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EU Youth Report

COMMISSION STAFF WORKING DOCUMENT

**Status of the situation of young people in the European Union
Chapters 8-11**

Accompanying the document

COMMISSION COMMUNICATION

**Draft 2012 Joint Report of the Council and the Commission on the implementation of
the renewed framework for European cooperation in the youth field
(EU Youth Strategy 2010-2018)**

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8. VOLUNTARY ACTIVITIES

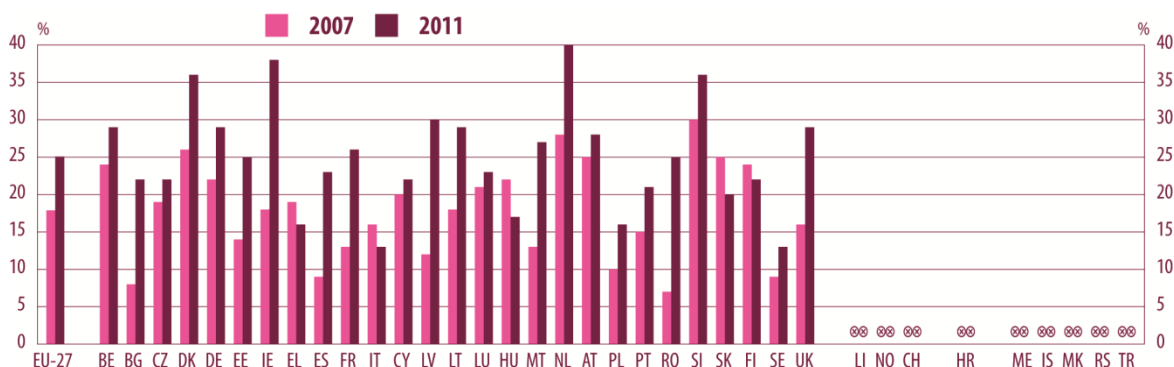
8.1. Introduction

Young people's participation in voluntary activities represents a great contribution to the promotion of social and economic cohesion. In addition to the valuable service to society at large, young volunteers themselves also receive great benefits from participating in such activities. Indeed, by engaging in projects tackling topical social problems, young volunteers become key agents of social reform and develop a sense of belonging and ownership towards their community. This is of particular relevance when young people living in situations at risk of exclusion become active as volunteers: by way of their engagement, they find opportunities for integration in social and economic networks, and improve their participation as active citizens. In addition, volunteering is non-formal learning. The personal and professional skills acquired through voluntary activities are important resources for the enhancement of one's education and employability.

8.2. Youth participation in voluntary activities

On average, one in four young Europeans has been involved in voluntary activities in 2011 (Figure 8-A). Compared to data from 2007, the percentage of young people active in the field has thus increased. According to a Eurobarometer survey (2011), the level of youth engagement appears to be similar to that of the total population¹⁴⁵.

Figure 8-A: EU youth indicator: Participation of young people (aged 15-30) in organised voluntary activities, 2007 and 2011



Source: 2007 Eurobarometer 'Young Europeans'

Note: The question was 'Are you engaged in any voluntary activities?'

2011 Flash Eurobarometer 319a 'Youth on the Move'

Note: The question was 'Have you been involved in any organised voluntary activities in the past year?'

Base: all respondents, % by country.

Naturally, participation in voluntary activities varies across countries. While the share of young respondents having served in a voluntary project is above one third in Denmark, Ireland, the Netherlands, and Slovenia, it is less than one fifth in the case of Greece, Italy, Hungary, Poland, and Sweden. Such variation also affects national trends over the past years. The share of young people taking part in voluntary projects has increased in the vast majority of countries, except for Greece, Italy, Hungary, Slovakia and Finland. The increase has been particularly significant (around 20 %) in Ireland, Latvia and Romania.

Eurobarometer data indicate that young persons in the 15 to 19 age group are the most likely to engage in volunteering (Figure 8-B). In contrast, the oldest in the youth population appear

¹⁴⁵

European Parliament 2011.

to be the least active, perhaps because they have usually already entered employment and have relatively less time to devote to voluntary work.

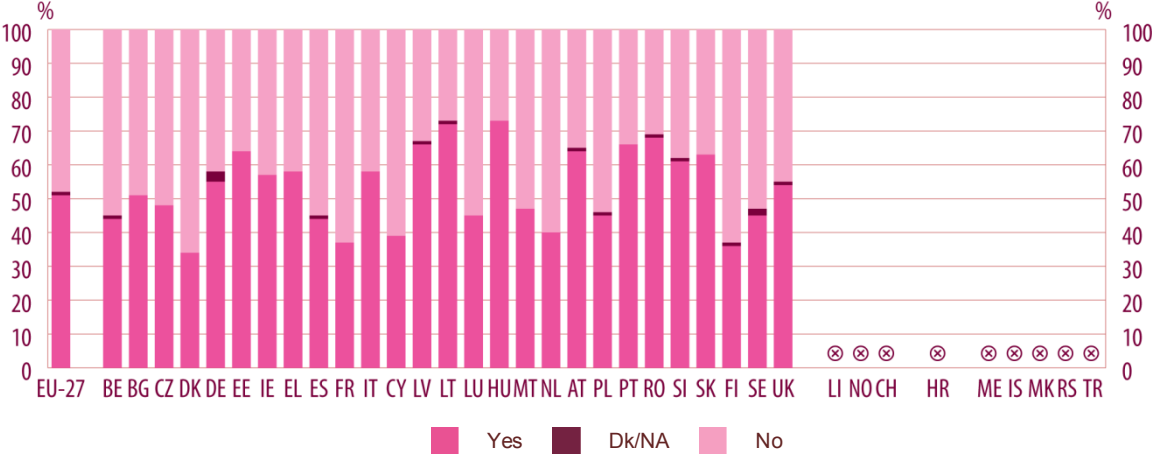
Figure 8-B: Participation in organised voluntary activities, EU-27 average, by age, 2011

	15-19	20-24	25-29
Yes	26	25	22
No	73	74	78
DK/NA	1	0	0

Source: 2011 Flash Eurobarometer 319a 'Youth on the Move'
 Note: The question was 'Have you been involved in any organised voluntary activities in the past year?'
 Base: all respondents.

When engaged in volunteering, approximately half of young individuals chose to contribute to the improvement of his or her local community (Figure 8-C). In some countries (Latvia, Lithuania, Hungary, Portugal and Romania) the share of young volunteers serving their communities is as high as two thirds, while in other countries (Denmark, France, Cyprus and Finland) the opposite situation exists.

Figure 8-C: EU youth indicator: Voluntary actions aimed at changing respondents' (aged 15-30) local communities, 2011



Source: 2011 Flash Eurobarometer 319a 'Youth on the Move'
 Note: The question was 'Was the voluntary action aimed at changing something in your local community?'
 Base: respondents who have been involved in any organised voluntary activities, % by country.

Comprehensive information on the main fields of engagement of young volunteers is not systematically collected at European level. In this respect, information on the organisations accredited in the framework of the European Voluntary Service can be useful to identify some of the themes that more often attract the interest of young individuals, albeit limited to the

European Voluntary Service (EVS)

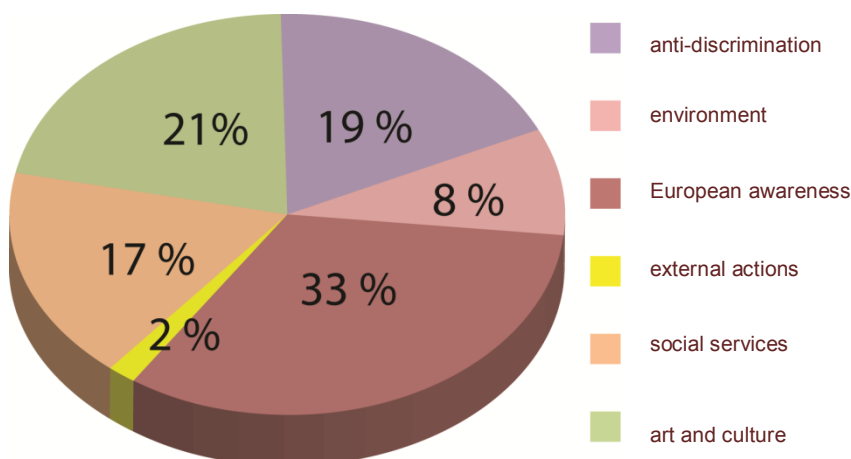
EVS is one of the five operational Actions of the EU Youth in Action programme (2007-2013). Its aim is to support young people's participation in various forms of voluntary activities, both within and outside the EU. Young volunteers take part in non-profit-making unpaid activities to the benefit of the general public in countries other than their countries of residence. Volunteering experiences can last from two to twelve months. The volunteers need to be young people aged 18 to 30 legally resident in the country of the Sending Organisation. Financial support is granted to both the volunteer and the promoters to cover the costs related to the voluntary service.

at European level. In this respect, information on the organisations accredited in the framework of the European Voluntary Service can be useful to identify some of the themes that more often attract the interest of young individuals, albeit limited to the

realm of EU funding schemes¹⁴⁶.

Around one third of accredited organisations focus on fostering European awareness and identity amongst European youth (Figure 8-D). Organisations aimed at combating forms of discrimination and fostering artistic and cultural activities each represent one fifth of the total. About one in six deals with providing services in the social field (healthcare, civil protection, education). The last two categories of voluntary organisations concern actions related to the environment, and to supporting third countries (for example, post-conflict rehabilitation and development and cooperation).

Figure 8-D: Accredited European Voluntary Service organisations, by main theme, 2010

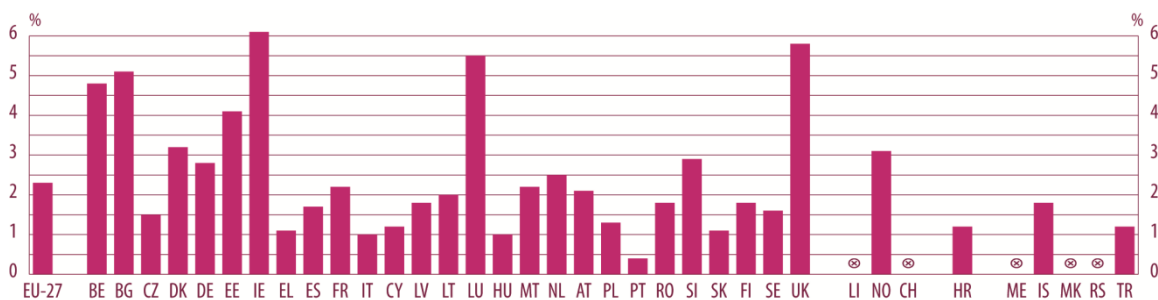


Source: SALTO Youth and Educational, Audiovisual and Culture Executive Agency (EACEA)

Note: a total of 4018 voluntary organisations participating in EVS were accredited in 2010.

As discussed in Chapter 2 on Demography of this report, young Europeans have increasingly become mobile, living in other European countries during their studies and early professional stages. However, serving in cross-border volunteering does not appear to be a major reason to leave their country of origin: only around 2% of young respondents to the ‘Youth on the Move’ Eurobarometer reported to have spent a period abroad for this purpose (Figure 8-E).

Figure 8-E: EU youth indicator: Young people (aged 15-30) staying abroad for volunteering, by country, 2011



Source: 2011 Flash Eurobarometer 319b ‘Youth on the Move’

Note: The question was ‘Apart from vacation or tourism, learning or training, have you ever stayed abroad for at least one month for the purpose of volunteering?’

Base: all respondents, % by country.

¹⁴⁶

For more information about EVS accredited organisations, see European Commission n.d, p. 60, and The European [database](#) on EVS accredited organisations.

Albeit with widespread variations between Member States (the share of young people volunteering abroad is six times higher in Ireland, the United Kingdom, and Luxembourg than in Greece, Slovakia, Italy, Hungary and Portugal), this percentage never exceeds 6 %.

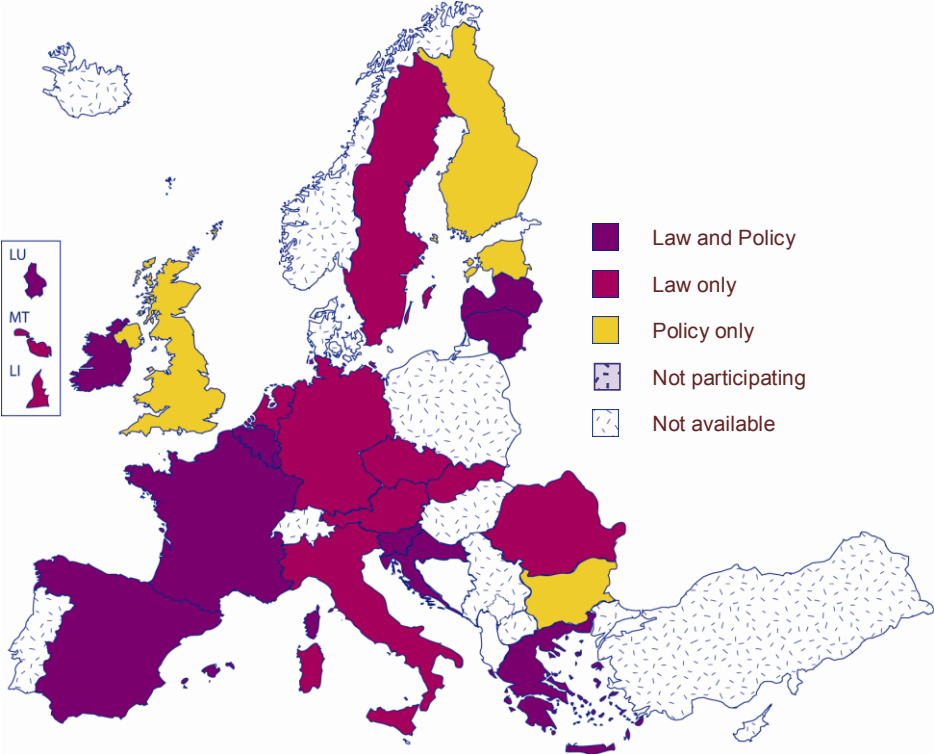
Overall, data show that participation in voluntary activities still concerns a minority of young Europeans, especially in the case of cross-border volunteering. The potential for non-formal learning attached to voluntary experiences appears to be only partly appreciated and exploited by young generations. Many initiatives exist both at local, national and European level aiming at fostering youth engagement in the non-profit sector, and thus at supporting their personal and professional development. However, legal and social barriers hinder more widespread access to voluntary projects, which often curb youth's motivation to participate.

8.3. Encouraging youth participation in voluntary activities

Amongst the most important factors fostering participation of young people in voluntary activities are: the existence of a legal and policy framework giving formal recognition of volunteering; the possibility of receiving financial support for the activities carried out; and the right to obtain formal recognition of the personal and professional experience acquired.

The definition of a legal status for volunteers (of any age) through specific legislation, or within a more general law also covering not-for-profit activities, contributes to protecting participants' rights and clarifying the administrative procedures for their employment. About two thirds of countries in the EU-27 have established formal regulations in the field of volunteering (Figure 8-F)¹⁴⁷.

Figure 8-F: Laws on volunteering in 24 EU Member States, 2011



Source: EKCYP 2011

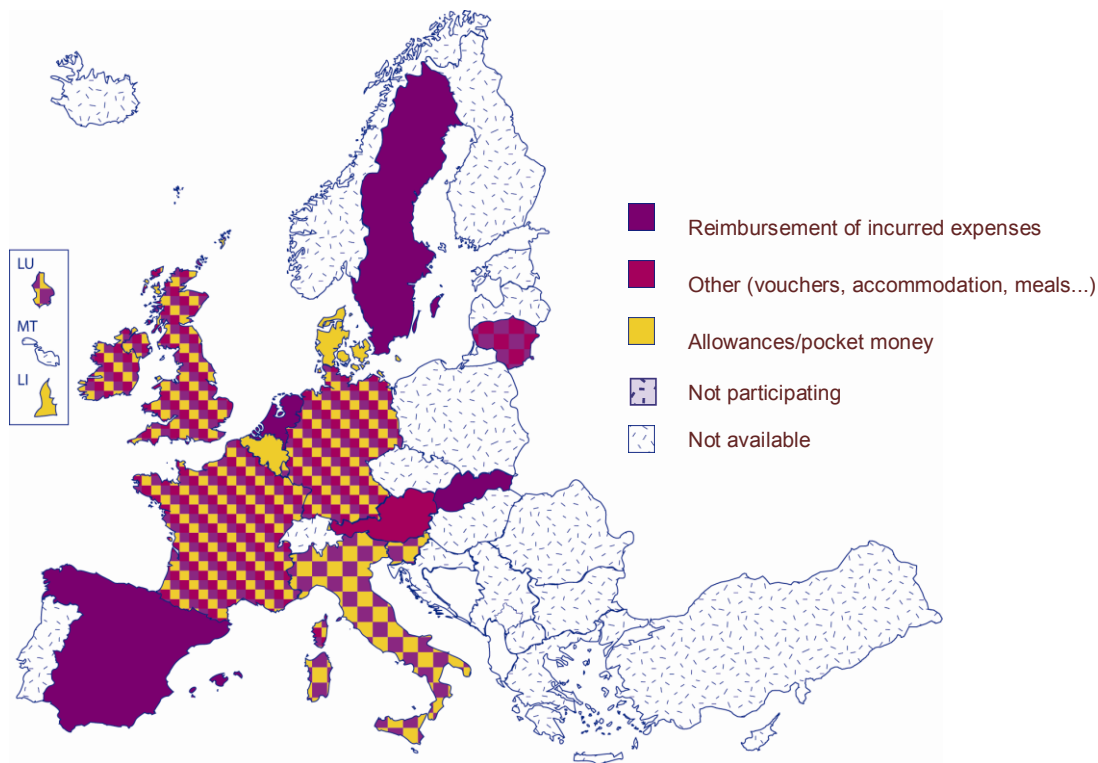
As volunteering implies unpaid work, the financial burdens arising from contributing to voluntary activities can represent a powerful disincentive. This is even more crucial when

¹⁴⁷ Information collected by the European Knowledge Centre of the Youth Partnership (EKCYP).

considering volunteering abroad, which implies coping with higher personal expenses due to living in a foreign country without either receiving a scholarship or being employed. Further, leaving one's own country often means the loss of social benefits (such as unemployment benefits) and insurance, which easily makes the option of going abroad discouraging.

According to the EKCYP survey, two thirds of the countries covered report having schemes for financial and/or material compensation for the time and energies young volunteers dedicate to not-for-profit work (Figure 8-G).

Figure 8-G: Reimbursement and remuneration for volunteering involvement in 24 EU Member States, 2011



Source: EKCYP 2011

Participation in voluntary activities does not only offer young people opportunities to make a contribution to society. By taking part in such projects, volunteers also acquire or enhance their professional capabilities through non-formal learning which can later be useful in either continuing education or entering the labour market. Receiving recognition plays an important role in supporting young people's motivation to engage: in the absence of credit that can subsequently be useful on the labour market, many young people prefer to focus on finding internships and apprenticeships to pave their way towards employment.

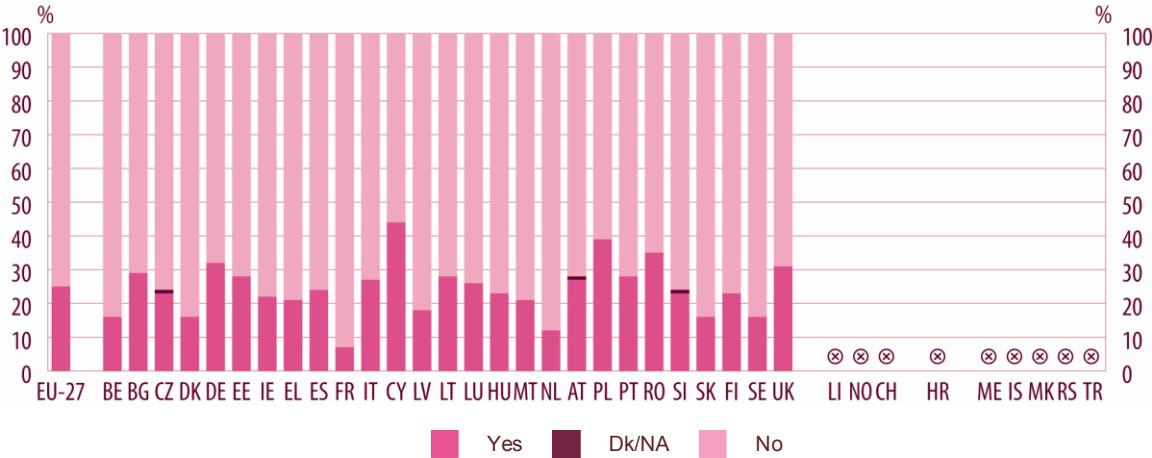
Youthpass, the certificate issued at the request of the volunteer at the end of his/her service fulfils the role of EU-wide certification. Introduced in 2007, it provides a tool to reflect and analyse the competences gained through cross-border volunteering.

Recognition of the experience acquired through volunteering can be particularly complicated, when the activity has been carried out in another country than the one where the volunteer wishes to either continue education or seek

employment, due to differences amongst national validation systems.

One in four young volunteers has received a certificate or a diploma recognising their experiences (Figure 8-H).

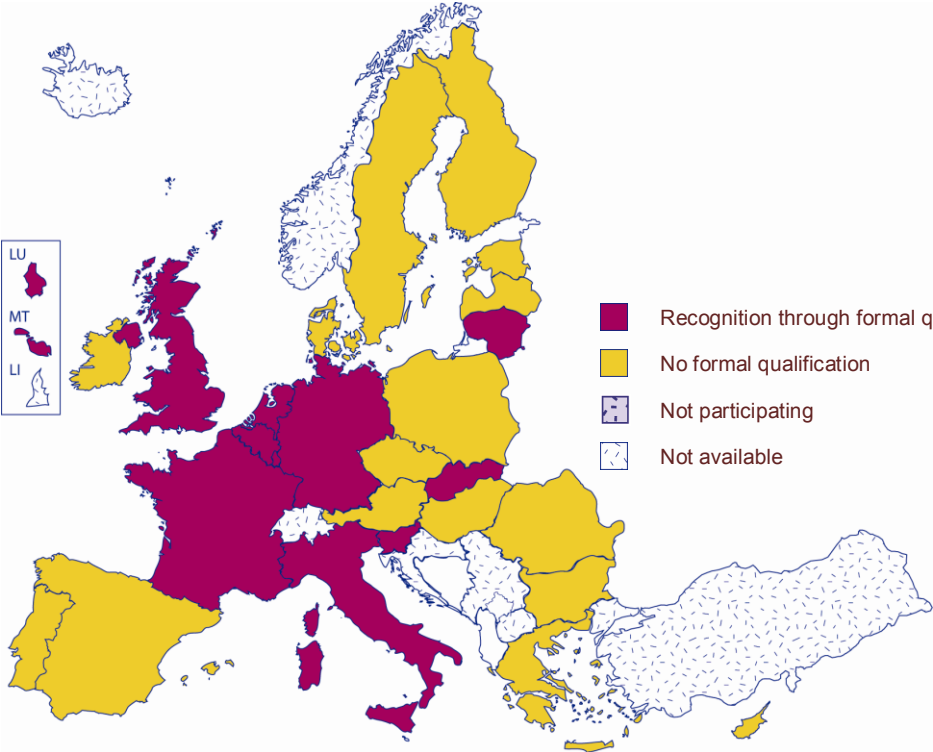
Figure 8-H: EU youth indicator: Young people (aged 15-30) receiving a certificate or diploma for voluntary activities, 2011



Source: 2011 Flash Eurobarometer 319a 'Youth on the Move'
 Note: The question was 'Did you receive a certificate, diploma or other formal recognition for your participation in these voluntary activities?'
 Base: respondents who have been involved in any organised voluntary activities, % by country.

These data are supported by information on the existence of schemes for recognising qualifications acquired through voluntary experiences in European countries (Figure 8-I). One third of countries participating in the EKCYP survey reported having established formal procedures for validating the skills and competences obtained by young volunteers during their periods of service in credit systems.

Figure 8-I: Recognition of volunteering in 24 EU Member States, 2011



Source: EKCYP 2011

Younger individuals (15 to 19) tend to obtain recognition more often than older ones (Figure 8-J).

Figure 8-J: Receiving a certificate or diploma for voluntary activities, EU-27 average, by age, 2011

	15-19	20-24	25-30
Yes	34	26	16
No	66	74	84

Source: 2011 Flash Eurobarometer 319a 'Youth on the Move'
 Note: The question was 'Did you receive a certificate, diploma or other formal recognition for your participation in these voluntary activities?'
 Base: respondents who have been involved in any organised voluntary activities,

9. CULTURE AND CREATIVITY

9.1. Introduction

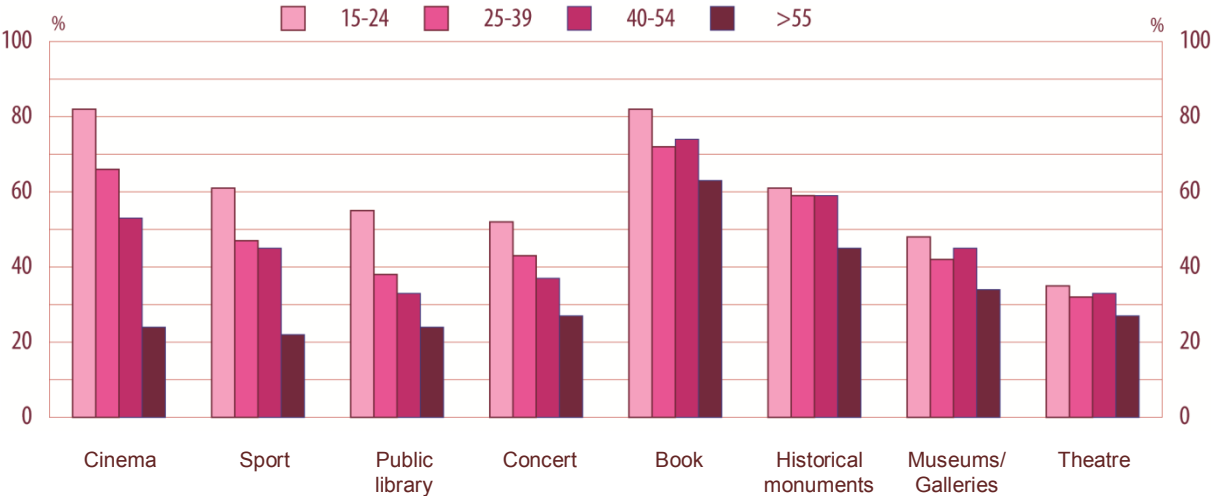
Young people's interest and participation in cultural and artistic activities are of great importance for the enjoyment they give and for their beneficial effects on many areas of a young person's life. Involvement in cultural activities may also help developing personal, social, and professional skills. In fact, cultural interests and creativity can ease the transition from school to the labour market, by imparting non-formal skills useful in either further education and vocational training or professional development. Similarly, by creating opportunities for interpersonal contact and socialisation, they can promote active participation in community life and foster political awareness and engagement. Not least of all, cultural participation is considered essential for furthering the mutual understanding, social inclusion and integration of different national, ethnic and linguistic traditions, and for combating discrimination and social exclusion.

In this context, the development and increased use of new technologies – especially those concerned with computing, the Internet and communications – can potentially nurture young people's creativity and ability to innovate. It is therefore vital to note their general conduct and preferences regarding Culture and Creativity and the main trends in this respect, as well as the reasons why it is important to support and expand their scope for involvement in cultural activities.

9.2. Cultural participation

Young people are the most active in the population of Europe as regards participation in cultural activities. This is borne out by a 2007 Europe-wide survey of the whole population, which reported that those aged 15 to 29 took part in such activities more often than other age groups (Figure 9-A)¹⁴⁸.

Figure 9-A: Participation rate for selected cultural activities, EU-27 average, by age, 2007



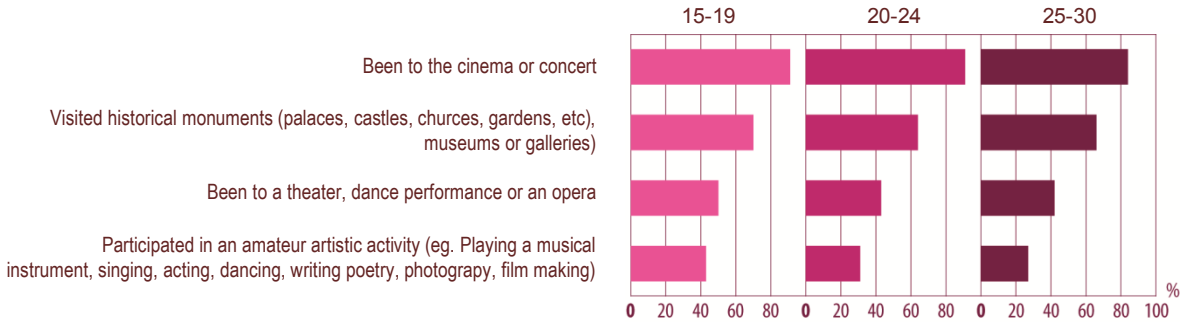
Source: 2007 Special Eurobarometer 278

The same survey reports that young people seem to be more inclined to take advantage of opportunities to learn about and appreciate different cultural traditions, as they are more often exposed to cross-cultural exchanges. This is certainly linked to the considerable scope they have for spending time abroad as part of their education, as under the Erasmus and Youth in Action programmes.

According to the Flash Eurobarometer ‘Youth on the Move’ survey (2011), the majority of young respondents enjoy various cultural offerings, in particular those involving the cinema or concerts (Figure 9-B). Visits to museums, galleries and historical monuments appear to be less popular, and the performing arts (theatre, dance and opera) less still.

¹⁴⁸ European Commission 2007b.

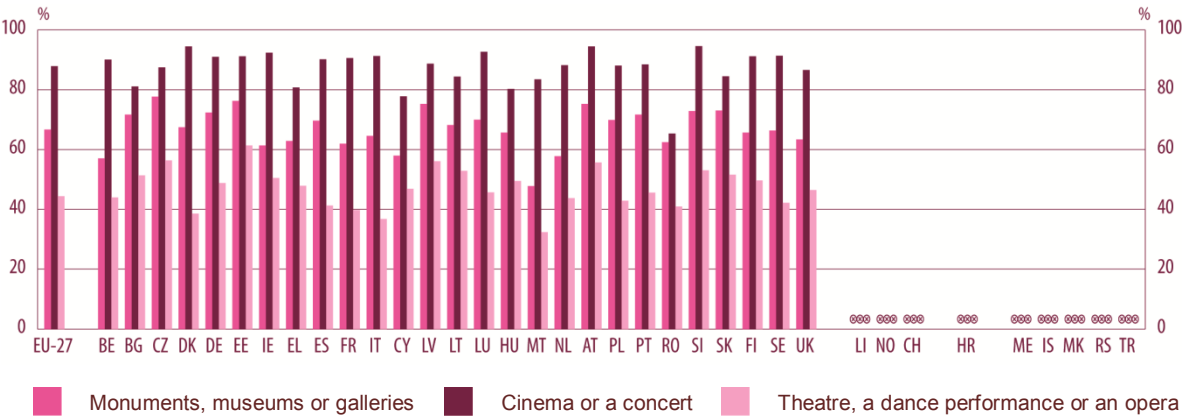
Figure 9-B: Share of young people (aged 15-30) who say that they have undertaken one or more of the following cultural or amateur artistic activities at least once in the preceding 12 months, EU-27 average, by age, 2011



Source: 2011 Flash Eurobarometer 319a 'Youth on the Move'
 Notes: The question was 'Have you participated in any of the following cultural activities in the past year?'
 Base: all respondents, % of 'Yes' answers shown.

Slight national variations exist. Although all countries in the survey reported relatively high levels of cultural involvement some differences were observable (Figure 9-C).

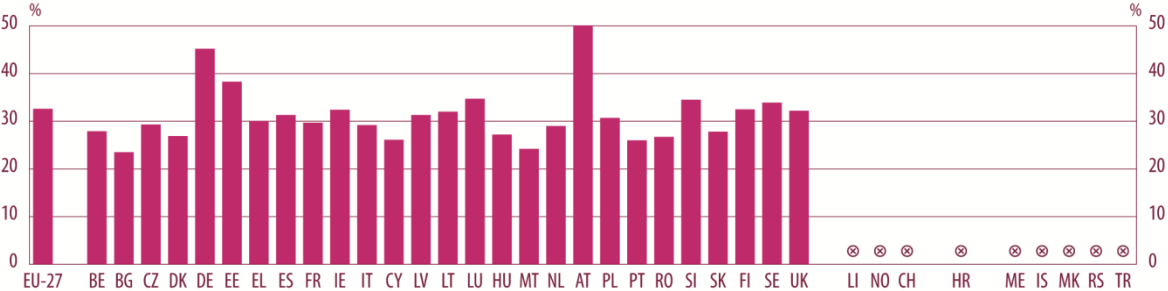
Figure 9-C: EU youth indicator: Share of young people (aged 15-30) who say that they have undertaken one or more of the following cultural activities at least once in the preceding 12 months, by country, 2011



Source: 2011 Flash Eurobarometer 319a 'Youth on the Move'
 Note: The question was 'Have you participated in any of the following cultural activities in the past year?' (i.e. been to the cinema or a concert, visited a historical monument, museum or gallery, or attended a theatre, dance or opera performance).
 Base: all respondents, % by country.

Encouraging results have been reported concerning the real participation of young people in amateur activities, which implies a stronger personal commitment than simple presence at a cultural event or location. One third of young Europeans say they pursue a cultural activity in their free time, whether playing a musical instrument, writing poetry, singing or dancing, or engaging in other performing or visual art activities such as film-making and photography (Figure 9-D). Naturally, countries vary in their levels of participation. While some (such as Germany and Austria) report that amateur activities are pursued by half of the youth population surveyed, others (Bulgaria, Cyprus, Malta and Portugal) report that only around a quarter of young people interviewed were involved in cultural and artistic activities.

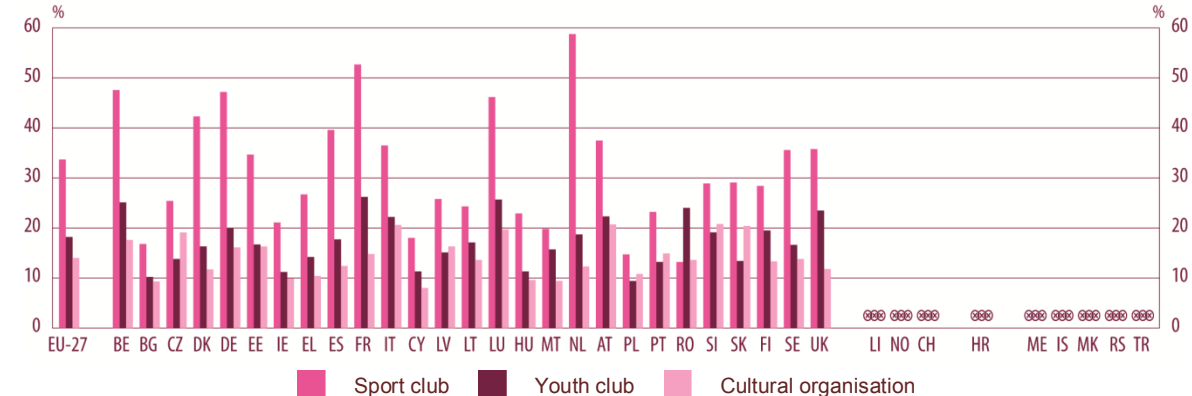
Figure 9-D: EU youth indicator: Share of young people (aged 15-30) who say that they have undertaken an amateur artistic activity at least once in the preceding 12 months, by country, 2011



Source: 2011 Flash Eurobarometer 319a ‘Youth on the Move’
 Note: The question was ‘Have you participated in any of the following cultural activities in the past year?’ (i.e. an amateur artistic activity, e.g. playing a musical instrument, singing, acting, dancing, writing poetry, photography, or film making).
 Base: all respondents, % of ‘yes’ answers shown by country.

As regards participation in associations and organisations that promote sport, cultural or youth-related interests, a majority answered positively (Figure 9-E). Here again, variations exist between countries. While Belgium, Germany, Ireland, Luxembourg and the Netherlands report comparatively high results, in Bulgaria, Cyprus and Poland only a minority of young people seem to be active in such organisations.

Figure 9-E: EU youth indicator: Share of young people (aged 15-30) who say that they have been active in a sports club, youth club or cultural organisation at least once in the preceding 12 months, by country, 2011



Source: 2011 Flash Eurobarometer 319a ‘Youth on the Move’
 Note: The question was ‘Have you in the past year participated in any activities of the following organisations?’ (i.e. a sports club; a youth club, leisure-time club or any kind of youth organisation; a cultural organisation; a local organisation aimed at improving your local community and/or local environment; any other non-governmental organisations; an organisation promoting human rights or global development; a political organisation or a political party; an organisation active in the domain of global climate change/global warming).
 Base: all respondents, % by country.

There seems to be some consistency in the tendency of young people to take an interest in all three types of cultural experience discussed so far (presence at cultural events or locations, amateur activities, and membership of sports or cultural organisations). Some countries consistently report the highest levels of participation (Germany, Estonia, Ireland, Luxembourg, Austria, Slovenia, Finland and Sweden), while others (Bulgaria, Greece, Cyprus, Hungary, Malta, Portugal and Romania) constantly report lower percentages.

According to the UNESCO Recommendation on Participation by the People at Large in Cultural Life and Their Contribution to it (1976), access to culture means the existence of concrete opportunities for everyone freely to obtain information, training, knowledge and

understanding, and to enjoy cultural values and cultural property, in particular through the creation of appropriate socio-economic conditions. Disadvantaged young people and those at risk of exclusion have fewer opportunities to access culture, often because they lack the financial resources or time to enjoy cultural and artistic activities.

A Commission study, based on a survey of young people (2008) has shed some light on what they themselves regard as the most widespread difficulties in accessing culture¹⁴⁹. The study indicates that lack of money is a key impediment to cultural participation, given that young people often do not earn enough to purchase cultural goods, either because they are still in education, or at only the first stages of working life. Attitudes among the public in general, as well as young people themselves, also play a role. Interviews reveal that many young people may feel alienated from society and therefore uninterested in participating in its cultural life. Geographical circumstances can also be a problem. As cultural and artistic activity occurs mainly in urban environments in which public transport to and from rural areas may be limited, some young people may feel culturally isolated. Last but not least, they often regard what is culturally on offer as unsatisfactory. In this respect, the cultural offering has to be attractive, creative, and relevant with an interactive dimension to inspire interest and participation on the part of the young.

The study suggests that these and other barriers to cultural access can also be overcome by investing in the digitalisation of cultural output. Creativity and innovation that are related to the life and future of young people are strongly associated with the new technologies, the creative use of the Internet, and the way the young accumulate, analyse and exchange information and knowledge. The digital cultural environment is a central – and still largely unexploited – factor in today's youth culture.

9.3. Youth and use of ICT

The development of ICT and the Internet exerts a strong influence on cultural production and participation, as well on creativity. Among the other benefits of ICT are its vast scope for sharing ideas and knowledge, and overcoming physical and non-physical boundaries. New technologies have expanded access to all cultural and artistic activities, both in terms of an almost unlimited cultural output, and of creative practice (for example, music, video and film-making computer applications). The spread of ICT has also enabled young people to engage in non-formal learning, which can provide useful skills for later professional activity in the cultural and artistic fields.

Around 80 % of young people aged between 16 and 24 use computers and the Internet daily in EU (Figure 9-F)¹⁵⁰. Denmark, Germany, Estonia, the Netherlands, Slovenia, Finland and Sweden report the highest (percentage) levels of computer and Internet use, while Bulgaria, Ireland, Greece and Romania record much lower levels. In the latter country, under half of those surveyed have daily access to ICT.

Both computer and Internet use significantly increased between 2006 and 2011 (Figure 9-F). The growth was 17 and 33 percentage points for the daily use of a computer and the Internet, respectively. According to data reported below, the largest increases in ICT use have occurred in many of the central and eastern European countries. The Czech Republic, Cyprus,

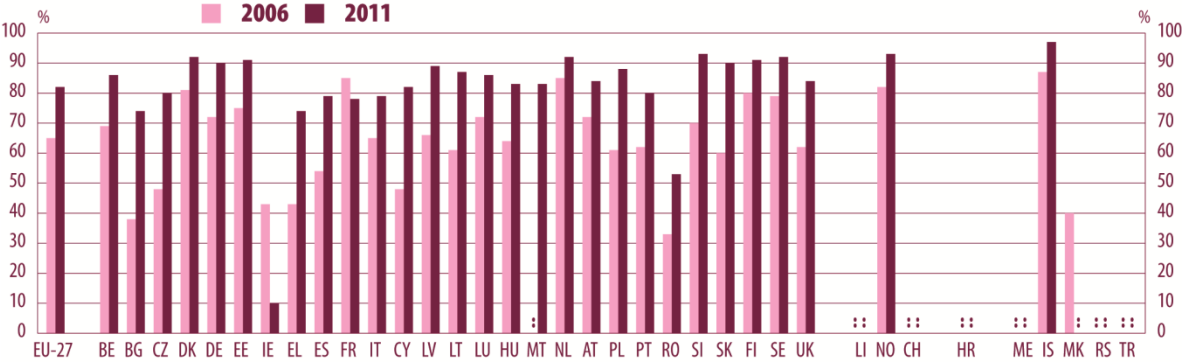
¹⁴⁹ EACEA 2008.

¹⁵⁰ According to a study by Eurydice on ICT use amongst young people, the majority of 15 year olds use the Internet for entertainment-related activities, while a minority do so for school-related purposes (Eurydice/EACEA 2011, p. 25).

Lithuania, Hungary, Poland and Slovakia in particular have reported dramatic increases in the numbers of young people regularly using computers and the Internet.

Figure 9-F: Trends in daily computer and Internet use among young people (aged 16-24), 2006 and 2011

a) Daily computer use



b) Daily Internet use

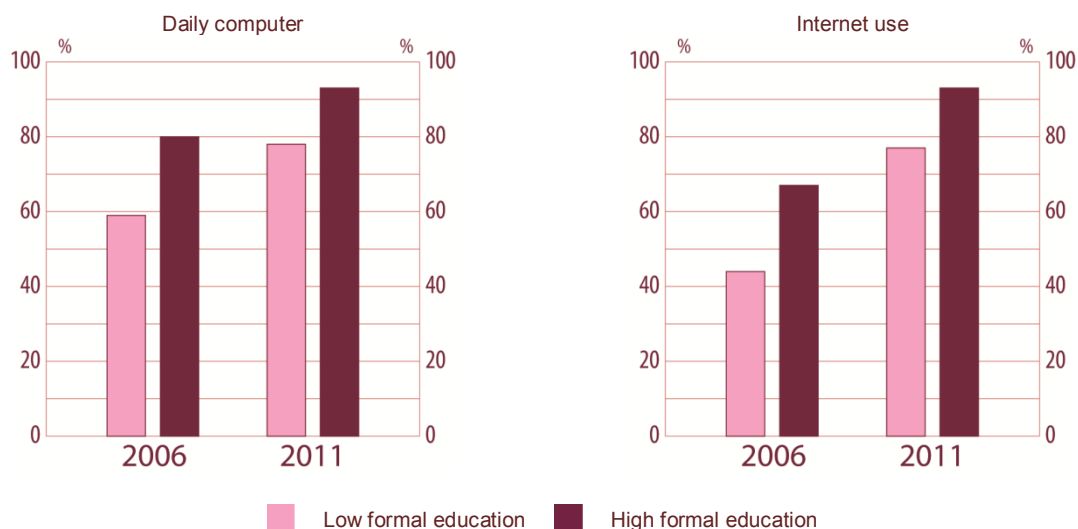


Source: Eurostat 2011 – ISS-HH. Online datacodes: isoc_ci_cfp_fu, isoc_ci_ifp_fu
 Notes: Ireland: 2011 data for daily computer use are unreliable according to Eurostat.

Between 2006 and 2011, the proportion of the young population using the internet daily increased in most EU Member States much more than the share of new computer users. During this five-year period, twice as many young people started to use the Internet daily when comparing to those who began using computers. This is closely linked to the fact that a higher number of young people had access to a computer in 2011 than in 2006.

An interesting aspect of the above figures on ICT use concerns the educational level of respondents (Figure 9-G). In the case of both computers and the Internet, daily levels of use tend to rise with educational attainment. This suggests a positive relation between the level of education and opportunities for young people to access and become familiar with ICT. However, the increase in the number of young people using ICT between 2006 and 2011 seems unrelated to the level of formal education. This increase of 17 percentage points for computer use and 33 percentage points for the Internet is similar in the case of those with both relatively low and high educational levels.

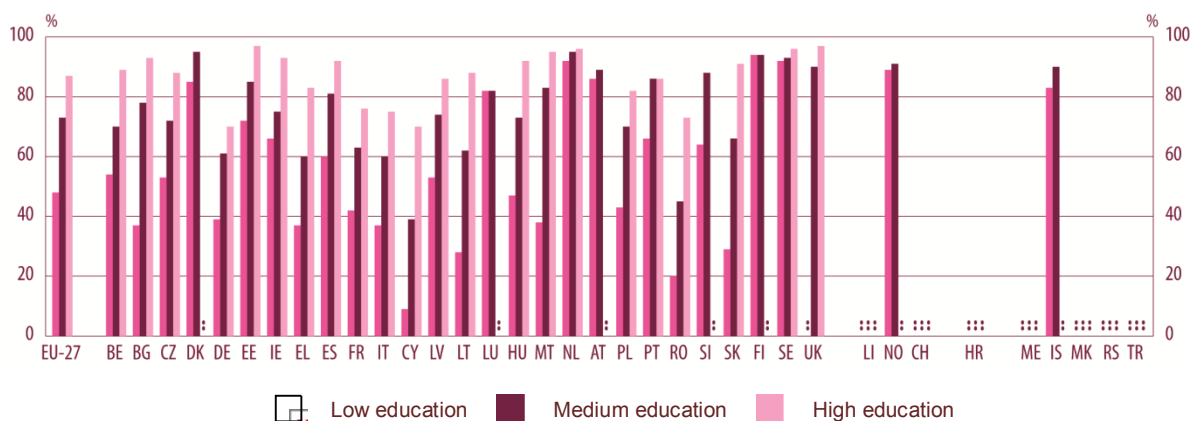
Figure 9-G: Daily computer and Internet use and level of education among young people (aged 16-24), EU-27 average, 2006 and 2011



Source: Eurostat 2010 – ISS-HH. Online datacodes: isoc_ci_cfp_fu, isoc_ci_ifp_fu
 Notes: Low education: primary (ISCED1) and lower-secondary education (ISCED2). High education: tertiary education (ISCED5 and 6).

These findings are even more interesting alongside data on young people's perception of the value of their computer skills in finding a job (Figure 9-H).

Figure 9-H: Share of young people (aged 16-24) who think their computer or Internet skills would be sufficient if they were to look for a job or change job within a year, by level of formal education, 2011

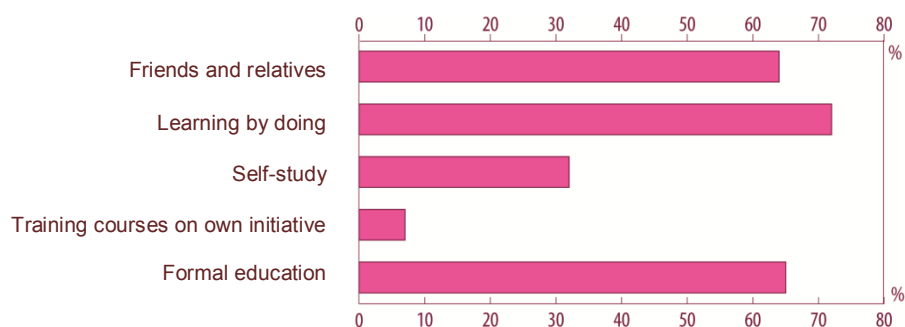


Source: Eurostat 2011 – ISS-HH. Online datacode: isoc_sk_cskl_i
 Notes: Low education: primary (ISCED 1) and lower secondary education (ISCED 2)
 Medium education: upper secondary education (ISCED 3) and post-secondary non-tertiary education (ISCED 4)
 High education: tertiary education (ISCED 5 and 6).

The data suggest that, in most countries, young people's confidence in their computer skills grows with the increase in their educational level. There are a few exceptions such as Austria in which the level of education does not appear to affect people's confidence in their ICT skills.

Yet although formal education seems to have a positive impact in preparing young people for the labour market by equipping them with relevant computer skills, learning by doing – followed by formal education and assistance from friends and family (Figure 9-I) – appears to be the strategy most used for gaining ICT proficiency.

Figure 9-I: Main ways of acquiring ICT skills among young people (aged 16-24), EU-27 average, 2011

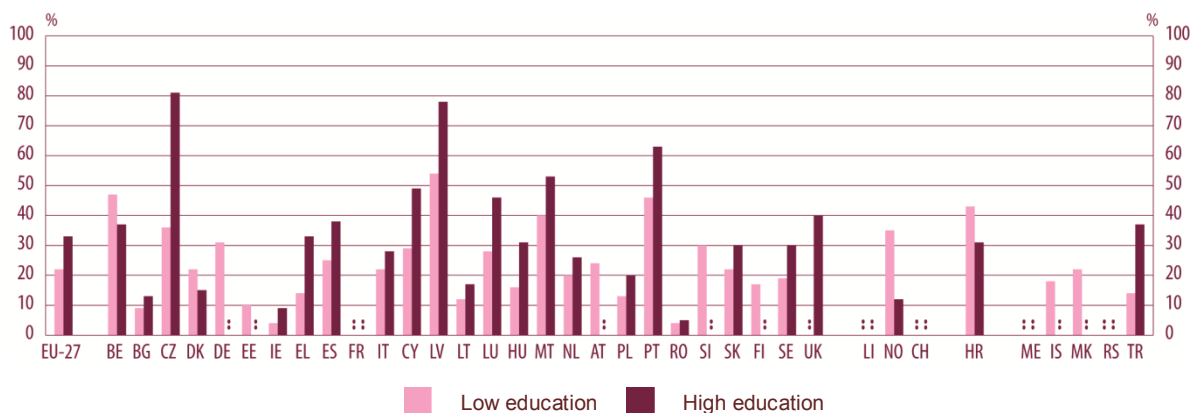


Source: Eurostat 2011 – ISS-HH. Online datacode: isoc_sk_how_i

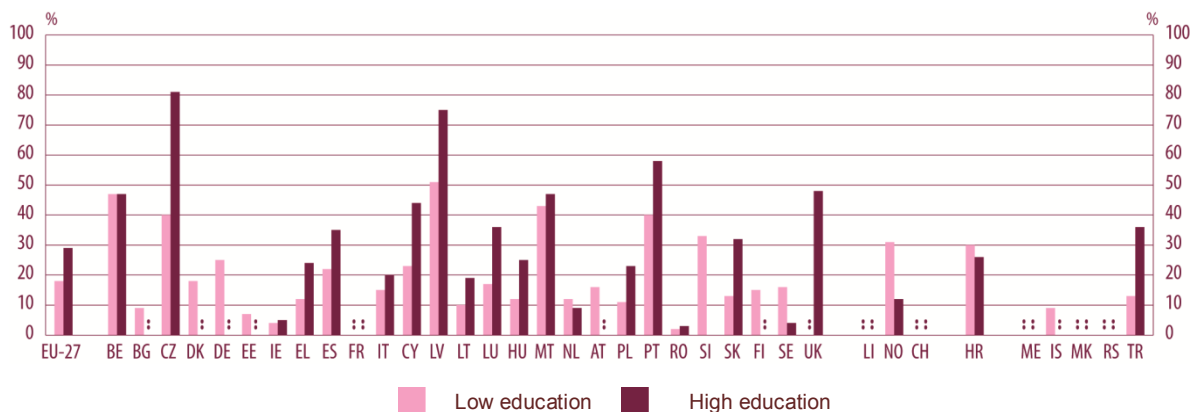
Differences in educational level also affect young people's attitudes towards Internet security. Except in the case of Belgium, and to some extent Denmark, the Netherlands and Sweden, the higher the level of formal education, the stronger the awareness of risks in surfing the Internet, such as financial fraud and the unwanted disclosure of personal information (Figure 9-J). A higher educational level means better training and greater awareness regarding the potential dangers of surfing the Web, while those who leave school early are more vulnerable to such risks. The value of completing a high level of education in order to take full advantage of the opportunities offered by ICT is also reflected in greater attention to Internet user safety.

Figure 9-J: Share of young people (aged 16-24) expressing concern about Internet security, by level of education, 2010

Strongly concerned about abuse of PERSONAL INFORMATION sent on the Internet and/or other privacy violations (e.g. abuse of pictures, videos, personal data uploaded on community websites)



Strongly concerned about FINANCIAL LOSS as a result of receiving fraudulent messages ('phishing') or getting redirected to fake websites asking for personal information ('pharming')



Source: Eurostat 2010 – ISS-HH. Online datacode: isoc_cisci_co

9.4. Fostering creativity through education

Creativity and culture are closely interrelated¹⁵¹. In this sense, creativity represents a set of transversal soft skills that facilitate the processes of learning, the use of knowledge for creating innovation, cultural participation and, not least of all, the development of entrepreneurial and professional skills.

At an individual level, creativity is associated with the development of personal aptitudes such as problem-solving, experimentation, risk-taking and the ability to learn from failure, use of the imagination and hypothetical reasoning, and a sense of entrepreneurship. In this respect, education and training play an essential role in fostering such aptitudes in young people. Because of the broad spectrum of components the concept of creativity entails, its application in the domain of education has proved particularly difficult to measure.

A study conducted by the Joint Research Centre (JRC) in 2010 focused on evaluating the extent to which European education and training systems are equipped to enhance these skills amongst students in compulsory (primary and lower secondary) education¹⁵². The study concluded that the term ‘creativity’ is quite frequently mentioned in curricula in many EU countries. In most of them it is seen as an essential part of learning, which encourages children and young people to be successful learners and confident, effective and responsible citizens. Creativity is viewed as a skill that should be nurtured and developed in most subjects.

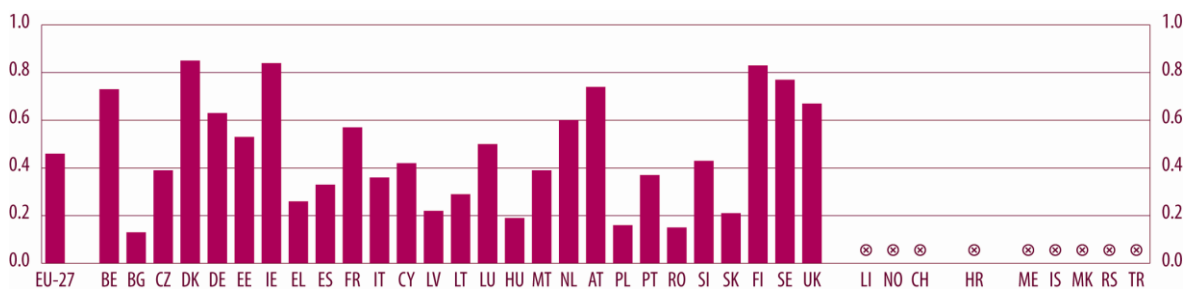
However, the extent to which creativity is really a part of learning seems to be limited. The study also showed that the majority of school teachers did not include activities fostering creativity (for example, multidisciplinary work) in their classrooms. Despite recognising its importance, potentially relevant activities are not widely pursued in schools.

¹⁵¹ The Council recognised creativity as ‘a process of generating ideas, expressions and forms, when looking for new ways of tackling existing problems, of reinterpreting reality or searching for new opportunities. Creativity is in essence a process that can amplify knowledge and lead to new ways of using it’ (Council Conclusions on Culture as a Catalyst for Creativity and Innovation, 8749/1/09 REV 1).

¹⁵² European Commission, Joint Research Centre, Institute for Prospective Technological Studies 2010.

A composite indicator for measuring creativity in countries has been developed, which consists of sub-indicators dealing with various aspects of creativity, including its level in education¹⁵³. EU-27 Member States score as shown in Figure 9-K.

Figure 9-K: Measuring creative education in the, by country, 2009



Source: Hollanders and van Cruysen 2009

Note: Composite indicator to measure the level of creative education, highest possible value = 1.

Countries fall into two main geographical areas in Europe: the northern and Scandinavian regions seem to have designed education and training systems that enhance student creativity to a greater extent than the southern and eastern ones.

10. YOUTH AND THE WORLD

10.1. Introduction

Young people growing up in the era of globalisation can play a crucial role in bringing about global change around issues such as climate change, sustainable development or the promotion of human rights. Young people are also the ones who are disproportionately affected by globalisation¹⁵⁴.

10.2. Young people's engagement with global issues

Young people's engagement with global issues in general is quite low in the EU-27 (Figure 10-A). The Eurobarometer survey on 'Youth on the Move' found that only 3.2 % of young Europeans participated in NGOs active in the domain of climate change, while 5.2 % were engaged with human rights or global development issues. This also means that when it comes to young people's participation in non-governmental organisations, human rights or global development are more popular themes than global climate change.

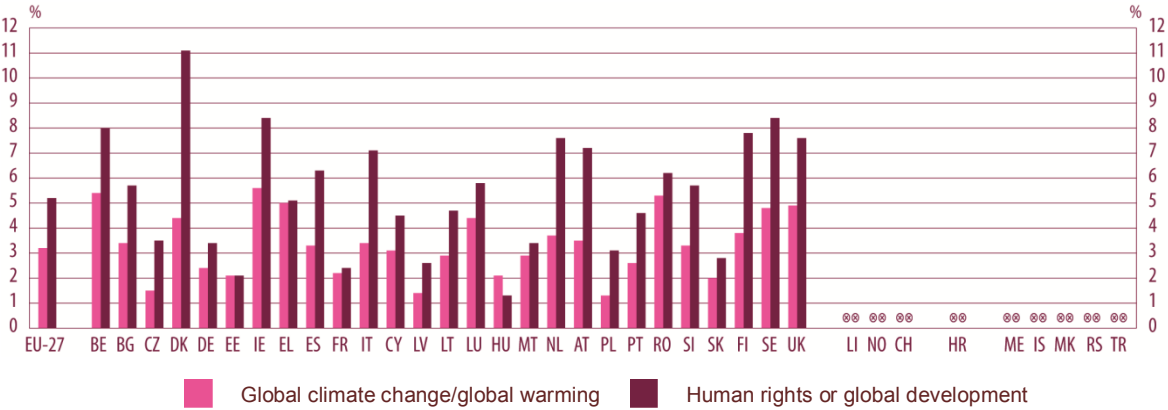
Nevertheless, the variation among countries is substantial. When it comes to human rights or global development, the participation of young people is ranging from 11.1 % in Denmark to 1.3 % in Hungary. In terms of climate change, young people's participation is between 5.6 % (Ireland) and 1.3 % (Poland). Young people's participation in both domains tends to be higher in western Europe than in eastern Europe, though not without exceptions.

¹⁵³ The composite indicator used to measure the level of creative education in the 27 EU Member States includes the following: the number of art schools per million people in the population (ELIA – European League of Institutes of the Arts/Eurostat); the quality of the educational system (Global Competitiveness Report 2007/08); public expenditure on education per capita (Eurostat); the share of tertiary students by field of education related to culture (Eurostat); and the extent of staff training (Global Competitiveness Report 2007/08). For further information on the indicator and on the methodology used for its calculation see Hollanders and van Cruysen 2009.

¹⁵⁴ United Nations, Department of Economic and Social Affairs 2003.

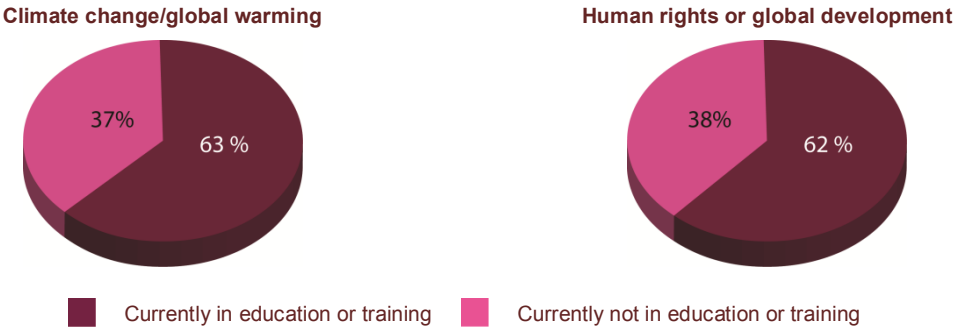
Among those who participate, almost two thirds of young people active in the relevant NGOs were in education or training at the time of the survey (Figure 10-B). There are no significant differences in involvement between young men and women, neither among the different age groups within young people¹⁵⁵.

Figure 10-A: EU youth indicator: Participation of young people (aged 15-30) in non-governmental organisations active in the domains of global climate change/global warming, human rights or global development, self-reported participation in the last 12 months, by country, 2011



Source: 2011 Flash Eurobarometer 319a ‘Youth on the Move’
 Notes: The questions were ‘An organisation active in the domain of global climate change/global warming – Have you in the past year participated in any activities of the following organisations?’; ‘An organisation promoting human rights or global development – Have you in the past year participated in any activities of the following organisations?’
 Base: all respondents, % of ‘yes’ answers by country, EU-27.

Figure 10-B: Young people (aged 15-30) participating in non-governmental organisations active in the domains of global climate change/global warming, human rights or global development, by being in education or training or not, EU-27 average, 2011



Source: 2011 Flash Eurobarometer 319a ‘Youth on the Move’
 Notes: The questions were ‘An organisation active in the domain of global climate change/global warming – Have you in the past year participated in any activities of the following organisations?’; ‘An organisation promoting human rights or global development – Have you in the past year participated in any activities of the following organisations?’
 Base: all respondents, % of ‘yes’ answers, EU-27.

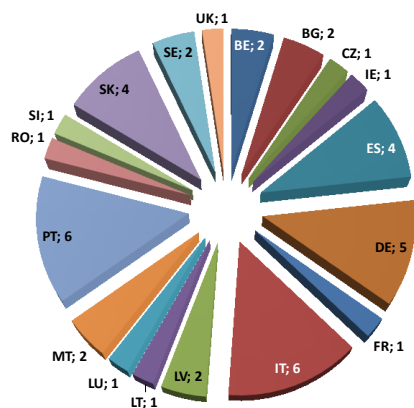
10.3. Cooperation among young people from different continents

Several EU-27 countries support volunteers to engage in global development causes¹⁵⁶. The Youth in Action programme also devotes specific action to cooperation with the EU Partner Countries and supports volunteers in development cooperation. However, data on accredited organisations in the framework of the European Voluntary Service reveal that only 1.1 % of such organisations had development cooperation as a principal theme in 2010 within the EU-

¹⁵⁵ 2011 Flash Eurobarometer 319a ‘Youth on the Move’.
¹⁵⁶ See country-specific information on such programmes for example [here](#).

27 (see also Chapter 8 on Voluntary Activities). This means a total of 43 organisations, most of which were accredited in Germany, Italy and Portugal (Figure 10-C).

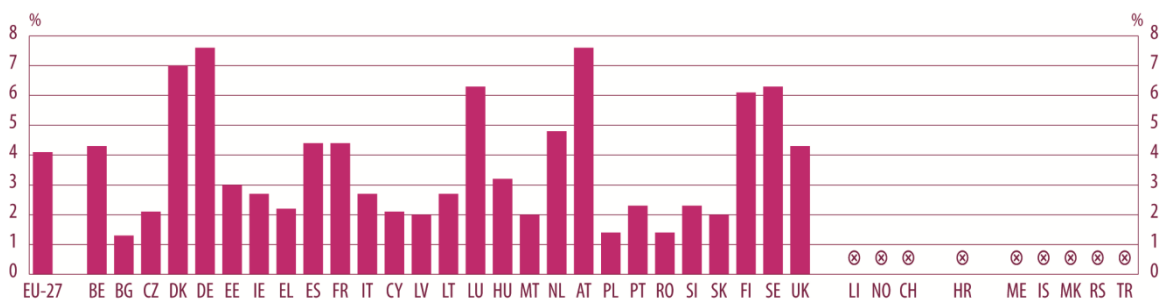
Figure 10-C: Accredited European Voluntary Service organisations having development cooperation as the main theme, by country, 2010



Source: SALTO Youth and EACEA

Figures for the participation of young people in activities involving cooperation with young people from other continents are similarly low. As Figure 10-D shows, only around 4 % of young Europeans reported such participation in the 2011 Eurobarometer survey. Again, differences between countries are quite significant: while 7.6 % of young Germans and Austrians engage in cooperation with young people from other continents, the figure is barely higher than 1 % in Bulgaria, Poland or Romania. Young people from western and northern Europe are more likely to participate in international/global activities or projects than their counterparts in eastern and southern Europe.

Figure 10-D: Participation of young people (aged 15-30) in activities or projects aimed at fostering cooperation with young people from other continents, self-reported participation in the last 12 months, by country, 2011



Source: 2011 Flash Eurobarometer 319a 'Youth on the Move'

Note: The question was 'Have you participated in any activities or projects during the past year aimed at fostering cooperation with youth from other countries?'

Base: all respondents, % of 'Yes, in activities/projects with young people from other continents' answers by country, EU-27.

Similar to the findings above, among the young people participating in relevant activities and projects, two thirds are taking part in education and training (Figure 10-E). In addition, as Figure 10-F demonstrates, the youngest age group (15 to 19) is slightly overrepresented in projects involving young people from other continents¹⁵⁷, while young people aged 20 to 24

¹⁵⁷

They are even more overrepresented in the case of cooperation with young people from other European countries (source: Flash Eurobarometer 319a, 'Youth on the Move').

participate least in such activities. However, there is no difference between the participation of young men and women¹⁵⁸.

Figure 10-E: Young people (aged 15-30) participating in activities or projects aimed at fostering cooperation with young people from other continents, by being in education or training or not, EU-27 average, 2011

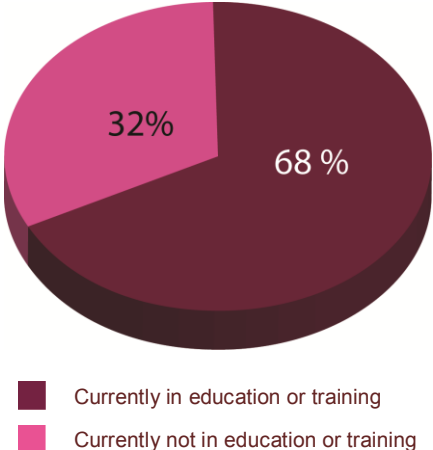
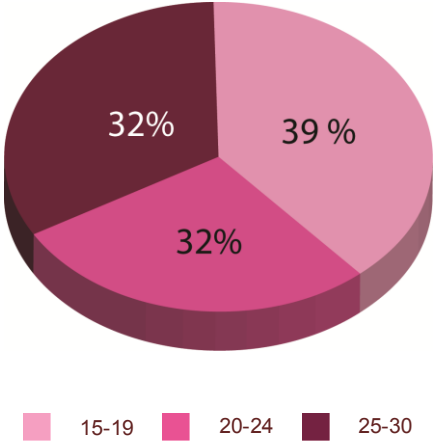


Figure 10-F: Young people (aged 15-30) participating in activities or projects aimed at fostering cooperation with young people from other continents, EU-27 average, by age, 2011



Source: 2011 Flash Eurobarometer 319a 'Youth on the Move'
 Note: The question was 'Have you participated in any activities or projects during the past year aimed at fostering cooperation with youth from other countries?'
 Base: all respondents, % of 'Yes, in activities/projects with young people from other continents' answers, EU-27.

¹⁵⁸ 2011 Flash Eurobarometer 319a 'Youth on the Move'.

11. ANNEX

11.1. Table of abbreviations

Statistical codes

: Data not available

⊗ Not participating

Country codes

EU Member States¹⁵⁹

BE	Belgium
BE-nl	Flemish Community of Belgium
BE-fr	French Community of Belgium
BG	Bulgaria
CZ	Czech Republic
DK	Denmark
DE	Germany
EE	Estonia
IE	Ireland
EL	Greece
ES	Spain
FR	France
IT	Italy
CY	Cyprus
LV	Latvia
LT	Lithuania
LU	Luxembourg
HU	Hungary
MT	Malta
NL	Netherlands
AT	Austria
PL	Poland
PT	Portugal
RO	Romania
SI	Slovenia
SK	Slovakia
FI	Finland
SE	Sweden
UK	United Kingdom
UK- ENG/WLS	England and Wales

¹⁵⁹ Alphabetical order according to country's name in national language.

UK-NIR	Northern Ireland
UK-SCT	Scotland
UK (1)	United Kingdom – England, Wales and Northern Ireland

Non-EU Member States

LI	Liechtenstein
NO	Norway
CH	Switzerland
HR	Croatia
ME	Montenegro
IS	Iceland
MK	the Former Yugoslav Republic of Macedonia
RS	Serbia
TR	Turkey

Other Abbreviations

CoE	Council of Europe
DG EAC	Directorate General for Education and Culture
DK/NA	Don't know/not applicable
EACEA	Education, Audiovisual and Culture Executive Agency
EEA	European Economic Area
EFTA	European Free Trade Association
EHEA	European Higher Education Area
EHIS	European Health Interview Survey
EKCYP	European Knowledge Centre on Youth Policy
EMCDDA	European Monitoring Centre for Drugs and Drug Addiction
EQF	European Qualifications Framework
ESC	European Steering Committee for the Structured Dialogue
ESF	European Social Fund
ESPAD	European School Survey Project on Alcohol and Other Drugs
ESS	European Social Survey
EU	European Union
EU-15	The 15 Member States of the EU before 1 May 2004
EU-27	The 27 Member States of the EU after 1 January, 2007
EVS	European Voluntary Service
GHB	γ -Hydroxybutyric acid, illegal narcotic substance
GP	General practitioner
HBSC	Health Behaviour In School-Aged Children, WHO Collaborative Cross-National Survey
HIS	Health Interview Survey
ICT	information and communications technology
IL	intergenerational learning
ILO	International Labour Organisation

ISCED	International Standard Classification of Education
ISCO	International Classifications of Occupations
ISS-HH	Survey on ICT Usage in Households and by Individuals
LFS	Labour Force Survey
MS	Member State(s)
NEET	Not in employment, education or training
NGO	non-governmental organisation
NQSF	National Quality Standards Framework
NWG	National Working Group
NYC	National Youth Council
OECD	Organisation for Economic Co-operation and Development
SALTO	Support, Advanced Learning and Training Opportunities within the European YOUTH programme – a network of eight resource centres
SILC	Statistics on Income and Living Conditions
South Med	Southern Mediterranean region
TFEU	Treaty on the Functioning of the European Union
TFR	Total Fertility Rate
UN	United Nations
UNICEF	United Nations Children's Fund
UOE	United Nations Educational, Scientific, and Cultural Organisation Institute for Statistics (UNESCO-UIS), the Organisation for Economic Co-operation and Development (OECD), and the Statistical Office of the European Union (Eurostat)
VET	Vocational education and training
WHO	World Health Organization

11.2. Dashboard of youth indicators

<p>PART 1</p> <p>POLICY DOMAINS WITH EXISTING INDICATORS</p>
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0. CONTEXT	
Indicator	Definition/Comment
0.1. Child population	<u>Definition:</u> The total number of children in the age groups 0-14 living in a Member State of the European Union on January 1. <u>Source:</u> Eurostat demographic data.
0.2. Youth population	<u>Definition:</u> The total number of young people in the age groups 15-19, 20-24 and 25-29 living in a Member State of the European Union on January 1. <u>Source:</u> Eurostat demographic data.
0.3. The ratio of young people in the total population	<u>Definition:</u> Young people (age groups 15-19, 20-24 and 25-29) as a share of the total population living in a Member State of the European Union on January 1. <u>Source:</u> Eurostat demographic data.
0.4. Mean age of young people leaving the parental household	<u>Definition:</u> Mean age of young people leaving home. <u>Source:</u> Eurostat EU LFS.
1. EDUCATION & TRAINING	
Indicator	Definition/Comment
1.1. Early leavers from education and training	<u>Definition:</u> % of the population aged 18-24 with at most lower secondary education and who is no longer in education or training. <u>EU target:</u> Less than 10 % by 2020. <u>Source:</u> Eurostat EU LFS.
1.2. Low achievers	Reading <u>Definition:</u> Share of 15 year olds who get a score of 1 or below (on a scale from 1 to 5) in PISA tests. <u>EU target:</u> less than 15 % by 2020. <u>Source:</u> OECD - PISA (2009). Every 3 years, upcoming in 2012.
	Mathematics <u>Comment:</u> PISA 2003 analyses data from 19 MS while PISA 2006 and PISA 2009 analyse data from 25 MS. PISA science tests were introduced in 2006.
	Science

1.3. Tertiary education attainment	<u>Definition:</u> Share of population aged 30-34 with tertiary education attainment. <u>EU target:</u> By 2020, at least 40 . <u>Source:</u> Eurostat EU LFS.
1.4. Young people (20-24) having completed at least upper secondary education	<u>Definition:</u> Percentage of young people aged 20-24 having completed at least upper secondary education (ISCED level 3c) <u>Source:</u> Eurostat EU LFS.
1.5. Learning at least two foreign languages	<u>Definition:</u> Young people in upper secondary education (ISCED level 3 general programmes, excluding pre-vocational and vocational education) learning two or more foreign languages. <u>Source:</u> Eurostat data collection on language learning in schools
2. EMPLOYMENT & ENTREPRENEURSHIP	
Indicator	
Definition/Comment	
2.1. Youth unemployment	2.1.1. Youth unemployment rate <u>Definition:</u> Share of unemployed among active population (employed and unemployed) aged 15-24. <u>Source:</u> Eurostat EU LFS.
	2.1.2. Long-term youth unemployment rate <u>Definition:</u> Share of unemployed youth 15-24 without a job for the last 12 months or more among all unemployed in this age group <u>Source:</u> Eurostat EU LFS.
2.2. Youth unemployment ratio	<u>Definition:</u> Share of unemployed among the total population (employed, unemployed and inactive), aged 15-24. <u>Comment:</u> This balances out differences in MS activity rates, which influences unemployment rate. <u>Source:</u> Eurostat LFS.
2.3. Self-employed youth	<u>Definition:</u> Percentage of self-employed among all employed aged 20-24 and 25-29 <u>Source:</u> Eurostat EU LFS.
2.4. Young people who would like to set up their own business	<u>Definition:</u> The share of young people age 15-30 answering YES to the question "Would you like to set up your own business in the future?". <u>Source:</u> DG EAC Flash Eurobarometer on youth.
2.5. Young employees with a temporary contract	<u>Definition:</u> The share of young employed people (age 20-29) who are on a contract of limited duration. <u>Source:</u> Eurostat EU LFS <u>Comment:</u> Age class 20-29 is chosen since younger youth often have a temporary contract because they are in apprenticeships.

3. HEALTH & WELL-BEING

Indicator	Definition/Comment
3.1. Regular smokers	<p><u>Definition:</u> Share of daily cigarette smokers in the population aged 15-24. <u>Source:</u> Eurostat, Health Interview Surveys 1996-2003, depending on country. Upcoming data will come from latest wave 2007-2009. ECHIM #44.</p>
3.2. Obesity	<p><u>Definition:</u> Young people 18-24 with a Body Mass Index of 30 or above. <u>Source:</u> Eurostat, Health Interview Surveys (EHIS). Every 5 years Last wave 2007-2009. ECHIM #42.</p>
3.3. Drunkness past 30 days	<p><u>Target group:</u> Students turning age 16 during year of ESPAD data-collection. <u>Definition:</u> Share of target group who reported having been drunk in the last 30 days. <u>Source:</u> ESPAD survey data. No data for ES+LU. Upcoming data will come from latest wave 2011-2012.</p>
3.4. Cause of death of young people - suicide	<p><u>Definition:</u> Deaths caused by suicide per 100 000 inhabitants aged 15-24. <u>Source:</u> Eurostat, Causes of death DB. ECHIM #13.</p>
3.5. Psychological distress	<p><u>Definition:</u> Young people (15-24) having had psychological distress during the past four weeks. <u>Source:</u> Eurostat, EHIS. ECHIM #38.</p>
3.6. Injuries: road traffic: self-reported incidences	<p><u>Definition:</u> Proportion of individuals aged 15-24 reporting to have had a road traffic accident, which resulted in injury for which medical treatment was sought during the past 12 months. <u>Source:</u> Eurostat, EHIS. ECHIM #30(a).</p>
3.7. Use of illicit drugs ¹⁶⁰	<p><u>Definition:</u> Proportion of individuals aged 15-34 reporting to have used cannabis during the past 12 months. <u>Source:</u> EMCDDA (surveys between 2004-2010).</p>

¹⁶⁰ This indicator was added compared to the initial version of the dashboard presented in the document SEC(2011) 401.

4. SOCIAL INCLUSION

4. SOCIAL INCLUSION	
Indicator	Definition/Comment
4.1. At-risk-of-poverty or exclusion rate	4.1.1. For children (<18) compared to total population <u>Definition:</u> The share of children (under age 18) who are at risk of poverty and/or severely materially deprived and/or living in a household with very low work intensity compared to total population <u>Source:</u> Eurostat EU SILC.
	4.1.2. For young people (18-24) compared to total population <u>Definition:</u> The share of young people (18-24) who are at risk of poverty and/or severely materially deprived and/or living in a household with very low work intensity compared to total population. <u>Source:</u> Eurostat EU SILC.
4.2. At-risk-of-poverty rate	4.2.1. For children (<18) compared to total population <u>Definition:</u> The share of children (under age 18) living in families with an equivalised disposable income below 60 % of the national median equivalised disposable income (after social transfers) compared to total population. <u>Source:</u> Eurostat EU SILC.
	4.2.2. For young people (18-24) compared to total population <u>Definition:</u> The share of young people (18-24) living in families with an equivalised disposable income below 60 % of the national median equivalised disposable income (after social transfers) compared to total population. <u>Source:</u> Eurostat EU SILC.
4.3. Severe Material deprivation rate	4.3.1. For children (<18) compared to total population <u>Definition:</u> percentage of the population that cannot afford at least three of the following nine items: 1) to pay their rent, mortgage or utility bills; 2) to keep their home adequately warm; 3) to face unexpected expenses; 4) to eat meat or proteins regularly; 5) to go on holiday; or cannot afford to buy a: 6) TV 7) Refrigerator, 8) Car, 9) Telephone; compared to total population. <u>Source:</u> Eurostat EU SILC.
	4.3.2. For young people (18-24) compared to total population <u>Source:</u> Eurostat EU SILC.
4.4. Living in households with very low work intensity	4.4.1. For children (<18) compared to total population <u>Definition:</u> The share of children (under age 18) who live in households with very low work intensity (households where adults worked less than 20 % of their total work potential during the past year) compared to total population. <u>Source:</u> Eurostat SILC.
	4.4.2. For young people (18-24) compared to total population <u>Definition:</u> The share of young people (18-24) who live in households with very low work intensity (households where adults worked less than 20 % of their total work potential during the past year) compared to total population. <u>Source:</u> Eurostat SILC.

<p>4.5. Self-reported unmet need for medical care for young people (18-24) compared to total population</p>	<p><u>Definition:</u> Self-reported unmet need for medical care for the following 3 reasons: financial barriers + too far to travel + waiting times, compared to total population. <u>Comment:</u> To be analysed together with 'care utilisation, defined as the number of visits to the doctor (GP or specialist) during the last 12 months. <u>Source:</u> Eurostat SILC.</p>
<p>4.6. Young people not in employment, education or training (NEET)</p>	<p><u>Definition:</u> Young people (age group 15-24 not in employment, nor in any education or training. <u>Source:</u> Eurostat LFS.</p>

PART 2

POLICY DOMAINS WITH NEW INDICATORS

5. CULTURE & CREATIVITY

5.1. Performing/taking part in amateur artistic activities	<p><u>Definition:</u> Share of young people (15-30) who declare that they have participated in any of the following amateur artistic activities at least once in the last 12 months: Playing a musical instrument, singing, acting, dancing, writing poetry, photography, film-making.</p> <p><u>Source:</u> DG EAC Flash Eurobarometer on youth.</p>
5.2. Participation in cultural activities	<p><u>Definition:</u> Share of young people (aged 15-30) reporting that they have participated in any of the following cultural activities in the last 12 months: visited historical monuments (palaces, castles, churches, gardens, etc.), museums or galleries, been to a cinema or a concert, a theatre, a dance performance or an opera.</p> <p><u>Source:</u> DG EAC Flash Eurobarometer on youth.</p>
5.3. Participation in sports clubs, leisure time or youth clubs/associations or cultural organisations	<p><u>Definition:</u> Share of young people (aged 15-30) reporting that they have participated in activities of a sports club, leisure time or youth club, any kind of youth association or cultural organisation in the last 12 months.</p> <p><u>Source:</u> DG EAC Flash Eurobarometer on youth.</p>

6. YOUTH PARTICIPATION

Indicator	Definition/Comment
6.1. Young people's participation in political organisations/party or community/environmentally-oriented organisations	<p><u>Definition:</u> Self-reported participation in activities of a political organisation or political party or a local organisation aimed at improving their local community and/or local environment in the last 12 months. Age 15-30.</p> <p><u>Source:</u> DG EAC Flash Eurobarometer on youth.</p>
6.2. Participation of young people in political elections at local, regional, national or EU level	<p><u>Definition:</u> Percentage of young people aged 18-30 who declare that they participated in political elections at either local, regional, national or EU level in the last three years.</p> <p><u>Source:</u> DG EAC Flash Eurobarometer on youth.</p>

6.3. Young people aged 18-30 who got elected into the European Parliament	<u>Definition:</u> The number of young Members of the European Parliament (MEPs) elected into the European Parliament in the last elections (2009). <u>Source:</u> The European Parliament.
6.4. Young people who use internet for interaction with public authorities	<u>Definition:</u> Percentage of individuals aged 16-24 who have used the Internet, in the last 12 months for interaction with public authorities (i.e. having used the Internet for one or more of the following activities: obtaining information from public authorities web sites, downloading official forms, sending filled in forms). <u>Source:</u> Eurostat, Survey on ICT usage in households and by individuals.
6.5. Young people using internet for accessing or posting opinions on websites (e.g. blogs, social networks, etc) for discussing civic and political issues (in the last three months).	<u>Definition:</u> Percentage of individuals aged 16-24 declaring that they have used internet for accessing or posting opinions on websites (e.g. blogs, social networks, etc) for discussing civic and political issues (in the last three months). <u>Source:</u> Eurostat, Survey on ICT usage in households and by individuals.
7. VOLUNTEERING	
Indicator	Definition/Comment
7.1. Young people's participation in organised voluntary activities	<u>Definition:</u> Self-reported involvement in organised voluntary activities in the last 12 months. Age 15-30. <u>Source:</u> DG EAC Flash Eurobarometer on youth.
7.2. Share of young people participating in organised voluntary activities aimed at improving their local community	<u>Definition:</u> Share of young people (age 15-30) declaring that they have taken part in any voluntary action aimed at changing something in their local community during the last 12 months. <u>Source:</u> DG EAC Flash Eurobarometer on youth.
7.3. Share of young people who have stayed abroad for the purpose of volunteering	<u>Definition:</u> Share of young people (age 15-30) declaring that they have stayed abroad for the purpose of volunteering. <u>Source:</u> DG EAC Flash Eurobarometer on youth.
7.4. Formal recognition of participation in voluntary activities	<u>Definition:</u> Share of young people (age 15-30) that declare having taken part in voluntary activities who have received a certificate, a diploma or other kind of formal recognition for their participation. <u>Source:</u> DG EAC Flash Eurobarometer on youth.

8. YOUTH & THE WORLD

Indicator	Definition/Comment
8.1. Young people's participation in non-governmental organisations active in the domains of global climate change/global warming, development aid or human rights	<p><u>Definition:</u> Self-reported participation in activities of an organisation active in the domain of global climate change/global warming, global development or promoting human rights in the last 12 months. Age 15-30.</p> <p><u>Source:</u> DG EAC Flash Eurobarometer on youth.</p>
8.2. Participation of young people in activities or projects aimed at fostering cooperation with youth from other continents	<p><u>Definition:</u> Self-reported involvement of young people in activities or projects during the past year aimed at fostering cooperation with youth from other continents. Age 15-30.</p> <p><u>Source:</u> DG EAC Flash Eurobarometer on youth.</p>

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