

# **RAY Research Project on Research-based Analysis and Monitoring of Erasmus+: Youth in Action (RAY-MON)**

## **COUNTRY STUDY: LATVIA**

Agency for International Programs for Youth of the Republic of Latvia

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## INTRODUCTION

European research network “Research-based Analysis and Monitoring of Erasmus+: Youth in Action” (RAY Network) is an open and self-governed network of National Agencies of the Erasmus+: Youth in Action Programme and their research partners.<sup>1</sup> The main aim of RAY is to contribute to a better understanding of international youth work and youth learning mobility and thus to an evidence-based policy development in the youth field in Europe as well as to the development of international youth work and learning mobility practice. 31 National Agencies of Erasmus+: Youth in Action Programme and their research partners represent the RAY network. It was founded on the initiative of the Austrian National Agency of the Erasmus+: Youth in Action, in particular by its consortium partners Interkulturelles Zentrum and the Institute of Educational Science of the University of Innsbruck. Agency for International Programs for Youth of the Republic of Latvia is RAY network partner in Latvia.

Research-based analysis and monitoring of Erasmus+: Youth in Action (RAY MON) is one of three RAY research activities aimed at contributing to monitoring and developing Erasmus+: Youth in Action and the quality of projects supported by it. The objectives of this project are to explore the effects of projects funded through Erasmus+: Youth in Action 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.

RAY MON research design is based on multilingual online surveys with project participants and project leaders/team members. Surveying both project participants and project leaders/team members of Erasmus+: Youth in Action projects through two different but coherent and interrelated questionnaires provide 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.

Within the context of the RAY-MON research, two online questionnaires were implemented in October-November 2015 and May 2016. The questionnaires were filled in by 1030 project participants and 165 project leaders. Sample analyzed in this report is composed of the individuals who were residing in Latvia when they participated in the project and the individuals who participated in the projects hosted in Latvia but were residing in another country at the time of the project application.

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<sup>1</sup> Here and further in this chapter information adapted from RAY Network website: <http://www.researchyouth.eu/>

## CONCLUSIONS

### Profile of the Project Participants

The socio-demographic profile of the survey participants shows that most of the project participants are women (69%) and in the age till 24 years (59%). 30% of the respondents live in the capital city and 20% - in cities and suburbs. The rest of the participants live in the towns or in the countryside. Slightly more than the half (52%) of the project participants have obtained higher education, 27% - secondary or vocational education, but only 8% - basic education. In general, it can be observed that the project participants are represented by young people from different socio-demographic groups suggesting that young people from broadest possible circles have opportunities to get involved in projects.

The survey data demonstrates that approximately 1/4 of all project participants are very active project participants (participated in similar projects previously and repeatedly), and around 40% are newcomers in project activities. This indicates that Erasmus+ activities are not confined to the already active project participants, but involve more and more young people with no prior experience.

### Profile of the Project Leaders

67% project leaders are women, 32% - men. Different age groups are represented in the project leaders' target group - 18% are 17-24 old, 32% – 25-29 old, 32% – 30-39 old, and 15% – over 40 years of age. Absolute majority has higher education.

47% of project leaders have participated in youth projects previously as project leaders, 39% - as project participants. 27% of project leaders haven't participated previously in youth projects. These data points to two important conclusions – project participants often become later project leaders (confirming that acquired skills allow to take the initiative to organise and to implement projects themselves); projects attract new participants widening the circle of existing active project participants.

### Information Sources

Project participants learnt about the projects mostly through a youth organisations/ associations (42%) and through friends/ acquaintances (23%). While project leaders obtained information through a youth organisations/ associations (54%) and informal youth groups (35%), and also through the National Agency (23%). Survey data shows that the National Agency as information source is more effective among the project leaders, less – young people's target group, where just 5% point it as their information source.

### Motivation for the Activities

For the participation in projects young people have different motivations, moreover – several at once. Young people pointed that they were motivated to participate in the project mostly by the wish to have new experience (83%), to get in contact with people from other countries or cultures (75%), for

personal development (73%), and to learn something new (70%). More than the half of young people as the motivation mention the development of foreign language skills (57%), getting to know another countries (55%) and interest in particular project topic (55%).

In general it can be observed that young people are motivated to participate in projects by opportunities to gain new experience, new contacts, to improve their language skills. Relatively less young people as the motivation have such aspects as professional development, improvement of knowledge about Europe, involvement in social or political issues. Consequently, it could be assumed that to a large extent the participation is determined by the interesting experience personally, rather than by social or professional aspects.

### Learning in the Project and Competence Development

Although not all the Erasmus+ Youth in action projects are directed specifically on training, every project includes training components as projects are designed with the principle of non-formal education and informal training, consequently – the participation in the project itself provides acquiring new competences and skills indirectly.

The survey data show that in the projects most of young people learned something new about cultural diversity (74%), youth work (62%), non-formal education and informal learning (60%). On average each respondent named 3 different topics.

Relatively less young people pointed that they have learned somethings about non-violence (only 11%), media and ICT (17%), environmental issues (17%), policies or structures of the European Union (18%), sustainable development (19%), youth policy development (19%) and professional development (19%).

Assessing of acquisition of particular competences, the vast majority of young people in the survey indicate that have improved nearly all the competences included in the questionnaire. In particular – to communicate with people who speak another language (94%), to get along with people who have a different cultural background (93%), to cooperate in a team (93%), to negotiate joint solutions when there are different viewpoints (90%). In terms of competences it can be observed that young people indicate on average 5 competences each. In this respect we can say that the Erasmus+ projects improve young people's skills and competences versatily and complexly, not just on single or on some aspects.

### Project Impact

In general it can be observed that young people are very satisfied with their participation in projects – the absolute majority have expressed high evaluation on all aspects included in the questionnaire. 96% agree that would recommend participating in or starting a similar project to other people, 94% - that the participation in the project has contributed to their personal development, 94% - that they felt well integrated into the project. In addition - young people were not only participants but also were

engaged in activities with their own ideas and proposals, including 55% of young people plan to organise a similar project in the next few years.

A relatively large part of project participants indicate that thanks to the participation in projects they are interested in contributing to youth policy development (43%), that they feel European (41%), that engage themselves in voluntary activities (41%). Participation in projects affected less young people's desire to engage in civic society (25%), to contribute to environmental protection (23%), and to participate in democratic/ political life (16%).

It is expected that there will be also a long-term impact of the participation in projects. 85% of project participants plan to develop their foreign language skills, 79% plan to engage in further education and training, 69% plan to implement projects together with people met during the project.

These data suggest that in projects young people obtain not only the personal experience and new contacts, but are also motivated to be active and to implement their own projects as project leaders and managers.

If the data about project impact are compared with previously analysed data about what motivated young people to participate in the projects, it can be observed that, first of all, young people's benefits from participation in the projects fully correspond to their expectations (motivations), and, secondly, the benefits are wider in scope than the initial expectations and also includes such aspects that young people did not expect before. For example, although motivation for participation have been more related to the acquisition of new, interesting personal experiences, the benefits are not only personal, but also related to the professional and educational development, as well as the increase of social and political activity.

The data also show that the participation in projects develops and strengthens young people's democratic values. Self-fulfilment, solidarity with people facing difficulties, and tolerance – those are topics that became more important for young people after the project implementation.

The positive benefits in the project participants are confirmed by the evaluation of the project leaders, as well. 87% of project leaders noticed that during and after project implementation participants appreciate cultural diversity more, 83% - that young people are more self-confident, 82% - that they intend to develop joint activities or projects with people they got to know through the project, 82% - plan to engage in further education and training, 82% - know their strengths and weaknesses better.

In overall, the project leaders confirm young people's self-assessments regarding the benefits of the participation in projects, in some cases evaluation of the project leaders are even more positive than the assessments made by the project participants.

## Youthpass Certificate

69% of respondents have Youthpass certificate and 95% from them have received it as part of the Erasmus+ project. At the same time only 26% of those who have Youthpass certificate have used it. From those who have used Youthpass 68% think that Youthpass was helpful. Consequently, only every fourth young person has used the certificate, but just for about every tenth it has been helpful.

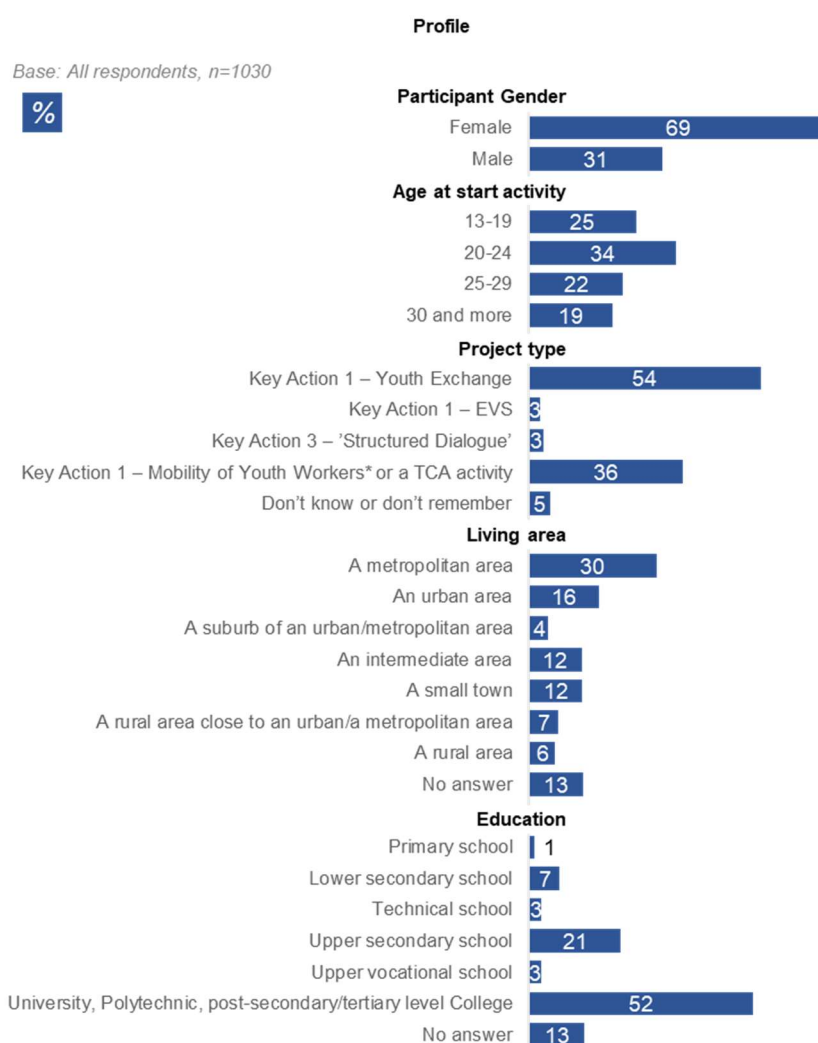
## Impact on Project Leaders

Similar to the project participants, project leaders assess their benefits throughout the participation in projects highly positively. Project leaders evaluate explicitly positively that through involvement in projects they have improved their ability to get along with people who have a different cultural background (96%), to communicate with people who speak another language (96%), to say what they think with conviction in discussions (95%), to negotiate joint solutions when there are different viewpoints (93%). Project leaders also evaluate that after being involved in projects they appreciate cultural diversity more than before (61%), are interested in contributing to youth policy development (48%), and feel more European (42%). Besides, as in the project participants' target group, among project leaders there are also observed explicitly positive benefits for both personal, and professional development, as well as social, political and civil activity.

# THE PERSPECTIVE OF THE PROJECT PARTICIPANTS

## Profile of the Project Participants

The socio-demographic profile of the survey participants shows that most of the project participants are women (69%) and in the age till 24 years (59%). 30% of the respondents live in the capital city and 20% - in cities and suburbs. The residence of the rest participants live in the towns or in the countryside. Slightly more than the half (52%) of the project participants have obtained higher education, 27% - secondary or vocational education, but only 8% - basic education. In general, it can be observed that the project participants are represented by young people from different socio-economic demographic groups suggesting that young people from broadest possible circles have opportunities to get involved in projects. In the breakdown of the project types it can be observed that the vast majority (54%) of the respondents participated in the youth exchange projects (Key Action 1). The relatively large proportion - 36% - of the respondents are also mobility of youth workers or TCA activity participants. Just a small part of the survey respondents participated in other project types – EVS and Structured Dialogue projects.

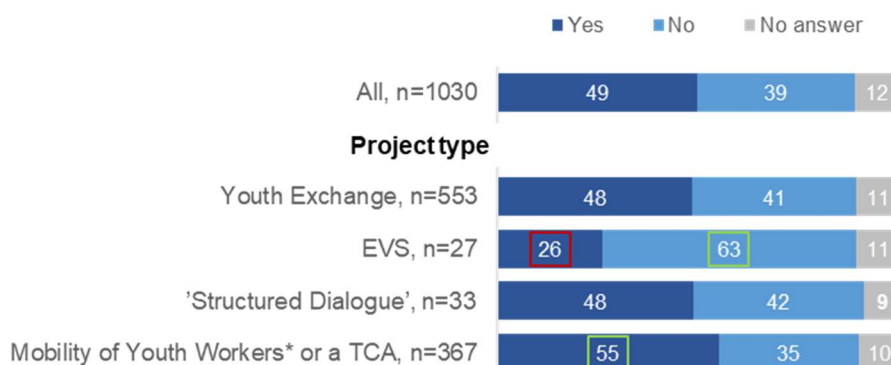




49% of the respondents have participated in similar projects in the past. Among participants of mobility of youth workers and TCA activities there are more than the half (55%) of the participants that have prior experience in similar projects. The lowest proportion of such participants is in EVS activities – only 26% of participants have prior project experience.

**Thinking about the project we have been asking you about, have you participated in a similar project before? (Q38)**

*Base: All respondents, see 'n' in the chart*

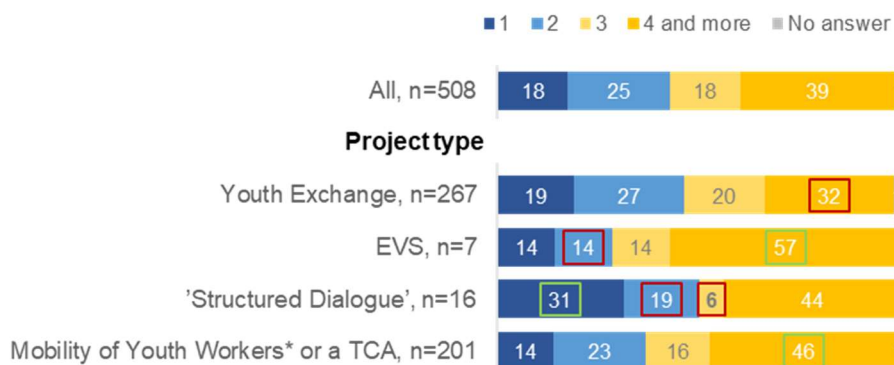


Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

The survey data show that 57% of those who have prior experience in similar projects have taken part in 3 or more such projects. 25% participated in two projects, but 18% - in one similar project. These data indicate that approximately 1/4 of all project participants are very active project participants and around 40% are newcomers in project activities. This, in turn, indicates that Erasmus+ activities are not confined to the already active project participants, but involve more and more young people with no prior experience.

**Please enter the approximate number of similar projects you have participated in: (Q39)**

*Base: Those who have participated in a similar project before, see 'n' in the chart*

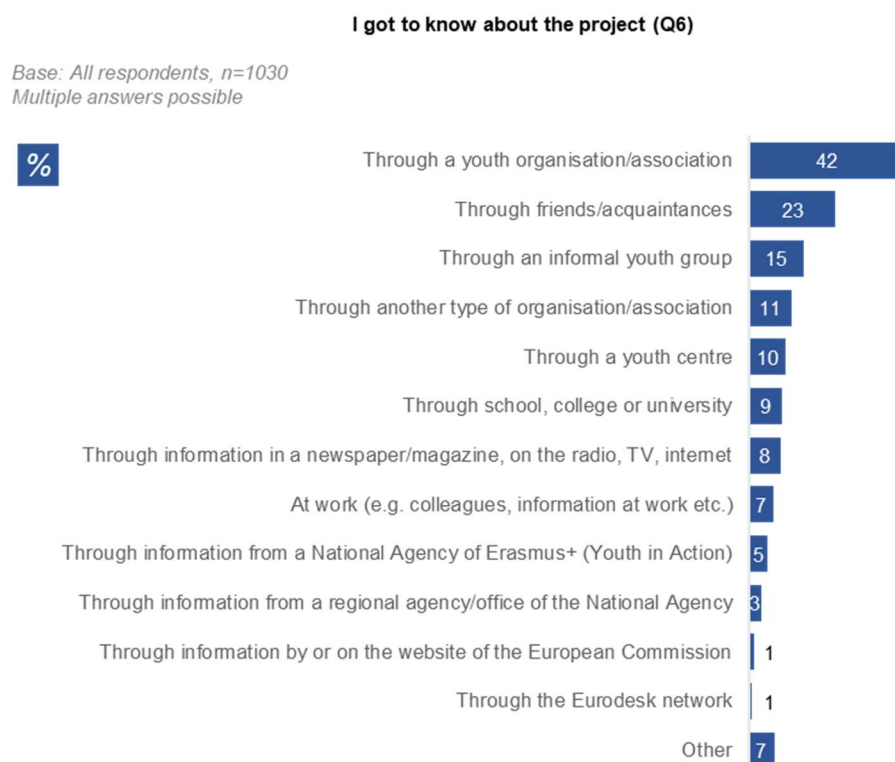


Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

## Information Sources

Participants learnt about the projects mostly through a youth organisations/ associations (42%) and through friends/ acquaintances (23%). Relatively often (15%) of young people also learnt about projects through informal youth groups. Other different information sources were used by less than 1/10 of project participants. For example, only 5% of young people learnt about the project through information from the National Agency. It cannot be told that any of these information channels are more important than the other, as young people gain information in the environment/ place where they are active – youth organisations, friends, informal youth groups, youth centres, school, etc. If information will be available only, for example, in youth centres, then it will not be received by those who are not involved in the activities of youth centres. It is therefore important to ensure the availability of information in various information channels.

Analysing data in the breakdown of the project types it can be observed that young people learnt about EVS projects relatively more often through friends/ acquaintances (37%, while this sources of information were used by 23% of the survey sample as a whole), through school, university or college (respectively - 33% and 9%), but explicitly less through youth organisations (33% and 42%), through informal youth groups (7% and 15%), through youth centres (4% and 10%). Young people learnt about Structured Dialogue projects more often than about other projects through informal youth groups (24%, while this source of information were used by 15% of the sample), through school, college, university (18% and 9%). In other project types there are no distinctive differences from the total sample rates.



### I got to know about the project (Q6)

Base: All respondents, see 'n' in the table.  
Multiple answers possible

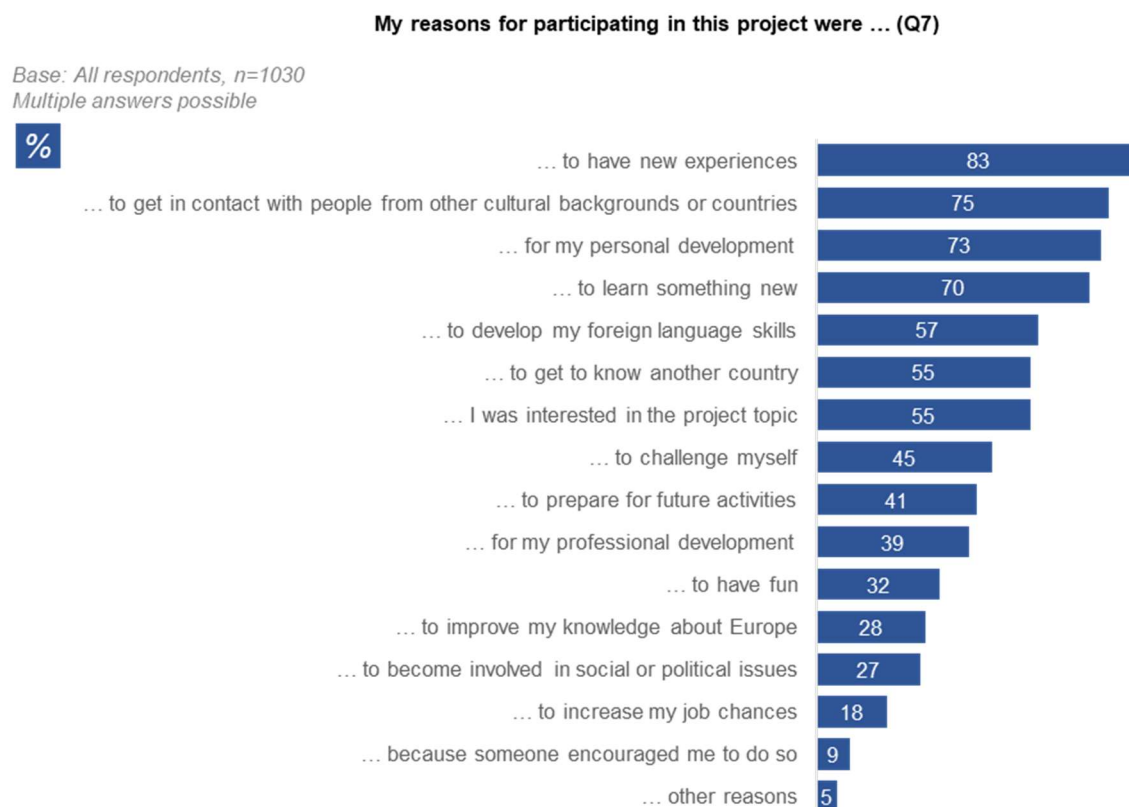
		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
	<b>All</b>				
	<i>n=</i> <b>1030</b>	553	27	33	367
Through a youth organisation/association	<b>42</b>	44	33	39	39
Through friends/acquaintances	<b>23</b>	24	37	21	20
Through an informal youth group	<b>15</b>	18	7	24	9
Through another type of organisation/association	<b>11</b>	10	15	24	12
Through a youth centre	<b>10</b>	14	4	6	5
Through school, college or university	<b>9</b>	10	33	18	5
Through information in a new spaper/magazine, on the radio, TV, internet	<b>8</b>	9	15	12	7
At work (e.g. colleagues, information at work etc.)	<b>7</b>	4	4	3	12
Through information from a National Agency of Erasmus+ (Youth in Action)	<b>5</b>	3	0	3	9
Through information from a regional agency/office of the National Agency	<b>3</b>	3	0	0	4
Through information by or on the website of the European Commission	<b>1</b>	1	4	0	1
Through the Eurodesk network	<b>1</b>	1	0	0	1
Other	<b>7</b>	8	7	0	7

Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

## Motivation for the Activities

For the participation in projects young people have different motivations, moreover – several at once. Young people pointed that they were motivated to participate in the project mostly by the wish to have new experience (83%), to get in contact with people from other countries or cultures (75%), for personal development (73%), and to learn something new (70%). More than the half of young people as the motivation mention the development of foreign language skills (57%), getting to know another countries (55%) and interest in project topic (55%). In general it can be observed that young people

are motivated to participate in projects by opportunities to gain new experience, new contacts, to improve their language skills. Relatively less young people as the motivation have such aspects as professional development, improvement of knowledge about Europe, involvement of social or political issues. Consequently, it could be assumed that to a large extent the participation is determined by the interesting experience personally, rather than by social or professional aspects.



In the breakdown of the project types the major differences can be observed in Structured Dialogue projects – the participants of these projects were motivated by professional development explicitly more often than the sample as a whole (respectively – 48% and 39%), possibilities to be involved in social or political issues (36% and 27%). In the Structured Dialogue projects it can be observed also that the participation of young people were motivated by the encouragement from others (21% and 9%). Professional development has also been explicit motivation for those who have participated in the mobility of youth workers and TCA activities.

Motivation of youth exchange project participants explicitly more often was to get in contact with people from other countries and cultures and development or foreign language skills, while EVS - to have new experience, personal development, and challenging themselves. It is interesting that the interest in the project topic was the motivation for less than the half of the respondents (the exception is the mobility of youth workers and TCA activities, where it had been for 2/3 participants).

### My reasons for participating in this project were ... (Q7)

Base: All respondents, see 'n' in the table.

Multiple answers possible

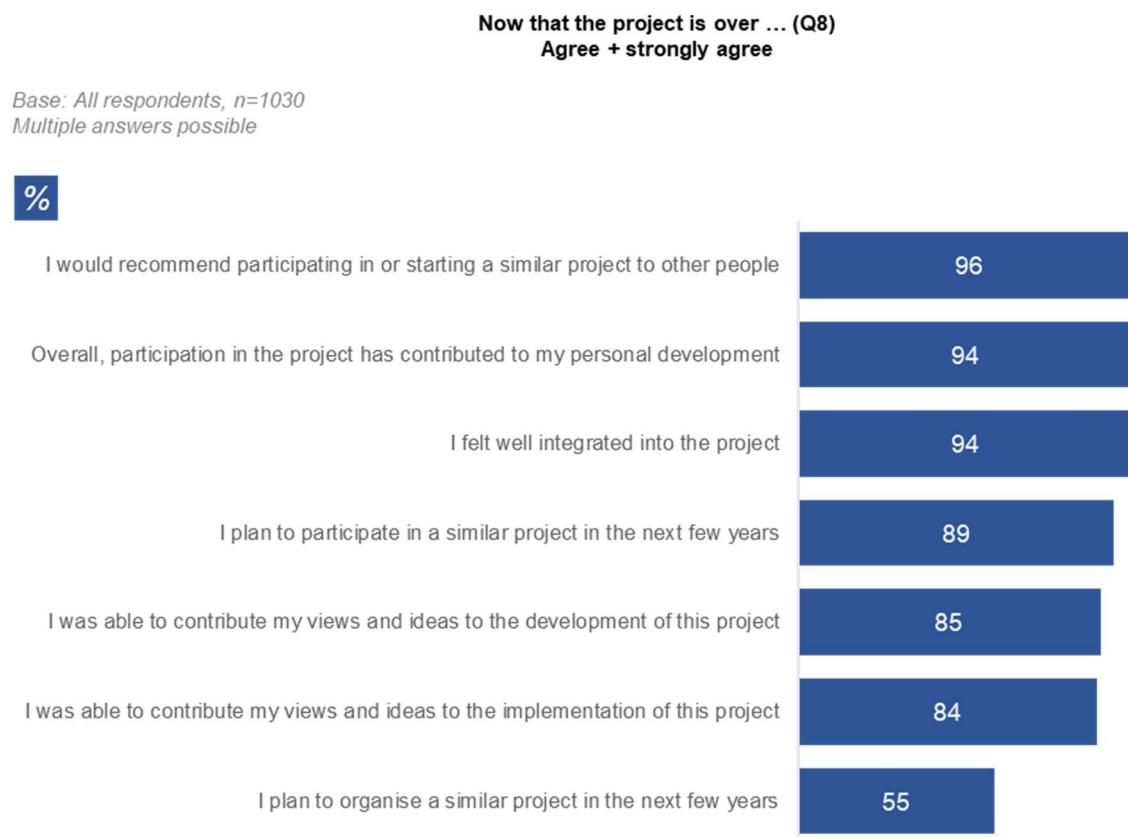
		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
<i>n=</i>	<b>1030</b>	553	27	33	367
... to have new experiences	<b>83</b>	87	100	70	79
... to get in contact with people from other cultural backgrounds or countries	<b>75</b>	82	78	36	70
... for my personal development	<b>73</b>	74	93	52	74
... to learn something new	<b>70</b>	75	67	52	67
... to develop my foreign language skills	<b>57</b>	64	70	30	48
... to get to know another country	<b>55</b>	64	74	39	43
... I was interested in the project topic	<b>55</b>	49	44	48	66
... to challenge myself	<b>45</b>	46	67	39	43
... to prepare for future activities	<b>41</b>	33	37	36	55
... for my professional development	<b>39</b>	28	37	48	57
... to have fun	<b>32</b>	41	41	18	19
... to improve my knowledge about Europe	<b>28</b>	30	26	24	26
... to become involved in social or political issues	<b>27</b>	27	11	36	27
... to increase my job chances	<b>18</b>	15	19	18	22
... because someone encouraged me to do so	<b>9</b>	8	4	21	9
... other reasons	<b>5</b>	7	7	15	3

Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

## General Evaluation of the Project

In general it can be observed that young people are very satisfied with their participation in projects – the absolute majority have expressed high evaluation on all aspects included in the questionnaire. 96% agree that would recommend participating in or starting a similar project to other people, 94% - that the participation in the project has contributed to their personal development, 94% - that they felt well integrated into the project. In addition - young people were not only participants but also were

engaged in activities with their own ideas and proposals, including 55% of young people plan to organise a similar project in the next few years. These data suggest that young people in projects gain not only personal experience and new contacts, but are motivated to be active and to implement their own projects as project leaders.



In the breakdown of the project types it can be observed that there are some differences. Those who have been involved in the activities of the Structured Dialogue, relatively less (82% (although that is still quite often)) indicated that plan to participate in a similar project in the next few years and that plan to organise a similar project (45%), at the same time explicitly more often (91%) comparing to other projects these participants point that they were able to contribute their views and ideas to the development of the particular project. Participants of EVS projects explicitly more often evaluated that the participation in a project contributed to their personal development (100%), but less - that plan to organise similar project in the next few years (44%). Mobility of youth workers and TCA project participants expressed more often than other project types that they plan to organise a similar project in the near future (64%).



**Now that the project is over ... (Q8)**  
**Agree + strongly agree**

*Base: All respondents, see 'n' in the table.  
Multiple answers possible*

		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
<i>n=</i>	<b>1030</b>	553	27	33	367
I would recommend participating in or starting a similar project to other people	<b>96</b>	94	100	94	98
Overall, participation in the project has contributed to my personal development	<b>94</b>	92	100	97	97
I felt well integrated into the project	<b>94</b>	93	96	91	96
I plan to participate in a similar project in the next few years	<b>89</b>	89	85	82	91
I was able to contribute my views and ideas to the development of this project	<b>85</b>	84	81	91	86
I was able to contribute my views and ideas to the implementation of this project	<b>84</b>	81	89	85	87
I plan to organise a similar project in the next few years	<b>55</b>	51	44	45	64

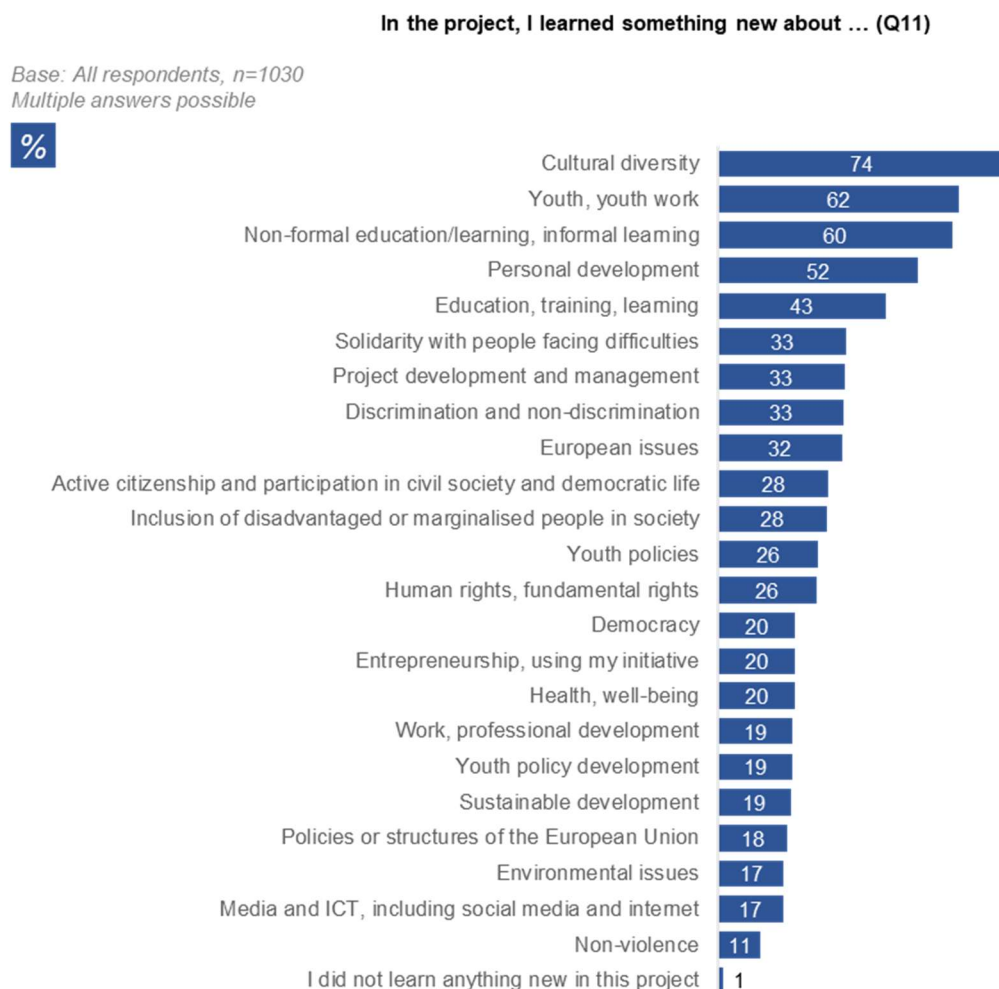
Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

## Learning in the Project and Competence Development

Although not all the Erasmus+ Youth in action projects are directed specifically on training, every project includes training components as projects are designed with the principle of non-formal education and informal training, consequently – the participation in the project itself provides acquiring new competences and skills indirectly. The survey data show that in the projects most of young people learned something new about cultural diversity (74%), youth work (62%), non-formal education and informal learning (60%). About half of young people evaluate that learned something about personal development, but 43% - about education, training, learning. Also all other topics included in the questionnaire are mentioned as learned in their projects by 1/5 - 1/3 young people. Besides - on average each respondent named 3 different topics, therefore each project contributes not only acquiring one particular skill, but foster more complex acquiring of skills.

Relatively less young people pointed that they have learned skills such as non-violence (only 11%), media and ICT (17%), environmental issues (17%), policies or structures of the European Union

(18%), sustainable development (19%), youth policy development (19%) and professional development (19%).



Figures of acquired skills in the breakdown of the project types are demonstrated in the table – differences show various aspects of the project types. Namely, for example, youth exchange and structured dialogue projects are different for themselves, hence also acquires skills differ there. At the same time it can be observed – even in projects that are different in content young people are acquiring very various and diverse skills. Therefore we can say that all projects have multilateral and complex impact on the target groups of young people acquiring new skills.



### In the project, I learned something new about ... (Q11)

Base: All respondents, see 'n' in the table.

Multiple answers possible

		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
	<b>All</b>				
<i>n=</i>	<b>1030</b>	<b>553</b>	<b>27</b>	<b>33</b>	<b>367</b>
Cultural diversity	<b>74</b>	80	89	48	70
Youth, youth work	<b>62</b>	57	74	58	71
Non-formal education/learning, informal learning	<b>60</b>	52	67	48	73
Personal development	<b>52</b>	50	59	39	54
Education, training, learning	<b>43</b>	38	37	48	52
Solidarity with people facing difficulties	<b>33</b>	31	37	39	36
Project development and management	<b>33</b>	28	41	45	38
Discrimination and non-discrimination	<b>33</b>	33	15	30	35
European issues	<b>32</b>	32	11	30	34
Active citizenship and participation in civil society and democratic life	<b>28</b>	26	15	45	32
Inclusion of disadvantaged or marginalised people in society	<b>28</b>	23	33	27	36
Youth policies	<b>26</b>	22	11	55	31
Human rights, fundamental rights	<b>26</b>	26	19	33	26
Democracy	<b>20</b>	20	15	42	20
Entrepreneurship, using my initiative	<b>20</b>	17	26	18	23
Health, well-being	<b>20</b>	23	30	6	16
Work, professional development	<b>19</b>	14	33	18	28
Youth policy development	<b>19</b>	17	15	39	21
Sustainable development	<b>19</b>	14	22	9	24
Policies or structures of the European Union	<b>18</b>	16	15	48	19
Environmental issues	<b>17</b>	20	19	12	13
Media and ICT, including social media and internet	<b>17</b>	16	37	15	18
Non-violence	<b>11</b>	11	4	6	12
I did not learn anything new in this project	<b>1</b>	2	0	0	1

Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

Assessing of acquisition of particular competences, the vast majority of young people in the survey indicate that have improved nearly all the competences included in the questionnaire. In particular – to communicate with people who speak another language (94%), to get along with people who have a different cultural background (93%), to cooperate in a team (93%), to negotiate joint solutions when there are different viewpoints (90%). In terms of competences it can be observed that young people indicate on average 5 competences each. In this respect also we can say that the Erasmus+ projects

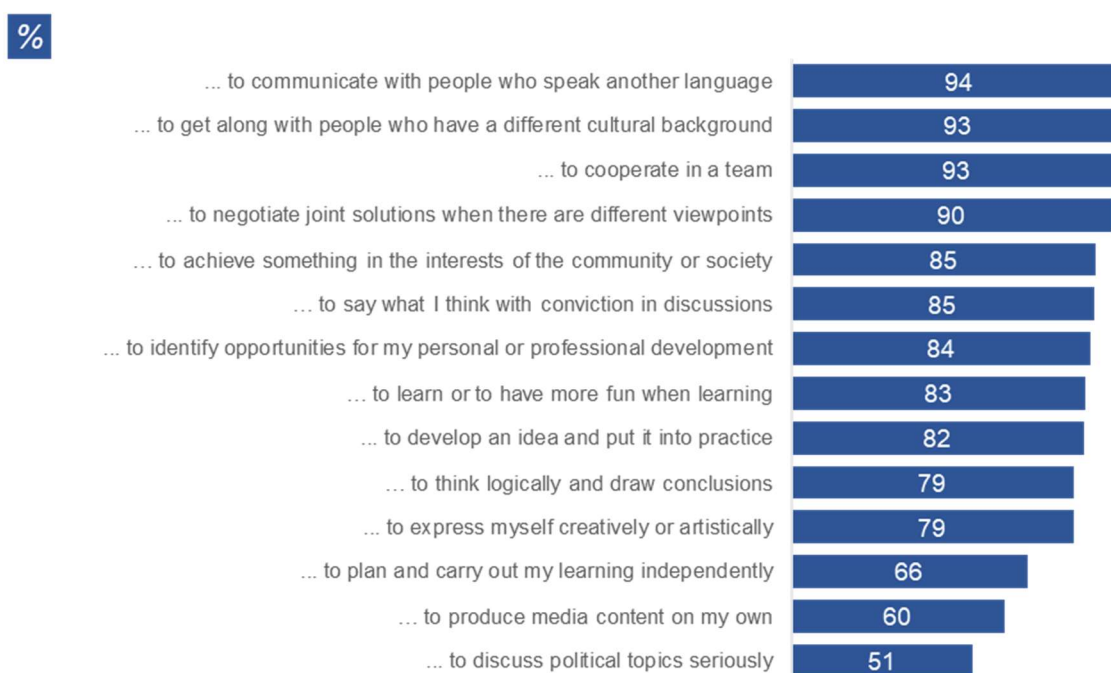
improve young people's skills and competences versatily and complexly, not just on single or on some aspects.

Relatively less commonly (but also more than half of the cases) young people indicate that improved their competence to discuss political topics seriously (51%), to produce media content on their own (60%), to plan and carry out their learning independently (66%).

In the breakdown of the types of the projects it is observed that those who are involved in EVS projects less commonly mentioned that have acquired different competences. While structured dialogue participants relatively more indicate that the project improved their ability to achieve something in the interests of the community or society (91%, while in the sample as a whole it is indicated by 85% of young people), to produce media content on their own (respectively - 67% and 60%), as well as to discuss political topics seriously (82% and 51%). Participants in mobility of youth workers and TCA projects relatively more often than those who are involved in other projects indicate that they have improved their ability to have more fun when learning (88% and 83%), to plan and carry out their learning independently (74% and 66%).

**Through my participation in this project I improved my ability ... (Q12\_Q13)**  
**Agree + strongly agree**

*Base: All respondents, n=1030*  
*Multiple answers possible*



**Through my participation in this project I improved my ability ... (Q12\_Q13)**  
**Agree + strongly agree**

Base: All respondents, see 'n' in the table.  
Multiple answers possible

		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
	<b>All</b>				
<i>n=</i>	<b>1030</b>	553	27	33	367
... to communicate with people who speak another language	<b>94</b>	94	96	82	95
... to get along with people who have a different cultural background	<b>93</b>	93	93	76	96
... to cooperate in a team	<b>93</b>	93	85	88	93
... to negotiate joint solutions when there are different view points	<b>90</b>	89	81	85	92
... to achieve something in the interests of the community or society	<b>85</b>	83	78	91	89
... to say what I think with conviction in discussions	<b>85</b>	84	81	82	87
... to identify opportunities for my personal or professional development	<b>84</b>	83	74	82	88
... to learn or to have more fun when learning	<b>83</b>	80	81	79	88
... to develop an idea and put it into practice	<b>82</b>	80	74	85	87
... to think logically and draw conclusions	<b>79</b>	78	74	82	82
... to express myself creatively or artistically	<b>79</b>	81	74	64	79
... to plan and carry out my learning independently	<b>66</b>	63	59	67	74
... to produce media content on my own	<b>60</b>	60	52	67	60
... to discuss political topics seriously	<b>51</b>	49	44	82	52

Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

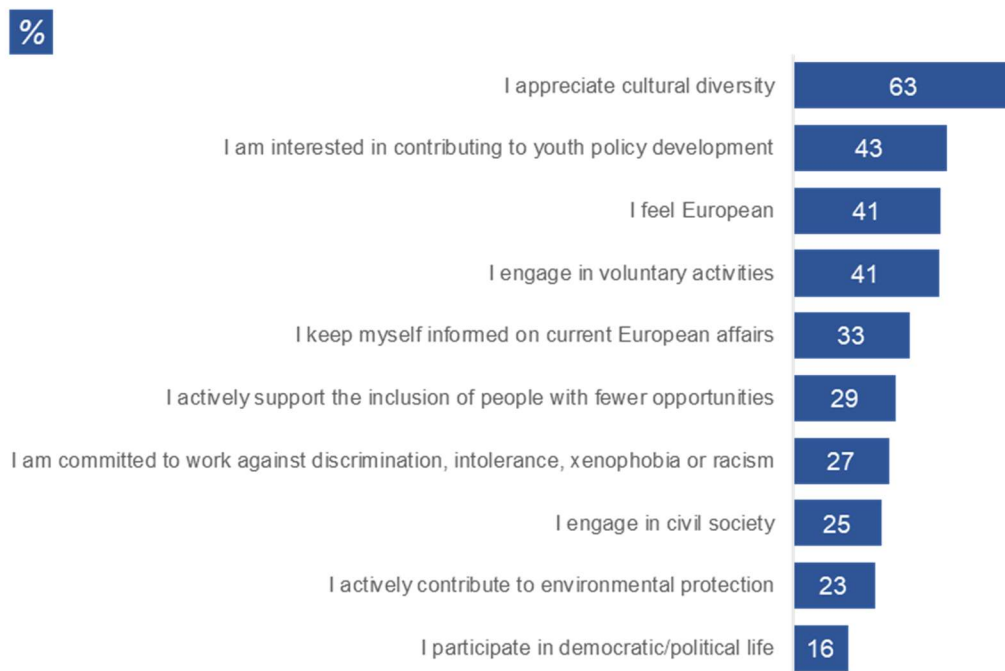
## Project Impact

Within the questionnaire young people were also asked to assess the impact of projects in personal terms. In general it can be observed that participation in projects affected how young people appreciate cultural diversity - it is pointed by 63% of the respondents, and the data in the previous chapters also demonstrates that. Relatively large part of project participants indicate that thanks to the participation in projects they are interested in contributing to youth policy development (43%), that they feel European (41%), that engage themselves in voluntary activities (41%). Participation in projects affected less young people's desire to engage in civic society (25%), to contribute to environmental protection (23%), and to participate in democratic/ political life (16%).

In the breakdown of the types of the projects it can be observed that those who are involved in EVS projects explicitly less than in another project types point various project impact aspects included in the questionnaire. While those who were participants of structured dialogue projects explicitly more often claim that they carry out activities included in the questionnaire more often than prior the project.

**How did the project affect you in the end? (Q14)**  
**More than before the project**

*Base: All respondents, n=1030*  
*Multiple answers possible*



**How did the project affect you in the end? (Q14)**  
**More than before the project**

*Base: All respondents, see 'n' in the table.  
Multiple answers possible*

		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
<i>n=</i>	<b>1030</b>	553	27	33	367
I appreciate cultural diversity	<b>63</b>	66	67	42	61
I am interested in contributing to youth policy development	<b>43</b>	39	22	49	52
I feel European	<b>41</b>	41	41	42	43
I engage in voluntary activities	<b>41</b>	42	33	61	40
I keep myself informed on current European affairs	<b>33</b>	31	19	49	37
I actively support the inclusion of people with fewer opportunities	<b>29</b>	27	15	39	33
I am committed to work against discrimination, intolerance, xenophobia or racism	<b>27</b>	25	44	39	27
I engage in civil society	<b>25</b>	24	30	46	26
I actively contribute to environmental protection	<b>23</b>	24	15	33	22
I participate in democratic/political life	<b>16</b>	15	4	42	15

Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

Most of project participants also mention that got to know people from other countries whom they are still in contact with (85%), that intend to continue the contact with networks that are established through project (82%), that are better able to move around on their own in other countries (77%) and that have established contacts with people in other countries which are useful for involvement in social or political matters (74%). About a half of project participants (52%) mention that intend to become a member of a political or social movement, association or organisation.

The analyses of the project types demonstrates that the various aspects included in the questionnaire are more evident among participants of EVS and mobility of youth workers, and TCA activities. This can be explained by the fact that these activities are related to traveling to other countries and contacting peers in other countries, while the structured dialogue activities are local measures. But structured dialogue participants express more frequently than others that they intend to become a member of a political or social movement, association or organization.

**To what extent do you agree or disagree with the following statements as a result of the project? (Q15)**  
**Agree + strongly agree**

Base: All respondents, n=1030  
Multiple answers possible



**To what extent do you agree or disagree with the following statements as a result of the project? (Q15)**  
**Agree + strongly agree**

Base: All respondents, see 'n' in the table.  
Multiple answers possible

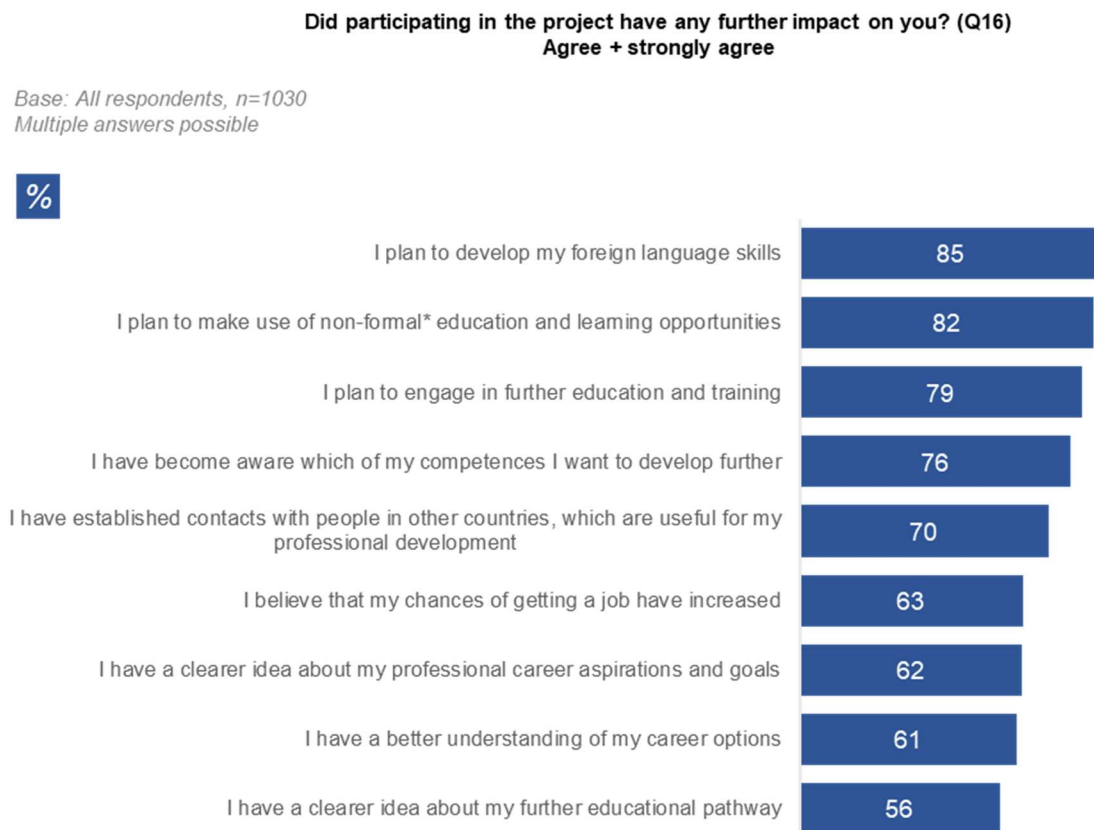
		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
	<b>All</b>				
	<i>n= 1030</i>	553	27	33	367
I got to know people from other countries who I am still in contact with	<b>85</b>	84	89	52	92
I intend to continue the contact with networks I have established through the project	<b>82</b>	78	89	79	88
I am now better able to move around on my own in other countries	<b>77</b>	78	89	67	78
I have established contacts with people in other countries, which are useful for my involvement in social or political issues	<b>74</b>	70	85	61	81
I intend to develop joint activities or projects with people I got to know through the project	<b>69</b>	64	56	61	78
I intend to go abroad to study, work, do a work placement (an internship) or live there	<b>67</b>	69	100	64	64
I intend to become a member of a political and/or social movement, association or organisation	<b>52</b>	49	44	61	55

Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.



85% of project participants plan to develop their foreign language skills, 82% plan to make use of non-formal education and learning opportunities, 79% plan to engage in further education and training, and 76% became aware which of their competences they want to develop further. These data suggest that projects also have a long-term effect on the future educational and professional pathway of participants.

More explicitly it is observed within the mobility of youth workers and TCA activities.



**Did participating in the project have any further impact on you? (Q16)**  
**Agree + strongly agree**

*Base: All respondents, see 'n' in the table.*  
*Multiple answers possible*

		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
	<b>All</b>				
<i>n=</i>	<b>1030</b>	553	27	33	367
I plan to develop my foreign language skills	<b>85</b>	84	96	85	87
I plan to make use of non-formal education and learning opportunities	<b>82</b>	79	81	79	90
I plan to engage in further education and training	<b>79</b>	75	74	85	86
I have become aware of which of my competences I want to develop further	<b>76</b>	72	85	76	84
I have established contacts with people in other countries, which are useful for my professional development	<b>70</b>	66	59	48	79
I believe that my chances of getting a job have increased	<b>63</b>	59	74	64	70
I have a clearer idea about my professional career aspirations and goals	<b>62</b>	57	52	79	71
I have a better understanding of my career options	<b>61</b>	56	52	76	70
I have a clearer idea about my further educational pathway	<b>56</b>	51	67	67	63

Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

If the data about project impact are compared with previously analysed data in relation to what motivated young people to participate in the projects, then it can be observed that, first of all, young people's benefits from participation in the projects fully correspond to their expectations (motivations), and, secondly, the benefits are wider in scope than the initial expectations and also includes such aspects that young people did not expect before. For example, although motivation for participation have been more related to the acquisition of new, interesting personal experiences, the benefits are not only personal, but also related to the professional and educational development, as well as the increase of social and political activity.

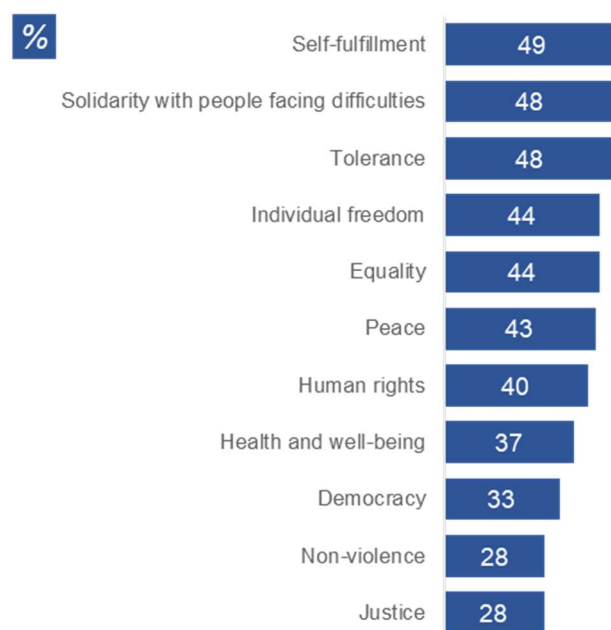


The data also show that the participation in projects develops and strengthens young people's democratic values. Self-fulfilment, solidarity with people facing difficulties, and tolerance – those are topics that became more important after the project to approximately half of all participants. More important have become topics such as individual freedom (44%), equality (44%), peace (43%), and human rights (40%). Relatively less young people mention that after the project such topics as justice (28%) and non-violence (28%) have become important – most likely it can be explained by the fact that the project subject and content have not been focused directly on promotion of these values.

In the breakdown of the projects types it could be observed that after the project implementation various topics became highly important to those who participated in the EVS and structured dialogue activities.

**As a result of participating in the project, the following topics to me have ... (Q23)  
Become more important**

*Base: All respondents, n=1030  
Multiple answers possible*



**As a result of participating in the project, the following topics to me have ... (Q23)**  
**Become more important**

Base: All respondents, see 'n' in the table.  
 Multiple answers possible

		Project type			
		Youth Exchange	EVS	'Structured Dialogue'	Mobility of Youth Workers* or a TCA
	<b>All</b>				
<i>n=</i>	<b>1030</b>	553	27	33	367
Self-fulfillment	<b>49</b>	47	56	46	54
Solidarity with people facing difficulties	<b>48</b>	49	70	46	47
Tolerance	<b>48</b>	49	48	46	47
Individual freedom	<b>44</b>	44	56	52	44
Equality	<b>44</b>	42	67	49	45
Peace	<b>43</b>	44	52	46	41
Human rights	<b>40</b>	41	37	58	41
Health and well-being	<b>37</b>	36	44	42	37
Democracy	<b>33</b>	30	30	46	36
Non-violence	<b>28</b>	28	30	27	31
Justice	<b>28</b>	30	19	46	26

Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

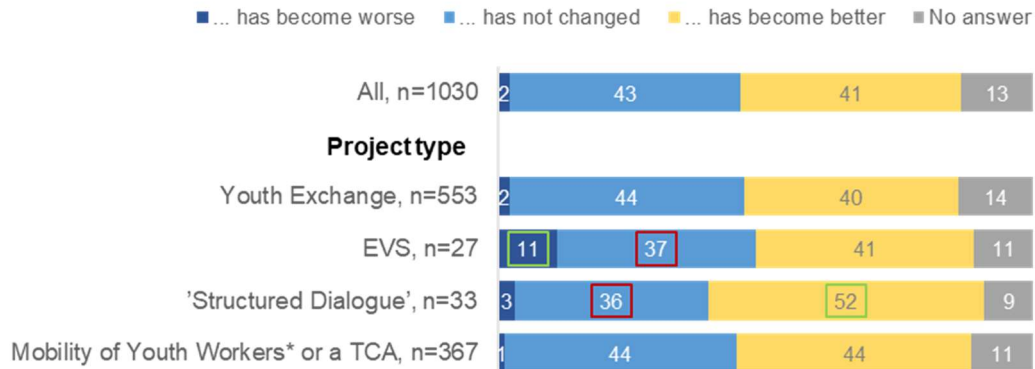
## Image of European Union

41% of project participants evaluate that the way they perceive the European Union has become better than before the participation in the project, and 43% - it has not changed. Only 2% argue that it has become worse than prior the project.

In the breakdown of the project types it can be observed that the image of the European Union has improved particularly among those who have participated in the structured dialogue activities, but the proportion of project participants who mention that the image of the European Union has become worse, is relatively larger among those who have been involved in EVS activities (11%).

### The way I perceive the European Union now ... (Q22)

Base: All respondents, see 'n' in the chart



Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

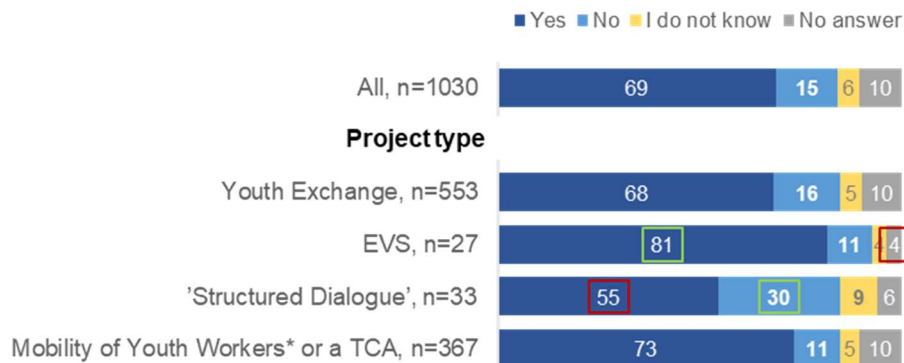
## Youthpass

Youthpass is a part of the European Commission's strategy to foster the recognition of non-formal learning. It is available for projects funded by Erasmus+ Youth in Action (2014-2020) and Youth in Action (2007-2013) Programmes. All participants of the projects approved in the framework of these programmes are entitled to receive a Youthpass certificate, and thus obtaining recognition for their non-formal learning outcomes.

69% of respondents have Youthpass certificate and 95% from them have received it as part of the Erasmus+ project. Explicitly higher proportion of those have Youthpass certificate are among participants of EVS (81%) and mobility of youth workers and TCA (73%) activities, but the relatively lower (55%) – among structured dialogue participants.

### Do you have a Youthpass certificate? (Q26)

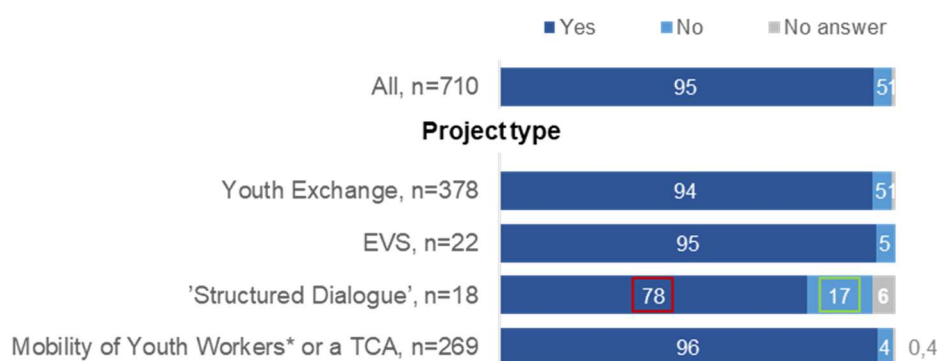
Base: All respondents, see 'n' in the chart



Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

**Did you receive a Youthpass certificate as part of the project you are being asked about? (Q27)**

Base: Those who have Youthpass certificate, see 'n' in the chart

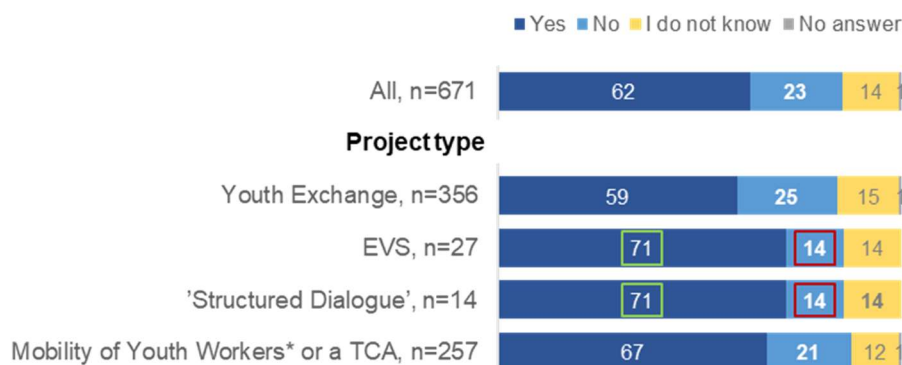


Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

62% of those who received Youthpass certificate as a part of the project have been involved in reflection or self-assessment related to issuing the Youthpass certificate. This indicator is significantly higher among the participants of EVS and structural dialogue (71%).

**Have you been involved in any reflection or self-assessment related to issuing the Youthpass certificate for this project? (Q28)**

Base: Those who receive a Youthpass certificate as part of the project, see 'n' in the chart

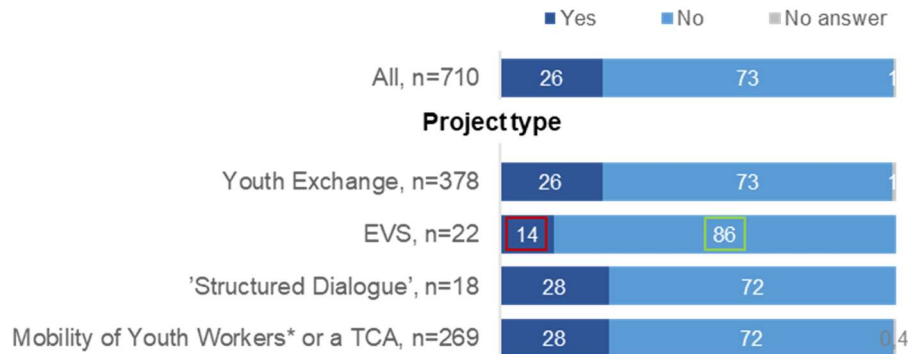


Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

Only 26% of those who have Youthpass certificate have used it (for job application, application for the internship, etc.). From those who have used Youthpass 58% assess that it was appreciated where it was presented, and 68% think that Youthpass was helpful.

**Have you used your Youthpass certificate for anything? E.g., for a job application, an application for an internship, a course, studies etc. (Q30)**

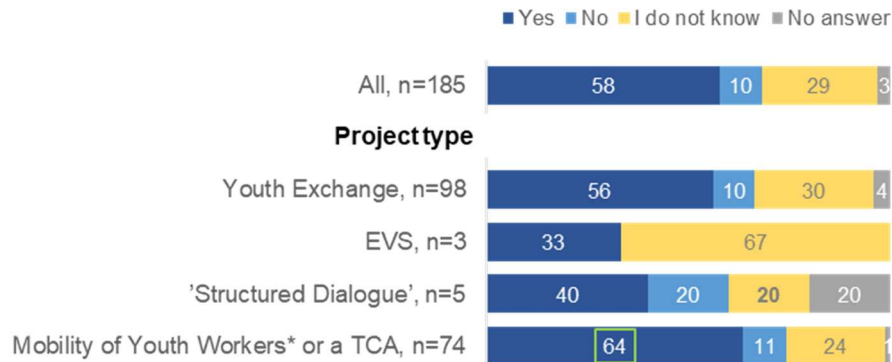
Base: Those who have Youthpass certificate, see 'n' in the chart



Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

**Do you think that the Youthpass certificate was appreciated in the context where you presented it? (Q31)**

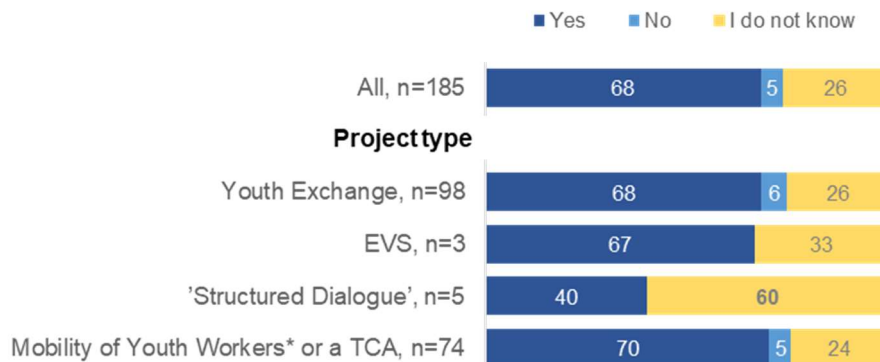
Base: Those who have used Youthpass certificate for anything, see 'n' in the chart



Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

**Do you think that the Youthpass certificate was helpful? E.g., in getting a job or being accepted for an internship, a course or studies you had applied for? (Q32)**

Base: Those who have used Youthpass certificate for anything, see 'n' in the chart



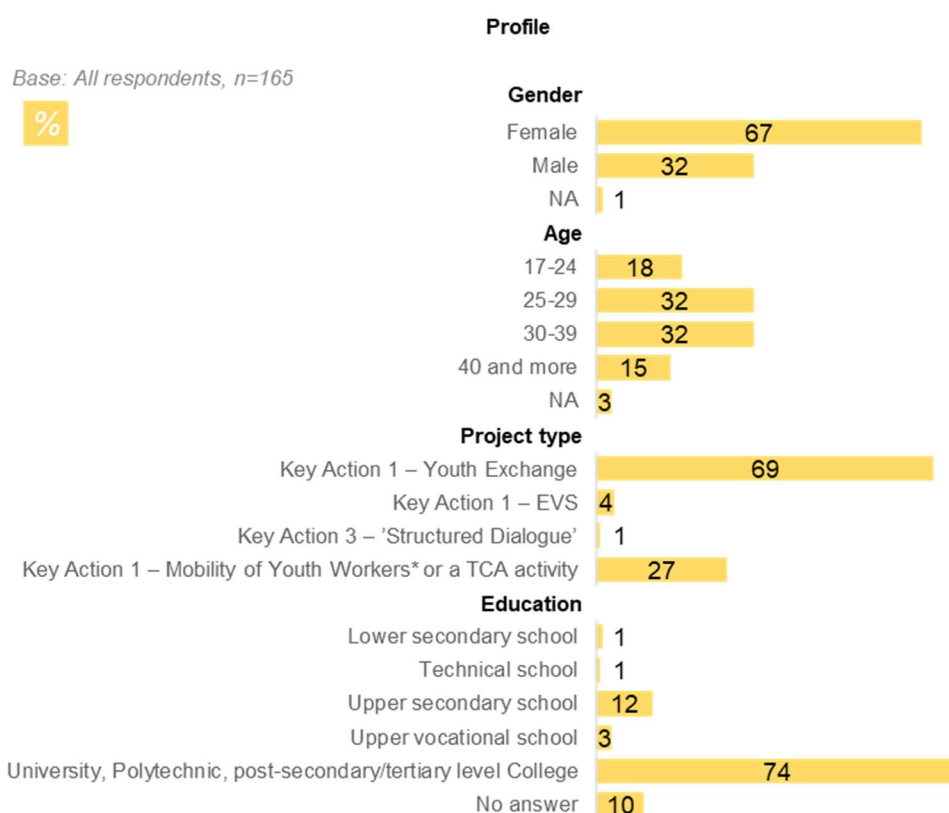
Note: Those categories, where data are statistically significantly higher than in the sample as a whole, are marked with green, those categories, where data are statistically significantly lower than in the sample as a whole, are marked with orange.

## THE PERSPECTIVE OF THE PROJECT LEADERS

The perspective of the project participants (results analysed in the previous chapters) presents self-evaluations of the participants themselves. These evaluations are subjective and, of course, do not always reflect objective reality. That is why the project leaders are very important to provide kind of external perspective. They are the ones who contribute to the design and implementation of projects directly and to a large extent may assess the project impact on project participants. Therefore within RAY MON the questionnaire was carried out among the project leaders' target group, in order to 'check' the assessments of project participants and to supplement them with external assessment.

### Profile of the Project Leaders

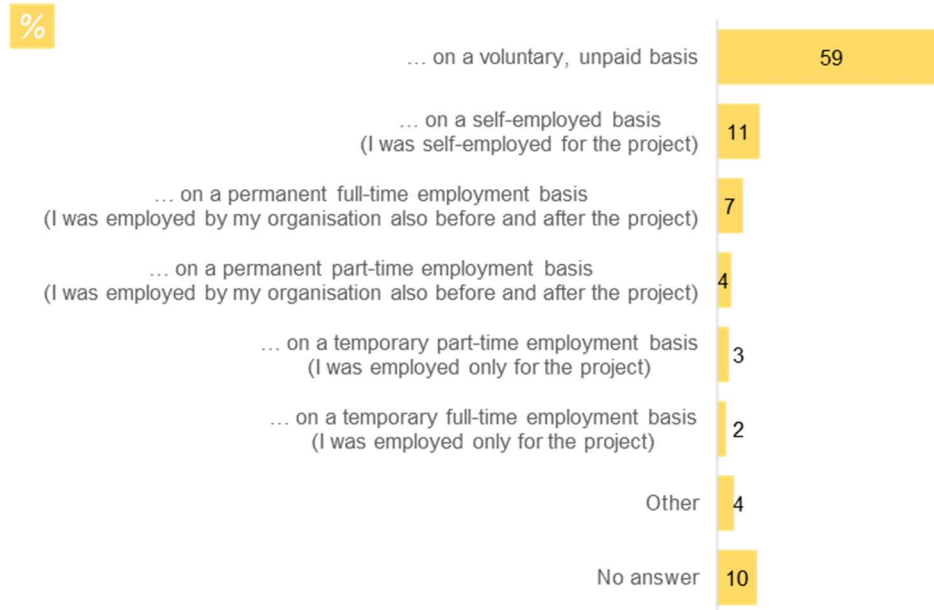
Different age groups are represented in the project leaders target group - 18% are 17-24 old, 32% – 25-29 old, 32% – 30-39 old, and 15% – over 40 years of age. Majority – 69% – the survey respondents represent youth exchange activities, 27% – mobility of youth workers and TCA activities. Absolute majority has higher education.



59% of the project leaders were involved in projects on voluntary, unpaid basis, 11% - on a self-employed basis, 16% - on full or part-time employment basis.

### I was involved in this project ... (Q26)

Base: All respondents, n=165  
Multiple answers possible



47% of project leaders have participated in youth projects previously as project leaders, 39% - as project participants. 27% of project leaders haven't participated previously in youth projects. These data points to two important aspects – project participants often become later project leaders (confirming that acquired skills in projects allow to take the initiative to organise and to implement projects themselves); projects attract new participants widening the circle of existing active project participants.

### 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)? (Q31)

Base: All respondents, n=165



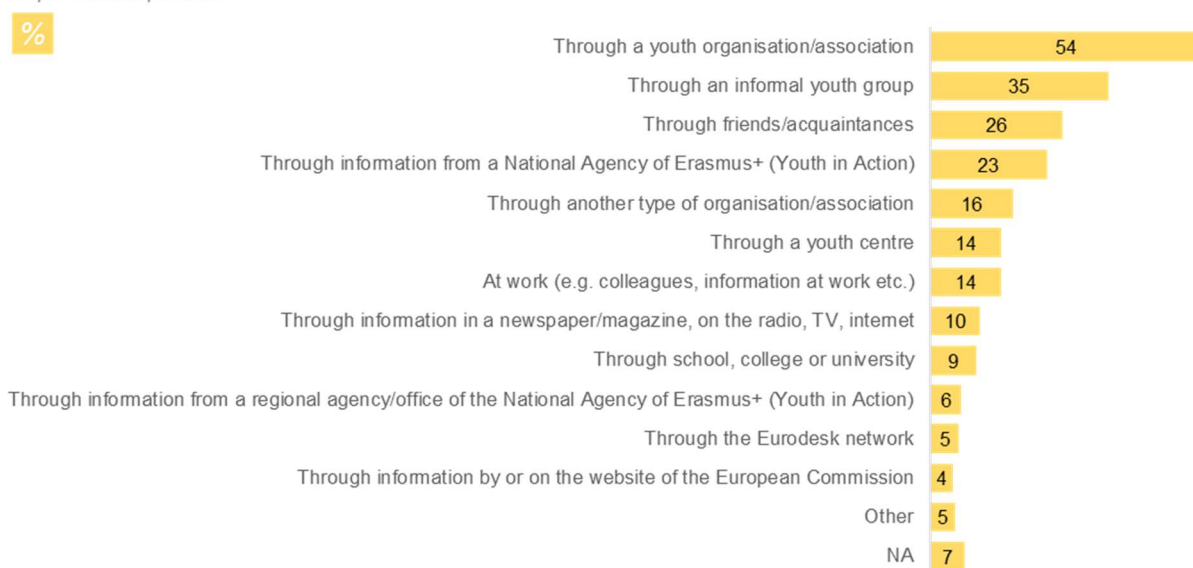
## Information Sources

Project leaders learned about Erasmus+: Youth in Action projects through a youth organisations/ associations (54%), through an informal youth groups (35%), through friends and acquaintances (26%), and also through information from a National Agency (23%). These data demonstrate that the National Agency as the information source is more important and active in youth leaders target group than in project participants target group, where only 5% pointed the National Agency as their information source.

### Q29. I learned about the Erasmus+: Youth in Action Programme (or an earlier EU youth programme) in the following way: (Q29)

Base: All respondents, n=165

Multiple answers possible



## Project and Programme Objectives

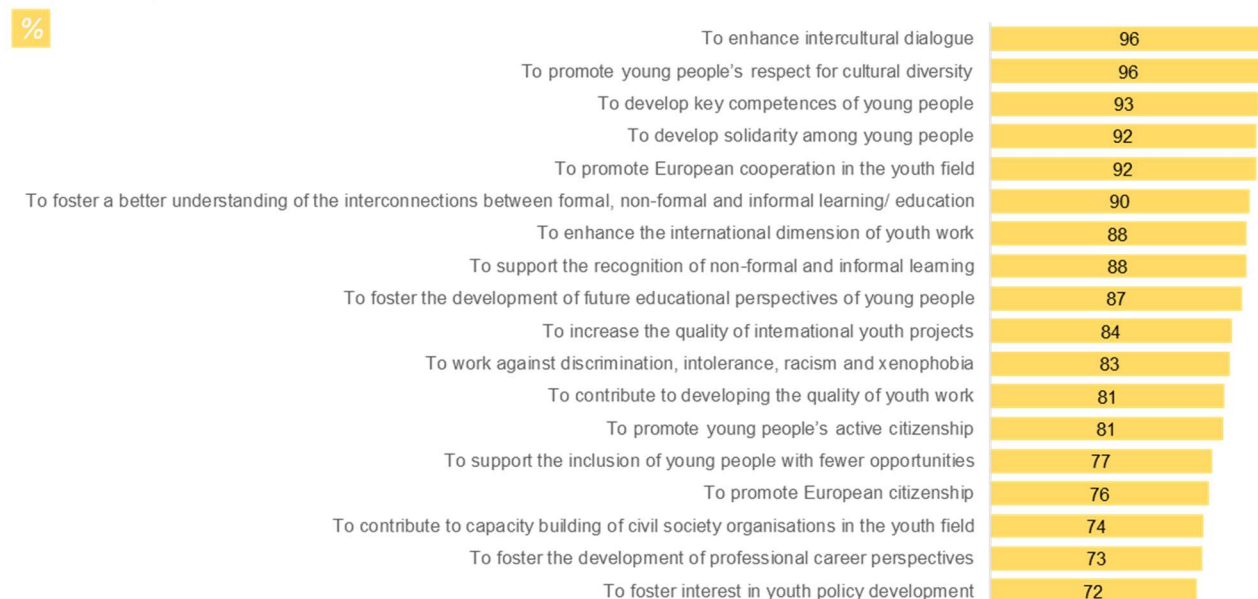
The questionnaire included 18 different programme objectives in total and majority of project leaders assess that their implemented projects have contributed to achieving all these objectives. Assessments are particularly high for such objectives as to enhance intercultural dialogue (96%), to promote young people's respect for cultural diversity (96%), to develop key competences of young people (93%), to develop solidarity among young people (92%), to promote European cooperation in the youth field (92%), to foster a better understanding of the interconnections between formal, non-formal, and informal learning/ education (90%). These data fully coincide with the project participants' assessments – there cultural diversity and intercultural dialogue were also identified as one of the most important project impacts.

The data also show that each implemented project had contributed to different and many objectives – consequently implemented projects have had diverse and complex effects. And this observation fully coincides with the project participants' self-evaluations.



**The project contributed to the following objectives of the Erasmus+: Youth in Action Programme: (Q8-Q9)**  
**Agree + strongly agree**

Base: All respondents, n=165  
 Multiple answers possible



## Effect of Project on Participants

Project participants' self-assessments indicate highly positive impacts and competence development (data analysed in the previous chapters), and project leaders' evaluations confirm that. 87% of project leaders noticed that during and after project implementation participants appreciate cultural diversity more, 83% - that young people are more self-confident, 82% - that they intend to develop joint activities or projects with people they got to know through the project, 82% - plan to engage in further education and training, 82% - know their strengths and weaknesses better.

It should be emphasized that a large part of these aspects of the project leaders' estimates are significantly higher than the project participants' self-evaluations. For example, 41% of the project participants evaluated that feel more European, while 73% of the project leaders have assessed such project impact on the target group, and 63% project participants evaluate that appreciate cultural diversity more, while 87% project leaders have observed such project impact on the target group. It indirectly demonstrates that young people not always fully realize and can appreciate all benefits of project activities for themselves personally.

**Which of the following effects of the project on the participants did you notice or hear about?  
As a result of the project participants ... (Q10)  
Agree + strongly agree**

*Base: All respondents, n=165  
Multiple answers possible*



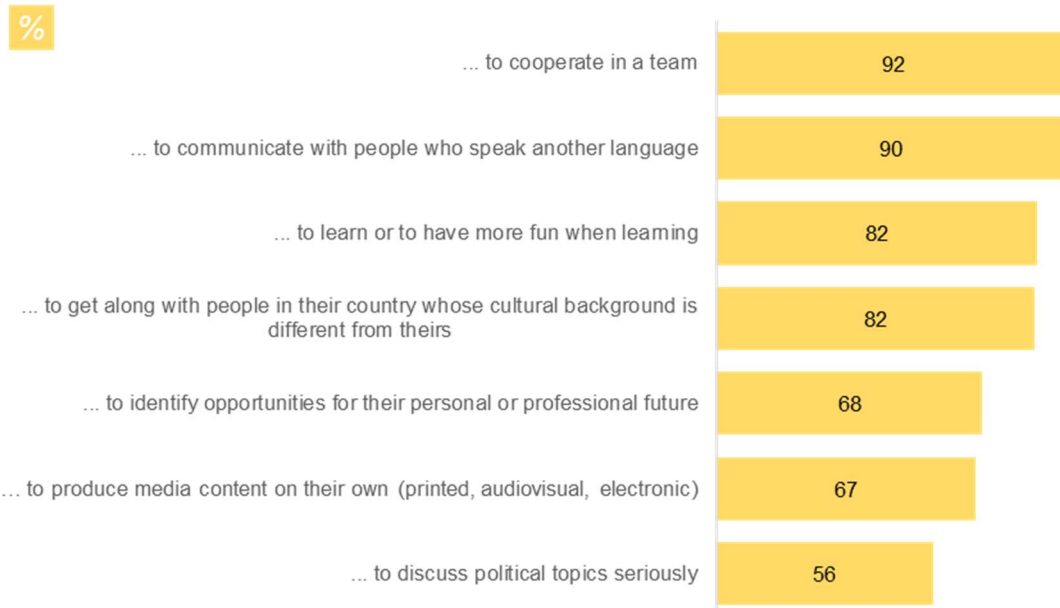
## Competence and Skill Development of Participants

When evaluating different skills that participants developed through participation in the projects, the project leaders most often affirm that young people obtain such skills as to cooperate in a team (92%), to communicate with people who speak another language (90%), to learn or to have more fun when learning (82%), to get along with people in their country whose cultural background is different from theirs (82%). Relatively less commonly project leaders mentioned that young people improved their ability to discuss political topics seriously (56%).

These data almost precisely match the assessment of the project participants, once again demonstrating the highly positive effect of the participation in projects on young people's individual self-development.

**Which of the following skills did the participants develop through their participation in the project?**  
**The participants have learned better ... (Q11)**  
**Agree + strongly agree**

*Base: All respondents, n=165*  
*Multiple answers possible*



## Impact on Project Leaders

Being a project leader in a project is also a learning process. The preparation, implementation and evaluation of each project offer learning opportunities to all parties involved, including project leaders. As a part of the RAY MON survey, the project leaders were asked to evaluate their own learning processes and comment on the impact of being a project leader on their self-development.

Similar to the project participants, project leaders assess their benefits throughout the participation in projects highly positively. Project leaders evaluate that through involvement in projects they have improved their ability to get along with people who have a different cultural background (96%), to communicate with people who speak another language (96%), to say what they think with conviction in discussions (95%), to negotiate joint solutions when there are different viewpoints (93%).

Project leaders also evaluate that after being involved in projects they appreciate cultural diversity more than before (61%), are interested in contributing to youth policy development (48%), and feel more European (42%).

In some other various aspects project leaders also evaluate their benefits explicitly positively. It should be emphasized that project impacts are not only personal, but also professional and social, political. It is observed that also in such regard projects have a positive impact not only on project participants, but also on project leaders.

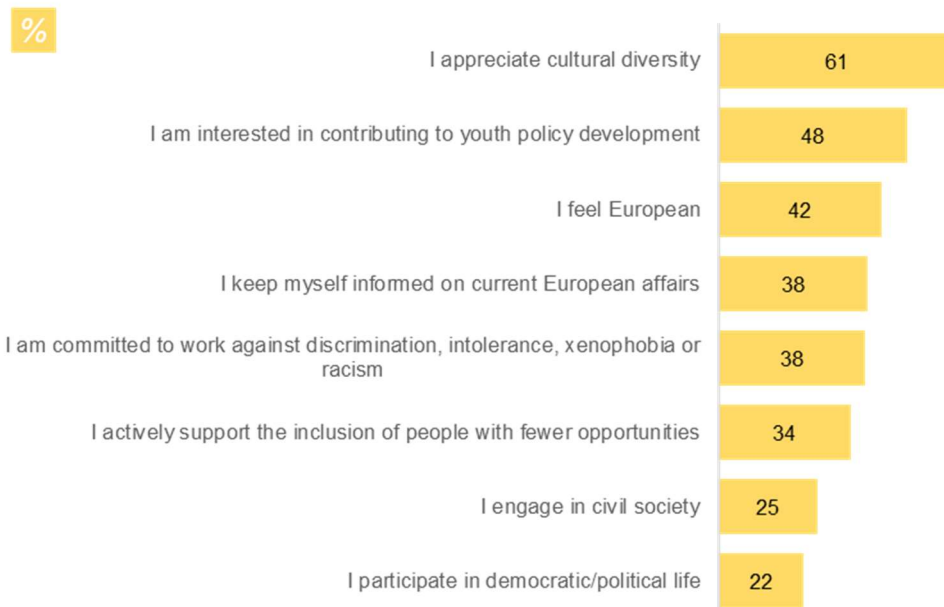
**Through my involvement in this project I have improved my ability ... (Q12\_Q13)**  
**Agree + strongly agree**

Base: All respondents, n=165  
 Multiple answers possible



**What effect did your involvement in the project have on you? (Q14)**  
**More than before the project**

Base: All respondents, n=165  
 Multiple answers possible



**To what extent do you agree or disagree with the following statements as a result of the project? (Q15)**  
**Agree + strongly agree**

Base: All respondents, n=165  
 Multiple answers possible



**Please indicate the effects of your participation in this project on your work/involvement in the youth field:**  
**(Q16\_Q17\_Q18)**  
**Agree + strongly agree**

Base: All respondents, n=165  
 Multiple answers possible

%	I have learned better to deal with unexpected situations in educational activities with young people	90
	I have learned better how to work in an international team	90
	I have learned something which I intend to use in my work/involvement with young people	88
	I have learned better how to choose, modify or develop adequate methods for working with young people	87
	I now understand the concept of non-formal education and learning better	86
	I have learned how to better develop and implement an international youth project	85
	I have learned more about how to actively involve young people in the preparation and implementation of projects	85
	I have already applied knowledge and skills acquired during the project in my work/involvement in the youth field	85
	I have improved my skills to design an activity/project for young people based on their interests and learning needs	85
	I am now better able to deal with ambiguity and tensions in my engagement in the youth field	85
	I have established contact with youth workers/leaders in other countries who I intend to develop a project with	85
	I am now involved in partnerships or networks providing opportunities for future cooperation in the youth field	85
	I have improved my skills for the assessment of learning outcomes and competence development in/through (international) youth work	84
	I have learned more about how to foster non-formal learning in youth work	82
	I now understand the connections between formal, non-formal and informal education and learning better	79
	If relevant I now consider how to include an international dimension in my work with young people	79
	I am better equipped to assure the quality of a youth project I am organising	79
	I now plan to develop my youth work competences through adequate education and training activities	79
	I now better understand how I can contribute to youth policy development	73
	I am now better able to acquire financial support for activities involving young people	72
	I now know more about the content of youth policies at European level	69

## KOPSAVILKUMS (latviešu valodā)

### Par RAY tīklu

Eiropas pētniecības sadarbības tīkls "Pētījumos balstīta analīze un monitorings Erasmus+: Jaunatne darbībā aktivitātēm" (saīsināti – RAY) iekļauj 31 Eiropas Savienības valsts Nacionālās aģentūras un to pētnieciskos partnerus. RAY tīkla mērķis ir analizēt Erasmus+: Jaunatne darbībā projektu īstermiņa un ilgtermiņa ietekmi uz to tiešajām un netiešajām mērķgrupām, kā arī jauniešiem un sabiedrību kopumā, lai tādējādi sniegtu ieguldījumu pierādījumos balstītas jaunatnes politikas izstrādē un īstenošanā. Jaunatnes starptautisko programmu aģentūra ir RAY tīkla partneris Latvijā.

### Par RAY MON pētniecisko aktivitāti

Tā sauktā RAY MON pētnieciskā aktivitāte ir viens no trim RAY tīkla pētījumu projektiem, kas īsteno Erasmus+: Jaunatne darbībā projektu ietekmes monitoringu, iegūstot datus un analizējot šo projektu ietekmi uz tā dalībniekiem, projektu vadītājiem, kā arī jauniešiem un sabiedrību plašākā mērogā. RAY MON pētījuma metodoloģija balstīta kvantitatīvās pētnieciskās metodēs, īstenojot elektroniski programmētu tiešsaistē pieejamu aptaujas anketu, kuras respondenti ir kā projektu dalībnieki, tā projektu vadītāji. Tas ļauj iegūt vērtējumus un viedokļus gan no dalībniekiem kā pašnovērtējumu (subjektīvs vērtējums), gan projektu vadītājiem kā ārēja novērtētāja (pētījuma kontekstā – objektīvs vērtējums).

Pētījuma ietvaros aptaujas tika īstenotas 2015. gada oktobrī un novembrī, kā arī 2016. gada maijā. Aptaujā piedalījās 1030 projektu dalībnieki un 165 projektu vadītāji. Pētījuma izlasē, kuras dati tiek analizēti šajā ziņojumā, tika iekļauti gan tie respondenti, kuri ir Latvijas pastāvīgie iedzīvotāji, gan arī tie, kuri dzīvo citās valstīs, bet piedalījās projektos Latvijā.

### Projektu dalībnieku raksturojums

Aptaujas dalībnieku sociāli demogrāfiskais portrets liecina, ka lielākā daļa projektu dalībnieku ir sievietes (69%) un vecumā līdz 24 gadiem (59%). 30% respondentu dzīvo galvaspilsētā un 20% - pilsētās un piepilsētās. Pārējo dalībnieku dzīvesvieta atrodas mazpilsētās vai laukos. Nedaudz vairāk nekā puse (52%) projektu dalībnieku ir ieguvuši augstāko izglītību, 27% - vidējo vai vidējo profesionālo, bet tikai 8% - pamatzglītību. Kopumā novērojams, ka projekta dalībnieku vidū pārstāvēti jaunieši no dažādām sociāli demogrāfiskām grupām, kas liecina, ka iespējas iesaistīties ir visplašākajam jauniešu lokam.

Aptaujas dati liecina, ka aptuveni 1/4 daļa no visiem projektu dalībniekiem ir ļoti aktīvi projektu līdzdalībnieki (piedalījušies līdzīgos projektos jau iepriekš un vairākkārt), un aptuveni 40% ir jaunpienācēji projektu aktivitātēs. Tas norāda, ka Erasmus+ aktivitātes neaprobežojas tikai ar jau aktīvajiem projektu dalībniekiem, bet iesaista arī jaunus jauniešus, kuriem nav iepriekšējas pieredzes.

## Projektu vadītāju raksturojums

67% projektu vadītāju ir sievietes, 32% - vīrieši. Projektu vadītāju mērķgrupā pārstāvētas dažādas vecuma grupas - 18% ir 17-24 gadīgi, 32% 25-29 gadīgi, 32% - 30-39 gadīgi, un 15% - virs 40 gadu vecuma. Absolūtajam vairākumam ir augstākā izglītība.

47% no projektu vadītājiem jau iepriekš ir piedalījušies projektos kā projektu vadītāji, bet 39% - kā projektu dalībnieki. 27% projektu vadītāju projektos piedalījušies pirmoreiz. Šie dati norāda uz diviem būtiskiem aspektiem – esošie projektu dalībnieki bieži vien kļūst par projektu līderiem (apliecinot, ka projektos iegūtās prasmes ļauj uzņemties iniciatīvu pašiem organizēt un īstenot projektus), projekti piesaista arvien jaunus dalībniekus, neaprobežojoties tikai ar jau esošajiem projektu aktīvajiem dalībniekiem.

## Informācijas avoti

Par projektiem to dalībnieki visbiežāk uzzina jauniešu organizācijās (42%) un no draugiem un paziņām (23%). Savukārt projektu vadītāji informāciju visbiežāk ieguvuši jauniešu organizācijās (54%) un neformālās jauniešu grupās (35%), kā arī nacionālajā aģentūrā (23%). Aptaujas dati liecina, ka nacionālā aģentūra kā informācijas avots ir efektīvāks projektu vadītāju mērķgrupā, bet mazāk – jauniešu mērķgrupā, kur tikai 5% to norāda kā savu tiešo informācijas avotu.

## Motivācija dalībai projektos

Dalībai projektos jauniešiem ir dažādas motivācijas, pie tam - vienlaikus vairākas. Visbiežāk jaunieši norādījuši, ka piedalīties projektā viņus pamudinājusi vēlme pēc jaunas pieredze (83%), iespējas iepazīties ar cilvēkiem no citām valstīm un kultūrām (75%), iespējas personīgai izaugsmei (73%). Vairāk nekā puse jauniešu kā motivāciju norāda arī svešvalodu pilnveidošanas iespējas (57%), iespējas iepazīt citas valstis (55%), kā arī interesi par konkrēto projektu tēmām (55%).

Kopumā novērojams, ka jauniešus piedalīties projektos motivē iespējas iegūt jaunu pieredzi, jaunas pazīšanās, uzlabot savas valodu prasmes. Salīdzinoši retāk jauniešiem kā motivācija bijusi tādi aspekti kā profesionālā pilnveide, zināšanu pilnveide par Eiropu, iespējas iesaistīties sociālu un politisku jautājumu risināšanā. Sekojoši var teikt, ka dalību lielā mērā determinē iespēja pēc interesantas pieredzes personīgi, nevis sociālā, pilsoniskās aktivitātes vai profesionālā aspektā.

## Apgūtās prasmes, kompetences, zināšanas

Lai gan ne visi Erasmus+: Jaunatne darbībā projekti ir vērsti tieši uz apmācībām, ikviens projekts ietver apmācību komponenti, jo tie izstrādāti, balstoties neformālās un ikdienas mācīšanās pieejā, sekojoši - pati dalība projektā nodrošina jaunu kompetenču, prasmju, iemaņu netiešu apguvi.

Aptaujas dati liecina, ka lielākā daļa jauniešu projektos ir iemācījušies kaut ko jaunu par kultūru atšķirībām un dažādību (74%), darbu ar jaunatni (62%), neformālo un ikdienas mācīšanos (60%). Vidēji katrs respondents ir nosaucis trīs dažādas apgūtās tēmas.



Salīdzinoši retāk jaunieši norāda, ka ir apguvuši tādas prasmes kā nevardarbība (tikai 11%), mediji un IKT (17%), vides jautājumi (17%), Eiropas Savienības struktūra vai politika (18%), ilgtspējīga attīstība (19%), jaunatnes politikas attīstība (19%) un profesionālā pilnveide (19%).

Vērtējot konkrētu kompetenču ieguvu, lielākā daļa jauniešu aptaujā norāda, ka ir uzlabojuši gandrīz visas no anketā iekļautajām kompetencēm. Īpaši izteikti – komunikācija ar citās valodās runājošajiem (94%), saprašanās ar citu valstu un kultūru pārstāvjiem (93%), komandas darbs (93%), kompromisa panākšana dažādu viedokļu gadījumos (90%). Kompetenču aspektā novērojams, ka jaunieši kā pilnveidotās norāda vidēji piecas dažādas kompetences katrs. Sekojoši - var apgalvot, ka Erasmus+ projekti jauniešu prasmes un kompetences pilnveido kompleksi un daudzpusēji, nevis tikai kādā vienā vai dažos aspektos.

### Dalības projektos personīgie ieguvumi

Kopumā novērojams, ka jaunieši ir ļoti apmierināti ar dalību projektos - visos anketā iekļautos aspektos absolūtais vairākums ir devuši izteikti augstu novērtējumu. 96% piekrīt, ka ieteiktu arī citiem piedalīties šādos projektos, 94% - ka dalība projektā devusi iespēju personīgai izaugsmei, 94% - ka dalībnieki jutušies pilnībā iesaistīti projekta aktivitātēs. Pie tam - jaunieši bijuši ne tikai dalībnieki, bet arī paši iesaistījušies aktivitātēs ar savām idejām un priekšlikumiem, tai skaitā 55% jauniešu apgalvo, ka tuvākajos gados paši plāno organizēt līdzīgus projektus.

Salīdzinoši liela daļa projektu dalībnieku norāda, ka pateicoties dalībai projektos paši ir ieinteresēti sniegt ieguldījumu jaunatnes politikas attīstībā (43%), ka vairāk izjūt sevi kā eiropiešus (41%), ka vairāk iesaistās brīvprātīgā darba aktivitātēs (41%). Retāk dalība projektos ietekmējusi jauniešu vēlmi būt pilsoniski aktīviem (25%), piedalīties vides aizsardzības aktivitātēs (23%), piedalīties politiskās aktivitātēs (16%).

Dalībai projektos ir paredzama arī ilgtermiņa ietekme. 85% jauniešu plāno turpināt pilnveidot savas svešvalodu zināšanas prasmes, 79% plāno iesaistīties vēl citās izglītības un apmācību aktivitātēs, 69% plāno īstenot projektus kopīgi ar projektā iepazītajiem cilvēkiem.

Šie dati liecina, ka jaunieši projektos gūst ne tikai personīgu pieredzi un jaunus kontaktus, bet tiek arī motivēti pašiem būt aktīviem un realizēt savus projektus kā projektu iniciatoriem un vadītājiem.

Ja datus par ieguvumiem no dalības projektos salīdzina ar iepriekš analizētajiem attiecībā uz to, kas jauniešus motivējis dalībai projektos, tad novērojams, ka, pirmkārt, jauniešu ieguvumi no dalības projektos pilnībā atbilst viņu ekspektācijām (motivācijām), un, otrkārt, ieguvumi ir plašāki nekā sākotnējās ekspektācijas un iekļauj arī tādus aspektus, kurus paši jaunieši nav gaidījuši sākotnēji. Piemēram, lai gan motivācijas dalībai projektos visbiežāk bijušas vairāk saistītas ar jaunas, interesantas personīgas pieredzes iegūšanu, ieguvumi ir ne tikai personīgi, bet saistīti arī ar profesionālās un pašizglītības pilnveidi, kā arī pat sociālās un politiskās aktivitātes pieaugumu.



Dati arī liecina, ka dalība projektos attīsta un stiprina jauniešos demokrātiskās vērtības. Pašapliecināšanās, solidaritāte ar cilvēkiem, kas nonākuši grūtībās, tolerance, individuālā brīvība, vienlīdzība, miers un cilvēktiesības – tās visas ir vērtības, par kurām jaunieši norāda, ka pēc dalības projektos tās kļuvušas viņiem būtiskākas.

Pozitīvos ieguvumus projektu dalībniekiem apstiprina arī projektu vadītāju vērtējumi. 87% projektu vadītāju apgalvo, ka pēc dalības projektos jaunieši vairāk novērtē kultūru dažādību, 83% - ka jaunieši ir vairāk pārliecināti par sevi, 82% - ka jaunieši plāno īstenot jaunus projektus, 82% - ka jaunieši labāk apzinās savas spēcīgās un vājās puses. Kopumā novērojams, ka projektu vadītāji apstiprina jauniešu pašnovērtējumus attiecībā uz dalības projektos ieguvumiem, un atsevišķos gadījumos projektu vadītāju novērtējumi pat ir izteikti pozitīvāki nekā pašu projektu dalībnieku sniegtie.

### *Youthpass* sertifikāts

69% aptaujas dalībnieku ir *Youthpass* sertifikāts un 95% to ir ieguvuši konkrētā Erasmus+ projekta ietvaros. Tai pat laikā tikai 26% no tiem, kuriem ir šis sertifikāts, ir to izmantojuši. Un no tiem, kuri *Youthpass* sertifikātu bija izmantojuši, 68% apgalvo, ka tas viņiem ir palīdzējis. Sekojoši – tikai katrs ceturtais jauniešs ir izmantojis piešķirto sertifikātu, bet tikai aptuveni katram desmitajam tas ir bijis noderīgs.

### Projektu vadītāju ieguvumi

Tāpat kā projektu dalībnieki, arī projektu vadītāji pauž izteikti pozitīvus vērtējumus par saviem ieguvumiem, piedaloties projektos. Izteikti pozitīvi ir projektu vadītāju vērtējumi par to, ka dalība projektos ir uzlabojusi to spēju saprasties ar cilvēkiem no citām valstīm un kultūrām (96%), spēju komunicēt ar citās valodās runājošiem cilvēkiem (96%), pārliecināti paust savus viedokļus diskusijās (95%), kā arī rast risinājumus dažādu viedokļu gadījumos (93%). Tāpat 61% projektu vadītāju novērtē, ka pēc dalības projektos vairāk novērtē kultūru dažādību, 48% - ka ir vairāk ieinteresēti piedalīties jaunatnes politikas attīstībā, 42% - ka vairāk jūtas kā eiropieši. Arī dažādos citos aspektos projektu vadītāji aptaujā novērtē savus ieguvumus izteikti pozitīvi. Pie tam – tāpat kā projektu dalībnieku mērķgrupā, arī projektu vadītāju vidū novērojami izteikti pozitīvi ieguvumi kā personīgā, tā arī profesionālā un sociālā, pilsoniskās aktivitātes un politiskās aktivitātes aspektā.