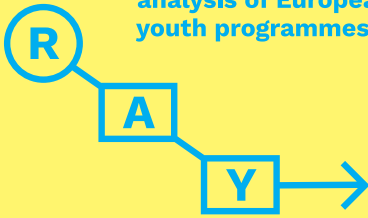


Research-based
analysis of European
youth programmes



Written by

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Research Report

**RAY-
SOC**

**2021
–
2023**

Effects and
outcomes of
the European
Solidarity Corps

**Transnational
Analysis**



The European Solidarity Corps is one of the youth programmes of the European Union and supports solidarity projects by young people across Europe. The ‘Research-based Analysis and Monitoring of the European Solidarity Corps’ (RAY-SOC) is conducted by the RAY Network, which includes the National Agencies of the European youth programmes and their research partners in 34 countries*.

This RAY-SOC research report contains the transnational analysis of the results from surveys conducted between June and December 2023 with project participants and project teams involved in European Solidarity Corps projects.

The research work underpinning this report was designed and implemented by Youth Policy Labs in cooperation with the RAY Network.

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

This study was co-funded within the Networking Activities strand (NET) of the European Solidarity Corps. This report, however, reflects the views only of its authors, and neither the European Commission nor a National Agency can be held responsible for any use, which may be made of the information contained therein.

* 34 countries in 2023/2024: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, North Macedonia, Norway¹, Poland, Portugal, Romania, Serbia¹, Slovakia, Slovenia, Spain, Sweden, Switzerland¹, and Türkiye.

¹ These countries do not take part in the European Solidarity Corps.



Where available, national research reports can be requested from the respective National Agencies and their research partners



www.researchyouth.net/network

Further RAY publications can be retrieved from



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Research Report



Effects and outcomes
of the European
Solidarity Corps

*from the perspective
of project participants
and project teams*

Transnational Analysis

Surveys conducted in 2023

Covering projects implemented
in 2021, 2022 and 2023

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FIGURES

COUNTRIES AND RESEARCH PROJECTS

COUNTRIES

ESC Programme countries	These are EU member states as well as third countries associated to the programme (currently Iceland, Liechtenstein, North Macedonia and Türkiye).
Other countries	These are countries not associated with the programme.
RAY SOC countries	RAY Network members participating in the RAY-SOC surveys as funding countries (Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, North Macedonia, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Türkiye).

CURRENT THEMATIC RESEARCH PROJECTS

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

PREVIOUS THEMATIC RESEARCH PROJECTS

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

ABBREVIATIONS AND DEFINITIONS

ABBREVIATIONS

E+	European Union Programme Erasmus+ (2021–2027)
E+/Y	Erasmus+ Youth (2021–2027) – the youth strand within Erasmus+
ESC	European Solidarity Corps (2018–2020, 2021–2027)
EU	European Union
EVS	European Voluntary Service (voluntary service action in E+/Y until 2018)
NA	National Agency
NFE	Non-formal education
NFL	Non-formal learning
ICL	Intercultural learning
PT	Members of project teams: Youth workers, youth leaders, trainers or other actors who prepared and implemented E+/Y projects for/with young people or youth workers/leaders, at least in an education/socio-pedagogic function, but frequently also with an organisational function; normally, in particular in the case of projects with participants from two or more different countries, these projects are prepared and implemented by project teams with several team members.
VOL	Project participants of volunteering projects: young people, youth leaders and others who participated in individual and/or team volunteering projects.
RAY	Research-based Analysis of European youth programmes. The RAY Network consists of the National Agencies of the European youth programmes and their research partner(s).
SOL	Project participants of solidarity projects: young people, youth leaders and others who participated in solidarity projects
YPFO	Young people with fewer opportunities
YPSN	Young people with special needs

ACTIVITY TYPES

EVS	European Voluntary Service (Key Action 1). As of 2018, this format is covered by a new European youth programme, the European Solidarity Corps.
NET	Networking activities meant to support the implementation of the European Solidarity Corps, similar to transnational cooperation activities (TCA) in Erasmus+
SOL	Solidarity projects are non-profit solidarity activities initiated, developed and implemented by a group of minimum five young persons for a period from 2 to 12 months
VOL	Volunteering projects are solidarity activities contributing to the daily work of participating organisations, either through individual volunteering or team volunteering.

ABBREVIATIONS AND DEFINITIONS

DEFINITIONS

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

KEY COMPETENCES FOR LIFELONG LEARNING

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

1 — INTRODUCTION

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

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

1.1 THE RAY NETWORK

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

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

The RAY Network is open to additional partners.

1.2 RESEARCH APPROACH AND ACTIVITIES

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

The RAY research programme includes the following research projects between 2021 and 2027:

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

The two monitoring projects RAY-MON and RAY-SOC are underpinned by a series of thematic research projects, including:

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

1.3 CONCEPT FOR THIS STUDY

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

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

1.3.1 AIMS AND OBJECTIVES

The RAY-SOC research project aims to contribute to quality assurance and quality development in the implementation of the European Solidarity Corps (2021–2027), to evidence-based and research-informed policy development and practice, and to a better understanding of volunteering, learning and youth activism in the context of solidarity actions of young people.

The objectives of this research project are to

- explore the effects of projects funded through the European Solidarity Corps on project participants and project teams and their communities, networks and organisations;
- study the profiles of project participants, project partnerships, and project teams, both at individual and organisational level;
- explore the implementation of the European Solidarity Corps through the lens of key programme stakeholders, both at project and programme level.

1.3.2 RESEARCH QUESTIONS

The core research questions of the project are:

- What are the effects of European Solidarity Corps projects on project participants and project teams, on their groups/networks/organisations, and on their communities and contexts?
- What is the environment of European Solidarity Corps projects, in particular regarding access to and the implementation of the programme, the individual and organisational profiles of actors, and the development, implementation, management and support of projects?
- How can the findings of this research project strengthen the implementation of the European Solidarity Corps and support evidence-based and research-informed youth policy development and solidarity practice?

1.3.3 RESEARCH DESIGN

In order to explore the research questions above, the research design is based on multilingual online surveys with project participants and project teams of volunteering and solidarity projects in the European Solidarity Corps.

We survey actors involved in projects funded through the European Solidarity Corps, who are surveyed several months after the end of their project in order to provide for a more reflected and distant view at their experiences and the perceived effects.

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

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

The surveys for this study were conducted between June and December 2023, covering project participants and team members of projects funded through the current programme generation and completed in 2021, 2022 or 2023. The questionnaires were available in 25 languages.

2 — OVERALL PROJECT EXPERIENCE

This short chapter explores the overall project experience of project participants and project teams in the European Solidarity Corps.

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

2.1 MOTIVATION FOR JOINING PROJECTS AND ACTIVITIES

2.1.1 VOLUNTEERING PROJECTS

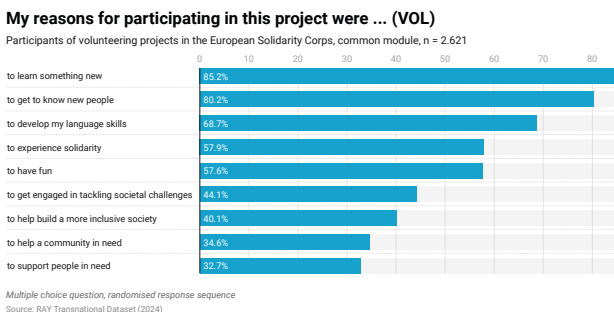
We asked respondents of volunteering projects about their reasons for participating in their project.

They could choose between (1) to help build a more inclusive society, (2) to support people in need, (3) to get engaged in tackling societal challenges, (4) to develop my language skills, (5) to learn something new, (6) to get to know new people, (7) to experience solidarity, (8) to help a community in need, and (9) to have fun.

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

Figure 1 provides an overview of respondents' reasons for joining volunteering projects in the European Solidarity Corps:

FIGURE 1 Reasons of project participants to join volunteering projects (VOL)



There are subtle differences between volunteering formats. Most notably, participants of individual volunteering projects indicate a stronger mo-

tivation to develop their language skills compared to participants of team volunteering projects (72% vs 64%).

Motivation regarding solidarity do not show any significant differences between volunteering formats. Helping to build a more inclusive society, supporting people in need, getting engaged in tackling societal challenges, and experiencing solidarity are all aligned between individual and team volunteering projects.

2.1.2 SOLIDARITY PROJECTS

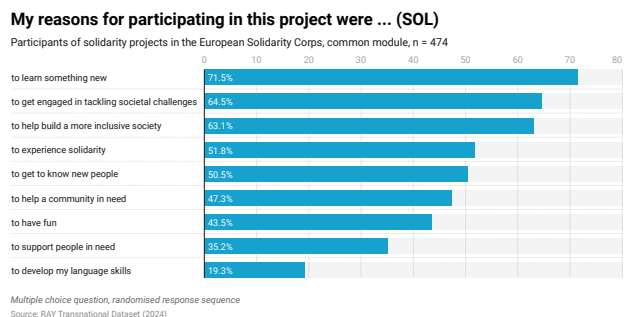
We also asked respondents of solidarity projects about their reasons for participating in their project.

They could choose between the same set of responses as volunteering project participants: (1) to help build a more inclusive society, (2) to support people in need, (3) to get engaged in tackling societal challenges, (4) to develop my language skills, (5) to learn something new, (6) to get to know new people, (7) to experience solidarity, (8) to help a community in need, and (9) to have fun.

These response options were shown in a randomised order, with all options available ('check all that apply'), and a write-in field for others.¹

Figure 2 provides an overview of respondents' reasons for joining solidarity projects in the European Solidarity Corps:

FIGURE 2 Reasons of project participants to join solidarity projects (SOL)



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

¹ 255 volunteering project respondents and 26 solidarity project respondents used the opportunity to specify a different and/or additional reason for their project participation, without a clear pattern emerging from the responses.

2.2 ENTRY POINTS INTO THE PROGRAMME

2.2.1 VOLUNTEERING PROJECTS

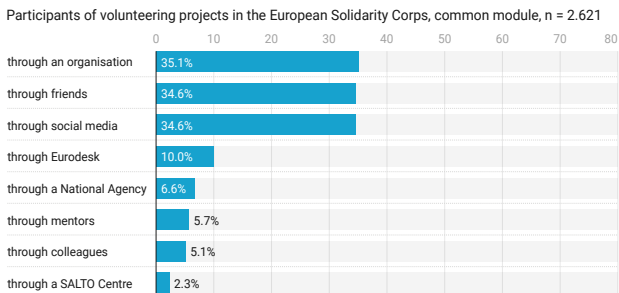
We asked respondents of volunteering projects how they got to know about their project.

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*.²

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.³

FIGURE 3 Sources of information about the project (VOL)

I got to know about the project ... (VOL)

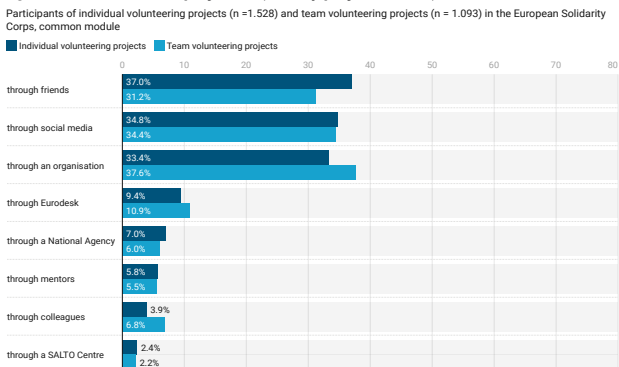


Multiple choice question, randomised response sequence
Source: RAY Transnational Dataset (2024)

There are slight differences between project formats, in particular regarding the role of friends and organisations.

FIGURE 4 Sources of information about the project – by project format (VOL)

I got to know about the project ... (VOL by project format)



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

2 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).

3 464 participants of volunteering projects and 25 participants of solidarity projects 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, or choosing “an organisation” as a response option and then adding the name of the specific organisation.

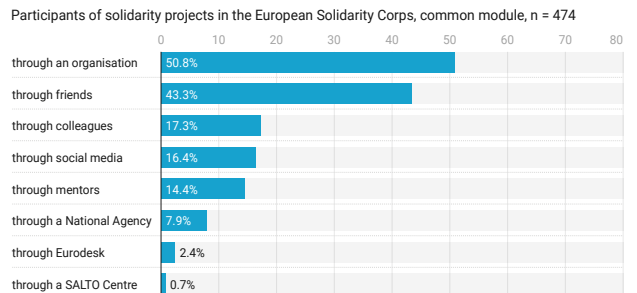
2.2.2 SOLIDARITY PROJECTS

We also asked respondents of solidarity projects how they got to know about their project.

They had the exact same response options as participants of volunteering 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*.³

FIGURE 5 Sources of information about the project (SOL)

I got to know about the project ... (SOL)



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 volunteering projects and solidarity projects as well as project team members – the following question:

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

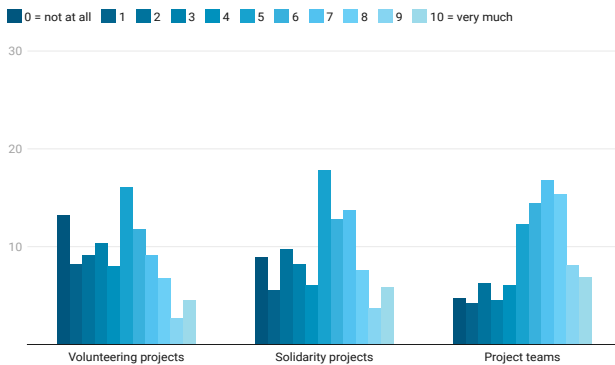
The asterisk provided additional context, namely “such as the coronavirus pandemic, the war in Ukraine, the climate crises, or the high inflation” and was shown on hovering (on pointing devices) or on clicking (on touchscreen devices).

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

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

Participants of volunteering projects (VOL), solidarity projects (SOL) and project teams (PT) on the influence of recent crises on the project

Participants of volunteering projects, n = 2,541 & solidarity projects, n = 461 & project team members, n = 495 – all in the European Solidarity Corps



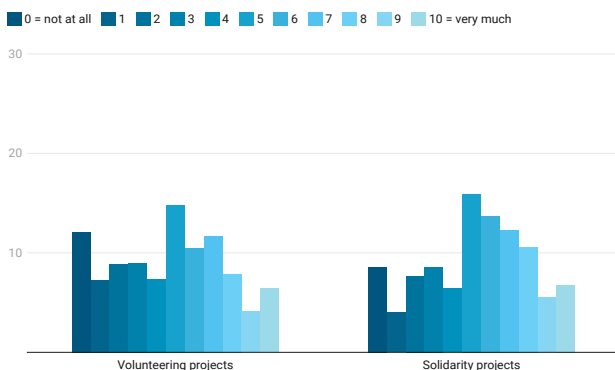
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 4.3 (VOL), 4.9 (SOL) and 5.9 (PT). Median = 5.0 (VOL), 5.0 (SOL) and 6.0 (PT). Source: RAY Transnational Dataset (2024)

In addition, we also asked participants of volunteering and solidarity projects 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 (VOL & SOL)

Participants of volunteering projects (VOL) and solidarity projects (SOL) on the influence of recent crises on their personal experience

Participants of volunteering projects, n = 2,486 & participants of solidarity projects, n = 454 – both in the European Solidarity Corps



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 4.6 (VOL) and 5.2 (SOL). Median = 5.0 (VOL) and 5.0 (SOL). Source: RAY Transnational Dataset (2024)

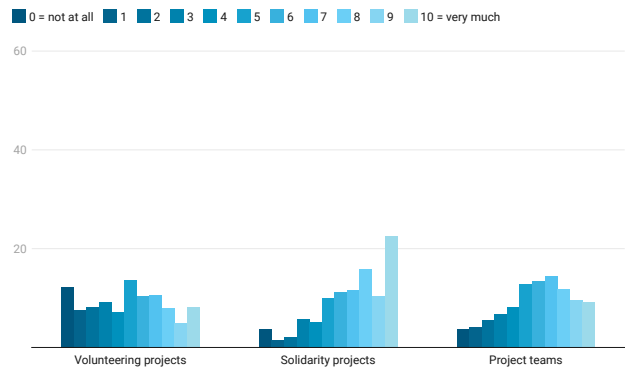
2.4 PROJECT EXPERIENCE BY THEMATIC PRIORITY

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)

Participants of volunteering projects (VOL), solidarity projects (SOL) and project teams (PT) on how digital they experienced their project

Participants of volunteering projects, n = 2,621 & solidarity projects, n = 474 & project team members, n = 504 – all in the European Solidarity Corps

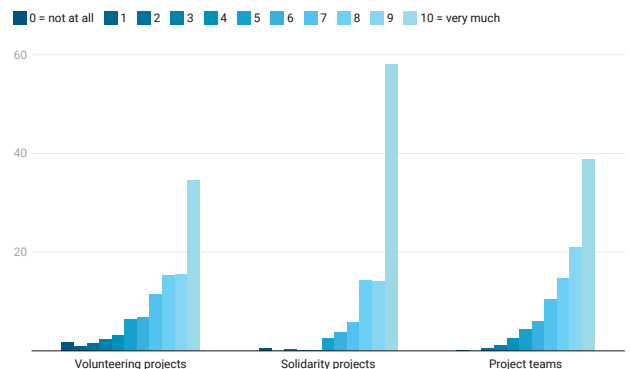


11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 4.8 (VOL), 6.9 (SOL) and 5.9 (PT). Median = 5.0 (VOL), 7.0 (SOL) and 6.0 (PT). Source: RAY Transnational Dataset (2024)

FIGURE 9 How inclusive was your project? (ALL)

Participants of volunteering projects (VOL), solidarity projects (SOL) and project teams (PT) on how inclusive they experienced their project

Participants of volunteering projects, n = 2,621 & solidarity projects, n = 474 & project team members, n = 504 – all in the European Solidarity Corps

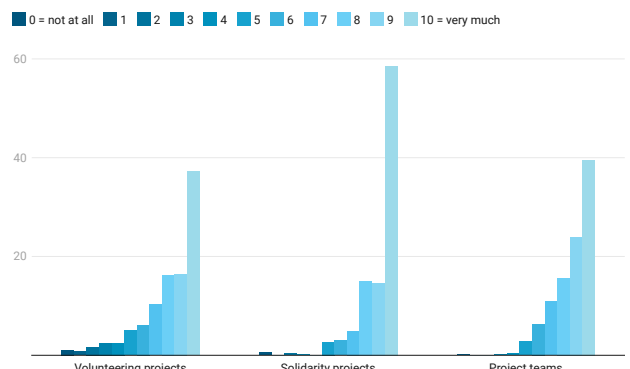


11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.9 (VOL), 9.0 (SOL) and 8.4 (PT). Median = 9.0 (VOL), 10.0 (SOL) and 9.0 (PT). Source: RAY Transnational Dataset (2024)

FIGURE 10 How participatory was your project? (ALL)

Participants of volunteering projects (VOL), solidarity projects (SOL) and project teams (PT) on how participatory they experienced their project

Participants of volunteering projects, n = 2,621 & solidarity projects, n = 474 & project team members, n = 504 – all in the European Solidarity Corps

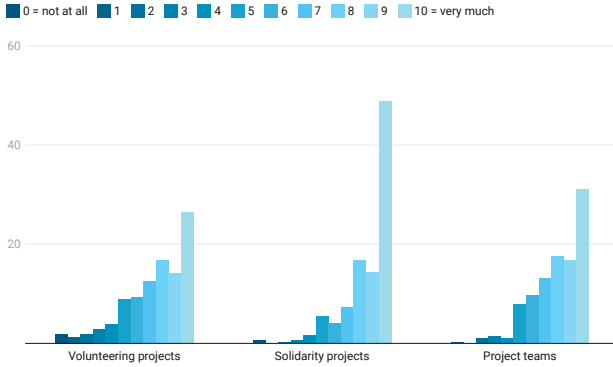


11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.1 (VOL), 9.0 (SOL) and 8.7 (PT). Median = 9.0 (VOL), 10.0 (SOL) and 9.0 (PT). Source: RAY Transnational Dataset (2024)

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

Participants of volunteering projects (VOL), solidarity projects (SOL) and project teams (PT) on how sustainable they experienced their project

Participants of volunteering projects, n = 2.621 & solidarity projects, n = 474 & project team members, n = 504 – all in the European Solidarity Corps



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.4 (VOL), 8.6 (SOL) and 8.0 (PT). Median = 8.0 (VOL), 9.0 (SOL) and 8.0 (PT).

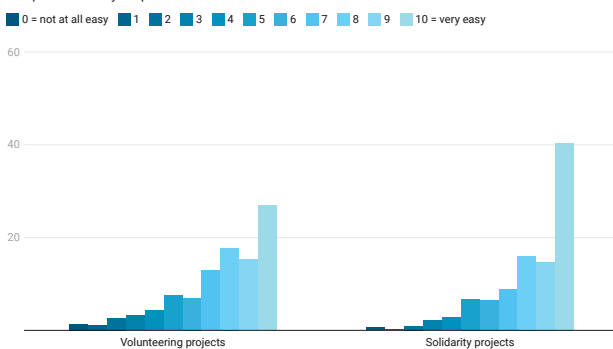
2.5 AFFORDABILITY

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

FIGURE 12 **Affordability of participation in project for volunteering project (VOL) and solidarity project (SOL) participants**

Affordability of project for participants of volunteering projects (VOL) and solidarity projects (SOL)

Participants of volunteering projects, n = 2.603 & participants of solidarity projects, n = 470 – both in the European Solidarity Corps



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.5 (VOL) and 8.2 (SOL). Median = 8.0 (VOL) and 9.0 (SOL).

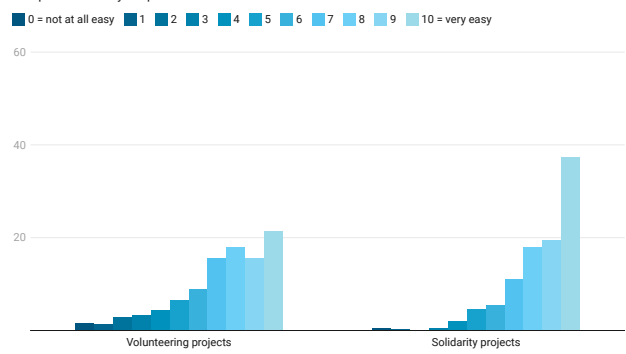
2.6 EASE OF FULL EXPRESSION

We asked participants of volunteering and solidarity projects how easy it had been for them to fully express themselves in the project, on an integer scale from 0 (not at all easy) to 10 (very easy). See Figure 13 for their responses, and Figure 14 for a comparison between volunteering formats.

FIGURE 13 **Ease of full expression in project for volunteering project (VOL) and solidarity project (SOL) participants**

Ease of full expression for participants of volunteering projects (VOL) and solidarity projects (SOL)

Participants of volunteering projects, n = 2.609 & participants of solidarity projects, n = 469 – both in the European Solidarity Corps



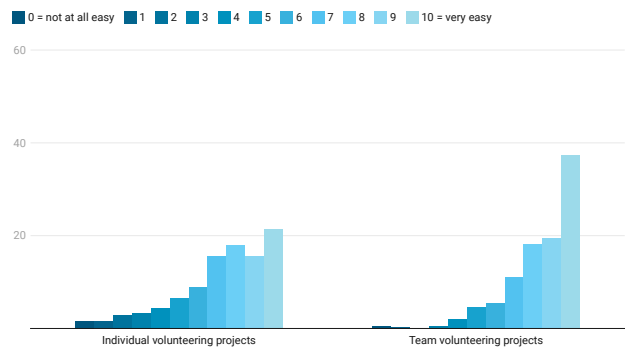
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.3 (VOL) and 8.4 (SOL). Median = 8.0 (VOL) and 9.0 (SOL).

Source: RAY Transnational Dataset (2024)

FIGURE 14 **Ease of full expression in project for volunteering project participants – by project format (VOL)**

Ease of full expression for participants of volunteering projects – by project format (VOL)

Participants of individual volunteering projects (n = 1.521) and team volunteering projects (n = 1.088) in the European Solidarity Corps, common module



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 6.9 (VOL-IND) and 7.9 (VOL-TEAM). Median = 7.0 (VOL-IND) and 8.0 (VOL-TEAM).

Source: RAY Transnational Dataset (2024)

2.7 CLOSENESS TO EUROPE

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

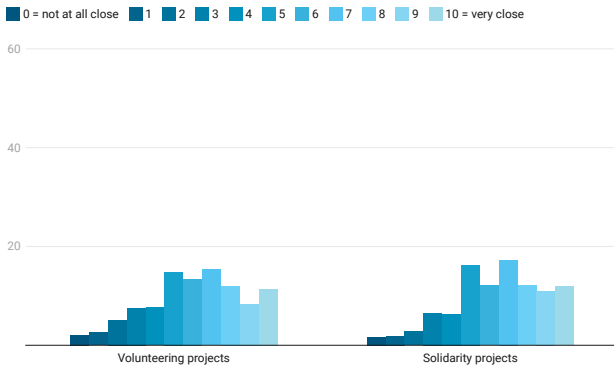
See Figures 15 and 16 on the next page for their responses in comparison, and keep in mind that we have asked both questions retrospectively, after their programme and project experience.⁴

⁴ We are currently not conducting surveys before participants join a project or activity. Also keep in mind that asking questions in a pre-survey comes with its own challenges, among them that participants may not be able to respond fully prior to their project experience.

FIGURE 15 Closeness to Europe *before* project – participants of volunteering (VOL) and solidarity project (SOL)

Closeness to Europe before project – participants of volunteering projects (VOL) and solidarity projects (SOL)

Participants of volunteering projects, n = 2.587 & participants of solidarity projects, n = 462 – both in the European Solidarity Corps

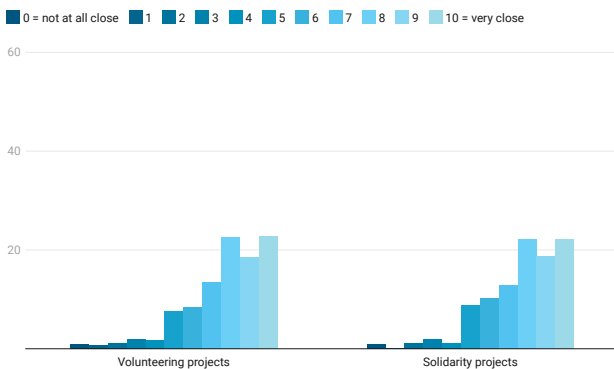


11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 6.1 (VOL) and 6.4 (SOL). Median = 6.0 (VOL) and 7.0 (SOL). Source: RAY Transnational Dataset (2024)

FIGURE 16 Closeness to Europe *after* project – participants of volunteering (VOL) and solidarity project (SOL)

Closeness to Europe after project – participants of volunteering projects (VOL) and solidarity projects (SOL)

Participants of volunteering projects, n = 2.593 & participants of solidarity projects, n = 467 – both in the European Solidarity Corps



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 7.8 (VOL) and 7.8 (SOL). Median = 8.0 (VOL) and 8.0 (SOL). Source: RAY Transnational Dataset (2024)

2.8 PROJECT OUTCOMES

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

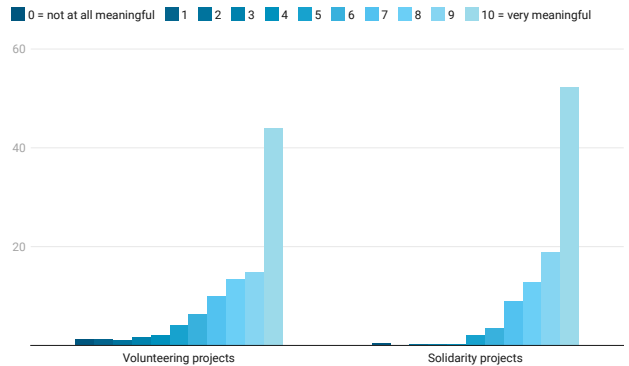
We asked project team members for their assessment regarding the relevance of their project, on an integer scale from 0 (not at all relevant) to 10 (very relevant), and the sustainability of the project’s outcomes, also on an integer scale from 0 (not all all sustainable) to 10 (very sustainable).

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

FIGURE 17 Meaningfulness of project for participants of volunteering (VOL) and solidarity project (SOL)

Meaningfulness of project for participants of volunteering projects (VOL) and solidarity projects (SOL)

Participants of volunteering projects, n = 2.605 & participants of solidarity projects, n = 468 – both in the European Solidarity Corps

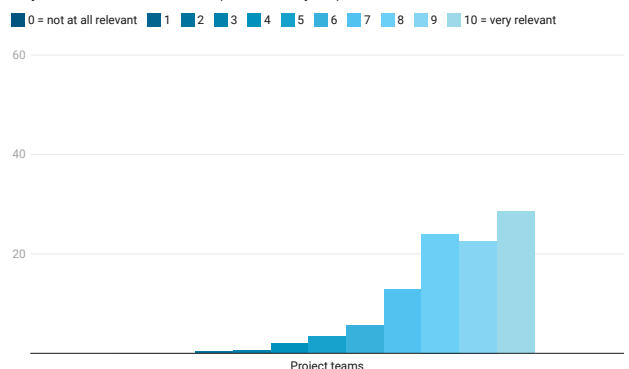


11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.3 (VOL) and 8.9 (SOL). Median = 9.0 (VOL) and 10.0 (SOL). Source: RAY Transnational Dataset (2024)

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

Project teams (PT) on relevance of project outcomes

Project team members in the European Solidarity Corps, n = 499

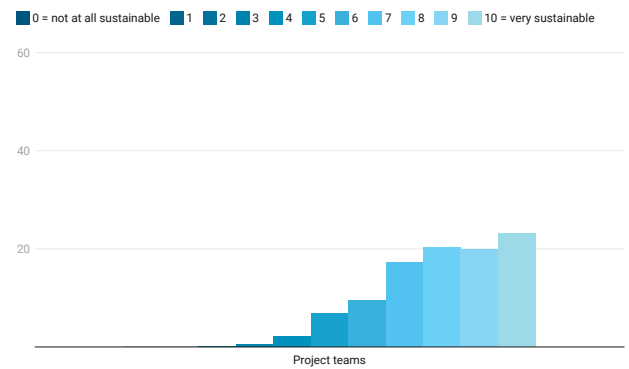


11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.3 (PT). Median = 9.0 (PT). Source: RAY Transnational Dataset (2024)

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

Project teams (PT) on sustainability of project outcomes

Project team members in the European Solidarity Corps, n = 497



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.0 (PT). Median = 8.0 (PT). Source: RAY Transnational Dataset (2024)

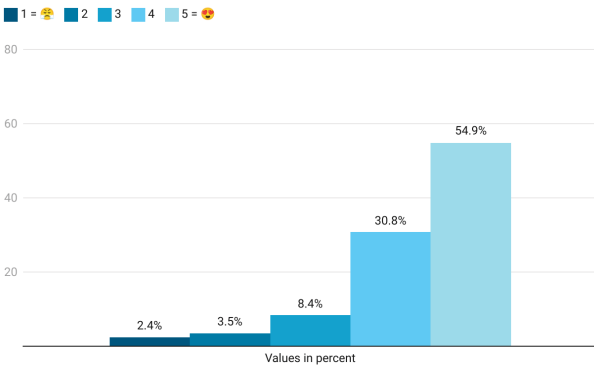
2.9 OVERALL PROJECT EXPERIENCE

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

FIGURE 20 Overall project experience of volunteering project participants (VOL)

Overall project experience of participants of volunteering projects (VOL)

Project participants of volunteering projects in the European Solidarity Corps, n = 2.621



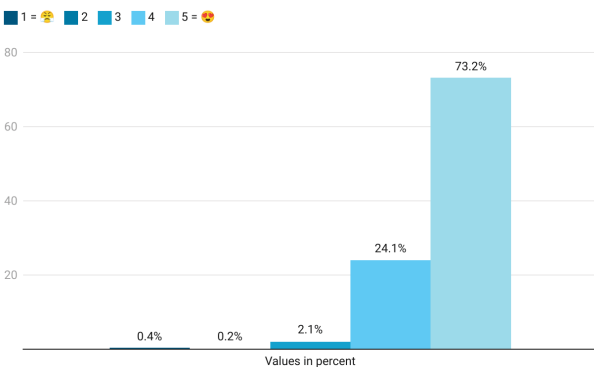
5 point scaling question, slider with interval stops from 1 to 5, represented by emojis, 1 = very bad overall project experience 🙄 - 5 = very good overall project experience 🥰. Median 5.0 (VOL). Emojis adjust to operating system and browser settings of respondents.

Source: RAY Transnational Dataset (2024)

FIGURE 21 Overall project experience of solidarity project participants (SOL)

Overall project experience of participants of solidarity projects (SOL)

Project participants of solidarity projects in the European Solidarity Corps, n = 474



5 point scaling question, slider with interval stops from 1 to 5, represented by emojis, 1 = very bad overall project experience 🙄 - 5 = very good overall project experience 🥰. Median 5.0 (SOL). Emojis adjust to operating system and browser settings of respondents.

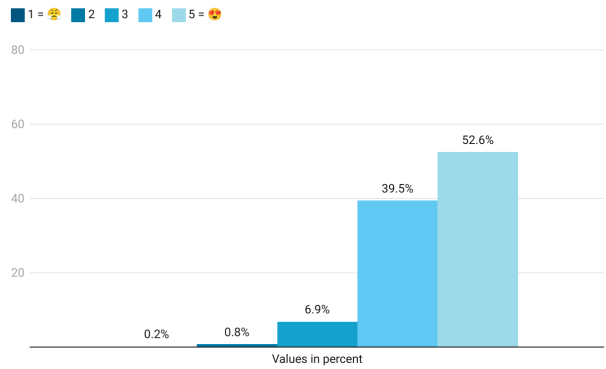
Source: RAY Transnational Dataset (2024)

See Figures 20, 21 and 22 for the responses of participants of volunteering projects (VOL), of solidarity projects (SOL), and of project teams (PT) – and Figure 23 for a comparative chart with all three responses in one graph.

FIGURE 22 Overall project experience of project teams (PT)

Overall project experience of project teams (PT)

Project team members in the European Solidarity Corps, n = 504



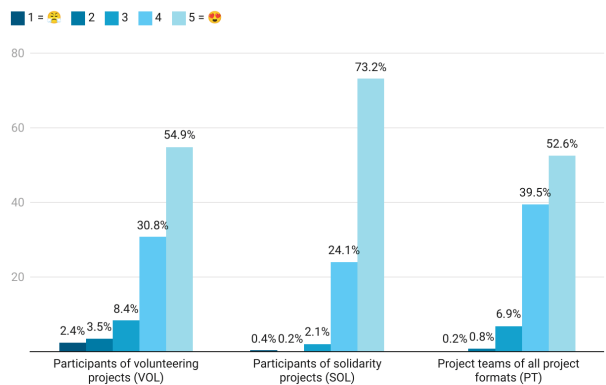
5 point scaling question, slider with interval stops from 1 to 5, represented by emojis, 1 = very bad overall project experience 🙄 - 5 = very good overall project experience 🥰. Median 5.0 (PT). Emojis adjust to operating system and browser settings of respondents.

Source: RAY Transnational Dataset (2024)

FIGURE 23 Overall project experience of all respondents in comparison (ALL)

Overall project experience of all respondents in comparison (VOL, SOL & PT)

Participants of volunteering projects, n = 2.621 & solidarity projects, n = 474 & project team members, n = 504 – all in the European Solidarity Corps



5 point scaling question, slider with interval stops from 1 to 5, represented by emojis, 1 = very bad overall project experience 🙄 - 5 = very good overall project experience 🥰. Median 5.0 (VOL, SOL & PT). Emojis adjust to operating system and browser settings of respondents.

Source: RAY Transnational Dataset (2024)

3 — SAFETY

This chapter explores the protection and safety of participants involved in the European Solidarity Corps. As the programme guide stipulates:

“All persons participating in the European Solidarity Corps should have the opportunity to take full advantage of the possibilities for personal and professional development and learning offered through the European Solidarity Corps. This should be assured in a safe environment which respects and protects the rights of all persons, their physical and emotional integrity, their mental health and their wellbeing.”

European Solidarity Corps Guide, Version 2 of 2024, p. 9 (available online)

In our surveys, we cover safety aspects through a number of questions to participants and teams. This chapter summarises the responses.

3.1 INITIAL REFLECTIONS OF RESPONDENTS ON THE SAFETY OF THEIR EXPERIENCE

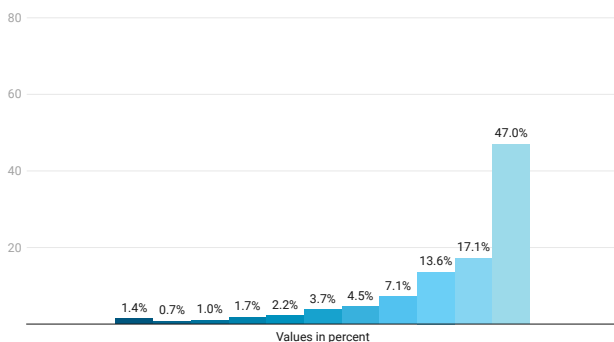
As part of the opening module, we asked project participants and project teams to give us an initial indication of how they experienced their project in relation to safety. We asked respondents to position a slider between 0 and 10 to indicate how safe their project had been from their point of view. We did not offer any additional explanation, conceding the resulting fuzziness in return for an easy-going start to the survey.

FIGURE 24 Safety of experience for volunteering project participants (VOL)

Safety of project and programme experience of participants of volunteering projects (VOL)

Project participants of volunteering projects in the European Solidarity Corps, n = 2.621

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



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.4 (VOL). Median = 9.0 (VOL). Source: RAY Transnational Dataset (2024)

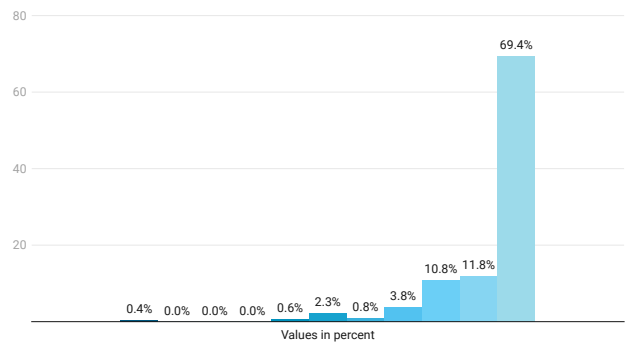
It is striking that solidarity project respondents considered their projects significantly safer:

FIGURE 25 Safety of experience for solidarity project participants (SOL)

Safety of project and programme experience of participants of solidarity projects (SOL)

Project participants of solidarity projects in the European Solidarity Corps, n = 474

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



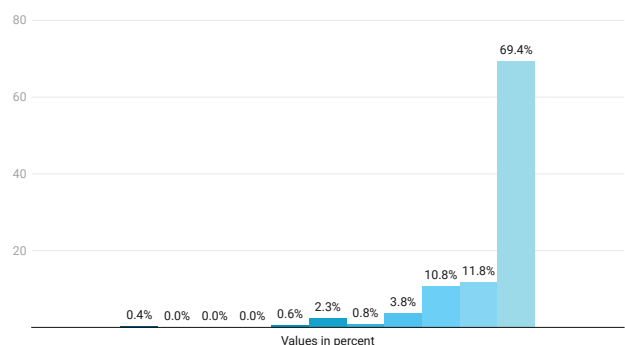
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 9.3 (SOL). Median = 10.0 (SOL). Source: RAY Transnational Dataset (2024)

FIGURE 26 Safety of experience for project teams (PT)

Safety of project and programme experience of project teams (PT)

Project team members in the European Solidarity Corps, n = 504

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



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.9 (PT). Median = 9.0 (PT). Source: RAY Transnational Dataset (2024)

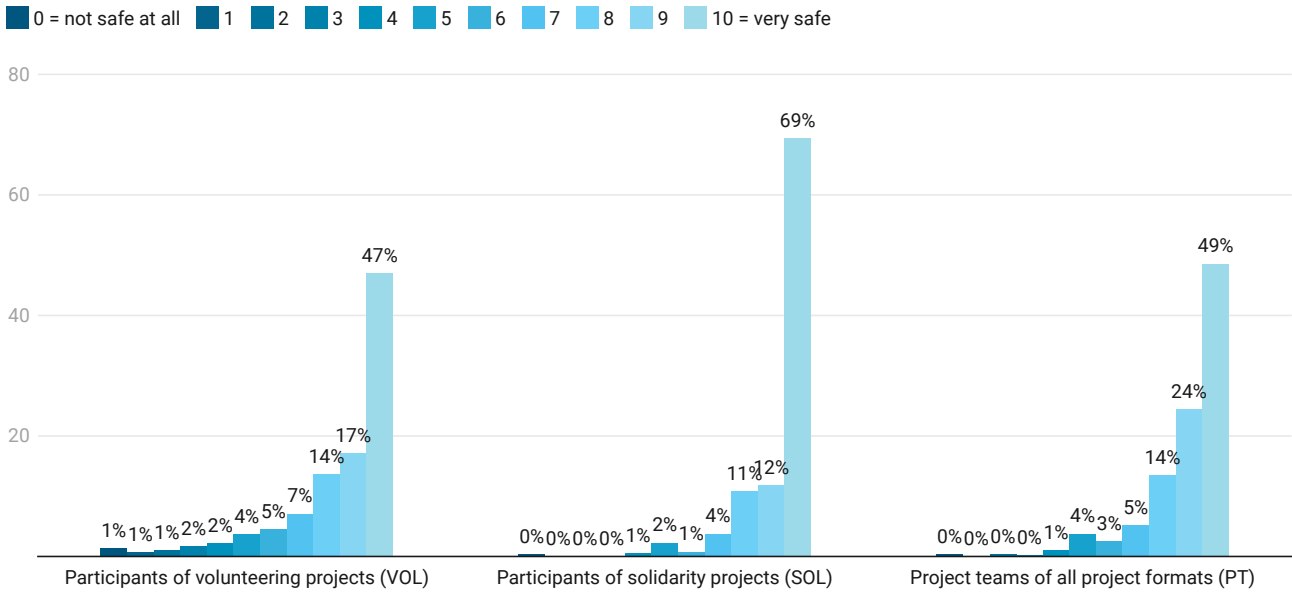
Figure 27 on the next page combines the responses of participants and teams.

Figure 28, also on the next page, shows differences between individual and team volunteering.

FIGURE 27 Safety of experience for volunteering project participants (VOL), solidarity project participants (SOL), and project teams (PT)

Safety of project and programme experience of all respondents in comparison (VOL, SOL & PT)

Participants of volunteering projects, n = 2.621 & solidarity projects, n = 474 & project team members, n = 504 – all in the European Solidarity Corps



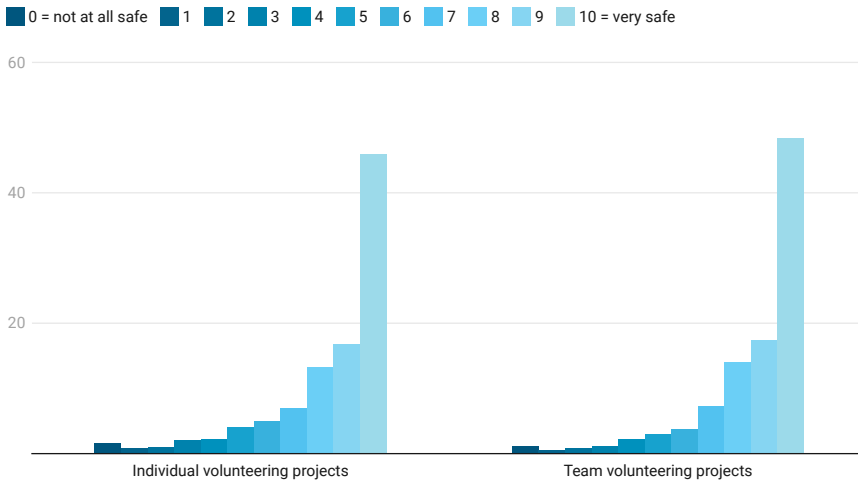
11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.4 (VOL), 9.3 (SOL) and 8.9 (PT). Median = 9.0 (VOL), 10.0 (SOL) and 9.0 (PT).

Source: RAY Transnational Dataset (2024)

FIGURE 28 Safety of experience for volunteering participants – by project format (VOL)

Safety of project and programme experience for participants of volunteering projects – by project format (VOL)

Participants of individual volunteering projects (n = 1.528) and team volunteering projects (n = 1.093) in the European Solidarity Corps, common module



11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 8.4 (VOL-IND) and 8.6 (VOL-TEAM). Median = 9.0 (VOL-IND) and 9.0 (VOL-TEAM).

Source: RAY Transnational Dataset (2024)

3.2 SUBSEQUENT REFLECTIONS OF RESPONDENTS ON THE SAFETY OF THEIR EXPERIENCE

As part of the reflection module, towards the end of the survey, we asked project participants and project teams in a simple yes/no question whether they had, or observed, any safety concerns during their project.¹

Those respondents who said yes, were then asked a dependency follow-up question, namely whether these safety concerns were addressed adequately.

We asked respondents to position a slider between 0 = not adequate at all and 10 = very adequate to indicate their assessment of the response to the safety concerns they had observed and/or experienced.

See Figure 29 for the responses of project participants and project teams to the yes/no question, and Figure 30 for their responses regarding the adequacy of addressing any safety concerns.

FIGURE 29 Safety concerns during projects (ALL)

Did you have or observe any safety concerns during the project?

Participants of volunteering projects, n = 2.602 & solidarity projects, n = 467 & project team members, n = 502 – all in the European Solidarity Corps

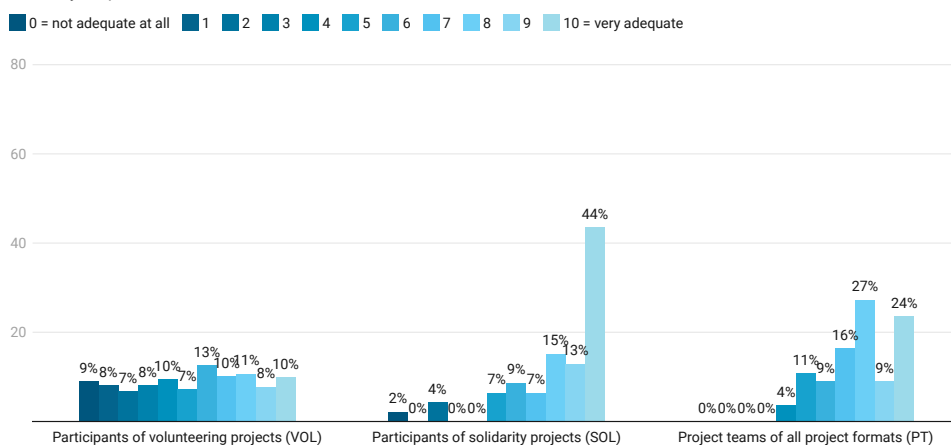


Binary yes/no question with dependency follow-up question
Source: RAY Transnational Dataset (2024)

FIGURE 30 Adequacy of addressing safety concerns (ALL)

Adequacy of addressing safety concerns (VOL, SOL & PT)

Participants of volunteering projects, n = 486 & solidarity projects, n = 46 & project team members, n = 55 – all in the European Solidarity Corps



Dependency question. 11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 5.2 (VOL), 8.1 (SOL) and 7.8 (PT). Median = 6.0 (VOL), 9.0 (SOL) and 8.0 (PT).
Source: RAY Transnational Dataset (2024)

1 This questioning technique is common to explore potentially sensitive topics. While it masks whether respondents have experienced safety concerns themselves, or observed them in relation to others, it provides a more accurate overall picture.

Overall, the prevalence of safety concerns is considerably lower for solidarity projects (10%) compared to volunteering projects (19%) – with marginal differences between individual volunteering (19.0%) and team volunteering (18.8%).

Safety concerns are also addressed with more adequacy in solidarity projects (mean of 8.1 and median of 9.0), compared to volunteering projects (mean of 5.2 and median of 6.0).

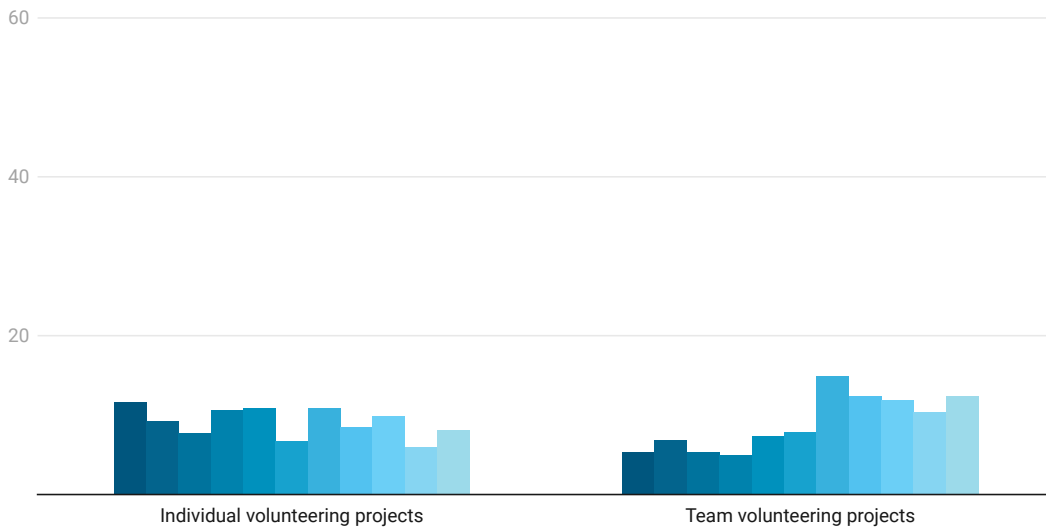
The adequacy of the response shows a significant difference between individual volunteering and team volunteering (see Figure 31).

FIGURE 31 **Adequacy of addressing safety concerns in volunteering projects – by project format (VOL)**

Adequacy of addressing safety concerns in volunteering projects – by project format (VOL)

Participants of individual volunteering projects (n =284) and team volunteering projects (n = 202) in the European Solidarity Corps, common module

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



Dependency question. 11 point scaling question, slider with integer interval stops from 0 to 10. Mean = 4.7 (VOL-IND) and 5.9 (VOL-TEAM). Median = 4.5 (VOL-IND) and 6.0 (VOL-TEAM).

Source: RAY Transnational Dataset (2024)

4 — PERSONAL DEVELOPMENT

This chapter explores the personal development of project participants and team members through the European Solidarity Corps, including knowledge, skills, attitudes, values and behaviours.

4.1 PROJECT PARTICIPANTS

4.1.1 VOLUNTEERING PROJECTS

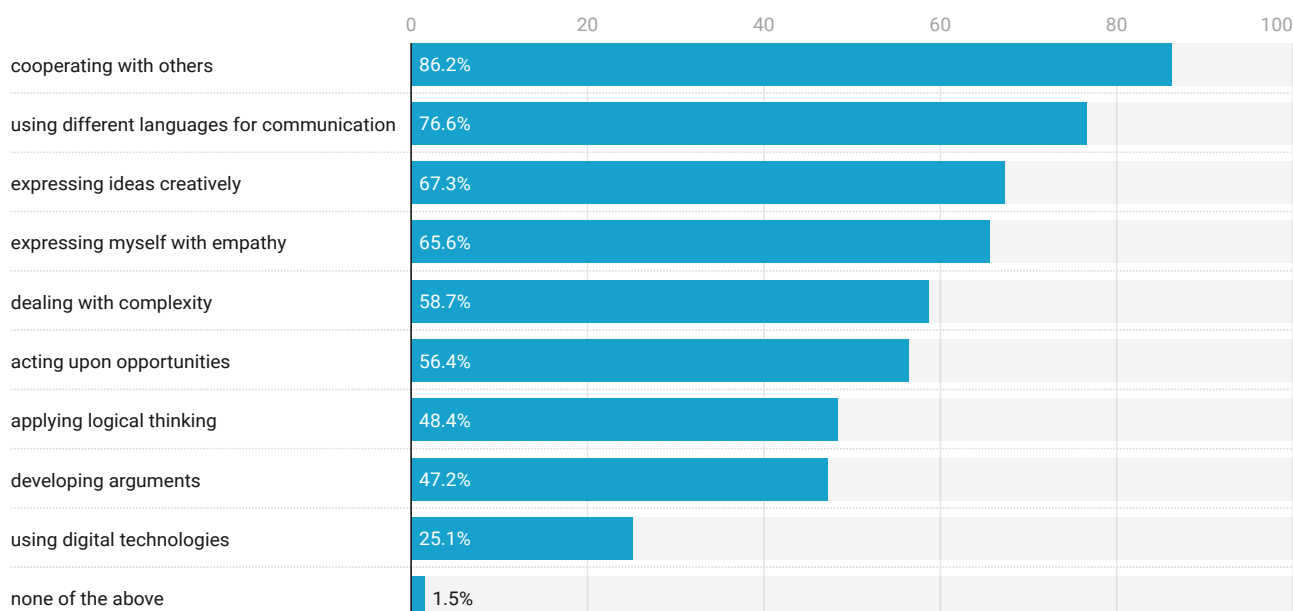
This section summarises the competence development of project participants in volunteering projects.

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

FIGURE 32 **Volunteering project participants on the development of their personal key competences (VOL)**

Key competence development (VOL) – In the project, I learned something about...

Volunteering project participants in the European Solidarity Corps, randomised parallel module, question asked in all modules, responses merged, n = 1.036



Multiple choice question, randomised response sequence, none of the above exclusive

Source: RAY Transnational Dataset (2024)

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

4.1.1.2 SKILLS

Across the two impact modules, we explored a range of skills relevant to intercultural learning, learning mobility, and/or solidarity in Europe.

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

- to communicate with people who speak another language.
- to get along with people who have a different cultural background.
- to cooperate in a team.
- to reflect and think critically.

- to engage in tackling societal challenges.
- to interact with policy- and decision-making.
- to discuss political topics seriously.

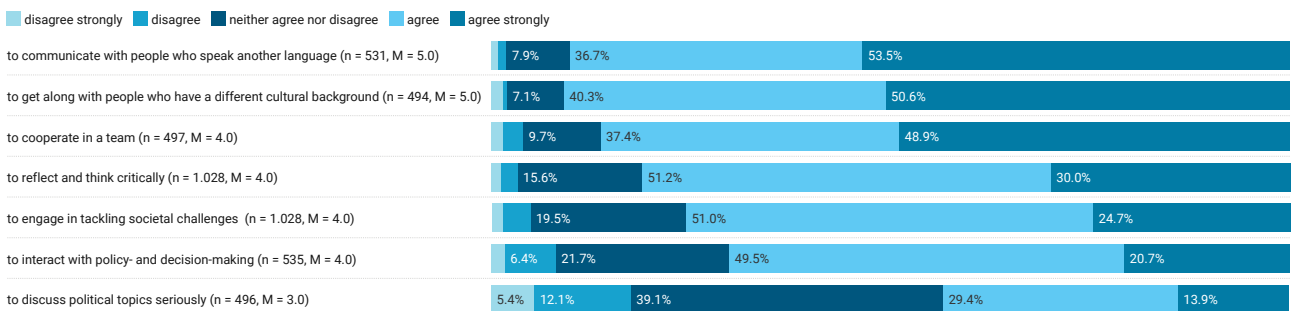
All skill-related questions were set up as 5 point Likert scale questions, with response options going from “disagree strongly” and “disagree”, via the neutral “neither agree nor disagree”, to “agree” and “agree strongly”.

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

FIGURE 33 Volunteering project participants on their skill development – v1 (VOL)

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

Volunteering project participants in the European Solidarity Corps, randomised parallel module, all questions asked in one of two modules except ‘reflet and think critically’ and ‘engage in tackling societal challenges’ for which responses are merged

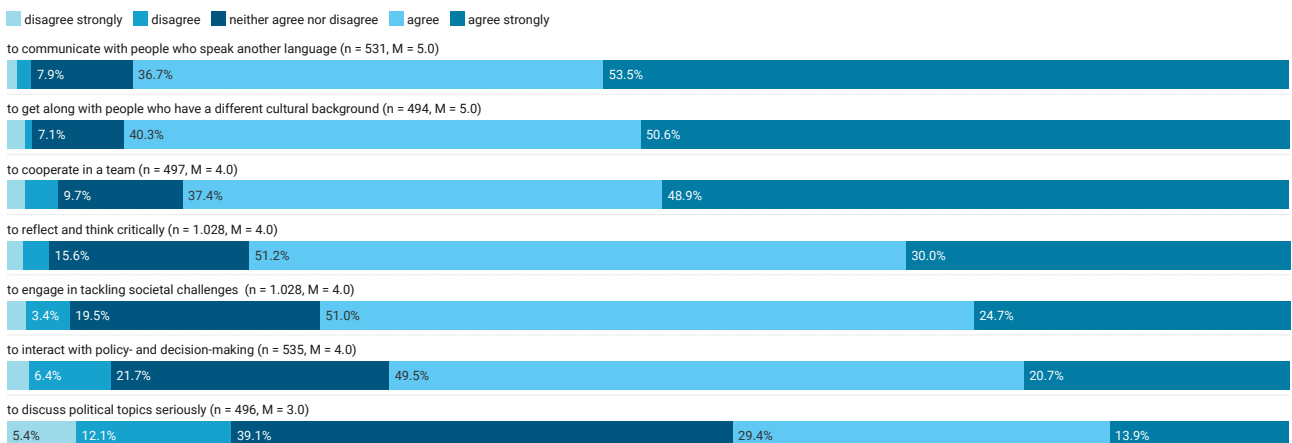


5 point Likert scale question, Median noted above for each question
Source: RAY Transnational Dataset (2024)

FIGURE 34 Volunteering project participants on their skill development – v2 (VOL)

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

Volunteering project participants in the European Solidarity Corps, randomised parallel module, all questions asked in one of two modules except ‘reflet and think critically’ and ‘engage in tackling societal challenges’ for which responses are merged



5 point Likert scale question, Median noted above for each question
Source: RAY Transnational Dataset (2024)

4.1.1.3 ATTITUDES

Across the two impact modules, we explored a select number of attitudes, values and behaviours relevant to intercultural learning, learning mobility and/or solidarity in Europe.

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

- I appreciate cultural diversity *{less / same / more}* than before the project.
- I actively stand up for solidarity *{less / same / more}* than before the project.
- I feel that I am better at empathising with others.

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

The remaining third question was again set up as 5 point Likert scale questions, going from “disagree strongly” to “disagree”, “neither agree nor disagree”, “agree” and “agree strongly”.

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

FIGURE 35 **Volunteering project participants on attitudinal changes (VOL)**

Attitudinal changes (VOL) – After the project, I ...

Volunteering project participants in the European Solidarity Corps, randomised parallel modules, both questions asked in all modules, responses are merged

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

I appreciate cultural diversity ... (n = 1.033)



I actively stand up for solidarity ... (n = 1.035)



Three exclusive response options: less than before the project, to the same extent, more than before the project

Source: RAY Transnational Dataset (2024)

FIGURE 36 **Volunteering project participants on attitudinal changes (VOL)**

Attitudinal changes (VOL) – After the project, I ...

Volunteering project participants in the European Solidarity Corps, randomised parallel modules, question asked in all modules, responses are merged

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

I feel that I am better at empathising with others (n = 1.031)



5 point Likert scale question, Median for all questions 4.0

Source: RAY Transnational Dataset (2024)

4.1.2 SOLIDARITY PROJECTS

This section summarises the competence development of project participants in solidarity projects.

Owed to the nature of solidarity projects, we used the same module with identical questions for all respondents, using fewer questions overall compared to participants of volunteering projects.

4.1.2.1 KNOWLEDGE

To start with, solidarity project participants were asked whether they developed any of a selection of competences through the project. The competences were chosen to cover the key competences for lifelong learning.³

Respondents could choose between and among (1) using different languages for communication, (2) applying logical thinking, (3) using digital technologies, (4) dealing with complexity, (5) cooperating with others, (6) developing arguments, (7) acting upon opportunities, (8) expressing myself with empathy, and (9) expressing ideas creatively.

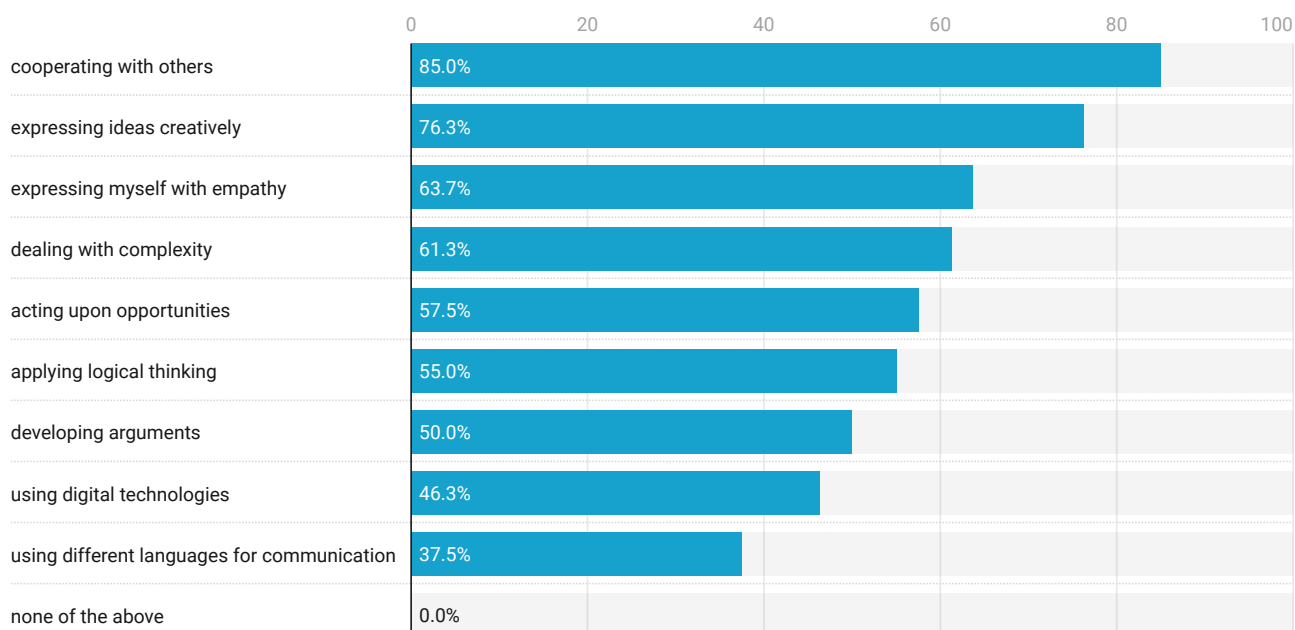
These response options were shown in a randomised order, with all options available ('check all that apply'), and *none of the above* listed at the end as an exclusive option.

See Figure 37 below for the key competence development of solidarity project participants.

FIGURE 37 **Solidarity project participants on the development of their personal key competences (SOL)**

Key competence development (SOL) – In the project, I learned something about...

Solidarity project participants in the European Solidarity Corps, randomised parallel module, question asked in all modules, responses merged, n = 80 (randomisation error resulting in very small sample, interpret with caution)



Multiple choice question, randomised response sequence, none of the above exclusive

Source: RAY Transnational Dataset (2024)

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

4.1.2.2 SKILLS

In favour of being able to cover other aspects of specific relevance for solidarity projects, we limited the exploration of skills relevant to intercultural learning, learning mobility, and/or solidarity in Europe in the context of solidarity projects.

The two selected skill-related questions were “*Through the project, I improved my ability to ...*”

- to engage in tackling societal challenges.
- to interact with policy- and decision-making.

FIGURE 38 Solidarity project participants on their skill development (SOL)

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

Solidarity project participants in the European Solidarity Corps, common module, n = 471

disagree strongly disagree neither agree nor disagree agree agree strongly

to engage in tackling societal challenges



to interact with policy- and decision-making



5 point Likert scale question, Median for both questions 4.0

Source: RAY Transnational Dataset (2024)

4.1.2.3 ATTITUDES

For solidarity project participants, we explored a select number of attitudes, values and behaviours through three questions that started with “*After the project, ...*” and then covered the following attitudes, values and behaviours:

- I actively stand up for solidarity.
- I feel that I am more self-confident.
- I feel that I am better at empathising with others.

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

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

FIGURE 39 Solidarity project participants on attitudinal changes (SOL)

Attitudinal changes (SOL) – After the project, I ...

Solidarity project participants in the European Solidarity Corps, common module, n = 471

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

I actively stand up for solidarity ...



Three exclusive response options: less than before the project, to the same extent, more than before the project

Source: RAY Transnational Dataset (2024)

FIGURE 40 Solidarity project participants on attitudinal changes (SOL)

Attitudinal changes (SOL) – After the project, I ...

Solidarity project participants in the European Solidarity Corps, common module, n = 473

disagree strongly disagree neither agree nor disagree agree agree strongly

I feel that I am more self-confident.



I feel that I am better at empathising with others.



5 point Likert scale question, Median for all questions 4.0

Source: RAY Transnational Dataset (2024)

4.2 PERSPECTIVE OF PROJECT TEAMS ON PARTICIPANTS

This chapter summarises the perspective of project teams on the competence development of project participants in the European Solidarity Corps.

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

4.2.1 KNOWLEDGE

Both modules opened with an identical question, asking project teams on their perspective on the knowledge obtained by project participants through their project and programme experience in the European Solidarity Corps.

Responding team members could choose between and among six learnings of project participants, namely (1) inclusion and exclusion, (2) solidarity and social cohesion, (3) European identity, (4) active citizenship, (5) the role of volunteering for social cohesion, and (6) accessibility for young people with fewer opportunities.

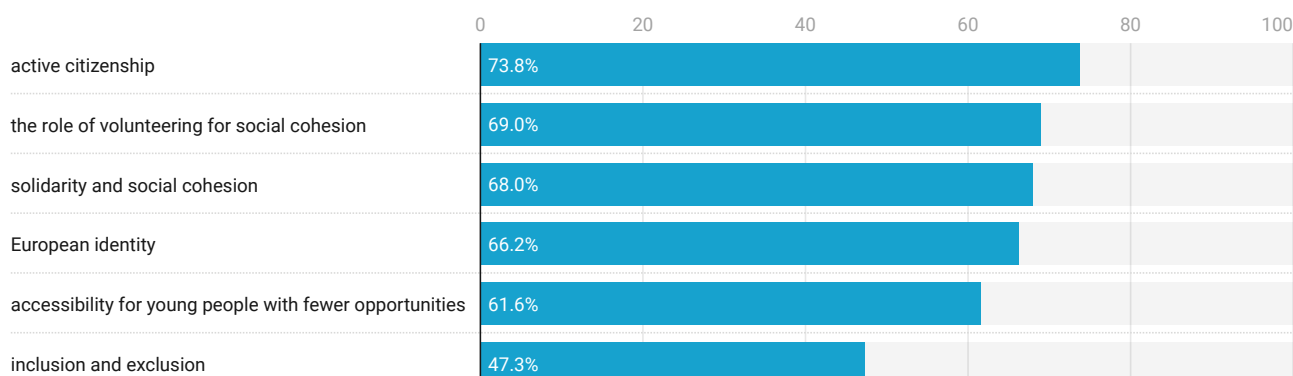
These response options were shown in a randomised order, with all options available ('check all that apply'), and it was possible to add other learnings in a write-in field.

47 respondents used the possibility to add specific learnings through the write-in field, usually with specific aspects (such as animal rights) or foundational aspects (such as lifelong learning).

FIGURE 41 **Competence development of project participants – as seen by project teams (PT)**

Competence development of project participants – as seen by project teams (PT): "In the project, volunteers learned something new about ..."

Project team members in the European Solidarity Corps, randomised parallel modules, question asked in all modules, responses merged, n = 504



Multiple choice question, randomised response sequence, write-in field for other learnings available

Source: RAY Transnational Dataset (2024)

4.2.2 SKILLS

Across the two impact modules, we explored the perspective of project teams on a number of skills relevant to intercultural learning, learning mobility and/or solidarity in Europe.

These questions all started with

“Through the project, participants improved their ability to...”

and then covered the following skills:

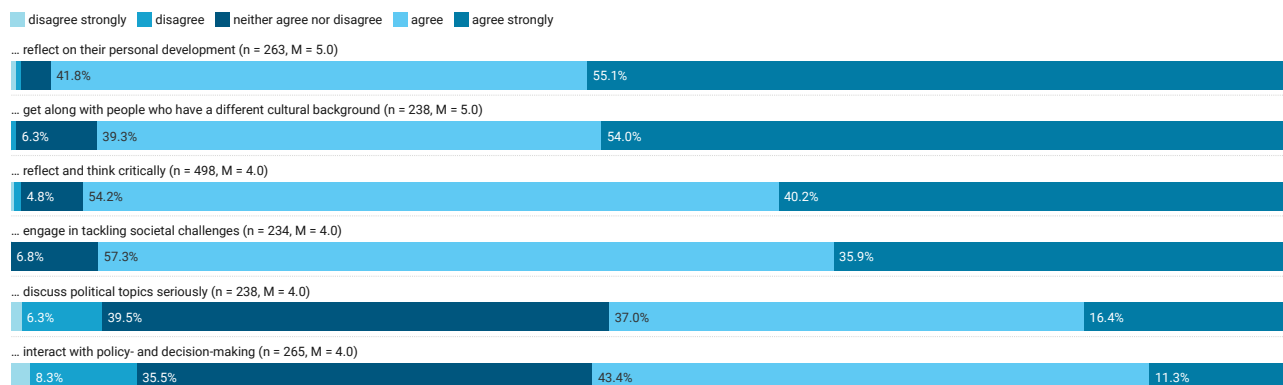
- ... discuss political topics seriously
- ... get along with people who have a different cultural background
- ... reflect and think critically
- ... engage in tackling societal challenges
- ... interact with policy- and decision-making
- ... reflect on their personal development

They were set up as 5 point Likert scale questions.

FIGURE 42 **Skills development of project participants – as seen by project teams (PT)**

Skills development of project participants – as seen by project teams (PT). “Through the project, participants improved their ability to ...”

Project team members in the European Solidarity Corps, randomised parallel module, all questions asked in one of two modules except ‘reflect and think critically’ for which responses are merged



5 point Likert scale question, Median noted above for each question
Source: RAY Transnational Dataset (2024)

4.2.3 ATTITUDES

In the interest of other research questions, we did not explore the perspective of project teams on attitudes, values and behaviours of participants.

4.3 PROJECT TEAMS

This chapter summarises the competence development of project team members in the European Solidarity Corps.

4.3.1 KNOWLEDGE

In the interest of other research questions, we did not explore knowledge-related aspects of competence development of project teams.

4.3.2 SKILLS

Across the two impact modules, we focused on a dual set of skills of project team members relevant to implementing projects in the context of the European Solidarity Corps.

The questions started with “*Through the project, I improved my ability to ...*” and then covered:

- ... negotiate joint solutions when there are different viewpoints
- ... deal with ambiguity and tensions in my volunteering work

See Figure 43 on the next page for the skills development of project team members.

4.3.3 ATTITUDES

Across the two impact modules, we focused on a dual set of attitudes, values and behaviours of project team members relevant to the context of the European Solidarity Corps.

The questions started with

“After the project, ...”

and then covered:

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

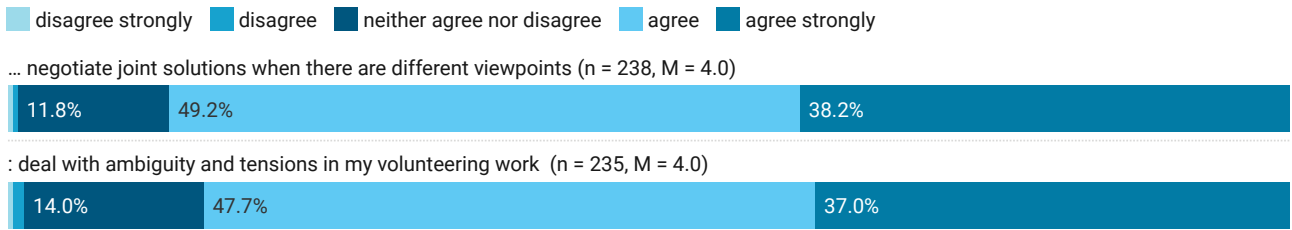
Both questions were set up as 5 point Likert scale questions, going from “disagree strongly” to “disagree”, “neither agree nor disagree”, “agree” and “agree strongly”.

See Figure 44 on the next page for attitudinal changes of project team members.

FIGURE 43 Skills development of project team members (PT)

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

Project team members in the European Solidarity Corps, randomised parallel modules

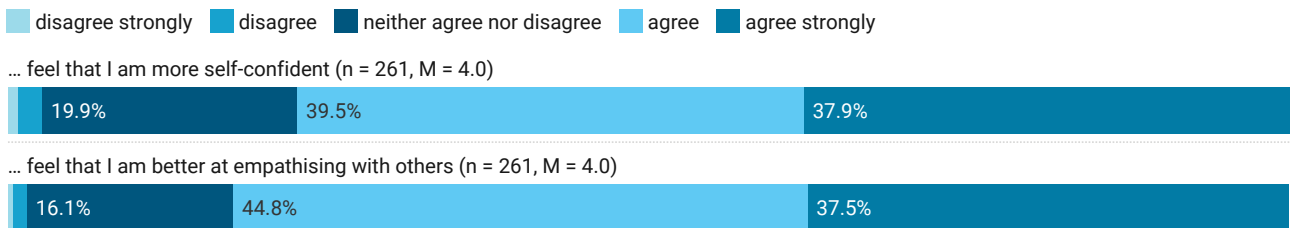


5 point Likert scale question, Median noted above for each question
Source: RAY Transnational Dataset (2024)

FIGURE 44 Project team members on attitudinal changes (PT)

Attitudinal changes (PT) – After the project, I ...

Project team members in the European Solidarity Corps, randomised parallel modules



5 point Likert scale question, Median noted above for each question
Source: RAY Transnational Dataset (2024)

5 — ORGANISATIONAL DEVELOPMENT

This short chapter explores the role and development of organisations and networks in and through the European Solidarity Corps.

5.1 PROVIDING ACCESS TO THE PROGRAMME

As part of the opening module, project participants get asked how they learned about the project they got involved in. One possible response option is “through an organisation.”

See Figures 45 and 46 for the role that organisations play for participants of volunteering projects and solidarity projects, respectively.

See Figure 47 for the difference between volunteering project formats: individual volunteering versus team volunteering – and the differing role of organisations for them.

FIGURE 45 Role of organisations in learning about volunteering projects (VOL)

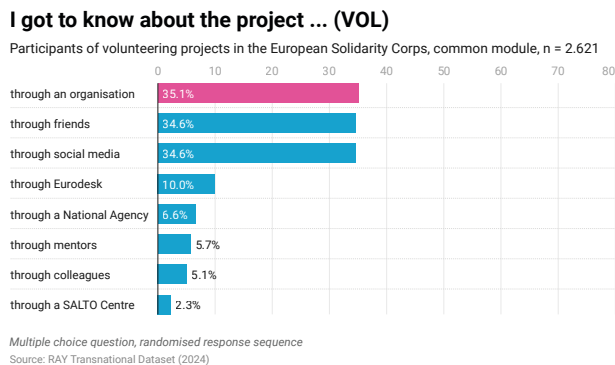


FIGURE 46 Role of organisations in learning about solidarity projects (SOL)

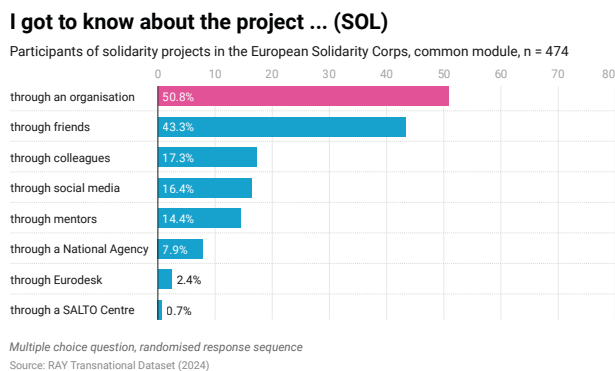
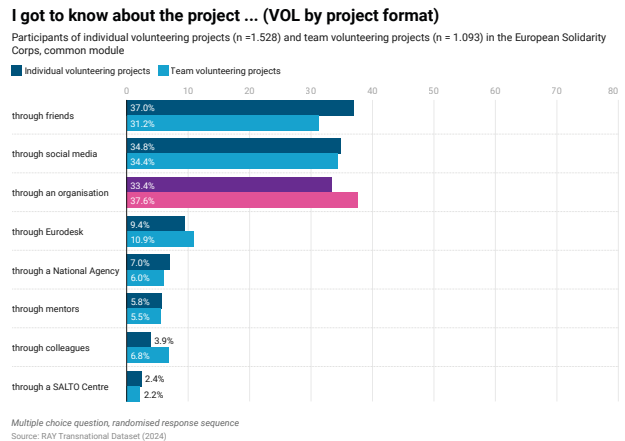


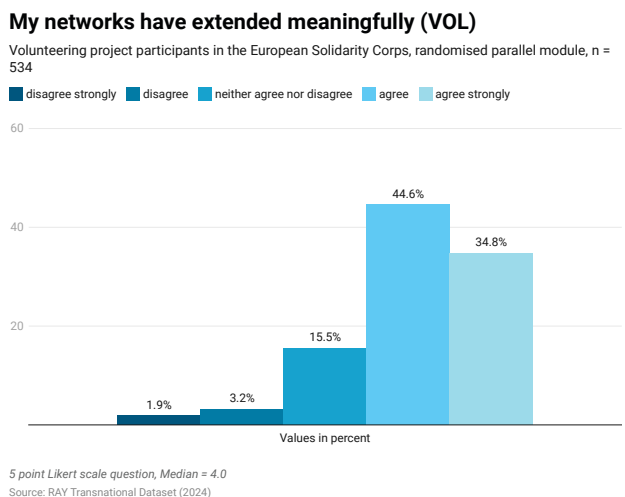
FIGURE 47 Role of organisations in learning about projects – difference between volunteering formats (VOL)



5.2 ENLARGING NETWORKS THROUGH THE PROGRAMME

We have asked participants of volunteering projects, whether they were able to extend their networks through their participation in the programme (see Figure 48).

FIGURE 48 Network extension for participants of volunteering activities (VOL)



5.3 IMPACT ON NETWORKS AND ORGANISATIONS

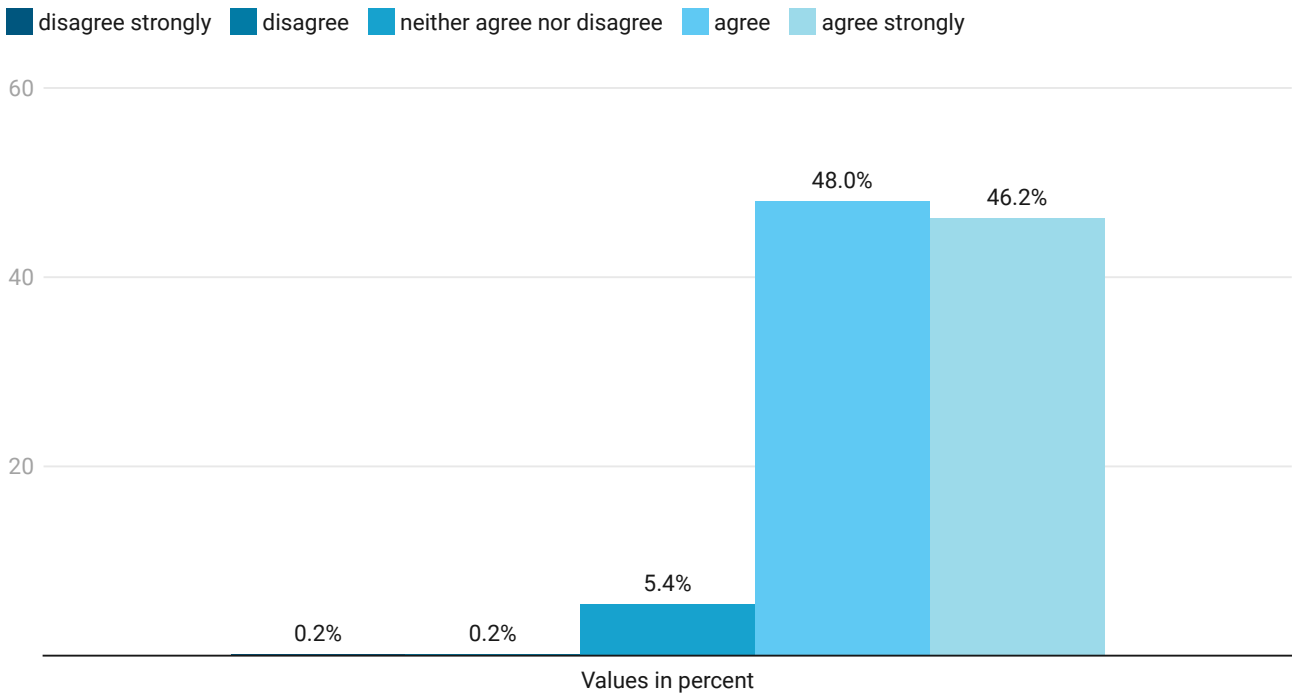
We have asked all project team members to which extent their involvement in their project and the programme already had an impact on their network and/or organisation.

Keep in mind that organisational effects take time to develop and are likely to strengthen over time (see Figure 49 below).

FIGURE 49 **Impact of project on organisations and networks of respondents (ALL)**

The project already had an impact on my network/organisation (PT)

Project team members in the European Solidarity Corps, randomised parallel modules, question asked in all modules, responses merged, n = 502



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

6 — STRATEGIC ASPECTS

This short chapter explores a number of strategic aspects, including whether the programme’s objectives are fulfilled and how existing strategies and frameworks are used in projects and activities within the European Solidarity Corps.

6.1 ACHIEVING OBJECTIVES OF THE PROGRAMME

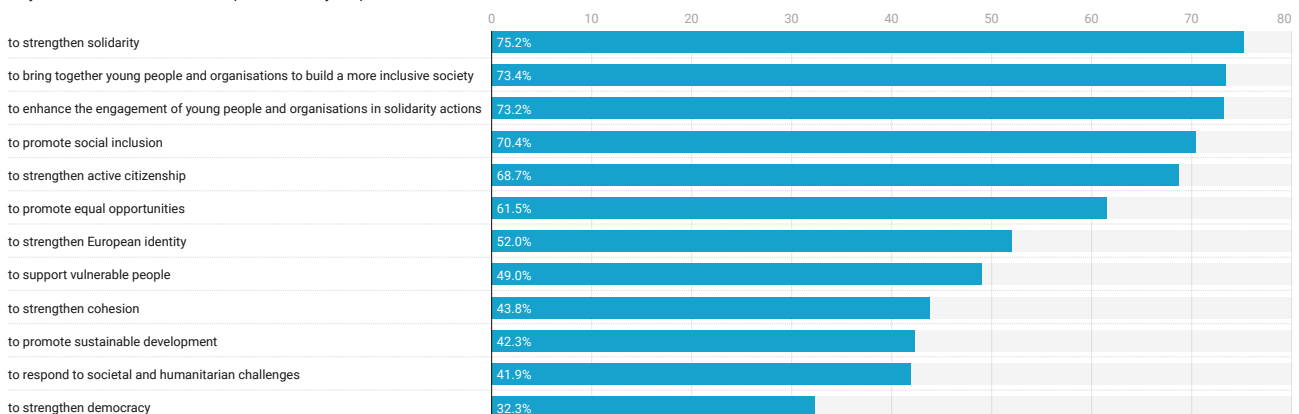
We asked project team members two questions regarding the objectives of the European Solidarity Corps, covering the twelve general objectives of the programme first, and then its seven strategic

objectives, all taken from the legal texts establishing the programme. See Figures 50 and 51 for their assessment as well as the wording of the objectives themselves.

FIGURE 50 Addressing the general objectives of the European Solidarity Corps (PT)

To what extent did the project contribute to the general objectives of the European Solidarity Corps? (PT)

Project team members in the European Solidarity Corps, n = 504

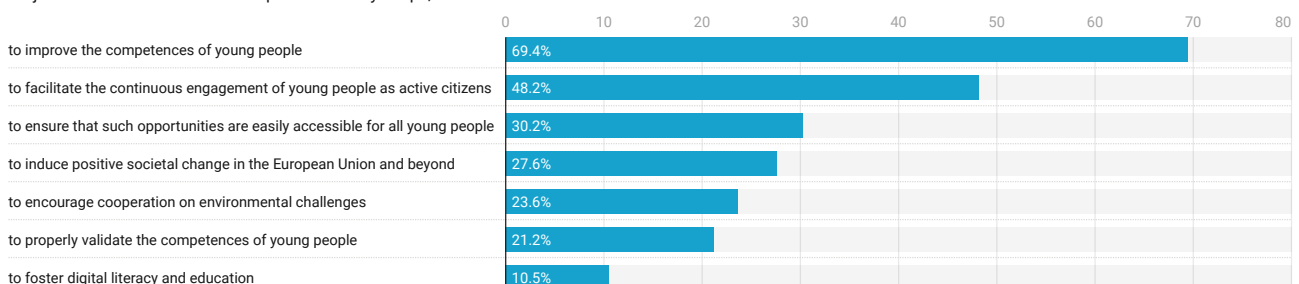


Multiple choice question, randomised response sequence, no limitation of choices (check all that apply)
Source: RAY Transnational Dataset (2024)

FIGURE 51 Addressing the strategic objectives of the European Solidarity Corps (PT)

To what extent did the project contribute to the strategic objectives of the European Solidarity Corps? (PT)

Project team members in the European Solidarity Corps, n = 504



Multiple choice question, randomised response sequence, no more than three choices allowed
Source: RAY Transnational Dataset (2024)

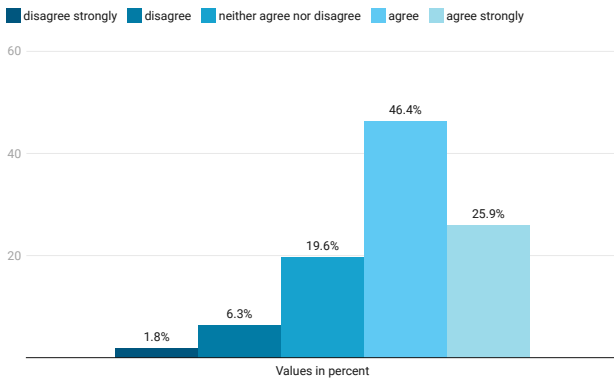
6.2 CONSIDERING THE INCLUSION STRATEGY

We asked project teams whether they considered the Inclusion and Diversity Strategy of the European youth programmes during their project.

FIGURE 52 **Teams considering the Inclusion and Diversity Strategy (PT)**

We considered the Inclusion and Diversity Strategy of the European youth programmes during our project (PT)

Project team members in the European Solidarity Corps, randomised parallel module, n = 112



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

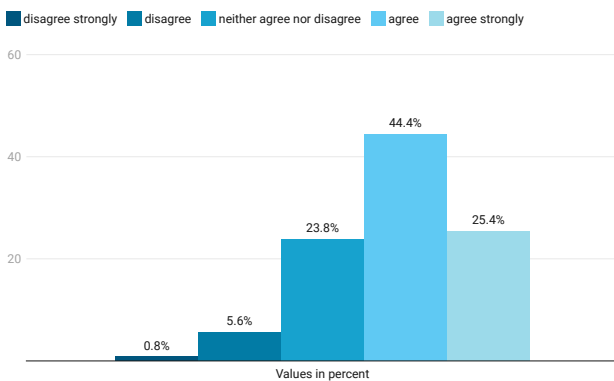
6.3 CONSIDERING THE PARTICIPATION STRATEGY

We asked project teams whether they considered the Youth Participation Strategy of the European youth programmes during their project.

FIGURE 53 **Teams considering the Participation Strategy (PT)**

We considered the Youth Participation Strategy of the European youth programmes during our project (PT)

Project team members in the European Solidarity Corps, randomised parallel module, n = 126



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

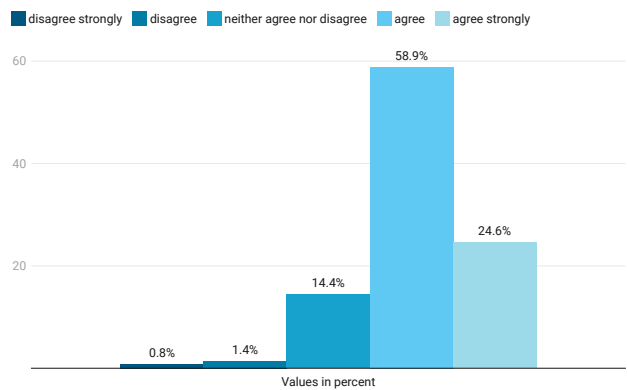
6.4 COMMUNITY IMPACT

We asked project teams for their assessment regarding the involvement of local communities in their project, and the impact of the project on local communities. See Figures 54, 55 and 56 for their responses.

FIGURE 54 **Community awareness of the potential of volunteering (PT)**

The local community has become more aware of the potential of volunteering (PT)

Project team members in the European Solidarity Corps, n = 501

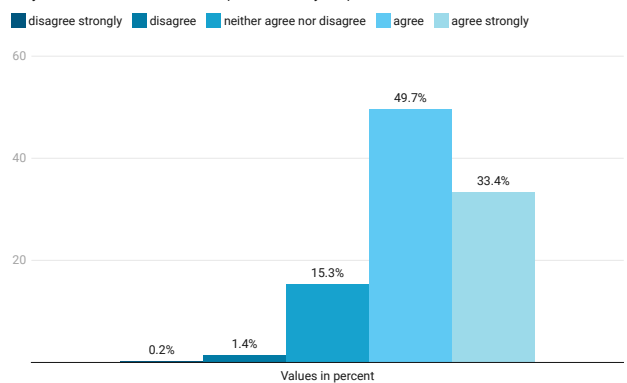


5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

FIGURE 55 **Community appreciation of the intercultural dimension (PT)**

The intercultural dimension was appreciated by the local community (PT)

Project team members in the European Solidarity Corps, n = 497

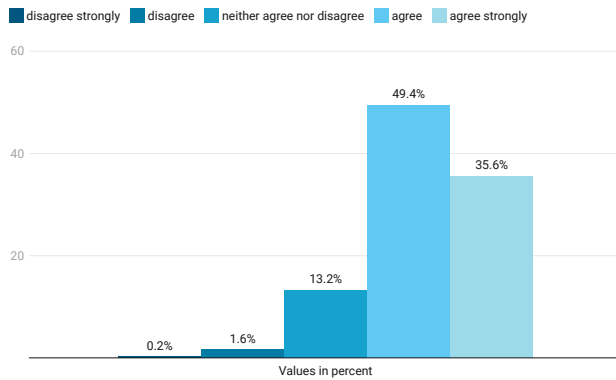


5 point Likert scale question, Median = 4.0
Source: RAY Transnational Dataset (2024)

FIGURE 56 **Community interest in supporting similar activities in the future (PT)**

The local community has shown interest to support similar activities in the future (PT)

Project team members in the European Solidarity Corps, n = 500



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

7 — PROJECT MANAGEMENT

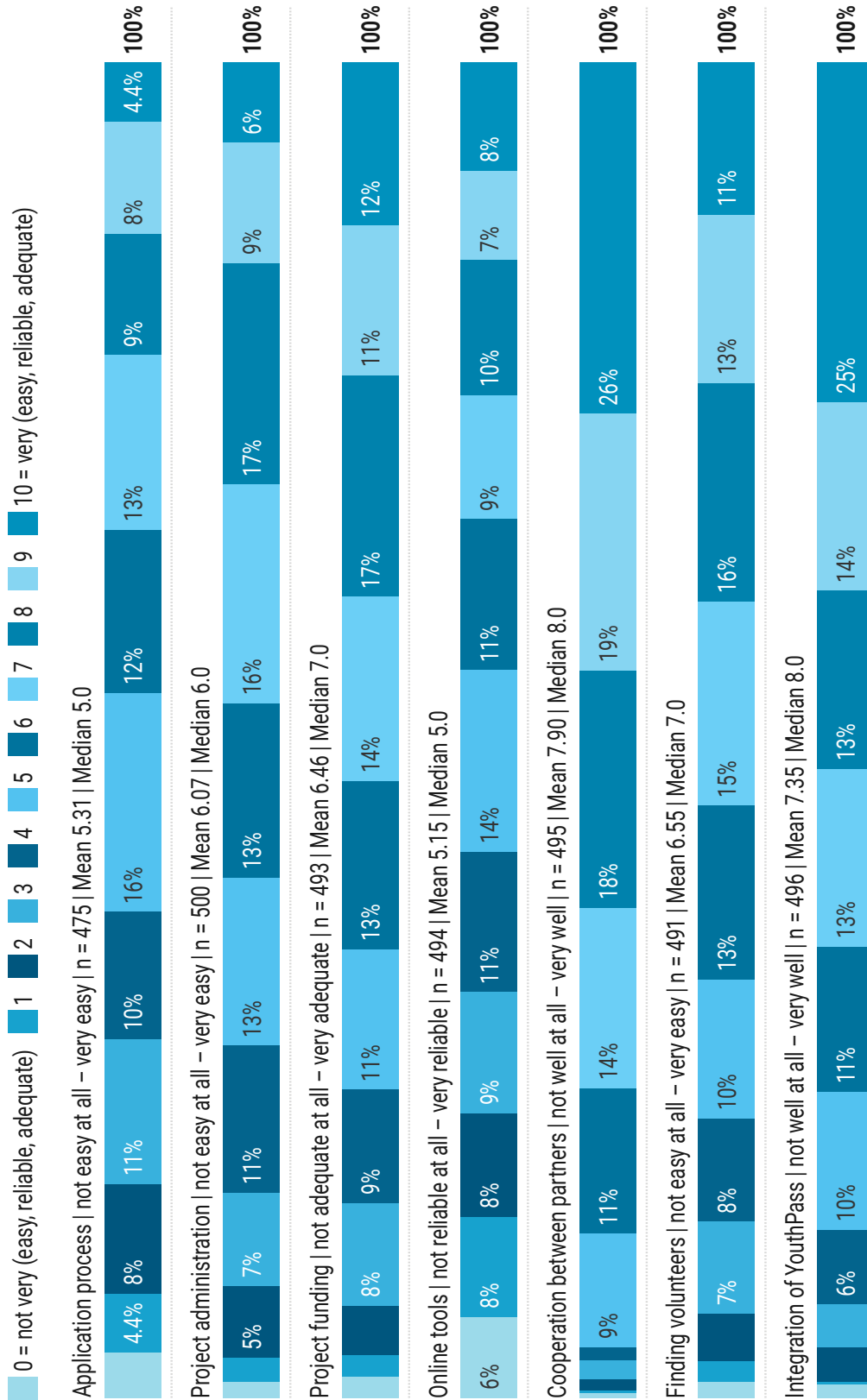
We asked project team members a number of questions regarding project management, and the overall context of programme management in the European Solidarity Corps (see Figure 57).

FIGURE 57

Project teams on the management of their project and overall programme management in the European Solidarity Corps (PT)

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.



11 point scaling questions, slider with integer interval stops from 0 to 10. Means and medians above with every question.

Source: RAY Transnational Dataset (2024)

8 — RESPONDENT PROFILES

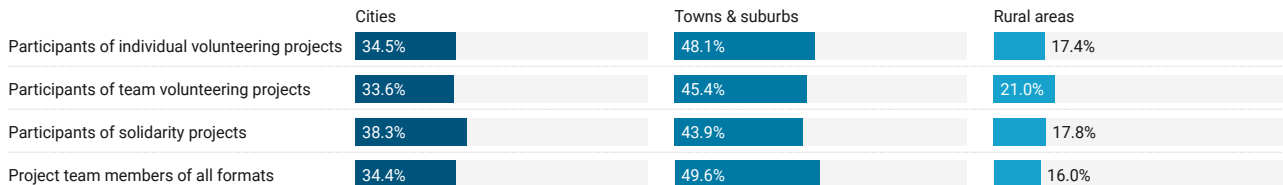
8.1 GEOGRAPHY

FIGURE 58 **Geographical distribution of European Solidarity Corps respondents (ALL)**

Geography of all European Solidarity Corps respondents

Geographical distribution of project participants and project teams in all project formats.

■ Cities ■ Towns & suburbs ■ Rural areas



Survey respondents in 2023, European Solidarity Corps, all formats.
Source: RAY Transnational Dataset (2024)

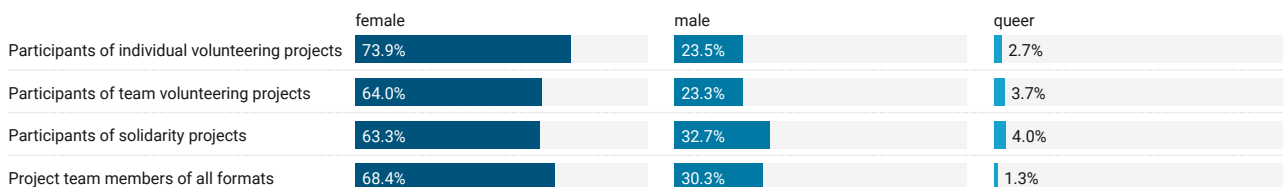
8.2 GENDER

FIGURE 59 **Gender of European Solidarity Corps respondents (ALL)**

Gender of all European Solidarity Corps respondents

Gender of project participants and project teams in all project formats. Queer is used accumulatively for all non-binary genders and/or gender identities (transgender, non-binary, genderfluid, not sure (yet), let me specify).

■ female ■ male ■ queer



Survey respondents in 2023, European Solidarity Corps, all formats.
Source: RAY Transnational Dataset (2024)

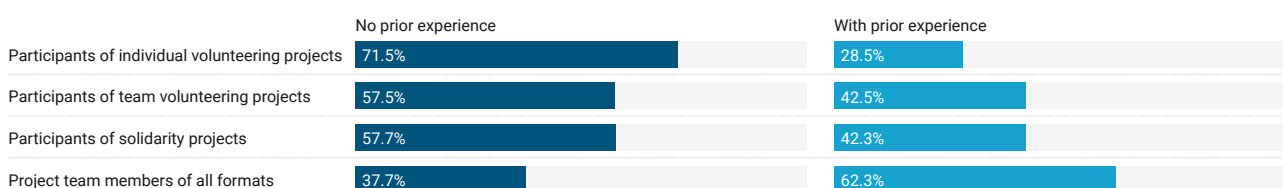
8.3 PRIOR EXPERIENCE

FIGURE 60 **Prior experience of European Solidarity Corps respondents (ALL)**

Prior experience of all European Solidarity Corps respondents

Prior experience in similar projects of project participants and project teams in all project formats.

■ No prior experience ■ With prior experience



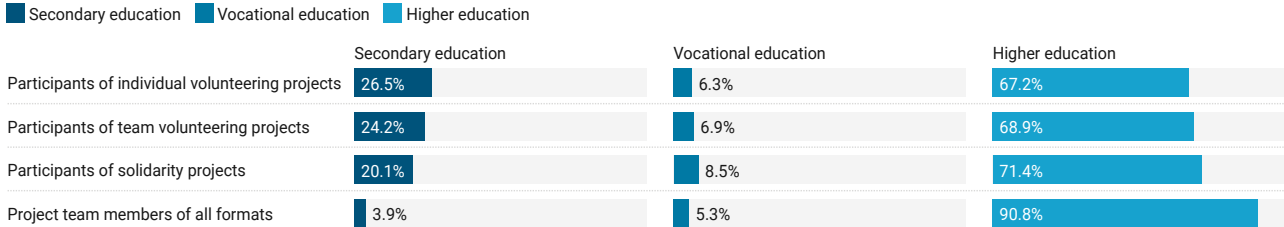
Survey respondents in 2023, European Solidarity Corps, all formats.
Source: RAY Transnational Dataset (2024)

8.4 EDUCATIONAL ATTAINMENT

FIGURE 61 Educational attainment of European Solidarity Corps respondents (ALL)

Educational attainment of all European Solidarity Corps respondents

Educational attainment of project participants and project teams in all project formats.



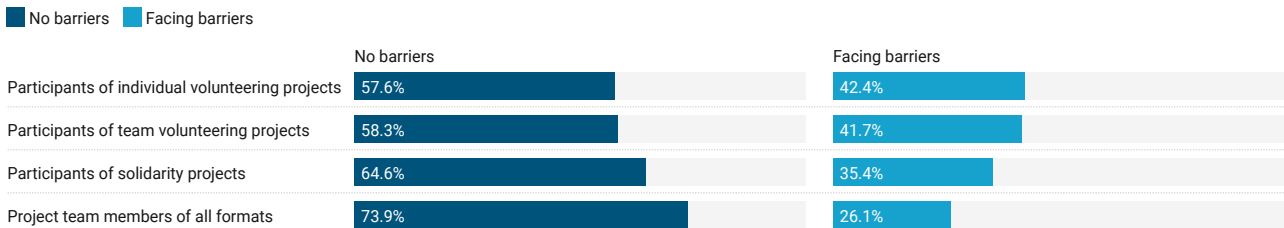
Survey respondents in 2023, European Solidarity Corps, all formats.
Source: RAY Transnational Dataset (2024)

8.5 FACING BARRIERS

FIGURE 62 European Solidarity Corps respondents who face barriers to own potential (ALL)

European Solidarity Corps respondents facing barriers to fulfill own potential

Project participants and project teams in all project formats who face barriers to fulfill their own potential



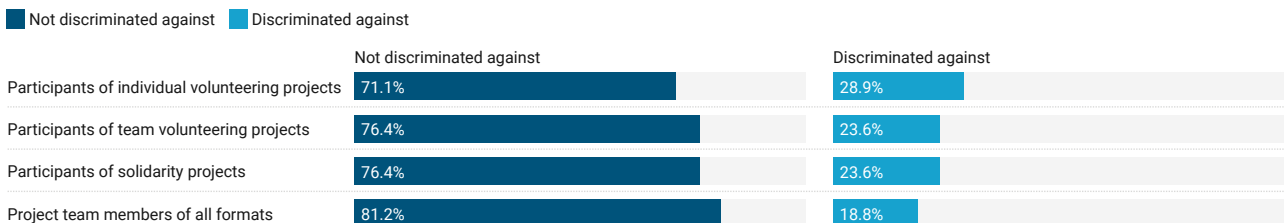
Survey respondents in 2023, European Solidarity Corps, all formats.
Source: RAY Transnational Dataset (2024)

8.6 DISCRIMINATION

FIGURE 63 European Solidarity Corps respondents with discrimination experience (ALL)

European Solidarity Corps respondents who experience discrimination

Project participants and project teams in all project formats who experience discrimination.



Survey respondents in 2023, European Solidarity Corps all formats.
Source: RAY Transnational Dataset (2024)

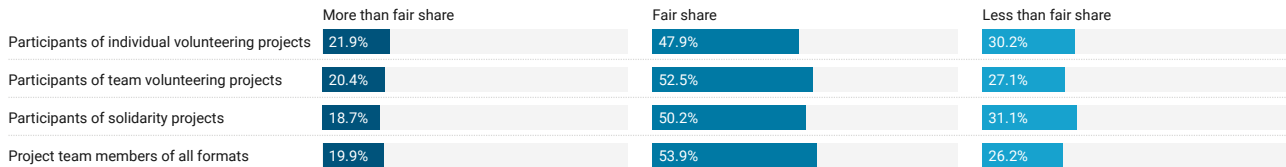
8.7 FAIRNESS OF OPPORTUNITIES

FIGURE 64 **Fairness of own opportunities of European Solidarity Corps respondents (ALL)**

European Solidarity Corps respondents on fairness of opportunities

Project participants and project teams on fairness of own opportunities compared to their peer group

■ More than fair share ■ Fair share ■ Less than fair share



Survey respondents in 2023, European Solidarity Corps, all formats.

Source: RAY Transnational Dataset (2024)





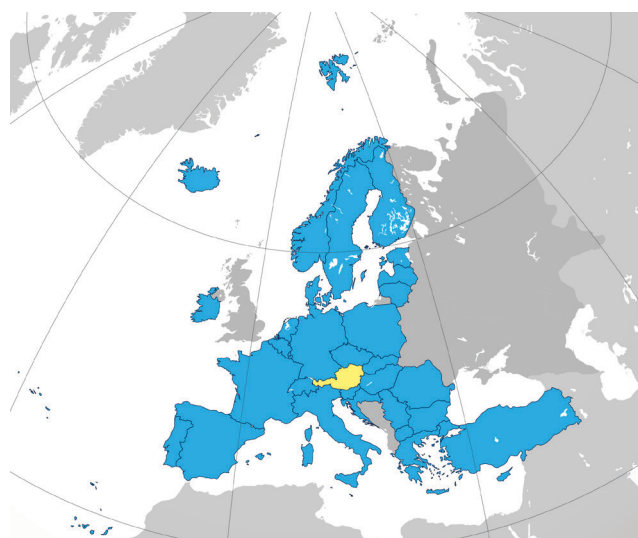
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NETWORK WIDE RESEARCH-PROJECTS



Current thematic research projects

Previous thematic research projects

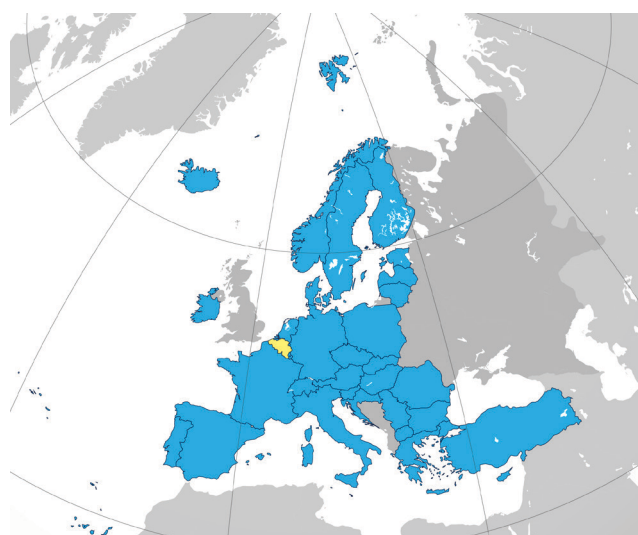
COMP	CAP	
DIGI	COR	
LEARN	INNO	
LTE II	LTE I	
NPC	PART	

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<https://www.researchyouth.net/network/belgium-info/>

National Agency of the Flemish Community – JINT vzw

Research partners in the Flemish Community – Odisee University of Applied Sciences



INVOLVEMENT IN RAY RESEARCH PROJECTS

NETWORK WIDE RESEARCH-PROJECTS



Current thematic research projects

Previous thematic research projects

COMP	CAP	
DIGI	COR	
LEARN	INNO	
LTE II	LTE I	
NPC	PART	

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INVOLVEMENT IN RAY RESEARCH PROJECTS

NETWORK WIDE RESEARCH-PROJECTS ●

Current thematic research projects	Previous thematic research projects
COMP	CAP
DIGI	COR ●
LEARN	INNO
LTE II	LTE I
NPC	PART

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INVOLVEMENT IN RAY RESEARCH PROJECTS

NETWORK WIDE RESEARCH-PROJECTS ●

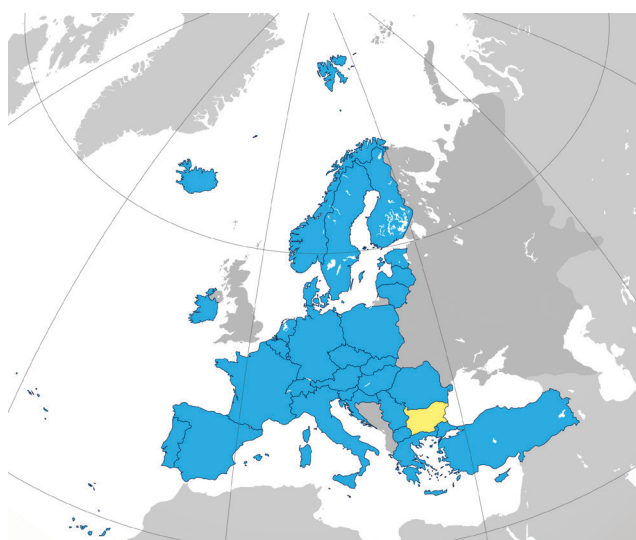
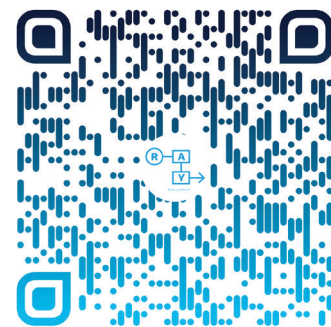
Current thematic research projects	Previous thematic research projects
COMP	CAP
DIGI	COR ●
LEARN	INNO
LTE II	LTE I
NPC	PART

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INVOLVEMENT IN RAY RESEARCH PROJECTS

NETWORK WIDE RESEARCH-PROJECTS

Current thematic research projects

Previous thematic research projects

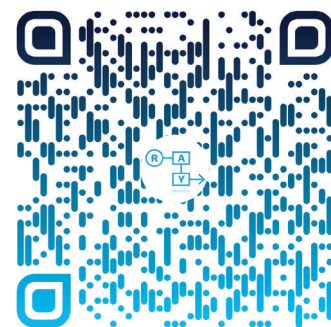
COMP	●	CAP
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LEARN		INNO
LTE II		LTE I
NPC		PART

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Research partners in Croatia – Independent researchers



INVOLVEMENT IN RAY RESEARCH PROJECTS

NETWORK WIDE RESEARCH-PROJECTS

Current thematic research projects

Previous thematic research projects

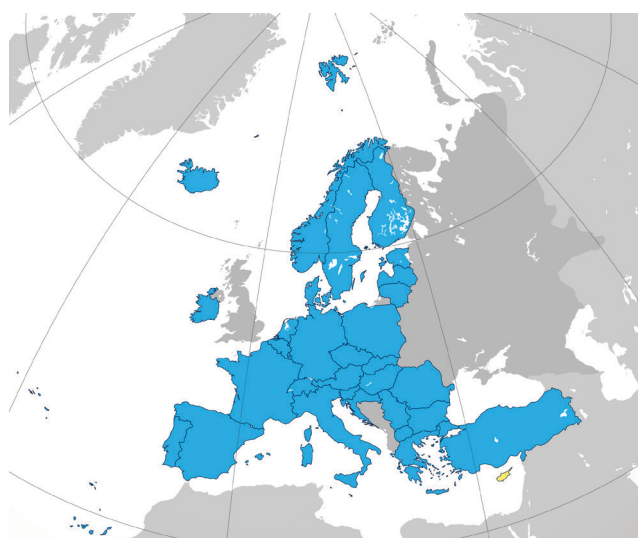
COMP		CAP
DIGI		COR
LEARN		INNO
LTE II		LTE I
NPC		PART

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Research partners in Cyprus – In-house at the National Agency



INVOLVEMENT IN RAY RESEARCH PROJECTS

NETWORK WIDE RESEARCH-PROJECTS



Current thematic research projects

Previous thematic research projects

COMP	CAP
DIGI	COR
LEARN	INNO
LTE II	LTE I
NPC	PART

CZECHIA

<https://www.researchyouth.net/network/czechia-info/>

National Agency of Czechia – Dům zahraniční spolupráce (DZS)

Research partners in Czechia – Independent researchers



INVOLVEMENT IN RAY RESEARCH PROJECTS

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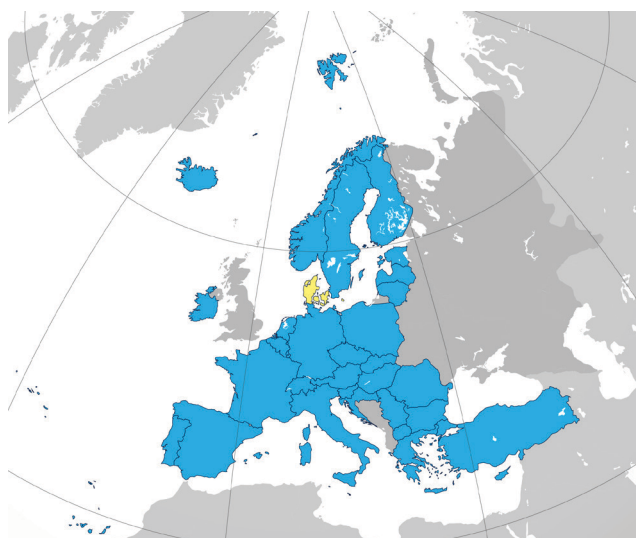
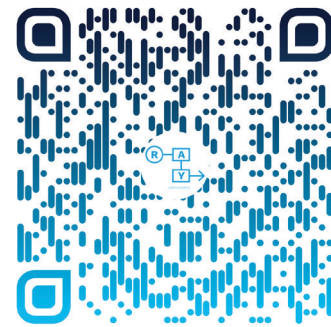
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DENMARK

<https://www.researchyouth.net/network/denmark-info/>

National Agency of Denmark – Uddannelses- og Forskningsstyrelsen (UFS)

Research partners in Denmark – Independent researchers



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ESTONIA

<https://www.researchyouth.net/network/estonia-info/>

National Agency of Estonia – Erasmus+ ja Euroopa Solidaarsuskorpuse agentuuri noorteprogrammide keskus

Research partners in Estonia – Foundation Praxis Think Tank



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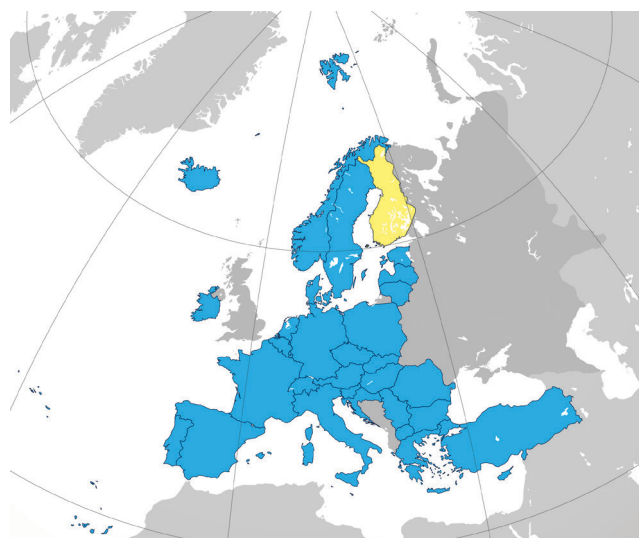
PART

FINLAND

<https://www.researchyouth.net/network/finland-info/>

National Agency of Finland – Finnish National Agency for Education Opetushallitus (EDUFI)

Research partners in Finland – Youth Research and Development Centre Juvenia



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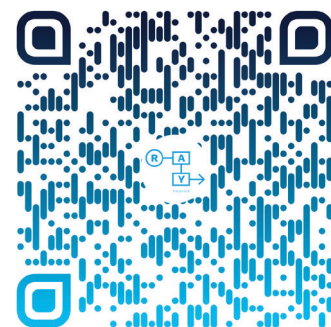
PART ●

FRANCE

<https://www.researchyouth.net/network/france-info/>

National Agency of France – Agence française Erasmus+ Jeunesse et Sport

Research partners in France – In-house at the National Agency



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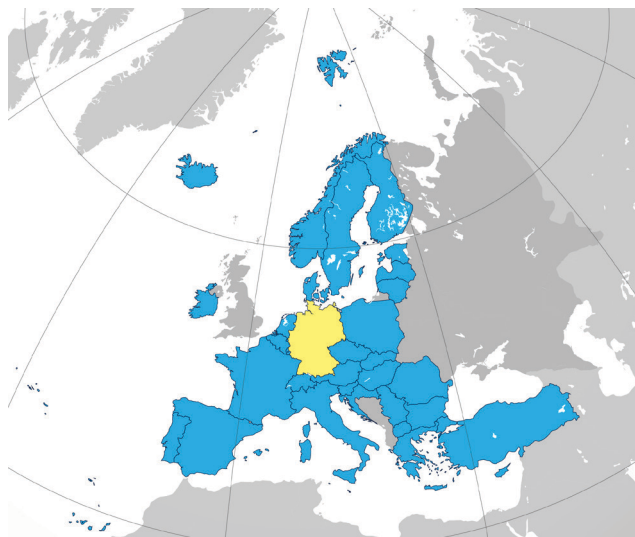
PART

GERMANY

<https://www.researchyouth.net/network/germany-info/>

National Agency of Germany – JUGEND für Europa

Research partners in Germany – Centrum für angewandte Politikforschung, Forschungsgruppe Jugend und Europa



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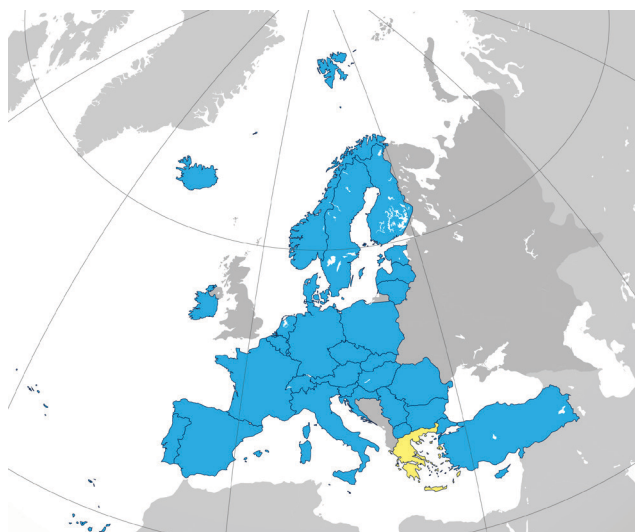
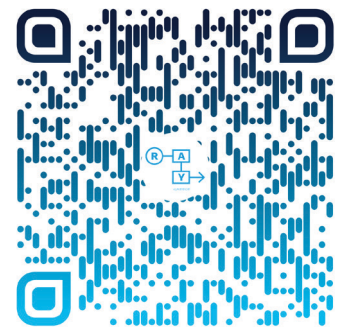
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GREECE

<https://www.researchyouth.net/network/greece-info/>

National Agency of Greece – Youth and Lifelong Learning Foundation (I.NE.DI.VI.M)

Research partners in Greece – In-house at the National Agency



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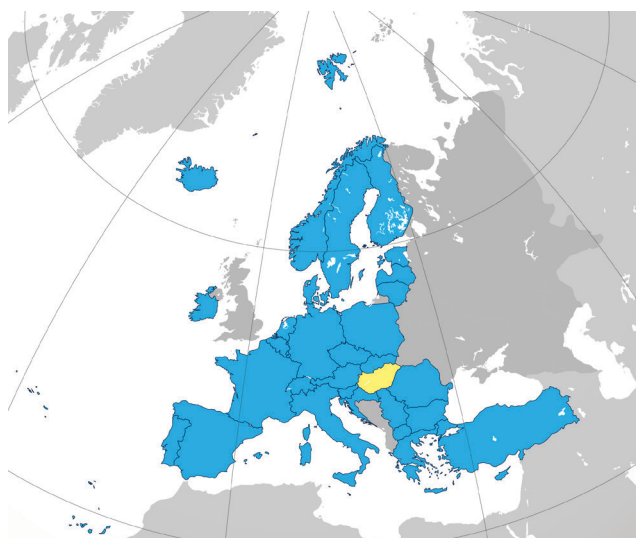
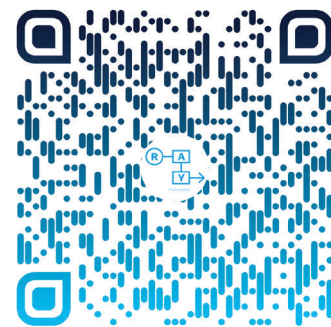
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HUNGARY

<https://www.researchyouth.net/network/hungary-info/>

National Agency of Hungary – Public Foundation Tempus Közalapítvány (TPF)

Research partners in Hungary – Rubeus Association, Network for young researchers



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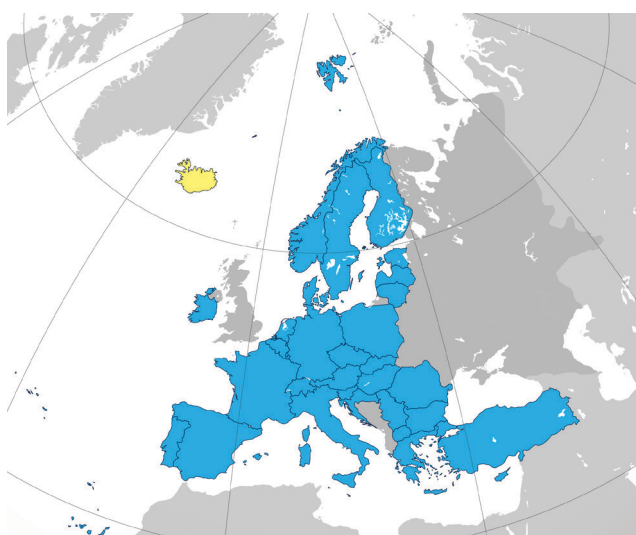
Current thematic research projects	Previous thematic research projects
COMP	CAP
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NPC	PART

ICELAND

<https://www.researchyouth.net/network/iceland-info/>

National Agency of Iceland – Landskrifstofa Erasmus+ Rannsóknamiðstöð Íslands (Rannís)

Research partners in Iceland – Independent researchers



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NPC	PART

IRELAND

<https://www.researchyouth.net/network/ireland-info/>

National Agency of Ireland – Léargas

Research partners in Ireland – Independent researchers



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Current thematic research projects

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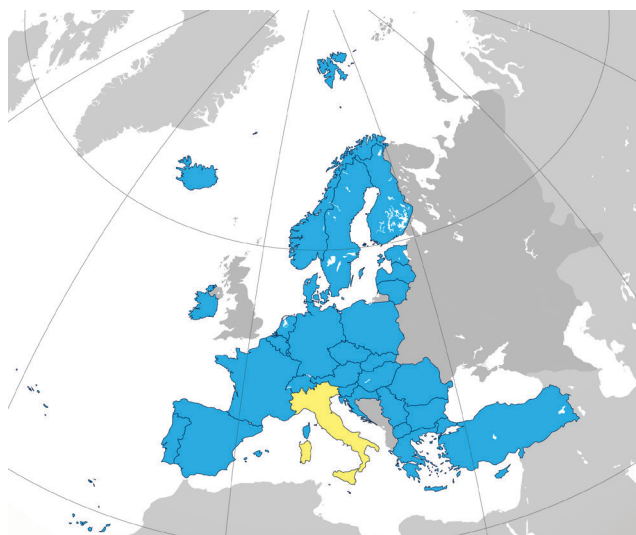
PART

ITALY

<https://www.researchyouth.net/network/italy-info/>

National Agency of Italy – Agenzia italiana per la gioventù (AIG)

Research partners in Italy – In-house at the National Agency



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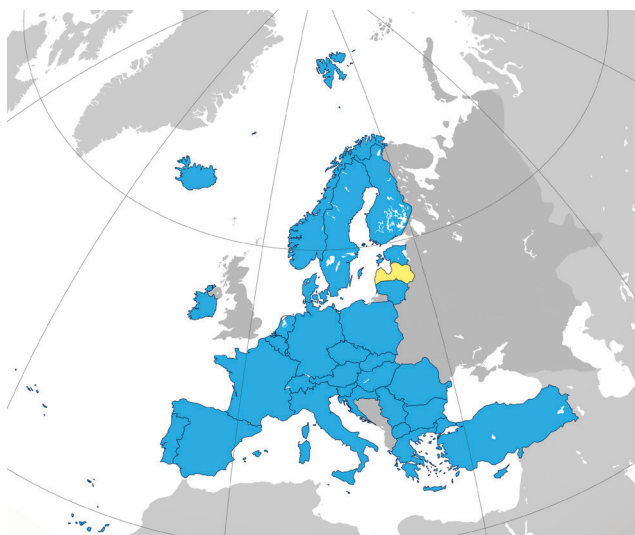
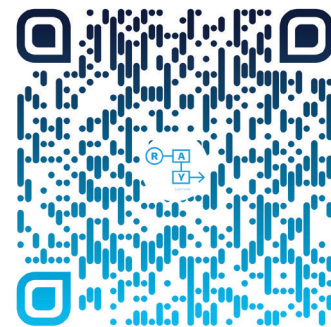


LATVIA

<https://www.researchyouth.net/network/latvia-info/>

National Agency of Latvia – Jaunatnes starptautisko programmu aģentūra (JSPA)

Research partners in Latvia – Laboratory of Analytical and Strategic Studies



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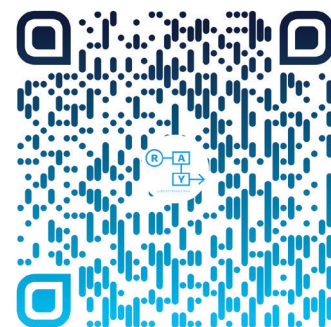
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LIECHTENSTEIN

<https://www.researchyouth.net/network/liechtenstein-info/>

National Agency of Liechtenstein – Agentur für Internationale Bildungsangelegenheiten (AIBA)

Research partners in Liechtenstein – Independent researchers



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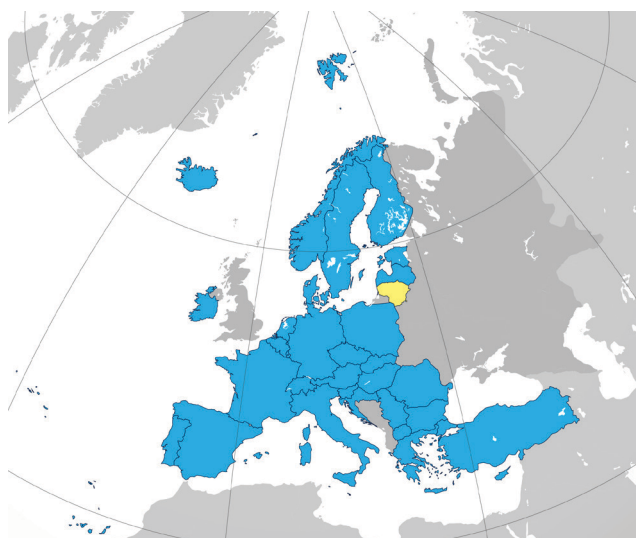
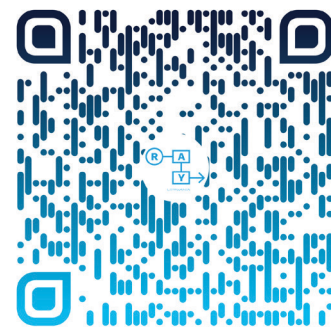
COMP		CAP	
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LITHUANIA

<https://www.researchyouth.net/network/lithuania-info/>

National Agency of Lithuania – Jaunimo reikalų agentūra (JRA)

Research partners in Lithuania – In-house at the National Agency



INVOLVEMENT IN RAY RESEARCH PROJECTS

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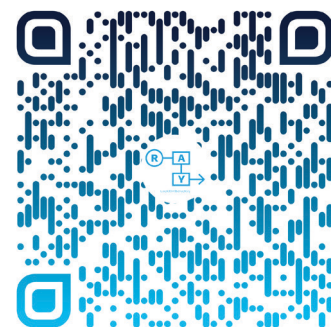
Current thematic research projects		Previous thematic research projects
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LUXEMBOURG

<https://www.researchyouth.net/network/luxembourg-info/>

National Agency of Luxembourg – Anefore a.s.b.l

Research partners in Luxembourg – Universität Luxembourg, Zentrum für Kindheits- und Jugendforschung



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MALTA

<https://www.researchyouth.net/network/malta-info/>

National Agency of Malta – European Union
Programmes Agency (EUPA)

Research partners in Malta – University of Malta,
Faculty of Education



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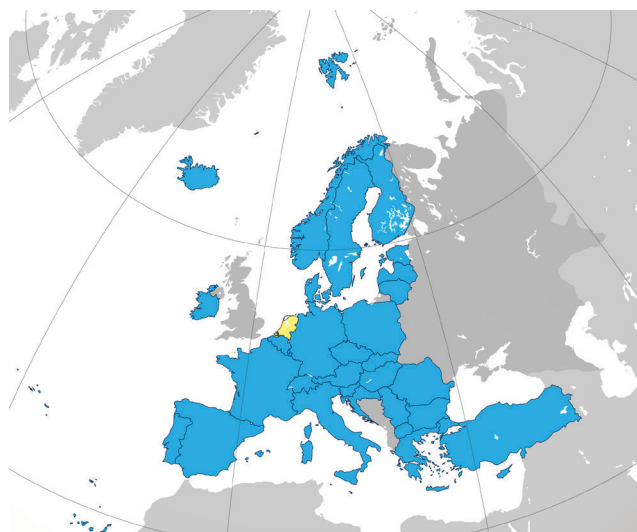
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NETHERLANDS

<https://www.researchyouth.net/network/netherlands-info/>

National Agency of the Netherlands – Nederlands
Jeugdinstituut (NJI)

Research partners in the Netherlands – In-house
at the National Agency



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NORTH MACEDONIA

<https://www.researchyouth.net/network/north-macedonia-info/>

National Agency of North Macedonia – National Agency for European Educational Programmes and Mobility (NAEPM)

Research partners in North Macedonia – Independent researchers



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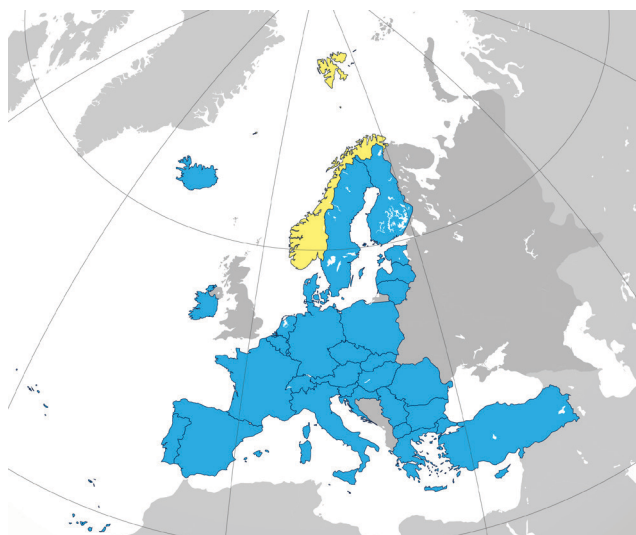
Current thematic research projects		Previous thematic research projects
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NORWAY

<https://www.researchyouth.net/network/norway-info/>

National Agency of Norway – Barne-, ungdoms- og familiedirektoratet (Bufdir)

Research partners in Norway – In-house at the National Agency



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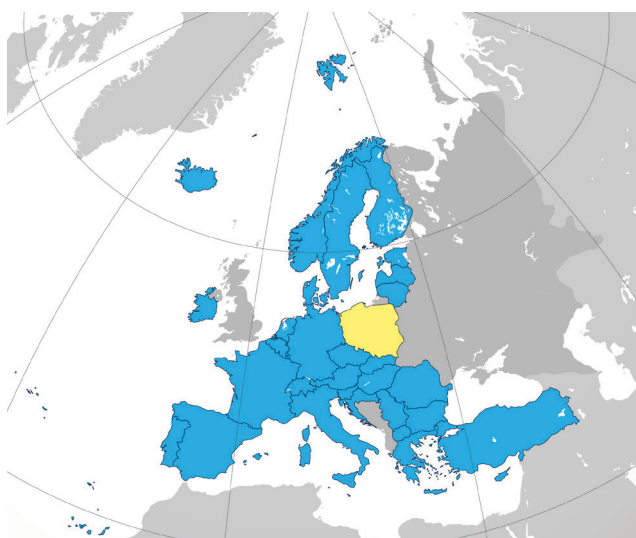
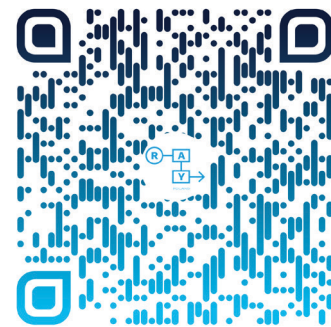
Current thematic research projects		Previous thematic research projects
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POLAND

<https://www.researchyouth.net/network/poland-info/>

National Agency of Poland – Fundacja Rozwoju Systemu Edukacji (FRSE)

Research partners in Poland – In-house at the National Agency



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PORTUGAL

<https://www.researchyouth.net/network/portugal-info/>

National Agency of Portugal – Agência Nacional Erasmus+ Juventude/Desporto e Corpo Europeu de Solidariedade

Research partners in Portugal – Independent researchers



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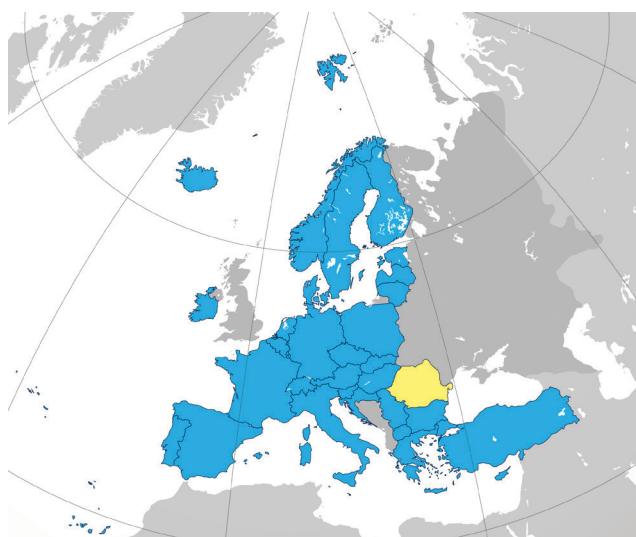
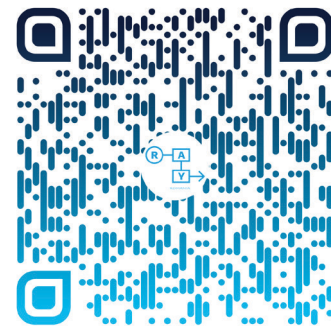
PART

ROMANIA

<https://www.researchyouth.net/network/romania-info/>

National Agency of Romania – Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

Research partners in Romania – In-house at the National Agency



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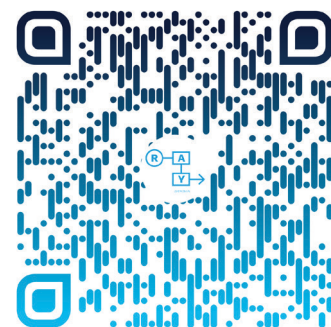
PART

SERBIA

<https://www.researchyouth.net/network/serbia-info/>

National Agency of Serbia – Fondacija Tempus

Research partners in Serbia – In-house at the National Agency



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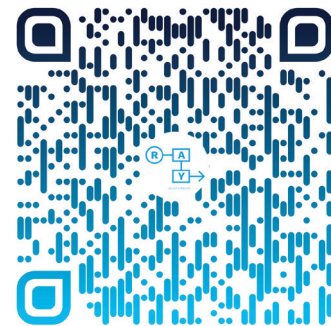
PART

SLOVAKIA

<https://www.researchyouth.net/network/slovakia-info/>

National Agency of Slovakia – Národný inštitút vzdelávania a mládeže (NIVAM)

Research partners in Slovakia – In-house at the National Agency



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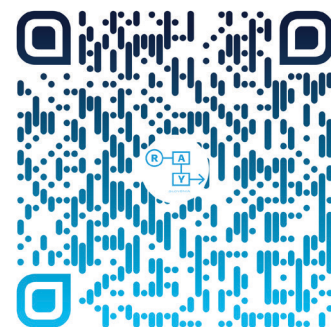
PART

SLOVENIA

<https://www.researchyouth.net/network/slovenia-info/>

National Agency of Slovenia – Zavod za razvoj mobilnosti mladih (MOVIT)

Research partners in Slovenia – University of Ljubljana, Faculty of Social Sciences



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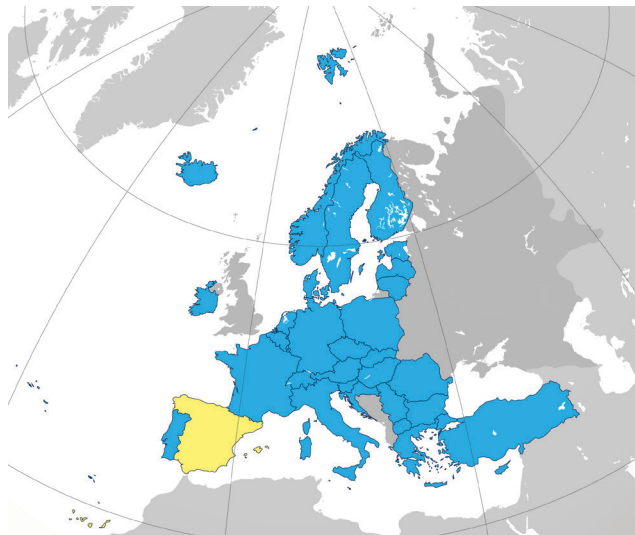
PART

SPAIN

<https://www.researchyouth.net/network/spain-info/>

National Agency of Spain – Agencia Nacional Española para la Juventud (INJUVE)

Research partners in Spain – In-house at the National Agency



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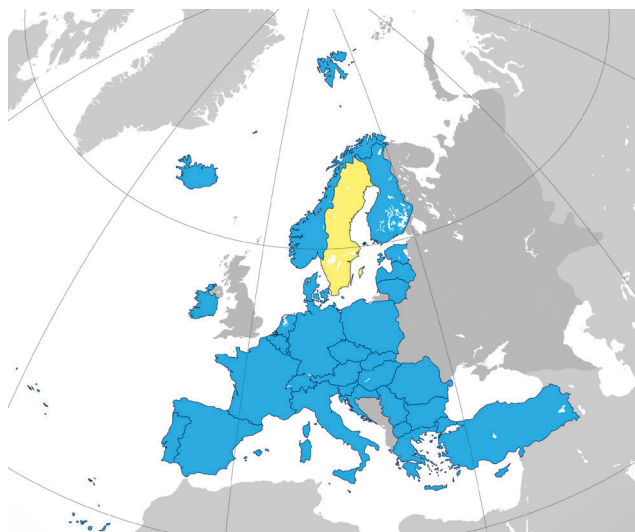
PART

SWEDEN

<https://www.researchyouth.net/network/sweden-info/>

National Agency of Sweden – Myndigheten för ungdoms- och civilsamhällesfrågor (MUCF)

Research partners in Sweden – Independent researchers



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SWITZERLAND

<https://www.researchyouth.net/network/switzerland-info/>

National Agency of Switzerland – National Agency for Exchange and Mobility (Movetia)

Research partners in Switzerland – Independent researchers



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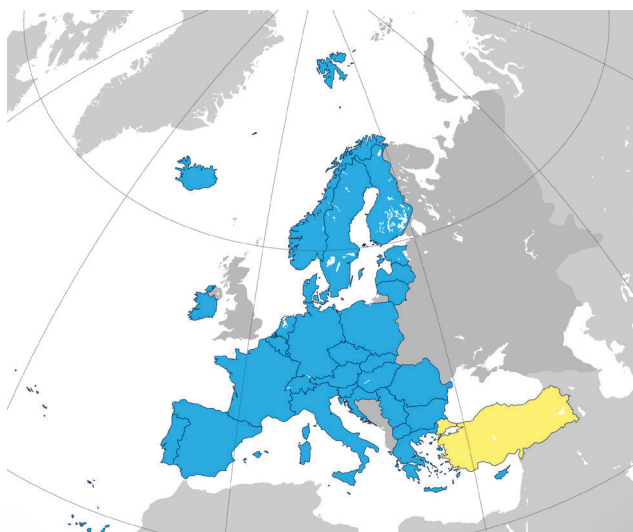
Current thematic research projects	Previous thematic research projects
COMP	CAP
DIGI	COR ●
LEARN	INNO
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NPC	PART

TÜRKIYE

<https://www.researchyouth.net/network/turkey-info/>

National Agency of Türkiye – The Centre for European Union Education and Youth Programmes (CEUEYP)

Research partners in Türkiye – Harran University and Marmara University



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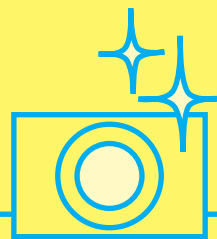
NETWORK WIDE RESEARCH-PROJECTS ●

Current thematic research projects	Previous thematic research projects
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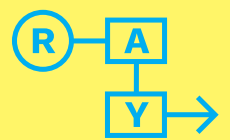
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