Research-based Analysis of Youth in Action

Results from the first series of surveys
with project participants and project leaders
between October 2009 and June 2010

Transnational Analysis

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Innsbruck, 2011

(Version 20120319)

Education and Culture
Youth in Action

Contents

Abbreviations

EVS: European Voluntary Service
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.
SEC: Support for European Cooperation in the Youth Field – meetings of young people and those responsible for youth policy
TCP   Training and Cooperation Plan
T&N   Training and Networking (Actions 4.3 and 3.1)
YE   Youth Exchanges (Actions 1.1 and 3.1)
YiA: Youth in Action
YI&D   Youth Initiatives (Action 1.2) and Youth Democracy Projects (Action 1.3)

List of tables

Further explanations for the tables

- Tables include total frequencies and percentages by rows.
- Modal values are highlighted in grey.
- Headings of tables indicated with 'PP' show results from the participant questionnaire; headings of tables indicated with 'PL' show results from the project leader questionnaire.
- Questions/items written in *italics* appear in identical or similar phrasing in both the questionnaire for project participants and the questionnaire for project leaders/members of project teams.

1. Executive summary

This study represents a transnational analysis of surveys implemented within the framework of the project 'Research-based Analysis and Monitoring of the Youth in Action Programme' (RAY). The surveys were implemented by National Agencies and their research partners in eight countries: Austria, Bulgaria, Czech Republic, Estonia, Finland, Germany, Poland and Slovakia, coordinated by the Institute of Educational Science of the University of Innsbruck in Austria. Between October 2009 and June 2010, around 10,000 project participants and 5,000 project leaders and members of project teams (referred to below as 'project leaders') were invited to complete a questionnaire not only aimed at exploring the effects of the projects funded by the Youth in Action (YiA) Programme, but also at retrieving data on the development and implementation of the projects as well as on the profile of the participants, project leaders and organisations involved. Around 25% of the individuals invited to take part in the surveys – 2,650 participants and 1,121 project leaders – completed the respective questionnaires (one for the participants and one for the project leaders). For this transnational analysis, only a portion of these responses could be used in order to arrive at a coherent set of respondents.

The analysis of the data indicates the following main conclusions.

The involvement in YiA projects contributes to the development of citizenship competences in a broad sense, including the interpersonal, social, intercultural and foreign language competences of both participants and project leaders. Furthermore, the development of respective attitudes, values, skills and knowledge can be observed. The responses also indicate that involvement in the projects results in an increased participation in social and political life.

Furthermore, the participation in YiA projects contributes to the development of *all* key competences for lifelong learning. While the strongest 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 reported for sense of initiative, cultural awareness and expression, learning to learn, civic competence, media literacy, sense of entrepreneurship and even digital competence.[1] All other competences were reported to be developed by a minority of participants and project leaders. Beyond the development of the key competences, youth workers and youth leaders report that their youth work competences were developed, in particular with respect to non-formal education and international youth projects.

At the same time, the results of the surveys indicate that the involvement in YiA projects stimulated both participants and project leaders to consider or actually plan further educational activities and their professional development: together with the competence development outlined above, this reflects an effect on the professional development of the actors involved in the YiA Programme beyond the youth field and civil society, especially in view of their involvement in the work domain.

Project leaders and participating youth workers/leaders also report that their projects have had a significant effect on their organisations, groups and youth structures, in particular with respect to an internationalisation of the organisations and their activities, an increased promotion of participation and active citizenship in their organisations, and an organisational development in

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

general: this suggests that organisations, groups and structures involved in YiA projects are becoming 'learning organisations'.

As for the profile of the young people participating in YiA projects, a divide can be observed. On the one hand, there is a group of participants who clearly belong to the anticipated target group of the YiA Programme: young people with fewer opportunities who are confronted with obstacles to their access to education, work, mobility and participation in society; the size of this group is hard to grasp because it is difficult to assess who is actually disadvantaged depending on the specific contexts. On the other hand, a considerable majority of participants are well educated, in education or training, employed/self-employed or volunteering/doing an internship; they come from the majority population with respect to language and cultural/ethnic background; and many of them have already participated in similar projects before. These characteristics point to a group that is not disadvantaged. Nevertheless, there is a clear interest and effort on the part of project organisers to include young people with fewer opportunities, but maybe they are also being confronted with obstacles in doing so.

As for the project leaders, a large proportion are highly educated and share a European identity. Many of them are involved in YiA projects on a voluntary basis, which indicates that they are highly motivated and thus they provide the project participants with role models for active citizenship. A large majority had previously been involved in YiA projects, and frequently in more than one. This can have positive effects with respect to the quality of the projects since they can build on an accumulated competence for project development and implementation. At the same time, this could limit the access of new organisations to the YiA Programme.

Overall, it can be concluded that the funded projects contribute to the objectives of the YiA Programme and that the majority of participants and project leaders responding to the questionnaire are satisfied with the programme, although some of them are critical about the administrative requirements for receiving funding.

While this report was being written, a second and larger cohort of participants and project leaders of projects funded by YiA National Agencies in 12 countries was surveyed in November 2010 and May 2011, providing a more coherent set of data. Together with complementary qualitative studies from 2012 onwards, this will allow for 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 do they learn and which competences do they develop through their participation in these projects? What are the effects on their attitudes, values and behaviour? 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 Research-based Analysis of Youth in Action (RAY), which is 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 to:

- contribute to quality assurance and development in the implementation of the YiA Programme;
- contribute to evidence-based and research-informed youth policy development;
- 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 aimed at 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 community), Bulgaria, Czech Republic, Estonia, Finland, Germany, Hungary, Liechtenstein, Luxembourg, the Netherlands, Poland, Slovakia, Sweden and Turkey.

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.

Based on concepts and research instruments developed 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 13 languages, were established – one for participants and one for project leaders of YiA-funded projects. Between October 2009 and May 2011, more than 35,000 participants and project leaders of YiA projects

were invited to take part in RAY online surveys and more than 10,000 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. For example, a special survey on non-formal learning in YiA projects – in particular on conditions, contexts, methodologies and methods fostering non-formal learning – is being developed and will be implemented in 2012.

Furthermore, a joint approach and methodology for qualitative studies at national level, aimed at validating the results of the surveys and further developing the research approach and instruments, is being developed and will be implemented from autumn 2012 onwards.

2.3. Analysis of surveys in 2009/10

The present study is based on data from projects funded through eight countries (Austria, Bulgaria, Czech Republic, Germany, Estonia, Finland, Poland and Slovakia). The surveys, with project participants and with project leaders, were implemented between October 2009 and June 2010. Projects funded through the National Agency of Slovakia included project leaders only; projects funded by the National Agencies in the other seven countries also included project participants. Due to the multilingual nature of the questionnaires, the study is based on data from participants and project leaders from more than 50 countries participating in these projects. A more detailed description of the survey implementation can be found in Chapter 4 'Methodology'.

3. Main conclusions

3.1. Participation and active citizenship

One of the main objectives of the YiA Programme is the promotion of active and democratic citizenship among young people, in particular their participation in public and political life and in civil society. This objective is closely linked to other objectives and priorities of the YiA Programme: the development of solidarity in order to foster social cohesion, in particular through the inclusion of young people with fewer opportunities; the promotion of respect for cultural diversity and of intercultural learning as well as standing up against racism and xenophobia; and the promotion of European citizenship, in particular by fostering young people's awareness that they are citizens of Europe and that they engage themselves actively in European issues.[2]

The strongest effects of participation in YiA projects on participants are reported with respect to the development of citizenship competence: a large majority of participants indicate that they have developed skills that are related to citizenship competence, including interpersonal, social and intercultural competence as well as communication in a foreign language. This is confirmed by the observations of the project leaders and members of project teams (referred to below as 'project leaders'), who also report that they themselves have developed citizenship competences. It needs to be noted that the development of 'civic competence' is reported to be weaker than that of interpersonal, social, intercultural and foreign language competences. This could be because this competence is actually developed by fewer participants and project leaders, but it could also be that the term 'civic competence' and its explanation in the questionnaire are too abstract for the respondents. The analysis of skills development related to 'civic competence' indicates that in fact the more formal 'political' competence was less developed than the more informal 'participation' competence (see Table 21, Table 22, Table 23 and Table 24). This issue will require further exploration in order to provide adequate recommendations for the implementation of the projects.

Strong effects can also be observed with respect to attitudes and values related to active citizenship and participation. A majority of participants and project leaders indicate that their respect for other cultures and their appreciation of cultural diversity has grown; almost half of the participants indicate that through the involvement in the project, fundamental values related to citizenship and democracy have become more important for them: solidarity, tolerance, equality, human rights, peace, democracy and respect for human life. To be noted is the strong effect expressed with respect to 'feeling as a European' and being interested in European topics – a large majority of participants and project leaders express that this has become stronger for them (see Table 8, Table 9, Table 10, Table 28 and Table 29).

Similar effects can be observed with respect to awareness, understanding and knowledge. Particularly strong effects are expressed with respect to knowledge about Europe, awareness of European values, awareness of inequality in society – in particular of people with fewer opportunities – but also increased knowledge about inclusion, environmental issues and the media (see Table 25).

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[2] European Parliament and Council (2006). Decision No. 1719/2006/EC of the European Parliament and of the Council establishing the Youth in Action Programme for the period 2007 to 2013. Retrieved from http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0030:0044:EN:PDF, accessed 17.08.2011.

Due to the limitations of the research method applied, it is difficult to measure whether and to which degree the participants and project leaders actually changed their behaviour in line with these objectives: the period between the YiA project and the survey is too short to show sustainable effects on behaviour, and it is difficult to validate a causal relationship between the project participation and the perceived effects – this would require complementary research methods and further studies. Nevertheless, there are clear indications that the involvement in YiA projects has the intended effects at least to some degree: 40% of the participants indicate that as a result of their involvement in the project they 'participate in social and/or political life' to a greater extent. Furthermore, project participants express that they are more committed against discrimination, intolerance, xenophobia or racism; that they are committed to solidarity with people with fewer opportunities; and that they intend to participate more actively in society and political life – the latter being confirmed by the perception of the project leaders as well as being indicated by the project participants themselves (see Table 8, Table 37 and Table 38).

Considerable effects are also reported with respect to the organisations involved: an increased appreciation of cultural diversity, commitment to inclusion, involvement and interest in European issues, and participation of young people in the organisations. The latter is confirmed by the majority of participants reporting that they were able to contribute their ideas to the development and implementation of the project. Similar, but weaker effects than for the organisations, are reported for the local communities that were involved in the projects (see Table 17, Table 18, Table 20 and Table 36).

Overall, this confirms that the funded projects are largely coherent with the objectives of the YiA Programme; this is also reported by the project leaders who observe – with respect to citizenship-related objectives – the strongest emphasis of projects on promoting respect for cultural diversity and intercultural learning and on combating racism and xenophobia. The promotion of active and European citizenship in explicit terms ranks lower, which points towards the need to better develop this aspect in the projects (see Table 34).

3.2. Competence development

It is remarkable that the surveys with project participants as well as with project leaders indicate that the involvement in the project resulted in a development of *all* eight key competences for lifelong learning,[3] and that this competence development applies to both the participants and the project leaders. While the development of some key competences – in particular mathematical competence and basic competences in science and technology – was reported by a minority of project leaders (but still by around 20%), on average over all eight key competences, including media literacy,[4] a majority of project leaders perceive that participants have developed these competences as a result of project participation (see Table 21 and Table 22).

A large majority of responses from both project leaders and from participants indicate that the following competences are developed in most projects: interpersonal and social competence; intercultural competence; communication in a foreign language; sense of initiative; cultural awareness and expression; and civic competence. Not so widely developed are learning

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[3] European Parliament and Council (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC). Retrieved from http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:EN:PDF, accessed 17.08.2011.
[4] Additional to the effects on the development of the eight key competences for lifelong learning, the effects on the development of media literacy were explored in the surveys. See European Parliament (2008). Resolution of the European Parliament on media literacy in a digital world (2008/2129(INI)). Retrieved from http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P6-TA-2008-0598+0+DOC+XML+V0//EN, accessed 17.08.2011.

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competence (learning to learn) and communication in the first language/mother tongue. This is confirmed by the self-perception of participants with respect to skills that represent selected indicators for the key competences as well as by the perception of the project leaders with respect to the development of these skills by the participants (see Table 23 and Table 24).

The project leaders also report for themselves a development of key competences: the results show a similar pattern to the competence development of participants but with some variation, in particular with a perceived stronger development of sense of entrepreneurship (see Table 22).

These results provide a strong indication that participation in YiA projects contributes to the development of competences that are not only related to the objectives of the YiA Programme but which are also important for professional qualifications and careers. In this respect, participation in YiA projects can also contribute to the employability and professional career development of young people as well as of youth workers and youth leaders.

It needs to be noted that these results do not allow an assessment of how much the respective competences were developed and which competence level was achieved. Furthermore, the causal relationship between the participation in a YiA project and the perceived skills and competence development still needs to be confirmed. These two aspects would require further studies.

3.3. Inclusion of young people with fewer opportunities

One of the objectives and priorities of the YiA Programme is the promotion of social cohesion and, subsequently, the inclusion of young people with fewer opportunities in the programme. In view of this, the profile of participants has been analysed as part of this study.

Overall, the profile of participants in YiA projects is characterised by a divide.

A considerable majority of participants are well educated or are in education or training with the aim of finishing upper secondary education or a university degree. If they are not in education or training they are mostly employed or self-employed, volunteering or doing an internship. A large majority are obviously part of the majority population with respect to language and cultural/ethnic background. They largely come from urban environments and they share – at least partly – a supra-national/European identity. Furthermore, many participants have already participated in similar projects before (especially in EU-funded youth programmes). These characteristics point to a group that is in a favourable position and not disadvantaged (see Table 43, Table 45, Table 47, Table 50, Table 53, Table 56 and Table 60).

The finding that the majority of participants are well educated or in education and training is likely to be linked to the responses of project leaders, which show that three-quarters of the project leaders have completed an education at post-secondary or tertiary level (see Table 70). This suggests that highly educated project leaders attract well-educated participants, participants from families with a high educational level, and participants who aim at a higher level of education. Similar to the findings for formal education, in the context of non-formal education it also seems that the educational level is 'inherited' in a broad sense.

A similar link can be found with respect to a 'European identity': here too, a large proportion of project leaders who identify themselves as being 'European' are matched by a considerable group of participants who share a European identity (see Table 37, Table 38, Table 39 and Table 71).

On the other hand, there is a smaller group of participants who clearly belong to the anticipated target group of young people with fewer opportunities: they are unemployed; they are confronted with obstacles to their access to education, work, mobility or participation in society; they have difficulties paying a financial contribution/fee for their participation in the project; they have a minority/migrant background; and they believe that they are disadvantaged compared with their peers (see Table 1, Table 7, Table 47, Table 56 and Table 65).

The latter group is difficult to assess in quantitative terms: a majority (80%) of the participants indicate that they are confronted with obstacles to their access to education, work, mobility and participation in society; the majority of project leaders indicate that their projects involved young people with fewer opportunities (see Table 62); a considerable proportion of participants (up to 25%) could potentially have a minority/migrant background (see Table 60 and Table 61); 10% are unemployed, in particular in the age group 18 to 25 years; 20% have difficulties paying the fee for their participation in the project (while 40% of the participants did not have to pay a participation fee). The difficulty in quantifying this group has many reasons: it is difficult to assess who is disadvantaged; there are diverse parameters to be applied to measure it; it is partly based on subjective assessments; and it depends on the specific contexts, such as the country of residence.

This analysis needs to be considered with caution since it is possible that the group of respondents is not representative of the sample in that those who are well educated were more likely to have responded to the questionnaire; this aspect requires special attention in future surveys and studies.

There are two remarkable facets to this analysis:

- First, a migrant background is not considered to be an obstacle for mobility of young people. While it is often assumed that a migrant background as such is a disadvantage, it seems to be the opposite with respect to mobility, for obvious reasons: migration implies mobility – therefore, going to another country for a while is not really something new or threatening.
- Second, there is an obvious interest among beneficiaries and youth workers/leaders in involving young people with fewer opportunities in YiA projects: a majority of the participants in training and networking projects are reported to be youth workers/leaders who work with young people with fewer opportunities (see Table 63). This suggests that the respective action lines (see Appendix B) are used according to their objectives and intentions.

3.4. Learning organisations

One of the general objectives of the YiA Programme is to "contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field". In this respect, the results of the surveys show a significant effect on organisations, groups and structures involved in the YiA projects, for example: an internationalisation of the activities and thus of the organisations; participation and active citizenship in the practice of the organisations; and organisational development, in particular through the development of competences (attitudes, values, skills and knowledge) of youth workers and youth leaders involved in the projects.

These effects are confirmed by on average 80% of the project leaders (52% 'definitely', 28% 'to some extent') and by on average 71% of the participants in training and networking activities (Actions 4.3 and 3.1 as described in Appendix B; 40% 'definitely, 31% 'to some extent') – the latter being lower presumably since the organisations of participants were involved in a more indirect way than those of project leaders. Nevertheless, the responses of both groups of multipliers in youth work – project leaders and project participants – show similar patterns (see Table 17 and Table 18).

The *internationalisation* of organisations is indicated by: (the intention to organise) more international projects; the establishment of new/more contacts in other countries and the involvement in new international partnerships/networks providing opportunities for cooperation in international youth projects; the intention to give attention to an international dimension in youth work at large; and – in line with this – a stronger involvement of the organisations in European issues in general.

Participation and active citizenship in the practice of the organisations is indicated by: an (intended) increased promotion of participation of young people in the organisations; an increased appreciation of cultural diversity; an increased commitment to the inclusion of young people with fewer opportunities, reflecting solidarity as a value; a better understanding of youth policy development; and – as already mentioned above – a stronger involvement of the organisations in European issues.

Organisational development is reflected in the overall competence development indicated by project leaders and by youth workers/leaders (see section 3.2) participating in training and networking projects as well as in Training and Cooperation Plan (TCP) activities (see section 13.5 in Appendix B). This includes the development of key competences in general (as defined in the European reference framework for key competences for lifelong learning), as well as specific competences such as: project management competence (for example, developing and implementing an international youth project, local networking, fundraising and quality development) and educational/youth work competences, in particular with respect to concepts and methodology for non-formal education (see Table 19).

It is remarkable that a large majority (83%) of youth workers participating in training and networking projects or TCP activities report that they already applied knowledge and skills acquired during the project in their work/involvement in the youth field. This points towards a high effectiveness of their participation in YiA projects.

In a broader sense, the local communities too can be considered to be 'learning organisations' as a result of projects in which they were – directly or indirectly – involved through their youth organisations/groups and the participating young people: three-quarters of the project leaders report that the local environment/community was actively involved in their project and that these projects were perceived as an enrichment. These reported effects are weaker than for the organisations/groups, but still a majority of project leaders indicate that the communities became more aware of the concerns of young people, and that the intercultural and European dimensions of the project were appreciated. The weakest effect was that on the commitment to the inclusion of young people with fewer opportunities (see Table 20). The latter can have three main reasons: the communities are already very committed to the inclusion of young people with fewer opportunities (the optimistic assumption); the importance of the inclusion of young people with fewer opportunities did not become visible for the communities through the projects (which suggests that the projects should address this issue more strongly in the communities concerned);

or the communities – for whatever reasons – do not want to increase their commitment in this respect to address this issue (the pessimistic assumption).

Nevertheless, the relatively strong indication of these effects reveals neither the actual change in quantitative terms with respect to the three areas outlined above (internationalisation, participation and active citizenship, and organisational development) nor the level achieved; for example, one organisation might have had its first international activity and now plans a second one, another organisation might already have had many international contacts and activities and now extends this a little – or not at all, being already over-stretched by the international activities it is running.

Furthermore, it is possible that project leaders assessed the effects on their organisations (and communities) not only with respect to the project they were asked about, but (unconsciously) also included the effects of previous projects they or their organisations were involved in; as can be seen from the project leaders' profile, many of them had been project leaders in previous projects. It would require further studies to clarify this.

3.5.   Profile of project leaders

A large majority of project leaders are highly educated – three-quarters of project leaders have completed education at post-secondary or tertiary level (see Table 70); this reflects a high degree of involvement in *non-formal* education of persons with a high level of *formal* education. These project leaders seem to attract participants – who are either well educated (formally), come from a (formally) well-educated family background or who want to achieve a high level of (formal) educational attainment – to participate in *non-formal* education activities. This seems to be contradictory but might also be logical: youth leaders with a high level of education are more likely to recognise the value and potential of non-formal education and to have the competences to design and integrate non-formal education/learning in their work; similarly, young people coming from a highly educated background are more likely to recognise the opportunities offered by non-formal education/learning activities – even if they are not referred to as such explicitly. Further research on this aspect is necessary to explain this phenomenon.

Project leaders largely share a European identity, partly combined with a national identity (see Table 71). This can be considered as a precondition for supporting a project aiming at European citizenship, and probably also helps to attract young people to participate in such projects. The challenge for project leaders in this respect is how to attract young people who are suspicious or critical about a supra-national/European approach (or favour a purely nationalist approach). In this respect, the implementation structures need to develop measures that go beyond convincing those who are already convinced (see Table 54).

A large majority (70%) of project leaders report that they were involved in EU-funded youth programmes prior to the project they were being asked about, either as project leaders or as project participants or as both, and many had been involved in more than one project (see Table 75, Table 76 and Table 77); this points to a rather large group of organisations being involved in YiA projects on a recurrent basis, assuming that the project leaders rarely move from one organisation to another and also considering that the majority of them were involved in the surveyed projects on a voluntary basis. This can have positive effects with respect to the quality of the projects, since they can build on previous experiences and on existing relationships and networks (a majority of projects involve partners who had cooperated before), but also results in a relatively small number of organisations that are new to the YiA Programme. This still has the potential to allow the projects organised by the same organisations to involve 'new' participants

without prior experience of EU-funded projects, but it should be ensured that 'new' organisations have adequate access to the YiA Programme. This might need further analysis in order to implement adequate measures.

Remarkable is the already mentioned high proportion of project leaders who are involved in YiA projects on a voluntary basis (almost half of them being employed full-time outside the organisation for which they are involved in the YiA project). This points towards highly motivated project leaders who contribute to the participatory dimension of the projects; project leaders are likely to serve as role models as active citizens for the participants.

A critical finding is that a majority of project leaders report to have had equally an organisational and an educational role in the projects. While organisational tasks cannot be totally avoided by educators, this result suggests that there are not sufficient human resources available so that educational work is limited by organisational tasks that need to be done. It is also possible that the available contact data of project leaders includes those with organisational roles rather than those with educational roles; this requires further analysis.

The analysis above needs to be considered with caution since the group of respondents might not be representative of the sample. It is possible that project leaders with a strong affinity to the YiA Programme as well as project leaders with a higher level of educational attainment were more likely to have responded to the questionnaire; this aspect requires further analysis.

3.6. Youth in Action networks and trajectories

The analysis of the profiles of project participants, project leaders and organisations involved in the YiA Programme reveals the existence of individuals, organisations and networks who participate in YiA projects on a recurrent basis. A large majority of the project leaders and many project participants had been involved previously in EU-funded youth projects (or in similar projects), and many of them in more than one project; for example, the biographies of project leaders show multiple participation in EU-funded youth projects, both as participants and as project leaders (see Table 43, Table 75, Table 76 and Table 77). Furthermore, a large majority of projects involved partners who had cooperated before in EU-funded youth projects, which points to self-contained networks of youth groups/organisations involved in YiA projects (see Table 5). In line with the latter, a large majority of project leaders report that it is easy for them to meet the criteria and requirements for applying for funding, managing and reporting on their projects (see Table 4) – which could be a result of having gone through these tasks more than once.

This can be viewed positively: multiple participation indicates that the young people and the project leaders had positive experiences in their projects, which they want to repeat and extend; multiple participation of individuals, organisations and networks can contribute to building up competence in developing and implementing these projects, which should result in their quality development (see also section 3.4 'Learning organisations'). It is also understandable that project leaders and their organisations tend to cooperate with the same partners they already know – according to the motto 'never change a winning team' – which is less time-consuming than developing new partnerships, the latter being a burden when financial and human resources are scarce as is the case for most youth structures.

However, this implies that the possibility for new groups and organisations to access the YiA Programme is limited. This is also reflected in the analysis of responses with respect to the starting point of YiA participation: most participants and project leaders become involved in YiA

projects through a youth group, youth centre, youth organisation or the YiA National Agency – which is also a youth structure (see Table 2 and Table 3). This implies that young people who are not involved in youth groups/centres/organisations are less likely to become involved in YiA projects. While this is partly evident since funding is primarily limited to youth structures, it also means that, for example, young people with fewer opportunities (a main target group of the YiA Programme), who are often not involved in youth structures, have restricted access to YiA projects.

There is a need for further study and analysis of whether and how far the phenomena outlined above actually prevent new organisations and groups of young people from becoming involved in YiA projects, and if so, which are the barriers and obstacles to becoming involved in YiA projects and how they could be overcome.

Further analysis is also needed as to the degree to which the respondents are representative of the total population of project leaders and participants in YiA projects, in particular whether respondents with previous involvement in EU-funded youth projects are over-represented.

3.7. Educational and professional pathways

While the YiA Programme does not specifically aim at fostering educational and professional pathways, the projects show considerable effects in this respect: a large majority not only of the participants but also of the project leaders indicate that due to their involvement in a YiA project they got a clearer idea about their further educational and professional pathways; that they are readier or intend to pursue further education or training; that they intend to develop their foreign language skills; and that they are readier or intend to work and live abroad. More than two-thirds of participants and of project leaders believe that their job opportunities have increased at least to some extent. Furthermore, a large majority of youth workers and youth leaders participating in training and networking activities express that they developed competences that are useful for their work with young people (see Table 12, Table 13, Table 14 and Table 19).

These results indicate that the involvement in YiA projects stimulates a process of reflecting on one's educational and/or professional pathway and to consider or actually plan further educational activities and/or one's professional development. While this does not demonstrate an increased employability of participants or project leaders, it indicates that they believe that their employability has increased through the project (thus having contributed to their self-confidence at least) and that they intend to take initiatives that can contribute to their employability. This can be considered to be a significant effect, complementing the social, cultural and political dimensions of the YiA Programme.

4. 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.

For the present study, standardised surveys with project participants and project leaders only were implemented. Based on concepts and research instruments developed by the Institute of Educational Science at the University of Innsbruck in Austria, two multilingual online questionnaires were established – one for participants and one for project leaders/members of project teams of YiA-funded projects.

The questionnaires mainly consisted of closed/multiple-choice questions and some supplementary open questions. Both questionnaires included a number of dependency questions, which only appeared for the respondents in case a previous (filter) question was answered in a specific way. For example, some questions appeared only for participants or project leaders who responded that their project was funded within a specific action line, because these questions were not relevant for other action lines.

Both questionnaires could be accessed in Bulgarian, Czech, English, Estonian, Finnish, German, Polish, Russian, Slovak and Swedish.

4.1. Implementation of the survey

The survey was implemented using an online survey platform (LimeService[5]) 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 the RAY Network countries Austria, Bulgaria, Czech Republic, Estonia, Finland, Germany and Poland as well as project leaders of projects funded through the National Agency in Slovakia. The survey did not address projects that were funded centrally through the EACEA.[6] Subsequently, the survey covered only projects 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.

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.[7] The

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[5] https://www.limeservice.com/
[6] Education, Audiovisual and Culture Executive Agency. See http://eacea.ec.europa.eu/index_en.php, accessed 17.08.2011.
[7] 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

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 three and twelve months before the invitation to the survey was used.

Around 85% to 90% of all project leaders of all funded projects 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;[8] all participants of the sampled projects (except those for whom no email address was available) were invited to take part in the survey.[9] 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, up to 90% of the participants of the funded projects in smaller countries (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 email 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 to access the online questionnaire directly. The email invitations were customised according to the official language(s) of the country of origin 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 first invitation they received a reminder, which informed them of the fact that they had one more week to complete the questionnaire. Nevertheless, the questionnaire remained active (and the token/password remained valid) beyond that date until the survey was finished and the response data was exported.

Between 14 October 2009 and 3 June 2010 a total of 11,225 project participants and 4,984 project leaders were invited to participate in the survey. In total, 9,751 participants and 4,779 project leaders should have received the invitation email since they were not returned to the sender as non-deliverable. In total, 2,650 project participants and 1,121 project leaders completed the questionnaire at least up to page 4 of the questionnaire, thus excluding those respondents who dropped out soon after they began to fill in the questionnaire. Considering those respondents completing the questionnaire up to page 4, the response rate was 26% on average.

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case of youth initiatives or networking projects). In the case of EVS projects, the departure date of the volunteer was used.

[8] 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.

[9] 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.

4.2. Limitations of the survey

Since this was the first transnational survey with project participants and project leaders of YiA projects, it can also be characterised as a pretest; nevertheless, it aims at generating evidence that is relevant for the analysis of the YiA Programme. In general, this aim was met and the implementation was successful. Possible reservations, with respect to the validity of the results, refer to the data set of participant responses: while criteria for sampling projects and retrieving the contact data of respective participants had been established, it was not possible to monitor and ensure that these criteria were met. Furthermore, for most countries quantitative and qualitative descriptions of the total population are missing: in particular with respect to the total number of projects, participants and project leaders as well as the distribution by gender, age groups, etc. Therefore, it cannot be analysed to which degree the profile of the response sample correlates with that of the total population, and it is not possible to produce a weighted analysis with respect to funding countries, countries of origin of respondents, gender, age, etc.

Further limitations of this first series of surveys were as follows:

- The different language versions of the two questionnaires were uploaded one by one between October 2009 and March 2010 during the first series of surveys. This implies that for participants and project leaders surveyed at the beginning of the survey period fewer languages were available than for those invited towards the end of the first round of surveys. Subsequently, fewer respondents could view the questionnaires in their first language at the beginning of the survey period.
- 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.
- For some projects, the contact data of project participants also included project leaders because they were included in the respective lists of project reports; subsequently, these project leaders completed the wrong questionnaire or even completed the questionnaire for project leaders as well.
- Around 33% 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.
- Around 80% of the responding project leaders indicate that they were involved in the project most of the time, which leaves another 20% who might have had a limited basis for responding to the questionnaire.
- Overall, the sample for Action 5.1 was very small, even at the transnational level; in any case the response rate of project leaders for Action 5.1 is too small to provide meaningful results.

Therefore, the representativity of the available data is limited and it is difficult to assess the resulting bias. Consequently, a more detailed and in-depth analysis of the available data did not seem useful, in particular with respect to a comparison between countries. If a comparison between countries is presented, it is for the purpose of formulating hypotheses to be pursued in further studies and to get some idea about country-specific results. In no way was this was done in order to compare the performance of the countries involved.

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 countries such as Germany, Finland or

Austria in comparison with Bulgaria, or also to some extent in Czech Republic.[10] 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 less developed European countries, are under-represented in the present data.

Nevertheless, 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.

4.3. Presentation of results

This report outlines the results of the online survey with a focus on the main outcomes. Percentages specified in the text are rounded to the next whole number. The tables in Appendix A include more detailed results. Generally, the tables include total frequencies and percentages by rows and/or by columns. Modal values are highlighted in grey. The tables include information on the sample size (N) of project participants (PP; N=1,400) and project leaders (PL; N=655). 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. Some questions/items are written in *italics*. These items occur in both versions of the questionnaire, for project participants and project leaders.

Country-specific analyses provide a differentiation by the seven/eight countries of the RAY Network participating in these surveys, either as funding countries or as countries of origin of the participants/project leaders, depending on which criterion is considered to be more meaningful for a differentiation. All other countries – in general other countries of origin – 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 1.2 (Youth Initiatives) and Action 1.3 (Youth Democracy Projects) in view of comparable structures and a relatively small basic population for both actions;
- Action 2.1 The European Voluntary Service (EVS);
- 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 analysis of data from the participant survey, this category also includes TCP activities that have the same characteristics as training and networking projects;
- Action 5.1 (Support of European Cooperation in the Youth Field – meetings of young people and those responsible for youth policy).

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[10] Eurostat (2009): Internet usage in 2009 – households and individuals. Retrieved from: http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-QA-09-046/EN/KS-QA-09-046-EN.PDF, accessed 17.08.2011.

5. Respondent profiles

5.1. Project participants

In total, 1,400 participants of YiA-funded projects that ended between three and twelve months before the invitation to the survey responded to the online questionnaire. The number of respondents by the funding countries of the surveyed projects and by the countries of origin of the respondents is shown in Table 40 and Table 41 (see section 4.2 for limitations in the sampling procedure).

Most of the respondents were German residents (40%) while participating in a project. Bulgaria, Poland, Finland and Austria are represented as 'countries of origin' at a comparable level (between 11% and 16%). Respondents from Czech Republic (4%) and Estonia (2%) are represented by smaller groups of respondents. The representation of origin countries is considered for the data analysis below; the seven RAY funding countries[11] are compared with each other and contrasted with other origin countries of participants, including Mediterranean countries, countries in South East Europe and CIS (Commonwealth of Independent States – former Soviet republics) countries. Differences in the results can be expected between the RAY Network countries (mostly the venue countries of the projects) and the other countries (which can only be project venue countries, if funded within Action 3.1) due to sociocultural and economic reasons.

5.1.1. Project types and previous participation in YiA

Most respondents participated in 'Youth Exchanges' (YE) in Actions 1.1 and 3.1 (45%) and in 'Youth Initiatives & Democracy Projects' (YI&D) in Actions 1.2 and 1.3 (20%). The 'EVS' in Action 2.1 and 'Training & Networking' (T&N) projects in Actions 4.3 and 3.1 were each attended by 11% of the participants. The 'Training and Cooperation Plan' (TCP) and 'Support of European Cooperation' (SEC) in Action 5.1 have the lowest number of respondents (see Table 42).

Nearly half of the respondents had already participated in a similar project before (a large majority of them in projects supported by EU youth programmes), more than two-thirds of them had participated in a maximum of three similar projects, and one-third had taken part in up to ten similar projects (see Table 43 and Table 44). This result pattern hints at a group of 'YiA repeaters', that is, participants who take part in several projects – also funded within different actions – as long as they belong to the eligible age groups. Furthermore, participants also continue their YiA biography by becoming a project leader/team member later on (see section 5.3.1 and section 5.2.2).

5.1.2. Place of residence

About half of the respondents are living in cities with more than 100,000 or 1,000,000 inhabitants, while another fifth of the respondents live in towns with 15,000 to 100,000 participants (see Table 45). The general demographic structure in the countries of origin is important at this point, taking into account the global trend that young adults prefer to live in urban areas or in commuter areas of cities with a well-developed infrastructure and better job

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[11] The participant surveys included participants from projects funded through the National Agencies in Austria, Bulgaria, Czech Republic, Estonia, Finland, Germany and Poland.

opportunities.[12] The results suggest advantages in international mobility for people from urban areas due to infrastructure provision. Especially in Bulgaria and Poland, most of the respondents were from urban areas, while respondents from rural areas are clearly under-represented. However, participants from Austria come equally from urban and rural areas. Furthermore, the limited internet access of people from rural areas could result in a structural under-representation of respondents from these areas in the survey. At EU level, the broadband penetration of households in sparsely populated areas is still behind that of areas with a high population density, although an increase has been reported recently. More than two-thirds of households in Finland and more than half of households in Austria, Germany and Estonia have broadband internet access; the broadband infrastructure in the other three RAY Network countries is less developed, with less than one-quarter of households in Bulgaria having broadband internet access.[13]

5.1.3. Occupational and educational status

One-fifth of the participants were in full-time employment; another 11% were employed part-time. The biggest portion (36%) was not in any paid work when participating in the project; 10% were unemployed – the highest portion in the age group 18 to 25 years. At the same time, almost three-quarters were in education and training at secondary or tertiary level (see Table 47, Table 48, Table 49 and Table 50).

These results indicate a strong link between participation in the YiA Programme and being in education or training. Furthermore, participation in the programme seems more feasible for people in full-time employment than for part-time employees, especially in YE projects. While this is generally a positive result with regard to supporting the mobility of young people in employment (a group with generally difficult access to mobility due to the necessity to take time off work), it also hints towards the exclusion of part-time employees or unemployed young people (a group in a highly precarious situation, often with insecure working conditions and a lack of financial resources).

The highest percentage of full-time employees was found for participants in activities within the TCP and in T&N projects, which addressed the target group of youth workers/youth leaders (see Table 51). This indicates that youth workers/leaders as well as their employers – presumably youth structures – consider YiA projects to be a valuable opportunity for vocational continuing education in this field. Interestingly, participants who were stated not to be in any kind of education were also found in TCP activities and T&N projects. While the relevant question was aimed at finding out whether the participants were in education and training *outside* the YiA project but did not specify this, the responses indicate that participation in the educational projects offered in the framework of these actions is not perceived as 'being in education or training'. Presumably, participants consider 'education and training' generally as offers provided within the formal education system; the awareness of non-formal or informal education activities appears less distinct.

YE and EVS projects are attended mainly by students and only by a few employees, who often cannot afford absence from work for a longer period. YI&D projects are attended to a high degree by students. Most unemployed participants took part in YE, T&N and EVS projects.

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[12] OECD (2010). Trends shaping Education 2010. OECD Publishing. Retrieved from http://www.oecd-ilibrary.org/docserver/download/fulltext/9610041e.pdf?expires=1313601277&id=id&accname=ocid56025002&checksum=0A4A3A8420483AC4FD04B93BA4E24E11, accessed 17.08.2011.
[13] Eurostat (2009). Key figures on Europe. Retrieved from
http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-EI-10-001/EN/KS-EI-10-001-EN.PDF, accessed 17.08.2011.

These project types focus on multicultural international experience, continuing education and active participation in voluntary work – activities that support the development of competences and experiences relevant for future vocational activities.

5.1.4. Educational attainment

The educational attainment of participants is rather high: more than 90% of the participants aged 18 or older have at least finished upper secondary school; around 85% of the participants aged 26 or older have finished a tertiary education. In total, more than 80% of the participants have completed upper secondary education; about 40% have a degree at tertiary level (see Table 53). This points towards inequality in the accessibility of the YiA Programme for less educated people. On the other hand, around 12% of the respondents aged 15 or older have not finished lower secondary school; this reflects a group that faces obstacles due to educational reasons.

Participants with the highest educational attainment participated in YE and T&N projects as well as in TCP activities; most participants with lower secondary education were found in YE and SEC projects (see Table 52). Obviously, educational attainment is dependent on the age of participants, which needs to be taken into consideration when analysing the response data. For example, a high proportion of participants with only lower secondary education in projects funded within specific project types reflects the fact that young people between 13 and 17 years were eligible to participate in these project types (for example YE) – obviously, these participants could not have completed upper secondary school. The high educational attainment in project types targeted towards youth workers can be explained similarly (see also Table 46). The educational attainment of parents provides further insight, independent of the participants' age. Most parents of participants had finished post-secondary or tertiary education (45%). If participants have parents with post-secondary or tertiary level education, they are more likely to participate in YE or YI&D projects. Comparison with the number of participants with post-secondary and tertiary education in T&N and TCP activities shows that the percentage of their parents having reached the same educational attainment is relatively low.

It needs to be noted that the group of responding participants might not be representative of the total population, in particular due to the length of the questionnaire and the understanding required to complete all questions. In this respect, it is possible that participants with a lower educational attainment left the survey at an earlier stage so they did not reach these questions, placed in the last quarter of the questionnaire. For this reason, the question on the highest educational attainment was moved to the beginning of the questionnaire for further surveys from November 2010 onwards, in order to allow a more reliable analysis of this issue.

5.1.5. Citizenship identity

The project participants were asked to choose between five categories of identity with respect to citizenship and nationality (see Table 54 and Table 55). The majority (47%) considered the option 'European citizen and citizen of my present country of residence' as most appropriate, indicating a national and a supra-national identity at the same time. Another 15% selected the option 'European living in my present country of residence', thus indicating a stronger supra-national than a national identity. These results indicate that a fairly large group of respondents have – at least partly – a supra-national/European identity. At the same time, it could be expected that participation in a European project might support a response pattern that is in line with the objectives of the funding programme. Participants indicating – at least partly – a European identity tend to come from RAY Network countries rather than from 'other countries', which include countries outside Europe. A stronger national than European identity was found for 28%

of the participants, who selected 'Citizen of my present country of residence'. This category could include people who do not live in Europe, as well as Europeans with a primarily national identity. For some participants, having an origin of 'another European country' (6%) or of 'another region of the world' (3%) is most important; they do not identify themselves primarily as citizens of their country of residence. These participants mainly have their origin in one of the 'other countries'. Most likely, they have a migration background that determines their identity more strongly.

5.1.6. Minority status

In total, 14% of the participants (n=174) indicate that they belong to a minority within their country of residence, mainly to ethnic/cultural and linguistic minorities (see Table 57). This indicates that a minority status does not necessarily impede participation in the YiA Programme.

Strong differences in minority status appeared between the participants' countries of origin (see Table 56). Rather high percentages of participants with a minority background can be observed in Estonia (19%), Finland (17%) and Austria (11%): for Estonia and Finland this can be explained by the relatively strong Russian-speaking and Swedish-speaking minorities respectively who live in these countries; for Austria it could be explained by a population with a migrant background (around 16%, including citizens of other EU countries living in Austria). Similarly, a high percentage of minorities could be expected for some other countries; however, it seems that persons belonging to these minorities participated only to a limited extent in the YiA Programme – or did not declare themselves as belonging to a minority. A reliable statement about constrained access to YiA projects for minorities within the different RAY Network countries would need to be based on the actual representation of minorities in the countries' population of young people.

The total percentage of participants with a minority background from the RAY Network countries is below that of the 'other countries'. Indeed, the vast mixture of different countries and cultures in the group of 'other countries' and a lack of knowledge about the demographic representation of minorities in these countries limit the interpretation of the results.

5.1.7. Languages spoken in the participants' families of origin

The language(s) spoken by participants and in the participants' families can be considered as an indicator for a potential minority or migration background. In around 90% of the respondents' families of origin, an official language of their country of residence is mainly spoken. Vice versa, around 10% of the participants speak at home a language other than an official language of the country of residence, which points to a minority/migration background. The percentage of families of origin who do not mainly speak an official language of the country where they live is relatively high in Estonia (21%), which could be due to a relatively strong Russian-speaking minority. Additionally, 25% of the participants from RAY Network countries come from families where other languages are also spoken (see Table 58, Table 60 and Table 61). This indicates a rather large group of participants with a potential minority/migrant background. Interestingly, the percentages for other languages also spoken at home are much higher than those for belonging to a minority (see Table 56) – for some countries (Bulgaria, Czech Republic, Estonia and Poland) the difference is more than 15 percentage points. This suggests that the respective participants either do not consider themselves as belonging to a minority or they are more hesitant about indicating that they belong to a minority because of a fear of stigmatisation.

The accessibility to the online questionnaire was also determined by the language of participants. The questionnaire was provided in ten different languages;[14] participants speaking a language not provided in the questionnaire system were directed to the English version of the questionnaire. This might have prevented participants even from RAY Network countries from answering the questionnaire, in particular in the earlier surveys in 2009 and early in 2010.

5.2. Young people with fewer opportunities

The inclusion of young people with fewer opportunities is among the permanent priorities of the YiA Programme (see Appendix B, section 13.2). Access to the programme should be guaranteed for this target group. The YiA Programme Guide[15] defines the target group as follows:

> "Young people with fewer opportunities are young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the non-exhaustive list below. In certain contexts, these situations or obstacles prevent young people from having effective access to formal and non-formal education, trans-national mobility and participation, active citizenship, empowerment and inclusion in society at large."

As specific obstacles the following are listed: social obstacles, economic obstacles, disabilities, educational difficulties, cultural differences health problems and geographic obstacles (more detailed descriptions are included in Appendix B, section 13.4).

5.2.1. Projects involving young people with fewer opportunities

The survey analysed how far young people with fewer opportunities were represented among the participants of the YiA-funded projects surveyed. The participation of young people with fewer opportunities was indicated by more than half of the project leaders across all actions involving young people. In the case of YE projects, nearly two-thirds of project leaders indicated the participation of young people with fewer opportunities; they were represented below average in EVS projects (see Table 62). This reflects that EVS activities are more difficult to access for young people with fewer opportunities since they generally require living and volunteering in another country for a longer period, thus requiring a higher degree of economic security. This makes it more difficult for, for example, young people in precarious situations or with health problems/disabilities to participate.

In the case of T&N projects, 73% of project leaders indicated that the participants were working with young people with fewer opportunities. This reflects a high interest among project organisers and participating youth workers/youth leaders in involving young people with fewer opportunities.

Project leaders consider socioeconomic factors as predominating obstacles in the access of participants to education, mobility, participation, active citizenship, empowerment and inclusion in society at large (see Table 64). Around 12% of the project leaders cannot say whether young people with fewer opportunities participated in the project. This underlines that the existence of fewer opportunities among project participants might not always be salient and/or was not made

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[14] Not all ten languages were available from the beginning – they were uploaded continually as participants of projects were invited by funding countries. Only the English and German versions were available from the beginning.
[15] European Commission. (2010). Youth in Action Programme Guide (p. 5). Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf (p. 5), accessed 17.08.2011.

a specific subject of discussion in the project teams. In particular, the perception of socioeconomic disadvantages would be difficult, as these disadvantages cannot be seen or are not reported during the application procedure by participants, as would be necessary in the case of disabilities or health problems, which often need special assistance or medical care.

5.2.2. Access to education, work, social and political participation and mobility

Access to education, work, mobility and participation in society and politics can be limited by the conditions and obstacles listed above and is reflected in the items of Table 1. Around 80% of the participants have experienced obstacles in their access to at least one of these areas for at least one of the reasons listed.

Participants feel restriction mainly due to the following obstacles: a lack of financial resources, living in areas with poor transport infrastructure, and difficulties with speaking the official language in their country. Health problems, disabilities or insufficient education are also prominent reasons. The social background is indicated as the least restricting factor; however, given that the social background can have an influence on other obstacles listed as possible answers (for example, financial situation, educational attainment, place of living), it can be assumed that participants do not take into consideration its indirect effects or do not feel comfortable with ticking this option.

At first sight, participants attribute only weak negative influences to their belonging to a cultural or ethnic minority or disadvantaged and discriminated group. However, these group categories coincide and in combination they are rather prominent obstacles for the respondents (see Table 1 below). It is also noticeable that 67 participants stated that they belong to a cultural or ethnic minority (see Table 57) but the number of respondents who considered this minority status as an obstacle for their access to education, work and participation in society is clearly higher. In conclusion, *all* participants who belong to cultural or ethnic minorities also felt restrictions in accessing these three areas. Only for access to mobility is their minority background a minor obstacle.

Access to work is most frequently affected by one of the obstacles, closely followed by access to the other three areas. Insufficient education and difficulties with the official language in one's country are the main constraints for access to work; health problems and remote living conditions also play an important role.

Access to mobility is strongly restricted by a lack of money. Taking into account that mobility goes beyond international mobility, and also refers to mobility within a country or city, and travelling between workplace and home, it seems self-evident that living in a remote area with poor transport connections is also considered a limiting factor. Further, health problems and disabilities are seen as important obstacles for mobility.

Having difficulties with the official language in the country appears to be the most constraining factor for *access to participation in society and politics*. Again, a disadvantageous financial situation is among the reasons that were selected most frequently. Belonging to a disadvantaged or discriminated group or to an ethnic or cultural minority has the strongest negative effect in the field of active participation compared with the other fields (education, work and mobility).

Table 1: Obstacles of project participants in general (PP)

"What are main obstacles for your access to education, work, mobility and/or active participation in society and politics?" (N=1.400; n=1.150) [On average, respondents ticked 17,3% of all answering options. The number of missings is n=250 or 17,9%]	Obstacle 1/4 … an obstacle for my access to education.	Obstacle 2/4 … an obstacle for my access to work.	Obstacle 3/4 … an obstacle for my access to active participation in society and politics.	Obstacle 4/4 … an obstacle for my access to mobility.	TOTAL	Percentage
		„Check any that apply" Frequencies				
Health problems are …	135	244	153	267	**799**	**9,1**
Insufficient educational attainment/achievement is …	173	392	190	45	**800**	**9,1**
Living in a remote area with poor transport connections is …	182	236	171	365	**954**	**10,9**
Not having enough money is …	446	139	245	434	**1.264**	**14,5**
Having difficulties with a/the official language(s) in my country is …	266	310	284	78	**938**	**10,7**
Having a disability or disabilities is …	79	190	97	260	**626**	**7,2**
My social background is …	61	65	96	43	**265**	**3,0**
Family responsibilities and/or ties are …	77	83	73	155	**388**	**4,4**
Belonging to a cultural/ethnic minority is …	82	114	142	35	**373**	**4,3**
Belonging to a disadvantaged or discriminated group is …	126	188	216	55	**585**	**6,7**
None of these reasons are …	471	441	450	393	**1.755**	**20,1**
TOTAL	**2.098**	**2.402**	**2.117**	**2.130**	**8.747**	**-**
Percentage[#]	**23,3**	**28,0**	**23,8**	**24,8**	**-**	**100,0**

[#]The item 'none of these reasons are…' is not included in the total values and total percentage.
[#]The question is very complex and was simplified for the following surveys.

Access to education is constrained by financial problems, difficulties with the official language, and also insufficient educational attainment. The results reflect the typical pattern of reproducing educational barriers in society. Financial problems are related to limited access to work. At the same time, work requires sufficient educational attainment, and education requires financial resources. A low level of language competence, which restricts access to both education and to work, can hardly be improved without access to education.

5.2.3. Sense of fairness

The project participants were asked about their sense of 'getting a fair share' compared with the way other people live in their country. Of course, the answers reflect a subjective perception of one's own situation compared with that of others and thus needs to be viewed with caution. Nevertheless, the perceived 'sense of fairness' can be considered as an indicator for the participation of young people with fewer opportunities in YiA projects.

The term 'a fair share' was not further specified and respondents also had the possibility of selecting the option 'I don't know how to answer this', which was chosen by more than a quarter of the respondents from the RAY Network countries. This indicates that the respondents either

do not (believe to) know about the living circumstances of other people in their country (indicating strict barriers between different socioeconomic groups) or they do not want to communicate their perception. Two-fifths believe that they 'get their fair share', another fifth that they 'get more'; still, 15% are of the opinion that they receive less than others. Also, the total values of the 'other countries' follow this pattern (see Table 65). In total, participants who feel deprived in terms of 'fairness' are outnumbered by those who think that they receive what they deserve or more.

There are significant differences between the countries of origin: up to 70% of participants from Germany, Poland and Austria have the subjective impression that they get their fair share or more. In contrast, participants from Bulgaria have a different perception: 38% assume that they get less than their fair share; only 17% believe that they get their fair share or more; and almost 44% express that they do not know how to answer this question. The country comparison suggests that participants from the 'new EU member states' (accession in 2004 or later) tend to consider themselves to be disadvantaged in comparison with participants from the 'old EU member states'. This not only reflects different socioeconomic structures but also that the 'new EU member states' involve a considerable proportion of young people who feel disadvantaged.

It should be noted that the group of responding participants might not be representative of the total population, in particular with respect to access to a computer and broadband internet connection, both of which are necessary to complete the online questionnaire. Therefore, it is possible that participants with fewer opportunities were limited in accessing and completing the questionnaire because of the obstacles this group is facing. This issue will be addressed in the analysis of the next series of surveys in 2010/11.

5.3. Project leaders and project team members

The survey also included a questionnaire for project leaders and project team members, that is, individuals who were responsible for the initiation, development and implementation of projects funded in the RAY Network countries[16] or who worked in the project teams and were named as contact persons for the selected projects. In total, 1,121 project leaders replied to the online questionnaire, which reflects a response rate of 23.5%. Only 665 responses meeting the criterion that their project ended three to twelve months before the survey were used for this transnational analysis. The number of respondents differs for the funding countries of the RAY Network depending on the size of the country and the subsequent number of funded projects (see Table 66). The distribution of respondents on the different types of projects roughly reflects the overall volume of the respective project types (see Table 67). Only ten respondents were involved in projects funded under Action 5.1. (SEC). This number is too small to make it possible to draw meaningful comparisons between actions/project types.

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[16] The project leaders survey included projects from eight funding countries: Austria, Bulgaria, Czech Republic, Estonia, Finland, Germany, Poland and Slovakia.

5.3.1. Project lines and trajectories

Project leaders were already frequently involved in projects funded by the YiA Programme or a previous EU youth programme before the project they were being asked about in this survey (and many of them were involved in more than one previous project): half of them as project leaders and almost one-third as project participants. Only around 30% had no prior experience with EU youth programmes. In most cases, they were previously involved in YE projects – as project leaders or as participants – which reflects the overall high proportion of this project type in EU youth programmes. Remarkable is the high proportion of previous EVS participants who then became involved as project leaders; this suggests that EVS participation is likely to lead to involvement in youth work with an international dimension. Furthermore, half of the participants in T&N projects – which are targeted at youth workers and youth leaders – are engaged as project leaders later on; this indicates the successful qualification and competence development of youth workers and their preparation for working as project leaders (see Table 75, Table 76 and Table 77). Both the engagement of former YE participants as well as of participants in T&N projects points to internal recruitment mechanisms within the YiA framework. While this is positive from the perspective of effectiveness and building on existing experience and networks – and while this contributes to the development of the groups and organisations with respect to networking, (international) project experience and participation of young people in these organisations – it leads at the same time to reduced opportunities for youth workers/leaders with no prior experience with EU youth programmes to become involved in YiA projects.

5.3.2. Place of residence

Most of the project leaders (more than 80%) indicated that their country of residence (which was also defined as the country for which they were involved in the project) was one of the RAY Network countries (see Table 69). While this can partly be explained by the fact that only projects funded by National Agencies from these countries were included in the survey, it is still surprising since *all* project leaders (according to entries in YouthLink) – including from other countries – were invited to take part in the survey. This suggests that the following factors may have a significant effect on the response rate:

- The possibility of responding to the questionnaire in one's first language is essential for completing the questionnaire – even the possibility of responding to the English version of the questionnaire does not seem to be sufficiently motivating.
- Project leaders from the funding countries – therefore from the beneficiary organisations – seem to have a higher motivation to complete the questionnaire than project leaders from the partner organisations in other countries. This could partly be explained by an imbalance in project teams, where the coordinating organisations play a more dominant role than the project partners.

5.3.3. Occupational status and role in the project

Two-thirds of the project leaders had a combination of an organisational and educational role in the surveyed projects; purely educational roles were held by only a small number of respondents. The majority were directly involved in the project activities throughout or most of the time of the project, and working on a voluntary, unpaid basis was common for more than half of the project leaders. The other project leaders worked on a regular employment basis either full-time or part-time in the projects. Still, 42% had a full-time engagement outside the promoting organisation; one-fifth did not have any other professional engagement; and only a few unemployed people were involved as project leaders.

5.3.4. Educational attainment

Three-quarters of the project leaders have attained a qualification at post-secondary or tertiary level. Most of the other project leaders had completed upper secondary school. This pattern is reflected for all action lines (see Table 70). The large number of project leaders with post-secondary and tertiary level education could serve as a role model function for participants, for example with regard to their aspirations concerning future educational pathways. At the same time, the high educational level of project leaders could attract participants with post-secondary/tertiary education or participants from families with a high educational attainment – in fact, the biggest group of participants comes from such families, in particular participants from RAY Network countries.

5.3.5. Citizenship identity

Almost 70% of the project leaders identify themselves as being 'European': about half of them in a combined European and at the same time national identity, and 20% identifying themselves primarily as 'European'. Some 4% describe themselves as citizens of a European country other than their country of residence (see Table 71). This result pattern is similar to the citizenship identity of project participants (see section 5.1.5), with a slightly stronger indication of a European identity.

5.3.6. Minority status and migration background

Some 11% of the project leaders declare that they belong to a cultural, ethnic, religious or linguistic minority. Project leaders belonging to a linguistic minority represent the biggest group (39%; see Table 73 and Table 74). In contrast to the project participants, the proportion of project leaders belonging to an ethnic/cultural minority or having a migrant background is considerably lower, the latter largely being first generation immigrants. The latter, in combination with the high degree of educational attainment, points towards a mobility that is not so much economically driven but caused by other aspects, for example work experience in another country, possibly motivated through an international youth project – given the high portion of project leaders with previous experience with EU-funded youth programmes.

6. Project development and implementation

6.1. Ways leading to participation in Youth in Action

It was of interest to study how participation in the YiA Programme was triggered. The responses allow conclusions to be drawn about the contexts and channels of communication that stimulated involvement in YiA projects as well as about the effectiveness of dissemination approaches. To collect this information, the participants were asked to select the way by which they 'came to participate in the project'. At most, two out of nine options could be selected (see Table 2). Most respondents selected one option; some respondents selected an additional option (n=1,397; 1,676 replies in total).

'Youth groups, youth organisations or youth centres' can be considered to be the primary context for young people to become involved in YiA projects: 47% of the project participants came to the project through these institutions. Also, 'friends and acquaintances' were selected as a way leading to the project by 29% of the respondents, and 18% got into their project 'through school or university'. Information disseminated 'in a newspaper/magazine, on the radio, TV, internet' or on the 'website of the European Commission' are less important in this respect.

This implies that participation in YiA projects has its origin primarily in (non-formal) youth contexts as well as in (informal) private contexts.

Table 2: Ways leading to project participation (PP)

„I came to participate in this project in the following way:" (N=1.400; n=1.397)	At most two answers were possible		
	N	Percentage	Percentage of Cases
Through a youth group, youth organisation or a youth centre	655	39,1	46,9
Through friends/acquaintances	403	24,0	28,8
Through school or university	249	14,9	17,8
Through colleagues at work	60	3,6	4,3
Through information in a newspaper/magazine, on the radio, TV, internet	84	5,0	6,0
Through a National Agency of Youth in Action or a regional agency/office/branch/structure of the National Agency	138	8,2	9,9
Through information by or on the website of the European Commission	24	1,4	1,7
Through other sources	63	3,8	4,5
Total	**1.676**	**100,0**	**120,0**

Project leaders were asked how they learned about the YiA Programme or previous EU youth programmes (see Table 3). Some project leaders selected two options (out of two), but the majority decided on one access option (n=538; 730 replies in total). The YiA National Agency was the main source of information (30%), followed by 'youth groups, organisations and centres' (21%). 'Colleagues at work' (15%) and 'friends and acquaintances' (14%) also played a role in the dissemination process. This supports the assumption that the initiative for developing a YiA project is mostly taken by youth workers and youth leaders (being active in youth groups/organisations/centres) who receive information about the YiA Programme either from the National Agency (and their regional structures) or from their colleagues/the organisations they are involved in.

Table 3: Learning about the programme (PL)

"I learned about the Youth in Action Programme or a previous EU youth programme in the following way:" (N=665; n=538)	At most two answers were possible		
	N	Percentage	Percentage of Cases
Through a youth group, youth organisation or youth centre etc.	152	20,8	28,3
Through friends/acquaintances	103	14,1	19,1
Through school or university	40	5,5	7,4
Through colleagues at work	110	15,1	20,4
Through information in a newspaper/magazine, on the radio, TV, internet	42	5,8	7,8
Through the National Agency of Youth in Action or of a regional agency/office/branch/structure of the National Agency	218	29,9	40,5
Through information by or on the website of the European Commission	65	8,9	12,1
Total	**730**	**100,0**	**135,7**

This indicates that both project participants and project leaders are stimulated to get involved in a YiA project largely in the context of their daily lives – in which youth structures obviously play an important role: for participants these are youth groups, friends, school or university; for project leaders these are youth work contexts in which they are involved as volunteers or professionally, for example youth organisations and colleagues in youth work. Furthermore, for project leaders the YiA National Agencies – which are also a youth structure – play an important role for receiving information about YiA projects – either directly or indirectly through the youth structures they are involved in. This underlines the relevance of the National Agencies and their approach to addressing youth structures in their countries. Media and the website of the European Commission were only relevant for a minority of respondents from both groups. However, it is not clear how far the low impact of these sources can be attributed to a low representation of presence in these media or to usage behaviour of the respondents with respect to these media.

6.2. Application, administration and reporting

Information on the YiA Programme as well as consultancy is aimed at supporting the application and actual implementation of projects. In this context, the survey analysed the project development, application procedure and administrative project management from the perspective of the project leaders. In total, 67% of the project leaders confirmed that their organisation was an applicant organisation receiving financial support for the project from the National Agency of their country. Only these project leaders (n=447) were asked further questions concerning the development and management of the project.

The majority of project leaders report that 'the essential information required for project application was easy to obtain' (89%) and 'easy to understand' (88%). With regard to other aspects of the application procedure and the administrative project management, about one-quarter to one-third of the project leaders express very positive experiences ('very true') while the majority consider the aspects in question as 'somewhat true' (see modal values). However, there are also three aspects that caused some problems for project leaders: around 30% consider the application procedure, the administrative management and the reporting to be complicated or difficult (see Table 4).

This implies that a considerable proportion of project leaders have difficulties with the administrative demands of the programme. This has to be seen in view of the fact that many

project leaders (and their organisations) have had previous experience with an EU youth programme and thus could have become more familiar with these demands and procedures. At the same time, one could also perceive these responses as a 'culture of complaining' about these demands and procedures as was expressed in previous studies on this subject.[17]

Table 4: Application procedure and administrative project management (PL)

"Application procedure and administrative project management:" (N=447)		Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N	
				Mode grey accentuated			Miss	n
It was easy to obtain the essential information required for applying for this project.	F	235	162	39	6	3	45	445
	%	52,8	36,4	8,8	1,3	0,7	[6,8]	100,0
The essential information required for applying for this project was easy to understand.	F	214	180	43	6	3	44	446
	%	48,0	40,4	9,6	1,3	0,7	[6,6]	100,0
In the case of this project, it was easy to meet the funding criteria.	F	165	205	59	6	8	47	443
	%	37,2	46,3	13,3	1,4	1,8	[7,1]	100,0
The application procedure for this project was simple.	F	121	186	106	25	4	48	442
	%	27,4	42,1	24,0	5,7	0,9	[7,2]	100,0
The administrative management of this grant request was simple.	F	139	171	99	27	8	46	444
	%	31,3	38,5	22,3	6,1	1,8	[6,9]	100,0
The funding rules and calculation methods were appropriate.	F	156	205	57	18	7	47	443
	%	35,2	46,3	12,9	4,1	1,6	[7,1]	100,0
Reporting was easy.	F	110	199	96	24	11	49	440
	%	25,0	45,2	21,8	5,5	2,5	[7,4]	100,0
The overall grant system was appropriate and satisfactory for this project.	F	167	207	51	7	10	48	442
	%	37,8	46,8	11,5	1,6	2,3	[7,2]	100,0
Compared with other funding programmes, the administrative management of this grant request was easy.	F	131	141	83	25	64	46	444
	%	29,5	31,8	18,7	5,6	14,4	[6,9]	100,0
	F	1.438	1.656	633	144	118	420	3.989
	%	36,0	41,5	15,9	3,6	3,0	[10,4]	100,0

6.3. Project development, preparation and cooperation

The project leaders who were engaged in projects with at least two cooperating countries were asked to assess the development, preparation of the project and cooperation of the partnership by indicating whether six predefined statements were applicable ('true', 'not true', 'don't know') (see Table 5). A more detailed insight into the development, preparation and cooperation activities was gained by asking the project leaders to assess another five statements if they applied for the project (see Table 6).

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[17] See Chisholm, L. & Fennes, H. (2007). Das Internationale wird Standard. Das EU-Aktionsprogramm JUGEND (2000-2006): Evaluierung der Umsetzung in Österreich. Bundesministerium für Gesundheit, Familie und Jugend. Retrieved from
http://dl.dropbox.com/u/45733110/projects/EVALYOU/EVALYOU_AT_Endbericht_final_20070627.pdf, accessed 17.10.2011.

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The results show that 77% of the project leaders work for organisations, groups or bodies that have a strong network of project partners with whom they have 'already cooperated before the project'; 71% 'had already been involved with one or more project partners in a previous project supported by an EU youth programme'. These networks seem to be facilitating the cooperative atmosphere of the project work to some/a high extent, in particular a 'balanced and mutual cooperation between all partners' (76%), a good cooperation between the partners during preparation (88%) and during the implementation phase of the project (91%). In general, the relationship between the project leaders was characterised by mutual respect and good cooperation (95%).

In total, 95% of the project leaders reported that the projects were prepared well; almost 60% of the project leaders report preparatory meetings, which were considered to be essential for the project preparation. Meetings were not necessarily held in a face-to-face context: 58% of the project leaders also reported Skype conferences or the like to prepare the project.

Overall, this indicates that many projects are organised by partners and networks that have already cooperated in previous projects. Obviously, this contributes to good cooperation between the project partners. Nevertheless, it also implies that there is little change in the composition of project partners, which limits the opportunities for new partners to become involved in the YiA Programme.

Table 5: Project development, preparation and cooperation of partners (1) (PL)

"Development and preparation of the project. Please tick which of the following statements apply:" (N=566)		True	Not true	Don't know	N missing	n
			Mode grey accentuated			
My organisation/group/body had already cooperated before the project with one or more partners of this project.	F	400	106	12	48	518
	%	77,2	20,5	2,3	[7,2]	100,0
My organisation/group/body had already been involved with one or more project partners in a previous project supported by an EU youth programme.	F	367	133	16	52	516
	%	71,1	25,8	3,1	[7,8]	100,0
The project was well prepared.	F	491	14	11	52	516
	%	95,2	2,7	2,1	[7,8]	100,0
The project was prepared in one or more preparatory meetings involving other project partners.	F	305	181	30	52	516
	%	59,1	35,1	5,8	[7,8]	100,0
If true: I was participating in this preparatory meeting myself.	F	277	137	16	138	430
	%	64,4	31,9	3,7	[20,8]	100,0
The project preparation included Skype meetings or the like.	F	292	172	40	64	504
	%	57,9	34,1	7,9	[9,6]	100,0
	F	2.132	743	125	406	3.000
TOTAL	%	71,1	24,8	4,2	[12,0]	100,0
	%	74,2	25,8	-	-	100,0

Project leaders also emphasise the importance of good preparation. At the same time, the results show that the project development and preparatory activities meetings could be improved, in

particular with respect to a balanced and mutual cooperation between project partners (see Table 6).

Table 6: Project development, preparation and cooperation of partners (2) (PL)

"Please tick to which extent the following statements apply:" (N=566)		Fully / to a very high extent	To a considerable extent	To a limited extent	Not at all / to a very low extent	No opinion / can't judge / not applicable	N missing	n
			Mode grey accentuated				missing	n
The project was developed in a balanced and mutual cooperation between all partners.	F	178	216	84	19	22	49	519
	%	34,3	41,6	16,2	3,7	4,2	[7,4]	100,0
If applicable: The preparatory meeting(s) was/were essential for the preparation of the project.	F	181	105	36	31	102	113	455
	%	39,8	23,1	7,9	6,8	22,4	[17,0]	100,0
During the preparation, the cooperation between the partners worked well.	F	262	188	35	4	23	56	512
	%	51,2	36,7	6,8	0,8	4,5	[8,4]	100,0
During the implementation of the project itself, the cooperation between the partners worked well.	F	321	148	34	6	8	51	517
	%	62,1	28,6	6,6	1,2	1,5	[7,7]	100,0
The relationship between the project leaders/ members of the project team was characterised by mutual respect and good cooperation.	F	374	116	16	5	6	51	517
	%	72,3	22,4	3,1	1,0	1,2	[7,7]	100,0
	F	1.316	773	205	65	161	320	2.520
TOTAL	%	52,2	30,7	8,1	2,6	6,4	[11,3]	100,0
	%	55,8	32,8	8,7	2,8	-	-	100,0

6.4. Financial contribution

The majority of the responding project participants (half of those from RAY Network countries) had to make a financial contribution for participation in the project (for example, for travel, lodging and other expenses) – but there is quite a difference in the proportion among the countries of origin (where the decision on a financial contribution is primarily taken): within the RAY Network countries, between 29% (Bulgaria) and 71% (Czech Republic) of the participants had to pay a participation fee (see Table 7). This reflects differences between countries which should be analysed in more depth.

An average of 8% of the participants from the seven RAY Network countries experienced difficulties in paying a financial contribution – this points towards a group of participants who face obstacles to mobility for economic reasons. Considering that around 50% of participants did not have to pay a fee at all, this means that 20% of participants who had to pay a fee found this to be difficult.

Interestingly, the participants from the 46 other countries more often had to make a financial contribution than participants from RAY Network countries (on average 72% vs. 50%), and they also experienced difficulties more often (on average 17% vs. 8%).

These figures indicate that a considerable number of projects are co-funded from other sources so that no fees needed to be collected from the participants. This also implies that for more than 40% of the participants there were no direct financial obstacles to participating in the project – except maybe indirectly because of a loss of income – and that for most of those participants who had to pay a fee it was not an obstacle. Nevertheless, it needs to be noted that there are no figures on how many young people wanted to participate but could not because there was an obligatory participation fee that was too high for them.

Table 7: Financial contribution (PP)

"Paying my financial contribution for participating in the project … was…" (N=1.400, n=1.392)		Easy for me	Difficult for me	Not necessary – I didn't have to pay anything	Total
		Mode grey accentuated			Total
Austria	F	33	6	37	76
	%	43,4	7,9	48,7	100,0
Bulgaria	F	23	7	74	104
	%	22,1	6,7	71,2	100,0
Czech Republic	F	18	2	8	28
	%	64,3	7,1	28,6	100,0
Germany	F	113	24	145	282
	%	40,1	8,5	51,4	100,0
Estonia	F	122	22	125	269
	%	45,4	8,2	46,5	100,0
Finland	F	40	8	34	82
	%	48,8	9,8	41,5	100,0
Poland	F	43	10	45	98
	%	43,9	10,2	45,9	100,0
Total	F	**392**	**79**	**468**	**939**
	%	**41,7**	**8,4**	**49,8**	**100,0**
46 Other Countries	F	**256**	**76**	**121**	**453**
	%	**56,5**	**16,8**	**26,7**	**100,0**
All countries	F	**648**	**155**	**589**	**1.392**
	%	**46,6**	**11,1**	**42,3**	**100,0**

(Origin Country)

7. Effects of the Youth in Action Programme

7.1. Effects on participants and project leaders

7.1.1. Effects on behaviour and attitudes

The YiA Programme is aimed at achieving a number of objectives and priorities.[18] The survey analysed the effects of participation in the projects on behaviour and attitudes related to the permanent priorities of the programme (measured in a three-point scale: 'to a greater extent', 'to the same extent', 'to a smaller extent'). Table 8 shows the effects perceived by project participants.

Table 8: Effects on behaviour and attitudes (1) (PP)

"How did the project affect you in the end?" (N=1.400)		To a greater extent	To the same extent	To a smaller extent	N	
		Mode grey accentuated			missing	n
*I participate in social and/or political life ...**	F	521	711	78	90	1.310
	%	39,8	54,3	6,0	[6,4]	100,0
I am interested in European topics [issues] …	F	750	511	49	90	1.310
	%	57,3	39,0	3,7	[6,4]	100,0
I am committed to work against discrimination, intolerance, xenophobia or racism …	F	480	728	100	92	1.308
	%	36,7	55,7	7,6	[6,6]	100,0
Disadvantaged people have my support …	F	524	727	56	93	1.307
	%	40,1	55,6	4,3	[6,8]	100,0
TOTAL	F	2.275	2.677	283	365	5.235
	%	43,5	51,1	5,4	[6,5]	100,0

* Phrases in italics indicate that the respective items were included in both the participant and the project leader questionnaires.

In total, 44% of the responding participants reported an increase with respect to the four permanent priorities. In particular, 'interest in European topics' increased for almost 60% of the respondents. However, less than half of the participants perceived an effect in line with the priorities; more than half of the participants report that their commitment 'to work against discrimination, intolerance, xenophobia or racism', their support for disadvantaged people, and their participation in social and political life have not been affected by the project. This result can be interpreted positively: for almost half of the participants, the involvement in the project contributed to the programme priorities; and it had an opposite effect only for a few. But we do not have any data on the behaviour and attitudes of those participants who reported no change – they could already have been in line with the respective priorities, but equally they may not have been. For a more specific analysis, further studies would be necessary.

Further effects related to the permanent priorities can be found in Table 9: more than two-thirds of the participants express that the project participation resulted in a greater awareness of disadvantaged members of society and that they are better prepared for social and political

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[18] European Commission. (2010). Youth in Action Programme Guide. Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf (p. 4ff.), accessed 17.08.2011.

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participation, in particular also having established useful contacts in this respect (about one-third 'definitely' and more than one-third 'to some extent').

Table 9: Effects on behaviour and attitudes (2) (PP)

"Were you affected in other ways?" (N=1.400)[#]		Definitely	To some extent	Not so much	Not at all	N	
			Mode grey accentuated			missing	n
The project has raised my awareness of the fact that some people in our society are disadvantaged.	**F**	412	484	322	86	96	1.304
	%	31,6	37,1	24,7	6,6	[6,9]	100,0
I am now better prepared to participate actively in social or political issues.	**F**	470	527	254	58	91	1.309
	%	35,9	40,3	19,4	4,4	[6,5]	100,0
I have established contacts with people in other countries which are useful for my involvement in social or political issues.	**F**	396	440	307	156	101	1.299
	%	30,5	33,9	23,6	12,0	[7,2]	100,0
TOTAL	**F**	**1.278**	**1451**	**883**	**300**	**288**	**3.912**
	%	**32,7**	**37,1**	**22,6**	**7,7**	**[7,4]**	**100,0**

[#]Extracted from Table 37

These results concerning programme priorities are confirmed by the project leaders' perception: 75% of them indicate that the participants 'intend to get more involved in social and political life' as a result of participating in the project (see Table 38). Similarly, around 75% of the project leaders express that they are now 'more strongly involved in social and/or political life' (see Table 39).

7.1.2. Effects on values

One of the aims of the YiA Programme is "promoting the fundamental values of the EU among young people, in particular respect for human dignity, equality, respect for human rights, tolerance and non-discrimination".[19] In this respect, participants were asked about the effects of project participation on a number of values (see Table 10 below).

On average, almost half of the participants indicate that the values listed in Table 10 became more important as a result of project participation; for almost half of the participants there was no change. More specifically, three values have become more important for about two-thirds of the project participants: 'respect for other cultures' (67%), 'tolerance' (64%) and 'solidarity, support for others' (63%) – values that are prominently reflected in the objectives and priorities of the YiA Programme. Values that more than two-thirds of the participants report not to have changed are 'rule of law' (73%) and 'religion' (66%). Interestingly, an average of about 3% of the participants indicate that the values listed in Table 10 have become less important – most of which are at the core of democratic societies (except for 'religion', which is not necessarily a value as such, but rather implies values). While this is a small percentage, it could be further studied how these values can become less important while the projects are supposed to be based on them.

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[19] European Parliament and Council (2006). Decision No. 1719/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing the 'Youth in Action' programme for the period 2007 to 2013. Retrieved from http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0030:0044:EN:PDF, accessed 17.08.2011.

By comparison, the results of Eurobarometer 69 in 2008[20] state that only 9% of Europeans consider 'respect for other cultures' to be important. In this respect, YiA projects obviously contribute to this value or attract young people who consider this to be an important value.

Table 10: Importance of fundamental values (PP)

"As a result of participating in the project, the following has become for me …" (N=1.400)		more important	less important	has not changed	N	
						n
		Mode grey accentuated			Miss	
Rule of law	F	284	49	914	153	1.247
	%	22,8	3,9	73,3	[10,9]	100,0
Respect for human life	F	606	17	633	144	1.256
	%	48,2	1,4	50,4	[10,3]	100,0
Human rights	F	596	13	643	148	1.252
	%	47,6	1,0	51,4	[10,6]	100,0
Individual freedom	F	678	25	547	150	1.250
	%	54,2	2,0	43,8	[10,7]	100,0
Democracy	F	556	38	655	151	1.249
	%	44,5	3,0	52,4	[10,8]	100,0
Peace	F	585	21	640	154	1.246
	%	47,0	1,7	51,4	[11,0]	100,0
Equality	F	667	25	557	151	1.249
	%	53,4	2,0	44,6	[10,8]	100,0
Solidarity, support for others	F	790	19	440	151	1.249
	%	63,3	1,5	35,2	[10,8]	100,0
Tolerance	F	799	23	436	142	1.258
	%	63,5	1,8	34,7	[10,1]	100,0
Religion	F	270	152	818	160	1.240
	%	21,8	12,3	66,0	[11,4]	100,0
Self-fulfilment	F	717	44	486	153	1.247
	%	57,5	3,5	39,0	[10,9]	100,0
Respect for other cultures	F	837	14	408	141	1.259
	%	66,5	1,1	32,4	[10,1]	100,0
TOTAL	**F**	**7.385**	**440**	**7.177**	**1.798**	**15.002**
	%	**49,2**	**2,9**	**47,8**	**[10,7]**	**100,0**

7.1.3. Effects on personal development

While 'personal development' is not mentioned explicitly as an objective in the formal decision on the YiA Programme, it is addressed implicitly in the general and specific objectives of the programme. This is reflected in the Programme Guide, which makes frequent explicit reference to 'personal development'. In this respect, the survey also analysed effects on participants' personal development (for example self-efficacy, empathy and autonomy). Almost all project participants express that participation in the project has contributed to their personal development (see Table 11 and Table 37). The strongest effects were an increased ability 'to deal with new situations' and an increased self-confidence: both options were ticked by around 50%

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[20] European Commission (2008). Standard Eurobarometer 69. 1. Values of Europeans. Retrieved from http://ec.europa.eu/public_opinion/archives/eb/eb69/eb69_values_en.pdf (p. 15), accessed 17.08.2011.

of the participants. Some 8% of the participants stated that the project did not have any particular effect on them.

The perceived positive effect on self-confidence can be related to the response of a large majority of participants that they feel more confident in moving around on their own in other countries (79%; see Table 37).

These results are also supported by the project leaders, who perceive that 'participants became more self-confident and gained personal orientation' (89%; see Table 38).

Similar to the participants, project leaders also indicate that they have become more self-confident and gained personal orientation (78%; see Table 39).

Table 11: Personal development of participants (PP)

"After participating in the project, I have noted …" (N=1.400; n=1.262)	At most three answers were possible		
	N	Percentage	Percentage of cases
… that honestly speaking, participation in the project did not have any particular effect on me.	98	3,1	7,8
… that I am more self-confident.	603	18,9	47,8
… that I can now better express my thoughts and feelings.	379	11,9	30,0
… that I am more self-reliant now.	347	10,9	27,5
… that I can deal better with new situations.	657	20,6	52,1
… that I can better empathise with others.	295	9,3	23,4
… that I can deal better with conflicts.	290	9,1	23,0
… that I learned more about myself.	517	16,2	41,0
TOTAL	**3.186**	**100,0**	**252,5**

7.1.4. Effects on educational and professional pathways

A large majority of the participants indicated that they got a clearer idea about their further educational path and about their professional career aspirations. More than 80% are planning to engage in further education and training and to develop their foreign language skills. And more than 75% intend to go abroad to study or work. And 70% believe that their job opportunities have increased (see Table 12). It is to be noted that the effects on plans for further education and training as well as for working or studying abroad were rated more strongly ('definitely'), while the effects on clearer ideas about educational and professional pathways were rather perceived to apply 'to some extent'. The positive estimation of the effects of project participation on education and career pathways is complemented by the establishment of 'contacts with people in other countries, which are useful for the professional career' (64%; see Table 37).

These results indicate that the participation in YiA projects has a positive effect on developing plans and motivation for further education, on openness towards international mobility for work or studies, and on higher confidence with respect to job opportunities. Overall, this points towards a greater self-confidence of participants with respect to their educational and professional potential.

Table 12: Effects on educational and professional pathways of participants (1) (PP)

"Did the project experience have further effects on you?" (N=1.400)		Definitely	To some extent	Not so much	Not at all	N	
						Miss	n
				Mode grey accentuated			
I have a clearer idea about my further educational pathway.	F	358	517	290	112	123	1.277
	%	28,0	40,5	22,7	8,8	[8,8]	100,0
I have a clearer idea about my professional career aspirations and goals.	F	362	537	268	103	130	1.270
	%	28,5	42,3	21,1	8,1	[9,3]	100,0
I am planning to engage in further education and training.	F	627	435	150	59	129	1.271
	%	49,3	34,2	11,8	4,6	[9,2]	100,0
I now really intend to develop my foreign language skills.	F	734	353	128	55	130	1.270
	%	57,8	27,8	10,1	4,3	[9,3]	100,0
I now really intend to go abroad to study, work, do a work placement (an internship) or live there.	F	586	384	206	97	127	1.273
	%	46,0	30,2	16,2	7,6	[9,1]	100,0
I believe that my job chances have increased.	F	420	470	270	109	131	1.269
	%	33,1	37,0	21,3	8,6	[9,4]	100,0
TOTAL	**F**	**3.087**	**2.696**	**1.312**	**535**	**743**	**7.630**
	%	**40,5**	**35,3**	**17,2**	**7,0**	**[9,2]**	**100,0**

The perceptions expressed by the project leaders with respect to these effects largely confirm these results (see Table 13).

Table 13: Effects on educational and professional pathways of participants (2) (PL)

"Which of the following effects of the project on the participants did you notice or hear about? Participants …" (N=665)[#]		Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N	
							Miss	n
				Mode grey accentuated				
… are more prepared to study, work or live in another country.	F	282	216	68	15	48	36	629
	%	44,8	34,3	10,8	2,4	7,6	[5,4]	100,0
… got a clearer idea about their further educational path.	F	171	239	122	28	64	41	624
	%	27,4	38,3	19,6	4,5	10,3	[6,2]	100,0
… got a clearer idea about their professional career aspirations and goals.	F	150	249	131	30	64	41	624
	%	24,0	39,9	21,0	4,8	10,3	[6,2]	100,0
…believe that their job chances increased.	F	144	200	157	46	76	42	623
	%	23,1	32,1	25,2	7,4	12,2	[6,3]	100,0
… are readier to pursue further education or training (formal, non-formal, and vocational).	F	272	223	61	15	58	36	629
	%	43,2	35,5	9,7	2,4	9,2	[5,4]	100,0
TOTAL	**F**	**1.019**	**1.127**	**539**	**134**	**310**	**196**	**3.129**
	%	**32,6**	**36,0**	**17,2**	**4,3**	**9,9**	**[6,3]**	**100,0**
	%*	36,1	40,0	19,1	4,8	-	-	100,0

[#]Extracted from Table 38
*Excluding the values of category 'No opinion / can't judge'

While the items in the question to the participants and in the question to the project leaders are synonymous in terms of content and take into account their different perspectives, it needs to be noted that the questions to the project leaders included an option 'no opinion/can't judge' since this is a real possibility (see Table 13). Therefore, the percentages can be compared to a limited extent only.

The responses of the project leaders about the effects of their involvement in the project on their own perspectives, intentions and motivation with respect to their educational and professional pathways revealed a similar picture, although the perceived effects are indicated more weakly (up to around 10 percentage points). It is remarkable that an educational activity shows similar effects with respect to education and work on both educators and learners. This points towards the educators – the project leaders – also perceiving themselves to be learners with a lifelong learning approach.

Table 14: Effects on educational and professional pathways of project leaders (PL)

"Which effects did your involvement in the project have on you?" (N=665)[#]		Very true	Some what true	Not very true	Not at all true	N	
			Mode grey accentuated			Miss	n
I am more prepared to study, work or live in another country.	F	202	218	127	57	61	604
	%	33,4	36,1	21,0	9,4	[9,2]	100,0
I now have a clearer idea about my further educational path.	F	140	182	169	103	71	594
	%	23,6	30,6	28,5	17,3	[10,7]	100,0
I have a clearer idea about my professional career aspirations and goals.	F	168	193	145	92	67	598
	%	28,1	32,3	24,2	15,4	[10,1]	100,0
I believe that my job chances increased.	F	143	196	161	92	73	592
	%	24,2	33,1	27,2	15,5	[11,0]	100,0
I am now planning to engage in further education and training (formal, non-formal, vocational).	F	249	165	113	70	68	597
	%	41,7	27,6	18,9	11,7	[10,2]	100,0
TOTAL	**F**	**902**	**954**	**715**	**414**	**340**	**2.985**
	%	**30,2**	**32,0**	**24,0**	**13,9**	**[11,4]**	**100,0**

[#]Extracted from Table 39

7.2. Structural effects

7.2.1. Effects on organisations, groups and bodies involved in the projects

Most of the project leaders (73%) were involved in the projects for a non-profit or non-governmental organisation, especially in EVS (88%) and T&N projects (78%). The other project leaders equally divide between local or regional public bodies and informal groups of young people. Informal groups play a prominent role for YI&D projects (34%), which reflects in particular the intention of sub-Action 1.2 (Youth Initiatives) to foster the initiative of young people, more specifically those with fewer opportunities (see Table 15). Additionally, most project leaders (73%) were involved in the projects for applicant/beneficiary organisations that received financial support for the project from a National Agency.

It needs to be noted that only ten project leaders involved in projects funded under Action 5.1 (SEC – meetings of young people and those responsible for youth policy) completed the questionnaire. This is not sufficient to allow a meaningful comparison with the other actions.

Table 15: Organisations/groups/bodies of project leaders (PL)

N=665		A local or regional public body [e.g., municipality, government/ authority etc.]	A non-profit or non-governmental organisation	An informal group of young people	n
YE	H	44	186	41	271
	%	16,2	68,6	15,1	100,0
YI&D	H	4	65	35	104
	%	3,8	62,5	33,7	100,0
EVS	H	15	106	0	121
	%	12,4	87,6	,0	100,0
T&N	H	17	86	7	110
	%	15,5	78,2	6,4	100,0
SEC	H	3	7	0	10
	%	30,0	70,0	,0	100,0
TOTAL	**H**	**83**	**450**	**83**	**616**
	%	**13,5**	**73,1**	**13,5**	**100,0**

The organisations of project leaders cover a broad spectrum of foci within the field of youth work. The main emphasis of the organisations/groups/bodies is on out-of-school youth education (17%), organised youth work (17%), youth exchanges (14%) and cultural activities (13%). Youth counselling and information, youth services and social work/services play only a minor role (see Table 16).

Table 16: Focus of project leaders' organisations/groups/bodies (PL)

(N=665)		Organised youth work	Open youth work	Youth counselling, youth information	Youth services	Out-of-school youth education	Youth exchange	Other types of education and training	Socio-political work	Social work/social services	Cultural activities	n
YE	H	76	43	26	11	76	95	25	26	20	51	449
	%	16,9	9,6	5,8	2,4	16,9	21,2	5,6	5,8	4,5	11,4	100,0
YI&D	H	34	16	8	2	29	11	10	25	5	30	170
	%	20,0	9,4	4,7	1,2	17,1	6,5	5,9	14,7	2,9	17,6	100,0
EVS	H	20	21	11	3	36	15	17	11	18	22	174
	%	11,5	12,1	6,3	1,7	20,7	8,6	9,8	6,3	10,3	12,6	100,0
T&N	H	35	15	8	10	26	19	20	21	11	19	184
	%	19,0	8,2	4,3	5,4	14,1	10,3	10,9	11,4	6,0	10,3	100,0
SEC	H	2	1	1	0	3	0	3	3	0	2	15
	%	13,3	6,7	6,7	0,0	20,0	0,0	20,0	20,0	0,0	13,3	100,0
TOTAL	**H**	**167**	**96**	**54**	**26**	**170**	**140**	**75**	**86**	**54**	**124**	**992**
	%	**16,8**	**9,7**	**5,4**	**2,6**	**17,1**	**14,1**	**7,6**	**8,7**	**5,4**	**12,5**	**100,0**

The header spans "The focus of my organisation/group/body is on:" / At most two answers were possible.

This general pattern is reflected for the different YiA project types, except for SEC projects where 'youth exchange' was not a focus at all but rather 'other types of education and training' as well as 'socio-political work'.

In total, 94% of the project leaders perceived some kind of effect on their organisation, body or group as a result of the project. A majority of responding project leaders indicated clearly specific effects they were asked about (see Table 17 below). In particular, the establishment of 'contacts/partnerships with other countries', 'increased appreciation of cultural diversity' and 'increased project management competence of the organisation/group/body' resulted from the involvement in the project. Not so strong were the effects with respect to a 'more intensive involvement in European issues' and an 'increased commitment to the inclusion of young people with fewer opportunities' – but this could also be because this commitment was already high before the project in question.

Table 17: Effects on organisations/groups/bodies of project leaders (PL)

„Which effects did the project have on your organisation/group/body?" (N=665)		Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N Miss	n
				Mode grey accentuated				
More contacts/partnerships with other countries	F	399	108	50	44	18	46	619
	%	64,5	17,4	8,1	7,1	2,9	[6,9]	100,0
More international projects	F	296	163	73	54	30	49	616
	%	48,1	26,5	11,9	8,8	4,9	[7,4]	100,0
Increased promotion of participation of young people in the organisation/group/body	F	341	183	49	19	21	52	613
	%	55,6	29,9	8,0	3,1	3,4	[7,8]	100,0
Increased appreciation of cultural diversity	F	381	150	40	13	27	54	611
	%	62,4	24,5	6,5	2,1	4,4	[8,1]	100,0
Increased commitment to the inclusion of young people with fewer opportunities	F	236	175	117	51	30	56	609
	%	38,8	28,7	19,2	8,4	4,9	[8,4]	100,0
More intensive involvement in European issues	F	237	233	90	22	27	56	609
	%	38,9	38,3	14,8	3,6	4,4	[8,4]	100,0
Increased project management competence of the organisation/group/body	F	370	168	34	11	28	54	611
	%	60,6	27,5	5,6	1,8	4,6	[8,1]	100,0
The network of the project organisers with local structures was strengthened	F	287	187	79	26	29	57	608
	%	47,2	30,8	13,0	4,3	4,8	[8,6]	100,0
TOTAL	F	2.547	1.367	532	240	210	424	4.896
	%	52,0	27,9	10,9	4,9	4,3	[8,0]	100,0

With regard to the effects of project participation on a participant's organisations, groups or bodies (see Table 18; this question was only asked to participants of T&N projects and TCP activities; N=231), the results indicate that developing 'more contacts/partnerships with other countries' is agreed to be the clearest effect (81%). Furthermore, an improvement in networking with local structures was perceived (66%) by the majority of participants, although to a much lesser extent than on an international level. The organisational development was further improved by the 'increased appreciation of cultural diversity' (71%) and in the field of project management competence (74%). Further positive effects on which project participants show agreement were the 'increased promotion of participation of young people in the organisation or group' (78%), and – rated with less intensity – the 'increased commitment to the inclusion of young people with fewer opportunities' (64%, including 30% 'to some extent'), and an intensification of the 'involvement in European issues' (70%, including 40% 'to some extent').

The positive perceptions of effects on the organisations, groups or bodies by project leaders and by participants of T&N projects and TCP activities tend to be the same, although the total estimation made by project leaders was even better (52% 'very true' vs. 40% 'definitely'). All modal values are positioned in the categories 'very true' (PL) and 'definitely' (PP), except for the responses of participants of T&N projects and TCP activities with respect to the 'involvement in European issues'.

Table 18: Effects on organisations/groups/bodies of project participants (PP)

"If you have been participating in this project on behalf of an organisation/group/body: Which effects did the project have on your organisation/group/body?" (N=231) [#]		Definitely	To some extent	Not so much	Not at all	No opinion or can't judge	N	
				Mode grey accentuated			Miss	n
More contacts/partnerships with other countries.	F	103	43	15	8	13	49	182
	%	56,6	23,6	8,2	4,4	7,1	[21,2]	100,0
More international projects.	F	68	53	35	10	14	51	180
	%	37,8	29,4	19,4	5,6	7,8	[22,1]	100,0
Increased promotion of participation of young people in the organisation/group.	F	77	63	18	5	16	52	179
	%	43,0	35,2	10,1	2,8	8,9	[22,5]	100,0
Increased appreciation of cultural diversity.	F	82	44	33	5	15	52	179
	%	45,8	24,6	18,4	2,8	8,4	[22,5]	100,0
Increased commitment to the inclusion of young people with fewer opportunities.	F	62	53	28	15	22	51	180
	%	34,4	29,4	15,6	8,3	12,2	[22,1]	100,0
More intensive involvement in European issues.	F	52	73	28	10	16	52	179
	%	29,1	40,8	15,6	5,6	8,9	[22,5]	100,0
Increased project management competence of the organisation/group.	F	75	57	23	8	17	51	180
	%	41,7	31,7	12,8	4,4	9,4	[22,1]	100,0
The network of the project organisers with local structures was strengthened.	F	61	58	34	8	19	51	180
	%	33,9	32,2	18,9	4,4	10,6	[22,1]	100,0
TOTAL	**F**	**580**	**444**	**214**	**69**	**132**	**409**	**1.439**
	%	**40,3**	**30,9**	**14,9**	**4,8**	**9,2**	**[22,1]**	**100,0**

[#]These question items were only provided to respondents who participated in one of the following project types (self-selection: „The project I participated in was a…."): Training project (Action 4.3 or 3.1, n=145), or Networking project (Action 4.3 or 3.1, n=53), or TCP activity/project taking place within the Training and Cooperation Plan (n=33).

Additionally, participants of T&N projects and TCP activities (N=231) were asked about the effects of project participation on their work and involvement in the youth field (see Table 19). The majority of respondents indicate positive effects of project participation. Generally, 90% agree to 'have learned something which is useful for their work with young people'. More specifically, about half of the respondents 'definitely' learned about 'methods for working with young people' (52%), 'the concept of non-formal education and learning' (53%), and 'how to foster non-formal learning in youth work' (51%). Additionally, 49% of the respondents 'definitely' plan the adequate inclusion of an international dimension in their work with young people', and 49% of the respondents have now 'definitely' 'got involved in partnerships or networks providing opportunities for future cooperation in working with young people'. Effects on financial and policy-related aspects of youth work are rated with less intensity; the majority of respondents indicate effects 'to some extent' in this respect. In particular, the ability 'to acquire financial support for activities involving young people' was least developed (38% of the respondents disagree with this statement).

Table 19: Effects on the work and involvement in the youth field (PP)

„ Please indicate the effects of your participation in this project on your work/involvement in the youth field:" (N=231)[#]		Definit ely	To some extent	Not so much	Not at all	N	
			Mode grey accentuated			Miss	n
I now understand better the concept of non-formal education and learning.	F	104	62	17	12	36	195
	%	53,3	31,8	8,7	6,2	[15,6]	100,0
I have learned more how to foster non-formal learning in youth work.	F	100	68	16	12	35	196
	%	51,0	34,7	8,2	6,1	[15,2]	100,0
I have learned better how to develop and implement an international youth project.	F	90	75	23	8	35	196
	%	45,9	38,3	11,7	4,1	[15,2]	100,0
I established contacts with youth workers/leaders in other countries who I intend to develop a project with.	F	74	68	34	20	35	196
	%	37,8	34,7	17,3	10,2	[15,2]	100,0
I have learned something which is useful for my work with young people.	F	110	67	10	9	35	196
	%	56,1	34,2	5,1	4,6	[15,2]	100,0
I got involved in partnerships or networks providing opportunities for future cooperation in the youth field.	F	95	57	29	15	35	196
	%	48,5	29,1	14,8	7,7	[15,2]	100,0
If adequate, I now will give more attention to including an international dimension in my work with young people.	F	96	72	18	9	36	195
	%	49,2	36,9	9,2	4,6	[15,6]	100,0
I am now better able to acquire financial support for activities involving young people.	F	42	79	49	24	37	194
	%	21,6	40,7	25,3	12,4	[16,0]	100,0
I am now better equipped to assure the quality of a youth project I am organising.	F	72	74	37	13	35	196
	%	36,7	37,8	18,9	6,6	[15,2]	100,0
I got to know methods which I intend to use in my work/involvement with young people.	F	101	65	20	10	35	196
	%	51,5	33,2	10,2	5,1	[15,2]	100,0
I now know more about the content of youth policies.	F	57	84	35	18	37	194
	%	29,4	43,3	18,0	9,3	[16,0]	100,0
I now understand better how youth policies are developed.	F	56	77	41	20	37	194
	%	28,9	39,7	21,1	10,3	[16,0]	100,0
I have already applied knowledge and skills acquired during the project in my work/involvement in the youth field.	F	89	72	20	13	37	194
	%	45,9	37,1	10,3	6,7	[16,0]	100,0
TOTAL	F	1.086	920	349	183	465	2.538
	%	42,8	36,2	13,8	7,2	[15,5]	100,0

[#]These question items were only provided to respondents who participated in one of the following project types (self-selection: 'The project I participated in was a …'): Training project (Action 4.3 or 3.1, n=145) or Networking project (Action 4.3 or 3.1, n=53), or TCP activity/project taking place within the Training and Cooperation Plan (n=33).

7.2.2. Effects on the community

In total, 91% of the project leaders perceived effects of the project on the local community or environment. The effects as specified in Table 20 below were considered as 'true' by 70% of the project leaders. The highest result for the option 'very true' is 45% and was reached for two interrelated statements: 'the project was perceived as enrichment by the local environment/community' and 'the local environment/community showed interest in similar projects in the future'. Interestingly, the 'readiness to support similar future activities' is estimated rather low, but still more than one-third of respondents consider it to be 'very true'. Furthermore, project leaders perceived a general appreciation of the intercultural dimension of the projects by the community (44% 'very true'); at the same time the interest of the community in the 'European dimension' of the project was considered as 'very true' by only 36% of the project leaders. To be noted is that the highest values for 'no opinion or can't judge' show for an increased commitment to the inclusion of young people with fewer opportunities and an increased awareness of the concerns and interest of young people; this reflects scepticism towards an improvement of the situation of young people at local level.

Compared with the effects on organisations and youth work (see section 7.2.1), the effects on the community are less pronounced.

Table 20: Effects on the community (PL)

"Which effects did the project have on the community, in which it was carried out?" (N=665)		Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N Miss	n
					Mode grey accentuated			
The local environment/community was actively involved in the project.	F	241	214	90	37	21	62	603
	%	40,0	35,5	14,9	6,1	3,5	[9,3]	100,0
The project was perceived as enrichment by the local environment/community.	F	271	207	57	27	41	62	603
	%	44,9	34,3	9,5	4,5	6,8	[9,3]	100,0
The local environment/community became more aware of the concerns and interests of young people.	F	173	220	94	31	82	65	600
	%	28,8	36,7	15,7	5,2	13,7	[9,8]	100,0
The intercultural dimension was appreciated by the local environment/community.	F	263	199	60	27	53	63	602
	%	43,7	33,1	10,0	4,5	8,8	[9,5]	100,0
The local environment/community became more committed to the inclusion of young people with fewer opportunities.	F	102	172	142	81	95	73	592
	%	17,2	29,1	24,0	13,7	16,0	[11,0]	100,0
The European dimension was received with interest by the local environment/community.	F	216	221	71	40	52	65	600
	%	36,0	36,8	11,8	6,7	8,7	[9,8]	100,0
The local environment/community showed interest in similar projects in the future.	F	270	177	58	34	59	67	598
	%	45,2	29,6	9,7	5,7	9,9	[10,1]	100,0
The local environment/community expressed readiness to support similar activities in the future.	F	221	195	62	42	78	67	598
	%	37,0	32,6	10,4	7,0	13,0	[10,1]	100,0
TOTAL	F	1.757	1.605	634	319	481	524	4.796
	%	36,6	33,5	13,2	6,7	10,0	[9,8]	100,0

8. Learning outcomes

8.1. Key competences for lifelong learning

The research-based analysis of the YiA Programme has a focus on exploring the development of the eight key competences for lifelong learning[21] by the different actors – in particular by project participants and project leaders – resulting from their involvement in YiA projects. In the understanding of the European Parliament and Council (2006), "competences are defined […] as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment".

The EU recommends a common European framework of eight key competences that are essential for living in the knowledge society. These key competences are overlapping and interrelated, and are structured according to the following competence domains:

1) Communication in the mother tongue;
2) Communication in foreign languages;
3) Mathematical competence and basic competences in science and technology;
4) Digital competence;
5) Learning to learn;
6) Social and civic competences;
7) Sense of initiative and entrepreneurship;
8) Cultural awareness and expression.

Additionally, media literacy is included, although it is not explicitly mentioned among the eight key competences. However, according to the European Parliament, the importance of media competence is "… central to political culture and active participation by Union citizens".[22] Therefore, it is included in this survey.

It cannot be taken for granted that project leaders know the eight key competences in detail. Therefore, the assessment of competence development in this survey reflects the subjective understanding of key competences by project leaders.

The eight competences listed above were split into more specific competences to provide for a better differentiation in the analysis; the resulting single items were assessed with regard to the perceived competence development. For example, in the definition of the European Commission 'social and civic competences' includes personal, interpersonal and intercultural competence; however, in the context of the YiA Programme it was considered to be useful to ask separately about the development of intercultural competence and of civic competence. Similarly, other key competences were differentiated by more specific sub-competences and were split into separate items in the questionnaire (see Table 21).

The project leaders generally consider a development of the project participants' eight key competences (as listed in Table 21) as 'true' (65%). More specifically, they perceive it to be 'very

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[21] European Parliament and Council (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC). Retrieved from http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:EN:PDF), accessed 17.08.2011.
[22] European Parliament (2008). Report on media literacy in a digital world (2008/2129(INI)). Retrieved from http://www.europarl.europa.eu/sides/getDoc.do?language=EN&reference=A6-0461/2008, accessed 17.08.2011.

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true' that 'interpersonal and social competences' (78%), 'intercultural competence' (75%), 'communication in a foreign language' (67%) and 'sense of initiative' (63%) were developed among the participants. On the contrary, 'mathematical competence' (46% 'not at all true') and 'basic competences in science and technology' (37% 'not at all true') were scarcely developed. This result is not surprising since the development of the latter competences is not among the core objectives of the YiA Programme, unlike the former competences which showed a high degree of development. Nevertheless, it needs to be noted that the development of 'civic competence' – one of the main objectives of the YiA Programme – appears to be less distinct than the development of social, intercultural and foreign language competences. At the same time, it is remarkable that the development of 'digital competence' and 'learning to learn' are scoring rather high, and almost half of the project leaders perceived that the participants developed their communication competence in their first language.

Table 21: Development of key competences of project participants (PL)

"Which of the young people's key competences (specified in the European Reference Framework) were most likely developed by their participation in the project?" (N=665)		Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N Miss	n
				Mode grey accentuated				
Competence 1	Communication in the first language [mother tongue]	F	142	144	185	111	44	39	626
		%	22,7	23,0	29,6	17,7	7,0	[5,9]	100,0
Competence 2	Communication in a foreign language	F	422	102	47	42	20	32	633
		%	66,7	16,1	7,4	6,6	3,2	[4,8]	100,0
Competence 3	Mathematical competence	F	18	86	174	287	53	47	618
		%	2,9	13,9	28,2	46,4	8,6	[7,1]	100,0
Competence 3	Basic competences in science and technology	F	49	115	172	231	54	44	621
		%	7,9	18,5	27,7	37,2	8,7	[6,6]	100,0
Competence 4	Digital competence	F	120	210	135	130	24	46	619
		%	19,4	33,9	21,8	21,0	3,9	[6,9]	100,0
Competence 5	Learning to learn	F	274	208	76	31	27	49	616
		%	44,5	33,8	12,3	5,0	4,4	[7,4]	100,0
Competence 6	Interpersonal and social competences	F	493	86	11	1	44	30	635
		%	77,6	13,5	1,7	0,2	6,9	[4,5]	100,0
Competence 6	Intercultural competence	F	475	81	28	6	41	34	631
		%	75,3	12,8	4,4	1,0	6,5	[5,1]	100,0
Competence 6	Civic competence	F	262	210	98	17	43	35	630
		%	41,6	33,3	15,6	2,7	6,8	[5,3]	100,0
Competence 7	Sense of initiative	F	398	161	24	5	43	34	631
		%	63,1	25,5	3,8	0,8	6,8	[5,1]	100,0
Competence 7	Sense of entrepreneurship	F	141	172	157	103	50	42	623
		%	22,6	27,6	25,2	16,5	8,0	[6,3]	100,0
Competence 8	Cultural awareness and expression	F	346	144	72	25	47	31	634
		%	54,6	22,7	11,4	3,9	7,4	[4,7]	100,0
Additional	Media literacy	F	180	216	138	53	43	35	630
		%	28,6	34,3	21,9	8,4	6,8	[5,3]	100,0
		F	3.320	1.935	1317	1.042	533	498	8.147
	TOTAL %		40,8	23,8	16,2	12,8	6,5	[5,8]	100,0
		%*	43,6	25,4	17,3	13,7	-	-	100,0

*Excluding the values of the category 'No opinion / can't judge'

It should be noted that the perceived competence development of project participants could differ from the actual facilitation and development of the eight key competences. Project participants were not asked directly about their competence development; therefore a direct comparison as such is not possible. However, the project participants assessed their development of specific skills relevant for these competences (see section 8.2).

Competence development on the part of project leaders was analysed through self-assessment (see Table 22). Similar to the results for the project participants, some specific competences were little developed, for example mathematical competences and basic competences in science and technology (modal values are positioned in the category 'not at all true'). The development of the competence to 'communicate in the first language' can be described as ambiguous, as half of the respondents consider it as 'not true' while the other half perceived a positive competence development.

Table 22: Development of key competences of project leaders (PL)

"Which of your following competences developed most by participating in the project?" (N=665)			Very true	Some what true	Not very true	Not at all true	N	
				Mode grey accentuated			Miss	n
Competence 1	Communication in the first language [mother tongue]	F	135	154	133	158	85	580
		%	23,3	26,6	22,9	27,2	[12,8	100,0
Competence 2	Communication in a foreign language	F	293	179	70	56	67	598
		%	49,0	29,9	11,7	9,4	[10,1]	100,0
Competence 3	Mathematical competence	F	43	110	168	252	92	573
		%	7,5	19,2	29,3	44,0	[13,8]	100,0
Competence 3	Basic competences in science and technology	F	44	107	167	259	88	577
		%	7,6	18,5	28,9	44,9	[13,2]	100,0
Competence 4	Digital competence	F	103	189	142	149	82	583
		%	17,7	32,4	24,4	25,6	[12,3]	100,0
Competence 5	Learning to learn	F	160	229	110	88	78	587
		%	27,3	39,0	18,7	15,0	[11,7]	100,0
Competence 6	Interpersonal and social competences	F	359	195	23	16	72	593
		%	60,5	32,9	3,9	2,7	[10,8]	100,0
Competence 6	Intercultural competence	F	366	170	38	25	66	599
		%	61,1	28,4	6,3	4,2	[9,9]	100,0
Competence 6	Civic competence	F	209	230	100	45	81	584
		%	35,8	39,4	17,1	7,7	[12,2]	100,0
Competence 7	Sense of initiative	F	330	185	46	31	73	592
		%	55,7	31,3	7,8	5,2	[11,0]	100,0
Competence 7	Sense of entrepreneurship	F	220	178	99	88	80	585
		%	37,6	30,4	16,9	15,0	[12,0]	100,0
Competence 8	Cultural awareness and expression	F	273	174	95	51	72	593
		%	46,0	29,3	16,0	8,6	[10,8]	100,0
Additional	Media literacy	F	168	189	142	83	83	582
		%	28,9	32,5	24,4	14,3	[12,5]	100,0
		F	**2.703**	**2.289**	**1.333**	**1.301**	**1.019**	**7.626**
		%	**35,4**	**30,0**	**17,5**	**17,1**	**[11,8]**	**100,0**

Clearly, competence development was perceived as 'true' in areas related to the YIA Programme objectives and priorities, for example in 'interpersonal and social competences' (94%), 'intercultural competences' (90%), 'communication in a foreign language' (79%) and 'cultural awareness and expression' (75%). Furthermore, facilitation of the 'sense of initiative' was considered true by 87% of the project leaders. This can be explained by the fact that 73% of the project leaders worked in applicant organisations (see section 7.1.2) – and pursuing the funding process requires a high degree of initiative on behalf of the applicant organisation.

A comparison of the competence development of project leaders and project participants shows that for both groups a development can be presumed as 'true'. From the perspective of project leaders, the results show that 65% of the project leaders and 69% of the project participants have developed key competences and related competence areas. The development is higher for project participants. This is also expressed by the fact that the category 'very true' is even more distinct for project participants (44%) than for project leaders (35%). A ranking order of the competences developed in both groups shows a similar focus: both project leaders and project participants showed strongest development for 'interpersonal and social competences' and 'intercultural competences' and weakest development for 'mathematical competences' and 'basic competences in science and technology'. A prominent difference in the ranking of competence development was found for 'sense of entrepreneurship' – which received a higher ranking for project leaders – and 'learning to learn' – which was developed more by project participants.

8.2. Skills development

The survey further analysed the development of specific skills by project participants. They were asked to indicate the extent to which they have developed certain skills as a consequence of their project participation. These skills are reflected in the items below and serve as selected indicators for the eight key competences for lifelong learning and for media literacy (see Table 23). Some items could be considered to be indicators for more than one key competence. For the purpose of this analysis each item was allocated only to one key competence.

The majority of the participants indicated that they developed most of the skills listed in Table 23 'definitely' (37%) or at least 'to some extent' (33%); however, the development of some of the skills was considered by the majority of participants as 'not so much' (20%). The highest increase was found for activities that relate to cooperation with people from other countries. Specifically, agreement – with modal values in the category 'definitely' above 50% – was mainly found for the following items: 'to cooperate in a team' (93%), 'to get along with people who have a different cultural background' (88%), 'to communicate with people who speak another language' (83%), and 'to make myself understood in another language' (80%). Furthermore, specific learning outcomes that focus on exchanging perspectives between people and implementing ideas mainly show modal values in the category 'to some extent'. Still, the total agreement for many of these items is quite high: 'to negotiate joint solutions when there are different viewpoints' (88%), 'to develop a good idea and put it into practice' (87%), 'how to achieve something in the interest of community or society' (86%), and 'to say what I think with conviction in discussions' (83%). Results to a question item about general effects from project participation confirm that 49% (n= 1,306) of project participants 'definitely' 'have learned better how to plan and organise a project' (see Table 37). Skills listed in Table 23 with modal values in the category 'not so much' relate to the field of media education and (computer) literacy: for example 'to critically analyse media' (33%), 'to understand difficult text and expressions' (33%), 'to use PC, internet and mobile phones responsibly' (30%), and 'to use the new media (PC, internet), e.g. for finding information or communication' (29%).

Table 23: Skills development through project participation (PP)

„Through my participation in this project I learned better…" (N=1.400)[#]			Definit ely	To some extent	Not so much	Not at all	N	
					Mode grey accentuated		Miss	n
Competence 1	... to say what I think with conviction in discussions.	F	473	640	202	26	59	1341
		%	35,3	47,7	15,1	1,9	[4,2]	100,0
Competence 1	... to understand difficult texts and expressions.	F	260	430	433	207	70	1.330
		%	19,5	32,3	32,6	15,6	[5,0]	100,0
Competence 2	... to communicate with people who speak another language.	F	808	307	136	87	62	1.338
		%	60,4	22,9	10,2	6,5	[4,4]	100,0
Competence 2	... to make myself understood in another language.	F	710	347	142	125	76	1.324
		%	53,6	26,2	10,7	9,4	[5,4]	100,0
Competence 3 *Mathematical*	... to plan my expenses and spend my money in line with my budget.	F	387	360	334	243	76	1.324
		%	29,2	27,2	25,2	18,4	[5,4]	100,0
Competence 3 *Science/technology*	... to think logically and draw conclusions.	F	491	526	253	65	65	1.335
		%	36,8	39,4	19,0	4,9	[4,6]	100,0
Competence 4	... to use the new media (PC, internet) e.g. for finding information or communication.	F	358	350	386	232	74	1.326
		%	27,0	26,4	29,1	17,5	[5,3]	100,0
Competence 4	... to use PCs, internet and mobile phones responsibly.	F	289	339	395	301	76	1.324
		%	21,8	25,6	29,8	22,7	[5,4]	100,0
Competence 5	... how I can learn better or have more fun when learning.	F	431	452	307	142	68	1.332
		%	32,4	33,9	23,0	10,7	[4,9]	100,0
Competence 5	... to plan and carry out my learning independently.	F	382	424	329	185	80	1.320
		%	28,9	32,1	24,9	14,0	[5,7]	100,0
Competence 6 *Interpersonal/social*	... how to cooperate in a team.	F	797	433	95	9	66	1.334
		%	59,7	32,5	7,1	0,7	[4,7]	100,0
Competence 6 *Intercultural*	... to get along with people who have a different cultural background.	F	855	315	110	52	68	1.332
		%	64,2	23,6	8,3	3,9	[4,9]	100,0
Competence 6 *Intercultural*	... to negotiate joint solutions when there are different viewpoints.	F	621	554	148	17	60	1.340
		%	46,3	41,3	11,0	1,3	[4,3]	100,0
Competence 6 *Civic*	… how to achieve something in the interest of the community or society.	F	585	561	170	22	62	1.338
		%	43,7	41,9	12,7	1,6	[4,4]	100,0
Competence 6 *Civic*	... to discuss political topics seriously.	F	318	418	373	218	73	1.327
		%	24,0	31,5	28,1	16,4	[5,2]	100,0
Competence 7 *Initiative*	... to identify opportunities for my personal or professional future.	F	457	503	281	90	69	1.331
		%	34,3	37,8	21,1	6,8	[4,9]	100,0
Competence 7 *Entrepreneurship*	... to develop a good idea and put it into practice.	F	559	599	154	28	60	1.340
		%	41,7	44,7	11,5	2,1	[4,3]	100,0
Competence 8	... to express myself creatively or artistically.	F	496	449	270	112	73	1.327
		%	37,4	33,8	20,3	8,4	[5,2]	100,0
Competence 8	... to see the value of different kinds of arts and culture	F	526	435	243	121	75	1.325
		%	39,7	32,8	18,3	9,1	[5,4]	100,0
Media literacy	… to critically analyse media (printed, audio-visual, electronic).	F	249	399	443	234	75	1.325
		%	18,8	30,1	33,4	17,7	[5,4]	100,0
Media literacy	… to produce media content on my own (printed, audio-visual, electronic).	F	335	450	365	176	74	1.326
		%	25,3	33,9	27,5	13,3	[5,3]	100,0
	TOTAL	**F**	**10.387**	**9.291**	**5.569**	**2.692**	**1.461**	**27.939**
		%	**37,2**	**33,3**	**19,9**	**9,6**	**[5,0]**	**100,0**

[#]The eight European key competences (see section 8.1) were related to distinct skills, to support the respondents' common understanding of the competence concepts. The variables are not discrete and a specific skill might indicate more than one competence.

Complementarily, the project leaders were asked to assess the skills development of project participants (see Table 24). Three-quarters of the total responses show that a skills development was considered as 'true'. The development of two specific skills was assessed as 'very true' above all others: 'to cooperate in a team' (80%) and 'to communicate with people who speak another language' (72%). Additionally, the skills development of the following areas was considered as 'very true' by more than half of the project leaders: 'to make themselves understood in another language' (60%), 'to get along with people in their country whose cultural background is different from theirs' (55%), 'to develop a good idea and put it into practice' (51%) and 'to negotiate joint solutions when there are different viewpoints' (51%). The weakest skills development ('not true') was attested for the ability 'to understand difficult texts and expressions' (38%) and 'to discuss political topics seriously' (34%).

Table 24: Skills development through project participation (PL)

"Which of the following skills did the participants develop through their participation in the project? The participants have learned better …" (N=665)[#]			Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N	
								Miss	n
					Mode grey accentuated				
Competence 1	... to say what they think with conviction in discussions.	F	308	262	25	8	20	42	623
		%	49,4	42,1	4,0	1,3	3,2	[6,3]	100,0
Competence 1	... to understand difficult texts and expressions.	F	109	207	165	69	64	51	614
		%	17,8	33,7	26,9	11,2	10,4	[7,7]	100,0
Competence 2	... to communicate with people who speak another language.	F	453	96	31	30	19	36	629
		%	72,0	15,3	4,9	4,8	3,0	[5,4]	100,0
Competence 2	... to make themselves understood in another language.	F	370	137	43	49	22	44	621
		%	59,6	22,1	6,9	7,9	3,5	[6,6]	100,0
Competence 3 *Mathematical*	... to plan their expenses and spend their money in line with their budget.	F	179	187	94	83	80	42	623
		%	28,7	30,0	15,1	13,3	12,8	[6,3]	100,0
Competence 3 *Science/Techn.*	... to think logically and draw conclusions.	F	190	263	94	14	57	47	618
		%	30,7	42,6	15,2	2,3	9,2	[7,1]	100,0
Competence 4	... to use the new media (PC, internet) e.g. for finding information or communication.	F	255	185	101	46	35	43	622
		%	41,0	29,7	16,2	7,4	5,6	[6,5]	100,0
Competence 4	... to use PCs, internet and mobile phones responsibly.	F	174	192	97	78	77	47	618
		%	28,2	31,1	15,7	12,6	12,5	[7,1]	100,0
Competence 5	... how they can learn better or have more fun when learning.	F	208	245	84	30	49	49	616
		%	33,8	39,8	13,6	4,9	8,0	[7,4]	100,0
Competence 5	... to plan and carry out their learning independently.	F	170	240	97	46	63	49	616
		%	27,6	39,0	15,7	7,5	10,2	[7,4]	100,0
Competence 6 *Interpers./social*	... how to cooperate in a team.	F	504	97	13	1	18	32	633
		%	79,6	15,3	2,1	0,2	2,8	[4,8]	100,0
Competence 6 *Intercultural*	... to get along with people in their country whose cultural background is different from theirs.	F	339	169	42	20	52	43	622
		%	54,5	27,2	6,8	3,2	8,4	[6,5]	100,0
Competence 6 *Intercultural*	... to negotiate joint solutions when there are different viewpoints.	F	315	252	36	2	18	42	623
		%	50,6	40,4	5,8	0,3	2,9	[6,3]	100,0
Competence 6 *Civic*	… how to achieve something in the interest of the community or society.	F	255	262	58	6	44	40	625
		%	40,8	41,9	9,3	1,0	7,0	[6,0]	100,0
Competence 6 *Civic*	... to discuss political topics seriously.	F	152	195	146	64	56	52	613
		%	24,8	31,8	23,8	10,4	9,1	[7,8]	100,0
Competence 7 *Entrepreneurship*	... to develop a good idea and put it into practice.	F	322	241	30	9	26	37	628
		%	51,3	38,4	4,8	1,4	4,1	[5,6]	100,0

"Which of the following skills did the participants develop through their participation in the project? The participants have learned better …" (N=665)[#]			Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N	
								Miss	n
					Mode grey accentuated				
Competence 7 *Initiative*	... to identify opportunities for their personal or professional future.	F	177	249	117	19	61	42	623
		%	28,4	40,0	18,8	3,0	9,8	[6,3]	100,0
Competence 8	... to see the value of different kinds of arts and culture.	F	280	177	90	30	43	45	620
		%	45,2	28,5	14,5	4,8	6,9	[6,8]	100,0
Competence 8	... to express themselves creatively or artistically.	F	276	189	70	27	35	68	597
		%	46,2	31,7	11,7	4,5	5,9	[10,2]	100,0
Media literacy	… to critically analyse media (printed, audio-visual, electronic).	F	111	198	152	87	66	51	614
		%	18,1	32,2	24,8	14,2	10,7	[7,7]	100,0
Media literacy	… to produce media content on their own (printed, audio-visual, electronic).	F	221	209	127	41	28	39	626
		%	35,3	33,4	20,3	6,5	4,5	[5,9]	100,0
		F	5.368	4.252	1.712	759	933	941	13.024
TOTAL		%	**41,2**	**32,6**	**13,1**	**5,8**	**7,2**	**[6,7]**	**100,0**
		%*	**44,4**	**35,2**	**14,2**	**6,3**	**-**	**-**	**100,0**

#The eight European key competences (see section 8.1) were related to distinct skills, to support the respondents' common understanding of the competence concepts. The variables are not discrete and a specific skill might indicate more than one competence.
*Excluding the values of category 'No opinion / can't judge'

A comparison of Table 23 and Table 24 shows that project leaders consider the skills development of project participants as 'very true' (44%) more often than the project participants themselves (37%). The greatest difference was found for skills in using new media. While 29% of the project participants consider it as 'not very true', the majority of project leaders (41%) consider it as 'very true'. This result suggests that new media usage was an important part of YiA projects, and a related skills development was therefore assumed by project leaders. The discrepancy in the project participants' perception of skills development in this area could be explained by taking into account their pre-existing competence level: participants might already have had a high level of digital competence and therefore further skills development is perceived as being less distinct. Interestingly, when asked about digital competence development as defined by the key competences for lifelong learning (see section 8.1), the assessment by the project leaders shows generally lower values than for the related skills.

8.3. Knowledge acquisition

The learning outcomes of project participants with regard to 15 specific topics (listed in Table 25) were analysed. These topics – derived from the YiA application form – were implemented in the projects as described in section 10.1.

Participants were asked to choose, at most, three topics about which they have gained new knowledge during project participation. Most participants in fact ticked three topics, which indicates that several topics were addressed or relevant in each project. The top five topics, with the highest percentage of cases, are 'Europe' (45%), 'youth and youth policies' (33%), 'art and culture' (32%), 'integrating disadvantaged or marginalised people into society' (23%), and 'urban/rural development' (20%). The remaining topics received less than one-fifth of the responses, with the lowest learning outcomes for the topics 'gender equality' (6%), 'people living with a disability' (5%), and 'Roma people' (3%).

Table 25: New knowledge gained by participants during project participation (PP)

„In this project, I learned something new about the following topics:" (N=1400; n=1389)	At most three answers were possible		
	N	Percentage	Percentage of Cases
Europe	620	16,3	44,6
Integrating disadvantaged or marginalised people into society	313	8,2	22,5
Art and culture	449	11,8	32,3
Roma people	44	1,2	3,2
Health	115	3,0	8,3
Gender equality	84	2,2	6,0
Urban/rural development (e.g. social, cultural, educational, ecological, structural etc.)	281	7,4	20,2
Interfaith understanding	127	3,3	9,1
Sport and other outdoor activities	210	5,5	15,1
Discrimination	155	4,1	11,2
Youth and youth policies	455	12,0	32,8
People living with a disability	75	2,0	5,4
Media and communications	206	5,4	14,8
Minorities	125	3,3	9,0
Environment	242	6,4	17,4
Other topics	286	7,5	20,6
Frankly speaking, I did not really learn anything new in this project.	19	0,5	1,4
Total	**3.806**	**100,0**	**274,0**

Compared with the actual implementation of project themes as indicated by project leaders (see section 10.1), it can be seen that the two major themes 'European awareness' and 'art and culture' are among the top five themes addressed in the projects. Likewise, the knowledge acquisition about themes that were not in the main focus during project implementation was limited. Notably, some themes that were less in the focus of project implementation as reflected in the responses of project leaders received high values in terms of knowledge acquisition by the participants, for example 'youth and youth policies' and 'urban/rural development'. This suggests that these themes were an implicit content of projects that explicitly focused on different themes. It has to be noted that a direct comparison of the results displayed in Table 33 and Table 25 is not possible, as the lists of themes/topics and the number of possible choices differed for project leaders and project participants. Nevertheless, the results suggest a tendency that a focus on certain themes contributes to the knowledge acquisition in the respective field and, at the same time, knowledge might also be gained in areas that were considered marginally in project implementation.

8.4. Youthpass

'Youthpass' was introduced to the YiA Programme in 2007: "Youthpass is a tool for participants of projects funded by the Youth in Action Programme to describe what they have done and to show what they have learnt".[23] The focus of Youthpass is on the recognition of competences that

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[23] Youthpass website of Jugend für Europa/SALTO Training and Co-operation Resource Centre. Recognition of non-formal learning in the youth field. Retrieved from http://www.youthpass.eu, accessed 17.08.2011.

were acquired through non-formal and informal learning in YiA projects. Generally, for the project period surveyed it was to be issued to participants of the YiA projects funded under the Action lines 1.1, 2, 3.1 (youth exchanges, seminars and training) and 4.3 (seminars and training). Youthpass certificates include information about the participant (for example, personal details), a description of the YiA Programme and of the project and activities in which the participant was engaged, and an assessment of the participant's learning outcomes during the duration of the project.

Table 26: Implementation of Youthpass (PL)

(N=481[#]; n=438)		Yes	No	Cannot remember / don't know	miss	N
Youthpass was used in this project	H	249	131	58	43	438
	%	62,9	33,1	14,6	[8,9]	100,0
	%	65,5	34,5	-	-	100,0

Only project leaders in youth exchanges (Action 1.1 and 3.1), in EVS projects, and in training courses and seminars received this question.

Table 27: Implementation of Youthpass (PL)

"Please specify" (N=481)		Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N Miss	n
				Mode grey accentuated				
I received all necessary information concerning Youthpass.	F	179	117	61	33	33	42	423
	%	42,3	27,7	14,4	7,8	7,8	[8,7]	100,0
The information about Youthpass was clear and understandable.	F	154	118	72	23	51	47	418
	%	36,8	28,2	17,2	5,5	12,2	[9,8]	100,0
The participants were informed in detail about Youthpass.	F	177	111	50	37	44	46	419
	%	42,2	26,5	11,9	8,8	10,5	[9,6]	100,0
Youthpass was integrated broadly into the project and its methods (e.g. reflections, one-to-one meetings, monitoring of learning processes etc.)	F	96	126	91	60	45	47	418
	%	23,0	30,1	21,8	14,4	10,8	[9,8]	100,0
The participants wished to receive a Youthpass.	F	147	90	51	76	54	47	418
	%	35,2	21,5	12,2	18,2	12,9	[9,8]	100,0
The participants received a Youthpass.	F	192	53	17	111	45	45	418
	%	45,9	12,7	4,1	26,6	10,8	[9,4]	100,0
TOTAL	F	945	615	342	340	272	274	2.788
	%	37,6	24,5	13,6	13,5	10,8	9,5	100,0
	%	42,1	27,4	15,3	15,2	-	-	100,0

*Excluding the values of category 'No opinion or can't judge'

The project leaders assessed the availability and quality of information about Youthpass, the integration of Youthpass into the project and whether the participants received or wished to receive a Youthpass. Some 481 project leaders in youth exchanges (Actions 1.1 and 3.1), EVS projects (Action 2), and in training courses and seminars (both in Actions 4.3 and 3.1) received

this question. The majority of project leaders report that Youthpass was used in their project (66%), that they received information concerning Youthpass (70%) and that they informed the participants about Youthpass (69%). Mostly, the information about Youthpass was clear and understandable (65%). Youthpass was integrated into the project at least to some extent, for example by reflections, one-to-one meetings, monitoring of learning processes, etc. (53%). According to the project leaders, more than half of the participants wished to receive a Youthpass; less than half of the participants definitely received one (see Table 27).

9. European awareness

One of the permanent priorities of the YiA Programme is to raise the awareness of European citizenship among young people: "The objective is to encourage young people to reflect on European topics and to involve them in the discussion on the construction and the future of the European Union"[24] (see also Appendix B). The study considered this issue with questions about changes in the participants' perception of Europe and their understanding of themselves as Europeans.

9.1. Effects on European awareness

Questions about the European awareness of project participants and project leaders were integrated into the questionnaire, for example as part of the question blocks on the general effects of project participation. A question to project participants included three items relevant to European awareness (see Table 28). Generally, 85% of the participants agree that their awareness of 'common European values' increased. Furthermore, 83% of the participants feel 'more receptive for Europe's multiculturality'. Less intense, but still mainly positive, was the development of feeling 'more as a European' (67%). The project leaders were also asked about the perceived effects of the YiA projects on the participants (see Table 38). Project leaders report that 'participants increasingly began to ask questions about the topic Europe' (69%) and that participants now 'feel more European' (76%).

Table 28: Effects on European awareness (PP)

"Were you affected in other ways?" (N=1400) [#]		Definit ely	To some extent	Not so much	Not at all	N	
		Mode grey accentuated				Miss	n
I have become aware of common European values (e.g. human rights, democracy, peace, tolerance, gender equality etc.).	F	585	519	157	49	90	1310
	%	44,7	39,6	12,0	3,7	[6,4]	100,0
The project has made me more receptive for Europe's multiculturality.	F	633	446	158	60	103	1297
	%	48,8	34,4	12,2	4,6	[7,4]	100,0
I now feel more as a European than before.	F	451	419	297	137	96	1304
	%	34,6	32,1	22,8	10,5	[6,9]	100,0
TOTAL	**F**	**1.669**	**1.384**	**612**	**246**	**289**	**3.911**
	%	**42,7**	**35,4**	**15,6**	**6,3**	**[7,4]**	**100,0**

[#]Extracted from Table 38

An effect on European awareness was also analysed for the project leaders, with regard to their interest in Europe, their European identity and attitude towards multiculturality. In particular, an increased receptiveness to Europe's multiculturality (87%) was reported by the project leaders. Also, the interest in European topics clearly increased among project leaders (84%) and 'feeling more European' was considered to be true by 75% of the project leaders (see Table 29).

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[24] European Commission (2010). Youth in Action Programme Guide. Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf, accessed 17.08.2011.

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Table 29: Effects on European awareness (PL)

"Which effects did your involvement in the project have on you?" (N=665)[#]		Very true	Some what true	Not very true	Not at all true	N	
				Mode grey accentuated		Miss	n
I am more interested in European topics.	F	250	265	71	27	52	613
	%	40,8	43,2	11,6	4,4	[7,8]	100,0
I now feel more European.	F	210	242	122	33	58	607
	%	34,6	39,9	20,1	5,4	[8,7]	100,0
I have become more receptive for Europe's multiculturality.	F	308	229	59	18	51	614
	%	50,2	37,3	9,6	2,9	[7,7]	100,0
TOTAL	**F**	**768**	**736**	**252**	**78**	**161**	**1.834**
	%	**41,9**	**40,1**	**13,7**	**4,3**	**[8,8]**	**100,0**

[#]Extracted from Table 39

9.2. Image of the European Union

The YiA Programme is funded by the EU. Nearly all respondents (95%) are aware that the project they were being asked about was financially supported by the EU; 89% of the respondents are further aware that the funding was supplied by the specific EU programme Youth in Action (see Table 30).

Table 30: Youth in Action funding structure (PP)

"Did you know this?" (N=1400)				N	
		Yes	No	Miss	n
The project you are being asked about now was financially supported by the EU. Did you know this?	F	1.319	76	5	1.395
	%	94,6	5,4	[0,4]	100,0
The EU funds were supplied by the YOUTH IN ACTION programme. Did you know this?	F	1.244	151	5	1.395
	%	89,2	10,8	[0,4]	100,0

Because the YiA Programme is being funded by the EU, it was of interest to find out whether the participation in the project has changed the participants' image of the EU. For most of the participants (69%), the image has not changed, and 30% of the participants indicate that their image of the EU 'has become better' (see Table 31). This pattern generally holds true for the different countries of origin; however, participants from Bulgaria, Czech Republic, Germany and Estonia show an above-average improvement in their image of the EU (see Table 32).

Table 31: Image of the European Union (PP)

"Through participation in the project, my image of the European Union …" (N=1400)		has become better	has not changed	has become worse	N	
			Mode grey accentuated		Miss	n
	F	372	870	17	141	1.259
	%	29,5	69,1	1,4	[10,1]	100,0

Table 32: Image of the European Union by origin country (PP)

„Through participation in the project, my image of the European Union …" (N=1400, n=1259)		… has become better	… has not changed	… has become worse	Total
		Mode grey accentuated			
Austria	F	19	53	0	72
	%	26,4	73,6	0,0	100,0
Bulgaria	F	30	66	2	98
	%	30,6	67,3	2,0	100,0
Czech Republic	F	9	18	0	27
	%	33,3	66,7	0,0	100,0
Germany	F	69	177	8	254
	%	27,2	69,7	3,1	100,0
Estonia	F	68	172	1	241
	%	28,2	71,4	0,4	100,0
Finland	F	19	58	1	78
	%	24,4	74,4	1,3	100,0
Poland	F	16	72	0	88
	%	18,2	81,8	0,0	100,0
Total	**F**	**230**	**616**	**12**	**858**
	%	**26,8**	**71,8**	**1,4**	**100,0**
45 Other Countries	**F**	**142**	**254**	**5**	**401**
	%	**35,4**	**63,3**	**1,2**	**100,0**

Origin Country (row label along left side)

10. Youth in Action objectives and priorities

10.1. Themes of the projects

The YiA projects included in this survey covered a number of social, cultural, educational and policy themes, which generally were implemented to facilitate the achievement of the specific YiA objectives and priorities as defined in the YiA Programme Guide.[25] The project leaders were asked to choose from a list, at most, two themes that were addressed in their project (see Table 33). In total, 1,162 responses were given (n=656). Clearly, the two major themes were 'European awareness' (40%) and 'art and culture' (31%). On a more specific level, themes such as 'social inclusion' (18%), 'youth policies' (15%), 'anti-discrimination' (12%) and 'education through sport and outdoor activities' (12%) were addressed. Only a minority of projects focused on specific themes such as 'inter-religious dialogue' (3%), 'gender equality' (2%) and 'Roma communities' (1%).

Table 33: Main themes of the project (PL)

„Main themes of the project as it took place:" (N=665; n=656)	Please choose at most 2 answers		
	N	Percentage	Percentage of Cases
European awareness	263	22,6	40,1
Social inclusion	120	10,3	18,3
Inter-religious dialogue	18	1,5	2,7
Anti-discrimination	78	6,7	11,9
Art and culture	202	17,4	30,8
Gender equality	12	1,0	1,8
Disability	35	3,0	5,3
Minorities	35	3,0	5,3
Urban/Rural development	52	4,5	7,9
Youth policies	95	8,2	14,5
Media and communications/Youth information	68	5,9	10,4
Education through sport and outdoor activities	78	6,7	11,9
Health	25	2,2	3,8
Environment	74	6,4	11,3
Roma communities	7	,6	1,1
Total	**1.162**	**100,0**	**177,1**

For a comparison of the main project themes with the topics in which project participants primarily gained new knowledge, see section 8.3.

10.2. Achievement of objectives and priorities

Table 34 lists eight objectives, which are derived from the objectives and priorities of the YiA Programme (see Appendix B). Overall, a considerable majority of project leaders report that the project was in line with these objectives and priorities (on average 72% agreement with each item). In particular, three objectives related to social aspects of living in a multicultural European society were pursued during project implementation 'to a great extent': 'to foster mutual understanding between young people in different countries' (65%); 'to promote young people's

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[25] European Commission. (2010). Youth in Action Programme Guide. Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf (p. 4 ff.), accessed 17.08.2011.

respect for cultural diversity, to promote intercultural learning and to fight against racism and xenophobia' (55%); and 'to develop solidarity and to promote tolerance among young people, in particular in order to foster social cohesion in the European Union' (47%). Furthermore, 'to include young people with fewer opportunities' was fostered generally 'to a great extent' (29%), although the comparably high distribution of answers in the categories 'to a considerable extent' and 'to a limited extent' supports the conclusion that it depended on the project, whether it was in line with the objective. Finally, the two objectives aiming at 'active citizenship' and participation of young people in Europe ('European citizenship'), and the two objectives related to 'quality of support…in the youth field' and 'cooperation in the youth field' were fostered, at least 'to a considerable extent'.

Table 34: Objectives and priorities (PL)

"To which extent was the project in line with the following objectives and priorities of the 'Youth in Action' Programme:" (N=665)		To a great extent/ fully	To a consid erable extent	To a limited extent	Not at all/To a very low extent	N	
		Mode grey accentuated				Miss	n
To promote young people's active citizenship, in particular their participation in public life and in a democratic society.	F	228	251	133	36	17	648
	%	35,2	38,7	20,5	5,6	[2,6]	100,0
To promote European citizenship, in particular by fostering young people's awareness that they are citizens of Europe and that they engage themselves actively in European issues.	F	214	244	151	37	19	646
	%	33,1	37,8	23,4	5,7	[2,9]	100,0
To foster mutual understanding between young people in different countries.	F	422	144	47	36	16	649
	%	65,0	22,2	7,2	5,5	[2,4]	100,0
To develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union.	F	305	246	82	13	19	646
	%	47,2	38,1	12,7	2,0	[2,9]	100,0
To promote young people's respect for cultural diversity, to promote intercultural learning and to fight against racism and xenophobia.	F	356	214	68	12	15	650
	%	54,8	32,9	10,5	1,8	[2,3]	100,0
To include young people with fewer opportunities into the Youth in Action Programme.	F	185	173	169	112	26	639
	%	29,0	27,1	26,4	17,5	[3,9]	100,0
To contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field.	F	117	223	189	113	23	642
	%	18,2	34,7	29,4	17,6	[3,5]	100,0
To promote European cooperation in the youth field.	F	216	207	149	74	19	646
	%	33,4	32,0	23,1	11,5	[2,9]	100,0
TOTAL	**F**	**2.043**	**1.702**	**988**	**433**	**154**	**5.166**
	%	**39,5**	**32,9**	**19,1**	**8,4**	**[2,9]**	**100,0**

Not listed in the table above, but included among the specific objectives of the YiA Programme, is the facilitation of young people's mobility in Europe. The survey did not measure directly the extent to which this objective was reached; however, it is presumed that keeping in contact with people from other countries would contribute to mobility at large, for example by increasing the probability of visiting people in other countries after the end of the project. Asked about perceived effects from the project, 78% of the participants (n=1.303) agree that they got to know people from other countries with whom they are still in touch (see Table 37).

Furthermore, a number of effects outlined in Chapters 7, 8 and 9 refer to the objectives and priorities of the YiA Programme; the respective results indicate that the projects surveyed contributed to them at least to some extent.

10.3. Achievement of annual priorities

YiA projects should generally be designed to support annual priorities specified by the EU for each year. Table 35 provides an overview of the annual priorities for the years 2007 to 2009, and the project leaders' indication as to which of these annual priorities their project was related (multiple answers were possible). In particular, the priorities 'intercultural dialogue' (59%) and 'creativity and innovation' (39%) were confirmed to be pursued in the projects implemented by the respondents. Other specific annual priorities such as 'equal opportunities for all' (20%), 'awareness-raising around global challenges' (18%) and 'promoting the inclusion of young people with disabilities' (15%) were also implemented to some extent. Notably, more specific annual priorities such as 'young people's involvement in the revision of the European framework of cooperation in the field of youth policy' (8%), 'young people's active participation in European Parliament elections' (5%) and the related preparation in the previous year (4%), and 'gender-biased violence' (3%) were fostered to a smaller extent only. Remarkably, the more generally formulated priority 'improving young people's health' was pursued in projects by only 5% of project leaders; however, the annual priority 'promoting healthy lifestyles through physical activities including sport' was reported to be pursued by 14% of project leaders.

Table 35: Annual Priorities (PL)

"There are also annual priorities for the 'Youth in Action' Programme. Please tick those annual priorities which your project was related to." (N=665; n=622)	Please choose all that apply		
	N	Percentage	Percentage of Cases
2007 – Equal Opportunities for All	121	9,8	19,5
2007 – Improving young people's health	31	2,5	5,0
2008/09 – Intercultural Dialogue	368	29,7	59,2
2008/09 – Gender-based violence (Combating violence against women)	21	1,7	3,4
2008/09 – Sport as a tool to promote active citizenship and social inclusion of young people	65	5,2	10,5
2008/09 – Promoting healthy lifestyles through physical activities including sport	88	7,1	14,1
2008 – Preparation of the 2009 European Year of Innovation and Creativity and European Parliament elections	22	1,8	3,5
2009 – Creativity and Innovation	243	19,6	39,1
2009 – Young people's active participation in European Parliament elections	29	2,3	4,7
2009 – Promoting the inclusion of young people with disabilities	90	7,3	14,5
2009 – Awareness-raising to global challenges (such as sustainable development and climate change)	109	8,8	17,5
2009 – Young people's involvement in the revision of the European framework of cooperation in the field of youth policy	52	4,2	8,4
Total	**1.239**	**100,0**	**199,2**

11. Satisfaction with Youth in Action

The satisfaction of the participants with the project was examined with respect to a number of aspects (see Table 36). In general, the results clearly point towards a positive assessment of the projects by the participants: all modal values are placed in the highest scale-category for approval.

In total, 99% of the respondents indicate that they 'would recommend participation in a similar project to other people' and 88% have already made such recommendations; 95% would recommend other people to start such a project themselves. Some 98% of the participants reported having had 'a personally enriching experience'; 95% 'felt well integrated in the project', and the individual expectations of 94% of the respondents have been met. Most of the participants (87%) 'plan to participate in a similar project in the next years'. Furthermore, 86% of the participants were 'able to contribute with [their] views and ideas to the development and implementation of [the] project'. These results clearly point towards a personal benefit gained by the participants through their participation in the project.

Table 36: Overall assessment of the project (PP)

"Now that the project is over:" (N=1400)		Definit ely	To some extent	Not so much	Not at all	N	
		Mode grey accentuated				Miss	n
I would recommend participation in a similar project to other people.	F	1233	145	18	2	2	1398
	%	88,2	10,4	1,3	,1	[0,1]	100,0
I would recommend other people to start such a project themselves.	F	842	473	66	7	12	1388
	%	60,7	34,1	4,8	,5	[0,9]	100,0
I was able to contribute with my views and ideas to the development and implementation of this project.	F	647	552	152	36	13	1387
	%	46,6	39,8	11,0	2,6	[0,9]	100,0
I felt well integrated in the project.	F	965	354	63	11	7	1393
	%	69,3	25,4	4,5	,8	[0,5]	100,0
I plan to participate in a similar project in the next years.	F	790	412	143	43	12	1388
	%	56,9	29,7	10,3	3,1	[0,9]	100,0
Overall, participation in the project was a personally enriching experience for me.	F	1195	164	26	4	11	1389
	%	86,0	11,8	1,9	,3	[0,8]	100,0
I already recommended participating in a similar project to other people.	F	906	313	107	60	14	1386
	%	65,4	22,6	7,7	4,3	[1,0]	100,0
TOTAL	**F**	**6.578**	**2.413**	**575**	**163**	**71**	**9.729**
	%	**67,6**	**24,8**	**5,9**	**1,7**	**[0,7]**	**100,0**
Overall, my expectations in this project have been met.	**F**	**866**	**444**	**58**	**21**	**11**	**1389**
	%	**62,3**	**32,0**	**4,2**	**1,5**	**[0,7]**	**100,0**

12. Appendix A – Tables

12.1. Effects on project participants and project leaders

Table 37: Effects on project participants as perceived by themselves (PP)

"Were you affected in other ways?" (N=1400)		Definit ely	To some extent	Not so much	Not at all	N Miss	n
			Mode grey accentuated				
I now feel more confident to move around on my own in other countries (e.g. travel, study, work placement [internship], job etc.).	F	646	387	193	80	94	1.306
	%	49,5	29,6	14,8	6,1	[6,7]	100,0
I have become aware of common European values (e.g. human rights, democracy, peace, tolerance, gender equality etc.).	F	585	519	157	49	90	1.310
	%	44,7	39,6	12,0	3,7	[6,4]	100,0
I got to know people from other countries with whom I am still in touch.	F	765	253	150	135	97	1.303
	%	58,7	19,4	11,5	10,4	[6,9]	100,0
The project has raised my awareness of the fact that some people in our society are disadvantaged.	F	412	484	322	86	96	1.304
	%	31,6	37,1	24,7	6,6	[6,9]	100,0
I have established contacts with people in other countries which are useful for my professional development.	F	443	389	289	182	97	1.303
	%	34,0	29,9	22,2	14,0	[6,9]	100,0
*The project has made me more receptive for Europe's multi-culturality.**	F	633	446	158	60	103	1.297
	%	48,8	34,4	12,2	4,6	[7,4]	100,0
I am now better prepared to participate actively in social or political issues.	F	470	527	254	58	91	1.309
	%	35,9	40,3	19,4	4,4	[6,5]	100,0
I now feel more as a European than before.	F	451	419	297	137	96	1.304
	%	34,6	32,1	22,8	10,5	[6,9]	100,0
I have established contacts with people in other countries which are useful for my involvement in social or political issues.	F	396	440	307	156	101	1.299
	%	30,5	33,9	23,6	12,0	[7,2]	100,0
The participation in the project has contributed to my personal development.	F	900	333	64	15	88	1.312
	%	68,6	25,4	4,9	1,1	[6,3]	100,0
I have learned better how to plan and organise a project.	F	633	420	195	58	94	1.306
	%	48,5	32,2	14,9	4,4	[6,7]	100,0
TOTAL	**F**	**6.334**	**4.617**	**2.386**	**1.016**	**1.047**	**14.353**
	%	**44,1**	**32,2**	**16,6**	**7,1**	**[6,8]**	**100,0**

* Phrases/items in italics indicate that a synonymous question about the participants was asked to both the participants and the project leaders.

Table 38: Effects on project participants noticed by project leaders (PL)

"Which of the following effects of the project on the participants did you notice or hear about? Participants …" (N=665)		Very true	Somewhat true	Not very true	Not at all true	No opinion or can't judge	N	
							Miss	N
			Mode grey accentuated					
… increasingly began to ask questions about the topic 'Europe'.	F	184	248	134	24	37	38	627
	%	29,3	39,6	21,4	3,8	5,9	[5,7]	100,0
… now feel more European.	F	230	247	71	22	57	38	627
	%	36,7	39,4	11,3	3,5	9,1	[5,7]	627
… became more receptive for Europe's multi-culturality.	F	377	191	27	8	32	30	635
	%	59,4	30,1	4,3	1,3	5,0	[4,5]	100,0
… are more prepared to study, work or live in another country.	F	282	216	68	15	48	36	629
	%	44,8	34,3	10,8	2,4	7,6	[5,4]	100,0
… intend to get more involved in social and political life.	F	215	242	101	12	58	37	628
	%	34,2	38,5	16,1	1,9	9,2	[5,6]	100,0
… became more self-confident and gained personal orientation.	F	382	183	28	3	37	32	633
	%	60,3	28,9	4,4	0,5	5,8	[4,8]	100,0
… got a clearer idea about their further educational path.	F	171	239	122	28	64	41	624
	%	27,4	38,3	19,6	4,5	10,3	[6,2]	100,0
… got a clearer idea about their professional career aspirations and goals.	F	150	249	131	30	64	41	624
	%	24,0	39,9	21,0	4,8	10,3	[6,2]	100,0
…believe that their job chances increased.	F	144	200	157	46	76	42	623
	%	23,1	32,1	25,2	7,4	12,2	[6,3]	100,0
… are readier to pursue further education or training (formal, non-formal, vocational).	F	272	223	61	15	58	36	629
	%	43,2	35,5	9,7	2,4	9,2	[5,4]	100,0
TOTAL	**F**	**2.407**	**2.238**	**900**	**203**	**531**	**371**	**6.279**
	%	**38,3**	**35,6**	**14,3**	**3,2**	**8,5**	**[5,6]**	**100,0**

Table 39: Effects on project leaders as perceived by themselves (PL)

„Which effects did your involvement in the project have on you?" (N=665)		Very true	Some what true	Not very true	Not at all true	N	n
						Miss	n
				Mode grey accentuated		Miss	n
I am more interested in European topics.	F	250	265	71	27	52	613
	%	40,8	43,2	11,6	4,4	[7,8]	100,0
I now feel more European.	F	210	242	122	33	58	607
	%	34,6	39,9	20,1	5,4	[8,7]	100,0
I have become more receptive for Europe's multi-culturality.	F	308	229	59	18	51	614
	%	50,2	37,3	9,6	2,9	[7,7]	100,0
I am more prepared to study, work or live in another country.	F	202	218	127	57	61	604
	%	33,4	36,1	21,0	9,4	[9,2]	100,0
I am more strongly involved in social and/or political life.	F	209	237	120	37	62	603
	%	34,7	39,3	19,9	6,1	[9,3]	100,0
I became more self-confident and gained personal orientation.	F	243	230	98	32	62	603
	%	40,3	38,1	16,3	5,3	[9,3]	100,0
I now have a clearer idea about my further educational path.	F	140	182	169	103	71	594
	%	23,6	30,6	28,5	17,3	[10,7]	100,0
I have a clearer idea about my professional career aspirations and goals.	F	168	193	145	92	67	598
	%	28,1	32,3	24,2	15,4	[10,1]	100,0
I believe that my job chances increased.	F	143	196	161	92	73	592
	%	24,2	33,1	27,2	15,5	[11,0]	100,0
I am now planning to engage in further education and training (formal, non-formal, vocational).	F	249	165	113	70	68	597
	%	41,7	27,6	18,9	11,7	[10,2]	100,0
TOTAL	**F**	**2.122**	**2.157**	**1185**	**561**	**625**	**6.025**
	%	**35,2**	**35,8**	**19,7**	**9,3**	**[9,4]**	**100,0**

12.2. Project participants

Table 40: Number of respondents per funding country (PP)

N=1400	N	Percentage
AT – Austria	220	15,7
BG – Bulgaria	134	9,6
CZ – Czech Republic	86	6,1
DE – Germany	230	16,4
EE – Estonia	394	28,1
FI – Finland	173	12,4
PL – Poland	163	11,6
Total	**1.400**	**100,0**

Table 41: Number of respondents by origin country (PP)

N=1400	N	Percentage
Germany	283	20,2
Estonia	269	19,2
Bulgaria	104	7,4
Poland	98	7,0
Finland	83	5,9
Austria	76	5,4
Hungary	42	3,0
Italy	37	2,6
Romania	30	2,1
Latvia	29	2,1
Czech Republic	28	2,0
Lithuania	28	2,0
Turkey	24	1,7
United Kingdom	23	1,6
Slovenia	21	1,5
Spain	20	1,4
Greece	15	1,1
Portugal	14	1,0
France	13	0,9
Slovakia	12	0,9
Netherlands	11	0,8
Georgia	10	0,7
Israel	10	0,7
Macedonia	10	0,7
27 other states with less than 10 participants	110	7,9
Total	**1.400**	**100,0**

Table 42: Distribution of project participants between the project types (PP)

Projects	Project type and sub-Action	Cases	Percentage	Response rate
97	Youth Exchanges (1.1/3.1)	631	45,1	
46	Youth Initiatives & Democracy Projects (1.2 & 1.3)	276	19,7	
60	European Voluntary Services (2)	152	10,9	No information
25	Training & Networking (4.3/3.1)	157	11,2	by Action
24	Training & Cooperation Plan	68	4,9	
11	Support of European Cooperation (5.1)	116	8,3	
>263#	Total	1.400	100,0	~ 26,9 %

#The total number of projects is higher because the number of projects funded by the German NA in which respondents were involved in was not recorded (cases could only be related to Actions).

Table 43: Previous participation in similar projects by country of origin (PP)

N=1400; n=1250		„Have you participated in a similar project before this project we are asking you about?"		If the answer was "Yes" (N=578; n=568): "Please enter the approximate number of similar projects you participated in:"		
		No (n=672)	Yes (n=578)	Sum	Mean	n
Austria	F	43	28	186	6,9	27
	%	60,6	39,4			
Bulgaria	F	54	45	190	4,3	44
	%	54,5	45,5			
Czech Republic	F	16	11	42	3,8	11
	%	59,3	40,7			
Germany	F	146	106	378	3,6	104
	%	57,9	42,1			
Estonia	F	127	109	390	3,6	107
	%	53,8	46,2			
Finland	F	46	32	124	3,9	32
	%	59,0	41,0			
Poland	F	57	29	108	3,9	28
	%	66,3	33,7			
Total	F	489	360	1.418	4,0	353
	%	57,6	42,4			
41 Other Countries	F	183	218	860	4,0	215
	%	45,6	54,4			

Table 44: Previous participation in similar projects by funding country (PP)

„I already participated …" (N=578; n=563)	7 RAY countries (n=349)			41 other countries (n=214)		
	N	%	% of Cases	N	%	% of Cases
			"Choose all that apply"			
… in a project in my country supported within Youth in Action or a preceding EU youth programme.	165	29,5	47,3	91	28,3	42,5
… in a project abroad supported within Youth in Action or a preceding EU youth programme.	170	30,4	48,7	125	38,9	58,4
… in a similar project which was not supported by a youth programme of the European Union.	138	24,6	39,5	73	22,7	34,1
… in a similar project, but I do not remember under which programme it took place.	87	15,5	24,9	32	10,0	15,0
Total	560	100,0	160,5	321	100,0	150,0

Table 45: Place of living (PP)

N=1400; n=1254		… a big city (over **1.000.000** people)	… a city (**100.000** to **1.000.000** people)	… a town (**15.000** to **100.000** people)	… a small town (**3.000** to **15.000** people)	… a village (fewer than **3.000** people	… in the country-side (e.g. in an isolated house)	Total
				Mode grey accentuated				
Austria	F	23	7	6	15	15	5	71
	%	32,4	9,9	8,5	21,1	21,1	7	100
Bulgaria	F	48	19	18	8	3	1	97
	%	49,5	19,6	18,6	8,2	3,1	1	100
Czech Republic	F	4	4	14	3	2	0	27
	%	14,8	14,8	51,9	11,1	7,4	0	100
Germany	F	54	81	55	26	32	5	253
	%	21,3	32	21,7	10,3	12,6	2	100
Estonia	F	0	7	3	2	3	0	15
	%	0	46,7	20	13,3	20	0	100
Finland	F	3	26	28	15	4	2	78
	%	3,8	33,3	35,9	19,2	5,1	2,6	100
Poland	F	20	32	17	7	6	4	86
	%	23,3	37,2	19,8	8,1	7	4,7	100
Total	F	152	176	141	76	65	17	627
	%	24,2	28,1	22,5	12,1	10,4	2,7	100
53 Other Countries	F	108	204	145	93	53	24	627
	%	17,2	32,5	23,1	14,8	8,5	3,8	100

Table 46: Distribution of gender by project types (PP)

N=1.400; n=1.245		male	female	ALL
Youth Exchanges (1.1/3.1)	H	196	369	565
	%	34,7	65,3	100,0
Youth Initiatives & Democracy Projects (1.2 & 1.3)	H	78	162	240
	%	32,5	67,5	100,0
European Voluntary Services (2)	H	29	115	144
	%	20,1	79,9	100,0
Training & Networking (4.3/3.1)	H	44	94	138
	%	31,9	68,1	100,0
Training & Cooperation Plan (4.9)	H	22	38	60
	%	36,7	63,3	100,0
Support of European Cooperation (5.1)	H	27	71	98
	%	27,6	72,4	100,0
TOTAL	H	396	849	1.245
	%	31,8	68,2	100,0

Table 47: Occupational status when/before participating in the project by age groups (PP)

N=1.400	0-14 (n=5)			15-17 (n=101)			18-25 (n=732)			≥26 (n=357)			All (n=1.202)*		
At most two answers were possible *Age groups*	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
employed full-time	0	0,0	0,0	1	1,0	1,0	61	7,4	8,3	182	46,1	51,0	247	18,5	20,5
employed part-time	0	0,0	0,0	1	1,0	1,0	72	8,8	9,8	63	15,9	17,6	137	10,3	11,4
self-employed	0	0,0	0,0	0	0,0	0,0	13	1,6	1,8	26	6,6	7,3	40	3,0	3,3
unemployed	0	0,0	0,0	8	7,6	7,9	81	9,9	11,1	31	7,8	8,7	121	9,1	10,1
a volunteer	0	0,0	0,0	16	15,2	15,8	130	15,9	17,8	33	8,4	9,2	179	13,4	14,9
not in paid work	3	60,0	60,0	44	41,9	43,6	341	41,6	46,6	46	11,6	12,9	435	32,7	36,2
other	2	40,0	40,0	35	33,3	34,7	121	14,8	16,5	14	3,5	3,9	173	13,0	14,4
Total	5	100,0	100,0	105	100,0	104,0	819	100,0	111,9	395	100,0	110,6	1.332	100,0	110,8

* Note: The age was not entered by all respondents; therefore, the figures for "All" are not necessarily the sum of the figures for all age groups.

Table 48: Occupational status by project types (PP)

N=1.400; n=1.202	Youth Exchanges (1.1/3.1) (n=545)			Youth Initiatives & Democracy Proj. (1.2/1.3) (n=227)			European Voluntary Services (2) (n=140)			Training & Networking (4.3) (n=139)			Training & Coop. Plan (n=60)			Support of European Coop. (5.1). (n=91)		
At most two answers were possible	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
employed full-time	100	16,6	18,3	33	13,4	14,5	14	8,9	10,0	53	32,7	38,1	41	62,1	68,3	6	6,3	6,6
employed part-time	56	9,3	10,3	24	9,7	10,6	18	11,5	12,9	23	14,2	16,5	5	7,6	8,3	11	11,5	12,1
self-employed	12	2,0	2,2	13	5,3	5,7	1	0,6	0,7	10	6,2	7,2	3	4,5	5,0	1	1,0	1,1
unemployed	65	10,8	11,9	18	7,3	7,9	15	9,6	10,7	16	9,9	11,5	0	0,0	0,0	7	7,3	7,7
a volunteer	76	12,6	13,9	33	13,4	14,5	25	15,9	17,9	30	18,5	21,6	8	12,1	13,3	7	7,3	7,7
not in paid work	198	32,8	36,3	101	40,9	44,5	58	36,9	41,4	22	13,6	15,8	4	6,1	6,7	52	54,2	57,1
other	97	16,1	17,8	25	10,1	11,0	26	16,6	18,6	8	4,9	5,8	5	7,6	8,3	12	12,5	13,2
Total	604	100,0	110,8	247	100,0	108,8	157	100,0	112,1	162	100,0	116,5	66	100,0	110,0	96	100,0	105,5

Table 49: Participation in education or training (PP)

N=1.400; n=1.224 (all countries)	At most two answers were possible		
	N	%	% of Cases
… a pupil at school [secondary school student]	445	35,0	36,4
… a student at a university, polytechnic etc.	444	34,9	36,3
… an apprentice [in vocational education or training]	28	2,2	2,3
… an intern/doing a work placement	34	2,7	2,8
… doing another type of education or training	66	5,2	5,4
… not in education or training	254	20,0	20,8
Total	1.271	100,0	103,8

Table 50: Participation in education or training by age groups (PP)

N=1.400	At most two answers were possible											
	Age groups											
	0-14 (n=6)			15-17 (n=111)			18-25 (n=763)			≥26 (n=337)		
	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases	N	%	% of Cases
… a pupil at school [secondary school student]	5	83,3	83,3	107	93,9	96,4	327	40,9	42,9	3	,9	,9
… a student at a university, polytechnic etc.	0	0,0	0,0	1	0,9	0,9	340	42,5	44,6	103	30,0	30,6
… an apprentice [in vocational education or training]	0	0,0	0,0	2	1,8	1,8	21	2,6	2,8	5	1,5	1,5
… an intern/doing a work placement	0	0,0	0,0	0	0,0	0,0	18	2,3	2,4	15	4,4	4,5
… doing another type of education or training	0	0,0	0,0	3	2,6	2,7	22	2,8	2,9	39	11,4	11,6
… not in education or training	5	16,7	16,7	1	0,9	0,9	72	9,0	9,4	178	51,9	52,8
Total	10	100,0	100,0	114	100,0	102,7	800	100,0	104,8	343	100,0	101,8

Table 51: Participation in education or training by project type (PP)

N=1.400; n=1.224	YE (n=556)			YI&D (n=239)			EVS (n=143)			T&N (n=133)			TCP (n=58)			SEC (n=95)		
	N	%	% of cases	N	%	% of cases	N	%	% of cases	N	%	% of cases	N	%	% of cases	N	%	% of cases
… a pupil at school	232	40,0	41,7	86	34,5	36,0	68	46,3	47,6	17	12,3	12,8	3	5,1	5,2	39	39,8	41,1
… a student at a university, polytechnic etc.	197	34,0	35,4	104	41,8	43,5	33	22,4	23,1	47	34,1	35,3	14	23,7	24,1	49	50,0	51,6
… an apprentice [in VET]	16	2,8	2,9	6	2,4	2,5	2	1,4	1,4	3	2,2	2,3	0	0,0	0,0	1	1,0	1,1
… an intern/doing a work placement	19	3,3	3,4	4	1,6	1,7	3	2,0	2,1	5	3,6	3,8	1	1,7	1,7	2	2,0	2,1
… doing another type of education or training	29	5,0	5,2	12	4,8	5,0	4	2,7	2,8	13	9,4	9,8	4	6,8	6,9	4	4,1	4,2
… not in education or training	87	15,0	15,6	37	14,9	15,5	37	25,2	25,9	53	38,4	39,8	37	62,7	63,8	3	3,1	3,2
Total	580	100,0	104,3	249	100,0	104,2	147	100,0	102,8	138	100,0	103,8	59	100,0	101,7	98	100,0	103,2

At most two answers were possible

Table 52: Educational attainment by project types (PP)

N=1.400; n=1.243		Primary school	Lower secondary school	Technical school	Upper secondary school	Upper vocational school	University, Polytechnic, post-secondary /tertiary level College	Total
Youth Exchanges (1.1/3.1) (Age M=23,4)	F	22	98	15	190	13	220	558
	%	3,9	17,6	2,7	34,1	2,3	39,4	100,0
Youth Initiatives & Democracy Projects (1.2/1.3) (Age M=23,7)	F	4	28	11	114	12	74	243
	%	1,6	11,5	4,5	46,9	4,9	30,5	100,0
European Voluntary Services (2) (Age M=23,1)	F	0	1	4	95	3	40	143
	%	0,0	0,7	2,8	66,4	2,1	28,0	100,0
Training & Networking (4.3/3.1) (Age M=28,5)	F	0	3	4	24	8	101	140
	%	0,0	2,1	2,9	17,1	5,7	72,1	100,0
Training & Cooperation Plan (Age M=33,6)	F	0	3	0	9	1	47	60
	%	0,0	5,0	0,0	15,0	1,7	78,3	100,0
Support of European Coop. (5.1) (Age M=21,3)	F	1	17	2	53	1	25	99
	%	1,0	17,2	2,0	53,5	1,0	25,3	100,0
Total	F	27	150	36	485	38	507	1243
	%	2,2	12,1	2,9	39,0	3,1	40,8	100,0

"What is your highest educational attainment?"

Mode grey accentuated

Project types

Table 53: Highest educational attainment by age groups (PP)

N=1.400; n=1.237		0-14	15-17	18-25	≥26	Total
		age groups				
		Mode grey accentuated				Total
Primary school	F	5	16	6	0	27
	%	71,4	15,0	0,8	0,0	2,2
Lower secondary school	F	2	65	81	1	149
	%	28,6	60,7	10,6	0,3	12,0
Technical school	F	0	2	19	13	34
	%	0,0	1,9	2,5	3,6	2,7
Upper secondary school	F	0	24	428	33	485
	%	0,0	22,4	56,0	9,2	39,2
Upper vocational school	F	0	0	28	10	38
	%	0,0	0,0	3,7	2,8	3,1
University, polytechnic, post-secondary/tertiary level college	F	0	0	202	302	504
	%	0,0	0,0	26,4	84,1	40,7
Total	F	7	107	764	359	1.237
	#%	100,0	100,0	100,0	100,0	100,0
	*%	0,6	8,6	61,8	29,0	-

#Percentage by educational attainment within age groups
*Percentage by age groups.

Helmut Fennes, Wolfgang Hagleitner, Kathrin Helling

Table 54: Citizenship identity (PP)

"Please indicate the category you consider most appropriate for yourself:" (N=1.400; n=1.227)	N	Percentage
From another region of the world and living in my present country of residence	37	3,0
Citizen of another European country living in my present country of residence	72	5,9
European living in my present country of residence	187	15,2
European citizen and citizen of my present country of residence	582	47,4
Citizen of my present country of residence	349	28,4
Total	**1.227**	**100,0**

Table 55: Citizenship identity by origin country (PP)

N=1.400; n=1.227		Austria	Bulgaria	Czech Republic	Germany	Estonia	Finland	Poland	43 other countries	Total
					Mode grey accentuated					
From another region of the world and living in my present country of residence	F	2	3	0	3	4	1	1	23	37
	%	2,8	3,1	0,0	1,2	1,7	1,3	1,2	5,9	3,0
Citizen of another European country living in my present country of residence	F	6	2	1	20	6	2	1	34	72
	%	8,5	2,0	3,7	8,0	2,6	2,6	1,2	8,8	5,9
European living in my present country of residence	F	8	19	8	42	40	21	0	49	187
	%	11,3	19,4	29,6	16,7	17,2	27,6	0,0	12,7	15,2
European citizen and citizen of my present country of residence	F	36	51	15	136	125	37	35	147	582
	%	50,7	52,0	55,6	54,2	53,9	48,7	41,2	38,0	47,4
Citizen of my present country of residence	F	19	23	3	50	57	15	48	134	349
	%	26,8	23,5	11,1	19,9	24,6	19,7	56,5	34,6	28,4
Total	**F**	**71**	**98**	**27**	**251**	**232**	**76**	**85**	**387**	**1.227**
	%	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**

Table 56: Minority status by origin country (PP)

"Do you belong to a cultural, ethnic, religious or linguistic minority in the country where you live?" (N=1.400, n=1.233)		Yes	No	Total
		Mode grey accentuated		
Austria	F	8	62	70
	%	11,4	88,6	100,0
Bulgaria	F	8	91	99
	%	8,1	91,9	100,0
Czech Republic	F	1	26	27
	%	3,7	96,3	100,0
Germany	F	23	228	251
	%	9,2	90,8	100,0
Estonia	F	43	189	232
	%	18,5	81,5	100,0
Finland	F	13	62	75
	%	17,3	82,7	100,0
Poland	F	8	77	85
	%	9,4	90,6	100,0
RAY countries total	F	104	735	839
	%	12,4	87,6	100,0
44 Other countries	F	70	324	394
	%	17,8	82,2	100,0
All countries total	F	174	1.059	1.233
	%	14,1	85,9	100,0

(Origin Country)

Table 57: Specific minority status (PP)

"Please specify " (N=174; n=172)[#]	"Please choose all that apply"		
	N	Percentage	Percentage of Cases
I belong to a minority that has always lived in this country. [autochthonous /indigenous minority]	40	13,6	23,3
I belong to an ethnic or cultural minority.	67	22,8	39,0
I belong to a religious minority.	39	13,3	22,7
I belong to a linguistic minority.	65	22,1	37,8
I am an immigrant (first generation – I was born in another country).	33	11,2	19,2
I have a migration background (second or third generation – my parents or grandparents were born in another country).	37	12,6	21,5
Other minorities.	13	4,4	7,6
Total	**294**	**100,0**	**170,9**

[#]These question items were only provided for respondents who answered with 'Yes' in the question ""Do you belong to a cultural, ethnic, religious or linguistic minority in the country where you live?" (n=174). Multiple answers were possible (no limitation).

Table 58: Language spoken at home (PP)

(N=1400)		Yes	No	n
Is the language mainly spoken in your family of origin an official language of the country where you live?	H	1.108	150	1.258
	%	88,1	11,9	100,0
Does your family of origin (including grandparents) speak at home also languages other than an official language of the country where you live?	H	374	883	1.257
	%	29,8	70,2	100,0

Table 59: First language of participants (PP)

N=1.400; n=1.212	"My first Language is …"	
	F	%
German	306	25,2
Estonian	189	15,6
Bulgarian	97	8
Polish	88	7,3
Finish	69	5,7
Russian	63	5,2
Italian	36	3
English	34	2,8
Romanian	29	2,4
Czech	26	2,1
Slovakian	25	2,1
Turkish	22	1,8
Latvian	20	1,7
Greek	19	1,6
Lithuanian	18	1,5
Dutch	16	1,3
French	15	1,2
Spanish	15	1,2
Portuguese	13	1,1
Swedish	12	1,0
Armenian	10	0,8
Georgian	10	0,8
Arabic	9	0,7
Croatian	8	0,7
Slovenian	8	0,7
Hebrew	7	0,6
Ukrainian	7	0,6
Hungarian	6	0,5
Maltese	6	0,5
Serbian	6	0,5
Icelandic	4	0,3
Albanian	3	0,2
Azerbaijani	3	0,2
Byelorussian	3	0,2
Bosnian	2	0,2
Catalan	2	0,2
Danish	2	0,2

N=1.400; n=1.212	"My first Language is …"	
Basque	1	0,1
Irish	1	0,1
Norwegian	1	0,1
Persian	1	0,1
	1,212	**100**

The response options did not include Romani language. This was changed in the questionnaire for surveys from May 2011 onwards.

Table 60: Language mainly spoken in the family of origin by origin country (PP)

"Is the language mainly spoken in your family of origin an official language of the country where you live?" (N=1.400, n=1.258)		Yes	No	Total
		Mode grey accentuated		
Austria	F	68	4	72
	%	94,4	5,6	100,0
Bulgaria	F	96	3	99
	%	97,0	3,0	100,0
Czech Republic	F	25	2	27
	%	92,6	7,4	100,0
Germany	F	235	20	255
	%	92,2	7,8	100,0
Estonia	F	189	50	239
	%	79,1	20,9	100,0
Finland	F	69	8	77
	%	89,6	10,4	100,0
Poland	F	84	3	87
	%	96,6	3,4	100,0
RAY countries total	F	766	90	856
	%	89,5	90	856
44 Other countries	F	342	60	402
	%	85,1	14,9	100,0
All countries total	F	1.108	150	1.258
	%	88,1	11,9	100,0

Origin Country

Table 61: Other language also spoken in the family of origin by origin country (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=1.400, n=1.257)		Yes	No	Total
Origin Country	Austria			
		F	8	63	71
		%	11,3	88,7	100,0
	Bulgaria	**F**	30	69	99
		%	30,3	69,7	100,0
	Czech Republic	**F**	5	21	26
		%	19,2	80,8	100,0
	Germany	**F**	51	204	255
		%	20,0	80,8	100,0
	Estonia	**F**	89	150	239
		%	37,2	62,8	100,0
	Finland	**F**	12	66	78
		%	15,4	84,6	100,0
	Poland	**F**	21	66	87
		%	24,1	75,9	100,0
RAY countries total		**F**	**216**	**639**	**855**
		%	**25,3**	**74,7**	100,0
43 Other Countries		**F**	**158**	**244**	**402**
		%	**39,3**	**60,7**	100,0

Table 62: Participation of young people with fewer opportunities (PL)

(N=540[#]; n=480)		Yes	No	Don't remember / don't know	n
YE (1.1/3.1)	H	158	71	26	255
	%	62,0	27,8	10,2	100,0
YI&D (1.2/1.3)	H	54	25	18	97
	%	55,7	25,8	18,6	100,0
EVS (2)	H	41	67	10	118
	%	34,7	56,8	8,5	100,0
SEC (5.1)	H	6	2	2	10
	%	60,0	20,0	20,0	100,0
TOTAL	H	259	165	56	480
	%	54,0	34,4	11,7	100,0

Project leaders of Training and Networking projects (4.3/3.1) did not receive this question.

Table 63: Persons working with young people with fewer opportunities (PL)

(N=125#; n=70)		Yes	No	Don't remember / don't know	n
T&N (4.3/3.1)	H	51	9	10	70
	%	72,9	12,9	14,3	100,0

Project leaders of YE, YI&D, EVS and SEC did not receive this question.

Table 64: Obstacles of young people with fewer opportunities (PL)

"Please specify, which obstacles prevented them from having access to education, mobility, participation, active citizenship, empowerment and inclusion in society at large?" (N=259; n=257)	"Please choose all that apply"		
	N	Percentage	Percentage of Cases
Social obstacles	150	22,7	58,4
Economic obstacles	172	26,0	66,9
Education difficulties	84	12,7	32,7
Cultural differences	61	9,2	23,7
Physical or mental disabilities	55	8,3	21,4
Health problems	41	6,2	16,0
Geographical obstacles	99	15,0	38,5
Total	**662**	**100,0**	**257,6**

Only project leaders who responded with "yes" to the question in Table 63 received this question.
Project leaders of T&N projects (4.3/3.1) did not receive this question.

Table 65: Sense of fairness (PP)

N=1.400; n=1.234		"Compared to the way other people live in your country do you think …"					
		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.	Total
		Mode grey accentuated					
Origin Country — Austria	F	35	16	4	0	16	71
	%	49,3	22,5	5,6	0,0	22,5	100,0
Bulgaria	F	12	3	19	15	39	88
	%	13,6	3,4	21,6	17,0	44,3	100,0
Czech Republic	F	16	3	7	0	1	27
	%	59,3	11,1	25,9	0,0	3,7	100,0
Germany	F	93	76	20	5	57	251
	%	37,1	30,3	8,0	2,0	22,7	100,0
Estonia	F	102	24	31	6	73	236
	%	43,2	10,2	13,1	2,5	30,9	100,0
Finland	F	44	7	8	2	15	76
	%	57,9	9,2	10,5	2,6	19,7	100,0
Poland	F	30	26	5	0	25	86
	%	34,9	30,2	5,8	0,0	29,1	100,0
Total	**F**	**332**	**155**	**94**	**28**	**226**	**835**
	%	**39,8**	**18,6**	**11,3**	**3,4**	**27,1**	**100,0**
45 Other Countries	**F**	**151**	**60**	**56**	**25**	**107**	**399**
	%	**37,8**	**15,0**	**14,0**	**6,3**	**26,8**	**100,0**

12.3. Project leaders

Table 66: Number of respondents per funding country (PL)

N=665	N	Percentage
AT – Austria	57	8,6
BG – Bulgaria	42	6,3
CZ - Czech Republic	45	6,8
DE – Germany	198	29,8
EE – Estonia	60	9,0
FI – Finland	67	10,1
PL – Poland	148	22,3
SK – Slovakia	48	7,2
Total	**665**	**100,0**

Table 67: Funding of projects by project type (PL)

Projects	Action name & Code	Cases	Percentage	Response rate
245	Youth Exchanges (1.1/3.1)	289	43,5	
105	Youth Initiatives & Democracy Projects (1.2 & 1.3)	108	16,2	
123	European Voluntary Services (2)	133	20,0	no information
98	Training & Networking (4.3/3.1)	125	18,8	
10	Support of European Cooperation (5.1)	10	1,5	
581	Total	**665**	**100,0**	~ 22,3 %

More than one project leader per project could respond to the questionnaire. This results in the difference between the number of projects and cases.

Table 68: Distribution of gender by project type (PL)

N=665; n=607		female	male	ALL
Youth Exchanges (1.1/3.1)	H	169	97	266
	%	63,5	36,5	100,0
Youth Initiatives & Democracy Projects (1.2 & 1.3)	H	57	45	102
	%	55,9	44,1	100,0
European Voluntary Services (2)	H	81	40	121
	%	66,9	33,1	100,0
Training & Networking (4.3/3.1)	H	67	41	108
	%	62,0	38,0	100,0
Support for European Cooperation (5.1)	H	5	5	10
	%	50,0	50,0	100,0
TOTAL	**H**	**379**	**228**	**607**
	%	**62,4**	**37,6**	**100,0**

Table 69: Country of residence (PL)

(RAY countries with grey background)

„What was your country of residence, when the project took place?" (The country for which you were involved in the project.) N=665; n=663	F	%
Germany	213	32
Poland	79	11,9
Austria	56	8,4
Czech Republic	46	6,9
Bulgaria	41	6,2
Slovakia	39	5,9
Finland	38	5,7
Estonia	36	5,4
Italy	12	1,8
Turkey	10	1,5
Hungary	8	1,2
Romania	8	1,2
Greece	7	1,1
Spain	7	1,1
France	6	0,9
Latvia	6	0,9
Slovenia	6	0,9
Ukraine	6	0,9
Portugal	5	0,8
Lithuania	4	0,6
Netherlands	4	0,6
United Kingdom	4	0,6
Sweden	3	0,5
Belgium	2	0,3
Cyprus	2	0,3
Ireland	2	0,3
Lebanon	2	0,3
Moldova	2	0,3
Russian Federation	2	0,3
Armenia	1	0,2
Bosnia and Herzegovina	1	0,2
Croatia	1	0,2
Morocco	1	0,2
Norway	1	0,2
Occupied Palestinian Territory	1	0,2
The Former Yugoslav Republic of Macedonia	1	0,2
	663	**100,0**

Table 70: Educational attainment by project type (PL)

N=665; n=613		Lower secondary school	Technical school	Upper secondary school	Upper vocational school	University, Polytechnic, post-secondary/ tertiary level College	Total
						Mode grey accentuated	
Youth Exchanges (Age M=34,7)	F	4	4	37	12	214	271
	%	1,5	1,5	13,7	4,4	79,0	100,0
Youth Initiatives & Democracy Projects (Age M=28,3)	F	3	1	33	2	63	102
	%	2,9	1,0	32,4	2,0	61,8	100,0
European Voluntary Services (Age M=39,1)	F	0	4	12	6	98	120
	%	0,0	3,3	10,0	5,0	81,7	100,0
Training & Networking (Age M=33,8)	F	1	1	18	6	84	110
	%	0,9	0,9	16,4	5,5	76,4	100,0
Support of European Cooperation (Age M=31,6)	F	0	0	4	0	6	10
	%	0,0	0,0	40,0	0,0	60,0	100,0
Total	F	8	10	104	26	465	613
	%	1,3	1,6	17,0	4,2	75,9	100,0

Table 71: Citizenship identity (PL)

"Please indicate the category you consider most appropriate for yourself" N=665; n=606	N	Percentage
From another region of the world and living in my present country of residence	12	2,0
Citizen of another European country living in my present country of residence	23	3,8
European living in my present country of residence	106	17,5
European citizen and citizen of my present country of residence	313	51,7
Citizen of my present country of residence	152	25,1
Total	606	100,0

Table 72: Citizenship identity by origin country (PL)

N=665; n=606		Austria	Bulgaria	Czech Republic	Germany	Estonia	Finland	Poland	Slovakia	31 other countries	Total
					Mode grey accentuated						Total
From another region of the world and living in my present country of residence	F	1	0	0	4	2	0	1	0	4	12
	%	3,3	0,0	0,0	2,8	5,9	0,0	1,3	0,0	2,5	2,0
Citizen of another European country living in my present country of residence	F	1	0	1	7	0	1	4	0	9	23
	%	3,3	0,0	2,2	4,8	0,0	3,0	5,2	0,0	5,6	3,8
European living in my present country of residence	F	6	10	12	30	2	10	11	2	23	106
	%	20,0	23,8	26,1	20,7	5,9	30,3	14,3	5,4	14,2	17,5
European citizen and citizen of my present country of residence	F	14	18	24	76	23	15	38	28	77	313
	%	46,7	42,9	52,2	52,4	67,6	45,5	49,4	75,7	47,5	51,7
Citizen of my present country of residence	F	8	14	9	28	7	7	23	7	49	152
	%	26,7	33,3	19,6	19,3	20,6	21,2	29,9	18,9	30,2	25,1
Total	F	30	42	46	145	34	33	77	37	162	606
	%	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0

Table 73: Minority status (PL)

(N=665; n=609)		Yes	No	n
Do you belong to a cultural, ethnic, religious or linguistic minority in the country where you live?	H	66	543	609
	%	10,8	89,2	100,0

Table 74: Specific minority status (PL)

„Please specify:" (N=66; n=65)	Please choose all that apply		
	N	Percentage	Percentage of Cases
I belong to a minority that has always lived in this country (autochthonous /indigenous minority)	13	13,3	20,0
I belong to an ethnic or cultural minority	18	18,4	27,7
I belong to a religious minority	15	15,3	23,1
I belong to a linguistic minority	25	25,5	38,5
I am an immigrant (first generation – I was born in another country)	15	15,3	23,1
I have a migration background (second or third generation – my parents or grandparents were born in another country)	5	5,1	7,7
Other minorities	7	7,1	10,8
Total	1239	100,0	150,8

**Table 75: Previous participation in EU youth programmes (PL)**

Did you participate already before in projects organised in the framework of YiA or a preceding EU programme (e.g. YOUTH)? „Please specify:" (N=665; n=616)	Please choose all that apply		
	N	Percentage	Percentage of Cases
Yes, as project leader/member of the project team	334	47,0	54,2
Yes, as participant (including in projects/training for youth workers/leaders)	191	26,9	31,0
No	186	26,2	30,2
Total	**711**	**100,0**	**115,4**

Table 76: Previous participation in specific project types as a project leader (PL)

„If as project leader/member of the project team, what kind of project was it?" (N=334; n=331)	Please choose all that apply		
	N	Percentage	Percentage of Cases
Youth Exchanges	257	45,3	77,6
Youth Initiatives	62	10,9	18,7
Youth Democracy Projects	19	3,4	5,7
European Voluntary Service	119	21,0	36,0
Training and Networking	92	16,2	27,8
Meeting between young people and persons responsible for youth policy	18	3,2	5,4
Total	**567**	**100,0**	**171,3**

Table 77: Previous participation in specific project types as participant (PL)

„If as participant, what kind of project was it?" (N=191; n=331)	Please choose all that apply		
	N	Percentage	Percentage of Cases
Youth Exchanges	111	37,4	61,0
Youth Initiatives	26	8,8	14,3
Youth Democracy Projects	7	2,4	3,8
European Voluntary Service	39	13,1	21,4
Training and Networking	90	30,3	49,5
Meeting between young people and persons responsible for youth policy	19	6,4	10,4
I do not remember	5	1,7	2,7
Total	**297**	**100,0**	**163,2**
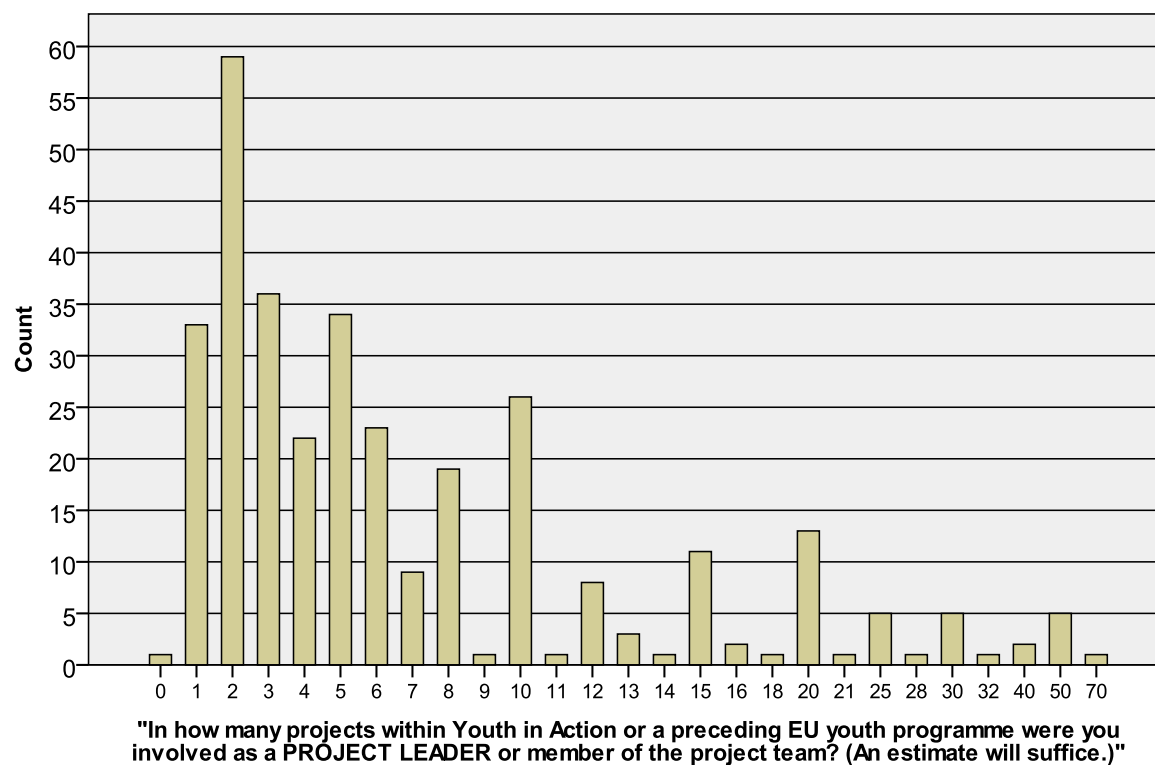
Chart 1: Estimated number of previous EU-funded youth projects as project leader/team member. N=334; n=324 (PL).

13. Appendix B – Youth in Action

13.1. Establishment of Youth in Action

The YiA Programme was established and funded by the EU for the period 2007 to 2013 on the basis of a decision taken by the European Parliament and the Council in November 2006.[26] Predecessors of the YiA Programme were the Youth for Europe Programmes (1989–91, 1992–94 and 1995–99) and the Youth Programme (2000–06).

13.2. Programme objectives and priorities

According to the YiA Programme Guide, "the Youth in Action Programme aims to respond at European level to the needs of young people from adolescence to adulthood. It makes an important contribution to the acquisition of competences and is therefore a key instrument in providing young people with opportunities for non-formal and informal learning with a European dimension."[27]

The programme follows five ***general objectives:***[26]

  a) "to promote young people's active citizenship in general and their European citizenship in particular;
  b) to develop solidarity and promote tolerance among young people, in particular in order to reinforce social cohesion in the EU;
  c) to foster mutual understanding between young people in different countries;
  d) to contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field;
  e) to promote European cooperation in the youth field."

The general objectives are complemented with permanent priorities and annual priorities, which should be implemented on a project level within the legal framework of the YiA Programme.[27]

The ***permanent priorities*** are:

  ▪ European citizenship: "Making young people aware that they are European citizens is a priority of the Youth in Action Programme. The objective is to encourage young people to reflect on European topics and to involve them in the discussion on the construction and the future of the European Union."
  ▪ Participation of young people: "A main priority of the Youth in Action Programme is the active participation of young people in their daily life. The overall aim is to encourage young people to be active citizens."
  ▪ Cultural diversity: "The respect for cultural diversity together with the fight against racism and xenophobia are priorities of the Youth in Action Programme. By facilitating joint

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[26] European Parliament and Council (2006). Decision No. 1719/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing the 'Youth in Action' programme for the period 2007 to 2013. Retrieved from http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0030:0044:EN:PDF, accessed 17.08.2011.
[27] European Commission (2010). Youth in Action Programme Guide. Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf (pp. 4–5), accessed 17.08.2011.

activities of young people from different cultural, ethnic and religious backgrounds, the Programme aims to develop the intercultural learning of young people."

- Inclusion of young people with fewer opportunities: "An important priority for the European Union is to give access to all young people, including young people with fewer opportunities, to the Youth in Action Programme."

Annual priorities are defined in addition to the permanent priorities. The annual priorities for 2009 (the year during which most of the surveyed projects took place) were the following:[28]

- European Year of Creativity and Innovation;
- Young people's active participation in the European Parliament elections;
- Combating violence against women;
- Sport as a tool to promote active citizenship and social inclusion of young people;
- Promoting healthy lifestyles through physical activities including sport;
- Promoting the inclusion of young people with disabilities;
- Awareness-raising around global challenges (such as sustainable development and climate change);
- Young people's involvement in the revision of the European framework of cooperation in the field of youth policy;
- Intercultural dialogue.

13.3. Actions and sub-Actions

The implementation of YiA objectives and priorities is realised at the project level. The projects are promoted and funded within five action lines. Most of the projects are funded in a decentralised way through the National Agencies of the YiA Programme. Only projects under 'decentralised' actions were analysed as part of RAY. A rather small proportion of projects have to be applied for and are funded through the Education, Audio-visual and Culture Executive Agency (EACEA) at European level and were not analysed as part of the present study.

The following boxes provide an overview of the 'decentralised' actions and sub-actions funded through the National Agencies.[29]

Action 1 – Youth for Europe

Sub-Action 1.1 – Youth Exchanges, which offer an opportunity for groups of young people from different countries to meet and learn about each other's cultures.

Sub-Action 1.2 – Youth Initiatives, which support group projects designed at local, regional and national levels.

Sub-Action 1.3 – Youth Democracy Projects, which support young people's participation in the democratic life of their local, regional or national community, and at international level.

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[28] European Commission. Website of the Youth in Action Programme. Annual priorities for 2007, 2008, 2009 and 2010. Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/previous-annual-priorities_en.htm, accessed 17.08.2011.
[29] European Commission. (2010). Youth in Action Programme Guide. Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf (pp. 11–12), accessed 17.08.2011.

Action 2 – European Voluntary Service

The aim of the EVS is to support young people's participation in various forms of voluntary activities, both within and outside the EU. Under this action, young people take part individually or in groups in non-profit, unpaid activities.

Action 3 – Youth in the World

This action supports Youth Exchanges as well as Training and Networking projects involving countries both from inside and outside the EU.

Action 4 – Youth Support Systems

Action 4 supports the following sub-action in a decentralised way:
Sub-Action 4.3 – Training and Networking of those active in youth work and youth organisations. This sub-action supports the training of those active in youth work and youth organisations, in particular the exchange of experiences, expertise and good practice as well as activities that may lead to long-lasting quality projects, partnerships and networks.

Action 5 – Support for European Cooperation in the Youth Field

Action 5 supports the following sub-action in a decentralised way:
Sub-Action 5.1 – Meetings of young people and those responsible for youth policy.
This sub-action supports cooperation, seminars and 'structured dialogue' between young people, those active in youth work and those responsible for youth policy.

Furthermore, the YiA Programme promotes training and networking activities for youth workers and youth leaders through the Training and Cooperation Plan (TCP) of the YiA National Agencies. These activities are implemented directly by the YiA National Agencies and by other beneficiaries funded through the YiA Programme. These activities have been included in the present study.

13.4. Young people with fewer opportunities – types of obstacles

The following is a list of situations and obstacles for young people with fewer opportunities:[30]

- "*Social obstacles*: young people facing discrimination because of gender, ethnicity, religion, sexual orientation, disability etc.; young people with limited social skills or anti-social or risky sexual behaviours; young people in a precarious situation; (ex-)offenders, (ex-)drug or alcohol abusers; young and/or single parents; orphans; young people from broken families.
- *Economic obstacles*: young people with a low standard of living, low income, dependence on the social welfare system; in long-term unemployment or poverty; young people who are homeless, young people in debt or with financial problems.
- *Disability*: young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.

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[30] European Commission. (2010). Youth in Action Programme Guide. Retrieved from
http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf
(p. 5), accessed 17.08.2011.

- ▪ *Educational difficulties*: young people with learning difficulties; early school-leavers and school dropouts; lower qualified persons; young people with poor school performance.
- ▪ *Cultural differences*: young immigrants or refugees or descendants from immigrant or refugee families; young people belonging to a national or ethnic minority; young people with linguistic adaptation and cultural inclusion problems.
- ▪ *Health problems*: young people with chronic health problems, severe illnesses or psychiatric conditions; young people with mental health problems.
- ▪ *Geographical obstacles*: young people from remote or rural areas; young people living on small islands or in peripheral regions; young people from urban problem zones; young people from less serviced areas (limited public transport, poor facilities, and abandoned villages)."

13.5. Terminology

The following section provides explanations and definitions of specific terms of the YiA Programme as used in the YiA Programme Guide.[31]

Activity start/end: the dates when, within a funded project, the core activity starts/ends, for example a youth exchange (when young people from different countries meet in one country), a seminar, a training course, etc.

Beneficiary: an organisation/group/body receiving a grant for a YiA project, normally involving other organisations/groups/bodies.

Funding country: the country where the beneficiary is registered; normally, the funding country is the same as the venue country.

Origin country/country of origin: the country from which a participant/project leader/team member comes (country of residence immediately before the project).

Hosting organisation: an organisation/group/body that hosts one or more participants from other countries within a funded project.

Partner countries: in particular countries in South East Europe, countries in Eastern Europe, and in the Caucasus and Mediterranean countries.

Programme countries: Member states of the EU, countries that are members of the European Economic Area (Iceland, Liechtenstein and Norway) and candidate countries for accession to the EU (Turkey – for the period the study is addressing).

Project start/end: the dates when a funded project starts/ends; the duration of a project is normally much longer than that of the core activity (see activity start/end) – the project also includes the preparation of and the follow-up to the core activity; for example, a youth exchange project might have an activity duration of one week while the project duration might be three months or more.

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[31] European Commission. (2010). Youth in Action Programme Guide. Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf, accessed 17.08.2011.

Sending organisation: an organisation/group/body that, within a funded project, sends one or more participants to another country.

Training and networking projects: training or networking projects implemented within the Actions 3.1 and 4.1.

Training and Cooperation plan (TCP): the YiA Programme includes a training strategy "for sustainable capacity building of youth workers and other key actors. It provides support for them to acquire the necessary attitudes and competences, especially in the field of non-formal learning and working with young people on a European level and in a European context".[32] The TCPs are "the National Agencies' instrument of quality support in their role as an intermediate structure".[32]

Venue country/host country: the country in which the project/core activity takes place; generally, the project/activity takes place in the country where the beneficiary is registered.

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[32] European Commission. (2010). Youth in Action Programme Guide. Retrieved from http://ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf (p. 20), accessed 17.08.2011.

14. Appendix C – Research project partners

This study was implemented by the Institute of Educational Science of the University of Innsbruck in Austria in cooperation with the National Agencies and their research partners in Austria, Bulgaria, Czech Republic, Estonia, Finland, Germany, Poland and Slovakia. 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

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

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 – 602 00 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

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

Poland

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

Slovakia

IUVENTA - Národná Agentúra Mládež v akcii
Búdková cesta 2
SK - 811 04 Bratislava
Website: http://www.mladezvakcii.sk

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