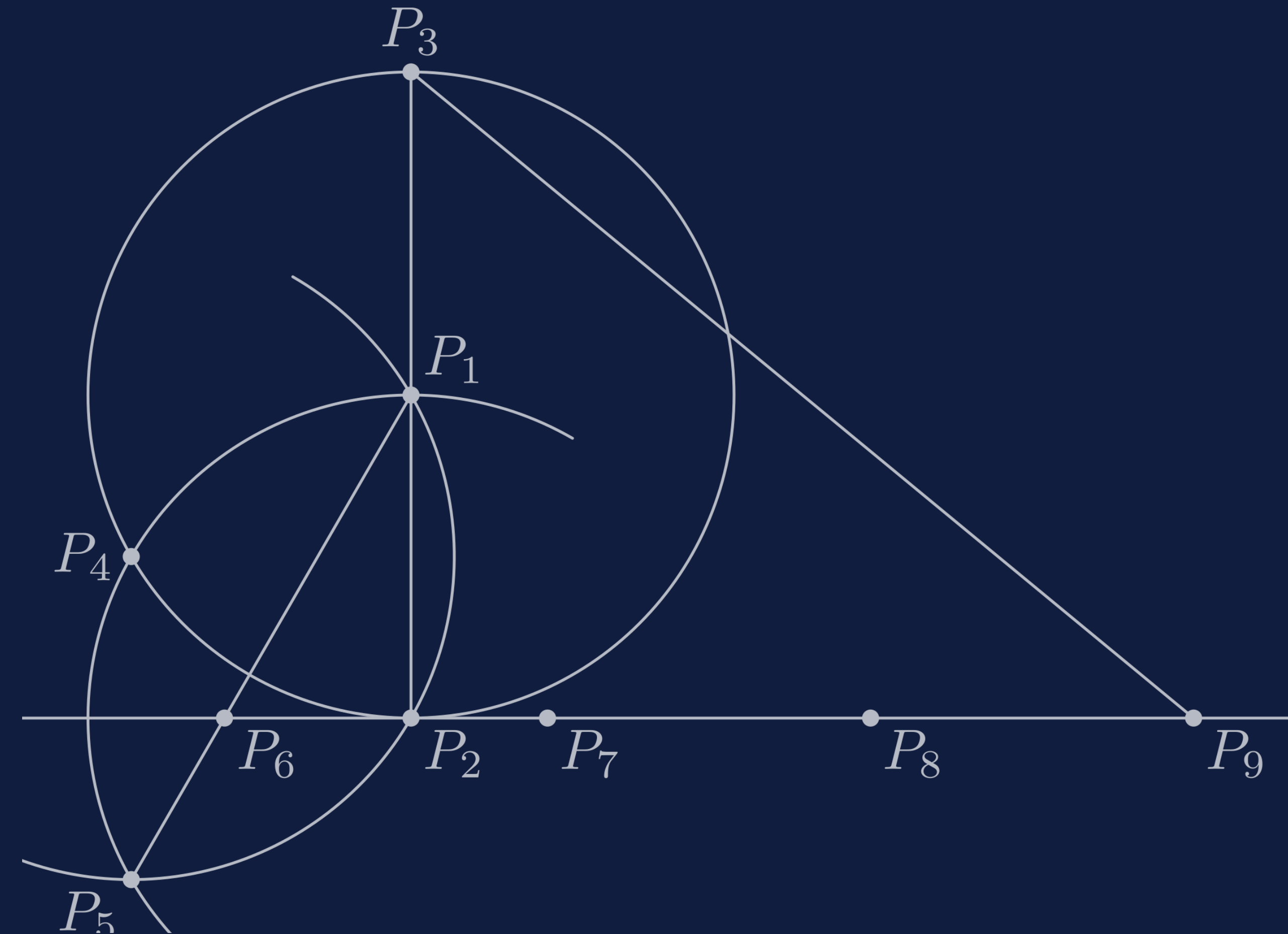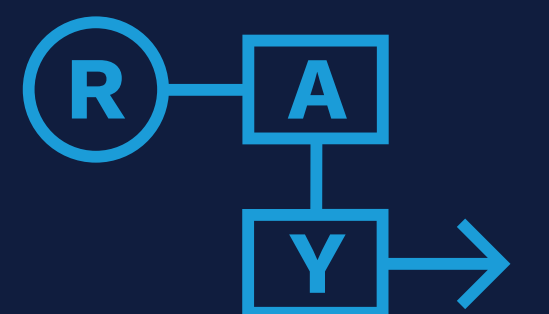05.11.2024 | Research Seminar Warsaw 2024

SQUARING
THE CIRCLE

MAKING RESEARCH
THAT MATTERS

→ Evidence-based approaches

Warsaw Research Seminar | 8th Edition 2024
Session II | From information to knowledge

Research-based
analysis of European
youth programmes

1

# TRYING THE IMPOSSIBLE

FROM DATA TO INFORMATION

FROM INFORMATION TO KNOWLEDGE

FROM KNOWLEDGE TO PRACTICE

FEATURING CHAPPELL ROAN

1 – Kaleidoscope

2 – Good Luck, Babe!

3 – The Giver

4 – Super Graphic Ultra Modern Girl

5 – Femininomenon

6 – Guilty Pleasure

7 – My Kink is Karma

8 – Hot to Go!

**CASUAL**

**RAY IN A NUTSHELL**

# LARGE LEARNING MOBILITY DATASET

## 2023

23.888 PROJECT PARTICIPANTS

6.433 PROJECT TEAM MEMBERS

## 2020

23.385 PROJECT PARTICIPANTS

4.543 PROJECT TEAM MEMBERS

# LARGE LEARNING MOBILITY DATASET – COMPLEMENTED BY THEMATIC RESEARCH:

5.000+ THEMATIC SURVEY RESPONDENTS

1.000+ EXPERT INTERVIEWS

400+ FOCUS GROUPS

200+ CASE STUDIES

# 1

## KALEIDOSCOPE

## BUILD AND ALLOW FOR COMPLEX PATTERNS

## OVERVIEW OF SURVEY JOURNEYS

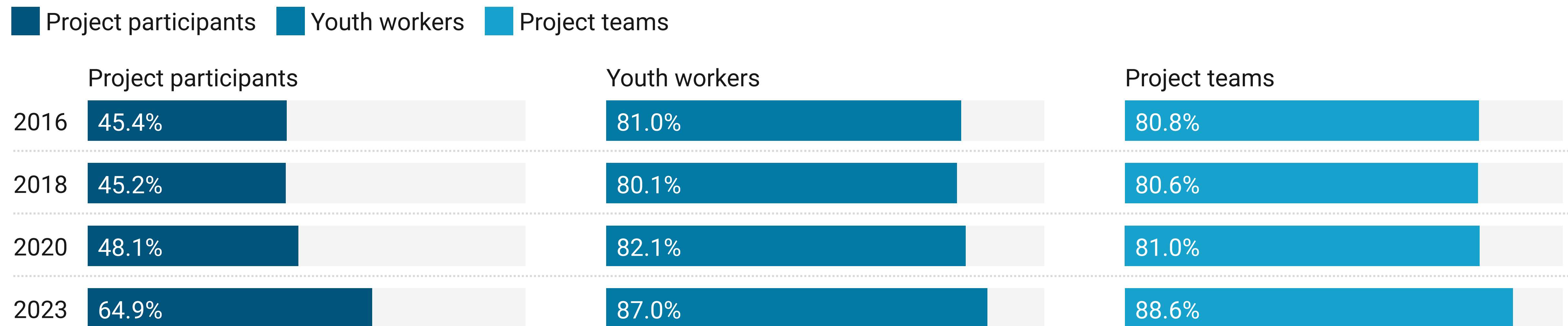| Opening module (4 questions) | | | |
|---|---|---|---|
| Thematic module on participation (7 Qs) | Thematic module on inclusion (7+1 Qs) | Thematic module on digitalisation (6 Qs) | Thematic module on sustainability (7 Qs) |
| Impact module 1 (8 Qs) | | Impact module 2 (8 Qs) | |
| Reflection module (8 Qs) | | | |
| Youthpass module (2+2 Qs) | | | |
| Closing module (14+2 questions) | | | |
| In total: 38 questions (+4) | In total: 38 questions (+5) | In total: 37 questions (+4) | In total: 38 questions (+4) |
| Estimated length (Versta): 15 minutes | Estimated length (Versta): 15 minutes | Estimated length (Versta): 14 minutes | Estimated length (Versta): 15 minutes |

# OPPORTUNITY GAPS HAVE ARRIVED IN THE EUROPEAN YOUTH PROGRAMMES

## Participants and team members with a higher education degree over time

How many participating young people have a higher education degree – compared to participating youth workers and members of project teams?

■ Project participants  ■ Youth workers  ■ Project teams

| | Project participants | Youth workers | Project teams |
|---|---|---|---|
| 2016 | 45.4% | 81.0% | 80.8% |
| 2018 | 45.2% | 80.1% | 80.6% |
| 2020 | 48.1% | 82.1% | 81.0% |
| 2023 | 64.9% | 87.0% | 88.6% |

*Educational attainment of RAY survey respondents in 2016, 2018, 2020 and 2023.*

Source: RAY Network

# OPPORTUNITY GAPS HAVE WIDENED

## » Opportunity gaps are well documented

"There is a significant difference in access to and participation in out-of-school-time activities be-tween young people from high- and low-income households."

(Putnam et al., 2012; Snellman et al., 2015).

## » The pandemic has widened them harshly

"The COVID-19 pandemic had a compounding effect on access to developmen-tal summer experiences, disproportionally impacting low-income families."

((Dunton et al., 2022; Ettekal & Agans, 20202).

10

# 2

## GOOD LUCK, BABE!

## DO NOT ABSTAIN FROM SENSE-MAKING

# E+Y: Admin and management fare well

## Perspective of project teams on aspects of project management (PT-E+/Y)

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% | 10% | 13% | 17% | 16% | 22% | 100% |

**Project administration | not easy at all – very easy | n = 3756 | Mean 7.19 | Median 8.0**

| 6% | 9% | 12% | 15% | 18% | 15% | 18% | 100% |
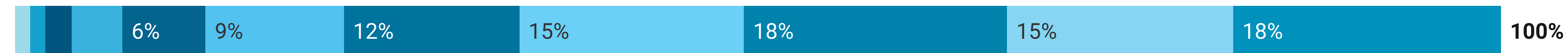
**Project funding | not adequate at all – very adequate | n = 3750 | Mean 7.28 | Median 8.0**

| 6% | 10% | 10% | 14% | 17% | 16% | 21% | 100% |

**Online tools | not reliable at all – very reliable | n = 3726 | Mean 7.23 | Median 8.0**

| 11% | 12% | 14% | 17% | 14% | 20% | 100% |
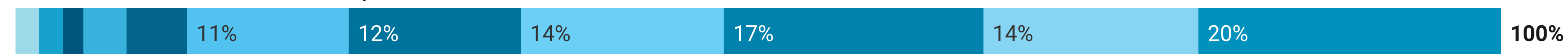
**Cooperation between partners | not well at all – very well | n = 3812 | Mean 8.59 | Median 9.0**

| 5% | 9% | 15% | 21% | 43% | 100% |

**Cooperation in project team | not well at all – very well | n = 3816 | Mean 8.84 | Median 9.0**

| 8% | 13% | 21% | 50% | 100% |
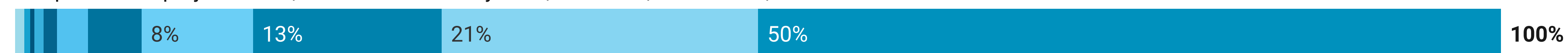
**Integration of YouthPass | not well at all – very well | n = 3777 | Mean 8.37 | Median 9.0**

| 6% | 6% | 9% | 14% | 18% | 42% | 100% |

*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)

# ESC: Admin and management get spanked

## Perspective of project teams on aspects of project management (PT-ESC)

Project team members in the European solidarity corps, 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 = 475 | Mean 5.31 | Median 5.0

| 4.4% | 8% | 11% | 10% | 16% | 12% | 13% | 9% | 8% | 4.4% | **100%** |

Project administration | not easy at all – very easy | n = 500 | Mean 6.07 | Median 6.0

| 5% | 7% | 11% | 13% | 13% | 16% | 17% | 9% | 6% | **100%** |
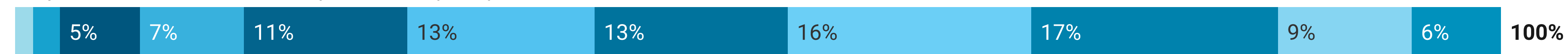
Project funding | not adequate at all – very adequate | n = 493 | Mean 6.46 | Median 7.0

| 8% | 9% | 11% | 13% | 14% | 17% | 11% | 12% | **100%** |

Online tools | not reliable at all – very reliable | n = 494 | Mean 5.15 | Median 5.0

| 6% | 8% | 8% | 9% | 11% | 14% | 11% | 9% | 10% | 7% | 8% | **100%** |

Cooperation between partners | not well at all – very well | n = 495 | Mean 7.90 | Median 8.0

| 9% | 11% | 14% | 18% | 19% | 26% | **100%** |

Finding volunteers | not easy at all – very easy | n = 491 | Mean 6.55 | Median 7.0

| 7% | 8% | 10% | 13% | 15% | 16% | 13% | 11% | **100%** |

Integration of YouthPass | not well at all – very well | n = 496 | Mean 7.35 | Median 8.0

| 6% | 10% | 11% | 13% | 13% | 14% | 25% | **100%** |

*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)

# MEDIA LITERACY PERCEPTION GAP

In 2020, 88% of project team members thought that participants had developed skills to "produce media content on their own".

88%

# MEDIA LITERACY PERCEPTION GAP

Also in 2020, only 66% of project participants thought they had actually developed skills to "produce media content on their own".

66%

# 3

## THE GIVER

## GIVE DATA FREELY AND MARVEL AT WHAT COMES NEXT

$$Y_{ijk} = y_{00} + y_{100} \, x_{ijk} + y_{200} \, c_{ijk} + V_{00k} + U_{0jk} + R_{ijk}$$

$Y_{ijk}$ = learning outcome (dependent)

$y_{00}$ = average intercept of individual in random group

$y_{100}$ = unstandardised coefficient of the independent variables

$y_{200}$ = unstandardised coefficient of the independent variables

$x_{ijk}$ = set of independent variables for different dimensions of inequality

$c_{ijk}$ = set of independent control variables such as gender, age, country

$V_{00k}$ = error term for activity types to capture variance of learning outcome

$U_{0jk}$ = error term for project groups, nested in/underneath activity types

$R_{ijk}$ = error term for indidivual level to capture variance of learning outcome

Data analysis inclusion study

| Predictors | Active Participation (M1.1) Estimates | p | Active Participation (M1.2) Estimates | p | Learning and Personal Development (M2.1) Estimates | p | Learning and Personal Development (M2.2) Estimates | p | Intercultural Interaction (M3.1) Estimates | p | Intercultural Interaction (M3.2) Estimates | p |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (Intercept) | 3.19 | **<0.001** | 3.11 | **<0.001** | 3.07 | **<0.001** | 2.89 | **<0.001** | 3.37 | **<0.001** | 3.33 | **<0.001** |
| Educational attainment of parents (Ref. Upper Secondary/Technical School) | | | | | | | | | | | | |
| <=Lower Secondary School | 0.02 | 0.293 | 0.00 | 0.898 | 0.07 | **<0.001** | 0.03 | <.111 | 0.02 | 0.120 | 0.02 | 0.207 |
| University/tertiary | -0.01 | 0.140 | -0.01 | 0.185 | -0.03 | **0.002** | -0.03 | **0.001** | -0.00 | 0.693 | -0.01 | 0.448 |
| Educational attainment of participants (Ref. Upper Secondary/Technical School) | | | | | | | | | | | | |
| <=Lower Secondary School | -0.07 | 0.051 | -0.07 | **0.049** | -0.06 | 0.136 | -0.05 | <.194 | -0.05 | 0.185 | -0.05 | 0.132 |
| University/tertiary | -0.01 | 0.604 | -0.02 | 0.303 | 0.02 | 0.268 | -0.02 | 0.192 | -0.02 | 0.127 | -0.01 | 0.630 |
| In education or training | 0.03 | **0.046** | 0.02 | 0.196 | 0.04 | **0.009** | 0.02 | 0.319 | 0.06 | **<0.001** | 0.05 | **<0.001** |
| Perception of obstacles to education (Ref. No Obstacle) | | | | | | | | | | | | |
| Subjective Obstacle to Education | 0.03 | 0.179 | 0.02 | 0.413 | 0.10 | **<0.001** | 0.08 | **0.001** | 0.01 | 0.515 | 0.01 | 0.649 |
| Gender (Ref. Female) | | | | | | | | | | | | |
| Male | | | 0.02 | **0.012** | | | 0.00 | 0.981 | | | -0.01 | 0.310 |
| Other | | | -0.06 | 0.306 | | | -0.05 | 0.394 | | | -0.19 | **0.001** |
| Age Group (Ref. 21-25) | | | | | | | | | | | | |
| 18-20 | | | 0.02 | **0.022** | | | 0.03 | **0.004** | | | 0.08 | **<0.001** |
| 26-30 | | | -0.01 | 0.405 | | | 0.01 | 0.594 | | | -0.04 | **0.002** |
| Country Region (Ref. Central Europe) | | | | | | | | | | | | |
| Eastern Europe | | | 0.13 | **<0.001** | | | 0.23 | **<0.001** | | | 0.09 | **<0.001** |
| Northern Europe | | | -0.05 | 0.092 | | | 0.11 | **<0.001** | | | -0.04 | 0.143 |
| Southern Europe | | | 0.13 | **<0.001** | | | 0.30 | **<0.001** | | | 0.10 | **<0.001** |
| Western Europe | | | 0.06 | **0.005** | | | 0.22 | **<0.001** | | | 0.03 | 0.117 |
| Other | | | 0.11 | **<0.001** | | | 0.31 | **<0.001** | | | 0.09 | **<0.001** |
| Activity Duration (Ref. 4-7 days) | | | | | | | | | | | | |
| 1-3 days | | | -0.06 | **0.032** | | | -0.14 | **<0.001** | | | -0.34 | **<0.001** |
| 8-14 days | | | 0.02 | 0.121 | | | 0.01 | 8.443 | | | 0.02 | 0.149 |
| 15-60 days | | | 0.01 | 0.809 | | | -0.00 | 0.910 | | | 0.04 | 0.367 |
| 60 - 365 days | | | -0.09 | **0.043** | | | -0.04 | 0.452 | | | 0.07 | 0.179 |
| **Random Effects** | | | | | | | | | | | | |
| $\sigma^2$ | 0.29 | | 0.29 | | 0.36 | | 0.35 | | 0.28 | | 0.28 | |
| $\tau_{00}$ | 0.02 project_group:key_act_typ | | 0.01 project_group:key_act_typ | | 0.02 project_group:key_act_typ | | 0.02 project_group:key_act_typ | | 0.03 project_group:key_act_typ | | 0.02 project_group:key_act_typ | |
| | 0.01 key_act_typ | | 0.00 key_act_typ | | 0.00 key_act_typ | | 0.00 key_act_typ | | 0.04 key_act_typ | | 0.01 key_act_typ | |
| ICC | 0.05 project_group:key_act_typ | | 0.05 project_group:key_act_typ | | 0.06 project_group:key_act_typ | | 0.04 project_group:key_act_typ | | 0.08 project_group:key_act_typ | | 0.07 project_group:key_act_typ | |
| | 0.02 key_act_typ | | 0.01 key_act_typ | | 0.01 key_act_typ | | 0.01 key_act_typ | | 0.11 key_act_typ | | 0.04 key_act_typ | |
| Observations | 16509 | | 16451 | | 16504 | | 16446 | | 16514 | | 16456 | |
| Marginal $R^2$ / Conditional $R^2$ | 0.002 / 0.070 | | 0.016 / 0.075 | | 0.004 / 0.065 | | 0.038 / 0.089 | | 0.005 / 0.194 | | 0.037 / 0.137 | |
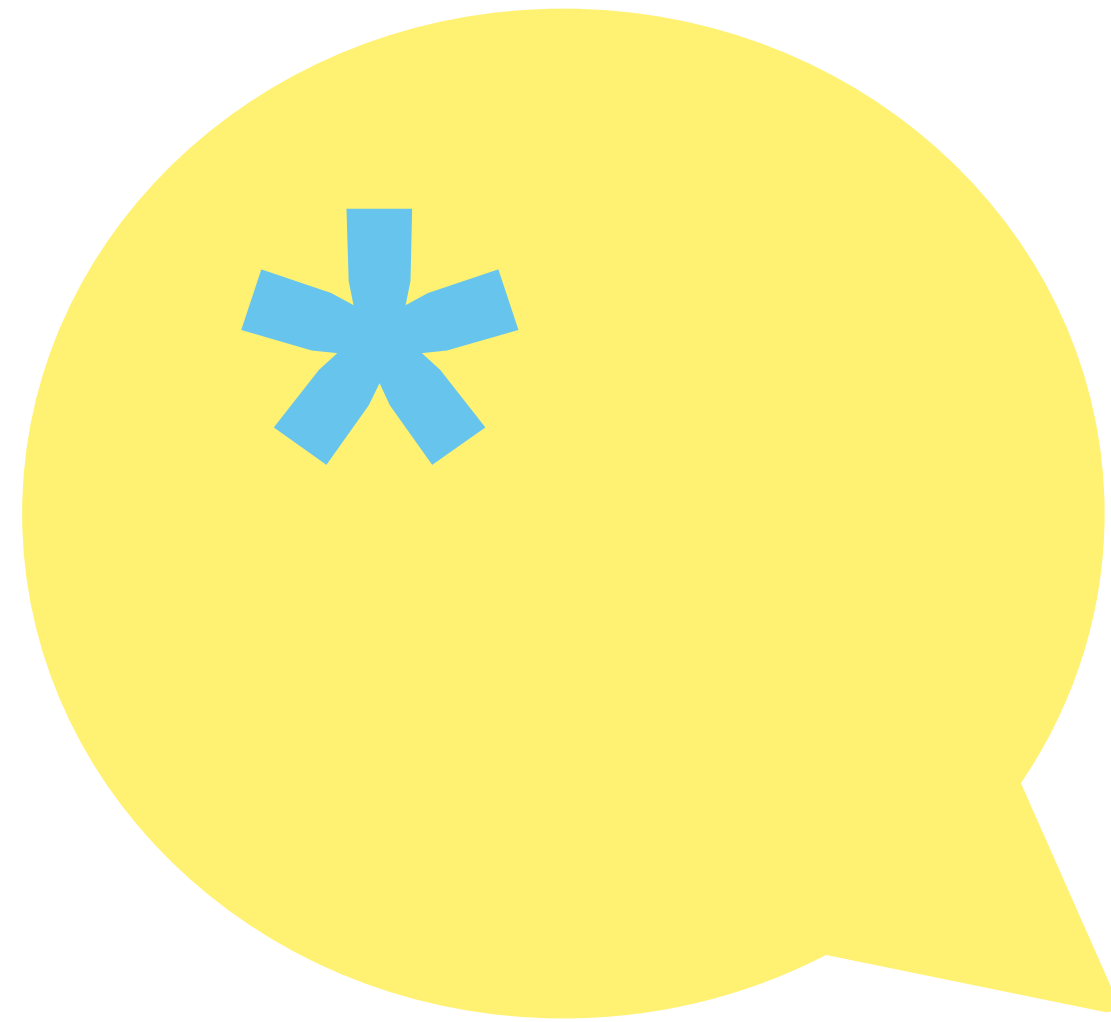
"**By and large, E+/YiA projects do not lead to further inequalities in learning outcomes. Young people with fewer opportunities who participate in an E+/YiA project achieve, in general, similar learning outcomes as their peers with 'normal' (or average) opportunities.**"
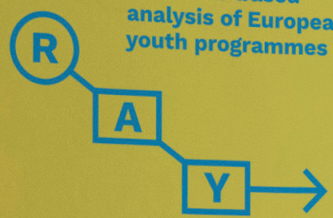
# This is quite extraordinary: typically, existing educational inequalities tend to increase and amplify – a phenomenon described through the "Matthew effect of accumulated advantage".

"By and large, E+/YiA projects do not lead to further inequalities in learning outcomes. Young people with fewer opportunities who participate in an E+/YiA project achieve, in general, similar learning outcomes as their peers with 'normal' (or average) opportunities."

# 4

**SUPER GRAPHIC ULTRA MODERN GIRL**

**VISUALISE IT ALL**

Research-based
analysis of European
youth programmes

Written by
Andrea Horta Herranz
Andreas Karsten
Ashley Pitschmann
Friedemann Schwenzer
Johannes Eick
Kimberly Schwabe
Tanja Strecker

# Research Report

RAY-MON

2021 – 2023

Effects and outcomes of the Erasmus+ Youth in Action Programme

Transnational Analysis

Research-based
analysis of European
youth programmes

- As can be expected, the level of prior experience with similar projects increases with age: 57% of 26-30 years old and 65% of >30 years old have had previous experience within Erasmus+ or an earlier EU youth programme. Compared to 37% of 15-17 years old and 44% of 18-20 years old whom have never participated in a similar project before (see Table 30).
- Gender-based variance is marginal (32.2% of female and 31.7% of male respondents had previously not participated in a similar project).
- 41% of those who had participated in a similar project before indicated that they had participated once (20.5%) or twice (20.5%) before in a similar project. 34% of responding participants had participated 3-5 times in a similar project, 16% between 6 and 10 times, 6% more than 10 times and 2% reported 20+ (see Table 28).
- Comparative to the 2015 survey, prior participation in similar projects increased significantly. While in 2015 less than half of all responding project participants (49%) had participated in a similar project before, this percentage increased to 61% in 2017 and further increased to 67% in 2019.

## 7.2   TRAJECTORIES OF PROJECT LEADERS

### 7.2.1   Professional status and occupation of project leaders in the youth sector

Project leaders were asked to indicate what they had done during the year prior to their project outside of the organisation for which they were involved in the project. When asked to select all options that had applied for at least 3 months out of 12, respondents specified the following:

- 40% of the responding project leaders were full-time employed, 24% were in education or training, 20% were volunteers, 19% were self-employed, 15% were part-time employed, 7% stated to be unemployed, 5% to be not in paid work, education or training, and 4% were doing an internship (see Table 52).
- Across activity types, project leaders were most frequently employed full-time, ranging

from 34% (YWM) to 47% (SD/YD); see Table 53).
- Unemployed project leaders are more likely to be involved in YE (8%) and YWM (8%) (see Table 53).
- Self-employed project leaders play a very strong role in YWM projects (37%), compared with YE (18%), EVS (16%) and SD/YD projects (14%) (see Table 53).
- As would be expected, older project leaders are less often involved in education and training (age group 16-20: 71%, age group 21-25: 52%, age group 26-30: 21%, age group 31-40: 11%, with a slight increase in age group 41-50: 13%, age group 60+: 9%). Similarly, employment increases with age (full-time employment in the age group 16-20: 11%, in the age group 26-30: 41%, increasing to 57% in the age group 41-50; see Table 54).
- Female respondents are slightly more likely to be in education and training (25% versus 23% of male respondents). As well, female respondents are slightly more likely to be employed part-time (16% verses 14%). On the other hand, male respondents are more likely to be both employed full-time (42% verses 38% of female respondents) and self-employed (23% versus 17% of female respondents; see Table 55).
- Geographic variance is distinct: the percentage of project leaders who were employed full-time for at least 3 months out of 12 ranges from 0% to 100%. In 4 RAY partner countries, half or more all responding project leaders were employed full-time: EE, FI, MT, RO. In 4 RAY partner countries, less than a quarter of all responding project leaders were employed full-time: DK, IS, IT, NL.
- When considering full- and part-time employment together, more than half of all responding project leaders in 17 of the RAY partner countries were employed (see Table 56).
- In 12 RAY countries, the percentage of unemployed project leaders is 10% or higher: CY (14%), EL (17%), FI (10%), FR (15%), HR (16%), IE (12%), IS (11%), MK (14%), NO (11%), RS (14%), SI (10%), SK (11%) (see Table 56).

### 7.2.2   Professional status and involvement of project leaders in their projects

The majority of responding project leaders were involved in their project as volunteers (61%). Only 16% were involved on a permanent full-time employment basis and 6% on a permanent part-employment. All other options (temporary full- or part-time employment, self-employment, internship, other) each were relevant for less than 10% of respondents and cumulatively amount to 17% (see Table 57).

Voluntary involvement is lowest in EVS activities (25%) and highest in YE activities (69%). Permanent full-time positions are most prevalent in EVS activities (43%) and least prevalent in YE activities (12%); permanent part-time positions range from 16% (SD/YD, EVS) to 4% (YE). Temporary part- and full-time employment accumulatively (project leaders were employed specifically for their project) is most frequent in YWM activities (13%) and least frequent in SD/YD activities (3%). Self-employment is highest in YWM activities (19%) and lowest in SD/YD (3%) (see Table 57).

Voluntary involvement decreases with age (age group 16-20: 88%, age group 26-30: 61%, age 31 and above ranges from 50% to 55%). Permanent full-time employment increases with age (age group 16-20: 2%, age group 26-30: 14%, age 31 and above ranges from 17% to 26%). Most employment types show the same pattern; see Table 58).

Female respondents are less often involved as volunteers (58%) than their male counterparts (66%). Female respondents are more frequently employed on a permanent full-time basis (18%) compared with their male counterparts (13%), and in permanent part-time positions (6%) compared with their male counterparts (4%). Whereas male respondents are more frequently employed on a temporary full-time basis (4%) compared with their female counterparts (3%; see Table 59).

Project leaders who are employed full-time by another organization/employer (39%) or in education or training (25%) represent the highest ranges, followed by volunteer (21%) and self-employment (19%; see Table 61).

Types of involvement differ considerably between countries (see Table 60). Voluntary involvement in projects is highest in Malta (86%) and Serbia (82%), and lowest in Iceland (11%), Netherlands (30%) and Germany (32%) It is below 50% in 9 RAY partner countries, predominantly in Northern

and Western Europe (AT, CH, DE, DK, FR, IE, IS, NL, PL), and above 50% in 23 RAY partner countries, covering all regions of Europe.

Permanent full-time positions are most frequent in Finland (44%), Belgium (41%) and Denmark (39%). Permanent full-time positions are least frequent in Latvia (3%), Serbia (6%) and Hungary (7%).

In 6 countries, more than 10% of project leaders were involved in their project on a self-employed basis: The highest self-employment rates come from Netherlands (23%), Iceland (22%) , Latvia and Germany (both 14%). Overall, across all RAY partner countries, 16% of PL are in permanent full-time employment, followed by 6% of PL in self-employment.

### 7.2.3   Previous project experiences of project leaders

Responses of project leaders to the question 'Have you previously participated in projects supported within Erasmus+ Youth in Action or an earlier EU youth programme (e.g. Youth in Action 2007-2013)?' show the following:

- 81% of respondents had participated in a project supported by the programme before, 44% of them as project leaders or team members, and 37% of them as participants. 19% of responding project leaders said they had never participated in a project supported by the programme before (see Table 64).
- Differences between activity types are distinct: 26% of responding project leaders of YE projects stated they had never participated in a project supported by the programme before, compared to 13% EVS, 17% YWM, and 23% SD/YD (see Table 64).
- With age, the percentage of those who had previously participated as a project leader or team member in a project supported by the programme grows (age group 16-20: 31%, age group 26-30: 53%; see Table 65).
- Male respondents have more frequently participated as project leaders or team members before (61%, versus 50% for female respondents), whereas female respondents have more frequently participated as participants before (48%, versus 44% for male respondents; see Table 66).
- Geographic variance is noticeable (see Table 67): prior participation in a leading role is most common in Luxembourg (80%) and Cyprus (71%), and least common in Croatia and Switzerland (both 29%).

12 It needs to be noted that the sample of project leaders is relatively small for some countries. Therefore, the respective percentages need to be seen with caution, in particular when comparing the responses by countries. Therefore, the text avoids referring to percentages of some countries when they represent extremes.

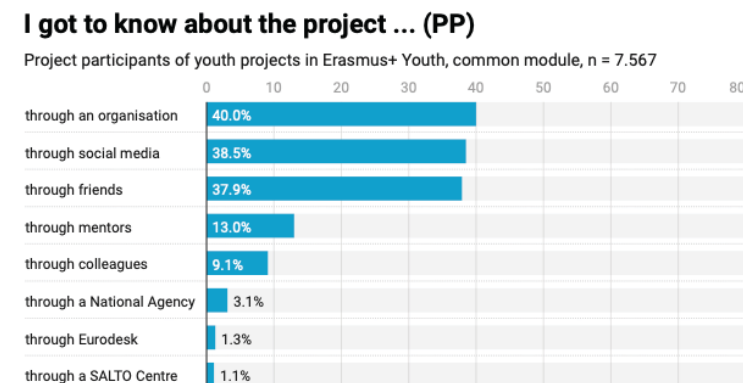## 2.2 ENTRY POINTS INTO THE ERASMUS+ PROGRAMME

### 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



| | |
|---|---|
| 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)

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
■ Participants with no prior experience  ■ Participants with prior experience



| | |
|---|---|
| through friends | 43.9% / 32.8% |
| through an organisation | 34.9% / 46.0% |
| 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)

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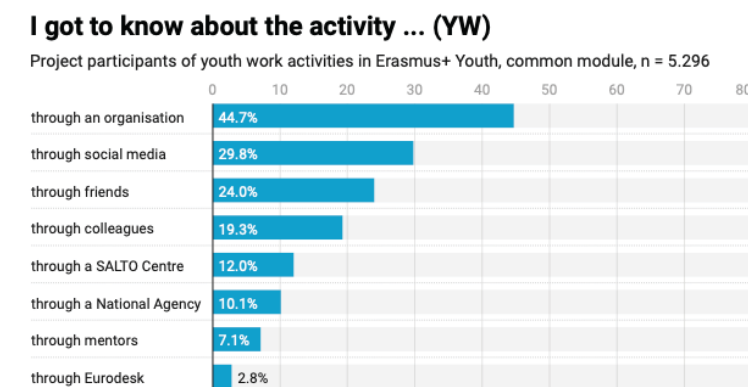
**I got to know about the activity ... (YW)**
Project participants of youth work activities in Erasmus+ Youth, common module, n = 5.296



| | |
|---|---|
| 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)

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.

---

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
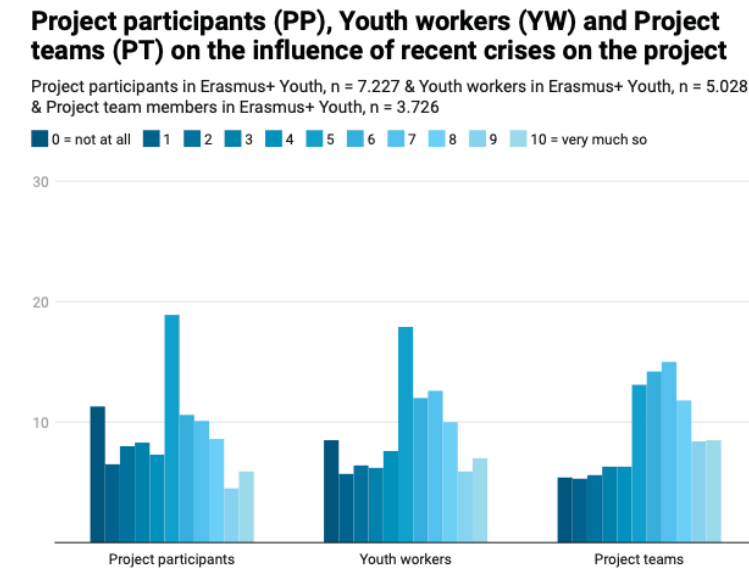


*11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 4.7 (PP), 5.2 (YW) and 5.7 (PT). Median = 5.0 (PP), 5.0 (YW) and 6.0 (PT).*
Source: RAY Transnational Dataset (2024)

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

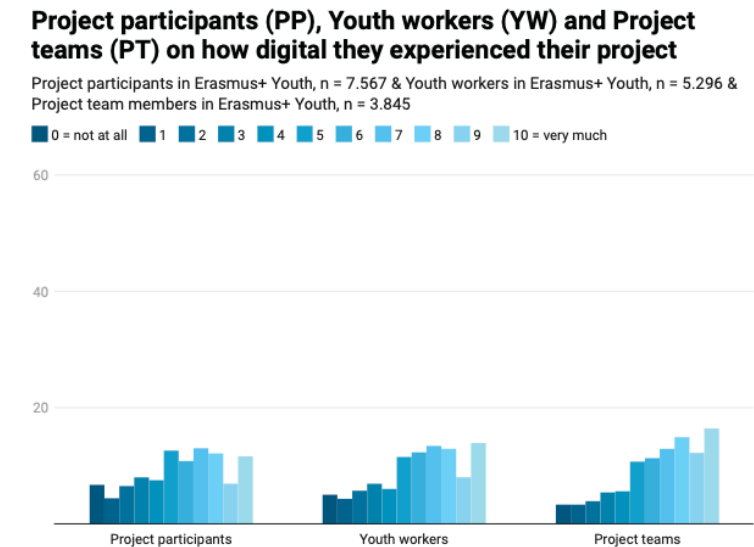■ 0 = not at all  ■ 1  ■ 2  ■ 3  ■ 4  ■ 5  ■ 6  ■ 7  ■ 8  ■ 9  ■ 10 = very much
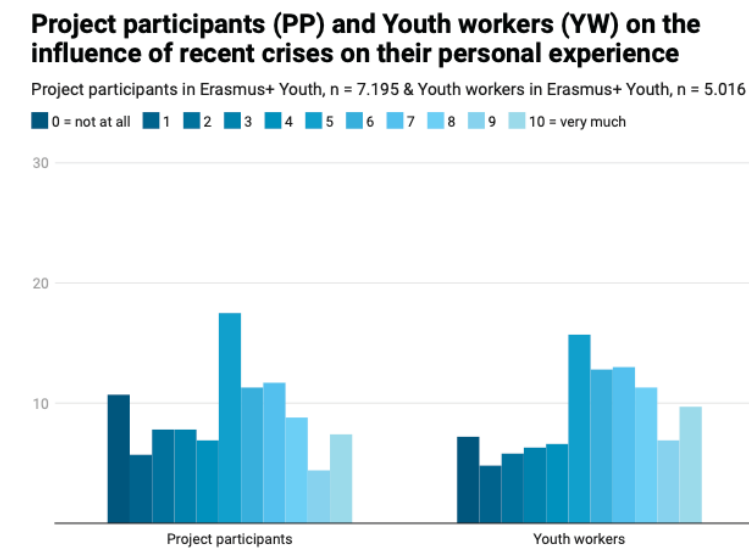


*11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 4.9 (PP) and 5.6 (YW). Median = 5.0 (PP) and 6.0 (YW).*
Source: RAY Transnational Dataset (2024)

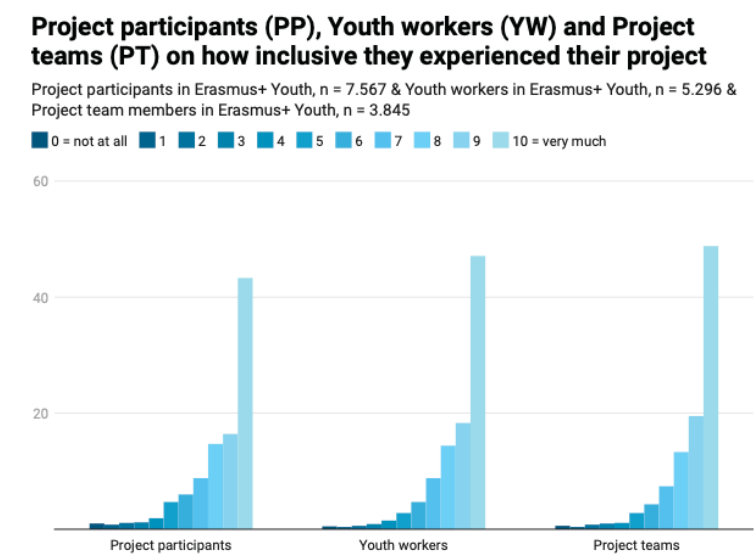## 2.4 PROJECT EXPERIENCE BY THEMATIC PRIORITY

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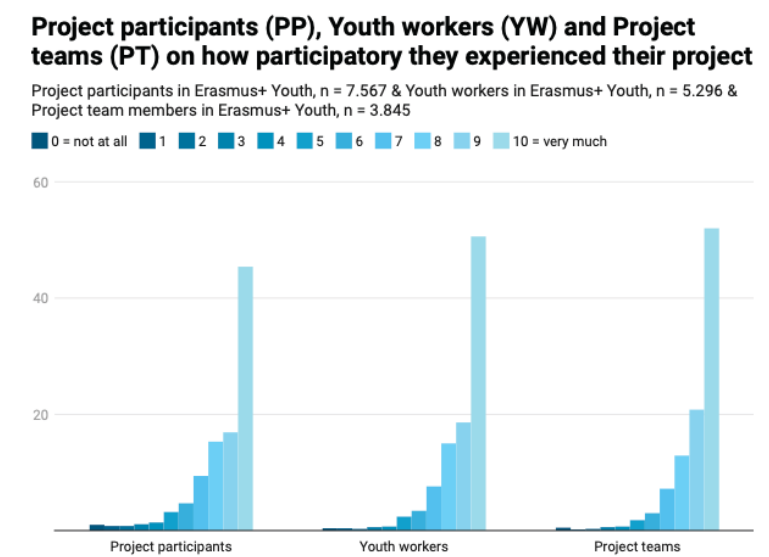
FIGURE 8        **How digital was your project? (ALL)**

**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 6.5 (PT).*
Source: RAY Transnational Dataset (2024)
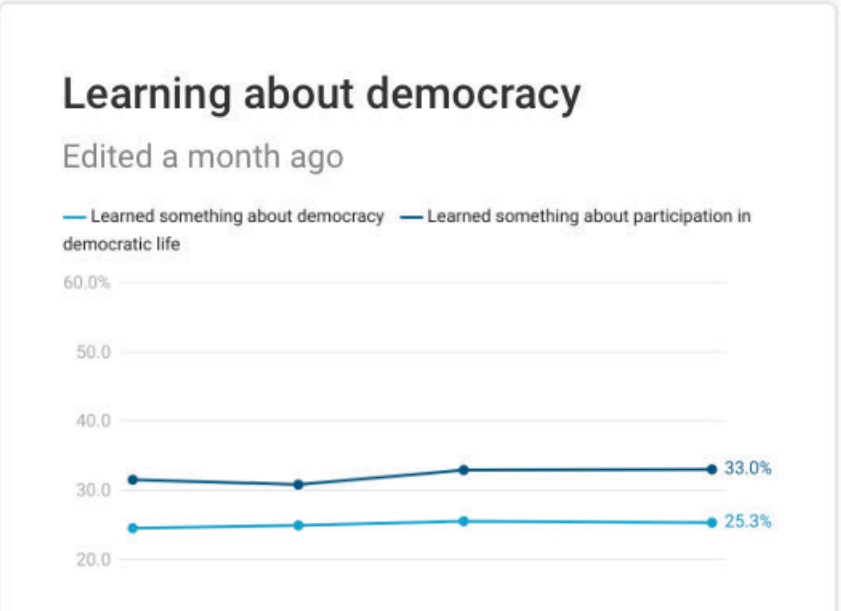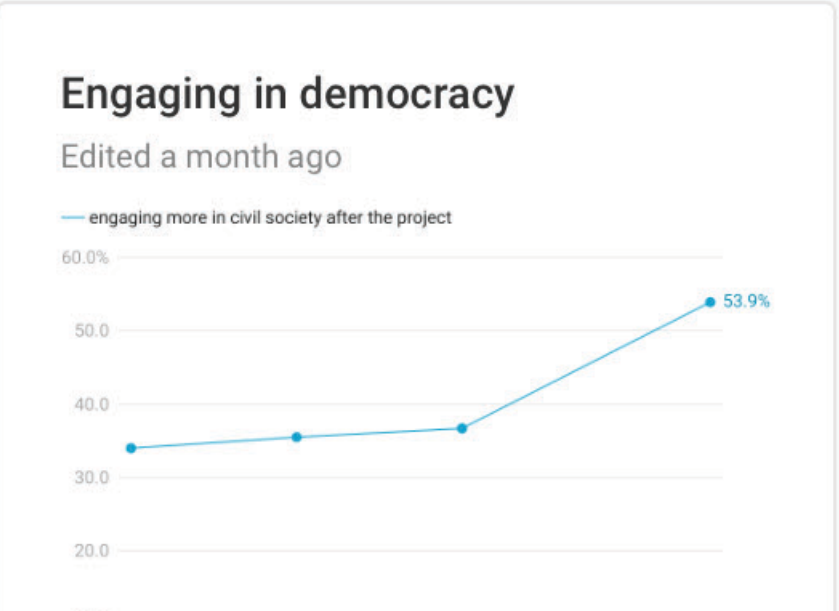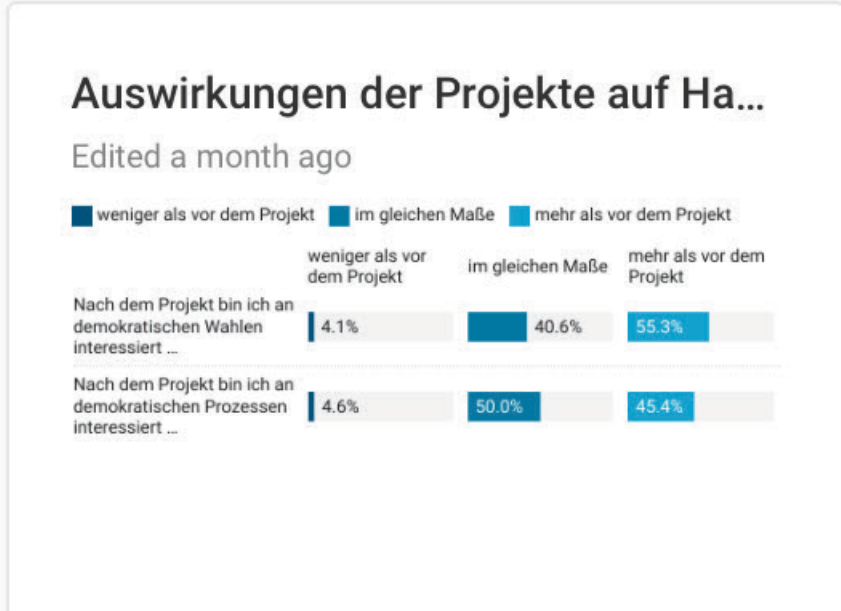
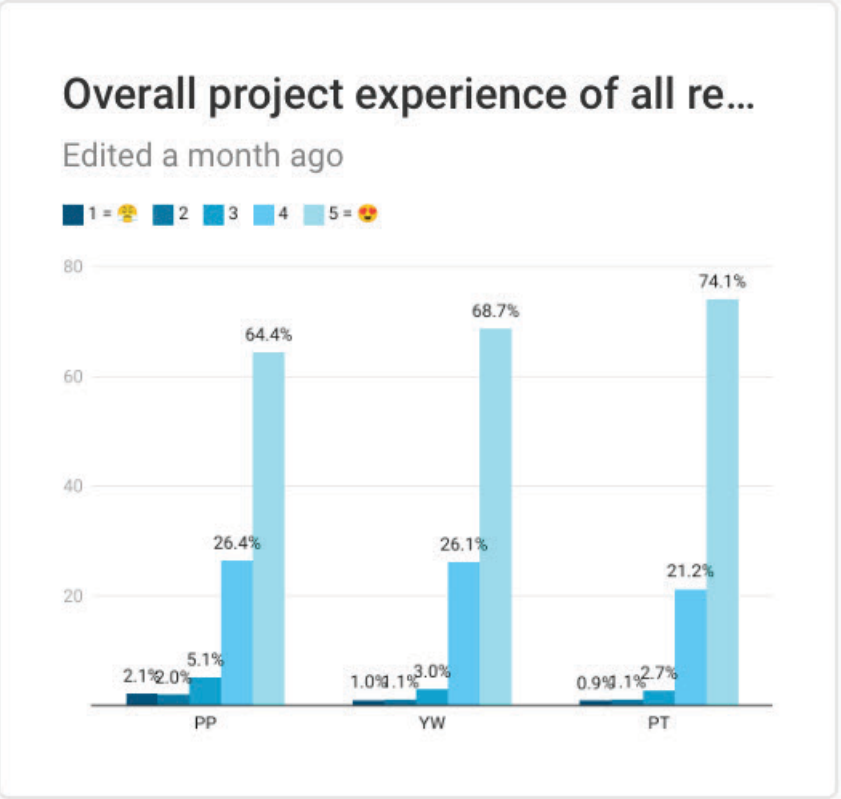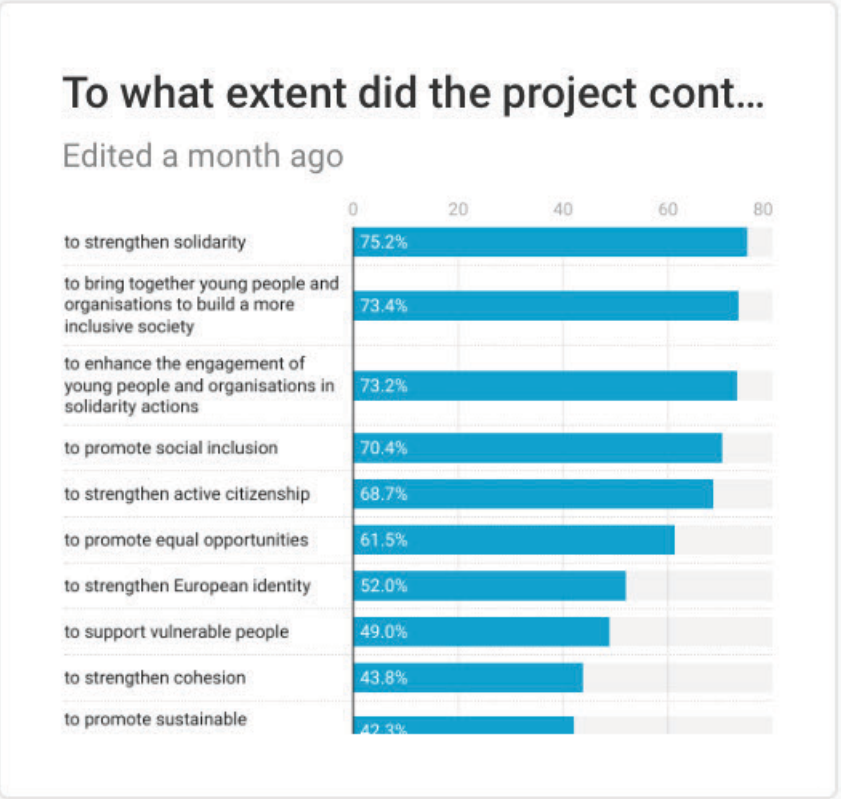FIGURE 9        **How inclusive was your project? (ALL)**

**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

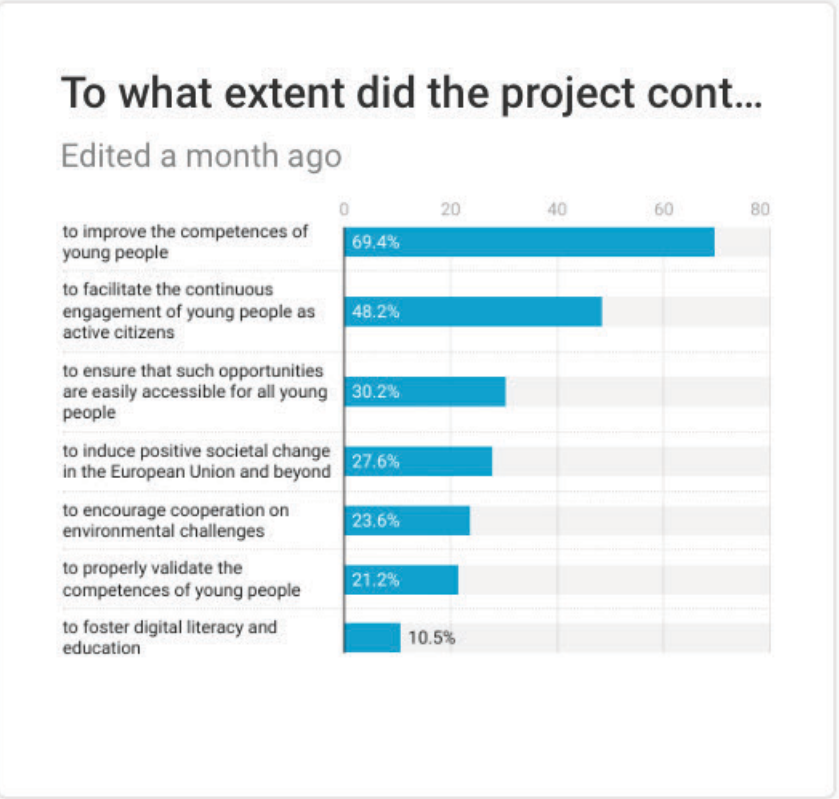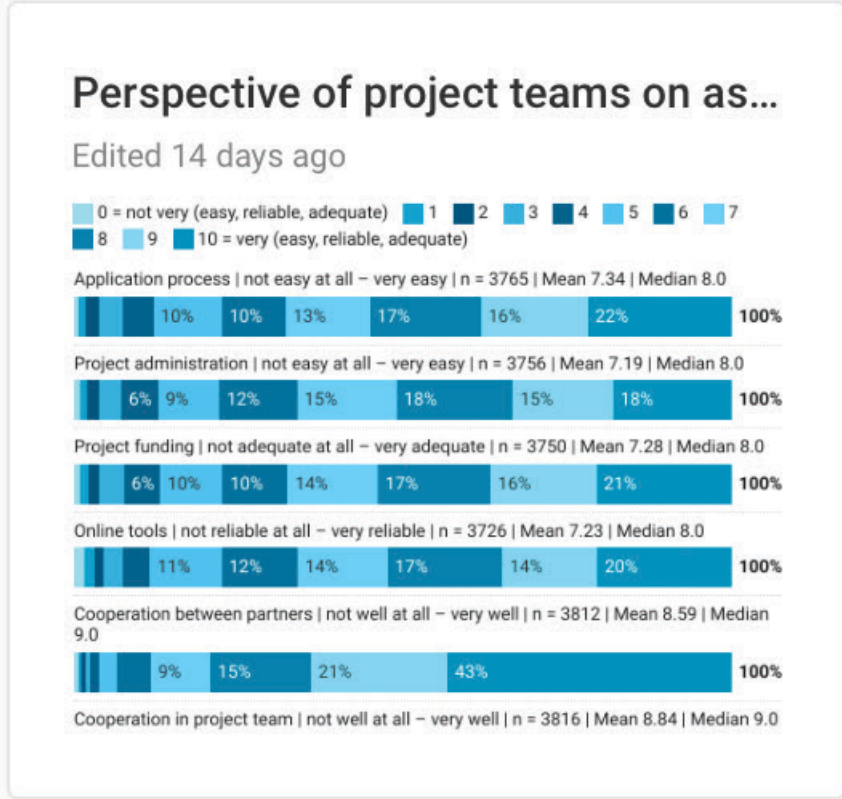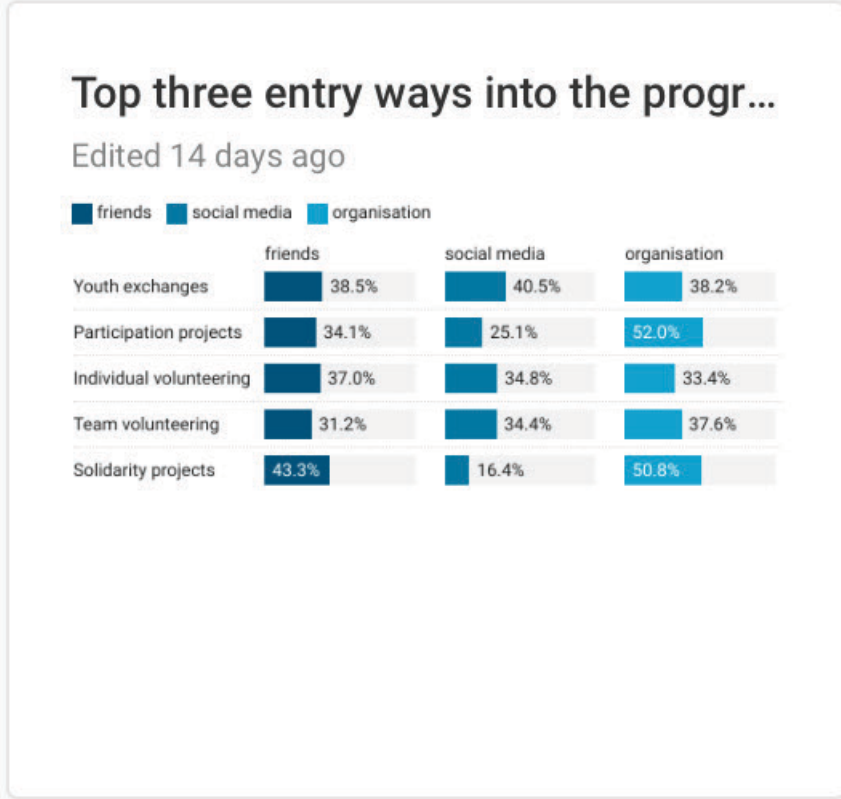■ 0 = not at all  ■ 1  ■ 2  ■ 3  ■ 4  ■ 5  ■ 6  ■ 7  ■ 8  ■ 9  ■ 10 = very much



*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)

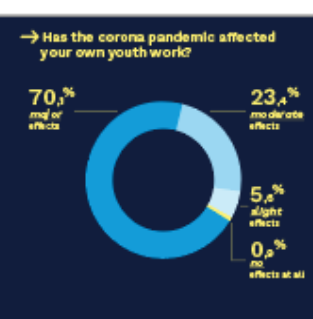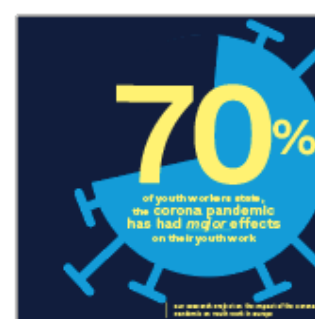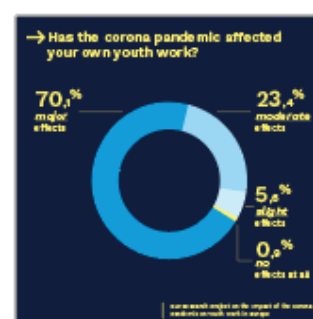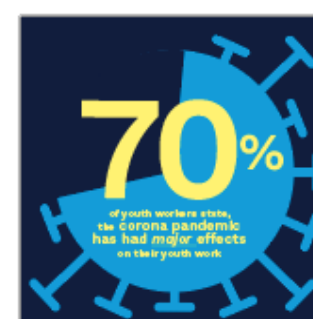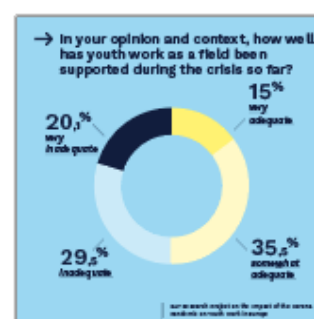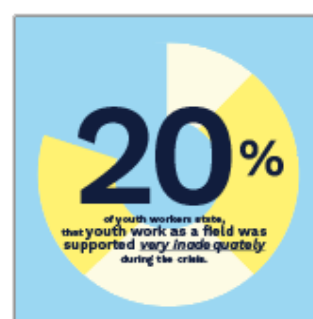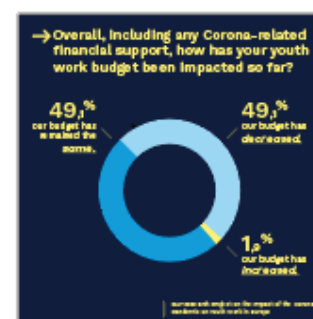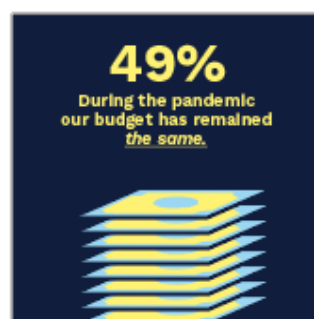FIGURE 10        **How participatory was your project? (ALL)**

**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)

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# 5

## FEMININOMENON

## PAY ATTENTION TO GENDERED EXPERIENCES

# GENDER DISTRIBUTION OF RESPONDENTS

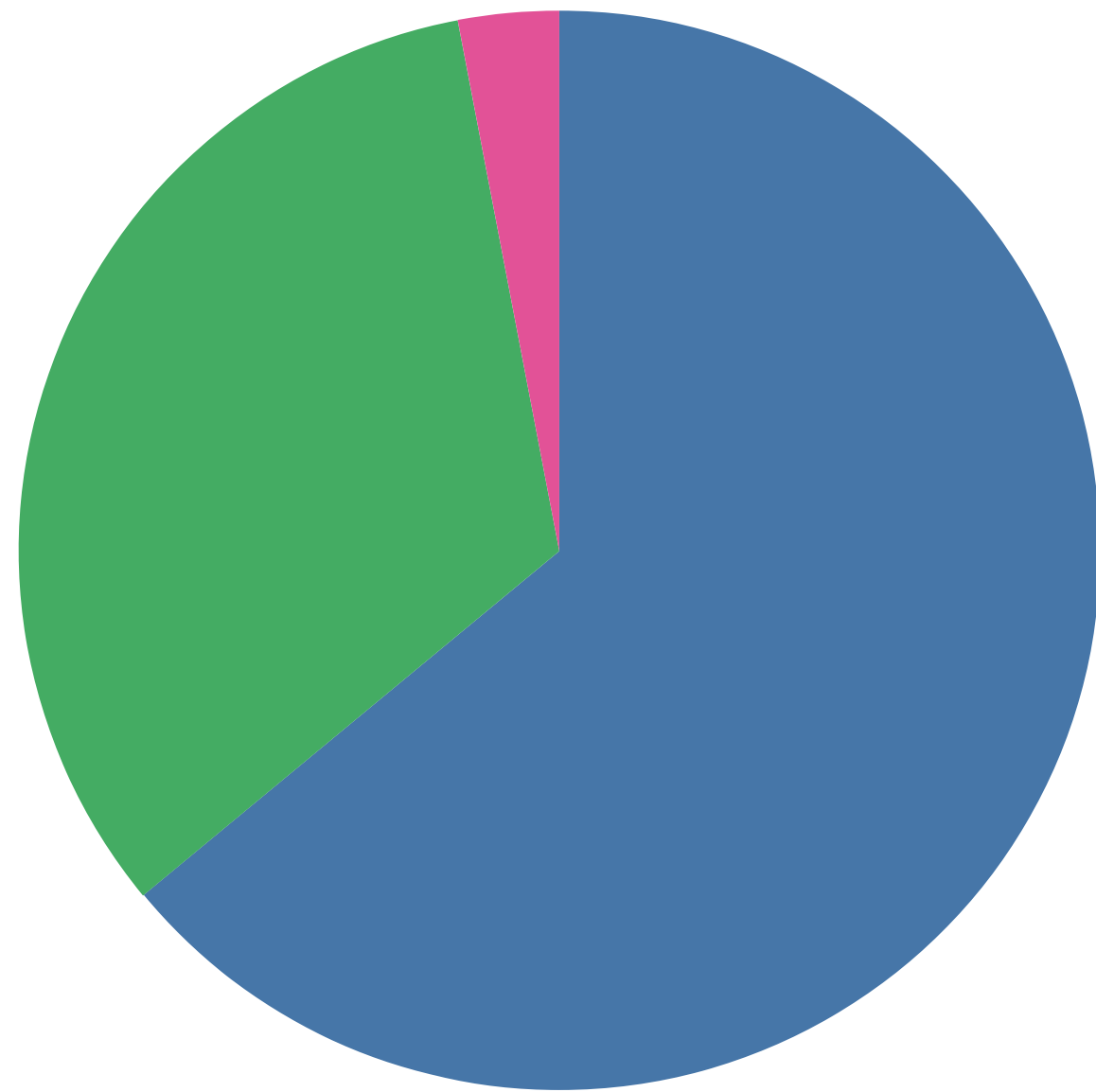## YOUNG PEOPLE

## YOUTH WORKERS
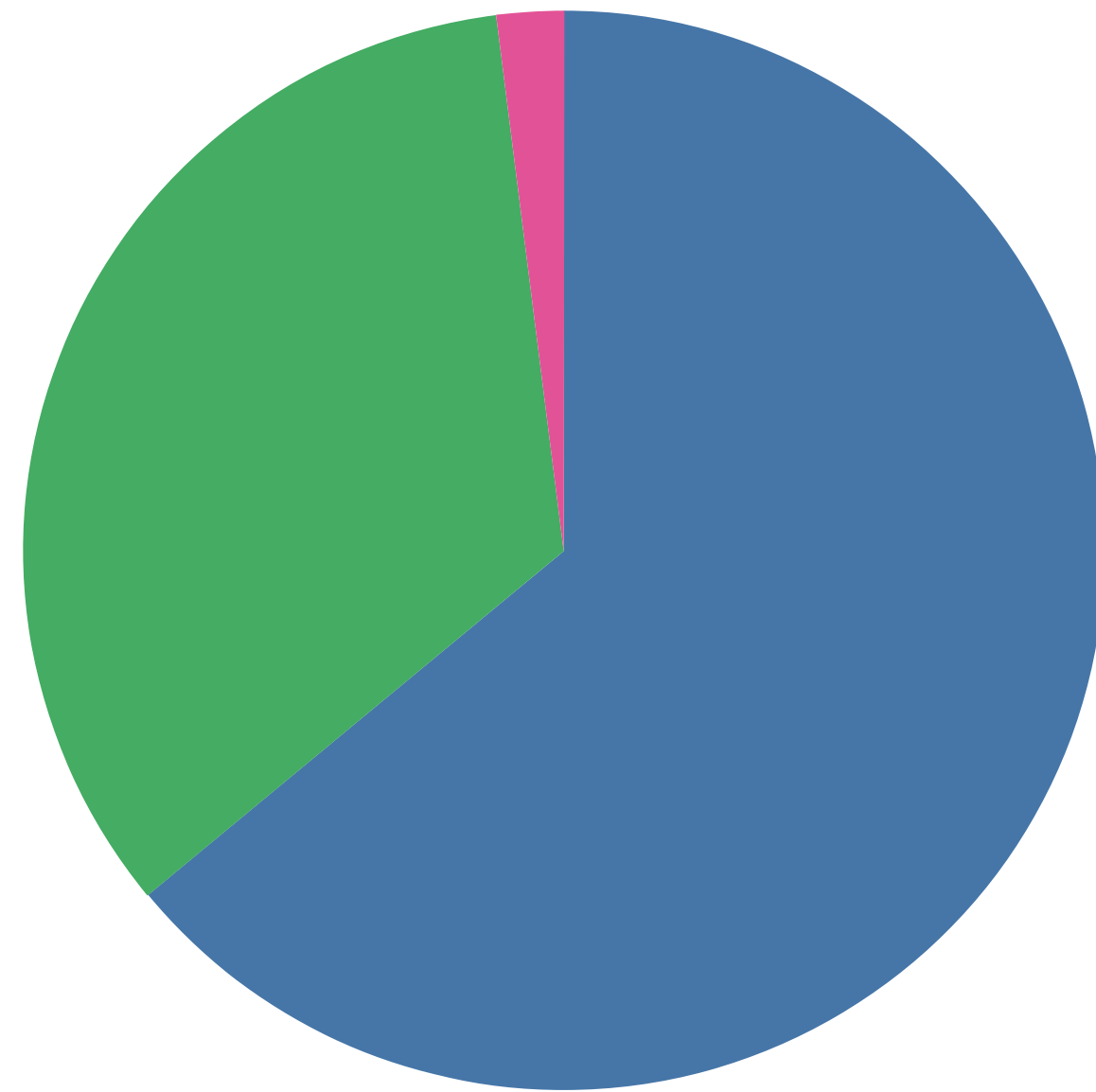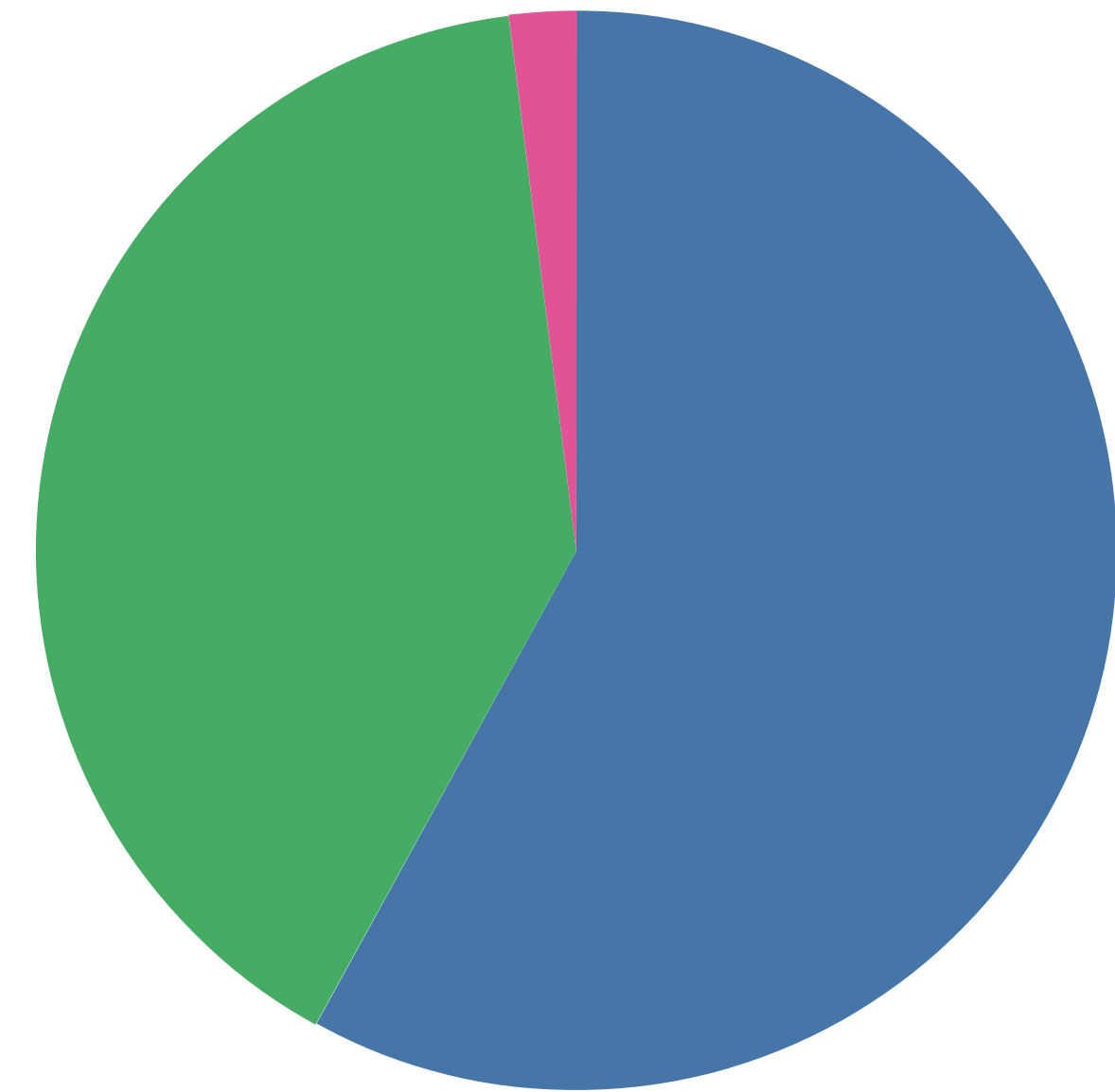
## PROJECT TEAMS

**FEMALE** **MALE** **QUEER**



64 | 33 | 3

64 | 34 | 2

58 | 40 | 2

# GENDERED PROGRAMME EXPERIENCES

» male respondents feel better integrated

» female respondents feel taken less seriously

» male respondents think they learn more

» male respondents overestimate effects more

» queer respondents, worryingly, feel less safe

# 6

## GUILTY PLEASURE

## ALLOW YOURSELF SOME SILLINESS

Come on, how can you not?!

Exactly.

**Let it out!**

**MY KINK**

**IS KARMA**

**GIVE AS MUCH**

**AS YOU CAN**

# CONTEXTUALISATION IS KEY

EVERY PRESENTATION MATTERS

EVERY CONTEXT MATTERS

ADJUST, TWEAK, FINETUNE

A LOT OF WORK

A LOT OF BENEFIT

# 8

## HOT TO GO!

## IT'S TIME FOR OPEN DATA

# Welcome to the RAY Open Data Portal

We produce reliable evidence to better understand processes and outcomes in youth work and non-formal education in Erasmus+ and European Solidarity Corps.

MORE ABOUT RAY ↗

## Looking for specific data?

Use our search.

🔍 Try "exchange" or "participation"    SEARCH

## Looking for survey data for your analysis?

We provide all our raw data files to you.

GO TO DOWNLOADS ↗

## Programme priorities

European youth programmes focus on four key priorities defined by the EU, guiding the development and impact of projects.
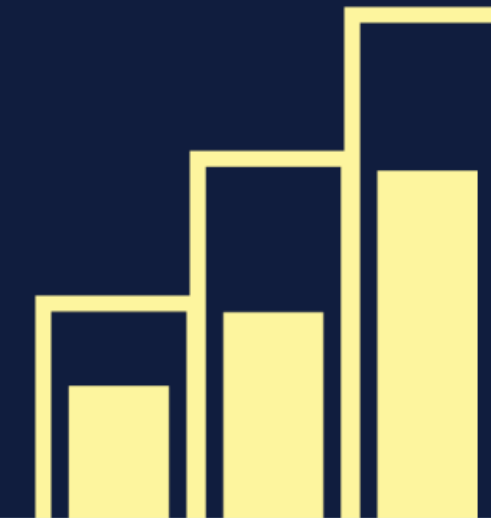
**Participation**

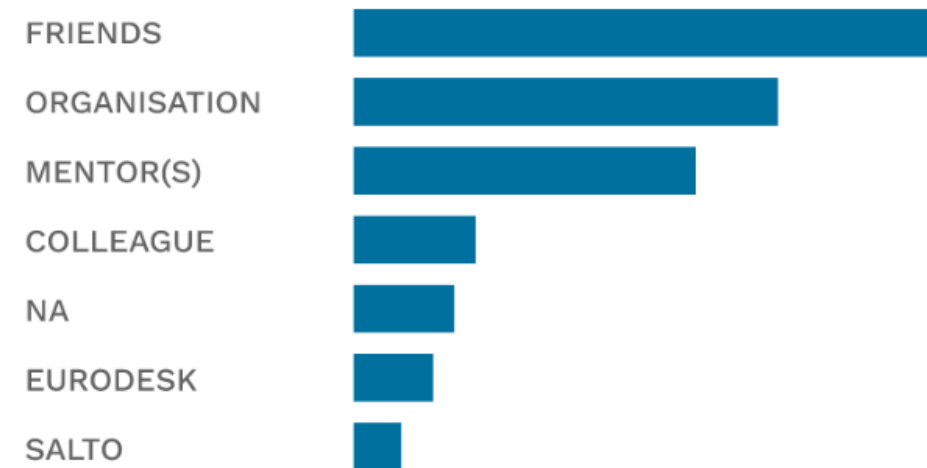**Digitalisation**

**Sustainability**

**Diversity & Inclusion**

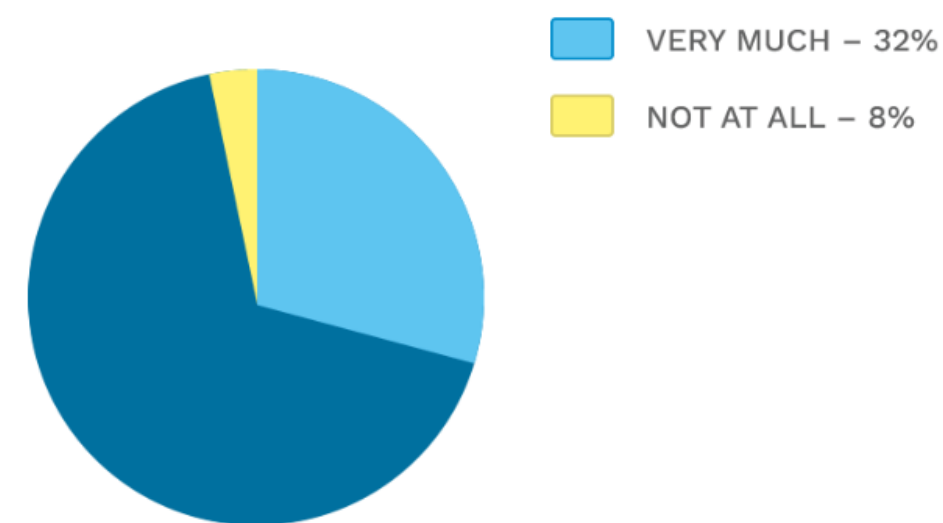38

# All charts

This page shows all available charts.

## All charts

FILTERS

### Ways of learning about a project, first time participants

FRIENDS
ORGANISATION
MENTOR(S)
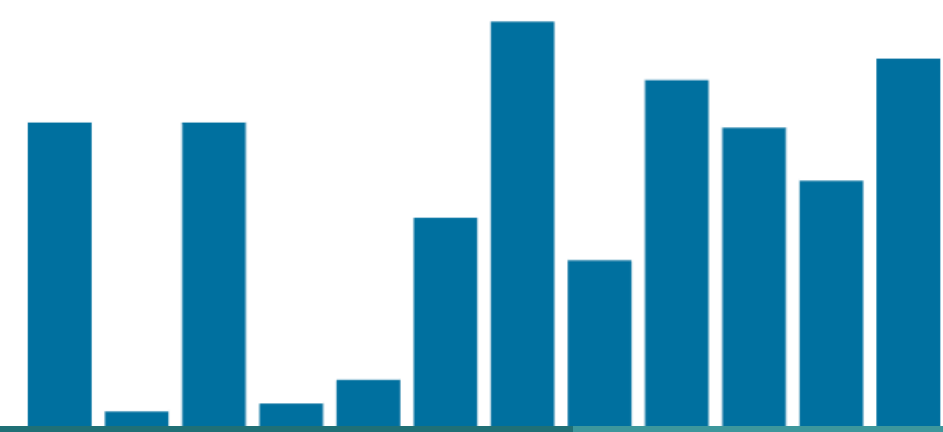COLLEAGUE
NA
EURODESK
SALTO

### The project overall, was participatory

■ VERY MUCH – 32%
■ NOT AT ALL – 8%

### Project digitalisation, receiving

NOT AT ALL                    COMPLETELY DIGITAL

### Knowledge acquisition on sustainability

SOCIAL
POLITICAL
ECONOMIC
ENVIRONMENTAL

### Project digitalisation, receiving

### The project overall, was participatory

■ VERY MUCH – 32%
■ NOT AT ALL – 8%

# Ways of learning about a project, first time participants

Participation • Entry points and motivations

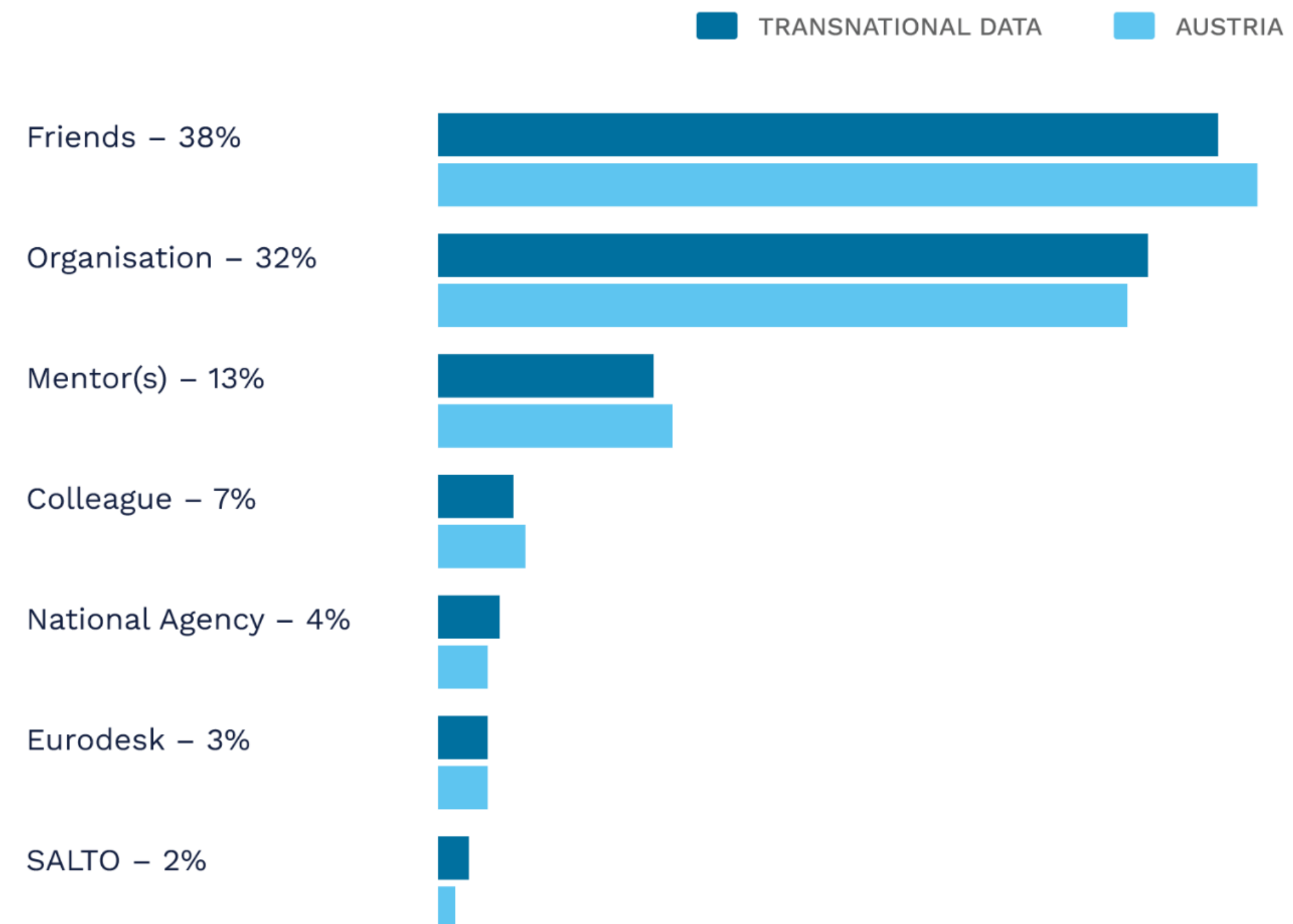**Filtered by**  Austria ✕   Clear all ✕

## Filter by

### Country/Region

- ☐ Albania
- ☐ Algeria
- ☐ Andorra
- ☐ Armenia
- ☑ Austria
- ☐ Azerbaijan
- ☐ Belarus
- ☐ Belgium
- ☐ Bosnia and Herzegovina
- ☐ Bulgaria

### Project type

- ☐ Youth exchanges
- ☐ Youth worker mobilities

Chart    Table

■ TRANSNATIONAL DATA    ■ AUSTRIA

Friends – 38%

Organisation – 32%

Mentor(s) – 13%

Colleague – 7%

National Agency – 4%

Eurodesk – 3%
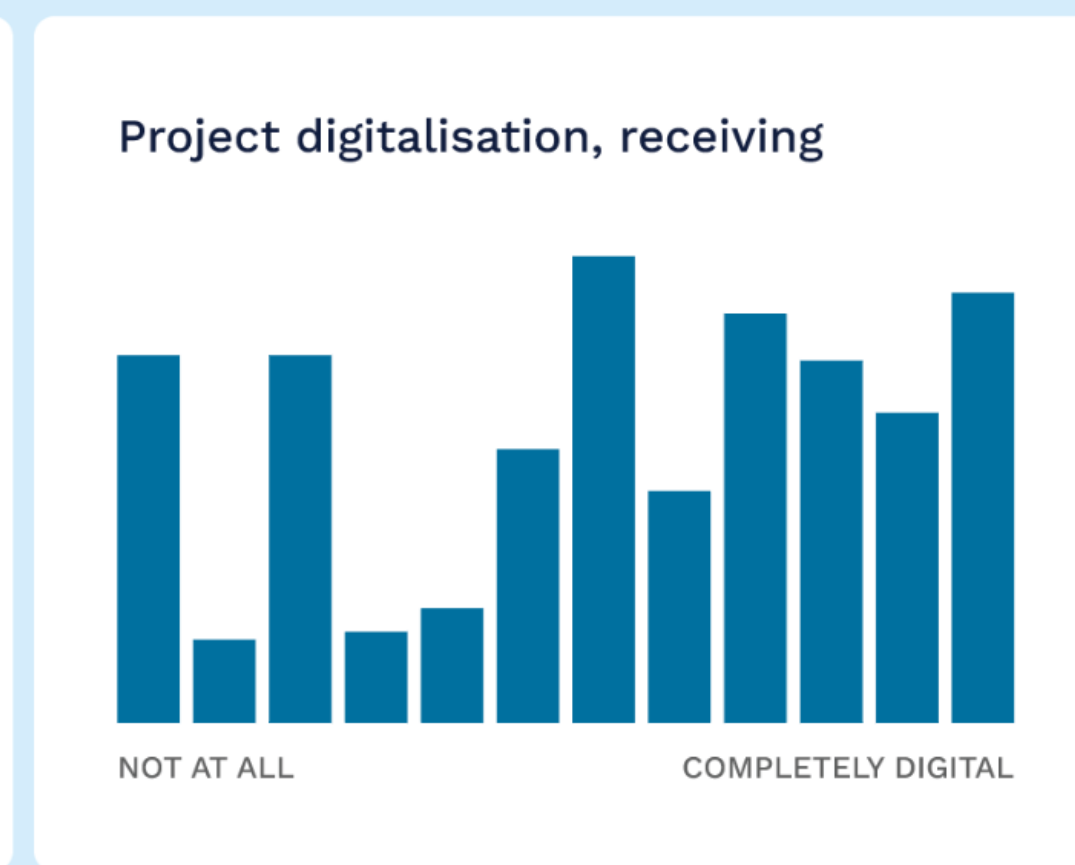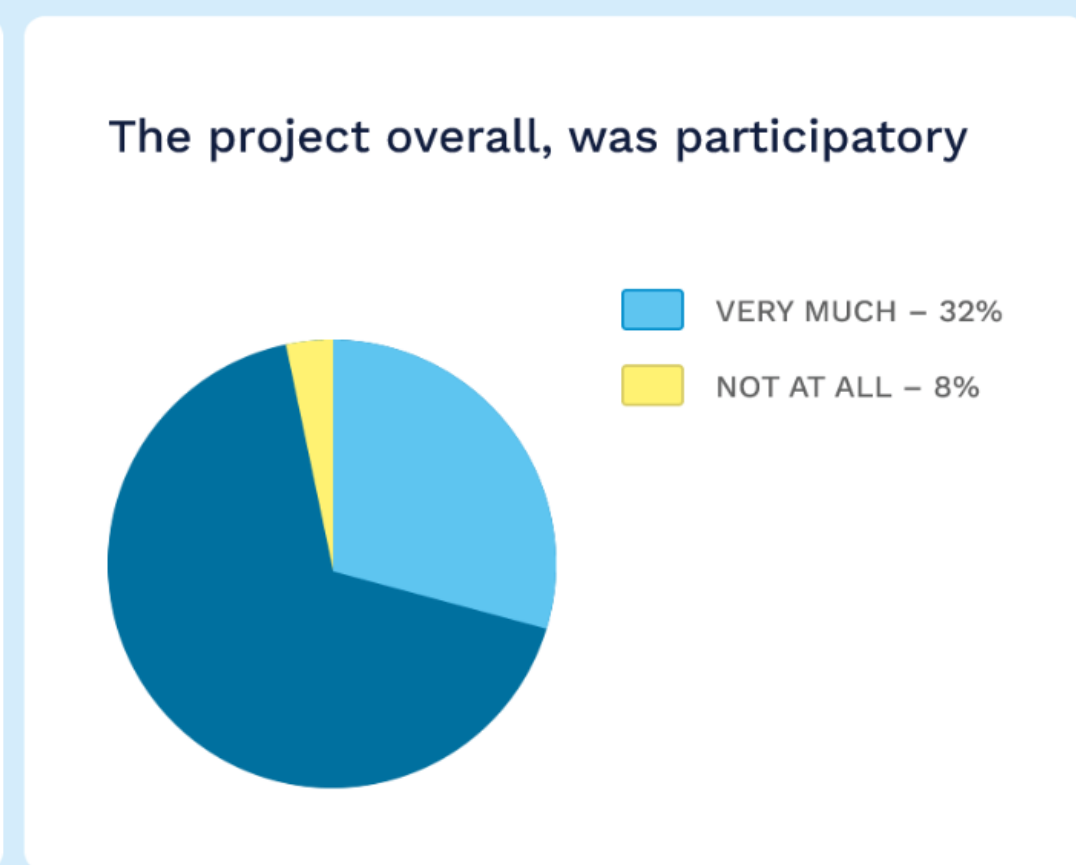
SALTO – 2%

Download data            Save as an image

# Bulgaria

[Country] joined the RAY network in [year]. In the European context, [contry]s youth sector is [small/medium/large] and [well developed/in development]. At national level, public support for non-formal learning is [abundant/limited] and youth work [is/is not yet] recognised as profession [and/or] taught in higher [and/or] vocational education. [country]'s National Agency [has a crucial role/is one more actor among others like [example, example] supporting the sector a national level.

## Available charts

FILTERS

### Ways of learning about a project, first time participants

FRIENDS
ORGANISATION
MENTOR(S)
COLLEAGUE
NA
EURODESK
SALTO

### The project overall, was participatory



VERY MUCH – 32%
NOT AT ALL – 8%

### Project digitalisation, receiving



NOT AT ALL                COMPLETELY DIGITAL

### Knowledge acquisition on sustainability

### Project digitalisation, receiving

### The project overall, was participatory

OUR METHODOLOGY ↗

# Download all data

Download the whole package with all the survey data.

↓ CSV    ↓ SPSS    ↓ XLSX

## Programme specific data sets

### Erasmus+

**Project participants**

↓ CSV    ↓ SPSS    ↓ XLSX

**Project teams**

↓ CSV    ↓ SPSS    ↓ XLSX

**Youth workers**

↓ CSV    ↓ SPSS    ↓ XLSX

### Solidarity Corps

**Project participants**

↓ CSV    ↓ SPSS    ↓ XLSX

**Project teams**

↓ CSV    ↓ SPSS    ↓ XLSX

**Social workers**

↓ CSV    ↓ SPSS    ↓ XLSX

# 9

# PINK PONY CLUB

# A QUICK RECAP

43

1 – Make room for complexity

2 – Participate in sense-making

3 – Share data freely and widely

4 – Invest in strategic visualisation

5 – Trace gendered experiences

6 – Be a little silly once in a while

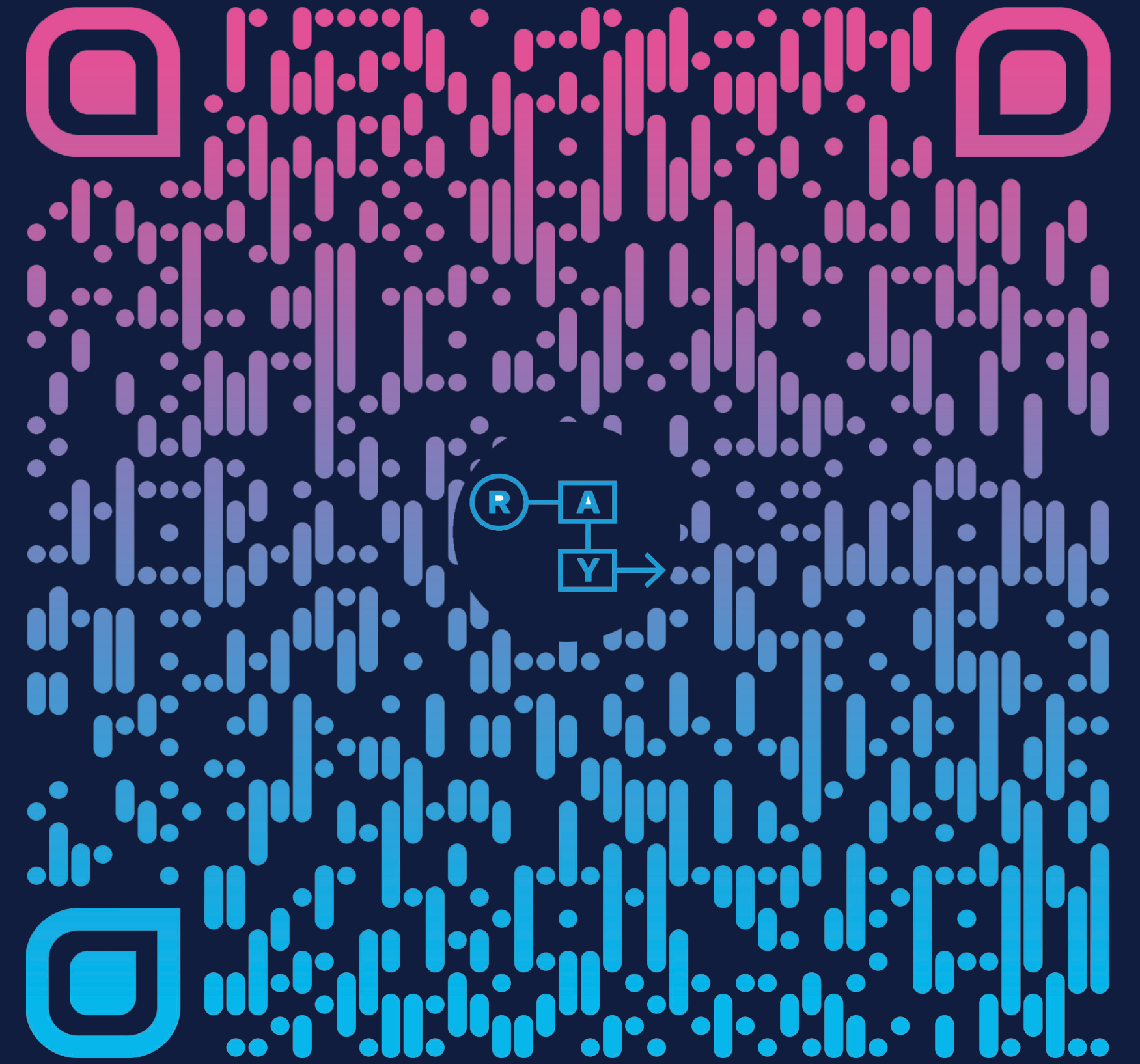7 – Make tailored interventions
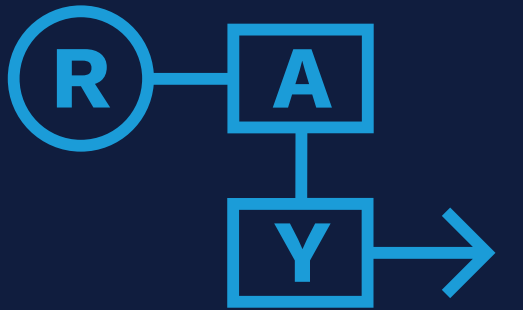
8 – Open up data access

44

# THANK YOU!

ANDREAS@RESEARCHYOUTH.NET
@RESEARCHYOUTH

→ Evidence-based approaches

**Warsaw Research Seminar | 8th Edition 2024**
**Session II | From information to knowledge**

Research-based
analysis of European
youth programmes