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Institute for Research on Generations and Family - Youth Research

Christiane Meyers, Daniel Weis & Helmut Willems

Research-based Analysis of Youth in Action

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project participants and project leaders
between 2011 and 2014 in Luxembourg**

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LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse



Erasmus+
Jeunesse en action

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Introduction

The following report gives an overview of the results of several surveys realised between 2011 and 2014 in the framework of the Youth in Action programme (YiA) in Luxembourg. The projects evaluated in these studies were all funded under the YiA programme between 2007 and 2013. The YiA programme has been set up by the European Union for young people aged 13 to 30 years in order to promote mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue.

The studies were designed and coordinated by a self-governed European research network "Research-based Analysis and Monitoring of Erasmus+: Youth in Action" ("RAY Network"). It was founded in 2008 on the initiative of the Austrian National Agency of the YiA programme, in particular by its consortium partners Interkulturelles Zentrum and the Institute of Educational Science of the University of Innsbruck, in order to develop joint transnational research activities related to the YiA programme. Since 2011, Luxembourg is a member of this network.

In Luxembourg the study is financed by the Ministry of Education, Children and Youth (before 2013 by the Ministry of Family and Integration). The National Agency (NA) for the YiA Programme inside the "Service National de la Jeunesse" (SNJ) was the national partner of the RAY network and responsible for the administrative part of the study¹. The researchers of the University of Luxembourg of the research group "Youth Research: Context and Structures of Growing-up" of the research unit INSIDE (Integrative Research Unit on Social and Individual Development) were responsible for the scientific part of the study.

Between 2011 and 2014 the participants and leaders of the projects in the YiA programme were contacted via e-mail to answer an online questionnaire on their experiences. The studies were realised in May and November of each year, resulting in 7 different survey times. 4 surveys were realised with a questionnaire developed for the standard survey (November 2011, May 2013, November 2013, November 2014), and 3 surveys were realised in the framework of a special survey on non-formal learning (NFL) (May 2012, November 2012, and May 2013). The projects included in the surveys were those funded from the Luxembourgish Agency; their core activity ended 3 to 6 months before the survey date, e.g. the projects which ended between 1 February and 31 August were polled in the November survey.

In total, more than 2,200 project participants (PP) and 800 project leaders (PL) were contacted for the 7 surveys in Luxembourg (see Table 1 and Table 2). The response rate of the project participants for projects funded in Luxembourg was 25% and for the project leaders 31%. 22 project participants and 9 project leaders were not part of a project funded by the Luxembourgish Agency, but were contacted for the survey by another country's Agency. As they were either residents of Luxembourg or staying in Luxembourg for the project, they were added to the Luxembourgish sample. In total, data of 589 project participants and 252 project leaders could be included in the analysis.

As the questionnaire of the special survey on non-formal learning had a lot of new questions on the specific topic of non-formal learning in the projects and skipped some of the questions from the standard survey, some of the results presented in the tables and figures could only be done for the sub-groups of the standard survey or the special survey.

We use the transnational results from 2011 (Fennes, 2012) to compare them with the national Luxembourgish results. This is the last time the results of the standard RAY studies were analysed and published in a transnational way.

¹ In 2017 Anefore asbl became the National Agency for the education and youth fields of the Erasmus+ programme.

Table 1: Description of surveys done in Luxembourg and numbers concerning project participants (PP)

Nr	Survey date	Survey	Projects where activity ends between	PP reached by e-mail	Number of PP who answered	Response rate of PP	Additional PP from other funding countries	Total sample of PP
1	November 2011	Standard survey	1 Febr 11–31 Aug 11	291	98	34%	12	110
2	May 2012	Special survey on non-formal learning	1 Sept 11–31 Jan 12	187	32	17%	1	33
3	November 2012	Special survey on non-formal learning	1 Febr 12–31 Aug 12	40	11	28%	3	14
4	May 2013	Special survey on non-formal learning	1 Febr 12–31 Aug 12	448	93	21%	0	93
5	May 2013	Standard survey	1 Sept 12–31 Aug 13	330	98	30%	3	101
6	November 2013	Standard survey	1 Febr 13–31 Aug 13	381	126	33%	1	127
7	November 2014	Standard survey	1 Sept 13–31 Aug 14	590	109	18%	2	111
		4 standard surveys		1,592	431	27%	18	449
		3 special surveys on non-formal learning		675	136	20%	4	140
		All surveys		2,267	567	25%	22	589

Table 2: Description of surveys done in Luxembourg and numbers concerning project leaders (PL)

Nr	Survey date	Survey	Projects where activity ends between	PL reached by e-mail	Number of PL who answered	Response rate of PL	Additional PL from other funding countries	Total sample of PL
1	November 2011	Standard survey	1 Febr 11–31 Aug 11	109	34	31%	4	38
2	May 2012	Special survey on non-formal learning	1 Sept 11–31 Jan 12	58	23	40%	0	23
3	November 2012	Special survey on non-formal learning	1 Febr 12–31 Aug 12	95	32	34%	2	34
4	May 2013	Special survey on non-formal learning	1 Febr 12–31 Aug 12	103	25	24%	0	25
5	May 2013	Standard survey	1 Sept. 12–31 Jan 13	88	36	41%	3	39
6	November 2013	Standard survey	1 Febr 13–31 Aug 13	128	48	38%	0	48
7	November 2014	Standard survey	1 Sept 13–31 Aug 14	200	45	23%	0	45
		4 standard surveys		525	163	31%	7	170
		3 special surveys on non-formal learning		256	80	31%	2	82
		All surveys		781	243	31%	9	252

Two of the surveys realised in Luxembourg are not conform to the standards defined by RAY network:

- The survey number 4 in May 2013 was a repetition of the NFL survey of November 2012. In November 2012 only participants of a European Voluntary Service (EVS) and project leaders were included in the e-mail lists provided by the National Agency. In the NFL survey of May 2013, all the project participants in the respective projects were included in the survey.
- In the survey number 7 in November 2014 the standard for the activity period of the project was prolonged (also projects that ended 10–15 months before the survey were included) in order to reach more projects.

A. Description of the sample

The following description gives a first overview of the composition of the sample. Among the project participants in the sample one third resided in Luxembourg at the time of the project (see Table 3). The percentages of the project participants from Luxembourg only changed slightly over the four years. About 16% of the project participants that answered the questionnaire were living in one of the neighbouring countries, 41% of the project participants came from another country of the EU-28. Only a small percentage (7%) originates from a country outside the EU.

We can compare these figures from the sample with figures from the contact data gathered to send e-mails to the participants. By this way we can assess whether the sample is representative for the population of participants in the projects. In the contact data lists we find a slightly higher percentage of participants living in Luxembourg than in the sample: 42% of the participants contacted were from Luxembourg, 13% from neighbouring countries, and 34% from other countries of the EU-28. Thus project participants from Luxembourg are a little underrepresented in the sample, whereas participants from other European countries, including the neighbouring countries, are overrepresented.

Table 3: Country of origin of all PP by funding year of project

	funding year (rec.)				Total	
	2008–2010	2011	2012	2013–2014		
Luxembourg	38.2%	36.8%	40.5%	28.3%	35.3%	205
neighbouring countries	14.5%	23.6%	15.6%	13.6%	16.2%	94
other EU-28 countries	31.8%	33.0%	39.9%	52.4%	41.2%	239
other	15.5%	6.6%	4.0%	5.8%	7.2%	42
Total	100.0%	100.0%	100.0%	100.0%	100.0%	
	110	106	173	191		580

Note: The variable used for the country of origin of the PP is based on information from the NA; percent of columns.

We find approximately the same distribution for the country of origin of the project leaders as for the project participants in the sample (see Table 4): 37% of the project leaders were living in Luxembourg, 13% in one of the neighbouring countries, and 40% came from another country of the EU-28.

Table 4: Country of origin of all PL by funding year of project

	funding year (rec.)				Total	
	2008–2010	2011	2012	2013–2014		
Luxembourg	63.0%	35.4%	33.3%	32.8%	36.9%	93
neighbouring countries	14.8%	10.8%	12.9%	13.4%	12.7%	32
other EU-28 countries	11.1%	41.5%	46.2%	41.8%	40.1%	101
other	11.1%	12.3%	7.5%	11.9%	10.3%	26
Total	100.0%	100.0%	100.0%	100.0%	100.0%	
	27	65	93	67		252

Note: The variable used for the country of origin of the PL is based on information from the NA; percentage of columns.

The comparison of the sample with the figures from the contact data list shows a similar pattern for the project leaders to the project participants. In the contact data list 41% of the project leaders lived in Luxembourg, 13% in a neighbouring country, and 38% in another country of the EU-28. Thus the Luxembourgish project leaders are a little bit underrepresented in the sample,

whereas the project leaders from other EU-28 countries (excluding the neighbouring countries) are a little overrepresented.

Almost all projects to which the polled project participants and project leaders refer were funded by the Luxembourgish National Agency (each by more than 96%) (see Table 5 and Table 6).

Table 5: Funding country of projects (PP)

	Frequency	Percent
Luxembourg	567	96.3%
Turkey	7	1.2%
Estonia	5	.8%
Belgium	3	.5%
Germany	2	.3%
Liechtenstein	2	.3%
Austria	1	.2%
France	1	.2%
Poland	1	.2%
Total	589	100.0%

Note: The variable used is based on information provided by the NA.

Table 6: Funding country of projects (PL)

	Frequency	Percent
Luxembourg	243	96.4%
Austria	3	1.2%
Germany	2	.8%
Liechtenstein	2	.8%
Belgium	1	.4%
Finland	1	.4%
Total	252	100.0%

Note: The variable used is based on information provided by the NA.

A differentiation by project types reveals that projects with young people are most strongly represented in the sample (see Table 7). This is not only true among the polled project participants but also among the project leaders (see Table 8). Among the projects with young people, Youth Exchanges are those in which most of the project participants and the project leaders participated.

Compared to the contact data lists, participants in projects with young people are underrepresented in the sample (77% of the participants from the contact data list vs. 61% in the sample) and projects with youth workers are overrepresented (15% of the participants from the contact data list vs. 29% in the sample). Participants of an EVS responded a little more often in the survey (10%) compared to their share in the contact data lists (8%). If we look at the list of the project types within projects with young people, Youth Exchanges are well represented in the sample, as their part in the contact data list was 42% (41% in the sample). The projects that seem to be underrepresented are the three other action types: in the contact data list 11% of participants came from Youth Initiatives (7% in the sample), 7% from Youth Democracy Projects (2% in the sample), 17% from projects of the Structured Dialogue (12% in the sample). In contrast, all the project types with youth workers are overrepresented in the sample, as only 9% of the participants from the contact data lists were participating in a Training & Networking project (17% in the sample) and 6% in a TCP (12% in the sample).

Table 7: Action types and project types in the contact data lists and the sample (PP)

	Contact data lists		Sample	
Projects with young people	77.3%	2,119	60.9%	359
Youth Exchanges (1.1 and 3.1)	42.3%	1,160	40.6%	239
Youth Initiatives (1.2)	10.9%	298	6.5%	38
Youth Democracy Projects (1.3)	7.0%	193	1.9%	11
Structured Dialogue – Meetings of youth and youth policy decision-makers (5.1)	17.1%	468	11.9%	70
European Voluntary Service (2)	8.0%	220	10.4%	61
Projects with youth workers	14.7%	404	28.8%	170
Training & Networking (4.3, 4.9, and 3.1)	9.2%	251	17.1%	101
Training and Cooperation Plans	5.6%	153	11.7%	69
Total	100%	2,743	100%	589

Note: The variable used is based on information provided by the NA. All PP are included in the analysis; percent of columns.

The comparison of the project types in the project leaders' sample with the contact data list shows a different picture to those in the project participants' sample. Overall the project leaders of projects with young people are overrepresented in the sample (68%), as their part in the contact data list was only 60%. In contrast, the part of project leaders of an EVS is smaller in the sample (16%) than in the contact data list (23%). For the projects with youth workers the part in the sample (17%) and in the contact data list (18%) are nearly the same. Within the projects with young people, the project leaders in Youth Exchanges are overrepresented (55% in the sample vs. 43% in the contact data list), whereas project leaders in Youth Initiatives and Youth Democracy Projects are underrepresented (8% and 1% in the sample vs. 10% and 2% in the contact data list). Project leaders in Structured Dialogue projects are well represented (4% in the sample vs. 5% in the contact data list). The different project types with youth workers have nearly the same percentages in the sample as in the contact data list (T&N: 16% in the sample vs. 17% in the contact data list; TCP: 1% in the sample and in the contact data list).

Table 8: Action types and project types in the contact data lists and in the sample (PL)

	Contact data lists		Sample	
Projects with young people	59.5%	521	67.9%	171
Youth Exchanges (1.1 and 3.1)	43.0%	376	54.8%	138
Youth Initiatives (1.2)	10.1%	88	7.9%	20
Youth Democracy Projects (1.3)	2.1%	18	0.8%	2
Structured Dialogue – Meetings of youth and youth policy decision-makers (5.1)	4.5%	39	4.4%	11
European Voluntary Service (2)	22.7%	199	15.5%	39
Projects with youth workers	17.7%	155	16.7%	42
Training & Networking (4.3, 4.9, and 3.1)	16.9%	148	15.5%	39
Training and Cooperation Plans	0.8%	7	1.2%	3
Total	100%	875	100%	252

Note: The variable used is based on information provided by the NA. All PL are included in the analysis; percent of columns.

In conclusion, the comparison of the sample distribution with known characteristics of the participants and leaders shows some smaller deviations. Therefore, the following analyses will always look at the differences of the country of origin and the project types. As the percentages of the different action types are sometimes quite small, we will rather use the broader project types than the action types in the following chapters. In the next chapters we will also use a restricted sample for the analysis by project types: a comparison of the action types provided by

the National Agency with the answers of the participants showed some errors in the participants' and project leaders' answers. Only those participants for whom the action type given by the National Agency was the same as the one given by the project participants or the project leaders were integrated in the analysis concerning the action types. Since the different project types also vary a lot from year to year (see Table 72 and Table 73 in Annex), we will not look into the differences concerning the funding years any more.

B. Profile of the participants

In this chapter the socio-demographic characteristics of the project participants are described.

1. Gender of participants

The majority of all project participants (N=587) from the 7 surveys is female (58.4%), whilst 41.6% are male. Nevertheless, one can note that gender distribution differentiates depending on the type of project (see Table 9). 4 out of 5 participants of an EVS are women.

This overrepresentation of women in the sample is not found as clear in the projects. A comparison with the gender of the persons on the original contact data lists shows that in general the projects are rather balanced, with women making up 53% of the participants and men 47%. In projects with young people the percentage of women in the contact data lists lies about 51%, for EVS 67%, and for projects with youth workers 57%. Female participants in projects with young people or EVS are overrepresented in the sample, whereas female youth workers are underrepresented.

In the 2011 transnational analysis female participants are even more overrepresented than in the Luxembourg sample, as the percentage of women answering the questionnaire made up 66% (Fennes, 2012, p. 102). As the part of women and men in the projects in Europe is almost balanced, Fennes (2012) concludes that women are more likely to answer online questionnaires than men.

Table 9: Gender of PP by project type

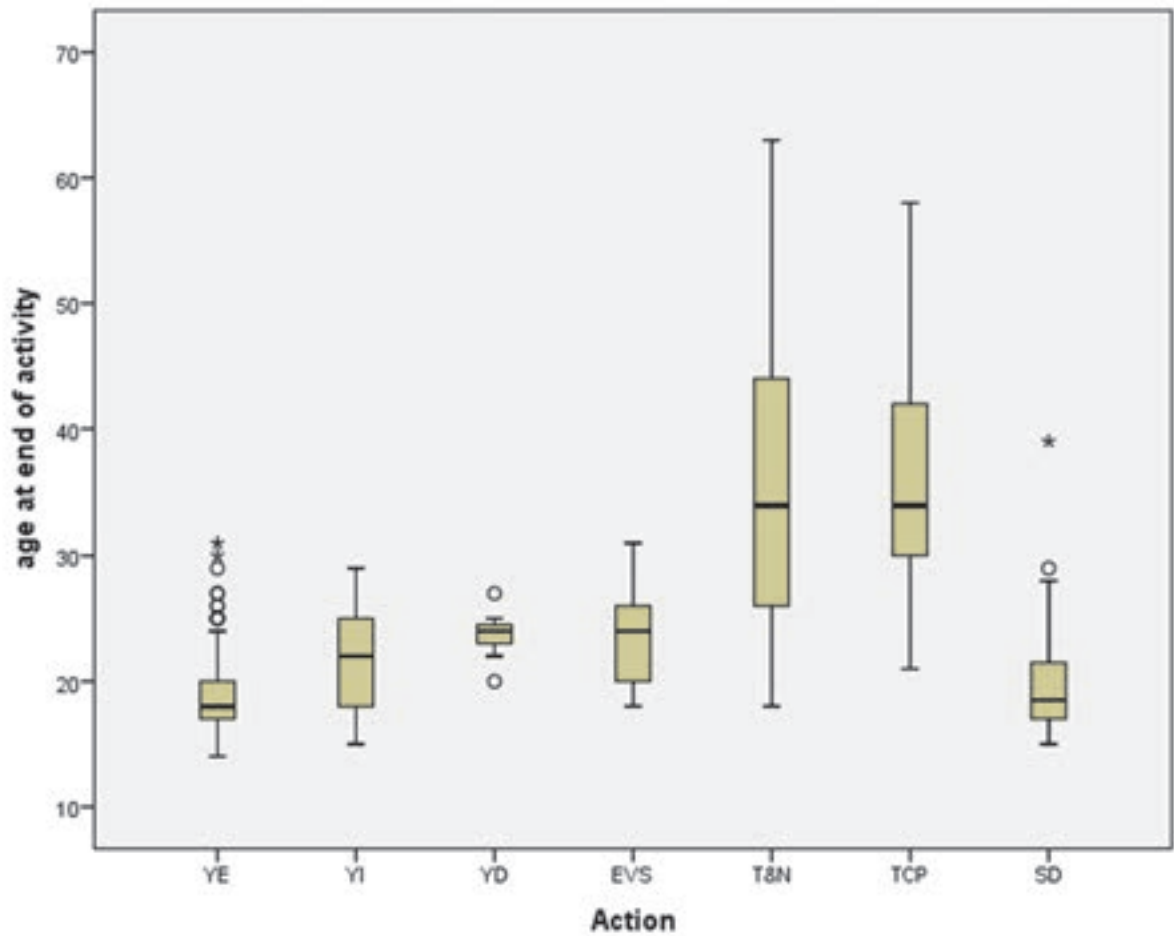
		Project type			Total
		Projects with young people	EVS	Projects with youth workers	
I am:	female	56.6%	79.1%	53.8%	58.5%
	male	43.4%	20.9%	46.2%	41.5%
Total		100.0%	100.0%	100.0%	100.0%
		189	43	117	349

Note: N=349; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; percent of columns.

2. Age of participants

The age of the project participants differs clearly among the different action types (see Figure 1 and Table 10). While participants of Youth Exchanges, Structured Dialogue, Youth Initiatives, European Voluntary Service and Youth Democracy Projects are on average 20 years old, participants of Training & Networking projects are on average in their mid-thirties.

Figure 1: Age of PP by action type



Note: N=347; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA.

Table 10: Mean age of PP (at end of activity) by action type

	Mean	N
YE	19.03	123
SD	20.15	40
YI	22.06	18
EVS	23.30	43
YD	23.71	7
T&N	35.80	69
TCP	36.72	47

Note: N=347; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA.

3. Living environment of participants

The participants were asked to indicate the environment they are mainly living in, ranging from the countryside to a big city over 1 million people. Within the sample of projects funded in Luxembourg, the 6 categories were nearly equally used (around 20% each), except for the countryside and the big cities (see Table 11). These figures change a lot if we look at the participants from different origin countries. The project participants from Luxembourg live more often in smaller towns or villages as the other groups: 39% state to live in a small town and 30% in a village. Participants from neighbouring countries live more often in towns or cities, and those from other EU-28 countries or outside the EU live more often in cities or even big cities.

In the transnational sample of 2011 17% of the participants were living in big cities, 30% in cities and 23% in towns, thus showing that the participants from the Luxembourgish sample come less often from urban areas (Fennes, 2012, p. 111).

Table 11: Living environment of PP by country of origin ("I live mainly in ...")

	I live mainly in ...						Total
	... a big city (over 1,000,000 people).	... a city (100,000 to 1,000,000 people).	... a town (15,000 to about 100,000 people).	... a small town (3,000 to about 15,000 people).	... a village (fewer than 3,000 people).	... in the countryside (e.g. on a farm, in an isolated house).	
Luxembourg	4.4%	6.6%	16.9%	38.8%	29.5%	3.8%	183
neighbouring countries	16.5%	21.2%	25.9%	18.8%	14.1%	3.5%	85
other EU-28 countries	21.1%	26.8%	21.6%	16.0%	11.3%	3.3%	213
other	35.9%	41.0%	10.3%	7.7%	5.1%	0.0%	39
Total	15.6%	19.8%	19.8%	23.8%	17.7%	3.3%	520

Note: Differences significant at the 0.01 level; percent of rows.

4. Occupation of participants²

In regard to the employment status of the project participants, the findings show that 59% of them were in education or training during the project or just prior to the project for the EVS. 34% of all project participants state to be employed (full-time, half-time or self-employed) (see Table 12).

Compared to the participants of the transnational sample of 2011, in Luxembourg we find a little less participants in education or training (63% in the transnational sample) and a little bit more participants that are employed (26% in the transnational sample) (Fennes, 2012, p. 111).

² The questions on the occupational and the educational status of the participants had multiple choice answers. The interpretation of the participants' answers seems sometimes contradictory, e.g. when a participant says that he is employed full-time and a pupil at school. On the one hand this may be explained by the change in the participants' status during the time of the project. On the other hand it may be the expression of young people's complex status in the transition period, where situations of employment and education may be combined or juxtaposed.

Table 12: Occupation of participants (“When I participated in the project, I was mainly ...”)

		Responses		Percent of cases
		N	Percent	
Occupation:	in education or training	303	49.3%	58.6%
	employed full-time	114	18.6%	22.1%
	employed part-time	39	6.4%	7.5%
	self-employed	20	3.3%	3.9%
	unemployed	29	4.7%	5.6%
	a volunteer	61	9.9%	11.8%
	not in paid work (e.g. taking care of children, relatives, household, etc.)	12	2.0%	2.3%
	other	36	5.9%	7.0%
Total		614	100.0%	118.8%

Note: N respondents=517; multiple answers possible.

Clear differences can be found among project types: most participants of projects with young people are still studying (83%), whereas the majority of participants of projects with youth workers are employed (90%) (see Table 13). The participants of an EVS were asked to indicate their occupation just before they went abroad for their EVS. One third of them were in education and only about 17% were employed. Nearly a quarter of the participants of an EVS were unemployed or not in paid work before they went abroad. This indicates the high importance of voluntary services for young people in their transition phase to adulthood (see also Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse – MENJE, Luxembourg & Université du Luxembourg – UL, 2015]. It is surprising to see that 32% of the EVS have been a volunteer prior to the project. Either some participants didn't fully understand the question or a lot of participants take part in other voluntary services prior to the EVS.

Table 13: Occupation of participants by project type (“When I participated in the project, I was mainly ...”)

		Project type			Total	
		Projects with young people	EVS	Projects with youth workers		
Occupation:	in education or training**	82.9%	36.6%	19.4%	55.9%	181
	employed full-time**	9.1%	12.2%	59.3%	26.2%	85
	employed part-time	2.9%	2.4%	20.4%	8.6%	28
	self-employed	2.3%	2.4%	10.2%	4.9%	16
	unemployed	4.6%	19.5%	0.0%	4.9%	16
	a volunteer	6.3%	31.7%	8.3%	10.2%	33
	not in paid work (e.g. taking care of children, relatives, household, etc.)	2.3%	4.9%	0.9%	2.2%	7
	other	5.7%	7.3%	5.6%	5.9%	19
Total respondents		175	41	108		324

Note: N respondents=324; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; multiple answers possible; percentages and totals are based on respondents.

5. Educational status

Most of the participants in the Luxembourgish sample were pupils at school (47%) or students (24%) (see Table 14). 23% said not to be in education or training at all.

Compared to the transnational data set of 2011, the participants in the Luxembourgish projects were less often students (33% in the transnational sample) and more often not in education or training (16% in the transnational sample), whereas the proportion of pupils was nearly the same (45% in the transnational sample) (Fennes, 2012, p. 112).

Table 14: Education or training of the participants (“When I participated in the project, I was ...”)

		Responses		Percent of cases
		N	Percent	
Education or training:	a pupil at school (secondary school student)	231	44.0%	46.9%
	a student at a university, polytechnic, etc.	119	22.7%	24.1%
	an apprentice in vocational education or training	13	2.5%	2.6%
	an intern/doing a work placement	21	4.0%	4.3%
	doing another type of education or training	28	5.3%	5.7%
	not in education or training	113	21.5%	22.9%
Total		525	100.0%	106.5%

Note: N respondents=493; multiple answers possible.

It seems that the participants living in Luxembourg or a neighbouring country were more often pupils than those living in another country in or outside Europe (see Table 15). Especially participants from countries outside the EU were more often students.

Table 15: Education or training of the participants by country of origin (“When I participated in the project, I was ...”)

		Country of origin				Total	
		Luxem- bourg	neigh- bouring coun- tries	other EU-28 coun- tries	other		
Education or training:	a pupil at school (secondary school student)**	52.1%	58.0%	42.6%	21.1%	46.7%	227
	a student at a university, polytechnic, etc.**	23.0%	18.5%	21.8%	50.0%	23.9%	116
	an apprentice in vocational education or training	3.6%	2.5%	2.0%	2.6%	2.7%	13
	an intern/doing a work placement	5.5%	3.7%	4.0%	2.6%	4.3%	21
	doing another type of education or training	6.1%	3.7%	5.9%	7.9%	5.8%	28
	not in education or training	18.8%	23.5%	27.2%	18.4%	23.0%	112
Total respondents		165	81	202	38		486

Note: N respondents=486; multiple answers possible; percentages and totals are based on respondents.

6. Educational attainment

Most of the participants of projects funded in Luxembourg have obtained a diploma from the upper secondary school or from tertiary education (see Table 16). Only 17% of the participants have not obtained a diploma from secondary school. Most of these are young people under the age of 18 who are probably still in the education system. In the group aged 18 to 25 years, only 14%, and in the group aged 26 years and older only 3% have a lower educational attainment.

Compared to the transnational sample, more participants from the Luxembourgish sample seem to have a higher diploma (38% of the PP in the transnational sample possess a tertiary diploma; 23% have lower education) (Fennes, 2012, p. 104).

Table 16: Highest educational attainment of participants by age groups

		Age group (end of activity)			Total	
		17 and younger	18–25	26 and older		
My highest educational attainment is:	lower education	46.7%	13.7%	3.4%	17.4%	100
	upper secondary/vocational school	49.2%	51.1%	15.3%	39.7%	228
	university, polytechnic, post-secondary/tertiary level college	4.2%	35.3%	81.3%	42.9%	246
Total		100.0%	100.0%	100.0%	100.0%	
		120	278	176		574

Note: Differences significant at the 0.01 level; percent of columns.

An analysis of the educational attainment by project types shows that, due to their age, the participants in projects with youth workers have the highest diploma: almost 4 out of 5 have a diploma from tertiary education (see Table 17). But also participants of an EVS have a high educational attainment, as 45% have successfully finished secondary education and 48% have finished a tertiary school with success. The lower educational attainment of the participants of projects with young people is probably due to their younger age.

Table 17: Highest educational attainment of participants by project type (restricted)

		Project type			Total	
		Projects with young people	EVS	Projects with youth workers		
My highest educational attainment is:	lower education	27.7%	7.1%	5.2%	17.5%	60
	upper secondary/vocational school	51.1%	45.2%	16.4%	38.6%	132
	university, polytechnic, post-secondary/tertiary level college	21.2%	47.6%	78.4%	43.9%	150
Total		100.0%	100.0%	100.0%	100.0%	
		184	42	116		342

Note: Only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; differences significant at the 0.01 level; percent of columns.

Unlike the participants themselves, their parents' educational attainment is more often lower education and less often a diploma of the upper secondary school (see Table 18). Nevertheless, 41% of the participants' fathers and 37% of their mothers have a diploma from tertiary

education, which indicates that a large part of the participants can rely on their families' cultural capital.

Table 18: Highest educational attainment of father/male legal guardian and mother/female legal guardian

		Father/male legal guardian		Mother/female legal guardian	
What is the highest educational attainment of your parents/legal guardians?	Lower education	32.9%	169	35.1%	181
	Upper secondary/vocational school	21.2%	109	24.1%	124
	University, polytechnic, post-secondary/tertiary level	40.9%	210	37.1%	191
	I do not know	4.9%	25	3.7%	19
Total		100.0%	513	100.0%	515

7. Attitudes on political participation

The standard surveys also asked the project participants' attitudes on political participation. Results show that the vast majority attaches importance to the discussion of political themes and the direct political participation of young people (see Table 19). These attitudes are a little less positive but comparable to those of the participants in the transnational sample: 70% say that young people should definitely have a say in political decision processes, 65% say young people should definitely discuss political and social issues, 49% think they should definitely be involved in European politics, and 48% think young people should definitely get in direct contact with politicians (Fennes, 2012, p. 215).

Table 19: Attitudes on political participation ("Do you believe that it is important for young people ...")

	Not at all	Not so much	To some extent	Definitely	Total N
... to make use of their right to have a say in political decision making processes affecting them directly?	1.7%	5.6%	29.2%	63.5%	414
... to discuss political and social issues?	0.2%	6.9%	30.6%	62.2%	418
... to have the opportunity to get in direct contact with political actors?	1.7%	13.2%	37.3%	47.8%	416
... to be involved in European politics?	0.5%	11.4%	42.8%	45.4%	414

Note: N=414–418; only participants in the 4 standard surveys; percent of rows.

As different studies show (Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse – MENJE, Luxembourg & Université du Luxembourg – UL, 2015), political participation increases with young people's age and maturity. The older participants of the YiA projects (18 to 25 years and 26 years and older) show in nearly all the questions on political participation higher approval ratings than the younger participants (under 17 years).

8. Minority affiliation

Every tenth of the polled project participants indicates to belong to a cultural, ethnical, religious or linguistic minority in his or her home country (see Table 20). Among the project participants living in Luxembourg this share is not significantly higher than among the participants from other countries.

Compared to the transnational analysis of 2011, this percentage is nearly the same with 11.3% (Fennes, 2012, p. 109).

Table 20: Belonging to a cultural, ethnic, religious or linguistic minority in the country where they live by country of origin

		Country of origin				Total	
		Luxem- bourg	neigh- bouring coun- tries	other EU-28 coun- tries	other		
Do you belong to a cultural, ethnic, religious or linguistic minority in the country where you live?	Yes	12.9%	12.3%	7.1%	23.7%	11.2%	57
	No	87.1%	87.7%	92.9%	76.3%	88.8%	451
Total		100%	100%	100%	100%	100%	
		178	81	211	38		508

Note: percent of columns.

Most of the participants who say that they belong to a minority in their country are immigrants or have a migration background (see Table 21).

Table 21: Minority affiliation by country of origin

		Country of origin		Total	
		Luxem- bourg	other		
Minority affiliation	I belong to a minority that has always lived in this country (autochthonous/indigenous minority).	16.7%	25.0%	21.7%	10
	I belong to an ethnic or cultural minority.	16.7%	10.7%	13.0%	6
	I belong to a religious minority.	11.1%	17.9%	15.2%	7
	I belong to a linguistic minority.	27.8%	14.3%	19.6%	9
	I am an immigrant (first generation—I was born in another country).	33.3%	21.4%	26.1%	12
	I have a migration background (second or third generation—my parents or grandparents were born in another country).	27.8%	25.0%	26.1%	12
	Other minorities.	11.1%	10.7%	10.9%	5
Total		18	28		46

Note: N=46; this question was asked only in the standard surveys; participants who have responded 'yes' in question on minority affiliation; percentages and totals are based on respondents.

9. First language

The question of the mother tongue is interesting for Luxembourg, as it gives an indication of the nationality of participants. In the whole sample of projects funded by the Luxembourgish Agency 23% speak Luxembourgish as their first language or mother tongue (see Table 22). On second position we find German, which is the first language of 19% of all participants. French, Italian and Portuguese are three further common mother tongues of all the participants. For all other mother tongues the percentage is below 3% each.

If we look at the mother tongues by the participants' country of origin, about two third of the project participants from Luxembourg mention Luxembourgish as their mother tongue. Another 11% say that their mother tongue is French, 7% Portuguese and 6% German. The national census in Luxembourg found that in the younger population (aged 15 to 29 years) living in Luxembourg about 57% say that their main language is Luxembourgish, 16% Portuguese, 13% French and 2% German, Italian or English (Fehlen, Heinz, Peltier, & Thill, 2013, additional analysis). We can conclude that in the YiA projects young people with Luxembourgish origins are overrepresented and those with immigrant background, especially from Portugal, are underrepresented.

Table 22: First language by country of origin

		Country of origin				Total	
		Luxem- bourg	neigh- bouring coun- tries	other EU-28 coun- tries	other		
My first language (i.e. the language I learned first/my mother tongue) is:	Luxembourgish	64.7%	2.1%	0%	0%	23.0%	132
	German	5.5%	66.0%	12.6%	12.2%	18.8%	108
	French	11.4%	16.0%	0%	0%	6.6%	38
	Italian	0.5%	0%	13.0%	0%	5.6%	32
	Portuguese	7.0%	1.1%	3.8%	0%	4.2%	24
	other	11.0%	15.0%	70.4%	87.8%	41.9%	241
Total		100%	100%	100%	100%	100%	
		201	94	239	41		575

Note: percent of columns.

Table 23: Language mainly spoken in family of origin is an official language of the country, by country of origin

		Is the language mainly spoken in your family of origin an official language of the country where you live?		Total
		Yes	No	
Country of origin:	Luxembourg	71.6%	28.4%	183
	neighbouring countries	89.2%	10.8%	83
	other EU-28 countries	90.6%	9.4%	212
	other	84.6%	15.4%	39
Total		83.2%	16.8%	
		430	87	517

Note: Differences significant at the 0.01 level; percent of rows.

A striking finding in the Luxembourgish survey: the share of those whose language is the same as the official national language is clearly smaller for participants living in Luxembourg than those

living in other clusters of countries (see Table 23). This is astonishing as Luxembourg has three official languages (Luxembourgish, French, and German) and the percentage of those three mother tongues lies above 80% (see Table 22). A detailed analysis of the answers given to this question of the mother tongue of the participants from Luxembourg suggests that probably some of the participants didn't answer the question correctly because they didn't know the official language situation in Luxembourg (see Table 74 in Annex).

At the same time, about half of the project participants living in Luxembourg state that their family of origin speaks at home also languages that differ from the official national languages (see Table 24). Again, the share of participants from Luxembourg is higher than in all other clusters of nations. A detailed analysis of the participants from Luxembourg shows that more than two third of the participants whose mother tongue is French, Portuguese or another foreign language indicate that their family of origin also speaks other languages than the official languages. And even among the participants with a Luxembourgish mother tongue 36% say that their family speaks other languages at home than the official ones. This shows the multiculturalism not only among immigrant residents of Luxembourg but also among the Luxembourgish residents who often do have an immigrant background.

Table 24: Does your family of origin (including grandparents) speak at home also languages other than an official language of the country you live in, by country of origin

		Does your family of origin (including grandparents) speak at home also languages other than an official language of the country you live in?		Total
		Yes	No	
Country of origin:	Luxembourg	48.1%	51.9%	185
	neighbouring countries	26.2%	73.8%	84
	other EU-28 countries	29.4%	70.6%	211
	other	38.5%	61.5%	39
Total		36.2%	63.8%	
		188	331	519

Note: Differences significant at the 0.01 level; percent of rows.

In the special surveys on non-formal learning in 2012 the participants were also asked about the number of languages (other than their mother tongue) that they can communicate in. The share of the Luxembourgish residents proficient in three or even more languages is considerably higher than those living in other countries (see Table 25).

Table 25: Please indicate how many other languages (other than your first language/mother tongue) you can communicate in, by country of origin

		Please indicate how many other languages (other than your first language/mother tongue) you can communicate in:			Total
		1–2	3	4–8	
Country of origin:	Luxembourg	0.0%	40.0%	60.0%	30
	Other	54.9%	32.4%	12.7%	71
Total		38.6%	34.7%	26.7%	
		39	35	27	101

Note: Only PP of the special surveys in 2012; differences significant at the 0.01 level; percent of rows.

10. Previous international mobility experience

Project participants gave also information about their previous international experience. On average participants say that they have been abroad 27 times prior to the project (see Table 26). These values are higher for participants living in Luxembourg which on average have been abroad 43 times. This may be explained by the geography of Luxembourg where borders are easily crossed by the residents.

Compared to the values in the 2011 transnational survey, it seems that participants in projects funded by Luxembourg are more often internationally mobile than in other countries, where the mean value of previous travels is 13 (Fennes, 2012, p. 113). Fennes (2012) also found significant differences between countries, e.g. participants from Liechtenstein went abroad 31 times, those from Germany 14 times.

Table 26: How often have you been abroad BEFORE this project, by country of origin

Country of origin	Mean	N	Std. deviation	Median	Minimum	Maximum
Luxembourg	42.75	167	93,567	20.00	0	999
neighbouring countries	18.63	84	22,564	14.00	1	120
other EU-28 countries	20.61	208	42,481	10.00	0	400
other	9.89	38	17,625	5.00	0	100
Total	26.90	497	62,662	10.00	0	999

The most common causes for being internationally mobile are vacations and class trips (see Table 27). Besides, project participants often mention youth exchanges, studies abroad, internships and language courses as other occasions for staying abroad.

Table 27: Reasons for staying abroad

	Responses		Percent of cases
	N	Percent	
...			
... I went abroad for holidays.	448	27.8%	86.8%
... I went abroad with my class at school.	333	20.7%	64.5%
... I participated in a youth exchange.	195	12.1%	37.8%
... I studied abroad for one semester term (or equivalent) or longer during my university studies.	111	6.9%	21.5%
... I did a work placement (an internship) abroad.	91	5.7%	17.6%
I already stayed abroad because ...			
... I did a language course abroad.	82	5.1%	15.9%
... I had a job abroad.	72	4.5%	14.0%
... I lived abroad for another reason.	56	3.5%	10.9%
... I did a vocational training course abroad.	55	3.4%	10.7%
... I lived in another country with my parents.	50	3.1%	9.7%
... I went to school in another country for one semester term (or equivalent) or longer in the framework of an organised programme.	48	3.0%	9.3%
... I went to another country with my partner.	45	2.8%	8.7%
... I worked as an au-pair.	14	0.9%	2.7%
I have never been abroad before this project.	10	0.6%	1.9%
Total	1,610	100.0%	312.0%

Note: N=516

Compared to the transnational sample, the main reasons for staying abroad are the same for the Luxembourgish sample as for the transnational sample (Fennes, 2012, p. 113). Although in the Luxembourgish sample more participants said that they went abroad in the context of school or university: in the transnational sample only 54% went abroad with their class, 10% studied abroad, 6% went to school in another country, and 4% did a vocational training course abroad.

The next table shows the most frequent reasons for staying abroad by country of residence (see Table 28). It shows that the country of residence is an important factor to explain the international mobility: Luxembourgish residents are far more often abroad for holidays, with their class or for studies. Especially participants from countries outside of the EU are less mobile for holidays or for formal education and thus for these participants youth exchanges seem an important possibility to go abroad.

Table 28: Most frequent reasons for staying abroad by country of origin

		Country of origin				Total	
		Luxem- bourg	neigh- bouring countries	other EU-28 countries	other		
I already stayed abroad because ...	... I went abroad for holidays.**	94.4%	94.1%	83.3%	55.3%	86.9%	443
	... I went abroad with my class at school.**	84.8%	78.8%	49.3%	26.3%	64.9%	331
	... I participated in a youth exchange.	34.8%	45.9%	34.9%	44.7%	37.5%	191
	... I studied abroad for one semester term (or equivalent) or longer ... during my university studies.**	36.0%	8.2%	17.2%	7.9%	21.6%	110
	... I did a work placement (an internship) abroad.	20.2%	20.0%	15.8%	10.5%	17.6%	90
	... I did a language course abroad.	16.3%	12.9%	17.2%	13.2%	15.9%	81
	... I had a job abroad.**	9.0%	11.8%	20.1%	7.9%	13.9%	71
Total		178	85	209	38		510

Note: Percentages and totals are based on respondents.

The reasons for going abroad also differ slightly for participants of the different project types: participants in projects with youth workers stayed more often abroad for reasons related to their job, e.g. a vocational training course (26%) or a job abroad (33%).

A related question concerning the longest period of having stayed abroad was asked only in the special survey on non-formal learning in 2012. On average the longest period that the 136 participants stayed abroad was 20 weeks. This period was longer for older participants (36 weeks for the age group 26 years and older) and also for those who had done an EVS (52 weeks).

A question that was asked in all surveys was the number of similar projects the participants had already participated in prior to the project they were asked about. More than half of all project participants (53%) state to participate in such a project for the first time (see Table 29). Almost a quarter (24%) has already participated in one or two other similar projects.

The number of previous projects in the Luxembourgish sample is nearly the same as the one in the transnational sample: 55% of participants in the transnational sample participated for the first time, 24% already participated once or twice (Fennes, 2012, p. 116).

Table 29: Number of similar projects that PP participated prior to this project

		Frequency	Percent	Valid percent	Cumulative percent
Valid	0	275	46.7%	53.3%	53.3%
	1	68	11.5%	13.2%	66.5%
	2	57	9.7%	11.0%	77.5%
	3	38	6.5%	7.4%	84.9%
	4	11	1.9%	2.1%	87.0%
	5	24	4.1%	4.7%	91.7%
	6–10	26	4.4%	5.0%	96.7%
	11–20	13	2.2%	2.5%	99.3%
	> 20	4	0.7%	0.8%	100.0%
	Total	516	87.6%	100.0%	
Missing	System	73	12.4%		
Total		589	100.0%		

The number of similar projects is different if we consider the participants' project type (see Table 30): most of the participants of an EVS had not participated in a similar project before, whereas on average the participants of a project with young people had participated in one similar project before, and the participants of projects with youth workers already had done so 4 times before.

Table 30: Number of similar projects that PP participated prior to this project, by project type

Project type	Mean	N	Std. deviation	Median	Minimum	Maximum
Projects with young people	1.11	177	2,669	.00	0	20
EVS	.67	42	1,028	.00	0	4
Projects with youth workers	4.10	107	7,501	2.00	0	50
Total	2.04	326	4,945	.00	0	50

11. Young people with fewer opportunities (YPFO)

One aim of the Youth in Action programme is to enable young people with fewer opportunities to participate. The European Commission defines young people as having fewer opportunities when they face social or economic obstacles, disability, educational difficulties, cultural differences, health problems or geographical obstacles.

In order to determine whether underprivileged young people have participated in the YiA projects, different questions of the survey can be used. One question the participant had to answer was to evaluate if it was difficult for him/her to raise the participation fee of the project (see Table 31). About one tenth of the participants in the projects funded by Luxembourg mentions to have had difficulties in raising the fee. This share is lower for participants who participated in a project that took place in their country of origin ("hosting country"). Participants from Luxembourg and from the neighbouring countries had the least problems to pay their participation fees (8% participants from Luxembourg had problems, and 6% participants from neighbouring countries), whereas participants living in countries outside of the EU experienced the most problems (21%). A differentiation of the project types shows that especially participants of an EVS had the least problems in paying their participation fees because they did not have to pay themselves for their expenses (26% said it was easy, 7% said it was difficult, and 67% said they didn't have to pay for anything).

In the transnational sample of 2011 the percentages of those who had difficulties paying their contribution fees were the same (45% said it was easy, 11% said it was difficult, and 45% said they didn't have to pay for anything) (Fennes, 2012, p. 150).

Table 31: Difficulty to pay participating fees in the project [“Paying my financial contribution for participating in the project (participation fee for this project) (e.g. travel, lodging and other expenses) was ...”], by sending/hosting country

		Paying my financial contribution for participating in the project (participation fee for this project) (e.g. travel, lodging and other expenses) was ...			Total
		... easy for me	... difficult for me	... not necessary, I did not have to pay anything	
Sending/hosting country	Hosting country	35.6%	7.2%	57.2%	180
	Sending country	48.7%	12.4%	38.9%	396
Total		44.6%	10.8%	44.6%	
		257	62	257	576

Note: Differences significant at the 0.01 level; percent of rows.

A second question to evaluate the economic situation of young people was the question on the participants' assessment if they were getting their fair share compared to other people in their country (see Table 32). It seems that this question was difficult to answer for a lot of participants as 12% didn't answer the question at all (% missing), and 25% said that they didn't know how to answer the question. 44% of the participants think that they are getting their fair share, 16% are even more optimistic and think that they are getting more than their fair share, and 16% are pessimistic and say that they are getting somewhat or much less than their fair share.

Compared to the 2011 transnational sample, the participants from the Luxembourgish sample evaluated their economic situation nearly in the same way: 39% think that they are getting their fair share, 19% think they get more, and 17.5% think that they get less than their fair share (Fennes, 2012, p. 119).

Table 32: Compared to the way other people live in your country do you think ...

		Frequency	Percent	Valid percent	Cumulative percent
Valid	... that you are getting your fair share?	228	38.7%	43.8%	43.8%
	... that you are getting more than your fair share?	84	14.3%	16.1%	59.9%
	... that you are getting somewhat less than your fair share?	59	10.0%	11.3%	71.2%
	... that you are getting much less than your fair share?	22	3.7%	4.2%	75.4%
	I don't know how to answer this.	128	21.7%	24.6%	100.0%
Total		521	88.5%	100.0%	
Miss- ing	System	68	11.5%		
Total		589	100.0%		

The differences between participants according to their country of origin seem obvious (see Table 33). Participants from Luxembourg say more often that they get their fair share or even

more. Participants from the neighbouring countries evaluate their economic situation nearly as good as the Luxembourgish participants. However, participants from other countries of the EU and especially those from outside the EU evaluate their situation more negatively.

Table 33: Comparison with the way other people live in their country, by country of origin

		Compared to the way other people live in your country do you think ...			Total
		... that you are getting your fair share?	... that you are getting more than your fair share?	... that you are getting somewhat/much less than your fair share?	
Country of origin	Luxembourg	62.9%	25.2%	11.9%	143
	neighbouring countries	57.1%	28.6%	14.3%	63
	other EU-28 countries	55.4%	16.9%	27.7%	148
	other	50.0%	15.6%	34.4%	32
Total		58.0%	21.8%	20.2%	
		224	84	78	386

Note: N=386; only participants that answered the question; 68 system missing and 128 didn't know how to answer the question; differences significant at the 0.01 level; percent of rows.

The next two questions that may be used to identify young persons with fewer opportunities deal with the obstacles of young people in their access to different sectors. First they were asked to indicate if they were confronted with obstacles in their access to education, work and employment, participation in society or mobility. A second question assessed the kind of obstacles.

Overall, a share of 14% to 23% of project participants feels confronted with difficulties in accessing education, work and employment, participation in society and politics, or mobility (see Table 34). The most frequent obstacle is the one to get access to work and employment.

These percentages are even higher in the transnational sample of 2011, when 29% reported having problems obtaining access to work and employment, and between 18% and 19% to the three other sectors (Fennes, 2012, p. 120).

Table 34: Are you confronted with obstacles in your access ...

	Yes	No	Don't know	Total
... to education?	15.8%	80.0%	4.2%	520
... to work and employment?	22.8%	63.5%	13.7%	518
... to active participation in society and politics?	14.5%	73.3%	12.2%	517
... to mobility?	13.7%	79.5%	6.8%	511

Note: percent of rows.

Regarding the project participants living in Luxembourg, the share of participants that is confronted to obstacles is slightly lower for all domains in comparison to the whole sample. The highest shares in all domains are amongst the participants from non-EU countries (and for participants from other EU-28 countries concerning the access to work and employment).

Table 35: Are you confronted with obstacles in your access ..., by country of origin

	Country of origin				Total
	Luxembourg	neigh- bouring countries	other EU- 28 countries	other	
... to education?	15.2%	13.1%	16.0%	23.7%	15.8%
... to work and employment?*	16.9%	14.3%	30.3%	23.7%	22.5%
...to active participation in society and politics?	11.8%	12.0%	15.2%	28.9%	14.5%
... to mobility?	11.9%	12.0%	13.5%	27.0%	13.7%
N	176–178	83–84	208–213	37–38	504–513

Note: Percentage of participants from a country that answered 'yes'.

Being asked to indicate concrete difficulties, project participants consider in particular the fact of not having enough money as a barrier (see Table 36). Apart from that, difficulties in mobility due to unfavourable living location, insufficient education or the social background constitute often stated disadvantages.

The first three difficulties concerning money, remote living area and educational attainment indicated by the participants in Luxembourgish projects are the most common reasons given in the transnational sample of 2011 as well (Fennes, 2012, p. 121).

Table 36: Reasons of obstacles

		Responses		Percent of cases
		N	Percent	
Please indicate the type(s) of obstacles referred to in the previous question:	Not having enough money	63	26.7%	47.4%
	Living in a remote area with poor transport connections	27	11.4%	20.3%
	Insufficient educational attainment/achievement	17	7.2%	12.8%
	My social background	17	7.2%	12.8%
	Family responsibilities and/or ties	13	5.5%	9.8%
	Health problems	10	4.2%	7.5%
	Having difficulties with a/the official language(s) in my country	10	4.2%	7.5%
	Belonging to a cultural/ethnic minority	9	3.8%	6.8%
	Belonging to a disadvantaged or discriminated group	7	3.0%	5.3%
	Having a disability or disabilities	4	1.7%	3.0%
	Other obstacles	59	25.0%	44.4%
Total		236	100.0%	177.4%

Note: N=133; this question was asked only in the standard surveys. Participants who have responded 'yes' in question on obstacle confrontation.

Besides those four specific questions on the subjective evaluation of the economic and social situation of the participants, some other more objective indicators (e.g. educational attainment) in the questionnaire could be used to analyse the group of young persons with fewer opportunities in the sample. Different publications on the results of the RAY surveys have tried to combine subjective and objective indicators to identify this group (see Geudens, Hagleitner, Labadie, & Stevens; Labadie, 2016; Stevens, 2014, and Table 37). The results of these analyses, replicated for the Luxembourgish sample, show the difficulty of the determination of the group of young people with fewer opportunities. The percentage of disadvantaged participants varies considerably for the different definitions. This may be explained on the one hand by the number and combination of variables used: some definitions are more restrictive as the participant has

to fulfil multiple criteria to be considered as disadvantaged. On the other hand it is due to the different samples and also shows the importance of the national contexts for the determination of a group of disadvantaged young people.

Some conclusions can nevertheless be drawn for the YPFO in the Luxembourgish sample. When using the definition of Labadie (2016) or of Geudens (2014), the percentages of YPFO calculated for the Luxembourgish sample and for the Luxembourgish residents are lower than those of the French respectively the transnational sample. In the first scenario 11% of the Luxembourgish sample and also 11% of the participants residing in Luxembourg would have fewer opportunities, whereas this part was 16% in the French sample. In the transnational sample, Geudens et al. (2014) found 19% of young people with disadvantages, whereas in Luxembourg their part would amount to 14% for the whole sample and 15% for those participants living in Luxembourg. Only when we use the definition of Stevens (2014), the percentages of YPFO in the Luxembourgish sample rise to 25% respectively 22%. We assume that this last definition is the broadest one and would therefore rather use the more restrictive definitions. We conclude that the part of YPFO in the Luxembourgish sample and for the residents in the sample lies between 11% and 15%, thus lying 5% beneath the mean values in the transnational or the French sample. When we assume furthermore that YPFO are less likely to have participated in the survey, the share of YPFO in the projects funded by Luxembourg is rather low.

Table 37: Assessment of the group of young people with fewer opportunities

Study	Definition of YPFO	YPFO in the resp. study	YPFO in the Lux. sample (2011–2014)	Only Lux. resident YPFO in the Lux. sample (2011–2014)
Labadie, F. (2016)	Combination of an objective and a subjective indicator in at least one of 3 domains (education, mobility and social origin)	16% (French sample of 2012–2014)	11%	11%
Geudens et al. (2014)	At least 3 indicators in a list of 14 variables (2 objective and 12 subjective)	19% (transnational sample of 2014)	14%	15%
Stevens, F. (2014)	At least 3 indicators in a list of 17 variables (1 objective and 16 subjective)	17% (Belgian- Flemish sample of May 2013)	25%	22%

C. Profile of the project leaders

In the following chapter we describe the socio-demographic characteristics of the project leaders.

1. Gender of project leaders

From the 246 project leaders that answered the seven surveys in Luxembourg, 58.5% were female and 41.5% were male. This proportion of gender distribution among the project leaders reflects the distribution found for the project participants.

Compared to the contact data lists of the project leaders, female project leaders answered the survey questionnaire more often, as their part in the population was only 52%. The overrepresentation of female project leaders can be traced back to the projects with young people (59% of respondents in the sample were women; see Table 38), as for this project type only 50% of the project leaders in the contact data list were women. For the EVS and the projects with youth workers the distribution of male and female youth workers that answered the questionnaire matches the percentages in the sample (EVS: 58%; projects with youth workers: 52%).

Table 38: Gender of project leaders by project type (restricted)

		Project type			Total
		Projects with young people	EVS	Projects with youth workers	
I am:	female	58.5%	57.7%	52.4%	57.4%
	male	41.5%	42.3%	47.6%	42.6%
Total		100.0%	100.0%	100.0%	100.0%
		94	26	21	141

Note: N=141; only project leaders in the 4 standard surveys and where the action type given by the project leaders was consistent with the action type from the NA; percent of columns.

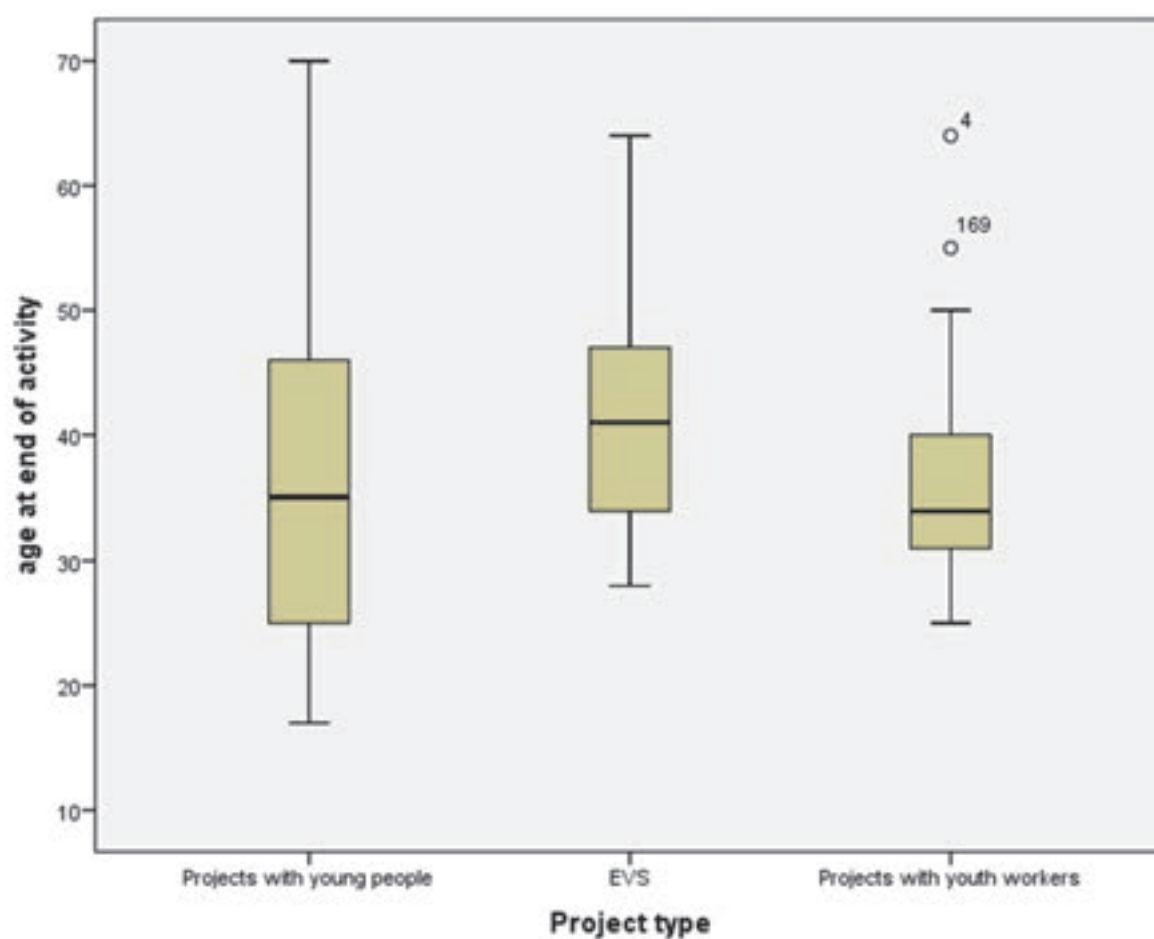
This overrepresentation of female project leaders is not a Luxembourgish phenomenon, as it is even stronger in the 2011 transnational analysis, where up to 61% of the project leaders were women (Fennes, 2012, p. 128).

2. Age of project leaders

The average age of the project leaders is 37 years, ranging from 17 to 70 years. The age structure of the projects funded in Luxembourg corresponds to the age structure of the transnational sample of 2011 (Fennes, 2012, p. 54): the mean age of the project leaders was 36 years.

The age structure of the project leaders in the three project types (see Figure 2) shows that project leaders in EVS were on average older than those who were involved in projects with young people or youth workers. The differentiation of the action types shows further that the youngest project leaders can be found in Youth Initiatives and projects of the Structured Dialogue, whereas the oldest project leaders are those from the EVS and the Youth Exchanges (see Table 39). The Youth Initiatives are also in the transnational analysis those projects with the youngest project leaders, whereas the highest age structure was found for Youth Democracy Projects and projects of the Structured Dialogue.

Figure 2: Age of PL by project type



Note: N=144; only project leaders in the 4 standard surveys and where the action type given by the project leaders was consistent with the action type from the NA.

Table 39: Mean age of PL by project type/action type

	Mean	N
EVS	41.76	25
Projects with young people	37.36	97
YE	41.00	70
YI	25.75	12
SD	22.29	7
YD	/	1
Projects with youth workers	36.57	21
T&N	36.57	21
TCP	/	0

Note: N=144; only project leaders in the 4 standard surveys and where the action type given by the project leaders was consistent with the action type from the NA.

3. Occupation of project leaders

The occupation of the projects leaders implicates two different dimensions: their occupation inside the project on an unpaid or paid basis, and their professional status outside the project. The answers to the first question indicate that a little more than half of the project leaders were paid for their occupation in the projects (see Table 40).

The proportion of persons working on a voluntary basis in projects funded in Luxembourg is lower than the one found in the 2011 transnational sample, when 57% of the project leaders were involved on a voluntary basis in the project (Fennes, 2012, p. 55). The percentage of project leaders working unpaid in the project is related to the country of residence of the project leaders. In the transnational sample the proportion of voluntary project leaders is rather high in most of the new EU member states, whereas in most of the older EU member states the proportion of unpaid work in the projects is lower. For example, only 28% of project leaders living in Germany or 36% of the project leaders from Austria were working unpaid in the projects.

These national differences appear also in the statistics of the project leaders' involvement in Luxembourg, when we distinguish the country of origin of the project leaders (see Table 40). The project leaders from outside of the EU are more often working on an unpaid basis in the project than project leaders from European countries. In light of the transnational sample, the part of voluntary project leaders living in Luxembourg or the neighbouring countries even seems high.

Table 40: Occupation of project leaders by country of origin ("I was involved in this project...")

		Country of origin				Total
		Luxem- bourg	neigh- bouring coun- tries	other EU-28 coun- tries	other	
I was involved in this project ...	... on a voluntary, unpaid basis.**	46.1%	44.4%	42.2%	84.0%	48.5%
	... on an employment basis.**	53.9%	55.6%	57.8%	16.0%	51.5%
Total		100.0%	100.0%	100.0%	100.0%	100.0%
		89	27	90	25	231

Note: percent in columns.

Differences in the Luxembourgish sample can also be found among project types (see Table 41): while the majority of project leaders of projects with young people were engaged on a voluntary, unpaid basis, the project leaders of European Voluntary Services or of projects with youth workers were mostly employed.

The high "professionalization" of the EVS projects is also confirmed in the transnational analysis, where 72% of the project leaders were employed for the project (Fennes, 2012, p. 139). In projects with young people the part of project leaders working on a voluntary basis was about 65%, slightly higher than in Luxembourg. Concerning projects with youth workers, the projects funded in Luxembourg seem to be mostly attractive for youth workers participating on an employment basis, whereas in the transnational sample only 43% of the project leaders in these projects were participating in the framework of their work.

Table 41: Occupation of project leaders by project type (restricted) (“I was involved in this project ... ”)

		Project type			Total
		Projects with young people	EVS	Projects with youth workers	
I was involved in this project ...	... on a voluntary, unpaid basis.**	58.2%	20.8%	28.6%	47.1%
	... on an employment basis.**	41.8%	79.2%	71.4%	52.9%
Total		100.0%	100.0%	100.0%	100.0%
		91	24	21	136

Note: N=136; only project leaders in the 4 standard surveys and where the action type given by the project leaders was consistent with the action type from the NA; percent of columns.

Regarding the professional status of the project leaders outside of their organisation, 46% of the project leaders were working, but not for the organisation they were involved in during the project; 43% of the project leaders worked also for the organisation they were involved in during the project, and 11% were not employed during the time of the project (see Table 42). These percentages correspond more or less to the percentages in the transnational analysis, where most of the project leaders are also employed by another organisation (49.7%) and a little less are employed by the organisation for which they were involved in the project (35.9%) (Fennes, 2012, p. 132).

To resume, 30% of the project leaders in the projects in Luxembourg were employed by the organisation of the project and also being paid by this organisation to work in the project (see Table 42). 27% were employed but not by the organisation they were participating in the project and they were not paid for this work. Surprisingly most of the project leaders who didn't work outside the project for an organisation were not paid for the work they did in the project.

Table 42: Occupation of project leaders (“I was involved in this project ... ”) by professional status outside the organisation („Outside my organisation—for which I was involved in this project—my primary professional status at the time of the project was ... ”)

		Primary professional status outside my organisation			Total
		I had no professional engagement outside my organisation	I was (self-) employed	I was unemployed/ not in paid work	
I was involved in this project ...	... on a voluntary, unpaid basis.**	13.8%	27.0%	9.2%	50.0%
	... on an employment basis.**	29.6%	19.1%	1.3%	50.0%
Total		43.4%	46.1%	10.5%	100%

Note: N=152; only project leaders in the 4 standard surveys; percentages of Total N.

4. Education or training and specific qualification

Almost every third of the project leaders stated in the standard survey to be in education or training while leading the project (28.8% of 160 project leaders). This share lies only slightly lower than the one in the transnational survey of 2011, where 33% of the project leaders were in education or training during the project (Fennes, 2012, p. 133).

The NFL-survey also polled the specific qualifications of the project leaders (see Table 43). Most of them stated to have qualifications in educational/pedagogical work, followed by youth work and for a smaller part also social work.

Table 43: Specific qualifications of PL

		Responses		Percent of
		N	Percent	cases
Did you obtain any specific qualification in the field of ...	... educational/pedagogical work?	35	42.2%	71.4%
	... youth work?	23	27.7%	46.9%
	... social work?	12	14.5%	24.5%
	... other?	13	15.7%	26.5%
Total		83	100.0%	169.4%

Note: N=49; only project leaders in the 2 special surveys on NFL.

5. Educational attainment

Four out of five project leaders indicate to have obtained a university or university of applied sciences degree (see Table 44). This is about the same percentage as in the transnational sample, where 78% had a post-secondary educational attainment level (Fennes, 2012, p. 130). The project leaders of the Youth in Action projects seem to be very highly educated or still want to achieve a high level of educational attainment (see chapter C.4.).

The share of those with a post-secondary diploma is lower for the younger project leaders aged 18 to 25 years. Some of these are probably still in education and will reach a post-secondary level in the next years. Among the age groups between 26 and 35 years the percentage of project leaders with a post-secondary diploma scores even 90% and more.

Table 44: Highest educational attainment of PL by age group

		Age group (end of activity)				Total
		18–25	26–30	31–35	36 and older	
My highest educational attainment is:	secondary school or lower.**	51.1%	8.3%	10.0%	15.9%	20.8%
	university, polytechnic, post-secondary/tertiary level	48.9%	91.7%	90.0%	84.1%	79.2%
	college.**					
Total		100.0%	100.0%	100.0%	100.0%	100.0%
		47	36	40	113	236

Note: percent of columns.

The analysis of the educational attainment by the project leaders' country of origin shows that the project leaders living in Luxembourg have more often a lower education attainment than project leaders from other countries (see Table 45). This appears also to be true for the different age groups—the difference can thus not be explained by the participation of younger project leaders from Luxembourg. In the transnational sample the educational attainments by country showed also big differences (from 85% for Bulgaria to 42% for the Netherlands) (Fennes, 2012,

p. 54). An explanation for these national differences may be the different diploma required in the countries to become a youth worker/leader.

Table 45: Highest educational attainment of PL by country of origin

		Country of origin		Total
		Luxembourg	other	
My highest educational attainment is:	secondary school or lower.**	30.3%	15.1%	20.7%
	university, polytechnic, post-secondary/tertiary level college.**	69.7%	84.9%	79.3%
Total		100.0%	100.0%	100.0%
		89	152	241

Note: percent of columns.

6. National identity and minority affiliation

Being asked about their national identity, in the standard survey most of the project leaders state to equally envision themselves as European citizens and as citizens of the country they live in (see Table 46). About every fifth primarily views himself as citizen of the country he lives in. Nearly 67% of the project leaders are feeling themselves as Europeans (sum of third and fourth item).

Compared to the transnational sample, the project leaders in the Luxembourgish sample feel similar concerning their national identity (Fennes, 2012, p. 132). About 69% of the project leaders in the transnational sample consider themselves as Europeans: 48% feel as Europeans and citizens of their country, 21% as Europeans living in their country of residence. This shows a high commitment to the idea of Europe and European citizenship among the project leaders. This is probably linked to the high educational attainment of the project leaders (see chapter C.5.) and also to their positive experiences of European projects (see chapter C.8.).

Table 46: National identity of PL

	Frequency	Percent
From another region of the world and living in my present country of residence	3	1.9%
Citizen of another European country living in my present country of residence	16	10.0%
European living in my present country of residence	41	25.6%
European citizen and citizen of my present country of residence	66	41.3%
Citizen of my present country of residence	34	21.3%
Total	160	100.0%

Note: N=160; only project leaders in the 4 standard surveys.

16% of the project leaders polled in the standard surveys class themselves among a cultural, ethnical, religious or linguistic minority in their homeland. In the transnational sample the proportion of project leaders considering themselves as a minority amounted to nearly as much, i.e. to 15% (Fennes, 2012, p. 131).

In the Luxembourgish projects it seems that the project leaders in projects with youth workers are more often declaring themselves as part of a minority (see Table 47).

Table 47: Minority affiliation by project type (restricted)

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
Do you belong to a cultural, ethnic, religious or linguistic minority in the country where you live?*	12.8%	12.0%	38.1%	16.4%
Total	94	25	21	140

Note: N=140; only project leaders in the 4 standard surveys and where the action type given by the project leaders was consistent with the action type from the NA; percent of PL who answered 'yes'.

In most cases the polled project leaders name their migration background or the fact of belonging to a linguistic minority as the reason for belonging to a minority (see Table 48).

Table 48: Type of minority

		Responses		Percent of cases
		N	Percent	
Minority affiliation	I belong to a minority that has always lived in this country (autochthonous/indigenous minority).	2	5.9%	7.7%
	I belong to an ethnic or cultural minority.	3	8.8%	11.5%
	I belong to a religious minority.	2	5.9%	7.7%
	I belong to a linguistic minority.	9	26.5%	34.6%
	I am an immigrant (first generation—I was born in another country).	9	26.5%	34.6%
	I have a migration background (second or third generation—my parents or grandparents were born in another country).	7	20.6%	26.9%
	Other minorities	2	5.9%	7.7%
Total		34	100.0%	130.8%

Note: N=26; only project leaders in the 4 standard surveys who answered 'yes' to the question on the minority affiliation.

7. First language

In analogy to the analysis of the first language spoken by the project participants (see chapter B.8.), the figures on the mother tongue spoken by the project leaders give an indication of their nationality. In the whole sample of projects funded by the Luxembourgish Agency, every fifth project leader indicates Luxembourgish as his mother tongue, followed by German, French, Italian and Portuguese. These figures correspond more or less to the percentages of the mother tongue given by the project participants (see Table 22).

If we consider only the project leaders whose country of origin is Luxembourg, 58% of them indicate Luxembourgish as their mother tongue (see Table 49). Compared to the Luxembourgish speaking project participants, for the project leaders this part is smaller (65% of the PP speak Luxembourgish). In the national census in Luxembourg, the main spoken languages in the age group between 25 and 45 years were: 43% Luxembourgish, 20% Portuguese, 16% French, 3% German, 3% Italian (Fehlen et al., 2013, additional analysis). The differences between

the languages spoken by the project leaders and the languages spoken mainly in this age group in Luxembourg might have different reasons. The project leaders with Portuguese origins could be, similar to the project participants, underrepresented in the projects of Youth in Action. The languages spoken by the project leaders can also be a reflection of the nationalities in the youth sector in Luxembourg: traditionally in the youth associations youth leaders with Luxembourgish origins are dominant, whereas the professional youth sector attracts a lot of commuting youth workers from Germany, France and Belgium.

Table 49: First language of PL (i.e. language learned first/mother tongue), by country of origin

		Country of origin		Total
		Luxembourg	other	
My first language (i.e. the language I learned first/my mother tongue) is:	Luxembourgish	58.2%	0.0%	21.7%
	German	12.1%	17.6%	15.6%
	French	13.2%	6.5%	9.0%
	Italian	3.3%	7.2%	5.7%
	Portuguese	4.4%	3.9%	4.1%
	other	8.8%	64.7%	43.9%
Total		100.0%	100.0%	100.0%
		91	153	244

Note: percent of columns.

In the special survey on non-formal learning, the project leaders were also asked to indicate how many languages they are able to communicate in. 45% of the project leaders can communicate in one or two languages other than their mother tongue, 36% can even communicate in three other languages, and 19% are able to communicate in at least four other languages (see Table 50). Project leaders whose country of origin is Luxembourg command more languages than the others: more than half of them are proficient in three other languages, over one third in at least four other languages.

Table 50: Number of other languages PL can communicate in, by country of origin

		Please indicate how many other languages (other than your first language/mother tongue) you can communicate in:			Total
		1–2	3	4 and more	
Country of origin	Luxembourg**	10.7%	53.6%	35.7%	28
	Other**	63.5%	26.9%	9.6%	52
Total		45.0%	36.3%	18.8%	80

Note: N=80; only project leaders in the 2 special surveys on NFL; percent of rows.

8. Previous experience with EU-funded Youth-projects

Among the 233 project leaders in the standard surveys 65% had experiences in other YiA projects at their disposal—prior to the project they were questioned about. They had either participated in the project team (45%) or as participant (31%). This is nearly the same percentage of experienced project leaders as found in the transnational sample of 2011 (70%) (Fennes, 2012, p. 56).

A differentiation of the project types shows that project leaders of an EVS have the most experiences with projects in the framework of Youth in Action (or similar) (see Table 51). They have a lot of experience especially as project leaders or members of teams in a previous project (84%). Project leaders in a project with youth workers have more often experience as a participant in a previous project (57%). The high level of previous experience among project leaders of an EVS is also confirmed by the transnational sample, but with a lower percentage (66% have experiences as project leaders, 34% as project participants, and 24% have no experiences) (Fennes, 2012, p. 137).

Table 51: Participation in EU-funded Youth-projects of PL by project type (restricted)

		Project type			Total
		Projects with young people	EVS	Projects with youth workers	
Have you participated before in projects organised in the framework of Youth in Action or a preceding EU youth programme (e.g. YOUTH)?	Yes, as project leader/member of the project team.**	36.3%	84.0%	42.9%	46.0%
	Yes, as participant (including in projects/training for youth workers/leaders).*	31.9%	24.0%	57.1%	34.3%
	No.*	39.6%	8.0%	33.3%	32.8%
Total N		91	25	21	137

Note: N=137; multiple responses; percentages and totals are based on respondents; only project leaders in the 4 standard surveys and where the action type given by the project leaders was consistent with the action type from the NA.

If the project leaders had previous experiences in similar projects, they were asked to indicate in which type of projects they participated in as a project leader and as a participant, and the number of projects they participated in as a member of the project team. As a participant, the project leaders (N=71) had participated mostly in T&N (55%) or in Youth Exchanges (48%). Most of the project leaders (N=65) had participated as a project leader in a Youth Exchange (69%), in an EVS (40%) or a T&N (37%). A detailed analysis of the answers of the EVS project leaders shows that 95% of them have already been project leader of an EVS before, 53% have also experience as project leader in a Youth Exchange, and 42% have been project leader in a Training & Networking project. On average the project leaders (N=98) had already participated in 6.6 projects as member of the project team. Again, the project leaders of an EVS had on average participated in 12.4 different projects, whereas the project leaders in projects with young people were only involved in 4.5 projects as member of the project team.

This chapter gives indication that a great part of the project leaders in the projects of Youth in Action has already been participating as a project leader or as a project participant in a project of Youth in Action. The analysis suggests that some project leaders participate periodically. Especially the project leaders of an EVS seem to have a long-term commitment in Youth in Action projects and have gathered experiences in a lot of different project types.

9. Role and involvement in project

53% of the project leaders state that their assignment in the context of the project leadership was equally educational and organisational (see Table 52). 27% had a rather organisational role in the project and 20% had a mere educational role. In the transnational sample, the roles of the project leaders were a little different: there were less project leaders with a primarily educational role (12%), whereas the percentages for the ones with a primarily organisational role (32%) and with a mixed role (56%) were higher (Fennes, 2012, p. 140).

Especially the project leaders whose country of origin is Luxembourg were more often involved in the project with a double role as organiser and as educator (63%). This may be related to the organisations in Luxembourg which are often smaller and cannot afford to have specialized persons working in their association.

Table 52: Role/function of PL in the project, by country of origin

		My role/function in this project was ...			Total
		... primarily educational (socio-pedagogic)	... primarily organisational	... equally educational and organisational	
Country of origin	Luxembourg**	6.9%	29.9%	63.2%	87
	other**	28.7%	25.0%	46.3%	136
Total		20.2%	26.9%	52.9%	223

Note: percent of rows.

As for their involvement in the project, 76% of the project leaders indicate that they were directly involved in the project activities during most or even the whole period of the project (see Table 53). Those shares are even higher among the project leaders from Luxembourg (85%). In the transnational sample the share of project leaders involved all the time was 79% (Fennes, 2012, p. 140).

Table 53: Involvement of PL in the project activities, by country of origin

		I was directly involved in the project activities ...			Total
		... throughout/ most of the time.	... for more than half of the project.	... for less than half of the project OR ... hardly/not at all	
Country of origin	Luxembourg*	85.4%	6.7%	7.9%	89
	other*	70.3%	14.2%	15.5%	148
Total		75.9%	11.4%	12.7%	237

Note: percent of rows.

D. Reported effects

The main objective of the surveys in the framework of the RAY network is to describe and analyse the learning effects in the projects of YiA. Therefore, a lot of questions in the online surveys were oriented to collect information on the outcomes of the projects on the participants and also on the project leaders. The next three chapters will describe these outcomes for the participants, the project leaders and the organisations.

The subject of learning outcomes in non-formal contexts has gained in importance when the concept of lifelong learning in a knowledge-based society was strengthened by the European Commission in 2000. Lifelong learning is defined as “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence” (Commission of the European Communities, 30 Oct 2000). This definition stresses out that learning should not be confined to the formal education in school during childhood or youth. The learning concept is opened up in regard to three dimensions. First, learning can take place during all sorts of activities; besides formal learning activities this includes also non-formal and informal activities. Secondly, learning occurs in every period of a person’s life: childhood, youth and adult life. And thirdly, learning can affect different areas of a person: in addition to knowledge acquisition, the person can learn new values or attitudes and competences.

On the European level, learning outcomes are defined as “statements of what a learner knows, understands and is able to do after completion of learning” (European Commission, 2010). Therefore, the European qualifications framework for lifelong learning uses three categories for learning outcomes: knowledge, skills and competences. A similar categorization with four pillars was proposed by the Unesco in 1999 (Delors, 1999). The four learning categories are: learning to know, learning to do, learning to live together and learning to be. This categorization has the advantage of integrating cognitive and practical learning as well as the development of societal competences and the self-development. The following analysis of the learning outcomes in Youth in Action projects is based on this categorization.

1. Reported effects on participants

In the standard survey online questionnaire to the project participants, eight questions were dealing with the projects' effects on the participants. Seven questions could be assigned to the four pillars of learning (see Figure 3). The question concerning the effect on the image of the European Union was not categorized in this structure, but will be described separately.

Figure 3: The four pillars of learning and the respective questions in the online survey



Effects on the image of the EU

The participants in the standard surveys were asked how their image of the EU had changed through their participation in the YiA project. This question cannot be considered to be a learning outcome of the project on the participants, but it shows that projects of YiA can also affect the view of participants on the EU.

From the 419 participants of the standard surveys, about 35% said that their image of the EU had become better through their project participation. 62% of the participants reported that their image of the EU hadn't changed, and only very few (3%) answered that their image of the EU had become worse. Compared to the transnational sample of 2011, the participants in the projects funded from Luxembourg reported more often a positive change of their image of the EU (only 28% of the PP of the transnational sample) (Fennes, 2012, p. 176).

Differentiated by country of origin it becomes apparent that the positive effects in Luxembourg have been inferior to the effects on project participants of other countries (see Table 54).

Table 54: Effects on the image of the EU by country of origin

		Country of origin		Total
		Luxem- bourg	other	
Through participation in the project, my image of the European Union ...	... has become worse.	4.7%	2.6%	3.3%
	... has not changed.**	70.0%	57.5%	62.0%
	... has become better.**	25.3%	39.9%	34.7%
Total		100.0%	100.0%	100.0%
		150	268	418

Note: N=418; only participants in the 4 standard surveys; percent of columns.

1.1. Knowledge

The first pillar of learning deals with the learning of knowledge. Participating in projects of the YiA programme contributes to the acquisition or consolidation of knowledge in various topics. Nearly all participants in the standard surveys acknowledge this statement. Only 3% of the polled think that they have not learnt anything new. The remainder particularly observe an increase of knowledge in the topics 'Europe' and 'Youth and youth policies' (see Table 55).

In comparison to the sample from the transnational analysis 2011 (Fennes, 2012), the participants in projects funded in Luxembourg have more often learned something about 'Youth and youth policies' and less about 'Art and culture'. Issues related to discrimination and minorities, which are important objectives of the YiA programme, receive low percentages in the Luxembourgish sample as well as in the transnational sample.

Participants in different project types report to have acquired different knowledge through their project participation (see Table 56). In projects with young people, knowledge on Europe was learned by half of the participants and 'Youth and youth policies' as well as 'Art and culture' by one third. In contrast, 73% of participants in youth workers' projects have acquired knowledge about 'Youth and youth policies' and 40% on 'Integrating disadvantaged or marginalised people into society', making these the highest percentages for these topics. On the other hand, youth workers have learned far less than other participants on 'Europe' and on 'Art and culture'. Only 28% of the participants of EVS report to have learned new knowledge on 'Youth and youth policies', the lowest percentage for this topic.

Table 55: Knowledge acquired by PP (“In this project, I learned something new about the following topics:”)

	PP from Luxembourgish sample 2012–2014	PP from transnational sample 2011
Europe	46.1%	46.6%
Youth and youth policies	43.2%	30.5%
Art and culture	28.7%	37.4%
Integrating disadvantaged or marginalised people into society	22.9%	26.8%
Urban/rural development	18.7%	18.7%
Media and communications	18.0%	12.6%
Sport and other outdoor activities	10.9%	14.9%
Discrimination	8.2%	10.5%
Environment	8.2%	13.2%
Gender equality	6.9%	7.4%
Interfaith understanding	6.5%	9.7%
Health	5.8%	5.5%
Minorities	5.1%	6.8%
People living with a disability	3.6%	7.6%
Non-discrimination based on sexual orientation	1.6%	2.6%
Roma people	0.4%	4.2%
Other topics	14.5%	12.2%
Frankly speaking, I did not really learn anything new in this project.	3.1%	1.9%
Total N (respondents)	449	3,470

Note: N=449; this question was asked only in the standard surveys; possibility to give 3 answers.

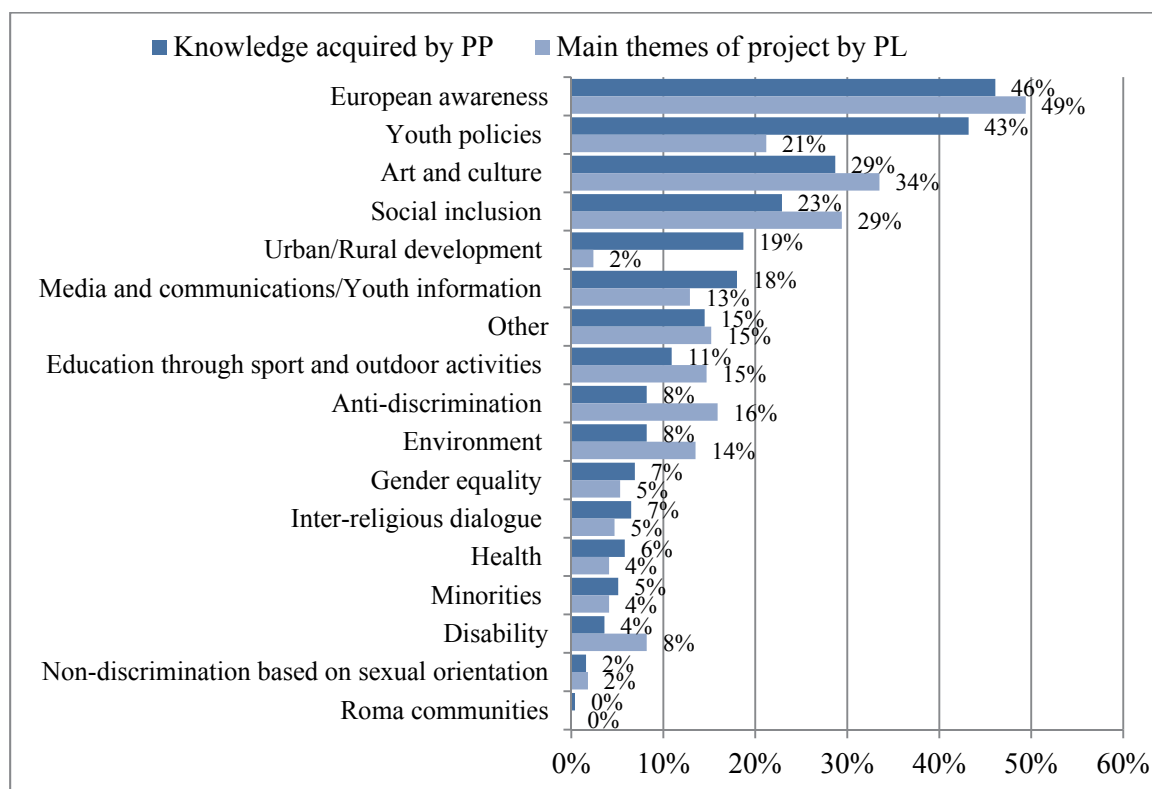
Table 56: Knowledge acquired by PP by project type (restricted) (“In this project, I learned something new about the following topics:”)

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
Youth and youth policies**	34.9%	27.9%	72.6%	46.7%
Europe**	54.0%	44.2%	29.9%	44.7%
Art and culture**	34.9%	25.6%	12.0%	26.1%
Integrating disadvantaged or marginalised people into society**	16.4%	27.9%	40.2%	25.8%
Media and communications	17.5%	27.9%	24.8%	21.2%
Urban/rural development	19.6%	23.3%	17.9%	19.5%
Discrimination	9.5%	7.0%	7.7%	8.6%
Environment	12.2%	9.3%	1.7%	8.3%
Sport and other outdoor activities	10.1%	7.0%	4.3%	7.7%
Gender equality	9.0%	4.7%	5.1%	7.2%
Health	6.9%	2.3%	6.0%	6.0%
Interfaith understanding	9.0%	0.0%	3.4%	6.0%
Minorities	4.8%	4.7%	8.5%	6.0%
People living with a disability	3.2%	14.0%	2.6%	4.3%
Non-discrimination based on sexual orientation	2.1%	0.0%	1.7%	1.7%
Roma people	0.0%	0.0%	0.9%	0.3%
Other topics	12.7%	14.0%	14.5%	13.5%
Frankly speaking, I did not really learn anything new in this project.	2.6%	9.3%	0.9%	2.9%

Note: N=349; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; percentage of participants in the different project types that answered ‘yes’; possibility to give 3 answers.

A comparison of the answers of project participants and project leaders reveals: knowledge is often acquired in topics which were, according to the project leaders, main issues of the projects (see Figure 4). An unexpected finding is that project participants reported a high increase of knowledge in some areas which weren't central themes of the project according to the project leaders. Examples for these are youth policies, urban-rural development as well as media and communications. Thus, learning effects are not limited to main themes of a project but can be found in other areas too and may be unplanned.

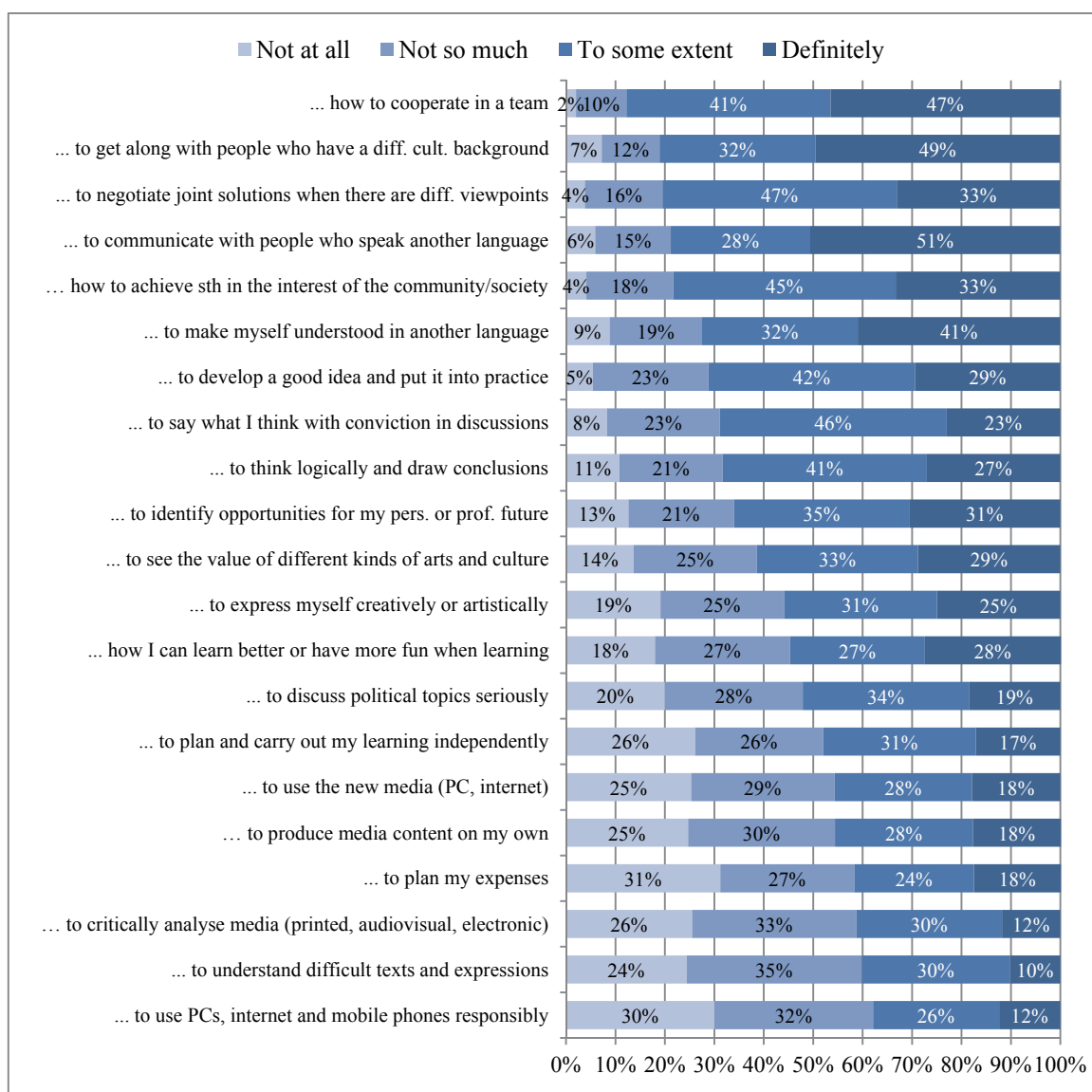
Figure 4: Knowledge acquired by PP compared to main themes of project by PL



1.2. Skills

The second pillar of learning outcomes is called 'learning to do': it deals with the practical side of the learning. The questionnaire for the participants and for the leaders explored the effects of the participation on the eight key competences for lifelong learning ("Key competences for lifelong learning", 2007). The RAY network defined 21 skills to measure the impact on those key competences. In the framework of the surveys, project participants could use different competences to assess how the participation in the project has contributed to their development. For numerous competences one can find high to very high approval ratings (see Figure 5), which points towards a widespread skills acquisition. According to the assessment of the project participants, social (e.g. cooperative, communicative and intercultural), personal (e.g. learning, planning and problem-solving skills), as well as professional skills (e.g. language skills) are equally promoted.

Figure 5: Reported skills of PP



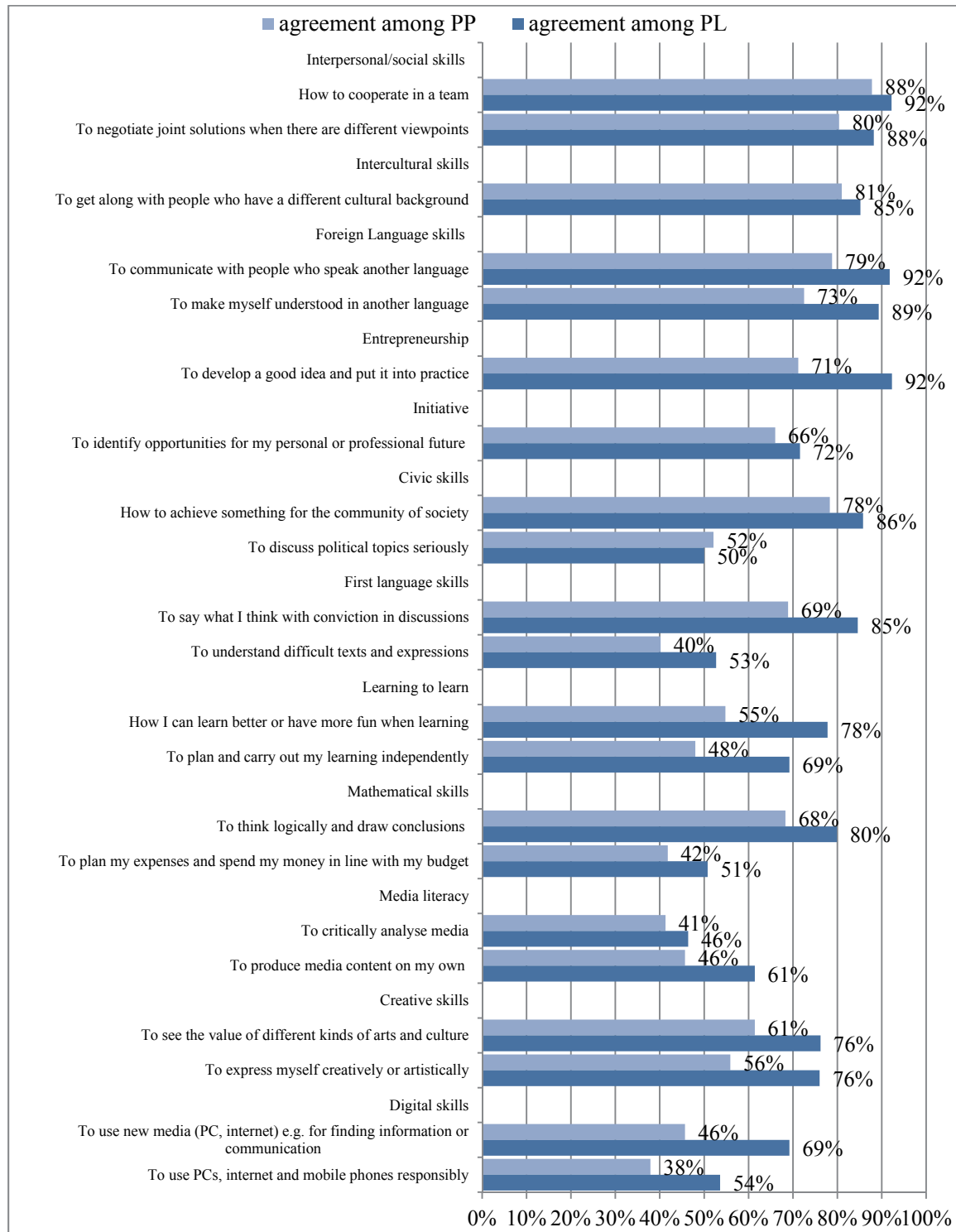
Note: N=440–447; only participants in the 4 standard surveys.

Participants of different project types report to have learned some skills more often (see Table 76 in Annex): it is nearly evident that youth workers don't report as much competence development as young people from YiA projects and from EVS. Especially intercultural learning (language learning, intercultural skills) is more often learned by young people than by youth workers. In addition young participants of EVS seem to have more opportunities to learn or improve their skills, especially in some more practical competences, e.g. developing an idea and putting it into practice, planning and carrying out their learning, planning their expenses.

Among the participants in the standard surveys, we also found some differences according to the country of origin (see Table 77 in Annex). For nearly all skills, participants from Luxembourg report a lesser effect of the project on them than participants from other countries. A possible explanation could be that participants who stay in their country learn less than those who go abroad for the project. When we differentiate the sending/hosting country for the participants from Luxembourg (see Table 77 in Annex), some of the differences disappear, e.g. participants from Luxembourg who went abroad learned as much about how to get along with people who have a different cultural background as participants from other countries.

A striking finding is that the project leaders rate the skills acquisition of the project participants much higher than the project participants themselves (see Figure 6). This difference in the assessment between project participants and project leaders appears also in the transnational sample of 2011 (Fennes, 2012, p. 71). For some skills the assessment seems nearly the same (e.g. interpersonal/social skills, intercultural skills, initiative or civic skills), whereas for other skills the difference is quite high (e.g. learning to learn skills or digital skills).

Figure 6: Reported skills of PP as perceived by PP and by PL (% agreement)



Note: N PP=440–447; N PL=166–170; only participants and project leaders in the 4 standard surveys; % of PP resp. PL that agree 'definitely' or 'to some extent'.

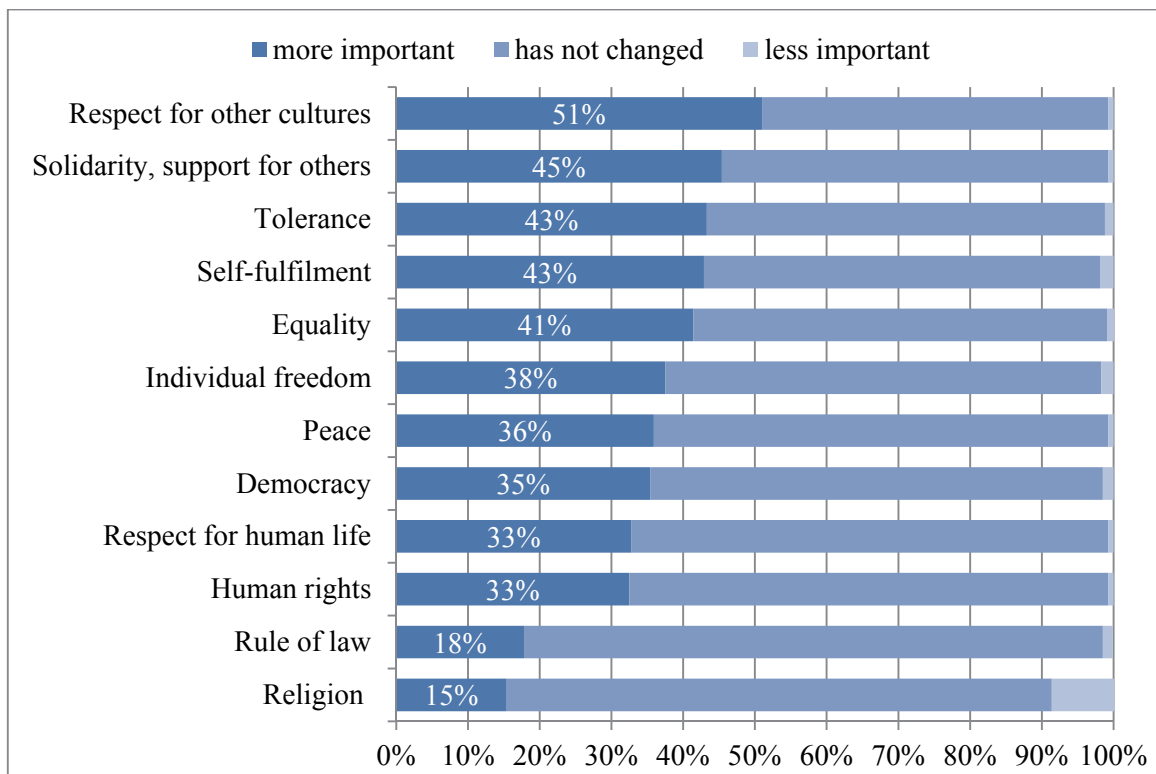
1.3. Values and social attitudes

In addition to an increase of knowledge and skills many participants of the surveys report effects on their values and social attitudes. This is the third pillar of learning called 'learning to live together'.

a. Values

More than half of the polled state that respect for other cultures had become more important to them due to their participation in the projects (see Figure 7). Values like solidarity, tolerance, self-fulfilment, equality, freedom, peace, democracy, respect for human life and human rights have also gained importance for a part of the respondents (between 33 and 45%). Those percentages were even higher in the transnational sample of 2011, reaching for example 64% of the project participants whose respect for other cultures increased (Fennes, 2012, p. 179).

Figure 7: Reported effects on values of PP



Note: N=412-419

A lot of these values and attitudes increased especially for participants in projects with young people and EVS (see Table 75 in Annex). 'Respect for other cultures' became more important for 64% of project participants in projects with young people and for 51% of project participants doing an EVS, but only for 38% of participants in projects with youth workers. We find the same differences for the values of 'solidarity', 'tolerance', 'self-fulfilment', 'equality' and 'respect for human life'. 'Peace' has especially increased for project participants in projects with young people (44%).

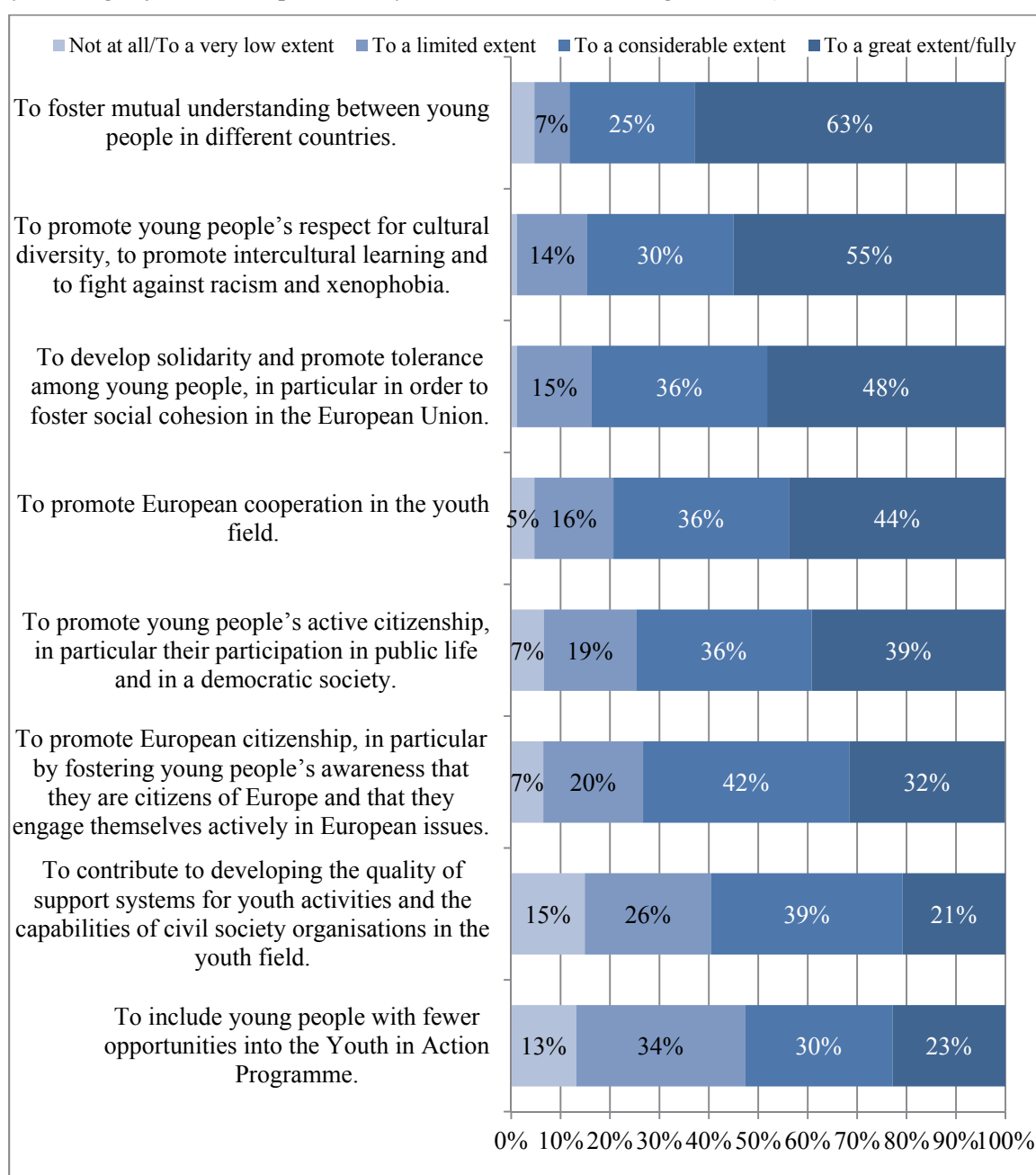
b. Effects concerning Youth in Action objectives

Four of the explicit objectives of the Youth in Action programme are to strengthen the interest in European issues, to promote work against discrimination, as well as to augment the social and political integration and the support of people with fewer opportunities. The evaluation of the

objectives of the Youth in Action programme was asked in the questionnaire to the project leaders and to the project participants.

The project leaders were asked to which extent the objectives of their project were in line with the objectives of the Youth in Action programme (see Figure 8). Nearly 90% of the project leaders report that their project corresponded to the objective of fostering the mutual understanding between young people in different countries. Around 85% said that the project promoted young people's respect for cultural diversity, promoted intercultural learning and fought against racism and xenophobia and that it developed solidarity and tolerance among young people. Those three objectives also ranked high among the transnational sample with nearly the same percentages of approval (Fennes, 2012, p. 74). On the opposite end, only half of the projects had the objective of including young people with fewer opportunities.

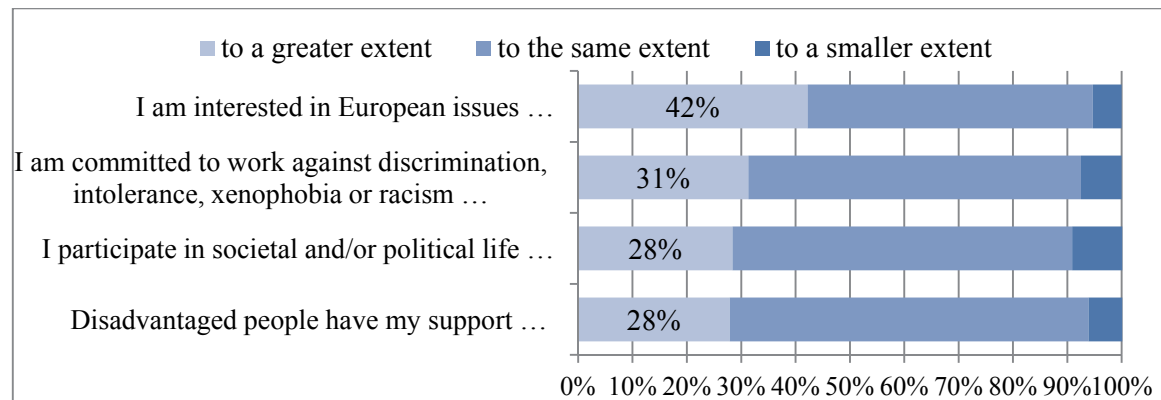
Figure 8: YiA objectives of the project by PL ("To which extent was the project in line with the following objectives and priorities of the Youth in Action Programme?")



Note: N=166-169; only project leaders in the 4 standard surveys.

Compared to the rather high percentages of project leaders which stated that their project promoted work against discrimination, intolerance or racism, the percentage of participants who report an effect for this objective is rather small (31%) (see Figure 9). The highest percentage of project participants (42%) say that they are now more interested in European issues, but only 28% report that through the project their support for disadvantaged people increased. As to that, a minority reports a negative effect, whereas the majority doesn't observe any changes. In comparison to the 2011 transnational sample the Luxembourgish sample reports less effects on their interest in European issues (52%) and also less effects on the support for disadvantaged people (39%) (Fennes, 2012, p. 185).

Figure 9: Reported effects on PP concerning objectives of Youth in Action



Note: N=437–438

Especially participants in projects with young people report that the project had a positive effect on their interest in European issues (51% of PP in projects with young people vs. 33% of EVS and 37% of PP in projects with youth workers) and on their participation in societal and/or political life (38% of PP in projects with young people vs. 21% of EVS and 26% of PP in projects with youth workers).

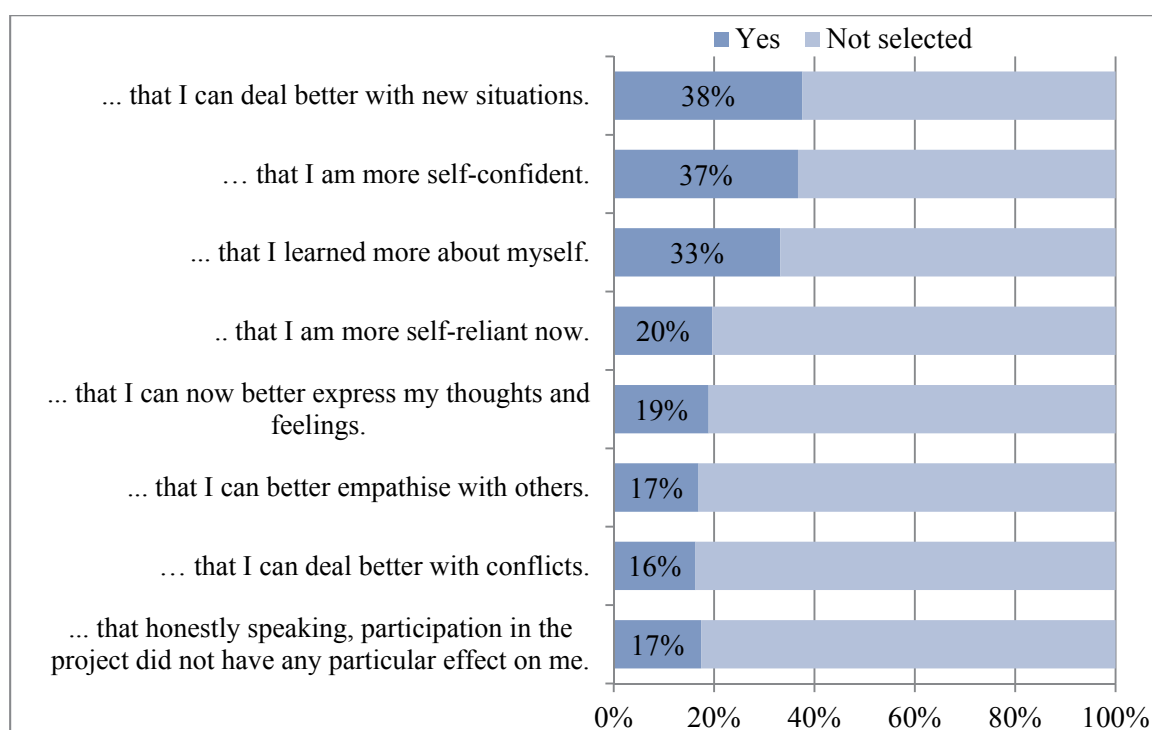
1.4. Personal attitudes and self-development

The last pillar of learning outcomes that we will analyse is the ‘learning to be’. Three questions in the online questionnaire dealt with the personal development of the participants, their educational or professional future and with their networking and international mobility.

a. Effects on personal attitudes

After their participation in the projects, some project participants observe effects which can be described with personal attitudes. These include higher self-confidence and self-reliance, but also competences like the ability to better express personal thoughts and feelings, to empathise with others and to better deal with conflicts. 38% have learnt to better deal with unknown situations and one third admits to have learnt more about themselves (see Figure 10). These figures lie a little bit below those of the transnational sample of 2011: only 9% of the participants reported that the participation did not have any effect on them (Fennes, 2012, p. 202).

Figure 10: Personal development of PP (“After participating in the project, I have noted ...”)



Note: N=449; this question was asked only in the standard surveys; maximum of 3 answers.

It is also interesting to differentiate the data by type of project: with regard to personal development, one can state that young people profit considerably by participating in EVS, while this is less the case for participants in projects with youth workers (see Table 57). In comparison to the transnational sample, the EVS participants show similar effects on their personal development (Fennes, 2012, p. 203). In contrast, the youth workers in projects funded by Luxembourg indicate less often positive personal effects on them than the transnational sample (only 9% state that the project did not have any effect on them).

Table 57: Personal development of PP by project type (restricted) (“After participating in the project I have noted ...”)

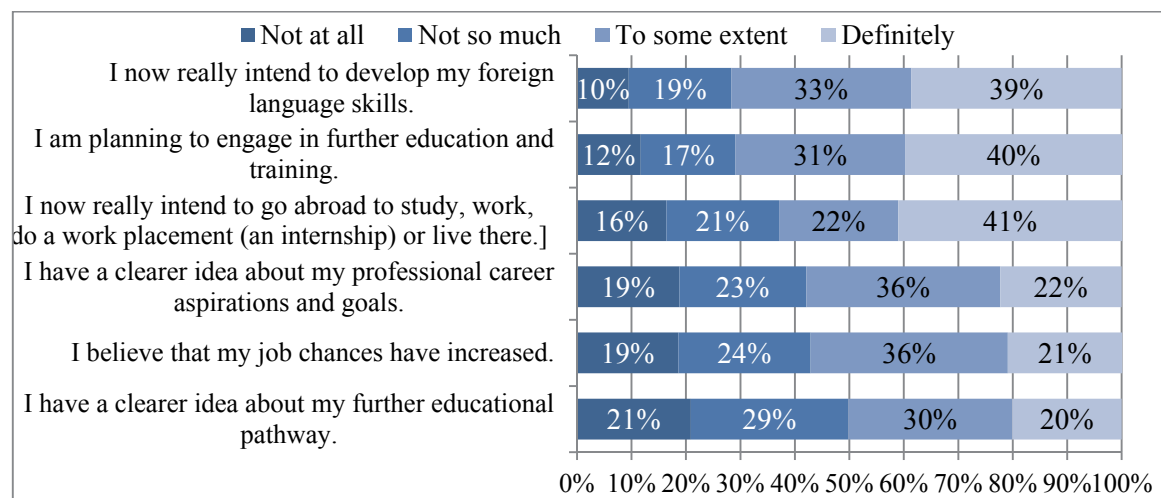
	Projects with young people	Project type EVS	Projects with youth workers	Total ‘Yes’
... that I can deal better with new situations.**	42.9%	60.5%	24.8%	39.0%
... that I am more self-confident.**	40.7%	58.1%	21.4%	36.4%
... that I learned more about myself.	33.9%	44.2%	30.8%	34.1%
... that I can now better express my thoughts and feelings.	25.4%	14.0%	16.2%	20.9%
... that I am more self-reliant now.**	20.1%	37.2%	12.0%	19.5%
... that I can better empathise with others.	20.1%	9.3%	16.2%	17.5%
... that I can deal better with conflicts.*	15.3%	30.2%	13.7%	16.6%
... that honestly speaking, participation in the project did not have any particular effect on me.**	14.3%	4.7%	23.9%	16.3%
N	189	43	117	349

Note: N=349; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; percentage of participants in the different project types that answered ‘yes’.

b. Effects on educational or professional future

The majority of all polled project participants in the standard surveys acknowledge concrete effects on their educational and professional future (see Figure 11). In line with this, nearly two thirds intend to study, work or live abroad. Even more intend to develop their foreign language skills. Half of the polled state to have a clearer conception of their educational pathway due to their participation in the project. The share of those who obtained a clearer idea about their professional career aspirations and goals is even higher. A majority of 57% believe that the lessons learned in the projects have improved their job chances.

Figure 11: Effects on educational or professional future (“Did the project experience have further effects on you?”)



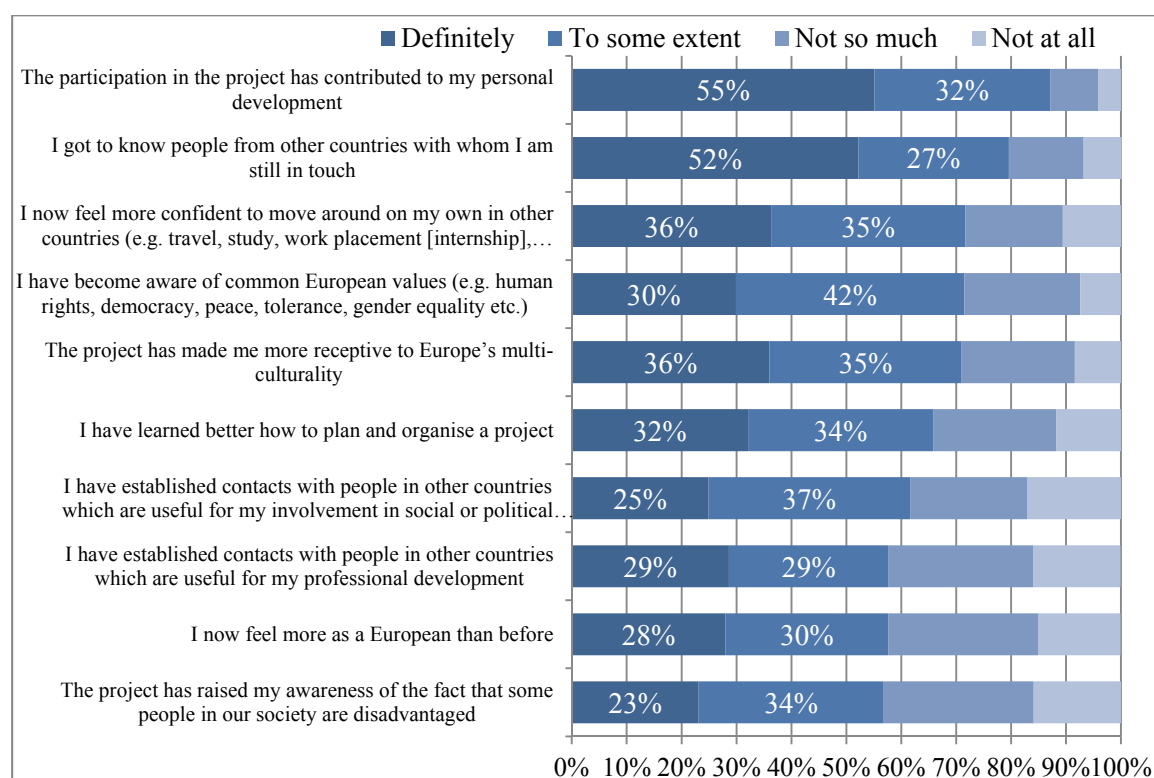
Note: N=420–422; only participants in the 4 standard surveys.

The effects on their future pathways differ for the participants according to the project types (see Table 80 in Annex and chapter D.1.5): especially EVS participants report higher changes in their future pathways, whereas for participants of projects with youth workers those changes were less important. Participants from Luxembourg report less often effects on their language skills or their intention to go abroad as a consequence of the project participation (see Table 81 in Annex).

c. Effects on networking, international mobility, European identity and personal development

Besides the above mentioned effects, project participants described further ones from which they could benefit in private and professional life (see Figure 12). A vast majority of 87% reports a positive personal development through participation in the project. Moreover, the majority got to know people of other countries and made contacts which could be beneficial in the future. In addition, the European dimension has been strengthened; most of the project participants are more aware of European values and 58% even state to feel more as European.

Figure 12: Effects on networking, international mobility and personal development of PP



Note: N=430-435

Nearly all of those effects showed higher figures when the participants went abroad for the project (see Table 79 in Annex). The participants who did a project with young people, e.g. an exchange, reported more often that they became aware of common European values (see Table 78 in Annex). Participants of an EVS were once again the group that reported the most effects: they feel more confident to move around on their own in other countries, they have more often learned to plan and organise a project, they have raised their awareness for disadvantaged people and they feel more often as European than before.

1.5. Factor analysis on skills, values and attitudes

In order to better describe the different dimensions of the projects' effects on the participants, we performed a factor analysis on the questions concerning these effects. A factor analysis is a useful tool to group a lot of variables that are measuring the same effect into a small number of independent new variables or factors (Bortz, 1989). In order to determine the questions to be used in the factor analysis, we performed a correlation analysis of the eight questions (with the corresponding 78 items) for the participants of the 4 standard surveys. The questions concerning the knowledge, the personal development and the image of the European Union did not correlate highly with the other reported effects. Also some of the items from the remaining five questions did not have high correlations and were removed from the analysis.

The factor analysis utilizes 41 variables on the reported effects of the projects on the participants (see Table 83 in Annex). We use a principal components analysis with a varimax rotation. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.935. 65% of the total variance is explained by 8 factors. Inside those dimensions, the answers of the project participants concerning the learned effects are correlated: if the factor loadings are higher, the correlation is stronger. We can assume that the effects represented in a dimension are connected and can be represented by a unique factor.

The first factor of the rotated matrix is called "strengthening of social and democratic values". It has high values for ten of the items concerning the values enhanced during the project: human rights, respect for human life, peace, equality, solidarity/support for others, tolerance, individual freedom, democracy, respect for other cultures and rule of law.

The second factor is called "better use of media, better learning and planning". This dimension is focussing especially on all the learning done in connection with media (how to use new media, how to critically analyse media, how to use new media responsibly, and how to produce media content). Thereby it is linked to a more general improvement of learning and better management of learning, as participants also report that they understand difficult texts and expressions better, they plan and carry out their learning more independently and they are more able to plan their expenses.

The third dimension regroups seven items concerning the improvement of language and intercultural competences. Participants have especially learned to communicate with people who speak another language and to make themselves understood in another language. They also intend to further develop their foreign language skills. In parallel their intercultural competence was developed: they get along with people who have a different cultural background (they got to know people from other countries with whom they are still in touch) and they are more receptive to Europe's multiculturalism. They also feel more confident to move around on their own in other countries or they intend to go abroad for different reasons.

The fourth factor regroups six variables on better team skills and entrepreneurship. The participants report that they are more able to negotiate joint solutions when there are different viewpoints and they learned how to cooperate in a team. Similarly they developed their skills to participate in discussions and to think logically and draw conclusions. They are now more able to achieve something in the interest of the community or society. They have also learned first steps to entrepreneurship by better developing a good idea and putting it into practice.

The fifth factor "clearer idea about personal future" regroups the four effects that the project has on the future educational pathway or the professional aspirations. Participants do not only have a clearer idea on their future, they also intend to engage in further education or training and think that their job chances have increased. In addition they say they are more prepared to go abroad for their studies or their work.

The sixth dimension is focussing on the social networking realized in the projects. The participants have established contacts with people in other countries which are useful for

different purposes or they got to know people from other countries whom they are still in touch with.

The seventh factor summarizes the effects of the projects on the support and the work for disadvantaged people.

The eighth dimension concerns the amelioration of participants' participation and their interest in European issues.

For each of the eight factors we calculated a mean value³ which is used in the further analysis. In general the factor that received the most positive answers from the participants (N=420–448) was the strengthening of team skills and entrepreneurship, where the mean value was 7.6 (on a scale from 0 to 10). The second factor that was also evaluated very strongly by the participants was the language learning and the intercultural competences, where the mean value was 7.3. The factors on social networking and a clearer idea about personal future are on third and fourth position and were also evaluated positively by most of the participants (mean values of 6.6 and 5.9). The four remaining factors were generally chosen less often and have mean values between 3 and 4.3.

The participants of the three project types and the seven action types evaluate their learning according to these eight dimensions differently (see Table 58 and Table 84 in Annex). Except for the last dimension on the support for disadvantaged people, all dimensions show significant differences between the project types and the action types.

A first finding is the different evaluation of the effects for young participants and youth workers. Whereas the young participants of projects with young people or of an EVS report especially high effects for the language learning and the intercultural competences, the youth workers say the project had the most effects on their social networking. The language learning ranks only on third place for the youth workers (see Table 58). The differentiation of the action types (see Table 84 in Annex) reveals that among the projects with young people, especially Youth Exchanges, Youth Democracy Projects and EVS participants have learned most concerning their language and intercultural competences. For participants of Youth Initiatives, language learning was less important and ranks only on fourth place. The youth workers of Training & Networking projects as well as those of a TCP have learnt most about social networking. In general the youth workers of a TCP have evaluated all effects less important than the youth workers of a T&N project.

A second important finding seems to be the significant learning effects on the participants of an EVS: they report higher effects than other participants in four of the eight dimensions. They report to have learnt most concerning language and intercultural competences, which ranks on first place. On second place the EVS participants have improved their team skills, and on third place they got a clearer idea about their personal future. Also the use of media, better learning and planning, which is the fifth effect for the EVS, has been stronger for them than for the other groups.

A third finding concerns the participation and European interest dimension. In general it was evaluated rather weakly, ranking on seventh place of the 8 factors. However, the strengthening of participation and of interest in European issues was better in projects with

³ For each factor a mean value was calculated with the variables found in the factor analysis. As the scales used in the questionnaire were not homogeneous, the variables were recoded beforehand in order to show the positive effects of the projects. For the questions on values and the effects on YiA objectives, the answer category 3 „more important“ respectively „to a greater extent“ was recoded into 1. For the questions on skills, effects on educational or professional future and on networking, international mobility and personal development, the answer categories 3 „to some extent“, and 4 „definitely“ were recoded into 1. All other answer categories were recoded into 0. The resulting mean value was multiplied by 10 in order to have a scale from 0 to 10, where 0 means „no effect“, and 10 means „important effect“.

young people and especially in Youth Democracy projects, Structured Dialogue projects and Youth Exchanges. These projects seem to have achieved one of their goals, which was to “promote young people’s active citizenship in general and their European citizenship in particular”.

Table 58: Mean values and rank for the 8 learning factors by project types (restricted)

	Project type						Total
	Projects with young people		EVS		Projects with youth workers		Mean
	Mean	Rank	Mean	Rank	Mean	Rank	
Better team skills and entrepreneurship**	7.9	2	8.5	2	7.3	2	7.7
Better language and intercultural competences**	8.0	1	8.7	1	5.6	3	7.3
Social networking**	6.3	3	6.9	4	7.7	1	6.8
Clearer idea about personal future**	6.3	4	7.4	3	5.1	4	6.0
Better use of media, better learning and planning**	4.4	7	6.1	5	3.8	5	4.4
Strengthening of social and democratic values*	4.4	6	4.0	6	3.1	6	4.0
More participation and interest in European issues**	4.5	5	2.7	8	3.1	7	3.8
More support and work for disadvantaged people	3.2	8	3.4	7	2.7	8	3.0
N	180–188		43		106–117		329–348

Note: N=329–348; mean value where 0 = no effect and 10 = important effect; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA.

The analysis of the factors’ mean values with the sending/hosting country information shows five significant differences: team skills, language and intercultural competences, social networking, idea about personal future, better media use and learning. All those dimensions are enhanced if the participant went abroad for the project. We find similar differences for the country of residence of the participants: participants from Luxembourg report fewer effects for those five dimensions plus the dimension on participation than participants from other countries. A detailed analysis of the sending/hosting variable and the country of residence shows that the national differences are mostly explained by the sending/hosting variable. Participants from Luxembourg who went abroad learned as much as participants from other countries who went abroad. There are only more Luxembourgish participants who stayed in Luxembourg for the projects, whereas most of the participants from other countries went abroad.

We didn’t find any significant differences as to the gender of the participants. However, participants differ in some of their answers according to their age group. Especially young people between 18 and 25 benefitted more from the projects than the youngest and oldest age group. They have more strongly enhanced their language and intercultural competences and have more often gained a clearer idea on their personal future; their values changed more often and they were more interested in participation and European issues. As these differences might be related to the different age structure in the three project types, we analysed the age effects separately for the three project types. In projects with young people, older participants (26 years and older) don’t report such strong effects on their language learning and intercultural competences as the two younger age groups. All the other factors are the same for the age groups within the projects with young people. There were no significant differences between the age groups of the EVS participants. Within the projects for youth workers, the age group

from 18 to 25 years benefitted significantly more often from the projects than the group aged 26 years and older: they report stronger effects for all of the eight factors. The age group of 18 to 25 profits probably the most from the different projects, because they are confronted to a lot of questions related to the transition to adulthood.

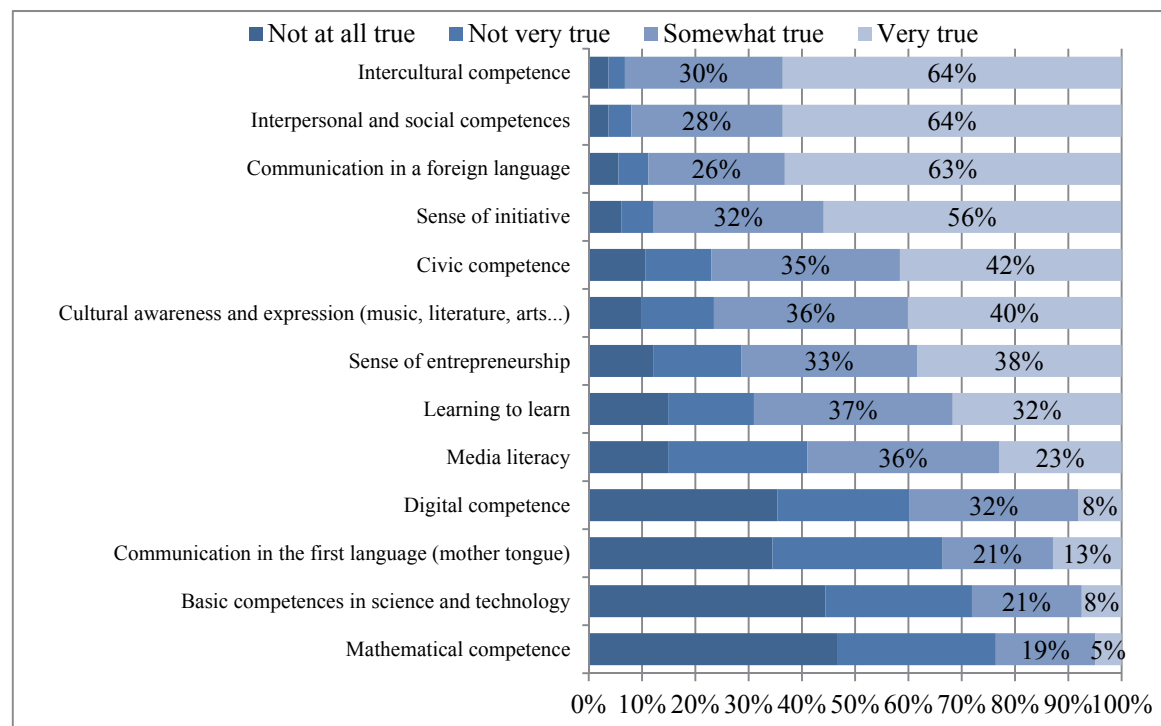
2. Reported effects on project leaders

In this chapter we describe the effects of the project on the project leaders. The project leaders were asked in the surveys to evaluate how much the different effects apply for them. The questions asked in the project leader's questionnaire were about competences, skills and personal attitudes.

2.1. Competence development

Through the management of a project within the framework of Youth in Action, the project leaders acquire or develop different social, personal, methodical and intercultural competences. The most frequently mentioned competences in the standard surveys were intercultural, interpersonal or social and foreign language competences as well as sense of initiative (see Figure 13). Those effects were confirmed by 90% of the interviewees (percentage of those who answer 'somewhat true' and 'very true'). Some other competences were evaluated positively by 69% to 77% of the project leaders (civic competence, cultural awareness, sense of entrepreneurship, learning to learn). Two competences, traditionally learnt in more formal contexts, were less often acquired by the project leaders in the YiA projects: scientific or technological and mathematical competences were learned by less than a third of the project leaders.

Figure 13: Reported competences of PL (standard surveys)



Note: N=116–164; this question was asked only in the standard surveys.

In comparison to the transnational sample of 2011, the competences are evaluated nearly the same by the project leaders in the Luxembourgish sample. The four most mentioned competences in the transnational sample are interpersonal and social competences (94%), intercultural competence (92%), sense of initiative (90%), and communication in a foreign language (84%) (Fennes, 2012, p. 81). The ranking of the other competences is nearly the same for the transnational sample as for the Luxembourgish sample. One difference is related to the learning of languages: whereas the project leaders in the Luxembourgish sample report a little

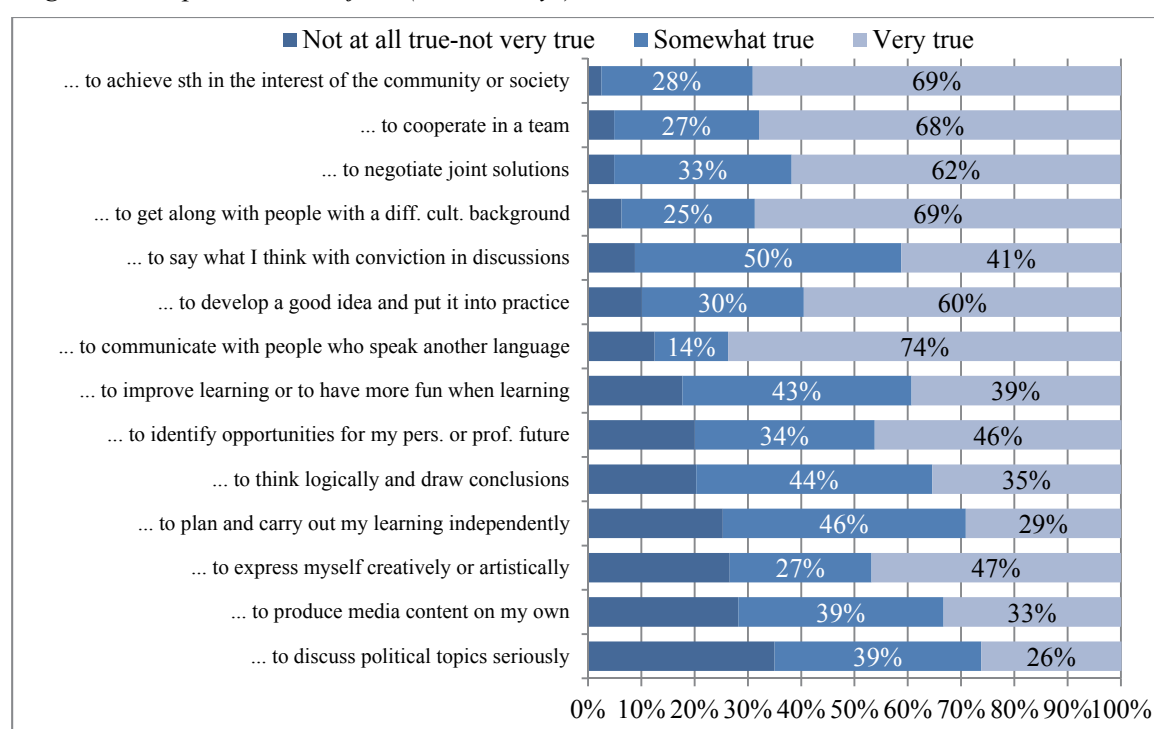
bit more often to have improved their communication in a foreign language (89% vs. 84% in the transnational sample), they have less improved their communication in the first language (34% vs. 47% in the transnational sample).

This difference is also related to the mother tongue of the project leaders (and their country of origin). Especially project leaders from Luxembourg and project leaders speaking Luxembourgish as their mother tongue report less often to have improved their competence in the first language (23% of PL from Luxembourg and 17% of PL speaking Luxembourgish as their mother tongue have improved their first language). Another difference in the Luxembourgish sample concerns the cultural awareness and expression, where the project leaders from Luxembourg have learned less than project leaders from other countries (64% vs. 84%).

The project leaders were not only asked to evaluate their own competences but also those of the participants in the project. It is interesting to see that the project leaders think that the participants learnt more often to communicate in their first language than the project leaders themselves (44% of the PL say that PP developed this competence in the project).

2.2. Skills

Figure 14: Reported skills of PL (NFL surveys)



Note: N=79–81; this question was asked only in the NFL surveys.

In the study on non-formal learning the project leaders were also asked to evaluate the effects of the project on their skills. If we look at the answering category 'very true', two of the skills stand out, because more than 69% of the project leaders acknowledged them (see Figure 14): these are to communicate with people who speak another language and to get along with people who have a different cultural background. If we look at the two answer categories 'very true' and 'somewhat true', the four competences developed most by the project leaders are: to achieve something in the interest of the community or society, to cooperate in a team, to negotiate joint solutions and to get along with people with a different cultural background. Those skills can be related to the dimensions 'team skills' and 'language and intercultural learning', which are the dimensions where the project participants learned most (see chapter

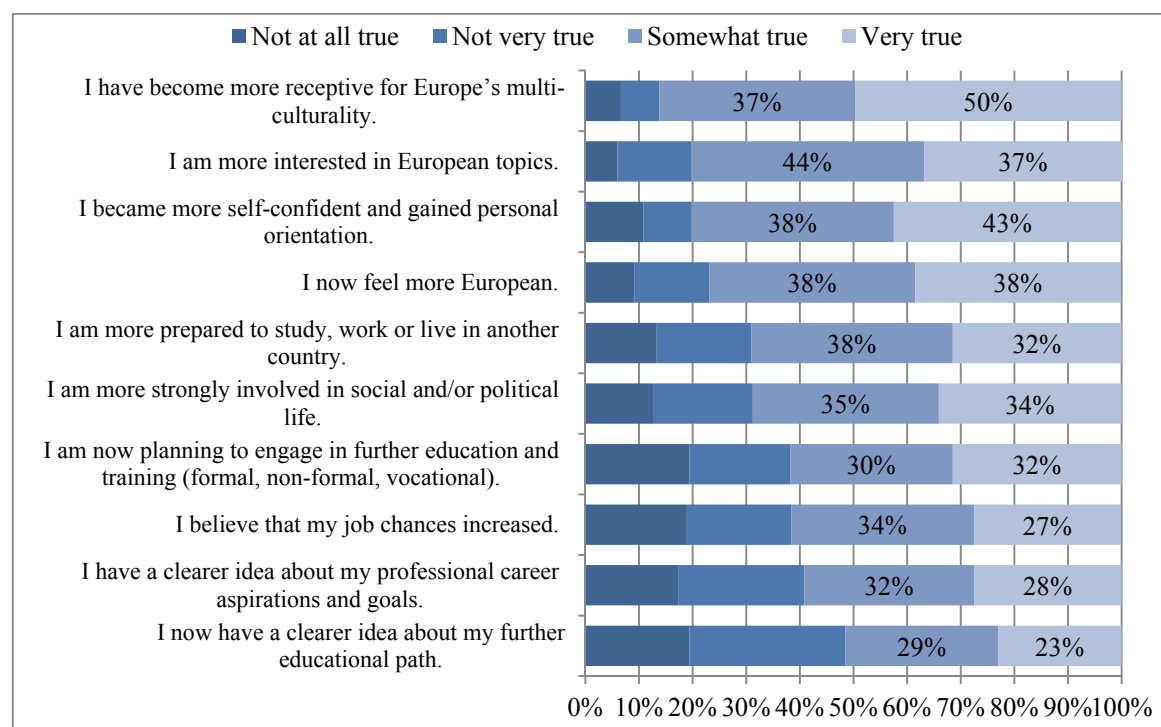
D.1.). The skills learned by the project leaders in the projects seem to be similar to those learned by the project participants.

2.3. Social and personal attitudes

Project leaders in the standard surveys were asked to evaluate further personal and social effects of the project on them. The items refer to their educational and professional future, to their self-development ('became more self-confident'), to their European identity ('more receptive to Europe's multiculturalism', 'feel more European') and to the Youth in Action objectives (involvement in social/political life, interest in European topics). The highest percentage of approval is found for the topics referring to the European identity, the Youth in Action objectives and the self-development, whereas the approval for the topics of the educational and professional future is smaller (see Figure 15).

In comparison to the transnational sample of 2011, the ranking of the effects on the project leaders as well as the percentages are nearly the same, except for the plans and the idea about further education and training, which are stronger in the transnational sample (75% in the transnational sample vs. 62% in the Luxembourgish sample plan to engage in further education; 63% in the transnational sample vs. 52% in the Luxembourgish sample have a clearer idea about their further educational path) (Fennes, 2012, p. 198).

Figure 15: Effects on social and personal attitudes of PL (standard surveys)



Note: N=164-168; this question was asked only in the standard surveys.

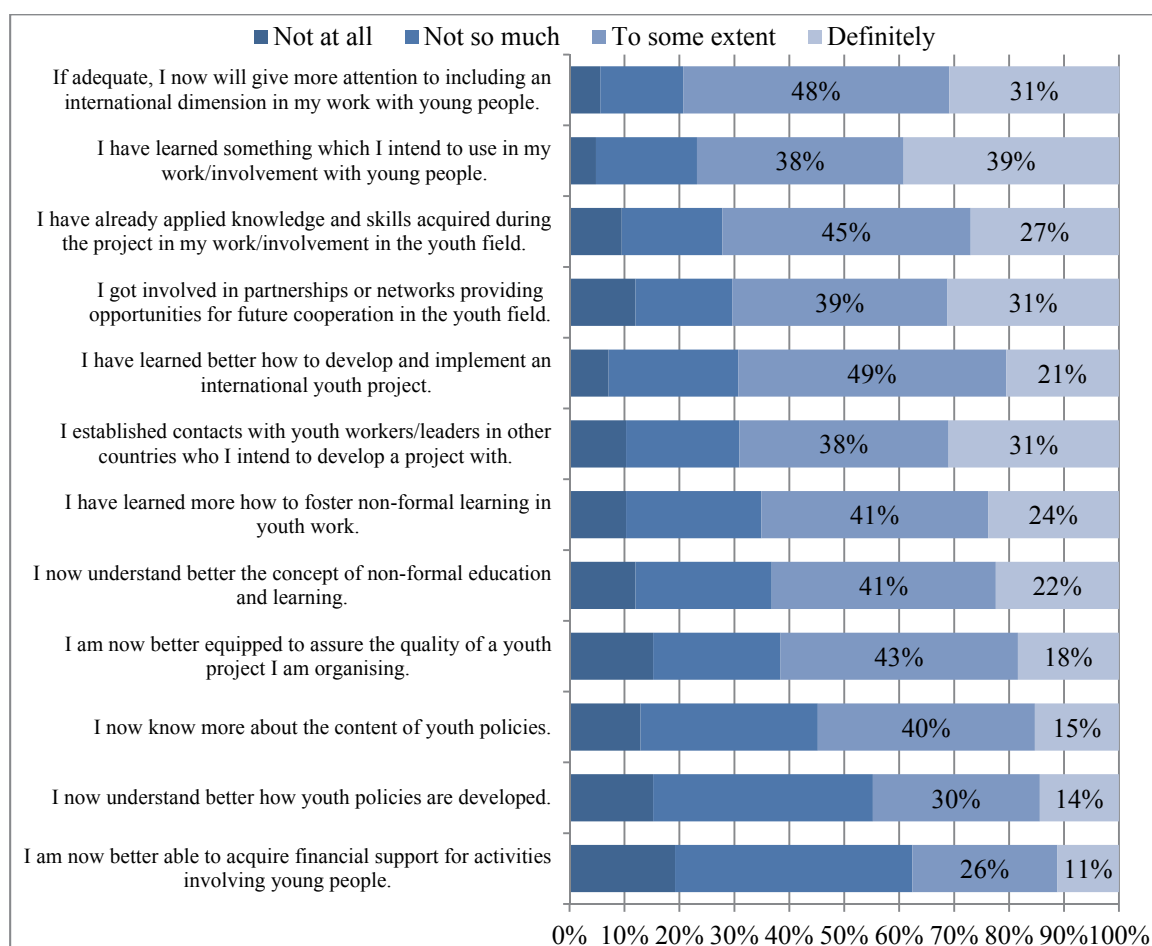
In the Luxembourgish sample there are no differences related to the different project types, but between projects that were sending or hosting countries and between the project leaders from different countries. The project leaders from a sending country feel more often European (83% say this is true vs. 67% from a hosting country) and have also become more receptive for Europe's multiculturalism (93% from a sending country vs. 75% from a hosting country). The project leaders from Luxembourg report less often effects concerning the European dimension and their educational or professional future than project leaders from other countries (see Table 82 in Annex). As a lot of project leaders from Luxembourg don't go abroad for a project and thus

report fewer effects, we limited the analysis to those going abroad. In the group of Luxembourgish project leaders who went abroad we find nearly the same effects for the European dimension than with the project leaders from other countries that went abroad. However, the effects on the educational and professional future of the project leaders in Luxembourg stay far below those of the project leaders in other countries.

2.4. Effects on youth workers in Training & Networking projects

In the questionnaire for project participants, a question for the participants of Training & Networking projects or TCP projects concerned the effects of the project on the work of the youth workers. The participation in the YiA project had mainly effects on their work with young people and less on the more administrative, political or conceptual part of their work (see Figure 16).

Figure 16: Effects on youth workers participating in T&N and TCP projects (standard surveys) (“Please indicate the effects of your participation in this project on your work/involvement in the youth field.”)



Note: N=125–127; this question was asked only in the standard surveys and for PP in T&N and TCP projects.

The percentages of youth workers agreeing with those effects are higher in the transnational sample than in the Luxembourgish sample (Fennes, 2012, p. 85). Whereas between 62% and 92% of the youth workers in the transnational sample agreed with those effects, only 38% to 79% did so in the Luxembourgish sample.

3. Reported effects on the organisation and wider community

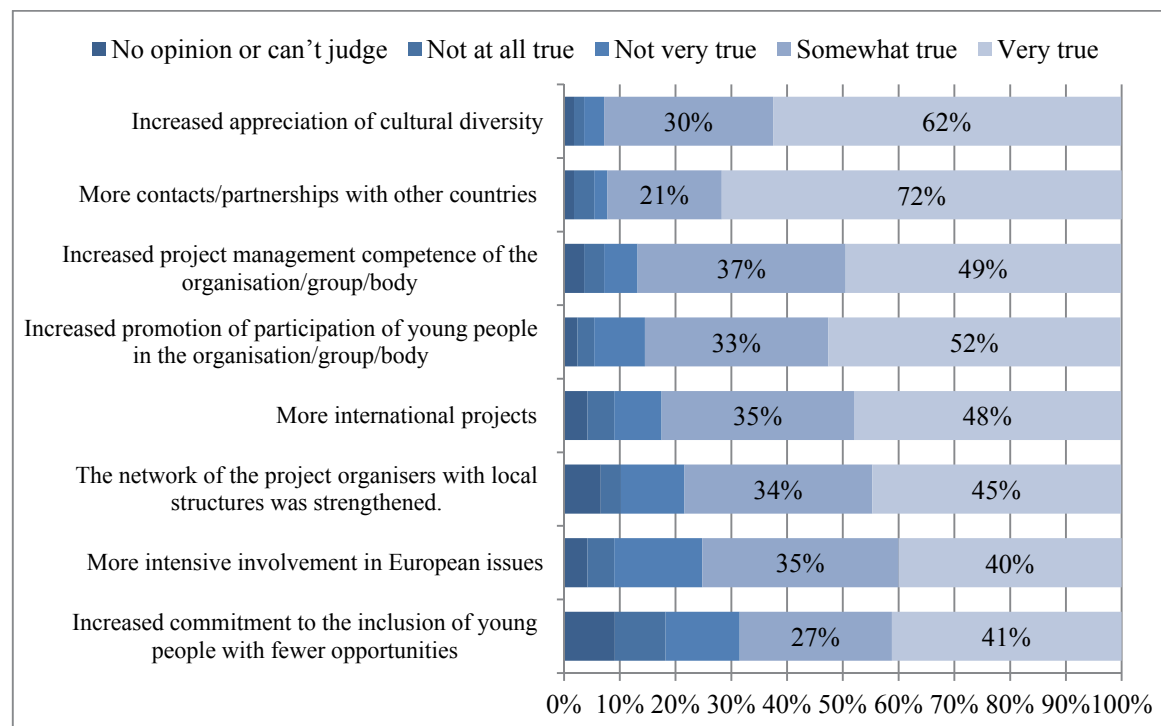
The Youth in Action programme also wants to contribute to the development of the quality of the support systems for youth activities. Thus some questions in the participants and leaders questionnaire of the survey were on the effects of the projects on the organisations and local communities.

3.1. Effects on the organisation

The question on the effects on the organisations was asked both in the project leaders' questionnaire and in the participants' questionnaire, but only to the participants of a Training & Networking or a TCP project.

More than two thirds of the project leaders say that the project did have an effect on their organisation (see Figure 17). The two most often cited effects are the appreciation of cultural diversity and increased contacts with other countries. The project leaders thought that the inclusion of young people with fewer opportunities was least promoted.

Figure 17: Effects on the organisations/group/body reported by PL (standard surveys)



Note: N=164–166; this question was asked only in the standard surveys.

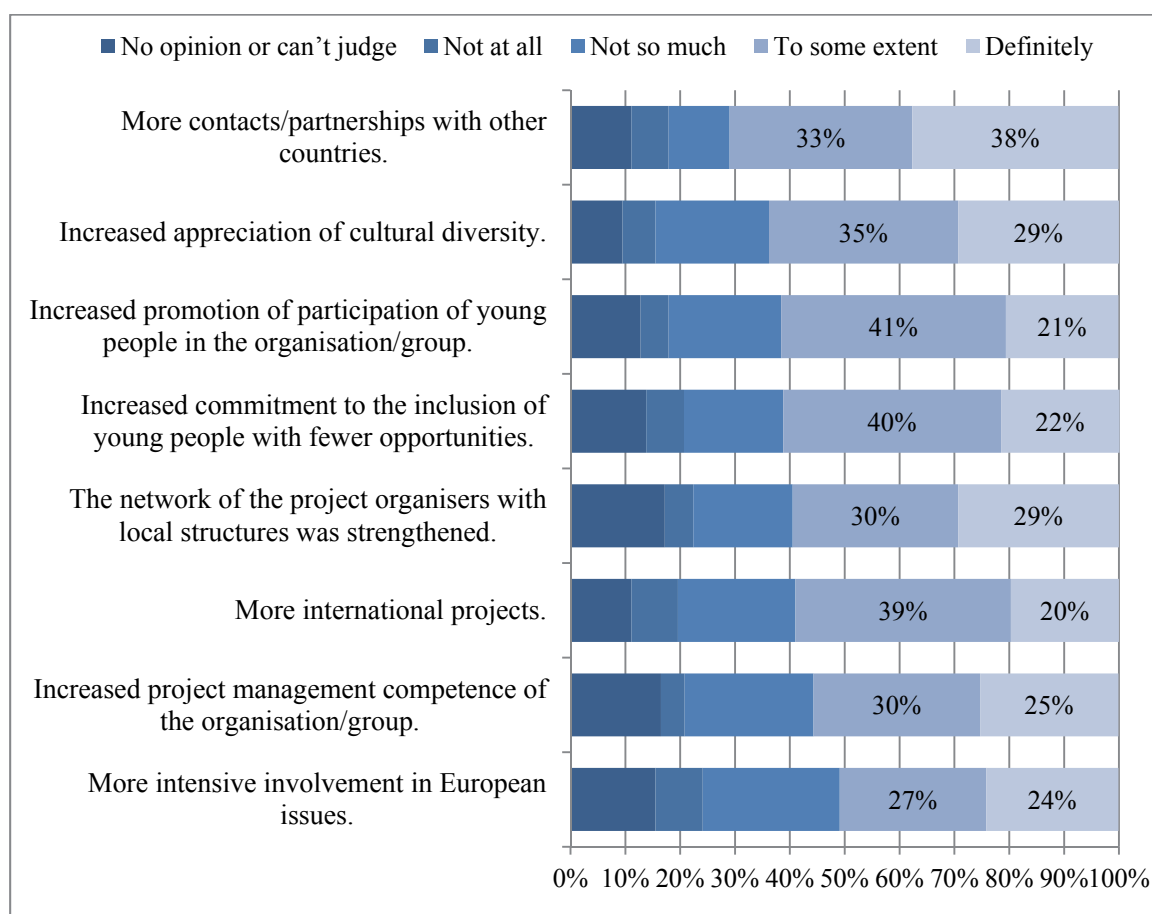
Compared to the percentages of approval among the project leaders of the transnational sample, most of the effects seem to be a little bit less important in the Luxembourgish projects (Fennes, 2012, p. 205).

In general the project leaders from Luxembourg report less effects on their organisation, group or body compared to the project leaders from other countries. In Luxembourg the projects seem to have a lesser effect especially on the commitment of the organisation to include young people with fewer opportunities (Luxembourgish PL: 55% vs. other PL: 77%) and the involvement in European issues (Luxembourgish PL: 58% vs. other PL: 85%).

The effects on the organisation seem also to be less high for organisations in hosting countries than in sending countries. When the project took part in another country than the organisation's country, the project leaders report more effects on the contacts/partnerships with other countries, on the appreciation of cultural diversity, on the number of international projects and on the involvement in European issues.

The same question was put to the project participants of a Training & Networking or a TCP project, too. In comparison to the project leaders, they find less often that the project had an effect on their organisation (see Figure 18). The percentages of approval range from 51% to 71%. This trend was also found in the transnational sample in 2001.

Figure 18: Effects on the organisations/group/body reported by the PP (standard surveys) ("If you have been participating in this project on behalf of an organisation/group/body: Which effects did the project have on your organisation/group/body?")



Note: N=115–117; this question was asked only in the standard surveys and for PP in T&N and TCP projects.

The effects on the organisations were higher, too (similar to the project leaders' appreciation) when the project was organised abroad and not in their own country (see Table 59). The fact that the project is organised in another country also seems to be a challenge that contributes more to the development of the organisation.

Table 59: Effects on the organisations/group/body reported by the PP by sending/hosting

	Hosting country	Sending country	Total
More contacts/partnerships with other countries.**	50.0%	78.8%	70.9%
Increased appreciation of cultural diversity.**	41.9%	71.8%	63.8%
Increased promotion of participation of young people in the organisation/group.*	46.9%	67.1%	61.5%
Increased commitment to the inclusion of young people with fewer opportunities.	58.1%	62.4%	61.2%
The network of the project organisers with local structures was strengthened.	51.6%	62.4%	59.5%
More international projects.**	37.5%	67.1%	59.0%
Increased project management competence of the organisation/group.*	36.7%	62.4%	55.7%
More intensive involvement in European issues.**	29.0%	58.8%	50.9%
N	30–32	85	115–117

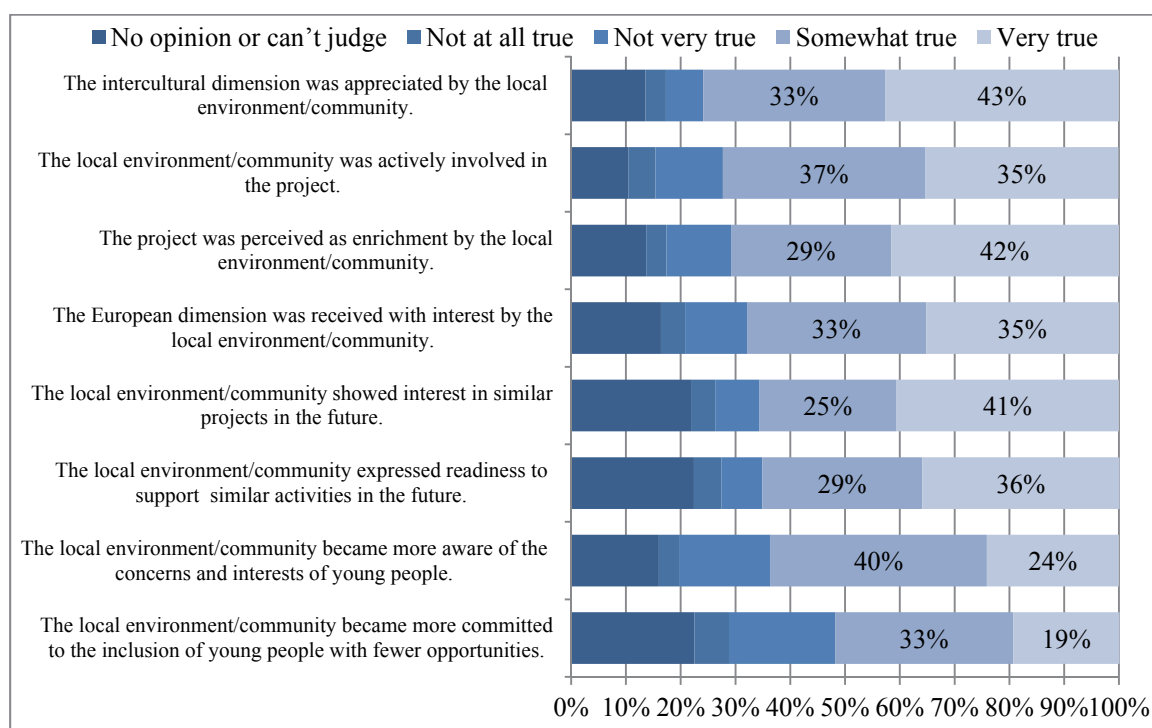
Note: N=115–117; this question was asked only in the standard surveys and for PP in T&N and TCP projects; % of PP who answered 'to some extent' or 'definitely'.

3.2. Effects on local community

The project leaders are not only reporting effects on their organisation, but also on the local community where the project took place. The effects on those are a little less strong than for the organisations: the percentages of project leaders that say that these effects are ‘somewhat true’ or ‘very true’ lie between 52% and 76% (see Figure 19). Only 72% of the local communities were actively involved in the project. The strongest effect on the local community was the appreciation of the intercultural dimension; the weakest one was the commitment to include more young people with fewer opportunities.

In comparison to the transnational sample of 2011, the effects on the local communities in the Luxembourgish sample received from 12% to 25% less approval from the project leaders (Fennes, 2012, p. 210). According to the project leaders in the transnational sample 86% of the local communities were actively involved in the project. The low involvement of the local communities in Luxembourg already explains some of the lower effects. The three most important effects in the transnational sample are the least cited in the Luxembourgish sample: interest in similar projects (90%), readiness to support similar activities (87%), and awareness of the concerns and interests of young people (84%).

Figure 19: Effects on the local community (standard surveys) (“Which effects did the project have on the community in which it was carried out?”)



Note: N=159–162; this question was asked only in the standard surveys.

According to the project leaders, the projects with young people and the EVS projects had in general a greater impact on the local environment than the projects with youth workers. The difference is significant for the item concerning the commitment to include young people with fewer opportunities: 58% of the project leaders of a project with young people think that this was developed, but only 25% of the project leaders of projects with youth workers agree with this.

The impact on the local environment also depends strongly on the country of venue of the project, i.e. the country where the project took place (see Table 60). The project leaders report that the effects are less important when the project took place in Luxembourg than in another

country. In projects that took place in Luxembourg, the local community was less often involved actively in the project, thus some of the effects are less important, too. Especially the commitment to include young people with fewer opportunities in the community was less developed in projects taking place in Luxembourg.

Table 60: Effects on the local community (standard surveys), by country of venue

	Country of venue		
	Luxembourg	other	Total
The intercultural dimension was appreciated by the local environment/community.	72.2%	83.3%	75.9%
The local environment/community was actively involved in the project.**	64.8%	87.0%	72.2%
The project was perceived as enrichment by the local environment/community.	68.2%	75.9%	70.8%
The European dimension was received with interest by the local environment/community.*	62.6%	78.8%	67.9%
The local environment/community showed interest in similar projects in the future.	61.7%	73.6%	65.6%
The local environment/community expressed readiness to support similar activities in the future.*	60.2%	75.5%	65.2%
The local environment/community became more aware of the concerns and interests of young people.*	58.3%	74.1%	63.6%
The local environment/community became more committed to the inclusion of young people with fewer opportunities.**	44.4%	67.3%	51.9%
N	52–54	107–108	159–162

Note: N=159–162; this question was asked only in the standard surveys; % of PL who answered 'somewhat true' or 'very true'.

E. Beneficiaries and project partners

In this chapter we will describe the beneficiaries and their project partners: these are the organisations for which the project leaders have been involved in the project. The project leaders were asked to indicate the type and the focus of the organisation.

1. Type of beneficiaries and project partners

In the Luxembourgish sample more than two out of three project leaders report that the organisation for which they are involved in the project is a non-profit or non-governmental organisation (see Table 61). A quarter of the project leaders took part in the project as member of a local or regional public body. These figures correspond to those in the 2011 transnational sample where 70% of the respondents were involved in the project for an NGO and 20% on behalf of a public body (Fennes, 2012, p. 59).

Table 61: Organisation/group/body of PL

		Frequency	Percent	Valid percent
Valid	A local or regional public body (e.g. municipality, regional government/authority, etc.)	56	22.2%	24.0%
	A non-profit or non-governmental organisation (e.g. an association, NGO, denominational organisation, non-profit corporation)	158	62.7%	67.8%
	An informal group of young people	19	7.5%	8.2%
	Total	233	92.5%	100.0%
Missing	System	19	7.5%	
Total		252	100.0%	

Table 62: Organisation/group/body of PL by project type (restricted)

		Project type			Total	
		Projects with young people	EVS	Projects with youth workers		
My organisation /group/body is ...	... a local or regional public body (e.g. municipality, regional government/authority, etc.)	34.7%	0.0%	0.0%	23.4%	33
	... a non-profit or non-governmental organisation	57.9%	100.0%	100.0%	71.6%	101
	... an informal group of young people	7.4%	0.0%	0.0%	5.0%	7
Total		100%	100%	100%	100%	
		95	25	21		141

Note: N=141; only PL from the 4 standard surveys and where the action type given by the project leaders was consistent with the action type from the NA; percent of columns.

The project leaders' organisations vary a lot with the different project types (see Table 62). All of the project leaders that were member of a project team within the framework of an EVS or a

project with youth workers were member of an NGO. Only project leaders in projects with young people were also part of a public body or an informal group of young people. In the transnational sample, the percentages of project leaders' organisations by project type showed the same tendencies, if less pronounced (87% of PL in a project with youth workers were members of an NGO, 80% of PL in an EVS) (Fennes, 2012, p. 141).

In parallel, the organisations of the project leaders vary a lot with the country of origin of the project leaders. Project leaders from Luxembourg are more often part of an organisation that is non-profit or non-governmental than from other countries (78% Luxembourg vs. 61% other countries). In contrast, the organisation of project leaders residing in another country is more often a local or regional body than in Luxembourg (30% other countries vs. 15% Luxembourg).

2. Focus of the project promoter

The promoters of the projects, meaning the organisations for which the project leaders took part in the project, have very diverse priorities and foci. The largest group represents the organised youth work with one third of the promoters (see Table 63), followed by one quarter from the youth exchange sector, the cultural sector or out-of-school education. These figures resemble those found in the transnational analysis of 2011 (Fennes, 2012, p. 142).

Table 63: Focus of the organisation/group/body of the PL

	Responses		Percent of cases
	N	Percent	
Organised youth work (e.g. youth organisation, youth association, etc.)	65	18.3%	30.2%
Youth exchange	52	14.6%	24.2%
Cultural activities	45	12.6%	20.9%
Out-of-school youth education (non-formal youth education)	44	12.4%	20.5%
Other types of education and training	36	10.1%	16.7%
Open youth work [e.g. youth centre (premises where young people can meet during their leisure time), street work, etc.] (including mobile youth work)	32	9.0%	14.9%
Socio-political work (e.g. promoting human rights, integration, social justice, environmental protection, sustainable development, etc.)	30	8.4%	14.0%
Youth counselling, youth information	23	6.5%	10.7%
Social work/social services	17	4.8%	7.9%
Youth services	12	3.4%	5.6%
Total	356	100.0%	165.6%

Note: N=252; possibility to choose 2 answers.

Whereas organised youth work ranks first in the organisations' foci in the Luxembourgish sample as well as in the transnational sample, it falls in the ranking on fifth place for the project leaders coming from Luxembourg. The percentage of project leaders whose organisation is 'organised youth work' is only 16% for Luxembourgish project leaders vs. 31% for project leaders from other countries. Especially youth organisations or youth associations seem to be less active in Youth in Action projects. This may be explained by the size of the associations: they are smaller and thus less professionalised in Luxembourg than in other countries.

F. Implementation of Youth in Action

In this chapter we look at some aspects in connection with the Youth in Action programme. First the participants and the project leaders were asked about the way they got involved in the programme. Then the participants were asked about their knowledge on the funding of the project by the EU. The project leaders evaluated the application procedures and the administration as well as the reporting of the project. Finally the surveys enquired about the knowledge and use of the Youthpass and the Structured Dialogue.

1. Becoming involved in Youth in Action

Participants

Most of the participants of YiA projects became involved in the project through a youth body—a group, organisation or a centre—or through friends or acquaintances (see Table 64). These percentages of the project participants in projects funded by Luxembourg are thereby smaller than the percentages from the transnational sample, where 47% of the project participants were involved through a youth body and 35% through friends (Fennes, 2012, p. 145). School ranks on third place as well in Luxembourg as in the transnational sample. On the other hand the working place as well as the National Agency play a more important role for the involvement of project participants in Luxembourg than in the transnational sample (involvement through colleagues at work in the transnational sample: 4%, through the NA: 8%).

Table 64: Participants becoming involved in the project (PP) (“I came to participate in this project in the following way:”)

		Responses		Percent of
		N	Percent	cases
Becoming involved	... through a youth group, youth organisation or a youth centre	139	25.5%	31.0%
	... through friends/acquaintances	109	20.0%	24.3%
	... through school or university	77	14.1%	17.2%
	... at work (e.g. colleagues, information at work, etc.)	68	12.5%	15.2%
	... through information in a newspaper/magazine, on the radio, TV, internet	48	8.8%	10.7%
	... through information from a National Agency of Youth in Action or a regional agency/office/branch/structure of the National Agency (e.g. through a direct mailing, information material, poster, website, information event, consultation, etc.)	57	10.5%	12.7%
	... through information by or on the website of the European Commission	13	2.4%	2.9%
	... through other sources	34	6.2%	7.6%
Total		545	100.0%	121.7%

Note: N=448; possibility to choose 2 answers.

The means of access to the different project types show some important differences (see Table 65). In projects with young people, youth bodies and friends stay the most important ways of getting involved and school or university comes close behind on third place. The situation

slightly changes for the volunteers who say that their two most important ways were friends and information through media. For the EVS participants youth bodies, school or the working place do not play an important role in getting involved. A very different situation is the involvement of the project participants in projects with youth workers, whose first way is the working place and only on second place a youth body. Friends, school or media don't play an important role for the involvement of youth workers.

Table 65: Participants becoming involved in the project (PP) by project type (restricted) ("I came to participate in this project in the following way:")

		Project type			Total	
		Projects with young people	EVS	Projects with youth workers		
Becoming involved	... through a youth group, youth organisation or a youth centre**	36.0%	11.6%	24.8%	29.2%	102
	... through friends/acquaintances**	30.7%	37.2%	8.5%	24.1%	84
	... through school or university**	28.6%	0.0%	0.9%	15.8%	55
	... at work (e.g. colleagues, information at work, etc.)**	3.2%	4.7%	47.0%	18.1%	63
	... through information in a newspaper/magazine, on the radio, TV, internet**	13.8%	34.9%	1.7%	12.3%	43
	... through information from a National Agency of Youth in Action or a regional agency/ office/branch/structure of the National Agency (e.g. through a direct mailing, information material, poster, website, information event, consultation, etc.)	4.2%	25.6%	17.1%	11.2%	39
	... through information by or on the website of the European Commission	1.1%	11.6%	3.4%	3.2%	11
	... through other sources	4.2%	7.0%	10.3%	6.6%	23
Total		189	43	117		349

Note: N=349; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; possibility to choose 2 answers; percentages and totals are based on respondents.

When we differentiate the countries of origin of the participants, there are only two significant differences: project participants from Luxembourg more often get involved through information from the media (18% vs. 7% from other countries), and project participants from other countries more often get involved through school or university (22% vs. 9% from Luxembourg).

Project leaders

The project leaders have other ways of learning about the Youth in Action programme than the participants. Whereas the youth group is the most important means for the participants' information, the National Agency plays this role for the project leaders (see Table 66). Colleagues at work also have a greater importance for the project leaders than for the project participants.

The comparison with the transnational results of the RAY study shows that project leaders in the Luxembourgish sample more often cited colleagues at work as important ways of learning about the YiA programme (19% of PL got involved through colleagues at work) (Fennes, 2012, p. 145).

Table 66: Project leaders becoming involved in Youth in Action (PL) (“I learned about the Youth in Action Programme or a previous EU youth programme in the following way:”)

	Responses		Percent of cases
	N	Percent	
... through the National Agency of Youth in Action or of a regional agency/office/branch/structure of the National Agency (e.g. through a direct mailing, information material, poster or the website, information event, consultation, etc.)	59	26.8%	38.6%
Becoming involved (PL) ... through a youth group, youth organisation or youth centre, etc.	48	21.8%	31.4%
... through colleagues at work	44	20.0%	28.8%
... through friends/acquaintances	26	11.8%	17.0%
... through school or university	23	10.5%	15.0%
... through information by or on the website of the European Commission	13	5.9%	8.5%
... through information in a newspaper/magazine, on the radio, TV, internet	7	3.2%	4.6%
Total	220	100.0%	143.8%

Note: N=153; only project leaders in the 4 standard surveys; possibility to choose 2 answers.

The percentage of project leaders who learned about the YiA programme through the National Agency is especially high (significant at the 0.01 level) among the EVS project leaders (70%) compared with project leaders in youth projects (36%) and in projects with youth workers (29%).

Inside the Luxembourgish sample, the project leaders from Luxembourg report that the National Agency is the most important and first way of learning about the YiA programme: 62% of the project leaders from Luxembourg state this role of the National Agency, but only 24% of the project leaders from another country. In contrast, for Luxembourgish project leaders school or university are not as important to learn about YiA (3%) as for project leaders from other countries (22%).

2. Knowledge about the financing of the project

Most of the participants know that the project was funded by the European Union (85% of the participants in the standard surveys). A slightly smaller percentage of participants also states that they know that the funds for the project came from the YiA programme (79% of the participants in the standard surveys). The figures of the transnational sample (Fennes, 2012, p. 62) are even higher: 95% of the project participants knew that the project was funded by the EU and 90% knew that it was funded by the YiA programme.

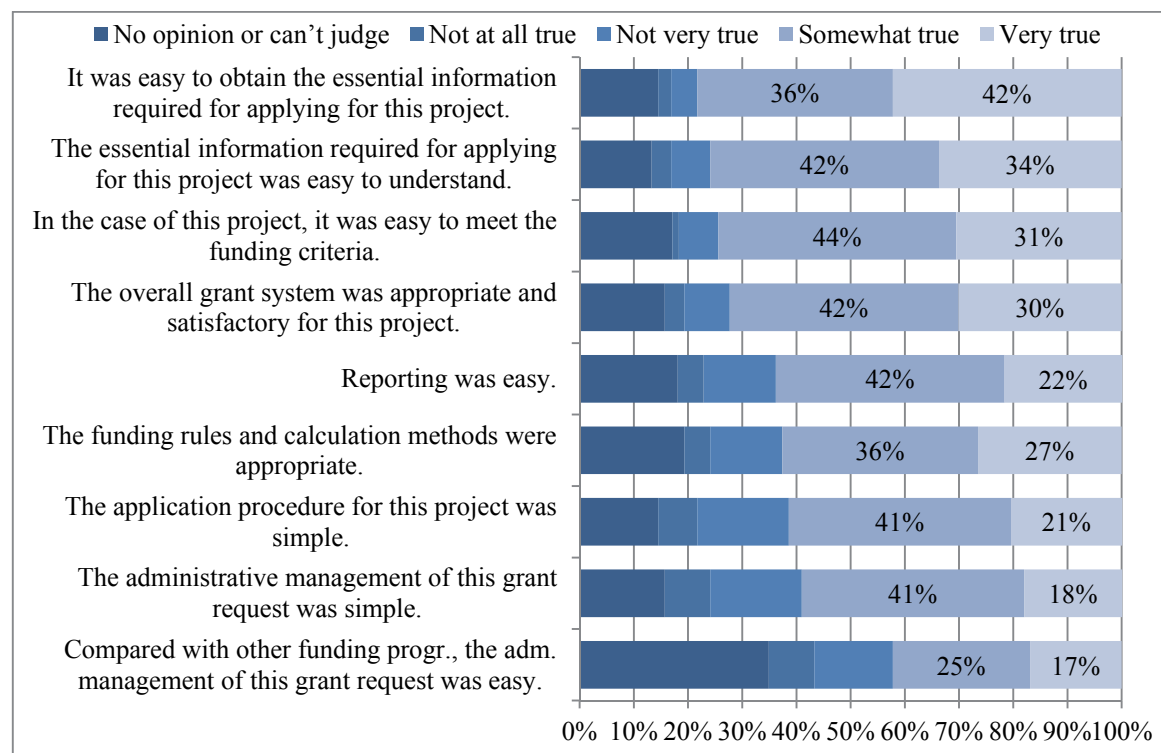
Especially the participants in EVS and projects with youth workers know more often that their project is financially supported by the EU (95% and 94%) than participants in projects with young people (80%). A similar result was found for the knowledge about the funding by the YiA programme: 91% of the participants in EVS and projects with youth workers, but only 75% of participants in projects with young people knew about the funding by YiA.

The participants residing in Luxembourg are less often aware that the project they are being asked about was financed by the EU (Luxembourg 75% vs. other countries 91%) or that the funds came from the YiA programme (Luxembourg 71% vs. other countries 84%).

3. Application, administration and reporting

The project leaders of organisations that were beneficiaries of the programme were also asked about the application, administration and reporting of the project. The majority of the project leaders were satisfied with the application and administration procedures (see Figure 20). 76% to 78% of the project leaders (percentages of those who answered ‘somewhat true’ and ‘very true’) had no problem to obtain information on the programme and to understand it. About 72% to 75% of the project leaders also found that the funding criteria and the grant system were satisfactory for their project. On the other hand about 25% of the project leaders found the application procedure for the project and the administrative management of the grant request difficult.

Figure 20: Application procedure and administrative project management (PL)



Note: N=82–83; dependency question, only those who responded ‘yes’ to the question if their organisation was the beneficiary.

In comparison to the transnational sample, the percentages of project leaders that approved of the different administrative procedures were smaller in the Luxembourgish sample: 70% (compared to 90% of the project leaders in the transnational sample) agreed with the procedures and project management (Fennes, 2012, p. 152). The ranking of the different statements stays more or less the same, except for the reporting; whereas the reporting ranked on fifth place in the Luxembourgish sample, it ranked last in the transnational sample (70%). Two statements that received about 20% to 30% less agreement by the Luxembourgish sample were the funding rules and calculation methods as well as the easiness of administrative management compared to other funding programmes (83% respectively 74% agreement in the transnational sample).

The project leaders coming from Luxembourg found the management of the grant request for YiA in comparison to other funding programmes less easy than those coming from another country (32% of the Luxembourgish PL found it easy vs. 58% of the PL from other countries).

The project leaders had fewer problems with the application procedure and administration of the project when they had previous experience as member of a YiA project team. From the 252 project leaders in the Luxembourgish sample, about 45% said they had already participated as a project leader or member of the project team in projects organised in the framework of Youth in Action or a preceding EU youth programme (see page 42). 93% of those who had already participated in a project said it was easy to obtain the information for the project, opposed to 64% of the first time project leaders. 90% of the experienced project leaders said they understood the information easily (only 62% of the first-time PL), and 85% of the experienced project leaders reported that it was easy to meet the funding criteria (only 64% of the first time PL).

4. Youthpass

The participants' and project leaders' questionnaire in the four standard surveys asked about the knowledge and usage of the Youthpass. From the 420 project participants 49% were informed about the Youthpass and its benefits, whereas 38% didn't know it, and 13% didn't remember. In comparison to the results of the 2011 transnational sample, the participants in the projects funded by Luxembourg are less well informed about Youthpass: 57% of the project participants in the transnational analysis were informed about Youthpass, and only 27% stated not to be (Fennes, 2012, p. 155).

Table 67: Participants' knowledge of Youthpass by project type (restricted)

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
The "Youthpass" certificate was introduced in 2007. It describes, certifies and recognises the learning experience acquired during a Youth in Action project. Are you informed about Youthpass and its benefits?*	35.8%	85.7%	63.0%	51.1%
N	179	42	108	329

Note: N=329; percentage of PP that answered 'yes'; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA.

The knowledge of the Youthpass tool varies a lot with the projects in which the participants took part (see Table 67): whereas the Youthpass is well known by the participants of an EVS (86%) and still quite well known by the participants in a project with youth workers (63%), only one third of the participants in projects with young people are informed about the Youthpass (36%). Those figures are considerably lower than those of the transnational analysis (see Fennes, 2012, p. 64).

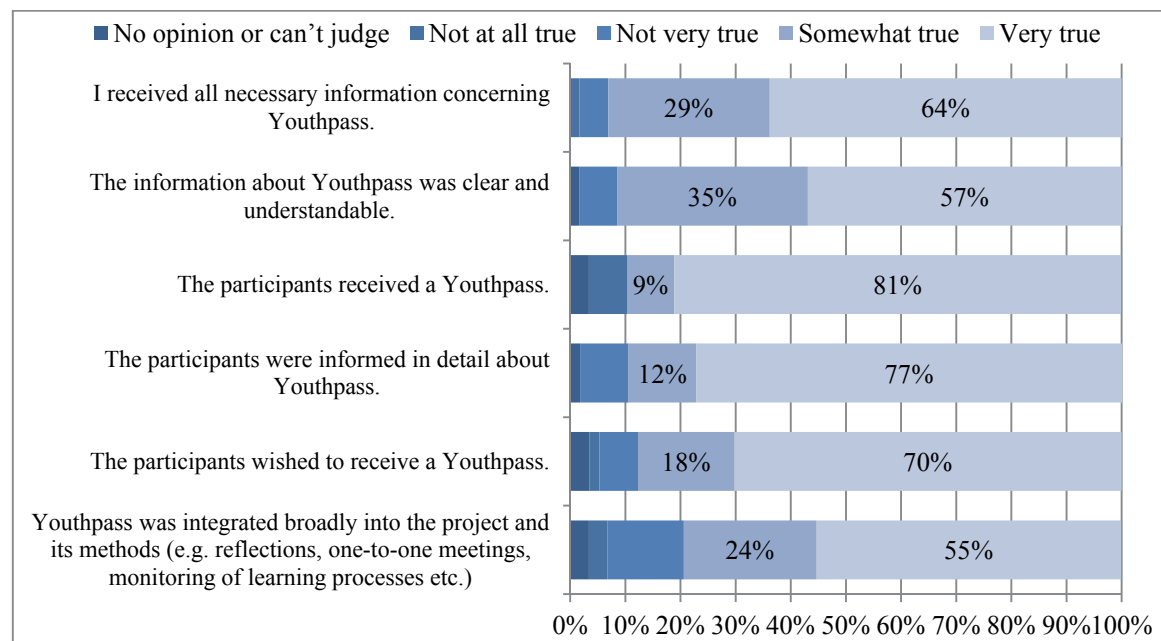
When asking participants whether they own a Youthpass, the percentages drop again: only 34% of the project participants have one, 54% haven't, and 12% don't know. These figures differentiate significantly across the project types: of the EVS participants about twice as many (62%) as the participants in projects with youth workers (35%) or projects with young people (30%) possess a Youthpass. The percentage of the EVS having a Youthpass is nearly similar to the one in the transnational analysis (see Fennes, 2012, p. 155), whereas the other project types are again lower.

In the projects funded by Luxembourg the participants from Luxembourg are less often informed about the Youthpass (42% Luxembourg vs. 53% other countries, significant at the 0.05 level), and they less often possess one (28% Luxembourg vs. 37% other countries).

The project leaders were also asked about the use of Youthpass in their project, and their answers confirm the bad figures of the Youthpass knowledge of project participants: only 36% of the project leaders (N=163; from the 4 standard surveys) report that they used Youthpass in their project, 33% didn't use it, and 32% don't remember or don't know. The 2011 transnational analysis reports that 49% of the project leaders used Youthpass in their projects, so the projects funded by Luxembourg have a shortcoming in this field.

Nevertheless those projects where Youthpass was used have done this very successfully (see Figure 21): around 90% of the project leaders report that they have been well informed about Youthpass and that the participants were informed and received a Youthpass.

Figure 21: Integration of Youthpass in the projects (PL)



Note: N=57–58; only projects leaders in the 4 standard surveys and who ticked 'yes' that Youthpass was used in this project.

5. Structured Dialogue

The four standard surveys asked the participants some questions, too, about the Structured Dialogue as a new opportunity for meetings and discussions between young people and policy makers. Out of the 419 project participants answering these questions, 25% stated that they had already heard about the Structured Dialogue, and 13% indicated that they experienced already an activity within the Structured Dialogue. These percentages are nearly similar to those found in the transnational analysis of 2011 (see Fennes, 2012, p. 65).

In our sample we found no differences between the project participants from Luxembourg and from other countries concerning the knowledge or the experience of the Structured Dialogue. Compared to some Western European countries of the 2011 transnational sample, the Luxembourgish residents seem to be rather highly informed (Austria: 5%, Germany: 14%, The Netherlands: 17%) and also to participate more often in the Structured Dialogue (Austria: 2%, Germany: 6%, The Netherlands: 11%) (see Fennes, 2012, p. 159).

The knowledge and the experience of the Structured Dialogue, however, is very different for the participants if differentiated by project types (significant at the 0.01 level): twice as much of the youth workers from Training projects (43%) than young people from EVS (19%) or from projects with young people (21%) have heard about the Structured Dialogue. Similar significant differences between the project types are found for the experience of activities under the Structured Dialogue (23% of project participants in projects with youth workers, 11% PP in projects with young people and 7% from EVS). This may also be explained by the age of the participants: the older project participants (26 years and older) are more likely to have heard about the Structured Dialogue (41%) than the younger groups (17 years and younger: 14%, 18–25 years: 19%). Hence their experience of activities within the Structured Dialogue is higher: 20% of the group of 26 years and older, but only 10% of the younger age groups. This is consistent with the attitudes of young people on political participation (see page 22).

G. Project development and implementation

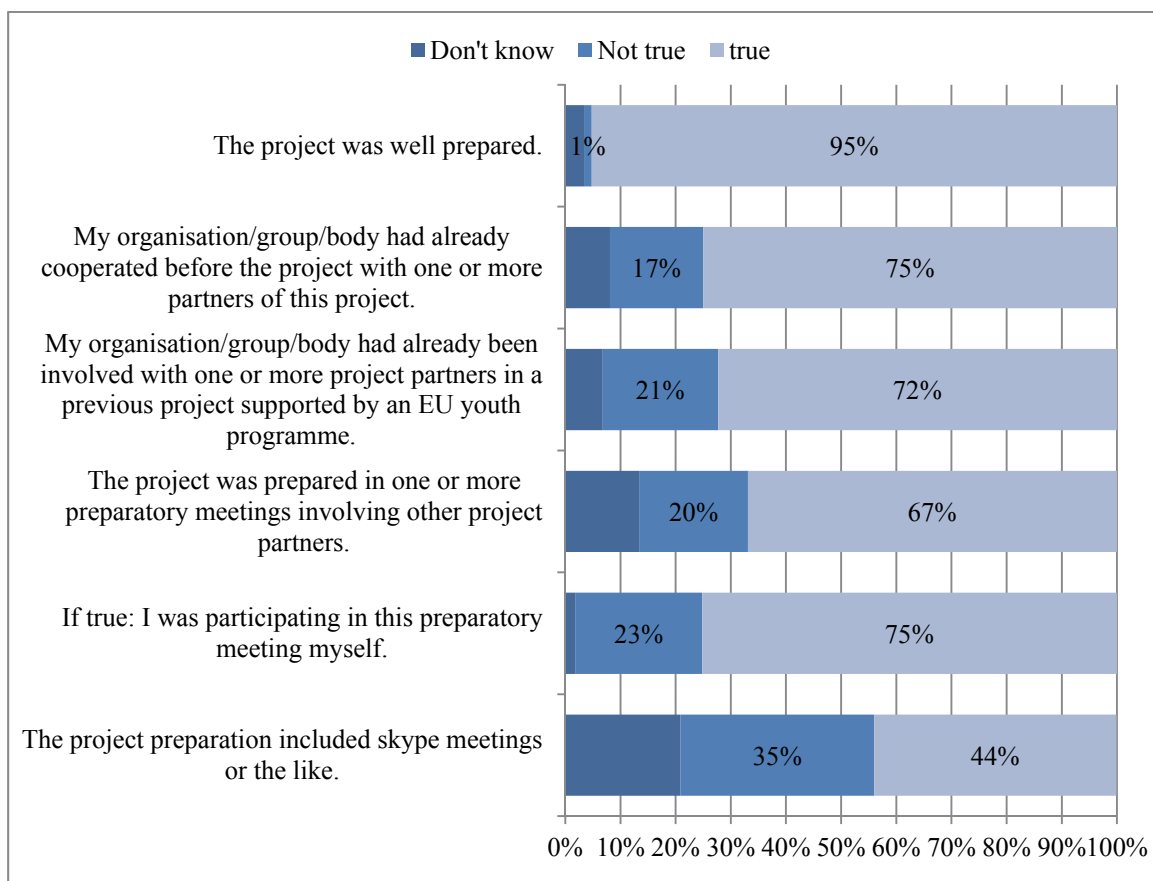
This last chapter evaluates some factors about the project itself. First the project leaders are asked about the preparation of the project and the cooperation with their partner organisations. The project participants then report on the languages used in the project. We also look at the integration of young people with fewer opportunities in the project. Finally the project participants report their overall satisfaction with the project.

1. Preparation of the project

Nearly all project leaders evaluate the project preparation as good (see Figure 22), perhaps in consequence of a long-term cooperation between most of the project partners, as 72% to 75% of the project leaders say that their organisations had already cooperated or been involved with one or more project partners before. The 2011 transnational analysis shows similar numbers as in Luxembourg: 92% of the project leaders think that their project was well prepared, and 70% of the organisations could already rely on a network of partners (see Fennes, 2012, p. 153). There is, however, one slight difference between the European average and Luxembourg: the usage of Skype meetings or similar for the preparation. The projects funded by Luxembourg used this tool less than those by other European countries (44% of the PL from the Luxembourgish sample vs. 60% of the PL from the transnational sample).

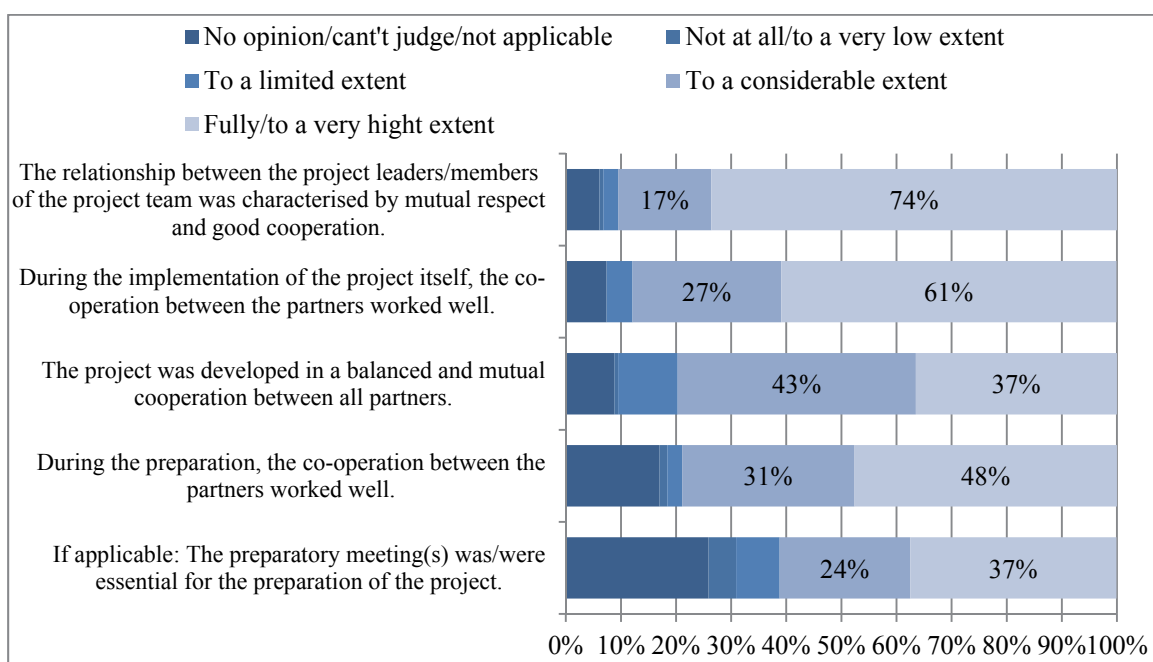
Overall the cooperation between the partners in the project was evaluated positively by the project leaders (see Figure 23). The most positive aspect is the mutual respect and good cooperation between the project leaders or members of the project team; to this 91% of the project leaders agreed. About 88% of the project leaders also agree that the cooperation between the partners during the implementation of the project worked well. The aspects that found the least consent among the project leaders concern the cooperation of the partners during the preparation of the project. For these two items, however, 17% respectively 25% of the project leaders didn't give an answer, suggesting that they were perhaps less involved in the preparation of the project.

Figure 22: Preparation of the project (PL)



Note: N=146–148 (105); only projects leaders in the 4 standard surveys.

Figure 23: Partner cooperation in the project (PL)



Note: N=147–148 (139); only project leaders in the 4 standard surveys.

2. Project languages

One of the competences that were most enhanced in the YiA projects was the intercultural and language competence. For this competence the use of languages in the project plays a very important role, thus the participants were asked about the languages that were used in the project and their problems with the language usage in the project. Only 7% of the participants report that they had problems to participate in the project because of the language situation (see Table 68). Most of the participants report that they used another language than their first language and that the project used one language for the communication between the participants.

Table 68: Language(s) used in the project (PP)

		Responses		Percent of cases
		N	Percent	
Languages in the project	I used also another language (or other languages) than my first language.	390	36.2%	73.9%
	There was one language which was used by all participants.	372	34.5%	70.5%
	The project team helped me to understand when it was necessary.	145	13.5%	27.5%
	I could fully participate in the project by using my first language.	134	12.4%	25.4%
	I had difficulties to participate in the project for language reasons.	36	3.3%	6.8%
Total		1,077	100.0%	204.0%

Note: N=528; possibility to choose multiple answers.

Table 69: Language(s) used in the project (PP) by project type

		Project type			Total
		Projects with young people	EVS	Projects with youth workers	
Languages in the project	There was one language which was used by all participants.	68.9%	66.7%	84.3%	73.6%
	I used also another language (or other languages) than my first language.**	76.7%	78.6%	62.0%	72.1%
	The project team helped me to understand when it was necessary.**	34.4%	40.5%	14.8%	28.8%
	I could fully participate in the project by using my first language.*	18.9%	38.1%	29.6%	24.8%
	I had difficulties to participate in the project for language reasons.	7.8%	9.5%	3.7%	6.7%
Total		180	42	108	330

Note: N=330; possibility to choose multiple answers; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; percentages and totals are based on respondents.

Compared to the transnational sample of 2011, the part of participants in the Luxembourgish sample having problems with the language situation in the project was about the same (Fennes, 2012, p. 161). The percentages of participants in the transnational sample that agreed with the first two answers were a little bit smaller than in the Luxembourgish sample: 68% said they used another language in the project, and 59% report that there was one language used in the project.

The differentiation of the language use by project types shows that especially the participants in an EVS used more often another language and had to rely more often on the help of the project team than the participants in a project with youth workers (see Table 69). Surprisingly the EVS participants are at the same time those that could fully participate in the project by using their first language. This might be linked to the language situation in Luxembourg, where the three official languages (Luxembourgish, German and French) are often used similarly in a project, depending on the language skills of the people involved.

As we expected, the participants from Luxembourg report more often than participants from other countries that they used another language than their first language during the project (80% of the PP from Luxembourg vs. 71% from PP from other countries). Participants also had to rely more on the project team when the project was taking place in another country (20% of the PP in a project in their country vs. 31% of PP in a project abroad).

Does the use of different languages in the project also have an influence on the improvement of the participants' skill to communicate with people who speak another language? To analyse this question we used a correlation analysis (see Table 85 in Annex) based on dichotomous variables. It shows that the participants learned better to communicate with people who speak another language when they used another language than their first language in the project and in case they had problems understanding they received help from the project team. This also meant that in the project more than one language was used to communicate and that the participants could not always use their first language.

3. Young people with fewer opportunities (YPFO) in the project as seen by the project leaders

42% of the project leaders (N=196) state in the standard surveys that underprivileged young people have participated in their projects, 34% negate this statement. The percentage of YPFO in projects funded by Luxembourg is thus smaller than in the transnational sample, where 51% of the project leaders said that YPFO participated in the project (Fennes, 2012, p. 123).

According to the project leaders, the part of YPFO is lowest in the EVS projects (see Table 70). This difference was also found in the transnational sample: in the EVS projects only 26% of the project leaders said that young people with fewer opportunities did participate (Fennes, 2012, p. 123).

Table 70: Participation of YPFO by project type (restricted)

		Project type		Total
		Projects with young people	EVS	
Did young people with fewer opportunities participate in the project?	Yes	54.3%	8.0%	44.5%
	No	24.5%	80.0%	36.1%
	Don't remember/don't know	21.3%	12.0%	19.3%
Total		100.0%	100.0%	100.0%
		94	25	119

Note: N=119; only project leaders in the 4 standard surveys and where the action type given by the project leaders was consistent with the action type from the NA; percent of columns.

The main obstacles to the access of the project participants were, according to the project leaders, economic and social obstacles (see Table 71). These are also the main obstacles indicated by the project leaders in the transnational sample: 71% think that YPFO cannot participate because of economic obstacles and 62% because of social obstacles (Fennes, 2012, p. 123).

Table 71: Obstacles of YPFO as seen by PL

		Responses		Percent of cases
		N	Percent	
Obstacles of YPFO	Economic obstacles	38	33.0%	71.7%
	Social obstacles	28	24.3%	52.8%
	Cultural differences	15	13.0%	28.3%
	Education difficulties	11	9.6%	20.8%
	Physical or mental disabilities	10	8.7%	18.9%
	Geographical obstacles	9	7.8%	17.0%
	Health problems	4	3.5%	7.5%
Total		115	100.0%	217.0%

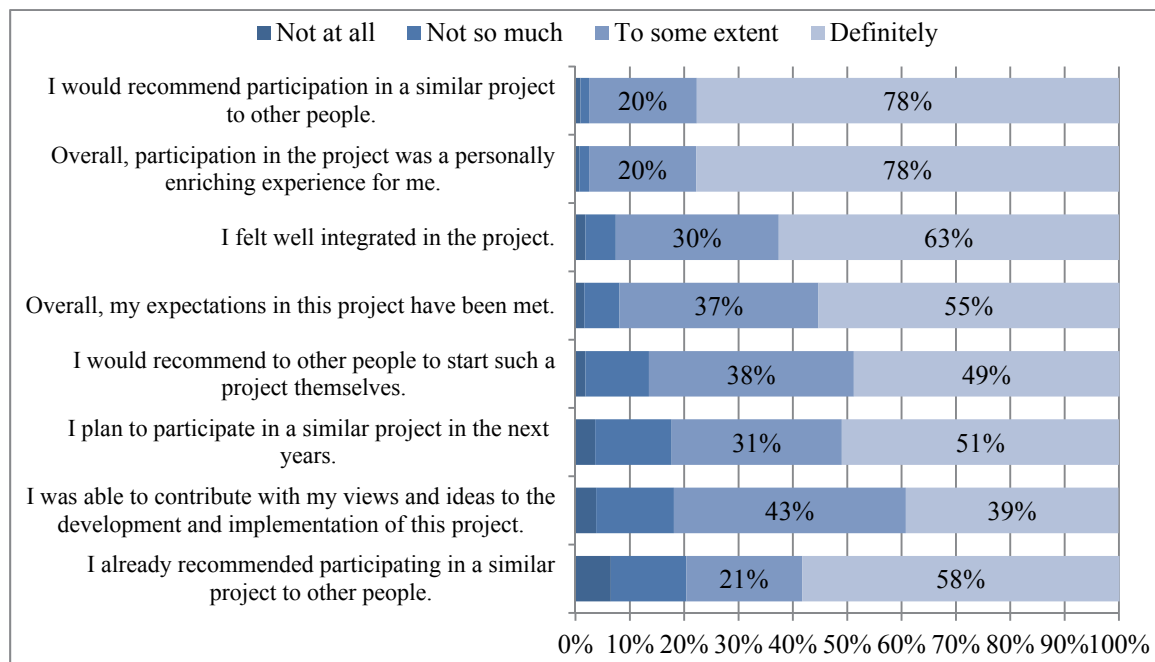
Note: This question was asked only in the 4 standard surveys.

In the first surveys from November 2011 to May 2013 the project leaders, who affirmed the participation of YPFO, were also asked to evaluate the percentage of YPFO that took part in the project. Half of the project leaders report that the percentage of YPFO from their country was less than 10%, confirming thus the percentages of 11% to 15% calculated for the project participants in the Luxembourgish sample (see chapter B.11.).

4. Satisfaction with Youth in Action

Most of the participants in the projects in the YiA programme are very satisfied with their participation. The percentages of persons agreeing 'definitely' or 'to some extent' with the statements (see Figure 24) lie between 79% and 89%. These figures are nearly the same as those from the transnational sample of 2011, when between 84% and 97% of the participants expressed their overall satisfaction with the project (Fennes, 2012, p. 162).

Figure 24: Satisfaction with the project (PP) ("Now that the project is over ...")



Note: N=446–449; this question was asked only in the standard surveys.

H. Executive summary

The RAY survey has, for the first time in Luxembourg, gathered information on the participants, the leaders and the organisations as well as the effects of the projects organised in the framework of the Youth in Action programme. Between 2011 and 2014, about 2,200 participants and 800 project leaders of projects funded by the Luxembourgish Agency were contacted to answer the online questionnaires. The response rate was high for the project participants and project leaders, indicating a high motivation of the interviewees: 25% of the participants respectively 31% of the project leaders that were contacted answered the questionnaire. The sample that could be analysed in this report comprised 589 project participants and 252 project leaders.

The profiles of the project participants and the project leaders show that the educational attainment of most participants and of most project leaders is very high. This is confirmed by the high cultural capital of the families of the participants and the high international mobility of most of the participants (especially from Luxembourg). Only a small part of the participants reports to belong to a minority. Concerning the participants from Luxembourg, people with an immigrant background are underrepresented in the sample. Different indicators are used to analyse the part of young people with fewer opportunities in the sample. They indicate that the share of young people accumulating more than just one disadvantage lies probably between 11% and 14% for the Luxembourgish sample and between 11% and 15% for the residents of Luxembourg in the sample. Their share in the Luxembourgish sample can thus be evaluated as being low and below the share in the transnational sample.

Besides participants coming from Europe, a small part of the project participants and the project leaders are living outside the European Union. It seems that they have to face more problems than the participants from Europe, e.g. in paying their participation fee or to travel. Even if they are highly educated, they are more often not paid for their work inside the project. The integration of young people and project leaders from outside the European Union into the Youth in Action programme seems to give them possibilities to participate in international projects with a lot of learning outcomes that they would otherwise not be able to finance.

The surveys show in particular the various effects that the projects have on the participants, the project leaders and the organisations or the communities. For the participants the learning outcomes can be allocated to four different categories: the learning to know, the learning to do, the learning to live together and the learning to be. In all these domains the participants report an increase of their knowledge, their skills and the development of their values or attitudes. A factor analysis of some of these variables showed that the learning can be summarized by eight different factors. The factors that are the most learned ones among the participants in the projects are the strengthening of team skills and entrepreneurship, the language and intercultural competences, the social networking and the clearer ideas about their personal future.

Similar effects can be found for the project leaders. They, too, report an increase of their skills, especially in the domain of team work and language and intercultural competences. The development of values and attitudes as well as the better idea about their future educational or professional pathways are also important effects for the project leaders, even if they are not as pronounced as for the participants.

The learning of the participants in the projects depends strongly on the different project types in which the young people or youth workers are involved. Participants of an EVS report more often to have learned skills in the domain of language and intercultural competences, they have developed more often their team skills and they have more often got a clearer idea about their personal future. Also the improvements in the use of media, in learning and planning, have

been more significant among them than among the other groups. These high learning effects in the EVS may be linked to the specific situation of an EVS, where the young person goes abroad for several months; thus the learning can be more intense and diverse. The analysis shows that most volunteers already have a secondary or tertiary school diploma; they are older and probably looking for some orientation in their transition to adulthood. They have less often a migrant or disadvantaged background. All these positive factors together with a strong motivation of the participants and a professional mentoring from the project leaders during the time of the EVS leads probably to very positive outcomes of an EVS. The participants of an EVS are also those that profit most often from the certification of these learning outcomes, as they get more often a Youthpass at the end of their EVS.

The projects with young people have above all positive effects on the language and intercultural competences, the value orientations and the political participation and European interest of the young participants. These effects vary for the different action types, e.g. participants in a Youth Initiative report less often to have improved their language or intercultural competences. On the other side, participants in a project with youth workers have especially improved their social networking. They also report that the participation in the project had a positive effect on their work with young people.

The analysis also showed some differences in the effects for the participants linked to their country of residence. The influence of the country of residence is sometimes difficult to evaluate, because Luxembourgish residents stay more often in the country for the project than other groups of participants. Frequently the different effects can be explained by looking at the sending or hosting country of a participant. The lower effects on the participants from Luxembourg in the categories team skills, language and intercultural competences, social networking, the idea about their personal future, and the better media use and learning can be explained by the fact that they stay more often in the country. All those dimensions are more enhanced for the participant from Luxembourg, if he or she goes abroad for the project.

A similar conclusion can be made for the effects on the organisations and the local communities. The project leaders and project participants report that the project had some effects on their organisation, especially regarding the cultural diversity and the partnerships with other organisations. These effects seem to be higher if the project took place in another country. The effects on the local community, e.g. the intercultural dimension, were more enhanced if the project took place in the country of the community.

Finally, the project leaders evaluated the implementation of the programme and the preparation of the project. Overall, these were positively assessed by the project leaders. Some factors seem to facilitate the preparation and implementation of the projects, e.g. the previous experience of the project leaders with similar projects or the existing contacts with partner organisations. These are perhaps even more important for Luxembourgish project leaders and their organisations, because they are more often engaged on a voluntary basis (compared to other PL from the EU) and are equally responsible for educational and organisational purposes in the project, indicating that they have fewer resources to rely on.

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Figure 24: Satisfaction with the project (PP) ("Now that the project is over ...")	84

C. Tables

Table 72: Action types and project types by funding year (PP)

	funding year (rec.)				Total	
	2008–2010	2011	2012	2013–2014		
Projects with young people	58.0%	72.5%	53.8%	61.9%	60.9%	359
Youth Exchanges (1.1 and 3.1)	25.0%	36.3%	42.8%	50.3%	40.6%	239
Youth Initiatives (1.2)	9.8%	8.8%	5.8%	3.7%	6.5%	38
Youth Democracy Projects (1.3)	1.8%	0.9%	4.6%	0.0%	1.9%	11
Structured Dialogue – Meetings of youth and youth policy decision-makers (5.1)	21.4%	26.5%	0.6%	7.9%	11.9%	70
European Voluntary Service (2)	12.5%	15.9%	8.7%	7.3%	10.4%	61
Projects with youth workers	29.5%	11.5%	37.5%	30.9%	28.8%	170
Training & Networking (4.3, 4.9, and 3.1)	29.5%	1.8%	4.0%	30.9%	17.1%	101
Training and Cooperation Plans	0.0%	9.7%	33.5%	0.0%	11.7%	69
Total	100%	100%	100%	100%	100%	
	112	113	173	191		589

Note: The variable used is based on information provided by the NA. All PP are included in the analysis; percent of columns.

Table 73: Action types of projects by funding year (PL)

	funding year (rec.)				Total	
	2008–2010	2011	2012	2013–2014		
Projects with young people	14.8%	63.1%	80.7%	76.1%	67.9%	171
Youth Exchanges (1.1 and 3.1)	11.1%	50.8%	72.0%	52.2%	54.8%	138
Youth Initiatives (1.2)	3.7%	10.8%	6.5%	9.0%	7.9%	20
Youth Democracy Projects (1.3)	0.0%	0.0%	2.2%	0.0%	0.8%	2
Structured Dialogue – Meetings of youth and youth policy decision-makers (5.1)	0.0%	1.5%	0.0%	14.9%	4.4%	11
European Voluntary Service (2)	55.6%	6.2%	12.9%	11.9%	15.5%	39
Projects with youth workers	29.6%	30.8%	6.5%	11.9%	16.7%	42
Training & Networking (4.3, 4.9, and 3.1)	29.6%	26.2%	6.5%	11.9%	15.5%	39
Training and Cooperation Plans	0.0%	4.6%	0.0%	0.0%	1.2%	3
Total	100%	100%	100%	100%	100%	
	27	65	93	67		252

Note: The variable used is based on information provided by the NA. All PL are included in the analysis; percent of columns.

Table 74: First language by “Is the language mainly spoken in your family of origin an official language of the country where you live?”

		Is the language mainly spoken in your family of origin an official language of the country where you live?		Total
		Yes	No	
My first language (i.e. the language I learned first/my mother tongue) is:	Luxembourgish	85.5%	14.5%	117
	French	71.4%	28.6%	21
	Portuguese	7.7%	92.3%	13
	German	70.0%	30.0%	10
	other	31.6%	68.4%	19
Total		71.7%	28.3%	
		129	51	180

Note: Only PP whose country of origin is Luxembourg; percent of rows; the numbers marked red are probably those that the young participants did not answer correctly (see Chapter B.9 p. 25).

Table 75: Effects on values and attitudes by project type (restricted)

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
Respect for other cultures**	64.0%	51.2%	38.1%	54.0%
Solidarity, support for others*	53.9%	55.8%	39.4%	49.5%
Self-fulfilment*	50.0%	54.8%	35.2%	45.8%
Tolerance**	49.7%	53.5%	32.4%	44.6%
Equality*	48.9%	51.2%	33.3%	44.2%
Individual freedom	42.8%	34.9%	37.5%	40.1%
Democracy	43.3%	37.2%	31.1%	38.6%
Peace*	43.9%	34.9%	26.7%	37.2%
Human rights	39.4%	30.2%	28.6%	34.8%
Respect for human life*	38.0%	39.5%	23.6%	33.5%
Rule of law	19.6%	16.7%	19.2%	19.1%
Religion	18.4%	16.3%	9.5%	15.3%

Note: N=324–328; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; % of PP that answered ‘more important’.

Table 76: Reported skills of PP by project type (restricted)

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
... how to cooperate in a team.	92.4%	100.0%	81.0%	89.5%
... to negotiate joint solutions when there are different viewpoints.	84.0%	90.7%	78.6%	83.0%
... to get along with people who have a different cultural background.**	87.1%	92.9%	69.0%	81.7%
... how to achieve something in the interest of the community or society.	81.1%	86.0%	76.7%	80.2%
... to communicate with people who speak another language.**	83.5%	83.3%	63.7%	77.0%
... to develop a good idea and put it into practice.*	72.0%	90.7%	70.9%	74.0%
... to make myself understood in another language.**	80.0%	83.7%	51.7%	70.9%
... to say what I think with conviction in discussions.	72.3%	69.8%	67.5%	70.4%
... to identify opportunities for my personal or professional future.	65.8%	79.1%	69.0%	68.5%
... to think logically and draw conclusions.	71.7%	74.4%	61.2%	68.5%
... to see the value of different kinds of arts and culture.	64.5%	67.4%	51.7%	60.6%
... to discuss political topics seriously.	60.2%	44.2%	56.9%	57.1%
... how I can learn better or have more fun when learning.	52.9%	67.4%	53.4%	54.9%
... to express myself creatively or artistically.**	55.9%	74.4%	44.8%	54.5%
... to plan and carry out my learning independently.**	43.5%	86.0%	41.4%	48.1%
... to produce media content on my own (printed, audiovisual, electronic).*	47.3%	62.8%	41.0%	47.1%
... to use the new media (PC, internet), e.g. for finding information or communication.	47.1%	55.8%	42.1%	46.5%
... to critically analyse media (printed, audiovisual, electronic).	44.3%	46.5%	44.0%	44.4%
... to plan my expenses and spend my money in line with my budget.**	39.8%	83.7%	27.6%	41.2%
... to understand difficult texts and expressions.	41.4%	44.2%	38.8%	40.9%
... to use PCs, internet, and mobile phones responsibly.	40.3%	46.5%	30.2%	37.7%

Note: N=342–348; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA.

Table 77: Reported skills of PP by country (and sending/hosting for Luxembourg)

	Luxem- bourg Total	Country of origin		other Total	Total
		<i>Lux.= hosting country</i>	<i>Lux.= sending country</i>		
... how to cooperate in a team.	86.1%	83.5%	96.8%	88.7%	87.8%
... to get along with people who have a different cultural background.**	73.0%	66.9%	96.9%	85.5%	81.0%
... to negotiate joint solutions when there are different viewpoints.	78.0%	77.2%	81.3%	81.7%	80.4%
... to communicate with people who speak another language.**	62.3%	56.7%	84.4%	87.9%	78.7%
... how to achieve something in the interest of the community or society.	75.5%	72.4%	87.5%	79.7%	78.2%
... to make myself understood in another language.**	61.4%	56.3%	81.3%	78.5%	72.4%
... to develop a good idea and put it into practice.	67.9%	66.9%	71.9%	72.9%	71.1%
... to say what I think with conviction in discussions.*	61.9%	62.5%	59.4%	72.7%	68.8%
... to think logically and draw conclusions.**	59.7%	58.3%	65.6%	72.9%	68.2%
... to identify opportunities for my personal or professional future.	60.4%	60.6%	59.4%	69.0%	65.9%
... to see the value of different kinds of arts and culture.	56.6%	51.2%	78.1%	64.1%	61.4%
... to express myself creatively or artistically.**	39.0%	37.8%	43.8%	65.0%	55.7%
... how I can learn better or have more fun when learning.**	40.3%	37.8%	50.0%	62.7%	54.6%
... to discuss political topics seriously.	57.2%	60.6%	43.8%	49.3%	52.1%
... to plan and carry out my learning independently.**	35.8%	30.7%	56.3%	54.4%	47.7%
... to use the new media (PC, internet), e.g. for finding information or communication. *	37.1%	37.0%	37.5%	50.2%	45.5%
... to produce media content on my own (printed, audiovisual, electronic).**	38.6%	39.7%	34.4%	49.5%	45.6%
... to plan my expenses and spend my money in line with my budget.**	32.1%	26.0%	56.3%	47.0%	41.6%
... to critically analyse media (printed, audiovisual, electronic).*	34.8%	38.9%	18.8%	44.8%	41.2%
... to understand difficult texts and expressions.**	23.9%	24.4%	21.9%	49.1%	40.0%
... to use PCs, internet, and mobile phones responsibly.**	26.4%	27.6%	21.9%	44.2%	37.8%

Note: N=439–446; only participants in the 4 standard surveys.

Table 78: Effects on networking, international mobility and personal development of PP by project type (restricted) (“Were you affected in other ways?”)

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
The participation in the project has contributed to my personal development.	90.1%	95.3%	84.1%	88.8%
I got to know people from other countries with whom I am still in touch.	80.8%	88.4%	83.2%	82.5%
I have become aware of common European values (e.g. human rights, democracy, peace, tolerance, gender equality, etc.).*	80.8%	67.4%	67.3%	74.6%
The project has made me more receptive to Europe’s multiculturalism.	75.7%	78.6%	63.7%	72.0%
I now feel more confident to move around on my own in other countries [e.g. travel, study, work placement (internship), job, etc.].**	74.7%	100.0%	54.4%	71.1%
I have learned better how to plan and organise a project.**	67.0%	88.4%	59.8%	67.4%
I have established contacts with people in other countries which are useful for my involvement in social or political issues.	62.4%	57.1%	70.5%	64.5%
The project has raised my awareness of the fact that some people in our society are disadvantaged.**	61.1%	76.7%	50.4%	59.5%
I have established contacts with people in other countries which are useful for my professional development.**	45.6%	60.5%	78.8%	58.6%
I now feel more as a European than before.*	60.4%	69.8%	48.7%	57.7%

Note: N=335–339; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA.

Table 79: Effects on networking, international mobility and personal development of PP by sending/hosting (“Were you affected in other ways?”)

	Sending/hosting country		Total
	Hosting country	Sending country	
The participation in the project has contributed to my personal development.**	78.8%	90.7%	87.0%
I got to know people from other countries with whom I am still in touch.**	63.2%	86.7%	79.4%
I now feel more confident to move around on my own in other countries [e.g. travel, study, work placement (internship), job, etc.].**	50.0%	81.4%	71.8%
I have become aware of common European values (e.g. human rights, democracy, peace, tolerance, gender equality, etc.).**	62.4%	75.3%	71.4%
The project has made me more receptive to Europe’s multiculturalism.**	53.4%	78.6%	70.9%
I have learned better how to plan and organise a project.**	56.1%	69.9%	65.7%
I have established contacts with people in other countries which are useful for my involvement in social or political issues.**	48.5%	67.3%	61.5%
I have established contacts with people in other countries which are useful for my professional development.**	43.9%	63.7%	57.6%
I now feel more as a European than before.**	38.9%	65.7%	57.5%
The project has raised my awareness of the fact that some people in our society are disadvantaged.	52.3%	58.5%	56.6%

Note: N=429–433; only participants in the 4 standard surveys.

Table 80: Effects on educational or professional future by project type (restricted) (“Did the project experience have further effects on you?”)

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
I am planning to engage in further education and training.*	78.3%	76.7%	63.2%	73.3%
I now really intend to develop my foreign language skills.**	81.2%	86.0%	48.6%	71.4%
I now really intend to go abroad to study, work, do a work placement (an internship) or live there.**	77.2%	83.7%	34.9%	64.4%
I believe that my job chances have increased.**	65.7%	79.1%	43.4%	60.3%
I have a clearer idea about my professional career aspirations and goals.	57.2%	74.4%	54.2%	58.5%
I have a clearer idea about my further educational pathway.*	48.6%	67.4%	43.4%	49.4%

Note: N=329–330; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA.

Table 81: Effects on educational or professional future by country (“Did the project experience have further effects on you?”)

	Country of origin		Total
	Luxem- bourg	other	
I now really intend to develop my foreign language skills.**	58.3%	79.1%	71.6%
I am planning to engage in further education and training.	67.5%	72.8%	70.9%
I now really intend to go abroad to study, work, do a work placement (an internship) or live there.**	54.7%	67.3%	62.8%
I have a clearer idea about my professional career aspirations and goals.	54.0%	59.9%	57.8%
I believe that my job chances have increased.**	47.3%	62.5%	57.0%
I have a clearer idea about my further educational pathway.	45.0%	53.0%	50.1%

Note: N=419–421; only participants in the 4 standard surveys.

Table 82: Other effects on PL by country of origin (standard surveys)

	Country of origin		Total
	Luxem- bourg	other	
I have become more receptive for Europe’s multiculturalism.**	72.6%	94.3%	86.2%
I am more interested in European topics.**	66.1%	88.7%	80.4%
I became more self-confident and gained personal orientation.	77.0%	82.1%	80.2%
I now feel more European.**	63.3%	84.6%	76.8%
I am more prepared to study, work or live in another country.*	57.4%	76.0%	69.1%
I am more strongly involved in social and/or political life.	67.2%	69.8%	68.9%
I am now planning to engage in further education and training (formal, non-formal, vocational).**	41.0%	74.0%	61.8%
I believe that my job chances increased.*	49.2%	68.9%	61.6%
I have a clearer idea about my professional career aspirations and goals.*	47.5%	66.0%	59.3%
I now have a clearer idea about my further educational path.	45.9%	54.8%	51.5%

Note: N=164–168; this question was asked only in the standard surveys; % of PL who answered ‘somewhat true’ or ‘very true’.

Table 83: Factor analysis on reported effects on PP

	Component							
	1	2	3	4	5	6	7	8
[Human rights] 18. As a result of participating in the project, the following has become for me ...	.802							
[Respect for human life] 18. As a result of participating in the project, the following has become for me ...	.794							
[Peace] 18. As a result of participating in the project, the following has become for me ...	.781							
[Equality] 18. As a result of participating in the project, the following has become for me ...	.765							
[Solidarity, support for others] 18. As a result of participating in the project, the following has become for me ...	.724							
[Tolerance] 18. As a result of participating in the project, the following has become for me ...	.719							
[Individual freedom] 18. As a result of participating in the project, the following has become for me ...	.707							
[Democracy] 18. As a result of participating in the project, the following has become for me ...	.697							
[Respect for other cultures] 18. As a result of participating in the project, the following has become for me ...	.646							
[Rule of law] 18. As a result of participating in the project, the following has become for me ...	.579							
[... to use PCs, internet, and mobile phones responsibly.] 13.b Through my participation in this project I learned better ...		.791						
[... to use the new media (PC, internet), e.g. for finding information or communication.] 13.a Through my participation in this project I learned better ...		.768						
[... to critically analyse media (printed, audiovisual, electronic).] 13.b Through my participation in this project I learned better ...		.765						
[... to understand difficult texts and expressions.] 13.b Through my participation in this project I learned better ...		.676						
[... to produce media content on my own (printed, audiovisual, electronic).] 13.a Through my participation in this project I learned better ...		.674						
[... to plan and carry out my learning independently.] 13.b Through my participation in this project I learned better ...		.638						
[... to plan my expenses and spend my money in line with my budget.] 13.b Through my participation in this project I learned better ...		.594						
[... to communicate with people who speak another language.] 13.a Through my participation in this project I learned better ...			.782					
[... to make myself understood in another language.] 13.b Through my participation in this project I learned better ...			.755					

	Component							
	1	2	3	4	5	6	7	8
[... to get along with people who have a different cultural background.] 13.b Through my participation in this project I learned better ...			.676					
[I now really intend to develop my foreign language skills.] 16. Did the project experience have further effects on you?			.635					
[I now feel more confident to move around on my own in other countries (e.g. travel, study, work placement [internship], job, etc.)] 15. Were you affected in other ways?			.578					
[I now really intend to go abroad to study, work, do a work placement (an internship) or live there.] 16. Did the project experience have further effects on you?			.565		.511			
[The project has made me more receptive to Europe's multiculturalism.] 15. Were you affected in other ways?			.537					
[... to negotiate joint solutions when there are different viewpoints.] 13.a Through my participation in this project I learned better ...				.812				
[... how to achieve something in the interest of the community or society.] 13.a Through my participation in this project I learned better ...				.664				
[... to develop a good idea and put it into practice.] 13.a Through my participation in this project I learned better ...				.641				
[... how to cooperate in a team.] 13.a Through my participation in this project I learned better ...				.624				
[... to say what I think with conviction in discussions.] 13.a Through my participation in this project I learned better ...				.574				
[... to think logically and draw conclusions.] 13.a Through my participation in this project I learned better ...				.521				
[I have a clearer idea about my professional career aspirations and goals.] 16. Did the project experience have further effects on you?					.766			
[I have a clearer idea about my further educational pathway.] 16. Did the project experience have further effects on you?					.758			
[I am planning to engage in further education and training.] 16. Did the project experience have further effects on you?					.648			
[I believe that my job chances have increased.] 16. Did the project experience have further effects on you?					.551			
[I have established contacts with people in other countries which are useful for my professional development.] 15. Were you affected in other ways?						.753		
[I have established contacts with people in other countries which are useful for my involvement in social or political issues.] 15. Were you affected in other ways?						.735		
[I got to know people from other countries with whom I am still in touch.] 15. Were you affected in other ways?			.501			.625		

	Component							
	1	2	3	4	5	6	7	8
[Disadvantaged people have my support ...] 14. How did the project affect you in the end?							.810	
[I am committed to work against discrimination, intolerance, xenophobia or racism ...] 14. How did the project affect you in the end?							.733	
[I am interested in European issues ...] 14. How did the project affect you in the end?								.779
[I participate in societal and/or political life ...] 14. How did the project affect you in the end?								.633

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 7 iterations.

Table 84: Mean values of the 8 learning factors by action types (restricted)

	Action							
	YE	YI	YD	SD	EVS	T&N	TCP	Total
Better team skills and entrepreneurship**	7.8	8.1	6.4	8.3	8.5	8.4	5.6	7.7
Better language and intercultural competences**	8.7	5.5	9.2	6.9	8.7	6.9	3.7	7.3
Social networking**	7.0	5.9	5.7	4.5	6.9	8.6	6.4	6.8
Clearer idea about personal future**	6.3	6.2	6.4	6.3	7.4	6.1	3.5	6.0
Better use of media, better learning and planning**	4.4	4.9	3.5	4.1	6.1	5.0	2.1	4.4
Strengthening of social and democratic values**	4.6	3.1	5.7	4.3	4.0	3.9	2.0	4.0
More participation and interest in European issues**	4.4	4.1	6.4	4.5	2.7	4.2	1.6	3.8
More support and work for disadvantaged people	3.0	3.8	5.0	3.2	3.4	3.5	1.6	3.0
N	118–123	17–18	7	37–40	43	65–69	41–48	329–348

Note: N=329–348; mean value where 0 = no effect and 10 = important effect; only participants in the 4 standard surveys and where the action type given by the participants was consistent with the action type from the NA; the bold black and red numbers indicate values that are significantly higher or lower than the average.

Table 85: Correlations

	Through my participation in this project I learned better to communicate with people who speak another language.	There was one language which was used by all participants.	I could fully participate in the project by using my first language.	I used also another language (or other languages) than my first language.	I had difficulties to participate in the project for language reasons.	The project team helped me to understand when it was necessary.
Pearson Correlation	Through my participation in this project I learned better to communicate with people who speak another language. There was one language which was used by all participants. I could fully participate in the project by using my first language. I used also another language (or other languages) than my first language. I had difficulties to participate in the project for language reasons. The project team helped me to understand, when it was necessary.	1 				

Note: N=581–589.

D. Glossary

*	significant at the 0.05 level
**	significant at the 0.01 level
EFTA	European Free Trade Association (EFTA States: Iceland, Liechtenstein, Norway and Switzerland)
EVS	European Voluntary Service (Action 2)
Hosting country	PP or PL who came from a 'hosting' country, i.e. they were involved in a project taking place in their residence country
INSIDE	Integrative Research Unit on Social and Individual Development
NA	National Agency
NFL	Non-Formal Learning
PP	Project participant
Projects with young people	SD, YD, YE and YI projects
Projects with youth workers	T&N and TCP projects
PL	Project leader/member of project team
RAY	Research-based Analysis and Monitoring of Youth in Action
SD	Structured Dialogue – Meetings of youth and youth policy decision-makers (Action 5.1)
Sending country	PP or PL who came from a 'sending' partner, i.e. they went to another country for their project
SNJ	Service National de la Jeunesse
T&N	Training & Networking (Actions 4.3, 4.9, and 3.1)
TCP	Training and Cooperation Plans
YD	Youth Democracy Projects (Action 1.3)
YE	Youth Exchanges (Actions 1.1 and 3.1)
YI	Youth Initiatives (Action 1.2)
YiA	Youth in Action Programme
YPFO	Young people with fewer opportunities

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