

Results of the online public consultation in the youth field

A Report to DG EAC under the Framework Contract on Evaluation, Impact Assessment and Related Services

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1 Introduction

1.1 Background of the public consultation

On 22 September 2008 the European Commission launched a two-month online public consultation in the youth field. The aim of the consultation was to evaluate what the European cooperation on youth policy has achieved since its launch in 2001, and to propose new objectives for the decade to come.

The objective of this research was to provide the opportunity for different stakeholders (organisations, public authorities, individuals) from all Member States (as well as from Norway, Iceland, Liechtenstein, Turkey, Croatia and the Former Yugoslav Republic of Macedonia), to give their opinion on the priorities and challenges for the future of European youth policy. The Commission sought answers on how EU youth policy should develop in the coming years and what proposals could be made to EU Member States.

1.2 The public consultation and reporting method

The European Commission (EC) conducted the online public consultation through a closed questionnaire with two additional open questions. The IPM system, an online questionnaire management system developed by the Commission's Informatics Directorate (DIGIT) was used to collect the data. Individuals (for example young people and youth workers) and (youth) organisations were asked to complete the questionnaire, and 5,426 responded. The outcomes of the questionnaire are presented in this report by type of respondent: whether individuals or organisations. The replies were analysed by two country groups: old Member State or New Member State.

The following different types of organisations completed the questionnaire (making up 618 replies representing 11.4% of the total):

- Youth organisations
- Non-governmental organisations
- Public authorities
- Research centres or universities
- Other

Regarding the individuals, it should be kept in mind that this is a rather mixed group. On the one hand, individuals who filled out the questionnaire are professionally involved in youth issues, either as volunteers, teachers, youth workers, youth leaders, or otherwise. This group formed about 54 percent of respondents. About 49 percent of the respondents

were students. Hence, it seems that this group is rather heterogeneous, which should be kept in mind when interpreting the results.

The report addresses the following themes:

- Key challenges for young people in Europe and policy priorities;
- Education;
- Employment;
- Social Issues;
- Citizenship;
- Knowledge about EU measures;
- Youth and the European Union.

In this report we present the general trends based upon the answers to the questions; where relevant we describe differences between type of respondent or country group. In the next section we describe the profile of the respondent. In the main text of this report we use percentages, so that the answers become comparable. Due to limitations of the data, collected with the IPM system, we were limited in statistical analysis and composing cross tabs between different groups, (see Annex A – limitations of the dataset).

1.3 Profile of the respondents

The public consultation reached 5426 respondents, the majority (4808 or 88.6%) came from individual persons and 618 from organisations (11.4%). The nationals who were the most involved and provided most input to the online consultations were from: Italy, Portugal, Germany, France, Romania, Poland, Spain and Belgium. Different types of organisations filled in the questionnaire (see table 1.1); most of them were youth organisations (38%) and NGOs (30%).

Table 1.1 Type of organisations

	N	%
Youth organisation	236	38%
Non-governmental organisation	184	30%
Public authority	105	17%
Research centre or university	2	<1%
Other	91	15%
Total	618	100%

Most individuals were younger than 30 years old (83%), half of them were still studying (49% compared with 37% who were working and 14% other), almost a third were female (62% as opposed to 38% men) and 54% are professionally involved with young people (see table 1.2).

Table 1.2 Professional involvement of individuals

	N	%
As a volunteer	444	17%
As a youth leader	441	17%
As a youth worker or educator	413	16%
As a teacher	314	12%
Other	994	38%
Total	2.606 (54%)	100%

2 Key challenges for young people in Europe and policy priorities

2.1 Key challenges

Organisations and individuals were asked to indicate the ten main challenges or opportunities which will have the most direct impact on young people in the coming decade. Three quarters of the organisations see unemployment of youth as a main challenge. Two thirds of the organisations give social integration / exclusion and reform of education systems as a main challenge. About 6 out of 10 organisations identify active participation and environment/sustainable development as a main challenge. More than half (53%) of the organisations believe integration of young people with fewer opportunities as a main challenge or opportunity.

Domestic violence and discrimination against women are least often considered as a main challenge by organisations.

The data show, however, that the challenges and opportunities differ between the old and new Member States. Both groups include active *participation, reform of education system and youth unemployment* in the top five most important subjects. However, the old Member States include *social integration and exclusion* as one of the five priorities, while this is rated relatively low by the new Member States. The same applies to *environment and sustainable development*, although here the difference is less pronounced. The new Member States include *demographic changes* as important, while the need indicated by the old Member States is relatively low. The same applies, albeit to a slightly lesser extent, for entrepreneurship creativity and innovation.

In terms of differences, organisations in old Member States consider the following subjects more often as a main challenge or opportunity than organisations in new Member States (top 3):

- Social integration.
- Youth unemployment.
- Environment and sustainable development.

Organisations in new Member States on the other hand address the following subjects more often as a main challenge or opportunity than organisations in new Member States (top 3):

- Entrepreneurship / creativity and innovation.
- Demographic changes.
- Drug abuse.

Table 2.1 Main challenges or opportunities which will have the most direct impact on young people in the coming decade (by organisations in %)

	Old Member States	New Member States	Total
Youth unemployment / lack of steady employment	78%	64%	75%
Social integration / exclusion	71%	52%	67%
Reform of education systems	65%	72%	66%
Active participation in society	64%	59%	63%
Environment and sustainable development	63%	52%	60%
Integration of young people with fewer opportunities	54%	49%	53%
Migration / multi-ethnic / multi-religious societies	49%	44%	48%
Voluntary activities and involvement in society	47%	51%	48%
Discrimination / racism / xenophobia	47%	44%	46%
Poverty	45%	47%	46%
Health and well-being	45%	47%	45%
Youth violence / delinquency	43%	47%	44%
Entrepreneurship / creativity and innovation	41%	54%	43%
Independence for young people	42%	44%	42%
Mobility	40%	39%	40%
Demographic changes (falling birth rate and aging population)	35%	54%	39%
Social security	38%	35%	38%
Work / life balance	33%	45%	36%
Drug abuse	27%	44%	31%
Domestic violence	15%	23%	17%
Discrimination against women	17%	15%	16%

Individuals identify the same main challenges as organisations and the differences between country groups are similarly to what we saw earlier for organisations. There is only one significant difference however: individuals from old Member States see poverty more often as a main challenge or opportunity than individuals from new Member States.

Table 2.2 Main challenges or opportunities which will have the most direct impact on young people in the coming decade (by individuals in %)

	Old Member States	New Member States	Total
Youth unemployment / lack of steady employment	80%	68%	76%
Reform of education systems	69%	73%	71%
Environment and sustainable development	67%	50%	63%
Social integration / exclusion	59%	50%	57%
Active participation in society	51%	51%	51%
Migration / multi-ethnic / multi-religious societies	51%	48%	50%
Youth violence / delinquency	48%	57%	49%
Discrimination / racism / xenophobia	51%	42%	48%
Work / life balance	45%	54%	47%
Poverty	49%	37%	46%
Demographic changes (falling birth rate and aging population)	44%	53%	44%
Social security	46%	36%	44%
Integration of young people with fewer opportunities	42%	41%	42%
Health and well-being	42%	39%	42%
Independence for young people	38%	44%	39%
Entrepreneurship / creativity and innovation	35%	49%	39%
Mobility	36%	38%	37%
Voluntary activities and involvement in society	33%	36%	36%
Drug abuse	31%	43%	34%
Domestic violence	18%	27%	20%
Discrimination against women	22%	14%	20%

The four main challenges identified by the different age groups are in line with the outcomes presented above. By far youth unemployment is identified as the main challenge, followed by reform of education systems, environment and social integration. Only for youngsters younger than 18 youth violence is mentioned as one of the main challenges, an aspect that scores relatively low for the other age groups. For the other categories, there is some difference between the age group younger than 18, which score discrimination, poverty, drug abuse and health higher than the other groups, while the other groups follow the prioritisation as presented in the table above.

The outcomes per work status give the same picture as the division per age. Next to the above motioned priority areas, volunteers mention migration and active participation more often than the other two groups, while poverty is more often mentioned by unemployed.

The full results by age and working status can be found in the annexes.

2.1.1 Policy priorities

Almost 7 out of 10 organisations in old (71%) and new (63%) Member States believe that support for young people to play a more active role in society is the most important policy for the European Union to focus on. Two thirds of organisations think that support for youth organisations, youth workers and youth leaders should be improved. Significantly, only 54 percent of organisations consider helping young people to get jobs is a policy where the EU should focus, while three quarters of organisations think that youth unemployment is a main challenge to focus on (see table 2.1). It might be that a proportion of organisations hold the opinion that youth unemployment is the responsibility of national rather than European policy.

New Member States more often see helping young people starting a business and promotion of work as an important policy to focus on than old Member States.

Table 2.3 Policies where the European Union should focus on (according to organisations in %)

	Old Member States	New Member States	Total
Help young people play a more active role in society	71%	63%	69%
Improve support available to youth organisations, youth workers and youth leaders	65%	60%	65%
Provide disadvantaged young people with more opportunities	61%	56%	60%
Help young people get a job	55%	53%	54%
Develop opportunities for young people to live, work and travel throughout Europe	53%	55%	54%
Help young people become more economically independent	45%	49%	45%
Improve young people's health and well-being	43%	40%	42%
Promote intergenerational understanding	39%	32%	38%
Help young people start a business	28%	41%	30%
Promote work/life balance	27%	40%	30%

Both individuals and organisations consider that helping young people to play a more active role in society is the most important policy for the EU to focus on. Individuals think it's less important to improve support for youth organisations/workers compared with organisations. Individuals feel that support for young people, either to develop opportunities or to get a job, is more important.

Table 2.4 Policies where the European Union should focus on (according to individuals in %)

	Old Member States	New Member States	Total
Help young people play a more active role in society	67%	58%	66%
Help young people get a job	65%	58%	63%
Develop opportunities for young people to live, work and travel throughout Europe	62%	59%	63%
Provide disadvantaged young people with more opportunities	53%	54%	53%
Help young people become more economically independent	50%	55%	50%
Improve support available to youth organisations, youth workers and youth leaders	43%	50%	44%
Promote work/life balance	40%	43%	41%
Promote intergenerational understanding	37%	36%	36%
Improve young people's health and well-being	36%	35%	36%

The division of answers over the different age groups and over working status identify the same top 5 in priorities as presented in table 2.4, although the accents are slightly different.

“Help young people play a more active role” scored the highest in the age groups above 25, while the first priority for 18-24 is “Develop opportunities for young people to live, work and travel throughout Europe” and for the group below 18 “help people get a job” is the first priority .

Students and unemployed identify “Help young people get a job” as highest priority, while volunteers and employees give the highest priority to “help young people play a more active role in society”. Volunteers identify as only group “support to youth organisations as the 5th priority”.

3 Education

3.1 Educational systems

Two thirds of the organisations and individuals aren't satisfied with the educational system in their country, but the dissatisfaction is higher in new Member States (in new Member States this is actually 80% according to organisations and 74% in the eyes of individuals).

Table 3.1 Satisfaction with national education systems (according to organisations in %)

	Old Member States	New Member States	Total
Yes	37%	20%	33%
No	63%	80%	67%

Table 3.2 Satisfaction with national education systems (according to individuals in %)

	Old Member States	New Member States	Total
Yes	36%	26%	33%
No	64%	74%	67%

Almost half of organisations and individuals think that both the European Union and member countries are responsible for reforming the official education system. Just one out of 10 organisations sees the EU as mainly responsible. There are no significant differences between country groups on this subject.

The satisfaction with the national education systems is much higher among youngsters younger than 18 (almost 51% is satisfied), while for all the other age groups the majority is not satisfied (between 68 and 72%).

Unemployed are the least satisfied with the system (only 19%) followed by volunteers (25%), employees and students (31% and 37%).

Table 3.3 Responsible for reforming official education systems in Europe (according to organisations in %)

	Old Member States	New Member States	Total
The EU and its member countries	47%	55%	49%
Mainly EU countries (national, regional or local level)	36%	38%	37%
Mainly the European Union	12%	6%	11%
I don't know	4%	1%	4%

Table 3.4 Responsible for reforming official education systems in Europe (according to individuals in %)

	Old Member States	New Member States	Total
The EU and its member countries	46%	50%	48%
Mainly EU countries (national, regional or local level)	35%	40%	36%
Mainly the European Union	12%	7%	10%
I don't know	8%	4%	7%

3.2 Recognition of non-formal learning

Organisations (56%) think that the best way to recognise non-formal learning is through closer cooperation with the formal education system; but the distribution over the different categories is relatively equal. Half of organisations consider that better promotion and knowledge of non-formal learning is the best way to reach this goal. Individuals subscribe to the need for the same actions as organisations to strengthen recognition in the field of non-formal learning. Respondents from new Member States more often choose a wider ranging approach to this issue than organisations from old Member States.

Table 3.5 Best way to make sure that non-formal learning is properly recognised (according to organisations in %)

	Old Member States	New Member States	Total
Closer cooperation with the formal education system	56%	58%	56%
Better promotion of non-formal learning at European level	49%	56%	51%
Better knowledge of non-formal learning among employers	49%	55%	50%
One single tool for recognition of non-formal learning in Europe	41%	49%	42%
Better awareness of non-formal learning within youth organisations	40%	45%	42%
More and better research about non-formal learning in the youth field	39%	31%	37%
I don't know	5%	1%	4%

Table 3.6 Best way to make sure that non-formal learning is properly recognised (according to individuals in %)

	Old Member States	New Member States	Total
Closer cooperation with the formal education system	55%	56%	56%
Better knowledge of non-formal learning among employers	51%	57%	52%
Better promotion of non-formal learning at European level	49%	48%	50%
One single tool for recognition of non-formal learning in Europe	39%	51%	40%
Better awareness of non-formal learning within youth organisations	37%	42%	38%
More and better research about non-formal learning in the youth field	38%	25%	36%
I don't know	7%	5%	6%

Learning within youth organisations

Organisations were asked how learning taking place in youth organisations could be better appreciated and used - at work, in studies, and in personal life. Most organisations think that schools and employers could take learning in youth organisations more into account (together 71%).

Table 3.7 Opportunities to improve the appreciation of the learning happening in youth organisations and to use this better at work, in studies and in personal life (according to organisations in %).

	Old Member States	New Member States	Total
Schools could give credits for the learning in youth organisations.	37%	35%	37%
Employers could take out-of-school learning into account more.	32%	39%	34%
Organisations could provide an explicit and written overview of learning outcomes.	17%	15%	17%
Parents could be better informed about what their children learn with youth organisations	11%	10%	11%
I don't know	3%	2%	2%

Like organisations, individuals also consider that schools and employers could take learning in youth organisations more into account (together 68%), but compared with organisations, individuals focus more on schools rather than on employers.

Table 3.8 Opportunities to improve the appreciation of the learning happening in youth organisations and to use this better at work, in studies and in personal life (according to individuals in %).

	Old Member States	New Member States	Total
Employers could take out-of-school learning into account more.	37%	43%	37%
Schools could give credits for the learning in youth organisations.	30%	30%	31%
Organisations could provide an explicit and written overview of learning outcomes.	18%	14%	17%
Parents could be better informed about what their children learn with youth organisations	8%	8%	8%
I don't know	7%	5%	6%

4 Employment

4.1 Possibilities to help young people finding work

Closer partnerships between schools and stakeholders in the labour market is viewed by most organisations (60%) as an opportunity to prepare young people to find a job. Providing more internships and training on the job is seen by 57 percent of organisations as an opportunity. More use of approaches combining flexibility and security (flexicurity) is viewed least favourably by organisations as an opportunity (22%).

Table 4.1 Opportunities to prepare young people finding work (according to organisations in %)

	Old Member States	New Member States	Total
Closer partnerships between schools and stakeholders in the labour market	60%	64%	60%
More opportunities for internships and training on the job	55%	60%	57%
Better recognition of non-formal learning	51%	48%	50%
Better matching between learning outcomes and demand on the labour market	49%	56%	50%
Better career guidance systems	42%	38%	42%
More use of approaches combining flexibility and security (flexicurity)	22%	22%	22%
Other	5%	2%	4%

Individuals choose more opportunities to prepare young people to find a job compared with organisations. Most important are opportunities for internships and training on the job (67%) and closer partnerships between schools and stakeholders in the labour market (66%). Better recognition of non-formal education is considered to be less important by individuals (37%) than by organisations (50%).

Table 4.2 Opportunities to prepare young people finding work (according to individuals in %)

	Old Member States	New Member States	Total
More opportunities for internships and training on the job	65%	72%	67%
Closer partnerships between schools and stakeholders in the labour market	66%	67%	66%
Better matching between learning outcomes and demand on the labour market	49%	55%	50%
Better career guidance systems	47%	30%	45%
Better recognition of non-formal learning	37%	39%	37%
More use of approaches combining flexibility and security (flexicurity)	21%	25%	21%
Other	4%	2%	3%

The distribution of the answers over the age groups is in line with the figures presented in table 4.2. Only for youngsters younger than 18 better career guidance systems is more important than better matching between learning outcomes and demand on the labour market (on third place instead of fourth).

The distribution of answers divided on working status shows the same priority order. Only volunteers find “Better recognition of formal learning” more important than matchmaking.

For the distribution of answers by age and working status, see the annexes.

5 Social issues

5.1 Most important social risks for young people

Old and new Member States rank the main risks for young people more or less similarly. Apart from education and employment, only social exclusion / isolation is lower on the risk list for organisations from new Member States compared with those from old Member States. Overall, the following issues are seen as the main risks by organisations:

- Social exclusion.
- Alcohol and drug abuse.
- Stress and psychological disorders, potentially leading to suicide.
- Poverty.

Organisations consider sexually transmitted diseases (24%) and (traffic) accidents (18%) as offering the least risk for young people.

Table 5.1 Main risks for young people, apart from issues relating to education and employment (organisations in %)

	Old Member States	New Member States	Total
Social exclusion / isolation	82%	62%	78%
Alcohol / drug abuse	74%	86%	76%
Stress and psychological disorders, potentially leading to suicide	63%	76%	66%
Poverty	57%	59%	58%
Addiction to computer games	34%	60%	39%
Obesity	36%	38%	36%
Climate change, environmental damages	38%	27%	36%
Language problems	36%	30%	36%
Sexually transmitted diseases	23%	24%	24%
Accidents / traffic	19%	15%	18%
Other	8%	7%	8%

Individuals see the same main risks for young people as organisations; they make (roughly) the same ranking as organisations.

Table 5.2 Main risks for young people, apart from issues relating to education and employment (individuals in %)

	Old Member States	New Member States	Total
Alcohol / drug abuse	76%	83%	78%
Stress and psychological disorders, potentially leading to suicide	65%	78%	69%
Social exclusion / isolation	69%	66%	68%
Poverty	58%	51%	57%
Addiction to computer games	38%	53%	42%
Obesity	41%	42%	41%
Language problems	35%	40%	35%
Climate change, environmental damages	34%	20%	30%
Sexually transmitted diseases	31%	22%	29%
Accidents / traffic	19%	15%	19%
Other	8%	6%	7%

The distribution of answers over the age groups and working status groups is in line with the above presented table. However, obesity is more often mentioned by youngsters below 18 (53%) and addiction to computer games is more often mentioned by volunteers (50,3%).

For the full distribution of answers by age group/working status: see annexes).

5.2 Cooperation between European countries and between policy fields

Social integration

Social integration is defined in the questionnaire as young people facing severe difficulties due to poverty, educational problems, unemployment, etc. Almost 90 percent of the organisations and individuals think that social integration should (to some extent) be a priority for European cooperation. Only a small group of respondents clarify that European cooperation should concentrate mainly on the needs of young people.

Even though approximately 60% of organisations and individuals answered that social integration of young people facing difficulties such as poverty, educational problems, unemployment should be considered as priority, they underline that the European cooperation should rather focus on all young people. A smaller group (27%) of the organisations think that European cooperation should focus on young people facing these kinds of difficulties.

Table 5.3 To what extent should is social integration of young people facing severe difficulties -due to poverty, educational problems, unemployment, etc. an issue that European countries should work together more closely on (according to organisations in %)

	Old Member States	New Member States	Total
Yes, this should be the main priority for European cooperation	30%	19%	27%
It should be a priority but European cooperation should address issues faced by all young people	57%	73%	61%
No, European cooperation should mainly concentrate on the needs of all young people	10%	5%	9%
I don't know	3%	2%	3%

Table 5.4 To what extent should is social integration of young people facing severe difficulties -due to poverty, educational problems, unemployment, etc. an issue that European countries should work together more closely on (according to individuals in %)

	Old Member States	New Member States	Total
Yes, this should be the main priority for European cooperation	28%	26%	27%
It should be a priority but European cooperation should address issues faced by all young people	59%	62%	60%
No, European cooperation should mainly concentrate on the needs of all young people	10%	10%	10%
I don't know	3%	2%	3%

Interconnection

Almost all organisations (95%) indicated that somehow there should be more interconnection between different policy fields relevant to young people. About half of organisations declared that young people should be involved in policy making.

Table 5.5 Proposition: There should be more interconnection between different policy fields relevant to young people such as health policy, social policies, housing and migration policy (according to organisations in %)

	Old Member States	New Member States	Total
Yes, better coordination is needed	47%	40%	46%
Yes, but only if young people are involved in policy making.	48%	55%	49%
No, I disagree. Policies should mainly be done by the relevant field.	2%	4%	2%

	Old Member States	New Member States	Total
I don't know	3%	1%	2%

As with organisations, almost all individuals (90%) believed that more interaction is needed between different policy fields relevant to young people.

Table 5.6 Proposition: There should be more interconnection between different policy fields relevant to young people such as health policy, social policies, housing and migration policy (according to individuals in %)

	Old Member States	New Member States	Total
Yes, better coordination is needed	50%	51%	50%
Yes, but only if young people are involved in policy making.	39%	39%	40%
No, I disagree. Policies should mainly be done by the relevant field.	4%	4%	4%
I don't know	6%	6%	6%

5.3 Opportunities for support in the field of youth

Organisations were asked how they think that youth organisations, youth workers and youth leaders could be better supported in the future. It has to be noted that organisations aren't independent in answering this question. Nevertheless the outcomes are interesting. The top three most important opportunities for better support of relevant organisations are as follows:

- Financial support for facilities.
- Better recognition of the role of youth.
- More exchanges of good practice and successful strategies.

Organisations in new Member States differ from organisations in old Member States regarding joint training opportunities at European level; organisations in new Member States are more likely to consider this as a good opportunity for better support.

Table 5.7 Opportunities for better support of youth organisations, youth workers and youth leaders in the future (according to organisations in %)

	Old Member States	New Member States	Total
Financial support for facilities	57%	60%	58%
Better recognition of the role of youth workers and youth leaders	53%	47%	51%
More exchanges of good practice and successful strategies	48%	46%	48%
Better promotion of the outcomes of youth activities	33%	38%	33%
Better opportunities for thematic	32%	27%	31%

	Old Member States	New Member States	Total
networking for youth workers / leaders in Europe			
Joint training opportunities at European level	28%	38%	30%
More and better information and knowledge	23%	27%	24%
Setting compatible academic and professional standards	19%	16%	17%
Other	2%	2%	2%

Individuals make almost the same ranking as organisations, but individuals consider joint training opportunities at European level as a more important opportunity compared with organisations.

Table 5.8 Opportunities for better support of youth organisations, youth workers and youth leaders in the future (according to individuals in %)

	Old Member States	New Member States	Total
Financial support for facilities	51%	48%	50%
More exchanges of good practice and successful strategies	42%	48%	45%
Better recognition of the role of youth workers and youth leaders	39%	38%	38%
Joint training opportunities at European level	37%	38%	38%
More and better information and knowledge	35%	33%	35%
Better promotion of the outcomes of youth activities	33%	35%	33%
Better opportunities for thematic networking for youth workers / leaders in Europe	32%	29%	31%
Setting compatible academic and professional standards	20%	25%	22%
Other	2%	1%	2%

6 Citizenship

6.1 Degree of young people's influence

The influence of young people is generally considered to be relatively limited. According to organisations, it depends largely on the administrative level. The ranking of influence is as follows:

- National level (25%).
- European level (33%).
- Regional level (36%).
- Local level (51%).

Organisations in new Member States are more positive about the opportunities of young people (to play a role in society), in particular at European level, than organisations in old Member States, while organisations in old Member States are more positive on the influence of young people at local level.

Table 6.1 Question: Do young people have enough opportunities to play an influential role in society: at European, national, regional and local level? (Organisations in %)

	Old Member States	New Member States	Total
European level			
Yes, they have more and more opportunities to do so	29%	45%	33%
No, they lack ways to make their voice heard	61%	35%	55%
I don't know	9%	14%	10%
National level			
Yes, they have more and more opportunities to do so	24%	31%	25%
No, they lack ways to make their voice heard	67%	59%	65%
I don't know	7%	5%	6%
Regional level			
Yes, they have more and more opportunities to do so	36%	40%	36%
No, they lack ways to make their voice heard	55%	51%	54%
I don't know	7%	4%	7%
Local level			
Yes, they have more and more opportunities to do so	55%	44%	51%
No, they lack ways to make their voice heard	38%	48%	41%
I don't know	5%	2%	5%

Individuals also classify different levels of opportunities for young people to play an influential role in society, depending on the demographic level, in the same way as organisations.

Table 6.2 Question: Do young people have enough opportunities to play an influential role in society: at European, national, regional and local level? (individuals in %)

	Old Member States	New Member States	Total
European level			
Yes, they have more and more opportunities to do so	26%	43%	33%
No, they lack ways to make their voice heard	57%	38%	50%
I don't know	15%	16%	15%
National level			
Yes, they have more and more opportunities to do so	25%	30%	27%
No, they lack ways to make their voice heard	62%	56%	61%
I don't know	10%	11%	10%
Regional level			
Yes, they have more and more opportunities to do so	38%	38%	37%
No, they lack ways to make their voice heard	47%	47%	47%
I don't know	11%	11%	12%
Local level			
Yes, they have more and more opportunities to do so	54%	49%	52%
No, they lack ways to make their voice heard	34%	38%	36%
I don't know	9%	9%	9%

Organisations feel that young people have most influence on policymakers by being active in political parties or youth organisations (73%) and by participating in debates with policymakers (71%) followed by voting in elections (61%). It is notable that there are significant differences between country groups in image-forming about effective methods of young people making their voice heard by policymakers.

The perception of organisations in old Member States is more positive about the influence on policymakers regarding:

- Voting in elections (66% against 44% in new Member States).
- Engaging in peaceful demonstrations (39% against 23% in new Member States).

Organisations in new Member States are more positive about effective methods for young people to make their voices heard by policymakers regarding to:

- Responding to online consultations / surveys (43% against 24% in old Member States)
- Being interviewed / seen on television (47% against 36% in old Member States)

Table 6.3 Most effective methods for young people to make their voices heard by policymakers (organisations in %)

	Old Member States	New Member States	Total
Joining and being active in political parties, youth organisations, other NGOs or trade unions	73%	71%	73%
Participating in debates with policymakers	70%	73%	71%
Voting in elections	66%	46%	61%
Writing in/to newspapers & magazines	42%	43%	42%
Setting up independent blogs / websites / online videos	41%	32%	39%
Being interviewed / seen on television	36%	47%	39%
Signing petitions / writing letters to policymakers	36%	41%	37%
Engaging in peaceful demonstrations	39%	23%	35%
Responding to online consultations / surveys	24%	43%	28%
Answering opinion polls	18%	27%	20%
Being heard on radio	18%	21%	18%
Other	10%	6%	9%

Individuals think almost the same way as organisations in terms of effective methods to influence policy makers, but individuals see signing petitions (and writing letters to policy makers) as a more effective method than organisations.

Table 6.4 Most effective methods for young people to make their voices heard by policymakers (individuals in %)

	Old Member States	New Member States	Total
Joining and being active in political parties, youth organisations, other NGOs or trade unions	67%	66%	68%
Participating in debates with policymakers	64%	65%	65%
Voting in elections	65%	60%	62%
Signing petitions / writing letters to policymakers	47%	42%	45%
Writing in/to newspapers & magazines	45%	43%	45%
Engaging in peaceful demonstrations	46%	30%	41%
Setting up independent blogs / websites / online videos	35%	35%	35%
Responding to online consultations / surveys	29%	46%	34%
Being interviewed / seen on television	25%	36%	30%
Answering opinion polls	25%	33%	27%

	Old Member States	New Member States	Total
Being heard on radio	15%	17%	15%
Other	7%	3%	5%

The distribution of answers over age groups is generally in line with the above presented table, only youngsters younger than 18 consider engaging in peaceful demonstrations more effective than the other groups.

Also the answers by working status follows the figures presented in the table above. Students value writing into newspapers somewhat higher than other groups. Engaging in peaceful demonstration is relatively low valued by employees, in comparison to the other groups.

The full distribution of answers by age group and working status can be found in the annexes.

6.2 Important knowledge about volunteering

Organisations and individuals consider that most important things to know about volunteering abroad are: access to information and knowledge about quality and recognition of the voluntary work. Less important were knowledge about language and visa procedures (barriers) of the host country.

Table 6.5 Most important to know about volunteering abroad according to organisations (in %)

	Old Member States	New Member States	Total
Knowing where to find out more information about opportunities in other countries	61%	56%	60%
Knowing that the experience is recognised and will be credited in some way afterwards	56%	53%	54%
Being aware of the quality of the volunteering experience (is it certified and/or recommended by others?)	50%	52%	51%
Knowing the language of the host country	20%	27%	22%
Knowing that there are no visa barriers	7%	7%	7%
Other	4%	3%	4%

Table 6.6 Most important to know about volunteering abroad according to individuals (in %)

	Old Member States	New Member States	Total
Knowing where to find out more information about opportunities in other countries	60%	57%	60%
Knowing that the experience is recognised and will be credited in some way afterwards	48%	49%	49%
Being aware of the quality of the volunteering experience (is it certified and/or recommended by others?)	48%	51%	49%
Knowing the language of the host country	25%	29%	25%
Knowing that there are no visa barriers	11%	6%	10%
Other	4%	3%	3%

6.3 Areas for youth policies to recognise a prominent role of young people

A majority of the organisations identified democratic participation (65%) and social challenges (59%) as the most important areas for youth policies to foster the commitment of young people and recognise their role. Another 40 percent of organisations saw building the EU as an important area and around a third of the organisations saw diversity, climate change and migration and integration as important areas for youth policies in this context.

Table 6.7 Most important areas for youth policies to recognise the prominent role of young people and foster their commitment (according to organisations in %)

	Old Member States	New Member States	Total
Democratic participation	66%	62%	65%
Social challenges	60%	57%	59%
Building the European Union	41%	40%	40%
Diversity	34%	42%	33%
Climate change	32%	22%	31%
Migration and integration	28%	35%	30%
Globalisation	26%	23%	25%
Demographic change	10%	15%	11%
Other	2%	2%	2%

Individuals and organisations identified the same areas for youth policies in their top three of importance. Both groups see demographic change as the least important area.

Table 6.8 Most important areas for youth policies to recognise the prominent role of young people and foster their commitment (according to individuals in %)

	Old Member States	New Member States	Total
Social challenges	59%	58%	59%
Democratic participation	49%	48%	48%
Building the European Union	43%	47%	44%
Migration and integration	39%	38%	39%
Globalisation	32%	27%	31%
Climate change	33%	22%	30%
Diversity	26%	35%	29%
Demographic change	12%	19%	13%
Other	3%	2%	3%

6.4 Support young people to deal with discrimination

Organisations thought that awareness-raising campaigns to change any negative public perceptions or social attitudes are the best way to support young people to deal with discrimination (51%). Support to social networks for young people who suffer from discrimination (24%) and stronger laws (21%) were only mentioned by a relatively small number of organisations.

Table 6.9 Support needed by young people from the EU to deal with discrimination (according to organisations in %)

	Old Member States	New Member States	Total
Awareness-raising campaigns to change any negative public perceptions or social attitudes	52%	45%	51%
Support to social networks for those who suffer from discrimination	24%	24%	24%
Stronger laws and / or better access to legal counselling	19%	28%	21%
Other	4%	2%	4%

As with organisations, most individuals (53%) believed that awareness-raising campaigns to change any negative public perceptions or social attitudes are needed by young people from the EU to deal with discrimination. Also, stronger laws (25%) and the support of social networks (19%) were considered to need support by only a relatively small number of respondents.

Table 6.10 Support needed by young people from the EU to deal with discrimination (according to individuals in %)

	Old Member States	New Member States	Total
Awareness-raising campaigns to change any negative public perceptions or social attitudes	50%	68%	53%
Stronger laws and / or better access to legal counselling	25%	18%	25%
Support to social networks for those who suffer from discrimination	21%	12%	19%
Other	4%	2%	3%

7 Knowledge about EU measures

Organisations indicated that they were aware of the relevant EU programmes, strategies and measures to help young people integrate into society, find work, improve their general well-being and become involved in society as citizens. The table shows that the following measures are best known:

- Youth exchanges (78%).
- European Voluntary Service (71%).

The European Voluntary Service is similar to youth exchanges as it is part of the framework of the Youth in Action programme. This programme is obviously well-known by organisations. More than half of organisations had heard about the lifelong-learning strategy and European youth policy. Almost half knew about the Youth and Europass initiatives. The European Knowledge Centre for Youth Policy is not well known, with only 14% of organisations having heard about it.

Table 7.1 Awareness about involvement of EU in measures to help young people. Knowledge of terms: (organisations %)

	Old Member States	New Member States	Total
Youth exchanges in the framework of the Youth in Action programme	77%	79%	78%
European Voluntary Service	70%	69%	71%
Lifelong-learning strategy	53%	70%	57%
European youth policy	54%	52%	54%
Youthpass	45%	54%	47%
Europass	43%	60%	47%
European Pact for Youth	38%	31%	36%
Structured dialogue between young people and EU institutions	22%	31%	24%
European Knowledge Centre for Youth Policy	12%	15%	14%
None of these	4%	3%	4%

Obviously, individuals have less knowledge about measures to help young people compared with (professional) organisations, even though they make roughly the same ranking choices as organisations. Both tables give a good overview of the level of knowledge about EU measures in the field of youth.

Table 7.2 Awareness about involvement of EU in measures to help young people. Knowledge of terms: (individuals %)

	Old Member States	New Member States	Total
European Voluntary Service	51%	53%	51%
Youth exchanges in the framework of the Youth in Action programme	45%	57%	48%
Europass	40%	51%	44%
Lifelong-learning strategy	35%	56%	40%
European youth policy	33%	38%	35%
Youthpass	26%	33%	29%
European Pact for Youth	21%	21%	22%
None of these	16%	10%	14%
Structured dialogue between young people and EU institutions	12%	15%	13%
European Knowledge Centre for Youth Policy	8%	13%	9%

8 Youth and the European Union

8.1 Organisations about youth and the European Union

The organisations were also asked the following two open questions:

- 1) Please mention one or more specific things that the European Union could do for young people.
- 2) Please mention one or more specific things that young people can do for the European Union.

Approximately 80 percent of the 618 organisations that participated in the online questionnaire provided some type of answer. Some organisations commented only in a very general manner, but some answers were more specific. In this chapter, a categorisation of the answers is presented.¹

In the next section, the first question is reported on, the second question is reported on in section 8.3.

8.2 What the European Union could do for young people

Involve young people and youth organisations

Provide the opportunity for open dialogue with young people. That is, involve young people and youth organisations as equal partners in policy making process. Furthermore, highlight the input made by young people so they can become aware that their contributions can make a difference.

Put young people in positive spotlight

Run a promotional campaign promoting positive images of young people and their activities. Develop positive actions to give more visibility to the skills of young people with disabilities; mainstream disability in all EU youth policies.

Promote volunteering

Announce a European Year of Volunteering to foster their active participation; improving communication strategies targeting young people (at EU, national, regional and local level).

¹ Only the answers that were given in English, French or German are summarized.

Enhance the quality of education

The EU can lead the way in a deliberate and innovative reform of school systems, to encourage active participation, creativity and excellence, well-being and social cohesion. Also, harmonise and standardise the certification process. Install a transparent system for the validation of diplomas in European Countries. Promote the teaching of another EU language from the age of six.

Enhance mobility

Enable more exchanges to sustain European mobility. Invest more funds but do not complicate administration process of the exchange programmes. Simplify procedures for encouraging exchange programmes.

Protect vulnerable young people

Promote early intervention strategies and measures to strengthen child protection, measures to reduce inequalities, prejudice and discrimination, and promote social inclusion. Support self-esteem building programmes/projects.

Other comments

Be aware of trends among youth (i.e.: migration, self-employment, demographic changes).

- Have attention for the environment and spirituality.
- Enhance support for youth organizations.
- Make the use of mobile phones within Europe cheaper.

8.3 What young people can do for the European Union

Participate

European youth should be more involved in 'Europe'. They can contribute their idealism, vision, enthusiasm, creativity, honesty and energy in creating a better European Union of the future.

Also, young people should vote in EU elections, so as to foster democratic participation and volunteering as part of European citizenship. Let them voice their wishes, in a European Parliament for young people for instance.

Development of European youth

Master different languages, help to shape and implement new communication technologies, inform themselves on the European policies and its effects on their own lives and the lives of others in and outside the EU.

Be ambassadors of EU

Share positive experiences of EU programs to involve more youth. Be ambassadors of EU values - solidarity, respect for diversity et cetera; become volunteers and actively participate and disseminate those values in the local communities (in home countries or abroad).

8.4 Individuals about youth and the European Union

The individuals were asked the same two open questions.

Approximately 40 percent of the 4808 individuals who participated in the online questionnaire filled in the open questions. Below, we present a categorisation of a sample of the answers².

For the first question, what the European Union could do for young people, the individuals largely put forward the same issues as the organisations. The main issues were:

- Involve young people in European activities and in policy making.
- Create more transparency of what EU is and does.
- Promote volunteering.
- Enhance mobility (for instance by providing free passports for young people under the age of 30).
- Enhance quality of education.
- Create awareness of environmental issues.

For the second question, what young people can do for the European Union, the following main issues arose: increase participation and dialogue. This can be achieved by, for instance, voting and participation in European programmes or the introduction of a mandatory one year European Social Service.

² A sample of around 500 responses was taken. The answers that were given in English, French or German were summarized.

9 Conclusion

Challenges and policy priorities

The main challenges and opportunities for Young people are tackling unemployment, further social integration and the reform of education. In addition, active participation, environment and the integration of young people who have fewer opportunities will be of importance in the coming years.

Not all those challenges and opportunities need necessarily to be addressed at the European level. According to the respondents to the public consultation the main issues to be addressed at EU level are:

- Support for young people to play an active role in society.
- Improvement of support to youth organisations and workers.
- Support to provide disadvantaged young people with more opportunities.
- Assistance for young people in getting a job.
- Development of opportunities for young people to live, work and travel throughout Europe.

Education and employment

Closely related to getting better jobs is the education level of people. Europe-wide, satisfaction with the education system is rather low, but is considered to be mainly the responsibility of the Member States themselves, with the EU in a supporting role.

Non-formal learning can be further stimulated by facilitating closer cooperation with the formal education system. Better promotion and increasing knowledge on non-formal learning among employers would also be helpful, as well as activities that facilitate a better appreciation of out of school learning by schools and employers.

For direct assistance to young people in finding work, it is considered to be important that partnerships between schools and stakeholders in the labour market are further strengthened and that more opportunities are created for internships. Once more it is stressed that better recognition of non-formal education is an important aspect as well as the improvement of the match between learning outcomes and demand within the labour market.

Social issues

The main risks young people face nowadays are social exclusion, alcohol and drug abuse, stress and poverty. Social inclusion is considered to be important as an EU priority, but EU policy should at the same time direct its policy to issues that are faced by all young people.

The goal of greater interconnection between the various different policy fields is almost unanimous subscribed to and the involvement of young people in this seems to be the preference of half of the group.

Opportunities in the field of youth can best be supported, according to organisations and to a lesser extent according to individuals, by providing financial support for facilities. Better recognition of the role of youth and an increase in exchange of good practice are also considered to be important elements.

Citizenship

There is not much optimism about the influence of young people at all administrative levels (EU, national, regional). Only at local level can the influence be judged as reasonable, since somewhat more than half of the respondents indicate that young people have increasing opportunities to have their voice heard at local level.

Possibilities to support the increased influence of young peoples focus on stimulating them to be active in political parties and youth organisations, as this is seen as an important way to generate influence. Besides this, participation in debates with policy makers is an important tool. And naturally, voting in elections is the direct way of having your voice heard.

Volunteering is one of the means for stimulation of citizenship (it is included in the EU Youth programmes). The most important factors for potential volunteers are: access to information about volunteering activities and the recognition and quality of the volunteering experience (certification).

The most important areas for youth policies to involve young people in are considered to be democratic participation and social challenges. Discrimination issues can best be targeted through information campaigns.

Knowledge about EU measures

Not surprisingly, youth exchanges and the European Voluntary Services, both part of the youth programme, are the best known measure of the EU policy, followed by the lifelong learning strategy and European youth policy. The other EU measures might need some more promotion; this applies especially to the European Knowledge Centre, which is known by only a limited group.

Annex A Limitations of the dataset

Nationality not always known

Respondents were not obliged to fill in either their nationality or the country they live in. Because of that we do not know the nationality of all respondents, and this is why the total group of respondents is larger than the number of respondent living in old and new Member States together. There were also some respondents living in non-Member States.

In other words the outcomes for the total group of respondents (shown in the tables) are respondents of **old Member States + new Member States + non Member States + unknown nationality**, while under the columns old Member States and new Member States only the answers from people who indicated that they lived in old or new Member

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States are represented. We chose to present these data as a percentage of the population that indicated that they belonged to either a new or old member state.

Shortage of respondents from non Member States

The number of respondents from non-Member States was too low to split out and to base statements upon. The answers of from respondents in non-Member States are therefore included in the total outcomes of the questionnaire.

Percentage in tables do not always count up to 100 percent

It is logical that for questions where more than one answer is possible, these answers add up to more than 100 percent. But where only one answer can be given and this question wasn't mandatory, the answers do not add up to 100 percent. This is because some respondents skipped these questions. Nevertheless, these responses are included by the IPM software system in calculating the percentage of respondents answering the possible answer categories. The current system does not allow for cleaning up the data, by deleting respondents who did not answer the question. That is why in some tables the answers count up to either 96 percent or 97 percent; the remaining percentage should be read as "no answer".

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Recommendation about data

We recommend improving the IPM tool when using questionnaires as an instrument for data collection. The first step should be that the system allows for the coding of answers, meaning that answer categories are represented in numbers. In this way, the answers provided in different languages will be represented by the same codes in the database. Generating such a coded database in for instance Excel or SPSS would allow for easier and more sophisticated analysis: building of cross tables, testing whether differences in answers are significant, et cetera. By using IPM with its current options, it is impossible to state if differences between country groups or types of respondents are significant. We chose to report on differences when ranges are 10 percent or higher.

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Annex B characteristics of respondents

Table B.0.1 Age of individual respondents

	N	%
Less than 18 years old	660	14%
18-24 years old	2,070	43%
25-30 years old	1,263	26%
Over 30 years old	815	17%
Total	4,808	100%

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Table B.0.2 Social economic states of individual respondents

	N	%
Studying	2,337	49%
Working	1,786	37%
Unemployed	199	4%
A Volunteer	179	4%
Other	307	6%
Total	4,808	100%

Table B.0.3 Involvement in youth organisation (present and in the past)

	N	%
Yes	2,688	56%
No	2,120	44%
Total	4,808	100%

Table B.0.4 Was what you learnt in the organisation useful when you applied for a job?

	N	%
Yes	1,398	55%
I have not mentioned it in my job	322	13%

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	N	%
applications/CV		
No	332	13%
I don't know	507	20%
Total	2,559	100%

Table B.0.5 Was it taken into account in school?

	N	%
Yes	929	37%
No	1,576	63%
Total	2,505	100%

Table B.0.6 Did your experiences in the youth organisation make you grow as a person?

	N	%
Yes	2,524	97%
No	71	3%
Total	2,595	100%

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Table B.0.7 Are you professionally involved with young people on a regular basis?

	N	%
Yes	2,606	54%
No	2,202	46%
Total	4,808	100%

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Annex C Distribution of answers by age group

The data of the age groups have not been corrected to the missing values, due to the technical problems with the system (see Annex A). Hence, the percentages presented are an indication, rather than the exact percentages of the answers provided.

Table 0.1 Main challenges or opportunities which will have the most direct impact on young people in the coming decade (by organisations in %)

	> 18 years	18-24 years	25-30 years	< 30 years
Youth unemployment / lack of steady employment	71.8%	74.5%	80.2%	76.7%
Youth violence/delinquency	69.1%	49.7%	42.4%	43.1%
Reform of education systems	64.7%	73.2%	70.9%	70.3%
Environment and sustainable	60.2%	62.3%	65.6%	63.1%

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development				
Discrimination / racism / xenophobia	58.6%	47.6%	44.9%	46.3%
Poverty	54.4%	47.1%	41.2%	44.5%
Drug abuse	52.6%	34.2%	26.4%	30.8%
Health and well-being	51.1%	40.3%	39.2%	41.3%
Independence for young people	46.2%	38.9%	38.4%	35.0%
Integration of young people with fewer opportunities	45.2%	42.2%	40.8%	43.3%
Social integration / exclusion	45.0%	56.5%	58.5%	64.2%
Active participation in society	42.3%	49.9%	54.2%	58.0%
Migration / multi-ethnic / multi-religious societies	39.8%	51.4%	52.6%	49.2%
Demographic changes (falling birth rate and aging population)	39.4%	45.1%	45.4%	43.7%
Social security	38.3%	43.8%	46.1%	43.3%
Work / life balance	35.5%	47.7%	52.7%	47.4%
Domestic violence	35.3%	20.3%	14.3%	16.3%
Entrepreneurship / creativity and innovation	32.3%	38.7%	42.1%	38.0%
Voluntary activities and	32.0%	39.2%	35.2%	31.8%

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involvement in society				
Discrimination against women	23.6%	17.9%	20.3%	19.0%
Mobility	23.5%	37.8%	43.9%	37.3%

Table 0.2 Policies where the European Union should focus on (according to organisations in %)

	> 18 years	18-24 years	25-30 years	< 30 years
Help young people get a job	70.9%	63.4%	64.5%	53.9%
Develop opportunities for young people to live, work and travel throughout Europe	62.3%	66.1%	62.9%	53.7%
Help young people play a more active role in society	60.6%	65.4%	66.8%	68.5%
Provide disadvantaged young people with more opportunities	57.9%	52.1%	48.6%	56.2%

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	> 18 years	18-24 years	25-30 years	< 30 years
Help young people become more economically independent	48.5%	51.9%	51.3%	47.2%
Improve young people's health and well-being	43.6%	33.5%	31.8%	40.7%
Improve support available to youth organisations, youth workers and youth leaders	41.5%	45.1%	43.5%	44.8%
Promote intergenerational understanding	36.2%	34.5%	35.2%	43.3%
Promote work/life balance	35.2%	38.9%	46.4%	43.7%
Help young people start a business	28.6%	36.0%	35.7%	29.7%

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Table 9.1 Satisfaction with national education systems (according to organisations in %)

	> 18 years	18-24 years	25-30 years	< 30 years
Yes	50.8%	31.7%	28.7%	28.3%
No	49.2%	68.3%	71.3%	71.7%

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10 Employment

10.1 Possibilities to help young people finding work

Table 10.1 Opportunities to prepare young people finding work (according to organisations in %)

	> 18 years	18-24 years	25-30 years	< 30 years
More opportunities for internships and training on the job	71.8%	70.4%	63.4%	59.8%

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	> 18 years	18-24 years	25-30 years	< 30 years
Closer partnerships between schools and stakeholders in the labour market	62.9%	67.9%	67%	62.8%
Better career guidance systems	49.4%	42.7%	45%	44.8%
Better matching between learning outcomes and demand on the labour market	42.1%	49.9%	53%	50.3%
Better recognition of non-formal learning	35.2%	35.9%	36.2%	41.8%
More use of approaches combining flexibility and security (flexicurity)	22.4%	20.2%	20.7%	20.2%
Other	3.0%	2.5%	4%	5.3%

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11 Social issues

11.1 Most important social risks for young people

Table 11.1 Main risks for young people, apart from issues relating to education and employment (organisations in %)

	> 18 years	18-24 years	25-30 years	< 30 years
Alcohol / drug abuse	82.4%	78.4%	75.3%	76.7%
Stress and psychological disorders. potentially leading to suicide	68.6%	72.0%	67.1%	62.0%
Social exclusion / isolation	58.9%	68.1%	68.3%	73.3%
Obesity	53.0%	41.2%	37.1%	36.9%

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	> 18 years	18-24 years	25-30 years	< 30 years
Poverty	51.2%	57.9%	58.0%	56.8%
Addiction to computer games	44.4%	41.1%	41.0%	45.9%
Sexually transmitted diseases	38.0%	29.2%	28.5%	23.2%
Language problems	30.3%	36.4%	35.4%	34.4%
Climate change. environmental damages	26.7%	28.1%	35.2%	32.0%
Accidents / traffic	23.3%	18.9%	17.0%	17.3%
Other	4.1%	6.4%	8.1%	9.3%

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12 Citizenship

12.1 Degree of young people's influence

Table 12.1 Question: Do young people have enough opportunities to play an influential role in society: at European, national, regional and local level? (Organisations in %)

	> 18 years	18-24 years	25-30 years	< 30 years
European level				
No. they lack ways to make their voice heard	47.9%	49.0%	50.0%	50.5%
Yes. they have more and more opportunities to do so	27.4%	34.8%	35.1%	38.2%
I don't know	19.4%	13.8%	13.4%	8.4%

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	> 18 years	18-24 years	25-30 years	< 30 years
National level				
No. they lack ways to make their voice heard	53.6%	60.2%	63.7%	61.8%
Yes. they have more and more opportunities to do so	24.8%	27.1%	25.9%	27.9%
I don't know	15.0%	10.1%	8.5%	7.2%
Regional level				
Yes. they have more and more opportunities to do so	44.2%	37.1%	35.6%	34.7%
No. they lack ways to make their voice heard	34.5%	46.9%	50.5%	53.0%
I don't know	15.2%	13.1%	11.2%	8.7%
Local level				
Yes. they have more and more opportunities to do so	58.0%	51.1%	50.5%	50.1%
No. they lack ways to make their voice heard	24.1%	36.9%	38.2%	40.6%
I don't know	12.0%	9.1%	8.4%	5.9%

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Table 12.2 Most effective methods for young people to make their voices heard by policymakers (organisations in %)

	> 18 years	18-24 years	25-30 years	< 30 years
Joining and being active in political parties, youth organisations, other NGOs or trade unions	60.9%	68.7%	68.9%	67.9%
Participating in debates with policymakers	59.8%	65.5%	65.6%	66.5%
Voting in elections	57.7%	62.3%	64.5%	60.2%
Signing petitions / writing letters to policymakers	46.7%	43.6%	46.9%	45.6%
Engaging in peaceful demonstrations	46.5%	42.8%	38.8%	38.3%
Writing in/to newspapers & magazines	43.6%	47.1%	44.7%	39.0%
Answering opinion polls	37.4%	28.7%	22.2%	20.0%
Responding to online consultations	36.7%	33.7%	32.1%	33%

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	> 18 years	18-24 years	25-30 years	< 30 years
/ surveys				
Being interviewed / seen on television	33.5%	30.6%	26.0%	30.3%
Setting up independent blogs / websites / online videos	32.7%	33.2%	35.9%	39.5%
Being heard on radio	18.0%	15%	13.7%	16.3%
Other	3.5%	3.9%	7.3%	8.2%

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Annex C Distribution of answers by working status

Main challenges or opportunities which will have the most direct impact on young people in the coming decade (by organisations in %)

	Student	Volunteer	Employee	Unemployed
Youth unemployment / lack of steady employment	74.6%	67.0%	78.3%	86.4%
Reform of education systems	70.7%	68.2%	72.8%	59.3%
Environment and sustainable development	62.8%	60.9%	63.2%	61.8%
Youth violence / delinquency	53.2%	45.8%	44.3%	49.2%
Social integration / exclusion	53.1%	72.1%	60.0%	59.3%
Discrimination / racism /	49.5%	51.4%	46.3%	42.2%

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xenophobia				
Migration / multi-ethnic / multi-religious societies	49.2%	55.9%	50.3%	48.7%
Active participation in society	48.6%	52.5%	56.3%	47.7%
Poverty	48.0%	46.9%	42.2%	55.8%
Work / life balance	45.2%	36.3%	50.4%	46.2%
Demographic changes (falling birth rate and aging population)	44.2%	43.0%	44.2%	43.2%
Social security	43.2%	38.0%	44.0%	42.2%
Health and well-being	42.8%	43.6%	40.6%	37.7%
Integration of young people with fewer opportunities	41.8%	50.3%	43.5%	39.7%
Independence for young people	41.1%	38.0%	36.3%	47.7%
Entrepreneurship / creativity and innovation	38.5%	36.3%	39.5%	38.2%
Drug abuse	38.3%	28.5%	29.2%	32.7%
Voluntary activities and involvement in society	37.3%	53.1%	33.4%	32.7%
Mobility	36.0%	37.4%	40.2%	35.7%
Domestic violence	23.4%	20.1%	15.2%	22.1%
Discrimination against women	19.3%	18.4%	18.9%	24.6%

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Table 0.1 Policies where the European Union should focus on (according to organisations in %)

	Student	Volunteer	Employee	Unemployed
Help young people get a job	65,2%	57,5%	58,8%	78,4%
Develop opportunities for young people to live, work and travel throughout Europe	64,8%	60,3%	60%	59,8%

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	Student	Volunteer	Employee	Unemployed
Help young people play a more active role in society	64,5%	68,2%	68,1%	59,3%
Provide disadvantaged young people with more opportunities	52,8%	64,8%	51,6%	46,2%
Help young people become more economically independent	52,4%	46,9%	48,2%	56,8%
Improve support available to youth organisations, youth workers and youth leaders	43,0%	55,3%	46,1%	39,2%
Promote work/life balance	38,6%	30,2%	44,8%	39,7%
Improve young people's health and well-being	36,8%	28,5%	36,1%	28,6%
Help young people start a business	34,8%	35,2%	32,6%	42,7%
Promote intergenerational understanding	34,4%	41,3%	37,7%	30,7%

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Table 12.1 Satisfaction with national education systems (according to organisations in %)

	Student	Volunteer	Employee	Unemployed
No	63.3%	75.4%	69.4%	80.9%
Yes	36.7%	24.6%	30.6%	19.1%

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13 Employment

13.1 Possibilities to help young people finding work

Table 13.1 Opportunities to prepare young people finding work (according to organisations in %)

	Student	Volunteer	Employee	Unemployed
More opportunities for internships and training on the job	71.5%	69.3%	61.4%	65.3%

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	Student	Volunteer	Employee	Unemployed
Closer partnerships between schools and stakeholders in the labour market	67.5%	60.3%	64.9%	64.8%
Better matching between learning outcomes and demand on the labour market	48.2%	44.1%	53.2%	51.8%
Better career guidance systems	43.8%	44.7%	45.1%	42.2%
Better recognition of non-formal learning	35.6%	47.5%	38.4%	33.2%
More use of approaches combining flexibility and security (flexicurity)	20.6%	22.3%	20.2%	20.1%
Other	2.9%	2.8%	4%	5%

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14 Social issues

14.1 Most important social risks for young people

Table 14.1 Main risks for young people, apart from issues relating to education and employment (organisations in %)

	Student	Volunteer	Employee	Unemployed
Alcohol / drug abuse	79.8%	78.2%	76.3%	76.4%
Stress and psychological disorders, potentially leading to suicide	70.9%	69.3%	64.9%	69.8%
Social exclusion / isolation	65.2%	71.5%	71.5%	61.3%
Poverty	56.5%	61.5%	56.4%	57.8%

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	Student	Volunteer	Employee	Unemployed
Obesity	43.5%	34.1%	39.2%	36.7%
Addiction to computer games	41.5%	50.3%	42%	42.2%
Language problems	35.3%	34.1%	34.3%	39.7%
Sexually transmitted diseases	31.7%	27.4%	26.4%	34.2%
Climate change, environmental damages	27.8%	30.7%	32.9%	31.7%
Accidents / traffic	19.9%	14.5%	17.7%	20.6%
Other	6.1%	8.4%	8%	7.5%

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15 Citizenship

Table 15.1 Most effective methods for young people to make their voices heard by policymakers (organisations in %)

	Student	Volunteer	Employee	Unemployed
Joining and being active in political parties, youth organisations, other NGOs or trade unions	65.5%	69.8%	70.7%	63.8%
Participating in debates with policymakers	64.1%	60.3%	66.8%	64.3%
Voting in elections	61.1%	55.3%	63.6%	57.8%
Writing in/to newspapers & magazines	47.8%	38.5%	41.4%	39.7%

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	Student	Volunteer	Employee	Unemployed
Signing petitions / writing letters to policymakers	45.5%	54.7%	42.8%	52.3%
Engaging in peaceful demonstrations	43.6%	48.6%	37.1%	49.2%
Responding to online consultations / surveys	34.1%	33.5%	33.3%	33.2%
Setting up independent blogs / websites / online videos	32.5%	43.6%	38%	33.2%
Being interviewed / seen on television	30.6%	28.5%	28.7%	27.1%
Answering opinion polls	30.3%	21.2%	22.1%	29.6%
Being heard on radio	16.2%	17.3%	13.9%	20.1%
Other	4.3%	6.1%	6.7%	7%

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