

research based analysis of **youth in action**

Research on 'Erasmus+: Youth in Action' projects: the
variety of learning effects on participants

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A. Context: RAY Network



=Research based Analysis of Erasmus+: Youth in Action

The research network started in 2008 with five (AT, CZ, DE, EE, SK) network partners and has since then grown to 33 National Agencies and research partners from 31 countries.



www.researchyouth.eu

A. Context: Erasmus+: Youth in Action Programme



Programme of the EU to support non-formal and informal learning opportunities in the youth field (2014-2020)

Programme objectives:

- contribute to the achievement of the objectives of the Europe 2020 Strategy and of the renewed framework for European cooperation in the youth field (2010-2018);
- improve the level of key competences and skills of young people, promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity;
- foster quality improvements in youth work;
- complement policy reforms at local, regional and national level and support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning;
- enhance the international dimension of youth activities.

B. Data: RAY Monitoring survey in 2015/2016



Key Questions & Themes

- What are the **effects on young people, youth workers and youth leaders** involved in the projects funded by the EU Programme Erasmus+: Youth in Action?
- **What** and **how** do they learn through their participation in these projects?
- Which **competences** do they develop and how?
- Horizontal themes: Inclusion and Participation

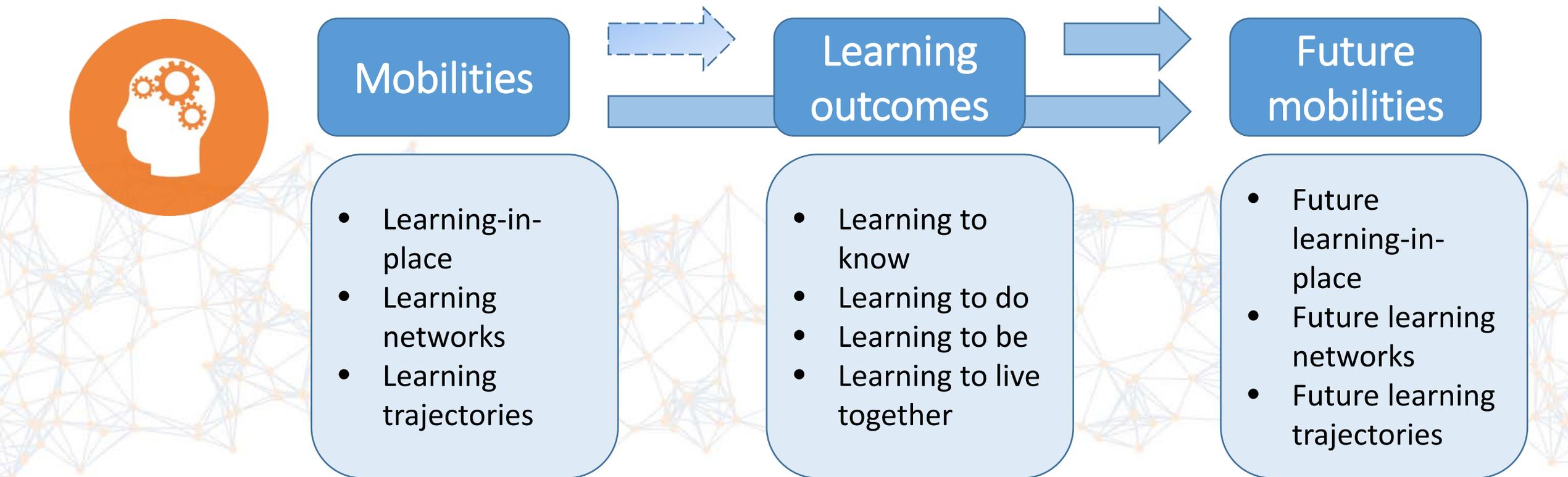
Methodology

multilingual online surveys with project participants and project leaders/team members 3-9 months after activity end in October 2015 and April 2016

Transnational Analysis 2015/16

~ 80.500 invitations sent out; ~ 26.000 (36%) responses; ~ 19.500 (27%) useful questionnaires after data cleaning: 16.373 participants and 2.951 project leaders; analysis of **13.915 participants** younger than 30 years

C. Theoretical concept



Delors, J. (Ed.). (1999). *L'éducation: un trésor est caché dedans: Rapport à l'Unesco de la Commission internationale sur l'éducation pour le vingt et unième siècle* (2e éd. rev. et corr.). Paris: Unesco

Leander, K. M., Phillips, N. C., & Taylor, K. H. (2010). The Changing Social Spaces of Learning: Mapping New Mobilities. *Review of Research in Education*, 34(1), 329–394.

D. Method



- **Factor analysis** (and cluster analysis) of the variables for the learning outcomes and the future mobility based on questions of the RAY questionnaire
- Plausibility of the indicators
- **Creation of indicators:**
 - mean values for learning to know and learning to be
 - factor based values for learning to do, learning to live together and future mobility indicators
- **Regression analysis** of learning indicators / mobility indicators plus control variables on future mobility indicators

D. Indicators for learning outcomes

	In the project, I learned something new about:
know1 "policy and participation"	e.g. Youth policies Active citizenship and participation in civil society and democratic life
know2 "work and training"	e.g. Entrepreneurship, using my initiative Education, training, learning
know3 "sustainability"	Sustainable development Environmental issues
know4 "human rights and inclusion"	e.g. Discrimination and non-discrimination Solidarity with people facing difficulties
	Through my participation in this project I improved my ability ...
do1 "project achievement"	e.g. ... to negotiate joint solutions when there are different viewpoints. ... to say what I think with conviction in discussions.
do2 "learning and personal development"	e.g. ... to think logically and draw conclusions. ... to identify opportunities for my personal or professional development. ... to learn or to have more fun when learning.
do3 "team cooperation and communication"	e.g. ... to communicate with people who speak another language. ... to cooperate in a team.

	After participating in the project, I feel that ...
be1 "self-development"	e.g. ... I am better at expressing my thoughts and feelings. ... I am better at dealing with new situations.
be2 "better knowledge of oneself"	... I learned more about myself. ... I know my strengths and weaknesses better.

	How did the project affect you in the end?
live together1 "engagement and participation"	e.g. I engage in civil society. I actively support the inclusion of people with fewer opportunities.
	As a result of participating in the project, the following topics to me have become less/more important ...
live together2 "human rights and justice"	e.g. Human rights Justice
live together3 "democracy and peace"	e.g. Democracy Peace
live together4 "equality and solidarity"	e.g. Equality Solidarity with people facing difficulties

D. Indicators for mobilities

	Country of residence /origin of project participant vs. Country of venue of the project
learning-in-place	sending or hosting country

	My reasons for participating in this project were ...
learning networks	... to get in contact with people from other cultural backgrounds or countries

	My reasons for participating in this project were ...
learning trajectory	... for my professional development
	... to prepare for future activities
	... to increase my job chances

	To what extent do you agree or disagree with the following statements as a result of the project?
future learning-in-place	I am now better able to move around on my own in other countries
	I intend to go abroad to study, work, do a work placement or live
future learning networks	e.g. I intend to continue the contact with networks I have established through the project.
	I intend to develop joint activities or projects with people I got to know through the project.

	Did participating in the project have any further impact on you?
future learning trajectories "clearer idea of future"	e.g. I have a clearer idea about my professional career aspirations I have a clearer idea about my further educational pathway.
future learning trajectories "further education"	e.g. I plan to make use of non-formal* education and learning I plan to engage in further education and training.

E. Results: diverse learning in YiA projects



	Total	YE	EVS	SD	YWM	TCA
know1 policy and participation	17%	12%	14%	40%	21%	22%
know2 work and training	22%	18%	28%	15%	31%	32%
know3 sustainability	10%	11%	13%	13%	8%	5%
know4 human rights and inclusion	16%	14%	18%	17%	19%	12%
do1 project achievement	77%	76%	71%	79%	80%	75%
do2 learning and personal development	66%	64%	66%	58%	73%	67%
do3 team cooperation and communication	92%	94%	93%	71%	93%	85%
be1 self-development	81%	81%	87%	75%	82%	73%
be2 better knowledge of oneself	76%	74%	86%	68%	80%	75%
live together 1 engagement and participation	53%	51%	51%	57%	57%	44%
live together 2 human rights and justice	62%	62%	65%	63%	63%	50%
live together 3 democracy and peace	69%	69%	72%	69%	70%	58%
live together 4 equality and solidarity	76%	76%	80%	69%	77%	69%
Remarks: % of those that approved highly						

E. Results: effects of mobility on future mobilities



	future learning-in-place	future learning networks	future learning trajectories "clearer idea of future"	future learning trajectories "further education"
sending country (learning-in-place)	0,15 ***	-0,02 ,	-0,10 ***	-0,05 ***
... to get in contact with people (learn. netw.)	0,15 ***	0,10 ***	-0,06 ***	0,03 *
... for my professional development (learn. traject.)	0,01	0,12 ***	0,15 ***	0,11 ***
... to prepare for future activities (learn. traject.)	0,13 ***	0,16 ***	0,18 ***	0,18 ***
... to increase my job chances (learn. traject.)	0,09 ***	0,05 ***	0,21 ***	0,10 ***

Remarks: further control variables: gender, age groups, education, minority, activity type, country regions; R2/N: 0,112/12.403; 0,1129/12.426; 0,1046/12.398; 0,09689/12.399

E. Results: effects of learning to know on future mobilities



	future learning-in-place	future learning networks	future learning trajectories "clearer idea of future"	future learning trajectories "further education"
know1 "policy and participation"	0,16 ***	0,24 ***	0,22 ***	0,17 ***
know2 "work and training"	0,30 ***	0,37 ***	0,50 ***	0,47 ***
know3 "sustainability"	0,07 ***	0,06 ***	0,05 **	0,06 ***
know4 "human rights and inclusion"	0,19 ***	0,23 ***	0,19 ***	0,20 ***

Remarks: further control variables: gender, age groups, education, minority, activity type, country regions; R2/N: 0,1195/12.464; 0,1474/12.487; 0,1247/12.459, 0,1427/12.459

E. Results: effects of learning to do on future mobilities



	future learning-in-place	future learning networks	future learning trajectories "clearer idea of future"	future learning trajectories "further education"
do1 "project achievement"	0,06 ***	0,21 ***	0,20 ***	0,17 ***
do2 "learning and personal development"	0,24 ***	0,30 ***	0,55 ***	0,37 ***
do3 "team cooperation and communication"	0,35 ***	0,24 ***	0,02	0,14 ***

Remarks: further control variables: gender, age groups, education, minority, activity type, country regions; R2/N: 0,2951/12.447; 0,4038/12.462; 0,4149/12.436; 0,3847/12.439

E. Results: effects of learning to be on future mobilities



	future learning-in-place	future learning networks	future learning trajectories "clearer idea of future"	future learning trajectories "further education"
be1 "self-development"	0,88 ***	0,80 ***	0,99 ***	0,73 ***
be2 "better knowledge of oneself"	0,09 ***	0,16 ***	0,26 ***	0,26 ***

Remarks: further control variables: gender, age groups, education, minority, activity type, country regions; R2/N: 0,2037/12.147; 0,2098/12.156; 0,2409/12.139; 0,2092/12.137

E. Results: effects of learning to live together on future mobilities



	future learning-in-place	future learning networks	future learning trajectories "clearer idea of future"	future learning trajectories "further education"
live together1 "engagement and participation"	0,45 ***	0,58 ***	0,62 ***	0,54 ***
live together2 "human rights and justice"	0,07	0,07 ***	0,13 ***	0,06 ***
live together3 "democracy and peace"	0,16 ***	0,12 ***	0,17 ***	0,11 ***
live together4 "equality and solidarity"	0,14 ***	0,16 ***	0,15 ***	0,19 ***

Remarks: further control variables: gender, age groups, education, minority, activity type, country regions; R2/N: 0,1999/12.409; 0,2582/12.423; 0,2496/12.402; 0,2417/12.402

F. Conclusions

1. In YiA projects a **very diverse learning** of project participants is taking place concerning the 4 pillars of learning: acquisition of knowledge, development of diverse skills, personal development and learning of living together.
2. The analysis showed also the usefulness of a **broader mobility concept**, not only limited to geographical mobility.
3. The analysis of the **link between learning and mobility** showed: a strong influence of all learning factors on future mobility; a strong (although weaker) influence of actual mobility factors on future mobility
4. **Future mobility can be supported by the learning** in the projects, especially the acquisition of knowledge on work and education, the learning of skills on communication and team cooperation and of personal development, the support of self-development in the projects and the possibility to learn how to engage and participate in society.
5. Further research:
 - influence of **variables linked to the project** e.g. how the participants could engage in the project itself; duration of the project; language used in the project
 - more **detailed analysis** concerning the differences of countries / regions and of activity types

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General RAY subjects

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