

National Implementation Report - Denmark

European Solidarity
Corps 2018-2020,
2021-2027

May 2024



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I. Executive summary and conclusions

Results, impact and relevance

The results and conclusions of this evaluation should be viewed in the light of the fact that the scope of The European Solidarity Corps (ESC) in Denmark is relatively limited. Through Volunteering Projects and Solidarity Projects, 79 Danish organisations and groups of young people were involved in the programme in the period 2018-2020. For 2021-2023, the number is 75. Overall, 1,055 participants¹ have benefited from Volunteering Projects and Solidarity Projects - either as Danish participants abroad or as participants in projects in Denmark.

This evaluation clearly demonstrates that the ESC programme in Denmark has had an influence in several areas: on participating individuals, organisations, and local communities. It also shows that Volunteering Projects and Solidarity Projects have slightly different patterns of influence. In the case of Volunteering Projects, the greatest and most evident impact has been on the participants and on those organisations that implemented the projects. In the case of volunteers, the impact has especially been a matter of personal and professional development - for some people, it has directly influenced their future prospects, which underlines the importance of the programme at the individual level. In the case of organisations, it has mainly been a case of strengthening employees' skills and promoting an international perspective within the organisation.

Moreover, the evaluation suggests that many Volunteering Projects have had an impact both on the target group and on the local communities that host the projects. To some extent, this also includes strengthening the capacity of the target groups or local communities to address societal challenges, though this impact appears to be less extensive than the effect on individuals and organisations, and it is more difficult to judge whether it will be lasting or not. Regarding Solidarity Projects, a slightly different picture emerges: respondents feel that these projects have a greater influence on the target group and local communities compared to the influence they have on participants, which, however, is still significant. So, in this case, the evaluation report would suggest that the solidarity aspect is very important in this type of project in Denmark.

One major success of the implementation of the ESC in Denmark is inclusion. The evaluation shows a significant increase in the registered number of participants with fewer opportunities from the previous to the current programme period (2021-2027), in which over 40% of the participants in Volunteering Projects are young people with fewer opportunities (YPWFO). However, the evaluation also suggests that Danish projects are not equally accessible to all YPWFO. For instance, the report calls for a closer look at accessibility for young people with functional disabilities.

Following on from the above, the evaluation also indicates that the dual purpose of the programme is relevant in a Danish context: on the one hand, strengthening individual

¹ In the case of participants in Volunteering Projects, 2023 is not included in this figure.

development, skills, and societal involvement, especially for YPWFO, while on the other hand creating opportunities for societal change. The results of the evaluation reveal that in the main the programme reaches these objectives in Denmark – as far as the budget stretches. Unfortunately, compared to the number of potentially relevant grant recipients, and the number of young people in the age cohort in Denmark, it does not stretch far enough.

Whereas in Denmark the programme has had significant impact on those directly involved, it has had no evident effect at the national policy level, nor on the capacity building of national institutions in the broadest sense. There are no national alternatives to Volunteering Projects, which is why the evaluation suggests that the majority of these projects would most likely not take place without the ESC. This is also why the most important element of added value that the ESC can provide in Denmark is to give Danish organisations and young people the opportunity to engage in international Volunteering Projects without being financially burdened. For Solidarity Projects, on the other hand, there are a number of funding alternatives.

International cooperation and coordination

The evaluation highlights the favourable conditions for international cooperation, networking, and coordination that exist within the ESC. This applies to cooperation between National Agencies (NA), as well as to the generally effective communication with the European Commission; in both cases cooperation benefits considerably from formal meetings and other forms of collaboration, such as Staff Meetings and NET (Network Activities) cooperation, which provide opportunities for personal interaction in both formal and informal settings. The evaluation also suggests that NET activities are significant for networking and capacity building among beneficiaries, although more participants are involved in national events organised by NET and TEC (Training and Evaluation Cycle) than in transnational ones.

The implementation, administration, and monitoring of the programme

The initial years of the current programme period have been challenging, due to IT problems and various uncertainties regarding structure and regulations, but the new grant model for Volunteering Projects has been met with general satisfaction. However, there is a general feeling among both beneficiaries and the NA that the administrative tasks are a heavy burden. Therefore, the evaluation stresses the pressing need for a simplification of the programme's administrative structure, as well as for adjustments to certain rules. This includes the need for a more youth-friendly setup for Solidarity Projects.

The evaluation does not identify a need for changes in the overall monitoring setup within the ESC, including the retrospective quality check on which the application and grant structure for Volunteering Projects is based. However, minor adjustments to both project types would be a good idea.

Regarding communication and promotion activities, the Danish NA employs a variety of tools that are basically broad and satisfactory enough. For instance, the NA is increasing its promotion efforts directed at target groups, as this has proved very effective. However, the evaluation suggests that Solidarity Projects and the opportunity for volunteering abroad are not sufficiently known in Denmark, so there should be a greater focus on this area if Denmark is to fully benefit from its participation in the ESC.

II. Main recommendations

1. GREATER SIMPLIFICATION

Merging the ESC and Erasmus+: Merging the ESC and Erasmus+ is recommended in order to simplify processes and save resources; this includes integrating Solidarity Projects and Youth Participation Activities (YPA).

Maintaining the solidarity aspect: It is recommended that in any such merger the solidarity aspect be maintained as an integral element in projects based on volunteering, including maintaining the volunteering aspect when merging Solidarity Projects and YPA.

Administrative simplification: It is recommended that the administration of both Volunteering Projects and Solidarity Projects be simplified, both for beneficiaries and the NA. This would include simplifying contracts and documentation requirements, assessment and approval processes, etc.

For **Volunteering Projects**, it is also recommended to establish a single-entry portal for all IT systems necessary for the administration of such projects.

For **Solidarity Projects**, it is furthermore recommended to make these projects more accessible and attractive to young people throughout the project cycle. In addition to the points mentioned above, this should also apply to the registration process, rules of participation, and the use of new formats for applications and evaluation, such as the use of video.

Maintaining current IT systems: It is recommended to maintain the current IT systems in the upcoming programme period.

2. MAINTAINING THE PRESENT SYSTEM FOR GRANT REQUESTS

Maintaining the system for grant applications and Quality Label (QL): It is recommended that Volunteering Projects maintain the current simpler system for grant applications, as well as the QL system with host, support, and lead.

The need for certain adjustments: It is recommended that the Commission make certain technical and rule-related adjustments, including establishing clearer guidelines on remedial measures and introducing 'observation' for the host/support QL, as well as simplifying the requirements for beneficiary reports.

The ongoing adjustment of rates: It is recommended that the European Commission continue to monitor inflation rates and adjust grants accordingly throughout the new programme period.

3. NEW INITIATIVES FOR INCREASED INCLUSION AND ACCESSIBILITY

Basic rate per YPWFO: It is recommended to introduce a basic rate per YPWFO for Volunteering Projects.

Increased focus on particularly underrepresented groups: It is recommended that both the NA and the European Commission monitor whether certain groups are

underrepresented in the ESC, both in Denmark and in Europe generally, including young people with functional disabilities. Efforts should also be made to make the programme more accessible to these groups, including the creation of a (financial) incentive structure for organisations to ensure that projects are fully accessible.

Ongoing mental support for volunteers: It is recommended, through TEC, to introduce the ongoing support of a coach or psychologist for volunteers who are struggling with their mental health, for the benefit both of volunteers and their host organisations.

4. MAINTAINING PLATFORMS FOR RESOURCES, COLLABORATION, AND CAPACITY BUILDING

It is recommended to maintain platforms for capacity building and international collaboration that are working well, both for beneficiaries and NAs, as well as for collaboration and networking among NAs and with the European Commission. More specifically, it is recommended to maintain SALTO ESC as a resource centre, even in the event of the ESC being merged with Erasmus+. It is also recommended maintaining ESC staff meetings, as well as NET and TEC activities, as support programmes for the ESC.

O. Introduction

O.1. Concerning this Report

The following midterm evaluation of The European Solidarity Corps (ESC) in Denmark should be read as a **comprehensive report for the ESC 2018-2023**. Where possible, data, etc. are divided into the two periods, 2018-2020 and 2021-2023, but this is not the case in many instances. The focus of the evaluation is on the following activities, currently decentrally administered: *Volunteering Projects* including Quality Label, and *Solidarity Projects*.

Due to the nature of the questions, this evaluation is predominantly qualitative, though a relevant **quantitative background** is provided: relevant quantitative data are used as required, while the general figures concerning the quantity of applied for, granted, and absorbed funds for Volunteering Projects, as well as the numbers of participants coming to, or sent from, Denmark in the years 2018-2023 may be found in Annex II, Tables 1-2. An overview of applied for and approved Solidarity Projects may also be found there (Table 3).

In general, all tables, diagrams, and figures referenced in the following evaluation may be found in Annex II: Tables, Diagrams, and Figures.

O.2. Methodology

In terms of **method**, the evaluation has been conducted based on desk research and four questionnaire surveys targeting organisations and participants, as well as on feedback to the National Agency (NA) from applicants, beneficiaries, and participants in connection with ongoing guidance, monitoring activities, and national meetings. The NA's own perspectives and assessments are also incorporated.

The four questionnaire surveys involved respondents from Danish Quality Label organisations, Danish volunteers abroad (hereafter referred to as 'Danish participants'), volunteers on ESC projects in Denmark including in-country participants (hereafter referred to as 'participants in Denmark'), as well as representatives from, and participants in, Solidarity Projects. Results from the four surveys are presented in Annex II, figures 1.1-4.7.

For further details on the data background, including the questionnaire surveys, please refer to Annex I: Data Collection.

1. The programme in the national context

1.1 Local communities

Responses to the questions in this 'local communities' chapter should be understood in the context of the scope of the programme in Denmark, which is outlined below in terms of participants, individual projects and organisations involved in ESC projects from 2018 to 2023:

Volunteering Projects: In the period 2018-2020, the approved projects were distributed among 23 individual beneficiaries. However, a far greater number of local communities have benefited from a Volunteering Project: 69 organisations hosted volunteers during this period; in particular, two major coordinating beneficiaries sent volunteers to a total of 46 host organisations across Denmark. This set-up is continued in the current programme period and makes a significant contribution to ensuring a broad geographic distribution of host projects in Denmark.

In the period 2021-2023, 19 projects were approved for a lead QL, and were able to apply for grants. One of these was approved for volunteering teams. The two largest beneficiaries collaborated with 41 Danish host organisations during this period. This means that approximately 60² organisations and local communities benefited from the budget granted. Table 2 shows that in the period 2018-2022, Danish Volunteering Projects benefitted 556 volunteers.³ The highest number of volunteers is seen in 2020 (149). The table shows a decline in the current programme period, which corresponds to the decrease in allocated funds from 2020 to 2021 shown in the same table. The data therefore indicates that the programme reached more volunteers and more local communities in the period 2018-2020 than in the current programme period. And since the budget application for Volunteering Projects for the entire period (see Table 1), is higher than the allocated budget⁴, the volume of funds available is seen as a limiting factor in terms of achieving more in the current period.

Solidarity Projects: In the period 2018-2020, 12 projects were approved, distributed among 10 individual beneficiaries involving 68 participants. For 2021-2023, 26 projects were approved, spread over 15 individual beneficiaries involving 145 participants. At the time of writing in 2023, Solidarity Projects were reaching further out in this programme period compared to 2018-2020, and with 46.9% of the funds allocated, there was potential to reach out much further.

² There is some uncertainty about this number, as certain organisations have served as host organisations for multiple lead organisations, and one organisation has shifted from being a lead organisation to being a host organisation under another lead organisation.

³ This number is probably a bit higher, as the figures for 2021 and 2022 have not been finalised.

⁴ To be understood in relation to the original allocation budget for 2023. Add the Horizon Europe top up and the figure is 99% (Table 1).

The local communities involved in an ESC project were geographically fairly well distributed throughout Denmark, including a balance between rural and urban areas. However, it is worth noting that there were no ESC projects in Greenland.

1.1. Question 1

Based on your observations, to what extent has the programme addressed local issues or developed local opportunities since its inception? In what ways (if any) it has been beneficial for individuals, organisations, and public policy development?

The individual level

In the questionnaire survey, Danish participants abroad and participants in Denmark were asked to what extent they agreed that their participation in an ESC project had influenced their personal and professional development, and their future opportunities. 92% of foreign participants in Denmark (Figure 2.2), agreed or partially agreed, while 97% of the Danish participants (Figure 3.2) declared themselves completely or partially in agreement. These responses showed that participation in the project had made a significant impact on participants individually. Several recurring themes were evident in the personal examples given by participants: many said that they had experienced some kind of personal development, such as increased confidence, independence, and social skills. Some volunteers also responded that the experience had improved their professional skills, or had had a direct or guiding influence on their occupation or further education. As one participant put it: *'It has changed the way I see the world and I've developed personally, socially, and professionally. It has opened my eyes to a world of opportunities in the field I was working in (...) I've discovered what really matters to me.'*

72% of participants in Solidarity Projects agreed completely or partially that working on the project had influenced them personally and professionally (Figure 4.3). Participants referred to personal development in such areas as increased responsibility, self-confidence, and self-esteem, as well as the development of professional skills such as project management, organisation, and expertise in specific subjects.

The survey indicates that both in the case of participants in Denmark and Danish participants the ESC completely lives up to the part of the programme's objectives that aims to *'provide young people (...) opportunities for engagement in solidarity activities (...) while improving (...) their competences as well as facilitating their continuous engagement as active citizens'*.⁵

The organisational level

When asked to what extent their ESC participation had benefited their own and other participating organisations, respondents from Danish QL organisations responded unequivocally: 100 % agreed or partly agreed (Figure 1.6). When elaborating on their comments, respondents mostly mentioned the benefits to their own organisations; only a few mentioned partner organisations. Topics specifically mentioned were staff development and learning, and how cultural exchange fosters intercultural skills, perspectives, and collaboration. One respondent wrote that participants *'exchange ideas, new practices, learn new languages and cultures, methods, etc.'*, while another commented, *'One huge benefit is the cultural encounter between our members and the volunteers. We see it as a great enrichment'*. Among the 19 QL organisations that responded to the questionnaire, there was broad agreement that the programme greatly benefited their organisations and employees.

⁵ European Solidarity Corps Programme Guide 2023, p. 6.

Public policy development

There is no indication that the programme has benefited public policy development. See also the response under 1.2.

Local community level

With regard to addressing local challenges and developing local opportunities, QL organisations and participants in Denmark were asked to what extent they agreed that their projects have had a positive impact on the communities they were, or are, a part of. 70% of the respondents agreed completely or partially, while 6% disagreed (Figure 1.5). 77% of the participants in Denmark agreed completely or partially, while 7% completely or partially disagreed (Figure 2.4). Thus, a large proportion of both respondent groups believed that to some extent Volunteering Projects did indeed have an impact on the local community, which must be seen as a satisfactory. 84% of respondents from Solidarity Projects agreed to some extent, but only 17% completely agreed, while the majority (67%) partially agreed (Figure 4.4).

Comments regarding Volunteering Projects, from both organisations and volunteers, generally fall into three categories: some address the challenges of contributing to or involving the local community; others offer general comments on the projects' contributions to the community without giving specific examples; and the third category provides more practical examples of how projects and volunteers contribute to local communities. The examples are numerous and varied. For example, volunteers make a significant difference in projects where they work with children, young people, the elderly, and disabled individuals, by bringing joy into the lives of the elderly, teaching young people English, or supporting them in their social and intercultural development. One volunteer wrote: *'the kids (...) were shy and some didn't know English in the beginning. During time they had confidence and tried to speak without worrying (...) Towards the end of the project they felt much more confident and brave'*. There are also several examples of how volunteers make an important contribution to creative, international school environments with a focus on diversity and cultural exchanges. Others described how they had organised collections for vulnerable groups, some that they strengthen a 'sense of community' through activities such as communal meals, sports, and similar activities, or contribute to integration in their respective local communities.

Regarding Solidarity Projects, there were comments showing how young people have taken responsibility for their local environment, and how the projects have provided new opportunities for young people locally. For example, they have created communities of common interest, increased well-being, and counteracted loneliness.

The Danish NA's understanding of the programme's impact is based on input from volunteers during On-arrival training sessions, Mid-term evaluations, and annual events for former volunteers, as well as monitoring events, project visits, and conversations with contact persons from Volunteering and Solidarity Projects. Information gathered over the years from these sources supports the points made above. On this basis, it can be concluded that the programme has proved very useful to individual participants and organisations that have been involved in it for an extended period of time. It is also evident that to some extent, through its projects, the ESC helps people to tackle local challenges and to expand local opportunities, but when it comes to actually assessing the impact on the target group and the local community, respondents clearly found it more difficult to be precise about what this impact and these changes are. Many

respondents were convinced that their projects do make a difference, but lacked the tools and knowledge to measure or demonstrate their impact at this level.

1.1. Question 2

In your view, does ESC overall contribute to improving the local communities' capacities to address societal challenges? What changes have you observed over time?

Respondents were asked whether they agreed that the projects had improved the ability of the target group and/or local communities to address societal challenges, and also what changes they had observed. 35% of respondents from QL organisations were in complete agreement, and 24% partially agreed (Figure 1.4). The proportion of positive responses (59%) is thus lower than that for the question posed above (influence on the local community), and once more there were fewer specific examples. The same pattern emerges among project participants: 36% were completely in agreement and 29% agreed partially (Figure 2.5) – a total of 65% positive responses compared to 76% to the question about influence on the local community. In the case of Solidarity Projects, 50% agreed completely and 17% partially (Figure 4.5), indicating that these respondents were more inclined to agree that the projects expand local capacities, rather than that they have an influence on the local community.

However, the comments provided a number of good examples as to how all this plays out in Volunteering Projects: some respondents described how the projects enhanced the cultural understanding, diversity, and inclusivity of the target group, developing capacities that they could carry forward. A couple of good examples of this are: *'When volunteers organise gatherings or theme days about different cultures, the folk high school students learn a lot'*, and *'diversity and inclusivity are clear results of ESC projects'*. In the case of children, young people, and vulnerable groups we are looking at other capacities – including the personal, social, linguistic, and climate-related aptitudes mentioned above. For example, one participant wrote: *'The project targets mentally vulnerable people to be able to work and be a part of society. I've witnessed the projects effect on people there and it was really impressive'*. Another wrote: *'I was responsible for art workshops with kids and we [did] recycling activities (...) kids see that they can do that at home and they (got) a mind-set about recycling'*. Further examples may be cited: one project identified specific actions for the local municipality through which they aim to strengthen the integration of expats; another described how the participants enhanced the capacity of grassroots organisations to work with their local target group.

One of the things mentioned in connection with Solidarity Projects is that young people become better equipped to assume responsibility for society, though one respondent did question whether these effects would persist when the project ended. This factor is not mentioned in connection with Volunteering Projects, maybe partly due to the fact that the projects have been running for a long time, potentially ensuring a more lasting impact. However, since most QL respondents still have active projects running, it is difficult to assess whether their influence would continue if the funding were to cease.

1.1. Question 3

To what extent would you say that the programme has shifted the attitudes of your local communities towards more solidarity? What changes have you observed over time?

Participants in Danish projects were asked whether they agreed that their project had contributed to changing the mindset of local communities and/or target groups in the direction of greater solidarity. 38% fully agreed, 31% partially agreed, while 8% partially or fully disagreed (Figure 2.6). Many examples relate to the same themes as those mentioned above, reflected in such comments as: *'I feel like the students learn how to respect and live with very different kinds of people'* and *'we address prejudices regarding other cultures'*. However, one volunteer did add an important point: *'we promote good values and I do think it reaches the audience, but I'm not sure if it is measured'*.

It is also evident that the ESC programme affects the mindsets of the participants themselves. 73% of participants in Denmark (Figure 2.3) and 74% of Danish participants (Figure 3.3) responded that they fully or partially agreed that participation in the ESC programme had changed their mindset in the direction of greater solidarity. Once again, this response rate demonstrates the programme's influence on individuals, as well as on how participants engage with society and their fellow citizens - reflected in such comments as: *'It deepened my desire and ability to participate in democracy'*. The respondents' answers suggest that the projects have to some extent contributed to changing the mindset of local communities and/or target groups in the direction of greater solidarity.

Overall, responses from both projects and participants to Questions 1-3 regarding community impact indicate that the second part of the programme's main objective, providing young people with *'opportunities for engagement in solidarity activities that induce positive societal changes in the Union and beyond'*,⁶ is also being reached in Denmark to some extent, although not to the same degree and not as clearly as the influence the programme obviously has on the individual learning and development of participants. However, in this case too, it is difficult to say whether the changes we observe will be long-lasting, or not.

1.1. Question 4

How would you evaluate the extent to which the ESC has been effective in adjusting to the differing needs of local authorities, organisations and communities? Could you provide some examples?

In response to the question of whether the programme is effective in adapting to the needs of local communities, authorities, and organisations, just over half (67%) of the respondents from QL organisations agreed either completely or partially (Figure 1.9). A number of positive responses highlighted the scope and opportunities of the programme. Meanwhile, some less positive voices maintained that too much administration and poorly functioning IT systems were the main reasons why the programme could not be deemed effective in adapting to these differing needs. It was also mentioned that the programme has not been good at adjusting to the needs of organisations in terms of the inclusion in their projects of the increasing numbers of vulnerable young people. Today, this presents a significantly greater challenge for organisations than in the past, and one that the programme does not effectively address. (For recommendations on this question, see the section on inclusion, questions 30-31).

The positive outcomes reflected in the responses to '1.1. Local communities' (Questions 1-4) indicate that within the resources allocated, the programme has had a significant influence on many of the individuals, organisations, and to some extent the target

⁶ European Solidarity Corps Programme Guide 2023, p. 6.

groups/local communities, it reaches. However, the impact of the programme has to be seen in the context of its scope in Denmark, which is admittedly limited.

1.2. Policy and institutional innovations

1.2. Question 5

Has there been any development in national youth and volunteering policy approaches since the inception of the ESC programme, such as an update to the national youth policy or the introduction of a national volunteering scheme? Please, refer to any documents, strategic plans, official mandates, laws, reform plans, etc. and provide relevant links/documents.

In the Danish context, the ESC cannot be said to have influenced national youth and volunteering policies or policy development. This must be seen in light of two main factors. On the one hand, the size of the programme: compared to Erasmus+ there is little funding available for distribution in Denmark. For instance, in 2023, more than 45 million EUR were allocated for distribution within the overall Erasmus+ programme.⁷ The allocation for the ESC was about 1.75 million EUR.⁸

This lack of influence can be further explained by the absence of any specific youth agenda in Danish politics. Denmark does not have a dedicated ministry for youth, and there is no overarching legislation or political strategy for youth. Instead, youth policy is integrated into each individual policy area, sometimes with specific strategies targeting young people, such as socially disadvantaged youth, young people in the education and healthcare systems, and so on. Nor does Denmark have any national legislation on volunteering, and national volunteer strategies are not specifically aimed at young people. Denmark has a long tradition of civic involvement in associations and voluntary work, especially in culture, sports, and leisure activities, usually as something people do in their spare time. Against the background of the Danish welfare state, where welfare services are largely provided by relatively self-governing municipalities, voluntary social work has not played a significant role in the Danish volunteer tradition, nor is there much of a tradition of volunteering full-time for a longer period of time.⁹

1.2. Question 6

To what extent are the objectives and horizontal priorities of the ESC programme relevant to the national context, current challenges, and needs? Please explain and provide examples.

Relevance of objectives

The specific purpose of the ESC is: 'to provide young people, including young people with fewer opportunities, with easily accessible opportunities for engagement in solidarity activities that induce positive societal changes in the Union and beyond, while improving and properly validating their competences, as well as facilitating their continuous engagement as active citizens'. This dual purpose, aiming both to contribute to societal solutions and to the development and learning of the individual, including

⁷ Amendment to the 2023 annual work programme 'Erasmus+': the Union Programme for Education, Training, Youth and Sport.

⁸ The 2023 annual work programme for the implementation of the European Solidarity Corps Programme.

⁹ Youth Wiki: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/denmark/1-youth-policy-governance-0>

young people with fewer opportunities (YPWFO), is relevant in a Danish youth context.

According to data from the Agency for IT and Learning (STIL), from 2022 to 2023 there was an increase in the proportion of young people in Denmark without ties to jobs or the labour market.¹⁰ This applied to 6.4% of young people aged 15 to 24 in 2023. Volunteer activities in the ESC may serve as an alternative for young people outside formal full-time activities, providing opportunities for personal development and skills building that can assist them in navigating the formal system. Many young Danes who participate in ESC volunteer placements abroad do so as part of their gap year. As demonstrated in the responses to Question 1, participation in the ESC contributes to the development of new personal and professional skills, and helps young people make the right study and career choices. For this reason, the ESC, with its specific purpose, is relevant for young Danes moving between secondary and further or higher education.

The ESC is also relevant in the Danish context as an opportunity for young people to feel part of a community and contribute positively to society. According to a youth analysis conducted by the Danish Youth Council (Dansk Ungdoms Fællesråd, DUF)¹¹, a sense of community is crucial for the well-being of young people, but nearly half of them have found it more difficult to participate in community activities and form social relationships after COVID-19. The well-being of young people is improved when they have some influence on decisions made in their society, and the analysis indicates that young people who are active in associations are more likely to thrive than those who are not. This is because they have the opportunity to take action and influence the world around them. Through its volunteering activities, the ESC, with its specific purpose, provides young people with relevant opportunities for social action together with other young people.

The relevance of the programme's main objective is further highlighted by what the Danish participants had to say. About 77% of them either fully or partially agreed that the programme tackles some of the issues faced by Danish youth (Figure 3.7). Many appreciated the opportunity it offers for international experience, and how it helps with personal growth and skills, no matter one's financial situation. Making a positive impact matters a lot; as one volunteer put it: *'[the programme] gives you time to think about your values and the rewarding feeling of doing something good for others'*.

Relevance of priorities

The programme's four horizontal priorities,¹² 'inclusion and diversity', 'environmental protection, sustainable development and climate action', 'participation in democratic life' and 'digital transformation', are regarded as relevant to young people in Denmark.

The priority *environmental protection, sustainable development and climate action* are clearly relevant in the Danish context. Climate change, the environment, and green energy are top political priorities for young people in Denmark,¹³ and indeed young people are in the vanguard of the imposing climate awareness movement that has emerged in

¹⁰ <https://www.uvm.dk/aktuelt/nyheder/uvm/2023/aug/230817-43-000-unge-er-hverken-i-uddannelse-eller-beskaeftigelse>

¹¹ Dansk Ungdoms Fællesråd (DUF), 2023: https://duf.dk/fileadmin/user_upload/Editor/Ungeanalyse_2023_-_ende-lig_udgave_210823.pdf

¹² Priorities added or removed from year to year have not been considered, for example 'Prevention, promotion and support in the field of health' (2021) and 'Innovation' (2024)

¹³ DUF, 2023: https://duf.dk/fileadmin/user_upload/Editor/documents/DUF_materiale/DUF_Analyser/Demokratianalysen_2023_-_Unges_politiske_deltagelse_og_dagsorden.pdf + Altinget 2019: www.altinget.dk/artikel/de-unge-er-til-klima-de-aeldre-er-til-sundhed

Denmark during the last 5-10 years.

Similarly, *inclusion and diversity* is a relevant priority. Despite well-established support systems in the Danish education system, challenges persist regarding inclusion. For instance, children and young people with disabilities achieve lower academic results in Danish and mathematics, have a higher rate of absenteeism, and generally face more problems than their peers without disabilities.¹⁴ Additionally, as mentioned earlier, many young people are not involved in further education or the labour market.¹⁵

Participation in democratic life is also particularly relevant in the Danish context. Although the majority of young people in Denmark do hold opinions on politics, and experience democratic activities in some form or other, approximately half of them, according to DUF,¹⁶ do not feel at home in the world of politics. As demonstrated above, there is a connection between well-being and having an influence on society, which emphasises the importance of accessible activities through which young people can practice and enhance their societal participation and active citizenship.

Data from Eurostat (2022)¹⁷ show that Denmark is the second most digitalised country in Europe, so the *digital transformation* priority may seem less relevant here, where young people are referred to as 'digital natives'. Nevertheless, this priority remains relevant in the Danish context. For instance, DUF believes that many young people lack the knowledge and tools to critically assess technology, the social media, and their own consumption of it, which according to DUF is a barrier to their active participation as democratic citizens.¹⁸

As regards '1.2. Policy and institutional innovations' (Questions 5-6), it is clear that the ESC has not made a big impact on Danish youth and volunteer policies. This is largely because of the small scale of the programme and the absence of any cohesive youth agenda in Denmark. However, the programme's dual purpose of individual learning on the one hand, and societal impact on the other, is very relevant, as it provides young people with opportunities to develop and acquire new skills, not least those young people (and organisations) who want to make a difference in the society they are part of. The horizontal priorities are a strong input, as they help to establish a relevant direction for the programme as a whole and for each individual project. The NA actively uses these priorities in promotion activities, capacity building in organisations, and in their communication with beneficiaries and volunteers.

1.3. Innovations introduced

1.3. Question 7

Have any innovative approaches (such as guidelines and tools) been adopted/institutionalised on a national level since the start of the ESC? If yes, please provide examples.

¹⁴ The Danish Ministry of Social Affairs 2021: https://sm.dk/Media/637767276079846068/Handicappolitisk_redegoerelse_2021_t.pdf

¹⁵ The Ministry of Children and Education 2021: <https://www.uvm.dk/aktuelt/nyheder/uvm/2021/jun/210624-trods-fremgang-staar-naesten-45-000-unge-uden-uddannelse-eller-job>

¹⁶ DUF 2023 https://duf.dk/fileadmin/user_upload/Editor/Ungeanalyse_2023_-_endelig_udgave_210823.pdf

¹⁷ <https://www.dst.dk/da/Statistik/temaer/digitalisering>

¹⁸ <https://algoritmer.org/duf/>

Neither the Danish NA or its relevant ministry, The Ministry of Children and Education (BUVM), are aware of any guidelines or tools stemming from the ESC that have been institutionalized at the national level. This is evident from responses to 1.2, Question 5 and 1.3, Question 8. The ESC has not impacted the political agenda due to the absence of any unified youth or volunteerism agenda specifically focused on youth. The same applies to national institutions, on which the ESC exerts no influence.

1.3. Question 8

To what extent would you say the activities of the ESC have built the capacity of national institutions and staff in terms of strengthening skills, knowledge, and resources?

Referring back to Question 5, the ESC is not prominent on the internal agendas of relevant national institutions. The ESC is not considered to have contributed to capacity building in national institutions beyond the Danish NA, where capacity building for individual employees is considered significant, but is specifically limited to those working with the ESC. There is, of course, some degree of spill-over to Erasmus+ staff due to the de facto combined administration. Work on project quality and impact, as well as in the area of inclusion, may be cited as examples of collaboration.

Therefore, based on Questions 7 and 8, our assessment is that the ESC has not led to innovative initiatives at the national level in Denmark, and that its impact on capacity building in national institutions is confined to the Danish NA.

1.4. Recommendations concerning the programme in the national context

It is recommended continuing to use the ESC Resource Centre to boost efforts to develop methods and skills for measuring programme impact, especially at the level of target groups and local communities – targeting both NAs and beneficiaries.

It is recommended maintaining the dual objective of Volunteering and Solidarity Projects, aiming to enhance individual learning, while using the solidarity aspect to support civic involvement and positive social change.

It is recommended sticking with the four priorities mentioned above, while refraining from adding new ones each year. Over the years, various different priorities have been in and out of the programme guide, which muddles the overall picture of what the ESC is, and what it aims to contribute to. Moreover, changes make it more difficult for both the NA and beneficiaries to work strategically with individual priorities, including the question of how they are to be integrated into practice.

2. International coordination

2.1 Characteristics of the ESC and added value

The questions in this section will be answered in reverse order compared to the 'draft template', that is, in the following sequence: Questions 12, 11, 10, and 9. This is because the response to Question 12 forms the basis for the remaining answers.

2.1. Question 12

Are there national schemes that could effectively replace the European Solidarity Corps if no funding were allocated in the future?

Similar schemes in Denmark

In Denmark, in contrast to other European countries,¹⁹ there are no national schemes like Volunteering Projects. No public funding is available for organisations, nor for young people to embark on full-time volunteering work in Denmark or abroad.²⁰ In the case of some organisations, one alternative might be using volunteers willing to work full-time without financial support for living expenses, or young people willing to pay for their stay if it includes board and lodging. For young Danes, self-funded volunteering stays abroad are the only option. In Denmark, volunteering stays (typically outside of Europe) cost approximately EUR 3,600–6,250 for six months with non-profit organisations, and about EUR 3,400–6,850 for 2–4 months through commercial providers.²¹

When it comes to Solidarity Projects, the situation is different. In Denmark, there are several public and private funds and foundations to which active young people with a socially relevant project idea can apply for various amounts of funding. For instance, Danish municipalities typically have a 'youth fund', to which young people can easily and quickly apply. The same applies to some associations, NGOs, and private foundations, such as the Tuborg Foundation and the Nordea Foundation. In some cases, applications may be made as an independent group of young people, while in others, young people must be affiliated with an association.

In summary, there are no national schemes in Denmark that can effectively replace Volunteering Projects, though there are several alternatives for Solidarity Projects.

2.1. Question 11

In the absence of the ESC scheme, approximately what share of the funded international cooperation projects would not have happened?

¹⁹ E.g., 'Service Civique' in France and 'Jugendfreiwilligendienst' and 'Bundesfreiwilligendienst' in Germany.

²⁰ Youth Wiki: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/denmark/2-voluntary-activities>

²¹ Examples. Non-profit: Folkekirkens Nødhjælp (DanChurchAid, DCA), AFS Intercultural Programmes and the Danish ICYE;
Commercial: Kilroy and Jysk Rejsebureau.

The question of what proportion of the international projects would not be realised in the absence of the ESC relates to Volunteering Projects. Everything indicates that these would stand little chance in Denmark without the ESC. In response to the question of what proportion of the QL organisations' Volunteering Projects funded by the ESC would still be realised *without* the ESC programme, respondents replied as follows (Figure 1.8): 61% believed that none of their projects would be realised, and 28% thought that about a third would be. The remaining 12% were divided between thinking that about 2/3 would be realised (6%) and 'don't know/not relevant'. This aligns well with what the Danish NA already knows, and with explanatory comments made by the organisations, emphasising that the majority of them would completely abandon international Volunteering Projects without ESC funding. A minority envisioned conducting some volunteer periods with participant funding, and one organisation suggested that they were able to finance volunteering stays themselves. The NA knows from speaking to beneficiaries that these are primarily organisations that already have clear volunteer-oriented and international profiles and strategies. Public institutions such as youth schools, kindergartens, nursing homes, schools, etc., would almost certainly not have the opportunity to continue with full-time volunteers outside the ESC programme.

In summary, it cannot be said precisely what proportion of volunteering activities would take place if the ESC did not exist. However, responses to the survey, combined with the NA's assessment, indicate that 80-90% of the Volunteering Projects would not be carried out without the ESC. Furthermore, projects that might still take place would likely be accessible primarily to volunteers who could afford to pay for their stay or self-finance food and other personal expenses.

2.1. Question 10

What in your view is unique to ESC and what is similar in comparison with your national programmes?

The question of what is unique about the ESC compared to similar programmes in Denmark was put to QL organisations, Danish participants abroad, and Solidarity Projects. The answers were many and varied and indicate that the programme is of significant, yet diverse importance for those involved. In particular, people involved in Volunteering Projects find them quite unique.

Respondents from QL organisations were asked to what extent they agreed that the ESC as a volunteering programme and funding opportunity is unique to Denmark. 78% fully or partially agreed, while none fully or partially disagreed (Figure 1.10). In other words, the majority found the ESC programme unique to some extent. When asked to elaborate, respondents provided a range of perspectives: some mentioned the unique opportunities for cultural exchange outside the formal education system and the programme's excellent opportunities for gaining learning and experience in informal and non-formal learning settings. Others highlighted the programme's contribution to diversity in society. One respondent summarised several of the programme's unique elements and their interconnection as follows: *'the programme provides opportunity to young people to be skilled in diverse sectors. And [financially supported] participation motivated them to completely focus on learning and supporting organisations achieving their social goal, which is ultimately creating positive social changes globally'*. There was also a small number of respondents who replied that they did not know whether similar programmes existed, and could therefore not say whether the ESC programme was unique or not.

Danish participants were certain that the programme is unique in the Danish context. When asked to say to what extent they agreed that the ESC is a unique volunteering programme without similar alternatives in Denmark, 80% fully agreed and 17% partially agreed - together totaling 97% (Figure 3.5). These young Danes stressed particularly that this uniqueness lies in the opportunity to gain volunteering experience without spending a fortune, making the programme accessible regardless of financial circumstances. One volunteer wrote: *'Many people think that to travel the world, you need a lot of money. With ESC, it becomes possible (...) [for] those who otherwise wouldn't have had the opportunity, even though they want to make a difference. This was the case for me, and I am eternally grateful for this amazing program'*. This point is emphasised by the fact that only 35% fully or partially agreed that they would have travelled abroad as volunteers if they had not been given the opportunity through the ESC (see Figure 3.9). Moreover, several respondents did write that the uniqueness lies in the opportunity to make a difference over a longer period of time, to build networks and friendships across Europe, develop new skills, and stand on one's own feet. For instance, one volunteer wrote: *'Participation in the ESC programme opens the door for young Danes to build and collaborate with young people from other European countries. This can lead to new friendships, professional connections, and future collaboration opportunities across borders'*. In some cases, inclusion was separately emphasised as a distinct feature: *'There are no other ways for young people to experience other countries and cultures cost-free and without much hassle (...) At the same time, there is also a clear focus on including people facing various challenges (...) which I have not experienced with other ventures that resemble the ESC.'*

A smaller, yet still significant, portion of respondents from Solidarity Projects (63%) fully or partially agreed that the ESC is unique in the Danish context (see Figure 4.2), though these responses were not extensively elaborated on. One respondent mentioned the significant impact Solidarity Projects have on the young people involved, while another wrote that they offer the opportunity to do things that one otherwise would not have done. However, based on the overall input from Solidarity Projects, it is difficult to define precisely what makes respondents believe that they are unique.

Thus, it is mostly organisations and individuals involved in Volunteering Projects who see the ESC as a unique programme in Denmark, and generally speaking they largely agree on what makes the programme special. Several distinct features are worth highlighting. Firstly, it is evident that the ESC provides financial support for volunteer activities that lack alternative funding in Denmark. This applies both to organisations and Danish youth. This support is the basis on which a range of other unique aspects of the programme can unfold, and provides a platform for young people who otherwise may not have the same opportunities to participate on an equal footing. In the case of both organisations and participants, the ESC is a programme that facilitates cultural exchange, networking, and relationships across Europe. Particularly notable are the informal learning settings that offer the participants new professional and personal skills. Likewise, the programme offers organisations and participants the opportunity to make a difference in civil society.

2.1. Question 9

Could you outline areas where the ESC Programme has added value to youth and volunteering actions implemented on the national, European, or international level?

The *added value* of the programme in terms of youth and volunteering activities in the Danish context has to be seen in the light of several factors already outlined above. As we have mentioned, there are no national volunteering programmes in Denmark in which the ESC could play a role. One central example of added value for Danish youth is the opportunity the programme offers to work as volunteers abroad free of charge. The same applies to organisations and institutions for which youth and volunteering are relevant: the programme's most significant added value in Denmark is the unique opportunity it offers to involve young people from other countries in their activities, with all the benefits this entails for individuals, organisations, and local communities.

In Danish politics, the themes of 'youth' (as a general policy area) and 'volunteerism' (from a youth perspective) do not carry much weight. They are more alive in Danish civil society, where democratic participation and young people's political and social engagement are central themes. In this context, the ESC adds value by offering young people an opportunity to contribute personally to current societal challenges. It is also important to emphasise such factors as learning, personal development, skill building, and becoming clearer about one's future. These factors are very important for individual young people and often directly influence their future paths.

Furthermore, through Volunteering Projects, the ESC adds an important element to 'volunteerism' within organisations. Apart from giving participants the chance to make an extra effort with regard to the target group, the programme also offers the opportunity to invite Europe into the daily work of the organisation or institution. This in turn contributes to cultural exchanges, innovation, and diversity – including a sharpened international profile and improved (intercultural) skills for the staff.

In summary, the added value of the ESC programme for youth and volunteerism is to be found both at an individual and organisational level – for those involved in the programme through Volunteering Projects or Solidarity Projects. However, the programme in Denmark does not appear to have provided added value at the political level, in terms of bolstering youth and volunteerism as policy areas – a conclusion quite consistent with previous responses in this evaluation.

2.1. Question 13

How do you ensure compliance of the operations of the National Agency with both EU and national requirements? Have there been any challenges in this matter since the inception of the programme? If yes, please provide examples.

The Danish NA has an extensive setup that enables compliance with the rules and guidelines given by the EU for the administration of the ESC. However, there are sometimes discrepancies between national and EU legislation. As a Danish public authority, the Danish NA must, for example, comply with the Danish Public Administration Act. This entails, for instance, providing appeals guidelines before all decisions and conducting hearings with the parties involved. These procedures extend the response time for processing applications, making it impossible for the NA to meet the processing times stated in the programme guide. Massive challenges with the programme's IT systems are another reason for delayed processing times; despite significant improvements in recent years, there are still significant delays due to IT issues alone.

In addition to the general issues mentioned above, two specific cases related to the ESC can be mentioned:

1) Despite the fact that the programme's 'Principles and Quality Standards' stipulate that *'participation in volunteering activities must be free of charge for the volunteer'*²², the pocket money given to ESC volunteers and the value of their accommodation and meals are considered taxable in Denmark. This has led to tax cases with repayment claims made on former volunteers for quite a lot of money, which is especially hard on young people. Over a longer period of time, the NA has conducted negotiations with the relevant Danish authorities about the possibility of an exception, but the situation remains unchanged.

2) For a time, there were problems with residence permit requirements for EU citizens participating in Danish ESC projects. Similar to EU citizens applying for residency as 'self-supporting', ESC volunteers were required to provide a bank statement proving they had sufficient funds to support themselves during their stay. They were asked to provide documentation for funds amounting to DKK 6,219 a month, equivalent to up to EUR 10,000 for a 12-month residence permit. After negotiations with the immigration authorities, the guidelines were revised in February 2022, deducting the value of accommodation, meals, and pocket money from the amount originally required.

2.1. Question 14

Have you observed any differences in programme management and implementation requirements between the different ESC programming periods: 2016-2020 and 2021-2027?

Both the Danish NA and applicants/beneficiaries noticed differences in programme management and implementation requirements during the transition from Erasmus+ (EVS) to the ESC in 2018, as well as during the transition from the previous to the current programme period. The main differences noted by both the NA and applicants/beneficiaries during formal meetings, as well as in the ongoing advice and guidance offered by the NA, are as follows:

From Erasmus+ (EVS) to a separate ESC programme

Increased administrative workload for the NA: The establishment of the ESC as a separate programme has led to an increased workload for NA staff, particularly due to many tasks being parallel with Erasmus+.

From the previous programme period (2018-2020) to the current programme period (2021-2027)

Challenging start-up: The initial years of the new programme period were challenging both for beneficiaries and NA staff. This was due to factors such as the short deadline for QL applications, and the first grant requests in the spring of 2021, numerous unresolved issues, e.g., regarding reporting and monitoring, rule changes from year to year (in programme guides, contracts, etc.), and massive IT problems.

Massive IT problems: Due to massive IT problems, applicants, beneficiaries, and NA staff experienced frustration, stress, and extra workloads to an extent often disproportionate to the size of individual project budgets. Otherwise stable beneficiaries began to doubt their future in the programme, because neither they nor the NA were able to fulfil certain contractual obligations. Certain IT problems of vital importance for beneficiaries remain unresolved.

²² European Solidarity Corps Programme Guide 2023, p. 38

General satisfaction with lead-QL and the simplification of grant requests: Beneficiaries on Volunteering Projects generally appreciate the new accreditation model (lead-QL) and the new grant request system. The lead-QL application is more comprehensive and beneficiaries report that it is more difficult to write. On the other hand, they are very satisfied with the simpler grant request system, which calls for much less work at the annual deadline and for some organisations reduces the number of individual projects they have to manage. The NA is equally satisfied.

The lead-QL model strengthens capacity-building and strategy work: The NA notes that the lead-QL model, more than individual projects, allows for long-term work on capacity-building and strategy development with a pool of lead organisations, as well as work on horizontal priorities. This includes, notably, work on inclusion, which is now a requirement for all lead organisations—a development the Danish NA sees as particularly positive.

QL less accessible for small organisations: Smaller organisations claim that obtaining a Quality Label (QL) has become more challenging in the new programme period, making the programme less accessible for smaller, yet qualified, organisations/institutions, which struggle to decipher the questions on the application form and to describe their work in the required format. For instance, several organisations that previously participated in Volunteering Projects with a KA110 accreditation and successful Volunteering Projects have not obtained a Host Quality Label in the new programme period. In general, the NA finds that organisations have difficulty understanding the QL application system. Moreover, the separation of host/support and lead in the Assessment Module for applications for both host/support and lead is considered ineffective. They should be merged again.

Complicated and cumbersome administration - especially for smaller beneficiaries: Smaller beneficiaries also complain that complicated administration and complex rules and contracts make the programme inaccessible for groups of young people and smaller organisations and institutions.

Too many different IT platforms to navigate: Many beneficiaries highlight that a multitude of different IT platforms, and the different systems for accessing them, only enhances the feeling that project administration for Volunteering Projects is far too cumbersome. This includes the application portal, the Beneficiary Module, PASS, OLS, and Youth Pass, and for participants the European Youth Portal and the insurance provider, Henner (which organisations assist participants in using).

More accessible insurance scheme for volunteers: QL organisations and volunteers suggest that the collaboration with Henner be reconsidered. Documentation requirements and the treatment of volunteers regarding pre-approvals, communication, reimbursements, etc., are described as unreasonable and as placing young people in a vulnerable situation when they need their insurance. The NA acknowledges this issue.

The application process for and administration of Solidarity Projects is not youth-friendly: Solidarity Projects, which are youth-targeted projects, have a disproportionately cumbersome application process and complicated rules, including contracts that use opaque language, and a complexity out of proportion with the amount of funding. Application and reporting formats are out of date: for example, people would like the

option of using video. Former grant recipients have stated that they did not wish to re-apply for these reasons. Overall, Solidarity Projects appear less attractive in terms of the application process and rules compared to competing youth funds in Denmark.

Solidarity Projects require extensive support from the NA: The Danish NA regards it as necessary and meaningful to support as much as possible this youth-driven type of project, which also serves as an entry point to EU programmes. However, considering the size of the grants, promoting, administering, guiding, and supporting Solidarity Projects call for a lot of work on the part of the NA.

2.1. Question 15

Based on your assessment, on the national level, is the ESC perceived as a programme about the learning dimension of individual young people or a programme for addressing wider societal goals (such as increasing social solidarity)? Which perception is more pronounced and why?

In the survey, Danish participants, QL organisations, and Solidarity Projects were asked how the ESC programme is regarded in Denmark. Overall, it can be seen that in the main respondents from all groups believed that the programmes focus equally on youth learning and addressing societal challenges. This applies to 45% of Danish participants (Figure 3.4), 40% of respondents from Solidarity Projects (Figure 4.1), and 53% of respondents from QL organisations (Figure 1.1). The programme's dual purpose may therefore be said to be well implemented in the Danish context. Moving on, there was also a significant proportion (30-42%) who responded that the ESC programme primarily focuses on young people's learning and development. Respondents from QL organisations differ, in that none of them answered that the ESC programme focuses primarily on addressing societal challenges (Figures 1.1, 3.4, and 4.1). The Danish NA judges that this is partly due to the perception of Volunteering Projects dating back to when this project type was still under Erasmus+, and did not have an integrated solidarity aspect, which in fact is still prevalent in some host organisations. At the same time, there is a strong focus from the side of host projects on supporting volunteers and their learning processes.

In its interactions with applicants, organisations, and volunteers, the NA certainly registers considerable attention to, and appreciation of, the programme's dual purpose, as mentioned above. According to the NA, since the introduction of the ESC in 2018, there has been a gradual shift in the way people perceive the programme: a movement away from a primary focus on participant learning towards a greater emphasis on, and understanding of, the solidarity aspect.

Regarding 2.1., 'Characteristics of the ESC and added value' (Questions 9-15), we assess that 80-90% of ESC Volunteering Projects in Denmark would not run without the ESC, whereas alternatives to Solidarity Projects are available. Therefore, the uniqueness of the ESC in the Danish context is primarily the fact that the programme ensures access to international Volunteering Projects without any financial burden. This is the basis on which individuals and organisations can achieve positive outcomes, and broader societal goals. So, the added value of the programme in Denmark lies in contributing to social involvement, volunteering, and internationalisation in civil society in general, and among young people in particular. Regarding management and implementation, there is overall satisfaction with the programme setup, although the evaluation stresses the need for

administrative simplifications and other minor adjustments regarding rules and frameworks.

2.2. International partnerships and networking

2.2. Question 16

Has the participation in the programme influenced your network in terms of increased cooperation and mutual learning between different EU Member States and third countries associated to the programme?

Participation in the ESC has significantly influenced collaboration and mutual learning between the Danish NA and other EU member states and countries associated to the ESC. The Danish programme staff have developed close and important collaborative relationships that enhance their daily work with the programme in Denmark.

Staff training sessions and network meetings

The Danish NA views SALTO ESC as a central resource for facilitating collaboration, exchanges, and dialogue among countries participating in the programme, and between programme staff and employees of the European Commission. This is achieved through the highly valued annual ESC Staff Meetings and other thematic networking events focusing on areas such as Solidarity Projects and Quality Label, as well as informal colleague support meetings (ISCOM), all of which are strongly reinforced by SALTO ESC. Such meetings, especially the annual Staff Meeting, strengthen European collaboration and mutual learning by providing opportunities for:

- **A platform for staff** to share best practices, exchange ideas, discuss regulatory changes and challenges in programme implementation, and to see the ESC in different European contexts.
- **Networking and capacity building:** Meeting with ESC staff from other countries creates new opportunities for networking and personally getting to know European colleagues. These personal relationships extend far beyond the meetings, laying the foundations for new collaboration ventures and the possibility of reaching out for professional support in day-to-day situations. Joint workshops, discussions, and knowledge sharing among colleagues from other countries contribute to capacity building for the Danish ESC staff, and to an improved and more efficient implementation of the ESC in Denmark.
- **EU priorities and policy development:** Apart from contributing to a greater understanding of programme priorities, and how they may be implemented in the Danish context, joint discussions can lead to common recommendations regarding policy development.
- **Programme development, networking, and collaboration with the European Commission:** The meetings establish a foundation for strong collaborative relationships with the European Commission's ESC department. Personal interaction, year after year, is of great importance. Danish programme staff find that engaging with the European Commission's staff enhances mutual understanding, and this dialogue gives the Danish programme staff a direct opportunity to influence programme design.

NET activities

Networking Activities (NET) provide a basis for collaboration and mutual learning between ESC programme countries. This applies both to potential applicants and beneficiaries as well as to NA staff. For Danish beneficiaries, transnational NET activities with organisations from other programme countries can contribute to important partnership building. In the case of some participants, this is essential to getting started with the programme, and personal meetings are especially important for the quality of partnerships. Furthermore, NET activities contribute to knowledge and experience sharing, the exchange of ideas, and insights into the contexts in which other countries work. So, from an organisational perspective, NET activities are regarded both as staff development, and as contributing to improved project implementation.

From the perspective of the Danish NA, NET provides a solid foundation for collaboration with other countries. The annual meeting for NET (and TCA) staff is central to building relationships and networks, as well as developing practical ideas for types of collaboration and activity.

Informal collaboration and reciprocal support: The formalised types of collaboration mentioned above, and the relationship and network building they entail, are catalysts for a range of informal collaborative ventures and reciprocal support from colleagues across Europe, which would not occur if the formal meetings did not take place.

2.2. Question 17

Are there any challenges that you have observed to a more intense or smooth international cooperation and coordination (e.g. with other National Authorities or Agencies) in the context of the ESC?

Generally speaking, the Danish NA finds that international collaboration in the context of the ESC works pretty smoothly. Differences in work cultures and administrative practices, the interpretation of programme regulations, and the fact that some themes may be particularly relevant to specific countries may well pose minor challenges. However, the annual ESC meeting and other initiatives by SALTO ESC make a great contribution to a better understanding of each other's contexts, while addressing any misunderstandings, and integrating new staff into the network. All of this contributes to smooth collaboration.

2.2. Question 18

Do you have any best practices in mind that you have established in implementing the ESC, which could be streamlined or upscaled throughout the programme, in other national programmes, and in other countries?

No, the evaluation has not identified any best practices that could be streamlined or upscaled.

Regarding 2.2. 'International partnerships and networking', the evaluation suggests that international collaboration, both between NAs and between the Danish NA and the European Commission, works very well – partly due to formal meetings and collaborations such as Staff Meetings and NET partnerships. Participation in the ESC has significantly improved collaboration and mutual learning, resulting in close and productive collaborative relationships.

2.3. Recommendations concerning international coordination

It is recommended merging the ESC with Erasmus+ to simplify and save on resources. It is also recommended integrating Solidarity Projects and Youth Participation Activities (YPA), as there are many similarities in their project setups.

It is recommended that, in the event of a merger, the solidarity aspect be maintained as an integral element in projects based on volunteering. This includes maintaining volunteering and its thematic range, plus the possibility of funding for coaching if Solidarity Projects and YPA are merged. It is also recommended that as far as possible the ESC Resource Centre should continue its good work on the practical application of the concept of 'solidarity', for the benefit of applicants and beneficiaries.

It is recommended that in the upcoming programme period (2028-2034), maximum stability and functionality in the IT systems be ensured by maintaining and further developing the most central systems, such as the Beneficiary Module and PMM.

It is recommended maintaining the current system with a lead-QL and simple grant applications for Volunteering Projects.

It is recommended simplifying the administration of Volunteering Projects both for beneficiaries and NA staff. This entails:

- the simplification of contracts and documentation requirements;
- the simplification of QL assessment and approval processes, by reinstating a unified process of approval for applications concerning host/support and lead;
- setting up a single access portal for the IT systems necessary for the administration of Volunteering Projects.

It is recommended that Henner be urgently required to ensure that insurance is administratively accessible to everyone.

It is recommended making Solidarity Projects more accessible and youth-friendly throughout the project cycle. This entails:

- simplification of regulations concerning participation, contracts, and contract documentation;
- greater flexibility regarding inclusion and the relevant budget;
- simplification of the application process by removing the OID requirement in the case of non-organised groups of young people, as well as the requirement that all members of the project group be registered through the European Youth Portal;
- enabling the use of new formats for applications and evaluation, including the use of video and photographs.

It is recommended maintaining SALTO ESC as a catalyst and support for productive and efficient international cooperation – also if the ESC is merged with Erasmus+.

It is recommended that the ESC staff-meeting be maintained as a permanent feature.

3. Programme implementation and results

3.1. Planning and communication

3.1. Question 19

What steps have you taken to inform the potential participants of the ESC programme? How did you ensure accessibility of the programme to people with fewer opportunities?

Information initiatives

Our goal at the Danish NA is to adapt our promotional efforts in line with changes to the programme and the needs of our users. When promoting the ESC, we employ various tools depending on the target audience.

Website and the social media: The Danish NA maintains the website ufm.dk/solidaritetskorp, where we present the programme to applicants, provide information to beneficiaries, and post inspirational material for stakeholders. There are also thematic sections on topics such as inclusion. The NA also maintains the national Eurodesk website gribverden.dk, which provides information and inspiration to young people concerning a wide range of international experiences, in this way directly presenting the ESC to young people. In addition, the NA utilizes social media platforms such as Facebook, Instagram, and LinkedIn to showcase initiatives, provide inspiration, and share peer-to-peer experiences from volunteers. The social media are seen as an effective tool for reaching new user groups and raising awareness concerning initiatives, events, etc. Moreover, a monthly newsletter is published containing inspirational articles and information on deadlines and events. Publications and videos featuring successful project examples are also part of our communication efforts.

Stakeholders and multipliers: The NA collaborates with relevant stakeholders and ministries to communicate what the programme offers to potential applicants and participants, including DACOB (Danish Regions EU-offices), umbrella organisations, and a reference group within the youth sector. The NA also supports Danish QL organisations in their promotion of the ESC by providing informational materials, participating in events, etc.

Networking activities: NET activities are actively utilised to enhance the quality of project implementation, establish links between organisations, and inform and support beneficiaries and applicants about trans-European strategic focus areas and opportunities.

Information sessions and thematic meetings: Every year, both physical and virtual information sessions and thematic meetings are held, to which, for example, beneficiaries are invited to share their projects. The use of peer-to-peer learning is considered a very useful way of exchanging experiences and spreading awareness of the programme among potential applicants. There is a focus on ensuring that activities are accessible, including holding virtual meetings, so that participants from Greenland might have the opportunity to take part despite the time difference. Regarding promotion of the possibilities of volunteering abroad through the ESC, the Danish NA has a well-established collaboration with Study and Career Guidance Denmark.²³ Danish support organisations that send people abroad participate in the information sessions and address specific practical questions. These meetings often include a peer-to-peer aspect, with former volunteers sharing their experiences. This is considered a highly effective way of promoting volunteer opportunities for Danish youth, as attendees get practical insights into what a stay abroad might involve.

Accessibility for young people with fewer opportunities

Volunteering Projects in Denmark have a high proportion of YPWFO participants (see details under 'Results', Question 30). During the current programme period, the Danish NA has focused on improving the ability of QL organisations to promote inclusion in projects. One approach has been the targeted use of NET activities: both national and transnational events have been organised, and the NA has actively promoted the inclusion-focused NET activities of other NAs. The NA has placed particular emphasis on inclusion during the annual meetings of QL organisations, and has actively introduced the ideas of 'inclusion' and 'fewer opportunities' when advising applicants and beneficiaries. It should be pointed out that the rules regarding 'inclusion support' for organisations are considered complicated, and NA staff spend a lot of time providing guidance on them.

In the case of Solidarity Projects, there has been a particular focus on diversifying the pool of applicants, with an emphasis on organisations that involve young people. In addition, the NA has produced video materials about projects targeting YPWFO that serves both as a promotional tool and as *best practice* examples in terms of involving YPWFO in developing and executing a Solidarity Project.

Both initiatives strive to increase geographical diversity, with a specific focus on attracting participants and applicants from Greenland, as there have been none of these registered with the ESC so far. Another common goal of these initiatives is to increase the number of applicant organisations that reach out to YPWFO. The Danish NA runs a targeted information campaign aimed at these organisations, offering individual inspiration and guidance tailored to their interests and the opportunities offered by the programme.

3.1. Question 20

Do you think that the programme and opportunities it provides are sufficiently known by both individuals and organisations in your country?

The level of awareness of the programme varies among individuals and organisations depending on the type of project and the target group.

²³ Study and Career Guidance Denmark (Studievalg Danmark) is the national study guidance institution under the Ministry of Higher Education and Science.

In the case of Solidarity Projects, there have continuously been too few applications relative to the available funds, and the Danish NA is aware that in Denmark there is still insufficient awareness of this type of project among organisations and young people generally. For this reason, efforts to promote the ESC in the current programme period have focused specifically on increasing awareness of Solidarity Projects and boosting the pool of applicants. Since the introduction of the ESC in 2018, this type of project has remained relatively unknown compared to Volunteering Projects. Still, the number of applicants and approved projects has gradually increased in the current programme period (see Table 3), partly as a result of the NA's information and guidance efforts. However, there is still a task ahead to further increase awareness.

In relation to Volunteering Projects, we can see that there is sufficient awareness and interest from relevant organisations relative to the funding budget available. In all the years the ESC has been running in Denmark, there have been more applications for funding than the allocation budget available (see Table 1), and new Lead QL organisations are continually joining. Therefore, the awareness of Volunteering Projects among relevant Danish organisations can be considered sufficient.

However, when it comes to the level of awareness among young people in Denmark about the ESC, there is a lot of room for improvement. The number of participants can and should be increased. According to the survey answers received from Danish participants in Volunteering Projects, the awareness of the programme among Danish youth is clearly too low. 80% of respondents strongly disagreed that young people are sufficiently aware of the programme, and 20% partially disagreed (see Figure 3.6). The Danish NA agrees that as far as the opportunity to travel abroad is concerned, the ESC is not well-known in Denmark. As shown in Table 2, almost half as many Danes have participated in Volunteering Projects abroad as there have been foreign volunteers in Denmark. This is considered partly to be due to social factors such as the education system and a low level of youth unemployment, but awareness also plays a role. Efforts should be made to change this if Denmark wants to derive proportionately as much benefit from this part of the ESC as do other European countries.

3.1. Question 21

What could be done to further improve the awareness about the programme on the national level?

Regarding areas for improvement, focus should be on the two areas where the need to increase awareness of the ESC is greatest: Solidarity Projects and awareness of Volunteering Projects among young Danes.

Improve knowledge of the sector and collaboration with selected multipliers: The Danish NA should improve its knowledge of the sector in order to target its information more accurately. The NA should also focus more on key players in the youth sector, and improve collaboration with selected multipliers in order to spread the message about the programme. These efforts are called for regarding both of the challenges mentioned above.

Step up efforts targeting organisations: Regarding Solidarity Projects, efforts should be intensified to target organisations that cater to young people and can apply on behalf of a youth group. Support from an organisation reduces the administrative burden of these groups, and provides them with a solid anchor throughout the cycle of the

project. Moreover, targeting organisations tends to increase the number of applicants that reappplies.

In order to promote **Volunteering Projects** among young people in Denmark, the NA could:

- **increase the targeted use of the social media**, including advertising;
- **produce videos** of young Danes volunteering abroad;
- **make the target group broader than it is**: at present, efforts are mostly aimed at Danish high school students. However, Denmark plans to hold information events aimed at young people from Greenland, and further activities of this nature should be given high priority.

Regarding 3.1 'Planning and communication' (Questions 19-21) the NA's efforts over a broad front have been generally satisfactory; information aimed at the target group has been very effective. However, Solidarity Projects and the opportunity of volunteering abroad are not well known in Denmark. To increase opportunities for YPWFOs, the NA is focusing on raising awareness among beneficiaries using NET activities, as well as specially designed materials and events.

3.2. Monitoring and evaluation

3.2. Question 22

How has the organisation of the project follow-up evolved? What are the key lessons learnt? How could project monitoring system be further improved?

The European Commission's overall set-up for project monitoring

At the beginning of the current programme period, an overall set-up for monitoring and evaluation had long been awaited. The delay created confusion and uncertainty for beneficiaries, as they had to implement their projects without any clarity as to how to report back. However, the NA is generally satisfied with the framework of the new monitoring system, which, in addition to final reports per project, also requires a progress report for all lead organisations and introduces monitoring of all host and support organisations at least once during the programme period. The NA is pleased to see that the monitoring system allows each NA to define its own practices to a large extent, but thinks that there is a lack of clear guidelines on remedial measures for host/support QLs if a host project, which is a partner, delivers poorly over time. This includes a need for introducing 'observation' for the host/support QL. In addition, beneficiaries find that final reports for individual projects are too comprehensive, and, as progress reports are also required, contain repetitive questions. The NA shares this viewpoint. Likewise, the NA is of the opinion that experts should have access to participant reports when assessing final reports, as this would provide a more comprehensive picture of the project's quality.

The set-up of the Danish NA

The Danish monitoring and evaluation set-up largely relies on external experts' assessments of written reports. At the same time, control visits are conducted in accordance with requirements from the European Commission, and there are occasional annual monitoring visits to ESC projects. Furthermore, feedback from volunteers at On-Arrival and Mid-Term evaluations, as well as the annual meeting for QL organisations, plays a

significant role in monitoring project quality in the ESC, and projects or cases with particular points that need attention are followed up in writing or by phone.

One consistent piece of feedback from grant recipients is that they would like more comprehensive feedback on beneficiary reports. In their view, it is difficult to ensure ongoing improvements and proper development in project quality if the only feedback is brief and general. The assessments provided by external experts are of good quality. However, the very fact that this process is external means that learning from the projects is only to a limited extent systematically integrated into the work of the NA.

Recommendations

It is recommended that the Commission should:

- lay down clear guidelines on remedial measures and introduce 'observation' for the host/support QLS;
- cut down on the number of questions in a beneficiary report;
- give experts access to participant reports.

3.2. Question 23

Have you used this information to raise awareness about the programme and its results on the national level? What ways of raising awareness have proved to be most and least effective?

The Danish NA uses best practice projects to promote Volunteering Projects and Solidarity Projects. In the previous programme period, this was generally done in writing, whereas now video material is mostly used. These promotional videos are widely used across various communication platforms, and at information sessions, seminars, etc. Video material has proved to be particularly effective in highlighting the potentials of each project type and visualising the experiences and learning that come from participation in an ESC project.

In the NA's experience, the most effective promotional methods are:

- Direct communication designed for specific target groups, for example:
 - o the promotion of events for young people via the social media;
 - o face-to-face meetings with potential applicants;
 - o promotion through multipliers, and in settings where the target groups tend to congregate;
 - o targeted online information meetings, saving people transport time;
 - o videos presenting particular types of project both in words and visually;
 - o personal accounts of participation in the ESC at information meetings, on the social media, and the like.

In the NA's experience, the least effective promotional methods are:

- General promotion meetings at physical venues. Usually, few people turn up.

3.2. Question 24

Do you think there are adequate connections within the programme to ensure that it can be adjusted or transformed based on the results obtained from national reporting and monitoring activities? How could these links be further

improved to ensure that the programme is flexible and meets the needs of citizens and organisations at the national level?

The NA experiences communication and collaboration with the European Commission as satisfactory. The European Commission is generally found to be responsive to input from the Danish NA, provided primarily through Teams, annual comments on the programme guide, and at the annual ESC Staff Meeting (as further described in Question 16). Additionally, the NA uses the European Commission's ticket system when seeking clarification, though the response time is often experienced to be excessively long. The use of Teams offers more flexibility and faster feedback, although the Danish NA encounters problems related to access through this IT system. In this connection, it should be said that during the current programme period, the NA has experienced a baffling use of a number of different communication platforms by the European Commission. On occasion, important information has first been communicated via Teams and only later by note, whereas such communications should always be in note form via NACO, or similar channels, to ensure that all NAs receive the same information simultaneously.

Regarding section, 3.2. 'Monitoring and evaluation' (Questions 22-24), delays in implementing the new monitoring setup have previously caused uncertainty among beneficiaries, but now both the NA and beneficiaries are largely satisfied with the new system. However, there is still a need for shorter final reports and clearer guidelines regarding the sanctioning of host projects. The NA has found that using best practice examples in promotion is a good experience, and communication with the European Commission is considered good.

3.3. External factors and their effects

3.3.1 Covid-19

3.3.1. Question 25

Has the Covid-19 pandemic affected participation in the programme and the management of projects? If yes, in what ways?

COVID-19 has influenced participation in the ESC in several ways and has affected project implementation, especially in terms of content. In the case of Volunteering Projects, there is no data indicating that COVID-19 directly affected the participation of organisations in the ESC. According to Table 1, the application rate during the COVID-19 years was high, and people were not reluctant to seek funding for Volunteering Projects; rather the opposite. In the case of Solidarity Projects, there was a slight decrease in the number of applicants in 2021 and 2022 compared to 2020 and 2023, and it cannot be ruled out that COVID-19 had an influence here. Likewise, only a few projects were extended beyond the maximum number of months allowed: for both Solidarity Projects and Volunteering Projects, only two projects were extended beyond 12 and 24 months respectively, which can be considered really few. According to Table 1, the realisation rate for Volunteering Projects decreased from 2019 to 2020. Whether this can be attributed to COVID-19, or should rather be seen in the light of an already fluctuating realisation rate for Volunteering Projects from 2018-2020, is difficult to say. Similar data from 2021 and 2022 are too incomplete to draw conclusions from. The number of project participants in the COVID-19 years is also difficult to calculate. According to Table 2, there was a clear decrease from 2020 to 2021-2022, but this is likely due to a

decrease in the allocation budget from 2020 to 2021. Overall, from a quantitative perspective, project participation and implementation may be said to have been minimally affected.

The impact of COVID-19 on participation and project implementation was qualitative. The NA's assessment is that project staff on Volunteering Projects made a commendable and energetic effort to carry out the projects despite extensive lockdowns in Danish society and the closure of Danish borders. Clearly, COVID-19 most seriously affected volunteers: the pandemic resulted in many volunteer periods being shortened or interrupted. Projects were unable to carry out their planned activities, and it was a problem to find meaningful alternative tasks. Projects, and Training and Evaluation Cycle (TEC) trainers reported a lack of activities and learning opportunities, as well as increasing instances of loneliness, anxiety, and depression among volunteers.

3.3.1. Question 26

How would you evaluate the support provided by the European Commission/EACEA in response to the Covid-19 pandemic? E.g., financial support, informational support, provision of other tools, resources and advice.

The Danish NA was satisfied with the support provided by the European Commission, which allowed organisations to retain financial support for interrupted volunteer stays, and opened up for 'blended mobilities', so that, for example, volunteers could conduct parts of their volunteer period from their home countries. These measures were crucial for many organisations, and something that both the NA and the beneficiaries greatly appreciated. The Danish NA did not make use of the tools and resources offered, but developed its own targeted support for projects and volunteers, as detailed below.

3.3.1. Question 27

What support did you provide to organisations/individuals in response to the Covid-19 pandemic? Where you sufficiently equipped (in terms of capacities, tools, knowledge, and finances) to provide such support?

The Danish NA did its best to ensure ongoing and clear communication of the European Commission's rule changes related to COVID-19 and the options available to people, maintaining a general focus on providing support and guidance to projects regarding rules and guidelines, as well as assistance in difficult situations. The NA organized online seminars for mentors and contact persons on how to support volunteers who were facing challenges. On-Arrival and Mid-Term evaluations, mentor courses, and annual meetings with QL organisations were quickly shifted to online formats, with a focus on active participation and light hearted learning. As a result, no TEC training sessions had to be cancelled. Considering the online format, participants were very satisfied with the quality of these measures.

3.3.2 Other major external factors and events

3.3.2 Question 28

Have there been any other international or national-level challenges that have significantly affected the management of the programme on the national level? If yes, please elaborate what challenges and how they have been addressed.

Inflation: Like the rest of Europe, Denmark has seen high inflation and a significant rise in prices in recent years. This has undermined programme rates and posed some major challenges, especially regarding living costs for volunteers. Beneficiaries have pointed out that the programme funds were insufficient, and in some cases the NA was obliged to emphasise that quality standards still applied even though the funds did not adequately cover expenses. The rise in prices also made it difficult for the NA to meet obligations regarding TEC, which up to and including 2023 had ceilings that were simply insufficient in the Danish context. For instance, the Danish NA had to reduce the length of TEC training sessions to keep within the budget. The NA is therefore delighted that in the TEC budget for 2024 ceilings have been removed, and welcomes the significantly increased rates for Volunteering Projects in the 2024 programme guide. However, the NA points out that without additional allocation funds there will most likely be a decrease in the number of volunteers in Danish Volunteering Projects.

Russia/Ukraine: Beneficiaries are very satisfied that young people from Russia are still able to participate in Volunteering Projects.

Recommendation

It is recommended to continue TEC budget flexibility in the new programme period. Also an ongoing adjustment of rates is recommended to match any possible inflation, in such a way that future changes will be less abrupt than in the transition from 2023 to 2024 rates.

3.3.2. Question 29

How would you evaluate the flexibility and adaptability of the programme in reacting to unforeseen events and crises such as described above? What could be some areas for improvement if any?

In the opinion of the Danish NA, the programme has shown some degree of flexibility, as demonstrated in its handling of COVID-19 (see the response to Question 26). However, it concludes that the rapidly rising inflation in Europe, including Denmark, has not been properly tackled; a sensible regulation of the rates has been long overdue, with significant adjustments only arriving with the 2024 programme guide.

Regarding 3.3. 'External factors and their effects' (Questions 25–29), the conclusion was that COVID-19 had a limited quantitative impact on participation in the programme. Its effect was been primarily qualitative, with volunteering stays interrupted and reduced opportunities for volunteers. The European Commission provided satisfactory support, and the Danish NA effectively adapted its support to online formats. Other external factors, particularly inflation, have created additional challenges, highlighting the need for ongoing adaptation and flexibility.

3.4. Results

3.4. Question 30

Regarding the inclusion priority, how successful do you think the participating organisations are in involving people with fewer opportunities? Provide the estimated percentage of people with fewer opportunities involved.

Scope

The number of YPWFO participants in Danish Volunteering Projects from 2021 onwards has been a great success. In the period from 2018 to 2020, between 6.3% and 4.8% of

participants in projects awarded were YPWFO. In 2021, this rose to 19.6%, while the figures for 2022 and 2023 were 30.1% and 27%, respectively. The increase from 2021 onwards indicates that in the new programme period organisations have become much more conscious of inclusion, and expect a relatively high number of YPWFO participants. The Danish NA interprets this increase as being due to a combination of a greater willingness to reach out to YPWFO and a focus on registering previously unrecorded data. Particularly interesting is, of course, the number of YPWFO participants in completed projects. In the period 2018 to 2020, the average was 9%. Here too, the percentage increased significantly from 2021 to 2023. From this period, we have only completed projects from 2021 and 2022, and in these 40.9% of participants were registered as YPWFO. Overall, the data show that in the current programme period Danish projects have been very successful in including YPWFO. It should be noted that YPWFO participants are not registered in Solidarity Projects.

YPWFO and project accessibility

When QL organisations were asked to what extent they agreed that their projects are accessible for YPWFO, 53% completely agreed and 18% partially agreed (Figure 1.3). However, when participants in Denmark were asked, the proportion of positive responses was slightly lower: 63% completely or partially agreed that the project they participated in was accessible for YPWFO (Figure 2.7). One participant said: *'I myself am a youth with fewer opportunities and the project trusted in me and my potential and gave me this amazing chance'*. This difference in feedback between organisations and participants may indicate, on the one hand, that organisations overestimate the accessibility of their own projects, or on the other hand, that organisations have information about the total inclusion effort over time that participants do not have. It is therefore difficult to interpret the difference precisely. However, in general terms, the feedback from the two groups fits in very well with the fact that seven out of ten completed projects in the 2021-2022 project period included YPWFO participants, a level which may be considered satisfactory - although the future goal must be that an even greater number of projects and participants see the projects as accessible for YPWFO. When in 2022²⁴ the NA asked beneficiaries in the youth sector what barriers YPWFO participants had encountered in their projects, (see Diagram 1)²⁵, only a very few mentioned 'functional handicap' or 'barriers related to an illness or general health issues' (7% in both cases).²⁶ The survey responses also indicated that only a few projects had experience of volunteers with physical disabilities. Foreign participants were asked which groups of young people their projects were accessible to, and who they were not accessible to. Once again, those most often mentioned were young people with reduced physical functioning, or chronic illnesses that could lead to this. For instance, one volunteer wrote: *'I have multiple sclerosis and I was discriminated most of the time in my project by another volunteer and the school'*. Based on the available data, we cannot determine specifically how many projects this might apply to, but this response does suggest that, despite a high proportion of YPWFO participants in Danish projects, there are still areas which need focus in the future, if Danish Volunteering Projects, in tune with the objectives of the ESC, are to be as accessible as possible, particularly the question of accessibility for young people with reduced physical functioning.

Respondents from Solidarity Projects were also asked to what extent they agreed that their projects were accessible to YPWFO (Figure 4.6). 33% fully agreed and 50%

²⁴ Conducted when preparing the Danish strategy for Erasmus+ and The European Solidarity Corps (2022).

²⁵ The majority, though not all, of these respondents were QL-organisations.

²⁶ Most answered 'cultural/language barriers', 'geographical barriers' and 'financial barriers' (15%, 14% and 14% respectively).

partially. Since the category 'fewer opportunities' is not registered for participants in Solidarity Projects, the above responses cannot be compared with data from completed projects. However, the Danish NA is aware of several projects involving YPWFO. For example, several applicant organisations have YPWFO as a target group. According to feedback from these organisations, Solidarity Projects provide a great framework for supporting the involvement of these young people in various activities and society in general. So, Solidarity Projects in Denmark may to some extent be regarded as successful in including YPWFO, though this does not seem to be true for all Solidarity Projects.

The NA also concludes that in the new programme period Danish host organisations have improved the inclusion of YPWFO in their Volunteering Projects. This is attributed to several factors, including new requirements in the QL application, incentive structures for inclusion linked to budget allocations, and targeted efforts by the NA to strengthen the capacity of QL organisations in this field. Despite high figures for inclusion in completed projects, the NA has noticed that certain groups tend to have fewer opportunities to participate in projects than others. On the one hand, information from organisations shows that many of them host young people who face psychological, social, and financial barriers; on the other hand, the NA also hears from beneficiaries that some types of barriers are too resource-intensive to address. For example, the NA is only aware of three participants in Denmark since 2020 with marked functional disabilities, and knows that there are wheelchair users who have actively searched for a project in Denmark, but without success.

3.4. Question 31

What could be done to make this programme more accessible to people with fewer opportunities?

General points

Increased visibility and communication: Danish and foreign participants point out in the surveys that two of the most important factors in terms of including more YPWFO are increased visibility and better communication about the programme the opportunities it offers – in general, and especially regarding YPWFO. As one respondent wrote, *'it is [inclusive] but people who are less privileged don't know about [it]'*.

It is recommended that YPWFO should figure more prominently in the target audience for the NA's information efforts, and that opportunities for YPWFO should be highlighted generally in the information campaign.

Simplification of applications, reporting, and administrative procedures: There is a clear need to simplify applications, reporting, and administrative procedures if the Danish NA is to attract more organisations with expertise in the field of inclusion. Such organisations are often not very large and have limited administrative resources.

It is recommended simplifying and rethinking the procedures for applications and reporting, in order to make the programme more accessible for these organisations. Similarly, documentation requirements should generally be simplified, and especially those related to YPWFO. The need for simplification of the application process and administration also applies specifically to Solidarity Projects, where technical requirements and bureaucratic hurdles, such as long and complex contracts, are a clear hurdle for young people – especially YPWFO.

Increased focus on particularly underrepresented groups: The Danish NA takes a positive view of the programme's broad definition of 'fewer opportunities', and recommends retaining a definition that allows for diverse understandings of inclusion and 'fewer opportunities'. At the same time, several volunteers mentioned in their survey responses that there is a lack of actual project opportunities for young people with disabilities.

It is recommended placing greater emphasis on, and gathering more knowledge about, whether there are specific groups that continue to be underrepresented in the ESC, both at the Danish and European levels. In line with this, there is a need for making the programme more accessible to these groups. This includes implementing an (economic) incentive structure that makes doing this more attractive for organisations.

Particularly concerning Volunteering Projects:

Financial support vs. expenses: For participants in Denmark and Danish organisations, finances are often mentioned as a factor limiting the opportunity to participate in projects. There is a need for rates that match the price level in Denmark (with reference to rates before 2023). Also, the tax liability for volunteers in Denmark should be removed.

It is recommended monitoring inflation and adjusting rates accordingly throughout the new programme period.

A basic amount per YPWFO: In Volunteering Projects, inclusion support is only provided in connection with 'reinforced mentorship'. Obviously, organisations have more work to do concerning the inclusion of YPWFO as the percentage of YPWFO participants increases (according to figures for YPWFO in 2021 and 2022).

In addition to the current 'inclusion support',

it is recommended allocating Volunteering Projects a basic amount per YPWFO (similar to Erasmus+ Youth). However, due to the fact that participants typically stay longer, a higher rate than in Erasmus+ is required.

The option for a more targeted allocation of funds for inclusion support (unit costs):

With limited funds available for Volunteering Projects, it should be possible for NAs to allocate funds for inclusion support (unit costs) which are more targeted than the usual location procedure today.

It is recommended that in the grant application process projects be given the opportunity to indicate how many participants they expect to use 'inclusion support (unit costs)' for. It is also recommended making it possible to apply for inclusion support unit costs *after* the application deadline. Finally, the limitation of one year from the project start for applications for exceptional costs should be removed.

Ongoing mental health support for volunteers: Organisations experience an increasing number of volunteers in need of mental health or psychological support. Both participants and projects recommend in the survey that volunteers should have access to mental health support during their stay. NAs also recognise this need, as revealed, for example, in the course of TEC training sessions.

It is recommended that volunteers with these needs should have ongoing access to a coach or psychologist through TEC.

3.4. Question 32

To what extent would you say the activities of the programme have built the capacity of the national organisations in terms of strengthening their skills, knowledge, and resources over time? Please provide examples.

As described in Section 1.1. 'organisational level', the ESC has contributed to capacity building in participating organisations, including areas such as intercultural skills, international perspectives, and collaboration. The Danish NA concludes that the effect is greatest for organisations with a long-term involvement in the programme, and also for staff most closely connected with projects and their implementation. The lead QL system plays a significant role here, as guaranteed funding for organisations helps ensure continuous involvement in the programme over time and supports a more long-term, strategic effort on their part. This makes capacity-building activities particularly relevant for these organisations, as stable involvement in the programme makes it worthwhile for them to invest resources in what it has to offer.

The NA regards NET activities as particularly important for organisations looking for partnerships, network building or thematic input not offered in the Danish programme context. Many organisations mention the 'Nordic Thematic Seminar' as a recurring NET/TCA event they look forward to participating in for these reasons. Many organisations choose to participate in national TEC and NET activities, which are one-day events without overnight stays. Feedback from beneficiaries indicates that organisations find these activities very valuable to the organisation as such and its employees in terms of knowledge, skills, and networking. This especially applies to the annual meeting for QL organisations, which always receives positive feedback, but also for other events, such as mentorship courses, thematic seminars, and so on. So, it may be seen that TEC and NET activities are thought to strengthen knowledge and skills among Danish beneficiaries. Although the exact extent is not known, transnational activities are regarded as important, but are used by fewer participants, while national activities are of greater importance for QL organisations as a whole.

3.4. Question 33

To what extent would you say participation in the programme impacted individuals' personal and/or professional development? E.g., would you say that their skills and competences for personal, educational, and professional development have improved as a result of participation in ESC?

As we pointed out in Question 1, Section 1.1, it is evident that participation in the ESC programme has a positive impact on individuals. This applies both to personal development and the enhancement of skills, because participants strengthen their professional competencies through ESC projects. For instance, one participant commented, *'participating in the project helped me improve my professional and personal growth in many aspects. I've also become certain which path I want to take in the future'*. Another participant wrote, *'Thanks to the participation in the ESC program I got experience and thanks to that I am working'*. Improved language skills, intercultural skills and understanding, as well as an altered mindset, are also areas where significant effects are observed. Thus, it can be concluded that the significance and impact of the programme are most evident at the individual level.

3.4. Question 34

Have there been any unintended effects that the programme inflicted on the national level since its inception? Please provide examples.

In light of the conclusion (see Section 1.2) that the ESC as a whole has not had much effect at the national level, the programme cannot be said to have had any unintended effects, whether positive or negative, at the national level in Denmark.

Regarding '3.4 Results', the evaluation indicates several things: Inclusion is regarded as a major success in the implementation of the ESC in Denmark; in the current programme period, over 40% of participants in Volunteering Projects are YPWFO. However, it does appear that Danish projects are not equally accessible to everyone, and something must be done about accessibility for young people with functional disabilities. Additionally, other measures can be introduced to further support equal accessibility for all. Further, TEC and NET activities are seen to be important for the capacity development of Danish beneficiaries. Finally, the 'results' section stresses that the effect of the ESC in Denmark is most evident at the individual level.

4. Annexes

4.1. Annex I: Data gathering

In terms of **method**, the evaluation was conducted based on desk research and four questionnaire surveys targeting organisations and participants, as well as on feedback to the NA from applicants, beneficiaries, and participants in connection with ongoing guidance, monitoring activities, and national meetings. The NA's own perspectives and assessments are also incorporated.

Questionnaire surveys

Four different questionnaire surveys were launched. They were addressed, respectively, to Danish Quality Label organisations, Danish volunteers abroad (in the evaluation referred to as 'Danish participants'), volunteers on ESC projects in Denmark including in-country participants (in the evaluation referred to as 'participants in Denmark'), as well as representatives of, and participants in, Solidarity Projects. Results from the four surveys are presented in Annex II, figures 1.1-4.7. Further details are provided in the following:

- 1) Questionnaire addressed to all Danish organisations holding a valid Quality Label (ESC52 and ESC50), including host, support and lead functions held from 2018 onwards. 19 responses, sent to 65 people. Response rate: 29.2. See the figures from the questionnaire in Annex II, Figures 1.1-1.11.
- 2) Questionnaire addressed to Participants in Volunteering Projects in Denmark (both foreign and in-country) in the period 2019-2023: 85 responses, sent to 338 people. Response rate: 25.1.
See the figures from the questionnaire in Annex II, Figures 2.1-1.8.
- 3) Questionnaire addressed to Danish participants in foreign Volunteering Projects in the period 2019-2023: 37 responses. Response rate unknown, as the questionnaires were sent out through Danish support organisations. The NA does not have precise details as to how many people received the questionnaire. See the figures from the questionnaire in Annex II, Figures 3.1-3.8.
- 4) Questionnaire addressed to legal representatives and contact persons from all concluded and presently running Solidarity Projects in the period 2018-2024: 10 responses, sent to 38 people. Response rate: 26.3. See the figures from the questionnaire in Annex II, Figures 4.1-4.7.

The questions asked in the surveys are shown in the Figures referred to. After most questions, respondents had the chance to give examples to support their answers. However, these examples are not included in Annex II to protect the anonymity of respondents.

Data from the surveys are not listed by programme periods, but represent the entire lifespan of the ESC programme – though there are more respondents from the current programme period. This applies both to beneficiaries and participants.

Other forms of feedback from organisations and participants

The evaluation comprises statements, feedback, and similar input from applicants, beneficiaries, and participants. The NA is informed of these viewpoints based on the implementation of the ESC programme in Denmark in recent years: they stem from discussions during formal meetings and monitoring activities, such as the national stakeholder event of October 2023, annual meetings for Lead Quality Label organisations, kick-off meetings, On-Arrival training sessions, Mid-Term evaluations, and ongoing discussions during guidance sessions for applicants and grant recipients. Finally, please note that information from beneficiaries gained during the development of the Danish NA's inclusion strategy for Erasmus+ and The European Solidarity Corps in 2022 has also been used (see Annex II, Diagram 1).

4.2. Annex II: Tables, Diagrams and Figures

4.2.1. Tables

Table 1: Volunteering Projects – how the allocation budgets were used 2018-2023

Table 1: Volunteering Projects – how the allocation budgets were used (2018-2023)

| | 2018 | 2019 | 2020 | 2018-2020 | 2021 | 2022 | 2023 | 2021-2023 | Total 2018-2023 |
|--|---------|-----------|-----------|------------------|-----------|-----------|------------|-----------|------------------|
| Allocation budget (EUR) | 506,780 | 1,435,000 | 1,500,190 | 3,441,970 | 1,115,173 | 1,245,600 | 1,521,691 | 3,882,464 | 7,324,464 |
| Budget applied for (EUR) | 543,626 | 1,592,873 | 1,758,841 | 3,895,340 | 2,206,015 | 1,599,865 | 1,499,852* | 5,305,732 | 9,201,012 |
| % of allocation budget applied for (EUR) | 107% | 111% | 117% | 113% | 198% | 128% | 99%* | 137% | 125% |
| Budget granted (EUR) | 490,899 | 1,431,168 | 1,649,589 | 3,571,656 | 1,337,046 | 1,438,003 | 1,442,820 | 4,217,869 | 7,789,591 |
| % of allocation budget granted (EUR) | 97% | 100% | 110% | 104% | 120% | 115% | 95% | 109% | 104% |
| Absorbed (EUR) | 387,045 | 1,297,644 | 1,402,912 | 3,087,601 | NA | NA | NA | NA | NA |
| Realisation rate (EUR) | 79% | 91% | 85% | 86% | NA | NA | NA | NA | NA |

* The amount applied for was in fact lower than the allocation budget for 2023. This is because the allocation budget for 2023 was increased by a top-up from Horizon Europe. The original allocation budget was EUR 1,248,146 and the amount applied for was 120 % of this.

Table 2: Volunteers to and from Denmark 2018-2022

| Table 2: Volunteers to and from Denmark | | | | | | | | |
|---|-----------|------------|------------|-----------------|------------|------------|-----------------|-----------------|
| | 2018 | 2019 | 2020 | Total 2018-2020 | 2021 | 2022 | Total 2021-2022 | Total 2018-2022 |
| Incoming (incl. in-country) ²⁷ | 42 (3) | 126 (1) | 149 (7) | 317 (11) | 123 (9) | 116 (2) | 239 (11) | 556 |
| Outgoing | 21 | 87 | 78 | 186 | 52 | 48 | 100 | 286 |

Table 3: Solidarity Projects – applied for and approved 2018-2024

| Table 3: Solidarity Projects – applied for and approved 2018-2024 | | | | | | | |
|---|------|------|------|------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Applied for | 0 | 6 | 15 | 11 | 12 | 15 | 13* |
| Approved projects | - | 2 | 10 | 6 | 8 | 12 | N/A |

* only for applications from round 1, 2024

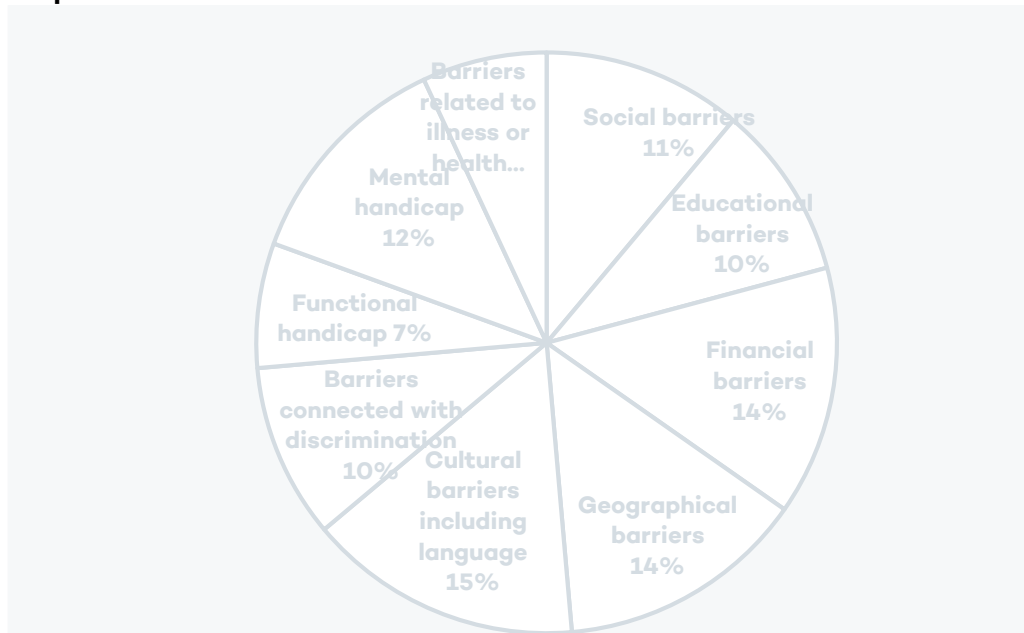
²⁷ Brackets contain the numbers of in-country volunteers, and are included in the figure for the given year.

4.2.2. Diagrams

Diagram 1: Barriers facing YPWFO that the organisations have experienced in their projects

Question: What barriers face participants with fewer opportunities that your organisation has experience of working with in Erasmus+ / ESC contexts?

Responses:



NB: Data gathered from organisations in the Youth Sector active under Erasmus+ and/or The European Solidarity Corps in connection with the formulation of the Danish inclusion strategy for Erasmus+ and The European Solidarity Corps in 2022. The majority of respondents are from ESC-Volunteering Projects.

4.2.3. Figures

4.2.3.1. Figures 1.1-1.11: Results from questionnaire for Quality Label organisations in Denmark

Figure 1.1

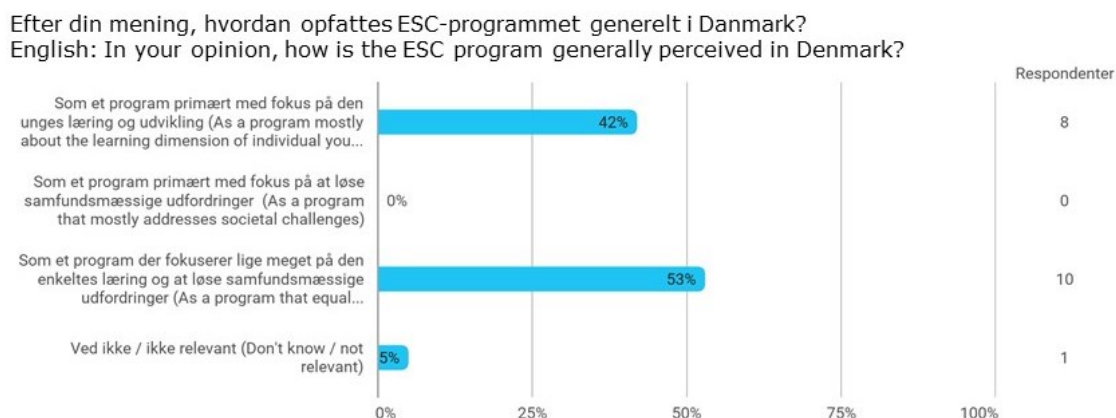


Figure 1.2

Hvor enig er du i følgende udsagn?: "ESC-programmet har passende formater og støttemekanismer, der understøtter at en organisation kan lave projekter, der er barrierefri og tilgængelige for alle."

English: To what extent do you agree with the following statement?: "The ESC program has relevant and suitable formats and support mechanisms for organisations to make projects barrier free and accessible for all"

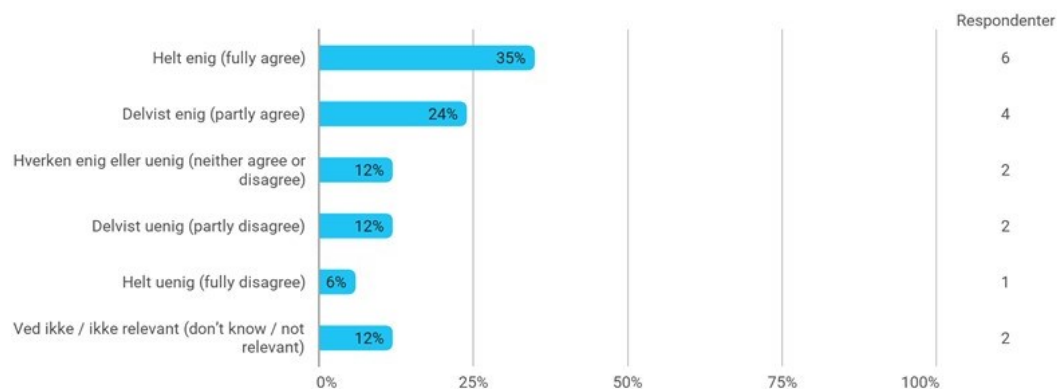


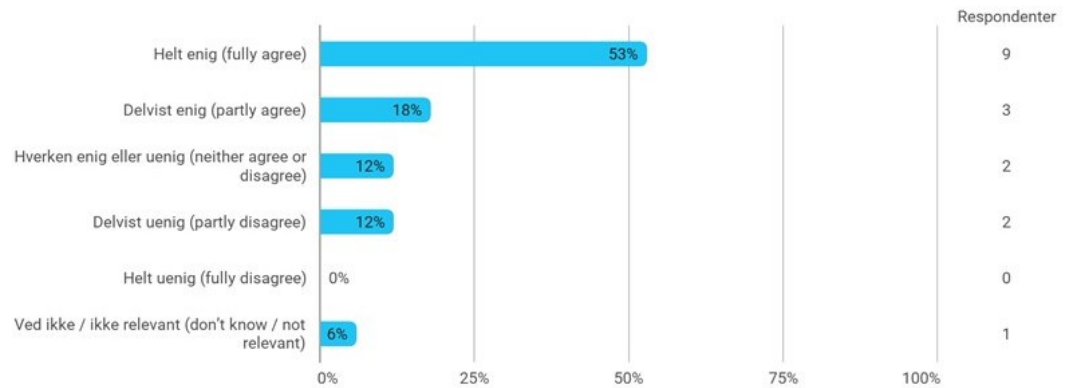
Figure 1.3

I hvor høj grad er du enig i følgende udsagn?:

"Min organisations ESC-projekter er tilgængelige for unge med færre muligheder."

To what extent do you agree with the following statement?:

"Our implemented ESC projects are accessible for young people with fewer opportunities"

**Figure 1.4**

Hvor enig er du i følgende udsagn?:

"Vores ESC-projekter har bidraget til at forbedre målgruppens og/eller lokalsamfundenes evne til at håndtere samfundsmæssige udfordringer."

Det kan f.eks. være i form af ændret viden og/eller adfærd i forhold til emner, der behandles i jeres projekter, f.eks. klimaforandringer, migration, inklusion og mangfoldighed osv.

English: To what extent do you agree with the following statement?:

"Our ESC projects have contributed to improving the capacities of the target group and / or local communities to address societal challenges."

This could for example be in terms of changed knowledge and/or behavior in relation to issues addressed by your projects, e.g. climate change, migration, inclusion and diversity etc.

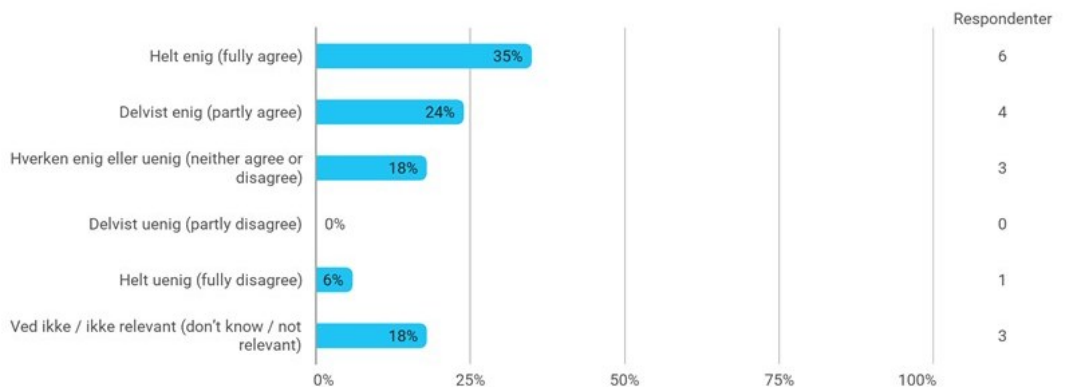


Figure 1.5

Hvor enig er du i følgende udsagn?:

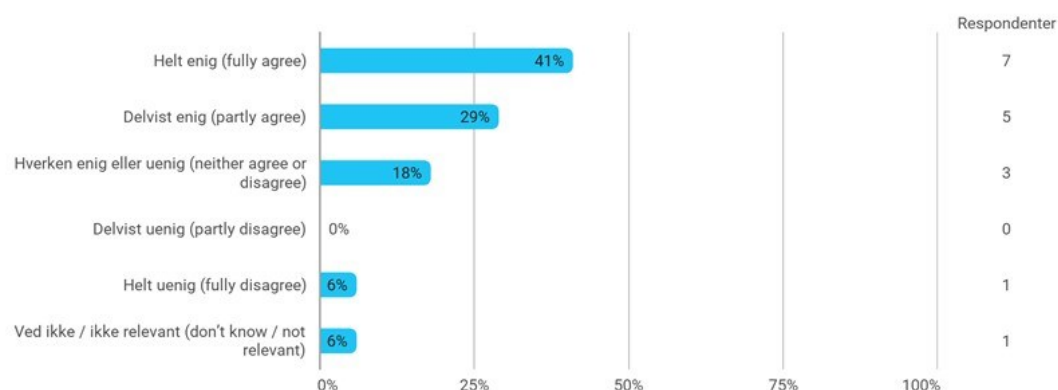
"Vores implementerede ESC-projekter har haft positiv indvirkning på de(t) lokalsamfund, de er en del af."

Dette kan f.eks. være ved at påvirke målgruppen, håndtere lokale problemer eller gennem udvikling af lokale muligheder for målgruppen og andre.

English: To what extent do you agree with the following statement?:

"Our implemented ESC projects have positively impacted the local community(ies) which they are a part of."

This can e.g. be by impacting the projects' target group, addressing local issues or by developing local opportunities for the target group and others.

**Figure 1.6**

Hvor enig er du i følgende udsagn?:

"Samlet set har vores projekter gavnnet min egen og de andre deltagende organisationer"

English: To what extent do you agree with the following statement?: "Altogether, our projects have benefited my own and other participating organisations"

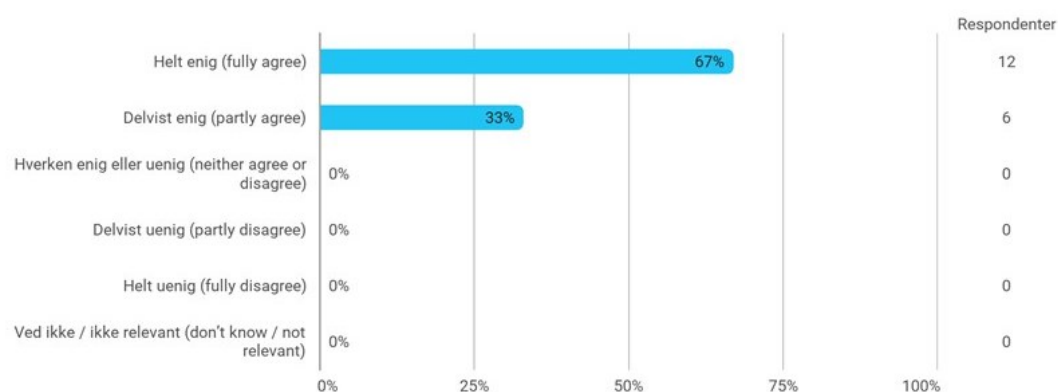
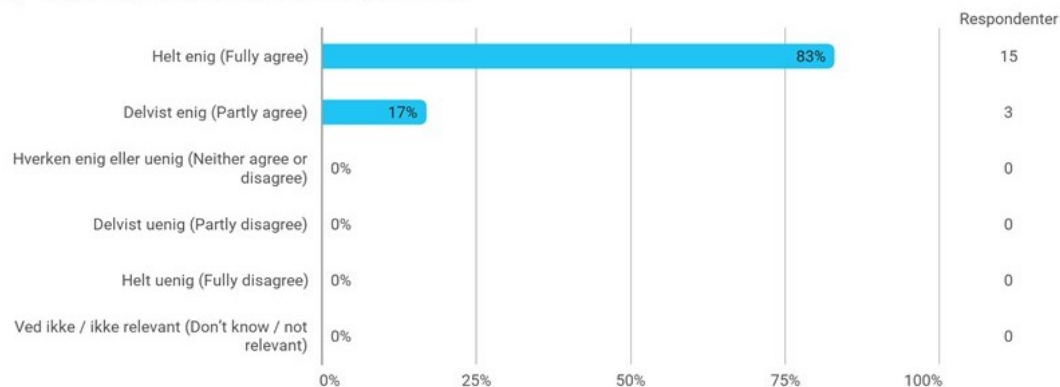


Figure 1.7

Hvor enig er du i følgende udsagn?:
 "Deltagelse i vores ESC-projekter har påvirket den personlige og/eller faglige udvikling hos personer, der har været en del af vores projekter"
 Det kan f.eks. være ved at forbedre deres færdigheder og kompetencer.

English: To what extent do you agree with the following statement?: "Participation in the ESC program has impacted the personal and/or professional development of people who participated in our projects"
 E.g. by improving their skills and competences.

**Figure 1.8**

Hvor stor en andel af din organisations ESC-finansierede frivilligprojekter ville stadig have fundet sted uden ESC-programmet?

English: Without the ESC scheme, approximately what share of your organisations ESC funded volunteering project would still be able to take place?

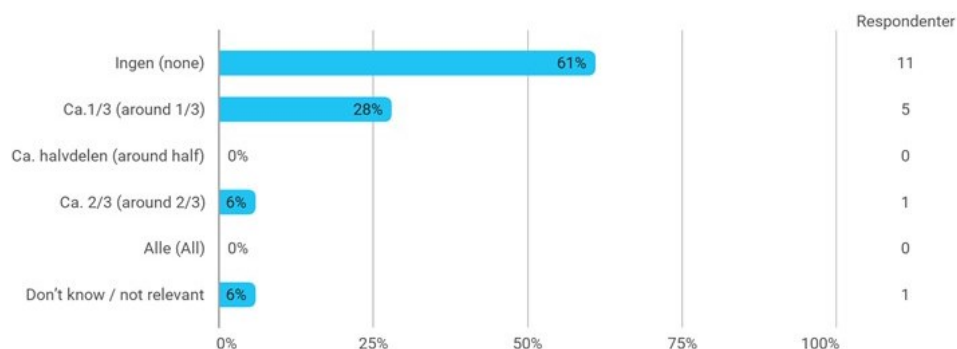
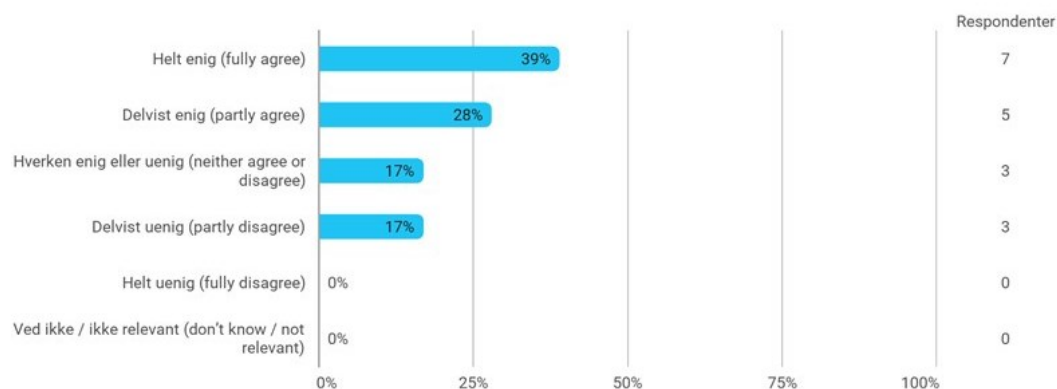


Figure 1.9

Hvor enig er du i følgende udsagn?:

"ESC-programmet er effektivt i forhold til at tilpasse sig de forskellige behov hos deltagende organisationer, deltagere og målgrupper."

English: To what extent do you agree with the following statement?: "The ESC program is effective in adjusting to the differing needs of participating organisations, participants and target groups."

**Figure 1.10**

Hvor enig er du i følgende statement?

"Som frivilligprogram og finansieringsordning er ESC unikt i Danmark"

English: To what extent do you agree in the following statement?

"As a volunteering program and financing scheme the ESC is unique to Denmark"

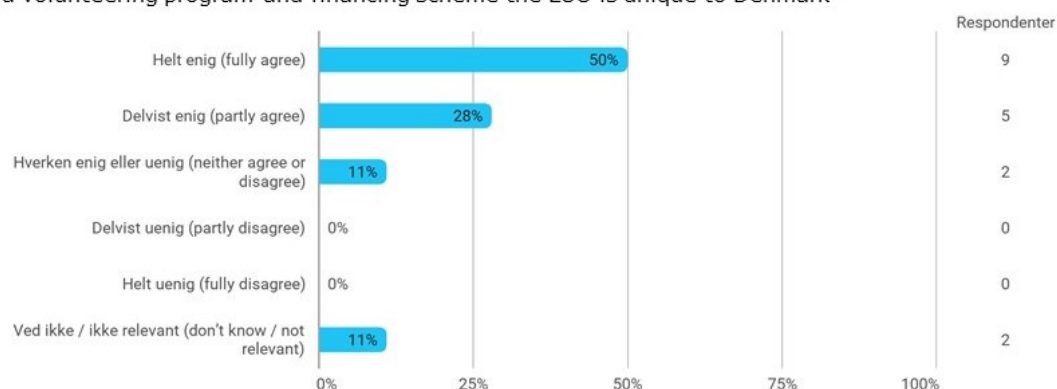
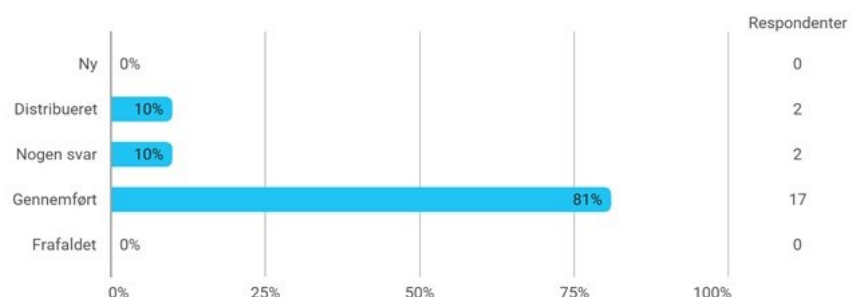


Figure 1.11

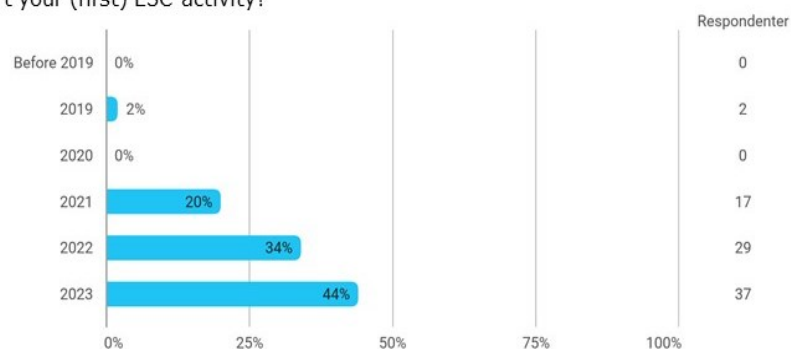
Samlet status



4.2.3.2. Figures 2.1-2.8: Results from the questionnaire for participants in ESC volunteering projects in Denmark

Figure 2.1

Which year did you start your (first) ESC activity?

**Figure 2.2**

To what extent do you agree with the following statement?:
 "My participation in the ESC project has impacted my personal and/or professional development and future opportunities"

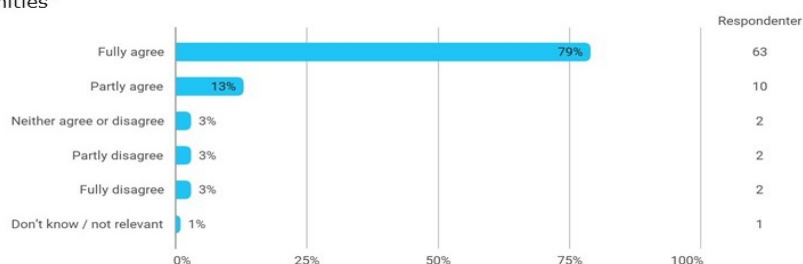
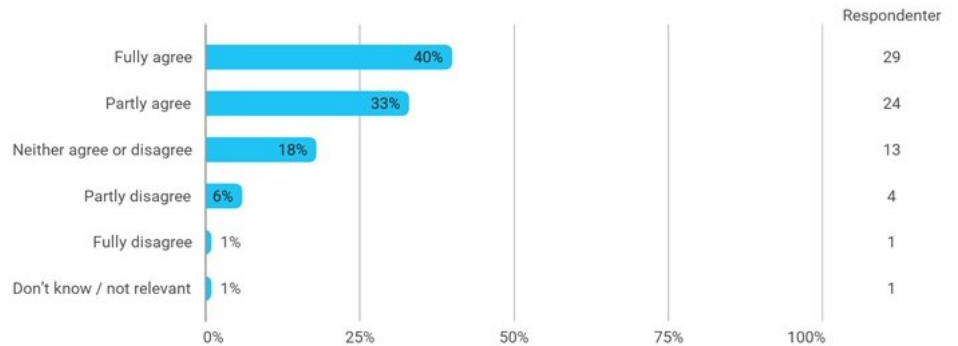


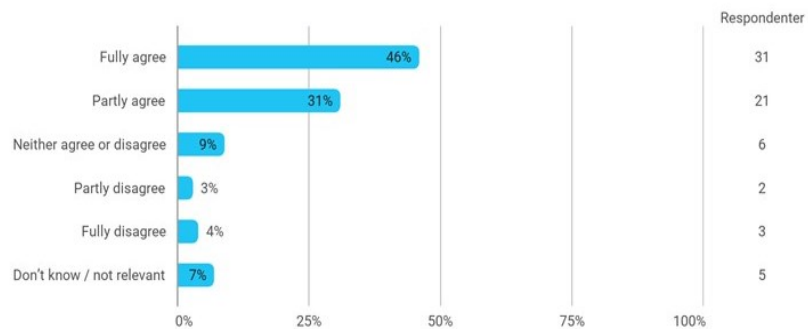
Figure 2.3

To what extent do you agree with the following statement?:
 "My participation in the ESC project has shifted my mind-set towards more solidarity"

**Figure 2.4**

To what extent do you agree with the following statement? "The project I participated in, impacted the local community(ies) it was part of"

This can e.g. be by impacting the projects' target group, addressing local issues or by developing local opportunities for the target group and others.

**Figure 2.5**

To what extent do you agree with the following statement?:
 "The project I participated in, contributed to improving the capacities of the target group and / or local communities to address societal challenges."

This could for example be in terms of changed knowledge and/or behavior in relation to issues addressed by your projects, e.g. climate change, migration, inclusion and diversity etc.

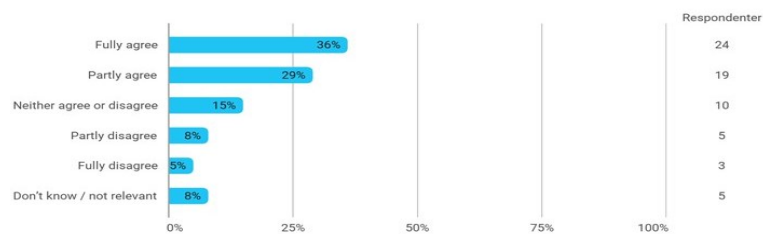
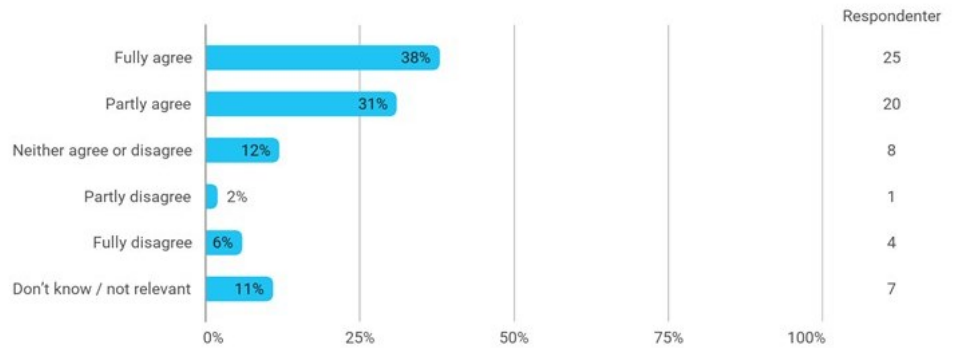


Figure 2.6

To what extent do you agree with the following statement?:

"The project I took part in, contributed to shift the mind-set of communities and the target group towards more solidarity"

**Figure 2.7**

To what extent do you agree in the following statement?:

"The project I was a part of was accessible for participants with fewer opportunities than their peers"

Having fewer opportunities than peers could (but need not) be due to physical or mental disabilities, health problems, educational, social, economic, ethnic, religious or geographical backgrounds as well as gender identity, sexual orientation etc.

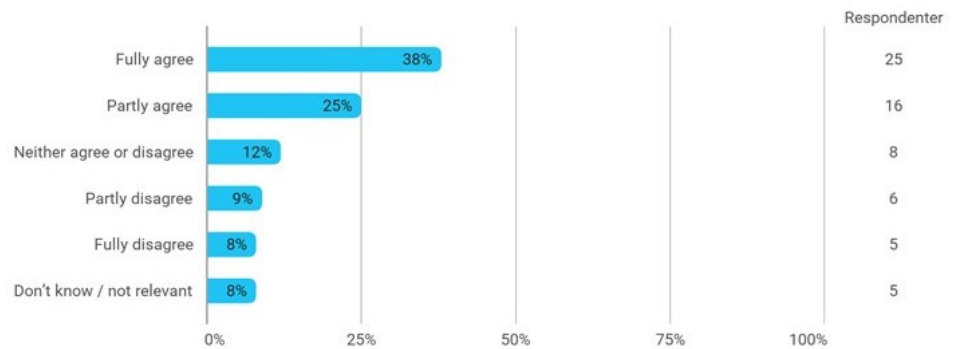
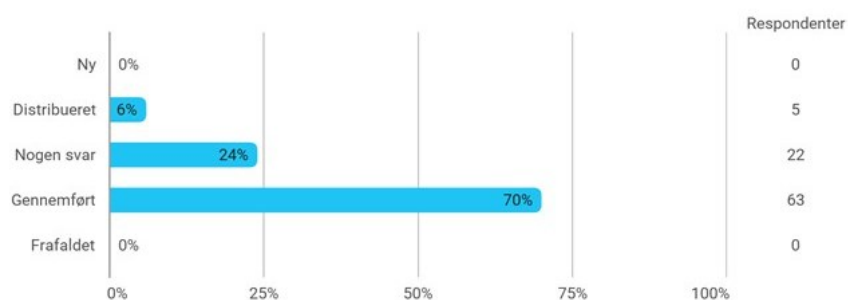


Figure 2.8

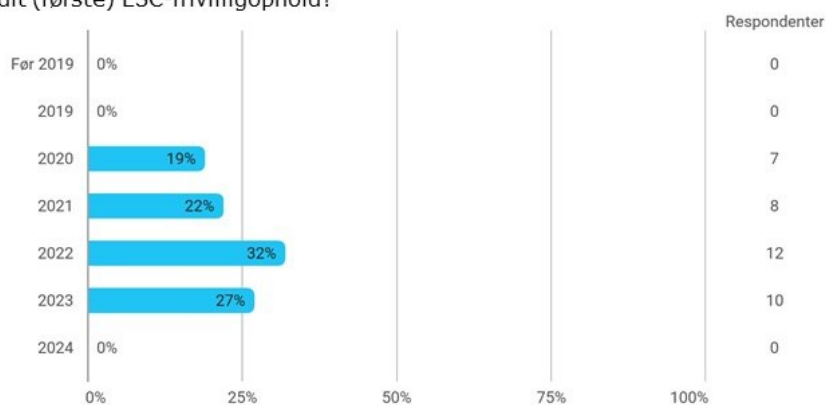
Samlet status



4.2.3.3. Figures 3.1-3.10: Results from the questionnaire for Danish participants in ESC volunteering projects abroad

Figure 3.1

Hvilket år startede du på dit (første) ESC-frivilligophold?

**Figure 3.2**

Hvor enig er du i følgende udsagn?:

"Min deltagelse i et ESC-frivilligprojekt har påvirket min personlige og/eller faglige udvikling samt mine muligheder fremadrettet"

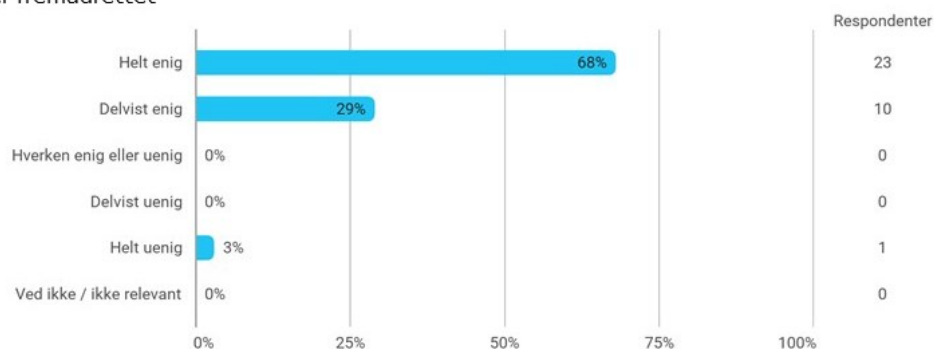
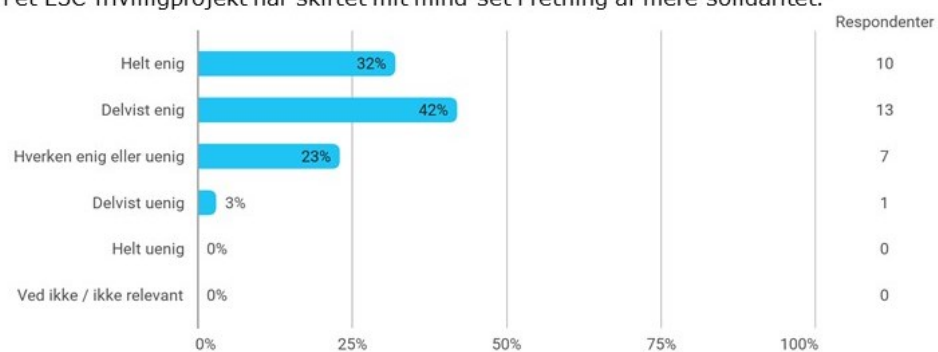


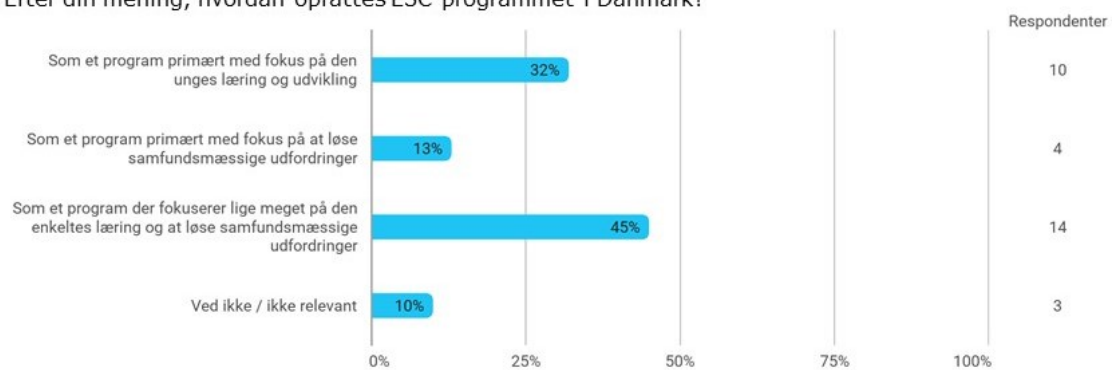
Figure 3.3

Hvor enig er du i følgende udsagn?:

"Min deltagelse i et ESC-frivilligprojekt har skiftet mit mind-set i retning af mere solidaritet."

**Figure 3.4**

Efter din mening, hvordan opfattes ESC-programmet i Danmark?

**Figure 3.5**

Hvor enig er du i følgende udsagn?:

"ESC et unikt frivilligprogram for danske unge uden et lignende alternativ i Danmark"

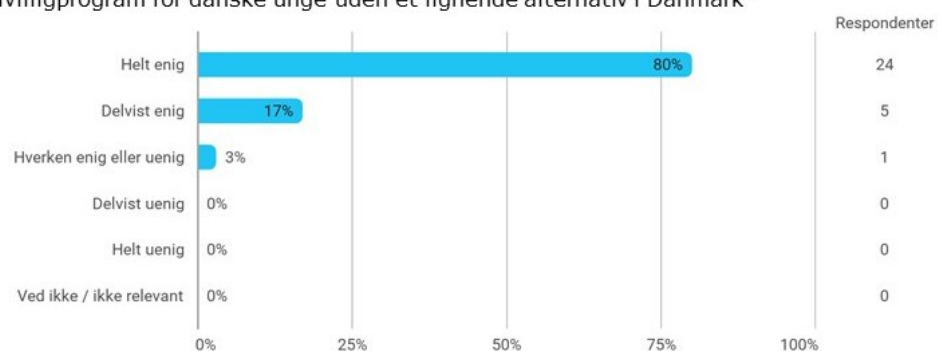
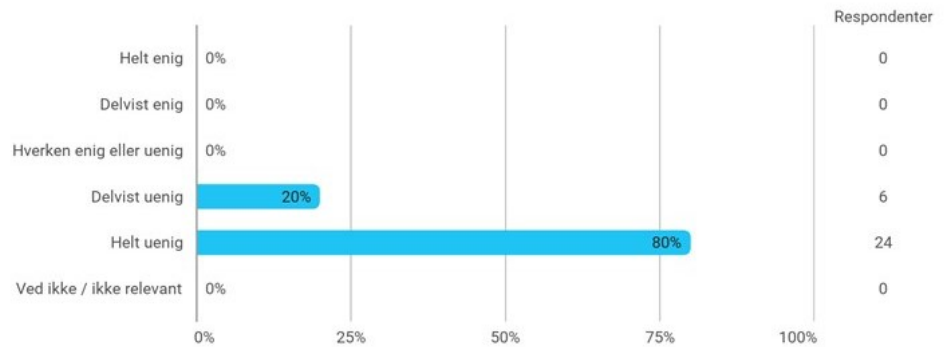
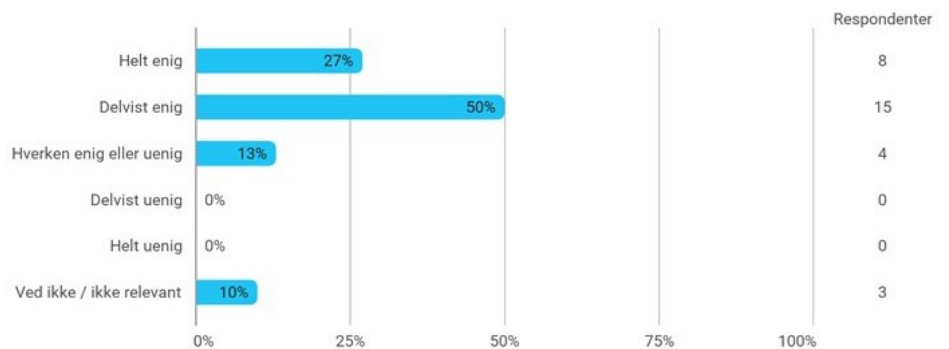


Figure 3.6

Hvor enig er du i følgende udsagn?:
 "ESC-programmet er tilstrækkeligt kendt blandt unge i Danmark"

**Figure 3.7**

Hvor enig er du i følgende udsagn?:
 "ESC-programmet er med til at imødekomme nogle af danske unges udfordringer og behov."

**Figure 3.8**

Hvor enig er du i følgende udsagn?:
 "ESC-frivilligprojekter er tilgængelige for alle danske unge - også unge der er dårligere stillet end sine jævnaldrene ift. at kunne deltage i et frivilligprojekt."

At en person er dårligere stillet end jævnaldrene kan fx (men behøver ikke) skyldes fysiske eller psykiske handicap, sygdom, uddannelsesmæssig-, social-, økonomisk-, etnisk-, religiøs- eller geografisk baggrund såvel som tro, kønsidentitet, seksuel orientering mv.

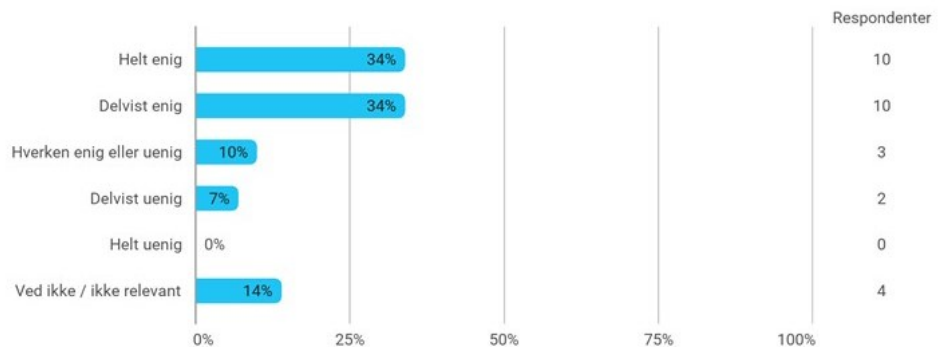
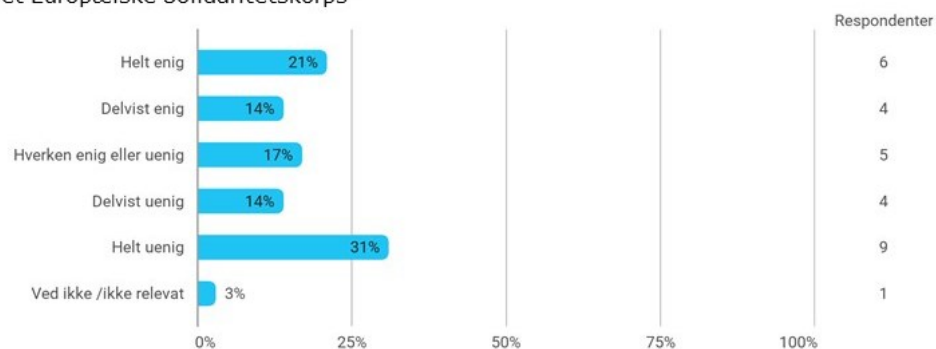
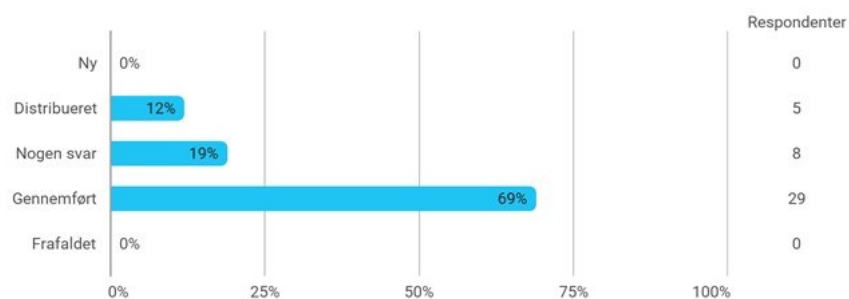


Figure 3.9

Hvor enig er du i følgende udsagn?:
 "Jeg ville stadig have været rejst til udlandet som frivillig, hvis jeg ikke havde haft mulighed for at rejse gennem Det Europæiske Solidaritetskorpset"

**Figure 3.10**

Samlet status



4.2.3.4. Figures 4.1-4.7: Results from the questionnaire for representatives of and participants in solidarity projects in Denmark

Figure 4.1

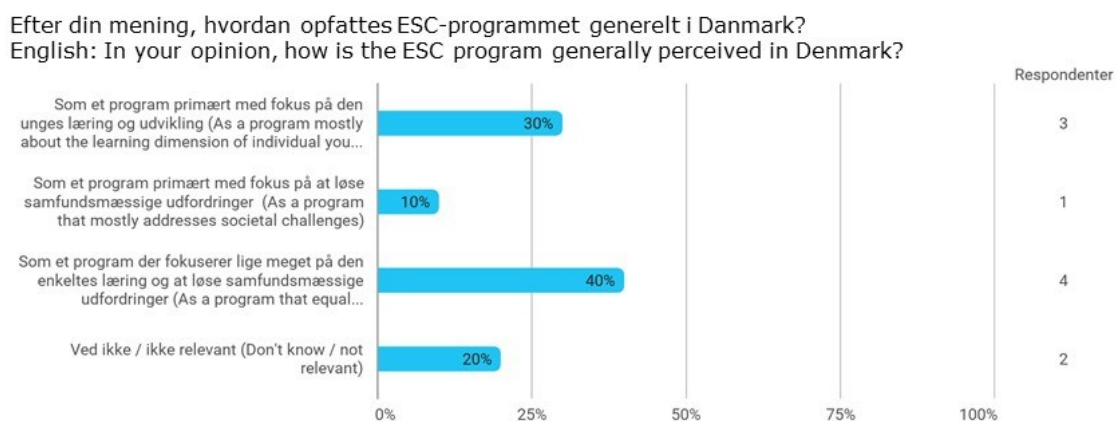


Figure 4.2

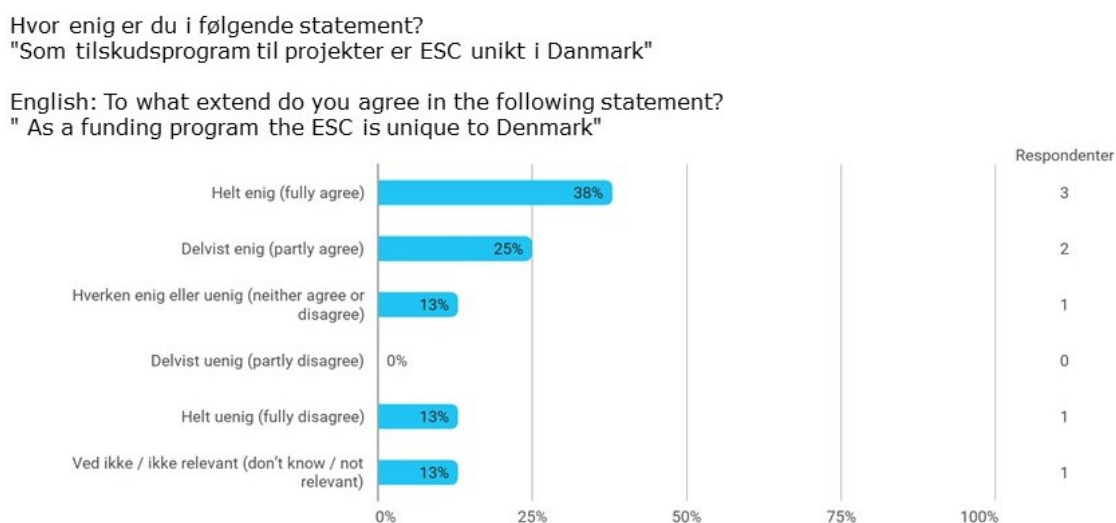


Figure 4.3

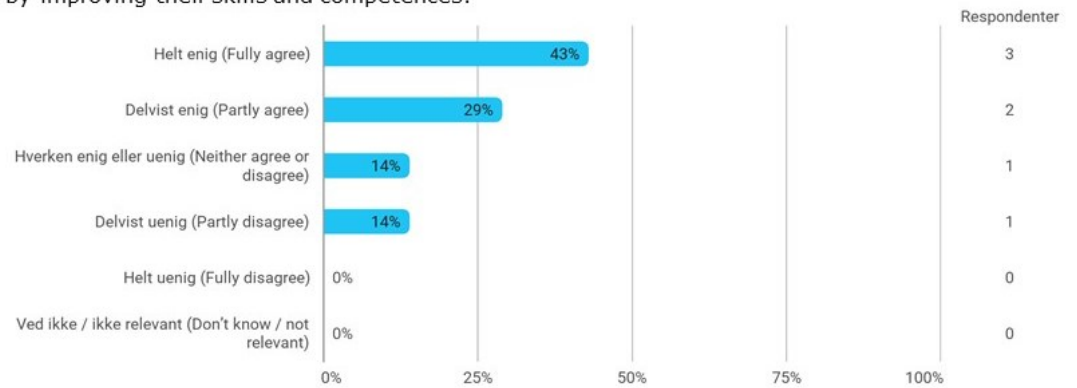
Hvor enig er du i følgende udsagn?:

"Deltagelse i vores Solidaritetsprojekt(er) har påvirket den personlige og/eller faglige udvikling hos deltagerne"

Det kan f.eks. være ved at forbedre deres færdigheder og kompetencer.

English: To what extent do you agree with the following statement?: "Participation in Solidarity Projects has impacted the personal and/or professional development of people who participated in our projects"

E.g. by improving their skills and competences.

**Figure 4.4**

Hvor enig er du i følgende udsagn?:

"Vores Solidaritetsprojekt(er) har haft positiv indvirkning på de(t) lokalsamfund, de er en del af."

Dette kan f.eks. være ved at påvirke målgruppen, håndtere lokale problemer eller gennem udvikling af lokale muligheder for målgruppen og andre.

English: To what extent do you agree with the following statement?:

"Our Solidarity project(s) have positively impacted the local community(ies) which they are a part of."

This can e.g. be by impacting the projects' target group, addressing local issues or by developing local opportunities for the target group and others.

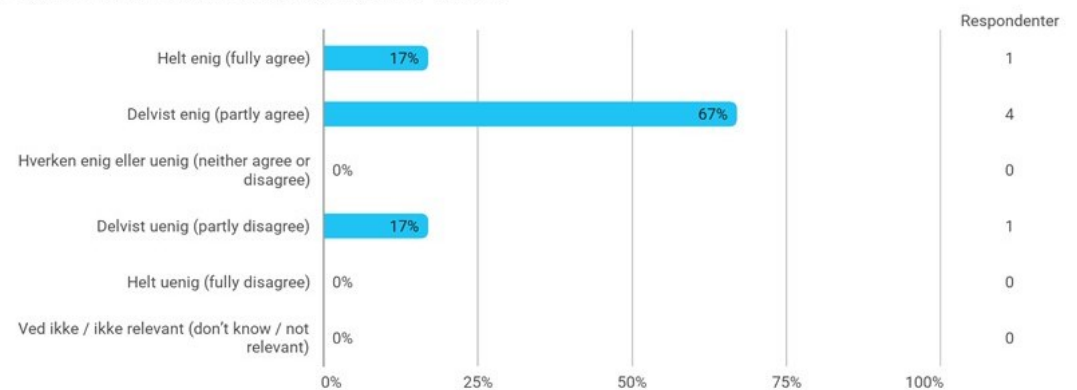


Figure 4.5

Hvor enig er du i følgende udsagn?:

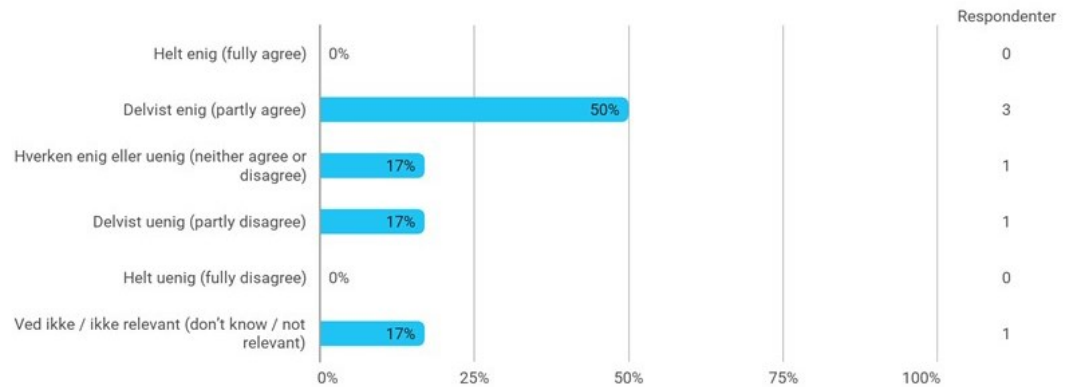
"Vores Solidaritetsprojekt(er) har bidraget til at forbedre målgruppens og/eller lokalsamfundenes evne til at håndtere samfundsmæssige udfordringer."

Det kan f.eks. være i form af ændret viden og/eller adfærd i forhold til emner, der behandles i jeres projekter, f.eks. klimaforandringer, migration, inklusion og mangfoldighed osv.

English: To what extent do you agree with the following statement?:

"Our Solidarity project(s) have contributed to improving the capacities of the target group and / or local communities to address societal challenges."

This could for example be in terms of changed knowledge and/or behavior in relation to issues addressed by your projects, e.g. climate change, migration, inclusion and diversity etc.

**Figure 4.6**

I hvor høj grad er du enig i følgende udsagn?:

"Solidaritetsprojekt(er) er tilgængelige for unge med færre muligheder."

To what extent do you agree with the following statement?:

"Solidarity projects are accessible for young people with fewer opportunities"

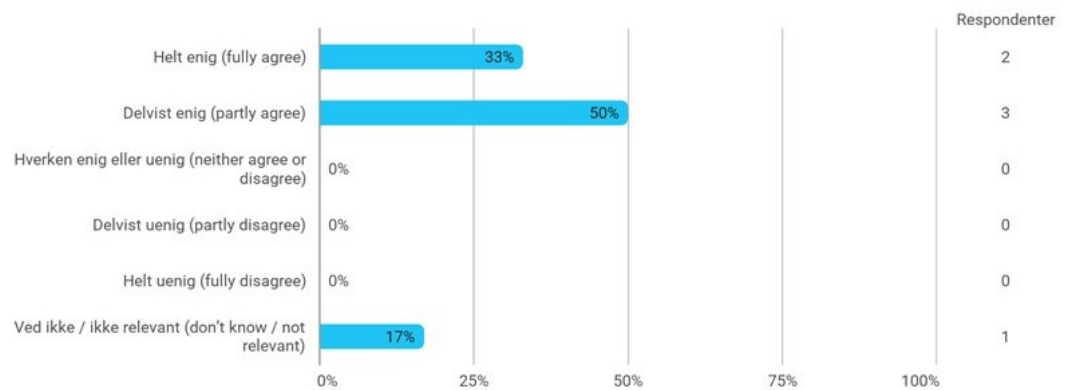


Figure 4.7

Samlet status

