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**INTERIM EVALUATION  
OF THE «YOUTH IN ACTION»  
PROGRAMME IN ESTONIA  
2007–2009**

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## SUMMARY

Youth in Action is an EU programme, which aims to promote active citizenship, solidarity and tolerance among young Europeans. After three years (2007-2009) of action it is time for interim evaluation of the programme.

In Estonia, the programme assessment was carried out by the researchers of the Institute of Sociology and Social Policy at the University of Tartu. The assessment included a secondary analysis of materials relating to the programme, questionnaire-based Internet surveys, interviews with the participants in the programme, and discussions with co-workers of the National Agency for the Youth In Action programme.

The amount of funds committed to actions that enable the implementation of the targets of the Youth in Action programme have gradually increased since 2007. In total, the Youth in Action programme actions have been funded in the amount of approximately 5,015,155 euros in 2007–2009. In three years, 895 projects have been submitted, 478 of which have been approved and supported.

Programme's action is considered as corresponding to the goals of the EU youth policy and highly significant in realising these goals.

The programme is also in good accordance with the goals of Estonian youth policy. Estonian National Agency of Youth in Action has been one of the guiding forces in formulating the goals and strategies of Estonian youth policy and in changing respective regulations. A new law of youth work enforced on September 1, 2010 is to some extent based on the experience received in the course of the Youth in Action programme, for example it stresses the context of informal and non-formal learning in youth work.

The Estonian National Agency has been actively involved in training youth workers and shaping youth policy, hence several principal spheres in youth policy coincide with the aims and methods of the programme, e.g. measuring and development of the quality of youth work. In the latter realm, much success has been achieved and a lot of experience obtained that can attract international interest.

As Youth in Action programme is a significant institution for applying for project money it has also influenced the arrangement of work: conditions set to projects have essentially affected whole Estonian youth work practice.

The fact that young people with fewer opportunities can undertake something through local youth initiative or international youth exchange contributes essentially to the development of youth and youth work.

Programme increases feeling of identity, develops civic education, brings young people to civic society and fosters them to think about social problems.

The participants found that participation in the programme enables them to increase their awareness and understanding of other cultures.

Unemployed young people have been paid special attention to in the estimated period of the programme, as they have been made targeted offers. There is also cooperation with the Estonian Unemployment Insurance Fund.

One of the programme's values considered by the participants is the fact that a very different approach from formal education motivates young people to learn.

The participants found that projects have positively influenced schools' attitude toward youth work and informal and nonformal learning.

90% of the participants stressed the significance of attaining skills for joint activities such as team work, skills of discussion and analysis.

International projects provide young people from different European countries with a possibility to communicate between themselves, and this communication continues after the projects have been completed.

With regard to local priorities emphasis has been on including rural and small city youths into the programme. More attention has been paid to regions from where less applications have come and this directly supports the development or regional policy.

In the opinion of the majority of the participants in the qualitative study National Agency's work has been excellent. It is significant that NA personnel helps participants writing projects by advising and in the form of feedback, as well as giving possibilities for improving projects. Such personal or individual approach has been the key why the programme has fared so well in Estonia.

Project applications and reports were mainly considered feasible and not problematic. The Estonian NA has been very active in introducing and mediating its activities and making the material available on the internet. The introduction of the programme's possibilities to target groups is considered sufficient.

Participants rate their participation in the projects very highly. Practically all advised other young people to participate in such projects.

Some problems, connected with the implementation of the programme, discussed in current document, are mostly connected with harmonisation of priorities on European and Estonian level, financing, attracting and supporting specific groups of applicants.

**Thus it can undoubtedly be said that the Youth in Action programme and its impact in Estonia in the considered period corresponds to goals set at different levels and has highly significant and widespread influence on Estonian youth policy and youth work as well as for the society and its development as a whole.**

# I. INTRODUCTION

Providing opportunities to promote the self-fulfilment, versatility, and involvement of young people is a vital prerequisite for the development of a growing and well-functioning society. Formal education is traditionally designed to offer mainly theoretical knowledge. The development of skills and experiences required for successful participation in labour market and social, political, and personal life are often regarded as of secondary importance – as something that doesn't require special opportunities to learn it. In addition to developing the knowledge, skills and abilities of younger generation it is also important to find ways to promote their social inclusion. Several EU programmes have been introduced since 1988 to develop this particular field of activity. Estonia has participated since 1998. The year 2000 witnessed the launch of the YOUTH programme, a main educational programme offering opportunities for young people between 15 and 25 to prove themselves, continue their self-development, and take an active role in the society. In 2006, the YOUTH programme was completed, and the Youth in Action programme, which aims to promote active citizenship, solidarity and tolerance among young Europeans aged 15 and 28 (in some cases 13–30), initiated. After three years of action it is time for interim evaluation of the programme. Evaluation was conducted according to the “Process for the Interim Evaluation of the Youth in Action Programme (2007–2013)”.

The assessment of the Youth in Action programme was carried out on the contractual basis by the youth researchers from the Institute of Sociology and Social Policy at the University of Tartu. The research group consisted of 9 members and the assessment was conducted in January–July 2010. Representatives of the programme's target groups, youth workers, youth policy specialists, and many others contributed as informants to the assessment.

The present document provides a brief overview of the main evaluation results. In addition to the guidelines and annual priorities established by the European Commission, national priorities for 2007–2009 have been taken into account. Therefore, the priority is given to the following projects:

- I. projects involving young people living in rural, peripheral areas and small towns (priority is given to different regions every year) to improve the regional coverage of the Action usage;
- II. projects including young people with disabilities and health problems;
- III. projects including young people without the Estonian language competence (Russian-speaking ethnic minorities);
- IV. projects including young people who are unemployed.

Concerning the growing importance of social challenges that young Europeans have to face, the matters of fighting with social exclusion and youth unemployment are at the centre of attention on both national as well as European level. In this regard the priority is given to the projects including young people with fewer opportunities.

## II. METHODOLOGY

The interim evaluation of the Youth in Action programme in Estonia will aim at assessing the qualitative and quantitative aspects of the implementation of the programme and reporting on the results obtained in 2007–2009. The evaluation process will serve to provide recommendations and guidance on how the implementation and completion of the programme in Estonia can be improved. The evaluation process is based on the original survey data and secondary analysis of Youth in Action related data and documentation.

Surveys done for evaluation process are based on quantitative and qualitative research methods. In quantitative part, data from the project *Research-based Analysis and Monitoring of Youth in Action* (RAY) are used. Currently RAY is the joint project of 9 countries (Austria, Germany, Hungary, Slovakia, Czech Republic, Finland, Bulgaria, Poland and Estonia). In the framework of the project online surveys with the project leaders and project participants were done. The questions had mostly a multiple choice form; in some cases the respondents were allowed to supplement the answers.

Project leaders' survey would address issues such as the impact of Youth in Action projects on the participants, the project leaders and their organisations (in particular with respect to the contribution of the project to the programme objectives and priorities, competence development of participants and project leaders, attitudes etc.), accessibility to the programme, participatory aspects in the projects, participation of young people with fewer opportunities etc. Survey would be addressed to all leaders/team members of all projects which would require consistent data entry into *YouthLink*. Till March, 2010, the data was collected from 199 Estonian project leaders who have participated in Youth in Action funded projects. Those data were used in evaluation process. (In future, *Survey 1*) The procedure for project participants' survey would be the same as for the project leaders but they would be limited to the impact on the participants themselves (in particular, what they learned and how they learned it), the accessibility to Youth in Action projects, and the profile of participants. These surveys would be addressed to a sample of funded projects, but to all participants of the sampled projects. Till February, 2010, data were collected from 601 Estonian respondents who have participated in projects funded by Youth in Action (*Survey 2*). In some cases, also data collected from 383 foreign respondents who have participated in Youth in Action funded projects in Estonia were used (*Survey 3*).

In the qualitative study the preliminary approach (2 focus groups) was changed due the very intensive time schedule of potential participants making impossible to find time for focus group interviews. Instead of that 8 individual or a small group (2–3 people together) interviews with 17 people were done. The length of the interviews was between 29 minutes and 2 hours. The aim was to find respondents with high competence in the activities of Youth in Action programme. Respondents included representative of the Ministry of Education and Research responsible for youth policy, members of Youth in Action Selection Committee in Estonia, representatives of different NGOs (including youth organisations) and local governments, and also YOUTH and Youth in Action programme large scale project leaders with long-term experience. In most cases the respondent was representing more than one from above listed. The interviews were based on evaluation questions mentioned in document CJ/05/2009-EN-2 and were made in April–May 2010.

Unstandardised interviews and discussions with co-workers of the national agency for the Youth in Action programme were also used in compiling the report.

A secondary analysis of materials concerning the Youth in Action programme was based on prior impact assessments and evaluations, Youth in Action national agency yearbooks, informative and

statistical materials associated with the programme (especially *YouthLink*), and materials produced by Youth in Action programme projects. A list of used materials is provided in *Annex 2*.

As far as the recommended length of the report is concerned, only the main results of the impact assessment and the related proposals to improve the quality of the programme have been included. A more detailed version of research results will be made available in Estonian. A selection of graphical illustrations of the results is presented in *Annex 3*.

### III. DESCRIPTION OF INPUTS AND OUTPUTS

#### Inputs

The amount of funds committed to actions that enable the implementation of the targets of the Youth in Action programme have gradually increased since 2007, totalling 1 735 421,18 euros in 2009. In total, the Youth in Actions programme actions have been funded in the amount of approximately 5,015,155 euros in 2007–2009. The largest share of the actions budget has been allocated to Action 2, followed by Action 1.1 (youth exchange). Further information regarding the actions is presented in *Annex 1*.

#### Outputs

In three years, 895 **projects** have been submitted, 478 of which have been approved and supported. The numerical data across years and actions are presented in *Annex 1*.

Since 2007 over 2000 young people **participated** in the Youth in Action programme every year. Further information regarding the number of participants and projects is presented in *Annex 1*. The participation was the highest in 2008 reaching even over 3500, but has been lower in 2007 and 2009. Youth exchanges involve the greatest number of participants, making up more than half of all participants.

**By age, the division of participants is** all in all rather even. The core groups of youth initiatives are mostly younger, the majority being 15–18 years old and, This age group is also more active in youth exchanges.

**By gender**, females have outnumbered males to a greater or lesser extent across all projects.

According to the number of partners, the **youth exchanges** are divided into **bi- and multilateral (including trilateral) ones**. In the first two years, bilateral projects slightly outnumbered multilateral projects. In 2009, the majority of the projects granted were multilateral (more than twice as many multilateral projects were conducted compared to bilateral projects).

On the other hand, there has been a lot of youth exchange with Finland, Spain, and Greece. A number of youth exchanges have also been conducted in cooperation with our closest neighbours (Latvia, Sweden, Poland and Lithuania).

The most popular **topics** in youth exchange are related to European awareness. Almost equally popular are project themes related to art and culture. Social inclusion, education through sport and outdoor activities and urban/rural development are a bit less popular, but nevertheless important. Several projects have also been conducted in the area of youth policies and minorities issues. An overview of the distribution of different project themes is presented in *Annex 1*.

**The most popular partner country** to go for voluntary service from Estonia during 2007–2009 has been The Republic of Macedonia. Greece, Moldova and France come as next. A bit less voluntary service is performed in other countries. All together 45 young people have participated in the EVS programme over the period of time.

On the other hand Germany has clearly the biggest number of volunteers coming to Estonia. Significantly fewer young people come from other countries, but still France, Spain and Italy somewhat stand out from the list.

Average **activity duration** in the Voluntary Service has dropped from 0,81 years in 2007 to a mere 0,66 years in 2009 whereas the share of short-term EVS projects is 11,4%.

The **success rate** of projects has dropped during the period reaching less than 45% in 2009. This is so, because the number of submitted projects has shown a steady growth during the period.

## IV. ASSESSMENT OF THE RELEVANCE

From all youngsters, who have participated in the youth projects, 77% believe that their job chances have increased. Participation in youth projects also helps many youngsters with making decisions about their future careers. 65% of the youngsters agreed that they have now clearer ideas about their further educational pathways. And even 72% of youngsters agreed that they have now clearer ideas about their professional career aspirations and goals.

Furthermore, through different projects young people learn many skills that might improve their chances on the labour market. Respondents agreed that through the participation they learned to communicate better with people who speak other languages, to cooperate in a team, to negotiate joint solutions when there are different viewpoints, etc (*Survey 2*; see *Figure 1* in *Annex 3*).

Participants in qualitative study agreed that Youth in Action programme and projects it includes are in accordance with European youth policy. On the basis of personal experience, one participant found that in comparison with the other European countries the programme's activities in Estonia have developed much more rapidly and also, the quality of the results is higher. At the same time there could be found some confrontation with formal education, stressing that socially little recognized non-formal learning can sometimes decrease the impact of some educational event.

Participants in the qualitative study also found that the programme is extremely important in carrying out EU youth policy in Estonia. It was stressed that the programme fosters young people to think about social problems. They learn how certain problems are solved in society, how policies function, and as a result are themselves able to express their opinion.

It was also found that going abroad in the framework of EVS or carrying out the project enable adolescents to receive first work and life experience that can later make finding work easier for them.

According to a representative of the Ministry of Education and Research, the programme is in good accordance with the goals of Estonian youth policy, although there is room for certain additions and improvements because Estonian youth policy priorities were adopted before the programme was launched. Participants in the qualitative study emphasized that the National Agency of Youth in Action has been one of the most important spokesmen in defining the goals and strategies of Estonian youth policy. Therefore their most important priorities coincide. It was stressed that the programme has influenced the availability of youth work, particularly in areas where otherwise nothing is happening. In addition, participation has expanded youths' professional knowledge. The programme has been a kind of springboard for very many young people and youth workers, and it has diversified the sphere of youth work supported by necessary resources. At the same time, individually mastered experience may not always be reflected at state level.

Among the impacts at state level it was mentioned that civic initiated projects that have somewhat political character or intervene into political subjects, very rarely find local financing in Estonia. In such cases one has to hope for EU programmes and therefore Youth in Action programme has fully proven its necessity. Indeed, projects conducted in the framework of the programme help promote tolerance and broaden youths' worldview. As participants come from different parts of Estonia, the programme unites different regions of the country.

Naturally, the programme is not so large-scale or rich that it could finance all ideas offered by youth and youth workers. There will always be found young people and youth workers who will come forward with quite unique needs that are not primary goals of the programme. The Estonian team of

Youth in Action is making everything possible in order to clarify youths' needs and to respond to them in the framework of the programme.

Sometimes youth groups or youth organizations simply do not know what exactly is their goal and what are the needs proceeding from it. The programme assumes that young people think thoroughly about what and why they really want. This is also an essential developmental impact.

It is likely that Youth in Action programme itself has brought about the expectations youth associations, young people and youth workers have for international projects and that is why the possibilities offered by the programme are in big accordance with those expected from it.

Considering that the monetary volume of the programme is so large that it provides a significant part of possibilities for doing something altogether in Estonia in this field, and that the programme has functioned with minor changes for more than ten years, it has definitely shaped our understanding of international cooperation as such.

The significance of Youth in Action programme is also proved by a great number of applicants. Unfortunately not all applications can be accepted. E.g, very many applications have been submitted for training youth workers, yet the necessity for such training is obviously far bigger than programme's budgetary possibilities.

The programme has also fostered youth's general activity, offered possibilities of communicating and taught project writing.

The relevance of the Youth in Action programme in Estonia can better be understood through descriptions of concrete projects.

*2009. NGO Hiiumaa Ankur, Model Session of European Parliament*

*All local youths are invited to participate to get better acquainted with the work of the European Parliament and have a say in matters that affect all of us. The event is oriented to youths between the ages of 15–19 and is especially relevant in the context of the upcoming European Parliament elections in June 2009. The event itself will consist of work in commissions, a speech from an Estonian politician and a simulation assembly.*

Encouraging the active citizenship of youngsters is a priority at the national level. As Estonia is a member of European Union it is absolutely necessary to introduce the work of its institutions to young people.

*Trainings and Network Projects 2008. TDM 2000 Estonia NGO, Training course “Advanced Training of Project Management”*

*Instructors/trainers introduced us to the Youth in Action programme, its short term priorities, and specific programmes of European Commission. They told us about the peculiarities of those programmes and directed our attention to things that needed extra attention. As our instructors had a lot of experience with the projects themselves, they brought interesting examples from their work and their answers to our questions were based on their experience. The specific programme 1.1 – international youth exchanges – obtained special attention. We examined all the application and report forms, greater risks, funding schemes, and evaluation criteria of international youth exchanges. As a practical part of the training, we wrote project drafts in small groups and examined those together in detail. At the beginning it was something new and a bit confusing, because we didn't have experience with such paperwork before, but soon everything became clearer, our confidence grew, and we couldn't wait to start the work with our own projects.*

*2009. Vormsi Youngsters, Life on Islands*

*The main goal of this project is to unite the youngsters of two islands – Vormsi and Åland, and to encourage them to involve themselves more into the development of the islands' life. This project*

*will give the young people from Vormsi the chance to meet some new people, to widen their worldview, to learn about the cultural backgrounds of Åland and Vormsi through lively discussions and above all, a chance to talk to young people who understand their problems deriving from the fact that they live on a small island. We are hoping to show the young people from both islands that there is life for young people on small islands, all they have to do is to find the possibilities and the necessary qualities to make their life interesting and worthwhile. One of our goals is to improve the ability of co-operation in young people because due to the geographical difficulties the youngsters haven't had enough experience of teamwork.*

For the development of local community it is necessary that young people know and use their possibilities in current environment. A good way to promote this is networking with people living under similar circumstances, sharing one's experiences with them. The sustainability of small islands and the young people living on those islands is a very important theme at the national level.

*Youth Exchanges 2007. NGO Life Zone, „Let's Recycle Us!”*

*34 youngsters from Estonia, Italy, Croatia, and Bosnia and Herzegovina came together to discuss topics like recycling the garbage, environment management, sustainable development, and fair trade. Participating youngsters were concerned about the environment in which they are living, and wished to improve the world through sustainable development.*

Environment protection is one of the most important political priorities at national as well as at international level. It is essential to educate young people all over the world about those matters and to encourage them to take initiative to make some change.

*2009. Estonian-Lithuanian Union of Youngsters, More Effective the Organisation – More Active a Youngster*

*The goal of the seminar is to share the experience of conducting a youth organisation's activity more effectively to involve more Lithuanian people abroad, so they would participate more productively in their residence country's social, political and cultural life, but also to share experience with the experts in the policy and activities of national minorities of Estonia.*

Integrating the ethnic minorities to the society has a great value in itself and it is very important in Estonian politics.

*Youth democracy projects and youth seminars, 2008. Youth organisation Eesti 4H, youth conference „How to be successful in your local area?”*

*The conference encouraged several youth groups to do something in their locality. Participating in the project opened the possibility to change the way many youngsters are thinking and to promote amongst the rural youth the idea that it is possible to be successful in their own locality, too. One of the goals of the project was to activate the initiative of youngsters and the local youth work to create a feeling of community among the local youth. The growth of active citizenship, in turn, is essential to make youngsters active citizens of Europe today as well as in the future.*

Developing the community sustainability among the youth through the informal learning helps to raise the active citizenship. Increased feeling of the community and the ability of venturous action among the youth are simultaneously beneficial for community as well as for the country.

*2009. ENL, Youth Shadow Elections*

*Project „Youth Shadow Elections in Tallinn and Tartu before the Election of Local Governments“ supports the participation of young people in the society. The aim of the project is to use a good learning experience to increase youths' interest in everyday events around them, and to encourage them to notice and help out where needed on local, national or international level.*

It is necessary at the national level that the youths feel that they are participants in what is going on in their country and that they know that their vote counts. The youngsters, who are interested in what is going on around them and notice their surrounding environment and the needy, are the

guarantee of sustainable development for the country. Shadow elections are an effective method of informal learning to introduce this thought to youth.

*2009. Study project „Spark of Life“*

*As a part of the project environment friendly terms, techniques, and materials in renovation and energy saving were introduced. Most important priority was to activate and unite youth from capital and rural areas in order to develop a team of young people with skills and will for starting practical renovation of old buildings (belonging to State Forest Management Center). Project eas focused on teaching practical skills and attracting youth starting up life in natural living environment on the countryside was the main challenge.*

Environment-friendly construction/renovation is quite popular among the Estonians with the rustical roots. At the national level it is very useful aesthetically as well as for the sake of environmental protection. Additional value of this project comes from using informal learning to teach new skills to the unemployed youth and creating them new job opportunities.

*Youth Exchanges 2007. NGO Continuous Action, „Enjoyable Life“*

*Youngsters from Spain, Greece, Slovenia, and Estonia, altogether 30 young people, participated in the project “Enjoyable Life” to focus for 8 days on topics like health, well-being, and youngsters with special needs in the society. Because of their immobility and visual impairment, youngsters with special needs were represented. The aim was to draw attention to our everyday habits, hobbies, diet, and sports to show, how much young people can do themselves to take care of their own health. The project promoted the idea that blindness or immobility doesn’t make a person an invalid, who should stay at home and not take care of oneself. Instead, it is necessary to develop better opportunities for young people with special needs to participate in society.*

People with special needs are largely strangers to the average person in Estonia and, as a result, the youngsters with special needs don’t always feel like full and valuable citizens as they should. This project makes a valuable effort to develop better opportunities for the young people with the special needs in our society, helping to see that their rights, responsibilities, and needs don’t differ much from those of any other young person.

*Youth Exchanges 2008. Tartu Emajõe School from Estonia and Landesförderzentrum Sehen Schlesswig from Germany, „Visually Impaired Youth in Action”*

*The main aim of the project was to increase the ability of venturous action of the visually impaired youth. Young people took part of organising the youth exchange and assessing it as much as their abilities and previous experience permitted. Youngsters needed a lot motivating, counselling, and aid. In retrospect it seems that it might have been possible to have youngsters participating even more in organising the project. Yet the most important thing is that the youngsters felt that the success of the project depended on them and that they could carry out their ideas. It was a unique experience also for the staff of Tartu Emajõe School to see youngsters under different circumstances and witness the joy, enthusiasm, and delight that youngsters got from their new experience. Success of the project helped to raise the self-esteem of the youngsters and gave them communication skills, and will to make their ideas come true – in short, everything that an active citizen needs. Such projects offer an opportunity to broaden the worldview of the youngsters with special needs and to enlarge their experiences.*

It is extremely important to bring young people with special needs closer to the society, so that they could feel themselves as full citizens and fulfil their potential.

*Democracy Projects and Youth Seminars 2008. Student representative boards of Sõmeru Basic School, Vastna Basic School, Uhtna Basic School, Põlula Basic School, and Sonda Basic School*

*Every autumn, new student representative boards are elected in schools. To increase their activity in school life as well as in organising VUPSS joint events, it was decided to organise an information day. Youth in Action programme provided a good opportunity for this. Intensive*

*training day offered new knowledge and opportunities for action, which one doesn't get from an average school day. Lectures were varied with creative tasks, group works and games. Unified vision of the role and position of a student representative board at school was developed and visualised on a poster.*

Active civil society can function firmly only if children and youth are taught to be venturous and show initiative. Student representative boards are usually the first official instance where children and youngsters have to stand for their interests and where they can have their first experience of representation. It is useful to teach them how the representative body should work and what representing students' interests and rights means.

*European Voluntary Service 2008. Volunteer Kristjan S, sending organisation Pelgulinna Child Protection Centre, hosting organisation Everything's Possible, „Everything's Possible”  
Project took place in Leeds, England, in organisation Everything's Possible. Everything's Possible became also the name of the project, because it suited nicely with the spirit of the project – many people had given up about Kristjan and didn't believe that things could work out for this young man. But everything is possible! Today Kristjan is back at school, although he didn't believe before that he could have any education. It is not easy to go to 7<sup>th</sup> grade in age of 19, especially when one has attended Puiatu reformatory and spent half a year in prison before. Kristjan had not studied for three years. As a part of the project, Kristjan spent three weeks in Leeds, England, in organisation Everything's Possible. This organisation has long experience in working with criminal youth. Kristjan had an opportunity to prove himself as a volunteer in two NGOs – BEES and Re-Paint – during the project.*

Giving a new chance and meeting the needs of deviant youth shows the goodwill and tolerance of the society. This project is relevant to the needs of deviant youth.

*Trainings and Network Projects 2008. LLC Avarda, Youth in Action programme training Training Diary – Youthpass Training”*

*I picked a training which was directed to a target group where I belong – trainers. In informal learning, it is very common that in addition to the trainer, also the participants are responsible for a big part of the programme. All the participants become trainers in some way. For me the second very important part of the training were the informal conversations with colleagues, which took place in our free time. It is very enriching to talk about one's thoughts and problems with someone who does the same thing, but sees things completely differently because of a different national background. Youthpass is becoming an inseparable part of most of the trainings and projects organised under the Youth in Action programme. It is important for me as a trainer to be familiar with the changes which are taking place in the field of youth work. But besides the necessity to be simply informed, in case of Youthpass, there is also an opportunity to help promoting a great idea.*

Comment: Youthpass training is relevant to the needs of youth workers and trainers, because it is beneficial for them to exchange feelings and experiences to analyse and develop their work.

*Youth initiatives 2007. MINA*

*The aims of the project were to increase the involvement of youngsters with hearing disabilities in local youth work, to better their opportunities to participate in society, and to raise the public awareness about the special ways in which the deaf youngsters experience the world. With the help of this project it was shown that youth work with young people with special needs does not differ essentially from the youth work with any other youngsters. It is often possible to mix different target groups, if this aspect is paid some attention.*

This project was extremely important for young people with special needs as well as for youth workers who are working with them. Youth workers got the chance to see new aspects in their work, which could enrich the lives of the youngsters, like bringing together young people with special needs and average youth, which is not so problematic in reality as it is often thought to be.

## V. ASSESSMENT OF THE EFFECTIVENESS

Participation in projects also prompts young people's active citizenship. 38% of the respondents think that after the project experience they are better prepared to participate actively in social and/or political issues. And 37% of the respondents admitted that participation in the project actually made them also participate more in social and/or political life. 19% of the participants said that they are now committed to work against discrimination, intolerance, xenophobia or racism (*Survey 2*).

Most of the project leaders think that projects have contributed to a considerable or great extent to quite a few of the programme's objectives (*Survey 1*; see *Figure 2* in *Annex 3*).

Participants in the qualitative study found that due to programme's conditions it is not possible to get financing for projects which are not related to programme's goals. Thus, projects fully contribute to the development of European youth policy. Smaller obstacles may occur in achieving narrower goals (e.g. due to the interest of project's target group being smaller than expected). One participant in the qualitative study mentioned that one reason why it is difficult to include unemployed youths is that they are generally passive in comparison with the rest, so-called prerogative youth groups.

Domestic and international networks arising in conducting the projects help to rise youth's consciousness of Europe and make them more active and tolerant toward differences. Young people who do more also see more and people who have seen more are more open toward differences and do not strictly oppose views and opinions of the others.

A question was posed about the significance of being a European citizen because the content of this concept cannot precisely be defined. At the same time, carrying out projects and the implementation of one's ideas is undoubtedly a very useful experience for youth that enables them see things more comprehensively and perceive themselves as members of a larger community at the level of county, country or Europe. Whether young people begin to feel themselves more as European citizens in doing projects can hardly be measured. But is sure that their consciousness and understanding of other cultures rises. One participant in qualitative study marked that in all projects in which he has participated, youths from different countries still communicate between themselves. Young people could learn much about the European countries and their culture, they also discussed over the problems met in different European countries. Those problems are mostly similar, but solutions are often quite different and interesting to compare.

In the opinion of a representative of the Ministry of Education and Research, current programme is directed toward joint goals and activities, more than the former ones. At the same time, it is very hard to measure the growth of youth's tolerance and understanding of other people. It is even more complicated to estimate or prove how much the programme has contributed to this. Yet one goal that the programme with its simple means but diversity surely fulfils, is creating possibilities for cooperation between European young people.

Among local priorities, a representative of the same ministry found that the implementation of the programme has included both rural and small city youth. Youth in Action programme is known to target groups all over Estonia, while more attention has been paid to regions where less applications have come from.

The same applies to handicapped youths and young people with health problems. National Agency has made attempts to reach persons who themselves have perhaps not been so active. E.g., the share of young people who don't speak Estonian seems to be rather high in the programme. The unemployed adolescents have been paid special attention in this programme, they have been made targeted offers, there is also cooperation with the Estonian Unemployment Insurance Fund.

While considering the plans to realise local priorities, representatives of youth organisations found that as these priorities are, above all, associated with including certain target groups, much depends on the goals of the organisations. Youth organisations can embrace only spheres that belong to their domain, as extending the competency of the project to a new direction would not be a promising perspective.

With respect to Estonian youth policy and youth work, the respondents found that the programme has significantly influenced the development of the whole domain of youth work in Estonia during a dozen years. It has played a key role in that youth work in Estonia has won recognition, and has served as an example for working out the goals and methods of youth work. The initiative of the Estonian NA of Youth in Action in being the spokesman in youth problems was also stressed. Proceeding from the NA's such role the impact of the programme on Estonian youth is large, on the paper (in laws and regulations) as well as in practice. Without the programme, many good ideas of young people and youth workers could not have been realised at all.

According to a representative of the Ministry of Education and Research, it is impossible to doubt in the impact of the programme on the Estonian youth policy and youth work. For example, the new youth work law adopted in 2010 has taken into account the positive experience received in the context of nonformal education. In principle, the law is largely based on circumstances that were proved by the application of the programme in Estonia. The Estonian NA has also been active in shaping youth policy and several areas of Estonian. Hence, programme's primary goals such as measuring the quality of youth work and the development and training of youth workers, coincide with the principles of official youth policy. Many practical activities in these areas have become possible mainly thanks to the programme. Because the programme is an important means of applying for project money, it has affected the arrangement of work: the conditions set for projects have essentially influenced the arrangement of Estonian youth work practice.

Other participants in qualitative study also stressed that the impact of the programme on practical youth work is very big, because it finances significantly trainings for youth workers and members of youth organisations.

One participant marked the changing attitude of schools toward youth work and non-formal education. Schools' understanding attitude is very important for a youth's participation in projects because, for example, youth exchanges bring about missing school for at least some days. Another respondent found that informing youth workers about the results of the programme rises consciousness about European youth work and challenges.

About 19% of the participants speak in their family of origin mainly some other language, not Estonian (most of them Russian). (*Survey 2*)

The geographical coverage of the participation in the programme can be considered rather well (*Survey 2*, see Figure 3 in *Annex 3*). It's important that projects also reach more youngsters in the countryside because living in a remote area with poor transport connection was identified by 34% of the youngsters as one of the main obstacles for their access to education, work, mobility and/or active participation in society and politics. (*Survey 2*)

While looking at different types of projects, it appears that youth exchanges are most popular among small town youngsters, youth initiatives and networking projects among countryside youngsters, youth democracy and training projects among city youngsters, European voluntary service among town youngsters, and meetings of young people and those responsible for youth policy among village youth. (*Survey 2*)

Most of the youngsters come to participate in Youth in Action projects through friends or youth groups/organizations (*Survey 2*, see Figure 4 in *Annex 3*). That generates the possibility that youngsters, who don't belong to particular youth groups/organizations or don't have very active friends who do, might not have enough information or possibilities to get involved in some youth project. In fact 46% of the respondents have participated in similar project before (and many of them in more than two similar kinds of projects). (*Survey 2*)

Also the educational background of participants is rather homogeneous. 45% of the participants are high school students, 24% university students, while only 1% was an apprentice in vocational education, 1.5% was doing a work placement, 4% was doing another type of education, and 9% was not in education at all. 65% of the participants have completed at least upper secondary education. So it seems that projects are better accessible to the young people who already have better educational opportunities. (*Survey 2*) The educational balance is even worse among the foreign participants, as more than 86% of them have at least upper secondary education (*Survey 3*).

The gender balance is far from satisfactory: 73,5% of the surveyed participants are female and only 26,5% male. Only in youth exchange projects are males a bit more eager to participate (*Survey 2*). The gender balance is a bit better among foreign participants (63% females and 37% males) but also far from ideal (*Survey 3*).

*Youthpass* was introduced to about 55% of all the youngsters participating in Youth in Action projects (23% can't remember whether *Youthpass* was introduced or not). Exactly the same amount remembers being informed about their right to be issued a *Youthpass*. 33% of all participants actually have a *Youthpass* (*Survey 2*). Amongst foreign participants, 47% claims that *Youthpass* was introduced to them and 37% actually received a *Youthpass* for their participation (*Survey 3*).

In the opinion of the representative of the Ministry of Education and Research the programme has improved the availability of youth work to young people with less possibilities on the one hand through money that has come into youth work, and on the other hand through activities with prerogative groups. Participants in the qualitative study claimed that many youths whose parents are jobless or handicapped or who come from single-parent families have actively participated in the projects.

But it was also noticed that straightforward fulfilment of programme's principles can sometimes limit the participation of unorganised youths. For young people with organisational support, participation in the programme is considerably easier.

With regard to the inclusion of youth from rural areas and smaller settlements, opposing views were presented in the study. The utilisation of regional priorities during the last period was mentioned as a positive factor. It was found that sometimes it is easier to recruit participants from smaller communities as they have less attractive events. When rural persons are offered transport for attending some event, they are more likely to participate than city youths. Several organisations related with the projects plan their events in as many sites in Estonia as possible.

At the same time, it was found that it was harder to get rural young people into the projects and they needed more encouragement. Among positive means of enrolling rural youth, one representative mentioned sending young teachers into international projects because after the participation they will be more interested in such projects. Hence their students have more opportunities for participation in these projects.

Programme's expansion into some regions can be inhibited by the fact that a young person with good project ideas might live in a place without a local youth center, enthusiastic hobby leader or

already active youth group to whom to turn for aid and advice. Activity levels differ by regions and in more active ones there is already know-how about conducting youth projects, giving new youths an easier start.

Participants in the qualitative study stressed that as in the assessment of applications there are preferred projects where young people have done much independent work, it is easier to recruit active young people than youth workers. Fortunately, it is possible to train youth workers.

Achieving gender balance among the project participants was considered rather difficult. Young women are far more active than young men, therefore they are more likely to attend, while men are more sceptical and often need support from their friends. Recruiting young men is made more difficult by the fact that women dominate among youth workers as well as among teachers.

As a significant effect of the Youth in Action programme it was mentioned that in the course of it, both those who implement the project and those young people who simply take part in it, are learning. Young people are motivated by programme's approach to learning that is very different from the general education. Young people can also add their work experience into their CV. Indeed, it was found that young people are very proud of their work and achievements in the projects.

## VI. ASSESSMENT OF THE EFFICIENCY

Programme's general budget was considered by the participants of the qualitative study (above all the Youth in Action Selection Committee members) to be sufficient under current conditions and at the minimal level. At the same time, limited resources keep the quality of projects high, as there must be both good ideas and correctly written applications in order to receive financing. Unfortunately, quite a number of good projects remain unfinanced because there is no money. With larger resources, it would also be possible to offer steady support for some good projects, ensuring their sustainability. Additionally, it was revealed that the distribution of financing amongst the actions should be more flexible and based on the projects' general level.

The representatives of the Ministry of Education and Research said that unfortunately, Estonia had to reduce recently finances devoted to the programme's NA. This has influenced the size of personnel and possibilities for additional human resources to some degree.

*Figure 5 in Annex 3* shows a decline in the number of full-time equivalent staff in the national agency. Prior to the year 2007 the number was rising, but during current period of interest (2007–2009) it has fallen due to overall decline of the national contribution to the national agency's operating cost.

The tendencies depicted on *Figure 6* and *Figure 7 (Annex 3)* both show a decline in funding sources for the Estonian national agency's operating costs after a rise in 2008. At a basic level, these funds are vital for the sustainability of the implementation of the programme's goals. One of the most important assets is a sufficient number of quality staff, yet the number of staff has declined during the last years (see *Figure 5*). The main problem here is that the direct national contribution in relation to the community contribution has declined.

*Figure 8* shows a steady growth in submitted projects over the period, whereas the number of approved projects stays approximately at the same level. Hence the decline in the success rate as shown on *Figure 9* (see *Annex 3*).

In the opinion of several qualitative study participants, despite its shortage of personnel and resources, NA has been acting excellently. Youth in Action National Agency should also be praised for its ability to make itself visible. It was proposed that there should be more consultations so that applications would not remain not submitted just because of its technical quality. If possible, there should also be more substantial feedback to the applicants, above all to those whose application was rejected so that they could learn what to change in their next application.

Project officer's written assessment would help the Selection Committee to make decisions about project financing. It was recommended to increase the number of project officer's to ensure more effective feedback. At the same time, all those who made these proposals understood the financial obstacles preventing their suggestions from being realized.

In the opinion of one person who has written several applications, communication with youth should be less formal, in particular at the post-reporting stage of the project because too official approach may discourage young people.

The representative of the Ministry of Education and Research told that the NA of Youth in Action has been very active in introducing its activities and making the information available on the internet. It would be folly to wish for more.

The other participants in the qualitative study also confirmed that the distribution of information to the target groups is sufficient. Most persons agreed that the home page was quite modern and attractive for young people.

The members of the Selection Committee mentioned positively the electronic system of project evaluation.

It was proposed that in parallel to information in Estonian there should be information in English for those young people who think about coming to Estonia as foreign volunteers. There was also a contrarian opinion that finding information should be more simple for a person without previous experience, while for experienced participants the information could be more substantial.

The main problem the participants in the qualitative study see in ensuring programme's efficiency does not concern the programme Youth in Action and its organisational model that function normally. It lies in the fact that in Estonia, financing of youth projects from the other sources is very modest, particularly in the current economic situation. This means that even if the programme provides initial support for implementing one's idea it would be difficult to find possibilities for continuing the work without financing at local level. This is particularly regrettable in cases where one-time activity does not give a long-time result.

In the opinion of the Ministry of Education and Research the NA has made the work for what it was founded well and even made additional attempts for counselling and encouraging young people without respective experience and knowledge of how to write projects. Such personal and individual approach has played a key role in program's success in Estonia.

Participants in the qualitative study mentioned that the success of the Estonian NA lies in the fact they offer help in writing projects and in strong feedback. It was also stressed that the NA organises many trainings for the participants and these trainings are very productive and concrete. Young people who make projects have little experience, yet by attending these trainings they receive new ideas they later use not only in the framework of the project but also elsewhere. For example, participants have taught other people to write project applications. At the time there emerged the question why must the application forms be so complicated.

The representatives of organisations who had participated in the qualitative study mentioned one obstacle that concerns finding partner organisations for opening new topics and recruiting target groups. Traditional partner organisations may lack interest in certain subjects while finding a new and trustworthy partner and achieving an agreement with it may take a lot of time.

Project applications and reports were mainly considered feasible and not problematic (in different sub-aspects project managers estimated application and reporting as positive in range of 70–80%).

Generally it was found that application and report forms and procedures connected with them are sufficiently simple and feasible. In different sub-aspects project managers estimated application and reporting as positive in range of 70–80% (*Survey I*). There were also opposite views: do not understand the necessity of all questions. The procedure can probably be simplified by additional explanations about the necessity of gathered information.

According to general opinion, projects that are financed get sufficient money. Selection Committee members found that aid has never gone to a project that did not deserve it. At the same time, there are good projects that remain unfinanced. In the framework of the project, more finances could be used successfully. The NA would undoubtedly be able to realise these. Some programme actions have so little money that only some projects receive support and a lot of good ideas remain unrealised. It was suggested that the division of finances could be more easily changed between the

actions proceeding from the general quality of the projects. Representatives of organisations wished more freedom in financing personnel costs because for a small organisation it is difficult to find money.

About 46% of the respondents didn't have to pay anything for their participation in the projects. Most of the participants, who had to pay something (travel, lodging, etc), said it was easy for them. Still there is a small minority for whom paying their part was difficult (8% from all participants; *Survey 2*). On the other hand, 17% of the foreign participants in the projects found it difficult to pay their share. That gives the reason to believe that one of the things that keep some youngsters from participating in certain type of youth projects (youth exchanges and other projects that require travelling) are high expenses on transportation (*Survey 1*).

It was found by the respondents of qualitative study than in comparison with former programme periods, the role of participants-contribution has fallen. This is very important from the point of view of recruiting young people. It is possible to manage with this money quite well and young people appreciate this money very highly. It can even be said that projects teach adolescents to economise. High demands for applications are fully justified because they force young people to think thoroughly about their projects. This is likely to raise the quality of projects.

In the framework of EVS projects it was revealed that several foreign volunteers who have visited Estonia have mentioned that "pocket money is not sufficient". This may depend on the life style of a certain person, as the size of the pocket money is known beforehand and one should take this into account at the right time.

The representative of the Ministry of Education and Research confirmed that the introduction to the target groups has been adequate while the information about the results of the programme tends to fall behind due to a lack of media interest. Nationwide press lacks interest in writing positive news stories about the activities of young people, although the same does not apply to the regional papers. The other participants also found that information about the programme should reach not only the target groups and organisations directly associated with the programme but also other people and institutions that would contribute to the growth of sustainability of the programme.

## VII. ASSESSMENT OF THE SUSTAINABILITY

46% of the survey respondents have participated in similar project before (*Survey 2*). 86% of participants have some ideas to participate in similar projects in the future, for 55% that wish is a definite one (*Survey 2*).

Participants in the qualitative study found that ensuring the sustainability of activities carried out in the framework of the programme is sometimes quite complicated. Youth in Action programme supports new innovative ideas but their continuation after the end of the programme is problematic. It would be useful for the programme if it attracted more attention in society, instigating a wider discussion. This would guarantee successful follow-up financing from the other sources. Especially, changing attitude of schools toward youth work and informal education may be very important.

Also it was found that youth exchange as an element of the programme is the primary and simplest access to the programme for many young people on which their further participation will depend, hence it should certainly remain in use.

It was also stressed that the NA organises many trainings for the participants. Young people who make projects have little experience, yet by attending these trainings they receive new ideas they later use not only in the framework of the project but also elsewhere.

## VIII. RECOMMENDATIONS IN VIEW OF IMPROVING THE IMPLEMENTATION OF THE YOUTH IN ACTION PROGRAMME

Different concrete proposals for making the work of the programme more efficient in the current period are presented in previous parts of this document. Next we consider the topic of supporting of the applicant.

As the conducted interviews indicate Estonia (at the level of the Ministry of Education and Research as well as that of the National Agency of Youth in Action) has held a position that a specific youth programme must regard applicants in a different way than the other sources of financing. There is a need for more direct contact and counselling in order to ensure the involvement of youth with fewer opportunities in the programme.

Considering possible developments where new programmes become more comprehensive and integrated with education programmes, there exists certain danger that they might become less targeted to include all youth, but to become somewhat programmes for the “elite”.

Beside generally high evaluations, participants in the qualitative study expressed some wishes concerning the procedure of application. It was found that application forms should be less voluminous and more connected with project’s content. The presentation of the precise list of participants in the course of application process was also considered troublesome, as that could inhibit the inclusion of first-time participants and young men. Regarding the feedback to the applications, more detailed and substantial advice was found necessary (including for those whose applications were rejected). It was found that more comprehensive written evaluations to projects could contribute to the activity of the programme council.

Although the establishment of local territorial priorities has enabled to expand the number of participants, some participants revealed problems concerning the inclusion of rural youth into the projects. Not all young people with a good project idea have a support person, a local youth center, an enthusiastic hobby leader or already active youth group to whom to turn for help and advice. In more active regions there is competence to carry out youth projects that means a far easier start for new people.

As another problem, participants mentioned achieving gender equality in projects. That is also reflected in the data of quantitative study: the share of young men is considerably smaller than that of girls.

As could be seen above, the applicants sometimes wish more support than the Estonian NA of the Youth in Action is capable to provide, already having exhausted all its possibilities for the moment. Additional activity seems to be restricted by the lack of finances at the disposal of the NA. One possibility that can be considered is seeking some additional money for the NA from the programme, another alternative is applying for money from Estonian sources. This would expand feedback even more (including substantiation of rejections and explaining the necessity of information gathered by the applications), as well as enable the NA to find additional partners and support persons in different parts of Estonia for including new participants. More training and work with project managers would be necessary for learning skills for recruiting different target groups (including young men).

In addition to the above-mentioned questions, one idea concerns creating some kind of advisory body consisting of the workers of the NA and persons connected with the programme. This would enable them to juxtapose needs and possibilities, finding optimal solutions to the problems. It would also be necessary to attempt to engage more men in the introduction of new programmes (including

those who have participated in earlier projects) and to consider including themes that are more interesting for men in project's local priorities.

## IX. RECOMMENDATIONS FOR THE NEW GENERATION PROGRAMME

Below we look at the problems that came to the fore in the course of the study. The following discussion can be of help in raising programme's further efficiency.

### *Programme's importance on the EU and Estonian level*

The current programme period and probably even more the next generation of programmes are directly connected with the application of EU joint political decisions in the field of youth, but also in education. At the same time both fields belong to the competency of governments and therefore it is necessary to ensure unity between state and EU level political goals. European level priorities should be in line with national needs and must be developed above all in the framework of national priorities.

Above, we stressed programme's significance to Estonian youth work and as a source of financing. At the same time, Youth in Action programme embraces only a certain segment of overall youth work. In connection with diminishing of the other possibilities of financing due to difficult economic situation there can be foreseen a bigger pressure on the programme. That is already seen in the growing number of applications. It would probably be wise to discuss in the framework of establishing national priorities what would be based on local needs. This should be fixed on the state level. The role of the programme should be established concretely among the other institutions involved in youth work, fixing also the programme's target groups as concretely as possible. At the same time, the fulfilment of the general goals of the programme must be guaranteed proceeding from local context.

Different concepts are used in describing the tasks of the programme. Part of them are defined at the level of legislative acts (e.g. citizenship), for some there exist general science-based definitions (e.g. civic society). At the same time there are some concepts with more vague content that can be defined or interpreted in more than one way (e.g. European citizen). It could be better if there existed more concrete descriptions (e.g. programme's dictionary). This would enable applicants to find better possibilities that could be realized in the framework of the programme.

An important institution that is connected with programme's functioning is its National Selection Committee. In Estonia, the main task of the Selection Committee is to make proposals to NA on financing the projects. There are also enacted general principles of work arrangement for making proposals and estimations on Programme functioning and development aspects. The interviews made with the Selection Committee members suggest that the last function is rather ignored, the members also seem not to have sufficient information about the functioning of the programme because they are not involved with projects' reports and evaluation. Perhaps it would be wise to increase the role of the Committee as a counsellor of programme's general activity by including its members (representatives of various branches of youth work in Estonia) more in developmental and analytical activities.

If the introduction of the programme's possibilities to the target groups is considered sufficient enough, informing about the results of the programme at state level may need additional development. Informative materials available on the programme's home page and printed materials may not find way to non-programme readers. Some discussion about communication strategy might be necessary, as that could lead to better understanding of the programme and reflect the fulfilment of its goals among persons and institutions that are not directly connected with it (local governments, schools, parents, non-governmental organizations not directly associated with youth work, perhaps some less informed part of youth workers). Such activities would open possibilities

for including wider groups into the programme and ensure the sustainability of activities conducted in the framework of the programme. Wider social discussions would also provide additional information about, for example, non-formal education and voluntary activities at the level of society as a whole, at the same time helping to fulfil programme's general goals. In such activities new research subjects considering youth-specific problems in the context of country as a whole should be added (e.g. informal and non-formal learning associated with educational studies, research on civic society problems by specifying youth related aspects, etc).

### ***Financing of the programme***

Simultaneously with the stability of financing by the European Commission, Estonia, unfortunately, due to changing conditions, has had to reduce its own financing of the NA. This has led to the reduction of NA's personnel in the considered period. At the same time the number of submitted applications has grown.

The members of the Selection Committee found that financing between actions and the structure of project expenditures should be more flexible. This would enable better realisation of state priorities that in their turn are supporting the goals established by the European Commission.

Although participants stressed the significance of highly important experience attained in the framework of projects and the creation of international networks as a guarantee of the sustainability of the projects, several problems were pointed out. The latter concerned above all guaranteeing the sustainability of the activities that had been conducted in the framework of the programme. In Estonia, financing of youth projects from the other sources is very modest (particularly due to the current economic difficulties), there are few structures that support youth work (especially at local level). This means that even in the case that Youth in Action programme provides initial aid for implementing new ideas, there are no possibilities to continue and develop the work that was started in the framework of the project. One possibility would be multi-stage financing of long-term successful projects in the framework of the programme. It is also very important to stress the need for the continuation and, if possible, growing financing for the training of youth workers by the National Agency of Youth in Action programme (NA Training and Cooperation plan). Estonia has achieved good experience in this activity, enabling the National Agency to combine goals of local and European youth policies in a way that could also be used in the other countries participating in the programme.

To sum up the subject of financing it can be said that the achievement of programme's goals is to some extent impeded by inadequate financing: a great number of high-quality projects that correspond to all requirements are not financed and that does not increase the popularity of the programme. It would also be necessary to finance support activities, particularly by embracing less participating target groups (young men, rural youth) and in expanding information campaign at the level of state as a whole as well as using long-term financing schemes to ensure the sustainability of the programme.

# ANNEXES

## Annex 1: Indicators (2007-2009)

A. Input indicators (financial indicators to be expressed in €):

|             |   |   |  |         |              |
|-------------|---|---|--|---------|--------------|
| 1           | Funds committed per Action per budget year  | 2007-2009   |  |         |              |
|             |   | Overview of the total sums per Actions during the last 3 years: |  |         |              |
|             |   | 1) 2007   |  |         |              |
|             |   | A.1.1   | 359 065,00 €   |         |              |
|             |   | A.1.2   | 205 758,12 €   |         |              |
|             |   | A.1.3   | 0,00 €   |         |              |
|             |   | A2  | 631 375,50 €<br>(projects 551 375,50 €;<br>EVS trainings 80 000 €) |         |              |
|             |   | A.3.1   | 202 215,00 €   |         |              |
|             |   | A.4.3 (TCP)   | 106 130,32 €   |         |              |
|             |   | A4  | 73 694,00 €  |         |              |
|             |   | A5  | 37 895,00 €  |         |              |
|             |   | TOTAL 2007  | 1 616 132,94 €   |         |              |
|             |   |   |  | 2) 2008 |              |
|             |   |   |  | A.1.1   | 389 902,65 € |
| A.1.2       | 254 232,15 €  |   |  |         |              |
| A.1.3       | 24 157,00 €   |   |  |         |              |
| A2          | 527 974,00 €<br>(projects 437 974 €;<br>EVS trainings 90 000 €)                                   |   |  |         |              |
| A.3.1       | 175 605,30 €  |   |  |         |              |
| A.4.3 (TCP) | 135 916,80 €  |   |  |         |              |
| A4          | 76 974,42 €   |   |  |         |              |
| A5          | 78 838,84 €   |   |  |         |              |
| TOTAL 2008  | 1 663 601,16 €  |   |  |         |              |
|             |   | 3) 2009   |  |         |              |
|             |   | A.1.1   | 467 222,00 €   |         |              |
|             |   | A.1.2   | 168 246,38 €   |         |              |
|             |   | A.1.3   | 68 800,00 €  |         |              |
|             |   | A2  | 609 863,00 €<br>(projects 549 863 €;<br>EVS trainings 60 000 €)    |         |              |
|             |   | A.3.1   | 134 364,20 €   |         |              |
|             |   | A.4.3 (TCP)   | 139 268,00 €   |         |              |
|             |   | A4  | 82 884,90 €  |         |              |
|             |   | A5  | 64 772,70 €  |         |              |
|             |   | TOTAL 2009  | 1 735 421,18 €   |         |              |
| 2           | Percentage of funds committed per Action in relation with the total decentralised Actions budget. | 2007 BUDGET   | 1 461 096,00 €   |         |              |
|             |   | A.1.1   | 24,58%   |         |              |
|             |   | A.1.2   | 14,08%   |         |              |
|             |   | A.1.3   | 0,00%  |         |              |
|             |   | A2  | 43,21%   |         |              |
|             |   | A.3.1   | 13,84%   |         |              |
|             |   | A.4.3 (TCP)   | 7,26%  |         |              |
|             |   | A5  | 2,59%  |         |              |

|   |   |              |                |
|---|---|--------------|----------------|
|   |   | 2008 BUDGET  | 1 530 062,00 € |
|   |   | A.1.1        | 25,48%         |
|   |   | A.1.2        | 16,62%         |
|   |   | A.1.3        | 1,58%          |
|   |   | A2           | 34,51%         |
|   |   | A.3.1        | 11,48%         |
|   |   | A.4.3 (TCP)  | 8,88%          |
|   |   | A4           | 5,03%          |
|   |   | A5           | 5,15%          |
|   |   | 2009 BUDGET  | 1 569 287,00 € |
|   |   | A.1.1        | 29,77%         |
|   |   | A.1.2        | 10,72%         |
|   |   | A.1.3        | 4,38%          |
|   |   | A2           | 38,86%         |
|   |   | A.3.1        | 8,56%          |
|   |   | A.4.3 (TCP)  | 8,87%          |
|   |   | A4           | 5,28%          |
|   |   | A5           | 4,13%          |
| 3 | Number of full-time equivalent staff employed in the NA (2007-2009)   | 2007 - 11,10 |                |
|   |   | 2008 - 8,86  |                |
|   |   | 2009 - 8,26  |                |
| 4 | a) Total direct national contribution to the NA operating costs over 3 years and b) percentage that this represents in relation to the Community contribution to the operating costs (2007-2009). | a)           |                |
|   |   | 2007         | 192 251 €      |
|   |   | 2008         | 231 313 €      |
|   |   | 2009         | 164 919 €      |
|   |   | TOTAL        | 588483 €       |
|   |   | b)           |                |
|   |   | 2007         | 54,38%         |
|   |   | 2008         | 60,00%         |
|   |   | 2009         | 50,79%         |

B. Output indicators

|       |   |  |              |      |              |      |              |     |
|-------|---|--|--------------|------|--------------|------|--------------|-----|
| 5     | Number of participants per Action a) per budget year and b) in total; and c) share of female participants | Action   | 2007         |      | 2008         |      | 2009         |     |
|       |   |  | TOTAL Female |      | TOTAL Female |      | TOTAL Female |     |
|       |   | A.1.1  | 852          | 475  | 851          | 472  | 862          | 461 |
|       |   | A.1.2  | 254          | 167  | 273          | 199  | 173          | 89  |
|       |   | A.1.3  | 0            | 0    | 35           | 18   | 80           | 49  |
|       |   | A2   | 75           | 58   | 62           | 40   | 97           | 55  |
|       |   | A.3.1  | 371          | 201  | 303          | 146  | 209          | 108 |
|       |   | A.4.3 (TCP)  | 318          | 215  | 942          | 49   | 429          | 344 |
|       |   | A.4.3  | 152          | 84   | 121          | 71   | 123          | 68  |
| A.5.1 | 240   | 107  | 1206         | 636  | 812          | 447  |              |     |
| TOTAL | 2262  | 1307   | 3793         | 1631 | 2785         | 1621 |              |     |
| 6     | Number of submitted projects a) per Action and budget year and b) in total                                | Action   | 2007         |      | 2008         |      | 2009         |     |
|       |   | A.1.1  | 74           |      | 68           |      | 56           |     |
|       |   | A.1.2  | 50           |      | 82           |      | 102          |     |
|       |   | A.1.3  | 0            |      | 3            |      | 6            |     |
|       |   | A.2  | 40           |      | 42           |      | 63           |     |
|       |   | A.3.1  | 33           |      | 34           |      | 50           |     |
|       |   | A.4.3 (TCP)  | 22           |      | 38           |      | 61           |     |
|       |   | A.4.3  | 14           |      | 14           |      | 16           |     |
|       |   | A.5.1  | 1            |      | 12           |      | 14           |     |
|       |   | TOTAL  | 234          |      | 293          |      | 368          |     |
| 7     | Number of approved projects a) per Action and budget year and b) in total                                 | Action   | 2007         |      | 2008         |      | 2009         |     |
|       |   | A.1.1  | 31           |      | 35           |      | 34           |     |
|       |   | A.1.2  | 37           |      | 43           |      | 30           |     |
|       |   | A.1.3  | 0            |      | 1            |      | 3            |     |
|       |   | A.2  | 37           |      | 37           |      | 47           |     |
|       |   | A.3.1  | 14           |      | 11           |      | 9            |     |
|       |   | A.4.3 (TCP)  | 22           |      | 28           |      | 27           |     |
|       |   | A.4.3  | 8            |      | 5            |      | 8            |     |
|       |   | A.5.1  | 1            |      | 7            |      | 3            |     |
|       |   | TOTAL  | 150          |      | 167          |      | 161          |     |
| 8     | “Success rate” of approved projects in relation with submitted projects                                   | 2007 - 64,1 %<br>2008 - 57,0 %<br>2009 - 43,8 %  |              |      |              |      |              |     |
| 9     | Age groups with most participants (2007-2009) in all Actions  | A1 15-17 year olds in 2007-2008 and 18-25 year olds in 2009<br>A2 18-25 year olds 2007–2009<br>A3 18-25 year olds in 2007-2008 and 15-17 year olds in 2009<br>A4 No data available<br>A5 18-25 year olds 2007–2009 |              |      |              |      |              |     |
| 10    | Average activity duration in European Voluntary Service per budget year                                   | 2007 - 0,81 years<br>2008 - 0,73 years<br>2009 - 0,66 years  |              |      |              |      |              |     |

|    |   |  |
|----|---|--|
| 11 | Average grant per participant per project for each Action | <p>2007</p> <p>A.1.1 - 421 € per one participant<br/> A.1.2 - 645 € per one participant<br/> A.1.3 - 0 € per one participant (no projects)<br/> A2 - 8418 € per one participant<br/> A.3.1 – 545 € per one participant<br/> A.4.3 (TCP) – 334 € per one participant<br/> A4 – 157 € per one participant<br/> A5 – 328 € per one participant</p> <p>2008</p> <p>A.1.1 – 458 € per one participant<br/> A.1.2 – 931 € per one participant<br/> A.1.3 – 690 € per one participant<br/> A2 – 8516 € per one participant<br/> A.3.1 – 580 € per one participant<br/> A.4.3 (TCP) – 144 € per one participant<br/> A4 – 72 € per one participant<br/> A5 – 54 € per one participant</p> <p>2009</p> <p>A.1.1 – 542 € per one participant<br/> A.1.2 – 973 € per one participant<br/> A.1.3 – 860 € per one participant<br/> A2 – 6287 € per one participant<br/> A.3.1 – 643 € per one participant<br/> A.4.3 (TCP) – 325 € per one participant<br/> A4 – 150 € per one participant<br/> A5 – 80 € per one participant</p> |
| 12 | Distribution of project themes (2007-2009)                | <p>Anti-discrimination - 2.8 %<br/> Art and culture - 14.5%<br/> Civil protection - 0.1%<br/> Development cooperation - 0.8%<br/> Disability - 6.0%<br/> Education through sport and outdoor activities - 8.9%<br/> Environment - 6.0%<br/> European awareness - 15.4%<br/> Fight against racism and xenophobia - 0.5%<br/> Gender equality - 2.7%<br/> Health - 2.6%<br/> Heritage and environmental protection - 0.1%<br/> Inter-ethnic and inter-religious dialogue - 0.5%<br/> Inter-religious dialogue - 0.5%<br/> Media and communication/Youth information - 5.6%<br/> Minorities - 3.4%<br/> Regional cooperation - 0.3%<br/> Social inclusion - 10.2%<br/> Strengthening civil society, citizenship and democracy - 1.1%<br/> Urban/Rural development - 6.8%<br/> Youth policies - 3.1%<br/> Other - 7.9%</p>   |

|    |  |   |
|----|--|---|
| 13 | Share of a) bilateral and b) multilateral Action 1 projects  | <p>2007<br/>a) 41,9%<br/>b) 38,7%</p> <p>2008<br/>a) 40%<br/>b) 42,9%</p> <p>2009<br/>a) 26,5%<br/>b) 67,6%</p> |
| 14 | a) Number and b) percentage of EVS short-term projects in relation to all granted EVS projects (2007-2009) | <p>a) 26<br/>b) 11,4%</p>   |
| 15 | Nationally approved Host Expressions of Interest (HEI) since 1 January 2007                                | 112   |
| 16 | Number of external HEI accreditors working for the NA since 2007   | 7   |

|              |  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
|--------------|--|---|----|---------------|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|--------------|-----------|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|----|----|----|----|---|----|----|----|---|----|---|----|---|----|---|----|----|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|
| 17           | Number and geographic destinations of participants<br>a) resident in your country having been sent abroad to other Programme Countries and<br>b) visiting your country from other Programme Countries (EVS only) | a) From Estonia   |    | b) To Estonia |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
|              |  | <table border="1"> <tr><td>AM</td><td>1</td></tr> <tr><td>BE</td><td>1</td></tr> <tr><td>DE</td><td>3</td></tr> <tr><td>ES</td><td>1</td></tr> <tr><td>FR</td><td>4</td></tr> <tr><td>GB</td><td>1</td></tr> <tr><td>GE</td><td>3</td></tr> <tr><td>GR</td><td>7</td></tr> <tr><td>IT</td><td>2</td></tr> <tr><td>LU</td><td>1</td></tr> <tr><td>MD</td><td>4</td></tr> <tr><td>MK</td><td>9</td></tr> <tr><td>PT</td><td>4</td></tr> <tr><td>RU</td><td>3</td></tr> <tr><td>SE</td><td>1</td></tr> <tr><td><b>Total</b></td><td><b>45</b></td></tr> </table> | AM | 1             | BE | 1 | DE | 3 | ES | 1 | FR | 4 | GB | 1 | GE | 3 | GR | 7 | IT | 2 | LU | 1 | MD | 4 | MK | 9 | PT | 4 | RU | 3 | SE | 1 | <b>Total</b> | <b>45</b> | <table border="1"> <tr><td>AL</td><td>1</td></tr> <tr><td>AM</td><td>7</td></tr> <tr><td>AT</td><td>7</td></tr> <tr><td>BA</td><td>1</td></tr> <tr><td>BE</td><td>4</td></tr> <tr><td>BG</td><td>2</td></tr> <tr><td>BY</td><td>1</td></tr> <tr><td>CZ</td><td>1</td></tr> <tr><td>DE</td><td>50</td></tr> <tr><td>ES</td><td>19</td></tr> <tr><td>FI</td><td>2</td></tr> <tr><td>FR</td><td>23</td></tr> <tr><td>GB</td><td>6</td></tr> <tr><td>GE</td><td>1</td></tr> <tr><td>GR</td><td>3</td></tr> <tr><td>HU</td><td>7</td></tr> <tr><td>IT</td><td>14</td></tr> <tr><td>LT</td><td>2</td></tr> <tr><td>LV</td><td>4</td></tr> <tr><td>MD</td><td>2</td></tr> <tr><td>MK</td><td>4</td></tr> <tr><td>NL</td><td>1</td></tr> <tr><td>NO</td><td>2</td></tr> <tr><td>PL</td><td>3</td></tr> <tr><td>PT</td><td>4</td></tr> <tr><td>RO</td><td>2</td></tr> <tr><td>RU</td><td>3</td></tr> <tr><td>SE</td><td>6</td></tr> <tr><td>SI</td><td>3</td></tr> <tr><td>UA</td><td>5</td></tr> <tr><td><b>Total</b></td><td><b>190</b></td></tr> </table> | AL | 1 | AM | 7 | AT | 7 | BA | 1 | BE | 4 | BG | 2 | BY | 1 | CZ | 1 | DE | 50 | ES | 19 | FI | 2 | FR | 23 | GB | 6 | GE | 1 | GR | 3 | HU | 7 | IT | 14 | LT | 2 | LV | 4 | MD | 2 | MK | 4 | NL | 1 | NO | 2 | PL | 3 | PT | 4 | RO | 2 | RU | 3 | SE | 6 | SI | 3 | UA | 5 |
| AM           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| BE           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| DE           | 3  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| ES           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| FR           | 4  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| GB           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| GE           | 3  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| GR           | 7  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| IT           | 2  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| LU           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| MD           | 4  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| MK           | 9  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| PT           | 4  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| RU           | 3  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| SE           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| <b>Total</b> | <b>45</b>  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| AL           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| AM           | 7  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| AT           | 7  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| BA           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| BE           | 4  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| BG           | 2  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| BY           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| CZ           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| DE           | 50   |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| ES           | 19   |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| FI           | 2  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| FR           | 23   |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| GB           | 6  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| GE           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| GR           | 3  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| HU           | 7  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| IT           | 14   |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| LT           | 2  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| LV           | 4  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| MD           | 2  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| MK           | 4  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| NL           | 1  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| NO           | 2  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| PL           | 3  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| PT           | 4  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| RO           | 2  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| RU           | 3  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| SE           | 6  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| SI           | 3  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| UA           | 5  |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |
| <b>Total</b> | <b>190</b>   |   |    |               |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |              |           |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |   |    |   |    |   |    |   |    |    |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |

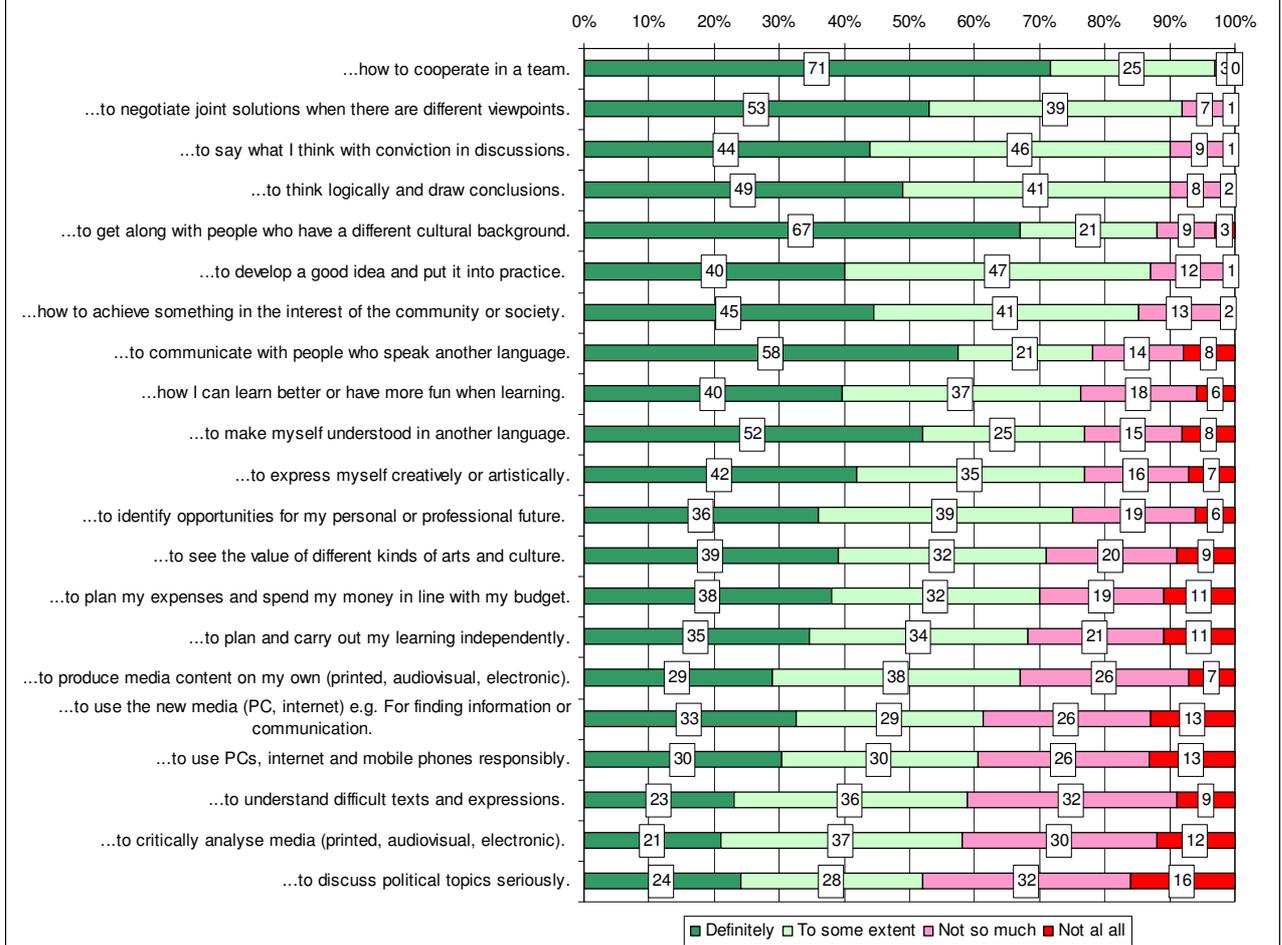
|    |   |   |
|----|---|---|
| 18 | Share of granted projects involving young people with fewer opportunities | 2007 - no data available<br>2008 - 74,8 %<br>2009 - 45,8 %    |
| 19 | Total budget of volunteer trainings per budget year                       | 2007 - 79 998,81 €<br>2008 - 54 78,38 €<br>2009 - 58 456,31 € |

## Annex 2. Used sources

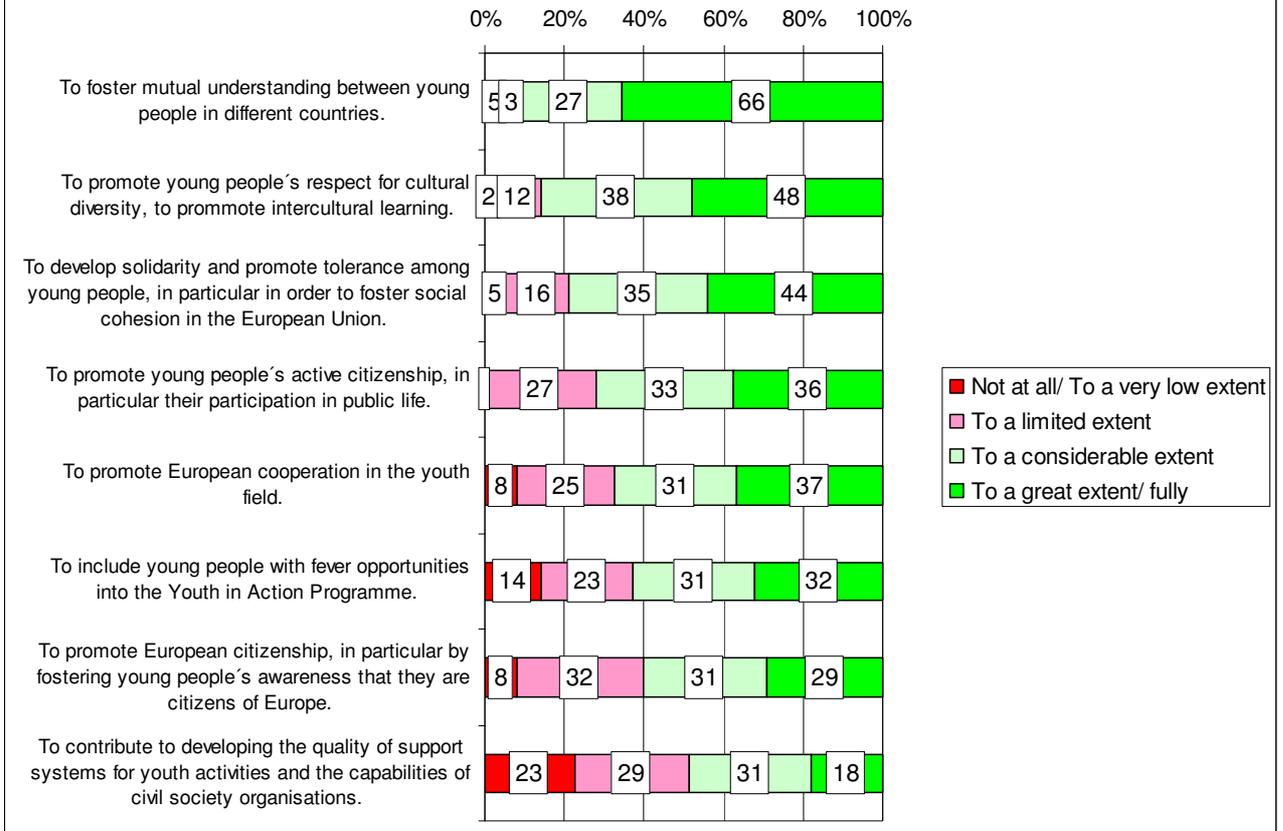
1. *Eesti noorsootöö kontseptsioon* [Estonian Youth Work Concept]. (2001). <http://www.lepe.ee/orb.aw/class=file/action=preview/id=585/Eesti+noorsoot%F6%F6+kontseptsioon.doc>
2. *Euroopa Noored Eesti büroo* [Estonian National Agency for the Youth in Action Programme]. *Programmi Euroopa Noored koduleht* [The homepage of the Youth in Action programme]. <http://euroopa.noored.ee>
3. *Euroopa Noored Eesti büroo* [Estonian National Agency for the Youth in Action Programme]. *Programmi Euroopa Noored koduleht* [The homepage of the Youth in Action programme]. <http://euroopa.noored.ee/node/15>
4. Interim evaluation of the Youth Programme 2000-2006. (2007). *Programmi Euroopa Noored koduleht* [The homepage of the Youth in Action programme]. [http://euroopa.noored.ee/files/YOUTH\\_Impact\\_Assessment\\_Estonia.pdf](http://euroopa.noored.ee/files/YOUTH_Impact_Assessment_Estonia.pdf)
5. *Noorsootöö seadus* [Youth Work Act]. (2010). *Elektroniline Riigi Teataja* [The electronic version of the State Gazette]. <http://www.riigiteataja.ee/ert/act.jsp?id=13249791>
6. *Noorsootöö strateegia 2006-2013* [Estonian Youth Work Strategy 2006-2013]. (2006). *Haridus- ja teadusministeeriumi koduleht* [The homepage of the Estonian Ministry of Education and Research]. <http://www.hm.ee/index.php?03240>
7. Process for the Interim Evaluation of the “Youth in Action” Programme (2007–2013). (2010). European Commission, Directorate-General for Education and Culture, Youth, Sport and Citizenship
8. *Programm Euroopa Noored* [The Youth in Actions programme]. *Programmi Euroopa Noored koduleht* [The homepage of the Youth in Actions programme]. <http://euroopa.noored.ee/>
9. *Programm Euroopa Noored. Aastaraamat 2007* [The 2007 Yearbook of the Youth in Action programme]. (2008). *Programmi Euroopa Noored koduleht* [The homepage of the Youth in Action programme]. [http://euroopa.noored.ee/files/aastaraamat2007\\_16plik.pdf](http://euroopa.noored.ee/files/aastaraamat2007_16plik.pdf)
10. *Programm Euroopa Noored. Aastaraamat 2008* [The 2008 Yearbook of the Youth in Action programme]. (2009). *Programmi Euroopa Noored koduleht* [The homepage of the Youth in Action programme]. [http://euroopa.noored.ee/files/ENEB\\_Aastaraamat\\_2008.pdf](http://euroopa.noored.ee/files/ENEB_Aastaraamat_2008.pdf)
11. *Programm Euroopa Noored. Aastaraamat 2009* [The 2009 Yearbook of the Youth in Action programme]. (2009). Unpublished drafts.
12. *Programmi Euroopa Noored statistilised andmed* [Statistical datasheets of the Youth in Action programme]. *Euroopa Noored Eesti büroo elektroonilised dokumendid* [Electronic documents issued by the Estonian National Agency for the Youth in Action Programme].
13. Programmi juhendid 2008-2009. User's guides 2008-2009. *Programmi Euroopa Noored koduleht* [The homepage of the Youth in Action programme]. <http://euroopa.noored.ee/programmijuhend>
14. Youth in Action Programme. The homepage of the European Commission. [http://ec.europa.eu/youth/youth-in-action-programme/doc74\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm)

### Annex 3. Selected graphical illustrations of study results

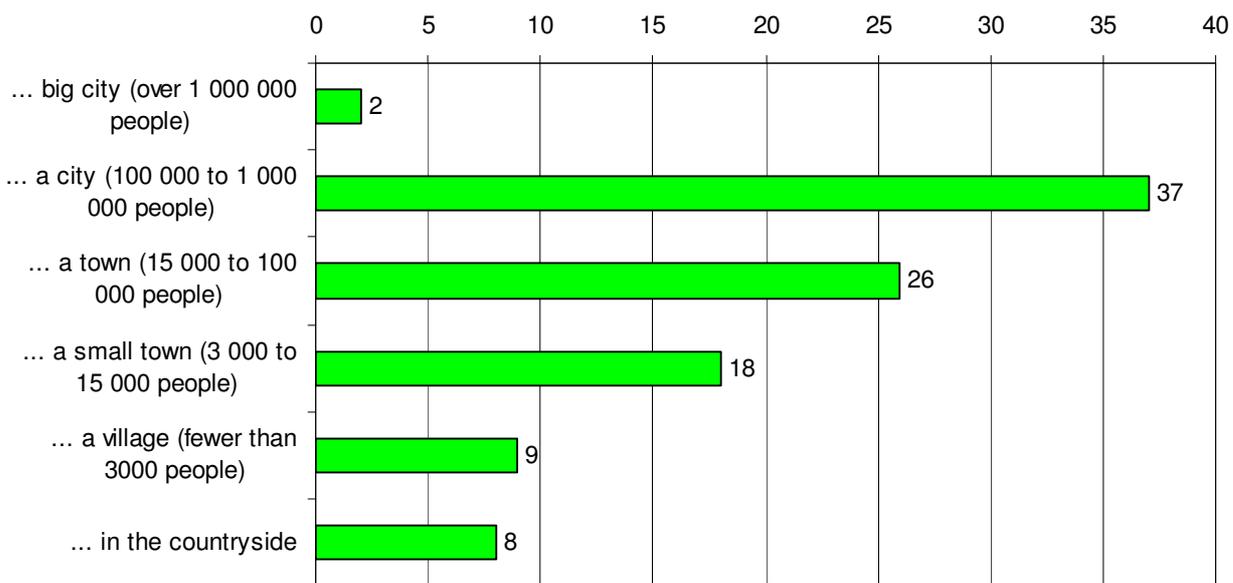
Figure 1. „Through my participation in this project I learned better...“ (%) (Survey 2)



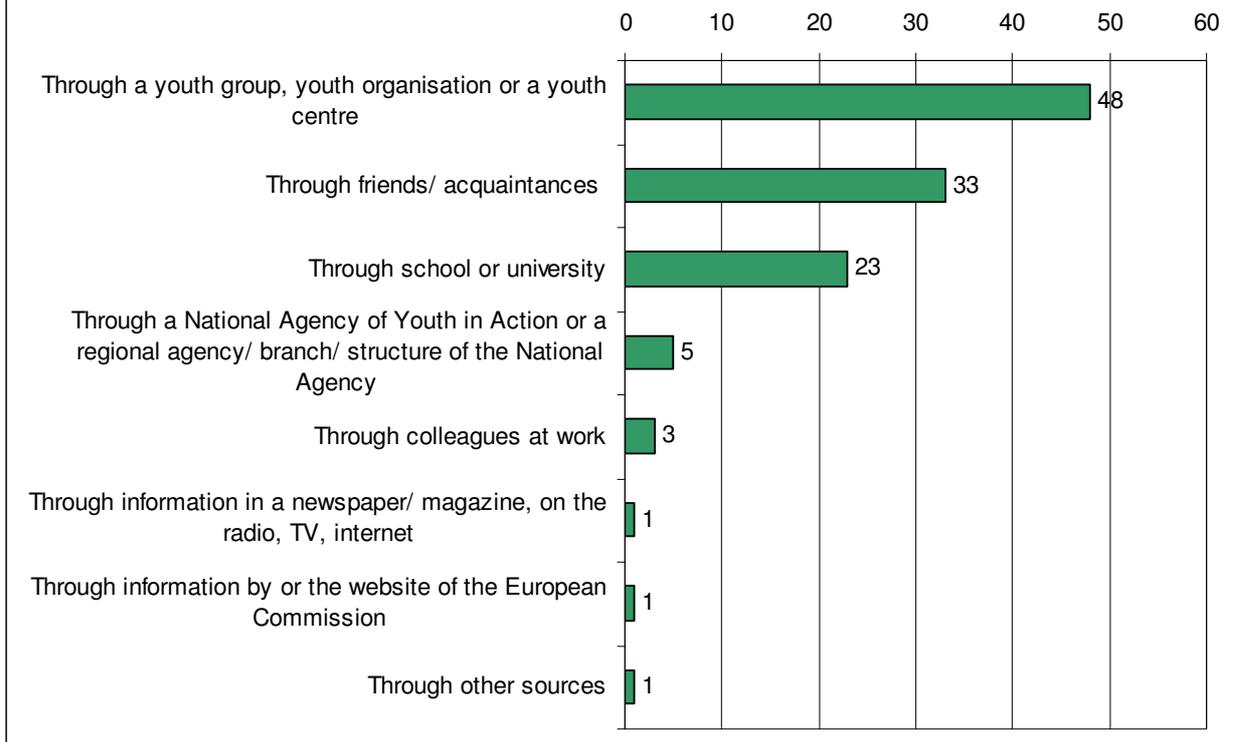
**Figure 2. To which extent was the project in line with the following objectives and priorities of the YOUTH IN ACTION Programme? (%) (Survey 1)**



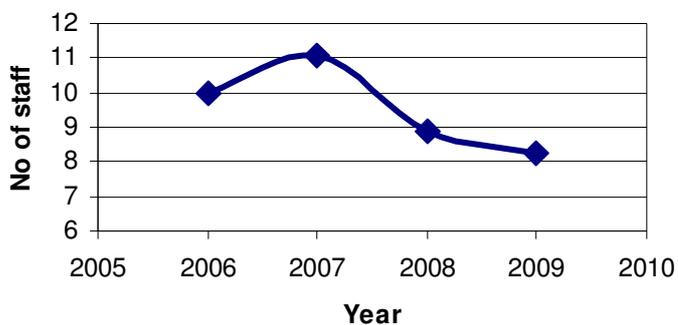
**Figure 3. "I live mainly in ..." (%) (Survey 2)**



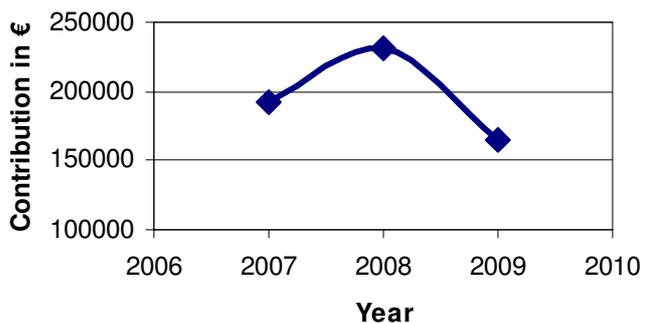
**Figure 4. „I came to participate in this project following way...“ (Survey 2)**



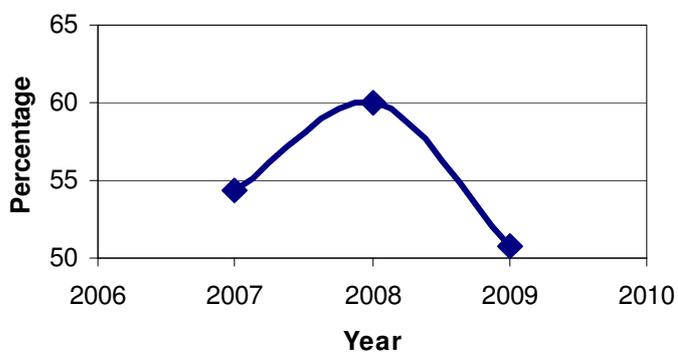
**Figure 5. Number of full-time equivalent staff in the National Agency (2006-2009)**



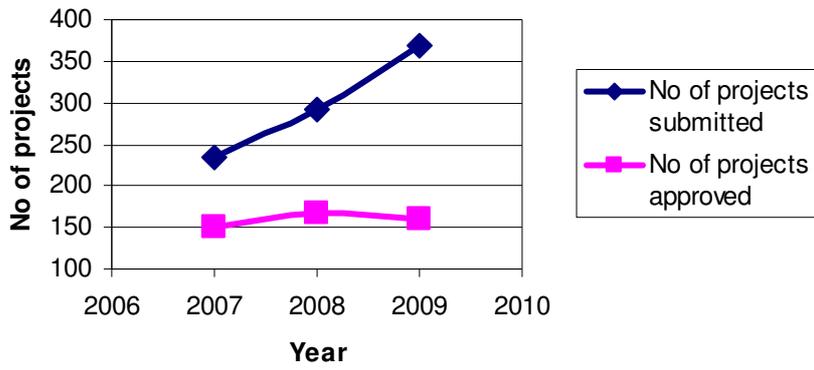
**Figure 6. Total direct national contribution to the National Agency operating costs over 2007-2009**



**Figure 7. Percentage of national contribution to the National Agency in relation to the community contribution**



**Figure 8. Number of submitted and approved projects 2007-2009**



**Figure 9. Success rate of projects**

