

# Research-based Analysis of Youth in Action

*Results of the November 2014 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 November 2014. 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 November 2014, Belgium (Flemish Community) participated for the third time in the standard survey of this research network. The results of this wave are the subject of this report. In 2012, Belgium also participated in a special survey on learning in YiA-projects.

In total 18 countries participated in November 2014: Austria, Belgium (Flemish Community), the Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, Liechtenstein, Luxembourg, Norway, Poland, Portugal, Romania, 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, the May 2013 sample, the November 2014 sample and where possible, with the 2012 sample. These are the two central questions of all reports of the standard survey.

96 participants and 70 project leaders of YiA-projects participated in the November 2014 survey. The response rate among participants in November 2014 is 21,9% and is one of the lowest response rates among the participating countries. The overall response rate of participants in November 2014 for all participating countries is 32,8%. The response rate is also lower than in previous research: 38,9% in May 2013 and 37,8% in November 2011. The response rate among project leaders is higher, namely 43% and is one of the highest response rates among the participating countries in the November 2014 wave (response rate for all participating countries among project leaders in November 2014 is 37%). In other waves, the response rate of project leaders was 52% (November 2011) and 49% (May 2013) for the Flemish sample.

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. Almost six out of ten participants and project leaders in the November 2014 sample were living in Belgium at the start of the project. Residents of the Netherlands and Turkey complete the top three of most frequently mentioned countries of residence among participants in the sample. The Netherlands, Germany and Poland are the only countries that deliver five or more project leader in the November 2014 sample. The representation of Belgian participants and project leaders in the November 2014 sample is comparable to the representation of

Belgian residents in the May 2013 sample, which knew a remarkable higher proportion of Belgian residents than the two previous samples. The most remarkable observation though is the high proportion of Dutch residents among participants (20%) and project leaders (10%) in November 2014. In previous samples, there were scarcely any Dutch residents in the samples.

Table 1: Country of residence of the YiA-participants (N=96) and project leaders (N=70) in 2014

Country of residence	Participants	Participants	Project leaders	Project leaders
	N	%	N	%
Austria	1	1,0	1	1,4
Belgium	57	59,4	40	57,1
Belarus	0	0	1	1,4
Germany	1	1,0	5	7,1
Estonia	0	0	1	1,4
Finland	0	0	2	2,9
France	1	1,0	3	4,3
Greece	0	0,0	1	1,4
Italy	1	1,0	1	2,7
Luxembourg	1	1,7	0	0,0
Moldova	1	1,0	0	0,0
Netherlands	20	20,8	10	14,3
Poland	4	4,2	1	1,4
Portugal	1	1,0	1	1,4
Spain	2	2,1	2	2,9
Sweden	2	2,1	0	0,0
Turkey	4	4,2	1	1,4
Ukraine	0	0,0	1	1,4

Over time, there is a significant increase in Belgian residents among participants in the Flemish sample since 2013. Among project leaders, there was a significant lower percentage of Belgian residents in the 2012 sample, especially compared to the two most recent samples.

Table 2: Percentage of Belgian and non-Belgian residents in the Belgian sample, 2011-2014

Country of residence	Participants				Project leaders			
	2011	2012	2013	2014	2011	2012	2013	2014
Belgium	45,5*	31,3 ***	66,7	59,4	44,2	39,5*	73,0	57,1
Another country	54,5*	68,7 ***	33,3	40,6	55,8	60,5*	27,0	42,9

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

Since 2012, we also know in which region Belgian residents live at the beginning of the project. As good as all participants and project leaders reside in the Flemish or the Brussels region.

Table 3: Place of residence of the YiA-participants and project leaders within Belgium in 2014

Region	Participants (N=57)		Project leaders (N=40)	
	N	%	N	%
The Dutch speaking region	52	91,2	36	90,0
The French speaking region	1	1,8	0	0,0
The German speaking region	0	0,0	0	0,0
The bilingual Brussels capital region	4	7,0	4	10,0

The higher representation of Belgian residents, living in the Dutch speaking region of Belgium and the higher representation of Dutch residents in the 2014 sample has consequences for the number of native Dutch speakers in the samples over time. In 2011, only one third of participants was a native Dutch speaker, in 2014 this is three quarters of the participants. The percentage of Dutch speakers increases significantly between 2012 and 2013 and it increases once more between 2013 and 2014. The same evolution can be seen among project leaders, but less pronounced. From 2013, the percentage of Dutch speakers augments systematically, although the differences between consecutive samples are not significant. The increase between 2011 and 2014 is significant.

Table 4: Percentage of native Dutch speakers among participants and project leaders, 2011-2014

Native language	Participants				Project leaders			
	2011 (N=185)	2012 (N=180)	2013 (N=153)	2014 (N=96)	2011 (N=75)	2012 (N=86)	2013 (N=36)	2014 (N=70)
Dutch	32,4%	26,8%	49,0% ***	76,0% ***	41,3%	39,5%	55,6%	67,1%
Another language	67,6%	73,2%	51,0% ***	24,0% ***	58,7%	60,5%	44,4%	32,9%

Not all participants are financed by the Flemish Community of Belgium. 20% of participants are financed by another country. Sweden is mentioned 9 times and Luxembourg 4 times as funding nation. Most participants in the sample (80%) participated in a project that took place in Belgium, the other participants were involved in a project taking place outside of Belgium. Once more, Sweden and Luxembourg are frequently mentioned venue countries in 2014.

Youth in action harbours different action types. The most popular action type among participants and project leaders in the Flemish sample of November 2014 are youth democracy projects, an action type that was not popular in preceding waves. In previous samples, the most popular action type were youth exchanges (2011-2012) or meetings between young people and those responsible for youth policies (2013). In November 2014, youth exchanges were the second most popular action type (just as in 2013), while meetings between young people and policy makers fall back to their earlier (low) popularity level. One in twenty participants participated in a project of this action type. Training and networking and Training and Cooperation Plans, actions aimed at youth workers, attracted one in four of the participants, EVS one in ten. Youth initiatives and actions aimed at cooperation with neighbouring countries of the EU (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) were less popular among the participants in the November 2014 sample.

Table 5: Participation according to sub-action of YiA among participants and among project leaders in 2014

Sub-action	Participants (N=96)		Project leaders (N=70)	
	N	%	N	%
Youth exchange	22	22,9	14	20,0
Youth initiative	1	1,0	4	5,7
Youth Democracy Project	30	31,1	16	22,9
EVS	11	11,5	15	21,4
Cooperation with neighbouring countries of the EU	5	5,2	9	12,9
Training and networking	23	24,0	9	12,9
Training and Cooperation Plans	1	1,0	-	-
Meetings of young people and those responsible for youth policies	3	3,1	3	4,3

A comparison over time shows that the November 2014 sample deviates from the previous surveys in two respects: a larger proportion of participants participated in a youth democracy project, while the percentage of participants involved in a cooperation with one of the neighbouring countries of the EU decreases. Also among project leaders, there is a significant increase in the percentage of youth leaders involved in youth democracy projects in 2014, while the percentage of project leaders involved in a EVS-project drops back to a level comparable to those observed in the 2011 and 2012 samples. Over time, less project leaders are involved in a youth exchange between 2011 and 2014, but this percentage increases again between 2013 and 2014. Yet, it stays significantly lower in 2014 than in 2011 and 2012.

Table 6: Percentage of participation according to sub-action of YiA among participants and among project leaders, 2011 - 2014

Sub-action	Participants				Project leaders			
	2011	2012	2013	2014	2011	2012	2013	2014
Youth exchange***	45,5	37,2	21,6	22,9	62,0	41,4**	8,1***	20,0
Youth initiative	5,9	5,0	4,8	1,0	5,1	8,0	8,1	5,7
Youth Democracy Project	0,5	5,0	3,3	31,1***	1,3	2,3	2,7	22,9***
EVS	4,8	18,9***	9,8*	11,5	6,3	12,6	51,4***	21,4
Cooperation with neighbouring countries of the EU	10,2	13,9	13,1	5,2*	7,6	9,2	8,1	12,9
Training and networking	17,1	14,4	21,6	24,0	15,2	26,4	16,2	12,9
Training and Cooperation Plans	16,0	5,0	0,7	1,0	-	-	-	-
Meetings of young people and those responsible for youth policies***	-	0,6	25,5***	3,1	2,5	-	5,4	4,3

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

The transnational analysis makes 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=64), EVS (N=13) and projects with youth workers (N=16). Nine participants could not answer this question though and will not be used in the analyses according to action type.

At the end of this report, three additional questions will be investigated:

1. Are there genderspecific reported effects?
2. In which matter can international mobility be seen as a tool to generate reported effects among participants?
3. Is there a difference in reported effects according to group based projects and individual based projects? Youth in Action encompasses different types of actions and sub-actions. Some of these projects involve groups (such as youth exchanges, youth initiatives, democracy projects and projects with neighbouring countries of the EU), others involve the engagement of an individual (such as most EVS projects in the Flemish sample).

These research questions will be answered by using a pooled datafile of the three waves of the standard survey in which Flanders participated. This increases the number of respondents and allows a more in-depth analysis.



## 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 belong to a special interest group. Where possible, we will compare the results of the Belgian sample of November 2014 with previous samples.

### 1.1 Gender and age

In the sample of November 2014 more than two thirds of the participants are female and one third of the participants are male.

Table 7: Gender of the participants November 2014 (N = 96)

Gender	N	%
Female	66	68,8
Male	30	31,3

Over time, there is a overrepresentation of women in the samples. Only in 2013, there was an equal gender distribution. A similar overrepresentation of female participants has been found in the transnational sample, so it is not an unique Flemish phenomenon. There are some possible explanations for the unequal gender distribution. One explanation is that it is an artefact of the study. It is a well-documented fact that men tend to participate to a lesser degree than women in surveys (Stevens et al., 2006; Fennes et al., 2011). A second (partially) explanation is that women participate more in certain actions than men. This holds true for participation in EVS-projects. A lot of these projects are in organisations that belong to the social sector, a sector that employs a high percentage of women. This does not explain the overrepresentation of the participants in the whole project. A more in-depth analysis of the gender balance in participation in YiA-projects for the period 2011-2014 can be found in part 7 of this report.

Table 8: Evolution of the gender balance of the participants 2011- 2014

Gender	2011 (N=185)	2012 (N=179)	2013 (N=152)	2014 (N=96)
Female	57,3	67,6	51,3**	68,8
Male	42,7	32,4	48,7**	31,3

\*\* p<.01

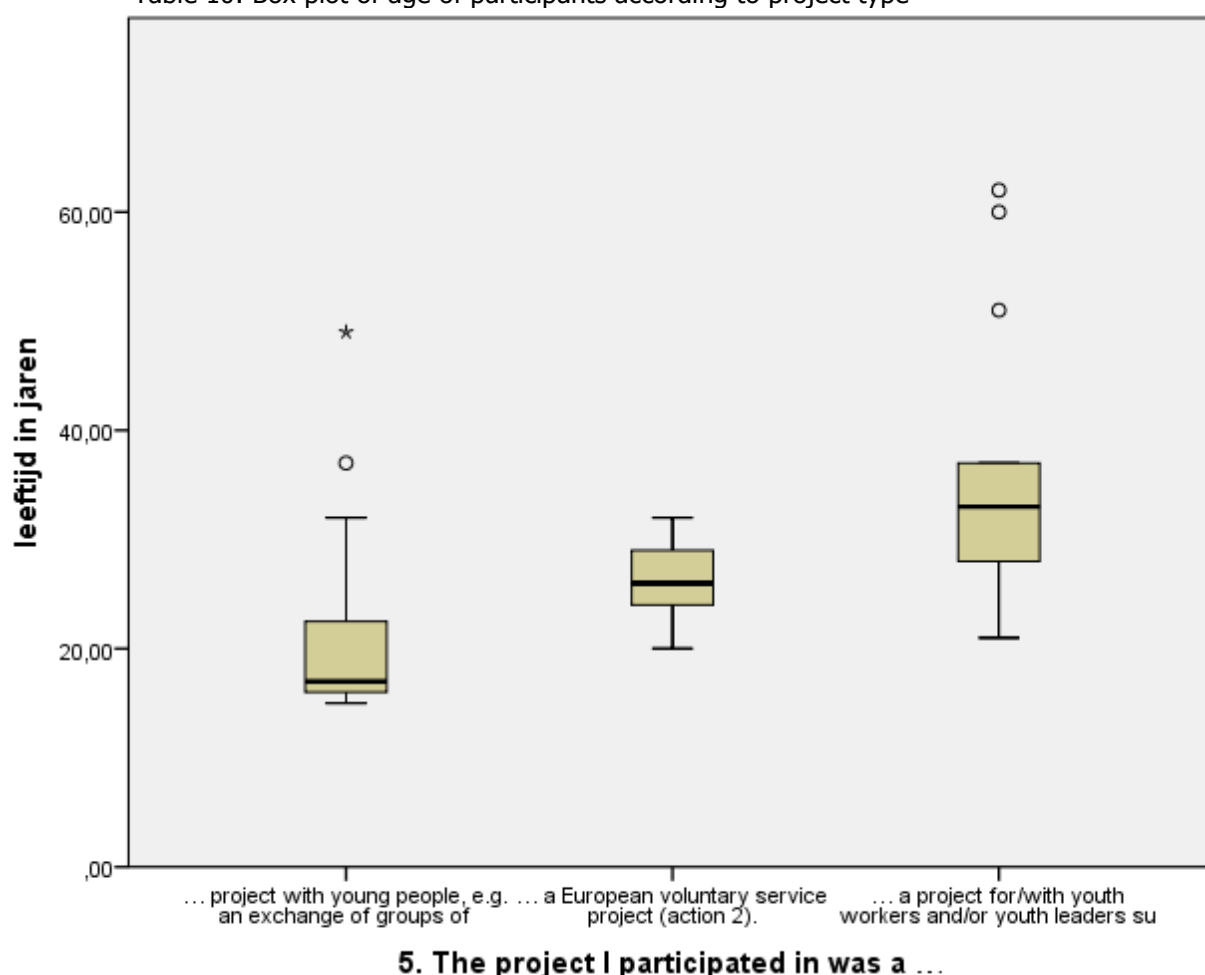
The ages of the participants in the sample vary between 15 and 62 years old, with an average age of 23 years. The largest group of participants is between 15 and 17 years old. The age of the participants in the November 2014 sample are on average as old as the participants in the 2011 and 2012 samples. In 2013, the participants were on average slightly older, namely 26 years old.

Table 9: Age (in categories) of the participants (N=94)

Age (category)	N	%
0 till 14	0	0,0
15 till 17	35	37,2
18 till 25	29	30,9
26 and older	30	31,9

The youngest participants can be found in projects with young people. The average age of this group of participants is 20,1 years old. Most participants of projects with young people are between 16 and 25 years old. The participants in an EVS-project are on average 26 years old and their age varies between 20 and 32 years old. The oldest group is the group of participants in projects with youth workers. The average age of this group is 36,3 years and most of them are between 21 and 35 years old. The average age of this group is higher than in previous research (24 in May 2013, 20 years in 2011) because the average age is affected by three participants older than 50. If we omit these outliers, the average age of this group drops to 31 years old. This is still significantly higher than in the previous waves.

Table 10: Box plot of age of participants according to project type



## 1.2. Living environment

More than one in four of the participants in the Belgian sample of November 2014 live in a town, a city or in a place with less than 15000 inhabitants. One in six live in a big city.

Table 11: Living environment of participants (N=92)

	N	%
A big city (over 1.000.000 inhabitants)	16	17,4
A city (>100.000 inhabitants)	25	27,2
A town (>15.000 inhabitants)	25	27,2
A small town (>3000 inhabitants)	14	15,2
A village (<3000 inhabitants)	9	9,8
In the countryside	3	3,1

A comparison over time shows that similar patterns can be found in the November 2011 and May 2013 samples. The only sample that deviates from this pattern is the 2012 sample. In 2012 more participants lived in a city and less participants lived in a small town.

Table 12: Percentage of living environment of participants, 2011-2014

	2011 (N=166)	2012 (N=144)	2013 (N=145)	2014 (N=92)
A big city (over 1.000.000 inhabitants)	17,5	14,6	15,9	17,4
A city (>100.000 inhabitants)	26,5	42,4**	26,2	27,2
A town (>15.000 inhabitants)	23,5	22,9	31,0	27,2
A small town (>3000 inhabitants)	15,1	7,6*	16,6	15,2
A village (<3000 inhabitants)	13,9	9,0	6,9	9,8
In the countryside	3,6	3,5	3,4	3,1

\*  $p < .05$ , \*\*  $p < .01$

Usually Belgian residents live more frequently in towns, small towns and villages and less in cities or big cities than residents of other countries (Stevens, 2013, 2014a, 2014b). In the November 2014 sample, this is not the case. More Belgian residents live in a big city or a city than residents of another country. If we limit the analysis to participants living in the Flemish region, than 18 out of 50 participants (36%) claim to live in a city with more than 100.000 and less than 1.000.000 inhabitants. 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 the sample<sup>1</sup>.

<sup>1</sup> 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 sample, still stands.

Table 13: Living environment of participants by country of residence in November 2014 (N=92)

	Belgium (N= 55)	Other country (N=37)
A big city (over 1.000.000 inhabitants)	10,9%	27,0%
A city (>100.000 inhabitants)	36,4%	13,5%
A town (>15.000 inhabitants)	29,1%	24,3%
A small town (>3000 inhabitants)	14,5%	16,2%
A village (<3000 inhabitants)	5,5%	16,2%
In the countryside	3,6%	2,7%

Since 2012, we know in which Belgian region the Belgian residents in the samples live. In the November 2014 sample, 90% of the Belgian participants live in the Flemish region and 7% live in the Brussels Capital Region. This is slightly higher than in previous samples. Over time, there is a continuous, significant increase in the percentage of participants living in the Dutch speaking region and a decrease of participants residing in another Belgian region. While a significant decrease of participants residing in the Walloon region is found in the November 2014 sample, a significant decrease in the percentage of participants residing in the Brussels Capital Region occurred between 2012 and 2013. In the November 2014 sample, this trend is not turned around. Eleven percent of the Belgian population lives in the Belgian Capital Region (ADSEI, 2014). This means that in the November 2014 sample, inhabitants of the Brussels Capital Region are slightly underrepresented, although it must be remarked that more inhabitants in the Brussels Capital Region are more fluent in French than in Dutch (Janssens, 2013).

Table 14: Place of residence of the YiA-participants within Belgium (absolute numbers and percentages), 2012-2014

Region	2012 (N=47)		2013 (N=102)		2014 (N=57)	
	N	%	N	%	N	%
The Dutch speaking region	29	61,7	80	78,4*	52	91,2*
The French speaking region	7	14,9	10	9,8	1	1,8*
The German speaking region	0	0,0	2	2,0	0	0,0
The bilingual speaking Region of Brussels	11	23,4	10	9,8*	4	7,0

### 1.3 Educational attainment

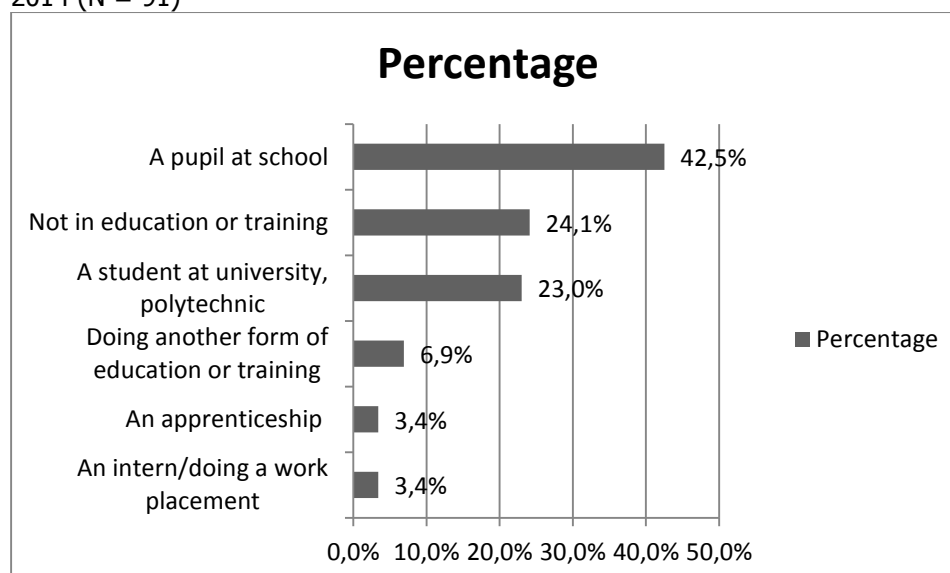
In 2014, two thirds of the participants are still in education, mainly as a pupil in secondary education, but also as a student in higher education. Some participants are (also) in a training scheme (as an apprentice, an intern or some other form of education/training). Only a quarter of the participants are no longer studying.

Table 15: Education or training of the participants just before the project (N=91)<sup>2</sup>

	N	%
A pupil at school	37	42,5%
A student at university, polytechnic	20	23,0%
An apprentice	3	3,4%
An intern/doing a work placement	3	3,4%
Doing another form of education or training	6	6,9%
Not in education or training	21	24,1%

Once more, the November 2014 resembles more the 2011 and 2012 samples than the May 2013 sample. More participants are still in education than there are participants who have already finished their studies. A higher percentage of participants are pupils in secondary education than students in higher education. In the May 2013 sample, there were more non-studying participants than secondary pupils or students in higher education.

Table 16: Education or training of the participants at the time of the project, 2014 (N = 91)



The November 2014 sample has the highest percentage of pupils still in secondary education of all the samples, while the percentage of students in higher education is comparable to that of the 2012 sample. The percentage of participants who have finished education is comparable to the 2011 and 2012 sample. The May 2013 sample deviates in two respects of the other samples. More participants have finished their education and especially pupils from secondary education are less represented in this sample. In May 2013, youth policy meetings were a popular sub-action among the participants. These attracted an older group of participants who had already finished their education.

<sup>2</sup> Multiple response possible.

Table 17: Percentage education or training of the participants just before the project, 2011-2014

	2011 (N=159)	2012 (N=138)	2013 (N=136)	2014 (N=91)
A pupil at school	35,8%	35,1%	13,2%***	42,5%
A student at university, polytechnic	30,8%	24,3%	35,8%	23,0%
An apprentice	2,5%	4,7%	2,2%	3,4%
An intern/doing a work placement	5,0%	5,4%	4,4%	3,4%
Doing another form of education or training	5,7%	4,1%	5,9%	6,9%
Not in education or training	23,9%	26,4%	43,3%***	24,1%

\*\*\* p<.001

There is a difference in education status between participants residing in Belgium and those not residing in Belgium. More than eighty percent of the participants residing in another country are still in secondary school or in higher education. This is only the case for half of the participants residing in Belgium. One third of the participants residing in Belgium have finished their education, while this is only one in ten for the participants not residing in Belgium. A comparison over time learns that in 2011 a higher percentage of residents of Belgium were in secondary school than residents of another country, while a higher percentage of those not residing in Belgium had finished their schooling<sup>3</sup>. In the May 2013 sample, the lower percentage of pupils and the higher percentage of participants out of school was observed for all participants, irrespective of their country of residence.

Table 18: Education or training of the participants just before the project by country of residence, 2014

	Belgium (N=50)	Other Country (N=37)
A pupil at school	32%	57%
A student at university, polytechnic	22%	24%
An apprentice	4%	3%
An intern/doing a work placement	4%	3%
Doing another form of education or training	8%	5%
Not in education or training	34%	11%

Participants still in secondary school can be found predominantly among the participants in a project with young people. They form the largest proportion of participants in projects with young people, together with students in higher education. Only one in ten participants of projects with young people are no longer in education. In contrast, more than half of the participants in projects with youth workers and EVS-projects are no longer in education. The rest of the participants in projects with youth workers are students are doing another form

<sup>3</sup> 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.

of formal education or training. Four out of ten EVS-volunteers are pupils or students.

Table 19: Education or training of the participants just before the project by project type (N=84)

	Projects with young people (N=59)	EVS (N=13)	Project with youth workers (N=12)
A pupil at school	58%	15%	0%
A student at university, polytechnic	24%	23%	17%
An apprentice	2%	8%	8%
An intern/doing a work placement	3%	8%	0%
Doing another form of education or training	5%	0%	25%
Not in education or training	10%	54%	58%

Half of the participants in the November 2014 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 20: Highest obtained diploma of participants (N=93)

	N	%
Primary school	2	2,2
Lower secondary school	25	26,9
Technical school	2	2,2
Upper secondary school	15	16,1
Upper vocational school	1	1,1
University/polytechnic	48	51,6

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 (Jeugdonderzoekplatform, 2014a). In the November 2014 sample, 7 of the 8 (87%) of the 22- till 25 year olds residing in Flanders have a higher education degree. Among the 26- till 30 year olds 10 of the 11 (90%) in the sample have a degree from a university or a polytechnic. This suggests that the educational level of the participants in the sample of November 2014 is higher than the educational level of their peers in the total youth population of Flanders. Similar findings were observed for the previous samples.

The November 2014 sample differs in one aspect from the previous samples. A higher proportion of participants have only obtained a lower secondary school degree, mainly due to the high percentage of pupils among the participants who are still in secondary education. The high degree of participants with a higher education degree that was observed in the May 2013 sample has decreased to a level comparable to those found in the November 2011 and 2012 samples.

Table 21: Percentage of highest obtained diploma of participants, 2011-2014

	2011 (N=182)	2012 (N=176)	2013 (N=153)	2014 (N=91)
Primary school	7,6	4,5	0,7	2,2
Lower secondary school	10,3	14,2	5,9	26,9**
Technical school	4,3	4,0	1,3	2,2
Upper secondary school	17,9	25,6*	16,3	16,1
Upper vocational school	4,3	4,5	5,9	1,1
University/polytechnic	55,4	47,5	69,9**	51,6

\*\* p&lt;.01

Almost half of the participants come from a family home with a higher educated father, while one in eight 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 (Jeugdonderzoekplatform, 2014b). In the sample, these percentages are respectively 8,1% and 59,5%, illustrating that the participants in the November 2014 sample more often come from higher educated families than the Flemish youth population.

Table 22: Highest educational attainment of father of participants (N=90)

	N	%
Primary school	4	4,4
Lower secondary school	7	7,8
Technical school	12	13,3
Upper secondary school	10	11,1
Upper vocational school	13	14,4
University/polytechnic	43	47,8
Don't know	1	1,1

Once more, the May 2013 sample diverges slightly from the other samples. A higher proportion of participants had a father with a higher educational degree in that sample compared to the other samples, while participants with fathers who have an upper vocational school degree are slightly less represented in that sample. The distribution in the November 2014 resembles the distribution of the November 2011 and 2012 sample.

Table 23: Highest educational attainment of father of participants, 2011-2014

	2011 (N=167)	2012 (N=143)	2013 (N=143)	2014 (N=90)
Primary school	5,4	4,9	1,4	4,4
Lower secondary school	7,8	8,4	5,6	7,8
Technical school	16,8	14,7	15,4	13,3
Upper secondary school	11,4	11,9	17,5	11,1
Upper vocational school	11,4	11,2	4,2*	14,4
University/polytechnic	41,3	44,8	51,0*	47,8
Don't know	6,0	4,2	4,9	1,1

\* p&lt;.05



The highest obtained educational level of the mother of the participants tends to be lower than the educational level of father. This also holds true for the November 2014 sample. One in ten participants have 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 who are between the ages of 14 and 30 years old. In the November 2014 sample, 8,1% of the participants have a lower educated mother and 59,5% 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 November 2014 sample is higher than the educational level of the total youth population of Flanders<sup>4</sup>.

Table 24: Highest education degree of mother of participants (N=90)

	N	%
Primary school	4	4,4
Lower secondary school	5	5,6
Technical school	12	13,3
Upper secondary school	13	14,4
Upper vocational school	16	17,8
University/polytechnic	39	43,3
Don't know	1	1,1

Between 2011 and 2014, there is only one significant change: in 2013 the percentage of mothers with an upper vocational degree was lower than in the other samples. All in all, this shows that the distribution of the highest obtained educational degree of the mother of the participants is fairly stable over time.

Table 25: Highest education degree of mother of participants, 2011-2014

	2011 (N= 167)	2012 (N=142)	2013 (N=142)	2014 (N=90)
Primary school	9,0	4,9	5,6	4,4
Lower secondary school	12,6	5,6	8,5	5,6
Technical school	7,8	12,0	9,9	13,3
Upper secondary school	12,0	14,8	21,8	14,4
Upper vocational school	15,6	15,5	5,6**	17,8
University/polytechnic	37,7	45,1	45,8	43,3
Don't know	5,4	2,1	2,8	1,1

\*\* p <.01

The participants in projects with young people have obtained the least a higher education degree. As we have seen, a part of these participants are still in secondary education and have not finished their education yet. Only a third of this group has already obtained a higher education degree. This is comparable to the percentages in the November 2011 sample where only 40% of these participants had a higher education degree. In May 2013, more than half of these participants already finished higher education successfully.

<sup>4</sup> P<.05

EVS-volunteers and participants in projects with youth workers are highly educated. Nine out of ten of them have a higher education diploma. In previous research, similar findings were observed.

Table 26: Highest education attainment of the participants just before the start of the project by project type (N=90)

	Projects with young people (N=61)	EVS (N=13)	Project with youth workers (N=16)
Primary school	3,3%	0%	0%
Lower secondary school	39,3%	0%	0%
Technical school	3,3%	0%	0%
Upper secondary school	19,7%	15,4%	6,3%
Upper vocational school	0,0%	0%	0,0%
University/polytechnic	34,4%	84,6%	93,8%

## 1.4 Occupation

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

Table 27: Occupation of the participants just before the project (N=91)

Occupation	N	%
Student	57	62,6%
Full-time employed	24	26,4%
Part-time employed	9	9,9%
Self-employed	2	2,2%
Unemployed	4	4,4%
Volunteer	16	17,6%
Not in paid work	2	2,2%
Other	3	3,3%

Over time, there are not very many changes in occupational status. Nonetheless, the percentage of participants that work part-time have increased significantly between 2011 and 2013, but drop back in the November 2014 sample to a level comparable to that one observed in the 2012 survey. There is a significant increase in the percentage of participants still in school between 2013 and 2014, but not with the two previous samples. This increase can be attributed to the higher number of participants that already had finished their schooling in the May 2013 sample.

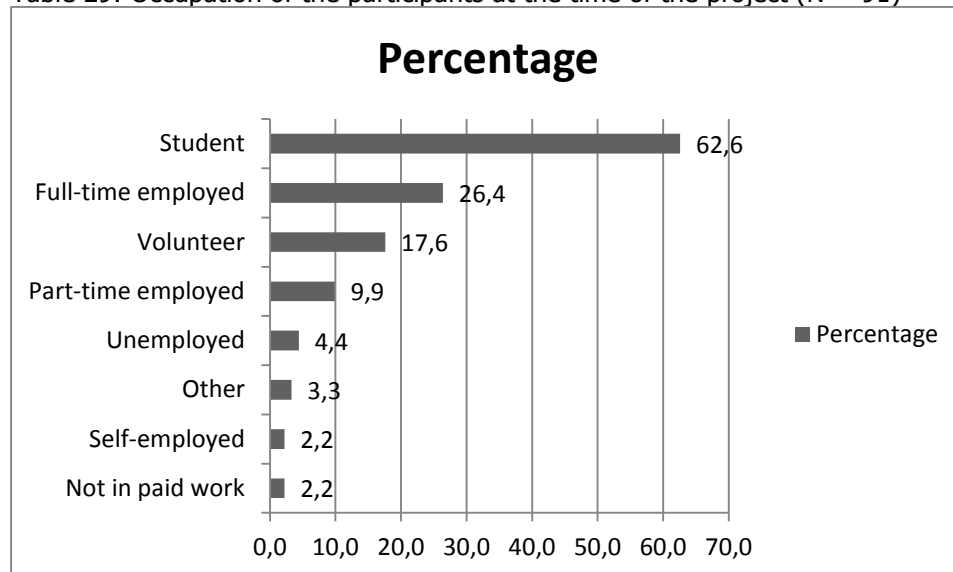
Table 28: Occupation of the participants just before the project, 2011-2014

Occupation	2011 (N=164)	2012 (N=143)	2013 (N=145)	2014 (N=91)
Student	51,8%	57,3%	48,3%	62,6%*
Full-time employed	25,6%	19,6%	26,2%	26,4%
Part-time employed	6,7%	9,1%	13,1%*	9,9%
Self-employed	3,7%	2,1%	7,6%	2,2%
Unemployed	5,5%	11,2%*	5,5%	4,4%
Volunteer	19,5%	14,7%*	24,1%	17,6%

Not in paid work	1,8%	2,8%	2,8%	2,2%
Other	7,3%	1,4%	2,8%	3,3%

\*  $p < .05$

Table 29: Occupation of the participants at the time of the project (N = 91)



There is a difference according to country of origin. The majority of participants are still in education, but more participants not residing in Belgium are still in school than their counterparts residing in Belgium. A larger proportion of the Belgian residents are employed and these participants are mostly working full-time. Participants not residing in Belgium are more part-time employed or self-employed.

Table 30: Occupation of the participants at the time of the project by country of residence (N =91)

Occupation	Belgium (N=55)	Other country (N=36)
Student	53%	78%
Full-time employed	34%	14%
Part-time employed	7%	14%
Self-employed	0%	6%
Unemployed	7%	0%
Volunteer	25%	6%
Not in paid work	1%	6%
Other	2%	3%

Over time, there are no clear changes. In 2011 and 2013, more Belgian residents were in education than participants not residing in Belgium. In 2012 and 2014, this relationship turned. Employed Belgian residents are more full-time employed than residents of other countries. There is one exception, namely the November 2011 sample. A similarity between the two groups, is that unemployment among participants peaked in 2012.

Table 31: Occupation of the participants at the time of the project by country of residence, 2011-2014

Occupation	Belgium				Other country			
	2011	2012	2013	2014	2011	2012	2013	2014
Student	66%	40%	55%	53%	39%	63%	35%	78%
Full-time employed	21%	30%	28%	34%	29%	16%	23%	14%
Part-time employed	4%	8%	11%	7%	9%	9%	17%	14%
Self-employed	1%	3%	2%	0%	6%	2%	19%	6%
Unemployed	6%	13%	6%	7%	5%	10%	4%	0%
Volunteer	20%	16%	25%	25%	19%	14%	23%	6%
Not in paid work	0%	3%	1%	1%	3%	3%	6%	6%
Other	1%	5%	3%	2%	13%	0%	2%	3%

In November 2014, almost one in five participants in projects with young people are employed. This amount triples among EVS-volunteers and quadruples among participants in projects with youth workers. Only one in four of this last group is still studying.

Table 32: Occupation of the participants just before the start of the project by project type (N=88)

	Projects with young people (N=60)	EVS (N=12)	Project with youth workers (N=16)
Student	77%	42%	25%
Full-time employed	10%	33%	81%
Part-time employed	8%	25%	0%
Self-employed	2%	8%	0%
Unemployed	3%	17%	0%
Volunteer	17%	33%	12%
Not in paid work	3%	0%	0%
Other	5%	0%	0%

Over time, once more the observation can be made that especially the May 2013 sample diverges from the other samples: the November 2014 sample resembles more the November 2011 sample than the May 2013 sample. There are significant differences in the number of participants in projects with young people and participants in projects with youth workers who are full-time employed and the percentage of part-time employed participants in projects with youth workers.

Table 33: Occupation of the participants just before the start of the project by project type, 2011-2014

	Projects with young people			Project with youth workers		
	2011	2013	2014	2011	2013	2014
Student	68%	63%	77%	19%	22%	25%
Full-time employed	10%	26%**	10%	63%	32%**	81%

Part-time employed	6%	8%	8%	2%	27%**	0%
Self-employed	1%	4%	2%	5%	17%	0%
Unemployed	6%	0%	3%	0%	5%	0%
Volunteer	15%	22%	17%	24%	22%	12%
Not in paid work	1%	5%	3%	2%	0%	0%
Other	10%	3%	5%	2%	2%	0%

\*\* p<.01

## 1.5 Minority affiliation

In November 2014, one out of ten participants in the Belgian sample consider themselves to belong to a cultural, ethnic, religious or linguistic minority. There are no significant differences according to country of residence. In total, five of the 53 people residing in Belgium and 4 of the 37 participants not residing in Belgium feel affiliated to a minority in the November 2014 sample.

Table 34: Affiliation to an ethnic, cultural, religious or linguistic minority? (N=90)

	N	%
Yes	9	10,0
No	81	90,0

In the May 2013 sample, the percentage of participants considering themselves to be part of a minority is lower than in the other researches. This decrease is significant compared to the 2011 and 2012 samples, but not compared to the 2014 sample. Overall, the data suggest that the percentage of people who affiliate themselves to a minority is fairly stable over time.

Table 35: Affiliation to an ethnic, cultural, religious or linguistic minority?, 2011-2014

	2011 (N=164)	2012 (N=139)	2013 (N=143)	2014 (N=90)
Yes	12,8	12,9	7,0*	10,0
No	87,2	87,1	93,0	90,0

\* 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 November 2014 sample. Only 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 36: Language spoken at home and in the family (N=92)

	Yes	No
Is the language mainly spoken in your family of origin an official language of the country where you live?	94,6%	5,4%
Does your family of origin (including grandparents) speak at home also languages other than an official language of the country where you live?	21,5%	78,5%

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

Table 37: Percentage of non-officially recognized language spoken at home and in the family, 2011-2014

	2011 (N=167)	2012 (N=144)	2013 (N=143)	2014 (N=92)
Is the language spoken in your family an official language of the country where you live?	11,4%	17,4%	4,9%*	5,4%
Does your family of origin (including grandparents) speak also languages other than an official recognized language?	28,5%	22,8%	22,9%	21,5%

\*  $P < .05$

The most frequently spoken first language among the participants of the Flemish sample is Dutch. More than three quarters of the participants in the sample speak Dutch. If we include the other official languages of Belgium (French and German), more than 80% of the participants in the November 2014 sample speak one of the official languages of Belgium at home. Of the 57 residents of Belgium in the sample, 51 speak Dutch at home and 2 French. So 53 of the 57 participants residing in Belgium (93%) speak one of the official languages, 4 (7%) speak another language (Bosnian, Croatian, Hungarian or Turkish) as first language.

Table 38: First language of the participants (N=96)

Language	N	%
Bosnian	1	1,0
Croatian	1	1,0
Dutch	73	76,0
French	5	5,2
German	2	2,1
Hungarian	1	1,0
Polish	4	4,2
Portuguese	1	1,0
Spanish	2	2,1
Turkish	6	6,3

Over time, the November 2014 sample deviates from the other samples because a significant larger percentage of Belgian residents speak Dutch as a first language than in the other two samples. The percentage of participants residing in Belgium that spoke another language than the officially recognized languages is significantly higher in the 2012 sample than in the other waves.

Table 39: Percentage of first language of the participants residing in Belgium, 2011-2014

Language	2011 (N=85)	2012 (N=48)	2013 (N=102)	2014 (N=57)
Dutch	70,5	33,3***	71,6	89,5**
French	15,3	22,9	13,7	3,5
German	4,7	6,3	2,0	0,0
Another language	9,4	37,5***	12,7	7,0

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

## 1.7 Previous international mobility experience

The participants of the November 2014 sample are internationally mobile. On average, they already travelled 19 times abroad before the project. On the other hand, for 7 participants (7,8%), this was their first time abroad.

Table 40: Previous travels abroad of participants (N = 90)

Parameter	
Mean	19,0
Median	12,0
Mode	1,0
Standard deviation	22,4
Minimum	0
Maximum	100

Previous travels abroad of participants varies over time and in 2014 the average number of previous travels is the highest observed for the four waves. It is even significant higher than the observed mean in the 2013 sample. At the same time, the standard deviation is also the highest in November 2014. A possible explanation can be found in the mode. Nine participants state that they only travelled abroad once before. It is therefore the most frequently given answer to this question in the November 2014 sample. This mode is lower than in previous research.

Nonetheless, 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 2012.

Table 41: Previous travels abroad of participants, 2011-2014

Parameter	2011 (N=161)	2012 (N=138)	2013 (N=141)	2014 (N=90)
Mean	15,8	13,3	16,4	19,0*
Median	10,0	8	10,0	12,0
Mode	10,0	5	10,0	1
Standard deviation	21,1	16,2	18,6	22,4
% first time abroad	6,8%	5,1%	10,6%*	7,8%

\*  $p < .05$

Previous research (Stevens, 2013) found that Belgian residents were more international mobile than participants who do not reside in Belgium. 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 though. In the other samples the difference in average previous travels abroad is not big enough to be significant. Also in the November 2014, this isn't the case. Belgian residents still travel on average more abroad than other participants in the sample, but this difference is not significant. The standard deviations show that the variability in answers is higher among Belgian residents than residents from other countries.

Table 42: Previous travels abroad of participants by country of residence (N = 90)

	Belgium (N= 54)	Other country (N=36)
Mean	20,7	16,5
Standard deviation	25,4	16,9

Table 43: Average previous travels abroad of participants by country of residence, 2011-2014

	Belgium				Other country			
	2011	2012	2013	2014	2011	2012	2013	2014
Mean	21,5*	16,6	16,7	20,7	10,8*	12,1	15,5	16,5
Standard deviation	24,5	20,2	18,9	25,7	16,1	14,3	18,1	16,9
N	76	38	96	54	85	100	45	36

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 (31%). These are also the three reasons most cited in previous research (Fennes et al., 2012; Stevens, 2013).



Table 44: Reasons of previous travels abroad of participants (N=90)

Reasons	N of responses	% of responses	% of cases
I went abroad for holidays	79	30,4%	87,8%
I went abroad with my class at school	58	22,3%	64,4%
I participated in a youth exchange	28	10,8%	31,1%
I went to school in another country	4	1,5%	4,4%
I lived in another country with my parents	12	4,6%	13,3%
I studied abroad during my university studies	12	4,6%	13,3%
I did a language course abroad	5	1,9%	5,6%
I did a work placement abroad	10	3,8%	11,1%
I did a vocational training course abroad	7	2,7%	7,8%
I worked as an au-pair	3	1,2%	3,3%
I had a job abroad	12	4,6%	13,3%
I went abroad with my partner	11	4,2%	12,2%
Other reason	17	6,5%	18,9%
I have never been abroad before this project	2	0,8%	2,2%
Total	260	100%	288,9% <sup>5</sup>

The same top three reasons (going abroad for a holiday, with school or as part of a youth exchange) can be found in all four waves. Compared to 2011, the percentage of participants claiming to have previously travelled abroad as a school trip has augmented significantly since 2013. The only other reason that has been ticked more frequently by participants since 2011 is having a job abroad. This percentage more than doubles between 2011 and 2013 and stays at the 2013 level in 2014. A last change over time is that the percentage of participants who have travelled abroad to do a language course has decreased. The difference between 2012 and 2014 is even significant.

Table 45: Reasons of previous travels abroad of participants, 2011-2014

Reasons	% of cases 2011 (N=167)	% of cases 2012 (N=141)	% of cases 2013 (N=137)	% of cases 2014 (N=90)
I went abroad for holidays	82,8%	85,8%	87,6%	87,8%
I went abroad with my class at school	49,7%	58,2%	65,5%**	64,4%*
I participated in a youth exchange	39,3%	45,2%	39,4%	31,1%
I went to school in another country	6,1%	6,4%	2,9%	4,4%
I lived in another country with my parents	8,0%	12,8%	8,8%	13,3%
I studied abroad during my university studies	11,7%	12,1%	15,3%	13,3%
I did a language course abroad	8,6%	14,9%	11,7%	5,6%*
I did a work placement abroad	8,6%	11,3%	11,7%	11,1%

<sup>5</sup> This percentage goes over 100% because respondents could give multiple responses.

I did a vocational training course abroad	4,9%	6,4%	7,3%	7,8%
I worked as an au-pair	3,1%	2,8%	1,5%	3,3%
I had a job abroad	5,5%	9,9%	13,1%**	13,3%*
I went abroad with my partner	12,9%	9,9%	19,7%	12,2%
Other reason	15,3%	16,3%	21,9%	18,9%
I have never been abroad before this project	4,9%	3,5%	5,1%	2,2%
Total	261,3%	295,7%	311,7%	288,9%

\* 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 four 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.

Table 46: Reasons of previous travels abroad of participants by country of residence, 2011-2014

Reasons	Belgium				Other country			
	% of cases 2011	% of cases 2012	% of cases 2013	% of cases 2014	% of cases 2011	% of cases 2012	% of cases 2013	% of cases 2014
I went abroad for holidays	93,6%	92,1%	93,5%	94,4%	72,9%	83,5%	75,6%	77,8%
I went abroad with my class at school	76,9%	63,2%	77,2%	70,4%	24,7%	56,3%	42,2%	55,6%
I participated in a youth exchange	43,6%	39,5%	39,1%	33,3%	35,3%	47,6%	40,0%	27,8%
I went to school in another country	5,1%	5,3%	3,3%	1,9%	7,1%	6,8%	2,2%	8,3%
I lived in another country with my parents	14,1%	10,5%	12,0%	14,8%	2,4%	13,6%	2,2%	11,1%
I studied abroad during my university studies	10,3%	15,8%	15,2%	18,5%	12,9%	10,7%	15,6%	5,6%
I did a language course abroad	12,8%	26,3%	6,5%	3,7%	4,7%	10,7%	22,2%	8,3%
I did a work placement abroad	12,8%	23,7%	12,0%	13,0%	4,7%	6,8%	11,1%	8,3%
I did a vocational training course abroad	2,6%	5,3%	6,5%	9,3%	7,1%	6,8%	8,9%	5,6%
I worked as an au-pair	1,3%	7,9%	0,0%	5,6%	4,7%	1,0%	4,4%	0,0%
I had a job abroad	2,6%	13,2%	9,8%	14,8%	8,2%	8,7%	20,0%	11,1%
I went abroad with my partner	14,1%	13,2%	20,7%	14,8%	11,8%	8,7%	17,8%	8,3%
Other reason	23,1%	15,8%	35,0%	24,1%	8,2%	16,6%	15,6%	11,1%
I have never been abroad before this project	1,3%	5,3%	3,3%	1,9%	8,2%	2,9%	8,9%	2,8%

International mobility can also take on the form of previous participation in a similar, international youth project. 58,7 % of the participants in the Flemish sample of November 2014 have never previously participated in a similar project, while 41,3% 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% and in 2013 45,5%. Participants who did participate previously in a similar project, have done this on average more than 2 times.

Table 47: Previous participation in similar projects of participants (N = 38)

Parameter	
Mean	2,61
Median	2
Mode	1
Standard deviation	2,3
Minimum	1
Maximum	12

The participants in the 2012 and 2014 samples are on average less experienced in participating in youth exchanges compared to their counterparts in the November 2011 sample and the May 2013 sample, yet the variability in these samples is less than in 2011 and 2013. The observed differences are not significant though.

Table 48: Previous participation in similar projects of participants, 2011-2014

Parameter	2011 (N=53)	2012 (N=70)	2013 (N=66)	2014 (N=38)
Mean	4,2	2,81	4,4	2,61
Standard deviation	4,7	2,6	7,1	2,3

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, 2014a, 2014b).

Table 49: Previous participation in similar projects of participants by country of residence (N = 38)

Parameter	Belgium (N=27)	Other country (N=11)
Mean	2,7	2,4
Standard deviation	2,6	1,4

Of those participating in a similar project more than half of them have participated in a programme subsidized by the European Union. One in three have participated in a similar project not subsidized by the European Union or do not recall who financed their previous participation. These percentages are very similar to the percentages in previous samples.

Table 50: Type of similar projects participants had taken part in (N=37)

	N	% of answers	% of participants
In a project supported by YiA or a preceding EU-programme	20	44,4%	54,1%
In a similar project that was not supported by a youth programme of the European Union	13	28,9%	35,1%
In a similar programme, but I do not remember under which programme it took place	12	26,7%	32,4%
Total	45	100%	121,6%

Residents of Belgium report to be more experienced in previous projects supported by the European Union than residents of other countries in the sample. In the 2013 sample (but not in the 2011 sample), this was just the opposite.

Table 51: Type of similar projects participants had taken part in by country of residence (N=37)

	Belgium (N=26)	Another country (N=11)
In a project supported by YiA or a preceding EU-programme	65,4%	27,3%
In a similar project that was not supported by a youth programme of the European Union	23,1%	63,6%
In a similar programme, but I do not remember under which programme it took place	34,6%	27,3%

## 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 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 lot 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 background. 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 November 2014 sample. Four percent of the participants are unemployed. One in twenty speak at home a language that is not recognized by

the state and 10% identify themselves as a minority. Although the education level of participants in general is very high, more than a quarter of them have a lower educational degree, although a lot of these participants with a lower educational degree are still in school. Ten percent of participants have parents with a low educational degree.

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 52: "Paying the fee of the project ..." – according to participants (N=96)

	N	Percentage
... was easy for me	57	59,4
... was difficult for me	4	4,2
... was not necessary, I did not have to pay	35	36,5

It reveals that finance is a worry for only a small part of the participants in the November 2014 sample. Four percent of participants have difficulties to pay the fee of the project. It must be stressed that in November 2014 more than a third 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 significantly, while the percentages of participants that have difficulties to pay the fee and the percentage of participants who do not have difficulties decreased significantly. Between 2013 and 2014, the percentage of participants who have difficulties to pay their fee stabilizes at the low level of 2013, while the percentage of participants who did not have to pay their fee and those who could easily afford to pay their fee is similar to those in the 2012 sample. 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 and it is also a likely assumption that some participants of special interest groups do not have financial worries.

Table 53: "Paying the fee of the project ..." – according to participants, 2011-2014

	2011	2012	2013	2014
... was easy for me	69,0%	54,8%	45,4%**	59,4*
... was difficult for me	13,9%	11,9%	6,6%*	4,2
... was not necessary, I did not have to pay	17,1%	33,3%	48,0%***	36,5*

\* 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, the same amount of participants from sending countries claim to have no problems to pay their contribution than participants from hosting countries. The explanation for this observation is that a higher percentage of participants from hosting countries do not have to pay a fee. Although, there are differences between hosting and sending countries, the differences are not significant at the 5%-significance level.

Table 54: "Paying the fee of the project ..." – according to participants and by sending/hosting country (N=96)

	Sending country (N=53)	Hosting country (N=43)
... was easy for me	70%	46%
... was difficult for me	4%	5%
... was not necessary, I did not have to pay	26%	49%

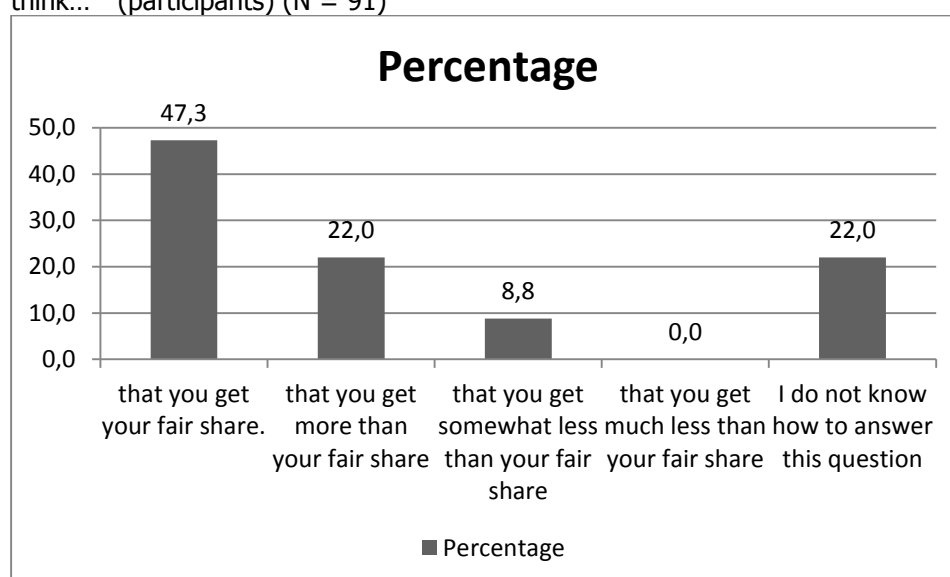
Paying the fee of the project was in the three previous Flemish samples more difficult for participants of sending countries than of hosting countries. The percentage participants who state that paying the contribution is easy for them has changed over time though. While in 2011 more participants from hosting countries than sending countries indicate that they do not have problems to pay the fee, this has changed since 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 2014. This increase is more pronounced for hosting countries, especially in the 2013 sample.

Table 55: "Paying the fee of the project ..." – according to participants and by sending/hosting country, 2011-2014

	Sending country				Hosting country			
	2011 (N=156)	2012 (N=129)	2013 (N=79)	2014 (N=53)	2011 (N=31)	2012 (N=48)	2013 (N=73)	2014 (N=43)
... was easy for me	67%	55%	59%	70%	80%	54%	30%	46%
... was difficult	16%	13%	10%	4%	3%	8%	3%	5%
... I did not have to pay	17%	32%	30%	26%	16%	37%	67%	49%

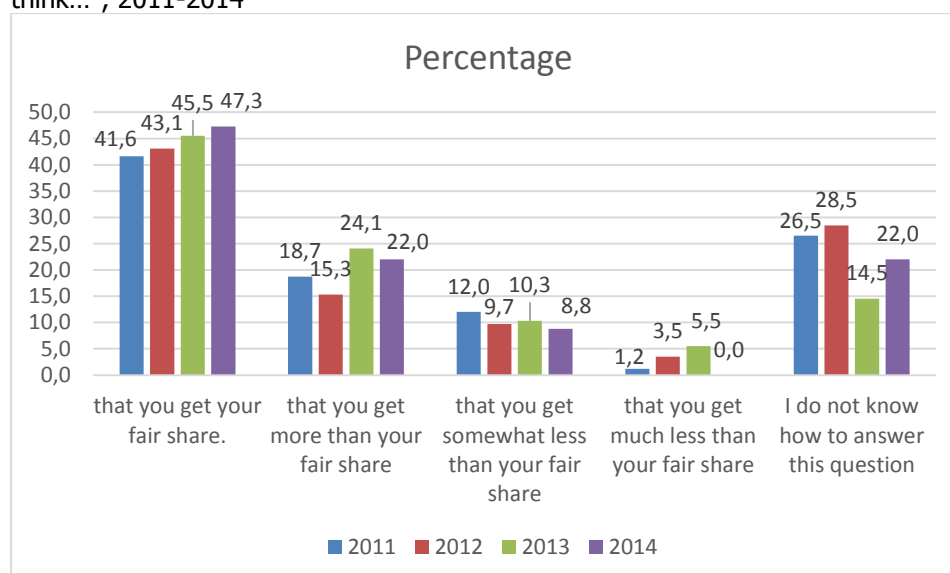
Participants also had to answer a question about their perception of getting a fair share in life. This question measures the degree of relative social deprivation (Desnerck et al., 2008) or social demotion (Pelleriaux, 2001) among the participants.

Table 56: "Compared to the way other people live in your country, do you think..." (participants) (N = 91)



Almost one out of ten participants in the November 2014 sample feel somewhat socially deprived. They feel that they are getting somewhat less than their fair share than other people living in their country. Surprisingly, no one of the participants in the sample claim to get much less than others out of life. It must be stressed though that more than one in five participants did not know how to answer this question.

Table 57: "Compared to the way other people live in your country, do you think...", 2011-2014



Over time, there is a small increase of participants that are satisfied with their living conditions compared to others in their country. This increase is not significant though and also the percentage of participants who claim not to get a fair share out of life does not change significantly between 2011 and 2014, suggesting that feelings of relative social deprivation among participants are

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, more people were able to answer this question than in the other samples. As we noted before, the average age of these participants is higher than in the other samples and more of these participants have finished their education or/and are already employed. Maybe these participants have more life experience and meet therefore less problems to answer this question (Stevens, 2014b).

Table 58: "Compared to the way other people live in your country, do you think..." (participants by country of residence) (N = 91)

	Belgium (N= 54)	Other country (N=37)
that you get your fair share.	28 51,9%	15 40,5%
that you get more than your fair share	12 22,2%	8 21,6%
that you get somewhat less than your fair share	7 13,0%	1 2,7%
that you get much less than your fair share	0 0,0%	0 0,0%
I do not know how to answer this question	7 13,0%	13 35,1%

Feelings of relative social deprivation are a little bit more common among participants residing in Belgium (13%) than among participants not residing in Belgium (2,7%). This difference is slightly significant. At the same time, more residents of Belgium (74%) find that they get a fair deal out of life than participants not residing in Belgium (62%). An explanation for these differences between participants residing in Belgium and those not residing in Belgium is that Belgian residents are more able to answer this question than participants not residing in Belgium.

Table 59: "Compared to the way other people live in your country, do you think..." (participants by country of residence), 2011-2014

	Belgium				Other country			
	2011 (N= 79)	2012 (N=38)	2013 (N=97)	2014 (N=54)	2011 (N=87)	2012 (N=106)	2013 (N=48)	2014 (N=37)
that you get your fair share/more than your fair share.	69,6%	47,3%	74,4%	74,1%	51,7%	62,3%	60,4%	62,1%
that you get somewhat less/much less than your fair share	6,3%	15,8%	10,3%	13%**	19,5%	12,3%	27,1%	2,7%**
I do not know how to answer this question	24,1%	36,8%	15,5%	13%	28,7%	25,5%	12,5%	35,1%

\*\* 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 four out of the thirteen EVS-participants feel socially deprived and the same amount of EVS-volunteers do not know how to answer this question. Similar observations were done in the November 2011 and May 2013



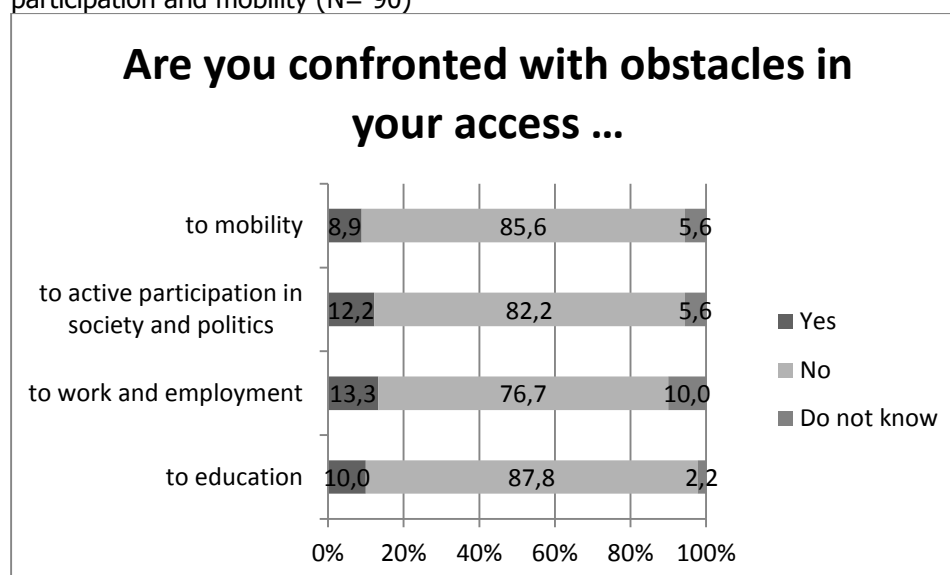
sample: EVS-participants report in a higher degree feelings of relative social deprivation (Stevens, 2013; Stevens 2014b).

Table 60: "Compared to the way other people live in your country, do you think..." (participants by project type) (N = 88)

	Projects with young people (N=59)	EVS (N=13)	Project with youth workers (N=16)
that you get your fair share.	47%	31%	56%
that you get more than your fair share	24%	8%	31%
that you get somewhat less than your fair share	3%	31%	12%
that you get much less than your fair share	0%	0%	0%
I do not know how to answer this question	24%	31%	0%

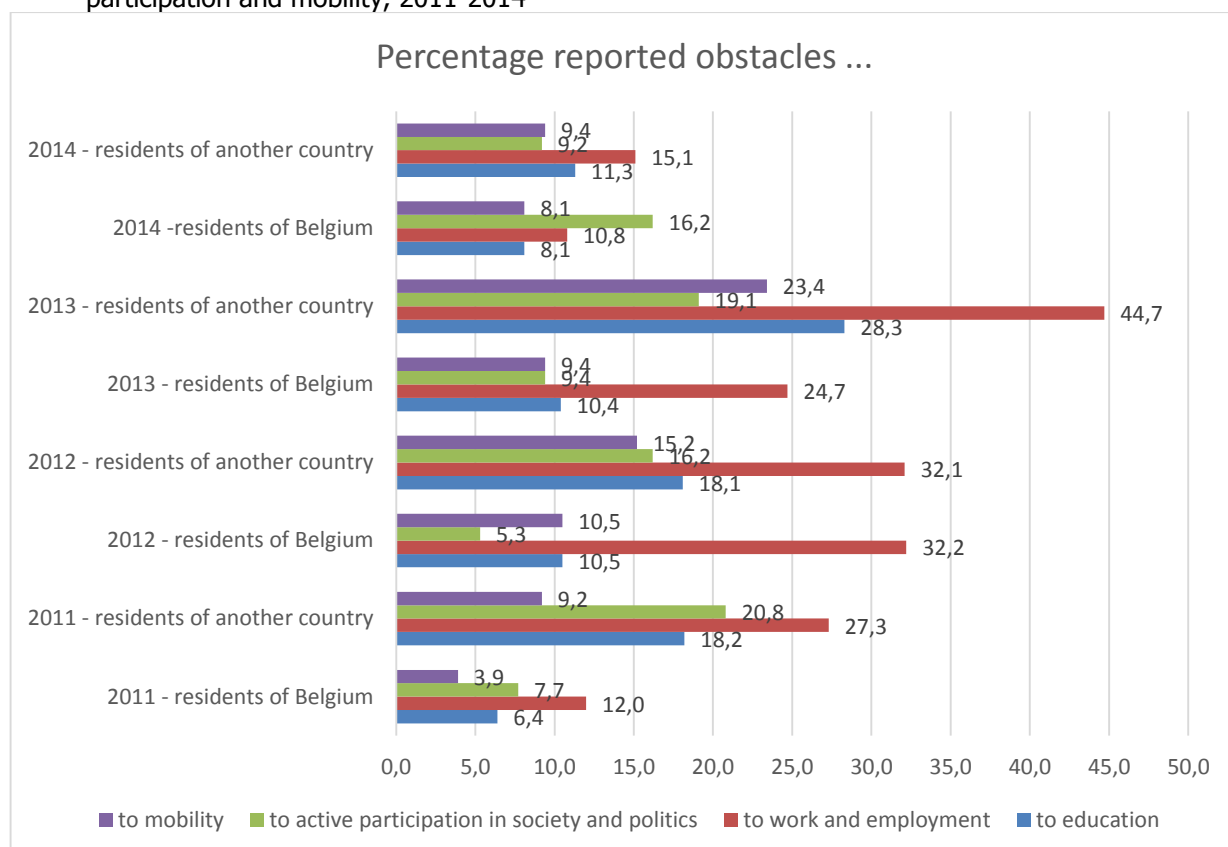
Some participants report obstacles in their access to education, employment, participation in social and political life and mobility. Especially the access to the labour market can pose a problem. More than one in eight claim to have met obstacles in finding a job and almost the same amount report difficulties in their access to active citizenship. One in ten participants report obstacles in their access to education. Mobility is the least troublesome for the participants in the Flemish sample of November 2014.

Table 61: Obstacles of participants in their access to education, work, active participation and mobility (N= 90)



Between 2011 and 2014 the percentage of participants facing different obstacles in life stays fairly stable. There is only one significant increase: in 2012 and 2013 a higher percentage of participants reported obstacles in finding employment. In 2014, this percentage has dropped again. Of the four samples, the 2014 sample has the lowest percentage of participants facing difficulties in finding a job, namely 13%. In 2011, 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 62: Obstacles of participants in their access to education, work, active participation and mobility, 2011-2014



The drop in participants reporting difficulties in access to the labour market observed in the November 2014 sample is a common feature for all participants, irrespective they reside in Belgium or not. Furthermore, irrespective of country of residence, less problems are reported in the November 2014 sample by participants. The only exception are participants residing in Belgium in the November 2011 sample. In general, participants residing in Belgium report to a lesser extent that they face several obstacles in life than participants not residing in Belgium. Once more, the November 2014 sample is an exception. More residents of Belgium report to have problems in their access to education, mobility and the labour market than residents of another country. As a matter of fact, the differences between participants residing in Belgium and those residing in another country, at least for reported hindrances in life, are small and are even not significant in the November 2014 sample. In other samples, for instance the May 2013 sample, Belgian residents reported significantly less obstacles towards all four life domains compared to residents from other countries. In the November 2014 sample, the majority of participants not residing in Belgium are overwhelmingly residents of the Netherlands, while in previous research, there were almost no residents of the Netherlands in the

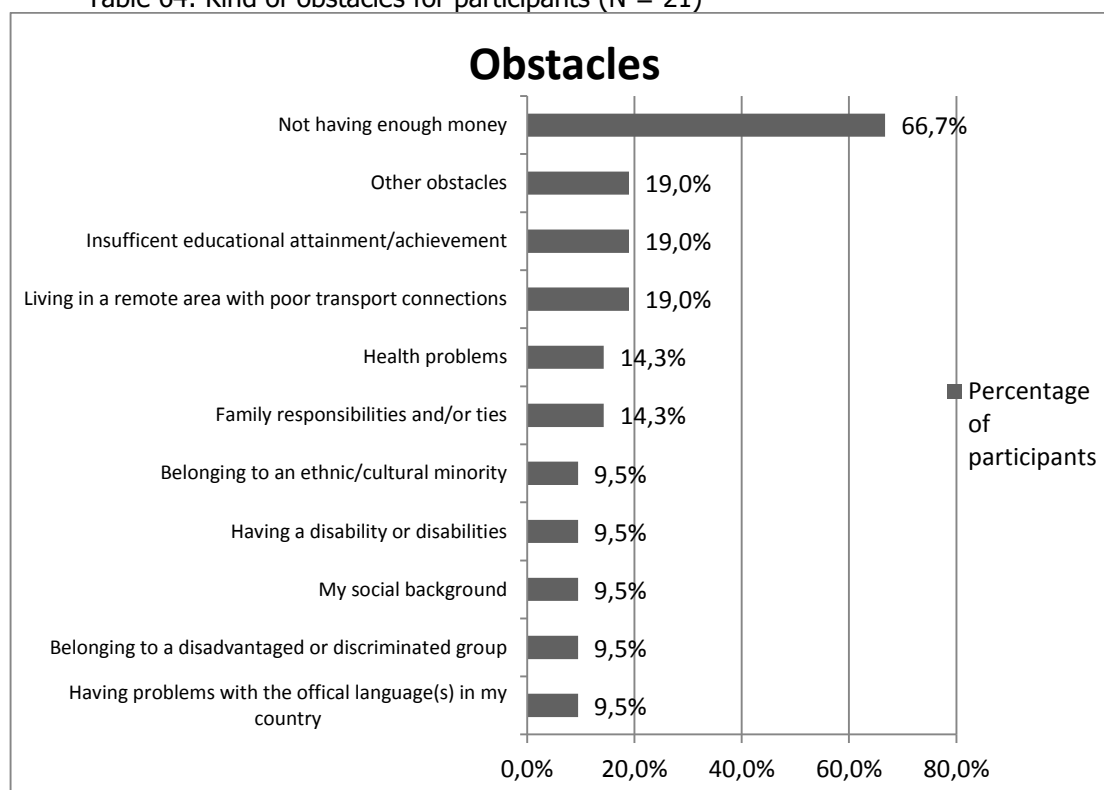
samples. This could be a possible explanation why in the November 2014 sample the differences between residents of Belgium and other countries are not that outspoken. This also could be an explanation for the sharp drop of reported obstacles in the November 2014 sample, especially among participants not residing in Belgium.

Table 63: Obstacles of participants in their access to education, work, active participation and mobility - by country of residence (N = 90)

Obstacles... (answers yes)	Belgium (N= 53)	Other country (N=37)
to education	6 11,6%	3 8,1%
to work and employment	8 15,1%	4 10,8%
to active participation in society and politics	5 9,4%	6 16,2%
to mobility	5 9,4%	3 8,1%

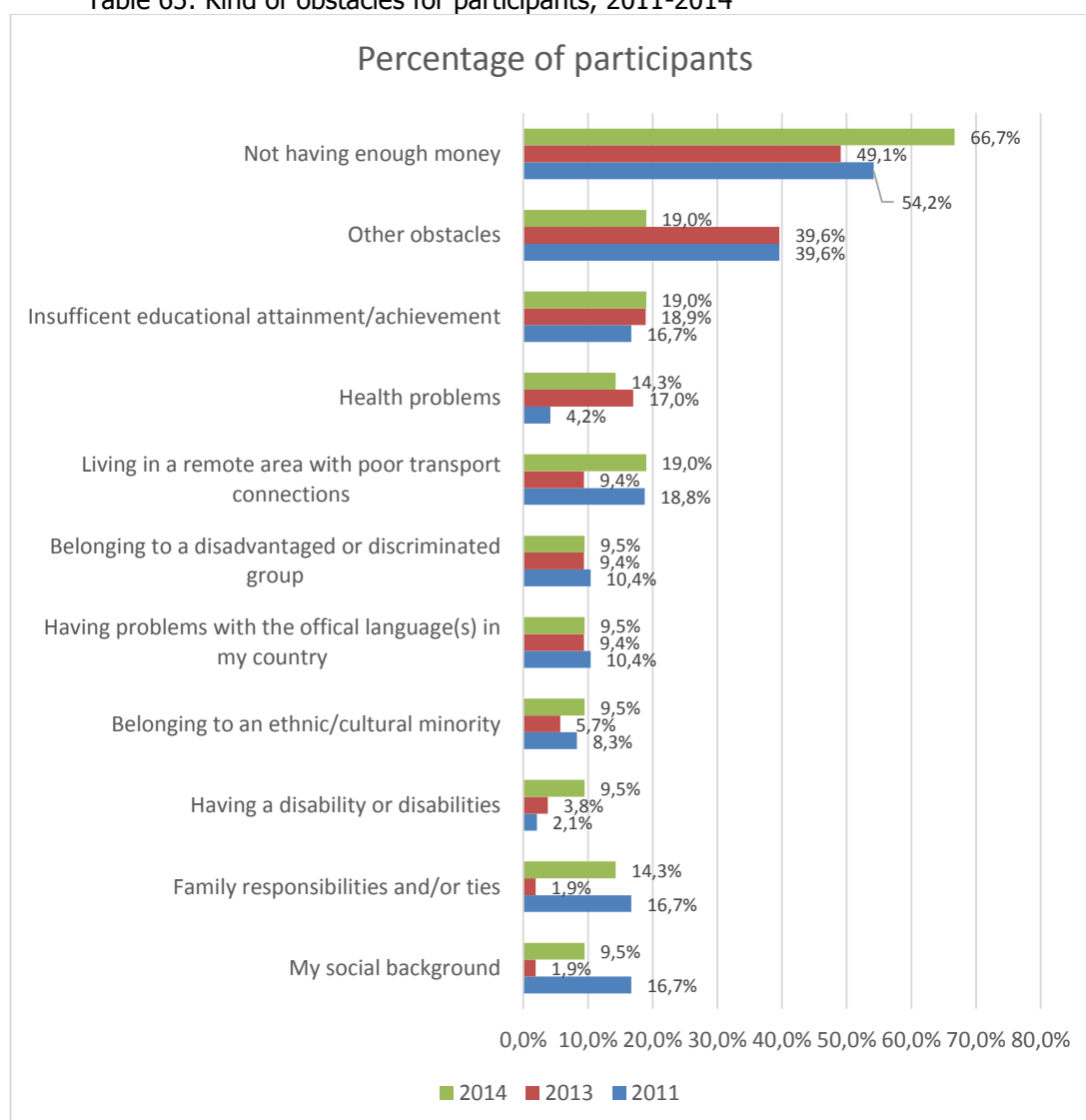
Not having enough money is by far the most cited reason why participants have not sufficient access to several life domains. Two thirds of the participants who refer to an obstacle, tick this reason. Other obstacles, not having sufficient educational attainment, living in a remote area and health problems complete the top five reasons why participants meet obstacles in life in the November 2014 sample. It must be stressed that only a small proportion of the participants answered or had to answer these questions. So the percentages are somewhat deceptive. Two people ticking a reason, translates into 9,5%

Table 64: Kind of obstacles for participants (N = 21)



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 over time. Health issues are an obstacle for a larger proportion of participants since the May 2013 sample. While it ranks fourth in the May 2013 sample and fifth in the November 2014 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 of participants in 2013 than in the other samples, but this decline is not significant. Significant decreases in percentages of participants can be observed towards social background and family responsibilities in the May 2013 sample. Having a disability is percentage-wise more mentioned in the November 2014 sample compared to the two previous samples; but this rise is not significant and can be attributed to the effect that small numbers tend to blow up percentages.

Table 65: Kind of obstacles for participants, 2011-2014<sup>6</sup>



<sup>6</sup> This question was not asked in the special survey of 2012.

Also the project leaders pinpoint to the participation of young people with fewer opportunities in YiA-projects. According to more than half of the 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=16), combined with the 6 project leaders who do not know or do not remember whether young people with fewer opportunities have taken part in the project (together good for more than 30% of the project leaders), 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 66: Young people with fewer opportunities participating in the project according to project leaders (N=54)

	N	Percentage
Yes	30	55,6
No	18	33,3
Do not know/do not remember	6	11,1

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 2012 and 2014 samples, the percentage of agreement is lower than in the two other samples.

Table 67: Percentage of young people with fewer opportunities participating in the project according to project leaders, 2011-2014

	2011 (N=53)	2012 (N=75)	2013 (N=26)	2014 (N=54)
Yes	61,4	46,7	69,2	55,6
No	15,8	25,3	15,4	33,3
Do not know/do not remember	22,8	28,0	15,4	11,1

Participants with fewer opportunities are mostly confronted with obstacles of a socio-economic nature according to the project leaders. In all 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 68: Number and kind of obstacles confronting young people with fewer opportunities participating in the projects according to project leaders, 2011-2014<sup>7</sup>

Obstacle <sup>8</sup>	2011 (N=35)	2013 (N=18)	2014 (N=30)
Social obstacles	29	14	24
Economic obstacles	28	14	29
Education difficulties	15	5	17
Cultural differences	16	6	16
Physical and mental disabilities	5	5	4
Health problems	4	2	1
Geographical obstacles	8	5	9

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 4% of the participants in the November 2014 sample are disadvantaged. Minority status more than doubles this percentage to 10% and if we take into account that some participants are confronted with difficulties to integrate into the labour market, we would estimate that 13% of the participants belong to the group of young people with fewer opportunities. Over time, the percentage of young people with fewer opportunities diminishes between 2011 and 2014 if unemployment or obstacles to integration into the labour market are used as indicators.

In the report of the May 2013 sample a more systematic approach to the operationalization of young people with fewer opportunities was presented (Stevens, 2014b), based on the E+- programme definition of young people with fewer opportunities combined with indicators often used in Flemish youth research. The Erasmus+-programme defines young 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. The E+-programme also stresses the subjective component of having fewer opportunities. This subjectivity is included in the question about getting a fair share out of life. These indicators are supplemented with 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<sup>9</sup>. It is also an often used indicator of cultural capital in international research (Van de Walle, Bradt & Bouverne-De Bie, 2013).

<sup>7</sup> In the special survey of 2012 this question was not included in the questionnaire.

<sup>8</sup> A description of how to interpret these obstacles, has been provided to the project leaders.

<sup>9</sup> For instance, in the GOK-decreet (Equal Opportunities in Education –act), the child poverty index of Kind en Gezin.

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 22% (in 2014) young people with fewer opportunities in the Flemish sample. With the exception of the November 2014 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 diamond trader who is confronted with discrimination in daily life.

Table 69: Number of problematic life domains, 2011-2014

Number of life domains	2011 (N=165)	2012 (N=138)	2013 (N=146)	2014 (N=96)
0	41,6%	42,8%	53,8%	78,1%
1	32,9%	27,5%	23,1%	7,3%
2	8,1%	14,5%	6,9%	7,3%
3	13,4%	8,7%	10,0%	4,2%
4	2,7%	3,6%	3,8%	3,1%
5	1,3%	2,2%	2,3%	0,0%
6	0,0%	0,7%	0,0%	0,0%
7	0,0%	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 15% (in the November 2014 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 70: Number and percentage of young people with fewer opportunities, 2011-2014

	2011		2012 <sup>10</sup>		2013		2014	
	N	%	N	%	N	%	N	%
Fewer opportunities	28	17,8%	21	15,2%	24	17,4%	9	10,1%
No fewer opportunities	129	82,2%	117	84,8%	114	82,6%	80	89,9%

This approach results to an estimate of 10% to 17% of young people with fewer opportunities in the samples. Over time, the percentages of participants who can be considered to have fewer opportunities do not differ significantly and are quite stable. One in ten to one in six participants have fewer opportunities compared to their peers. This is rather a conservative estimate. The percentage of young people from special interest groups participating in a youth in action project in the period 2007-2013 is according to Youthlink data 24% (Jint vzw, 2014). There are two possible explanation for this discrepancy. One is the more stringent definition that is used in this and previous reports to delineate young people with fewer opportunities. A second explanation is that young people from special interest groups are not always able to participate in online research (they have no internet access, are not able to fill in an online survey for several reasons, ...). Furthermore, some people are less inclined to participate in research. The number of young people from special interest groups is thus underestimated in this report. It is not the aim of this report to determine for once and for all the number of young people with fewer opportunities. We will use the indicator to investigate whether young people with fewer opportunities get more or something different out of their participation in a Youth in Action project than other participants.

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 on some indicators of being disadvantaged that are not used in the operationalization. There is only one significant difference between young people categorized as someone with fewer opportunities and those who are not for these external validation variables. Young people who are categorized as having fewer opportunities are more unemployed than the other participants. For all other indicators, there are no significant differences, partially due to the fact that we have less participants that are categorized as having fewer opportunities in the November 2014 sample than in the previous samples.

<sup>10</sup> 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.



Table 71: Other possible indicators of disadvantage and categorization as a young person with fewer opportunities?, 2011-2014

	Fewer opportunities?	2011	2012	2013	2014
paying my fee was difficult	No	8,5%** *	7,8%** *	1,8%** *	3,8%
	Yes	32,1%* **	42,7%* **	30,4%* **	11,1%
language spoken at home not officially recognized	No	10,2%	13,7%* *	3,5%	5,1%
	Yes	17,9%	40,0%* *	13,0%	11,1%
other languages spoken family	No	26,6%	23,9%	15,9%* **	20,0%
	Yes	33,3%	19,0%	50,0%* **	22,2%
unemployed	No	3,9%	7,7%* *	3,5%	2,5%*
	Yes	10,7%	23,8%* *	4,2%	22,2%*
belonging to a minority	No	11,8%	12,3%	2,5%** *	10,1%
	Yes	14,3%	21,1%	26,1%* **	11,1%
Belgium as country of residence	No	51,9%*	27,4%	75,5%* *	57,5%
	Yes	25,0%*	14,3%	41,7%* *	66,7%
Average N of previous travels abroad	No	17	14	18* *	20
	Yes	11	8	10* *	15
Percentage participation in a similar project	No	44,5%	48,7%	44,5%	60,0%
	Yes	35,7%	57,1%	54,5%	44,4%

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

## 2. Profile of the project leaders

### 2.1 Gender and age

In the November 2014 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=40) and those not (N=30).

Table 72: Gender of the project leaders (N= 70)

	N	%
Female	34	48,6
Male	36	51,4

With the exception of the May 2013 sample, men are always slightly overrepresented among the project leaders. Flemish youth 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 73: Gender of the project leaders, 2011-2014

	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Female	34	44,2	40	46,7	18	50,0	34	48,6
Male	43	55,8	46	53,3	18	50,0	36	51,4

In previous research, there were more female project leaders than male project leaders in only EVS-projects. Also in the transnational samples, a similar finding has been done (Fennes et al., 2011). The November 2014 sample is an exception though. For the first time, there are more male than female project leaders for EVS-projects in the sample.

Table 74: Gender of the project leaders by project type (N=68)

Gender	Projects with young people (N=42)	EVS (N=15)	Projects with youth workers (N=12)
Female	20	7	6
Male	21	8	6

Over time, the gender balance for project leaders is very much even and that for all kinds of action types of the Youth in action programme.

Table 75: Gender of the project leaders, 2011-2014 (Absolute numbers)

	2011			2013			2014		
	Projects with young people	EVS	Projects with youth workers	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	20	7	6
Male	29	2	7	5	8	5	21	8	6

On average the project leaders are older than the participants. The average age of the project leaders is 36,3 years old (23 years for participants). Almost half of the project leaders is older than 35 years old. The average age of project leaders in the November 2014 sample is higher than in the November 2011 and May 2013 sample (on average 32 years), but comparable to the average age of the project leaders in the 2012 survey. Project leaders in 2012 were on average 35 years old.

Table 76: Age of the project leaders (N = 61)

Age (category)	N	%
18 till 25	7	11,5
26 till 30	10	16,4
31 till 35	15	24,6
36 and older	29	47,5

Over time, the 2014 sample deviates from previous samples because percentage-wise the age group older than 30 years is more represented. It resembles most the age distribution of the 2012 sample. Although the youngest age group (18- till 25-years old) is half as big in the 2011 and 2012 sample, the differences between samples are not significant, showing that the age distribution of project leaders in the samples over time is quite stable.

Table 77: Age of the project leaders, 2011-2014

Age (category)	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
18 till 25	19	27,5	19	22,1	4	12,5	7	11,5
26 till 30	19	27,5	15	17,4	14	43,8	10	16,4
31 till 35	9	13,0	17	19,8	6	18,8	15	24,6
36 and older	22	31,9	35	40,7	8	25,0	29	47,5

There are no significant differences in ages between project leaders of different project types. On average, the project leaders of projects with young people are the oldest, but the standard deviation of this group learns that the variability in age is the highest in this group. Project leaders of projects with youth workers are the youngest in 2014.

Table 78: Average and standard deviation of age of the project leaders by project type (N = 59)

Type	Average	N	Standard deviation
Project with young people	37,7	35	10,7
EVS	35,9	14	7,7
Project with youth workers	33,4	10	8,1

A comparison over time, shows that in 2014 project leaders of projects with young people and project leaders of projects with youth workers are on average older than in 2011 and 2013. In the two previous researches project leaders of EVS-projects were on average the oldest. The observed differences between samples are not significant, suggesting that the age of project leaders of different action types is stable over time.

Table 79: Age of the project leaders, 2011-2014

Action type	2011		2013		2014	
	Average	standard deviation	Average	standard deviation	Average	standard deviation
Project with young people	32,7	10,7	31,0	6,7	37,7	10,7
EVS	40,3	8,8	33,7	9,5	35,9	7,7
Project with youth workers	31,7	8,7	31,4	6,1	33,4	8,1

## 2.2 Educational attainment

In November 2014 48 of the 66 project leaders (72,7%) were no longer in education or training at the start of the project, while 18 out of the 66 project leaders were still studying (27,3%). This is comparable to previous research where up to 70% of the project leaders had finished their education or training when the project took place.

Table 80: Highest educational attainment of project leaders (N=70)

	N	%
Primary school	0	0,0
Lower secondary school	0	0,0
Technical school	0	0,0
Upper secondary school	6	8,6
Upper vocational school	3	4,3
University/polytechnic	61	87,1

The educational level of project leaders is higher than the educational level of the participants. Almost nine out of ten project leaders have a higher educational degree. Of the 18 project leaders who are still in education, 16 are already in higher education, one in upper secondary education and one in upper vocational education. The difference in education level of participants and

project leaders is in the November 2014 sample (87% project leaders versus 52% participants) more outspoken than in previous samples (70% project leaders versus 50% participants in 2011 and 2012, 80% project leaders and 70% participants in 2013). The percentage of project leaders with a higher educational degree increases over time. The increase between 2011 and 2014 is significant. This means that in 2011 the educational attainment of project leaders was already at a high level and that this attainment only has increased.

Table 81: Education level of the project leaders, 2011-2014

Education level	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Primary school	3	4,0	1	1,2	1	2,8	0	0,0
Lower secondary school	0	0,0	2	2,3	1	2,8	0	0,0
Technical school	2	2,7	1	1,2	0	0,0	0	0,0
Upper secondary school	9	12,0	9	10,5	3	8,3	6	8,6
Upper vocational school	7	9,3	13	15,1	2	5,6	3	4,3
University/polytechnic	54	72,0	60	69,8%	29	80,6	61	87,1

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; Stevens 2014b).

Table 82: Highest educational attainment of the project leaders by country of residence (N =70)

	Belgium (N=40)	Other country (N=30)
Primary school	0 0,0%	0 0,0%
Lower secondary school	0 0,0%	0 0,0%
Technical school	0 0,0%	0 0,0%
Upper secondary school	4 10,0%	2 6,7%
Upper vocational school	0 0,0%	3 10,0%
University/polytechnic	36 90,0%	25 83,3%

Over time, there is a significant increase in the percentage of project leaders residing in Belgium with a higher education level. There is also an increase in percentage of project leaders not residing in Belgium with a higher education level, but this increase is not significant. Nonetheless, it can be stated that the educational attainment of project leaders is at a high level for the total period under consideration and this holds true for all project leaders irrespective of country of residence.

Table 83: Percentage education level of the project leaders by country of residence, 2011-2014

Education level	2011		2012		2013		2014	
	Belgium	other country	Belgium	other country	Belgium	other Country	Belgium	other Country
No higher education	25,0	30,4	26,4	36,4	15,4	30	10,0	16,7
University/polytechnic	75,0	68,6	73,6	63,6	84,6	70	90,0*	83,3

\*  $p < .05$

There are no differences in educational attainment between project leaders of different types of projects in the November 2014 sample. Irrespective of project type, the educational attainment of project leaders is high. A similar result was found in previous samples and in the international sample of 2011 (Fennes et al., 2013, Stevens, 2013, Stevens, 2014b).

Table 84: Number and percentage of project leaders with a higher educational attainment by project type (N = 68)

Type	Number and Percentage
Project with young people (N = 41)	37 90%
EVS (N = 15)	13 87%
Project with youth workers (N = 12)	9 75%

Table 85: Number and percentage of project leaders with a higher educational attainment by project type, 2011-2014

Action type	2011		2013		2014	
	N	%	N	%	N	%
Project with young people	38	72%	8	100%	37	90%
EVS	4	80%	13	72%	13	87%
Project with youth workers	7	78%	8	80%	9	75%

## 2.3 Occupational status

In the November 2014 sample, more than one third of the project leaders are voluntarily involved in the project, two thirds of them are professionally involved, most of them on a full-time employment basis. Of the project leaders who are involved on a full-time employment basis, 29 of the 31 have a permanent job and 2 of them have a temporary job. Of the 13 project leaders employed on a part-time contract, one has a temporary job, twelve a permanent job.

Table 86: Involvement in the project on a voluntary or an employed basis (N=67)

	N	%
On a voluntary, unpaid basis	23	34,3
On a full-time employment basis	31	46,3
On a part-time employment basis	13	19,4

Over time, there are two significant changes. Between 2012 and 2013 the percentage of project leaders voluntarily involved in the projects dropped significantly. In 2014, this percentage augments again, but it still stays significantly lower than in 2012. The percentage of project leaders involved in the project on a part-time basis has increased significantly between 2012 and 2013, but in 2014 it drops back to a similar level as in 2012. The percentage of project leaders involved on a full-time basis increases over time, but this change is not significant.

Table 87: Number and percentage involvement of the project leaders, 2011-2014

Involvement	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
On a voluntary, unpaid basis	39	53,4	40	51,3	9	25,0**	23	34,3*
On a full-time employment basis	25	34,2	22	28,2	15	41,7	31	46,3
On a part-time employment basis	9	12,3	16	20,5	12	33,7*	13	19,4

\*  $p < .05$ , \*\*  $p < .01$

Of those professionally involved, more than half of them are involved on a full-time employment basis in their own organization, but more than half of the 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 88: Project leaders' professional status outside of their organization (N=67)

	N	%
I had no professional engagement outside my organization	30	44,8
I was employed full-time by another employer/organization	16	23,9
I was employed part-time by another employer/organization	10	14,9
I was self-employed	5	7,5
I was unemployed	0	0,0
I was not in paid work	6	9,0

The percentage of project leaders who have another professional engagement outside their organization has declined between 2011 and 2013 and this decline was significant. In 2014 this percentage increases again.

Table 89: Project leaders' professional status outside of their organization, 2011-2014

Professional engagement outside the organization	2011		2013		2014	
	N	%	N	%	N	%
I had no professional engagement outside my organization	28	39,4	20	57,1*	30	44,8
I had a professional engagement outside my organization	43	60,6	15	42,9*	37	55,2

\*  $p < .05$

Thirteen of the 39 (33%) of the project leaders residing in Belgium are voluntarily involved in the project compared to 10 of the 28 (36%) of the project leaders not residing in Belgium. This difference is not significant. There is no significant difference in voluntarily involvement of project leaders between the different types of projects either, although more project leaders of projects with young people are volunteers than project leaders of other project types. We have to be cautious about percentages 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 90: Number and percentage of voluntarily project leaders by project type (N = 65)

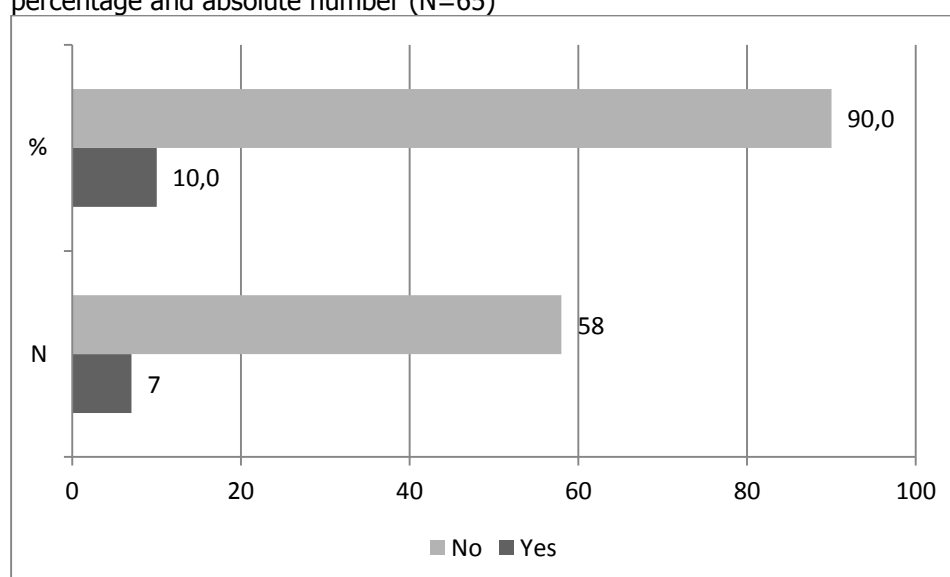
Type	Number and Percentage
Project with young people (N = 40)	17 42,5%
EVS (N = 14)	2 14,3%
Project with youth workers (N = 11)	3 27,3%

## 2.4 Minority status

In the November 2014 sample, 10% of the project leaders consider themselves to be a part of a minority group of the country where they live. This means that the same amount of project leaders reckon themselves to be a minority as participants. Of those ten project leaders, two belong to an ethnic or cultural minority, one belongs to a religious minority, one project leaders claims to belong to a linguistic minority, one project leader identifies himself as a first generation immigrant, two project leaders have an immigration background and two project leaders tick the box for 'other minorities'.

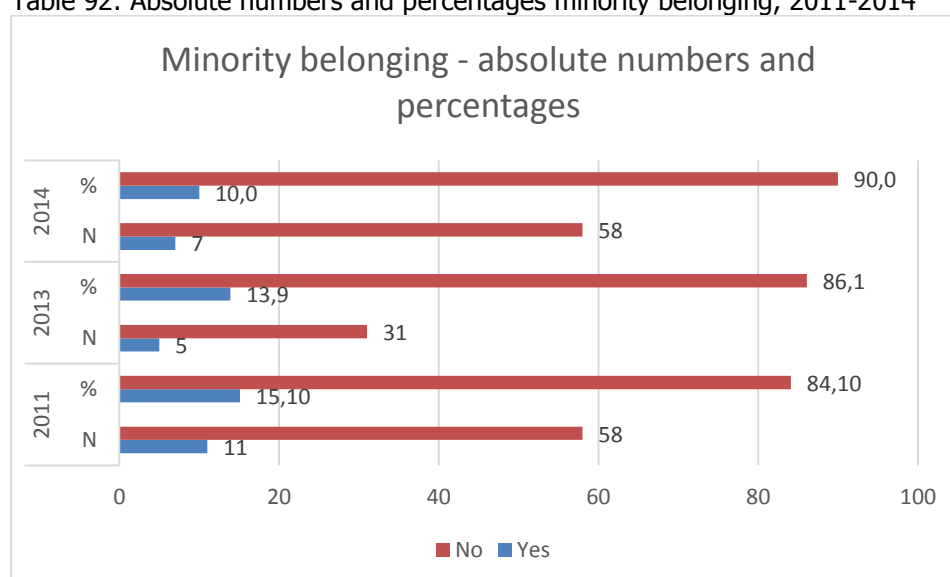


Table 91: Do you belong to an ethnic, cultural, religious or linguistic minority?, percentage and absolute number (N=65)



Although the percentage of project leaders identifying themselves as belonging to a minority has decreased between 2011 and 2014, this drop is not significant.

Table 92: Absolute numbers and percentages minority belonging, 2011-2014



There are more project leaders in a minority status between project leaders residing in other countries than among project leaders residing in Belgium. This difference in minority status according to country of residence is not significant. Three out of the 37 (8%) project leaders residing in Belgium belong to a minority. Among project leaders not residing in Belgium this is 4 out of 28 (14%).

## 2.5 Citizenship identification

More than a quarter of the project leaders in the Belgian sample identify themselves as an European (18 out of 67 or 27%). Furthermore, 33 out of 67

(49%) project leaders have a multiple identity, combining an European identity with a national one. Nonetheless, 16 out of 67 (24%) project leaders identify themselves exclusively with a national identity.

Table 93: Project leaders' identity (national, regional or European) (N= 67)

	N	%
From another region of the world and living in my present country of residence	0	0,0
Citizen of another European country and living in my present country of residence	3	4,5
European living in my present country of residence	18	26,9
European citizen and citizen of my present country of residence	33	49,3
Citizen of my present country of residence	13	19,4

Between 2011 and 2014, there are no significant shifts in the way project leader's identify themselves. There is an increase in the percentage of project leaders identifying themselves as an European to the detriment of the percentage of project leaders with an exclusive national identity between 2013 and 2014, but these changes are not significant.

Table 94: Number and percentage project leader's identify (national, regional, European), 2011-2014

Involvement	2011		2013		2014	
	N	%	N	%	N	%
European living in my present country of residence	15	21	5	14	18	27
European citizen and citizen of my present country of residence	34	48	18	50	33	49
National identity	22	31	13	36	16	24

32 out of 39 (82%) 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 19 of the 28 (67%) do the same. This difference is not significant.

## 2.6 Previous experiences with EU-funded Youth-projects

Most project leaders have a history in EU youth programmes, yet four out of ten of the project leaders were never before involved in a programme. More than half of them have been previously involved as a project leader and a quarter of them have previously been a participant. Some of them have therefore been a participant and a project leaders. Sixty percent 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 'fresh blood' among project leaders in 2014.

Table 95: Project leaders' previous involvement in EU youth programmes (N=67)<sup>11</sup>

	N	% of project leaders
Yes, as project leader	35	52,2%
Yes, as participant	19	28,4%
No	27	40,3%

Over time, there is only one significant change in the previous experiences with EU youth programmes of project leaders. In 2012, the percentage of project leaders with no previous involvement in EU youth programmes was significantly lower than in the 2011 and 2014 samples.

The percentage of project leaders without previous experience varies thus between one in five to four in ten 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 96: Number and percentage of previous involvement of the project leaders, 2011-2014

Previous involvement	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Yes, as project leader	39	54,9	48	63,2	18	50,0	35	52,2%
Yes, as participant	26	36,6	30	39,5	20	55,6	19	28,4%
No	24	33,8	15	19,7*	10	27,8	27	40,3%

\*  $p < .05$

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 an EVS-project participates for the first time in November 2014.

Table 97: Previous involvement of the project leaders by project type (N = 65)

	Projects with young people (N=40)	EVS (N=14)	Projects with youth workers (N=11)
Yes, as project leader	18 45%	12 86%	5 45%
Yes, as participant	12 30%	6 43%	1 9%
No	18 45%	1 7%	6 54%

<sup>11</sup> Multiple responses possible

Once more it is not possible to calculate reliable significant levels for changes over time because of the numerous cells with less than 5 counts. Three percentages in the 2014 sample seem different from the percentages in previous research. A higher percentage of EVS-project leaders have already been active within Youth in Action as a project leader than in the two other samples. A higher percentage of project leaders of projects with youth workers participate for the first time in November 2014 than in the two previous samples, while a smaller percentage of them have previous experience with YiA as a participant.

Especially project leaders residing in another country participate for the first time in November 2014. For fourteen of the 28 (50%) project leaders not residing in Belgium, it was their first involvement in a YiA-project. Among project leaders residing in Belgium, this was only the case for one in three of them.

Table 98: Number and percentage of project leaders with previous involvement by project type, 2011-2014

Action type	Involvement	2011		2013		2014	
		N	%	N	%	N	%
Project with young people	Yes, as project leader	28	55%	3	33%	18	45%
	Yes, as participant	15	29%	5	55%	12	30%
	No	18	35%	3	33%	18	45%
EVS	Yes, as project leader	2	50%	9	53%	12	86%
	Yes, as participant	3	75%	9	53%	6	43%
	No	1	25%	6	35%	1	7%
Project with youth workers	Yes, as project leader	4	50%	6	60%	5	45%
	Yes, as participant	5	62%	6	60%	1	9%
	No	2	25%	1	10%	6	54%

13 out of 34 project leaders have participated maximum 4 times before, 13 of 34 project leaders participated maximum 10 times and 8 of them even participated more than 10 times in a project, showing that one in four 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 99: Previous contacts in development and preparation of the project (N=64)

	No	Yes	Do not know
My organization/group had already been cooperated before the project with one or more partners of the project	11 17,2%	49 76,6%	4 6,3%
My organization/group had already been involved with one or more project partners in a previous project supported by an EU youth programme	14 21,9%	44 68,8%	6 9,4%

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

Table 100: Previous contacts in development and preparation of the project, 2011-2014

Year	Previous contacts in development and preparation	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%
2014	My organization/group had already been cooperated before the project with one or more partners of the project	11 17,2%	49 76,6%	4 6,3%
	My organization/group had already been involved with one or more project partners in a previous project supported by an EU youth programme	14 21,9%	44 68,8%	6 9,4%

All these results illustrate the fact that a large part of the 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 20% to 40% of the total sample.

## 2.7 Role of the project leader in the project

More than half of the project leaders in the November 2014 have educational and organizational tasks within the project. Almost one in five of them have an exclusively educational role in the project and one in four are only organizationally involved in the project.

Table 101: Project leader's role in the project (N=59)

	N	%
Primarily educational	11	18,6
Primarily organizational	16	27,1
Equally organizational and educational	32	54,2

Over time, the percentage of project leaders combining educational and organizational roles has increased systematically, so that the percentage difference between 2011 and 2014 has become significant. This increase results in the 2013 sample in fewer project leaders who have a primarily educational or primarily organizational function. In 2014, the percentage of project leaders combining more than one role has declined to the level of the 2011 and 2012 samples again.

Table 102: Number and percentage of role/functions within the project leaders, 2011-2014

Role/function	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Primarily educational	12	19,7	6	9,0	3	9,4	11	18,6
Primarily organizational	20	32,8	24	35,8	8	25,0	16	27,1
Equally organizational and educational*	29	47,5	37	55,2	21	65,6	32	54,2

\*  $p < .05$

Two thirds 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 103: Extent of involvement of project leader in the project (N=66)

I was involved...	N	%
Throughout/most of the time of the project	43	65
For more than half of the time of the project	11	17
For less than half of the time of the project	12	18
Hardly/not at all	0	0

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 and 2014 than in 2011. This is not a systematic trend because the differences in percentages of project leaders involved during the whole duration of the project between 2012/2014 and 2013 or between 2011 and 2013 are not significant.

Table 104: Number and percentage of role/functions within the projects by project leaders, 2011-2014

I was involved...	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Throughout/most of the time of the project	51	81	51	65*	27	75	43	65*
For more than half of the time of the project	5	8	10	13	2	6	11	17
For less than half of the time of the project	2	3	13	17	5	14	12	18
Hardly/not at all	5	8	4	5	2	6	0	0

\*  $p < .05$

### 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 comprise 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

This first part of the report describes the participants' and project leaders' perception of how participation in a YiA project has changed their skills and competences, their values and attitudes and their cognition. 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 several skills have improved by participating in a YiA-project. More than eight out of ten participants report an improvement in their interpersonal skills and in their ability to partake with conviction in a discussion, which is a first language skill. Almost eight out of ten agree to an improvement of their logical thinking (a mathematical skill), their intercultural competences, their non-conventional civic competence (to achieve something for the community) and their sense of initiative. Three quarters agree to a betterment of their entrepreneurship. Seven out of ten agree that they have developed their ability to participate in a political discussion. More than six out of ten agree to a development of their foreign language skills and their ability to critically analyse media. More than half of them see a betterment in their creative skills, their ability to understand difficult texts or to produce media content on their own and in their lifelong learning skills. Less than half of the participants agree to a development in digital skills and in handling a budget.

It should not come as a surprise that skills as proficiency in a foreign language, interpersonal and intercultural skills have advanced through participation in an international youth project. These are core skills of these kinds of projects. The high agreement in development of logical thinking, in expressing convincingly their thoughts in a discussion, in critically analysing media and in their involvement in political discussions can possibly be attributed to the large proportion of participants involved in Youth Democracy projects in the November 2014 sample. It is more remarkable that a large group of participants agree that skills like entrepreneurship and sense of initiative, skills less central to the YiA-programme, have changed for the better. A similar finding was done in previous research (Fennes, et al., 2013; Stevens, 2013, 2014a, 2014b). Another recurring observation is that digital skills are the least developed. There are many possible explanations why these skills score the lowest degree of agreement. The infrastructural demands and the need for specific digital tools can be a burden for the projects. Furthermore, several studies show that young people tend to overestimate their own digital skills, thinking there is no room for improvement.



Table 105: Self-reported skills development of participants (percentages)  
(N=96)

Skill development	Not at all	Not so much	To some extend	Definitely
<b>First language skills</b>				
To say what I think with conviction in discussions	5,2	14,6	<b>45,8</b>	34,4
To understand difficult texts and expressions	12,5	29,2	<b>43,8</b>	14,6
<b>Foreign Language skills</b>				
To communicate with people who speak another language	12,5	18,8	25,0	<b>43,8</b>
To make myself understood in another language	16,7	19,8	24,0	<b>39,6</b>
<b>Mathematical skills</b>				
To plan my expenses and spend my money in line with my budget	<b>33,3</b>	28,1	26,0	12,5
To think logically and draw conclusions	0,0	21,9	<b>41,7</b>	36,5
<b>Digital skills</b>				
To use new media (PC, internet) e.g. for finding information or communication	16,8	<b>36,8</b>	32,6	13,7
To use PCs, internet and mobile phones responsibly	18,8	<b>43,8</b>	30,2	7,3
<b>Learning to learn</b>				
How I can learn better or have more fun when learning	11,5	32,2	<b>33,3</b>	22,9
To plan and carry out my learning independently	17,7	33,3	<b>39,6</b>	9,4
<b>Interpersonal/social skills</b>				
How to cooperate in a team	0,0	10,4	37,5	<b>52,1</b>
To negotiate joint solutions when there are different viewpoints	0,0	15,6	36,5	<b>47,9</b>
<b>Intercultural skills</b>				
To get along with people who have a different cultural background	5,2	16,7	35,4	<b>42,7</b>
<b>Civic skills</b>				
How to achieve something for the community of society	2,1	20,8	<b>45,8</b>	31,3
To discuss political topics seriously	7,3	22,9	31,8	<b>38,5</b>
<b>Entrepreneurship</b>				
To develop a good idea and put it into practice	2,1	22,9	<b>45,8</b>	29,2
<b>Initiative</b>				
To identify opportunities for my personal or professional future	3,1	19,8	<b>47,9</b>	29,2
<b>Creative skills</b>				
To see the value of different kinds of arts and culture	14,7	28,4	26,3	<b>30,5</b>
To express myself creatively or artistically	17,7	28,1	<b>39,6</b>	14,6
<b>Media literacy</b>				
To produce media content on my own	7,3	36,5	<b>42,7</b>	13,5
To critically analyse media	8,3	<b>30,2</b>	<b>50,0</b>	11,5

In the first two samples, three skills were reported to be developed by most participants in the Belgian sample: foreign language skills, intercultural skills and interpersonal skills (Stevens, 2013, 2014a). Since the May 2013 sample this top three has a different outlook. Interpersonal skills are still in the top three of skills developed by most participants. As a matter of fact since May 2013 these skills are reported by the largest group of participants to be developed. This is corroborated in the November 2014 sample. We can conclude therefore that in the whole period under scrutiny almost all participants report social skills development. Intercultural skills development is again in the top three of reported skills development in the November 2014 sample. This is mainly due to the fact that some skills score a little bit lower in the November 2014 sample than in the May 2013 sample, such as entrepreneurship, (non-conventional) civic skills and sense of initiative. It must be pointed out that the development of these last skills in the November 2014 sample is of a similar order of magnitude as intercultural skill development. The top three of reported skill development in November 2014 is completed with actively engaging in discussions (a first language skill) and thinking logically (a mathematical skill). A possible explanation why these skills pop up in the top three, is that in November 2014 a lot of participants were involved in a Youth Democracy project. An additional explanation for the prominent place of first language skills development is the higher percentage of participants whose native language is Dutch in the November 2014 sample.

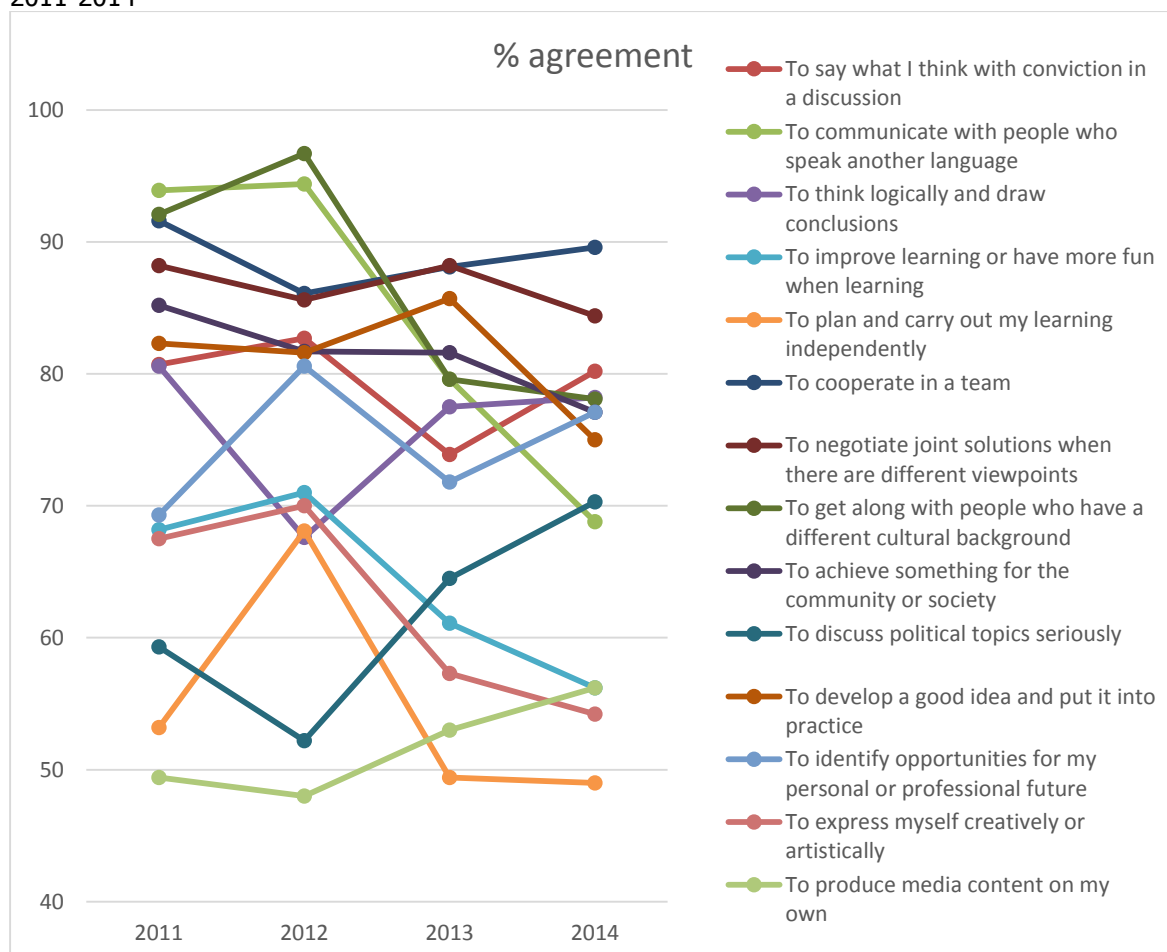
Table 106: Self-reported skills development of participants (percentage agreement), 2011-2014

Skills	2011	2012	2013	2014
	%	%	%	%
To say what I think with conviction in a discussion	80,7	82,7	73,9	80,2
To communicate with people who speak another language	93,9	94,4	79,6***	68,8*
To think logically and draw conclusions	80,6	67,6*	77,5	78,2
To improve learning or have more fun when learning	68,2	71	61,1*	56,2**
To plan and carry out my learning independently	53,2	68,1**	49,4	49,0
To cooperate in a team	91,6	86,1	88,1	89,6
To negotiate joint solutions when there are different viewpoints	88,2	85,6	88,2	84,4
To get along with people who have a different cultural background	92,1	96,7	79,6***	78,1***
To achieve something for the community or society*	85,2	81,7	81,6	77,1
To discuss political topics seriously*	59,3	52,2*	64,5	70,3
To develop a good idea and put it into practice	82,3	81,6	85,7	75*
To identify opportunities for my personal or professional future	69,3	80,6*	71,8	77,1
To express myself creatively or artistically	67,5	70	57,3**	54,2**
To produce media content on my own	49,4	48	53	56,2
To make myself understood in another language***	87,6		73,7	63,3
To understand difficult texts and expressions	44,2	-	46,7	58,4*

To plan my expenses and spend my money in line with my budget	39,6	-	37,1	49*
To use new media (PC, internet) e.g. for finding information or communication	39,8	-	49,4	46,3
To use PCs, internet and mobile phones responsibly	37,5	-	35,1	37,5
To see the value of different kinds of arts and culture	68,3	-	56,3	56,8
To critically analyse media	36,7	-	46,4	61,5*

The agreement with the development of foreign language skills drops further significantly in the November 2014 sample and also the development of sense of initiative decreases in 2014 significantly. The decrease in foreign language skills can once more be attributed to the larger number of Dutch speakers in this sample. There are some skills that know a significant increase in agreement with development in the November 2014 sample. That is the case for critically analysing media, handling a budget and understanding difficult texts. In line with previous research, development of digital skills gets the lowest agreement.

Table 107: Evolution of percentage agreement with skill development over time, 2011-2014<sup>12</sup>



<sup>12</sup> In the special survey of 2014 an abbreviated list of skills was used. Only the items that were asked in the four samples are used in this analysis.

Over time, there are changes in skill development. For some skills the reported development stays stable over time. This is the case for interpersonal skills and engaging in a discussion. The agreement with the development of these skills is high for the total period. The agreement with digital skills development and media production stay low to moderate for the whole period. A second observation is that the agreement with a specific skills development deviates significantly in one of the samples. This is for instance the case for lifelong learning skills, sense of initiative and thinking logically in the 2012 sample. The first two skills are more developed according to a significant larger proportion of participants in this sample, while the agreement with the last one is significantly lower in 2012. Also in the November 2014 sample, there are some significant changes in skill development compared to the previous samples. This is the case for critically analysing of media, handling a budget and entrepreneurship. The first two get a significant higher agreement rate, while the decrease in agreement with the latter in 2014 is significant. These one-time off percentages can be attributed to sample fluctuations, partially explained by changes in the types of sub-actions in which the participants are involved. In the 2012 sample for instance, a higher percentage of participants were involved in youth exchanges, attracting a younger public that is still in secondary education. This could explain the higher agreement with lifelong learning skills in this sample. In November 2014, a higher percentage of participants are involved in youth democracy projects. This could explain the rise in agreement with critically analysing the media. Nonetheless, it can be concluded that the agreement with the development of these skills is rather stable over time.

Table 108: Stable evolution of percentage agreement with skill development over time, 2011-2014

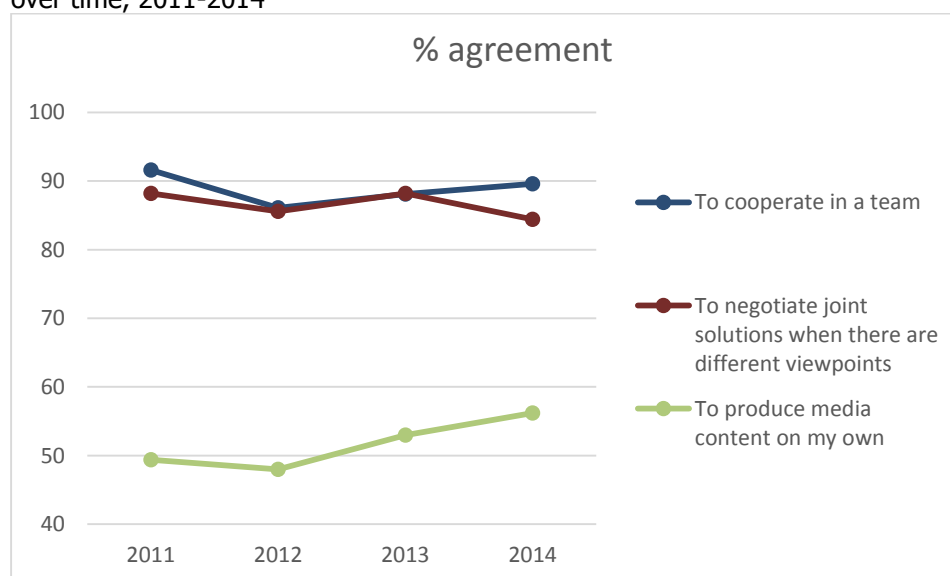
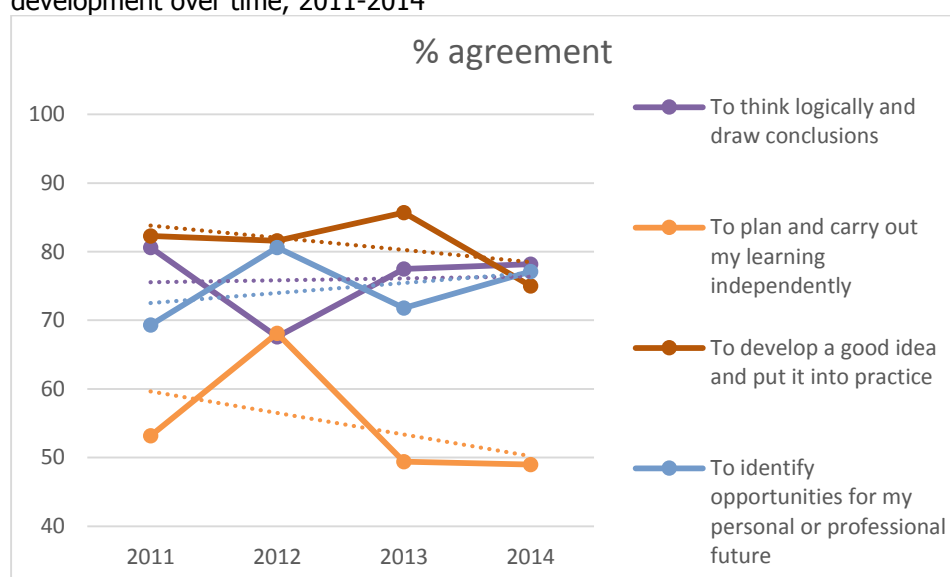
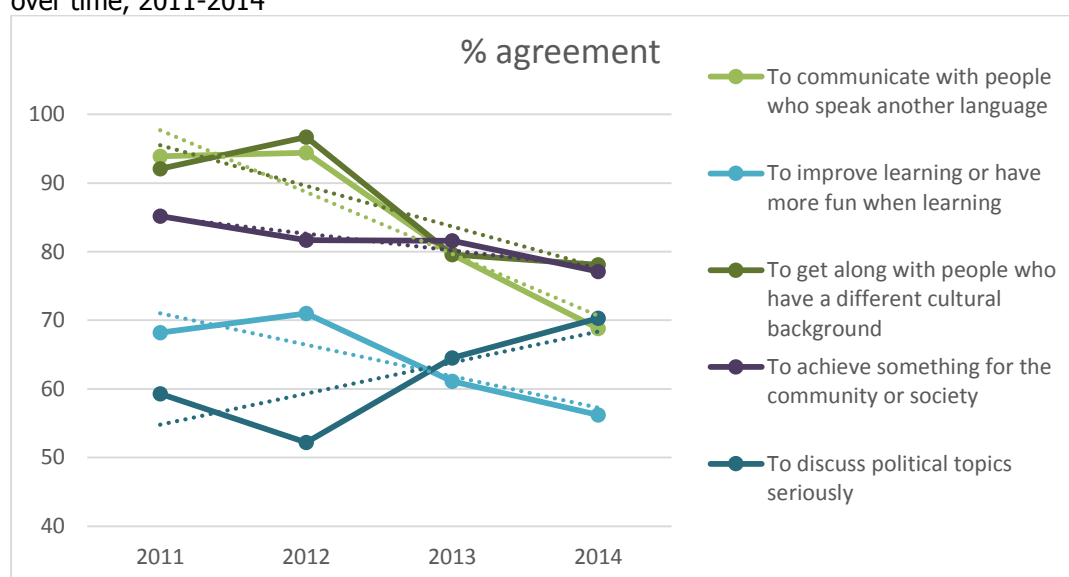


Table 109: Fairly stable evolution of percentage agreement with skill development over time, 2011-2014



There are also some significant changes in reported skills development in the scrutinized period. Also here, we can discern two different evolutions. The first change is that there is a clear-cut decrease in reported skills development between 2012 and 2013 and this evolution is continued or is persistent in the November 2014 sample. This is the case for foreign language skills, intercultural skills, having fun in learning and creative expression. The decrease over time of the first two competences can be linked to the higher percentages of Dutch speakers in the two last samples and the kinds of sub-actions the participants were involved. In the May 2013 sample, a large proportion of participants were involved in a youth policy meeting that addressed the European elections, but did not imply an exchange or contact with participants from other countries. A second evolution is a more gradual decline or increase of reported skills development. That means that there is a not a significant difference in percentages between consecutive samples, but the decline is systematic in the same direction over time, resulting in a significant decrease or increase between 2011 and 2014. A significant decrease over time occurs for making myself understood in a foreign language and achieving something for the community. A significant increase in agreement can be witnessed for discussing political issues. The changes for the two civic competences are thus contrasting.

Table 110: Significant changes in percentage agreement with skill development over time, 2011-2014



In general project leaders tend to agree to a larger extent with skill development than participants. The November 2014 sample is no exception. Just as participants, most project leaders agree with the development of interpersonal skills and the ability to say with conviction what participants think in a discussion. A larger proportion of project leaders than participants agree with (non-conventional) civic skills development. More than eight out of ten project leaders agree that participants have learned to think logically. In this respect, project leaders and participants are in agreement with each other. Project leaders are to a higher extent convinced that participants have developed their foreign language skills than participants themselves. A similar observation was done in the May 2013 sample (Stevens, 2014b). Finally, more than eight out of ten project leaders agree that participants have developed their entrepreneurship.

In previous research, project leaders were somewhat more sceptical about the development of intercultural skills by participants (Stevens, 2014a). In the May 2013 sample, this scepticism was gone and the percentage of project leaders claiming intercultural skill development by participants was even higher than the percentage of participants making this claim (Stevens, 2014b). In 2014, the percentage of participants stating that they have developed their intercultural skills is almost the same as the percentage of project leaders who claim that participants have developed this skill. The earlier found scepticism cannot be retraced in the current sample. Other skills that participants have improved according to more than seven out of ten project leaders are lifelong learning skills and discussing political issues seriously. The least developed skills are according to project leaders handling a budget, (digital) media skills and critically analysing media. Yet still more than half of the project leaders agree that these skills are developed by participants through their participation in a YiA-project.

Table 111: Skills development of participants perceived by project leaders  
(absolute numbers and percentages) (N=70)

Skill development	Not at all	Not so much	To some extend	Definitely	Can't judge
<b>First language skills</b>					
To say what they think with conviction in discussions	0 0,0%	3 4,3%	19 27,1%	<b>47</b> <b>67,1%</b>	1 1,4%
To understand difficult texts and expressions	9 12,9%	15 21,4%	21 30,0%	<b>23</b> <b>32,9%</b>	2 2,9%
<b>Foreign Language skills</b>					
To communicate with people who speak another language	1 1,4%	6 8,6%	11 15,7%	<b>49</b> <b>70,0%</b>	3 4,3%
To make themselves understood in another language	3 4,3%	9 13,0%	15 21,7%	<b>40</b> <b>58,0%</b>	2 2,9%
<b>Mathematical skills</b>					
To plan their expenses and spend their money in line with their budget	9 12,9%	<b>18</b> <b>25,7%</b>	<b>18</b> <b>25,7%</b>	<b>18</b> <b>25,7%</b>	7 10,0%
To think logically and draw conclusions	0 0,0%	5 7,1%	<b>28</b> <b>41,2%</b>	30 44,1%	5 7,1%
<b>Digital skills</b>					
To use new media (PC, internet) e.g. for finding information or communication	5 7,1%	13 18,6%	<b>30</b> <b>42,9%</b>	17 24,3%	5 7,1%
To use PCs, internet and mobile phones responsibly	9 12,9%	20 28,6%	<b>22</b> <b>31,4%</b>	15 21,4%	4 5,7%
<b>Learning to learn</b>					
How they can learn better or have more fun when learning	4 5,7%	9 12,9%	22 31,4%	<b>30</b> <b>42,9%</b>	5 7,1%
To plan and carry out their learning independently	5 7,1%	8 11,4%	<b>26</b> <b>37,1%</b>	<b>26</b> <b>37,1%</b>	5 7,1%
<b>Interpersonal/social skills</b>					
How to cooperate in a team	0 0,0%	1 1,4%	10 14,3%	<b>57</b> <b>81,4%</b>	2 2,9%
To negotiate joint solutions when there are different viewpoints	0 0,0%	0 0,0%	25 35,7%	<b>42</b> <b>60,0%</b>	3 4,3%
<b>Intercultural skills</b>					
To get along with people who have a different cultural background	2 2,9%	7 10,0%	19 27,1%	<b>38</b> <b>54,3%</b>	4 5,7%
<b>Civic skills</b>					
How to achieve something for the community or society	1 1,4%	3 4,3%	31 44,9%	<b>32</b> <b>46,4%</b>	2 2,9%
To discuss political topics seriously	8 11,4%	10 14,3%	20 28,6%	<b>30</b> <b>42,9%</b>	2 2,9%
<b>Entrepreneurship</b>					
To develop a good idea and put it into practice	1 1,4%	5 7,1%	27 38,6%	<b>35</b> <b>50,0%</b>	2 2,9%
<b>Initiative</b>					
To identify opportunities for their personal or professional future	1 1,4%	14 20,0%	20 28,6%	<b>25</b> <b>35,7%</b>	10 14,3%
<b>Creative skills</b>					

To see the value of different kinds of arts and culture	7 10,0%	15 21,4%	<b>26</b> <b>37,1%</b>	20 28,6%	2 2,9%
To express themselves creatively or artistically	3 4,3%	14 20,0%	17 24,3%	<b>30</b> <b>42,9%</b>	6 8,6%
<b>Media literacy</b>					
To produce media content on their own	8 11,6%	11 15,9%	<b>24</b> <b>34,8%</b>	23 33,3%	3 4,3%
To critically analyse media	9 12,9%	17 24,3%	<b>22</b> <b>31,4%</b>	19 27,1%	3 4,3%

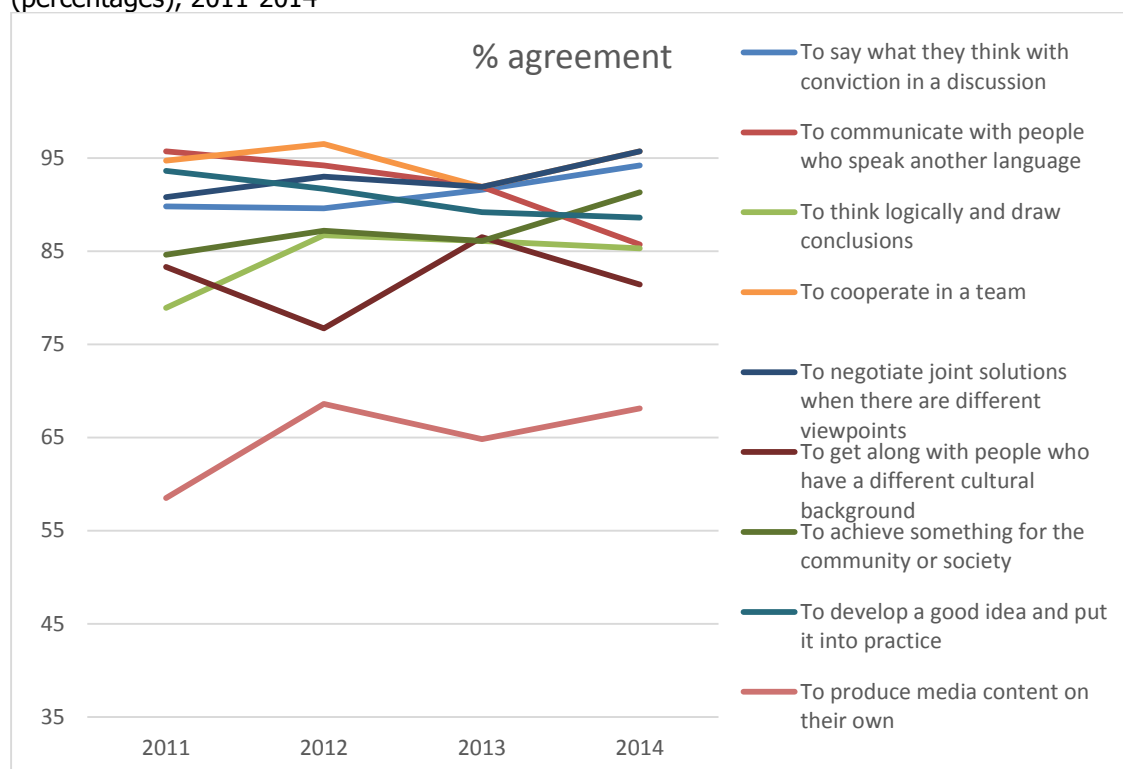
There are changes over time in percentage agreement in skills development by participants according to project leaders. Once more, there are different 'movements' in these changes. One trend is that the percentages stay stable over time. This stability in agreement is more numerous among project leaders than among participants. A stability in agreement among project leaders can be observed for first and foreign language skills, mathematical skills, interpersonal and intercultural skills, non-conventional political skills, producing media content, using new media responsibly and valuing art and culture.

Table 112: Skills development of participants perceived by project leaders (percentages), 2011-2014

Skills development	2011 (N=77) %	2012 (N=87) %	2013 (N=37) %	2014 (N=70) %
To say what they think with conviction in a discussion	89,8	89,6	91,6	94,2
To communicate with people who speak another language	95,7	94,2	91,9	85,7
To think logically and draw conclusions	78,9	86,7	86,1	85,3
To improve learning or have more fun when learning	74,2	84,9 *	75,6	74,3
To plan and carry out their learning independently	67,4	69,7	86,4 *	74,2
To cooperate in a team	94,7	96,5	91,9	95,7
To negotiate joint solutions when there are different viewpoints	90,8	93	91,9	95,7
To get along with people who have a different cultural background	83,3	76,7	86,5	81,4
To achieve something for the community or society	84,6	87,2	86,1	91,3
To discuss political topics seriously***	39,5	58,2	78,4	71,5
To develop a good idea and put it into practice	93,6	91,7	89,2	88,6
To identify opportunities for their personal or professional future	56,4**	75,6	89,2	64,3**
To express themselves creatively or artistically	80,5	81,4	83,7	67,2*
To produce media content on their own	58,5	68,6	64,8	68,1
To make themselves understood in another language	85,9%		84,5	79,7
To understand difficult texts and expressions**	41,6	-	51,3	62,9
To plan their expenses and spend their money in line with their budget	55,3	-	55,5	51,4
To use new media (PC, internet) e.g. for finding information or communication*	50,7	-	72,9	67,2
To use PCs, internet and mobile phones responsibly	51,3	-	59,4	52,8
To see the value of different kinds of arts and culture	73,3	-	72,2	65,7
To critically analyse media**	29,9	-	63,9	58,5

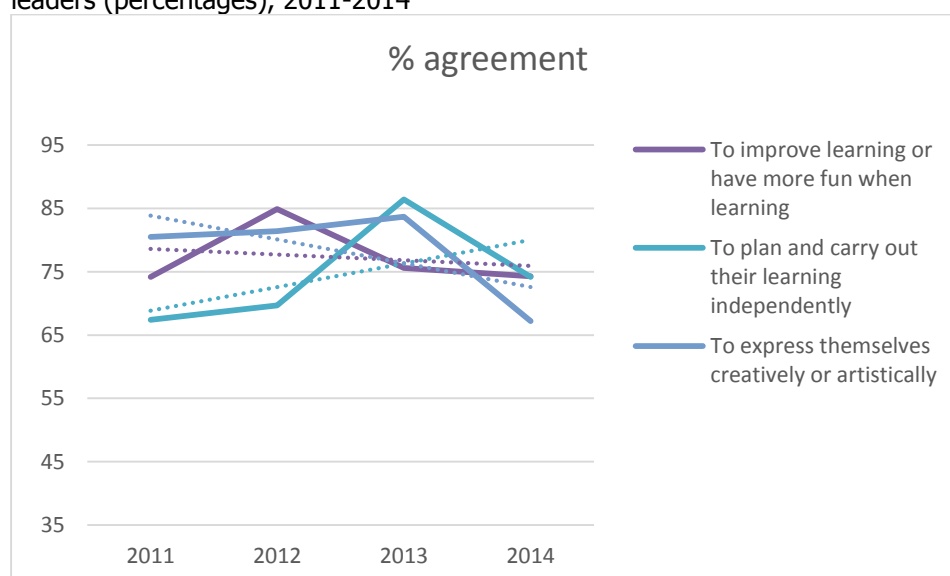


Table 113: Stable skills development of participants according to project leaders (percentages), 2011-2014



A second change is that the agreement with the development of a specific skill deviates significantly in only one sample of the four samples, but in the other samples, the percentages remain stable. This is the case for the two lifelong learning skills and creative expression.

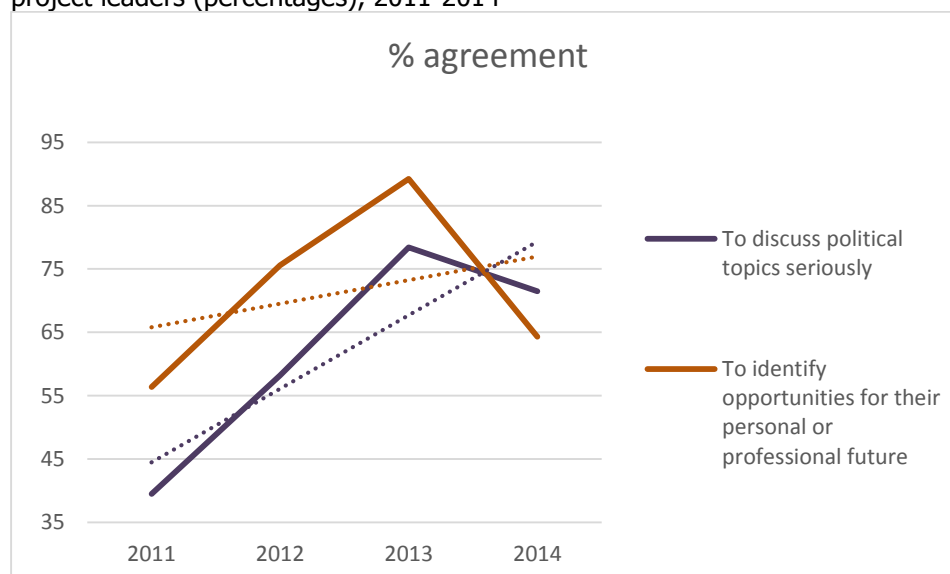
Table 114: Fairly stable skills development of participants according to project leaders (percentages), 2011-2014



A third group of competences are competences for which the agreement changes significantly over time. A first set of skills are skills that know a significant increase in agreement with skills development between 2011/2012

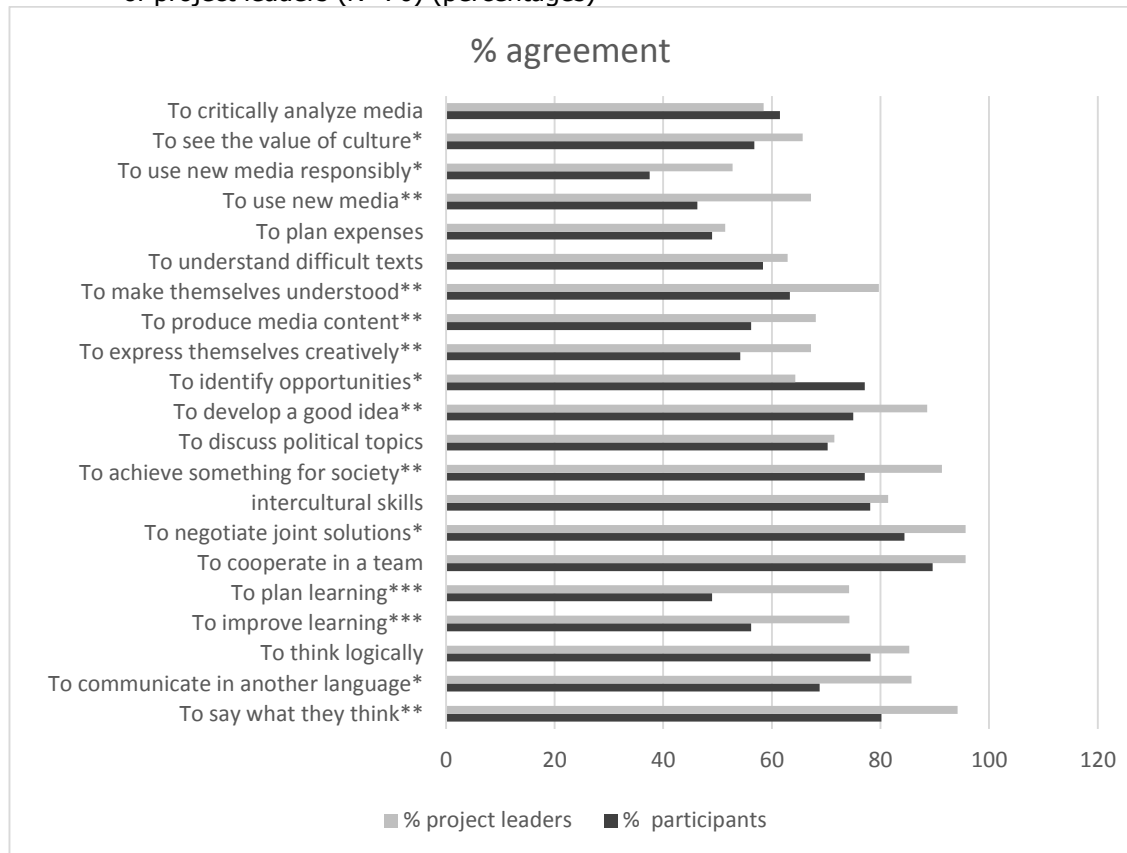
and 2013 and stay at a similar level of agreement in 2014. This is the case for engaging in a political discussion, using new media for finding information and to critically analyse media. One skill knows a gradual and systematic increase in agreement. This means there are no significant differences between consecutive samples, but there is a significant increase for the whole period under scrutiny. This is the case for understanding difficult texts. Finally, one skill, sense of initiative, knows a non-linear evolution in its agreement. The agreement increases significantly between 2011 and 2012, stays stable between 2012 and 2013 and decreases significantly between 2013 and 2014. As a result, the agreement rate in 2014 is at the same level as in the 2011 sample.

Table 115: Significant changes in skills development of participants according to project leaders (percentages), 2011-2014



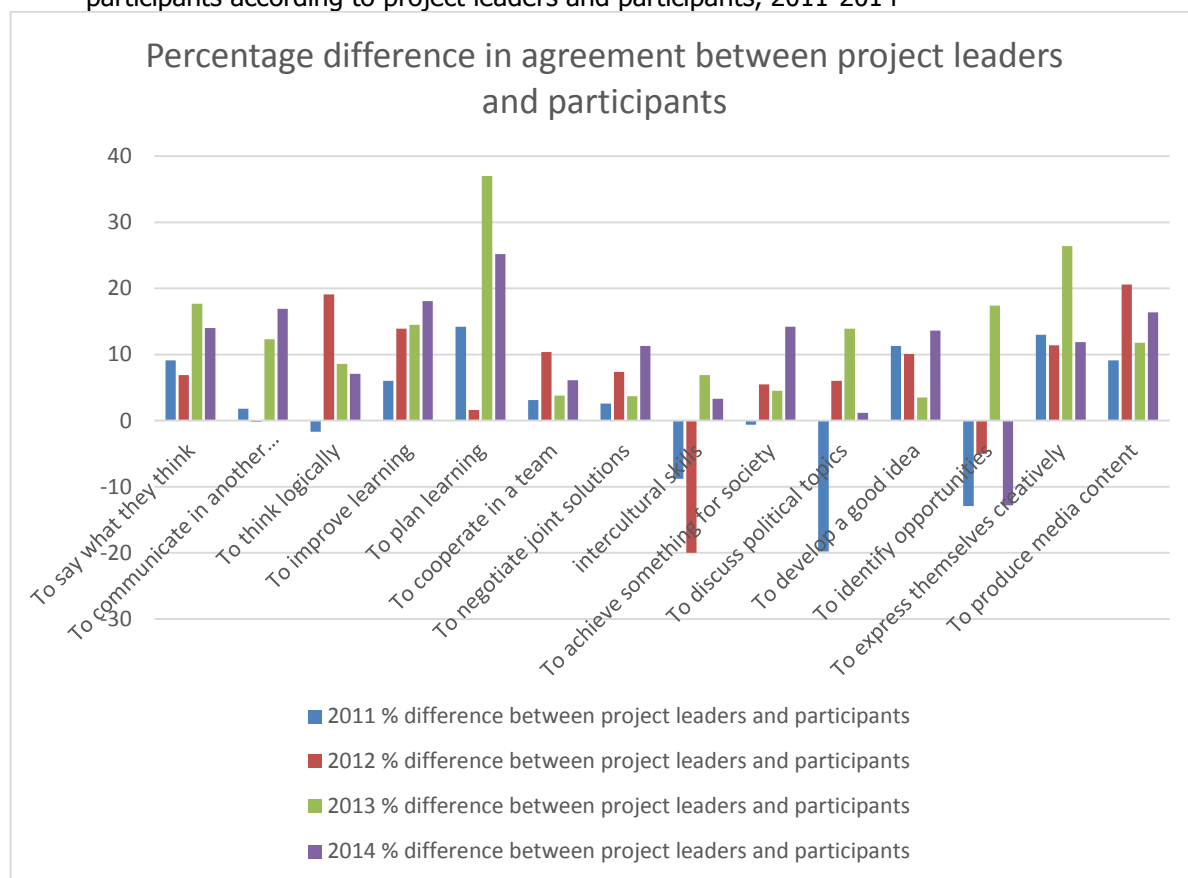
The larger agreement among project leaders than among participants with skills development becomes clear in table 116. The agreement among project leader is bigger for almost all competences than among participants. In the 2014 sample there is one exception though. A significant higher percentage of participants agree with development of sense of initiative than project leaders. Furthermore, there are some skills where the difference between participants and project leaders is not big enough to be significant. This is the case for cooperating in a team (which is very high for both groups), thinking logically, intercultural skills, to discuss political issues, to understand difficult texts, to critically analyse media and planning their expenses.

Table 116: Skills development of participants (N=96) compared to observations of project leaders (N=70) (percentages)



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 sense of initiative). In 2012, two of these remain: intercultural skills and sense of initiative. In 2013, there are none and in 2014, sense of initiative gets once more a significant higher agreement rate among participants than among project leaders. So sense of initiative is the only skill that is developed more according to participants than project leaders in three of the four samples.

Table 117: Evolution of difference in percentage of skills development by participants according to project leaders and participants, 2011-2014<sup>13</sup>



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 and first language skills receives the most agreement from participants and project leaders in November 2014. There is also agreement over some of the lesser important skills that are promoted by YiA-programs: handling a budget and digital skills.

Project leaders and participants strongly disagree though over the ranking of sense of initiative (ranked 6<sup>th</sup> among participants, but only 17<sup>th</sup> among project leaders), critically analysing the media (12<sup>th</sup> among participants, but only 19<sup>th</sup> among project leaders), to plan learning independently (11<sup>th</sup> among project leaders and only 18<sup>th</sup> among project leaders) and about the ranking of using new media to find information (14<sup>th</sup> among project leaders, only 20<sup>th</sup> among participants).

<sup>13</sup> This analysis is limited to the skills asked in all four samples.

Table 118: Ranking of the skills based on agreement amongst participants and project leaders

Skills	Rank participants	Rank project leaders
To cooperate in a team	1	1
To negotiate joint solutions	2	1
To say what they think in a discussion	3	3
To think logically	4	7
intercultural skills	5	8
To achieve something for society	6	4
To identify opportunities	6	17
To develop a good idea and put it in practice	8	5
To discuss political topics	9	12
To communicate in another language	10	6
To make themselves understood in a foreign language	11	9
To critically analyze media	12	19
To understand difficult texts	13	18
To see the value of culture	14	16
To improve learning	15	10
To produce media content	16	13
To express themselves creatively	17	14
To plan learning	18	11
To plan expenses	18	21
To use new media	20	14
To use new media responsibly	21	20

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 November 2014 this rank correlation is .75 and is significant at a .01 level, supporting an agreement in ranking of the skills between both groups.

Over time, in May 2013 the ranking of foreign language skills dropped among participants. In the 2014 sample, the ranking of this skill has decreased further among participants and now the ranking of this skill has also dropped among project leaders. Contrarily, first language skills are higher ranked among participants and project leaders in the November 2014 sample than in the previous researches. The ranking of intercultural skills dropped in May 2013, but stabilises in the November 2014 sample. Once more, these changes can be explained by the fact that in May 2013 a lot of participants participated in a Belgian youth policy meeting that did not involve an international exchange and by the numerous native Dutch speakers in the 2014 sample compared to the previous samples. Between 2011 and 2014, the ranking of sense of initiative has increased. In the 2014 sample, the ranking of seriously discussing a political issue has increased among participants, but not among project leaders. Entrepreneurship holds a less prominent ranking among project leaders, but has a similar ranking among participants as in the 2011 and 2012 sample. Over the

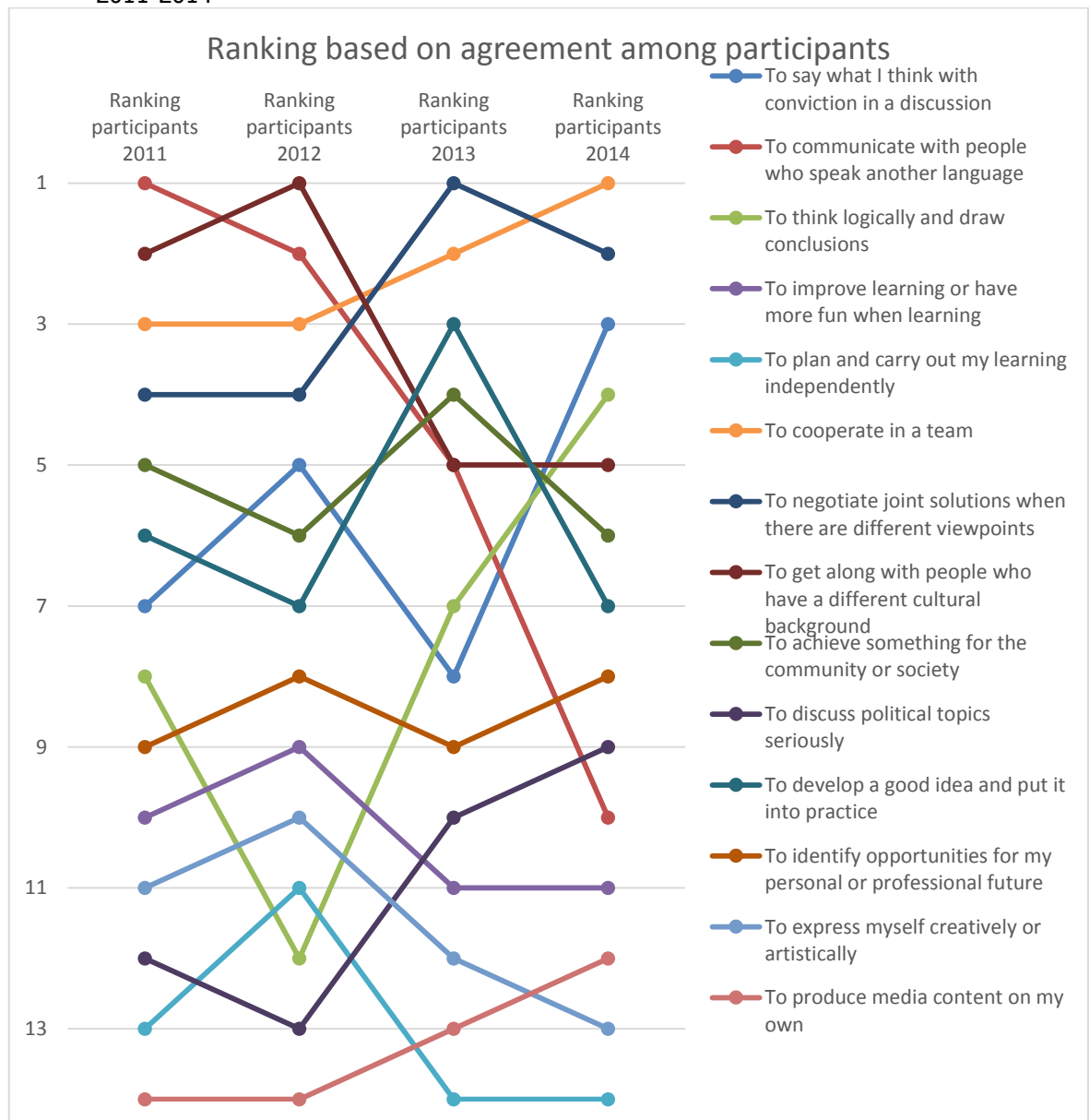
ranking of the less developed skills there is an agreement between participants and project leaders.

Table 119: Ranking of the skills based on agreement amongst participants and project leaders, 2011-2014

Skills	2011		2012		2013		2014	
	Ranking participants	Ranking project leaders	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	3	3
To communicate with people who speak another language	1	1	2	2	5	1	10	6
To think logically and draw conclusions	8	9	12	7	7	9	4	7
To improve learning or have more fun when learning	10	10	9	8	11	13	11	9
To plan and carry out my learning independently	13	11	11	12	14	8	14	10
To cooperate in a team	3	2	3	1	2	1	1	1
To negotiate joint solutions when there are different viewpoints	4	4	4	3	1	1	2	1
To get along with people who have a different cultural background	2	7	1	10	5	7	5	8
To achieve something for the community or society	5	6	6	6	4	9	6	4
To discuss political topics seriously	12	14	13	14	10	12	9	12
To develop a good idea and put it into practice	6	3	7	4	3	5	7	14
To identify opportunities for my personal or professional future	9	13	8	11	9	5	8	5
To express myself creatively or artistically	11	8	10	9	12	11	13	13
To produce media content on my own	14	12	14	13	13	14	12	11

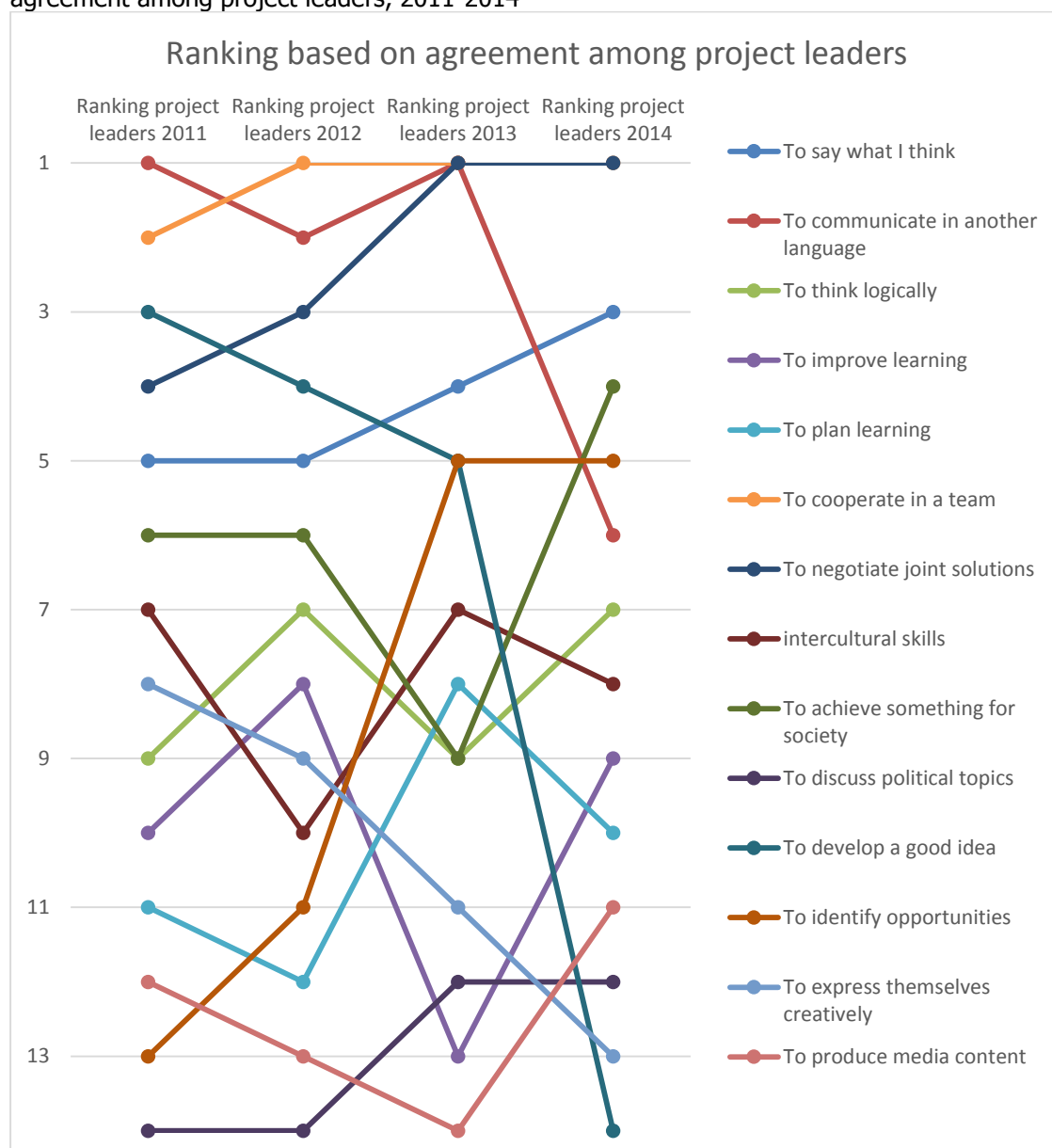
A comparison over time of the rankings of the skills among participants learns that interpersonal skills and conventional political skills (discussing a political issue seriously) have received a higher ranking over time. The ranking of the development of intercultural skills has dropped between 2012 and 2013, but stays stable in 2014, while the ranking of foreign language skills dropped in 2013 and this decrease in ranking continuous in 2014. The ranking of first language skills fluctuates over time, but in the November 2014 sample it gets the highest rank of the four samples. The rankings of all the other skills are rather stable between 2011 and 2014.

Table 120: Ranking of the skills based on agreement amongst participants, 2011-2014



A comparison over time of rankings based on agreement among project leaders, shows the drop of ranking of foreign language skills in the November 2014 sample and the systematic decline of the ranking of entrepreneurship between 2011 and 2014. The ranking of sense of initiative increases between 2012 and 2013 and holds this ranking in 2014. First language skills and interpersonal skills climb up the ranking. The evolution of the rankings of other skills are more freckle.

Table 121: Ranking of the development of skills by participants based on agreement among project leaders, 2011-2014



This agreement in ranking over time can also be studied by using spearman's  $\rho$ . The spearman's  $\rho$  of the ranking of skills development by participants according to participants is the smallest between the sample of 2012 and the sample of 2014. This means that the least consensus among participants exists about the ranking of skills development between 2012 and 2014. In general, the spearman's  $\rho$  of the rankings of skills of two consecutive samples are the highest and the spearman's  $\rho$  declines as there is more time between samples. It must be stressed though that all spearman's  $\rho$  are high and significant, even the lowest one. These results suggest that, although there is a decline in consensus among participants of the rankings of the skills over time, there remains a strong consensus.



Table 122: Consistency of skills development of participants as perceived by participants, 2011-2014

Consistency between...	Spearman's $\rho$
... 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***
... participants answers between November 2011 and November 2014	.67*
... participants answers between 2012 and November 2014	.56*
... participants answers between May 2013 and November 2014	.82*

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

A same evolution can be seen for project leaders: the spearman's  $\rho$  diminishes over time, which points to a decrease in consensus among project leaders over time. Although the spearman's  $\rho$  for the three measurement moments stay high and significant for consecutive samples, the spearman's  $\rho$  between 2011 and 2014 is not significant anymore. This shows that project leaders in 2011 differ in their ranking of the competences with project leaders in 2014.

Table 123: Consistency of skills development of participants as perceived by project leaders, 2011-2014

Consistency between...	Spearman's $\rho$
... 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*
... project leaders answers between November 2011 and November 2014	.42
... project leaders answers between 2012 and November 2014	.57*
... project leaders answers between May 2013 and November 2014	.65*

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

Finally, spearman's  $\rho$  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  $\rho$  decreases, suggesting that the consensus of ranking of the skills between project leaders and participants diminishes over time. Nonetheless, the spearman's  $\rho$  stay high and highly significant. This points to a robustness in the consensus between participants and project leaders over the ranking of skills development over time.

Table 124: Consistency of skill development of participants as perceived by participants and project leaders, 2011-2014

Consistency between...	Spearman's $\rho$
... answers of participants and answers of project leaders in Nov 11	.83***
... answers of participants and answers of project leaders in 2012	.70**
... answers of participants and answers of project leaders in May 13	.71**
... answers of participants and answers of project leaders in Nov 14	.72**

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

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 and intercultural competences, civic competences and a sense of initiative. More than eight out of ten project leaders claim an improvement of these competences. Foreign language competences were developed by participants according to three quarters of the project leaders. More than six out of ten project leaders agree that even competences, less central to the YiA-programme such as learning to learn, entrepreneurship and media literacy, have been improved and half of them see changes in digital competence. The competences least developed are scientific and mathematical competences.

Table 125: Competence development of participants as perceived by the project leaders (N=70)

Competence <sup>14</sup>	Not at all true	Not very true	Somewhat true	Very true	Can't judge
Communication in a foreign Language	7 10,3%	4 5,9%	14 20,6%	<b>38</b> <b>55,9%</b>	5 7,4%
Mathematical competence	<b>28</b> <b>41,8%</b>	16 23,9%	16 23,9%	1 1,5%	6 9,0%
Basic competences in science and technology	22 31,4%	13 18,6%	<b>23</b> <b>32,9%</b>	5 7,1%	7 10,0%
Digital competences	12 17,4%	14 20,3%	<b>23</b> <b>33,3%</b>	13 18,8%	7 10,0%
Learning to learn	4 5,8%	13 18,8%	<b>24</b> <b>34,8%</b>	23 33,3%	5 7,4%
Interpersonal/social competence	1 1,4%	0 0,0%	6 8,6%	<b>55</b> <b>78,6%</b>	8 11,4%
Intercultural competence	0 0,0%	1 1,4%	15 21,7%	<b>45</b> <b>65,2%</b>	8 11,4%
Civic competence	2 2,9%	1 1,4%	15 21,7%	<b>46</b> <b>66,7%</b>	5 7,2%
Cultural awareness and expression	3 4,3%	17 24,6%	17 24,6%	<b>23</b> <b>33,3%</b>	9 13,0%
Sense of initiative	1 1,4%	2 2,9%	11 15,9%	<b>47</b> <b>68,1%</b>	8 11,6%
Entrepreneurship	4 5,7%	14 20,0%	<b>24</b> <b>34,3%</b>	<b>24</b> <b>34,3%</b>	4 5,7%
Media literacy	7 10,0%	11 15,9%	<b>25</b> <b>36,2%</b>	22 31,9%	4 5,8%

Overall, the agreement rate with competence development is fairly stable over time. There are some exceptions though. A significant smaller proportion of project leaders agree with the development of cultural awareness and expression in the 2014 sample compared to the previous samples. In 2011, a similar finding occurs towards mathematical competences. In the 2013 sample a larger proportion of project leaders agreed with the development of entrepreneurship and digital competences. Finally, there is a steady and

<sup>14</sup> Due to a technical error, all answers on the question on communication in first language was not registered in the November 2014 sample.

significant decrease in the percentage of project leaders agreeing with the development of communication in a foreign language between 2011 and 2014 and a steady and significant increase of project leaders agreeing to the development of media literacy between 2011 and 2014.

Table 126: Competence development of participants as perceived by the project leaders (percentage agreement), 2011-2014<sup>15</sup>

Competence	2011 (N=79)	2013 (N=37)	2014 (N=70)
Communication in first language	42,3%	47,2%	- <sup>16</sup>
Communication in a foreign language*	88,2%	82,9%	76,5%
Mathematical competence	12,8%*	32,4%	25,4%
Basic competences in science and technology	28,2%	38,9%	40,0%
Digital competences	47,4%	63,9%*	52,1%
Learning to learn	69,3%	77,2%	68,1%
Interpersonal/social competence	91,0%	94,5%	87,2%
Intercultural competence	91,1%	88,9%	86,9%
Civic competence	83,3%	81,1%	88,4%
Cultural awareness and expression	80,7%	82,7%	57,9%**
Sense of initiative	89,9%	94,6%	84,0%*
Entrepreneurship	64,1%	81,0%*	68,6%
Media literacy*	52,5%	67,5%	68,1%

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

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 according to a larger percentage of participants in projects with young people than in the other two project types in the November 2014 sample. This holds true for logical thinking and discussing a political issue. This shouldn't come as a surprise because this project type comprises Youth democracy projects. Participants of projects with youth workers claim to a lesser degree to have developed how to cooperate in a group and to have learned how to make their own media content. EVS-participants agree to a larger extent to be better able to handle a budget, but to a lesser degree to have learned how to negotiate a joint solution if there are different viewpoints. These significant differences learn however that different project types lead to different skills sets. A similar finding was observed in previous samples, although there were other significant differences. This shows that the skills development in a specific project type also varies over time.

<sup>15</sup> This question was not posed in the special survey of 2012.

<sup>16</sup> Due to a technical error, all answers on the question on communication in first language was not registered in the November 2014 sample.

Table 127: Skills development by participants according to project type (percentages agreement)

Skills	Projects with young people (N=64)	EVS (N=13)	Projects with youth workers (N=16)
To say what I think with conviction in discussions	86%	61%	75%
To understand difficult texts and expressions	62%	46%	56%
To communicate with people who speak another language	59%	92%	81%
To make myself understood in another language	53%	85%	87%
To plan my expenses and spend my money in line with my budget*	37%	77%	19%
To think logically and draw conclusions**	87%	69%	56%
To use new media (PC, internet) e.g. for finding information or communication	51%	54%	25%
To use PCs, internet and mobile phones responsibly	42%	38%	19%
How I can learn better or have more fun when learning	55%	62%	62%
To plan and carry out my learning independently	53%	46%	38%
How to cooperate in a team*	95%	92%	69%
To negotiate joint solutions when there are different viewpoints**	91%	62%	81%
To get along with people who have a different cultural background	77%	77%	81%
How to achieve something for the community or society	73%	77%	87%
To discuss political topics seriously*	76%	46%	62%
To develop a good idea and put it into practice	80%	62%	63%
To identify opportunities for my personal or professional future	77%	100%	63%
To see the value of different kinds of arts and culture	55%	75%	50%
To express myself creatively or artistically	53%	61%	56%
To produce media content on my own*	58%	77%	25%
To critically analyse media	64%	54%	56%

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

This is also illustrated by an analysis of differences per project type over time. In November 2011 a larger proportion of participants in projects with young people claimed to have developed foreign language skills, intercultural skills, creative skills and to have fun learning than in the two other samples. At the same time, a lower percentage of participants in projects with young people agreed with digital media skill development. In the November 2014 sample a larger proportion of participants in projects with young people agreed with the development of the ability of understanding difficult texts, critically analysing media and an improvement in the planning of their learning compared to the two previous waves. A lower percentage of them agree with the betterment of achieving something for the community.

Table 128: Significant differences in skills development by participants in projects with young people, 2011-2014

Skills	Projects with young people (N=97) - 2011	Projects with young people (N=80) - 2013	Projects with young people (N=64) - 2014
To communicate with people who speak another language	96%**	70%	59%
To make myself understood in another language	91%**	64%	53%
To use new media (PC, internet) e.g. for finding information or communication	39%*	54%	51%
How I can learn better or have more fun when learning	64%*	48%	55%
To get along with people who have a different cultural background	93%**	66%	77%
To see the value of different kinds of arts and culture	73%**	47%	55%
To express myself creatively or artistically	64%*	43%	53%
To understand difficult texts and expressions	42%	47%	62%*
To plan and carry out my learning independently	41%	36%	53%*
How to achieve something for the community or society	85%	90%	73%**
To critically analyse media	36%	46%	64%*

\*  $p < .05$ , \*\*  $p < .01$

There are no significant differences in skills development by participants as perceived by project leaders of different project types in the November 2014 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. A similar observation was made in the May 2013 samples. It cannot be excluded that there are no significant differences because of small numbers in some cells. 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. In the November 2014 sample, there is only one significant difference between the two groups. A smaller proportion of young people with fewer opportunities report to have developed their entrepreneurial skills. Also in previous research, there were not a lot of differences in skills development between the two groups, although there were more significant differences than in the current research. A possible explanation is that there are only 9 participants who are categorized in the group of young people with fewer opportunities in the November 2014 sample. Therefore, percentage differences must become big to become significant.

Table 129: Percent agreement with skill development according to classification as a young person with fewer opportunities, 2011-2014

Skills	2011		2012		2013		2014	
	No YPFO (N=127)	YPFO (N=27)	No YPFO (N=117)	YPFO (N=21)	No YPFO (N=114)	YPFO (N=24)	No YPFO (N=80)	YPFO (N=9)
To say what I think with conviction in a discussion	84	81	83	81	73	75	80	67
To communicate with people who speak another language	94	96	97	90	81	79	69	78
To think logically and draw conclusions	83	79	68	76	79	75	77	67
To improve learning or have more fun when learning	69	79	70	71	59	75	54	67
To plan and carry out my learning independently	54	63	68	67	46	67	46	56
To cooperate in a team	91	96	89	86	91*	75*	91	67
To negotiate joint solutions when there are different viewpoints	90	86	86	81	93	83	85	67
To get along with people who have a different cultural background	94	96	95	96	79*	96*	76	89
To achieve something for the community or society	85	89	83	76	82	83	76	78
To discuss political topics seriously	60	64	49	62	66	66	71	44
To develop a good idea and put it into practice	83	89	84	71	87	87	79**	33**
To identify opportunities for my personal or professional future	70	75	85*	67*	72	79	74	89
To express myself creatively or artistically	68	71	70	81	53**	83**	53	78
To produce media content on my own	50	61	50	52	55	58	57	33
To use new media to find information	37	54	-	-	47	54	45	33
To understand difficult texts and expressions	42*	63*	-	-	46	62	57	44
To critically analyse media	34*	54*	-	-	45	52	61	33
To see the value of different arts and culture	71	61	-	-	52	71	55	67
To make myself understood in another language	89	89	-	-	72	83	61	89
To use PC's, mobile phones and internet more responsible	35*	54*	-	-	30**	58**	36	44
To plan my expenses and spend my money in line with my budget	36*	57*	-	-	33**	62**	36	56

\* 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 130: Other perceived effects on participants (percentage) (N=94)

Other perceived effects	Not at all	Not so much	To some extent	Definitely
I now feel more confident to move around on my own in other countries	9,6	21,3	33,0	<b>36,2</b>
I have become aware of common European values	2,1	16,0	40,4	<b>41,5</b>
I got to know people of other countries with whom I am still in touch	6,4	12,8	36,2	<b>44,7</b>
The project has raised my awareness of the fact that some people in our society are disadvantaged	6,4	22,3	<b>43,6</b>	27,7
I have established contacts with people in other countries which are useful for my professional development	14,9	25,5	28,7	<b>30,9</b>
The project has made me more receptive to Europe's multi-culturality	7,6	25,0	<b>34,8</b>	32,6
I now feel more as a European than before	5,3	25,5	33,0	<b>36,2</b>
I have established contacts with people in other countries which are useful for my involvement in social and political issues	10,6	25,5	<b>40,4</b>	23,4
The participation in the project has contributed to my personal development	1,1	4,3	31,9	<b>62,8</b>
I have learned better how to plan and organize a project	8,5	34,0	<b>29,8</b>	27,7

Table 131: Other perceived effects on participants (percentage agreement), 2011-2014

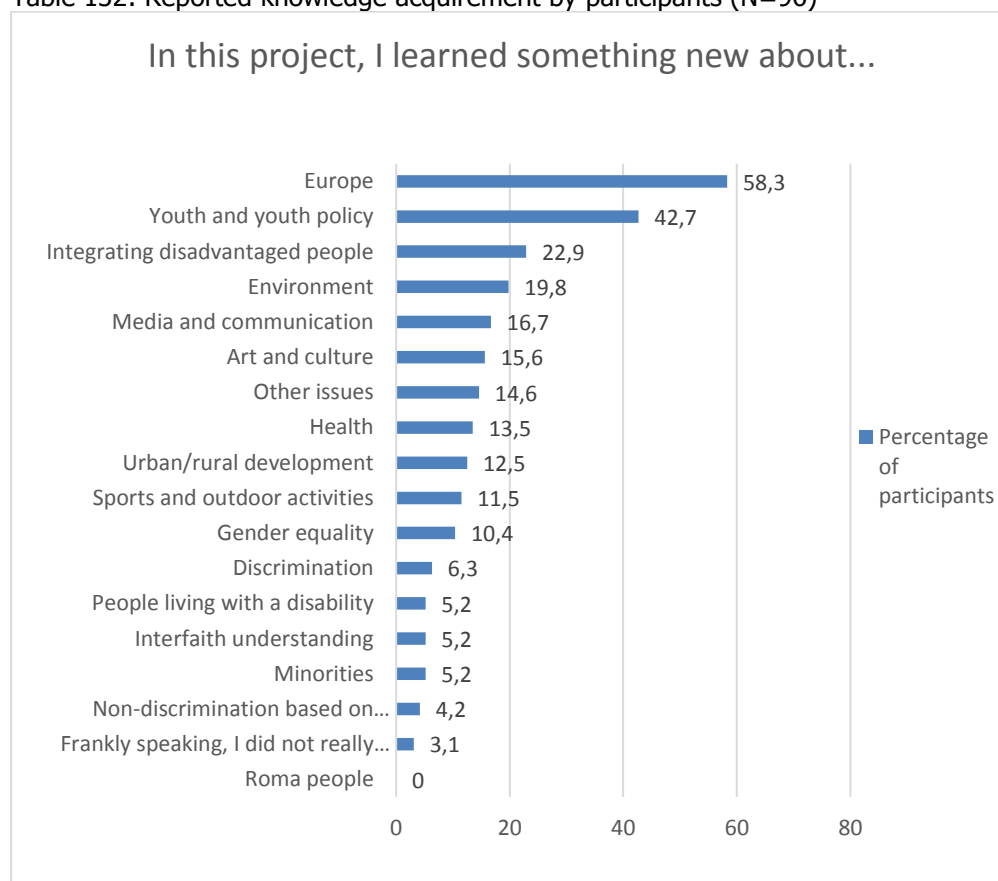
Other perceived effects	2011 (N= 179)	2013 (N=150)	2014 (N=94)
I now feel more confident to move around on my own in other countries	80,9**	69,3	69,2
I have become aware of common European values	84,9	70,7***	81,9
I got to know people of other countries with whom I am still in touch	93,1***	76,5	80,9
The project has raised my awareness of the fact that some people in our society are disadvantaged	68,8	60,6	71,3
I have established contacts with people in other countries which are useful for my professional development	69,9*	54,7	59,6
The project has made me more receptive to Europe's multi-culturality	81,6**	62,0	67,4
I now feel more as a European than before	68,6	50,7**	69,2
I have established contacts with people in other countries which are useful for my involvement in social and political issues	66,5	61,3	63,8
The participation in the project has contributed to my personal development	90,7	84,0**	94,7
I have learned better how to plan and organize a project	70,6	72,7	57,5*

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

### 3.1.2.1 European identity

More than half of the participants claim to have learned something new about Europe through their participation in the project. Eight out of ten participants have become more aware of common European values and six out of ten of the multicultural composition of Europe. Almost seven out of ten participants feel more European after participating in a YiA-project, which is significantly higher than in the May 2013 sample. Six out of ten participants are more inclined to live abroad and more than half of the participants declare to have become more interested in European issues.

Table 132: Reported knowledge acquirement by participants (N=96)



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 ten 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 133: Reported knowledge acquirement by participants (percentages), 2011-2014

Reported acquired knowledge	2011 (N= 187)	2013 (N=153)	2014 (N=96)
Art and culture	25,1*	13,7	15,6
Discrimination	10,7	7,8	6,3
Environment	17,1	16,3	19,8
Europe	52,9	35,5***	58,3
Frankly speaking, I did not really learn anything new	2,7	2,6	3,1
Gender equality	2,1*	7,8	10,4
Health	4,3*	9,8	13,5
Integrating disadvantaged people	34,8*	25,5	22,9
Interfaith understanding	5,3	4,6	5,2
Media and communication	13,9	16,3	16,7
Minorities	11,2*	3,9	5,2
Non-discrimination based on sexual orientation	1,6	5,2	4,2
Other issues	11,8	16,3	14,6
People living with a disability	4,3	5,2	5,2
Roma people	2,7	0,7	0,0
Sports and outdoor activities	16	13,1	11,5
Urban/rural development	13,9	26,8**	12,5
Youth and youth policy	43,3	45,1	42,7

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

The evolution of identification with and knowledge of Europe over time results in a mixed picture. Between the samples of 2011 and 2013, there is a significant decline in knowledge of Europe. Less participants in May 2013 claim to have learned something new about Europe during the project than in the November 2011 sample. In the November 2014, this reported knowledge has augmented again and is even slightly higher than in the November 2011 sample. A similar evolution can be observed about the realization of common European values and feeling European after participation in a project. It drops significantly between 2011 and 2013, but it rises again to the 2011 level in the 2014 sample. Yet, as in the May 2013 sample, significant less participants in the November 2014 sample claim to have become aware of the multicultural composition of Europe.

In general project leaders agree more to participant's development of European identification and participant's future international mobility than participants themselves. On the other hand, they are less enthusiastic about the impact of the project on future job opportunities for participants than the participants themselves. Similar findings were observed in previous samples. Project leaders in the November 2014 sample agree to a higher degree that participants feel more European than their counterparts in the May 2013 sample, but not compared to project leaders in the November 2011 sample. The project leaders' perception of participants' sensitivity for the multicultural make-up of Europe is on the contrary stable over time. The same holds true for the agreement among project leaders over the intention of participants to work, study or do a training abroad.

Table 134: Perceived effects on European identity and other aspects of life according to participants (N=96) compared to perceived effects on European identity and other aspects of life of participants according to project leaders (N=70)

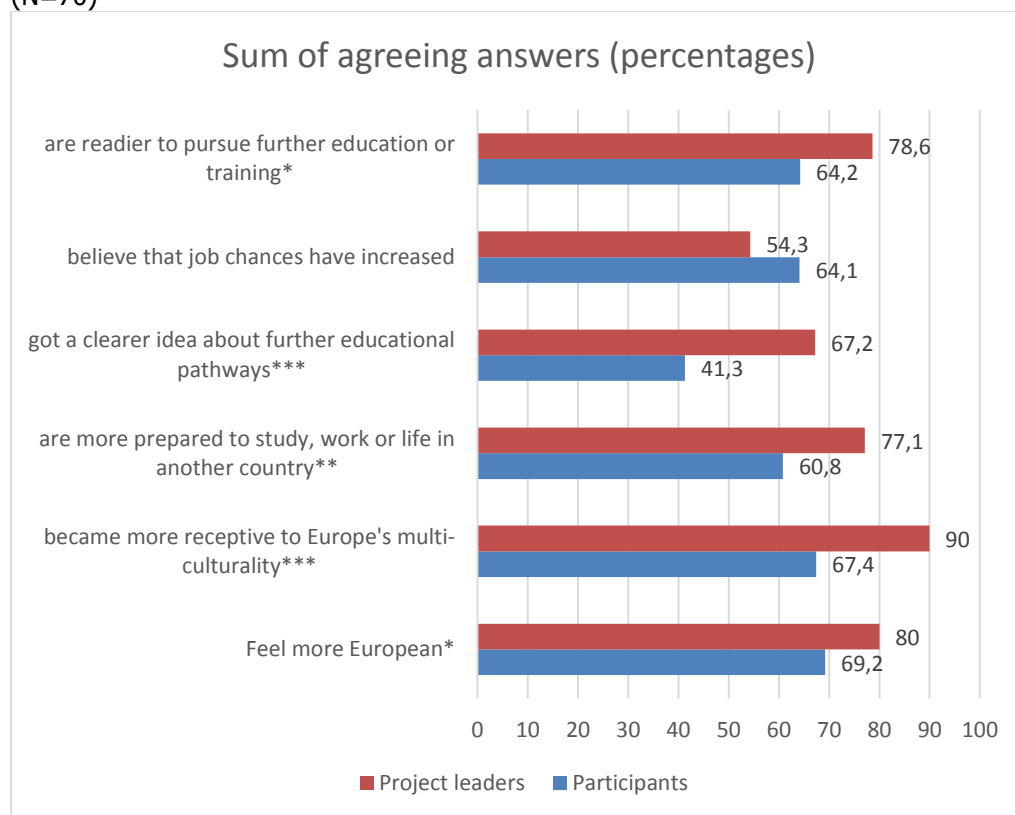


Table 135: Perceived effects on European identity and other aspects of life according to participants compared to perceived effects on European identity and other aspects of life of participants according to project leaders, 2011-2014

Other effects	2011			2013			2014		
	% participants	% project leaders	Diff.% project leaders participants	% 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	69,2*	80,0*	10,8
became more receptive to Europe's multi-culturality	81,6***	93***	11,4	62***	89,2***	27,2	67,4***	90,0***	22,6
are more prepared to study, work or life in another country	67,3	79	11,7	58,1**	75,6**	17,5	60,8**	77,1**	16,3
got a clearer idea about further educational pathway	58,2	60	1,8	47,2***	75,6***	28,4	41,3***	67,2***	25,9

believe that job chances have increased	62,6	49	-13,6	62,6	51,3	-11,3	64,1	54,3	-9,8
are readier to pursue further education or training	78,8***	80***	1,2	61,6***	83,8***	22,2	64,2*	78,6*	14,4

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

A comparison according to action type shows a significant lower percentage of participants of projects with youth workers who are prepared to study, work or live in another country compared to the participants of other two action types. For the other two indicators, the differences between project types is not significant. Between project leaders of different project types, there are no significant differences in the agreement over European 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 136: 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=61)	Project leaders (N=41)	Participants (N=12)	Project leaders (N=15)	Participants (N=16)	Project leaders (N=12)
Feel more European	71%	90%	77%	73%	69%	58%
became more receptive to Europe's multi-culturality	61%	85%	74%	100%	75%	91%
are more prepared to study, work or live in another country	65%	75%	84%	93%	31%*	67%

\* p<.05

Over time, there is a significant decline in feeling European by participants in projects with young people between 2011 and 2013, but the percentage agreeing with this statement rises in 2014 again to the 2011-level. This is not the case for becoming receptive to Europe's multi-culturality. This percentage drops significantly between 2011 and 2013 and stays at a comparable lower level in 2014. The decrease in European feelings in 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 the other two samples. In 2011 more participants in projects with young people were willing to life abroad than in the two other samples. There is a significant increase in this percentage between 2013 and 2014, but it is still significantly lower than in 2011. Among participants in projects with youth workers, there is a significant decline in their intention to live and work abroad over time.

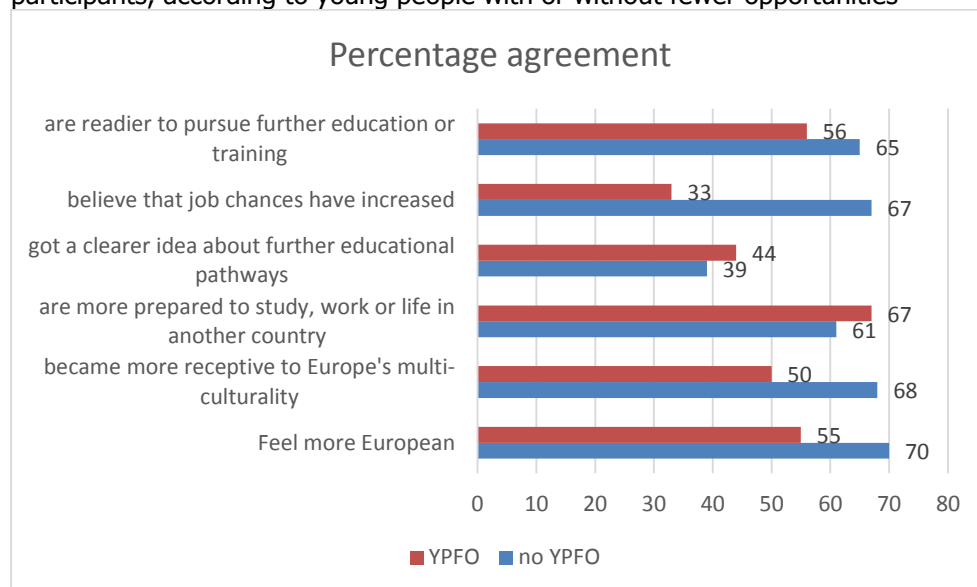
Table 137: Perceived effects on European identity of participants according to project type, 2011-2014

	Projects with young people			Projects with youth workers		
Item <sup>17</sup>	Participants 2011 (N=93)	Participants 2013 (N=79)	Participants 2014 (N=61)	Participants 2011 (N=42)	Participants 2013 (N=43)	Participants 2013 (N=16)
Feel more European	70%	43%**	71%	69%	67%	69%
became more receptive to Europe's multi-culturality	83%**	53%	61%	81%	77%	75%
are more prepared to study, work or live in another country	82%*	51%	65%*	81%	56%**	31%*

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

There is no significant difference in European identity formation between young people with fewer opportunities and other participants in the sample of November 2014. A larger proportion of young people with fewer opportunities are planning to live abroad than the other participants in the November 2014 sample. This is in line with the findings in the previous samples (Stevens 2014b).

Table 138: 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. One in five participants have learned something new about the integration of disadvantaged people. The fact that seven out of ten participants are more aware that some people in Europe are still confronted with disadvantage and

<sup>17</sup> 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.

that three out of ten of them support disadvantaged people to a larger extent after participating in the project, shows that participation in a YiA-project fosters solidarity, an important aspect of civic competence.

Table 139: Perceived effect of the project with respect to YiA objectives and priorities on participants (N=94)

Effect	To a smaller extent	To the same extent	To a greater extent
I participate in societal and/or political life	12,8	52,1	35,1
I am interested in European issues	8,5	39,4	52,1
I am committed to work against discrimination, intolerance, xenophobia and racism	9,6	46,8	43,6
Disadvantaged people have my support	11,7	58,6	29,8

Table 140: Percentage of participants who claim that YiA objectives and priorities have changed to a greater extent, 2011-2014

Effect	2011 (N=187)	2013 (N=150)	2014 (N=96)
I participate in societal and/or political life	34,7	38,7	35,1
I am interested in European issues	52,0	48,3	52,1
I am committed to work against discrimination, intolerance, xenophobia and racism	44,5	38,4	43,6
Disadvantaged people have my support	37,0	32,5	29,8

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

Table 141: Perceived effects on values and attitudes of participants (N=93)

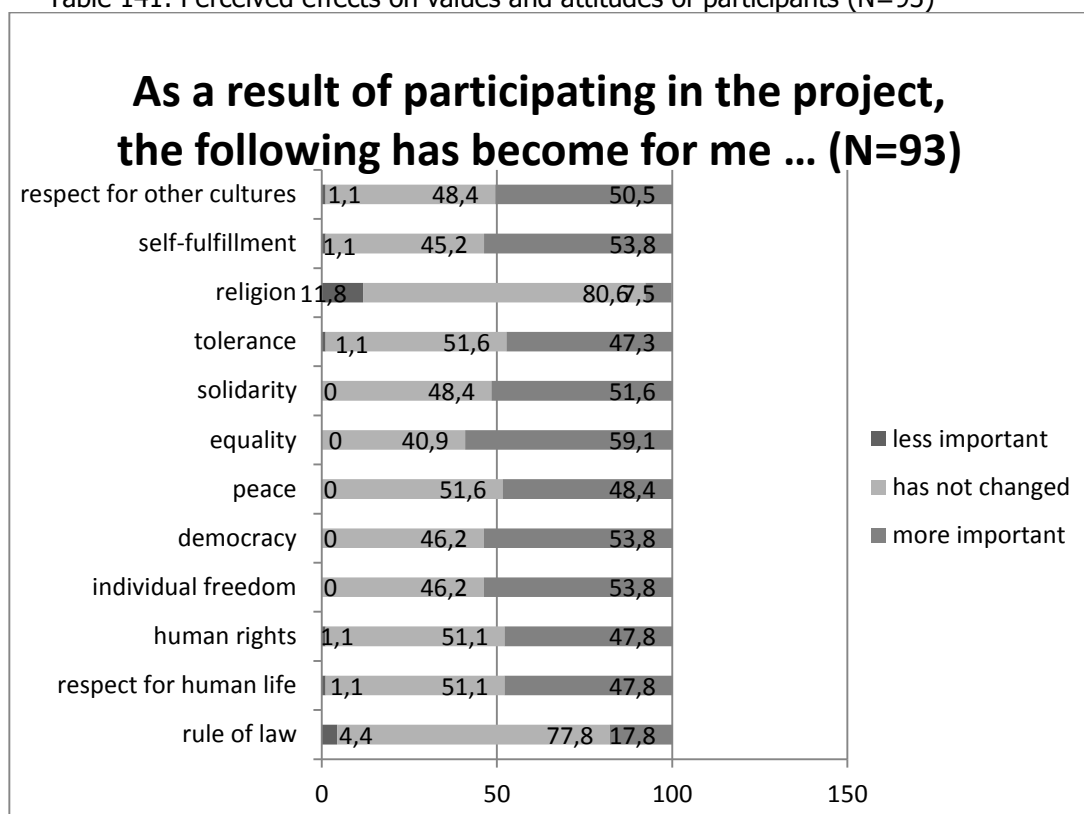
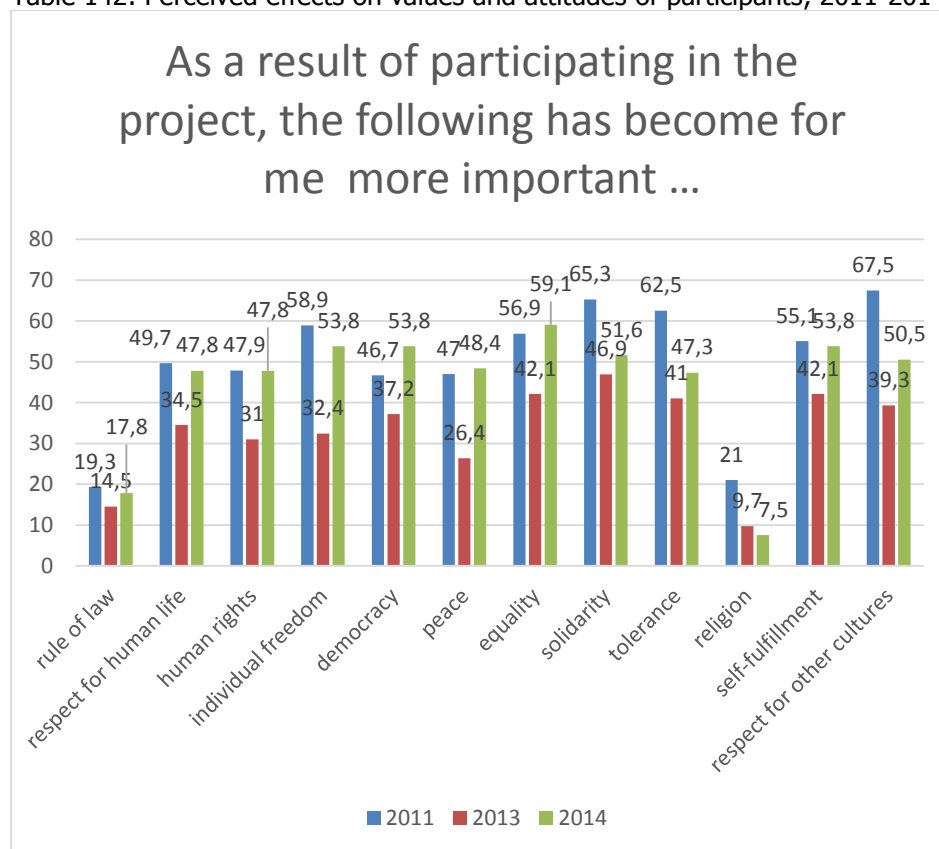
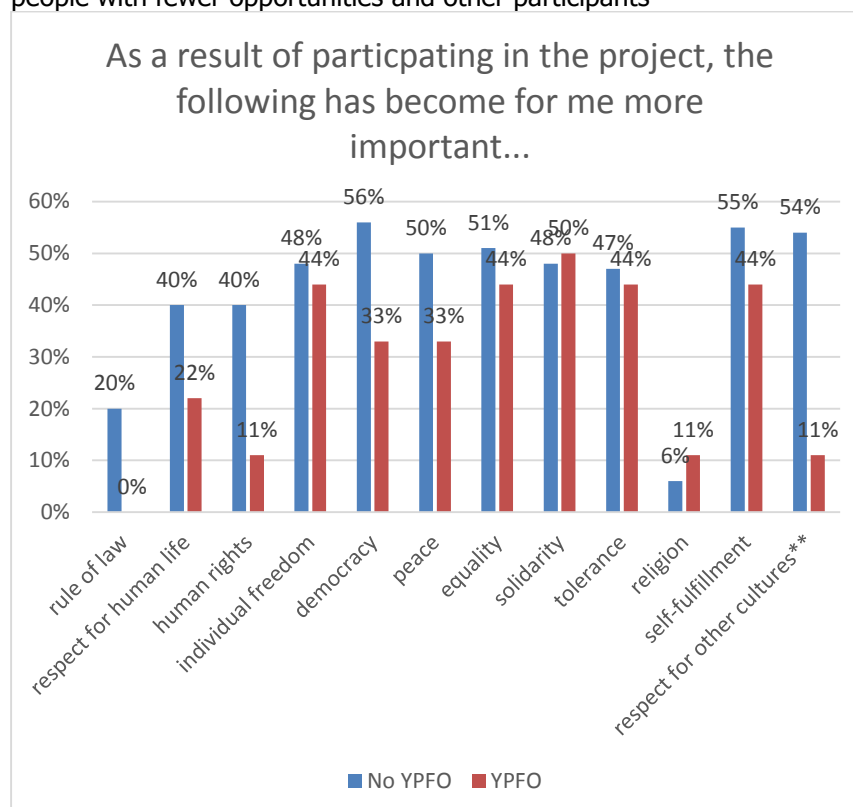


Table 142: Perceived effects on values and attitudes of participants, 2011-2014



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. There are no significant differences in knowledge acquirement and value development between young people with fewer opportunities and other participants in the 2014 sample. The only exception is respect for other cultures. A significant lower percentage of young people with fewer opportunities report to have developed this value compared to the other participants in the sample.

Table 143: Perceived effects on values and attitudes of participants, young people with fewer opportunities and other participants



Over time, the percentage of participants stating that values key to active citizenship (such as equality, tolerance and respect for other cultures) have become more important to them because of their participation in a YiA-project, have dropped significantly between 2011 and 2013, but generally increase again in 2014, but these percentages stay beneath those observed in the 2011 sample. The only exceptions are human rights and especially democracy, that have a higher percentage of participants agreeing in 2014 than in 2011. The high percentage of participants involved in a youth democracy project is the very likely explanation for this increase in 2014.

Table 144: Perceived knowledge acquirement by participants according to project type

Topic	Percentage of participants in a project with young people (N=64)	Percentage of participants in a EVS-project (N=13)	Percentage of participants in a project with youth workers (N=16)
Non-discrimination based on sexual orientation	3%	8%	6%
Gender equality	11%	15%	6%
Roma people	0%	5%	0%
Frankly speaking, I did not really learn anything new	4%	0%	2%
Health	16%	15%	6%
People living with a disability	5%	8%	6%
Interfaith understanding	5%	8%	6%
Discrimination	3%	15%	12%
Minorities	5%	8%	6%
Other issues	19%	8%	6%
Urban/rural development	12%	15%	12%
Media and communication	17%	15%	12%
Sports and outdoor activities	9%	31%	6%
Environment*	22%	39%	0%
Art and culture	16%	8%	19%
Integrating disadvantaged people**	12%	23%	50%
Youth and youth policy**	37%	15%	81%
Europe*	69%	46%	31%

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

There are some significant differences according to project type in knowledge acquirement. A higher percentage of participants in a project with youth workers and projects with young people claim to have expanded their knowledge about youth and youth policy than participants in EVS-projects. The participants in projects with young people report more to have learned something new about Europe than participants in projects with youth workers. The latter ones claim more to have learned something new about integrating disadvantaged people, but no one of them report to have expanded their knowledge of the environment.

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. 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. Only four out of ten project leaders claim that the inclusion of young people with fewer opportunities is an essential feature of the project.



Table 145: 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	5 7,1%	9 12,9%	24 34,3%	32 45,7%
To promote European citizenship	8 11,4%	12 17,1%	26 37,1%	24 34,3%
To promote mutual understanding among young people of different countries	2 2,9%	11 15,7%	17 24,3%	40 57,1%
To promote solidarity and tolerance among young people	2 2,9%	11 15,7%	30 42,9%	27 38,6%
To promote young people's respect for cultural diversity, to promote intercultural learning and to fight racism and xenophobia	4 5,7%	8 11,3%	28 40,0%	30 42,9%
To include young people with fewer opportunities in the YiA programme	19 27,5%	21 30,4%	14 20,3%	15 21,4%
To contribute to developing the support system for youth activities	9 12,9%	20 28,6%	20 28,6%	21 30,0%
To promote European cooperation in the youth field	3 4,3%	19 27,5%	19 27,5%	28 40,6%

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. In the November 2014 sample, there is one exception. A lower percentage of project leaders agreed that their project contributed to the inclusion of young people with fewer opportunities in the YiA-programme. Nonetheless, overall there is a firm and over time fairly consistent belief among project leaders that the projects contribute to the objectives and priorities of the programme, especially to active citizenship, European citizenship and intercultural diversity.

Table 146: Percentage agreement with coherence of projects with the objectives and priorities of the YiA-programme (project leaders) , 2011-2014

Objective	2011 (N=78)	2013 (N=37)	2014 (N=70)
To promote young people's active citizenship	52 66,6%	30 81,0%	56 80%
To promote European citizenship	51 65,8%	24 66,7%	50 71,4%
To promote mutual understanding among young people of different countries	73 92,4%	32 86,4%	57 81,5%
To promote solidarity and tolerance among young people	65 82,3%	30 81,1%	57 81,5%

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%	58 82,9%
To include young people with fewer opportunities in the YiA programme	55 70,5%	25 69,4%	29 41,7%**
To contribute to developing the support system for youth activities	42 55,3%	27 72,9%*	48 58,6%
To promote European cooperation in the youth field	50 64,0%	25 67,5%	47 68,1%

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

There are some 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 November 2014 sample. A larger proportion of project leaders of projects with young people agree that the project promotes young people's active citizenship and European citizenship than project leaders of other action types. On the other hand, less project leaders of EVS-projects agree that their project promotes European cooperation in the youth field.

Table 147: Number agreement with coherence of projects with the objectives and priorities of the YiA-programme according to project type (project leaders)

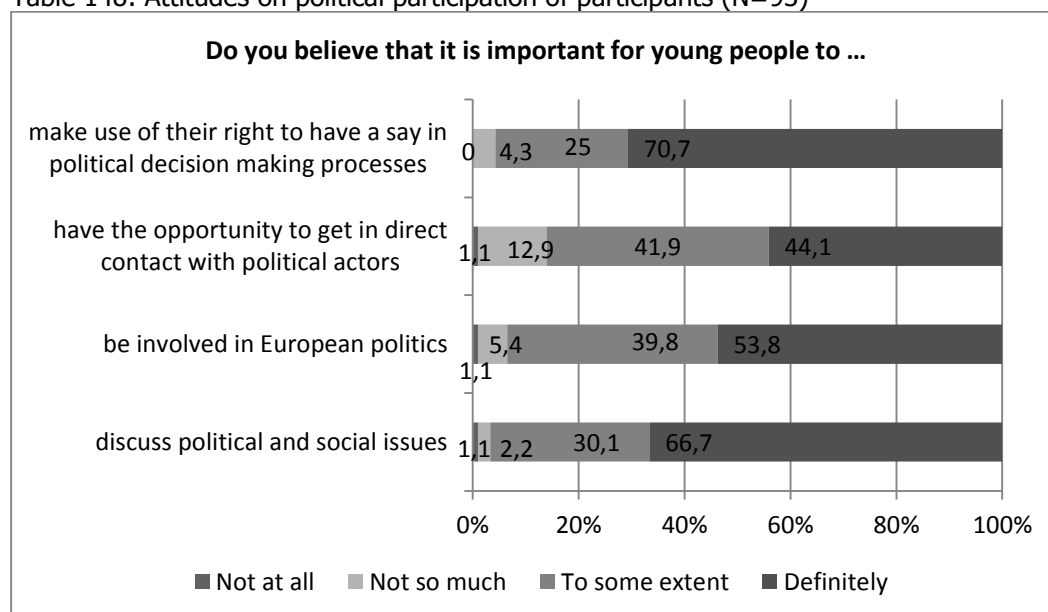
Number agreement to a considerable or to a great extent	Projects with young people (N=41)	EVS-projects (N=15)	Projects with youth workers (N=12)
To promote young people's active citizenship*	35 85,3%	11 73,4%	8 66,7%
To promote European citizenship**	35 85,3%	6 40,0%	8 66,7%
To promote mutual understanding among young people of different countries	33 80,5%	13 86,7%	9 75,0%
To promote solidarity and tolerance among young people	36 87,8%	13 86,7%	8 66,7%
To promote young people's respect for cultural diversity, to promote intercultural learning and to fight racism and xenophobia	32 78,1%	14 83,4%	10 83,3%
To include young people with fewer opportunities in the YiA programme	19 47,5%	5 33,4%	5 41,7%
To contribute to developing the support system for youth activities	22 63,6%	8 53,3%	10 83,3%
To promote European cooperation in the youth field*	28 70,0%	7 46,7%	10 83,3%

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

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 eight out of ten participants find it important to have contact with their political representatives and more than nine out of ten participants find it important to take interest in European

politics and to use their voting rights or other possibilities to have their say in the political process.

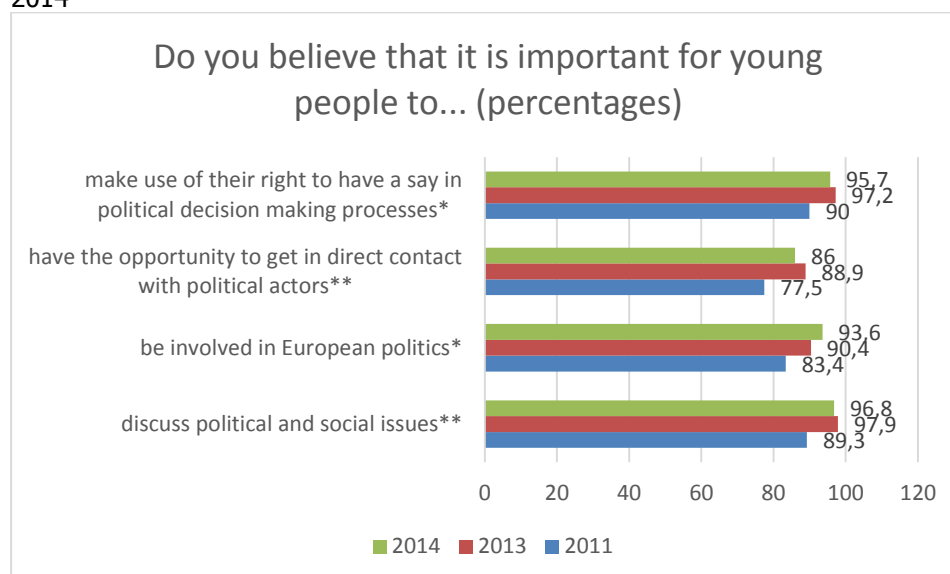
Table 148: Attitudes on political participation of participants (N=93)



Between November 2011 and May 2013, there was a significant increase in political awareness. In the November 2014 sample, the political awareness of the participants stays at the high level observed among the participants in the May 2013 sample. This demonstrates that in the last two samples participants are very political aware<sup>18</sup>.

<sup>18</sup> There are no significant differences in political awareness between participants of different action types in the November 2014 sample.

Table 149: Evolution in attitudes on political participation of participants, 2011-2014



\*  $p < .05$ , \*\*  $p < .01$

There are no differences in political awareness between participants residing in Belgium and participants not residing in Belgium. Over time, there was a significant increase in political awareness among participants residing in Belgium and those not residing in Belgium between 2011 and 2013. In the November 2014 sample, the political awareness of the participants is at the same high level as in the 2013 sample. The 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 political actor).

Table 150: 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=56)	Other country (N=37)
discuss political and social issues	96,5%	97,3%
be involved in European politics	91,1%	97,3%
have the opportunity to get in direct contact with political actors	84,0%	89,1%
make use of their right to have a say in political decision making processes	94,6%	97,2%

Table 151: Attitudes on political participation of participants by country of residence, 2011-2014

Do you believe that it is important for young people to ... (sum of percentages 'to some extent and definitely)	2011		2013		2014	
	Belgium (N=73)	Other country (N=96)	Belgium (N=97)	Other country (N=48)	Belgium (N=56)	Other country (N=37)
discuss political and social issues*	85,8%	89,9%	95,8%	99,0%	96,5%	97,3%
be involved in European politics	88,8%	78,6%*	89,6%	90,7%*	91,1%	97,3%
have the opportunity to get in direct contact with political actors*	77,6%	77,6%	91,5%	87,5%	84,0%	89,1%
make use of their right to have a say in political decision making processes	91,2%	88,7%*	95,8%	98,0%*	94,6%	97,2%

\*  $p < .05$

As in the May 2013 sample there is no significant relationship between age and political awareness in the current sample. Previous research has found such a significant relationship (Stevens, 2013) and Flemish youth research normally finds an increased political awareness with age (Elchardus & Vanhoutte, 2009). The fact that we only have two participants belonging to the youngest age group (younger than 16 years old) in the current sample, can be an explanation why we do not find this relationship.

Table 152: Attitudes on political participation of participants according to age groups (N=90)

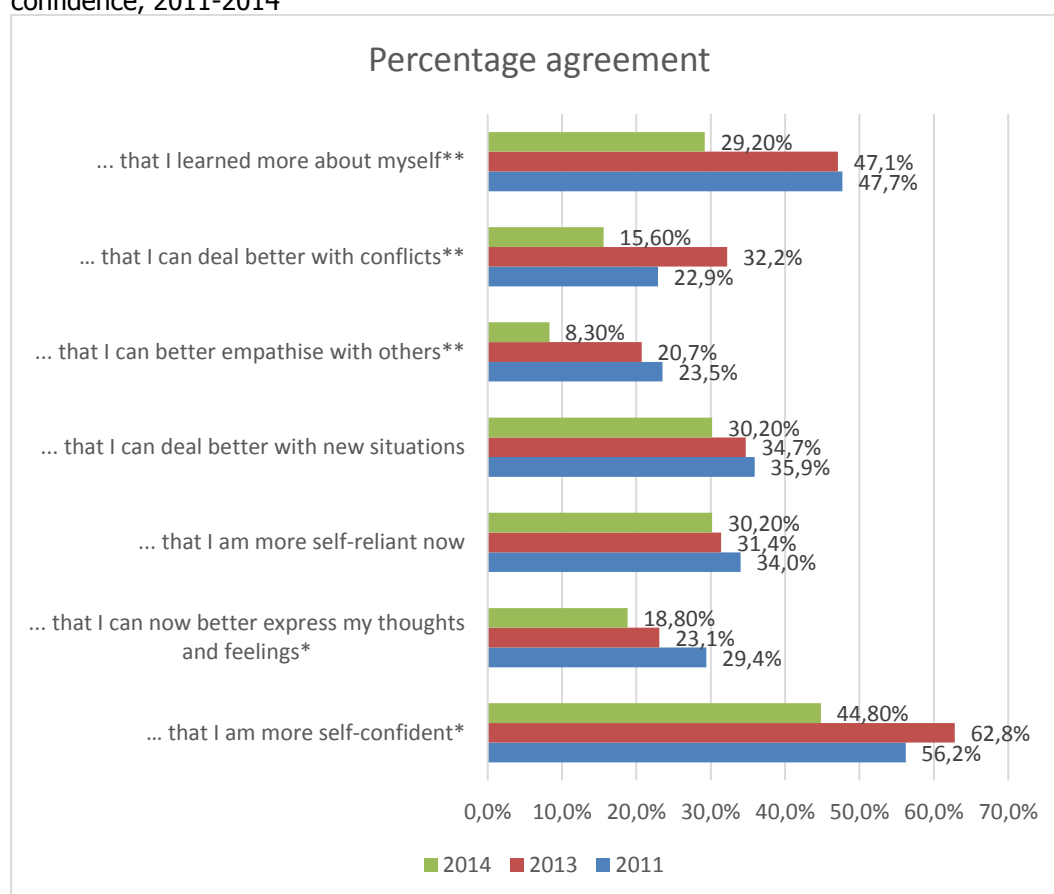
Do you believe that it is important for young people to ... (sum of percentages 'to some extent and definitely)	14-20 (N=41)	21-25 (N=20)	>25 (N=30)
discuss political and social issues	97,7%	95,0%	100,0%
be involved in European politics	95,1%	100,0%	90,0%
have the opportunity to get in direct contact with political actors	82,9%	95,5%	86,6%
make use of their right to have a say in political decision making processes	90,0%	100,0%	100,0%

There is only one significant difference between young people with fewer opportunities and other participants what concerns their political attitudes. Less young people with fewer opportunities definitely agree (33%) that young people should make use of their right to have a say in political decision making processes than other participants (76%).

### 3.1.2.3 Self-esteem and self-confidence

In the November 2014 sample between 8 % and 45% of the participants agree with changes in **self-esteem and self-confidence**. More than four out of ten agree that they have become more self-confident. Three out of ten can deal better with new situations, are more self-reliant and have learned more about themselves. Less than two out of ten participants can deal better with conflicts or are more able to express their thoughts and feelings. Less than one in ten claim to have bettered their empathy. There is a significant decline in participants agreeing with self-actualization in the November 2014 sample compared to the two previous samples.

Table 153: Percentage agreement with development of self-esteem and self-confidence, 2011-2014



\*  $p < .05$ , \*\*  $p < .01$

Almost 70% feel more confident to travel abroad on their own. Almost six out of ten participants agree that they have learned how to plan and organize a project. 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 larger percentage of young people with fewer opportunities agree that they have a better view of their future educational path compared to other participants, but unlike previous research this difference is not significant in the November 2014 sample. There are no significant differences in the development of self-esteem and self-confidence between young people with fewer opportunities and other participants in the November 2014 sample.

More than six out of ten 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.

### 3.1.2.4 Social network

Finally, participants also report a broadening of their **social network**. Eight out of ten participants in the November 2014 sample 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 for the future development of their professional career. In the November 2014 sample, there are no significant differences between young people with fewer opportunities and other participants in the establishment of lasting international social contacts that could promote future job opportunities or future social and political involvement.

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 and this decline persists in the November 2014 sample.

## 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. All but one project leader agree that their interpersonal competences have improved. More than nine out of ten project leaders agree with intercultural competence development and agree that their sense of initiative has improved. Eight out of ten feel that their civic competences and their proficiency in a foreign language have become better, while six out of ten agree with an betterment of their entrepreneurship, their cultural awareness and their competence to learn. The least reported improvement is noticed in digital competences, media literacy, mathematical competences and basic scientific competences.

Table 154: Reported competence development of the project leaders

Competence <sup>19</sup>	Not at all true	Not very true	Somewhat true	Very true
Communication in a foreign Language	6 8,8%	8 11,8%	24 35,3%	<b>30</b> <b>44,1%</b>
Mathematical competence	<b>36</b> <b>53,7%</b>	18 26,9%	11 16,4%	2 3,0%
Basic competences in science and technology	<b>30</b> <b>44,8%</b>	18 26,9%	15 22,4%	4 6,0%
Digital competences	18 26,5%	<b>23</b> <b>33,8%</b>	20 29,4%	7 10,3%
Learning to learn	13 19,1%	16 23,5%	<b>26</b> <b>38,2%</b>	13 19,1%
Interpersonal/social competence	1 1,5%	0 0,0%	29 42,6%	<b>38</b> <b>55,9%</b>

<sup>19</sup> Due to a technical error the answers on the question 'communication in your mother tongue' was not saved.

Intercultural competence	2 2,9%	4 5,9%	27 39,7%	<b>35</b> <b>51,5%</b>
Civic competence	2 3,0%	7 10,4%	<b>30</b> <b>44,8%</b>	28 41,8%
Cultural awareness and expression	7 10,3%	20 29,4%	<b>22</b> <b>32,4%</b>	19 27,9%
Sense of initiative	1 1,5%	3 4,4%	29 42,6%	<b>35</b> <b>51,5%</b>
Entrepreneurship	9 13,2%	17 25,0%	<b>21</b> <b>30,9%</b>	<b>21</b> <b>30,9%</b>
Media literacy	13 19,1%	<b>24</b> <b>35,3%</b>	15 22,1%	16 23,5%

Over time, the percentages of reported competence development by project leaders are fairly stable. The agreement with foreign language competence development and cultural awareness drops significantly between 2011 and 2014. At the same time, the percentage of project leaders who have reported a betterment of their mathematical competences has increased significantly in 2013, but decreases back to the 2011 level in the 2014 sample. In 2014, the percentage of project leaders claiming to have developed their sense of initiative have increased significantly compared to this percentage in the May 2013 sample.

Table 155: Reported competence development of the project leaders, 2011-2014

Percent agreement with competence development	2011 (N=72)	2013 (N=37)	2014 (N=70)
Communication in first language	30 41,7%	15 40,5%	<b>-20</b>
Communication in a foreign language**	67 91,8%	31 83,7%	54 79,4%
Mathematical competence	14 19,5%	13 35,1%*	13 19,4%
Basic competences in science and technology	17 22,2%	8 21,6%	19 28,4%
Digital competences	29 40,4%	20 55,5%	27 39,7%
Learning to learn	47 64,4%	24 66,7%	39 57,3%
Interpersonal/social competence	73 98,6%	34 91,8%	67 98,5%
Intercultural competence	71 97,2%	33 89,1%	62 91,2%
Civic competence	59 80,8%	34 91,8%	58 86,6%
Cultural awareness and expression*	56 75,3%	23 63,9%	41 60,3%
Sense of initiative	63 85,1%	27 75,0%	64 94,1%**
Entrepreneurship	47	28	42

<sup>20</sup> Due to a technical error the answers on the question 'communication in your mother tongue' was not saved.



Media literacy	64,4%	75,6%	61,8%
	35	19	31
	47,3%	51,3%	45,6%

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

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 all 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 156: Reported competence development of the project leaders according to project type

Agreement with competence development	Projects with young people (N=40)	EVS-project (N=14)	Projects with youth workers (N=12)
Communication in a foreign Language	28 70%	13 93%	11 92%
Mathematical competence	10 25%	2 15%	1 8%
Basic competences in science and technology	12 30%	5 36%	2 16%
Digital competences	18 45%	7 50%	2 16%
Learning to learn	21 52%	8 57%	9 75%
Interpersonal/social competence	39 97%	14 100%	12 100%
Intercultural competence	35 87%	14 100%	11 92%
Civic competence	35 87%	12 86%	9 75%
Cultural awareness and expression	15 62%	6 43%	9 75%
Sense of initiative	37 92%	13 93%	12 100%
Entrepreneurship	24 50%	10 71%	7 58%
Media literacy	19 47%	5 36%	7 58%

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 and have become more interested in European topics. Seven out of ten feel more European and are more involved in social and political life and have become more self-confident. More than sixty percent are more prepared to life, study or

work abroad, have a clearer view of their future professional outlook and have become more self-confident, with more than half of them planning to engage in future education and training. More than four out of ten have a better view of their future educational path and are planning to engage in further education or training. Half of the project leaders think that their job opportunities have increased by participating in a YiA-project.

Table 157: Other reported effects on project leaders

Reported effect	Not at all	Not so much	To some extent	Definitely
I am more interested in European topics	4 5,9%	9 13,2%	31 45,6%	24 35,3%
I now feel more European	4 5,9%	13 19,1%	25 36,8%	26 38,2%
I have become more receptive to Europe's multi-culturality	3 4,4%	9 13,2%	33 48,5%	23 33,8%
I am more prepared to work, study or life in another country	5 7,4%	18 26,5%	31 45,6%	14 20,6%
I am more strongly involved in social and/or political life	5 7,4%	14 20,6%	27 39,7%	22 32,4%
I became more self-confident and gained personal orientation	7 10,3%	19 27,9%	23 33,8%	19 27,9%
I now have a clearer idea about my further educational path	16 23,5%	22 32,4%	18 26,5%	12 17,6%
I have a clearer idea about my professional career aspirations and goals	8 11,8%	19 27,9%	24 35,3%	17 25,0%
I believe that my job chances increased	13 19,4%	21 31,3%	21 31,3%	12 17,9%
I am now planning to engage in further education and training (formal, non-formal or vocational)	15 22,1%	21 30,9%	16 23,5%	16 23,5%

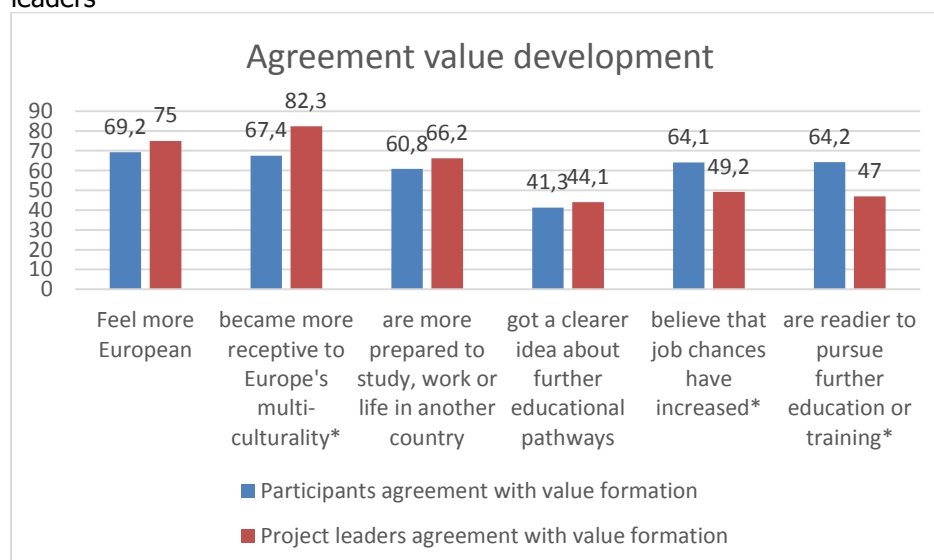
The percentage of project leaders agreeing that they have become more aware of Europe's multi-culturality has decreased significantly since May 2013 and drops further in the November 2014 sample. Furthermore, there is a steady decline in percentage of project leaders reporting to have gained more self-confidence between 2011 and 2014, so that there is a significant decrease between 2011 and 2014. A similar trend can be observed towards the percentage of project leaders claiming to plan further education and planning. Between consecutive samples there are no significant differences, but the decline is small, but persistent in the same direction, resulting in a significant difference between 2011 and 2014. Nonetheless, in general there are not a lot of significant changes over time, demonstrating that value formation by project leader is fairly stable over time.

Table 158: Other reported effects on project leaders, 2011-2014

Agreement with reported effect	2011 (N=74)	2013 (N=37)	2014 N=(68)
I am more interested in European topics	65 86,7%	29 78,4%	55 80,9%
I now feel more European	57 77,0%	26 70,2%	51 75,0%
I have become more receptive to Europe's multi-culturality*	72 96,0%	32 86,4%	56 82,3%
I am more prepared to work, study or life in another country	55 73,3%	27 75,0%	45 66,2%
I am more strongly involved in social and/or political life	52 69,4%	28 75,6%	49 72,1%
I become more self-confident and gained personal orientation***	63 84,0%	28 75,6%	42 61,7%
I now have a clearer idea about my further educational path	37 49,3%	16 43,2%	30 44,1%
I have a clearer idea about my professional career aspirations and goals	52 70,2%	23 62,1%	41 60,3%
I believe that my job chances increased	44 59,4%	24 64,8%	33 49,2%
I am now planning to engage in further education and training (formal, non-formal or vocational) *	48 64,0%	23 61,1%	32 47,0%

Project leaders agree in a significant higher degree that they have become more receptive to the multicultural composition of Europe than participants. Participants on the other hand agree to a significant higher extent that their job changes have increased and that they are more ready to pursue further education. For the other aspects, participants and project leaders don't differ significantly from each other.

Table 159: Agreement with value development by participants and project leaders



\*  $p < .05$

### 3.3 Reported effects on the organization and wider community

Finally, participants<sup>21</sup> and project leaders see influences of the YiA-project on their organization/group/body. More than nine out of ten project leaders and participants see an increase in the number of international partnerships. Seven out of ten of them see an increase in international projects. This goes hand in hand with a bigger appreciation for cultural diversity within the organization or group. More than eight 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 see an increased participation of young people in the group as a result and the same amount see more involvement with European issues by the organization as a consequence. More than seventy percent see an improved project management in the organization and more efforts to include young people with fewer opportunities within the group. Two thirds of them agree that the local social network of the organization has increased.

Table 160: Reported effects of the project on the participant's organization according to project leaders and participants combined (N=84, 68 project leaders, 16 participants)



Between 2011 and 2013, there was an overall decrease in agreement with the possible effects of a YiA-participation on the participants' organization itself. Three of these decreases were significant: a lower percentage 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. In the November 2014 sample, there is a general increase in the participants' and project leaders' agreement with

<sup>21</sup> Questions about influences on the organization are only asked to participants of action 3.1, 4.3 and 5.1.

possible effects of a YiA-participation on the organization itself. Only one increase is significant: a higher percentage of participants and project leaders agree that the participation has resulted in more international contacts for the organization.

Table 161: Reported effects of the project on the participant's organization according to project leaders and participants combined, 2011-2014

Agreement with effects on the organization	2011 (N=123)	2013 (N=76)	2014 (N=84)
More partners with other countries	90%	84%	96%**
More international projects	77%	70%	73%
Increased participation of young people in the group	81%	70%*	75%
Increased appreciation for cultural diversity	83%	78%	83%
Increased commitment to the inclusion of young people with fewer opportunities	76%	64%*	69%
More involvement with European issues	65%	61%	70%
Increased project management competence	71%	67%	72%
The network of the project organisers with local networks has improved	72%	55%**	66%

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

An analysis according to project type reveals three significant differences in the November 2014 sample. Project leaders and participants of projects with youth workers report to a lesser degree that their organization has more international partners due to the project. They report also to a lesser degree than project leaders and participants of projects with young people that there is an increased promotion of participation of young people in the organisation and they report less an improvement of management skills in the organisation than other project leaders and participants.

Table 162: 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=40)	EVS- project (N=14)	Project with youth workers (N=28)
More partners with other countries	37 92%	14 100%	22 79%*
More international projects	29 76%	12 86%	27 78%
Increased participation of young people in the group	34 85%	11 79%	17 61%*
Increased appreciation for cultural diversity	34 85%	13 93%	21 75%
Increased commitment to the inclusion of young people with fewer opportunities	28 70%	10 71%	20 71%
More involvement with European issues	30 75%	10 71%	17 61%
Increased project management competence	31 77%	11 79%	16 57%*

The network of the project organizers with local structures was strengthened	27 67%	10 71%	17 61%
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\*  $p < .05$

There are no significant differences in perceived effects on the participant's organization/group/body according to country of residence. Project leaders and participants residing in and outside of Belgium tend to perceive the same changes for the participant's organization/group/body.

Table 163: Reported effects of the project on the participant's organization/group/body according to group leaders by country of residence

Effect	Other country (N=29)	Belgium (N=39)
More partners with other countries	28 96%	36 92%
More international projects	22 81%	31 79%
Increased participation of young people in the group	23 79%	32 82%
Increased appreciation for cultural diversity	26 90%	33 85%
Increased commitment to the inclusion of young people with fewer opportunities	19 65%	29 74%
More involvement with European issues	24 82%	26 67%
Increased project management competence	24 83%	29 74%
The network of the project organizers with local structures was strengthened	22 76%	27 69%

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 project leaders 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 local community according to more than 70 percent of the project leaders and an equal amount of them think that the local community has become more aware about youth concerns. According to more than half of the project leaders is the local community more prepared to include young people with fewer opportunities. Seven out of ten project leaders agree that the local community is willing 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 164: Reported effects of the project on the local community (project leaders)

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 1,5%	12 17,6%	22 32,4%	26 38,2%	7 10,3%
The project was perceived as an enrichment by the local community	0 0,0%	9 13,2%	21 30,9%	29 42,6%	9 13,2%
The local community became more aware of the concerns and the interests of young people	2 2,9%	10 14,5%	23 33,3%	25 36,2%	9 13,3%
The intercultural dimension was appreciated by the local community	1 1,4%	11 15,9%	21 30,4%	28 40,6%	8 11,6%
The local community became more committed to the inclusion of young people with fewer opportunities	1 2,7%	6 8,7%	13 19,1%	8 11,6%	9 13,3%
The European dimension was received with interest by the local community	2 2,9%	8 11,6%	24 34,8%	27 39,1%	8 11,6%
The local community showed interest in similar projects in the future	0 0,0%	6 8,7%	29 42,0%	23 33,3%	11 15,9%
The local community expressed readiness to support similar activities in the future	1 1,4%	6 8,7%	30 43,5%	20 29,0%	12 17,4%

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 consistent over time.

Table 165: Reported effects of the project on the local community (project leaders), 2011-2014

Percentage agreement with effect	2011	2013	2014
The local community was actively involved in the project	49 69%	29 78%	48 69%
The project was perceived as an enrichment by the local community	52 73%	29 78%	50 73%
The local community became more aware of the concerns and the interests of young people	49 69%	22 59%	48 69%
The intercultural dimension was appreciated by the local community	56 79%	27 73%	49 71%

The local community became more committed to the inclusion of young people with fewer opportunities	35 52%	21 56%	21 57%
The European dimension was received with interest by the local community	49 70%	27 73%	51 74%
The local community showed interest in similar projects in the future	52 73%	29 78%	52 75%
The local community expressed readiness to support similar activities in the future	50 70%	30 80%	50 72%

In the November 2014 sample there is only one significant difference between different action types. Project leaders of projects with youth workers agree to a lesser extent that the local community becomes more aware of the concerns and interests of young people by participating in a YiA-project than project leaders of other action types.

Table 166: Reported effects of the project on the local community by project type (project leaders)

Percentage agreement with effect	Projects with young people (N=40)	EVS-projects (N=14)	Projects with youth workers (N=12)
The local community was actively involved in the project	30 75%	9 64%	8 67%
The project was perceived as an enrichment by the local community	30 75%	10 71%	8 67%
The local community became more aware of the concerns and the interests of young people*	30 75%	11 78%	6 50%
The intercultural dimension was appreciated by the local community	29 70%	10 71%	8 67%
The local community became more committed to the inclusion of young people with fewer opportunities	23 59%	7 50%	5 42%
The European dimension was received with interest by the local community	33 80%	9 64%	8 67%
The local community showed interest in similar projects in the future	31 76%	10 71%	9 75%
The local community expressed readiness to support similar activities in the future	30 75%	9 64%	9 75%

\*  $p < .05$

In the November 2014 sample, there are no significant differences between project leaders of sending and hosting countries in the reported effects on the local community. This means that project leaders have a similar perception of the reported effects on the community, irrespective whether they hosted or sent participants.



Table 167: Perceived effects of the project on the local community by hosting/sending country (project leaders)

Percentage agreement with effect	Sending country (N=40)	Hosting country (N=28)
The local community was actively involved in the project	26 65%	22 79%
The project was perceived as an enrichment by the local community	28 70%	22 79%
The local community became more aware of the concerns and the interests of young people	26 65%	22 79%
The intercultural dimension was appreciated by the local community	30 73%	19 68%
The local community became more committed to the inclusion of young people with fewer opportunities	20 50%	15 55%
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	31 75%	20 71%
The local community expressed readiness to support similar activities in the future	30 73%	22 79%

In general, project leaders residing in Belgium agree to a lesser extent that the project had effects on the local community than their counterparts residing in another country. The difference in opinion is the greatest for the appreciation of the intercultural and European dimension of the project and for the commitment of the community to include young people with fewer opportunities. The differences are not significant.

Table 168: Perceived effects of the project on the local community by country of residence (project leaders)

Percentage agreement with perceived effect	Other country (N=29)	Belgium (N=39)
The local community was actively involved in the project	21 72%	27 69%
The project was perceived as an enrichment by the local community	23 79%	27 69%
The local community became more aware of the concerns and the interests of young people	21 70%	27 69%
The intercultural dimension was appreciated by the local community	24 80%	25 64%
The local community became more committed to the inclusion of young people with fewer opportunities	17 59%	18 47%
The European dimension was received with interest by the local community	25 83%	26 67%
The local community showed interest in similar projects in the future	23 77%	29 74%
The local community expressed readiness to support similar activities in the future	22 73%	28 72%

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 November 2014 firmly believe that YiA-projects promote a sense of European belonging and active citizenship. Furthermore, participation improves the competences of participants and project leaders. 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, although participants and project leaders in the November 2014 sample agree in a lesser degree with the improvement of self-confidence and self-esteem than project leaders and participants in previous research. Participants and project leaders have a better idea of their options in life after participating in a project. 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 that partakes 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 a local or regional public organisation (a municipal youth work initiative, an initiative of a regional authority etc.). The overwhelming majority of project leaders, namely more than four out of five, are involved in a non-governmental initiative. Only one project leaders is involved in a YiA-project on behalf of an informal group of young people. Over time, the percentage of project leaders acting as a project leader of an informal youth group declines steadily, resulting in a significant drop of this percentage between 2011 and 2014 while the percentage of projects leaders involved in a YiA-project on behalf of a non-governmental of non-profit organisation increases steadily over time, so that the increase over the whole period (2011 to 2014) becomes significant. The percentage of project leaders involved through a local or regional public organisation fluctuates over time, between 15 and 22%.

Table 169: Type of organisation/group/body, 2011-2014

Organisation	2011 (N=72)		2012 (N=76)		2013 (N=37)		2014 (N=69)	
	N	%	N	%	N	%	N	%
A local or regional public body	13	18,1	17	22,4	6	16,2	11	15,9
A non-profit or non-governmental body*	51	70,8	55	72,4	29	78,4	57	82,6
An informal youth group**	8	11,1	4	5,3	2	5,4	1	1,4

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

There are no significant differences according to country of residence. The project leader who was involved in an informal youth group in the November 2014 sample did not reside in Belgium at the start of the project. A differentiation according to project type shows that this person was involved in a project with youth workers. In previous research, projects leaders of informal groups were involved in projects with young people (Stevens, 2013, 2014b). 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. The differences according to action type are therefore negligible.

Table 170: Type of organization/group/body by project type (N = 67)

	Projects with young people (N=41)	EVS (N=14)	Projects with youth workers (N=12)
A local or regional public body	7 17%	1 7%	32 25%
A non-profit or non-governmental body	34 83%	13 93%	8 67%
An informal youth group	0 0%	0 0%	1 8%

## 4.2 Focus of the project promoter

The goals of the organizations of the project leaders are numerous. In the November 2014 sample, the most frequently mentioned focusses of the organizations are organized youth work, youth counselling, youth exchanges and cultural activities. These goals are mentioned by at least one in five project leaders. Socio-political work has significantly increased in popularity between 2011 and 2013, but is less frequently mentioned by the project leaders in the November 2014 sample compared to the 2012 and 2013 sample. Over time, there are less project leaders of open youth work among the project leaders and this decrease is significant for the period considered.

Table 171: Focus of the group/organization/body, 2011-2014<sup>22</sup>

Focus	2011 (N=70)		2012 (N=73)		2013 (N=32)		2014 (N=65)	
	N	% project leaders	N	% project leaders	N	% project leaders	N	% project leaders
Organized youth work	24	34,3%	30	41,1%	9	28,1%	21	32,2%
Open youth work (e.g. youth centre) and mobile youth work*	17	24,3%	11	15,1%	3	9,4%	5	7,7%
Youth counselling, youth information	6	8,6%	13	17,8%	5	15,6%	16	24,6%
Youth services	5	7,1%	5	6,8%	2	6,3%	6	9,2%
Out-of-school youth education	11	15,7%	12	16,4%	7	21,9%	12	18,5%
Youth exchange	18	25,7%	14	19,2%	6	18,8%	18	27,7%
Other types of education or training	12	17,1%	8	11,0%	6	18,8%	10	15,4%
Socio-political work**	3	4,3%	12	16,4%	6	18,8%	8	12,3%
Social work/social services	10	14,3%	10	13,7%	3	9,4%	6	9,2%
Cultural activities	18	25,7%	11	15,1%	7	21,9%	14	21,5%

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

There are differences in the goals of the organisation if the project leader is living in Belgium or not. The top three of organisational goals of project leaders not living in Belgium is youth counselling, youth exchanges and out-of-school youth education. For project leaders residing in Belgium this top three is

<sup>22</sup> Multiple responses possible

organized youth work, youth counselling and cultural activities. In the November 2014 sample, the difference in project leaders from organised youth work according to country of residence is striking. 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 2014 this was only one in seven. Among project leaders residing in Belgium, this has diminished from one in four to less than one in ten.

Table 172: Number of focus of the group/organization/body by country of origin, 2011-2014<sup>23</sup>

Focus	2011		2012		2013		2014	
	Another country (N=35)	Belgium (N=26)	Another country (N=44)	Belgium (N=29)	Another country (N=8)	Belgium (N=24)	Another country (N=28)	Belgium (N=37)
Organized youth work	11	10	16	14	2	7	4	17
Open youth work (e.g. youth centre) and mobile youth work	10	6	5	6	1	2	2	3
Youth counselling, youth information	0	5	9	4	2	3	9	7
Youth services	3	0	3	2	1	1	2	4
Out-of-school youth education	4	6	7	5	1	6	8	4
Youth exchange	9	6	9	5	2	4	9	9
Other types of education or training	6	4	6	2	1	5	3	7
Socio-political work	2	0	9	3	2	4	4	4
Social work/social services	7	3	4	6	2	1	2	4
Cultural activities	7	9	7	4	1	6	5	9

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 is that the different action types have various goals. Organized youth work is the most frequently mentioned goal by EVS-project leaders and project leaders of projects with youth workers, while youth exchanges are most often cited by project leaders of projects with young people. Furthermore, a relative high proportion of EVS-project leaders mention social work and cultural activities as one of the main goals of their organisation. The transnational sample is better suited to investigate differences in goals of organisations according to the different actions in Youth in Action.

<sup>23</sup> Multiple responses possible

Table 173: Focus of the group/organization/body by action type (N=63)<sup>24</sup>

	Project with young people (N=40)	EVS (N=12)	Project with youth workers (N=14)
Organized youth work	11	5	5
Open youth work (e.g. youth centre) and mobile youth work	4	1	0
Youth counselling, youth information	11	2	3
Youth services	4	1	1
Out-of-school youth education	7	1	3
Youth exchange	15	0	2
Other types of education or training	5	3	2
Socio-political work	4	2	1
Social work/social services	2	4	1
Cultural activities	6	5	2

<sup>24</sup> 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

The largest group of participants in the November 2014 sample came into contact with a YiA-project through school or university. The second most important channel is a youth group or a youth organisation, closely followed by word-of-mouth advertising by friends and acquaintances. Another relevant entry point in the November 2014 sample, were colleagues at work.

There are some remarkable changes in the way how participants have become involved in a YiA-project in the November 2014 sample compared to the previous samples. A significant smaller proportion of participants in the November 2014 sample reported to have become involved in a YiA-programme through a youth organisation or a youth centre compared to the other samples. As a matter of fact, this percentage halved. Furthermore, the percentage of participants who have come into contact with a YiA-project through school or university has increased significantly. A modest increase was already noticed between 2011 and 2013, but this increase is substantive between 2013 and 2014. In 2011 schools or universities were almost irrelevant as an entry point. In 2014 it has become the main entry point. Colleagues at work was mentioned by a larger proportion of participants in the 2013 sample compared to the 2011 sample. In 2014, this percentage stays unchanged. At the same time, regular media have become less a pathway into YiA between 2011 and 2014. The same holds true for the National Agency of Youth in Action. The percentage of participants who have entered YiA through this means have halved between 2011 and 2014.

Table 174: Participants becoming involved in the project<sup>25</sup>

Way of involvement	2011 (N=187)		2013 (N=152)		2014 (N=96)	
	N	% participants	N	% participants	N	% participants
Through a youth group, a youth organization or a youth centre	102	54,8	79	52,0	26	27,1%***
Through friends/acquaintance	48	25,8	32	21,1	23	24,0%
Through school or university	7	3,8	12	7,9*	39	40,6%***
Through colleagues at work	3	1,6**	28	18,4	18	18,8%
Through information from a newspaper/magazine, news report, internet	17	9,1*	7	4,6	3	3,1%
Through the National Agency of Youth in Action*	24	12,9	15	9,9	6	6,3%
Through information by or on the website of the European Union	1	0,5	4	2,6	5	5,2%
Through other sources	9	4,8	7	4,6	3	3,1

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

<sup>25</sup> Multiple responses possible

An analysis according to country of residence demonstrates two different pathways into YiA between participants residing in Belgium and those residing in another country. A significant larger proportion of participants not residing in Belgium have entered the programme through school or university than their counterparts living in Belgium. At the same time, a significant larger proportion of Belgian residents have obtained their information through colleagues at work.

Over time, there are some significant changes in the way how participants get involved in a project. The significant decline in participants who get involved through a youth organisation or a youth centre in the November 2014 sample can be attributed to all participants, irrespective of their country of residence. It must be pointed out though that this decline can be observed for the whole period for participants residing in another country. Among Belgian residents, the decline can only be observed between 2013 and 2014. The increase in participants getting involved in a YiA-project through school or university in 2014 is a common feature for all participants, but is more pronounced among residents of other countries than Belgium. The role of friends and acquaintances has changed completely over time according to country of residence. Between 2011 and 2014, a significant smaller proportion of participants residing in Belgium (from 36% to 21%) have become involved through this channel, while a significant larger proportion of participants not residing in Belgium enter the programme through this entry point (from 16% to 28%). For Belgian residents, colleagues at work have become more essential to enter the programme over time, while the role of colleagues is less straight forward for participants not residing in Belgium. There is a decrease in the proportion of participants who got involved through the media for Belgian residents and participants not residing in Belgium, but it is more outspoken for residents of other countries. Finally, we can also see a different change in the role the National Agencies of Youth in Action. The drop in participants who get involved through their National Agencies is due to participants that are not residing in Belgium. The percentage of Belgian participants reporting to have come into contact with YiA through the National Agency is fairly stable over time, while this percentage decreases significantly for residents of other countries (from 22% to 3%).

Table 175: Participants becoming involved in the project by country of residence, 2011-2014<sup>26</sup>

Way of involvement	2011		2013 (N=152)		2014 (N=96)	
	Belgium (N=75)	Another country (N=78)	Belgium (N=102)	Another country (N=50)	Belgium (N=57)	Another country (N=39)
Through a youth group, a youth organization or a youth centre	44%	61%	58%	40%	30%	23%
Through friends/acquaintances	36%	16%	22%	20%	21%	28%
Through school or university	7%	3%	9%	6%	32%*	54%*
Through colleagues at work	1%	1%	17%	22%	26%*	8%*
Through information from a	9%	11%	3%	4%	5%	0%

<sup>26</sup> Multiple responses possible



newspaper/magazine, news report, internet						
Through the National Agency of Youth in Action	8%	22%	9%	12%	9%	3%
Through information by or on the website of the European Union	0%	1%	3%	2%	5%	5%
Through other sources	8%	1%	5	4%	3%	3%

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

There are different pathways into a YiA-project according to project type. For projects with young people, schools and universities are the most cited entry point. For EVS-projects, this is friends and acquaintances and for projects with youth workers colleagues at work.

Over time, involvement through a youth structure has become less relevant for all action types. The increase of the importance of schools and universities over time is mainly due to the increase of the use of this channel by participants in projects with young people. The role of friends and acquaintances has increased for participants in EVS-projects, while the increase of the role of colleagues over time is specific for participants in projects with youth workers.

Table 176: Participants becoming involved in the project by project type, 2011-2014<sup>27</sup>

Way of involvement	Project with young people (N=100)	2011 EVS (N=9)	Project with youth workers (N=44)	Project with young people (N=79)	2013 EVS (N=20)	Project with youth workers (N=44)	Project with young people (N=64)	2014 EVS (N=13)	Project with youth workers (N=16)
Through a youth group, a youth organization or a youth centre	54%	55%	50%	60%	50%	41%	28%	38%	19%
Through friends/acquaintances	33%	33%	9%	16%	40%	11%	25%	54%	0%
Through school or university	7%	0%	0%	9%	10%	7%	56%	0%	12%
Through colleagues at work	0%	0%	4%	15%	15%	29%	9%	15%	50%
Through information from a newspaper/magazine, news report, internet	9%	22%	11%	5%	0%	5%	5%	0%	0%
Through the National Agency of Youth in Action	6%	0%	36%	6%	25%	11%	2%	15%	19%
Through information by or on the website of the European Union	0%	0%	2%	1%	15%	0%	2%	31%	0%
Through other sources	6%	0%	2%	5%	0%	7%	2%	0%	12%

<sup>27</sup> Multiple responses possible

### 5.1.2. Project leaders

The biggest group of project leaders came in contact with the YiA programme through colleagues at work in the November 2014 sample. The second most important entry point was the National Agency of YiA and the third most important source a youth group. This is fairly similar to the findings of the May 2013 sample. Over time, there are some significant changes though. In November 2011 a youth structure was still the most important gateway into a project, while colleagues were significantly less instrumental in finding a way into YiA. Furthermore, there is a steady and continuous decline in the role of friends and acquaintances, resulting in a significant decrease of project leaders indicating this source as a way to become involved in a YiA-project.

Table 177: Project leaders becoming involved in the project, 2011-2014<sup>28</sup>

Way of involvement	2011 (N=67)		2013 (N=35)		2014 (N=64)	
	N	% project leaders	N	% project leaders	N	% project leaders
Through a youth group, a youth organization or a youth centre	29	43,3%**	7	20%	18	28,1%
Through friends/acquaintances*	14	20,9%	5	14%	5	7,8%
Through school or university	3	4,5%	4	11,4%	4	6,8%
Through colleagues at work	10	14,9%***	15	42,9%	25	39,1%
Through information from a newspaper/magazine, news report, internet	5	7,5%	0	0,0%	5	7,8%
Through the National Agency of Youth in Action	22	32,8%	9	25,7%	21	32,8%
Through information by or on the website of the European Union	6	9,0%	3	8,6%	8	12,5%

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

For project leaders not residing in Belgium, the most important source of information over the YiA programme are colleagues at work in the November 2014 sample. Also projects leaders residing in Belgium are the most often informed by colleagues, although the National Agency of YiA was also cited as frequently 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.

Table 178: Project leaders becoming involved in the project by country of origin, 2011-2014<sup>29</sup>

Way of involvement	2011		2013		2014	
	Belgium (N=26)	Another country (N=33)	Belgium (N=25)	Another country (N=10)	Belgium (N=37)	Another country (N=27)
Through a youth group, a youth organization or a youth centre	8	18	4	3	12	6
Through friends/acquaintances	3	8	3	2	4	1
Through school or university	1	2	1	3	1	3
Through colleagues at work*	5	5	11	4	14	11

<sup>28</sup> Multiple responses possible

<sup>29</sup> Multiple responses possible

Through information from a newspaper/magazine, news report, internet	2	3	0	0	4	1
Through the National Agency of Youth in Action	11	9	8	1	14	7
Through information by or on the website of the European Union	3	2	2	1	2	6

\* 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. Nonetheless, the top three entry points is the same for all action types: colleagues, the National agency and youth structures.

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 or through friends/acquaintances has become less relevant compared to the November 2011 sample.

Table 179: Project leaders becoming involved in the project by action type<sup>30</sup>

Way of involvement	2011			2013			2014		
	Project with young people (N=47)	EVS (N=5)	Project with youth workers (N=8)	Project with young people (N=9)	EVS (N=16)	Project with youth workers (N=10)	Project with young people (N=38)	EVS (N=13)	Project with youth workers (N=11)
Through a youth group, a youth organization or a youth centre	22	1	3	1	1	5	10	4	3
Through friends/acquaintances	8	0	3	1	3	1	3	2	0
Through school or university	3	0	0	1	2	1	4	0	0
Through colleagues at work	10	0	0	4	8	3	13	4	7
Through information from a newspaper/magazine, news report, internet	4	0	1	0	0	0	3	1	1
Through the National Agency of Youth in Action	12	4	4	3	4	2	12	5	4
Through information by or on the website of the European Union	4	0	1	1	2	0	5	0	2

## 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 since 2013 compared to the November 2011 sample, in which almost all participants claimed to know that the project was financed by the EU.

<sup>30</sup> Multiple responses possible

Table 180: Do you know that the project is financed by the European Union?, 2011-2014

Answer	2011 (N=187)		2013 (N=153)		2014 (N=95)	
	N	%	N	%	N	%
Yes	180	96,3***	123	80,4%	77	81,1%
No	7	3,7***	30	19,6%	18	18,9%

\*\*\* p<.001

The fact that the projects are funded through the Youth in Action-programme, is a lesser known fact. Still two out of three participants are aware of this fact. Over time, this knowledge has decreased significantly between each consecutive wave. In 2014, it can still be proclaimed that a vast majority of the participants know that the project is funded by the Youth in Action-programme.

Table 181: Do you know that the funds are from the Youth in Action programme?, 2011-2014

Answer	2011 (N=187)		2013 (N=153)		2014 (N=96)	
	N	%	N	%	N	%
Yes	171	91,4	117	76,5%***	62	64,6%*
No	16	8,6	36	23,5%***	34	35,4%*

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

Participants of sending countries are more aware that the project is funded by the European Union. In contrast to previous samples, this difference is not significant in the November 2014 sample. Also in contrast with previous samples, the percentage of participants of hosting countries report in a higher degree that they know that the project is funded by the Youth in Action programme than participants of sending countries. Once more, this difference is not significant in the November 2014 sample.

The decrease in knowledge of the financing of the project that can be observed over time is a common feature for participants of sending and hosting countries. A significant lower percentage of participants of hosting countries reported to know this fact in May 2013 compared to November 2011. Between 2013 and 2014, this percentage increases a little bit among participants of hosting countries. Between 2013 and 2014, there is a significant drop in participants of sending countries that know that the project is financed by the EU. 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. The drop in knowledge among participants of hosting countries already occurred between 2011 and 2013 and stays at the same level of 2013 in the 2014 sample. Among participants of sending countries, there was a significant decrease in knowledge between 2011 and 2013 and this decline reoccurs between 2013 and 2014, resulting in (a non-significant) lower knowledge among participants of sending countries than hosting countries.

Table 182: Financing of the project by hosting/sending country, 2011-2014

Percentage 'yes'	2011		2013		2014	
	Sending (N=153)	Hosting (N=31)	Sending (N=80)	Hosting (N=73)	Sending (N=52)	Hosting (N=43)
Financing by EU	98%	89%***	95%	64%***	84,6%*	76,7%
Financing by YiA	94%*	81%*	87%*	64%*	62,3%***	67,4%

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

In the November 2014 sample, there is one significant difference in knowledge about the financing of the project according to country of residence. Less participants residing in another country than Belgium know that the project is sponsored by the Youth in Action programme than participants residing in Belgium. Over time, there is a significant decrease in knowledge of funding of the project. A significant decrease in this knowledge occurs between 2011 and 2013 among the Belgian residents and stabilises between 2013 and 2014. Among residents of other countries, the decline in knowledge of EU-funding is more gradual, but significant for the whole period considered. The decrease in knowledge about YiA-funding among residents of other countries is significant between 2013 and 2014.

Table 183: Financing of the project by country of residency, 2011-2014

Percentage 'yes'	2011		2013		2014	
	Belgium (N=153)	Another country (N=31)	Belgium (N=102)	Another country (N=51)	Belgium (N=57)	Another country (N=38)
Financing by EU	95%***	97%	76%***	88%	82,5%	78,9%
Financing by YiA	91%***	92%	72%***	84%	75,4%	48,7%**

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

### 5.3 Application, administration and reporting

Only 31 of the project leaders in the November 2014 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 most project leaders are satisfied about the transparency of the application procedure. Finding the essential information for applying was easy and understandable. Meeting the funding criteria to get a grant is feasible and the funding rules are appropriate. Nonetheless, one in five project leaders do not agree with these statements. There is less satisfaction with the procedure itself. Almost half of the project leaders disagree that the application of the project and the administrative management is simple. Thirteen of 31 project leaders find the administration of a YiA-programme cumbersome compared to similar programmes. 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 previous Flemish samples (Stevens, 2013, Steven, 2014b).

Table 184: Application and administrative management procedure (N= 31) (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	2	4	12	12	1
The essential information required for this project was easy to understand	2	4	12	12	1
In the case of this project, it was easy to meet the funding criteria	1	5	12	12	1
The application procedure for this project was simple	4	10	9	7	1
The administrative management of this grant request was simple	7	6	11	6	1
The funding rules and the calculation methods were appropriate	2	6	10	12	1
Reporting was easy	4	7	10	9	1
The overall grant system was appropriate and satisfactory for his project	5	4	9	10	1
Compared to other funding programmes, the administrative management of this grant request was easy	9	4	5	9	4

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 185: Knowledge and possession of Youthpass (percentages), 2011-2014

Percentage 'yes'	2011 (N=169)			2013 (N=144)			2014 (N=93)		
	Yes	No	Do not remember	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	31,2*	54,8	14,0
Do you have a Youthpass?	50,6	37,5	11,9	34,4**	58,0	7,7	18,3**	66,7	15,1

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

Less than one third of the participants in the November 2014 sample know of Youthpass and less than one in five of the participants have such a pass. This means that among the participants in the November 2014 sample the degree of

knowledge and possession of Youthpass has significantly decreased compared to the May 2013 sample, that already knew a significant decrease in knowledge and possession compared to the participants in the November 2011 sample.

Table 186: Knowledge and possession of Youthpass by project type (N=90) (percentages)

Percentage 'yes'	2011			2013			2014		
	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)	Project with young people (N=61 )	EVS (N=13 )	Project with youth workers (N=16)
Do you know Youthpass?***	50%**	71%	84%	30%**	78%	68%	18%**	69%	50%
Do you have a Youthpass?***	48%***	43%	72%*	20%***	63%	55%*	13%	46%	19%*

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

In the November 2014 sample, the knowledge of Youthpass is the highest among the participants in an EVS-project, than participants in projects with youth workers and this knowledge is significantly lower among participants in projects with young people. The possession of Youthpass is significantly lower among participants in projects with young people and projects with youth workers than among participants in EVS-projects.

Over time, the knowledge and possession of Youthpass remains stable among participants in EVS-projects. The knowledge of Youthpass among participants in projects with young people decreases every consecutive sample, while the possession of Youthpass among these participants only decreases significantly between 2011 and 2013. Among participants in projects with youth workers the decline in knowledge is less pronounced between consecutive samples, but the decrease is consistent over time, resulting in a significant decline of knowledge for the whole observed period. The decline in possession of Youthpass among these participants occurs between every consecutive sample.

Also project leaders were asked about the use of Youthpass. Half of the project leaders in the November 2014 sample state that Youthpass was applied in the project. This is comparable to the findings in the previous samples. In November 2014 a significant lower proportion of the project leaders claims not to use Youthpass in the project compared to the May 2013 sample (but not compared to the November 2011 sample).

Table 187: Use of Youthpass, 2011-2014

Answer	2011		2013		2014	
	N	%	N	%	N	%
Yes	32	45,1	19	52,8	35	52,2
No	16	22,5	11	30,6	9	13,4*
I don't remember	23	32,4	6	16,7*	23	34,3

There are no significant differences in the use of Youthpass according to funding country: 51% of the project leaders of a project funded by the Flemish Community say that Youthpass is used in the project, 57% of the project leaders funded by another country agree with this statement.

There are significant differences in the use of Youthpass according to action type. Almost nine out of ten project leaders of EVS-projects, two thirds of project leaders of projects with youth workers and less than four out of ten project leaders of projects with young people report the use of Youthpass. Remarkably, a significant larger part of project leaders of projects with young people do not remember the use of Youthpass. Also in previous research, 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 188: Use of Youthpass by project type, 2011-2014

	2011			2013			2014		
	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)	Project with young people (N=40)	EVS (N=14)	Project with youth workers (N=11)
Yes	21 42%	4 100%	2 25%	2 22%	13 76%	4 40%	15 37%	12 86%	7 64%
No	12 24%	0 0%	4 50%	4 44%	3 18%	4 40%	6 15%	1 7%	2 18%
I don't remember	17 34%	0 0%	2 25%	3 33%	1 6%	2 20%	19 48%	1 7%	2 18%

Project leaders claiming the use of 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. Most agree also that the participants were informed about Youthpass. At the end of the project the majority of the participants wanted a Youthpass and finally got one. Project leaders are to a lesser extent enthusiastic about the clarity and intelligibility of the information about Youthpass. Similar findings were made in previous research.

Table 189: Integration of Youthpass – absolute numbers and percentage (N=35)

Item	Not at all/very true	Somewhat true	Very true	No opinion
I have received all necessary information concerning Youthpass	1 2,9%	9 25,7%	24 68,6%	1 2,9%
The information about Youthpass was clear and understandable	3 8,6%	12 34,4%	19 54,3%	1 2,9%
The participants were informed in detail about Youthpass	1 2,9%	9 25,7%	25 71,4%	0 0,0%
Youthpass was integrated broadly into the project and its methods	8 22,9%	13 37,1%	13 37,1%	1 2,9%
The participants wished to receive a Youthpass	4 11,4%	9 25,7%	21 60,0%	1 2,9%
The participants received a Youthpass	3 8,6%	3 8,6%	27 77,1%	2 5,7%



## 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. One in eight of the participants in the Flemish sample of November 2014 have heard of the Structured Dialogue and one in twenty have experienced activities within the Structured Dialogue. This is even lower than in previous waves.

Table 190: Information and experience with 'Structured Dialogue' (percentages), 2011-2014

Structured Dialogue	2011 (N=164)		2013 (N=146)		2014 (N=93)	
	Yes	No	Yes	No	Yes	No
Did you ever hear about 'Structured Dialogue'?	19,0%	81,0%	19,3%	80,7%	12,9%	87,1%
Did you experience any activities within the 'Structured Dialogue'?	9,5%	91,5%	12,4%	87,6%	6,5%	93,6%

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 November 2014 sample, a larger proportion of Belgian residents have knowledge of Structured Dialogue, but a smaller proportion of them have experience with Structured Dialogue. The differences are not significant.

Over time, there are two significant changes. In May 2013 a significant larger proportion of participants residing in Belgium have experiences with activities within Structured Dialogue compared to Belgian residents in the two other samples. Between 2011 and 2014 the knowledge of Structured Dialogue significantly decreases among residents of other countries than Belgium.

Table 191: Information and experience with 'Structured Dialogue' (percentages) according to country of residence, 2011-2014

Percentage 'yes'	2011 (N=164)		2013		2014	
	Belgium (N=80)	Another country (N=88)	Belgium (N=97)	Another country (N=48)	Belgium (N=56)	Another country (N=37)
Did you ever hear about 'Structured Dialogue'?	13,8%	23,9%	20,6%	16,7%	17,9%	5,4%*
Did you experience any activities within the 'Structured Dialogue'?	5,0%	13,6%	14,4%*	8,3%	5,4%	8,1%

\* 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 and participants of EVS-projects.

Table 192: Information and experience with 'Structured Dialogue' by project type (absolute numbers and percentages), 2011-2014

Percentage 'yes'	2011			2013			2014		
	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)	Project with young people (N=61)	EVS (N=13)	Project with youth workers (N=16)
Did you ever hear about 'Structured Dialogue'?	12 11%	3 43%	17 30%	12 16%	3 16%	12 29%	6 9,8%	1 7,7%	5 31,3%
Did you experience any activities within the 'Structured Dialogue'?	10 9%	1 14%	5 9%	11 14%	0 0%	6 14%	5 8,2%	0 0%	1 6,3%

## 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. A large majority of them are convinced that the organization of the project was well prepared. Sixty percent claim that the project was prepared in one or two preparatory meetings, while one third does not agree with this statement. In November 2014, 33 out of 70 (so almost half of them) of project leaders were implicated in the preparation of the project, the rest were not involved in the preparation of the project or did not have to answer this question. The majority of project leaders in the November 2014 sample use modern communication technologies like Skype to prepare the project.

In the November 2014 sample, there is one significant difference in the development and preparation of the project according to project type. Ten out of the fourteen EVS-project leaders (71%) claim that the project was prepared in one or two preparatory meetings involving the other project partners. Among project leaders of projects with young people this was only 5 of the 30 (13%) and 4 of the 12 project leaders of projects with youth workers (33%) agree with this statement. According to funding nation or hosting/sending nation, there are no significant differences in the development and preparation of the project.

Table 193: Development and preparation of the project (N=64)

	No	Yes	Do not know
The project was well prepared	6 9%	55 86%	3 5%
The project was prepared in one or more preparatory meetings involving other project partners	20 31%	38 59%	6 9%
I was participating in this preparatory meeting myself (N=38)	5 13%	33 87%	0 0%
The preparation included skype meetings and a like	21 33%	37 58%	6 9%

More than two out of three project leaders in the November 2014 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. In May 2013, this was slightly lower. Only half of the project leaders claimed that a good preparation is essential for a successful project. This stresses the importance of being able to prepare projects beforehand. One in five 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), the May 2013 sample (Stevens, 2014b) and are corroborated by the findings of the transnational analysis of 2010/2011 (Fennes et al., 2011).

Table 194: Cooperation during development, preparation and implementation of the project (N=64)

	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	2 3%	12 19%	24 37%	23 36%	3 5%
The preparatory meetings were essential to the project	0 0%	5 8%	17 27%	26 41%	13 20%
During the implementation of the project itself, the co-operation worked well	0 0%	5 8%	18 28%	37 58%	4 6%
The relationship between the project leaders/team members was characterized by mutual respect and good cooperation	0 0%	2 3%	15 23%	45 70%	2 3%

In the November 2014 sample, there is one significant difference in the evaluation of the preparation and implementation of the project according to funding country. Project leaders funded by another country thought in a lesser extent than project leaders funded by Belgium that during the project there was mutual respect and good cooperation between the project leaders. It must be stressed that even among project leaders funded by another country than Belgium, more than three quarters agree with this statement while all but one project leader funded by Belgium agree with this item. According to action type, EVS-project leaders (29%) claim less that preparatory meetings are essential to a successful project than other project leaders (80% for project leaders of projects with young people and 67% for project leaders of projects with youth workers). A similar finding occurred in previous research (Stevens, 2014b).

Table 195: Cooperation during development, preparation and implementation of the project by funding country (percentages and absolute numbers), 2011-2014

N/% to a considerable extent + to a very high extent	2011		2013		2014	
	Belgium (N=54)	Another country (N=8)	Belgium (N=23)	Another country (N=8)	Belgium (N=50)	Another country (N=14)
The project was developed in a balanced and mutual cooperation between the partners	39 72%	4 50%	14 61%	7 87%	36 72%	11 80%
The preparatory meetings were essential to the project	45 85%	2 25%	11 48%	4 50%	36 72%	7 50%
During the implementation of the project itself, the cooperation worked well	46 86%	5 62%	20 87%	6 75%	44 88%	11 78%
The relationship between the project leaders/team members was characterized by mutual respect and good cooperation	50 93%	7 87%	20 87%	7 87%	49 98%*	11 78%*

\* p<.05

## 6.2 Project languages

A possible problem in an international project are language barriers. Only 3% of the participants in the Belgian sample reported to have difficulties because of language problems. One in four of them got support of the project team when they needed it. Language barriers can be crossed. Six out of ten participants were able to practice their foreign language skills and even one in four could participate by speaking their first language.

Over time, there are some significant changes. The proportion of the participants in the Flemish sample who were able to speak their first language increases significantly over time. Between 2011 and 2014, this percentage even multiplied by six. The large proportion of Dutch speakers in the November 2014 sample is a very likely explanation for the continuing increase between 2013 and 2014. 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 to a level significantly lower than in 2011. This percentage stabilizes between 2013 and 2014. In 2012, a higher proportion of participants needed and received help with language than in the other samples, mainly due to the lower average age of that sample, but also less participants in that sample reported the use of one language that could be used by everybody in the project.

Table 196: Language used in the project according to participants, 2011-2014<sup>31</sup>

	2011 (N=167)		2012 (N=143)		2013 (N=145)		2014 (N=93)	
	N	% participants	N	% participants	N	% participants	N	% participants
There was one language used by everybody	117	69,6%	90	62,9%	93	64,1%	73	78,5%
I could fully participate in the project by using my first language***	8	4,8%	14	9,8%	27	18,6%	25	26,9%
I also used another language besides my first language	128	76,2%	125	87,4%**	94	64,8%	56	60,2%
I had difficulties to participate because of language problems	8	4,8%	10	7,0%	8	5,5%	3	3,2%
The project team helped me to understand, when it was necessary	42	25,0%	55	38,5%**	30	20,7%	24	25,8%

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

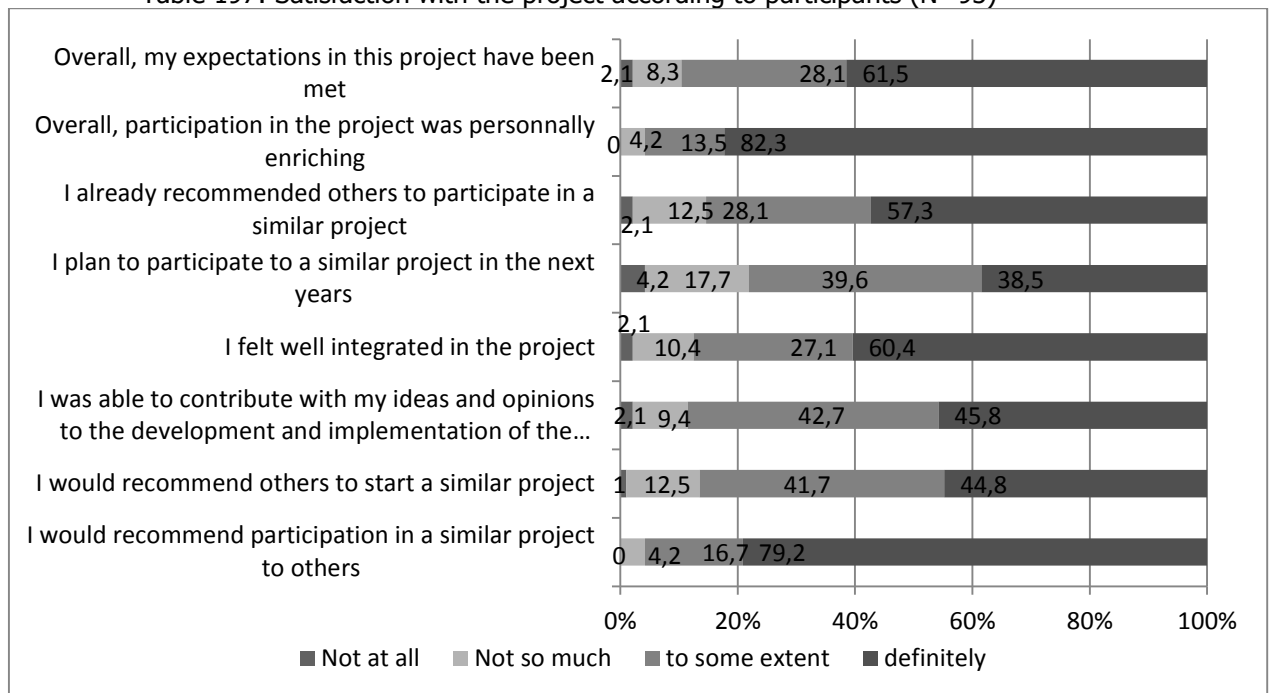
There are no significant differences according to hosting or sending country in the November 2014 sample.

<sup>31</sup> Multiple responses possible

### 6.3 Satisfaction with Youth in Action

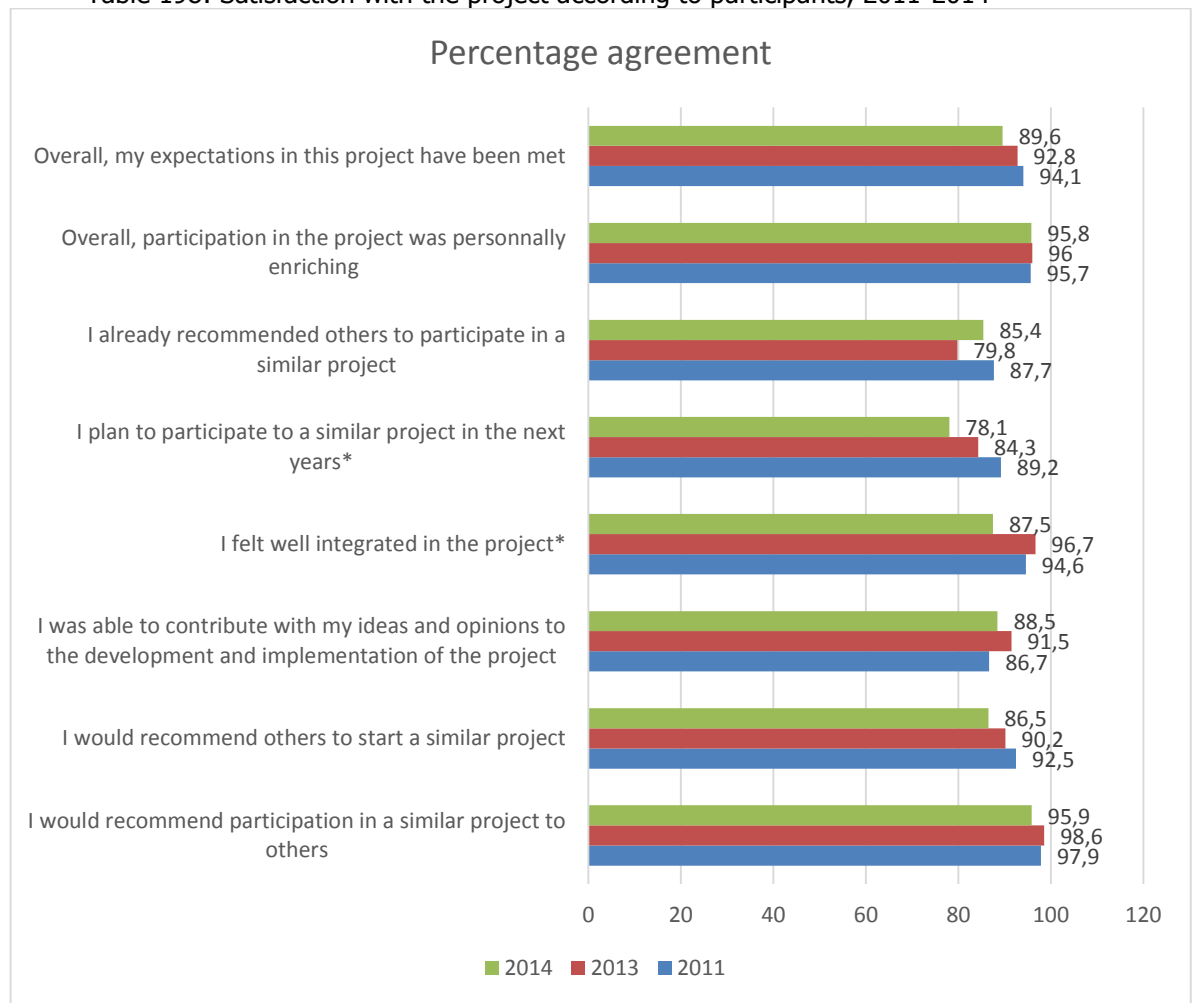
The participants express a high degree of satisfaction with Youth in Action-projects. More than eight out of ten participants in the November 2014 sample would recommend others to participate in a similar project. A similar amount already did. Almost all of them agree that the experience is personally enriching and nine out of ten agree that the project met their expectations. Almost eight out of ten plan to participate in a similar project in the future. Overall, at least 78% of participants respond positive on these items. The same amount of satisfaction has been found in previous samples. Nonetheless, one in eight participants did not feel integrated in the project and one in ten feel that their expectations were not met in the project.

Table 197: Satisfaction with the project according to participants (N=93)



In the November 2014 sample, there are two significant changes compared to previous research. A significant lower percentages of participants in the sample felt integrated in the project. A smaller proportion of the participants intend to participate in future projects than in the 2011 and 2012 sample. Despite these changes, the satisfaction rate with YiA-project among participants stays at a high level.

Table 198: Satisfaction with the project according to participants, 2011-2014



## 7 Gender specific analysis of YiA (2011-2014)

In this part of the report a more in-depth analysis of gender differentiation in participation, competence development and other reported effects is presented. Do men and women participate in an equal manner in YiA? Do they have a similar profile? And do they report similar effects in competence development, self-development and social network? To investigate these questions we will use a pooled dataset of all standard surveys and where possible (e.g. competence development), a pooled dataset of the standard surveys of 2011, 2013 and 2014 and of the special survey on learning in YiA of 2012 has been constructed.

### 7.1 Participation and profile of the participants

Table 199: Participation of participants in sub-actions of YiA by gender, row percentages - 2011-2014 (N=611)

Sub-action	Female		Male	
	N	%	N	%
Youth exchange	122	59,5	83	40,5
Youth initiative	17	60,7	11	39,3
Youth Democracy Project	31	68,8	14	31,1
EVS	54	78,3	15	21,7
Cooperation with neighbouring countries of the EU	41	59,4	28	40,6
Training and networking	85	55,9	67	44,1
Meetings of young people and those responsible for youth policies	20	46,5	23	53,5
Total	370	60,6	241	39,4

There is an overrepresentation of women among the participants in the different samples. Sixty percent of the participants are female and 40% of them are male. The overrepresentation of females does not occur for all sub-actions. The overrepresentation of females is the most pronounced in EVS-projects. More than three quarters of participants in EVS-projects are female, while only a quarter of them are male. Also among participants in youth democracy projects the gender balance tips more heavily towards the female side: seven out of ten participants are women. Youth exchanges, youth initiatives and cooperation with neighbouring countries of the EU resemble more closely the general gender distribution: six out of ten of the participants in these sub-actions are female. The gender distribution is more equal for training and networking and for meetings of young people with those responsible for youth policies. Among this last sub-action, there are even more male than female participants.

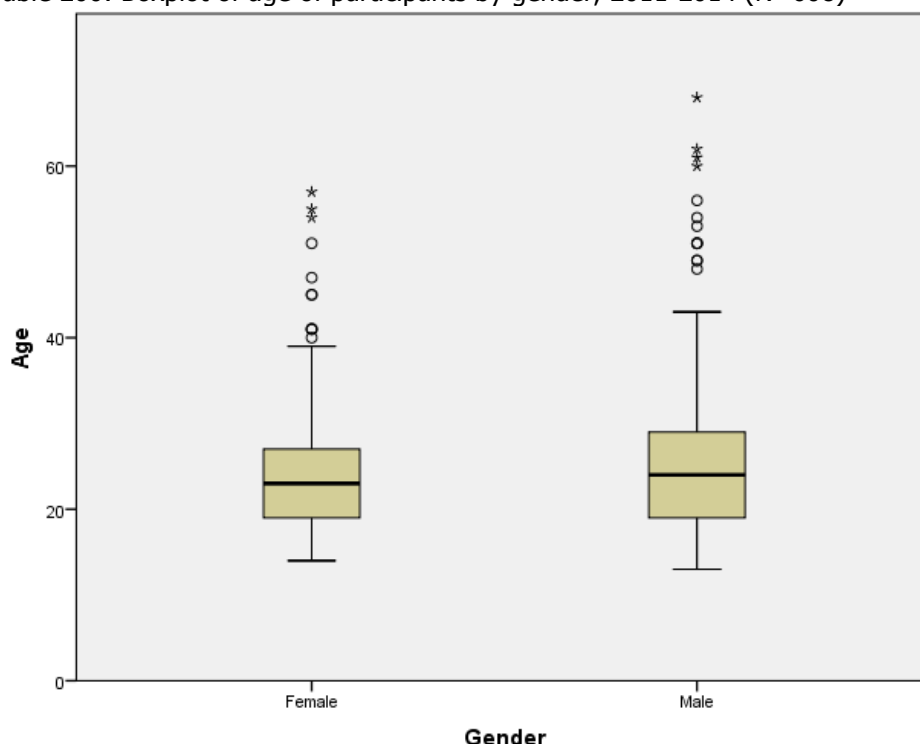
The gender distribution over sub-action reflects a typical traditional gender distinction: women are considered to be more cooperative and take the initiative in private life, while men are more competitive and this competitiveness takes place in more public life spheres (Macionis, 1997 cited in Tresignie, 2000). EVS-projects are often projects in the social sector and the health sector, two very feminized sectors where caring is central. Caring is cooperative of nature and predominantly belongs to the private life. Policymaking on the other hand belongs to the public domain and asks public debate, which can be very competitive.

A second question the gender distribution of participants in the YiA-programme raises, is whether the overrepresentation of female participants needs to be a matter of concern? Most likely, the result is a construct of the research. It is a



well-known fact that men are less inclined to participate in research than women. The overrepresentation of women in the samples is in that case a non-issue. On the other hand, the overrepresentation of women among participants can be seen as a result of the emancipation of women in society. Women are no longer hampered in their international mobility because of their gender. It cannot even be excluded that international mobility is a means to promote further emancipation. One of the finding later in this report is that participation in a YiA-project especially promotes the self-development of female participants. This supports the last reading of the overrepresentation of female participants in YiA-projects.

Table 200: Boxplot of age of participants by gender, 2011-2014 (N=608)



On average, male participants (25,5 years old) are significant older than female participants (23,6 years old). As can be seen in the boxplot above, there are some outliers in age among female and male participants, but more among male participants. Some male participants are even older than 60 years old. This translates in a bigger standard deviation for male participants (9,1 versus 6,6 for women). If we exclude the participants of over 60 years old, male participants (24,9 years old) are still older on average than female participants (23,6 years old) and the variability in age is still higher among men (7,8) than women (6,6).

Table 201: Highest educational attainment of participants by gender, column percentages - 2011-2014 (N=597)

Education level	Female		Male	
	N	%	N	%
Primary education	15	4,1	10	4,3
Lower secondary education	60	16,3	18	7,8
Technical school	6	1,6	12	5,2
Upper secondary school	69	18,8	49	21,3
Upper vocational school	12	3,3	13	5,7
University, polytechnic	205	55,9	128	55,7

Total	367	100,0	230	100,0
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Between male and female participants, there are some significant differences in highest educational attainment. More female participants have a lower secondary education as highest obtained educational attainment than male participants. More male participants have a degree of a technical school (ISCED 3) than female participants. If we define young people with a lower educational degree as young people who do not have a degree in upper secondary education, then 22% of the female participants have a lower educational attainment and 17% of the male participants. This difference is not significant.

Table 202: Highest educational attainment of participants who are no longer in education by gender, column percentages - 2011-2014 (N=597)

Education level	Female		Male	
	N	%	N	%
Primary education	2	1,0	2	1,6
Lower secondary education	16	8,4	3	2,3
Technical school	1	0,5	5	3,9
Upper secondary school	24	12,6	21	16,4
Upper vocational school	7	3,7	9	7,0
University, polytechnic	141	73,8	88	68,8
Total	191	100,0	128	100,0

A lot of participants are still in school and are busy in the process of obtaining their highest educational level. If we limit the analysis to participants who are no longer in education, we can make the same observations: there is a difference between male and female participants in the kind of lower educational degree they have obtained at best (female participants have more a lower secondary education and male participants have more a degree from a technical school). If we define a low educational degree as not having an upper secondary school degree, 10% of female participants and 8% of male participants who are no longer in education have a lower educational attainment. This difference is not significant.

Table 203: Country of residence of participants by gender, column percentages - 2011-2014 (N=612)

Country of residence	Female		Male	
	N	%	N	%
Belgium**	158	42,6	126	52,3
Another country**	219	57,4	115	47,7
Total	371	100,0	241	100,0

\*\* p<.01

More of half of the female participants in the Belgian samples live in another country than Belgium, while significant more male participants live in Belgium. The percentage of female participants who do not speak an officially recognized language in their family doubles that of male participants and the percentage of female participants whose family speak another language than the ones officially recognized in their country is significant higher than that percentage among male participants. A larger proportion of female participants claim that they belong to a minority compared to male participants.

Table 204: Language spoken in family of participants by gender, column percentages - 2011-2014 (N=542)

Language of family an official language?	Female		Male	
	N	%	N	%
Yes*	289	87,3	197	93,4
No*	42	12,7	14	6,6
Total	331	100,0	211	100,0

\*  $p < .01$

Table 205: Other than official language spoken in family of origin of participants by gender, column percentages - 2011-2014 (N=542)

Does your family of origin speak another language than an official language?	Female		Male	
	N	%	N	%
Yes*	90	27,1	42	19,9
No*	242	72,9	169	80,1
Total	331	100,0	211	100,0

\*  $p < .01$

Table 206: Minority belonging of participants by gender, column percentages - 2011-2014 (N=532)

Do you belong to a cultural, ethnic, religious or linguistic minority in your country?	Female		Male	
	N	%	N	%
Yes*	42	12,9	16	7,8
No*	284	87,1	190	92,2
Total	326	100,0	206	100,0

\*  $p < .01$

There are no significant differences between female and male participants in their previous travels abroad. Both groups have travelled on average 15 times abroad. Nor are there significant differences between the sexes in their previous participation in similar projects. On average both groups participated previously more than three times in a similar project. Male and female participants do not differ in their living area, nor in their employment or educational status.

Table 207: Living area of participants by gender, column percentages - 2011-2014 (N=543)

I live mainly in ...	Female		Male	
	N	%	N	%
A big city	55	16,5	34	16,2
A city	106	31,8	61	29,0
A town	79	23,7	62	29,5
A small town	41	12,3	32	15,2
A village	41	12,3	13	6,2
In the countryside	11	3,3	8	3,8
Total	333	100,0	210	100,0

Table 208: Employment status of participants by gender, column percentages - 2011-2014 (N=539)

I was mainly in ...	Female		Male	
	N	%	N	%
Education or training	180	54,5	112	53,6
Full-time employment	82	24,8	50	23,9
Part-time employment	27	8,2	23	11,0
Self-employed	14	4,2	8	3,8

Unemployed	26	7,9	11	5,3
A volunteer	57	17,3	46	22,0
Not in paid work	9	2,7	3	1,4
Other	16	4,8	5	2,4
Total	330	100,0	209	100,0

Table 209: Educational status of participants by gender, column percentages - 2011-2014 (N=539)

I was ...	Female		Male	
	N	%	N	%
A pupil in secondary school	106	33,7	57	28,4
A student in university/polytechnic	91	28,9	62	30,8
An apprentice	11	3,5	6	3,0
An intern	17	5,4	6	3,0
Another type of education	16	5,1	12	6,0
Not in education	89	28,3	67	33,3
Total	315	100,0	201	100,0

There is a significant difference in educational background of the father of male and female participants, but not in the educational level of the mothers of male and female participants. More male participants have a father with only a primary education degree than female participants. Once more, if we define a lower educational level as not having a higher secondary school degree, there is no significant difference between male and female participants.

Table 210: Highest educational attainment of participant's father by gender, column percentages - 2011-2014 (N=515)

Education level	Female		Male	
	N	%	N	%
Primary education	5	1,6	16	8,0
Lower secondary education	22	7,0	18	9,0
Technical school	54	17,1	29	14,6
Upper secondary school	48	15,2	23	11,6
Upper vocational school	34	10,8	19	9,5
University, polytechnic	153	48,4	94	47,2
Total	316	100,0	199	100,0

Table 211: Highest educational attainment of participant's mother by gender, column percentages - 2011-2014 (N=515)

Education level	Female		Male	
	N	%	N	%
Primary education	16	5,0	17	8,5
Lower secondary education	25	7,8	21	10,4
Technical school	31	9,7	25	12,4
Upper secondary school	55	17,2	30	14,9
Upper vocational school	45	14,1	26	12,9
University, polytechnic	147	46,1	82	40,8
Total	316	100,0	199	100,0

A larger percentage of male participants can be considered as a young person with fewer opportunities than female participants, but this difference is not significant.

Table 212: Young people with fewer opportunities by gender, column percentages - 2011-2014 (N=518)

Young people with fewer opportunities?	Female		Male	
	N	%	N	%
Yes	45	14,2	37	18,5
No	273	85,8	163	81,5
Total	318	100,0	200	100,0

\* p<.01

In conclusion, the profile analysis reveals that female and male participants do not differ so much from each other. Male participants live slightly more in Belgium, while female participants in the samples live more in another country. On average male participants are older than female participants. A larger proportion of female participants speak a language that is not recognized by the state in which they live and more of them belong to a minority in their country.

## 7.2 Participation and profile of male and female project leaders

Table 213: Participation of project leaders in sub-actions of YiA by gender, row percentages - 2011-2014 (N=269)

Sub-action	Female		Male	
	N	%	N	%
Youth exchange	48	48,5	51	51,5
Youth initiative	7	38,9	11	61,1
Youth Democracy Project	8	40,0	12	60,0
EVS	26	52,0	24	48,0
Cooperation with neighbouring countries of the EU	13	52,0	12	48,0
Training and networking	21	42,0	29	58,0
Meetings of young people and those responsible for youth policies	3	42,9	4	57,1
Total	126	46,8	143	53,2

Among project leaders, there is a more balanced gender distribution, although there are remarkable differences between sub-actions. This time the balance tips in the favour of men. There is an overrepresentation of male project leaders in youth initiatives, youth democracy projects and training and networking. There is a more equal balance between the sexes in youth exchanges, EVS-projects, cooperation with neighbouring countries of the EU and youth policy meetings.

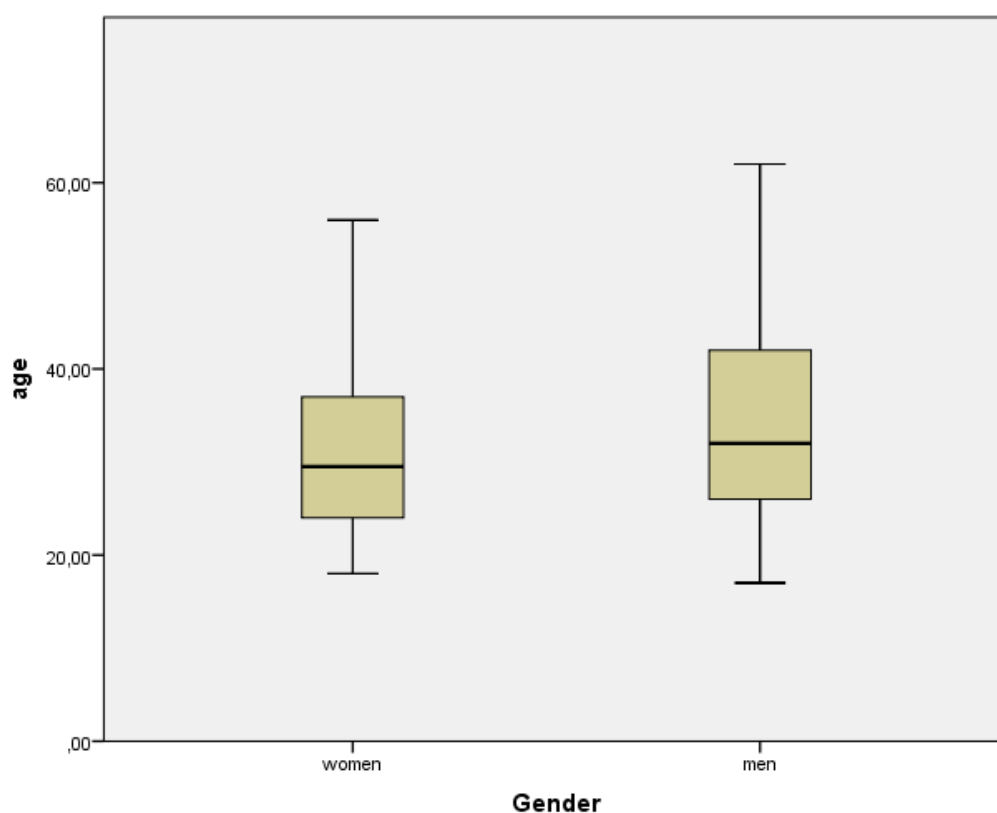
Table 214: Highest educational attainment of project leaders by gender, column percentages - 2011-2014 (N=269)

Education level	Female		Male	
	N	%	N	%
Primary education	0	0,0	2	1,4
Lower secondary education	1	0,8	5	3,5
Technical school	0	0,0	3	2,1
Upper secondary school	15	12,0	12	8,5
Upper vocational school	12	9,6	13	9,2
University, polytechnic	97	77,6	107	75,4
Total	125	100,0	142	100,0

There are no significant differences in highest obtained educational level of male and female project leaders. More than three quarters of them have a higher educational degree. Almost all of the project leaders in the sample who have a

lower educational degree (lower than upper secondary education) are male though.

Table 215: Age of project leaders by gender, box plot - 2011-2014 (N=269)



On average, male project leaders (34,4 years old) are significant older than female project leaders (31,9 years old). The variability of age is comparable for both groups. The standard deviation for women is 9.6 and 9.7 for men. There are no differences in the country of residence between female and male project leaders. The half of the male and female project leaders live in Belgium, the other half in another country.

Table 216: Country of residence of project leaders by gender, column percentages - 2011-2014 (N=269)

Country of residence	Female		Male	
	N	%	N	%
Belgium	62	49,2	71	49,7
Another country	64	50,8	72	50,3
Total	126	100,0	143	100,0

There are no significant differences between male and female project leaders in their involvement in a project, their role and the duration of their involvement in a project.

Table 217: Involvement of project leaders by gender, column percentages - 2011-2014 (N=250)

Involvement	Female		Male	
	N	%	N	%
On a voluntary basis	50	41,7	58	44,6
On a temporary, full-time basis	25	20,8	25	19,8
On a permanent, full-time basis	31	25,8	36	27,7
On a temporary, part-time basis	1	0,8	1	0,8
On a permanent, part-time basis	13	10,8	10	7,7
Total	120	100,0	130	100,0

Table 218: Role of project leaders by gender, column percentages - 2011-2014 (N=250)

Role	Female		Male	
	N	%	N	%
Primarily educational	12	12,1	18	15,5
Primarily organisational	36	36,4	31	26,7
Equally educational and organisational	51	51,5	67	57,8
Total	99	100,0	116	100,0

Table 219: Duration of involvement of project leaders by gender, column percentages - 2011-2014 (N=248)

Duration	Female		Male	
	N	%	N	%
Most of the time of the project	82	68,9	94	72,9
More than half of the time of the project	14	11,8	16	12,4
Less than half of the time of the project	15	12,6	16	12,4
Hardly/not all	8	6,7	3	2,3
Total	119	100,0	129	100,0

### 7.3 Skills and competence development according to gender (participants and project leaders)

The differences in reported skill development between female and male participants are negligible, showing that male and female participants get fairly the same out of their participation in a YiA-project. More women than men report to have developed foreign languages, learning to learn, interpersonal skills, intercultural skills, sense of initiative, entrepreneurship and creativity. More male than female participants report to have developed civic skills, first language skills, mathematical skills and media literacy. The largest percentage difference between male and female participants can be found towards discussing politics, but even then, this difference is not significant.

If we look at the ranking of the skills based on the percentage of male and female participants agreeing with the skill development, we get a slightly different picture. The top three of most developed skills among women is intercultural skills, interpersonal skills and foreign language skills. Among men, this top three is interpersonal skills, civic skills (achieving something for the community) and intercultural skills.

The standard deviations reveal that women are the most divided in their assessment in which degree they have learned to discuss political issues and their creativity. Male participants on the other hand are the most divided over the development of learning to learn. Both groups are the least divided on interpersonal skill development.

Table 220: Skills development of participants by gender (percentages and averages), 2011-2014

Agreement with skill development	Females N % (N=367)	Males N % (N=239)	Average (on 4) females	Average (on 4) males	S.D. females	S.D. males
To say what I think with conviction in a discussion	291 79,3	191 79,9	3,02	3,04	.78	.81
To communicate with people who speak another language	324 88,2	200 83,7	3,41	3,36	.83	.95
To think logically and draw conclusions	272 74,4	183 77,2	2,99	3,03	.85	.84
To improve learning or have more fun when learning	246 66,9	148 62,5	2,92	2,88	.97	.99
To plan and carry out my learning independently	212 58,2	124 52,8	2,62	2,55	.99	1.03
To cooperate in a team	327 89,9	207 86,9	3,42	3,35	.73	.78
To negotiate joint solutions when there are different viewpoints	329 87,8	203 85,0	3,32	3,23	.74	.81
To get along with people who have a different cultural background	330 90,4	199 84,3	3,48	3,38	.80	.89
To achieve something for the community or society	295 80,2	201 84,4	3,16	3,18	.81	.80
To discuss political topics seriously	206 56,5	155 65,7	2,68	2,82	1.04	.99
To develop a good idea and put it into practice	308 83,7	188 79,0	3,14	3,08	.79	.83
To identify opportunities for my personal or professional future	282 74,6	168 70,6	3,08	2,94	.91	.89
To express myself creatively or artistically	235 64,3	144 61,5	2,80	2,69	1.03	.97
To produce media content on my own	181 49,2	129 54,2	2,46	2,59	.96	.94

Among project leaders, there is only one significant difference: more female project leaders strongly agree with the development of their sense of entrepreneurship than male project leaders. This results in a significant higher average score on this competence. There are some competences for which there is a higher (but not significant) proportion of male project leaders that agree with an improvement than female project leaders. These are scientific competences, digital competences and civic competences. This is also the case for mathematical competences, but this difference is even less pronounced.

The standard deviations show that female project leaders are the most divided over the development of media literacy, while male project leaders are most divided over the development of a sense of entrepreneurship.

Table 221: Competence development of project leaders by gender (percentages and averages), standard surveys

Agreement with competence development	Females N % (N=83)	Males N % (N=92)	Average (on 4) females	Average (on 4) males	S.D. females	S.D. males
Communication in a foreign language	71 85,5	78 84,8	3,41	3,29	.88	.88
Mathematical competence	15 18,1	24 26,6	1,71	1,83	.85	.88



Scientific competences	14 17,1	28 30,8	1,77	2,02	.88	.95
Digital competence	31 37,4	45 49,5	2,22	2,33	1.01	.96
Learning to learn	52 62,7	56 61,1	2,70	2,63	.99	.97
Interpersonal competence	79 95,1	91 98,9	3,52	3,46	.67	.52
Intercultural competence	76 91,5	87 94,6	3,46	3,43	.75	.63
Civic competence	67 80,8	81 89,0	3,19	3,22	.83	.73
Cultural awareness	56 68,3	62 66,6	3,00	2,92	.92	.95
Sense of initiative	71 86,6	80 86,1	3,37	3,30	.84	.73
Sense of entrepreneurship	60 72,3	54 58,7	3,01*	2,70*	.98	1.02
Media literacy	41 49,4	44 47,4	2,59	2,49	1.03	.99

\*  $p < .05$

#### 7.4 Self-development by gender (participants and project leaders)

Table 222: Self-development of participants by gender (percentages and averages), all standard surveys

Agreement with self-development	Females N % (N=240)	Males N % (N=174)	Average (on 4) females	Average (on 4) males	S.D. females	S.D. males
The participation in the project has contributed to my personal development.	223 92,9	152 87,3	3,56*	3,39*	.70	.84
I have a clearer idea about my further educational pathway.	122 41,7	81 47,9	2,53	2,49	.94	.93
I have a clearer idea about my professional career aspirations and goals.	158 66,7	99 59,0	2,81	2,68	.95	.87
I now really intend to develop my foreign language skills.*	171 72,4	103 61,0	3,06**	2,77**	.99	1.02
I now really intend to go abroad to study, work, do a work placement [an internship] or live there.*	161 67,9	93 55,0	2,98**	2,67**	1.06	1.07
I believe that my job chances have increased.	155 65,4	98 58,0	2,85	2,66	.97	.94
I am planning to engage in further education or training	171 72,1	114 68,2	3,15	2,96	1.05	1.05

\*  $p < .05$ , \*\*  $p < .01$

There are significant differences between female and male participants in self-development. Female participants tend to agree more that participation in a YiA-project contributes to several aspects of self-realization. A significant larger proportion of female participants have the intention to learn foreign languages than male participants and a significant larger proportion of them intend to study, work or live abroad. A larger proportion of female participants agree definitely that their participation in a YiA-project has contributed to their personal development than male participants, resulting in a significant higher average score on this item. Finally, a larger proportion of female than male

participants think that the project has helped them to deal with new situations and has helped them to learn more about themselves.

Table 223: Self-development of participants after participating by gender (percentages and absolute values), all standard surveys

After participating in the project, I have noted I am...	Females N % (N=250)	Males N % (N=183)
More self-confident	119 47,6	85 46,4
Better able to express my thoughts and feelings	51 20,4	40 21,9
More self-reliant	73 29,2	45 24,6
Better able to deal with new situations*	83 33,2	42 23,0
Better able to empathise with others	36 14,4	33 18,0
Better able to deal with conflicts	55 22,0	32 17,5
I have learned more about myself*	99 39,6	57 31,1

\*  $p < .05$

Between male and female project leaders there are no significant differences in self-actualization. More male than female project leaders agree that they are prepared to study, work or live abroad, that there job opportunities have increased and have a clearer idea of their future educational plans. More female project leaders on the other hand agree that they have become more self-confident and are more involved in political and social live.

Table 224: Self-development of project leaders by gender (percentages and averages), all standard surveys

Agreement with self-development	Females N % (N=83)	Males N % (N=93)	Average (on 4) females	Average (on 4) males	S.D. females	S.D. males
I am more prepared to study, work or live in another country	55 66,2	71 76,3	2,90	3,01	.88	.81
I am more strongly involved in social and/or political life	62 74,7	65 69,2	3,02	2,94	.85	.88
I became more self-confident and gained personal orientation	63 76,9	67 71,3	3,10	3,02	.95	.90
I believe that my job chances increased	44 53,6	56 60,2	2,56	2,68	.99	.95
I now have a clearer idea about my further educational path	34 41,0	48 51,0	2,41	2,61	.99	.95
I am planning to engage in further education or training	46 55,4%	56 59,5	2,67	2,83	1.12	1.02

## 7.5 European identity by gender (participants and project leaders)

What concerns European identity formation, there is only one significant difference between women and men. More female participants strongly agree that the project has made them receptive for the multicultural make-up of

Europe than male participants. Elsewise, there are no significant differences between male and female participants. Half of male and female participants have a greater interest for European issues since participating and 8% have become less interested. Participation in the project has improved the image of the EU for 35% of the female and male participants and made it worse for 2% of them, while it stayed unchanged for 63% of them. 51% of female participants claim to have learned something new about Europe in the project<sup>32</sup>, while this percentage among male participants is 44%. This difference is not significant.

Table 225: European identity of participants by gender (percentages and averages), all standard surveys

European identity	Females N % (N=240)	Males N % (N=174)	Average (on 4) females	Average (on 4) males	S.D. females	S.D. males
I have become aware of common European values	223 80,4	134 77,0	3,21	3,06	.85	.85
The project has made me more receptive for Europe's multi-culturality*	174 72,8	119 68,8	3,05	2,85	1.00	.97
I now feel more European.	144 60,8	110 63,6	2,81	2,76	1.04	1.07

\* p <.05

A larger proportion of male project leaders claim that they have become more interested in European topics than female project leaders. The percentages are not significant, but the average score for male project leaders is significant higher than for female project leaders, suggesting that more male project leaders strongly agree with this item.

Table 226: European identity of project leaders by gender (percentages and averages), all standard surveys

European identity	Females N % (N=83)	Males N % (N=94)	Average (on 4) females	Average (on 4) males	S.D. females	S.D. males
I am more interested in European topics	63 75,1	83 88,3	2,98*	3,24*	.81	.74
The project has made me more receptive for Europe's multi-culturality	73 88,0	84 89,4	3,29	3,29	.77	.71
I now feel more European.	57 69,5	74 78,7	2,91	3,14	.93	.82

\* p <.05

<sup>32</sup> An analysis has been performed on the other knowledge items in the standard survey. There was only one significant difference in knowledge development between men and women: 24% of the male participants claim to have learned something new about rural/urban development against only 14% of the female participants.

## 7.6 Social network by gender (participants)

There are no significant difference in social network formation between male and female participants.

Table 227: Social network of participants by gender (percentages and averages), all standard surveys

Social network	Females N % (N=240)	Males N % (N=173)	Average (on 4) females	Average (on 4) males	S.D. females	S.D. males
I got to know people from other countries with whom I am still in touch	206 85,8	152 82,1	3,38	3,27	.87	.95
I have established contacts with people in other countries which are useful for my professional development	151 62,9	105 60,4	2,83	2,75	1.02	1.00
I have established contacts with people in other countries which are useful for my involvement in social or political issues	159 66,2	105 60,4	2,86	2,81	.92	.97

Finally, an analysis of differences in satisfaction with the project between female and male participants was performed. There were almost no significant differences between the sexes: both groups are highly satisfied with the project. There was only one significant difference. A higher proportion of male participants (73%) agree strongly that they felt well integrated in the project than female participants (60%).

## 8. Crossing borders?: two forms of transnational experience

The European Platform on Learning Mobility defines learning mobility as *“transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences or knowledge”* (EPLM, 2013, online). It defines learning mobility as a transnational experience. In YiA-projects this transnational experience can take on different forms. A participant or project leader can cross a border and go to another country where they speak a different language, have different customs or a different currency, ... A participant and project leader can also stay in their home country and receive participants from other countries. In that case, participants and project leaders of the receiving country are not international mobile, but they still have a transnational experience.

Some authors claim that international mobility promotes competences and learning of those involved. The Austrian school of intercultural education, for instance, stresses the importance of international mobility in the acquirement of intercultural skills (Auernheimer, 2010). Foreign languages are best learned by speaking another language and the conversion of a different currency asks mathematical skills. The first European Youth Work Convention (2010) stresses the importance of learning mobility for the development of skills of youth workers and the European Youth Forum (2010) for the personal development of young people. Do these two different forms of a transnational experience (staying at home and receiving participants from other countries or going abroad) have a different influence on competence development, self-development, European identity or social network formation by participants and project leaders? This is the central question of this section.

To answer this question two groups in the Flemish samples of the standard surveys were created. If a participant's/project leaders' country of residence is the same as the venue country, than this participant/project leader is a stay-at-home participant or project leader. The others are considered to be international mobile.

Of the 237 participants residing in Belgium in the samples, 141 stayed in a venue in Belgium. Among participants residing in Belgium, the stay-at-home participants are good for 59,5%, 40,5% of them went abroad. Of the 101 project leaders residing in Belgium, 71 projects leaders stayed in a venue in Belgium. This means that projects leaders residing in Belgium even stayed more at home than participants. 70% of them have stayed at home, 30% were internationally mobile.

The most popular foreign destinations for participants residing in Belgium are: Germany (25), Sweden (10), Finland (9), France (9), Estonia (7), Luxembourg (5) and Turkey (5). So Belgian residents in the samples have a preference for the immediate neighboring countries and some of the Nordic countries. Less frequently visited countries by participants are: Iceland and Poland (3), Austria, Bulgaria, the Czech Republic, Hungary, Italy, and Romania (2), and Spain, Georgia, Croatia, Jordan, Malta, Norway, Portugal and Slovakia (1). For project leaders residing in Belgium popular destinations are: Germany (10), Estonia and Luxembourg (4). Less popular countries to go are: Austria, Bulgaria, France, Italy and Romania (2), Georgia and Lichtenstein (1).

Belgium as a venue country received in the period 2011-2014 mostly participants residing in Spain (24), the Netherlands (21), Turkey (18), Germany (13), Poland and Malta (10), Slovakia (7), Finland and the United Kingdom (6). Less frequent participants live in Lithuania and Estonia (4), Austria, Greece, Italy, Montenegro, Tunisia (3), Denmark, France, Iceland, Moldova, Morocco, Romania and Sweden (2), Croatia, Hungary, Ireland, Jordan, Portugal, Russia, Slovenia and the former Republic of Yugoslavia Macedonia (1). Popular countries of residence among project leaders who come to Belgium are: the Netherlands (10), Germany (8), Spain and Finland (7) and Poland (6). Less frequent countries of residence of project leaders visiting Belgium are: Portugal (3), France, Greece, Italy, Lithuania and Sweden (2), Austria, Belarus, Estonia, Hungary, Ireland, Malta, Romania, Russia, Slovakia, Turkey, United Kingdom and Ukraine.

Table 228: International mobility, standard surveys

Internationally mobile?	Participants		Project Leaders	
	N	%	N	%
Yes	260	59,6	102	54,8
No	176	40,4	84	45,2
Total	436	100,0	186	100,0

In total 60% of the participants and 55% of the project leaders in the Belgian standard surveys cross a border, 40% of the participants and 45% of the project leaders don't. There is a strong association between country of residence and being internationally mobile. Only 40% of the participants residing in Belgium are internationally mobile and 60% of them stay in Belgium. Among participants who reside in other countries, the international mobility is more than double than that of the Belgian residents. Only 30% of the project leaders residing in Belgium are international mobile, while more than 84% of project leaders residing in other countries in the sample are. To make sure that the differences in competence development, self-development, European identity and social network formation can be attributed to country of residence, the analysis of this part will be constricted to residents of Belgium only.

Table 229: International mobility by country of residence, standard surveys

Internationally mobile?	Participants				Project leaders			
	Other country		Belgium		Other country		Belgium	
	N	%	N	%	N	%	N	%
Yes***	164	82,4	96	40,5	13	15,3	71	70,3
No***	35	17,5	141	59,5	72	84,7	30	29,7
Total	199	100,0	237	100,0	85	100,0	101	100,0

\*\*\*\* p<.0001

## 8.1 Skills and competence development by international mobility (participants and project leaders)

There are differences in skills development between Belgian residents who stay at home and those who go abroad. Not surprisingly, intercultural skills and foreign language skills are reported to be improved by international mobile participants than participants who stay at home. Nonetheless, it is interesting to take a look at the standard deviation of these items for participants who receive participants in Belgium. These participants are divided in their agreement with the development of foreign languages and intercultural skills. This means that a substantial amount of participants who are not international mobile still develop

these skill and others don't. Two thirds to one quarter of the participants staying at home develop these skills

On the other hand, a larger proportion of participants staying in Belgium report to have developed their sense of initiative than participants going abroad. Furthermore, Belgian residents staying in Belgium score on average significant higher for media literacy than Belgian residents crossing borders. A larger proportion of them strongly agree with the development of media literacy than Belgian residents going abroad.

Table 230: Skills development of participants by international mobility (percentages and averages), standard surveys – Belgian residents only

Agreement with skill development	At home N % (N=139)	International mobile N % (N=96)	Average (on 4) at home	Average (on 4) international mobile	S.D. at home	S.D. international mobile
To say what I think with conviction in a discussion	104 74,8	79 82,3	3,00	3,01	.82	.70
To communicate with people who speak another language***	100 71,4	91 94,8	2,99	3,58	1.12	.66
To think logically and draw conclusions	117 84,8	78 81,3	3,17	3,08	.79	.79
To improve learning or have more fun when learning	82 59,0	59 61,5	2,75	2,82	1.00	.97
To plan and carry out my learning independently	68 49,3	40 41,6	2,45	2,31	1.00	.98
To cooperate in a team	123 88,5	87 90,7	3,42	3,43	.77	.72
To negotiate joint solutions when there are different viewpoints	127 90,7	84 87,6	3,30	3,23	.70	.74
To get along with people who have a different cultural background***	102 73,4	90 93,8	3,09	3,49	1.07	.65
To achieve something for the community or society	116 83,5	78 81,3	3,16	3,18	.81	.80
To discuss political topics seriously	88 63,4	66 67,8	2,86	2,84	1.05	.96
To develop a good idea and put it into practice*	121 87,1	71 74,0	3,23	2,94	.76	.82
To identify opportunities for my personal or professional future	101 72,7	72 75,0	3,01	2,97	.86	.85
To express myself creatively or artistically	79 56,8	55 57,3	2,60	2,59	.97	.96
To produce media content on my own	85 60,7	45 46,9	2,68*	2,44*	.93	.88
To use new media for finding information	64 46,1	41 42,7	2,47	2,34	.98	1.03
To understand difficult texts and expressions	64 56,4	39 41,0	2,41	2,41	.91	.87
To critically analyse media	62 44,6	46 48,4	2,38	2,38	.85	.91
To see the value of culture	78 56,5	62 65,2	2,65	2,85	1.06	.98
To make myself understood in another language*	92 66,2	83 86,5	2,91	3,46	1.14	.78
To use digital media responsible	44 31,8	32 33,3	2,20	2,10	.90	.92
To plan my expenses	48 33,1	36 37,5	2,17	2,21	1.05	.96

For project leaders, there are differences between the two distinctive forms of transnational experiences. Because of the smaller numbers, the differences must be rather great to become significant. There are some significant differences though. This time a larger proportion of project leaders staying at home report in a larger degree competence development. This is the case for digital competences, entrepreneurship and media literacy. If we look at the non-significant differences, the general picture is that a larger proportion of project leaders staying at home report competence development than project leaders going abroad. This suggests that staying at home and receiving participants promotes more competence development among project leaders than international mobility.

Table 231: Competence development of project leaders by international mobility (percentages and averages), standard surveys – Belgian residents only

Agreement with competence development	At home N % (N=68)	International mobile N % (N=30)	Average (on 4) at home	Average (on 4) international mobile	S.D. at home	S.D. international mobile
Communication in a foreign language	56 82,4	24 80,0	3,24	3,33	.88	.96
Mathematical competence	16 23,9	4 13,3	1,67	1,72	.87	.79
Scientific competences	12 17,9	6 20,0	1,72	1,87	.79	.97
Digital competence*	32 48,4	6 20,0	2,32	1,90	1.05	.80
Learning to learn	36 54,6	13 43,3	2,45	2,33	.90	1.06
Interpersonal competence	68 100,0	20 96,7	3,50	3,46	.50	.57
Intercultural competence	63 94,1	26 86,7	3,40	3,43	.65	.82
Civic competence	61 91,1	22 73,3	3,33	3,00	.68	.91
Cultural awareness	41 60,3	21 70,0	2,81	3,03	.93	.96
Sense of initiative	59 86,8	24 80,0	3,37	3,20	.83	.76
Sense of entrepreneurship *	49 73,1	15 50,0	2,94	2,63	1.01	.96
Media literacy*	38 55,9	9 30,0	2,72	2,23	1.03	.77

\*  $p < .05$

## 8.2 Self-development by international mobility (participants and project leaders)

International mobility influences the personal development of the participants. Those participants who went abroad agree more that they plan to engage further in education or training. Furthermore, a higher percentage of them definitely agree that their participation promoted their personal development, compared to the participants who stayed in Belgium. A larger proportion of them definitely have the intention to improve their foreign language skills than Belgian residents who stayed in Belgium.



Table 232: Self-development of participants by international mobility (percentages and averages), standard surveys – Belgian residents only

Agreement with self-development	At home N % (N=136)	International mobile N % (N=95)	Average (on 4) at home	Average (on 4) international mobile	S.D. at home	S.D. international mobile
The participation in the project has contributed to my personal development.	120 88,2	88 92,7	3,38*	3,58*	.84	.63
I have a clearer idea about my further educational pathway.	64 48,1	42 44,2	2,47	2,34	.93	.83
I have a clearer idea about my professional career aspirations and goals.	81 61,3	60 63,2	2,68	2,75	.88	.88
I now really intend to develop my foreign language skills.	68 51,1	61 64,9	2,59*	2,93*	1.07	.96
I now really intend to go abroad to study, work, do a work placement [an internship] or live there.	70 52,6	55 57,9	2,63	2,78	1.12	1.04
I believe that my job chances have increased.	80 60,2	53 55,8	2,67	2,66	.98	.95
I am planning to engage in further education or training*	77 58,3	67 71,3	2,83	3,11	1.13	.94

\* p < .05

Finally, a larger proportion of participants who reside in Belgium and who stayed in their home country claim to be better able to express their thoughts and feelings than Belgian residents who travelled abroad.

Table 233: Self-development of participants after participating by international mobility, all standard surveys

After participating in the project, I have noted I am...	At home N % (N=141)	International mobile N % (N=95)
More self-confident	66 46,8	44 45,8
Better able to express my thoughts and feelings*	32 22,7	12 12,5
More self-reliant	41 29,1	25 26,0
Better able to deal with new situations	37 26,2	28 29,2
Better able to empathise with others	17 12,1	18 18,8
Better able to deal with conflicts	27 19,1	22 22,9
I have learned more about myself	49 34,8	42 43,8

\* p < .05

A similar extra influence of international mobility on the personal development of project leaders cannot be found.

Table 234: Self-development of project leaders by international mobility (percentages and averages), all standard surveys – Belgian residents only

Agreement with self-development	At home N % (N=68)	International mobile N % (N=30)	Average (on 4) at home	Average (on 4) international mobile	S.D. at home	S.D. international mobile
I am more prepared to study, work or live in another country	50 73,5	20 66,6	3,00	2,83	.77	.87
I am more strongly involved in social and/or political life	51 75,0	21 75,0	3,03	2,83	.85	.84
I became more self-confident and gained personal orientation	47 69,1	22 75,8	2,94	3,14	.96	.79
I believe that my job chances increased	39 58,2	14 48,2	2,63	2,48	.93	.99
I now have a clearer idea about my further educational path	29 42,6	14 46,6	2,40	2,50	.92	1.07
I am planning to engage in further education or training	33 48,5%	17 56,7	2,62	2,77	1.05	1.17

### 8.3 International mobility and European identity

International mobility promotes European identity. A larger proportion of Belgian residents who went abroad are more aware of common European values, are more receptive for the multicultural composition of Europe and feel more European than Belgian residents who stayed in Belgium. 57% of the Belgian residents who went abroad are to a greater extent interested in European issues after participating, only 6% of them have got less interested. Among Belgian residents who stayed in Belgium only 44% became more interested and 10% less. For 46% of them their participation had no impact on their interest. Finally, one in three Belgian residents who travelled abroad claim that the image of the EU has become better through their participation, while for 65% of them the image has not changed. Among Belgian residents who stayed in Belgium, only for 22% the image of the EU has improved, for 76%, the image of the EU stays unchanged.

Table 235: European identity of participants by international mobility (percentages and averages), all standard surveys – Belgian residents only

European identity	At home N % (N=136)	International mobile N % (N=95)	Average (on 4) at home	Average (on 4) international mobile	S.D. at home	S.D. international mobile
I have become aware of common European values**	95 69,7	83 87,3	2,97	3,23	.95	.67
The project has made me more receptive for Europe's multi-culturality***	77 55,4	80 84,2	2,72	3,19	1.11	.80
I now feel more European.*	70 51,5	65 68,4	2,54	2,92	1.05	1.07

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

For project leaders, the extra impact of travelling on European identity formation is less outspoken than for participants. A higher percentage of project leaders who have been abroad report to feel more European than project leaders who stayed at home and received international partners.

Table 236: European identity of project leaders by international mobility (percentages and averages), all standard surveys – Belgian residents only

European identity	At home N % (N=68)	International mobile N % (N=30)	Average (on 4) at home	Average (on 4) international mobile	S.D. at home	S.D. international mobile
I am more interested in European topics	47 69,1	26 86,6	2,88	3,17	.86	.75
The project has made me more receptive for Europe's multi-culturality	58 85,3	26 86,7	3,22	3,30	.73	.79
I now feel more European.**	43 63,2	25 83,3	2,71	3,33	.88	.84

\* p < .05

#### 8.4 Social network formation by international mobility (participants)

International mobility boosts the internationalization of the social network of participants. A significant larger proportion of Belgian residents who have gone abroad report to be still in contact with someone from another country than Belgian residents who received people from abroad. A larger proportion of international mobile, Belgian residents than Belgian residents who stayed in Belgium among the participants in a YiA-project claim to have met someone from another country that can help them professionally.

Table 237: Social network formation by international mobility (percentages and averages), all standard surveys – Belgian residents only

Social network	At home N % (N=135)	International mobile N % (N=95)	Average (on 4) at home	Average (on 4) international mobile	S.D. at home	S.D. international mobile
I got to know people from other countries with whom I am still in touch***	97 71,8	88 92,6	3,03	3,59	1.12	.69
I have established contacts with people in other countries which are useful for my professional development***	72 52,9	83 86,9	2,58	3,11	1.11	.80
I have established contacts with people in other countries which are useful for my involvement in social or political issues	86 66,2	60 63,1	2,80	2,86	.99	.79

\*\*\* p < .001

## **9. Individual versus group based exchanges**

A unique feature of the YiA programme is that young people can participate in some actions as an individual, but also as a member of a group. It is reasonable that participation as an individual or participation as a group member have different outcomes. Joining as a group member may ask more social skills, while joining a transnational project as an individual may demand more of the individual, discovering some hidden sides of personal ability. Joining as a group member might be an obstacle to make new social relationships because group members might be inclined to stay in the same group during the project.

To examine possible different outcomes of individual and group exchanges EVS-participants and participants of youth exchanges, youth initiatives and cooperation projects with neighbouring countries of the EU. The last three projects are always group based. EVS-projects can be individual or group based. EVS-participants of whom is known that they participated in a group EVS are also considered as a group based exchange. EVS-projects are mostly individual projects. Only of six of the EVS projects in the Flemish samples (standard surveys and special survey combined) are group based. The analyses of this part are limited to participants.

### **9.1 Skills development**

Different forms of involvement lead to differences in the degree in which some skills are developed. Participants who individually involved in a YiA-project report in a higher degree that they have improved their foreign languages, their learning to learn and their entrepreneurship. Furthermore, they score significant higher on average for intercultural skills. Participants who joined YiA as a group member report in a higher degree that they have learned to negotiate a joint solution when there is a difference in view point. Furthermore, they report in a higher degree that they have learned to discuss political issues seriously compared to individually involved participants. Some of these results are in line with the expectations. Individual participation fosters some personal skills (like planning your own way of studying, entrepreneurship) and probably also 'forces' an individual to speak with others who speak another language and in doing so, promote foreign language skills and intercultural skills. In a group a participant can still call on someone else of the group, who is better in speaking a foreign language, to communicate with someone in a foreign language. Group membership improves social skills and especially those social skills that aim to improve group cohesion. The higher degree in which political skills are bettered, should not come as a surprise and even can be read as a result of group processes. The special survey in 2012 has shown that political competences are mostly formed in informal learning situations and these are only possible if there is a certain group dynamic. Nonetheless, it cannot be excluded that some of these differences are not only the result of individual versus group involvement. The higher degree of foreign language skills and intercultural skills by individual EVS-participants can also be due to the fact that these projects have a longer duration than most group based projects.

Table 238: Skills development of participants by group or individual involvement (percentages and averages), standard surveys and special survey

Agreement with skill development	Individual N % (N=55)	Group N % (N=395)	Average (on 4) individual	Average (on 4) group	S.D. individual	S.D. group
To say what I think with conviction in a discussion	44 80%	313 79,2	2,95	3,05	.80	.80
To communicate with people who speak another language*	54 98,2	334 84,4	3,76	3,36	.54	.94
To think logically and draw conclusions	42 76,4	309 78,9	2,96	3,07	.86	.81
To improve learning or have more fun when learning	40 72,8	247 62,7	3,05	2,84	.87	1.00
To plan and carry out my learning independently***	41 74,5	203 52,1	3,02	2,51	.91	1.00
To cooperate in a team	49 89,1	359 91,3	3,40	3,44	.73	.70
To negotiate joint solutions when there are different viewpoints**	41 74,6	361 91,2	3,04	3,38	.92	.70
To get along with people who have a different cultural background	53 96,4	341 87,0	3,73**	3,40**	.59	.88
To achieve something for the community or society	45 81,8	328 83,1	3,27	3,21	.80	.80
To discuss political topics seriously***	20 36,3	251 64,1	2,31	2,82	.91	1.00
To develop a good idea and put it into practice	44 80,0	334 84,5	3,11	3,13	.84	.75
To identify opportunities for my personal or professional future**	51 92,2	289 73,2	3,42	2,97	.74	.89
To express myself creatively or artistically	33 60,0	252 64,2	2,69	2,79	1.03	1.01
To produce media content on my own	29 52,7	211 53,4	2,55	2,53	1.01	.93

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

## 9.2 Self-development

Participants of an individual EVS-project agree in a higher degree with self-actualization than participants of group based exchanges. Only one percentage difference between the two groups is significant (future outlook on professional possibilities), but all other items are in the same direction. Furthermore, individual EVS-participants agree more strongly with these items, resulting in significant different averages. On average, they agree more strongly that the project contributed to their personal development, that they will life, work and/or study abroad and that their job changes have increased.

Only one item is not in the expected direction and this the item concerning further educational plans. Here participants in group based exchanges agree in a larger extent than individual EVS-participants. One explanation for this result is that EVS-participants (25 years old) are on average significant older than the participants in group based exchanges (21 years old). Therefore more of EVS-participants are no longer in education (54%) than participants in group based exchanges (18%).

Table 239: Self-development of participants by individual versus group based exchange (percentages and averages), standard surveys

Agreement with self-development	Individual N % (N=26)	Group N % (N=273)	Average (on 4) individual	Average (on 4) group	S.D. individual	S.D. group
The participation in the project has contributed to my personal development.	26 100,0	244 89,4	3,84*	3,47*	.37	.81
I have a clearer idea about my further educational pathway.	14 56,0	126 47,3	2,80	2,46	.91	.94
I have a clearer idea about my professional career aspirations and goals**	22 88,0	155 58,3	3,28	2,67	.68	.92
I now really intend to develop my foreign language skills.	21 84,0	180 67,9	3,32	2,91	.85	1.04
I now really intend to go abroad to study, work, do a work placement [an internship] or live there.	22 88,0	179 67,3	3,48*	2,94*	.71	1.09
I believe that my job chances have increased.	20 80,0	166 62,4	3,24*	2,76*	.88	.95
I am planning to engage in further education or training	16 64,0	192 72,2	3,00	3,11	.87	1.03

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

There are no significant differences in self-development after participation in a YiA-project between the two groups. In general, a larger proportion of individual EVS-participants agree with these items than participants in group based exchanges.

Table 240: Self-development of participants after participating by individual versus group based exchanges, all standard surveys

After participating in the project, I have noted I am...	Individual N % (N=26)	Group N % (N=273)
More self-confident	15 57,7	143 50,2
Better able to express my thoughts and feelings	3 11,5	65 22,8
More self-reliant	11 42,3	86 30,2
Better able to deal with new situations	11 42,3	81 28,4
Better able to empathise with others	3 11,5	47 16,5
Better able to deal with conflicts	8 30,8	58 20,4
I have learned more about myself	11 42,3	104 36,5

### 9.3 European identity

There is only one significant difference between individual EVS-participants and participants in a group exchange. Participants in individual based exchanges are more aware of the multi-culturality of Europe. Individual EVS-participants more strongly are divided over other issues. A larger percentage of them (44%) state that their image of the EU has become better after participation than participants in group based exchanges (34%). At the same time, a larger proportion of individual EVS-participants (12%) claim that the image of the EU

has become worse than group based exchanges (0,8%). The same can be observed toward interest in European issues. More individual EVS-participants have become more interested (56%) than participants in group based exchanges (48%), but double the amount of individual EVS-participants (16%) express a disinterest in European issues compared to participants in group based exchanges (8%). Both groups claim in the same degree to have learned something new about Europe in the projects (53% of participants in individual based exchanges, 51% in group based exchanges).

Table 241: European identity of participants by individual versus group based exchanges (percentages and averages), all standard surveys

European identity	Individual N % (N=26)	Group N % (N=273)	Average (on 4) individual	Average (on 4) group	S.D. individual	S.D. group
I have become aware of common European values	21 84,0	212 77,7	3,28	3,14	.74	.86
The project has made me more receptive for Europe's multi-culturality**	22 91,7	183 67,3	3,54	2,89	.78	1.00
I now feel more European.	18 72,0	164 60,3	3,04	2,75	.98	1.07

\*\*  $p < .01$

#### 9.4 Social network formation

Table 242: Social network formation by individual versus group based exchanges (percentages and averages), all standard surveys

Social network	Individual N % (N=26)	Group N % (N=273)	Average (on 4) individual	Average (on 4) Group	S.D. individual	S.D. Group
I got to know people from other countries with whom I am still in touch***	26 100,0	217 79,7	3,03	3,59	1.12	.69
I have established contacts with people in other countries which are useful for my professional development***	21 84,0	141 51,6	2,58	3,11	1.11	.80
I have established contacts with people in other countries which are useful for my involvement in social or political issues*	17 68,0	166 60,8	2,80	2,86	.99	.79

\*  $p < .05$ , \*\*\*  $p < .001$

Participants in individual EVS-projects report in a higher degree than participants in group based projects that they have forged lasting social relations with people from other countries and that these can be useful for their future career or their involvement in social and political issues. Probably this difference can be attributed to the fact that these participants are in their own in a foreign country and that they have to make social contact. It is doubtful that this is the only reason. As said before, EVS-projects last longer than most group based exchanges and this can also be a reason why more social relations are formed and why these relations are more lasting relationships.

## **10.Executive summary**



## **11. Samenvatting**

## 12.Literature

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