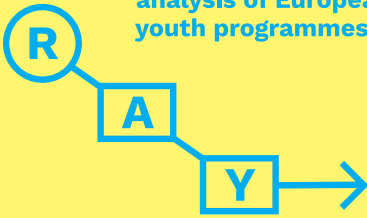R A Y

Research-based analysis of European youth programmes

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Research Report

RAY-MON

2021–2023

Effects and outcomes of the Erasmus+ Youth in Action Programme

Transnational Analysis

'Erasmus+ Youth' is part of the Erasmus+ Programme of the European Union and supporting European youth projects. The 'Research-based Analysis and Monitoring of Erasmus+ Youth' (RAY-MON) is conducted by the RAY Network, which includes the National Agencies of the European youth programmes and their research partners in 34 countries*.

This RAY-MON research report summarises the transnational analysis of the results from surveys conducted between June and December 2023 with project participants and project teams involved in Erasmus+ Youth projects.

The research work underpinning this report was designed and implemented by Youth Policy Labs, based in Berlin, and the Generation and Educational Science Institute, based in Vienna, in cooperation with the RAY Network.

The data used for this report are based on surveys designed in cooperation with a wide range of network and programme stakeholders, with more than 2.000 comments on the first drafts of the questionnaires. The data collection for this study was coordinated by EDUFI, the Finnish National Agency, on behalf of the RAY Network.

This study was co-funded within the Transnational Cooperation Activities (TCA) of Erasmus+ Youth. This report, however, reflects the views only of its authors, and neither the European Commission nor a National Agency can be held responsible for any use, which may be made of the information contained therein.

WWW

Where available, national research reports can be requested from the respective National Agencies and their research partners
↓
www.researchyouth.net/network

Further RAY publications can be retrieved from
↓
www.researchyouth.net

Erasmus+

FINNISH NATIONAL AGENCY FOR EDUCATION

YOUTH POLICY LABS

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Research Report

RAY-MON

Effects and outcomes
of the Erasmus+ Youth
in Action Programme

*from the perspective
of project participants
and project leaders*

Transnational Analysis

Surveys conducted in 2023

Covering projects implemented
in 2021, 2022 and 2023

CONTENTS

LIST OF FIGURES

All figures are also available online for translation and adaptation.

FIGURES IN THIS REPORT

COUNTRIES AND RESEARCH PROJECTS

COUNTRIES

E+/Y Programme countries	These are EU member states, EEA countries and EU candidate/accession countries.
E+/Y Partner countries	These are countries from Southeast Europe, countries from Eastern Europe and the Caucasus region as well as Mediterranean countries.
RAY countries	RAY Network members participating in the RAY-MON surveys as funding countries (Austria, Belgium, Bularia, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Türkiye).

CURRENT THEMATIC RESEARCH PROJECTS

RAY COMP	A research project on educational approaches to competence development & capacity building of youth workers & youth leaders in the European youth programmes.
RAY DIGI	A research project on dimensions of digitalisation in the European youth programmes and on approaches to strengthen and support digital dimensions in youth work.
RAY LEARN	A research project on strategies and practices for organisational development and learning of networks, organisations and teams in the European youth sector.
RAY LTE II	A research project on the long-term effects of the European youth programmes on participation and citizenship – and our first longitudinal research project.
RAY NPC	A research project to explore key aspects of collaboration projects with neighbouring partner countries in the context of the European youth programmes.

PREVIOUS THEMATIC RESEARCH PROJECTS

RAY CAP	A research project on competence development and capacity building of youth workers and youth leaders through support activities in Erasmus+ Youth in Action.
RAY COR	A research project on the impact of the coronavirus pandemic on youth work in Europe, including the European youth programmes, and the response of youth work.
RAY INNO	A research project on the impact, role and potential of strategic partnerships in Erasmus+ Youth in Action as instruments to foster innovation in the youth field.
RAY LTE I	A research project on the long-term effects of the European youth programmes on participation and citizenship of project participants as well as project leaders.
RAY PART	A research project on participation and citizenship education and learning in the European youth programmes, and the competences necessary to implement it well.

ABBREVIATIONS AND DEFINITIONS

ABBREVIATIONS

E+	European Union Programme Erasmus+ (2021–2027)
E+/Y	Erasmus+ Youth (2021–2027) – the youth strand within Erasmus+
EU	European Union
FE	Formal education
FL	Formal learning
NA	National Agency
NFE	Non-formal education
NFL	Non-formal learning
ICL	Intercultural learning
PT	Members of project teams: Youth workers, youth leaders, trainers or other actors who prepared and implemented E+/Y projects for/with young people or youth workers/leaders, at least in an education/socio-pedagogic function, but frequently also with an organisational function; normally, in particular in the case of projects with participants from two or more different countries, these projects are prepared and implemented by project teams with several team members.
PP	Project participants of youth projects: young people, youth leaders and others who attended projects for and with young people, such as youth exchanges and youth participation projects.
RAY	Research-based Analysis of European youth programmes. The RAY Network consists of the Youth in Action National Agencies and their research partners involved in the RAY project.
YW	Project participants of youth work activities: youth workers, youth leaders, trainers or others who attended a youth work activity, such as youth worker mobilities or transnational cooperation activities
YPFO	Young people with fewer opportunities
YPSN	Young people with special needs

ACTIVITY TYPES

CP	Capacity building in the field of youth (Key Action 2)
EVS	European Voluntary Service (Key Action 1). As of 2018, this format is covered by a new European youth programme, the European Solidarity Corps.
YD	Youth Dialogue – meetings between young people and decision-makers in the field of youth (Key Action 3). Prior to 2019, this format was called Structured Dialogue.
SP	Strategic Partnerships (Key Action 2)
SSP	Small-scale Partnerships (Key Action 2)
TCA	Transnational Cooperation Activities
YD	Youth Dialogue – meetings between young people and decision-makers in the field of youth (Key Action 3). Until the end of 2018, this format was called Structured Dialogue.
YE	Youth Exchanges (Key Action 1)
YPP	Youth Participation Projects (Key Action 1)
YWM	Mobility of youth workers (Key Action 1)

ABBREVIATIONS AND DEFINITIONS

DEFINITIONS

Activity start/end	The dates when, within a funded project, the core activity starts/ends, for example a youth worker mobility (when youth workers from different countries meet in one country), a seminar, a training course, etc.
Project start/end	The dates when a funded project starts/ends; the duration of a project is normally much longer than that of the core activity (see activity start/end) – the project also includes the preparation of and the follow-up to the core activity.
Residence/home country	Country of residence at the beginning of the project (the country of the partner organisation who the participant was part of)
Funding country	Country in which a project was funded through the respective National Agency of E+/YiA
Venue country	Country in which one or more core activities within a project – in particular meetings of young people or of youth workers/leaders (in most cases from different countries of origin) – took place; also referred to as 'hosting country'
Hosting country	Country in which one or more core activities within a project – in particular meetings of young people or of youth workers/leaders (in most cases from different countries of origin) – took place; also referred to as 'venue country'
Sending	This refers to PP, YW or PT who came from a 'sending' partner, i.e., they went to another country for their project.
Hosting	This refers to PP, YW or PT who came from a 'hosting' partner, i.e., they were involved in a project taking place in their country of residence.

KEY COMPETENCES FOR LIFELONG LEARNING

KC1	Literacy competence
KC2	Languages competence
KC3	Science, technological, engineering and mathematical competence
KC4	Digital competence
KC5	Personal, social and learning to learn competence
KC6	Civic competence
KC7	Entrepreneurship competence
KC8	Cultural awareness and expression competence

1 — INTRODUCTION

Research-based analysis and monitoring of Erasmus+ Youth (RAY-MON) aims to explore a broad scope of aspects of the Erasmus+ Youth Programme, seeking to contribute to the development of the current programme's implementation as well as of the next programme generation. What are the effects of the European Union's Erasmus+ Programme in the field of youth (Erasmus+ Youth) on young people, youth workers and youth leaders involved in the projects funded by this programme? What are the effects on youth groups, organisations, institutions, structures and communities involved in the programme?

These are some of the questions the RAY Network – a network of National Agencies of the European youth programmes and their research partners in currently 34 European countries – explores, ultimately seeking to study to which extent the objectives and priorities of E+/Y are achieved.

1.1   THE RAY NETWORK

The RAY Network was founded on the initiative of the Austrian National Agency of the YiA Programme in order to develop joint transnational research activities related to the EU-Programme Youth in Action (2007 to 2013) in line with the aims and objectives outlined above. A first network meeting took place in Austria in 2008. Since then, the RAY Network has expanded continuously.

It now covers the Erasmus+ Youth Programme with its research activities and currently involves the National Agencies and their research partners in 34 countries: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, and Türkiye.

The RAY Network is open to additional partners.

1.2   RESEARCH APPROACH AND ACTIVITIES

In principle, the research on the programme and its activities envisages a combination of quantitative and qualitative social research methods and instruments, in particular surveys with project participants, project leaders and staff of beneficiary organisations as well as qualitative interviews and focus groups with different actors involved in E+/Y. Surveys and interviews can also involve young people, youth leaders and youth workers not participating in the programme and thus acting as control groups.

The RAY research programme includes the following research projects between 2021 and 2027:
- Research-based analysis and monitoring of E+/Y (which this publication is about) aimed at contributing to monitoring and developing E+/Y and the quality of projects supported by it (RAY-MON);
- Research-based analysis and monitoring of the European Solidarity Corps (ESC), aimed at contributing to monitoring and developing ESC and the quality of projects supported by it (RAY-SOC).

The two monitoring projects RAY-MON and RAY-SOC are underpinned by a series of thematic research projects, including:
- a research project on the long-term effects of E+/YiA on participation and citizenship of the actors involved, in particular on the development of participation and citizenship competences and practices (RAY-LTE);
- a research project on strategies and practices for organisational development and learning of networks, organisations and teams in the European youth sector (RAY-LEARN);
- a research project on aspects of digitalisation in the European youth programmes and on approaches to strengthen and support digital dimensions in youth work (RAY-DIGI);
- a research project on educational approaches to competence development of youth workers & youth leaders in the European youth programmes (RAY-COMP).

1.3 CONCEPT FOR THIS STUDY

This research project aims to explore a broad scope of aspects of E+/Y in order to contribute to practice development, to the improvement of the implementation of E+/Y and to the development of the next programme generation. It is a further development of the Research-based Analysis and Monitoring of Youth in Action (YiA), the main activity of the RAY Network between 2009 and 2013 (see Fennes, Gadinger, & Hagleitner, 2012; Fennes, Hagleitner, & Helling, 2011), and of the Research-based Analysis and Monitoring of Erasmus+ Youth in Action (E+/YiA), the core project of the RAY Network between 2014 and 2020 (see Böhler, Fennes, Karsten, Mayerl & Pitschmann (2022); Böhler, Fennes, Karsten & Mayerl (2021)).

These studies have shown that youth mobility projects have an effect not only on participants – young people, youth leaders and youth workers – but also on project team members as well as on their organisations and on the local environments of the projects. Furthermore, the previous studies on YiA and E+/YiA showed that a broad spectrum of effects was reported by participants and project team members, both intended as well as unintended. Based on the findings of these previous studies, the design for this study was developed.

1.3.1 AIMS AND OBJECTIVES

The RAY-MON research project aims to contribute to quality assurance and quality development in the implementation of Erasmus+ Youth (2021–2027), to evidence-based and research-informed youth policy development and youth work practice, and to a better understanding of learning mobility in the youth field.

The objectives of this research project are to
- explore the effects of projects funded through Erasmus+ Youth on project participants and project teams and their communities, networks and organisations;
- study the profiles of project participants, project partnerships, and project teams, both at individual and organisational level;
- analyse access to Erasmus+ Youth from the perspective of young people as well as youth and youth sector bodies, groups, networks and organisations;
- explore the implementation of Erasmus+ Youth through the lens of key programme stakeholders, both at project and programme level.

1.3.2 RESEARCH QUESTIONS

The core research questions of the project are:
- What are the effects of Erasmus+ Youth projects on project participants and project teams, on their groups/networks/organisations, and on their communities and contexts?
- What is the environment of Erasmus+ Youth projects, in particular regarding access to and the implementation of the programme, the individual and organisational profiles of actors, and the development, implementation and support of projects?
- How can the findings of this research project strengthen the implementation of Erasmus+ Youth and support evidence-based and research-informed youth policy devel-opment and youth work practice?

1.3.3 RESEARCH DESIGN

In order to explore the research questions above, the research design is based on multilingual online surveys with project participants and project teams of youth projects (youth exchanges and youth participation projects) and youth work activities (youth worker mobilities and training and cooperation activities) in the Erasmus+ Youth Programme.

We survey actors involved in projects funded through E+/YiA are surveyed several months after the end of their project in order to provide for a more reflected and distant view at their experiences and the perceived effects.

Multilingual online surveys allow a large majority of actors to complete the questionnaires in their native language (or in a foreign language which they understand sufficiently).

Surveying both project participants and project team members provides for a diversity of perspectives, and also for the triangulation of responses, in particular with respect to the perceived effects on the participants by comparing the self-perception of participants and the external perception of project team members.

The surveys for this study were conducted between June and December 2023, covering project participants and team members of projects funded through the current programme generation and completed in 2021, 2022 or 2023. The questionnaires were available in 27 languages.

2 — OVERALL PROJECT EXPERIENCE

This short chapter explores the overall project experience of project participants and project teams in the Erasmus+ Youth Programme.

Our questionnaires opened with a couple of questions covering the overall project experience, to ease respondents into the survey.

2.1 MOTIVATION FOR JOINING PROJECTS AND ACTIVITIES

2.1.1 YOUTH PROJECTS

We asked respondents of youth projects (youth exchanges and youth participation projects) about their reasons for participating in their project.

They could choose between (1) to get to know other cultures, (2) to have new experiences, (3) to get engaged in tackling sociopolitical challenges, (4) to develop my language skills, (5) to learn something new, (6) to challenge myself, (7) to have fun, (8) to explore the project topic, and (9) to improve something in my network/organisation.

These response options were shown in a randomised order, with all options available ('check all that apply'), and it was possible to add other reasons in a write-in field.[1]

Figure 1 provides an overview of respondents' reasons for joining youth projects in Erasmus+ Youth:

FIGURE 1   **Reasons of project participants to join Erasmus+ youth projects (PP)**

My reasons for participating in this project were ... (PP)
Project participants of youth projects in Erasmus+ Youth, common module, n = 7.567

	%
to have new experiences	82.4%
to learn something new	72.3%
to get to know other cultures	71.9%
to have fun	62.0%
to explore the project topic	57.8%
to develop my language skills	54.9%
to challenge myself	53.4%
to get engaged in tackling sociopolitical challenges	30.4%
to improve something in my network/organisation	26.9%

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

There are some differences between youth project types. Most notably, participants of youth participation projects have a considerably higher motivation to get engaged in tackling sociopolitical challenges (51%) than participants of youth exchanges (27%).

2.1.2 YOUTH WORK ACTIVITIES

We also asked respondents of youth work activities (youth worker mobilities and training and cooperation activities) about their reasons for participating in their activity.

They could choose between (1) to get to know other cultures, (2) to have new experiences, (3) to get engaged in tackling sociopolitical challenges, (4) to develop my language skills, (5) to learn something new, (6) to challenge myself, (7) to have fun, (8) to explore the activity[2] topic, and (9) to improve something in my network/organisation.

These response options were shown in a randomised order, with all options available ('check all that apply').

Figure 2 provides an overview of respondents' reasons for joining youth work activities in Erasmus+ Youth:

FIGURE 2   **Reasons of youth workers to join Erasmus+ youth work actitivies (YW)**

My reasons for participating in this project were ... (YW)
Project participants of youth work activities in Erasmus+ Youth, common module, n = 5.296

	%
to have new experiences	73.0%
to learn something new	67.0%
to explore the project topic	66.2%
to get to know other cultures	59.6%
to improve something in my network/organisation	54.6%
to challenge myself	50.2%
to develop my language skills	44.0%
to have fun	37.4%
to get engaged in tackling sociopolitical challenges	32.1%

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

We did not ask project team members about their motivation to join projects, in favour of asking about their roles and type of involvement.

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1   224 respondents used the opportunity to specify a different and/or additional reason for their project participation, without a clear pattern emerging from the responses.

2   You might have noticed the difference in terminology between *project* and *activity* in the questions for participants of youth projects and participants of youth work activities. This is intentional: While participants of youth exchanges and youth participation projects tend to be involved for longer periods of time, participants of training courses and seminars tend to be involved for shorter periods of time. In previous years, we have repeatedly received feedback from respondents that a 3-day training course is hardly a project – though of course it might be a full-fledged project for the teams of such an activity. The nuance in terminology reflects this difference in perception of involvement.

2.2 ENTRY POINTS INTO THE ERASMUS+ PROGRAMME

2.2.1 YOUTH PROJECTS

We asked respondents of youth projects (youth exchanges and youth participation projects) how they got to know about their project.

They could choose between and among (1) friends, (2) colleagues, (3) mentors*, (4) social media, (5) an organisation, (6) a National Agency*, (7) a SALTO Centre*, and (8) Eurodesk*.[3]

These response options were shown in a randomised order, with all options available ('check all that apply'), and it was possible to add other sources in a write-in field.[4]

FIGURE 3   **Sources of information about the project (PP)**
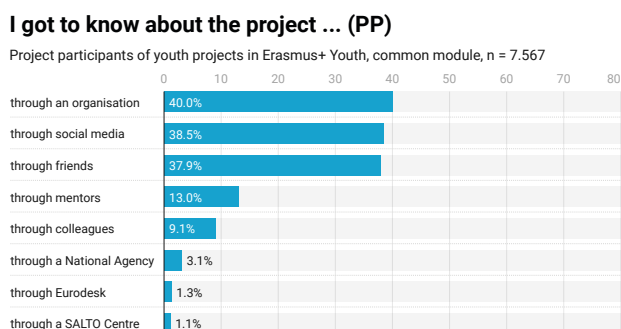
I got to know about the project … (PP)
Project participants of youth projects in Erasmus+ Youth, common module, n = 7.567

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

There are distinct differences between project participants who are entirely new to the programme *versus* returning participants:

FIGURE 4   **Sources of information about the project – by prior experience (PP)**

I got to know about the project … (PP by prior experience)
Project participants of youth projects in Erasmus+ Youth, common module, n = 7.567

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

2.2.2 YOUTH WORK ACTIVITIES

We also asked respondents of youth work activities (youth worker mobilities and training and cooperation activities) how they got to know about their activity.

They had the exact same response options as participants of youth projects, namely (1) friends, (2) colleagues, (3) mentors*, (4) social media, (5) an organisation, (6) a National Agency*, (7) a SALTO Centre*, and (8) Eurodesk*.

FIGURE 5   **Sources of information about the activity (YW)**

I got to know about the activity … (YW)
Project participants of youth work activities in Erasmus+ Youth, common module, n = 5.296

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

We did not ask project team members about the source of their information about projects, in favour of asking about their roles and type of involvement instead.

2.3 EXTERNAL INFLUENCES ON PROJECT EXPERIENCES

We asked all respondents – participants of youth projects and youth work activities as well as project team members – the following question:

> *How much have the recent multiple crises* influenced the project?*

The asterisk provided additional context, namely "such as the coronavirus pandemic, the war in the Ukraine, the climate crises, or the high inflation" and was shown on hovering (on pointing devices) or on clicking (on touchscreen devices).

See Figure 6 on the following page for a comparative overview of how participants and teams considered the influence.

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3 The terms marked with an asterisk * offered additional context, for example: "Mentors are people who support you, such as youth workers, social workers, or teachers" or "Eurodesk is a youth information network that supports the European youth programmes". The context was shown on hovering (on pointing devices) or on clicking (on touchscreen devices).

4 445 respondents used the opportunity to specify a different and/or additional source, usually concretising a source, for example choosing "mentor" as a response option and then adding "my university lecturer" as an additional specification.

FIGURE 6   **Impact of recent multiple crises on project (ALL)**

Project participants (PP), Youth workers (YW) and Project teams (PT) on the influence of recent crises on the project

Project participants in Erasmus+ Youth, n = 7.227 & Youth workers in Erasmus+ Youth, n = 5.028 & Project team members in Erasmus+ Youth, n = 3.726

0 = not at all   1   2   3   4   5   6   7   8   9   10 = very much so
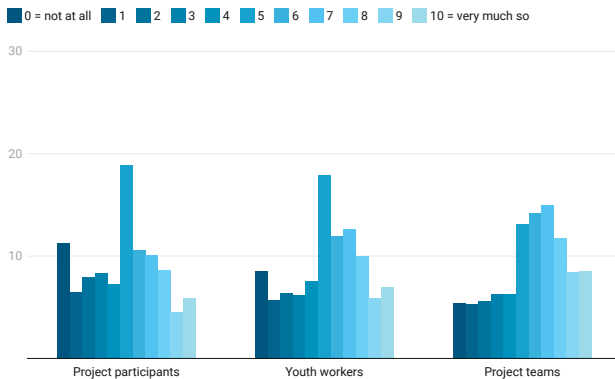
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 4.7 (PP), 5.2 (YW) and 5.7 (PT). Median = 5.0 (PP), 5.0 (YW) and 6.0 (PT).
Source: RAY Transnational Dataset (2024)

In addition, we also asked the participants of youth projects and youth work activities to which extent the recent multiple crises had influenced their personal experience (see Figure 7).

FIGURE 7   **Impact of recent multiple crises on personal experience (PP & YW)**

Project participants (PP) and Youth workers (YW) on the influence of recent crises on their personal experience

Project participants in Erasmus+ Youth, n = 7.195 & Youth workers in Erasmus+ Youth, n = 5.016

0 = not at all   1   2   3   4   5   6   7   8   9   10 = very much
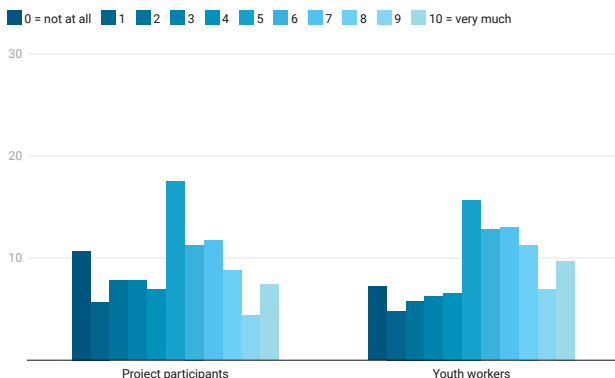
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 4.9 (PP) and 5.6 (YW). Median = 5.0 (PP) and 6.0 (YW).
Source: RAY Transnational Dataset (2024)

2.4 PROJECT EXPERIENCE BY THEMATIC PRIORITY

We asked all respondents to give us an initial indication of how they experienced their project in relation to the four thematic priorities. We asked respondents to position a slider between 0 and 10 to indicate how digital, inclusive, participatory and sustainable their project had been from their point of view. We did not offer any additional explanation, conceding the resulting fuzziness in return for an easy-going start to the survey.

FIGURE 8   **How digital was your project? (ALL)**

Project participants (PP), Youth workers (YW) and Project teams (PT) on how digital they experienced their project

Project participants in Erasmus+ Youth, n = 7.567 & Youth workers in Erasmus+ Youth, n = 5.296 & Project team members in Erasmus+ Youth, n = 3.845

0 = not at all   1   2   3   4   5   6   7   8   9   10 = very much
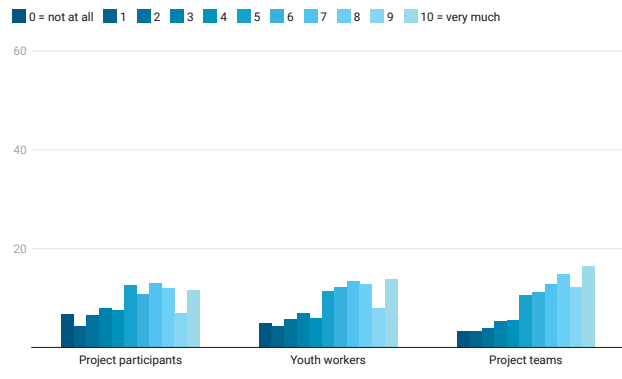
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 5.7 (PP), 6.0 (YW) and 6.6 (PT). Median = 6.0 (PP), 6.0 (YW) and 7.0 (PT).
Source: RAY Transnational Dataset (2024)

FIGURE 9   **How inclusive was your project? (ALL)**

Project participants (PP), Youth workers (YW) and Project teams (PT) on how inclusive they experienced their project

Project participants in Erasmus+ Youth, n = 7.567 & Youth workers in Erasmus+ Youth, n = 5.296 & Project team members in Erasmus+ Youth, n = 3.845

0 = not at all   1   2   3   4   5   6   7   8   9   10 = very much
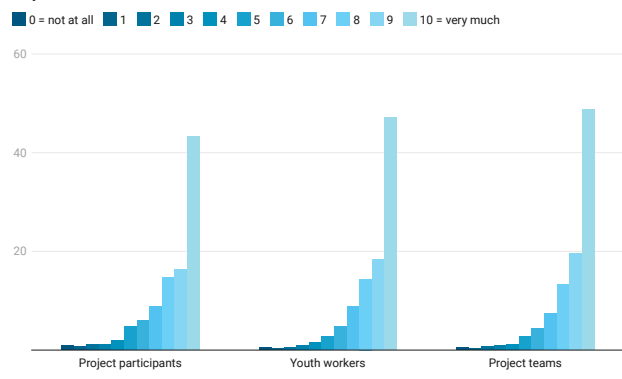
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.3 (PP), 8.7 (YW) and 8.7 (PT). Median = 9.0 (PP), 9.0 (YW) and 9.0 (PT).
Source: RAY Transnational Dataset (2024)

FIGURE 10   **How participatory was your project? (ALL)**

Project participants (PP), Youth workers (YW) and Project teams (PT) on how participatory they experienced their project

Project participants in Erasmus+ Youth, n = 7.567 & Youth workers in Erasmus+ Youth, n = 5.296 & Project team members in Erasmus+ Youth, n = 3.845

0 = not at all   1   2   3   4   5   6   7   8   9   10 = very much
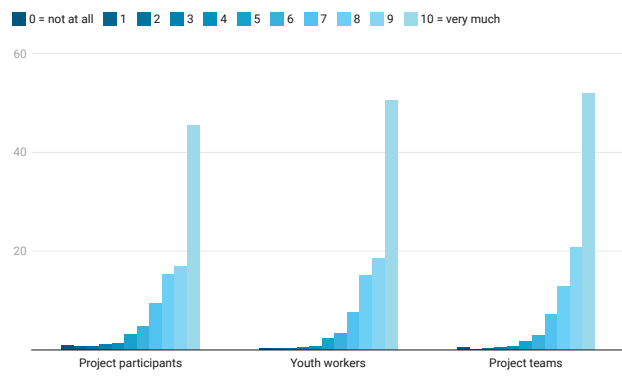
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.5 (PP), 8.8 (YW) and 8.9 (PT). Median = 9.0 (PP), 10.0 (YW) and 10.0 (PT).
Source: RAY Transnational Dataset (2024)

FIGURE 11 **How sustainable was your project? (ALL)**

Project participants (PP), Youth workers (YW) and Project teams (PT) on how sustainable they experienced their project

Project participants in Erasmus+ Youth, n = 7.567 & Youth workers in Erasmus+ Youth, n = 5.296 & Project team members in Erasmus+ Youth, n = 3.845

0 = not at all 1 2 3 4 5 6 7 8 9 10 = very much

11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.8 (PP), 8.1 (YW) and 8.3 (PT). Median = 8.0 (PP), 9.0 (YW) and 9.0 (PT).
Source: RAY Transnational Dataset (2024)
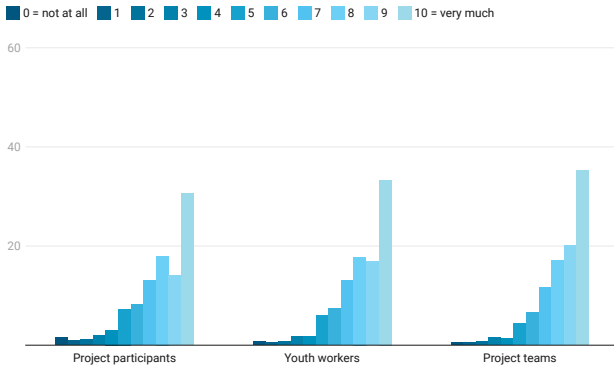
2.5 AFFORDABILITY

We asked the participants of youth projects and youth work activities how easy it had been for them to afford participating in the project, on an integer scale from 0 (not at all easy) to 10 (very easy). See Figure 12 for their responses.

FIGURE 12 **Affordability of participation in project for project participants (PP) and youth workers (YW)**

Affordability of project for participants (PP) & youth workers (YW)

Project participants in Erasmus+ Youth, n = 7.500 & Youth workers in Erasmus+ Youth, n = 5.246

0 = not at all easy 1 2 3 4 5 6 7 8 9 10 = very easy

11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.9 (PP) and 7.9 (YW). Median = 8.0 (PP) and 8.0 (YW).
Source: RAY Transnational Dataset (2024)
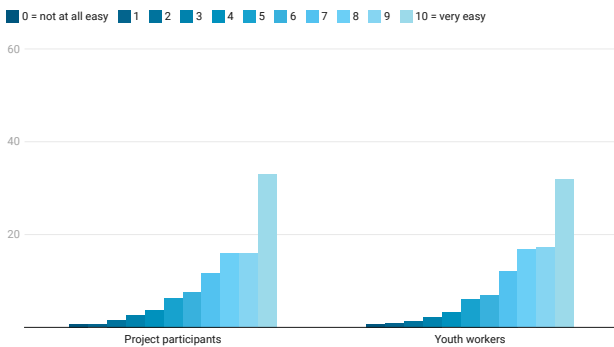
2.6 EASE AND JOY

We asked the participants of youth projects and youth work activities how easy it had been for them to fully express themselves in the project, on an integer scale from 0 (not at all easy) to 10 (very easy), and how much they enjoyed participating in the project (0 = not at all, 10 = very much).

See Figures 13 and 14 for their responses.

FIGURE 13 **Ease of full expression in project for project participants (PP) and youth workers (YW)**

Ease of full expression for participants (PP) & youth workers (YW)

Project participants in Erasmus+ Youth, n = 7.519 & Youth workers in Erasmus+ Youth, n = 5.259

0 = not at all easy 1 2 3 4 5 6 7 8 9 10 = very easy

11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.9 (PP) and 8.2 (YW). Median = 8.0 (PP) and 9.0 (YW).
Source: RAY Transnational Dataset (2024)
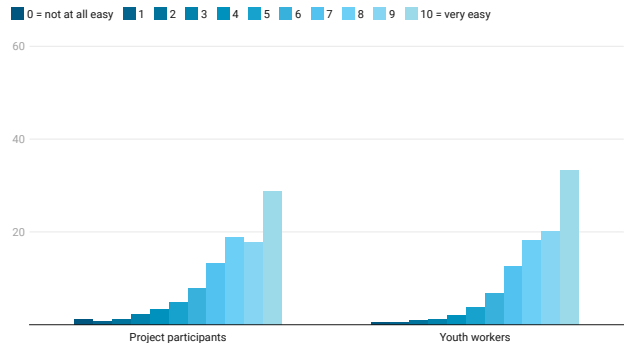
FIGURE 14 **Enjoyment of participation in project for project participants (PP) and youth workers (YW)**

Joy of participation for participants (PP) & youth workers (YW)

Project participants in Erasmus+ Youth, n = 7.522 & Youth workers in Erasmus+ Youth, n = 5.263

0 = not at all 1 2 3 4 5 6 7 8 9 10 = very easy

11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.8 (PP) and 9.0 (YW). Median = 10.0 (PP) and 10.0 (YW).
Source: RAY Transnational Dataset (2024)
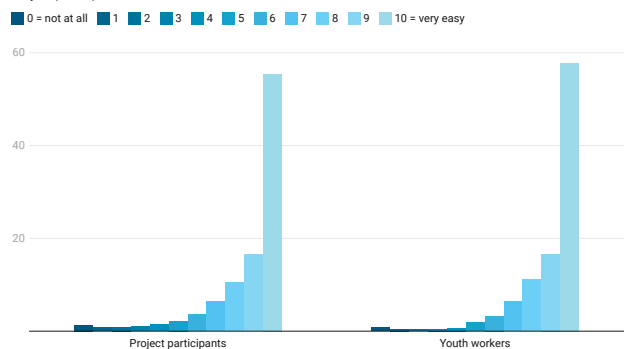
2.7 CLOSENESS TO EUROPE

We asked the participants of youth projects and youth work activities how close they felt to Europe before the project, and how close they feel to Europe after the project has completed, both on an integer scale from 0 (not at all close) to 10 (very close).

See Figures 15 and 16 on the next page for their responses in comparison, and keep in mind that we have asked both questions retrospectively, after their learning mobility experience.[5]

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5 We are currently not conducting surveys before participants join a project or activity. Also keep in mind that asking questions in a pre-survey comes with its own challenges, among them that participants may not be able to respond fully prior to their learning experience.

FIGURE 15   **Closeness to Europe *before* project of project participants (PP) and youth workers (YW)**

Closeness to Europe before project – project participants (PP) and youth workers (YW)

Project participants in Erasmus+ Youth, n = 7.458 & Youth workers in Erasmus+ Youth, n = 5.175

■ 0 = not at all close ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 = very close
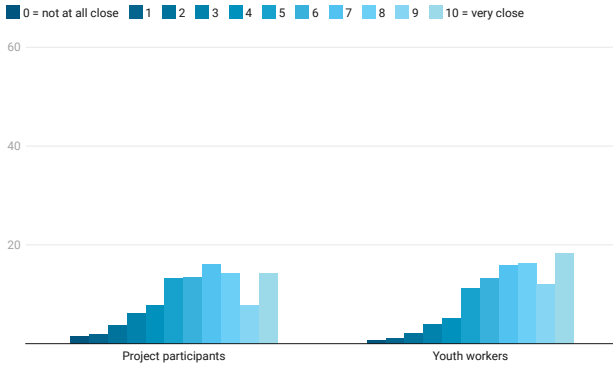
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 6.4 (PP) and 7.1 (YW). Median = 7.0 (PP) and 7.0 (YW).
Source: RAY Transnational Dataset (2024)

FIGURE 16   **Closeness to Europe *after* project of project participants (PP) and youth workers (YW)**

Closeness to Europe after project – project participants (PP) and youth workers (YW)

Project participants in Erasmus+ Youth, n = 7.485 & Youth workers in Erasmus+ Youth, n = 5.210

■ 0 = not at all close ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 = very close

11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.9 (PP) and 8.2 (YW). Median = 8.0 (PP) and 9.0 (YW).
Source: RAY Transnational Dataset (2024)

2.8 PROJECT OUTCOMES

We asked the participants of youth projects and youth work activities how meaningful the project had been for them, on an integer scale from 0 (not at all meaningful) to 10 (very meaningful).

We asked project team members for their assessment regarding the relevance of their project, on an integer scale from 0 (not at all relevant) to 10 (very relevant), and the sustainability of the project's outcomes, also on an integer scale from 0 (not all all sustainable) to 10 (very sustainable).

See Figures 17 for the responses of participants and Figures 18 and 19 for the team responses.

FIGURE 17   **Meaningfulness of project for project participants (PP) and youth workers (YW)**

Meaningfulness of project for project participants (PP) and youth workers (YW)

Project participants in Erasmus+ Youth, n = 7.508 & Youth workers in Erasmus+ Youth, n = 5.240

■ 0 = not at all meaningful ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 = very meaningful
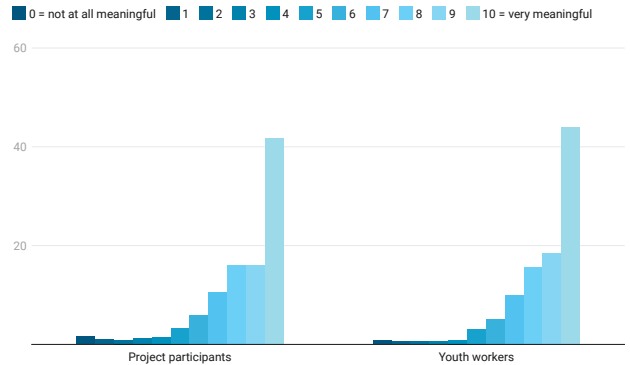
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.3 (PP) and 8.6 (YW). Median = 9.0 (PP) and 9.0 (YW).
Source: RAY Transnational Dataset (2024)

FIGURE 18   **Relevance of project from perspective of project teams (PT)**

Project teams (PT) on relevance of project outcomes

Project team members in Erasmus+ Youth, n = 3.826

■ 0 = not at all relevant ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 = very relevant
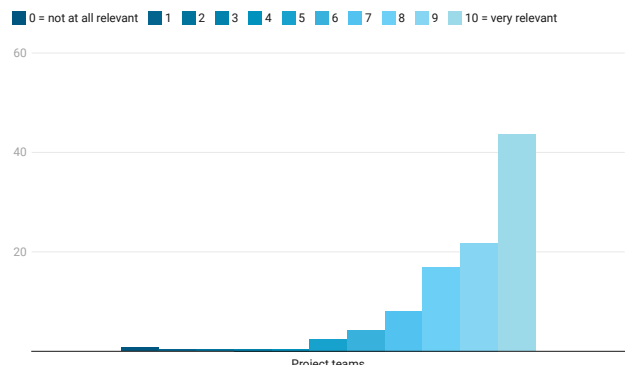
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.7 (PT). Median = 9.0 (PT).
Source: RAY Transnational Dataset (2024)

FIGURE 19   **Sustainability of project outcomes from perspective of project teams (PT)**

Project teams (PT) on sustainability of project outcomes

Project team members in Erasmus+ Youth, n = 3.815

■ 0 = not at all sustainable ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 = very sustainable
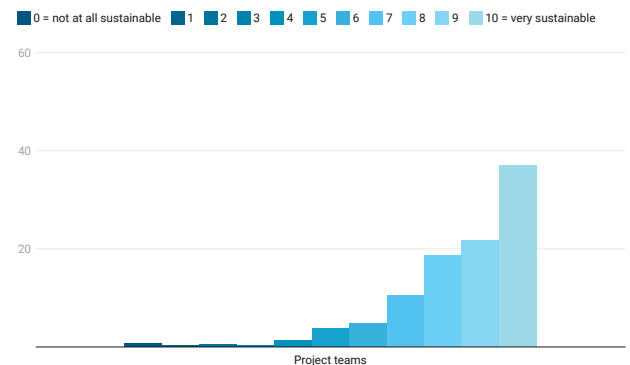
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.5 (PT). Median = 9.0 (PT).
Source: RAY Transnational Dataset (2024)

2.9 OVERALL PROJECT EXPERIENCE

We asked all respondents to give us an initial indication of how they experienced their project overall by picking an emoji, representing a scale from 1 (very bad project experience) to 5 (very good project experience).

See Figures 20, 21 and 22 for the responses of participants of youth projects (PP), of youth work activities (YW), and of project teams (PT) – and Figure 23 for a comparative chart with all three responses in one graph.

FIGURE 20 — **Overall project experience of project participants (PP)**

Overall project experience of project participants (PP)

Project participants in Erasmus+ Youth, n = 7.567

■ 1 = 🤮 ■ 2 ■ 3 ■ 4 ■ 5 = 😍

5 point scaling question, slider with interval stops from 1 to 5, represented by emojis, 1 = very bad overall project experience 🤮 – 5 = very good overall project experience 😍. Median 5.0 (PP). Emojis adjust to operating system and browser settings of respondents.
Source: RAY Transnational Dataset (2024)

FIGURE 22 — **Overall project experience of project teams (PT)**

Overall project experience of project teams (PT)

Project team members in Erasmus+ Youth, n = 3.845

■ 1 = 🤮 ■ 2 ■ 3 ■ 4 ■ 5 = 😍

5 point scaling question, slider with interval stops from 1 to 5, represented by emojis, 1 = very bad overall project experience 🤮 – 5 = very good overall project experience 😍. Median 5.0 (PT). Emojis adjust to operating system and browser settings of respondents.
Source: RAY Transnational Dataset (2024)

FIGURE 21 — **Overall project experience of youth workers (YW)**

Overall project experience of youth workers (YW)

Youth workers in Erasmus+ Youth, n = 5.296

■ 1 = 🤮 ■ 2 ■ 3 ■ 4 ■ 5 = 😍

5 point scaling question, slider with interval stops from 1 to 5, represented by emojis, 1 = very bad overall project experience 🤮 – 5 = very good overall project experience 😍. Median 5.0 (YW). Emojis adjust to operating system and browser settings of respondents.
Source: RAY Transnational Dataset (2024)

FIGURE 23 — <mark>**Overall project experience of project teams (PT)**</mark>

Overall project experience of all respondents in comparison (PP, YW & PT)

Project participants in Erasmus+ Youth, n = 7.567, Youth workers in Erasmus+ Youth, n = 5.296, Project team members in Erasmus+ Youth, n = 3.845

■ 1 = 🤮 ■ 2 ■ 3 ■ 4 ■ 5 = 😍

5 point scaling question, slider with interval stops from 1 to 5, represented by emojis, 1 = very bad overall project experience 🤮 – 5 = very good overall project experience 😍. Median 5.0 (PP, YW & PT). Emojis adjust to operating system and browser settings of respondents.
Source: RAY Transnational Dataset (2024)

3 — THEMATIC PRIORITIES

This chapter explores the four horizontal thematic priorities of the Erasmus+ Programme, including Erasmus+ Youth.

In our surveys, we covered these thematic priorities through parallel modules, such that respondents would only see one of the four thematic priority modules, which were assigned to them randomly: (1) participation, (2) diversity and inclusion, (3) digitalisation, and (4) sustainability.[1]

3.1 PARTICIPATION

3.1.1 YOUTH PROJECTS

This section summarises the participation module data for youth projects (youth exchanges and youth participation projects).

To open this (and each) thematic module, project participants were asked whether they learned something new through the project, here in relation to participation.

In the first of two questions, they could choose between democracy, participation in civil society, participation in democratic life, how to actively contribute to Europe, and how the European Union works. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

Figure 1 provides an overview of the knowledge acquired by project participants through the project in relation to participation.

FIGURE 24 **Participation knowledge acquired by project participants (PP)**

In the project, I learned something about … (PP)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.143

participation in civil society	58.2%
how to actively contribute to Europe	44.9%
participation in democratic life	34.3%
how the European Union works	33.8%
democracy	26.1%
none of the above	17.8%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)
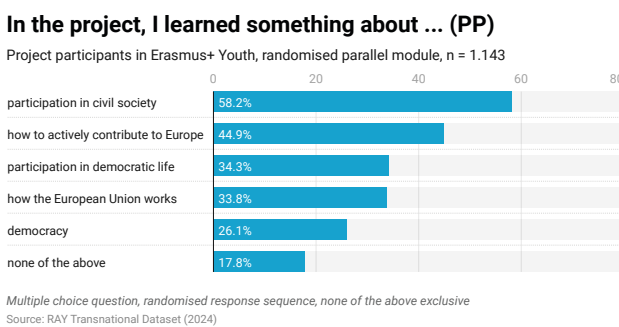
In contrast, we asked project teams which topics they addressed in their project. Figure 2 shows the topics team members said they had addressed versus topics participants said they have learned about:

FIGURE 25 **Participation knowledge acquired by project participants (PP) *versus* topics addressed in projects (PT)**

Learned about (participants) vs topics addressed (teams)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.143 & Project team members in Erasmus+ Youth, randomised parallel module, n = 679

■ Project participants (learned something about in our project)
■ Project teams (addressed the topic in our project)

participation in civil society	58.2%	76.0%
how to actively contribute to Europe	44.9%	54.1%
participation in democratic life	34.3%	53.8%
how the European Union works	33.8%	30.9%
democracy	26.1%	38.4%
none of the above	17.8%	4.7%

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, project participants were asked whether they learned something new through the project in relation to some of the values and concepts connected to participation.

They could choose between equality, human rights, solidarity, acceptance, inclusion, non-violence, empathy, and critical thinking. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option (see Figure 3 for an overview of these additional learnings).

FIGURE 26 **Additional participation learnings by project participants (PP)**

In the project, I also learned something about … (PP)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.145

acceptance	61.2%
empathy	60.1%
inclusion	59.5%
critical thinking	59.2%
equality	58.7%
solidarity	54.0%
human rights	49.4%
non-violence	35.5%
none of the above	5.4%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

---

1   The full names of the thematic priorities: (1) participation in democratic life, (2) inclusion and diversity, (3) digital transformation, and (4) environment and fight against climate change

Figure 4 shows the comparison between participants and teams for the additional learnings.

FIGURE 27   **Additional participation learnings by project participants (PP) *versus* topics touched upon in projects (PT)**

Learned about (participants) vs topics touched upon (teams)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.145 & Project team members in Erasmus+ Youth, randomised parallel module, n = 709

■ Project participants (learned something about this value or concept in our project)
■ Project teams (touched upon this value or concept in our project)

acceptance	61.2% / 62.1%
empathy	60.1% / 61.5%
inclusion	59.5% / 74.9%
critical thinking	59.2% / 67.3%
equality	58.7% / 69.1%
solidarity	54.0% / 59.9%
human rights	49.4% / 51.6%
non-violence	35.5% / 44.7%
none of the above	5.4% / 1.8%

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

Following the two introductory multiple choice questions, project participants were asked whether they were able to contribute their views and ideas to the project (see Figure 5).

FIGURE 28   **Contribution of views and ideas by project participants (PP)**

I was able to contribute my views and ideas to the project (PP).

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.145

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

Values in percent: 1.4%, 1.7%, 8.2%, 41.2%, 47.4%

5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)
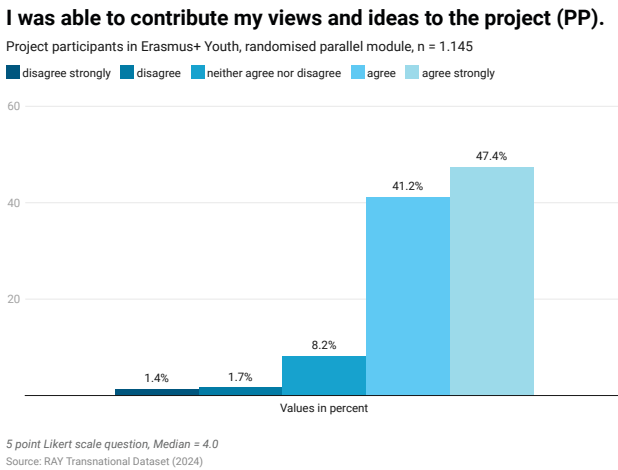
Right afterwards, project participants were asked whether they were satisfied with how their contributions were integrated into the project. There is a small difference between the responses to both questions, but the median remains at 4.0 for both.

Project teams were asked, for comparison, to which extent they think participants were able to contribute, and how satisfied they were with how they integrated the contributions of project par-

ticipants. Their view is noticeably more positive, with the median at 5.0 for both questions (see Figures 6 and 7).

FIGURE 29   **Ability of project participants to contribute (PP) *versus* perception of project teams of participants' ability to contribute (PT)**

Ability of project participants to contribute (PP) vs perception of project teams of ability to contribute (PT)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.145 & Project team members in Erasmus+ Youth, randomised parallel module, n = 711

■ Project participants ■ Project teams

	PP	PT
disagree strongly	1.4%	0.7%
disagree	1.7%	0.6%
neither agree nor disagree	8.2%	1.8%
agree	41.2%	31.1%
agree strongly	47.4%	65.8%

5 point Likert scale question, Median = 4.0 (PP) and 5.0 (PT)
Source: RAY Transnational Dataset (2024)

FIGURE 30   **Satisfaction of project participants with the integration of their contributions into the project (PP) *versus* satisfaction of project teams with their integration of participants' contributions into the project (PT)**
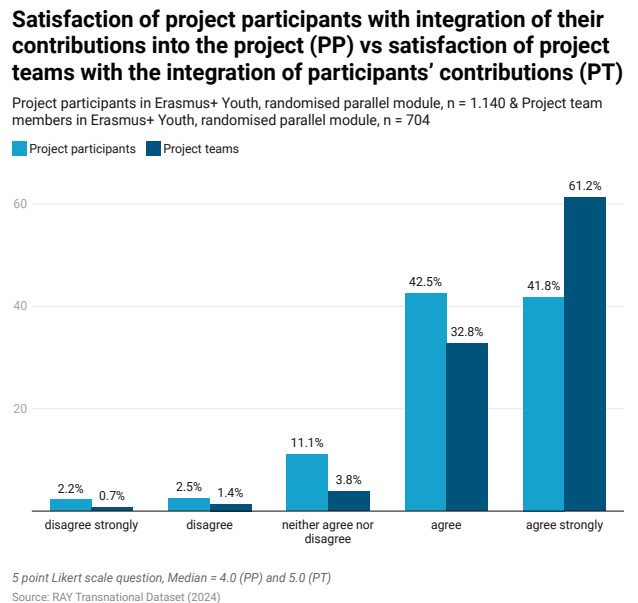
Satisfaction of project participants with integration of their contributions into the project (PP) vs satisfaction of project teams with the integration of participants' contributions (PT)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.140 & Project team members in Erasmus+ Youth, randomised parallel module, n = 704

■ Project participants ■ Project teams

	PP	PT
disagree strongly	2.2%	0.7%
disagree	2.5%	1.4%
neither agree nor disagree	11.1%	3.8%
agree	42.5%	32.8%
agree strongly	41.8%	61.2%

5 point Likert scale question, Median = 4.0 (PP) and 5.0 (PT)
Source: RAY Transnational Dataset (2024)

The thematic module on participation concludes with three questions exploring whether, and if so how, the project has changed participation practices and/or intentions of participants.

Participants were asked whether they engage in civil society differently and whether their interest in elections and/or democratic processes has changed after the project.

Figure 8 shows these changes, as perceived by project participants themselves, in direct comparison between the three questions. In the surveys, they were asked in direct sequence, such that they were visible at the same time.

Figure 9 then shows the assessment of project teams, whom we have asked to which extent they agree with three related statements:

(1) After the project, participants are better able to actively engage in civil society. (2) After the project, participants are more interested in participating in elections. (3) After the project, participants are more interested in participating in democratic processes.

FIGURE 31   **Impact of project on participatory actions and intentions of project participants (PP)**

Project impact on participant's actions and intentions (PP)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.144
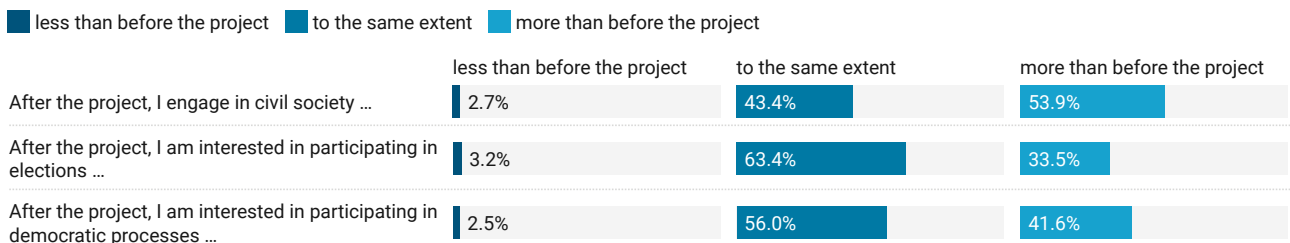
■ less than before the project   ■ to the same extent   ■ more than before the project

	less than before the project	to the same extent	more than before the project
After the project, I engage in civil society …	2.7%	43.4%	53.9%
After the project, I am interested in participating in elections …	3.2%	63.4%	33.5%
After the project, I am interested in participating in democratic processes …	2.5%	56.0%	41.6%

Three questions asked in direct sequence with identical response options (less, same, more)
Source: RAY Transnational Dataset (2024)

FIGURE 32   **Project teams on participants' abilities and intentions after the project (PT)**

Project teams on participants' abilities and interests after the project (PT)

Project team members in Erasmus+ Youth, randomised parallel module, n = 707
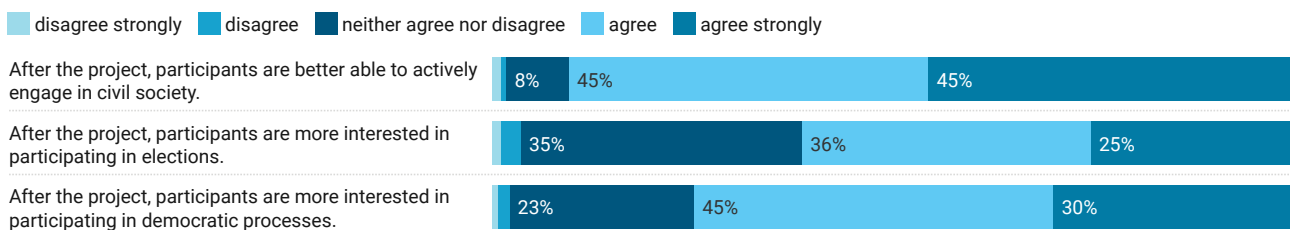
■ disagree strongly   ■ disagree   ■ neither agree nor disagree   ■ agree   ■ agree strongly

After the project, participants are better able to actively engage in civil society.	8%	45%	45%
After the project, participants are more interested in participating in elections.	35%	36%	25%
After the project, participants are more interested in participating in democratic processes.	23%	45%	30%

Three questions asked in direct sequence with identical response options: 5 point Likert scale questions, Median for all questions = 4.0
Source: RAY Transnational Dataset (2024)

3.1.2 YOUTH WORK ACTIVITIES

This section summarises the participation module data for youth work activities (youth worker mobilities and training and cooperation activities).

To open this (and each) thematic module, youth workers were asked whether they learned something new through their activity in relation to participation.

In the first of two questions, they could choose between instruments, models, practices and/or strategies for active participation, and the role of active participation in democracies. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

Figure 10 provides an overview of the knowledge acquired by youth workers through their activity in relation to participation.

FIGURE 33 **Participation knowledge acquired by youth workers (YW)**

In the project, I learned something about ... (YW)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.322

practices for active participation	69.6%
strategies for active participation	60.4%
instruments for active participation	57.1%
models for active participation	50.1%
the role of active participation in democracies	35.3%
none of the above	6.8%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In contrast, we asked project teams which of these topics they explored in their activity. Figure 11 shows the topics team members said they had explored versus topics youth workers said they have learned about:

FIGURE 34 **Participation knowledge acquired by youth workers (YW) *versus* topics explored in activities (PT)**

Learned about (youth workers) vs topics explored (teams)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.322 & Project team members in Erasmus+ Youth, randomised parallel module, n = 236

Youth workers (learned something about in our activity)
Project teams (explored the topic in our activity)

practices for active participation	69.6% / 72.9%
strategies for active participation	60.4% / 53.4%
instruments for active participation	57.1% / 67.4%
models for active participation	50.1% / 51.3%
the role of active participation in democracies	35.3% / 36.0%
none of the above	6.8% / 3.4%

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, youth workers were asked whether they learned something new through their activity in relation to some of the values and concepts connected to participation.

They could choose between equality, human rights, solidarity, acceptance, inclusion, non-violence, empathy, and critical thinking. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option (see Figure 12 for an overview of these additional learnings).

FIGURE 35 **Additional participation learnings of youth workers (YW)**

In the activity, I also learned something about ... (YW)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.322

inclusion	69.6%
critical thinking	67.0%
empathy	63.9%
acceptance	59.9%
solidarity	59.8%
equality	58.2%
human rights	44.6%
non-violence	35.8%
none of the above	3.3%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)
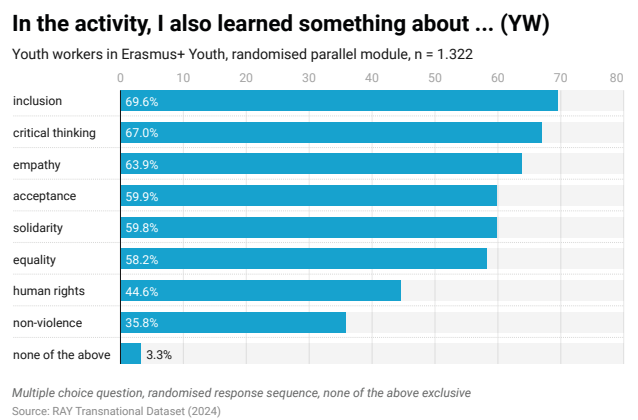
Figure 13 shows the comparison between youth workers and teams for the additional learnings.

FIGURE 36 **Additional participation learnings of youth workers (YW) *versus* topics touched upon in projects (PT)**

Learned about (youth workers) vs topics touched upon (teams)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.322 & Project team members in Erasmus+ Youth, randomised parallel module, n = 237

Youth workers (learned something about this value or concept in our activity)
Project teams (touched upon this value or concept in our activity)

inclusion	69.6% / 81.4%
critical thinking	67.0% / 72.6%
empathy	63.9% / 66.2%
acceptance	59.9% / 59.1%
solidarity	59.8% / 64.1%
equality	58.2% / 58.6%
human rights	44.6% / 48.9%
non-violence	35.8% / 47.3%
none of the above	3.3% / 0.4%

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

Following the two introductory multiple choice questions, youth workers were asked whether they were able to contribute their views and ideas to the activity (see Figure 14).

FIGURE 37 **Contribution of views and ideas by youth workers (YW)**

I was able to contribute my views and ideas to the activity (YW).
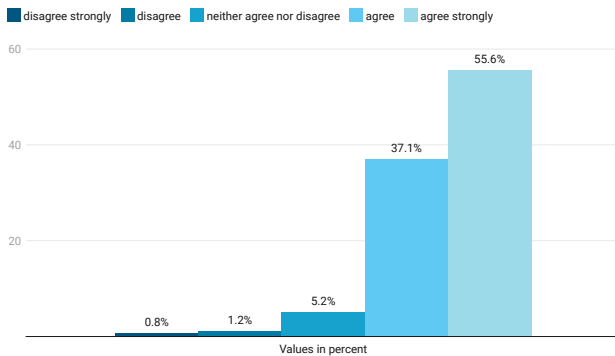
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.312

disagree strongly ▪ disagree ▪ neither agree nor disagree ▪ agree ▪ agree strongly

5 point Likert scale question, Median = 5.0
Source: RAY Transnational Dataset (2024)

Right afterwards, youth workers were asked whether they were satisfied with how their contributions were integrated into the activity. There is a small difference between the responses to both questions, with the median for the second question dropping slightly to 4.0.

Project teams were asked, for comparison, to which extent they think youth workers were able to contribute, and how satisfied they were with how they integrated these contributions. Their view is noticeably more positive, with the median at 5.0 for both questions (see Figures 15 and 16).

FIGURE 38 **Ability of youth workers to contribute (YW) *versus* perception of project teams of youth workers' ability to contribute (PT)**

Ability of youth workers to contribute (YW) vs perception of project teams of ability to contribute (PT)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.312 & Project team members in Erasmus+ Youth, randomised parallel module, n = 235

▪ Youth workers ▪ Project teams
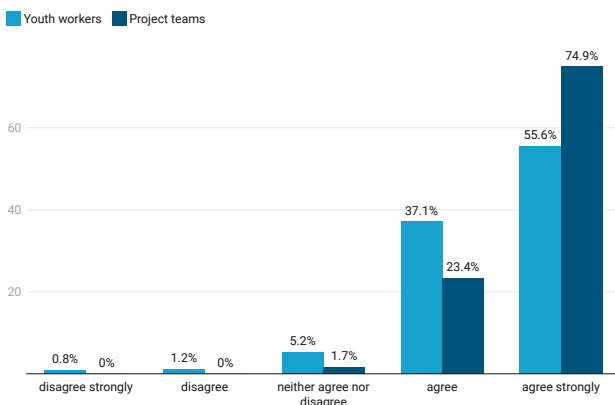
5 point Likert scale question, Median = 5.0 (YW) and 5.0 (PT)
Source: RAY Transnational Dataset (2024)

FIGURE 39 **Satisfaction of youth workers with the integration of their contributions into the activity (YW) *versus* satisfaction of project teams with their integration of youth workers' contributions into the activity (PT)**

Satisfaction of youth workers with integration of their contributions into the activity (YW) vs satisfaction of project teams with the integration of youth workers' contributions (PT)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.313 & Project team members in Erasmus+ Youth, randomised parallel module, n = 237

▪ Youth workers ▪ Project teams
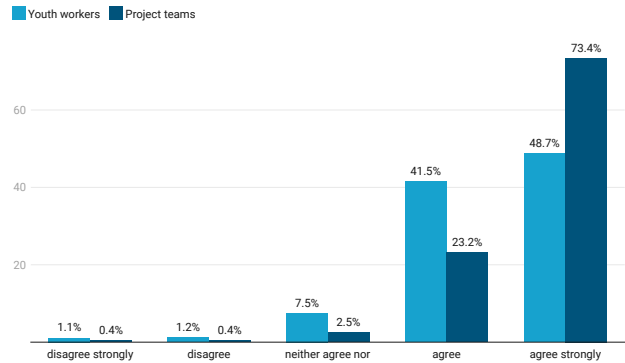
5 point Likert scale question, Median = 4.0 (YW) and 5.0 (PT)
Source: RAY Transnational Dataset (2024)

The thematic module on participation concludes with three questions exploring whether, and if so how, the project has changed participation practices and/or intentions of youth workers.

Youth workers were asked whether they engage in civil society differently and whether their interest in elections and/or democratic processes has changed after the project.

Figure 17 shows these changes, as perceived by youth workers themselves, in direct comparison between the three questions. In the surveys, they were asked in direct sequence, such that they were visible at the same time.

Figure 18 then shows the assessment of project teams, whom we have asked to which extent they agree with three related statements:

(1) After the project, participants are better able to actively engage in civil society. (2) After the project, participants are more interested in participating in elections. (3) After the project, participants are more interested in participating in democratic processes.[2]

---

2 You might have noticed the difference in terminology between *activity* and *project* here. This is intentional: While youth workers usually consider a training course or seminar they participate in as an activity, the project teams tend to perceive them as part of larger projects, such as a series of trainings, a kick-off training in a larger professional development programme, and so on.

FIGURE 40 **Impact of activity on participatory actions and intentions of youth workers (YW)**

Project impact on youth workers' actions and intentions (YW)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.315
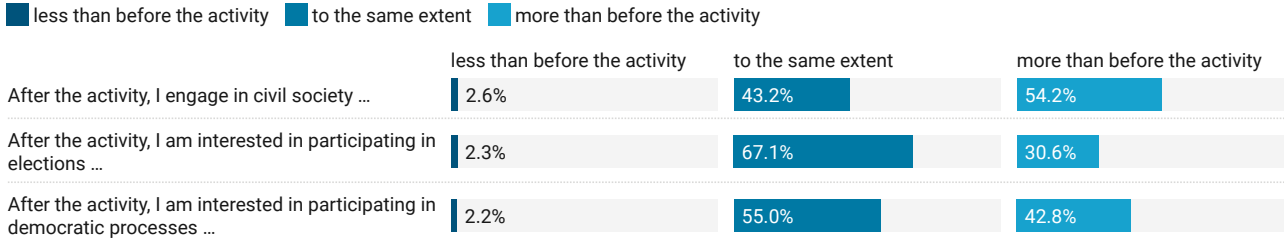
■ less than before the activity ■ to the same extent ■ more than before the activity

	less than before the activity	to the same extent	more than before the activity
After the activity, I engage in civil society …	2.6%	43.2%	54.2%
After the activity, I am interested in participating in elections …	2.3%	67.1%	30.6%
After the activity, I am interested in participating in democratic processes …	2.2%	55.0%	42.8%

Three questions asked in direct sequence with identical response options (less, same, more)
Source: RAY Transnational Dataset (2024)

FIGURE 41 **Project teams on youth workers' abilities and intentions after the activity (PT)**

Project teams on youth workers' abilities and interests after the project (PT)

Project team members in Erasmus+ Youth, randomised parallel module, n = 236

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

After the project, participants are better able to actively engage in civil society.	43%	52%	
After the project, participants are more interested in participating in elections.	39%	30%	26%
After the project, participants are more interested in participating in democratic processes.	23%	42%	34%
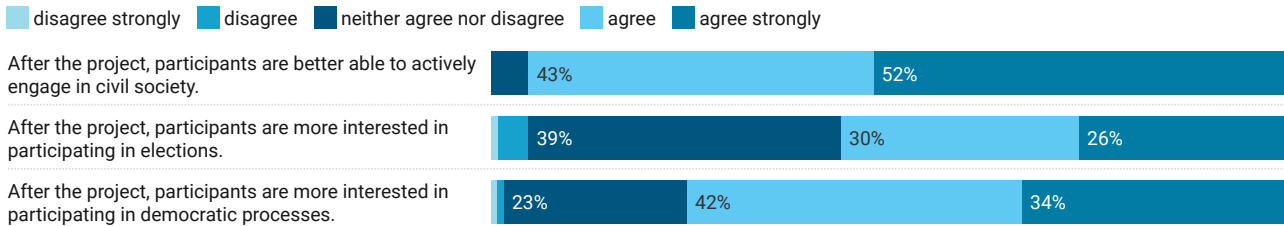
Three questions asked in direct sequence with identical response options: 5 point Likert scale questions, Median for all questions = 4.0
Source: RAY Transnational Dataset (2024)

3.2 DIVERSITY AND INCLUSION

3.2.1 YOUTH PROJECTS

This section summarises the diversity and inclusion module data for youth projects (youth exchanges and youth participation projects).

To open this (and each) thematic module, project participants were asked whether they learned something new through the project, here in relation to diversity and inclusion.

In the first of two questions, they could choose between diversity, inclusion, democracy, solidarity, and European values. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* listed at the end as an exclusive option.

Figure 19 provides an overview of the knowledge acquired by project participants through the project in relation to inclusion and diversity.

FIGURE 42 **Diversity & inclusion knowledge acquired by project participants (PP)**

In the project, I learned something about ... (PP)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.160
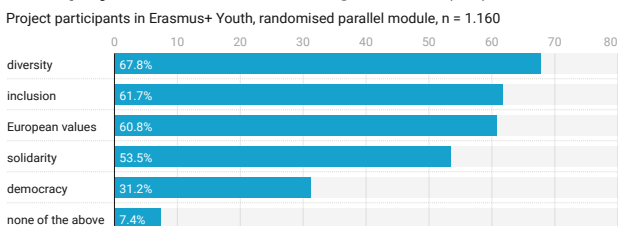
Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In contrast, we asked project teams which topics they addressed in their project. Figure 20 shows the topics team members said they had addressed versus topics participants said they have learned about:

FIGURE 43 **Diversity & inclusion knowledge acquired by project participants (PP) *vs* topics addressed in projects (PT)**

Learned about (participants) vs topics addressed (teams)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.160 & Project team members in Erasmus+ Youth, randomised parallel module, n = 703

■ Project participants (learned something about in our project)
■ Project teams (addressed the topic in our project)

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, project participants were asked whether they learned something new through the project in relation to some of the values and concepts connected to diversity and inclusion.

They could choose between equality, human rights, solidarity, acceptance, non-discrimination, dimensions of inequalities, empathy, and critical thinking. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

Figure 21 provides an overview of the knowledge acquired by project participants through the project in relation to values and concepts connected to diversity and inclusion.

FIGURE 44 **Inclusion and diversity knowledge acquired by project participants (PP)**

In the project, I also learned something about ... (PP)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.158

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

Figure 22 shows the comparison between the additional learnings of project participants and additional aspects addressed by project teams.

FIGURE 45 **Additional participation learnings by project participants (PP) *versus* topics touched upon in projects (PT)**

Learned about (participants) vs topics touched upon (teams)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.158 & Project team members in Erasmus+ Youth, randomised parallel module, n = 713

■ Project participants (learned something about this value or concept in our project)
■ Project teams (touched upon this value or concept in our project)

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

Following the two introductory multiple choice questions, project participants were asked whether they felt well integrated into the project (see Figure 23).

FIGURE 46 **Feeling of integration of project participants into the project (PP)**

I felt well integrated into the project (PP).
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.153

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

5 point Likert scale question, Median = 5.0
Source: RAY Transnational Dataset (2024)
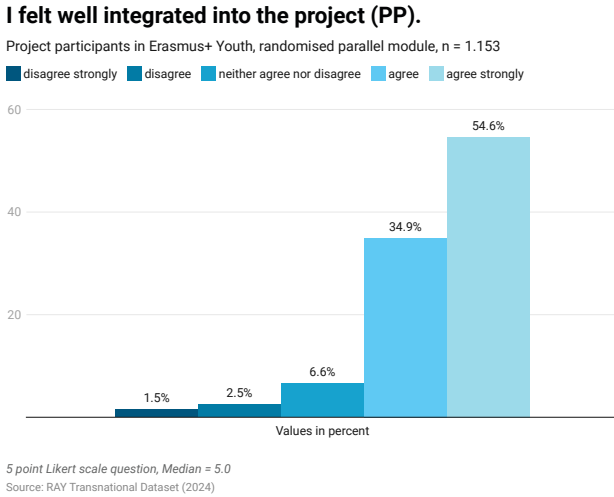
Project teams were asked, for comparison, to which extent they felt that participants were well integrated into the project. Their view is slightly more positive, with the median at 5.0 for both respondent groups (see Figure 24).

FIGURE 47 **Project participants on feeling well integrated into the project (PP) *versus* project teams' feeling that participants were well integrated (PT)**

Project participants on feeling well integrated into the project (PP) vs Project teams' feeling that participants were well integrated (PT)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.153 & Project team members in Erasmus+ Youth, randomised parallel module, n = 705

■ Project participants ■ Project teams

5 point Likert scale question, Median = 5.0 (PP) and 5.0 (PT)
Source: RAY Transnational Dataset (2024)

Project participants and project teams were then both asked whether they observed or experienced barriers to inclusion during the project, on an integer scale from 0 (not at all) to 10 (very much).

FIGURE 48 **Project participants on having observed or experienced barriers to inclusion (PP) *versus* project teams having observed or experienced barriers to inclusion (PT)**

Project participants on having observed or experienced barriers to inclusion (PP) vs project teams having observed or experienced barriers to inclusion (PT)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.142 & Project team members in Erasmus+ Youth, randomised parallel module, n = 704

■ 0 = not at all ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 = very much so
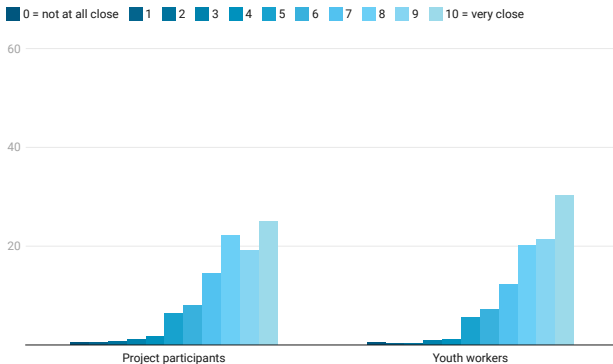

11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 3.4 (PP) and 2.9 (PT). Median = 2.0 (PP) and 2.0 (PT).
Source: RAY Transnational Dataset (2024)

Close to 30% of project participants and close to 40% of project team members did neither observe nor experience any barriers to inclusion.

Around two thirds of respondents did observe or experience barriers to inclusion, however, and they were presented with a follow-up question:

To what extent do you agree or disagree with this statement? **"In the project, we managed to overcome these barriers."**

FIGURE 49 **Overcoming barriers: project participants (PP) *versus* project teams (PT)**
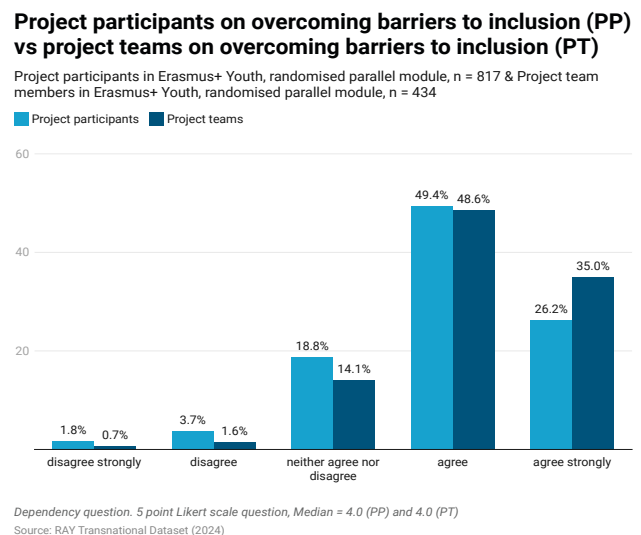
Project participants on overcoming barriers to inclusion (PP) vs project teams on overcoming barriers to inclusion (PT)
Project participants in Erasmus+ Youth, randomised parallel module, n = 817 & Project team members in Erasmus+ Youth, randomised parallel module, n = 434

■ Project participants ■ Project teams

Dependency question. 5 point Likert scale question, Median = 4.0 (PP) and 4.0 (PT)
Source: RAY Transnational Dataset (2024)

The thematic module on diversity and inclusion concludes with three questions exploring whether, and if so how, the project has changed practices and/or intentions of participants.

Participants were asked whether they actively support diversity differently, whether they actively stand up against discrimination and intolerance differently, and whether they stand up for their own rights differently after the project.

Figure 27 shows these changes, as perceived by project participants themselves, in direct comparison between the three questions.

In the surveys, these three questions were asked in direct sequence, such that they were visible at the same time.

Figure 28 then shows the assessment of project teams, whom we have asked to which extent they agree with three related statements:

(1) After the project, participants are better able to actively support diversity. (2) After the project, participants are better able to stand up against discrimination and intolerance. (3) After the project, participants are better able to stand up for their own rights.

FIGURE 50   **Impact of project on actions and intentions of project participants (PP) related to diversity and inclusion**

Project impact on participant's actions and intentions (PP)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.160

■ less than before the project   ■ to the same extent   ■ more than before the project

	less than before the project	to the same extent	more than before the project
After the project, I actively support diversity …	2.2%	43.5%	54.2%
After the project, I actively stand up against discrimination and intolerance …	1.7%	44.3%	54.0%
After the project, I actively stand up for my own rights …	1.6%	43.7%	54.7%
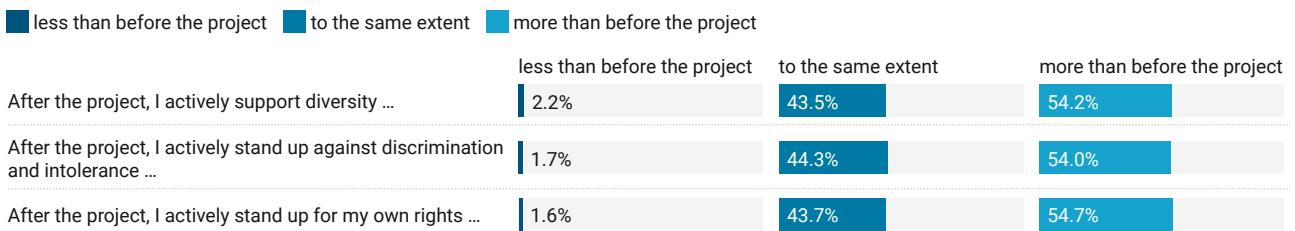
Three questions asked in direct sequence with identical response options (less, same, more)
Source: RAY Transnational Dataset (2024)

FIGURE 51   **Project teams on participants' abilities and intentions after the project (PT)**

Project teams on participants' abilities and interests after the project (PT)

Project team members in Erasmus+ Youth, randomised parallel module, n = 711

■ disagree strongly   ■ disagree   ■ neither agree nor disagree   ■ agree   ■ agree strongly

After the project, participants are better able to actively support diversity.	7%	43%	49%
After the project, participants are better able to stand up against discrimination and intolerance.	10%	42%	46%
After the project, participants are better able to stand up for their own rights.	9%	46%	43%

Three questions asked in direct sequence with identical response options: 5 point Likert scale questions, Median for all questions = 4.0
Source: RAY Transnational Dataset (2024)

3.2.2 YOUTH WORK ACTIVITIES

This section summarises the diversity and inclusion module data for youth work activities (youth worker mobilities and training and cooperation activities).

To open this (and each) thematic module, youth workers were asked whether they learned something new through the activity, here in relation to diversity and inclusion.

In the first of two questions, they could choose between instruments, models, practices and/or strategies for diversity and inclusion, and the role of diversity and inclusion in democracies. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.
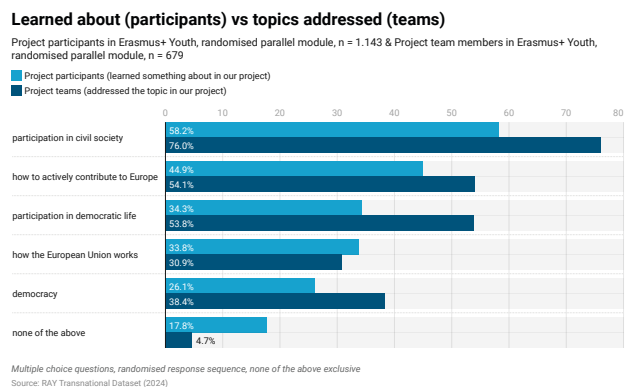
Figure 29 provides an overview of the knowledge acquired by youth workers through the activity in relation to inclusion and diversity.

FIGURE 52   **Diversity & inclusion knowledge acquired by youth workers (YW)**

In the activity, I learned something about ... (YW)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.333

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In contrast, we asked project teams which topics they addressed in their activity. Figure 30 shows the topics team members said they had explored versus topics participants said they have learned about:
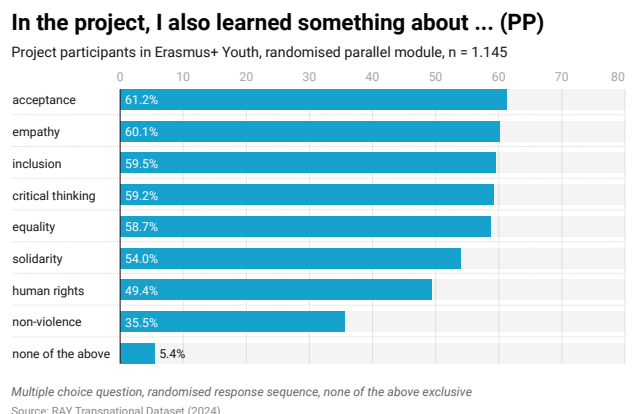
FIGURE 53   **Diversity & inclusion knowledge acquired by youth workers (YW) *vs* topics explored in activities (PT)**
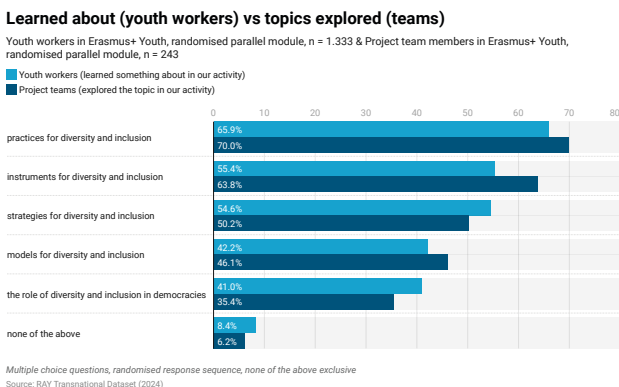
Learned about (youth workers) vs topics explored (teams)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.333 & Project team members in Erasmus+ Youth, randomised parallel module, n = 243

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, youth workers were asked whether they learned something new through their activity in relation to some of the values and concepts connected to diversity and inclusion.

They could choose between equality, human rights, solidarity, acceptance, non-discrimination, dimensions of inequalities, empathy, and critical thinking.

These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

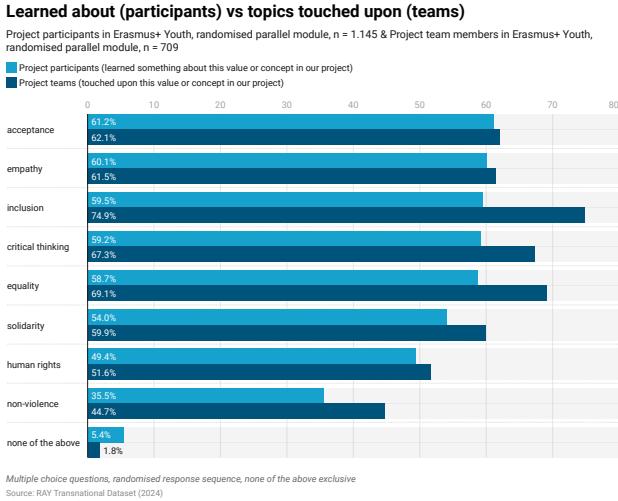See Figure 31 for an overview of these additional learnings.

FIGURE 54   **Additional diversity and inclusion learnings of youth workers (YW)**

In the activity, I also learned something about ... (YW)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.337

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)
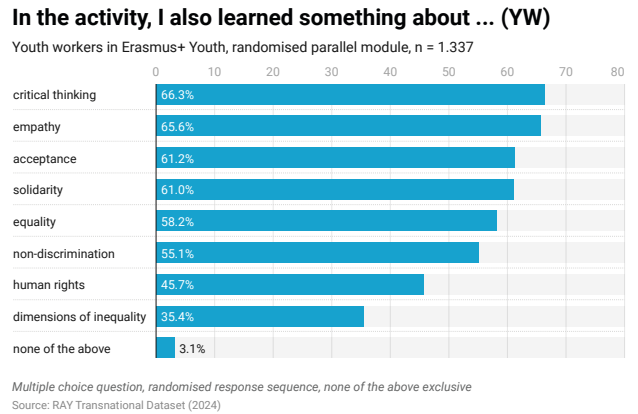
Figure 32 shows the comparison between youth workers and project teams for the additional learnings.

FIGURE 55   **Additional diversity and inclusion learnings of youth workers (YW) *versus* topics touched upon (PT)**
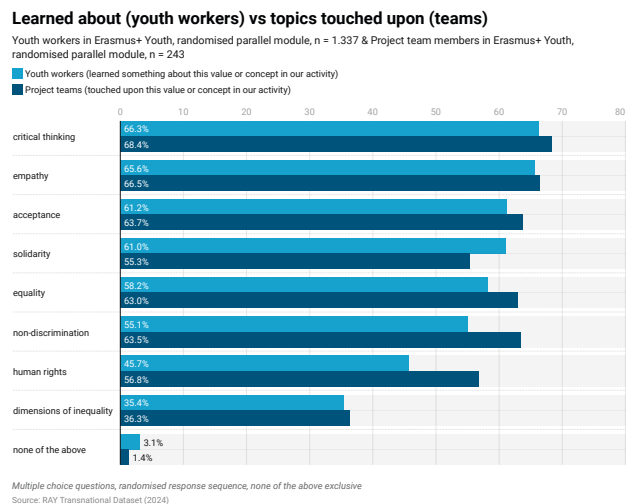
Learned about (youth workers) vs topics touched upon (teams)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.337 & Project team members in Erasmus+ Youth, randomised parallel module, n = 243

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

Following the two introductory multiple choice questions, youth workers were asked whether they felt well integrated into their activity.

FIGURE 56   **Feeling of integration of youth workers into the activity (YW)**

I felt well integrated into the activity (YW).

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.335

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

5 point Likert scale question, Median = 5.0
Source: RAY Transnational Dataset (2024)
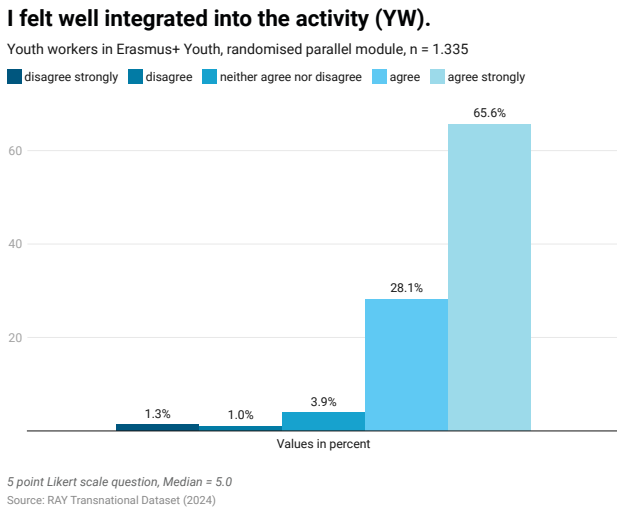
Project teams were asked, for comparison, to which extent they felt that youth workers were well integrated into the activity. Their views are almost aligned, with the median at 5.0 for both respondent groups (see Figure 34).

FIGURE 57   **Youth workers on feeling well integrated into the activity (YW) *versus* project teams' feeling that youth workers were well integrated (PT)**

Youth workers on feeling well integrated into the activity (YW) vs Project teams' feeling that youth workers were well integrated (PT)
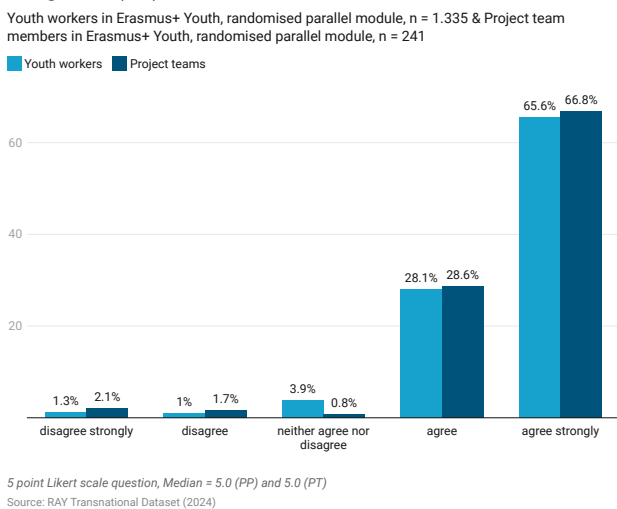
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.335 & Project team members in Erasmus+ Youth, randomised parallel module, n = 241

■ Youth workers ■ Project teams

5 point Likert scale question, Median = 5.0 (PP) and 5.0 (PT)
Source: RAY Transnational Dataset (2024)

Youth workers and project teams were then both asked whether they observed or experienced barriers to inclusion during the activity, on an integer scale from 0 (not at all) to 10 (very much).

See Figure 35 for the comparative assessment of youth workers and project teams:

FIGURE 58   **Youth workers on having observed or experienced barriers to inclusion (YW) *versus* project teams having observed or experienced barriers to inclusion (PT)**

Youth workers on having observed or experienced barriers to inclusion (YW) vs project teams having observed or experienced barriers to inclusion (PT)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.324 & Project team members in Erasmus+ Youth, randomised parallel module, n = 238

■ 0 = not at all ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 = very much so

11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 2.8 (YW) and 2.6 (PT). Median = 1.0 (YW) and 1.0 (PT).
Source: RAY Transnational Dataset (2024)
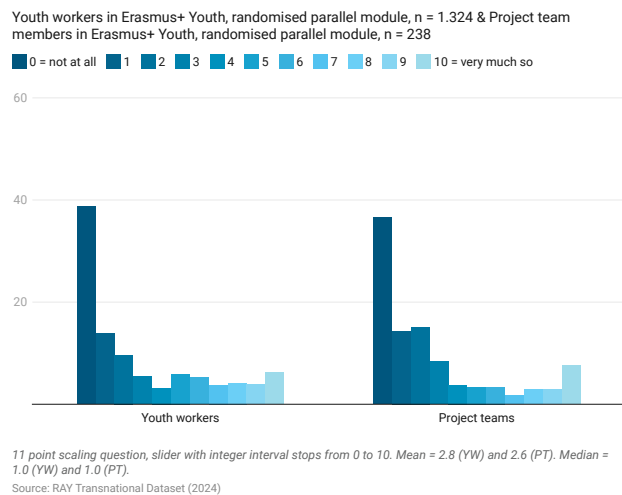
Close to 40% of all responding youth workers and project team members did neither observe nor experience any barriers to inclusion.

A little over 60% of all respondents did observe or experience barriers to inclusion, however, and they were presented with a follow-up question:

To what extent do you agree or disagree with this statement? **"In the activity, we managed to overcome these barriers."**

FIGURE 59   **Overcoming barriers: youth workers (YW) *versus* project teams (PT)**

Youth workers on overcoming barriers to inclusion (YW) vs project teams on overcoming barriers to inclusion (PT)
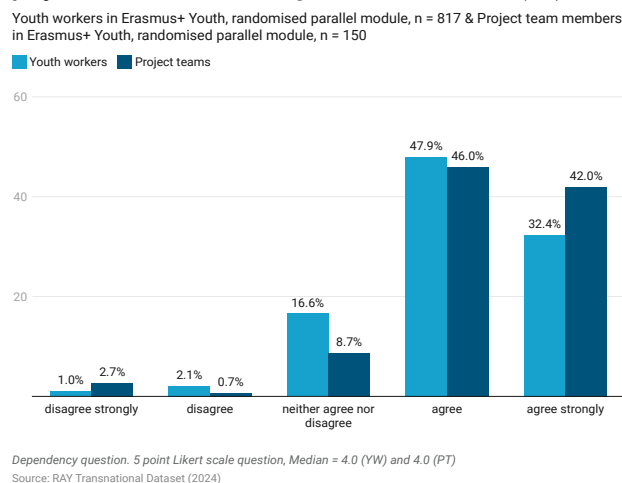
Youth workers in Erasmus+ Youth, randomised parallel module, n = 817 & Project team members in Erasmus+ Youth, randomised parallel module, n = 150

■ Youth workers ■ Project teams

Dependency question. 5 point Likert scale question, Median = 4.0 (YW) and 4.0 (PT)
Source: RAY Transnational Dataset (2024)

The thematic module on diversity and inclusion concludes with three questions exploring whether, and if so how, the activity has changed practices and/or intentions of participants.

Youth workers were asked whether they actively support diversity differently, whether they actively stand up against discrimination and intolerance differently, and whether they stand up for their own rights differently after the activity.

Figure 37 shows these changes, as perceived by project participants themselves, in direct comparison between the three questions.

In the surveys, these three questions were asked in direct sequence, such that they were visible at the same time.

Figure 38 then shows the assessment of project teams, whom we have asked to which extent they agree with three related statements:

(1) After the project, participants are better able to actively support diversity. (2) After the project, participants are better able to stand up against discrimination and intolerance. (3) After the project, participants are better able to stand up for their own rights.[3]

FIGURE 60 **Impact of activity on actions and intentions of youth workers (YW) related to diversity and inclusion**

Project impact on youth worker's actions and intentions (YW)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.335

■ less than before the activity ■ to the same extent ■ more than before the activity

	less than before the activity	to the same extent	more than before the activity
After the activity, I actively support diversity …	1.2%	41.0%	57.8%
After the activity, I actively stand up against discrimination and intolerance …	1.1%	45.5%	53.3%
After the activity, I actively stand up for my own rights …	0.8%	48.4%	50.7%
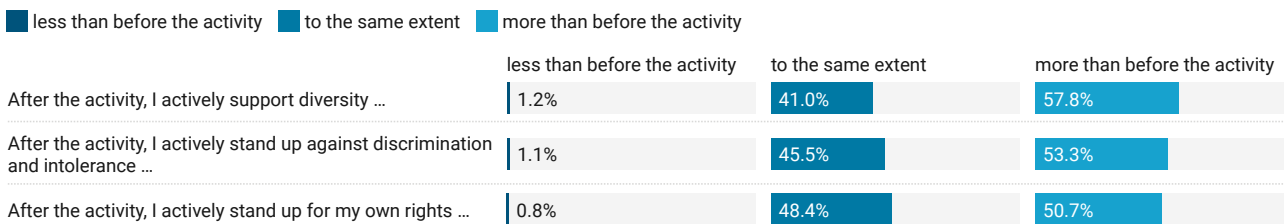
Three questions asked in direct sequence with identical response options (less, same, more)
Source: RAY Transnational Dataset (2024)

FIGURE 61 **Project teams on youth workers' abilities and intentions after the project (PT)**

Project teams on youth workers' abilities and interests after the project (PT)

Project team members in Erasmus+ Youth, randomised parallel module, n = 243

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

After the project, participants are better able to actively support diversity.		44%	49%
After the project, participants are better able to stand up against discrimination and intolerance.	12%	40%	46%
After the project, participants are better able to stand up for their own rights.	12%	45%	41%
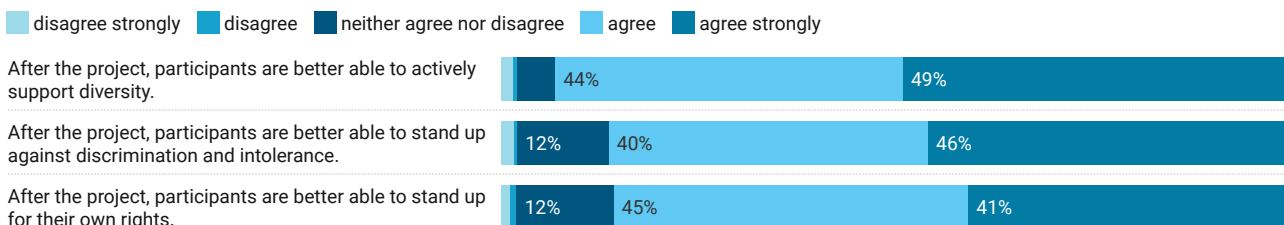
Three questions asked in direct sequence with identical response options: 5 point Likert scale questions, Median for all questions = 4.0
Source: RAY Transnational Dataset (2024)

[3] You might have noticed the difference in terminology between *activity* and *project* here. This is intentional: While youth workers usually consider a training course or seminar they participate in as an activity, the project teams tend to perceive them as part of larger projects, such as a series of trainings, a kick-off training in a larger professional development programme, and so on.

3.3 DIGITALISATION

3.3.1 YOUTH PROJECTS

This section summarises the digitalisation module data for youth projects (youth exchanges and youth participation projects).

Something to keep in mind is that the approach to digitalisation was not always entirely in the hands of project teams and beneficiary organisations, but at least partially determined by external influences such as the pandemic.

To be able to contextualise the data, we therefore asked project teams the following (see Figure 39):

To what extent do you agree or disagree with this statement? "The project's digital dimension was determined by circumstances beyond our control."

FIGURE 62   **External influences on digital dimension of projects (PT)**

The project's digital dimension was determined by circumstances beyond our control (PT).

Project teams of youth projects in Erasmus+ Youth, randomised parallel module, n = 704

disagree strongly　disagree　neither agree nor disagree　agree　agree strongly
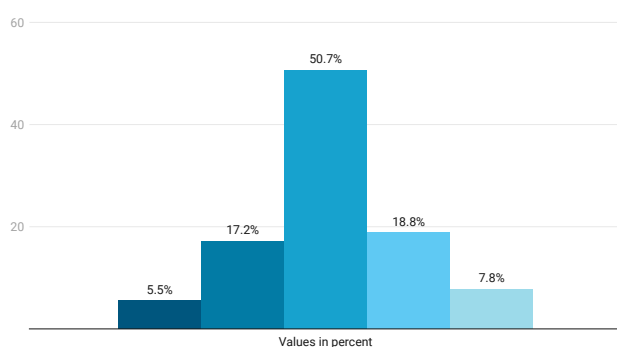
5 point Likert scale question, Median = 3.0
Source: RAY Transnational Dataset (2024)

Keep that context in mind for what follows.

To open this (and each) thematic module, project participants were asked whether they learned something new through the project, here in relation to digitalisation.

In the first of two questions, they could choose between and among the five competence areas of the European Union's digital competence framework for Citizens, in short DigComp.[4] These five

competence areas were, at the time of conducting the surveys in 2023, (1) information and data literacy, (2) communication and collaboration, (3) digital content creation, (4) safety, and (5) problem solving.

The response options were shown in a randomised order, with an additional explanation available on hovering[5], with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

Figure 40 provides an overview of the knowledge acquired by project participants through the project in relation to digitalisation.

FIGURE 63   **Digitalisation knowledge acquired by project participants (PP)**

In the project, I learned something about ... (PP)
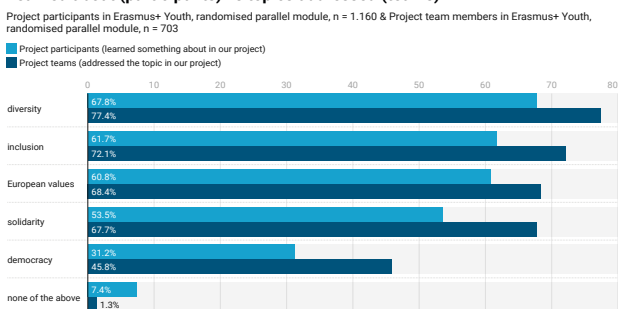Project participants in Erasmus+ Youth, randomised parallel module, n = 1.201
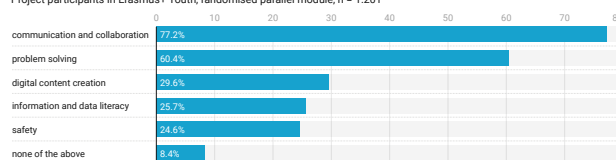
Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In contrast, we asked project teams which topics they addressed in their project. Figure 41 shows the topics team members said they had addressed versus topics participants said they have learned about:

FIGURE 64   **Digitalisation knowledge acquired by project participants (PP) *versus* topics addressed in projects (PT)**

Learned about (participants) vs topics addressed (teams)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.201 & Project team members in Erasmus+ Youth, randomised parallel module, n = 711
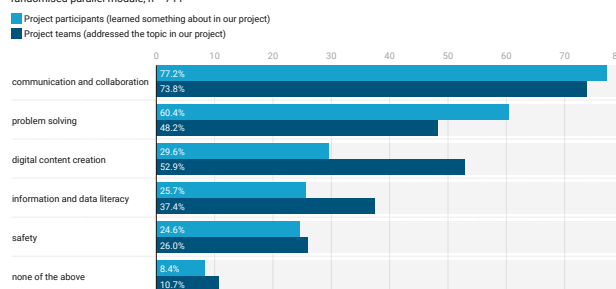
Project participants (learned something about in our project)
Project teams (addressed the topic in our project)

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, project participants were asked whether they learned something new through the project in relation to

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4 The competence framework is maintained by the Joint Research Centre (JRC) of the European Commission. The original publication of DigComp can be found on the JRC's website in it's publication repository here. A quick introduction and overview is available on the Digital Skills & Jobs Platform of the EU here.

5 The five response options were all marked with an asterisk * and offered additional context, such as: "**Information and data literacy** is the first competence area of DigComp, the European Union's Digital Competence Framework. It covers how to find, filter, assess and manage data and information." The context was shown on hovering (on pointing devices) or on clicking (on touchscreen devices).

some of the values and concepts connected to digitalisation and digital transformation.

They could choose between equality, human rights, solidarity, acceptance, accessibility, ethics, mis- & disinformation, and critical thinking. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option (see Figure 42 for an overview of these additional learnings).

FIGURE 65 **Additional digitalisation learnings by project participants (PP)**

In the project, I also learned something about ... (PP)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.200

critical thinking	60.7%
acceptance	58.5%
equality	58.2%
solidarity	52.3%
human rights	48.5%
ethics	46.3%
accessibility	32.8%
mis- & disinformation	30.0%
none of the above	6.1%
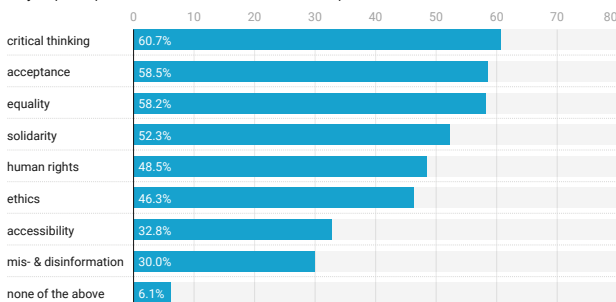
Multiple choice question, randomised response sequence, none of the above exclusive
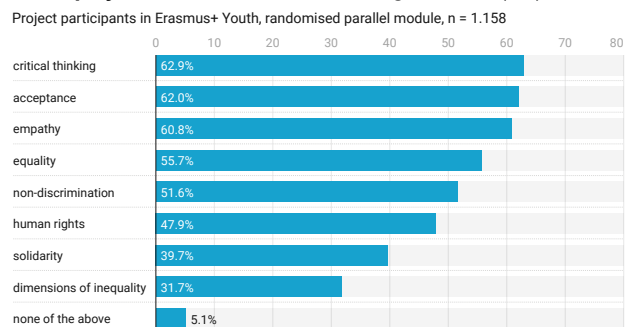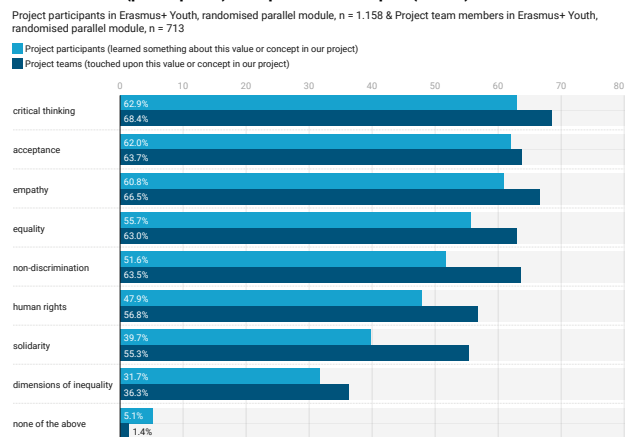Source: RAY Transnational Dataset (2024)

Figure 43 shows the comparison between participants and teams for the additional learnings.

FIGURE 66 **Additional digitalisation learnings by project participants (PP) *versus* topics touched upon in projects (PT)**

Learned about (participants) vs topics touched upon (teams)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.200 & Project team members in Erasmus+ Youth, randomised parallel module, n = 715
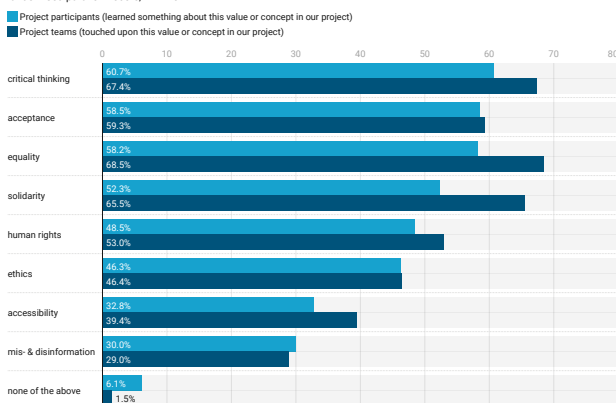
■ Project participants (learned something about this value or concept in our project)
■ Project teams (touched upon this value or concept in our project)

	PP	PT
critical thinking	60.7%	67.4%
acceptance	58.5%	59.3%
equality	58.2%	68.5%
solidarity	52.3%	65.5%
human rights	48.5%	53.0%
ethics	46.3%	46.4%
accessibility	32.8%	39.4%
mis- & disinformation	30.0%	29.0%
none of the above	6.1%	1.5%

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

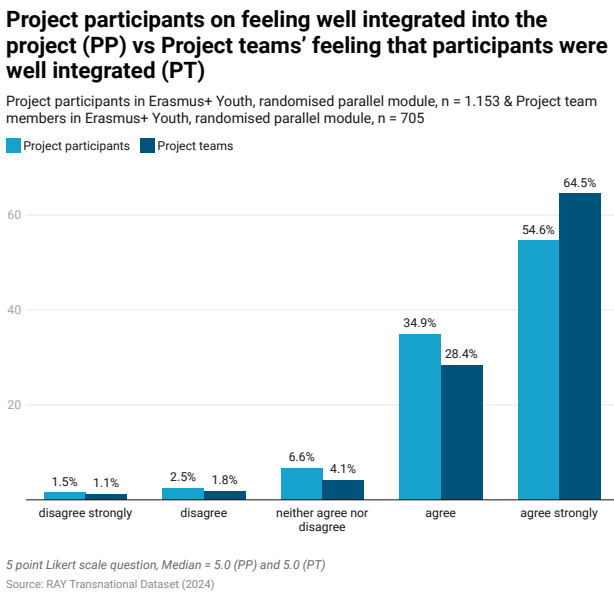Following the two introductory multiple choice questions, project participants were asked how satisfyingly the project used digital spaces.

FIGURE 67 **Satisfaction of project participants (PP) with usage of digital spaces**

I was satisfied with how the project used digital spaces (PP).

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.195

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

disagree strongly	3.9%
disagree	6.2%
neither agree nor disagree	25.0%
agree	40.3%
agree strongly	24.6%

5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

Project teams were also asked, for comparison, to which extent they were satisfied with how the project used digital spaces (see Figure 45):

FIGURE 68 **Satisfaction of project participants with usage of digital spaces (PP) *versus* satisfaction of project teams with usage of digital spaces (PT)**

Satisfaction of project participants with usage of digital spaces (PP) vs Satisfaction of project teams with usage of digital spaces (PT)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.195 & Project team members in Erasmus+ Youth, randomised parallel module, n = 710
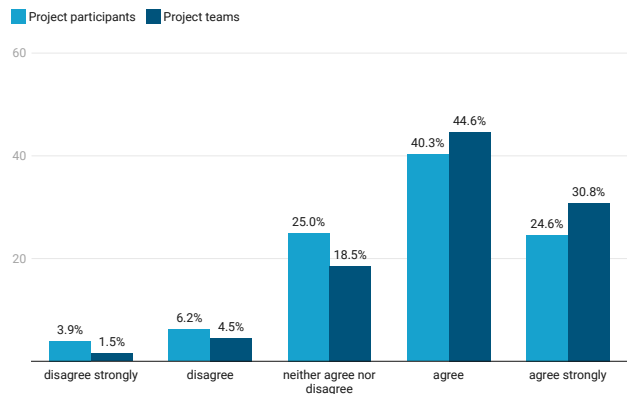
■ Project participants ■ Project teams

	Project participants	Project teams
disagree strongly	3.9%	1.5%
disagree	6.2%	4.5%
neither agree nor disagree	25.0%	18.5%
agree	40.3%	44.6%
agree strongly	24.6%	30.8%

5 point Likert scale question, Median = 4.0 (PP) and 4.0 (PT)
Source: RAY Transnational Dataset (2024)

Next, project participants and project teams were both asked this question:

To what extent do you agree or disagree with this statement? "I was satisfied with how we reflected on digitality* in the activity." [6]

See Figure 46 for their answers in comparison.

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6 Digitality was marked with an asterisk * and offered this additional context: "Digitality is a new word to describe living in a digital culture, and the consequences of that. It is a result of digital transformation." The context was shown on hovering (on pointing devices) or on clicking (on touchscreen devices).

FIGURE 69 **Satisfaction of project participants with reflections on digitality (PP) *versus* satisfaction of project teams with reflections on digitality (PT)**

Satisfaction of project participants with reflections on digitality (PP) vs Satisfaction of project teams with reflections on digitality (PT)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.198 & Project team members in Erasmus+ Youth, randomised parallel module, n = 709
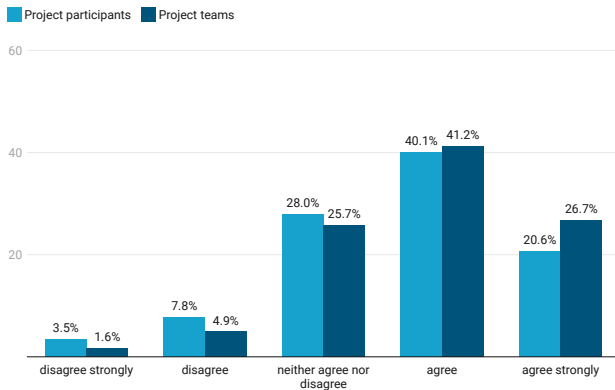
■ Project participants ■ Project teams

5 point Likert scale question, Median = 4.0 (PP) and 4.0 (PT)
Source: RAY Transnational Dataset (2024)

The thematic module on digitalisation concludes with two questions exploring whether, and if so how, the project has changed digital practices and/or intentions of participants.

Participants were asked whether their competence in using digital technologies has changed, and whether their ability to take care of their digital wellbeing has changed.

Figure 47 shows these changes, as perceived by project participants themselves, in direct comparison between the two questions. In the surveys, they were asked in direct sequence, such that they were visible at the same time.

Figure 48 then shows the assessment of project teams, whom we have asked to which extent they agree with two related statements:

(1) After the project, participants are more competent in using digital technologies. (2) After the project, participants are more able to take care of their digital wellbeing*. [7]

FIGURE 70 **Impact of project on actions and intentions of project participants (PP) in the context of digital transformation**

Project impact on participant's actions and intentions (PP)

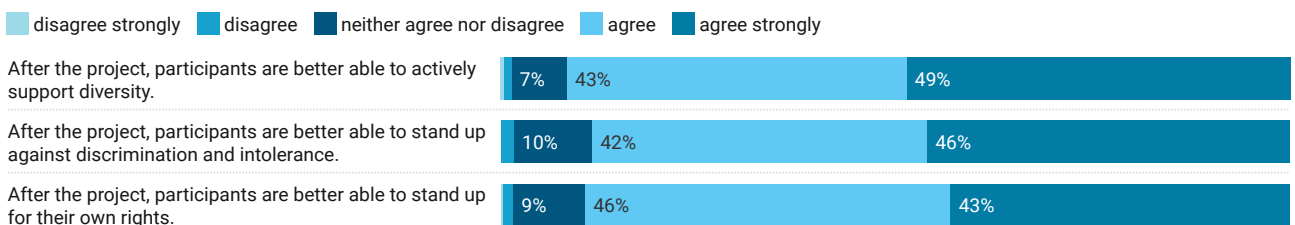Project participants in Erasmus+ Youth, randomised parallel module, n = 1.199

■ less than before the project ■ to the same extent ■ more than before the project

	less than before the project	to the same extent	more than before the project
After the project, I am competent in using digital technologies …	3.3%	69.8%	26.9%
After the project, I am able to take care of my digital wellbeing …	2.3%	65.6%	32.0%
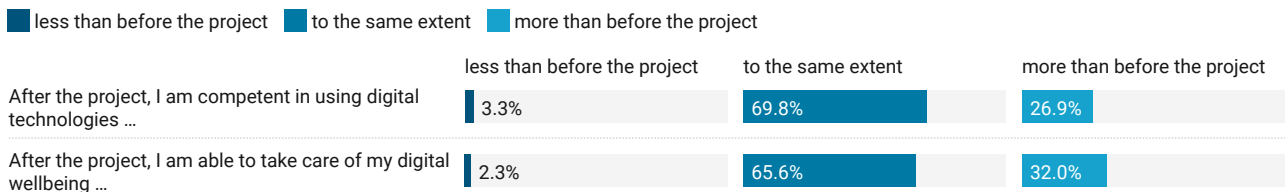
Two questions asked in direct sequence with identical response options (less, same, more)
Source: RAY Transnational Dataset (2024)

FIGURE 71 **Project teams on participants' digital abilities and intentions after the project (PT)**

Project teams on participants' abilities and interests after the project (PT)

Project team members in Erasmus+ Youth, randomised parallel module, n = 714
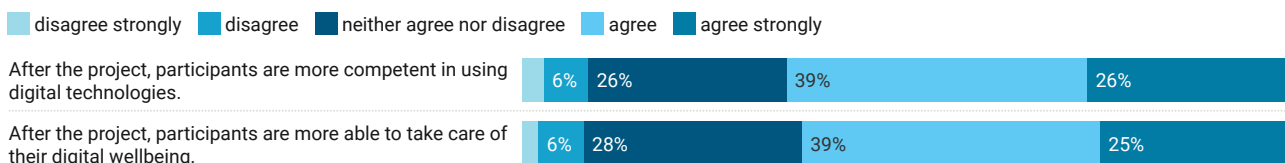
■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

After the project, participants are more competent in using digital technologies.	6%	26%	39%	26%	
After the project, participants are more able to take care of their digital wellbeing.	6%	28%	39%	25%	

Two questions asked in direct sequence with identical response options: 5 point Likert scale questions, Median for all questions = 4.0
Source: RAY Transnational Dataset (2024)

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7   Digital wellbeing was marked with an asterisk * and offered this additional context: "Digital wellbeing describes the effect of digital technologies on your mental, physical, and emotional health. It can be positive or negative." The context was shown on hovering (on pointing devices) or on clicking (on touchscreen devices).
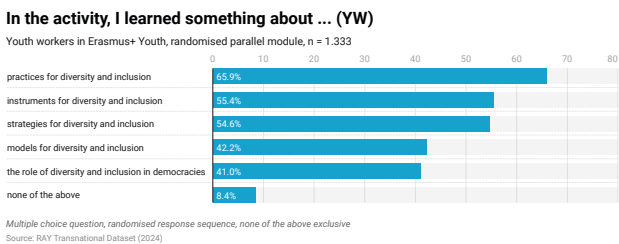
3.3.2 YOUTH WORK ACTIVITIES

This section summarises the digitalisation module data for youth work activities (youth worker mobilities and training and cooperation activities).

Something to keep in mind is that the approach to digitalisation was not always entirely in the hands of project teams and beneficiary organisations, but at least partially determined by external influences such as the pandemic.

To be able to contextualise the data, we therefore asked project teams the following (see Figure 49):

To what extent do you agree or disagree with this statement? *"The project's digital dimension was determined by circumstances beyond our control."*

FIGURE 72   **External influences on digital dimension of projects (PT)**

The project's digital dimension was determined by circumstances beyond our control (PT).

Project teams of youth work activities in Erasmus+ Youth, randomised parallel module, n = 228

5 point Likert scale question, Median = 3.0
Source: RAY Transnational Dataset (2024)

Keep that context in mind for what follows.

To open this (and each) thematic module, youth workers were asked whether they learned something new through the activity, here in relation to digitalisation.

In the first of two questions, they could choose between instruments, models, practices and/or strategies for digital transformation, and the role of digital transformation in democracies. The response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

Figure 50 provides an overview of the knowledge acquired by youth workers through their activity in relation to digitalisation.

FIGURE 73   **Digitalisation knowledge acquired by youth workers (YW)**

In the activity, I learned something about … (YW)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.251
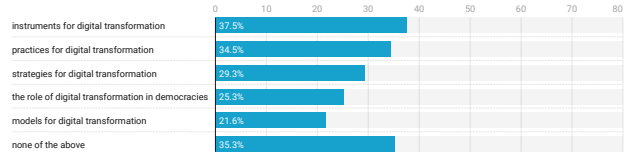
Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In contrast, we asked project teams which topics they addressed in their activities. Figure 51 shows the topics team members said they had explored versus topics youth workers said they have learned about:

FIGURE 74   **Digitalisation knowledge acquired by youth workers (YW) *versus* topics explored in activities (PT)**

Learned about (youth workers) vs topics explored (teams)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.251 & Project team members in Erasmus+ Youth, randomised parallel module, n = 228

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, youth workers were asked whether they learned something new through their activity in relation to some of the values and concepts connected to digitalisation and digital transformation.

They could choose between equality, human rights, solidarity, acceptance, accessibility, ethics, mis- & disinformation, and critical thinking.

These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

See Figure 52 for an overview of these additional learnings, and Figure 53 for the comparison between youth workers and project teams regarding the additional learnings.

FIGURE 75   **Additional digitalisation learnings by youth workers (YW)**

In the activity, I also learned something about ... (YW)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.261
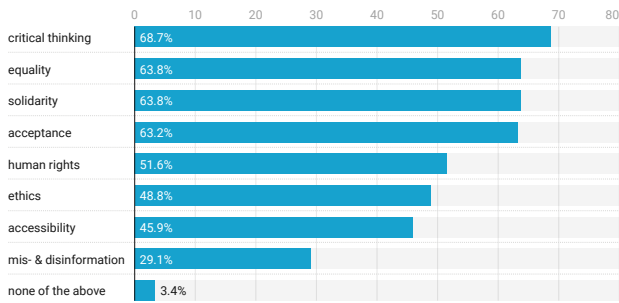
Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

FIGURE 76   **Additional digitalisation learnings by youth workers (YW) *versus* topics touched upon in projects (PT)**

Learned about (youth workers) vs topics touched upon (teams)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.261 & Project team members in Erasmus+ Youth, randomised parallel module, n = 232
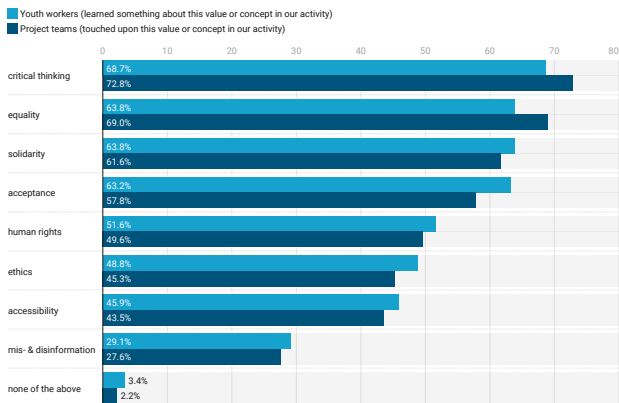
Youth workers (learned something about this value or concept in our activity)
Project teams (touched upon this value or concept in our activity)

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

Next, youth workers were asked how satisfyingly the project used digital spaces.

FIGURE 77   **Satisfaction of youth workers (YW) with usage of digital spaces**

I was satisfied with how the activity used digital spaces (YW).

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.257

disagree strongly   disagree   neither agree nor disagree   agree   agree strongly
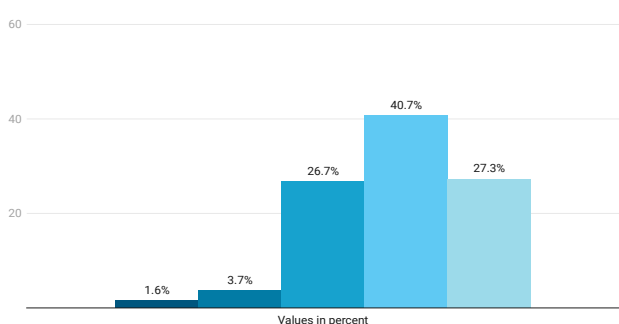
5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

Project teams were also asked, for comparison, to which extent they were satisfied with how the project used digital spaces (see Figure 55):

FIGURE 78   **Satisfaction of youth workers with usage of digital spaces (YW) *versus* satisfaction of project teams with usage of digital spaces (PT)**

Satisfaction of youth workers with usage of digital spaces (YW) vs Satisfaction of project teams with usage of digital spaces (PT)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.257 & Project team members in Erasmus+ Youth, randomised parallel module, n = 231
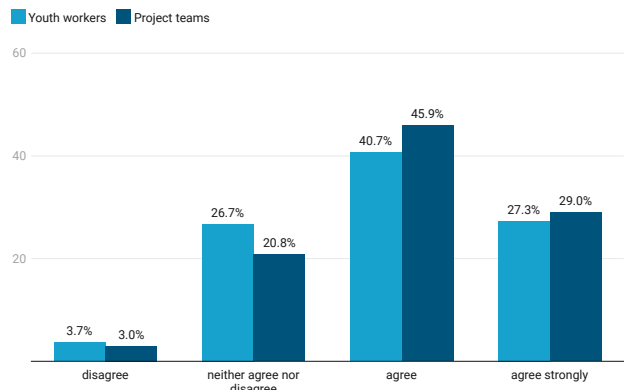
Youth workers   Project teams

5 point Likert scale question, Median = 4.0 (PP) and 4.0 (PT)
Source: RAY Transnational Dataset (2024)

Next, youth workers and project teams were both asked about their satisfaction with the reflections on digitality in the activity.[8]

See Figure 56 for their answers in comparison.

FIGURE 79   **Satisfaction of youth workers with reflections on digitality (YW) *versus* satisfaction of project teams with reflections on digitality (PT)**

Satisfaction of youth workers with reflections on digitality (YW) vs Satisfaction of project teams with reflections on digitality (PT)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.250 & Project team members in Erasmus+ Youth, randomised parallel module, n = 230

Youth workers   Project teams
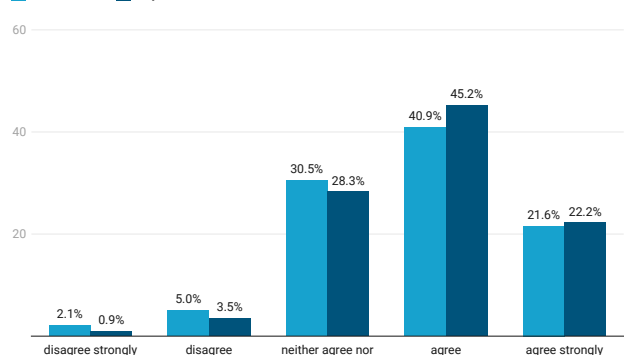
5 point Likert scale question, Median = 4.0 (PP) and 4.0 (PT)
Source: RAY Transnational Dataset (2024)

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8   Digitality was marked with an asterisk * and offered this additional context: "Digitality is a new word to describe living in a digital culture, and the consequences of that. It is a result of digital transformation." The context was shown on hovering (on pointing devices) or on clicking (on touchscreen devices).

The thematic module on digitalisation concludes with two questions exploring whether, and if so how, the activity has changed digital practices and/or intentions of participants.

Youth workers were asked whether their competence in using digital technologies has changed, and whether their ability to take care of their digital wellbeing has changed. Figure 57 shows these changes, as perceived by youth workers themselves, in direct comparison between the two questions.

In the surveys, they were asked in direct sequence, such that they were visible at the same time.

Figure 58 then shows the assessment of project teams, whom we have asked to which extent they agree with two related statements:

(1) After the project, participants are more competent in using digital technologies. (2) After the project, participants are more able to take care of their digital wellbeing*.[9] [10]

FIGURE 80   **Impact of activity on actions and intentions of youth workers (YW) in the context of digital transformation**

Project impact on youth workers' actions and intentions (YW)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.260
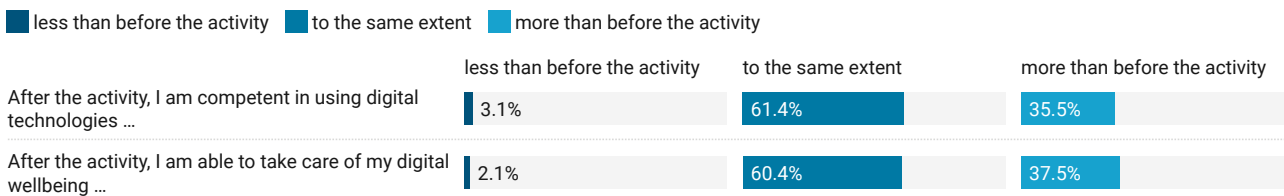
▮ less than before the activity ▮ to the same extent ▮ more than before the activity

	less than before the activity	to the same extent	more than before the activity
After the activity, I am competent in using digital technologies …	3.1%	61.4%	35.5%
After the activity, I am able to take care of my digital wellbeing …	2.1%	60.4%	37.5%

Two questions asked in direct sequence with identical response options (less, same, more)
Source: RAY Transnational Dataset (2024)

FIGURE 81   **Project teams on youth workers' digital abilities and intentions after the project (PT)**

Project teams on youth workers' abilities and interests after the project (PT)

Project team members in Erasmus+ Youth, randomised parallel module, n = 232

▮ disagree strongly ▮ disagree ▮ neither agree nor disagree ▮ agree ▮ agree strongly

After the project, participants are more competent in using digital technologies.		29%	39%	25%
After the project, participants are more able to take care of their digital wellbeing.		29%	43%	22%
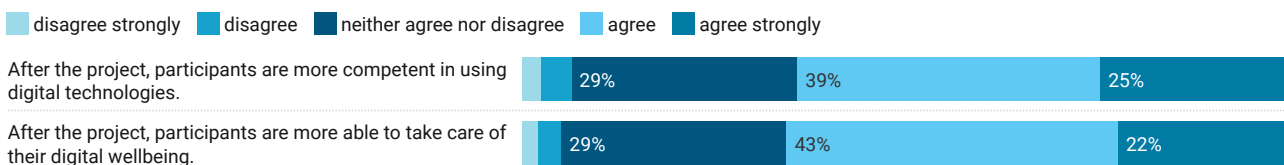
Two questions asked in direct sequence with identical response options: 5 point Likert scale questions, Median for all questions = 4.0
Source: RAY Transnational Dataset (2024)

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9   Digital wellbeing was marked with an asterisk * and offered this additional context: "Digital wellbeing describes the effect of digital technologies on your mental, physical, and emotional health. It can be positive or negative." The context was shown on hovering (on pointing devices) or on clicking (on touchscreen devices).

10 You might have noticed the difference in terminology between *activity* and *project* here. This is intentional: While youth workers usually consider a training course or seminar they participate in as an activity, the project teams tend to perceive them as part of larger projects, such as a series of trainings, a kick-off training in a larger professional development programme, and so on.

3.4 SUSTAINABILITY

3.4.1 YOUTH PROJECTS

This section summarises the sustainability module data for youth projects (youth exchanges and youth participation projects).

Something to keep in mind is that the level of sustainability was not always entirely in the hands of project teams and beneficiary organisations, but at least partially determined by external influences, such as the programme conditions.

To be able to contextualise the data, we therefore asked project teams the following (see Figure 59):

To what extent do you agree or disagree with this statement? "The project's environmental sustainability was determined by circumstances beyond our control."

FIGURE 82 **External influences on environmental sustainability of projects (PT)**

The project's environmental sustainability was determined by circumstances beyond our control (PT).

Project teams of youth projects in Erasmus+ Youth, randomised parallel module, n = 727
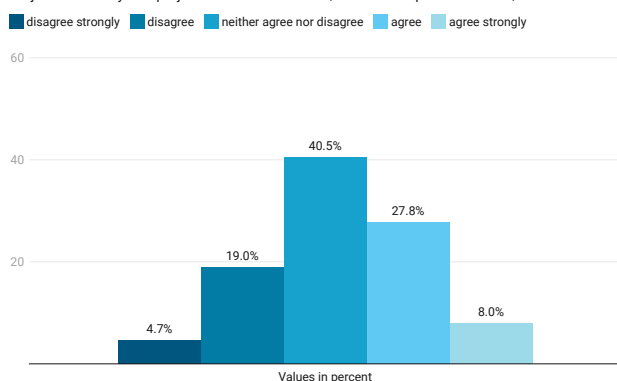
5 point Likert scale question, Median = 3.0
Source: RAY Transnational Dataset (2024)

Keep that context in mind for what follows.

To open this (and each) thematic module, project participants were asked whether they learned something new through the project, here in relation to sustainable development.

In the first of two questions, they could choose between and among four dimensions of sustainable development, namely sustainable development as a (1) social issue, (2) political issue, (3) economic issue, and (4) environmental issue.

The response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

Figure 60 provides an overview of the knowledge acquired by project participants through the project in relation to sustainable development.

FIGURE 83 **Sustainaibility knowledge acquired by project participants (PP)**

In the project, I learned something about ... (PP)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.194
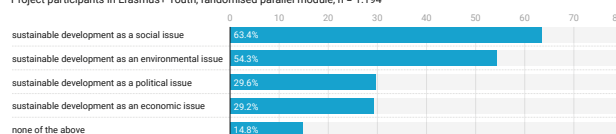
Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In contrast, we asked project teams which topics they addressed in their project. Figure 61 shows the topics team members said they had addressed versus topics participants said they have learned about:

FIGURE 84 **Sustainability knowledge acquired by project participants (PP) *versus* topics addressed in projects (PT)**

Learned about (participants) vs topics addressed (teams)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.194 & Project team members in Erasmus+ Youth, randomised parallel module, n = 722
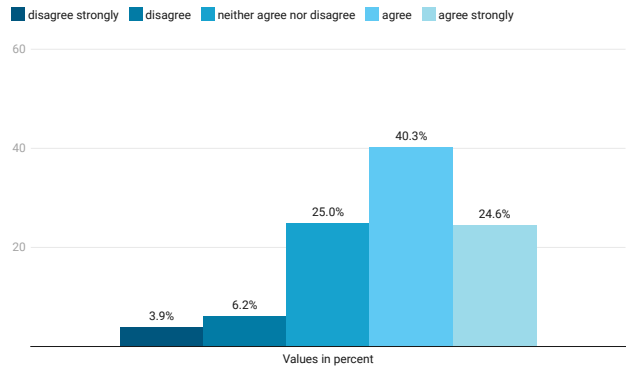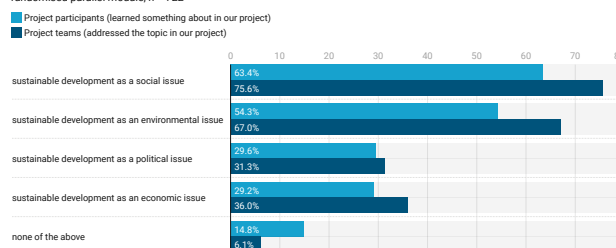

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, project participants were asked whether they learned something new through the project in relation to some of the values and concepts connected to sustainability and sustainable development.

They could choose between equality, human rights, solidarity, acceptance, environmental justice, responsible consumption, respect for nature, and critical thinking.

These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

See Figure 62 on the next page for an overview of these additional learnings.

See Figure 63, also on the next page, for the comparison between the additional learnings of project participants and additional aspects touched upon by project teams.

FIGURE 85   **Additional sustainability learnings by project participants (PP)**
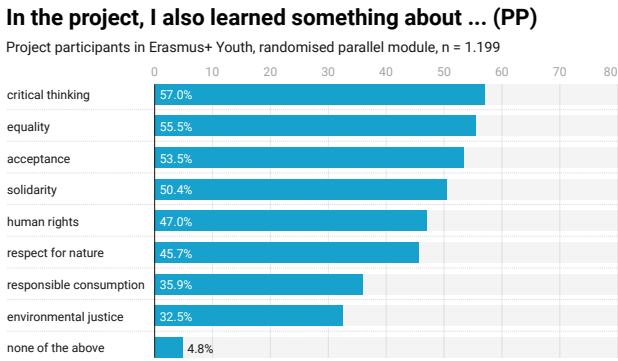
In the project, I also learned something about … (PP)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.199

Category	%
critical thinking	57.0%
equality	55.5%
acceptance	53.5%
solidarity	50.4%
human rights	47.0%
respect for nature	45.7%
responsible consumption	35.9%
environmental justice	32.5%
none of the above	4.8%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

FIGURE 86   **Additional sustainability learnings by project participants (PP) *versus* topics touched upon in projects (PT)**

Learned about (participants) vs topics touched upon (teams)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.199 & Project team members in Erasmus+ Youth, randomised parallel module, n = 729

■ Project participants (learned something about this value or concept in our project)
■ Project teams (touched upon this value or concept in our project)

Category	PP	PT
critical thinking	57.0%	66.7%
equality	55.5%	70.8%
acceptance	53.5%	63.6%
solidarity	50.4%	66.3%
human rights	47.0%	55.6%
respect for nature	45.7%	57.1%
responsible consumption	35.9%	47.2%
environmental justice	32.5%	38.4%
none of the above	4.8%	0.7%

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

Following the two introductory multiple choice questions, project participants were then asked whether the project has changed their sensitivity towards environmental issues. Specifically:

To what extent do you agree or disagree with this statement? "The project has made me more sensitive towards environmental issues."

Project teams were asked, for comparison:

To what extent do you agree or disagree with this statement? "The project has made project participants more sensitive towards sustainability and climate issues."

See Figure 64 for participants' own assessment, in direct comparison with the assessment of project team members.

Do keep the slight nuance of the question's phrasing in mind when considering the comparison.

FIGURE 87   **Project participants' sensitivity towards environmental issues (PP) *versus* project teams' impression of participants' changing environmental sensitivity (PT)**

Project participants' sensitivity towards environmental issues (PP) vs Project teams' impression of participants' changing environmental sensitivity (PT)
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.195 & Project team members in Erasmus+ Youth, randomised parallel module, n = 726
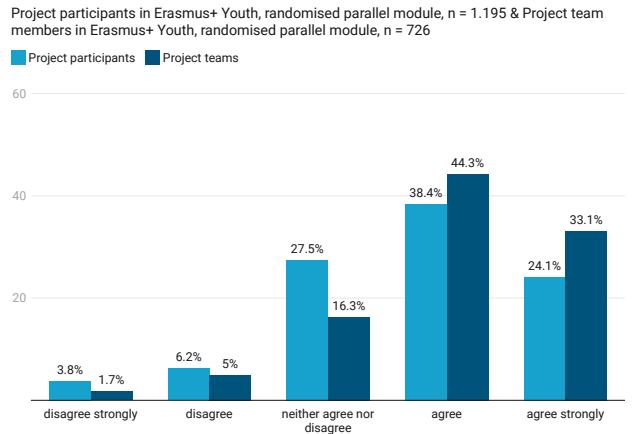
■ Project participants   ■ Project teams

	PP	PT
disagree strongly	3.8%	1.7%
disagree	6.2%	5%
neither agree nor disagree	27.5%	16.3%
agree	38.4%	44.3%
agree strongly	24.1%	33.1%

5 point Likert scale question, Median = 4.0 (PP) and 4.0 (PT)
Source: RAY Transnational Dataset (2024)

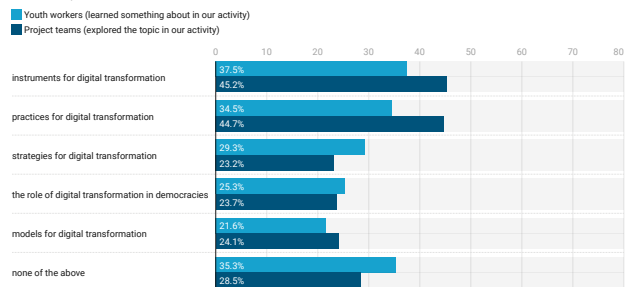Next, project participants and project teams were both asked this question (see Figure 65):

To what extent do you agree or disagree with this statement? "The project could have been more environmentally sustainable."

FIGURE 88   **Opinion of project participants on the sustainability of projects (PP) *versus* opinion of project teams on the sustainability of projects (PT)**

Project participants (PP) and project teams (PT) on whether the project could have been more environmentally sustainable
Project participants in Erasmus+ Youth, randomised parallel module, n = 1.192 & Project team members in Erasmus+ Youth, randomised parallel module, n = 727
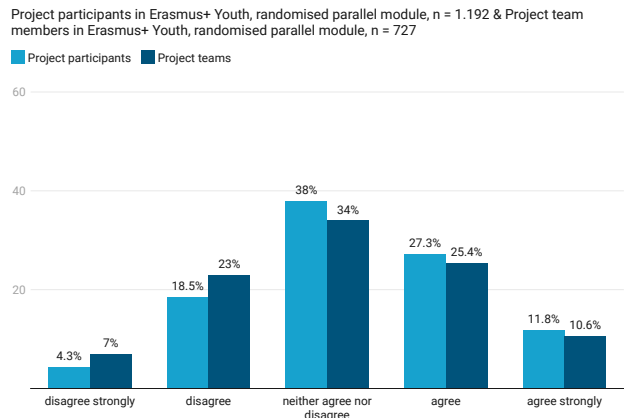
■ Project participants   ■ Project teams

	PP	PT
disagree strongly	4.3%	7%
disagree	18.5%	23%
neither agree nor disagree	38%	34%
agree	27.3%	25.4%
agree strongly	11.8%	10.6%

5 point Likert scale question, Median = 3.0 (PP) and 3.0 (PT)
Source: RAY Transnational Dataset (2024)

The thematic module on sustainability concludes with three questions exploring whether, and if so how, the project has changed environmental practices and/or intentions of participants.

Participants were asked whether their contribution to environmental sustainability in their everyday life has changed, and whether they push for environmental sustainability in society and/or politics differently.

Figure 66 shows these changes, as perceived by project participants themselves, in direct comparison between the three questions. In the surveys, they were asked in direct sequence, such that they were visible at the same time.

Figure 67 then shows the assessment of project teams, whom we have asked to which extent they agree with three related statements:

(1) After the project, participants are better able to contribute to more environmental sustainability in their everyday life. (2) After the project, participants are better able to push for more environmental sustainability in society. (3) After the project, participants are better able to push for more environmental sustainability in politics.

FIGURE 89   **Impact of project on actions and intentions of project participants (PP) related to environmental sustainability**

Project impact on participant's actions and intentions (PP)

Project participants in Erasmus+ Youth, randomised parallel module, n = 1.194

■ less than before the project   ■ to the same extent   ■ more than before the project

	less than before the project	to the same extent	more than before the project
After the project, I actively contribute to environmental sustainability in my everyday life …	1.8%	54.9%	43.3%
After the project, I actively push for environmental sustainability in society …	1.8%	59.5%	38.7%
After the project, I actively push for environmental sustainability in politics …	2.7%	71.7%	25.6%
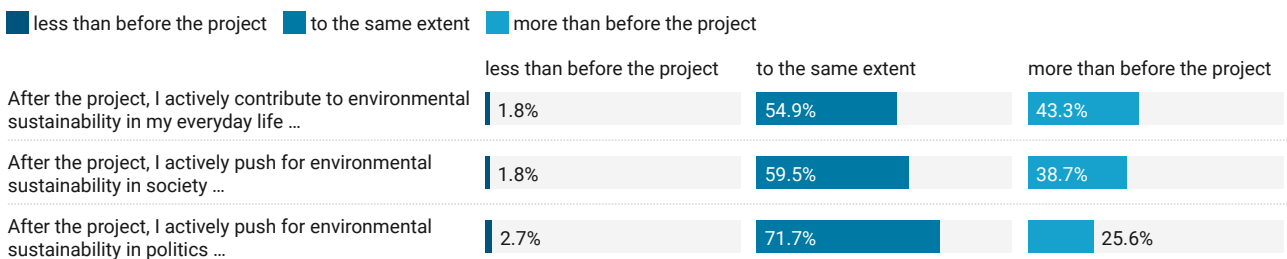
Three questions asked in direct sequence with identical response options (less, same, more)
Source: RAY Transnational Dataset (2024)

FIGURE 90   **Project teams on participants' sustainable abilities and intentions after the project (PT)**

Project teams on participants' abilities and interests after the project (PT)

Project team members in Erasmus+ Youth, randomised parallel module, n = 726

■ disagree strongly   ■ disagree   ■ neither agree nor disagree   ■ agree   ■ agree strongly

After the project, participants are better able to contribute to more environmental sustainability in their everyday life.		19%	44%	32%
After the project, participants are better able to push for more environmental sustainability in society.		20%	47%	30%
After the project, participants are better able to push for more environmental sustainability in politics.	6%	30%	41%	21%
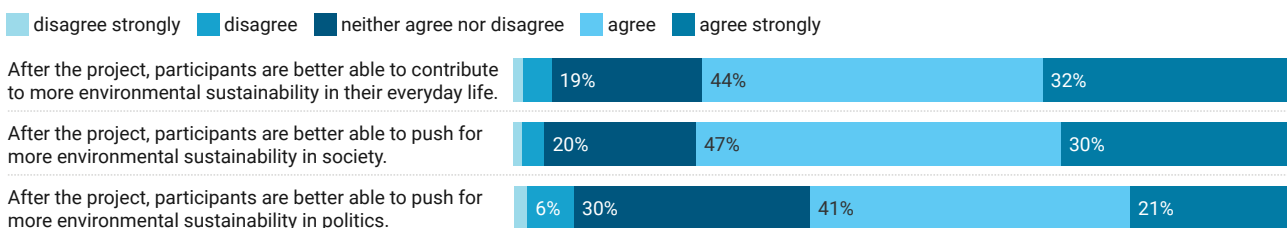
Three questions asked in direct sequence with identical response options: 5 point Likert scale questions, Median for all questions = 4.0
Source: RAY Transnational Dataset (2024)

3.4.2 YOUTH WORK ACTIVITIES

This section summarises the sustainability module data for youth work activities (youth worker mobilities and training and cooperation activities).

Something to keep in mind is that the level of sustainability was not always entirely in the hands of project teams and beneficiary organisations, but at least partially determined by external influences, such as the programme conditions.

To be able to contextualise the data, we therefore asked project teams the following (see Figure 68):

To what extent do you agree or disagree with this statement? "The project's environmental sustainability was determined by circumstances beyond our control."

FIGURE 91   **External influences on environmental sustainability of projects (PT)**

The project's environmental sustainability was determined by circumstances beyond our control (PT).
Project teams of youth work activities in Erasmus+ Youth, randomised parallel module, n = 253
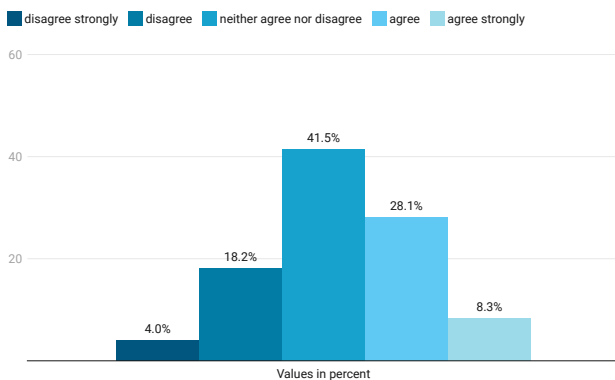
5 point Likert scale question, Median = 3.0
Source: RAY Transnational Dataset (2024)

Keep that context in mind for what follows.

To open this (and each) thematic module, youth workers were asked whether they learned something new through their activity, here in relation to sustainable development.

In the first of two questions, they could choose between instruments, models, practices and/or strategies for sustainable development, and the role of sustainable development in democracies. The response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

Figure 69 provides an overview of the knowledge acquired by youth workers through their activity in relation to sustainable development.

FIGURE 92   **Sustainability knowledge acquired by youth workers (YW)**

In the activity, I learned something about ... (YW)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.351
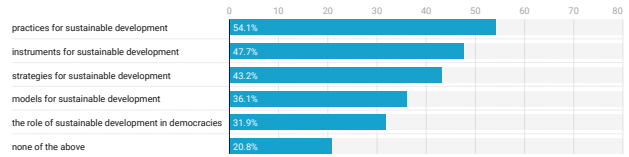
Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In contrast, we asked project teams which topics they addressed in their project.

Figure 70 shows the topics team members said they had addressed versus topics youth workers said they have learned about:

FIGURE 93   **Sustainability knowledge acquired by youth workers (YW) *versus* topics explored in activities (PT)**

Learned about (youth workers) vs topics explored (teams)
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.351 & Project team members in Erasmus+ Youth, randomised parallel module, n = 254
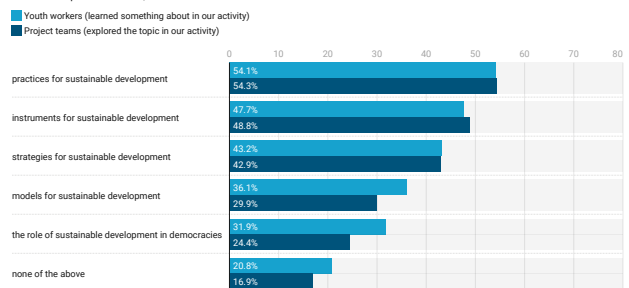
Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, youth workers were asked whether they learned something new through their activity in relation to some of the values and concepts connected to and underpinning sustainability and sustainable development.

They could choose between equality, human rights, solidarity, acceptance, environmental justice, responsible consumption, respect for nature, and critical thinking.

These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* was listed at the end as an exclusive option.

See Figure 71 on the next page for an overview of these additional learnings.

See Figure 72, also on the next page, for the comparison between the additional learnings of youth workers in their activities and additional aspects touched upon by project teams.

FIGURE 94 **Additional sustainability learnings by youth workers (YW)**

In the activity, I also learned something about … (YW)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.362
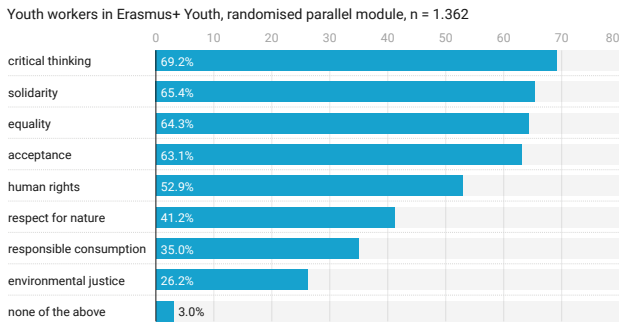
Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

FIGURE 95 **Additional sustainability learnings by youth workers (YW) *versus* topics touched upon in projects (PT)**

Learned about (youth workers) vs topics touched upon (teams)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.362 & Project team members in Erasmus+ Youth, randomised parallel module, n = 256
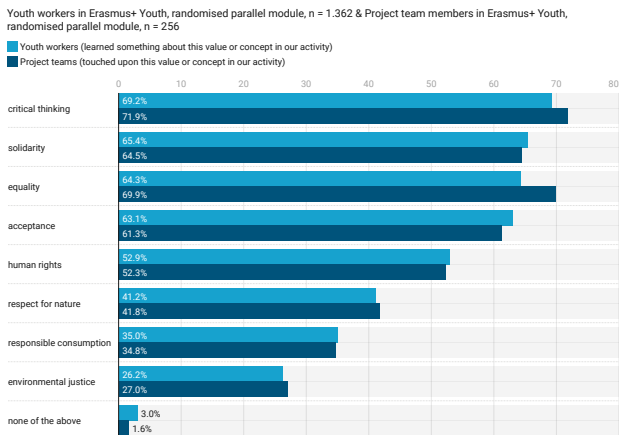
Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

Following the two introductory multiple choice questions, youth workers were asked whether the activity has changed their sensitivity towards environmental issues. Specifically:

To what extent do you agree or disagree with this statement? "The activity has made me more sensitive towards environmental issues."

Project teams were asked, for comparison:

To what extent do you agree or disagree with this statement? "The project has made project participants more sensitive towards sustainability and climate issues." [11]

See Figure 73 for both assessments, youth workers and project teams, in direct comparison.

FIGURE 96 **Youth workers' sensitivity towards environmental issues (YW) *versus* project teams' impression of youth workers' changing environmental sensitivity (PT)**

Youth workers' sensitivity towards environmental issues (YW) vs Project teams' impression of participants' changing environmental sensitivity (PT)
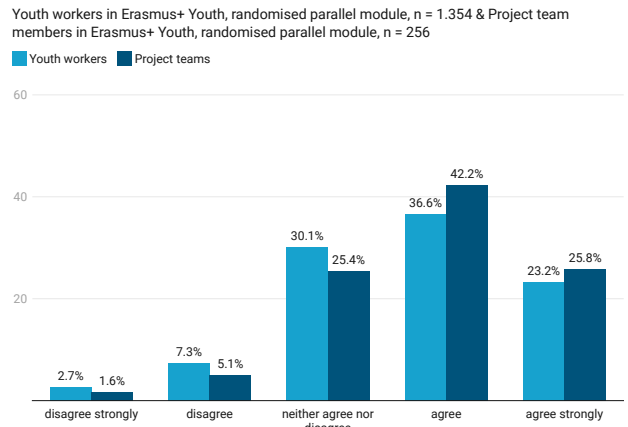
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.354 & Project team members in Erasmus+ Youth, randomised parallel module, n = 256

5 point Likert scale question, Median = 4.0 (YW) and 4.0 (PT)
Source: RAY Transnational Dataset (2024)

Next, youth workers and project teams were both asked this question (see Figure 74):

To what extent do you agree or disagree with this statement? "The activity could have been more environmentally sustainable."

FIGURE 97 **Opinion of youth workers on the sustainability of activities (YW) *versus* opinion of project teams on the sustainability of activities (PT)**

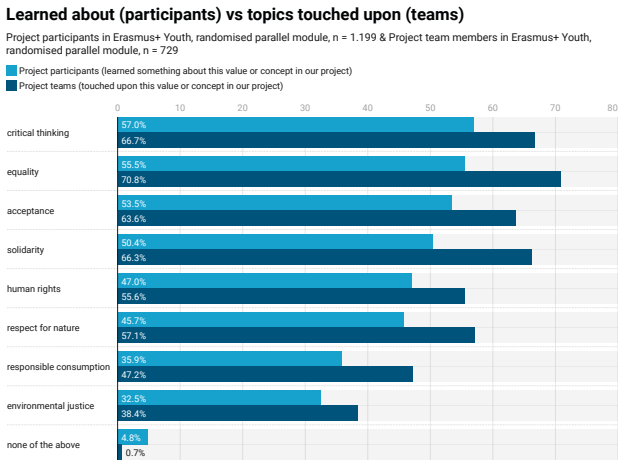**Youth workers (YW) and project teams (PT) on whether the activity could have been more environmentally sustainable**
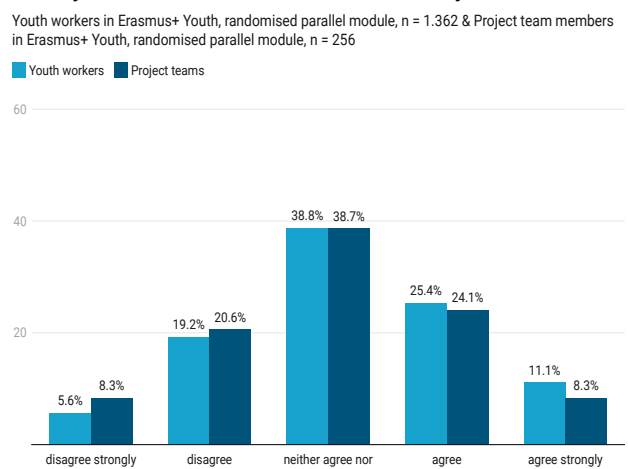
Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.362 & Project team members in Erasmus+ Youth, randomised parallel module, n = 256

5 point Likert scale question, Median = 3.0 (PP) and 3.0 (PT)
Source: RAY Transnational Dataset (2024)

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11 You might have noticed the difference in terminology between *activity* and *project* here. This is intentional: While youth workers usually consider a training course or seminar they participate in as an activity, the project teams tend to perceive them as part of larger projects, such as a series of trainings, a kick-off training in a larger professional development programme, and so on.

The thematic module on sustainability concludes with three questions exploring whether, and if so how, the activity has changed environmental practices and/or intentions of participants.

Youth workers were asked whether their contribution to environmental sustainability in their everyday life has changed, and whether they push for environmental sustainability in society and/or politics differently.

Figure 75 shows these changes, as perceived by project participants themselves, in direct comparison between the three questions.

In the surveys, they were asked in direct sequence, such that they were visible at the same time.

Figure 76 then shows the assessment of project teams, whom we have asked to which extent they agree with three related statements:

(1) After the project, participants are better able to contribute to more environmental sustainability in their everyday life. (2) After the project, participants are better able to push for more environmental sustainability in society. (3) After the project, participants are better able to push for more environmental sustainability in politics.

FIGURE 98

Impact of activity on actions and intentions of youth workers (YW) related to environmental sustainability

Project impact on youth workers' actions and intentions (YW)

Youth workers in Erasmus+ Youth, randomised parallel module, n = 1.363
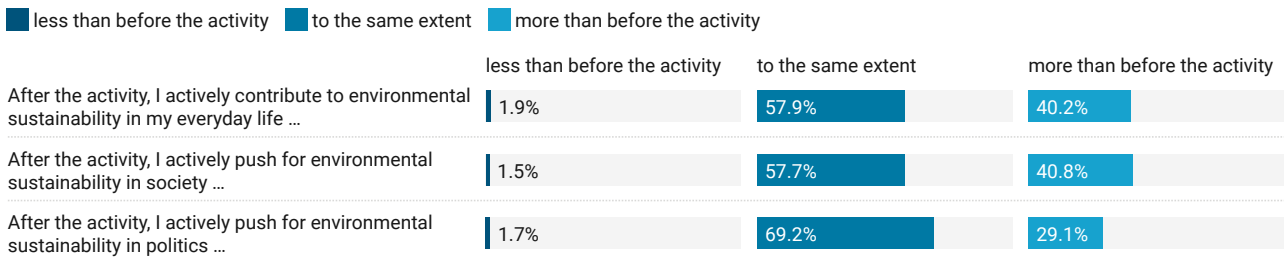
■ less than before the activity ■ to the same extent ■ more than before the activity

	less than before the activity	to the same extent	more than before the activity
After the activity, I actively contribute to environmental sustainability in my everyday life …	1.9%	57.9%	40.2%
After the activity, I actively push for environmental sustainability in society …	1.5%	57.7%	40.8%
After the activity, I actively push for environmental sustainability in politics …	1.7%	69.2%	29.1%

Three questions asked in direct sequence with identical response options (less, same, more)
Source: RAY Transnational Dataset (2024)

FIGURE 99

Project teams on youth workers' sustainable abilities and intentions after the project (PT)

Project teams on youth workers' abilities and interests after the project (PT)

Project team members in Erasmus+ Youth, randomised parallel module, n = 255
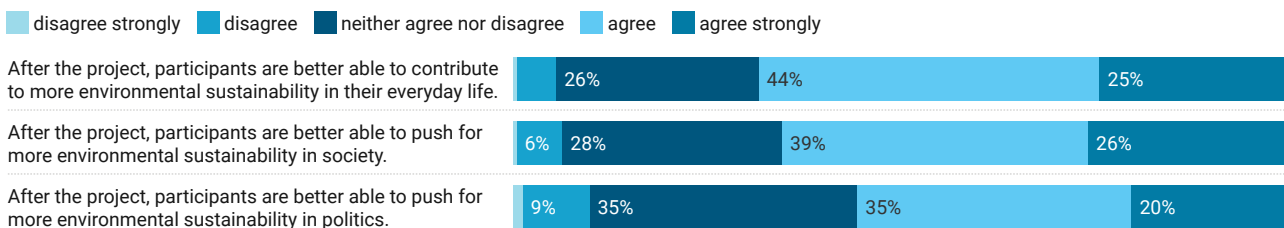
■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

|					
After the project, participants are better able to contribute to more environmental sustainability in their everyday life.		26%	44%		25%
After the project, participants are better able to push for more environmental sustainability in society.	6%	28%	39%		26%
After the project, participants are better able to push for more environmental sustainability in politics.	9%	35%	35%		20%

Three questions asked in direct sequence with identical response options: 5 point Likert scale questions, Median for all questions = 4.0
Source: RAY Transnational Dataset (2024)

4 — PERSONAL DEVELOPMENT

This chapter explores the personal development of participants and team members through the Erasmus+ Youth Programme, including knowledge, skills, attitudes, values and behaviours.

4.1 PROJECT PARTICIPANTS

4.1.1 YOUTH PROJECTS

This section summarises the competence development of project participants in youth projects (youth exchanges and youth participation projects).

To be able to cover more ground, we used two parallel modules such that respondents would only see one of the two modules, assigned to them randomly.

4.1.1.1 KNOWLEDGE

Both modules opened with an identical question, asking project participants whether they developed any of a selection of competences through the project. The competences were chosen to cover the key competences for lifelong learning.[12]

Respondents could choose between and among (1) using different languages for communication, (2) applying logical thinking, (3) using digital technologies, (4) dealing with complexity, (5) cooperating with others, (6) developing arguments, (7) acting upon opportunities, (8) expressing myself with empathy, and (9) expressing ideas creatively. These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* listed at the end as an exclusive option.

FIGURE 100   **Project participants on the development of their key competences (PP)**

Key competence development (PP) – In the project, I learned something about…

Project participants in Erasmus+ Youth, randomised parallel module, question asked in all modules, responses merged, n = 4.705
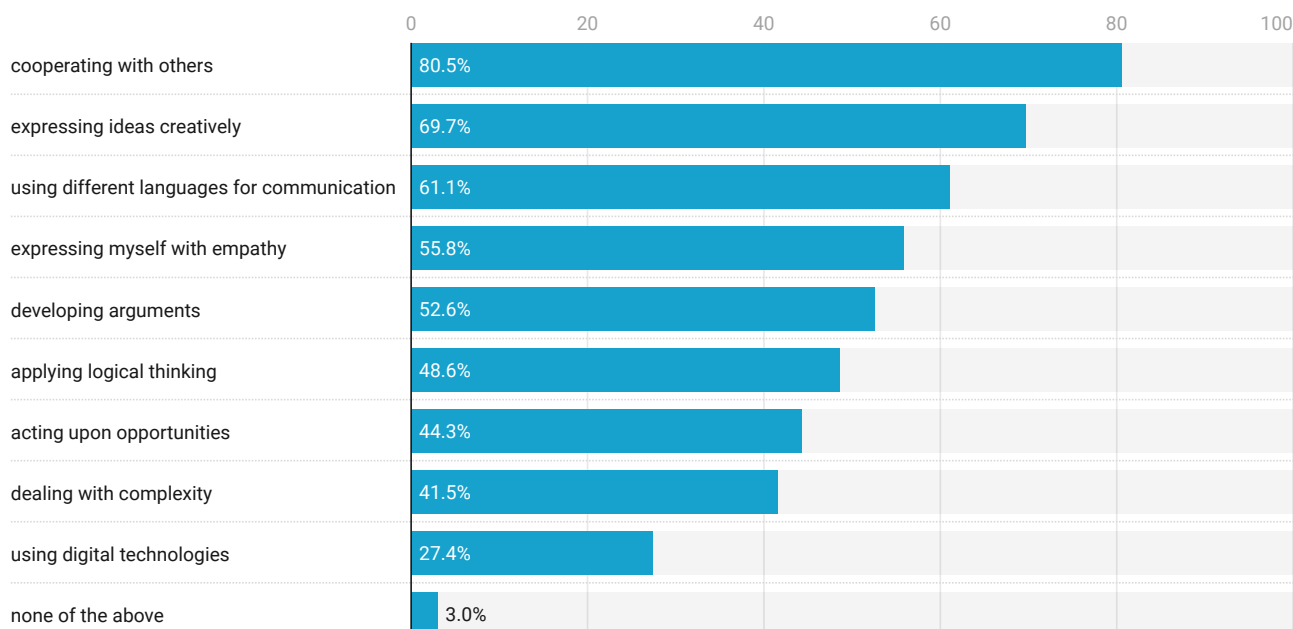
cooperating with others	80.5%
expressing ideas creatively	69.7%
using different languages for communication	61.1%
expressing myself with empathy	55.8%
developing arguments	52.6%
applying logical thinking	48.6%
acting upon opportunities	44.3%
dealing with complexity	41.5%
using digital technologies	27.4%
none of the above	3.0%

Multiple choice question, radnomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

12 The key competences for lifelong learning in their current form were adopted by the Council of the European Union in May 2018. They include eight competence areas, namely (1) Literacy competence, (2) Multilingual competence, (3) Mathematical competence and competence in science, technology and engineering, (4) Digital competence, (5) Personal, social and learning to learn competence, (6) Citizenship competence, (7) Entrepreneurship competence, and (8) Cultural awareness and expression competence. Several publications are available online with more detauls and specifics, including this brochure, published in 2019 by the Commission's Directorate General for Education, Youth, Sport and Culture.

4.1.1.2 SKILLS

Across the two impact modules, we explored a range of skills relevant to intercultural learning, learning mobility and/or European youth work.

These questions all started with *"Through the project, I improved my ability to ..."* and then covered the following skills:

- to communicate with people who speak another language.
- to negotiate joint solutions when there are different viewpoints.
- to get along with people who have a different cultural background.

- to interact with policy- and decision-making.
- to discuss political topics seriously.
- to reflect and think critically.
- to engage in tackling sociopolitical challenges.

All skill-related questions were set up as 5 point Likert scale questions, with response options going from "disagree strongly" to "disagree", "neither agree nor disagree", "agree" and "agree strongly".

This is the same response scale used in the European Social Survey (ESS) as well as other large-scale surveys in Europe and globally, allowing for wider and easier comparability.

FIGURE 101   **Project participants on their skill development – version 1 (PP)**

Skills development (PP) – Through the project, I improved my ability to ...

Project participants in Erasmus+ Youth, randomised parallel module, all questions asked in one of two modules except sixth one (engage in tackling sociopolitical challenges) for which responses are merged

■ disagree strongly   ■ disagree   ■ neither agree nor disagree   ■ agree   ■ agree strongly

to get along with people who have a different cultural background (n = 2.394)	5.8%	37.1%	55.0%	
communicate with people who speak another language (n = 2.296)	8.9%	39.1%	49.4%	
reflect and think critically (n = 2.387)	13.7%	48.7%	33.2%	
negotiate joint solutions when there are different viewpoints (n = 2.299)	13.5%	51.7%	31.8%	
interact with policy- and decision-making (n = 2.293)	21.6%	47.1%	25.8%	
engage in tackling sociopolitical challenges (n = 4.689)	5.2%	27.0%	42.2%	22.9%
discuss political topics seriously (n = 2.392)	5.3%	8.1%	29.0%	37.2%	20.5%
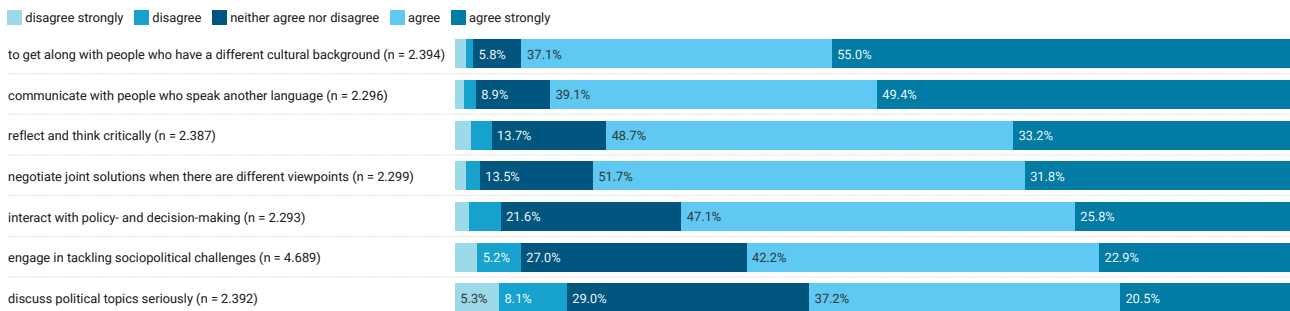
5 point Likert scale question, Median for all questions 4.0 except the first question (getting along with people who have a different cultural background): M = 5.0
Source: RAY Transnational Dataset (2024)

FIGURE 102   **Project participants on their skill development – version 2 (PP)**

Skills development (PP) – Through the project, I improved my ability to ...

Project participants in Erasmus+ Youth, randomised parallel module, all questions asked in one of two modules except sixth one (engage in tackling sociopolitical challenges) for which responses are merged

■ disagree strongly   ■ disagree   ■ neither agree nor disagree   ■ agree   ■ agree strongly

to get along with people who have a different cultural background (n = 2.394)

5.8%	37.1%	55.0%

communicate with people who speak another language (n = 2.296)

8.9%	39.1%	49.4%

reflect and think critically (n = 2.387)

13.7%	48.7%	33.2%

negotiate joint solutions when there are different viewpoints (n = 2.299)

13.5%	51.7%	31.8%

interact with policy- and decision-making (n = 2.293)

3.8%	21.6%	47.1%	25.8%

engage in tackling sociopolitical challenges (n = 4.689)

5.2%	27.0%	42.2%	22.9%

discuss political topics seriously (n = 2.392)

5.3%	8.1%	29.0%	37.2%	20.5%
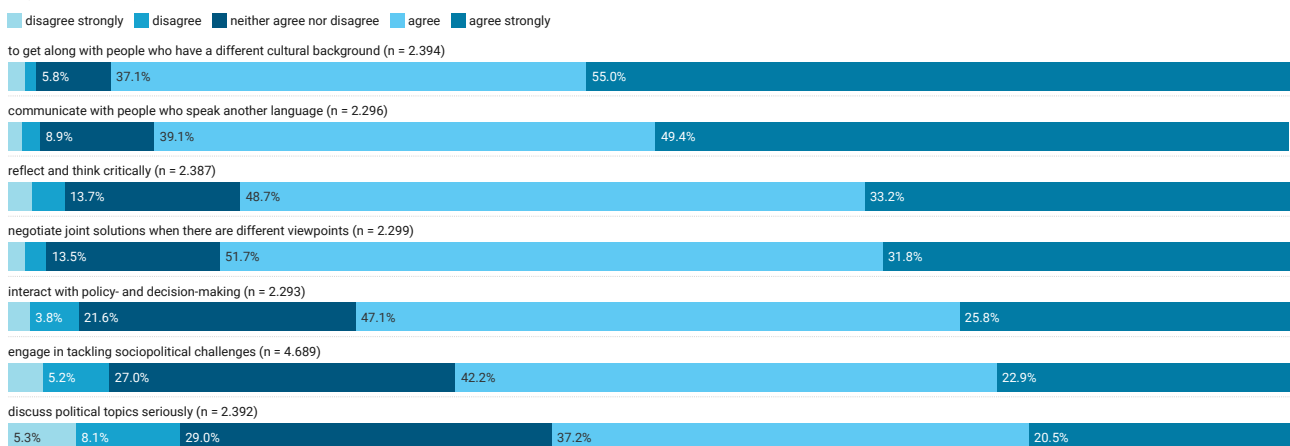
5 point Likert scale question, Median for all questions 4.0 except the first question (getting along with people who have a different cultural background): M = 5.0
Source: RAY Transnational Dataset (2024)

4.1.1.3 ATTITUDES

Across the two impact modules, we explored a number of attitudes, values and behaviours relevant to intercultural learning, learning mobility and/or European youth work.

These questions all started with *"After the project, …"* and then covered the following attitudes, values and behaviours:

- I appreciate cultural diversity *{less / same / more}* than before the project.
- I feel that I am better at empathising with others.
- I feel that I am more self-confident.
- I feel that I am more autonomous.

The first of these four questions offered as response options (1) less than before the project, (2) to the same extent, (3) more than before the project, of which only one could be chosen.

The remaining three questions were again set up as 5 point Likert scale questions, going from "disagree strongly" to "disagree", "neither agree nor disagree", "agree" and "agree strongly".

This is the same response scale used in the European Social Survey (ESS) as well as other large-scale surveys in Europe and globally, allowing for wider and easier comparability.

FIGURE 103   **Project participants on attitudinal changes (PP)**

Attitudinal changes (PP) – After the project, I appreciate cultural diversity …

Project participants in Erasmus+ Youth, randomised parallel module, n = 2.450

■ less than before the project ■ to the same extent ■ more than before the project

I appreciate cultural diversity …

22.4%	75.7%

Three exclusive response options: less than before the project, to the same extent, more than before the project
Source: RAY Transnational Dataset (2024)

FIGURE 104   **Project participants on attitudinal changes (PP)**

Attitudinal changes (PP) – After the project, I feel that I …

Project participants in Erasmus+ Youth, randomised parallel module, all questions asked in one of two modules

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

I feel that I am more self-confident (n = 2.352)

14.8%	42.2%	38.4%

I feel that I am better at empathising with others (n = 2.445)

16.2%	46.3%	34.4%

I feel that I am more autonomous (n = 2.353)

27.1%	41.6%	26.6%

5 point Likert scale question, Median for all questions 4.0
Source: RAY Transnational Dataset (2024)

4.1.2 YOUTH WORK ACTIVITIES

This section summarises the competence development of project participants in youth work activities (youth worker mobilities and training and cooperation activities).

Owed to the nature of youth work activities, which tend to be shorter education and training activities, we used the same module with identical questions for all respondents.

4.1.2.1 KNOWLEDGE

To start with, youth workers were asked whether they learned something new about a variety of aspects relevant to intercultural learning, learning mobility and/or European youth work.

In the first of two questions, respondents could choose between and among (1) young people's realities, (2) youth policy, (3) youth work, (4) non-formal learning, (5) professional development, (6) project management, and (7) organisational learning and development.

These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* listed at the end as an exclusive option.

Figure 82 provides an overview of the knowledge acquired by youth workers through their activity.

FIGURE 105   **Knowledge acquisition of youth workers (YW)**

In the activity, I learned something about ... (YW)
Youth workers in Erasmus+ Youth, n = 5.282

non-formal learning	76.0%
youth work	73.7%
young people's realities	59.4%
organisational learning and development	54.9%
professional development	52.8%
project management	51.3%
youth policy	39.4%
none of the above	1.8%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)
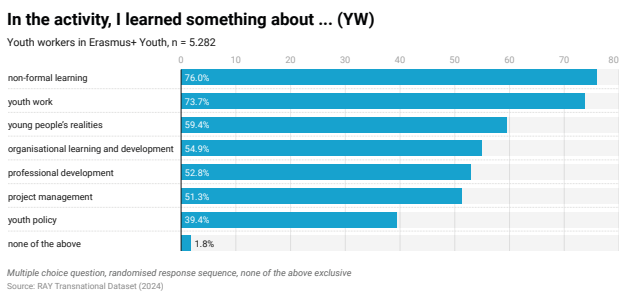
For comparison, we also asked project teams which of these topics and aspects they addressed in their project.

Figure 83 shows the topics team members said they had addressed versus topics youth workers said they have learned about in their activity.

FIGURE 106   **Knowledge acquisition of youth workers (YW) *versus* assessment of project teams regarding the knowledge of youth workers (PT)**

Learned about (youth workers) vs participants learned about (teams)
Youth workers in Erasmus+ Youth, n = 5.282 & Project team members in Erasmus+ Youth, randomised parallel module, n = 478
■ Youth workers (learned something about this aspect in our activity)
■ Project teams (touched upon this value or concept in our activity)

	YW	PT
non-formal learning	76.0%	83.5%
youth work	73.7%	72.2%
young people's realities	59.4%	64.9%
organisational learning and development	54.9%	54.2%
professional development	52.8%	61.1%
project management	51.3%	47.5%
youth policy	39.4%	24.5%
none of the above	1.8%	0.8%

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, youth workers were asked whether they learned something new through the activity in relation to some of the concepts and principles underpinning youth work and non-formal education.

They could choose between youth empowerment, needs-orientation, learner-centredness, power and power relations, and peer learning. These response options were shown in a randomised order, with all options available ('check all that apply'), and none of the above was listed at the end as an exclusive option.

See Figure 84 for an overview of these additional learnings around the concepts and principles underpinning youth work and non-formal education.

FIGURE 107   **Additional learnings of youth workers (YW)**

In the activity, I also learned something about ... (YW)
Youth workers in Erasmus+ Youth, n = 5.211

youth empowerment	72.6%
peer learning	56.5%
needs-orientation	51.6%
power and power relations	39.4%
learner-centredness	36.2%
... none of the above	3.6%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

For comparison, we also asked project teams which of these concepts and principles they touched upon in their project. [13]

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13 You might have noticed the difference in terminology between *activity* and *project* here. This is intentional: While youth workers usually consider a training course or seminar they participate in as an activity, the project teams tend to perceive them as part of larger projects, such as a series of trainings, a kick-off training in a larger professional development programme, and so on.

Figure 85 shows the concepts and principles team members said they had touched upon versus topics youth workers said they have also learned about in their activity.

FIGURE 108 **Additional learnings of youth workers (YW) *versus* assessment of project teams regarding youth workers' additional learnings (PT)**

Learned about (youth workers) vs topics touched upon (teams)
Youth workers in Erasmus+ Youth, n = 5.211 & Project team members in Erasmus+ Youth, randomised parallel module, n = 478

Youth workers (learned something about this value or concept in our activity)
Project teams (touched upon this value or concept in our activity)

youth empowerment	72.6% / 81.0%
peer learning	56.5% / 69.7%
needs-orientation	51.6% / 60.3%
power and power relations	39.4% / 37.0%
learner-centredness	36.2% / 45.2%
none of the above	3.6% / 1.7%

Multiple choice questions, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

FIGURE 109 **Skills development of youth workers (YW)**

4.1.2.2 SKILLS

We explored a range of youth workers' skills relevant to intercultural learning, learning mobility and/or European youth work (see Figure 86).[14]

All skill-related questions were set up as 5 point Likert scale questions, with response options going from "disagree strongly" to "disagree", "neither agree nor disagree", "agree" and "agree strongly".

This is the same response scale used in the European Social Survey (ESS) as well as other large-scale surveys in Europe and globally, allowing for wider and easier comparability.

4.1.2.3 ATTITUDES

We asked youth workers no additional attitudinal questions beyond those in the thematic modules.

Skills development relevant to intercultural learning, learning mobility and European youth work (YW)
Youth workers in Erasmus+ Youth

disagree strongly | disagree | neither agree nor disagree | agree | agree strongly

I have learned more about fostering non-formal learning in youth work (n = 5.235).
8.7% | 48.6% | 40.1%

I am better able to strengthen diversity in my youth work (n = 5.236).
12.2% | 50.1% | 35.6%

I have learned more about strengthening youth-led youth work (n = 5.236).
12.3% | 49.7% | 35.2%

I am better able to strengthen international dimensions in my youth work (n = 5.240).
12.9% | 49.5% | 35.0%

I have become aware which of my competences I want to develop further (n = 5.246).
11.2% | 52.5% | 34.3%

I am better able to deal with ambiguity and tensions in my youth work (n = 5.222).
19.0% | 49.5% | 28.6%

5 point Likert scale questions, Median for all questions 4.0
Source: RAY Transnational Dataset (2024)

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14 Some of the statements cover a combination of knowledge, skills and/or attitudes, such as "I have learned more about fostering non-formal learning in youth work." and "I have learned more about strengthening youth-led youth work."

4.2 PROJECT TEAMS

This chapter summarises the competence development of project teams in youth projects and youth work activities.

To be able to cover more ground, we used two parallel modules such that responding project team members would only see one of the two modules, assigned to them randomly.

4.2.1 YOUTH PROJECTS

This section summarises the competence development of project teams in youth projects (youth exchanges and youth participation projects).

4.2.1.1 KNOWLEDGE

To start with, project team members were asked whether they learned something new about a variety of aspects relevant to intercultural learning, learning mobility and/or European youth work.

In the first of two questions, respondents could choose between and among (1) young people's realities, (2) youth policy, (3) youth work, (4) non-formal learning, (5) professional development, (6) project management, and (7) organisational learning and development.

These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* listed at the end as an exclusive option.

Figure 87 provides an overview of the knowledge acquired by youth workers through their activity.
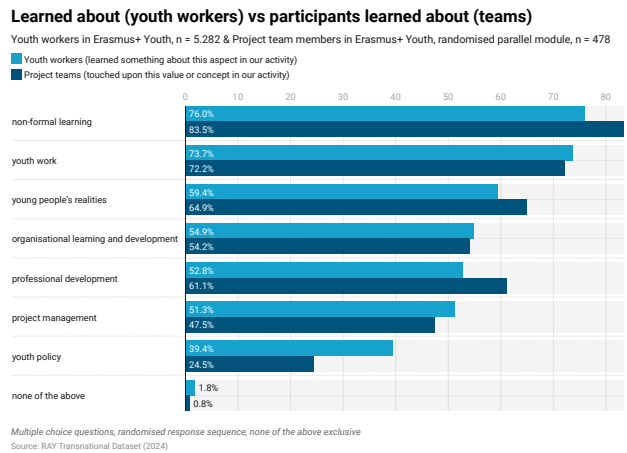
FIGURE 110   **Knowledge acquisition of project teams (PT)**

In the project, I learned something about ... (PT)
Project team members of youth projects in Erasmus+ Youth, n = 1.430

young people's realities	71.5%
non-formal learning	70.0%
youth work	61.1%
project management	55.3%
organisational learning and development	52.4%
professional development	40.1%
youth policy	31.7%
none of the above	1.3%

Multiple choice question, randomised response sequence, none of the above exclusive
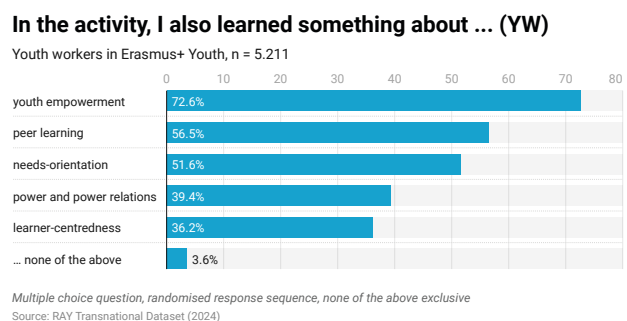Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, project team members were asked whether they learned something new through the activity in re-

lation to some of the concepts and principles underpinning youth work and non-formal education.

They could choose between youth empowerment, needs-orientation, learner-centredness, power and power relations, and peer learning. These response options were shown in a randomised order, with all options available ('check all that apply'), and none of the above was listed at the end as an exclusive option.

See Figure 88 for an overview of these additional learnings around the concepts and principles underpinning youth work and non-formal education.
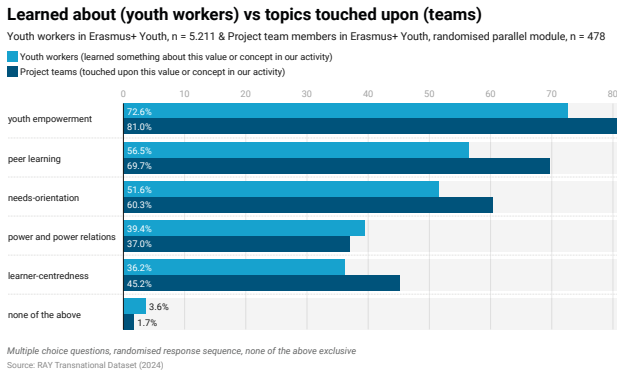
FIGURE 111   **Additional learnings of project teams (PT)**

In the project, I also learned something about ... (PT)
Project team members of youth projects in Erasmus+ Youth, n = 1.428

youth empowerment	80.3%
peer learning	68.2%
needs-orientation	50.6%
power and power relations	36.6%
learner-centredness	36.4%
... none of the above	1.8%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)
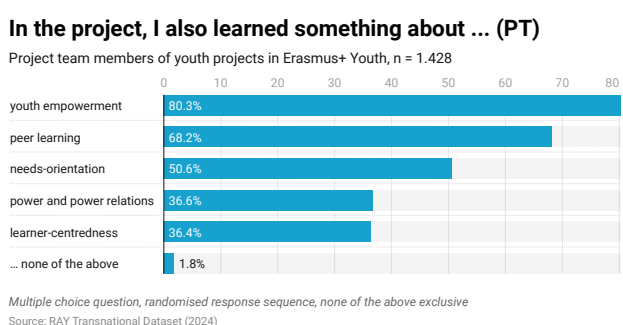
4.2.1.2 SKILLS

Across the two impact modules for project teams, we explored a range of skills relevant to intercultural learning, learning mobility and/or European youth work.[15]

All skill-related questions were set up as 5 point Likert scale questions, with response options going from "disagree strongly" to "disagree", "neither agree nor disagree", "agree" and "agree strongly".

See Figure 89 on the next page for an overview of skill development through Erasmus+ Youth.

4.2.1.3 ATTITUDES

Across the two impact modules, we explored a number of attitudes, values and behaviours relevant to intercultural learning, learning mobility and/or European youth work.

These questions all started with *"After the project, ..."* and then covered the following attitudes, values and behaviours:

• I feel that I am more self-confident.

---

15 Some of the statements cover a combination of knowledge, skills and/or attitudes, such as "I have learned more about fostering non-formal learning in youth work." and "I have learned more about strengthening youth-led youth work."

- I feel that I am more autonomous.
- I feel that I am better at empathising with others.

All three questions were set up as 5 point Likert scale questions, with response options going from "disagree strongly" to "disagree", "neither agree nor disagree", "agree" and "agree strongly".
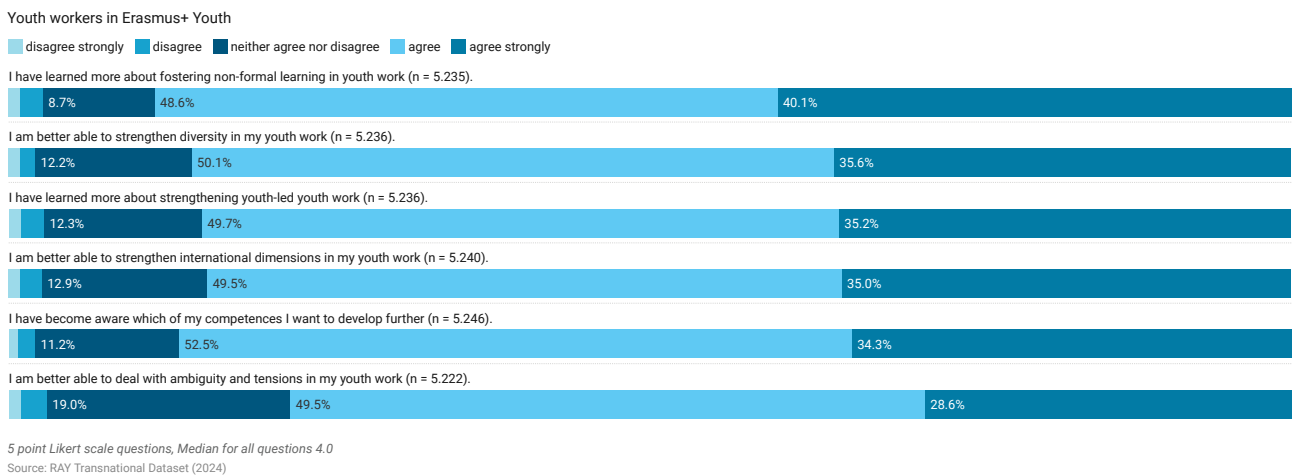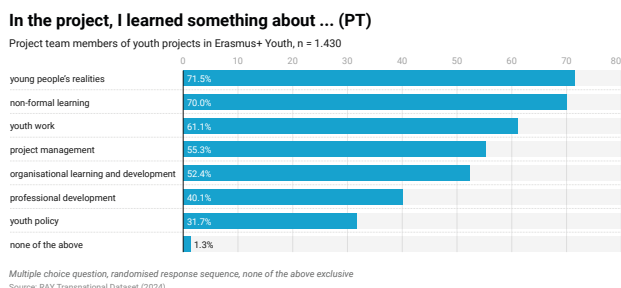
This is the same response scale used in the European Social Survey (ESS) as well as other large-scale surveys in Europe and globally, allowing for wider and easier comparability.

See Figure 90 for an overview of attitudinal changes of project teams through Erasmus+ Youth.

FIGURE 112   **Skills development of project teams of youth projects (PT)**

Skills development relevant to intercultural learning, learning mobility and European youth work (PT)

Project team members of youth projects in Erasmus+ Youth, randomised parallel modules, all questions asked in one of two modules

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

I am better able to strengthen diversity in my youth work (n = 1.413).
| 7.9% | 41.6% | 49.3% |

I am better able to deal with ambiguity and tensions in my youth work (n = 1.411).
| 10.8% | 41.5% | 46.1% |

I am better able to strengthen international dimensions in my youth work (n = 1.428).
| 9.3% | 46.4% | 42.3% |

I have learned more about fostering non-formal learning in youth work (n = 1.428).
| 8.5% | 47.5% | 41.7% |

I have learned more about strengthening youth-led youth work (n = 1.430).
| 9.2% | 48.7% | 40.0% |

I have become aware which of my competences I want to develop further (n = 1.430).
| 11.4% | 50.2% | 36.3% |

5 point Likert scale questions, Median for all questions 4.0
Source: RAY Transnational Dataset (2024)

FIGURE 113   **Attitudinal changes of project teams of youth projects (PT)**

Attitudinal changes (PT) – After the project, I feel that I …

Project team members of youth projects in Erasmus+ Youth, randomised parallel modules, all questions asked in one of two modules

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

I feel that I am more self-confident (n = 1.416).
| 10.9% | 34.9% | 52.3% |

I feel that I am better at empathising with others (n = 1.413).
| 11.2% | 36.0% | 51.3% |

I feel that I am more autonomous (n = 1.411).
| 16.3% | 38.2% | 43.6% |

5 point Likert scale question, Median for first two questions 5.0, for third question M = 4.0
Source: RAY Transnational Dataset (2024)

4.2.2 YOUTH WORK ACTIVITIES

This section summarises the competence development of project teams in youth work activities (youth worker mobilities and training and cooperation activities).

4.2.2.1 KNOWLEDGE
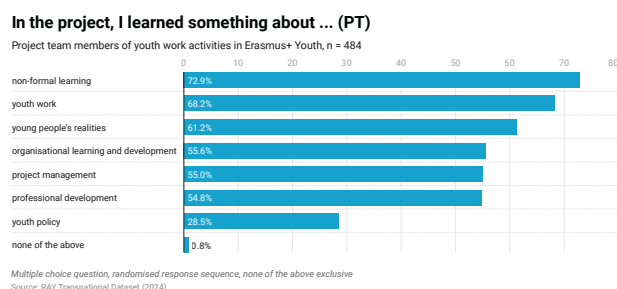
To start with, project team members were asked whether they learned something new about a variety of aspects relevant to intercultural learning, learning mobility and/or European youth work.

In the first of two questions, respondents could choose between and among (1) young people's realities, (2) youth policy, (3) youth work, (4) non-formal learning, (5) professional development, (6) project management, and (7) organisational learning and development.

These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* listed at the end as an exclusive option.

Figure 91 provides an overview of the knowledge acquired by youth workers through their activity.

FIGURE 114   **Knowledge acquisition of project teams (PT)**

In the project, I learned something about ... (PT)
Project team members of youth work activities in Erasmus+ Youth, n = 484

non-formal learning	72.9%
youth work	68.2%
young people's realities	61.2%
organisational learning and development	55.6%
project management	55.0%
professional development	54.8%
youth policy	28.5%
none of the above	0.8%

Multiple choice question, randomised response sequence, none of the above exclusive
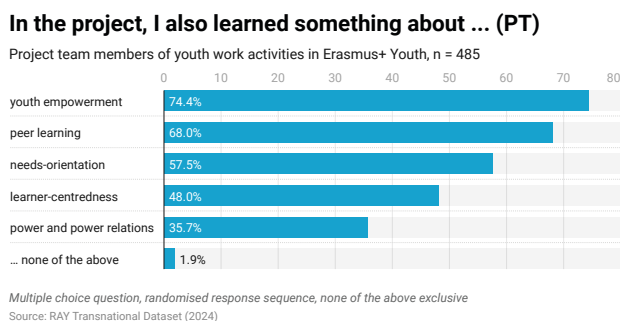Source: RAY Transnational Dataset (2024)

In the second knowledge-related question, project team members were asked whether they learned something new through the activity in relation to some of the concepts and principles underpinning youth work and non-formal education.

They could choose between youth empowerment, needs-orientation, learner-centredness, power and power relations, and peer learning. These response options were shown in a randomised order, with all options available ('check all that apply'), and none of the above was listed at the end as an exclusive option.

See Figure 92 for an overview of these additional learnings around the concepts and principles underpinning youth work and non-formal education.

FIGURE 115   **Additional learnings of project teams (PT)**

In the project, I also learned something about ... (PT)
Project team members of youth work activities in Erasmus+ Youth, n = 485

youth empowerment	74.4%
peer learning	68.0%
needs-orientation	57.5%
learner-centredness	48.0%
power and power relations	35.7%
... none of the above	1.9%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

4.2.2.2 SKILLS

Across the two impact modules for project teams, we explored a range of skills relevant to intercultural learning, learning mobility and/or European youth work.[16]

All skill-related questions were set up as 5 point Likert scale questions, with response options going from "disagree strongly" to "disagree", "neither agree nor disagree", "agree" and "agree strongly".

See Figure 93 on the next page for an overview of skill development through Erasmus+ Youth.

4.2.2.3 ATTITUDES

Across the two impact modules, we explored a number of attitudes, values and behaviours relevant to intercultural learning, learning mobility and/or European youth work.

These questions all started with *"After the project, ..."* and then covered the following attitudes, values and behaviours:

* I feel that I am more self-confident.
* I feel that I am more autonomous.
* I feel that I am better at empathising with others.

All three questions were set up as 5 point Likert scale questions, with response options going from "disagree strongly" to "disagree", "neither agree nor disagree", "agree" and "agree strongly".

See Figure 94 on the next page for an overview of attitudinal changes of project teams through Erasmus+ Youth.

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16 Some of the statements cover a combination of knowledge, skills and/or attitudes, such as "I have learned more about fostering non-formal learning in youth work." and "I have learned more about strengthening youth-led youth work."

FIGURE 116   **Skills development of project teams of youth projects (PT)**

**Skills development relevant to intercultural learning, learning mobility and European youth work (PT)**

Project team members of work activities in Erasmus+ Youth, randomised parallel modules, all questions asked in one of two modules

disagree strongly   disagree   neither agree nor disagree   agree   agree strongly

I am better able to strengthen diversity in my youth work (n = 478).

| 7.1% | 37.4% | 53.8% |
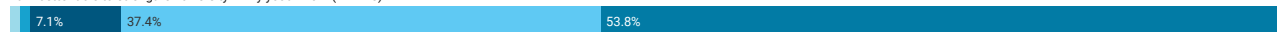
I have learned more about fostering non-formal learning in youth work (n = 485).

| 5.4% | 41.4% | 51.5% |
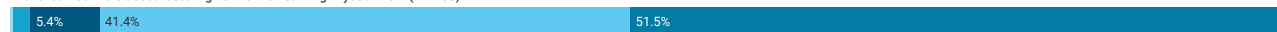
I am better able to deal with ambiguity and tensions in my youth work (n = 477).

| 10.5% | 42.3% | 45.5% |

I have learned more about strengthening youth-led youth work (n = 480).

| 9.6% | 43.3% | 45.2% |

I am better able to strengthen international dimensions in my youth work (n = 482).

| 6.6% | 47.5% | 44.8% |

I have become aware which of my competences I want to develop further (n = 483).

| 9.3% | 45.3% | 43.7% |

5 point Likert scale questions, Median for first two questions 5.0, for all remaining questions M = 4.0
Source: RAY Transnational Dataset (2024)

FIGURE 117   **Attitudinal changes of project teams of youth projects (PT)**

Attitudinal changes (PT) – After the project, I feel that I …

Project team members of youth work activities in Erasmus+ Youth, randomised parallel modules, all questions asked in one of two modules

disagree strongly   disagree   neither agree nor disagree   agree   agree strongly

I feel that I am more self-confident (n = 477).

| 9.2% | 32.7% | 56.6% |

I feel that I am better at empathising with others (n = 470).

| 9.4% | 36.4% | 52.6% |
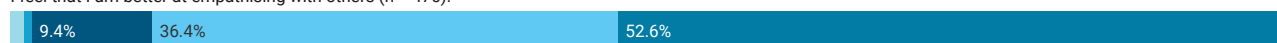
I feel that I am more autonomous (n = 474).

| 14.3% | 36.7% | 47.3% |

5 point Likert scale question, Median for first two questions 5.0, for third question M = 4.0
Source: RAY Transnational Dataset (2024)

5 — ORGANISATIONAL DEVELOPMENT

This short chapter explores the role and development of organisations and networks in and through the Erasmus+ Youth Programme.

5.1 PROVIDING ACCESS TO THE PROGRAMME

As part of the opening module, project participants get asked how they learned about the project they got involved in. One possible response option is "through an organisation."

See Figures 118 and 119 for the role that organisations play for participants of youth projects (youth exchanges and youth participation projects) and youth work activities (youth worker mobilities and training and cooperation activities), respectively.

See Figure 120 for the difference between participants that are new to the programme versus participants returning to the programme – and the differing role of organisations for them.

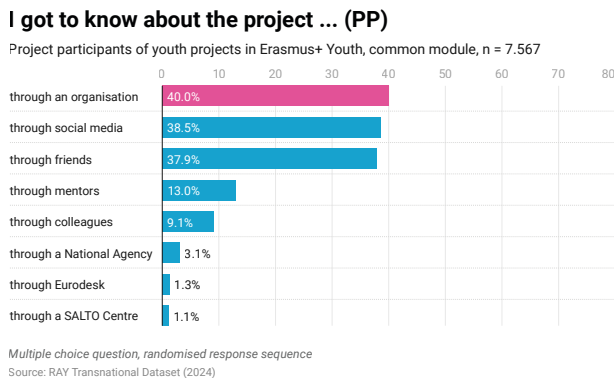FIGURE 118 **Role of organisations in learning about youth projects (PP)**

I got to know about the project ... (PP)

Project participants of youth projects in Erasmus+ Youth, common module, n = 7.567

through an organisation	40.0%
through social media	38.5%
through friends	37.9%
through mentors	13.0%
through colleagues	9.1%
through a National Agency	3.1%
through Eurodesk	1.3%
through a SALTO Centre	1.1%

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

FIGURE 119 **Role of organisations in learning about youth work activities (YW)**

I got to know about the activity ... (YW)

Project participants of youth work activities in Erasmus+ Youth, common module, n = 5.296

through an organisation	44.7%
through social media	29.8%
through friends	24.0%
through colleagues	19.3%
through a SALTO Centre	12.0%
through a National Agency	10.1%
through mentors	7.1%
through Eurodesk	2.8%

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)
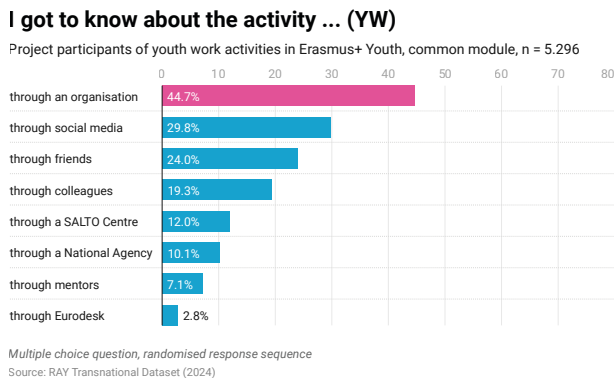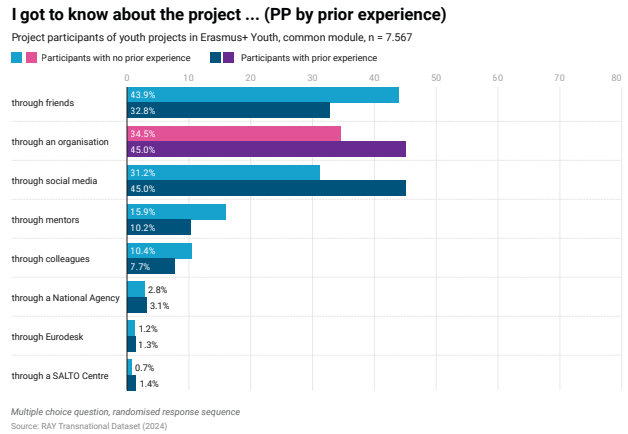
FIGURE 120 **Role of organisations in learning about projects – difference between new and returning project participants (PP)**

I got to know about the project ... (PP by prior experience)

Project participants of youth projects in Erasmus+ Youth, common module, n = 7.567

■ Participants with no prior experience ■ Participants with prior experience

through friends	43.9% / 32.8%
through an organisation	34.5% / 45.0%
through social media	31.2% / 45.0%
through mentors	15.9% / 10.2%
through colleagues	10.4% / 7.7%
through a National Agency	2.8% / 3.1%
through Eurodesk	1.2% / 1.3%
through a SALTO Centre	0.7% / 1.4%

Multiple choice question, randomised response sequence
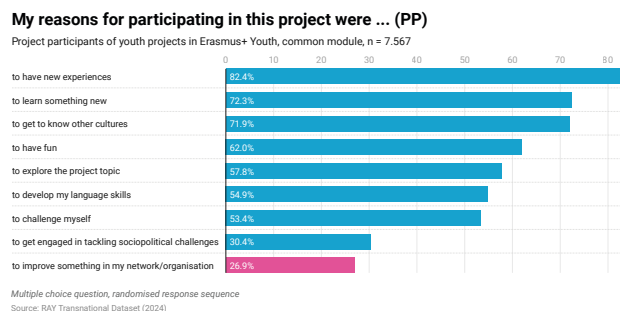Source: RAY Transnational Dataset (2024)

5.2 PROVIDING MOTIVATION TO JOIN THE PROGRAMME

As part of the opening module, project participants get asked why they got involved in their project. One possible response option is "to improve something in my network/organisation" among a total of nine response options.
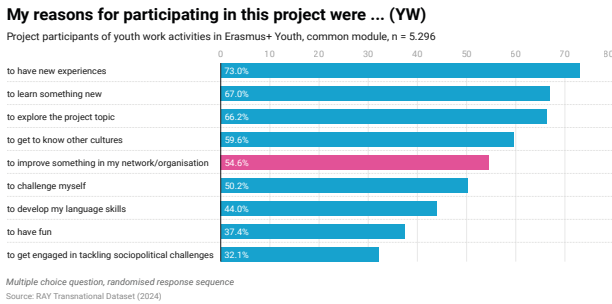
Note that the response options are shown to respondents in a fully randomised sequence.

See Figures 121 and 122 for the motivational role that organisations play for participants of youth projects (youth exchanges and youth participation projects) and youth work activities (youth worker mobilities and training and cooperation activities), respectively.

FIGURE 121 **Improving organisations & networks as part of motivation for participants of youth projects (PP)**

My reasons for participating in this project were ... (PP)

Project participants of youth projects in Erasmus+ Youth, common module, n = 7.567

to have new experiences	82.4%
to learn something new	72.3%
to get to know other cultures	71.9%
to have fun	62.0%
to explore the project topic	57.8%
to develop my language skills	54.9%
to challenge myself	53.4%
to get engaged in tackling sociopolitical challenges	30.4%
to improve something in my network/organisation	26.9%

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

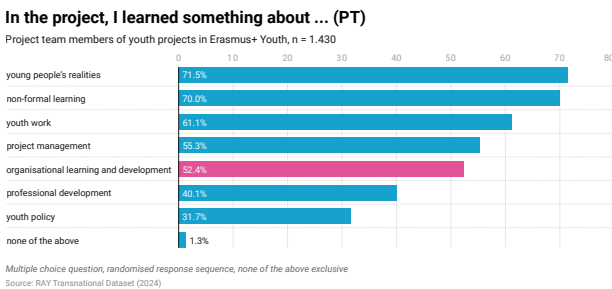FIGURE 122 **Improving organisations & networks as part of motivation for participants of youth work activities (YW)**

My reasons for participating in this project were … (YW)
Project participants of youth work activities in Erasmus+ Youth, common module, n = 5.296

to have new experiences	73.0%
to learn something new	67.0%
to explore the project topic	66.2%
to get to know other cultures	59.6%
to improve something in my network/organisation	54.6%
to challenge myself	50.2%
to develop my language skills	44.0%
to have fun	37.4%
to get engaged in tackling sociopolitical challenges	32.1%

Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

5.3 FOCUS OF LEARNING IN THE PROGRAMME

We have asked respondents in various ways about what they have learned through their involvement in the programme. For project teams, one possible response option was "organisational learning and development".

See Figures 123 and 124 for the responses of project teams, separately for the teams of youth projects and youth work activities.

FIGURE 123 **Team members of youth projects learning about organisational learning and development (PT)**

In the project, I learned something about … (PT)
Project team members of youth projects in Erasmus+ Youth, n = 1.430

young people's realities	71.5%
non-formal learning	70.0%
youth work	61.1%
project management	55.3%
organisational learning and development	52.4%
professional development	40.1%
youth policy	31.7%
none of the above	1.3%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

FIGURE 124 **Team members of youth work activities learning about organisational learning and development (PT)**

In the project, I learned something about … (PT)
Project team members of youth work activities in Erasmus+ Youth, n = 484

non-formal learning	72.9%
youth work	68.2%
young people's realities	61.2%
organisational learning and development	55.6%
project management	55.0%
professional development	54.8%
youth policy	28.5%
none of the above	0.8%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

5.4 ENLARGING NETWORKS

Text

5.5 IMPACTED BY EFFECTS OF THE PROGRAMME

A number of the strategic objectives of Erasmus+ Youth address organisations, namely to strengthen (1) cooperation, (2) quality, (3) inclusion, (4) creativity, and (5) innovation.

We asked project team members to which extent their projects contributed to these strategic objectives. See Figure 125 for their responses and the role that the organisational objectives play.

FIGURE 125 **Project teams about addressing strategic objectives with relevance for organisations through projects (PT)**

To what extent did the project contribute to the strategic objectives of Erasmus+ Youth? (PT)

Project team members in Erasmus+ Youth, n = 3.823
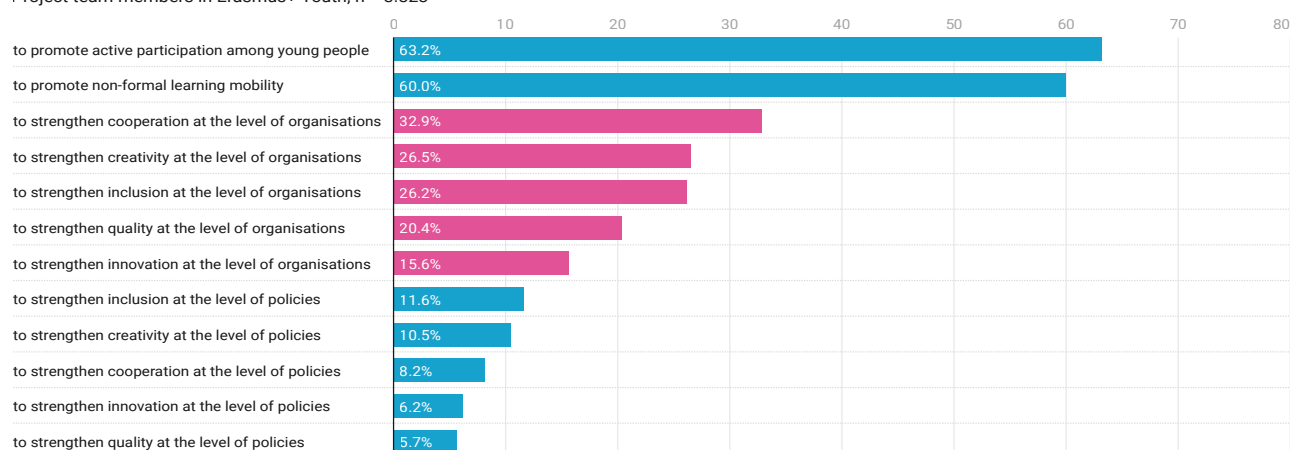
Multiple choice question, randomised response sequence, no more than three choices allowed
Source: RAY Transnational Dataset (2024)

6 — STRATEGIC ASPECTS

This short chapter explores a number of strategic aspects, including whether the programme's objectives are fulfilled and how ecisting strategies and frameworks are used in projects and activities within the Erasmus+ Youth Programme.

6.1 ACHIEVING OBJECTIVES OF THE PROGRAMME

We asked project team members two questions regarding the objectives of the Erasmus+ Youth programme, covering the seven general objectives of Erasmus+ first and then the twelve strategic objectives of Erasmus+ Youth, all taken from the legal texts establishing the progtamme. See Figures 000 and 000 for their assessment as well as the wording of the objectives themselves.

FIGURE 126 **Projects addressing the general objectives of Erasmus+ (PT)**

To what extent did the project contribute to the general objectives of the Erasmus+ programme? (PT)

Project team members in Erasmus+ Youth, n = 3.820

to support the personal development of project participants	83.4%
to support the educational development of project participants	74.8%
to strengthen active citizenship	67.4%
to strengthen social cohesion in Europe	61.1%
to strengthen European identity	60.7%
to support the professional development of project participants	56.7%
to advance youth policy cooperation	40.8%
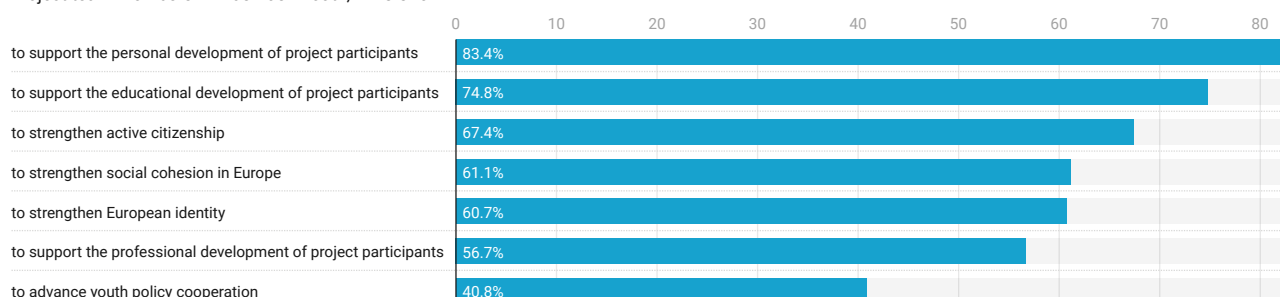
Multiple choice question, randomised response sequence, no limitation of choices (check all that apply)
Source: RAY Transnational Dataset (2024)

FIGURE 127 **Projects addressing the strategic objectives of Erasmus+ Youth (PT)**

To what extent did the project contribute to the strategic objectives of Erasmus+ Youth? (PT)

Project team members in Erasmus+ Youth, n = 3.823

to promote active participation among young people	63.2%
to promote non-formal learning mobility	60.0%
to strengthen cooperation at the level of organisations	32.9%
to strengthen creativity at the level of organisations	26.5%
to strengthen inclusion at the level of organisations	26.2%
to strengthen quality at the level of organisations	20.4%
to strengthen innovation at the level of organisations	15.6%
to strengthen inclusion at the level of policies	11.6%
to strengthen creativity at the level of policies	10.5%
to strengthen cooperation at the level of policies	8.2%
to strengthen innovation at the level of policies	6.2%
to strengthen quality at the level of policies	5.7%

Multiple choice question, randomised response sequence, no more than three choices allowed
Source: RAY Transnational Dataset (2024)

6.2 CONSIDERING THE INCLUSION STRATEGY

We asked project teams whether they considered the Inclusion and Diversity Strategy of the European youth programmes during their project.

FIGURE 128   **Teams considering the Inclusion and Diversity Strategy (PT)**

We considered the Inclusion and Diversity Strategy of the European youth programmes during our project (PT)

Project teams in Erasmus+ Youth, randomised parallel module, n = 955

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

Values in percent

1.2% 2.8% 12.9% 42.5% 40.6%
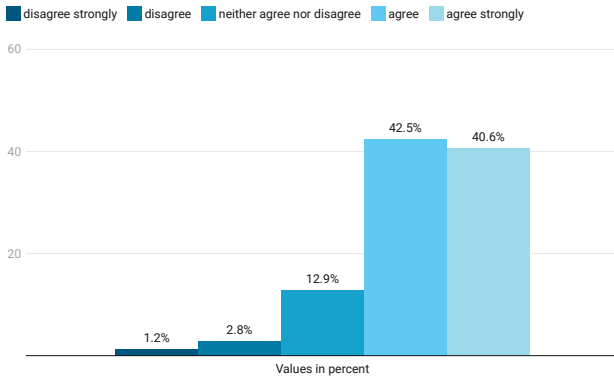
5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

6.3 CONSIDERING THE PARTICIPATION STRATEGY

We asked project teams whether they considered the Youth Participation Strategy of the European youth programmes during their project.

FIGURE 129   **Teams considering the Participation Strategy (PT)**

We considered the Youth Participation Strategy of the European youth programmes during our project (PT)

Project teams in Erasmus+ Youth, randomised parallel module, n = 945

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

Values in percent

1.2% 3.0% 18.5% 41.0% 36.4%
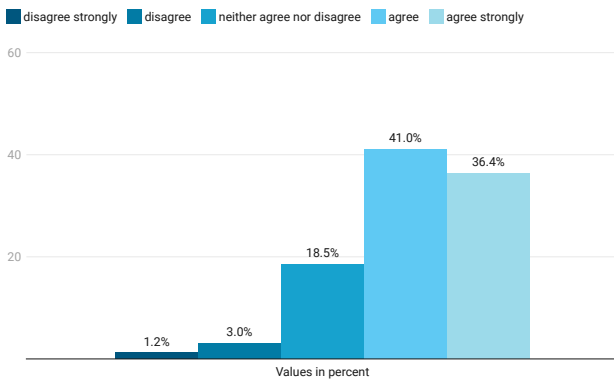
5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

6.4 COMMUNITY IMPACT

We asked project teams for their assessment regarding the involvement of local communities in their project, and the impact of the project on local communities. See Figures 130, 131 and 132 for their responses.

FIGURE 130   **Community awareness of concerns and interests of young people (PT)**

The local community has become more aware of the concerns and interests of young people (PT)

Project teams in Erasmus+ Youth, common module, n = 3.814

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

Values in percent

1.3% 3.8% 23.0% 46.5% 25.4%
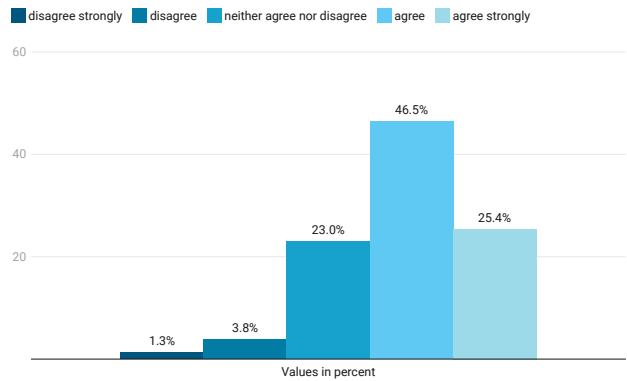
5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

FIGURE 131   **Community appreciation of the intercultural dimension (PT)**

The intercultural dimension was appreciated by the local community (PT)

Project teams in Erasmus+ Youth, common module, n = 3.803

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly

Values in percent

1.0% 2.0% 15.3% 42.9% 38.8%
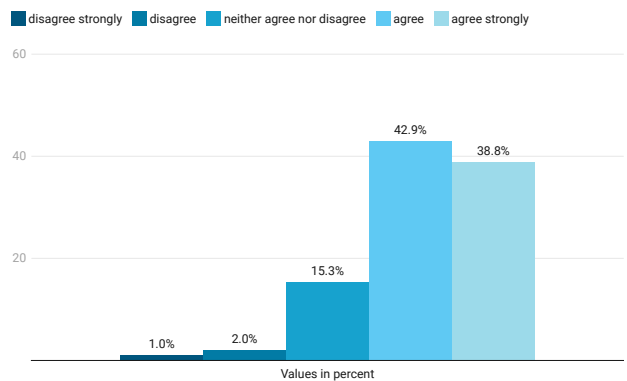
5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

FIGURE 132   **Community interest in supporting similar activities in the future (PT)**

The local community has shown interest to support similar activities in the future (PT)

Project teams in Erasmus+ Youth, common module, n = 3.786

■ disagree strongly ■ disagree ■ neither agree nor disagree ■ agree ■ agree strongly
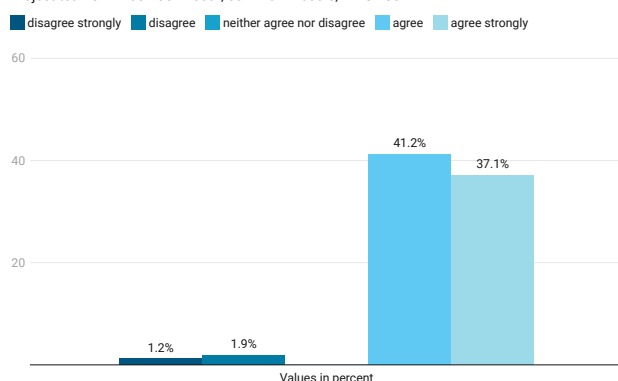
5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

6.5 PILLARS OF THE EUROPEAN YOUTH WORK AGENDA

And finally, we asked project teams which of the different pillars of the European Youth Work Agenda their project addressed. The question was not obligatory.

FIGURE 133   **Projects addressing pillars of the European Youth Work Agenda (PT)**

Which of the different pillars of the European Youth Work Agenda did the project address? (PT)

Project team members in Erasmus+ Youth, n = 3.783
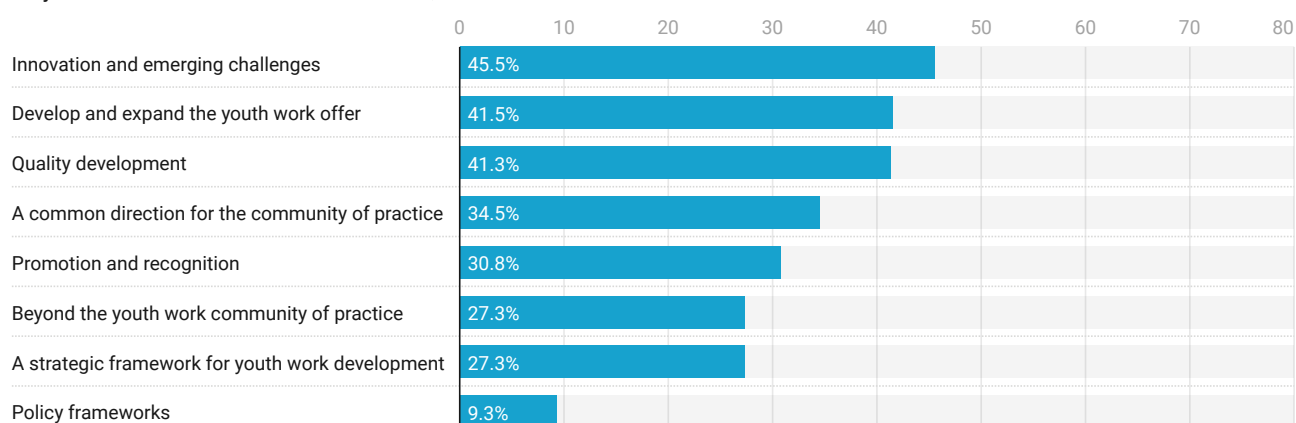
Innovation and emerging challenges	45.5%
Develop and expand the youth work offer	41.5%
Quality development	41.3%
A common direction for the community of practice	34.5%
Promotion and recognition	30.8%
Beyond the youth work community of practice	27.3%
A strategic framework for youth work development	27.3%
Policy frameworks	9.3%

Multiple choice question, randomised response sequence, none of the above exclusive
Source: RAY Transnational Dataset (2024)

7 — PROJECT MANAGEMENT

We asked project team members a number of questions regarding project management, and the overall context of programme management in Erasmus+ Youth. See Figure 134 for their responses.

FIGURE 134

Project teams on the management of their project and overall programme management in Erasmus+ Youth (PT)

Perspective of project teams on aspects of project management (PT)

Project team members in Erasmus+ Youth, common module for all respondents, n below with every question.

Legend: 0 = not very (easy, reliable, adequate) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 = very (easy, reliable, adequate)

Application process | not easy at all – very easy | n = 3765 | Mean 7.34 | Median 8.0
4.7% | 10% | 13% | 10% | 17% | 16% | 22%

Project administration | not easy at all – very easy | n = 3756 | Mean 7.19 | Median 8.0
6% | 9% | 12% | 15% | 18% | 15% | 18%

Project funding | not adequate at all – very adequate | n = 3750 | Mean 7.28 | Median 8.0
6% | 10% | 10% | 14% | 17% | 16% | 21%

Online tools | not reliable at all – very reliable | n = 3726 | Mean 7.23 | Median 8.0
11% | 12% | 14% | 17% | 14% | 20%

Cooperation between partners | not well at all – very well | n = 3812 | Mean 8.59 | Median 9.0
5% | 9% | 15% | 21% | 43%

Cooperation in project team | not well at all – very well | n = 3816 | Mean 8.84 | Median 9.0
8% | 13% | 21% | 50%

Integration of YouthPass | not well at all – very well | n = 3777 | Mean 8.37 | Median 9.0
6% | 6% | 9% | 14% | 18% | 42%

11 point scaling questions, slider with integer interval stops from 0 to 10. Means and medians above with every question.

Source: RAY Transnational Dataset (2024)

8 — RESPONDENT PROFILES

8.1 GEOGRAPHY

FIGURE 135 · **Geographical distribution of all Erasmus+ Youth respondents (ALL)**

Geography of all Erasmus+ Youth respondents

Geographical distribution of project participants and project teams in all project formats.

■ Cities ■ Towns & suburbs ■ Rural areas
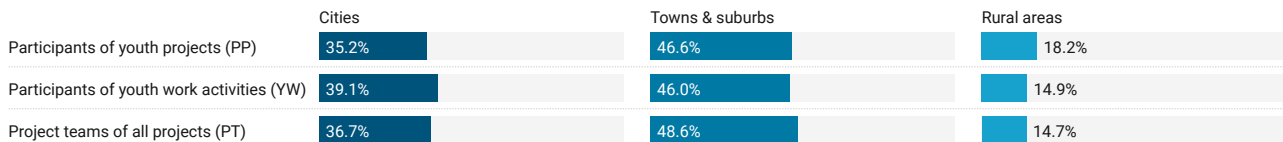
	Cities	Towns & suburbs	Rural areas
Participants of youth projects (PP)	35.2%	46.6%	18.2%
Participants of youth work activities (YW)	39.1%	46.0%	14.9%
Project teams of all projects (PT)	36.7%	48.6%	14.7%

Survey respondents in 2023, Erasmus+ Youth, all formats.
Source: RAY Transnational Dataset (2024)

8.2 GENDER

FIGURE 136 · **Gender of all Erasmus+ Youth respondents (ALL)**

Gender of all Erasmus+ Youth respondents

Gender of project participants and project teams in all project formats. Queer is used accumulatively for all non-binary genders and/or gender identities (transgender, non-binary, genderfluid, not sure (yet), let me specify).

■ female ■ male ■ queer
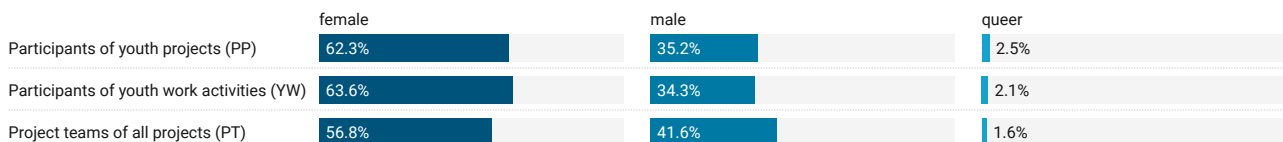
	female	male	queer
Participants of youth projects (PP)	62.3%	35.2%	2.5%
Participants of youth work activities (YW)	63.6%	34.3%	2.1%
Project teams of all projects (PT)	56.8%	41.6%	1.6%

Survey respondents in 2023, Erasmus+ Youth, all formats.
Source: RAY Transnational Dataset (2024)

8.3 PRIOR EXPERIENCE

FIGURE 137 · **Prior experience of all Erasmus+ Youth respondents (ALL)**

Prior experience of all Erasmus+ Youth respondents

Prior experience in similar projects of project participants and project teams in all project formats.

■ No prior experience ■ With prior experience

	No prior experience	With prior experience
Participants of youth projects (PP)	45.2%	50.0%
Participants of youth work activities (YW)	25.2%	74.8%
Project teams of all projects (PT)	20.3%	79.7%

Survey respondents in 2023, Erasmus+ Youth, all formats.
Source: RAY Transnational Dataset (2024)

8.4 EDUCATIONAL ATTAINMENT

FIGURE 138   **Educational attainment of all Erasmus+ Youth respondents (ALL)**

Educational attainment of all Erasmus+ Youth respondents

Educational attainment of project participants and project teams in all project formats.
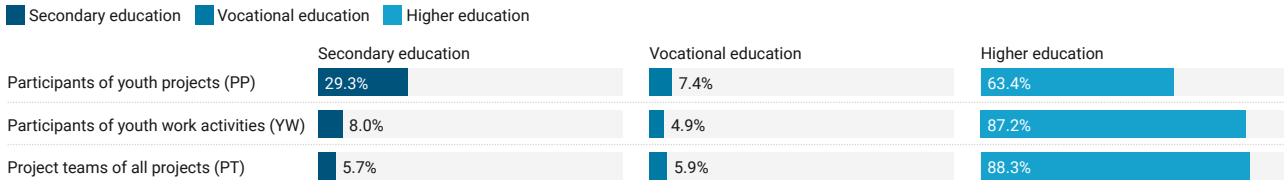
■ Secondary education   ■ Vocational education   ■ Higher education

	Secondary education	Vocational education	Higher education
Participants of youth projects (PP)	29.3%	7.4%	63.4%
Participants of youth work activities (YW)	8.0%	4.9%	87.2%
Project teams of all projects (PT)	5.7%	5.9%	88.3%

Survey respondents in 2023, Erasmus+ Youth, all formats.
Source: RAY Transnational Dataset (2024)

8.3 FACING BARRIERS

FIGURE 139   **Erasmus+ Youth respondents who face barriers to own potential (ALL)**

Erasmus+ Youth respondents facing barriers to fulfill own potential

Project participants and project teams in all project formats who face barriers to fufill their own potential
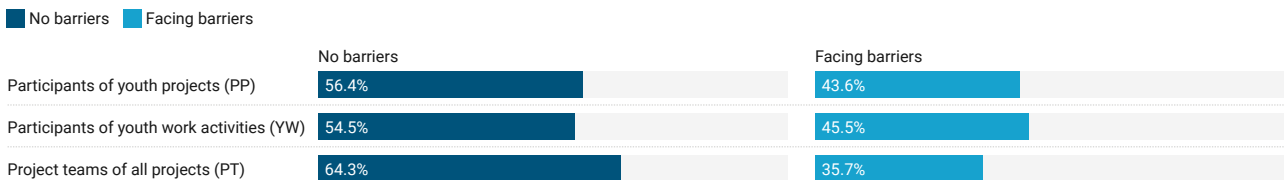
■ No barriers   ■ Facing barriers

	No barriers	Facing barriers
Participants of youth projects (PP)	56.4%	43.6%
Participants of youth work activities (YW)	54.5%	45.5%
Project teams of all projects (PT)	64.3%	35.7%

Survey respondents in 2023, Erasmus+ Youth, all formats.
Source: RAY Transnational Dataset (2024)

8.3 DISCRIMINATION

FIGURE 140   **Erasmus+ Youth respondents with discrimination experience (ALL)**

Erasmus+ Youth respondents who experience discrimination

Project participants and project teams in all project formats who experience discrimination.
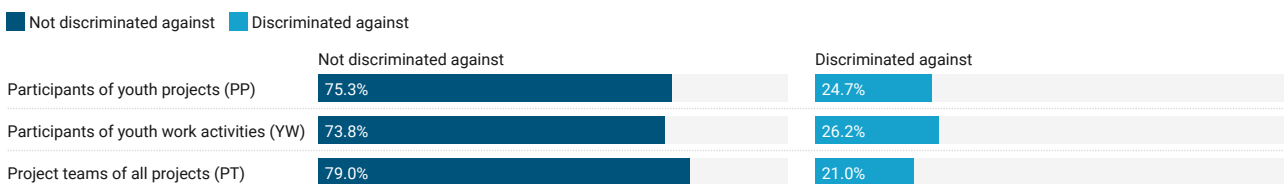
■ Not discriminated against   ■ Discriminated against

	Not discriminated against	Discriminated against
Participants of youth projects (PP)	75.3%	24.7%
Participants of youth work activities (YW)	73.8%	26.2%
Project teams of all projects (PT)	79.0%	21.0%

Survey respondents in 2023, Erasmus+ Youth, all formats.
Source: RAY Transnational Dataset (2024)

8.3 FAIRNESS OF OPPORTUNITIES

FIGURE 141 **Fairness of own opportunities of all Erasmus+ Youth respondents (ALL)**

Erasmus+ Youth respondents on fairness of opportunities

Project participants and project teams on fairness of own opportunities compared to their peer group

■ More than fair share ■ Fair share ■ Less than fair share
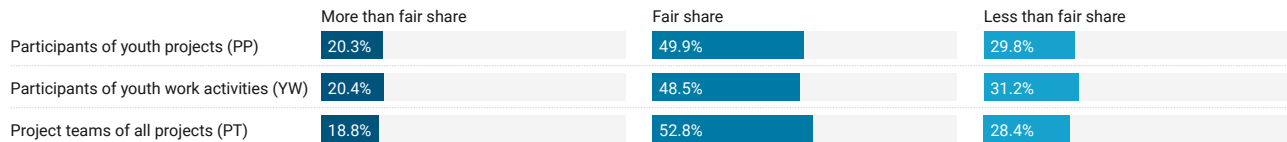
	More than fair share	Fair share	Less than fair share
Participants of youth projects (PP)	20.3%	49.9%	29.8%
Participants of youth work activities (YW)	20.4%	48.5%	31.2%
Project teams of all projects (PT)	18.8%	52.8%	28.4%

Survey respondents in 2023, Erasmus+ Youth, all formats.
Source: RAY Transnational Dataset (2024)

9

OUR NETWORK AND RESEARCH PARTNERS

AUSTRIA

National Agency of Austria – Agentur für Bildung und Internationalisierung (OeAD)

Research partners in Austria – Universität Innsbruck, Institut für Erziehungswissenschaft
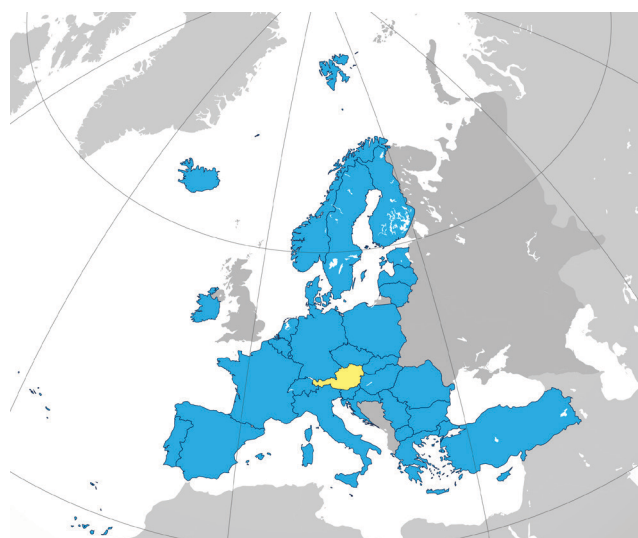
INVOLVEMENT IN RAY RESEARCH PROJECTS

NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		**Previous thematic research projects**	
COMP		CAP	●
DIGI		COR	●
LEARN		INNO	●
LTE II	●	LTE I	●
NPC		PART	●

BELGIUM FLEMISH COMMUNITY

National Agency of the Flemish Community – JINT vzw

Research partners in the Flemish Community – Odisee University of Applied Sciences

INVOLVEMENT IN RAY RESEARCH PROJECTS

NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		**Previous thematic research projects**	
COMP	●	CAP	●
DIGI	●	COR	●
LEARN	●	INNO	●
LTE II		LTE I	
NPC		PART	

BELGIUM FRENCH COMMUNITY

National Agency of the French Community – Bureau International Jeunesse (BIJ)

Research partners in the French Community – University of Louvain, Department of Sociology

INVOLVEMENT IN RAY RESEARCH PROJECTS	
NETWORK WIDE RESEARCH-PROJECTS ●	
Current thematic research projects	**Previous thematic research projects**
COMP	CAP
DIGI	COR ●
LEARN	INNO
LTE II	LTE I
NPC	PART

BELGIUM GERMAN-SPEAKING COMMUNITY

National Agency of the German-speaking Community – Jugendbüro der Deutschsprachigen Gemeinschaft VoG

Research partners in the German-speaking Community – In-house at the National Agency

INVOLVEMENT IN RAY RESEARCH PROJECTS	
NETWORK WIDE RESEARCH-PROJECTS ●	
Current thematic research projects	**Previous thematic research projects**
COMP	CAP
DIGI	COR ●
LEARN	INNO
LTE II	LTE I
NPC	PART

BULGARIA

National Agency of Bulgaria – Human Resource
Development Centre

Research partners in Bulgaria – Independent researchers
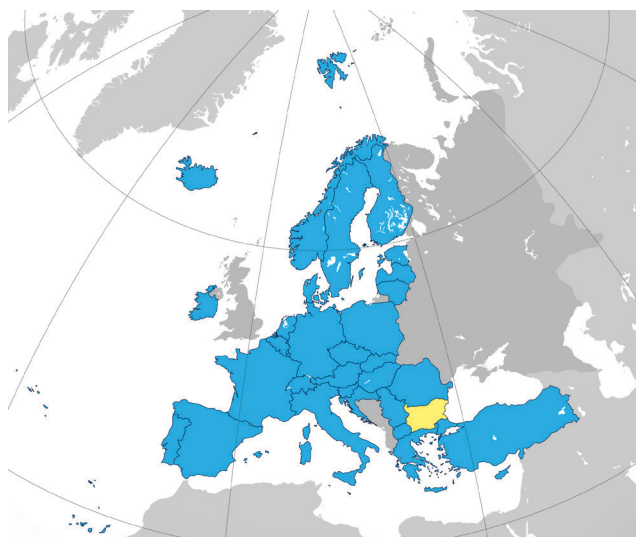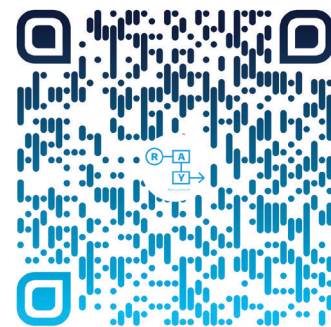
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NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	Previous thematic research projects	
COMP ●	CAP	
DIGI	COR	
LEARN	INNO	
LTE II	LTE I	
NPC	PART	

CROATIA

National Agency of Croatia – Agencija za mobilnost
i programe Europske unije

Research partners in Croatia – Independent researchers
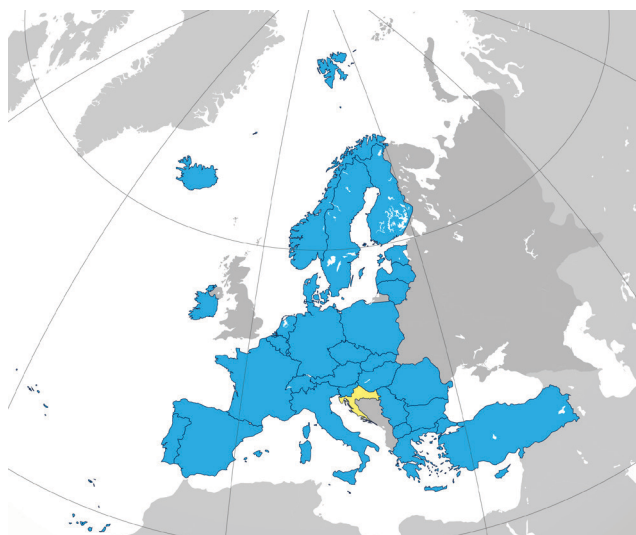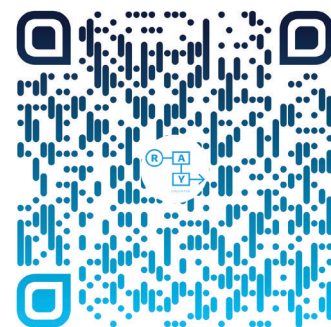
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NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	Previous thematic research projects	
COMP	CAP	
DIGI	COR	
LEARN	INNO	
LTE II	LTE I	
NPC	PART	●

CYPRUS

National Agency of Cyprus – Foundation for the Management of European Lifelong Learning Programmes (IDEP)

Research partners in Cyprus – In-house at the National Agency
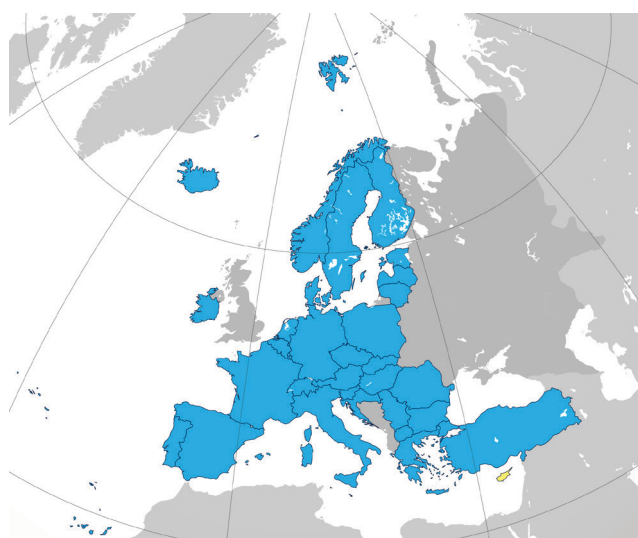
INVOLVEMENT IN RAY RESEARCH PROJECTS		
NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	**Previous thematic research projects**	
COMP	CAP	
DIGI	COR	
LEARN	INNO	
LTE II	LTE I	
NPC	PART	

CZECHIA

National Agency of Czechia – Dům zahraniční spolupráce (DZS)

Research partners in Czechia – Independent researchers

INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		**Previous thematic research projects**	
COMP		CAP	●
DIGI	●	COR	●
LEARN		INNO	
LTE II	●	LTE I	●
NPC	●	PART	

DENMARK

National Agency of Denmark – Uddannelses- og Forskningsstyrelsen (UFS)

Research partners in Denmark – Independent researchers
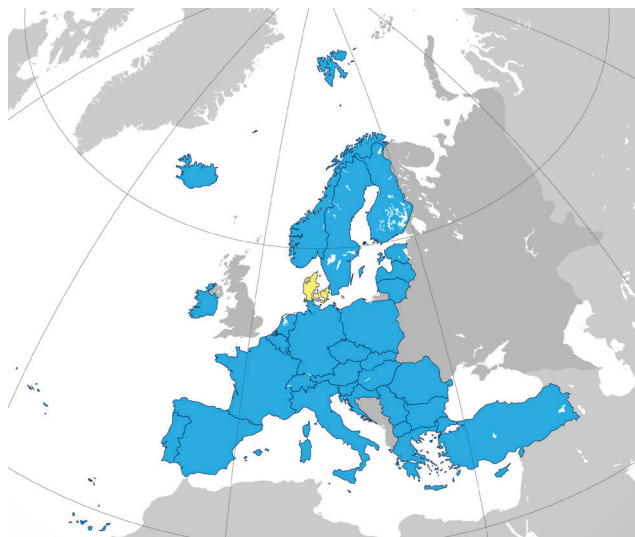
INVOLVEMENT IN RAY RESEARCH PROJECTS		
NETWORK WIDE RESEARCH-PROJECTS ●		
Current thematic research projects	**Previous thematic research projects**	
COMP	CAP	
DIGI	COR	●
LEARN	INNO	●
LTE II	LTE I	
NPC	PART	

ESTONIA

National Agency of Estonia – Erasmus+ ja Euroopa Solidaarsuskorpuse agentuuri noorteprogrammide keskus

Research partners in Estonia –Foundation Praxis Think Tank

INVOLVEMENT IN RAY RESEARCH PROJECTS		
NETWORK WIDE RESEARCH-PROJECTS ●		
Current thematic research projects	**Previous thematic research projects**	
COMP ●	CAP	●
DIGI ●	COR	●
LEARN	INNO	●
LTE II	LTE I	●
NPC	PART	

FINLAND

National Agency of Finland – Finnish National Agency
for Education Opetushallitus (EDUFI)

Research partners in Finland – Youth Research and
Development Centre Juvenia
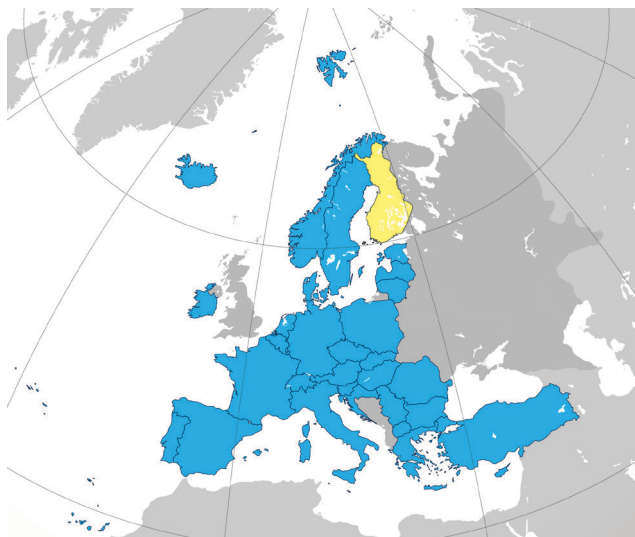
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		Previous thematic research projects	
COMP		CAP	●
DIGI	●	COR	●
LEARN		INNO	●
LTE II	●	LTE I	●
NPC	●	PART	●

FRANCE

National Agency of France – Agence française Erasmus+
Jeunesse et Sport

Research partners in France – In-house at the
National Agency
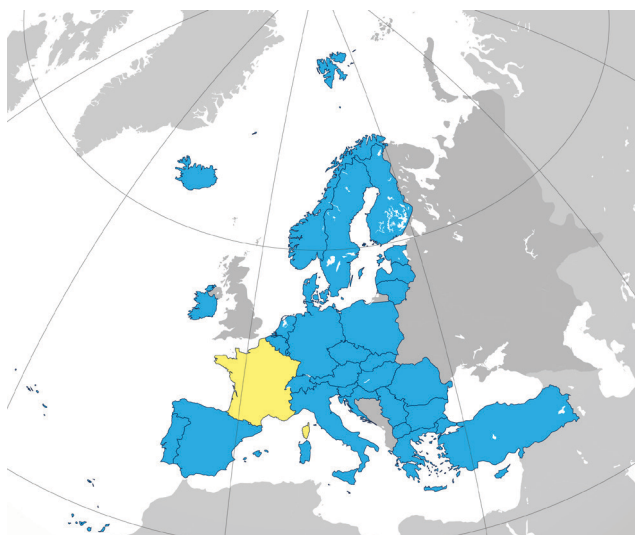
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		Previous thematic research projects	
COMP		CAP	●
DIGI		COR	
LEARN	●	INNO	●
LTE II		LTE I	
NPC	●	PART	

GERMANY

National Agency of Germany – JUGEND für Europa

Research partners in Germany – Centrum für angewandte Politikforschung, Forschungsgruppe Jugend und Europa
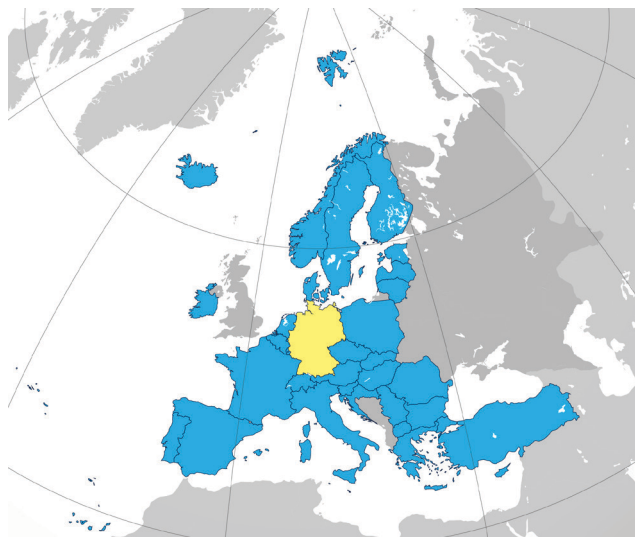
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS	●		
Current thematic research projects		Previous thematic research projects	
COMP	●	CAP	●
DIGI	●	COR	●
LEARN	●	INNO	●
LTE II	●	LTE I	●
NPC	●	PART	●

GREECE

National Agency of Greence – Youth and Lifelong Learning Foundation (I.NE.DI.VI.M)

Research partners in Greece – In-house at the National Agency
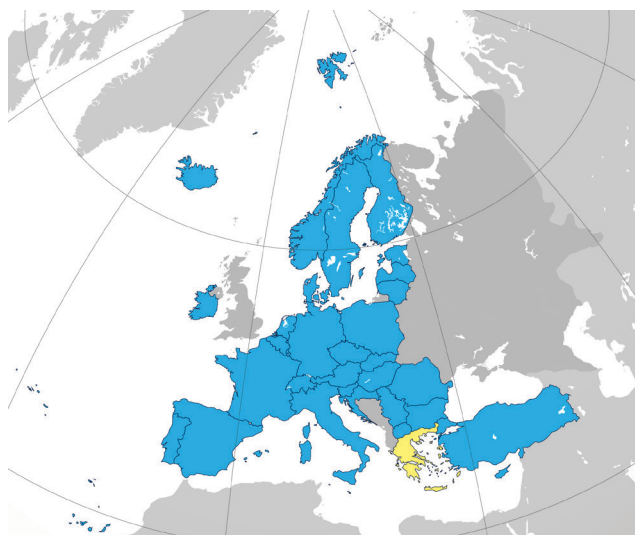
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS	●		
Current thematic research projects		Previous thematic research projects	
COMP	●	CAP	
DIGI	●	COR	●
LEARN		INNO	
LTE II		LTE I	
NPC		PART	

HUNGARY

National Agency of Hungary – Public Foundation Tempus Közalapítvány (TPF)

Research partners in Hungary – Rubeus Association, Network for young researchers
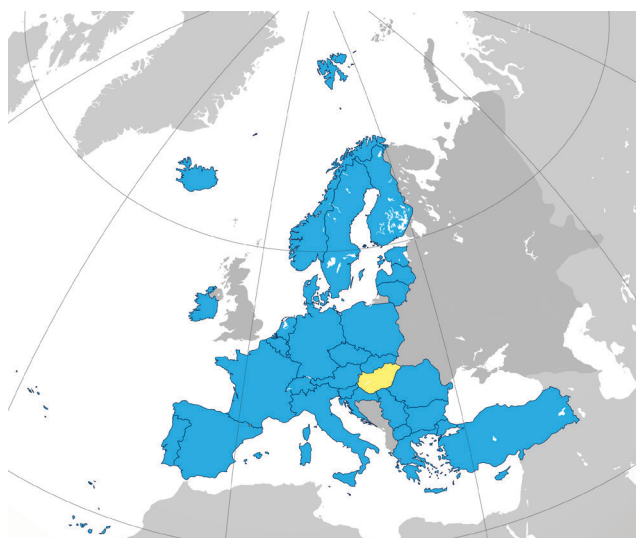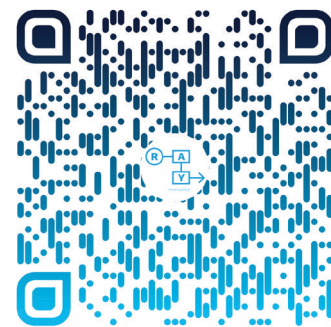
INVOLVEMENT IN RAY RESEARCH PROJECTS		
NETWORK WIDE RESEARCH-PROJECTS		●

Current thematic research projects		Previous thematic research projects	
COMP	●	CAP	●
DIGI		COR	●
LEARN		INNO	●
LTE II		LTE I	●
NPC		PART	

ICELAND

National Agency of Iceland – Landskrifstofa Erasmus+ Rannsóknamiðstöð Íslands (Rannís)

Research partners in Iceland – Independent researchers
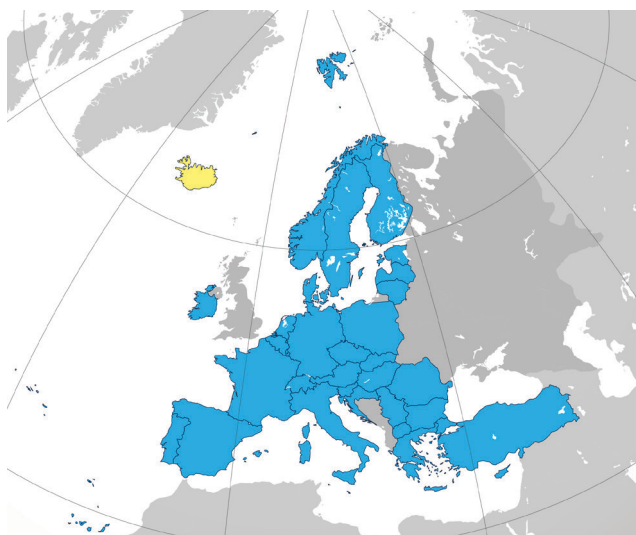
INVOLVEMENT IN RAY RESEARCH PROJECTS		
NETWORK WIDE RESEARCH-PROJECTS		●

Current thematic research projects		Previous thematic research projects	
COMP		CAP	
DIGI		COR	●
LEARN		INNO	
LTE II		LTE I	
NPC		PART	

IRELAND

National Agency of Ireland – Léargas

Research partners in Ireland – Independent researchers
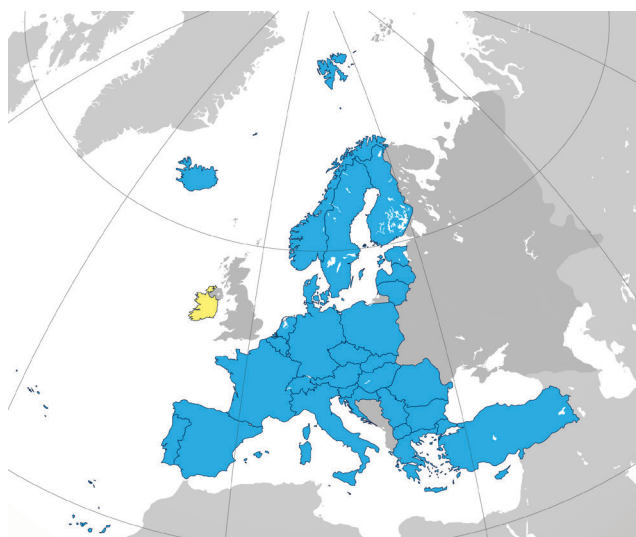
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		Previous thematic research projects	
COMP		CAP	●
DIGI	●	COR	●
LEARN		INNO	●
LTE II		LTE I	
NPC		PART	

ITALY

National Agency of Italy – Agenzia italiana per la gioventù (AIG)

Research partners in Italy – In-house at the National Agency
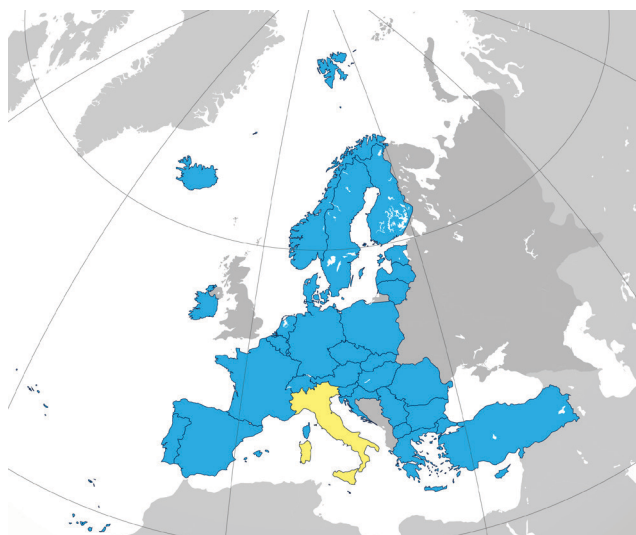
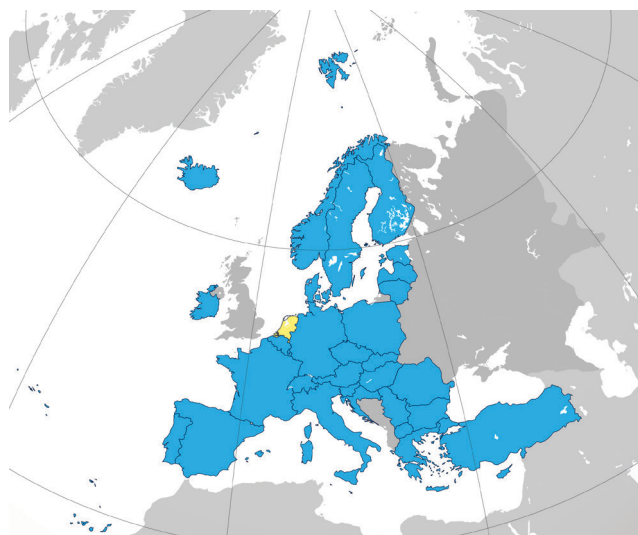| INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		Previous thematic research projects	
COMP	●	CAP	●
DIGI	●	COR	●
LEARN	●	INNO	●
LTE II	●	LTE I	●
NPC		PART	●

LATVIA

National Agency of Latvia – Jaunatnes starptautisko programmu aģentūra (JSPA)

Research partners in Latvia – Laboratory of Analytical and Strategic Studies
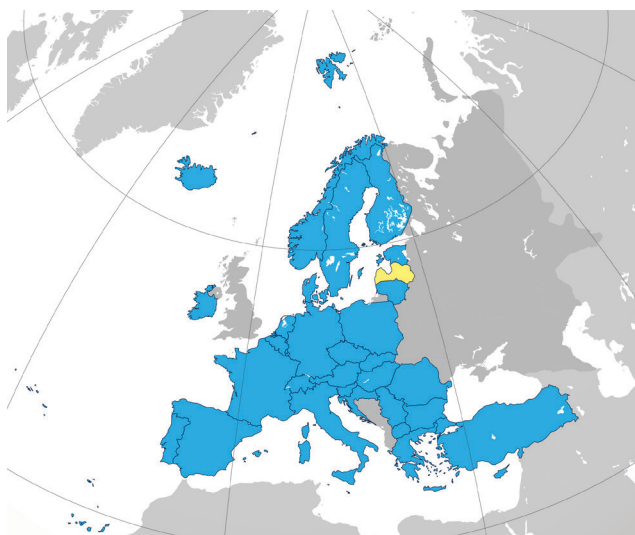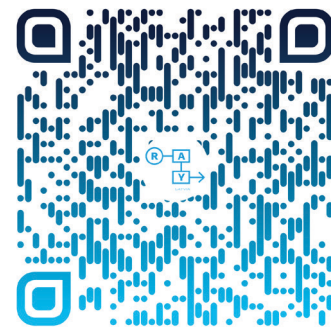
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS	●		
Current thematic research projects		**Previous thematic research projects**	
COMP	●	CAP	●
DIGI		COR	●
LEARN	●	INNO	●
LTE II		LTE I	
NPC		PART	

LIECHTENSTEIN

National Agency of Liechtenstein – Agentur für Internationale Bildungsangelegenheiten (AIBA)

Research partners in Liechtenstein –Independent researchers
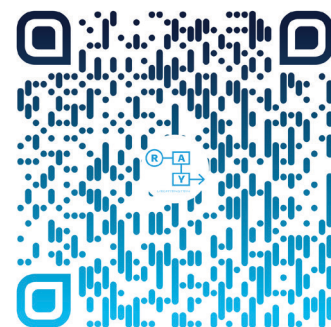
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS	●		
Current thematic research projects		**Previous thematic research projects**	
COMP		CAP	
DIGI		COR	
LEARN		INNO	
LTE II		LTE I	
NPC		PART	

LITHUANIA

National Agency of Lithuania – Jaunimo reikalų agentūra (JRA)

Research partners in Lithuania – In-house at the
National Agency
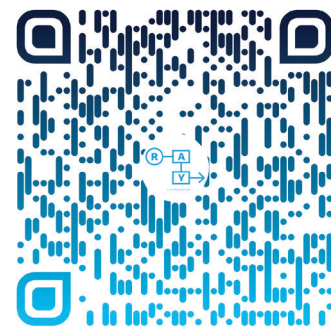
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS	●		
Current thematic research projects		Previous thematic research projects	
COMP	●	CAP	●
DIGI	●	COR	●
LEARN	●	INNO	●
LTE II		LTE I	
NPC		PART	

LUXEMBOURG

National Agency of Luxembourg – Anefore a.s.b.l

Research partners in Luxembourg – Universität Luxembourg,
Zentrum für Kindheits- und Jugendforschung

INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS	●		
Current thematic research projects		Previous thematic research projects	
COMP		CAP	
DIGI		COR	●
LEARN		INNO	
LTE II		LTE I	
NPC		PART	

MALTA

https://www.researchyouth.net/network/malta-info/

National Agency of Malta – European Union Programmes Agency (EUPA)

Research partners in Malta – University of Malta, Faculty of Education
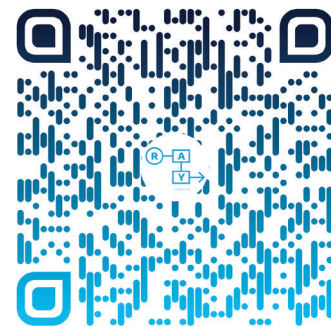
INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS		●	
Current thematic research projects		Previous thematic research projects	
COMP		CAP	
DIGI	●	COR	
LEARN	●	INNO	
LTE II	●	LTE I	●
NPC		PART	●

NETHERLANDS

https://www.researchyouth.net/network/netherlands-info/

National Agency of the Netherlands – Nederlands Jeugdinstituut (NJI)

Research partners in the Netherlands – In-house at the National Agency

INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS		●	
Current thematic research projects		Previous thematic research projects	
COMP		CAP	
DIGI	●	COR	
LEARN		INNO	●
LTE II		LTE I	
NPC		PART	

NORTH MACEDONIA

National Agency of North Macedonia – National Agency for European Educational Programmes and Mobility (NAEEPM)

Research partners in North Macedonia – Independent researchers

INVOLVEMENT IN RAY RESEARCH PROJECTS		
NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects		**Previous thematic research projects**
COMP		CAP
DIGI	●	COR
LEARN	●	INNO	●
LTE II		LTE I
NPC		PART

NORWAY

National Agency of Norway – Barne-, ungdoms- og familiedirektoratet (Bufdir)

Research partners in Norway – In-house at the National Agency
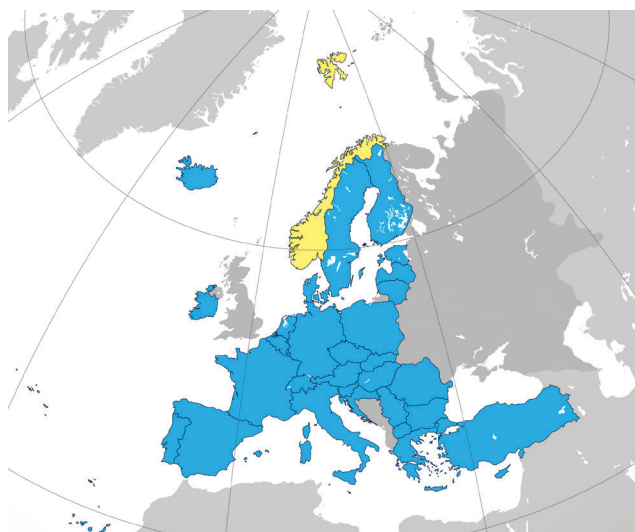
INVOLVEMENT IN RAY RESEARCH PROJECTS		
NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects		**Previous thematic research projects**
COMP		CAP
DIGI		COR	●
LEARN		INNO	●
LTE II		LTE I
NPC		PART

POLAND

National Agency of Poland – Fundacja Rozwoju Systemu Edukacji (FRSE)

Research partners in Poland – In-house at the National Agency
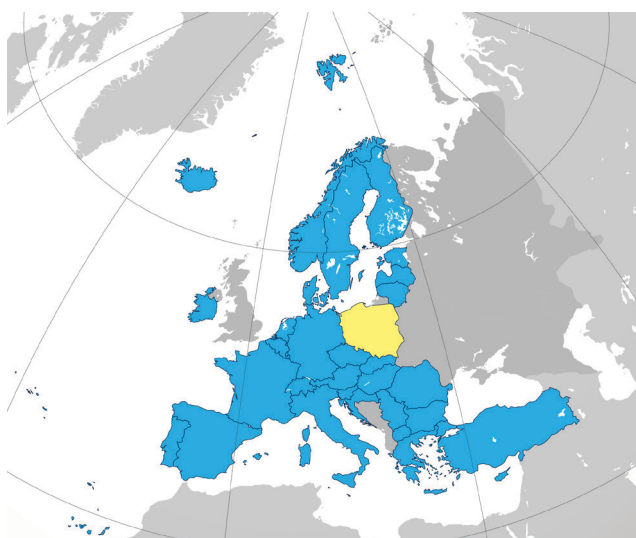
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NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		Previous thematic research projects	
COMP		CAP	●
DIGI	●	COR	
LEARN	●	INNO	
LTE II		LTE I	
NPC	●	PART	

PORTUGAL

National Agency of Portugal – Agência Nacional Erasmus+ Juventude/Desporto e Corpo Europeu de Solidariedade

Research partners in Portugal – Independent researchers

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NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		Previous thematic research projects	
COMP	●	CAP	●
DIGI	●	COR	●
LEARN		INNO	
LTE II		LTE I	
NPC		PART	●

ROMANIA

National Agency of Romania – Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

Research partners in Romania – In-house at the National Agency
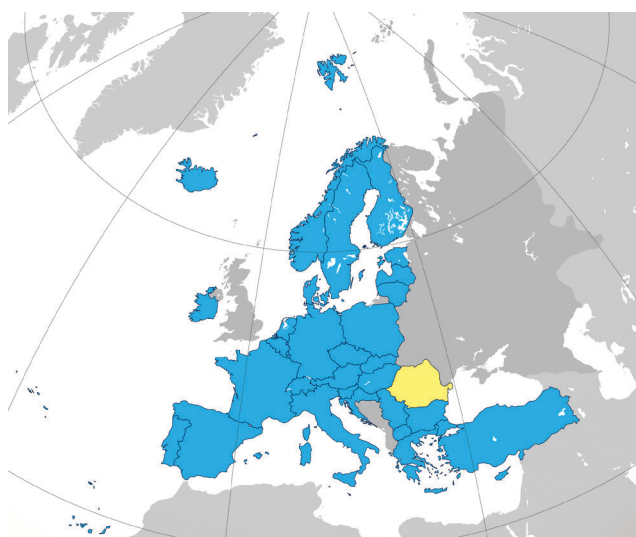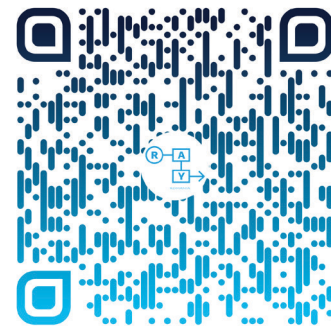
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NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	**Previous thematic research projects**	
COMP	CAP	●
DIGI ●	COR	
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LTE II	LTE I	
NPC	PART	

SERBIA

National Agency of Serbia – Fondacija Tempus

Research partners in Serbia – In-house at the National Agency
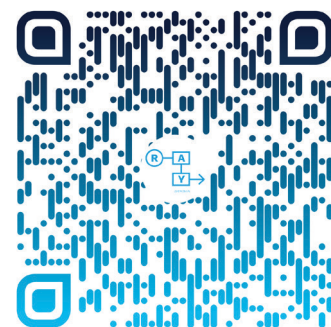
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NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	**Previous thematic research projects**	
COMP	CAP	
DIGI	COR	
LEARN	INNO	
LTE II	LTE I	
NPC	PART	

SLOVAKIA

National Agency of Slovakia – Národný inštitút vzdelávania a mládeže (NIVAM)

Research partners in Slovakia – In-house at the National Agency
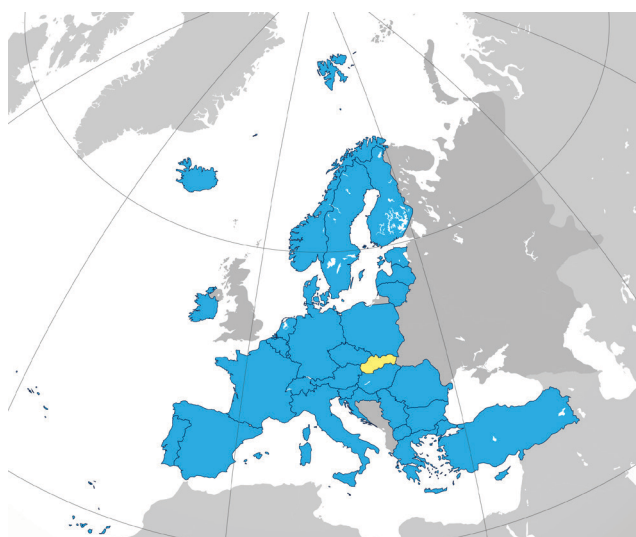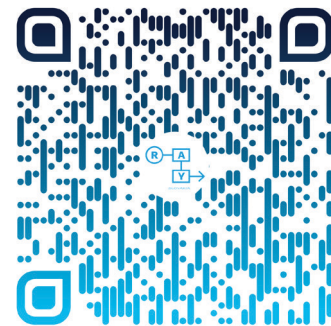
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NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		**Previous thematic research projects**	
COMP		CAP	
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LEARN	●	INNO	
LTE II		LTE I	
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SLOVENIA

National Agency of Slovenia – Zavod za razvoj mobilnosti mladih (MOVIT)

Research partners in Slovenia – University of Ljubljana, Faculty of Social Sciences
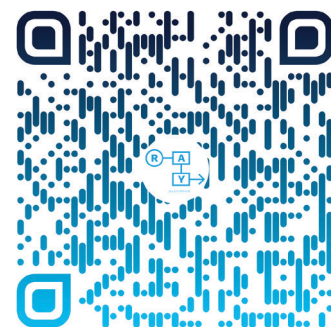
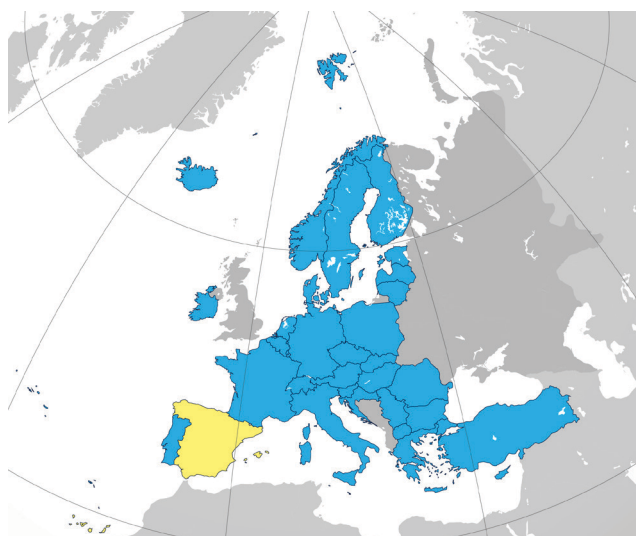| INVOLVEMENT IN RAY RESEARCH PROJECTS			
NETWORK WIDE RESEARCH-PROJECTS			●
Current thematic research projects		**Previous thematic research projects**	
COMP		CAP	●
DIGI	●	COR	
LEARN	●	INNO	
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NPC	●	PART	

SPAIN

National Agency of Spain – Agencia Nacional Española para la Juventud (INJUVE)

Research partners in Spain – In-house at the National Agency

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NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	**Previous thematic research projects**	
COMP	CAP	
DIGI	COR	
LEARN	INNO	
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NPC	PART	

SWEDEN

National Agency of Sweden – Myndigheten för ungdoms- och civilsamhällesfrågor (MUCF)

Research partners in Sweden – Independent researchers
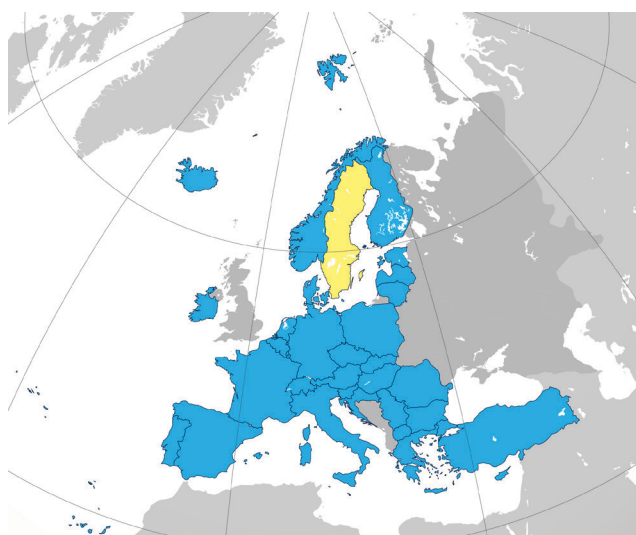
INVOLVEMENT IN RAY RESEARCH PROJECTS		
NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	**Previous thematic research projects**	
COMP	CAP	
DIGI	COR	●
LEARN ●	INNO	
LTE II	LTE I	●
NPC	PART	●

SWITZERLAND

National Agency of Switzerland – National Agency for Exchange and Mobility (Movetia)

Research partners in Switzerland – Independent researchers

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NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	**Previous thematic research projects**	
COMP	CAP	
DIGI	COR	●
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NPC	PART	

TÜRKIYE

National Agency of Türkiye – The Centre for European Union Education and Youth Programmes (CEUEYP)

Research partners in Türkiye – Harran University and Marmara University
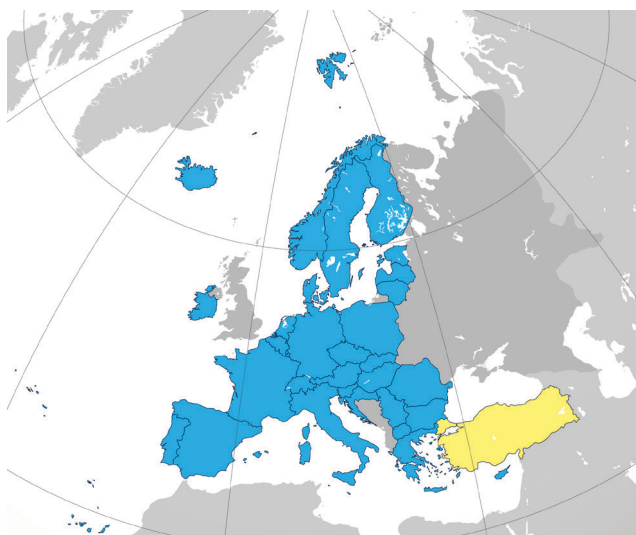
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NETWORK WIDE RESEARCH-PROJECTS		●
Current thematic research projects	**Previous thematic research projects**	
COMP	CAP	●
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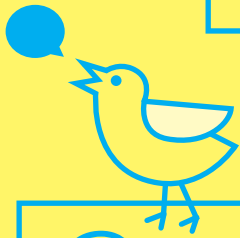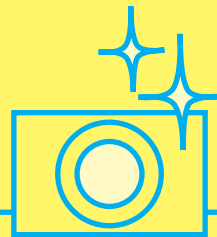
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