ERASMUS+ YOUTH IN ACTION

*Research-based Analysis
and Monitoring 2015/2016*
PORTUGUESE NATIONAL REPORT
By Pedro Peixoto, Álvaro Ribeiro
August, 2016

research based analysis of youth in action

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KEY RESULTS
1. This project is highly recommended because is a great contribution to personal development.
2. Cultural diversity, youth work, intercultural dialogue and non-formal and informal education are largely improved.
3. Communication with people who speaks another language and have differents culturals backgrounds are substantially cultivated.
4. Participants became more convicted in their discussions, more able to develop an idea and put it into practice, to negociate joint solutions in the interests of the community or society.
5. Participants are better able to move around in other countries and intend to develop joint activities or projects with foreign people.
6. Participants became aware of their competencies development and are planning to engage in education and training.
7. They have learned more how to foster non-formal learning in youth work, how to do it in an international team and how to choose, modify or develop adequate working methods.
8. Increased knowledge transfer and implementation of good practices within the organization is an evidence and project management competencies are improved and international partnerships are fostered.
9. This kind of practice will be grounded in tolerance, self-fullfillment, equality and tolerance. These values become more important for them as it will be administrated by "renewed" individuals who learned more about themselves.
10. They now know more about their strenghts and weaknesses, self-confidence, expressing thoughts and feelings.
11. They are better dealing with new situations, empathising with others and relating to different people.
12. Community active involvement are enhanced as well as intercultural appreciation.

EXECUTIVE SUMMARY

Seeking to generate new knowledge about the processes and outcomes of non-formal education activities, in particular in the field of the youth, the results of the surveys applied to the portuguese youth suggested that involvement in RAY projects contributes to the development of a model of society whose youth participation requires and implies a combination of civility, citizenship and culture based in a straight, sincere and decent relationship fostered by humanistic policies of employment centered in peoples lifes collective projects. For respondents, the human being is the supreme value and, consequently, all activities are just means of promotion, liberation, emancipation and dignification of the human person. For that, as Ribeiro (2016) expressed, in order to get along with a deeply social analysis, the next survey should assess the social class index of the portuguese youth.

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1. Introduction

This document aims to report the analysis of the answers given by the participants and project leaders as they were surveyed by the european project *Research-based Analysis of Youth in Action* (RAY), in wich the portuguese National Agency has been an active partner, among 31 National Agencies.

The next questions were raised:

a. What are the effects of E+/YiA projects on participants, project leaders/team members and their organizations/groups as well as on local environments of these projects?
b. What is the environment of Youth in Action projects, in particular with respect to access to E+/YiA, development of projects, profile of actors and organizations involved in the projects, management of the projects and support provided by the funding structures?
c. How could the findings from this study contribute to practice development, in particular in view of the implementation of E+/YiA and future Youth Programmes of the European Union?

To answer to these questions this national report aimed:

a. To explore the effects of projects funded through E+/YiA on the actors involved, in particular on project participants and project leaders/team members, but also on their organizations and on the local environments of these projects;
b. To explore the access to E+/YiA at the level of young people (in particular of young people with fewer opportunities) as well at the level of organizations, bodies and groups in the youth field;
c. To explore the profile of participants, project leaders/team members and organizations/groups/bodies involved in E+/YiA projects;
d. To explore the development and management of funded projects;
e. To explore the implementation of E+/YiA.

This report has three parts:

a. In the first part we embraced RAY aims and objectives with relation to internal principles, program and themes. After that, we tried to mention the relevance of the researcher profile, the role of national agencies and RAY data contribution.
b. In the second part we got along with RAY MON, their objetives and research questions, as well as methodological concerns.
c. In the third part we exposed the profile of participants and project leaders, the project effects on the actors, the "things" mostly related to the access of people with fewer opportunities and those findings to practice development.

In the end we shared ten key ideas. These are points of thought related to the need of construction of a future conceptual map that we think it is present in the mind of participants. This map would make present of important topics to be discussed in order to get a *youth model of a well living society* in which youth participation seems

to require and imply a combination of civility, citizenship and culture, based in a straight, sincere and decent relationship fostered by humanistic policies of employment centered in peoples lifes collective projects

The present study represents a combination of quantitative and qualitative social research semantic, although the emphasis is clearly quantitative.

PART 1

1. STATE OF ART

Youth work has become increasingly international during the past decades. An increasing international cooperation in youth work practice and in youth policy has led to an increase of international youth activities.

One of the main features of international youth activities has been **non-formal education and/or learning**, in particular with an intercultural dimension, lately known as 'learning mobility' - a commonly used term for any kind of activity combining (geographical) mobility and learning.

The growing volume of international youth activities has resulted in an increased interest in the (learning) processes and effects of **international youth activities and youth learning mobility**.

Research on international youth work and youth learning mobility covers a broad spectrum of **fields of learning mobility**:

a) Involves different research **disciplines**;
b) Addresses diverse topics and research **questions**;
c) Applies a variety of research approaches and **methods**;
d) Results in a considerable number of respective **studies**.

In this process, the following aspects are related in supporting and implementing these **activities**:

a) An interest of organisers and practitioners in improving their activities and receiving adequate **recognition**;
b) An interest of policy makers in evidence-based **policy development**;
c) An interest of researchers in **a phenomenon** which was not much explored previously.

In this context 'research-based analysis and monitoring of youth in action' (RAY MON) was initiated in 2007 in order **to explore (learning) processes and effects as well as the implementation** of the Youth in Action Programme of the European Union (2007 to 2013).

Until 2014, RAY primarily studied the effects of Youth in Action (YiA) on the actors involved in particular, with respect to:

a) **Competence** development;
b) **Learning** (processes);

c) **Measures** fostering learning in YiA projects.

Furthermore, RAY studied the implementation of the YiA Programme in funded projects, e.g. profiles of actors involved, promotion of the programme, support given to funded projects, etc.

Based on the experience gained during the previous years within Youth in Action (2007-2013), the RAY Network continues this research in the framework of the Erasmus+: Youth in Action Programme from 2014 to 2020.

In this sense we will check now Erasmus+: Youth in Action aims and objectives, principles, programmes, themes, profiles, roles and the importance of data contribution. Let's start by aims and objectives.

2. AIMS AND OBJECTIVES

Founded on the initiative of the Austrian National Agency of the Youth in Action Programme, in particular by its consortium partners Interkulturelles Zentrum and the Institute of Educational Science of the University of Innsbruck, the RAY network has been developed in order to advance a joint transnational reserch activities related to YiA.

2.1. RAY intentions:

a) To contribute to a better **understanding** of international youth work and youth learning mobility in Europe, in particular in the context of the E+/YiA;

b) To contribute to **cooperation and dialogue** between research, policy and practice in the youth field;

c) To contribute to **research** at large in this field and to respective theory development;

d) To develop an **exchange** with researchers, research institutions and research networks involved in youth research as well as in research on learning mobility and on non-formal education/learning, in particular with an international and/or intercultural dimension.

2.2. RAY strategic objectives:

a) To contribute to the development of international **youth work and learning mobility** practice, in particular within E+/YiA;

b) To contribute to **monitoring** E+/YiA with respect to the objectives and priorities;

c) To contribute to **quality** assurance and quality development in the implementation of E+/YiA at the project level (development and

implementation of projects) as well as at the programme level (promotion, support, administration of the programme);

d) To contribute to the development of E+/YiA and the programme following E+/YiA after 2020;

e) To contribute to the recognition of **non-formal education and learning** in the youth field, in particular in the context of international youth work and learning mobility;

f) To contribute to evidence-based and research-informed **youth policy development** at all levels and with respect to relevant policy processes such as the implementation of the EU Youth Strategy (2010-2018), including in the context of strategic partnerships such as with the Council of Europe;

g) To contribute to the **visibility and promotion** of E+/YiA.

2.3. RAY organizational objectives:

a) To study the **effects and the impact** (short-term and long-term) of E+/YiA projects on the actors involved at:

- o Individual level (young people, youth workers/project leaders),
- o Systemic level (youth groups/organizations/bodies, local project environments/communities, youth structures, youth work, youth policy)
- o Collective level (larger public);

b) To study **educational and learning approaches**, methods and processes applied in E+/YiA projects, in particular with respect to their effectiveness in stimulating and supporting learning processes;

c) To study the **implementation** of E+/YiA projects, in particular in view of the profile of project participants, project leaders and organizations involved as well as with respect to project methodologies and project management;

d) To explore international youth work and learning mobility practice **development** in the framework of E+/YiA over the programme period 2014-2020;

e) To explore **policy development** at national and European levels in line with RAY research findings;

f) To **promote dialogue** between research, policy and practice in the youth field.

3. RAY MAIN PRINCIPLES AND CHARACTERISTICS

a) **Research-based** analysis and monitoring of Erasmus+/ Youth in Action, includes all its key actions;

b) Research activities are planned to be conducted **continuously** for the full duration of the Erasmus+ Programme (2014 to 2020);

c) **High quality** research build on the RAY Network partners' competence and expertise in the field of international youth work and youth learning mobility;

d) RAY Network partners adhere to **common standards** of social and educational research, complying with internationally accepted ethical standards;

e) **European dimension** as well as transnational, multilingual, intercultural and interdisciplinary research approach;

f) **Committement to close cooperation** with the whole Network of E+/YiA National Agencies as well as with the European Commission;

g) **Open to** communication, exchange and cooperation with other partners and actors in the field of learning mobility, especially policy-makers, practitioners and researchers in the fields of (international) youth work, education, training and related sectors.

4. RAY MAIN RESEARCH PROGRAMME:

a) *Research-based analysis and monitoring of Erasmus+: Youth in Action* (RAY MON), which is a further development of the main activity of the RAY Network. It aims to contribute to monitor and develop E+/YiA and the quality of projects supported by it. This activity is a joint activity of all RAY Network partners;

b) *Research project on the long-term effects of E+/YiA* (RAY LTE) on participation and citizenship of the actors involved, in particular on the development of participation and citizenship competencies and practices;

c) *Research project on competence development and capacity building* (RAY CAP) of youth workers and youth leaders involved in training/support activities in E+/YiA. This project also explores the effects of E+/YiA on the organizations involved.

5. RAY HORIZONTAL THEMES:

a) Young people with **fewer opportunities or special needs**, in particular with respect to the effects of their participation, the effectiveness of methods used and their inclusion in the projects and beyond[1];

b) The **effects of participation** in funded projects on educational and professional pathways;

c) Focus on **specific aspects** of E+/YiA, such as specific (sub-) actions, support measures, differentiated analyses (e.g., by actions, groups of participants, countries etc.).

These research activities have been prepared by **working groups** and in **consultation** with the European Commission and related structures, including the establishment of common research and **ethical standards**. The research projects are designed in a way that an overlap between the samples for the different research activities is avoided. These RAY research projects started in 2015.

6. RAY RESEARCHERS PROFILE

a) Background in educational research or in youth research, preferably in both;

b) Readiness to take an interdisciplinary research approach, in particular between educational, social and political sciences;

c) Competence in quantitative and qualitative research;

d) Knowledge and understanding of non-formal and informal education and learning;

e) Knowledge and understanding of international (youth) mobility in general and of the Youth in Action Programme more specifically.

7. RAY ROLE OF THE NATIONAL AGENCIES (NA'S)

a) To help gathering the data and sharing their experience;

b) To provide comments and opinions to their National Authority;

c) To safeguard the establishment of a (good) national report:

   o National reports have a strong dimension of the practices and experiences of the youth sector;

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[1] By fewer opportunities people we mean young people who are disadvantaged compared to their peers for social, economic, educational, cultural, health and geographical reasons or due to a disability (special needs).

o Results of the implementation of the predecessor Youth in Action programme are not undermined;
o Specifities of the implementation of E+ YIA can be clearly identified.

Table n.º 1 : What is expected from the portuguese NA		
To be involved from the beginning	To organize a cooperation	To get into a dialogue with others NA's on the process and the report
To produce statistics, facts and figures about YiA and E+ YiA	To make use of RAY results	To formulate opinions on those questions when explicitly asked
To support the NAU in answering the questions		

Table n.º 2 : In order to get into the national specificities, attention must be given to:		
Added value of the TCP / TCA	Impact of the inclusion and diversity strategy	European citizenship dimension
Effect of Youthpass and recognition	Supportive approach	Cooperation with partner countries
Unique actions/formats, like, e.g. structured dialogue, (trans)national youth initiatives, networking of NA		

8. RAY BASIC DATA CONTRIBUTION:

a) Deliver answers to questions about the contribution to the realization of specific objectives;

b) Gives indications for answers to the questions about the efficiency of the programme management;

c) Provides a lot of material to answer the main questions about the relevance;

d) Offers a good basis to answer the questions on the European added value and sustainability.

Therefore, given that Portugal only participates in the program r*esearch-based analysis and monitoring of Erasmus+/ Youth in Action* (RAY MON), it has been established that the aim of this project is to contribute to:

1. Quality assurance and quality development in the implementation of E+/YiA,
2. Evidence-based and research-informed youth policy development;
3. A better understanding of learning mobility in the youth field.

PART 2

1. RAY MON OBJETIVES AND RESEARCH QUESTIONS

1.1. RAY MON objectives:

a) **To explore the effects** of projects funded through E+/YiA on the actors involved, in particular on project participants and project leaders/team members, but also on their organizations and on the local environments of these projects;

b) **To explore the access** to E+/YiA at the level of young people (in particular of young people with fewer opportunities) as well as at the level of organizations, bodies and groups in the youth field;

c) **To explore the profile** of participants, project leaders/team members and organizations/groups/bodies involved in E+/YiA projects;

d) **To explore the development and management** of funded projects;

e) **To explore the implementation** of E+/YiA.

1.2. RAY MON general research questions:

a) What are the effects of E+/YiA projects on participants, project leaders/team members and their organizations/groups as well as on local environments of these projects?

b) What is the environment of Youth in Action projects, in particular with respect to: access to E+/YiA; development of projects; profile of actors and organizations involved in the projects; management of the projects; support provided by the funding structures?

c) How could the findings from this study contribute to practice development in particular in view of the implementation of E+/YiA and future Youth Programmes of the European Union?

Table n.º4 specifies the relation between research entrances, research objetives, general and specific questions and their place with empiric-operational indicators.

2. ABOUT THE METHODOLOGY AND DATA CLEANING

In order to explore the research questions above, a research design was built applying to an interdisciplinary approach, in particular referring to sociology, political science and educational science. In this respect, RAY research activities can apply diverse social and educational research methods – quantitative, qualitative as well as a mix of different methods and instruments (Fennes, Gadinger & Hagleitner, 2014):

Table n.º3: RAY MON operational and instrumental decisons	
The method	• Case studies of selected projects
The instruments	• Interviews and focus groups with different actors involved in E+/YiA; • Online multilingual surveys with project participants, project leaders and key staff of beneficiary organisztions.

PROFILE	To explore the profile of participants, project leaders and organizations/groups/bodies involved in E+/YIA projects;	What is the environment of Youth in Action projects, in particular with the profile of actors and organizations involved in the projects	1. What is the profile of participants, project leaders and projects involved in YiA projects, in particular with respect to their educational or professional status, socio-economic and demographic background, educational attainment and previous experience with learning mobility?	4. Reasons for participatir 5. Firts language (PP q33) 6. Family language (PP q3 7. Family another languag 8. Languages during proj 9. Visiting or lived in anot 10. Similar participations (F 11. Living (PP q45) 12. Educational attainmen 13. Formal education (PP q 14. Others education (PP q 62, 63) 15. Employment (PP q50, 5 16. Cultural, ethnicis, religi q67,68) 17. Nationality (PP q69) 18. Borning place (PP q70, 19. 14 yars own room (PP q 20. Cars, books, holidays, a (PP q74, 75, 76, 77, 78, 7 21. Income (PP q76)
ACTORS AND CONTEXT	To explore the effects of projects funded through E+/YiA on the actors involved, in particular on project participants and project leaders/team members, but also on their organizations and on the local environments of these projects;	What are the effects of E+/YiA projects on participants, project leaders/team members and their organizations/groups as well as on the local environments of these projects?	17. What are the effects of participating in E+/YiA projects on the development of competencies participants as well as of project leaders involved in E+/YiA projects? 18. In particular, what are the effects of E+/YiA projects on their knowledge, skills, attitudes, values and behaviours? 19. What are the effects of participating in E+/YiA projects on educational and professional perspectives of participants as well as of project leaders involved in E+/YiA projects? 20. What are the effects of E+/YiA projects on youth workers and youth leaders involved – either as participants or as project leaders – with respect to the development of (international) youth work competencies?	1. Type of project (PP q3) 2. Got to know about the 3. Now the project is over 4. Project learnings (PP q1 5. Abilities improvement 6. End affects (PP q14, 15) 7. Impacts (PP q16) 8. Results (PP q23) 9. Feelings (PP q24) 10. Beliefs (PP q25) 11. Eu policies familiarity (F 12. EU perceptions (PP q22

			development?	
PROJECTS	To explore the development and management of funded projects;	How could the findings from this study contribute to practice development, in particular in view of the implementation of E+/YiA and future Youth Programmes of the European Union?	4. To which extent are E+/YiA projects in line with objectives and priorities of the Programme?	
IMPLEMENTAION	To explore the implementation of E+/YIA.		5. How do these effects differ depending on the types of E+/YiA projects, the type of experience and the countries of residence of participants and project leaders?	1. Youthpass (PP q26, 27, 2. Youth work/involveme 19) 3. Organizations impacts

TABLE N.º 4: From research entrances to operational indicators

Table n.º 5: Advantages and procedures of RAY MON methodology	
Advantages	**Procedures**
1. Allow a large majority of actors to complete the questionnaires in their native language (or in a foreign language which they understand sufficiently); 2. Provides for a 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 leaders/team members. 3. Provided data for effects as perceived by participants and project leaders**.**	1. Actors involved in projects funded through E+/YiA will be surveyed two months or longer after the end of their project in order to provide for a more reflected and distant view at their experiences and the perceived effects. [2] 2. Surveys will continue to be conducted on a regular basis during the programme duration (2014-2020) at least every second year. 3. Project leaders and participants were invited to participate in these surveys between 2 - 10 months after the end of their project. 4. Each survey cycle covers and will continue to cover a representative sample of a full year of funded activities[3]. 5. A transnational analysis of the data collected were published in 2016. 6. Surveying Project leaders and participants through two different but coherent and interrelated questionnaires.

Table n.º 6: Projects surveys description

1. Implemented by the University of Innsbruck – Institute of Educational Science.
 2. 20 to 30 minutes to be completed.
 3. Project leaders survey (PLS) with 52 questions; Participantes survey (PPS) with 85 questions:
     a. Open and ended, common and particular questions;
     b. PPS presented more personal and intimate questions than the PLS;
     c. Both surveys accentuated the need for learn more about the relation between outputs and impacts;
     d. Type of variables: qualitative and qualitative:
         i. Ordinal (main scale): Strongly disagree; disagree; agree; strongly agree;
 4. Responses remained anonymous and are being treated confidentially,
 5. The transversal focus: (a) project and its relations; (b) costs, administrative procedures, future actions and budgeting; (c) the project itself; (d) the E+YiA; (e) Previous experiencies.

Further studies, as to measure actual effects, are on field during the course of E+/YiA. It's about qualitative research methods at national level to complement the quantitative analysis.

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[2] This implies that in case of international activities the actors involved in a project will return to their countries of residence and thus would be more difficult to contact for a face-to-face interviews or group discussions

[3] The first cycle of surveys covered projects ending in 2015.

It has been said that existing research instruments will be adapted and used. But in the portuguese case we do not have information about that. In order to better be able to analyse differences of outcomes of RAY surveys by countries it is suggested to do a study on country-specific characteristics which might affect the responses to the RAY questionnaires. Such differences could be caused by country-specific socio-economic, demographic, cultural or political characteristics as well as by differences in youth work policies, structures and practices. This could be done with a review of existing studies and statistics as well as through a survey with National Agencies.

Considering the response data of PL & PP, the data_cleaning was operated according to table n.º7.

	PROJECT LEADERS/TEAM MEMBERS	PROJECT PARTICIPANTS
Analysis of the missing values	1. 15 blocks of itens/26 questions, were cheked; 2. 676 cases (14,5%) who worked on two or less of the blocks were deleted (mean =12.31; std. dev. = 5.314; n= 4.649); 3. Result: n=3.973	1. 15 blocks of itens/25 questions, were cheked; 2. 4.980 cases (19.3%) who worked on 3 or less of the blocks were delected (mean =11.55; std. dev. = 5.777; n= 25.845); 3. Result: n= 20.865
Analysis of duration between the end of the activity and the date when the questionaire was completed	1. 6 cases deleted at activity end rate after the date when the questionaire was saved; 2. 6 cases delected at activity/project end rate <= 2 months before the datestamp; 3. 17 cases for wich the activity end was not known were deleted; 4. Result: n= 3.944.	1. 53 cases delected at activity end rate after the date when the questionaire was saved; 2. 53 cases delected at activity/project end rate <= 2 months before the datestamp; 3. 127 cases for wich the activity end was not known were deleted; 4. 2.337 cases with an activity/project end rate >= 11 months before the datestamp have not been delected; 5. Result: 20.632.
Analysis of the correlation between the sub-action and the type of project as indicated by the respondents	1. 15 cases were delected because they had no valid entry for the activity type; 2. 15 cases were delected because there is no plausibe explanation why the respondents were not able to allocate the project they were being asked about reasonably to the respective key-action/activity type; 3. 108 respondents ticked"don't know od don't remenber; 4. Result: n=3.806.	-
Analysis of age indicated by respondents versus funding criteria	-	1. 11 cases were delected since their no activity start date ou no age was available; 2. Result: 20.385.
Compulsory question	-	1. Question 3 is a filter one; 2. Result: 20.385.
Analysis of the correlation between the key action and activity type provided by		1. 418 cases (2.1%) were delected; 2. 1009; 3. Result: 19.376.

RAY partners and the responde to question 3	-			
Responses rates before data cleaning (portuguse data)	**2015** = 66 (48%) **2016** = 55 (57%)	**Survey 2015/2016:** 121 (51%)	**2015** = 263 (38%) **2016** = 275 (39%)	**Survey 2015/2016:** 538 (39%)
Responses rates after data cleaning (portuguse data)	**2015** = 55 (40%) **2016** = 49 (51%)	**Survey 2015/2016:** 104 (44%)	**2015** = 217 (31%) **2016** = 209 (30%)	**Survey 2015/2016:** 426 (31%)

Table n.º 7: Data cleaning procedures for project leaders and participants

3. THE REPRESENTATIVENESS OF THE SAMPLE

Because:

a) A standardised **sampling procedure** should ensure that the responses are comparable by country and between surveys;

b) Smaller countries might need larger samples than bigger countries in order to arrive at meaningful results at national level;

c) Different sample sizes need to be weighted for a transnational analysis;

d) Of the need to avoid overlapped samples for the three RAY research projects, i.e. the same persons are surveyed for more than one RAY research project,

in order to be able to analyse the **representativeness of the response data** with respect to the profile of respondents (gender, age, educational and/or professional status, educational attainment, socioeconomic background, previous experience with learning mobility etc.) it has been relevant **to develop an instrument to survey the actual profiles** (anonymous survey on location of a representative sample of projects).

In this sense, to try to answer the frequently asked question with respect to RAY findings on the representativeness of the sample, it has been said that:

a) **So far it is only possible to answer this question with respect to gender, age, key action/activity type, funding country, country of residence** – which are also available in the databases used for the implementation of E+/YiA (E+ Link, Mobility Tool etc.);

b) **This question cannot be answered sufficiently with respect to the socio-economic and demographic background of the participants,** in particular concerning young people with fewer opportunities or special needs;

c) While some data is included in the mobility tool, it simply indicates Yes/No without further specification on the type or degree of fewer opportunities/special needs;

d) The data might also be biased due to the priority given to projects involving young people with fewer opportunities or special needs;

e) It is suggested **to establish a "model database" on the total population** of E+/YiA by **surveying a representative sample of all funded projects**, using **socio-demographic questions of RAY Monitoring questionnaire** (including quite detailed questions related to fewer opportunities and special needs).

f) The study would aim at surveying 100% of the participants of a representative sample of projects;

g) One hindrance may rise from the necessity **to get close cooperation** of National Agencies with the project leaders of the sampled projects, **supervising them** to have the questionnaires completed by all participants at the project venue – either online or on paper copies provided to the project leaders (in all native languages of the participants).

h) It would need to be ensured that in fact the **participants are personally completing these questionnaires**;

i) At the same time, another strenght of this study would be the possibility to also explore the representativeness of E+/YiA participants with respect to the total population of young people in each country (age groups in accordance with the criteria for participation in the various key actions/activity types). This could be done by including in the survey described above questions in accordance with data on young people, which is available for the total population;

j) The necessary size of the sample and the sampling procedure would still need to be worked out and determined in detail. It would include a representative sample of all projects with activities ending over a period of 12 months, e.g. with activities ending in 2017 – this would be exactly the same period for which projects are surveyed within RAY Monitoring in 2017/18.

This research instrument will be developed in 2016 in order to be implemented for the second survey cycle in 2017/18.

In order to be better able to analyse a comparison of the response data by country, a special study is envisaged for 2016/17 to explore country specific characteristics that might have an influence on the findings of this study, e.g. youth work, youth mobility, youth policies, governmental/political system, educational system, labour market etc. This could provide the **development of a theoretical model** for youth work and learning mobility of young people in Europe.

The **dissemination of the RAY results** has been done in a target-oriented way to all stakeholders of E+/YiA in order to foster policy and practice development in the interest of young people, international youth work and learning mobility in the youth field. Furthermore, the RAY Network aims at a wider public and academic discourse of the research results.

For this purpose, it is needed to develop methods and instruments for transferring the results of the surveys to policy and practice. This transfer should become effective in the next round of E+/YiA projects, which could be explored in the following surveys and analyses. It is also planned to send the research reports to the persons who were invited to the surveys.

PART 3

1. PROFILE OF PARTICIPANTS (participants 'PP' and project leadders/team members 'PL') in E+YiA projects

	Gender	Year birth	Country of residence	Minorities	Living zone	First language
PP **(n=946)**	59% Female 41% Male	+ 50% [1987-1997]	Portugal (56%)	No (91%)	Metropolitan and urban (51%)	Portuguese (52%)
PL/TM **(n=185)**	53% Female 47% Male	+ 50% [1980-1992]	Portugal (58%)	No (90%)	-	Portuguese (55%)

Table n.º 8: PP and Pl characterisation

	Family language: official one?	Household family other languagaes	Difficulties using project language	Participate by my first language?	Help language team and ICT
PP **(n=946)**	Yes (95%)	No (61%)	No (85%)	Yes (83%)	Yes (87%) No (60%)

Table n.º 9: PP family and language characterisation

	Education level	N.º years of formal education	12 months before project	Education level legal guardian
PP **(n=946)**	69% (University, Polytechnic, post-secondary/tertiary)	+ 50% [15-19]	In education and training (44%); employed (30%)	Male and female: Universitary Polytechnic, postsecondary/tertiary (37%-39%)
PL/TM **(n=185)**	85% (University, Polytechnic, post-secondary/tertiary)		Employed full-time (30%), self-employed (14%)[4]	-

Table n.º 10: PP and PL educational characterisation

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[4] 15% in education or training; 14% self-employed and 14% as a volunteer in another organisation.

	Months in education & training	Months in full-time employment	Months in part-time employment	Months in self-employment	Months unemployed	Months as a volunteer/not in paid work
PP **(n=946)**	9 to 12 (66%)	12 (71%)	12 (36%)	12 (62%)	12 (35%)	12 (63%)/ 12 (50%)
PL/TM **(n=185)**	-		8-12 (56%)	12 (72%)	12 (62%)	12 (78%)

Table n.º 11: PP and PL 12 months before the projetc

	Base of involvement[5]	Main role[6]	Duration of involvement	Learning about E+YiA[7]	Participation in previous projects	N.º E+YiA projects involved
PL/TM **(n=185)**	Voluntary (69%)	Equally educational & organizational (51%)	Throughout/for most of the time (81%)	Through youth organization (44%)	As a PL (40%) As a PP (40%)	+ 50% (1 to 5 projects)

Table n.º 12: PL other characterisation

2. EFFECTS OF THE PROJECT ON THE ACTORS (PP, PL, their organisations and local environments)

[5] 16% was on a permanent full-time employment basis (was employed by their organisation before and after the project).

[6] 34% mainly educational (socio-pedagogic); 15% mainly organizational.

[7] 22% through friends/acquaintances; 17% through another type of organisation/association; 15% through an informal youth group, at work or information from NA.

GRAPHIC N.º 1: HOW THE PARTICIPANTS GOT TO KNOW ABOUT THE PROJECT
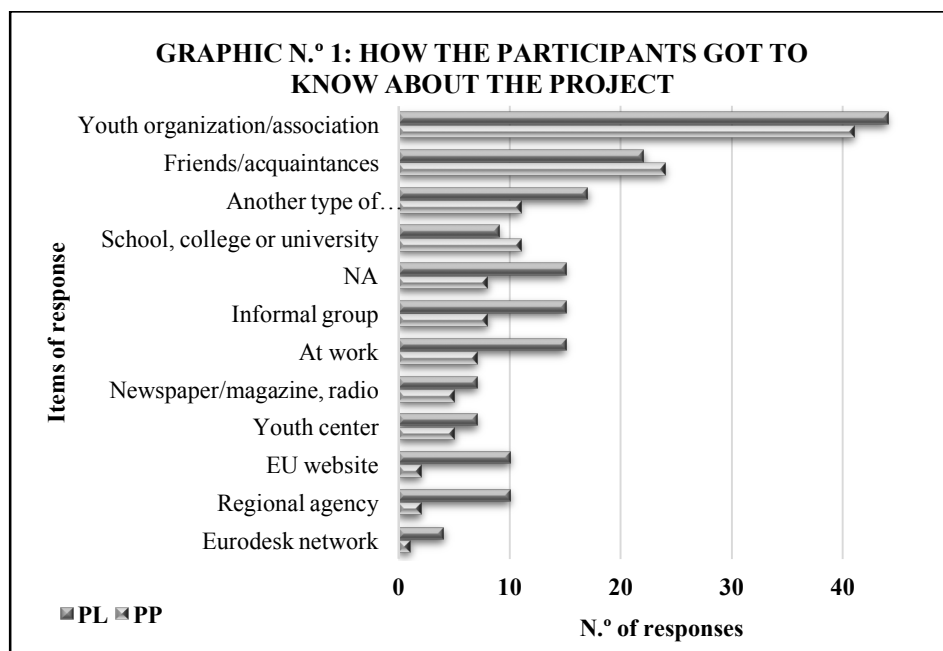
With graphic n.º 1, respondents got to know about the project mostly through youth organization/association and through friends/acquaintances. Between the others items of choice it is clear that another type of organizations/associations, NA's, informal groups, workplaces, newspapers/magazines, radios, youth centers, EU websites, regional agencies and Eurodesk networks plays an importante role for project leaders but not so much for participants. For these, school, college or university are an important form to know about the project. About the project in wich they participated, by the graphic n.º 2 we know that participants and project leaders choosed mostly to be part of youth exchange programs of groups of young people – Youth Exchange and then project for/with youth workers and/or youth leaders (Mobility of Youth Workers or a TCA activity)[8].

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[8] For Mobility of Youth Workers we understand mainly transnational/international seminars, training courses, contact making events, study visits. TCA activities took place within the Transnational Cooperation Activities wich were organised by National Agencies.

It

GRAPHIC N.º2 : TYPE OF PROJECT PARTICIPATED
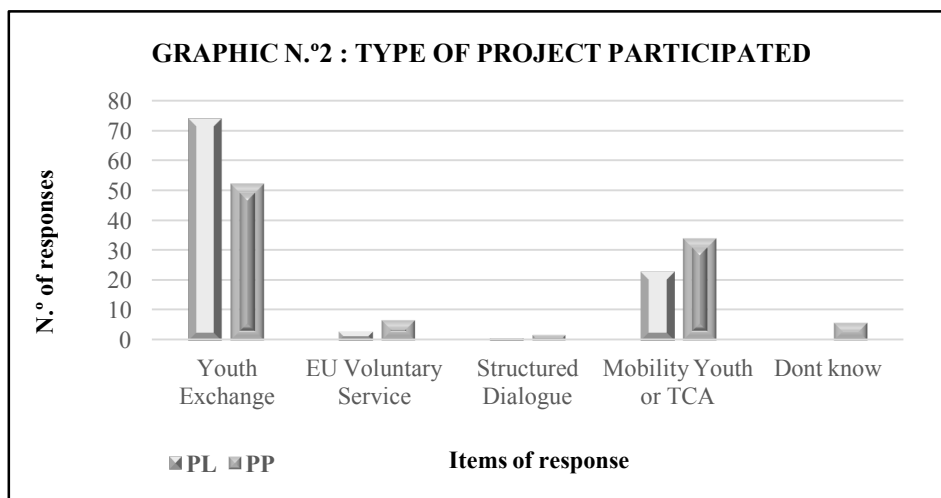
should be also noted that participants choosed more mobility youth or TCA than project leaders. Besides EU Voluntary Service, Structured Dialogue had also a very low participation.

In order to strengthen the involvement of young people in political processes, the EU established *structured dialogue* with young people as a new opportunity for meetings and discussions between young people and policy makers.

These low participation may be due to the fact that 67% of the participants did never hear about this project and 86% did not experience any activities within. From those who answered to an open question about this topic we may establish some topics to be discussed in future structured dialogue events.

From graphic n.º 2a, the respondents are telling us they want strongly **to be part of youth political discussions**, are worried about **european youth employment**, **human values** and then about environmental (sustainability) development and education and training.

GRAPHIC N.º2a: MOST IMPORTANT TOPICS TO BE DISCUSSED
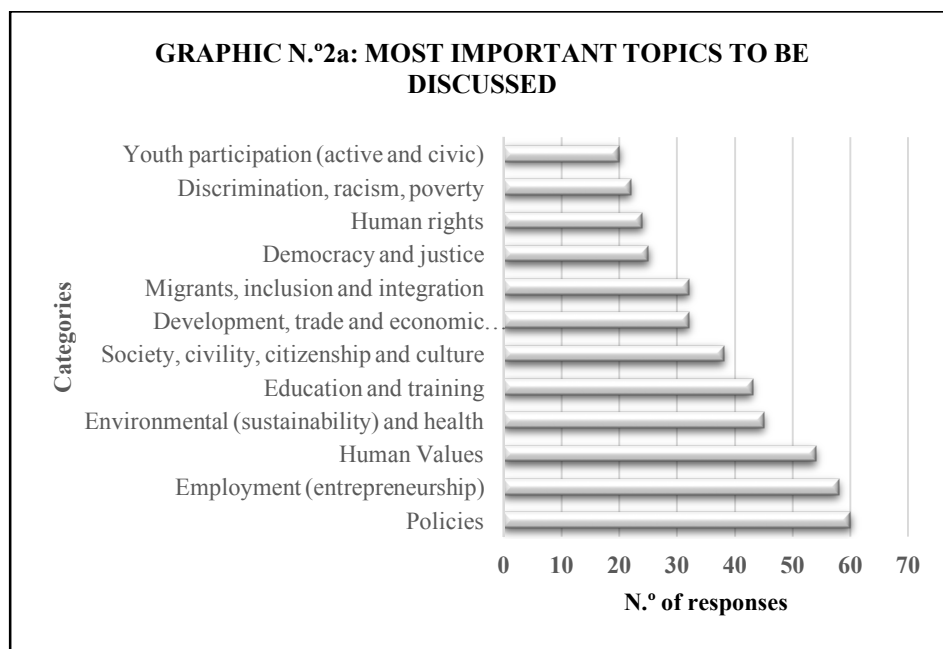
Topics like youth participation, discrimination, racism and poverty, human rights, democracy and justice, migration, inclusion and integration are important topics to be discussed but not so important as development, trade and economic cooperation, society, civility, citizenship and culture, education and traning. In the future more open questions should be raised in order to get more data about these questions/concepts, because these answers may be the seeds of a youth well-being conceptual map.

The reasons for participants participated in Youth Exchange (and Mobility or TCA) projects, were mainly related to learn something new, to have fun, new experiences, personal development, to get in contact with people from other cultural backgrounds or countries (graphic n.º3).

GRAPHIC N.º3: REASONS FOR PARTICIPATING IN THE PROJECT
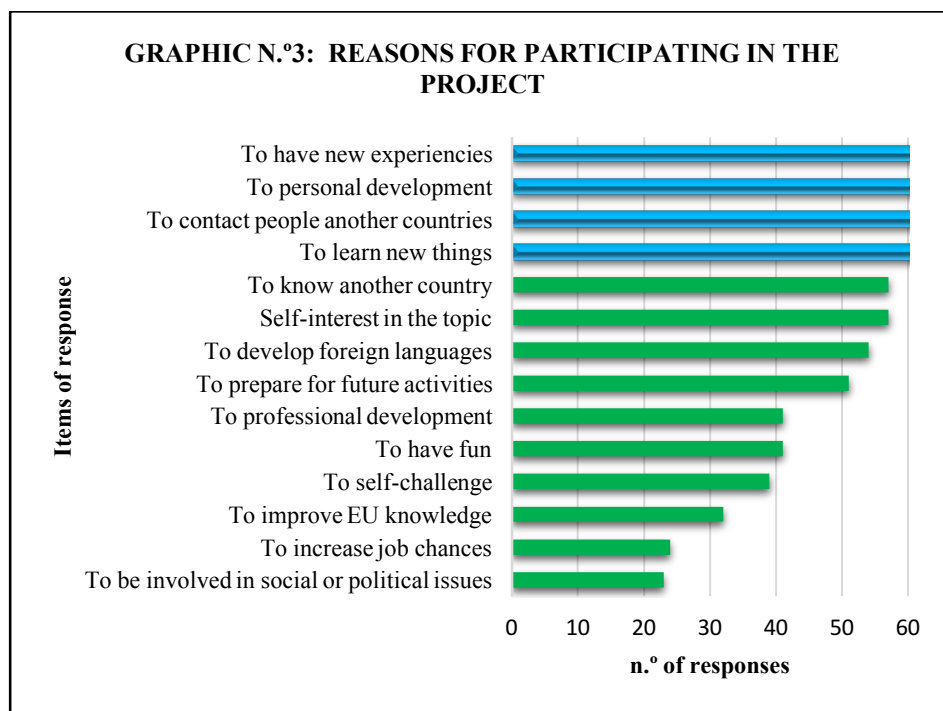
They did not consider so much the opportunity to become involved in social or political issues, to increase job chances and to improve knowledge about EU as very important to their professional development. With just a slight deference, the respondents considered this project to prepare them for future activities, like for example, education, training, voluntary activities and work. This may be due to the major themes addressed during the project (graphic n.º 4).

GRAPHIC N.º4: PL ABOUT MAIN THEMES ADDRESSED DURING THE PROJECT
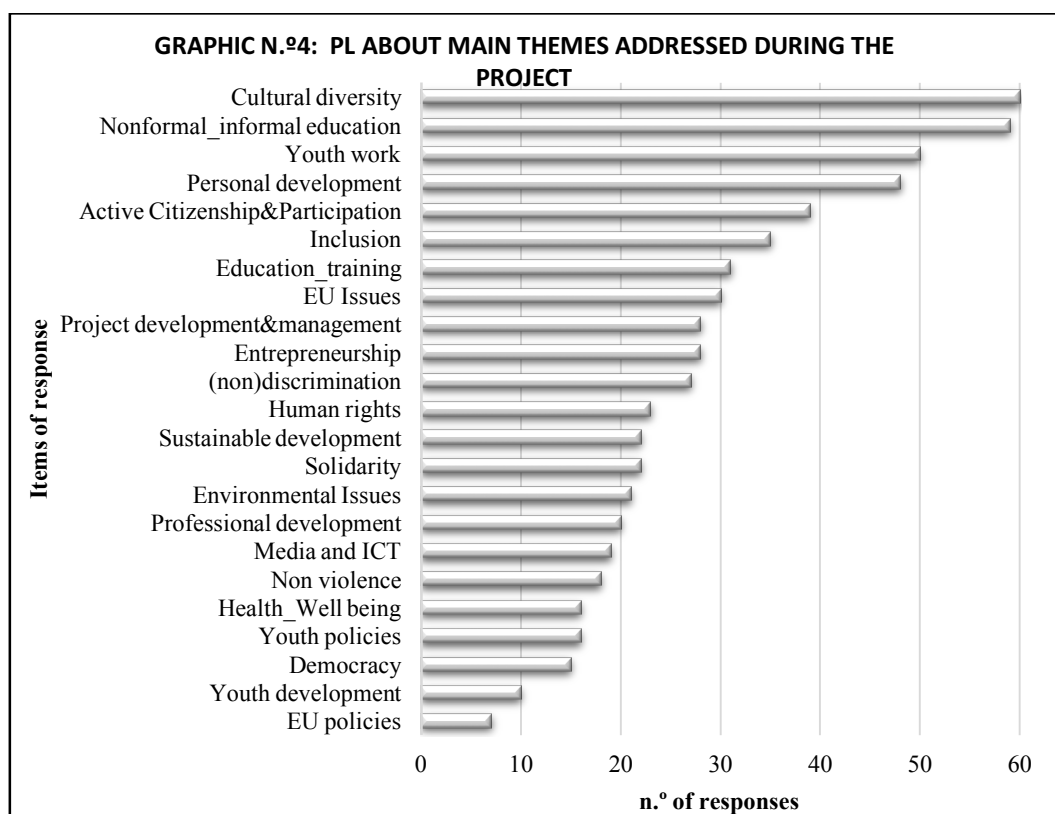
In fact, if we make a kind of an overlapping between graphics n.º 3 and 4, the major themes addressed in this project (according to PL) may have influenced the most and the less quoted reasons from participants. The same happens in the middle of these two extremes where we can see that themes like entrepreneurship, sustainable development, professional and project development and management are related with the same relevance that participants gave to increase job chances, improve EU knowledge, self-challenge, professional development and to prepare for future activities.

This correspondence between themes addressed and reasons appointed for participants, follows the track of the objectives of the project. According the project leaders (graphic nº.5), this project were mostly related to promote cultural diversity, enhancement of intercultural dialogue and youth solidarity. The relation between diversity, dialogue and solidarity is present by the attribution that project leaders made to competencies, discrimination, interconnections, future perspectives and cooperation – all with 50% or more of *strongly agreement*. In the other hand, objetives related to career and competencies like capacity building, quality at work were *not so strongly* placed in Youth Exchange (and Mobility or TCA) projects.

GRAPHIC N.º 5: OBJETIVES FOLLOWED BY THE PROJECT (PL OPINION)
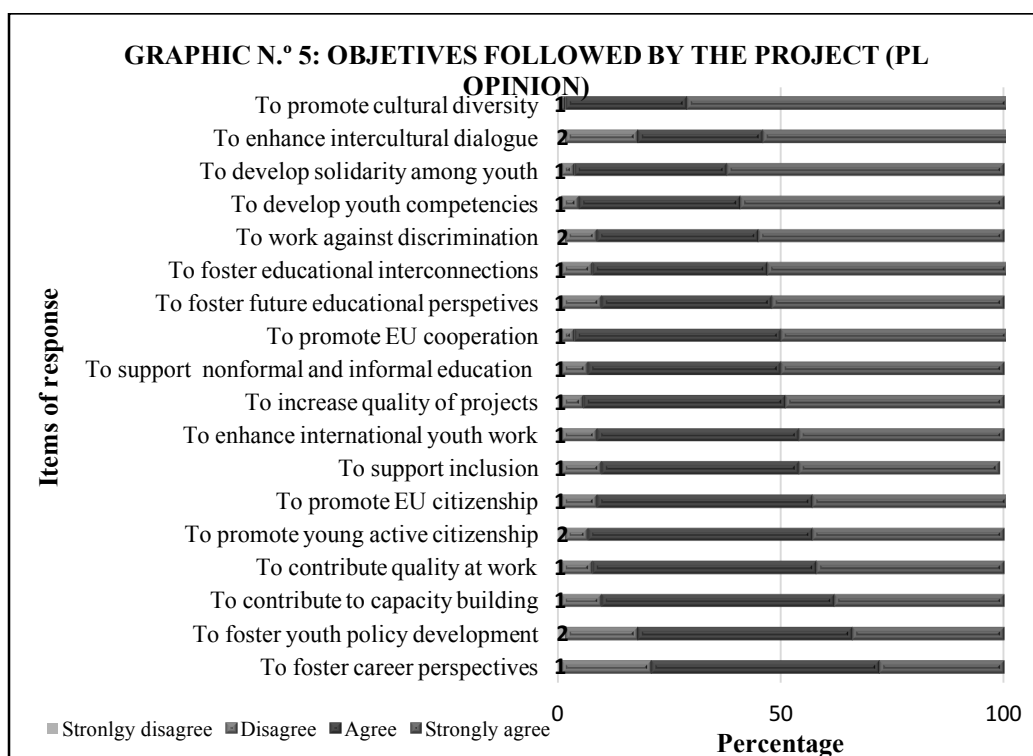
Therefore, graphics n.º 3, 4 and 5 enables us to propose the followings correspondances between project objetives, major themes and reasons (table n.º 13).

	Objectives (PL)	Themes addressed (PL)	Reasons for participate (PP)
Mostly quoted	To promote cultural diversity	Cultural diversity	Contact people
	To enhance intercultural dialogue	Non-formal & informal education	Personal development
	To develop solidarity among youth	Personal development	Have new experiencies
Less quoted	To foster career perspectives	Professional development	Job chances
	To foster capacity building	Sustainable development	Professional development
	To assure quality at work	Entrepreneurship	Self-challenge

Table n.º 13: The most relevant attributions participants and project leaders made to objetives, themes and reasons

Personal development seeks to harmonize cultural diversity, intercultural dialogue and youth solidarity throughout informal education activities. These are developed in a way participants get new experiences, learn new things in a funny way. With some intensity of self-challenge they develop foreign languages and self-interest in the topic. At the verse of the coin, such enhancements are not followed by great

expectations of job chances and professional development for a future consistent employment. Thereafter, now the project is over, participants *strongly* recommend participating in or starting a similar project to other people (graphic n.º 6). But they made it plain that the project did not took *strongly* into account their views and ideas to project **development and implementation**. Perhaps because participants do not *strongly agree* to plan a similar project in the next few years. But in the end, at the overall, they said the participation in the project has *strongly* contributed to their personal development.

GRAPHIC N.º6: RESULTS OF THE PROJECT
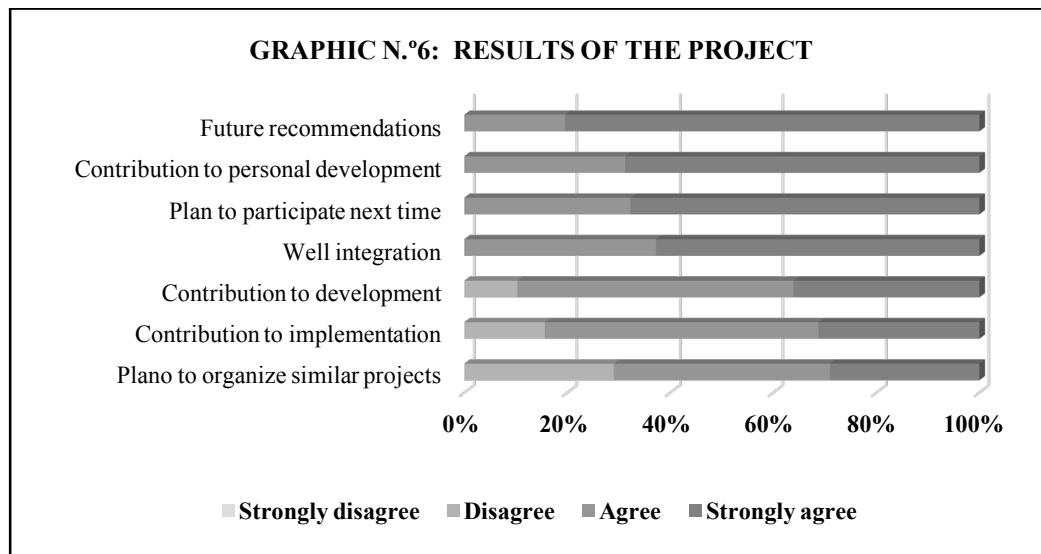
Participants say they learned so much with the themes mostly addressed (graphic n.º7). But they are also saying that learnings about EU issues like solidarity, rights, policies, democracy, social and environmental development and entrepreneurship capacities did not occured as they pleased.

This is very important because the same respondents think it is relevant for the young people to discuss political and social issues, be involved in EU politics, get in direct contact with political actors and to have a say in political decision making processes affecting them directly. We must remenber that 48% os participants say they are not familiar or do not know about EU youth policies.

These lack of learnings enunciated by participants are related with their feelings of the need to support a new society based in human rights policies. The idea of support is not a representative one where politicians leads others lifes. What participants are saying is **"we want to participate"** – to be part of **"our life"** – **"I want to say something about my self"**.

Therefore, themes like education and traning, project development, entrepreneurship and professional development not only must be environmental sustainable, as humanistic in the sense of a philosophical attitude where

the human being is the supreme value and consequently all activities are just means of promotion, liberation, emancipation and dignification of the human person.

GRAPHIC N.º 7: RELATION BETWEEN MAIN THEMES ADDRESSED AND PARTICIPANTS LEARNINGS
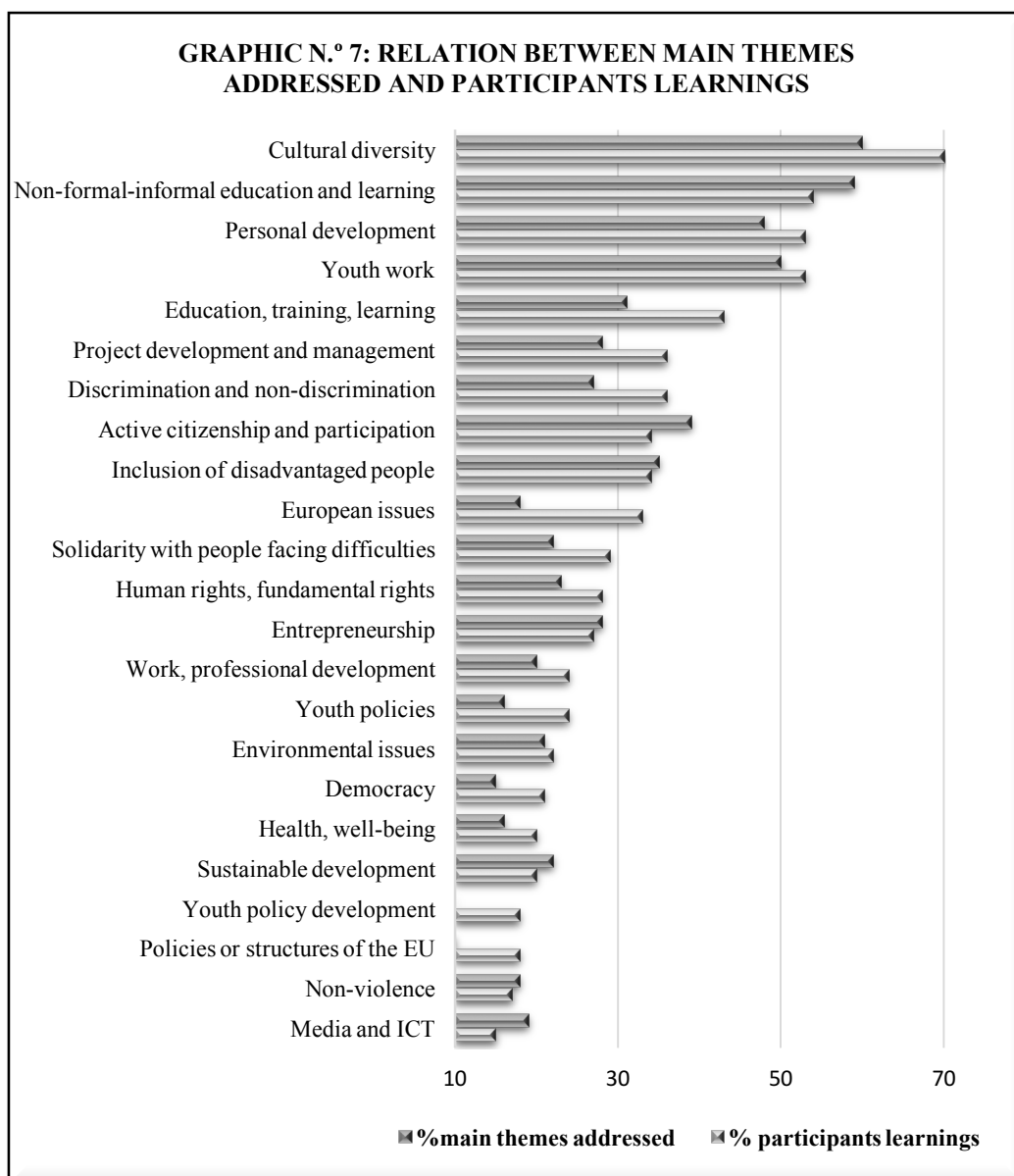
Project leaders *strongly agree* about the opportunity participants had to communicate with people who speak another language and to cooperate with in a team (graphic n.º 8). About all other learnings present in the graphic n.º 8, project leaders say these kind of projects are very important, although it should be noted that political discussion must be enhanced among participants.

Again, project leaders say this project *strongly* helped participants to enhance intercultural dialogue, to develop key competencies of young people, to promote youth european cooperation and to foster a better understanding of the interconnections between formal, non-formal and informal learning/education.

But, it is clear that this project did not improve so much the ability to produce media content by their own and to discuss political topics seriously. This means exchange and TCA/Mobility youth projects are not improving their entrepreneurship capacities, abilities and skills to professional life.

GRAPHIC N.º8: PROJECT LEADERS PERCEPTIONS ABOUT PARTICIPANTS LEARNINGS
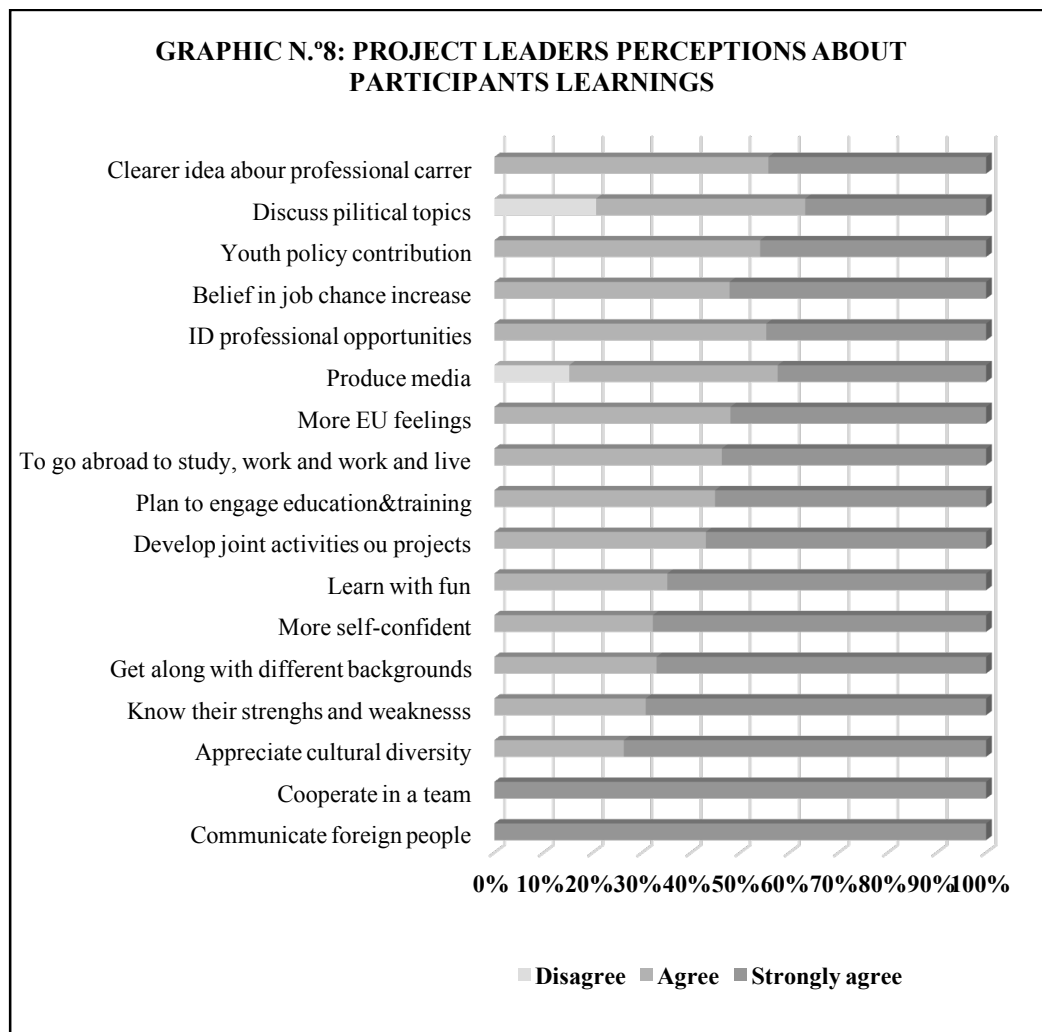
Considering both graphics n.º 8 and 9, these projects improves the ability to say what respondents think with convinction in discussions, to develop an idea and put it into practice, to negotiate joint solutions when there are different viewpoints, to achieve something in the interest of the community or society and to get along with people

GRAPHIC N.º9: SELF IMPROVEMENTS AS PERCEIVED BY PP AND PL
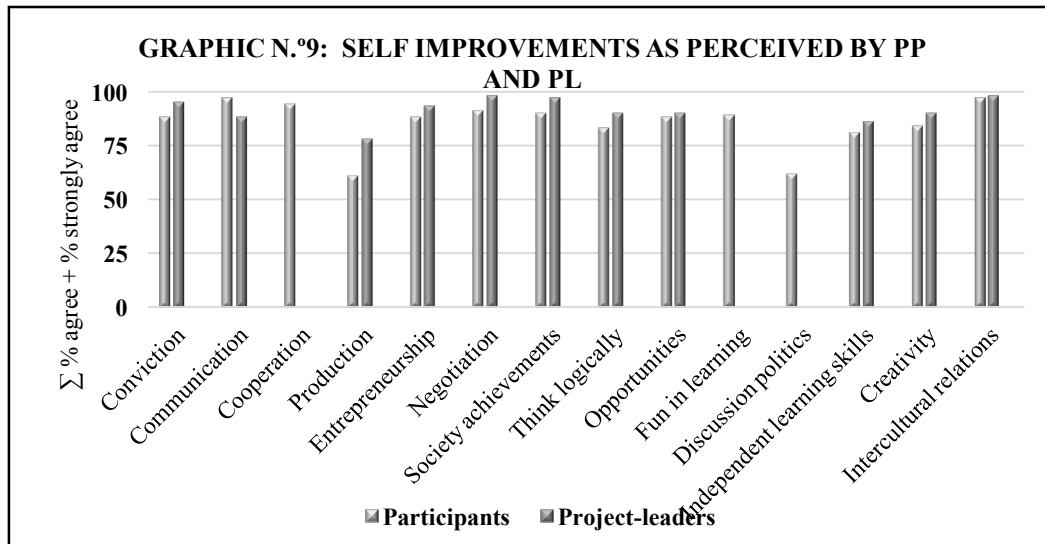
who have different cultural backgrounds.

From graphic n.º 9, we can see that project leaders are more mature to understand the importance of these activities foster to entrepreneurship, to negotiate joint solutions, to achieve the interests of the community or society and to identify opportunities for personal and profissional development. But between project leaders and participants, there is one common position:

1. As this project helped them to learn soft skills, those abilities concerning hard skills, like logical thinking and draw conclusions, identifying opportunities for personal and professional development and creative and artistical expressions are less expected to be improved.

2. It is clear that personal development doesn't mean professional development. Cultural diversity and non-formal and informal education are not directly related to sustainable development, entrepreneurship and job chances. It seems these projects are not fostering carrer perspectives and capacity building.

In short, if the participation in this project made them feel more european and more willing to contribute to youth policy development, specially committed to work against discrimination, intolerance, xenophobia or racism, this does not mean the project resulted in an increased interest in participate in democratic/political life, or engagement in voluntary actvities in civil society (graphic n.º10).

In fact, the participants disagree in becoming a member of a political and or/social movement, association or organisation. Instead of that, because the participants are now better able to move around other countries and intend to go abroad to study or work, we noticed a great intention to develop joint social activities or projects with people got known through the project based on networks established set out therein. This may apply in favour of a willing **to be part of life decisions** and not so strongly to seat and assist on TV what their representatives are dealing, apparently for their own sake.

GRAPHIC N.º 10: PROJECT EFFETS
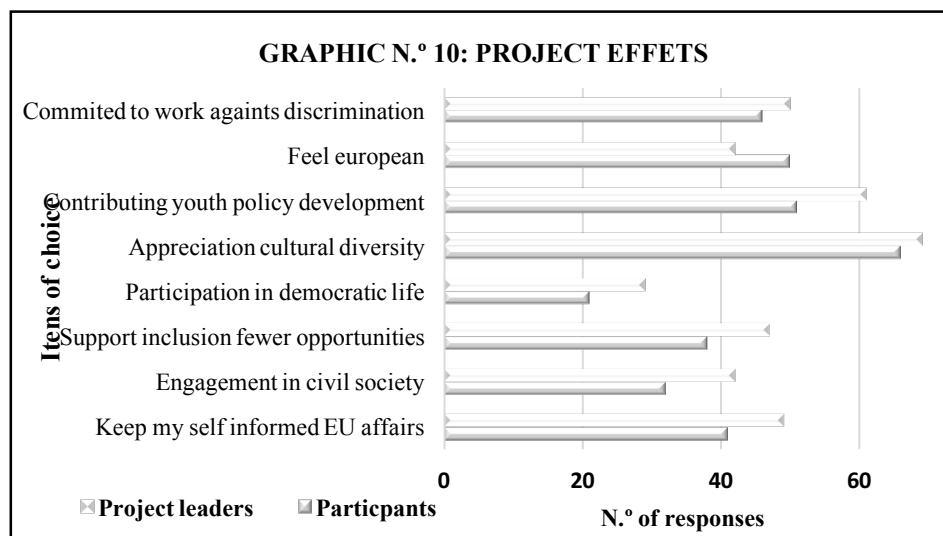
Based on well established contacts with people from another countries, wich are useful for their professional development, participants plan to engage in further education and training, making use of non-formal education and learning opportunities (graphic n.º 11).

Because they become aware wich of competencies they want to develop further, these are good and necessary impacts because the participants need to be clearified about their further educational pathway, professional career aspirations and goals in order to get a better understanding of career options and job chances. For project leaders these programs were a great contribution to have a clear idea about their professional career aspirations and goals, and to increase their job chances.

GRAPHIC N.º 11: IMPACTS ON YOUTH
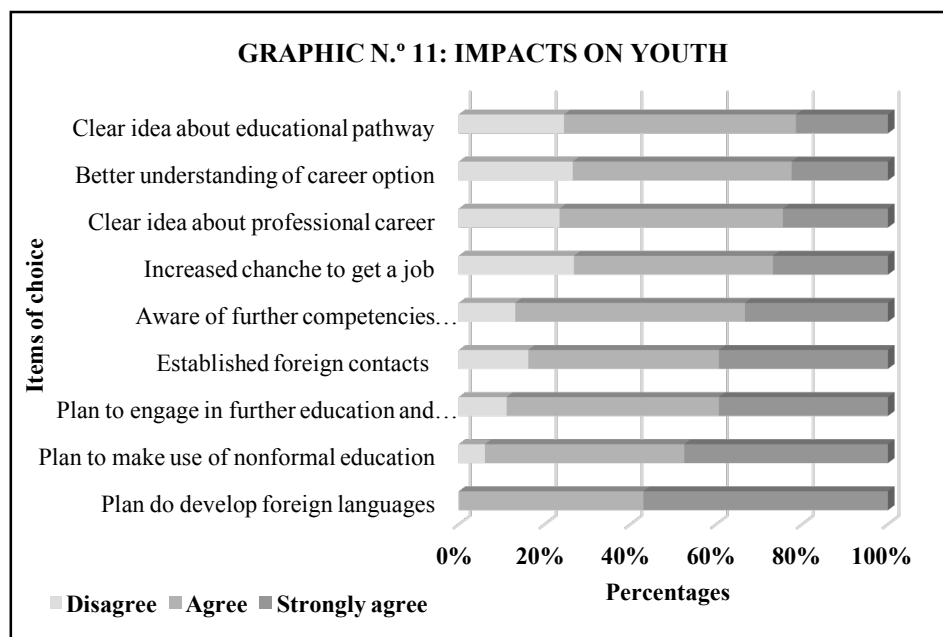
Taking into account the graphic n.º 12, and having already manifested the opinion of the participants about justice, non-violence, democracy, peace and health, from this figure we can see that concepts like tolerance, solidarity, equality, self-fullfillment, individual freedmon and human rights became more important to participants. Concepts like justice, non-violence, democracy, peace and health did not change so much.

GRAPHIC N.º12: CONCEPTS RESULTS OF PARTICIPATING IN THE PROJECT
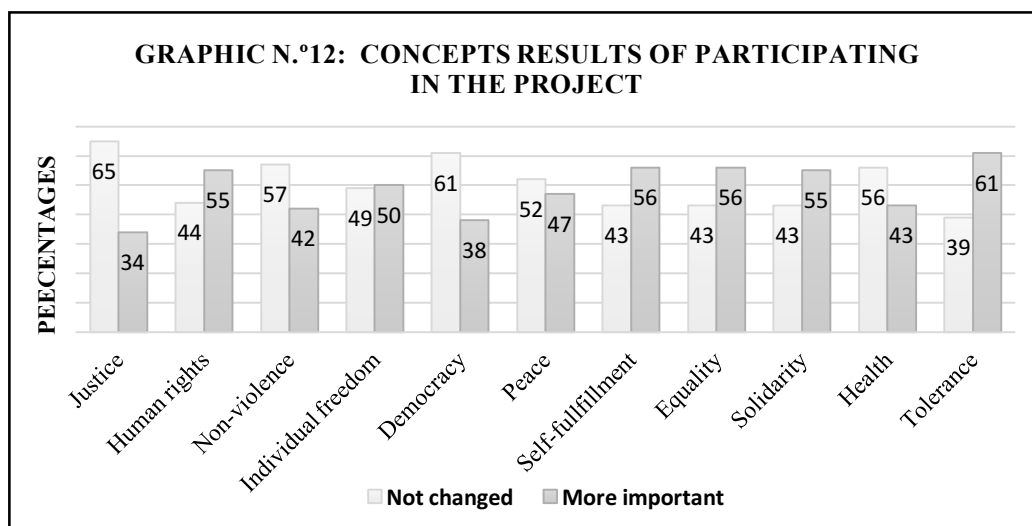
From those concepts who seems to have changed so much, or became more importante for participants, we highlight human rights, self-fullfillment, equality, solidarity and tolerance because their relation with the objetives of intercultural dialogue enhancement and solidarity development among youth, so important for *youth model of a well living society*.

After participatin in this project, the respondents say they feel much more self-confidence, better at expressing thoughts and feelings, health care, self-reliant, dealing with new situations and conflicts, empathising with others, know more about themselves, their strenghts and weaknesses and better at relating to people who are different. Maybe in this context 53% of the participants say their participation in this project changed their EU perception.

From graphic n.º 13 it is clear that project leaders reached a most favourable opinion than participants about the importance of this project to built better chances to get a job, to understand their career options and professional idea. Still in this tendency, project leaders are more strongly convinced to the necessity to develop foreign languages, notwithstanding both of them are conscious about the enormous relevance of competencies awareness and the need to know their personal strenghts and weaknesses.

GRAPHIC N.º13: COMPARISON BETWEEN PROJECT LEADERS OPINION ABOUT THEIR PROJECT RESULTS AND PARTICIPANTS
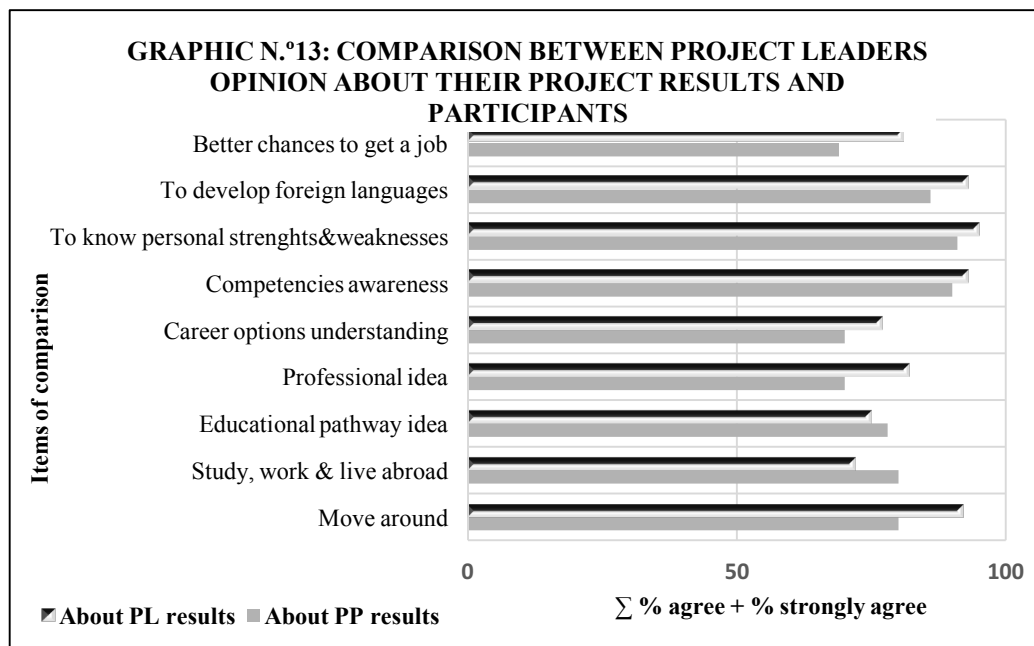
Participants are more open to increment their educational pathway idea and able to study, work and live abroad - most likely to increase their professional future around the globe. Perhaps adding strenght to this point of view, there are some work/involvement effects in the youth field that we must expose:

1. We have been presenting here a weak relation between professional development and personal development – soft skills and hard skills.
2. But even with the less marked ideas shown in graphic n.º 14 about project design, financial support, cooperative networks and the capacity to apply knowledge and skills, we believe, things can be better in the near future.

3. We believe in the non-formal and informal learning process occurred during the continuous professional linkages between portuguese and foreign participants and project leaders.

GRAPHIC N.º14: PP KNOW MORE ABOUT:

Our belief rests on the agreement that the participants think they have got with foreign youth workers contacts and in the informal kownledge acquired from their involvement in project preparations and implementation. The living of many non-formal educational experiences gave to participants the opportunity to develop their personal quality of work in projects, planning capacities, to improve the ability to deal with ambiguity and tensions in international teams. In this kind of environments, participants say they learned to adjust, to adapt methods and so on. These indicators are essential and corroborate the intention of youth respondents to generate a new society based on a project where youth get involved by interaction, participation and internationalisation.

Participants think they got good informations and experiencies of methods appropriateness, conflit management, team working, competencies planning, project management, conceptual connections and youth involvement.

Besides the impacts on cultural diversity, inter-partnerships, competencies for the provision of non-formal education and knowledge transfer and implementation of good practices within the organisation (graphic n.º 15), **participants are saying they need more international projects, inclusion of young people with fewer opportunities and project management competencies**.

GRAPHIC N.º15: PERCEIVED EFFECTS ON THEIR ORGANISATION/GROUP/BODY
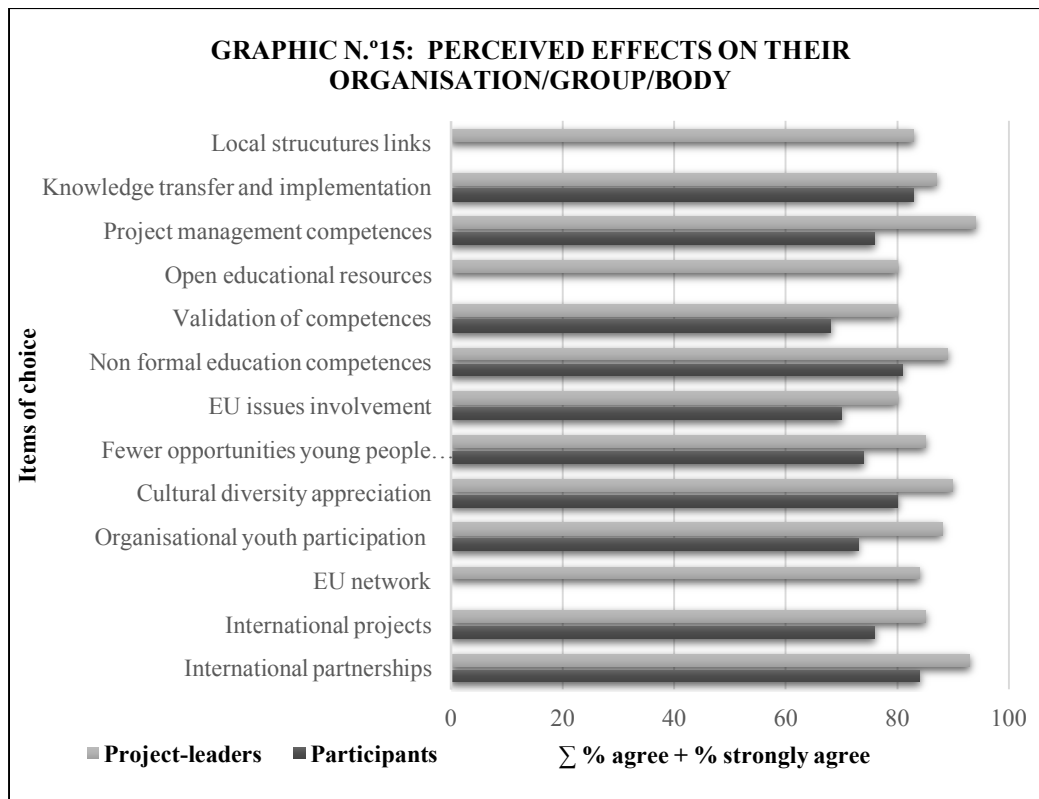
With these skills, participants will become more able to increase the participation of young people in the organisation/group, to valid their competencies, to be more intensively involved in EU issues and to include young people with fewer opportunities.

To project leaders the participation in this kind of projects aims to established more contacts and partnerships with other countries in order to do more EU networking and international projects. To do this, these projects helps them to increase their management competencies and provision of non-formal education in order to strenght local structures.

Concerning project effetcs on work, projects leaders say this project had but relatively effects on youth policy, policies and financial support. From graphic n.º 16, respondents are telling us they have increasing percentages of some agreement about their capacity to mobilize and apply such knowledge and skills to their daily

organizational life. Likewise, another important fact consists in assess learning outcomes and project design.

With these some agreements some organizational impacts may be compromised such as participation of youg people in organisations/groups, involvement in european issues and those processes of recognition and validation of competencies of young people other than youthpass. Still, when comparing participants and project leaders responses we can see that project leaders made great quantitative attributions in almost all items, several near 100 points.

This may mean that project leaders were able to establish more practical learnings concerning their work with young people, while participants were mainly interested in enjoy the time. It must be noted that for both of them this project did result somehow on understandings how they could contribute to youth policy development, to know more about the content of youth policies at European level and to acquire financial support for activities involving young people.

GRAPHIC N.º16: PROJECT EFFECTS ON WORK/INVOLVEMENT IN THE YOUTH FIELD
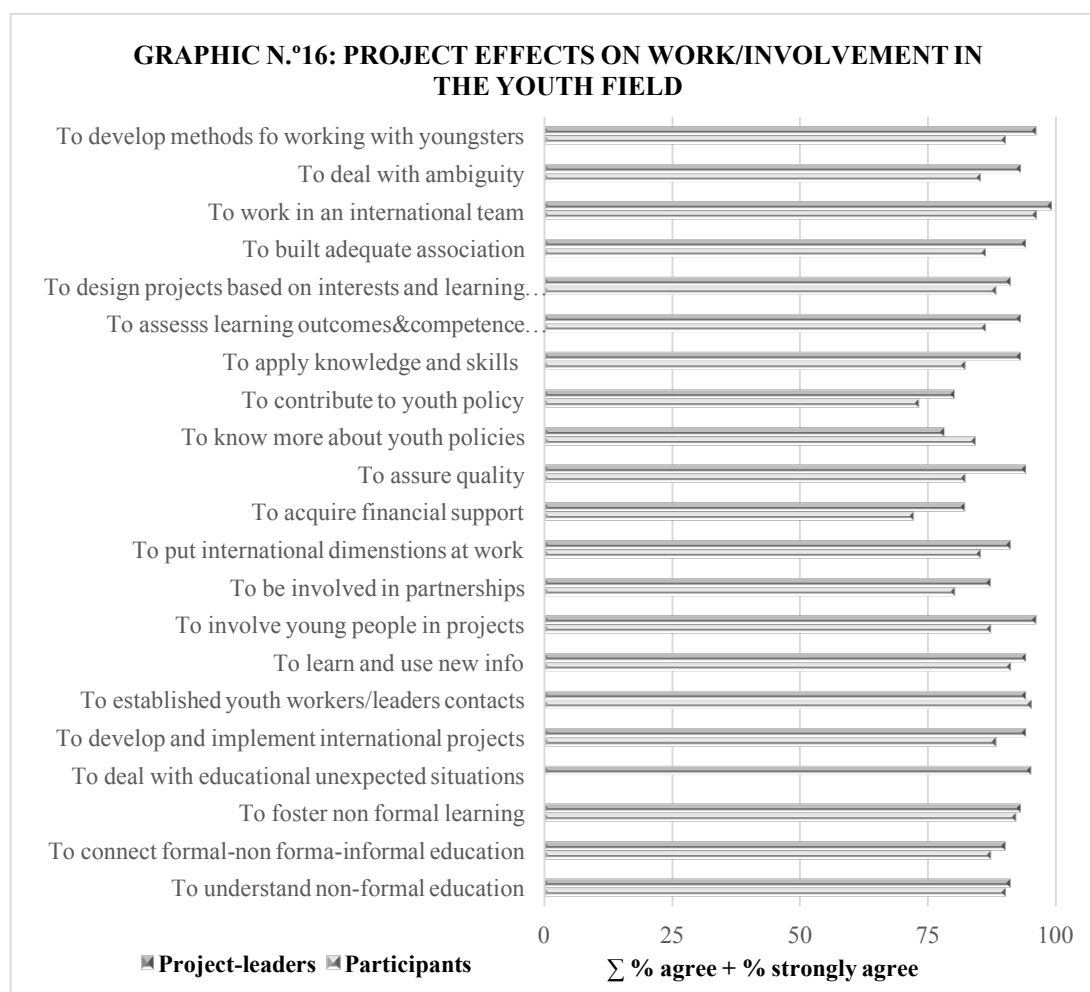
In the process of self-development, the youthpass certificates, describes and recognises the learning experience acquired during the E+/YiA project. 64% of the participants have one youthpass certificate. 93% got it as part of the project. Project leaders say 76% used youthpass in this project.

They *strongly agree* that all necessary information concerning youthpass was received, was clear and understandable. Participants were informed in detail about youthpass which was integrated throughout the project and its methods. But only 45% of participants say they were involved in any reflection or self-assessment related to issuing the youthpass certificate for this project. Of these 45%, only 40% say such reflection helped them to raise their awareness of development and learning through the project. Still about youthpass, 72% of participants have not used it for anything and only 11% think that the youthpass certificate was appreciated in context.

Entering in the discussion field of the possible effets of this project on the community in which it was carried out, choosing from the appropriate response of 9 items, from graphic n.º17, it is possible to say that the local community was actively involved in the project, resulting from this involvement a positive perception. Through the dynamics of this project, the intercultural dimension was appreciated, having great acceptance to the EU dimension.

GRAPHIC N.º17: PROJECT LEADERS OPINION ABOUT THE PROJECT COMMUNITY EFFECTS

Stakeholders synergies creation — 82%
Future support readiness — 81%
Future projects interests — 83%
EU acceptance — 83%
Commitment to inclusion — 67%
Intercultural appreciation — 91%
Awareness of concerns and interests — 77%
Positive perception — 92%
Actively involvement — 87%

Items of response

$\sum$ % agree + % strongly agree

In this sense, the local community have shown interest in similar projects in the future, readiness to support similar activities. But, if this project created synergies between different local community stakeholders, such social dynamics did not lead so much to an awareness of the concerns and interests of young people and to a

better commitment to the inclusion of young people with fewer opportunities[9]. In the domain of access to E+YiA projects, according to project leaders answers, only 43% mentioned some kind of participation of young people with fewer opportunities or with special needs in this project. 10% do not remember or do not know. This low percentage is also present in the work/involvement in the youth field.

3. THE ACCESS TO E+/YIA AT THE LEVEL OF YOUNG PEOPLE (IN PARTICULAR OF YOUNG PEOPLE WITH FEWER OPPORTUNITIES) AS WELL AS AT THE LEVEL OF ORGANISATIONS, BODIES AND GROUPS IN THE YOUTH FIELD

88 % of participants say their participation in this project was funded by EU. And, perhaps, because of that, it was easy for them to cover the inherent costs (46%) or all the costs were covered by the project (45%). Compared to the way other people of their age/peers live in their country, with graphic n.º 18, participants said that they were getting fair shared opportunities (46%), 15% did not know or did not answer, and 28% said they had (much) lesss than fair shared opportunities.

When asked which obstacles prevented them from having access to education, mobility, work or participation in society and politics at large, it is more frequent to affirm problems concerned with social background mixed with a history of family unemployment and having no money (graphic n.º 19). Living in a remote area, having low educational attainment/achievement and belong to a disadvantaged group also contributes to this social problem. If in the case of "having no money", both participants and project leaders gave the same percentage, with regard to the others aspects, project leaders are more sensitive to them, even in the case of family responsabilities.

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[9] By this type of people, E+YiA means young people who are disadvantaged compared to their peers for social, economic, educational, cultural, health and geographical reasons or due to a disability (special needs).

GRAPHIC N.º18: COMPARISON BETWEEN YOUNG PEOPLE SHARED OPPORTUNITIES IN THEIR COUNTRY

7%

8%

10%

11%

18%

46%
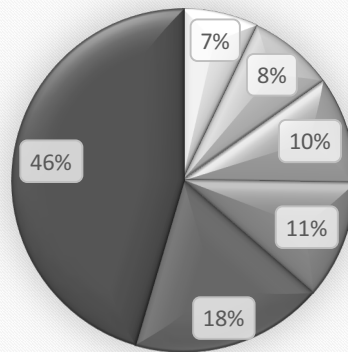
- Do not understand the question
- Do not know
- Much less than fair share
- More than fair share
- Less than fair share
- Fair share of opportunities

GRAPHIC N.º19: PROJECT LEADERS AND PARTICIPANTS OPINIONS ABOUT OBSTACLES PREVENTED YOUNG PEOPLE WITH FEWER OPPORTUNITIES TO ACCESS E+YIA

Items of choice	PP	PL
Not having enough money		24
Their social background	5	22
History of family unemployment	5	17
Living in remote area	8	17
Low educational attainment	4	15
Living in a deprived suburban area	3	11
Belonging to a disadvantaged group	2	10
Family responsabilities and/or ties	6	9
Difficulties with official languages in their…	1	6
Belonging to a cultural/ethnic/religious minority	1	5
Belonging to a group that is discriminated against	2	5
Health problems	4	5
Other obstacles	18	4
Having a criminal conviction/spent time in…	0	4
Having disability or disabilities	1	4
Living in a conflict or post-conflict area	2	3
Sexual orientation	1	3
Gender	4	0,5

PERCENTAGES

Only in respect to "other obstacles" participants have exceeded project leaders, but in practice their responses are so different that does not allow us to set any trends. In the field of other obstacles, from content analysis, accessing work and employment are the main obstacles faced by the participants (44%), followed by social participation (24%), access education (21%) and mobility (20%). As far as we could inferred, politics, employment, human values and education are the social foundations the enables to reflect about social problems. In order to solve this problems, the participants think it is necessary to dedicate open efforts to develop a kind of society where civility, citizenship and culture permits participation. In fact they prefered political participation much more than the representation. This is

reflected in the defense of an cooperative economic and trade model that takes into account migration, inclusion and integration[10].

4. FINDINGS TO PRACTICE DEVELOPMENT, IMPLEMENTATION OF E+/YiA AND FUTURE YOUTH PROGRAMMES OF THE EUROPEAN UNION

As the project was well prepared, project leaders say they need more project partners through online support services (graphic n.º 20). For the success of the implementation of this project, the preparatory meetings were essential as well as those previous cooperation before the project (84% of the project leaders participated in at least one meeting). The use of Skype meetings were also very usefull.

GRAPHIC N.º 20: DEVELOPMENT AND PREPARATION OF THE PROJECT
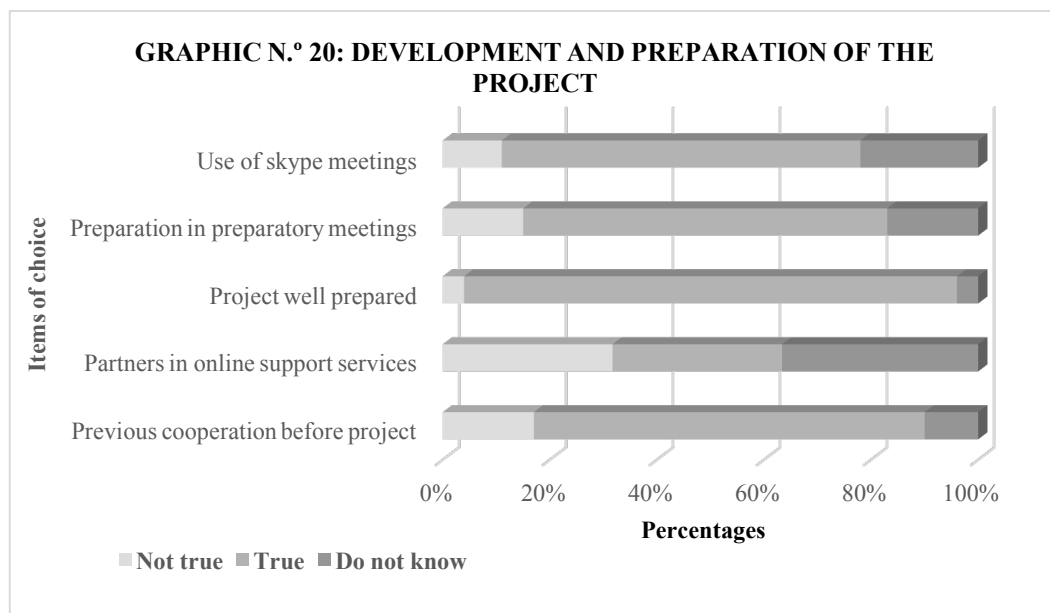
With regard to application procedure and administrative project management, when asked about their agreement or disagreement, project leaders said (graphic n.º 21) that online tool for youthpass was easy to use, it was also easy to obtain the essential

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[10] Accordin to RAY: **human rights** includes, freedom of expression, non-discrimination, children, youth, workers, civil liberties, duties of citizens, duties of young people, opportunities; **education** includes de-formalize, citizenship, informal learning throughout life, sex, truancy, creative thinking, ecology, financial; **youth politics** includes environmental, common, social action, inclusion, involvement, alternative, power take national decisions, local and European employment, global issues; **values** includes equality, European identity, freedom, tolerance (cultural and religious, intercultural, solidarity, volunteerism, social responsibility.

information required for applying this project, the information required was easy to understand and the funding criteria was easy to meet. Despite the administrative management of this grant request was not so simple, the report should become easier to fill and the online tools for application and reporting should be simplified. Overall, the grant system was suitable and satisfactory. Compared with others funding programmes, the administrative management of this grant request was not that easy.

According to graphic n.º22, the project leaders *strongly agree* the relationship between them was characterised by mutual respect and good cooperation, the pedagogical implementation of the project was of high quality and the results/outcomes of the project are sustainable.

GRAPHIC N.º 21: HOW STRONG WAS APPLICATION PROCEDURES AND ADMINISTATIVE MANAGEMENT

Easy when comparing other funding programs
Overall opinion
Easy use youth online tools
Easy online tools
Easy reporting
Appropriate funding rules and calculation
Simple administrative management
Simple application procedures
Easy to meet funding criteria
Info easy to understand
Easy to obtain info

0%   20%   40%   60%   80%   100%

■ **Strongly disagree**   ■ **Disagree**   ■ **Agree**   ■ **Strongly agree**   ■ **No opinion/can't judge**

GRAPHIC N.º22: HOW STRONG WAS THE DEVELOPEMENT & IMPLEMENTATION OF THE PROJECT

Overall project
Results/outcomes dissemination
Project results/outcomes
Workload of project implementation
Quality of pedagogial implementation
PL mutual cooperation
Cooperation at implementation phase
Cooperation at preparation phase
Mutual cooperation

70   75   80   85   90   95   100

■ **% agree + % strongly agree**
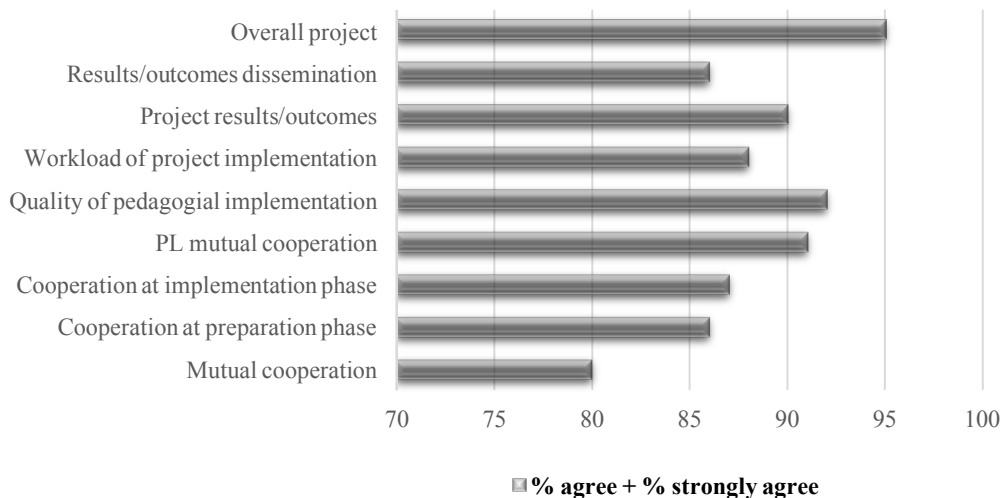
Key ideas

1. Participants want to be part of political discussions and are worried about european youth employment and human values. They are nurturing feelings about the need to support a new society based in human rights policies. The idea of support is not a representative one where politicians leads others lifes. What participants are saying is "we want to participate" – to be part, of "our life" – "I want to say something about my self". Thus, themes like education and training, project development, entrepreneurship, professional

development not only must be environmental sustainable but humanistic in the sense of a philosophical attitude where human being is the supreme value and consequently all activities are just means of promotion, liberation, emancipation and dignification of the human person.

2. For both of them, the result of personal development doesn't mean professional development. Cultural diversity (intercultural dialogue and solidarity development) and non-formal and informal education are not directly related to sustainable development, entrepreneurship and job chances. It seems these projects are not fostering career perspectives and capacity building. But project leaders are more mature in comprehend the importance of these activities to entrepreneurship, to negotiate joint solutions, to achieve the interests of the community or society and to identificate opportunities for their personal or profissional development. Between project leaders and participants there is one common position: as this project helps to learn soft skills, those abilities concerning hard skills, like logical thinking and draw conclusions, identifying opportunities for personal and professional development and creative and artistical expressions are less expected to be improved.

3. In this sense participants and project leaders say they need more international projects, inclusion of young people with fewer opportunities and project management competencies.

4. Even with the weacknesses of project design the financial support, the cooperative networks and the capacity to apply knowledge and skills, things can be better in the future. We believe in the non-formal and informal learning process occurred during the continuous professional linkages between portuguese and foreign participants and project leaders. Our belief rests on the agreement that the participants think they have got with foreign youth workers contacts and in the informal kownledge acquired from their involvement in project preparations and implementation. The living of many non-formal educational experiences gave to participants the opportunity to develop their personal quality of work in projects, planning capacities, to improve the ability to deal with ambiguity and tensions in international teams. In this kind of environments, participants say they learned to adjust, to adapt methods and so on. These indicators are essential and corroborate the intention of youth respondents to generate a new society based on a project where youth get involved by interaction, participation and internationalisation

5. Concepts like tolerance, solidarity, equality, self-fullfillment, individual freedmon and human rights became more important to participants. We highlight these concepts because their relation with the objetives of intercultural dialogue enhancement and solidarity development among

youth, so important to the participants seeds for a future *youth model of living society*.

6. To project leaders, this projects helped them in their organization/group/body to get along with management and non-formal education competencies, organizational youth participation and international partnerships. But attention must be paid to financial support acquirings and to know more about youth policies.

7. About community effects, projects leaders and participants are defending a more close approach to inclusion, particularly of young people with fewer opportunities. Obstacles like social background mixed with a history of family unemployment and having no money are prevent them from having access to education, mobility, work or participation in society and politics at large.

8. The participation of young people in structured dialogue programs must be enhanced.

9. About methodology, we are to ask:
    a. How to go forward from national level to transnational level?
    b. Are enough transfer seminars to disseminate the results to different stakeholders?
    c. Are we using the right instruments to measure impacts?
    d. What have we done to transfer knowledge data set to programs and activities?

10. In order to get a better data analysis, the next survey should ask for social class index questions, more attention to school categories and get a specification between the different courses thematics.

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