

EUTEAM



Voices of Youth: Understanding Awareness, Engagement, and Learning through the EUTEAM Survey

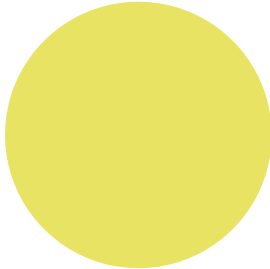


D3.4 - Youth survey on the virtual sessions



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About the project



The EUTEAM project empowers young people across Romania, Georgia, Moldova, and Slovakia to become more engaged and informed citizens by combining non-formal education, cross-border collaboration, and digital tools. Through open-access learning kits focused on **civic education, media literacy, and diversity and anti-discrimination**, the project helps youth **develop critical skills and values needed in a democratic society**. Participants not only learn but also **design and implement youth-led action plans and small-scale projects** in their schools and communities, with ongoing support from teachers and youth workers. EUTEAM promotes virtual exchanges and collaboration between young people from EU and non-EU countries, creating inclusive spaces for dialogue and cooperation on shared European values.

This initiative is crucial as meaningful youth civic engagement strengthens democracy. With growing frustration among young people about being excluded from decision-making, programs like EUTEAM provide tools and opportunities for youth to make their voices heard and act on the issues they care. By combining learning, action, and international exchange, EUTEAM fosters active citizenship, strengthens resilience to disinformation and intolerance, and helps young people build lasting connections across borders.

Methodology

This report presents the findings of a study conducted on young participants in the EUTEAM program. The research aimed to assess the impact of the training sessions on participants' awareness and understanding of key topics, including civic education, media literacy, diversity, and anti-discrimination.

Target Group: The target group consisted of young people aged 13 to 19 who took part in EUTEAM training programs organized by the Romanian Center for European Policies (CRPE, Romania), ATINATI (Georgia), Pro Bono – the Information and Resource Center (Republic of Moldova), and ADEL (Slovakia). While approximately 500 participants attended the training sessions in each country, not all chose to complete the follow-up survey in full. The final sample distribution was as follows: Romania – 206 respondents, Republic of Moldova – 59 respondents, Georgia – 72 respondents and Slovakia – 365 respondents.

In total, 702 participants completed the questionnaire.

The survey objectives were to:

- Measure the knowledge and perception of the Erasmus+ program and other EU initiatives among young participants.
- Evaluate participants' perceptions of the training program's utility, and identify potential areas for improvement to better meet their needs and expectations.
- Evaluate youths' civic engagement and identify the key challenges facing in their communities.
- Determine the sources of information and news commonly used by young participants.
- Analyze young people's experiences with discrimination and their perspectives on diversity.

Data collection method: A standardized questionnaire was administered online using the LimeSurvey platform.

Data collection period: December 2024 – June 2025



Main findings

Youth Awareness of EU Opportunities and Programs

The survey shows that young people across Romania, Moldova, Georgia, and Slovakia have a relatively high self-rated knowledge of Erasmus+ (average score: 3.7 out of 5), with nearly two-thirds of respondents spontaneously naming it as the best-known EU initiative for youth. 16% had actually participated in it in person, 16% online and 1 in 2 expressed their interest to participate. 1 in 4 did not know about the program or show no interest in participating.

Although interest is perceived as high, **when asked whether they or someone they know had benefited from any EU initiative for youth, only 12% said they had personally, and 24% knew someone who had.** Notably, 37% were unsure and 20% answered NO, indicating that the majority of respondents lack clarity on how EU programs, even Erasmus, have impacted themselves or their peers.

The local impact of EU programs remains unknown, as 87% of youth could not name a single EU project that had a positive impact on their community, highlighting a major gap in communication, awareness and local engagement. **Older teens (16–19) were more likely than younger respondents (13–15) to identify projects, suggesting that age and education level play a role in awareness.** These findings however underscore the urgent need to better promote EU-funded youth initiatives at local and school levels and ensure that young people not only know about available opportunities but also feel connected to them.

When asked which topic they find most important at the EU level, respondents rated **maintaining peace, protecting human rights, upholding democracy and EU values, and promoting mental and physical health and wellbeing** as the most important. **Maintaining peace emerged as the top priority.**



Main findings

EUTEAM Program Feedback and Impact

The EUTEAM program's educational approach, built around three modules on civic engagement, media literacy and critical thinking, diversity and antidiscrimination, was **positively received by participants**. Over half (53%) reported that the training contributed significantly to their educational, personal, or professional growth, and 35% rated the impact as moderate. The strongest knowledge gains were reported in media literacy and critical thinking (4.0/5), followed by diversity and anti-discrimination (3.8/5), and civic engagement (3.8/5). Suggestions for improvement focused on more real-life case studies, clearer and more simplified content, and increased interaction, including in-person activities.

Module 1: Civic Engagement – While **38% volunteered** and **31% joined school projects**, only **5% ever contacted public authorities**, **6% had attended a local council meeting**, **9% signed a petition** or **10% joined an NGO**. When asked about the most pressing challenges in their communities, young people pointed to **social issues like inequality and discrimination (31%)**, **economic concerns such as poverty and unemployment (30%)**, and **environmental problems including pollution and climate change (30%)**.

Module 2: Media Literacy – Even though **58% get their daily news from social media**, only **1 in 4 youth recognized encountering fake news**, and **63% were not sure**. The most frequently used sources of daily information among young people are social media platforms, followed by friends, colleagues, or family members. Among those who did identify disinformation, **the examples were mostly political or related to misleading online campaigns**. This shows the need for more targeted efforts to boost digital literacy and fact-checking skills.

Module 3: Diversity and Anti-Discrimination – **Around 1 in 3 young people reported experiencing discrimination**, with girls affected more often (**40%**) than boys (**30%**). **Schools (74%)** and **online spaces (36%)** were the most common settings. Nearly half witnessed discrimination, with **half reporting that they supported the victim**, **20% did not know how to react**, and **10% were too afraid**. Encouragingly, **most youths viewed diversity as beneficial for teamwork, creativity, and decision-making**, though 25% were unsure of its effects or provided no answer.

Overall, the survey highlights both the value and the need for programs like EUTEAM. While youth show high interest in EU opportunities and respond positively to civic learning initiatives, consistent barriers—such as limited access, insufficient information, and low confidence in key areas like media literacy—persist. Continued investment in inclusive, interactive, and practical civic education is essential for empowering Europe's next generation.

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Part 1. Youth Awareness of EU Opportunities and Programs

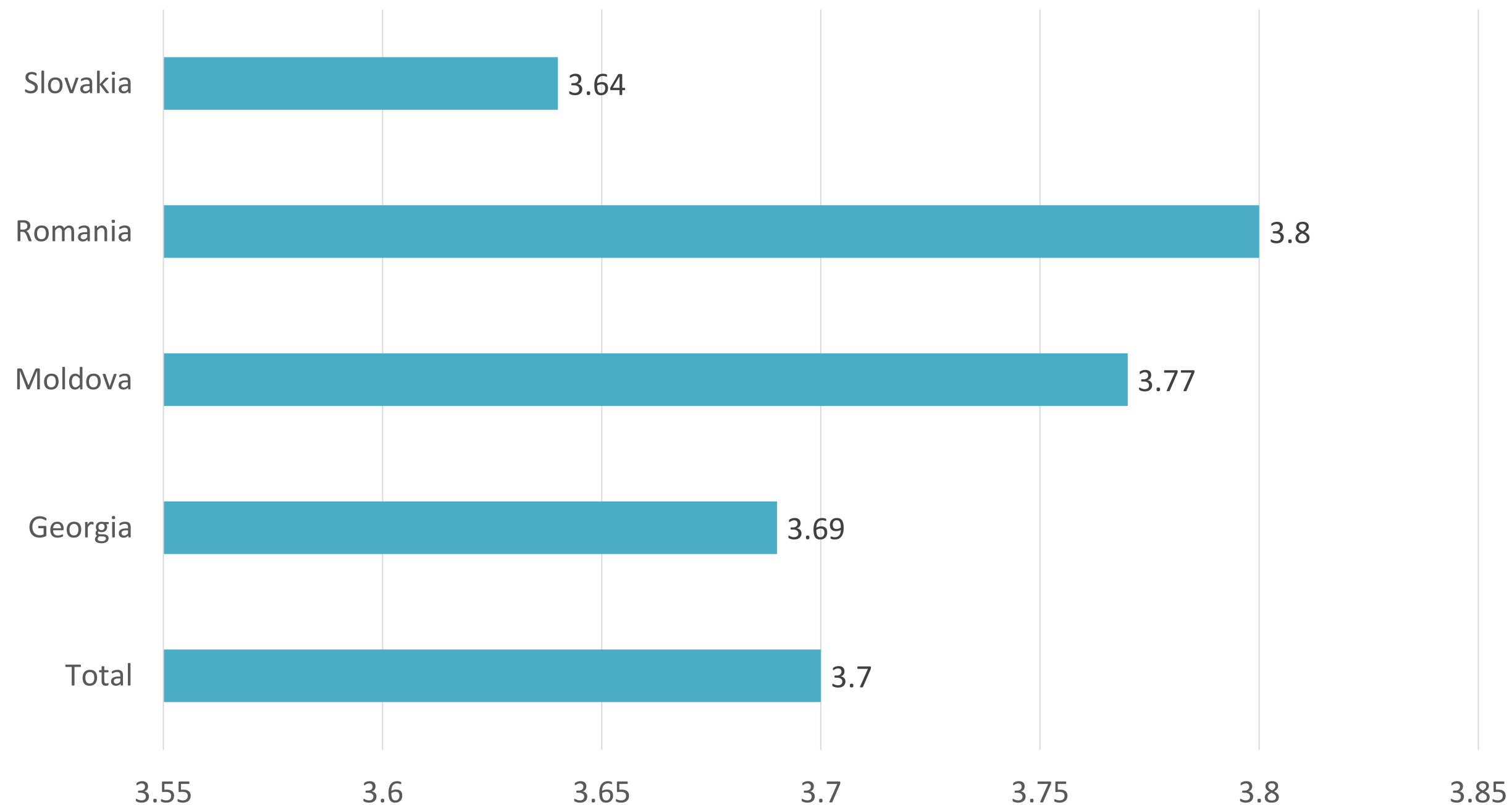


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How would you rate your knowledge about the Erasmus program?

Please rate on a scale from 1 to 5 where 1 is very bad and 5 is very good. (N = 702 respondents, mean)

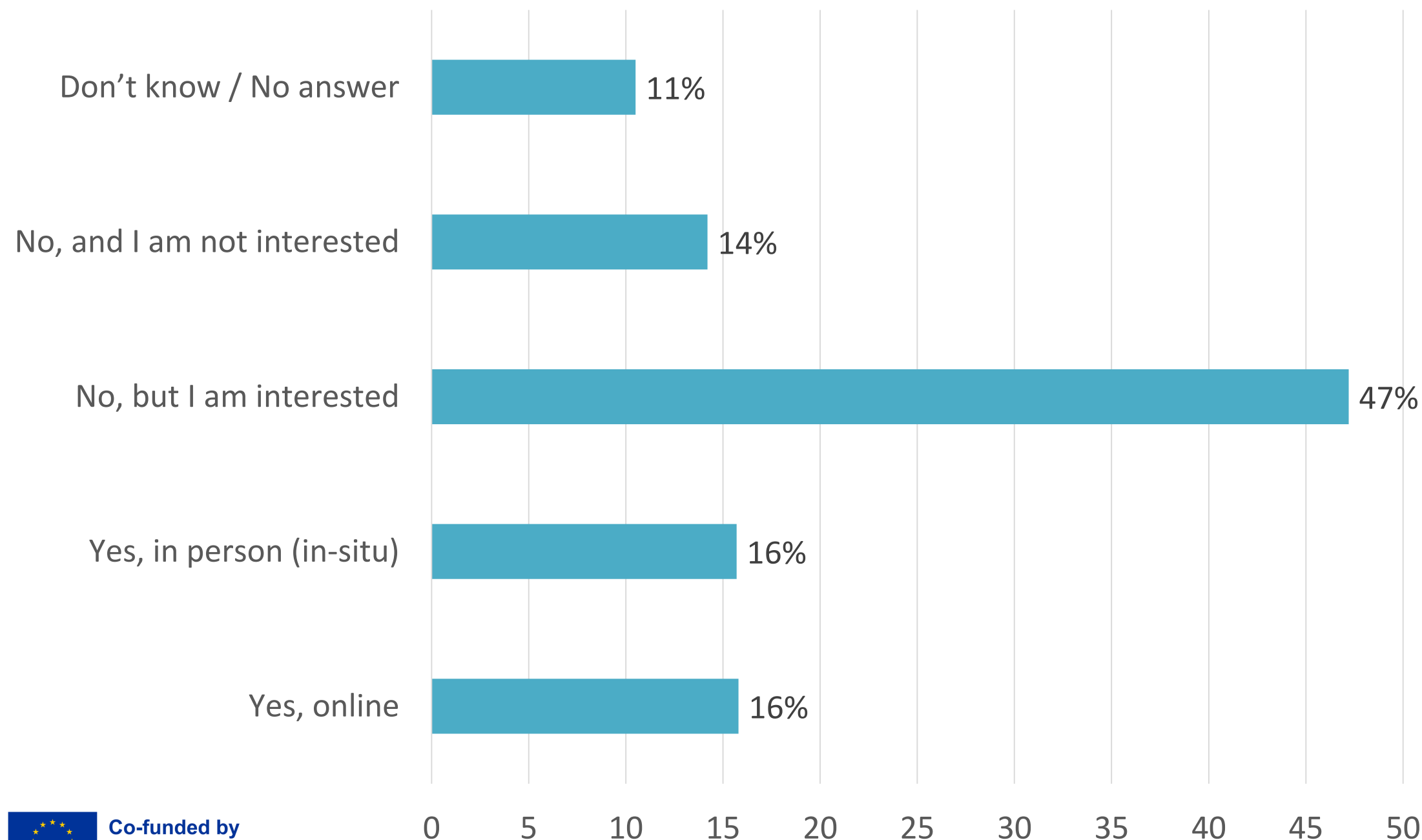


Regardless of their country of origin, all participants rate their knowledge of the Erasmus program as relatively high, with an average score of 3.7 out of 5.



Have you participated in any Erasmus activities?

N = 702 respondents, %



Participation rate stands at 16% for both online and in person activities, with the respondents from Moldova having the lowest participation rate in Erasmus programs, yet expressing the highest level of interest in the program. 1 in 2 youths declared they are interested to join such programs.

A relatively high proportion of respondents from Slovakia (24%) indicated they are not interested in the Erasmus program.

Female respondents expressed greater interest in the Erasmus program compared to male respondents.

When you think of something that the European Union has done for young people, what comes to mind first? Summarize in 1-3 words (N = 389 respondents, mean)

When asked to name EU initiatives for young people, Erasmus+ programs were overwhelmingly the most common response, cited by 1 in 2 respondents. Terms like "cultural exchanges," "mobility," "studies abroad," and "experience in another country" were also frequently used.

A smaller number of participants mentioned the European Solidarity Corps, European contests for students, youth initiatives, or project funding. However, a significant portion, almost 1 in 4 young people reported being unaware of any opportunities, stating "I don't know," "I haven't heard," or "I'm not familiar with such programs." This indicates a consistent lack of information among a notable segment of the sample.

This distribution suggests that while many young people are familiar with core concepts of European engagement, for others, these opportunities remain abstract or inaccessible.

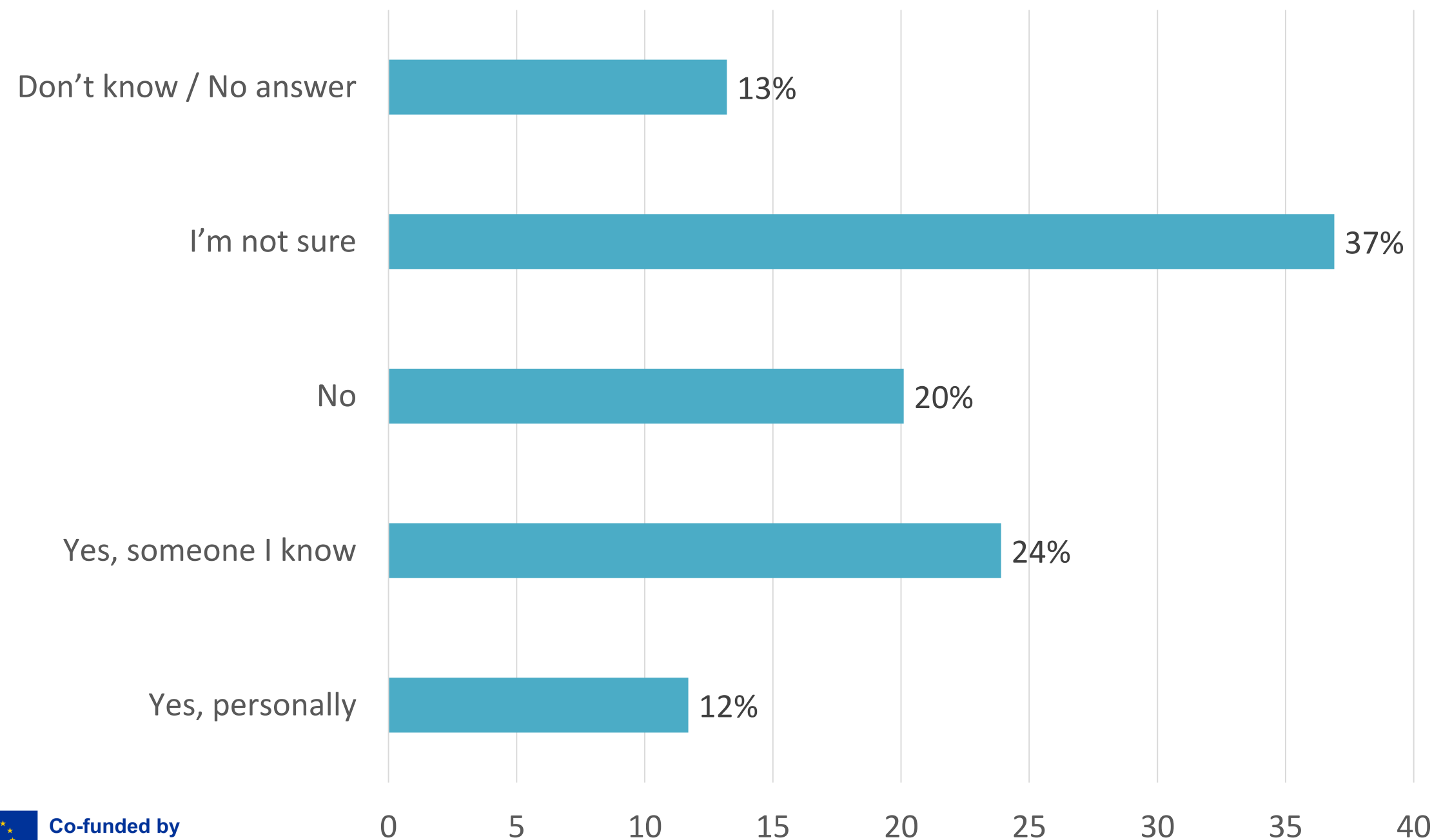
Examples from responses:

- "Erasmus is offering us the chance to learn and work in other countries.,,"
- "Easier to travel from one country to another."
- "I've heard of Erasmus, but I don't know exactly how it works or if I can apply."
- "I would like to participate in European projects, but in our school they haven't talked about them."
- "I don't know such programs; I've only seen on Instagram that other young people go abroad."



Have you or anyone you know benefited from any EU initiative for young people?

N = 702 respondents, %



Many respondents are unsure whether they or someone they know has benefited from EU youth initiatives.

Responses from Georgia suggest a greater awareness of having benefited from such initiatives compared to respondents in other countries, particularly Moldova.

Please tell us which one ?

N = 97 respondents



Erasmus was the primary EU initiative mentioned by nearly 2/3 of the respondents when asked if they or someone they knew had benefited from an EU initiative. These references largely involved mobility programs like study exchanges, internships, youth exchanges, and short-term sports or cultural exchanges. Participants also highlighted involvement in training activities, including technology courses, civic engagement projects, or practical internships under Erasmus frameworks. European Solidarity Corps (ESC) volunteering initiatives, closely linked to Erasmus, were also noted, particularly projects focused on arts, community support, or aiding vulnerable groups.

Beyond Erasmus-related activities, some respondents referenced other EU youth programs such as EURES (employment mobility), EPAS (European Parliamentary Awareness), EUROSCOLA (European youth visits to the European Parliament), and Next Generation initiatives. Mentions also included school-related projects, EU informational events, and civic engagement activities like combating misinformation or participating in protests.

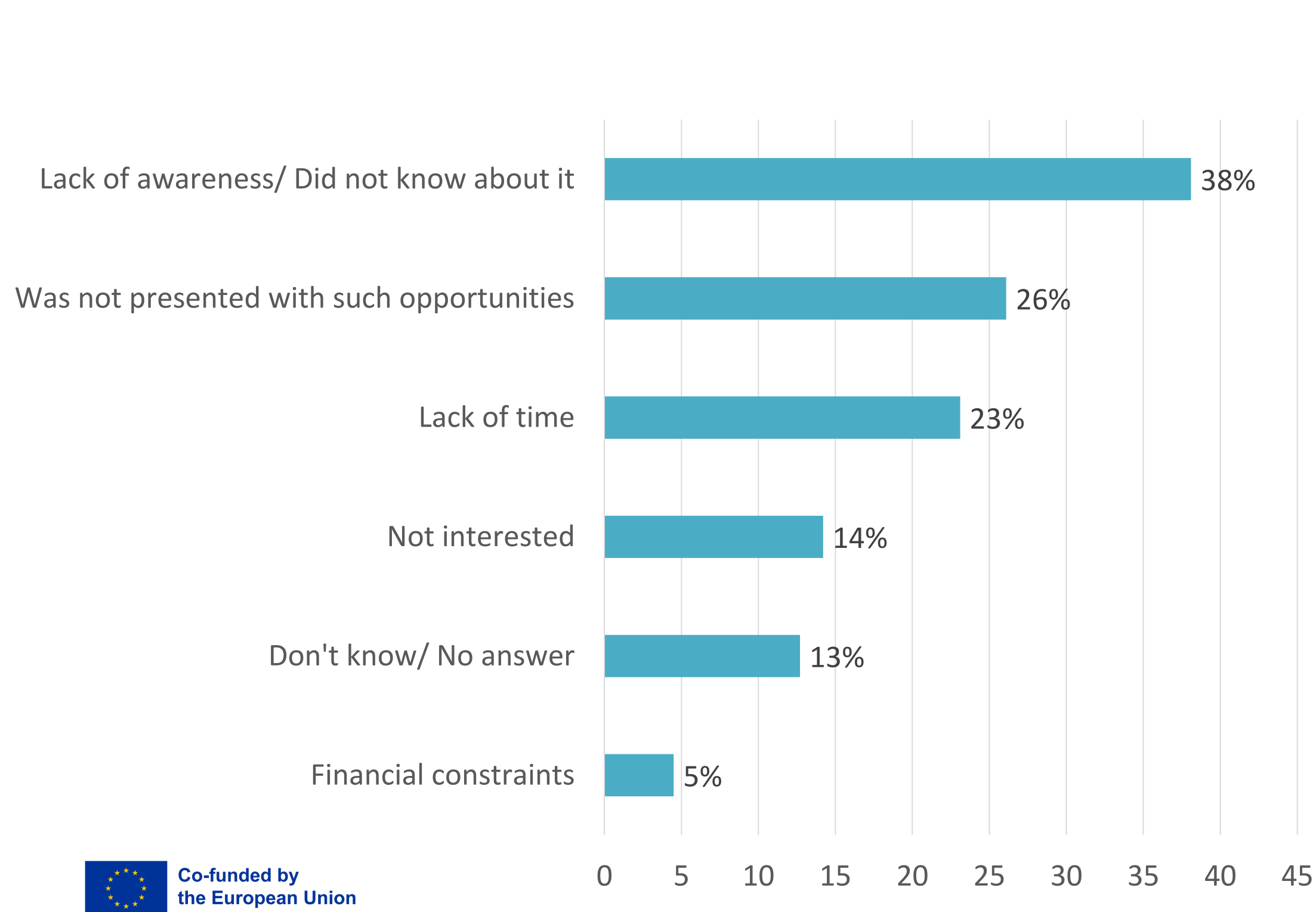
Overall, Erasmus stands out as the most recognized and experienced EU program among respondents, with other initiatives playing supplementary roles in youth engagement and support.



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Can you name the reasons for not benefiting?

N = 134 respondents, %



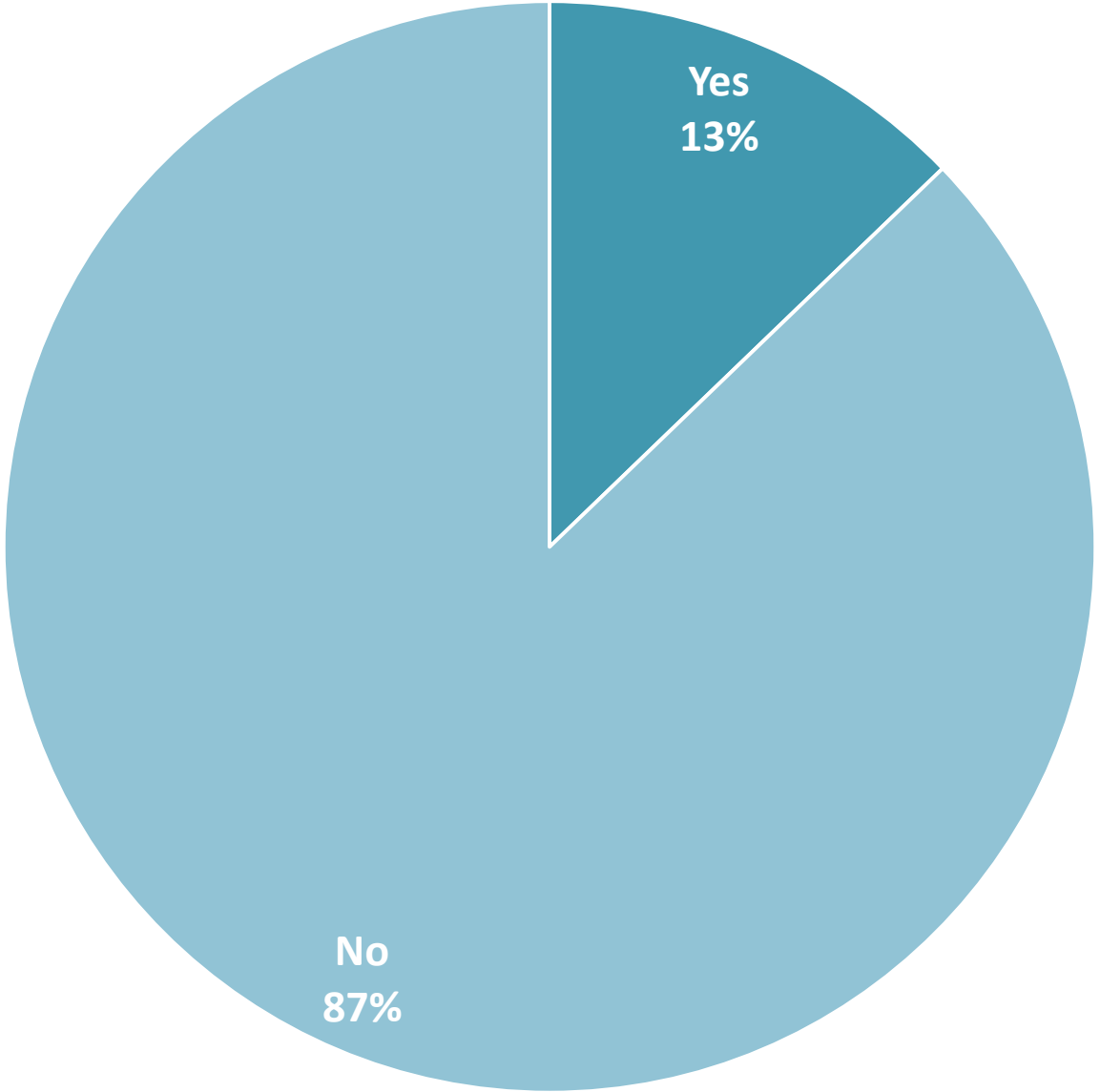
The most common reason mentioned by those who haven't participated is a lack of awareness about these programs and the absence of projects or opportunities in their local communities or schools.

Many respondents simply stated they didn't know such initiatives existed, while others pointed out that no relevant projects were offered in their area, making participation impossible.

A quarter mention lack of time as a barrier, and nearly the same proportion state that such opportunities were not presented to them. This reason is given more often by Romanian respondents than those from other countries.

Can you name one EU initiative or project that has had a positive impact on your community?

N = 702 respondents, %



A very small proportion of respondents could name an EU initiative or project that has impacted their community.

A larger proportion of young people between 16 and 19 years old were able to name a project compared to younger students (13-15).

Can you name one EU initiative or project that has had a positive impact on your community? (N= 97 respondents)



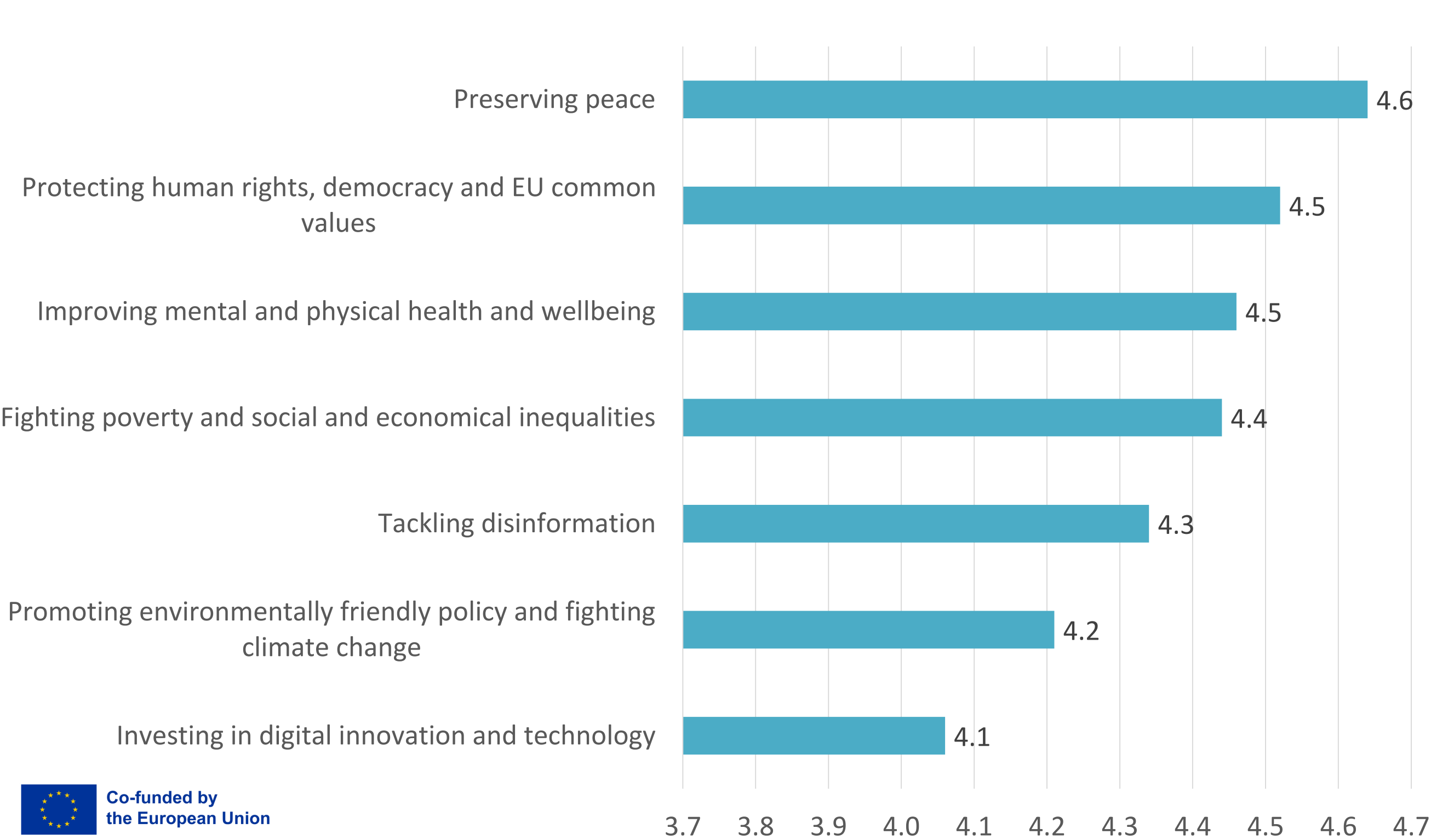
Erasmus+ clearly emerged as the EU initiative perceived to have the greatest impact in local communities, mentioned in over two-thirds of the replies. Respondents consistently highlighted opportunities such as youth exchanges, study and internship mobility, international projects, and personal development through training. Many noted Erasmus's transformative role in young people's education and career paths, providing access to experiences abroad and exposure to new cultures. Key values associated with Erasmus included learning, civic engagement, development, and connection to Europe.

Other EU initiatives also made an impression, though less frequently. These included the European Solidarity Corps, EPAS (European Parliament Ambassador School), EU4Youth projects, and infrastructure improvements (e.g., water supply, schools, hospitals, parks) and Creative Europe.

Several respondents pointed to local school refurbishments, community lighting, and roadworks funded via EU structural or cross-border cooperation funds, reflecting a tangible impact on daily life. A smaller number mentioned online civic and human rights projects, anti-discrimination efforts, and volunteering campaigns. Still, a portion of respondents stated they didn't know any initiative or couldn't recall one, indicating a visibility gap.

Overall, Erasmus+ was the most well-known and valued EU program, seen as both an educational opportunity and a driver of community impact.

Which of the following topics do you find most important? Please rate on a scale from 1 to 5 where 1 is not important at all and 5 is very important (N = 702 respondents, mean)



All topics are considered important by respondents, particularly maintaining peace, but also protecting human rights, democracy and EU common values, and improving mental and physical health and wellbeing.

Respondents from Romania, Moldova, and Georgia place greater importance on these topics compared to respondents from Slovakia.

Similarly, female respondents rate these topics as more important than male respondents.

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Part 2. EUTEAM Program Feedback and Impact

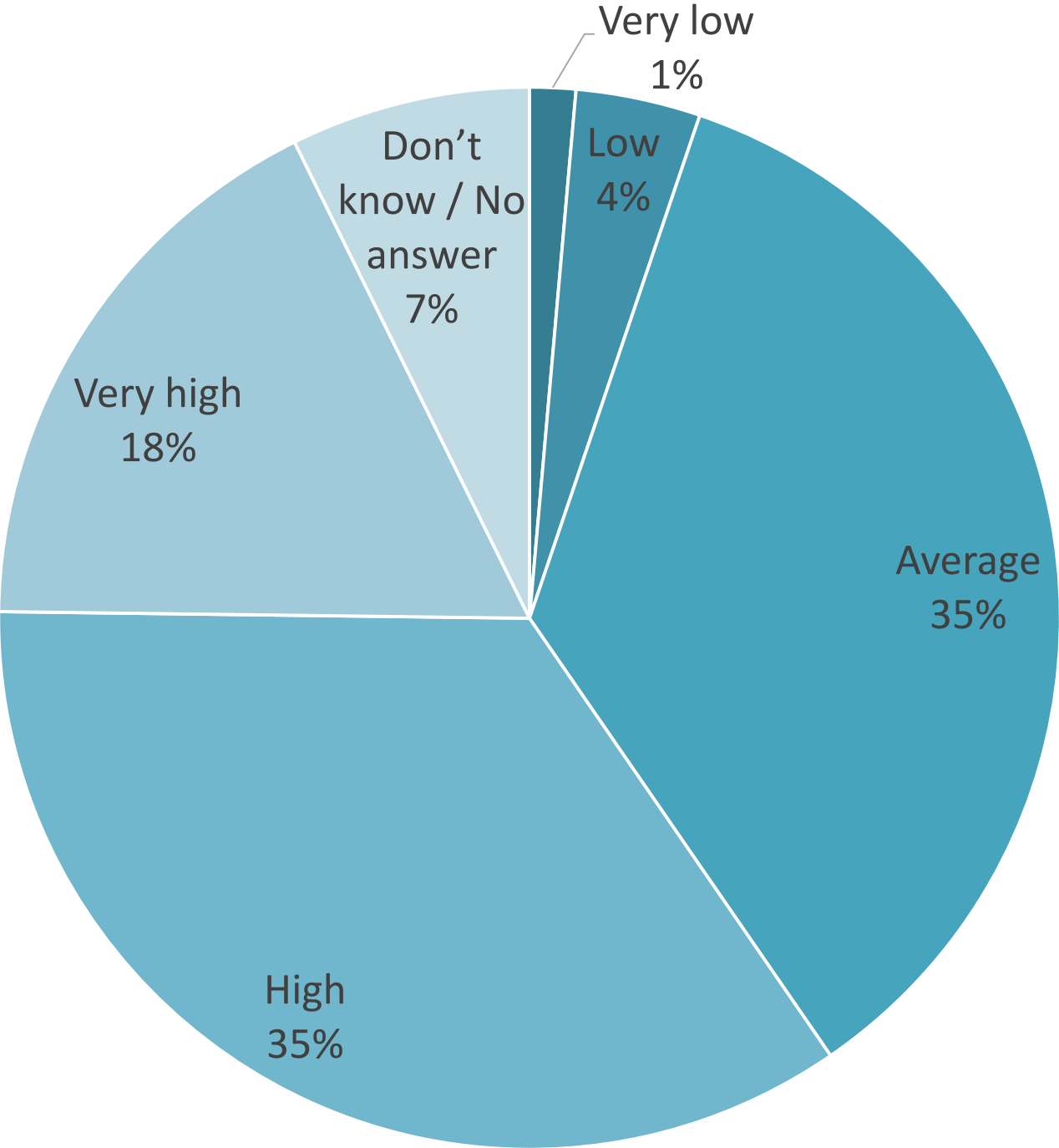


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To what extent do you feel that you have benefitted from your participation in this training program through the acquisition of skills and knowledge that contribute to your educational, personal, or professional development?

N = 702 respondents, %



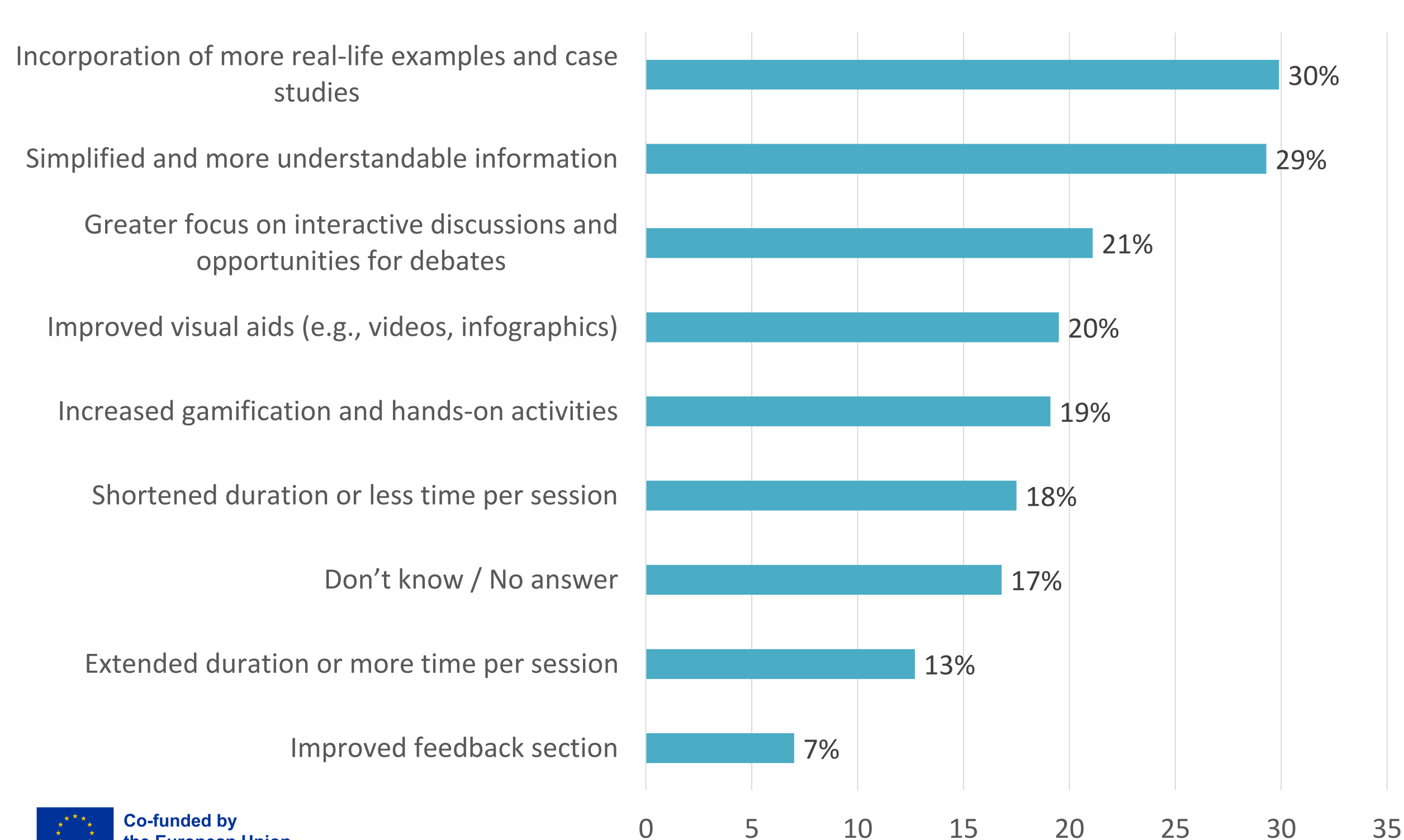
MEAN – 3.68



53% of respondents reported that the training program helped them high or to a very high extent in acquiring skills and knowledge contributing to their educational, personal, or professional development. 35% reported moderate help, and 5% reported low or very low help.

If you could enhance one aspect of the training program, which of the following would you choose?

N = 702 respondents, %



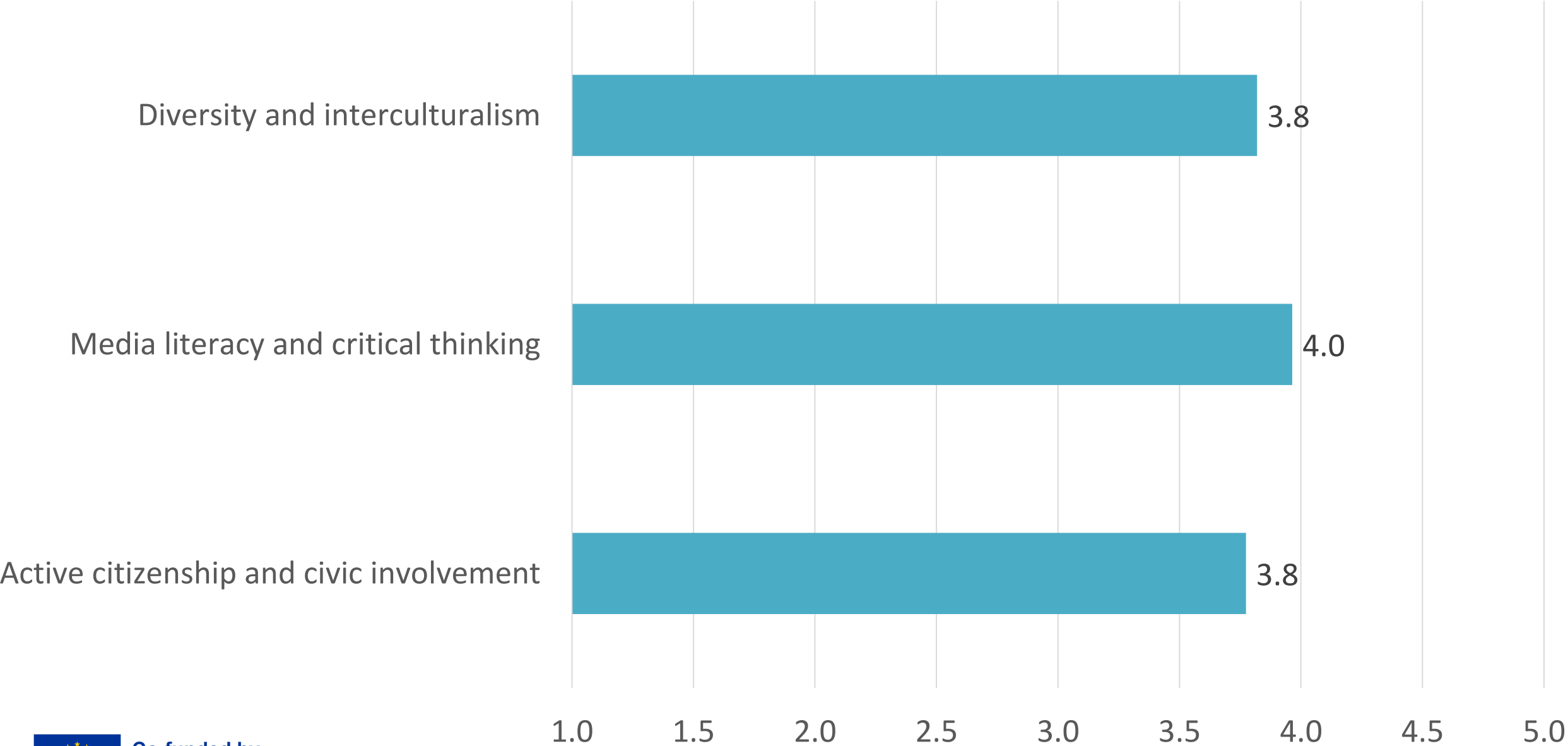
Areas requiring improvement:

- Incorporation of more real-life examples and case studies (30%)
- Simplified and more understandable information (29%)
- Greater focus on interactive discussions and opportunities for debates (21%)
- Improved visual aids (e.g., videos, infographics) (20%)

Among the open suggestions to improve the training program, several participants requested more practical exercises and in-person meetings instead of online formats, citing better interaction. Others proposed shorter sessions, more engaging tools like games, and less use of jargon or predefined answers to avoid passivity.

To what extent do you feel like you have improved your knowledge on the following three topics after the training program?

N = 702 respondents, mean

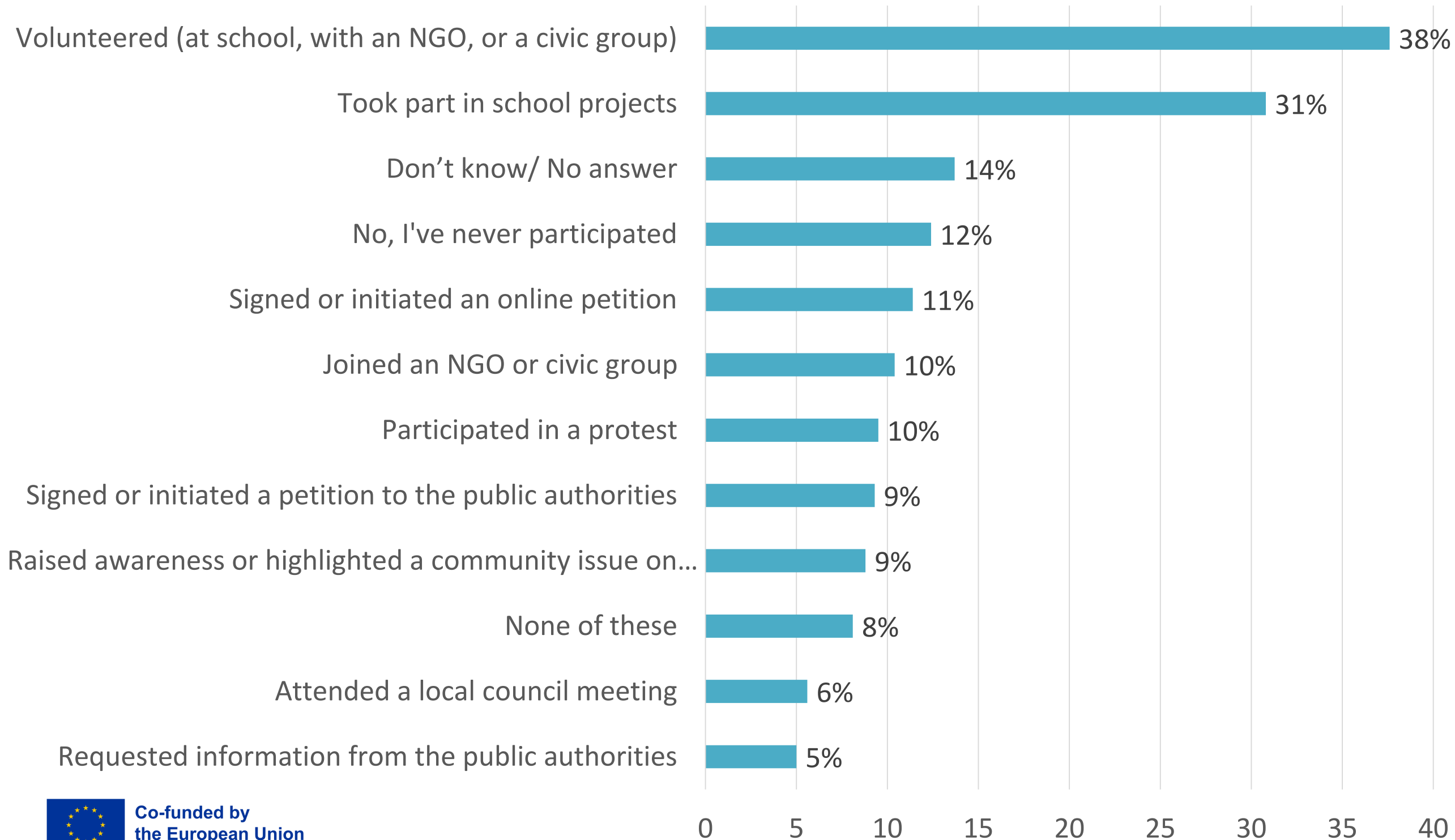


From the respondents' perspective, all three topics were significantly improved as a result of the training program.

MODULE 1 - Active citizenship and civic involvement.

In the past year, have you participated in any civic activity that contributed to your community?

N = 702 respondents, %



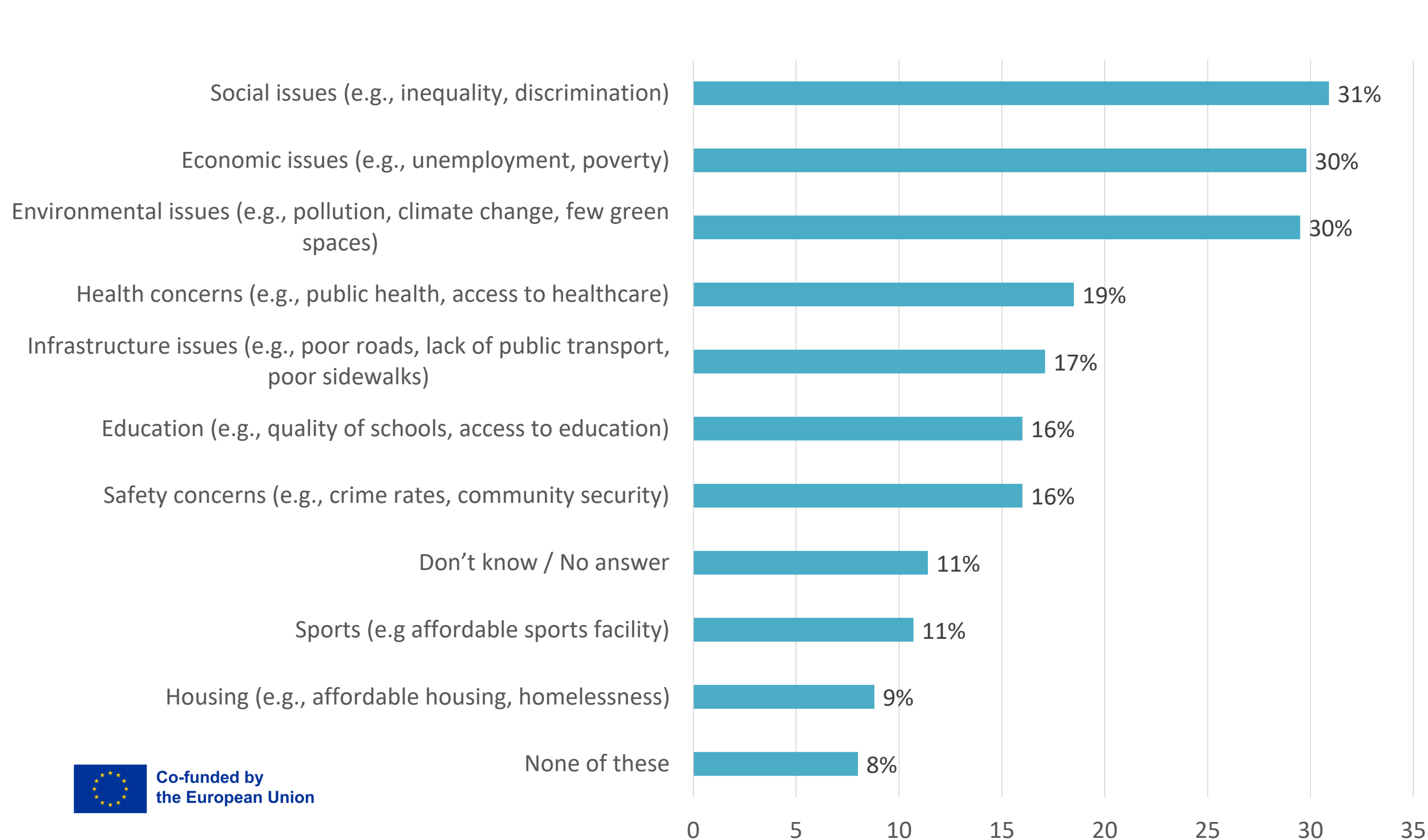
Most respondents have participated as volunteers in civic actions within their community. Respondents from Moldova have volunteered more often than respondents from other countries. Similarly, respondents from Moldova also report having taken part in more school projects and attended a local council meeting.

In contrast, respondents from Georgia were significantly more likely than their counterparts in other countries to have joined an NGO or civic group.

More female respondents than male respondents have participated in volunteer programs and school-organized programs.

MODULE 1 - Active citizenship and civic involvement.

In your opinion, what is the most pressing challenge your community is currently facing? N = 702 respondents, %



The predominant community-level challenges identified by survey participants are as follows:

- **Environmental issues** (e.g., pollution, climate change, few green spaces)

- **Social issues** (e.g., inequality, discrimination)

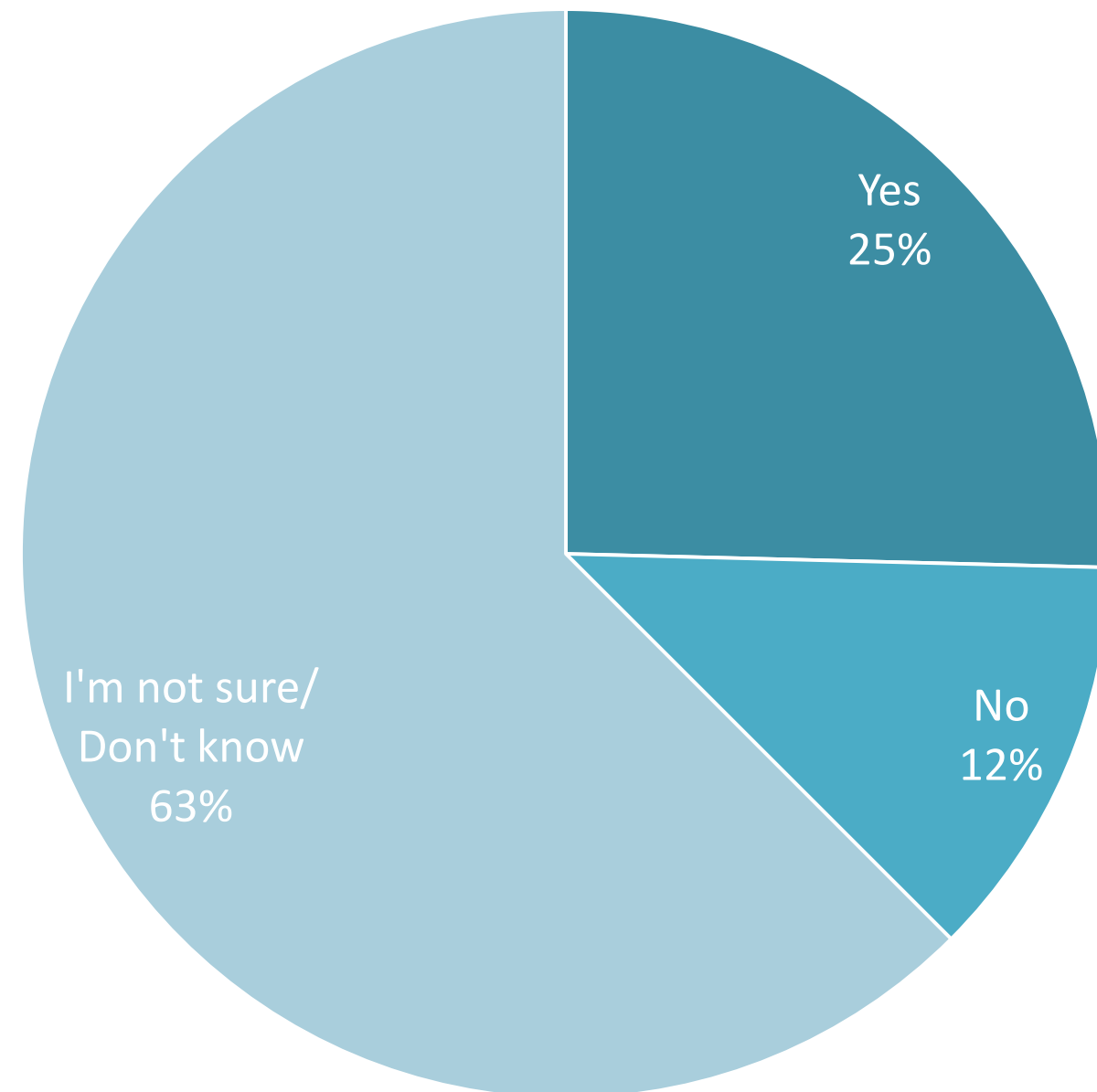
- **Economic issues** (e.g., unemployment, poverty)

Slovakian respondents consistently identified these areas as pressing concerns at a lower rate than survey participants from other countries.

Module 2 - Media literacy and critical thinking

In the last month, have you seen any information on online platforms that you later found out to be false or misleading (fake news)?

N = 702 respondents, %



Concerningly, very few respondents seem to be able to identify fake news on the online platforms they use – only 25%.

Nearly two-thirds are unsure whether they have seen fake information, and 12% report not encountering any fake information on these platforms.



Module 2 - Media literacy and critical thinking

Can you give an example and how you realized it?

N = 184 respondents



184 respondents shared examples of false or misleading information they encountered online, particularly related to politics, public figures, and fake campaigns or giveaways. For instance:

- One respondent mentioned seeing a manipulated image claiming that a Georgian footballer had made a controversial statement, which they later found to be false after checking comments and comparing it to verified sources.
- Others referred to deepfake videos or AI-generated news clips — including a fake video of Joe Biden and another falsely reporting that the Eiffel Tower was on fire, seen on TikTok.
- Several young people were misled by ads or social media stories about huge which turned out to be scams when cross-checked with official websites.

Respondents realized the information was false through a variety of methods:

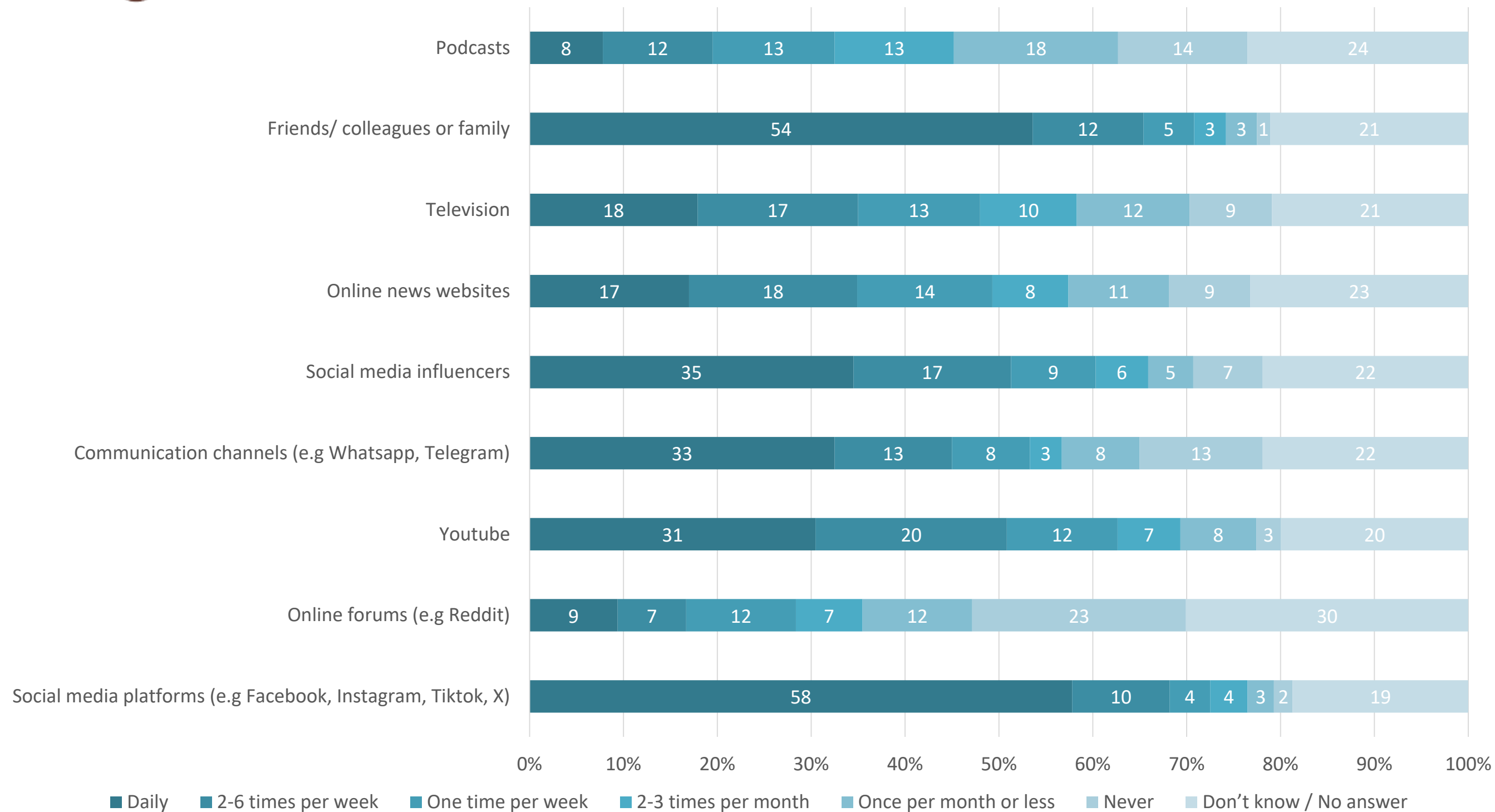
- Cross-checking with multiple trusted sources, such as fact-checking websites or official pages.
- Observing inconsistencies, like photoshopped images, broken links, or unnatural AI-generated content.
- Reading comments where other users debunked the claim.
- Using logic or prior knowledge (e.g. questioning whether a 56-year-old actress could be pregnant with twins).
- Advice from friends or family members who were more informed.

Overall, the young participants showed awareness of how to identify misleading information and mentioned the importance of verifying content, especially during political events or viral news.

Module 2 - Media literacy and critical thinking

Where do you most often get your information and news?

N = 702 respondents, %



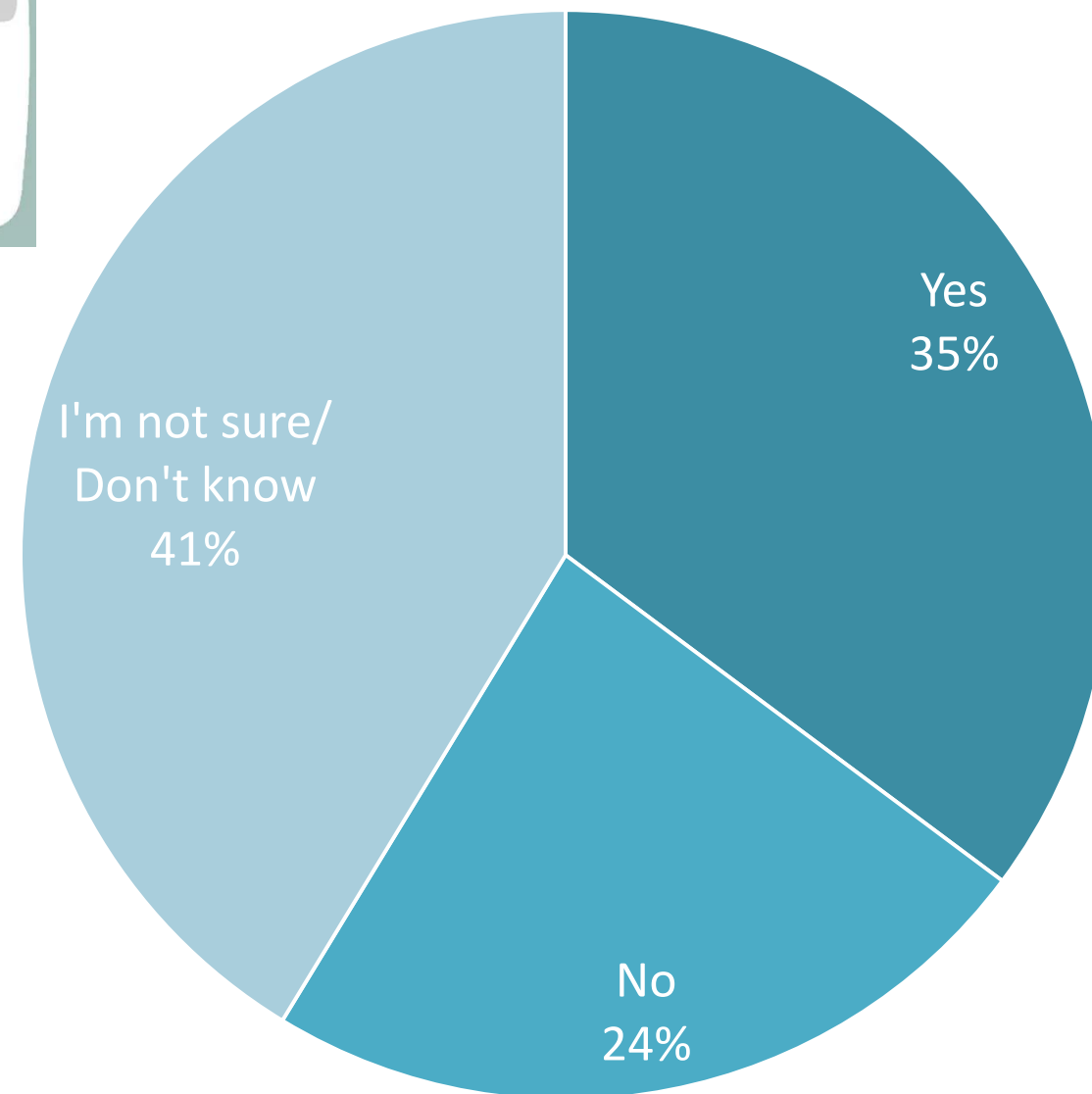
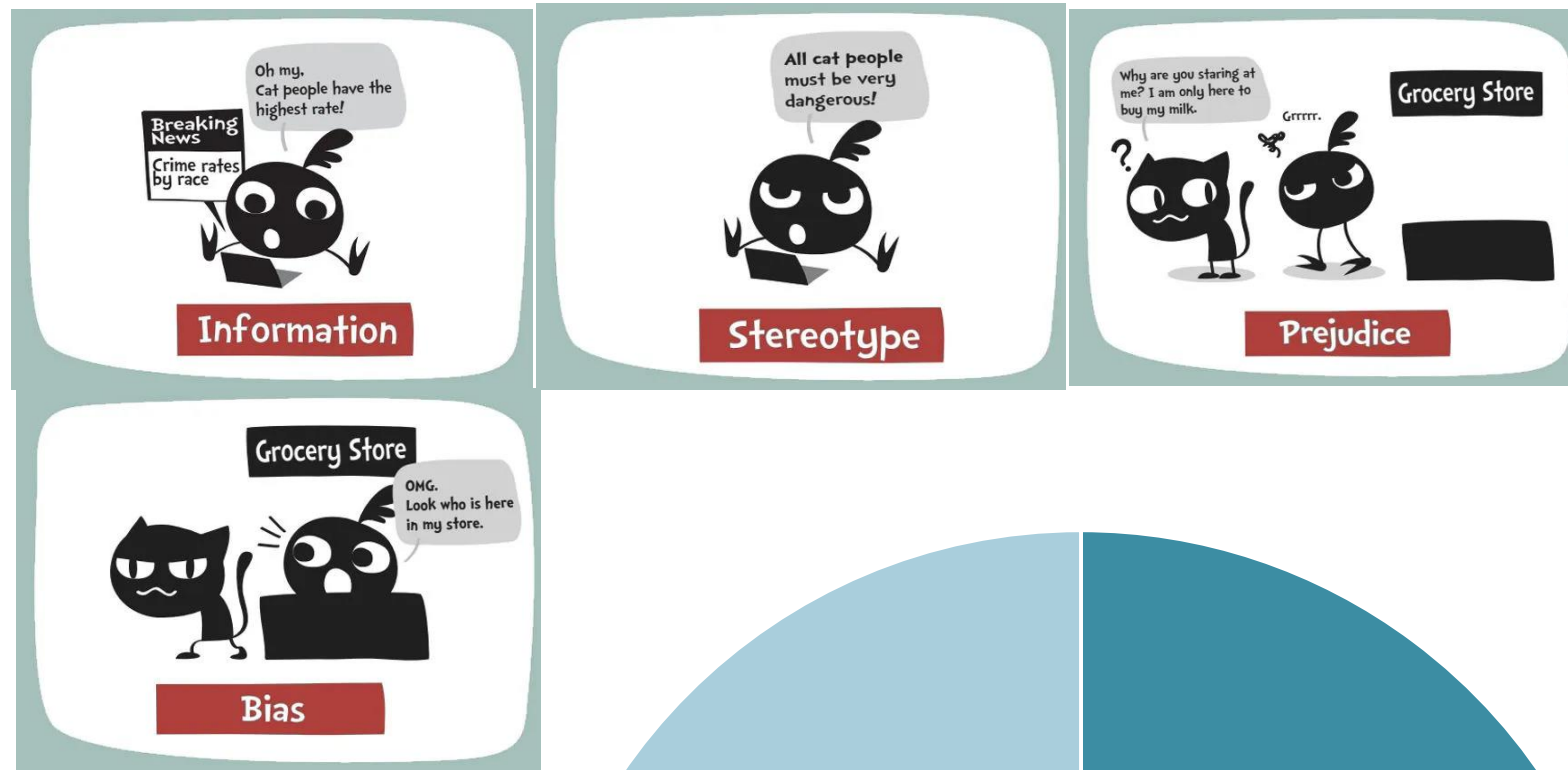
Most frequently used information channels - daily:

1. Social media platforms
2. Friends/colleagues or family
3. Communications channels
4. Social media influencers

Module 3 - Diversity and interculturalism

Have you ever experienced discrimination?

N = 702 respondents, %



■ Yes ■ No ■ I'm not sure/ Don't know

Over one-third of respondents report having experienced discrimination at least once.

41% are unsure whether they have experienced discrimination, and only a quarter report never having encountered a discriminatory situation.

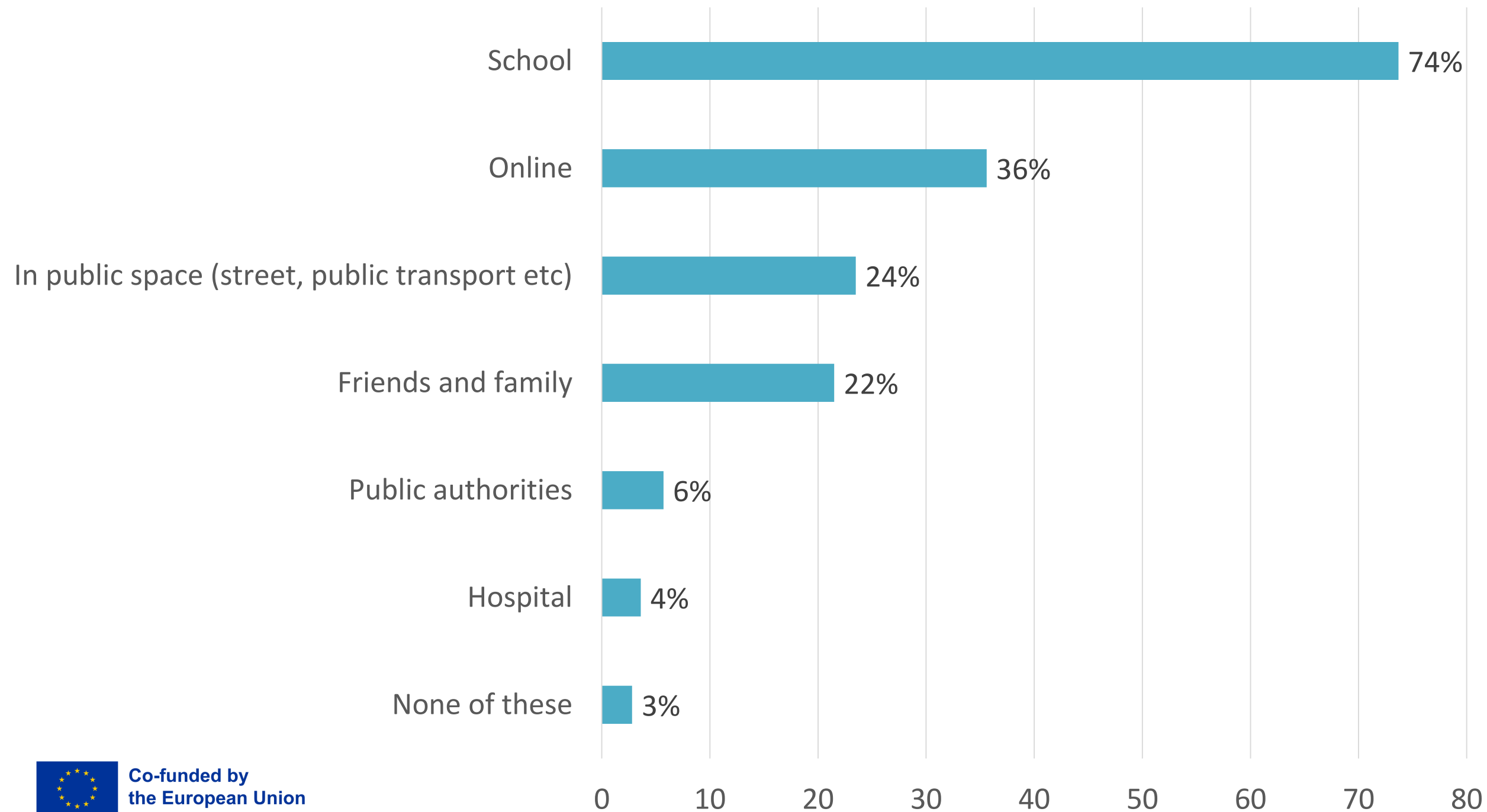
More people from Georgia and Moldova report never having experienced discrimination themselves, yet they are also more likely to report witnessing discrimination against fellow nationals. One possible explanation is that these respondents prefer not to expose themselves in a situation they consider sensitive.

A higher proportion of women than men report having been discriminated against (40% of women vs. 30% of men overall).

Module 3 - Diversity and interculturalism

In which environment have you experienced discrimination?

N = 247 respondents, %

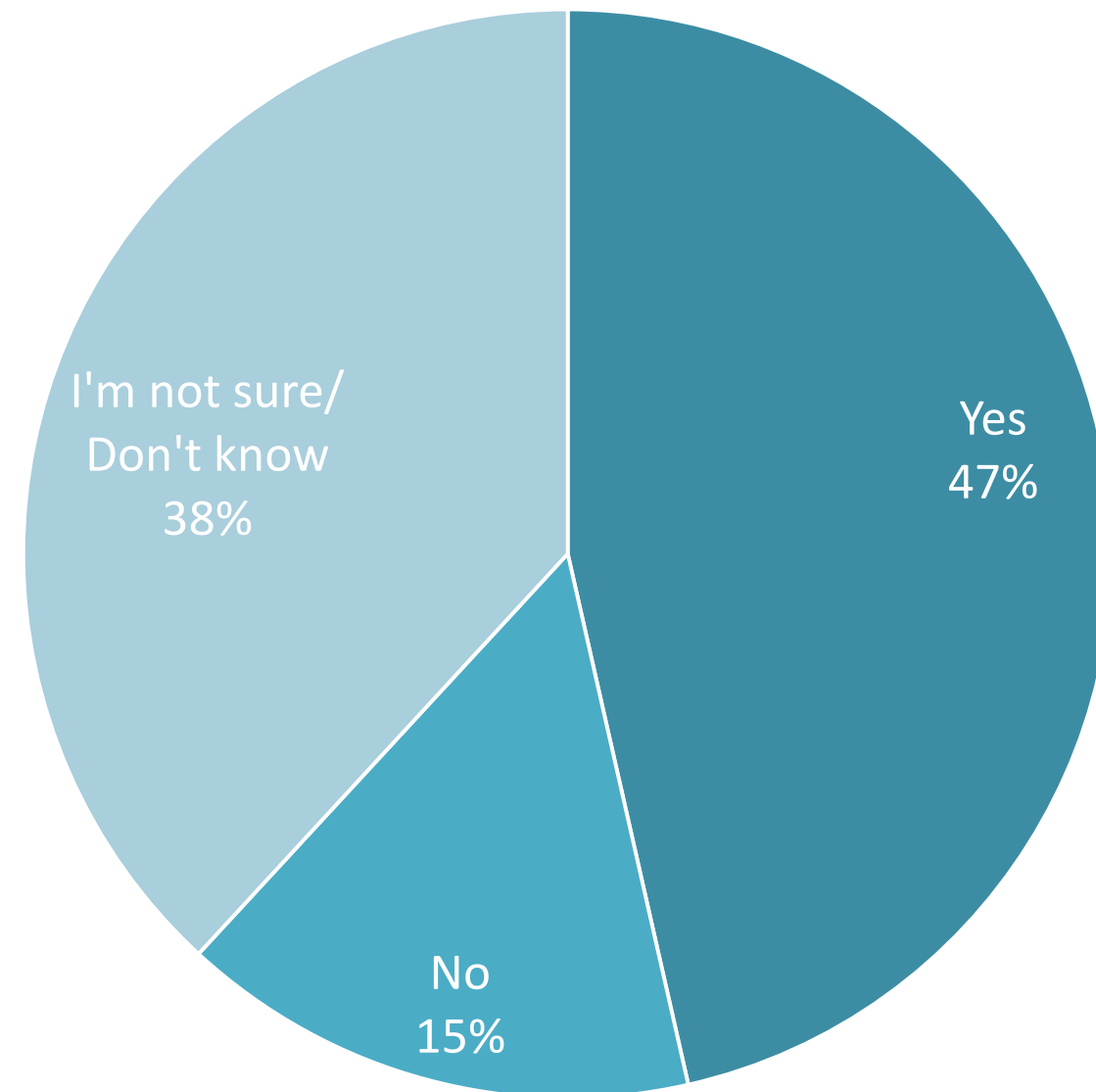


For those who experienced discrimination, the most frequently mentioned location was in school. Online environments were mentioned by a third of respondents, and public spaces by a quarter.

A particularly concerning statistic is the significant percentage (22%) reporting that the source of discrimination was family members and/or friends.

Module 3 - Diversity and interculturalism

Have you ever witnessed a case of discrimination?, N = 702 respondents, %



Regarding experiences witnessing discrimination, nearly half of respondents could identify at least one such situation.

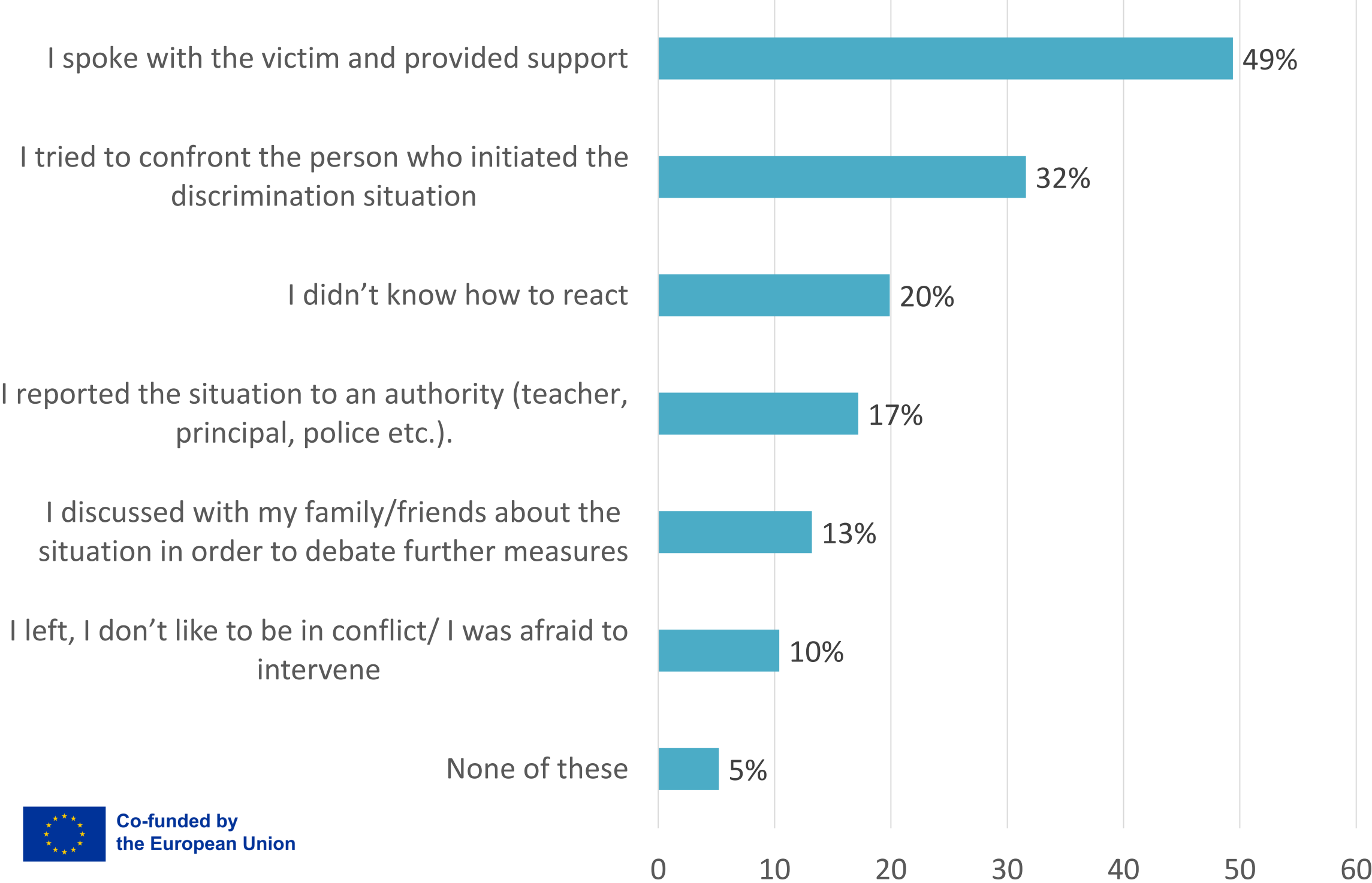
38% are unsure whether they have witnessed discrimination, and 15% report never having witnessed a case of discrimination.

Respondents from Georgia (64%) and Moldova (63%) were more likely to report witnessing discrimination compared to those from Romania (52%) and Slovakia (38%).

Module 3 - Diversity and interculturalism

How did you react?

N = 326 respondents, %



When asked how they reacted to witnessing discrimination beyond the predefined options, several respondents mentioned attempting to explain that the situation was not acceptable, trying to stop the conflict, or offering emotional support to the victim by reassuring them and encouraging them not to take the offense to heart.

Others described informal interventions, such as calling a class representative or speaking directly with those involved.

Module 3 - Diversity and interculturalism

In your opinion, how can diversity influence group dynamics (e.g., in terms of culture, ethnicity, social background, etc.)?

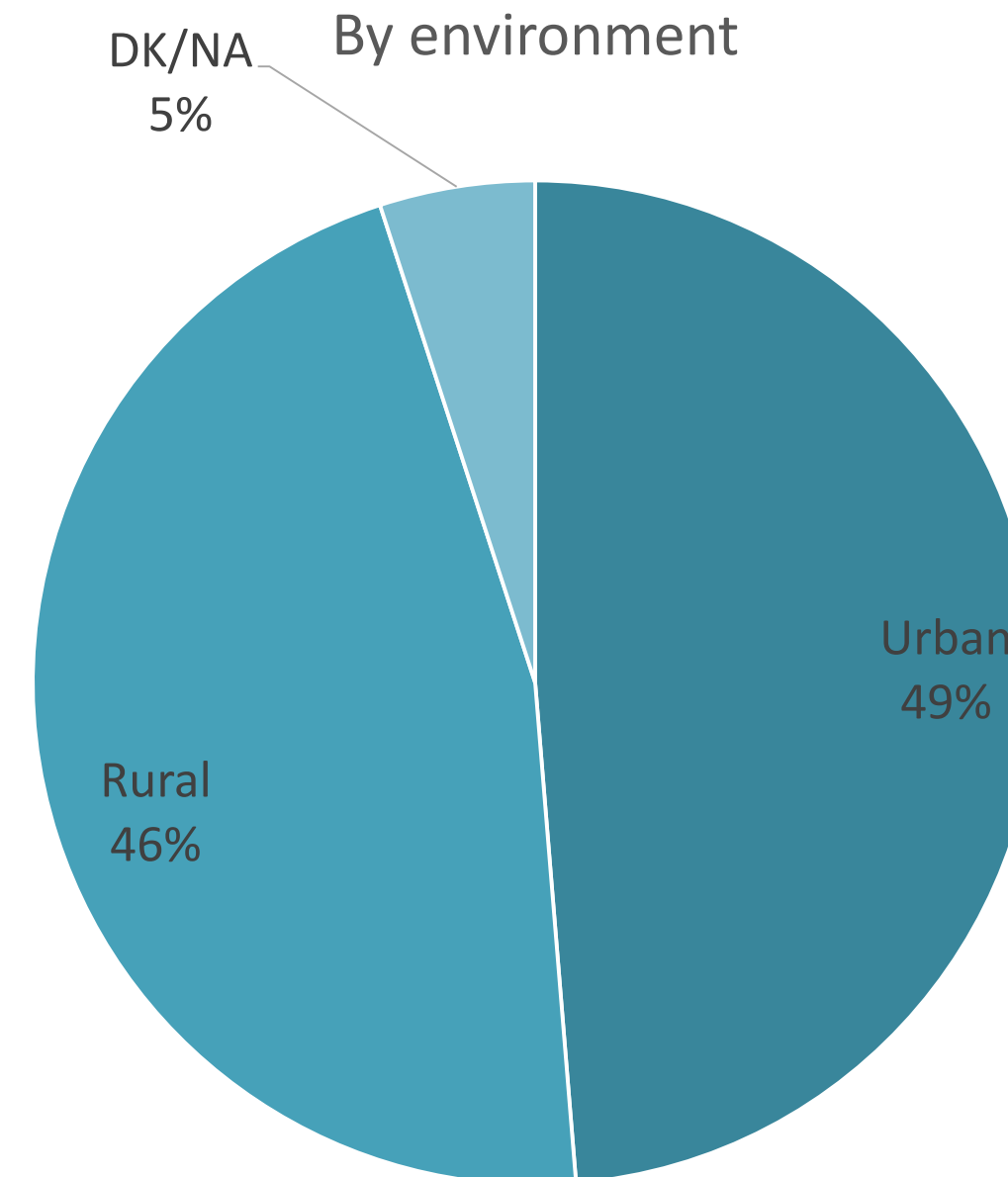
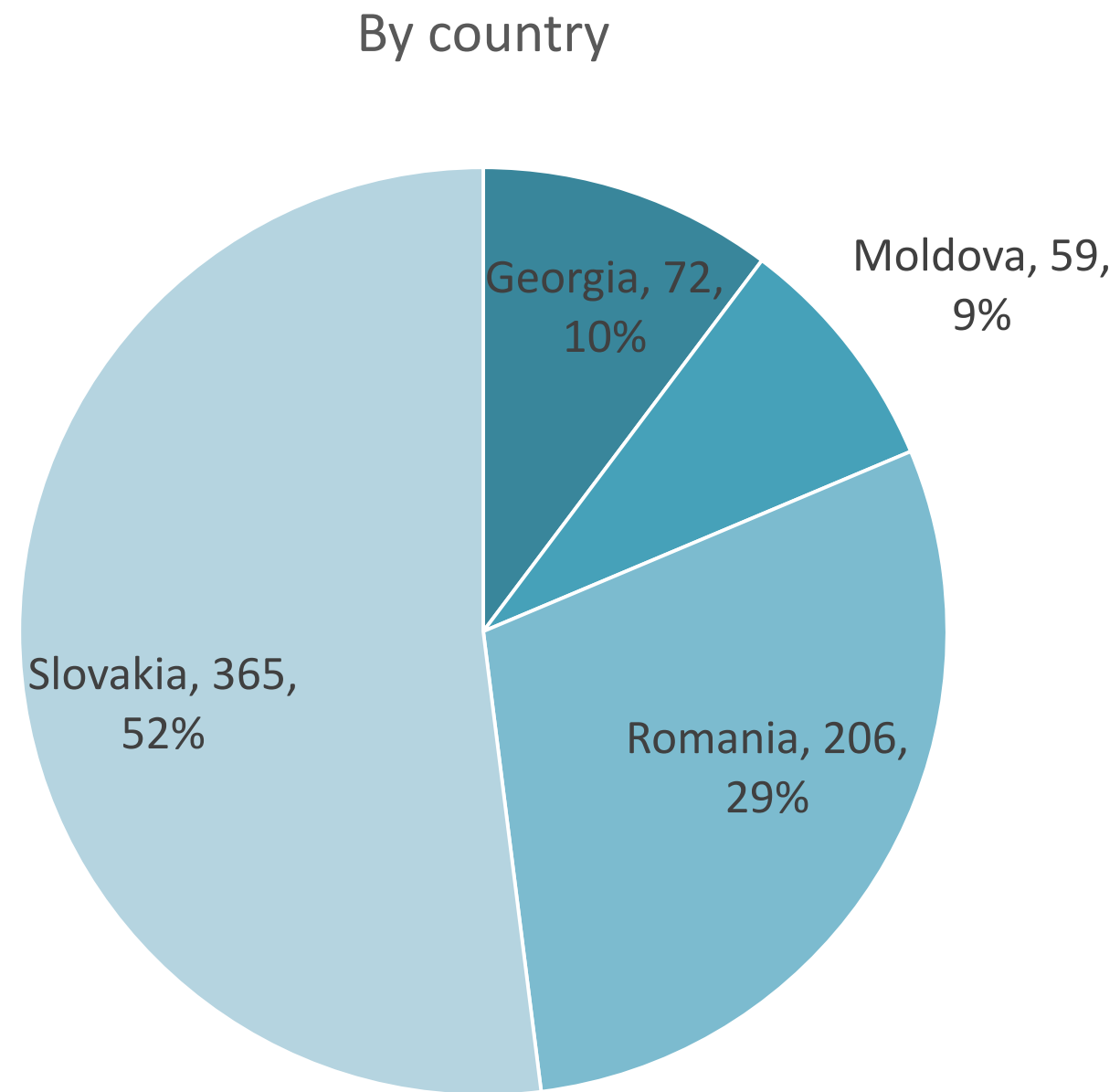
N = 702 respondents, %



Diversity within a group is widely regarded as a positive attribute by respondents: leads to better decision-making, more effective collaboration, and enhanced problem-solving abilities, stimulates increased creativity and innovation, improves communication and fosters deeper understanding.

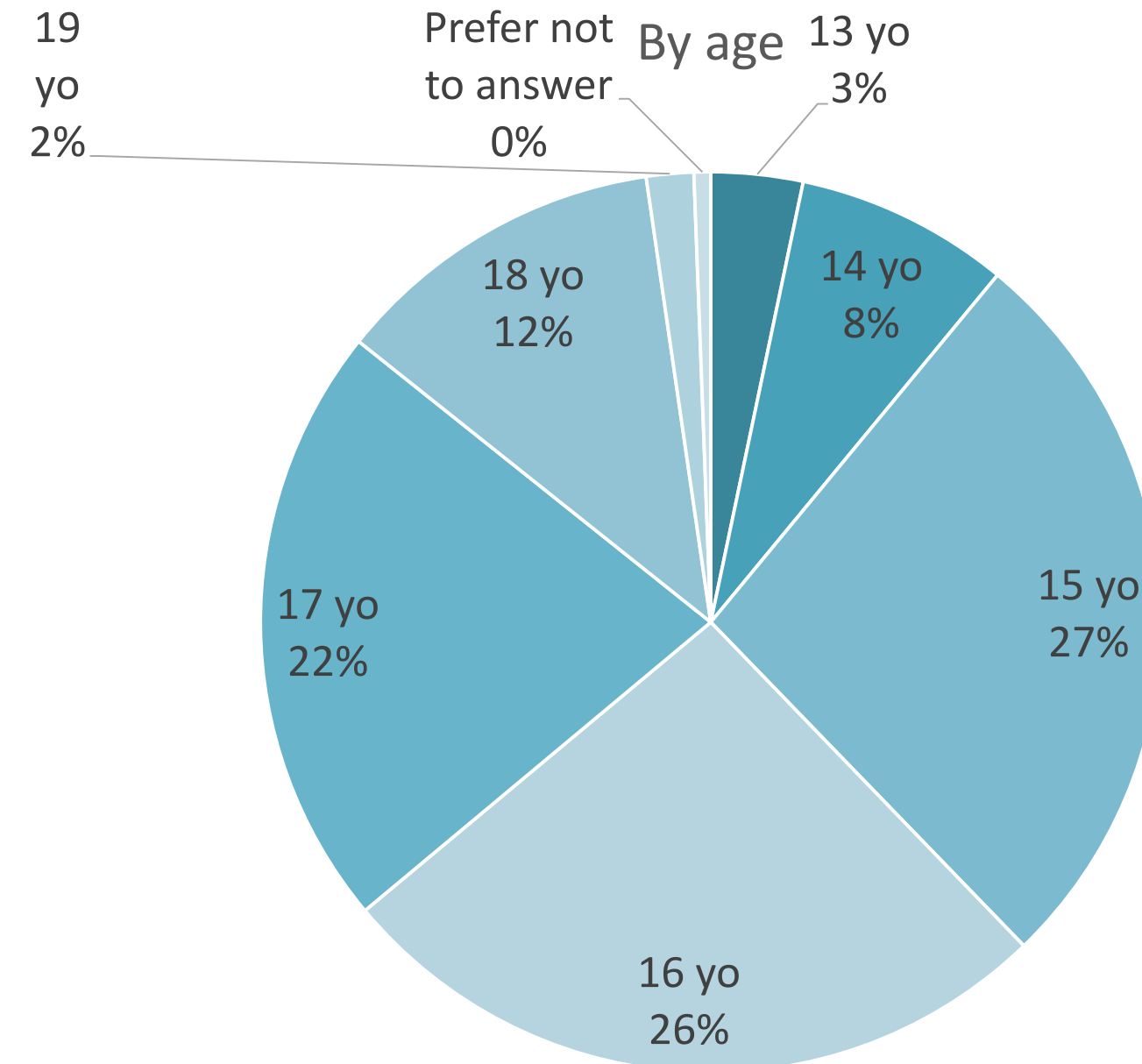
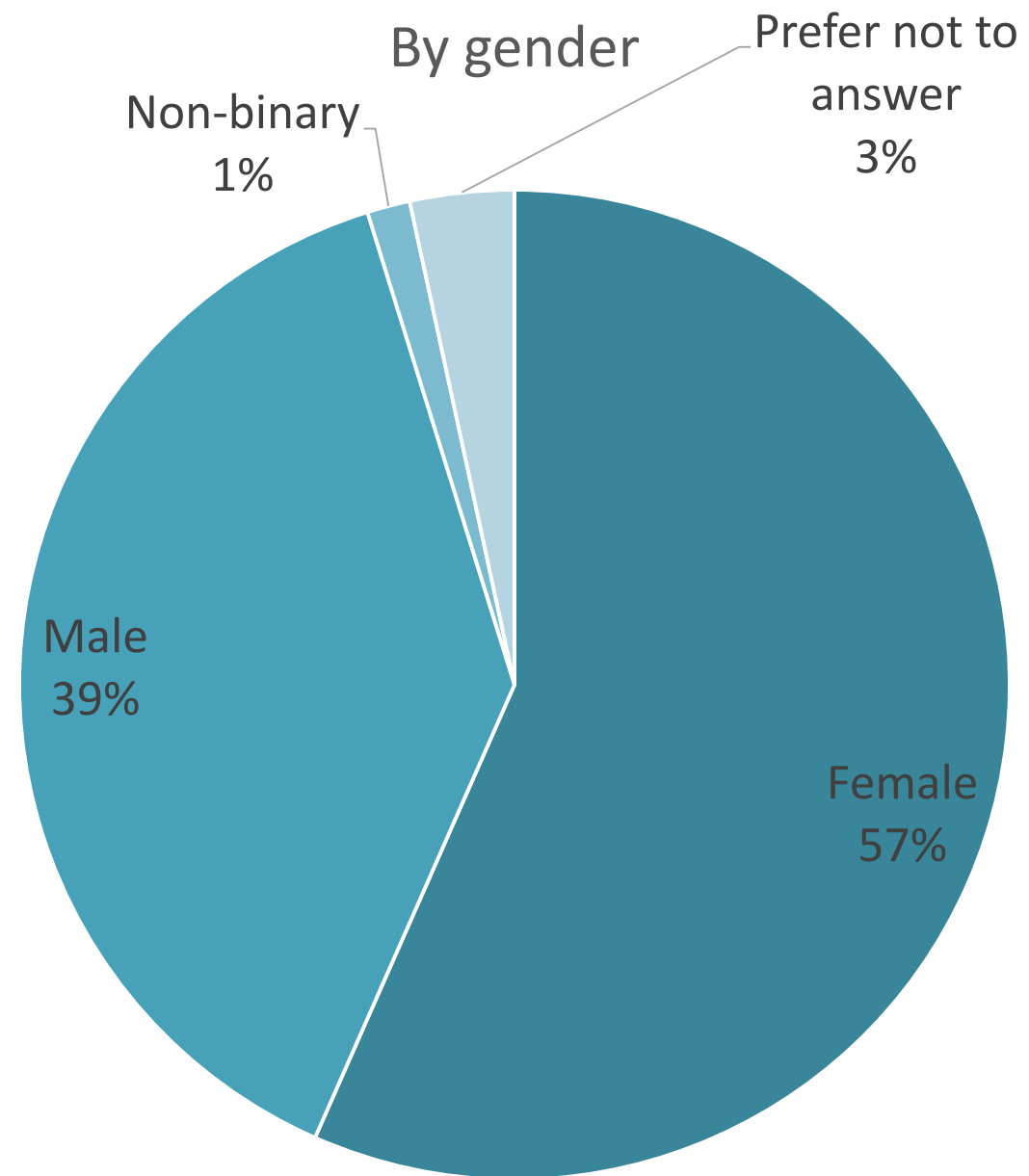
Demographics

N = 702 respondents



Demographics

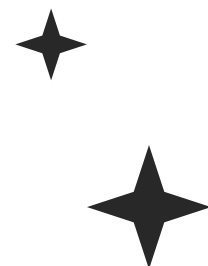
N = 702 respondents



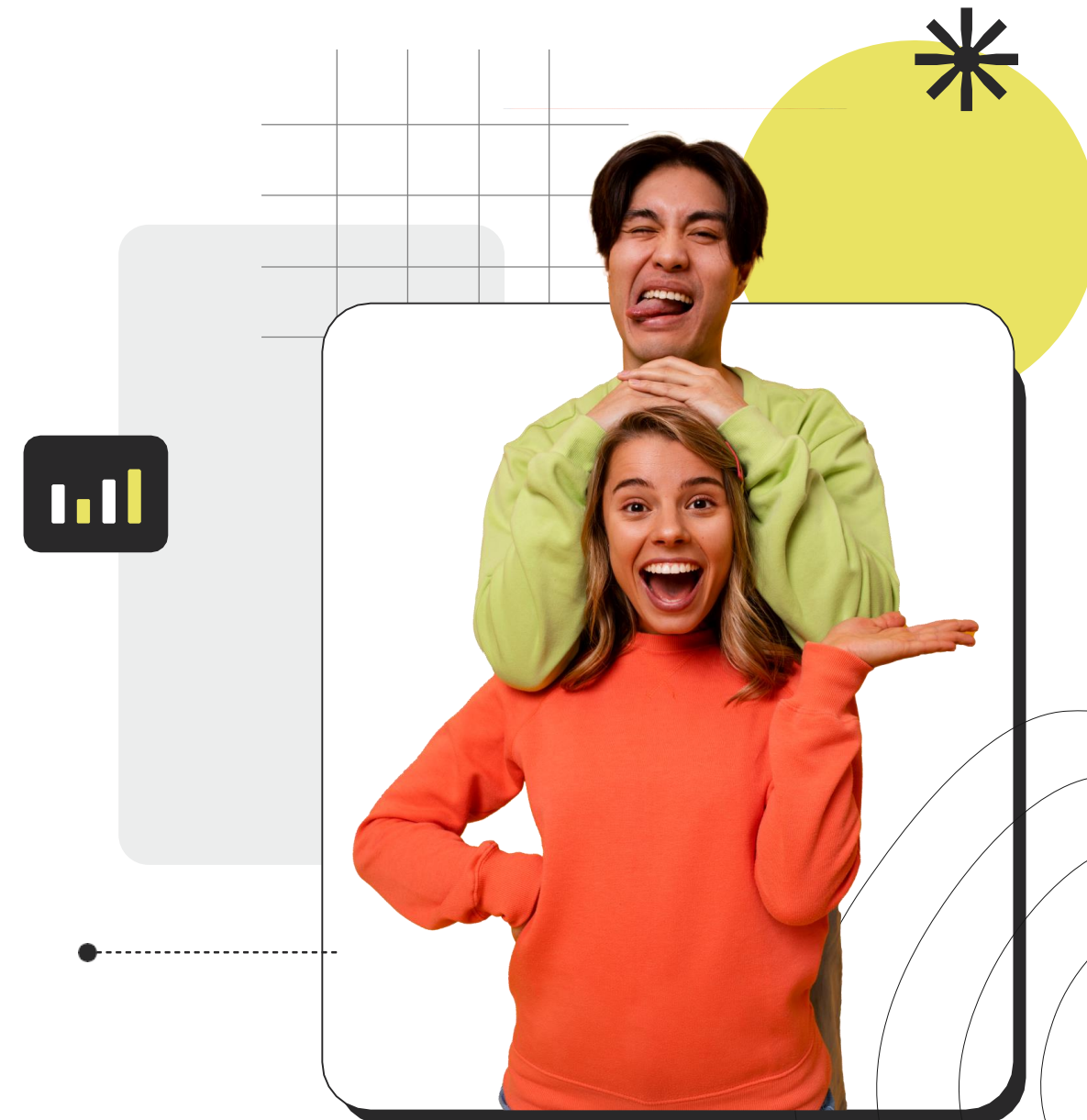


2024-2027

Youth learning and living European values
through virtual exchanges and gamification



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