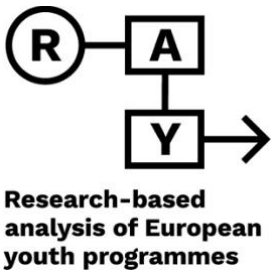


# Thematic pre-study on country-specific characteristics related to youth and youth work

**Working document**

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VIENNA, 2019

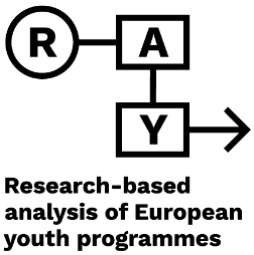
‘Erasmus+ Youth in Action’ is part of the Erasmus+ Programme of the European Union and supporting European youth projects. The ‘Research-based Analysis of European Youth Programmes’ (RAY) is conducted by the RAY Network, which includes the National Agencies of Erasmus+ Youth in Action and of the European Solidarity Corps together with their research partners in currently 34 countries*.

This study is based on a secondary analysis of data collected through the RAY surveys between October 2015 and May 2016 within ‘Research-based Analysis and Monitoring of Erasmus+ Youth in Action' (RAY-MON). The study explores how country-specific characteristics related to youth and youth work might affect the responses to these surveys by project participants and project leaders/team members involved in Erasmus+ Youth in Action projects. The study was designed and implemented by the Institute of Educational Science at the University of Innsbruck and the Generation and Educational Science Institute in Austria, under the research project direction of Helmut Fennes and in cooperation with the RAY Network. It was co-funded within the Transnational Cooperation Activities (TCA) of Erasmus+ Youth in Action.

This report reflects the views only of its authors, and the European Commission cannot be held responsible for any use, which may be made of the information contained therein.

Where available, national research reports can be requested from the respective National Agencies and their research partners (see http://www.researchyouth.eu/network). Further RAY publications can be retrieved from http://www.researchyouth.eu/results-erasmus-youth-in-action.

* In 2015/16: Austria, Belgium, Bulgaria, Czechia, Croatia, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey, United Kingdom.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**Abbreviations and explanations**

| | |
|---|---|
| EU | European Union |
| EU28 | European Union with 28 Member States |
| E+ | European Union Programme Erasmus+ (2014-2020) |
| E+/YiA | Erasmus+ Youth in Action (2014-2020) |
| YiA | European Union Programme 'Youth in Action' (2007-2013) |
| PP | Project participants |
| PL | Project leaders/members of project teams: youth workers, youth leaders, trainers or other actors who play a supporting/leading role in preparing and implementing E+/YiA projects together with/for the participants. In general, and depending on the type of project, each project partner is represented in the project team by at least one member. |
| YPFO | Young people with fewer opportunities |
| YPSN | Young people with special needs |
| RAY | Research-based Analysis of Erasmus+ Youth in Action. The RAY Network consists of the Erasmus+ Youth in Action National Agencies and their research partners involved in the RAY project. |
| NA | National Agency |

Type of project/activity

| | |
|---|---|
| YE | Youth Exchanges (Key Action 1) |
| EVS | European Voluntary Service (Key Action 1) |
| SD | Structured Dialogue – meetings between young people and decision-makers in the field of youth (Key Action 3, now called 'Youth Dialogue')) |
| YWM | Mobility of youth workers (Key Action 1) |
| TCA | Transnational Cooperation Activities (Key Action 2) |

| | |
|---|---|
| Sig diff | Statistically significant difference |

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

Countries

| | |
|---|---|
| E+/YiA Programme | These are EU member states, EEA countries and EU candidate/accession countries |
| E+/YiA Partner countries | These are countries from Southeast Europe, countries from Eastern Europe and the Caucasus region as well as Mediterranean countries |
| RAY countries | RAY Network members participating in the surveys in 2015/2016 as funding countries (Austria, Belgium, Bulgaria, the Czech Republic, Croatia, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey, United Kingdom) |

**Abbreviations of Erasmus+ Programme Countries (status 2016)**

| | **Member States of the European Union** |
|---|---|
| AT | Austria |
| BE | Belgium |
| BG | Bulgaria |
| CY | Cyprus |
| CZ | Czechia |
| DE | Germany |
| DK | Denmark |
| EE | Estonia |
| ES | Spain |
| FI | Finland |
| FR | France |
| EL | Greece |
| HR | Croatia |
| HU | Hungary |
| IE | Ireland |
| IT | Italy |
| LT | Lithuania |
| LU | Luxembourg |
| LV | Latvia |
| MT | Malta |
| NL | Netherlands |
| PL | Poland |
| PT | Portugal |
| RO | Romania |
| SE | Sweden |
| SI | Slovenia |
| SK | Slovakia |
| UK | United Kingdom |
| | |
| | **Non-EU Erasmus+ Programme Countries** |
| IS | Iceland |
| LI | Liechtenstein |
| NO | Norway |
| TR | Turkey |

# 1. INTRODUCTION

The European Union Programme Erasmus+ Youth in Action (E+/YiA) is monitored by conducting semi-annual online sample surveys among project participants and project leaders of funded projects, studying the profiles of the respondents and how the Programme affects them. These surveys are conducted in the context of 'Research-based Analysis of European Youth Programmes' (RAY) and implemented by the 'Research-based Analysis of European Youth Programmes' (RAY Network), which has now grown to a network of partners in 34 countries, including the National Agencies of E+/YiA and their researchers.

The implemented research reveals interesting differences on a variety of indicators surveyed among countries. This created a need to understand more about the sources and reasons for these contrasts and to find out if it is necessary to collect additional information that is currently missing to explain the countries' divergence.

The aim of this pre-study is to provide better interpretation of differences between countries with respect to the profile of participants and project leaders/team members, as well as of perceived effects of E+/YiA projects.

More specifically, the objectives of this pre-study are:

a) to explore which socio-economic, demographic, cultural, ethnic, linguistic, religious, political, structural and other factors – including youth work policies, structures and practices – are likely to influence the profile of participants and project leaders/team members as well as of perceived effects of E+/YiA projects;
b) to explore which of these factors' comparable data is available across European countries – at least for the EU member states – and to gather the respective data in a compendium, focusing on factors showing significant differences between countries and most likely influencing the outcomes of RAY research projects;
c) to produce a description of main factors and their differences between countries if such data is available;
d) to identify factors for which no or insufficient comparable data is available across European countries and to develop a draft questionnaire for E+/YiA National Agencies in order to collect the data needed.

# 2. METHODOLOGICAL ASPECTS

The pre-study was conducted in the period of May–August 2017. It was based on the RAY monitoring surveys implemented in 2015–2016. It focuses on project participants (PP) and project leaders/team members (PL).

There were participants and project leaders from more than 40 countries and we soon realised that in order to make the analysis more efficient, we had to concentrate on a limited number of them. The decision was made in favour of the EU member states, plus Norway and Turkey, so these are the countries[1] presented in the tables in the 'Data report' Appendix.

It did not take long to realise that with 28 different countries having different cultural, EU-historical, economic and demographic backgrounds, there might be differences at almost every question/variable in the survey. Hence, we chose to look at figures from each country that varied from the total (average across all responses). The approach is described as follows:

1) We reviewed the country divergences outlined in the last Transnational Analysis from the RAY surveys in 2011–2012 and those created the skeleton of the current report. According to the Transnational Analysis these contrasts need further investigation.
2) We concentrated on these same questions/variables from the 2015–2016 data and crossed them with 'country of origin' (country of residence) for participants or project leaders respectively.
3) We tested for statistical significance to isolate those countries that differed significantly from the total – question by question.
4) For the countries that differed significantly, we looked for factors that might explain the variations.

As a result, there is a list of questions where the observed differences among countries can be explained with the available information and there is a list of questions on which further research is needed.

We realise that there might be other questions/variables concerning significant and important differences among countries, so the pre-study does not pretend to be exhaustive and complete. It is important to emphasise, however, that we have covered almost all project participants' and project leaders' questions related to their profiles and the most important variables concerning the perceived effects.

In view of what is outlined above, this report is structured to present information for project participants covering their profile and effects of their participation in a project. The same is valid for project leaders.

## SOME TECHNICAL ASPECTS

In order to find significant differences, we used a formula for two independent samples comparing each country's base and relative share to those of the total. The formula does not consider differences when bases are low. That is why, whenever the base is less than 20 respondents, the formula is not applied.

This analysis is called a two-sample t-test (between percentages). This test can be used to compare percentages drawn from two independent samples.

Example:

After conducting the survey of respondents, we wanted to compare the registered features of project leaders, e.g. from Bulgaria, with those of project leaders from all countries. Even though all respondents were part of the same survey, the project leaders from Bulgaria and the project leaders from all countries were treated as two different samples. The research question was: Is there a significant difference between the proportion of project leaders from Bulgaria having the feature and the proportion of project leaders from all countries having the feature? The null hypothesis was: There is no significant difference.

The results of the survey were as follows:

70 project leaders from Bulgaria were surveyed and 60 of them (86%) had the feature.

2,608 project leaders from all countries were surveyed and 1,941 of them (74%) had the feature.

[1] All splits per country are based on 'country of origin' variables (country of residence at the time when becoming a project participant). This is valid for all mentions of 'country' across the report.

Enter the first percentage: 86%
Enter the sample size for the first percentage: 70
Enter the second percentage: 74%
Enter the sample size for the second percentage: 2608

The formula calculates the difference between the two samples and compares it to a minimum required difference at a 99% confidence level. If the difference is smaller than the minimum difference required – there is no significant difference between the two percentages; if the difference is higher than the minimum difference required – there is a significant difference.

## IDENTIFICATION OF FACTORS

Once a significant difference is found, the next step is to identify the factors that are likely to cause the difference. To accomplish this, the following procedure is followed:

We accepted as a hypothesis that factors A, B, and C are the factors that might cause a difference and explain it. This hypothesis is based on our experience, assumptions or well-known facts (e.g., size of country, population).

We started research on these factors in order to support our hypothesis (or to falsify it).

During the research new factors were discovered, checked, and analysed, and finally we ended up with a list of factors that appear to actually influence the profile of stakeholders and perceived effects of participation in Erasmus+ Youth in Action.

# 3. SUMMARY

In the summary below, we would like to share some general observations based on our work.

Our first observation is related to **countries** that differ significantly from the total. In this respect, we can divide the countries into two groups. **Group 1** includes countries that **often appear above or below the average share** of all participants or project leaders from all countries. Here we can mention, for example, **Turkey, Romania, Estonia, Bulgaria, Sweden, Slovakia and Poland. Group 2** includes countries like **Belgium, France and Italy that either never appear, or appear only once or twice, in the category 'different from the average share'.**

The second observation is related to the **topics/themes referring to differences and the availability of the information explaining those differences**. We anticipated, and now it is confirmed, that questions concerning the profile of project participants and project leaders show differences that **can be explained more or less with factors for which the information is available** such as educational level, minority affiliation, and living environment. **It is more difficult to explain variations among countries on the basis of the (perceived) effects.**

As a result of our research, we can conclude the following:

**The time of accession to the European Union matters** and it can explain, to some extent, the differences observed in certain countries with respect to the total. It looks as if the 'old' members such as Belgium, France, Germany, the Netherlands and Italy rarely/never show fluctuations from the total. Furthermore, there are few factors with other country-specific influences of the responses, e.g. educational opportunities, educational attainment, employment opportunities.

**It is much more likely to find objective explanations for differences related to project participants than to project leaders.** This is because participants are representatives of young populations and there are economic, political, cultural, demographic or other factors that influence them. For project leaders, we do not possess information about background or experience (except for a few demographic data from the survey) and it is difficult to state that differences among them are based on demographic, economic, or other factors.

**Effects of participation** in the Erasmus+ Youth in Action Programme is the field where additional, more detailed research is needed.

For all investigated topics, the set of the indicators selected is based on data retrieved by the authors – there might be as well other factors that can explain the observed differences.

The report consists of a **section for project participants and a section for project leaders**. Each section starts with an overview, followed by tables presenting questions/variables that show differences (tables were not created for all questions in the questionnaire), then listing countries with a lower share than 'Total', countries with a higher share than 'Total', and indicating possible factors that might explain differences.

The section for project participants covers the following topics:

- Profile related:
  - Living environment
  - Educational attainment
  - Minority affiliation
  - Paying the project fee
  - Working with young people with fewer opportunities or special needs (YPFO or YPSN)
  - Previous participation in similar projects
  - Reasons to go abroad
  - Obstacles faced (to mobility, in accessing work and employment, to active participation to society and politics)

- Related to (perceived) effects of the project:
  - Clearer educational path after participation in a project
  - Clearer professional path after a participation in a project
  - Perception of the EU (after participation in a project)

We found good and plausible explanations about living environment fluctuations of some of the countries from the total by looking at the size and population of places of residence. Through the prism of this indicator, the survey results looked logical. In addition, we considered the role of access to internet by country which gave more clarity for some countries (Bulgaria, Turkey).

Minority affiliation is one of the topics for which an excellent explanation on all existing differences between the countries and the total can be found based on available data in terms of share of minorities, countries' migration policies, structure of the population by ethnic origin etc. Under this topic, we considered the belonging of a project participant (PP) to a minority, in particular belonging to a linguistic minority or if the PP is a first-generation immigrant or has an immigrant background (2nd or 3rd generation immigrant). After reviewing many sources that present data or historical facts about immigration, there is no doubt that we have at our disposal all information needed to explain differences related to minority affiliation.

The same cannot be said about educational attainment. We used three indicators in an effort to find a good explanation about variations of some countries from the total: age of PP, number (share) of tertiary education students by country and traditions within the family related to education. Our assumption was that if a specific country has a high share of people with tertiary education (higher than other countries) then it is more likely the PP coming from this country to have tertiary education too (or higher share of PP with tertiary education from this country compared to PP from other countries). This, in combination to familial background ('heritage' of education) and eventually the PP age should have created a solid basis to explain the existing differences. However, the available tertiary statistics of Eurostat despite their availability don't provide a good platform to support the thesis in regard to all countries with differences from total but rather just to some of them. For full explanation of the topic more factors or further investigations are needed.

Results for the question on 'paying the project fee' look logical in the light of factors such as average earning by country, age of PP, and occupation before the participation in the project. Questions remained for a couple of countries (Romania and Portugal) for which we tried to find a different explanation based on the survey data.

The question about working with young people with fewer opportunities (YPFO) or with special needs (YPSN) was only addressed to participants in Youth Worker Mobility (YWM) projects and Transnational Cooperation Activities (TCA), thus primarily to youth workers and youth leaders, and it concerned their "work/involvement in the youth field" outside the evaluated project. As factors that could explain differences of some countries from total average, we considered inclusion of YPFO/YPSN in youth policies, availability of special inclusion of YPFO/YPSN and society values and beliefs. After reviewing the first two factors, we cannot conclude that the youth policies actually influence the outlined differences, and further investigation on the topic is needed in order to understand how National Agencies foster the participation of YPFO in E+/YiA. It could be that influencing factors are values and beliefs from within society, prevailing ideologies or organisational behaviour.

Previous participation in a similar project: it is very difficult to explain the differences of some countries from the total. The survey outlined three countries with PP with higher experience then the rest – Lithuania, Romania and Slovenia. Obviously, factors as time of accession to EU, 'openness' of these countries or more opportunities for young people cannot be plausible explanations, so we investigated the age of PP and their field of work. Our assumption was that if the PP is involved in a youth field, the chance of previous participation in a similar project is high, however data results do not actually explain why the PP from Romania and Slovenia have a higher participation rate in similar projects.

Finally, we reviewed reasons to go abroad as a part of the PP profile. Using economic/political situation, time of accession to EU and visa requirements for countries as main influencing factors, we found good explanations why PP from Bulgaria and Turkey have been abroad (before their participation in the project) much less often compared to PP from Austria, Belgium, Denmark, France or Germany.

The analysis continued with studying the effects from participation in a project funded through Erasmus+ Youth in Action (E+/YiA). As mentioned earlier, it is much more difficult to find explanations based on statistics or known facts, since the effects are perceived subjectively. Despite this, we focused on effects on a on the clearer educational or professional path and perception of the EU. The results of the last were logical in view of that it became better due to the participation in a project, assuming PP received new knowledge and experience, but we did not find a good explanation why PP from Hungary claimed that their attitude to the EU has become worse as a result of their participation in the project.

A strong effect from participation in a E+/YiA funded project was a clearer educational path for PP from Balkans (Turkey, Romania). These results are logical if we consider factors as educational systems and educational opportunities by these countries as well as learning in the project about new educational opportunities. A clearer professional path as an effect from participation in a project distinguishes the same countries – PP from Balkans have a stronger effect on their professional path after a project, they have learned about more opportunities, they have a better carrier inspiration. Factors that we consider explaining these differences were the number of centres for employment consultations for young people and social and economic conditions.

The section for project leaders (PL) covers the following topics:

- Profile related:
  - Educational attainment
  - Project involvement

- Effect related:
  - Effect from involvement in the project
  - Clearer idea about educational pathways
  - Clearer idea about professional pathways
  - Effects on organisation
  - Effects on the local community

For educational attainment, there was only one country with a significant difference from the total – Austria, with a smaller share of PL with tertiary education. We considered two influencing factors: age of PL during the project and number of tertiary education students per country, but we did not find a plausible explanation of the difference. Indeed, it is very difficult to determine whether external factors, like demographic or cultural factors, influenced the educational attainment of the PL.

The project involvement was considered in two different dimensions: involvement on voluntary/unpaid basis and full-time/part-time involvement. The first dimension clearly distinguished Finland as a country where youth work is a profession, hence PL form Finland did not consider themselves as voluntary youth workers. The influencing factors to explain the differences on this topic were youth policies and status of youth workers. For the second dimension of the PL involvement in the project – full- or part-time – we reviewed the type of the project, role of PL in it (educational or organisational) and previous experience.

To explain differences of some countries from the total about having clearer educational or professional carrier perspective after participation in a project, we considered time of accession to the EU and learning about new opportunities (as a project effect). This was enough to explain why Romanian PL had clearer ideas about their educational or professional carriers while this effect showed to a smaller extent for PL coming from Germany.

Effects on organisation displayed results that divide the countries into two groups: those with stronger effects on the organisation and those with less effects on the organisation. Looking at the group of countries with stronger effects on the organisation, there is something common: these were all countries in the former Communist Bloc, plus Turkey. This leads to the conclusion that, in some way, the political factors such as the political regime (in this case, communist) and its salient features can influence the perceptions and attitudes of PL towards the effects on their organisation. It is likely that countries from Western Europe have longer-standing traditions in the implementation of international projects (those related to youth in particular) due to the 'openness' of their societies – in addition to more available funds, better access to funds, higher international mobility of their citizens etc.

Effects on local communities (where the projects were implemented) were explained again with political and economic factors as well as national traits/beliefs. All mentioned effects on the local community distinguish Germany as the country where the local communities seem to be the most uninvolved and unengaged. In contrast, the situation in the Balkan countries – Bulgaria, Romania – and in Finland, Latvia, Portugal, Turkey seems to be the opposite. A local community is a relatively small group of people – e.g., a village, a neighbourhood. For example, in the Balkan countries it is a national trait that all news, events, and new people are subjects of interest. In this respect, it is not a surprise to see Bulgaria and Romania with the highest share of PL saying that the local community has become more aware of the concerns and interests of young people. It is very typical for local people to follow the events, show interest, and express willingness to help, and they are very likely to talk about the project long after it is finished.

Finally, we can conclude that most of the profile differences shown by some countries from the total are logical and there are statistical or well-known facts that can support these results. Websites like Eurostat, Statista, the European Commission website, the Council of Europe website etc. provide information of different statistical data, national youth policies and strategies. Further efforts are required to investigate the topics of inclusion of YPFO/YPSN. In terms of effects from project participation, clearly more investigations will help to clarity the root of the differences.

# 4. PROJECT PARTICIPANTS

## OVERVIEW FOR PROJECT PARTICIPANTS

Summary tables for questions related to *PP profile*

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Living environment** | | | | |
| ... a metropolitan area | 32% | BG (47%), TR (70%) | CZ (23%), EE (4%), FI (12%), IT (23%), SK (14%) | • Size and population of places of residence by country<br>• Access to broadband internet[2] |
| ... an urban area | 24% | EE (44%), RO (43%) | LV (11%) | |
| ... an intermediate area | 13% | SK (24%) | | |
| ... a small town | 14% | MT (60%), SI (27%) | | |

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Educational attainment** | | | | |
| University, Polytechnic, post-secondary, tertiary level College | 60% | FR (69%), HR (70%), MT (76%), TR (90%) | SE & FI (29%), DK (33%), NL (38%) | • Age of participants in the survey<br>• Familial background<br>• Number of tertiary education students and number of inhabitants with tertiary education achievement by country |
| Upper vocational school | 4% | NL (24%) | | |
| Upper secondary school | 21% | DE (44%) | | |
| Lower secondary school | 10% | FI (37%), PL (20%), CZ (28%) | | |
| Primary school | 2% | HU (19%) | | |

[2] In the context of Internet access, **broadband** is used to mean any high-speed Internet access that is always on and faster than dial-up access over traditional analog services (Source: https://en.wikipedia.org/wiki/Broadband).

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Minority affiliation** | | | | |
| Belonging to (any) minority | 13% | EE (27%), TR (21%), UK (30%) | | • Demographic structure of the population by ethnic origin |
| I belong to a minority that has always lived in this country | 4% | TR (9%) | | • Structure of the population by ethnic origin;<br>• State minority policy;<br>• Belonging to a linguistic minority belonging;<br>• Migration flows/policy |
| I belong to a linguistic minority | 4% | EE (13%) | | |
| I am an immigrant (first generation – I was born in another country | 2% | SE (18%) | | |
| I have an immigrant background (second or third generation – my parents or grandparents were born in another country) | 2% | DE (7%), FR (66), NL (13%) | | |
| Official language spoken home same as the official country language ('Yes') | 91% | FI, HR, MT, PL (97%) | SE, EE (71%), LU (72%), LT (83%) | |

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Paying the project fee was easy** | 38% | AT (50%), ES (48%), FI (59%), IT (47%), LT (49%), PT (52%), RO (47%) | BG (25%), HR (21%), TR (25%) | • Average earnings (monthly/yearly) related to the economic situation<br>• [Type of project (if it involves payment)][3]<br>• Age of the participants<br>• PP with fewer opportunities<br>• Occupation before the time of the project |

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Working with YPFO or YPSN (answer 'Yes')** | 62% | FI (81%), IE (94%), PT (79%), RO (72%), UK (88%) | IT (45%), LT (42%) | • Inclusion of YPFO/YPSN in youth policies<br>• Availability of special inclusion strategy for YPFO/YPSN<br>• Society values and beliefs |
| **Previous participation in a similar project (answer 'Yes')** | 49% | LT (60%), RO (55%), SI (66%) | | • Age<br>• Field of interest / work |

[3] Should not apply, because there was an answering option „not necessary – all costs were covered by the project"

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Reasons to go abroad** | | | | |
| I went abroad for holidays | 75% | AT (88%), BE (91%), DK (89%), FR (88%), DE (85%), NO (97%) | TR (36%), BG (62%) | • Economic situation / average earnings<br>• Accession to / Membership in EU<br>• Visa requirements |
| I went abroad with my class from school | 41% | AT (69%), BE (71%), SI (71%), DE (61%), DK (61%) | TR (5%) | |
| I did a language course abroad | 12% | AT (32%), IT (31%) | | |
| I did a work placement or an internship abroad | 13% | AT (30%), DE (22%), FR (25%) | | |
| I live near an international border and can easily cross it | 11% | AT (27%), DE (21%), LI (82%), SI (24%), SK (28%) | | |
| I have never been abroad before this project | 7% | TR (32%) | | |

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Obstacles faced** | | | | |
| … in accessing work and employment | 77% | PL (86%) | | • Economic situation: unemployment rate (access to work/employment)<br>• Political factors (active participation in society and politics)<br>• Visa requirements (for mobility)<br>• Living environment (mobility/access to work) |
| … to your active participation in society and politics | 48% | TR (69%) | | |
| … to mobility | 45% | TR (64%) | | |

Summary tables for questions related to (perceived) effects on PP

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Clearer education path after project participation** | 69% | TR (84%), RO (81%) | AT (48%), DK (48%), FI (34%), NO (38%), SI (58%) | • Learning opportunities in the country compared to those in other countries<br>• Educational system and educational opportunities in the country |
| **Clearer professional path after project participation** | 73% | TR (82%), RO (84%) | AT (52%), CZ (64%), FI (50%), DE (54%), SI (61%) | • Availability of centres for employment consultations for young people (i.e., lack/ availability of information and access to it)<br>• Social and economic conditions |

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Perception of EU after participation** | | | | |
| ... has become worse. | 4% | HU (20%) | | • Public attitude towards the EU |
| ... has not changed. | 48% | | | |
| ... has become better. | 48% | IT (55%), MT (66%), PT (58%), RO (57%), TR (68%) | CZ (36%), DE (35%), HU (26%), SI (29%) | |

# 5. PROJECT PARTICIPANTS' PROFILES

## LIVING ENVIRONMENT

| **LIVING ENVIRONMENT (for all countries see Table 1)** | |
|---|---|
| Total: One-third **(32%)**[4] of the respondents come from a metropolitan area (more than 500,000 inhabitants) | Sig diff above: TR (70%), BG (47%)<br>Sig diff below: EE (4%), FI (12%), SK (14%), CZ (23%), IT (23%) |
| Total: **13%** come from intermediate area (25,000 to 100,000 habitants) | Sig diff above: SK (24%) |
| Total: **14%** of the respondents come from a small town (5,000 to 25,000 inhabitants) | Sig diff above: MT (60%), SK (27%) |
| **FACTORS** | |
| 1. **Size and population of places of residence** by country<br>2. **Access to broadband internet** | |

**Size and population of places of residence**[5]: The diversity related to the living environment is mainly due to the total population and its distribution into places of residence resulting in different numbers of residents. This means that if 30% (an actual figure) of the Bulgarian population between 15 and 29 years old is concentrated in the capital, Sofia, it is very likely that the highest share of PP comes from Sofia, since it is the only 'metropolitan area' in Bulgaria. In the case of Malta, it is very logical to have 60% of PP who completed the survey to be coming from small towns: Malta does not have metropolitan or urban areas according to the definition used in the questionnaire (more than 500,000 inhabitants). The information about the countries' largest cities by population confirms this in most of the cases (see more information by country in Table 1).

The above should be considered also in combination with the **access to broadband internet** (necessary for completing the online questionnaire). A good example of how the combination of the two factors works is Bulgaria, in which 47% of PP come from a metropolitan area. The only city with more than 500,000 habitants is Sofia, the capital of Bulgaria; this means that nearly half of the respondents in the survey are from Sofia. On the other hand, the high percentage of respondents from a metropolitan area is also due to the poor internet access in Bulgaria – only 59% of the population use the internet[6]). Contrary to the capital Sofia, internet access outside big cities is an issue. Therefore, PP from Sofia and other big cities are the most likely to complete the online survey.

The situation in Turkey is similar. Although the country is ranked 15th based on the number of Internet users, only 58% of the population use the internet[7] and we assume that urban areas have better coverage than rural areas (as supported by statistical data[8]).

It is important to emphasise that the differences by countries in the living environment is due to a combination of factors, although the first one – size and population of places of residence – is the leading one. It is also essential to underline there is no comparable information by countries by type/size of places of residence and size of population by age. The information should be gathered country by country.

[4] 'Total' always represents all participants from all countries. Hence, 32% represents the share of those PP (all countries) who come from a metropolitan area.
[5] http://ec.europa.eu/eurostat/web/population-demography-migration-projections/population-data/database
[6] https://en.wikipedia.org/wiki/List_of_European_countries_by_number_of_Internet_users (data from 2017)
[7] https://en.wikipedia.org/wiki/List_of_countries_by_number_of_Internet_users (data from 2017)
[8] http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=13569 (data from 2017)

## MINORITY AFFILIATION

| MINORITY AFFILIATION (for all countries see **Table 2, Table 3**) | |
|---|---|
| Total: **13%** of the respondents belong to a cultural, ethnic, religious or linguistic minority in the country where they live. | Sig diff above: EE (27%), TR (21%), UK (30%) |
| **FACTORS** | |
| 1. Demographic structure of the population by ethnic origin: minorities in the country are strongly represented, e.g., **share of minorities** | |

The UK has the highest share of PP belonging to a minority group. This is definitely due to the factor stated above; the United Kingdom is one of the most ethnically diverse countries in Europe[9]. There are also other sources confirming this[10].

In the case of Estonia, the high share of PP belonging to minorities can be clearly explained by the structure of the population by ethnicity[11]. According to the Statistical Office of Estonia, ethnic Estonians made up to 68.7% of the Estonian population in 2016. Meanwhile, 25.1% are ethnic Russians, with the remaining percentages consisting primarily of Ukrainians, Belarusians and Finns. In total, approximately 430,000 persons in Estonia officially belong to ethnic minorities. That number includes persons belonging to the Russian-speaking linguistic minority who are Estonian citizens.

The high rate in Turkey can be explained with the availability of clearly defined linguistic minorities. While the Republic of Turkey, following the 1923 Treaty of Lausanne, recognises Armenians, Greeks and Jews[12] as ethnic minorities, this legal status is not granted to Muslim minorities, such as the Kurds, who constitute the largest minority by a wide margin (13–18%), in contrast to the other minorities in the country.

We can conclude that in the case of these three countries, the data can be completely explained by the ethnic structure of the population and the availability of linguistic/ethnic minorities in these countries.

| BELONGING TO A LINGUISTIC MINORITY | |
|---|---|
| Total: **4%** of the respondents belong to a linguistic minority in the country where they live | Sig diff above: EE (13%) |
| **FACTORS** | |
| 1. **Linguistic minority** of Russians | |

As previously mentioned, the Statistical Office of Estonia reports that approximately **one-third of the population are part of the Russian-, Ukrainian-, Belarusian- and Finnish-speaking linguistic minorities**. So, we can expect that some of the PP from Estonia are from these linguistic groups. As indicated by the survey data, a significantly high share of PP coming from Estonia say they **speak another language at home** (different from the official language for the country; see Table 4, Table 5). In particular, Russian speakers have been defined as a clear linguistic minority group. According to the Amnesty International report from 2006, "***Estonia has a sizeable Russian-speaking linguistic minority that constitutes approximately a third of the population***.

[9] https://www.dayjob.com/content/ethnic-minorities-in-the-uk-207.htm
[10] http://www.dailymail.co.uk/news/article-3147513/Eastern-European-migrant-surge-sees-Poles-Britain-s-second-biggest-ethnic-minority.html (data from 2015)
[11] http://minorityrights.org/country/estonia/
[12] http://minorityrights.org/country/turkey/

Interestingly, according to one of the overview points in the 'Country Sheet On the Youth Policy in Estonia'[13], the largest youth organisation (Avatud Vabariik, or "Open Republic"[14]) uses Russian as its working language.

| IMMIGRANT FIRST GENERATION (respondent was born in another country) | |
|---|---|
| Total: **2%** of the respondents | Sig diff above: SE (18%) |
| | |
| **FACTORS** | |
| 1. Structure of the population by **ethnic origin**<br>2. **Migration policy** of the country | |

**Sweden** is the country with the **highest share of PP being first-generation immigrants**. According to Eurostat data, in 2010, there were 1.33 million foreign-born residents in Sweden, corresponding to 14.3% of the total population. Of these, 859,000 (64.3%) were born outside the EU and 477,000 (35.7%) were born in another EU Member State. The specific law framework towards migration policy could be one of the explanations for the high share of PP from Sweden who are first-generation migrants[15] (for all countries see Table 3).

| IMMIGRANT BACKGROUND (second or third generation – respondent's parents or grandparents were born in another country) | |
|---|---|
| Total: **4%** of the respondents | Sig diff above: DE (7%), FR (6%), NL (13%) |
| **FACTORS** | |
| 1. Structure of the population by **ethnic origin**<br>2. **Migration policy** of the country | |

**Germany** has a unique demographic profile in relation to minorities. According to data from the Federal Statistical Office (2011) nearly **one-fifth of the population of the country has an immigrant background/origin**[16]. Turks and Kurds represent the largest group of foreign nationals in Germany[17]. The country also has 'traditions' in the migration process. The first immigration wave started in 1960 when Germany signed a bilateral agreement with Turkey. This continued even after the 1973 termination of the agreement. **By the 1990s some 70 percent of the Turkish speaking community (**population defined as having an immigrant background/origin**) was born in Germany**, the children of immigrants who arrived between 1961 and 1973. Hence, it is logical Germany to be one of the countries with the highest share of PP with immigrant backgrounds compared to all other RAY members.

The situation is similar for **the Netherlands**. The country has a long history of immigration. Both refugees and economic migrants came to the country in large numbers. **Currently almost 20% of the Dutch population are immigrants or children of immigrant parents**[18]. In contrast to most countries, statistics on the immigrant population in the Netherlands are not based on nationality or country of birth, **but on ethnicity**. The Dutch government distinguishes between *allochtonen* (immigrants) and *autochtonen* (natives). *Allochtonen* are officially defined as persons who have at least one parent born outside the Netherlands. A further distinction is made between Western and non-Western immigrants. Western immigrants are people from Europe (excluding Turkey),

[13] https://www.youthpolicy.org/library/wp-content/uploads/library/2010_Country_sheet_Estonia_Eng.pdf (data from 2010)
[14] http://or.ee/et/avaleht/ (Estonian and Russian only)
[15] https://sweden.se/migration/#2000
[16] Roughly 15.3 million people with a migrant background lived in Germany on 9 May 2011. Based on the results of the 2011 Census, the Federal Statistical Office (Destatis) also reports that this is a share of 19.2% of the population https://www.zensus2011.de/SharedDocs/AktuellesEN/Press_release_of_the_federal_statistical_office_20140603.html?nn=3068736 (data from 2011)
[17] Turks and Kurds represent the largest group of foreigner nationals in Germany, numbering 1.9 million in 2002. Another 800,000 are naturalised Germans.
[18] http://focus-migration.hwwi.de/The-Netherlands.2644.0.html?L=1

North America, Oceania, Indonesia and Japan; non-Western *allochtonen* are defined as people from Turkey, Africa, Latin American and the rest of Asia.

In **France**, demographers classify as 'immigrants' all persons of foreign nationality born outside France. They **exclude persons born abroad** to French parents, such as the children of expatriates. In 2007, 8.3% of the French population were classified as immigrants (5.1 million) though only 5.8% (3.6 million) were foreigners (i.e., without French nationality), since a proportion of immigrants take French nationality after their arrival. The share of immigrants in the French population has been stable since the 1970s[19].
Data for all these countries is also available in EUROSTAT[20] and http://minorityrights.org/country and there is no doubt that we have at our disposal all information needed to explain differences related to minority affiliation.

## EDUCATIONAL ATTAINMENT

| **EDUCATIONAL ATTAINMENT (for all countries see Table 6, Table 7 ,Table 8)** | |
|---|---|
| Total: **60%** of PP have University, Polytechnic, post-secondary/tertiary level of education | Sig diff above: FR (69%), HR (70%), MT (76%), TR (90%) |
| | Sig diff below: SE (29%), FI (29%), DK (33%), NL (38%) |
| **FACTORS** | |
| 1. **Age** of the PP in the survey<br>2. **Number (share) of tertiary education students by country**<br>3. **Traditions** within family/familial background, 'social heritage' of education | |

Data related to educational level and in particular to tertiary-level education is available across EU countries[21]. Data is also available for levels of education by country, age group and sex of the population of the EU, European Free Trade Association (EFTA) and candidate countries[22]. There are other sources providing education level data for the population of different countries, including EU member states[23].

**Turkey** shows the highest share of PP with tertiary education (90% of PP). According to EUROSTAT data Turkey is the country with the highest share of students with tertiary in the EU, EFTA and candidate countries[24]. In addition, we find some data about the country's participation in the Erasmus+ Programme and its 'education revolution' that confirms the fact that many Turkish PP have a university education[25]. A 2012 extension of mandatory education from grade 8 to grade 12 significantly increased upper-secondary school enrolments, and public spending on education increased substantially, as did higher education enrolments: between 2002 and 2013, the tertiary gross enrolment jumped from 26% to 79%, as reported by the World Bank[26].

**France,** following the example of Turkey, is one of the countries with the highest shares of tertiary-education students out of the total in the EU, EFTA and candidate countries[27]. Apart from EUROSTAT official data, no source appears to support or explain the fact that significantly more PP from France have a university education. The age of the PP from France can partially explain the higher number of participants with tertiary education – the average age of French PP is 26.43 vs. 24.81 for all PP (45% French PP at ages 25+ vs. 34% for all PP).

19 https://www.ined.fr/en/everything_about_population/demographic-facts-sheets/faq/how-many-immigrants-france/ (data from 2017)
20 http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics (data from 2017)
21 http://ec.europa.eu/eurostat/statistics-explained/index.php/Tertiary_education_statistics (data 2017)
22 http://ec.europa.eu/eurostat/statistics-explained/index.php/Educational_attainment_statistics
23 https://www.oecd.org/education/skills-beyond-school/EAG2016-France-Eng.pdf
24 http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Number_of_tertiary_education_students_by_level_and_sex,_2015_(thousands)_YB17.png
25 http://www.esiweb.org/pdf/ESI%20-%20Turkish%20Students,%20Isolation%20and%20the%20Erasmus%20Challenge%20(24%20July%202014).pdf, page 5.
26 http://databank.worldbank.org/data/reports.aspx?Id=2c670ebf&Report_Name=Tertiary-Education
27 http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Number_of_tertiary_education_students_by_level_and_sex,_2015_(thousands)_YB17.png

The **Croatian** higher education system has a long educational tradition preserved primarily through the work of its public universities[28].

**Malta** is a surprising find in the group of the countries with a significant difference in higher education; Malta has a high number of early school-leavers (22.6% compared to the EU average of 12.8%). Even if it is slowly declining, Malta's rate of early school-leavers is much higher than the Europe's 2020 target average of 10% across the EU. The percentage of people aged 30–34 attaining tertiary education is relatively low (22.4% compared to the EU average of 35.8%)[29]. However, in the case of Malta, the age of the PP is a good explanation: the average age of Maltese PP is 29.3 years old vs. 24.8 for all PP, with an especially high share of PP older than 30 (32% vs. 15% for all PP).

Further analysis of **educational attainment of the parents/legal guardians** of PP (source: data from the survey) reveals:

- Overall, fathers and mothers possess similar educational levels per country.
- For the countries mentioned above – TR, FR, MT & HR – the numbers/percentages of PP with tertiary education is quite high compared to their parents' generation. I.e., the new generation is more likely to have a tertiary level of education than the previous generations (parents, grandparents). The difference between the Maltese and Turkish PP and their parents is striking - in Malta 76% of PP have higher education vs. 24% and 26% for the father and mother respectively; in Turkey 90% of PP vs. 25% and 40% for the father and mother respectively.

In contrast, for **Sweden, Finland, Denmark and the Netherlands** the share of PP with tertiary education is less than the total of 60% for all PP. The analysis of educational attainment of the of PP from these countries shows similar percentages for tertiary education as for their parents. The exception is Denmark where the share of the parents of PP having a tertiary level of education is considerably bigger than that of the PP.

Again, the **age of the PP** from three of the countries helps to explain these significant differences from the total for all countries: the percentage of PP having potentially achieved a tertiary level of education is considerably smaller for the three countries than for the average across all countries.

| **COUNTRY** | **AGE OF PROJECT PARTICIPANTS DURING THE PROJECT ACTIVITIES** | | | | | |
|---|---|---|---|---|---|---|
| | *< 15* | *15 - 17* | *18 - 20* | *21 - 25* | *26 - 30* | *>30* |
| Sweden | 4.1% | 19.8% | 23.1% | 19.0% | 13.2% | 21.7% |
| Finland | 3.1% | 33.8% | 9.3% | 16.4% | 12.4% | 24.9% |
| Denmark | 5.7% | 17.1% | 21.6% | 29.6% | 12.5% | 13.6% |
| **TOTAL** | **1.7%** | **11.6%** | **18.7%** | **33.8%** | **19.4%** | **14.8%** |

We suppose that **familial background is** also a factor that influences the educational attainment. However, no official data supporting this assumption is found for the countries mentioned above.

[28] http://www.studyincroatia.hr/studying-in-croatia/croatian-higher-education-system
[29] https://education.gov.mt/en/Documents/Malta%20National%20Lifelong%20Learning%20Strategy%202020.pdf

## PARTICIPANTS POTENTIALLY HAVING FEWER OPPORTUNITIES

### PARTICIPANTS FACING OBSTACLES TO WORK, PARTICIPATION OR MOBILITY

| **FACING DIFFERENT OBSTACLES (for all countries see Table 9)** | |
|---|---|
| Total: 77% of PP said they face obstacles in **accessing work and employment** | Sig diff above: PL (86%) |
| Total: 48% of PP said they face obstacles to their **active participation in society and politics** | Sig diff above: TR (69%) |
| Total: 45% of PP said they face obstacles to **mobility** | Sig diff above: TR (64%) |
| **FACTORS** | |
| 1. Economic situation: **unemployment rate** (access to work/employment)<br>2. **Political** factors (active participation in society and politics)<br>3. **Visa requirements** (for mobility)<br>4. **Living environment** (mobility/access to work) | |

Official data shows that **Poland** has a relatively low youth unemployment rate compared to the overall EU[30] or other European countries[31]. Given that, it is interesting that currently there is no strategy in Poland directly relating to young people. The "State Strategy for Youth for 2003–2012" prepared before Poland's accession to the EU remains the only document determining the development and direction of Polish youth policy[32]. However, this fact does not really explain why such a high share of Polish PP said they face obstacles in accessing work and employment.

In **Turkey**, the State of Youth Survey conducted for the National Human Development Report, among more than 3,000 young people, showed that the rate of young people who are currently active in a political party is only 4.7% (www.undp.org.tr).[33]

Difficulty with respect to visa requirements is the main factor that influences mobility of Turkish PP. More information can be found on Wikipedia by country[34]. Compared to European Union member states, where citizens have 'freedom of movement' within the EU, participants from Turkey face more obstacles to mobility.

We consider that the living environment, e.g., the size of the place of residence, is another factor that can influence mobility. One could assume that the smaller the place of resident is, the greater the obstacles to mobility are. However, we cannot demonstrate this based solely on survey data – 70% of Turkish PP come from metropolitan areas, and yet, 64% indicate that they are facing obstacles with respect to mobility.

Despite the available information (in particular mobility obstacles with regard to Turkish PP), we suggest that the topic be further discussed with the National Agencies.

[30] https://www.statista.com/statistics/266228/youth-unemployment-rate-in-eu-countries/
[31] http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics#Youth_unemployment_trends
[32] https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/13-national-youth-strategy-poland
[33] https://pjp-eu.coe.int/documents/42128013/47261584/Turkey.pdf/7a0b538e-ecf8-4b7a-a7e9-298e4942b9bf
[34] https://en.wikipedia.org/wiki/Category:Visa_requirements_by_nationality

## ABILITY TO PAY THE PROJECT FEE

| PAYING THE PROJECT FEE WAS EASY (for all countries see **Table 10**) | |
|---|---|
| Total: **38%** of PP said it was easy to pay their participation fee in the project | Sig diff above: AT (50%), ES (48%), FI (59%), IT (47%), PT (52%), RO (47%) |
| | Sig diff below: BG (25%), HR (21%), TR (25%) |
| **FACTORS** | |
| 1. **Average earnings** (monthly/yearly) related to the economic situation<br>2. **Type of project** (if it involves payment)<br>3. **Age** of the participants<br>4. **PP with fewer opportunities**<br>5. **Occupation** before the time of the project | |

Seeing **Austria, Spain, Italy and Finland** with higher rates compared to the total is not surprising – these countries have a relatively high average salary among EU members. **Bulgaria, Turkey and Croatia** are not surprising either, having significantly lower average salaries[35]. This statement is also confirmed by the EUROSTAT data about gross earning/wages[36]. Further data checks reveal that 69% of PP from Turkey are below the age of 25, which partially explains the variation for the country.

**Romania and Portugal** show unexpected results in the context of average salaries. For Romania, this result can be explained with other data from the survey. Indeed, if we disregard those responding that it was not necessary to pay a project fee, then the percentage of those saying "It was easy" from Romania is not significantly higher anymore. Further checks in the data reveal that 30% of the PP from Romania were **employed full-time for at least 3 months** during the 12-month period before participation in the project – this is a very high share (ranked 2nd, after UK PP). A relationship between employment and reported ease of paying the fee also exists (unemployed respondents very often indicate "It was difficult"). Additionally, reported ease of paying the fee may also be related to the size of the fee, so we suggest further investigation into this possible relationship.

## WORKING WITH YOUNG PEOPLE WITH FEWER OPPORTUNITIES OR WITH SPECIAL NEEDS

| WORKING WITH YPFO AND YPSN (for all countries see **Table 11**) | |
|---|---|
| Total: 62% of PP involved in YWM or TCA said they worked with YPFO or with YPSN in their work/involvement in youth field | Sig diff above: FI (81%), IE (94%), PT (79%), RO (72%), UK (88%) |
| | Sig diff below: LV (55%), IT (45%), LT (42%) |
| **FACTORS** | |
| 1. **Inclusion of YPFO/YPSN** in youth policies<br>2. **Availability of** a special inclusion strategy for YPFO/YPSN<br>3. **Society values and beliefs** | |

This question was only addressed to participants in YWM and TCA activities, thus primarily to youth workers and youth leaders, and it concerned their "work/involvement in the youth field" outside the evaluated project. **A review of youth policies by country** might help to find an explanation for the differences between countries with significant differences above and those with significant differences below with respect to responses to this question. Social inclusion of young people is defined as "*a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in the economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. Social inclusion also ensures that vulnerable groups and persons have greater participation in decision making*

[35] https://www.reinisfischer.com/average-salary-european-union-2016
[36] http://ec.europa.eu/eurostat/statistics-explained/index.php/Wages_and_labour_costs

*which affects their lives and that they can access their fundamental rights*". Social inclusion is one of the eight policy areas underlining the cross-cutting approach of the EU Youth Strategy[37].

**Finland and Portugal** have a well-developed social inclusion policy of young people in their youth strategies. Their social inclusion template contains measures to support young people being unemployed and not in education or training in their access to work, education or training; to meet the medical care needs of young people at risk of social exclusion; and to ensure access to decent housing for young people at risk. This also includes measures addressing the social integration of young people with disabilities[38][39].

The **Irish youth policy** does not contain a special consideration to social inclusion; however, the explanation for the high share of PP who have worked with YPFO/YPSN can be found in the structures of youth work. The Children and Young People Strategic Partnership (CYPSP), through all its groups, is carrying out planning to improve outcomes for children and young people[40].

**Youth strategies in Romania and the UK** do not have social inclusion as a priority theme.

The youth strategies of **Italy, Latvia and Lithuania** incorporate social inclusion, and integration of YPFO/YPSN as a priority theme in their youth policies. However, these countries show relatively low shares of PP having worked with young people with fewer opportunities and/or special needs. Therefore, we cannot conclude that the factors listed above actually influence the outlined differences, and further investigation on the topic is needed in order to understand how National Agencies foster the participation of YPFO in E+/YiA. It could be that influencing factors are values and beliefs from within society, prevailing ideologies or organisational behaviour.

## PREVIOUS PARTICIPATION IN A SIMILAR PROJECT

| **PREVIOUS PARTICIPATION IN A SIMILAR PROJECT (for all countries see Table 12)** | |
|---|---|
| Total: **49%** of PP said they had participated in a similar project before | Sig diff above: LT (60%), RO (55%), SI (66%) |
| **FACTORS** | |
| 1. **Age**<br>2. Field of work | |

The relationship between age and participation in a similar project is that the younger the participant is, the lower the chance of prior participation in a project is. This is confirmed by the data:

| | ***AVERAGE AGE OF THE PARTICIPANTS*** | | | | |
|---|---|---|---|---|---|
| | *< 15* | *15 - 17* | *18 - 20* | *21 - 25* | *>25* |
| Previous participation in a similar project supported within E+ | 0.4% | 5.7% | 13.4% | 34.8% | 45.8% |
| Previous participation in a similar project supported by another programme of the EU | 0.5% | 6.8% | 15.7% | 29.8% | 47.3% |
| Previous participation in another similar project | 0.7% | 9.4% | 17.0% | 31.0% | 41.9% |

Why are the PP from Latvia, Slovenia and Romania showing higher participation rates in similar projects? One of the possible answers is the age of the PP from these countries. This is true for Lithuanians, with an average age of 24 for Lithuanians vs. 24.78 (average age of all PP), but not for Romanians (average age of 25.2) and Slovenians (average age of 25.5).

[37] https://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion1/-/asset_publisher/JeiFqX5LeWlz/content/social-inclusion-of-young-people?inheritRedirect=false&redirect=https%3A%2F%2Fpjp-eu.coe.int%2Fen%2Fweb%2Fyouth-partnership%2Fsocial-inclusion1%3Fp_p_id%3D101_INSTANCE_JeiFqX5LeWlz%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-1%26p_p_col_count%3D4

[38] https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/43-strategy-social-inclusion-young-people-finland

[39] https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/4-social-inclusion-portugal

[40] http://www.cypsp.org/children-and-young-peoples-strategic-partnership/2/

We also assumed that the occupation could influence the previous experience of a PP in a similar project, meaning that if the PP is involved in a youth field, the chance of previous participation in a similar project is high. However, we do not know the specific field of work of those PP who had been employed during the 12 months before their participation in a project (q34OCC). We can partially judge, indirectly, with the questions "Are you familiar with the youth policies in Europe?" (q30YPOL) (suggesting a prior involvement in the youth field) or the question asking for having been a volunteer or at least three months during the 12 months prior to the project (q34OCC), but data results do not really explain why the PP from Romania and Slovenia have a higher participation rate in similar projects.

## REASONS TO GO ABROAD

| **REASONS TO GO ABROAD (for all countries see Table 13)** | |
|---|---|
| Total: **75%** of PP said they went abroad for holidays before the project | Sig diff above: AT (88%), BE (91%), DK (89%), FR (88%), DE (85%), NO (97%)<br>Sig diff below: TR (36%), BG (62%) |
| Total: **41%** of PP said they went abroad with their class at school before the project | Sig diff below: TR (5%) |
| Total: **12%** of PP said they did a language course abroad | Sig diff above: AT (32%), IT (31%) |
| Total: **7%** of PP said they had never been abroad before the project | Sig diff above: TR (32%) |
| **FACTORS** | |
| 1. **Economic** situation/average earnings<br>2. **Accession to / Membership in EU**<br>3. **Visa** requirements | |

We believe 'going abroad' is one of the existing main differences between countries in Western and Eastern Europe, including Turkey. Due mainly to **economic reasons**, PP from western European countries travel abroad more often; **Turkey and Bulgaria** show the lowest share of PP who had travelled outside the country before the project. However, this phenomenon is predicted to change over time, and we expect this variation to disappear in the future.

Another hypothesis is that the time of accession to the EU influences the likelihood of travelling abroad. **Being an EU member state** allows freedom of movement; that is, there are no bureaucratic obstacles to travelling to another country in the EU. In this group we see Belgium, France, Germany (EU members since 1958)[41], Denmark (since 1973) and Austria (since 1995). Norway, being a non-member of the EU, is an exception; however, Norway is one of the countries with the highest average salary in Europe[42], and wealth provides greater freedom to travel.

**Turkey** is not a member of the EU and there are particular **visa requirements** for Turkish citizens (discussed previously in "Obstacles faced by project participants"). This explains the high share of Turkish PP who had never been abroad before their participation in the E+ project.

[41] https://europa.eu/european-union/about-eu/countries_en#tab-0-1
[42] https://en.wikipedia.org/wiki/List_of_European_countries_by_average_wage
https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/List_of_countries_in_Europe_by_monthly_average_wage.html

# 6. PROJECT PARTICIPANTS: EFFECTS OF PARTICIPATION IN A PROJECT

Before we investigate this topic, it needs to be mentioned that all differences that originate from questions related to effects from participation in a project are **very subjective** since they are based on perceptions and attitudes. It is not very likely that available statistical data can explain these differences, so they would need to be investigated further by studying attitudes, opinions, perceptions etc.

## PERCEPTION OF THE EU AFTER PARTICIPATION

| **PERCEPTION OF EU AFTER THE PROJECT PARTICIPATION (for all countries see Table 14)** | |
|---|---|
| Total: **4%** of PP said it became worse | Sig diff above: HU (20%) |
| Total: **48%** of the PP said it became better | Sig diff above: IT (55%), MT (66%), PT (58%), RO (57%), TR (68%) |
| **FACTORS** | |
| 1. **Public attitude** towards the EU | |

Our suggestion is that **public opinion** towards the EU impacts the response of PP to this question. As for Hungary, we can find some indirect data in a recent standard **Eurobarometer surveys**, in which Hungary appears with an exceptionally low 61% rate of satisfaction with living standards[43]. We can also read, "*Hungary's Prime Minister, Viktor Orban, is a long-established Eurosceptic. Ever since he took office in 2010, it's been clear that there's no love lost between him and Brussels. He seizes just about every opportunity to scold European Union leaders*"[44].

Furthermore, Hungary is one of the (few) countries that had a referendum on joining the EU. The proposal was approved by 83.8% of the voters, with a voter turnout of 45.6%[45]. This level of turnout is approximately equal to the lowest voter turnout in any valid national vote in post-communist Hungary (the second round of the 1990 parliamentary elections) **and the lowest in any EU accession referendum to date**. While the low turnout was the main reason for the high 'Yes' vote, **it also meant that accession was actively supported by just 38% of the electorate[46].**

However, looking at the Eurobarometer survey, we cannot say that public opinion toward the EU in Hungary is all negative: the answers to the question "*In general, does the EU conjure up for you a very positive, fairly positive, neutral, fairly negative or very negative image*?" are as follows:

40% positive, 42% neutral, **18% negative** (EB82, 2014)[47] where average negative attitude in the EU28 is 22%;

43% positive, 43% neutral, **13% negative** (SE83, 2015)[48] where average negative attitude in the EU28 is 19%;

36% positive, 42% neutral, **21% negative** (SE87, 2017)[49] where average negative attitude in the EU28 is 21%.

Nevertheless, it is difficult to find an explanation why the percentage of Hungarian PP indicating that the perception of the EU has become worse is much higher than the average for all PP. In average, the project experiences of young people with respect to the perception of the EU cannot be so different from that of participants from other countries since most projects have a multilateral composition. Therefore, the differences in changes of perception is likely to be linked to the country of residence (besides the individual background and situation, of course). It could be that the public opinion affects the responses of PP to this question – but could that effect be so much

[43] https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm#p=1&yearFrom=1974&yearTo=2016
[44] http://foreignpolicy.com/2016/04/18/is-hungarys-leader-giving-up-on-europe-eu-european-union-orban/
[45] https://en.wikipedia.org/wiki/Hungarian_European_Union_membership_referendum,_2003#cite_note-briefing-4
[46] https://m.sussex.ac.uk/webteam/gateway/file.php?name=epern-ref-no-4.pdf&site=266
[47] http://ec.europa.eu/commfrontoffice/publicopinion/archives/eb/eb82/eb82_publ_en.pdf
[48] http://ec.europa.eu/commfrontoffice/publicopinion/archives/eb/eb83/eb83_first_en.pdf
[49] https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/Survey/getSurveyDetail/instruments/STANDARD/surveyKy/2142

stronger than the actual experience in an Erasmus+ Youth in Action project, even if this experience took place between three and 10 months before answering this question? It is suggested to explore this issue further.

## CLEARER EDUCATIONAL PATHWAY AFTER PROJECT PARTICIPATION

| **CLEARER EDUCATIONAL PATHWAY (for all countries see Table 15)** | |
|---|---|
| Total: **69%** of PP said they had a clearer idea about their further educational pathway | Sig diff above: TR (84%), RO (81%) |
| | Sig diff below: AT (48%), DK (48%), FI (34%), NO (38%), SI (58%) |
| **FACTORS** | |
| 1. Learning in the project about new opportunities for education<br>2. **Educational system** and educational opportunities in the country of residence | |

**For 42%** of the PP, the motivation behind participating in an E+/YiA project was the hope of better preparing themselves for future activities such as education, training, voluntary activities, etc.[50]. That particular motivation was shown by **48% of the Turkish participants and 56% of the Romanian participants; these rates were significantly higher than the total** (see Table below).

41% of PP claimed they **learned something new about education, training and learning** in the project (q10KNOW_18), but for participants from Romania this share increases to **51%**. Many of the Romanians also **learned about non-formal education/learning** (q10KNOW_19) – **63%** vs. 52% for all PP. (In contrast, the same indicators are below average for PP from Turkey.) As a further impact after participation in a project, **62% of the Romanian PP strongly agree that they plan to make use of non-formal education and learning opportunities** vs. 43% for all PP (Turkish PP are somewhat in between at 49%).

Table: Reasons for participating in the project (1) (PP):

| | RO | TR | AT | DK | FI | NO | SI | Total |
|---|---|---|---|---|---|---|---|---|
| The reason to participate in this project was to prepare for future activities | 56% | 47% | 34% | 35% | 28% | 38% | 49% | 42% |
| I learned something new about education, training, learning | 51% | 38% | 28% | 35% | 42% | 33% | 42% | 41% |
| I learned about non-formal education/learning | 63% | 41% | 44% | 38% | 44% | 49% | 66% | 52% |
| I plan to make use of non-formal education and learning opportunities (strongly agree) | 62% | 49% | 30% | 19% | 23% | 37% | 37% | 43% |
| I intend to go abroad to study, work or live there (strongly agree) | 56% | 65% | 39% | 39% | 26% | 26% | 28% | 42% |

Participation in a project creates new opportunities for participants. 42% of them **intend to go abroad to study, work** or live there as a result of the project (q13EFFIntl_2) – this is the plan **of 56% of the Romanian PP and 65% of the Turkish PP**. The table below summarises and compares the above discussed differences for the PP from the countries that differ from the total in regard to "clearer educational path".

The data above shows that the differences of responses by countries to the perceived effect on more clarity concerning the further educational pathway are largely in line with responses to other items or questions related to learning outcomes or to the motivation to participate in the project. This suggests that the learning outcomes are also influenced by the education systems and opportunities in the country of residence. An explanation to the above can be found (indirectly) also in **youth policy papers** – specifically, the parts in relation to education and educational systems of the countries. However, explaining the responses by country with specific characteristics

[50] Question q6MOT_12 from the PP questionnaire

of national education systems is likely to be very difficult and goes beyond the scope of this study. Therefore, we would consider the explanations above just as a framework for the impact of an environment on the attitudes and perceptions of young people.

In Romania, information on education is one of the primary issues for young people[51]. One can compare the available documents on 'Youth Information' for different countries to see the differences between them. For example, the document on youth information in **Romania**[52] reports the following low tallies: **number of youth information points** at national level – 1; at regional level – 2; number of **information points that facilitate individual career guidance** – 13; number of **youth portals** – 4; **mobile information service** – none; **number of training centres specialised in youth information** – none. The equivalent document for **Finland**[53] states that in 2008, "there were **240 municipalities offering youth information and counselling services for young people in Finland.** The network **includes 120 youth information points, 34 local or regional level web services and 24 different kinds of youth information and counselling projects**." In Finland there are a total of **34 specialised youth information and counselling portals** that are either local or regional, following the ERYICA charter and confirmed by the National Youth Information body.

## CLEARER PROFESSIONAL CAREER ASPIRATIONS AND GOALS AFTER PROJECT PARTICIPATION

| **CLEARER PROFESSIONAL PATH (for all countries see Table 16)** | |
|---|---|
| Total: **73%** of PP said they have clearer idea about their professional career aspirations and goals | Sig diff above: TR (82%), RO (84%) |
| | Sig diff below: AT (52%), CZ (64%), FI (50%), DE (54%), SI (61%) |
| **FACTORS** | |
| 1. **Centres for employment consultations** for young people (i.e., lack/availability of information and access to it)<br>2. **Social and economic** conditions | |

Having a clearer idea about professional goals after participation in E+/YiA projects is again related to the subjective perception of the PP, but responses are also based on the economic and social conditions in the countries, and can be also related to the existing youth policies. As can be seen from the data, the countries differing from the total include some of the same ones seen in the previous table.

The reason "for my professional development" (q6MOT_11) for participation in the E+ project was given by **38% of all PP.** However, we observed that **52% of the Romanian and 43% of the Turkish participants** significantly differed from the total. The strength of this motivation to participate explains also why Romanian and Turkish PP have a significantly higher share regarding "*I have a clearer idea about my professional career aspirations and goals*". These PP also strongly agree that their abilities to identify opportunities for their personal or professional development are improved (q11bKC2_9).

[51] http://www.un.org/esa/socdev/unyin/documents/wpaysubmissions/romania.pdf
[52] https://pjp-eu.coe.int/documents/42128013/47261572/Romania.pdf/3bd550a3-dd85-4192-abc1-005bcf5978d3
[53] https://pjp-eu.coe.int/documents/42128013/47261575/Finland.pdf/76c23b0b-4a0f-4253-8e6e-40eb541b9bd0

Table: Reasons for participating in the project (2) (PP):

| | RO | TR | AT | DE | FI | CZ | SI | Total |
|---|---|---|---|---|---|---|---|---|
| The reason for participation in this project is my professional development | **52%** | **42%** | 28% | 22% | 37% | 31% | 45% | 38% |
| Through my participation in this project I improved my ability to identify opportunities for my personal or professional development (strongly agree) | **43%** | **42%** | 25% | 23% | 17% | 23% | 27% | 32% |
| I intend to go abroad to study, work or live there (strongly agree) | **56%** | **65%** | 39% | 33% | 26% | 42% | 28% | 42% |

It is obvious that for the PP from Romania and Turkey, the participation in a project had a strong effect on their ideas for professional development.

Regarding the clearer professional goals effect, a comparison of national youth strategies and policies (see footnotes 52and 53) can help us to understand the differences among countries – there are countries with robust approaches to providing information about professional opportunities for youth and preventive measures against youth unemployment, and there are countries where these provisions and measures could be much improved.

A number of factors might influence the reported effects of project participation; this is another area for further investigation.

# 7. PROJECT LEADERS

## OVERVIEW OF PROJECT LEADERS

Summary tables for questions related to *PL profile*

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Educational attainment** | | | | |
| University, Polytechnic, post-secondary/tertiary level College | 81% | | AT (50%) | • Age of the PL during the project<br>• Number of tertiary education students by country |
| **Project involvement** | | | | |
| … throughout/for most of the time | 82% | CZ (90%), DK (94%), IE (94%) | | • Type of project<br>• Role of the PL in the project<br>• Experience of project leader (Number of previous projects implemented) |
| I was involved in this project on a voluntary unpaid basis | 63% | BG (81%), IT (75%), RO, (85%) | FI (33%), DE (38%) | • Youth policy<br>• Status of persons working with young people (youth workers, youth leaders etc.) |
| I was involved in the project on a permanent full-time employment basis | 16% | FI (51%) | | |

Summary tables for questions related to PL effects of participation

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Effects on PL from the involvement in the project** | | | | |
| I keep myself informed on current European affairs | 54% | TR (73%) | | • Erasmus+ Programme helps Turkey to get 'closer' to EU<br>• Youth strategies and particularly their considerations for inclusion of young people with fewer opportunities/special needs |
| I actively support the inclusion of people with fewer opportunities | 56% | TR (75%) | | |
| I participate in democratic/political life | 39% | TR (54%) | | |

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Clearer idea about educational pathways** | 73% | TR (88%), RO (85%), PL (82%) | DE (54%), FI (49%) | • Time of accession to the EU<br>• Learning about new opportunities |
| **Clearer idea about professional career** | 81% | NL (90%), PL (90%), RO (89%) | DE (65%) | |

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Effects on organisation** | | | | |
| More contacts/partnerships with other countries | 93% | CZ (98%), HR (99%) | | • Traditions of implementing international youth projects<br>• National support for international youth project implementation<br>• National youth strategies<br>• Youth structures |
| More international projects | 81% | HU (90%) | | |
| More networking at the European level | 86% | UK (98%) | | |
| Increased participation of young people in the organisation/group | 85% | BG (94%), HU (94%) | | |
| Increased appreciation of cultural diversity | 92% | | AT (82%), FR (86%), SI (78%) | |
| Increased commitment to include young people with fewer opportunities | 83% | TR (90%) | LT (72%) | |
| Increased competences for the provision of non-formal education | 89% | MT (100%) | BE (73%) | |
| Improved processes of recognition and validation of competences of young people other than Youthpass | 75% | BG (96%), RO (86%), TR (87%) | DE (62%), | |

| Indicator | Share in total | Countries with significantly higher share | Countries with significantly lower share | Influencing factors |
|---|---|---|---|---|
| **Effects on the local community** | | | | |
| The project was positively perceived by the local community | 91% | | DE (79%) | • National traits/features<br>• Tradition/experience in international youth project implementation<br>• Economic factors (wealthy Western Europe vs. Eastern Europe) |
| The local community has become more aware of the concerns and interests of young people | 74% | BG (86%), RO (84%) | DE (56%) | |
| The intercultural dimension was appreciated by the local community | 89% | FI (97%) | DE (78%) | |
| The local community has become more committed to the inclusion of young people with fewer opportunities | 62% | LT (77%), TR (75%) | DE (43%) | |
| The local community has expressed readiness to support similar activities in the future | 77% | PT (90%) | DE (57%), SE (65%) | |
| The project has created synergies between different stakeholders in the local community | 73% | PT (91%), TR (85%) | DE (62%) | |

# 8. PROJECT LEADERS' PROFILES

## EDUCATIONAL ATTAINMENT

| EDUCATIONAL ATTAINMENT (for all countries see **Table 17**) | |
|---|---|
| Total: **81%** of PL are with University, Polytechnic, post-secondary/tertiary level | Sig diff below: AT (50%) |
| **FACTORS** | |
| 1. Age of the PL during the project<br>2. **Number of tertiary education students** by country | |

It is very difficult to determine whether external factors, like demographic or cultural factors, influenced the educational attainment of the PL. A very high proportion of project leaders (81%) possess tertiary education. The only country that differs significantly from this percentage is Austria, with 50% of the PL having obtained tertiary education. The most logical assumption could be the **age of the PL** – logically those younger than 24–25 years would not have finished their tertiary level of education. However, data shows that **Austrian PL have one of the highest average ages – 36 years** (vs. an average of 33.7 years for all PL) compared to other countries. Also, looking into the breakdown by age group, 70% of Austrian PL are over 25 years old. Hence, age is not a factor that influenced the educational attainment figures of the project leaders.

**The share of population having obtained tertiary education by country** can be a factor that results in differences between countries for project leaders having obtain tertiary education. EUROSTAT data[54] shows that Austria is at the same level as the EU by this indicator (33%). Data in AUROSTAT could explain in general differences between countries, but not in fact the case of Austria, hence this topic should be a subject of a further investigation.

## PROJECT INVOLVEMENT ON A VOLUNTARY/UNPAID OR EMPLOYMENT BASIS

| PROJECT INVOLVEMENT (for all countries see **Table 18**) | |
|---|---|
| Total: **63%** of PL said they were involved in the project on a voluntary unpaid basis | Sig diff above: BG (81%), IT (75%), RO (85%) |
| | Sig diff below: FI (33%), DE (38%) |
| Total: **16%** of PL said they were involved in the project on a permanent full-time employment basis | Sig diff above: FI (51%) |
| **FACTORS** | |
| 1. **Youth policy**<br>2. **Status of persons working with young people (youth workers, youth leaders etc.)** | |

Project leaders are those working with young people within all projects funded by the E+/YiA Programme. According to the definition of the EU Commission, youth work has three essential features:

- Young people choose to participate
- The work takes place where the young people are
- It recognises that the young person and the youth worker are partners in a learning process

Working with youth encompasses a broad range of activities (e.g., social, cultural, educational, sports-related and political) carried out with, by and for young people through non-formal and informal learning[55].

[54] http://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Share_of_the_population_by_level_of_educational_attainment,_by_selected_age_groups_and_country,_2016_(%25).png

[55] https://ec.europa.eu/youth/policy/implementation/work_en

The difference among some countries with respect to the way PL are involved in projects – i.e., either on a voluntary, unpaid basis or in an employment basis – can be explained by the **status of the youth workers and the youth policies of the countries**. Not surprisingly, Finland is the only country where PL were involved in the project on a permanent, full-time employment basis at a significantly higher rate than the total. In Finland, youth work is a profession[56]. Hence many PL working with young people are permanently employed full-time.

In many other countries, youth workers do not have the same status. It is not uncommon that PL have a different profession and volunteer for their participation in projects within E+/YiA. In Bulgaria, volunteering is substantially covered by its 2010–2020 youth strategy[57]. Italy has no youth strategy and Romania has a draft one (unfortunately available only in Romanian). Many PL from these countries were employed for at least 3 months somewhere else during the 12 months before the start of the project they participated in.

Table: Occupation (PP):

| | BG | RO | IT | Total |
|---|---|---|---|---|
| During the 12 months before the project, I spent at least 3 months employed **full-time** by another employer | **44%** | **39%** | 15% | 32% |

It is common in Bulgaria and Romania that people would work at more than one place (simultaneously). This is also related to the economic situation in the countries.

## DIRECT INVOLVEMENT IN PROJECT ACTIVITIES

| **INVOLVEMENT IN PROJECT ACTIVITIES (for all countries see Table 19)** | |
|---|---|
| Total: **82%** of PL were involved throughout/for most of the time | Sig diff above: CZ (90%), DK (94%), IE (94%) |
| **FACTORS** | |
| 1. **Type** of project<br>2. **Role of the PL** in the project<br>3. **Experience of project leader** (Number of previous projects implemented) | |

The type of project undertaken might influence the level of project involvement, but only for the PL participating in the survey: the assumption is that some projects require full-time involvement, while others do not, and thus the project type can impact the degree of involvement of the PL in the project.

**The role in the project** can be an influencing factor in project involvement. If the role was both educational and organisational, the direct involvement in project activities was greater. For Ireland and Denmark this is clearly the case – PL from these countries show a relatively high percentage of PL who have engaged with organisational and educational roles compared to PL from other countries. Certainly, having both roles requires more time dedicated to the project than implementing only organisational or only educational parts of the project.

Another factor explaining the differences among countries in the case of project activity involvement could be previous experience as a project leader in projects supported by EU youth programmes. In fact, PL responses show that in this respect the percentages for Denmark (67%) and Ireland (69%) are well above the average of 51% for all PP while the percentage for Czechia is just slightly above the average. When it comes to the **number of previous project experiences, one could assume** the greater the experience is, the higher the involvement would be. On average, the PL having previous experience as PL in projects funded by EU youth programmes have previously participated as a project leader in **9** projects supported by EU youth programmes in average. PL from Denmark have some of the greatest levels of experience, with an average of 11 previous projects; those from Ireland have previously participated on average in 7 similar projects; and those from the Czech Republic, just 6. Hence, the data from the survey does not support the preliminary assumption that the level of previous participation in projects funded by EU youth programmes affect the level of involvement in project activities. However, these explanations are all data-based and there is no objective indicator (outside the survey) that could explain these particular differences.

[56] https://pjp-eu.coe.int/documents/42128013/47262055/H4_Finland.pdf/dda3d481-87c1-42ff-95c4-83fed0be14c0
[57] http://www.youthpolicy.org/national/Bulgaria_2010_National_Youth_Strategy.pdf

# 9. PROJECT LEADERS: EFFECTS OF PARTICIPATION IN A PROJECT

## EFFECTS ON PL FROM THE INVOLVEMENT IN THE PROJECT

| **EFFECT ON PL FROM PROJECT INVOLVEMENT (for all countries see Table 20)** | |
|---|---|
| Total: **54%** of PL said they keep themselves informed on current European affairs (more than before the project) | Sig diff above: TR (73%) |
| Total: **56%** of PL said they actively support the inclusion of people with fewer opportunities (more than before the project) | Sig diff above: TR (75%) |
| Total: **39%** of PL said they participate in democratic/political life (more than before the project) | Sig diff above: TR (54%) |
| **FACTORS** | |
| 1. Erasmus+ Programme helps Turkey to get 'closer' to EU<br>2. **Youth strategies** and particularly their considerations for **inclusion of young people** with fewer opportunities/special needs | |

Only PL from Turkey show fluctuations from the total. All other countries' percentages copy the pattern of the total.

At the time of the surveys (2015/2016), Turkey was among the last counties joining the EU youth programme[58], sharing all the associated rights and duties with the 28 EU member states, Northern Macedonia and the EFTA countries that are parties to the EEA Agreement, namely Norway, Iceland and Liechtenstein[59]. Joining the programme could be considered as a 'step towards Europe, getting closer to it' and for that reason the effect "*keep myself informed on current European affairs*" is stronger for Turkish PL.

Disadvantaged young people and their inclusion in society is a part of **Turkey's youth strategy document**. The entire document is comprehensive – including a portion devoted to disadvantaged young people – describing policies, targets and stakeholders[60]. The strategy also includes vision and policies regarding youth and sport, giving special attention to disadvantaged people and to sport.

Obviously, the policies and tasks incorporated in a major document such as a national youth strategy define and give direction to general perceptions and attitudes in society. Turkey pays considerable attention to social inclusion of disadvantaged people and this is reflected in the attitudes/perceptions of PL – hence, the effect seen in the data of actively supporting the inclusion of people with fewer opportunities is stronger among Turkish PL than in others.

The same can be said for the effect seen in data regarding participation in democratic/political life – democratic participation and civic consciousness is another part of the Turkish youth national strategy.

[58] Then 'Youth in Action' (2007 to 2013)
[59] https://ec.europa.eu/programmes/erasmus-plus/news/turkey-latest-country-join-erasmus_de
[60] http://www.youthpolicy.org/national/Turkey_2013_National_Youth_Sports_Policy_Document.pdf

## CLEARER IDEA ABOUT EDUCATIONAL/PROFESSIONAL PATHWAYS

| **CLEARER IDEA ABOUT EDUCATIONAL/PROFESSIONAL PATHWAYS**<br>**(for all countries see Table 21)** | |
|---|---|
| Total: **73% of PL** said they had a clearer idea about their further **educational** pathway (as a result of the project) | Sig diff above: RO (85%), PL (82%) |
| | Sig diff below: DE (54%), FI (49%) |
| Total: **81% of PL** said they had a clearer idea about their **professional career aspirations and goals** (as a result of the project) | Sig diff above: NL (90%), PI (90%), RO (89%) |
| | Sig diff below: DE (65%) |
| **FACTORS** | |
| 1. Time of **accession to the EU**<br>2. **Learning about new opportunities** | |

Romania joined the EU youth programme[61] in 1998 as a step towards integration with Europe, and in 2007 joined the European Union. These two actions undoubtedly **opened doors to new opportunities for Romanians** and provided an enormous number of **options for learning and mobility in general**. Given the fact that countries from Eastern Europe had more mobility restrictions before joining the EU, we can assume that accession to the EU 'opened' doors and hence influenced the opportunities for educational and professional growth. It would be very interesting to follow the trends from E+/YiA monitoring surveys to see if the same countries always show the same trends and deviations from the total.

Romania and Germany represent two different tendencies regarding the effects on PL of participation in an E+/YiA project. The effects listed below are shared by a remarkably high percentage of Romanian PL. Again, it is very likely that the results are influenced by both the time of accession to the EU and the developed awareness of new opportunities after project participation.

Table: Effects on project leaders (PL)

| Percentages: sum of '*agree*' and '*strongly agree*' | **RO** | **DE** | **Total** |
|---|---|---|---|
| I intend to go abroad to study/work | 85% | 54% | 69% |
| I have a better understanding of my career options | 88% | 54% | 77% |
| I am now better able to move around on my own in other countries (e.g. travel, study, find job) | 93% | 81% | 80% |

[61] Then 'Youth for Europe' (1995 to 1999)

## EFFECTS ON ORGANISATION

| EFFECTS ON ORGANISATION (for all countries see Table 22) | |
|---|---|
| Total: **93%** of PL said their organisation had more contacts/partnerships with other countries after the project | Sig diff above: CZ (98%), HR (99%) |
| Total: **75%** of PL said their organisation improved the processes of recognition and validation of competences of young people other than 'Youthpass' | Sig diff above: BG (96%), RO (86%), TR (87%) |
| | Sig diff below: DE (62%) |
| Total: **85%** of PL said the effect on their organisation was increased participation of young people in the organisation/group | Sig diff above: BG (94%), HU (94%) |
| **FACTORS** | |
| 1. **Traditions** of implementing international youth projects<br>2. **National support** for international youth project implementation<br>3. **National youth strategies**<br>4. **Youth structures** | |

Looking at the group of countries with stronger effect on organisation, there is something common: these were all countries in the former Communist Bloc, plus Turkey. This leads to the conclusion that, in some way, the political factors such as the political regime (in this case, communist) and its salient features can influence the perceptions and attitudes of PL towards the effects on organisation. It is likely that countries from Western Europe have longer-standing traditions in the implementation of international projects (those related to youth in particular) due to the 'openness' of their societies – in addition to more available funds, better access to funds, higher international mobility of their citizens, etc.

All (or most) countries have youth policies and strategies, but it is the **experience and traditions** that play the main role in influencing the effects on organisations. It is difficult to find a straightforward answer; there is no direct 'proof' that the experience of Czech organisations is less than that in Germany, for instance. However, there is one good database (the online platform Youth Wiki[62]) describing the cross-border (international) cooperation between countries, and its review can provide some indirect answers and explanations of different effects on organisations.

[62] https://eacea.ec.europa.eu/national-policies/en/youthwiki/countries

## EFFECTS ON THE LOCAL COMMUNITY

| EFFECTS ON COMMUNITY WHERE THE PROJECT WAS IMPLEMENTED<br>(for all countries see **Table 23**) | |
|---|---|
| Total: **91%** of PL said the project was positively perceived by the local community | Sig diff below: DE (79%) |
| Total: **74%** of PL said the local community became more aware of the concerns and interests of young people | Sig diff above: BG (86%), RO (84%) |
| | Sig diff below: DE (56%) |
| Total: **89%** of PL said the intercultural dimension was appreciated by the local community | Sig diff above: FI (97%) |
| | Sig diff below: DE (78%) |
| Total: **62%** of PL said the local community became more committed to the inclusion of young people with fewer opportunities | Sig diff above: LT (77%), TR (75%) |
| | Sig diff below: DE (43%) |
| Total: **77%** of PL said the local community expressed readiness to support similar activities in the future | Sig diff above: PT (90%) |
| | Sig diff below: DE (57%), SE (65%) |
| Total: **73%** of PL said the project created synergies between different stakeholders in the local community | Sig diff above: PT (91%), TR (85%) |
| | Sig diff below: DE (62%) |
| **FACTORS** | |
| 1. **National traits/features**<br>2. **Tradition/experience** in international youth project implementation<br>3. Economic factors (wealthy Western Europe vs. Eastern Europe)<br>4. National (youth) policies | |

The outlined differences are very interesting. All mentioned effects on the local community distinguish **Germany** as the country where the local communities seem to be the most uninvolved and unengaged. In contrast, the situation in the **Balkan countries – Bulgaria, Romania – and in Finland, Latvia, Portugal, Turkey** seems to be the opposite.

A local community is a relatively small group of people – e.g., a village, a neighbourhood. For example, in the Balkan countries it is **a national trait that all news, events, and new people are subjects of interest**. In this respect, it is not a surprise to see Bulgaria and Romania with the highest share of PL saying that the local community has become more aware of the concerns and interests of young people. It is very typical for local people to follow the event, show interest, and express willingness to help, and they are very likely to talk about the project long after it is finished.

The highest shares of PL who said the local community had become more committed to the inclusion of **young people with fewer opportunities** came from Turkey and Lithuania; this could be due to the society's attitude toward the people in need, and willingness to help those who need help. The youth policy in Lithuania incorporates social inclusion[63], with measures addressing the integration of young people with disabilities, young people at risk, etc. Twenty-one countries recognise the importance of social inclusion and have it incorporated into their youth policies.

It can be concluded that there is quite a good amount of data sources containing information that can explain differences among countries concerning effects of E+/YiA projects on local communities. A good step would be to monitor the countries that differ from the total, to see if these are steady trends – whether the same countries differ from the total in each survey – or whether the countries change.

[63] https://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion1

# 10. ONLINE PLATFORMS AND SOURCES

## AVAILABLE INFORMATION SOURCES ON EUROPEAN LEVEL AND BEYOND

| Website/link | Data related to: |
|---|---|
| http://ec.europa.eu/eurostat | Population<br>Demography<br>Migration<br>Tertiary education<br>Educational attainment<br>Wages and labour<br>Employment/ unemployment |
| http://www.oecd.org/education/<br>http://databank.worldbank.org/data/reports.aspx?Id=2c670ebf&Report_Name=Tertiary-Education<br>https://ec.europa.eu/education | Education<br>Tertiary education<br>Education and training in Europe |
| https://en.wikipedia.org/wiki/List_of_European_countries_by_number_of_Internet_users | Internet usage |
| http://minorityrights.org/country<br>http://focus-migration.hwwi.de/Country-Profiles | Minorities<br>Minority affiliation<br>Migration |
| https://www.esiweb.org/index.php?lang=en&id=256 | General information about Balkan and Caucasus countries |
| https://www.reinisfischer.com/average-salary-european-union-2016<br>https://en.wikipedia.org/wiki/List_of_European_countries_by_average_wage | Average salary in EU |
| https://www.statista.com/statistics/266228/youth-unemployment-rate-in-eu-countries/<br>https://www.volteuropa.org/about | Youth unemployment rate – Europe |
| https://en.wikipedia.org/wiki/Category:Visa_requirements_by_nationality | Mobility: visa requirement by country |
| https://pjp-eu.coe.int/documents<br>https://pjp-eu.coe.int/en/web/youth-partnership<br>http://www.youthpolicy.org/nationalyouthpolicies/<br>https://eacea.ec.europa.eu/national-policies/en/content<br>https://eacea.ec.europa.eu/national-policies/en/youthwiki | Youth structures<br>Youth National Policies<br>Country Sheet on Youth Policy |
| http://ec.europa.eu/COMMFrontOffice/publicopinion/index.cfm | Public opinion surveys |

## AVAILABLE INFORMATION SOURCES BY COUNTRY

| Website/link | Data related to: |
|---|---|
| http://www.cypsp.org | Children & Young People Strategic Partnership, N. Ireland |
| http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=13569 | IT Survey about the usage of Internet, Turkey |
| https://sweden.se/migration/#2000 | Migration in Sweden |
| Link to Malta National Lifelong Learning Strategy 2020[64]<br>https://lifelonglearning.gov.mt/dbfile.aspx?id=47 | National Lifelong Learning Strategy, Malta |

[64] https://education.gov.mt/en/Documents/Malta%20National%20Lifelong%20Learning%20Strategy%202020.pdf

# 11. FURTHER INFORMATION TO BE INQUIRED

There are three major topics/factors on which there is no information (official or otherwise) available, or information is missing or insufficient, or further investigations will help to provide explanations about differences among countries.

The three topics are:

- the number of **young people with fewer opportunities and special needs**
- the availability and the number of **centres for youth consultations**
- **experience and traditions in the implementation of international projects in the field of youth** and the respective support provided in each country

# 12. DRAFT QUESTIONNAIRE FOR NATIONAL AGENCIES TO INQUIRE FURTHER INFORMATION ON COUNTRY-SPECIFIC CHARACTERISTICS

## Introduction text (a short introduction what the questionnaire is about)

## Part on Young people with fewer opportunities or special needs

**Please, specify the number of young people (PP) with fewer opportunities/special needs who participated in E+/YiA projects funded during the last …. (year/6 months/or other time period):**

1) Number of PP with fewer opportunities:
2) Number of PP with special needs:

*(alternative or complementary question)*

**Please, specify for each of the groups listed below the number of young people (PP) who participated in E+/YiA projects funded during the last … (year/6 months/or other time period):**

| | Please indicate if there were such PP (Yes/No) | If 'Yes': please indicate the number |
|---|---|---|
| Young people from **remote or rural areas** | | |
| Young people living on **small islands or peripheral regions** | | |
| Young people from **less serviced areas** (limited public transport, poor facilities, abandoned villages) | | |
| 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 | | |
| Young people with **chronic health problems** | | |
| Young people with **learning difficulties** | | |
| **Early school-leavers** and school dropouts | | |
| Young people with a **low standard of living, low income**, dependence on social welfare system | | |
| Young people in **long-term unemployment** or poverty | | |
| Young people who are **homeless,** young people in debt or with financial problems. | | |
| Young and/or single parents; **orphans** | | |
| Young people from **broken families** | | |
| Young people with **limited social skills** or anti-social or risky sexual behaviours | | |
| Young people with **mental, physical, sensory** or other disabilities | | |

**Do you think the National Youth Policy takes into consideration social inclusion of YPFO?**

1) Yes
2) No
3) Don't know[65]

**Do you think the National Youth Policy takes into consideration social inclusion of YPSN?**

1) Yes
2) No
3) Don't know

[65] Optional: to delete the 'Don't know' response option.

**Would you say that the National Agency fosters the inclusion of YPFO/YPSN in E+/YiA projects?**

1) Yes, but rather young people with fewer opportunities
2) Yes, but rather young people with special need
3) Yes, young people from both groups
4) No
5) I cannot estimate

**If the answer is 'yes' to the question above (answer 1, 2 or 3)– how does the NA foster the inclusion of these groups?** (either leave the question open or semi-closed with the options below)

1) Projects of organisations who target YPFO/YPSN are considered with high priority
2) We require that applicants include YPFO or YPSN
3) YPFO/YPSN don't pay participation fee (if applicable)
4) Other: please specify ……..

**If the National Agency does not foster the inclusion of YPFO/YPSN in E+/YiA projects: Why not?**

**Youth information/counselling/consulting centres**

**Do the youth related structures in your country include youth information/counselling/consulting centres?**

1) Yes
2) No
3) Don't know

**(if yes) How many centres for youth information/counselling/consulting are there across the country?**
Number:

**What kind of information/counselling/consulting is provided in these centres (please, answer per row):**

| | Availability (Yes/No) | Number of centres |
|---|---|---|
| Educational opportunities | | |
| Student job postings | | |
| Assistance in developing resumes (CVs) and cover letters | | |
| Helping with job interview techniques (through a mock interview) | | |
| Creative job search techniques | | |
| Volunteer experience opportunities | | |
| Information on health and safety in the workplace | | |
| Information on wage rates, employment standards, labour laws, and human rights | | |
| Information on regional/federal or provincial/territorial government programs and services | | |
| Other: please specify | | |

**Is there a necessity to increase the number of youth information/counselling/consulting centres?**

1) Yes
2) No

**Are these centres well distributed on the territory of the country?**

1) Yes, they cover all regions
2) No, there are regions without centres for youth **information/counselling/consulting**

**Implementation of youth international projects**

**Which of the below statements is true for your country?**

1) My country has a considerable experience and good traditions in the implementation of international youth projects
2) My country has a fair experience and rather good traditions in the implementation of international youth projects
3) My country has some experience and traditions in the implementation of international youth projects
4) My country has almost no experience and traditions in the implementation of international youth projects
5) My country lacks experience and traditions in the implementation of international youth projects

**Would you say that state youth policy is oriented to support implementation of international youth projects?**

1) Yes, completely
2) Yes, to a great extent, but not completely
3) Yes, to some extent
4) Yes, to a limited extent
5) Not at all

**What is the major factor that will increase the country experience in the implementation of international youth projects?**

*(could be asked as single-answer question, or the top 3 or just multiple selection (any) answer)*

1) More non-governmental organisations (NGOs) that work in the field of youth
2) Availability of internationally recognised non-governmental organisations (NGOs) that work in the field of youth
3) Cooperation between non-governmental organisations (NGOs) working in the youth field from my country and other countries (international experience)
4) Young people involved in the implementation of international projects related to youth
5) State support in the implementation of international projects related to youth

# 13. APPENDIX – DATA REPORT

## INDEX OF TABLES

*Table 1: Living environment (PP)*

| 31. I live mainly in ... | | ... a metro-politan area. | ... an urban area. | ... a suburb of an urban/ metropolitan area. | ... an inter-mediate area. | ... a small town. | ... a rural area close to an urban/ a metro-politan area. | ... a rural area. | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | % | % | % | % | % | % | % | Count | % |
| Country of Origin | AT | 31% | 24% | 2% | 8% | 10% | 17% | 9% | 262 | 100% |
| | BE | 23% | 24% | 5% | 13% | 12% | 18% | 5% | 212 | 100% |
| | BG | 47% | 22% | 0% | 12% | 13% | 4% | 2% | 571 | 100% |
| | CZ | 23% | 18% | 1% | 17% | 18% | 15% | 7% | 692 | 100% |
| | DE | 34% | 23% | 2% | 12% | 14% | 10% | 5% | 928 | 100% |
| | DK | 31% | 23% | 5% | 18% | 11% | 11% | 2% | 84 | 100% |
| | EE | 4% | 44% | 3% | 17% | 13% | 9% | 10% | 392 | 100% |
| | ES | 23% | 28% | 5% | 16% | 18% | 6% | 4% | 810 | 100% |
| | FI | 12% | 24% | 1% | 20% | 24% | 6% | 11% | 217 | 100% |
| | FR | 30% | 19% | 6% | 12% | 16% | 11% | 5% | 357 | 100% |
| | HR | 29% | 21% | 4% | 15% | 17% | 8% | 6% | 634 | 100% |
| | HU | 33% | 23% | 4% | 12% | 12% | 11% | 6% | 535 | 100% |
| | IE | 20% | 16% | 13% | 11% | 19% | 13% | 9% | 96 | 100% |
| | IT | 23% | 18% | 5% | 18% | 21% | 9% | 5% | 956 | 100% |
| | LI | 0% | 0% | 0% | 0% | 27% | 45% | 27% | 11 | 100% |
| | LT | 30% | 30% | 3% | 7% | 16% | 8% | 6% | 507 | 100% |
| | LU | 10% | 12% | 4% | 12% | 24% | 29% | 10% | 51 | 100% |
| | LV | 31% | 11% | 8% | 16% | 16% | 9% | 9% | 470 | 100% |
| | MT | 2% | 20% | 1% | 4% | 60% | 9% | 5% | 82 | 100% |
| | NL | 30% | 28% | 4% | 11% | 15% | 9% | 4% | 166 | 100% |
| | NO | 20% | 20% | 0% | 23% | 23% | 9% | 6% | 35 | 100% |
| | PL | 30% | 22% | 4% | 10% | 15% | 10% | 9% | 1.080 | 100% |
| | PT | 21% | 23% | 6% | 17% | 18% | 7% | 7% | 411 | 100% |
| | RO | 29% | 43% | 2% | 8% | 10% | 5% | 3% | 1.122 | 100% |
| | SE | 42% | 13% | 10% | 10% | 8% | 6% | 12% | 113 | 100% |
| | SI | 3% | 28% | 4% | 9% | 27% | 20% | 9% | 332 | 100% |
| | SK | 14% | 11% | 1% | 24% | 17% | 20% | 13% | 381 | 100% |
| | TR | 70% | 16% | 1% | 9% | 1% | 1% | 1% | 976 | 100% |
| | UK | 30% | 21% | 12% | 11% | 12% | 8% | 5% | 178 | 100% |
| | Other | 45% | 25% | 3% | 12% | 10% | 3% | 2% | 2.502 | 100% |
| | **Total** | **32%** | **24%** | **3%** | **13%** | **14%** | **8%** | **5%** | **15.163** | **100%** |

*Table 2: Minority affiliation (1) (PP)*

| 41. Do you belong to a cultural, ethnic, religious or linguistic minority in the country where you live? | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % |
| Country of Origin | AT | 28 | 11% | 234 | 89% | 262 | 100% |
| | BE | 26 | 12% | 185 | 88% | 211 | 100% |
| | BG | 47 | 8% | 511 | 92% | 558 | 100% |
| | CZ | 77 | 11% | 610 | 89% | 687 | 100% |
| | DE | 156 | 17% | 762 | 83% | 918 | 100% |
| | DK | 6 | 7% | 77 | 93% | 83 | 100% |
| | EE | 104 | 27% | 287 | 73% | 391 | 100% |
| | ES | 78 | 10% | 725 | 90% | 803 | 100% |
| | FI | 23 | 11% | 192 | 89% | 215 | 100% |
| | FR | 54 | 15% | 301 | 85% | 355 | 100% |
| | HR | 57 | 9% | 571 | 91% | 628 | 100% |
| | HU | 55 | 10% | 476 | 90% | 531 | 100% |
| | IE | 13 | 14% | 81 | 86% | 94 | 100% |
| | IT | 46 | 5% | 890 | 95% | 936 | 100% |
| | LI | 2 | 18% | 9 | 82% | 11 | 100% |
| | LT | 58 | 12% | 445 | 88% | 503 | 100% |
| | LU | 12 | 25% | 36 | 75% | 48 | 100% |
| | LV | 90 | 19% | 373 | 81% | 463 | 100% |
| | MT | 9 | 11% | 74 | 89% | 83 | 100% |
| | NL | 42 | 25% | 126 | 75% | 168 | 100% |
| | NO | 2 | 6% | 32 | 94% | 34 | 100% |
| | PL | 68 | 6% | 1.004 | 94% | 1.072 | 100% |
| | PT | 19 | 5% | 385 | 95% | 404 | 100% |
| | RO | 128 | 12% | 978 | 88% | 1.106 | 100% |
| | SE | 33 | 30% | 77 | 70% | 110 | 100% |
| | SI | 23 | 7% | 304 | 93% | 327 | 100% |
| | SK | 63 | 17% | 312 | 83% | 375 | 100% |
| | TR | 201 | 21% | 764 | 79% | 965 | 100% |
| | UK | 53 | 30% | 121 | 70% | 174 | 100% |
| | Other | 371 | 15% | 2.089 | 85% | 2.460 | 100% |
| | **Total** | **1.944** | **13%** | **13.031** | **87%** | **14.975** | **100%** |

*Table 3: Minority affiliation (2) (PP)*

| 41.a Please specify: | | I belong to a minority that has always lived in this country. | | I belong to an ethnic or cultural minority. | | I belong to a religious minority. | | I belong to a linguistic minority. | | I am an immigrant (first generation). | | I have an immigrant background (second or third generation). | | Other minority | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 9 | 33% | 13 | 48% | 5 | 19% | 13 | 48% | 16 | 59% | 6 | 22% | 2 | 7% | 27 |
| | BE | 7 | 27% | 6 | 23% | 9 | 35% | 11 | 42% | 7 | 27% | 4 | 15% | 3 | 12% | 26 |
| | BG | 22 | 47% | 21 | 45% | 19 | 40% | 8 | 17% | 3 | 6% | 0 | 0% | 4 | 9% | 47 |
| | CZ | 9 | 12% | 22 | 29% | 32 | 42% | 8 | 11% | 13 | 17% | 11 | 14% | 6 | 8% | 76 |
| | DE | 18 | 12% | 49 | 32% | 37 | 24% | 30 | 19% | 49 | 32% | 67 | 44% | 13 | 8% | 154 |
| | DK | 1 | 17% | 3 | 50% | 0 | 0% | 2 | 33% | 3 | 50% | 1 | 17% | 0 | 0% | 6 |
| | EE | 40 | 39% | 40 | 39% | 9 | 9% | 56 | 54% | 5 | 5% | 29 | 28% | 4 | 4% | 103 |
| | ES | 17 | 22% | 12 | 16% | 16 | 21% | 34 | 44% | 19 | 25% | 2 | 3% | 5 | 6% | 77 |
| | FI | 3 | 13% | 5 | 22% | 7 | 30% | 11 | 48% | 7 | 30% | 2 | 9% | 5 | 22% | 23 |
| | FR | 6 | 11% | 16 | 30% | 12 | 22% | 8 | 15% | 16 | 30% | 24 | 44% | 3 | 6% | 54 |
| | HR | 27 | 47% | 12 | 21% | 18 | 32% | 7 | 12% | 8 | 14% | 2 | 4% | 2 | 4% | 57 |
| | HU | 7 | 13% | 19 | 37% | 10 | 19% | 10 | 19% | 6 | 12% | 6 | 12% | 6 | 12% | 52 |
| | IE | 2 | 15% | 8 | 62% | 4 | 31% | 4 | 31% | 6 | 46% | 1 | 8% | 0 | 0% | 13 |
| | IT | 7 | 15% | 11 | 24% | 10 | 22% | 14 | 30% | 13 | 28% | 11 | 24% | 6 | 13% | 46 |
| | LI | 1 | 50% | 1 | 50% | 1 | 50% | 2 | 100% | 1 | 50% | 2 | 100% | 0 | 0% | 2 |
| | LT | 32 | 55% | 23 | 40% | 9 | 16% | 26 | 45% | 6 | 10% | 6 | 10% | 1 | 2% | 58 |
| | LU | 1 | 8% | 2 | 17% | 1 | 8% | 4 | 33% | 2 | 17% | 7 | 58% | 1 | 8% | 12 |
| | LV | 35 | 39% | 31 | 34% | 18 | 20% | 40 | 44% | 7 | 8% | 18 | 20% | 4 | 4% | 90 |
| | MT | 2 | 22% | 3 | 33% | 4 | 44% | 1 | 11% | 1 | 11% | 0 | 0% | 0 | 0% | 9 |
| | NL | 4 | 10% | 15 | 36% | 12 | 29% | 7 | 17% | 12 | 29% | 24 | 57% | 2 | 5% | 42 |
| | NO | 0 | 0% | 1 | 50% | 2 | 100% | 1 | 50% | 1 | 50% | 0 | 0% | 1 | 50% | 2 |
| | PL | 16 | 24% | 17 | 25% | 29 | 43% | 12 | 18% | 13 | 19% | 1 | 1% | 4 | 6% | 67 |
| | PT | 3 | 16% | 8 | 42% | 4 | 21% | 2 | 11% | 9 | 47% | 3 | 16% | 1 | 5% | 19 |
| | RO | 60 | 47% | 58 | 46% | 44 | 35% | 33 | 26% | 8 | 6% | 3 | 2% | 4 | 3% | 127 |
| | SE | 1 | 3% | 20 | 61% | 9 | 27% | 3 | 9% | 22 | 67% | 7 | 21% | 2 | 6% | 33 |
| | SI | 3 | 13% | 3 | 13% | 10 | 43% | 3 | 13% | 8 | 35% | 2 | 9% | 4 | 17% | 23 |
| | SK | 33 | 54% | 16 | 26% | 11 | 18% | 23 | 38% | 0 | 0% | 1 | 2% | 3 | 5% | 61 |
| | TR | 98 | 49% | 92 | 46% | 64 | 32% | 55 | 28% | 11 | 6% | 32 | 16% | 12 | 6% | 199 |
| | UK | 1 | 2% | 33 | 62% | 12 | 23% | 8 | 15% | 16 | 30% | 12 | 23% | 1 | 2% | 53 |
| | Other | 113 | 32% | 144 | 40% | 122 | 34% | 81 | 23% | 43 | 12% | 32 | 9% | 34 | 9% | 358 |
| | **Total** | **578** | **30%** | **704** | **37%** | **540** | **28%** | **517** | **27%** | **331** | **17%** | **316** | **16%** | **133** | **7%** | **1.916** |
| | * This question was only asked, if the answer to question 41. was "Yes" | | | | | | | | | | | | | | | |

*Table 4: Language mainly spoken in the family of project participants (PP)*

| 24. Is the language mainly spoken in your family an official language of the country or region where you live? | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % |
| Country of Origin | AT | 241 | 91% | 24 | 9% | 265 | 100% |
| | BE | 201 | 92% | 18 | 8% | 219 | 100% |
| | BG | 550 | 96% | 25 | 4% | 575 | 100% |
| | CZ | 662 | 95% | 33 | 5% | 695 | 100% |
| | DE | 807 | 86% | 129 | 14% | 936 | 100% |
| | DK | 75 | 89% | 9 | 11% | 84 | 100% |
| | EE | 281 | 71% | 114 | 29% | 395 | 100% |
| | ES | 777 | 95% | 43 | 5% | 820 | 100% |
| | FI | 210 | 97% | 6 | 3% | 216 | 100% |
| | FR | 323 | 90% | 37 | 10% | 360 | 100% |
| | HR | 617 | 97% | 19 | 3% | 636 | 100% |
| | HU | 520 | 96% | 21 | 4% | 541 | 100% |
| | IE | 89 | 92% | 8 | 8% | 97 | 100% |
| | IT | 910 | 94% | 55 | 6% | 965 | 100% |
| | LI | 9 | 82% | 2 | 18% | 11 | 100% |
| | LT | 447 | 88% | 59 | 12% | 506 | 100% |
| | LU | 38 | 72% | 15 | 28% | 53 | 100% |
| | LV | 393 | 83% | 79 | 17% | 472 | 100% |
| | MT | 84 | 97% | 3 | 3% | 87 | 100% |
| | NL | 136 | 79% | 36 | 21% | 172 | 100% |
| | NO | 31 | 89% | 4 | 11% | 35 | 100% |
| | PL | 1.076 | 97% | 32 | 3% | 1.108 | 100% |
| | PT | 394 | 96% | 18 | 4% | 412 | 100% |
| | RO | 1.054 | 93% | 77 | 7% | 1.131 | 100% |
| | SE | 79 | 71% | 32 | 29% | 111 | 100% |
| | SI | 315 | 95% | 18 | 5% | 333 | 100% |
| | SK | 339 | 90% | 38 | 10% | 377 | 100% |
| | TR | 892 | 90% | 99 | 10% | 991 | 100% |
| | UK | 161 | 90% | 18 | 10% | 179 | 100% |
| | Other | 2.214 | 87% | 318 | 13% | 2.532 | 100% |
| | **Total** | **13.925** | **91%** | **1.389** | **9%** | **15.314** | **100%** |

*Table 5: Languages spoken at home (PP)*

| 25. At home, does your family (including grandparents) also speak languages other than an official language of the country or region where you live? | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % |
| Country of Origin | AT | 71 | 27% | 195 | 73% | 266 | 100% |
| | BE | 65 | 30% | 152 | 70% | 217 | 100% |
| | BG | 139 | 24% | 435 | 76% | 574 | 100% |
| | CZ | 206 | 30% | 492 | 70% | 698 | 100% |
| | DE | 263 | 28% | 669 | 72% | 932 | 100% |
| | DK | 25 | 30% | 59 | 70% | 84 | 100% |
| | EE | 174 | 44% | 224 | 56% | 398 | 100% |
| | ES | 266 | 32% | 562 | 68% | 828 | 100% |
| | FI | 43 | 20% | 175 | 80% | 218 | 100% |
| | FR | 142 | 39% | 218 | 61% | 360 | 100% |
| | HR | 165 | 26% | 475 | 74% | 640 | 100% |
| | HU | 296 | 55% | 247 | 45% | 543 | 100% |
| | IE | 34 | 35% | 63 | 65% | 97 | 100% |
| | IT | 209 | 22% | 759 | 78% | 968 | 100% |
| | LI | 6 | 55% | 5 | 45% | 11 | 100% |
| | LT | 163 | 32% | 347 | 68% | 510 | 100% |
| | LU | 33 | 63% | 19 | 37% | 52 | 100% |
| | LV | 186 | 39% | 291 | 61% | 477 | 100% |
| | MT | 75 | 87% | 11 | 13% | 86 | 100% |
| | NL | 64 | 37% | 109 | 63% | 173 | 100% |
| | NO | 15 | 43% | 20 | 57% | 35 | 100% |
| | PL | 338 | 31% | 769 | 69% | 1.107 | 100% |
| | PT | 169 | 41% | 243 | 59% | 412 | 100% |
| | RO | 344 | 30% | 794 | 70% | 1.138 | 100% |
| | SE | 55 | 50% | 55 | 50% | 110 | 100% |
| | SI | 83 | 25% | 253 | 75% | 336 | 100% |
| | SK | 147 | 38% | 236 | 62% | 383 | 100% |
| | TR | 280 | 28% | 710 | 72% | 990 | 100% |
| | UK | 65 | 36% | 115 | 64% | 180 | 100% |
| | Other | 1.335 | 53% | 1.203 | 47% | 2.538 | 100% |
| | **Total** | **5.456** | **36%** | **9.905** | **64%** | **15.361** | **100%** |

*Table 6: Highest educational attainment of project participants (PP)*

| 32. My highest educational attainment is: | | Primary school | | Lower secondary school | | Technical school | | Upper secondary school | | Upper vocational school | | University, Polytechnic, post-secondary /tertiary level College | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 4 | 2% | 55 | 21% | 8 | 3% | 74 | 29% | 7 | 3% | 108 | 42% | 256 |
| | BE | 4 | 2% | 10 | 5% | 8 | 4% | 51 | 24% | 6 | 3% | 132 | 63% | 211 |
| | BG | 1 | 0% | 41 | 7% | 3 | 1% | 105 | 18% | 60 | 11% | 359 | 63% | 569 |
| | CZ | 21 | 3% | 192 | 28% | 14 | 2% | 194 | 28% | 6 | 1% | 262 | 38% | 689 |
| | DE | 34 | 4% | 127 | 14% | 16 | 2% | 394 | 44% | 20 | 2% | 306 | 34% | 897 |
| | DK | 1 | 1% | 21 | 25% | 5 | 6% | 28 | 33% | 1 | 1% | 28 | 33% | 84 |
| | EE | 4 | 1% | 63 | 16% | 3 | 1% | 115 | 30% | 12 | 3% | 192 | 49% | 389 |
| | ES | 9 | 1% | 57 | 7% | 12 | 2% | 140 | 18% | 76 | 10% | 502 | 63% | 796 |
| | FI | 2 | 1% | 80 | 37% | 1 | 0% | 61 | 28% | 10 | 5% | 62 | 29% | 216 |
| | FR | 1 | 0% | 15 | 4% | 11 | 3% | 64 | 18% | 16 | 5% | 242 | 69% | 349 |
| | HR | 1 | 0% | 19 | 3% | 19 | 3% | 137 | 22% | 14 | 2% | 437 | 70% | 627 |
| | HU | 100 | 19% | 20 | 4% | 6 | 1% | 111 | 21% | 14 | 3% | 280 | 53% | 531 |
| | IE | 0 | 0% | 11 | 11% | 0 | 0% | 33 | 34% | 1 | 1% | 51 | 53% | 96 |
| | IT | 1 | 0% | 114 | 12% | 74 | 8% | 232 | 24% | 22 | 2% | 511 | 54% | 954 |
| | LI | 0 | 0% | 0 | 0% | 3 | 30% | 2 | 20% | 0 | 0% | 5 | 50% | 10 |
| | LT | 23 | 5% | 94 | 19% | 6 | 1% | 144 | 29% | 5 | 1% | 231 | 46% | 503 |
| | LU | 3 | 6% | 5 | 10% | 2 | 4% | 24 | 48% | 0 | 0% | 16 | 32% | 50 |
| | LV | 6 | 1% | 50 | 11% | 17 | 4% | 141 | 30% | 9 | 2% | 246 | 52% | 469 |
| | MT | 0 | 0% | 3 | 3% | 2 | 2% | 13 | 15% | 3 | 3% | 65 | 76% | 86 |
| | NL | 2 | 1% | 34 | 21% | 7 | 4% | 18 | 11% | 40 | 24% | 63 | 38% | 164 |
| | NO | 0 | 0% | 3 | 9% | 1 | 3% | 7 | 20% | 0 | 0% | 24 | 69% | 35 |
| | PL | 35 | 3% | 212 | 20% | 58 | 5% | 199 | 18% | 27 | 3% | 548 | 51% | 1.079 |
| | PT | 0 | 0% | 5 | 1% | 1 | 0% | 93 | 23% | 38 | 9% | 272 | 67% | 409 |
| | RO | 2 | 0% | 110 | 10% | 3 | 0% | 231 | 21% | 91 | 8% | 686 | 61% | 1.123 |
| | SE | 8 | 7% | 22 | 19% | 7 | 6% | 40 | 35% | 4 | 4% | 33 | 29% | 114 |
| | SI | 3 | 1% | 36 | 11% | 15 | 5% | 76 | 23% | 40 | 12% | 163 | 49% | 333 |
| | SK | 27 | 7% | 78 | 21% | 12 | 3% | 111 | 29% | 13 | 3% | 136 | 36% | 377 |
| | TR | 0 | 0% | 1 | 0% | 10 | 1% | 54 | 6% | 32 | 3% | 884 | 90% | 981 |
| | UK | 0 | 0% | 11 | 6% | 2 | 1% | 38 | 21% | 7 | 4% | 121 | 68% | 179 |
| | Other | 18 | 1% | 38 | 2% | 71 | 3% | 277 | 11% | 65 | 3% | 2.021 | 81% | 2.490 |
| | **Total** | **310** | **2%** | **1.527** | **10%** | **397** | **3%** | **3.207** | **21%** | **639** | **4%** | **8.986** | **60%** | **15.066** |

*Table 7: Highest educational attainment of the father/male legal guardian of project participants (PP)*

| 36. What is/was the highest level of educ. attainment of your male legal guardian? | | Primary school | | Lower secondary school | | Technical school | | Upper secondary school | | Upper vocational school | | University, Polytechnic, post-secondary /tertiary level College | | I do not know | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 8 | 0,0 | 15 | 0,1 | 64 | 0,2 | 34 | 0,1 | 14 | 0,1 | 108 | 0,4 | 14 | 0,1 | 257 |
| | BE | 11 | 0,1 | 7 | 0,0 | 15 | 0,1 | 33 | 0,2 | 18 | 0,1 | 107 | 0,5 | 18 | 0,1 | 209 |
| | BG | 0 | 0,0 | 17 | 0,0 | 59 | 0,1 | 90 | 0,2 | 138 | 0,2 | 247 | 0,4 | 10 | 0,0 | 561 |
| | CZ | 1 | 0,0 | 16 | 0,0 | 191 | 0,3 | 195 | 0,3 | 16 | 0,0 | 242 | 0,4 | 21 | 0,0 | 682 |
| | DE | 35 | 0,0 | 111 | 0,1 | 144 | 0,2 | 64 | 0,1 | 51 | 0,1 | 438 | 0,5 | 60 | 0,1 | 903 |
| | DK | 1 | 0,0 | 4 | 0,0 | 9 | 0,1 | 2 | 0,0 | 15 | 0,2 | 41 | 0,5 | 10 | 0,1 | 82 |
| | EE | 2 | 0,0 | 25 | 0,1 | 80 | 0,2 | 54 | 0,1 | 56 | 0,1 | 139 | 0,4 | 33 | 0,1 | 389 |
| | ES | 166 | 0,2 | 109 | 0,1 | 72 | 0,1 | 93 | 0,1 | 89 | 0,1 | 232 | 0,3 | 35 | 0,0 | 796 |
| | FI | 6 | 0,0 | 20 | 0,1 | 6 | 0,0 | 65 | 0,3 | 29 | 0,1 | 51 | 0,2 | 35 | 0,2 | 212 |
| | FR | 35 | 0,1 | 31 | 0,1 | 43 | 0,1 | 36 | 0,1 | 24 | 0,1 | 124 | 0,4 | 58 | 0,2 | 351 |
| | HR | 8 | 0,0 | 20 | 0,0 | 129 | 0,2 | 196 | 0,3 | 61 | 0,1 | 200 | 0,3 | 13 | 0,0 | 627 |
| | HU | 0 | 0,0 | 17 | 0,0 | 146 | 0,3 | 82 | 0,2 | 32 | 0,1 | 231 | 0,4 | 19 | 0,0 | 527 |
| | IE | 11 | 0,1 | 18 | 0,2 | 5 | 0,1 | 19 | 0,2 | 0 | 0,0 | 35 | 0,4 | 7 | 0,1 | 95 |
| | IT | 58 | 0,1 | 233 | 0,2 | 272 | 0,3 | 97 | 0,1 | 49 | 0,1 | 221 | 0,2 | 13 | 0,0 | 943 |
| | LI | 0 | 0,0 | 1 | 0,1 | 4 | 0,4 | 1 | 0,1 | 0 | 0,0 | 3 | 0,3 | 2 | 0,2 | 11 |
| | LT | 4 | 0,0 | 12 | 0,0 | 91 | 0,2 | 21 | 0,0 | 92 | 0,2 | 239 | 0,5 | 36 | 0,1 | 495 |
| | LU | 6 | 0,1 | 4 | 0,1 | 9 | 0,2 | 3 | 0,1 | 2 | 0,0 | 20 | 0,4 | 2 | 0,0 | 46 |
| | LV | 0 | 0,0 | 20 | 0,0 | 89 | 0,2 | 59 | 0,1 | 68 | 0,1 | 162 | 0,4 | 57 | 0,1 | 455 |
| | MT | 4 | 0,0 | 17 | 0,2 | 14 | 0,2 | 14 | 0,2 | 11 | 0,1 | 22 | 0,3 | 3 | 0,0 | 85 |
| | NL | 12 | 0,1 | 12 | 0,1 | 23 | 0,1 | 17 | 0,1 | 33 | 0,2 | 58 | 0,3 | 14 | 0,1 | 169 |
| | NO | 2 | 0,1 | 2 | 0,1 | 2 | 0,1 | 3 | 0,1 | 5 | 0,1 | 20 | 0,6 | 1 | 0,0 | 35 |
| | PL | 23 | 0,0 | 12 | 0,0 | 244 | 0,2 | 54 | 0,1 | 269 | 0,3 | 401 | 0,4 | 68 | 0,1 | 1.071 |
| | PT | 36 | 0,1 | 47 | 0,1 | 17 | 0,0 | 47 | 0,1 | 13 | 0,0 | 131 | 0,3 | 88 | 0,2 | 379 |
| | RO | 6 | 0,0 | 34 | 0,0 | 98 | 0,1 | 152 | 0,1 | 275 | 0,2 | 514 | 0,5 | 33 | 0,0 | 1.112 |
| | SE | 10 | 0,1 | 12 | 0,1 | 7 | 0,1 | 24 | 0,2 | 10 | 0,1 | 37 | 0,3 | 9 | 0,1 | 109 |
| | SI | 2 | 0,0 | 16 | 0,0 | 78 | 0,2 | 63 | 0,2 | 26 | 0,1 | 126 | 0,4 | 14 | 0,0 | 325 |
| | SK | 5 | 0,0 | 8 | 0,0 | 81 | 0,2 | 132 | 0,4 | 13 | 0,0 | 119 | 0,3 | 16 | 0,0 | 374 |
| | TR | 202 | 0,2 | 106 | 0,1 | 22 | 0,0 | 190 | 0,2 | 57 | 0,1 | 386 | 0,4 | 6 | 0,0 | 969 |
| | UK | 6 | 0,0 | 13 | 0,1 | 14 | 0,1 | 34 | 0,2 | 6 | 0,0 | 77 | 0,5 | 21 | 0,1 | 171 |
| | Other | 82 | 0,0 | 81 | 0,0 | 362 | 0,1 | 260 | 0,1 | 206 | 0,1 | 1.394 | 0,6 | 84 | 0,0 | 2.469 |
| | **Total** | **742** | **0,0** | **1.040** | **0,1** | **2.390** | **0,2** | **2.134** | **0,1** | **1.678** | **0,1** | **6.125** | **0,4** | **800** | **0,1** | **14.909** |

*Table 8: Highest educational attainment of the mother/female legal guardian of project participants (PP)*

| 37. What is/was the highest level of educ. attainment of your female legal guardian? | | Primary school | | Lower secondary school | | Technical school | | Upper secondary school | | Upper vocational school | | University, Polytechnic, post-secondary /tertiary level College | | I do not know | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 8 | 3% | 24 | 9% | 63 | 24% | 35 | 14% | 24 | 9% | 95 | 37% | 10 | 4% | 259 |
| | BE | 11 | 5% | 12 | 6% | 11 | 5% | 23 | 11% | 16 | 8% | 122 | 58% | 14 | 7% | 209 |
| | BG | 3 | 1% | 13 | 2% | 18 | 3% | 71 | 13% | 99 | 18% | 350 | 63% | 5 | 1% | 559 |
| | CZ | 0 | 0% | 26 | 4% | 123 | 18% | 252 | 37% | 30 | 4% | 238 | 35% | 14 | 2% | 683 |
| | DE | 32 | 4% | 126 | 14% | 157 | 17% | 88 | 10% | 85 | 9% | 373 | 41% | 47 | 5% | 908 |
| | DK | 1 | 1% | 8 | 10% | 3 | 4% | 6 | 7% | 16 | 19% | 46 | 55% | 3 | 4% | 83 |
| | EE | 1 | 0% | 18 | 5% | 55 | 14% | 50 | 13% | 69 | 18% | 186 | 48% | 9 | 2% | 388 |
| | ES | 157 | 20% | 138 | 17% | 51 | 6% | 115 | 14% | 67 | 8% | 244 | 31% | 25 | 3% | 797 |
| | FI | 4 | 2% | 14 | 7% | 7 | 3% | 67 | 32% | 31 | 15% | 65 | 31% | 23 | 11% | 211 |
| | FR | 33 | 9% | 33 | 9% | 44 | 13% | 37 | 11% | 39 | 11% | 127 | 36% | 39 | 11% | 352 |
| | HR | 13 | 2% | 44 | 7% | 95 | 15% | 195 | 31% | 42 | 7% | 229 | 37% | 7 | 1% | 625 |
| | HU | 2 | 0% | 28 | 5% | 70 | 13% | 97 | 19% | 40 | 8% | 278 | 53% | 9 | 2% | 524 |
| | IE | 9 | 9% | 14 | 15% | 0 | 0% | 22 | 23% | 3 | 3% | 39 | 41% | 8 | 8% | 95 |
| | IT | 39 | 4% | 212 | 23% | 227 | 24% | 156 | 17% | 65 | 7% | 230 | 24% | 11 | 1% | 940 |
| | LI | 1 | 9% | 0 | 0% | 5 | 45% | 1 | 9% | 0 | 0% | 2 | 18% | 2 | 18% | 11 |
| | LT | 4 | 1% | 12 | 2% | 75 | 15% | 23 | 5% | 63 | 13% | 308 | 62% | 13 | 3% | 498 |
| | LU | 3 | 6% | 4 | 9% | 7 | 15% | 9 | 19% | 4 | 9% | 18 | 38% | 2 | 4% | 47 |
| | LV | 0 | 0% | 6 | 1% | 64 | 14% | 60 | 13% | 51 | 11% | 257 | 56% | 17 | 4% | 455 |
| | MT | 12 | 14% | 30 | 36% | 0 | 0% | 15 | 18% | 5 | 6% | 20 | 24% | 2 | 2% | 84 |
| | NL | 12 | 7% | 22 | 13% | 6 | 4% | 29 | 17% | 45 | 27% | 41 | 24% | 14 | 8% | 169 |
| | NO | 2 | 6% | 4 | 11% | 0 | 0% | 6 | 17% | 3 | 9% | 19 | 54% | 1 | 3% | 35 |
| | PL | 19 | 2% | 11 | 1% | 149 | 14% | 123 | 12% | 192 | 18% | 528 | 50% | 43 | 4% | 1.065 |
| | PT | 28 | 7% | 42 | 11% | 16 | 4% | 51 | 13% | 11 | 3% | 148 | 39% | 86 | 23% | 382 |
| | RO | 5 | 0% | 45 | 4% | 67 | 6% | 226 | 20% | 247 | 22% | 497 | 45% | 17 | 2% | 1.104 |
| | SE | 6 | 6% | 13 | 12% | 5 | 5% | 25 | 23% | 6 | 6% | 47 | 43% | 7 | 6% | 109 |
| | SI | 3 | 1% | 16 | 5% | 75 | 23% | 70 | 21% | 26 | 8% | 131 | 40% | 5 | 2% | 326 |
| | SK | 4 | 1% | 10 | 3% | 51 | 14% | 149 | 40% | 24 | 6% | 123 | 33% | 11 | 3% | 372 |
| | TR | 332 | 34% | 126 | 13% | 13 | 1% | 213 | 22% | 31 | 3% | 240 | 25% | 9 | 1% | 964 |
| | UK | 4 | 2% | 19 | 11% | 12 | 7% | 34 | 20% | 8 | 5% | 80 | 47% | 13 | 8% | 170 |
| | Other | 90 | 4% | 89 | 4% | 220 | 9% | 356 | 15% | 226 | 9% | 1.421 | 58% | 48 | 2% | 2.450 |
| | **Total** | **838** | **6%** | **1.159** | **8%** | **1.689** | **11%** | **2.604** | **18%** | **1.568** | **11%** | **6.502** | **44%** | **514** | **3%** | **14.874** |

*Table 9: Obstacles of project participants (PP)*

| 39. Do you feel that you are faced with obstacles ... (Please choose all that apply) | | ... in accessing education | | ... in accessing work and employment? | | ... to your active participation in society and politics? | | ... to mobility? | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % of cases | Count | % of cases | Count | % of cases | Count | % of cases | Count |
| Country of Origin | AT | 2 | 33% | 4 | 67% | 3 | 50% | 3 | 50% | 6 |
| | BE | 1 | 17% | 6 | 100% | 3 | 50% | 4 | 67% | 6 |
| | BG | 15 | 24% | 45 | 73% | 39 | 63% | 23 | 37% | 62 |
| | CZ | 23 | 49% | 23 | 49% | 22 | 47% | 28 | 60% | 47 |
| | DE | 20 | 41% | 31 | 63% | 22 | 45% | 28 | 57% | 49 |
| | EE | 13 | 41% | 27 | 84% | 11 | 34% | 13 | 41% | 32 |
| | ES | 53 | 51% | 89 | 86% | 57 | 55% | 48 | 46% | 104 |
| | FI | 2 | 40% | 3 | 60% | 1 | 20% | 4 | 80% | 5 |
| | FR | 9 | 41% | 15 | 68% | 12 | 55% | 16 | 73% | 22 |
| | HR | 36 | 42% | 72 | 85% | 42 | 49% | 30 | 35% | 85 |
| | HU | 25 | 49% | 30 | 59% | 20 | 39% | 24 | 47% | 51 |
| | IE | 3 | 43% | 7 | 100% | 4 | 57% | 5 | 71% | 7 |
| | IT | 26 | 30% | 73 | 84% | 33 | 38% | 45 | 52% | 87 |
| | LT | 12 | 31% | 26 | 67% | 16 | 41% | 9 | 23% | 39 |
| | LU | 1 | 100% | 1 | 100% | 1 | 100% | 0 | 0% | 1 |
| | LV | 35 | 56% | 48 | 76% | 24 | 38% | 21 | 33% | 63 |
| | MT | 4 | 67% | 6 | 100% | 3 | 50% | 3 | 50% | 6 |
| | NL | 3 | 20% | 9 | 60% | 1 | 7% | 10 | 67% | 15 |
| | NO | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 1 |
| | PL | 58 | 41% | 121 | 86% | 56 | 40% | 51 | 36% | 141 |
| | PT | 9 | 22% | 37 | 90% | 15 | 37% | 11 | 27% | 41 |
| | RO | 36 | 31% | 93 | 79% | 58 | 49% | 45 | 38% | 118 |
| | SE | 3 | 27% | 10 | 91% | 9 | 82% | 9 | 82% | 11 |
| | SI | 8 | 35% | 19 | 83% | 7 | 30% | 11 | 48% | 23 |
| | SK | 26 | 51% | 37 | 73% | 13 | 25% | 24 | 47% | 51 |
| | TR | 68 | 53% | 99 | 77% | 89 | 69% | 83 | 64% | 129 |
| | UK | 10 | 48% | 13 | 62% | 14 | 67% | 8 | 38% | 21 |
| | Other | 166 | 43% | 288 | 74% | 191 | 49% | 181 | 47% | 388 |
| | **Total** | **668** | **42%** | **1.233** | **77%** | **766** | **48%** | **737** | **45%** | **1.611** |

*Table 10: Costs for participating in the project (PP)*

| 8. Covering the costs for participating in the project (e.g. travel, lodging, food, participation fee, other expenses) was ... | | ... easy for me. | | ... difficult for me. | | ... not necessary – all costs were covered by the project. | | Total |
|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 138 | 50% | 16 | 6% | 121 | 44% | 275 |
| | BE | 109 | 47% | 25 | 11% | 96 | 42% | 230 |
| | BG | 150 | 25% | 59 | 10% | 385 | 65% | 594 |
| | CZ | 306 | 42% | 48 | 7% | 378 | 52% | 732 |
| | DE | 409 | 41% | 89 | 9% | 490 | 50% | 988 |
| | DK | 46 | 52% | 8 | 9% | 34 | 39% | 88 |
| | EE | 195 | 47% | 21 | 5% | 200 | 48% | 416 |
| | ES | 414 | 48% | 93 | 11% | 360 | 42% | 867 |
| | FI | 133 | 59% | 10 | 4% | 82 | 36% | 225 |
| | FR | 137 | 36% | 35 | 9% | 209 | 55% | 381 |
| | HR | 137 | 21% | 31 | 5% | 490 | 74% | 658 |
| | HU | 237 | 42% | 27 | 5% | 306 | 54% | 570 |
| | IE | 43 | 42% | 15 | 15% | 45 | 44% | 103 |
| | IT | 483 | 47% | 87 | 8% | 461 | 45% | 1.031 |
| | LI | 8 | 80% | 0 | 0% | 2 | 20% | 10 |
| | LT | 262 | 49% | 40 | 8% | 230 | 43% | 532 |
| | LU | 24 | 41% | 7 | 12% | 28 | 47% | 59 |
| | LV | 221 | 43% | 42 | 8% | 248 | 49% | 511 |
| | MT | 39 | 43% | 14 | 16% | 37 | 41% | 90 |
| | NL | 69 | 38% | 15 | 8% | 98 | 54% | 182 |
| | NO | 13 | 33% | 0 | 0% | 26 | 67% | 39 |
| | PL | 362 | 32% | 68 | 6% | 716 | 62% | 1.146 |
| | PT | 227 | 52% | 35 | 8% | 175 | 40% | 437 |
| | RO | 559 | 47% | 118 | 10% | 522 | 44% | 1.199 |
| | SE | 55 | 46% | 11 | 9% | 54 | 45% | 120 |
| | SI | 131 | 37% | 20 | 6% | 200 | 57% | 351 |
| | SK | 189 | 47% | 40 | 10% | 172 | 43% | 401 |
| | TR | 261 | 25% | 131 | 12% | 665 | 63% | 1.057 |
| | UK | 72 | 38% | 15 | 8% | 101 | 54% | 188 |
| | Other | 681 | 26% | 332 | 13% | 1.632 | 62% | 2.645 |
| | **Total** | **6.110** | **38%** | **1.452** | **9%** | **8.563** | **53%** | **16.125** |

*Table 11: Young people with fewer opportunities/with special needs (PP)*

| 16. In your work/involvement in the youth field, are you working with young people with fewer opportunities or with special needs?* | | Yes | | No | | I do not know | | Total |
|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 51 | 61% | 26 | 31% | 6 | 7% | 83 |
| | BE | 41 | 61% | 22 | 33% | 4 | 6% | 67 |
| | BG | 62 | 54% | 46 | 40% | 7 | 6% | 115 |
| | CZ | 91 | 55% | 60 | 36% | 14 | 8% | 165 |
| | DE | 103 | 55% | 68 | 36% | 16 | 9% | 187 |
| | DK | 7 | 58% | 5 | 42% | 0 | 0% | 12 |
| | EE | 83 | 66% | 35 | 28% | 7 | 6% | 125 |
| | ES | 119 | 67% | 54 | 30% | 5 | 3% | 178 |
| | FI | 55 | 81% | 12 | 18% | 1 | 1% | 68 |
| | FR | 66 | 75% | 18 | 20% | 4 | 5% | 88 |
| | HR | 76 | 71% | 26 | 24% | 5 | 5% | 107 |
| | HU | 115 | 65% | 56 | 31% | 7 | 4% | 178 |
| | IE | 34 | 94% | 1 | 3% | 1 | 3% | 36 |
| | IT | 135 | 45% | 135 | 45% | 29 | 10% | 299 |
| | LI | 1 | 25% | 3 | 75% | 0 | 0% | 4 |
| | LT | 54 | 47% | 56 | 49% | 5 | 4% | 115 |
| | LU | 3 | 50% | 2 | 33% | 1 | 17% | 6 |
| | LV | 59 | 42% | 78 | 55% | 4 | 3% | 141 |
| | MT | 21 | 78% | 5 | 19% | 1 | 4% | 27 |
| | NL | 21 | 55% | 8 | 21% | 9 | 24% | 38 |
| | NO | 14 | 70% | 5 | 25% | 1 | 5% | 20 |
| | PL | 107 | 52% | 88 | 43% | 11 | 5% | 206 |
| | PT | 87 | 79% | 16 | 15% | 7 | 6% | 110 |
| | RO | 221 | 72% | 77 | 25% | 8 | 3% | 306 |
| | SE | 16 | 62% | 7 | 27% | 3 | 12% | 26 |
| | SI | 77 | 62% | 42 | 34% | 5 | 4% | 124 |
| | SK | 39 | 63% | 22 | 35% | 1 | 2% | 62 |
| | TR | 167 | 68% | 66 | 27% | 14 | 6% | 247 |
| | UK | 61 | 88% | 7 | 10% | 1 | 1% | 69 |
| | Other | 422 | 61% | 241 | 35% | 29 | 4% | 692 |
| | **Total** | **2.408** | **62%** | **1.287** | **33%** | **206** | **5%** | **3.901** |
| | * this question is related only to participants in YWM and TCA projects | | | | | | | |

*Table 12: Previous project experience (PP)*

| 28. Thinking about the project we have been asking you about, have you participated in a similar project before? | | Yes | | No | | Total |
|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count |
| Country of Origin | AT | 139 | 53% | 124 | 47% | 263 |
| | BE | 109 | 50% | 109 | 50% | 218 |
| | BG | 318 | 56% | 250 | 44% | 568 |
| | CZ | 326 | 47% | 369 | 53% | 695 |
| | DE | 428 | 46% | 505 | 54% | 933 |
| | DK | 30 | 37% | 52 | 63% | 82 |
| | EE | 217 | 55% | 179 | 45% | 396 |
| | ES | 357 | 43% | 464 | 57% | 821 |
| | FI | 84 | 39% | 133 | 61% | 217 |
| | FR | 165 | 46% | 195 | 54% | 360 |
| | HR | 301 | 48% | 329 | 52% | 630 |
| | HU | 250 | 47% | 283 | 53% | 533 |
| | IE | 43 | 43% | 56 | 57% | 99 |
| | IT | 406 | 42% | 556 | 58% | 962 |
| | LI | 5 | 50% | 5 | 50% | 10 |
| | LT | 284 | 55% | 228 | 45% | 512 |
| | LU | 22 | 42% | 30 | 58% | 52 |
| | LV | 286 | 60% | 188 | 40% | 474 |
| | MT | 44 | 51% | 42 | 49% | 86 |
| | NL | 79 | 47% | 90 | 53% | 169 |
| | NO | 18 | 51% | 17 | 49% | 35 |
| | PL | 493 | 45% | 602 | 55% | 1.095 |
| | PT | 223 | 54% | 189 | 46% | 412 |
| | RO | 613 | 55% | 503 | 45% | 1.116 |
| | SE | 46 | 42% | 64 | 58% | 110 |
| | SI | 219 | 66% | 115 | 34% | 334 |
| | SK | 187 | 49% | 191 | 51% | 378 |
| | TR | 434 | 44% | 551 | 56% | 985 |
| | UK | 86 | 48% | 94 | 52% | 180 |
| | Other | 1.204 | 48% | 1.319 | 52% | 2.523 |
| | **Total** | **7.416** | **49%** | **7.832** | **51%** | **15.248** |

*Table 13: Reasons to go abroad (PP)*

| 27. Before the project I had already visited or lived in another country because ... (Choose all that apply) | | ... I went abroad for holidays. | ... I went abroad with my class at school. | ... I participated in a youth exchange. | ... I went to school in another country. | ... I lived in another country with my parents. | ... I studied at a university in another country. | ... I did a language course abroad. | ... I did a work placement or an internship abroad. | ... I did a vocational training course abroad. | ... I worked as an au-pair. | ... I had a job abroad. | ... I went to another country to live with my partner. | ... I live near an inter-national border. | ... I was born in another country. | ... I lived in another country for another reason. | I have never been abroad before this project. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | Count |
| Country of Origin | AT | 88% | 69% | 38% | 11% | 10% | 23% | 32% | 30% | 17% | 6% | 15% | 5% | 27% | 7% | 11% | 2% | 260 |
| | BE | 91% | 71% | 41% | 13% | 16% | 13% | 17% | 16% | 4% | 2% | 13% | 5% | 19% | 6% | 14% | 1% | 216 |
| | BG | 62% | 45% | 50% | 16% | 5% | 10% | 10% | 18% | 4% | 2% | 19% | 3% | 5% | 1% | 8% | 6% | 573 |
| | CZ | 91% | 61% | 41% | 13% | 5% | 14% | 16% | 16% | 5% | 5% | 13% | 4% | 17% | 2% | 6% | 3% | 693 |
| | DE | 85% | 62% | 48% | 12% | 9% | 16% | 17% | 22% | 5% | 2% | 9% | 4% | 21% | 7% | 10% | 3% | 927 |
| | DK | 89% | 62% | 31% | 13% | 7% | 12% | 12% | 12% | 5% | 5% | 24% | 5% | 29% | 5% | 13% | 1% | 84 |
| | EE | 81% | 51% | 46% | 10% | 3% | 10% | 5% | 11% | 4% | 5% | 11% | 4% | 10% | 5% | 7% | 3% | 393 |
| | ES | 76% | 41% | 41% | 10% | 5% | 18% | 31% | 14% | 4% | 4% | 14% | 4% | 8% | 5% | 8% | 5% | 817 |
| | FI | 88% | 30% | 33% | 4% | 7% | 9% | 9% | 10% | 4% | 5% | 14% | 2% | 11% | 4% | 7% | 5% | 217 |
| | FR | 88% | 63% | 40% | 14% | 6% | 21% | 19% | 25% | 8% | 5% | 23% | 7% | 13% | 8% | 9% | 2% | 359 |
| | HR | 75% | 63% | 41% | 11% | 6% | 11% | 8% | 1% | 1% | 1% | 8% | 2% | 20% | 4% | 6% | 4% | 628 |
| | HU | 82% | 46% | 46% | 11% | 4% | 8% | 8% | 10% | 3% | 4% | 12% | 1% | 14% | 3% | 8% | 4% | 535 |
| | IE | 88% | 38% | 36% | 7% | 16% | 8% | 4% | 15% | 1% | 2% | 17% | 5% | 2% | 16% | 7% | 2% | 99 |
| | IT | 82% | 58% | 42% | 12% | 7% | 16% | 31% | 17% | 5% | 4% | 14% | 4% | 4% | 5% | 15% | 3% | 968 |
| | LI | 82% | 73% | 27% | 0% | 27% | 36% | 45% | 45% | 18% | 9% | 27% | 9% | 82% | 36% | 18% | 0% | 11 |
| | LT | 77% | 31% | 44% | 7% | 3% | 14% | 5% | 9% | 7% | 1% | 14% | 2% | 5% | 3% | 7% | 5% | 503 |
| | LU | 88% | 75% | 37% | 8% | 25% | 29% | 15% | 13% | 10% | 2% | 10% | 2% | 56% | 21% | 12% | 0% | 52 |
| | LV | 78% | 37% | 49% | 10% | 6% | 9% | 6% | 9% | 11% | 4% | 15% | 4% | 8% | 2% | 10% | 4% | 467 |
| | MT | 87% | 23% | 43% | 6% | 8% | 11% | 6% | 16% | 3% | 2% | 9% | 2% | 1% | 6% | 8% | 3% | 87 |
| | NL | 87% | 62% | 34% | 11% | 10% | 16% | 11% | 15% | 1% | 1% | 12% | 2% | 13% | 8% | 20% | 1% | 172 |
| | NO | 97% | 40% | 31% | 14% | 6% | 20% | 23% | 20% | 3% | 3% | 29% | 11% | 14% | 9% | 6% | 0% | 35 |
| | PL | 72% | 36% | 43% | 7% | 3% | 12% | 7% | 9% | 4% | 3% | 17% | 3% | 8% | 2% | 4% | 8% | 1.088 |
| | PT | 77% | 35% | 41% | 12% | 7% | 14% | 4% | 12% | 4% | 1% | 5% | 1% | 8% | 7% | 9% | 6% | 413 |
| | RO | 72% | 16% | 46% | 8% | 3% | 12% | 6% | 10% | 3% | 1% | 11% | 22% | 8% | 2% | 7% | 8% | 1.125 |
| | SE | 74% | 27% | 36% | 2% | 13% | 11% | 9% | 10% | 0% | 0% | 13% | 2% | 12% | 23% | 14% | 3% | 111 |
| | SI | 93% | 72% | 55% | 12% | 2% | 11% | 17% | 11% | 9% | 3% | 6% | 4% | 24% | 3% | 7% | 1% | 335 |
| | SK | 83% | 57% | 49% | 13% | 3% | 11% | 10% | 13% | 11% | 3% | 15% | 2% | 28% | 1% | 4% | 3% | 384 |
| | TR | 36% | 5% | 36% | 12% | 4% | 7% | 7% | 5% | 6% | 0% | 3% | 2% | 1% | 2% | 6% | 32% | 931 |
| | UK | 86% | 50% | 31% | 8% | 17% | 10% | 6% | 12% | 6% | 2% | 18% | 7% | 6% | 16% | 7% | 3% | 180 |
| | Other | 65% | 23% | 47% | 8% | 7% | 11% | 8% | 12% | 8% | 1% | 8% | 3% | 7% | 4% | 8% | 10% | 2.517 |
| | **Total** | **75%** | **41%** | **44%** | **10%** | **6%** | **13%** | **12%** | **13%** | **6%** | **3%** | **12%** | **5%** | **11%** | **4%** | **8%** | **7%** | **15.180** |

*Table 14: Perception of the European Union (PP)*

| 18. The way I perceive the European Union now ... | | ... has become worse. | | ... has not changed. | | ... has become better. | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % |
| Country of Origin | AT | 21 | 8% | 151 | 60% | 81 | 32% | 253 | 100% |
| | BE | 11 | 5% | 119 | 57% | 78 | 38% | 208 | 100% |
| | BG | 13 | 2% | 237 | 44% | 285 | 53% | 535 | 100% |
| | CZ | 10 | 1% | 424 | 62% | 247 | 36% | 681 | 100% |
| | DE | 59 | 6% | 536 | 59% | 315 | 35% | 910 | 100% |
| | DK | 8 | 10% | 38 | 46% | 37 | 45% | 83 | 100% |
| | EE | 15 | 4% | 197 | 52% | 169 | 44% | 381 | 100% |
| | ES | 40 | 5% | 353 | 45% | 395 | 50% | 788 | 100% |
| | FI | 3 | 1% | 138 | 64% | 76 | 35% | 217 | 100% |
| | FR | 20 | 6% | 171 | 49% | 156 | 45% | 347 | 100% |
| | HR | 20 | 3% | 336 | 54% | 263 | 42% | 619 | 100% |
| | HU | 104 | 20% | 281 | 54% | 137 | 26% | 522 | 100% |
| | IE | 5 | 5% | 38 | 40% | 53 | 55% | 96 | 100% |
| | IT | 32 | 3% | 395 | 42% | 518 | 55% | 945 | 100% |
| | LI | 0 | 0% | 5 | 71% | 2 | 29% | 7 | 100% |
| | LT | 2 | 0% | 217 | 44% | 270 | 55% | 489 | 100% |
| | LU | 5 | 9% | 26 | 49% | 22 | 42% | 53 | 100% |
| | LV | 2 | 0% | 264 | 57% | 199 | 43% | 465 | 100% |
| | MT | 2 | 2% | 26 | 31% | 55 | 66% | 83 | 100% |
| | NL | 2 | 1% | 95 | 60% | 61 | 39% | 158 | 100% |
| | NO | 2 | 6% | 19 | 58% | 12 | 36% | 33 | 100% |
| | PL | 35 | 3% | 532 | 50% | 498 | 47% | 1.065 | 100% |
| | PT | 6 | 1% | 165 | 41% | 235 | 58% | 406 | 100% |
| | RO | 15 | 1% | 456 | 42% | 615 | 57% | 1.086 | 100% |
| | SE | 3 | 3% | 38 | 37% | 62 | 60% | 103 | 100% |
| | SI | 14 | 4% | 222 | 67% | 96 | 29% | 332 | 100% |
| | SK | 8 | 2% | 193 | 53% | 160 | 44% | 361 | 100% |
| | TR | 20 | 2% | 283 | 30% | 642 | 68% | 945 | 100% |
| | UK | 6 | 3% | 77 | 45% | 90 | 52% | 173 | 100% |
| | Other | 87 | 4% | 1.017 | 42% | 1.316 | 54% | 2.420 | 100% |
| | **Total** | **570** | **4%** | **7.049** | **48%** | **7.145** | **48%** | **14.764** | **100%** |

*Table 15: Effects on educational pathways of participants (PP)*

| 14. Did participating in the project have any further impact on you? I have a clearer idea about my further educational pathway. | | disagree | | agree | | Total | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % |
| Country of Origin | AT | 138 | 52% | 129 | 48% | 267 | 100% |
| | BE | 108 | 48% | 115 | 52% | 223 | 100% |
| | BG | 193 | 33% | 391 | 67% | 584 | 100% |
| | CZ | 287 | 40% | 429 | 60% | 716 | 100% |
| | DE | 413 | 44% | 536 | 56% | 949 | 100% |
| | DK | 45 | 52% | 42 | 48% | 87 | 100% |
| | EE | 115 | 28% | 289 | 72% | 404 | 100% |
| | ES | 219 | 26% | 619 | 74% | 838 | 100% |
| | FI | 142 | 66% | 74 | 34% | 216 | 100% |
| | FR | 138 | 37% | 232 | 63% | 370 | 100% |
| | HR | 215 | 33% | 434 | 67% | 649 | 100% |
| | HU | 247 | 44% | 311 | 56% | 558 | 100% |
| | IE | 27 | 26% | 75 | 74% | 102 | 100% |
| | IT | 259 | 26% | 749 | 74% | 1.008 | 100% |
| | LI | 6 | 55% | 5 | 45% | 11 | 100% |
| | LT | 164 | 32% | 355 | 68% | 519 | 100% |
| | LU | 16 | 30% | 37 | 70% | 53 | 100% |
| | LV | 216 | 44% | 273 | 56% | 489 | 100% |
| | MT | 23 | 26% | 65 | 74% | 88 | 100% |
| | NL | 78 | 44% | 101 | 56% | 179 | 100% |
| | NO | 23 | 62% | 14 | 38% | 37 | 100% |
| | PL | 289 | 26% | 829 | 74% | 1.118 | 100% |
| | PT | 94 | 22% | 331 | 78% | 425 | 100% |
| | RO | 223 | 19% | 941 | 81% | 1.164 | 100% |
| | SE | 53 | 45% | 65 | 55% | 118 | 100% |
| | SI | 147 | 42% | 199 | 58% | 346 | 100% |
| | SK | 131 | 33% | 261 | 67% | 392 | 100% |
| | TR | 169 | 16% | 858 | 84% | 1.027 | 100% |
| | UK | 64 | 35% | 117 | 65% | 181 | 100% |
| | Other | 677 | 26% | 1.902 | 74% | 2.579 | 100% |
| | **Total** | **4.919** | **31%** | **10.778** | **69%** | **15.697** | **100%** |

'disagree' = sum of 'strongly disagree' and 'disagree'; 'agree' = sum of 'strongly agree' and 'agree'

*Table 16: Effects on professional pathways of participants (PP)*

| 14. Did participating in the project have any further impact on you? I have a clearer idea about my professional career aspirations and goals. | | disagree | | agree | | Total | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % |
| Country of Origin | AT | 129 | 48% | 137 | 52% | 266 | 100% |
| | BE | 77 | 34% | 150 | 66% | 227 | 100% |
| | BG | 153 | 26% | 431 | 74% | 584 | 100% |
| | CZ | 269 | 38% | 446 | 62% | 715 | 100% |
| | DE | 436 | 46% | 503 | 54% | 939 | 100% |
| | DK | 39 | 45% | 48 | 55% | 87 | 100% |
| | EE | 86 | 21% | 319 | 79% | 405 | 100% |
| | ES | 158 | 19% | 682 | 81% | 840 | 100% |
| | FI | 108 | 50% | 109 | 50% | 217 | 100% |
| | FR | 87 | 23% | 284 | 77% | 371 | 100% |
| | HR | 171 | 26% | 480 | 74% | 651 | 100% |
| | HU | 192 | 34% | 366 | 66% | 558 | 100% |
| | IE | 17 | 17% | 84 | 83% | 101 | 100% |
| | IT | 281 | 28% | 727 | 72% | 1.008 | 100% |
| | LI | 6 | 55% | 5 | 45% | 11 | 100% |
| | LT | 161 | 31% | 356 | 69% | 517 | 100% |
| | LU | 16 | 30% | 38 | 70% | 54 | 100% |
| | LV | 160 | 33% | 330 | 67% | 490 | 100% |
| | MT | 21 | 24% | 68 | 76% | 89 | 100% |
| | NL | 44 | 25% | 134 | 75% | 178 | 100% |
| | NO | 16 | 43% | 21 | 57% | 37 | 100% |
| | PL | 256 | 23% | 865 | 77% | 1.121 | 100% |
| | PT | 85 | 20% | 339 | 80% | 424 | 100% |
| | RO | 188 | 16% | 975 | 84% | 1.163 | 100% |
| | SE | 47 | 40% | 71 | 60% | 118 | 100% |
| | SI | 133 | 39% | 212 | 61% | 345 | 100% |
| | SK | 90 | 23% | 302 | 77% | 392 | 100% |
| | TR | 180 | 18% | 842 | 82% | 1.022 | 100% |
| | UK | 59 | 33% | 121 | 67% | 180 | 100% |
| | Other | 594 | 23% | 1.972 | 77% | 2.566 | 100% |
| | **Total** | **4.259** | **27%** | **11.417** | **73%** | **15.676** | **100%** |

'disagree' = sum of 'strongly disagree' and 'disagree'; 'agree' = sum of 'strongly agree' and 'agree'

*Table 17: Highest educational attainment (PL)*

| 22. My highest educational attainment is: | | Primary school | | Lower secondary school | | Technical school | | Upper secondary school | | Upper vocational school | | University, Polytechnic, post-secondary /tertiary level College | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 0 | 0% | 1 | 3% | 4 | 10% | 13 | 33% | 2 | 5% | 20 | 50% | 40 |
| | BE | 0 | 0% | 0 | 0% | 1 | 2% | 3 | 7% | 0 | 0% | 39 | 91% | 43 |
| | BG | 0 | 0% | 0 | 0% | 1 | 1% | 5 | 7% | 2 | 3% | 63 | 89% | 71 |
| | CZ | 0 | 0% | 3 | 2% | 3 | 2% | 31 | 23% | 5 | 4% | 90 | 68% | 132 |
| | DE | 0 | 0% | 8 | 4% | 6 | 3% | 30 | 13% | 5 | 2% | 177 | 78% | 226 |
| | DK | 0 | 0% | 0 | 0% | 1 | 6% | 2 | 11% | 3 | 17% | 12 | 67% | 18 |
| | EE | 0 | 0% | 1 | 1% | 2 | 3% | 12 | 18% | 0 | 0% | 53 | 78% | 68 |
| | ES | 0 | 0% | 1 | 1% | 3 | 2% | 9 | 7% | 11 | 9% | 105 | 81% | 129 |
| | FI | 0 | 0% | 0 | 0% | 2 | 3% | 14 | 22% | 7 | 11% | 40 | 63% | 63 |
| | FR | 0 | 0% | 4 | 5% | 2 | 3% | 10 | 13% | 4 | 5% | 59 | 75% | 79 |
| | HR | 0 | 0% | 0 | 0% | 6 | 7% | 8 | 9% | 1 | 1% | 71 | 83% | 86 |
| | HU | 2 | 2% | 0 | 0% | 1 | 1% | 8 | 9% | 1 | 1% | 80 | 87% | 92 |
| | IE | 1 | 3% | 1 | 3% | 1 | 3% | 3 | 9% | 1 | 3% | 25 | 78% | 32 |
| | IT | 0 | 0% | 0 | 0% | 11 | 6% | 34 | 19% | 7 | 4% | 125 | 71% | 177 |
| | LI | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 100% | 2 |
| | LT | 0 | 0% | 1 | 1% | 0 | 0% | 12 | 14% | 1 | 1% | 72 | 84% | 86 |
| | LU | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 100% | 2 |
| | LV | 0 | 0% | 1 | 1% | 1 | 1% | 6 | 8% | 1 | 1% | 71 | 89% | 80 |
| | MT | 0 | 0% | 0 | 0% | 1 | 8% | 1 | 8% | 1 | 8% | 9 | 75% | 12 |
| | NL | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 17% | 12 | 26% | 27 | 57% | 47 |
| | NO | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 29% | 1 | 14% | 4 | 57% | 7 |
| | PL | 0 | 0% | 1 | 0% | 1 | 0% | 21 | 10% | 4 | 2% | 182 | 87% | 209 |
| | PT | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 7% | 8 | 9% | 74 | 84% | 88 |
| | RO | 0 | 0% | 2 | 1% | 2 | 1% | 15 | 7% | 9 | 4% | 178 | 86% | 206 |
| | SE | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 13% | 6 | 15% | 28 | 72% | 39 |
| | SI | 0 | 0% | 0 | 0% | 4 | 6% | 10 | 16% | 4 | 6% | 44 | 71% | 62 |
| | SK | 1 | 2% | 3 | 5% | 1 | 2% | 10 | 16% | 2 | 3% | 46 | 73% | 63 |
| | TR | 0 | 0% | 1 | 1% | 2 | 2% | 7 | 6% | 1 | 1% | 114 | 91% | 125 |
| | UK | 0 | 0% | 1 | 2% | 0 | 0% | 4 | 9% | 2 | 5% | 36 | 84% | 43 |
| | Other | 0 | 0% | 0 | 0% | 4 | 1% | 19 | 5% | 17 | 4% | 342 | 90% | 382 |
| | **Total** | **4** | **0%** | **29** | **1%** | **60** | **2%** | **308** | **11%** | **118** | **4%** | **2.190** | **81%** | **2.709** |

*Table 18: Involvement in the project (PL)*

| 17. I was involved in this project ... | | ... on a voluntary, unpaid basis. | | ... on a temporary full-time employment basis. | | ... on a permanent full-time employment basis. | | ... on a temporary part-time employment basis. | | ... on a permanent part-time employment basis. | | ... on a self-employed basis. | | ... on the basis of an internship/a work placement. | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 24 | 49,0% | 5 | 10,2% | 5 | 10,2% | 5 | 10,2% | 2 | 4,1% | 8 | 16,3% | 0 | 0,0% | 49 |
| | BE | 21 | 47,7% | 2 | 4,5% | 13 | 29,5% | 1 | 2,3% | 7 | 15,9% | 0 | 0,0% | 0 | 0,0% | 44 |
| | BG | 54 | 80,6% | 2 | 3,0% | 6 | 9,0% | 1 | 1,5% | 1 | 1,5% | 2 | 3,0% | 1 | 1,5% | 67 |
| | CZ | 71 | 56,3% | 8 | 6,3% | 17 | 13,5% | 4 | 3,2% | 7 | 5,6% | 18 | 14,3% | 1 | 0,8% | 126 |
| | DE | 100 | 37,9% | 9 | 3,4% | 68 | 25,8% | 5 | 1,9% | 35 | 13,3% | 42 | 15,9% | 5 | 1,9% | 264 |
| | DK | 4 | 26,7% | 2 | 13,3% | 4 | 26,7% | 2 | 13,3% | 3 | 20,0% | 0 | 0,0% | 0 | 0,0% | 15 |
| | EE | 42 | 65,6% | 3 | 4,7% | 13 | 20,3% | 4 | 6,3% | 2 | 3,1% | 0 | 0,0% | 0 | 0,0% | 64 |
| | ES | 104 | 71,2% | 8 | 5,5% | 18 | 12,3% | 1 | 0,7% | 3 | 2,1% | 6 | 4,1% | 6 | 4,1% | 146 |
| | FI | 20 | 32,8% | 4 | 6,6% | 31 | 50,8% | 0 | 0,0% | 3 | 4,9% | 1 | 1,6% | 2 | 3,3% | 61 |
| | FR | 31 | 40,8% | 11 | 14,5% | 26 | 34,2% | 3 | 3,9% | 3 | 3,9% | 2 | 2,6% | 0 | 0,0% | 76 |
| | HR | 58 | 66,7% | 1 | 1,1% | 16 | 18,4% | 2 | 2,3% | 4 | 4,6% | 3 | 3,4% | 3 | 3,4% | 87 |
| | HU | 60 | 67,4% | 2 | 2,2% | 13 | 14,6% | 4 | 4,5% | 6 | 6,7% | 4 | 4,5% | 0 | 0,0% | 89 |
| | IE | 13 | 41,9% | 1 | 3,2% | 9 | 29,0% | 2 | 6,5% | 1 | 3,2% | 5 | 16,1% | 0 | 0,0% | 31 |
| | IT | 125 | 74,9% | 22 | 13,2% | 9 | 5,4% | 5 | 3,0% | 2 | 1,2% | 3 | 1,8% | 1 | 0,6% | 167 |
| | LI | 0 | 0,0% | 1 | 33,3% | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% | 2 | 66,7% | 0 | 0,0% | 3 |
| | LT | 56 | 69,1% | 2 | 2,5% | 7 | 8,6% | 1 | 1,2% | 4 | 4,9% | 5 | 6,2% | 6 | 7,4% | 81 |
| | LU | 2 | 100,0% | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% | 2 |
| | LV | 47 | 63,5% | 3 | 4,1% | 8 | 10,8% | 3 | 4,1% | 4 | 5,4% | 9 | 12,2% | 0 | 0,0% | 74 |
| | MT | 10 | 83,3% | 0 | 0,0% | 1 | 8,3% | 1 | 8,3% | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% | 12 |
| | NL | 27 | 56,3% | 2 | 4,2% | 5 | 10,4% | 1 | 2,1% | 4 | 8,3% | 9 | 18,8% | 0 | 0,0% | 48 |
| | NO | 5 | 83,3% | 0 | 0,0% | 1 | 16,7% | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% | 6 |
| | PL | 91 | 51,4% | 6 | 3,4% | 27 | 15,3% | 11 | 6,2% | 14 | 7,9% | 26 | 14,7% | 2 | 1,1% | 177 |
| | PT | 55 | 65,5% | 6 | 7,1% | 15 | 17,9% | 3 | 3,6% | 2 | 2,4% | 1 | 1,2% | 2 | 2,4% | 84 |
| | RO | 169 | 85,4% | 0 | 0,0% | 9 | 4,5% | 2 | 1,0% | 2 | 1,0% | 16 | 8,1% | 0 | 0,0% | 198 |
| | SE | 14 | 35,0% | 1 | 2,5% | 16 | 40,0% | 4 | 10,0% | 3 | 7,5% | 2 | 5,0% | 0 | 0,0% | 40 |
| | SI | 42 | 75,0% | 3 | 5,4% | 5 | 8,9% | 3 | 5,4% | 2 | 3,6% | 1 | 1,8% | 0 | 0,0% | 56 |
| | SK | 40 | 69,0% | 0 | 0,0% | 7 | 12,1% | 1 | 1,7% | 3 | 5,2% | 4 | 6,9% | 3 | 5,2% | 58 |
| | TR | 83 | 69,2% | 5 | 4,2% | 23 | 19,2% | 3 | 2,5% | 3 | 2,5% | 3 | 2,5% | 0 | 0,0% | 120 |
| | UK | 19 | 46,3% | 1 | 2,4% | 12 | 29,3% | 0 | 0,0% | 2 | 4,9% | 6 | 14,6% | 1 | 2,4% | 41 |
| | Other | 270 | 73,8% | 17 | 4,6% | 35 | 9,6% | 15 | 4,1% | 6 | 1,6% | 16 | 4,4% | 7 | 1,9% | 366 |
| | **Total** | **1.657** | **62,5%** | **127** | **4,8%** | **419** | **15,8%** | **87** | **3,3%** | **128** | **4,8%** | **194** | **7,3%** | **40** | **1,5%** | **2.652** |

*Table 19: Direct involvement in the project (PL)*

| 19. I was directly involved in the project activities ... | | ... throughout/for most of the time. | | ... for more than half of the project. | | ... for less than half of the project. | | ... hardly/not at all. | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 38 | 78% | 6 | 12% | 5 | 10% | 0 | 0% | 49 |
| | BE | 37 | 82% | 3 | 7% | 5 | 11% | 0 | 0% | 45 |
| | BG | 60 | 83% | 5 | 7% | 4 | 6% | 3 | 4% | 72 |
| | CZ | 120 | 90% | 9 | 7% | 4 | 3% | 0 | 0% | 133 |
| | DE | 231 | 82% | 33 | 12% | 13 | 5% | 5 | 2% | 282 |
| | DK | 17 | 94% | 1 | 6% | 0 | 0% | 0 | 0% | 18 |
| | EE | 53 | 78% | 8 | 12% | 7 | 10% | 0 | 0% | 68 |
| | ES | 122 | 81% | 16 | 11% | 10 | 7% | 3 | 2% | 151 |
| | FI | 50 | 78% | 9 | 14% | 4 | 6% | 1 | 2% | 64 |
| | FR | 64 | 82% | 4 | 5% | 9 | 12% | 1 | 1% | 78 |
| | HR | 70 | 80% | 8 | 9% | 8 | 9% | 2 | 2% | 88 |
| | HU | 78 | 84% | 10 | 11% | 4 | 4% | 1 | 1% | 93 |
| | IE | 29 | 94% | 0 | 0% | 1 | 3% | 1 | 3% | 31 |
| | IT | 136 | 76% | 26 | 15% | 12 | 7% | 4 | 2% | 178 |
| | LI | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 3 |
| | LT | 73 | 85% | 10 | 12% | 3 | 3% | 0 | 0% | 86 |
| | LU | 1 | 50% | 1 | 50% | 0 | 0% | 0 | 0% | 2 |
| | LV | 65 | 79% | 9 | 11% | 6 | 7% | 2 | 2% | 82 |
| | MT | 8 | 67% | 2 | 17% | 2 | 17% | 0 | 0% | 12 |
| | NL | 41 | 82% | 7 | 14% | 1 | 2% | 1 | 2% | 50 |
| | NO | 3 | 43% | 1 | 14% | 2 | 29% | 1 | 14% | 7 |
| | PL | 175 | 83% | 23 | 11% | 10 | 5% | 4 | 2% | 212 |
| | PT | 71 | 81% | 11 | 13% | 5 | 6% | 1 | 1% | 88 |
| | RO | 183 | 88% | 14 | 7% | 8 | 4% | 2 | 1% | 207 |
| | SE | 34 | 85% | 5 | 13% | 0 | 0% | 1 | 3% | 40 |
| | SI | 45 | 73% | 12 | 19% | 4 | 6% | 1 | 2% | 62 |
| | SK | 42 | 66% | 12 | 19% | 6 | 9% | 4 | 6% | 64 |
| | TR | 113 | 89% | 7 | 6% | 5 | 4% | 2 | 2% | 127 |
| | UK | 39 | 91% | 2 | 5% | 2 | 5% | 0 | 0% | 43 |
| | Other | 312 | 81% | 48 | 12% | 16 | 4% | 9 | 2% | 385 |
| | **Total** | **2.313** | **82%** | **302** | **11%** | **156** | **6%** | **49** | **2%** | **2.820** |

*Table 20: Effects on project leaders (PL)*

| 11. What effect did your involvement in the project have on you? (values = 'more than before the project') | | I keep myself informed on current European affairs. | | I engage in civil society. | | I actively support the inclusion of people with fewer opportunities. | | I participate in democratic/political life. | | I appreciate cultural diversity. | | I am interested in contributing to youth policy development. | | I feel European. | | I am committed to work against discrimination etc. | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % of cases | Count | % of cases | Count | % of cases | Count | % of cases | Count | % of cases | Count | % of cases | Count | % of cases | Count | % of cases | Count |
| Country of Origin | AT | 13 | 35% | 11 | 30% | 14 | 38% | 6 | 16% | 18 | 49% | 22 | 59% | 13 | 35% | 24 | 65% | 37 |
| | BE | 16 | 41% | 11 | 28% | 15 | 38% | 9 | 23% | 28 | 72% | 17 | 44% | 16 | 41% | 21 | 54% | 39 |
| | BG | 46 | 68% | 33 | 49% | 40 | 59% | 27 | 40% | 59 | 87% | 51 | 75% | 44 | 65% | 41 | 60% | 68 |
| | CZ | 47 | 47% | 52 | 51% | 55 | 54% | 48 | 48% | 71 | 70% | 60 | 59% | 51 | 50% | 66 | 65% | 101 |
| | DE | 118 | 50% | 90 | 38% | 113 | 48% | 67 | 28% | 153 | 65% | 131 | 55% | 125 | 53% | 142 | 60% | 237 |
| | DK | 6 | 46% | 8 | 62% | 11 | 85% | 6 | 46% | 9 | 69% | 8 | 62% | 4 | 31% | 9 | 69% | 13 |
| | EE | 29 | 47% | 23 | 37% | 33 | 53% | 17 | 27% | 51 | 82% | 40 | 65% | 36 | 58% | 31 | 50% | 62 |
| | ES | 78 | 55% | 62 | 44% | 74 | 52% | 40 | 28% | 112 | 79% | 98 | 70% | 63 | 45% | 82 | 58% | 141 |
| | FI | 22 | 40% | 10 | 18% | 28 | 51% | 6 | 11% | 44 | 80% | 19 | 35% | 25 | 45% | 33 | 60% | 55 |
| | FR | 27 | 43% | 20 | 32% | 28 | 44% | 14 | 22% | 47 | 75% | 39 | 62% | 31 | 49% | 35 | 56% | 63 |
| | HR | 38 | 53% | 38 | 53% | 39 | 54% | 12 | 17% | 60 | 83% | 46 | 64% | 41 | 57% | 51 | 71% | 72 |
| | HU | 34 | 39% | 42 | 48% | 36 | 41% | 11 | 13% | 64 | 74% | 50 | 57% | 51 | 59% | 46 | 53% | 87 |
| | IE | 10 | 34% | 13 | 45% | 19 | 66% | 10 | 34% | 18 | 62% | 18 | 62% | 14 | 48% | 23 | 79% | 29 |
| | IT | 78 | 49% | 66 | 41% | 84 | 53% | 41 | 26% | 131 | 82% | 111 | 69% | 103 | 64% | 85 | 53% | 160 |
| | LI | 1 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 100% | 0 | 0% | 0 | 0% | 1 | 50% | 2 |
| | LT | 37 | 49% | 36 | 48% | 43 | 57% | 26 | 35% | 61 | 81% | 46 | 61% | 40 | 53% | 35 | 47% | 75 |
| | LU | 0 | 0% | 1 | 33% | 1 | 33% | 1 | 33% | 2 | 67% | 2 | 67% | 0 | 0% | 3 | 100% | 3 |
| | LV | 33 | 47% | 19 | 27% | 28 | 40% | 18 | 26% | 53 | 76% | 40 | 57% | 28 | 40% | 31 | 44% | 70 |
| | MT | 3 | 23% | 6 | 46% | 9 | 69% | 3 | 23% | 9 | 69% | 10 | 77% | 8 | 62% | 7 | 54% | 13 |
| | NL | 31 | 57% | 27 | 50% | 34 | 63% | 15 | 28% | 38 | 70% | 36 | 67% | 27 | 50% | 32 | 59% | 54 |
| | NO | 4 | 80% | 3 | 60% | 3 | 60% | 2 | 40% | 4 | 80% | 3 | 60% | 3 | 60% | 4 | 80% | 5 |
| | PL | 123 | 61% | 108 | 53% | 115 | 57% | 68 | 34% | 166 | 82% | 122 | 60% | 114 | 56% | 133 | 66% | 202 |
| | PT | 49 | 60% | 40 | 49% | 47 | 57% | 27 | 33% | 62 | 76% | 63 | 77% | 40 | 49% | 48 | 59% | 82 |
| | RO | 116 | 57% | 118 | 58% | 120 | 59% | 56 | 27% | 176 | 86% | 126 | 62% | 119 | 58% | 132 | 65% | 204 |
| | SE | 21 | 64% | 19 | 58% | 22 | 67% | 10 | 30% | 21 | 64% | 18 | 55% | 19 | 58% | 19 | 58% | 33 |
| | SI | 38 | 66% | 24 | 41% | 34 | 59% | 17 | 29% | 38 | 66% | 37 | 64% | 20 | 34% | 31 | 53% | 58 |
| | SK | 36 | 61% | 31 | 53% | 29 | 49% | 22 | 37% | 44 | 75% | 35 | 59% | 33 | 56% | 27 | 46% | 59 |
| | TR | 66 | 73% | 57 | 63% | 68 | 75% | 48 | 53% | 72 | 79% | 65 | 71% | 52 | 57% | 66 | 73% | 91 |
| | UK | 24 | 63% | 15 | 39% | 21 | 55% | 12 | 32% | 30 | 79% | 21 | 55% | 17 | 45% | 27 | 71% | 38 |
| | Other | 201 | 56% | 201 | 56% | 238 | 66% | 126 | 35% | 279 | 78% | 245 | 68% | 170 | 47% | 233 | 65% | 360 |
| | **Total** | **1.345** | **54%** | **1.184** | **47%** | **1.401** | **56%** | **765** | **30%** | **1.922** | **77%** | **1.579** | **63%** | **1.307** | **52%** | **1.518** | **60%** | **2.513** |

*Table 21: Educational effects (PL)*

| 12. To what extent do you agree or disagree with the following statements as a result of the project? (values=sum of 'strongly agree' and 'agree') | | I am now better able to move around on my own in other countries (e.g. travel, study, work placement (internship), job etc.). | I intend to go abroad to study, work, do a work placement (an internship) or live there. | I have a clearer idea about my further educational pathway. | I have a clearer idea about my professional career aspirations and goals. | I have a better understanding of my career options. | I have become aware which of my competences I want to develop further. | I know my strengths and weaknesses better. | I plan to develop my foreign language skills. | I believe that my chances of getting a job have increased. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | % of cases | Count |
| Country of Origin | AT | 78% | 58% | 60% | 71% | 49% | 84% | 76% | 84% | 62% | 45 |
| | BE | 76% | 57% | 47% | 73% | 55% | 90% | 86% | 80% | 51% | 49 |
| | BG | 96% | 64% | 75% | 83% | 84% | 92% | 95% | 96% | 81% | 75 |
| | CZ | 87% | 75% | 83% | 87% | 80% | 95% | 93% | 94% | 83% | 133 |
| | DE | 81% | 54% | 54% | 65% | 54% | 84% | 84% | 87% | 58% | 279 |
| | DK | 83% | 61% | 72% | 72% | 78% | 83% | 89% | 94% | 89% | 18 |
| | EE | 99% | 61% | 72% | 84% | 82% | 97% | 96% | 91% | 82% | 67 |
| | ES | 91% | 82% | 80% | 85% | 80% | 90% | 93% | 97% | 83% | 155 |
| | FI | 82% | 63% | 49% | 82% | 65% | 95% | 95% | 95% | 78% | 65 |
| | FR | 84% | 68% | 70% | 76% | 69% | 84% | 91% | 90% | 60% | 80 |
| | HR | 86% | 62% | 73% | 84% | 82% | 92% | 92% | 93% | 74% | 90 |
| | HU | 91% | 68% | 65% | 79% | 78% | 92% | 99% | 95% | 70% | 98 |
| | IE | 78% | 44% | 63% | 88% | 75% | 88% | 97% | 59% | 78% | 32 |
| | IT | 89% | 78% | 79% | 80% | 75% | 91% | 95% | 91% | 90% | 183 |
| | LI | 67% | 67% | 33% | 67% | 33% | 67% | 100% | 100% | 33% | 3 |
| | LT | 93% | 67% | 80% | 78% | 79% | 94% | 95% | 91% | 74% | 86 |
| | LU | 67% | 100% | 33% | 67% | 33% | 100% | 100% | 67% | 100% | 3 |
| | LV | 75% | 55% | 67% | 73% | 69% | 91% | 94% | 89% | 84% | 85 |
| | MT | 86% | 64% | 71% | 79% | 71% | 86% | 86% | 86% | 86% | 14 |
| | NL | 77% | 62% | 62% | 90% | 83% | 96% | 94% | 81% | 77% | 52 |
| | NO | 75% | 75% | 25% | 63% | 63% | 75% | 88% | 88% | 50% | 8 |
| | PL | 90% | 63% | 82% | 90% | 88% | 90% | 96% | 97% | 81% | 216 |
| | PT | 92% | 79% | 80% | 86% | 80% | 90% | 94% | 91% | 82% | 90 |
| | RO | 93% | 85% | 85% | 89% | 88% | 92% | 93% | 97% | 79% | 211 |
| | SE | 82% | 51% | 54% | 69% | 62% | 87% | 85% | 77% | 79% | 39 |
| | SI | 76% | 52% | 70% | 71% | 81% | 89% | 87% | 94% | 78% | 63 |
| | SK | 93% | 72% | 85% | 88% | 90% | 93% | 93% | 93% | 80% | 60 |
| | TR | 94% | 87% | 88% | 88% | 90% | 93% | 93% | 98% | 90% | 125 |
| | UK | 91% | 70% | 82% | 91% | 84% | 95% | 91% | 89% | 77% | 44 |
| | Other | 94% | 80% | 77% | 84% | 80% | 92% | 91% | 92% | 78% | 399 |
| | **Total** | **80%** | **70%** | **73%** | **81%** | **77%** | **91%** | **92%** | **92%** | **77%** | **2.867** |

*Table 22: Effects on the organisation/group/body (PL)*

| 14. What effect did the project have on your org./group/body? (values=sum of 'strongly agree' and 'agree') | | Country of Origin | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AT | BE | BG | CZ | DE | DK | EE | ES | FI | FR | HR | HU | IE | IT | LI | LT | LU | LV | MT | NL | NO | PL | PT | RO | SE | SI | SK | TR | UK | Other | **Total** |
| More contacts/ partnerships with other countries | % of cases | 91% | 93% | 94% | 98% | 91% | 83% | 92% | 96% | 92% | 84% | 99% | 97% | 97% | 89% | 100% | 93% | 100% | 90% | 100% | 90% | 71% | 88% | 96% | 89% | 93% | 88% | 97% | 93% | 95% | 95% | **93%** |
| More international projects | % of cases | 78% | 78% | 84% | 85% | 77% | 83% | 83% | 86% | 83% | 75% | 87% | 90% | 84% | 79% | 67% | 89% | 50% | 83% | 85% | 90% | 86% | 78% | 93% | 83% | 85% | 83% | 87% | 83% | 83% | 85% | **81%** |
| More networking at the European level | % of cases | 82% | 87% | 88% | 89% | 82% | 72% | 88% | 91% | 92% | 82% | 91% | 87% | 81% | 86% | 67% | 79% | 50% | 83% | 85% | 94% | 86% | 79% | 87% | 88% | 90% | 82% | 82% | 90% | 98% | 88% | **86%** |
| Increased participation of young people in the organisation/group | % of cases | 69% | 73% | 94% | 87% | 79% | 83% | 85% | 88% | 78% | 79% | 88% | 94% | 84% | 86% | 33% | 88% | 50% | 83% | 85% | 83% | 43% | 79% | 95% | 89% | 80% | 85% | 92% | 90% | 93% | 85% | **85%** |
| Increased appreciation of cultural diversity | % of cases | 82% | 84% | 93% | 92% | 89% | 94% | 95% | 97% | 95% | 86% | 95% | 92% | 97% | 93% | 100% | 95% | 100% | 85% | 85% | 88% | 71% | 92% | 94% | 97% | 88% | 78% | 85% | 96% | 95% | 93% | **92%** |
| Increased commitment to include YPFO | % of cases | 67% | 69% | 84% | 80% | 77% | 78% | 89% | 84% | 86% | 79% | 83% | 82% | 94% | 80% | 67% | 88% | 100% | 72% | 100% | 77% | 57% | 81% | 89% | 85% | 80% | 83% | 87% | 90% | 86% | 86% | **83%** |
| More intensive involvement in European issues | % of cases | 67% | 56% | 88% | 71% | 75% | 78% | 74% | 81% | 73% | 71% | 76% | 77% | 88% | 80% | 33% | 85% | 50% | 68% | 62% | 71% | 71% | 81% | 85% | 85% | 70% | 67% | 75% | 87% | 76% | 81% | **78%** |
| Increased competences for the provision of non-formal education | % of cases | 82% | 73% | 90% | 88% | 83% | 94% | 92% | 92% | 80% | 84% | 93% | 89% | 97% | 89% | 100% | 89% | 50% | 87% | 100% | 85% | 86% | 88% | 91% | 93% | 90% | 93% | 87% | 91% | 90% | 90% | **89%** |
| Improved processes of recogn. and valid. of competences of young people other than YP | % of cases | 47% | 58% | 96% | 75% | 62% | 78% | 85% | 80% | 77% | 62% | 77% | 83% | 81% | 71% | 67% | 75% | 0% | 73% | 85% | 79% | 57% | 69% | 85% | 86% | 70% | 82% | 79% | 87% | 81% | 76% | **75%** |
| Increased application of open educational resources | % of cases | 47% | 49% | 33% | 42% | 34% | 28% | 42% | 37% | 45% | 37% | 41% | 37% | 47% | 33% | 33% | 35% | 50% | 45% | 38% | 42% | 0% | 46% | 29% | 39% | 53% | 27% | 56% | 36% | 48% | 44% | **40%** |
| Increased project management competences | % of cases | 36% | 38% | 38% | 48% | 34% | 39% | 18% | 41% | 41% | 45% | 38% | 37% | 41% | 35% | 33% | 31% | 50% | 43% | 23% | 44% | 0% | 31% | 26% | 39% | 45% | 25% | 56% | 28% | 52% | 37% | **37%** |
| Increased knowledge transfer and implem. of good practices within the org. | % of cases | 42% | 51% | 41% | 46% | 34% | 44% | 23% | 35% | 45% | 38% | 43% | 41% | 34% | 42% | 67% | 26% | 50% | 49% | 31% | 54% | 29% | 37% | 28% | 39% | 45% | 25% | 54% | 24% | 60% | 41% | **39%** |
| The network/links with local structures were strengthened | % of cases | 29% | 44% | 39% | 42% | 29% | 39% | 32% | 33% | 55% | 38% | 36% | 42% | 31% | 38% | 33% | 27% | 0% | 48% | 38% | 46% | 14% | 39% | 27% | 34% | 50% | 32% | 46% | 26% | 29% | 40% | **36%** |
| **Total** | **Count** | **45** | **45** | **69** | **131** | **276** | **18** | **66** | **147** | **64** | **73** | **86** | **93** | **32** | **178** | **3** | **84** | **2** | **82** | **13** | **48** | **7** | **205** | **82** | **207** | **40** | **60** | **61** | **121** | **42** | **382** | **2.762** |

*Table 23: Effects on the community (PL)*

| 15. Which effects did the project have on the community, in which it was carried out? (values=sum of 'strongly agree' and 'agree') | | The local community was actively involved in the project. | | The project was positively perceived by the local community. | | The local community has become more aware of the concerns and interests of young people. | | The intercultural dimension was appreciated by the local community. | | The local community has become more committed to the inclusion of young people with fewer opportunities. | | The European dimension was received with interest by the local community. | | The local community has shown interest in similar projects in the future. | | The local community has expressed readiness to support similar activities in the future. | | The project has created synergies between different stakeholders in the local community. | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Country of Origin | AT | 28 | 78% | 24 | 67% | 17 | 47% | 27 | 75% | 12 | 33% | 26 | 72% | 23 | 64% | 22 | 61% | 24 | 67% | 36 |
| | BE | 31 | 76% | 38 | 93% | 28 | 68% | 36 | 88% | 15 | 37% | 30 | 73% | 30 | 73% | 29 | 71% | 29 | 71% | 41 |
| | BG | 61 | 87% | 65 | 93% | 60 | 86% | 62 | 89% | 47 | 67% | 62 | 89% | 63 | 90% | 60 | 86% | 59 | 84% | 70 |
| | CZ | 107 | 86% | 114 | 92% | 103 | 83% | 102 | 82% | 76 | 61% | 98 | 79% | 102 | 82% | 102 | 82% | 85 | 69% | 124 |
| | DE | 182 | 76% | 188 | 79% | 133 | 56% | 186 | 78% | 102 | 43% | 177 | 74% | 177 | 74% | 136 | 57% | 147 | 62% | 239 |
| | DK | 14 | 93% | 14 | 93% | 11 | 73% | 13 | 87% | 10 | 67% | 13 | 87% | 13 | 87% | 13 | 87% | 14 | 93% | 15 |
| | EE | 49 | 80% | 56 | 92% | 44 | 72% | 53 | 87% | 39 | 64% | 41 | 67% | 45 | 74% | 43 | 70% | 37 | 61% | 61 |
| | ES | 121 | 87% | 129 | 93% | 107 | 77% | 125 | 90% | 96 | 69% | 121 | 87% | 115 | 83% | 114 | 82% | 109 | 78% | 139 |
| | FI | 48 | 76% | 59 | 94% | 39 | 62% | 61 | 97% | 38 | 60% | 54 | 86% | 55 | 87% | 49 | 78% | 39 | 62% | 63 |
| | FR | 65 | 86% | 70 | 92% | 53 | 70% | 66 | 87% | 42 | 55% | 63 | 83% | 59 | 78% | 52 | 68% | 47 | 62% | 76 |
| | HR | 69 | 82% | 79 | 94% | 67 | 80% | 81 | 96% | 44 | 52% | 71 | 85% | 71 | 85% | 69 | 82% | 68 | 81% | 84 |
| | HU | 77 | 87% | 81 | 91% | 64 | 72% | 83 | 93% | 58 | 65% | 80 | 90% | 76 | 85% | 71 | 80% | 65 | 73% | 89 |
| | IE | 24 | 77% | 29 | 94% | 24 | 77% | 27 | 87% | 23 | 74% | 26 | 84% | 26 | 84% | 22 | 71% | 21 | 68% | 31 |
| | IT | 137 | 83% | 145 | 87% | 120 | 72% | 148 | 89% | 95 | 57% | 130 | 78% | 133 | 80% | 126 | 76% | 123 | 74% | 166 |
| | LI | 2 | 100% | 2 | 100% | 0 | 0% | 2 | 100% | 0 | 0% | 2 | 100% | 1 | 50% | 0 | 0% | 2 | 100% | 2 |
| | LT | 74 | 91% | 80 | 99% | 69 | 85% | 72 | 89% | 62 | 77% | 70 | 86% | 70 | 86% | 62 | 77% | 64 | 79% | 81 |
| | LU | 2 | 100% | 2 | 100% | 1 | 50% | 2 | 100% | 1 | 50% | 2 | 100% | 2 | 100% | 2 | 100% | 0 | 0% | 2 |
| | LV | 68 | 87% | 72 | 92% | 53 | 68% | 60 | 77% | 47 | 60% | 65 | 83% | 65 | 83% | 66 | 85% | 63 | 81% | 78 |
| | MT | 8 | 89% | 7 | 78% | 8 | 89% | 8 | 89% | 6 | 67% | 8 | 89% | 9 | 100% | 8 | 89% | 7 | 78% | 9 |
| | NL | 34 | 77% | 42 | 95% | 32 | 73% | 41 | 93% | 28 | 64% | 38 | 86% | 36 | 82% | 30 | 68% | 31 | 70% | 44 |
| | NO | 4 | 80% | 4 | 80% | 4 | 80% | 4 | 80% | 2 | 40% | 3 | 60% | 3 | 60% | 1 | 20% | 2 | 40% | 5 |
| | PL | 173 | 86% | 195 | 97% | 161 | 80% | 186 | 92% | 137 | 68% | 178 | 88% | 171 | 85% | 161 | 80% | 144 | 71% | 202 |
| | PT | 74 | 90% | 80 | 98% | 68 | 83% | 79 | 96% | 59 | 72% | 74 | 90% | 74 | 90% | 74 | 90% | 75 | 91% | 82 |
| | RO | 177 | 88% | 192 | 95% | 170 | 84% | 191 | 95% | 139 | 69% | 179 | 89% | 171 | 85% | 165 | 82% | 158 | 78% | 202 |
| | SE | 34 | 85% | 36 | 90% | 24 | 60% | 33 | 83% | 16 | 40% | 30 | 75% | 33 | 83% | 26 | 65% | 26 | 65% | 40 |
| | SI | 54 | 90% | 57 | 95% | 36 | 60% | 55 | 92% | 31 | 52% | 45 | 75% | 46 | 77% | 46 | 77% | 41 | 68% | 60 |
| | SK | 53 | 91% | 52 | 90% | 44 | 76% | 53 | 91% | 41 | 71% | 49 | 84% | 47 | 81% | 48 | 83% | 47 | 81% | 58 |
| | TR | 96 | 83% | 108 | 93% | 96 | 83% | 107 | 92% | 87 | 75% | 95 | 82% | 97 | 84% | 96 | 83% | 99 | 85% | 116 |
| | UK | 34 | 85% | 37 | 93% | 33 | 83% | 37 | 93% | 27 | 68% | 33 | 83% | 30 | 75% | 30 | 75% | 27 | 68% | 40 |
| | Other | 295 | 84% | 321 | 91% | 272 | 77% | 317 | 90% | 233 | 66% | 303 | 86% | 285 | 81% | 285 | 81% | 254 | 72% | 353 |
| | **Total** | **2.195** | **84%** | **2.378** | **91%** | **1.941** | **74%** | **2.317** | **89%** | **1.613** | **62%** | **2.166** | **83%** | **2.128** | **82%** | **2.008** | **77%** | **1.907** | **73%** | **2.608** |