Research-based Analysis of Youth in Action

Results of the May 2013 survey with project participants and project leaders -

Country analysis Belgium (Flemish Community)

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Introduction

'Youth in Action' is a Programme of the European Union supporting European youth projects. It aims to improve key competences of young people through non-formal learning, to promote active (European) citizenship of young people and to stimulate European cooperation in youth work (European Commission, 2011).

This report is the result of a research conducted by the RAY Network, in May 2013. RAY stands for Research-based Analysis of Youth in Action and wants to contribute to an evidence-based and research-informed youth policy by studying the outcomes of non-formal learning in youth work (Fennes et al., 2011). The RAY-network is active since 2008. Since 2009 several waves of the research have been implemented. In May 2011, Belgium (Flemish Community) participated for the second time in the standard survey of this research network. The results of this wave are the subject of this report. On 2012, Belgium also participated in a special survey on learning in YiA-projects.

In total 15 countries participated in May 2013: Austria, Belgium (Flemish Community), Bulgaria, the Czech Republic, Estonia, Finland, France, Germany, Hungary, Liechtenstein, Luxembourg, Poland, Slovakia, Sweden and Turkey. The coordination and implementation of the study is done by the Institute of Educational Science of the University of Innsbruck.

The study aims to document how the European Union Youth in Action (YiA) Programme impacts the life of the participants and the project leaders involved in the projects, as perceived by these participants and project leaders themselves. A second aim of the current research is to document differences between the participants in the November 2011 sample and the May 2013 sample and where possible, with the 2012 sample. These are the two central questions of this report.

153 participants and 37 project leaders of YiA-projects participated in the May 2013 survey. Not all of these participants or project leaders are Belgian or reside in Belgium because foreign partners of a Belgian YiA-project are also included in the Belgian sample. Furthermore, Belgian residents who participated in a project subsidized by another national agency are also included in the Belgian sample. Two thirds of the participants and three fourths of the project leaders in the May 2013 sample were living in Belgium at the start of the project. Residents of Germany and Turkey complete the top three of most frequent nationalities among participants in the sample. Spain and Poland are the only countries that deliver more than one project leader in the sample of May 2013. There is a remarkably higher proportion of Belgian residents in the May 2013 sample than in the two previous samples. Where the Belgian residents only make up 30 to 40% of the sample in 2011 and 2012, this percentage has increased to well over 60% in the May 2013 sample[1].

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[1] This change can largely be explained by a change in the type of sub-actions in which the participants were involved in the May 2013 sample (see later).

Table 1: Country of residence of the YiA-participants and project leaders in 2013

Country of residence	Participants N	Participants %	Project leaders N	Project leaders %
Austria	-	-	1	2,7
Belgium	102	66,7	27	73,0
Bulgaria	1	0,7	-	-
Germany	16	10,5	1	2,7
Estonia	1	0,7	-	-
Finland	2	1,3	-	-
France	1	0,7	-	-
FYROM	1	0,7	-	-
Italy	2	1,3	1	2,7
Moldova	1	0,7	-	-
Montenegro	3	2,0	-	-
Morocco	1	0,7	-	-
Malta	3	2,0	-	-
Netherlands	1	0,7	-	-
Poland	1	0,7	2	5,4
Portugal	2	1,3	-	-
Russian Federation	1	0,7	1	2,7
Spain	2	1,3	2	2,7
Sweden	1	0,7	1	2,7
Turkey	6	3,9	1	2,7
Ukraine	1	0,7	-	-
United Kingdom	3	2,0	-	-

Table 2: Percentage of Belgian and non-Belgian residents in the Belgian sample, 2011-2013

Country of residence	Participants			Project leaders		
	2011	2012	2013	2011	2012	2013
Belgium***	45,5	31,3	66,7	44,2	39,5	73,0
Another country***	54,5	68,7	33,3	55,8	60,5	27,0

*** p<.001

Since 2012, we also know in which region of Belgium Belgian residents live at the beginning of the project. The majority of the Belgian participants and project leaders reside in the Flemish or the Brussels region. More than 9 out of 10 participants/project leaders live in these two regions, while 1 out of 10 reside in the French or German speaking part of the country.

Table 3: Place of residence of the YiA-participants and project leaders within Belgium in 2013

Region	Participants (N=102) N	%	Project leaders (N=27) N	%
The Dutch speaking region	80	78,4	18	66,7
The French speaking region	10	9,8	1	4,0
The German speaking region	2	1,9	1	4,0
The bilingual Brussels capital region	10	9,8	7	25,9

Not all participants are financed by Belgium. 30% of participants are financed by another country. Germany and France are mentioned by 10 participants as funding nations. Most participants in the sample (61%) participated in a project that took place in Belgium, the other participants were involved in a project taking place outside of Belgium. Once more, Germany and France are frequently mentioned venue countries.

Youth in action exists out of different action types. The most popular action type among participants in the Belgian sample in May 2013 is a meeting of young people with those responsible for youth policies. Previous years, the most popular action type were youth exchanges. In May 2013 this was only the second most popular action type. One in five participants were involved in this action type. Actions aiming at the cooperation with neighbouring countries of the EU are mostly projects that are very akin to youth exchanges, but with participants of countries of the former Soviet-Union, countries of former Yugoslavia and countries in Northern-Africa and Asia bordering the Mediterranean Sea that are not a member of the EU. One in ten participants participated in a project of this action type. Training and networking and Training and Cooperation Plans, actions aimed at youth workers, attracted more than one in five of the participants. Youth initiatives, EVS and certainly Youth Democracy Projects were less popular among the participants.

Table 4: Participation according to sub-action of YiA among participants and among project leaders

Sub-action	Participants (N=153)		Project leaders (N=37)	
	N	%	N	%
Youth exchange	33	21,6	3	8,1
Youth initiative	7	4,8	3	8,1
Youth Democracy Project	5	3,3	1	2,7
EVS	15	9,8	19	51,4
Cooperation with neighbouring countries of the EU	20	13,1	3	8,1
Training and networking	33	21,6	6	16,2
Training and Cooperation Plans	1	0,7	-	-
Meetings of young people and those responsible for youth policies	39	25,5	2	5,4

A comparison over time shows that the May 2013 sample deviates from the previous surveys in two respects: a larger proportion of participants participated in a meeting between young people and those responsible for youth policies, while a smaller proportion of them participated in youth exchanges. In 2013, a higher percentage of project leaders were involved in EVS-projects compared to the previous researches, while a lesser percentage were a project leader of a youth exchange.

This divergence of the May 2013 sample is an important finding that reflects a shift in the participation in the sub-actions that occurred in reality. The projects included in the May 2013 sample are projects that took place in the second half of 2012 and the first months of 2013. In this period, some large national projects, focussing on the European elections of 2013, were held (Jint vzw,2014). This explains the change in participation in sub-actions in the May 2013 sample. This divergence in the composition of participants according to

sub-action has consequences for some of the findings and interpretations of this report.

Table 5: Percentage of participation according to sub-action of YiA among participants and among project leaders, 2011 - 2013

Sub-action	Participants			Project leaders		
	2011	2012	2013	2011	2012	2013
Youth exchange***	45,5	37,2	21,6	62,0	41,4	8,1
Youth initiative	5,9	5,0	4,8	5,1	8,0	8,1
Youth Democracy Project	0,5	5,0	3,3	1,3	2,3	2,7
EVS	4,8	18,9***	9,8*	6,3	12,6	51,4***
Cooperation with neighbouring countries of the EU	10,2	13,9	13,1	7,6	9,2	8,1
Training and networking	17,1	14,4	21,6	15,2	26,4	16,2
Training and Cooperation Plans	16,0	5,0	0,7	-	-	-
Meetings of young people and those responsible for youth policies***	-	0,6	25,5	2,5	-	5,4

* p<.05, *** p<.001

In transnational analyses, there is often a differentiation according to sub-action type. Because of the small numbers of participants in some actions in the Belgian sample this is not possible. In the questionnaire there was a question about the type of project the participants have participated: projects with young people, EVS and projects with youth workers. Therefore we will make a differentiation according to project type in this report: projects with young people (N=80), EVS (N=15) and projects with youth workers (N=44). Nine participants could not answer this question though and will not be used in the analyses according to action type.

1. The profile of the participants: are young people with fewer opportunities included?

One of the research questions of the project is who is participating in YiA-projects. Therefore, a profile of the participants is constructed. There is a second reason why the profile of participants is interesting. One of the objectives of the YiA-programme is the promotion of social cohesion by including young people with fewer opportunities. To study the extent in which the YiA-programme reaches this goal we can examine how many participants are disadvantaged. Where possible, we will compare the results of the Belgian sample of May 2011 with the results of the 2012 sample and the November 2011 sample.

1.1 Gender and age

In the sample of May 2013 half of the participants are female and the other half are male. Compared to the November 2011 and the 2012 sample, there is no overrepresentation of women amongst the participants in the Belgian data. In November 2011 57% of the participants were female, while in 2012 this percentage was even 67%.

Table 6: Gender of the participants (N = 152)

Gender	N	%
Female	78	51,3
Male	74	48,7

The ages of the participants in the sample vary between 16 and 61 years old, with an average age of 26 years. The largest group of participants is between 18 and 25 years old. The participants in the May 2013 sample are slightly older than the participants in the November 2011 sample and the 2012 sample. On average, the participants in both these samples were 23 years old and both samples included people younger than 16 years old.

Table 7: Age (in categories) of the participants (N=153)

Age (category)	N	%
0 till 14	0	0,0
15 till 17	8	5,2
18 till 25	76	49,7
26 and older	69	45,1

The youngest participants can be found in projects with young people. The average age of this group of participants is 24,4 years old. Most participants of projects with young people are between 18 and 30 years old, but three participants are remarkably older. The participants in an EVS-project are on average 25 years old and their age varies between 18 and 30 years old. The oldest group is the group of participants in projects with youth workers. The average age of this group is 30,7 years. Especially these participants are much older in the May 2013 sample compared to the participants in projects with youth workers in the November 2011 sample. In 2011, the average age of this group of participants was 20 years old. In May 2013, this group is on average 4 years older. This change in average age can be largely explained by the increase of participants in a project that brings young people in contact with those responsible for youth policies (sub-action 5.1) mentioned in the introduction.

Table 8: Box plot of age of participants according to project type

5. The project I participated in was a …
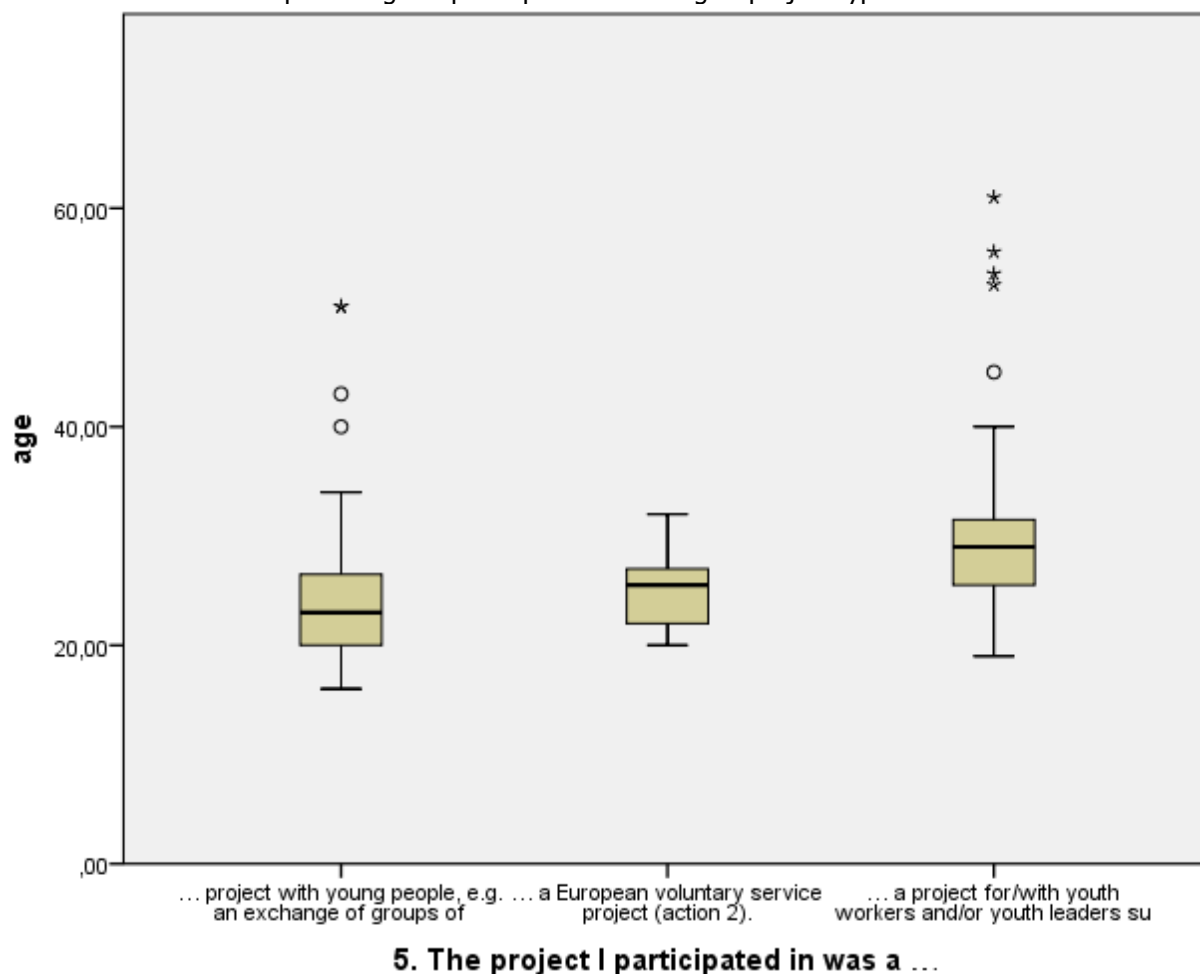
1.2. Living environment

More than half of the participants in the Belgian sample of May 2013 live in a town or a city. Only one in five of them live in a small town, a village or in the countryside. Only one in seven participants live in a big city.

Table 9: Living environment of participants (N=145)

	N	%
A big city (over 1.000.000 inhabitants)	23	15,9
A city (>100.000 inhabitants)	38	26,2
A town (>15.000 inhabitants)	45	31,0
A small town (>3000 inhabitants)	24	16,6
A village (<3000 inhabitants)	10	6,9
In the countryside	5	3,4

A comparison over time shows that the same pattern can be found in the November 2011 sample. The only difference is that in May 2013 more participants lived in a town and less participants live in a village. The 2012

sample is slightly different from the two other samples because in 2012 more participants lived in a city.

Table 10: Percentage of living environment of participants, 2011-2013

	2011 (N=166)	2012 (N=144)	2013 (N=145)
A big city (over 1.000.000 inhabitants)	17,5	14,6	15,9
A city (>100.000 inhabitants)	26,5	42,4	26,2
A town (>15.000 inhabitants)	23,5	22,9	31,0
A small town (>3000 inhabitants)	15,1	7,6	16,6
A village (<3000 inhabitants)	13,9	9,0	6,9
In the countryside	3,6	3,5	3,4

If we differentiate according to country of residence in the samples, Belgian residents live more frequently in towns, small towns and villages and less in cities or big cities than residents of other countries. A similar pattern was found in the November 2011 and 2012 samples (Stevens, 2013, 2014).

Table 11: Living environment of participants by country of residence in May 2013 (N=145)

	Belgium (N= 97)	Other country (N=48)
A big city (over 1.000.000 inhabitants)	8,2%	31,3%
A city (>100.000 inhabitants)	22,7%	33,3%
A town (>15.000 inhabitants)	39,2%	14,6%
A small town (>3000 inhabitants)	18,6%	12,5%
A village (<3000 inhabitants)	7,2%	6,3%
In the countryside	4,1%	2,1%

Since 2012, we know in which Belgian region the Belgian residents in the samples live. In the May 2013 sample, 80% of the Belgian participants live in the Flemish region and 10% live in the Brussels Capital Region. This is comparable to the 2012 sample. There is a significant change between the two regions though. In May 2013, the percentage of participants living in the Flemish region is significant higher than in the 2012 sample. On the other hand, the percentage of participants residing in the Brussels Capital Region has decreased significantly between 2012 and 2013. Eleven percent of the Belgian population lives in the Belgian Capital Region (ADSEI, 2014). This means that in the May 2013 sample, inhabitants of the Brussels Capital Region are well represented. If we limit the analysis to participants living in the Flemish region, than 25% of them claim to live in a city with more than 100.000 and less than 1.000.000. There are only three cities that fit this description in the Flemish region (Antwerp, Ghent and Bruges) and their population only represents 12,5% of the population of the Flemish Region (ADSEI, 2014). Participants living in a city are thus overrepresented in samples[2]. Once more, this overrepresentation is largely due to some national projects in the sample that focussed on the European

[2] The city of Leuven has a population slightly beneath 100.000. It is possible that some participants living in Leuven, consider their city to be a city with more than 100.000 inhabitants. If we include Leuven in our calculations, cities with more than 100.000 inhabitants still only represent 14% of the total population of the Flemish Region and the conclusion that participants living in cities are overrepresented in the samples, still stands.

elections during the second half of 2012 and the beginning of 2013. These projects were mainly held in the larger towns and cities of the Flemish part of Belgium.

Table 12: Place of residence of the YiA-participants within Belgium (absolute numbers and percentages), 2012-2013

| | 2012 (N=47) | | 2013 (N=102) | |
Region	N	%	N	%
The Dutch speaking region*	29	61,7	80	78,4
The French speaking region	7	14,9	10	9,8
The German speaking region	0	0,0	2	2,0
The bilingual speaking Region of Brussels*	11	23,4	10	9,8

1.3 Educational attainment

In 2013, less than half of the participants are still in education, as a pupil in secondary school or as a student in higher education. Some participants are (also) in a training scheme (as an apprentice, an intern or some other form of education/training). Four out of ten are no longer studying.

Table 13: Education or training of the participants just before the project (N=136)[3]

	N	%
A pupil at school	18	13,2%
A student at university, polytechnic	48	35,8%
An apprentice	3	2,2%
An intern/doing a work placement	6	4,4%
Doing another form of education or training	8	5,9%
Not in education or training	59	43,3%

In previous research, pupils of secondary education were the most frequent in the samples. In May 2013, there are more non-studying participants than secondary pupils or students in higher education.

Table 14: Education or training of the participants at the time of the project, 2013 (N = 136)

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[3] Multiple response possible.

Percentage

Category	Percentage
Not in education or training	43,3%
A student at university, polytechnic	35,8%
A pupil at school	13,2%
Doing another form of education or training	5,9%
An intern/doing a work placement	4,4%
An apprenticeship	2,2%

0,0% 10,0% 20,0% 30,0% 40,0% 50,0%
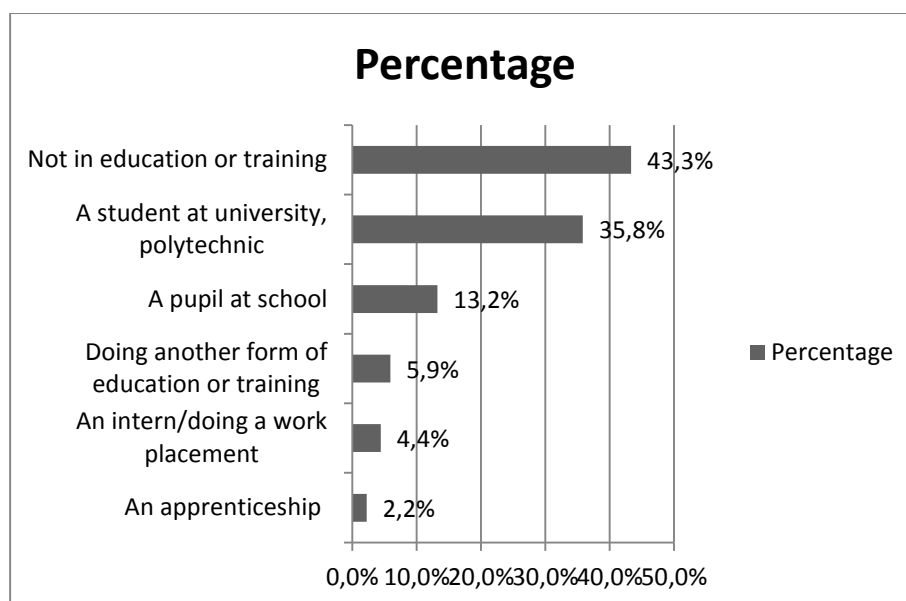
Once more, the May 2013 sample deviates from the previous two samples. There is a notable and significant increase in the percentage of participants who do not longer study while especially the percentage secondary pupils among the participants is much lower than in 2011 and 2012. Also this finding can be understood by the participation of a larger group of older participants in youth policy meetings in the May 2013 sample.

Table 15: Percentage education or training of the participants just before the project, 2011-2013

	2011 (N=159)	2012 (N=138)	2013 (N=136)
A pupil at school	35,8%	35,1%	13,2%***
A student at university, polytechnic	30,8%	24,3%	35,8%
An apprentice	2,5%	4,7%	2,2%
An intern/doing a work placement	5,0%	5,4%	4,4%
Doing another form of education or training	5,7%	4,1%	5,9%
Not in education or training	23,9%	26,4%	43,3%***

*** p<.001

There is a difference between participants residing in Belgium and those not residing in Belgium. More than half of the participants residing in Belgium are still in secondary school or in higher education. This is only the case for one in three participants not residing in Belgium. Among participants residing in Belgium, students in higher education are the most frequent. This is not the case for participants not residing in Belgium where the largest group has finished their education. The percentage of pupils in secondary education in this group is almost negligible. This difference cannot be attributed to age differences. Although participants residing in Belgium are on average younger

than participants residing in another country (25 years versus 27 years old[4]), this difference is not significant. A comparison between 2011 and 2013 learns that the percentage of secondary pupils is lower among Belgian and non-Belgian residents and that the percentage of participants that already have finished their schooling has increased among Belgian and non-Belgian residents[5] over time. The increase on participants that already have finished education is more explicit among participants not residing in Belgium than among Belgian residents.

Table 16: Education or training of the participants just before the project by country of residence, 2013

	Belgium (N=90)	Other Country (N=46)
A pupil at school	17%	6%
A student at university, polytechnic	40%	26%
An apprentice	3%	0%
An intern/doing a work placement	4%	4%
Doing another form of education or training	4%	9%
Not in education or training	36%	59%

Participants still in secondary school can be found almost exclusively among the participants in a project with young people. The largest proportion of participants in projects with young people are students, while almost one of three of these participants are no longer in education. In contrast, seven out of ten participants in projects with youth workers are employed, 10% is a student and 10% is enrolled on another form of education of training. Half of the participants in an EVS-project are in higher education. The other half is not in education or training, do an internship or do another form of education or training. None of the participants in EVS-projects is a secondary pupil.

Table 17: Education or training of the participants just before the project by project type (N=131)

	Projects with young people (N=71)	EVS (N=18)	Project with youth workers (N=38)
A pupil at school	22%	0%	3%
A student at university, polytechnic	44%	50%	10%
An apprentice	3%	0%	3%
An intern/doing a work placement	4%	6%	5%
Doing another form of education or training	3%	6%	10%
Not in education or training	31%	38%	71%

[4] In 2011 Belgian residents were on average 22 years old and non-Belgian residents 24 years old.
[5] In 2011 49% of the Belgian residents and 23% of the non-Belgian residents were secondary pupils, while 22% of Belgian residents and 26% of non-Belgian residents were out of school.

Almost seven out of ten participants in the May 2013 sample have finished higher education. If we take into account that some of the participants are still in education, finishing their secondary or higher education, we can conclude that the education level of the participants is high.

Table 18: Highest obtained diploma of participants (N=153)

	N	%
Primary school	1	0,7
Lower secondary school	9	5,9
Technical school	2	1,3
Upper secondary school	25	16,3
Upper vocational school	9	5,9
University/polytechnic	107	69,9

If we limit the analysis to participants residing in Flanders between 22 and 25 years old and 26 and 30 years old, we can compare the education level of the YiA-participants with data from Flemish youth research. According to data of the Youth Research Platform (JOP), 42,9% of the 22- till 25-year olds had a higher education degree in 2013. This percentage increases to 57,3% among the 26- till 30 year olds in Flanders (Jeugdonderzoeksplatform, 2014a). In the May 2013 sample, 24 of the 28 (87%) of the 22- till 25 year olds residing in Flanders have a higher education degree. Among the 26- till 30 year olds 15 of the 18 (83%) in the sample have a degree from a university or a polytechnic. This suggests that the educational level of participants in a YiA-project in the May 2013 sample is higher than the educational level of their peers in the total youth population of Flanders.

The May 2013 sample has a higher percentage of participants who have already finished their education than in the previous two samples. It does not come as a surprise then that a larger proportion of the sample of May 2013 has a higher education degree compared to the participants in the previous samples. In May 2013 seven out of ten participants have a degree from a university or a polytechnic. In 2011 and 2012 this was only one in two. Once more, this change can be explained by the participation of an older age group in youth policy meetings.

Table 19: Percentage of highest obtained diploma of participants, 2011-2013

	2011 (N=182)	2012 (N=176)	2013 (N=153)
Primary school	7,6	4,5	0,7
Lower secondary school	10,3	14,2	5,9
Technical school	4,3	4,0	1,3
Upper secondary school	17,9	25,6	16,3
Upper vocational school	4,3	4,5	5,9
University/polytechnic	55,4	47,5	69,9**

** p<.01

Half of the participants come from a family home with a higher educated father, while less than one in ten come from a home with a lower educated father (primary school and lower secondary school degree). If we limit the analysis to participants living in Flanders from 14 years to 30 years old, we can again compare the education level of the participants with data from the Youth Research Platform. According to these data, 17% of 14- till 30-years old in Flanders have a father that did not finish secondary education, while 40.8% of

them have a father with a higher educational degree (Jeugdonderzoeksplatform, 2014b). In the sample, these percentages are respectively 1,5% and 58,8%, illustrating that the participants in the May 2013 sample more often come from higher educated families than the Flemish youth population.

Table 20: Highest educational attainment of father of participants (N=143)

	N	%
Primary school	2	1,4
Lower secondary school	8	5,6
Technical school	22	15,4
Upper secondary school	25	17,5
Upper vocational school	6	4,2
University/polytechnic	73	51,0
Don't know	7	4,9

Over time, the percentage of participants with a higher educated father has increased from four out of ten to five out of ten. The increase between 2011 and 2013 is significant.

Table 21: Highest educational attainment of father of participants, 2011-2013

	2011 (N= 167)	2012 (N=143)	2013 (N=143)
Primary school	5,4	4,9	1,4
Lower secondary school	7,8	8,4	5,6
Technical school	16,8	14,7	15,4
Upper secondary school	11,4	11,9	17,5
Upper vocational school	11,4	11,2	4,2
University/polytechnic	41,3	44,8	51,0*
Don't know	6,0	4,2	4,9

* $p < .05$

The highest obtained educational level of the mothers of the participants tends to be lower than the educational level of father. This also holds true for the May 2013 sample. One in seven participants has a mother with a lower educational degree, while 4 out of ten have a mother with a higher education diploma. Once more we can compare our data with Flemish youth research if we limit the sample to participants living in Flanders and who are between the ages of 14 and 30 years old. In the May 2013 sample, 7.3% of the participants have a lower educated mother and 55,9 of them have a mother with a higher education degree (N=68). According to the data of the Youth Research Platform these percentages are in the Flemish youth population between 14 years old and 30 years old 16% and 44.8% respectively. This shows that the educational degree of the mothers of the participants in the May 2013 sample is slightly higher than the educational level of the total youth population of Flanders[6].

[6] $P < .05$

Table 22: Highest education degree of mother of participants (N=142)

	N	%
Primary school	8	5,6
Lower secondary school	12	8,5
Technical school	14	9,9
Upper secondary school	31	21,8
Upper vocational school	8	5,6
University/polytechnic	65	45,8
Don't know	4	2,8

Although the percentages of participants with a higher educated mother have increased between 2011 and 2013, this increase is not significant. This suggests that the percentage of participants with a higher educated mother is rather stable over time.

Table 23: Highest education degree of mother of participants, 2011-2013

	2011 (N= 167)	2012 (N=142)	2013 (N= 142)
Primary school	9,0	4,9	5,6
Lower secondary school	12,6	5,6	8,5
Technical school	7,8	12,0	9,9
Upper secondary school	12,0	14,8	21,8
Upper vocational school	15,6	15,5	5,6
University/polytechnic	37,7	45,1	45,8
Don't know	5,4	2,1	2,8

The participants who have the least obtained a higher education degree are the participants in projects with young people. As we have seen, a part of these participants are still in secondary education and have not finished their higher education yet. Nonetheless, the majority of this group have already a higher education degree in 2013. In the November 2011 sample, this was only 40%. A larger proportion of participants of youth projects in 2013 have a higher educational degree compared to the participants in youth projects in November 2011[7]. The participants in EVS-projects are also highly educated. Nine out of ten EVS-participants in May 2013 have a higher education diploma. In November 2011, projects with youth leaders had the highest percentage of participants with a higher education degree. In May 2013, almost eight out of ten participants in this type of project have a higher education degree. This is similar to the November 2011 sample. This means that the observed increase in percentage of participants with a higher education degree in the May 2013 sample is mainly due to an increase in participants in projects with young people with a higher education degree.

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[7] Df= 22%, p < .01

Table 24: Highest education attainment of the participants just before the start of the project by project type (N=144)

	Projects with young people (N=80)	EVS (N=20)	Project with youth workers (N=44)
Primary school	1,3%	0%	0%
Lower secondary school	5,0%	5%	6,8%
Technical school	1,3%	0%	2,3%
Upper secondary school	26,3%	5%	4,5%
Upper vocational school	3,8%	0%	9,1%
University/polytechnic	62,5%	90%	77,3%

1.4 Occupation

Participants who do not study, are almost all in employment (full-time, part-time or self-employed) or are volunteering. Eight of them are unemployed. Four participants are not in a paid job because he/she is taking care of a relative.

Table 25: Occupation of the participants just before the project (N=145)

Occupation	N	%
Student	70	48,3%
Full-time employed	38	26,2%
Part-time employed	19	13,1%
Self-employed	11	7,6%
Unemployed	8	5,5%
Volunteer	35	24,1%
Not in paid work	4	2,8%
Other	4	2,8%

Over time, there are not very many changes in occupation status. Nonetheless, the percentage of participants who work part-time has increased significantly between 2011 and 2013. The other observed changes are more non-linear in character. There were more unemployed participants in the 2012 sample than in the two other samples, while in 2012 less participants worked as a volunteer compared to the participants in the May 2013 sample.

Table 26: Occupation of the participants just before the project, 2011-2013

Occupation	2011 (N= 164)	2012 (N=143)	2013 (N=145)
Student	51,8%	57,3%	48,3%
Full-time employed	25,6%	19,6%	26,2%
Part-time employed	6,7%	9,1%	13,1%*
Self-employed	3,7%	2,1%	7,6%
Unemployed	5,5%	11,2%*	5,5%
Volunteer	19,5%	14,7%*	24,1%
Not in paid work	1,8%	2,8%	2,8%
Other	7,3%	1,4%	2,8%

* $p < .05$

Table 27: Occupation of the participants at the time of the project (N = 145)

Percentage

Occupation	Percentage
Student	48,3
Full-time employed	26,2
Volunteer	24,1
Part-time employed	13,1
Self-employed	7,6
Unemployed	5,5
Other	2,8
Not in paid work	2,8
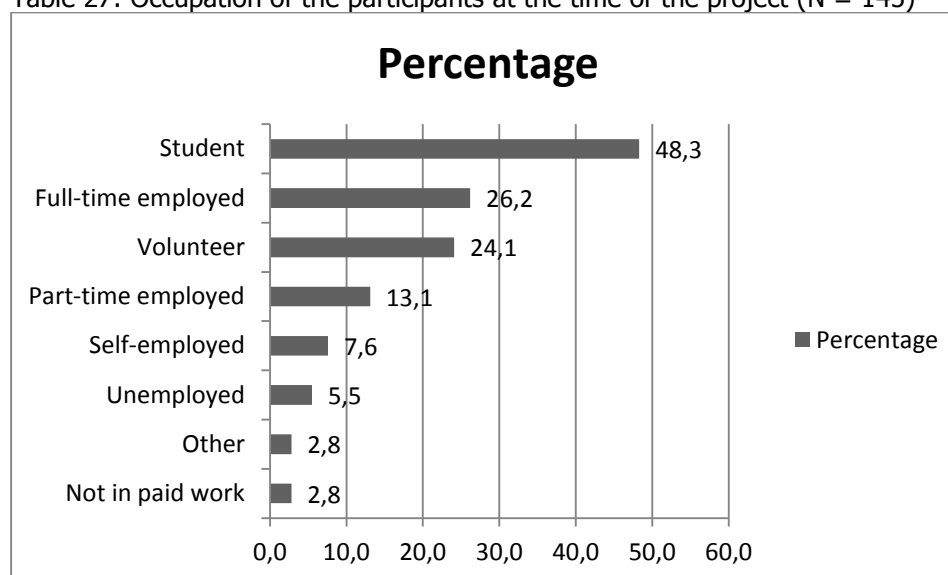
Once more, there is a difference according to country of origin. The majority of Belgian residents are still in education and less in employment than participants not residing in Belgium. Only one in three participants not residing in Belgium are still in education. Employed Belgian residents have more a full-time employment than the participants not residing in Belgium. This last group is more part-time employed or is more self-employed.

Table 28: Occupation of the participants at the time of the project by country of residence (N =145)

Occupation	Belgium (N=97)	Other country (N=48)
Student	55%	35%
Full-time employed	28%	23%
Part-time employed	11%	17%
Self-employed	2%	19%
Unemployed	6%	4%
Volunteer	25%	23%
Not in paid work	1%	6%
Other	3%	2%

Over time, Belgian residents tend to be more in education than residents of other countries. The 2012 sample is an exception though. Furthermore, Belgian residents who are employed, are more full-time employed than residents of other countries. Once more there is one exception. This time it is the November 2011 sample. The increase in part-time employment over time is a phenomenon that can be seen in both groups. Another similarity between the two groups, is that the percentage of unemployment in 2012 is the double of the percentage of unemployment of the other two samples.

Table 29: Occupation of the participants at the time of the project by country of residence, 2011-2013

Occupation	Belgium			Other country		
	2011	**2012**	**2013**	**2011**	**2012**	**2013**
Student	66%	40%	55%	39%	63%	35%
Full-time employed	21%	30%	28%	29%	16%	23%
Part-time employed	4%	8%	11%	9%	9%	17%
Self-employed	1%	3%	2%	6%	2%	19%
Unemployed	6%	13%	6%	5%	10%	4%
Volunteer	20%	16%	25%	19%	14%	23%
Not in paid work	0%	3%	1%	3%	3%	6%
Other	1%	5%	3%	13%	0%	2%

In May 2013, almost four out of ten participants in projects with young people are employed. This percentage doubles among participants with youth workers, while only one in five of this group is still studying. Three quarters of these participants are employed (full-time, part-time or self-employed). EVS-participants are mainly students, full-time employed, unemployed and/or volunteer.

Table 30: Occupation of the participants just before the start of the project by project type (N=136)

	Projects with young people (N=76)	EVS (N=19)	Project with youth workers (N=41)
Student	63%	37%	22%
Full-time employed	26%	26%	32%
Part-time employed	8%	5%	27%
Self-employed	4%	5%	17%
Unemployed	0%	21%	5%
Volunteer	22%	32%	22%
Not in paid work	5%	0%	0%
Other	3%	5%	2%

Over time, a larger proportion of participants in projects with young people are full-time employed while participants in projects with youth workers are less full-time employed and more part-time employed. The increase of part-time employment of participants over time can be attributed to more part-time employment among participants in projects with youth workers.

Table 31: Occupation of the participants just before the start of the project by project type, 2011-2013

	Projects with young people		Project with youth workers	
	2011	2013	2011	2013
Student	68%	63%	19%	22%
Full-time employed	10%	26%**	63%	32%**
Part-time employed	6%	8%	2%	27%**
Self-employed	1%	4%	5%	17%
Unemployed	6%	0%	0%	5%
Volunteer	15%	22%	24%	22%
Not in paid work	1%	5%	2%	0%
Other	10%	3%	2%	2%

** p<.01

1.5 Minority affiliation

In May 2013, less than one out of ten participants in the Belgian sample consider themselves to belong to a cultural, ethnic, religious or linguistic minority. This holds true for participants residing in or out of Belgium. In total, seven people residing in Belgium feel affiliated to a minority in the May 2013 sample. One participant considers him or her to be part of an indigenous minority, four belong to an ethnic or cultural minority, three to a religious minority, three to a linguistic minority and three are first generation immigrants[8].

Table 32: Affiliation to an ethnic, cultural, religious or linguistic minority? (N=143)

	N	%
Yes	10	7,0
No	133	93,0

In the May 2013 sample, the percentage of participants considering themselves to be part of a minority is lower than in the two previous researches. This decrease is significant.

Table 33: Affiliation to an ethnic, cultural, religious or linguistic minority?

	2011 (N=164)	2012 (N=139)	2013 (N=143)
Yes	12,8	12,9	7,0*
No	87,2	87,1	93,0

* $p<.05$

1.6 First language

Almost all participants speak a language at home that is an official language of their country of origin, although more than one in five also speak a language in their family that is not an official language. There is no difference in the degree that participants speak an officially recognized language at home or in their family according to country of residence in the May 2013 sample. In the sample of 2011, residents of other countries spoke more often a language that is not officially recognized in their country than Belgian residents.

Table 34: Language spoken at home and in the family (N=143)

	Yes	No
Is the language mainly spoken in your family of origin an official language of the country where you live?	95,1%	4,9%
Does your family of origin (including grandparents) speak at home also languages other than an official language of the country where you live?	22,9%	77,1%

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[8] Participants could choose between more than one category. Therefor the separate frequencies of the different categories do not add to 7.

The percentage of participants that speak in their family of origin a language that is not officially recognized in their country is significantly lower in the May 2013 sample than in the two previous samples. This is not the case for non-officially recognized languages spoken in the broader family. One in four to one in five participants have a family that also speaks another language besides those officially recognized by their country.

Table 35: Percentage of non-officially recognized language spoken at home and in the family, 2011-2013

	2011 (N=167)	2012 (N=144)	2013 (N=143)
Is the language spoken in your family an official language of the country where you live?	11,4%	17,4%	4,9%*
Does your family of origin (including grandparents) speak also languages other than an official recognized language?	28,5%	22,8%	22,9%

* P=<.05

The most frequently spoken first language among the participants of the Flemish sample is Dutch. Half of the participants in the sample speak Dutch. If we include the other official languages of Belgium (French and German), 70% of the participants in the May 2013 sample speak one of the official languages of Belgium at home. Of the 102 residents of Belgium in the sample, 73 speak Dutch at home, 14 French and 2 German. So 89 of the 102 participants residing in Belgium (87,3%) speak one of the official languages, 13 (12,7%) have another language (Arab, Croatian, Czech, Latvian, Persian, Romanian, Russian or Swedish) as first language.

Table 36: First language of the participants (N=153)

Language	N	%
Arab	2	1,3
Croatian	2	1,3
Czech	1	0,7
Dutch	75	49,0
English	3	2,0
Estonian	1	0,7
Finnish	2	1,3
French	17	11,1
German	16	10,5
Italian	2	1,3
Latvian	1	0,7
Macedonian	1	0,7
Maltese	3	2,0
Montenegrin	2	1,3
Persian	1	0,7
Polish	3	2,0
Romanian	3	2,0
Russian	4	2,6
Serbian	1	0,7
Slovakian	1	0,7
Spanish	2	1,3
Swedish	3	2,0
Turkish	6	3,9
Ukrainian	1	0,7

Over time, 2012 sample deviates from the two other samples concerning first language. There were less Belgian residents in the 2012 sample that spoke Dutch as a first language than in the other two samples, while the percentage of participants residing in Belgium that spoke another language than the officially recognized languages in Belgium is significantly higher in 2012 than in 2011 and 2013. The distribution of participants according to first language are very similar for the sample of 2011 and May 2013.

Table 37: Percentage of first language of the participants residing in Belgium, 2011-2013

Language	2011 (N=85)	2012 (N=48)	2013 (N=102)
Dutch	70,5	33,3***	71,6
French	15,3	22,9	13,7
German	4,7	6,3	2,0
Another language	9,4	37,5***	12,7

*** p<.001

1.7 Previous international mobility experience

The participants of the May 2013 sample are internationally mobile. On average, they already travelled more than 16 times abroad before the project. On the other hand, for 15 participants (10,6%), this was their first time abroad.

Table 38: Previous travels abroad of participants (N = 141)[9]

Parameter	
Mean	16,4
Median	10,0
Mode	10,0
Standard deviation	18,6
Minimum	0
Maximum	151

Although previous travels abroad of participants varies over time, there are no significant differences in the mean number of travels abroad between 2011 and 2013. Participants of YiA-projects have been internationally mobile during the whole period. Only the percentage of participants travelling for the first time abroad is significantly higher in 2013 than in the previous two years.

Table 39: Previous travels abroad of participants, 2011-2013 (N = 161)

Parameter	2011 (N=161)	2012 (N=138)	2013 (N=141)
Mean	15,8	13,3	16,4
Median	10,0	8	10,0
Mode	10,0	5	10,0
Standard deviation	21,1	16,2	18,6
% first time abroad	6,8%	5,1%	10,6%*

* p<.05

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[9] One participant claimed to have made 500 travels abroad. This was an outlier compared to the answers of other participants and was not included in the analysis.

Previous research (Stevens, 2013) found significant differences in international mobility between participants residing in Belgium and those who do not. Belgian residents were more international mobile than participants who do not reside in Belgium. In the May 2013, this isn't the case. Belgian residents still travel on average more abroad than other participants in the sample, but this difference is no longer significant. There is still a difference between the two groups. Amongst participants not residing in Belgium, the most given answer to the question about previous travels abroad is only once, the mode of Belgian residents is 10.

Table 40: Previous travels abroad of participants by country of residence (N = 141)

	Belgium (N= 96)	Other country (N=45)
Mean	16,7	15,5
Standard deviation	18,9	18,1

The significant difference in international mobility between Belgian residents and participants who do not reside in Belgium can only be observed in the November 2011 sample. In the 2012 and May 2013 the difference in average previous travel abroad is not big enough to be significant.

Table 41: Average previous travels abroad of participants by country of residence, 2011-2012

	Belgium			Other country		
	2011	2012	2013	2011	2012	2013
Mean	21,5*	16,6	16,7	10,8*	12,1	15,5
Standard deviation	24,5	20,2	18,9	16,1	14,3	18,1
N	76	38	96	85	100	45

The main reasons to go abroad are for holidaying (more than 80%), for a school trip (65%) or for taking part in a youth exchange (39%). These are also the three reasons most cited in previous research (Fennes et al., 2012; Stevens, 2013).

Table 42: Reasons of previous travels abroad of participants (N=137)

Reasons	N of responses	Percentage of responses	Percentage of cases
I went abroad for holidays	120	28,1%	87,6%
I went abroad with my class at school	90	21,1%	65,5%
I participated in a youth exchange	54	12,6%	39,4%
I went to school in another country	4	0,9%	2,9%
I lived in another country with my parents	12	2,8%	8,8%
I studied abroad during my university studies	21	4,9%	15,3%
I did a language course abroad	16	3,7%	11,7%
I did a work placement abroad	16	3,7%	11,7%
I did a vocational training course abroad	10	2,3%	7,3%
I worked as an au-pair	2	0,5%	1,5%
I had a job abroad	18	4,2%	13,1%
I went abroad with my partner	27	6,3%	19,7%

Other reason	30	7,0%	21,9%
I have never been abroad before this project	7	1,6%	5,1%
Total	427	100%	311,7%[10]

The same top three reasons (going abroad for a holiday, with school or as part of a youth exchange) come back in all three samples. Over time, the percentage of participants claiming to have previously travelled abroad as a school trip augments significantly over time. The only other reason that has been ticked more frequently by participants over time is having a job abroad. This percentage more than doubles between 2011 and 2013. We have to take into account though that in 2013 more participants were employed than in 2011. This could explain the rise in this percentage. It does not necessarily mean that participants are more willing to go abroad to find a job. A last change over time is that the average number of reasons to travel abroad has increased from 2,6 to 3,1 reasons per participant. Also this increase is significant.

Table 43: Reasons of previous travels abroad of participants, 2011-2013

Reasons	Percentage of cases 2011 (N=167)	Percentage of cases 2012 (N=141)	Percentage of cases 2013 (N=137)
I went abroad for holidays	82,8%	85,8%	87,6%
I went abroad with my class at school	49,7%	58,2%	65,5%**
I participated in a youth exchange	39,3%	45,2%	39,4%
I went to school in another country	6,1%	6,4%	2,9%
I lived in another country with my parents	8,0%	12,8%	8,8%
I studied abroad during my university studies	11,7%	12,1%	15,3%
I did a language course abroad	8,6%	14,9%	11,7%
I did a work placement abroad	8,6%	11,3%	11,7%
I did a vocational training course abroad	4,9%	6,4%	7,3%
I worked as an au-pair	3,1%	2,8%	1,5%
I had a job abroad	5,5%	9,9%	13,1%**
I went abroad with my partner	12,9%	9,9%	19,7%
Other reason	15,3%	16,3%	21,9%
I have never been abroad before this project	4,9%	3,5%	5,1%
Total	261,3%	295,7%	311,7%[11]*

* p <.05, ** p < .01

The top three reasons to travel abroad is the same for participants residing in Belgium and those who don't and that for all three samples. Only in 2011, travelling abroad for a youth exchange took second place among participants not living in Belgium, overtaking travelling abroad as a school trip as the second most important reason among this group.

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[10] This percentage goes over 100% because respondents could give multiple responses.
[11] These percentages go over 100% because respondents could give multiple responses.

Table 44: Reasons of previous travels abroad of participants by country of residence, 2011-2013

Reasons	Belgium			Other country		
	% of cases 2011	% of cases 2012	% of cases 2013	% of cases 2011	% of cases 2012	% of cases 2013
I went abroad for holidays	93,6%	92,1%	93,5%	72,9%	83,5%	75,6%
I went abroad with my class at school	76,9%	63,2%	77,2%	24,7%	56,3%	42,2%
I participated in a youth exchange	43,6%	39,5%	39,1%	35,3%	47,6%	40,0%
I went to school in another country	5,1%	5,3%	3,3%	7,1%	6,8%	2,2%
I lived in another country with my parents	14,1%	10,5%	12,0%	2,4%	13,6%	2,2%
I studied abroad during my university studies	10,3%	15,8%	15,2%	12,9%	10,7%	15,6%
I did a language course abroad	12,8%	26,3%	6,5%	4,7%	10,7%	22,2%
I did a work placement abroad	12,8%	23,7%	12,0%	4,7%	6,8%	11,1%
I did a vocational training course abroad	2,6%	5,3%	6,5%	7,1%	6,8%	8,9%
I worked as an au-pair	1,3%	7,9%	0,0%	4,7%	1,0%	4,4%
I had a job abroad	2,6%	13,2%	9,8%	8,2%	8,7%	20,0%
I went abroad with my partner	14,1%	13,2%	20,7%	11,8%	8,7%	17,8%
Other reason	23,1%	15,8%	35,0%	8,2%	16,6%	15,6%
I have never been abroad before this project	1,3%	5,3%	3,3%	8,2%	2,9%	8,9%

International mobility can also take on the form of previous participation in a similar, international youth project. 54,5 % of the participants in the Flemish sample of May 2013 have never previously participated in a similar project, while 45,5% have. These findings are very similar to the previous samples. In November 2011 43% of the participants already participated in a similar project, in 2012 this was 48,6%. Participants who did participate previously in a similar project, have done this on average more than 4 times.

Table 45: Previous participation in similar projects of participants (N = 66)

Parameter	
Mean	4,4
Median	2
Mode	1
Standard deviation	7,1
Minimum	1
Maximum	50

The participants in the 2012 sample are on average less experienced in participating in youth exchanges compared to their counterparts in the November 2011 sample and the May 2013 sample. This difference is not significant though.

Table 46: Previous participation in similar projects of participants, 2011-2013

Parameter	2011 (N=53)	2012 (N=70)	2013 (N=66)
Mean	4,2	2,81	4,4
Standard deviation	4,7	2,6	7,1

There is no significant difference in previous participation according to country of origin. A similar observation was made in the previous Belgian samples (Stevens, 2013, 2014).

Table 47: Previous participation in similar projects of participants by country of residence (N = 59)

Parameter	Belgium (N=42)	Other country (N=24)
Mean	4,7	3,8
Standard deviation	8,4	4,1

Of those participating in a similar project more than six out of ten have participated in a programme subsidized by the European Union. Four out of ten have participated in a similar project not subsidized by the European Union. One in four does not recall who financed their previous participation. These are similar percentages as in the November 2011 sample.

Table 48: Type of similar projects participants had taken part in (N=64)

	N	% of answers	% of participants
In a project supported by YiA or a preceding EU-programme	40	50,6%	62,5%
In a similar project that was not supported by a youth programme of the European Union	24	30,4%	37,5%
In a similar programme, but I do not remember under which programme it took placee	15	19,0%	23,4%
Total	79	100%	123,4%

Participants not residing in Belgium have more experience in previous projects supported by the European Union than Belgian residents. In November 2011, this was just the other way around.

Table 49: Type of similar projects participants had taken part in by country of residence (N=64)

	Belgium (N=42)	Another country (N=22)
In a project supported by YiA or a preceding EU-programme	59,5%	68,2%
In a similar project that was not supported by a youth programme of the European Union	38,1%	36,4%
In a similar programme, but I do not remember under which programme it took place	23,8%	22,7%

1.8 Young people with fewer opportunities

One of the aims of Youth in Action is the inclusion of special interest groups in the programme. The E+ programme guide defines younger people with fewer opportunities as young people that are at a disadvantage compared to their peers because they are confronted with one or more obstacles in several life domains that could impair their participation in transnational projects (European Union, 2014).

The profile of participants till now does not testify of a lot of disadvantage among participants. A majority of them are young people living in villages or suburban areas who are in education or training. They are from families with parents with a high educational attainment. They themselves are mostly highly educated or are on track to finish their upper secondary or tertiary education. Most of them speak at home a language officially recognized by the state where they live in and most of them do not reckon themselves to be a part of a minority. A lot of them are keen travellers who mainly go abroad for holidays, within the framework of school or as part of an international youth exchange.

It would go too far to conclude that there are no young people with fewer opportunities in the May 2013 sample. Three percent of the participants are unemployed. One in twenty speak at home a language that is not recognized by the state and 7% identify themselves as a minority. Although the education level of participants in general is very high, 6% of participants have a lower educational degree in the May 2003 sample. All these percentages are lower in the May 2013 sample than in the previous samples (sample of November 2011 and the sample of 2012).

Some questions were explicitly designed to measure the extent of social exclusion amongst the participants though. One of these questions concerned the paying of the fee of the project they participated in.

Table 50: "Paying the fee of the project …" – according to participants (N=152)

	N	Percentage
… was easy for me	69	45,4
… was difficult for me	10	6,6
… was not necessary, I did not have to pay	73	48,0

It reveals that finance is a worry for some participants. Seven percent of participants have difficulties to pay the fee of the project. It must be stressed that in May 2013 almost half of the participants did not have to pay their fee, what affects the percentage of participants that have problems to pay their fee.

Between 2011 and 2013, the percentage of participants that did not have to pay a fee has increased, while the percentages of participants that have difficulties to pay the fee and the percentage of participants who do not have difficulties decreased. The amount of participants that did not have to pay a fee influences the percentage of participants who have difficulties to pay their fee. Therefore, it is questionable whether this question is a good indicator for young people with fewer opportunities. It is very likely that some of these young people are among those participants who did not have to pay their fee.

Table 51: "Paying the fee of the project …" – according to participants, 2011-2013

	2011	2012	2013
… was easy for me**	69,0%	54,8%	45,4%
… was difficult for me*	13,9%	11,9%	6,6%
… was not necessary, I did not have to pay***	17,1%	33,3%	48,0%

* p<.05, ** p<.01, *** p<.001

Paying the financial contribution to partake in the project is less troublesome if the venue of the project is located in the country of the participant. The percentage of participants that have problems to pay their fee is higher among participants of a sending country than participants of a hosting country. At the same time, a higher proportion of participants from sending countries claim to have no problems to pay their contribution than participants from hosting countries. The explanation for this contradictory observation is that a higher percentage of participants from hosting countries do not have to pay a fee in May 2013.

Table 52: "Paying the fee of the project …" – according to participants and by sending/hosting country (N=152)

	Sending country (N=79)	Hosting country (N=73)
… was easy for me***	59%	30%
… was difficult for me*	10%	3%
… was not necessary, I did not have to pay***	30%	67%

Paying the fee of the project is in all three Flemish samples more difficult for participants of sending countries than of hosting countries. The percentage participants who state that paying the contribution is easy for them has changed over time though. While in 2011 more participants from hosting countries than sending countries indicate that they do not have problems to pay the fee, this has changed in 2013. More participants from sending countries state to have no problems to pay the fee than participants of hosting countries. The percentage of participants who have no problems to pay the contribution has decreased over time for sending countries as well as for hosting countries. This can be attributed to the augmentation of participants who did not have to pay a fee between 2011 and 2013. This increase is more pronounced for hosting countries.

Table 53: "Paying the fee of the project …" – according to participants and by sending/hosting country, 2011-2013

	Sending country			Hosting country		
	2011 (N=156)	2012 (N=129)	2013 (N=79)	2011 (N=31)	2012 (N=48)	2013 (N=73)
… was easy for me	67%	55%	59%	80%	54%	30%
… was difficult	16%	13%	10%	3%	8%	3%
… I did not have to pay	17%	32%	30%	16%	37%	67%

Table 54: "Compared to the way other people live in your country, do you think…" (participants) (N = 145)
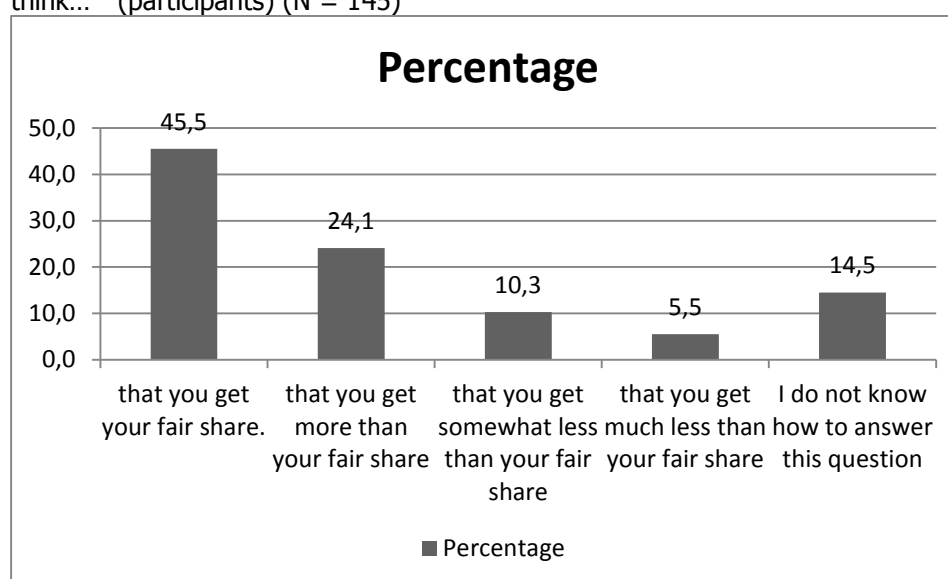
Participants also had to answer a question about their perception of they get their fair share in life. This question measures the degree of relative social deprivation (Desnerck et al., 2008) or social demotion (Pelleriaux, 2001) among the participants. Almost one out of six participants in the May 2013 sample feel socially deprived. They feel that they are getting less than their fair share than other people living in their country.

Table 55: "Compared to the way other people live in your country, do you think…", 2011-2013

Percentage

Answer	2011	2012	2013
that you get your fair share.	41,6	43,1	45,5
that you get more than your fair share	18,7	15,3	24,1
that you get somewhat less than your fair share	12,0	9,7	10,3
that you get much less than your fair share	1,2	3,5	5,5
I do not know how to answer this question	26,5	28,5	14,5
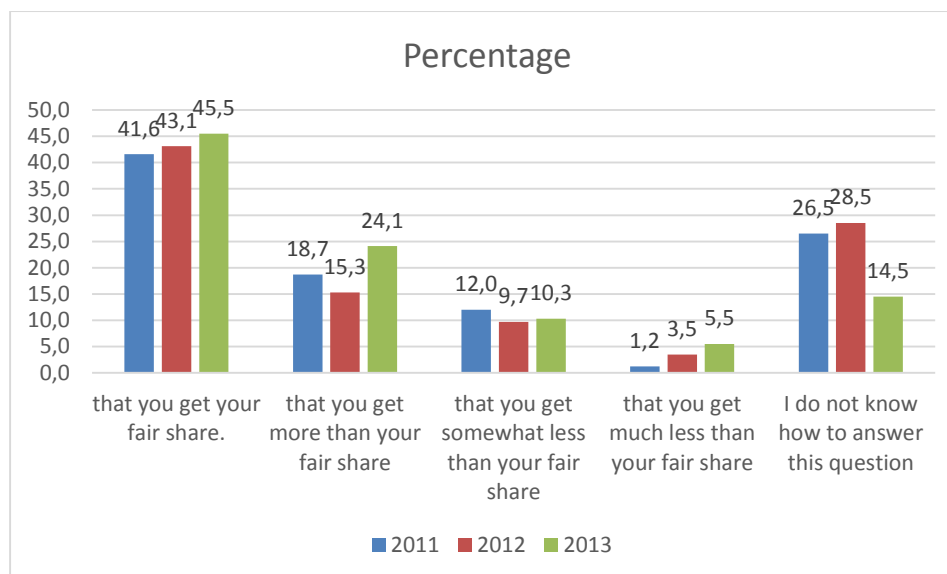
Over time, participants have become more divided over this question. On the one hand, more participants in the May 2013 sample (70%) claim that they get their fair share or even more than their fair share than in the November 2011 sample (60%). On the other hand, the percentage of participants feeling socially deprived has also increased between 2011 and 2013, from 13% to 16%. These differences are not significant, suggesting that feelings of relative social deprivation among participants is rather stable over time. The only percentage that has significantly changed over time is the percentage of participants who do not know how to answer this question. In the May 2013 sample, the average age of the participants is higher than in the other two samples and more participants have finished their education and are employed. Maybe more participants in the May 2013 can estimate more realistically what life throws at them and have less problems to answer this question.

Table 56: "Compared to the way other people live in your country, do you think…" (participants by country of residence) (N = 145)

	Belgium (N= 97)	Other country (N=48)
that you get your fair share.	47 48,5%	19 39,6%
that you get more than your fair share	25 25,8%	10 20,8%
that you get somewhat less than your fair share	8 8,2%	7 14,6%
that you get much less than your fair share	2 2,1%	6 12,5%
I do not know how to answer this question	15 15,5%	6 12,5%

Feelings of relative social deprivation are a little bit more common amongst participants not residing in Belgium (27%) than amongst participants residing in Belgium (10%). Although this difference seems big, it is not significant due to the low numbers of participants not residing in Belgium in the 2013 sample. Although there are variations between the three samples, in not one sample the differences in feelings of relative social deprivation between residents of Belgium

and residents of other countries is so outspoken that they are significant. Only the number of participants who do not know how to answer the question has significantly declined in 2013, as well among Belgian residents as among residents of other countries.

Table 57: "Compared to the way other people live in your country, do you think…" (participants by country of residence), 2011-2013

	Belgium			Other country		
	2011 (N=79)	2012 (N=38)	2013 (N=97)	2011 (N=87)	2012 (N=106)	2013 (N=48)
that you get your fair share/more than your fair share.	69,6%	47,3%	74,4%	51,7%	62,3%	60,4%
that you get somewhat less/much less than your fair share	6,3%	15,8%	10,3%	19,5%	12,3%	27,1%
I do not know how to answer this question	24,1%	36,8%	15,5% **	28,7%	25,5%	12,5% **

** p<.01

According to project type, feelings of relative social deprivation run highest among participants of the European voluntary system, although a few warnings are in place: only five out of the nineteen EVS-participants feel socially deprived and the differences in relative social deprivation between the participants of different project types are not significant. Similar observations were done in the November 2011 sample: EVS-participants report in a higher degree feelings of relative social deprivation, but the differences with participants from other project types are not significant (Stevens, 2013).

Table 58: "Compared to the way other people live in your country, do you think…" (participants by project type) (N = 136)

	Projects with young people (N=76)	EVS (N=19)	Project with youth workers (N=41)
that you get your fair share.	51%	37%	49%
that you get more than your fair share	25%	21%	19%
that you get somewhat less than your fair share	10%	26%	2%
that you get much less than your fair share	4%	0%	7%
I do not know how to answer this question	9%	16%	22%

Some participants in the May 2013 sample report obstacles in their access to education, employment, participation in social and political life and mobility. Especially the access to the labour market can pose a problem. Almost one in three agree that they have met difficulties in finding a job. One in eight report difficulties in their access to active citizenship and for one in seven access to mobility us not straightforward. One in six participants report obstacles in their access to education.

Table 59: Obstacles of participants in their access to education, work, active participation and mobility (N= 142)

Are you confronted with obstacles in your access …

	Yes	No	Do not know
to mobility	14,0	83,9	2,1
to active participation in society and politics	12,6	78,3	9,1
to work and employment	31,3	64,6	4,2
to education	16,2	81,0	2,8
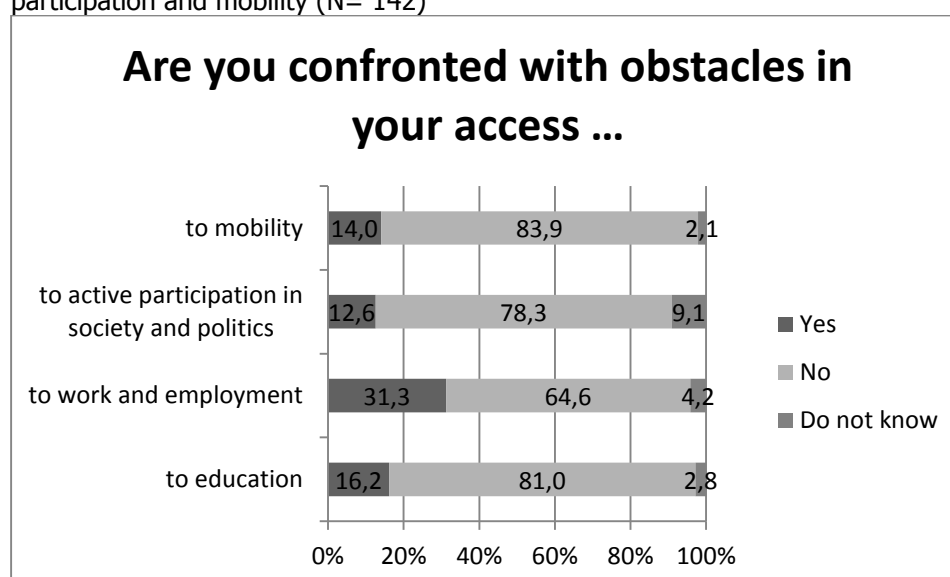
Between 2011 and 2013 the percentage of participants facing different obstacles in life stays fairly stable. There is only one significant increase: since 2012 a higher percentage of participants report obstacles in finding employment. In 2011 only one in five reported difficulties in finding access to the labour market. From 2012 onwards, one in three report hurdles in their pursuit of a job.

Table 60: Obstacles of participants in their access to education, work, active participation and mobility, 2011-2013
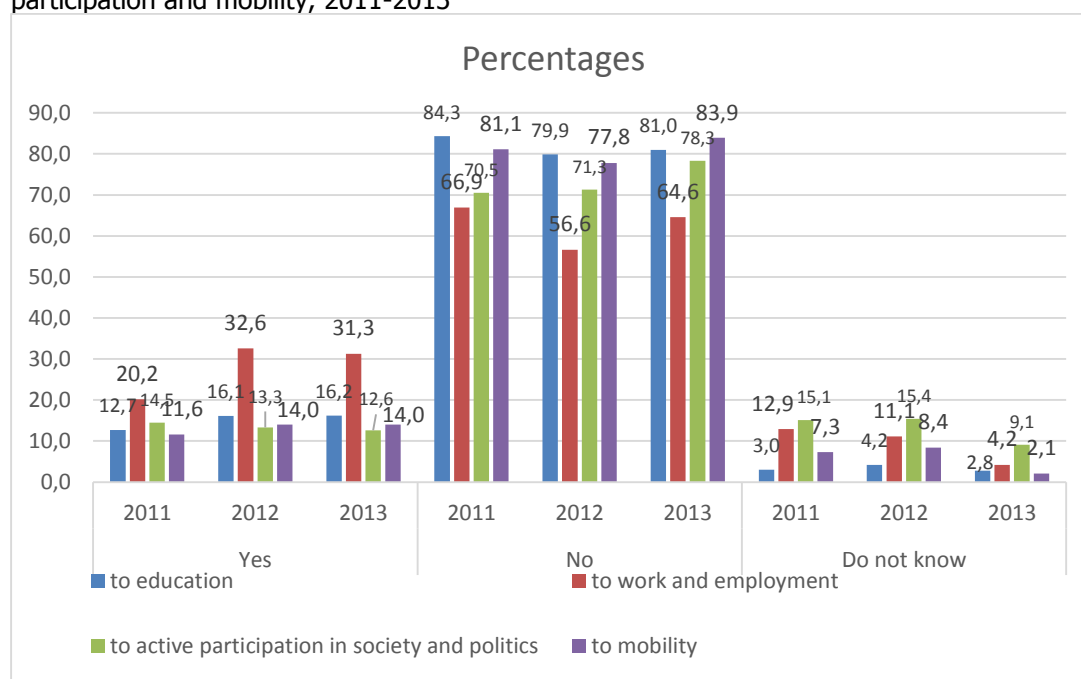
Participants residing in Belgium report to a lesser extent that they face several obstacles in life than participants not residing in Belgium. Although access to the labour market is the most problematic for both groups, it is especially worrisome for residents of other countries. Almost half of them report problems with finding a job. The differences in facing obstacles in life according to the country of residence of the participants are significant.

Table 61: Obstacles of participants in their access to education, work, active participation and mobility - by country of residence (N = 143)

Obstacles… (answers yes)	Belgium (N= 97)	Other country (N=44)
to education*	10 10,4%	13 28,3%
to work and employment**	24 24,7%	21 44,7%
to active participation in society and politics*	9 9,4%	9 19,1%
to mobility*	9 9,4%	11 23,4%

*p<.05, **p<.01

Over time, Belgian residents (first three bars per obstacle in table 60) report less obstacles in life than residents from other countries (last three bars per obstacle in table 60). In the sample of 2012, the differences in facing obstacles in life according to country of residence are not significant. Furthermore, a significant larger proportion of Belgian residents and residents from other countries report to meet problems in accessing the labour market from 2012 onwards, showing that this obstacle is becoming larger between 2011 and 2013 for all participants, irrespective of their country of residence. Finally, mobility has become a problem for a larger proportion of residents from other countries over time, but not for the residents of Belgium.

Table 62: Obstacles of participants in their access to education, work, active participation and mobility - by country of residence, 2011-2013
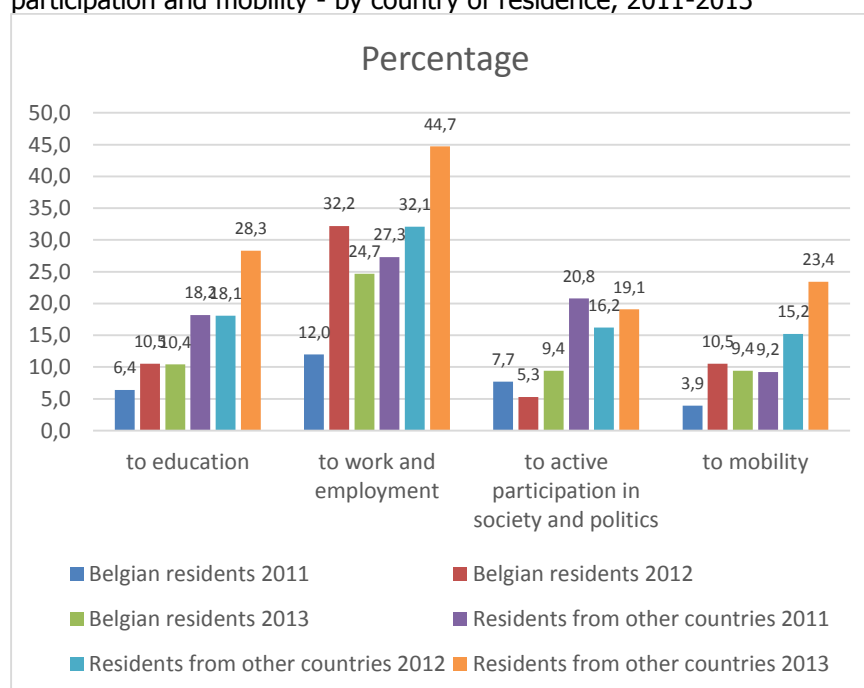
Not having enough money is the most cited reason why participants have not sufficient access to several life domains. Almost half of the participants who refer to an obstacle, tick this reason. Other obstacles and not having sufficient educational attainment, health problems and living in a remote area complete the top five reasons why participants meet obstacles in life in the May 2013 sample. The least cited reasons are social background, family responsibilities and having a disability. Finally, almost one out of ten participants claim having problems with the official languages in their country as a hindrance.

Table 63: Kind of obstacles for participants (N = 53)

% reasons of obstacles

Reason	%
Not having enough money	49,1%
Other obstacles	39,6%
Insuffent educational attainment/achievement	18,9%
Health problems	17,0%
Living in a remote area with poor transport connections	9,4%
Belonging to a disadvantaged or discriminated group	9,4%
Having problems with the offical language(s) in my country	9,4%
Belonging to an ethnic/cultural minority	5,7%
Having a disability or disabilities	3,8%
Family responsibilities and/or ties	1,9%
My social background	1,9%

Over time, the three main reasons for obstacles in life remain the same: having not enough money, other obstacles and a lack of educational attainment. That doesn't mean that there are no significant changes between the November 2011 and the May 2013 sample. Health issues are an obstacle for a larger proportion of participants in the May 2013 sample than in the November 2014 sample. While it ranks fourth in the May 2013 sample as a reason for an obstacle in life, it only ranked seventh in 2011. Living in a remote area with poor transport opportunities has been ticked by a lesser proportion participants in 2013 than in 2011, but this decline is not significant. Significant decreases in percentages of

participants can be observed towards social background and family responsibilities. These reasons are less cited in the 2013 sample.

Table 64: Kind of obstacles for participants, 2011-2013[12]

Percentages of participants

Obstacle	2013	2011
Not having enough money	49,1%	54,2%
Other obstacles	39,6%	39,6%
Insuffcent educational attainment/achievement	18,9%	16,7%
Health problems	17,0%	4,2%
Living in a remote area with poor transport…	9,4%	18,8%
Belonging to a disadvantaged or discriminated group	9,4%	10,4%
Having problems with the offical language(s) in my…	9,4%	10,4%
Belonging to an ethnic/cultural minority	5,7%	8,3%
Having a disability or disabilities	3,8%	2,1%
Family responsibilities and/or ties	1,9%	16,7%
My social background	1,9%	16,7%

■ 2013 ■ 2011

Also the project leaders pinpoint to the participation of young people with fewer opportunities in YiA-projects. According to almost seven out of ten project leaders, who answered this question, there were young people with fewer opportunities among the participants of their project. The high number of non-response (N=11), combined with the 4 project leaders who do not know or do not remember whether young people with fewer opportunities have taken part in the project, shows how difficult this question is to answer for project leaders. Previous research also found that project leaders in the Flemish sample tend to answer this question more positively than project leaders of some other countries (Labadie, Meyers & Stevens, 2013).

Table 65: Young people with fewer opportunities participating in the project according to project leaders (N=26)

	N	Percentage
Yes	18	69,2
No	4	15,4
Do not know/do not remember	4	15,4

Over time, we see that half to almost 70% of the project leaders agree that young people with fewer opportunities are included in their project. In the special survey of 2012, the percentage of agreement was significant lower than in the two other samples.

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[12] This question was not asked in the special survey of 2012.

Table 66: Percentage of young people with fewer opportunities participating in the project according to project leaders, 2011-2013

	2011 (N=53)	2012 (N=75)	2013 (N=26)
Yes	61,4	46,7*	69,2
No	15,8	25,3	15,4
Do not know/do not remember	22,8	28,0	15,4

* p<.05

Participants with fewer opportunities are mostly confronted with obstacles of a socio-economic nature according to the project leaders. In both standard surveys these two reasons are the most important reasons why young people face obstacles in life according to project leaders. This reflects the answers of the participants who say that a lack of money is a major problem to fully participate in social life.

Table 67: Number and kind of obstacles confronting young people with fewer opportunities participating in the projects according to project leaders, 2011-2013[13]

Obstacle[14]	2011 (N=35)	2013 (N=18)
Social obstacles	29	14
Economic obstacles	28	14
Education difficulties	15	5
Cultural differences	16	6
Physical and mental disabilities	5	5
Health problems	4	2
Geographical obstacles	8	5

It is not easy to determine who is disadvantaged and who is not because young people can be disadvantaged on several domains of life. Different indicators lead to different assessments of the scope of the phenomenon. Only taking into account the percentage of young people confronted with unemployment would lead to a conclusion that only 3% of the participants in the May 2013 sample are disadvantaged. Minority status doubles this percentage to 7% and if we take into account that some participants are confronted with difficulties to integrate into the labour market, we would estimate that 30% of the participants in the May 2013 belong to the group of young people with fewer opportunities. Over time, the percentage of young people with fewer opportunities diminishes between 2011 and 2013 if unemployment or minority status is used as an indicator, while this percentage augments by using obstacles to integration into the labour market as indicator.

A second problem is that most measurements of social exclusion in the survey are subjective and not objective indicators (Fennes et al., 2011). An approach that combines subjective and objective indicators has the advantage that an objective indicator is supplemented and corroborated by the subjective appraisal of the participant of his or her social position. The few objective measures in the questionnaires limit nonetheless the way how young people with fewer

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[13] In the special survey of 2012 this question was not included in the questionnaire.

[14] A description of how to interpret these obstacles, has been provided to the project leaders.

opportunities can be delineated in the samples. This approach is furthermore not always very relevant for some countries in the EU (e.g. the use of place of residence as an objective indicator of obstacles in mobility), resulting in very conservative estimates of young people with fewer opportunities in the different samples (e.g. Labadie, Meyer & Stevens, 2013).

The definition of the Erasmus+ Programme guide strongly stresses the subjective and relative component of being young with fewer opportunities. It states that fewer opportunities is determined by how a young person perceives his own social position compared to the social position of his peers (European Union, 2014). In this report a more systematic approach to the operationalization of young people with fewer opportunities will be presented. The aim of this attempt is to construct an indicator, based on the E+-programme definition, but relevant for the Flemish situation. The main aim is certainly not to determine for once and for all how many young people with fewer opportunities are reached by the YiA programme, but to have a relevant and useful indicator for further research. It cannot be excluded that the young people participating in the surveys are not completely representative for all participants in YiA-projects. Financial obstacles, limited internet access, disability, … still influence the opportunity to partake in an internet research (Fennes et al., 2011). Furthermore, it is a known fact that some groups in society participate less in quantitative research than other social groups (Stevens et al., 2006; Fennes et al., 2011). Survey data cannot be conclusive about this last question and has to be supplemented with other data.

Starting point of the operationalization is the definition of young people with fewer opportunities in the Erasmus+-programme. This definition starts from different obstacles in life. The E+-programme guide defines younger people with fewer opportunities as young people that are at a disadvantage compared to their peers because they are confronted with one or more obstacles in seven different life domains: disability, educational difficulties, economic obstacles, cultural obstacles, health problems, social obstacles and geographical obstacles. These life domains are included in the question concerning obstacles in life and the reasons for these obstacles. Another important aspect is the subjective component of the definition. This subjectivity is included in the question about getting a fair share out of life. The current operationalization differs from the Erasmus+ programme guide definition because it also uses the highest educational attainment of mother (mother did not finish upper secondary education). This is an important indicator often used in Flemish research and administrative databases to document children and young people with fewer opportunities[15]. It is also an often used indicator of cultural capital in international research (Van de Walle, Bradt & Bouverne-De Bie, 2013).

The E+ programme guide speaks of one or more problematic life domains. The strict application of this definition would lead to an estimate of 60% (in 2011 and 2012) to 50% (in 2013) young people with fewer opportunities in the Flemish sample. This seems rather a high estimate. Furthermore, if only one life domain is taken into account, the risk exists that all disabled young people, everyone who faces difficulty in accessing the labour market, everyone who is confronted with poor public transport, … are considered to be a young person with fewer opportunities. The same holds true for a son or a daughter of an Indian diamant trader who is confronted with discrimination in daily life.

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[15] For instance, in the GOK-decreet (Equal Opportunities in Education –act), the child poverty index of Kind en Gezin.

Table 68: Number of problematic life domains, 2011-2013

Number of life domains	2011 (N=165)	2012 (N=138)	2013 (N=146)
0	41,6%	42,8%	53,8%
1	32,9%	27,5%	23,1%
2	8,1%	14,5%	6,9%
3	13,4%	8,7%	10,0%
4	2,7%	3,6%	3,8%
5	1,3%	2,2%	2,3%
6	0,0%	0,7%	0,0%
7	0,0%	0,0%	0,0%

To prevent this, Flemish poverty research and the research on at-risk youth stresses the importance of an accumulation and a reinforcement of social exclusion mechanisms to speak of social disadvantage. Only if people are confronted with multiple problems that reinforce each other, a person can be regarded as someone who has fewer opportunities in life (Vranken, 1997; Vettenburg, 1995).

Therefore, we deviate a second time from the definition in the E+-programme guide. A threshold approach has been applied to introduce the notion of the accumulation of social problems in the operationalization of young people with fewer opportunities by adding the number of problematic life domains. Operationalising having fewer opportunities in life as at least two problematic life domains, results in an estimate of young people with fewer opportunities that varies between 24% (in the May 2013 sample) to 30% (in the 2012 sample). In that case, a participant with a lower educated mother who claims not to get a fair share in life is considered to be disadvantaged. A more strict approach is to take into account three problematic life domains. Participants are considered to be a young person with fewer opportunities if:
- participants meet obstacles on at least three life domains or tick at least three reasons for these obstacles.
- participants meet obstacles on at least two life domains or tick at least two reasons for these obstacles and whose mother did not finish secondary education or who claim not to get a fair share out of life.
- participants meet obstacles on at least one life domain or tick at least one reason for these obstacles and whose mother did not finish secondary education and who claim not to get a fair share out of life.

Table 69: Number and percentage of young people with fewer opportunities, 2011-2013

	2011		2012[16]		2013	
	N	%	N	%	N	%
Fewer opportunities	28	17,8%	21	15,2%	24	17,4%
No fewer opportunities	129	82,2%	117	84,8%	114	82,6%

This approach results to an estimate of 15% to 17% of young people with fewer opportunities in the samples. Over time, the percentage of participants who can

[16] The operationalization of the 2012 sample is slightly different because the reasons why participants meet obstacles in life is not asked in the special survey.

be considered to have fewer opportunities is quite stable. One in six participants have fewer opportunities compared to their peers.

To externally validate this operationalization, a comparison is made between the group of participants categorized as a person with fewer opportunities and the group of participants not categorized as a person with fewer opportunities concerning some indicators of being disadvantaged that are not used in the operationalization. A larger proportion of the participants that have been classified in the category of young people with fewer opportunities have difficulties to pay their contribution for the project than those participants in the category of young people without fewer opportunities. This holds true for all three samples. The picture for the other indicators is more varied. In 2012, the participants categorized as young people with fewer opportunities speak more an unofficially recognized language at home and are more unemployed at the start of the project than those categorized as young people without fewer opportunities. In 2013, the participants in the category young people with fewer opportunities belong more to a minority or speak another language than the officially recognized language in their country than those participants who are subdivided in the group without fewer opportunities. These findings are in line with the operationalization.

Table 70: Other possible indicators of disadvantage and categorization as a young person with fewer opportunities?, 2011-2013

	Fewer opportunities?	2011	2012	2013
paying my fee was difficult	No	8,5%***	7,8%***	1,8%***
	Yes	32,1%***	42,7%***	30,4%***
language spoken at home not officially recognized	No	10,2%	13,7%**	3,5%
	Yes	17,9%	40,0%**	13,0%
other languages spoken family	No	26,6%	23,9%	15,9%***
	Yes	33,3%	19,0%	50,0%***
unemployed	No	3,9%	7,7%*	3,5%
	Yes	10,7%	23,8%*	4,2%
belonging to a minority	No	11,8%	12,3%	2,5%***
	Yes	14,3%	21,1%	26,1%***
Belgium as country of residence	No	51,9%*	27,4%	75,5%**
	Yes	25,0%*	14,3%	41,7%**
Average N of previous travels abroad	No	17	14	18*
	Yes	11	8	10*
Percentage participation in a similar project	No	44,5%	48,7%	44,5%
	Yes	35,7%	57,1%	54,5%

* p<.05, ** p<.01, *** p<.001

Finally, young people with fewer opportunities reside more in another country than in Belgium. Only in the 2012 sample, this difference was not significant. Young people with fewer opportunities tend to travel less abroad than other participants in the sample, but this difference is only significant in the May 2013 sample. They haven't participated less in similar projects as YiA-projects than other participants in the sample.

2. Profile of the project leaders

2.1 Gender and age

In the May 2013 sample half of the project leaders are male and the other half are female. The same gender distribution can be found among project leaders residing in Belgium (N=26) and project leaders not residing in Belgium (N=10).

Table 71: Gender of the project leaders (N= 36)

	N	%
Female	18	50,0
Male	18	50,0

In the previous samples men were always slightly overrepresented among the project leaders. In May 2013 this is no longer the case. This finding is in line with Flemish youth research. This research normally finds little differences between men and women in taken up leading positions in youth work in general (Smits, 2004) or in youth movements (De Pauw et al., 2010). Only in youth clubs (De Pauw, 2014) and in local, municipal youth work, there are more men in a leading position than women (Holvoet, 2011).

Table 72: Gender of the project leaders, 2011-2013

	2011		2012		2013	
	N	%	N	%	N	%
Female	34	44,2	40	46,7	18	50,0
Male	43	55,8	46	53,3	18	50,0

Only in EVS-projects there are more female project leaders than male project leaders and this holds true for the November 2011 sample and the May 2013 sample. Also in the transnational samples, a similar finding has been done (Fennes et al., 2011).

Table 73: Gender of the project leaders by project type (N=36)

Gender	Projects with young people (N=8)	EVS (N=18)	Projects with youth workers (N=10)
Female	3	10	5
Male	5	8	5

A possible explanation is that EVS-projects are predominantly projects in the social sector, a very female sector. In the other two types of projects, there are more male than female project leaders or the number of male and female project leaders is the same.

Table 74: Gender of the project leaders, 2011-2013 (Absolute numbers)

	2011			2013		
	Projects with young people	EVS	Projects with youth workers	Projects with young people	EVS	Projects with youth workers
Female	26	3	2	3	10	5
Male	29	2	7	5	8	5

On average the project leaders are older than the participants. The average age of the project leaders is 32,5 years old (26 years for participants). More than half of the project leaders is younger than 30 years old. The average age of project leaders in the May 2013 sample is comparable to the average age of the project leaders in the November 2011 sample (average 32,9 years), but is lower than the average age of the project leaders in the 2012 survey. Project leaders in 2012 were on average 35 years old.

Table 75: Age of the project leaders (N = 31)

Age (category)	N	%
18 till 25	4	12,5
26 till 30	14	43,8
31 till 35	6	18,8
36 and older	8	25,0

Over time, the 2013 sample deviates from the two other samples because percentagewise the age group of 26- till 30 years old is more represented in the sample than in the two other samples. In the 2011 and 2012 sample, there were more project leaders older than 36 year olds compared to the 2013 sample. These differences between samples are not significant though.

Table 76: Age of the project leaders, 2011-2013

Age (category)	2011		2012		2013	
	N	%	N	%	N	%
18 till 25	19	27,5	19	22,1	4	12,5
26 till 30	19	27,5	15	17,4	14	43,8
31 till 35	9	13,0	17	19,8	6	18,8
36 and older	22	31,9	35	40,7	8	25,0

Project leaders of EVS-projects are on average the oldest group. There are no significant age differences according to project type.

Table 77: Average and standard deviation of age of the project leaders by project type (N = 32)

Type	Average	N	Standard deviation
Project with young people	31,0	8	6,7
EVS	33,7	17	9,5
Project with youth workers	31,4	7	6,1

A comparison over time, corroborates the findings of the May 2013 sample: EVS-project leaders are on average older than project leaders of other project types, but these differences in average age are not significant. Although the average age of EVS-project leaders in November 2011 was higher than in May 2013, also this difference is not significant, suggesting that the ages of project leaders of different action types is stable over time.

Table 78: Age of the project leaders, 2011-2013

Action type	2011		2013	
	Average	standard deviation	Average	standard deviation
Project with young people	32,7	10,7	31,0	6,7
EVS	40,3	8,8	33,7	9,5
Project with youth workers	31,7	8,7	31,4	6,1

2.2 Educational attainment

In May 2013 30 of the 36 project leaders were no longer in education or training at the start-up of the project, while only 6 out of the 36 project leaders were still studying. This is comparable to the November 2011 where more than 70% of the project leaders had finished their education or training when the project took place.

Table 79: Highest educational attainment of project leaders (N=36)

	N	%
Primary school	1	2,8
Lower secondary school	1	2,8
Technical school	0	0,0
Upper secondary school	3	8,3
Upper vocational school	2	5,6
University/polytechnic	29	80,6

The educational level of project leaders is higher than the educational level of the participants. Eight out of ten project leaders have a higher education degree. The six project leaders that do not have a higher degree are all still in education and four of them are studying at a university or a polytechnic, so trying to get a higher education diploma. The difference in education level of participants and project leaders is in the May 2013 sample (80% project leaders versus 70% participants) less outspoken then in the previous samples (70% project leaders versus 50% participants) because of the larger number of participants who have finished their education or training in the May 2013 sample. Over time, there are no significant differences. This means that in the period 2011 till 2013 the educational attainment of project leaders is constantly at a high level.

Table 80: Education level of the project leaders, 2011-2013

Education level	2011		2012		2013	
	N	%	N	%	N	%
Primary school	3	4,0	1	1,2	1	2,8
Lower secondary school	0	0,0	2	2,3	1	2,8
Technical school	2	2,7	1	1,2	0	0,0
Upper secondary school	9	12,0	9	10,5	3	8,3
Upper vocational school	7	9,3	13	15,1	2	5,6
University/polytechnic	54	72,0	60	69,8%	29	80,6

With respect to educational attainment, there is no significant difference between projects leaders residing in Belgium and those who do not. A similar observation was made in earlier research (Stevens, 2013).

Table 81: Highest educational attainment of the project leaders by country of residence (N =36)

	Belgium (N=26)	Other country (N=10)
Primary school	0 0,0%	1 10%
Lower secondary school	0 0,0%	1 10%
Technical school	0 0,0%	0 0%
Upper secondary school	3 11,5%	0 0%
Upper vocational school	1 3,8%	1 10%
University/polytechnic	22 84,6%	7 70%

Over time, there are no significant differences in education level according to country of residence. This proofs that the educational attainment of project leaders is at a high level for the total period under consideration and this holds true for Belgian residents and for project leaders not residing in Belgium.

Table 82: Percentage education level of the project leaders by country of residence, 2011-2013

Education level	2011		2012		2013	
	Belgium	other country	Belgium	other country	Belgium	other Country
No higher education	25,0	30,4	26,4	36,4	15,4	30
University/polytechnic	75,0	68,6	73,6	63,6	84,6	70

There are no differences in educational attainment between project leaders of different types of projects in the May 2013 sample. Irrespective of project type, the educational attainment of project leaders is high. A similar result was found

in the November 2011 sample and in the international sample of 2011 (Fennes et al., 2013, Stevens, 2013).

Table 83: Number and percentage of project leaders with a higher educational attainment by project type (N = 36)

Type	Number and Percentage
Project with young people (N = 8)	8 100%
EVS (N = 18)	13 72%
Project with youth workers (N = 10)	8 80%

Table 84: Number and percentage of project leaders with a higher educational attainment by project type, 2011-2013

Action type	2011		2013	
	N	%	N	%
Project with young people	38	72%	8	100%
EVS	4	80%	13	72%
Project with youth workers	7	78%	8	80%

2.3 Occupational status

In the May 2013 sample, only a quarter of the project leaders are voluntarily involved in the project, 75% of them are professionally involved, most of them on a full-time employment basis.

Table 85: Involvement in the project on a voluntary or an employed basis (N=36)

	N	%
On a voluntary, unpaid basis	9	25,0
On a full-time employment basis	15	41,7
On a part-time employment basis	12	33,4

Over time, there are two significant changes between the samples of November 2011 and May 2013. The percentage project leaders voluntary involved in the project has halved while the percentage of project leaders involved in the project on a part-time basis has increased significantly. The percentage of project leaders involved on a full-time basis does not change significantly over time.

Table 86: Number and percentage involvement of the project leaders, 2011-2013

Involvement	2011		2012		2013	
	N	%	N	%	N	%
On a voluntary, unpaid basis**	39	53,4	40	51,3	9	25,0
On a full-time employment basis	25	34,2	22	28,2	15	41,7
On a part-time employment basis*	9	12,3	16	20,5	12	33,7

** p<.01

Of those professionally involved, more than half of them are involved on a full-time employment basis in their own organization, but four out of ten project leaders are also professionally involved in other settings than the organization where they did the project. According to Fennes et al. (2011) this shows that project leaders are highly motivated and as such can be seen as role models for active citizenship.

Table 87: Project leaders' professional status outside of their organization (N=35)

	N	%
I had no professional engagement outside my organization	20	57,1
I was employed full-time by another employer/organization	6	17,1
I was employed part-time by another employer/organization	1	2,9
I was self-employed	3	8,6
I was unemployed	4	11,4
I was not in paid work	1	2,9

The percentage of project leaders who have another professional engagement outside their organization has declined between 2011 and 2013. This decline is significant.

Table 88: Project leaders' professional status outside of their organization, 2011-2013

Professional engagement outside the organization	2011		2013	
	N	%	N	%
I had no professional engagement outside my organization*	28	39,4	20	57,1
I had a professional engagement outside my organization*	43	60,6	15	42,9

* p<.05

Six of the 26 (23%) of the project leaders residing in Belgium are voluntarily involved in the project compared to 3 of the 10 (30%) of the project leaders not residing in Belgium. This difference is not significant. There is no difference in voluntarily involvement of project leaders between the different types of projects either. We have to be cautious about these numbers because of the small numbers. These small numbers also make a comparison over time impossible because too many cells have a count less than five, so that reliable significance levels cannot be calculated.

Table 89: Number and percentage of voluntarily project leaders by project type (N = 36)

Type	Number and Percentage
Project with young people (N = 9)	3 33%
EVS (N = 17)	4 23,5%
Project with youth workers (N = 10)	2 20%

2.4 Minority status

In the May 2013 sample, 14% of the project leaders consider themselves to be a part of a minority group of the country where they live. This means that more project leaders reckon themselves to be a minority than participants. One of those five project leaders belongs to an ethnic or cultural minority, two project leaders belong to a linguistic minority and two project leaders are a first generation immigrant.

Table 90: Do you belong to an ethnic, cultural, religious or linguistic minority?, percentage and absolute number (N=36)
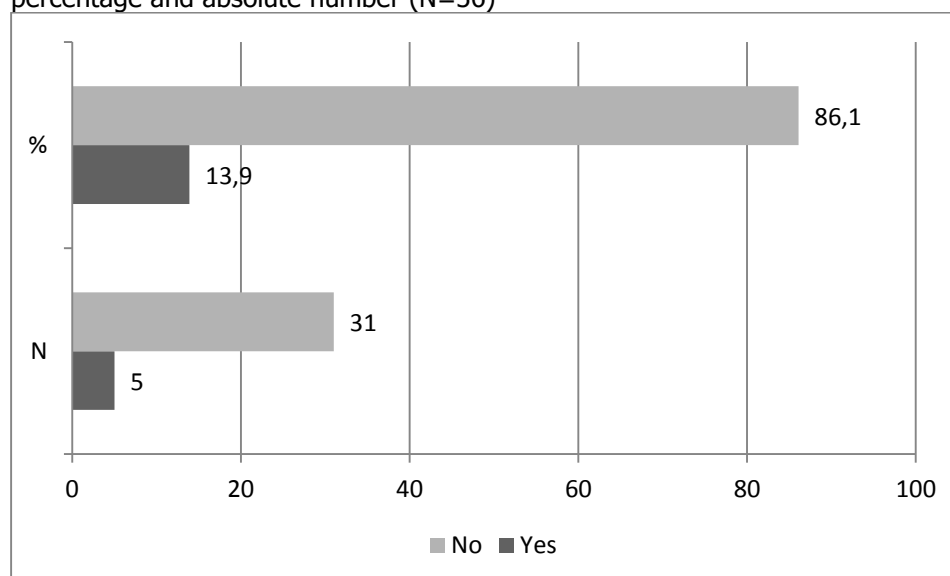
There is no significant change in minority belonging among project leaders between the November 2011 sample and the May 2013 sample.

Table 91: Percentages minority belonging, 2011-2013
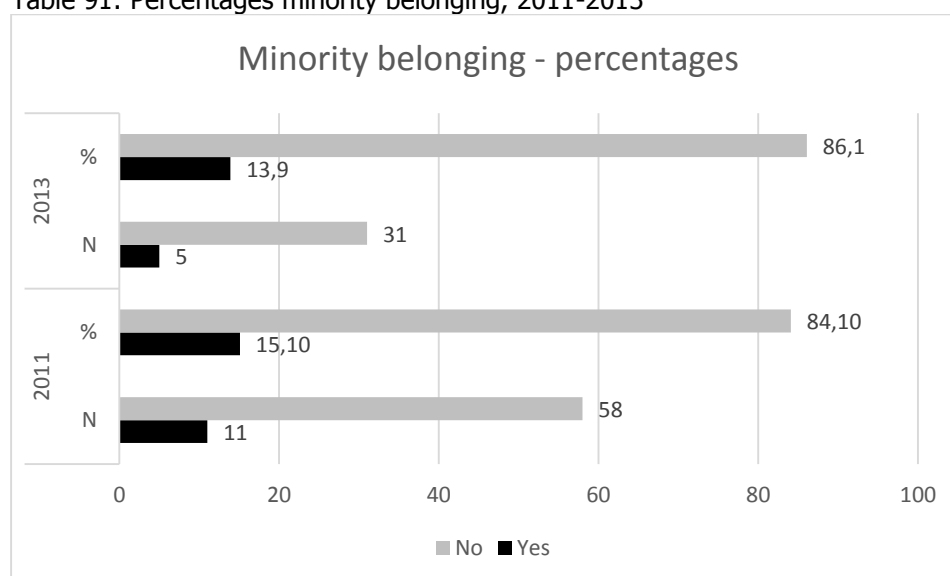
There is no difference in minority status according to country of origin. Three out of the 26 (11%) project leaders residing in Belgium belong to a minority. Among project leaders not residing in Belgium this is 2 out of 10 (20%).

2.5 Citizenship identification

Some project leaders in the Belgian sample identify themselves as an European (5 out of 35 or 14%). Furthermore, 18 out of 36 (50%) project leaders have a multiple identity, combining an European identity with a national one. Nonetheless, 13 out of 35 project leaders identify themselves exclusively with a national identity.

Table 92: Project leaders' identity (national, regional or European) (N= 36)

	N
From another region of the world and living in my present country of residence	2
Citizen of another European country and living in my present country of residence	4
European living in my present country of residence	5
European citizen and citizen of my present country of residence	18
Citizen of my present country of residence	7

Between 2011 and 2013, there are no significant shifts in the way project leader's identify themselves.

Table 93: Number and percentage project leader's identify (national, regional, European), 2011-2013

Involvement	2011		2013	
	N	%	N	%
European living in my present country of residence	15	21	5	14
European citizen and citizen of my present country of residence	34	48	18	50
National identity	22	31	13	36

19 out of 26 (73%) project leaders residing in Belgium call themselves European or combine a European identity with a Belgian one. Amongst the project leaders not residing in Belgium this percentage is 40%. Because of the small numbers no reliable levels of significance can be estimated.

2.6 Previous experiences with EU-funded Youth-projects

Most project leaders have a history in EU youth programmes. Only one fourth of the project leaders were never before involved in a programme, while more than half of them have been previously involved as a participant and even half of them have previously been a project leader. Three quarters of the project leader have thus a previous experience with EU-funded youth programmes. This shows that on the one hand there is a certain accumulation of experience among project leaders in the Youth in Action programme. On the other hand, there is also a certain 'renewal' among project leaders in 2013.

Table 94: Project leaders' previous involvement in EU youth programmes (N=36)[17]

	N	% of project leaders
Yes, as project leader	18	50,0%
Yes, as participant	20	55,6%
No	10	27,8%

Over time, there are no significant changes in the previous experiences with EU youth programmes of project leaders. Only in 2012, the percentage of project leaders with no previous involvement in EU youth programmes was significantly lower than in the November 2011 sample, but not with the May 2013 sample. The percentage of project leaders without previous experience varies thus between one in five to one in three in the different samples, supporting the claim that every year the project leaders are a mix of experienced project leaders and inexperienced project leaders, resulting in an accumulation of experience and knowledge among project leaders supplemented by a constant renewal of the pool of project leaders.

Table 95: Number and percentage of previous involvement of the project leaders, 2011-2013

Previous involvement	2011		2012		2013	
	N	%	N	%	N	%
Yes, as project leader	39	54,9	48	63,2	18	50,0
Yes, as participant	26	36,6	30	39,5	20	55,6
No	24	33,8	15	19,7*	10	27,8

* $p < .05$

Project leaders, not-residing in Belgium, have more previous experience as a project leader (7 out of 10) than their counterparts living in Belgium (11 out of 26). Project leaders residing in Belgium (16 out of 26) have more experience with EU youth programmes as participants than their colleagues not residing in Belgium (4 out of 10). For 2 out of 10 project leaders not residing in Belgium and 8 out of 26 project leaders residing in Belgium it was their first involvement. These differences are not significant though.

With respect to project types, there are no significant differences in previous involvement. Only one project leader of a project with youth workers participates for the first time in May 2003.

Table 96: Previous involvement of the project leaders by project type (N = 35)

	Projects with young people (N=51)	EVS (N=4)	Projects with youth workers (N=10)
Yes, as project leader	3 33%	9 53%	6 60%
Yes, as participant	5 56%	9 53%	6 60%
No	3 33%	6 35%	1 10%

---

[17] Multiple responses possible

Over time, there are no significant changes in previous involvement in EU youth programmes according to action type. Once more, this has more to do with some small numbers in some cells (especially in the May 2013 sample but also for some action types in the November 2011 sample).

Table 97: Number and percentage of project leaders with previous involvement by project type, 2011-2013

Action type	Involvement	2011		2013	
		N	%	N	%
Project with young people	Yes, as project leader	28	55%	3	33%
	Yes, as participant	15	29%	5	55%
	No	18	35%	3	33%
EVS	Yes, as project leader	2	50%	9	53%
	Yes, as participant	3	75%	9	53%
	No	1	25%	6	35%
Project with youth workers	Yes, as project leader	4	50%	6	60%
	Yes, as participant	5	62%	6	60%
	No	2	25%	1	10%

7 out of 18 project leaders have participated maximum 4 times before, 5 of 18 project leaders participated maximum 10 times and 6 of them even participated more than 10 times in a project, showing that one in three project leaders are heavily involved in the programme. Furthermore, most project leaders had contacts with their project partners even before the project started and for most of them these contacts stem from an involvement in a previous project supported by an EU youth programme.

Table 98: Previous contacts in development and preparation of the project (N=30)

	No	Yes	Do not know
My organization/group had already been cooperated before the project with one or more partners of the project	6 20,0%	23 76,7%	1 3,3%
My organization/group had already been involved with one or more project partners in a previous project supported by an EU youth programme	8 26,7%	20 66,7%	2 6,7%

There are no significant differences in number of previous involvements according to project type, country of origin or over time.

Table 99: Previous contacts in development and preparation of the project,
2011-2013

Year	Previous contacts in development and preperation	No	Yes	Do not know
2011	My organization/group had already been cooperated before the project with one or more partners of the project	20 28,2%	45 63,5%	6 8,5%
	My organization/group had already been involved with one or more project partners in a previous project supported by an EU youth programme	21 29,6%	44 62,0%	6 8,5%
2013	My organization/group had already been cooperated before the project with one or more partners of the project	6 20,0%	23 76,7%	1 3,3%
	My organization/group had already been involved with one or more project partners in a previous project supported by an EU youth programme	8 26,7%	20 66,7%	2 6,7%

All these results illustrate the fact that a majority of project leaders are
participating in a EU youth programme on a recurrent base. You can even speak
of a certain 'career' path in EU youth programmes. This can have two
consequences (Fennes et al., 2011). It can contribute to the quality of these
programmes because project leaders can rely on previous experiences and
earlier established networks to make the programmes better. It also can be
indicative of the fact that the input of new organizations and of new project
leaders in the programme is rather small. Nonetheless, this new influx
represents one fifth to one third of the total sample.

2.7 Role of the project leader in the project

Two thirds of the project leaders in the May 2013 execute educational and
organizational tasks within the project. One in ten of them have an exclusively
educational role in the project and one in four are only organizationally involved
in the project.

Table 100: Project leader's role in the project (N=32)

	N	%
Primarily educational	3	9,4
Primarily organizational	8	25,0
Equally organizational and educational	21	65,6

Over time, the percentage of project leaders combining educational and
organizational roles has increased systematically, so that the percentage
difference between 2011 and 2013 has become significant. This increase results
in fewer project leaders who have a primarily educational or primarily
organizational function.

Table 101: Number and percentage of role/functions within the project leaders, 2011-2013

Role/function	2011		2012		2013	
	N	%	N	%	N	%
Primarily educational	12	19,7	6	9,0	3	9,4
Primarily organizational	20	32,8	24	35,8	8	25,0
Equally organizational and educational*	29	47,5	37	55,2	21	65,6

* p<.05

Three quarters of the project leaders were involved in the project during the whole duration of the project. Once again, this is in line with previous research.

Table 102: Extent of involvement of project leader in the project (N=36)

I was involved…	N	%
Throughout/most of the time of the project	27	75
For more than half of the time of the project	2	6
For less than half of the time of the project	5	14
Hardly/not at all	2	6

There are no significant differences in the project leaders' role or in their extent of involvement according to project type or country of residence. Over time, there is one significant difference: there were less project leaders full-time involved throughout the project in 2012 than in 2011. This is not a systematic trend though because the differences in percentage project leaders full-time involved between 2012 and 2013 or between 2011 and 2013 are not significant.

Table 103: Number and percentage of role/functions within the projects by project leaders, 2011-2013

I was involved…	2011		2012		2013	
	N	%	N	%	N	%
Throughout/most of the time of the project	51	81	51	65*	27	75
For more than half of the time of the project	5	8	10	13	2	6
For less than half of the time of the project	2	3	13	17	5	14
Hardly/not at all	5	8	4	5	2	6

* p<.05

3. Reported effects

Youth in Action aims to promote participation in civil life and active citizenship. In 2006, the European Parliament and the European Council formulated key competences for long life learning that enable people to actively participate in civil life. As a training system Youth in Action subscribes to promote these life skills and competences. They compromise first language proficiency, the ability to speak foreign languages, numeracy, digital competences, social and civic competence (amongst others the fostering of solidarity and social cohesion), initiative-taking and entrepreneurship, learning to learn, cultural awareness and self-expression (European Union, 2007).

3.1 Reported effects on participants

In this first part of the report we take a closer look to how participants and project leaders perceive how participation in a project has contributed to skills and competence development, values and attitudes and knowledge. Besides these aspects of active citizenship, we will also examine how other facets of life have been affected through participation.

3.1.1. Perceived skills and competence development

A vast majority of the participants agree that their skills have improved by participating in a YiA-project. Almost nine out of ten participants report an improvement in their interpersonal skills. More than eight out of ten participants claim that their entrepreneurship and their civic skills have become better. Within civic skills, participants agree to a larger degree with an improvement in non-formal civic competences (achieving something for the community or society) than with an improvement in conventional forms of civic engagement (discussing politics). Seven out of ten agree that they have developed their first and foreign language skills, their logical thinking, their intercultural skills and their sense of initiative during the project. Six out of ten agree that they have improved their lifelong learning skills, while more than half of the participants agree to have become more creative and learned how to make media products on their own. Analysing media, understanding difficult texts, handling a budget and the development of digital skills occurred the least. Less than half of the participants see changes in these skills. It should not come as a surprise that skills as proficiency in foreign languages, interpersonal and intercultural skills have advanced through participation in an international youth project. These are core skills of these kinds of projects. It is more remarkable that a large group of participants agree that skills like entrepreneurship, sense of initiative and proficiency in mother tongue, skills less central to the YiA-programme, have changed for the better. On the other hand, media literacy and especially critically analysing media, a skill important to active citizenship, is reported by participants as one of the least developed skills. A similar finding was done in previous research (Fennes, et al., 2013; Stevens, 2013, 2014). The reasons why digital media skills are developed the least can be manifold: it asks specific infrastructure and specific digital tools of the projects and young people tend to overestimate their own digital skills, thinking there is no room for improvement (Stevens, 2013).

Table 104: Self-reported skills development of participants (percentages)
(N=153)

Skill development	Not at all	Not so much	To some extend	Definitely
First language skills				
To say what I think with conviction in discussions	7,2	19,0	**46,4**	27,5
To understand difficult texts and expressions	21,1	**32,2**	**32,2**	14,5
Foreign Language skills				
To communicate with people who speak another language	13,1	7,2	32,5	**47,1**
To make myself understood in another language	16,4	9,9	26,3	**47,4**
Mathematical skills				
To plan my expenses and spend my money in line with my budget	**33,1**	29,8	19,9	17,2
To think logically and draw conclusions	6,6	15,9	**45,7**	31,8
Digital skills				
To use new media (PC, internet) e.g. for finding information or communication	22,4	**28,3**	27,0	22,4
To use PCs, internet and mobile phones responsibly	27,2	**37,7**	19,9	15,2
Learning to learn				
How I can learn better or have more fun when learning	12,5	26,3	28,9	**32,2**
To plan and carry out my learning independently	**28,3**	22,4	**28,3**	21,1
Interpersonal/social skills				
How to cooperate in a team	3,3	8,6	32,5	**55,6**
To negotiate joint solutions when there are different viewpoints	2,6	9,2	**44,4**	43,8
Intercultural skills				
To get along with people who have a different cultural background	12,5	7,9	31,6	**48,0**
Civic skills				
How to achieve something for the community of society	4,6	13,8	39,5	**42,1**
To discuss political topics seriously	15,8	19,7	**32,9**	31,6
Entrepreneurship				
To develop a good idea and put it into practice	5,2	9,2	**47,1**	38,6
Initiative				
To identify opportunities for my personal or professional future	9,2	19,1	**38,2**	33,6
Creative skills				
To see the value of different kinds of arts and culture	21,9	21,9	**34,4**	21,9
To express myself creatively or artistically	19,7	23,0	**33,6**	23,7
Media literacy				
To produce media content on my own	21,6	25,5	**31,4**	21,6
To critically analyse media	21,9	**31,8**	**31,8**	14,6

Traditionally three skills are reported to be developed by most participants in the Belgian sample: foreign language skills, intercultural skills and interpersonal skills (Stevens, 2013, 2014). Due to a significant decrease in the percentage of participants in the May 2013 who claim to have improved their foreign language skills and their intercultural skills, this top three has a different outlook in the May 2013 sample. Interpersonal skills are still in the top three, but this time it is completed by entrepreneurship and (non-conventional) civic skills. This change in skills development between the previous samples and this sample can partially be explained by the larger proportion of the participants in the May 2013 sample that were involved in large national youth policy meetings focussing on the European elections and where there was no international mobility.

Table 105: Self-reported skills development of participants (percentages), 2011-2013

Skills	2011 %	2012 %	2013 %
To say what I think with conviction in a discussion	80,7	82,7	73,9
To communicate with people who speak another language	93,9	94,4	79,6***
To think logically and draw conclusions	80,6	67,6*	77,5
To improve learning or have more fun when learning	68,2	71	61,1*
To plan and carry out my learning independently	53,2	68,1**	49,4
To cooperate in a team	91,6	86,1	88,1
To negotiate joint solutions when there are different viewpoints	88,2	85,6	88,2
To get along with people who have a different cultural background	92,1	96,7	79,6***
To achieve something for the community or society	85,2	81,7	81,6
To discuss political topics seriously	59,3	52,2*	64,5
To develop a good idea and put it into practice	82,3	81,6	85,7
To identify opportunities for my personal or professional future	69,3	80,6*	71,8
To express myself creatively or artistically	67,5	70	57,3**
To produce media content on my own	49,4	48	53
To make myself understood in another language***	87,6		73,7
To understand difficult texts and expressions	44,2	-	46,7
To plan my expenses and spend my money in line with my budget	39,6	-	37,1
To use new media (PC, internet) e.g. for finding information or communication*	39,8	-	49,4
To use PCs, internet and mobile phones responsibly	37,5	-	35,1
To see the value of different kinds of arts and culture**	68,3	-	56,3
To critically analyse media*	36,7	-	46,4

Not only the betterment of foreign language skills and intercultural skills have significantly dropped compared to the previous samples. There is also a significant decrease in the percentage of participants who state that their lifelong learning skills and their creative skills have improved. The drop in agreement with skill development is not an overall characteristic of the May 2013 sample, because a larger proportion of participants in this sample agree with skill development towards critically analysing media and using digital media. The percentage of participants who agree that they have advanced these skills stays relatively low though, so that they are still the least developed skills in Youth in Action projects.

Finally, the evolution of skill development over time is not a linear trend. The percentage of participants that agree that they have learned to discuss politics or think logically has dropped significantly between 2011 and 2012, but has risen again to the level of the 2011 sample in 2013. The opposite holds true for planning to learn and sense of initiative. The percentage of participants agreeing with the development of these skills has increased between 2011 and 2012, but dropped again in 2013.

Table 106: Evolution of percentage agreement with skill development over time, 2011-2013[18]
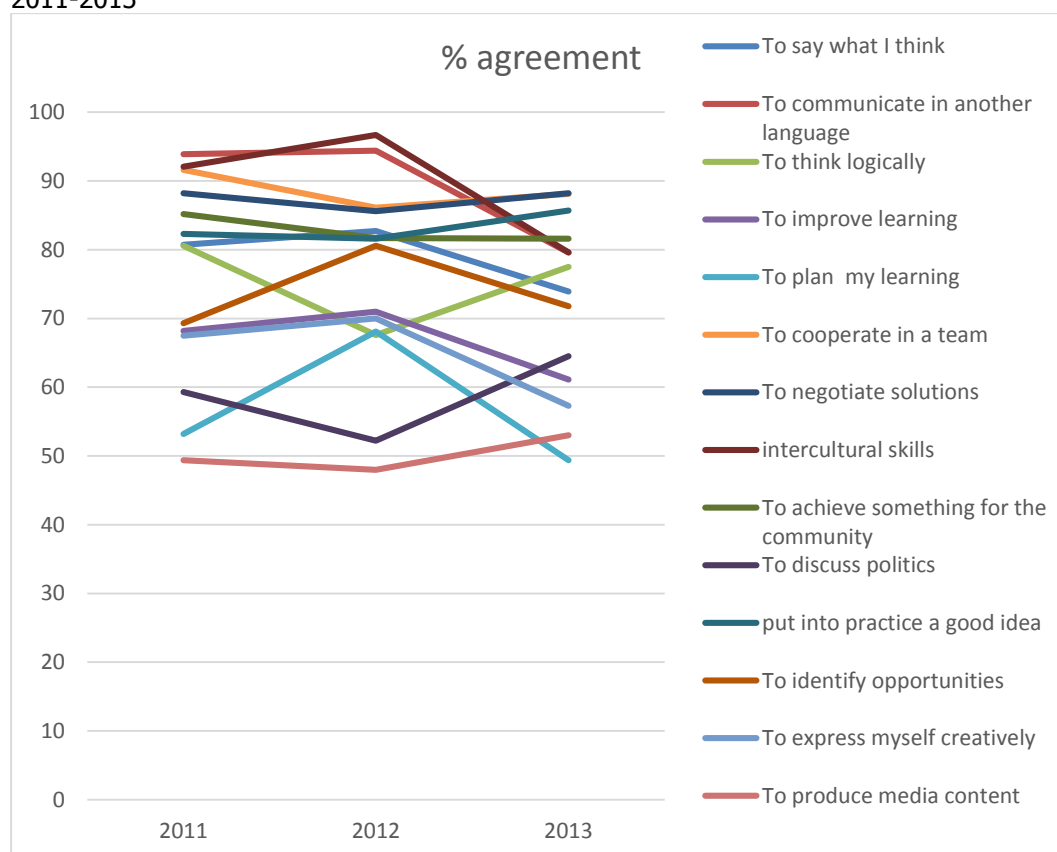
In general project leaders tend to agree to a larger extent with skill development than participants. The May 2013 sample is no exception. In contrast to the

[18] In the special survey of 2014 an abbreviated list of skills was used. Only the items that were asked in the three samples are used in this analysis.

participants, foreign language stays the skill that participants have developed the most by participation in a YiA-project according to project leaders. Project leaders and participants agree though on the importance of YiA-projects for the further advancement of interpersonal skills, entrepreneurship and sense of initiative. This is the top three of skills developed by participants according to project leaders. In previous research, project leaders were somewhat more sceptical about the development of intercultural skills by participants (Stevens, 2014). In the May 2013 sample, this scepticism is gone and the percentage of project leaders claiming intercultural skill development by participants is even higher than the percentage of participants making this claim. Other skills that participants have improved according to more than eight out of ten project leaders are thinking logically, planning their learning, civic skills and creative expression. The least developed skills are according to project leaders understanding a complex text, handling a budget and (digital) media skills.

Table 107: Skills development of participants perceived by project leaders (absolute numbers and percentages) (N=37)

Skill development	Not at all	Not so much	To some extend	Definitely	Can't judge
First language skills					
To say what they think with conviction in discussions	0 0,0%	2 5,6%	**17 47,2%**	16 44,4%	1 2,8%
To understand difficult texts and expressions	5 13,5%	10 27,0%	13 35,1%	6 16,2%	3 8,1%
Foreign Language skills					
To communicate with people who speak another language	1 2,7%	1 2,7%	8 21,6%	**26 70,3%**	1 2,7%
To make themselves understood in another language	1 2,7%	1 2,7%	9 24,3%	**23 62,2%**	3 8,1%
Mathematical skills					
To plan their expenses and spend their money in line with their budget	5 13,9%	7 19,4%	8 22,2%	12 33,3%	4 11,1%
To think logically and draw conclusions	1 2,7%	3 8,3%	**19 52,8%**	12 33,3%	1 2,7%
Digital skills					
To use new media (PC, internet) e.g. for finding information or communication	1 2,7%	8 21,6%	10 27,0%	**17 45,9%**	1 2,7%
To use PCs, internet and mobile phones responsibly	5 13,5%	7 18,9%	7 18,9%	15 40,5%	3 8,1%
Learning to learn					
How they can learn better or have more fun when learning	2 5,4%	4 10,8%	10 27,0%	**18 48,6%**	3 8,1%
To plan and carry out their learning independently	1 2,7%	4 10,8%	14 37,8%	**18 48,6%**	0 0,0%
Interpersonal/social skills					
How to cooperate in a team	2 5,4%	1 2,7%	7 18,9%	**27 73%**	0 0,0%
To negotiate joint solutions when there are different viewpoints	0 0,0%	2 5,4%	13 35,1%	**21 56,8%**	1 2,7%
Intercultural skills					
To get along with people who have a different cultural	1 2,7%	2 5,4%	11 29,7%	**21 56,8%**	2 5,4%

background					
Civic skills					
How to achieve something for the community or society	1 2,7%	3 8,3%	8 22,2%	**23** **63,9%**	1 2,7%
To discuss political topics seriously	0 0,0%	4 10,8%	**19** **51,4%**	10 27,0%	4 10,8%
Entrepreneurship					
To develop a good idea and put it into practice	0 0,0%	1 2,7%	11 29,7%	22 59,5%	3 8,3%
Initiative					
To identify opportunities for their personal or professional future	3 8,3%	0 0,0%	**21** **56,8%**	12 32,4%	1 2,7%
Creative skills					
To see the value of different kinds of arts and culture	0 0,0%	6 16,7%	**13** **36,1%**	**13** **36,1%**	4 11,1%
To express themselves creatively or artistically	1 2,7%	4 10,8%	14 37,8%	**17** **45,9%**	1 2,7%
Media literacy					
To produce media content on their own	1 2,7%	10 27,0%	11 29,7%	**13** **35,1%**	2 5,4%
To critically analyse media	1 2,7%	8 22,2%	**12** **33,3%**	11 30,6%	4 11,1%

Also among project leaders, there are changes over time in percentage agreement in skills development by participants. These percentages are less susceptible to fluctuations though. In May 2013 more project leaders agree that participants have learned to plan their learning than in the previous samples. There is one skill where every year a significant increase in percentage agreement occurs. Every survey a larger proportion of project leaders agree that participants have learned to discuss political topics seriously. Among participants, there is only a significant increase in agreement to political skill development between 2012 and 2013. Since 2012, a significant larger proportion of project leaders agree that participants develop a sense of initiative through participation in a YiA-project. Between 2012 and 2013, this percentage has augmented even more, but this difference is not significant[19]. Finally, a larger percentage of project leaders agree that participants have learned to use digital media to search for information and have learned to use media critically between 2011 and 2013.

There is one skill that knows a non-linear evolution over the period 2011-2013. In 2012 a significant larger part of the sample of project leaders agreed that participants have learned to enjoy learning than in 2011. In 2013 that percentage has dropped back to the same level as in 2011.

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[19] A possible explanation is the low number of project leaders in the May 2013 sample compared to the two other samples.

Table 108: Skills development of participants perceived by project leaders (percentages), 2011-2013

Skills development	2011 (N=77) %	2012 (N=87) %	2013 (N=37) %
To say what they think with conviction in a discussion	89,8	89,6	91,6
To communicate with people who speak another language	95,7	94,2	91,9
To think logically and draw conclusions	78,9	86,7	86,1
To improve learning or have more fun when learning	74,2	84,9 *	75,6
To plan and carry out their learning independently	67,4	69,7	86,4 *
To cooperate in a team	94,7	96,5	91,9
To negotiate joint solutions when there are different viewpoints	90,8	93	91,9
To get along with people who have a different cultural background	83,3	76,7	86,5
To achieve something for the community or society	84,6	87,2	86,1
To discuss political topics seriously**	39,5	58,2	78,4
To develop a good idea and put it into practice	93,6	91,7	89,2
To identify opportunities for their personal or professional future	56,4**	75,6	89,2
To express themselves creatively or artistically	80,5	81,4	83,7
To produce media content on their own	58,5	68,6	64,8
To make themselves understood in another language	85,9%		84,5
To understand difficult texts and expressions	41,6	-	51,3
To plan their expenses and spend their money in line with their budget	55,3	-	55,5
To use new media (PC, internet) e.g. for finding information or communication*	50,7	-	72,9
To use PCs, internet and mobile phones responsibly	51,3	-	59,4
To see the value of different kinds of arts and culture	73,3	-	72,2
To critically analyse media**	29,9	-	63,9

The predominantly stable to positive trend over time in the agreement with skills development by participants among project leaders becomes clear in table 109.

Table 109: Skills development of participants according to project leaders (percentages), 2011-2013

Skills development
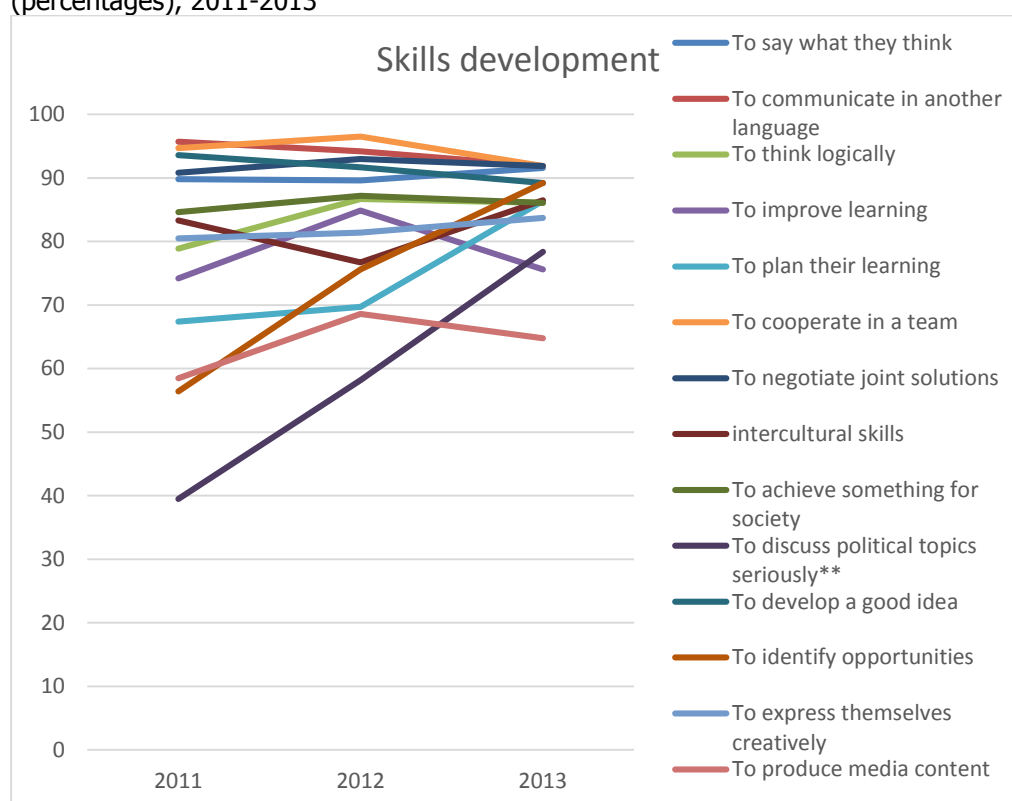
The larger agreement among project leaders than among participants with skills development becomes clear in table 108. The agreement among project leader is bigger for all competences than among participants. There are some skills where the difference between participants and project leaders is not big enough to be significant. This is the case for understanding difficult texts, to produce media content, entrepreneurship, sense of initiative, to discuss political issues, to achieve something for the community or society, logical thinking, social skills and intercultural skills.

Table 110: Skills development of participants (N=153) compared to observations of project leaders (N=37) (percentages)

% agreement

Chart categories (top to bottom):
- To critically analyze media*
- To see the value of culture*
- To use new media responsibly**
- To use new media**
- To plan expenses*
- To understand difficult texts
- To make themselves understood
- To produce media content
- To express themselves creatively**
- To identify opportunities
- To develop a good idea
- To discuss political topics
- To achieve something for society
- intercultural skills
- To negotiate joint solutions
- To cooperate in a team
- To plan learning***
- To improve learning*
- To think logically
- To communicate in another language*
- To say what they think**

Legend: ■ % project leaders   ■ % participants

Over time, it is not a given that project leaders agree in a larger degree with skills development than participants. A negative score in the next table points to a skill where project leaders think less than participants that participants have developed this skill. The number of these skills diminishes over time. In 2011, there were five (think logically, intercultural skills, discussing political topics, achieving something for society and entrepreneurship). In 2012, two of these remain: intercultural skills and entrepreneurship. In 2013, there are none. All skills are developed to a larger extent according to project leaders than participants.

Table 111: Evolution of difference in percentage of skills development by participants according to project leaders and participants, 2011-2013[20]

Percentage difference

- ■ % difference between project leaders and participants 2011
- ■ % difference between project leaders and participants 2012
- ■ % difference between project leaders and participants 2013
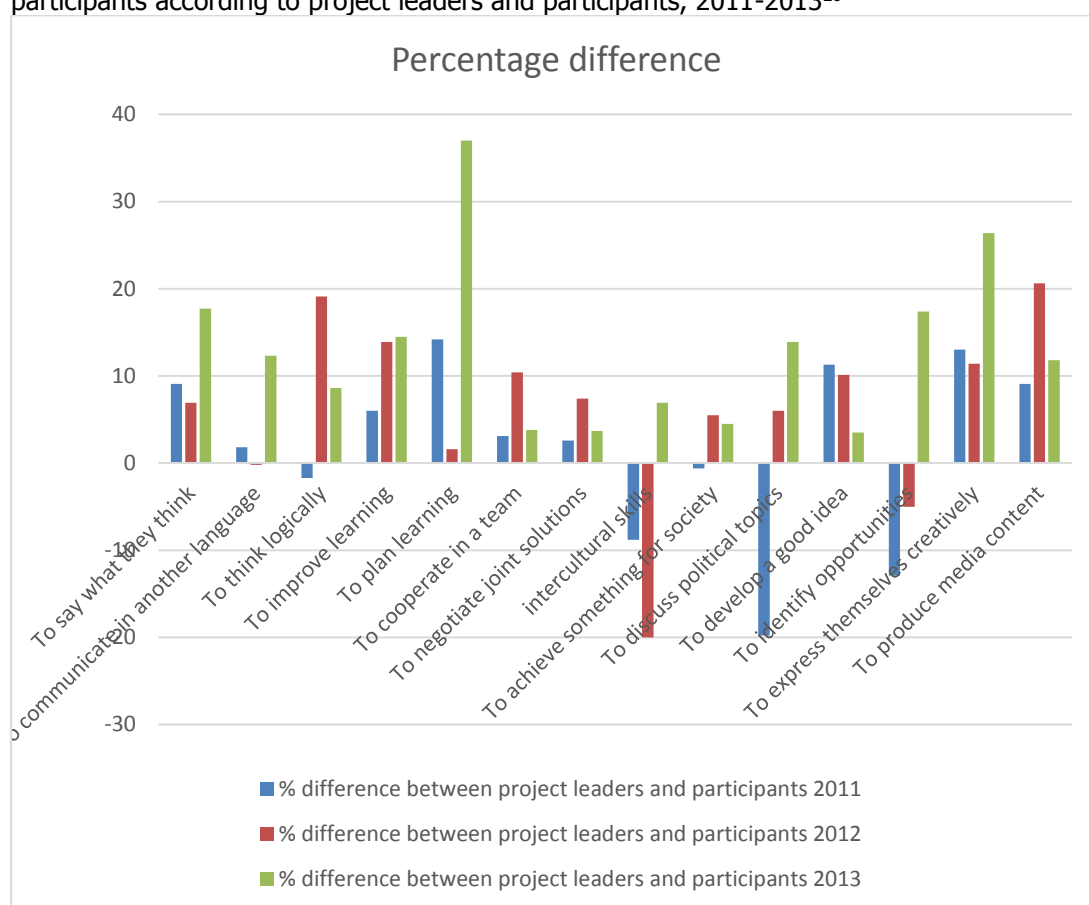
Based on the percentage of participants and project leaders agreeing with a certain skill development, we can rank the competences. The development of interpersonal skills receives the most agreement from participants and project leaders in May 2013. Both groups also agree about the promotion of entrepreneurial skills in YiA-projects. There is also agreement over the lesser important skills that are promoted by YiA-programs: creativity, media literacy and digital skills.

Project leaders and participants disagree though over the ranking of planning to learn (only ranked 16th among participants and 8th among project leaders), achieving something for the community (4th among participants, but only 9th among project leaders), sense of initiative (5th among project leaders and only 10th among project leaders) and about the ranking of foreign language skills (1st among project leaders, only 5th among participants) and first language skills (4th among project leaders and only 8th among participants).

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[20] This analysis is limited to the skills asked in all three samples.

Table 112: Ranking of the skills based on agreement amongst participants and project leaders

Skills	Rank participants	Rank project leaders
To say what I think with conviction in a discussion	8	4
To communicate with people who speak another language	5	1
To think logically and draw conclusions	7	9
To improve learning or have more fun when learning	12	14
To plan and carry out my learning independently	16	8
To cooperate in a team	2	1
To negotiate joint solutions when there are different viewpoints	1	1
To get along with people who have a different cultural background	5	7
To achieve something for the community or society	4	9
To discuss political topics seriously	11	13
To develop a good idea and put it into practice	3	5
To identify opportunities for my personal or professional future	10	5
To express myself creatively or artistically	13	12
To produce media content on my own	15	17
To make myself understood in another language	9	11
To understand difficult texts and expressions	18	21
To plan my expenses and spend my money in line with my budget	20	20
To use new media (PC, internet) e.g. for finding information or communication	16	15
To use PCs, internet and mobile phones responsibly	21	19
To see the value of different kinds of arts and culture	14	16
To critically analyse media	19	18

Although there are differences between project leaders and participants, both groups agree fairly strongly about the ranking of the skills. The degree of agreement between the two groups can be studied by using Spearman's rank correlation. This is an indicator varying between .00 and 1.00, .00 indicating no agreement at all and 1.00 pointing to a complete agreement. In the Belgian sample of May 2013 this rank correlation is .87 and is highly significant, supporting a high degree of agreement between both groups.

Over time, the drop in ranking of intercultural skills and foreign language skills among participants in the May 2013 becomes very clear. While in 2011 these skills were ranked first and second, they dropped to fifth place in 2013 promoting the ranking of interpersonal skills, entrepreneurship and even non-conventional civic skills. Furthermore, the consensus about the lesser developed skills is quite stable over time.

Table 113: Ranking of the skills based on agreement amongst participants and project leaders, 2011-2013

Skills	2011		2012		2013	
	Ranking participants	Ranking project leaders	Ranking participants	Ranking project leaders	Ranking participants	Ranking project leaders
To say what I think with conviction in a discussion	7	5	5	5	8	4
To communicate with people who speak another language	1	1	2	2	5	1
To think logically and draw conclusions	8	9	12	7	7	9
To improve learning or have more fun when learning	10	10	9	8	11	13
To plan and carry out my learning independently	13	11	11	12	14	8
To cooperate in a team	3	2	3	1	2	1
To negotiate joint solutions when there are different viewpoints	4	4	4	3	1	1
To get along with people who have a different cultural background	2	7	1	10	5	7
To achieve something for the community or society	5	6	6	6	4	9
To discuss political topics seriously	12	14	13	14	10	12
To develop a good idea and put it into practice	6	3	7	4	3	5
To identify opportunities for my personal or professional future	9	13	8	11	9	5
To express myself creatively or artistically	11	8	10	9	12	11
To produce media content on my own	14	12	14	13	13	14

Among project leaders, foreign language skills and interpersonal skills make up the top three of most developed skills between 2011 and 2013. In this period, entrepreneurship has dropped systematically a few places in the ranking among project leaders between 2011 and 2013: from third place to fifth. Especially in the 2013 sample, sense of initiative is climbing in the ranking: from thirteenth in 2011 to fifth in 2013. Furthermore, project leaders were particularly sceptical about intercultural skills development by participants in 2012, but less in 2011 and 2013. Once more, there is also a certain consensus over time among project leaders which skills are developed more and which skills are developed less by YiA-projects.

Table 114: Ranking of the skills based on agreement amongst participants, 2011-2013
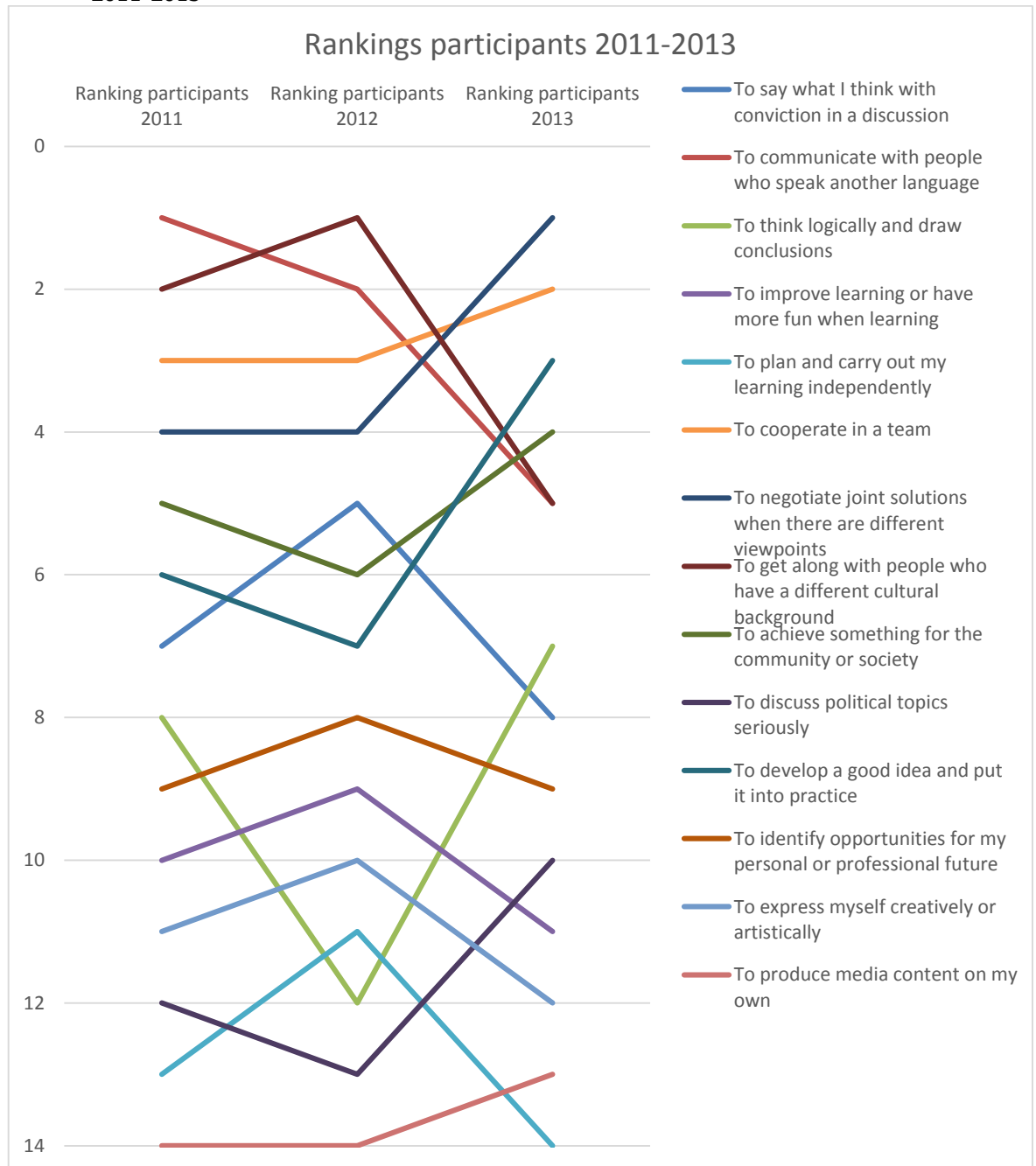
Table 115: Ranking of the development of skills by participants based on agreement among project leaders, 2011-2013

This agreement in ranking over time can also be studied by using spearman's ρ̇. The spearman's ρ̇ of the ranking of skills development by participants is the smallest between 2012 and 2013. This means that the least consensus among participants exists about the ranking of skills development between 2012 and 2013. For project leaders this is the case for the rankings of skills development between 2011 and 2013. Although the spearman's ρ̇ diminishes over time, especially for project leaders, which points to a certain decrease in consensus among project leaders over time, the spearman's ρ̇ for the three measurement moments stay high and highly significant for participants and project leaders, pointing to a continuing and overall consensus among participants and project leaders alike over which skills are more and which are less developed in a YiA-project.

Table 116: Consistency of skills development of participants as perceived by participants and project leaders, 2011-2013

Consistency between...	Spearman's ρ
... participants answers between November 2011 and 2012	.93***
... participants answers between 2012 and May 2013	.73**
... participants answers between November 2011 and May 2013	.86***
... project leaders answers between November 2011 and 2012	.94***
... project leaders answers between 2012 and May 2013	.75*
... project leaders answers between November 2011 and May 2013	.74*

** p<.01, *** p< .001

Finally, spearman's ρ̇ can be used to study the evolution of consensus between project leaders and participants about the ranking of skills development over

time. The consensus between on the one hand participants and project leaders on the other hand at any time is less high than the consensus over time within the same group. Over time, the spearman's ρ̀ decrease, suggesting that the consensus of ranking of the skills between project leaders and participants diminishes over time. Nonetheless, even the spearman's ρ̀ between 2011 and 2013 stays high and highly significant. This also points to the robustness of the consensus between participants and project leaders over the ranking of skills development over time.

Table 117: Consistency of skill development of participants as perceived by participants and project leaders, 2011-2013

Consistency between...	Spearman's ρ
... answers of participants and answers of project leaders between November 2011 and 2012	.83***
... answers of participants and answers of project leaders between 2012 and May 2013	.70**
... answers of participants and answers of project leaders between November 2011 and May 2013	.71**

** p<.01, *** p< .001

Project leaders were not only questioned about skills development, but also about the competences included in the European Framework of Reference for lifelong learning. The answers of the project leaders on this question witness a strong belief among project leaders of the possibility of YiA-projects to foster interpersonal competences and a sense of initiative. More than nine out of ten project leaders claim an improvement of these competences. Intercultural competences, communication in a foreign language, civic competence and sense of entrepreneurship were developed by participants according to more than eight out of ten project leaders. More than seven out of ten project leaders agree that even competences, less central to the YiA-programme such as learning to learn, cultural awareness and media literacy, have been improved and half of them see changes in digital competence. The competences least developed are communication in the first language, scientific and mathematical competences. Still more than one in three project leaders see improvements in these competences.

Table 118: Competence development of participants as perceived by the project leaders (N=36)

Competence	Not at all true	Not very true	Somewhat true	Very true	Can't judge
Communication in first language	5 13,9%	**12** **33,3%**	**12** **33,3%**	5 13,9%	2 5,6%
Communication in a foreign Language	1 2,9%	1 2,9%	5 14,3%	**24** **68,6%**	4 11,4%
Mathematical competence	12 32,4%	**11** **29,7%**	9 24,3%	3 8,1%	2 5,4%
Basic competences in science and technology	9 25,0%	**11** **30,6%**	9 25,0%	5 13,9%	2 5,6%
Digital competences	3 8,3%	7 19,4%	**14** **38,9%**	9 25,0%	3 8,3%
Learning to learn	3 8,3%	4 11,4%	12 34,3%	**15** **42,9%**	1 2,7%
Interpersonal/social competence	0 1,1%	1 2,7%	5 13,9%	**29** **80,6%**	1 2,7%

Competence					
Intercultural competence	1 2,7%	1 2,7%	3 8,3%	**29** **80,6%**	2 5,6%
Civic competence	1 2,7%	4 10,8%	10 27,0%	**20** **54,1%**	2 5,6%
Cultural awareness and expression	2 5,4%	5 13,5%	9 24,3%	**18** **48,6%**	3 8,1%
Sense of initiative	1 2,7%	1 2,7%	7 18,9%	**28** **75,7%**	0 0,0%
Entrepreneurship	2 5,4%	5 13,5%	12 32,4%	**18** **48,6%**	0 0,0%
Media literacy	1 2,7%	11 29,7%	14 37,8%	**11** **29,7%**	0 0,0%

A significant larger proportion of project leaders agree with the development of mathematical competences, digital competences and entrepreneurship in the 2013 sample compared to the 2011 sample. On the whole, the percentages over time are very similar, suggesting that the consensus over competence development is very stable over time.

Table 119: Competence development of participants as perceived by the project leaders (percentage agreement), 2011-2013[21]

Competence	2011 (N=79)	2013 (N=37)
Communication in first language	42,3%	47,2%
Communication in a foreign Language	88,2%	82,9%
Mathematical competence**	12,8%	32,4%
Basic competences in science and technology	28,2%	38,9%
Digital competences*	47,4%	63,9%
Learning to learn	69,3%	77,2%
Interpersonal/social competence	91,0%	94,5%
Intercultural competence	91,1%	88,9%
Civic competence	83,3%	81,1%
Cultural awareness and expression	80,7%	82,7%
Sense of initiative	89,9%	94,6%
Entrepreneurship*	64,1%	81,0%
Media literacy	52,5%	67,5%

An analysis of skills development according to project type shows that there are not many differences in perceived skills development between participants of different project types. This means that participants of different project types perceive the various skills to be developed in the same extent. There are some skills that are developed to a lesser extent in projects with young people than in the other two project types according to the participants in the May 2013 sample. This holds true for the skills belonging to lifelong learning, creativity, sense of initiative, but especially for intercultural skills. Oppositely, participants of projects with young people claim to a higher degree to have developed how to discuss political issues seriously than participants in the two other project types. This is a little bit surprising because we have seen that a substantial proportion of participants in projects with youth workers were involved in a project where young people are brought into contact with those involved with youth policies. These significant differences learn however that different project types lead to different skills sets. A similar finding was observed in the November 2011 sample. Although in that sample, especially participants in

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[21] This question was not posed in the special survey of 2012.

projects with youth workers reported to have developed lifelong learning skills to a lesser extent. This shows that the skills development in a specific project type varies over time.

Table 120: Skills development by participants according to project type (percentages agreement)

Skills	Projects with young people (N=80)	EVS (N=20)	Projects with youth workers (N=44)
To say what I think with conviction in discussions	75,1%	70,0%	77,6%
To understand difficult texts and expressions	46,9%	50,0%	47,7%
To communicate with people who speak another language	70,1%	90,0%	95,5%
To make myself understood in another language	64,5%	90,0%	81,9%
To plan my expenses and spend their money in line with their budget	29,1%	70,0%	34,9%
To think logically and draw conclusions	79,7%	89,5%	75,0%
To use new media (PC, internet) e.g. for finding information or communication	54,4%	50,0%	41,0%
To use PCs, internet and mobile phones responsibly	35,9%	45,0%	29,5%
How I can learn better or have more fun when learning**	48,1%	90,0%	77,3%
To plan and carry out my learning independently*	36,0%	80,0%	54,5%
How to cooperate in a team	87,3%	90,0%	95,4%
To negotiate joint solutions when there are different viewpoints	90,1%	80,0%	91,0%
To get along with people who have a different cultural background***	65,8%	95,0%	93,2%
How to achieve something for the community or society	89,9%	75,0%	75,0%
To discuss political topics seriously*	69,6%	55,0%	56,9%
To develop a good idea and put it into practice	83,8%	95,0%	86,3%
To identify opportunities for my personal or professional future*	65,8%	85,0%	79,5%
To see the value of different kinds of arts and culture	47,4%	75,0%	63,6%
To express myself creatively or artistically*	43,1%	75,0%	70,4%
To produce media content on my own	60,0%	40,0%	47,8%
To critically analyse media	46,2%	60,0%	40,9%

* p = <.05, ** p < .01, *** p<.001

This is also illustrated by an analysis of differences per project type over time. There are significant differences between the November 2011 and May 2013 sample in proportion of participants who claim to have developed certain skills. There is only one significant difference in proportion of participants in project with youth workers over time. In November 2011, a larger proportion of these participants agreed with the development of planning their learning (76%) than in May 2013 (54%).

There are more differences in skills development by participants in projects with young people over time. A smaller proportion of the participants in these

projects report skills development in speaking foreign languages, intercultural skills, creativity and to have fun in learning in 2013 than in 2011[22]. At the same time a larger proportion of these participants report to have developed digital skills in 2013 than in 2011. Once more, this shows that within project types, the skills development can differ significantly over time and that projects of the same project type can form different skills.

Table 121: Significant differences in skills development by participants in projects with young people, 2011-2013

Skills	Projects with young people (N=97) - 2011	Projects with young people (N=80) - 2013
To communicate with people who speak another language**	96,3%	70,1%
To make myself understood in another language**	90,8%	64,5%
To use new media (PC, internet) e.g. for finding information or communication*	39,4%	54,4%
How I can learn better or have more fun when learning*	63,7%	48,1%
To get along with people who have a different cultural background**	92,7%	65,8%
To see the value of different kinds of arts and culture**	73,2%	47,4%
To express myself creatively or artistically**	64,5%	43,1%

* p = <.05, ** p < .01

There are no significant differences in skills development by participants as perceived by project leaders of different project types in the May 2013 sample. The same holds true if we break down competence development by participants according to the project leaders of different project types. Not one significant difference can be found. This has probably more to do with the small number of project leaders in the May 2013 sample. The transnational sample is better suited to study differences according to projects/action-types.

The reported skills development is fairly the same for young people with fewer opportunities and other participants. Nonetheless, if there are significant differences between the two groups, a higher proportion of young people with fewer opportunities report to have developed that particular skill than the other participants. This is in line with recent Flemish youth research that has found that a lower percentage of young people with fewer opportunities participate in different forms of youth work, but once reached, they get more out of the participation in youth work than other young people (De Pauw, 2013; De Pauw, 2014).

Two nuances have to be made. Twice, other participants report to have developed a skill more than young people with fewer opportunities. This is the

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[22] This finding shows that the observed change in the development of foreign languages skills and intercultural skills over time cannot be fully attributed to a different participation pattern in sub-actions, because it also occurs among participants in projects with young people.

case for sense of entrepreneurship in the 2012 sample and for cooperating as a team member in the 2013 sample. A second note is that a larger percentage of young people with fewer opportunities report to have developed skills that are generally less developed in a YiA-project. This is the reason why there are almost no significant differences in the 2012 sample because these skills were not included in the special survey on learning in a YiA-project.

Table 122: Percent agreement with skill development according to classification as a young person with fewer opportunities, 2011-2013

Skills	2011		2012		2013	
	No YPFO (N=127)	YPFO (N=27)	No YPFO (N=117)	YPFO (N=21)	No YPFO (N=114)	YPFO (N=24)
To say what I think with conviction in a discussion	84	81	83	81	73	75
To communicate with people who speak another language	94	96	97	90	81	79
To think logically and draw conclusions	83	79	68	76	79	75
To improve learning or have more fun when learning	69	79	70	71	59	75
To plan and carry out my learning independently	54	63	68	67	46	67
To cooperate in a team	91	96	89	86	91*	75*
To negotiate joint solutions when there are different viewpoints	90	86	86	81	93	83
To get along with people who have a different cultural background	94	96	95	96	79*	96*
To achieve something for the community or society	85	89	83	76	82	83
To discuss political topics seriously	60	64	49	62	66	66
To develop a good idea and put it into practice	83	89	84	71	87	87
To identify opportunities for my personal or professional future	70	75	85*	67*	72	79
To express myself creatively or artistically	68	71	70	81	53**	83**
To produce media content on my own	50	61	50	52	55	58
To use new media to find information	37	54	-	-	47	54
To understand difficult texts and expressions	42*	63*	-	-	46	62
To critically analyse media	34*	54*	-	-	45	52
To see the value of different arts and culture	71	61	-	-	52	71
To make myself understood in another language	89	89	-	-	72	83
To use PC's, mobile phones and internet more responsible	35*	54*	-	-	30**	58**
To plan my expenses and spend my money in line with my budget	36*	57*	-	-	33**	62**

* p<.05, ** p<.01

3.1.2 Other perceived effects

Participation in a YiA-project does not only influence skills and competences, but also knowledge, attitudes, values towards Europe, self-confidence and social relationships.

Table 123: Other perceived effects on participants (percentage) (N=150)

Other perceived effects	Not at all	Not so much	To some extent	Defini tely
I now feel more confident to move around on my own in other countries	12,7	18,0	29,3	**40,0**
I have become aware of common European values	7,3	22,0	34,0	**36,7**
I got to know people of other countries with whom I am still in touch	14,1	9,4	26,2	**50,3**
The project has raised my awareness of the fact that some people in our society are disadvantaged	14,0	25,3	**35,3**	25,3
I have established contacts with people in other countries which are useful for my professional development	17,3	28,0	**30,7**	24,0
The project has made me more receptive to Europe's multi-culturality	18,7	19,3	29,3	**32,7**
I now feel more as a European than before	25,3	24,0	**28,0**	22,7
I have established contacts with people in other countries which are useful for my involvement in social and political issues	11,3	27,3	**36,0**	25,3
The participation in the project has contributed to my personal development	7,3	4,7	34,0	**54,0**
I have learned better how to plan and organize a project	11,3	16,0	36,0	**36,7**

Table 124: Other perceived effects on participants (percentage agreement), 2011-2013

Other perceived effects	2011 (N= 179)	2013 (N=150)
I now feel more confident to move around on my own in other countries**	80,9	69,3
I have become aware of common European values***	84,9	70,7
I got to know people of other countries with whom I am still in touch***	93,1	76,5
The project has raised my awareness of the fact that some people in our society are disadvantaged	68,8	60,6
I have established contacts with people in other countries which are useful for my professional development**	69,9	54,7
The project has made me more receptive to Europe's multi-culturality**	81,6	62,0
I now feel more as a European than before**	68,6	50,7
I have established contacts with people in other countries which are useful for my involvement in social and political issues	66,5	61,3
The participation in the project has contributed to my personal development	90,7	84,0
I have learned better how to plan and organize a project	70,6	72,7

** $p < .01$, *** $p < .001$

3.1.2.1 European identity

More than one third of the participants claim to have learned something new about Europe through their participation in the project. Seven out of ten participants have become more aware of common European values and six out of ten of the multicultural composition of Europe. Half of the participants feel more European after participating in a YiA-project. Six out of ten participants are more inclined to live abroad and a same amount of participants declare to have become more interested in European issues.

Table 125: Reported knowledge acquirement by participants (N=153)

In this project, I learned something new about…

Category	Percentage of participants
Youth and youth policy	45,1
Europe	35,5
Urban/rural development	26,8
Integrating disadvantaged…	25,5
Environment	16,3
Media and communication	16,3
Other issues	16,3
Art and culture	13,7
Sports and outdoor activities	13,1
Health	9,8
Discrimination	7,8
Gender equality	7,8
Non-discrimination based…	5,2
People living with a disability	5,2
Interfaith understanding	4,6
Monorities	3,9
Frankly speaking, I did not…	2,6
Roma people	0,7

Project leaders are even in a larger degree convinced of the construction of a European identity by participants through participation in a YiA-project. According to two thirds of the project leaders, participants feel more European and according to almost nine out of them participants are more receptive to Europe's multi-culturality. Three in four project leaders think that participants are more prepared to work, study or live abroad for a while.

Table 126: Reported knowledge acquirement by participants (percentages), 2011-2013

Reported acquired knowledge	2011 (N= 187)	2013 (N=153)
Art and culture**	25,1	13,7
Discrimination	10,7	7,8
Environment	17,1	16,3
Europe***	52,9	35,5
Frankly speaking, I did not really learn anything new	2,7	2,6
Gender equality*	2,1	7,8
Health*	4,3	9,8
Integrating disadvantaged people*	34,8	25,5
Interfaith understanding	5,3	4,6
Media and communication	13,9	16,3
Minorities**	11,2	3,9
Non-discrimination based on sexual orientation	1,6	5,2
Other issues	11,8	16,3
People living with a disability	4,3	5,2
Roma people	2,7	0,7
Sports and outdoor activities	16	13,1
Urban/rural development**	13,9	26,8
Youth and youth policy	43,3	45,1

* p<.05, ** p<.01, *** p<.001

Between the samples of 2011 and 2013, there is a decline in identification with Europe, especially according the perception of participants. Less participants in May 2013 (35%) claim to have learned something new about Europe during the project than in the November 2011 sample (54%). This drop is significant. Furthermore, significant less participants in 2013 claim to have become aware of common European values and the multicultural composition of Europe. Less of them feel European after participating in a project than in 2011. Project leaders in May 2013 also agree to a lesser degree that participants feel more European than their counterparts in the November 2011 sample. Yet a similar decrease cannot be observed towards the project leaders' perception of participants' sensitivity for the multicultural make-up of Europe. As a result, the percentage difference between participants and project leaders towards this item has increased over time. The agreement among project leaders over the intention of participants to work, study or do a training abroad is rather stable in the period 2011-2013.

Table 127: Perceived effects on European identity and other aspects of life according to participants (N=146) compared to perceived effects on European identity and other aspects of life of participants according to project leaders (N=37)

Sum of agreeing answers (percentages)

	Project leaders	Participants
are readier to pursue further education or training**	83,8	61,6
believe that job chances have increased	51,3	62,6
got a clearer idea about further educational pathways***	75,6	47,2
are more prepared to study, work or life in another country*	75,6	58,1
became more receptive to Europe's multi-culturality***	89,2	62
Feel more European	64,8	50,7
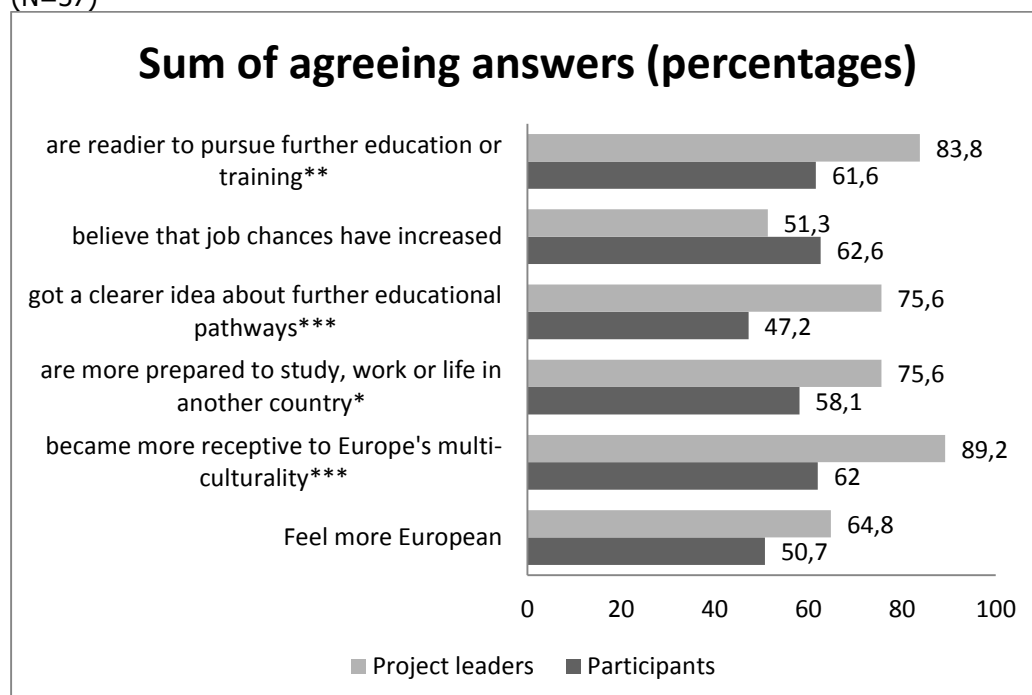
Table 128: Perceived effects on European identity and other aspects of life according to participants compared to perceived effects on European identity and other aspects of life of participants according to project leaders, 2011-2013

Other effects	2011			2013		
	% participants	% project leaders	Diff.% project leaders participants	% participants	% project leaders	Diff.% project leaders participants
Feel more European	68,6***	92***	23,4	50,7***	64,8***	14,1
became more receptive to Europe's multi-culturality	81,6***	93	11,4	62***	89,2	27,2
are more prepared to study, work or life in another country	67,3	79	11,7	58,1	75,6	17,5
got a clearer idea about further educational pathway	58,2	60	1,8	47,2	75,6	28,4
believe that job chances have increased	62,6	49	-13,6	62,6	51,3	-11,3
are readier to pursue further education or training	78,8***	80	1,2	61,6***	83,8	22,2

*** p<.001

A comparison according to action type shows a significant lower percentage of participants reporting a bigger awareness about Europe's multicultural make-up among participants in projects with young people compared to the other two action types. For the other two indicators, the differences between project types

is not significant, although the percentages agreement are the lowest for participants in projects with young people. Between project leaders of different project types, there are no significant differences in the agreement over identity formation by participants. This shows that the higher estimate of European identity formation by participants according to project leaders is a shared characteristic of all project leaders, no matter in which project type they are involved.

Table 129: Perceived effects on European identity of participants according to project type and according to participants/project leaders

	Projects with young people		EVS-project		Projects with youth workers	
	Participants (N=79)	Project leaders (N=9)	Participants (N=19)	Project leaders (N=18)	Participants (N=43)	Project leaders (N=10)
Feel more European	43%	55%	53%	61%	67%	80%
became more receptive to Europe's multi-culturality	53%*	89%	74%	94%	77%	80%
are more prepared to study, work or live in another country	51%	78%	79%	89%	56%	50%

The decline in European identity formation between 2011 and 2013 can be largely attributed to participants in projects with young people. A significant lesser amount of these participants in 2013 claim to feel more European, become more aware of Europe's multi-culturality or are prepared to live in another country than in 2011. Among participants in projects with youth workers, there is only a significant decline in their intention to live and work abroad over time.

Table 130: Perceived effects on European identity of participants according to project type, 2011-2013

	Projects with young people		Projects with youth workers	
Item[23]	Participants 2011 (N=93)	Participants 2013 (N=79)	Participants 2011 (N=42)	Participants 2013 (N=43)
Feel more European	70%**	43%**	69%	67%
became more receptive to Europe's multi-culturality	83%***	53%***	81%	77%
are more prepared to study, work or live in another country	82%***	51%***	81%*	56%**

** p< .01, *** p< .001

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[23] Because of the small numbers of EVS-participants and project leaders in the May 2013 sample, no reliable significance levels can be computed for these groups.

There is no significant difference in European identity formation between young people with fewer opportunities and other participants in the sample of May 2013. Yet a larger proportion of young people with fewer opportunities are planning to live abroad than the other participants in the May 2013 sample.

Table 131: Perceived effects on European identity and other aspects of life of participants, according to young people with or without fewer opportunities
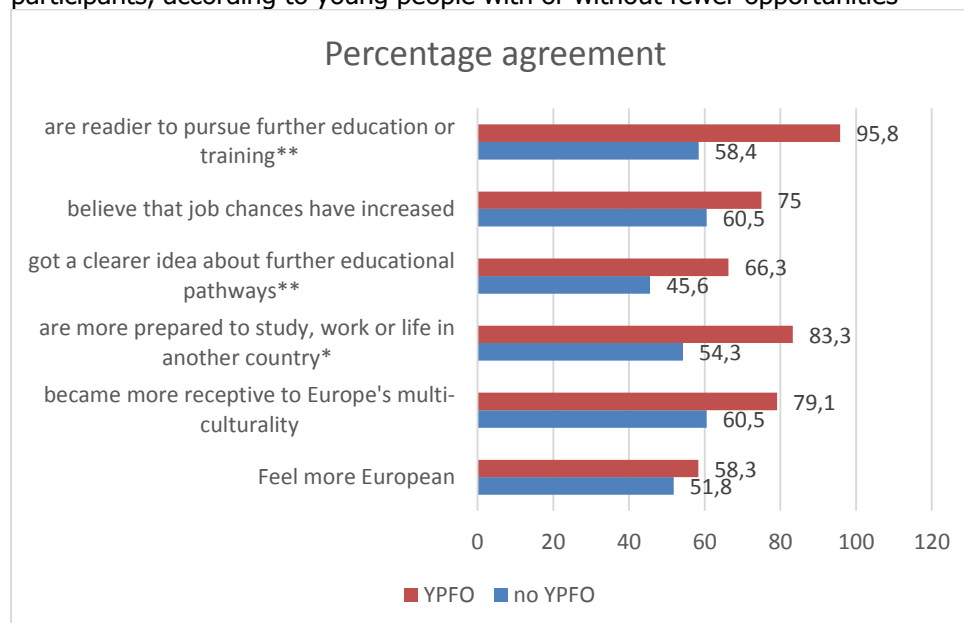
3.1.2.2 Active citizenship

A large amount of participants signal to have learned something new about topics that are related to active citizenship. More than four out of ten participants have learned something new about young people and youth policy. As a matter of fact, this is the subject where the biggest group of participants signal to have learned something new about. One in four participants have learned something new about the integration of disadvantaged people. The fact that six out of ten participants are more aware that some people in Europe are still confronted with disadvantage and that one in three of them support disadvantaged people more after participating in the project, shows that participation in a YiA-project fosters solidarity, an important aspect of civic competence.

Table 132: Perceived effect of the project with respect to YiA objectives and priorities on participants (N=150)

Effect	To a smaller extent	To the same extent	To a greater extent
I participate in societal and/or political life	4,7	56,7	38,7
I am interested in European issues	8,6	43,0	48,3
I am committed to work against discrimination, intolerance, xenophobia and racism	10,6	51,0	38,4
Disadvantaged people have my support	11,3	56,3	32,5

Table 133: Percentage of participants who claim that YiA objectives and priorities have changed to a greater extent, 2011-2013

Effect	2011 (N=187)	2013 (N=150)
I participate in societal and/or political life	34,7	38,7
I am interested in European issues	52,0	48,3
I am committed to work against discrimination, intolerance, xenophobia and racism	44,5	38,4
Disadvantaged people have my support	37,0	32,5

This is also reflected in the finding that more than four out of ten participants claim that solidarity, tolerance, equality and respect for other cultures have become more important to them after participating in a project. Together with self-fulfillment, these are the values that have become more important after participation in the project for the biggest group of participants. Support for democracy and respect for individual freedom have become more important for more than one in three participants.

Table 134: Perceived effects on values and attitudes of participants (N=187)

As a result of participating in the project, the following has become for me … (N=145)

	less important	has not changed	more important
respect for other cultures	1,4	59,3	39,3
self-fulfillment	0	57,9	42,1
religion	8,3	82,1	9,7
tolerance	0,7	58,3	41
solidarity	0	53,1	46,9
equality	1,4	56,6	42,1
peace	0	73,6	26,4
democracy	1,4	61,4	37,2
individual freedom	0,7	66,9	32,4
human rights	1,4	67,6	31
respect for human life	0	65,5	34,5
rule of law	3,4	82,1	14,5

Table 135: Perceived effects on values and attitudes of participants, 2011-2013

As a result of participating in the project, the following has become for me more important …
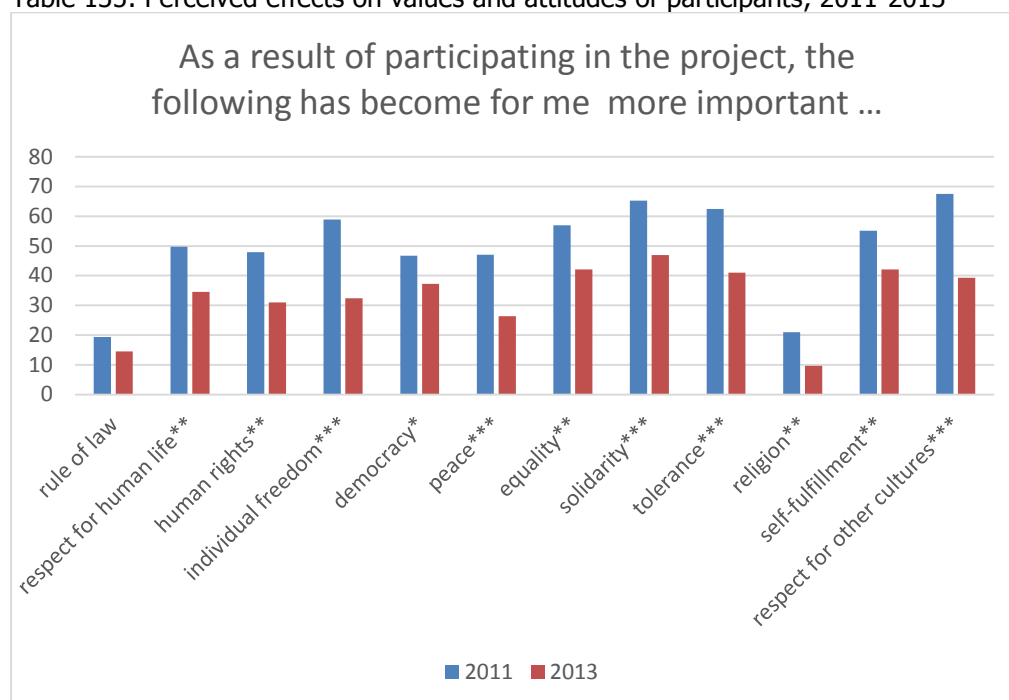
* p<.05, ** p<.01, *** p<.001

In line with earlier analyses (Fennes et al., 2011; Stevens, 2013), fewer participants have learned something new about minorities, Roma people, gender equality, disability and non-discrimination based on sexual orientation. A significant higher proportion of young people with fewer opportunities (17%) claim to have learned something new about people living with a disability through their participation compared to other participants (2%). At the same time, a significant lower percentage of young people with fewer opportunities (25%) report to have learned something new about youth and youth policies compared to their more fortunate counterparts (50%) in the May 2013 sample. Young people with fewer opportunities also tend to claim that values, with the exception of democracy, have become more important for them since participating in a YiA-project. The differences are sometimes even significant. This holds true for values that are important to active citizenship such as respect for individual freedom, equality, tolerance and respect for other cultures.

Table 136: Perceived effects on values and attitudes of participants, 2011-2013

As a result of particpating in the project, the following has become for me more important...

■ No YPFO ■ YPFO
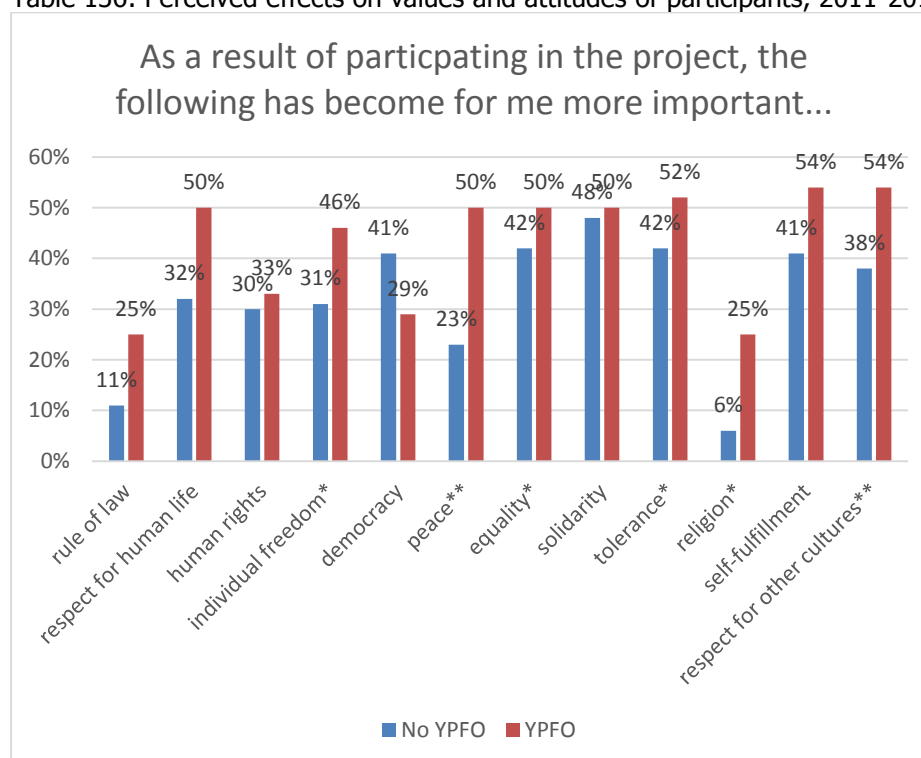
Between 2011 and 2013, there is a significant drop in the percentage of participants who have learned something new about minorities and integrating disadvantaged people. The proportion of participants who have learned something new about gender equality has increased significantly though. These are all important topics related to active citizenship. A further observation is that a significant lower percentage of participants in 2013 claim that several values and attitudes, key to active citizenship, have become more important to them than in 2011. This lower acquired knowledge and values formation does not translate in significant lower levels of participation and intention to combat different forms of intolerance though. The percentages of participation in social and political life, the intention to oppose discrimination and the support for disadvantaged people do not differ significantly in both samples.

Table 137: Perceived knowledge acquirement by participants according to project type

Topic	Percentage of participants in a project with young people (N=80)	Percentage of participants in a EVS-project (N=20)	Percentage of participants in a project with youth workers (N=44)
Non-discrimination based on sexual orientation	4%	0%	11%
Gender equality	4%	10%	11%
Roma people	0%	5%	0%
Frankly speaking, I did not really learn anything new	4%	0%	2%

Health	7%	15%	2%
People living with a disability**	0%	15%	7%
Interfaith understanding	3%	10%	7%
Discrimination*	5%	0%	16%
Minorities**	0%	15%	7%
Other issues	19%	5%	16%
Urban/rural development*	35%	40%	11%
Media and communication	14%	30%	16%
Sports and outdoor activities***	4%	0%	32%
Environment	20%	20%	7%
Art and culture	15%	15%	9%
Integrating disadvantaged people	24%	35%	27%
Youth and youth policy	51%	25%	48%
Europe	35%	40%	39%

*** p<.001, ** p<.01, * p<.05

There are some significant differences according to project type in knowledge acquirement. Especially participants in a project with youth workers and projects with young people claim to have expanded their knowledge about youth and youth policy. The participants in projects with young people as well as the participants in an EVS-project report more to have changed their knowledge about rural/urban development compared to participants in projects with youth workers. EVS-volunteers report to a larger extent that they have learned more about disabled people and minorities than participants in other project types. Participants in projects with youth workers have gained more knowledge over sports and outdoors activities than participants in the other two types of projects.

Active citizenship is a goal of most of the YiA-projects according to project leaders. Nine of ten project leaders claim that intercultural learning was an objective of the project. According to more than eight out of ten project leaders, the promotion of cultural diversity, solidarity and mutual understanding and the promotion of young people's active citizenship are central objectives of the projects. More than seventy percent claim that the inclusion of young people with fewer opportunities is an essential feature of the project. More than six out of ten project leaders find the promotion of an European citizenship and the promotion of European cooperation in the youth field a characteristic of their project.

Table 138: Coherence of projects with the objectives and priorities of the YiA-programme (project leaders)

Objective	To a very low extent	To a limited extent	To a considerable extent	To a great extent
To promote young people's active citizenship	1 2,7%	6 16,6%	15 40,5%	15 40,5%
To promote European citizenship	3 8,3%	9 25,0%	19 52,8%	5 13,9%
To promote mutual understanding among young people of different countries	0 0,0%	5 13,5%	16 43,2%	16 43,2%

To promote solidarity and tolerance among young people	0 0,0%	7 18,9%	19 51,4%	11 29,7%
To promote young people's respect for cultural diversity, to promote intercultural learning and to fight racism and xenophobia	1 2,7%	3 8,1%	16 43,2%	17 45,9%
To include young people with fewer opportunities in the YiA programme	3 8,3%	8 22,2%	9 25,0%	16 44,4%
To contribute to developing the support system for youth activities	4 10,8%	6 16,2%	16 43,2%	11 29,7%
To promote European cooperation in the youth field	2 5,4%	10 27,0%	13 35,1%	12 32,4%

Over time, the percentage of project leaders agreeing that their projects involved one of the objectives and priorities of the YiA-programme stays fairly stable. There is a firm and over time consistent belief among project leaders that the projects contribute to the objectives and priorities of the programme.

Table 139: Percentage agreement with coherence of projects with the objectives and priorities of the YiA-programme (project leaders) , 2011-2013

Objective	2011 (N=78)	2013 (N=37)
To promote young people's active citizenship	52 66,6%	30 81,0%
To promote European citizenship	51 65,8%	24 66,7%
To promote mutual understanding among young people of different countries	73 92,4%	32 86,4%
To promote solidarity and tolerance among young people	65 82,3%	30 81,1%
To promote young people's respect for cultural diversity, to promote intercultural learning and to fight racism and xenophobia	71 89,9%	33 89,1%
To include young people with fewer opportunities in the YiA programme	55 70,5%	25 69,4%
To contribute to developing the support system for youth activities*	42 55,3%	27 72,9%
To promote European cooperation in the youth field	50 64,0%	25 67,5%

There aren't any significant differences between project leaders of different project types in their agreement over the coherence between the aims of the project with central objectives and priorities in the YiA-programme in the May 2013 sample. This means that this view is equally shared by project leaders of all types of projects.

Table 140: Number agreement with coherence of projects with the objectives and priorities of the YiA-programme according to project type (project leaders)

Number agreement to a considerable or to a great extent	Projects with young people (N=9)	EVS-projects (N=18)	Projects with youth workers (N=10)
To promote young people's active citizenship	9	13	8
To promote European citizenship	6	10	8
To promote mutual understanding among young people of different countries	6	17	9
To promote solidarity and tolerance among young people	6	14	10
To promote young people's respect for cultural diversity, to promote intercultural learning and to fight racism and xenophobia	8	17	8
To include young people with fewer opportunities in the YiA programme	7	12	6
To contribute to developing the support system for youth activities	6	12	9
To promote European cooperation in the youth field	6	9	10

Participants in YiA-projects are also very convinced of the importance of an active interest in politics. Almost all of them agree that it is important that young people discuss political and social issues, more than nine out of ten participants find it important to have contact with their political representatives, to take interest in European politics and to use their voting rights or other possibilities to have their say in the political process.

Table 141: Attitudes on political participation of participants (N=145)

Do you believe that it is important for young people to …

make use of their right to have a say in political decision making processes: 0 | 2,8 | 22,2 | 75

have the opportunity to get in direct contact with political actors: 0,7 | 10,5 | 39,9 | 49

be involved in European politics: 1,4 | 8,3 | 36,6 | 53,8

discuss political and social issues: 0 | 2,7 | 27,6 | 70,3

Legend: Not at all | Not so much | To some extent | Definitely
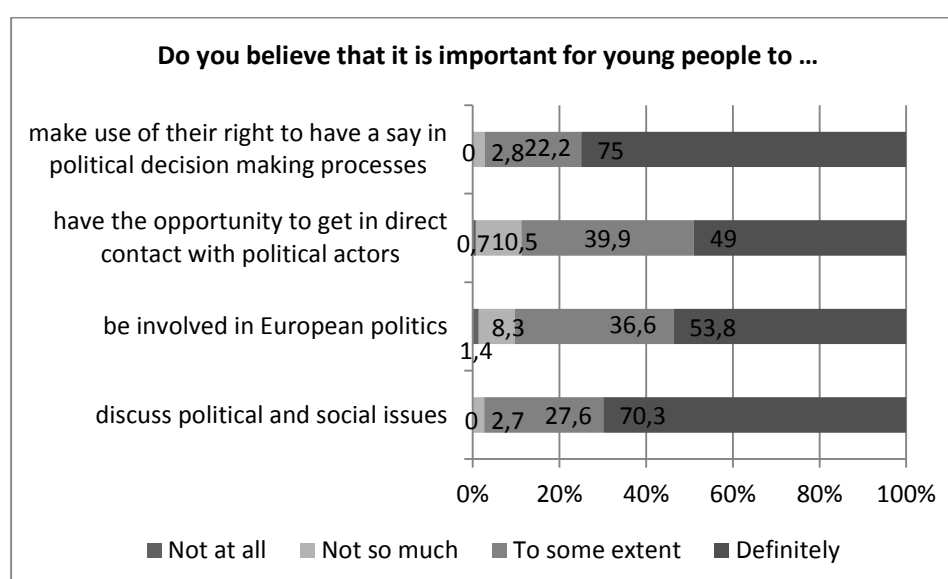
Between the samples of November 2011 and May 2013, this political awareness only seemed to have augmented among participants[24]. In May 2013, a significant larger percentage of participants agree with the different items than in the November 2011 sample. This demonstrates that the participants in the May 2013 sample are very political aware.

Table 142: Attitudes on political participation of participants (N=145)
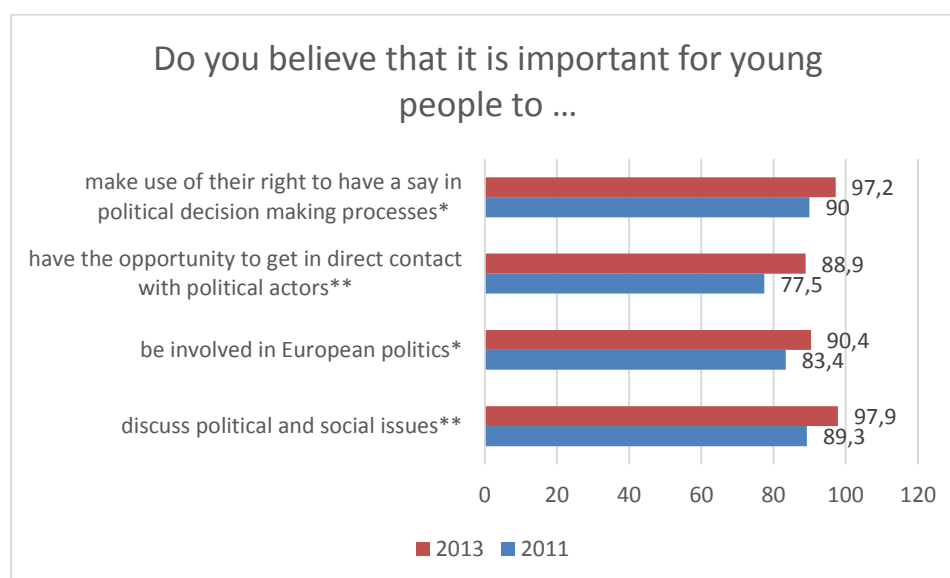
* p<.05, ** p<.01

There are no differences in political awareness between participants residing in Belgium and participants not residing in Belgium. Over time, the increase in political awareness is a common feature among participants residing in Belgium and those not residing in Belgium. Yet, the significant increase in political awareness can be observed towards all items among participants not residing in Belgium and only towards two items among Belgian residents (discussing politics and contacting a politician).

Table 143: Attitudes on political participation of participants by country of residence

Do you believe that it is important for young people to … (sum of percentages 'to some extent and definitely)	Belgium (N=97)	Other country (N=48)
discuss political and social issues	95,8%	99,0%
be involved in European politics	89,6%	90,7%
have the opportunity to get in direct contact with political actors	91,5%	87,5%
make use of their right to have a say in political decision making processes	95,8%	98,0%

[24] There are no significant differences in political awareness between participants in projects with young people and projects with youth workers. Only EVS participants sometimes are less convinced of the importance of political participation.

Table 144: Attitudes on political participation of participants by country of residence, 2011-2013

Do you believe that it is important for young people to … (sum of percentages 'to some extent and definitely)	2011		2013	
	Belgium (N=73)	Other country (N=96)	Belgium (N=97)	Other country (N=48)
discuss political and social issues*	85,8%	89,9%	95,8%	99,0%
be involved in European politics	88,8%	78,6%*	89,6%	90,7%*
have the opportunity to get in direct contact with political actors*	77,6%	77,6%	91,5%	87,5%
make use of their right to have a say in political decision making processes	91,2%	88,7%*	95,8%	98,0%*

* p<.05

In contrast to previous research (Stevens, 2013), there is no relationship between political awareness and age. Research normally finds that political awareness increases with age (Elchardus & Vanhoutte, 2009). The fact that we do not have a really young age group (14 to 16 years old) in the current sample, can be an explanation why we do not find this relationship.

Table 145: Attitudes on political participation of participants according to age groups (N=144)

Do you believe that it is important for young people to … (sum of percentages 'to some extent and definitely)	16-20 (N=29)	21-25 (N=49)	>25 (N=67)
discuss political and social issues	100,0%	95,9%	98,5%
be involved in European politics	86,2%	87,8%	94,0%
have the opportunity to get in direct contact with political actors	79,3%	89,3%	92,5%
make use of their right to have a say in political decision making processes	100,0%	93,7%	98,5%

There is only one significant difference between young people with fewer opportunities and young people who have no fewer opportunities in life what concerns their political attitudes. Less young people with fewer opportunities agree (83%) that young people should get involved in European politics than other participants (93%).

3.1.2.3 Self-esteem and self-confidence

Most participants report positive changes in **self-esteem and self-confidence**. More than eight out of ten participants say that their personal development has been affected in a positive way by the participation in a YiA-project. More than half of them have become more self-confident and almost the same amount have learned something about themselves through participation. One quarter to one third of them are better equipped to deal with conflicts and new situations, are better in empathising with others and have become more self-reliant. Almost 70% feel more confident to travel abroad on

their own and the same amount think that their organizational skills have improved. More than six out of ten participants believe that their chances on a job have increased and half of them got a clearer idea about future educational options. A significant larger percentage of young people with fewer opportunities agree that they have a better view of their future educational path compared to the other participants. A larger percentage of them (43%) agree that they have become better in expressing their thoughts and feelings after participating in the project than other participants (20%).

Table 146: Percentage agreement with development of self-esteem and self-confidence, 2011-2013

Percentage agreement

Statement	2013	2011
… that I learned more about myself	47,1%	47,7%
… that I can deal better with conflicts	32,2%	22,9%
… that I can better empathise with others	20,7%	23,5%
… that I can deal better with new situations	34,7%	35,9%
… that I am more self-reliant now	31,4%	34,0%
… that I can now better express my thoughts and feelings	23,1%	29,4%
… that I am more self-confident	62,8%	56,2%

■ 2013 ■ 2011
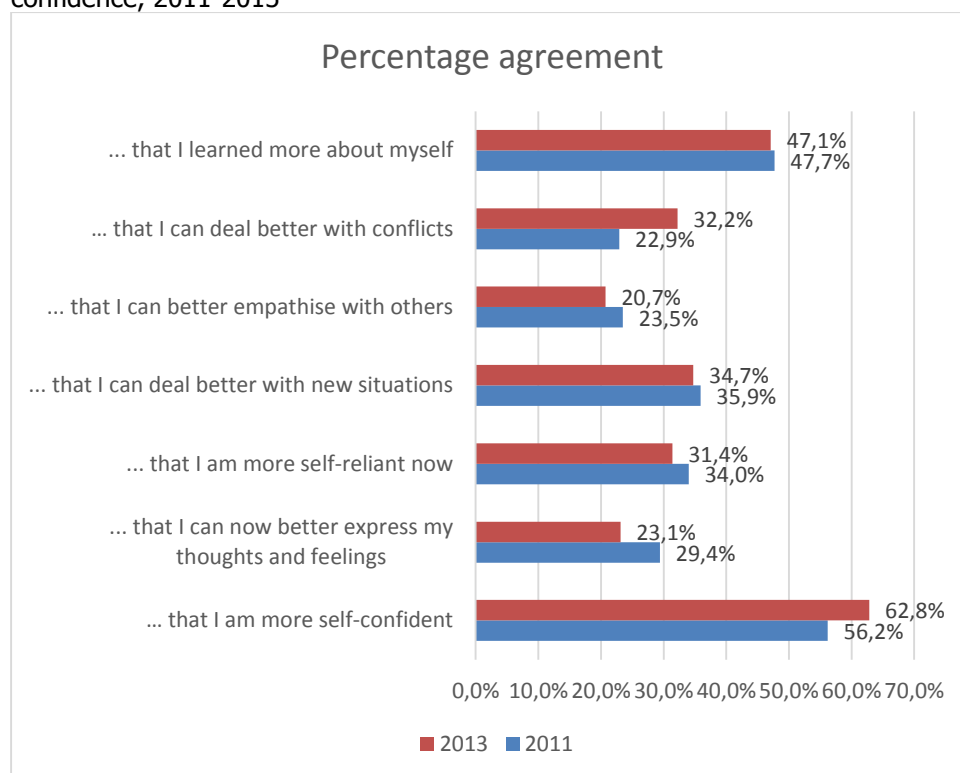
Three quarters of project leaders subscribe the fact that participants have a clearer idea about further training. Half of the project leaders agree that participants have improved their job opportunities. This is the only item that obtains a lower percentage agreement among project leaders than among participants. This illustrates that participants even feel more empowered and believe more than project leaders that their employability has increased. Whether this really is the case, is a question that cannot be answered with this research.

3.1.2.4 Social network

Finally, participants also report a broadening of their **social network**. Three quarters of participants have established lasting contacts with people from other countries, six out of ten claim that these contacts can be useful for future civic engagements and half of the participants think that these contacts can be useful in the development of their professional career. Young people with fewer opportunities (91%) report significantly more that they have established contacts with people in another country that can be helpful in their future career than other participants (49%).

Between the November 2011 sample and the May 2013 sample, there is a significant decline in the percentages of participants who agree with a diversification and internationalization of their social network.

3.2 Reported effects on project leaders

Project leaders were also questioned about the influence of the participation in a YiA-project on their own competence development. More than nine out of ten project leaders agree that their interpersonal and their civic competences have improved. Eight out of ten feel that their proficiency in a foreign language as well as their intercultural competences have become better, while seven out of ten agree with an betterment of their entrepreneurship and their sense of initiative. Six out of ten agree that their competence to learn and their cultural awareness have grown by participating in the project. The least reported improvement is noticed in digital competences, first language competences, media literacy, mathematical competences and basic scientific competences.

Table 147: Reported competence development of the project leaders

Competence	Not at all true	Not very true	Somew hat true	Very true
Communication in first language	8 21,6%	**14** **37,8%**	13 35,1%	2 5,4%
Communication in a foreign Language	2 5,4%	4 10,8%	14 37,8%	**17** **45,9%**
Mathematical competence	12 32,4%	12 32,4%	**13** **35,1%**	0 0,0%
Basic competences in science and technology	10 27,0%	**19** **51,4%**	7 18,9%	1 2,7%
Digital competences	7 19,4%	9 25,0%	**17** **47,2%**	3 8,3%
Learning to learn	6 16,7%	6 16,7%	**19** **52,8%**	5 13,9%
Interpersonal/social competence	1 2,7%	2 5,4%	**18** **48,6%**	16 43,2%
Intercultural competence	1 2,7%	3 8,1%	**17** **45,9%**	16 43,2%
Civic competence	1 2,7%	2 5,4%	**18** **48,6%**	16 43,2%
Cultural awareness and expression	1 2,7%	12 33,3%	**15** **41,7%**	8 22,2%
Sense of initiative	1 2,7%	8 22,2%	11 30,6%	**16** **44,4%**
Entrepreneurship	2 5,4%	7 18,9%	**18** **48,6%**	10 27,0%
Media literacy	1 2,7%	**17** **45,9%**	13 35,1%	6 16,2%

Over time, the percentages of reported competence development by project leaders are fairly stable. There is only a significant drop in the percentage of project leaders who report to have developed their cultural awareness between

2011 and 2013. At the same time, the percentage of project leaders who have reported a betterment of their mathematical competences has increased significantly. Nonetheless, mathematics stays one of the least reported competences that have been developed through a YiA-project.

Table 148: Reported competence development of the project leaders, 2011-2013

Percent agreement with competence development	2011 (N=72)	2013 (N=37)
Communication in first language	30 41,7%	15 40,5%
Communication in a foreign Language	67 91,8%	31 83,7%
Mathematical competence*	14 19,5%	13 35,1%
Basic competences in science and technology	17 22,2%	8 21,6%
Digital competences	29 40,4%	20 55,5%
Learning to learn	47 64,4%	24 66,7%
Interpersonal/social competence	73 98,6%	34 91,8%
Intercultural competence	71 97,2%	33 89,1%
Civic competence	59 80,8%	34 91,8%
Cultural awareness and expression*	56 75,3%	23 63,9%
Sense of initiative	63 85,1%	27 75,0%
Entrepreneurship	47 64,4%	28 75,6%
Media literacy	35 47,3%	19 51,3%

* p<.05

There are no significant differences in agreement with competence development by project leaders according to project type. Therefore, competence development by project leaders is fairly the same over types of projects. Nonetheless, we have to be careful with this conclusion. An analysis according to project type leads to some very small numbers in some of these project types. The transnational analysis is better suited to investigate differences in competence development, even at the level of the different actions of YiA. For the same reason, it is difficult to investigate differences in competence development according to project type over time. Because of small numbers, reliable levels of significance cannot be calculated.

Table 149: Reported competence development of the project leaders according to project type

Agreement with competence development	Projects with young people (N=9)	EVS-project (N=18)	Projects with youth workers (N=10)
Communication in first language	4 44%	7 39%	4 40%
Communication in a foreign Language	6 67%	16 89%	9 90%
Mathematical competence	2 22%	7 39%	4 40%
Basic competences in science and technology	1 11%	5 28%	2 20%
Digital competences	4 44%	10 56%	6 60%
Learning to learn	6 67%	11 61%	7 70%
Interpersonal/social competence	9 100%	16 89%	9 90%
Intercultural competence	8 89%	16 89%	9 90%
Civic competence	9 100%	16 89%	9 90%
Cultural awareness and expression	6 67%	13 72%	4 40%
Sense of initiative	7 78%	12 70%	8 80%
Entrepreneurship	7 78%	14 78%	7 70%
Media literacy	5 56%	8 44%	6 60%

Project leaders also report changes in their values and attitudes. Eight out of ten of them are more aware of the multicultural make up of Europe. Seven out of ten are more interested in European topics, are more prepared to live in another country, are more involved in social and political life and have become more self-confident. More than sixty percent report to feel more European, have a clearer view of their future professional and educational outlook, with more than half of them planning to engage in future education and training. Six out of ten of them already have a clear view of which future educational path they will choose.

Table 150: Other reported effects on project leaders (N=37)

Reported effect	Not at all	Not so much	To some extent	Definitely
I am more interested in European topics	1 2,7%	7 18,9%	22 59,5%	7 18,9%
I now feel more European	11 29,7%	0 0,0%	18 48,6%	8 21,6%
I have become more receptive to Europe's multi-culturality	1 2,7%	4 10,8%	18 48,6%	14 37,8%
I am more prepared to work, study or life in another country	1 2,7%	8 22,2%	19 52,8%	8 22,2%
I am more strongly involved in social and/or political life	1 2,7%	8 21,6%	18 48,6%	10 27,0%
I become more self-confident and gained personal orientation	1 2,7%	7 19,4%	14 38,9%	14 38,9%
I now have a clearer idea about my further educational path	4 10,8%	17 45,9%	11 29,7%	5 13,5%
I have a clearer idea about my professional career aspirations and goals	2 5,4%	12 32,4%	14 37,8%	9 24,3%
I believe that my job chances increased	4 10,8%	9 24,3%	18 48,6%	6 16,2%
I am now planning to engage in further education and training (formal, non-formal or vocational)	3 8,1%	11 29,7%	14 37,8%	9 24,3%

The percentage of project leaders agreeing that they have become more aware of Europe's multi-culturality has decreased significantly in the May 2013 sample compared to the November 2011 sample. Nonetheless, in both samples it is the value where the largest group of project leaders agree that it has changed. This is the only significant difference between the two samples, demonstrating that value formation by project leader is fairly stable over time.

Table 151: Other reported effects on project leaders, 2011-2013

Agreement with reported effect	2011 (N=74)	2013 (N=37)
I am more interested in European topics	65 86,7%	29 78,4%
I now feel more European	57 77,0%	26 70,2%
I have become more receptive to Europe's multi-culturality*	72 96,0%	32 86,4%
I am more prepared to work, study or life in another country	55 73,3%	27 75,0%
I am more strongly involved in social and/or political life	52 69,4%	28 75,6%
I become more self-confident and gained personal orientation	63 84,0%	28 75,6%
I now have a clearer idea about my further educational path	37 49,3%	16 43,2%

I have a clearer idea about my professional career aspirations and goals	52 70,2%	23 62,1%
I believe that my job chances increased	44 59,4%	24 64,8%
I am now planning to engage in further education and training (formal, non-formal or vocational)	48 64,0%	23 61,1%

Project leaders agree to a higher extent that they have become more European and have become more receptive to the multicultural composition of Europe than participants in the May 2013 sample. They also agree more than participants that they are prepared to move to another country to work or to study, but this difference is not significant though. For the other aspects (increased job opportunities, future educational outlook), participants and project leaders don't differ significantly from each other.

Table 152: Agreement with value development by participants and project leaders

Agreement value development

- Participants agreement with value formation
- Project leaders agreement with value formation
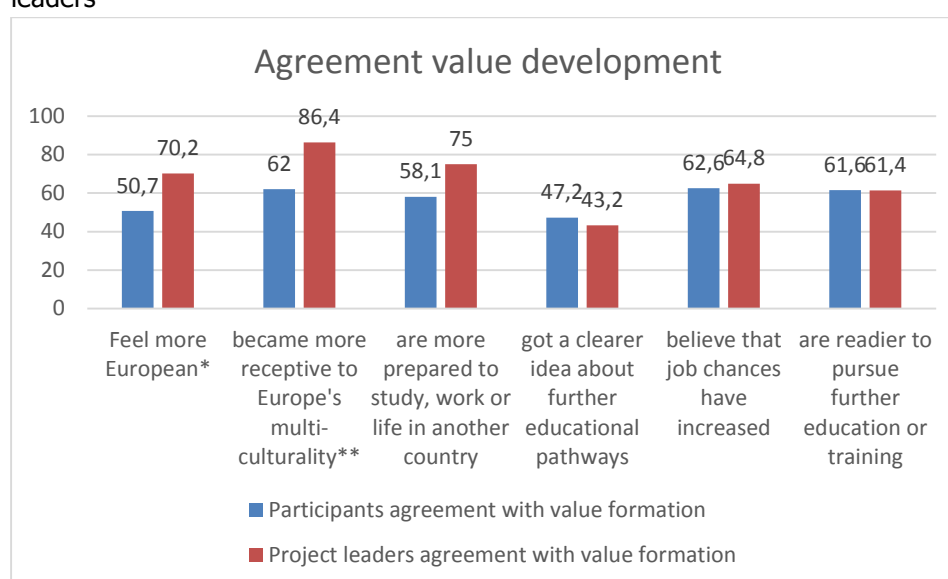
3.3 Reported effects on the organization and wider community

Finally, participants[25] and project leaders see influences of the YiA-project on their organization/group/body. More than eight out of ten project leaders and participants see an increase in the number of international partnerships and international projects. This goes hand in hand with a bigger appreciation of cultural diversity within the organization or group. More than seven out of ten project leaders and participants claim that participation in the project has increased the appreciation of cultural diversity within the organization. Seven out of ten project leaders and participants see an increased participation of young people in the group as a result and the same amount of project leaders and participants see more involvement by the organization in international projects as a consequence. Two thirds of them see an improved project management in the organization, more efforts to involve young people within

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[25] Questions about influences on the organization are only asked to participants of action 3.1, 4.3 and 5.1.

the group and more involvement with European issues. Half of them agree that the local social network of the organization has increased.

Table 153: Reported effects of the project on the participant's organization according to project leaders and participants combined (N=76, 37 project leaders, 30 participants)
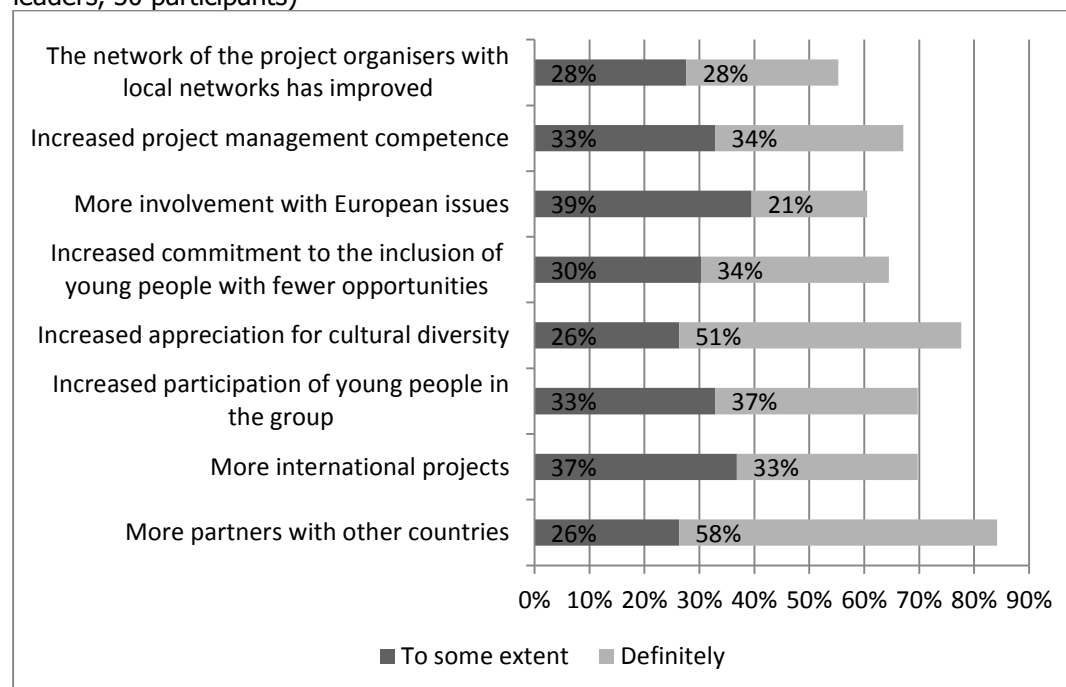
Between 2011 and 2013, there is an overall decrease in agreement with the possible effects of a YiA-participation on the participants' organization itself. Only three of these decreases are significant though: a lower extent of project leaders and participants agree that a participation in the YiA-project has led to an increased involvement of young people in the organization, to an increased effort to try to involve young people with fewer opportunities and to a broader local social network of the organization.

Table 154: Reported effects of the project on the participant's organization according to project leaders and participants combined, 2011-2013

Agreement with effects on the organization	2011 (N=123)	2013 (N=76)
More partners with other countries	90%	84%
More international projects	77%	70%
Increased participation of young people in the group*	81%	70%
Increased appreciation for cultural diversity	83%	78%
Increased commitment to the inclusion of young people with fewer opportunities*	76%	64%
More involvement with European issues	65%	61%
Increased project management competence	71%	67%
The network of the project organisers with local networks has improved**	72%	55%

* p<.05, ** p<.01

An analysis according to project type reveals two significant differences. Project leaders and participants of projects with youth workers report to a lesser degree that their organization does more effort to involve young people with fewer opportunities than project leaders and participants of projects with young people. Furthermore, a significant lesser percentage of project leaders and participants of projects with youth workers say that the local social network of the organization has strengthened through participation in a YiA-project.

Table 155: Perceived effects of the project on the participant's organization according to group leaders and participants combined, per project type

Effect	Project with young people (N=9)	EVS-project (N=18)	Project with youth workers (N=49)
More partners with other countries	8 89%	11 61%	40 82%
More international projects	7 78%	16 89%	32 65%
Increased participation of young people in the group	7 78%	15 83%	31 63%
Increased appreciation for cultural diversity	7 78%	18 100%	34 69%
Increased commitment to the inclusion of young people with fewer opportunities*	8 89%	13 72%	28 57%
More involvement with European issues	5 56%	10 56%	31 63%
Increased project management competence	8 89%	13 72%	30 61%
The network of the project organizers witch local structures was strengthened*	8 89%	10 56%	24 49%

* p<.05

There is only one significant differences in perceived effects on the participant's organization/group/body according to country of residence. Project leaders and participants residing in Belgium tend to perceive in a lesser degree changes in involvement of the participant's organization/group/body with European issues than project leaders residing in another country.

Table 156: Reported effects of the project on the participant's organization/group/body according to group leaders by country of residence

Effect	Other country (N=31)	Belgium (N=45)
More partners with other countries	28 90%	36 80%
More international projects	22 71%	33 73%
Increased participation of young people in the group	23 74%	30 67%
Increased appreciation for cultural diversity	26 84%	33 73%
Increased commitment to the inclusion of young people with fewer opportunities	23 74%	26 58%
More involvement with European issues**	25 81%	21 47%
Increased project management competence	24 77%	27 60%
The network of the project organizers witch local structures was strengthened	18 58%	24 53%

** p<.01

A last set of questions investigates the consequences of the project for the local community where it took place. More than seven out of ten agree that the local community was actively involved in the project and considered it to be an enrichment for the local community. Especially the intercultural and the European dimension of the project was appreciated by the environment and the local community according to more than 70 percent of the project leaders. Half of them think that the local community has become more aware about youth concerns and is the local community more prepared to include young people with fewer opportunities. According to eight out of ten project leaders, the local community has expressed interest to organize and support similar projects in the future. Fennes et al. (2011) conclude that the organization/group/ body of participants and project leaders can be conceived as a learning organization. Participation in YiA-projects changes the future intentions of these organizations and environments.

Table 157: Reported effects of the project on the local community (project leaders) (N=37)

Reported effect	Not at all true	Not very true	Somewhat true	Very true	Can't judge
The local community was actively involved in the project	1 2,7%	4 10,8%	11 29,7%	18 48,6%	3 8,1%
The project was perceived as an enrichment by the local community	2 5,4%	2 5,4%	11 29,7%	18 48,6%	4 10,8%
The local community became more aware of the concerns and the interests of young people	1 2,7%	4 10,8%	12 32,4%	10 27,0%	7 18,9%
The intercultural dimension was appreciated by the local	1 2,7%	4 10,8%	11 29,7%	16 43,2%	6 13,5%

community					
The local community became more committed to the inclusion of young people with fewer opportunities	1 2,7%	6 16,2%	13 35,1%	8 21,6%	9 24,3%
The European dimension was received with interest by the local community	0 0,0%	5 13,5%	13 35,1%	14 37,8%	5 13,5%
The local community showed interest in similar projects in the future	1 2,7%	1 2,7%	13 35,1%	16 43,2%	6 16,2%
The local community expressed readiness to support similar activities in the future	1 2,7%	1 2,7%	13 35,1%	17 45,9%	5 13,5%

Over time, there are no significant differences in the degree project leaders see effects of a YiA-project on the local community. This shows that the perception of these effects is rather consistent over time.

Table 158: Reported effects of the project on the local community (project leaders), 2011-2013

Percentage agreement with effect	2011	2013
The local community was actively involved in the project	49 69%	29 78%
The project was perceived as an enrichment by the local community	52 73%	29 78%
The local community became more aware of the concerns and the interests of young people	49 69%	22 59%
The intercultural dimension was appreciated by the local community	56 79%	27 73%
The local community became more committed to the inclusion of young people with fewer opportunities	35 52%	21 56%
The European dimension was received with interest by the local community	49 70%	27 73%
The local community showed interest in similar projects in the future	52 73%	29 78%
The local community expressed readiness to support similar activities in the future	50 70%	30 80%

In general, project leaders of projects with youth workers are less inclined to report effects on the local community than project leaders of the other project types, but these differences are not significant. There is one exception. Project leaders of projects with youth workers significantly agree more than other project leaders that the European dimension of the project was valued by the local community.

Table 159: Reported effects of the project on the local community by project type (project leaders)

Percentage agreement with effect	Projects with young people (N=9)	EVS-projects (N=18)	Projects with youth workers (N=10)
The local community was actively involved in the project	7 78%	16 89%	7 70%
The project was perceived as an enrichment by the local community	7 78%	15 83%	7 70%
The local community became more aware of the concerns and the interests of young people	6 67%	10 56%	6 60%
The intercultural dimension was appreciated by the local community	7 78%	14 78%	6 60%
The local community became more committed to the inclusion of young people with fewer opportunities	6 67%	11 61%	4 40%
The European dimension was received with interest by the local community*	3 33%	8 45%	8 80%
The local community showed interest in similar projects in the future	7 78%	16 89%	6 60%
The local community expressed readiness to support similar activities in the future	8 89%	15 83%	7 70%

* p<.05

The largest percentage difference between project leaders of sending and hosting countries is found towards the awareness of the local community of the concerns and interests of young people. A smaller proportion of project leaders of hosting countries agree with this item compared to project leaders of sending countries. This difference, as well as all other differences between project leaders of sending and hosting countries, is not significant though in the May 2013 sample. In November 2011, project leaders of hosting countries reported more involvement of local communities than project leaders of sending countries. Although a higher proportion of project leaders of hosting countries agree with this item than project leaders of sending countries in the May 2013 sample, the difference is not significant.

Table 160: Perceived effects of the project on the local community by hosting/sending country (project leaders)

Percentage agreement with effect	Sending country (N=18)	Hosting country (N=19)
The local community was actively involved in the project	13 62%	18 84%
The project was perceived as an enrichment by the local community	14 78%	15 79%
The local community became more aware of the concerns and the interests of young people	13 72%	9 47%
The intercultural dimension was appreciated by the local community	13 72%	14 73%
The local community became more committed to the inclusion of young people with fewer opportunities	12 66%	9 47%
The European dimension was received with interest by the local community	13 72%	14 74%
The local community showed interest in similar projects in the future	14 78%	15 79%
The local community expressed readiness to support similar activities in the future	15 83%	15 79%

Project leaders residing in Belgium agree to a lesser extent that the local community has become more aware of the concerns of young people than their counterparts residing in another country. Furthermore, less than half of the project leaders residing in Belgium, agree that the local community is more engaged in the inclusion of young people with fewer opportunities. Although the percentage differences between project leaders of different countries of residence are quite pronounced for these two items, they are not large enough to be significant.

Table 161: Perceived effects of the project on the local community by country of residence (project leaders)

Percentage agreement with perceived effect	Other country (N=10)	Belgium (N=27)
The local community was actively involved in the project	7 70%	21 78%
The project was perceived as an enrichment by the local community	8 80%	21 78%
The local community became more aware of the concerns and the interests of young people	8 80%	14 51%
The intercultural dimension was appreciated by the local community	6 60%	21 78%
The local community became more committed to the inclusion of young people with fewer opportunities	8 80%	12 48%
The European dimension was received with interest by the local community	8 80%	19 70%
The local community showed interest in similar projects in the future	8 80%	21 78%
The local community expressed readiness to support similar activities in the future	8 80%	22 81%

This research project documents the perception of effects by participants and project leaders of YiA-projects. It shows that the participants and project leaders in the Belgian sample of May 2013 firmly believe that YiA-projects promote a sense of European belonging and active citizenship, especially non-conventional forms of civic engagement. Furthermore, according to participants and project leaders improves participation their competences. The fact that project leaders themselves think that they have developed key competences of lifelong learning shows that the YiA-projects can be important for the development of professional qualifications and skills of youth workers. YiA-projects therefore promote the employability of young people and youth workers. Furthermore, participation in a YiA-project can be good for self-actualization. For instance, it improves self-confidence and self-esteem. Participants and project leaders have a better idea of their options in life. Most of them keep contact with other participants or project leaders they have met during the project, expanding and internationalizing their social network. Finally, the organization and the local community of the organization changed due to the involvement in a YiA-project. The local community was engaged in the project, considered it an enrichment and expressed an interest to partake in future, similar projects.

4. Beneficiaries and project partners

This part of the report takes a closer look at the organisations involved in YiA-projects. What are the characteristics of the organisation who partake in a project? The questions in this section of the report are only asked to project leaders.

4.1 Type of beneficiaries and project partners

One out of six projects leaders are involved in governmental initiatives. This means that they are involved in a local or regional public organization (a municipal youth work initiative, an initiative of a regional authority etc.). The overwhelming majority of project leaders, namely more than three out of four, are involved in a non-governmental initiative. Only 5 percent of the project leaders are involved in a YiA-project on behalf of an informal group of young people. Although a lower percentage of project leaders in the May 2013 sample and the 2012 sample are involved through an informal youth organisation compared to the November 2011 sample, this decrease is not significant.

Table 162: Type of organisation/group/body, 2011-2013

Organisation	2011 (N=72)		2012 (N=76)		2013 (N=37)	
	N	%	N	%	N	%
A local or regional public body	13	18,1	17	22,4	6	16,2
A non-profit or non-governmental body	51	70,8	55	72,4	29	78,4
An informal youth group	8	11,1	4	5,3	2	5,4

There are no significant differences according to country of residence, although the two project leaders who were involved in an informal youth group in the May 2013 sample lived in Belgium. A differentiation according to project type shows that informal youth groups only appear in projects with young people. A similar observation was made in previous research (Stevens, 2013). For the rest, the differentiation by project type follows the general data: most projects are taken up by non-governmental initiatives and less by public bodies.

Table 163: Type of organization/group/body by project type (N = 37)

	Projects with young people (N=9)	EVS (N=18)	Projects with youth workers (N=10)
A local or regional public body	1 11%	3 17%	2 20%
A non-profit or non-governmental body	6 67%	15 83%	8 80%
An informal youth group	2 22%	0 0%	0 0%

4.2 Focus of the project promoter

The goals of the organizations of the project leaders vary a lot. In the May 2013 sample, the most frequently mentioned focus of the organization is an organized youth work. This goal is the most mentioned in the two other samples too. The

second most frequently mentioned focus of the organizations of the project leaders in the sample of May 2013 are out-of-school education and organizing cultural activities. Cultural activities also ranked second in the November 2011 sample, but was less frequently indicated by the project leaders in the 2012 sample. This decrease in 2012 is not significant though. The proportion of project leaders involved in out-of-school education increases over time, especially between 2012 and 2013. Once again, this increase is not big enough to be significant. In May 2013, the top three of most mentioned goals of the organization is completed with youth exchange, socio-political work and other types of education or training. The proportion of project leaders that state that they are engaged in a youth exchange decreases between 2011 and 2013. Nonetheless, it stays one of the most mentioned goals of organisations. Socio-political work has become more popular over time and this increase over time is significant. Other forms of education or training knew a little drop in frequency in 2012, but in the May 2013 it is as often mentioned as in the 2011 sample. Over time, there are less project leaders of open youth work represented in the samples. The difference between 2011 and 2013 is significant.

Table 164: Focus of the group/organization/body, 2011-2013[26]

Focus	2011 (N=70)		2012 (N=73)		2013 (N=32)	
	N	% project leaders	N	% project leaders	N	% project leaders
Organized youth work	24	34,3%	30	41,1%	9	28,1%
Open youth work (e.g. youth centre) and mobile youth work*	17	24,3%	11	15,1%	3	9,4%
Youth counseling, youth information	6	8,6%	13	17,8%	5	15,6%
Youth services	5	7,1%	5	6,8%	2	6,3%
Out-of-school youth education	11	15,7%	12	16,4%	7	21,9%
Youth exchange	18	25,7%	14	19,2%	6	18,8%
Other types of education or training	12	17,1%	8	11,0%	6	18,8%
Socio-political work**	3	4,3%	12	16,4%	6	18,8%
Social work/social services	10	14,3%	10	13,7%	3	9,4%
Cultural activities	18	25,7%	11	15,1%	7	21,9%

* p <.05, ** p<.01

Project leaders are mostly involved in a YiA-project on behalf of an organization that belongs to organized youth work, regardless they live in Belgium or not. The decline in project leaders involved in open youth work over time can be witnessed among project leaders residing in Belgium and project leaders who do not live in Belgium. In 2011 more than one in four project leaders who did not live in Belgium were involved in open youth work. In 2013 this was only one in eight. Among project leaders residing in Belgium, this has diminished from one in four to one in twelve. The increase in project leaders involved in socio-political organisations is in 2012 due to all project leaders, but especially to project leaders not residing in Belgium. In May 2013, the stabilization of this increase can mainly be attributed to project leaders living in Belgium.

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[26] Multiple responses possible

Table 165: Number of focus of the group/organization/body by country of origin, 2011-2013[27]

Focus	2011 Another country (N=35)	2011 Belgium (N=26)	2012 Another country (N=44)	2012 Belgium (N=29)	2013 Another country (N=8)	2013 Belgium (N=24)
Organized youth work	11	10	16	14	2	7
Open youth work (e.g. youth centre) and mobile youth work	10	6	5	6	1	2
Youth counselling, youth information	0	5	9	4	2	3
Youth services	3	0	3	2	1	1
Out-of-school youth education	4	6	7	5	1	6
Youth exchange	9	6	9	5	2	4
Other types of education or training	6	4	6	2	1	5
Socio-political work	2	0	9	3	2	4
Social work/social services	7	3	4	6	2	1
Cultural activities	7	9	7	4	1	6

Because of the small numbers, it is difficult to say something about the goals of the organizations implicated in different action types. The only conclusion that can be drawn is that the different action types have various goals. The transnational sample will be more suited to investigate differences in goals of organisations according to the different actions in Youth in Action.

Table 166: Focus of the group/organization/body by action type (N=32)[28]

	Project with young people (N=9)	EVS (N=13)	Project with youth workers (N=10)
Organized youth work	3	2	4
Open youth work (e.g. youth centre) and mobile youth work	0	2	1
Youth counselling, youth information	2	2	1
Youth services	1	1	0
Out-of-school youth education	1	2	4
Youth exchange	0	5	1
Other types of education or training	4	1	1
Socio-political work	1	3	2
Social work/social services	1	0	2
Cultural activities	2	5	0

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[27] Multiple responses possible
[28] Multiple responses possible

5. Implementation of Youth in Action

The way participants and project leaders are getting involved with a YiA-project, the degree in which the participants are aware that the EU finances these projects, the use of Youthpass and the knowledge about Structured Dialogue are the subjects of this part of the report.

5.1 Becoming involved in Youth in Action

5.1.1.Participants

More than half of the participants in the May 2013 sample came into contact with a YiA-project through a youth structure (youth group, youth organization or youth centre). The second most important channel to get involved in a project was by word-of-mouth advertising by friends and acquaintances. Another relevant entry point, at least in the May 2013 sample, were colleagues at work spreading the news. In fourth place came information by the National Agency of Youth in Action. One in ten got involved in YiA through this medium.

A larger proportion of participants in the May 2013 sample reported to have become involved in a YiA-programme through colleagues at work and through school or university than in the November 2011 sample. A possible explanation why colleagues at work have become an increasingly important source is that a higher proportion of participants in the May 2013 sample are already employed than in the November 2011 sample. Nonetheless, also school and university have become a more important source of information on YiA-projects in the 2013 sample than in the 2011 sample. If we take these two paths together with information from friends and acquaintances as an indicator of word-of-mouth advertising, it can be concluded that this form of communication is more important to involve participants in the May 2013 than in the November 2011 sample. At the same time, the percentage of participants that got involved through regular media has halved between 2011 and 2013.

Table 167: Participants becoming involved in the project[29]

Way of involvement	2011 (N=187)		2013 (N=152)	
	N	% participants	N	% participants
Through a youth group, a youth organization or a youth center	102	54,8	79	52,0
Through friends/acquaintances	48	25,8	32	21,1
Through school or university*	7	3,8	12	7,9
Through colleagues at work**	3	1,6	28	18,4
Through information from a newspaper/magazine, news report, internet*	17	9,1	7	4,6
Through the National Agency of Youth in Action	24	12,9	15	9,9
Through information by or on the website of the European Union	1	0,5	4	2,6
Through other sources	9	4,8	7	4,6

* p <.05, ** p<.01

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[29] Multiple responses possible

An analysis according to country of residence demonstrates that youth structures were the most important way to get involved in a YiA-project for participants not residing in Belgium, but especially for participants residing in Belgium. Friends and acquaintances were the second most frequently mentioned entry points by participants residing in Belgium. Among participants not living in Belgium this way of involvement was only the third most frequently indicated entry point, after colleagues at work.

Over time, there is a significant decline in the proportion of participants residing in Belgium who got involved through friends and acquaintances. This percentage decreased from 36% in 2011 to 22% in 2013. The increase of participants who got involved in a YiA-project through colleagues is due to an increase among all participants, irrespective of their country of residence. The same holds true for the increase of participants who got involved through school and university, but if we make a decomposition according to country of residence, this increase is not significant for both groups. A similar phenomenon can be witnessed towards media as information source. There is a decrease in proportion of participants who got involved through this channel for Belgian residents and participants not residing in Belgium, but this break down according to country of residence does not result in significant changes over time.

Table 168: Participants becoming involved in the project by country of residence, 2011-2013[30]

Way of involvement	2011		2013 (N=152)	
	Belgium (N=75)	Another country (N=78)	Belgium (N=102)	Another country (N=50)
Through a youth group, a youth organization or a youth centre	44%	61%	58%	40%
Through friends/acquaintances	36%*	16%	22%*	20%
Through school or university	7%	3%	9%	6%
Through colleagues at work**	1%	1%	17%	22%
Through information from a newspaper/magazine, news report, internet	9%	11%	3%	4%
Through the National Agency of Youth in Action	8%	22%	9%	12%
Through information by or on the website of the European Union	0%	1%	3%	2%
Through other sources	8%	1%	5	4%

* p <.05, ** p<.01

There were different pathways into a YiA-project according to project type. For all project types, youth structures were the most important entry point, but this gateway is especially important for projects with young people. Friends and acquaintances were in May 2013 a relative important way to get involved in an EVS-project. The same held true for information through the National Agency of Youth in Action. Colleagues at work were a relative important entry point for projects with youth workers in the May 2013 sample.

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[30] Multiple responses possible

Between 2011 and 2013, involvement through a youth group was the most cited entry point by participants of all project types. A second observation over time, is that some channels that were only relevant for entering one project type in 2011, have become an option for all project types. This is the case for school/university (which was only a gateway into projects with young people in the November 2011 sample) and for information through work (which was only an option for projects with youth workers in November 2011). Therefore, there was a more diversified way to get in touch with a YiA-project in the May 2013 sample than in the November 2011 sample.

Table 169: Participants becoming involved in the project by project type, 2011-2013[31]

Way of involvement	2011			2013		
	Project with young people (N=100)	EVS (N=9)	Project with youth workers (N=44)	Project with young people (N=79)	EVS (N=20)	Project with youth workers (N=44)
Through a youth group, a youth organization or a youth centre	54%	55%	50%	60%	50%	41%
Through friends/acquaintances	33%	33%	9%	16%	40%	11%
Through school or university	7%	0%	0%	9%	10%	7%
Through colleagues at work	0%	0%	4%	15%	15%	29%
Through information from a newspaper/magazine, news report, internet	9%	22%	11%	5%	0%	5%
Through the National Agency of Youth in Action	6%	0%	36%	6%	25%	11%
Through information by or on the website of the European Union	0%	0%	2%	1%	15%	0%
Through other sources	6%	0%	2%	5%	0%	7%

5.1.2. Project leaders

The biggest group of project leaders came in contact with the YiA programme through colleagues at work in the May 2013 sample. The second most important entry point was the National Agency of YiA and the third most important source a youth group. Compared with the sample of November 2011, less participants found their way to a YiA-project through a youth group. This gateway was the most cited entry point in the November 2011 sample. At the same time, colleagues have become a source of information for a bigger share of the project leaders in the May 2013 sample.

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[31] Multiple responses possible

Table 170: Project leaders becoming involved in the project, 2011-2013[32]

Way of involvement	2011 (N=67)		2013 (N=35)	
	N	% project leaders	N	% project leaders
Through a youth group, a youth organization or a youth centre**	29	43,3%	7	20%
Through friends/acquaintances	14	20,9%	5	14%
Through school or university	3	4,5%	4	11,4%
Through colleagues at work***	10	14,9%	15	42,9%
Through information from a newspaper/magazine, news report, internet	5	7,5%	0	0,0%
Through the National Agency of Youth in Action	22	32,8%	9	25,7%
Through information by or on the website of the European Union	6	9,0%	3	8,6%

** p<.01, *** p<.001

For project leaders not residing in Belgium, the most important source of information over the YiA programme were colleagues at work in the May 2013 sample. Also projects leaders residing in Belgium are the most often informed by colleagues in the May 2013 sample, although the National Agency of YiA was also often cited as an information source. Compared to the November 2011 sample, colleagues have become significantly more a gateway to YiA-projects for all project leaders, regardless their country of residence. Youth groups and friends/acquaintances have become less important entry points in 2013.

Table 171: Project leaders becoming involved in the project by country of origin, 2011-2013[33]

Way of involvement	2011		2013	
	Belgium (N=26)	Another country (N=33)	Belgium (N=25)	Another country (N=10)
Through a youth group, a youth organization or a youth centre	8	18	4	3
Through friends/acquaintances	3	8	3	2
Through school or university	1	2	1	3
Through colleagues at work*	5	5	11	4
Through information from a newspaper/magazine, news report, internet	2	3	0	0
Through the National Agency of Youth in Action	11	9	8	1
Through information by or on the website of the European Union	3	2	2	1

* p <.05, ** p<.01

Differentiating by project type, leads to small numbers, making it difficult to draw conclusions about the channels through which project leaders got involved. The project leaders of projects with young people and EVS-projects in the May

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[32] Multiple responses possible
[33] Multiple responses possible

2013 sample got their information mainly through colleagues at work and the national agency. Project leaders of projects with youth workers got their information through a youth organization and through colleagues at work.

It is very hard to make a comparison over time, but it is clear that among project leaders of projects with young people involvement through a youth organization has become less relevant in the May 2013 sample than in the November 2011 sample. This channel has become a more important entry point to project leaders of projects with youth workers than for project leaders of projects with young people.

Table 172: Project leaders becoming involved in the project by project type[34]

Way of involvement	2011			2013		
	Project with young people (N=47)	EVS (N=4)	Project with youth workers (N=8)	Project with young people (N=9)	EVS (N=16)	Project with youth workers (N=10)
Through a youth group, a youth organization or a youth centre	22	1	3	1	1	5
Through friends/acquaintances	8	0	3	1	3	1
Through school or university	3	0	0	1	2	1
Through colleagues at work	10	0	0	4	8	3
Through information from a newspaper/magazine, news report, internet	4	0	1	0	0	0
Through the National Agency of Youth in Action	12	4	4	3	4	2
Through information by or on the website of the European Union	4	0	1	1	2	0

Overall, in the May 2013 sample colleagues at work, the national agency and youth organisations were the main entry points in a YiA-project for project leaders. There are some differences with the 2011 sample, where youth structures were the most important hub in the information stream about the programme, while in May 2013 colleagues at work has gained this status.

5.2 Financing the project

The fact that the projects are funded by the European Union is widely known by the participants. Four out of five participants know this fact. This knowledge has decreased significantly over time though. In the November 2011 sample almost all participants claimed to know that the subsidizing instance of the project was the EU.

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[34] Multiple responses possible

Table 173: Do you know that the project is financed by the European Union?, 2011-2013

Answer	2011 (N=187)		2013 (N=153)	
	N	%	N	%
Yes***	180	96,3	123	80,4%
No***	7	3,7	30	19,6%

*** p<.001

The fact that the projects are funded through the Youth in Action-programme, is a lesser known fact. Still three quarters of the participants are aware of this fact. Compared to the November 2011 sample, this knowledge has once more decreased significantly, but it can still be proclaimed that a majority of the participants know that the project is funded by the Youth in Action-programme.

Table 174: Do you know that the funds are from the Youth in Action programme?, 2011-2013

Answer	2011 (N=187)		2013 (N=153)	
	N	%	N	%
Yes***	171	91,4	117	76,5%
No***	16	8,6	36	23,5%

*** p<.001

Participants of sending countries are significantly more aware that the project is funded by the European Union and the Youth in Action-programme than participants of hosting countries. The significant decline in knowledge that the project is funded by the EU between 2011 and 2013 can be attributed to a decline of this knowledge among participants of hosting countries. A significant lower percentage of participants of hosting countries report to know this fact in 2013 compared to 2011, while this knowledge stays at a high level among participants of sending countries. In contrast, there is a significant drop in knowledge over time that the project is subsidized by the Youth in Action-programme by all participants, irrespective of participants come from a hosting or a sending country.

Table 175: Financing of the project by hosting/sending country, 2011-2013

Percentage 'yes'	2011		2013	
	Sending (N=153)	Hosting (N=31)	Sending (N=80)	Hosting (N=73)
Financing by EU***	98%	89%***	95%	64%***
Financing by YiA**	94%*	81%*	87%*	64%*

* p<.05, ** p <.01, *** p<.001

There are no significant differences in knowledge about the financing of the project according to country of residence. The significant drop in knowledge among participants between 2011 and 2013 is mainly due to a decrease in knowledge among participants residing in Belgium.

Table 176: Financing of the project by country of residency, 2011-2013

Percentage 'yes'	2011		2013	
	Belgium (N=153)	Another country (N=31)	Belgium (N=102)	Another country (N=51)
Financing by EU***	95%***	97%	76%***	88%
Financing by YiA**	91%***	92%	72%***	84%

*** p<.001

5.3 Application, administration and reporting

Only 17 of the project leaders in the May 2013 sample belonged to an applying organization. These project leaders were asked some questions about the application and the administrative management of the project. Because of small numbers, we have to be careful with the interpretations. We can conclude though that the project leaders are satisfied about the transparency of the application procedure. Finding the essential information for applying was easy, meeting the funding criteria to get a grant is feasible and the funding rules are appropriate and satisfactory. There is less satisfaction with the procedure itself. One third of the project leaders disagree that the management of the procedure is simple and one third of them did not find the reporting easy. The same negatives and positives were found in the transnational analysis of 2010/2011 (Fennes et al., 2011) and in the Flemish sample of November 2011 (Stevens, 2013).

Table 177: Application and administrative management procedure (N= 17) (only applying organizations) – absolute numbers

Procedure	Not at all true	Not very true	some what true	Very true	No opinion
It was easy to obtain the essential information required for applying for this project	1	3	4	9	0
The essential information required for this project was easy to understand	0	4	5	8	0
In the case of this project, it was easy to meet the funding criteria	0	2	5	10	0
The application procedure for this project was simple	1	5	5	6	0
The administrative management of this grant request was simple	1	5	5	6	0
The funding rules and the calculation methods were appropriate	0	3	5	9	0
Reporting was easy	1	3	7	6	0
The overall grant system was appropriate and satisfactory fort his project	1	2	7	7	0
Compared to other funding programmes, the administrative management of this grant request was easy	2	5	2	5	3

Because of the small numbers, it does not make sense to differentiate these findings according to project type and funding country.

5.4 Youthpass

Youthpass is an instrument gradually introduced since 2007 in several project types. The aim of Youthpass is to have a written document stating what young people have done in a project and what competences and skills they have gained through participating in a YiA-project.

Table 178: Knowledge and possession of Youthpass (percentages), 2011-2013

Percentage 'yes'	2011 (N=169)			2013 (N=144)		
	Yes	No	Do not remember	Yes	No	Do not remember
Do you know Youthpass?**	58,0%	27,8%	14,2%	45,8%	46,5%	7,6%
Do you have a Youthpass?**	50,6%	37,5%	11,9%	34,4%	58,0%	7,7%

** p<.001

Less than half of the participants in the May 2013 sample know of Youthpass and one third of the participants have such a pass. This means that among the participants in the May 2013 sample the degree of knowledge and possession of Youthpass is significantly lower than among participants in the November 2011.

Table 179: Knowledge and possession of Youthpass by project type (N=138) (percentages)

Percentage 'yes'	2011			2013		
	Project with young people (N= 91)	EVS (N=9)	Project with youth workers (N=41)	Project with young people (N=76)	EVS (N=18)	Project with youth workers (N=41)
Do you know Youthpass?***	50%**	71%	84%	30%**	78%	68%
Do you have a Youthpass?***	48%***	43%	72%*	20%***	63%	55%*

* p<.05, ** p<.01, *** p<.0001

The knowledge and possession of Youthpass is highest among the participants in an EVS-project and projects with youth workers and the lowest among participants in projects with young people in the May 2013 sample. The knowledge and possession of Youthpass has decreased significantly among participants of a project with young people in the May 2013 sample compared to the November 2011 sample. The possession of a Youthpass has significantly declined among participants in a project with youth workers between November 2011 and May 2013.

Also project leaders were asked about the use of Youthpass. Half of the project leaders in the May 2013 sample state that Youthpass was applied in the project. This is slightly more than in the November 2011 sample, but this difference is not significant. In May 2013 a significant less proportion of the project leaders do not remember whether the Youthpass was used compared to the November 2011 sample. The increase in project leaders claiming to have used Youthpass

and the reported decrease of the use of Youthpass by participants does not necessarily point to a contradiction. It could be that a lot of participants were involved in a project that did not issue a Youthpass, while the projects using Youthpass did not attract the large numbers of participants.

Table 180: Use of Youthpass, 2011-2013

Answer	2011		2013	
	N	%	N	%
Yes	32	45,1	19	52,8
No	16	22,5	11	30,6
I don't remember	23	32,4*	6	16,7*

There are no significant differences in the use of Youthpass according to funding country: 63% of the project leaders of a project funded by Belgium said Youthpass was used in the project, 60% of the project leaders funded by another country agree with this statement.

There were differences according to project type though. According to three quarters of project leaders of EVS-projects Youthpass was used, less than half of project leaders of projects with youth workers claim to use Youthpass and less than one in four project leaders of projects with young people said that Youthpass was used. Also in the November 2011 sample, Youthpass was most frequently used in EVS-projects. Once more, we have to point to the small absolute numbers of project leaders in some project types. These results have to be interpreted with the necessary caution.

Table 181: Use of Youthpass by project type, 2011-2013

Percentage 'yes'	2011			2013		
	Project with young people (N= 50)	EVS (N=4)	Project with youth workers (N=8)	Project with young people (N=9)	EVS (N=17)	Project with youth workers (N=10)
Yes	21 42%	4 100%	2 25%	2 22%	13 76%	4 40%
No	12 24%	0 0%	4 50%	4 44%	3 18%	4 40%
I don't remember	17 34%	0 0%	2 25%	3 33%	1 6%	2 20%

Project leaders who said they used Youthpass in their project were asked some questions about the integration of it. Most of them agree that they received the necessary information and that the participants were informed about it. At the end of the project most participants wanted a Youthpass and finally got one, according to the majority of the project leaders. Project leaders are to a lesser extent enthusiastic about the clarity and intelligibility of the information about Youthpass. Similar findings were made in the November 2011 sample.

Table 182: Integration of Youthpass (N=19)

Item	Not very true	Somewhat true	Very true	No opinion
I have received all necessary information concerning Youthpass	1	6	11	1
The information about Youthpass was clear and understandable	4	6	8	1
The participants were informed in detail about Youthpass	3	1	15	0
Youthpass was integrated broadly into the project and its methods	5	3	10	1
The participants wished to receive a Youthpass	3	5	11	0
The participants received a Youthpass	0	1	18	0

5.5 Structured Dialogue

'The Structured Dialogue for Young people' is an opportunity for young people to meet policy makers and discuss policies. It is a part of sub-Action 5.1 of the Youth in Action-programme. Almost one in five of the participants in the Belgian sample have heard of the Structured Dialogue and more than one in ten have experienced activities within the Structured Dialogue. These percentages resemble the ones of the November 2011 sample and the transnational analysis of 2010/2011.

Table 183: Information and experience with 'Structured Dialogue' (percentages), 2011-2013

Structured Dialogue	2011 (N=164)		2013 (N=146)	
	Yes	No	Yes	No
Did you ever hear about 'Structured Dialogue'?	19,0%	81,0%	19,3%	80,7%
Did you experience any activities within the 'Structured Dialogue'?	9,5%	91,5%	12,4%	87,6%

In contrast to previous research (Fennes et al., 2011; Stevens, 2013) there are no significant differences in the percentages of participants who know and have experience with Structured Dialogue according to country of residence. Belgian residents normally have less knowledge and experience with Structured Dialogue than residents of other countries. In the May 2013 sample, a larger proportion of Belgian residents have knowledge and experience with Structured Dialogue than the residents from other countries. 21% of the Belgian residents versus 17% of the participants not residing in Belgium know the Structured Dialogue. Only 8% of the participants not residing in Belgium have experienced activities within Structured Dialogue compared to 14% of the Belgian residents. These differences are not significant though. Over time, there is one significant change: in the May 2013 sample more participants residing in Belgium have experience with activities within Structured Dialogue compared to their counterparts in the November 2011 sample.

Table 184: Information and experience with 'Structured Dialogue' (percentages) according to country of residence, 2011-2013

Percentage 'yes'	2011 (N=164)		2013	
	Belgium (N=80)	Another country (N=88)	Belgium (N=97)	Another country (N=48)
Did you ever hear about 'Structured Dialogue'?	13,8%	23,9%	20,6%	16,7%
Did you experience any activities within the 'Structured Dialogue'?	5,0%*	13,6%	14,4%*	8,3%

* p<.05

The knowledge and experience with Structured Dialogue varies according to project type. Participants in projects with youth workers have more knowledge, but not necessarily more experience than participants in projects with young people. The number of participants involved in EVS-projects are too small to compare their knowledge and experiences with those of the participants in other projects.

Table 185: Information and experience with 'Structured Dialogue' by project type (absolute numbers and percentages), 2011-2013

Percentage 'yes'	2011			2013		
	Project with young people (N=105)	EVS (N=7)	Project with youth workers (N=56)	Project with young people (N=76)	EVS (N=19)	Project with youth workers (N=41)
Did you ever hear about 'Structured Dialogue'?	12 11%	3 43%	17 30%	12 16%	3 16%	12 29%
Did you experience any activities within the 'Structured Dialogue'?	10 9%	1 14%	5 9%	11 14%	0 0%	6 14%

6 Project development and implementation

Before a project starts, an intensive period of planning and preparation of the project proceeds in which participants, but especially project leaders already have contact with others in the project. Therefore, it is interesting to study how this stadium of the project is perceived by project leaders.

6.1 Preparation of the project

Most project leaders report a smooth organization of the project. All of them are convinced that the organization of the project was well prepared. 15 out of 30 (50%) claim that the project was not prepared in one or two preparatory meetings, while 11 of 31 (37%) agree with this statement. In the November 2011 sample, two thirds of project leaders reported preparatory meetings. While in November 2011, 19 out of 71 (27%) of project leaders were not implicated in the preparation of the project. In the May 2013, only 11 project leaders answered this question. More than half of these project leaders were involved in the preparation of the project. The majority of project leaders in the May 2013 sample use modern communication technologies like Skype to prepare the project. In the November 2011 sample, this was only one in two.

There are no significant differences in development and preparation of the project according to project type, according to funding country or according to hosting/sending country.

Table 186: Development and preparation of the project (N=31)

	No	Yes	Do not know
The project was well prepared	0 0,0%	31 100,0%	0 0,0%
The project was prepared in one or more preparatory meetings involving other project partners	15 50,0%	11 36,7%	4 13,3%
I was participating in this preparatory meeting myself (N=11)	5 45%	6 55%	0 0%
The preparation included skype meetings and a like	8 26,7%	21 70,0%	1 3,3%

Almost half of the project leaders in the May 2013 sample think that the preparation of a project is essential to its success. In November 2011 this was even eight out of ten project leaders. This stresses the importance of being able to prepare projects beforehand. Three out of ten project leaders think that the development of the project was not always as balanced as it should be. During the project though, relations seem to get better. More than eight in ten report cooperation during the implementation of the project and even nine out of ten see mutual respect between project leaders and project teams. These findings are in line with the results of the November 2011 sample (Stevens, 2013) and are corroborated by the findings of the transnational analysis of 2010/2011 (Fennes et al., 2011).

Table 187: Cooperation during development, preparation and implementation of the project (N=31)

	Not at all	To a limited extent	To a considerable extent	To a very high extent	No opinion
The project was developed in a balanced and mutual cooperation between the partners	0 0%	9 29%	7 23%	14 45%	1 3%
The preparatory meetings were essential to the project	0 0%	4 13%	2 6%	13 42%	12 39%
During the implementation of the project itself, the co-operation worked well	0 0%	2 6%	9 29%	17 55%	3 10%
The relationship between the project leaders/team members was characterized by mutual respect and good cooperation	0 0%	0 0%	4 13%	23 77%	3 10%

While in the November 2011 sample, project leaders funded by another country thought in a lesser extent than project leaders funded by Belgium that the preparatory meetings were key to the success of the project, this is not the case in the May 2013 sample. A similar conclusion can be drawn towards the implementation of the project. In November 2011, less project leaders funded by another country than Belgium agreed that the co-operation worked well during the implementation of the project. In the November 2013 sample, this differences is not significant. There are no significant differences according to project type, although EVS-project leaders claim less that preparatory meetings are essential to a successful project than other project leaders.

Table 188: Cooperation during development, preparation and implementation of the project by funding country (percentages and absolute numbers), 2011-2013

N/% to a considerable extent + to a very high extent	2011		2013	
	Belgium (N=54)	Another country (N=8)	Belgium (N=23)	Another country (N=8)
The project was developed in a balanced and mutual cooperation between the partners	39 72%	4 50%	14 61%	7 87%
The preparatory meetings were essential to the project	45 85%	2 25%	11 48%	4 50%
During the implementation of the project itself, the cooperation worked well	46 86%	5 62%	20 87%	6 75%
The relationship between the project leaders/team members was characterized by mutual respect and good cooperation	50 93%	7 87%	20 87%	7 87%

6.2 Project languages

A possible problem in an international project are language barriers. Only 5% of the participants in the Belgian sample reported to have difficulties because of language problems. One in five of them got support of the project team when they needed it. Language barriers can be crossed. Almost two thirds of the participants were able to practice their foreign language skills and almost one in five could participate by speaking their first language.

Over time, there are some significant changes. A larger proportion of the participants in the Flemish sample were able to speak their first language. Between 2011 and 2013, this percentage even multiplied by four. At the same time, the percentage of participants speaking a foreign languages fluctuates. Between 2011 and 2012, this percentage increased significantly, but between 2012 and 2013, it dropped again significantly. Even the difference in percentage between 2011 and 2013 is significant. In 2012, a higher proportion of participants needed and received help with language than in the other two samples.

Table 189: Language used in the project according to participants, 2011-2013[35]

	2011 (N=167)		2012 (N=143)		2013 (N=145)	
	N	% participants	N	% participants	N	% participants
There was one language used by everybody	117	69,6%	90	62,9%	93	64,1%
I could fully participate in the project by using my first language***	8	4,8%	14	9,8%	27	18,6%
I also used another language besides my first language*	128	76,2%	125	87,4%**	94	64,8%
I had difficulties to participate because of language problems	8	4,8%	10	7,0%	8	5,5%
The project team helped me to understand, when it was necessary	42	25,0%	55	38,5%**	30	20,7%

* p<.05, ** p <.01, *** p<.001

An analysis over time and according to hosting/sending country and according to country of residence results in very different observations. In the November 2011 sample, Belgian residents report in a higher degree that they could practice a foreign language than non-Belgian residents (82% versus 70%). Participants of hosting countries practiced their foreign languages skills more than participants of sending countries (respectively 89% and 73%). In 2012, there are no differences in practicing a foreign language according to sending

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[35] Multiple responses possible

(87%) or hosting country (89%) and according to country of residence (Belgium 87%, another country 89%). In 2013, more participants not residing in Belgium (73%) report to have practiced their foreign language skills than Belgian residents (60%) and more participants from a sending country (81%) claim to have used a foreign language than participants of a hosting country (45%).

6.3 Satisfaction with Youth in Action

The participants express a high degree of satisfaction with Youth in Action-projects. More than nine out of ten participants in the May 2013 sample would recommend others to participate in a similar project, eight out of ten already did. Almost all of them agree that the experience is personally enriching and that the project met their expectations. Eight out of ten plan to participate in a similar project in the future and almost nine out of ten would recommend someone else to start a YiA-project. Overall, at least 85% of participants respond positive on these items. The same amount of satisfaction has been found in the 2011 sample.
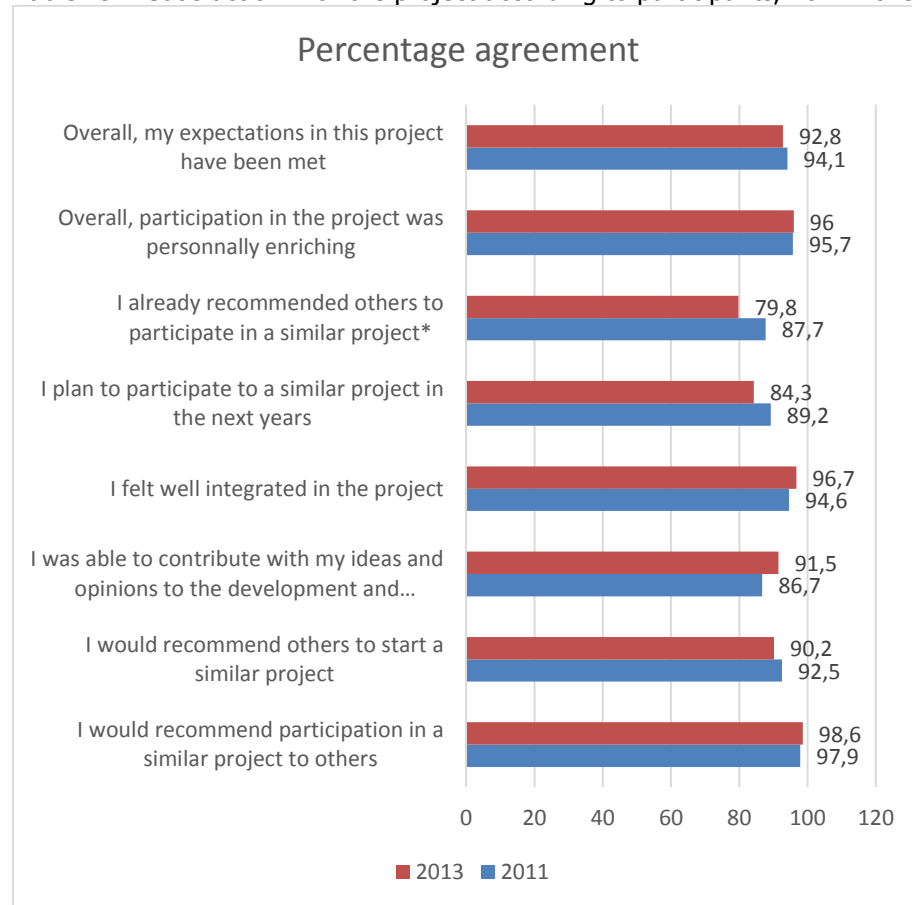
Table 190: Satisfaction with the project according to participants (N=153)
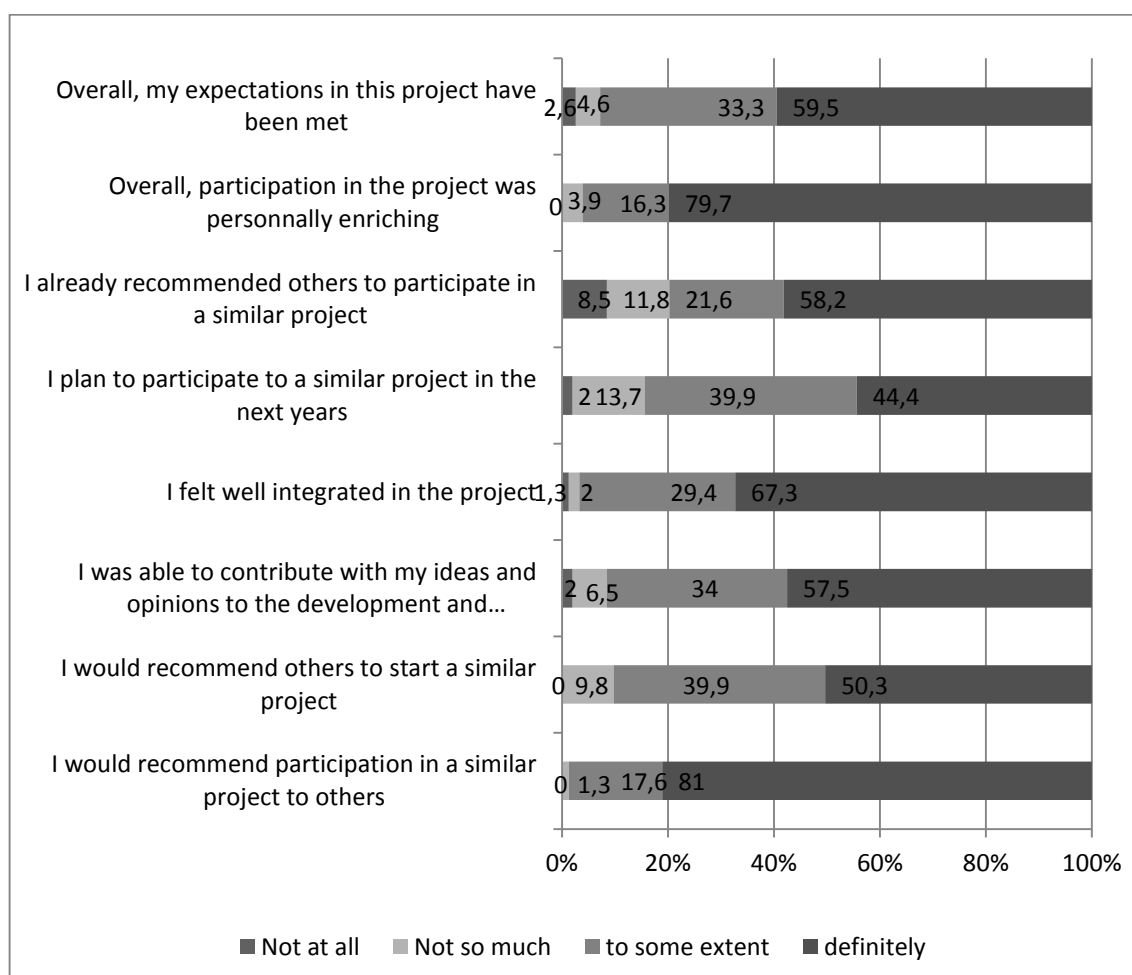
Over time, a significant lower percentage of the participants in the May 2013 sample already have recommended others to participate in a similar project than in the November 2011 sample. This is the only significant change, proofing that

satisfaction with the YiA-project among participants is stable at a high level over time.

Table 191: Satisfaction with the project according to participants, 2011-2013

Percentage agreement

	2013	2011
Overall, my expectations in this project have been met	92,8	94,1
Overall, participation in the project was personnally enriching	96	95,7
I already recommended others to participate in a similar project*	79,8	87,7
I plan to participate to a similar project in the next years	84,3	89,2
I felt well integrated in the project	96,7	94,6
I was able to contribute with my ideas and opinions to the development and…	91,5	86,7
I would recommend others to start a similar project	90,2	92,5
I would recommend participation in a similar project to others	98,6	97,9

7 Executive summary

This analysis reports the main findings of the May 2013 wave of the RAY network research into the effects of participating in a Youth in Action project for the Flemish Community. In May 2013, the Flemish Community of Belgium participated for the third time in this research project. The current analysis has a similar build-up as earlier transnational reports and the November 2011 national report. The analysis follows the guidelines of the RAY-network for analysing the Standard Surveys within the network.

It diverges in three aspects from these guidelines. In contrast to the transnational reports, there are no analyses for the different actions of the YiA-programme due to a lack of participants in some of these actions in the Belgian sample. Instead, a differentiation according to action type (projects with young people, EVS-projects and projects with youth workers) has been done. In this report the findings of the Flemish sample are compared with the findings of earlier Flemish samples. A comparison with the transnational sample is not possible, because at the moment of writing of this report, the transnational report for 2013 was not yet available. Thirdly, there are some analyses in this report that cannot be found in the transnational guidelines. These are analysis about young people with fewer opportunities.

7.1 Profile of the participants

In May 2013 153 participants and 37 project leaders participated in the research. Two thirds of the participants and three quarters of the project leaders were residents of Belgium at the start of the project, which is quite high compared to the two previous samples. This is not the only aspect in which the May 2013 sample diverges from the other samples. Participants and project leaders in the May 2013 sample are involved in different actions. While in previous research youth exchanges were the most popular actions among participants, this is not the case for the May 2013 sample. Youth exchanges are only the second most popular action, after actions in which young people have contact with those responsible for youth policies. Only one in five participate in a youth exchange, while one in four participate in an action bringing policy makers and young people together. In previous research, almost no participants were involved in the latter sub-action. A lot of observed changes between the different samples can be attributed to this difference in composition of participants according to action type in the sample. Nonetheless, this change in the sample reflects a shift in participation in the different sub-actions in reality. In the second half of 2012 and the beginning of 2013, some large, national projects focussing on the European elections took place and this translates itself in the sample and in the findings of this report. Project leaders in May 2013 are significantly less involved in youth exchanges and significantly more involved in EVS-projects.

In contrast to the two previous measurement moments, there is no overrepresentation of women among the participants in in the May 2013 sample. On average, the participants in the May 2013 sample are 26 years old, which is significantly older than the two previous samples where the average age of participants was 23 years old.

More than half of the participants live in towns and cities with less than 100.000 inhabitants. Unlike some other RAY-countries, the majority of participants in the

Belgian sample does not come from the capital city. Inhabitants of Brussels are not underrepresented though. Eight percent of the Belgian residents in the sample claim to live in a city with more than one million inhabitants. In Belgium, only Brussels fits this description. The problem though is that the 19 communities of Brussels are not merged into one city council. Some participants in the sample living in the Brussels region may have classified their place of residency as a city. Since 2012, an extra question about the region in which Belgian participants live is included in the questionnaire. In the May 2013 sample, 9,8% of the Belgian participants live in the Brussels Capital Region while 11% of the total Belgian population live in this region. This shows that inhabitants of the Brussels Capital Region are well represented in the sample. Participants of cities with 100.000 to 1.000.000 inhabitants are overrepresented in the sample. Only three Flemish cities fit this description (Antwerp, Ghent and Bruges) and their population is only 12,5% of the total population of the Flemish Region. 25% of the participants residing in the Flemish region claim to live in a city.

The educational attainment of the participants and their parents is high. In the May 2013 sample almost seven out of ten participants have a higher education degree, while a lot of them are still in training or in education. Compared to previous measurement moments, the percentage of participants with a higher education degree has significantly increased. A possible explanation is that the participants in the May 2013 sample are and more of them have finished their schooling. Especially the percentage of pupils in secondary education has dropped significantly in the May 2013 sample, while the percentage of participants who have finished their schooling has augmented. The drop in participants still in secondary education and the increase in participants in employment is a general phenomenon, irrespective of the country of residence of the participants, but it is stronger among participants residing in another country than Belgium.

Almost all participants who have finished school, are employed. Only five percent of them are unemployed, which is the same as in the November 2011 sample, but significantly lower than in the 2012 sample (11% unemployed). Over time, the percentage of participants in a part-time job has increased, especially among participants in projects with youth workers.

Seven percent of participants consider themselves to belong to a minority, especially a cultural and ethnic minority. This is lower than in the previous samples of 2011 and 2012. The participants – and notably participants residing in Belgium – are internationally mobile. They have travelled abroad mainly for holidays, for school or as part of a previous youth exchange.

One of the main objectives of the YiA-programme is to involve young people with fewer opportunities. It is a difficult task to assess the amount of disadvantaged young people among the participants. Social exclusion is a multidimensional concept and most measurements in the research are subjective measurements of exclusion. In this report, the definition of special interest groups from the E+-programme guide served as inspiration for the operationalization of young people with fewer opportunities. It defines young people with fewer opportunities as young people who meet one or more obstacles in life. The E+-programme guide names seven of these domains. The obstacles of these life domains were the starting point of the current operationalization. It was combined with the percentage of young people who think that they do not get a fair share out of life compared to other people in their country because the E+-programme guide also stresses the subjectivity of

the concept of young people with fewer opportunities: it is the social situation of young people compared to that of their peers in their country.

The operationalization of young people in this report differs though from the definition in the E+-programme guide. It also takes into account the educational level of mother. This is one of the few objective indicators in the dataset though. It has been included in the current operationalization because it is an often used indicator in Flemish data to document equal opportunities. A second divergence is that a the E+-programme speaks of one or more obstacles in life. Flemish research stresses the importance of an accumulation and reinforcement of social problems in having fewer opportunities in life. Therefore, a threshold approach has been used. Participants who meet more than one social problem in life, can be considered as a young person with fewer opportunities. In that case, the estimation of young people with fewer opportunities varies between 24 percent (in May 2003) and 30% (2012 sample). In the rest of this report an even more strict approach is used and young people must score on at least three dimensions of the operationalization. This results in an estimation of 15% (2012 sample) to 17% (November 2011, May 2013) young people with fewer opportunities.

7.2 Profile of the project leaders

Fifty percent of the project leaders are male and the other half is female. In previous samples there was always a slight overrepresentation of men among the project leaders. This is not the case in May 2013 and is in line with most Flemish research into participation in youth work and into taking up leadership positions in youth work. There are more women among project leaders in EVS-projects. Also this finding is in line with previous research and a possible explanation is that EVS-projects often take place in the social sector, a highly feminized sector. On average, the project leaders are older than the participants. The average age of project leaders in the May 2003 sample is 32,5 years old and is the same as in the November 2011 sample (33 years), but lower than in the 2012 special survey (average 35 years).

The educational attainment of the project leaders is even higher than that of the participants. Eighty percent of the project leaders have a higher educational degree. There are no significant differences over time, which shows that the educational level of project leaders is stable at a high level.

Over time, the percentage of project leaders who are part-time involved in a project has increased. Project leaders are mostly professionally involved in a project in the May 2013 sample: three quarters of them are professionally involved, a quarter of them voluntarily. Over time, a decrease in voluntary involvement and an increase in part-time professional involvement occurs. At the same time, less project leaders have a professional engagement outside the organization.

Fourteen percent of the project leaders consider themselves to belong to a minority group, so more project leaders claim to belong to a minority than participants. Over time, the percentage of minorities among project leaders does not change.

Most of the project leaders consider themselves to be an European or combine a national identity with an European one. Yet 13 of the 35 project leaders identify

themselves exclusively with a national identity. Three quarters of the project leaders have participated previously in a YiA-project. One in three have already participated in more than 10 previous projects. This shows that there is a certain accumulation of experiences and knowledge within YiA-projects. On the other hand, one quarter of the project leaders in the May 2013 sample are participating for the first time in a project. This shows that there is also an influx of new project leaders into the programme.

7.3 Reported effects

One of the aims of Youth in Action is to promote participation in civil life and active citizenship and to promote key competences for long life learning that enable people to actively participate in civil life. One of the aims of this research is to document the perceived changes in the development of these competences and skills through participation in a YiA-project, as perceived by participants and project leaders. Participants and project leaders were also questioned about possible effects on their identification with Europe, active citizenship, self-esteem and social network.

According to participants and project leaders participation in a YiA-project has improved the competences of the participants. Especially interpersonal skills, entrepreneurship and civic skills have changed for the better according to the vast majority of participants and project leaders in the May 2013 sample. Then follow (first and foreign) language skills, logical thinking, intercultural skills and sense of initiative. More than half of participants and project leaders claim that lifelong learning skills and creativity have been developed. Handling a budget and the development of digital skills occurred the least according to participants and project leaders. In general, a larger proportion of project leaders than participants agree with skills development.

In general, young people with fewer opportunities tend to agree to a larger extent with competence development than other participants. There are only a few skills where the difference in agreement between young people with fewer opportunities and other participants is significant though and mostly (exception being intercultural skills) these skills are the least reported skills that are developed in a YiA-project, like creativity, mathematics (handling a budget) and digital media skills. Nonetheless, there are indications that young people with fewer opportunities seem to get more out of participation in a YiA-project than other participants.

There are some significant changes in competence development according to participants over time. Less participants in the May 2013 sample agree to an improvement in foreign language skills, intercultural skills, lifelong learning and creativity. Yet, a larger proportion of them agree to have learned to analyse media critically and to have learned to use digital media. The percentage of participants who agree that they have advanced these skills stays relatively low though. The evolution of skill development over time is not always linear. The percentage of participants that agree that they have learned to discuss politics or think logically has dropped significantly between 2011 and 2012, but has risen again to the level of the 2011 sample in 2013. Planning to learn and sense of initiative show the opposite evolution. The percentage of participants agreeing with the development of these skills has increased between 2011 and 2012, but dropped again in 2013.

Among project leaders, the changes over time in percentage agreement in skills development by participants is less susceptible to fluctuations and the evolution is mostly towards more agreement. Discussing political issues seriously is the only skill where every year a systematic and significant increase in percentage agreement among project leaders occurs. Between 2011 and 2012, a significant increase in project leaders agreeing with the development of a sense of initiative can be observed. Between 2012 and 2013, this percentage has augmented even more, but not significantly. In 2013, a significant larger proportion of project leaders agree with an advancement of (digital) media skills than in 2011.

Participation in a YiA-project promotes a sense of European belonging according to participants and project leaders. Half of the participants feel more European, a third of them have learned something about Europe and sixty percent of them are more aware of the multicultural composition of Europe. The development of a European feeling has decreased though between 2011 and 2013, especially among participants of projects with young people and to a lesser extent among participants in projects with youth workers. Young people with fewer opportunities do not report more European identity formation than other participants, but plan more to live a period abroad.

Also active citizenship, especially non-conventional forms of civic engagement, have been promoted. More than half of the participants have learned something about youth policies. Notably participants in projects with youth workers have more insight in youth policies. One in four participants have learned something new about integrating disadvantaged young people and one in three participants feel more involved with disadvantaged people. Over time, value formation and knowledge acquirement relevant to active citizenship has decreased, but this does not translate in lower intentions to actively engage in combatting injustice. Young people with fewer opportunities do not differ significantly from other participants in active citizenship, but they have learned in a larger extent something new about people living with a disability and a larger percentage of them agree that values like individual freedom, respect for other cultures and solidarity have become more important to them. Finally, participants (and even more project leaders) are firmly convinced that young people must have political awareness. The importance of young people having political awareness has only increased over time.

Participation in a YiA-project is good for the personal development of participants and project leaders. It improves self-confidence and self-esteem. Seventy percent are more confident to travel abroad and half of them have become more confident in general after their experience. More than eight out of ten claim that their personal development has been affected in a positive way and almost fifty percent of them have learned something about themselves. This personal development is not limited to the personae of the participant. One quarter to one third of them are better equipped to deal with conflicts and new situations and are better in empathising with others. Furthermore, a large proportion of participants have a clearer view of their nearby future: six out of ten participants believe that their chances on a job have increased and half of them got a clearer idea of future educational options. A significant larger percentage of young people with fewer opportunities agree that they have a better view of their future educational path compared to other participants. Finally, also project leaders agree that a large part of the participants have a clearer view of what participants want in life.

Not only participants develop their skills. This is also the case for project leaders. Once more, almost all project leaders report an improvement in interpersonal

and civic competences. Project leaders also claim to have advanced their proficiency in a foreign language and their intercultural skills. The top five of most improved skills is supplemented by entrepreneurship and sense of initiative. The least reported improvement is noticed in digital competences, first language competences, media literacy, mathematical competences and basic scientific competences. Over time, there are less fluctuations in the competence development by project leaders than in the competence development by participants. A smaller percentage of project leaders claim a change in creativity in 2013 compared to the 2011 sample, while a larger proportion of them see a betterment in their mathematical skills. Project leaders also report changes in their values and attitudes. For instance, eight out of ten of them are more aware of the multicultural make up of Europe. This is a significant decrease compared to the project leaders in the November 2011 sample, but it still stays the value where the largest group of project leaders signal a change. Seven out of ten project leaders are more interested in European topics and are prepared to live in another country. The same amount of project leaders are more involved in social and political life and have become more self-confident due to the project.

Finally, the organization/group and the broader environment of the organization/group have changed due to the participation in a YiA-project. Markedly, the internationalization of the social network of the organization and an increase in the appreciation of cultural diversity has occurred within the organisation according to project leaders and participants alike. Between 2011 and 2013 a lower percentage of project leaders and participants agree that YiA has contributed to an increased involvement of young people in the organization and to an increased effort to try to involve young people with fewer opportunities.

7.4 Implementation of Youth in action

The most important entry points in a YiA-project are youth structures, advertising by friends, acquaintances and colleagues at work. On top of that, information by the National Agency of Youth in Action is often mentioned by participants. One in ten got involved in YiA through the National Agency. In the May 2013 sample a significant larger proportion of participants are involved in a project through colleagues at work and through school or university than in the November 2011 sample. A possible explanation why colleagues at work have become an increasingly important source is that a higher proportion of participants in the May 2013 sample are already employed than in the November 2011 sample. Different forms of word-of-mouth advertising have become more important to involve participants in the May 2013 than in the November 2011 sample. There are different pathways into the YiA-programme according to action type. For all project types, youth structures are the most important entry point, but this gateway is especially important for projects with young people. Friends and acquaintances and the National Agency are relative important ways to get involved in an EVS-project, while colleagues at work form a relative important entry point for projects with youth workers.

The fact that the projects are funded by the European Union is widely known by the participants. Four out of five participants know this fact. This knowledge has decreased significantly over time though. The fact that the projects are funded through the Youth in Action-programme, is a lesser known fact. Still three quarters of the participants are aware of this fact. Once more, there is a significant decrease in knowledge between 2011 and 2013. Participants of sending countries report in a larger extent to know that the project is funded by

the European Union and the Youth in Action-programme than participants of hosting countries.

Less than half of the participants in the May 2013 sample know of Youthpass and one in three of the participants have such a pass. The degree of knowledge and possession of Youthpass has significantly dropped between 2011 and 2013. Specifically participants in projects with youth workers and EVS-projects have obtained a Youthpass. Structured Dialogue is less known. Only one in five participants know Structured Dialogue. In contrast to the November 2011 sample, Belgian residents do not know Structured Dialogue less then participants residing in another country in May 2013. Belgian residents even have more experience with Structured Dialogue than inhabitants of other countries. Participants in projects with youth workers have to a larger extent knowledge of Structured Dialogue.

The project leaders are satisfied with the transparency of the application procedure, but a third of the project leaders are less delighted about the administrative management and the reporting of the project. In November 2011, these aspects were also the least appreciated in the administration of the project.

The overall satisfaction is high among participants in 2013. More than nine out of ten participants would recommend others to participate in a similar project, eight out of ten already did. YiA-projects are personally enriching according to participants and eight out of ten plan to participate in a similar project in the future. Overall, at least 85% of participants evaluate the experience positively. The same degree of satisfaction was found in 2011.

8 Samenvatting

Dit verslag rapporteert de belangrijkste bevindingen van de bevraging van het onderzoek uitgevoerd in mei 2013 door het RAY netwerk naar de effecten van participeren aan een Youth in Action (YiA)-project voor de Vlaamse Gemeenschap. In mei 2013 participeerde de Vlaamse Gemeenschap voor de derde maal aan dit onderzoeksproject. De huidige analyse volgt zo veel mogelijk vroegere transnationale rapporten en de richtlijnen van het RAY netwerk voor het analyseren van de standaardbevragingen. Op drie aspecten wijkt het hier echter van af. In tegenstelling tot de transnationale rapporten kunnen er voor de Vlaamse steekproef geen analyses gemaakt worden op het niveau van de acties in het YiA-programma. Dit komt door de soms lage aantallen participanten aan bepaalde acties. Daarom is er geopteerd om op het niveau van de actietypes (projecten met jongeren, EVS-projecten en projecten met jeugdwerkers) te analyseren. In dit rapport vergelijken we de gegevens uit mei 2013 met de bevindingen uit vroegere bevragingen: de november bevraging uit 2011 en waar mogelijk ook met de bevindingen uit de speciale survey naar leren in YiA-projecten uit 2012. Het is niet mogelijk om de resultaten van de mei bevraging van de Vlaamse steekproef te vergelijken met de bevindingen met de resultaten van de transnationale steekproef van 2013. Op het moment van het schrijven van dit rapport is het transnationale rapport nog niet voorhanden. Ten slotte zijn er in dit rapport enkele analyses opgenomen die niet in de transnationale richtlijnen zijn opgenomen. In dit rapport is er namelijk extra aandacht voor jongeren uit kwetsbare groepen en wat zij uit een participatie aan een YiA-project halen.

8.1 Het profiel van de participanten

In mei 2013 participeerden 153 participanten en 37 projectbegeleiders aan het onderzoek. Twee derden van de deelnemers en drie vierden van de projectbegeleiders woonden in België toen het project begon. Dit is vrij veel vergeleken met de twee vorige bevragingen. Dit is niet het enige aspect waar de mei 2013 bevraging verschilt van de twee vorige bevragingen. In mei 2013 zijn participanten en projectbegeleiders actief in andere soorten acties vergeleken met vorige meetmomenten. In die vorige steekproeven vormden jongerenuitwisselingen de meest populaire actie onder participanten. In mei 2013 is dit echter niet het geval. Jongerenuitwisselingen komen slechts op de tweede plaats, na jeugdbeleidsmeetings. Slechts één op vijf van de participanten doet mee aan een jeugduitwisseling, terwijl één op vier participeert aan een jeugdbeleidsmeeting. Op vorige meetmomenten waren er nauwelijks participanten betrokken in een jeugdbeleidsmeeting. Heel wat bevindingen uit dit rapport kunnen dan ook geduid worden vanuit de veranderde samenstelling van de steekproef naar subactie van YiA tussen de verschillende meetmomenten. Deze verandering in de samenstelling van de steekproef komt echter niet uit de lucht vallen, maar heeft te maken met een verandering in de werkelijkheid. In de steekproef van mei 2013 zitten projecten vervat die plaats vonden in het tweede deel van 2012 en het begin van 2013. In deze periode vonden enkele grootschalige, nationale jeugdbeleidsmeetings over de Europese verkiezingen van 2013 plaats. De verandering in de steekproef is hiervan een reflectie. Dit vertaalt zich ook in heel wat bevindingen. In mei 2013 zijn projectbegeleiders significant minder betrokken in jeugduitwisselingen, terwijl ze significant meer in de begeleiding van een EVS-project staan.

In tegenstelling tot de vorige meetmomenten is er in deze analyse geen overtal aan vrouwelijke participanten. Ongeveer de helft van de participanten is vrouw en de andere helft is man. In de vorige steekproeven waren er steeds meer vrouwelijke dan mannelijke deelnemers. Deze vaststelling ligt meer in de lijn van Vlaams jeugdonderzoek dat doorgaans vindt dat er geen verschil is in deelname aan het jeugdwerk volgens geslacht. Gemiddeld zijn de deelnemers in 2013 26 jaar oud, wat significant ouder is dan de vorige twee onderzoeken waar de gemiddelde leeftijd 23 jaar bedroeg.

Meer dan de helft van de deelnemers woont in een stad met minder dan 100.000 inwoners. In Vlaanderen komt de meerderheid dus niet uit de hoofdstad, zoals dit wel het geval is voor enkele andere RAY-landen. Inwoners van Brussel zijn echter niet ondervertegenwoordigd. Acht procent van de participanten woont in een stad met meer dan 1.000.000 inwoners. In België voldoet enkel Brussel aan deze omschrijving. Het probleem is echter dat de 19 Brusselse gemeenten niet gefusioneerd zijn. Het is daarom niet denkbeeldig dat enkele inwoners van gemeenten uit het Brussels Hoofdstedelijk Gewest zich hebben ingedeeld bij inwoners van steden met minder dan 100.000 inwoners of steden met meer dan 100.000 inwoners maar minder dan 1.000.000. Sinds de bevragingen van 2012 is er echter een extra vraag opgenomen over de regio binnen België waar de participanten wonen. In mei 2013 wonen 9,8% van de participanten in het Brussels Hoofdstedelijk Gewest, terwijl dit gewest goed is voor ongeveer 11% van de totale Belgische bevolking. Dit toont aan dat de Brusselaars goed vertegenwoordigd zijn in de steekproef. Deelnemers die wonen in een stad met een bevolkingsaantal tussen 100.000 en 1.000.000 inwoners zijn dan weer oververtegenwoordigd in de steekproef. Slechts drie Vlaamse steden voldoen aan dit criterium (Antwerpen, Gent en Brugge) en de bevolking van deze drie steden is maar goed voor 12,5% van de totale bevolking van het Vlaams Gewest. Een kwart van de deelnemers aan een YiA-project beweert in één van deze steden te wonen.

Net zoals in de twee vroegere onderzoeken, zijn de participanten en hun ouders hoog opgeleid, zelfs als we hun opleidingsniveau vergelijken met dat van een representatieve steekproef van 22- tot 30- jarigen in Vlaanderen. In mei 2013 heeft zeven op tien participanten een hogere diploma, terwijl een aanzienlijk deel van de participanten nog op de schoolbanken zit. Vergeleken met de vorige onderzoeken is het opleidingsniveau van de participanten zelfs nog hoger geworden. Een waarschijnlijke verklaring is dat de participanten in 2013 opmerkelijk ouder zijn dan de participanten uit de bevragingen van 2011 en 2012 en dat een aanzienlijk hoger deel van hen hun studies heeft voltooid. Vooral leerlingen uit het secundair onderwijs zijn significant minder vertegenwoordigd in de steekproef uit mei 2013 vergeleken met de twee andere steekproeven. De afname van secundaire scholieren ten voordele van de toename aan afgestudeerden doet zich zowel voor onder participanten die in België wonen als onder participanten die in een ander land wonen, maar is meer uitgesproken onder de niet in België wonende deelnemers.

Deelnemers die voorgoed de schoolpoorten achter zich hebben gelaten, zijn zo goed als allemaal tewerkgesteld. Slechts vijf procent van hen is werkloos. Dit is vergelijkbaar met het onderzoek uit november 2011, maar is wel significant lager dan in 2012, waar het aantal werkloze deelnemers dubbel zo hoog is (11%). Doorheen de tijd is wel het percentage deelnemers dat deeltijds werkt toegenomen, vooral onder de deelnemers aan een project met jeugdwerkers.

Zeven procent van de participanten rekent zichzelf tot een minderheidsgroep, vooral dan culturele en etnische minderheden. Dit is lager dan in de vorige twee

steekproeven. De deelnemers – en dan vooral degene die in België wonen – kenmerken zich door hun hoge frequentie aan internationale mobiliteit. Ze zijn al meerdere keren naar het buitenland gereisd, vooral voor een vakantie, in het kader van een schooluitstap of via een vroegere deelname aan een jeugduitwisseling.

Eén van de belangrijke doelstellingen van het YiA-programma is jongeren uit kwetsbare groepen te bereiken. Het blijft een moeilijke opdracht om een precieze schatting te geven van het aantal deelnemers dat tot deze categorie behoort. Sociale uitsluiting kan verschillende vormen aannemen en kan dus op verschillende manieren in kaart worden gebracht. Bovendien zijn de meeste indicatoren voor sociale uitsluiting in het RAY-onderzoek subjectief van aard. Ze peilen eerder naar de mate waarin de deelnemers zich uitgesloten voelen. In dit rapport is de definitie van groepen die extra aandacht verdienen[36] uit de E+-programmagids gebruikt als inspiratie voor het operationaliseren van deze groep. Het definieert kwetsbare groepen als jonge mensen die één of meerdere obstakels kennen die hun internationale mobiliteit kunnen belemmeren. In het totaal onderscheidt deze programmagids zeven mogelijke problematische levensdomeinen. De vraag naar obstakels die jongeren tegenkomen in het leven en de redenen waarom uit de vragenlijst zijn daarom als uitgangspunt voor de huidige operationalisering genomen. Deze vragen zijn gecombineerd met de vraag of jongeren vinden dat ze een eerlijk deel in het leven krijgen vergeleken met hun leeftijdsgenoten. Deze vraag is gekozen omdat het de subjectiviteit van de situatie beklemtoont. In de definitie van kwetsbare groepen uit de programmagids wordt heel sterk de nadruk gelegd op dit subjectief aspect: het zijn jongeren die percipiëren dat ze minder kansen hebben in het leven in vergelijking tot leeftijdsgenoten uit hun land.

De huidige benadering wijkt wel op enkele punten af van de definitie uit de programmagids. Ook het opleidingsniveau van moeder wordt in rekening genomen. In tegenstelling tot de andere indicatoren uit de operationalisering is het een objectieve indicator, maar het is een veel gebruikte indicator in Vlaams onderzoek en in heel wat administratieve benaderingen van sociale uitsluiting. Een tweede punt waar de operationalisering afwijkt van de definitie uit de programmagids is dat er in de definitie sprake is van één of meerdere obstakels. Armoedeonderzoek en onderzoek naar maatschappelijke kwetsbaarheid in Vlaanderen beklemtoont heel sterk dat armoede of maatschappelijke kwetsbaarheid het product is van een opeenstapeling van sociale problemen die elkaar versterken. Daarom moeten participanten minstens op twee gebieden geconfronteerd worden met problemen om te kunnen behoren tot de groep van kwetsbare jongeren. Indien we slechts rekening houden met twee problematische levensgebieden dan schommelt de schatting van het aantal kwetsbare jongeren tussen 24 procent (in mei 2013) tot 30% (in de 2012 steekproef). In de rest van dit rapport zal echter nog een striktere afbakening gebruikt worden om over kwetsbare groepen te spreken. De participant moet minstens geconfronteerd worden met drie belemmerde levensdomeinen. In dat geval varieert de schatting van jongeren uit kwetsbare groepen tussen 15% (2012) en 17% (2011 en 2013) in de diverse steekproeven.

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[36] In de E+-programmagids is er sprake van special interest groups en young people with fewer opportunities. In het rapport zal de term kwetsbare groepen gebruikt worden.

8.2   Het profiel van de projectbegeleiders

In tegenstelling tot de vorige steekproeven is er in 2013 niet langer sprake van meer mannelijke dan vrouwelijke projectbegeleiders en dit is opnieuw in de lijn van heel wat Vlaams jeugdonderzoek dat maar weinig verschil vindt tussen mannen en vrouwen in het opnemen van leidinggevende taken in het jeugdwerk. Enkel in EVS-projecten – en een gelijkaardige observatie werd gedaan in de twee vorige steekproeven – is er een overtal aan vrouwelijke projectbegeleiders. Een verklaring hiervoor is dat heel wat EVS-projecten plaatsvinden in de sociale sector, een sterk vervrouwelijkte sector. Gemiddeld zijn de projectbegeleiders ouder dan de participanten. De gemiddelde leeftijd bedraagt 32,5 jaar, wat vergelijkbaar is met de gemiddelde leeftijd uit het onderzoek van november 2011 (33 jaar), maar lager dan de gemiddelde leeftijd uit het speciaal onderzoek naar leren in YiA uit 2012 (de gemiddelde leeftijd was toen 35 jaar).

Het opleidingsniveau van de projectbegeleiders is nog hoger dan dat van de participanten. Tachtig procent van hen heeft een diploma hoger onderwijs. Er zijn doorheen de tijd nauwelijks significante verschillen waar te nemen met betrekking tot opleidingsniveau, wat aantoont dat het opleidingsniveau in de periode 2011 tot 2013 op een constant hoog niveau ligt.

Wat de tewerkstelling van de projectbegeleiders betreft, zien we een significante stijging van projectbegeleiders die deeltijds betrokken zijn in een project. De meeste projectbegeleiders zijn professioneel verbonden aan een project, slechts een kwart van hen zet zich vrijwillig in. Deze vrijwillige inzet is in de loop van 2011 tot 2013 afgenomen, terwijl het percentage projectbegeleiders dat deeltijds betrokken is in een project is toegenomen. Terzelfdertijd is het percentage projectbegeleiders dat nog een andere professioneel engagement heeft buiten de organisatie waarin het YiA-project plaatsvond, afgenomen met de tijd.

Veertien procent van de projectbegeleiders beschouwt zichzelf als een minderheid. Meer projectbegeleiders rekenen zich dus tot een minderheidsgroep dan participanten. Er zijn geen significante verschillen tussen 2011 en 2013 in het percentage projectbegeleiders dat zich tot een minderheidsgroep rekent.

De meeste projectbegeleiders beschouwen zichzelf als een Europese burger of combineren een nationale identiteit met een Europese. Toch identificeren 13 van de 35 projectbegeleiders zich uitsluitend met een nationale identiteit. Drie vierden van de projectbegeleiders heeft vroeger wel eens deelgenomen aan een YiA-programma. Eén op drie heeft zelfs al meer dan 10 deelnames achter de rug. Dit wijst op een opbouw aan ervaringen en kennis binnen het YiA-programma, wat de kwaliteit van de projecten ten goede kan komen. Daarnaast participeert één vierde van de projectbegeleiders in de mei 2013 steekproef voor de eerste keer aan een project. Dit wijst er dan weer op dat er ook sprake is van nieuw bloed in het programma.

8.3   Gerapporteerde effecten

Eén van de belangrijke doelstellingen van Youth in Action is het aanzetten tot een actief burgerschap en het bevorderen van enkele kerncompetenties van levenslang leren die het mogelijk maken actief te participeren in de samenleving. Eén van de doelstellingen van het RAY-onderzoek is dan ook waargenomen veranderingen in de ontwikkeling van deze competenties te

documenteren. Verder signaleren participanten en projectbegeleiders ook veranderingen ten aanzien van andere domeinen: Europees burgerschap, zelfvertrouwen en veranderingen in hun sociaal netwerk.

Volgens participanten en projectbegeleiders zijn de competenties van de participanten er op vooruitgegaan door hun participatie aan een YiA-project. Vooral interpersoonlijke competenties, ondernemerschap en burgerschapscompetenties (vooral de niet-conventionele vormen hiervan) zijn beter geworden volgens de overgrote meerderheid van participanten en projectbegeleiders. Dan volgen taalcompetenties (zowel moedertaal als vreemde talen), logisch denken, interculturele competenties en initiatief nemen. Meer dan de helft van de participanten en projectbegeleiders is er van overtuigd dat levenslang leren en creativiteit verbeterd zijn door het project. De competenties die volgens de kleinste groep participanten en projectbegeleiders ontwikkeld worden, zijn (digitale) mediacompetenties en het beheren van een budget (wat een wiskundige competentie is). In het algemeen gaat een groter aandeel van de projectbegeleiders dan participanten akkoord met competentieontwikkeling.

Doorgaans gaat een groter aandeel jongeren uit kwetsbare groepen akkoord met competentieontwikkeling dan andere participanten in de steekproef. Er zijn echter maar enkele vaardigheden waar het verschil tussen beide groepen significant is en dit zijn dan nog eens de vaardigheden die volgens de hele groep het minst ontwikkeld worden, zoals creativiteit, wiskundige vaardigheden en digitale vaardigheden. Er is hier één uitzondering op. Een vaardigheid die door een grote groep participanten wordt ontwikkeld, maar nog meer door jongeren uit kwetsbare groepen, zijn interculturele vaardigheden. Niettemin, wijzen de analyses er op dat jongeren uit kwetsbare groepen meer halen uit hun participatie aan een YiA-project dan andere participanten.

Er doen zich enkele significante verschillen voor in competentieontwikkeling tussen de diverse steekproeven. Minder participanten gaan in 2013 er mee akkoord dat hun vreemde talen, hun interculturele vaardigheden, levenslang leren en creativiteit zijn verbeterd. Een groter aandeel van hen gaat dan weer akkoord dat hun kritische ingesteldheid ten aanzien van media en hun digitale vaardigheden beter zijn geworden. Het percentage deelnemers dat akkoord gaat met een verbetering van deze laatste competenties, blijft echter relatief laag. De evolutie van competentieontwikkeling verloopt niet altijd even lineair over de tijd. Zo is het aantal participanten dat stelt dat ze serieus over politieke issues hebben leren praten sterk afgenomen tussen 2011 en 2012, maar stijgt in de 2013 steekproef dit percentage terug naar het niveau van de steekproef van 2011. Het plannen van leren en het nemen van initiatief vertonen dan weer de tegengestelde beweging: het percentage deelnemers dat met een ontwikkeling van deze vaardigheden instemt, stijgt tussen 2011 en 2012, maar daalt terug in 2013.

Onder projectbegeleiders is de instemming met het ontwikkelen van competenties en vaardigheden door participanten minder onderhevig aan schommelingen. Bovendien neigen steeds meer projectbegeleiders doorheen de jaren tot instemming met de ontwikkeling van competenties door participanten. Het ernstig bediscussiëren van politieke thema's is de enige vaardigheid die ieder jaar systematisch en significant meer instemming krijgt van de projectbegeleiders in de bestudeerde periode. Tussen 2011 en 2012 stijgt het percentage projectbegeleiders dat het eens is met het verbeteren van het nemen van initiatief onder participanten significant. Tussen 2012 en 2013 is er een verdere toename, maar dit maal is die niet significant. Tenslotte gaat een significant hoger percentage van projectbegeleiders in 2013 er mee akkoord dat

(digitale) mediacompetenties er bij de participanten op vooruit zijn gegaan vergeleken met 2011.

Deelname aan een YiA-project bevordert ook een Europees gevoel volgens participanten en projectbegeleiders. De helft van de participanten voelt zich meer Europees, een derde heeft iets geleerd over Europa en zestig procent van hen is zich meer bewust geworden van de multiculturele samenstelling van Europa. Het Europagevoel is echter minder sterk ontwikkeld in 2013 vergeleken met 2011, vooral onder de deelnemers aan een project met jonge mensen en in mindere mate onder deelnemers aan een project met jeugdwerkers. Jongeren uit kwetsbare groepen voelen zich niet meer of minder Europeaan dan andere participanten, maar ze zijn wel meer van plan om een tijdje in het buitenland te wonen.

Actief burgerschap, vooral de niet-conventionele vormen ervan, wordt eveneens gepromoot. Meer dan de helft van de participanten heeft iets nieuws geleerd over jeugdbeleid. Dit is vooral het geval onder deelnemers aan projecten met jeugdwerkers. Eén vierde heeft iets nieuws geleerd over de integratie van jongeren uit kwetsbare groepen en één op drie voelt zich meer betrokken bij deze doelgroep. Tussen 2011 en 2013 is de mate waarin kennis en waarden, relevant voor een actief burgerschap, gevormd zijn, afgenomen. Dit vertaalt zich echter niet in een verlaagd engagement om zich te verzetten tegen allerlei vormen van onrecht bij de participanten. Wat actief burgerschap betreft, verschillen de jongeren uit kwetsbare groepen niet van de andere participanten in de steekproef. Ze beweren wel in hogere mate dat ze iets hebben bijgeleerd over mensen met een functiebeperking en een groter aandeel van hen, vergeleken met de andere participanten, gaat akkoord dat waarden zoals individuele vrijheid, respect voor andere culturen en solidariteit voor hen belangrijker zijn geworden na deelname aan het project.

Deelname is ook goed voor de zelfverwerkelijking van participanten en projectbegeleiders. Het bevordert zelfvertrouwen en zelfbeeld. Zeventig procent van de deelnemers heeft meer vertrouwen om op hun eentje naar het buitenland te gaan en de helft van hen beweert meer zelfvertrouwen te hebben gekregen. Acht op tien stelt dat hun persoonlijke ontwikkeling positief is geëvolueerd en vijftig procent heeft iets over zichzelf geleerd. Deze persoonlijke ontwikkeling is niet beperkt tot de eigen persoonlijkheid. Een kwart tot een derde van de participanten stelt dat ze beter uitgerust zijn om conflicten aan te pakken en dat ze hun empathisch vermogen hebben verhoogd. Een aanzienlijk deel van de deelnemers heeft een betere kijk op hun toekomst gekregen: zes op tien denkt dat hun tewerkstellingskansen zijn toegenomen en de helft heeft een beter beeld gekregen van eventuele toekomstige opleidingsmogelijkheden. Dit laatste geldt nog meer voor jongeren uit kwetsbare groepen. Ook projectbegeleiders gaan er mee akkoord dat een deel van de participanten een betere kijk op hun toekomst, vooral ten aanzien van hun opleidingsmogelijkheden, heeft gekregen.

Niet enkel participanten ontwikkelen hun vaardigheden, ook projectbegeleiders doen dit. Opnieuw zijn het vooral interpersoonlijke vaardigheden en burgerschapscompetenties waarvan de grootste groep projectbegeleiders aangeeft dat ze verbeterd zijn. Daarna volgen het spreken van een vreemde taal en interculturele vaardigheden. De top vijf wordt afgesloten door ondernemerschap en initiatief nemen. Het minst zien projectbegeleiders vorderingen in digitale competenties, het spreken van hun eerste taal, mediawijsheid, wiskundige en wetenschappelijke vaardigheden. In de bestudeerde periode zijn er niet veel veranderingen in gerapporteerde

competentieontwikkeling door projectbegeleiders. Een kleiner percentage rapporteert bevordering van creativiteit in 2013, terwijl een groter aandeel instemt met een verbetering van hun wiskundige vaardigheden. Ook hun waarden en kennis zijn veranderd. Zo is meer dan acht op de tien zich bewust van de multiculturele samenstelling van Europa. Dit is wel een significante achteruitgang vergeleken met het onderzoek uit november 2011, maar dan nog blijft dit de meest ontwikkelde waarde onder projectbegeleiders in 2013. Zeven op tien projectbegeleiders is meer geïnteresseerd geraakt in Europese onderwerpen en is bereid om een tijdje in het buitenland te wonen. Hetzelfde aantal projectbegeleiders is meer betrokken in het sociale en politieke leven en heeft meer zelfvertrouwen gekregen sinds hun deelname aan het project.

Tenslotte is ook de organisatie waarin het project plaats vond veranderd. Vooral het sociale netwerk van de organisatie is internationaler geworden, wat gepaard gaat met een grotere appreciatie voor culturele diversiteit binnen de organisatie. Tussen 2011 en 2013 gaat echter een significant lager percentage van projectbegeleiders en participanten ermee akkoord dat de deelname aan het YiA-project heeft geleid tot een grotere instroom van jongeren of dat er meer aandacht wordt besteed aan jongeren uit kwetsbare groepen.

8.4   De uitvoering van het project

De deelnemers komen vooral via het jeugdwerk, vrienden en kennissen of via collega's op het werk in contact met een YiA-project. Bovendien wordt ook door één op tien de informatie van het Nationaal Agentschap vernoemd. In 2013 is een significant grotere groep deelnemers betrokken in een project via informatie van collega's of via hun school, hun hogeschool of hun universiteit dan in het onderzoek uit 2011. Een mogelijke verklaring waarom collega's meer worden vernoemd is het feit dat in 2013 meer participanten reeds tewerkgesteld zijn dan in de steekproef van november 2011. Mond-aan-mondreclame is belangrijker geworden in de loop van de bestudeerde periode. Er zijn verschillende paden naar een project naargelang het type project. Voor alle projecten is het belangrijkste kanaal een jeugdorganisatie, maar dit is vooral het geval voor deelnemers aan een project met jongeren. Voor deelnemers aan een EVS-project zijn vrienden en kennissen, maar ook de informatie van het Nationaal Agentschap belangrijke wegen om in contact te komen met YiA. Collega's zijn dan weer relatief gezien een belangrijke opstap naar een YiA-project voor deelnemers aan een project met jeugdwerkers.

Het is algemeen geweten dat het project gefinancierd wordt door de Europese Unie. Vier op vijf participanten weet dit. Het is echter minder geweten dat het project wordt betaald via het YiA-programma, maar dan nog weet drie vierden van de participanten dit feit. Deze kennis is wel significant afgenomen tussen 2011 en 2013. Deelnemers uit zendende landen weten meer dat het project wordt gefinancierd door YiA en de Europese Unie dan deelnemers uit ontvangende landen.

Minder dan de helft van de deelnemers uit de steekproef van 2013 heeft ooit gehoord van het bestaan van Youthpass en slechts een derde van hen bezit een Youthpass. De mate van kennis over en bezit van een Youthpass is gedaald tussen 2011 en 2013. Vooral deelnemers aan een project met jeugdwerkers en EVS-deelnemers beschikken over een Youthpass. Structured Dialogue is nog minder gekend. Slechts één op vijf deelnemers heeft er ooit al van gehoord. In tegenstelling tot het onderzoek uit 2011 hebben deelnemers die in België wonen

al veel meer gehoord over Structured Dialogue dan inwoners van andere landen. Meer zelfs, inwoners uit België hebben zelfs meer ervaring met Structured Dialogue dan hun tegenhangers uit andere landen. Het zijn vooral deelnemers aan projecten met jeugdwerkers die kennis hebben van Structured Dialogue.

De projectbegeleiders zijn tevreden over de transparantie van de aanvraagprocedure. Een derde van hen vindt echter het managen van het project en de procedure niet simpel en een even groot aandeel van de projectbegeleiders vindt het verslag achteraf opmaken niet gemakkelijk.

Net zoals in november 2011 is de algemene tevredenheid met het YiA-project onder participanten hoog. Meer dan negen op tien zou iemand anders aanraden om deel te nemen, acht op de tien heeft dit reeds gedaan. Een YiA-project wordt als een persoonlijke verrijking beleefd en acht op de tien plant om in de toekomst nog eens deel te nemen aan een gelijkaardig project. In het algemeen gaat meer dan 85% van de participanten in 2013 hiermee akkoord. Een gelijkaardig, hoog niveau van tevredenheid is gevonden onder de deelnemers uit de 2011 steekproef.

9 Literature

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