

# Research-based Analysis of Youth UK Participant Survey: Acquiring Skills Final Report

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## Section 1 Introduction

This report presents evidence on how the mobility placements provided by the Erasmus+ programme have helped its participants to acquire particular skills and competences. This report is one of three thematic reports, each focusing on a different skill area. This report presents findings on the impact of Erasmus+ on participants' acquisition and understanding of skills and competencies. The other reports focus on civil society and youth workers.

### 1.2 Erasmus+

Erasmus+ is the EU programme for education, training, youth and sport. The programme runs between 2014-2020 and supports activities in education, training, youth and sport across all sectors of lifelong learning including higher education, further education, adult education, schools and youth activities. In each country Erasmus+ is run by a National Agency. The UK National Agency is a joint venture between The British Council and Ecorys UK.

#### 1.2.1 About RAY MON

The majority of Erasmus+ Youth National Agencies take part in Research-based Analysis of Youth (RAY). This involves a series of research to investigate and evaluate the impact of the Erasmus+ programmes. The research aims to contribute to a better understanding of international youth work and youth learning mobility and provides evidence that will enable policy development in the youth field in Europe as well as to the development of international youth work and learning mobility practice.

RAY-MON is the name of the RAY monitoring survey. The UK has been involved in RAY-MON since 2014, during which time two surveys have been run; in 2015-16 and 2017-18. The data collection was centred on young people and youth workers involved in Erasmus+ Key Action 1 and Key Action 3:

- Key Action 1 aims to provide opportunities for individuals to improve their skills, enhance their employability and gain cultural awareness. Key Action 1 covers the five fields of higher education, vocational education and training, schools, adult education and youth. Under Key Action 1 organisations are able to apply for funding to run mobility projects to offer structured study, work experience, job shadowing, training and teaching opportunities to staff and learners.
- Key Action 3 covers any type of activity aimed at supporting and facilitating the modernisation of education and training systems. Key Action 3 covers the field of youth only. Under Key Action 3, the Erasmus+ programme funds

strategic activities supporting policy reform across the EU in and the field of youth.

The two surveys were fielded to different respondents in two sequential waves (autumn and spring) and each used the same questionnaire (although some small changes were made). Participants were surveyed either at the end of the project or at the end of their period abroad. For this analysis the two years of data were combined to provide sufficient numbers per group of interest (outlined in Section 1.2.2).

This analysis used data collected from participants not leaders. The findings in this report are therefore based on the views and experiences of participants only.

### **1.2.2 Groups of interest**

There are four participant groups that are of specific interest to this analysis. These groups are based on the different activities undertaken by Erasmus+ participants and are:

1. Youth exchanges (Key Action 1, young people)
2. Youth worker mobility (Key Action 1, youth Workers)
3. European Volunteering (Key Action 1, young people) and
4. Structured dialogue with policy-makers (Key Action 3, young people).

Throughout the report comparisons are made between these four groups<sup>1</sup>.

Some participants in the data were excluded from this analysis. In 2015 an additional participant group was covered by the survey; Advanced Planning Visits. These projects involved sending participants on trips meet up with partners and plan activities. These participants were not included in the analysis for this report due to small numbers. In addition, the data contained a small number of participants of a specialist project type called Transnational Cooperation Activity, which funds grants for individuals to attend training or conferences abroad on a wide variety of topics. The experiences of these participants can be very varied and the numbers were small, hence they have also been excluded for this analysis. Finally, any participants for projects where the UK was neither the funding nor sending country were excluded. More details about data preparation are provided in the Appendix.

### **1.3 Analysis methods used**

The analysis was conducted in two steps. At the first step a set of descriptive statistics were run, comparing the distribution of key outcomes across the four

<sup>1</sup> The number of survey respondents from each group can be found in Table A1 in Appendix 1 of this report.

groups. The differences in distribution were tested formally using Chi-square tests. The descriptive step was used to identify where there were large differences in key outcomes across the four participant groups.

At the second step regression analysis was used to test whether those differences in key outcomes remained once other participant characteristics were taken into consideration. If the difference is no longer significant then this indicates the differences seen in the descriptive step were likely to be caused by differences in the profiles of the participant groups. However, if the difference remains significant then this suggests the differences are genuine.

The regression models allow us to control for a range of socio-demographic characteristics. These include: age, gender, residency, nationality, main language, education, parent's education, special needs, whether or not the participant lives in a rural area, whether or not the participant faces obstacles, whether they feel that they have opportunities, their occupational status, and their reasons for participating.

### 1.3.1 Weighting the data

The analysis has been carried out on unweighted data. Weights are usually required to adjust for known differences in selection probabilities (for example, where individuals belonging to a specific sub-group are more likely to be selected for the sample) or where there are differences in response behaviour (for example, if individuals with specific characteristics are more likely to respond to the survey than others, then they will be over-represented in the responding sample, which can lead to bias). In each instance the researcher requires reliable information about the target population in order to generate the weights. Without reliable, robust population data the researcher risks generating a set of weights that do not adjust the sample in the correct manner, which could result in an increase in bias, rather than a reduction.

Whilst there are some population data available from the projects, it is known to contain duplicates. The duplicates exist because participants are able to attend more than one project. However identifying and removing these duplicates would not be straightforward. These duplicates mean the population data is not a true representation of the population of *individuals* who took part in the projects, i.e. the target population for this analysis, hence weighting the sample to this data could potentially introduce bias into the sample. It was not possible to identify an alternative set of population figures for this specific population, since the target population have self-selected themselves onto the projects and are therefore different to a general sample of young people. It was therefore deemed less risky and more transparent not to weight the sample.

In addition, the purpose of the analysis is to compare across groups, rather than make assertions about the wider population of participants. This reduces the importance of weighting, since the focus is on relationships that are internal to the data.

### 1.3.2 Potential biases and caveats

In interpreting the results of this analysis, and more broadly the outputs of the evaluation survey, it is important to consider its limitations and the sources of potential bias. There are two (related) potential sources that we would like to draw attention to:

1. **The absence of a baseline survey.** The results we present are generated by the descriptive and multivariate analysis of post-project perception and self-evaluation data. No baseline data was used. Participants were asked their views solely upon completion of their project and we have no information as to their views before their participation. As such, we cannot measure the 'distance travelled' during the project or if their views have indeed changed during the project. Furthermore, we cannot show if any potential change is induced or caused by their participation (in addition to baseline measures, a comparison group would also be required).

However, the analysis does pinpoint participants' perceptions and evaluations and the between-group comparisons allow observing the differential potential for impact between key groups. (Nonetheless, we cannot tell if differences are a product of the project itself or whether they simply are an outcome of the types of people who decide to pursue participation in the different types of projects)

2. **Self-reported evaluation and satisficing.** The post-project survey is designed as a self-completion questionnaire where respondents are asked to assess the impact the project had on them across a variety of dimensions. The literature on social cognition and survey methodology identifies 'satisficing' as one of the main potential risks to such questions, whereby:
  - Respondents do not thoroughly think about what the question is asking but might choose an option that they believe is in line with what is expected of them; or
  - Choose an option that is socially desirable.

Additionally, the phrasing of some questions might contribute to the effects mentioned above. In some instances questions are somewhat unbalanced and leading in favour of a positive response.

Finally, it is important to note that as long as the potential biases described above similarly affect all respondents (and the patterns are similar across groups) the validity of the between-groups comparisons is not likely to be affected.

### **1.3.3 Structure of the report**

The report contains two main sections. The first covers findings for all participants, comparing across the four participant groups of specific interest. The second section looks specifically at participants who faced obstacles.

The full output of the analysis (descriptive tables and regression output) is provided in an (Excel) appendix. Charts of specific interest are presented in the main text.

## Section 2 Findings from the analysis

In this section we outline how the projects affected the participant’s personal development and their acquisition of new skills and competencies.

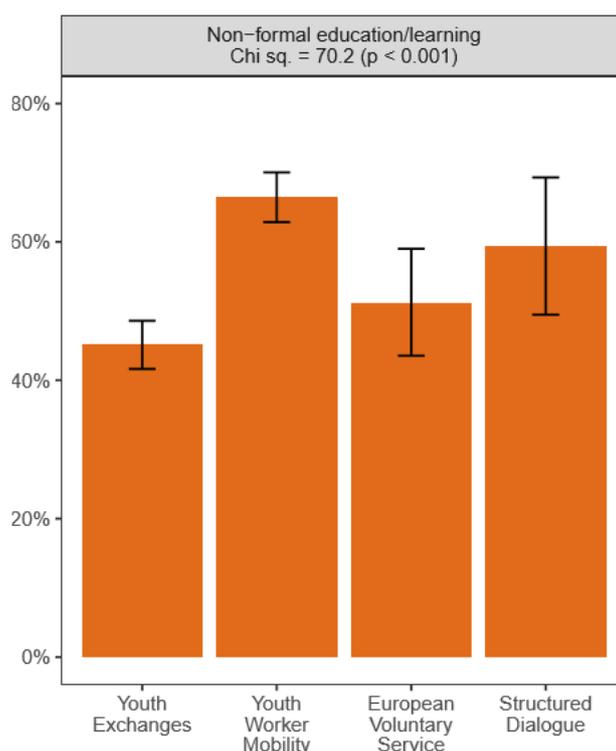
### 2.1 New knowledge about skill acquisition

Participants were asked whether their involvement in the project had taught them something new about non-formal learning, personal development and professional development. Just over half (55%) of all participants said they had learnt something new about non-formal learning and personal development. A lower proportion (29%) of all participants said they had learnt something new about professional development.

#### 2.1.1 Non-formal learning

Participants on Youth Worker Mobility projects were most likely to say that they had gained new knowledge about non-formal learning, with 66% of participants in this group saying they had learnt something new compared to 59% of Structured Dialogue participants, 51% of European Voluntary Service participants and 45% of participants on Youth Exchanges.

**Figure 2.1 The proportion agreeing they had gained knowledge about non-formal learning by participant group**

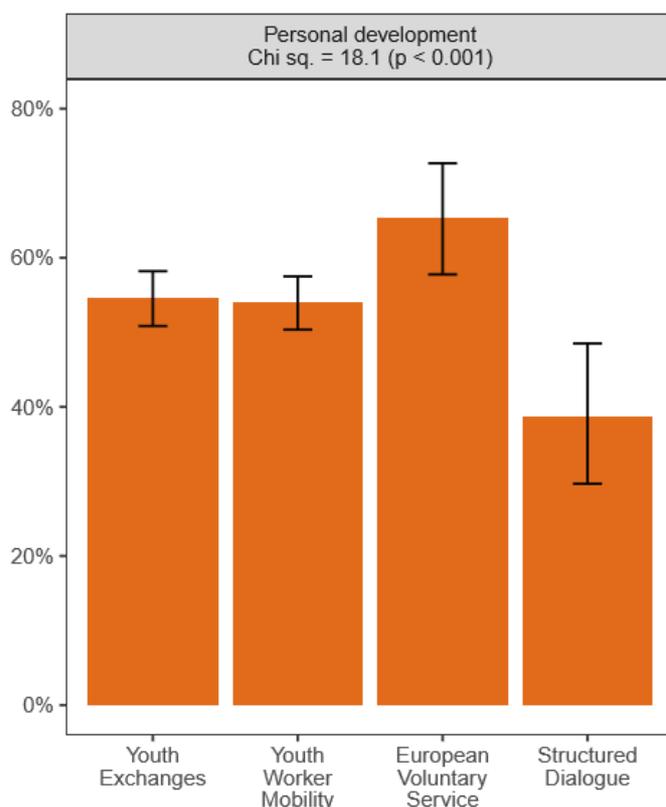


These differences remained once differences in group profile had been taken into account. The proportion of Youth Worker Mobility participants who felt they had learnt something new from the project remained significantly higher than all other groups, even after controlling for differences in socio-demographic profile and the participant’s motivations for joining the project.

### 2.1.2 Personal Development

European Voluntary Service participants were significantly more likely than participants in any of the other groups to say they had gained new knowledge about personal development; 65% of them said they had learnt something new, compared to 55% of Youth Worker Mobility participants, 54% of Youth Exchange participants, and only 39% of participants on Structured Dialogue projects. These differences between groups remained when differences in group profile had been taken into account. The proportion of participants who felt they had learnt something new about democracy was still significantly higher for European Voluntary Service participants.

**Figure 2.2 The proportion agreeing they had gained knowledge about personal development by participant group**



### **2.1.3 Work and professional development**

When asked whether they had learnt something new about professional development, 34% of the participants on Youth Worker Mobility projects said they had gained new knowledge, compared with 30% of European Voluntary Service participants, 27% of Structured Dialogue participants and 25% of the participants on Youth Exchanges. These differences were not followed up using multivariate analysis methods as they were too small to warrant further investigation.

## **2.2 Improvement in skills**

Participants were asked whether they agreed or disagreed that their involvement in the project had improved their ability to apply new learning and develop their skills in six areas: their ability to cooperate in a team, develop an idea and put it into practice, identify opportunities for personal or professional development, negotiate joint solutions when there are different viewpoints, plan and carry out own learning independently, and think logically and draw conclusions.

The majority of participants across projects said their involvement with Erasmus+ had improved their skills. Participants reported the biggest improvement for team cooperation, with nearly all (94%) either strongly agreeing or agreeing that Erasmus+ had improved their cooperation skills. The vast majority also strongly agreed or agreed that Erasmus+ had improved their ability to develop an idea and put it into practice (86% of all participants), identify opportunities for personal or professional development, (88% of all participants), negotiate joint solutions (% of all participants), and plan and carry out own learning independently (78% of all participants). Whilst a smaller proportion of participants on all projects said their involvement in Erasmus+ had improved their ability to think logically and draw conclusions, the majority (56%) still strongly agreed or agreed.

When looking at differences between groups, the analysis showed no significant differences in the proportion of participants agreeing that they had improved their ability to plan and carry out independent learning, however, there were significant differences between groups for the other five skill areas. No single participant group was consistently more likely to agree with the statements. Instead the pattern of agreement within each participant group varied across the different statements.

### **2.2.1 Ability to cooperate in a team**

European Voluntary Service participants were significantly less likely to strongly agree (or to agree overall) that the project had improved their ability to cooperate as part of a team; 48% strongly agreed, compared to 52% in all other groups.

### **2.2.2 Ability to develop an idea and put it into practice**

European Voluntary Service participants were also the group least likely to strongly agree (or to agree overall) that the project had improved their ability to develop and execute ideas; 27% strongly agreed, compared to 33% of those on Structured Dialogue and Youth Exchange projects, and 36% of those on Youth Worker Mobility projects. These differences between groups remained significant when differences between group profiles had been taken into account.

### **2.2.3 Ability to identify opportunities for personal or professional development**

A different pattern was seen for the statement about personal development. European Voluntary Service participants were significantly more likely to strongly agree that the project had improved their ability to identify opportunities for personal or professional development, with 43% strongly agreed, compared to 36% of Youth Worker Mobility participants, 34% of Structured Dialogue participants and 31% of participants on Youth Exchanges.

Whilst the findings in Section 2.1.3 suggested that Youth Worker Mobility participants were most likely to say they had learnt something new about work and professional development, the results here suggest the European Voluntary Service participant had specifically improved their ability to identify opportunities for development. Without baseline information (see Section 1.3.2) it is not clear whether this is because participants for European Voluntary Service had better prior understanding about professional development, and were therefore less likely to say they had learnt something new, or whether the Youth Worker Mobility projects were more focussed on increasing their participants knowledge and understanding more generally, rather than future steps.

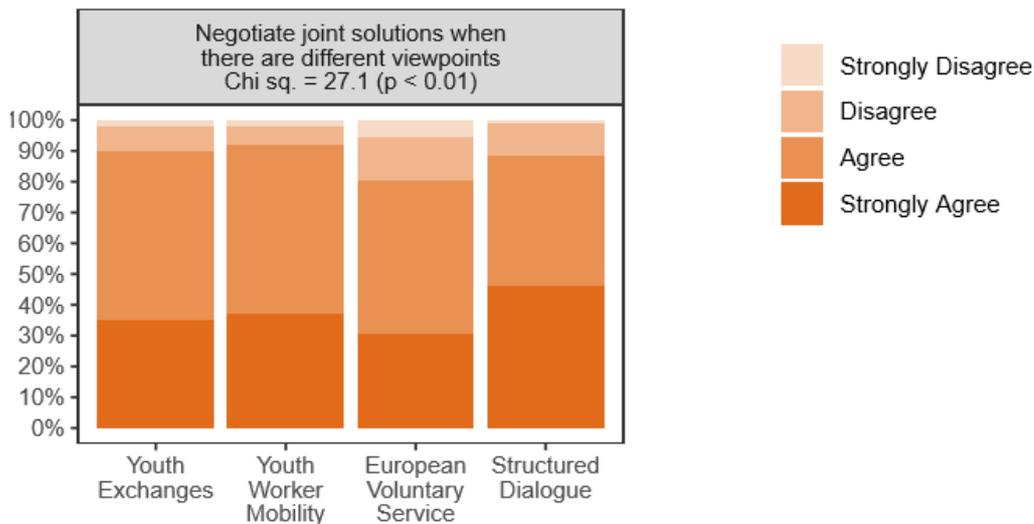
### **2.2.4 Ability to negotiate joint solutions when there are different viewpoints**

The Structured Dialogue participants were most likely to strongly agree with the statement, with 46% strongly agreeing that the project improved their ability to negotiate joint solutions, compared to 37% of Youth Worker Mobility participants, 35% Youth Exchanges and 30% of European Voluntary Service participants.

However, a different pattern exists when looking at agreement overall (combined proportion who strongly agree and agree). Combined agreement is highest among Youth Worker Mobility participants at 92%, compared to 89% of Youth Exchanges, 88% of Structured Dialogue participants and 80% of European Voluntary Service participants, the latter group have the lowest level of agreement using either

approach. These differences between groups remained when differences in group profile had been taken into account.

**Figure 2.3 Participants improved ability to negotiate joint solutions by participant group**

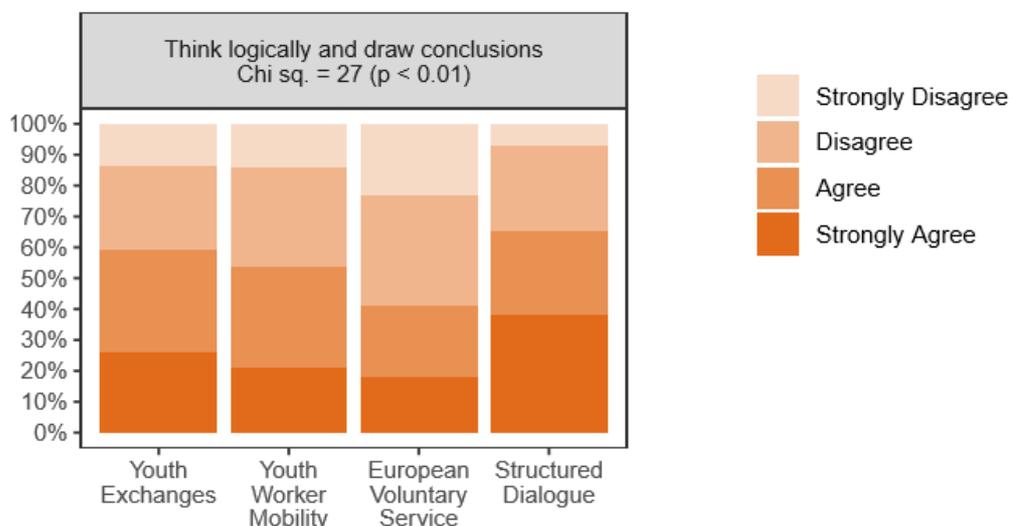


### 2.2.5 Ability to think logically and draw conclusions

Out of the six skill areas covered in this question, this statement had the lowest proportion of participants across all groups that agreed with it.

Within this statement, the European Voluntary Service participants were the least likely to agree that their participation had improved their ability to think logically and draw conclusions, with just 18% strongly agreeing, followed by 21% of Youth Exchange participants, 26% of Youth Worker Mobility participants and 38% of Structured Dialogue participants. The proportion of European Voluntary Service participants agreeing with the statement remained significantly lower once differences in group profile had been taken into account.

**Figure 2.4 Participants improved ability to think logically by participant group**



### 2.3 Participants' perceptions of how the project affected them

Participants were asked whether their involvement with the project would impact on their future learning plans. They were asked whether they agreed or disagreed that their participation had made them aware of which of their competences they wanted to develop further, would encourage them to engage in further education and training, and would encourage them to make use of non-formal education and learning opportunities.

The analysis suggests that, collectively, the projects have had a positive impact. A large majority of participants either strongly agree or agree that their involvement with Erasmus+ had given them a better awareness of their skills and encouraged them to develop their skills further; 85% of the participants from all groups either strongly agreed or agreed that their involvement had made them aware of which competences to develop further, 84% of all participants strongly agreed or agreed that Erasmus+ would encourage them to engage in further education, and 91% of all participants said their involvement would encourage them to make use of non-formal education.

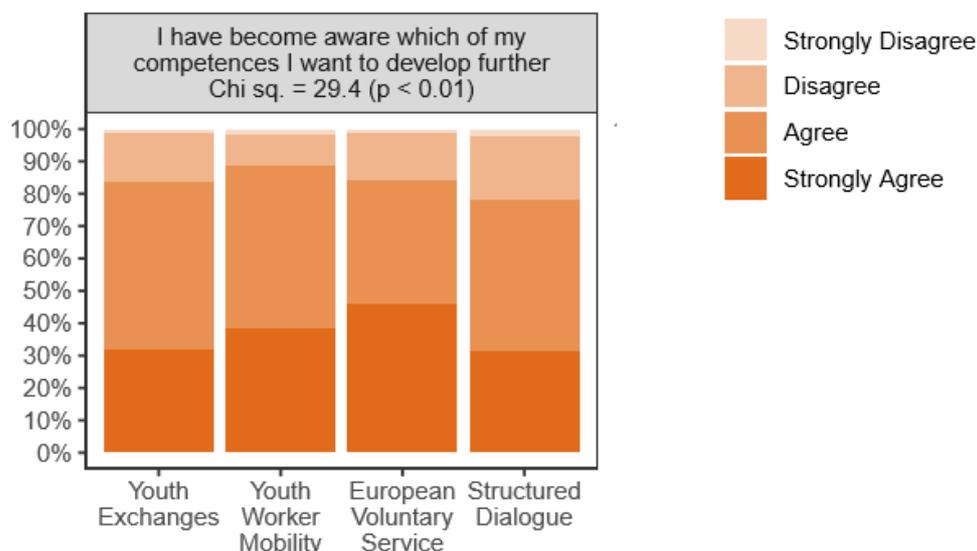
When looking at differences between the participant groups, the analysis showed there were no significant differences between groups in the impact of their involvement on their plans to engage in further education and training. However, there were significant differences in the participants' responses to the question about awareness of competencies and the question regarding plans to make use of non-formal education.

### 2.3.1 Becoming aware of which competences to develop further

The European Voluntary Mobility participants were most likely to strongly agree with the statement, with 46% strongly agreeing that the project had encouraged them to become more aware of which competencies they should develop further, compared to 38% of Youth Worker Mobility participants, and 32% of participants on Youth Exchanges and Structured Dialogue.

However, when looking at agreement overall (the combined proportion who strongly agree and agree) a different pattern emerges. Combined agreement is highest among Youth Worker Mobility participants at 88%, compared to 84% for both European Voluntary Service participants and Youth Exchanges, and 79% of Structured Dialogue participants. Structured Dialogue participants group have the lowest level of agreement under either approach. These differences between groups remained when differences in group profile had been taken into account.

**Figure 2.5 Impact of project: became aware of which competencies to develop further**

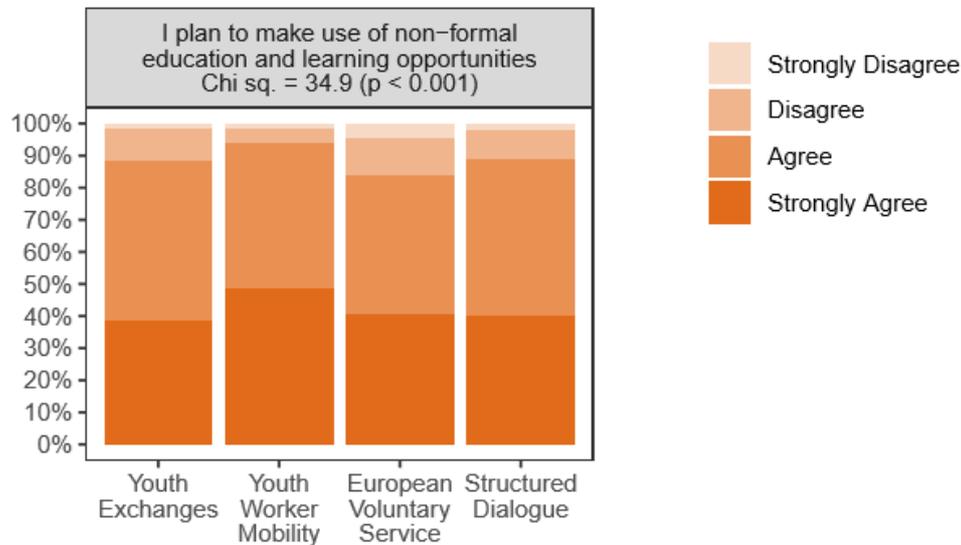


### 2.3.2 Planning to make use of non-formal education and learning opportunities

Youth Worker Mobility participants had the highest levels of agreement with this statement; 49% strongly agreed that the project encouraged them to make plans to make use of non-formal education and learning opportunities, with 94% of the same group agreeing overall (combined proportion agreeing or strongly agreeing with the statement). The lowest levels of agreement were for Youth Exchanges, where 39% strongly agreed and overall agreement was 89%. These differences remain after

controlling for the participant’s socio-demographic characteristics and their reasons for participating in the project.

**Figure 2.6 Impact of the project: plans to make use of non-formal education opportunities**



A further question was asked only of participants on Youth Worker Mobility projects. These participants were asked whether the project had given them a better understanding of the concept of non-formal education. The majority of participants agreed that their involvement with the project had improved their understanding; 39% strongly agreed, with a further 53% agreeing. Only 9% of participants did not agree.

## 2.4 Summary of findings

The evidence presented in this report suggests Erasmus+ has had a positive effect on the skills and competencies of its participants. A large majority of participants across different projects report that their involvement has improved their ability to cooperate, negotiate and put ideas into practice.

There were large proportion of participants in all groups who reported that their involvement in Erasmus+ had improved their ability to **identify opportunities to learn** and their **ability to plan** and **carry out independent learning**. Large majorities also said they planned to **engage in further education** and make use of **non-formal training** opportunities. This suggests Erasmus+ is giving participants in all participant groups the tools and encouragement to acquire future skills.

No single participant group was consistently more likely than the others to report positive skills outcomes for all different areas covered by this report. However, four key themes did emerge relating to skill types.

1. There was some evidence to suggest that **Youth Worker Mobility participants were more likely to pursue learning goals as a result of their participation**, since a larger proportion of these participants agreed *overall* that their involvement had made them more aware of which competencies to develop and had encouraged them to develop plans to pursue non-formal education opportunities.
2. Youth Worker Mobility participants were also most likely to say they had learnt something new about non-formal education and professional development as a result of their participation. These findings suggest **Youth Worker Mobility projects had a specific impact around non-formal education outcomes**.
3. **Participants in European Voluntary Service were more likely to say they had learnt something new about personal development** and that their involvement had improved their ability to identify opportunities for personal or professional development, suggesting these projects had a particular impact on skills around personal development.
4. **Structured Dialogue participants were most likely to report an improvement in logical thinking and negotiation** as a result of their participation. This suggests the projects have had a positive impact on structured thinking and discussion, skills that are very much in keeping with the key aims of this type of project.

### Section 3 Participants facing obstacles

The analysis was repeated to identify the impact of the projects for participants who face obstacles in their life, covering areas such as **access to education, access to employment, active participation** in society, mobility. It includes specific issues with health, disabilities, living in remote or deprived areas, living in an area of conflict, language problems, money problems, past convictions, issues around gender, ethnic minority status, sexual orientation or social background, and family responsibilities.

Two comparisons have been carried out:

1. The first draws comparisons between participants who face obstacles and those who do not. Participants from different projects have been grouped together to provide sufficient sample size.
2. The second comparison focuses on participants who face obstacles and compares key outcomes for participants who face obstacles and were involved in Youth Exchanges and those who face obstacles and were involved in Youth Worker Mobility projects (there were too few participants who face obstacles on the other projects types to allow them to be included in the comparison).

#### 3.1 Defining disadvantage

Information from questions q39 (Do you feel you are faced with obstacles?) and q40 (What obstacles do you face?) was used to identify participants who face obstacles in their life. The responses to these questions were used to construct an index running from 0 to 20 (where 20 is the maximum number of obstacles an individual was able to list, when combining the answers to q39 and q40). This scale was then used to create a dichotomous variable where participants are said to be facing obstacles if they had listed three or more obstacles (35% of the overall sample), but were not facing obstacles if they had listed zero to two obstacles (65% of the sample)<sup>2</sup>.

<sup>2</sup>The logic is that an individual facing three or more obstacles is more likely to experience some disadvantage, given the cumulative impact of the obstacles. As a sensitivity test, a number of the analyses were run to compare participants who had listed 1+ obstacles with participants who had listed none. The findings were all in the same direction but less likely to be significant. The differences between participant groups was starker when the definition was based on 3+ obstacles.

### **3.2 New knowledge about skill acquisition**

Participants were asked whether their involvement in the project had taught them something new about non-formal learning, personal development and professional development.

For each of these three areas, participants who face obstacles were significantly more likely than participants who did not face obstacles to say their involvement in the project had taught them something new; 61% of participants who faced obstacles had gained knowledge about on-formal education, compared to 52% of participants who did not face obstacles. The corresponding figures for gaining knowledge about personal development were 65% versus 50%, and the figures for gaining knowledge about professional development were 32% versus 27%.

When looking only at participants who faced obstacles, participants on Youth Worker Mobility projects were significantly more likely than those on Youth Exchanges to say they had gained knowledge about non-formal education (73% versus 51%) and professional development (40% versus 26%). The differences for personal development were not significant. The differences for these outcomes are in the same direction as the differences for all participants in Section 2.1.

### **3.3 Improvements in skills**

Participants were asked whether they agreed or disagreed that their involvement in the project had improved their ability to apply new learning and develop their skills in six areas: their ability to cooperate in a team, develop an idea and put it into practice, identify opportunities for personal or professional development, negotiate joint solutions when there are different viewpoints, plan and carry out own learning independently, and think logically and draw conclusions.

Compared to participants who did not face obstacles, the participants who faced obstacles were more likely to strongly agree that their participation had improved their ability to develop an idea and put it into practice (38% versus 31%), identify opportunities for personal or professional development (39% versus 31%), negotiate joint solutions when there are different viewpoints (42% versus 33%), and think logically and draw conclusions (32% versus 21%). The differences between participants for the remaining skills were not significant.

There were no significant differences between participant project groups. The responses of Youth Worker Mobility participants who faced obstacles were very similar to those of the Youth Exchange participants who faced obstacles.

### 3.4 Perceptions of how the project affected them

Participants were asked a series of questions about whether their participation with the project affected their future learning plans. Participants were asked whether they agreed or disagreed that their involvement had made them aware of which of their competences they wanted to develop further, would encourage them to engage in further education and training, and would encourage them to make use of non-formal education and learning opportunities.

Participants who faced obstacles were significantly more likely than those who did not face obstacles to say that plan to engage in further education as a result of their participation (41% versus 35%) and were significantly more likely to say that they plan to make use of non-formal education and learning opportunities as a result of their projects (48% versus 39%).

It was also possible to look at a breakdown between participants who faced obstacles and participants who did not face obstacles for the additional question asked of only of Youth Worker Mobility participants about their understanding of non-formal education. However, whilst the figures were slightly higher for those who faced obstacles, the difference was not statistically significant.

When looking within the participants who face obstacles, there were significantly higher proportions of Youth Worker Mobility participants than participants on Youth Exchanges who felt the project had made them more aware of which competencies they want to develop (41% versus 35%) and had plans to make use of non-formal education and learning opportunities (55% versus 45%). Again, this reflects the patterns seen for all participants in Section 2.3.

### 3.5 Summary of findings

Two key findings emerged from this analysis.

1. Where the differences in proportion were statistically significant, **the participants who faced obstacles were more likely to report positive outcomes than participants who did not face obstacles.** They were more likely to report that their involvement in Erasmus+ had a positive impact on their skills and competencies.
2. Where the differences in proportion were statistically significant, the **Youth Worker Mobility participants with obstacles were more likely to report positive outcomes than the Youth Exchange participants facing obstacles.**

## Appendix A: Data Preparation

This section contains additional information on the steps taken to check and prepare the files for analysis.

The first step involved appending the 2015/16 data to the 2017/18 dataset. The merging required some adjustments to be made to address differences in variable coding and ensure consistency between the two data files. This included mapping the variables from the two surveys to identify questions that were inconsistent, making sure any string variables were the same length and checking consistency in outcome codes.

All variables were retained at this stage, so a variable relating to a question that existed in the 2015/16 survey but not the 2017/18 survey was present in the data file but appears as missing data for the 2017/18 cases, and vice versa for questions that are on the 2017/18 survey but not the 2015/16 survey. The merged data file contained 1907 cases (587 from 2015/16 and 1302 from 2017/18).

The next step was to identify cases that were not in scope and remove them from the data set. There were 53 cases in the combined data that belonged to Key Action group KA218 (Transnational Cooperation Activity). These were dropped from the file to leave 1854 cases in the combined data. Further to this, any cases where neither the funding country OR spending country was the UK were dropped. There were 71 of these cases out of the 1854 cases that remained in the file. The final combined data file therefore contains 1783 cases (534 remaining from the 2015/16 data and 1249 from the 2017/18 data).

The table below shows the breakdown of these cases by Key Action group and activity type. These are the four groups that were compared in the analysis.

**Table A1: Sample sizes per participant group**

Analysis group ID	Key Action 1 (KA105)	Key Action 3 (KA347)	Total
Youth Exchanges	796	0	796
Youth Worker Mobility	722	0	722
European Voluntary Service	164	0	164
Structured Dialogue	0	101	101
Total	1682	101	1783

## Appendix B: Output

All tables and graphs pertaining to this analysis are included in the digital appendix. The appendix has the following folder structure. The portions in **bold** are relevant to this report.

### Folder: Resources and results

1. Civil society report
  1. Descriptive tables
    - General frequency tables
    - Disadvantaged-only frequency tables
  2. Descriptive graphs
    - General graphs
  3. Regression tables
    - Regression tables
2. Facing obstacles
  1. **Descriptive tables**
    1. Civil society
    2. **Skills**
    3. Youth work
  2. Graphs
    1. **Overall graphs for participants facing obstacles**
    2. **Graphs for participants facing obstacles by subgroup**
3. Skills report
  1. **Descriptive tables**
    - **General frequency tables**
  2. **Descriptive graphs**
    - **General graphs**
  3. **Regression tables**
    - **Regression tables**
4. Youth work report
  1. Descriptive tables
    - General frequency tables

2. Descriptive graphs
  - General graphs
3. Regression tables
  - Regression tables