Learning in Youth in Action

**Results from the surveys
with project participants and project leaders
in May 2012**

Interim Transnational Analysis

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Innsbruck, 2013

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Abbreviations and glossary

YiA   Youth in Action Programme
PL   Project leaders/members of project teams
PP   Project participants
RAY   Research-based Analysis and Monitoring of Youth in Action. The RAY Network consists of the Youth in Action National Agencies and their research partners involved in the RAY project.
NA   National Agency

Project leaders   Youth workers, youth leaders, trainers or other actors who prepared and implemented YiA projects for/with young people or youth workers/leaders, at least in an education/socio-pedagogic function, but frequently also with an organisational function; normally, in particular in the case of projects with participants from two or more different countries, these projects are prepared and implemented by project teams with two or more project leaders.

Type of project (also 'project type')
        The analyses partly differentiate by 'type of project' combining Youth Exchanges from Action 1.1 and Action 3.1 and combining training and networking activities from Action 4.3 and Action 3.1; combining these similar types of sub-Actions (the main difference being the eligible countries) results in higher numbers of respondents in the respective categories and, thus, in more meaningful results.
YE   Youth Exchanges (Action 1.1 and 3.1)
YI   Youth Initiatives (Action 1.2)
YD   Youth Democracy Projects (Action 1.3)
EVS   European Voluntary Service
T&N   Training and Networking (Action 4.3 and 3.1)
TCP   Training and Cooperation Plan
SD   Structured Dialogue – meetings of young people and those responsible for youth policy (Action 5.1)

Residence country   Country of residence at the beginning of the project (the country of the partner organisation who the participant was part of)
Funding country   Country in which a project was funded through the respective National Agency of YiA
Venue country   Country in which one or more core activities within a project – in particular meetings of young people or of youth workers/leaders (in most cases from different countries of origin) – took place; also referred to as 'hosting country'

Sending   This refers to PP or PL who came from a 'sending' partner, i.e., they went to another country for their project
Hosting   This refers to PP or PL who came from a 'hosting' partner, i.e., they were involved in a project taking place in their residence country

YiA Programme countries:
These are EU member states, EEA countries and EU candidate/accession countries

YiA Partner countries:
These are countries from Southeast Europe, countries from Eastern Europe and the Caucasus region as well as Mediterranean countries.

RAY countries   RAY Network members participating in these surveys (= funding countries)

Country codes:
AT   Austria
BE   Belgium
BG   Bulgaria
CZ   the Czech Republic
DE   Germany
EE   Estonia
FI   Finland
FR   France
HU   Hungary
LI   Liechtenstein
LU   Luxembourg
PL   Poland
SE   Sweden
SK   Slovakia
TR   Turkey

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

1   Executive summary

This study was implemented as part of the project 'Research-based Analysis and Monitoring of the Youth in Action Programme' (RAY) which aims to explore the effects of the Youth in Action Programme (YiA) of the European Union, in particular on young people, youth workers and youth leaders involved in the projects funded by it, but also on the organisations, groups and other bodies promoting it as well as on the local environments and communities where these projects take place. The RAY project aims to study these effects in general, not only with respect to the explicit intentions of the YiA Programme, therefore seeking to contribute to the generation of new knowledge about the processes and outcomes of non-formal education activities, in particular in the youth field, but at the same time aiming to contribute to quality assurance and development in the implementation of the YiA Programme and to evidence-based and research-informed youth policy development.

The RAY project, founded in 2008, involves National Agencies of the YiA Programme and their research partners in presently 15 countries. The research on the YiA Programme is based on a combination of quantitative and qualitative social research methods. As a first activity, online surveys using multilingual questionnaires for young people participating in YiA projects and for youth workers/youth leaders were developed in order to study the effects of YiA projects on the actors involved, including the effects on their organisations and local communities, and also to study the implementation of the projects as well as the profile of the actors and organisations involved. These 'standard surveys' have been implemented since 2009 and will continue to be used until the end of the YiA Programme. The transnational analyses of the surveys conducted between October 2009 and May 2011 are available (see Fennes, Gadinger, & Hagleitner, 2012; Fennes, Hagleitner, & Helling, 2011).

In 2012, a special study was developed aiming to explore the learning processes of actors involved in YiA projects: how do participants and project leaders learn in YiA projects and which settings, educational approaches, methodologies and methods contribute to learning in YiA projects? For this study, a 'Special Survey' using multilingual online questionnaires was developed and implemented in 2012. Furthermore, qualitative research methods – interviews with project leaders and focus groups with project participants –are being and will be implemented during the first half of 2013 in order to produce additional findings and provide a deeper analysis of the survey findings. A full report is scheduled to be ready during the second half of 2013.

The present report represents an interim transnational analysis of the special surveys conducted within the framework of the RAY project in May 2012 by National Agencies and their research partners in 13 countries: Austria, Belgium (Flemish-speaking community), Bulgaria, the Czech Republic, Estonia, Finland, Hungary, Liechtenstein, Luxembourg, Poland, the Slovak Republic, Sweden and Turkey[1], coordinated by the Institute of Educational Science at the University of Innsbruck in Austria. More than 9,500 project participants and 1,500 project leaders and members of project teams (referred to further on as 'project leaders') were invited to complete a questionnaire aimed at exploring how learning takes place in projects funded by the YiA Programme. Around 30% of the participants and around 45% of the project leaders invited to take part in the surveys completed the respective questionnaires (one for the participants and one for the project leaders). For this transnational analysis, only a proportion of these responses could be used in order to arrive at a coherent set of respondents (2,038 participants and 503 project leaders; see chapter 7).

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[1] Germany and France participated only in the special survey in November 2012.

The samples of the survey in May 2012 are, in principle, comparable with the samples of the surveys in 2010/11 with respect to gender, educational attainment, distribution by project types and distribution by sending/hosting. This implies that, whenever applicable, the results of the surveys in 2010/11 and in May 2012 are largely comparable.

Competence development

Participants as well as project leaders report to have developed skills related to key competences for lifelong learning through their involvement in a YiA project. With respect to the competence development of participants, the responses to the special survey correlate highly and very significantly with those to the standard surveys in 2010/11 (see Fennes et al., 2012): the most distinct development is reported for skills related to interpersonal, social and intercultural competence as well as to communication in a foreign language; a significant development is also reported for skills related to sense of entrepreneurship, civic competence, cultural awareness and expression, and learning competence (learning to learn), as well as for skills related to communication in the first language (mother tongue), mathematical competence and sense of initiative.[2] This suggests that YiA projects contribute to a broad scope of key competences, on the one hand competences related to active citizenship as well as to participation in public life and civil society, on the other hand competences which are not directly linked to the objectives of the YiA programme.

Similar to the participants, also the project leaders report the development of skills related to the key competences for lifelong learning. Also here, the responses from 2010/11 are comparable to those from May 2012: project leaders report the most distinct development for skills related to communication in a foreign language, interpersonal, social, intercultural and civic competence as well as to sense of entrepreneurship and communication in the first language (mother tongue) – which shows a similar pattern as the competence development reported by participants. Furthermore, project leaders also report that through their involvement in YiA projects they developed youth work competences, in particular with respect to non-formal education and international youth projects. Overall, this reflects that Youth in Action contributes to the professional development of youth workers and youth leaders and thus to 'learning organisations'.

Youth in Action – a space for new learning experiences

A majority of participants report that their project used exercises, games and methods that were new to them. Similarly, a majority of project leaders report that during their project they had applied exercises, games and methods for the first time. This indicates that YiA projects are a space for trying out and experiencing new educational/learning methods – a laboratory for training/teaching and learning for both participants and project leaders. And these projects also provide for successful learning spaces: a considerable majority of participants indicate that these methods addressed important topics and triggered their interest for them, that they helped them to learn something more easily, and that they consider them to be suited also for school or university. Only a very small proportion of participants thought that the methods used were useless for learning something valuable or that they were somewhat childish.

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[2] Some of the eight key competences defined in the European reference framework for key competences for lifelong learning were divided into sub-competences. In particular, 'interpersonal, social, intercultural and civic competence' was divided into three sub-competences: 'interpersonal and social', 'intercultural' and 'civic'.

The learning continuum[3] in Youth in Action projects

Participants and project leaders report that between 40% and 50% of the project time was dedicated to activities which are mostly in line with non-formal education/learning methods: between 20% and 25% of the project time was dedicated to activities which rather would correspond to formal education/learning methods (i.e., 'listening to and engaging with presentations/inputs given by experts or group/project leaders'); around 20% of the project time was not part of the project programme, providing opportunities primarily for informal learning. This indicates that YiA projects offer a broad spectrum of learning opportunities between more formal education activities on one end and more informal learning situations on the other, thus covering the full learning continuum, with around half of the activities in the non-formal education/learning bracket.

Specific learning situations, methods and activities in Youth in Action projects

YiA projects are characterised by a broad variety of learning situations, methods and activities applied in each project: participants as well as project leaders selected on average more than 7 out of 11 methods they could choose from, and each of the methods mentioned was selected by more than half of the participants/project leaders.

The biggest proportions of specific methods applied in YiA projects are shown for discussions, followed by presentations/input by participants and presentations/input by experts, thus indicating, on the one hand, a frequent use of rather traditional methods, on the other hand a participatory approach with a large majority of projects involving participants in presentations. Remarkable is the high percentage of projects providing for individual reflection or reflection in a group, which suggests that a large majority of project leaders considers reflection to support learning processes. Ranking high are also outdoor or sports activities, indicating that these are applied as non-formal learning methods. Furthermore, experiential learning methods are applied in a considerable majority of projects (role plays, simulations, field exercises, trying out what has been learned), as well as mentoring by members of the project team, artistic methods and using digital or online media – the latter suggesting that blended learning[4] has found its way also into non-formal education.

Learning of participants in YiA projects

The responses indicate that in YiA projects the participants develop skills related to key competences through a combination of non-formal, informal and rather formal education/learning methods and settings; the participants indicate that they developed a specific skill in a combination of, on average, three different situations or activities. Non-formal education methods and activities which were part of the programme play the most dominant role, followed by informal experiences with people in and around the project, confirming the relevance of informal situations and settings for learning and competence development in general. In particular, the responses indicate that the development of citizenship/civic skills is strongly supported through informal learning. Furthermore, reflecting/talking about the experiences during or after the project, taking part in the organisation of the project and applying what one has learned in the project are reported to contribute considerably to the development of selected skills for lifelong learning, thus confirming the relevance of reflection, a participatory approach, and of practical experience for learning.

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[3] See section 2.3, Theoretical background, page 14.
[4] A combination of face-to-face learning methods and e-learning/computer-supported learning

Learning of project leaders in YiA projects

Project leaders report that they were involved in a broad scope of tasks and activities related to the development and implementation of their project: on average, each project leader reports to have been involved in at least six out of the eight types of project leader activities, implying that a large majority of project leaders were involved in a broad scope of activities in which work-related learning could take place at least potentially.

Similar to the participants, project leaders report to have developed skills related to key competences for lifelong learning through a combination of different types of activities they implemented in their role as project leaders: they indicate that they developed a specific skill in a combination of, on average, three to four different project leader activities. Overall, project leaders report to have developed the skills in question best through activities which are directly linked to designing, developing and implementing the project, in particular when implementing project activities with/for participants, and also during organisational and administrative tasks. Designing the project, cooperating with youth workers from other countries and implementing project activities for/with participants are reported to be very effective for work-related learning in YiA projects.

Learning of YiA participants in everyday life

Participants also reported that they learned something during the twelve months before the survey in a range of contexts and situations in everyday life (thus also outside the YiA project they were involved in) – covering the full scope between formal, non-formal and informal learning contexts as well as work-related learning. Informal learning contexts play an important role for all participants and a dominant role for those who are unemployed, not in paid work or volunteers. Obviously, school, college or university are more relevant learning contexts for those in education or training, and work/the workplace are more relevant learning contexts for those who are working. For the latter also non-formal learning contexts (i.e. training courses) play a relevant role.

Also in everyday life, participants report having developed skills related to key competences for lifelong learning in a combination of different everyday life situations – on average in three to four situations for each of the skills in question. The situation mentioned most frequently for developing these skills is a non-formal/informal learning situation: in an association, civil society organisations, doing voluntary work or projects, etc.; formal education situations (at school, university or college) rank only in second place. Further relevant situations for developing these skills are informal and non-formal learning situations such as studying, travelling, working or living abroad, when being with friends or family or when attending training courses, seminars, workshops, etc.

Differentiated analyses by project types

A differentiated analysis by project types shows considerable differences between project types with respect to types of methods, project activities, situations occurring in the projects, and the distribution of informal, non-formal and rather formal situations/activities/methods. This suggests that different educational approaches are applied for different project types, some of them showing a broader or smaller scope of situations/activities/methods, some project types showing more rather formal situations/activities/methods and others less, some applying more

participatory approaches and others less. The different educational approaches applied by project leaders might well be challenged by the analyses provided in this study.

Coherence of responses

The responses to this survey show a considerable coherence with respect to many aspects:
- a coherence of responses within the participant survey and within the project leaders survey, where responses to one question are coherent with responses to another question;
- a coherence of responses of participants (self-perception) with the responses of project leaders (external perception with respect to the participants);
- a coherence of responses to the standard survey in 2010/11 and to the special survey in May 2012, where applicable.

Whenever possible, the correlation was analysed and proved to be very high and very significant in most cases.

Further research activities

At the time of writing this report, a qualitative study involving interviews with project leaders and focus groups with participants is being conducted complementary to the online surveys in order to allow for a more in-depth analysis of the processes and outcomes of projects funded by the YiA Programme.

2   Introduction

What are the effects of the European Union (EU) Youth in Action (YiA) Programme on young people, youth workers and youth leaders involved in the projects funded by this programme? What and how do they learn through their participation in these projects? Which competences do they develop and how? Which specific contexts, settings, conditions, educational approaches, methodologies and methods are successful in fostering the development of key competences for lifelong learning in Youth in Action projects? What are the effects on youth groups, organisations, institutions, structures and communities involved in the programme? And how does the programme contribute to the achievement of the objectives and priorities of the YiA Programme, in particular to the promotion of active/democratic citizenship and participation in civil society, tolerance, solidarity and understanding between young people in different countries, the inclusion of young people with fewer opportunities and the development of quality and networking in youth work?

These and other questions are addressed and studied through the Research-based Analysis of Youth in Action (RAY), implemented by the RAY Network – a network of YiA National Agencies and their research partners currently in 15 European countries.

The aims and objectives of RAY are as follows:
- to contribute to quality assurance and development in the implementation of the YiA Programme;
- to contribute to evidence-based and research-informed youth policy development;
- to develop a better understanding about the processes and outcomes of non-formal education activities, in particular in the youth field.

2.1 The RAY Network

The RAY Network was founded on the initiative of the Austrian National Agency of the YiA Programme in order to develop joint transnational research activities related to YiA in line with the aims and objectives outlined above. A first network meeting took place in Austria in June 2008. Since then, network meetings have taken place twice a year for the purpose of developing and coordinating the network's research activities and their implementation. Currently the RAY Network involves the National Agencies and their research partners from 15 countries: Austria, Belgium (Flemish-speaking community), Bulgaria, the Czech Republic, Estonia, Finland, France, Germany, Hungary, Liechtenstein, Luxembourg, Poland, Slovakia, Sweden and Turkey. [5]

2.2 Research approach and activities

In principle, the research on the programme and its activities envisages a combination of quantitative and qualitative social research methods and instruments: surveys with project participants, project leaders and key staff of beneficiary organisations as well as with applicant organisations that were rejected; case studies of selected projects; interviews and focus groups with different actors involved in the YiA Programme as well as with youth leaders and youth workers not participating in the programme.

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[5] The Netherlands had taken part in the RAY surveys until November 2011 but did not participate in the RAY activities in 2012.

Based on concepts and research instruments created by the Institute of Educational Science at the University of Innsbruck in Austria (the research partner of the Austrian National Agency of the YiA Programme), two multilingual online questionnaires, currently in 14 languages, were developed – one for participants and one for project leaders of YiA-funded projects. Between October 2009 and November 2011, more than 50,000 participants and project leaders of YiA projects were invited to take part in RAY online surveys and more than 15,000 people completed the respective questionnaires.

These 'standard surveys' will be continued by the RAY Network on a regular basis for the whole duration of the YiA Programme. Complementary 'special surveys' should focus on special issues related to the YiA Programme. In particular, a special survey on learning in YiA projects – in particular on conditions, contexts, methodologies and methods fostering learning – was developed in 2011/2012 and implemented in May and November 2012 in 15 countries and in 14 languages. The present paper presents conclusions resulting from the surveys in May 2012.

Complementary to the special surveys in May and November 2012, a joint approach and methodology using qualitative methods at national level (interviews with project leaders and focus groups with participants), aimed at validating the results of the surveys and exploring the research questions, was developed in 2012 and is being implemented in 2013. An integrated transnational analysis of the outcomes of surveys in May and November 2012 and of the qualitative studies conducted in 2013 is scheduled for the second half of 2013.

2.3 Concept for this study

At the RAY Network meeting in June 2011, it was agreed to design and implement a study on conditions and contexts supporting learning and the development of key competences in Youth in Action projects and beyond. In particular, it is of interest how key competences are developed in a combination of formal, non-formal and informal learning contexts and settings, and which competences are developed best in which contexts and settings, in particular in Youth in Action projects.

Research questions

The general research questions are:
- How are key competences developed in Youth in Action projects, in particular those which are reported by participants and project leaders to have been developed?
- How do actors involved in Youth in Action projects develop key competences in general?
- How do the findings from this study contribute to theory development on the topic of competence development through non-formal and informal learning?
- How could the findings from this study contribute to practice development, in particular in view of the implementation of the future Youth Programme of the European Union?

Specific research questions:
- Which learning contexts and settings emerge in Youth in Action projects – for both project participants and project leaders/team members?
- Which educational approaches, methodologies and methods are applied (explicitly or implicitly) in Youth in Action projects?
- How do project design, educational approaches, methodology and methods contribute to learning and competence development in Youth in Action projects?

- Which specific contexts, settings, conditions, educational approaches, methodologies and methods – and which combinations of these – are successful in fostering the development of specific key competences in Youth in Action projects and beyond?
- In particular, which contexts, settings, conditions, educational approaches, methodologies and methods – and which combinations of these – are successful in fostering competences for active and democratic citizenship, including intercultural competence, participation competence, the competence to foster inclusion and the competences to act against discrimination, intolerance, xenophobia and racism?
- Specifically with respect to the competence development of project leaders/team members triggered through their involvement in a YiA project: which settings, situations, activities and experiences – and which combinations of these – are successful in fostering the development of specific key competences?

Methods

The following mix of methods was designed in order to provide for triangulation and validation of the data collected through them:

- Online surveys ask project participants about the learning situations they were confronted with in the YiA projects they are being asked about, about their self-perception of situations in which they developed specific competences and about their self-perception of situations during the previous 12 months in which they had developed specific competences. Furthermore, socio-demographic data is collected (using the respective questions in the standard surveys) in order to provide for differentiated analyses.
- Online surveys ask project leaders/team members about the learning situations they created in the YiA projects they are being asked about, about their perception of situations in which the participants developed specific competences, about their self-perception of situations in which they themselves developed specific competences. Furthermore, socio-demographic data is collected (using the respective questions of the standard surveys) in order to provide for differentiated analyses.
- Focus groups with project participants and semi-structured interviews with project leaders and team members are used to illuminate more in-depth the issues addressed in the specific research questions. For these, guidelines with minimum standards as well as with optional additional standards have been established in order to provide for a coordinated and joint methodological approach.

Fifteen RAY Network partners participated in the special online surveys. Participation in the qualitative study depends on resources available in the different RAY countries and is, therefore, optional and are planned to be conducted in nine countries. Subsequently, this might not allow for a fully integrated research approach, but for a summative transnational analysis the approach is considered to be appropriate.

Theoretical background

RAY studies indicate that participation in YiA projects contributes to the development of key competences for lifelong learning in both participants and project leaders/team members (see Fennes et al., 2012, 2011). Since YiA projects apply mostly a non-formal education and learning approach, methodology and methods, complemented by informal learning and sometimes more formal elements, generally in non-formal and informal learning settings and contexts, it can be assumed that the learning and competence development in YiA projects happens through a

combination of and interaction between informal, non-formal and sometimes rather formal settings and activities.

This corresponds with contemporary research which places non-formal learning on a learning continuum between formal and informal learning, where an educational/learning activity can combine a range of features, of which some are more characteristic of formal learning settings than of non-formal or informal ones and vice versa (see Chisholm, 2006; Colley, Hodkinson, & Malcolm, 2003). Colley, Hodkinson and Malcolm (2003) have developed a list of twenty criteria distinguishing between formal and informal learning and have grouped them in four clusters (process; location and setting; purposes; content).

In her evaluation report of the Advanced Training for Trainers in Europe, Chisholm (2006) reformulates these criteria and places each criterion into one of the four clusters to which it is most closely related in order to analyse this specific training programme with respect to its position on the learning continuum.

The learning continuum as described above comprises three types of learning contexts as specified in the box below:

The learning continuum

Formal learning
Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Non-formal learning
Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

Informal learning
Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or 'incidental'/random).

(source: European Commission, 2000, 2001)

These three types of learning are in the end neither completely distinct nor do they entirely exclude each other nor do they have clear boundaries between them. They rather represent archetypical constructions along the continuum between formality and informality (see Chisholm & Fennes, 2008). It is, therefore, not surprising that numerous definitions of non-formal education exist which differ from each other in different facets with respect to process, location and setting, purposes and content (see Colley et al., 2003; Council of Europe, 2001: Appendix).

Furthermore, different contexts can combine informal, non-formal and formal learning. For instance, formal education contexts can also provide for non-formal and informal learning, e.g.,

through extra-curricular activities such as excursions or project work, or simply during breaks when the learners have an unstructured exchange. Non-formal education provision also can include more formal elements such as a curriculum (which might be referred to as 'concept' or 'programme') or lectures for knowledge transfer (which might be referred to as 'inputs' or 'presentations'), but it can equally be relatively unstructured and display a high degree of informality.

The final report of the Council of Europe's Symposium on non-formal education in 2001 (Council of Europe, 2001) outlines common elements in existing definitions of non-formal education as well as essential features and methods of non-formal training and learning with a special focus on the youth sector, thus describing a range in the learning continuum that could be called 'non-formal education and learning in the youth field' (see box below). Nevertheless, while some of these features are specific for the youth sector, many of them are reflected also in other non-formal education sectors, e.g., in adult education and in community education.

Features of non-formal learning in the youth sector

Common elements in existing definitions of non-formal learning
- purposive learning
- diverse contexts
- different and lighter organisation of provision and delivery
- alternative/complementary teaching and learning styles
- less developed recognition of outcomes and quality

Essential features of non-formal learning
- balanced co-existence and interaction between cognitive, affective and practical dimensions of learning
- linking individual and social learning, partnership-oriented solidarity and symmetrical teaching/learning relations
- participatory and learner-centred
- holistic and process-oriented
- close to real life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices
- voluntary and (ideally) open-access
- aims above all to convey and practice the values and skills of democratic life

Non-formal teaching/training and learning methods
- communication-based methods: interaction, dialogue, mediation
- activity-based methods: experience, practice, experimentation
- socially-focussed methods: partnership, teamwork, networking
- self-directed methods: creativity, discovery, responsibility

(Source: Council of Europe, 2001)

These ideas and concepts could well be useful for studying learning and competence development in YiA projects, in particular with respect to learning for active/democratic citizenship and participation in civil society as well as in public and political life.

2.4 Analysis of surveys in May 2012

The present study is based on data from projects funded through the YiA National Agencies in 13 countries: Austria, Belgium (Flemish-speaking community), Bulgaria, the Czech Republic, Estonia, Finland, Hungary, Liechtenstein, Luxembourg, Poland, Slovakia, Sweden and Turkey. The surveys, which targeted project participants and project leaders, were implemented in May and November 2012. Due to the multilingual nature of the questionnaires, the study is able to collect data from participants and project leaders from more than 40 countries participating in these projects. A more detailed description of how the survey has been implemented can be found in Appendix B – Methodology.

3 Main conclusions

3.1 Effects of Youth in Action projects[6]

Competence development of participants

In the standard surveys conducted between 2009 and 2011 participants indicate that their involvement in YiA projects contributes to the development of *all* key competences for lifelong learning (see European Parliament and Council, 2006a). While the most distinct development is reported for interpersonal, social and intercultural competence as well as communication in a foreign language (as could be expected), a significant development is also reported for sense of entrepreneurship, civic competence, cultural awareness and expression and learning competence (learning to learn). Distinct developments can also be found for communication in the first language (mother tongue), mathematical competence and sense of initiative.[7] This also suggests that competences related to active and democratic citizenship as well as to participation in public life and civil society are developed through participation in YiA projects. A minority of participants report to have developed all other key competences for lifelong learning. The self-assessment of participants is confirmed by the assessment done by the project leaders of the participants' competence development, showing a highly significant correlation between self-perception and external perception by the project leaders (see Fennes et al., 2012).

While the focus of the present study is on exploring *how* key competences are developed in YiA projects, it is also necessary to explore *which* key competences were developed by the specific sample for the present study in order to relate these two dimensions – *what* was learned and *how* was it learned – to each other. For this purpose, the standard surveys use – amongst others – 21 indicators for skills related to the nine key competences for lifelong learning as well as for media literacy (see European Parliament, 2008). For the present study, these indicators were reduced to 14 indicators which either indicated a competence development for a relatively big proportion of participants or which showed redundant results with indicators related to the same key competence.

In principle, the responses to the special survey in May 2012 (see Table 69, Table 70) are very similar to those to the standard surveys in 2010/11 (see Fennes et al., 2012). More specifically, a comparison of the responses in 2010/11 and in May 2012 (see Table 71) shows very high and very significant correlations for:

- PP responses (self-perception) in 2010/11 and in May 2012;[8]
- PL responses (PL perception of PP skills development) in 2010/11 and in May 2012;[9]
- PP responses (self-perception) and PL responses (PL perception of PP skills development) in 2010/11;[10]

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[6] It needs to be noted that this section refers to *perceptions* of effects by participants and project leaders. Nevertheless, these perceptions do not necessarily reflect *actual* effects. In this respect, whenever the term 'effects' (of Youth in Action projects) is used in this study, it refers to perceptions by participants and project leaders. At the same time, these perceptions are relevant since they are shared by large proportions of participants, since perceptions of participants are confirmed by perceptions of project leaders (and vice-versa), and since these perceptions are confirmed by responses to other questions. E.g., it is very unlikely that participants would encourage other young people to participate in YiA projects if their projects had no positive effects on them.

[7] Some of the eight key competences defined in the European reference framework for key competences for lifelong learning were divided into sub-competences. In particular, 'interpersonal, social, intercultural and civic competence' was divided into three sub-competences: 'interpersonal and social', 'intercultural' and 'civic'.

[8] r=0.990** (Pearson's correlation for interval variables)

[9] r=0.953** (Pearson's correlation)

> ▪ PP responses (self-perception) and PL responses (PL perception of PP skills development) in May 2012.[11]

Competence development of project leaders

A significant finding of the standard surveys between 2009 and 2011 is that also project leaders report that they developed key competences through their involvement in YiA projects. In principle, their responses show a similar pattern to the competence development of participants but with some variation, in particular with a perceived stronger development of intercultural competence and a perceived weaker development of learning competence ('learning to learn') (see Fennes et al., 2012).

Similar to the participants, also the project leaders were asked in the special survey in 2012 if they believe that they developed specific skills related to the key competences for lifelong learning, using the same indicators as in the participant questionnaire. Also here, the responses from 2010/11 are comparable to those from May 2012 (see Table 72): project leaders report the most distinct development for skills related to communication in a foreign language, interpersonal, social, intercultural and civic competence as well as to sense of entrepreneurship and communication in the first language (mother tongue). This corresponds largely to the responses of project leaders in the standard surveys in 2010/11 with respect to their self-perception of the development of key competences.[12]

Furthermore, project leaders also report that through their involvement in YiA projects they developed youth work competences, in particular with respect to non-formal education and international youth projects. This was already a finding from the standard surveys between 2009 and 2011, which was confirmed by the special survey in May 2012: a large majority of project leaders report that they got to know the methods they use in YiA projects through youth projects – thus through work-related learning – or through youth work training (see Table 75), the latter also being provided through the YiA Programme. This is also being confirmed by an increasing proportion of project leaders who report this (i.e. getting to know methods through youth projects and through youth work training) the more often they have been involved in similar projects (see Table 76). Overall, this reflects that Youth in Action contributes to the professional development of youth workers and youth leaders and thus to 'learning organisations' (see Fennes et al., 2012).

3.2 Methods applied in YiA projects

Youth in Action – a space for new learning experiences

A majority of participants report that their project used exercises, games and methods that were new to them. Similarly, a majority of project leaders report that during their project they had applied exercises, games and methods for the first time (see Table 73, Table 75). This indicates that YiA projects are a space for trying out and experiencing educational/learning methods – a laboratory for training/teaching and learning for both participants and project leaders. And these projects also provide for successful learning spaces: a considerable majority of participants

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[10] r=0.936** (Pearson's correlation)
[11] r=0.901** (Pearson's correlation)
[12] Contrary to a comparison of the respective responses of participants in the standard surveys in 2010/11 and in the special survey in May 2012, an accurate comparison is not possible because the questions in the standard survey ask about the development of key competences of project leaders and not about the development of the related skills as it was the case in the special survey in May 2012.

indicate that these methods addressed important topics and triggered their interest for them; that they helped them to learn something more easily; and that they consider them to be suited also for school or university. Only a very small proportion of participants thought that the methods used were useless for learning something valuable or that they were somewhat childish (see Table 73). This indicates that a large majority of participants were satisfied with the methodology of the project. This is confirmed by a vast majority of participants (87%) indicating that they plan to participate in a similar project in the next few years because they could further develop useful competences (see Table 65 Table 66, Table 67).

As for the project leaders, they report applying a mix of methods, ranging between methods they use for the first time and methods they already know well how to implement, thus keeping a balance between experimentation/innovation and continuity/familiarity.

A differentiation of the responses by previous experience of participants and project leaders with similar projects indicates that innovation of methods is a standard feature in non-formal youth education projects. While, in general, the proportion of participants and project leaders becoming involved in or applying new methods decreases with an increasing number of experiences with similar projects, it still remains above 40% (see Table 74, Table 76). Interestingly, the proportion of project leaders applying methods which are new to them increases after their fifth similar project. This suggests that project leaders increasingly start to try out new methods when they feel to have a sufficient experience with such projects (see Figure 2).

As for the participants, the responses indicate that the acceptance and appreciation of methods used in YiA Projects or similar projects (i.e., non-formal youth education projects) increases with the number of experiences in such projects: the participants get used to these methods, increasingly believe that they addressed important topics, find them less childish, increasingly believe that they would be suited for school or university, and increasingly report that they helped them to learn something more easily. The latter point shows some ups and downs over the number of previous experiences, suggesting that there are also doubts over time (see Table 74, Figure 1). Similarly, non-formal (youth) education methods might also show some wear marks over time: the proportion of participants indicating that the methods triggered their interest for the project topics decreased after five similar experiences, and the proportion of participants indicating that the methods were useless for learning something valuable increased again (from a very low level below 10%) after five similar experiences, suggesting that non-formal education is challenged to be innovative and to be developed continuously.

At the same time, the responses of the participants indicate that non-formal education and learning methods receive increasing recognition among those who get involved in them. This suggests that further efforts to involve young people and adults in non-formal education activities would contribute the recognition of non-formal education and learning (see Council of Europe, 2003; Council of the European Union, 2004; Partnership between the Council of Europe and the European Commission in the field of Youth, 2011).

The learning continuum[13] in Youth in Action projects

Participants and project leaders report that between 40% and 50% of the project time was dedicated to activities which are mostly in line with non-formal education/learning methods; between 20% and 25% of the project time was dedicated to activities which rather would correspond to formal education/learning methods (i.e. 'listening to and engaging with

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[13] See section 2.3, Theoretical background, page 13.

presentations/inputs given by experts or group/project leaders'); around 20% of the project time was not part of the project programme, providing opportunities primarily for informal learning. Naturally, informal learning also can take place during formal and non-formal education activities (see Table 85, Table 86). These responses indicate that YiA projects offer a broad spectrum of learning opportunities between more formal education activities on one end and more informal learning situations on the other, thus covering the full learning continuum, with around half of the activities in the non-formal education/learning bracket (see section 2.3, Concept for this study).

The responses of participants and project leaders mostly correspond with each other, but project leaders allocate more time to non-formal education/learning and less to more formal education activities than the participants – across all project types. This might be caused by a biased perception of project leaders who are busy most of the time with preparing and implementing non-formal education/learning activities, thus giving this more weight in their assessment of the project time. The latter would also suggest that preparing and implementing non-formal education/learning activities is more time consuming than organising formal education activities. On the other hand, also participants could have a biased perception: in more formal education activities such as lectures/presentations learners are rather passive and, therefore, they might need more energy for concentration – so the participants might experience these activities to take longer, while in more interactive (non-formal learning) activities they might experience time passing more quickly. This issue – how participants and project leaders experience different forms of learning – needs to be explored further through qualitative research.

Similarly, project leaders allocate less time to informal situations in the project than the participants across all project types. Biases may also exist here for similar reasons, with project leaders being busy with preparing organised (formal or non-formal education) activities – also during 'free time', when there are no organised activities for the participants.

The highest percentages for more formal education/learning activities are reported for Training and Networking (T&N) projects, for activities within the Training and Cooperation Plan (TCP) and Structured Dialogue (SD) projects.[14] The latter suggests that the dialogue between young people and policy makers follows more traditional patterns – presentations, talks and speeches followed by discussions – than other project types. On the other hand, it is remarkable that training activities for non-formal education use a relatively high proportion of formal education elements. This might be caused by a need for more cognitive methods when teaching and learning pedagogic competences, but it might also be caused by the assumption that a training activity will be taken more seriously if it includes formal education elements. This issue would need to be studied further through qualitative methods in 2012/13.

On the other end of the spectrum are European Voluntary Service (EVS) projects with a relatively small proportion of more formal education activities and a rather high proportion of informal learning situations, thus reflecting a stronger 'learning-by-doing' dimension in voluntary work and/or more learning in everyday life situations in the hosting country.

The highest percentages for non-formal education/learning activities are reported for Youth Initiatives (YI) and – less distinctly – for Youth Democracy (YD) Projects.[15] For YI projects this is compensated mostly by relatively low percentages for informal situations. This could be

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[14] These outcomes need to be considered with caution since the samples for TCP activities and SD projects are relatively small (54 TCP participants, 119 SD participants, 9 SD project leaders).
[15] The latter needs to be considered with caution since the sample for YD projects is relatively small (93 YD participants, 22 YD project leaders).

explained by the specific nature of YI projects: organising an initiative, thus mostly preparing or implementing activities over a longer period, where informal time in between is not so much allocated to the project than to private life (see Table 85, Table 86).

Specific methods in Youth in Action projects

YiA projects are characterised by a broad variety of methods applied in each project: participants as well as project leaders selected on average more than 7 out of 11 methods they could choose from[16], and each of the methods mentioned was selected by more than half of the participants/project leaders (see Table 77, Table 78). Responses of project participants (PP) and of project leaders (PL) correlate very highly and the correlation is very significant (0.988** according to Pearson), thus confirming the reliability of the data. Furthermore, this more detailed analysis of methods applied in YiA projects largely corresponds with the outcomes of the more general question on the allocation of project time to activities according to the learning continuum between more formal, non-formal and informal education/learning (see above).

The highest percentages are shown for discussions (87% of all cases), followed by presentations/input by participants (82% PP/83% PL) and presentations/input by experts (75% PP/73% PL). On the one hand, this indicates a dominant use of rather traditional methods (i.e., presentations/input followed by discussions), on the other hand this reflects a participatory approach with a large majority of projects involving participants in presentations. Remarkable is the high percentage of projects providing for individual reflection or reflection in a group (76% PP, 80% PL): this indicates that reflection is considered to support learning processes by a large majority of project leaders. Also ranking high are outdoor or sports activities (around 67%), partly indicating a traditional approach in youth projects (sports) but possibly also suggesting that outdoor activities are applied as non-formal learning methods. Furthermore, experiential learning methods are applied by more than 60% of project leaders (role plays, simulations, field exercises, trying out what has been learned), as well as artistic methods and using digital or online media. The latter suggests that e-learning/blended learning has found its way also into the world of non-formal education. It should also be mentioned that in around 60% of the projects mentoring by members of the project team is taking place – explicitly or implicitly.

When differentiating the responses by project types, it shows that Youth Exchange (YE) projects apply the broadest variety of methods, with an emphasis on participative non-formal education/learning methods (including outdoor or sports activities), while YD, SD and EVS projects apply a relatively smaller variety of methods. As for EVS this could be explained with relatively less structured educational interventions (in relation to the project duration), thus giving more space to informal learning and workplace-related learning. As for YD and SD projects, the responses point towards a more cognitive and formal learning approach with relatively high percentages for presentations and discussions and relatively low percentages for the more affective and practical methods. Also T&N projects and TCP show relatively high percentages for presentations and discussions (which corresponds with the responses to the question on the percentage of project time allocated to types of activities – see previous section and Table 85, Table 86), but these activities are complemented by affective and practical methods, in particular experiential learning, field exercises and reflection (individually or in groups) of what has been experienced/learned, thus combining cognitive, affective and practical dimensions of learning (see Table 79, Table 80).

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[16] The 12th option 'other' was selected by only 5%/8% of the participants/project leaders, thus indicating that the selection of methods offered in the respective question was rather complete.

While responses from project leaders and from participants show a very high and very significant correlation for all project types except for SD projects, there are also some discrepancies, e.g., with respect to using digital or online media, reflection (individually or in a group), or advice or mentoring by a member of the project team. Partly this could be caused by relatively small samples for some project types (YD, SD, TCP) but partly also by different perceptions of project leaders and participants. Such discrepancies would need to be followed up after the second online survey in November 2012 and through the qualitative study conducted in 2012/13.

3.3 Learning of participants in YiA projects

Learning situations and activities

Similar to the variety of methods, YiA projects are also characterised by a broad spectrum of learning situations and activities occurring during the course of a project from its preparation to the time of reflection after the core activities of the project: participants selected on average between 5 and 6 situations/activities out of 9; project leaders ticked on average between 6 and 7 out of 9 situations/activities they could choose from[17]; six/seven of the nine situations/activities mentioned were selected by more than half of the participants/project leaders (see Table 81, Table 82).

Participants as well as project leaders report that informal time of participants with one another or with people in the project environment (e.g., project leaders) is an element found in a large majority of projects. Interestingly, 23% of the participants and 14% of the project leaders did not tick this response option, suggesting that the programmes of their projects were full of structured activities. Participants also report that more than 75% of projects provided opportunities for listening to presentations/input, reflecting and talking about the project experiences during or after the project, or free time for individual activities, and that more than half of the projects provided opportunities for involvement in the preparation or organisation of the project as well as applying what they had learned through the project and advice/mentoring by a member of the project team.[18] The responses of project leaders and those of the participants show a very high and very significant correlation[19], but with a different emphasis. In particular, project leaders more frequently report involvement of participants in the preparation or organisation of the project, informal time, reflection, participants applying what they had learned and mentoring of participants. This could be explained by participants being less conscious of these situations and activities while project leaders have a more distant perception, but it well could also be wishful thinking on behalf of the project leaders, in particular with respect to the involvement of participants in the preparation or organisation of the project. Nevertheless, 61% of the participants report that their project allowed for their involvement in the preparation or organisation of the project, which reflects a participatory approach applied by the project organisers (see Table 81, Table 82).[20]

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[17] A 10th option 'other' was selected by only 6%/1% of the participants/project leaders, thus indicating that the selection of situations offered in the respective question was rather complete.

[18] A situation appearing in relatively few projects is 'voluntary work in another country'. This is evident since this situation applies primarily for EVS projects and was included in the options for cross-checking responses on situations in which participants learned best later in the questionnaire.

[19] r=0.892** according to Pearson

[20] A relatively big discrepancy appears for 'activities and exercises which were part of the programme' which was selected by 73% of the project leaders, but only by 37% of the participants: this could be a misunderstanding by the participants, because the responses by the project leaders are more plausible. The respective option included an explanation specifically for EVS participants (see Table 81) which might have been confusing for participants in other project types who then simply skipped this item. This assumption is confirmed by the fact that participants selected most frequently this specific situation/setting as one in which they learned best (see Table 87). This

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When differentiating the responses by project types, the specific characteristics of project types as outlined above in section 3.2 are partly confirmed (see Table 83, Table 84).

- YI projects show – as intended by the YiA programme – a highly participatory approach by involving the participants in the preparation and organisation of a large majority of projects. The proportion of YI projects with non-formal education methods is among the highest across all project types.[21]
- On the other end, YD and T&N projects as well as TCP activities provide for relatively little involvement of participants in the preparation/organisation of the projects. For YD projects this is remarkable since this reflects a contradiction to the objectives of this project type; for T&N projects and TCP activities this reflects a traditional approach to training which also could be challenged.
- YE and T&N projects as well as TCP activities provide for a range of situations between rather formal, non-formal and informal learning. In particular, TCP activities show reflection, mentoring and experiential learning as prominent features, thus underlining the strong educational nature of these activities.[22]
- From the perspective of responding participants, YD and SD projects show a relatively small variety of situations/settings and favour a more cognitive educational approach.[23]

How do participants learn best in YiA projects?

Participants were asked in which situations or activities that might have occurred in the course of the project they learned best to develop a number of skills. The situations/activities are the same as referred to above. The skills are the same as those which participants were asked before, if they had developed them in the project (see Table 69). Each of these skills relates to a specific key competence for lifelong learning (see European Parliament and Council, 2006a). Also the project leaders were asked about their perceptions of situations in which participants best developed these skills (see Table 70).

The responses of participants and project leaders correspond highly to each other with respect to a number of aspects.

- The situations/activities in which participants developed all 14 skills (the rows with the totals at the bottom of Table 87 and Table 88) show a high and very significant correlation[24] between the responses of participants and those of project leaders; similarly, the ranking of situations/activities is almost identical for the responses of participants and project leaders (four rankings are identical, five situations differ by one rank).
- The skills developed across all situations/activities (the columns with the totals on the right side of Table 87 and Table 88) show a high and very significant correlation[25] between the responses of participants and those of project leaders; similarly, the ranking of skills is almost identical for the responses of participants and project leaders (seven rankings are identical, five skills differ by one rank, one skill each differs by two or three ranks).
- The mode values for developing a skill best in these situations are identical for the responses of participants and project leaders; for nine skills also the second highest values

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issue should be explored with qualitative methods. In the future, this should become a dependency question with a special option for EVS participants.

[21] The percentage for SD projects is higher – but reflecting a very small sample of project leaders (n=9).

[22] This needs to be considered with caution since the sample for TCP activities is relatively small (53 participants).

[23] The PL samples for YD and SD projects are too small to draw reliable conclusions.

[24] r=0.986**

[25] r=0.970**

are identical and for all other skills the second highest values differ just by one or two ranks between participants and project leaders.

Furthermore, there is a strong coherence between the ranking of situations which occurred in the projects (see Table 81, Table 82) and the ranking of situations in which the participants developed best the skills in question (see Table 87, Table 88), with some exceptions, as listed below.

- The participants' responses show for their involvement in the organisation of the project a relatively high value for learning best the skills in question (see Table 87), but this activity (involvement in the organisation of the project) only ranks sixth with respect to their occurrence in the projects (see Table 81). This implies that the participants perceive that their participation in the organisation of the project contributes relatively strongly to their skills development.
- The responses of project leaders show for activities and exercises within the project programme the highest value for best learning the skills in question (see Table 88), but these activities and exercises only rank sixth with respect to their occurrence in the projects (according to the project leaders – see Table 82). This implies that according to the project leaders these – non-formal education/learning – situations and activities contribute relatively strongly to skills development of participants.[26]
- The responses of participants show a considerable difference in ranking for 'listening to presentations or inputs' (this situation being on rank two with respect to occurrence in projects and only on rank seven for learning best the skills in question). This indicates that the participants perceive presentations to contribute relatively weakly to their skills development.

Altogether, this indicates a high degree of coherence of the responses of participants and project leaders as well as of responses to different questions concerning skills development.

As for the main question 'how do participants learn best in YiA projects', the responses make evident that participants develop the skills in question best through a combination of non-formal, informal and rather formal education/learning methods and settings (see Table 87, Table 88):

- On average, the participants ticked 3.1 situations per skill (indicating that they learned the respective skill best in these situations) and the project leaders ticked 3.5 situations per skill (indicating that they believe that participants learned the respective skill best in these situations).[27] This implies that project leaders believe that the participants develop the respective skills on average in more situations than the participants perceive this about their own skills development. This difference can be caused either by an external perception of the project leaders which is more distant than the self-perception of participants, but it could well be a biased perception on the side of the project leaders (e.g., wishful thinking) who assume that they created a bigger number of effective learning situations.

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[26] It needs to be noted that a similar picture appears for the responses of the participants, but it is possible that they misunderstood this item in the question on the occurrence of these situations in the projects – see above under 'learning situations and activities'.

[27] These questions are quite complex, asking respondents to tick any of nine situations/activities (which might have occurred during the project) in which they learned best a specific skill. Nevertheless, this question was answered for each of the 14 skills in question by on average 83% of the project leaders and 75% of the participants. It needs to be noted that those project leaders and participants answering this question might not be representative for the sample; in particular, it is likely that participants who are less educated and/or have limited digital competence did not complete this question.

- *Non-formal* education methods and situations, as given by the item 'activities and exercises within the project programme', play the most dominant role, showing the mode value for learning best all skills in question except one.
- *Informal learning* situations, as given by the item 'informal experiences with people in/around the project', show the second highest value for a situation where participants learn best, confirming the relevance of informal situations and settings for learning and competence development in general. In particular, this type of situation shows the mode value for learning best 'to discuss political topics seriously' – which indicates that the development of citizenship/civic skills is strongly supported through informal learning.

Besides the above two situations/activities, the following are reported to contribute considerably to the development of selected skills for lifelong learning:
- reflecting/talking about the experiences during or after the project – confirming the importance of reflection for learning;
- taking part in the organisation of the project – indicating a strong link between participation and learning, thus the value of participative learning;
- when applying what one has learned in the project – confirming the relevance of experiential learning and of the practical dimension of learning.

As for the frequency of how many situations a participant ticked for a specific skill (indicating that she/he learned the respective skill best in these situations), there is no indication that this frequency is influenced considerably by gender, age, educational attainment, country of residence, project type, sending/hosting, nor by the length of time between the project and the survey.

3.4 Learning of project leaders in YiA projects

Project leader involvement and roles in YiA projects

In order to better grasp the learning of projects leaders in YiA projects (see also section 3.1), one needs to take into consideration their involvement and roles in the project:
- A considerable majority of project leaders (62%) report that they were involved in their project as volunteers (see Table 53); 38% report that they were involved on an employed basis (23% full-time, 15% part-time). This is similar to the responses in the standard surveys in 2010/11, with a slight shift towards more voluntary project leaders (then 57%) and less full-time employed (then 26%).
- About 16% of the project leaders report that their function in the project was primarily educational (12% in 2010/11), 31% report to have had primarily an organisational function (32% in 2010/11) and 53% report to have had both an organisational and educational function (56% in 2010/11) – see Table 55.
- About 78% of the project leaders report that they were directly involved in the project throughout/most of the time (see Table 57), 11% report that they were involved more than half of the time, 9% less than half of the time and 2% hardly/not at all (only little differences to 2010/11 with +/–2 percentage points).

This indicates that a considerable majority of project leaders were involved on a voluntary basis (62%), had at least partly an educational role (69%) and were directly involved in the project more than half of the time (89%) – the latter two characteristics suggesting that a large majority of project leaders played a significant (educational) role in their projects and thus are likely to have been involved in a broad scope of tasks related to the project.

This is confirmed by the responses of project leaders to the question about the specific tasks related to the project development and implementation they were involved in (see Table 90): on average, each project leader reports to have been involved in at least six out of the eight types of project leader activities in question; in seven of these activity types at least two thirds of project leaders were involved; only 6% ticked the option 'other' which indicates that the eight activity types offered covered largely the full scope of activities in which project leaders can get involved in within YiA projects. All this implies that a large majority of project leaders were involved in a broad scope of activities in which work-related learning could take place at least potentially.

Interestingly, 'reflecting/talking about my experiences during or after the project' is the activity reported by the largest proportion of project leaders (85%), suggesting that most project leaders took the time and were motivated to do this – assuming that this was not an obligatory task.

When differentiating the project leader involvement in the different activities by project types (see Table 89), it becomes clear that YI project leaders are most directly involved in the project, ranking highest for almost all types of project activities, including for organisational and administrative tasks. The latter indicates that they do not have a strong organisation behind them, which suggests that the projects are largely in line with one of the intentions of this sub-Action. The least involvement in the full scope of project leader activities is reported by EVS project leaders who obviously have a more organisational role and are not so much involved in the implementation of project activities with/for the participants. Remarkable is the involvement of a relatively small proportion of YE, YD and T&N project leaders in designing their project, suggesting that around 40% of them come into the project when it had already been designed. The reasons and effects of this could be explored through qualitative methods in 2012/13.

When differentiating the project leader involvement in the different project leader activities by their role/function in the project, a diverse picture appears (see Table 91):

- Most project leaders with both an equally educational and organisational role (which represent more than half of the project leaders – see Table 55) report to have been involved on average in almost all types of project leader activities, and that they were on average involved in more activity types than project leaders with a primarily educational function and project leaders with a primarily organisational function, including organisational and administrative tasks and implementing the project activities with/for participants. While this indicates that project leaders with this double role must be highly challenged, it also means that they have the broadest scope of opportunities for work-related learning.
- Project leaders with a primarily organisational function report to have also been involved in many types of activities other than organisational/administrative tasks. In fact, they report that they were on average involved in more activity types than project leaders with a primarily educational function, including in designing the project. This implies that it needs to be ensured that project leaders with a primarily organisational function also receive training and support with respect to their involvement in other activities, in particular for educational activities.
- Relatively small percentages appear for the involvement of project leaders with a primarily educational role in designing the project or in cooperating with colleagues from their organisation or with youth workers/leaders from partners in other countries when preparing, implementing and evaluating the project. This suggests that a considerable proportion of project leaders with a primarily educational function come into the project at a stage when the project has already been designed and prepared. This could cause problems, such as lack of ownership and identification with the project by those who

then play a prominent role in implementing the project activities with/for participants. This aspect should be further explored with qualitative methods.

How do project leaders learn best in YiA projects?

Also project leaders were asked in which situations or activities, which might have occurred for them in the course of the project, they learned best to develop a number of skills. The situations/activities are the same as referred to above, thus situations/activities related to the development, implementation and evaluation of the project (see Table 90). The skills are the same as those which project leaders were asked before, if they had developed them in the project (see Table 72).

The responses of project leaders show the following (see Table 92):
 ▪ Project leaders report to have developed the skills in question best through a combination of situations/activities – on average, they ticked 3.6 situations/activities per skill (indicating that they developed the respective skill best in these situations).[28]
 ▪ Overall, project leaders report having developed the skills in question best through activities which are directly linked to the development and implementation of the project, i.e., when designing the project, when cooperating with youth workers from other countries and with colleagues from their organisations, when implementing project activities with/for participants, and also during organisational and administrative tasks.
 ▪ The activity 'when implementing project activities for/with participants' plays the most dominant role, showing the mode value for learning best a skill for ten of the 14 skills in question and the second highest value for the other four skills. This corresponds with the responses of participants which show the highest value for 'activities and exercises within the project programme' – thus indicating that project leaders and participants learn best in the same activities of the project;
 ▪ A prominent role is also taken by designing the project which is reported to contribute to the development of skills related to sense of entrepreneurship, learning competence and mathematical competence.
 ▪ Also reported to contribute considerably to the development of the skills in question is the cooperation with colleagues from one's own organisation or from other countries, specifically with respect to foreign language competence, social competence, intercultural competence, communication in the first language, civic competence and media literacy.
 ▪ Interestingly, also project leaders report to learn best 'to discuss political topics seriously' during informal experiences in the project, but also to say what they think with conviction – both skills being related to citizenship/civic competence – thus confirming that these skills are learned best through informal learning. Furthermore, the skill 'to achieve something in the interest of the community' – which is also related to citizenship competence – is reported to be developed considerably when designing the project or when cooperating with colleagues, thus indicating that this skill is also developed through work-related learning.
 ▪ Reflecting and talking about the project experiences does not play such a prominent role but must be frequently combined with one or more other activities/situations as a learning activity, taking into account that it was ticked for each skill by on average 44% of

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[28] This question is quite complex, asking respondents to tick any of eight situations/activities (which might have occurred for them during the project) in which they learned best a specific skill. Nevertheless, this question was answered for each of the 14 skills in question by on average 76% of the project leaders completing the questionnaire. It needs to be noted that those project leaders answering this question might not be representative for the sample.

the project leaders. In particular it received most responses by project leaders for identifying opportunities for their personal and professional future.

When comparing the frequencies of activities occurring in the project as reported by project leaders (see Table 90) with the frequency of activities in which project leaders report to have learned best the skills in question (see Table 92), in can be observed that designing the project, cooperating with youth workers from other countries and implementing project activities for/with participants rank highest as activities contributing to the development of the skills in question, but rank fairly low with respect to the frequency they occurred in the project: this indicates that these activities – all of them directly linked to the implementation of the project – are very effective for work-related learning. Vice versa, reflecting and talking about the project experience, informal time/experiences in the project and cooperating with colleagues from one's own organisation are reported to have occurred relatively often, but are much less reported to have contributed to the skills development, thus indicating that these activities are considered to be less effective for developing these skills.

When comparing the average number of activities/situations ticked for each skill in question (indicating that project leaders developed the respective skill best in these activities) it can be observed that some skills are reported to be better developed in more different activities and others in less. For example, skills related to communication competence (first language and foreign languages), social competence, intercultural competence, mathematical competence and sense of entrepreneurship are reported to be developed in more different activities than skills related to learning competence, civic competence, sense of initiative or medial literacy. Of course, this cannot be generalised since the activities in question only relate to work-related learning in YiA projects, but this certainly suggests it would be worthwhile to explore this issue in more general contexts.

Overall, the responses of project leaders indicate that through YiA projects they become involved in a broad scope of activities and situations in which work-related learning takes place – no matter if they are involved as volunteers or on an employment basis – and that they develop skills related to key competences for lifelong learning through a combination of these activities.

3.5 Learning of YiA participants in everyday life

Participants were also asked where they learned something during the twelve months before the survey. The responses reveal the following (see Table 93):

- Each of the situations in question applies to more than half of the respondents (in fact, all except one apply to more than 65% of respondents), confirming that these situations cover a broad range of everyday life situations that could potentially be learning spaces.
- On average, each respondent ticked for around 9 out of 14 situations that they learned something in these situations during the twelve months before the survey, indicating that respondents perceive to learn in a wide spectrum of different formal, non-formal and informal learning situations within the learning continuum.
- For each of the situations in question, more than half of the respondents indicated that they learned something in these situations, except for in 'a programme combining periods of study with workplace-based learning' – for which around 50% of the respondents indicated that this situation did not apply to them. This indicates that all situations in question play a relevant role as learning spaces.
- Interestingly, the four situations ranking highest as learning spaces provide mostly for informal learning and partly for non-formal learning (selected by between 74% and 87% of the respondents); formal education ('at school, university or college') comes only in

fifth place, although only 18% of the respondents indicate that this situation did not apply to them during the past 12 months.

When differentiating the responses by the occupation of participants at the time of the project, the following can be observed (see Table 94):

- Of those who are primarily in education or training, the biggest proportion report to have learned something in a formal education context (school, college or university) during the previous twelve months; all other groups report other contexts to be more relevant for their learning, in particular work, informal time with other people or leisure activities.
- Even when participants are primarily in education or training, they frequently report other – primarily informal – learning contexts to have been relevant for their learning during the previous 12 months.
- Of those who are full-time employed or self-employed, the biggest proportion report that they learned at work, but also in informal and non-formal learning contexts outside work; those who are part-time employed also report that training courses are relevant learning contexts for them, indicating that they aim for professional development through continuing education and training.
- For all groups, informal learning contexts appear to be very relevant for learning during the previous twelve months.

Overall, the responses indicate that the participants learn in a range of contexts/situations that cover the full continuum comprising formal, non-formal and informal learning contexts as well as work-related learning. Informal learning contexts play an important role for all participants and a dominant role for those who are unemployed, not in paid work or volunteers. Obviously, school, college or university are more relevant learning contexts for those in education or training and work/the workplace are more relevant learning contexts for those who are working. For the latter also non-formal learning contexts (i.e., training courses) play a relevant role.

A comparison with the responses to the Eurobarometer 59 (see European Commission, 2003)[29] shows that RAY respondents were less involved in working situations (i.e., learning on the job, training courses in their workplace, combining periods of study with workplace-based learning, informal time at the workplace) or in a voluntary, social or military service than the Eurobarometer respondents, but more involved in travelling/studying/working/living abroad or in school/college/university. All other situations showed a similar involvement of both samples. This suggests that relatively more YiA participants tend to be involved in educational contexts and, therefore, less in work contexts or in a voluntary, social or military service than a sample representative for the global population.

On the other hand, for *all* situations in question a (considerably) bigger proportion of YiA participants than respondents to the Eurobarometer survey report that they learned something in these situations (on average with a difference of more than 40 percentage points), no matter if these situations are reported to have occurred more or less frequently for the two samples (see Figure 3). This suggests that relatively more YiA participants have learned something in everyday life situations or that more of them are more conscious of their learning in these situations – or that more of them simply believe that they have learned in these situations.

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[29] The respective question was taken from Eurobarometer 59 'Lifelong learning: citizens' views'. The data sets of both surveys – RAY and Eurobarometer – were limited to respondents aged 15 to 40 and to EU member states in 2003 (EU 15) which were also residence countries of respondents of the RAY survey (all 15 EU member states except for Luxembourg).

For a number of the situations in question relatively big differences appear – up to 64 percentage points. A reason could be that YiA participants had been involved in these situations longer, more often or more intensively during the 12 previous months. For example, relatively big differences appear for the options 'as training placement in a company or as part of an exchange programme' as well as for 'travelling, studying, working or living abroad (the number of YiA participant responses are around 55% to 64% above the number of responses in the Eurobarometer – see Figure 3) – which suggests that a large majority of YiA participants believe that they had learned something through their YiA experience, which most likely is included in their responses to these questions ('an exchange programme', 'travelling, … or living abroad'). Relatively big differences appear also for 'a period of voluntary, social or military service'; assuming that only a small percentage of YiA respondents could refer to 'military service' since most of the countries in question have no obligatory military service and, therefore, no obligatory alternative social service, the YiA respondents could well have been referring to an EVS experience when answering this question.

Furthermore, the options 'following a programme combining periods of study with workplace-based learning', 'involvement in social or political work' and 'at school, college or university' show much higher percentages for YiA participants than for respondents to the Eurobarometer survey. The latter – a higher percentage of YiA respondents having learned something at school, university or college – reflects the finding that a high percentage of YiA respondents are well educated and tend to be in education and training; the difference for 'involvement in social or political work' could be interpreted that YiA respondents tend to perceive their participation in a YiA project as social/political engagement; similarly, they could view their YiA participation as 'combining periods of study with workplace-based learning' since many of them are in education and training. These hypotheses would need to be studied further through qualitative methods.

Relatively small differences appear for more informal learning contexts which are common to most people, such as being at home or socialising with other people, but also for workplace learning (learning on the job).

How do participants learn best in everyday life?

Participants were also asked in which everyday life situations they learn best the skills for lifelong learning, which they had been asked about concerning their learning in YiA projects. The responses revealed the following (see Table 95):

- On average, the participants ticked 3.6 situations per skill (indicating that they learned the respective skill best in these situations) – this suggest that each of these skills is learned in a combination of different everyday life situations.
- The situation ticked most frequently for developing these skills best is a non-formal/informal learning situation – 'in an association, civil society organisations, doing voluntary work or projects, etc.' (which also suggests that YiA participants are frequently involved in these kinds of organisations or activities). Formal education situations ('at school, university or college') rank only in second place.
- Further relevant situations for developing these skills are informal and non-formal learning situations such as 'studying, travelling, working or living abroad', 'when being with my friends or family' or 'attending training courses/seminars/ workshops etc.' – the latter also showing the mode value for developing the skills 'to improve my learning or to have more fun when learning' (a skill relating to learning competence).
- Overall, the skills in question are mostly acquired in a combination between formal, non-formal and informal learning situations.

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5 Appendix A – Tables

5.1 Samples

Project participants

Table 1: Number of participants by country of residence (PP)

N=2,038	Frequency	Percentage
AT	45	2.2
BE	20	1.0
BG	96	4.7
CZ	148	7.3
EE	110	5.4
FI	69	3.4
HU	99	4.9
LI	1	0.0
LU	1	0.0
PL	357	17.5
SE	39	1.9
SK	98	4.8
TR	264	13.0
other	691	33.9
Total	**2,038**	**100.0**

Table 2: Number of participants by project venue country (PP)

N=2,038	Frequency	Percentage
AT	61	3.0
BE	17	0.8
BG	84	4.1
CZ	171	8.4
EE	112	5.5
FI	91	4.5
HU	168	8.2
LI	2	0.1
LU	16	0.8
PL	489	24.0
SE	77	3.8
SK	71	3.5
TR	573	28.1
other	106	5.2
Total	**2,038**	**100.0**

Table 3: Number of participants by funding country (PP)

N=2,038	Frequency	Percentage
AT	62	3.0
BE	24	1.2
BG	84	4.1
CZ	171	8.4
EE	132	6.5
FI	121	5.9
HU	166	8.1
LI	2	0.1
LU	22	1.1
PL	487	23.9
SE	93	4.6
SK	102	5.0
TR	572	28.1
Total	**2,038**	**100.0**

Table 4: Number of participants by project type and by hosting/sending (PP)

N=2,038		Hosting	Sending	Total	Total %
YE (1.1/3.1)	Count	346	594	940	46.1
	%	36.8	63.2	100.0	-
YI (1.2)	Count	237	47	284	13.9
	%	83.5	16.5	100.0	-
YD (1.3)	Count	42	51	93	4.6
	%	45.2	54.8	100.0	-
EVS (2.1)	Count	42	141	183	9.0
	%	23.0	77.0	100.0	-
T&N (4.3/3.1)	Count	83	282	365	17.9
	%	22.7	77.3	100.0	-
TCP	Count	12	42	54	2.6
	%	22.2	77.8	100.0	-
SD (5.1)	Count	96	23	119	5.8
	%	80.7	19.3	100.0	-
Total	**Count**	**858**	**1,180**	**2,038**	**100.0**
	%	**42.1**	**57.9**	**100.0**	**-**

Table 5: Number of participants by project type – comparison 2011[30] and 2012[31] (PP)

PP	2011		2012	
	Frequency	Valid Percentage	Frequency	Valid Percentage
YE (1.1/3.1)	1,623	46.8	940	46.1
YI (1.2)	481	13.9	284	13.9
YD (1.3)	56	1.6	93	4.6
EVS (2.1)	454	13.1	183	9.0
T&N (4.3/3.1)	426	12.3	365	17.9
TCP	145	4.2	54	2.6
SD (5.1)	285	8.2	119	5.8
Total	**3,470**	**100.0**	**2,038**	**100.0**

Table 6: Number of participants by hosting/sending – comparison 2011 and 2012 (PP)

PP	2011		2012	
	Frequency	Percentage	Frequency	Percentage
Sending	1,825	52.6	1,180	57.9
Hosting	1,645	47.4	858	42.1
Total	**3,470**	**100.0**	**2,038**	**100.0**

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[30] Standard surveys in November 2010 and May 2011
[31] Special survey in May 2012

Project leaders/team members

Table 7: Number of project leaders by country of residence (PL)

N=503	Frequency	Percentage
AT	23	4.6
BE	11	2.2
BG	27	5.4
CZ	25	5.0
EE	27	5.4
FI	17	3.4
HU	30	6.0
LI	4	0.8
LU	7	1.4
PL	77	15.3
SE	25	5.0
SK	25	5.0
TR	44	8.7
other	161	32.0
Total	**503**	**100.0**

Table 8: Number of project leaders by project venue country (PL)

N=503	Frequency	Percentage
AT	42	8.3
BE	19	3.8
BG	31	6.2
CZ	25	5.0
EE	36	7.2
FI	33	6.6
HU	22	4.4
LI	4	0.8
LU	16	3.2
PL	65	12.9
SE	34	6.8
SK	39	7.8
TR	98	19.5
other	39	7.8
Total	**503**	**100.0**

Table 9: Number of project leaders by funding country (PL)

N=503	Frequency	Percentage
AT	43	8.5
BE	22	4.4
BG	32	6.4
CZ	25	5.0
EE	43	8.5
FI	33	6.6
HU	23	4.6
LI	4	0.8
LU	23	4.6
PL	64	12.7
SE	42	8.3
SK	43	8.5
TR	106	21.1
Total	**503**	**100.0**

Table 10: Number of project leaders by project type and by hosting/sending (PL)

N=503		Hosting	Sending	Total	Total %
YE (1.1/3.1)	Count	94	128	222	44.1
	%	42.3	57.7	100.0	-
YI (1.2)	Count	67	3	70	13.9
	%	95.7	4.3	100.0	-
YD (1.3)	Count	11	11	22	4.4
	%	50.0	50.0	100.0	-
EVS (2.1)	Count	54	31	85	16.9
	%	63.5	36.5	100.0	-
T&N (4.3/3.1)	Count	34	61	95	18.9
	%	35.8	64.2	100.0	-
SD (5.1)	Count	9	0	9	1.8
	%	100.0	0.0	100.0	-
Total	**Count**	**269**	**234**	**503**	**100.0**
	%	**53.5**	**46.5**	**100.0**	**-**

Table 11: Number of project leaders by project type – comparison 2011 and 2012 (PL)

PL	2011		2012	
	Frequency	Valid Percentage	Frequency	Valid Percentage
YE (1.1/3.1)	610	50.2	222	44.1
YI (1.2)	136	11.2	70	13.9
YD (1.3)	36	3.0	22	4.4
EVS (2.1)	231	19.0	85	16.9
T&N (4.3/3.1)	163	13.4	95	18.9
SD (5.1)	39	3.2	9	1.8
Total	**1,215**	**100.0**	**503**	**100.0**

Table 12: Number of project leaders by hosting/sending – comparison 2011 and 2012 (PL)

PL	2011		2012	
	Frequency	Percentage	Frequency	Percentage
Sending	603	49.6	234	46.5
Hosting	612	50.4	269	53.5
Total	**1,215**	**100.0**	**503**	**100.0**

5.2 Profiles

Project participants

Table 13: Number of participants by gender – comparison 2011 and 2012

PP	2011		2012	
	Frequency	Valid Percentage	Frequency	Valid Percentage
Female	2,300	66.3	1,318	64.9
Male	1,170	33.7	714	35.1
Total	**3,470**	**100.0**	**2,032**	**100.0**

Table 14: Number of participants by gender and by project type (PP)

N=2,038; n=2,032		Female	Male	Total
YE (1.1/3.1)	Count	598	340	938
	%	63.8	36.2	100.0
YI (1.2)	Count	182	100	282
	%	64.5	35.5	100.0
YD (1.3)	Count	61	32	93
	%	65.6	34.4	100.0
EVS (2.1)	Count	128	55	183
	%	69.9	30.1	100.0
T&N (4.3/3.1)	Count	225	138	363
	%	62.0	38.0	100.0
TCP	Count	42	12	54
	%	77.8	22.2	100.0
SD (5.1)	Count	82	37	119
	%	68.9	31.1	100.0
Total RAY	**Count**	**869**	**474**	**1,343**
	%	**64.7**	**35.3**	**100.0**
Total	**Count**	**1,318**	**714**	**2,032**
	%	**64.9**	**35.1**	**100.0**

Table 15: Number of participants by gender and by age group (PP)

N=2,038; n=2,022		Age group				Total
		0-14	15-17	18-25	>25	
Female	Count	6	107	820	381	1,314
	%	0.5	8.1	62.4	29.0	100.0
Male	Count	3	40	421	244	708
	%	0.4	5.6	59.5	34.5	100.0
Total RAY	**Count**	**3**	**118**	**834**	**382**	**1,337**
	%	**0.2**	**8.8**	**62.4**	**28.6**	**100.0**
Total	**Count**	**9**	**147**	**1,241**	**625**	**2,022**
	%	**0.4**	**7.3**	**61.4**	**30.9**	**100.0**

Table 16: Number of participants by project type and by age group (PP)

N=2,038; n=2,027		Age group				Total
		0-14	15-17	18-25	>25	
YE (1.1/3.1)	Count	6	86	645	197	934
	%	0.6	9.2	69.1	21.1	100.0
YI (1.2)	Count	1	13	160	108	282
	%	0.4	4.6	56.7	38.3	100.0
YD (1.3)	Count	0	10	73	10	93
	%	0.0	10.8	78.5	10.8	100.0
EVS (2.1)	Count	1	0	117	65	183
	%	0.5	0.0	63.9	35.5	100.0
T&N (4.3/3.1)	Count	1	3	167	192	363
	%	0.3	0.8	46.0	52.9	100.0
TCP	Count	0	3	14	37	54
	%	0.0	5.6	25.9	68.5	100.0
SD (5.1)	Count	0	33	66	19	118
	%	0.0	28.0	55.9	16.1	100.0
Total RAY	**Count**	**3**	**119**	**835**	**384**	**1,341**
	%	**0.2**	**8.9**	**62.3**	**28.6**	**100.0**
Total	**Count**	**9**	**148**	**1,242**	**628**	**2,027**
	%	**0.4**	**7.3**	**61.3**	**31.0**	**100.0**

Table 17: Highest educational attainment – by project type (PP)

N=2,038; n=2,024		Primary school	Lower secondary school	Technical school	Upper secondary school	Upper vocational school	University, Polytechnic, post-secondary/tertiary level College	Total
YE (1.1/3.1)	Count	44	106	22	241	31	485	929
	%	4.7	11.4	2.4	25.9	3.3	52.2	100.0
YI (1.2)	Count	6	23	13	75	17	149	283
	%	2.1	8.1	4.6	26.5	6.0	52.7	100.0
YD (1.3)	Count	10	21	1	43	1	16	92
	%	10.9	22.8	1.1	46.7	1.1	17.4	100.0
EVS (2.1)	Count	0	0	5	36	10	132	183
	%	0.0	0.0	2.7	19.7	5.5	72.1	100.0
T&N (4.3/3.1)	Count	5	7	7	38	14	294	365
	%	1.4	1.9	1.9	10.4	3.8	80.5	100.0
TCP	Count	1	3	0	7	5	38	54
	%	1.9	5.6	0.0	13.0	9.3	70.4	100.0
SD (5.1)	Count	7	34	2	33	1	41	118
	%	5.9	28.8	1.7	28.0	0.8	34.7	100.0
Total RAY	**Count**	**60**	**168**	**36**	**355**	**59**	**664**	**1,342**
	%	**4.5**	**12.5**	**2.7**	**26.5**	**4.4**	**49.5**	**100.0**
Total	**Count**	**73**	**194**	**50**	**473**	**79**	**1,155**	**2,024**
	%	**3.6**	**9.6**	**2.5**	**23.4**	**3.9**	**57.1**	**100.0**

Table 18: Highest educational attainment – by age group (PP)

N=2,038; n=2,014		Age group				Total
		0-14	15-17	18-25	>25	
Primary school	Count	6	42	24	0	72
	%	8.3	58.3	33.3	0.0	100.0
Lower secondary school	Count	0	84	106	4	194
	%	0.0	43.3	54.6	2.1	100.0
Technical school	Count	0	2	38	10	50
	%	0.0	4.0	76.0	20.0	100.0
Upper secondary school	Count	1	15	414	41	471
	%	0.2	3.2	87.9	8.7	100.0
Upper vocational school	Count	1	1	58	19	79
	%	1.3	1.3	73.4	24.1	100.0
University, Polytechnic, post-secondary/tertiary level College	Count	0	1	595	552	1.148
	%	0.0	0.1	51.8	48.1	100.0
Total RAY	**Count**	**3**	**118**	**834**	**382**	**1,337**
	%	**0.2**	**8.8**	**62.4**	**28.6**	**100.0**
Total	**Count**	**8**	**145**	**1,235**	**626**	**2,014**
	%	**0.4**	**7.2**	**61.3**	**31.1**	**100.0**

Table 19: Highest educational attainment – comparison 2011 and 2012

PP	2011		2012	
	Frequency	Valid Percentage	Frequency	Valid Percentage
Primary school	124	3.6	73	3.6
Lower secondary school	561	16.4	194	9.6
Technical school	109	3.2	50	2.5
Upper secondary school	1,155	33.9	473	23.4
Upper vocational school	145	4.3	79	3.9
University, Polytechnic, post-secondary/tertiary level College	1,317	38.6	1,155	57.1
Total	**3,411**	**100.0**	**2,024**	**100.0**

Table 20: Educational attainment participants expect to achieve (PP)

N=2,038; n=1,621	Frequency	Valid Percentage
Primary school	2	0.1
Lower secondary school	11	0.7
Technical school	11	0.7
Upper secondary school	49	3.0
Upper vocational school	52	3.2
University, Polytechnic, post-secondary/tertiary level College	1,496	92.3
Total	**1,621**	**100.0**

Table 21: Highest educational attainment of the father/male legal guardian (PP)

N=2,038; n=1,681 'Please choose only one of the following:'	Frequency	Valid Percentage
Primary school	95	5.7
Lower secondary school	113	6.7
Technical school	289	17.2
Upper secondary school	253	15.1
Upper vocational school	178	10.6
University, Polytechnic, post-secondary/tertiary level College	685	40.7
I do not know	68	4.0
Total	**1,681**	**100.0**

Table 22: Highest educational attainment of the mother/female legal guardian (PP)

N=2,038; n=1,681 'Please choose only one of the following:'	Frequency	Valid Percentage
Primary school	154	9.2
Lower secondary school	104	6.2
Technical school	212	12.6
Upper secondary school	265	15.8
Upper vocational school	182	10.8
University, Polytechnic, post-secondary/tertiary level College	726	43.2
I do not know	38	2.3
Total	**1,681**	**100.0**

Table 23: Other languages than the first language/mother tongue participants can communicate in (PP)

N=2,038; n=1,699	Frequency	Valid Percentage
0	16	0.9
1	407	24.0
2	744	43.8
3	369	21.7
4	110	6.5
5	40	2.4
6	6	0.4
7	5	0.3
8	2	0.1
Total	**1,699**	**100.0**

Table 24: Other languages than the first language/mother tongue participants can communicate in – by project type (PP)

N=2,038; n=1,699		YE (1.1/3.1)	YI (1.2)	YD (1.3)	EVS (2.1)	T&N (4.3/3.1)	TCP	SD (5.1)	Total
0	Count	7	2	2	2	2	0	1	16
	%	43.8	12.5	12.5	12.5	12.5	0.0	6.3	100.0
1	Count	201	71	10	23	67	11	24	407
	%	49.4	17.4	2.5	5.7	16.5	2.7	5.9	100.0
2	Count	347	98	36	63	134	17	49	744
	%	46.6	13.2	4.8	8.5	18.0	2.3	6.6	100.0
3	Count	172	45	21	35	70	15	11	369
	%	46.6	12.2	5.7	9.5	19.0	4.1	3.0	100.0
4	Count	46	10	4	23	20	4	3	110
	%	41.8	9.1	3.6	20.9	18.2	3.6	2.7	100.0
5	Count	18	2	1	3	14	2	0	40
	%	45.0	5.0	2.5	7.5	35.0	5.0	0.0	100.0
6	Count	3	0	0	1	1	0	1	6
	%	50.0	0.0	0.0	16.7	16.7	0.0	16.7	100.0
7	Count	1	1	0	1	2	0	0	5
	%	20.0	20.0	0.0	20.0	40.0	0.0	0.0	100.0
8	Count	0	0	0	0	1	0	1	2
	%	0.0	0.0	0.0	0.0	50.0	0.0	50.0	100.0
Total RAY	**Count**	**520**	**200**	**52**	**72**	**144**	**42**	**82**	**1,112**
	%	**46.8**	**18.0**	**4.7**	**6.5**	**12.9**	**3.8**	**7.4**	**100.0**
Total	**Count**	**795**	**229**	**74**	**151**	**311**	**49**	**90**	**1,699**
	%	**46.8**	**13.5**	**4.4**	**8.9**	**18.3**	**2.9**	**5.3**	**100.0**

Table 25: Is the language mainly spoken in the family of origin an official language of the country of residence of the participant? (PP)

N=2,038; n=1,712 'Please choose only one of the following:'	Frequency	Valid Percentage
Yes	1,438	84.0
No	274	16.0
Total	**1,712**	**100.0**

Table 26: Other languages spoken in the participant's family of origin (PP)

'Does your family of origin (including grandparents) speak at home also languages other than an official language of the country where you live?'		
N=2,038; n=1,710	Frequency	Valid Percentage
Yes	519	30.4
No	1,191	69.6
Total	**1,710**	**100.0**

Table 27: Affiliation to a cultural, ethnic, religious or linguistic minority (PP)

N=2,038; n=1,653 'Do you belong to a cultural, ethnic, religious or linguistic minority in the country where you live?'	Frequency	Valid Percentage
Yes	271	16.4
No	1,382	83.6
Total	**1,653**	**100.0**

Table 28: Living environment of participants (PP)

N=2,038; n=1,709 'I live mainly in …'	Frequency	Valid Percentage
… a big city (over 1.000.000 people).	465	27.2
… a city (100.000 to 1.000.000 people).	544	31.8
… a town (15.000 to about 100.000 people).	345	20.2
… a small town (3.000 to about 15.000 people).	182	10.6
… a village (fewer than 3.000 people).	131	7.7
… in the countryside (e.g. on a farm, in an isolated house).	42	2.5
Total	**1,709**	**100.0**

Table 29: Occupation of participants at the time of the project (PP)

N=2,038; n=1,693 'When I participated in the project, I was mainly in …'	Responses		Percentage of Cases
	N	Percentage	
in education or training	954	44.9	56.3
employed full-time	340	16.0	20.1
employed part-time	171	8.0	10.1
self-employed	62	2.9	3.7
Unemployed	158	7.4	9.3
a volunteer	319	15.0	18.8
not in paid work (e.g. taking care of children, relatives, household etc.)	33	1.6	1.9
other	89	4.2	5.3
Total	**2,126**	**100.0**	**125.6**

Table 30: Education or training status of participants at the time of the project (PP)

N=2,038; n=1,643 'When I participated in the project, I was …' 'Please choose at most 2 answers:'	Responses		Percentage of Cases
	N	Percentage	
a pupil at school (secondary school student)	413	23.9	25.1
a student at a university, polytechnic etc.	728	42.2	44.3
an apprentice (in vocational education or training)	39	2.3	2.4
an intern/doing a work placement	66	3.8	4.0
doing another type of education or training	134	7.8	8.2
not in education or training	345	20.0	21.0
Total	**1,725**	**100.0**	**105.0**

Table 31: Occupation of participants at the time of the project – by age group (PP)

N=2,038; n=1,684 'Please choose at most 2 answers:'	0-14 (n=8)			15-17 (n=106)			18-25 (n=1,010)			>25 (n=560)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
in education or training	7	77.8	87.5	88	69.3	83.0	715	56.0	70.8	139	19.7	24.8
employed full-time	0	0.0	0.0	0	0.0	0.0	77	6.0	7.6	262	37.2	46.8
employed part-time	0	0.0	0.0	5	3.9	4.7	80	6.3	7.9	85	12.1	15.2
self-employed	0	0.0	0.0	1	0.8	0.9	15	1.2	1.5	46	6.5	8.2
Unemployed	0	0.0	0.0	1	0.8	0.9	99	7.8	9.8	58	8.2	10.4
a volunteer	1	11.1	12.5	19	15.0	17.9	211	16.5	20.9	88	12.5	15.7
not in a paid work (e.g. taking care of children, relatives, household etc.)	1	11.1	12.5	2	1.6	1.9	22	1.7	2.2	8	1.1	1.4
other	0	0.0	0.0	11	8.7	10.4	58	4.5	5.7	18	2.6	3.2
Total responses	9	100.0	112.5	127	100.0	119.8	1,277	100.0	126.4	704	100.0	125.7

Table 32: Education or training status of participants at the time of the project – by age group (PP)

N=2,038; n=1,634 'Please choose at most 2 answers:'	0-14 (n=8)			15-17 (n=105)			18-25 (n=1,002)			>25 (n=519)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
a pupil at school (secondary school student)	6	75.0	75.0	96	90.6	91.4	309	29.2	30.8	1	0.2	0.2
a student at a university, polytechnic etc.	1	12.5	12.5	0	0.0	0.0	555	52.4	55.4	166	30.6	32.0
an apprentice (in vocational education or training)	0	0.0	0.0	0	0.0	0.0	23	2.2	2.3	15	2.8	2.9
an intern/doing a work placement	0	0.0	0.0	0	0.0	0.0	27	2.5	2.7	39	7.2	7.5
doing another type of education or training	0	0.0	0.0	7	6.6	6.7	50	4.7	5.0	76	14.0	14.6
not in education or training	1	12.5	12.5	3	2.8	2.9	96	9.1	9.6	245	45.2	47.2
Total responses	8	100.0	100.0	106	100.0	101.0	1,060	100.0	105.8	542	100.0	104.4

Table 33: Previous travels abroad of participants (PP)

N=2,038; n=1,628	Frequency	Valid Percentage
Never	148	9.1
1 time	95	5.8
2 times	123	7.6
3 to 5 times	374	23.0
6 to 10 times	400	24.6
11 to 20 times	312	19.2
21 to 30 times	87	5.3
more than 30 times	89	5.5
Total	1,628	100.0

Table 34: The longest period spent abroad (PP)

N=2,038; n=1,867	Frequency	Valid Percentage
0 weeks	67	3.5
1 week	226	11.7
2 - 4 weeks	784	40.5
5 - 8 weeks	198	10.2
9 - 12 weeks	128	6.6
13 - 25 weeks	221	11.4
> 25 weeks	310	16.0
Total	**1,934**	**100.0**

Table 35: Reasons for previous travels abroad of participants (PP)

N=2,038; n=1,624 'Please choose all that apply:'	Responses		Percentage of Cases
	N	Percentage	
I went abroad for holidays.	1,275	27.9	78.5
I went abroad with my class at school.	755	16.5	46.5
I participated in a youth exchange.	796	17.4	49.0
I went to school in another country for one semester (term or equivalent) or longer in the framework of an organised programme.	110	2.4	6.8
I lived in another country with my parents.	83	1.8	5.1
I studied abroad for one semester (term or equivalent) or longer during my university studies.	216	4.7	13.3
I did a language course abroad.	219	4.8	13.5
I did a work placement [an internship] abroad.	174	3.8	10.7
I did a vocational training course abroad.	111	2.4	6.8
I worked as an au-pair.	41	0.9	2.5
I had a job abroad.	253	5.5	15.6
I went to another country with my partner.	221	4.8	13.6
I lived abroad for another reason.	221	4.8	13.6
I had never been abroad before this project.	94	2.1	5.8
Total	**4,569**	**100.0**	**281.3**

Table 36: Previous participation in similar projects (PP)

N=2,034; n=1,680 'Have you participated in a similar project before this project we are asking you about?'	Frequency	Valid Percentage
Yes	900	53.6
No	780	46.4
Total	**1,680**	**100.0**

Table 37: Number of similar projects participants had taken part in (PP)

N=999; n=898	Frequency	Valid Percentage
1	231	25.7
2	201	22.4
3	139	15.5
4	74	8.2
5	97	10.8
6 – 10	103	11.5
11 – 20	43	4.8
> 20	10	1.1
Total	**898**	**100.0**

Table 38: 'Compared to the way other people live in your country do you think …' (PP)

N=2,038; n=1,700	Frequency	Valid Percentage
that you are getting your fair share?	648	38.1
that you are getting more than your fair share?	242	14.2
that you are getting somewhat less than your fair share?	272	16.0
that you are getting much less than your fair share?	113	6.6
I don't know how to answer this.	425	25.0
Total	**1,700**	**100.0**

Table 39: 'Compared to the way other people live in your country do you think …' – by project type (PP)

N=2,038; n=1,700		'Compared to the way other people live in your country do you think …'					Total
		that you are getting your fair share?	that you are getting more than your fair share?	that you are getting somewhat less than your fair share?	that you are getting much less than your fair share?	I don't know how to answer this.	
YE (1.1/3.1)	Count	295	109	123	55	209	791
	%	37.3	13.8	15.5	7.0	26.4	100.0
YI (1.2)	Count	103	26	48	15	42	234
	%	44.0	11.1	20.5	6.4	17.9	100.0
YD (1.3)	Count	34	22	8	1	9	74
	%	45.9	29.7	10.8	1.4	12.2	100.0
EVS (2.1)	Count	53	25	16	12	45	151
	%	35.1	16.6	10.6	7.9	29.8	100.0
T&N (4.3/3.1)	Count	116	35	53	27	80	311
	%	37.3	11.3	17.0	8.7	25.7	100.0
TCP	Count	16	8	7	2	12	45
	%	35.6	17.8	15.6	4.4	26.7	100.0
SD (5.1)	Count	31	17	17	1	28	94
	%	33.0	18.1	18.1	1.1	29.8	100.0
Total RAY	**Count**	**467**	**163**	**191**	**68**	**229**	**1,118**
	%	**41.8**	**14.6**	**17.1**	**6.1**	**20.5**	**100.0**
	%	**52.5**	**18.3**	**21.5**	**7.6**	**-**	**100.0**
Total	**Count**	**648**	**242**	**272**	**113**	**425**	**1,700**
	%	**38.1**	**14.2**	**16.0**	**6.6**	**25.0**	**100.0**
	%	**50.8**	**19.0**	**21.3**	**8.9**	**-**	**100.0**

Table 40: Obstacles of participants in their access to education, work and employment, active participation in society and politics, and mobility (PP)

N=2,038 'Are you confronted with obstacles in your access …'		Yes	no	don't know	Total
… to education?	Count	402	1,219	64	1,685
	%	23.9	72.3	3.8	100.0
… to work and employment?	Count	763	730	192	1,685
	%	45.3	43.3	11.4	100.0
… to active participation in society and politics?	Count	405	1,024	248	1,677
	%	24.2	61.1	14.8	100.0
… to mobility?	Count	401	1,109	167	1,677
	%	23.9	66.1	10.0	100.0
Total RAY	**Count**	**1,227**	**2,766**	**438**	**4,431**
	%	**27.7**	**62.4**	**9.9**	**100.0**
	%	**30.7**	**69.3**	**-**	**100.0**
Total	**Count**	**1,971**	**4,082**	**671**	**6,724**
	%	**29.3**	**60.7**	**10.0**	**100.0**
	%	**32.6**	**67.4**	**-**	**100.0**

Table 41: Young people with fewer opportunities participating in the projects (PL)

N=503; n=451 'Did young people with fewer opportunities participate in the project?'	Frequency	Valid Percentage
Yes	230	51.0
No	126	27.9
Don't remember/don't know	95	21.1
Total	**451**	**100.0**

Project leaders/team members

Table 42: Number of project leaders by gender – comparison 2011 and 2012 (PL)

PL	2011		2012	
	Frequency	Valid Percentage	Frequency	Valid Percentage
Female	736	61.1	294	58.4
Male	469	38.9	209	41.6
Total	**1,205**	**100.0**	**503**	**100.0**

Table 43: Number of project leaders by gender and project type (PL)

N=503		Female	Male	Total
YE (1.1/3.1)	Count	136	86	222
	%	61.3	38.7	100.0
YI (1.2)	Count	36	34	70
	%	51.4	48.6	100.0
YD (1.3)	Count	11	11	22
	%	50.0	50.0	100.0
EVS (2.1)	Count	55	30	85
	%	64.7	35.3	100.0
T&N (4.3/3.1)	Count	49	46	95
	%	51.6	48.4	100.0
SD (5.1)	Count	7	2	9
	%	77.8	22.2	100.0
Total	**Count**	**294**	**209**	**503**
	%	**58.4**	**41.6**	**100.0**

Table 44: Age of project leaders (PL)

N=503; n=495	Mean	Standard deviation	n
YE (1.1/3.1)	34.0	10.9	218
YI (1.2)	30.3	9.6	67
YD (1.3)	35.9	12.6	22
EVS (2.1)	34.8	8.8	84
T&N (4.3/3.1)	35.4	9.9	95
SD (5.1)	27.4	6.8	9
Total	**33.9**	**10.3**	**495**

Table 45: Foreign language skills of project leaders (PL)

N=503; n=495	Frequency	Valid Percentage
0	1	0.2
1	100	20.2
2	215	43.4
3	125	25.3
4	36	7.3
5	13	2.6
6	4	0.8
7	1	0.2
Total	**495**	**100.0**

Table 46: Highest educational attainment of project leaders – by project type (PL)

N=503; n=500		Primary school	Lower secondary school	Technical school	Upper secondary school	Upper vocational school	University, Polytechnic, post-secondary/tertiary level College	Total
YE (1.1/3.1)	Count	2	1	0	23	8	187	221
	%	0.9	0.5	0.0	10.4	3.6	84.6	100.0
YI (1.2)	Count	0	2	2	12	4	49	69
	%	0.0	2.9	2.9	17.4	5.8	71.0	100.0
YD (1.3)	Count	0	0	0	3	2	17	22
	%	0.0	0.0	0.0	13.6	9.1	77.3	100.0
EVS (2.1)	Count	0	1	4	3	3	73	84
	%	0.0	1.2	4.8	3.6	3.6	86.9	100.0
T&N (4.3/3.1)	Count	1	0	0	8	10	76	95
	%	1.1	0.0	0.0	8.4	10.5	80.0	100.0
SD (5.1)	Count	0	0	1	2	1	5	9
	%	0.0	0.0	11.1	22.2	11.1	55.6	100.0
Total RAY	**Count**	**3**	**4**	**7**	**35**	**22**	**269**	**340**
	%	**0.9**	**1.2**	**2.1**	**10.3**	**6.5**	**79.1**	**100.0**
Total	**Count**	**3**	**4**	**7**	**51**	**28**	**407**	**500**
	%	**0.6**	**0.8**	**1.4**	**10.2**	**5.6**	**81.4**	**100.0**

Table 47: Highest educational attainment of project leaders – comparison 2011 and 2012

	2011		2012	
	Frequency	Valid Percentage	Frequency	Valid Percentage
Primary school	1	0.1	3	0.6
Lower secondary school	17	1.4	4	0.8
Technical school	21	1.7	7	1.4
Upper secondary school	163	13.5	51	10.2
Upper vocational school	64	5.3	28	5.6
University, Polytechnic, post-secondary/tertiary level College	940	77.9	407	81.4
Total	**1,206**	**100.0**	**500**	**100.0**

Table 48: Educational attainment project leaders expect to achieve (PL)

N=503; n=397	Frequency	Valid Percentage
Primary school	2	0.5
Lower secondary school	5	1.3
Technical school	6	1.5
Upper secondary school	9	2.3
Upper vocational school	18	4.5
University, Polytechnic, post-secondary/tertiary level College	357	89.9
Total	**397**	**100.0**

Table 49: Qualifications of project leaders (PL)

N=503 'Did you obtain any specific qualification in the field of:'		Yes	No	Total
Youth work	Count	245	147	392
	%	62.5	37.5	100.0
Social work	Count	139	167	306
	%	45.4	54.6	100.0
Educational/pedagogic work	Count	209	140	349
	%	59.9	40.1	100.0
Other	Count	76	119	195
	%	39.0	61.0	100.0
Total RAY	**Count**	**479**	**371**	**850**
	%	**56.4**	**43.6**	**100.0**
Total	**Count**	**669**	**573**	**1,242**
	%	**53.9**	**46.1**	**100.0**

Table 50: Qualifications of project leaders/2 (PL)

N=321 'Did you obtain any qualification for youth work, social work or educational/pedagogical work …'		Yes	No	Total
… through formal education (e.g. upper vocational school, polytechnic, university etc.)?	Count	201	76	277
	%	72.6	27.4	100.0
… through non-formal education (e.g. seminars, workshops, training courses etc.)?	Count	264	18	282
	%	93.6	6.4	100.0
… through other means of education?	Count	140	62	202
	%	69.3	30.7	100.0
Total RAY	**Count**	**408**	**118**	**526**
	%	**77.6**	**22.4**	**100.0**
Total	**Count**	**605**	**156**	**761**
	%	**79.5**	**20.5**	**100.0**

(Note: dependency question; only those ticking 'yes' for youth work, social work or educational/pedagogic work received this question)

Table 51: Project leaders' previous involvement in EU youth programmes (PL)

N=503; n=453 'Did you participate already before in projects organised in the framework of Youth in Action or a preceding EU youth programme?'	Responses		Percentage of Cases
	N	Percentage	
Yes, as project leader/member of the project team	260	46.8	57.4
Yes, as participant (including in projects/training for youth workers/leaders)	175	31.5	38.6
No	121	21.8	26.7
Total	**556**	**100.0**	**122.7**

Table 52: Project leaders' previous involvement in EU youth programmes as participants (PL)

N=175; n=175 'Please choose all that apply:'	Responses		Percentage of Cases
	N	Percentage	
Youth exchange	118	30.2	67.4
Youth initiative	39	10.0	22.3
Youth democracy project	27	6.9	15.4
European voluntary service	35	9.0	20.0
Training and networking	106	27.1	60.6
TCP activity (an activity within the Training and Cooperation Plan of the National Agency)	37	9.5	21.1
Meeting between young people and persons responsible for youth policy	25	6.4	14.3
I do not remember	4	1.0	2.3
Total	**391**	**100.0**	**223.4**

(Note: dependency question; only those ticking 'yes as a participant …' received this question)

Table 53: Involvement in the project on a voluntary or employed basis (PL)

N=503, n=461 'In was involved in this project …'	Frequency	Valid Percentage
… on a voluntary, unpaid basis.	284	61.6
… on a full-time employment basis.	105	22.8
… on a part-time employment basis.	72	15.6
Total	**461**	**100.0**

Table 54: Involvement in the project on a voluntary or employed basis – by project type (PL)

N=503; n=461		'I was involved in this project …'			
		… on a voluntary, unpaid basis.	… on a full-time employment basis.	… on a part-time employment basis.	Total
YE (1.1/3.1)	Count	148	39	17	204
	%	72.5	19.1	8.3	100.0
YI (1.2)	Count	54	7	5	66
	%	81.8	10.6	7.6	100.0
YD (1.3)	Count	12	4	3	19
	%	63.2	21.1	15.8	100.0
EVS (2.1)	Count	20	28	29	77
	%	26.0	36.4	37.7	100.0
T&N (4.3/3.1)	Count	46	26	15	87
	%	52.9	29.9	17.2	100.0
SD (5.1)	Count	4	1	3	8
	%	50.0	12.5	37.5	100.0
Total RAY	**Count**	**188**	**77**	**50**	**315**
	%	**59.7**	**24.4**	**15.9**	**100.0**
Total	**Count**	**284**	**105**	**72**	**461**
	%	**61.6**	**22.8**	**15.6**	**100.0**

Table 55: Project leader role/function in the project (PL)

N=503; n=416 'My role/function in this project was …:'	Frequency	Valid Percentage
… primarily educational (socio-pedagogic).	66	15.9
… primarily organisational.	130	31.3
… equally educational and organisational.	220	52.9
Total	**416**	**100.0**

Table 56: Project leader role/function in the project – by project type (PL)

N=503; n=416		… primarily educational (socio-pedagogic).	… primarily organisational.	… equally educational and organisational.	Total
YE (1.1/3.1)	Count	35	44	103	182
	%	19.2	24.2	56.6	100.0
YI (1.2)	Count	3	33	30	66
	%	4.5	50.0	45.5	100.0
YD (1.3)	Count	3	5	7	15
	%	20.0	33.3	46.7	100.0
EVS (2.1)	Count	5	27	40	72
	%	6.9	37.5	55.6	100.0
T&N (4.3/3.1)	Count	19	19	35	73
	%	26.0	26.0	47.9	100.0
SD (5.1)	Count	1	2	5	8
	%	12.5	25.0	62.5	100.0
Total RAY	**Count**	**35**	**98**	**160**	**293**
	%	**11.9**	**33.4**	**54.6**	**100.0**
Total	**Count**	**66**	**130**	**220**	**416**
	%	**15.9**	**31.3**	**52.9**	**100.0**

Table 57: Project leader involvement in the project – extent (PL)

N=503; n=459 'I was directly involved in the project activities …'	Frequency	Valid Percentage
… throughout/most of the time.	356	77.6
… for more than half of the project.	51	11.1
… for less than half of the project.	41	8.9
… hardly/not at all.	11	2.4
Total	**459**	**100.0**

Table 58: Project leader involvement in the project (extent) – by project type (PL)

N=503; n=459		… throughout/most of the time.	… for more than half of the project.	… for less than half of the project.	… hardly/not at all.	Total
YE (1.1/3.1)	Count	169	20	11	2	202
	%	83.7	9.9	5.4	1.0	100.0
YI (1.2)	Count	57	8	1	0	66
	%	86.4	12.1	1.5	0.0	100.0
YD (1.3)	Count	14	2	3	0	19
	%	73.7	10.5	15.8	0.0	100.0
EVS (2.1)	Count	47	8	16	6	77
	%	61.0	10.4	20.8	7.8	100.0
T&N (4.3/3.1)	Count	62	13	9	3	87
	%	71.3	14.9	10.3	3.4	100.0
SD (5.1)	Count	7	0	1	0	8
	%	87.5	0.0	12.5	0.0	100.0
Total RAY	**Count**	**263**	**27**	**18**	**4**	**312**
	%	**84.3**	**8.7**	**5.8**	**1.3**	**100.0**
Total	**Count**	**356**	**51**	**41**	**11**	**459**
	%	**77.6**	**11.1**	**8.9**	**2.4**	**100.0**

Note: The column header 'I was directly involved in the project activities …' spans the four response columns.

Beneficiaries and partners

Table 59: Type of organisation/group/body (PL)

N=503; n=451	Frequency	Valid Percentage
A local or regional public body [e.g., municipality, regional government/authority etc.]	94	20.8
A non-profit or non-governmental organisation (e.g. an association, NGO, denominational organisation, non-profit corpora	300	66.5
An informal group of young people	57	12.6
Total	**451**	**100.0**

Table 60: Type of organisation/group/body – by project type (PL)

N=503; n=451		A local or regional public body [e.g., municipality, regional government/authority etc.]	A non-profit or non-governmental organisation (e.g. an association, NGO, denominational organisation, non-profit corpora	An informal group of young people	Total
YE (1.1/3.1)	Count	61	109	29	199
	%	30.7	54.8	14.6	100.0
YI (1.2)	Count	1	44	20	65
	%	1.5	67.7	30.8	100.0
YD (1.3)	Count	2	13	2	17
	%	11.8	76.5	11.8	100.0
EVS (2.1)	Count	15	64	0	79
	%	19.0	81.0	0.0	100.0
T&N (4.3/3.1)	Count	14	67	3	84
	%	16.7	79.8	3.6	100.0
SD (5.1)	Count	1	3	3	7
	%	14.3	42.9	42.9	100.0
Total RAY	**Count**	**68**	**197**	**44**	**309**
	%	**22.0**	**63.8**	**14.2**	**100.0**
Total	**Count**	**94**	**300**	**57**	**451**
	%	**20.8**	**66.5**	**12.6**	**100.0**

Table 61: Focus of organisation/group/body (PL)

N=503; n=449	Responses		Percentage of Cases
	N	Percentage	
Organised youth work (e.g. youth organisation, youth association, etc.)	160	19.8	35.6
Open youth work (e.g. youth centre [premises where young people can meet during their leisure time], street work, etc.) [including mobile youth work]	78	9.7	17.4
Youth counselling, youth information	66	8.2	14.7
Youth services	34	4.2	7.6
Out-of-school youth education (non-formal youth education)	92	11.4	20.5
Youth exchange	93	11.5	20.7
Other types of education and training	59	7.3	13.1
Socio-political work (e.g. promoting human rights, integration, social justice, environmental protection, sustainable development etc.	71	8.8	15.8
Social work/social services	40	5.0	8.9
Cultural activities	85	10.5	18.9
Other	29	3.6	6.5
Total	**807**	**100.0**	**179.7**

5.3 Implementation of the project

Access

Table 62: Paying participation fees (PP)

N=2,038; n=2,033 'Paying my financial contribution for participating in the project [participation fee for this project] (e.g. travel, lodging and other expenses) was …'	Frequency	Valid Percentage
easy for me	1,059	52.1
difficult for me	264	13.0
not necessary, I did not have to pay anything	710	34.9
Total	**2,033**	**100.0**

Table 63: Language(s) used in the project (PP)

N=2.038; n=1.714	Responses		Percentage of Cases
	N	Percentage	
There was one language which was used by all participants.	1,025	30.0	59.8
I could fully participate in the project by using my first language.	374	10.9	21.8
I used also another language (or other languages) than my first language.	1,295	37.9	75.6
I had difficulties to participate in the project for language reasons.	124	3.6	7.2
The project team helped me to understand, when it was necessary.	599	17.5	34.9
Total	**3,417**	**100.0**	**199.4**

Table 64: Language(s) used in the project – by sending/hosting (PP)

N=2,038; n=1,714 'Please choose all that apply:'	Hosting			Sending		
	N	%	% of Cases	N	%	% of Cases
There was one language which was used by all participants.	408	28.7	56.9	617	30.9	61.9
I could fully participate in the project by using my first language.	257	18.1	35.8	117	5.9	11.7
I used also another language (or other languages) than my first language.	486	34.2	67.8	809	40.6	81.1
I had difficulties to participate in the project for language reasons.	44	3.1	6.1	80	4.0	8.0
The project team helped me to understand, when it was necessary.	227	16.0	31.7	372	18.6	37.3
Total responses	1,422	100.0	198.3	1,995	100.0	200.1

Table 65: Satisfaction with the project (PP)

N=2,038 'Now that the project is over:'		Yes	No	Total
I already recommended to other people participating in a similar project because it allows the development of useful competences.	Count	1,891	144	2,035
	%	92.9	7.1	100.0
I plan to participate in a similar project in the next years because I could further develop useful competences.	Count	1,766	262	2,028
	%	87.1	12.9	100.0
Total RAY	**Count**	**2,393**	**293**	**2,686**
	%	**89.1**	**10.9**	**100.0**
Total	**Count**	**3,657**	**406**	**4,063**
	%	**90.0**	**10.0**	**100.0**

Table 66: Intention to participate in a similar project in the future (PP)

N=2,038; n=2,028 'Now that the project is over: I plan to participate in a similar project in the next years because I could further develop useful competences.'	Frequency	Valid Percentage
Yes	1,766	87.1
No	262	12.9
Total	**2,028**	**100.0**

Table 67: Reasons to participate in a similar project in the future (PP)

N=1,766; n=1,758 'I plan to participate in a similar project because I could further develop the following competences:' (multiple responses)	Responses		Percentage of Cases
	N	Percentage	
Communication in my first language (mother tongue)	400	3.6	22.8
Communication in a foreign language	1,474	13.1	83.8
Mathematical competence	89	0.8	5.1
Basic competences in science and technology	280	2.5	15.9
Digital competence	306	2.7	17.4
Learning to learn	850	7.6	48.4
Interpersonal and social competence	1,409	12.6	80.1
Intercultural competence	1,433	12.8	81.5
Civic competence	837	7.5	47.6
Cultural awareness and expression (music, literature, arts, etc. – for intercultural competence see the option further above)	1,170	10.4	66.6
Sense of initiative	1,118	10.0	63.6
Sense of entrepreneurship	881	7.9	50.1
Media literacy	497	4.4	28.3
For other reasons	476	4.2	27.1
Total	**11,220**	**100.0**	**638.2**

(Note: dependency question; this question was only received if the response to the previous question was 'yes')

Table 68: Reasons to participate in a similar project in the future – by project type (PP)

N=1,766; n=1,758 (multiple responses)	YE (1.1/3.1) (n=841)			YI (1.2) (n=236)			YD (1.3) (n=78)			EVS (2.1) (n=136)			T&N (4.3/3.1) (n=322)			TCP (n=49)			SD (5.1) (n=96)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
Communication in my first language (mother tongue)	163	3.0	19.4	80	5.5	33.9	30	6.6	38.5	24	2.6	17.6	44	2.1	13.7	12	3.9	24.5	47	7.9	49.0
Communication in a foreign language	782	14.5	93.0	150	10.4	63.6	60	13.2	76.9	126	13.8	92.6	273	13.0	84.8	38	12.5	77.6	45	7.6	46.9
Mathematical competence	37	0.7	4.4	12	.8	5.1	1	0.2	1.3	8	.9	5.9	18	0.9	5.6	4	1.3	8.2	9	1.5	9.4
Basic competences in science and technology	147	2.7	17.5	33	2.3	14.0	8	1.8	10.3	24	2.6	17.6	47	2.2	14.6	6	2.0	12.2	15	2.5	15.6
Digital competence	144	2.7	17.1	43	3.0	18.2	11	2.4	14.1	21	2.3	15.4	65	3.1	20.2	8	2.6	16.3	14	2.4	14.6
Learning to learn	404	7.5	48.0	98	6.8	41.5	20	4.4	25.6	71	7.8	52.2	190	9.0	59.0	30	9.8	61.2	37	6.2	38.5
Interpersonal and social competence	675	12.5	80.3	185	12.8	78.4	59	13.0	75.6	121	13.2	89.0	250	11.9	77.6	32	10.5	65.3	87	14.6	90.6
Intercultural competence	722	13.4	85.9	159	11.0	67.4	53	11.7	67.9	121	13.2	89.0	286	13.6	88.8	41	13.4	83.7	51	8.6	53.1
Civic competence	373	6.9	44.4	106	7.3	44.9	44	9.7	56.4	64	7.0	47.1	168	8.0	52.2	21	6.9	42.9	61	10.3	63.5
Cultural awareness and expression (music, literature, arts, etc. – for intercultural competence see the option further above)	612	11.3	72.8	154	10.7	65.3	34	7.5	43.6	92	10.1	67.6	202	9.6	62.7	31	10.2	63.3	45	7.6	46.9
Sense of initiative	517	9.6	61.5	152	10.5	64.4	51	11.3	65.4	96	10.5	70.6	208	9.9	64.6	31	10.2	63.3	63	10.6	65.6
Sense of entrepreneurship	402	7.4	47.8	132	9.1	55.9	40	8.8	51.3	64	7.0	47.1	164	7.8	50.9	24	7.9	49.0	55	9.3	57.3
Media literacy	213	3.9	25.3	77	5.3	32.6	23	5.1	29.5	32	3.5	23.5	97	4.6	30.1	14	4.6	28.6	41	6.9	42.7
For other reasons	217	4.0	25.8	64	4.4	27.1	19	4.2	24.4	51	5.6	37.5	88	4.2	27.3	13	4.3	26.5	24	4.0	25.0
Total responses	5,408	100.0	643.0	1,445	100.0	612.3	453	100.0	580.8	915	100.0	672.8	2,100	100.0	652.2	305	100.0	622.4	594	100.0	618.8

5.4 Effects of the projects

Competence development

Table 69: Skills development of participants (PP)

N=2,038 'Through my participation in this project I learned better …'		Not at all	Not so much	To some extent	Definitely	Total
... to say what I think with conviction in discussions.	Count	57	254	1,013	710	2,034
	%	2.8	12.5	49.8	34.9	100.0
... to communicate with people who speak another language.	Count	96	149	490	1,295	2,030
	%	4.7	7.3	24.1	63.8	100.0
... to cooperate in a team.	Count	23	101	657	1,243	2,024
	%	1.1	5.0	32.5	61.4	100.0
... to produce media content on my own (printed, audio-visual, electronic).	Count	240	591	728	472	2,031
	%	11.8	29.1	35.8	23.2	100.0
... to develop a good idea and put it into practice.	Count	51	220	871	891	2,033
	%	2.5	10.8	42.8	43.8	100.0
... to negotiate joint solutions when there are different viewpoints.	Count	31	155	860	987	2,033
	%	1.5	7.6	42.3	48.5	100.0
... to achieve something in the interest of the community or society.	Count	48	193	764	1,026	2,031
	%	2.4	9.5	37.6	50.5	100.0
... to think logically and draw conclusions.	Count	74	416	928	610	2,028
	%	3.6	20.5	45.8	30.1	100.0
... to identify opportunities for my personal or professional future.	Count	78	356	869	723	2,026
	%	3.8	17.6	42.9	35.7	100.0
... to improve my learning or to have more fun when learning.	Count	96	364	712	857	2,029
	%	4.7	17.9	35.1	42.2	100.0
... to discuss political topics seriously.	Count	303	604	660	455	2,022
	%	15.0	29.9	32.6	22.5	100.0
... to plan and carry out my learning independently.	Count	149	507	809	561	2,026
	%	7.4	25.0	39.9	27.7	100.0
... to express myself creatively or artistically.	Count	99	324	734	871	2,028
	%	4.9	16.0	36.2	42.9	100.0
... to get along with people who have a different cultural background.	Count	51	104	436	1,437	2,028
	%	2.5	5.1	21.5	70.9	100.0
Total RAY	**Count**	**1,005**	**2,862**	**6,744**	**8,149**	**18,760**
	%	**5.4**	**15.3**	**35.9**	**43.4**	**100.0**
Total	**Count**	**1,396**	**4,338**	**10,531**	**12,138**	**28,403**
	%	**4.9**	**15.3**	**37.1**	**42.7**	**100.00**

Table 70: Skills development of participants – perception by project leaders (PL)

N=503 'Which of the following skills did the participants develop through their participation in the project?'		Not at all true	Not very true	Somewhat true	Very true	No opinion or can't judge	Total
... to say what they think with conviction in discussions.	Count	2	18	164	299	18	501
	%	0.4	3.6	32.7	59.7	3.6	100.0
... to communicate with people who speak another language.	Count	29	31	76	354	10	500
	%	5.8	6.2	15.2	70.8	2.0	100.0
... to cooperate in a team.	Count	1	9	73	405	10	498
	%	0.2	1.8	14.7	81.3	2.0	100.0
… to produce media content on their own (printed, audio-visual, electronic).	Count	26	86	183	186	19	500
	%	5.2	17.2	36.6	37.2	3.8	100.0
... to develop a good idea and put it into practice.	Count	2	25	129	328	17	501
	%	0.4	5.0	25.7	65.5	3.4	100.0
... to negotiate joint solutions when there are different viewpoints.	Count	1	27	146	314	14	502
	%	0.2	5.4	29.1	62.5	2.8	100.0
… to achieve something in the interest of the community or society.	Count	3	14	118	343	25	503
	%	0.6	2.8	23.5	68.2	5.0	100.0
... to think logically and draw conclusions.	Count	13	34	216	216	19	498
	%	2.6	6.8	43.4	43.4	3.8	100.0
... to identify opportunities for their personal or professional future.	Count	11	46	185	226	31	499
	%	2.2	9.2	37.1	45.3	6.2	100.0
... to improve learning or have more fun when learning.	Count	6	39	151	277	26	499
	%	1.2	7.8	30.3	55.5	5.2	100.0
... to discuss political topics seriously.	Count	44	109	148	162	38	501
	%	8.8	21.8	29.5	32.3	7.6	100.0
... to plan and carry out their learning independently.	Count	11	68	180	208	35	502
	%	2.2	13.5	35.9	41.4	7.0	100.0
... to express themselves creatively or artistically.	Count	7	43	121	309	22	502
	%	1.4	8.6	24.1	61.6	4.4	100.0
... to get along with people in their country whose cultural background is different from theirs.	Count	10	32	87	338	33	500
	%	2.0	6.4	17.4	67.6	6.6	100.0
Total RAY	**Count**	**137**	**401**	**1,346**	**2,676**	**204**	**4,764**
	%	**2.9**	**8.4**	**28.3**	**56.2**	**4.3**	**100.0**
	%	**3.0**	**8.8**	**29.5**	**58.7**	**-**	**100.0**
Total	**Count**	**166**	**581**	**1,977**	**3,965**	**317**	**7,006**
	%	**2.4**	**8.3**	**28.2**	**56.6**	**4.5**	**100.0**
	%	**2.5**	**8.7**	**29.6**	**59.3**	**-**	**100.0**

Table 71: Skills development of participants – self-perception by participants (PP) and perception by the project leaders (PL) – comparison 2011 and 2012

PP: 'Through my participation in this project I learned better ...' PL: 'The participants have learned better ...'	Sum of 'somewhat true' and 'very true'											
	PP 2011			PL 2011			PP 2012			PL 2012		
	%	Mod	Rank	%	Mod	Rank	%	Mod	Rank	%	Mod	Rank
... to say what I/they think with conviction in discussions.	78.2	3	7	94.0	4	4	84.7	3	7	92.4	4	2
... to communicate with people who speak another language.	82.3	4	6	91.9	4	5	87.9	4	5	86.0	4	7
... to cooperate in a team.	90.3	4	1	98.8	4	1	93.9	4	1	96.0	4	1
... to produce media content on my own (printed, audio-visual, electronic).	55.1	3	13	73.4	4	13	59.1	3	13	73.8	4	13
... to develop a good idea and put it into practice.	82.7	3	4	94.7	4	2	86.7	4	6	91.2	4	5
... to negotiate joint solutions when there are different viewpoints.	85.4	3	3	94.2	4	3	90.9	4	3	91.6	4	4
... to achieve something in the interest of the community or society.	82.6	3	5	91.8	4	6	88.1	4	4	91.7	4	3
... to think logically and draw conclusions.	74.6	3	8	86.0	3	9	75.8	3	11	86.7	3/4	6
... to identify opportunities for my/their personal or professional future.	72.9	3	10	77.3	3	11	78.6	3	9	82.4	4	11
... to improve my/their learning or to have more fun when learning.	69.6	4	11	84.8	4	10	77.3	4	10	85.8	4	8
... to discuss political topics seriously.	53.1	3	14	64.8	3	14	55.1	3	14	61.9	4	14
... to plan and carry out my/their learning independently.	61.5	3	12	76.8	3	12	67.6	3	12	77.3	4	12
... to express myself/themselves creatively or artistically.	73.5	4	9	86.7	4	8	79.1	4	8	85.7	4	9
... to get along with people who have a different cultural background.	88.1	4	2	91.2	4	7	92.4	4	2	85.0	4	10

Table 72: Skills development of project leaders (PL)

N=503 'Which of the following skills could you yourself develop through your involvement in the project?'		Not at all true	Not very true	Somewhat true	Very true	Total
... to say what I think with conviction in discussions.	Count	9	31	223	237	500
	%	1.8	6.2	44.6	47.4	100.0
... to communicate with people who speak another language.	Count	42	29	140	291	502
	%	8.4	5.8	27.9	58.0	100.0
... to cooperate in a team.	Count	3	19	152	326	500
	%	0.6	3.8	30.4	65.2	100.0
... to produce media content on my own (printed, audio-visual, electronic).	Count	33	111	193	163	500
	%	6.6	22.2	38.6	32.6	100.0
... to develop a good idea and put it into practice.	Count	6	30	184	279	499
	%	1.2	6.0	36.9	55.9	100.0
... to negotiate joint solutions when there are different viewpoints.	Count	7	33	178	284	502
	%	1.4	6.6	35.5	56.6	100.0
... to achieve something in the interest of the community or society.	Count	3	34	177	288	502
	%	0.6	6.8	35.3	57.4	100.0
... to think logically and draw conclusions.	Count	16	57	196	229	498
	%	3.2	11.4	39.4	46.0	100.0
... to identify opportunities for my personal or professional future.	Count	26	86	173	213	498
	%	5.2	17.3	34.7	42.8	100.0
... to improve learning or to have more fun when learning.	Count	17	77	184	220	498
	%	3.4	15.5	36.9	44.2	100.0
... to discuss political topics seriously.	Count	63	120	158	157	498
	%	12.7	24.1	31.7	31.5	100.0
... to plan and carry out my learning independently.	Count	25	83	201	190	499
	%	5.0	16.6	40.3	38.1	100.0
... to express myself creatively or artistically.	Count	24	71	155	249	499
	%	4.8	14.2	31.1	49.9	100.0
... to get along with people who have a different cultural background.	Count	14	23	136	327	500
	%	2.8	4.6	27.2	65.4	**100.0**
Total RAY	**Count**	**230**	**572**	**1,663**	**2,292**	**4,757**
	%	**4,8**	**12,0**	**35,0**	**48,2**	**100,0**
Total	**Count**	**288**	**804**	**2,450**	**3,453**	**6,995**
	%	**4.1**	**11.5**	**35.0**	**49.4**	**100.0**

5.5 Project methods and settings

Table 73: Methods used in the project/1 – perception by participants (PP)

N=2,038 'The project used exercises, games and methods that …'		I completely disagree	1	2	3	I fully agree	Total
… were new to me.	Count	93	238	511	609	552	2,003
	%	4.6	11.9	25.5	30.4	27.6	100.0
… triggered my interest for the project topics.	Count	39	148	409	622	795	2,013
	%	1.9	7.4	20.3	30.9	39.5	100.0
… addressed important topics.	Count	44	167	377	624	798	2,010
	%	2.2	8.3	18.8	31.0	39.7	100.0
… were somewhat childish.	Count	819	532	335	206	123	2,015
	%	40.6	26.4	16.6	10.2	6.1	100.0
… helped me learn something more easily.	Count	149	282	528	566	490	2,015
	%	7.4	14.0	26.2	28.1	24.3	100.0
… would also be suited for school or university.	Count	139	268	431	509	669	2,016
	%	6.9	13.3	21.4	25.2	33.2	100.0
… were useless for learning something valuable.	Count	1,380	230	177	115	118	2,020
	%	68.3	11.4	8.8	5.7	5.8	100.0
Total RAY	**Count**	**1,889**	**1,201**	**1,736**	**2,046**	**2,416**	**9,288**
	%	**20.3**	**12.9**	**18.7**	**22.0**	**26.0**	**100.0**
Total	**Count**	**2,663**	**1,865**	**2,768**	**3,251**	**3,545**	**14,092**
	%	**18.9**	**13.2**	**19.6**	**23.1**	**25.2**	**100.0**

Table 74: Methods used in the project/1 (perception by participants) by previous similar project experience (PP)

'The project used exercises, games and methods that …' (slider/5-point-scale – sum of code 3 and fully agree*)	'Number of similar projects you participated in' (n=898)						
	0 (n=782)	1 (n=231)	2 (n=201)	3-4 (n=213)	5-10 (n=200)	≥ 11 (n=53)	All
… were new to me.	62.7	64.8	59.3	53.1	45.2	46.2	58.8
… triggered my interest for the project topics.	71.7	72.2	70.9	74.2	73.7	64.7	72.0
… addressed important topics.	69.1	73.8	72.2	73.2	76.3	76.9	71.8
… were somewhat childish.	18.6	17.7	14.6	11.7	9.6	7.5	15.6
… helped me learn something more easily.	53.3	51.1	50.3	57.7	52.0	62.3	53.4
… would also be suited for school or university.	58.5	59.7	55.8	58.7	61.3	66.0	59.0
… were useless for learning something valuable.	13.5	10.8	9.5	8.0	12.1	17.0	12.0

Figure 1: Methods used in the project/1 (perception by participants) by previous similar project experience (PP)
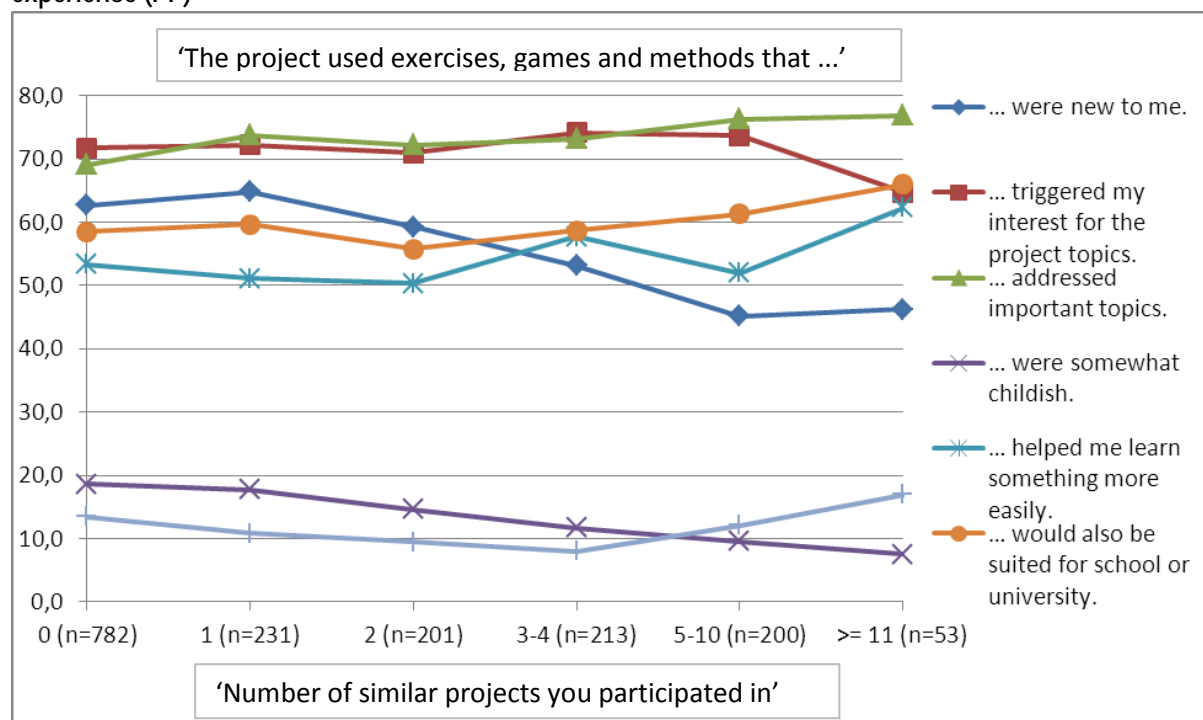
Table 75: Methods used in the project/2 – perception by project leaders (PL)

N=503 'During the project exercises, games and methods were applied that …'		I disagree completely	1	2	I fully agree	Total
... I used for the first time.	Count	98	104	141	145	488
	%	20.1	21.3	28.9	29.7	100.0
… I had used once or twice before.	Count	66	129	168	109	472
	%	14.0	27.3	35.6	23.1	100.0
… I had used more often before.	Count	116	127	100	135	478
	%	24.3	26.6	20.9	28.2	100.0
… I already knew well how to implement.	Count	47	94	152	180	473
	%	9.9	19.9	32.1	38.1	100.0
… I got to know through youth projects.	Count	39	98	128	210	475
	%	8.0	21.0	27.0	44.0	100.0
… I got to know through youth work training.	Count	88	79	127	181	475
	%	19.0	17.0	27.0	38.0	100.0
Total RAY	**Count**	**304**	**432**	**556**	**667**	**1,959**
	%	**15.5**	**22.1**	**28.4**	**34.0**	**100.0**
Total	**Count**	**454**	**631**	**816**	**960**	**2,861**
	%	**15.9**	**22.1**	**28.5**	**33.5**	**100.0**

Table 76: Methods used in the project/2 (perception by project leaders) by previous experience of project leaders (PL)

'During the project exercises, games and methods were applied that …' (slider/4-point-scale – addition of code 2 and fully agree)	'Number of previous EU-youth projects as a project leader/ team member' (n=252)						
	0 (n=121)	1 (n=30)	2 (n=49)	3-4 (n=46)	5-10 (n=82)	≥ 11 (n=41)	All
… I used for the first time.	75.7	58.6	46.9	46.7	51.3	40.5	57.6
… I had used once or twice before.	58.5	53.6	55.1	63.6	61.5	51.4	58.3
… I had used more often before.	42.8	39.3	41.7	55.6	67.5	73.0	52.8
… I already knew well how to implement.	65.2	78.6	64.6	75.0	83.5	80.6	73.2
… I got to know through youth projects.	60.7	64.3	70.8	68.2	80.0	86.1	70.4
… I got to know through youth work training.	47.3	60.7	64.6	68.2	79.7	86.5	65.0

Figure 2: Methods used in the project/2 (perception by project leaders) by previous experience of project leaders (PL)
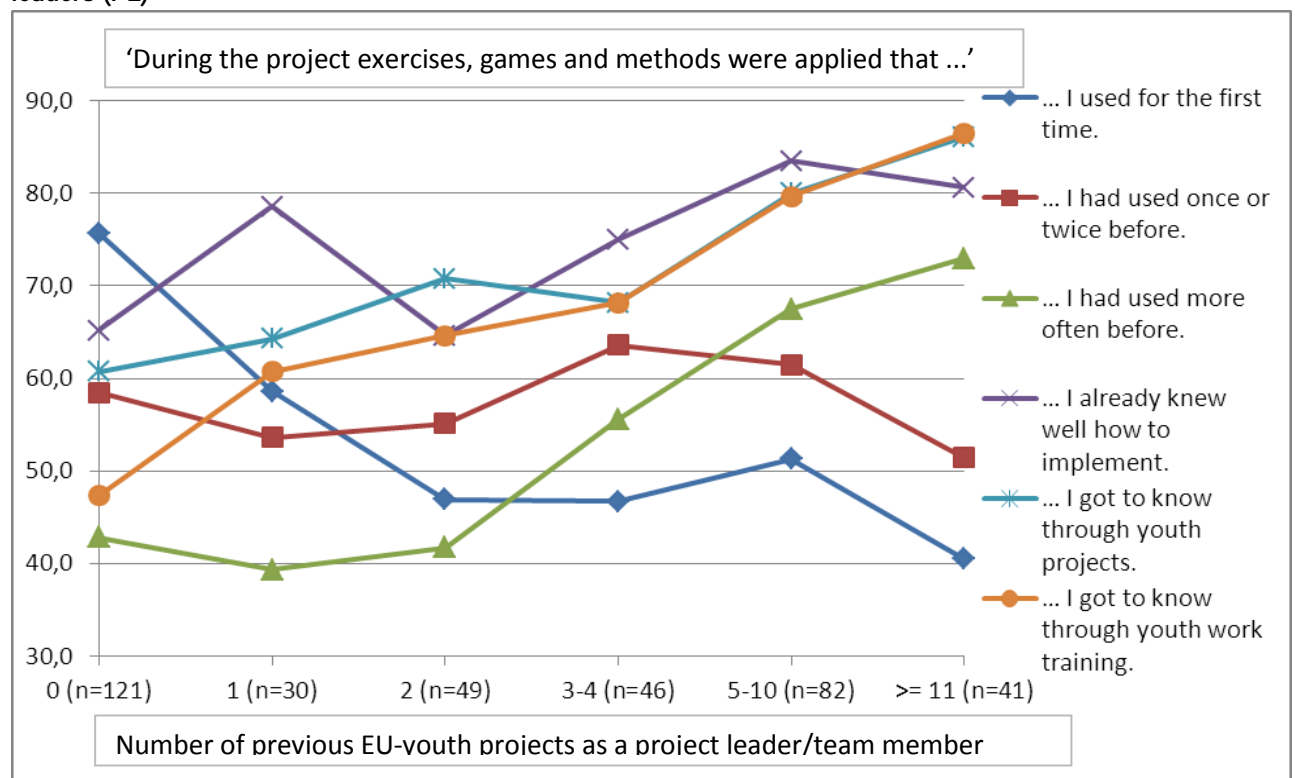
Table 77: Methods used in the project /3 (PP)

N=2,038; n=2,029 'The following activities, exercises, games and methods were part of the programme of the project in which I participated:'	Responses		Percentage of Cases
	N	Percentage	
Presentations/input by experts/project leaders	1,512	9.9	74.5
Presentations/input by participants	1,660	10.9	81.8
Discussions	1,763	11.6	86.9
Role plays, simulations	1,260	8.3	62.1
Artistic methods (theatre, music, painting etc.)	1,247	8.2	61.5
Field exercises (exploring the environment of the project venue)	1,277	8.4	62.9
Trying out what was learned during the project	1,197	7.9	59.0
Using digital or online media	1,101	7.2	54.3
Individual reflection or reflection in a group	1,541	10.1	75.9
Advice or mentoring by a project leader/member of the project team	1,217	8.0	60.0
Outdoor or sports activities	1,376	9.0	67.8
Other	94	0.6	4.6
Total	**15,245**	**100.0**	**751.4**

Table 78: Methods used in the project /3 (PL)

N=503 'The following activities, exercises, games and methods were part of the programme of this project:'	Responses		Percentage of Cases
	N	Percentage	
Presentations/input by experts/project leaders	364	9.6	73.1
Presentations/input by participants	411	10.8	82.5
Discussions	432	11.4	86.7
Role plays, simulations	277	7.3	55.6
Artistic methods (theatre, music, painting etc.)	308	8.1	61.8
Field exercises (exploring the environment of the project venue)	314	8.3	63.1
Trying out what was learned during the project	314	8.3	63.1
Using digital or online media	301	7.9	60.4
Individual reflection or reflection in a group	399	10.5	80.1
Advice to or mentoring of participants by a project leader/member of the project team	307	8.1	61.6
Outdoor or sports activities	334	8.8	67.1
Other	39	1.0	7.8
Total	**3,800**	**100.0**	**763.1**

Table 79: Methods used in the project /3 – by project type (PP)

N=2,038; n=2,029 (multiple responses)	YE (1.1/3.1) (n=937)			YI (1.2) (n=282)			YD (1.3) (n=93)			EVS (2.1) (n=181)			T&N (4.3/3.1) (n=364)			TCP (n=53)			SD (5.1) (n=119)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
Presentations/input by experts/project leaders	695	9.3	74.2	181	9.2	64.2	73	12.4	78.5	108	9.2	59.7	315	11.1	86.5	45	11.9	84.9	95	12.1	79.8
Presentations/input by participants	812	10.8	86.7	188	9.5	66.7	77	13.1	82.8	122	10.3	67.4	314	11.0	86.3	45	11.9	84.9	102	13.0	85.7
Discussions	822	11.0	87.7	227	11.5	80.5	88	15.0	94.6	129	10.9	71.3	335	11.8	92.0	51	13.5	96.2	111	14.2	93.3
Role plays, simulations	639	8.5	68.2	138	7.0	48.9	59	10.1	63.4	84	7.1	46.4	258	9.1	70.9	38	10.0	71.7	44	5.6	37.0
Artistic methods (theatre, music, painting etc.)	683	9.1	72.9	181	9.2	64.2	19	3.2	20.4	99	8.4	54.7	202	7.1	55.5	21	5.5	39.6	42	5.4	35.3
Field exercises (exploring the environment of the project venue)	686	9.2	73.2	169	8.6	59.9	32	5.5	34.4	104	8.8	57.5	222	7.8	61.0	22	5.8	41.5	42	5.4	35.3
Trying out what was learned during the project	551	7.4	58.8	184	9.3	65.2	42	7.2	45.2	91	7.7	50.3	233	8.2	64.0	29	7.7	54.7	67	8.5	56.3
Using digital or online media	541	7.2	57.7	149	7.5	52.8	45	7.7	48.4	83	7.0	45.9	205	7.2	56.3	17	4.5	32.1	61	7.8	51.3
Individual reflection or reflection in a group	714	9.5	76.2	197	10.0	69.9	60	10.2	64.5	131	11.1	72.4	299	10.5	82.1	45	11.9	84.9	95	12.1	79.8
Advice or mentoring by a project leader/member of the project team	521	7.0	55.6	178	9.0	63.1	56	9.5	60.2	104	8.8	57.5	234	8.2	64.3	41	10.8	77.4	83	10.6	69.7
Outdoor or sports activities	774	10.3	82.6	172	8.7	61.0	33	5.6	35.5	114	9.7	63.0	220	7.7	60.4	23	6.1	43.4	40	5.1	33.6
Other	56	0.7	6.0	10	0.5	3.5	3	0.5	3.2	11	0.9	6.1	10	0.4	2.7	2	0.5	3.8	2	0.3	1.7
Total responses	7,494	100.0	799.8	1,974	100.0	700.0	587	100.0	631.2	1,180	100.0	651.9	2,847	100.0	782.1	379	100.0	715.1	784	100.0	658.8

Table 80: Methods used in the project /3 – by project type (PL)

N=503; n=498 (multiple responses)	YE (1.1/3.1) (n=222)			YI (1.2) (n=70)			YD (1.3) (n=22)			EVS (2.1) (n=81)			T&N (4.3/3.1) (n=94)			SD (5.1) (n=9)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
Presentations/input by experts/project leaders	169	9.2	76.1	44	9.0	62.9	20	11.5	90.9	39	7.6	48.1	84	11.7	89.4	8	12.3	88.9
Presentations/input by participants	197	10.7	88.7	48	9.8	68.6	19	10.9	86.4	54	10.5	66.7	84	11.7	89.4	9	13.8	100.0
Discussions	191	10.4	86.0	60	12.2	85.7	21	12.1	95.5	64	12.5	79.0	87	12.2	92.6	9	13.8	100.0
Role plays, simulations	148	8.0	66.7	33	6.7	47.1	14	8.0	63.6	26	5.1	32.1	52	7.3	55.3	4	6.2	44.4
Artistic methods (theatre, music, painting etc.)	164	8.9	73.9	45	9.2	64.3	12	6.9	54.5	40	7.8	49.4	45	6.3	47.9	2	3.1	22.2
Find exercises (exploring the environment of the project venue)	161	8.7	72.5	35	7.1	50.0	14	8.0	63.6	45	8.8	55.6	54	7.6	57.4	5	7.7	55.6
Trying out what was learned during the project	156	8.5	70.3	43	8.8	61.4	13	7.5	59.1	43	8.4	53.1	56	7.8	59.6	3	4.6	33.3
Using digital or online media	127	6.9	57.2	50	10.2	71.4	16	9.2	72.7	44	8.6	54.3	56	7.8	59.6	8	12.3	88.9
Individual reflection or reflection in a group	175	9.5	78.8	49	10.0	70.0	20	11.5	90.9	58	11.3	71.6	89	12.4	94.7	8	12.3	88.9
Advice to or mentoring of participants by a project leader/member of the project team	146	7.9	65.8	42	8.6	60.0	15	8.6	68.2	46	9.0	56.8	53	7.4	56.4	5	7.7	55.6
Outdoor or sports activities	189	10.3	85.1	37	7.5	52.9	9	5.2	40.9	50	9.8	61.7	47	6.6	50.0	2	3.1	22.2
Other	20	1.1	9.0	5	1.0	7.1	1	0.6	4.5	3	0.6	3.7	8	1.1	8.5	2	3.1	22.2
Total responses	1,843	100.0	830.2	491	100.0	701.4	174	100.0	790.9	512	100.0	632.1	715	100.0	760.6	65	100.0	722.2

Table 81: Activities and situations in the project (PP)

N=2,038; n=2,026 'The following activities or situations occurred as part of the project I participated in:'	Responses		Percentage of Cases
	N	Percentage	
Involvement in the preparation or organisation of the project	1,238	11.0	61.1
Voluntary work in another country	494	4.4	24.4
Activities and exercises which were part of the project programme (for EVS participants: including EVS training/meetings before, during and after the voluntary service abroad; including language courses, if applicable)[32]	756	6.7	37.3
Listening to presentations or input (e.g. given by experts, members of the project team etc.)	1,563	13.9	77.1
Informal time/experiences with other project participants or people in the project environment	1,566	13.9	77.3
Advice or mentoring by a member of the project team	1,140	10.1	56.3
Free time for individual activities during the project	1,525	13.5	75.3
Reflecting/talking about the project experiences during or after the project	1,517	13.5	74.9
Using/applying during or after the project what I had experienced/learned through the project	1,326	11.8	65.4
Other	130	1.2	6.4
Total	**11,255**	**100.0**	**555.5**

Table 82: Activities and situations in the project (PL)

N=503 'The following activities or situations occurred as part of this project:'	Responses		Percentage of Cases
	N	Percentage	
Involvement of participants in the preparation or organisation of the project	384	11.8	76.3
Voluntary work of participants in another country	179	5.5	35.6
Activities and exercises with participants which were part of the project programme (for EVS participants: including EVS trainings/meetings before, during and after the voluntary service abroad; including language courses, if applicable)	369	11.3	73.4
Participants listening to presentations or inputs (e.g. given by experts, members of the project team etc.)	362	11.1	72.0
Informal time/experiences of participants with each other or with people in the project environment	431	13.2	85.7
Advice or mentoring of participants by a member of the project team	336	10.3	66.8
Free time for individual activities of participants during the project:	376	11.5	74.8
Participants reflecting/talking about the project experiences during or after the project	420	12.9	83.5
Participants using/applying during or after the project what they had experienced/learned through the project	403	12.3	80.1
Other	7	0.2	1.4
Total	**3,267**	**100.0**	**649.5**

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[32] For this item, a relatively big discrepancy appears between PP and PL responses (see Table 82): this could be a misunderstanding by the participants, because the responses by the project leaders are more plausible. This item includes an explanation specifically for EVS participants which might have been confusing for participants in other project types who then simply skipped this item. This assumption is confirmed by the fact that participants selected most frequently this specific situation/setting as one in which they learned best (see Table 87). In the future, this should become a dependency question with a special option for EVS participants.

Table 83: Activities and situations in the project – by project type (PP)

N=2,038; n=2,026 (multiple responses)	YE (1.1/3.1) (n=934)			YI (1.2) (n=282)			YD (1.3) (n=93)			EVS (2.1) (n=182)			T&N (4.3/3.1) (n=363)			TCP (n=53)			SD (5.1) (n=119)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
Involvement in the preparation or organisation of the project	591	11.4	63.3	227	14.9	80.5	50	10.3	53.8	100	8.5	54.9	170	8.5	46.8	19	6.8	35.8	81	13.4	68.1
Voluntary work in another country	209	4.0	22.4	41	2.7	14.5	13	2.7	14.0	138	11.7	75.8	77	3.9	21.2	6	2.1	11.3	10	1.7	8.4
Activities and exercises which were part of the project programme (for EVS participants: including EVS training/meetings before, during and after the voluntary service abroad; including language courses, if applicable)	304	5.9	32.5	78	5.1	27.7	29	6.0	31.2	153	12.9	84.1	143	7.2	39.4	17	6.0	32.1	32	5.3	26.9
Listening to presentations or input (e.g. given by experts, members of the project team etc.)	750	14.5	80.3	183	12.0	64.9	78	16.1	83.9	114	9.6	62.6	299	15.0	82.4	44	15.7	83.0	95	15.7	79.8
Informal time/experiences with other project participants or people in the project environment	733	14.1	78.5	211	13.9	74.8	73	15.1	78.5	139	11.7	76.4	292	14.6	80.4	44	15.7	83.0	74	12.3	62.2
Advice or mentoring by a member of the project team	481	9.3	51.5	171	11.3	60.6	53	10.9	57.0	121	10.2	66.5	201	10.1	55.4	37	13.2	69.8	76	12.6	63.9
Free time for individual activities during the project	755	14.6	80.8	189	12.4	67.0	62	12.8	66.7	153	12.9	84.1	270	13.5	74.4	25	8.9	47.2	71	11.8	59.7
Reflecting/talking about the project experiences during or after the project	688	13.3	73.7	210	13.8	74.5	65	13.4	69.9	137	11.6	75.3	282	14.1	77.7	46	16.4	86.8	89	14.7	74.8
Using/applying during or after the project what I had experienced/learned through the project	608	11.7	65.1	188	12.4	66.7	57	11.8	61.3	112	9.5	61.5	249	12.5	68.6	42	14.9	79.2	70	11.6	58.8
Other	69	1.3	7.4	21	1.4	7.4	5	1.0	5.4	16	1.4	8.8	12	0.6	3.3	1	0.4	1.9	6	1.0	5.0
Total responses	5,188	100.0	555.5	1,519	100.0	538.7	485	100.0	521.5	1,183	100.0	650.0	1,995	100.0	549.6	281	100.0	530.2	604	100.0	507.6

Table 84: Activities and situations in the project – by project type (PL)

N=503 (multiple responses)	YE (1.1/3.1) (n=222)			YI (1.2) (n=70)			YD (1.3) (n=22)			EVS (2.1) (n=85)			T&N (4.3/3.1) (n=95)			SD (5.1) (n=9)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
Involvement of participants in the preparation or organisation of the project	163	11.1	73.4	65	14.5	92.9	15	10.3	68.2	64	12.2	75.3	68	10.9	71.6	9	14.5	100.0
Voluntary work of participants in another country	62	4.2	27.9	14	3.1	20.0	9	6.2	40.9	59	11.3	69.4	35	5.6	36.8	0	0.0	0.0
Activities and exercises with participants which were part of the project programme (fore EVS participants: including EVS trainings/meetings before, during and after the voluntary service abroad; including language courses, if applicable)	165	11.3	74.3	59	13.1	84.3	16	11.0	72.7	59	11.3	69.4	62	10.0	65.3	8	12.9	88.9
Participants listening to presentations or inputs (e.g. given by experts, members of the project team etc.)	173	11.8	77.9	45	10.0	64.3	19	13.0	86.4	36	6.9	42.4	81	13.0	85.3	8	12.9	88.9
Informal time/experiences of participants with each other or with people in the project environment	195	13.3	87.8	61	13.6	87.1	20	13.7	90.9	67	12.8	78.8	80	12.9	84.2	8	12.9	88.9
Advice or mentoring of participants by a member of the project team	149	10.2	67.1	47	10.5	67.1	15	10.3	68.2	57	10.9	67.1	61	9.8	64.2	7	11.3	77.8
Free time for individual activities of participants during the project:	183	12.5	82.4	42	9.4	60.0	17	11.6	77.3	61	11.6	71.8	69	11.1	72.6	4	6.5	44.4
Participants reflecting/talking about the project experiences during or after the project	190	13.0	85.6	55	12.2	78.6	18	12.3	81.8	61	11.6	71.8	87	14.0	91.6	9	14.5	100.0
Participants using/applying during or after the project what they had experienced/learned through the project	179	12.2	80.6	60	13.4	85.7	17	11.6	77.3	60	11.5	70.6	78	12.5	82.1	9	14.5	100.0
Other	5	0.3	2.3	1	0.2	1.4	0	0.0	0.0	0	0.0	0.0	1	0.2	1.1	0	0.0	0.0
Total responses	1,464	100.0	659.5	449	100.0	641.4	146	100.0	663.6	524	100.0	616.5	622	100.0	654.7	62	100.0	688.9

Table 85: Percentage of project time allocated to types of activities (PP)

N=2,038; n=1,682 (mean percentages)		YE (1.1/3.1)	YI (1.2)	YD (1.3)	EVS (2.1)	T&N (4.3/3.1)	TCP	SD (5.1)	All
	n	783	228	74	148	309	48	92	1,682
Listening to and engaging with presentations/inputs given by experts or group/project leaders	%	24.6	22.9	26.2	15.0	29.9	32.8	29.7	25.1
Planned activities and exercises which were part of the programme of the project, including its preparation; consultations with a project leader / member of the project team	%	39.0	42.8	42.0	38.8	37.8	35.3	37.6	39.2
Activities which were not part of the project programme including breaks and meals (spontaneous activities; informal time with other participants and with persons who did not participate in the project; time for individual activities and reflections)	%	23.7	20.2	21.3	30.3	20.3	18.5	20.5	22.7
Other activities or situations	%	12.7	14.1	10.5	15.9	12.0	13.4	12.1	12.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 86: Percentage of project time allocated to types of activities (PL)

N=503; n=449 (mean percentages)		YE (1.1/3.1)	YI (1.2)	YD (1.3)	EVS (2.1)	T&N (4.3/3.1)	SD (5.1)	All
	n	199	65	17	77	84	7	449
Listening to and engaging with presentations/inputs given by experts or group/project leaders	%	22.4	18.8	20.0	14.9	26.5	23.6	21.3
Planned activities and exercises which were part of the programme of the project, including its preparation; consultations with a project leader / member of the project team	%	49.0	57.0	46.2	48.3	47.2	52.9	49.7
Activities which were not part of the project programme including breaks and meals (spontaneous activities; informal time with other participants and with persons who did not participate in the project; time for individual activities and reflections)	%	18.8	14.8	20.3	20.7	17.3	12.1	18.2
Other activities or situations	%	9.8	9.5	13.5	16.2	9.0	11.4	10.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 87: Learning of participants in the project (PP)

POSTes N=2,038 (n=1,818; 212,436 possible responses; 29.3%) 'The left column in the table below lists a number of things that are useful in everyday life. In the top row, you will find situations that might have occurred in the course of the project in which you participated. Please indicate, what you learned best in which of these situations.' 'I learned best …'	situat. 1/9 When taking part in the organisation of the project	situat. 2/9 During informal experiences with other people in/ around the project	situat. 3/9 During voluntary work in another country	situat. 4/9 In activities and exercises within the project programme	situat. 5/9 When reflecting/ talking about the experiences during or after the project	situat. 6/9 When getting advice from a project team member	situat. 7/9 During free time for individual activities	situat. 8/9 When listening to presentations or inputs	situat. 9/9 When applying what I had learned in the project	TOTAL	Percentage	Ranking	n	Key competence
	'In each row, please tick all situations that apply. If none apply, do not tick any.'													
	Frequencies													
… to say what I think with conviction in discussions.	660	932	252	973	859	435	590	504	565	5,770	8.60	3	1,722	1
… to communicate with people who speak another language.	595	1099	417	1,082	779	543	976	693	525	6,709	10.00	1	1,642	2
… to think logically and draw conclusions.	670	568	238	877	644	464	442	566	590	5,059	7.54	7	1,518	3a
… to improve my learning or to have more fun when learning.	436	567	275	829	449	358	471	419	451	4,255	6.34	10	1,429	5
… to plan and carry out my learning independently.	430	384	214	526	376	294	476	292	524	3,516	5.24	12	1,311	5
… to cooperate in a team.	842	765	338	1,240	568	444	481	372	553	5,603	8.35	4	1,736	6a
… to negotiate joint solutions when there are different viewpoints.	679	786	258	967	654	495	469	395	487	5,190	7.74	6	1,677	6a
… to get along with people who have a different cultural background.	567	976	400	998	664	483	869	513	556	6,026	8.98	2	1,587	6b
… to achieve something in the interest of the community or society.	682	573	336	805	509	393	440	434	674	4,846	7.22	8	1,606	6c
… to discuss political topics seriously.	281	555	177	504	386	224	420	326	280	3,153	4.70	13	1,225	6c
… to develop a good idea and put it into practice.	721	671	276	953	571	487	501	446	647	5,273	7.86	5	1,662	7b
… to identify opportunities for my personal or professional future.	495	587	288	617	555	453	438	464	575	4,472	6.67	9	1,489	7a
… to express myself creatively or artistically.	503	518	264	889	451	292	520	284	514	4,235	6.31	11	1,447	8
… to produce media content on my own (printed, audio-visual, electronic).	535	239	163	616	251	221	256	308	385	2,974	4.43	14	1,281	ML
TOTAL	8,096	9,220	3,896	11,876	7,716	5,586	7,349	6,016	7,326	67,081	-	-	21,332	
Percentage	12.07	13.74	5.81	17.70	11.50	8.33	10.96	8.97	10.92	-	100	-	-	
Ranking	3	2	9	1	4	8	5	7	6	-	-	-	-	

Table 88: Learning of participants in the project (PL)

POSTes N=503; (n=460; 57,960 possible responses; 35.6%) 'The left column in the table below lists a number of things that are useful in everyday life. In the top row, you will find situations that might have occurred in the course of the project. Please indicate, which of the following skills the participants learned best in which of these situations.' 'The participants learned best …'	situat. 1/9 When taking part in the organisation of the project	situat. 2/9 During informal experiences with other people in/ around the project	situat. 3/9 During voluntary work in another country	situat. 4/9 In activities and exercises within the project programme	situat. 5/9 When reflecting/ talking about the experiences during or after the project	situat. 6/9 When getting advice from a project team member	situat. 7/9 During free time for individual activities	situat. 8/9 When listening to presentations or inputs	situat. 9/9 When applying what I had learned in the project	TOTAL	Percentage	Ranking	n	Key competences
				'In each row, please tick all situations that apply. If none apply, do not tick any.'										
				Frequencies										
... to say what they think with conviction in discussions.	195	241	80	299	258	132	170	148	170	1,693	8.20	3	453	1
... to communicate with people who speak another language.	171	284	120	292	230	152	252	185	158	1,844	8.93	1	417	2
... to think logically and draw conclusions.	211	177	92	284	223	149	126	160	190	1,612	7.80	7	423	3a
... to improve their learning or to have more fun when learning.	139	198	89	275	162	112	148	125	174	1,422	6.88	9	412	5
... to plan and carry out their learning independently.	153	141	79	194	141	105	123	90	175	1,201	5.81	12	388	5
... to cooperate in a team.	250	221	113	355	189	148	149	117	192	1,734	8.40	2	449	6a
... to negotiate joint solutions when there are different viewpoints.	202	213	92	290	217	156	149	133	162	1,614	7.81	6	452	6a
... to get along with people who have a different cultural background.	160	253	101	269	196	136	219	146	175	1,655	8.01	5	413	6b
... to achieve something in the interest of the community or society.	195	177	108	265	177	126	131	121	213	1,513	7.33	8	434	6c
... to discuss political topics seriously.	90	165	59	152	128	70	138	101	92	995	4.82	14	348	6c
... to develop a good idea and put it into practice.	223	199	103	299	183	165	143	144	200	1,659	8.03	4	446	7b
... to identify opportunities for their personal or professional future.	138	170	91	205	203	153	131	129	171	1,391	6.73	10	412	7a
... to express themselves creatively or artistically.	130	172	92	285	145	79	145	97	171	1,316	6.37	11	400	8
... to produce media content on their own (printed, audio-visual, electronic).	180	80	74	222	78	73	67	94	137	1,005	4.87	13	390	ML
TOTAL	2,437	2,691	1,293	3,686	2,530	1,756	2,091	1,790	2,380	20,654	-	-	5,837	
Percentage	11.80	13.03	6.26	17.85	12.25	8.50	10.12	8.67	11.52	-	100	-	-	
Ranking	4	2	9	1	3	8	6	7	5	-	-	-	-	

Table 89: Involvement of project leaders in project activities – by project type (PL)

N=503 (multiple responses)	YE (1.1/3.1) (n=222)			YI (1.2) (n=70)			YD (1.3) (n=22)			EVS (2.1) (n=85)			T&N (4.3/3.1) (n=95)			SD (5.1) (n=9)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
Designing the project (content, methodology, methods, programme etc.)	140	10.3	63.1	65	14.3	92.9	14	10.0	63.6	65	14.2	76.5	58	10.4	61.1	9	15.8	100.0
Cooperating with colleagues from my organisation when preparing, implementing and evaluating the project	181	13.3	81.5	67	14.7	95.7	19	13.6	86.4	68	14.9	80.0	68	12.2	71.6	8	14.0	88.9
Cooperating with youth workers/leaders from partners in other countries when preparing, implementing and evaluating the project	174	12.8	78.4	27	5.9	38.6	18	12.9	81.8	54	11.8	63.5	72	12.9	75.8	2	3.5	22.2
Organisational or administrative tasks (preparing the application; organising travel, accommodation etc.; preparing the project report; financial administration; dissemination of results etc.)	141	10.3	63.5	62	13.6	88.6	16	11.4	72.7	71	15.5	83.5	59	10.6	62.1	8	14.0	88.9
Implementing the project activities for/with the participants	181	13.3	81.5	66	14.5	94.3	19	13.6	86.4	44	9.6	51.8	70	12.6	73.7	9	15.8	100.0
Informal time/experiences with participants, the project team or with other people in the project environment	195	14.3	87.8	56	12.3	80.0	21	15.0	95.5	54	11.8	63.5	76	13.7	80.0	7	12.3	77.8
Receiving information or advice from other persons or sources (including online media or printed material)	135	9.9	60.8	48	10.5	68.6	13	9.3	59.1	41	9.0	48.2	64	11.5	67.4	5	8.8	55.6
Reflecting/talking about my experiences during or after the project	200	14.7	90.1	63	13.8	90.0	19	13.6	86.4	57	12.5	67.1	82	14.7	86.3	9	15.8	100.0
Other	17	1.2	7.7	2	0.4	2.9	1	0.7	4.5	3	0.7	3.5	7	1.3	7.4	0	0.0	0.0
Total responses	1,364	100.0	614.4	456	100.0	651.4	140	100.0	636.4	457	100.0	537.6	556	100.0	585.3	57	100.0	633.3

Table 90: Involvement of project leaders in project activities (PL)

N=503 'I was directly involved in …' (multiple responses)	Responses		Percentage of Cases
	N	Percentage	
Designing the project (content, methodology, methods, programme etc.)	351	11.6	69.8
Cooperating with colleagues from my organisation when preparing, implementing and evaluating the project	411	13.6	81.7
Cooperating with youth workers/leaders from partners in other countries when preparing, implementing or evaluating the project	347	11.5	69.0
Organisational or administrative tasks (preparing the application; organising travel, accommodation etc.; preparing the project report; financial administration; dissemination of results etc.)	357	11.8	71.0
Implementing the project activities for/with the participants	389	12.8	77.3
Informal time/experiences with participants, the project team or with other people in the project environment	409	13.5	81.3
Receiving information or advice from other persons or sources (including online media or printed material)	306	10.1	60.8
Reflecting/talking about my experiences during or after the project	430	14.2	85.5
Other	30	1.0	6.0
Total	**3,030**	**100.0**	**602.4**

Table 91: Involvement of project leaders in project activities by role/function in the project (PL)

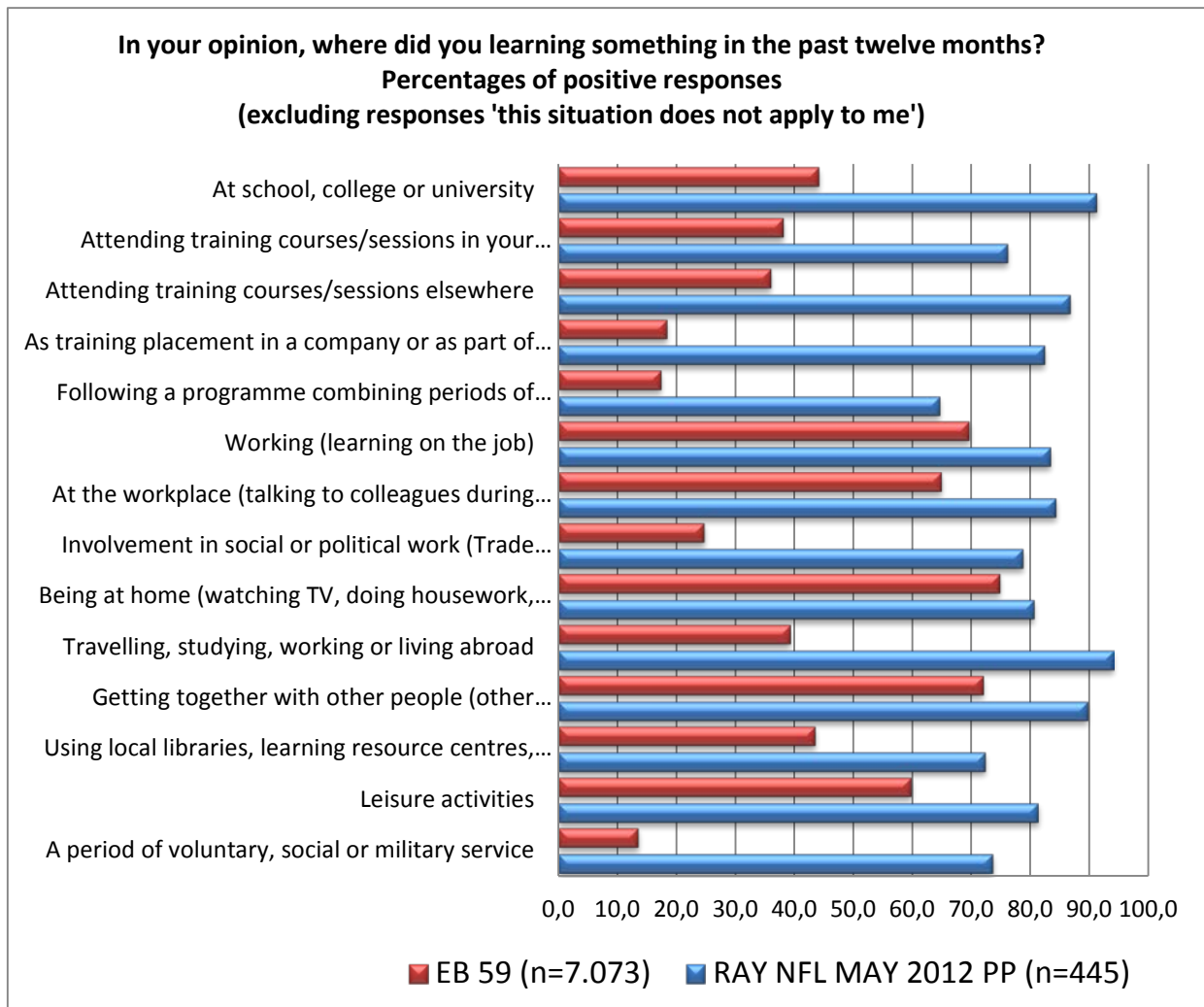| N=503 'I was directly involved in the following project activities:' 'Please choose all that apply:'		… primarily educational (socio-pedagogic).	… primarily organisational.	… equally educational and organisational.	all
Designing the project (content, methodology, methods, programme etc.)	C	37	98	177	312
	%	56.1	75.4	80.5	70.7
Cooperating with youth workers/leaders from partners in other countries …	C	46	109	196	351
	%	69.7	83.8	89.1	80.9
Cooperating with youth workers/leaders from partners in other countries …	C	42	85	165	292
	%	63.6	65.4	75.0	68.0
Organisational or administrative tasks …	C	25	105	184	314
	%	37.9	80.8	83.6	67.4
Implementing the project activities for/with the participants	C	53	100	179	332
	%	80.3	76.9	81.4	79.5
Informal time/experiences with participants, the project team or with other people in the project environment	C	49	97	192	338
	%	74.2	74.6	87.3	78.7
Receiving information or advice from other persons or sources …	C	34	67	155	256
	%	51.5	51.5	70.5	57.8
Reflecting/talking about my experiences during or after the project	C	58	104	199	361
	%	87.9	80.0	90.5	86.1
Other	C	4	4	14	22
	%	6.1	3.1	6.4	5.2
Answers	**C**	**348**	**769**	**1,461**	**2,556**
Cases	**n**	**66**	**130**	**220**	**416**
Percentage of Cases	**%**	**527.3**	**591.5**	**664.1**	**594.4**

Table 92: Learning of project leaders in the project (PL)

POSTes N=503 (n=418; 46,816 possible responses) 'You too might have developed skills while being engaged in this project. The left column in the table below lists a number of things that are useful in everyday life. In the top row, you will find situations that might have occurred in the course of the project in which you participated. Please indicate, what you learned best in which of these situations.' 'I learned best …'	situat. 1/8 When designing the project	situat. 2/8 When cooperating with colleagues from my organisation	situat. 3/8 When cooperating with youth workers from other countries	situat. 4/8 During organisational/administrative tasks	situat. 5/8 When implementing project activities for/with participants	situat. 6/8 During informal experiences with other people in/around the project	situat. 7/8 When getting information or advice from other persons/sources	situat. 8/8 When reflecting/talking about my experiences during or after the project	SUM	Percentage	Ranking	n	Key competences
	'In each row, please tick all situations that apply. If none apply, do not tick any.'												
	Frequencies												
... to say what I think with conviction in discussions.	235	259	242	214	269	269	157	223	1,868	9.71	1	419	1
... to communicate with people who speak another language.	163	132	250	190	257	226	156	189	1,563	8.12	4	383	2
... to think logically and draw conclusions.	236	217	189	206	235	148	149	200	1,580	8.21	3	402	3a
... to improve my learning or to have more fun when learning.	128	139	169	120	228	161	115	153	1,213	6.30	11	372	5
... to plan and carry out my learning independently.	166	128	115	160	160	113	109	149	1,100	5.72	12	341	5
... to cooperate in a team.	227	258	234	210	271	174	135	170	1,679	8.73	2	413	6a
... to negotiate joint solutions when there are different viewpoints.	200	215	204	189	244	167	131	164	1,514	7.87	6	416	6a
... to get along with people who have a different cultural background.	161	131	227	146	252	227	148	169	1,461	7.59	7	393	6b
... to achieve something in the interest of the community or society.	192	191	179	153	241	163	128	179	1,426	7.41	8	399	6c
... to discuss political topics seriously.	79	115	111	70	130	149	78	120	852	4.43	14	311	6c
... to develop a good idea and put it into practice.	246	202	181	174	258	167	128	173	1,529	7.95	5	415	7b
... to identify opportunities for my personal or professional future.	152	149	150	139	177	143	129	180	1,219	6.34	10	371	7a
... to express myself creatively or artistically.	140	132	132	232	232	141	92	138	1,239	6.44	9	359	8
... to produce media content on my own (printed, audio-visual, electronic).	156	124	91	148	184	84	82	127	996	5.18	13	353	ML
TOTAL	2,481	2,392	2,474	2,351	3,138	2,332	1,737	2,334	19,239	-	-	5,347	
Percentage	12.90	12.43	12.86	12.22	16.31	12.12	9.03	12.13	-	100	-	-	
Ranking	2	4	3	5	1	7	8	6	-	-	-	-	

5.6 Learning in everyday life

Table 93: Learning of participants in everyday life/1 (PP)

N=2,038 'In your opinion, where did you learn something in the past twelve months? Please tick one answer for each of the situations listed below.' (multiple responses)		Yes	No	Don't know	This situation does not apply to me	Total
At school, college or university	Count	1,278	113	44	314	1,749
	%	73.1	6.5	2.5	18.0	100.0
Attending training courses/sessions in your workplace	Count	878	196	54	593	1,721
	%	51.0	11.4	3.1	34.5	100.0
Attending training courses/sessions elsewhere	Count	1,180	143	57	344	1,724
	%	68.4	8.3	3.3	20.0	100.0
As training placement in a company or as part of an exchange programme	Count	852	220	53	570	1,695
	%	50.3	13.0	3.1	33.6	100.0
Following a programme combining periods of study with workplace-based learning	Count	497	254	101	801	1,653
	%	30.1	15.4	6.1	48.5	100.0
Working (learning on the job)	Count	1,135	136	45	417	1,733
	%	65.5	7.8	2.6	24.1	100.0
At the workplace (talking to colleagues during breaks, reading newspapers, etc.)	Count	1,075	148	101	393	1,717
	%	62.6	8.6	5.9	22.9	100.0
Involvement in social or political work (Trade Union, political party, church or charity work, other associations, etc.)	Count	991	278	83	365	1,717
	%	57.7	16.2	4.8	21.3	100.0
Being at home (watching TV, doing housework, hobbies, looking after the family, etc.)	Count	1,266	220	171	58	1,715
	%	73.8	12.8	10.0	3.4	100.0
Travelling, studying, working or living abroad	Count	1,392	114	49	175	1,730
	%	80.5	6.6	2.8	10.1	100.0
Getting together with other people (other people's homes, pubs, etc.)	Count	1,515	83	109	26	1,733
	%	87.4	4.8	6.3	1.5	100.0
Using local libraries, learning resource centres, arts workshops nearby	Count	1,147	270	129	162	1,708
	%	67.2	15.8	7.6	9.5	100.0
Leisure activities	Count	1,402	126	153	36	1,717
	%	81.7	7.3	8.9	2.1	100.0
A period of voluntary, social or military service	Count	841	258	77	526	1,702
	%	49.4	15.2	4.5	30.9	100.0
Total RAY	**Count**	**9,939**	**1,660**	**807**	**3,425**	**15,831**
	%	**62.8**	**10.5**	**5.1**	**21.6**	**100.0**
	%	**80.1**	**13.4**	**6.5**	**-**	**100.0**
Total	**Count**	**15,449**	**2,559**	**1,226**	**4,780**	**24,014**
	%	**64.3**	**10.7**	**5.1**	**19.9**	**100.0**
	%	**80.3**	**13.3**	**6.4**	**-**	**100.0**

Figure 3: Learning of participants in everyday life/1 – comparison with Eurobarometer 59 (PP)[33]

In your opinion, where did you learning something in the past twelve months?
Percentages of positive responses
(excluding responses 'this situation does not apply to me')

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[33] Limited to age group 15 to 40 and to EU member states in 2003 (= EU 15) which were also countries of residence of YiA participants answering this question (all EU member states in 2003 except for Luxembourg).

Table 94: Learning of participants in everyday life/1 by occupation (PP)

N=2,038 Occupation: 'When I participated in the project, I was mainly …' 'Please choose at most two answers:'		'In your opinion, where did you learn something in the past twelve months?' (Note: Only cases who responded with 'yes' for the respective situation.)												
		At school, college or university	Attending training courses/sessions in your workplace	Attending training courses/sessions elsewhere	As training placement in a company …	Following a programme combining periods …	Working	At the workplace	Involvement in social or political work	Being at home	Travelling, studying, working or living abroad	Getting together with other people	Using local libraries, learning resource centres …	Leisure activities	A period of voluntary, social or military service
in education or training	C	863	362	578	447	275	502	497	537	708	737	811	660	763	441
	%	71.6	43.1	51.4	55.3	57.8	46.4	48.5	56.8	58.6	55.5	56.0	60.2	56.9	54.4
employed full-time	C	130	261	278	152	103	318	291	194	232	271	291	204	266	143
	%	10.8	31.1	24.7	18.8	21.6	29.4	28.4	20.5	19.2	20.4	20.1	18.6	19.9	17.6
employed part-time	C	111	111	131	83	61	138	129	105	122	139	150	120	138	88
	%	9.2	13.2	11.7	10.3	12.8	12.8	12.6	11.1	10.1	10.5	10.4	10.9	10.3	10.9
self-employed	C	20	35	47	31	21	55	44	44	45	53	52	33	47	25
	%	1.7	4.2	4.2	3.8	4.4	5.1	4.3	4.7	3.7	4.0	3.6	3.0	3.5	3.1
unemployed	C	93	86	113	84	41	99	89	85	107	131	136	98	122	93
	%	7.7	10.2	10.1	10.4	8.6	9.1	8.7	9.0	8.9	9.9	9.4	8.9	9.1	11.5
a volunteer	C	233	162	234	169	104	202	189	222	210	240	270	210	252	242
	%	19.3	19.3	20.8	20.9	21.8	18.7	18.5	23.5	17.4	18.1	18.6	19.1	18.8	29.8
not in paid work	C	22	14	21	21	10	22	18	19	26	26	29	24	25	14
	%	1.8	1.7	1.9	2.6	2.1	2.0	1.8	2.0	2.2	2.0	2.0	2.2	1.9	1.7
other	C	68	40	46	46	21	49	43	40	65	66	72	60	74	37
	%	5.6	4.8	4.1	5.7	4.4	4.5	4.2	4.2	5.4	5.0	5.0	5.5	5.5	4.6
Answers	C	1,540	1,071	1,448	1,033	636	1,385	1,300	1,246	1,515	1,663	1,811	1,409	1,687	1,083
Cases	n	1,206	840	1,124	809	476	1,082	1,024	945	1,209	1,328	1,449	1,097	1,340	811
Percentage of Cases	%	127.7	127.5	128.8	127.7	133.6	128.0	127.0	131.9	125.3	125.2	125.0	128.4	125.9	133.5

Table 95: Learning of participants in everyday life/2 (PP)

POSTes N=2,038 (n=1,639; 206,514 possible responses; 34,8%) 'We have already asked you how you may have learned this and that by participating in this youth project. Now we would like to know what you learn elsewhere. The left column of the table below lists a number of things that are useful in everyday life. In the top row, you will find situations, in which one can learn something. Please indicate, what you learn best in which of these situations. In each row, please tick all situations that apply. If none apply, do not tick any.' 'I learn best …'	situat. 1/9 When I am with my friends or family	situat. 2/9 When travelling, studying, working or living abroad	situat. 3/9 In an association, civil society organisations, doing voluntary work or projects etc.	situat. 4/9 When reading (including online), watching TV, listening to the radio or podcast etc.	situat. 5/9 When looking things up, in the library, internet, info centre, etc.	situat. 6/9 When attending training courses/ seminars, workshops, etc.	situat. 7/9 At school, college or university	situat. 8/9 At work, apprenticeship, work placements, internship etc.	situat. 9/9 During leisure time/ everyday activities or when pursuing hobbies	TOTAL	Percentage	Ranking	n	Key competences
	'In each row, please tick all situations that apply. If none apply, do not tick any.' Frequencies													
... to say what I think with conviction in discussions.	1,168	779	898	433	391	818	877	577	700	6,641	9.24	1	1,612	1
... to communicate with people who speak another language.	452	1,187	680	471	374	593	521	385	523	5,186	7.21	7	1,570	2
... to think logically and draw conclusions.	753	634	743	616	610	709	925	621	560	6,171	8.58	3	1,549	3a
... to improve my learning or to have more fun when learning.	458	643	628	477	440	666	578	422	599	4,911	6.83	8	1,496	5
... to plan and carry out my learning independently.	387	497	507	355	446	527	707	432	505	4,363	6.07	12	1,437	5
... to cooperate in a team.	650	655	985	155	173	757	826	653	550	5,404	7.52	5	1,587	6a
... to negotiate joint solutions when there are different viewpoints.	995	616	851	210	212	644	753	586	485	5,352	7.45	6	1,564	6a
... to get along with people who have a different cultural background.	512	1,046	744	267	245	570	542	427	523	4,876	6.78	9	1,509	6b
... to achieve something in the interest of the community or society.	575	516	956	268	243	522	593	490	511	4,674	6.50	10	1,514	6c
... to discuss political topics seriously.	749	404	505	313	263	362	535	266	309	3,706	5.16	14	1,316	6c
... to develop a good idea and put it into practice.	701	885	885	385	690	690	701	573	663	6,173	8.59	2	1,568	7b
... to identify opportunities for my personal or professional future.	631	735	742	501	508	705	770	654	541	5,787	8.05	4	1,531	7a
... to express myself creatively or artistically.	608	535	658	312	284	577	488	390	822	4,674	6.50	10	1,448	8
... to produce media content on my own (printed, audio-visual, electronic).	235	305	580	389	472	448	681	413	445	3,968	5.52	13	1,411	ML
TOTAL	8,874	9,437	10,362	5,152	5,351	8,588	9,497	6,889	7,736	71,886	-	-	21,112	
Percentage	12.34	13.13	14.41	7.17	7.44	11.95	13.21	9.58	10.76	-	100	-	-	
Ranking	4	3	1	9	8	5	2	7	6	-	-	-	-	

6 Appendix B – Methodology

In principle, research-based analysis of YiA envisages a combination of quantitative and qualitative social research methods:

- standardised surveys with project participants, project leaders, and key staff of beneficiary organisations as well as of applicant organisations that were rejected;
- case studies and longitudinal studies of selected projects;
- action research in selected projects;
- interviews with different actors involved in YiA projects as well as with youth leaders and youth workers not participating in YiA;
- focus groups with participants, project leaders and staff of beneficiary organisations.

The present study is based on standardised surveys with project participants and project leaders as well as on interviews with project leaders and focus groups with participants in YiA projects.

As a first step, two multilingual online questionnaires – one for participants and one for project leaders/members of project teams of YiA-funded projects – were developed, based on concepts and research instruments developed by the Institute of Educational Science at the University of Innsbruck in Austria. A first survey was implemented in May 2012, a second in November 2012. The questionnaires mainly consisted of closed/multiple-choice questions and some supplementary open questions. Both questionnaires included dependency questions, which only appeared for the respondents in the event a previous (filter) question was answered in a specific way. Both questionnaires could be accessed in Bulgarian, Czech, Dutch, English, Estonian, Finnish, French, German, Hungarian, Polish, Russian, Slovak, Swedish and Turkish.

In a second step, guidelines for interviews with project leaders and for focus groups with project participants were developed, to be reviewed with a view to the outcomes of the first online survey in May 2012; these interviews and focus groups are scheduled to be implemented during the first half of 2013.

The present research report is based only on the survey in May 2012. A full report, including the analysis of the second survey in November 2012 and of the interviews and focus groups conducted during the first half of 2013 will be presented during the second half of 2013.

6.1 Implementation of the survey

The survey was implemented using an online survey platform (LimeService[34]) which offers the necessary functionalities, in particular multilingual questionnaires with an option for filter questions and dependency questions.

The survey addressed participants and project leaders of projects funded by the YiA Programme through the National Agencies of 13 RAY Network countries: Austria, Belgium (Flemish-speaking community), Bulgaria, the Czech Republic, Estonia, Finland, Hungary, Liechtenstein, Luxembourg, Poland, Slovakia, Sweden and Turkey.[35] The survey did not address projects that were funded centrally through the EACEA.[36] Subsequently, the survey covered only projects

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[34] https://www.limeservice.com/
[35] The French and the German RAY Network members participated only in the November 2012 survey.
[36] Education, Audiovisual and Culture Executive Agency. See http://eacea.ec.europa.eu/index_en.php, accessed 1.2.2013.

supported by decentralised funding under the sub-Actions 1.1., 1.2, 1.3, 2.1, 3.1, 4.3 and 5.1 as well as activities implemented within the TCP of the National Agencies (only with project participants).

The survey took place in May 2012. In principle, invitations were sent to participants and leaders/team members of projects that ended between three and nine months before the invitation to take part in the survey.[37] The minimum of three months between the project end and the survey was established in order to provide for responses after a phase of potentially strong emotions immediately after the project experience and after a period of potential reflection, thus to be able to study sustainable effects of the involvement in the project. For some RAY Network countries, projects ending more than nine months before the invitation were also included in the survey for the purpose of specific national studies. For the analysis in the present transnational study, only data of respondents of projects ending between one and ten months before the invitation to the survey was used.

Approximately 85% to 90% of all project leaders of all projects funded through National Agencies in 13 RAY Network countries and meeting these criteria were invited to participate in the survey. The contact data for this purpose was retrieved from YouthLink, a database used by the European Commission, the EACEA and the National Agencies for monitoring the application process and funding of the YiA Programme. For the survey with project participants, a random sample of at least 25% of the funded projects, meeting the criteria outlined above, was drawn by the National Agencies;[38] all participants of the sampled projects (except those for whom no email address was available) were invited to take part in the survey.[39] In general, a minimum number of 150 participants per sub-Action per year should be invited to RAY surveys in order to provide meaningful results at national level and to use those for a transnational comparison. In view of this, participants of up to 90% of projects funded in smaller countries (i.e., with a smaller number of funded projects) were invited to take part in the surveys; for bigger countries, participants of a smaller sample (25% and more) were invited. As for the European Voluntary Service (EVS), up to 90% of the participants were invited since their contact data is available in YouthLink.

Project participants and project leaders were invited by e-mail to complete the questionnaire with respect to a specific YiA-funded project they were involved in. The following information was included in the email invitation: the project title, the project dates, the project venue country, the YiA project number (the latter only applies to project leaders) and a URL with an individual token (password). This hyperlink allowed the participants and project leaders to access the respective online questionnaires directly. The e-mail invitations were customised according to the official language(s) of the country of residence of the respective addressee, or in English in cases where the language was not available through the survey tool. The addressees were given two weeks to complete the questionnaire. Two weeks after the initial invitation they received a reminder, which informed them that they had one more week to complete the questionnaire. In

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[37] The actual project date used was the end of the core activity ('activity end', if available, e.g. in the case of a youth exchange, a seminar, a training course, etc.) or the 'project end' as specified in the grant agreement (e.g., in case of youth initiatives or networking projects). In the case of EVS projects, the departure date of the volunteer was used.

[38] The sampling process was predefined; the National Agencies of the funding countries were responsible for the actual drawing of the sample. The conformity to the sample requirements was not monitored. Participant and project leader lists provided by the National Agencies of the funding countries were used for the invitation to the survey.

[39] The contact data of the project participants was not fed into databases in a standardised and systematic way. This data was collected mainly through participant lists, which are generally required for YiA project reports; these lists are frequently handwritten; the required contact data needed to be entered manually by the National Agencies.

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order to increase the number of responses, a second reminder was sent around one week later giving one more week to complete the questionnaires. Nevertheless, the questionnaire remained active (and the token/password remained valid) beyond that date (approximately 4 more weeks) until the survey was closed and the response data was exported.

More than 9,500 project participants and more than 1,500 project leaders were invited to participate in these surveys[40]. Around 2,900 participants and 700 project leaders entered the online questionnaire, but only around 2,500 participants and 600 project leaders remained in the online questionnaire beyond around a quarter of the questions, resulting in a response rate of around 26% for the participants and around 40% for the project leaders (see Appendix C – Documentation of the surveys and of the modification of the data sets).

As a result of the data cleaning (see Appendix C – Documentation of the surveys and of the modification of the data sets), the following samples were used for this transnational analysis:
- 503 project leader responses;
- 2,038 participant responses.

When including the responses of the November 2012 survey, the data sets will almost triple, thus providing a much higher degree of reliability of the results.

6.2 Samples

A total of 2,038 participants are included in the sample, of which 1,347 come from the 13 RAY Network countries and 691 (34%) from other countries (see Table 1).

A total of 503 project leaders are included in the sample, of which 342 come from the 13 RAY Network countries and 161 (32%) from other countries (see Table 7).

The sample of project participants also included participants in activities organised by the National Agencies within the 'Training and Cooperation Plan' (TCP). Project leaders of TCP activities were not invited to take part in the surveys since they are generally employed by the National Agencies and very often are involved frequently in these activities, therefore they might become irritated with multiple invitations within each survey.

The sample of respondents to the special survey in May 2012 is similar to the sample of the 2010/11 surveys with respect to many aspects, in particular with respect to gender, educational attainment, distribution by project types and distribution by sending/hosting. This implies that, whenever applicable, the results of the surveys in 2010/11 and in May 2012 to a certain degree comparable.

6.3 Limitations of the survey

Whilst the RAY Network aims at achieving a high level with respect to common standards across all participating countries there are still possible reservations concerning the validity of the results. In particular, the following limitations need to be noted:
- For some projects, the contact data did not include all participants of a sampled project; in particular, email addresses (necessary for inviting participants to take part in the survey) were missing or incomplete.

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[40] Actually, e-mails were sent to 11,507 participants and to 1,814 project leaders, but around 18% of the e-mails were returned (address not valid, mailbox over quota, etc.).

- There are different standards of the YiA National Agencies of entering project data into YouthLink, in particular in view of entering contact persons/project leaders of project partners; as a result, for some projects, team members from all partners were invited to participate in the survey, from others only the project leader of the beneficiary organisation was invited.
- More than 30% of the responding project leaders indicate that they had primarily an organisational function in the project, which means that the basis for responding to some questions could have been limited. Nevertheless, project leaders with a primarily organisational function were involved in a high percentage of project activities – sometimes higher than project leaders with a primarily educational function (see Table 91).
- Approximately 80% of the responding project leaders indicate that they were involved in the project most of the time, and another 10% indicate that they were involved more than half of the time, which leaves another 10% who might have had a limited basis for responding to the questionnaire.

Little is known about the opportunities for project participants to participate in the surveys. Eurostat data shows substantial differences between European countries with respect to (broadband) internet access and PCs, which were necessary to participate in this online survey. For example, the internet penetration is relatively high in some countries and low in others. It can be assumed that participants (and also project leaders) who could not be reached with this online survey come from economically disadvantaged backgrounds. In this case, participants coming from disadvantaged groups, in particular from countries with less developed IT and broadband internet infrastructures are under-represented in the present data. Furthermore, it is necessary to analyse how far young people with limited educational background and/or digital competence did not participate in the survey or answered only a limited number of questions. This might be especially relevant for this survey which included some questions with up to nine different options for each item, thus requiring a high degree of concentration.

On the other hand, an online survey continues to be a method that allows coverage of a geographically widely dispersed target group with a reasonable amount of effort in terms of logistics and investment of personnel and infrastructure.

6.4 Presentation of results

Percentages specified in the text are rounded to the next whole number. Appendix A – Tables includes more detailed results. Generally, the tables include total frequencies and percentages by rows or by columns. Modal values are highlighted in grey. The tables include information on the sample size (N) of project participants (PP; N=2,038) and project leaders (PL; N=503). These numbers differ for dependency questions as indicated in the relevant tables. Furthermore, the tables include the number of actual responses (n), which might exceed N for questions with multiple response options.

Country-specific analyses are differentiated by the 13 countries of the RAY Network participating in these surveys, either as countries of residence of the participants/project leaders or as funding countries – depending on which criterion is considered to be more meaningful for a differentiation. All other countries – in general other residence countries – are normally summarised under 'other countries'.

Action-specific analyses combine some (sub-) Actions, since they are similar or comparable in terms of the structure of the projects they support; subsequently, it is assumed that their effects are comparable. In particular, the results of the following (sub-) Actions have been consolidated:

- Action 1.1 (Youth Exchanges) and the Youth Exchanges in Action 3.1 that have the same funding criteria, except that Action 3.1 involves partners from countries other than EU member states, European Economic Area (EEA) countries and accession countries;
- Action 4.3 (Training and Networking) and training and networking projects in Action 3.1 (analogous to combining Youth Exchanges in Action 1.1 and Action 3.1); for the purposes of analysis of data from the participant survey.

The Transnational Analysis for surveys in 2010/11 showed that there are no significant differences concerning the effects on participants in (sub-) Action 1.1 (Youth Exchanges) and (sub-) Action 3.1/Youth Exchanges. The same is the case when comparing Action 4.3 and Action 3.1/Training & Networking. Therefore, the consolidation of these (sub-) Actions can be justified and provides for a better overview when comparing the outcomes with respect to different types of projects.

7 Appendix C – Documentation of the surveys and of the modification of the data sets

Invitations to the surveys and response rates

The table below shows the number of invitations sent to participants and project leaders by e-mail, as well as the response rates – the latter for all who started the questionnaire and for those who reached the end of the questionnaire (without necessarily answering all questions). It needs to be noted that it could not be verified if all e-mails which were not returned to the sender were actually received and read by the addressees.

	invitations sent	not delivered/ returned to sender	persons 'reached'/ e-mail not returned	% 'reached'	total responses	% total responses	responses up to last page	% responses up to last page
Participants	11,507	1,931	9,576	83%	2,898	30%	1,982	20%
Project leaders	1,814	284	1,530	84%	684	45%	515	34%
Total	**13,321**	**2,215**	**11,106**	**83%**	**3,582**	**32%**	**2,597**	**26%**

Response data of project participants

The data set included N=2,898 responses. This data set was cleaned according to the following procedures:

Analysis of missing values

A syntax which the Estonian research partner developed for the survey in November 2011 was adapted to this survey and was used to check missing values of 15 blocks of items (58 variables):

Block	Question*
1.	q_1_PAR_GEND q_3_PAR_EDU q_4_PAR_LANG_FIRST q_5_PAR_RES q_6_PAR_DIS_ECO
2.	q_7a_KC_MT q_7a_KC_FL q_7a_KC_SOC1 q_7a_KC_MED q_7a_KC_ENT q_7a_KC_SOC2 q_7a_KC_CIV1 q_7b_KC_MAT q_7b_KC_INI q_7b_KC_L2L1 q_7b_KC_CIV2 q_7b_KC_L2L2 q_7b_KC_CUL q_7b_KC_ICL
3.	q_8_OTH_PAR_SQ001 q_8_OTH_PAR_SQ002
4.	q_11_add (synthetic variable based on 12 items of a multiple response battery)
5.	q_12_add (synthetic variable based on 10 items of a multiple response battery)
6.	q_13a_add (synthetic variable based on 63 items of a multiple response battery)
7.	q_13b_add (synthetic variable based on 63 items of a multiple response battery)

8.	q_15a_add (synthetic variable based on 63 items of a multiple response battery)
9.	q_15b_add (synthetic variable based on 63 items of a multiple response battery)
10.	q_19_add (synthetic variable based on 5 items of a multiple response battery)
	q_21_add (synthetic variable based on 14 items of a multiple response battery)
11.	q_24_add (synthetic variable based on 8 items of a multiple response battery)
12.	q_25_add (synthetic variable based on 6 items of a multiple response battery)
13.	q_14a_LEARN_PAR_GEN_SQ001
	q_14a_LEARN_PAR_GEN_SQ002
	q_14a_LEARN_PAR_GEN_SQ003
	q_14a_LEARN_PAR_GEN_SQ004
	q_14a_LEARN_PAR_GEN_SQ005
	q_14a_LEARN_PAR_GEN_SQ006
	q_14a_LEARN_PAR_GEN_SQ007
	q_14b_LEARN_PAR_GEN_SQ001
	q_14b_LEARN_PAR_GEN_SQ002
	q_14b_LEARN_PAR_GEN_SQ003
	q_14b_LEARN_PAR_GEN_SQ004
	q_14b_LEARN_PAR_GEN_SQ005
	q_14b_LEARN_PAR_GEN_SQ006
	q_14b_LEARN_PAR_GEN_SQ007
14.	q_17_PAR_LANG_FAM
	q_18_PAR_LANG_FAM
	q_22_PAR_YOU_GEN
	q_23_PAR_ENV
	q_26_PAR_EDU_PLAN
15.	q_27_PAR_EDU_FATH
	q_28_PAR_EDU_MOTH
	q_29_PAR_DIS
	q_30_PAR_DIS_1
	q_30_PAR_DIS_2
	q_30_PAR_DIS_3
	q_30_PAR_DIS_4
	q_31_PAR_MIN

* Numbering according to the English version of the questionnaire

454 cases (15.7%) who worked on ≤ 4 of the 15 item blocks were deleted.
Result: N=2,444

Datestamp

Accidentally the function 'datestamp' (the date and time when the last entry was made by a respondent) was not activated (contrary to the previous surveys), so that the attribute "datestamp" is missing this time. Whereas 1,985 of 2,898 respondents ticked the 'submit'-button on the last page and this date was saved as submit-date (which is identical with 'datestamp'), 913 of 2898 did not tick the 'submit'-button, so no submit-date was saved (if 'datestamp' had been activated, the date when those respondents left the questionnaire would have been saved).

For the analysis of the duration between the end of activity/project end and the date when the questionnaire was completed, the following procedure was applied: 911 of the 913, who didn't 'submit' the questionnaire, got 2 reminders (only those participants who have not yet ticked 'submit' in the questionnaire get a reminder); the first reminder was sent out 2 weeks after the invitation-email and the second one more week later. For those participants, the date of the second reminder was taken as a substitute for the lacking submit-date (for the 2 participants, who started the questionnaire without getting a reminder and who didn't click 'submit', the send-date of the invitation e-mail was taken).

N=2,444

Analysis of duration between the end of the activity/project and the date when the questionnaire was completed

- 10 cases deleted: activity/project-end-date after submit-date
- 0 cases deleted: activity/project-end-date < 1 month before submit-date
- 396 cases deleted: activity/project-end-date > 10 months before submit-date

Result: N=2,038

Response data of project leaders/team members

The data set included N=684 responses. This data set was cleaned according to the following procedures:

Analysis of missing values

A syntax which the Estonian research partner developed for the survey in November 2011 was adapted to this survey and was used to check missing values of 14 blocks of items (52 variables).

1.	q_1_PL_GEND q_2_PL_AGE q_3_PL_LANG_FIRST q_5_PL_EDU q_6_PL_RES
2.	q_9a_KC_MT q_9a_KC_FL q_9a_KC_SOC1 q_9a_KC_MED q_9a_KC_ENT q_9a_KC_SOC2 q_9a_KC_CIV1
3.	q_9b_KC_MAT q_9b_KC_INI q_9b_KC_L2L1 q_9b_KC_CIV2 q_9b_KC_L2L2 q_9b_KC_CUL q_9b_KC_ICL
4.	q_10a_KC_PL_MT q_10a_KC_PL_FL q_10a_KC_PL_SOC1 q_10a_KC_PL_MED q_10a_KC_PL_ENT q_10a_KC_PL_SOC2 q_10a_KC_PL_CIV1
5.	q_10b_KC_PL_MAT q_10b_KC_PL_INI q_10b_KC_PL_L2L1 q_10b_KC_PL_CIV2 q_10b_KC_PL_L2L2 q_10b_KC_PL_CUL q_10b_KC_PL_ICL
6.	v_12s_add (synthetic variable based on 12 items of a multiple response battery) v_13_add (synthetic variable based on 9 items of a multiple response battery) v_14_ad (synthetic variable based on 10 items of a multiple response battery)
7.	v_15a_add (synthetic variable based on 64 items of a multiple response battery)
8.	v_15b_add (synthetic variable based on 64 items of a multiple response battery)
9.	q_16_PL_EMPL_PROJ q_17_PLR_FUNK q_18_PLR_PRES
10.	v_19a_add (synthetic variable based on 56 items of a multiple response battery)

11.	v_19b_add (synthetic variable based on 56 items of a multiple response battery)
12.	q_21_PL_EDU_QUAL_SQ002 q_21_PL_EDU_QUAL_SQ001 q_21_PL_EDU_QUAL_SQ003 q_21_PL_EDU_QUAL_SQ004
13.	q_22_PL_EDU_PLAN q_23_ORG_GEN q_25a_PROJ_PAR_GEND q_26_PROJ_PAR_DIS_YP
14.	v_24_add (synthetic variable based on 11 items of a multiple response battery)

103 cases (15.1%), who worked on ≤ 5 of the 14 item blocks, were deleted.

Result: N=581

Datestamp

Accidentally the function 'datestamp' was not activated (contrary to the previous surveys), so that the attribute 'datestamp' is missing this time. 515 of 684 respondents clicked the 'submit' button on the last page and this date was saved as submit-date (which is identical with 'datestamp'). 169 of 684 did not tick the 'submit' button, so no submit-date was saved (if 'datestamp' had been activated, the date when those respondents left the questionnaire would have been saved).

For the analysis of the duration between the end of activity/project end and the date, when the questionnaire was completed, the following procedure was applied: 514 of the 684, who did not 'submit' the questionnaire, got 2 reminders (only those project leaders who have not yet clicked 'submit' in the questionnaire get a reminder); the first reminder was sent out 2 weeks after the invitation e-mail and the second one more week later. For those project leaders the date of the second reminder was taken as a substitute of the lacking submit-date (for the 1 project leader who started the questionnaire without getting a reminder and who did not click 'submit', the send-date of the invitation e-mail was taken).

N=581

Analysis of duration between the end of the activity/project and the date when the questionnaire was completed

- 2 cases deleted: activity/project-end-date after submit-date
- 0 cases deleted: activity/project-end-date < 1 month before submit-date
- 76 cases deleted: activity/project-end-date >10 months before submit-date

Result: N=503

8 Appendix D – Research partners

This study was implemented by the Institute of Educational Science at the University of Innsbruck in Austria in cooperation with the National Agencies and their research partners in Austria, Belgium (Flemish-speaking Community), Bulgaria, the Czech Republic, Estonia, Finland, Hungary, Liechtenstein, Luxembourg, Poland, Slovakia, Sweden and Turkey. The RAY Network partners from Germany and France participated in the surveys in November 2012 which are not yet reflected in this report. National research reports can be requested from the respective National Agencies and their research partners listed below.

Austria

Interkulturelles Zentrum
Lindengasse 41/10
A-1070 Vienna
www.iz.or.at

Institut für Erziehungswissenschaft der Universität Innsbruck
Institute of Educational Science, University of Innsbruck
Liebeneggstraße 8
A-6020 Innsbruck
http://homepage.uibk.ac.at/~c603207/index.html

Belgium (Flemish-speaking Community)

JINT v.z.w.
Grétrystraat 26
B-1000 Brussel
http://www.jint.be

Howest - University College of West-Flanders
Department of Social Work and Social Care
Sint-Jorisstraat 71
B-8000 Bruges
http://www.howest.be

Bulgaria

National Centre "European Youth Programmes and Initiatives"
125 Tsarigradsko shose blvd.
BG-1113 Sofia
www.youthbg.info

«Брайт Консулт & Рисърч» ЕООД/"Bright Consult & Research"
Sofia

The Czech Republic

Česká národní agentura Mládež
Národní institut dětí a mládeže MŠMT
Na Poříčí 1035/4
CZ-110 00 Praha 1
www.mladezvakci.cz

Filosofická fakulta Masarykovy university
Institute of Educational Sciences, Masaryk University
Arna Nováka 1/1
CZ-60200 Brno
http://www.phil.muni.cz/wff/index_html-en/view?set_language=en

Estonia

Foundation Archimedes – Euroopa Noored Eesti büroo
Koidula, 13A
EE - 10125 Tallinn
http://euroopa.noored.ee

Noorteuuring OÜ
Kivmurru 36-12 11411 Tallinn

Institute of International and Social Studies at Tallinn University
Uus-Sadama 5 - 605 10120 Tallinn
http://www.tlu.ee/?LangID=2&CatID=2830, http://www.iiss.ee/?language=3

Finland

Centre for International Mobility (CIMO)
P.O. Box 343 (Hakaniemenranta 6)
FI-00531 Helsinki
http://www.cimo.fi/youth-in-action

France

Institut National de la Jeunesse et de l'Education
Populaire (INJEP)
95 avenue de France
F-75650 Paris cedex 13
http://www.injep.fr

Germany

JUGEND für Europa (JfE)
Deutsche Agentur für das EU-Programm JUGEND IN AKTION
Godesberger Allee 142-148
D-53175 Bonn
www.webforum-jugend.de

IKAB e.V.
Institute for Applied Communication Research in Non-formal Education
Poppelsdorfer Allee 92
D-53115 Bonn
http://www.ikab.de/index_en.html

Forschungsgruppe Jugend und Europa
am Centrum für angewandte Politikforschung C•A•P
Maria-Theresia-Straße 21
D-81675 München
www.cap-lmu.de

Hungary

National Institute for Family and Social Policy
Youth in Action Programme Office
Tüzér utca, 33-35
H-1134 Budapest
http://www.yia.hu

Liechtenstein

Aha – Tipps & Infos für junge Leute
Bahnhof Postfach 356
FL-9494 Schaan
http://www.aha.li

Luxembourg

Ministère de la Famille et de l'Intégration
L-2919 Luxembourg

Service National de la Jeunesse
138, Boulevard de la Pétrusse
L-2330 Luxembourg
http://www.snj.lu/europe

Université du Luxembourg
Campus Walferdange
BP 2 (rte de Diekirch)
L-7201 Walferdange
http://wwwen.uni.lu/recherche/flshase/inside

Poland

Fundacja Rozwoju Systemu Edukacji
Polska Narodowa Agencja Programu "Młodzież w działaniu"
ul. Mokotowska 43
PL-00-551 Warsaw
www.mlodziez.org.pl

Slovakia

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Ungdomsstyrelsen/National Board for Youth Affairs
Medborgarplatsen 3, Box 17 801
SE–118 94 Stockholm
www.ungdomsstyrelsen.se/ungochaktiv

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Mevlana Bulvari N° 18
TR-06520 Balgat Ankara
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Turkish Social Science Association
Aziziye Mah. Hosdere Cad. Hava Sok. No: 25/1
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http://www.tsbd.org.tr/