Report analyzing the results of the survey on

"Exploring young people's intercultural experiences: Obstacles, motivations and the role of digital technology"

A multi-country survey conducted by 4 associations in different countries:

* TUNISIAN FORUM FOR YOUTH EMPOWERMENT   (TUNISIA)

* ECLOSIO   (BELGIUM)

* COALITION SEGA   (MACEDONIA)

* ENGAGÉ·E·S & DÉTERMINÉ·E·S   (FRANCE)

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Introduction

1. <u>Preamble</u>

This report is the result of a questionnaire survey designed to explore the realities of young people's experiences and visions of intercultural experiences in the four project countries. It reviews the obstacles that young people face, their motivations, the benefits they gain from their intercultural experiences, their vision of interculturality and the role of digital technology in facilitating these intercultural experiences. This survey is part of a multi-country project between 4 associations from different countries: Tunisian Forum for Youth Empowerment (Tunisia), Eclosio (Belgium), Coalition SEGA (North Macedonia) and Engagé·e·s & Determiné·e·s (France and project leader) which is part of the Erasmus+ program (Youth and Sport). It aims to strengthen the citizen engagement of young people and their participation in democratic life through the appropriation of digital technology as a tool to promote intercultural experience, or to be able to benefit from this experience despite particular circumstances blocking international mobility.

The views expressed in this document do not in any way represent the official views of the organizations that provided financial support.

2. <u>Context of the survey</u>

In the current context of globalization and increasing interconnectivity , the promotion of interculturality and citizen engagement is essential to enable young people to mature as citizens of the world. However, many obstacles hinder their ability to interact effectively with other cultures and take full advantage of the cross-cultural opportunities available to them. The "CONNEXION·S" project (2022-2024) aims to strengthen the engagement of young people through digital intercultural experiences and new digital tools, while promoting the voice of young people for responsible and inclusive digital use.

Initially, a survey was undertaken to provide an overview of young people's vision and their experience of interculturality, as well as the role of digital technology in facilitating these experiences despite particular circumstances, hindering international mobility. This survey aims to identify the main levers but also the obstacles faced by young people in their experimentation with interculturality, as well as to explore how digital technology can be used as a tool to promote intercultural experience and promote citizen engagement. The results of this survey will provide valuable information to guide initiatives and interventions to strengthen youth participation and promoting interculturality through the use of digital technology.

3. <u>Objectives of the survey</u>

The survey aims to achieve 3 main objectives:

1. Make an overview of the current vision of interculturality among young people in four different countries (Tunisia, France, Belgium and North Macedonia), as well as explore and analyze their concrete experiences. This survey seeks to understand how young people perceive and value interculturality, and to identify the factors that facilitate or hinder their intercultural experience. It also aims to highlight the variety of intercultural experiences of young people, whether linked to international mobility or not.

2. Provide an outside perspective and an in-depth analysis of the challenges young people face in their intercultural experience. By targeting not only the "young", but also specifically youth workers, this survey aims to collect their perspectives and observations on the obstacles that young people face in their interaction with other cultures. The youth workers play a vital role in mentoring young people and may have a unique understanding of the difficulties they encounter on the ground.

3. The survey also introduces the role of digital technology in the intercultural experiences of young people. It examines how young people use digital tools to establish intercultural connections. The objective is to identify new opportunities offered by digital technology to promote interculturality among young people, as well as the limits and possible challenges associated with this use.

4. <u>Research questions</u>

The following research questions were developed to deepen our understanding of interculturality as perceived by young people, highlighting the factors that facilitate or hinder their intercultural experience.

➢ What are the perceptions and definitions of interculturality among young people?

➢ What is the experience of young people in terms of interculturality today?

➢ What are the main obstacles that young people face in their intercultural experiences?

➢ What are the challenges, according to youth workers, which young people face in their intercultural experience?

➢ What are the factors that facilitate interculturality as identified by young people and by Youth workers?

➢ Is digital technology considered as a facilitator of interculturality by young people ? workers ?

5. <u>Research hypotheses</u>

In order to explore the perceptions and attitudes of young people and youth workers with regard to interculturality, we have put forward the following hypotheses, which will be examined through our research:

Hypothesis 1 : Some young people encounter challenges when seeking intercultural experiences due to a lack of access to relevant information about available opportunities. This lack of information may limit their ability to explore enriching cross-cultural possibilities.

Hypothesis 2: Some young people face obstacles during their intercultural experiences due to the divergences in values they hold and the cultural stereotypes that result.

Hypothesis 3 : Linguistic differences constitute a barrier to intercultural communication for some young people, affecting their ability to establish relationships and develop mutual understanding.

Hypothesis 4: Some young people encounter difficulties obtaining visas necessary for international mobility, which hinders their opportunities for intercultural experiences. Complex administrative processes and entry restrictions may limit their participation in intercultural activities abroad.

Hypothesis 5 : Socioeconomic barriers, such as limited access to resources or opportunities, may exclude some youth from participating in cross-cultural experiences.

Hypothesis 6 : Youth who have greater familiarity with digital technologies will be more likely to adopt digital tools to facilitate their intercultural experiences.

Hypothesis 7 : Circumstances blocking international mobility, such as financial constraints or travel restrictions, can be partially offset by the use of digital technology to access virtual intercultural experiences.

6. <u>Methodology and conduct of the survey</u>

<u>Research framework</u>

The survey methodology was designed to obtain representative data in four countries: Tunisia, France, North Macedonia and Belgium. This multi-country approach allows for the collection of diverse perspectives and the identification of specific obstacles faced by young people in different cultural contexts.

The survey was based on a combination of two online questionnaires aimed at young participants as well as youth workers, in order to collect data from both the point of view of young people and those who work with them in order to obtain an outside view and a complementary perspective. The questionnaires were developed taking into account the objectives of the survey and addressed topics such as young people's intercultural experiences, the challenges they face as well as their use of digital technology in these experiences.

The questionnaires developed for this survey mainly included closed, multiple-choice questions, which allowed participants to select from several predefined options. However, to gain more in-depth perspectives, some questions were open-ended, encouraging participants to provide free and unstructured responses. As part of our analysis, we grouped these open responses into wider categories to facilitate an overall understanding of emerging themes and to conduct quantitative analysis of the responses.

<u>Population and sampling</u>

In order to guarantee the representativeness of the samples, a differentiated sampling strategy was adopted for young participants and youth workers. The questionnaires were distributed to the specific target audiences of each organization, taking into account the respective objectives and areas of expertise. This approach made it possible to collect varied perspectives, both from young people living the intercultural experience and from the actors involved in their supervision.

<u>**For young people,**</u> the sample included an age range from 15 to 30 years old, mainly high school students, students and young professionals. The questionnaires were specifically distributed to the target audiences of each partner organization. In Tunisia, the broadcast was mainly aimed at student members of citizenship and human rights clubs in universities. In France, the questionnaires were distributed to members of youth associations and students involved in international solidarity. In Belgium, the broadcast was targeted in Wallonia, a French-speaking region, and the target audience was mainly made up of students, while in North Macedonia, high school students were asked to participate.

Concerning the youth workers participating in this survey, they are professionals working within public youth institutions, associations and youth structures. They play an important role in supporting young people in various fields, and they can be employees, volunteers, or occupy other statuses within these structures. The choice of the term " youth workers " in all version released was carried out in a deliberate manner: it is more inclusive than other terms used in certain countries in the survey such as " animateur" (French word for "activity leader") or "travailleur jeunesse". Indeed, these terms do not always have the same meaning in different countries. These youth workers were tapped as key actors to provide an outside perspective on the experiences of young people, which enriched the analysis by providing complementary insight into the barriers and intercultural realities experienced by young people in different national contexts.

Data collection procedures
Data collection took place over a period of three months (end of 2022), allowing participants to answer the questionnaires independently. Reminders were sent to young people and youth workers to encourage their participation and guarantee an adequate response rate. The data collected was treated confidentially and anonymously, thus guaranteeing the confidentiality of the participants and their free expression.

Dissemination methods
The dissemination of the survey questionnaires was carried out exhaustively in the four participating countries and different methods were used to reach a wide audience and collect representative data:

Digital distribution : To reach a wider audience and facilitate the participation of young people and because it is one of our main modes of communication, the questionnaires were distributed online in the 4 countries via social networks but also via the partner websites and by email. This made it possible to reach a large number of potential participants across the four countries, providing them with the opportunity to participate in the survey in a convenient and accessible way.

Information workshops : In Tunisia, workshops were organized for young people and youth workers during which the objectives of the survey were presented, participants were informed on how to complete the online questionnaires and they had the opportunity to ask questions and clarify their doubts or questions that were unclear or not relevant in the national context. These workshops raised awareness and encouraged the active participation of young people and youth workers .

Youth gatherings : In France and North Macedonia, events and training of our associations offered an additional opportunity to disseminate the survey and encourage young people to participate. Presentations and discussions were held to explain the importance of interculturality and digital technology, and to encourage young people to share their experiences and points of view by completing the questionnaires.

Data analysis
Data analysis was carried out using quantitative and qualitative analysis techniques, with the help of STATA and Microsoft Excel software. These tools helped explore trends,

correlations and emerging themes. The results obtained were examined in a comparative manner between countries, in order to highlight similarities and differences in the obstacles to interculturality and the use of digital technology. Information collected from youth workers made it possible to obtain an outside perspective on the experiences of young people and to enrich the analysis of the data.

Encountered difficulties
Creating a common questionnaire for four different countries as part of the survey faced some difficulties. First of all, the main difficulty lay in the translation and adaptation of the questionnaire into the specific languages of each country concerned. It was essential to ensure that the questions were understandable and relevant in each cultural context, while maintaining the consistency and objectivity of the overall questionnaire.

In addition, it was necessary to take into account cultural differences and the specificities of each country when designing the questionnaire. Concepts, social norms and values vary from country to country, requiring a sensitive and tailored approach to ensure the relevance and accuracy of the questions asked. We sometimes chose to ask more questions knowing that some would be more relevant in the context of certain countries. This approach allowed us to obtain more in-depth and specific information for each national context, thus enriching our understanding of the intercultural realities of young people in each participating country. Additionally, disseminating the questionnaire across countries was also a logistical challenge. It was important to identify appropriate communication channels to reach young people and youth workers in each country, taking into account differences in internet access and use of digital technologies. Promotion and awareness strategies adapted to each national context have been put in place to encourage the participation of targeted people and guarantee the representativeness of the samples.
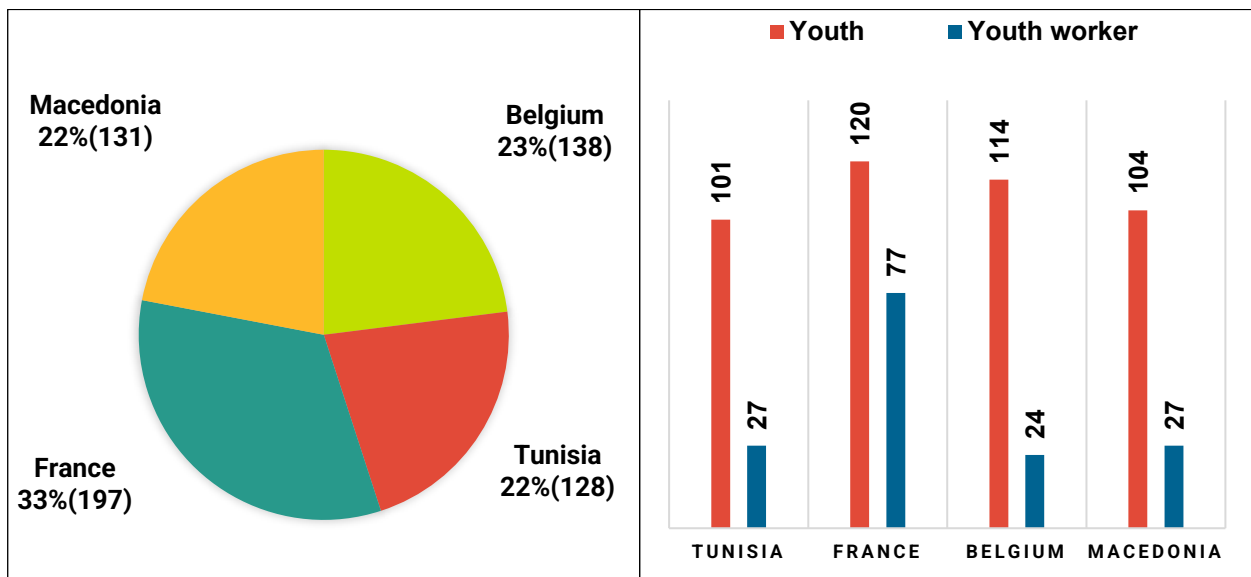
Presentation of the results

1. Results of sample distribution

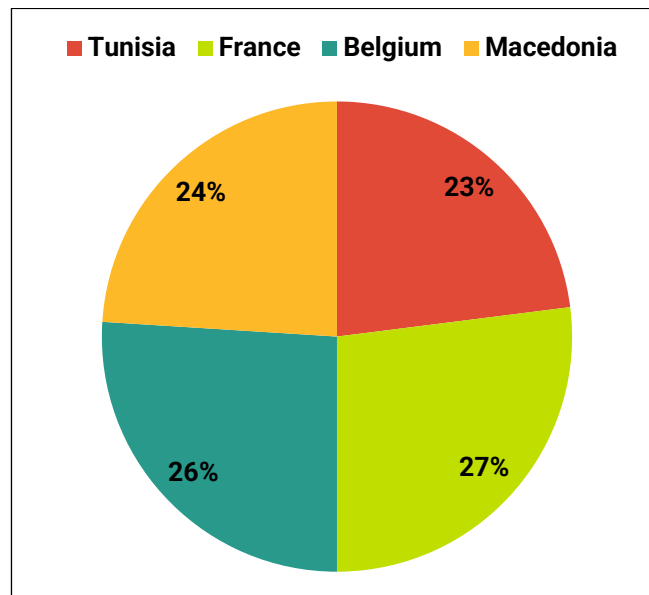**Graph n°1 : Distribution of the global population**

The two graphs take into account the responses of the total sample, that is to say the responses of young people and youth workers from four countries: Belgium, Tunisia, North Macedonia and France (which corresponds to 594 answers). They represent the distribution of survey respondents according to their country of residence. The total sample is composed of participants (young people and youth workers) from four different countries: Belgium, Tunisia, North Macedonia and France.

It should be noted that many youth workers in France responded to the questionnaire. It represents the country with the largest proportion of respondents (197 people), or around a third of the sample (33%). The other three countries contributed equally, each representing around 22% of the sample.

2. Profile of the youth respondents

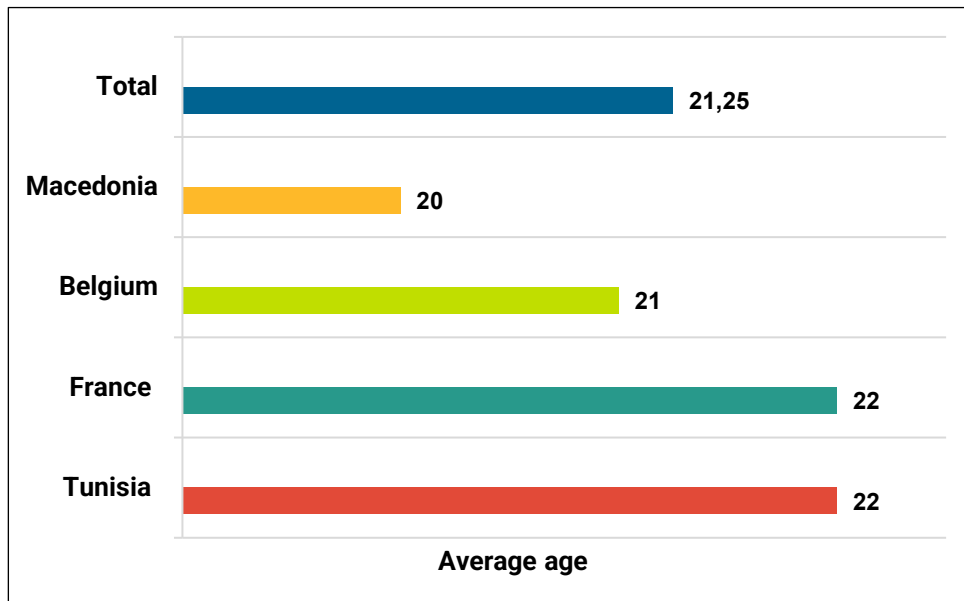**Graph n°2 : Distribution of the youth by country**

439 young people responded to this questionnaire. By analyzing the graph which presents the distribution of young by country in our survey, we can observe the following proportions: 26% of young people come from Belgium, 23% of young people come from Tunisia, 24% of young people represent North Macedonia, and 27% of young people live in France.

These figures highlight the geographic diversity of the young participants in our survey. Belgium and France are the countries with the highest number of young respondents, representing 26% and 27% of the sample respectively. Tunisia and Macedonia also have a significant presence, with proportions of 23% and 24% respectively.

This balanced distribution of young respondents by country strengthens the representativeness of our sample and will allow us to obtain varied perspectives on the obstacles of interculturality among young people and the role of digital technology in intercultural experiences.

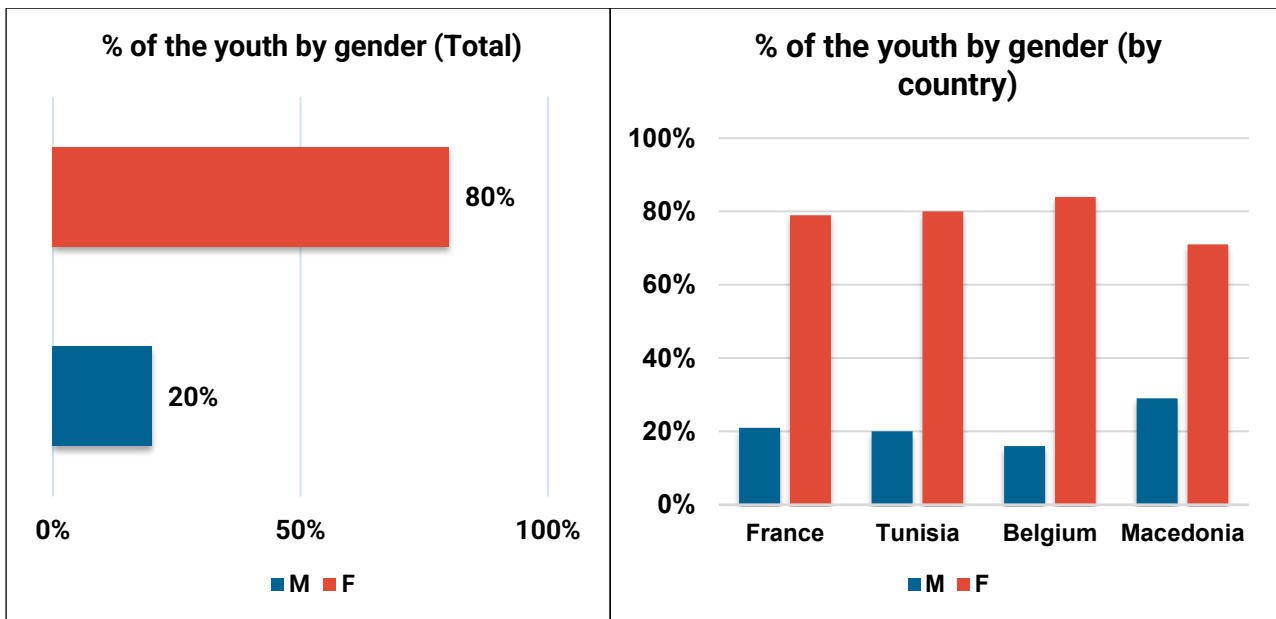**Graph n° 3 : Average age of the youth by country**

The graph shows the average age of young respondents, both for each specific country and for the overall set of young survey participants.

There is some variation in the average ages between countries, knowing that the sample is between the ages of 15 and 30. For example, Tunisia and France have similar average ages of 22, while Belgium and Macedonia have slightly lower average ages of 21 and 20 respectively. Overall, the average age gap between countries remains relatively small, indicating some convergence in terms of the average age of young involved in the project. Additionally, the overall average age of all young survey participants is just over 21 (21.25), reflecting some consistency in the age composition of the sample .

However, it should be noted that when looking closely at the different age groups, we see less participation among young people aged between 25 and 30. This suggests that younger generations are more represented in the sample.

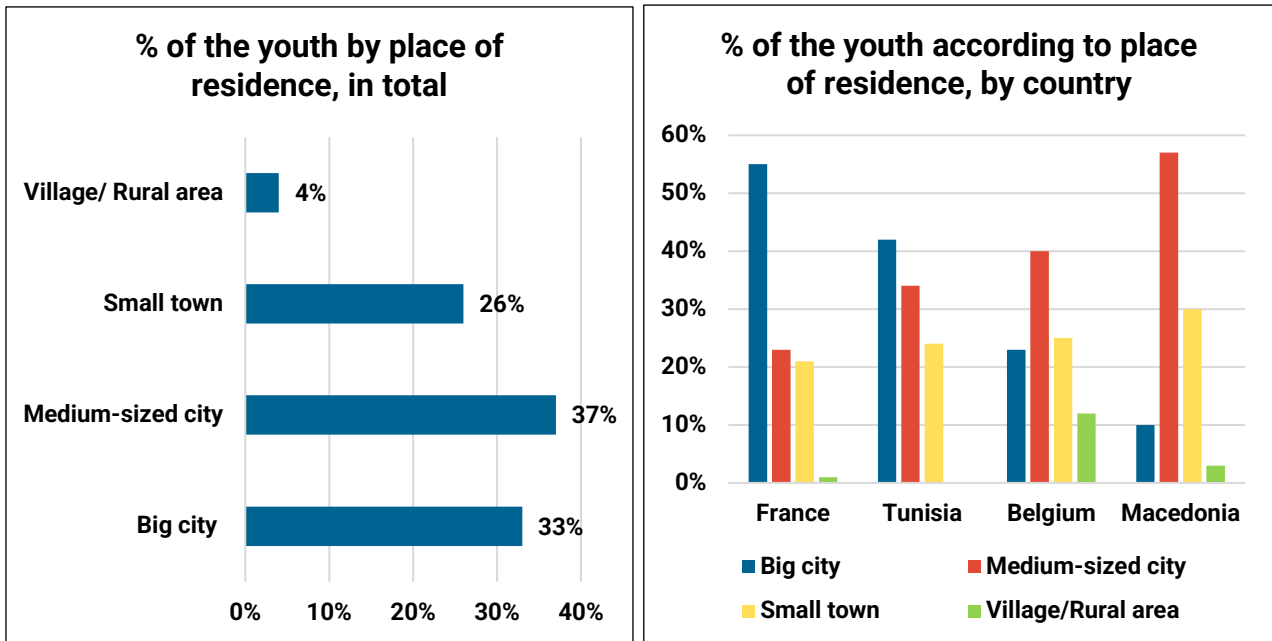**Graph n°4 : Distribution of the youth by gender**

The first graph shows the total distribution of young people by gender, with 80% women and 20% men, i.e. a majority of female participants in the sample. It is important to note that this distribution may influence the survey results, as perspectives and experiences may vary based on gender.

The second graph shows the distribution of young people by country by gender. These data indicate similar patterns of gender distribution across countries, with a predominance of women in each country. However, it should be noted that Macedonia has a somewhat more balanced distribution with a relatively higher proportion of men (30%) compared to other countries (15-20%).

The predominance of women in the total distribution of young people as well as in the distribution by country can be explained by different social and cultural factors. We note that in the four partner organizations, the activities or communication more widely affect young women, who are over-represented in intercultural projects in particular. This may reflect broader gender dynamics in which women are often encouraged to take part in social initiatives and express themselves more on cultural and civic issues. However, it is important to note that this observation is an interpretation based on the specific data from the survey in question and cannot be generalized to all situations.

Graph n°5 : Distribution of the youth according to place of residence

% of the youth by place of residence, in total

Place of residence	Percentage
Village/ Rural area	4%
Small town	26%
Medium-sized city	37%
Big city	33%

% of the youth according to place of residence, by country

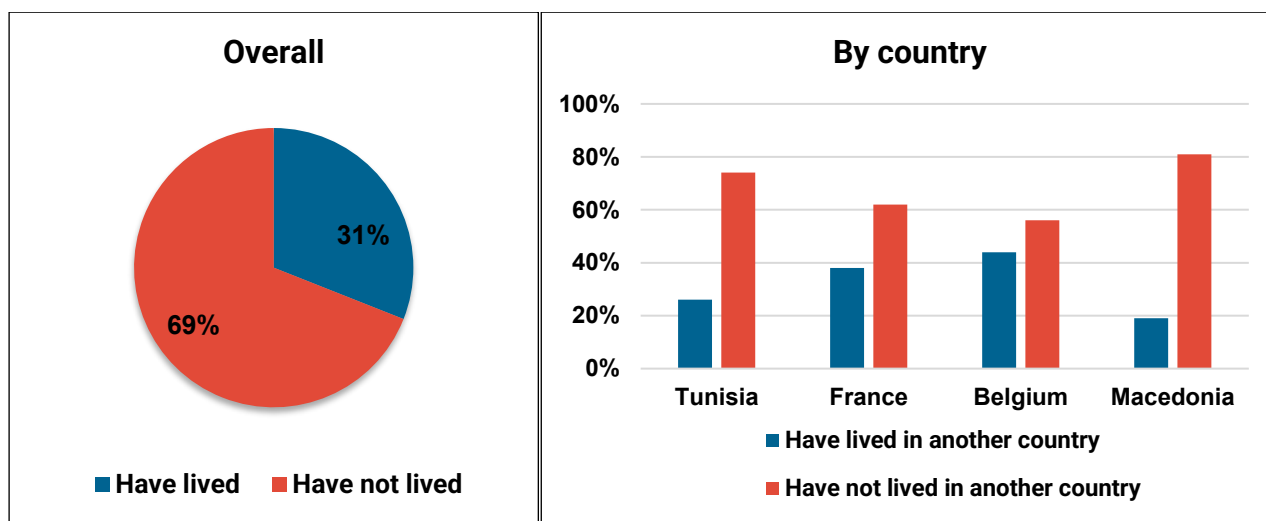| Country	Big city	Medium-sized city	Small town	Village/Rural area
France	55%	23%	21%	1%
Tunisia	42%	34%	24%	
Belgium	23%	40%	25%	12%
Macedonia	10%	57%	30%	3%

The first graph shows the total distribution of young people according to place of residence. The results indicate that 33% of young people live in big cities, 37% reside in medium-sized cities and 26% live in small towns. This distribution reflects geographic diversity in the survey sample.

The second graph shows the distribution of young people by country according to their place of residence. The results of this geographical distribution highlight significant variations between the different participating countries. An interesting observation lies in the fact that France and Tunisia have a majority of young people from big cities, while Belgium and Macedonia stand out with a majority of young people from medium-sized cities. It is important to emphasize that the respective sizes of these countries differ, and therefore the notion of "big city" and "medium city" may also differ in terms of population and infrastructure. This variation could also impact the availability of intercultural opportunities and therefore potentially influence the intercultural experiences of young people in these different regions.

It is important to note that the results are partially biased due to the concentration of respondents in large and medium-sized cities. Although the organizations targeted a diverse range of profiles, due to the challenges of dissemination, young people in big and medium-sized cities were mainly reached by the survey. This may have failed to highlight the particular barriers faced by young people in rural or remote settings. Therefore, the results are more reflective of urban realities and may not fully capture the challenges of young people in other contexts.

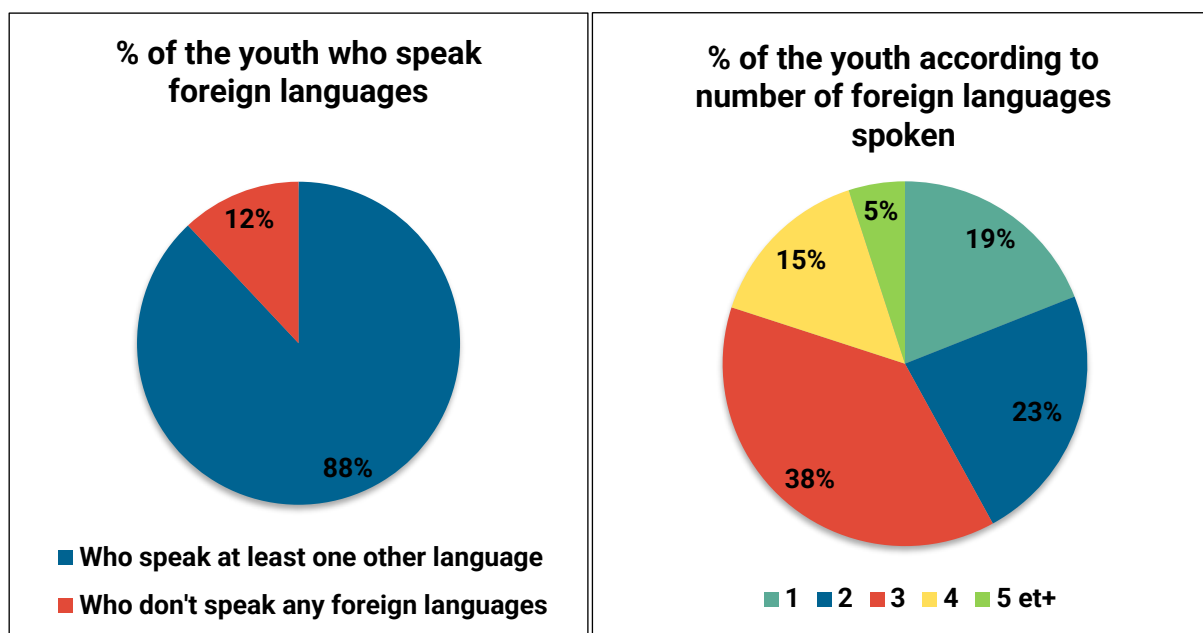**Graph n°6 : % of youth having lived in a country other than their current residence**

The first graph presents an overall distribution of young people according to their experience of residence in a country other than their current country of residence. The results show that the majority of young people, i.e. 69%, have not had the experience of living in a country other than their current place of residence. However, a significant proportion of 31% of young people reported having lived in a country other than their current residence. This variation in overbroad residency experiences reflects a diversity of situations and opportunities within the sample of young participants.

The second graph presents a distribution of young people by country, according to their experience of residence in a country other than their current country of residence. The results show significant variation between countries. In Belgium, 44% of young people have lived in a country other than their current residence, while 56% have not had this experience. In France, 38% of young people have lived abroad, but the majority, 62%, have not had this experience. In Tunisia, only 26% of young people have resided in another country, while 74% have not. Finally, in Macedonia, only 19% of young people have lived in a foreign country, with a large majority of 81% who have not had this experience.

This divergence between the 4 countries can be attributed to several factors. First of all, international mobility opportunities differ significantly from country to country, depending on the exchange programs, international cooperation agreements and work opportunities available abroad. Additionally, national policies regarding international mobility vary, some countries actively encourage their young people to live abroad to possess intercultural skills, while others may have more restrictive policies. Financial resources also play a critical role, such as costs associated with international mobility, or as education fees, living costs and travel expenses, may be excessive for some young people, limiting their opportunities to live abroad. Finally, individual preferences, whether motivated by adventure, studies, career or other reasons, also influence young people's choice of residence abroad.
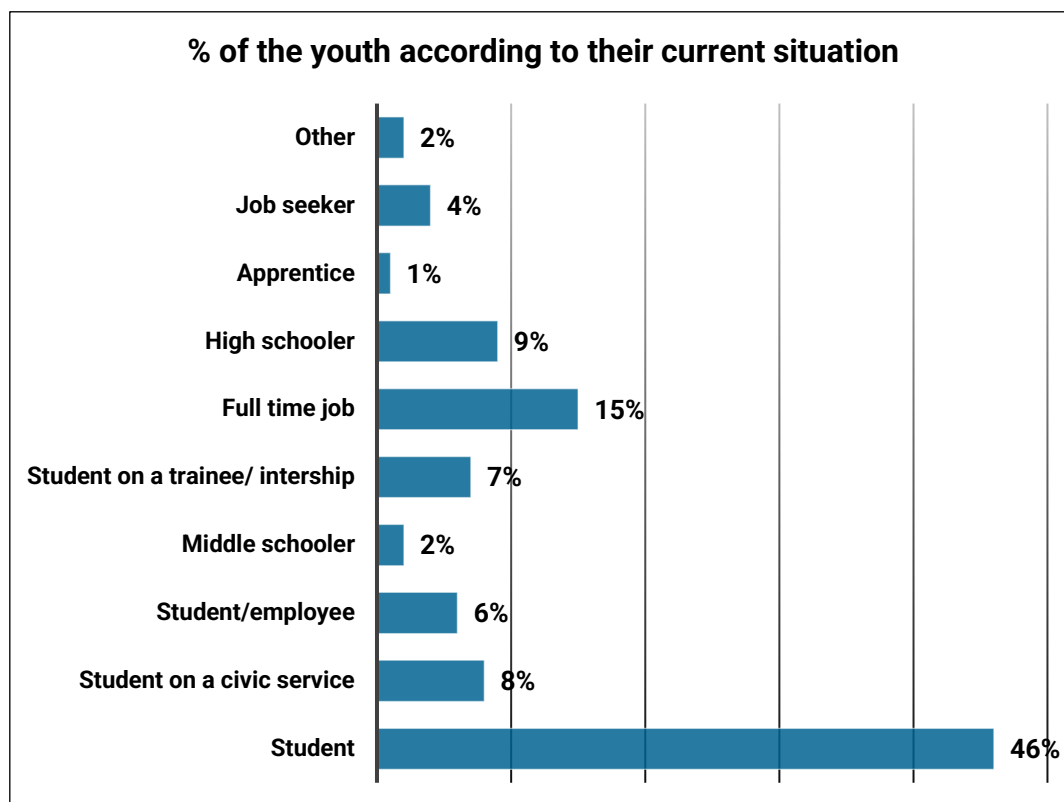
Graph n°7 : Foreign languages spoken by the youth

The first graph which shows that 88% of young people speak at least one foreign language is significant in several respects. First, it suggests that the majority of young people in this sample have linguistic competences beyond their native language, which is a major asset in an increasingly interconnected world. However, it is important to note that 12% of young people do not speak a foreign language. This can be due to a variety of factors, including lack of access to language education, pre-existing language barriers, or simply a disinterest in learning foreign languages. This disparity in language skills may impact opportunities for intercultural experiences for these young people, highlighting the importance of accessibility to language education for all.

Figure 2 reflects the linguistic diversity among the young participants. We observe that the majority of young people speak more than one foreign language, with 38% of them speaking three. This may be linked to the multilingual contexts in which they grew up or to the educational systems that promote the learning of multiple languages. Only 19% of young people speak only one foreign language, which could influence their intercultural opportunities, depending on the languages they master. On the other hand, 5% speak more than four languages, which may be linked to more in-depth international experiences. Young people's linguistic diversity may play an important role in their ability to engage in intercultural experiences.

Graph n°8 : Current situation of the youth

% of the youth according to their current situation

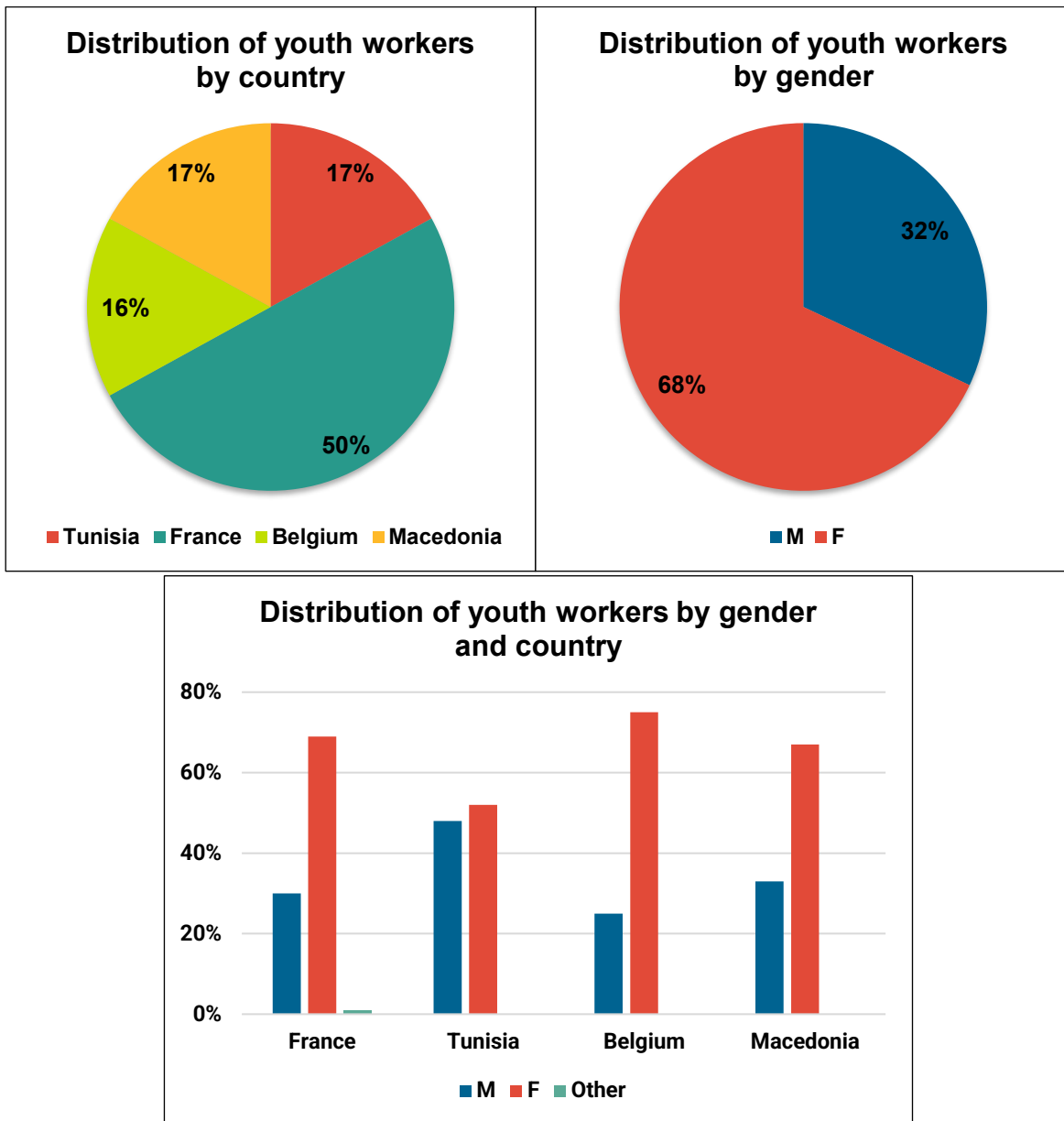| Situation	%
Other	2%
Job seeker	4%
Apprentice	1%
High schooler	9%
Full time job	15%
Student on a trainee/ intership	7%
Middle schooler	2%
Student/employee	6%
Student on a civic service	8%
Student	46%

We note that the majority of young people responding to the questionnaire are students. This predominance of students can be explained by the fact that the direct distribution of the questionnaire was mainly carried out among students, who are also the direct beneficiaries or members of the organizations carrying out the survey. It is therefore logical that this audience is over-represented among the respondents.

It should still be noted that the majority of respondents from North Macedonia are high school students (49%), one of the target audiences of the Coalition SEGA organization. This data allows us in particular to understand why the country's average age is a little lower than that of others.

3. Profil of youth workers respondents

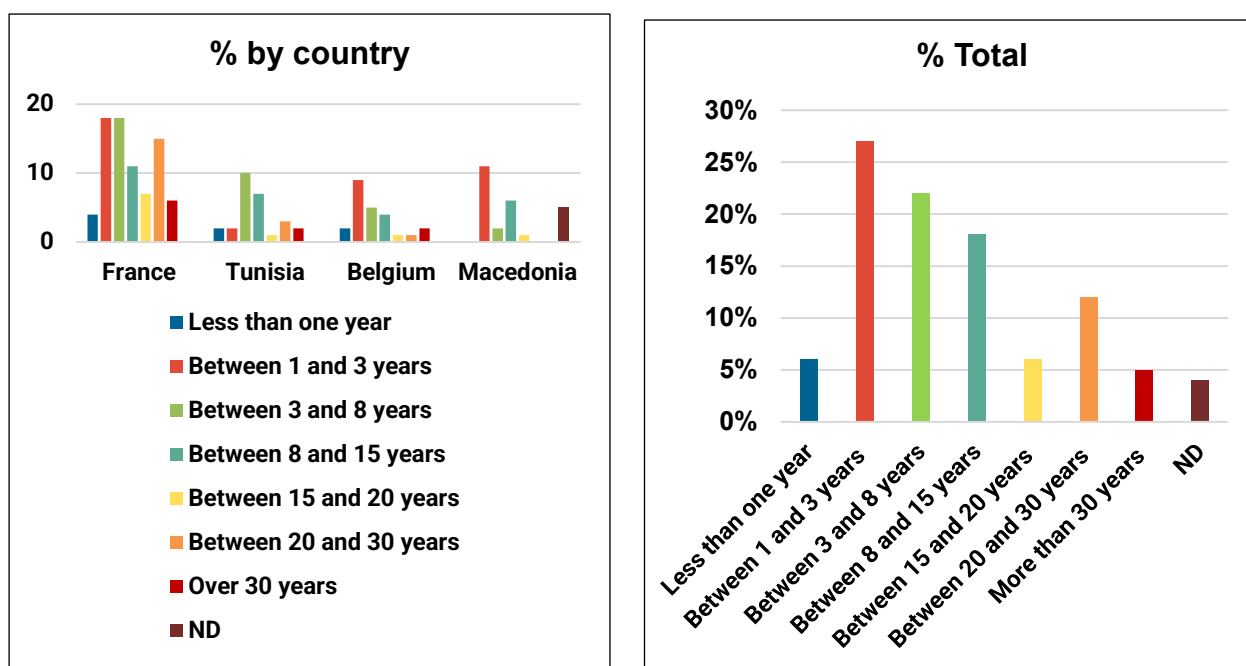**Graph n°9 : Distribution of youth workers by country/gender**

The first figure highlights the diversity of youth countries of origin workers responding to the survey. France stands out with the largest proportion of youth workers, representing 50% of the total respondents (155 people). Tunisia, Macedonia and Belgium are also represented, with respective percentages of 17%, 16% and 17%.

This distribution may be linked to several factors such as partnerships between the organizations carrying out the survey and youth work structures in each country, communication networks and the scope of the survey in each national context. We took this majority of French responses into account during the quantitative analysis.

The Graphs 2 and 3 show the distribution of youth workers responding to the survey by gender. They highlight a strong participation of women, which dominates the participation of men in the four countries. However, we observe a particularity in Tunisia where the participation of men and women is almost balanced.

This disparity in participation between women and men can be explained by various sociocultural and contextual factors.
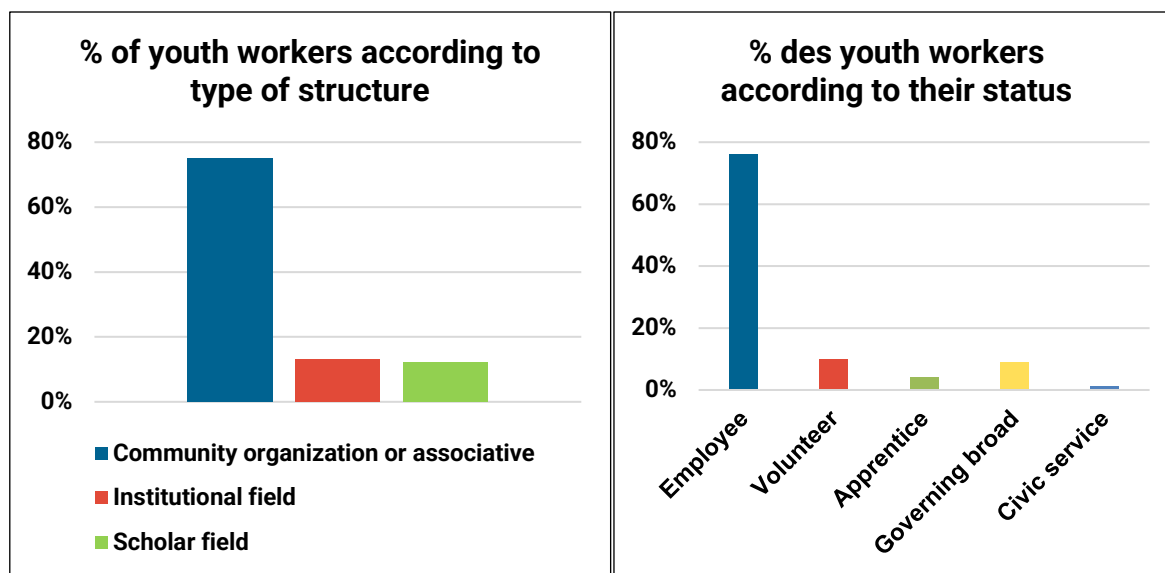
Graph n°10 : % of youth workers according to number of years of experience working with young people

In all four countries, we observe a dominance of youth workers with experience between 1 and 3 years, as well as those with experience between 3 and 8 years. This suggests that the majority of youth workers participating in the survey are relatively new to the field, but have already gained some significant experience.

Analyzing this difference in years of experience can provide information on the level of professional maturity and skills acquired by youth workers. Those with greater experience can bring in-depth expertise in their field and may have a better understanding of issues related to interculturality and youth citizen engagement. The youth workers with less experience can bring innovative ideas and a fresh perspective on the challenges and opportunities linked to interculturality and citizen engagement.

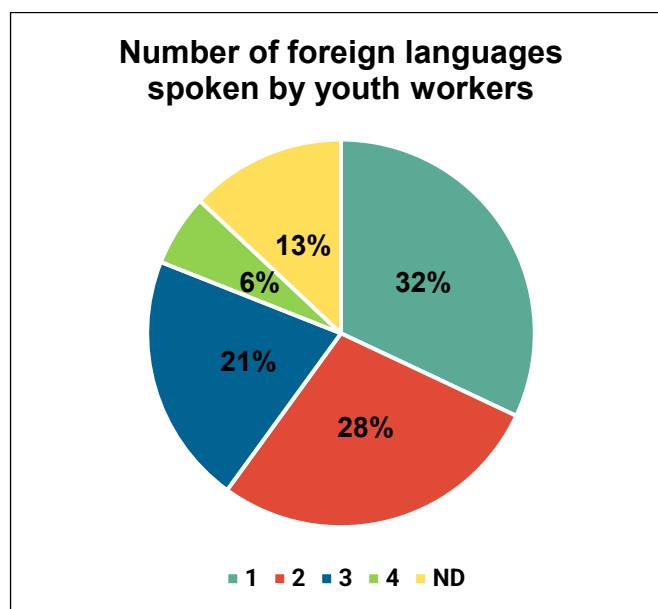**Graph n°11 : Type of structures and status of youth workers**

These two graphs reveal interesting trends regarding the profile of youth workers and the context of their work. The youth workers are mainly employees (76%), which suggests an increasing professionalization of this field. This majority of employees can be attributed to the increasing complexity of supervision and support tasks for young people, requiring an extensive expertise.

Furthermore, the predominance of youth workers working within community or associative organizations (75%) underlines the essential role of these structures in supporting young people. This trend could be linked to the flexibility and diversity of activities offered by these organizations, thus facilitating direct interaction and personalized support for young people. This reinforces the idea that youth workers are often at the heart of local initiatives and community development projects.

However, it is important to note that the significant proportion of volunteers among youth workers (10%) indicates that citizen engagement remains an essential component of this area. These dedicated volunteers bring an altruistic dimension and a strong bond with the community, thus contributing to the diversity of approaches to supporting young people.

Finally, the youth Workers working in institutional (13%) and school (12%) environments demonstrate the variety of contexts where youth supervision takes place. Institutional settings often offer formal frameworks for supervision, while school settings have an educational scope integrated into their missions. This diversity of contexts reflects the multi-dimensionality of youth support and the way in which it adapts to the specific needs of young people in different environments.

Graph n°12 : Number of foreign languages spoken by youth workers

Number of foreign languages spoken by youth workers

32%
28%
21%
6%
13%

■ 1 ■ 2 ■ 3 ■ 4 ■ ND

The graph indicates that among youth workers who responded to the survey, language skills vary. The majority of respondents speak at least one foreign language in addition to their native language, which can be a valuable asset in the context of interculturality and citizen engagement.

It is interesting to note that a large number of youth workers reported speaking up to three foreign languages in addition to their native language. This suggests a certain importance given to learning foreign languages in the field of youth work, which can facilitate communication and collaboration with young people from different cultural backgrounds.

The relatively small proportion of youth workers reporting speaking four foreign languages can be attributed to the complexity and increased demand for language skills in such a context.

4. <u>Intercultural journey of the youth</u>

<u>Definition of youth interculturality</u>

This tag cloud presents young people's answers to the question of what they mean by "interculturality". The responses show that young people associate interculturality with different concepts and ideas, but this understanding varies within our sample. Some young people did not know the term "interculturality" or had difficulty defining it; this may be a question of familiarity with the term itself, particularly for those who do not have not had the opportunity to explore cross-cultural spaces or participate in significant cultural interactions. Furthermore, interculturality is a relatively complex and specific concept, which may not be widely known or used in certain contexts.

Among the responses collected, the meeting of cultures is mentioned, which suggests that young people perceive interculturality as an opportunity to connect and interact with people from different cultural backgrounds. This may involve exchange of ideas, values, traditions and ways of life. Exchange, sharing and dialogue are also mentioned, emphasizing the importance of intercultural communication and mutual understanding.

Young people recognize interculturality as an opportunity to learn about other cultures, share their own experiences and build bridges between different communities. As a Belgian respondent says, interculturality is "learning about others, their culture, their past and therefore their vision of things. It is being interested in another vision of the world and share yours."

Acceptance is also mentioned, highlighting the idea that interculturality implies respecting and valuing cultural differences. Young people understand interculturality as a way to promote inclusion and create environments where each individual is accepted as they are, regardless of their cultural origin. "Interculturality is the opposite of the hatred of others

because of their differences, it proves that our differences can bring us together and that we can transcend them."
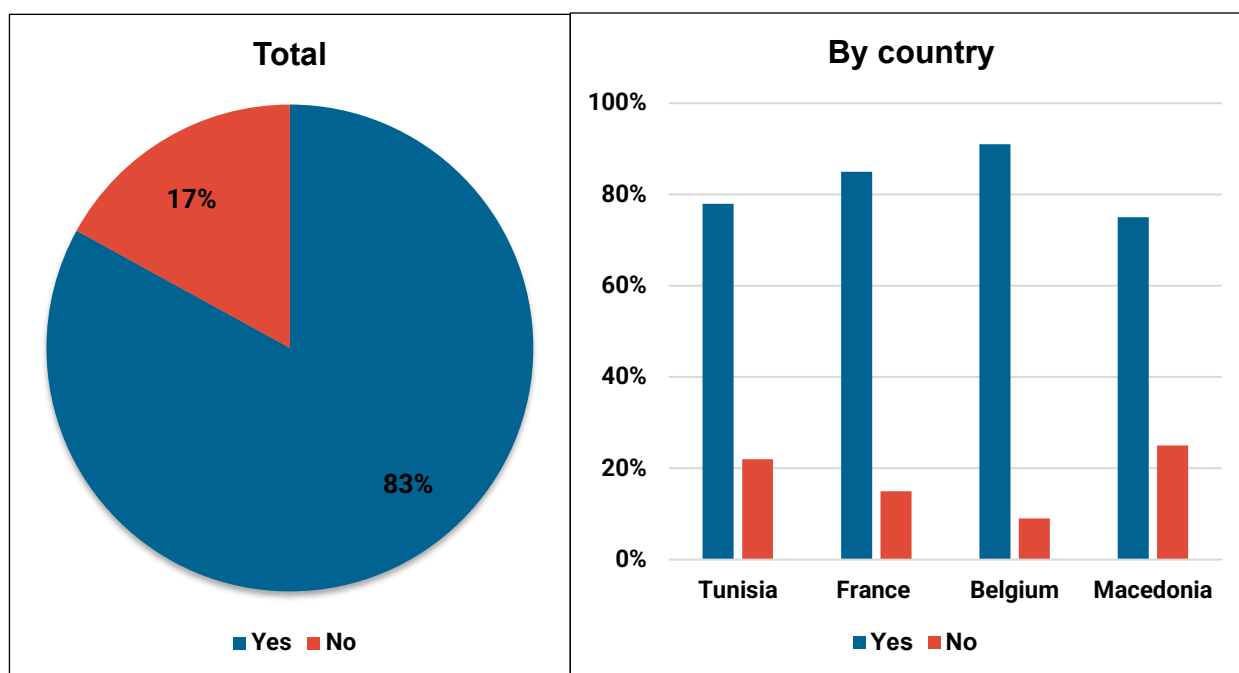
The diversity and mixing of cultures are mentioned, emphasizing the importance of living together in an environment where different cultures coexist harmoniously, of "living together with each other's cultures, without crushing or encompassing a culture." Young people perceive the interculturality as a source of richness and variety, which contributes to personal enrichment and open-mindedness. "It also involves deconstructing ourselves and deconstructing certain prejudices about ourselves and others."

Finally, some young people associate interculturality with the notion of global citizenship, putting forward the idea of transcending national borders and considering themselves as citizens of the world, responsible for building an inclusive and interconnected society. For a young Tunisian, it is even "the key to success in our societies".

By combining the young people's responses, we can formulate a definition of interculturality. According to young people, interculturality can be defined as:

The meeting and exchange between different cultures, promoting sharing, dialogue and mutual understanding. It is a dynamic process where individuals accept and value cultural differences, while promoting diversity, mix and cohabitation in the same environment. Interculturality allows the discovery and learning of other cultures, which contributes to personal development, open-mindedness and the development of interpersonal skills. It transcends national borders and encourages a vision of global citizenship, where everyone is seen as a responsible actor in building an inclusive and interconnected society.

Graph n°13 : Have the youth had intercultural experiences?

The first graph indicates that among all the young people interrogated, 83% have had an intercultural experience, while 17% have not yet had this experience. This suggests that a large majority of young participants have been exposed to cross-cultural contexts, which may impact their open-mindedness and ability to interact with people from different cultures.

The second graph illustrates the distribution of young people according to their intercultural experience by country. The data reveals significant rates of cross-cultural experience among young people in each country. In Belgium, a significant percentage of 91% of young participants indicated having had an intercultural experience. Similarly, in France, 85% of young people reported an intercultural experience. Macedonia also shows a considerable proportion of 75% of young people having had an intercultural experience, while Tunisia records a percentage of 78%. These results highlight a widespread engagement of young people from the four countries in intercultural experiences.
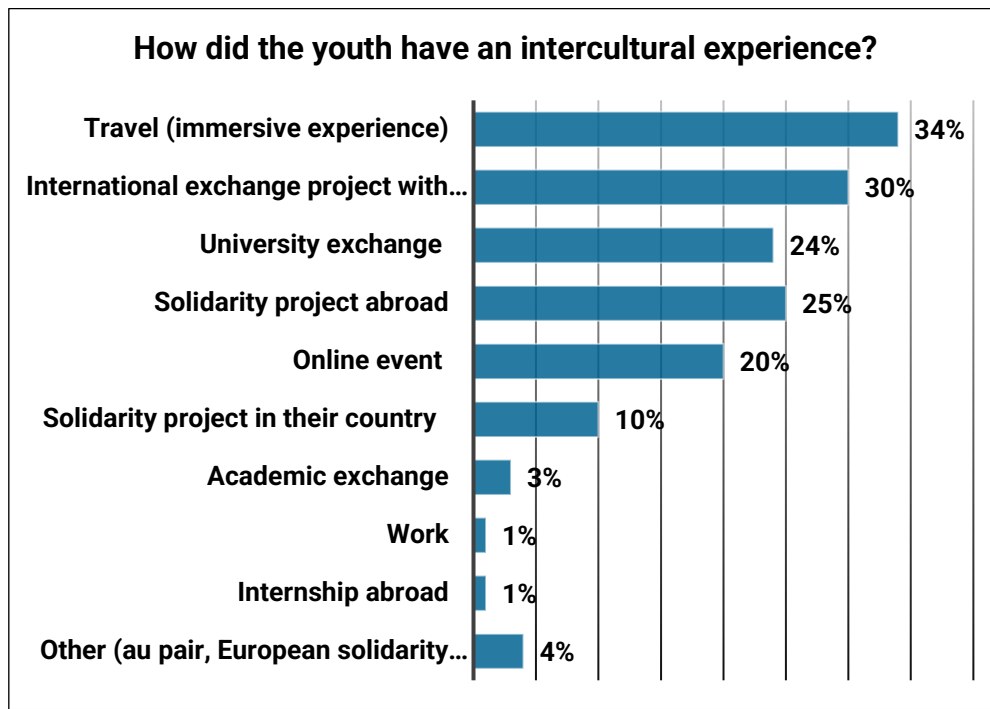
These figures can be influenced by various factors that contribute to the variation in the percentages observed. These factors include access to intercultural opportunities, which may differ from country to country due to specific policies or programs. For example, some countries may have open-door policies making it easier to obtain visas for cross-cultural exchanges, while other countries may have stricter restrictions.

Another important factor to consider is the Schengen area. Countries that are part of the Schengen area have free movement agreements that allow citizens of these countries to easily travel and stay in other member countries. This may have an impact on the percentages, as young people from Schengen member countries may find it easier to participate in intercultural experiences in other Schengen countries.

Additionally, the resources available in each country may also play a role. Some countries may have more funding, programs or organizations dedicated to promoting interculturality among young people, which can increase opportunities for young people to participate in intercultural experiences .

Graph n°14 : Types of intercultural experiences

How did the youth have an intercultural experience?

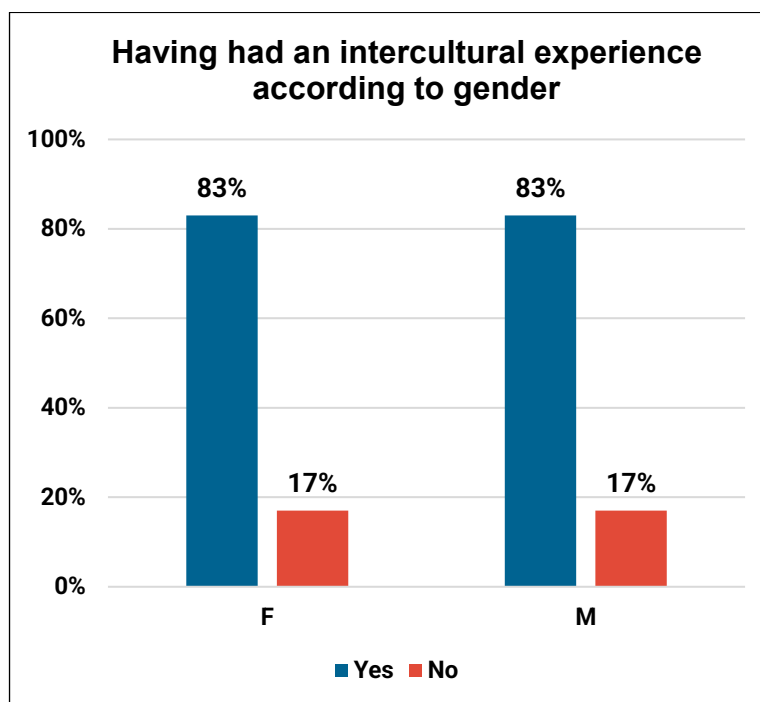| Type	Percentage
Travel (immersive experience)	34%
International exchange project with...	30%
University exchange	24%
Solidarity project abroad	25%
Online event	20%
Solidarity project in their country	10%
Academic exchange	3%
Work	1%
Internship abroad	1%
Other (au pair, European solidarity...	4%

We observe here that a majority of young people have had an intercultural experience through an immersive experience (travel, exchanges, projects abroad, etc.). Indeed, 34% say they have experienced interculturality through travel and 57% as part of an exchange (with an organization, a university or in a middle school or high school setting). This reveals a strong correlation with the notion of displacement, and that it is more common to have an intercultural experience through this bias/mean.

However, we also emphasize that this can be experienced locally, as shown by the 10% who participated in a solidarity project within their country. This can take multiple forms, but were not specified in our study. Also, we note that 20% of young people have had an intercultural experience online. We can assume that this is due to the rise of technological tools and new post-covid practices. This project is part of this same dynamic.

This demonstrates that interculturality does not only involve movement, but can be understood in diverse and varied ways despite the predominance of immersive experiences.
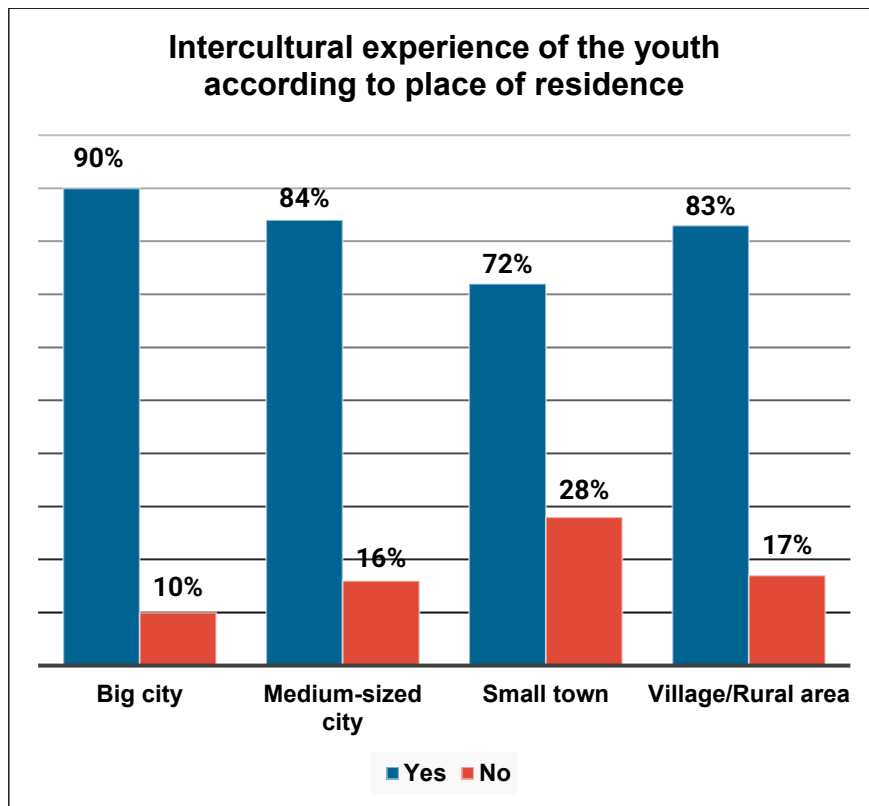
Graph n°15 : Distribution of youth according to gender and intercultural experience

The graph reveals that among the young women responding to the questionnaire, 83% have had an intercultural experience, while 17% have not yet had this experience. Similarly, among young male respondents, 83% have also had an intercultural experience, while 17% have not had this experience.

Interestingly, the distribution between young women and young men is identical in terms of intercultural experience, despite the fact that the number of women is higher than that of men in the survey sample. This suggests that, in the four countries studied, gender does not appear to be a major barrier to young people's participation in intercultural experiences. Young women and young men are likely to have intercultural experiences and benefit from the enrichments offered by these experiences, regardless of their gender.

Graph n°16 : Distribution of youth according to place of residence and intercultural experience
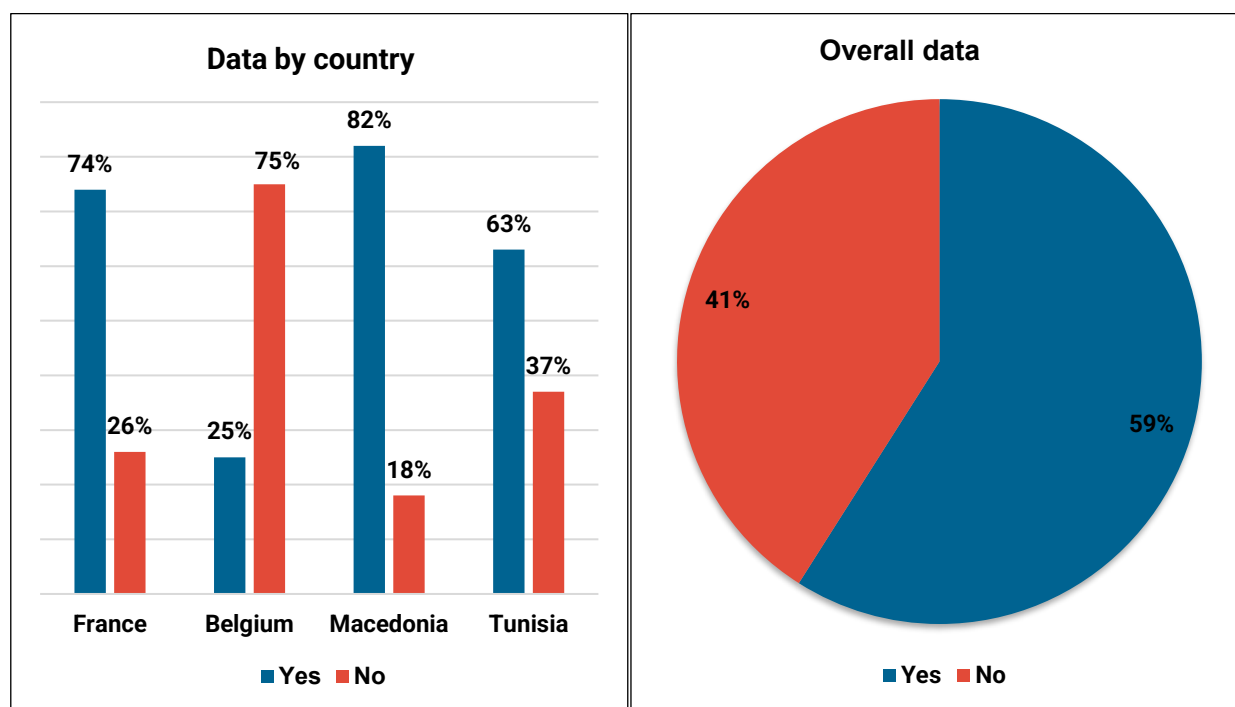

The graph shows nuances in the intercultural experiences of young people depending on where they live.

In big cities, cultural diversity is more evident, with a tendency to group people from diverse backgrounds, promoting multiculturalism and interculturality. This geographical proximity between several cultures facilitates meetings and intercultural exchanges between young people. Medium-sized cities have a rate of 84%, showing that even in less populated environments, intercultural opportunities are important. Young people in small towns and rural areas, with 72% and 83% respectively, were also actively involved in these intercultural experiences.

These figures contradict the preconceived idea that less populated regions offer fewer intercultural opportunities, highlighting the widespread accessibility of these experiences for young people from diverse geographical backgrounds.

Graph n°17 : Citizen engagement and intercultural experience

Youth who are part of an association and have had an intercultural experience
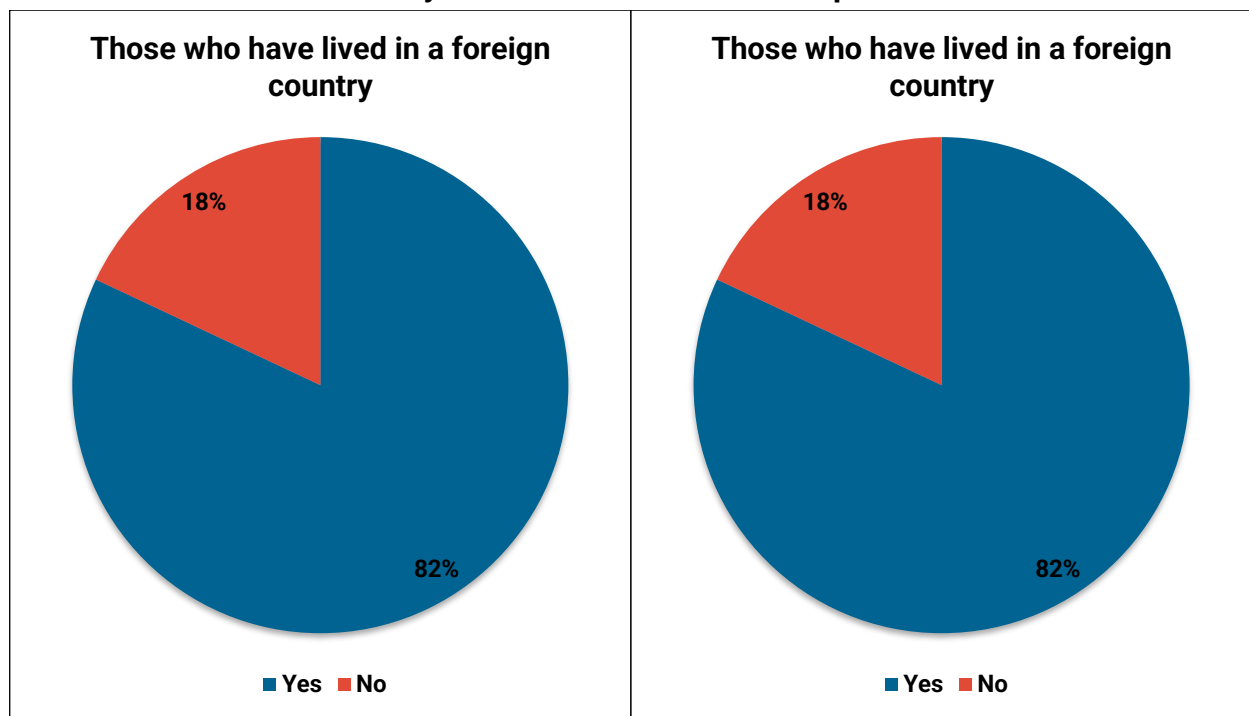

At an overall level, the first graph reveals that among the young who have had an intercultural experience, 56% of them are part of a youth association or structure, while 44% are not. These figures indicate that a majority of young people who have had an intercultural experience also have an affiliation with a youth association or structure .

The second graph provides additional information by detailing the distribution by country. These results highlight the link between membership in a youth association or structure and the intercultural experience of young people. In all the countries studied except Belgium, a significant proportion of young people who have had an intercultural experience are affiliated to a youth association or structure. This suggests that these organizations play a key role in promoting interculturality and creating opportunities for young people to have intercultural experiences. The variation in the percentage from Belgium can be explained by the fact that Eclosio's target audience is mainly composed of students from the University of Liège. The Coalition SEGA and E&D organizations, for their part, are networks of youth associations: their target audience is therefore young people who are part of these associations.

It is possible that youth associations and structures offer programs, projects or activities specifically focused on interculturality, thus attracting a greater number of young people with sensitivity to these themes. Additionally, these organizations can facilitate access to international partnerships, cultural exchanges and collaborative projects, thereby promoting cross-cultural experiences for their members

Graph n°18 : Living abroad and intercultural experience

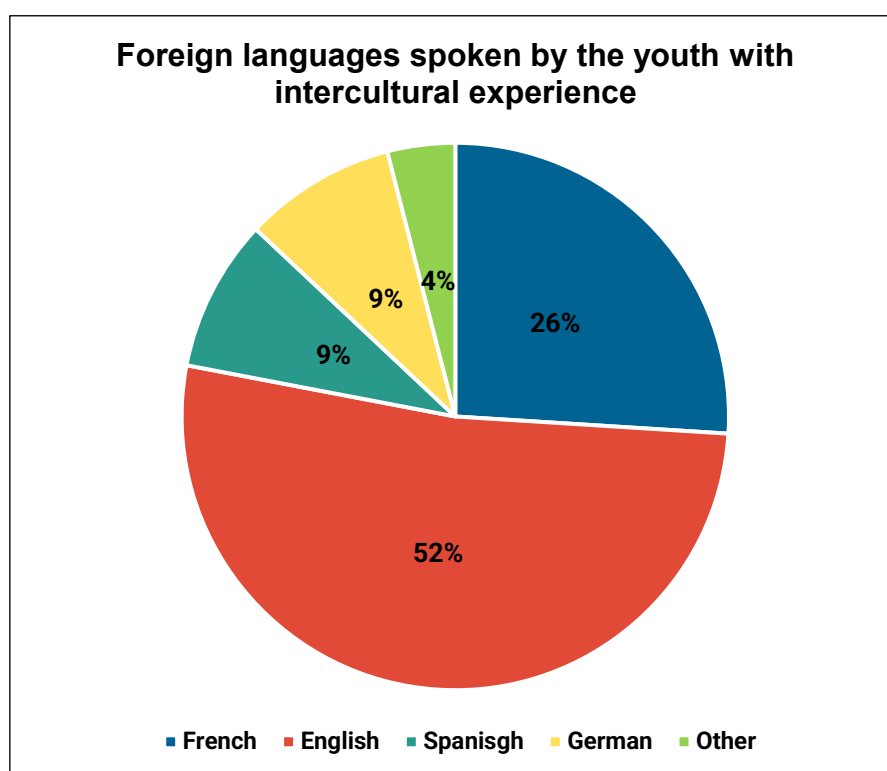**Have the youth had an intercultural experience?**

This graph highlights a significant link between living in a foreign country and cross-cultural experience among young participants. The results reveal that among young people who have lived in a foreign country, a high proportion of 82% have had an intercultural experience. This correlation suggests that simply residing in a different cultural environment can often lead to cross-cultural interactions.

However, it is interesting to note that despite this strong correlation, there is still a group of 18% of young people who have lived in a foreign country without having had any intercultural experience. This indicates that, even when young people are exposed to a new cultural environment, some may not have had the opportunity or means to actively engage in intercultural exchanges. Indeed, the fact that a young person has lived in a different cultural environment without having had intercultural experiences raises relevant questions. How could this have happened despite their immersion in a foreign context? Some might be primarily focused on specific goals, such as study or work, limiting opportunities for cross-cultural engagement. Others might find themselves in more isolated or less culturally diverse contexts, limiting opportunities for meaningful cross-cultural experiences.

Language barriers could also be an obstacle, even when living in a foreign country, if the local language is a barrier and young people have not had the opportunity to interact with locals or other cultures due to language, this could limit their ability to have meaningful intercultural experiences.

Graph n°19 : Spoken foreign languages and intercultural experiences

Foreign languages spoken by the youth with intercultural experience

French ■ English ■ Spanisgh ■ German ■ Other

This graph highlights the correlation between foreign language proficiency and access to intercultural experiences. It remains difficult to define the causal relationship, because language mastery can also be interpreted as a consequence of intercultural experience, in particular through the immersive exchanges mentioned above.
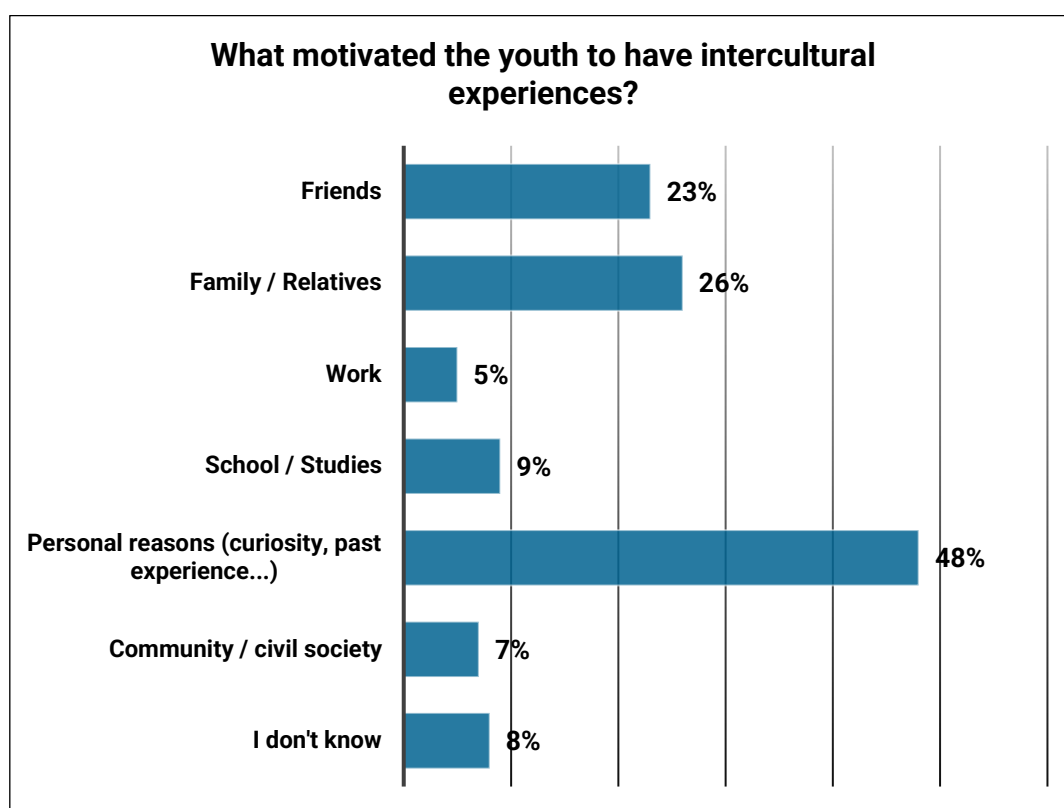
Indeed, it is observed that the vast majority of young people who have had an intercultural experience (82%) say they speak English in addition to their native language.

This can be explained by the fact that English is often considered the language of international communication. Thus, fluency of English facilitates interaction with people from different countries and cultures, opens opportunities for intercultural exchanges and promotes access to intercultural experiences.

In addition, the presence of young people speaking French in addition to their native language (26%) may also be a factor contributing to their participation in intercultural experiences. As French is widely used in many French-speaking countries, here represented by Belgium, Tunisia and France, it can promote communication and immersion in French-speaking intercultural contexts . Also , many people study French in Macedonia as a third language.

Interestingly, proficiency in other foreign languages, such as Spanish and Germanic languages, is also present among young participants , although to a lesser extent (9% for each language). This suggests that knowledge of these languages may also play a role in accessing cross-cultural experiences, particularly in regions or countries where they are commonly used.

Graph n°20 : Motivations for having an intercultural experience

What motivated the youth to have intercultural experiences?

Category	Percentage
Friends	23%
Family / Relatives	26%
Work	5%
School / Studies	9%
Personal reasons (curiosity, past experience...)	48%
Community / civil society	7%
I don't know	8%

This graph presents the motivations most cited by young people who participated in an intercultural event, classified into different categories. Participants' responses were analyzed and grouped into four main criteria: community/civil society (7%), personal reasons (48%), friends (23%) and family (26%).

The "Community/Civil Society" category brings together motivations linked to social commitment, the desire to contribute to the community or society, and interest in societal issues. This may include motivations such as the desire to make a difference, promote equality, raise awareness of social issues or participate in solidarity actions. "Coming from a country with extensive cultural diversity, I have always had this desire to better understand others in order not to make a biased judgment. And in my opinion the best way to do this is to maximize intercultural experiences." (Belgium, Cameroonian)

Note: young people indicated that it was mainly the theme of intercultural experience (Connection·s intercultural exchange type) in connection with their desire to contribute to society)
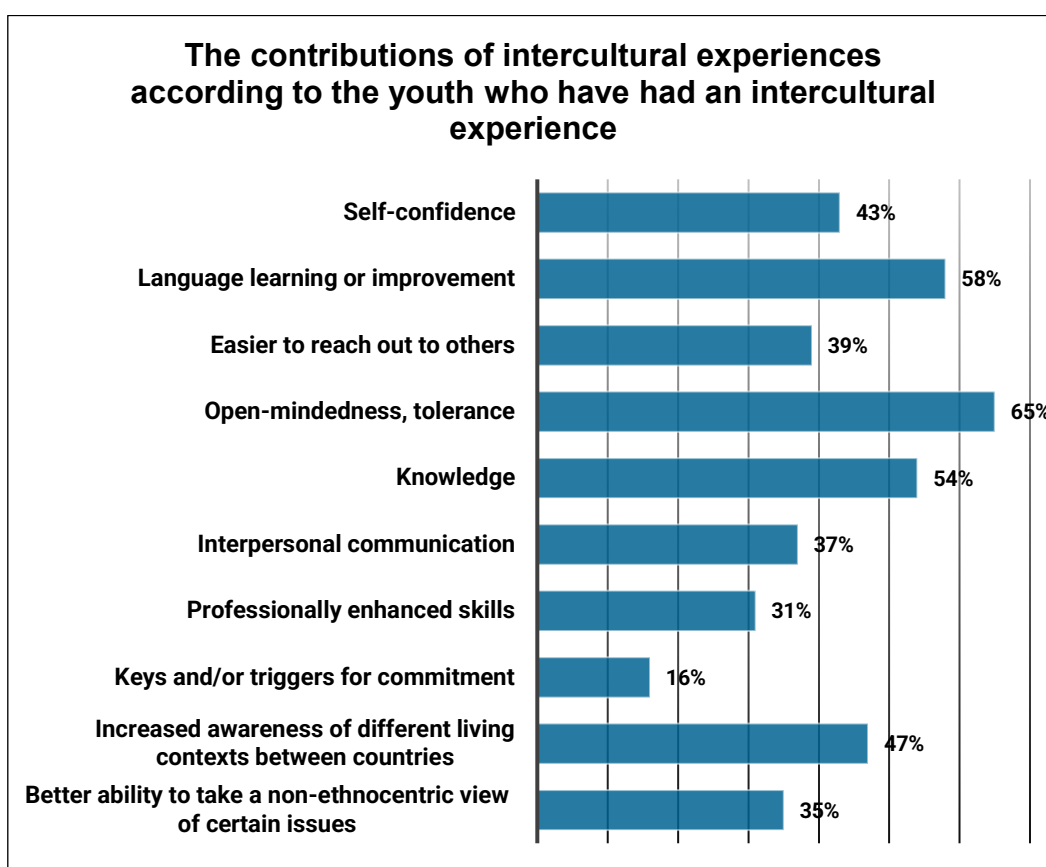
"Personal reasons" include motivations linked to curiosity, the discovery of new cultures, the acquisition of knowledge and enriching experiences. Young people who cite these motivations seek to broaden their horizons, get out of their comfort zone and develop personally.

The "Friends" category highlights the influence of social relationships in participation in intercultural events. Young people are motivated by the desire to share experiences with

their friends, to experience moments of conviviality and to strengthen their social ties through intercultural encounters.

Finally, the "Family" category highlights the importance of family influence in participation in intercultural events. Some young people are motivated by the support of their family, by the encouragement to discover other cultures and by valuing open-mindedness and cultural diversity within their family circle.

Graph n°21 : The contributions of intercultural experiences according to the youth who have had an intercultural experience

The contributions of intercultural experiences according to the youth who have had an intercultural experience

Category	Percentage
Self-confidence	43%
Language learning or improvement	58%
Easier to reach out to others	39%
Open-mindedness, tolerance	65%
Knowledge	54%
Interpersonal communication	37%
Professionally enhanced skills	31%
Keys and/or triggers for commitment	16%
Increased awareness of different living contexts between countries	47%
Better ability to take a non-ethnocentric view of certain issues	35%

This graph highlights the benefits and contributions of intercultural experiences for the young participants. The results show that the majority of young people reported an open-mindedness and greater tolerance following these experiences (65%). This suggests that interactions with other cultures have fostered a greater understanding and acceptance of differences, thereby contributing to building a more inclusive society.
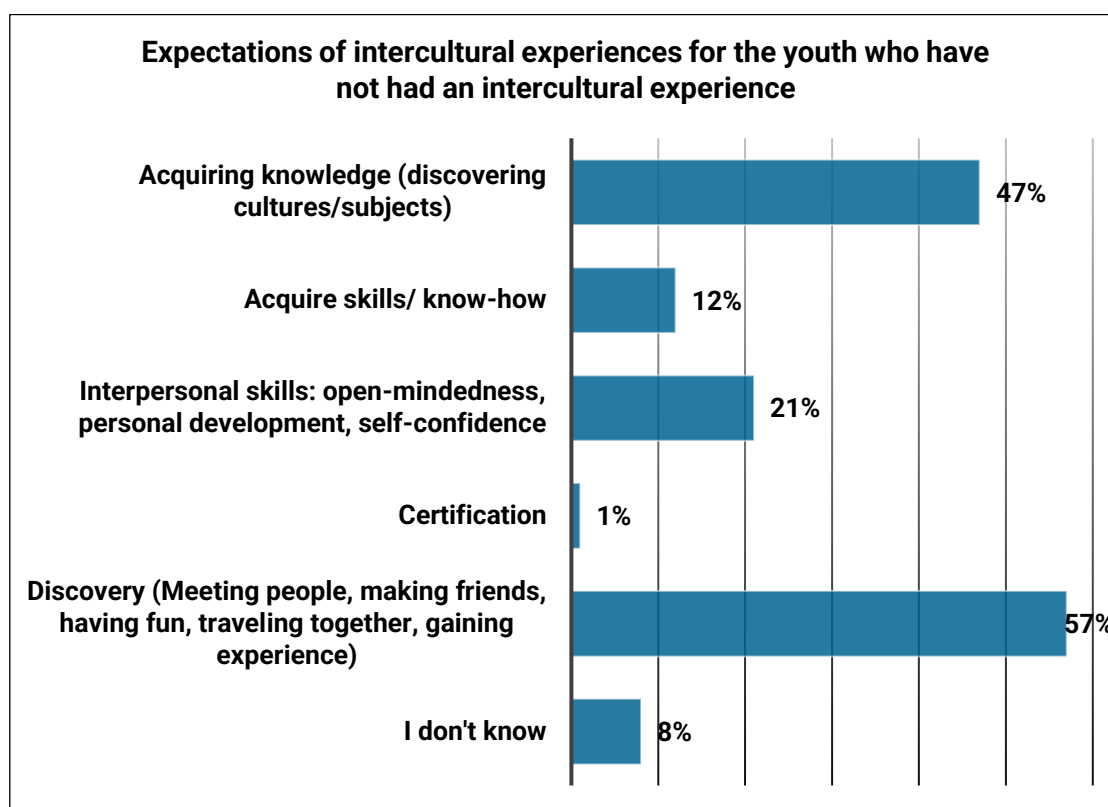
Additionally, a significant number of young people mentioned learning or improving languages as a positive outcome of their intercultural experiences (58%). This highlights the importance of intercultural communication and mastery of multiple languages in an increasingly globalized world. Also, the acquisition of self-confidence (43%) was reported by

many participants, suggesting that challenges and intercultural encounters strengthened their self-esteem and their ability to adapt to new environments.

Finally, the acquisition of cultural knowledge (54%) was mentioned by young people, which indicates that these experiences have enriched their intellectual background and their understanding of the world.

In short, these results highlight the importance of intercultural experiences in the personal development of young people, by promoting open-mindedness, language learning, self-confidence and the acquisition of valuable cultural knowledge.

Graph n°22 : The contributions of intercultural experiences desired by young people who have not experienced them

Expectations of intercultural experiences for the youth who have not had an intercultural experience

Category	Percentage
Acquiring knowledge (discovering cultures/subjects)	47%
Acquire skills/ know-how	12%
Interpersonal skills: open-mindedness, personal development, self-confidence	21%
Certification	1%
Discovery (Meeting people, making friends, having fun, traveling together, gaining experience)	57%
I don't know	8%

The analysis of this graph on the expectations of young people who have not had an intercultural experience but who wish to have one, highlights the aspirations and benefits they hope to gain from it. Among the responses provided, some main themes emerged.

First of all, discovery is an important aspect for young people (57%), with the desire to discover new cultures, new lifestyles and new perspectives. This suggests that they are motivated by the desire to broaden their horizons and explore different environments.
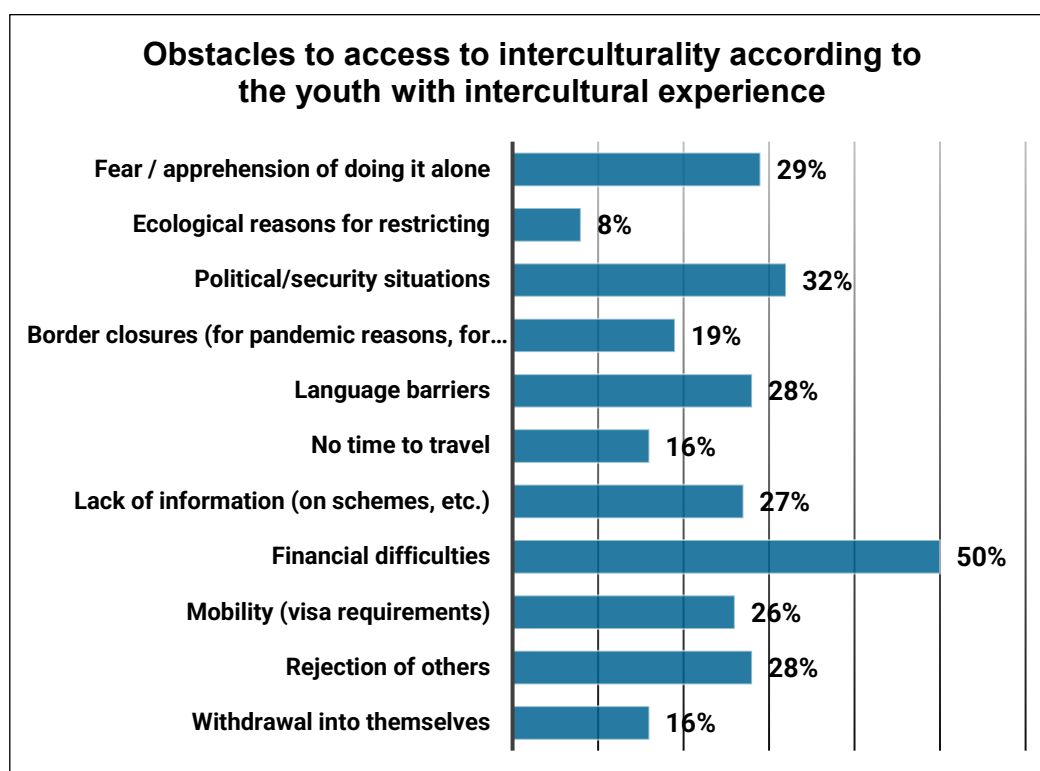
Interpersonal skills are also mentioned as a desired benefit (21%). Young people hope to develop skills in communication, collaboration and managing cultural differences, which can strengthen their ability to work and interact with people from diverse cultural backgrounds.

Skill acquisition (know-how) is another aspect mentioned with 12%, which implies the desire to develop specific skills, such as mastery of a foreign language, the ability to adapt to diverse environments or even professional skills related to specific areas.

Also, the acquisition of knowledge is emphasized, which suggests that 47% of young people hope to broaden their intellectual background by learning new things about other cultures, traditions and ways of life.

Finally, certification is mentioned as an expectation *for a small part of those surveyed* (1%). Young people wish to obtain formal recognition of their participation in an intercultural experience, which can allow them to acquire skills valued on the job market or in their educational careers.

Graph n°23 : Obstacles to accessing interculturality according to the youth who have had an intercultural experience

This graph reveals a variety of barriers faced by youth with intercultural experiences. Among these challenges, financial difficulties (50%) emerge as the most prominent factor, underlining the importance of financial support to enable participation in such experiences.

Political and security situations, mentioned by 32% of young people, highlight the impact of national contexts on their mobility and personal security. In addition, the lack of information (27%) and the refusal of others (28%) highlight the challenges of communication and intercultural understanding.

Visa requirements are a significant barrier to mobility for 26% of participants, highlighting the complex administrative barriers the youth face when seeking to participate in intercultural
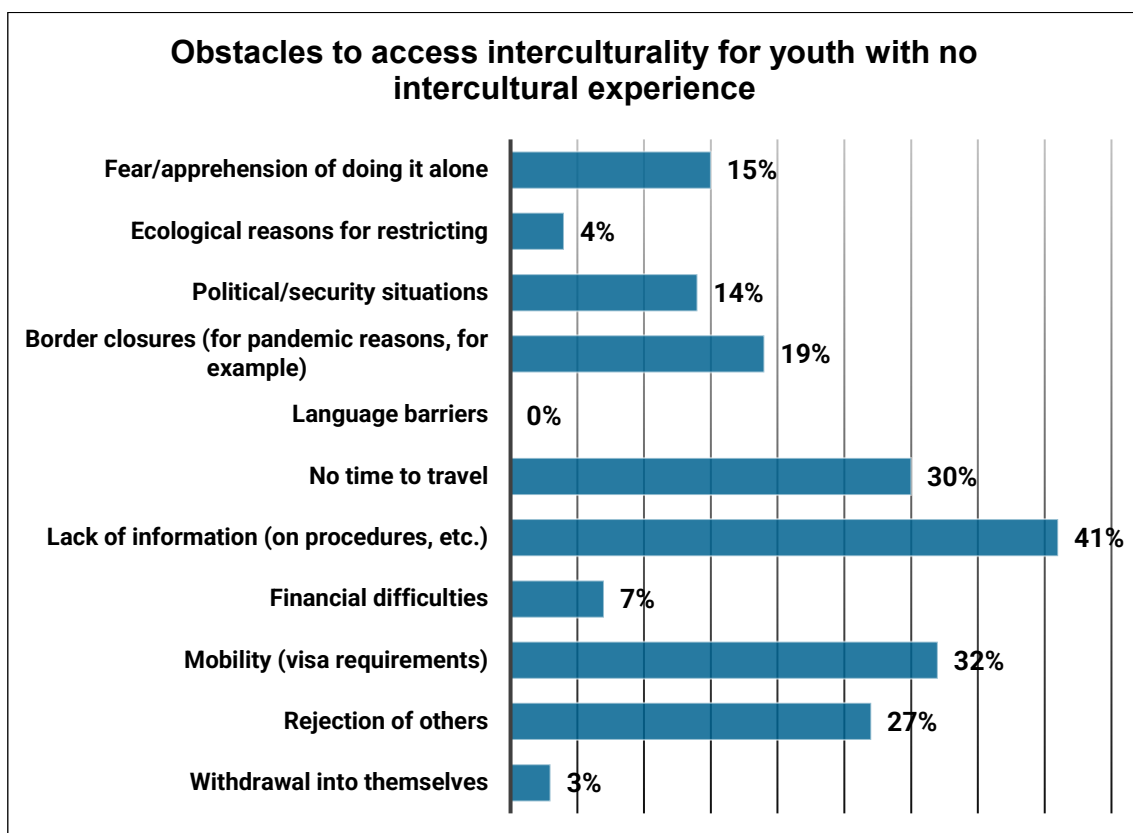
experiences. These restrictions often involve a lengthy, costly and sometimes uncertain bureaucratic process.

Moreover, the fear and apprehension of travelling alone concerns 29% of young people, highlighting the need for social support in these experiences. Language barriers, cited by 28% of young people, pose a major challenge in intercultural communication. Linguistic diversity can hinder mutual understanding, limiting opportunities for enriching exchanges between different cultures.

On the other hand, lack of time, an obstacle mentioned by 16% of participants, represents a valuable constraint in the lives of young people. Border closures related to environmental concerns, cited by 8% of young people, highlight an emerging barrier. Environmental issues, such as climate change concerns, can lead to travel restrictions.

These results highlight the diversity and complexity of the challenges that young people face in their intercultural engagement, showing that barriers are often multidimensional, combining economic, political and social factors.

Graph n°24 : Obstacles to access interculturality according to the youth who have not had an intercultural experience

Obstacles to access interculturality for youth with no intercultural experience

Obstacle	Percentage
Fear/apprehension of doing it alone	15%
Ecological reasons for restricting	4%
Political/security situations	14%
Border closures (for pandemic reasons, for example)	19%
Language barriers	0%
No time to travel	30%
Lack of information (on procedures, etc.)	41%
Financial difficulties	7%
Mobility (visa requirements)	32%
Rejection of others	27%
Withdrawal into themselves	3%

In this graph, which concerns the biggest obstacles to interculturality according to young people who have not attended an intercultural event, several points deserve to be underlined.

Financial difficulties come first with 23% of responses, confirming that the cost associated with intercultural experiences can constitute a barrier for these young people.

The lack of information was also mentioned by 15% of participants, which raises the need for better dissemination of intercultural opportunities to this group.

Mobility and visa requirements represent an obstacle for 14% of young people, indicating that administrative constraints linked to travel can be a limiting factor.

The refusal of the other is cited by 13% of respondents, highlighting the prejudices and psychological barriers that can hinder intercultural exchanges.

 Finally, language barriers are mentioned by 8% of young people, highlighting the difficulty of communication in different linguistic contexts.

5. Comparison of obstacles identified

The comparison between the main obstacles faced by the youth who have already had an intercultural experience and those who have not yet had this opportunity reveals significant trends. For both groups, lack of information and restricted mobility due to visa requirements are emerging as major challenges. These administrative and accessibility barriers highlight the need for increased awareness and policy reforms to make intercultural opportunities more accessible and transparent.

Another point of convergence is the refusal of the other, mentioned by both groups. This underscores the critical importance of education and awareness to promote mutual understanding and reduce intercultural bias, regardless of the background of intercultural experiences.

On the other hand, youth who have already had intercultural experiences face additional challenges, such as lack of time and language barriers. These specific barriers highlight the need to design flexible and inclusive intercultural programs, as well as initiatives to strengthen the language skills of young people.

This comparison highlights the importance of raising awareness, educating and simplifying administrative procedures to promote interculturality. It also underlines the need to recognize and overcome individual and societal barriers that can hinder the participation of young people in intercultural experiences, thus ensuring that all can benefit from the richness of cultural diversity.

Graph n° 25 : The vision of youth workers of the main obstacles encountered by the youth

The vision of youth workers of the main obstacles encountered by the youth

- LACK OF DESIRE ON THE PART OF.. 5%
- LACK OF INFORMATION 13%
- FEAR/APPREHENSION 16%
- NOT KNOWING THE LANGUAGE(S).. 20%
- LACK OF TIME 11%
- LACK OF FINANCIAL RESOURCES 18%
- LACK OF SUPPORT FROM FAMILY.. 6%
- ADMINISTRATIVE.. 8%
- POLITICAL REASONS 2%

The graphic that presents the vision of youth workers on the greatest obstacles to interculturality encountered by young people reveals certain similarities and differences in comparison to the responses of young people.

First of all, language barriers are identified as the main obstacle by 20% of young people workers. This echoes the perception of young people, both those who have had an intercultural experience and those who have not yet, who also cited language barriers as a significant challenge.

Then, the lack of financial resources is mentioned by 18% of youth workers. This response correlates with the fact that of young people who have not had an intercultural experience, 23% of them cited financial difficulties as a major obstacle. However, it should be pointed out that this concern is slightly lower among the views of youth workers compared to the youth themselves.

Fear and apprehension are identified as an obstacle by 16% of youth workers, while young people did not cite this factor significantly. This suggests that youth workers better recognize the psychological apprehensions and emotional barriers that young people may feel when engaging in intercultural experiences.

The lack of information is cited by 13% of youth workers, which matches the responses of young people, where 15% of them identified this lack of information as an obstacle. This highlights the importance of providing adequate information to young people in order to raise awareness of intercultural opportunities and dispel uncertainties.

Finally, lack of time and difficulties in obtaining visas are mentioned by 11% and 8% of youth workers respectively. These specific obstacles are not highlighted as much by young people themselves, which can be explained by the fact that youth workers have a better understanding of the administrative and time constraints that young people may face when seeking to participate in intercultural experiences.

Overall, the results show some convergence between the vision of youth workers and that of young people concerning obstacles to interculturality, particularly language barriers and lack of information. However, there are also some differences, such as the more pronounced recognition by youth workers of the fears and apprehensions of young people, as well as administrative constraints such as obtaining visas. These differences can be attributed to the role of youth workers in accompanying and supporting young people in their intercultural experiences, allowing them to have a more holistic perspective on potential obstacles.
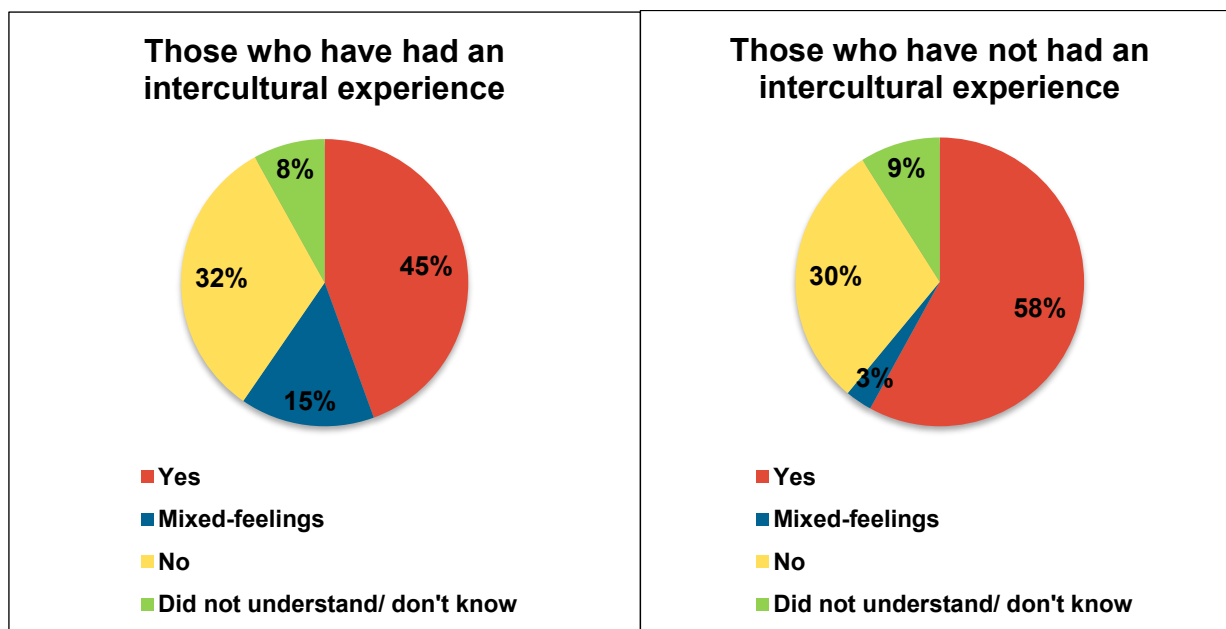
Summary table of obstacles

	Overall	Those who have experienced an IE	Those who have not experienced an IE
Belgium	Financial difficulties (63%)	Financial difficulties (64%)	Lack of information (70%) Financial difficulties (50%)
France	Financial difficulties (41%) Fear/apprehension of doing it alone (39%)	Financial difficulties (48%) Political/security reasons (41%) Fear/apprehension of doing it alone (40%)	Fear/apprehension of doing it alone (40%)
Macedonia North	Lack of information (49%) Financial difficulties (42%)	Financial difficulties (56%) Lack of information (45%)	Lack of information (62%) No time to travel (46%)
Tunisia	Mobility (visa requirement) (55%)	Mobility (visa requirement) (54%)	Mobility (visa requirement) (59%)
Overall	Financial difficulties (43%)	Financial difficulties (50%)	Lack of information (41%)

This summary table of the obstacles encountered by young people in the four countries highlights distinct trends despite certain similarities. Young people in France seem to mainly face challenges linked to financial difficulties and the fear of having an intercultural experience alone. In Belgium, financial difficulties remain a major obstacle, accompanied by a lack of information. In Macedonia, young people share similar concerns to those in Belgium, but the factor of lack of time also appears to be an obstacle. In Tunisia, obtaining visas for cross-cultural experiences proves to be a notable obstacle.

These differences in obstacles encountered between countries can be explained by several cultural, socio-economic and political factors specific to each national context. Immigration policies, international mobility opportunities, the level of information available and support structures for young people vary from country to country, resulting in distinct obstacles. However, it is interesting to note that despite these differences, financial difficulties remain a recurring problem in several countries.

6. <u>Link to digital</u>

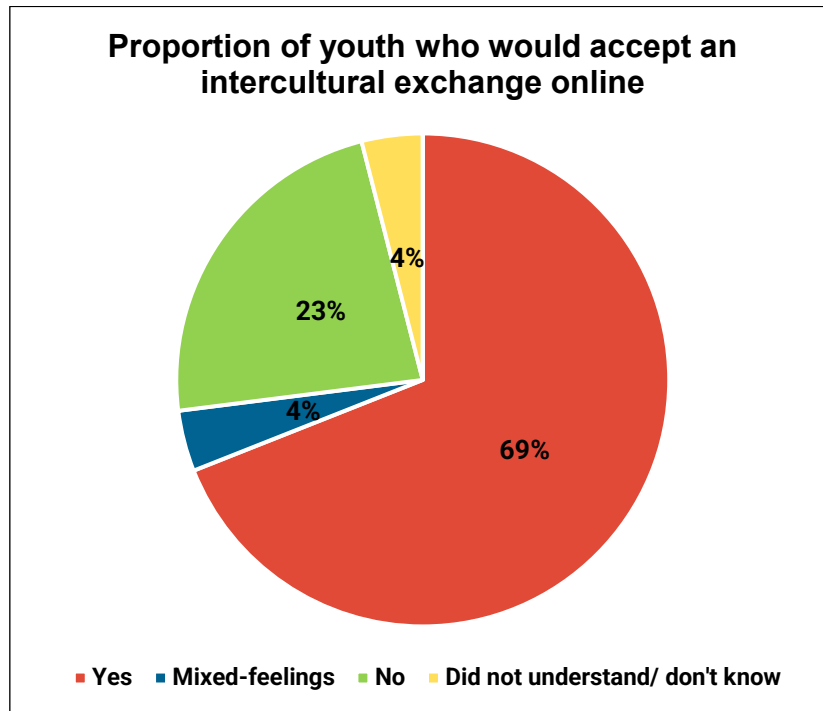**Graph n°26 : Is physical mobility necessary to have an intercultural experience?**

The first graph, which presents the responses of young people with intercultural experience, shows a fairly balanced division of opinions regarding the necessity of physical mobility for intercultural exchange. In fact, 45 % of young people responded "yes" and 32 % responded "no". This suggests that a significant portion of young people who have already had an intercultural experience believe that physical mobility is not an essential condition for an intercultural exchange. This perception may be linked to the recognition of various forms of interculturality, such as virtual exchanges, online meetings or local events, which can also promote intercultural understanding without requiring physical travel.

The second graph, which represents the responses of young people who have not had any intercultural experience, indicates that 58% of them think that physical mobility is necessary for intercultural exchange, while 30% answered "no ". This shows a stronger trend toward the idea that physical mobility is important for a true cross-cultural experience. These young people may perceive direct encounters with other cultures, discovery of new environments and direct contact with people from other countries or regions as essential elements for a rich and authentic intercultural experience.

Comparing the two graphs reveals a slight difference of opinion between the two groups. Young people who have already had an intercultural experience seem to be more divided on the need for physical mobility, while young people without intercultural experience are more inclined to consider physical mobility as an important component. This may be because young people with previous intercultural experience were able to explore other forms of interculturality and recognize the value of intercultural interactions even without physical travel.

Graph n°27 : Participation in an online intercultural exchange

Proportion of youth who would accept an intercultural exchange online

- 69% Yes
- 4% Mixed-feelings
- 23% No
- 4% Did not understand/ don't know

■ Yes ■ Mixed-feelings ■ No ■ Did not understand/ don't know

The graph showing young people's answers to the question whether they would agree to participate in an online intercultural exchange reveals that 69% of young people answered "yes", while 23% answered "no" and 8% did not express a clear opinion.

The majority of young people (69%) indicated that they were ready to participate in an intercultural exchange online. This suggests that these young people recognize the benefits and opportunities that such an exchange can offer, even without traditional physical mobility. They are open to connecting with people from other cultures, exchanging ideas, sharing experiences and broadening their horizons through online platforms.

On the other hand, the analysis reveals that 30% of young people expressed their reluctance to participate in an intercultural exchange online. This trend may be motivated by various reasons. Some young people put forward personal preferences, suggesting that their preferred intercultural interactions take place in a physical context, where the human aspect is fully felt. This perspective highlights the importance of physical presence and the belief that face-to-face intercultural exchanges enable a depth and richness of interaction that is difficult to reproduce online.

Furthermore, technological limitations can also contribute to this reluctance. Some young people may not have access to reliable digital devices or a stable internet connection, making engaging in online exchanges difficult or impossible. This reality highlights the inequalities of access that can influence young people's choices in terms of intercultural experiences.

It is important to note that 17% of young people did not express a clear opinion, which suggests a certain indecision or lack of knowledge about the possibilities and benefits of intercultural exchanges online. To encourage their participation, it would be useful to provide more information and awareness about the possibilities and positive outcomes of these exchanges.

Graph n°28 : Perception and disposition of youth workers with regard to digital intercultural experiences.

Do you think that youth have digital intercultural experiences?

14%
35%
14%
37%

■ Yes ■ Rather yes ■ No ■ Rather no

Would you feel comfortable facilitating intercultural exchanges via digital technology?

11%
34%
19%
36%

■ Yes ■ Rather yes ■ No ■ Rather no

The analysis of the two graphs allows us to draw interesting conclusions regarding the perception and disposition of youth workers with regard to digital intercultural experiences.

In graph 1, which questions youth workers on their perception of the digital intercultural experiences lived by young people, we observe that 48% of respondents are in favor of this idea (14% answer "Yes" and 34% answer "Rather yes").
On the other hand, 51% seem to be more skeptical about the reality of these experiences (14% answer "No" and 37% answer "Rather no"). This division between the two groups suggests a certain ambiguity in the perception of youth workers about the real digital intercultural experience of young people.

Graph 2, which explores the disposition of youth workers to facilitate intercultural exchanges via digital technology, reveals a similar but slightly more hesitant attitude. Indeed, 45% are open to this idea (11% answer "Yes" and 34% answer "Rather yes"), while 55% express reservations (19% answer "No" and 36% answer "Rather no") .

These results suggest that youth Workers have a relatively shared perception regarding the reality of digital intercultural experiences experimented by young people, as well as their own comfort in facilitating such exchanges via digital technology. This ambivalence could be due to concerns about the quality of the digital intercultural experience compared to in-person interactions, as well as technical and pedagogical considerations specific to these platforms.

It is possible to see a link between these two graphs: youth workers who believe that young people have digital intercultural experiences are also those who feel comfortable facilitating such exchanges via digital technology. This suggests that youth workers who perceive digital cross-cultural interactions as common among young people are more likely to feel comfortable mentoring and facilitating them virtually.

Graph n°29 : The evolution of young people's digital practices following Covid-19

The graph reveals that 53% of young people answered "yes", while 30% answered "no" and 17% did not express a clear opinion.

The majority of young people (53%) indicated that their digital practices have evolved since the appearance of Covid. This development may be linked to travel restrictions and social distancing measures imposed during the pandemic. Young people have had to adapt to this new reality by using digital tools more for daily activities, online learning, remote working and maintaining social connections.

However, 30% of young people declared that their digital practices have not evolved. This may be due to a variety of factors, such as personal circumstances that have not necessitated a major change in their online habits or a preference for more traditional practices outside of digital.

It is interesting to note that 17% of young people did not express a clear opinion. This may be due to a lack of attention to their own evolution of digital practices or to uncertainty about the specific changes they may have observed.

Overall, the graph suggests that the majority of young people have evolved their digital practices since the start of the pandemic. This highlights the importance of digital as a means of maintaining connectivity, learning and productivity during times of disruption. However, it is also essential to understand the individual needs and preferences of young people to ensure responsible and balanced use of technology, taking into account each person's realities and contexts.

3.

Recommandations

Encouraging physical mobility : Since physical mobility is considered an important component of intercultural exchange, it is recommended to promote mobility opportunities for young people. This may include exchange programs, internships abroad, international volunteering, etc. Measures should be put in place to facilitate access to these opportunities, such as scholarships, partnerships with local organizations and simplified procedures for obtaining visas.

Develop language skills : Given that language barriers are often cited as an obstacle to interculturality, it is essential to strengthen foreign language learning among young people. Adapted and accessible language programs should be put in place, with an emphasis on the most relevant languages in an intercultural context. Digital technologies can also be used to deliver online courses and interactive learning tools.

Increase information and awareness : Since a lack of information is often mentioned as a reason for not participating in intercultural experiences, it is important to implement targeted information and awareness campaigns. These campaigns should highlight the advantages of interculturality, the different opportunities available and the steps to follow to participate in them. The communication channels used should be tailored to young people's preferences, such as social networks, online platforms and youth events.

Promote intercultural exchanges online : In light of the evolution of digital practices among young people, it is recommended to develop initiatives for intercultural exchanges online. This will overcome certain constraints linked to physical mobility and provide opportunities for intercultural interactions to a larger number of young people. Dedicated online platforms, webinars, discussion forums and collaborative projects can be set up to facilitate these exchanges.

Strengthen economic access : Financial difficulties are often mentioned as a barrier to participating in intercultural experiences, it is important to put in place measures to make these opportunities more financially accessible. This may include scholarship programs, specific funding for low-income youth, partnerships with local organizations or crowdfunding initiatives.

4. Conclusion

In conclusion, this survey made it possible to explore in depth the experiences and perspectives of young people in terms of interculturality. The results of the different graphs highlighted several key points. First, it is encouraging to see that the majority of young people have had an intercultural experience, which demonstrates their open-mindedness and willingness to explore new cultures. However, it is important to note that some young people from rural areas or with more limited economic resources have fewer opportunities to access these experiences.

The graphs also revealed some obstacles and challenges that young people face in their quest for interculturality. Language barriers, financial constraints and lack of information were identified as common obstacles. It is therefore essential to put in place measures aimed at facilitating access to interculturality for all young people, regardless of their socio-economic or linguistic context.

The recommendations formulated from these analyzes offer concrete avenues for promoting interculturality among young people. Strengthening virtual exchange programs, promoting linguistic and cultural diversity, strengthening international partnerships, raising awareness of the benefits of interculturality and developing dedicated digital platforms are all measures that can help overcome identified obstacles and create fair opportunities for all young people.

Finally, it should be noted that the results of the graphs also highlighted differences in perspectives between young people who have had an intercultural experience and those who have not yet done so. These differences may be linked to factors such as physical mobility, digital practices and perceptions of obstacles to interculturality. It is important to take these differences into account to adapt intercultural initiatives and programs to meet the specific needs and expectations of each group of young people.

In conclusion, this survey highlights the importance of promoting interculturality among young people and overcoming the obstacles they face. By promoting intercultural exchanges, strengthening intercultural skills and encouraging mutual understanding, we can contribute to building a more inclusive society open to the world. It is therefore essential to continue investing in programs and initiatives aimed at supporting young people's participation in intercultural experiences, whether physically or through online exchanges, in order to create an interconnected future respectful of cultural diversity.

"Please note that the conclusions and interpretations presented in this study are based on the analysis of data collected from survey participants. They do not necessarily reflect the opinion or position of the donor. This study aims to provide information and insights based on participants' responses, with a view to better understanding young people's intercultural experiences. Any further interpretation or generalization of the results should be undertaken with caution and in consideration of the specific context."

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