

Research-based Analysis of Youth in Action

*Results of the November 2011 survey with
projects participants and project leaders -*

Country analysis Belgium (Flemish Community)

Frank Stevens

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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 2011. 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 2011, Belgium (Flemish Community) participated for the first time in the survey. The results of this wave are the subject of this report.

In total 14 countries participated in November 2011: Austria, Belgium (Flemish Community), Bulgaria, the Czech Republic, Estonia, Finland, Germany, Hungary, Liechtenstein, Luxembourg, Poland, Slovakia, Sweden and Turkey. The coordination and implementation of the Study is done by the Institute of Educational Science of the University of Innsbruck. A transnational analysis will be provided, combining the results of the November 2011 and May 2013 wave.

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. Who are these participants and the project leaders? Do they think that they learn through participation? Which competences do they develop? How, in their opinion, does it change their attitudes, values and behavior? How do youth groups, organizations, institutions, structures and communities involved in the programme react to it? Does the programme support the objectives and priorities of the YiA Programme? These are the central questions of this report.

In the Belgian sample of November 2011, there were 187 participants. Not all of these participants are Belgian or reside in Belgium because foreign partners of a Belgian YiA-project are also included. 45,5% of the participants in the sample were living in Belgium at the start of the project. Residents of Spain and Turkey complete the top three of most frequent nationalities. Not everybody of the participants are financed by Belgium. 30% of participants are financed by another country. Especially Finland and Estonia are mentioned. Most participants in the sample (71%) participated in a project that took place in Belgium, the other participants were involved in a project taking place outside of Belgium. Denmark, Finland and Estonia are frequently mentioned venue countries.

Youth in action exists out of different action types. The most popular action type in the Belgian sample is youth exchange. Almost half of the participants were involved in this sub-action. Actions aiming at the cooperation with neighboring countries of the EU are mostly projects that are very akin to youth exchanges, but with participants of countries of the former Soviet-Union, countries of former Yugoslavia and countries in Northern-Africa and Asia bordering the Mediterranean Sea that are not a member of the EU. One in ten participants participated in a project of this action type. Training and networking and

Training and Cooperation Plans, actions aimed at youth workers, attracted together one third of the participants. Youth initiatives, EVS and certainly Youth Democracy Projects were less popular amongst the participants.

Table 1: Country of residence of the YiA-participants in 2011

Country of residence	N	%
Austria	2	1,1
Belgium	85	45,5
Bulgaria	3	1,6
Germany	1	,5
Denmark	2	1,1
Estonia	3	1,6
Spain	20	10,7
Finland	6	3,2
France	1	,5
Greece	4	2,1
Croatia	1	,5
Hungary	1	,5
Ireland	1	,5
Iceland	2	1,1
Italy	1	,5
Lithuania	7	3,7
Morocco	1	,5
Malta	8	4,3
Poland	6	3,2
Palestine	1	,5
Romania	2	1,1
Serbia	1	,5
Slovenia	1	,5
Slovakia	6	3,2
Tunisia	3	1,6
Turkey	14	7,5
United Kingdom	3	1,6

In transnational analyses, there is often a differentiation according to sub-action type. Because of the small numbers of participants in some actions in the Belgian sample this is not possible. In the questionnaire there was a question about the type of project the participants have participated: projects with young people, EVS and projects with youth workers. Therefore we will make a differentiation according to project type in this report: projects with young people (N=101), EVS (N=9) and projects with youth workers (N=44)¹.

Table 2: Participation according to sub-action (N=187)

Action	N	%
Youth exchange	85	45,5
Youth initiative	11	5,9
Youth Democracy Project	1	0,5
EVS	9	4,8
Cooperation with neighbouring countries of the EU	19	10,2
Training and networking	32	17,1
Training and Cooperation Plans	30	16,0

¹ Only those participants whose answers were in accordance with the data concerning their project in Youth Link were used.

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 we look at the of the participants. There is a second reason to know the profile of participants. One of the objectives of the YiA-programme is the promotion of social cohesion by including young people with fewer opportunities. To study the extent in which the YiA-programme reaches this goal we can examine how many participants are disadvantaged. Where possible, we will compare the results of the Belgian sample of November 2011 with the results of the transnational sample of November 2010/May 2011 (Fennes et al., 2011).

1.1 Gender and age

The majority of the participants in the Belgian sample of the November 2011 survey are female (57%), suggesting there is a small overrepresentation of women amongst participants. The same holds true for the transnational sample of November 2010/May 2011. Compared to that analysis, the overrepresentation of females amongst the participants in the Belgian data is quite modest. In the transnational data, two thirds of participants were female (Fennes et al., 2011). This small overrepresentation could be the result of the well-documented fact that women tend to participate more in surveys than men (Stevens et al., 2006; Fennes et al., 2011).

Table 3: Gender of the participants (N = 185)

Gender	N	%
Female	106	57,3
Male	79	42,7

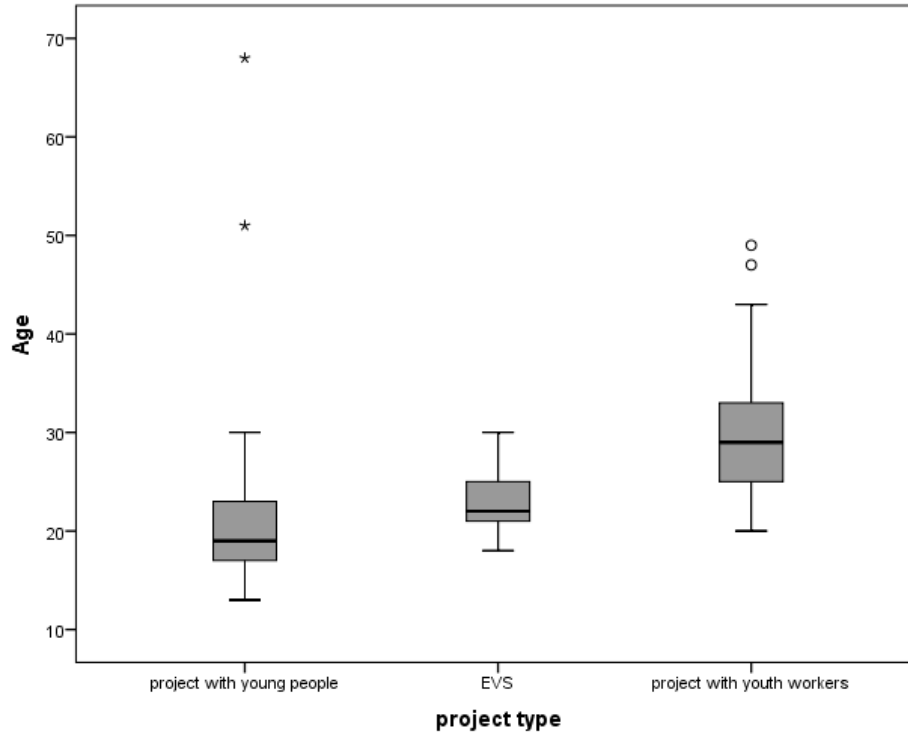
The ages of the participants vary between 13 and 68 years old, with an average age of 23 years. The largest group of participants is between 18 and 25.

Table 4: Age (in categories) of the participants (N=187)

Age (category)	N	%
0 till 14	3	1,6
15 till 17	44	23,5
18 till 25	82	43,9
26 and older	58	31,0

The youngest participants can be found in projects with young people. The average age of this group of participants is 20,6 years old. Most participants are between 14 and 30 years old, but two participants are remarkably older. The participants in an EVS-project are on average 23,2 years old and their ages vary between 18 and 30 years old. The oldest group is the group of participants in projects with youth workers. The average age of this group is 29,7 years.

Figure 1: Box plot of age of participants according to project type



1.2. Living environment

Half of the participants in the Belgian sample live in a town or a city. Only one third of them live in a small town, a village or in the countryside. Almost one in five live in a big city. In the transnational analysis of November 2010/May 2011 most participants lived in a city or a big city, mostly because in some countries participants come primarily from the capital (Fennes et al., 2011). This is clearly not the case for the Belgian sample.

Table 5: Living environment of participants (N=166)

	N	%
A big city (over 1.000.000 inhabitants)	29	17,5
A city (>100.000 inhabitants)	44	26,5
A town (>15.000 inhabitants)	39	23,5
A small town (>3000 inhabitants)	25	15,1
A village (<3000 inhabitants)	23	13,9
In the countryside	6	3,6

This becomes even clearer if we differentiate according to country of residence in the Belgian sample. Belgian residents live more frequently in towns, small towns and villages and less in cities or big cities than residents of other countries in the sample. A possible explanation is that there is only one Belgian city with more than 1.000.000 inhabitants (Brussels) and only six with more than 100.000 inhabitants. Only three of them (Antwerp, Ghent and Bruges) are in the Dutch speaking part of Belgium, the other three (Liège, Charleroi and Namur) are in the French speaking part of Belgium. It must be stressed that citizens of cities are underrepresented in the current Belgian sample. There is only one city with more than 1 million inhabitants in Belgium, Brussels. The population of Brussels constitutes 11% of the total Belgian population, while 9% of the

Belgian residents in the Belgian sample claim to live in a city with more than 1 million inhabitants.

Table 6: Living environment of participants by country of residence (N=166)

	Belgium (N= 78)	Other country (N=88)
A big city (over 1.000.000 inhabitants)	9%	25%
A city (>100.000 inhabitants)	21,8%	30,7%
A town (>15.000 inhabitants)	29,5%	18,2%
A small town (>3000 inhabitants)	20,5%	10,2%
A village (<3000 inhabitants)	16,7%	11,2%
In the countryside	2,6%	4,5%

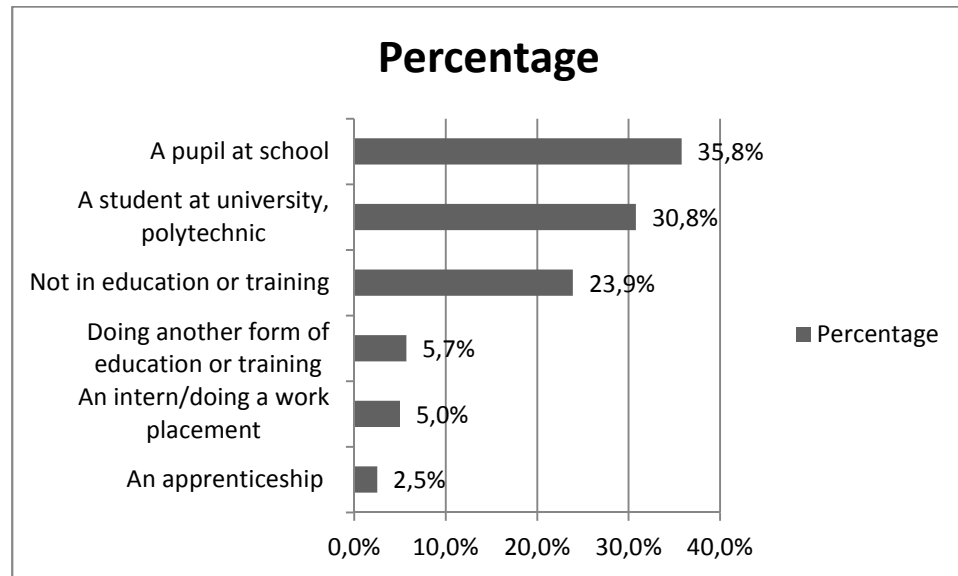
1.3 Educational attainment

Two thirds of the participants in the Belgian sample are still in education, as a pupil in secondary school or as a student in higher education. Some participants are (also) in a training scheme (as an apprentice, an intern or some other form of education/training). Only one in four are not studying. Compared to the sample of the transnational analysis of November 2010/May 2011 (44,6%) less participants in the Belgian sample (36%) are in secondary education and more are no longer in education or training (24% in the Belgian sample compared to 16% in the transnational sample).

Table 7: Education or training of the participants just before the project (N=159)

	N	%
A pupil at school	57	35,8%
A student at university, polytechnic	49	30,8%
An apprentice	4	2,5%
An intern/doing a work placement	8	5,0%
Doing another form of education or training	9	5,7%
Not in education or training	38	23,9%

Table 8: Education or training of the participants at the time of the project (N = 159)



There is a difference between participants residing in Belgium and those not residing in Belgium. Half of the participants residing in Belgium are still in secondary school. Only one in five Belgian residents are in higher education. This is just the other way around amongst participants not residing in Belgium. The biggest group of these participants are studying at university or at a polytechnic school, while only a quarter of them are studying in secondary education. This difference cannot be attributed to age differences. Although participants residing in Belgium are on average younger than participants residing in another country (22 years versus 24 years old), this difference is not significant.

Table 9: Education or training of the participants just before the project by country of origin

	Belgium (N=77)	Other Country (N=82)
A pupil at school	49%	23%
A student at university, polytechnic	22%	39%
An apprentice	1%	4%
An intern/doing a work placement	3%	7%
Doing another form of education or training	6%	5%
Not in education or training	22%	26%

The highest proportion of participants still in secondary school can be found amongst participants in a project with young people. Only a small minority of this group is employed. The opposite holds true for participants in projects with youth workers. Most of these participants are working, while a third of them is in education, especially in higher education. Participants in an EVS-project are mostly in education, especially in higher education.

Table 10: Education or training of the participants just before the project by project type (N=131)

	Projects with young people (N=87)	EVS (N=9)	Project with youth workers (N=37)
A pupil at school	53%	14%	3%
A student at university, polytechnic	25%	43%	32%
An apprentice	1%	0%	3%
An intern/doing a work placement	7%	0%	3%
Doing another form of education or training	7%	14%	3%
Not in education or training	10%	29%	59%

More than half of the participants in the Belgian sample have a higher education degree. If we take into account that a lot 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. Four out of ten participants have a father or a mother with a higher education degree.

Table 11: Highest obtained diploma of participants (N=182)

	N	%
Primary school	14	7,6
Lower secondary school	19	10,3
Technical school	8	4,3
Upper secondary school	33	17,9
Upper vocational school	8	4,3
University/polytechnic	102	55,4

If we limit the analysis to participants residing in Belgium between 18 and 25 years old, we can compare the education level and position of the YiA-participants with data from Flemish youth research. According to data of the Youth Research Platform (JOP), 42% of the 18- till 25-year olds were still in education in 2006 (Rombauts, 2007). Amongst the 18- till 25 year old YiA-participants residing in Belgium, 26 of the 35 (74%) were a pupil or a student at the start of the YiA-project². Of these 26 16 are in higher education (61%) and 10 are still in secondary education (39%). Amongst the 18 till 25 year old students in the Flemish population, only 22% is in secondary education and 78% in higher education (Rombauts, 2007). This suggests that the participants of a YiA-project participate more in education than the Flemish youth population in general, but at the same time secondary education pupils are more represented amongst the 18 till 25 year old YiA-participants than amongst the 18- till 25-year students in the Flemish youth population. A possible hypothesis is that this is due to the fact that we are now only analyzing the November sample. In this sample, projects taking place during the months July and August are included. It could be that these projects attract more pupils from secondary school. The May sample includes projects that are taking place during the autumn and winter, maybe attracting more students than pupils.

² If we use the answers on the occupation question, 24 out of 41 (60%) say that they are still in education.

Table 12: Highest educational attainment of father of participants (N=167)

	N	%
Primary school	9	5,4
Lower secondary school	13	7,8
Technical school	28	16,8
Upper secondary school	19	11,4
Upper vocational school	19	11,4
University/polytechnic	69	41,3
Don't know	10	6,0

Almost four out of ten participants come from a family home with higher educated parents, while more than one in ten come from a home with lower educated parents (at most a diploma lower secondary education). In the transnational report of 2010/2011 the same results have been found.

We can also compare the education level of the parents of the 18- till 25 year old participants residing in Belgium with the educational level of the parents of 18- till 25-year olds in Flanders in general. Only 1 participant (3%) has a father/mother with a degree in primary education and 15 (47%)/17 (53%) participants have a father/mother with at most upper secondary education. 16 (50%)/14 (44%) of the 32 participants have a father/mother with a higher education degree. In Flanders 5% of the 18- till 25-year olds have a father or mother with a primary education degree, 61% have a father/mother with at most an upper secondary education and 33% of them have a father/mother with a higher education degree (own calculations based on Rombauts, 2007). This shows that there is an overrepresentation of 18 till 25 year old participants with parents with a higher education degree in our sample compared to the 18 till 25 year olds in the Flemish population.

Table 13: Highest education degree of mother of participants (N=167)

	N	%
Primary school	15	9,0
Lower secondary school	21	12,6
Technical school	13	7,8
Upper secondary school	20	12,0
Upper vocational school	26	15,6
University/polytechnic	63	37,7
Don't know	9	5,4

Almost all participants of projects with youth workers have a higher diploma. The participants who have the least a higher education are the participants in projects with young people. As we have seen, a lot of these participants are still in secondary education and have not finished their studies yet. The participants in EVS-projects are also highly educated. Eight of the nine participants have at least a degree of upper secondary education. This is in line with the results of the November 2010/May 2011 transnational analysis.

Table 14: Highest education attainment of the participants just before the start of the project by project type (N=131)

	Projects with young people (N=87)	EVS (N=9)	Project with youth workers (N=37)
Primary school	12%	0%	0%
Lower secondary school	15%	0%	0%
Technical school	5%	11%	0%
Upper secondary school	23%	33%	9%
Upper vocational school	4%	0%	7%
University/polytechnic	40%	56%	84%

1.4 Occupation

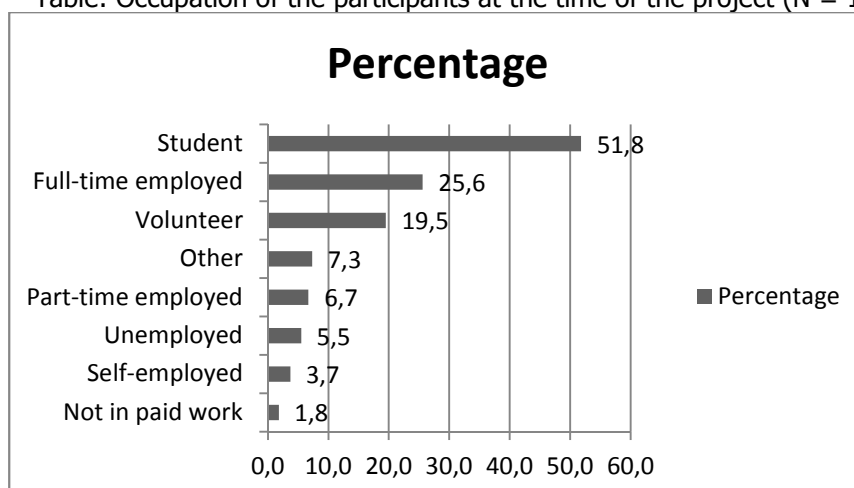
Participants who do not study, are almost all in employment (full-time, part-time or self-employed) or are volunteering. Two of them are unemployed. One person is not in a paid job because he/she is taking care of a relative. The number of pupils/students is lower on the occupation question than on the education question. Some pupils/students combine study with (full-time/part-time) employment and asked after their occupation, 15 of them only responded that they worked. The same holds true for 4 pupils/students who receive an unemployment benefit and two pupils/students who take care of a family member.

Table 15: Occupation of the participants just before the project (N=164)

Occupation	N	%
Student	85	51,8%
Full-time employed	42	25,6%
Part-time employed	11	6,7%
Self-employed	6	3,7%
Unemployed	9	5,5%
Volunteer	32	19,5%
Not in paid work	3	1,8%
Other	12	7,3%

Compared to the transnational analysis of November 2010/May 2011, there are less participants in education or training in the Belgian sample than in the transnational one (52% respectively 63%). On the other hand, only 14% of the transnational sample work full time (compared to 26% in the Belgian sample) and only 14% volunteer (compared to 19% in the Belgian sample).

Table: Occupation of the participants at the time of the project (N = 164)



Once more, there is a difference according to country of origin. Belgian residents are more in education and less in employment than participants not residing in Belgium. In this respect, the percentage of Belgian residents in education or training resembles the percentage of participants in education or training of the transnational analysis of November 2010/May 2011. The percentage of full time employed Belgian residents is still higher than in the transnational sample.

Table 16: Occupation of the participants at the time of the project by country of residence (N =164)

Occupation	Belgium (N=79)	Other country (N=85)
Student	66%	39%
Full-time employed	21%	29%
Part-time employed	4%	9%
Self-employed	1%	6%
Unemployed	6%	5%
Volunteer	20%	19%
Not in paid work	0%	3%
Other	1%	13%

Less than one in five of the participants in projects with young people are employed. As we have seen, most of these participants are still in education. The participants in projects with youth workers are mostly employed. One in five are still studying.

Table 17: Occupation of the participants just before the start of the project by project type (N=131)

	Projects with young people (N=87)	EVS (N=9)	Project with youth workers (N=37)
Student	68%	43%	19%
Full-time employed	10%	0%	63%
Part-time employed	6%	0%	2%
Self-employed	1%	0%	5%
Unemployed	6%	43%	0%
Volunteer	15%	43%	24%
Not in paid work	1	0%	2%
Other	10%	0%	2%

1.5 Minority affiliation

One in eight participants in the Belgian sample consider themselves to belong to a cultural, ethnic, religious or linguistic minority. In the transnational analysis of November 2010/May 2011 a similar amount was found. There is no difference between participants residing in or out of Belgium. Nine people residing in Belgium feel affiliated to a minority. One participant considers him or her to be part a religious minority, one is a first generation immigrant, four have an immigration background and two consider themselves to be part of an indigenous minority. Just as in the transnational analysis of 2010/2011, the biggest group of people who belonged to a minority, indicated that they were an immigrant or had an immigration background.

Table 18: Affiliation to an ethnic, cultural, religious or linguistic minority? (N=164)

	N	%
Yes	21	12,8
No	143	87,2

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 four also speak a language in the family that is not an official language. This is in line with the findings of the transnational analysis of November 2010/May2011. There is no difference in the degree that participants speak an officially recognized language at home according to country of residence, but there is a difference in official languages spoken in the family. Families of participants living in another country than Belgium (36%) more often speak a non-recognized language than families of residents of Belgium (20%).

Table 19: Language spoken at home and in the family (N=167)

	Yes	No
Is the language mainly spoken in your family of origin an official language of the country where you live?	88,6%	11,4%
Does your family of origin (including grandparents) speak at home also languages other than an official language of the country where you live?	28,5%	71,5%

The most spoken, first language amongst the participants of the Belgian sample is Dutch. Nonetheless, only one third of the sample speaks Dutch. If we include the other official languages of Belgium (French and German), 43% of the sample speaks one of the official languages of Belgium at home. Of the 85 residents of Belgium, 60 speak Dutch at home, 13 French and 4 German. So 77 of the 85 (90%) speak one of the official languages, 8 (10%) speak another language (Arab, Croatian, Danish, English, Luxembourgish, Rumanian or Turkish).

Table 20: First language of the participants (N=185)

Language	N	%
Arab	7	3,8
Bulgarian	3	1,6
Catalan	3	1,6
Croatian	2	1,1
Danish	3	1,6
Dutch	60	32,4
English	7	3,8
Estonian	2	1,1
Finnish	5	2,7
French	13	7,0
German	7	3,8
Greek	3	1,6
Hungarian	2	1,1
Icelandic	2	1,1
Italian	1	0,5
Latvian	1	0,5
Lithuanian	7	3,8
Maltese	8	4,3
Polish	5	2,7
Rumanian	4	2,2
Russian	2	1,1
Slovakian	5	2,7
Slovenian	1	0,5
Spanish	15	8,1
Swedish	2	1,1
Turkish	15	8,1
Luxembourgish	1	0,5

Other first languages frequently mentioned by participants are Spanish, Turkish, Maltese, Arab, English and Lithuanian.

1.7 Previous international mobility experience

The participants of the Belgian sample are international mobile. On average, they already traveled more than 15 times abroad before the project. On the other hand, for 9 participants (6,8%), this was their first time abroad. The same percentage of participants who went abroad for the first time was found in the transnational analysis of 2010/2011. Compared to the transnational analysis of November 2010/May 2011, the participants in the Belgian sample have traveled more though. The average number of trips abroad in the transnational sample is 12,8.

Table 21: Previous travels abroad of participants (N = 161)

Parameter	
Mean	15,8
Median	10,0
Mode	10,0
Standard deviation	21,1
Minimum	0
Maximum	120

There are important differences between participants residing in Belgium and those who do not. Belgian residents have previously traveled abroad on average more than 21 times against only 10 times amongst non-residents. Amongst participants not residing in Belgium, the most given answer to the question about previous travels abroad is only once, Belgian residents most often answer 10 times.

Table 22: Previous travels abroad of participants by country of residence (N = 161)

	Belgium (N= 76)	Other country (N=85)
Mean	21,5	10,8
Median	15	5
Mode	10	1
Standard deviation	24,5	16,1
Minimum	0	0
Maximum	100	120

The main reason to go abroad is for holidaying (more than 80%), for a school trip (50%) or for taking part in a youth exchange (39%). These are also the three reasons most cited in the transnational analysis of November 2010/May 2011: 81% went abroad for holidays, 51% with school and 41% in a youth exchange.

Table 23: Reasons of previous travels abroad of participants (N=163)

Reasons	N of responses	Percentage of responses	Percentage of cases
I went abroad for holidays	135	31,7%	82,8%
I went abroad with my class at school	81	19,0%	49,7%
I participated in a youth exchange	64	15,0%	39,3%
I went to school in another country	10	2,3%	6,1%
I lived in another country with my parents	13	3,1%	8,0%
I studied abroad during my university studies	19	4,5%	11,7%
I did a language course abroad	14	3,3%	8,6%
I did a work placement abroad	14	3,3%	8,6%
I did a vocational training course abroad	8	1,9%	4,9%
Ik worked as an au-pair	5	1,2%	3,1%
I had a job abroad	9	2,1%	5,5%
I went abroad with my partner	21	4,9%	12,9%
Other reason	25	5,9%	15,3%
I have never been abroad before this project	8	1,9%	4,9%
Total	426	100%	261,3% ³

³ This percentage goes over 100% because respondents could give multiple responses.

Once again, there are important differences between participants residing in Belgium and those who do not. Going abroad for a youth exchange is the second most important reason amongst non-Belgian residents and only the third amongst Belgian residents. The percentage of non-Belgian residents that never have been abroad before the project is higher than among Belgian residents. Almost all Belgian residents have been abroad because of holidays, compared to only three quarters of non-Belgian residents. Finally, going abroad for a school trip is more common among Belgian residents than among non-Belgian residents.

Table 24: Reasons of previous travels abroad of participants by country or residence (N=163)

Reasons	Belgium			Other country		
	N	%	% of cases	N	%	% of cases
I went abroad for holidays	73	29,8%	93,6%	62	34,4%	72,9%
I went abroad with my class at school	60	24,5%	76,9%	21	11,6%	24,7%
I participated in a youth exchange	34	13,9%	43,6%	30	16,6%	35,3%
I went to school in another country	4	1,6%	5,1%	6	3,3%	7,1%
I lived in another country with my parents	11	4,5%	14,1%	1	2,2%	2,4%
I studied abroad during my university studies	8	3,3%	10,3%	11	6,1%	12,9%
I did a language course abroad	10	4,1%	12,8%	4	2,2%	4,7%
I did a work placement abroad	10	4,1%	12,8%	4	2,2%	4,7%
I did a vocational training course abroad	2	0,8%	2,6%	6	3,3%	7,1%
Ik worked as an au-pair	1	0,4%	1,3%	4	2,2%	4,7%
I had a job abroad	2	0,8%	2,6%	7	3,9%	8,2%
I went abroad with my partner	11	4,5%	14,1%	10	5,5%	11,8%
Other reason	18	7,3%	23,1%	7	3,9%	8,2%
I have never been abroad before this project	1	0,4%	1,3%	7	3,9%	8,2%
Total	245	100%	314,1%	181	100%	212,9%

International mobility can also take on the form of previous participation in a similar, international youth project. 57% of the participants in the Belgian sample had never previously participated in a similar project, while 43% had.

Table 25: Previous participation in similar projects of participants (N = 59)

Parameter	
Mean	4,2
Median	3
Mode	1
Standard deviation	4,7
Minimum	1
Maximum	30

There is no significant difference in previous participation according to country of origin. Amongst the Belgian residents 42% had previously participated. This is rather low compared to some countries (e.g. Bulgaria, the Netherlands and Sweden) in the transnational analysis of 2010/2011, where 50 to 60% of the participants had previous experiences with international exchange programmes. The average and median number of previous participations is higher amongst the Belgian sample compared to the transnational sample. This suggests that the participants in the Belgian sample had participated to a lesser degree in similar projects. Those who had done it, had done it more frequently than those in the transnational sample.

Table 26: Previous participation in similar projects of participants by country of residence (N = 59)

Parameter	Belgium (N= 33)	Other country (N=38)
Mean	4,7	4,4
Median	3	3
Mode	3	1
Standard deviation	5,4	4,5
Minimum	1	1
Maximum	30	21

Of those participating in a similar project more than six out of ten had participated in a programme subsidized by the European Union, evenly divided over projects in the country where the participants were living at the time and projects abroad. This is slightly more than in the transnational analyses of 2010/2011, where half of the participants had participated in such projects.

Table 27: Type of similar projects participants had taken part in (N=71)

	N	% of answers	% of participants
a project in my own country supported by YiA or a preceding EU-programme	44	35,5%	62,0%
a project abroad supported by YiA or a preceding EU-programme	47	37,9%	66,2%
In a similar project that was not supported by a youth programme of the European Union	21	16,9%	29,6%
In a similar programme, but I do not remember under which programme it took place	12	9,7%	16,9%

Residents of Belgium had participated in previous projects supported by the European Union to a larger extent than non-Belgian residents.

Table 28: Type of similar projects participants had taken part in by country of residence (N=71)

	Belgium (N=33)	Another country (N=38)
a project in my own country supported by YiA or a preceding EU-programme	67%	58%
a project abroad supported by YiA or a preceding EU-programme	76%	58%
In a similar project that was not supported by a youth programme of the European Union	30%	29%
In a similar programme, but I do not remember under which programme it took place	18%	15%

1.8 Young people with fewer opportunities

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

It would go too far to conclude that YiA-projects do not reach young people with fewer opportunities. Five percent of the participants are unemployed. Almost one in ten speak at home a language that is not recognized by the state and the same amount identify themselves as a minority. Although the education level of participants in general is very high, the percentage of participants with a lower educational degree are not underrepresented compared to the percentage of young people with a lower educational attainment amongst 18 till 25 young old young people in the Flemish population.

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

Table 29: "Paying the fee of the project ..." – according to participants (N=187)

	N	Percentage
... was easy for me	129	69,0
... was difficult for me	26	13,9
... was not necessary, I did not have to pay	32	17,1

It reveals that finance is a worry for some participants in the decision to participate in the YiA-project. One in seven participants had difficulties to pay the fee of the project. This is a little bit lower than in the transnational analysis of November 2010/May 2011 where one in five participants reported having

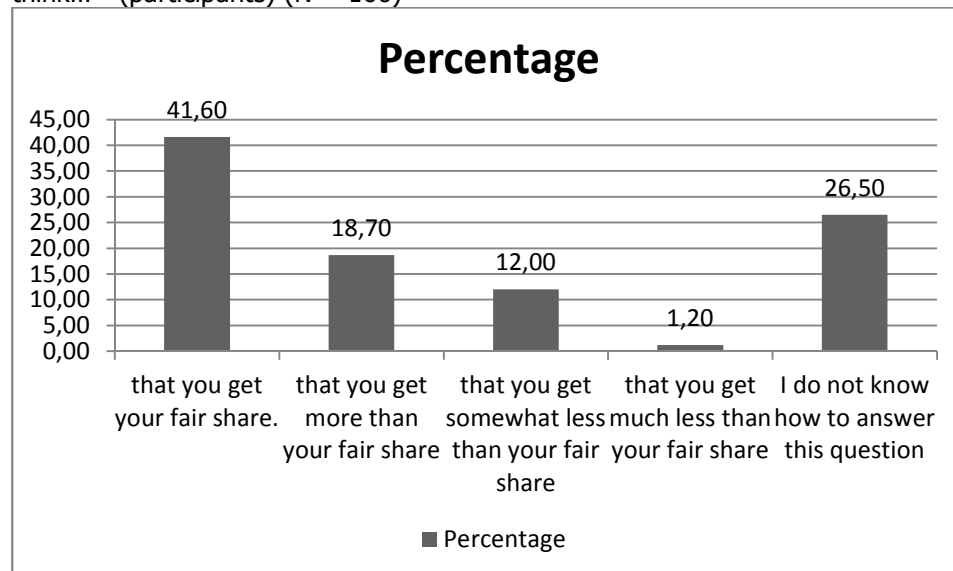
problems to pay their fee. The percentage of participants that do not have to pay a contribution to the project is much lower in the Belgian sample than in the transnational one, where 45% did not have to pay a fee (Fennes et al., 2011).

Table 30: "Paying the fee of the project ..." – according to participants and by sending/hosting country (N=187)

	Sending country (N=156)	Hosting country (N=31)
... was easy for me	67%	80%
... was difficult for me	16%	3%
... was not necessary, I did not have to pay	17%	16%

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. It is not sure that the fees charged vary according to sending and hosting countries. Maybe some respondents were not only thinking of the fees while answering this question and also took into account the extra costs due to travelling abroad. The differences between sending and hosting country are not significant though.

Table 31: "Compared to the way other people live in your country, do you think..." (participants) (N = 166)



Another question asked whether participants think that they get their fair share in life. This question measures the degree of relative social deprivation (Desnerck et al., 2008) or social demotion (Pelleriaux, 2001) amongst the participants. More than one out of eight participants in the Belgian sample feel somehow socially deprived. They feel that they are getting less than their fair share than other people living in their country. This is comparable to the amount of young people who felt socially deprived in the transnational sample of November 2010/May 2011 and who lived in one of the Ray-network countries.

Table 32: "Compared to the way other people live in your country, do you think..." (participants by country of residence) (N = 166)

	Belgium (N= 79)	Other country (N=87)
that you get your fair share.	37 46,8%	32 36,8%
that you get more than your fair share	18 22,8%	13 14,9%
that you get somewhat less than your fair share	5 6,3%	15 17,2%
that you get much less than your fair share	0 0,0%	2 2,3%
I do not know how to answer this question	19 24,1%	25 28,7%

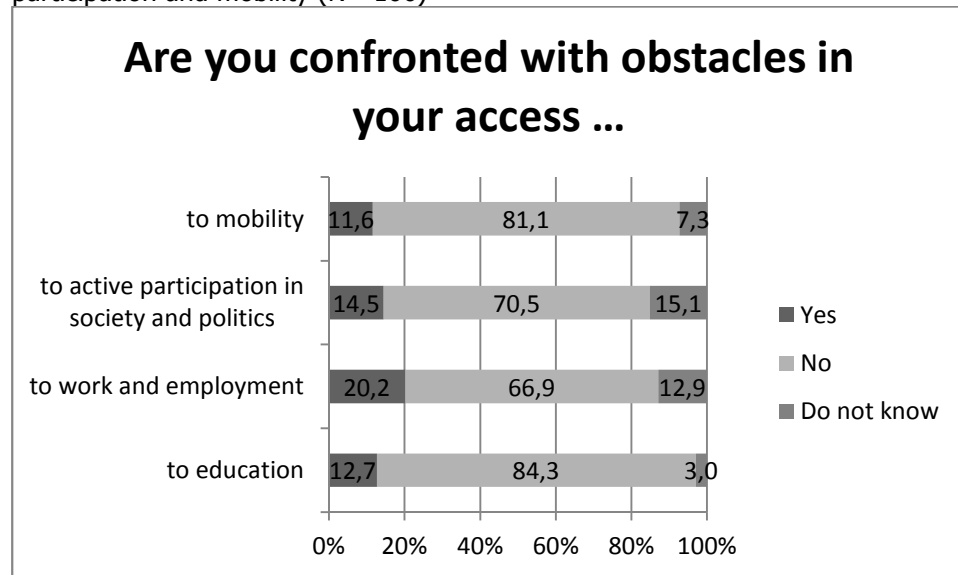
Although feelings of social deprivation are a little bit more common amongst participants not residing in Belgium than amongst participants residing in Belgium, this difference is not significant. Feelings of social deprivation run highest amongst participants of the European voluntary system, although we have to warn that only two out of the nine participants feel deprived.

Table 33: "Compared to the way other people live in your country, do you think..." (participants by project type) (N = 137)

	Projects with young people (N=89)	EVS (N=9)	Project with youth workers (N=41)
that you get your fair share.	42%	14%	51%
that you get more than your fair share	19%	29%	12%
that you get somewhat less than your fair share	9%	14%	15%
that you get much less than your fair share	1%	14%	0%
I do not know how to answer this question	29%	29%	22%

Some participants in the Belgian sample report obstacles in their access to education, to employment, to participation in social and political life and to mobility. Especially the access to the labor market can pose a problem. One in five agree that they have difficulties to find a job. One in seven report difficulties in their access to active citizenship and one in eight find access to education and mobility not that evident. The percentages in the Belgian sample are lower than in the transnational analysis of November 2010/May 2011. 28% of participants in the transnational sample report problems with access to work and 18% report obstacles with access to mobility, active participation and education.

Table 34: Obstacles of participants in their access to education, work, active participation and mobility (N= 166)



Participants residing in Belgium report to a lesser extent that they face several obstacles in life than participants not residing in Belgium. The percentages of participants not residing in Belgium come closer to the percentage distributions in the transnational sample of November 2010/May 2011. These differences in facing obstacles in life according to the residency of the participants are significant⁴.

Table 35: Obstacles of participants in their access to education, work, active participation and mobility - by country of residence (N = 166)

Obstacles... (answers yes)	Belgium (N= 79)	Other country (N=87)
to education**	5 6,4%	16 18,2%
to work and employment**	9 12,0%	24 27,3%
to active participation in society and politics**	6 7,7%	18 20,5%
to mobility*	3 3,9%	8 9,2%

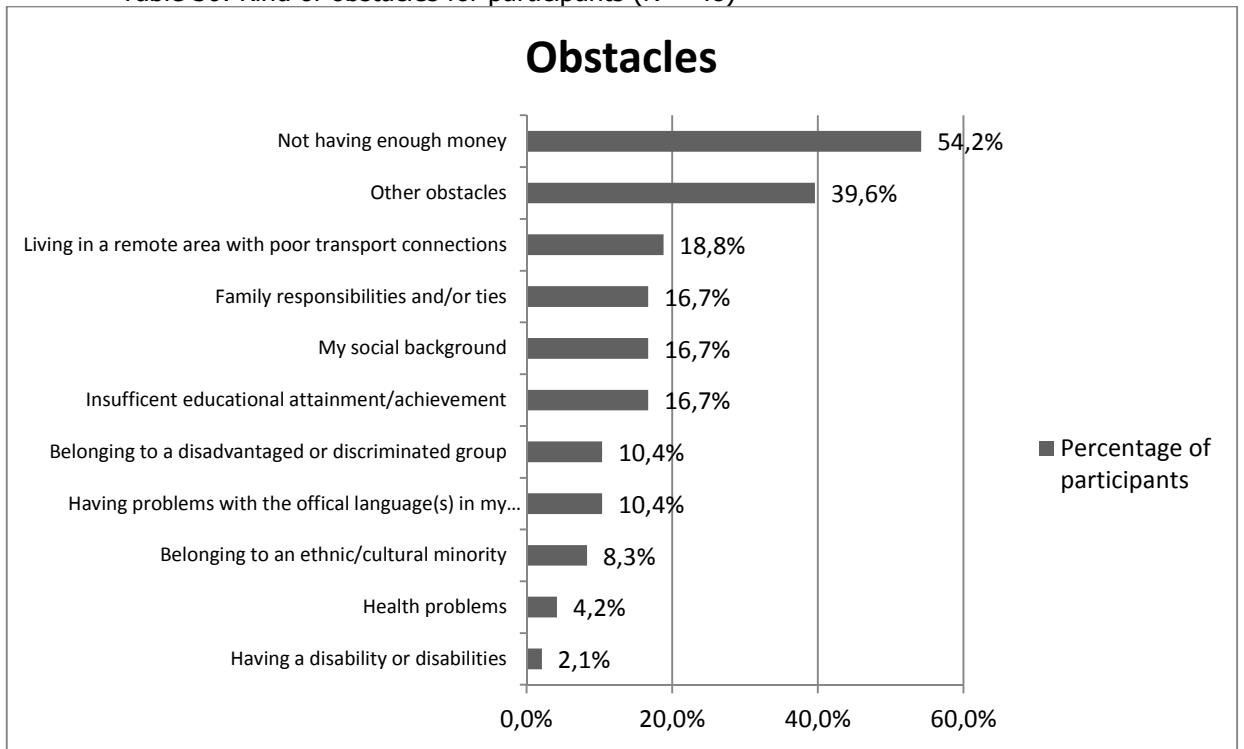
*p<.10, **p<.05

Not having enough money is the most cited reason why participants have not sufficient access to several life domains. More than half of the participants who indicate an obstacle, evoke this reason. Also living in a remote area is an obstacle for some participants in the Belgian sample. In the transnational sample of November 2010/May 2011 these were also the two most cited obstacles. But there are also some differences. Family responsibilities is the third most

⁴ In the transnational analysis there is separate analysis of these obstacles according to participants of different project types. For the Belgian sample, the numbers of people per project facing obstacles is so low that a quantitative analysis does not make sense, even if we restrict our project types to three categories.

mentioned reason in the Belgian sample while in the transnational study this reason only came fourth. Insufficient educational attainment came third in the transnational report. Finally, in the Belgian sample 10% of the participants stipulate that problems with the official languages in their country is a hindrance. In the transnational sample this was only 5%. It makes little sense to analyze the kind of obstacles according to life domains in the Belgian sample or the obstacles by project type because of small numbers. In the transnational analysis the lack of money and living in a remote area were the most cited obstacles in access to education, employment, active citizenship and mobility.

Table 36: Kind of obstacles for participants (N = 48)



Not only the answers of participants are witness of a certain amount of disadvantage amongst participants. 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 amongst the participants of their project.

Table 37: Young people with fewer opportunities participating in the project according to project leaders (N=57)

	Aantal	Percentage
Yes	35	61,4
No	9	15,8
Do not know/do not remember	13	22,8

Participants with fewer opportunities are mostly confronted with obstacles of a socio-economic nature according to the project leaders. This reflects the answers of the participants who say that a lack of money is a major problem to participate in social life. There is a difference in the assessment of the importance of geographical obstacles between participants and project leaders though. For participants this is the second most quoted obstacle. Amongst project leaders, this is one of the least mentioned barriers. Finally, nine project

leaders said that during their project they used the help of youth workers experienced in working with disadvantaged youth.

Table 38: Kind of obstacles confronting young people with fewer opportunities participating in the projects according to project leaders (N=35)

Obstacle	N
Social obstacles	29
Economic obstacles	28
Education difficulties	15
Cultural differences	16
Physical and mental disabilities	5
Health problems	4
Geographical obstacles	8

It is difficult to assess the proportion of participants who have fewer opportunities in the sample because of the fact that young people can be disadvantaged on several dimensions in life, which results in 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 6% of the participants in the Belgian sample are disadvantaged. Minority status doubles this percentage and if we take into account that some participants are confronted with difficulties to integrate into the labor market, we would estimate that one in five participants are belonging to the group of young people with fewer opportunities in life. A second problem is that most measurements of social exclusion in the survey are subjective and not objective indicators (Fennes et al., 2011).

Furthermore, it cannot be excluded that the young people participating in the survey are not completely representative of all participants in YiA-projects. Financial obstacles, limited internet access... still influence the opportunity to partake in an internet research (Fennes et al., 2011). Nonetheless we can safely ascertain that the size of the group of disadvantaged young people is bigger amongst the participants not residing in Belgium than among Belgian residents.

2. Profile of the project leaders

Just like the participants more than half of the project leaders are not a Belgian resident and there are several nationalities included in the sample. Logically, Belgian project leaders form the biggest group. Spanish and Finnish project leaders complete the top three.

Table 39: Country of residence of the project leaders (N=77)

Country of residence	N	%
Austria	1	1,3
Belgium	34	44,2
Bulgaria	1	1,3
Estonia	1	1,3
Finland	5	6,5
Germany	2	2,6
Greece	3	3,9
Hungary	1	1,3
Ireland	1	1,3
Italy	1	1,3
Lithuania	2	2,6
Malta	2	2,6
The Netherlands	1	1,3
Poland	3	3,9
Portugal	2	2,6
Romania	2	2,6
Slovakia	1	1,3
Slovenia	2	2,6
Spain	6	7,8
Sweden	2	2,6
Turkey	2	2,6
Ukraine	1	1,3
United Kingdom	1	1,3

Most project leaders are involved in a project with young people (60 out of the 77 or almost 80%). Of these projects especially youth exchanges are represented in the sample (48 of the 77 or 60%). Twelve of the 77 project leaders are responsible for a project with youth workers and 5 of them lead an EVS-project.

2.1 Gender and age

In contrast to the participants, the majority of the project leaders in the Belgian sample is male (56%). This finding contrasts with the transnational data of November 2010 and May 2011 in which the majority of project leaders (61%) is female. This gender difference is even bigger amongst project leaders residing in Belgium than amongst project leaders not residing in Belgium. Of the 40 project leaders not living in Belgium 21 are male (52%). Of the project leaders living in Belgium 22 of the 37 (60%) are male. This difference is not statistically significant though. Flemish 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 local, municipal youth work, there are more men in a leading position than women, although more women work in these organizations (Flemish Community, 2011). The overrepresentation of male project leaders in the sample cannot be attributed to

project leaders involved in a public organization or an organization of a municipality, because 10 of the 13 project leaders in the sample involved in such organizations are female. There are more male than female project leaders in non-governmental groups (26 of the 43 project leaders) and in informal groups (6 of the 7 project leaders are male).

Table 40: Gender of the project leaders (N= 77)

	N	%
Female	34	44,2
Male	43	55,8

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

Table 41: Gender of the project leaders by project type (N = 69)

Gender	Projects with young people (N=55)	EVS (= 5)	Projects with youth workers (N=9)
Female	26	3	2
Male	29	2	7

On average the project leaders are older than the participants. The average age of the project leaders is 32,9 years old. This is lower than in the transnational sample of 2010/2011, where the average age was 36 (Fennes et al., 2011). Half of the project leaders is younger than 29 years old.

Table 42: Age of the project leaders (N = 69)

Age (category)	N	%
18 till 25	19	27,5
26 till 30	19	27,5
31 till 35	9	13,0
36 and older	22	31,9

Project leaders of EVS-projects are on average the oldest group. There is no difference in the average age of project leaders of projects with young people and those of projects with youth workers. But as the standard deviations show, the ages of project leaders of project with young people vary more.

Table 43: Average and standard deviation of age of the project leaders by project type (N = 69)

Type	Average	Standard deviation
Project with young people	32,7	10,7
EVS	40,3	8,8
Project with youth workers	31,7	8,7

2.2 Educational attainment

Seven out of ten project leaders are no longer in education or training at the moment when the project took place, while only three out of ten are still studying. Once more this is the same as in the transnational analysis of 2010/2011 (Fennes et al., 2011). The educational level of project leaders is even higher than the educational level of participants. Three quarters of project leaders have a higher education degree. This comes close to the percentage (77%) in the transnational analysis of November 2010/May 2011.

Table 44: Highest educational attainment of project leaders (N=75)

	N	%
Primary school	3	4,0
Technical school	2	2,7
Upper secondary school	9	12,0
Upper vocational school	7	9,3
University/polytechnic	54	72,0

With respect to educational attainment, there is no significant difference between projects leaders residing in Belgium and those who do not. The number of project leaders between 18 and 25 years old residing in Belgium in the sample is too small to make a sensible comparison to the highest educational attainment of 18 till 25 year olds in the Flemish population.

Table 45: Highest educational attainment of the project leaders by country of residence (N =75)

	Belgium (N=35)	Other country (N=40)
Primary school	1 2,5%	2 5,7%
Technical school	1 2,5%	1 2,9%
Upper secondary school	7 17,5%	2 5,7%
Upper vocational school	1 2,5%	6 17,1%
University/polytechnic	30 75%	24 68,6%

There are no differences in educational attainment between project leaders of different types of projects. In the transnational analysis, where they could make a finer differentiation between action types, there were also no differences in educational attainment of project leaders according to action type.

Table 46: Number and percentage of project leaders with a higher educational attainment by project type (N = 67)

Type	Number and Percentage
Project with young people (N = 53)	38 72%
EVS (N = 5)	4 80%
Project with youth workers (N = 9)	7 78%

2.3 Occupational status

More than half of the project leaders are voluntarily involved in the project, the other half professionally. Once again this is in line with the transnational analysis, where 57% of project leaders were involved voluntarily/on an unpaid basis.

Table 47: Involvement in the project on a voluntary or an employed basis (N=73)

	N	%
On a voluntary, unpaid basis	39	53,4
On a full-time employment basis	25	34,2
On a part-time employment basis	9	12,3

Of those professionally involved, most are involved on a full-time employment basis, just like in the transnational analysis of 2010/2011. Half of the project leaders are professionally involved in other settings than the organization where they did the project. According to Fennes et al. (2001) this shows that project leaders are highly motivated and as such can be seen as role models for active citizenship.

Table 48: Project leaders' professional status outside of their organization (N=71)

	N	%
I had no professional engagement outside my organization	28	39,4
I was employed full-time by another employer/organization	25	35,2
I was employed part-time by another employer/organization	5	7,0
I was self-employed	5	7,0
I was unemployed	2	2,8
I was not in paid work	6	8,5

15 of the 28 (53%) of the project leaders residing in Belgium are voluntarily involved in the project compared to 17 of the 36 (47%) of the project leaders non-residing in Belgium. This difference is not significant. There is no difference in voluntarily involvement of project leaders between the different types of projects either. We have to be cautious about these numbers because of the small numbers of project leaders of EVS-projects and projects with youth workers in the Belgian sample. In the transnational analysis of 2010/2011 there were more professionals involved in EVS-projects than in other types of actions (Fennes et al., 2011).

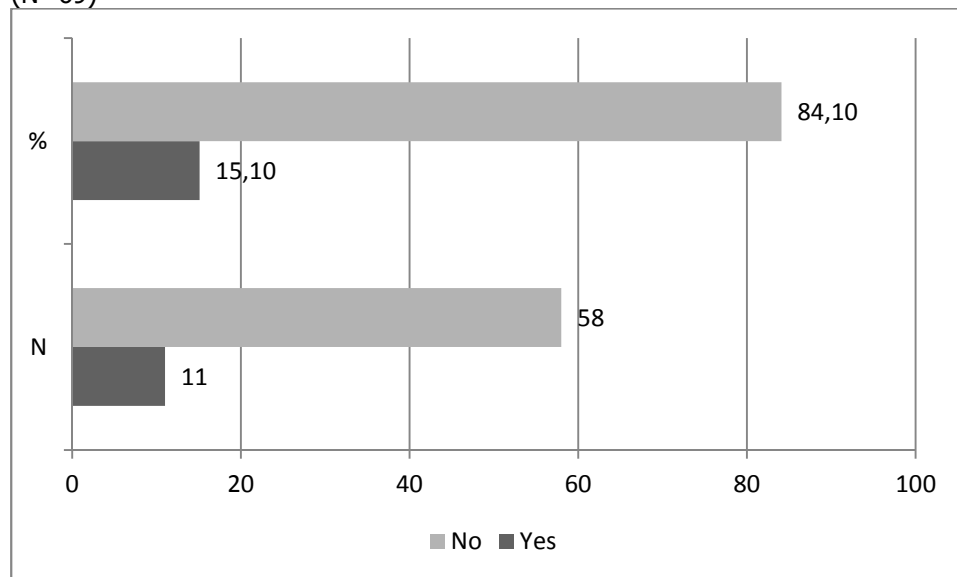
Table 49: Number and percentage of voluntarily project leaders by project type (N = 64)

Type	Number and Percentage
Project with young people (N = 52)	27 52%
EVS (N = 4)	2 50%
Project with youth workers (N = 8)	3 37%

2.4 Minority status

As in the transnational analysis of 2010/2011, 15% of project leaders consider themselves to be a part of a minority of the country where they live in. This means that more project leaders reckon themselves to be a minority than participants. In contrast to the transnational sample of 2010/2011 where most people consider themselves to be part of an indigenous minority, 5 of the eleven project leaders in the Belgian sample say that they are a first generation immigrant or that they belong to a minority with an immigration background (second or third generation immigrants).

Table 50: Do you belong to an ethnic, cultural, religious or linguistic minority? (N=69)



There is no difference in minority status according to country of origin. 4 out of 25 (14%) project leaders residing in Belgium belong to a minority. Amongst non-Belgian residents this is 4 out of 33 (12%).

2.5 Citizenship identification

A considerable amount of project leaders in the Belgian sample identify themselves as an European (15 out of 71 or 21%). Furthermore, 34 out of 71 (48%) project leaders have a multiple identity, combining an European identity with a national one. In the transnational analysis of 2010/2011 these percentages were also respectively 21% and 48%. A minority of project leaders have an exclusive national identity.

Table 51: Project leaders' identity (national, regional or European) (N= 71)

	N
From another region of the world and living in my present country of residence	1
Citizen of another European country and living in my present country of residence	2
European living in my present country of residence	15
European citizen and citizen of my present country of residence	34
Citizen of my present country of residence	19

17 out of 27 (63%) project leaders residing in Belgium call themselves European or combine a European identity with a Belgian one. Amongst the non-Belgian residents of the sample this percentage increases to 71%. This difference is not significant though. It shows that an European identity is common amongst all participants in the Belgian sample.

2.6 Previous experiences with EU-funded Youth-projects

Most project leaders have a history in EU youth programmes. Only one third of project leaders were never before involved in a programme, while one third of them have been previously involved as a participant and even half of them have previously been a project leader. Two thirds of the project leader have thus a previous experience with EU-funded youth programmes. In the international sample of 2010/2011, this was even 70% (Fennes et al., 2011).

Table 52: Project leaders' previous involvement in EU youth programmes (N=71)⁵

	N	% of project leaders
Yes, as project leader	39	54,9%
Yes, as participant	26	36,6%
No	24	33,8%

There is no significant differences in previous involvement between project leaders according to country of origin. For 9 out of 27 project leaders residing in Belgium, it was their first involvement. For the non-Belgian residents, this was the case for 12 of the 36. 20 out of the 36 project leaders not residing in Belgium were previous a project leader and 14 out of 36 of them were a previous participant. Similar amounts can be found amongst project leaders residing in Belgium: 14 out of 27 were previous project leaders and 9 out of 27 were previous participants. With respect to project types, there are no significant differences in previous involvement. Three out of four project leaders of an EVS-project were previous participants in a youth programme though.

⁵ Multiple responses possible

Table 53: Previous involvement of the project leaders by project type (N = 63)

	Projects with young people (N=51)	EVS (N=4)	Projects with youth workers (N=8)
Yes, as project leader	28 55%	2 50%	4 50%
Yes, as participant	15 29%	3 75%	5 62%
No	18 35%	1 25%	2 25%

18 out of 35 project leaders have participated maximum 4 times before, 5 of 35 project leaders participated maximum 10 times and 12 of them even participated more than 10 times in a project, showing that one in five 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. There are no significant differences in number of previous involvements according to project type or country of origin.

Table 54: Previous contacts in development and preparation of the project (N=71)

	No	Yes	Do not know
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%

This points to the fact that 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 of new project leaders in the programme is rather small. Nonetheless, this new influx represents one third of the total sample.

2.7 Role of the project leader in the project

Almost half of the project leaders execute educational and organizational tasks within the project. One in five have an exclusively educational role in the project and one in three are only organizationally involved in the project. This means that in the Belgian sample of November 2011, less project leaders combine organizational and educational roles and more of them are exclusively responsible for the educational part of the project compared to the transnational sample of 2010/2011.

Table 55: Project leader's role in the project (N=61)

	N	%
Primarily educational	12	19,7
Primarily organizational	20	32,8
Equally organizational and educational	29	47,5

Eight out of ten project leaders were involved in the project during the whole duration of the project. Once again, this is in line with the transnational report of 2010/2011 (Fennes et al., 2011).

Table 56: Extent of involvement of project leader in the project (N=63)

I was involved...	N	%
Throughout/most of the time of the project	51	81
For more than half of the time of the project	5	8
For less than half of the time of the project	2	3
Hardly/not at all	5	8

There are no significant differences in the project leaders' role or in their extent of involvement according to project type or country of residence.

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

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

3.1.1. Perceived skills and competence development

A vast majority of the participants agree that their skills have improved by participating in a YiA-project. More than nine out of ten participants report an improvement in their ability to express themselves in a foreign language and in their interpersonal and intercultural skills. More than eight out of ten participants claim that their sense of entrepreneurship, their logical thinking and their civic skills have become better. Participants agree more with an improvement of non-formal civic competence (achieving something for the community or society) than with an improvement of more conventional forms of civic engagement (discussing politics). Six out of ten agree that they developed their creative skills, their sense of initiative and their learning skills during the project. Development of digital skills, media literacy and mathematical skills occurred the least. Less than half of the participants see changes in these skills. It should not come as a surprise that skills as proficiency in foreign languages, interpersonal and intercultural skills have advanced through participation in an international youth project. These are core skills of these kinds of projects. It is more remarkable that a large group of participants agree that skills like entrepreneurship, sense of initiative and proficiency in mother tongue, skills less central to the YiA-programme, have changed for the better. On the other hand, media literacy and especially critically analyzing media, a skill important to active citizenship, is reported by participants as one of the least developed skills. The reasons why only a minority of participants report a change in digital skills can be manifold. One possible explanation is that digital media did not feature in some or most projects. It requires the necessary infrastructure and digital tools. A second reason, is that a large group of young people consider themselves to be very digital savvy and consider themselves to be more competent in this domain than older people. It is possible that they have the feeling that they cannot learn a lot by participating in a project and that they learn digital skills in a more informal way. Research shows that young people indeed know how to operate digital tools, but that they tend to overestimate their own skills, certainly when it comes to critically applying information found by the use of digital media in daily life (Brand-Gruwel et al., 2009; Kolowich, 2011).

Table 57: Self-reported skills development of participants (percentages)

Skill development	Not at all	Not so much	To some extend	Definitely
First language skills				
To say what I think with conviction in discussions	2,8	16,6	57,5	23,2
To understand difficult texts and expressions	12,6	43,1	33,9	10,3
Foreign Language skills				
To communicate with people who speak another language	2,8	3,3	28,7	65,2
To make myself understood in another language	2,3	10,2	32,8	54,8
Mathematical skills				
To plan my expenses and spend my money in line with my budget	26,6	33,9	24,3	15,3
To think logically and draw conclusions	5,0	14,4	47,5	33,1
Digital skills				
To use new media (PC, internet) e.g. for finding information or communication	24,3	35,9	21,0	18,8
To use PCs, internet and mobile phones responsibly	31,3	31,3	25,6	11,9
Learning to learn				
How I can learn better or have more fun when learning	9,9	22,0	28,6	39,6
To plan and carry out my learning independently	18,3	28,6	32,6	20,6
Interpersonal/social skills				
How to cooperate in a team	2,8	5,6	38,3	53,3
To negotiate joint solutions when there are different viewpoints	2,7	9,3	51,6	36,6
Intercultural skills				
To get along with people who have a different cultural background	2,8	5,1	23,7	68,4
Civic skills				
How to achieve something for the community of society	3,3	11,5	51,1	34,1
To discuss political topics seriously	16,4	24,3	33,3	26,0
Entrepreneurship				
To develop a good idea and put it into practice	3,3	14,4	51,4	30,9
Initiative				
To identify opportunities for my personal or professional future	8,2	22,5	39,6	29,7
Creative skills				
To see the value of different kinds of arts and culture	11,3	20,3	33,3	35,0
To express myself creatively or artistically	10,9	21,7	40,6	26,9
Media literacy				
To produce media content on my own	18,1	32,4	35,7	13,7
To critically analyze media	22,0	41,2	30,5	6,2

The transnational analysis of November 2010/May 2011 reveals a similar ordering of skill development: most participants agree that their foreign language skills and their intercultural/interpersonal competences have improved. In a lesser degree participants report an advancement in their civic competences and the least agreement is expressed towards the development of (new) media literacy.

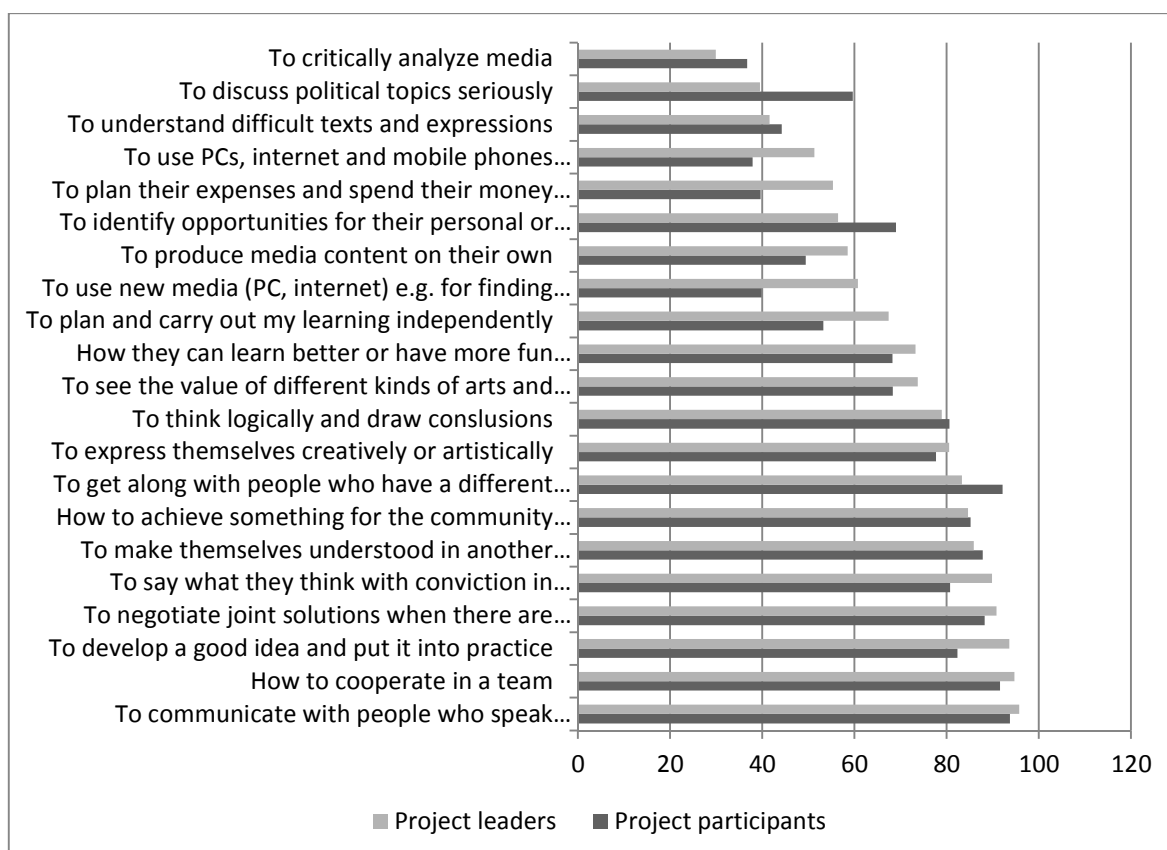
Table 58: Skills development of participants perceived by project leaders (absolute numbers and percentages)

Skill development	Not at all	Not so much	To some extent	Definitely	Can't judge
First language skills					
To say what they think with conviction in discussions	0 0,0%	5 6,4%	36 46,2%	34 43,6%	3 3,8%
To understand difficult texts and expressions	15 19,5%	26 33,6%	22 28,6%	10 13,0%	4 5,2%
Foreign Language skills					
To communicate with people who speak another language	0 0,0%	1 1,3%	17 21,3%	58 74,4%	2 2,6%
To make themselves understood in another language	1 1,3%	5 6,4%	15 19,2%	52 66,7%	5 6,4%
Mathematical skills					
To plan their expenses and spend their money in line with their budget	15 19,6%	14 18,4%	23 30,3%	19 25,0%	5 6,6%
To think logically and draw conclusions	4 5,3%	11 14,5%	34 44,7%	26 34,2%	1 1,3%
Digital skills					
To use new media (PC, internet) e.g. for finding information or communication	16 20,8%	18 23,4%	15 19,5%	24 31,2%	4 5,2%
To use PCs, internet and mobile phones responsibly	15 19,6%	15 19,6%	22 28,9%	17 22,4%	7 9,2%
Learning to learn					
How they can learn better or have more fun when learning	8 10,1%	6 7,7%	27 34,6%	31 39,6%	6 7,7%
To plan and carry out my learning independently	8 10,4%	10 13,0%	34 44,2%	18 23,2%	7 9,2%
Interpersonal/social skills					
How to cooperate in a team	0 0,0%	2 2,7%	14 18,7%	57 76%	2 2,7%
To negotiate joint solutions when there are different viewpoints	1 1,3%	5 6,6%	32 42,1%	37 48,7%	1 1,3%
Intercultural skills					
To get along with people who have a different cultural background	2 2,6%	4 5,1%	14 17,9%	51 65,4%	7 9,1%
Civic skills					
How to achieve something for the community or society	0 0,0%	9 11,5%	35 44,9%	31 39,7%	3 3,8%
To discuss political topics seriously	17 22,4%	28 36,8%	19 25,0%	11 14,5%	1 1,3%
Entrepreneurship					
To develop a good idea and put it	1	3	35	38	1

into practice	1,3%	3,8%	44,9%	48,7%	1,3%
Initiative					
To identify opportunities for their personal or professional future	7 9,0%	20 25,6%	27 34,6%	17 21,8%	7 9,0%
Creative skills					
To see the value of different kinds of arts and culture	6 7,9%	11 14,5%	23 30,3%	33 43,4%	3 3,9%
To express themselves creatively or artistically	3 3,9%	7 9,1%	19 24,7%	43 55,8%	5 6,5%
Media literacy					
To produce media content on their own	12 15,6%	16 20,8%	23 29,9%	22 28,6%	4 5,2%
To critically analyze media	18 23,4%	30 34,0%	12 15,6%	11 14,3%	6 7,8%

Also the project leaders report changes in the skills of the participants. Once more, the vast majority of project leaders see considerable changes in foreign language skills, interpersonal skills and the entrepreneurship of the participants. In second order, the project leaders agree on an improvement of (non-conventional) civic skills, intercultural skills, logical thinking and learning to learn. Project leaders are least convinced that digital skills and the media literacy of the participants have ameliorated. It has to be stressed that still more than half of the project leaders think that participation in a YiA-project promotes digital skills and media literacy.

Table 59: Skills development of participants compared to observations of project leaders (sum of agreeing responses/percentages)



Percentage-wise, project leaders tend to agree more with skill development than participants. In the transnational analysis of November 2010/May 2011 the agreement with development of all skills was also more pronounced amongst project leaders than participants (Fennes et al., 2011). In the Belgian sample of November 2011, there are some exceptions to this rule. Participants report more than project leaders that they have learned to critically approach media, that they have developed their sense of initiative, their formal civic competences and their intercultural skills. They are also in a larger number convinced that YiA-project have a positive influence on learning to learn. The largest percentage difference between project leaders and participants can be found towards formal civic competences (participants agree more that they have learned to discuss political topics seriously) and responsible use of new media (project leaders tend to agree more with this item than participants).

Table 60: Ranking of the skills based on agreement amongst participants and project leaders

Skills	Rank participants	Rank project leaders
To communicate with people who speak another language	1	1
How to cooperate in a team	3	2
To develop a good idea and put it into practice	7	3
To negotiate joint solutions when there are different viewpoints	4	4
To say what they think with conviction in discussions	8	5
To make themselves understood in another language	5	6
How to achieve something for the community or society	6	7
To get along with people who have a different cultural background	2	8
To express themselves creatively or artistically	10	9
To think logically and draw conclusions	9	10
To see the value of different kinds of arts and culture	12	11
How they can learn better or have more fun when learning	13	12
To plan and carry out my learning independently	15	13
To use new media (PC, internet) e.g. for finding information or communication	18	14
To produce media content on their own	16	15
To identify opportunities for their personal or professional future	11	16
To plan their expenses and spend their money in line with their budget	19	17
To use PCs, internet and mobile phones responsibly	20	18
To understand difficult texts and expressions	17	19
To discuss political topics seriously	14	20
To critically analyze media	21	21

Based on the percentage of participants and project leaders agreeing with a certain skill development, we can rank the competences. The development of foreign languages receives the most agreement from participants and project

leaders. Both groups also agree very strongly about the promotion of interpersonal skills in YiA-projects. Civic competences – especially more formal ones – are less promoted by participating in a YiA-project according to both groups (though remarkably less amongst participants). Both groups agree that analyzing media critically – which also could be considered as a civic skill - is the least improved of the 21 skills studied. The lesser degree of civic skill development and media literacy was also found in the transnational analysis of November 2010/May 2011 (Fennes et al., 2011).

The two 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 the rank correlation is .89 and is highly significant, supporting a high degree of agreement between both groups. This rank correlation is lower than in the transnational analyses though, which indicates that in the Belgian sample the agreement between participants and project leaders is less strong than in the transnational sample. There is a certain disagreement over the rank of intercultural skills (second in rank amongst the participants, only eighth amongst the project leaders), entrepreneurship (ranked third amongst project leaders and only seventh amongst participants) and conventional civic skills (ranked 14th amongst participants and only 20th amongst project leaders).

Table 61: Competence development of participants as perceived by the project leaders

Competence	Not at all true	Not very true	Somewhat true	Very true	Can't judge
Communication in first language	15 19,2%	22 28,2%	24 30,8%	9 11,5%	8 10,3%
Communication in a foreign Language	4 5,3%	0 0,0%	10 13,2%	57 75%	5 6,6%
Mathematical competence	27 34,6%	31 39,7%	8 10,3%	2 2,6%	10 12,8%
Basic competences in science and technology	22 28,2%	25 32,1%	18 23,1%	4 5,1%	9 11,5%
Digital competences	15 19,2%	18 23,1%	26 33,3%	11 14,1%	8 10,3%
Learning to learn	7 9,0%	10 12,8%	18 23,1%	36 46,2%	7 9,0%
Interpersonal/social competence	1 1,3%	0 0,0%	9 11,5%	62 79,5%	6 7,7%
Intercultural competence	0 0,0%	0 0,0%	8 10,3%	63 80,8%	7 9,0%
Civic competence	2 2,6%	3 3,8%	28 35,9%	37 47,4%	8 10,3%
Cultural awareness and expression	2 2,6%	3 3,8%	16 20,3%	50 60,4%	7 9,0%
Sense of initiative	2 2,5%	1 1,3%	29 36,7%	42 53,2%	5 6,3%
Entrepreneurship	9 11,5%	12 15,4%	23 29,5%	27 34,6%	7 8,9%
Media literacy	13 16,7%	19 24,4%	20 25,6%	21 26,9%	5 6,4%

Project leaders were explicitly questioned about the competences included in the European Framework of Reference for lifelong learning. Almost all project leaders, who felt able to judge competence development, claim that participants have improved some central competences of the YiA-programme, such as interpersonal and intercultural competence. Communication in a foreign language, civic competence, cultural awareness and sense of initiative were developed by participants according to more than eight out of ten project leaders. More than half of the project leaders agree that even competences, less central to the YiA-programme such as learning to learn and entrepreneurship, have been improved and half of them see changes in media literacy and digital competence. The competences least developed are communication in the first language, scientific and mathematical competences. Still one out of four project leaders think that scientific competences have improved and one out of eight see a change in mathematical competences. Compared to the transnational analysis, the project leaders of the Belgian sample report less improvement in media literacy, scientific and mathematical competences.

Table 62: Skills development by participants according to project type (percentages agreement)

Skills	Projects with young people (N=97)	EVS (N=8)	Projects with youth workers (N=42)
To say what I think with conviction in discussions	79,6%	100,0%	83,3%
To understand difficult texts and expressions	42,1%	75,0%	45,2%
To communicate with people who speak another language	96,3%	100%	92,8%
To make myself understood in another language	90,8%	100%	81,0%
To plan my expenses and spend their money in line with their budget	35,0%	75,0%	35,0%
To think logically and draw conclusions	82,7%	77,7%	81,0%
To use new media (PC, internet) e.g. for finding information or communication*	39,4%	77,7%	29,3%
To use PCs, internet and mobile phones responsibly	34,0%	75,0%	29,3%
How I can learn better or have more fun when learning*	63,7%	55,5%	81,0%
To plan and carry out my learning independently**	41,0%	62,5%	76,2%
How to cooperate in a team	94,8%	100%	88,1%
To negotiate joint solutions when there are different viewpoints	89,9%	100%	83,4%
To get along with people who have a different cultural background	92,7%	100%	93%
How to achieve something for the community or society	84,9%	88,8%	85,7%
To discuss political topics seriously	69,1%	50,0%	52,4%
To develop a good idea and put it into practice	84,7%	77,7%	80,9%
To identify opportunities for their personal or professional future	65,7%	66,6%	77,6%
To see the value of different kinds of arts and culture	73,2%	50,0%	54,7%
To express myself creatively or artistically	64,5%	62,5%	69,0%
To produce media content on my own	52,6%	66,7%	42,9%
To critically analyze media	36,1%	62,5%	30,5%

* p = <.10, ** p < .01

An analysis per project type especially reveals the differences in views between the participants in projects with young people and participants in projects with youth workers. It learns 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 exceptions. Participants in projects with youth workers tend to agree less that they have developed their digital skills to look for online information. On the other hand, these participants agree more that they have improved their learning skills than participants in projects with young people.

Table 63: Skills development of participants perceived by project leaders per project type (percentage agreement)

Skill development	Project with young people (N=55)	EVS (N=5)	Project with youth workers (N=8)
To say what they think with conviction in discussions**	53 96%	5 100%	4 50%
To understand difficult texts and expressions	23 42%	3 60%	3 38%
To communicate with people who speak another language**	54 98%	5 100%	4 50%
To make themselves understood in another language*	50 91%	4 80%	5 63%
To plan their expenses and spend their money in line with their budget	30 56%	5 100%	3 38%
To think logically and draw conclusions	42 78%	4 80%	6 85%
To use new media (PC, internet) e.g. for finding information or communication	28 52%	2 40%	4 50%
To use PCs, internet and mobile phones responsibly	29 53%	2 40%	3 38%
How they can learn better or have more fun when learning	45 82%	3 60%	4 50%
To plan and carry out my learning independently	37 69%	4 80%	5 63%
How to cooperate in a team**	52 98%	5 100%	5 71,5%
To negotiate joint solutions when there are different viewpoints	49 92%	5 100%	7 88%
To get along with people who have a different cultural background**	49 92%	3 60%	4 50%
How to achieve something for the community or society	46 84%	5 100%	7 88%
To discuss political topics seriously	22 41%	1 20%	5 71%
To develop a good idea and put it into practice	52 95%	5 100%	7 88%
To identify opportunities for their personal or professional future	28 53%	5 100%	4 50%
To see the value of different kinds of arts and culture*	44 83%	2 40%	5 63%

To express themselves creatively or artistically	47 87%	3 60%	4 50%
To produce media content on their own	34 63%	2 40%	4 50%
To critically analyze media	18 33%	1 20%	2 25%

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

Once more, there are not so many differences between project leaders of different types of projects in their perception of skills development by participants. The significant differences point to the fact that especially project leaders of projects with young people are more convinced that participants have developed some abilities. This is the case for more culture related skills like proficiency in first language and in foreign languages, interpersonal and intercultural skills and cultural awareness.

Table 64: Competence development of participants as perceived by the project leaders according to project type

Competence	Project with young people (N=55)	EVS (N=5)	Project with youth workers (N=9)
Communication in first language	26 48%	3 60%	2 25%
Communication in a foreign Language	49 92%	5 100%	5 55%
Mathematical competence	8 15%	1 20%	0 0%
Basic competences in science and technology	15 28%	2 40%	1 11%
Digital competences	26 48%	2 40%	4 44%
Learning to learn	40 74%	4 80%	4 44%
Interpersonal/social competence	49 92%	5 100%	7 78%
Intercultural competence	49 92%	4 80%	7 78%
Civic competence	46 84%	4 80%	6 67%
Cultural awareness and expression	46 84%	4 80%	5 56%
Sense of initiative	50 92%	5 100%	7 78%
Entrepreneurship	35 65%	4 80%	4 44%
Media literacy	28 52%	3 60%	4 44%

Asked explicitly about competence development, there are no significant differences in the degree that project leaders of different types of project report changes in competence development amongst participants. These results are have to be approached with necessary care, because of the small numbers of project leaders of EVS-projects/projects with youth workers. The transnational sample is more suited to study differences according to projects/action-types.

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 65: Other perceived effects on participants (percentage)

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	5,8	13,3	32,9	48,0
I have become aware of common European values	3,5	11,6	41,0	43,9
I got to know people of other countries with whom I am still in touch	1,2	5,8	24,9	68,2
The project has raised my awareness of the fact that some people in our society are disadvantaged	4,7	26,5	34,1	34,7
I have established contacts with people in other countries which are useful for my professional development	6,9	23,1	33,5	36,4
The project has made me more receptive to Europe's multi-culturality	5,8	12,7	38,2	43,4
I now feel more as a European than before	11,6	19,8	30,2	38,4
I have established contacts with people in other countries which are useful for my involvement in social and political issues	5,2	28,3	30,1	36,4
The participation in the project has contributed to my personal development	1,7	7,5	22,5	68,2
I have learned better how to plan and organize a project	7,5	22,0	32,4	38,2

4.1.2.1. 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 of the multicultural composition of Europe. Seven out of ten participants feel more European after participating in a YiA-project, the same amount of participants are more inclined to live abroad and more of half of them are more interested in European issues. This indicates that participants think that participation in a YiA-project can contribute to an European identity.

Table 66: Reported knowledge acquirement by participants (N=187)



Project leaders share this view even more. According to more than 90% of the project leaders, participants feel more European and are more receptive to Europe's multi-culturalism since participating in a YiA-project. Eight out of ten think that participants are more prepared to Work, study or live abroad for a while.

Table 67: Perceived effects on European identity of participants (N=187) compared to perceived effects on European identity of participants according to project leaders (N=70)



Although only 2 of the 8 project leaders of projects with youth workers think that participants of these kinds of projects are more prepared to study, work or live in another country, this difference is not significant. This comes partly because of the low number of these projects leaders and partly because some of these project leaders could not answer this question. With respect to knowledge about Europe, there are no significant differences between project types. More than half of the participants of all types of projects report a gain in knowledge about Europe. There is therefore not a project type in which participants or project leaders agree to a lesser or to a larger extent that European identity has changed. This means that the idea that participant's European identity has improved is a broadly shared observation by participants and project leaders over all project types alike.

Table 68: 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=93)	Project leaders (N=55)	Participants (N=8)	Project leaders (N=5)	Participants (N=42)	Project leaders (N=8)
Feel more European became more receptive to Europe's multi-culturality	70%	76%	75%	80%	69%	44%
are more prepared to study, work or live in another country	83%	89%	87%	100%	81%	66%
	82%	83%	75%	60%	81%	25%

4.1.2.2 Active citizenship

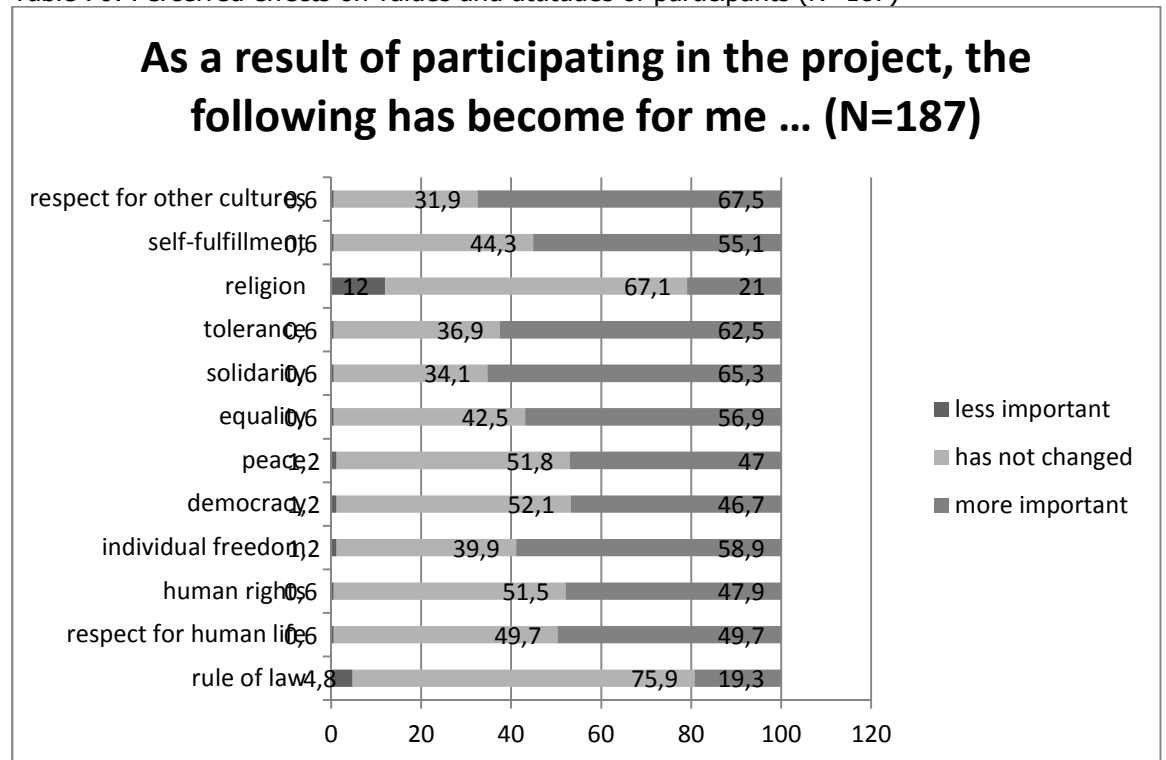
A large amount of participants signal to have learned something new about topics that are related to **active citizenship**. More than four in ten participants have learned something new on young people and youth policy and one in three has learned something new about the integration of disadvantaged people. The fact that seven out of ten participants are more aware that some people in Europe are still confronted with disadvantages and that almost half of them support disadvantaged people more after participating in the project, shows that participation in a YiA-project fosters solidarity, an important aspect of civic competence.

Table 69: Perceived effect of the project with respect to YiA objectives and priorities on participants (N=187)

Effect	To a smaller extent	To the same extent	To a greater extent
I participate in societal and/or political life	10,4	54,9	34,7
I am interested in European issues	6,9	31,0	52,0
I am committed to work against discrimination, intolerance, xenophobia and racism	11,0	44,5	44,5
Disadvantaged people have my support	9,2	53,8	37,0

This is also reflected in the finding that more than six out of ten participants claim that solidarity, tolerance, equality and individual freedom have become more important to them after participating in a project. These are fundamental values to active citizenship (Fennes at al., 2011).

Table 70: Perceived effects on values and attitudes of participants (N=187)



In line with earlier transnational analyses, fewer participants have learned something new about minorities, Roma people, gender equality, disability and non-discrimination based on sexual orientation. These are also important topics related to active citizenship. There are other indicators that active citizenship has been promoted. More than one third of participants claim to be more involved in societal and political life since their participation and almost half of them are more committed to combat all kinds of intolerance.

Table 71: Perceived knowledge acquirement by participants according to project type (N=187)

Topic	Percentage of participants in a project with young people (N=101)	Percentage of participants in a EVS-project (N=9)	Percentage of participants in a project with youth workers (N=44)
Non-discrimination based on sexual orientation**	1%	22%	0%
Gender equality	1%	0%	2%
Roma people	4%	0%	0%
Frankly speaking, I did not really learn anything new	1%	0%	5%
Health	3%	11%	2%
People living with a disability	6%	0%	2%
Interfaith understanding	6%	11%	2%
Discrimination	13%	0%	7%
Minorities	9%	11%	16%
Other issues*	9%	11%	23%
Urban/rural development	19%	11%	7%
Media and communication	14%	0%	14%
Sports and outdoor activities	17%	0%	11%
Environment**	19%	44%	2%
Art and culture**	34%	11%	2,3%
Integrating disadvantaged people*	32%	44%	52%
Youth and youth policy**	31%	44%	71%
Europe	57%	55%	54%

** p<.01, * p<.10

There are some significant differences according to project type in knowledge acquirement important to active citizenship. Especially participants in a project with youth workers claim to have expanded their knowledge about youth and youth policy. As a matter of fact, of all the topics enquired, this one was the most cited by the participants of this kind of project. The increase of knowledge in this subject matter is even more important than the gain in knowledge about Europe. The participants of projects with youth workers as well as the participants in an EVS-project report more to have changed their knowledge about integrating disadvantaged people. The latter one also signal more to have learned something about non-discrimination based on sexual orientation. The gain in knowledge about the environment amongst the participants of an EVS-project does not come as a surprise. A few of these projects in the Belgian sample were in the domain of nature conservation.

Active citizenship is a goal of most of the YiA-projects. According to more than eight out of ten project leaders, the promotion of cultural diversity, solidarity and mutual understanding were central objective of the projects. More than two thirds claim the promotion of young people's active citizenship and the inclusion of young people in the project to be an essential feature of the project. More than half of them find the promotion of an European citizenship and the

promotion of European cooperation in the youth field a characteristic of their project.

Table 72: 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 6,4%	21 26,9%	32 41,0%	20 25,6%
To promote European citizenship	7 8,9%	20 25,3%	31 39,2%	21 26,6%
To promote mutual understanding among young people of different countries	3 3,8%	3 3,8%	21 26,6%	52 65,8%
To promote solidarity and tolerance among young people	5 6,3%	9 11,4%	27 34,2%	38 48,1%
To promote young people's respect for cultural diversity, to promote intercultural learning and to fight racism and xenophobia	3 3,8%	5 6,3%	29 36,7%	42 53,2%
To include young people with fewer opportunities in the YiA programme	7 8,9%	16 20,5%	20 25,6%	35 44,9%
To contribute to developing the support system for youth activities	9 11,8%	25 32,9%	24 31,6%	18 23,7%
To promote European cooperation in the youth field	4 5,2%	23 29,9%	23 29,9%	27 35,1%

Once more there are differences according to project type. It seems that project leaders of projects with young people tend to agree to a larger extent that the projects promoted aspects of active citizenship than project leaders of projects with youth workers. They signal more that their projects promoted mutual understanding, cultural diversity and solidarity and tolerance. Project leaders of projects with youth workers and EVS-projects claim more than project leaders of projects with young people that their project promotes European cooperation in youth work.

Table 73: Coherence of projects with the objectives and priorities of the YiA-programme according to project type (project leaders)

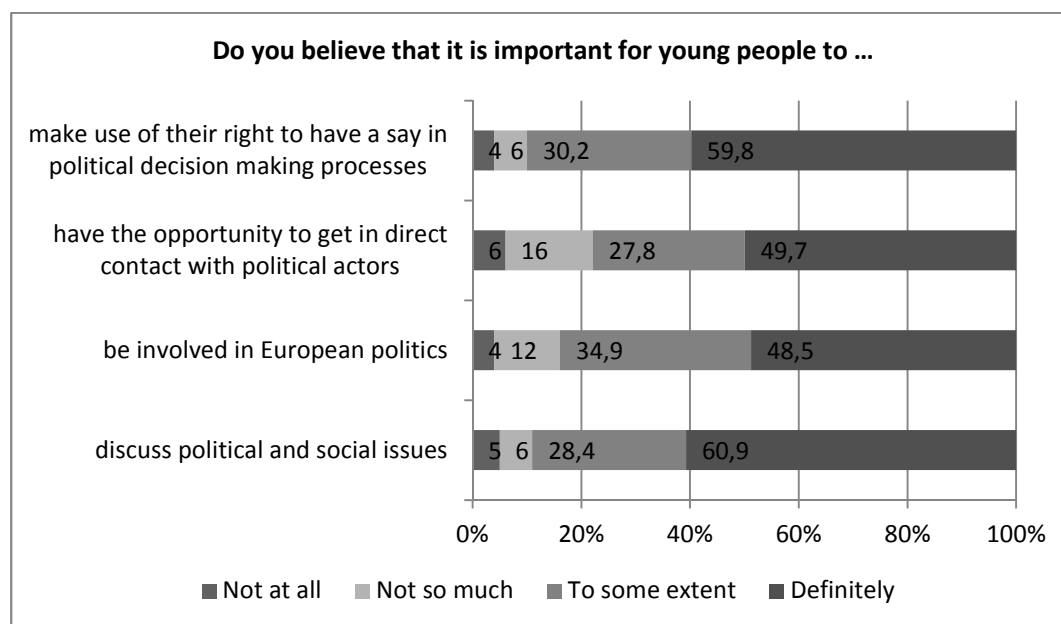
Percentage agreement to a considerable or to a great extent	Projects with young people (N=54)	EVS-projects (N=5)	Projects with youth workers (N=9)
To promote young people's active citizenship	34 63%	5 100%	6 67%
To promote European citizenship	39 71%	3 60%	5 55%
To promote mutual understanding among young people of different countries**	52 94%	5 100%	6 67%
To promote solidarity and	49	2	6

tolerance among young people**	89%	40%	67%
To promote young people's respect for cultural diversity, to promote intercultural learning and to fight racism and xenophobia**	52 95%	4 80%	6 67%
To include young people with fewer opportunities in the YiA programme	44 81%	4 80%	4 44%
To contribute to developing the support system for youth activities	27 51%	4 80%	6 67%
To promote European cooperation in the youth field*	33 62%	5 100%	8 89%

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

Participants in YiA-projects are also convinced of the promotion of their active participation in politics. More than 85% find it important for young people to discuss political and social issues, to have contact with their political representatives, to take interest in European politics and to use their voting rights or to use their possibilities to have their say in the political process. The participants in the Belgian sample are to the same degree convinced that political participation is important as their counterparts in the transnational sample of November 2010/May 2011.

Table 74: Attitudes on political participation of participants (N=169)



There are no differences in political awareness between participants residing in Belgium and participants not residing in Belgium. Compared to the transnational analysis of November 2010/May 2011 Belgian residents agree less that it is important that young people are in direct contact with policy makers (86% versus 77%). On the other issues Belgian residents follow the general pattern.

Table 75: Attitudes on political participation of participants according to country of residence (N=169)

Do you believe that it is important for young people to ... (sum of percentages 'to some extent and definitely)	Belgium	Other country
discuss political and social issues	85,8%	89,9%
be involved in European politics	88,8%	78,6%
have the opportunity to get in direct contact with political actors	77,6%	77,6%
make use of their right to have a say in political decision making processes	91,2%	88,7%

Political awareness increases with age. This is in line with Flemish youth research, showing that interest in politics increases between 14 years and 25 years (Elchardus & Vanhoutte, 2009).

Table 76: Attitudes on political participation of participants according to age groups (N=169)

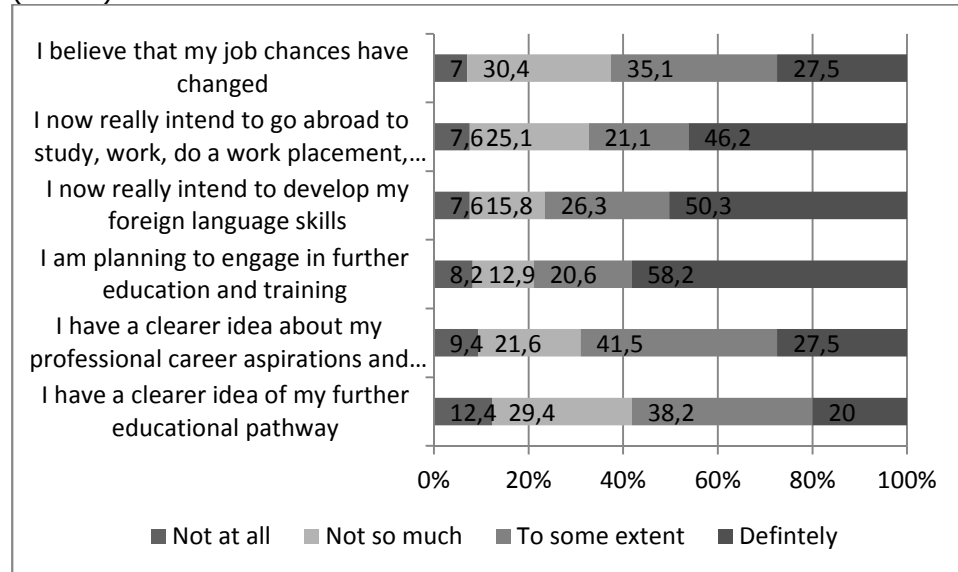
Do you believe that it is important for young people to ... (sum of percentages 'to some extent and definitely)	0-14	15-17	18-25	>25
discuss political and social issues	33,3%	73,8%	97,3%	94,0%
be involved in European politics	33,3%	66,7%	87,8%	94,0%
have the opportunity to get in direct contact with political actors	33,3%	61,9%	79,7%	90,0%
make use of their right to have a say in political decision making processes	33,3%	83,4%	93,3%	94,0%

4.1.2.3 Self-esteem and self-confidence

Furthermore, most participants report positive changes in **self-esteem and self-confidence**. More than 80% feel more confident to travel abroad on their own. The same amount of participants say that their personal development has been affected in a positive way by the participation in a YiA-project and almost seven out of ten think that their organizational skills have improved. More than six out of ten participants believe that their chances on a job have increased, got a clearer idea about future educational options and almost eight out of ten consider to work, study or life abroad in the future. 60% of project leaders

subscribe the fact that participants have improved their job opportunities, have a clearer idea about further training and that participation has augmented the intention to be international mobile. This illustrates that the participants feel more empowered and believe that their employability has increased. Whether this really is the case, is a question that cannot be answered with this research. With the exception of the item concerning future professional career aspirations and goals, the participants in the Belgian sample agree somewhat less with these items than the participants in the transnational analysis of November 2010/May 2011.

Table 77: Other perceived effects on participants according to participants (N=187)



4.1.2.4 Social network

Most participants also perceive a broadening of their **social network**. Nine out of ten have established lasting contacts with people from other countries and seven out of ten claim that these contacts can be useful for future civic engagements.

3.2 Reported effects on project leaders

Project leaders do not only perceive influences on participants, but also on their own. Most of them agree that their interpersonal and intercultural competences, as their proficiency in a foreign language have improved. Eight out of ten feel that their civic competence, their sense of initiative and cultural awareness changed, while 6 out of 10 agree that their entrepreneurship and their competence to learn have become better by participating in the project. Less than half of them see changes in their ability to communicate in their first language and their media literacy. Just like the participants, they agree in the least degree that basic scientific and mathematical competences have altered. Overall – with the exception of their competence in communicating in a foreign

language – project leaders report to a lesser degree changes in competences than participants. Furthermore, the project leaders in the Belgian sample of November 2011 agree to a lesser extent that their competences have changed than their counterparts in the transnational sample of November 2010/May 2011. Exceptions are proficiency in a foreign language, interpersonal and intercultural competence.

Table 78: Reported competence development of the project leaders

Competence	Not at all true	Not very true	Somewhat true	Very true
Communication in first language	21 29,2%	21 29,2%	17 23,6%	13 18,1%
Communication in a foreign Language	3 4,1%	3 4,1%	14 19,2%	53 72,6%
Mathematical competence	37 51,4%	21 29,2%	11 15,3%	3 4,2%
Basic competences in science and technology	32 44,4%	24 33,0%	9 12,5%	7 9,7%
Digital competences	23 31,9%	20 27,9%	20 27,9%	9 12,5%
Learning to learn	10 13,7%	16 21,9%	30 41,1%	17 23,3%
Interpersonal/social competence	0 0,0%	1 1,4%	31 41,9%	42 56,8%
Intercultural competence	1 1,4%	1 1,4%	26 35,6%	45 61,6%
Civic competence	3 4,1%	11 15,1%	33 45,2%	26 35,6%
Cultural awareness and expression	4 5,4%	14 18,9%	21 28,4%	35 47,3%
Sense of initiative	3 4,1%	8 10,8%	24 32,4%	39 52,7%
Entrepreneurship	11 15,1%	15 20,5%	20 27,4%	27 37,0%
Media literacy	15 20,3%	24 32,4%	19 25,7%	16 21,6%

Sometimes the percentages of project leaders agreeing with competence development according to project type seem big. This is for instance the case for communication in first language, media literacy and digital competences. These differences are more the consequence of the fact that there are only 4 project leaders of EVS-projects and 7 projects leaders of a project with youth workers. Although the percentages differ a lot, they are not significant. There is only one significant difference in competence development according to the project type the project leader was involved in and that is basic scientific competences. Project leaders of EVS-projects report more than other project leaders that this competence changed. A possible explanation is that these are project leaders of nature conservation projects, developing biological competences.

Table 79: Reported competence development of the project leaders according to project type

Agreement with competence development	Projects with young people (N=52)	EVS-project (N=4)	Projects with youth workers (N=7)
Communication in first language	24 47%	3 75%	1 14%
Communication in a foreign Language	47 90%	4 100%	6 86%
Mathematical competence	11 21%	1 25%	1 14%
Basic competences in science and technology**	10 19%	2 50%	0 0%
Digital competences	19 37%	3 75%	2 29%
Learning to learn	34 65%	3 75%	4 57%
Interpersonal/social competence	52 100%	4 100%	7 100%
Intercultural competence	51 98%	4 100%	6 85%
Civic competence	44 84%	4 100%	3 43%
Cultural awareness and expression	40 73%	2 50%	5 81%
Sense of initiative	45 85%	4 100%	4 57%
Entrepreneurship	33 63%	3 75%	3 43%
Media literacy	27 51%	2 50%	2 29%

Project leaders report also changes in their values and attitudes by participation in a YiA-project. Nine 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 the same amount do not exclude to work, study or life in another country in the future. Not only their sense of European citizenship has improved. More than eight out of ten feel more self-confident and seven out of ten feel more empowered to take an active role in social and political life. More than half of them signal that participating in a YiA-project gave them a clearer view of their future outlook, educational and professional wise.

Table 80: Other reported effects on project leaders

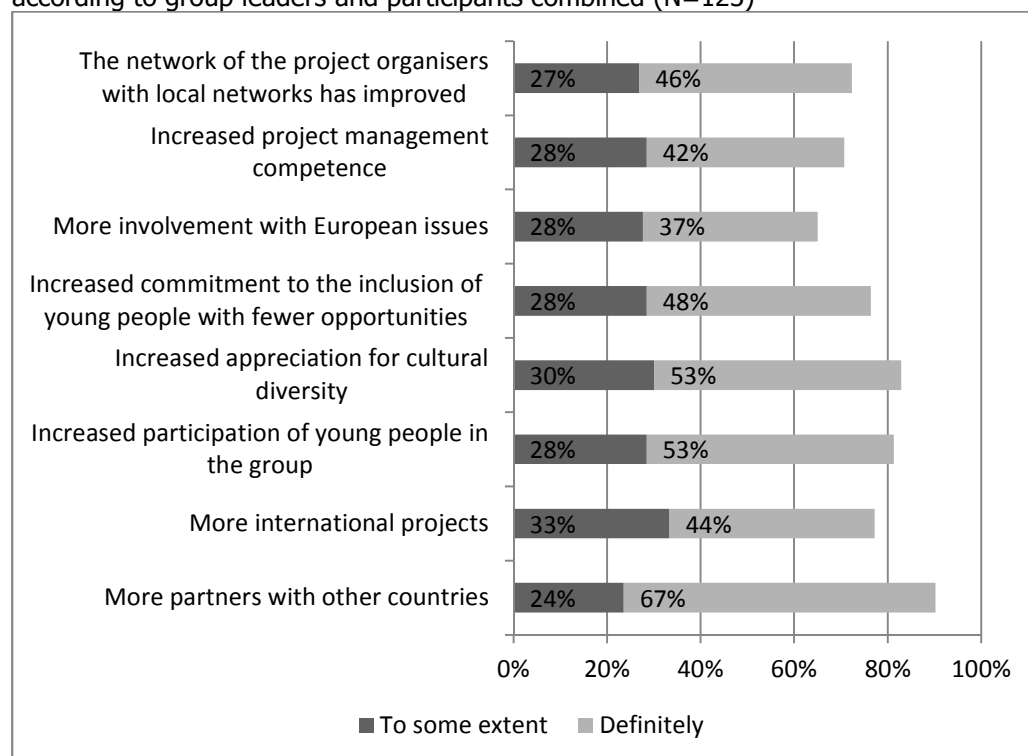
Reported effect	Not at all	Not so much	To some extent	Definitely
I am more interested in European topics	2 2,7%	8 10,7%	36 48,0%	29 38,7%
I now feel more European	6 8,1%	11 14,9%	29 39,2%	28 37,8%
I have become more receptive to Europe's mult-culturality	1 1,3%	2 2,5%	32 42,7%	40 53,3%
I am more prepared to work, study or life in another country	3 4,0%	17 22,7%	25 33,3%	30 40,0%
I am more strongly involved in social and/or political life	4 5,3%	19 25,3%	29 38,7%	23 30,7%
I become more self-confident and gained personal orientation	4 5,3%	8 10,7%	26 34,7%	37 49,3%
I now have a clearer idea about my further educational path	8 10,7%	30 40,0%	18 24,0%	19 25,3%
I have a clearer idea about my professional career aspirations and goals	6 8,1%	16 21,6%	28 37,8%	24 32,4%
I believe that my job chances increased	10 13,5%	20 27,0%	26 35,1%	18 24,3%
I am now planning to engage in further education and training (formal, non-formal or vocational)	9 12,0%	18 24,0%	14 18,7%	34 45,3%

3.3 Reported effects on the organization and wider community

Finally, participants⁶ and project leaders see influences of the YiA-programme on their organization/group/body. Most project leaders and participants see an increase in the number of international partnerships and international projects. This goes hand in hand with a bigger appreciation for cultural diversity within the organization or group. Also the network with local partners has augmented according to project leaders and participants and there is an increased awareness to include young people with fewer opportunities. The project leaders and participants are the least convinced that the organization or group has become more involved in European issues since the project took place.

⁶ Questions about influences on the organization are only asked to participants of action 3.1, 4.3 and 5.1.

Table 81: Reported effects of the project on the participant's organization according to group leaders and participants combined (N=123)



Although the participants and project leaders of projects with youth workers tend to report in a lesser extent effects on the organization than project leaders and participants of other types of projects, these differences are not significant.

Table 82: 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=55)	EVS-project (N=4)	Project with youth workers (N=47)
More partners with other countries	55 100%	4 100%	39 83%
More international projects	48 87%	4 100%	33 70%
Increased participation of young people in the group	50 91%	4 100%	34 72%
Increased appreciation for cultural diversity	50 91%	4 100%	35 74%
Increased commitment to the inclusion of young people with fewer opportunities	47 85%	4 100%	33 70%
More involvement with European issues	39 71%	3 75%	28 60%
Increased project management competence	41 75%	4 100%	31 66%
The network of the project organizers with local structures was strengthened	43 78%	4 100%	29 62%

There are no significant differences in perceived effects on the participant's organization/group/body according to hosting or sending country. According to country of origin, project leaders residing in Belgium tend to perceive in a lesser degree changes in involvement of the participant's organization/group/body with European issues than project leaders residing in another country.

Table 83: Reported effects of the project on the participant's organization/group/body according to group leaders by country of residence

Effect	Other country (N=36)	Belgium (N=29)
More partners with other countries	36 100%	29 100%
More international projects	32 89%	25 86%
Increased participation of young people in the group	34 96%	22 72%
Increased appreciation for cultural diversity	34 96%	26 89%
Increased commitment to the inclusion of young people with fewer opportunities	34 96%	22 72%
More involvement with European issues**	33 92%	14 48%
Increased project management competence	32 89%	19 78%
The network of the project organizers with local structures was strengthened	33 92%	19 78%

** p<.01

Also the local community was affected by the project according to project leaders. Especially the intercultural dimension of the project was appreciated by the environment and the local community has expressed interest to organize and support similar projects in the future.

Fennes et al. (2011) conclude that the organization/group/ body of participants and project leaders can be conceived as learning organizations. Participation in YiA-projects changes the future intentions of these organizations and environments. First and for all, they intend to broaden and internationalize their social networks by participating in more international projects and to look for new partnerships in other countries. In Flemish youth research, this is known as "*the contagious character of participation*" (De Groof et al., 2001; Smits, 2004): participation leads to more participation. Something similar can be witnessed towards participation in international projects. Also towards active citizenship, organizations and their environment change their future goals. They want to give a more active say to young people in the organization itself, they have become more sensible to cultural diversity and some organizations have become more aware of the need to include young people with fewer opportunities. Finally, project leaders and participants think that the managerial skills in the organization/group/body have improved. The fact that project leaders and participants have improved their skills and their competences and the fact that some of them say that they a better grasp of what non-formal learning is and that they are better able to apply those principles in practice are also witnesses of these organizations as learning environments.

Table 84: 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	3 4,2%	12 16,9%	24 33,8%	25 35,2%	7 9,9%
The project was perceived as an enrichment by the local community	3 4,2%	5 7,0%	27 38,0%	25 35,2%	11 15,5%
The local community became more aware of the concerns and the interests of young people	4 5,6%	8 11,3%	29 40,8%	30 28,2%	10 14,1%
The intercultural dimension was appreciated by the local community	3 4,2%	4 5,6%	23 32,4%	33 46,5%	8 11,3%
The local community became more committed to the inclusion of young people with fewer opportunities	6 8,8%	12 17,6%	18 26,6%	17 25,0%	15 22,1%
The European dimension was received with interest by the local community	5 7,1%	7 10,0%	25 35,7%	24 34,3%	9 12,9%
The local community showed interest in similar projects in the future	3 4,2%	7 10,0%	22 31,0%	30 42,3%	9 12,9%
The local community expressed readiness to support similar activities in the future	4 5,6%	5 7,0%	16 22,5%	34 47,9%	12 16,9%

According to project type, project leaders of projects with youth workers generally are less inclined to report effects on the local community than project leaders of the other project types. This lower degree of agreement is significant for the involvement in the project and the readiness of the community to participate in future projects.

Table 85: Reported effects of the project on the local community by project type (project leaders)

Percentage agreement with effect	Projects with young people (N=50)	EVS-projects (N=4)	Projects with youth workers (N=8)
The local community was actively involved in the project*	39 78%	3 75%	3 37%
The project was perceived as an enrichment by the local community	38 76%	3 75%	5 62%
The local community became more aware of the concerns and the interests of young people	36 72%	3 75%	3 37%
The intercultural dimension was appreciated by the local community	39 78%	4 100%	5 62%
The local community became more committed to the inclusion of young people with fewer opportunities	25 53%	3 75%	4 50%
The European dimension was received with interest by the local community	34 69%	4 100%	6 75%
The local community showed interest in similar projects in the future	39 78%	4 100%	4 50%
The local community expressed readiness to support similar activities in the future*	39 78%	3 75%	3 37%

* p<.05

In general, project leaders of hosting countries report more effects on the local community than projects leaders of sending countries. There was only one item where the difference was significant though. It should not come as a surprise that it is the item about the involvement of the local community. Project leaders of hosting countries report more involvement of local communities than project leaders of sending countries.

Table 86: Perceived effects of the project on the local community by hosting/sending country (project leaders)

Percentage agreement with effect	Sending country (N=38)	Hosting country (N=24)
The local community was actively involved in the project*	24 63%	19 79%
The project was perceived as an enrichment by the local community	25 65%	21 88%
The local community became more aware of the concerns and the interests of young people	25 65%	17 71%
The intercultural dimension was appreciated by the local community	26 68%	22 92%
The local community became more committed to the inclusion of young people with fewer opportunities	20 53%	12 57%
The European dimension was received with interest by the local community	25 65%	19 79%
The local community showed interest in similar projects in the future	28 74%	19 79%
The local community expressed readiness to support similar activities in the future	28 74%	17 71%

* p<.05

Although the differences between project leaders of different countries of residence are small, projects leaders residing in Belgium are in a larger degree convinced that the local community perceived the project as an enrichment.

Table 87: Perceived effects of the project on the local community by country of origin (project leaders)

Percentage agreement with perceived effect	Other country (N=35)	Belgium (N=25)
The local community was actively involved in the project	25 71%	18 67%
The project was perceived as an enrichment by the local community*	23 66%	23 85%
The local community became more aware of the concerns and the interests of young people	24 68%	18 67%
The intercultural dimension was appreciated by the local community	26 74%	22 81%
The local community became more committed to the inclusion of young people with fewer opportunities	22 63%	10 42%
The European dimension was received with interest by the local community	27 77%	17 65%
The local community showed interest in similar projects in the future	30 86%	17 65%
The local community expressed readiness to support similar activities in the future	28 80%	17 65%

* $p < .05$

This research project is not capable to assess the achievement of skills and competences (Fennes et al., 2011). This is not the aim of the study. It 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 firmly believe that YiA-projects promote a sense of European belonging and active citizenship, especially non-conventional forms of civic engagement. Furthermore, according to participants and project leaders participation has profound consequences for their competences. The fact that project leaders themselves think that key competences of lifelong learning have been developed, shows that the YiA-projects are not only important learning opportunities. It can also be important for the development of professional qualifications and skills and therefore promote the employability of young people and youth workers. "If it does not make you an active citizen or improve your employability, participation in a YiA-project can be good for your self-actualization", suggest participants and project leaders alike. Participation improves self-confidence and self-esteem. Participants and project leaders have a better idea of their options in life. Most of them keep contact with other participants or project leaders they have met during the project, expanding and internationalizing their social network. Finally, the organization/group and the broader environment of the organization/group changed due to the participation in a YiA-project. Project leaders especially report an openness to the intercultural dimension of YiA-projects.

4. Beneficiaries and project partners

4.1 Type of beneficiaries and project partners

Almost one of five of the projects leaders are involved in governmental initiatives, while 70% of the project leaders are involved in a YiA-project on behalf of private, non-profit or non-governmental initiatives. One of ten project leaders is involved in a YiA-project on behalf of an informal group of young people. Once again, the results of the Belgian sample reflect those of the transnational analysis of 2010/2011.

Table 88: Type of organization/group/body (N=72)

Organisatie	Aantal	Percentage
A local or regional public body	13	18,1
A non-profit or non-governmental body	51	70,8
An informal youth group	8	11,1

There are no significant differences according to country of origin. 20% of the projects leaders are connected to a public initiative, 70% with a private initiative and 10% with an informal youth group whether the project leader lives in or out of Belgium. A differentiation according to project type shows that informal youth groups only appear in projects with young people. For the rest, the differentiation by project type follows the general data: most projects are taken up by private initiatives and less by public bodies.

Table: Type of organization/group/body by project type (N = 63)

	Projects with young people (N=51)	EVS (N=4)	Projects with youth workers (N=8)
A local or regional public body	10 20%	2 50%	1 12%
A non-profit or non-governmental body	34 67%	2 50%	7 88%
An informal youth group	7 14%	0 0%	0 0%

4.2 Focus of the project promoter

The goals of the organizations of the project leaders vary a lot. Almost one in three of the organizations are organized youth work. In the transnational sample of 2010/2011 this was also the case. In that sample the second most named focus was out-of-school youth education. This was the goal of one in four organizations in that sample. In the Belgian sample this is less the case. The second most mentioned goal of the organizations of the project leaders in the Belgian sample is organizing cultural activities. The third is open youth work. In the transnational sample, youth exchanges came third.

Table 89: Focus of the group/organization/body (N=70)⁷

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

Project leaders living in or out of Belgium are mostly involved in a YiA-project on behalf of an organization that belongs to organized youth work. Non-Belgian resident project leaders say more than Belgian resident project leaders that their organization belongs to open youth work or a youth exchange, while Belgian residents say somewhat more often that their organization organizes cultural activities. The differences are minor though.

Table 90: Focus of the group/organization/body by country of origin (N=70)⁸

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

Because of the small numbers, it is difficult to say something about the goals of the organizations implicated in EVS-projects or projects with youth workers. With respect to the organizations involved in projects with young people, it has to be stressed that they have various goals. One in three belong to organized youth work, youth exchange or organize cultural activities. One in four belong to open youth work.

⁷ Multiple responses possible

⁸ Multiple responses possible

Table 91: Focus of the group/organization/body by country of origin (N=70)⁹

	Project with young people (N=49)	EVS (N=4)	Project with youth workers (N=8)
Organized youth work	16	1	4
Open youth work (e.g. youth centre) and mobile youth work	11	2	3
Youth counselling, youth information	4	0	1
Youth services	2	0	1
Out-of-school youth education	8	0	2
Youth exchange	14	0	1
Other types of education or training	8	1	0
Socio-political work	2	0	0
Social work/social services	7	2	1
Cultural activities	13	2	1

⁹ Multiple responses possible

5. Implementation of Youth in Action

5.1 Becoming involved in Youth in Action

5.1.1. Participants

Most participants in the Belgian sample came into contact with a YiA-project through a youth structure (youth group, youth organization or youth center). The second most important channel to get involved in a project is by word-of-mouth advertising by friends and acquaintances. Another relevant entry point in the programme is through information of the National Agency of Youth in Action.

More participants in the Belgian sample come into contact with a YiA-project through a youth structure or through information of the National Agency of YiA than participants in the transnational sample of 2010/2011. Youth structures were only used by 49% and the National Agency by 8% of the transnational sample. Friends/acquaintances (35%), but especially school/university (17%) are more important to participants in the transnational sample to enter the programme. As a matter of fact, the Belgian sample deviates from the general pattern found in the 2010/2011 analysis. In most European countries youth structures and friends/acquaintances are the most important channels to become involved, followed by school or university. In Austria and Germany, media are the third most important channel.

Table 92: Participants becoming involved in the project (N = 187)¹⁰

	N	% of participants
Through a youth group, a youth organization or a youth center	102	54,8
Through friends/acquaintances	48	25,8
Through school or university	7	3,8
Through colleagues at work	3	1,6
Through information from a newspaper/magazine, news report, internet	17	9,1
Through the National Agency of Youth in Action	24	12,9
Through information by or on the website of the European Union	1	0,5
Through other sources	9	4,8

A decomposition by country of residence learns that for Belgian residents youth structures are the most important way to get involved in a YiA-project, but this channel is even more important to non-Belgian residents. Friends and acquaintances are more important to Belgian residents than to non-Belgian residents. Information through the National Agency of the YiA is the second most indicated channel to get involved in a project for non-Belgian residents. So the deviation of the Belgian sample is for a large degree caused by the non-Belgian residents in the Belgian sample. Belgian residents follow the pattern found in the German and Austrian data: youth structures come first, then friends and/or acquaintances and the media are on the third spot.

¹⁰ Multiple responses possible

Table 93: Participants becoming involved in the project by country of residence (N = 153) ¹¹

	Belgium (N=75)	Another country (N=78)
Through a youth group, a youth organization or a youth center	44%	61%
Through friends/acquaintances	36%	16%
Through school or university	7%	3%
Through colleagues at work	1%	1%
Through information from a newspaper/magazine, news report, internet	9%	11%
Through the National Agency of Youth in Action	8%	22%
Through information by or on the website of the European Union	0%	1%
Through other sources	8%	1%

There are several pathways into a YiA-project by project type. For all project types, youth structures are the most important entry point. Information through the National Agency of Youth in Action is the second most important source for projects with youth workers, while friends and acquaintances are the second most important way to get involved in projects with young people and EVS. For all projects information in the media is the third most important source. School and university are only a gateway for projects with young people.

Table 94: Participants becoming involved in the project by project type (N = 153) ¹²

	Projects with young people (N=100)	EVS (N=9)	Project with youth workers (N=44)
Through a youth group, a youth organization or a youth center	54%	55%	50%
Through friends/acquaintances	33%	33%	9%
Through school or university	7%	0%	0%
Through colleagues at work	0%	0%	4%
Through information from a newspaper/magazine, news report, internet	9%	22%	11%
Through the National Agency of Youth in Action	6%	0%	36%
Through information by or on the website of the European Union	0%	0%	2%
Through other sources	6%	0%	2%

5.1.2. Project leaders

The biggest group of project leaders have come in contact with the YiA programme through a youth structure. The second most important entry point is the National Agency of YiA and the third most important source are friends and acquaintances. In the transnational sample of 2010/2011, these were also the

¹¹ Multiple responses possible

¹² Multiple responses possible

three most important gateways into YiA, although information by the National Agency took first place (Fennes et al., 2011).

Table 95: Project leaders becoming involved in the project (N = 67) ¹³

	N	% of project leaders
Through a youth group, a youth organization or a youth center	29	43,3%
Through friends/acquaintances	14	20,9%
Through school or university	3	4,5%
Through colleagues at work	10	14,9%
Through information from a newspaper/magazine, news report, internet	5	7,5%
Through the National Agency of Youth in Action	22	32,8%
Through information by or on the website of the European Union	6	9,0%

For project leaders not residing in Belgium, the most important source of information over the YiA programme are youth structures. Projects leaders residing in Belgium are more often informed by the National Agency of YiA.

Table 96: Project leaders becoming involved in the project by country of origin (N = 67) ¹⁴

	Other Country (N=33)	Belgium (N=26)
Through a youth group, a youth organization or a youth center	18	8
Through friends/acquaintances	8	3
Through school or university	2	1
Through colleagues at work	5	5
Through information from a newspaper/magazine, news report, internet	3	2
Through the National Agency of Youth in Action	9	11
Through information by or on the website of the European Union	2	3

Differentiating by project type, leads to small numbers for projects with youth workers and EVS, making it difficult to draw conclusions about the channels these project leaders used to get involved. Project leaders of projects with young people get their information mainly through a youth structure. In second place comes the National Agency of YiA, but now colleagues at work are the third main source of information.

¹³ Multiple responses possible

¹⁴ Multiple responses possible

Table 97: Project leaders becoming involved in the project by project type (N = 67)¹⁵

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

Overall, we can conclude that project leaders mostly get their information through youth structures and the National Agency of YiA and in third place through friends and acquaintances. Especially youth structures seem an important hub in the information stream about the programme. National Agencies can inform individual participants and project leaders through youth structures. Participation in a project leads to experienced projects leaders and participants, spreading the word to others.

5.2 Financing the project

It is widely known by participants that the projects are funded by the European Union. The fact that the projects are funded through the Youth in Action-programme, is lesser known. Still nine in ten participants are aware of this fact though. This shows that the project promoters inform the participants which institution funds the project.

Table 98: Do you know that the project is financed by the European Union? (N=187)

	N	%
Yes	180	96,3
No	7	3,7

Participants of sending countries are significantly more aware that the project is funded by the European Union and the Youth in Action programme than participants of hosting countries. There is no difference in knowledge according to country of origin. Belgian residents (94% EU/89% YiA) know in the same degree that the projects are funded by the Youth in Action-programme of the European Union as non-Belgian residents (99% EU/95% YiA).

¹⁵ Multiple responses possible

Table 99: Financing of the project by hosting/sending country (N=187)

Percentage 'yes'	Sending	Hosting
Financing by EU	98%	89%
Financing by YiA	94%	81%

5.3 Application, administration and reporting

Only 26 of the project leaders in the Belgian sample belonged to an applying organization. These project leaders were asked some questions about the application and the administrative management of the project. Due to the fact that we have small numbers and not all project leaders were able to answer the questions, we have to be careful with the interpretations. We can conclude though that the project leaders are satisfied about the transparency of the application procedure. Finding the essential information for applying was easy, the criteria to get a grant are feasible, the funding rules are appropriate and satisfactory.

Table 100: Application and administrative management procedure (N= 26) (only applying organizations) – absolute numbers

Procedure	Not at all true	Not very true	somewhat true	Very true	No opinion
It was easy to obtain the essential information required for applying for this project	2	2	12	7	3
The essential information required for this project was easy to understand	0	8	9	6	3
In the case of this project, it was easy to meet the funding criteria	1	4	9	9	3
The application procedure for this project was simple	4	8	7	4	3
The administrative management of this grant request was simple	6	6	7	4	3
The funding rules and the calculation methods were appropriate	1	1	11	9	4
Reporting was easy	2	7	8	6	3
The overall grant system was appropriate and satisfactory for his project	1	3	8	11	3
Compared to other funding programmes, the administrative management of this grant request was easy	2	5	5	6	8

There is less satisfaction with the procedure itself. More project leaders disagree than agree that the management of the procedure is simple. A considerable

amount of project leaders did not find the reporting easy and the information to obtain a grant was not for everybody very understandable.

The same negatives and positives were found in the transnational analysis of 2010/2011. More than 80% of the respondents were satisfied with the provided information and with the funding criteria and rules. On the other hand, 30% found the administrative procedure (especially the application and the reporting) difficult (Fennes et al., 2011).

Because of the small numbers, it does not make sense to differentiate according to project type and funding country for the Belgian sample of November 2011.

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 101: Knowledge and possession of Youthpass by project type (N=169) (percentages)

	Yes	No	Do not remember
Do you know Youthpass?	58,0%	27,8%	14,2%
Do you have a Youthpass?	50,6%	37,5%	11,9%

More than half of the participants in the Belgian sample know of Youthpass and the same amount have such a pass. This means that amongst the participants in the Belgian sample the degree of knowledge is at the same level as amongst participants in the transnational analysis of 2010/2011. The possession of the Youthpass is slightly higher amongst the participants in the Belgian sample than amongst the participants of the transnational sample (40% possession).

Table 102: Knowledge and possession of Youthpass by project type (N=138) (percentages)

Percentage 'yes'	Project with young people (N= 91)	EVS (N=9)	Project with youth workers (N=41)
Do you know Youthpass?	50%	71%	84%
Do you have a Youthpass?	48%	43%	72%

The knowledge and possession of Youthpass is highest amongst the participants in projects with youth workers and the lowest amongst participants in projects with young people. The knowledge and possession of Youthpass amongst participants in EVS is lower in the Belgian sample than in the transnational sample of 2010/2011. We have to be careful here because of the small numbers. One person less or more represents a fluctuation of 11%, making it difficult to compare results.

Also project leaders were asked about the use of Youthpass. Less than half of the project leaders in the Belgian sample state that Youthpass was applied in the project. This is slightly less than in the transnational sample of 2010/2011 where 50% of the project leaders claim to have used Youthpass.

Table 103: Use of Youthpass (N=71)

	N	%
Yes	32	45,1
No	16	22,5
I don't remember	23	32,4

There were no significant differences according to funding country, but there were differences according to project type. According to all project leaders of EVS-projects Youthpass was used, less than half of project leaders of projects with young people claim to use Youthpass and only one in four project leaders of projects with youth workers said that Youthpass was used. Also here, we have to point to the small numbers of EVS-projects and projects with youth workers. These results have to be interpreted with caution.

Table 104: Use of Youthpass by project type (N=71)

	Project with young people (N=50)	EVS (N=4)	Project with youth workers (N=8)
Yes	21 42%	4 100%	2 25%
No	12 24%	0 0%	4 50%
I don't remember	17 34%	0 0%	2 25%

Project leaders who said they used Youthpass in their project were asked some questions about the integration of it. Most of them agree that they received the necessary information and that this information was clear and participants were informed about it. At the end of the project most participants wanted one and finally got one, according to the majority of the project leaders.

Table 105: Integration of Youthpass (N=32)

Item	Not very true	Somewhat true	Very true
I have received all necessary information concerning Youthpass	3	10	19
The information about Youthpass was clear and understandable	3	8	21
The participants were informed in detail about Youthpass	3	8	20
Youthpass was integrated broadly into the project and its methods	7	11	14
The participants wished to receive a Youthpass	5	8	19
The participants received a Youthpass	2	4	25

5.5 Structured Dialogue

'The Structured Dialogue for Young people' is an opportunity for young people to meet policy makers and discuss policies. It is a part of sub-Action 5.1 of the

Youth in Action-programme. Almost one in five of the participants in the Belgian sample have heard of the Structured Dialogue and almost one in ten have experienced activities within the Structured Dialogue. These percentages resemble the ones of the transnational analysis of 2010/2011.

Table 106: Information and experience with 'Structured Dialogue' (N=168)

Structured Dialogue	Yes	No
Did you ever hear about 'Structured Dialogue'?	19,0%	81,0%
Did you experience any activities within the 'Structured Dialogue'?	9,5%	91,5%

Fennes et al. (2011) found significant differences between country of residence. The same holds true for the Belgian sample. Only 12% of the Belgian residents have ever heard of the Structured Dialogue, compared to 26% of the non-Belgian residents. Only 4% of Belgian residents have experienced activities within Structured Dialogue compared to 16% of non-Belgian residents. The knowledge and experience with Structured Dialogue amongst Belgian residents is rather small compared to the knowledge and experience of the residents of the Ray-countries in the 2010/2011 sample. Only Austria scores lower on knowledge and experience.

Table 107: Information and experience with 'Structured Dialogue' by project type (N=138) (percentages)

Percentage 'yes'	Project with young people (N= 90)	EVS (N=7)	Project with youth workers (N=41)
Did you ever hear about 'Structured Dialogue'?	12%	43%	32%
Did you experience any activities within the 'Structured Dialogue'?	10%	14%	10%

The knowledge and experience with Structured Dialogue varies according to project type. Participants in projects with youth workers have more knowledge and experience than participants in projects with young people. The number of participants involved in EVS-projects is too small to compare their knowledge and experiences with those of the participants in other projects.

6 Project development and implementation

6.1 Previous applications

6 out of the 71 projects were previous submitted for a grant and were successful on resubmission. Four of them were a project with young people and two were EVS-projects.

Compared to the results of the transnational analysis is this less, because in that sample 15% of projects were resubmitted. This can mean two things. Projects submitted by project leaders in the Belgian sample are more successful the first way around. Another possible explanation is that project leaders in the Belgian sample have less perseverance than their transnational counterparts and resubmit less.

Table 108: Previous applications submitted for this project? (N=71)

	N	%
Yes	6	7,6
No	54	68,4
I do not know	19	24,1

6.2 Preparation of the project

Most project leaders report a smooth organization of the project. Almost all of them (67 out of 71) are convinced that the organization of the project was well prepared. 11 out of 71 (15%) claim that there were no preparatory meetings, while 53 of 71 (75%) did have preparatory meetings. This is comparable to the transnational analysis of 2010/2011. Two thirds of project leaders reported preparatory meetings. 19 out of 71 (27° of project leaders were not implicated in preparing the project. Half of the project leaders in the Belgian sample use modern communication technology to prepare the project. In the transnational sample, this was two thirds of the project leaders.

There are no significant differences in development and preparation of the project according to project type. There was one significant difference according to funding country. Project leaders funded by another country than Belgium were less personally involved in the preparation of the project than project leaders funded by Belgium.

Table 109: Development and preparation of the project (N=71)

	No	Yes	Do not know
The project was well prepared	2 2,8%	67 94,4%	2 2,8%
The project was prepared in one or more preparatory meetings involving other project partners	11 15,5%	53 74,6%	7 9,9%
I was participating in this preparatory meeting myself	19 27,5%	46 66,7%	4 5,8%
The preparation included skype meetings and a like	22 31,4	37 52,9%	11 15,7%

Almost eight out of ten project leaders think that the preparation of a project is essential to its success. This stresses the importance of being able to prepare projects beforehand. One in five 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 nine in ten report cooperation during the implementation of the project and see mutual respect between project leaders and project teams. These findings are corroborated by the findings of the transnational analysis of 2010/2011 (Fennes et al., 2011).

Table 110: Cooperation during development, preparation and implementation of the project (N=69)

	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	1 1,6%	14 22,6%	20 32,2%	23 37,1%	4 6,5%
The preparatory meetings were essential to the project	2 3,3%	1 1,6%	13 21,3%	34 55,7%	11 18,0%
During the implementation of the project itself, the co-operation worked well	1 1,6%	2 3,2%	20 32,2%	39 59,7%	2 3,2%
The relationship between the project leaders/team members was characterized by mutual respect and good cooperation	0 0,0%	3 4,8%	16 25,8%	41 66,1%	2 3,2%

There are significant differences according to funding country. Project leaders funded by another country think in a lesser extent than project leaders funded by Belgium that the preparatory meetings are key to the success of the project. They also agree less that during the implementation of the project the co-operation worked well. The reason why is not very clear and the transnational report of 2010/2011 does not report differences between countries (Fennes et al., 2011). There are no significant differences according to project type.

Table 111: Cooperation during development, preparation and implementation of the project by funding country (N=62)

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

6.3 Project languages

A possible problem in an international project are language barriers. Only 5% of the participants in the Belgian sample reported to have difficulties because of language problems. One in four of them got support of the project team when they needed it. Language problems can be conquered. More than three in four participants were able to practice their foreign language skills.

Table 112: Language used in the project according to participants (N=167)¹⁶

	N	% answers	% participants
There was one language used by everybody	117	38,6%	69,6%
I could fully participate in the project by using my first language	8	2,6%	4,8%
I also used another language besides my first language	128	42,2%	76,2%
I had difficulties to participate because of language problems	8	2,6%	4,8%
The project team helped me to understand, when it was necessary	42	13,9%	25,0%

Belgian residents report in a higher degree that they could practice a foreign language than non-Belgian residents (82% versus 70%). Participants of hosting countries practiced their foreign languages skills more than participants of sending countries (respectively 89% and 73%).

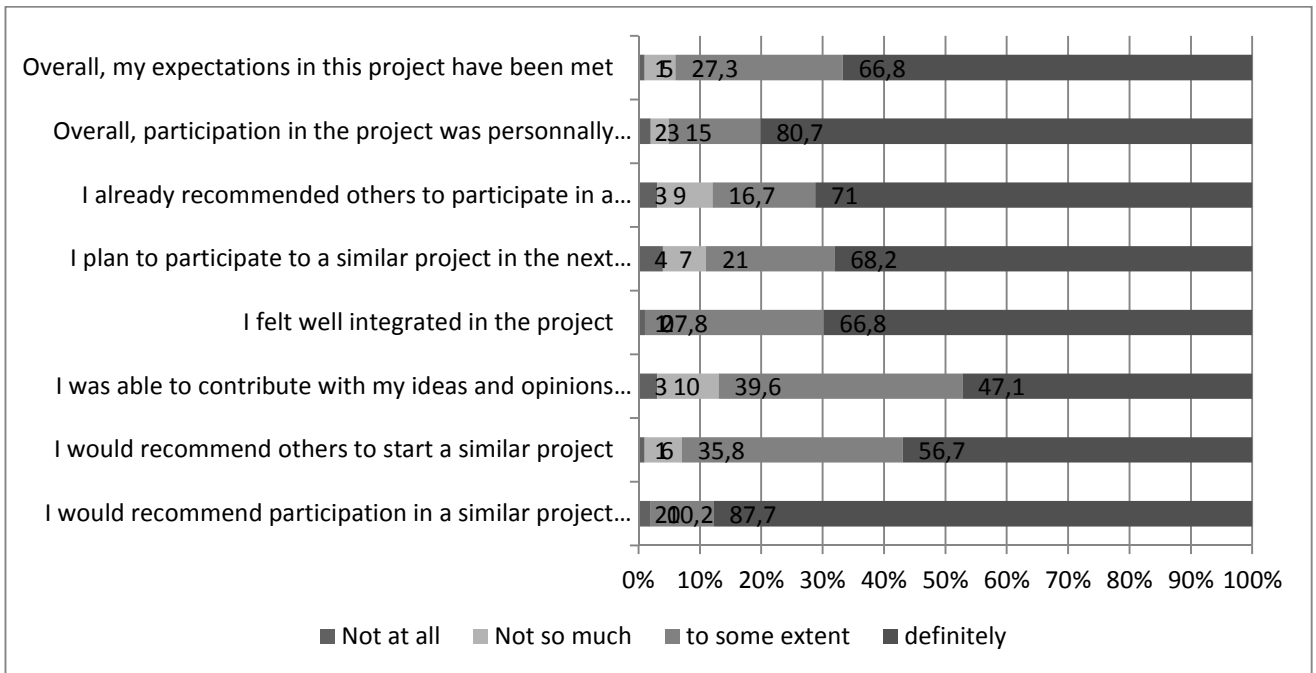
6.4 Satisfaction with Youth in Action

The participants express a high degree of satisfaction with Youth in Action-projects. 88% of the Belgian sample would recommend others to participate in a similar project, 71% of them already did. 81% find that the experience is personally enriching. Seven out of ten plan to organize a similar project in the future and almost six out of ten would recommend someone else to start a YiA-project. Overall, at least 85% of participants respond positive on these items. The same amount of satisfaction can be found in the 2010/2011 report.

This is one of the main reasons why perceptions of skill and competence development are so important. If participants are not convinced that they have learned something during the project and that it was only 'occupational therapy' or a nice trip abroad, they would be less enthusiast to recommend others to participate. Furthermore, we have seen that especially Belgian residents depend on word-to-mouth advertising by friends and acquaintances to become involved in a YiA-project. The best ambassadors of YiA-projects are therefore former participants and project leaders.

¹⁶ Multiple responses possible

Table 113: Satisfaction with the project according to participants (N=187)



7 Executive summary

This analysis reports the main findings of the November 2011 wave of the RAY network research into the effects of participating in a Youth in Action project. In November 2011, the Flemish Community of Belgium participated for the first time in this research project. The current analysis follows as much as possible earlier transnational reports and the guidelines of the RAY-network. It deviates in three aspects from these guidelines. In contrast to the transnational reports, there are no analyses for the different actions of the YiA-programme due to a lack of participants in some of these actions in the Belgian sample. Therefore, the level of analysis is action type (projects with young people, EVS-projects and projects with youth workers) rather than action in the current report. In this report the findings of the Belgian sample are compared with the findings in the transnational sample of 2010/2011. Because of the fact that the November 2011 wave will ultimately be merged with the May 2013 wave on the transnational level and because of the fact that the collection of the May 2013 data was still taking place while this report was written, in a later stadium the findings of this report will be compared with the transnational report of November 2011/May 2013. Thirdly, there are some analyses in this report that cannot be found in the transnational analysis. These are analysis only relevant for the Belgian sample.

7.1 Profile of the participants

Just like in the transnational sample there is an overrepresentation of women amongst the participants in YiA projects in the Belgian sample (55%). This overrepresentation of women is nonetheless smaller in the Belgian sample than in the transnational one (60%). On average, the participants in the Belgian sample are 23 years old. More than half of them live in villages, communities or small towns with less than 100.000 inhabitants. Unlike some other RAY-countries, the majority of participants in the Belgian sample does not come from the capital city. Inhabitants of Brussels are not underrepresented though. 9% of the Belgian residents in the sample claim to live in a city with more than one million inhabitants. In Belgium, this is only the case for the Brussels Capital Region. 11% of the Belgians live in this region. Participants of cities with 100.000 to 500.000 inhabitants are slightly underrepresented in the Belgian sample.

The educational attainment of the participants and their parents is high, even compared with the educational attainment of a representative sample of the 18-till 25 year olds in Flanders and their parents. Moreover, two thirds of the participants are still in training or in education. Pupils in secondary education are more represented in the Belgian sample than in the transnational sample and compared with the number of secondary pupils amongst the 18- till 25 year old student population in the Flemish Community. A possible explanation is that the November 2011 sample gathers information of projects taking place during the summer period and it could be that these projects are more popular among secondary school pupils. Employed participants are mostly in full-time or part-time employment or are self-employed. These forms of employment are more represented in the Belgian sample than in the transnational one.

12% of participants consider themselves to belong to a minority, especially a minority with an immigration background. The same amount was found in the transnational sample of 2010/2011. The participants – and especially

participants residing in Belgium – are internationally mobile. They have travelled abroad mainly for holidays, for school or as part of a previous youth exchange.

One of the main objectives of the YiA-programme is to involve young people with fewer opportunities. It is a difficult task to assess the amount of disadvantaged young people among the participants. Social exclusion is a multidimensional concept and most measurements in the research are subjective measurements of exclusion. Nonetheless, six percent of the participants are unemployed. This percentage doubles if we take into account the amount of participants claiming to be a part of a minority. One in five participants face obstacles in their search for a job. Participants not residing in Belgium are to a greater extent confronted with several forms of exclusion than participants residing in Belgium. This should not come as a surprise, because participants residing in Spain or in Turkey are well represented in the Belgian sample.

7.2 Profile of the project leaders

In contrast to the participants and in contrast to the transnational sample, the majority of the project leaders in the Belgian sample are male. Flemish research into participation in youth work does not find differences in degree in participation in youth work between men and women, nor in the degree of taking up leadership positions in youth work. On average, the project leaders are older than the participants. The average age of project leaders in the Belgian sample (33 years) is lower than that in the transnational sample of 2010/2011 (36 years).

The educational attainment of the project leaders is even higher than that of the participants. Three out of four project leaders have a higher educational degree. Project leaders are mostly involved on a voluntary basis in the project.

Fifteen percent of them consider themselves to belong to a minority group, especially a minority with an immigration background. Most of the project leaders consider themselves to be an European or combine a national identity with an European one. Two thirds of them have participated previously in a YiA-project. One in three have already participated in more than 10 previous projects. This shows that there is a certain accumulation of experiences and knowledge within YiA-projects. On the other hand, one third of the project leaders are participating for the first time in a project. This shows that there is also a new influx into the programme.

7.3 Reported effects

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

According to participants and project leaders participation in a YiA-project has improved the competences of the participants. Especially foreign language

competences, interpersonal and intercultural competences have changed for the better according to the vast majority of participants and project leaders. Civic skills, but also entrepreneurship and sense of initiative are promoted by YiA-projects as well according to 40% to 50% of the participants and project leaders. The skills least promoted in YiA-projects are (digital) media competences. These results are in line with the transnational analysis if 2010/2011. The same order of competence development can be found in all types of actions.

Participants and project leaders in the Belgian sample firmly believe that YiA-projects promote a sense of European belonging. 70% feel more European, half of them have learned something about Europe and half of them have become more interested in European issues. Also active citizenship, especially non-conventional forms of civic engagement, have been promoted. Four out of ten have learned something about youth policies. Especially participants in projects with youth workers have more insight in youth policies. Four out of ten participants feel more involved with disadvantaged people. Participants in projects with young people and participants in EVS-projects express more their sympathy for disadvantaged people than participants in projects with youth workers. Finally, participants (but also project leaders) are firmly convinced that young people must have political awareness.

Yia-participation not only develops competences, European identity and active citizenship. It also promotes self-actualization. Participation improves self-confidence and self-esteem. Eight out of ten feel more confident to travel abroad, seven out of ten have improved their organizational skills and the same amount think that their job opportunities have improved by participating in a YiA-project. Participants also have a better idea of their future options in life. 80% keep in contact with other participants or project leaders that they have met during the project, expanding and internationalizing their social network. 80% of participants say that they have a better idea what non-formal learning entails and have used non-formal learning technics in practice.

Also project leaders have improved their skills and competences through leading a project. Interpersonal and intercultural skills are developed by most project leaders. Also their proficiency in a foreign language is frequently considered to have changed for the better. The fact that project leaders themselves think that key competences of lifelong learning have been developed, shows that the YiA-projects are not only important learning opportunities. Participation in a project can also be important for the development of professional qualifications and skills and therefore promote the employability of young people and youth workers. Nine out of ten project leaders have become more aware of the multicultural make-up of Europe and seven out of ten do not exclude to study, work or live abroad in the future. Eight out of ten project leaders feel more self-confident, seven out of ten consider themselves to be more active citizens and half of them have a clearer view on future options in life since participating in the project.

Finally, the organization/group and the broader environment of the organization/group changed due to the participation in a YiA-project. Project leaders especially report an openness to the intercultural dimension of YiA-projects. This shows that these organizations/groups are learning organizations/groups.

7.4 Implementation of Youth in action

The most important entry points in the YiA-programme are youth bodies, friends and acquaintances and the National Agency of the Youth in Action-programme. Youth bodies and the National Agency are more important channels in the Belgian sample than in the transnational one, while schools, polytechnics and university are a less important channel in the Belgian sample (and especially to Belgian residents) than in the transnational sample. If we limit the analysis to Belgian residents the most important entry points are - in order of importance - youth bodies, friends and acquaintances and media. There are different pathways into the YiA-programme according to action type. For participants in projects with youth workers, youth bodies, the National Agency and media are the three most important entry point. Participants in projects with young people enter the programme primarily through youth bodies, friends and acquaintances and media.

More than nine out of ten participants know that the project is funded by the Youth in Action programme of the European Union. Half of the participants have a Youthpass. Especially participants in projects with youth workers have obtained a Youthpass. Structured Dialogue is less known in the Belgian sample than in transnational sample. Belgian residents know Structured Dialogue less than non-Belgian residents. Participants in projects with youth workers have in a larger extent knowledge of Structured Dialogue.

The project leaders are satisfied with the transparency of the application procedure, but are less delighted about the procedure itself. A considerable amount of project leaders agree that the management of the procedure is not simple, the reporting is not easy and the information to obtain financing was not for everybody very clear.

Overall, there is a high degree of satisfaction with YiA-projects. Almost nine out of ten participants would advise others to participate in a project and more than seven out of ten already have done this. This is one of the main reasons why reported effects are so important. If participants are not convinced that they have learned something during the project, they would be less enthusiast to recommend others to participate. Especially Belgian residents rely to word-to-mouth advertising by friends and acquaintances to become involved in a YiA-project. The best ambassadors of YiA-projects are therefore former participants and project leaders.

8 Samenvatting

Dit verslag rapporteert de belangrijkste bevindingen van de november 2011 bevraging van het onderzoek uitgevoerd door het RAY netwerk. Het onderzoekt de effecten van participatie aan een YiA-project voor de Vlaamse gemeenschap van België. In november 2011 participeerde de Vlaamse Gemeenschap voor het eerst in dit onderzoeksproject. De huidige analyse volgt zo veel mogelijk vroegere transnationale rapporten en de richtlijnen van het RAY netwerk. Op drie aspecten wijkt het hier echter van af. In tegenstelling tot de transnationale rapporten kan er voor de Belgische steekproef geen analyses gemaakt worden op het niveau van de acties in het YiA-programma. Dit komt door de soms lage aantallen participanten aan bepaalde acties. Daarom is er geopteerd om op het niveau van de actietypes (projecten met jongeren, EVS-projecten en projecten met jeugdwerkers) te analyseren. In dit rapport vergelijken we de Belgische gegevens met de bevindingen van het transnationaal rapport van november 2010/mei 2011. Het is het de bedoeling om de gegevens van de november 2011-bevraging te koppelen aan de gegevens van de mei 2013-bevraging. De verzameling van deze laatste gegevens was nog volop bezig tijdens het schrijven van dit verslag. Uiteindelijk is het de bedoeling om de resultaten uit de Belgische steekproef te vergelijken met de bevindingen uit het transnationaal rapport van november 2011/mei 2013. Een derde afwijking is dat er soms afgeweken is van de transnationale richtlijnen voor de nationale rapporten omdat enkele bevindingen verdere analyse vragen en meer relevant zijn voor de Belgische steekproef.

8.1 Het profiel van de participanten

Net zoals in de transnationale gegevens is er een oververtegenwoordiging van vrouwelijke deelnemers in de Belgische steekproef (namelijk 55%). Deze oververtegenwoordiging is echter minder uitgesproken in de Belgische gegevens dan in de transnationale gegevens (60%). Gemiddeld zijn de participanten 23 jaar oud. Meer dan de helft van hen woont in een dorp, een gemeente of een stad met minder dan 100.000 inwoners. In tegenstelling tot enkele andere RAY-landen woont niet de meerderheid in de hoofdstad. Niettemin zijn Brusselse inwoners niet ondervertegenwoordigd in de steekproef. Integendeel zelfs. 9% van de inwoners van België in de steekproef beweert in een stad te wonen met meer dan 1 miljoen inwoners. In België voldoet enkel het Brussels Hoofdstedelijk Gewest aan dit criterium. 11% van de Belgische bevolking woont in dit gewest. Participanten die wonen in een stad waarvan de bevolkingsaantallen schommelen tussen 100.000 en meer dan 500.000 zijn echter wel iets ondervertegenwoordigd in de huidige steekproef.

De participanten en hun ouders zijn hoog opgeleid, zelfs als we hun opleidingsniveau vergelijken met dat van een representatieve steekproef van 18- tot 25- jarigen in Vlaanderen. Bovendien zijn twee derden van hen nog steeds bezig met het volgen van onderwijs. In de Belgische steekproef zijn secundaire scholieren meer vertegenwoordigd dan in de transnationale analyse van 2010/2011. Bovendien zijn er in de Belgische steekproef meer secundaire scholieren onder de studerenden dan dat er secundaire scholieren zijn in de Vlaamse studentenbevolking van 18 tot 25 jaar oud. Een mogelijke verklaring hiervoor is dat er in de november steekproef heel wat projecten zijn opgenomen die plaats vinden tijdens de zomermaanden en dat aan deze projecten meer secundaire scholieren deelnemen. Indien de deelnemers werken, hebben ze meestal een voltijdse of een deeltijdse job of zijn ze zelfstandig. Deze vormen

van tewerkstelling komen meer voor onder de deelnemers in de Belgische steekproef dan onder de deelnemers uit de transnationale analyse.

Eén in acht participanten rekent zichzelf tot een minderheidsgroep. Vooral minderheden die een immigratie geschiedenis kennen, komen voor in de Belgische sample. Een gelijkaardig percentage is trouwens terug te vinden in de transnationale analyse van 2010/2011. De deelnemers – zeker die die in België wonen – zijn internationaal mobiel. Ze hebben vooral naar het buitenland gereisd voor vakantie, in het kader van een schooluitstap of in het kader van een vroegere jongerenuitwisseling.

Eén van de belangrijke doelstellingen van het YiA-programma is achtergestelde jongeren te bereiken. Het blijft moeilijk om een precieze schatting te geven van het aantal deelnemers dat we tot deze categorie kunnen rekenen. Er zijn hier twee redenen voor. Achterstelling kan verschillende vormen aannemen en kan dus op verschillende manieren in kaart worden gebracht. Bovendien zijn de meeste indicatoren voor sociale uitsluiting in het RAY-onderzoek subjectief van aard. Ze peilen eerder naar de mate waarin de deelnemers zich uitgesloten voelen. Niettemin kunnen we besluiten dat jongeren met minder kansen vertegenwoordigd zijn onder de deelnemers. Zes procent van de deelnemers is werkloos. Dit percentage verdubbelt als we rekening houden met het aantal deelnemers dat zich tot een minderheid rekent. Eén op vijf van de deelnemers signaleert het moeilijk te hebben om zich te integreren op de arbeidsmarkt. Sociale uitsluiting komt meer voor onder de deelnemers die niet in België wonen dan onder Belgische inwoners. Dit hoeft niet te verwonderen. Onder de niet-Belgische inwoners in de steekproef zijn de twee grootste groepen inwoners uit Spanje en Turkije.

8.2 Het profiel van de projectleiders

In tegenstelling tot de participanten, maar ook in tegenstelling tot de transnationale analyse zijn er meer mannelijke dan vrouwelijke projectleiders in de Belgische steekproef. Nochtans zijn er weinig aanwijzingen in Vlaams jeugdwerkonderzoek dat mannen meer deelnemen aan het jeugdwerk dan vrouwen, noch dat ze meer leidinggevende posities in het jeugdwerk opnemen. De projectleiders zijn gemiddeld ouder dan de participanten, namelijk 33 jaar. Dit is jonger dan de transnationale analyse waarin de gemiddelde leeftijd van de projectleiders 36 jaar oud is.

Het opleidingsniveau van de projectleiders is nog hoger dan die van de participanten. Drie vierden van hen heeft een diploma hoger onderwijs. Projectleiders zijn meestal op een vrijwillige basis betrokken bij het project.

Vijftien procent van de projectleiders beschouwt zichzelf als een minderheid. Opnieuw gaat het vooral over minderheden die een immigratie achtergrond hebben. De meeste projectleiders beschouwen zichzelf als een Europese burger of combineren een nationale identiteit met een Europese. Twee derden van hen heeft vroeger ooit al eens deelgenomen aan een YiA-programma. Eén op drie heeft zelfs al meer dan 10 deelnames achter de rug. Dit wijst op een opbouw aan ervaringen en kennis binnen het YiA-programma, wat de kwaliteit van de projecten ten goede kan komen. Daarnaast participeert één derde van de projectleiders voor de eerste keer aan een project. Dit wijst er dan weer op dat er ook sprake is van nieuw bloed in het programma.

8.3 Gerapporteerde effecten

Eén van de belangrijke doelstellingen van Youth in Action is het aanzetten tot een actief burgerschap en het bevorderen van enkele kerncompetenties van levenslang leren die het mogelijk maken actief te participeren in de samenleving. Eén van de doelstellingen van het RAY-onderzoek is dan ook waargenomen veranderingen in de ontwikkeling van deze competenties te documenteren. Verder zien participanten en projectleiders ook veranderingen ten aanzien van andere domeinen: Europees burgerschap, zelfvertrouwen, veranderingen in sociaal netwerk en kennis over niet-formeel leren.

Volgens participanten en projectleiders zijn de competenties van de participanten er op vooruitgegaan door hun participatie aan een YiA-project. Vooral in het spreken van een andere taal en in interpersoonlijke en interculturele competenties rapporteren ze verbeteringen. Burgerschapscompetenties, maar ook hun ondernemerschap en hun zin voor initiatief zijn beter geworden door het project volgens 40% tot 50% van de participanten. De competenties die het minst ontwikkeld worden, zijn (digitale) media competenties. Deze resultaten stemmen overeen met de bevindingen van het transnationaal rapport. Bovendien kan een gelijkaardige ordening van de mate waarin de verschillende competenties ontwikkeld worden, teruggevonden worden in alle types van acties.

Participanten en projectleiders zijn er stellig van overtuigd dat participatie aan een YiA-project het Europees gevoel versterkt. 70% voelt zich meer Europeaan na deelname, de helft heeft kennis opgebouwd over Europa en de helft is meer geïnteresseerd in Europese aangelegenheden. Ook het actief burgerschap, en dan vooral niet conventionele vormen er van, is gepromoot. Vier van de tien participanten heeft iets geleerd over het jeugdbeleid. Dat is vooral het geval voor participanten die deelgenomen hebben aan een project met jeugdwerkers. Vier op tien participanten voelen zich meer solidair met mensen in een achterstellingssituatie. Dit geldt vooral voor deelnemers aan een project met jongeren of deelnemers aan een EVS-project. Tenslotte zijn de deelnemers (maar ook de project leiders) er sterk van overtuigd dat het belangrijk is dat jongeren alle mogelijkheden tot inspraak of politieke participatie benutten.

Participatie aan een YiA-project bevordert niet enkel competenties, Europese identiteit of actief burgerschap. Het is ook goed voor de deelnemers zelf. Het versterkt het zelfvertrouwen en het zelfbeeld. Acht op tien voelt zich meer zeker om in het buitenland te reizen, zeven op tien hebben hun organisatorische vaardigheden versterkt en een even grote groep denkt dat hun tewerkstellingsmogelijkheden verbeterd zijn door de deelname. Zowel participanten als projectleiders stellen dat ze een beter beeld hebben gekregen van de levensopties die de toekomst hen biedt. Acht op de tien blijft contact houden met deelnemers uit andere landen. Dit wijst er op dat het sociale netwerk van de deelnemers uitbreidt én internationaliseert. Een even groot aantal stelt dat ze na deelname een beter idee hebben van wat niet-formeel leren inhoudt en heeft reeds niet-formeel leren toegepast in de praktijk.

Ook projectleiders signaleren dat hun competenties verder ontwikkeld zijn. Hier primeren interpersoonlijke en interculturele competenties. Pas in derde instantie beweren projectleiders dat hun vreemde talen er op vooruit zijn gegaan. Het feit dat projectleiders zelf rapporteren dat de kerncompetenties van levenslang leren verbeterd zijn door de deelname, wijst er op dat YiA-projecten niet enkel belangrijke leeromgevingen zijn. Het kan ook een belangrijke omgeving zijn

waarin professionele vaardigheden en kwalificaties worden bevorderd. Het promoot ook zo de tewerkstellingskansen van jonge mensen en jeugdwerkers. Negen van de tien projectleiders signaleert verder dat ze meer bewust geworden zijn van de multiculturele samenstelling van Europa en zeven op de tien sluit niet uit dat ze in de toekomst in het buitenland studeren, werken of wonen. Acht op de tien heeft meer zelfvertrouwen, zeven op tien vindt zichzelf meer een actieve burger en de helft van hen beweert een duidelijker zicht te hebben op hun toekomst.

Tenslotte signaleren project leiders dat de organisatie en de ruimere omgeving van de organisatie veranderd is door de deelname. Er zou vooral meer openheid ten aanzien van intercultureel werken zijn gekomen sinds de deelname aan het project. Dit wijst er op dat we te maken hebben met lerende organisaties/groepen en omgevingen.

8.4 De uitvoering van het project

De deelnemers komen vooral via het jeugdwerk, vrienden en kennissen of via het Nationaal Agentschap van Youth in Action in contact met het programma. Jeugdwerk en het Nationaal Agentschap zijn belangrijker kanalen in de Belgische steekproef dan in de transnationale. Scholen, hogescholen en universiteiten spelen dan weer een veel minder belangrijke rol in de Belgische steekproef en nog minder voor Belgische inwoners. Als we de analyse beperken tot Belgische inwoners dan zien we dat het jeugdwerk de belangrijkste manier is om in contact te komen met YiA, dan vrienden en kennissen en op de derde plaats de media. Er zijn verschillende wegen naar YiA volgens het type actie. Participanten aan projecten met jongeren komen vooral in contact met YiA via het jeugdwerk, dan hun vrienden of kennissen en in derde instantie de media. Voor participanten aan projecten met jeugdwerkers, komt het Nationaal Agentschap op de tweede plaats.

Negen op de tien participanten weet dat het project gefinancierd wordt door het Youth in Action programma van de Europese Unie. De helft van hen hebben een Youthpass. Vooral deelnemers aan projecten met jeugdwerkers zijn in het bezit van dit instrument. Structured Dialogue is minder gekend in de Belgische steekproef dan in de transnationale. Deze kennis is lager onder participanten die in België wonen dan onder participanten die niet in België wonen. Het zijn vooral deelnemers aan projecten met jeugdwerkers die wel al eens van Structured Dialogue hebben gehoord.

De projectleiders zijn tevreden over de transparantie van de aanvraagprocedure, maar ze zijn minder enthousiast over de procedure zelf. Een aanzienlijk aandeel van hen vindt het management van de procedure niet simpel, het verslag achteraf is niet gemakkelijk op te maken en de informatie voor de financiering van het project is niet voor iedereen even verstaanbaar.

In het algemeen is er een grote tevredenheid met YiA-projecten onder participanten en projectleiders. Bijna negen op tien zou anderen motiveren deel te nemen aan een project. Zeven op tien hebben dit effectief al gedaan. Dit is één van de belangrijkste redenen waarom gerapporteerde effecten belangrijk zijn voor YiA. Als de participanten er zelf niet van overtuigd zijn dat ze door het project iets geleerd hebben, zullen ze minder geneigd zijn anderen aan te spreken om ook deel te nemen. We hebben gezien dat vooral voor Belgische inwoners mond-aan-mond-reclame een belangrijk kanaal is om in contact te

komen met het YiA-programma. De beste ambassadeurs voor het YiA-programma zijn dan ook voormalige deelnemers en projectleiders.

9 Literature

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