scores range between 80% and 96% ('strongly agree' or 'agree'). See Figure 3 and Table 104 for additional details.

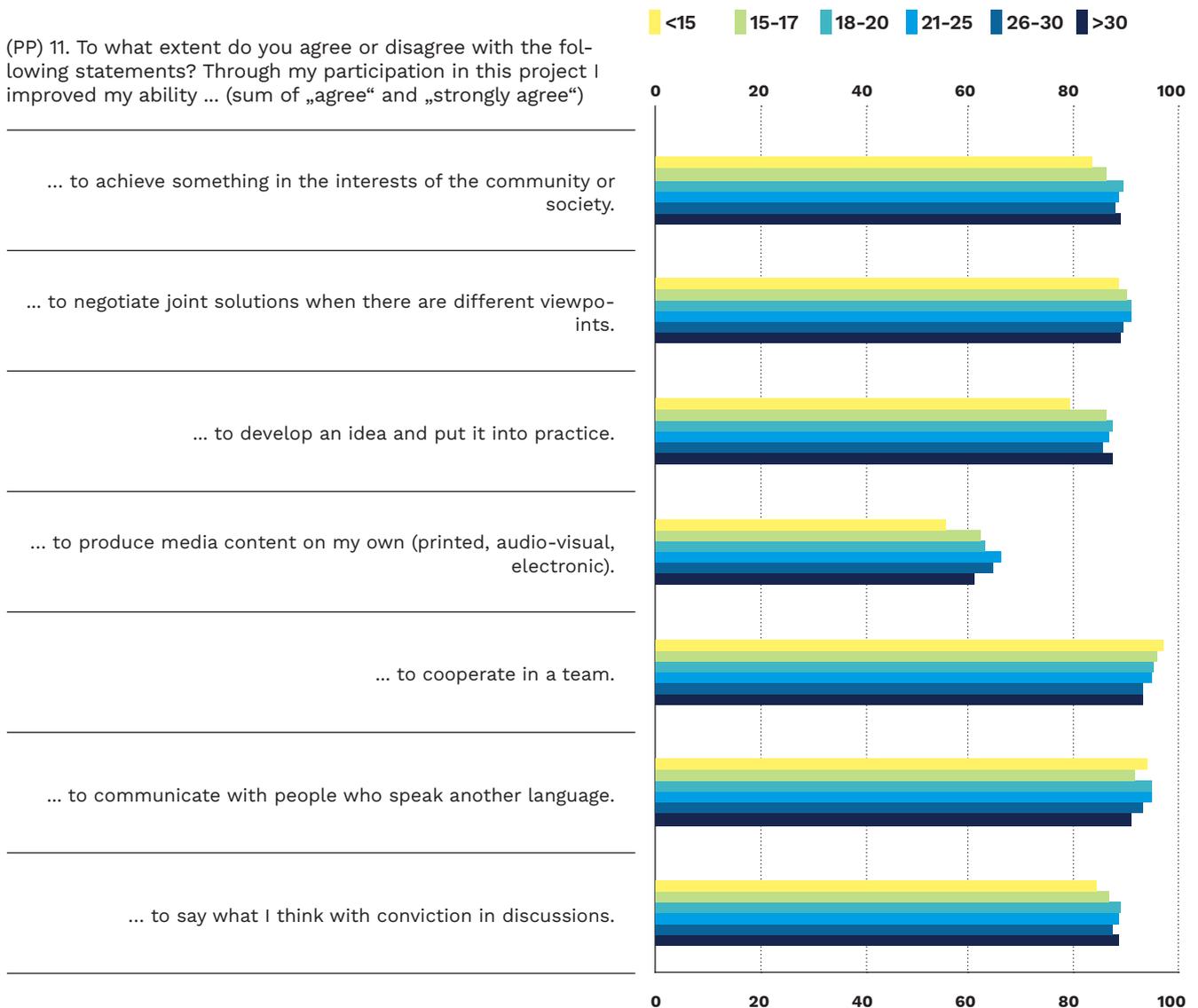
Differentiated by age groups, the younger responding project participants valued the item to discuss political topics seriously during the project more negatively than the older age groups: age groups <15 years 58% ('strongly disagree' or 'disagree'), 15-17 years 41% ('strongly disagree' or 'disagree'), 18-20 years 38% ('strongly disagree' or 'disagree'), 21-25 years 38% ('strongly disagree' or 'disagree'), and >30 years 37% ('strongly disagree' or 'disagree').

The skill to identify opportunities for personal and professional development shows a similar picture – all values again showing 'strongly disagree' or 'disagree': <15 years 25%, 15-17 years 21%, 18-20 years 15%, 21-25 years 14%, 26-30 years 13%, and over 30 years 11%.

The data shows that younger responding project participants assess their own skills to identify opportunities for personal and professional development as less developed through their project than older project participants, as well as their skill to plan and carry out learning independently and to learn or have more fun while learning (see Figure 4 and Table 102 for additional details).

**FIGURE 4 Skills development of project participants – by age groups (PP) – Part 2**

(PP) 11. To what extent do you agree or disagree with the following statements? Through my participation in this project I improved my ability ... (sum of „agree“ and „strongly agree“)



### 2.3 YOUTH WORK COMPETENCES

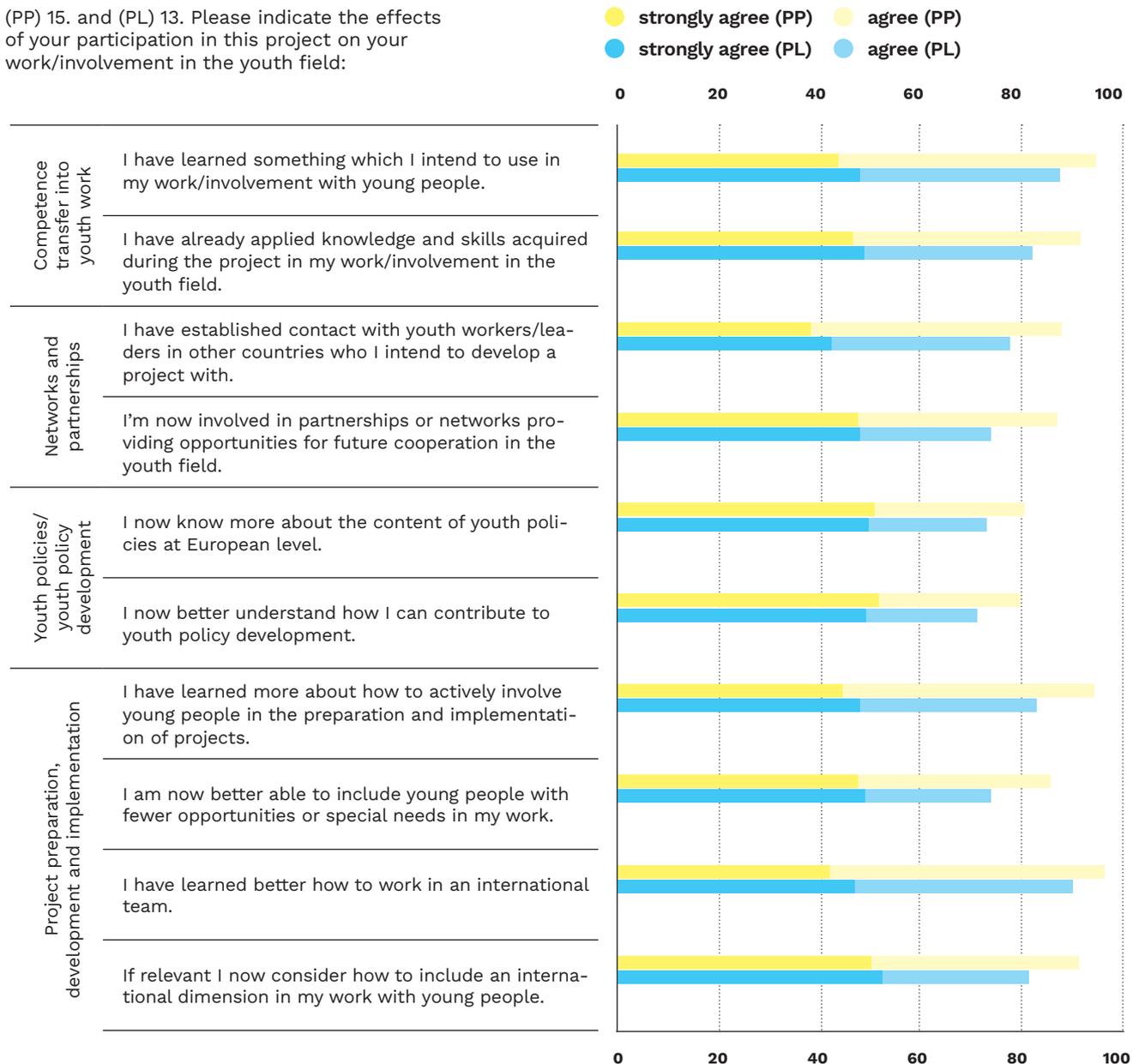
A number of questions explored competences of respondents specifically in relation to youth work. Almost all questions were asked to project participants and project leaders alike, allowing for comparisons between both respondent groups. Among project participants, questions were asked to those respondents who had participated in YWM or TCA activities, i.e. those project participants seeking to develop their youth work competence.

Across all aspects of non-formal and informal learning/education, responding project participants selected predominantly high values when asked whether their competence had been strengthened: Between 73% and 92% ‘strongly agree’ or ‘agree’ across ALL activity types. Project leaders assess these items even higher than project participants, ranging from around 77% up to 95% across ALL age groups and activity types (see Figure 5, spanning both pages).

92% of project participants ‘strongly agree’ or ‘agree’ that they have learned better how to work in an international team. Differentiated by activity types, YWM (94% ‘strongly agree’ or ‘agree’)

**FIGURE 5** Youth work competence development of project participants (PP) and project leaders (PL)

(PP) 15. and (PL) 13. Please indicate the effects of your participation in this project on your work/involvement in the youth field:

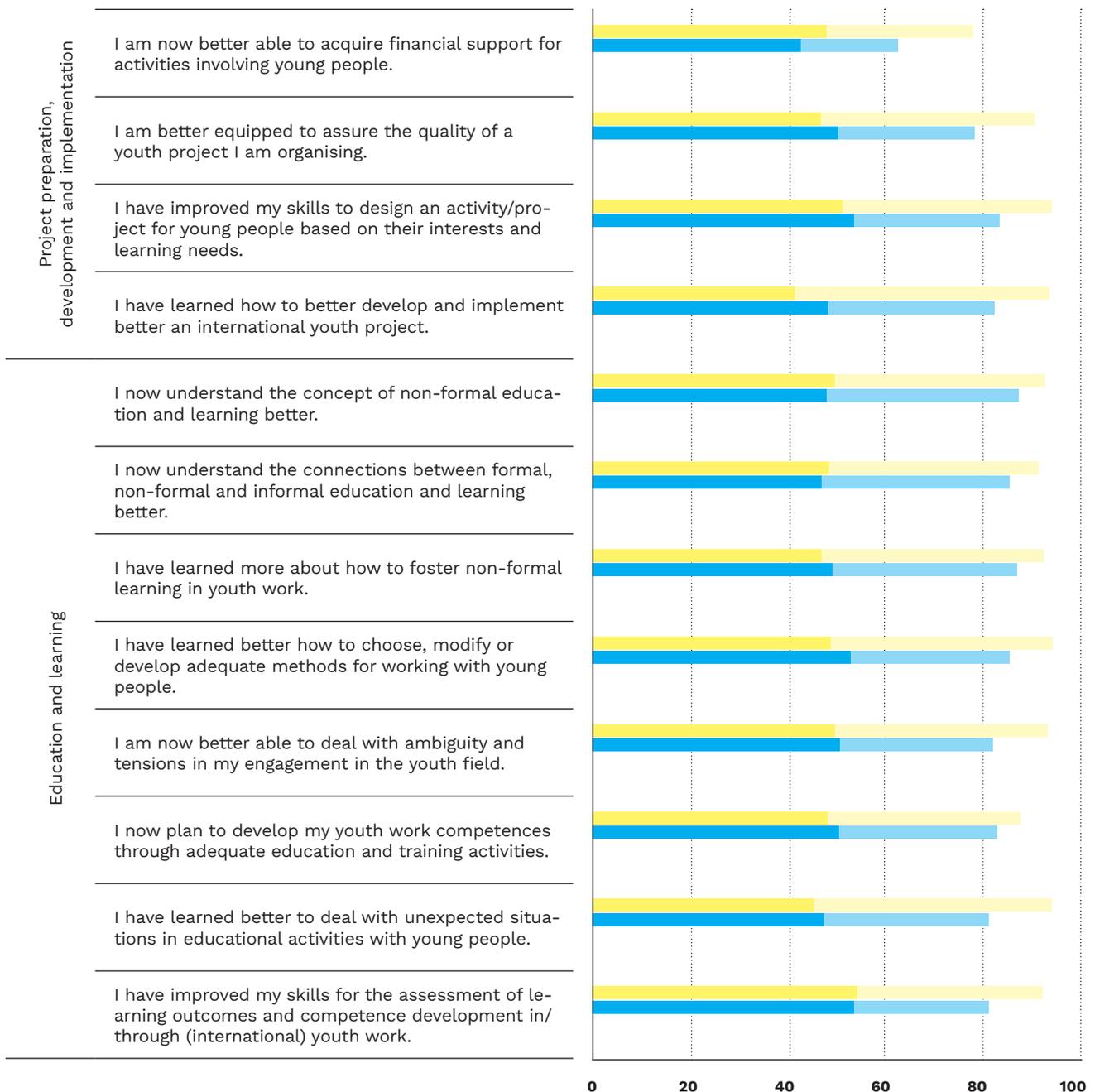


scores better than TCA (85% ‘strongly agree’ or ‘agree’). Responding project leaders selected 95% (‘strongly agree’ or agree’) for the improvement of this skill.

Furthermore, 90% (‘strongly agree’ or ‘agree’) of responding project participants now understand the concept of non-formal education and learning better, again with higher scores for YWM (91% ‘strongly agree’ or ‘agree’) than for TCA (85% ‘strongly agree’ or ‘agree’). Equally, 90% (‘strongly agree’ or ‘agree’) of responding project participants have learned something which they intend to use in their work/involvement with young peo-

ple, however with equivalent scores for both YWM and TCA (90% ‘strongly agree’ or ‘agree’), (see Figure 5, Table 106 and Table 108).

Finally, 84% (‘strongly agree’ or ‘agree’) of responding project participants have learned better to deal with unexpected situations in educational activities with young people, although this item has the greatest score difference between YWM 86% and TCA 75% (‘strongly agree’ or ‘agree’). In comparison, 93% (‘strongly agree’ or ‘agree’) of responding project leaders indicated to have learned better to deal with unexpected situations in educational activities with young people.



## 2.4 EFFECTS ON PERSONAL DEVELOPMENT

73% of responding project participants state that their personal development was among the reasons for participating in their project ('choose all that apply'), 66% say to learn something new was part of their motivation, and 39% indicate that their professional development was among their reasons (see Table 47).

Looking back at the project, 85% ('strongly agree' or 'agree') of responding project participants report that they improved their ability to identify opportunities for their personal or professional development through their participation in the project. With 82% ('strongly agree' or 'agree'), the percentage of project leaders who assessed that project participants had improved that ability (see Table 99 and Table 103) is slightly lower.<sup>4</sup>

In comparison, 88% ('strongly agree' or 'agree') of the responding project leaders indicate that they improved their ability to identify opportunities for their personal or professional development through their involvement in this project, highest scores being in YWM (93% 'strongly agree' or 'agree'), followed by YE (88% 'strongly agree' or 'agree'), EVS (88% 'strongly agree' or 'agree') and SD (80% 'strongly agree' or 'agree'), (see Figure 21 and Table 104).

Overall, 96% ('strongly agree' or 'agree') of responding project participants report that their participation in the project has contributed to their personal development (see Table 90) and 86% ('strongly agree' or 'agree') of them report that the project had an impact on their awareness which of their competences they want to develop further (see Figure 6 and Table 124). Over 90% ('strongly agree' or 'agree') of responding project leaders indicate their awareness raising in terms of further competence development as a result of the project, again representing higher values than responding project participants (see Figure 6 and Table 122).

## 2.5 FURTHER EDUCATIONAL AND PROFESSIONAL PATHWAYS

We explore through a range of questions which impact a project has had on responding project participants and project leaders in relation to their further educational and professional pathway. Responding project participants and project

leaders assess further impact based on their participation in the project in the context of their professional development as follows (see Figure 6; Table 122, Table 124, Table 125).

## 2.6 CONCLUSIONS

To improve the level of key competences and skills of young people, in particular through learning mobility opportunities is one of the key youth-specific aims of the Erasmus+ Programme, and our research findings show it is fulfilled with acclaim. The development of key competences and skills is very high for project participants and project leaders alike.

Project leaders are slightly more affirmative and self-confident about the improvement of their competences than project participants, which is to be expected, given their longer and more intense involvement in projects. Notably, project leaders consistently assess the learning outcomes/development of key competences of project participants through their participation in the project slightly higher than the responding project participants themselves.

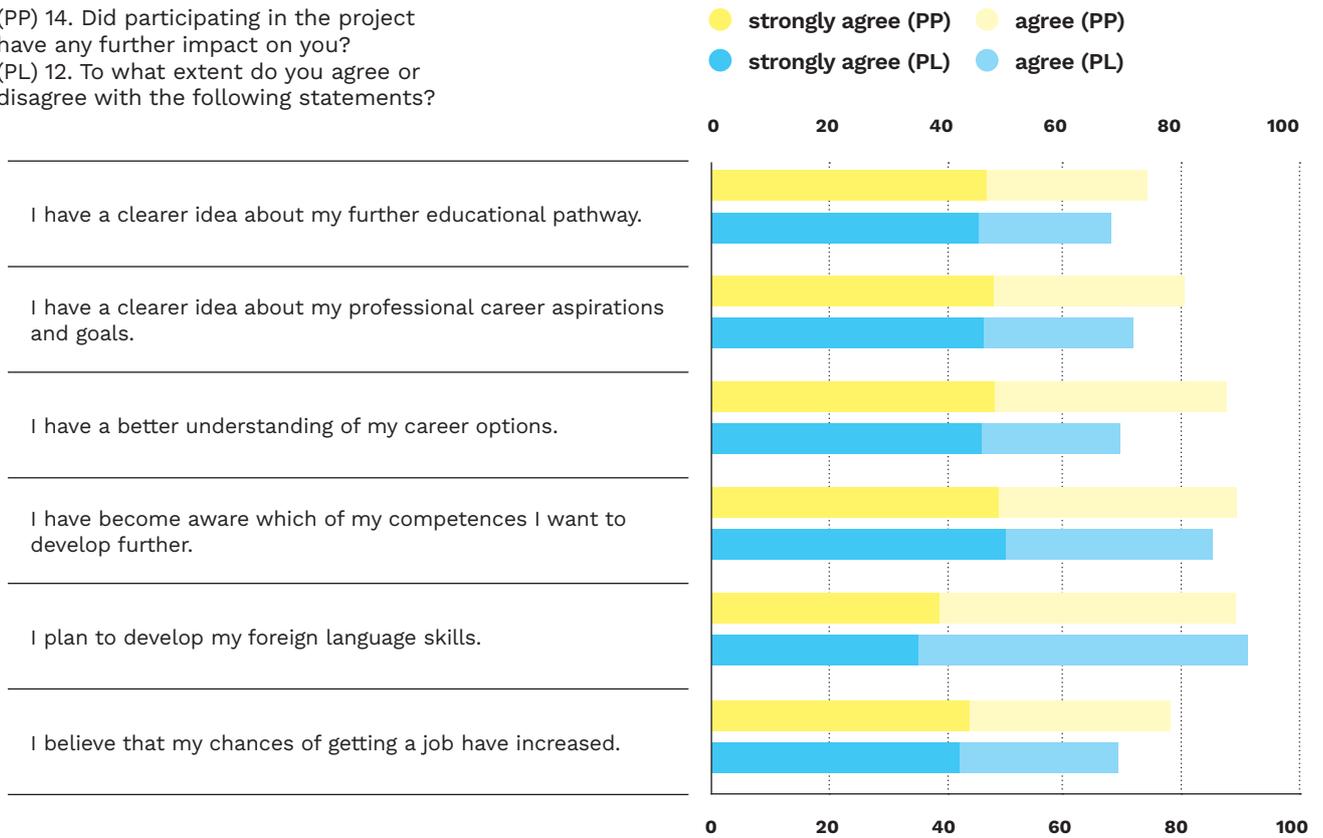
Projects, with some variation across age and activity type, motivate project participants and project leaders to learn more and develop further, both personally and professionally.

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<sup>4</sup> It is worth noting that 12% of responding project leaders stated that they didn't know/couldn't say to what extent project participants had improved the ability to identify their personal or professional development (see Table 103).

**FIGURE 6** Effects on pathways of project participants (PP) and project leaders (PL)

(PP) 14. Did participating in the project have any further impact on you?  
 (PL) 12. To what extent do you agree or disagree with the following statements?



## 3 — PARTICIPATION AND ACTIVE CITIZENSHIP

The concept of participation and active citizenship refers to a broad scope of themes relevant to today's society, such as democracy, human rights, anti-racism and anti-discrimination, equal opportunities, intercultural issues, environmental issues, sustainable development, global issues, economy, peace and conflicts at all levels, community issues and social cohesion. In line with this, the questionnaires for participants and for project leaders/team members included a number of questions and items related to knowledge, skills, attitudes, values and practices relevant for participation and active citizenship, which could have been fostered through participating in E+/YiA. Additionally, project leaders as well as youth workers and youth leaders involved in YWM and TCA as participants were asked what they learned about youth participation – in particular, how to foster youth participation.

### 3.1 KNOWLEDGE ACQUISITION ON CITIZENSHIP & PARTICIPATION

The question regarding knowledge acquisition through project participation includes 24 items, of which around three quarters related directly or indirectly to participation and citizenship. Multiple choices were possible. On average, respondents chose more than 7 items, indicating a broad scope of knowledge acquired (see Table 91). Items related to participation and citizenship were chosen by 16% to 69% of respondents, with cultural diversity ranking exceptionally high with 69%, followed by European issues (37%), discrimination/non-discrimination (40%) and citizenship/participation in civil society and democratic life (31%), all ranking fairly high; while non-violence (20%), sustainable development (16%) and environmental issues (19%) were ranked rather low (see Figure 1). In comparison to other subjects, citizenship topics rank between average and average, except for cultural diversity with 70%.

When differentiating citizenship knowledge acquisition by activity types, SD ranks high for factual knowledge such as European issues (46%), policies of the European Union (47%) or youth policies (national: 36% & European: 37%), while EVS and YE rank high for social and cultural knowledge such as discrimination/non-discrimi-

nation (more than 40%) inclusion (45%/33%) or solidarity (46%/33%). YWM and TCA generally rank lower for knowledge acquisition except for youth work (64%/71%) and non-formal education/training (both 64%; see Table 92).

### 3.2 SKILLS DEVELOPMENT ON CITIZENSHIP & PARTICIPATION

The questions for project participants regarding the development of key competences for lifelong learning include 14 skills, which could be answered with 'strongly disagree', 'disagree', 'agree' or 'strongly agree'. The responses for the sum of 'agree' and 'strongly agree' range between 60% and 95% (see Table 98). Three of these skills are directly related to participation and citizenship:

- 94% of responding PP indicated that they agree (37%) or strongly agree (58%) that through their participation in the project they improved their ability to get along with people who have a different cultural background. For this item, there are high values for YE participants (96%'agree'/'strongly agree') and participants aged 21 to 25 (95%'agree'/'strongly agree'), while similar values were found for female and male participants and (both 94%'agree'/'strongly agree'; see Table 99, Table 101, Table 102, Figure 18).
- 88% of the responding PP indicated that they agree (52%) or strongly agree (35%) that through their participation in the project they improved their ability to achieve something in the interest of the community. SD and YWM rank highest (90%'agree'/'strongly agree'); so do participants aged 18-20 and 30 or older (89%'agree'/'strongly agree').
- 62% of responding PP indicated that they agree (39%) or strongly agree (23%) that through their participation in the project they improved their ability to discuss political topics seriously. SD ranks highest (84%'agree'/'strongly agree'); also ranking high are 'hosting' participants (68%'agree'/'strongly agree'), participants aged 30 or older (64%'agree'/'strongly agree') and male participants (66%'agree'/'strongly agree').

PL were asked about their perceptions of the effects on participants in their project using cor-

responding items. Their perceptions about effects on participants are largely coherent with PP self-perceptions (see Figure 19).

86% of responding project participants involved in YWM indicate that they learned more about how to involve young people in the preparation and implementation of projects— thus how to foster youth participation in youth work. ‘Hosting’ participants are ranking slightly higher than ‘sending’ participants. For project leaders, the numbers are even higher: 94% of responding project leaders indicate that they learned more about how to involve young people in the preparation and implementation of projects (50% ‘agree’, 51% ‘strongly agree’; see Table 107, Table 108).

### 3.3 CITIZENSHIP & PARTICIPATION ATTITUDES AND ACTIONS

The responses to the question on perceived effects of the project on participation/citizenship attitudes and practice (10 items) indicate an increase (‘more than before’) of between 33% and 66% for the different items (see Table 109). Between 2% and 4% of respondents indicate a decrease, all others indicate no change.

- The highest increases are reported for the appreciation of cultural diversity (66%), interest in contributing to youth policy development (50%), commitment to work against discrimination/intolerance/xenophobia/racism (49%) and keeping informed on current European Affairs (41%).
- Lower increases are reported for participation in democratic/political life (25%), contributing to environmental protection (33%), engaging in civil society (36%), and actively supporting the inclusion of people with fewer opportunities, keeping oneself informed on current European affairs and engaging in voluntary activities (each at 41%).
- Perceived effects are diverse across activity types, hosting/sending, age groups and gender – largely for plausible interpretations (see Table 110, Table 111, Table 112).

Perceived increases for attitudes are generally higher than for practices, with higher increases for affective attitudes and practices versus lower increases for cognitive attitudes and practices.

Project leaders were asked if they noticed or heard about effects of their project on participants. PL perceptions are coherent with those of participants (see Table 96):

- 29%/65% of PL respondents agree/strongly agree that the participants now appreciate cultural diversity more;
- 41%/30% of PL respondents agree/strongly agree that the participants now are more interested in contributing to youth policy development;
- 38%/39% of PL respondents agree/strongly agree that the participants now feel more European.

### 3.4 VALUES REGARDING CITIZENSHIP & PARTICIPATION

The question regarding values included a number of citizenship values; the responses indicate that each citizenship value did become more important for between 44% and 64% of the respondents. Around 1% of respondents indicate that these values had become less important; all others indicate no change.

- Increases above 50% were reported for human rights, non-violence, individual freedom, peace, self-fulfilment, equality, solidarity with people facing difficulties and tolerance (see Table 117).
- Perceived increases are diverse across activity types, hosting/sending, age groups and gender. Percentages of perceived importance increased on average between 2% and 9% for each value between 2015 and 2017 surveys.

### 3.5 CITIZENSHIP & PARTICIPATION IN ORGANISATIONS

The question to participants in YWM projects and TCA regarding perceived effects on their organisations included a number of items related to participation and citizenship (see Table 127):

- 66% of the respondents indicate that their participation in the project resulted in an increased participation of young people in their organisation/group.
- 76% of the respondents indicate that their participation in the project resulted in an increased appreciation of cultural diversity in their organisation/group.
- 68% of the respondents indicate that their participation in the project resulted in an increased commitment to include young people with fewer opportunities.
- 64% of the respondents indicate that their participation in the project resulted in a more intensive involvement in European issues.

This suggests a considerable indirect effect of the participation of youth workers and youth leaders on participation and citizenship in their organisations and groups.

Project leaders (for all activity types) were also asked this question. Their responses show higher values for competence development than those of the participants in YWM and TCA, which can be explained by the direct involvement also of project participants from their organisations (see Table 128, Figure 7):

- 84% of the PL respondents indicate that their participation in the project resulted in an increased participation of young people in their organisation/group (37% 'agree', 47% 'strongly agree').
- 90% of the PL respondents indicate that their participation in the project resulted in an increased appreciation of cultural diversity in their organisation/group (34% 'agree', 56% 'strongly agree').
- 80% of the PL respondents indicate that their participation in the project resulted in an increased commitment to include young people with fewer opportunities (36% 'agree', 45% 'strongly agree').
- 76% of the PL respondents indicate that their participation in the project resulted in a more intensive involvement in European issues (40% 'agree', 36% 'strongly agree').

### 3.6 CITIZENSHIP & PARTICIPATION IN LOCAL COMMUNITIES

Project leaders were asked about effects of the project on the local community in which it was carried out. Some items of this question are related to participation and citizenship (see Table 129):

- 70% of PL respondents indicate that the local community has become aware of the concerns of young people (40% 'agree', 30% 'strongly agree') – thus suggesting (or hoping), that the local community might strengthen youth participation.
- 81% of PL respondents indicate that the intercultural dimension was appreciated by the local community (40% 'agree', 42% 'strongly agree').
- 60% of PL respondents indicate that the local community has become more committed to the inclusion of young people with fewer opportunities (34% 'agree', 26% 'strongly agree').

- 76% of PL respondents indicate that the European dimension was received with interest by the local community (40% 'agree', 36% 'strongly agree'; see Table 129).
- Generally, the agreement of 'hosting' project leaders to these items was stronger than the agreement of 'sending' project leaders, suggesting that the effects on the hosting communities are stronger than on the sending communities – which could be expected.

It needs to be noted that the agreement was relatively small with respect to the inclusion of young people with fewer opportunities.

### 3.7 CONCLUSIONS

To promote active citizenship and participation in democratic life in Europe is another key youth-specific aim of the Erasmus+ Programme. Our research shows that 94% of respondents believe that they developed one skill relevant and helpful for participation and active citizenship; 88% believe they developed two skills, and 62% believe they developed three skills strengthening citizenship and participation. These skills are translated into action swiftly: 36% of respondents report that they actually became more active as citizens as a result of their participation in the programme.

Equally remarkable are the responses of youth workers and youth leaders involved as PP or PL in E+/YiA projects: They report that they learned better how to foster participation of young people in the preparation and implementation of (youth) projects (86% of PP, 94% of PL).

These developments are underpinned by the involvement of participants in the preparation and implementation of the project, reported by more than 80% of participants, through which participants could actually practice participation. A related outcome is that organisations also became more open with regard to the participation of young people, the inclusion of young people with fewer opportunities and the involvement in European issues.

# 4 — LEARNING ORGANISATIONS AND COMMUNITIES

This chapter explores the effects of the programme on organisations and communities.

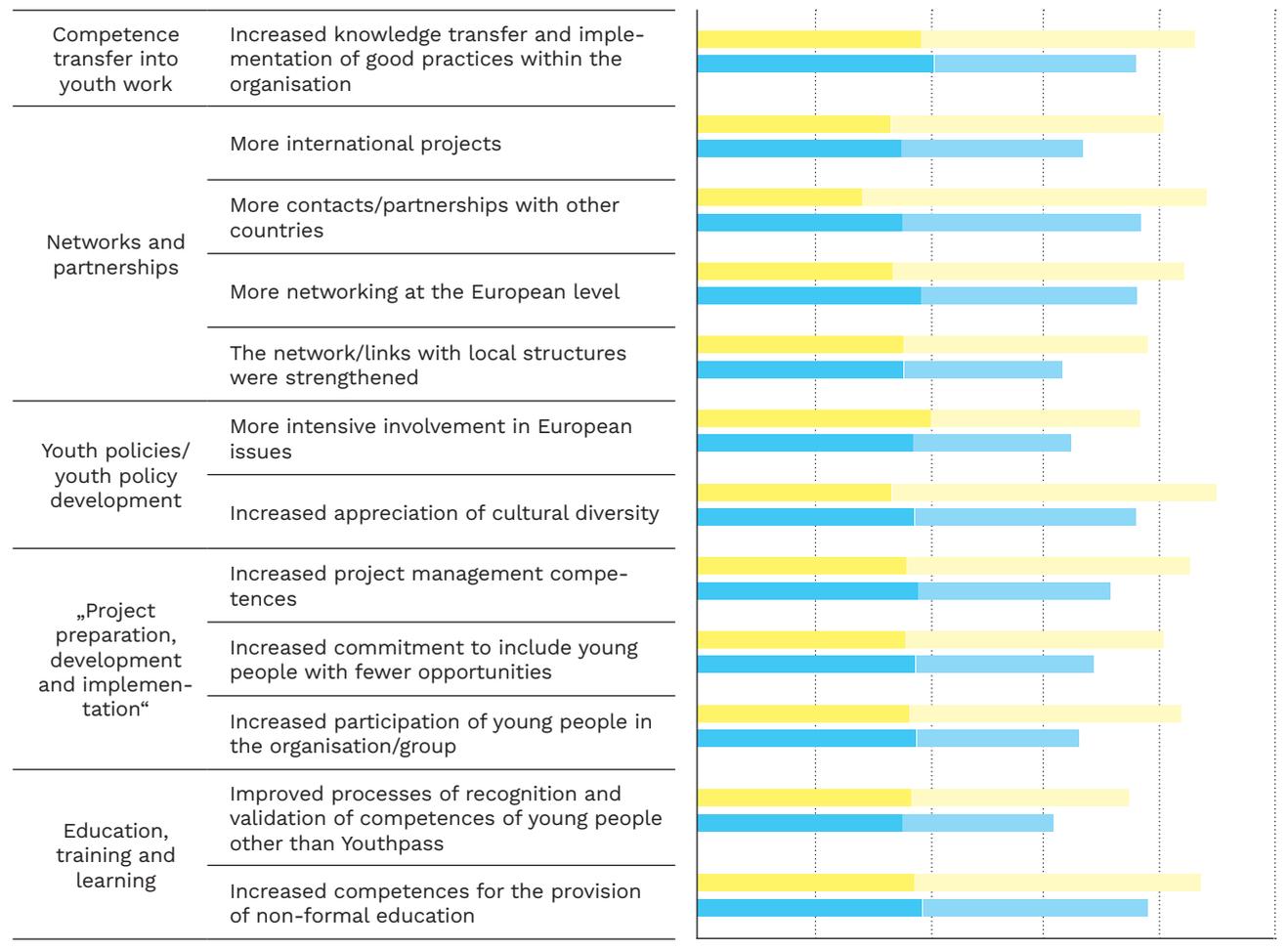
## 4.1 EFFECTS ON ORGANISATIONS

Concerning the effects of the participation/involvement in the project on the organisation/group/body, 78% ('strongly agree' or 'agree') of re-

sponding YWM/TCA participants and 87% ('strongly agree' or 'agree') of responding project leaders assess that they increased competences for the provision of non-formal education. In addition, 62% ('strongly agree' or 'agree') of responding project participants and 75% ('strongly agree' or 'agree') of responding project leaders indicate that they improved processes of recognition and validation of competences of young people other than Youthpass (see Figure 7, Table 127, Table 128).

**FIGURE 7** Youth work competence development of project participants<sup>5</sup> (PP) and project leaders (PL)

(PP) 17. and (PL) 14. If you have been participating in this project on behalf of an organisation/group/body: What impact did the project have on your organisation/group/body? [PP: YWM & TCA only]



<sup>5</sup> Responding project participants who report having been involved in YWM or TCA.

Responding YWM and TCA participants as well as responding project leaders report some effects of their project participation on their work and involvement in the youth field through the transfer of competence development into practice. 84% ('strongly agree' or 'agree') of responding project participants and 90% ('strongly agree' or 'agree') of responding project leaders have already applied knowledge and skills acquired during the project in his/her work/involvement in the youth field (see Table 106, Table 107). Moreover, 76% ('strongly agree' or 'agree') of responding YWM and TCA participants and 86% ('strongly agree' or 'agree') of responding project leaders indicate an increased knowledge transfer and implementation of good practices within the organisation.

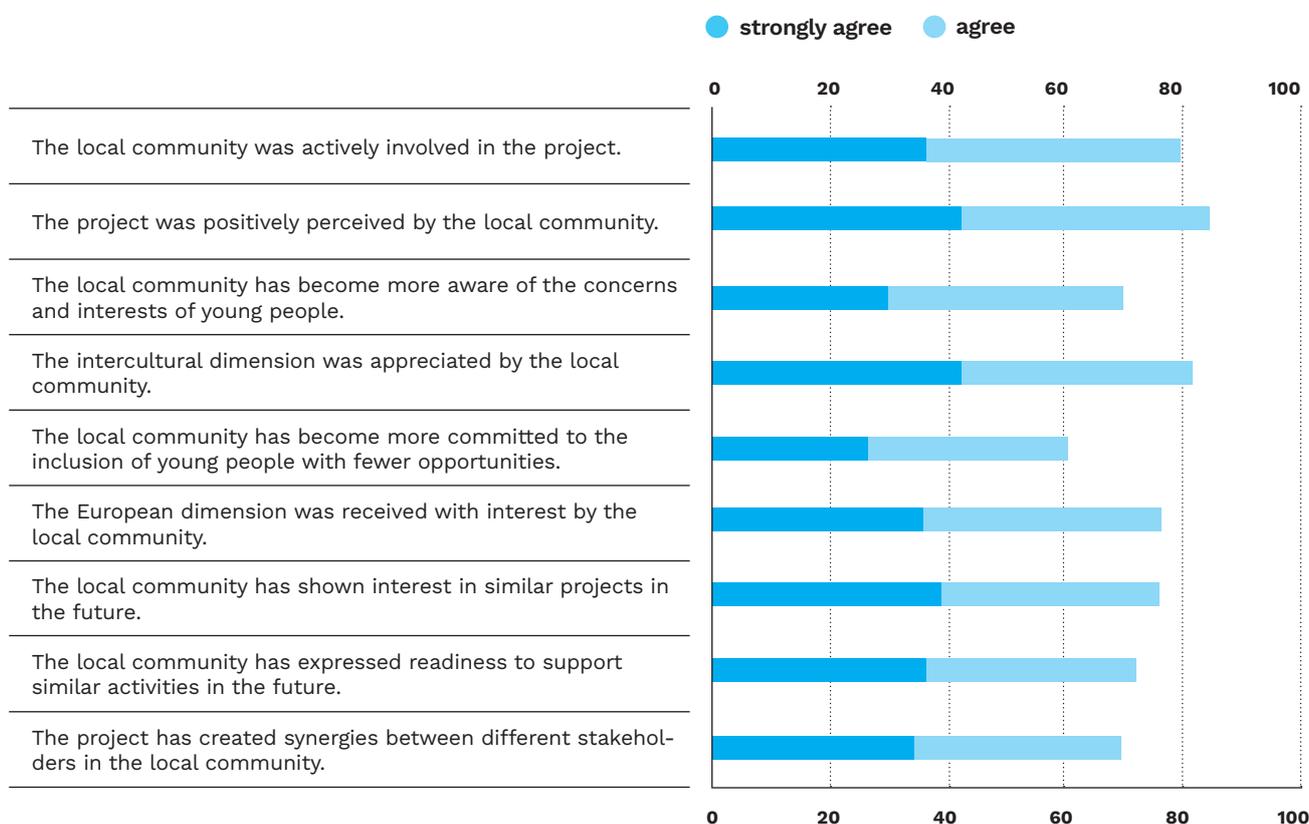
## 4.2 EFFECTS ON COMMUNITIES

In addition to the impact on organisations, complementary questions explore effects of the project on local communities. 69% ('strongly agree' or 'agree') of the responding project leaders stated that the project has created synergies between different stakeholders in the local community

and 60% ('strongly agree' or 'agree') that the local community became more committed to the inclusion of young people with fewer opportunities. Moreover, 70% of responding project leaders ('strongly agree' or 'agree') indicated that the local community became more aware of the concerns and interests of young people and 81% ('strongly agree' or 'agree') assess that the intercultural dimension was appreciated by the local community (see Table 129).

Furthermore, 85% of responding project leaders ('strongly agree' or 'agree') express that the project was positively perceived by the local community. 79% ('strongly agree' or 'agree') of respondents assess that the local community was actively involved in the project and 76% ('strongly agree' or 'agree') positively indicate that the local community has shown interest in similar projects in the future. Finally, 72% ('strongly agree' or 'agree') of these respondents judge that the local community has expressed readiness to support similar activities in the future (see Table 129).

**FIGURE 8** Effects on local communities (PL)



### 4.3 CONCLUSIONS

To strengthen the role of youth organisations as support structures for young people, in particular through enhanced cooperation, is another key youth-specific aim of the Erasmus+ Youth in Action Programme. Our research shows that effects of projects on organisations – and communities – are assessed to be positive by project participants and project leaders alike. The effects are less strong than the ones on the individual level – in part because they are less immediate and can only be seen at the time of surveying. Understandably, systemic effects need more time to take hold than individual effects.

The most highly rated effects on organisations rated from 76% to 90% by both project participants and project leaders are increased appreciation of cultural diversity, more contacts/partnerships with other countries and more networking at European level. Thus, showcasing an improved, extended, enriched and enriching international dimension of youth work.

The most frequently stated effects of projects on their local communities by project leaders were that the project was positively perceived as well as the intercultural dimension was appreciated by the local community, both with response rates of over 80%.

In both instances, additional research could be undertaken to explore the effect on organisations and communities from the perspective of those stakeholders who did not directly participate in a E+/YiA project.

# 5 — RESPONDENT PROFILES

This chapter explores the profiles of respondents to contextualise the findings of this research project. At the same time, the chapter also provides relevant information with respect to the programme's aim to involve young people with fewer opportunities. While the subsequent chapter summarises the self-assessment and -perception of project participants and project leaders regarding e.g. obstacles they face, this chapter studies their personal profiles.

## 5.1 PROFILES OF PROJECT PARTICIPANTS

### 5.1.1 Gender and age

Close to two-thirds of respondents are female (65%), one third is male (35%), and 0.6% selected 'other' (see Table 16), a gender ratio that has remained stable over the years. The highest number of respondents can be seen in the age group 21-25 years (33%), followed by 18-20 years (21%) and 26-30 years (19%). The total percentage of respondents over 30 years is 13% (see Table 17).

- YE: highest percentage in the age group 21-25 years (35%)
- EVS: highest percentage in the age group 21-25 years (49%)
- SD: highest percentage in the age group 21-25 years (29%)
- YWM: highest percentage in the age group > 30 years (36%)
- TCA: highest percentage in the age group > 30 years (49%)

### 5.1.2 Educational attainment

Generally speaking, the educational attainment of respondents is high: 56% of respondents have a tertiary degree (university, polytechnic or post-secondary/tertiary level education). The highest educational attainment can be seen in TCA projects (84% with a tertiary degree), YWM projects (80%), followed by EVS projects (67%)<sup>6</sup>, SD projects (49%) and YE projects (41%). Overall, 70% of the responding 21-25-year-old participants completed some form of tertiary education, compared to 86% for participants aged 26-30 years and 88% aged over 30 years (see Table 18).

Parental educational attainment is somewhat lower, as would be expected, given the develop-

ment of educational attainment in Europe over the past decades and the policy objectives of the European Union<sup>7</sup>: 39% of fathers/male legal guardians and 43% of mothers/female legal guardians have a tertiary degree themselves, according to respondents. 15% of fathers/male legal guardians and 15% of mothers/female legal guardians have a primary or lower secondary level of attainment, compared to less than 2% of those project participants who are 21 and older.<sup>8</sup>

### 5.1.3 Minority affiliation

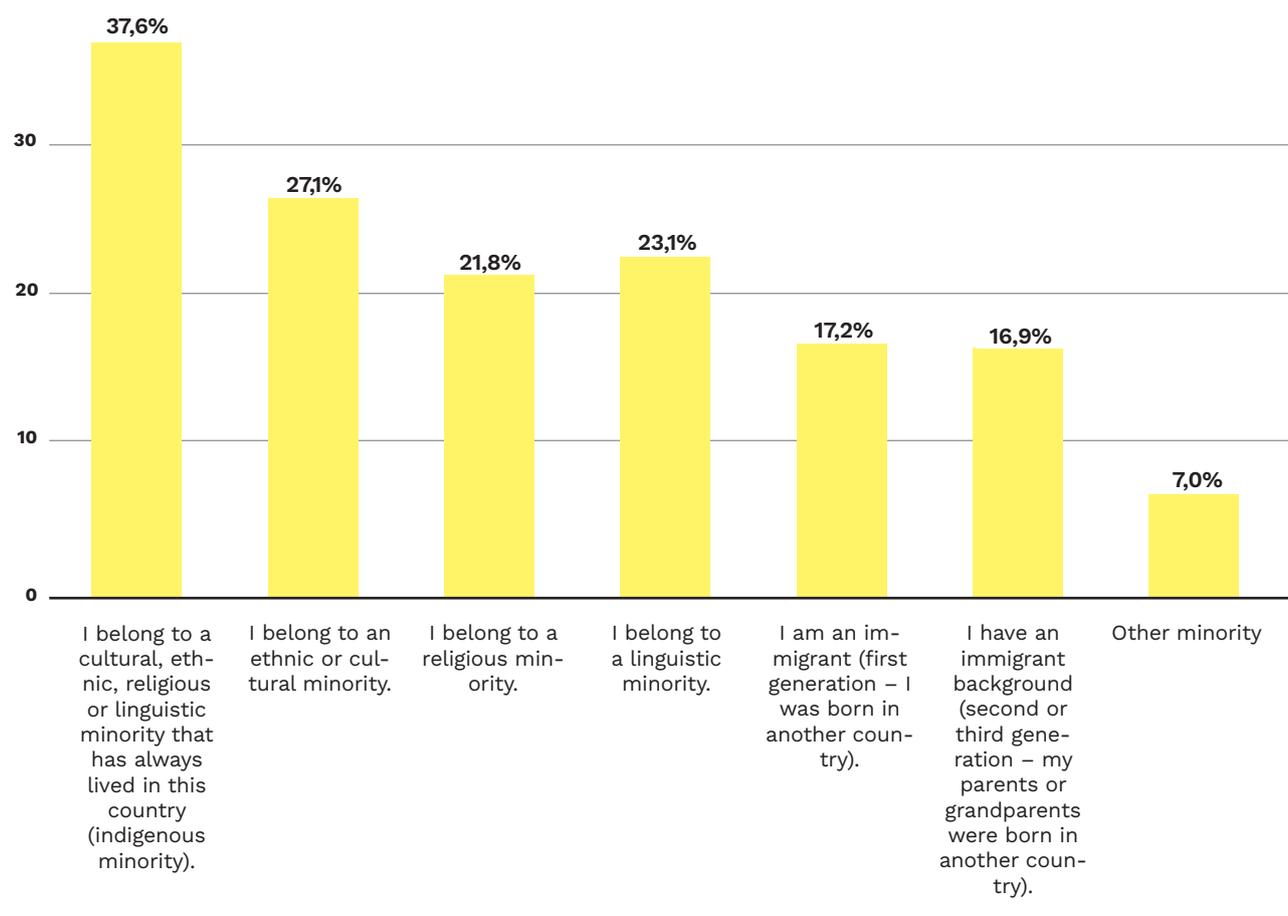
Overall, 14% of responding participants indicated that they belong to a cultural, ethnic, religious or linguistic minority (RAY partner countries 14%; other countries 14%). The differentiation between defined obstacles in the questionnaire for project participant<sup>9</sup> highlights that the largest number of responding project participants belong to an autochthonous/indigenous minority (has always lived in this country) (38%) or an ethnic or cultural minority (27%), followed by a linguistic minority (23%) and religious minority (21%). The values for a migration background (second or third generation) and an immigration background (first generation) concern 34% in total. The item other minority was selected by 7% of responding project participants (see Figure 9; Table 22).

<sup>6</sup> It should be taken into account that in YWM and TCA there is no age limit for participating in these projects, and that participants are usually older in YWM and TCA than in other activity types. In addition, youth workers are included within the sample of the Standard Surveys 2017/18, who often underwent vocational training for doing youth work (as is required in some countries).

<sup>7</sup> See [http://ec.europa.eu/education/policy/higher-education/attainment\\_en](http://ec.europa.eu/education/policy/higher-education/attainment_en) for an outline of the targets for educational attainment as outlined in the EU-2020 strategy.

<sup>8</sup> Younger respondents may still attend secondary school and may therefore not have completed their higher secondary education.

<sup>9</sup> Dependency question: 13% of the responding project participants received this question.

**FIGURE 9** Minority affiliation of participants (PP)

### 5.1.4 Occupation of project participants

With regard to the occupational status of responding participants (choose all that apply), 58% report to have been in education or training for at least three months during the 12 months before the project started. The percentage of responding participants in education or training by activity types is quite diverse: YE (70%), SD (62%), EVS (51%), YWM (43%), and TCA (25%). Respondents in education and training were secondary school students (35%), students at a university etc. (54%), an apprentice (vocational education or training) (5%), doing another type of education and training (13%; see Table 19, Table 21).

24% of responding participants report ('choose all that apply') that they were not in education or training, and the largest group can be found between 26–30 years (44%) and over 30 years (62%; see Table 21). Respondents not in education or training report (choose all that apply) being employed full-time (25%), employed part-time (18%), self-employed (9%), unemployed (7%), a volunteer (22%), an intern/doing a work placement (7%), not in paid work (6%), and other (5%).

7% of responding project participants state that they were unemployed for at least three months in the year prior to the project, with percentages ranging from 3% in both age groups <15 and 15–17 years to 12% in the age group 26–30 years (see Table 20).

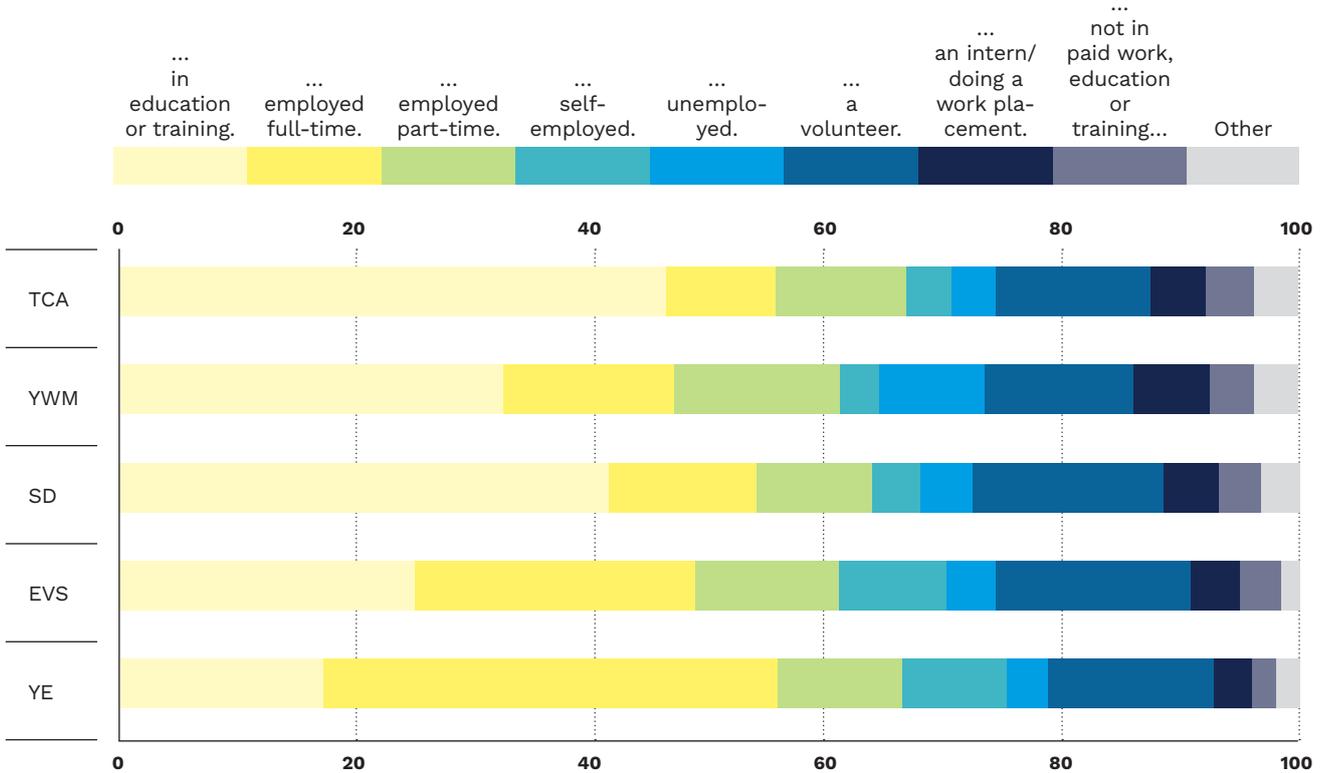
25% of responding project participants reported to have spent at least 3 months (choose all that apply) employed full-time, 18% employed part-time, 7% unemployed; 9% self-employed; 7% as an intern/doing a work placement and 6% not in paid work during the last 12 months before the project started (see Table 19). Across activity types, 100% of responding project participants from YWM and TCA (combined) and 56% from YE, EVS and SD (combined) were employed full-time (for at least 3 months) during the 12 months prior to the project.

22% of responding project participants report to have been a volunteer for at least 3 months during the year leading up to the project. 50% of the responding participants from YWM and TCA (combined) and 64% from YE, EVS and SD (combined) indicate having been a volunteer.

FIGURE 10

### Occupation of project participants during the 12 months before the project (PP)

34. During the 12 months before the project, I spent at least 3 months ...



### 5.1.5 Motivation

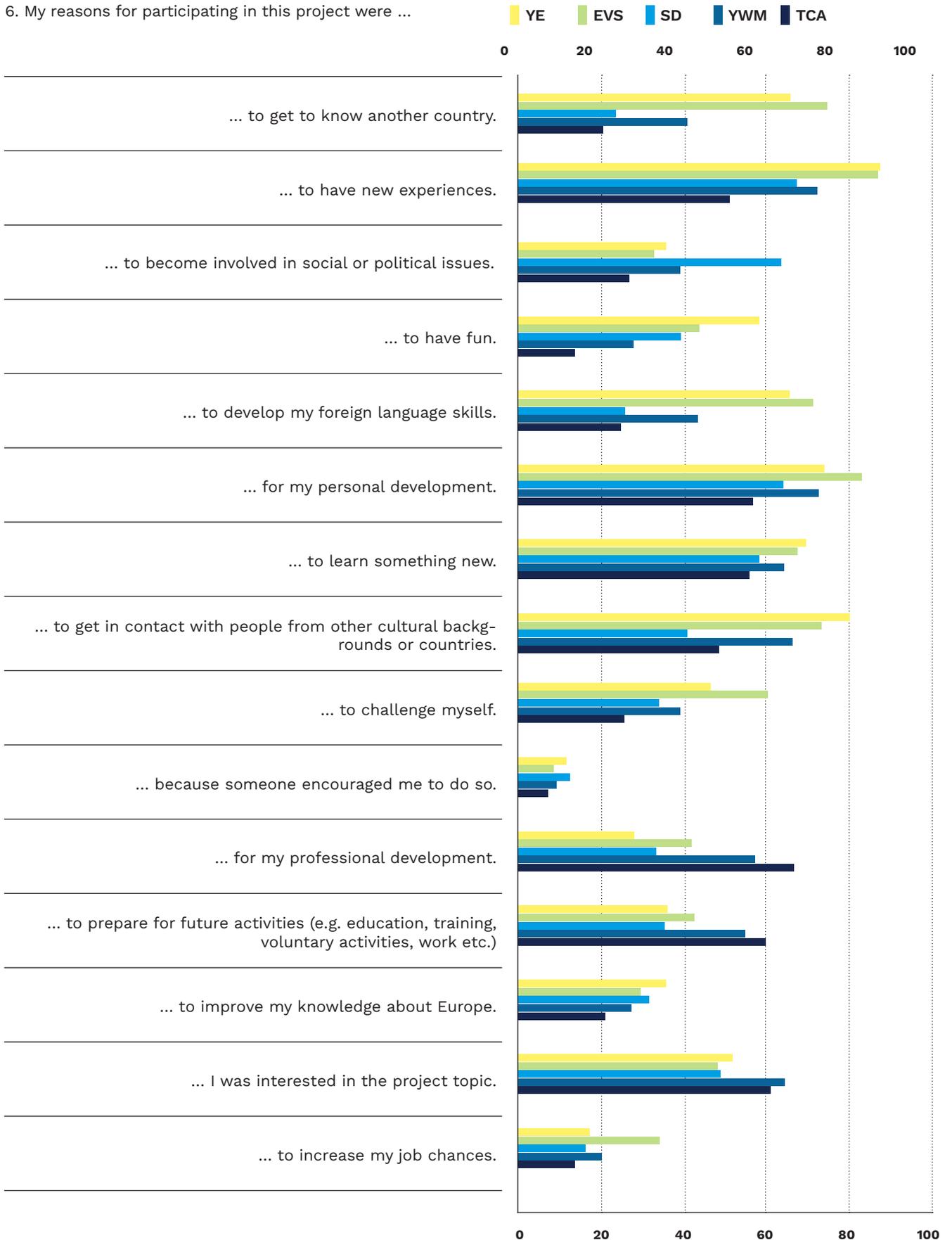
With regard to the motivation for participating in this project (‘choose all that apply’), responding project participants refer the highest scores to new experiences (80%), for my personal development (73%), to get in contact with people from other cultural backgrounds or countries (71%), and to learn something new (66%). The responding project participants indicate over 50% for to develop my foreign language skills (55%), I was interested in the project topic (55%) and to get to know another country (54%). The lowest value relates to other reasons (5%) (see Table 46).

Differentiated by activity types (see Figure 11, Table 47), it becomes obvious that respondents of YE and EVS indicate the highest values (up to 87%) in the context of mobility (new international contacts and countries) (YE 80%/EVS 73%), new experiences (YE 87%/EVS 87%) and to learn something new (YE 69%/EVS 67%), foreign language skills (YE 66%/EVS 71%), fun factor (YE 58%/EVS 44%) and for personal development (YE 74%/EVS 83%). In addition, the items I was interested in project topic (48%) and to prepare for future activities (43%) are most frequently indicated by responding EVS participants.

SD responding participants are predominantly motivated by new experiences (67%), personal development (64%), followed by to become involved in social and political issues (63%) to learn something new (58%) and interested in the project topic (49%). TCA respondents indicate personal development (57%), to learn something new (56%), new experiences (51%), to get in contact with people from other cultural backgrounds (48%); the highest scores refer to professional development (67%), interest in the project topic (61%) and to prepare for future activities (60%). In YWM the most important motivational factors range from new experiences and personal development (both 72%), to get in contact with people from other cultural backgrounds (66%), and to learn something new and interest in the project topic (both 64%) and professional development (57%).

**FIGURE 11** Motivation for participation – by activity types (PP)

6. My reasons for participating in this project were ...



## 5.2 PROFILES OF PROJECT LEADERS

### 5.2.1 Gender and age

Similar to the responding project participants, the majority of responding project leaders are female (59%) and 40% are male; 0.5% of the responding project leaders indicated ‘other’ (see Table 48). The highest percentage of project leader respondents can be identified in the 30+ years age group (58%), followed by 26-30 (20%), 21-25 (17%) and 16-20 (5%; see Table 49).

- YE: highest percentage in the age group over 30 years (53%)
- EVS: highest percentage in the age group over 30 years (73%)
- SD: highest percentage in the age group over 30 years (50%)
- YWM: highest percentage in the age group over 30 years (64%)

### 5.2.2 Educational attainment

81% of responding project leaders indicated having a university/college degree (61% female; 39% male), 10% completed an upper secondary school (55% female; 44% male), 5% an upper vocational

school (48% female; 51% male), and 2% a technical school (38% female; 61% male). Only 0.2% indicated primary school and 1% lower secondary school to be their highest educational attainment, both in such small numbers that gender disaggregation is not meaningfully possible (see Figure 12, Table 51).

Differentiated according to activity types, it becomes apparent that in YWM (88%) and in EVS (86%) the highest proportions of responding project leaders have a tertiary level of educational attainment, followed by SD (80%) and YE (77%). In comparison, the next highest proportion of responding project leaders’ highest educational attainment is evident for upper secondary school in YE (12%), SD and EVS (both 7%) and YWM (5%; see Figure 13, Table 51).

Across all activity types, little changed between 2015 and 2017 – the educational attainment of project leaders has remained very high (see Figure 14).

With respect to the completed number of years of formal education, responding project leaders indicate the highest scores for 14–20 years of formal education (78%, see Table 50).

**FIGURE 12** Highest educational attainment of project leaders – by gender (PL)

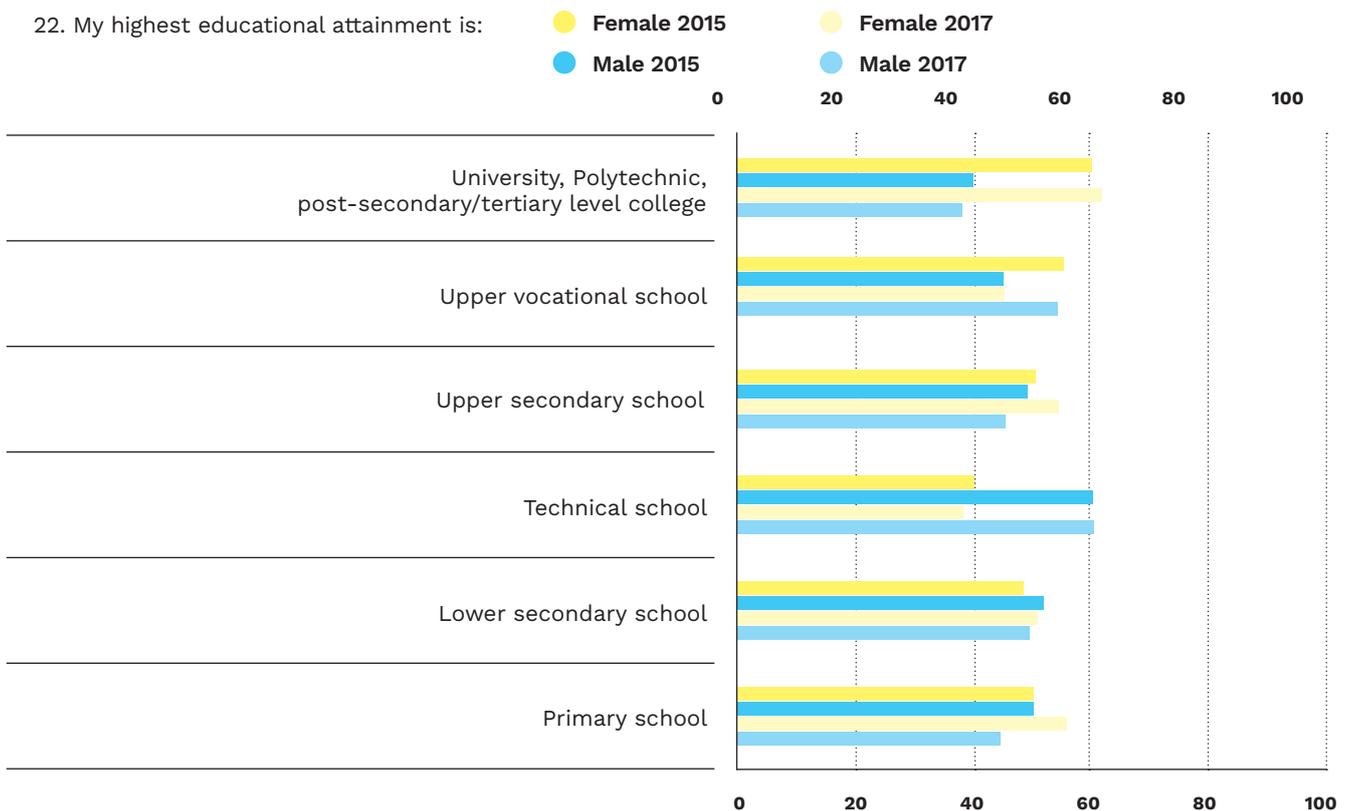


FIGURE 13

Occupation of project participants during the 12 months before the project (PP)

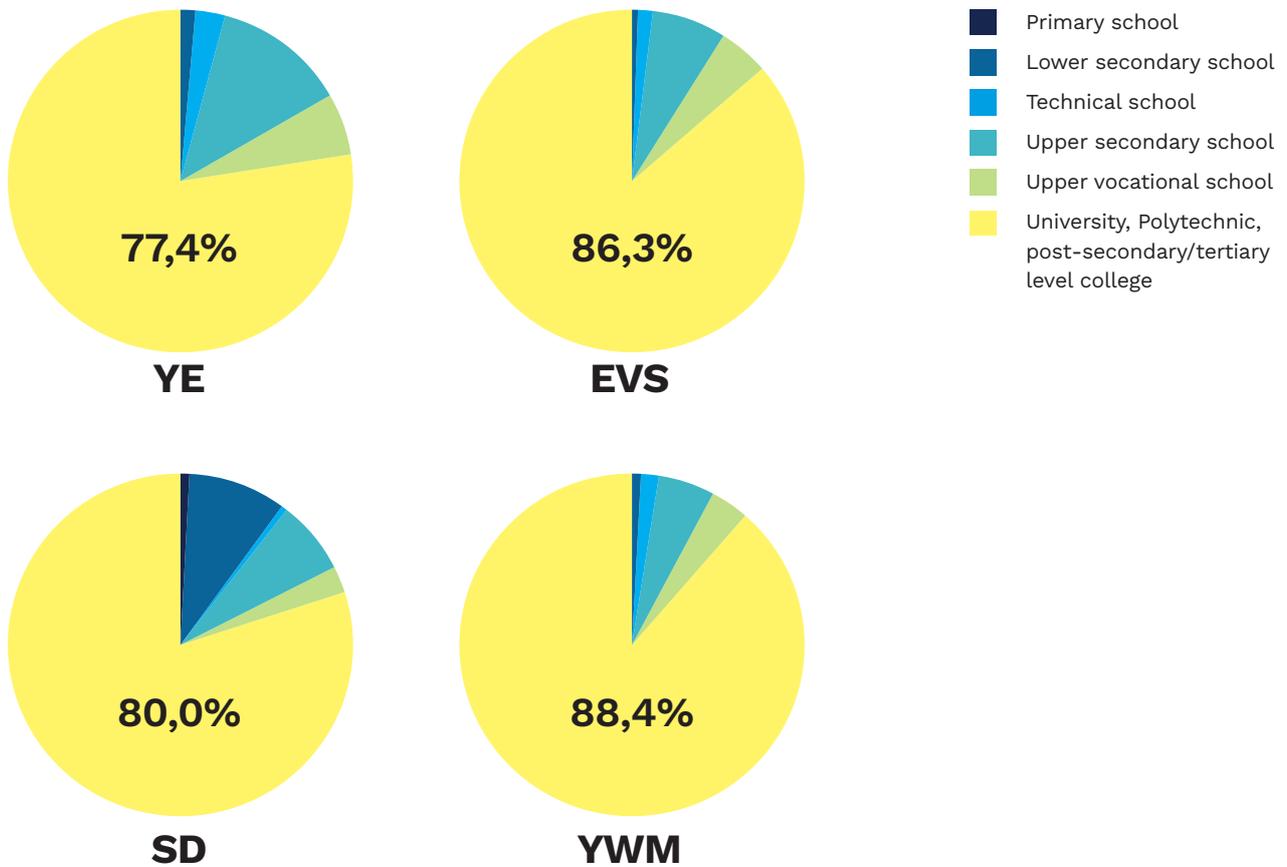
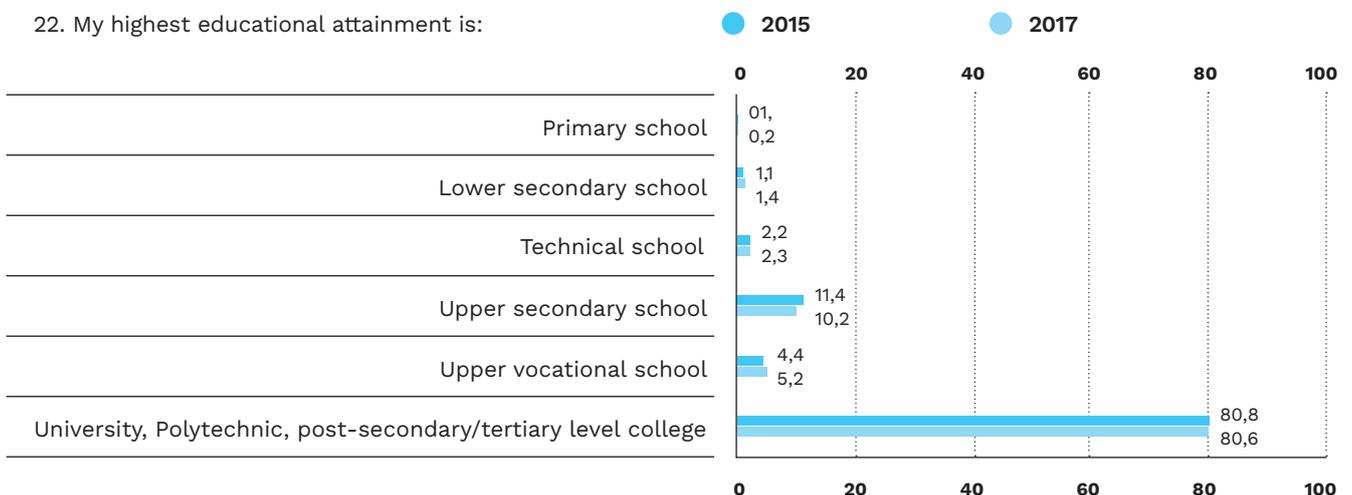


FIGURE 14

Highest educational attainment of project leaders – comparison between 2015 and 2017 (PL)

22. My highest educational attainment is:



### 5.2.3 Minority affiliation

15% of the responding project leaders define themselves as belonging to a minority. More specifically, 36% of those respondents<sup>10</sup> belong to an autochthonous/indigenous minority, 28% to an ethnic or cultural minority and 25% to a linguistic minority (choose all that apply). 28% of project leaders with a minority affiliation identify as being an immigrant of the first generation but only 13% of the second or third generation. Furthermore, 8% of the respondents select the item other minority, and 10% of them in YWM, for which further clarification could be interesting.

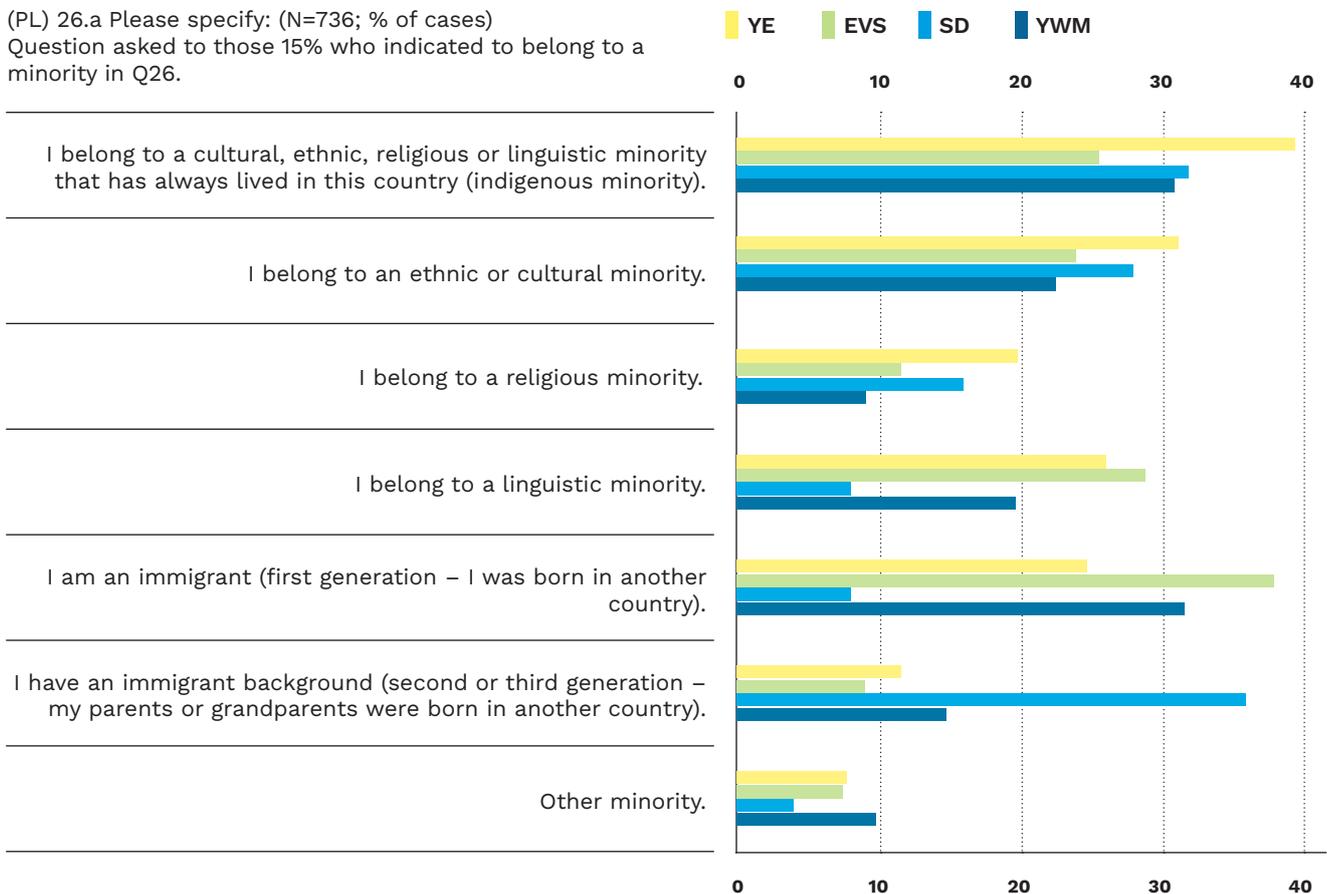
Differentiated by activity types, YE represents the highest scores in comparison to other activity types for belonging to an autochthonous/ indigenous minority (40%), to an ethnic or cultural minority (31%), and belonging to a religious minority (20%). Being an immigrant of the first generation (38%) and belonging to a linguistic minority (30%) is scored highest in EVS. 36% of SD respondents selected item second or third generation immigrant, while other minority (10%) scored highest in YWM (see Figure 15 and Table 63).

<sup>10</sup> Dependency question: 14.6% of the responding project leaders received this question.

<sup>11</sup> Dependency question: 13% of the responding project participants received this question.

**FIGURE 15** Minority affiliation of project leaders – by activity type (PL)

(PL) 26.a Please specify: (N=736; % of cases)  
Question asked to those 15% who indicated to belong to a minority in Q26.



### 5.3 CONCLUSIONS

The level of educational attainment for both project participants and project leaders is comparatively high: 56% of project participants and 81% of project leaders have a tertiary degree,<sup>11</sup> compared to an EU-wide average of around 40%.<sup>12</sup>

14% of responding project participants indicated that they belong to a cultural, ethnic, religious or linguistic minority, whereas 15% of responding project leaders define themselves as belonging to a minority.

<sup>11</sup> With over 50% of project participants still being in education or training, the PP percentage is likely to rise.

<sup>12</sup> [http://ec.europa.eu/eurostat/statistics-explained/index.php/Educational\\_attainment\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Educational_attainment_statistics)

# 6 — INCLUSION OF YOUNG PEOPLE WITH FEWER OPPORTUNITIES OR WITH SPECIAL NEEDS

62% of project leaders reporting to be involved in YE, EVS or SD stated that young people with fewer opportunities or with special needs participated in their project (YE 66%, SD 65%, EVS 49%; see Table 33). Geographically, the percentage of project leaders who confirmed the involvement of young people with fewer opportunities or with special needs ranged from 43% in Slovakia and 47% in Bulgaria to 79% in Belgium and 86% in Ireland (see Table 32).

64% of responding participants reporting to be involved in YWM and TCA confirmed that they themselves are working with young people with fewer opportunities or with special needs (YWM 61%, TCA 74%; see Table 35). In geographic terms, the percentages range from 46% in the Czech Republic and 51% in Bulgaria to 80% in Finland and 87% in Ireland (see Table 36). Project leaders, in contrast, stated that 86% of the youth workers, youth leaders and other professionals participating in their projects worked with young people with fewer opportunities or special needs.

## 6.1 ASPECTS OF (POTENTIAL) EXCLUSION

### 6.1.1 Obstacles of project participants – as assessed by themselves

66% of responding participants across RAY partner countries, and 65% of respondents of other countries, report that they are faced with obstacles when asked to indicate all obstacles that apply (see Table 41, Table 42, Table 43). The main obstacle project participants see concerns accessing work and employment (35%), followed by active participation in society and politics (20%), mobility (17%) and accessing education (15%; see Table 39, Table 40).

All four obstacles show large geographic variations. Obstacles in accessing work and employment ranges from 16% in Denmark to 52% in Spain (the largest variance among the four obstacles); active participation in society and politics ranges from 6% in Luxembourg to 41% in Turkey; mobility ranges from 6% in Denmark to 29% in Turkey; and

access to education ranges from 8% in Denmark and Luxembourg to 24% in Turkey (see Table 43).

When asked to indicate the kind of obstacle faced ('choose all that apply'), one item dominates the responses, namely not having enough money (49%), which is represented across all activity types, with slightly higher values for EVS (52%) and SD (53%). All other kinds of obstacles are mentioned less frequently, with five other obstacles indicated by more than 10% of respondents: living in a remote area (16%), low educational attainment/achievement (13%), social background (13%), family responsibilities and health problems (both 12%), (see Table 44).

Some obstacles play a stronger role in certain activity types: living in a remote area is a stronger obstacle for SD and TCA (both 19%) than any of the other activity types; low educational attainment/achievement is a stronger obstacle for EVS (18%) than any of the other activity types; social background (15%) and family responsibilities (16%) are stronger obstacles for TCA; whereas gender plays a larger role in SD (13%).

When asked to compare their opportunities to those of their peers (described as people of your age living in your country), 54% respondents state that they are getting their fair share of opportunities, whereas 22% assessed that they are getting more than their fair share of opportunities, with 18% stating that they are getting somewhat less, and 6% stating that they are getting much less than their fair share of opportunities (see Table 37.) The number of respondents who say they are getting much less than their fair share of opportunities is highest in Turkey (17%), Malta (16%) and Portugal (12%). The number of respondents who say they are getting more than their fair share of opportunities is highest in Bulgaria (38%), Germany and Ireland (both 32%) and Austria (30%).

The majority of responding project participants say they are getting their fair share of opportunities, with an overall range of 74% (Finland) to 52% (Germany). Only 5 countries, Turkey (41%), Ireland (45%), Croatia (46%), Italy (48%) and the United Kingdom (49%), had slightly average scores for getting their fair share of opportunities.

There is no country where more than half of all responding project participants say they are getting somewhat less or much less than their fair share of opportunities. Though five countries stand out with combined ‘somewhat less’ and ‘much less’, which are Turkey with 50%, Italy with 35%, Malta with 33%, and Romania and Portugal with 32% (see Table 38).

### 6.1.2 Obstacles for project participants – as assessed by responding project leaders

On average, 62% of project leaders state that youth workers, youth leaders and other professionals participating in their projects worked with young people with fewer opportunities or special needs. This closely aligns with 64% of project participants, YWM (61%) and TCA (74%), whom confirm that they do so as well (see Table 35).

Also closely aligned are the number of project leaders who reported that inclusion was addressed in their projects and the number of project participants who learned something about inclusion: 39% of project leaders state that inclusion was a main theme addressed during their project, and 37% of project participants state they learned something about inclusion as part of their project (see Table 91, Table 95).

The number of project leaders indicating that their projects included young people with fewer opportunities (YPFO) or young people with special needs (YPSN) increases remarkably with the age of respondents: the percentage of project leaders reporting to be involved in YE, EVS or SD with YPFO/YPSN grows from 43% in the age group of 16-20-year-old respondents to 67% in the age group of respondents who are older than 30 years (see Table 34). This begs the question whether older project leaders are more confident in working with YPFO/YPSN target groups, or whether the perception of what constitutes a disadvantage has changed over time and younger project leaders are closer to the target group. This needs to be explored in further analyses and studies.

Project leaders were also asked to specify which obstacles prevented young people with fewer opportunities or with special needs who participated in their project from having access to education, mobility, work or participation in society and politics at large. They specified not having enough money as the most frequent obstacle (62%), followed by social background (40%), living in a remote area (38%), belonging to a disadvantaged group (35%), low educational attainment (33%)

and living in a deprived (sub-)urban area (28%). Project leaders estimate the obstacles to be more common than project participants themselves (see Table 45).

There are strong differences between the self-assessment of project participants concerning obstacles they are faced with and the project leaders’ perception of the obstacles of participants (see Table 44, Table 45). For example, social background is seen as an obstacle by 40% of all responding project leaders, whereas only 13% of all responding project participants assessed this to be an obstacle they are faced with. This is similar to their belonging to a disadvantaged group, project leaders also perceived this higher at 35% compared with project participants self-assessment at only 9%. The living in a remote area (PL perception 38%, PP self-assessment 16%), low educational attainment (PL perception 33%, PP self-assessment 13%), living in a deprived (sub-)urban area (PL perception 28%, PP self-assessment 8%) and not having enough money (PL perception 62%, PP self-assessment 49%) are also considered to be obstacles by a much larger percentage of project leaders.

## 6.2 WORKING ON INCLUSION

Project leaders were asked to state how strongly they agreed or disagreed with the statement that their project contributed to supporting the inclusion of young people with fewer opportunities or special needs in the Erasmus+ Youth in Action Programme. 42% of responding project leaders strongly agreed with the statement, another 43% agreed, with 13% disagreeing and 3% strongly disagreeing (see Table 130).

Project participants were asked how the project affected them in the end, using a series of statements, one of them being ‘I actively support the inclusion of people with fewer opportunities’. 41% of responding project participants said they do so more than before the project, 57% said they do so to the same extent as before the project, and 2% said they do so less than before the project (see Table 109).

Project leaders were asked the same question. 50% of responding project leaders said they do so more than before the project, 49% said they do so to the same extent as before the project, and 1% said they do so less than before the project (see Table 113).

Project participants involved in YWM or TCA projects were also asked, in case they had been participating in this project on behalf of a group or organisation, what impact the project had made on their group or organisation. 69% of responding YWM project participants and 66% of TCA project participants say they ‘strongly agree and agree’ that the project resulted in an increased commitment to include young people with fewer opportunities (see Table 127). Even more, project leaders of all activity types believe that the project resulted in an increased commitment to include young people with fewer opportunities: 80% ‘strongly agree and agree’ with this statement, while 9% ‘disagree or strongly disagree’ (see Table 128).

### 6.3 CONCLUSIONS

To strengthen social inclusion and solidarity in Europe is a key youth-specific aim of the Erasmus+ Programme. To this end, 62% of responding project leaders stated that young people with fewer opportunities or with special needs participated in their projects. 64% of responding participants reporting confirmed that they themselves are working with young people with fewer opportunities or with special needs.

On the other hand, 65% of responding project participants report that they are faced with at least one obstacle in society. The main obstacle, from the perspective of project participants themselves, is gaining access to work and employment (35%), followed by active participation in society and politics (20%), mobility (17%) and accessing education (15%). Participants mentioned as specific type of obstacles not having enough money (49%), living in a remote area (16%), low educational attainment/achievement (13%), social background (13%), family responsibilities and health problems (both 12%).

There are strong differences between the self-assessment of project participants concerning obstacles they are faced with and the project leaders’ perception. Project leaders, on the other hand, believe that next to not having enough money (62%), other major obstacles for project participants are social background (40%), belonging to a disadvantaged group (35%), living in a remote area (38%), low educational attainment (33%), and living in a deprived (sub-) urban area (28%).

Notwithstanding these differences in judgment, which should be researched further, the programme’s inclusion approach works. 85% of pro-

ject leaders agree that their project contributed to supporting the inclusion of young people with fewer opportunities or special needs in the Erasmus+ Youth in Action Programme (42% strongly agree, 43% agree).

41% of project participants and 50% of project leaders said they actively support the inclusion of people with fewer opportunities more than before the project. Furthermore, 68% of participants in YWM projects and TCA as well as 80% of project leaders of all activity types said that the project resulted in an increased commitment of their organisations to include young people with fewer opportunities.

# 7 — YOUTH IN ACTION TRAJECTORIES

This chapter explores the previous experience of project participants and project leaders and sheds lights on the professional status and occupation of project leaders.

## 7.1 TRAJECTORIES OF PROJECT PARTICIPANTS<sup>13</sup>

### 7.1.1 Previous mobility experiences of project participants

93% of all respondents had been abroad before participating in their Erasmus+ Youth in Action project. 15 options were given to respondents to indicate why they had been to another country before, in addition to I have never been abroad before this project (7%). By far the most frequently indicated reason was because I went abroad for holidays (76%), followed by because I participated in a youth exchange (45%) and because I went abroad with my class at school (43%, see Table 23).

Differentiating the responses by age shows a number of variances:

- Age group 15-17 years: 48% went abroad with my class at school; 11% have never been abroad before this project
- Age group 18-20 years: 52% went abroad with my class at school; 10% have never been abroad before this project
- Age group 21-25 years: 48% participated in a youth exchange; 8% have never been abroad before this project
- Age group 26-30 years: 52% participated in a youth exchange; 4% have never been abroad before this project

As is to be expected, working and studying in another country becomes more prominent in older age groups. Interestingly, the same is the case for youth exchanges (see Table 24).

Considering the responses geographically, a number of differences become apparent (see Table 26):

- Turkey has by far the largest proportion of project participants who had never been abroad before their project (34%). All other countries range between 30% (MA) and 1% (DE).
- On average, 42% of respondents went abroad with their class at school, ranging from 4% (AM and GE) to 79% (LI and LU). Relatively low percentages are noticeable in the Nordic states (SE 28%, FI 33%, NO 50%) – with Denmark being a regional exception (64%). Most other regions show similarly aligned response patterns, although, curiously enough, there is often exactly one regional exception (LT 35% and LV 38% – but EE 55%; PT 33% and ES 40% – but IT 53%; HU 51% and BG 43% – but RO 16%).

The level of educational attainment has a noticeable impact on prior international mobility experiences (see Table 25):

- 13% of respondents at primary school attainment level had never been abroad before their project, compared to 6% of respondents with upper secondary and 7% of respondents with tertiary levels of attainment. This could also be linked to the age.
- Respondents who had spent time abroad to gain work-related experience (job, internship, au-pair) are more frequently those with higher technical/vocational or tertiary educational attainments.
- Respondents who had spent time abroad to gain education-related experience (school, university, language course) are more frequently those with upper secondary and tertiary educational attainments.

### 7.1.2 Previous project experiences of project participants

Responses of project participants to the questions regarding participation in a similar project before show the following:

- 37% of respondents had never participated in a similar project before, compared to 61% who had done so (see Table 27). Gender-based variance is marginal (37% of female and 36% of male respondents had previously not participated in a similar project).
- As can be expected, the level of prior experience with similar projects increases with age: 68% of 15-17-year-olds had no prior experi-

<sup>13</sup> It needs to be noted that the sample of project participants is relatively small for some countries. Therefore, the respective percentages need to be seen with caution, in particular when comparing the responses by countries. Therefore, the text avoids referring to percentages of some countries when they represent extremes.

ence, compared to 44% of 18-20-year-olds, 38% of 21-25-year-olds, 30% of 26-30-year-olds and 22% of participants over 30 (see Table 30).

- Comparative to the 2015 survey, prior participation in similar projects increased significantly. While in 2015 less than half of all responding project participants (49%) had participated in a similar project before, this percentage increased to 61% in 2017.
- 46% of those who had participated in a similar project before indicated that they had participated once (23%) or twice (23%) before in a similar project. 34% of responding participants had participated 3-5 times in a similar project, 15% between 6 and 10 times, 5% more than 10 times and 2% reported 20+ (see Table 28).
- Of those respondents who previously participated in similar projects, 45% reported participating in a project supported within E+/YiA or an earlier EU youth programme, 22% in another programme of the European Union and 20% in another similar programme (see Table 29).

## 7.2 TRAJECTORIES OF PROJECT LEADERS<sup>14</sup>

### 7.2.1 Professional status and occupation of project leaders in the youth sector

Project leaders were asked to indicate what they had done during the year prior to their project outside of the organisation for which they were involved in the project. When asked to select all options that had applied for at least 3 months out of 12, respondents specified the following:

- 39% of the responding project leaders were full-time employed, 21% were in education or training, 18% were self-employed, 19% were volunteers, 15% were part-time employed, 7% stated to be unemployed, 4% to be not in work, and 4% were doing an internship (see Table 52).
- Project leaders of all but one activity type were most frequently employed full-time, ranging from 35% (YWM) to 43% (SD); see Table 53).

- Unemployed project leaders are more likely to be involved in YE (8%) and YWM (7%) (see Table 53).
- Self-employed project leaders plays a very strong role in YWM projects (34%), with play EVS (12%), SD (13%) and YE projects (17%) ranging in the middle (see Table 53).
- As would be expected, older project leaders are less often involved in education and training (age group 16-20: 63%, age group 26-30: 20%). Similarly, employment increases with age (full-time employment in the age group 16-20: 9%, in the age group 26-30: 39%; see Table 54).
- Female respondents are more likely to be in education and training (23% versus 19% of male respondents). Male respondents are more likely to be self-employed (21% versus 15% of female respondents; see Table 55).
- Geographic variance is distinct: the percentage of project leaders who were employed full-time for at least 3 months out of 12 ranges from 0% (AZ, CW, DZ LB, LI) to 100% (EG). In 4 RAY partner countries, half or more all responding project leaders were employed full-time: HU, MT, TR, DK. In 4 RAY partner countries, less than a quarter of all responding project leaders were employed full-time: AT, IT, LI, NL. When considering full- and part-time employment together, more than half of all responding project leaders in 14 of the RAY partner countries were employed (see Table 56).
- In 9 countries, the percentage of unemployed project leaders is higher than 10%: ME (40%), MK (21%), EL (17%), RO (17%), HR (16%), CY (13%), SI (12%), SK(12%) and ES (11%); see Table 56).

### 7.2.2 Professional status and involvement of project leaders in their projects

The majority of responding project leaders were involved in their project as volunteers (55%), while 19% were involved through one of various forms of employment. 21% were involved on a permanent full-time employment basis; all other options (temporary full- or part-time employment, self-employment, internship) each were relevant for less than 10% of respondents and cumulatively amount to 12% (see Table 57).

Voluntary involvement is lowest in EVS activities (33%) and highest in YE activities (67%). Permanent full-time positions are most prevalent in EVS activities (38%) and least prevalent in YE activities (16%); permanent part-time positions range

<sup>14</sup> It needs to be noted that the sample of project leaders is relatively small for some countries. Therefore, the respective percentages need to be seen with caution, in particular when comparing the responses by countries. Therefore, the text avoids referring to percentages of some countries when they represent extremes.

from 15% (EVS) to 4% (YE). Temporary part- or full-time employment (project leaders were employed specifically for their project) is most frequent in YWM activities (13%) and least frequent in SD activities (5%). Self-employment is strongest in YWM activities (17%) and weakest in EVS (3%) (see Table 57).

Voluntary involvement decreases with age (age group 16-20: 81%, age group 26-30: 57%, age 31 and above: 47%), and permanent full-time employment increases with age (age group 16-20: 1%, age group 26-30: 19%, age 31 and above: 27%). Most employment types show the same pattern, with the exception of temporary part-time employment (3% for 16-20-year-olds, and 3% for 26-30-year-olds) and internships (2% for 21-25-year-olds and 26-30-year-olds, and less than 2% for those above the age of 26; see Table 58).

Female respondents are less often involved as volunteers (51%) than their male counterparts (62%), but are more frequently employed in all but one form of employment: permanent full- and part-time positions, temporary part-time positions, temporary full-time employment and internships are all more frequent for female respondents, whereas self-employment for their project is more frequent for male respondents (see Table 59).

Project leaders who are employed full-time by another organization/employer (39%) or in education or training (26%) are most frequently involved as volunteers, while project leaders who are interns are least often involved on a voluntary basis (4%) – and most frequently involved as intern project leaders (10%; see Table 62).

Types of involvement differ considerably between countries (see Table 60). Voluntary involvement in projects is highest in Greece (78%), Malta (76%), Romania and Slovakia (both 71%), and lowest in Ireland and Finland (both 22%), Germany (31%) and Belgium (34%). It is 50% in 10 RAY partner countries, predominantly in Northern and Western Europe (AT, BE, CZ, DE, FI, FR, IE, NL, SE, UK), and above 50% in 18 RAY partner countries, covering all regions of Europe. Permanent full-time positions are most frequent in Finland (58%), Belgium (52%), and Iceland (46%). Permanent full-time positions are least frequent in Bulgaria (7%), Greece and Slovakia (both 6%). In 4 countries, more than 10% of project leaders were involved in their project on a self-employed basis: AZ (33%); DE and LV (13%); CZ (11%). In all countries, permanent employment arrangements out-

number temporary employment arrangements. In most countries, full-time positions (permanent and temporary) are more common than part-time positions (permanent and temporary) with the exception of UA where 23% were employed part-time compared to 18% full-time.

### 7.2.3 Previous project experiences of project leaders

Responses of project leaders to the question ‘Have you previously participated in projects supported within Erasmus+ Youth in Action or an earlier EU youth programme (e.g. Youth in Action 2007-2013)?’ show the following:

- 97% of respondents had participated in a project supported by the programme before, 52% of them as project leaders or team members, and 45% of them as participants. 24% of responding project leaders said they had never participated in a project supported by the programme before (see Table 64).
- Differences between activity types are distinct: 39% of responding project leaders of SD projects stated they had never participated in a project supported by the programme before, compared to 12% (YWM), 26% (YE), and EVS (23%; (see Table 64).
- With age, the percentage of those who had previously participated as a project leader or team member in a project supported by the programme grows (age group 16-20: 28%, age group 26-30: 50%; see Table 65).
- Male respondents have more frequently participated as project leaders or team members before (54%, versus 51% for female respondents), whereas female respondents have more frequently participated as participants before (47%, versus 43% for male respondents; see Table 66).
- Geographic variance is noticeable (see Table 67): prior participation in a leading role is most common in Luxembourg (83%), Georgia (70%), and Azerbaijan and Cyprus (both 67%), and least common in Denmark (28%) and Russia (both 38%). Prior participation in a participating role is most common in Moldova (65%), Armenia (66%) and Belarus (78%); and least common in Ireland (21%), Norway (24%) and Ireland (25%). No prior participation is most common in Denmark (41%), and Netherlands (36%), and least common in Armenia (8%).

Those respondents who had stated that they had been involved as a project leader or team member in a project supported by the current or former EU youth programme were asked to estimate

in how many projects they were involved. 8% had been involved in 1 prior project, 13% in 2 prior projects, 29% in 3-5 prior projects, 23% in 6-10 projects, 16% in 11-20 projects, and 12% in more than 20 projects (see Table 69).

Prior involvement in previous projects is most pronounced in EVS projects (44% of respondents had been involved in more than 10 previous projects), and least pronounced in YE (18%) and SD (21%) projects (see Table 69).<sup>15</sup>

Geographic variances exist without a particular regional pattern and range from 29% (MT) of prior involvement as a project leader/team member in more than 5 prior projects to 81% (AM). In 19 countries more than 50% of respondents estimated having been involved in more than 5 prior projects (AM, AT, BA, CY, ES, FI, GE, IE, IT, MK, NO, RO, RS, RU, SE, SI, TR, UA, UK; see Table 68).

### 7.3 CONCLUSIONS

51% of responding project participants had never participated in a similar project before. 23% of those who had participated in a similar project before indicated that they had participated once before in a similar project, whereas 78% said they had done so at least twice (34% of responding participants had participated 3-5 times in a similar project, and another 15% between 6 and 10 times). While this demonstrates that initial participation sparks further interest and engagement, it may also be an indicator for limited access and/or for a lack of (advanced) project and training offers outside the realm of the Erasmus+ Youth in Action Programme.

97% of responding project leaders had participated in a project supported by the programme before, 52% of them as project leaders or team members and 45% of them as participants. There is a slight gender bias to the prior experience of project leaders: Male respondents had more frequently participated as project leaders or team members before, whereas female respondents had more frequently participated as participants before.

The occupational status of project leaders outside of their E+/YiA project indicates that 75% of all responding project leaders were in some form of employment: 39% were full-time employed,

18% were self-employed, 15% were part-time employed, and 3% were doing an internship.

Within the projects, the majority of project leaders is involved on an unpaid basis (55% as volunteers), while 39% are involved in some form of employment (24% full-time employed, 10% part-time employed, 5% self-employed), and 1% on the basis of an internship/a work placement.

<sup>15</sup> Due to the small samples for EVS and SD this comparison needs to be considered with caution.

# 8 — IMPLEMENTATION OF ERASMUS+ YOUTH IN ACTION

This chapter explores various aspects related to the application for and administration of projects in the context of Erasmus+ Youth in Action.<sup>16</sup>

## 8.1 BECOMING INVOLVED IN ERASMUS+ YOUTH IN ACTION

55% of project participants got to know about their project through a youth organisation/association (37%), an informal youth group (10%) or a youth centre (8%).<sup>1</sup> Other sources and contexts through which participants learned of their project were friends/acquaintances (30%), school/college/university (13%), newspapers/magazines/radio/TV/Internet (11%), other types of organisations (6%), National Agency of Erasmus+ (6%), at work (5%), Regional Offices of the National Agencies (3%), SALTO-YOUTH Resource Centre (2%) and information/the website of the European Commission or Eurodesk (both less than 2%; see Table 72).

Differences between activity types are distinct: youth organisations/associations/groups/centres range between 13% (TCA) and 47% (YWM); friends/acquaintances between 8% (TCA) and 36% (YE), schools/colleges/universities between 2% (TCA) and 28% (SD), National Agency of Erasmus+ 3% (YE) and 41% (TCA) (see Table 72).

72% of project leaders and team members learned of Erasmus+ Youth in Action through a youth organisation/association (46%), an informal youth group (17%) or a youth centre (11%) – even more than project participants learned about their project through these contexts. 20% of project leaders learned about Erasmus+ through a National Agency of the programme. A considerably smaller role was played by school/college/university (12%), Regional Offices of the National Agency of Erasmus+ (9%), and the information/website of the European Commission (8%). Friends and acquaintances (28%) played a much more prominent role, as did the work environment (22%) and Regional Offices of the National Agency of Erasmus+ (20%). Project leaders more frequently in-

dicated the implementation structures of E+/YiA (for example, National Agencies with 20%, see Table 73) as one of their sources of information than project participants (National Agencies with 6%; see Table 72).

Again, differences between activity types are distinct, in particular with respect to EVS and SD, while YE and YWM show more similarities. It needs to be noted, though, that the samples for EVS and SD are relatively small, so the percentages need to be considered with caution (see Table 73).

## 8.2 APPLICATION PROCEDURE AND ADMINISTRATIVE PROJECT MANAGEMENT

All project leaders whose country of residence is identical with the funding country of a project (n=1,690), were asked to which extent they agree or disagree with 11 statements regarding the application procedure and administrative project management of their project. Their responses show the following (see Table 74):

- Overall satisfaction with the 11 covered aspects of the application procedure and administrative project management is high. The combined ‘agree’ response rate is 47% and ‘strongly agree’ response rate is 30%.
- Respondents most strongly agreed that the online tool for Youthpass was easy to use (34%), and least strongly agreed that reporting was easy (22%).
- Three of the 11 covered aspects of the application procedure and administrative project management were viewed less critically, all with a combined ‘disagree’ and ‘strongly disagree’ response rate of only 14%.
  - 16% disagree that the application procedure for this project was simple.
  - 14% disagree that reporting was easy.
  - 12% disagree that the online tools for application and reporting are easy to use.
- Three of the 11 covered aspects of the application procedure and administrative project management were viewed comparatively positively, all with a combined ‘agree’ and ‘strongly agree’ response rate above 77%:
  - 46% agree that the overall grant system was suitable and satisfactory for this project.

<sup>16</sup> See earlier footnote: It needs to be noted that the sample of project leaders is relatively small with respect to EVS and SD. Therefore, the respective percentages need to be considered with caution, in particular when comparing the responses by activity types.

<sup>17</sup> Multiple answers were possible.

- 45% agree that it was easy to obtain the essential information required for applying for this project.
- 44% agree that the funding rules and calculation methods were appropriate.

Agreement with the 11 covered aspects of the application procedure and administrative project management differs much less between activity types than in 2015. In the previous survey wave, disagreement across all aspects had been much more pronounced for SD projects, with combined 'disagree' and 'strongly disagree' response rates fluctuating between 14% and 57%, and with 50% or more respondents in disagreement with five of the 11 statements, namely:

- 57% disagreed in 2015 that the application procedure was simple for SD projects (2017: 8%);
- 57% disagreed in 2015 that reporting was easy for SD projects (2017: 17%);
- 50% disagreed in 2015 that it was easy to meet the funding criteria for SD projects (2017: 15%);
- 50% disagreed in 2015 that the online tools were easy to use for SD projects (2017: 16%);
- 50% disagreed in 2015 that compared with other funding programmes, the administrative management was easy for SD projects (2017: 15%).

When comparing responses of those project leaders with and without prior project experience, the interesting pattern that had emerged in 2015 remains present in 2017. Project leaders without prior experience are more critical in their assessment of aspects relating to the application procedure and project administration leading up to the start of a project, whereas project leaders with prior experience are more critical in their assessment of aspects relating to reporting and project administration in the later phases of a project.

### 8.3 DEVELOPMENT, PREPARATION AND IMPLEMENTATION OF PROJECTS

#### 8.3.1 Development and preparation of projects

Project leaders were asked to respond to a number of statements about the development and preparation of their projects and to indicate whether each statement was true or false. Based on their responses, the following observations can be made (see Table 75):

- 92% of all respondents state that their project was well prepared. Fluctuation between activity types is nominal (EVS 92%, YE 91%, SD 91%, YWM 96%).
- 76% had cooperated with one or more of the partner organisations before their project. Fluctuation between activity types is distinct (EVS 74%, YE 75%, SD 73%, YWM 83%).
- 72% of all respondents used Skype or similar tools during the preparation of the project, ranging from 52% for SD projects to 86% for YWM projects.
- 66% of all projects were prepared in one or more preparatory meetings involving other project partners.
- 92% of all respondents involved in a project with at least one such preparatory meeting said that the preparatory meetings were essential for the preparation of the project. YWM (68%) projects most frequently involved a preparatory meeting with one or more project partners (75%), followed by YE projects (70%), SD (66%) and EVS projects (53%).
- 29% of respondents stated they found one or more project partners through online support services such as OTLAS. Fluctuation between activity types is pronounced (SD 15%, YWM 35%).

In addition, project leaders were asked to which extent they 'agree' and 'strongly agree' with two statements regarding the development and preparation of their projects. Their responses show the following (see Table 76):

- 93% of respondents state that the relationship between the project leaders/members of the project team was characterised by mutual respect and good cooperation. (combined 'agree' and 'strongly agree' response rate). With the exception of SD (83%), all activity types show similar rates of agreement (EVS 93%, YE 93%, YWM 95%).
- 92% of respondents state that the overall project management was appropriate and satisfactory. Fluctuation between activity types is slightly noticeable (SD 85%, YE 92%, EVS 93%, YWM 96%).

There are no major differences between projects of different duration and between respondents with and without prior project experience.

#### 8.3.2 Implementation of projects

Project leaders were asked to which extent they 'agree' and 'strongly agree' with 9 statements regarding the implementation of their projects.

Their responses show the following (see Table 77, Table 78):

- 93% of respondents state that the relationship between the project leaders/members of the project team was characterised by mutual respect and good cooperation. (combined 'agree' and 'strongly agree' response rate). With the exception of SD (83%), all activity types show similar rates of agreement (EVS 93%, YE 93%, YWM 95%).
- 92% of respondents state that the overall project management was appropriate and satisfactory. Fluctuation between activity types is slightly noticeable (SD 85%, YE 92%, EVS 93%, YWM 96%).
- 91% of respondents state that the results/outcomes of the project are sustainable. Fluctuation between activity types is noticeable (SD 84%, EVS 88%, YE 90%, YWM 94%).
- 90% of respondents state that during the implementation of the project, the cooperation between the partners worked well. Fluctuation between activity types is noticeable (SD 79%, YE 90%, EVS 91%, YWM 93%).
- 90% of respondents state that the pedagogical implementation of the project was of high quality. Fluctuation between activity types is pronounced (SD 85%, EVS 88%, YE 90%, YWM 96%).
- 88% of respondents state that the workload for the implementation of the project was reasonable. Fluctuation between activity types is noticeable (SD 81%, EVS 87%, YE 88%, YWM 91%).
- 87% of respondents state that the results/outcomes were disseminated appropriately. Fluctuation between activity types is pronounced (SD 78%, EVS 83%, YE 88%, YWM 93%).

There are no major differences between projects of different duration and between respondents with and without prior project experience.

## 8.4 YOUTHPASS

89% of responding project leaders report that Youthpass was used in their project, with YWM (91%) and EVS (90%) being above average and YE (90%) around average. SD (59%) is considerably average, which can be explained by the fact that Youthpass was launched for SD only in 2016 – after the end of projects being invited to the surveys analysed for this report (see Table 81).

86% of the project leaders reporting that Youthpass was used in their project indicate that the

project participants wished to receive a Youthpass, and 89% say that the participants received a Youthpass certificate. Around 91% to 92% of project leaders agree or strongly agree that

- they received all necessary information concerning Youthpass
- project participants were informed in detail about Youthpass
- the information about Youthpass was clear and understandable (see Table 82).

Furthermore, 87% of project leaders strongly agree (50%) or agree (38%) that Youthpass was integrated throughout the project and its methods.

71% of participants report having received a Youthpass certificate as part of the project they were asked about (YWM 78%, EVS 74%, YE 72%, TCA 67%, SD 46%; see Table 85).

Of those who received a Youthpass certificate as part of this project, 68% reported having been involved in a reflection or self-assessment related to issuing the Youthpass certificate (EVS 79%, YWM 75%, TCA 67%, YE 63%, SD 61%; see Table 84), and of these 89% said that this reflection or self-assessment helped raise their awareness of their development through the project (see Table 85). The lower percentage of participants who were involved in a reflection or self-assessment (68%) compared to the percentage of project leaders stating that Youthpass was integrated throughout the project and its methods (87%) should be explored further.

29% of the participants having a Youthpass certificate reported that they had used it, e.g. for an application for a job, internship, studies etc. As could be expected, the use of a Youthpass is more distinct for older age groups (age group 21-25: 33%; age group 18-20: 29%; see Table 86). 64% of the participants who had used the Youthpass certificate think that it was appreciated in the context where they presented it, and 67% think that it was helpful, e.g. in getting a job or being accepted for an internship or studies (see Table 89). The reason for the higher percentage for the helpfulness of the Youthpass certificate could be explored further.

## 8.5 CONCLUSIONS

The majority of project participants and project leaders learned of their project, respectively of E+/YiA or a preceding EU youth programme, through youth organisations/associations, fol-

lowed by friends/acquaintances. Informal youth groups played a prominent role for both project participants and project leaders, while the work environment played a more prominent role for project leaders than project participants.

Overall, project leaders are largely satisfied with the application procedure and administrative project management of projects under E+/YiA. Three aspects are seen more critically: 14% of respondents disagree that the application procedure for this project was simple, reporting was easy and the online tools for application and reporting are easy to use.

Agreement with the 11 covered aspects of the application procedure and administrative project management differs only slightly between activity types. The pronounced disagreement across all administrative and managerial aspects that could be observed for SD projects in 2015 has changed in the 2017 survey wave, which brings SD projects – after initial difficulties at the start of this programme generation – in line with all other activity types.

According to project leaders and team members, Youthpass is widely used in E+/YiA projects – 86% of project leaders report this, and 87% of them state that Youthpass was integrated throughout the project and its methods.

Much in line with that, 71% of project participants reported having received a Youthpass as part of the project they were asked about in the survey, with another 12% expecting to still receive one. The previous discrepancy between information by project leaders on the role of Youthpass in projects and information by project participants on the presence of Youthpass in projects has all but disappeared.

Similar to the 2015 survey wave, 68% of project participants who have received or expect to receive a Youthpass, reported having been involved in a reflection or self-assessment related to issuing a Youthpass certificate, while 89% of these stated that this helped raise their awareness of their development through the project. Given the value of reflection or self-assessment for the learning process of participants, it should be explored how Youthpass could be integrated more into the projects.

While only 29% of participants having a Youthpass certificate reported that they used it, e.g. for an application, 67% of those who have used it think that it was helpful in getting a job or being ac-

cepted for an internship or studies. This suggests a relatively high recognition of the Youthpass certificate – and that E+/YiA participants should be encouraged to use it more frequently.

# 9 — 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, Belgium, Bulgaria, the Czech Republic, Cyprus, Croatia, Denmark, Estonia, Finland, France, Germany,

Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey and the United Kingdom. Where available, national research reports can be requested from the respective National Agencies and their research partners listed .

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## A AUSTRIA

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- **Generation and Educational Science Institute – GENESIS**  
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## LIECHTENSTEIN

- **aha – Tipps & Infos für junge Leute**  
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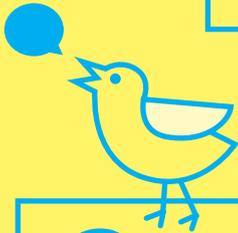
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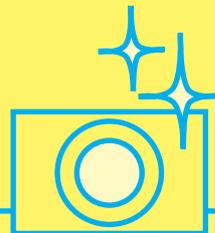
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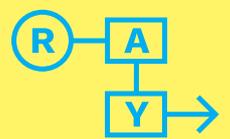
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