



UNIVERSITY OF LUXEMBOURG  
Department of Social Sciences

Centre for Childhood and Youth Research (CCY)

## CCY Report



# Research-Based Analysis of European Youth Programmes

Results of the Surveys With Project  
Participants and Project Leaders Between  
2014 and 2020 in Luxembourg

Christiane Meyers



**Centre for Childhood and Youth Research (CCY) – Youth Research**

**Research-Based Analysis of European Youth Programmes**

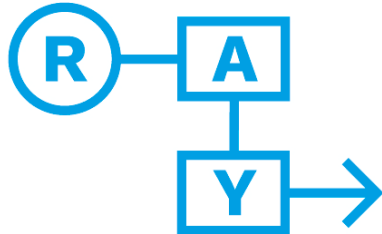
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LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse



**Research-based  
analysis of European  
youth programmes**



Erasmus+



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# 1. Introduction

## 1.1. Context of the Study

This report presents the results of the Luxembourg sample of a transnational survey carried out by the RAY network for the scientific monitoring of the European Programme Erasmus+ Youth in Action (E+/YiA). Three surveys were carried out during the programme period from 2014 to 2020, in 2015/2016, 2017/2018 and 2019/2020.

The research network RAY (Research-based analysis of European youth programmes) aims to comprehensively analyse the EU programme Erasmus+ Youth in Action (E+/YiA, 2014–2020) in order to contribute to the development of practice, the improvement of E+/YiA implementation and the development of the next generation of programmes. Standardised online surveys are carried out at regular intervals as part of the 'Scientific Monitoring' (Research-based Analysis and Monitoring of Erasmus+ Youth in Action, RAY-MON).

In the Erasmus+ programme, the E+/YiA element supports projects aiming at the non-formal and informal education of young people and youth workers. The main objectives of the programme are the promotion of key competences, the teaching of European values and the empowerment of active participation in society; in particular, disadvantaged young people should be supported.

In Luxembourg, the study is financed by the Ministry of Education, Children and Youth. Since 2017 the National Agency (NA) Anefore is responsible for the implementation of the Erasmus+ programme. Until 2016 the NA was hosted by the Service National de la Jeunesse (SNJ). Since 2011, the Centre for Childhood and Youth Research at the University of Luxembourg has been the national research partner. RAY was founded in 2008 by partners from a handful of countries. Meanwhile, partners (the respective E+/YiA NA and the national research partners) from 33 countries belong to the network.

Throughout the report, the results are selectively compared with the results of the 2017/2018 transnational results (Böhler et al., 2019; Böhler et al., 2020) and the responses of the 2011–2014 RAY-MON surveys in Luxembourg (Meyers et al., 2017).

## 1.2. Questions

The general questions the RAY-MON surveys aim to answer are (Böhler et al., 2020, p. 12):

- What is the impact of E+/YiA projects on project participants (PPs), project leaders (PLs) and their organizations/groups as well as on the local communities where the projects have been implemented?
- What is the context of E+/YiA projects, especially in terms of the profile of actors and organizations, access to E+/YiA, project development and project management?
- How can the results of this study contribute to the development of practice, especially with regard to the implementation of E+/YiA and future European Union youth programmes?

## 1.3. Design and Method

The data in this report come from standardised online surveys conducted at three different points in time: autumn 2015/spring 2016, autumn 2017/spring 2018 and autumn 2019/spring 2020. As the survey for Luxembourg was conducted jointly with RAY partners in more than 30 countries who translate the questionnaires into their official national languages, it is likely that PPs and PLs were able to choose the most appropriate language for their responses.

The application for online surveys used for the survey, LimeSurvey, enabled mandatory and dependency questions to be asked, in addition to facilitating the multilingualism of the survey. The processing of the questionnaire on mobile devices was also ensured by the responsive web design of this provider. The individual link to the survey was sent via email invitation between two and ten months after the end of activity (or end of project, if no end of activity available), so that the answering of the questions took place with a certain, largely uniform temporal distance.

In the coherent questionnaires, PPs and PLs were asked, among other things, about their assessment of the project effects on themselves (self-assessment). PLs were additionally asked to answer what effects they thought the projects had on PPs (external assessment) in order to enable triangulation of the answers.

The data received were checked for a defined minimum level of completeness of the responses. In the course of data cleaning, plausibility checks were also carried out – for example, compliance with the defined period of time between the end of the project and the completion of the questionnaire, or the correspondence of the information provided by the respondents with the corresponding information in the NA project data with regard to the activity type.

#### **1.4. Description of the Sample**

In order to contact participants and project leaders, the national programme agencies compile as complete as possible contact lists of people who have participated in a project. The projects are selected on the basis of certain criteria (e.g. end of the last activity). In addition to the email address, socio-demographic characteristics (gender, nationality, country of origin) and information on the project are collected in the contact lists. The information in the contact lists is based on the data of the administrative programmes of the Erasmus+ programme, but is extracted in a very cumbersome way and has to be partly completed manually. The contact lists are therefore not an exact representation of all participants and project leaders in the projects, but only a selection of specific projects and their participants who were contacted for this survey.

In total, around 3,000 project participants (PPs) and 400 project leaders (PLs) were contacted for the six surveys in Luxembourg (see Table 1 and Table 2). After data cleaning, the response rate (for projects funded by Luxembourg) was 26% for project participants and 28% for project leaders. Response rates for the 2017–2018 transnational study were 27% for both PPs and PLs (Böhler et al., 2019, p. 14). Thus, Luxembourg achieved a similar return rate for the PPs and the PLs. A total of 64 project participants and 5 project leaders were not part of a project funded by the Luxembourg agency, but were contacted by another country's agency for the survey. As they either resided in Luxembourg or stayed in Luxembourg for the project, they were added to the Luxembourg sample. In total, data from 850 project participants and 121 project leaders could be included in the analysis.

In Table 1, it is noticeable that the numbers of project participants contacted have been reduced by half between the first survey period of 2015/2016 and the last one of 2019/2020. The reduced number of contact data can be explained by several factors. In October 2015, approximately 343 participants were falsely included in the contact lists as they had participated in a project that ended in 2014. According to the specifications for the selection of projects, only 1,024 participants should have been contacted in the first survey of 2015/2016. Furthermore, due to the entry into force of the General Data Protection Regulation (GDPR) from 2018, the underage participants were removed from the contact lists, as well as any other participants who did not consent to their data being used for the RAY-MON survey. As a result, 208 minors (36 in November 2019 and 172 in April 2020) and 25 participants who did not want to participate (9 in November 2019 and 16 in April 2020) were missing from the 2019/2020 contact lists. Finally, from 2018 onwards, European Voluntary Service (EVS) mobility projects were moved from the Erasmus+ Youth in Action programme to the newly established Solidarity Corps programme.

**Table 1**

*Description of Surveys Conducted in Luxembourg and Numbers Concerning Project Participants*

N	Survey date	Projects where activity ends between	PPs reached by e-mail	Number of PPs who answered	Response rate of PPs	Additional PPs from other funding countries	Total sample of PPs
1	October 2015	1 Jan 2015–31 July 2015	632	151	23%	9	160
2	March/April 2016	1 Aug 2015–31 Dec 2015	754	122	16%	9	131
3	October 2017	1 Jan 2017–31 July 2017	339	123	36%	22	145
4	April 2018	(1 July 2017) 1 Aug 2017–31 Dec 2017	561	168	30%	8	176
5	October 2019	1 Jan 2019–30 June 2019	364	109	30%	6	115
6	April 2020	1 July 2019–31 Dec 2019	368	113	31%	10	123
2015/2016			1,386	273	20%	18	291
2017/2018			900	291	32%	30	321
2019/2020			732	222	30%	16	238
All surveys			3,018	786	26%	64	850

**Table 2**

*Description of Surveys Conducted in Luxembourg and Numbers Concerning Project Leaders*

Nr	Survey date	Projects where activity ends between	PLs reached by e-mail	Number of PLs who answered	Response rate of PLs	Additional PLs from other funding countries	Total sample of PLs
1	October 2015	1 Jan 2015–31 July 2015	75	26	35%	0	26
2	March/April 2016	1 Aug 2015–31 Dec 2015	74	10	14%	0	10
3	October 2017	1 Jan 2017–31 July 2017	54	18	33%	1	19
4	April 2018	(1 July 2017) 1 Aug 2017–31 Dec 2017	81	27	33%	2	29
5	October 2019	1 Jan 2019–30 June 2019	82	20	24%	1	21
6	April 2020	1 July 2019–31 Dec 2019	42	15	36%	1	16
2015/2016			149	36	24%	0	36
2017/2018			135	45	33%	3	48
2019/2020			124	35	28%	2	37
All surveys			408	116	28%	5	121

Compared to the 2011–2014 period, the number of project participants contacted is higher (2011–2014: N PPs reached=2,267). With the PPs' willingness to respond remaining the same, the sample for this survey was significantly larger (2011–2014: N PP sample=589, response rate: 25%) (Meyers et al., 2017, p. 10). In the case of project leaders, fewer people were contacted for the survey compared to the 2011–2014 period (2011–2014: N PLs reached=781). At the same time, the willingness of the PLs to respond to the survey decreased (2011–2014: N PL sample=252, response rate: 31%), so that the sample of PLs was reduced by half compared to the last survey. Therefore, we could not carry out various more detailed evaluations on the project leaders, as the numbers within the groups became too small.

The next two tables show the distribution of the sample by year of activity.<sup>1</sup> For a quarter of the project participants in the sample, the country of origin at the time of the project<sup>2</sup> was Luxembourg (see Table 3). The percentage of respondents from Luxembourg has decreased significantly over the three survey periods: while in 2014–2015 30% of PPs were from Luxembourg, in 2018–2019 this number dropped by half to 16%. About 15% of the PPs came from one of the neighbouring countries, 45% of the PPs came from another EU-28 country and 16% came from a country outside the EU.

According to the information on the contact lists, 36% of the participants contacted for the three surveys came from Luxembourg, 14% from neighbouring countries and 39% from other EU countries. The comparison with the proportions of study participants thus indicates that participants from Luxembourg responded less frequently to the surveys, while participants from EU-28 countries (neighbouring countries excluded) responded more frequently. The decrease in participants from Luxembourg from the first to the third survey is also reflected in the contact lists: in 2014–2015, 48% of PPs were from Luxembourg, in 2016–2017, 32% and in 2018–2019, 15%. Particularly in the first survey, the share of respondents from Luxembourg was far below their share in the contact lists. One explanation for this could be the high proportion of participants from Luxembourg in Structured Dialogue (SD) projects in the first survey year: their willingness to respond is lower than that of the other project participants.

**Table 3**  
*Country of Origin of Project Participants by Year of Activity*

	Year of activity			Total	
	(2014–) 2015	2017	2019		
Luxembourg	30.4%	26.5%	15.5%	24.8%	210
Neighbouring countries	17.3%	16.5%	10.1%	15.0%	127
Other EU-28 countries	40.5%	37.7%	58.4%	44.5%	377
Other	11.8%	19.3%	16.0%	15.8%	134
Total	100.0 %	100.0%	100.0%	100.0%	
	289	321	238		848

*Note. The variable used for the country of origin of the project participant is based on information from the National Agency.*

For the country of origin of the project leaders, we find roughly the same distribution as for the project participants in the sample (see Table 4): 23% of the project leaders came from Luxembourg, 21% from one of the neighbouring countries, 36% from another EU-28 country and 21% from outside the EU. A comparison with the project leaders' contact lists also shows that the proportion of project leaders from Luxembourg in the survey is lower (30% in the contact lists), while project leaders from neighbouring countries (14% in the contact lists) and from other EU-28 countries (32% in the contact lists) participated more often in the survey.

<sup>1</sup> Data provided by the National Agency.

<sup>2</sup> Data provided by the National Agency.

**Table 4**  
*Country of Origin of all Project Leaders by Year of Activity*

	Year of activity			Total	
	2014–2015	2016–2017	2018–2019		
Luxembourg	22.2%	27.1%	18.9%	23.1%	28
Neighbouring countries	13.9%	22.9%	24.3%	20.7%	25
Other EU-28 countries	41.7%	29.2%	37.8%	35.5%	43
Other	22.2%	20.8%	18.9%	20.7%	25
Total	100.0 %	100.0%	100.0%	100.0%	
	36	48	37		121

*Note. The variable used for the country of origin of the project leaders is based on information from the National Agency.*

The majority of PPs and PLs participated in projects funded by the Luxembourg Agency (see Tables 5 and 6).

**Table 5**  
*Funding Country of Projects (Project Participants)*

	Frequency	Per cent
Luxembourg	786	92.9%
Other EU-28 countries	26	3.1%
Neighbouring countries	23	2.7%
Other	11	1.3%
Total	846	100.0%

*Note. The variable used is based on information provided by the National Agency.*

**Table 6**  
*Funding Country of Projects (Project Leaders)*

	Frequency	Per cent
Luxembourg	116	95.9%
Other EU-28 countries	3	2.5%
Neighbouring countries	1	0.8%
Other	1	0.8%
Total	121	100.0%

*Note. The variable used is based on information provided by the National Agency.*

A differentiation by project type shows that in the PP sample, projects with young people and those with youth workers are roughly equally represented (see Table 7). In the Luxembourg analysis from 2011–2014, the share of projects with young people was much higher, accounting for 71% of the sample. In addition, in the 2017–2018 transnational survey, around 70% of PPs had participated in a project with young people. In the Luxembourg sample studied here, we thus find a clear and unusual overrepresentation of participants from youth work projects. The comparison with the contact lists shows that this overrepresentation of youth work projects is not reflected in the projects themselves: 69.6% of the participants in the contact lists took part in a project with young people and only 30.4% in a youth work project. A detailed analysis of the different action types shows that, in particular, participants in SD projects have a very low participation rate in the survey, while participants in youth exchange projects participated slightly less often and those in an EVS even more often. In contrast, participants in youth work projects, especially those in Transnational Cooperation Activities (TCA) projects, participated in the survey significantly more often. From these data, we conclude that participants in a youth work project are significantly

more motivated to take part in a survey. The significantly lower response motivation of the participants in the SD projects could also be due to the fact that the SD projects had already been completed for more than 9 months at the time of the survey.

**Table 7**

*Action Types and Project Types in the Contact Data Lists and Sample (Project Participants)*

	Contact data lists		Sample	
Projects with young people	69.6%	2,186	51.3%	436
Youth Exchanges (Key Action 1)	36.7%	1,153	31.2%	265
Structured Dialogue – Meetings of youth and youth policy decision-makers (Key Action 3)	29.7%	932	14.2%	121
European Voluntary Service (Key Action 1)	3.2%	101	5.9%	50
Projects with youth workers	30.4%	953	48.7%	414
Mobility of youth workers (Key Action 1)	18.6%	583	25.1%	213
Transnational Cooperation Activities (Key Action 2)	11.8%	370	23.6%	201
<b>Total</b>	<b>100%</b>	<b>3,139</b>	<b>100%</b>	<b>850</b>

*Note. The variable used is based on information provided by the National Agency. All project participants are included in the analysis.*

In the sample of project leaders, most respondents were leaders in a project with young people and only a few in a youth worker project (see Table 8). Most PLs were leaders in a youth exchange. This distribution roughly corresponds to that found in the past Luxembourg study and the 2017–2018 transnational study as well as the one from the contact lists.

**Table 8**

*Action Types and Project Types in the Contact Data Lists and Sample (Project Leaders)*

	Contact data lists		Sample	
Projects with young people	88.3%	408	86.8%	105
Youth Exchanges (Key Action 1)	61.9%	286	65.3%	79
Structured Dialogue – Meetings of youth and youth policy decision-makers (Key Action 3)	11.5%	53	5.0%	6
European Voluntary Service (Key Action 1)	14.9%	69	16.5%	20
Projects with youth workers				
Mobility of youth workers (Key Action 1)	11.7%	54	13.2%	16
<b>Total</b>	<b>100%</b>	<b>462</b>	<b>100%</b>	<b>121</b>

*Note. The variable used is based on information provided by the National Agency. All project leaders are included in the analysis.*

Overall, the analysis of the sample so far shows that the Luxembourg sample has some particularities concerning the countries of origin of the participants and the project types, which will have an impact on the overall results of the sample. Therefore, the following analyses will especially look at the differences in country of origin and project types.

In the following chapters we will also use the broader category of project types than that of action types, due to the small percentage shares of the different action types. For cross-tabulations using the project type variable, the sample will be restricted to those PPs and PLs who indicated the same action type as the information provided by the National Agency. As the

different action types also vary greatly from year to year (see Table 56 and Table 57 in the Annex), the differences in terms of years of activity are not discussed further.

## 2. Respondent Profiles

In this first chapter, the participants of the study are described in more detail. Both PPs and PLs answered questions about their socio-demographic (age, gender, minority background, first language) and socio-economic (education, occupation) situation in their respective questionnaires, as well as information about their motives (PP) and their role within the project (PL). This information is important in order to be able to assess the effects of the projects on the PPs and PLs in the following chapters.

### 2.1. Profiles of Project Participants

This chapter focuses on the socio-demographic characteristics of the project participants.

#### 2.1.1. Gender and Age

The majority of participants in the study are female (64.3%), only 34.9% of PPs are male and 0.8% report a non-binary gender. In the contact lists, female participants also participated in the projects slightly more often than male participants (56% women, 44% men). However, the comparison with the response rates by gender shows that women are over-represented in the survey sample. Compared to the Luxembourg study from 2011–2014, the over-representation of women has increased even more (2011–2014: 58.5%) (Meyers et al., 2017, p. 16).

In the transnational analysis of 2017–2018, the distribution of PPs by gender is similar to the Luxembourg sample. The distribution by gender has stabilised in recent years, so that despite equal participation of boys and girls, men and women in the projects, one concludes that women are more likely to answer online questionnaires than men (Böhler et al., 2020, p. 30).

The over-representation of women is also reflected in the project types (see Table 9): in the European Voluntary Service (EVS), three out of four respondents are female. In the contact lists, we also find differences in gender distribution according to project types: while boys and girls are about equally represented in projects with young people (youth exchange and SD) (53% girls, 47% boys), women participate more often in youth work projects (62% women, 38% men). However, the proportion of female participants is highest for the EVS (67.5% girls, 32.5% boys). Thus, female participants always answered more frequently than male participants in the three different project types.

**Table 9**  
*Gender of Project Participants by Project Type*

		Project type			Total
		Projects with young people	EVS	Projects with youth workers	
I am:	female	61.5%	74.0%	68.2%	65.2%
	male	38.5%	26.0%	31.8%	34.8%
Total		100.0%	100.0%	100.0%	100.0%
		343	50	286	679

*Note. Only participants where the action type given by the participants was consistent with the action type from the National Agency. Seven participants indicating having a non-binary gender were coded as missing.*

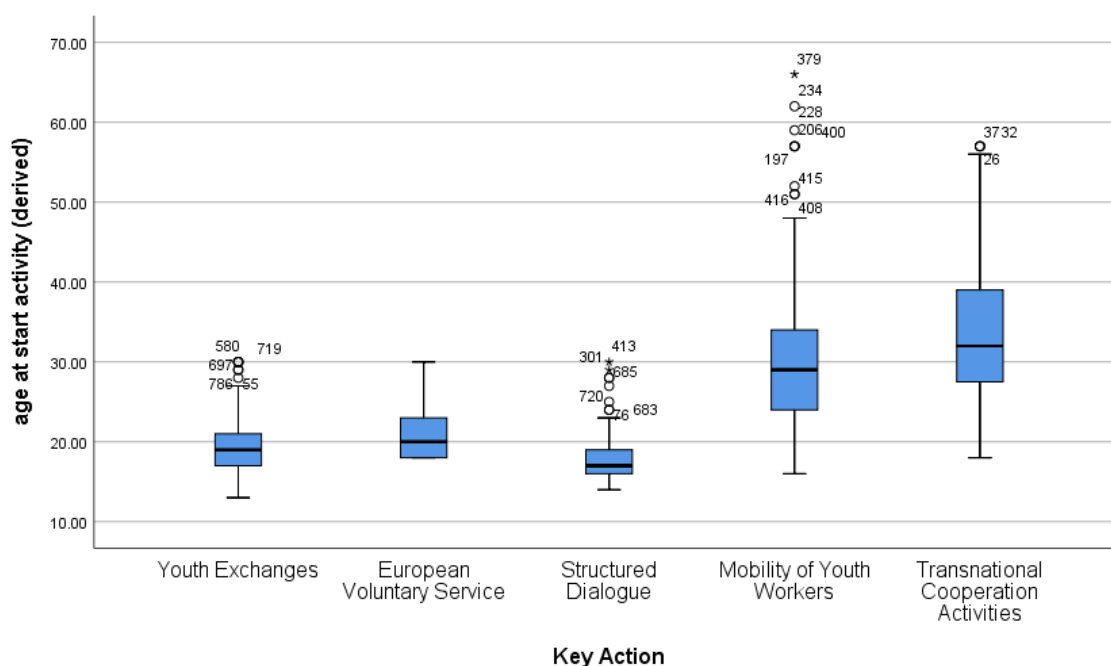
The age of the participants differs significantly according to the action type (see Figure 1 and Table 10). Participants in projects with young people are on average between 18 and 21 years old, with participants in Structured Dialogue projects being the youngest at 18 and those in EVS the oldest at 21, on average. Participants in the youth worker projects, on the other hand, are



around 10 years older: the average is around 31 years in the Youth Worker Mobility (YWM) projects and 34 years in the TCA projects.

The data from the contact lists show a similar picture of the average age in the different project types: the participants of an SD project are the youngest group, with an average of 18.2 years, followed by the participants of the European Voluntary Service, with an average of 19.7 years, and the participants of a Youth Exchange, with 21.8 years. The average age of participants in a YWM in the contact lists was 28.3 years, slightly younger than those in the survey sample. For the participants of a TCA, the age information is mostly missing in the contact lists, so that we cannot make a comparison with the sample here.

**Figure 1**  
*Age of Project Participants by Action Type*



*Note. N = 686. Only participants where the action type given by the participants was consistent with the action type from the National Agency.*

**Table 10**  
*Mean Age of Project Participants (at Start of Activity) by Action Type*

	Mean	N
Structured Dialogue	18.24	118
Youth Exchanges	19.65	229
European Voluntary Service	20.88	50
Mobility of youth workers	31.08	142
Transnational Cooperation Activities	34.17	147

*Note. N = 686. Only participants where the action type given by the participants was consistent with the action type from the National Agency.*

### 2.1.2. Educational Attainment

The majority of participants in our sample has a tertiary secondary education qualification (see Table 11). One-third has an upper secondary qualification and only 15% of the participants have a lower qualification. Of these, the majority are young people under 18 who are likely still in the education system. Among those aged 18–25, only 10% have a lower level of education, and among those aged 26 and older, only 2% have a lower level of education.

The highest educational attainment levels of the Luxembourg sample are comparable to those of the 2017–2018 transnational study (Böhler et al., 2020, p. 30).

**Table 11**  
*Highest Educational Attainment of Project Participants by Age Groups*

		Age group (start of activity)			Total	
		17 and younger	18–25	26 and older		
My highest educational attainment is:	Lower education	<b>55.8%</b>	10.1%	1.7%	13.9%	99
	Upper secondary/vocational school	<b>40.7%</b>	<b>48.9%</b>	6.2%	30.1%	214
	University, polytechnic, post-secondary/tertiary level college	3.5%	41.0%	<b>92.1%</b>	56.0%	399
Total		100.0%	100.0%	100.0%	100.0%	
		113	307	292		712

*Note. Differences are significant at the 0.01 level, percentages that are significantly above average are in bold.*

Compared to the 2011–2014 Luxembourg sample, the proportion of participants with tertiary education is significantly higher (2011–2014: 43%) (Meyers et al., 2017, p. 21). This is due to the high proportion of youth workers in the sample, who on average have a higher education than the participants in the projects with young people (see Table 12).

**Table 12**  
*Highest Educational Attainment of Project Participants by Project Type*

		Project type			Total	
		Projects with young people	EVS	Projects with youth workers		
My highest educational attainment is:	Lower education	<b>26.0%</b>	6.8%	3.7%	15.1%	87
	Upper secondary/vocational school	<b>46.2%</b>	<b>65.9%</b>	9.1%	32.0%	184
	University, polytechnic, post-secondary/tertiary level college	27.8%	27.3%	<b>87.2%</b>	52.9%	304
Total		100.0%	100.0%	100.0%	100.0%	
		288	44	243		575

*Note. Only participants where the action type given by the participants was consistent with the action type from the National Agency. Differences are significant at the 0.01 level, percentages that are significantly above average are in bold.*

In EVS, it is noticeable that the proportion of participants with a tertiary education degree is lower compared to 2011–2014 (2011–2014: 48%) (Meyers et al., 2017, p. 21). This is consistent

with the previous finding that the average age of EVS participants is lower in the 2014–2020 programme cycle.

Participants' parents are more likely to have lower educational attainment than their children and less likely to have higher secondary or tertiary education (see Table 13). Nevertheless, 42% of the participants' fathers and 41% of the mothers have tertiary education qualifications, indicating that a large proportion of the participants come from families that also have cultural (and economic) capital.

**Table 13**

*Highest Educational Attainment of Father/Male Legal Guardian and Mother/Female Legal Guardian (Project Participants)*

		Father/male legal guardian		Mother/female legal guardian	
What is the highest educational attainment of your parents/legal guardians?	Lower education	28.4%	196	26.2%	178
	Upper secondary/vocational school	23.4%	161	27.8%	189
	University, polytechnic, post-secondary/tertiary level	41.9%	289	41.3%	281
	I do not know	6.2%	43	4.7%	32
Total		100.0%	689	100.0%	680

### 2.1.3. Minority Affiliation

The question of whether the respondents belong to a cultural, ethnic, religious or linguistic minority in their country was answered in the affirmative by 18% of the PPs in the sample (see Table 14). Compared to the 2011–2014 Luxembourg sample, this proportion has increased by 7% (2011–2014: 11%) (Meyers et al., 2017, p. 23). In the transnational study from 2017–2018, the proportion of PPs who feel they belong to a minority was also slightly lower at 14% (Böhler et al., 2020, p. 30).

Among the PPs whose country of origin is Luxembourg, the proportion of those who feel they belong to a minority is the highest, at 24% (see Table 14).

**Table 14**

*Belonging to a Cultural, Ethnic, Religious or Linguistic Minority in the Country Where they Live, by Country of Origin (Project Participants)*

		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	<b>23.8%</b>	14.2%	15.6%	17.1%	17.5%	124
	No	76.3%	85.8%	84.4%	82.9%	82.5%	586
Total		100%	100%	100%	100%	100%	
		160	113	320	117	710	

*Note.* \*Differences are significant at the 0.05 level for participants from Luxembourg compared to those from foreign countries. Percentages that are significantly above average are in bold.

In the following question, the PPs who feel they belong to a minority were asked about the type of minority (see Table 15). Overall, one-third of the PPs stated that they are immigrants

themselves. All the other minority types asked about were also indicated by almost one-fifth of the PPs. Among the PPs from Luxembourg, immigration (own and family) and languages dominate as criteria for belonging to a minority.

**Table 15**  
*Minority Affiliation of Project Participants by Country of Origin*

		Country of origin		Total	
		Luxem- bourg	Other		
Minority affi- liation	I belong to a minority that has always lived in this country (autochthonous/indigenous minority)	10.5%	29.1%	23.4%	29
	I belong to an ethnic or cultural minority	18.4%	26.7%	24.2%	30
	I belong to a religious minority	7.9%	27.9%	21.8%	27
	I belong to a linguistic minority	31.6%	22.1%	25.0%	31
	I am an immigrant (first generation—I was born in another country)	34.2%	30.2%	31.5%	39
	I have a migration background (second or third generation—my parents or grandparents were born in another country)**	<b>36.8%</b>	16.3%	22.6%	28
	Other minorities	7.9%	4.7%	5.6%	7
<b>Total</b>		38	86		124

*Note. Participants who have responded 'yes' in the question on minority affiliation. Percentages and totals are based on respondents. \*\* Differences are significant at the 0.01 level, percentages that are significantly above average are in bold.*

#### **2.1.4. First Language / Mother Tongue**

Through the mother tongue, we can obtain an indication of nationality for the participants from Luxembourg. Of all PPs from the sample, 12% speak Luxembourgish as their first language or mother tongue (see Table 16). French or German come second, being the first languages of 21% of all participants. Portuguese is given as their mother tongue by 5% of the participants. Among participants from Luxembourg, half of the project participants are Luxembourgish native speakers. Another 21% indicate that their mother tongue is French or German, and 9% Portuguese.

Compared to the 2011–2014 survey, the proportion of Luxembourgish native speakers in the overall sample is lower (2011–2014: 23%) (Meyers et al., 2017, p. 24). This can be partly explained by the lower participation of young people living in Luxembourg in the survey. However, the proportion of Luxembourgish native speakers within the participants from Luxembourg has also decreased (2011–2014: 65%). Compared to the distribution of nationalities in Luxembourg, Portuguese young people still seem to participate less in E+/YiA projects.

**Table 16***First Language of Project Participants by Country of Origin*

		Country of origin				Total	
		Luxembourg	Neighbouring countries	Other EU-28 countries	Other		
My first language (i.e. the language I learned first/my mother tongue) is:	Luxembourgish	<b>51.2%</b>	0.9%	0%	0%	12.1%	88
	French or German	21.2%	<b>80.3%</b>	5.3%	2.5%	20.7%	150
	Portuguese	<b>8.8%</b>	0%	5.6%	0%	4.6%	33
	other	18.8%	18.8%	89.0%	97.5%	62.6%	454
Total		100.0%	100.0%	100.0%	100.0%	100.0%	
		170	110	377	43		725

*Note. Differences are significant at the 0.01 level, percentages that are significantly above average are in bold.*

Overall, 14% of participants report that the language spoken in their family is not an official language of their country of residence (see Table 17). This proportion has not changed significantly compared to the 2011–2014 survey. Participants from Luxembourg stand out here (as in the 2011–2014 survey) with a significantly higher proportion among those whose families of origin do not speak an official language. However, this corresponds to the immigration and language situation in Luxembourg, where half of the inhabitants are immigrants and three official languages apply.

**Table 17***Language Mainly Spoken in Family is an Official Language of the Country, by Country of Origin (Project Participants)*

		Is the language mainly spoken in your family an official language of the country where you live?		Total
		Yes	No	
Country of origin:	Luxembourg	70.5%	<b>29.5%</b>	173
	Neighbouring countries	86.3%	13.7%	117
	Other EU-28 countries	<b>91.4%</b>	8.6%	325
	Other	<b>92.4%</b>	7.6%	119
Total		85.8%	14.2%	
		630	104	734

*Note. Differences are significant at the 0.01 level, percentages that are significantly above average are in bold. The percentages indicate the share of participants within the country of origin.*

In the entire sample, 42% of the participants state that languages other than the official languages of their country of origin are spoken in their family (see Table 18). This proportion is highest among participants from Luxembourg, reaching almost 60%.

A detailed analysis of the participants from Luxembourg shows that even among Luxembourgish native speakers, half indicate that another language is spoken in their family. The data thus show the high multicultural situation in which not only immigrant youth but also Luxembourgish youth grow up in Luxembourg as well as in the other European countries.

**Table 18**

*Other Languages Spoken at Home That are not an Official Language, by Country of Origin (Project Participants)*

		At home, does your family (including grandparents) also speak languages other than an official language of the country you live in?		Total
		Yes	No	
Country of origin:	Luxembourg	<b>59.3%</b>	40.7%	172
	Neighbouring countries	37.0%	<b>63.0%</b>	119
	Other EU-28 countries	32.7%	<b>67.3%</b>	324
	Other	47.5%	52.5%	120
Total		42.0%	58.0%	
		309	426	735

*Note. Differences are significant at the 0.01 level, percentages that are significantly above average are in bold. The percentages indicate the share of participants within the country of origin.*

### 2.1.5. Occupation

When asked about their employment status, participants could give several answers (see Table 19). Fifty-three per cent of the participants were in education or training during the project or shortly before the project. Almost as many participants (52.7%) were employed in some form, either full-time, half-time or self-employed.

Compared to participants in the 2011–2014 Luxembourg study, the proportion of students is lower and that of employed people higher (2011–2014: 59% in education, 34% in work) (Meyers et al., 2017, p. 18). This can be explained by the higher participation of youth workers in the present study.

**Table 19**

*Occupation of Project Participants*

		Responses		Per cent of
		N	Per cent	cases
During the 12 months before the project, I spent at least 3 months....	in education or training	377	36.8%	53.2%
	employed full-time	202	19.7%	28.5%
	employed part-time	109	10.6%	15.4%
	self-employed	62	6.0%	8.8%
	unemployed	52	5.1%	7.3%
	a volunteer	123	12.0%	17.4%
	an intern/doing a work placement	25	2.4%	3.5%
	not in paid work (e.g. taking care of children, relatives, household, etc.)	31	3.0%	4.4%
other	44	4.3%	6.2%	
Total		1,025	100.0%	144.8%

*Note. N respondents = 708. Multiple answers possible.*

As expected, there are clear differences between the project types according to employment: most participants in projects with young people and EVS are still studying (73% and 62% respectively), while the majority of participants in youth worker projects are employed (full-time: 54%, part-time: 21% and self-employed: 16%) (see Table 20).

**Table 20**  
*Occupation of Project Participants by Project Type*

	Project type			Total	
	Projects with young people	EVS	Projects with youth workers		
During the 12 months before the project, I spent at least 3 months....	in education or training**	<b>73.1%</b>	<b>61.7%</b>	28.8%	303
	employed full-time**	6.1%	8.5%	<b>53.9%</b>	152
	employed part-time**	9.0%	8.5%	<b>20.6%</b>	79
	self-employed	0.7%	0.0%	16.0%	41
	unemployed	7.2%	0.0%	9.5%	43
	a volunteer*	13.6%	19.1%	<b>21.8%</b>	100
	an intern/doing a work placement	3.6%	2.1%	3.3%	19
	not in paid work (e.g. taking care of children, relatives, household, etc.)	3.6%	10.6%	3.3%	23
	other	14.0%	4.3%	0.4%	42
<b>Total respondents</b>	<b>279</b>	<b>47</b>	<b>243</b>	<b>569</b>	

*Note. Multiple answers possible. Only participants where the action type given by the participants was consistent with the action type from the National Agency. Percentages and totals are based on respondents. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

Compared to the 2011–2014 survey, it is noticeable that EVS participants were more often still in school before volunteering and less often unemployed (2011–2014: 37% in education or training, 20% unemployed) (Meyers et al., 2017, p. 18). This is also consistent with the younger average age of the young people in this study. EVS continues to be an important instrument for young people, which is mainly taken up directly after school in transition to study or work.

Among the participants in the Luxembourg sample, 46% reported being pupils in secondary school and 33% students (see Table 21).

**Table 21**  
*Education or Training of Project Participants*

		Responses		Per cent of cases
		N	Per cent	
During the 12 months before the project, I spent at least 3 months ...	a pupil at school (secondary school student)	221	42.7%	45.8%
	a student at a university, polytechnic, etc.	160	30.9%	33.1%
	an apprentice in vocational education or training	18	3.5%	3.7%
	doing another type of education or training	66	12.7%	13.7%
	not in education or training	53	10.2%	11.0%
<b>Total</b>		<b>518</b>	<b>100.0%</b>	<b>107.2%</b>

*Note. N respondents = 483. Multiple answers possible.*

When differentiating by country of origin, we see that participants from Luxembourg were most often still pupils, while participants from countries outside the EU were very often students (see Table 22).

**Table 22**  
*Education or Training of Project Participants by Country of Origin*

		Country of origin				Total
		Luxem- bourg	Neigh- bouring coun- tries	Other EU-28 coun- tries	Other	
During the 12 months before the project, I spent at least 3 months ...	a pupil at school (secondary school student)**	<b>62.5%</b>	48.0%	48.4%	13.8%	45.9%
	a student at a university, polytechnic, etc.**	25.9%	24.0%	32.1%	<b>55.0%</b>	33.2%
	an apprentice in vocational education or training	4.5%	1.3%	3.7%	5.0%	3.7%
	doing another type of education or training**	6.3%	5.3%	14.9%	<b>28.8%</b>	13.7%
	not in education or training**	5.4%	<b>24.0%</b>	8.8%	11.3%	10.8%
Total respondents		112	75	215	80	482

*Note. Multiple answers possible. Percentages and totals are based on respondents. The percentages indicate the share of participants within the country of origin. \*\*Differences are significant at the 0.01 level, percentages that are significantly above average are in bold.*



### 2.1.6. Living Environment

Participants also indicated in which residential environment they mainly live, ranging from a rural area to a metropolitan area with over half a million inhabitants. Within our sample, the two most frequently mentioned living environments are metropolitan (25.7%) and urban areas (20.8%), while suburban (5.1%) and rural (6.6%) are the least frequent (see Table 23).

These figures are very dependent on the participants' countries of origin. Project participants from Luxembourg live more often in smaller towns or rural areas than the other groups: 20.8% say they live in a small town; 29.2% in a rural area close to a town; and 12.5% in a rural area. Participants from neighbouring countries are more likely to live in metropolitan areas, suburbs or intermediate areas, while those outside the EU are most likely to live in metropolitan areas.

These differences in the living conditions of participants according to their country of origin could already be found in a similar way in the Luxembourg study from 2011–2014 (Meyers et al., 2017, p. 18).

**Table 23**  
*Living Environment of Project Participants by Country of Origin*

	I live mainly in ...							Total
	... a metropolitan area (over 500,000 people).	... an urban area (100,000 to 500,000 people)	... a suburb of urban/metropolitan area	... an intermediate area (more than 25,000 and less than 100,000 people)	... a small town (5,000 to 25,000 people)	... a rural area close to an urban/metropolitan area (fewer than 5,000 people but within 45 minutes' travel time)	... a rural area (fewer than 45 minutes' travel time to a city with more than 100,000 people)	
Luxembourg	8.3%	15.5%	4.2%	9.5%	<b>20.8%</b>	<b>29.2%</b>	<b>12.5%</b>	168
Neighbouring countries	<b>31.6%</b>	15.4%	<b>10.3%</b>	<b>17.1%</b>	14.5%	7.7%	3.4%	117
Other EU-28 countries	24.8%	24.8%	5.0%	14.2%	17.0%	7.7%	6.5%	323
Other	<b>47.1%</b>	22.7%	1.7%	13.4%	9.2%	4.2%	1.7%	119
Total	25.7%	20.8%	5.1%	13.5%	16.2%	12.1%	6.6%	727

*Note. Differences are significant at the 0.01 level, percentages that are significantly above average are in bold. The percentages indicate the share of participants within the country of origin.*

### 2.1.7. Motivation for Participation

When asked what motivated them to participate in the project, 71.5% of the participants said that they wanted to gain new experiences (see Table 24). Among the first five motives mentioned by more than half of the participants are two other, more personal motives, namely personal development (64.7%) and own learning (59.0%). The third motive was contact with people from a different cultural background (60.6%) and the fifth motive was interest in the project (53.2%).

In comparison with the transnational data from 2017–2018, developing foreign language skills is only important for 41.2% of the participants in our sample, while this was a reason for participation for 55% of the transnational sample (Böhler et al., 2020, p. 32).

**Table 24**  
*Motivation for Participation of Project Participants*

	Responses		Per cent of cases	
	N	Per cent		
My reasons for participating in this project were...	To have new experiences	606	10.9%	71.5%
	For my personal development	549	9.8%	64.7%
	To get in contact with people from other cultural backgrounds or countries.	514	9.2%	60.6%
	To learn something new	500	9.0%	59.0%
	I was interested in the project topic.	451	8.1%	53.2%
	For my professional development	380	6.8%	44.8%
	To prepare for future activities (e.g. education, training, voluntary activities, work, etc.)	375	6.7%	44.2%
	To get to know another country	374	6.7%	44.1%
	To develop my foreign language skills	349	6.3%	41.2%
	To have fun	333	6.0%	39.3%
	To become involved in social or political issues	323	5.8%	38.1%
	To challenge myself	294	5.3%	34.7%
	To improve my knowledge about Europe	251	4.5%	29.6%
	To increase my job chances	153	2.7%	18.0%
	Because someone encouraged me to do so	77	1.4%	9.1%
	Other reasons	55	1.0%	6.5%
	<b>Total</b>	<b>5,584</b>	<b>100.0%</b>	<b>658.5%</b>

*Note.* N respondents = 850–852. Multiple answers possible.

The motivation to participate in a project varies greatly according to the project types (see Table 25). We first see a clear distinction between young people (projects with young people and EVS) and youth workers. For young people, motives related to their own development, learning new skills, and also having fun come first, while for youth workers, professional reasons and interest in the project come first. Participants in EVS, in particular, are more likely to cite personal development, learning intercultural skills (language, contacts) and having fun as motives. For half of the EVS participants, however, their own challenge is also an important motive, and a third think that their participation will give them better opportunities in their job.

**Table 25***Motivation for Participation of Project Participants by Action Type*

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
To have new experiences**	<b>81.5%</b>	<b>94.0%</b>	58.0%	72.5%
For my personal development**	66.8%	<b>96.0%</b>	59.4%	65.8%
To get in contact with people from other cultural backgrounds or countries**	66.2%	<b>80.0%</b>	50.0%	60.4%
To learn something new	61.6%	70.0%	56.6%	60.1%
I was interested in the project topic.**	44.2%	52.0%	<b>66.3%</b>	54.1%
To get to know another country**	51.7%	<b>86.0%</b>	29.2%	44.7%
To prepare for future activities (e.g. education, training, voluntary activities, work, etc.)**	32.9%	38.0%	<b>58.3%</b>	44.0%
For my professional development**	25.7%	22.0%	<b>69.1%</b>	43.7%
To have fun**	<b>58.4%</b>	<b>70.0%</b>	17.0%	41.8%
To develop my foreign language skills**	<b>51.2%</b>	<b>66.0%</b>	23.6%	40.6%
To become involved in social or political issues**	45.7%	<b>60.0%</b>	27.4%	39.0%
To challenge myself**	41.0%	<b>56.0%</b>	26.7%	36.1%
To improve my knowledge about Europe**	<b>39.0%</b>	32.0%	19.8%	30.4%
To increase my job chances*	15.0%	<b>30.0%</b>	20.5%	18.4%
Because someone encouraged me to do so	13.0%	6.0%	6.3%	9.6%
Other reasons	7.2%	6.0%	6.6%	6.9%
Total respondents	346	50	288	684

*Note. Multiple answers possible. Only participants where the action type given by the participants was consistent with the action type from the National Agency. The percentages indicate the share of participants within a project type. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

The motives for participation also differ according to the participants' country of origin (see Table 26). Learning new skills and experiences is equally important for all participants. For participants from Luxembourg, social or political engagement and having fun is a more frequent motive, while participants from other countries mention intercultural motives (learning language, intercultural contacts), professional development and interest in the topic as motives more often.

**Table 26***Motivation for Participation of Project Participants by Country of Origin*

	Country of origin		Total
	Luxembourg	Other	
To have new experiences	69.4%	72.4%	71.6%
For my personal development	61.7%	65.9%	64.9%
To get in contact with people from other cultural backgrounds or countries**	52.2%	<b>63.4%</b>	60.6%
To learn something new	58.4%	59.2%	59.0%
I was interested in the project topic**	36.8%	<b>58.4%</b>	53.1%
For my professional development**	30.6%	<b>49.5%</b>	44.8%
To prepare for future activities (e.g. education, training, voluntary activities, work, etc.)**	35.4%	<b>47.3%</b>	44.3%
To get to know another country**	29.7%	<b>49.0%</b>	44.2%
To develop my foreign language skills**	29.2%	<b>45.2%</b>	41.3%
To have fun*	<b>45.9%</b>	37.2%	39.4%
To become involved in social or political issues**	<b>51.7%</b>	33.8%	38.2%
To challenge myself	35.9%	34.4%	34.8%
To improve my knowledge about Europe	24.9%	31.2%	29.7%
To increase my job chances	13.9%	19.5%	18.1%
Because someone encouraged me to do so**	<b>14.4%</b>	7.4%	9.1%
Other reasons*	10.0%	<b>5.2%</b>	6.4%
Total respondents	209	637	846

*Note.*  $N = 846$ . Multiple answers possible. The percentages indicate the share of participants within a country of origin. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.

## 2.2. Profiles of Project Leaders

This chapter focuses on the socio-demographic characteristics of the project leaders.

### 2.2.1. Gender and Age

Of the 121 project leaders in the Luxembourg sample, 57.9% reported being of the female gender, 40.5% of the male gender and 0.8% of a non-binary gender (1 person did not answer the question). We also find this over-representation of female project leaders in the contact lists, where 59% of project leaders were women and 41% men.

The over-representation of female project leaders is particularly high in projects with youth workers (92%; see Table 27). However, as only a small number of project leaders come from youth worker projects ( $N = 12$ ), this difference is not significant.

The over-representation of female youth leaders is also found in the transnational study from 2017–2018 (59%) (Böhler et al., 2020, p. 34) and in the Luxembourg study from 2011–2014 (57%) (Meyers et al., 2017, p. 34).

**Table 27**  
*Gender of Project Leaders by Project Type*

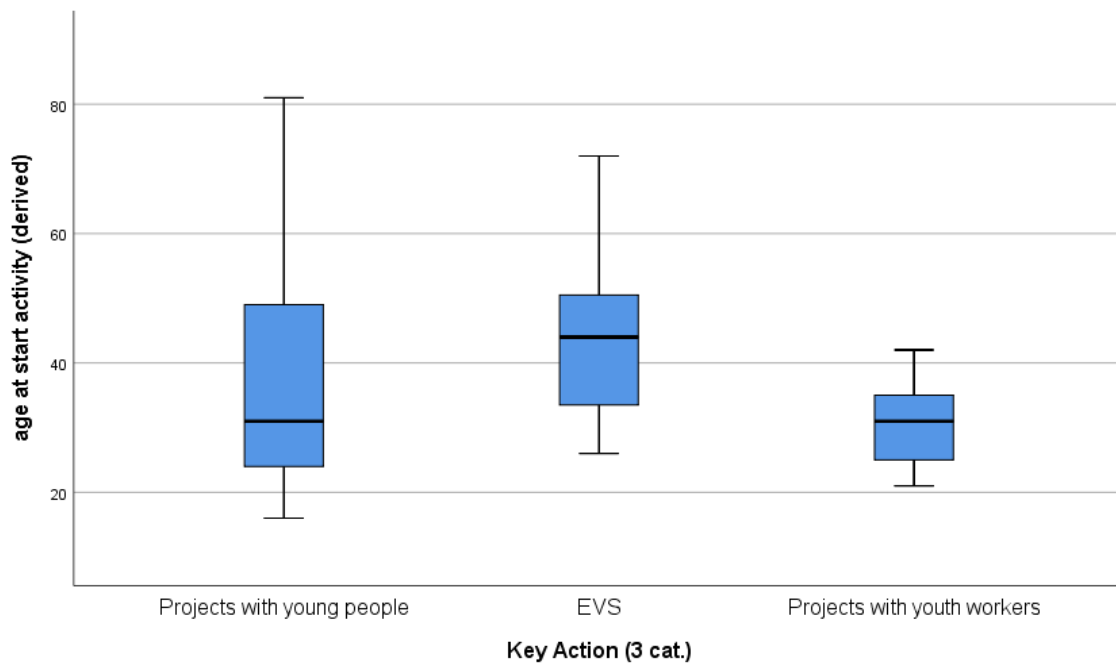
		Project type			Total
		Projects with young people	EVS	Projects with youth workers	
I am:	female	57.1%	45.0%	91.7%	58.7%
	male	42.9%	55.0%	8.3%	41.3%
Total		100.0%	100.0%	100.0%	100.0%
		77	20	12	109

*Note. Only project leaders where the action type given by the project leaders was consistent with the action type from the National Agency.*

On average, the age of the project leaders was 37. Project leaders in an EVS were, on average, the oldest at 45 (see Table 28), while those in projects with youth workers were the youngest at 31 (see Figure 2 and Table 28).

This age structuring by project type could already be seen in the Luxembourg study from 2011–2014, where the supervisors of an EVS were older than those in a youth worker project (Meyers et al., 2017, p. 34).

**Figure 2**  
*Age of Project Leaders by Project Type*



*Note. Only project leaders where the action type given by the project leaders was consistent with the action type from the National Agency. Differences are significant on a .05 level.*

**Table 28**  
*Mean Age of Project Leaders by Project Type*

	Mean	N
European Voluntary Service	44.55	20
Projects with young people	36.39	77
Projects with youth workers	31.15	13

*Note. Only project leaders where the action type given by the project leaders was consistent with the action type from the National Agency. Differences are significant on a .05 level.*

### 2.2.2. Educational Attainment

Of the project leaders, 86.7% reported that they had completed tertiary education. This percentage has increased compared to the Luxembourg study from 2011–2014 (2011–2014: 79%) (Meyers et al., 2017, p. 38) and is also higher than that of the transnational study from 2017–2018 (81%) (Böhler et al., 2020, p. 34).

Above all, the female project leaders almost all have a tertiary education (93%) (see Table 29).

**Table 29**  
*Highest Educational Attainment of Project Leaders by Gender*

		Gender		Total
		Female	Male	
My highest educational attainment is:	Primary school to Upper secondary/vocational school	7.3%	<b>22.0%</b>	13.5%
	university, polytechnic, post-secondary/tertiary level college	<b>92.7%</b>	78.0%	86.5%
Total		100.0%	100.0%	100.0%
		55	41	96

*Note. Difference significant at the .05 level, percentages that are significantly above average are in bold.*

### 2.2.3. Minority Affiliation

Of the project leaders interviewed, 17% stated that they belong to a cultural, ethnic, religious or linguistic minority in their home country (see Table 30). In particular, project leaders from Luxembourg were more likely (42%) to say they belonged to a minority than those from any other country. This means that the proportion among the PLs from Luxembourg is even higher than the proportion of PPs from Luxembourg who belong to a minority (see Chapter 2.1.3.).

The proportion of project leaders who felt they belonged to a minority was also 16% in the Luxembourg sample from 2011–2014 (Meyers et al., 2017, p. 39) and 15% in the transnational sample from 2017–2018 (Böhler et al., 2020, p. 36).

**Table 30**  
*Minority Affiliation of Project Leaders by Country of Origin*

		Country of origin		Total
		Luxembourg	Other	
Do you belong to a cultural, ethnic, religious or linguistic minority in the country where you live?	Yes	41.7%	9.1%	16.8%
	No	58.3%	90.9%	83.2%
Total		100.0%	100.0%	100.0%
		24	77	101

Among the PLs who feel that they belong to a minority, one-quarter each state that they are either immigrants themselves, that they belong to a linguistic minority or that they belong to an ethnic/cultural minority (see Table 31).

**Table 31**  
*Type of Minority (Project Leaders)*

		Responses		Per cent of cases
		N	Per cent	
Minority affiliation	I belong to a minority that has always lived in this country (autochthonous/indigenous minority)	2	8.0%	11.8%
	I belong to an ethnic or cultural minority	6	24.0%	35.3%
	I belong to a religious minority	2	8.0%	11.8%
	I belong to a linguistic minority	6	24.0%	35.3%
	I am an immigrant (first generation – I was born in another country)	7	28.0%	41.2%
	I have a migration background (second or third generation – my parents or grandparents were born in another country)	2	8.0%	11.8%
Total		25	100.0%	147.1%

*Note. Only project leaders who answered 'yes' to the question on the minority affiliation.*

#### **2.2.4. First Language**

The answers with regard to the mother tongue among the project leaders can give us (analogously to the analysis of the mother tongue of the project participants, see Chapter 2.1.4.) clues about the nationality of the PLs. In the whole sample in Luxembourg, only 8% of PLs state that Luxembourgish is their mother tongue (see Table 32). One-third of the PLs state French or German as their mother tongue, only 3% Portuguese and all other PLs have another mother tongue. Compared to the project participants, the percentages of people with Luxembourgish or Portuguese as their mother tongue are lower, while those with French, German or other mother tongues are higher (see Chapter 2.1.4.).

Among the project leaders whose country of origin is Luxembourg, 22% state Luxembourgish as their mother tongue (see Table 32). Compared to the Luxembourgish-speaking project participants, this proportion is lower among the project leaders (51% of the PPs speak Luxembourgish). Also in comparison with the Luxembourg sample from 2011–2014 (58%), the proportion is much lower (Meyers et al., 2017, p. 40).

**Table 32**  
*First Language of Project Leaders by Country of Origin*

		Country of origin				Total
		Luxembourg	Neighbouring countries	Other EU-28 countries	Other	
My first language (i.e. the language I learned first/my mother tongue) is:	Luxembourgish	21.7%	4.5%	6.1%	0.0%	8.1%
	French or German	17.4%	86.4%	12.1%	9.5%	29.3%
	Portuguese	4.3%	0.0%	6.1%	0.0%	3.0%
	Other	56.5%	9.1%	75.8%	90.5%	59.6%
Total		100.0%	100.0%	100.0%	100.0%	100.0%
		23	22	33	21	99

### ***2.2.5. Role and Involvement in Project***

The project leaders generally state that their project management roles are equally pedagogical and organisational (67%). A total of 18% had a mainly organisational role and 15% a mainly pedagogical role in the project.

In the Luxembourg sample from 2011–2014, slightly fewer project leaders indicated that their role was both pedagogical and organisational (53%), but more often only organisational (27%) or pedagogical (20%) (Meyers et al., 2017, p. 43). In the 2017–2018 transnational study, the proportion of PLs with both roles is also lower (53%), while those with mainly organizational or pedagogical roles are around 21% (Böhler et al., 2019, p. 86).

When asked about their time involvement in the project, 78% of the project leaders state that they were directly involved in the project activities for most or even all of the project duration. A total of 15% of PLs were involved for more than half of the project, 6% for less than half of the project and only 1% were not involved at all.

Compared to the Luxembourg study from 2011–2014, the percentage of PLs who were involved in the project for most of the time was similar (85%) (Meyers et al., 2017, p. 43). The transnational study of 2017–2018 also found a similarly high proportion of PLs (80%) (Böhler et al., 2019, p. 93).





### **3. Competence Development**

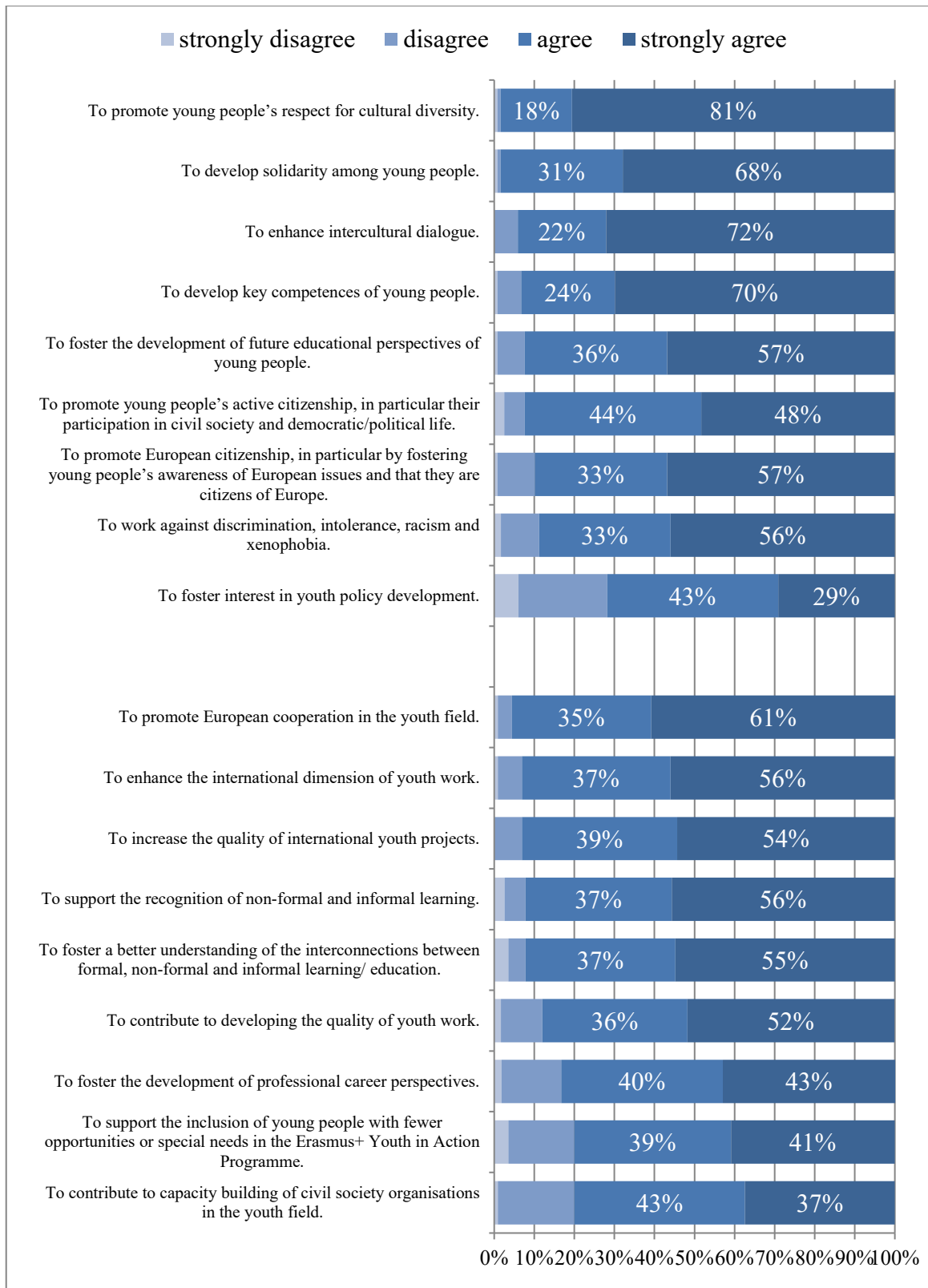
This chapter presents the key findings of the study on the effects of the projects on PPs and PLs. The central aim of the projects is the development of the participants' competences. The learning of the PPs and PLs takes place in different areas and at different levels.

#### **3.1. Erasmus+ Youth in Action Objectives in the Projects**

A first question, which is important for assessing the learning in the projects, evaluates to what extent the Youth in Action (YiA) objectives were implemented in the projects. The project leaders were therefore asked how much their project contributed to the programme's objectives in terms of young people's and youth workers' learning (see Figure 3). According to the project leaders, the majority of the objectives were implemented in the projects (between 70% and 99% agreement).

**Figure 3**

*YiA Objectives of the Project by Project Leaders ('To what extent do you agree with the following statements? The project contributed to the following objectives of the Erasmus+ Youth in Action Programme')*



*Note. N = 114–119. First set of 9 items in relation to young people's learning, second set of 9 items in relation to youth workers' learning.*

### 3.2. Knowledge Acquisition

Of the 850 project participants, only 0.7% said that they did not learn anything new in their project (see Table 33). An increase in knowledge was noted by most PPs especially in cultural diversity (61%) and youth / youth work (55%).

Compared to the Luxembourg sample of 2011–2014, slightly more participants say they had learned something (2011–2014: 3% did not learn anything) (Meyers et al., 2017, p. 46).

In the 2017–2018 transnational study, the percentage of participants who said they had learned nothing was also 1% (Böhler et al., 2020, p. 14). A comparison of the knowledge areas mentioned in the Luxembourg and the transnational sample shows that in projects from Luxembourg, 'Education, training, learning', 'European issues', 'Policies or structures of the European Union' and 'Media and ICT' were mentioned more often (see Table 33), while topics such as 'Discrimination and non-discrimination', 'Inclusion', 'Human rights' or 'Solidarity with people facing difficulties' less often.

**Table 33**

*Knowledge Acquired by Project Participants ('In the project, I learned something new about the following topics:')*

	PPs from Luxembourg sample 2014–2020	PPs from transnational sample 2017–2018
Cultural diversity	61.4%	69.1%
Youth, youth work	55.1%	56.5%
Personal development	45.5%	48.1%
Non-formal education/learning, informal learning	45.3%	49.3%
Education, training, learning	43.5%	38.4%
European issues	42.2%	37.3%
Active citizenship and participation in civil society and democratic life	31.5%	30.8%
Policies or structures of the European Union	28.9%	21.6%
Project development and management	28.4%	27.2%
Discrimination and non-discrimination (i.e. because of gender, sexual orientation, ethnicity, cultural background, religion, disability, nationality, etc.)	28.0%	40.4%
Media and ICT (Information and Communications Technology, including social media and Internet)	27.9%	20.3%
Inclusion of disadvantaged or marginalised people in society	27.5%	37.2%
Human rights, fundamental rights	27.2%	35.7%
Solidarity with people facing difficulties	26.5%	34.4%
Democracy	26.1%	24.9%
European youth policies	26.1%	23.4%
Work, professional development	23.8%	19.9%
National youth policies	22.4%	16.6%
Entrepreneurship, using my initiative	21.9%	21.6%
Youth policy development	19.3%	16.2%
Environmental issues	16.8%	18.5%
Sustainable development	14.5%	16.4%
Non-violence	13.8%	20.0%
Health, well-being	13.5%	18.4%
I did not learn anything new in this project	0.7%	1.3%

*Note. N Luxembourg =850 (N European youth policies=559). Multiple answers possible.*

Depending on the type of project, the knowledge learned by the participants differs considerably (see Table 34). In projects with young people, more than half of the participants state that they have learned knowledge about 'Cultural diversity' and 'European issues'. In contrast, participants in youth work projects state that they often learned about 'Youth, youth work', 'Non-formal learning', 'Cultural diversity' and 'Education, training, learning'. For EVS participants, on the other hand, 'Personal development', 'Cultural diversity' and 'Non-formal learning' top the list of topics learned for the majority.

**Table 34**

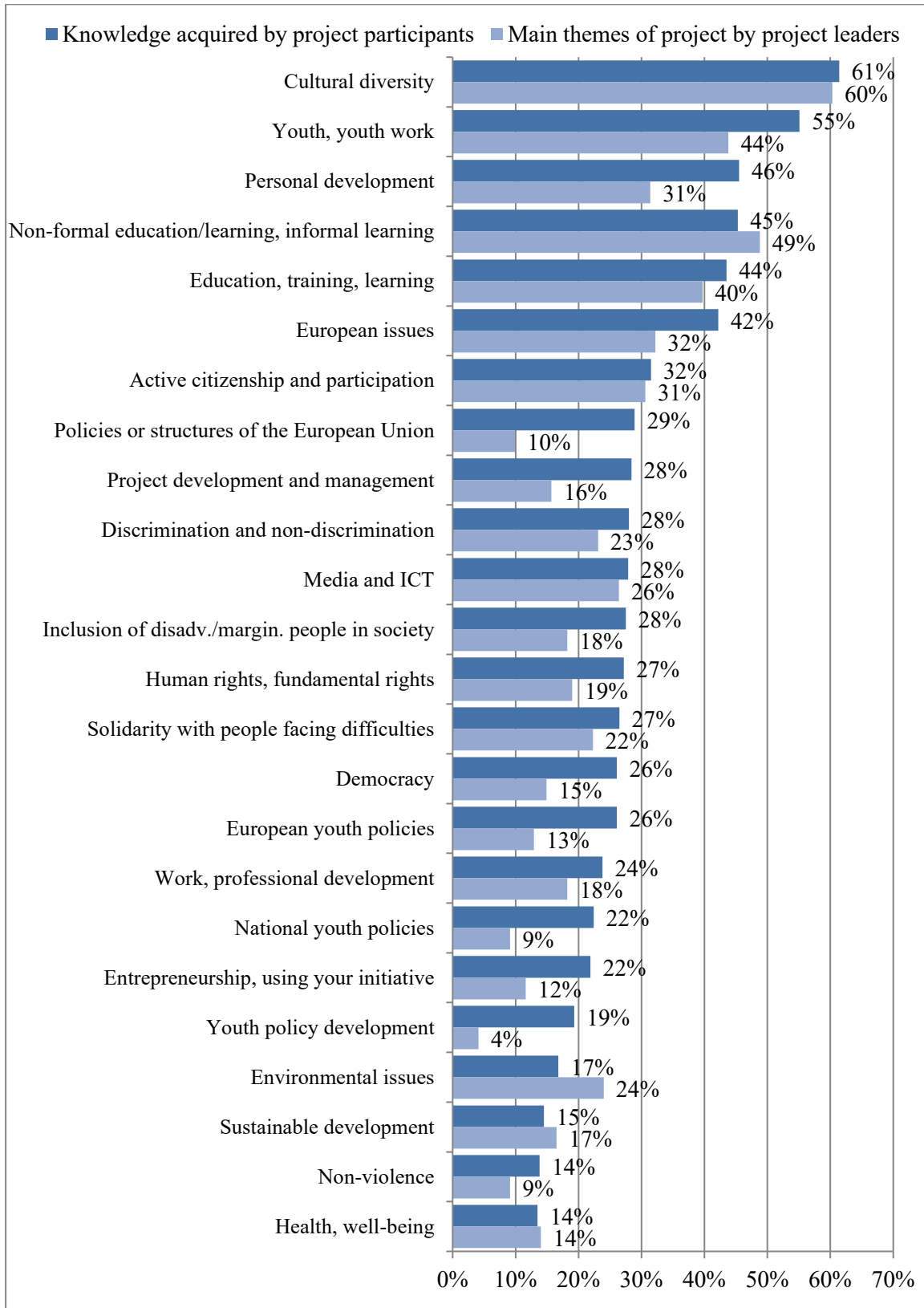
*Knowledge Acquired by Project Participants by Project Type ('In the project, I learned something new about the following topics:')*

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
Cultural diversity**	<b>66.9%</b>	<b>72.0%</b>	51.9%	60.9%
Youth, youth work**	46.1%	46.0%	<b>68.2%</b>	55.4%
Personal development**	50.7%	<b>82.0%</b>	37.0%	47.2%
Non-formal education/learning, informal learning**	27.4%	<b>54.0%</b>	<b>63.0%</b>	44.3%
Education, training, learning*	38.3%	34.0%	<b>50.9%</b>	43.3%
European issues**	<b>53.9%</b>	46.0%	31.5%	43.9%
Active citizenship and participation in civil society and democratic life	30.3%	32.0%	34.3%	32.1%
Policies or structures of the European Union**	<b>40.1%</b>	30.0%	17.6%	29.9%
Project development and management*	23.1%	<b>44.0%</b>	33.2%	28.9%
Discrimination and non-discrimination (i.e. because of gender, sexual orientation, ethnicity, cultural background, religion, disability, nationality, etc.)*	32.3%	<b>34.0%</b>	23.2%	28.6%
Media and ICT (Information and Communications Technology, including social media and Internet)*	23.6%	28.0%	<b>32.5%</b>	27.7%
Inclusion of disadvantaged or marginalised people in society	25.4%	34.0%	32.2%	28.9%
Human rights, fundamental rights*	30.8%	<b>36.0%</b>	22.8%	27.8%
Solidarity with people facing difficulties*	26.8%	<b>46.0%</b>	24.9%	27.4%
Democracy**	<b>36.0%</b>	22.0%	20.1%	28.3%
European youth policies	20.9%	32.4%	28.3%	25.7%
Work, professional development*	18.7%	<b>30.0%</b>	<b>29.1%</b>	23.9%
National youth policies	26.2%	16.0%	19.7%	22.7%
Entrepreneurship, using my initiative*	21.0%	<b>40.0%</b>	21.5%	22.6%
Youth policy development	20.5%	8.0%	21.1%	19.8%
Environmental issues**	23.9%	<b>34.0%</b>	7.6%	17.8%
Sustainable development**	19.3%	<b>32.0%</b>	9.7%	16.2%
Non-violence	13.3%	14.0%	16.3%	14.6%
Health, well-being**	18.2%	<b>34.0%</b>	7.3%	14.7%
I did not learn anything new in this project	0.9%	0.0%	0.3%	0.6%

*Note. N = 686. Only participants where the action type given by the participants was consistent with the action type from the National Agency. Percentage of participants in the different project types that answered 'yes'. Multiple answers possible. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

**Figure 4**

*Knowledge Acquired by Project Participants Compared to Main Themes of Project by Project Leaders*



*Note. N project participants=850 (N 'European youth policies' = 559), N project leaders = 121 (N 'European youth policies' = 85). Percentage of participants that answered 'yes'. Multiple answers possible.*

In addition to the question regarding which areas the participants acquired knowledge, the project leaders were asked which topics the projects included. A comparison shows that the response frequencies of both questions partly coincide (see Figure 4). However, there are also areas that were not central topics of the projects and the participants nevertheless learned knowledge. Examples are Personal development, European issues, Policies of the EU, Project development and management, Inclusion or Democracy.

Similar differences were also found in the Luxembourg study from 2011–2014 (Meyers et al., 2017, p. 48) and the transnational study from 2017–2018 (Böhler et al., 2020, p. 14). This seems to indicate that the projects also bring about learning effects in areas that were not implicitly covered in the project.

### 3.3. Skills Development

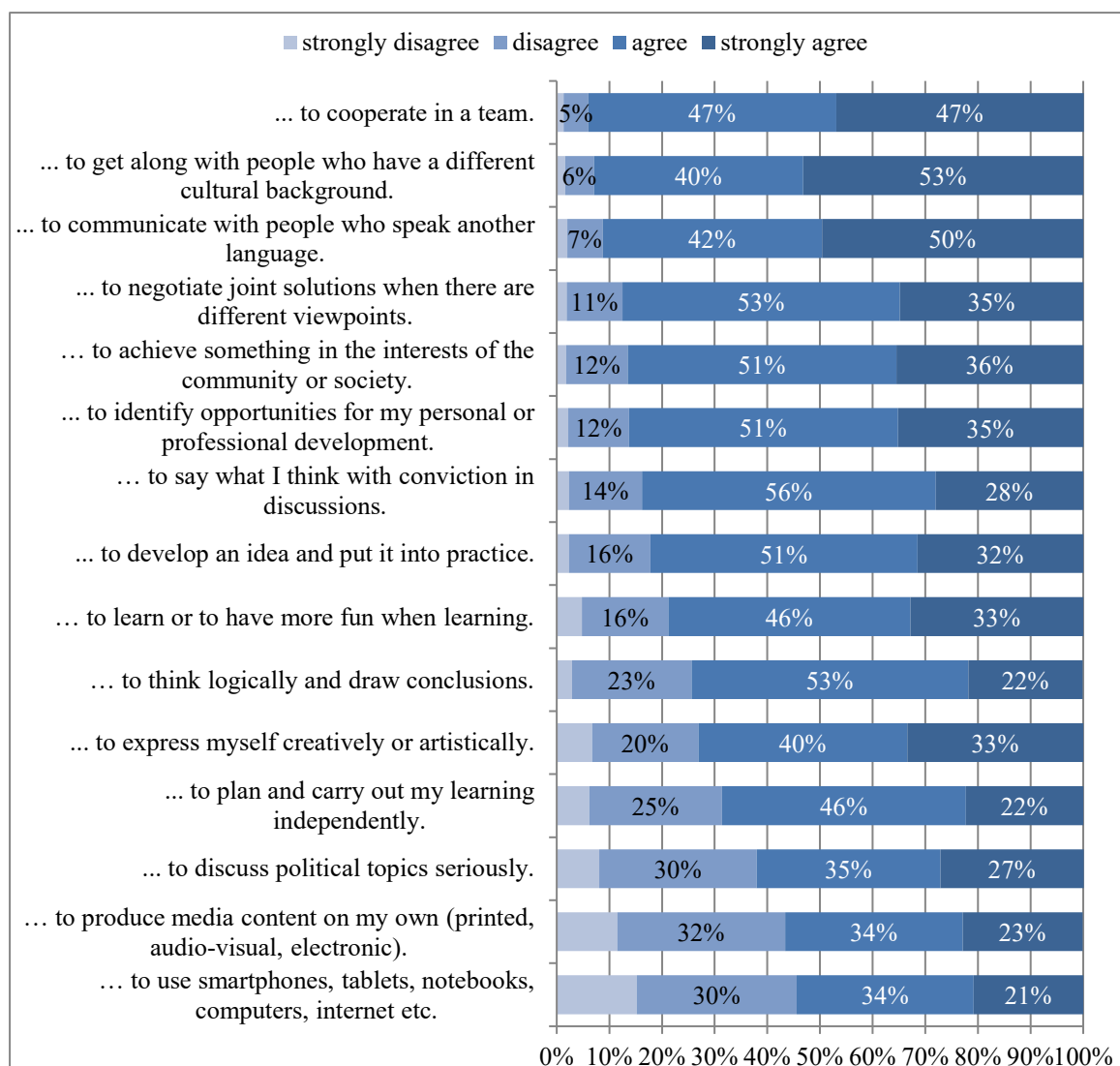
Both questionnaires for the participants and for the leaders asked about the impact of participation on the development of skills. In parallel, the project leaders were asked to evaluate the skills development of the participants.

For many of the skills surveyed, the participants rate their development during the project as very high (see Figure 5). Social skills (e.g. cooperative, intercultural and communicative skills) and personal skills (e.g. problem-solving, planning, learning skills) receive very high approval. The skills that receive least approval are those related to discussing political issues, presenting media content and using digital devices.

The ranking of skills learned is comparable to the 2017–2018 transnational study (Böhler et al., 2020, p. 18).

**Figure 5**

*Reported Skills of Project Participants ('Through my participation in this project I improved my ability...')*



Note.  $N = 815-840$  with the exception of the item 'to use smartphones, tablets, notebooks, computers, Internet etc.' where  $N = 553$ .

There are not many differences in skills acquisition when differentiated by age group (see Figure 6). The younger participants (17 years and younger) were less likely to say that they had

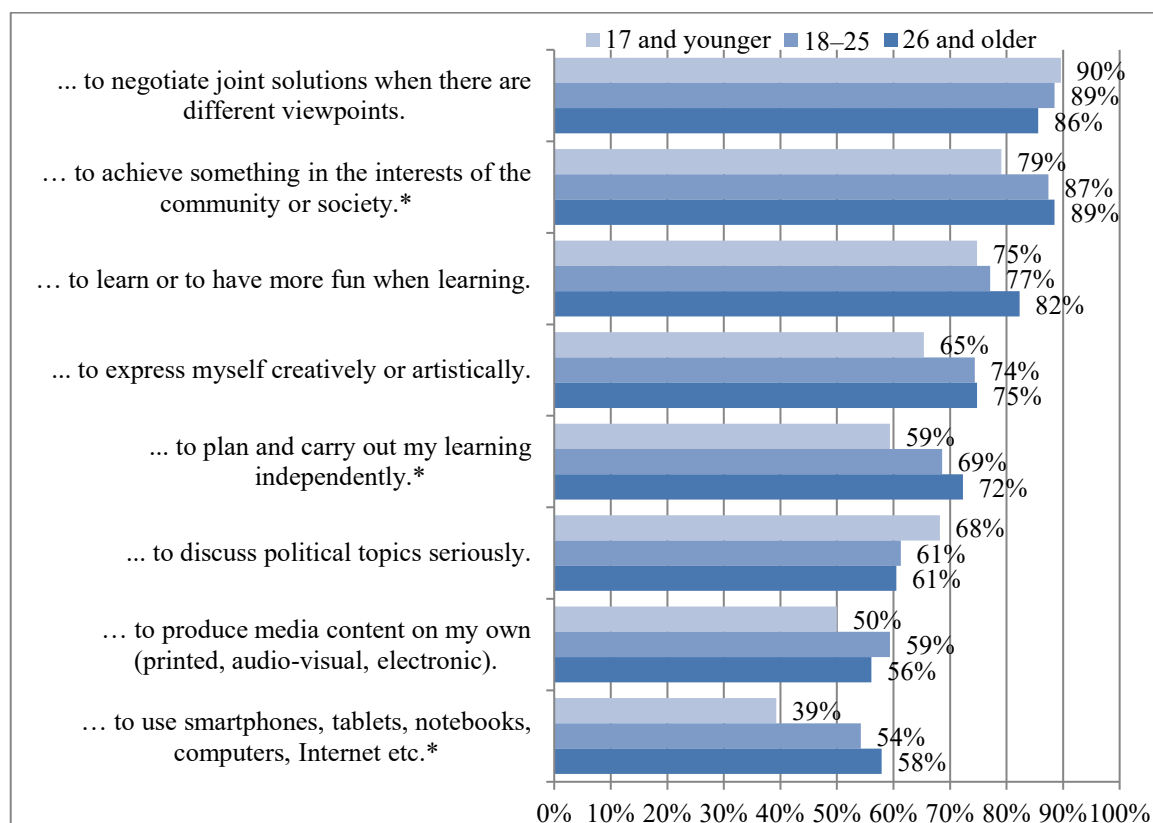


improved their ability to achieve something in the interests of the community or society, to plan and carry out their learning independently and to use digital devices.

Similar differences by age group in terms of independent learning were also found in the 2017–2018 transnational analysis (Böhler et al., 2020, p. 19).

**Figure 6**

*Reported Skills of Project Participants by Age Groups ('Through my participation in this project I improved my ability...')*



*Note.*  $N = 507-735$ ) with the exception of the item 'to use smartphones, tablets, notebooks, computers, Internet etc.' where  $N = 301$  and 'to produce media content on my own (printed, audio-visual, electronic)' where  $N = 473$ . Percentage of participants in the different age groups that answered 'strongly agree' and 'agree'. \*Differences are significant at the 0.05 level.

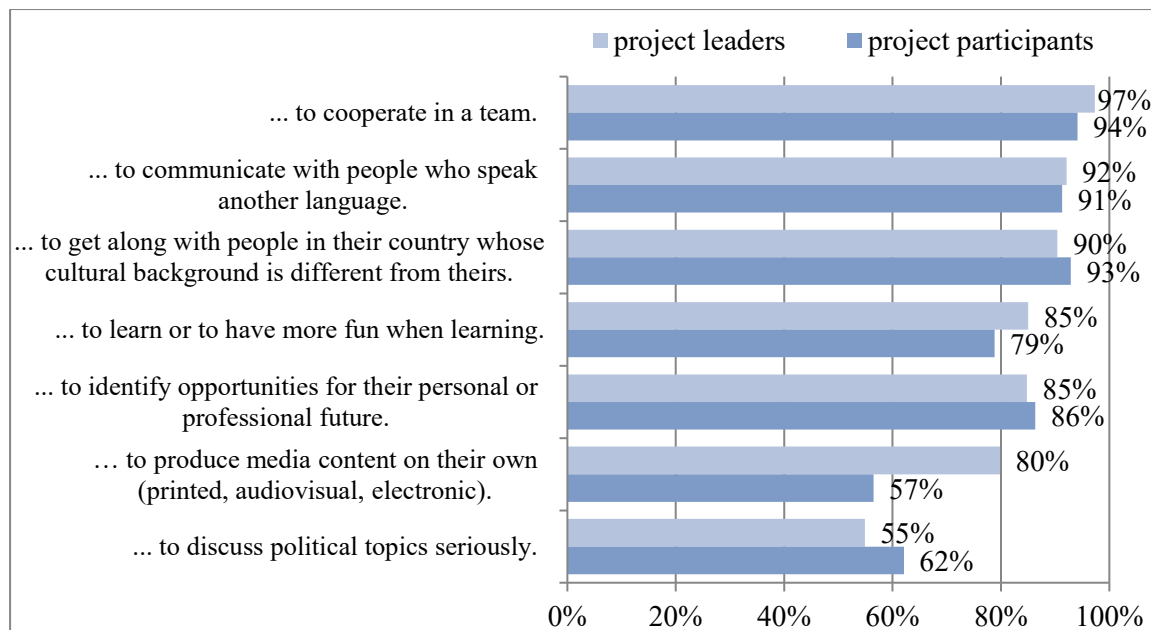
Participants from different project types assessed the learning of skills very differently (see Table 58 in the Annex). Participants in projects with young people more often report having learned problem-solving strategies and how to discuss political issues. In contrast, EVS participants and participants in youth work projects seem to have developed their personal or professional development and learning skills more often.

We also found some differences among participants by country of origin (see Table 59 in the Annex). For many of the skills asked about, participants from Luxembourg reported that the project had a smaller effect on them than participants from other countries.

One possible explanation for these differences is the country in which the project takes place: for example, participants from Luxembourg who went abroad for the project rated learning intercultural skills and communicating in another language as highly as participants from other countries.

For seven of the skills that were asked of the PPs, the project leaders also estimated how much the PPs had learned them in the project (see Figure 7). For four of the seven skills, the PLs estimated the learning of the skill to be similarly high (e.g. cooperation in a team, communication with people who speak another language). Two of the skills were learned more often by the PPs than the PLs indicated: learning or having fun while learning and producing media content. On the other hand, the PLs think that the PPs learned how to discuss political issues seriously less often than the PPs themselves.

**Figure 7**  
*Skills Development of Project Participants as perceived by Project Leaders and Project Participants*

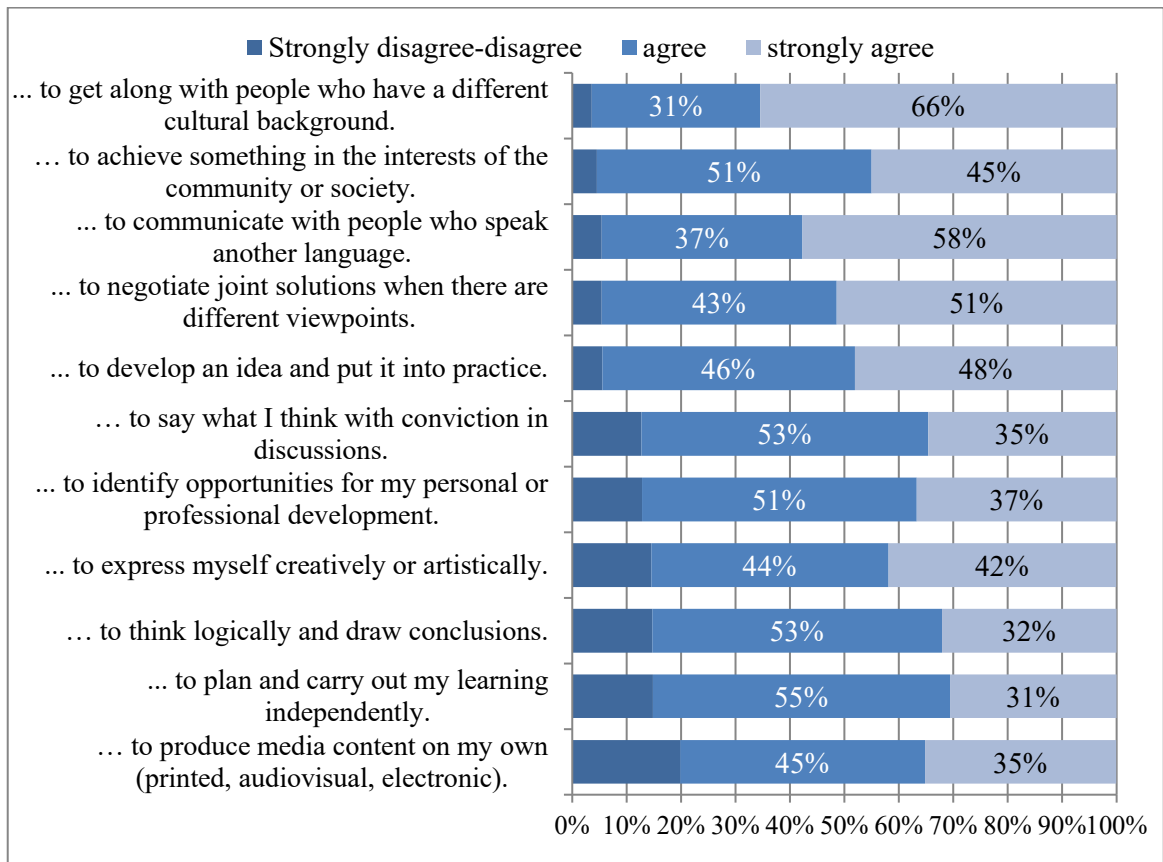


*Note.* *N* project leaders = 112–114. *N* project participants = 817–840. Percentage of project participants / project leaders that answered ‘agree’ or ‘strongly agree’.

The project leaders were also asked in the questionnaire to rate the impact of the project on their skills. Looking at the response category ‘strongly agree’, two of the skills were mentioned very frequently (by more than 58% of the project leaders) (see Figure 8): getting along with people who have a different cultural background, and communicating with people who speak a different language. Taking the agreement of both answer categories ‘strongly agree’ and ‘agree’, the five competences most often learned by the project leaders are: the two intercultural competences just mentioned, achieving something in the interest of the community or society, negotiating common solutions, and developing and implementing an idea. The skills learned by the project leaders in the projects seem to be similar to those learned by the project participants.

Compared to the Luxembourg study from 2011–2014, the learning of skills learned by PL seems to be similar (Meyers et al., 2017, p. 61).

**Figure 8**  
*Reported Skills of Project Leaders*



*Note. N = 110–111.*

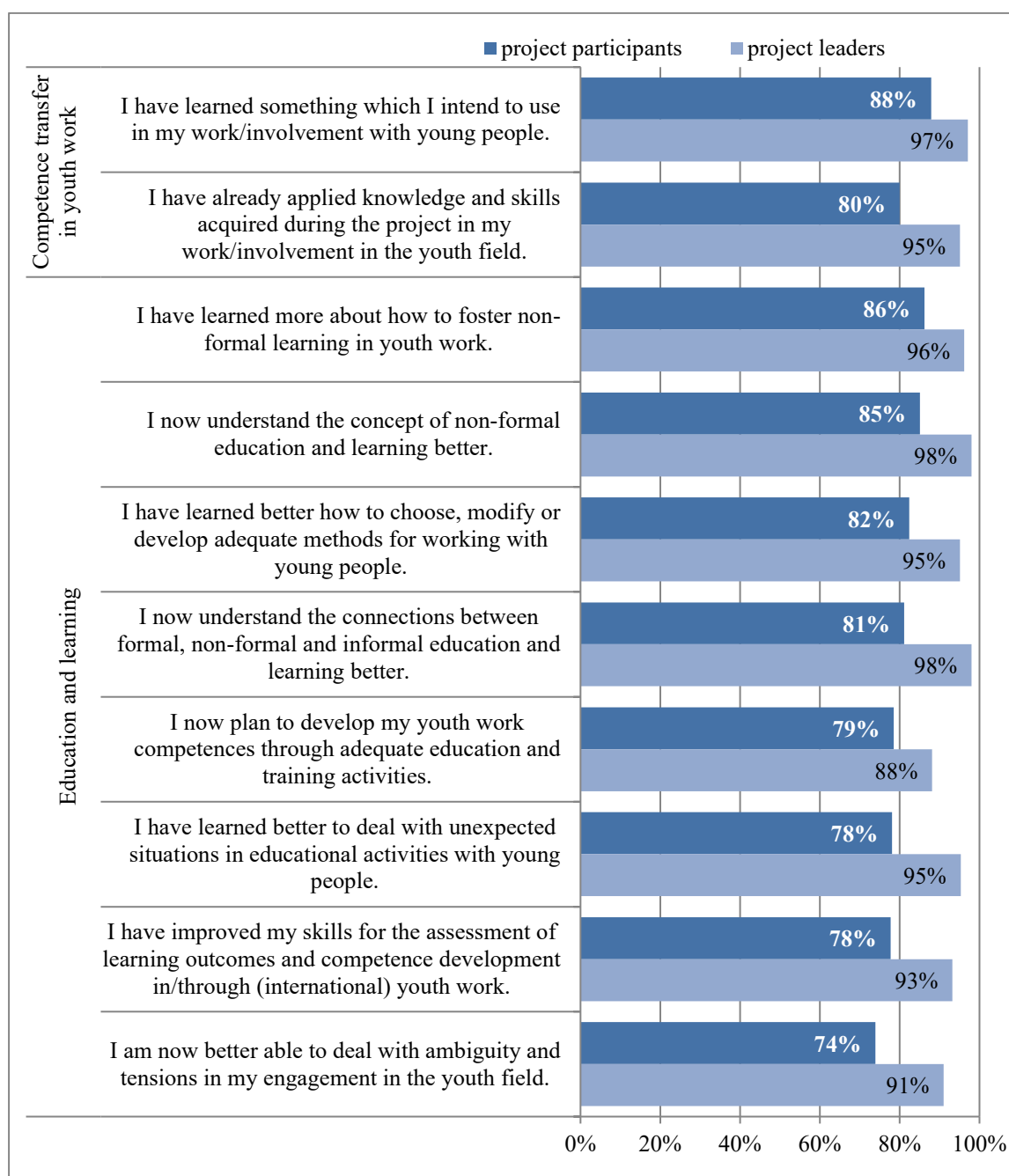
### 3.4. Youth Work Competences

In both questionnaires for PPs and PLs, a number of the same questions were asked about the respondents' competences in relation to youth work. In the PP survey, these questions were only asked to those respondents who had participated in YWM or TCA activities.

For all competences, the majority of PP respondents felt that they were mostly able to strengthen them in the project. Between 63% and 88% of the PPs 'strongly agree' or 'agree'. The level of agreement among project leaders is even higher than among project participants, with between 79% and 99% agreeing (see Figure 9 and Figure 10).

**Figure 9**

*Youth Work Competence Development of Project Participants and Project Leaders (1)*



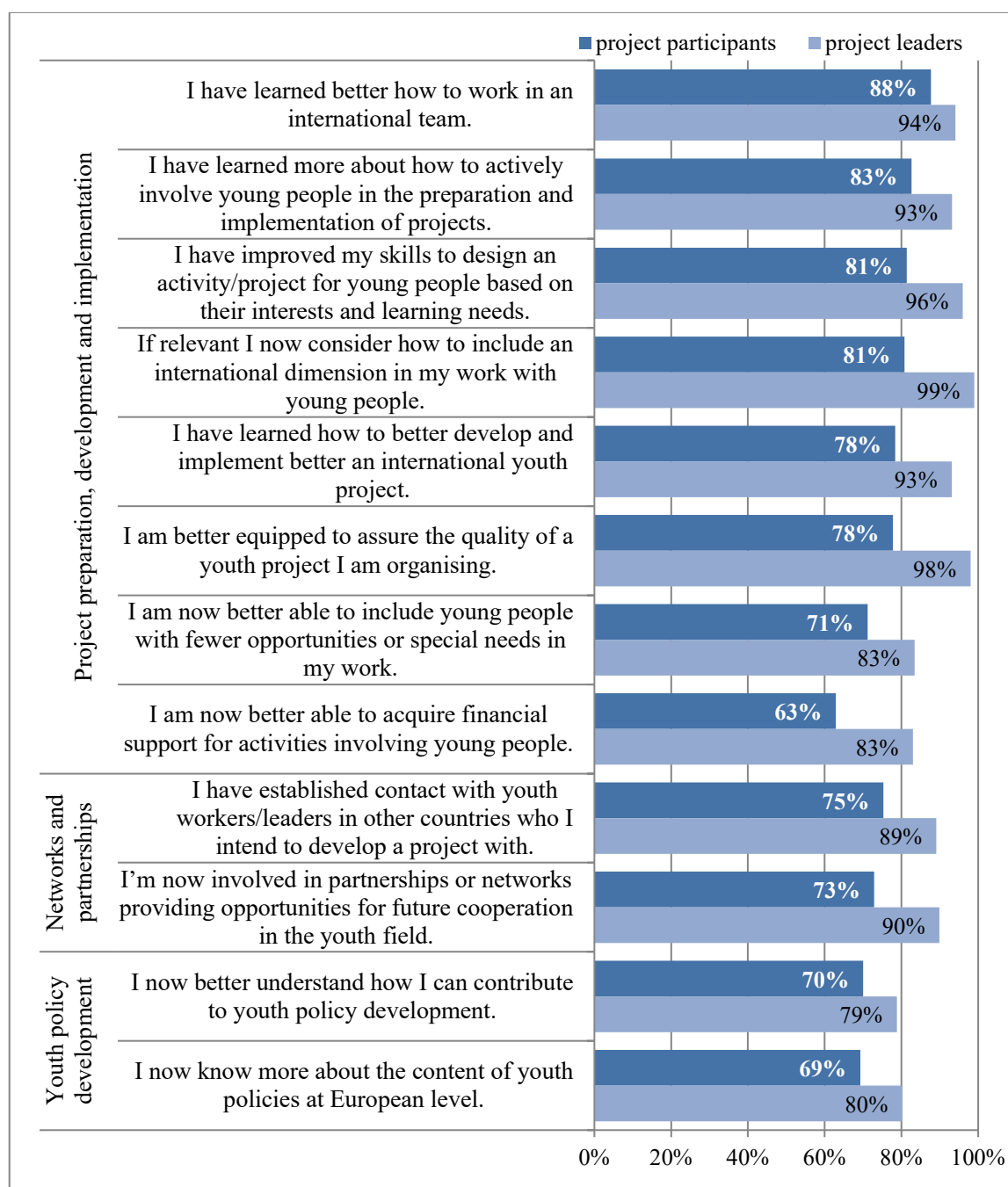
*Note.* N project participants = 292–256 and N project leaders = 100–105. Percentage of project participants / project leaders that answered 'agree' and 'strongly agree'.

The learned competences in the youth work field were divided into five dimensions. The most frequently learned competences were those related to the dimensions ‘Transfer in youth work’ and ‘Education and learning’ (see Figure 9), followed by competences related to ‘Project preparation, development and implementation’ (see Figure 10). The least frequently mentioned dimensions were those related to ‘Networks and partnerships’ and ‘Youth policy development’.

Similarly to the 2017–2018 transnational study (Böhler et al., 2020, p. 21), we found almost no differences in the youth work competences learned by project type in the Luxembourg sample. Only for working together in an international team was there a significant difference in the answers: 95% of PPs in a YWM and only 81% of PPs in a TCA said they learned this frequently.

**Figure 10**

*Youth Work Competence Development of Project Participants and Project Leaders (2)*



Note.  $N$  project participants = 281–357 and  $N$  project leaders = 72–103. percentage of project participants / project leaders that answered ‘agree’ and ‘strongly agree’.

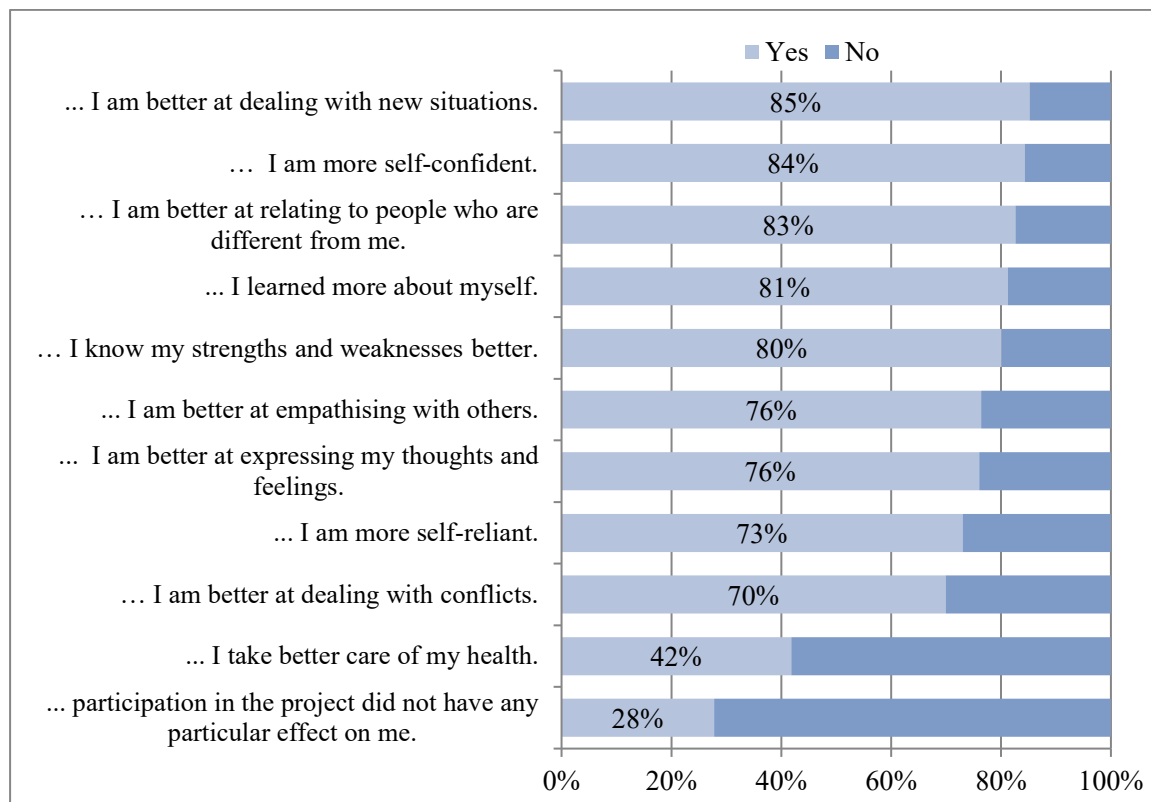
### 3.5. Effects on Personal Development

The projects also contribute a lot to the personal development of the participants and the project leaders. When asked how they assess their various personal skills in the area of self-confidence, identity, self-expression or conflict skills after the project, almost consistently over two-thirds of the participants say that the project has strengthened them (see Figure 11).

A similar ranking for the items on personal development could already be found in the Luxembourg study from 2011–2014 (Meyers et al., 2017, p. 54), even though the question is not directly comparable as it was changed.

**Figure 11**

*Personal Development of Project Participants ('After participating in the project, I feel that ...')*



Note. N = 715–730.

When differentiating the answers on personal development as to the type of project (see Table 35), it is noticeable that especially young people benefit more from the projects for their personal development than youth workers. In particular, the participants of an EVS state more often that they are more self-confident and self-reliant, better able to deal with new situations and know themselves better.

In the Luxembourg study from 2011–2014, we also found increased personal development among EVS participants (Meyers et al., 2017, p. 54).

In addition to the effects on personal development, the participants also evaluated whether different values and attitudes became more important through the project or not (see Figure 12). More than half of the participants state that values such as self-fulfilment, tolerance, solidarity and equality have become more important to them through participation in the project.

Compared to the Luxembourg study from 2011–2014, the overall percentage of participants whose values and attitudes became more important as a result of the project has increased (Meyers et al., 2017, p. 51). Self-fulfilment, in particular, has gained significant support: from 43% of PPs in the 2011–2014 study to 58% of PPs in the 2014–2020 study.

**Table 35**

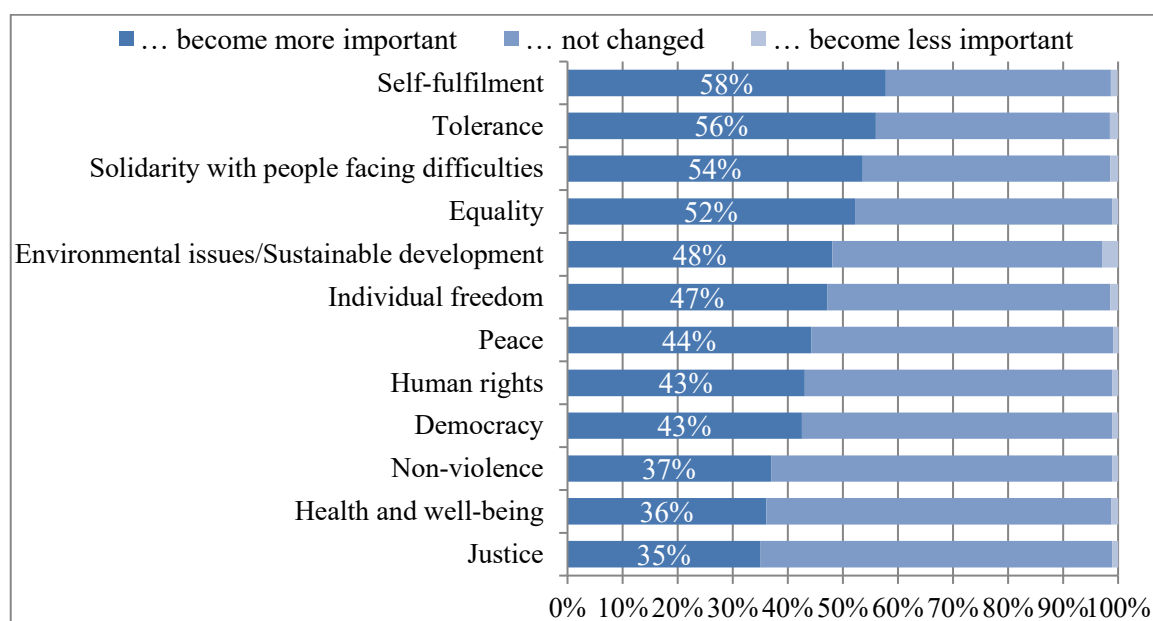
*Effects on Personal Development of Project Participants by Project Type ('After participating in the project I feel that ...')*

	Project type			Total 'Yes'
	Projects with young people	EVS	Projects with youth workers	
... I am better at dealing with new situations.**	<b>90.9%</b>	<b>92.0%</b>	79.1%	86.1%
... I am more self-confident.*	86.8%	<b>94.0%</b>	80.2%	84.7%
... I am better at relating to people who are different from me.	84.1%	86.0%	80.3%	82.7%
... I learned more about myself.	81.7%	90.0%	78.9%	81.2%
... I know my strengths and weaknesses better.*	82.5%	<b>92.0%</b>	76.2%	80.7%
... I am better at empathising with others.	78.2%	76.0%	75.2%	76.8%
... I am better at expressing my thoughts and feelings.	79.0%	76.0%	72.4%	76.0%
... I am more self-reliant.**	<b>80.2%</b>	<b>92.0%</b>	61.9%	73.6%
... I am better at dealing with conflicts.	73.6%	69.4%	65.3%	69.8%
... I take better care of my health.**	44.7%	<b>59.2%</b>	31.3%	40.4%
... participation in the project did not have any particular effect on me.*	27.6%	12.2%	<b>30.5%</b>	27.5%
N	80–257	6–42	73–195	159–499

Note. N = 686. Only participants where the action type given by the participants was consistent with the action type from the National Agency. Percentage of participants in the different project types that answered 'yes'. The percentages indicate the share of participants within a project type. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.

**Figure 12**

*Effects on Values and Attitudes of Project Participants ('As a result of participating in the project, to me, the following topics have ...')*



Note. N = 726–734, except for item 'Environmental issues/Sustainable development' N = 106.

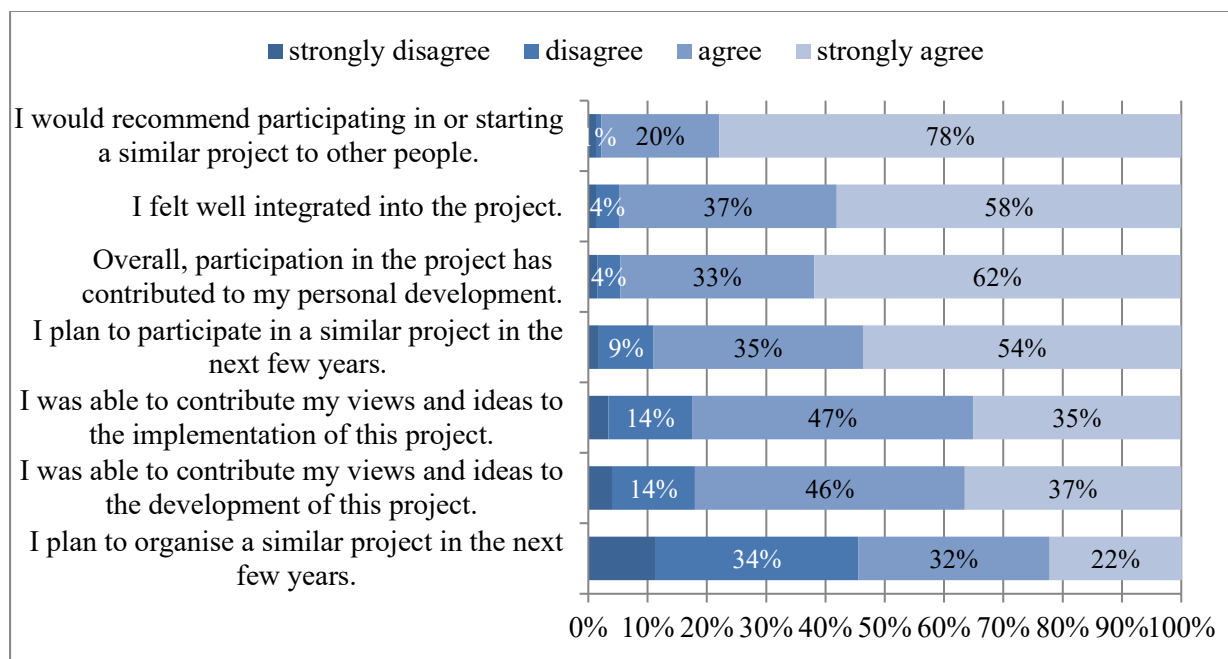
In particular, the participants in projects with young people state more often that values and attitudes have become more important for them, whereas this is less the case for participants in youth work projects (see Table 37 in annex).

The question about satisfaction with the project after it has been completed also shows an extremely high level of agreement among the PPs (see Figure 13). A total of 95% of the participants say that the project has contributed to their personal development. As many as 89% plan to participate in a similar project in the next few years.

A similarly high level of satisfaction with their project had already been indicated by the participants in the Luxembourg sample from 2011–2014 (Meyers et al., 2017, p. 84).

**Figure 13**

*Evaluation of the Project by Project Participants ('Now that the project is over...')*



Note. N = 837–849.

There are only significant differences in the answers for two items according to the project types: participants in an EVS are less likely to plan to participate in a similar project in the next few years (EVS: 68%; projects with young people: 91%; youth work projects: 91%) and are also less likely to plan to organise a similar project in the next few years (EVS: 25%; projects with young people: 44%; youth work projects: 67%).

By country of origin, participants from Luxembourg are less likely to plan a similar project in the next few years than participants from other countries (Luxembourg: 43%; other countries: 58%).

### 3.6. Further Educational and Professional Pathways

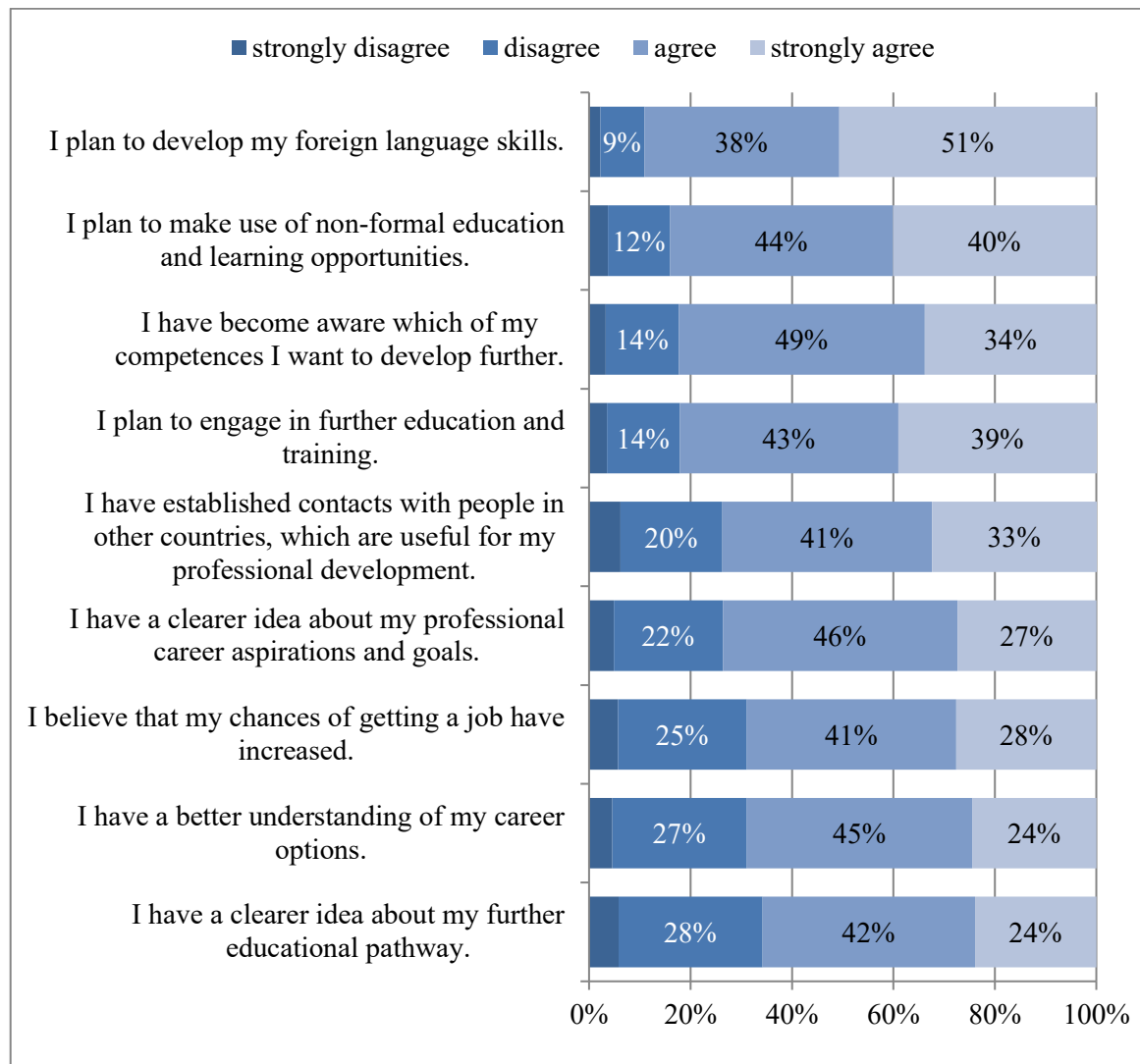
In addition to the general effects on personal development, both questionnaires to the participants and the project leaders also asked about the effects of the project on their careers in education and work. For all the items asked, between 65% and 89% of the participants stated that these positive effects applied to them (see Figure 14). The most frequently expressed intention of the participants is to develop their language skills.



The high scores for effects on educational or professional careers had already been found in the Luxembourg study from 2011–2014, where language development was also the top priority (Meyers et al., 2017, p. 55).

**Figure 14**

*Effects on Educational or Professional Future of Project Participants ('Did participating in the project have any further impact on you?')*



Note. N = 748–761.

The effects on school or professional careers vary somewhat according to the different project types (see Table 60 in the annex). While in projects with young people the plan to learn languages is indicated slightly more often, participants in an EVS more often indicated an effect on their school career. Among participants in youth work projects, effects related to professional learning as well as career paths and networks are estimated to be higher.

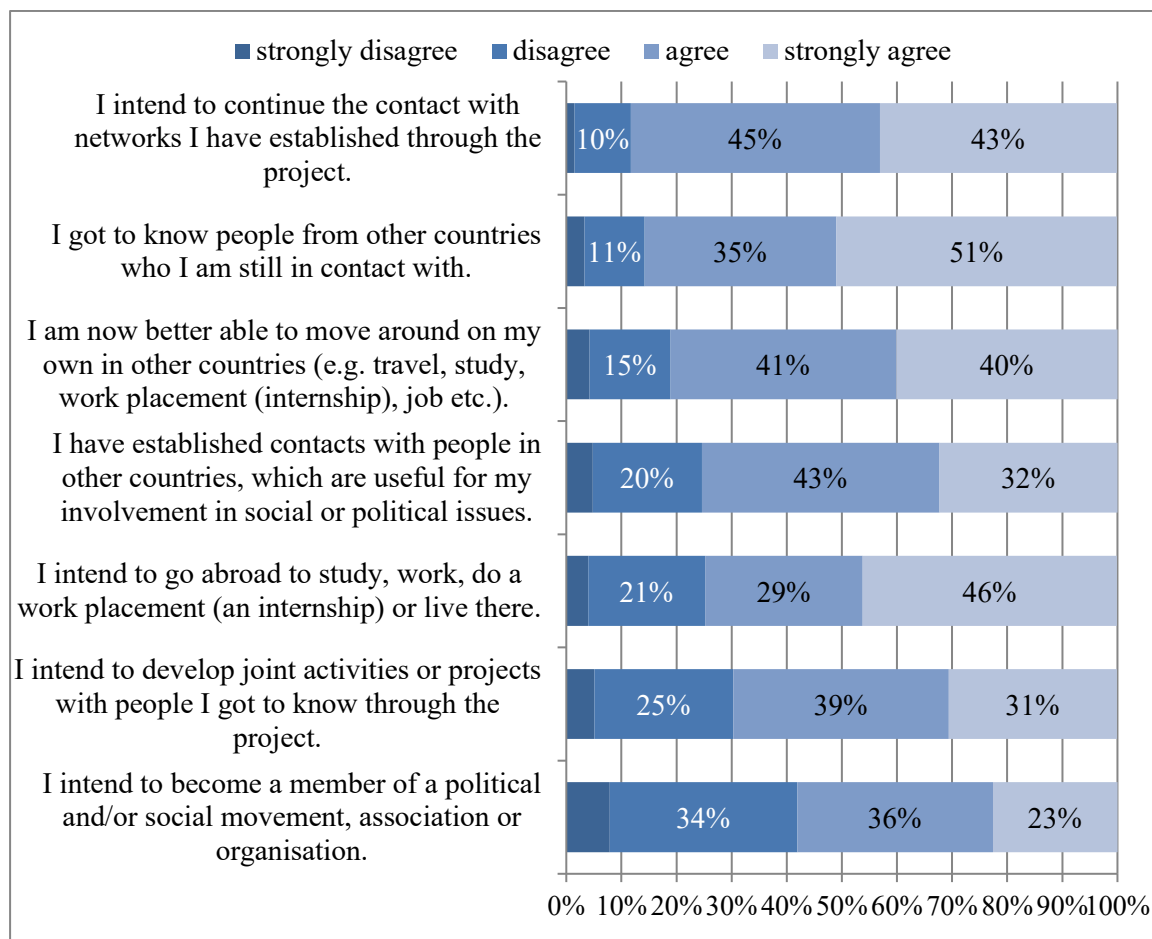
However, participants from Luxembourg seem to see all effects on educational or professional careers as less strong than participants from other countries (see Table 61 in the annex). For almost all items, the PPs from Luxembourg's agreement scores are 10% lower.

Overall, the projects also had a high positive effect on the participants' willingness to become internationally mobile or to maintain international networks (see Figure 15). Between 80% and 88% of the participants agreed with the items asked. Although the effect of the projects

on the participants' future engagement in an association is relatively high at 59%, it is the item with the lowest level of agreement compared to the other items.

**Figure 15**

*Effects on Networking, International Mobility and Engagement of Project Participants ('To what extent do you agree or disagree with the following statements as a result of the project?')*



Note. N = 772–783.

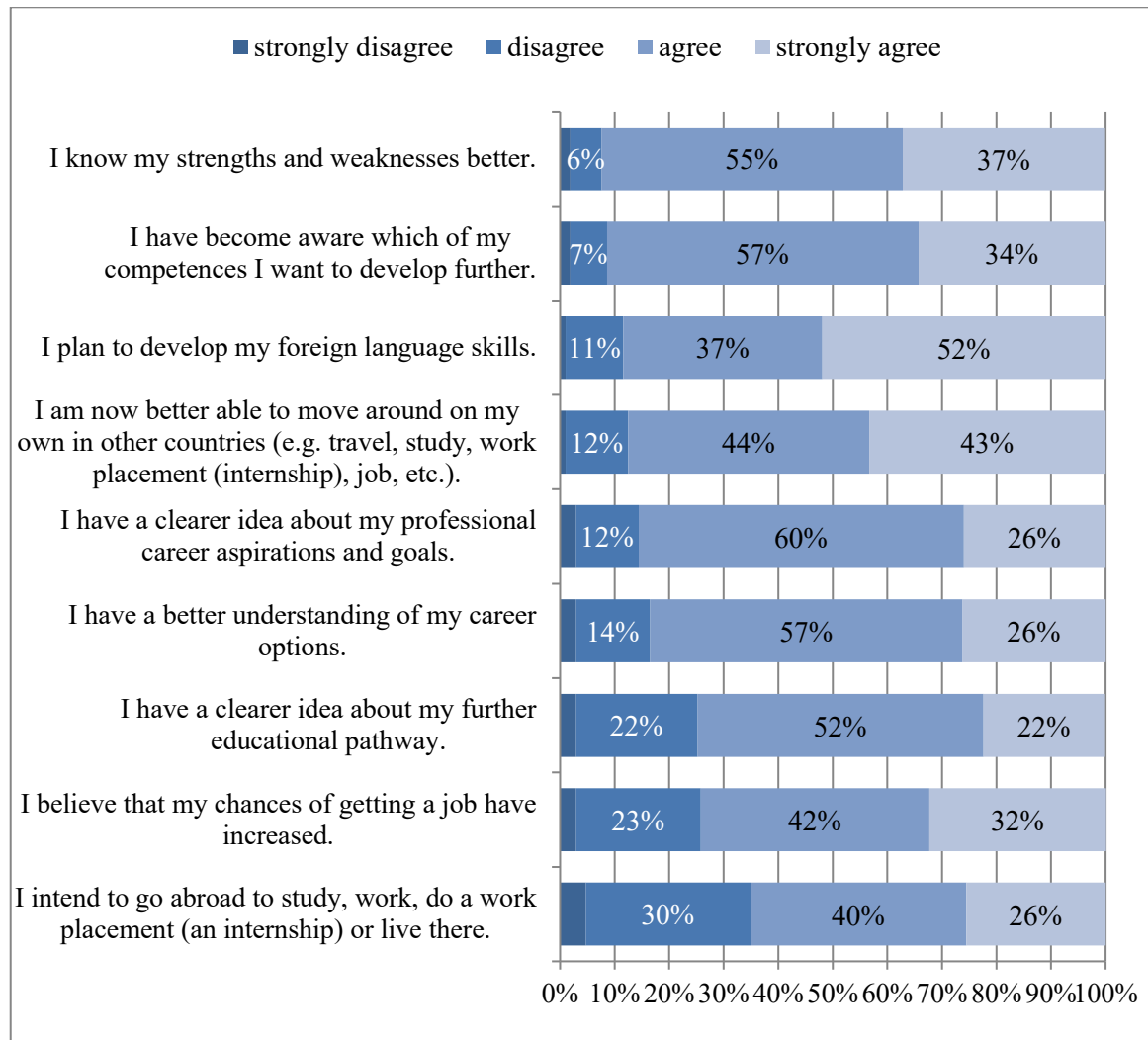
The effects on international mobility were particularly high among participants in an EVS (see Table 62 in the annex), while participants in a youth work project reported higher effects on networking in particular.

The effects on international mobility and networking were particularly positively assessed in projects whose activity took place abroad (see Table 63 in the annex). An exception applies to future involvement in an association, which was rated higher if the project took place in the participant's own country.

Similarly to the participants, the project leaders have also consistently found positive effects of the project on their school and professional careers (see Figure 16). The PLs strongly agreed on the future development of their language skills and their ability to cope better in another country. The two items that received the most agreement were those that focused on recognising their own strengths and competences.

**Figure 16**

*Effects on Educational or Professional Future and Mobility of Project Leaders ('To what extent do you agree or disagree with the following statements as a result of the project?')*



*Note. N = 103–106.*

## 4. Participation and Active Citizenship

The issue of participation and active citizenship covers many topics in contemporary society, such as democracy, human rights, anti-discrimination and anti-racism, equal opportunities, intercultural coexistence, environmental issues, sustainable development or social cohesion. These topics were asked about in different questions of the PP and PL questionnaire and concern both knowledge, development of competences, attitudes and values as well as concrete participation. Results that have already been presented in the previous chapters are only briefly mentioned again here.

In Erasmus+/YiA projects, youth participation is one of the important objectives, including in the projects analysed in this survey. Ninety-two per cent of the PLs affirm that this objective was important in their project (see **Figure 3** p. 27).

### 4.1. Knowledge Acquisition on Citizenship and Participation

The question on the acquisition of knowledge has about three-quarters of the items that fit into the category of participation and active citizenship (see Table 33 p. 28). Only 3% of the participants state that they have not acquired knowledge in any of these areas during the project; 52% of the participants have increased knowledge in one to four areas and 45% have gained knowledge on participation and active citizenship in more than five different areas. Thus, similarly to the 2017–2018 transnational study (Böhler et al., 2020, p. 24), participants in the projects from Luxembourg acquire a very broad range of knowledge on participation and active citizenship.

### 4.2. Skills Development on Citizenship and Participation

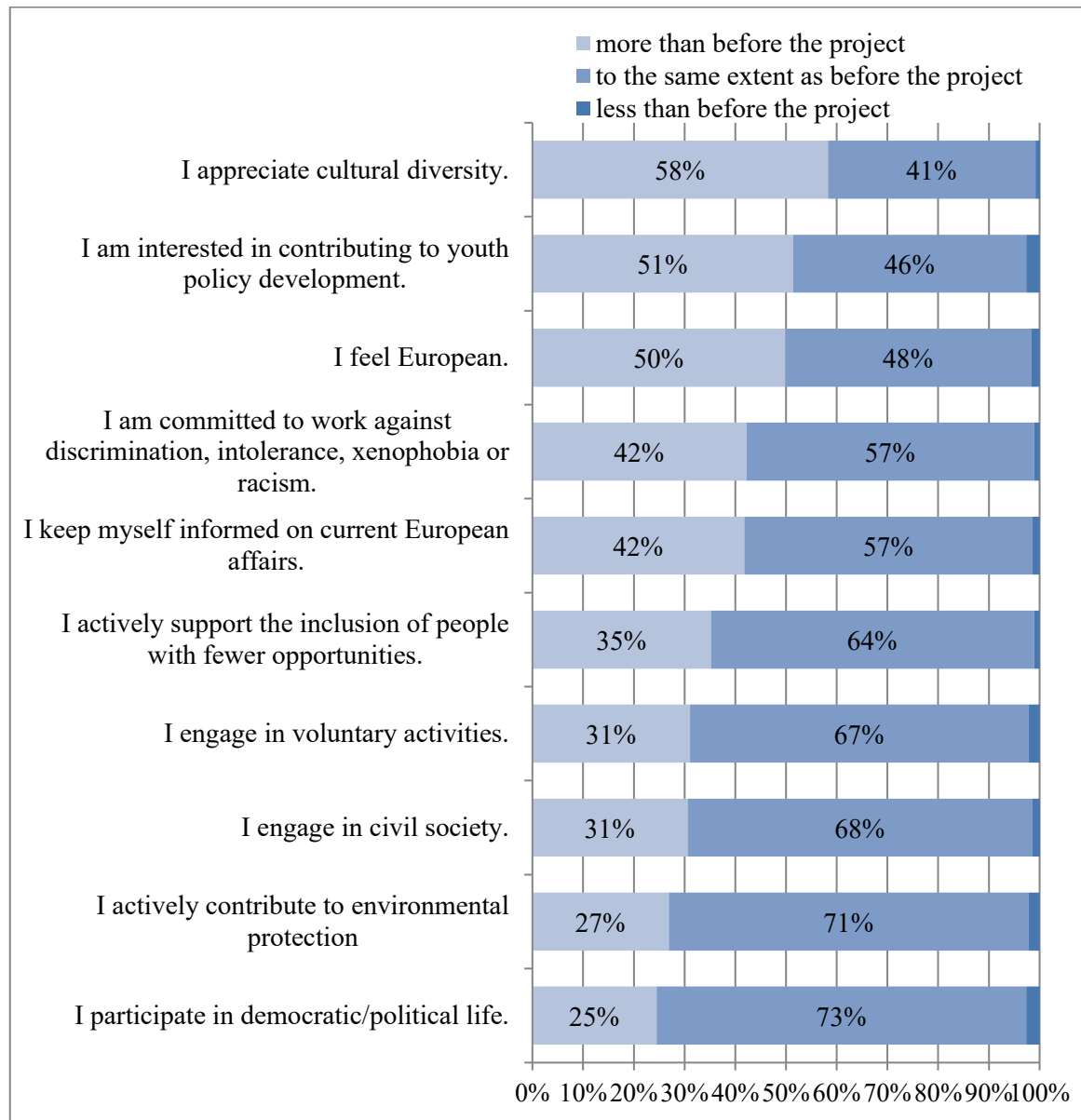
When asked about skills learned, three of the items are related to participation and active citizenship (see **Figure 5** p. 32). Ninety-three per cent of the participants have learned how to interact with people from different cultural backgrounds; 87% of the participants have learned to do something in the interest of the community or society; and 62% of the participants have learned to discuss political issues seriously. In the transnational study of 2017–2018, similar values were found for these three items (Böhler et al., 2020, p. 24).

### 4.3. Citizenship and Participation Attitudes and Actions

Project participants were asked what effects the project has had on their attitudes and practices towards active citizenship and participation (see Figure 17). For each item, less than 3% of the PPs indicated that they engage in the attitude or activity surveyed less than before the project. The percentage of PPs reporting an increase in attitude or activity is very high, ranging from 25% to 58%. The highest increase (more than half of the PPs) are in the items on cultural diversity, youth policy development and European feeling. It seems that the projects mainly have a positive impact on less-intensive forms of participation, such as attitudes, interest or information. Similar results were found in the transnational study of 2017–2018 (Böhler et al., 2020, p. 25).

**Figure 17**

*Effects on Citizenship of Project Participants ('How did the project affect you in the end?')*



*Note. N = 801-811.*

The effects of the projects on attitudes towards citizenship show some differences for the project types and the countries of origin of the PPs. Participants in youth work projects are more likely to say they are more interested in youth policy development after the project than youth participants (projects with youth workers: 56%; projects with young people: 49%; EVS: 32%). On the other hand, young people are more likely than youth workers to say that they carry out more concrete participation activities after the project than before the project, such as involvement in voluntary activities (projects with youth workers: 26%; projects with young people: 34%; EVS: 42%) or protection of the environment (projects with youth workers: 21%; projects with young people: 30%; EVS: 50%) or participation in democratic, political life (projects with youth workers: 15%; projects with young people: 31%; EVS: 28%).

**Table 36**

*Effects on Citizenship of Project Participants by Country of Origin ('How did the project affect you in the end?')*

	Country of origin			Total
	Luxembourg	Other EU-28 countries	Other	
I appreciate cultural diversity.	50%	58%	71%	58%
I am interested in contributing to youth policy development.**	51%	48%	<b>67%</b>	51%
I feel European.**	39%	<b>56%</b>	44%	50%
I am committed to work against discrimination, intolerance, xenophobia or racism.**	37%	41%	<b>55%</b>	42%
I keep myself informed on current European affairs.	41%	41%	49%	42%
I actively support the inclusion of people with fewer opportunities.**	34%	32%	<b>52%</b>	35%
I engage in voluntary activities.**	31%	27%	<b>45%</b>	31%
I engage in civil society.**	32%	27%	<b>42%</b>	31%
I actively contribute to environmental protection.*	25%	25%	<b>37%</b>	27%
I participate in democratic/political life.	30%	23%	21%	25%
N	194–198	478–483	126–129	800–809

*Note. Percentage of participants in country of origin groups that answered 'more than before the project'. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

When differentiating according to country of origin, the answers show that especially participants from countries outside the EU say that the project has influenced their civic attitudes and activities the most (see Table 36).

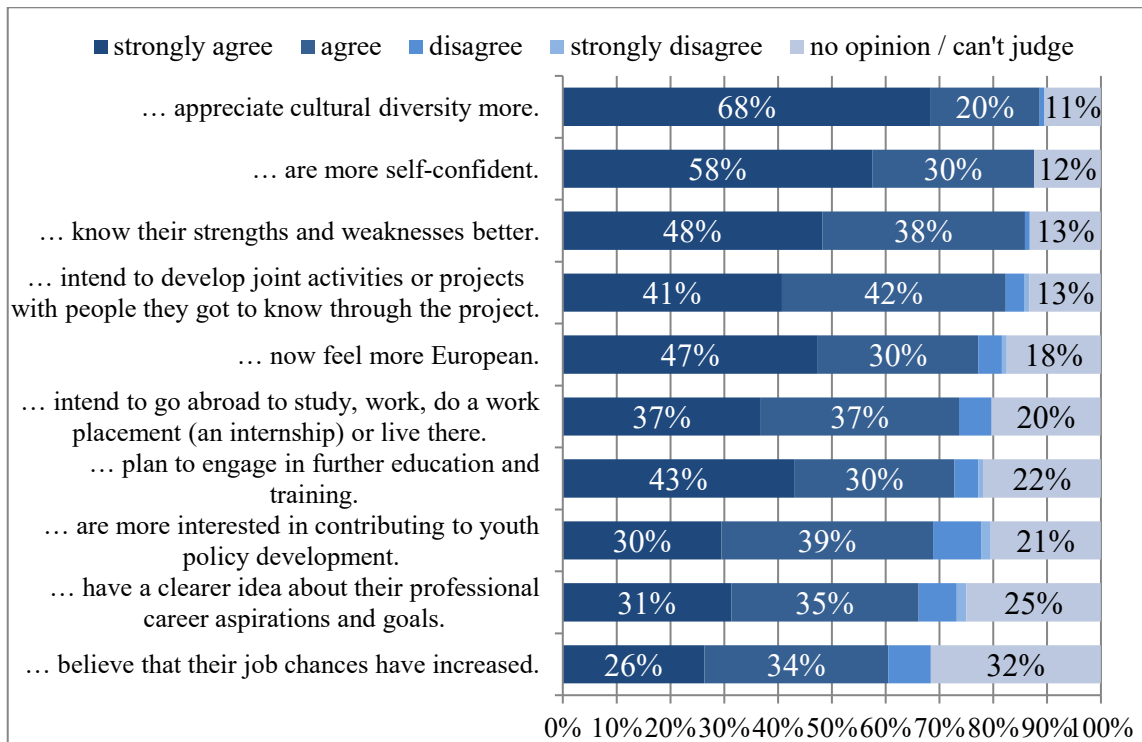
A similar question about the effects of the project on the participants was also asked in the questionnaire for the project leaders (see Figure 18). Among the items asked, there are also some on PPs' attitudes towards citizenship and participation. Some of the PLs had problems answering this question, as can be seen from the high proportion of non-responses, which account for up to a third of the answers. In the first place of the effects on the PPs, the PLs see the increase in the appreciation of cultural diversity. This roughly corresponds to the PPs' assessment.

It is interesting that the PLs see two effects of personal development, namely self-confidence and knowledge of strengths and weaknesses, as the second and third most frequent effects of the project on the PPs.

Finally, the PLs were also asked what effects on citizenship and participation the project had on them (see Figure 19). In the first place, participation in the project has promoted the appreciation of cultural diversity in more than half of the PLs. The effects of the project on the PLs are similar to those on the PPs (see Figure 17). The PLs are slightly less likely than the PPs to say that they feel European. On the other hand, they state more frequently than the PPs that they stand up against discrimination, intolerance or racism and also keep themselves informed more frequently on European affairs. As with the PPs, the effects on active participation and citizenship were least frequently mentioned by the PLs.

**Figure 18**

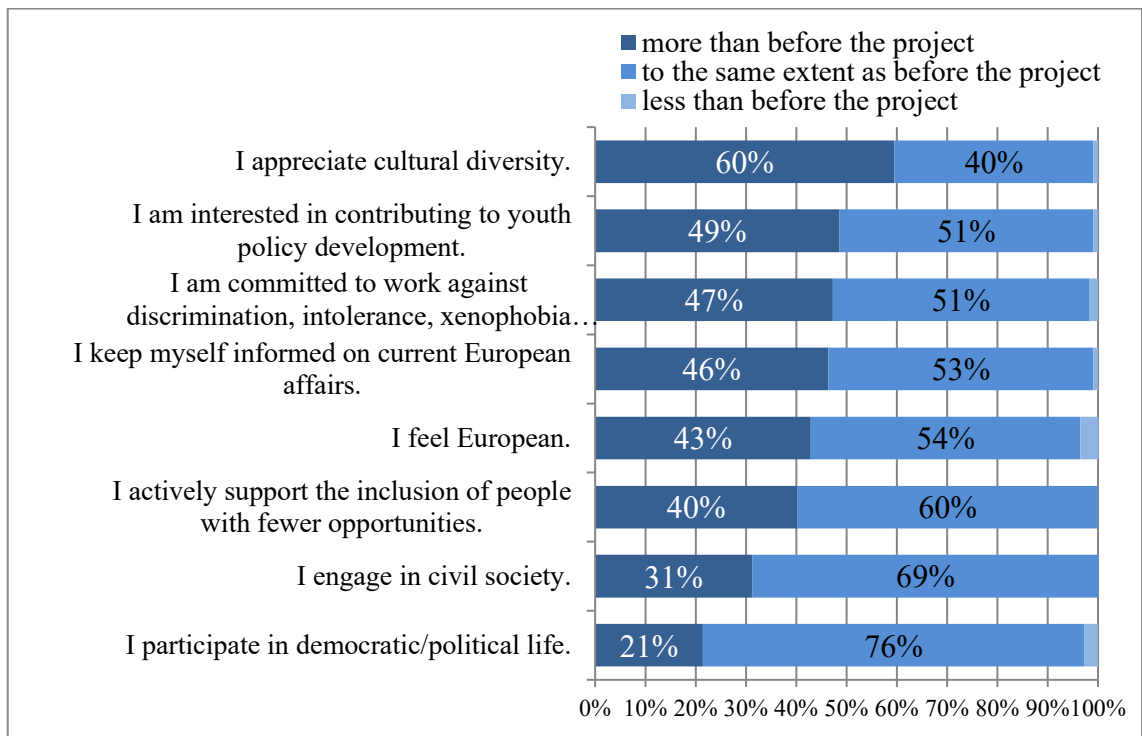
*Effects on Project Participants by Project Leaders ('Which of the following effects of the project on the participants did you notice or hear about? As a result of the project, participants ...')*



Note. N = 112-114.

**Figure 19**

*Citizenship Effects on Project Leaders ('What effect did your involvement in the project have on you?')*



Note. N = 112.

#### 4.4. Values Regarding Citizenship and Participation

In the question about the values and attitudes that have become more important to the PPs as a result of the project, some are also related to citizenship and participation (see Figure 12 p. 39). Values such as tolerance, solidarity and equality have become more important for more than half of the participants as a result of the project. Especially among participants from projects with young people, values related to citizenship and participation (tolerance, equality, individual freedom, peace) have increased for more than half after the project (see Table 37).

**Table 37**

*Effects on Values and Attitudes by Project Type ('As a result of participating in the project, the following has become for me ...')*

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
Self-fulfilment	56.1%	69.4%	55.1%	56.8%
Tolerance**	<b>60.1%</b>	<b>70.0%</b>	49.4%	56.5%
Solidarity with people facing difficulties	55.6%	64.0%	50.0%	54.0%
Equality**	<b>59.8%</b>	<b>59.2%</b>	44.1%	53.2%
Environmental issues/Sustainable development	38.2%	77.8%	55.8%	51.2%
Individual freedom**	<b>51.7%</b>	<b>62.0%</b>	38.9%	47.3%
Peace*	<b>49.8%</b>	<b>54.0%</b>	38.4%	45.4%
Human rights	46.1%	49.0%	39.6%	43.7%
Democracy	44.8%	49.0%	39.8%	43.1%
Non-violence	39.9%	38.0%	35.9%	38.1%
Health and well-being**	<b>42.2%</b>	<b>48.0%</b>	28.0%	36.8%
Justice**	38.6%	<b>54.0%</b>	30.7%	36.7%

*Note. N = 588–592, except for item 'Environmental issues/Sustainable development' N = 86. Only participants where the action type given by the participants was consistent with the action type from the National Agency. % of project participants that answered 'become more important'. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*



## 5. Learning Organisations

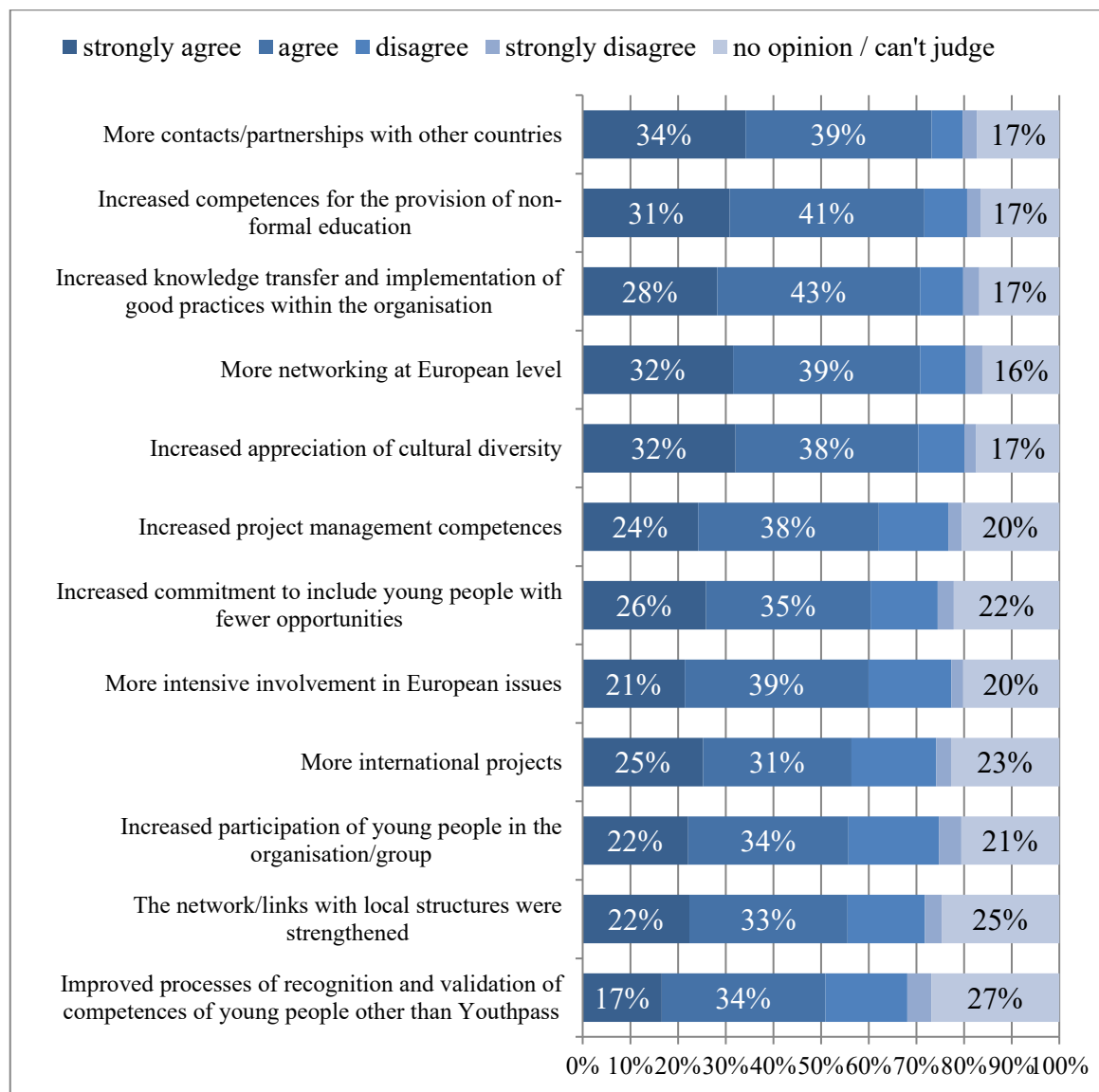
In addition to the participants and leaders, the organisations to which the participants belong and the local communities in which the projects take place are also involved in the projects. The effects the projects had on them are presented in this chapter.

### 5.1. Effects on Organisations

The question about the effects of the project on the organisations was asked both to the participants of a youth work project and to the project leaders.

**Figure 20**

*Effects on Project Participants' Organisations in a Project with Youth Workers ('If you have been participating in this project on behalf of an organisation/group/body: what impact did the project have on your organisation/group/body?')*



Note. N = 259–325.

When looking at the answers of the participants of a youth work project (YWM or TCA), it is noticeable that between 17% and 27% of the participants could not give an answer to the

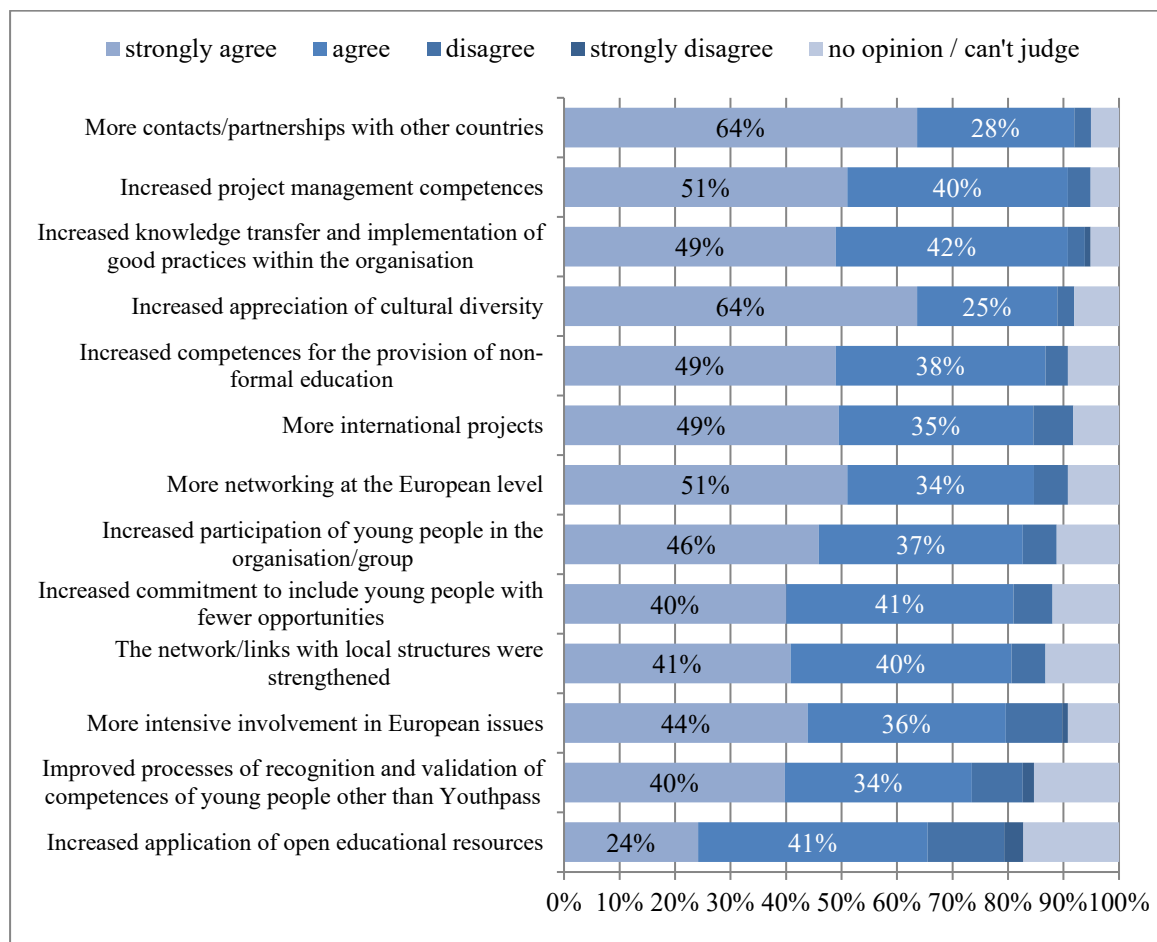
individual items (see Figure 20: PPs that answered ‘No opinion’). This could be due to the fact that there is no regular or direct exchange between these youth workers and their organisation. The percentages of youth workers who confirm that their participation has a positive impact on the organisation range from 51% to 73%.

The consistently high agreement of the participants of a youth work project to the effects asked for is an indication that the projects also influence the organisations of the youth workers. Five effects are mentioned by about 70% of the PPs: more contacts with other countries; more contact with European networks; increasing competences for non-formal learning; increased knowledge transfer in the organisation; as well as increased recognition of cultural diversity.

The same question was also asked of all project leaders (see Figure 21). Overall, the project leaders are even more convinced that the project had an impact on their organisation: the percentages of agreement range from 65% to 92%. Here, too, there are high proportions of PLs who were unable to answer individual items. The comparison of the most frequently mentioned items with those of the PPs shows a similar ranking among the PLs, except for project management competences, which are rated very highly by the PLs.

**Figure 21**

*Effects on Project Leaders’ Organisations’ (‘What effect did the project have on your organisation/group/body?’)*



Note. N = 97–100.

## 5.2. Effects on Local Communities

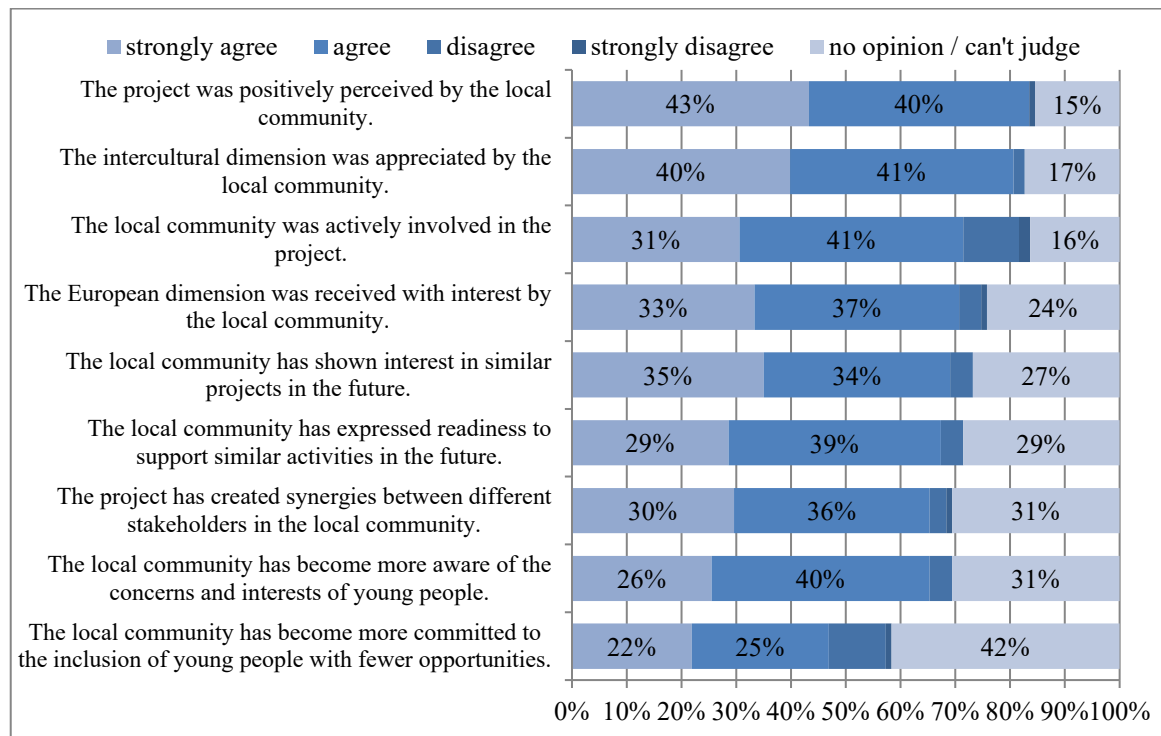
The effects on the local community in which the project took place cannot be estimated by a proportion of project leaders, so that, for each item, between 15% and 42% of PLs gave no answer (see Figure 22). Similarly to the effects on the organisations, the project leaders probably have only limited contact with the local communities. The two most frequently mentioned effects are the positive perception of the project by the local community and the appreciation of intercultural diversity by the local community. The statement that the local community is more committed to the inclusion of young people with fewer opportunities received the least agreement.

Compared to the 2011–2014 Luxembourg survey, the most and least mentioned items have not changed (Meyers et al., 2017, p. 68). In the transnational study of 2017–2018, we find the same ranking as in the Luxembourg study (Böhler et al., 2020, p. 28).

The effects on the local community are estimated to be higher by the project leaders if the projects have taken place in their own country (see Table 38).

**Figure 22**

*Effects on Local Community according to Project Leaders ('What effects did the project have on the community, in which it was carried out?')*



Note. N = 96–99.

**Table 38**

*Effects on Local Community According to Project Leaders, by Sending/Hosting Country ('What effects did the project have on the community, in which it was carried out?')*

	Hosting country	Sending country	Total
The project was positively perceived by the local community.	96.0%	79.2%	83.5%
The intercultural dimension was appreciated by the local community.	92.0%	76.7%	80.6%
The local community was actively involved in the project.*	<b>88.0%</b>	65.8%	71.4%
The European dimension was received with interest by the local community.*	<b>88.0%</b>	64.9%	70.7%
The local community has shown interest in similar projects in the future.*	<b>88.0%</b>	62.5%	69.1%
The local community has expressed readiness to support similar activities in the future.*	<b>84.0%</b>	61.6%	67.3%
The project has created synergies between different stakeholders in the local community.	76.0%	61.6%	65.3%
The local community has become more aware of the concerns and interests of young people.*	<b>84.0%</b>	58.9%	65.3%
The local community has become more committed to the inclusion of young people with fewer opportunities.*	<b>64.0%</b>	40.8%	46.9%
N	16–24	43–57	64–81

*Note. N = 64–81. Percentage of project leaders that answered 'agree' or 'strongly agree'. The percentages indicate the share of project leaders within hosting / sending country of the project (projects taking place in the project leaders' country or abroad). \*Differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

## 6. Inclusion of Young People with Fewer Opportunities or with Special Needs

The inclusion of young people with fewer opportunities (YPFO) or special needs is one of the important objectives of the E+/YiA programme. Unfortunately, our survey does not allow us to determine how many YPFO actually participated in the projects. The lists of participants used to send out the invitations lack socio-demographic information that would make this possible. In this chapter we present the assessment of the young people themselves on their (possible) disadvantages, the assessment of the project leaders on the participation of YPFO and the effects of the project on the inclusion of YPFO.

When asked if YPFO participated in the project, only 44% of the project leaders interviewed answered yes (N = 82), while 30% answered in the negative and 27% could not remember. This is significantly lower in the Luxembourg study than in the 2017–2018 transnational study, where 62% of project leaders confirmed YPFO's participation in their project (Böhler et al., 2020, p. 37).

Of the participants in a youth work project (N = 329), 65% said that they also work with YPFO in their youth work. In the transnational study of 2017–2018, a similar proportion, on average, indicated this (64%) (Böhler et al., 2020, p. 37).

### 6.1. Aspects of (Potential) Exclusion

In addition to some objective disadvantages, such as the educational attainment of the parents or the participants, employment status or migration (see Meyers et al., 2020, p. 39), the questionnaires also ask for subjective assessments of the participants. We have listed the objective indicators in Chapter 2.1 when describing the participants and will only describe the subjective variables in this chapter.

One of the relatively broad questions on the participants' disadvantage is whether the participants think that they experience obstacles in four different areas of life (see Table 39). The most frequently mentioned area where participants experience an obstacle is work and employment (26%), while education is the least frequently mentioned (9%). The Luxembourg data show the same ranking as in the transnational data from 2017–2018 (Böhler et al., 2020, p. 37). However, the proportions of PPs experiencing an obstacle are lower in the Luxembourg study in all areas. When comparing the Luxembourg study from 2011–2014, however, the proportion of PPs experiencing an obstacle in the field of education has decreased (2011–2014: 16%), while obstacles in the field of work have increased (2011–2014: 23%) (Meyers et al., 2017, p. 30).

**Table 39**

*Project Participants Confronted with Subjective Obstacles ('Do you feel that you are faced with obstacles ...')*

	Yes	No	Don't know	Total
... in accessing work and employment?	26.1%	70.7%	3.2%	850
... to your active participation in society and politics?	13.6%	83.8%	2.6%	850
... to mobility?	12.4%	85.5%	2.1%	850
... in accessing education?	9.3%	90.0%	0.7%	850

*Note.* The percentages indicate the share of participants within a project type.

Participants in the projects from 2018–2019 stated more often that they experienced obstacles in the three areas of work and employment, active participation and mobility than participants from projects that took place in previous years (see Table 40). At the same time, the proportion of participants reporting an obstacle with regard to education has decreased. In general, we can assume that problems concerning labour market integration have worsened from

2014 to 2019. On the other hand, there are more youth workers in the 2018–2019 sample who mentioned the problem of obstacles in work and employment more often than young people in projects with young people (problems in accessing work and employment for PPs in youth work projects 28%; for PPs in projects with young people: 20%; for PPs in EVS: 30%).

Participants from countries outside the EU are more likely to say that they are hindered by obstacles in the different areas compared to PPs from Luxembourg or other European countries: for work and employment: 41%; for active participation: 21%; for mobility: 20%; and for education: 13%.

**Table 40**

*Project Participants Confronted with Subjective Obstacles by Funding Year ('Do you feel that you are faced with obstacles ...')*

	2014–2015	2016–2017	2018–2019	Total
... in accessing work and employment?***	22.7%	25.5%	<b>31.1%</b>	26.1%
... to your active participation in society and politics?***	12.4%	11.5%	<b>18.1%</b>	13.6%
... to mobility?***	11.3%	12.8%	<b>13.0%</b>	12.4%
... in accessing education?***	<b>11.7%</b>	8.4%	7.6%	9.3%

*Note. N = 850. Percentage of participants that answered 'yes'. The percentages indicate the share of participants within a funding year. \*\*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

Participants facing an obstacle in an area were also asked what type of obstacle they face (see Table 41). Of the 264 participants who responded to this question, about half said that the reason for the obstacle was a lack of money. All other reasons were given by less than 18% of the respondents. Thus, the most frequent reasons also correspond to those already mentioned in 2011–2014 in the Luxembourg study (Meyers et al., 2017, p. 30) and also to those of the transnational study of 2017–2018 (Böhler et al., 2020, p. 37).

**Table 41**

*Reasons of Subjective Obstacles of Project Participants*

	Responses		Per cent of respondents	
	N	Per cent		
What obstacles do you face?	Not having enough money	149	35.2%	56.4%
	Living in a remote area	47	11.1%	17.8%
	My social background	38	9.0%	14.4%
	Low educational attainment/achievement	35	8.3%	13.3%
	Living in a deprived (sub-)urban area	32	7.6%	12.1%
	Health problems	30	7.1%	11.4%
	Belonging to a disadvantaged group	25	5.9%	9.5%
	Having difficulties with an/the official language(s) in my country	20	4.7%	7.6%
	A history of unemployment in my family	16	3.8%	6.1%
	Belonging to a group that is discriminated against	16	3.8%	6.1%
Total	423	100.0%	160.2%	

*Note. N respondents = 264. N responses = 423. Participants who have responded 'yes' in question on obstacle confrontation.*

The project leaders were also asked what reasons prevent YPFO from participating in the four areas (education, work, mobility and participation). Only 39 PLs answered this question. The four most frequently mentioned reasons were: financial obstacles (69% of PLs); social origin (47% of PLs); belonging to a disadvantaged group (39% of PLs); and living in a disadvantaged area (36% of PLs). It is striking that social origin and belonging to a disadvantaged group were mentioned more often by the PLs than by the PPs themselves. This seems to indicate that young people are less aware of structural, socially determined inequality factors than adult project leaders.

A second subjective assessment of disadvantage was collected through a question asking participants to compare their own situation with that of people in their own country (see Table 42). Some participants found it difficult to answer this question: the proportion of missing answers is 16%, and with those who did not understand the question, the proportion rises to 20%. Overall, three out of four participants estimate that they receive their fair share of opportunities (56%) or even more than their fair share (19%) compared to other young people in their country. A total of 17% of participants say they receive less than their fair share of opportunities.

Compared to the Luxembourg study from 2011–2014, the participants' assessments of their personal opportunities have not changed<sup>3</sup> (Meyers et al., 2017, p. 29). This also applies to the comparison with the transnational study from 2017–2018 (Böhler et al., 2020, p. 38).

**Table 42**

*Subjective Evaluation of Project Participants Concerning Their Personal Chances ('Compared to the way other people of your age / peers live in your country do you think ...')*

	Frequency	Per cent	Valid per cent	Cumulative per cent
Valid	...			
	... that you are getting your fair share of opportunities?	397	46.7%	55.5%
	... that you are getting more than your fair share of opportunities?	139	16.4%	75.0%
	... that you are getting somewhat less than your fair share of opportunities?	107	12.6%	89.9%
	... that you are getting much less than your fair share of opportunities?	37	4.4%	95.1%
	I don't know.	17	2.0%	97.5%
	I do not understand the question.	18	2.1%	100.0%
	Total	715	84.1%	100.0%
Missing	System	135	15.9%	
Total		850	100.0%	

*Note.*  $N = 850$ .

Similarly to the Luxembourg study from 2011–2014 (Meyers et al., 2017, p. 30), participants from Luxembourg more often rate their opportunities better than participants from other EU countries and especially from countries outside the EU (see Table 43).

<sup>3</sup> The question was slightly changed in the 2014–2020 surveys by asking for the comparison of participants with people of the same age / peers. The comparison took the proportion of participants who were neither missing nor did not understand the question.

**Table 43**

*Subjective Evaluation of Project Participants Concerning Their Personal Chances, by Country of Origin ('Compared to the way other people of your age / peers live in your country do you think ...')*

		... that you are... getting your fair share of opportunities?	that you are... getting more than your fair share of opportunities?	that you are getting somewhat/ much less than your fair share of opportunities?	Total N
	Luxembourg	62.7%	21.3%	16.0%	150
Country of origin	Neighbouring countries	60.2%	21.3%	18.5%	108
	Other EU-28 countries	56.5%	22.0%	21.4%	313
	Other	56.0%	13.8%	30.3%	109
Total		58.4%	20.4%	21.2%	680

*Note. N = 680. 170 respondents missing or did not know how to answer the question. The percentages indicate the share of participants within the country of origin.*

A final question evaluating the personal situation of the participants asks about the difficulties of covering the costs for participating in the project ('Covering the costs for participating in the project (e.g. travel, lodging, food, participation fee, other expenses)'). The majority of the participants did not have to cover the costs of the project (52%), for 40% of the participants this financial participation was easy and it was difficult for only 8%.

Compared to the 2011–2014 Luxembourg survey, the percentage of those who found it difficult to pay their financial contribution to the project has slightly decreased (2011–2014: 11%). This may also be related to the fact that more participants did not have to pay for their participation in the project (2011–2014: 45%) (Meyers et al., 2017, pp. 28–29).

## 6.2. Working on Inclusion

In the surveys, some questions also concerned the importance of YPFO inclusion in the projects and the way inclusion was implemented.

The PLs were asked which objectives of the E+/YiA programme were implemented in their project (see Figure 3 p. 27). Supporting the inclusion of YPFO was identified by 80% of the PLs as an objective of their project. Although the percentage of PLs who implemented the objective in their project is very high, it is one of the objectives that received the least support.

When asking the PPs how the project affected them in the end, one item was about supporting the inclusion of YPFO (see Figure 17 p. 45). In the Luxembourg sample, 35% of the PPs said that they were more supportive of YPFO's inclusion after the project than before the project. This proportion was slightly higher in the 2017–2018 transnational study at 41% (Böhler et al., 2020, p. 38).

The proportion of PLs who were more supportive of YPFO inclusion after the project than before the project was 40% (see Figure 19 p. 47). This proportion was also higher in the transnational study of 2017–2018, at 50% (Böhler et al., 2020, p. 38).



## 7. Erasmus+ Youth in Action Trajectories

Many of the participants and leaders are not participating in an Erasmus+ project for the first time. In this chapter we look at the participants' trajectories through their previous mobility experiences and their Erasmus+ project participations. For the leaders, we present their professional situation and their previous Erasmus+ project experiences.

### 7.1. Trajectories of Project Participants

#### 7.1.1. Previous Mobility Experience

In a first question about their mobility, the participants indicated the reasons why they had already visited or lived in another country before the project. Only 2.8% of the 850 participants said that they had never been abroad before the project. On average, the PPs gave 2.8 different reasons for going abroad (see Table 44). The PPs from Luxembourg and Luxembourg's neighbouring countries were clearly above the PPs from other countries with an average of 3.3 different reasons for a stay abroad.

**Table 44**

*Number of Previous Mobility Types Abroad of Project Participants by Country of Origin (Before the project I had already visited or lived in another country because ...)*

Country of origin	Mean	N
Luxembourg	3.34	210
Neighbouring countries	3.31	127
Other EU-28 countries	2.52	377
Other	2.24	134
Total	2.80	848

*Note. Differences between the group of participants are significant at the .001 level.*

Among the 15 possible reasons for their mobility experience, the PPs gave holidays as the most frequent reason (86% of all respondents) (see Table 45). In second place, with more than half of the respondents, was a stay abroad with the school class, and in third place, with slightly less than half of the respondents, was participation in a youth exchange. All other reasons were mentioned by less than a quarter of the respondents.

A comparison with the transnational data from 2017–2018 shows that PPs in the Luxembourg study are more likely to have mobility experiences (transnational study: 7% have never been abroad before the project) (Böhler et al., 2020, p. 40). Among the reasons given, holiday trips were also ranked first in the transnational study, but slightly less frequently (76%). Overall, class trips abroad are less frequent in the transnational study than in the Luxembourg study (43%).

**Table 45**

*Reasons for Previous Mobility of Project Participants ('Before the project I had already visited or lived in another country because ...')*

	Responses		Per cent of cases
	N	Per cent	
... I went abroad for holidays.	610	25.7%	85.9%
... I went abroad with my class at school.	396	16.7%	55.8%
... I participated in a youth exchange.	321	13.5%	45.2%
... I live near an international border and can easily cross it.	162	6.8%	22.8%
... I studied at a university in another country.	150	6.3%	21.1%
... I did a language course abroad.	116	4.9%	16.3%
... I had a job abroad.	104	4.4%	14.6%
... I did a work placement or an internship abroad.	103	4.3%	14.5%
... I went to school in another country for one semester (term or equivalent) or longer, in the framework of an organised programme.	89	3.7%	12.5%
... I lived in another country for another reason.	76	3.2%	10.7%
... I did a vocational training course abroad.	68	2.9%	9.6%
... I lived in another country with my parents.	67	2.8%	9.4%
... I was born in another country.	63	2.7%	8.9%
... I went to another country to live with my partner.	31	1.3%	4.4%
... I worked as an au-pair.	21	0.9%	3.0%
<b>Total</b>	<b>2377</b>	<b>100.0%</b>	<b>334.8%</b>

*Note. N = 710. Multiple answers possible.*

In our sample, we have already found that mobility experiences differ by country of origin. Participants from Luxembourg or one of its neighbouring countries were significantly more likely to say that they had already been abroad during their holidays or with their school class (see Table 46). Participants from Luxembourg are also more likely to give reasons for their stay abroad that are related to Luxembourg's specific situation as a small country: they can cross borders more quickly and are also more likely to study in another country. The high proportion of migration in the Luxembourg population also explains the higher proportion of PPs who lived with their parents in another country or were born in another country.

As expected, the younger participants have less mobility experience overall than the older participants. The under-18s are more likely to have been abroad with their school class (80%), while the over-25s are more likely to have had experience of studying abroad (36%), language courses (20%), work placement (22%), work (27%), school exchange semester (17%) or vocational training course (17%) abroad.

**Table 46**

*Reasons for Previous Mobility of Project Participants by Country of Origin ('Before the project I had already visited or lived in another country because ...')*

	Country of origin				Total
	Luxembourg	Neighbouring countries	Other EU-28 countries	Other	
... I went abroad for holidays.**	<b>91%</b>	<b>92%</b>	85%	74%	86%
... I went abroad with my class at school.**	<b>76%</b>	<b>70%</b>	50%	28%	56%
... I participated in a youth exchange.**	35%	<b>50%</b>	46%	<b>53%</b>	45%
... I live near an international border and can easily cross it.**	<b>56%</b>	24%	9%	9%	23%
... I studied at a university in another country.*	<b>30%</b>	21%	19%	13%	21%
... I did a language course abroad.**	17%	<b>21%</b>	18%	5%	16%
... I did a work placement or an internship abroad.	17%	17%	13%	12%	15%
... I had a job abroad.	16%	17%	13%	14%	14%
... I went to school in another country for one semester (term or equivalent) or longer, in the framework of an organised programme.	15%	11%	12%	12%	13%
... I did a vocational training course abroad.**	10%	8%	7%	<b>18%</b>	10%
... I lived in another country with my parents.**	<b>17%</b>	8%	7%	6%	9%
... I was born in another country.**	<b>17%</b>	6%	7%	5%	9%
... I went to another country to live with my partner.	3%	5%	5%	4%	4%
... I worked as an au-pair.	2%	4%	3%	3%	3%
... I lived in another country for another reason.	14%	10%	11%	7%	11%
Total	169	115	310	114	100.0%

*Note. N = 708. Multiple answers possible. Percentages and totals are based on respondents by country of origin. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

### **7.1.2. Previous Project Experiences**

The question about previous project experiences was changed in the course of the survey, so that some of the PPs were not asked this question (36%; see Table 47). Among those PPs who answered the question, only 23% had not yet participated in a comparable project. A third of the PPs had participated in one to two projects, a quarter in three to five projects and a fifth even in six or more projects. The question about previous projects was asked very broadly and openly, so that the decision as to which project experience could be defined as similar was up to the participants and probably interpreted very broadly.

Compared to the transnational data from 2017–2018, the PPs in the Luxembourg study have more project experiences (37% of the PPs in the transnational study have no project experiences) (Böhler et al., 2020, p. 40).

**Table 47**  
*Previous Projects of Project Participants*

	Frequency	Per cent	Valid per cent	Cumulative per cent
	0	124	14.6%	22.9%
	1	76	8.9%	37.0%
	2	87	10.2%	53.0%
Valid	3–5	137	16.1%	78.4%
	6–10	77	9.1%	92.6%
	11+	40	4.7%	100.0%
	Total	541	63.6%	100.0
Missing	System	309	36.4%	
Total		850	100.0%	

The average number of previous projects varies greatly with the country of origin of the participants. For example, PPs from Luxembourg have participated in similar projects the least often (2.5 projects on average). Participants from Luxembourg's neighbouring countries or other EU countries have already taken part in four projects, on average. However, participants from outside the EU have the most project experience, with an average of 6.2 projects.

Previous project experience also varies significantly with the different project types of the PPs. Participants in projects with youth workers have participated most often in similar projects (5.9 projects, on average). Participants in projects with young people have participated in 2.4 projects on average, and youth volunteers in an average of one project.

## 7.2. Trajectories of Project Leaders

### 7.2.1. Professional Status and Involvement in their Projects

A first question on the professional status of the project leaders referred to their professional situation within the project, i.e. under which status they participated in the project: as a volunteer (unpaid); as an employee of the organization (part-time or full-time, temporary or permanent); as an independent in the project; or as an intern. One-fifth of the PLs did not answer this question (22.3%). Among the 94 PLs who did answer, more than half said that they participated in the project on a voluntary basis (51%). A total of 45% of PLs were employed by the organization: 34% had a permanent contract (31% full-time, 3% part-time) and 11% were employed only for the project (5.3% full-time and part-time each).

Compared to the 2017–2018 transnational data, the proportion of volunteer PLs in the Luxembourg sample is slightly lower (transnational study: 55%), while the proportion of permanent full-time employees is significantly higher (transnational study: 21%) (Böhler et al., 2019, p. 74).

### 7.2.2. Professional Status and Occupation in the Youth Sector

In another question about their professional status, the project leaders were asked what they had done in the year before the project, outside the organisation for which they were active in the project. They were asked to indicate only those activities that lasted more than 3 months. Thirty-seven per cent of the project leaders (N=116) stated that they had been employed full-time or part-time by another organisation (31% full-time, 7% part-time). One-fifth of the project leaders

were still in education or training alongside the project (18%). One-tenth in each case was either self-employed or volunteers with another organisation. All other answers were given by less than 5% of the PLs.

Compared to the 2017–2018 transnational data, fewer PLs in the Luxembourg study were employed by another organisation (transnational study: 39% full-time; 15% part-time) (Böhler et al., 2020, p. 41). This can be explained by the much higher proportion of PLs in the Luxembourg study who participated in the project for the organisation they also worked for (see Chapter 7.2.1.).

### 7.2.3. Previous Project Experiences

Similarly to the PPs, the PLs were also asked whether they had already participated in a project supported by a European Youth Programme. A quarter of the PLs had no project experience (23%). Thirty-seven per cent of the PLs stated that they had participated in a project as a project participant, 52% as a project leader or member of the project team.

When differentiating according to different project types (see Table 48), the percentage of PLs who have already participated in a similar project as a project leader or in a team is particularly high in the EVS projects and the projects with youth workers.

**Table 48**

*Previous Project Experience of Project Leaders by Action Type ('Have you previously participated in projects supported within Erasmus+: Youth in Action or an earlier EU youth programme (e.g. Youth in Action 2007–2013)?')*

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
Yes, as project leader/member of the project team**	38.7%	<b>83.3%</b>	<b>72.7%</b>	51.6%
Yes, as participant (including in projects/training for youth workers/leaders)	37.1%	27.8%	45.5%	36.3%
No	29.0%	11.1%	9.1%	23.1%
Total N	62	18	11	91

*Note. N = 91. Multiple answers possible. Percentages and totals are based on respondents within project types. Only project leaders where the action type given by the project leaders was consistent with the action type from the National Agency. \*\*Differences are significant at the 0.01 level, percentages that are significantly above average are in bold.*

On average, the PLs stated that they had already participated in 15 similar projects (N=49).

## 8. Implementation of Erasmus+ Youth in Action

In this last chapter we look at how the participants and project leaders became involved in the project. The project leaders are asked about the application procedure and how the project was prepared, developed and implemented in the team. Finally, we ask about the use of Youthpass as an important recognition of non-formal education.

### 8.1. Becoming Involved in Erasmus+ Youth in Action

**Project Participants.** The most frequent answers of the participants about the information channels through which they participated in the project are youth organisations (30%), friends/acquaintances (22%) or school/university (18%) (see Table 49). One of the most common information channels for the projects are non-formal organisations, which together were an important source for 45% of the participants (30% youth organisations, 8% informal youth group, 7% youth centre). Only one in ten of the participants joined the project through information from the National Agency.

**Table 49**

*Participants Becoming Involved in the Project ('I got to know about the project...')*

	Responses		Per cent of cases
	N	Per cent	
Through a youth organisation/association	241	21.3%	30.2%
Through friends/acquaintances	179	15.8%	22.4%
Through school, college or university	147	13.0%	18.4%
Through information from a National Agency of Erasmus+ (Youth in Action) (e.g. through a direct mailing, information material, poster, website, information event, consultation etc.)	88	7.8%	11.0%
At work (e.g. colleagues, information at work etc.)	80	7.1%	10.0%
Through information in a newspaper/magazine, on the radio, TV, Internet	72	6.4%	9.0%
Through another type of organisation/association	66	5.8%	8.3%
Through an informal youth group	64	5.7%	8.0%
Through a youth centre	57	5.0%	7.1%
Through a SALTO-YOUTH Resource Centre <sup>a</sup>	53	4.7%	6.6%
Through information from a regional agency/office of the National Agency (e.g. through a direct mailing, information material, poster, website, information event, consultation etc.)	48	4.2%	6.0%
Through information by or on the website of the European Commission	23	2.0%	2.9%
Through the Eurodesk network	12	1.1%	1.5%
<b>Total</b>	<b>1,130</b>	<b>100.0%</b>	<b>141.6%</b>

*Note.* N = 798. Multiple answers possible. <sup>a</sup>SALTO-YOUTH is a network of 7 Resource Centres working on European priority areas within the youth field. SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities for Youth. It works within the Erasmus+ Youth in Action Programme and the European Solidarity Corps of the European Union.

Compared to the transnational study of 2017–2018, the non-formal information channels are less frequently used in the Luxembourg study (transnational study: 55%) (Böhler et al., 2020, p. 44). In contrast, school (transnational study: 13%) and the National Agency (transnational study: 6%) are mentioned slightly more frequently by participants in the Luxembourg study. In

comparison to the data of the Luxembourg study from 2011–2014, the trends in the information channels are confirmed (Meyers et al., 2017, p. 73)<sup>4</sup>.

The information channels of the participants are very different depending on the type of project they have taken part in (see Table 50). In the projects with young people, the three most common channels of information are youth organisations, friends or school. In contrast, EVS participants state that their most important source of information was friends, followed by information in newspapers or on the Internet and the National Agency. The National Agency also plays an important role in the projects with youth workers, where it comes second in terms of information channels.

In comparison to the results of the Luxembourg study from 2011–2014, the trends found then are also confirmed for the different project types (Meyers et al., 2017, p. 73).

**Table 50**

*Participants Becoming Involved in the Project, by Action Type ('I got to know about the project...')*

	Project type			Total	
	Projects with young people	EVS	Projects with youth workers		
Through a youth organisation/association*	<b>32.2%</b>	15.9%	27.9%	189	29.3%
Through friends/acquaintances**	<b>32.2%</b>	<b>27.3%</b>	11.1%	150	23.3%
Through school, college or university**	<b>37.8%</b>	4.5%	1.5%	134	20.8%
Through information from a National Agency of Erasmus+ (Youth in Action) **	4.1%	<b>18.2%</b>	<b>19.5%</b>	73	11.3%
Through information in a newspaper/magazine, on the radio, TV, Internet	10.9%	20.5%	5.7%	61	9.5%
At work (e.g. colleagues, information at work etc.)	2.7%	2.3%	18.7%	59	9.1%
Through an informal youth group	8.6%	4.5%	6.1%	47	7.3%
Through a youth centre	9.4%	4.5%	4.6%	46	7.1%
Through another type of organisation/association	6.5%	6.8%	7.6%	45	7.0%
Through a SALTO-YOUTH Resource Centre	0.6%	0.0%	15.3%	42	6.5%
Through information from a regional agency/office of the National Agency	2.7%	13.6%	8.8%	38	5.9%
Through information by or on the website of the European Commission	2.1%	4.5%	4.2%	20	3.1%
Through the Eurodesk network	0.3%	4.5%	2.7%	10	1.6%
<b>Total</b>	<b>339</b>	<b>44</b>	<b>262</b>	<b>645</b>	<b>100.0%</b>

*Note. N = 645. Only participants where the action type given by the participants was consistent with the action type from the National Agency. Multiple answers possible. Percentages and totals are based on respondents. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

In this question, it is also interesting to differentiate according to the country of origin of the participants, as the national information channels for the programme become visible here. According to the results, there are only significant differences between participants from Luxembourg and those from outside Luxembourg for a few information channels: while participants from Luxembourg more often received information through friends (28%) or school

<sup>4</sup> Since the answer options were changed for this question, a comparison of the two surveys is only partially possible.

(25%), they were less likely to say they received information through the National Agency (7%) or a SALTO Resource Centre (3%).

**Project Leaders.** When asked about the information channels that made them aware of the project, youth organisations (37%), PLs' work (28%) and the National Agency (22%) are ranked first among the project leaders (see Table 51). Compared to the participants, school and friends have a less important position in informing the project leaders. Overall, non-formal information channels are an important source for 53% of the project leaders (37% youth organisations, 10% youth centre, 5% informal youth group).

**Table 51**

*Project Leaders Becoming Involved in Youth in Action ('I learned about the Erasmus+: Youth in Action Programme (or an earlier EU youth programme) in the following way...')*

	Responses		Per cent of cases
	N	Per cent	
Through a youth organisation/association	37	20.8%	37.4%
At work (e.g. colleagues, information at work etc.)	28	15.7%	28.3%
Through information from a National Agency of Erasmus+ (Youth in Action)	22	12.4%	22.2%
Through friends/acquaintances	19	10.7%	19.2%
Through another type of organisation/association	17	9.6%	17.2%
Through school, college or university	12	6.7%	12.1%
Through a youth centre	10	5.6%	10.1%
Through information in a newspaper/magazine, on the radio, TV, Internet	9	5.1%	9.1%
Through information from a regional agency/office of the National Agency of Erasmus+ (Youth in Action)	6	3.4%	6.1%
Through information by or on the website of the European Commission	6	3.4%	6.1%
Through an informal youth group	5	2.8%	5.1%
Through a SALTO-YOUTH Resource Centre	5	2.8%	5.1%
Through the Eurodesk network	2	1.1%	2.0%
Total	178	100.0%	179.8%

*Note.* N = 178. Multiple answers possible.

However, compared to the transnational study of 2017–2018, the project leaders of the Luxembourg study use the non-formal information channels less frequently (transnational study: 72%) (Böhler et al., 2020, p. 44).

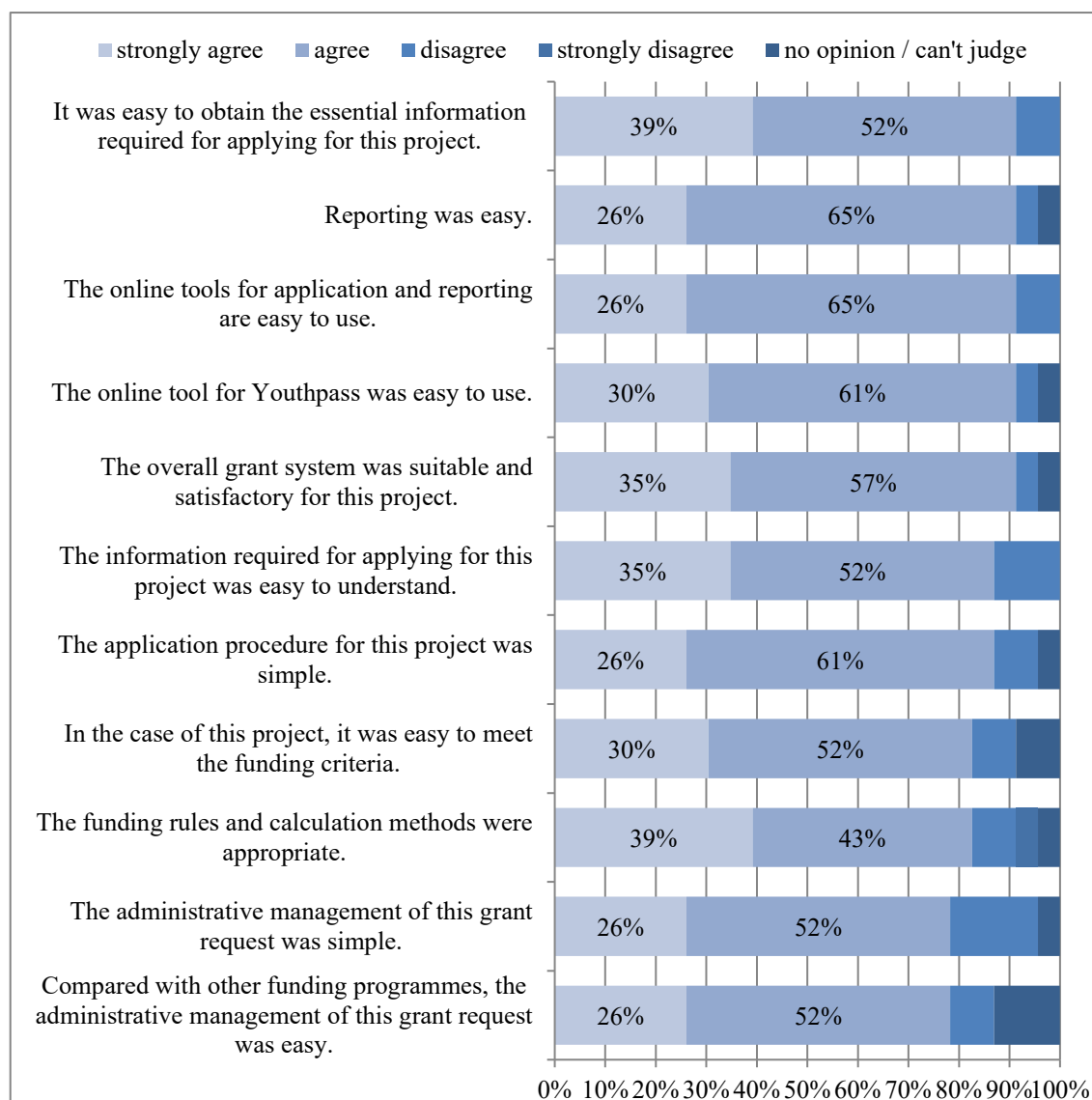


## 8.2. Application Procedure and Administrative Project Management

All project leaders whose country of origin was also the country of funding were asked about the application procedure and administrative project management of their project. The different statements were confirmed by 78% up to 91% of the PLs ('agree' and 'strongly agree', see Figure 23). As already seen in the Luxembourg study from 2011–2014, the procedures and administrative management of the project were thus assessed as positive or easy by a very large majority of PLs (Meyers et al., 2017, p. 75).

**Figure 23**

*Application Procedure and Administration Project Management (Project Leaders)*



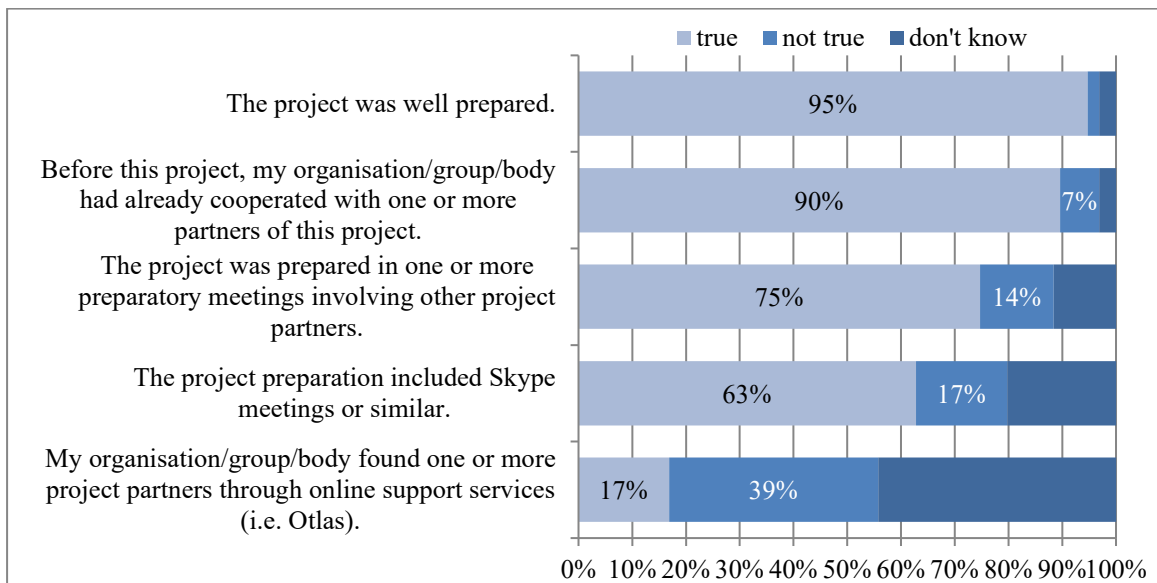
Note. N = 23. Dependency question, only those where origin and funding country corresponded.

### 8.3. Development, Preparation and Implementation of Projects

#### 8.3.1. Development and Preparation of Projects

Almost all project leaders rate the preparation of the project as good (see Figure 24). This is (similarly to the Luxembourg study from 2011–2014) probably due to the large proportion of project leaders who already cooperate with a long-term partner for the project (Meyers et al., 2017, p. 79). In contrast to the 2011–2014 period, the use of Skype appointments in the projects has increased significantly since then and is now similar to the transnational study (see Böhler et al., 2020, p. 45).

**Figure 24**  
*Preparation of the Project (Project Leaders)*



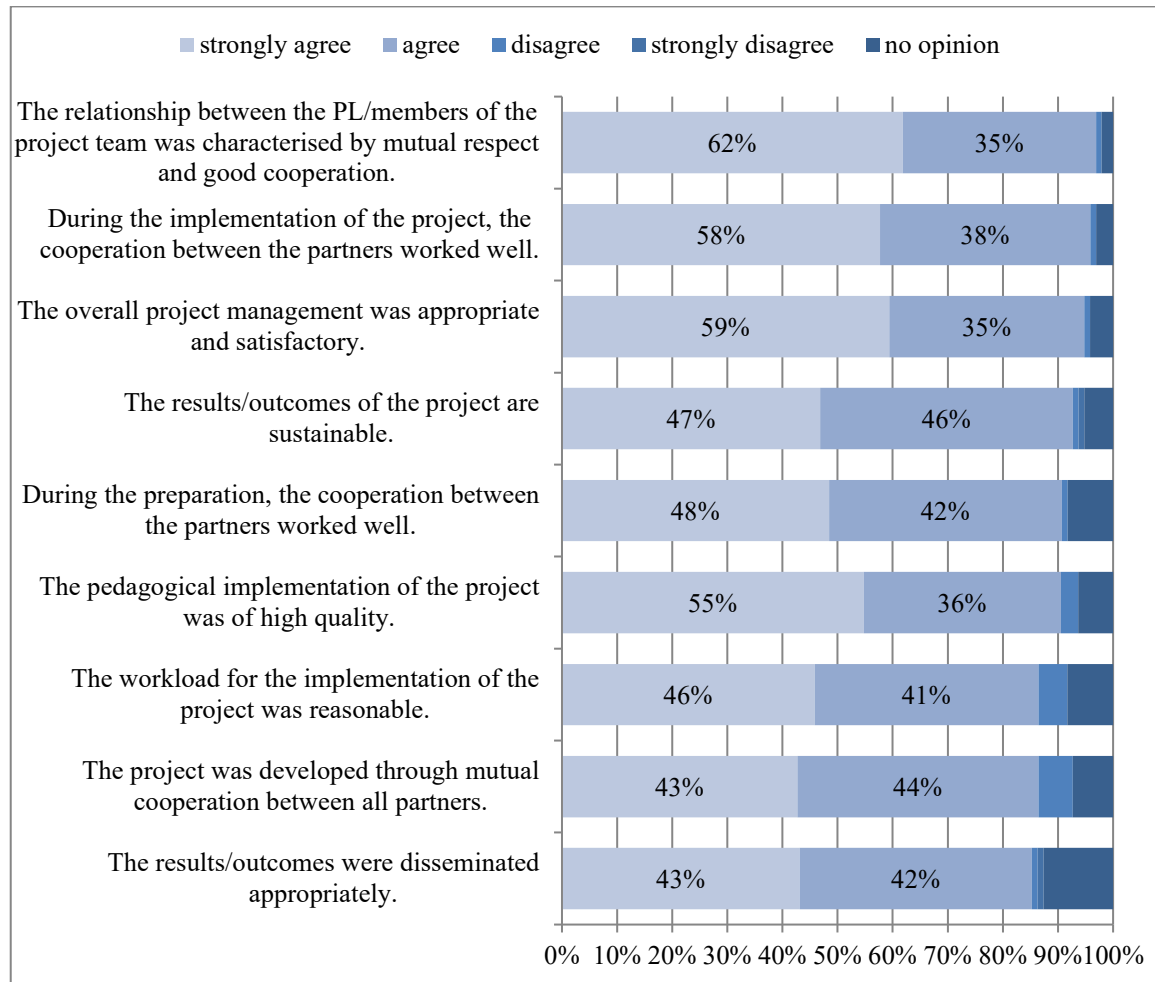
Note.  $N = 94-96$ .

Of the project leaders who participated in a project where preparation meetings were held ( $n=70$ ), 83% attended these meetings and 92% found these meetings essential for the preparation of the project.

### 8.3.2. Implementation of Projects

Overall, the cooperation of the partners in the project is also rated positively by the project leaders (see Figure 25). The most positive aspect is the good relationship among the project leaders or team members, which 97% of the PLs confirm. The results of the Luxembourg survey are similar to those of the transnational survey of 2017–2018 (Böhler et al., 2020, p. 45).

**Figure 25**  
*Partner Cooperation in the Project (Project Leaders)*



Note. N =95–97.

### 8.3.3. Project Languages

For learning a foreign language during the projects, the languages spoken in the project play an important role. Only 11% of the participants had problems participating in the project due to the language situation (see Table 52). Most participants were able to participate in the project with the help of one or more foreign languages. The percentage of PPs who received some form of help with language problems, whether from the project team (79%), from other PPs (72%) or from ICT (28%), is high. Compared to the 2011–2014 Luxembourg study, slightly more PPs reported that they had problems due to the language situation (2011–2014: 7%) (Meyers et al., 2017, p. 81). The proportion of people who had to use a foreign language also increased by 20% from 74% (2011–2014) and the proportion of PPs who sought help from the project team increased from 26% (2011–2014) to 79%.

**Table 52**  
*Language(s) in the Project (Project Participants)*

	Responses		Per cent of cases
	N	Per cent	
I used a language (or other languages) other than my first language.	687	24.6%	93.6%
The project team helped me to understand when I needed help.	576	20.7%	78.5%
There was one language which was used by all participants.	557	20.0%	75.9%
Other participants helped me to understand when it was necessary.	526	18.9%	71.7%
I used ICT to help me understand/communicate in other languages spoken during the project.	206	7.4%	28.1%
I could fully participate in the project by using my first language.	155	5.6%	21.1%
I had difficulties participating in the project for language reasons.	82	2.9%	11.2%
Total	2,789	100.0%	380.0%

*Note.* N = 734. Multiple answers possible.

The language situation seems to be similar for the different project types: in all projects, a common, mostly foreign language is predominantly used, and the project team helps in the case of comprehension problems (see Table 53). In the EVS and in the projects for youth workers, a common language was used more often than in the projects with young people.

**Table 53***Language(s) in the Project (Project Participants) by Project Type*

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
I used a language (or other languages) other than my first language.	95.9%	96.0%	90.4%	93.6%
The project team helped me to understand when I needed help.	79.0%	86.0%	75.2%	78.0%
There was one language which was used by all participants.**	71.2%	<b>86.0%</b>	<b>84.4%</b>	78.0%
Other participants helped me to understand when it was necessary.	75.3%	78.0%	68.8%	72.8%
I used ICT to help me understand/communicate in other languages spoken during the project.*	26.8%	<b>42.0%</b>	24.4%	27.1%
I could fully participate in the project by using my first language.*	19.7%	<b>36.0%</b>	18.0%	20.3%
I had difficulties participating in the project for language reasons.	11.9%	12.0%	8.4%	10.4%
<b>Total Respondents</b>	<b>295</b>	<b>50</b>	<b>250</b>	<b>595</b>

*Note. N = 595. Multiple answers possible. Only participants where the action type given by the participants was consistent with the action type from the National Agency. Percentages and totals are based on respondents. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

An interesting result is the analysis of language use in the project and the participants' assessment of whether they have learned to communicate better with people who speak a different language. Those participants who improved this competence were also more often in a project that did not use only one language and the participants could not use their mother tongue as often. In these projects, the support of the project leaders and other project participants was also higher in the case of problems with the language of the project.

### 8.3.4. Youthpass

The Youthpass is an instrument for recognising and certifying the competences acquired in the projects. Different questions on the use of the Youthpass were used in the surveys among the participants and the project leaders.

In the first survey year of 2015/16, PPs were asked whether they had a Youthpass. Only 35% of PPs surveyed (N=249) possessed a Youthpass, 48% did not and 17% did not know. From the 2017/18 survey onwards, PPs were asked whether they had received a Youthpass for the project in which they participated and for which they were being interviewed. Nearly three-quarters (71%) of PPs (N=576) answered in the affirmative, 20% answered in the negative and 10% received their Youthpass later. This indicates that the use of the Youthpass seems to have increased in recent years.

In the last two survey years, the PPs were also asked questions about the usefulness of the Youthpass. Sixty-five per cent of the participants (N=459) took part in a reflection or self-assessment related to the issuing of the Youthpass. This additional reflection was seen by the majority of PPs (85%) as useful for their awareness of their development and learning in the project.

However, the Youthpass does not seem to have any practical relevance for most of the PPs when applying for jobs or other official applications: only 28% of the PPs (N=422) have already used the Youthpass for this purpose. Among the participants who have used the Youthpass, two-thirds (67%; N=118) are convinced that the certificate has helped them.

The results of the use of the Youthpass in the different projects (see Table 54) show that the Youthpass is particularly widely used in the EVS projects. In the projects with young people, almost two-thirds of the PPs received a Youthpass. Although this percentage is low compared to the other project types, it has improved considerably over the last years.

**Table 54**

*Use of Youthpass by Project Type (Project Participants) ('The 'Youthpass' certificate describes, certifies and recognises the learning experience acquired during an E+: Youth in Action project.')*

	Project type			Total	N
	Projects with young people	EVS	Projects with youth workers		
Do you have a Youthpass certificate? (Question used in 2015/16 survey)	22.9%	76.9%	50.8%	33.8%	N=216
Did you receive a Youthpass certificate as part of the project you are being asked about?*** (Question used in 2017/18 and 2019/20 surveys)	<b>58.7%</b>	<b>95.7%</b>	75.6%	70.7%	N=451
Have you been involved in any reflection or self-assessment related to issuing the Youthpass certificate for this project?*** (Question used in 2017/18 and 2019/20 surveys)	59.8%	<b>88.6%</b>	<b>58.2%</b>	59.8%	N=355

*Note. Different N, due to changed questions in the surveys. Percentage of project participants that answered 'yes'. Only participants where the action type given by the participants was consistent with the action type from the National Agency. \*\*\*Differences are significant at the 0.01 level, percentages that are significantly above average are in bold.*

However, the Youthpass is less frequently issued among participants from Luxembourg, similarly to the findings of the 2011–2014 Luxembourg survey (Meyers et al., 2017, p. 77). In the

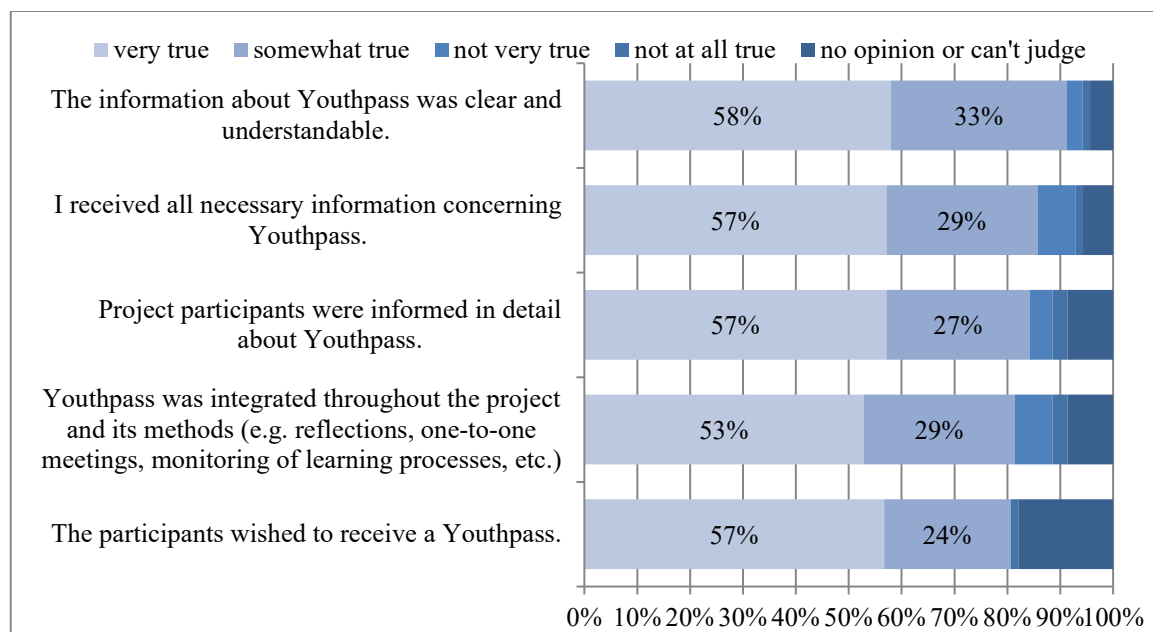
2015/16 survey, only 17% of PPs from Luxembourg said they had a Youthpass (43% of PPs not from Luxembourg). In the two most recent surveys, the percentage of participants from Luxembourg who received a Youthpass has increased to 50%, but this is still lower than that of participants not from Luxembourg (76%).

The Youthpass questions were answered by 97 of the 121 PLs in our survey. Among the PLs surveyed (N=97), 72% stated that the Youthpass was used in their project. All other questions about the Youthpass were only asked of this group of PLs. In the transnational survey of 2017–2018, the percentage of PLs who used the Youthpass in their project was higher at 89% (Böhler et al., 2020, p. 46).

Almost all (96%) of PLs (N=70) using the Youthpass in the Luxembourg survey reported that participants had received or would receive a Youthpass. If we extrapolate this figure to all PLs who answered the filter question about the Youthpass, we arrive at a proportion of 68%. This roughly corresponds to the percentage of PPs who stated that they had received a Youthpass in their project.

Overall, the acceptance and implementation of the Youthpass seems to work well in the projects that use it (see Figure 26). For 91% of the PLs, the information on the Youthpass was clear and understandable and 86% of the PLs received all the necessary information on it. Eighty-four per cent of the PLs stated that the PPs were all informed in detail about the Youthpass and 82% felt that the Youthpass was integrated throughout the project and its methods. Finally, 81% of the PLs thought that the PPs would like to receive a Youthpass.

**Figure 26**  
*Integration of Youthpass in the Projects (Project Leaders)*



Note. N = 67–70. Only project leaders who ticked 'yes' that Youthpass was used in this project.

### 8.3.5. Knowledge about EU Funding and Effect on the Image of the EU

Of the 850 PPs interviewed, 76% knew that the project they were participating in was funded by the European Union. Just over one-fifth (21%) could not answer this question and 3% said that the project was not funded by the EU.

The proportions of PPs who gave a wrong answer or did not know the answer were particularly high among participants in a project with young people (5% stated that the project was not funded by the EU, 35% did not know who was funding the project, N=347).

The proportions of PPs who did not know the project was funded by the EU were also particularly high among participants from Luxembourg: 5% felt the EU did not fund the project and 37% did not know whether the project was funded by the EU (N=210).

Overall, for half of the participants, participation in the project has had a positive impact on their view of the European Union (see Table 55). For 46% of the PPs, the project has no influence on their view of the EU, while for 4% of the PPs, the perception of the EU has worsened as a result of the project.

Participants from Luxembourg in particular are more likely to say that their perception of the EU has not changed as a result of the project (57%) or has even deteriorated (8%). Only 35% of participants from Luxembourg have a better perception of the EU after the project. The project participation has a more positive influence on the perception of the EU for PPs from our neighbouring countries (51%), from other EU countries (56%) or from countries outside the EU (54%).

**Table 55**  
*Effects on the Image of the EU of Project Participants by Country of Origin*

		Country of origin				Total	
		Luxem- bourg	Neigh- bouring countries	Other EU-28 countries	Other		
The way I perceive the European Union now ...	... has become worse.	7.6%	1.7%	2.5%	4.4%	3.9%	28
	... has not changed.	57.3%	47.0%	41.4%	41.6%	46.1%	332
	... has become better.	35.1%	51.3%	56.1%	54.0%	50.0%	360
	Total	171	115	321	113	100.0%	720

*Note.* N = 720.



## 9. Executive Summary and Discussion of Results

This chapter resums the main findings, which also answer the first two questions posed at the beginning of the report (see Chapter 1.2.).

**What impact do E+/YiA projects have on project participants (PPs), project leaders (PLs) and their organisations/groups, as well as on the local communities where the projects were implemented?**

In chapters 3 and 4, the results show the very high learning effects of the projects among the (young and older) participants in all areas queried. The results of the 2014–2020 surveys thus confirm the findings of the previous 2011–2014 survey. Almost all PPs report having learned something during the project, with the most important areas of knowledge acquisition being cultural diversity, personal and professional learning and European issues. Overall, it is likely that the PPs also acquired knowledge in the projects that was not the explicit aim of the project. Also, in terms of skill development, participants have developed many social and personal skills in the projects. These have contributed to the development of personal identity, their values and attitudes. The PPs have learned a lot from the project for their own future in terms of their education or professional development and have planned for the future. Likewise, high impacts on the participants' own international mobility and international networks could be identified.

Young people and youth workers have a high motivation to learn even before the project: their motives for participating in a project are strongly focused on acquiring new skills, whether for their personal or professional development. After completing the project, most participants are very satisfied as they would participate in a similar project again.

In conclusion, E+/YiA projects are an ideal place for young people and youth workers from different cultural backgrounds to learn through group interactions. Some explanations for this can be found in the current research literature and also in our findings.

Learning through mobility (Devlin et al., 2017, p. 9) assumes that individuals learn under certain conditions when they physically travel across national borders for a period of time. This is summarised by the term 'learning by leaving' (Kristensen, 2013, p. 99). By leaving familiar situations and places, situations can be fostered that have not already been experienced by the learner, thus contributing to transcendent or transformative learning (Illeris, 2003, p. 361). In this form of learning, existing schemas must be partially broken and reconstructed so that new experiences can be integrated.

However, learning does not take place simply because a person goes abroad. For these positive effects to take place, there also needs to be a certain quality in the learning mobility projects (Kristensen, 2019, p. 13). The learning processes are supported when four interrelated conditions are met in the projects: the participants must really engage with the culture of the other country (immersion); the participants should be actively involved in solving the problem (responsibilisation); the topics and tasks discussed are relevant and recognisable (relativisation); and the participants' experiences are permanently reflected upon (perspectivisation) (Devlin et al., 2017, pp. 11–12).

The fact that participants' learning depends mainly on the quality of the projects is also evidenced in the study on learning of young people with fewer opportunities in E+/YiA projects (Meyers et al., 2020, p. 61). The projects had a greater influence on the learning effects than the individual characteristics of the participants. Furthermore, the study on non-formal learning in the Youth in Action programme concluded that learning in the projects was particularly enhanced by the combination of different methods and activities, effective learning opportunities, group interaction and the supportive role of the project leaders (Weis et al., 2017, pp. 13–14). This also explains the differences in the results of our study according to the project types.

The very high learning of the participants in all areas (knowledge and skills, personal development, values, attitudes) indicates that in E+/YiA projects the project influences the participants as a whole. An underlying learning concept should therefore not be limited to single areas or only include learning of knowledge and skills. Learning always includes an emotional or psychodynamic side in addition to the cognitive (Illeris, 2003, p. 359). Youth work and its methods are particularly well suited to promote this learning, as here the relationship with the young person and the development of the young person are central (Krueger, 2005; Ratto-Nielsen, 2015). In the adolescent phase, in particular, the development of an own identity is central in all areas of learning (Illeris, 2003, p. 365).

Many of the PLs also mention that they learned a lot through the project: a lot was learned especially in the intercultural aspects of interaction in the projects. Other dimensions were the implementation of ideas in the interest of a community or the negotiation of common solutions.

The organizations to which the PLs or participants in youth worker projects belong also learned in different areas. Contacts, partnerships or networks with other countries are mentioned as the most frequent positive impact of the projects. The organizations have also learned in the area of expertise, e.g. skills in non-formal learning or implementation of good practices. Finally, the PLs also think that the organizations have learned a lot in the area of project management.

The impact on local communities strongly depends on where the project took place. The PLs rate the impact higher if the project took place in their own country than in another country. The most frequently mentioned impacts on local communities are the overall positive view of the project, the intercultural dimension of the projects and the active participation of the community in the projects.

#### **What is the context of E+/YiA projects, especially in terms of profile of actors and organisations, access to E+/YiA, project development and project management?**

The description of the sample of the current study has highlighted some aspects that are important for the interpretation of the results. Overall, we found an under-representation of people from Luxembourg in the PP and PL samples. For PPs in particular, participants in a Structured Dialogue project were less likely to participate in the survey. However, it seems that overall, people from Luxembourg are less motivated to participate in the survey than people from outside Luxembourg. The response rate of project leaders in this study was also lower than in the previous study for Luxembourg. For future surveys, it would be useful to specifically motivate these participants and leaders.

There are also significantly more participants from youth worker projects in the sample than in the original population. As a result, the average age of the sample is somewhat higher. There is also an over-representation of female participants and leaders. This is partly due to the higher willingness of women to participate in surveys, but is also partly reflected in the contact lists.

The PP sample is also highly educated, with an under-representation of participants with Portuguese as their mother tongue among participants from Luxembourg. Likewise, only 24% of the PPs from Luxembourg feel part of a minority. Nevertheless, 59% have family members who speak a language other than the official language. From this we conclude that more PPs with a migration background participated in this survey than in the last survey, but some immigrants (e.g. Portuguese young people) still seem to be under-represented.

The questions on the inclusion of disadvantaged young people paint a similar picture. The percentage of YPFO in the Luxembourg survey is low, and it is lowest among young people from Luxembourg. In the various questions on the subjective evaluation of their exclusion, a percentage between 8 and 26% of the participants state that this is the case. These percentages are consistently lower for PPs from Luxembourg and other European countries than for participants from outside Europe. A similar result is shown when analysing the question on young people's

personal chances compared to other young people in their country. Although the objective of inclusion of disadvantaged young people was mentioned in 80% of the projects, only 35% of the PPs say that they do more for the inclusion of YPFO after the project, and also only 40% of the PLs.

Overall, most participants have already had experience of living abroad. Both the participants and the project leaders have also participated in similar projects more often, including in the framework of the European mobility funding programmes. This is especially true for the youth worker projects (and for the EVS project leaders). Among the participants, especially those from countries outside Europe have several project experiences. One explanation for this could be that the programme is well known after an initial project experience and further participation is popular. However, it also suggests that the hurdle to participate in the programme is still too high for new people or that there are few alternatives to the programme. This tendency seems to be more pronounced in the projects in Luxembourg than in other countries.

Participants mainly became aware of the project through non-formal channels (youth organisations, informal youth groups or youth centres), friends or their school. For the leaders, the non-formal information channels are also in the first place, followed by their work and the National Agency as a source of information about the programme.

Regarding the development, preparation and implementation of the project, the project leaders express little criticism and consistently rate the project management as very positive. The result regarding the use of languages in the projects is interesting: here the project team plays an essential role in enabling participants with language problems to take part in the project. This also supports the learning of the foreign language by the participants.

## Annex

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## C. Tables

**Table 56**

*Action Types and Project Types by Year of Activity (Project Participants)*

	Year of activity			Total	
	2014–2015	2016–2017	2018–2019		
Projects with young people	68.9%	40.9%	38.4%	50.6%	347
Youth Exchanges	33.1%	30.4%	37.8%	33.4%	229
Structured Dialogue	35.8%	10.5%	0.5%	17.2%	118
European Voluntary Service	5.1%	9.7%	7.0%	7.3%	50
Projects with youth workers	26.0%	49.4%	54.6%	42.1%	289
Mobility of youth workers	8.3%	28.7%	27.0%	20.7%	142
Transnational Cooperation Activities	17.7%	20.6%	27.6%	21.4%	147
Total	100%	100%	100%	100%	
	254	247	185		686

*Note. The variable used is based on information provided by the National Agency. Only participants where the action type given by the participants was consistent with the action type from the National Agency.*

**Table 57**

*Action Types and Project Types by Year of Activity (Project Leaders)*

	Year of activity			Total	
	2014–2015	2016–2017	2018–2019		
Projects with young people	93.9%	51.2%	70.6%	70.0%	77
Youth Exchanges	75.8%	51.2%	70.6%	64.5%	71
Structured Dialogue	18.2%	0%	0%	5.5%	6
European Voluntary Service	0%	34.9%	14.7%	18.2%	20
Projects with youth workers					
Mobility of youth workers	6.1%	14%	14.7%	11.8%	13
Total	100%	100%	100%	100%	
	33	43	34		110

*Note. The variable used is based on information provided by the National Agency. Only Project leaders where the action type given by the project leaders was consistent with the action type from the National Agency.*

**Table 58**

*Reported Skills of Project Participants by Project Type ('Through my participation in this project I improved my ability ...')*

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
... to cooperate in a team.	93.0%	94.0%	93.6%	93.3%
... to get along with people who have a different cultural background.	94.3%	94.0%	91.0%	92.9%
... to communicate with people who speak another language.	91.3%	96.0%	90.5%	91.3%
... to negotiate joint solutions when there are different viewpoints.*	<b>90.0%</b>	78.0%	85.6%	87.7%
... to identify opportunities for my personal or professional future.*	83.4%	<b>90.0%</b>	<b>90.6%</b>	86.9%
... to achieve something in the interest of the community or society.	86.0%	90.0%	85.9%	86.2%
... to say what I think with conviction in discussions.	85.1%	80.0%	84.8%	84.6%
... to develop a good idea and put it into practice.	82.2%	86.0%	81.0%	82.0%
... to learn or to have more fun when learning.**	74.7%	68.0%	<b>84.4%</b>	78.3%
... to think logically and draw conclusions	75.5%	61.2%	74.5%	74.0%
... to express myself creatively or artistically	69.2%	74.0%	74.8%	71.9%
... to plan and carry out my learning independently.**	61.1%	<b>76.0%</b>	<b>74.3%</b>	67.8%
... to discuss political topics seriously.**	<b>67.8%</b>	40.0%	60.4%	62.6%
... to produce media content on my own	55.4%	48.0%	53.0%	53.9%
... to use smartphones, tablets, notebooks, computers, internet etc.	45.6%	43.2%	53.8%	49.6%

*Note. N = 654–677 with the exception of the item 'to use smartphones, tablets, notebooks, computers, internet etc.' where N = 427. Only participants where the action type given by the participants was consistent with the action type from the National Agency. Percentage of respondents that 'strongly agree' and 'agree'. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

**Table 59**

*Reported Skills of Project Participants by Country of Origin ('Through my participation in this project I improved my ability ...')*

	Country of origin		Total
	Luxembourg	Other	
... to cooperate in a team.	92.2%	94.8%	94.1%
... to get along with people who have a diff. cult. background.*	87.9%	<b>94.7%</b>	93.0%
... to communicate with people who speak another language.*	87.9%	<b>92.6%</b>	91.4%
... to negotiate joint solutions when there are diff. viewpoints.*	82.9%	<b>89.1%</b>	87.6%
... to achieve sth in the interest of the community/society.	87.7%	86.3%	86.6%
... to identify opportunities for my pers. or prof. future.*	79.7%	<b>88.6%</b>	86.4%
... to say what I think with conviction in discussions.	82.4%	84.3%	83.9%
... to develop a good idea and put it into practice.	78.4%	83.7%	82.4%
... to learn or to have more fun when learning.**	64.1%	<b>83.6%</b>	78.9%
... to think logically and draw conclusions.	73.7%	74.6%	74.4%
... to express myself creatively or artistically.**	56.7%	<b>78.6%</b>	73.2%
... to plan and carry out my learning independently.**	56.0%	<b>72.8%</b>	68.7%
... to discuss political topics seriously.*	<b>69.3%</b>	59.7%	62.1%
... to produce media content on my own.**	44.8%	<b>60.5%</b>	56.7%
... to use smartphones, tablets, notebooks, computers, internet etc.**	40.8%	<b>58.2%</b>	54.4%

*Note. N = 813–838 with the exception of the item 'to use smartphones, tablets, notebooks, computers, internet etc.' where N = 553. Percentages based on participants in country of origin (column).*

*\*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

**Table 60**

*Effects on Educational or Professional Future of Project Participants by Project Type ('Did participating in the project have any further impact on you?')*

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
I plan to develop my foreign language skills.**	<b>93.0%</b>	90.0%	83.8%	88.8%
I plan to make use of non-formal education and learning opportunities.**	79.0%	72.9%	<b>89.1%</b>	82.9%
I have become aware which of my competences I want to develop further.	80.8%	82.0%	84.2%	82.3%
I plan to engage in further education and training.	84.9%	85.7%	78.6%	82.3%
I have a clearer idea about my professional career aspirations and goals.*	69.4%	68.0%	<b>78.3%</b>	73.1%
I have established contacts with people in other countries, which are useful for my professional development.**	62.4%	52.0%	<b>86.0%</b>	71.7%
I believe that my chances of getting a job have increased.	68.1%	82.0%	69.2%	69.7%
I have a better understanding of my career options.	66.1%	76.0%	68.5%	67.9%
I have a clearer idea about my further educational pathway.*	66.1%	<b>84.0%</b>	63.2%	66.3%

*Note. N = 402–540. Only participants where the action type given by the participants was consistent with the action type from the National Agency. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

**Table 61**

*Effects on Educational or Professional Future of Project Participants by Country of Origin ('Did participating in the project have any further impact on you?')*

	Country of origin		Total
	Luxem- bourg	Other	
I plan to develop my foreign language skills.**	79.4%	<b>92.2%</b>	89.2%
I plan to make use of non-formal education and learning opportunities.**	67.8%	<b>88.8%</b>	83.9%
I have become aware which of my competences I want to develop further.**	75.7%	<b>84.4%</b>	82.3%
I plan to engage in further education and training.*	76.1%	<b>83.9%</b>	82.1%
I have a clearer idea about my professional career aspirations and goals.	67.6%	75.6%	73.7%
I have established contacts with people in other countries, which are useful for my professional development.**	56.1%	<b>79.1%</b>	73.6%
I believe that my chances of getting a job have increased.**	60.6%	<b>71.7%</b>	69.0%
I have a better understanding of my career options.**	61.1%	<b>71.4%</b>	69.0%
I have a clearer idea about my further educational pathway.	63.5%	66.6%	65.9%

*Note. N = 747–756. % of project participants that answered 'agree' or 'strongly agree'. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

**Table 62**

*Effects on Networking, International Mobility and Engagement of Project Participants by Project Type ('To what extent do you agree or disagree with the following statements as a result of the project?')*

	Project type			Total
	Projects with young people	EVS	Projects with youth workers	
I intend to continue the contact with networks I have established through the project.**	83.7%	84.0%	<b>93.4%</b>	87.9%
I got to know people from other countries who I am still in contact with.	80.8%	88.0%	87.5%	84.2%
I am now better able to move around on my own in other countries (e.g. travel, study, work placement (internship), job etc.).**	83.1%	<b>96.0%</b>	76.5%	81.3%
I intend to go abroad to study, work, do a work placement (an internship) or live there.**	85.3%	<b>86.0%</b>	63.6%	76.2%
I have established contacts with people in other countries, which are useful for my involvement in social or political issues.**	65.5%	62.0%	<b>85.7%</b>	73.8%
I intend to develop joint activities or projects with people I got to know through the project.**	59.8%	51.0%	<b>81.6%</b>	68.5%
I intend to become a member of a political and/or social movement, association or organisation.	59.9%	48.0%	56.8%	57.6%

*Note. N = 621–628. Only participants where the action type given by the participants was consistent with the action type from the National Agency. % of project participants that answered 'agree' or 'strongly agree'. \*\*Differences are significant at the 0.01 level, percentages that are significantly above average are in bold.*

**Table 63**

*Effects on Networking, International Mobility and Engagement of Project Participants by Sending/Hosting Country ('To what extent do you agree or disagree with the following statements as a result of the project?')*

	Sending/hosting country		Total
	Hosting country	Sending country	
I intend to continue the contact with networks I have established through the project.	90.1%	87.8%	88.2%
I got to know people from other countries who I am still in contact with.**	77.3%	<b>87.5%</b>	85.7%
I am now better able to move around on my own in other countries (e.g. travel, study, work placement (internship), job etc.).**	65.2%	<b>84.8%</b>	81.2%
I have established contacts with people in other countries, which are useful for my involvement in social or political issues.*	67.6%	<b>77.1%</b>	75.3%
I intend to go abroad to study, work, do a work placement (an internship) or live there.	80.7%	73.6%	74.9%
I intend to develop joint activities or projects with people I got to know through the project.	65.5%	70.7%	69.7%
I intend to become a member of a political and/or social movement, association or organisation.*	<b>66.4%</b>	55.9%	57.8%

*Note. N = 761–772. % of project participants that answered 'agree' or 'strongly agree'. \*\*Differences are significant at the 0.01 level, \*differences are significant at the 0.05 level, percentages that are significantly above average are in bold.*

## D. Glossary

*	significant at the 0.05 level
**	significant at the 0.01 level
E+	European Union Programme Erasmus+ (2014-2020)
E+/YiA	Erasmus+ Youth in Action (2014-2020)
EVS	European Voluntary Service (Key Action 1)
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
KA	Key Action
NA	National Agency
PL	Project leader/member of project team
PP	Project participant
Projects with young people	YE, SD and EVS projects
Projects with youth workers	YWM and TCA projects
RAY	Research-based analysis of European youth programmes
SD	Structured Dialogue – Meetings of youth and youth policy decision-makers (Key Action 3)
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
TCA	Transnational Cooperation Activities (Key Action 2)
YE	Youth Exchanges (Key Action 1)
YiA	Youth in Action Programme (2007-2013)
YPFO	Young people with fewer opportunities
YWM	Mobility of youth workers (Key Action 1)







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