

# Compendium for youth work in the field of social inclusion and social equity in tomorrow's youth centres



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## Chapter 1

### Context. Beneficiaries. Target groups.

Social exclusion is a concept commonly used in development, particularly following the World Social Summit in Copenhagen in 1995. Thereafter a number of multilateral development agencies, notably the World Bank and the International Labour Organisation, adopted social exclusion as a multidimensional framework. It served to broaden poverty analysis and focus attention on both the causes and impact of social disadvantage. [...] *Social exclusion is a process and a state that prevents individuals or groups from full participation in social, economic and political life and from asserting their rights. It derives from exclusionary relationships based on power.*<sup>1</sup>

Young people do not live on an island. They are embedded in a social structure composed of different people (parents, teachers, trainers, employers, etc.) who all have different expectations and interactions with the young people in question.<sup>2</sup> But what are the expectations of young people? Or, better said, what are their needs? Their voices have been heard and the year of 2018 and also 2019, at EU level, this topic was on the spotlight. When Bulgaria hold the Presidency of the EU Council, the 11 Youth Goals were

established and Youth Goal no.3 was entirely dedicated to social inclusion, as follows:

#### **Enable and ensure the inclusion of all young people in society.**<sup>3</sup>

One third of young people in Europe are at risk of poverty and social exclusion. Many do not have access to their social rights. Many continue to face multiple discrimination, experience prejudice and hate crimes. New migratory phenomena brought several social and inclusion challenges. Therefore, it is crucial to work towards the fulfillment of the rights of all young people in Europe, including the most marginalised and excluded.

 Provide legal protection and enforce international legal instruments to fight against all kinds of discrimination and hate speech, recognising that young people are subjected to multiple forms of discrimination.

 Strengthen outreach of information to marginalised young people, to ensure they are aware of spaces, opportunities and experiences available to them.

 Ensure that all marginalised young people have equal access to formal and

<sup>1</sup> DFID Social Exclusion Review, May 2005, Development Studies Institute (DESTIN) at the London School of Economics (LSE) & Overseas Development Institute (ODI) -

<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2301.pdf>

<sup>2</sup> T-Kit on Social Inclusion - <https://www.salto-youth.net/downloads/4-17-402/tkit%20Social%20Inclusion.pdf>

<sup>3</sup> <http://www.youthgoals.eu>

non-formal learning environments, addressing all the dimensions of inclusion.

- ✚ Strengthen the capacities of educators to work with marginalised young people.

- ✚ Provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation.

- ✚ Strengthen social support by implementing the right to a living wage, fair work condition, universal access to quality health care, and ensure specific measures for marginalised young people.

- ✚ Ensure that marginalised young people are participating in all decision-making processes and are key players, particularly in processes concerning their own rights, wellbeing and interests.

As a natural follow-up, during the Austrian Presidency of the EU Council, the youth sector focused on developing the EU Youth Strategy 2019-2027, which was adopted on December 18, 2018 by the Resolution<sup>4</sup> of the council of the European Union. Two of the four overall objectives focus on social inclusion: O3: *Improve policy decisions with regard to their impact on young people across all sectors, notably employment, education, health and social inclusion*; O4: *Contribute to the eradication of youth poverty and all forms of discrimination and promote social inclusion of young people*. One of the five guiding principle is dedicated to social inclusion, as

well: P2: *Inclusion: acknowledging that young people are not a homogenous group, and thus have diverse needs, backgrounds, life situations and interests, the EU Youth Strategy should promote activities and policies that are inclusive for all young people, especially those with fewer opportunities and/or those whose voices may be overlooked.*

According to this document, this Youth Goal will be the main topic of the 1<sup>st</sup> half of 2020, as well:

- ✚ Council Conclusions on Youth work in rural areas and promotion of intergenerational solidarity (1<sup>st</sup> half of 2020)

- ✚ DG meeting Promoting social entrepreneurship among young people

Nevertheless, even if the priorities for the Romanian and the Finnish Presidency of the EU Council will not focus on this Youth Goal, still, their topics are very much related to our work, due to the fact that Romania focuses (in the 1<sup>st</sup> half of 2019) on Future of Work and Finland (2<sup>nd</sup> half of 2020) focuses on Youth Work. Therefore, Creative a Framework for Tomorrow's Youth Centres, which dedicated all 3 intellectual outputs to young people, youth centres, social inclusion and labour market, fits in perfectly in the EU public agenda and focus.

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<sup>4</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2018:456:FULL>

## Chapter 2

### Community analysis

#### SPAIN

The SWOT analysis carried out in the local area of Catalonia<sup>5</sup>, on needs youth people have reveals a series of aspects which are summarised below and detailed in the following pages.

#### Weaknesses:

✚ Lack of specialised human resources and time to attend all the youngsters needs.

✚ Communication channels do not completely fit to the young people needs.

✚ Lack of a specific offer oriented to the adolescence (under 18 years old)

✚ There are no organisations or centres managed by young people.

✚ Lack of communication channels managed by young people, able to enhance their participation.

✚ Limited space for the library adapted to their different uses.

✚ Difficulties in coordination between different services and organisations dealing with young people in the area.

#### Strenghts:

✚ Existing of good infrastructure for sports

✚ Wide offer of sport facilities and activities.

✚ Wide cultural activities for all public.

✚ Available infrastructure for meetings.

✚ Young workers good predisposition and preparation to attend a variety of activities for young people.

✚ Wide cultural offer for young people.

✚ Good interorganisational collaboration among cultural associations and municipalities.

✚ Existence of projects oriented to improve the pupils retention in educational system.

#### Threats:

✚ The Young people perception they are not considered when the activities are planned.

✚ Difficulties for young people to access good paid and long term or permanent jobs.

✚ High level of a youth employment.

✚ Low participation in activities provided by municipality.

✚ Difficulties to access housing.

✚ Low interaction between young people with different cultural background outside schools.

<sup>5</sup> Data retrieved from the report: Aleix Barrera-Corominas i Aleix Pagès Mimó (2015) Diagnòstic previ al disseny del Pla Local de Joventut (PLJ) de

Calella. Diputació de Barcelona – Oficina del Pla Jove

- ✚ The young people perception that there are more activities for them outside their own city.

- ✚ Lack of a in depth analysis of the labour market situation regarding the young people.

- ✚ Decreasing the number in the next years of “older” young people and increasing the number of young adolescence which requires a specific attention.

- ✚ High number of Young people dropout the educational system.

### **Opportunities:**

- ✚ Good relationship between all ethnic and cultural groups in the region.

- ✚ Favourable environment for the organisation of different outdoor activities.

- ✚ Motivated young people towards the collaboration with the municipality.

- ✚ Recent creation of a Young people office in the municipalities.

- ✚ New calls for funding opportunities provided by the European union

- ✚ Different inter/organisational and connected initiatives across region.

- ✚ The existence of prepared and designed programmes ready to be funded.

- ✚ Consolidation of the internal coordination.

- ✚ The existence of protocols and internal quality assurance systems.

In the following paragraphs we are going to comment some of the main aspects included in the table above and some possible solutions to be implemented:

Regarding the migrant background of the wide part of the young people and with the aim of **increasing integration and acculturation in the region**, some of the proposal are:

- ✚ Enhancing the participation of young people with migrant background to the sports activities offered by the municipality

- ✚ Ensure a good collaboration among different entities around the young people specific interests

- ✚ Inform new arrived families about the importance of their children attending school and other educational activities extracurricular.

An important area of intervention in order to ensure the integration of young people at social and labour level is represented by the **educational proposals**. In this regard, some of the proposals for intervention are:

- ✚ Increasing the jobs related to the educational support provided by the municipality

- ✚ Improve the collaboration between municipality and schools in order to address joint proposals for young people.

- ✚ Expand the non-formal activities proposal for young people inside and outside schools in order to address specific soft skills required by the labour market.

- ✚ Offer economic support for young people to attend high education studies.

**Labour market** represents the third area of intervention, considered as critical for the young people needs. among others, some of the possible areas of intervention are:

- ✚ Improve the young people attention services in the municipality ensuring the efficient collaboration between all the agents involved.
- ✚ Increasing the number and the quality of activities oriented to the labour market inclusion.
- ✚ Offer specific counselling services for young people searching for a job.
- ✚ Ensure an efficient coordination between different municipalities in the job searching portals and services.
- ✚ Carrying out specific studies addressing the young people job situation in order to propose specific and clear orientation.

- ✚ Motivate local industry to use the municipality job search portals when hiring.
- ✚ Centralise the job offer in the region in order to ensure easy access to it.
- ✚ In-depth analysis of the job problems experimented by young people aged between 23 and 32.

**Housing** represents another topic to be addressed through concrete proposals. Some of these are:

- ✚ Motivate house owners to offer low rent prices for young people.
- ✚ Shared apartments for young people.
- ✚ Enhance the offer for social housing for vulnerable youngsters

## FINLAND

### DESCRIPTION OF LOCAL COMMUNITY

Kokkola is located in Central Ostrobothnia in Western Finland, on the coast of the Gulf of Bothnia. The town is the financial, administrative, educational and cultural center of the region.

Kokkola was founded in 1620 by King Gustav II Adolf of Sweden. Due to the consolidation of municipalities the municipality of Kaarlela was incorporated to the city of Kokkola in 1977, and the municipalities of Kälviä, Lohtaja and Ullava in 2009.

The population of Kokkola has been grown rapidly within the past few years. There are 47 570 people living in Kokkola at the moment, which makes it the 22nd biggest town in Finland. The total area of Kokkola is 2 731 km<sup>2</sup>, from which 1 444 km<sup>2</sup> is land area.

The town's population density is 32,39 inhabitants per km<sup>2</sup>. Of the town's population, 84,0 % speak Finnish as a first language and 12,6 % speak Swedish, and 3,4 % speak a language other than Finnish or Swedish as a first language.

Population in 31.12.2017: Population 47,723 of which men 23,567 49.4% and women 24,156 50.6%. Finnish speaking 40,079 84.0% Swedish speaking 6,020 12.6%, other languages 1,624 3.4 %. Foreign nationals 1,150 2.4%.

Age distribution of the population at turn of the year 2017/2018:

0–6	4184	8.8%
7–14	4864	10.2%
15–24	5722	12.2%
25–64	22795	47.8%

65–84	8910	18.6%
85+	1248	2.6%

### DEGREE OF SOCIAL PROBLEMS AND RISK OF EXCLUSION

In Kokkola in general, the main factors causing risk of exclusion are unemployment, use of drugs and alcohol and problems related to mental health.

### SERVICES FOR YOUNG PEOPLE

Kokkola Youth Services is responsible for the services provided to young people. The youth services area is located in Kokkola - the center as well as Kälviä, Lohtaja and Ullava.

The activities of youth services are guided by a development plan prepared for the years 2010-2020. The development plan has been in co-operation with both young people's staff and young people in Kokkola.

The plan is based on the Youth Act, the Government's Child and Youth Policy Development Program, the City Strategy of Kokkola and the objectives of the civil service.

Kokkola Youth Services is promote the well-being of young people throughout the city, grant grants to youth organizations and groups, maintain youth premises, rent facilities for young people and organizations, organize events and activities for young people, support young people's own hobby and support & organize local and international projects.

#### Outreach youth work:

Outreach youth work is special youth work aiming to be present among young people and provide the opportunity for a safe and confidential adult relationship.

Outreach youth work is looking for young people with solutions to young people's issues and questions and helps young people achieve the service they need. In Kokkola Outreach youth work help teenagers aged 15-28 to find the right services to support their studies, work and livelihood. Outreach youth workers help young people in dealing with practical matters, office visits, and give personal guidance according to the young person's wishes. Outreach work is not supportive work but professional guidance work based on volunteering. The aid is confidential and free of charge.

#### Ohjaamo

*Ohjaamo is part of the Youth Guarantee initiative, and it is intended to help young adults under 30 years of age.*

Following the priorities of the national strategy for lifelong guidance and the youth guarantee initiative, Finland has established a network of locally operating one-stop guidance shops (in Finnish) that provide young people with information, advice and guidance on a walk-in and easy-access basis

Ohjaamo in Central Ostrobothnia is a low-threshold service point for young people and young adults under the age of 30 who provides information, counseling and guidance, among others. More information: [www.ohjaamot.fi](http://www.ohjaamot.fi)

### SOCIAL AND HEALTH CARE SERVICES

These services are provided by social- and health union Soite. Services provided for young people are for an example school health care intended for elementary school children and their families. It is a statutory

and free primary health care service that is available mainly during school days at school or in its immediate vicinity.

The student health care services are intended for high school students, secondary school students and polytechnic students. Health care and medical services, including oral health care and mental health services are offered to students in the student health care sector.

### **Services for immigrants:**

The Immigration Bureau supports the refugees arriving in Kokkola for integration into Finnish society. The Immigration Bureau implement integration services under the Integration Act and Social Welfare Act.

Integration work is carried out in cooperation with various authorities and organizations. Services include for an example arrangement for the reception of refugees coming to Kokkola, co-operation with various authorities, and assisting the client in agency affairs, Local Registry, Kela, Police, TE Services, applying for a school and day care center for children with a client, supporting the integration of customers and their families, guidance and counseling etc.

## **EMPLOYMENT SERVICES**

### **TE services**

Public employment and business services i.e. TE Services offer free of charge services for jobseekers, who live in Finland or wish to come to Finland to work.

Examples of their services:

Employment and Business Services provide assistance for those having work experience, sufficient

professional skills who are searching for work in Finland and EU Member States.

Competence Development Services provide information and assistance for persons in need of more training and skills, or when planning a change of profession or field.

Supported Employment Services provide assistance when person needs health care or other services in addition to TE Services. Customer receives one-on-one support in gaining an understanding of the requirements and rules of working life or for being able to act in a work community.

### **Kokkotyö-foundation**

Kokkotyö-foundation is an organisation specialized in activating persons with challenges in finding employment. It supports and trains individuals in their working skills and in coping in their everyday life. The aim is to encourage them forward into working life or studies and give them learning opportunities and work experience.

Kokkotyö-säätiö has 10 workshops with employed personnel working together with the trainees. The workshops offer products and services to their clients (individuals, associations and companies) and the workshops serve as a tool in training the working skills. Also all the trainees have an individual trainer helping them with different issues in their personal life.

The workshops in Kokkola are: laundry, sewing, woodcraft, car service, recycling centre including a shop, media and marketing, maintenance (including a

cafe), metalcraft and a workshop for young adults.

### Services in education:

Schools offer study counselling and support to students. At the vocational school in Kokkola, students have the right to special support if, due to learning difficulties, disability, illness or other reason, long-term or regular special learning is needed. Special support refers to systematic pedagogical support based

At the end of 2017, there was just over 312,000 young people in Slovenia (everybody between the ages of 15 and 29 falls into the category of a young person in Slovenia), representing 15.1% of all Slovenian population (SORS, 8.8.2018).

The Pomurje region covers about 20,000 young people (in 27 municipalities)

on the student's goals and capabilities and specific teaching and learning arrangements. The purpose of special support is to provide students with the skills and competences required by the qualification or training.

For students with special needs, the competence assessment in accordance with the criteria for vocational qualification can be adjusted by giving the student an individual assessment of the competence.

## SLOVENIA<sup>6</sup>

and records only two youth centres, which are considered regional youth centres due to the inclusion of the countryside (Murn 2011, 45). The local area stats are gathered by the City Municipality of Murska Sobota, which counted cca 20.000 inhabitants (from that cca 30% of young people aged between 0-30 years old), according to the data from January 2018. The at-risk-of-

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- ❖ <sup>6</sup> Gracin, T. 2016. Ranljive skupine in njihova inkluzija v družbi. V Izzivi prihodnosti, v 1, n3. Available at: [http://www.fos-unm.si/media/pdf/ip/ranljive\\_skupine\\_gracin\\_07.pdf](http://www.fos-unm.si/media/pdf/ip/ranljive_skupine_gracin_07.pdf) (16.8.2018)
  - ❖ Mesojedec T., Pucelj Lukan P., Milenković Kikelj N., Mrak Merhar I, Grbec A.. 2013. Mladi in Socialna vključenost. Ljubljana: Mladinski svet Slovenije. Available at: [http://www.mss.si/datoteke/dokumenti/socialna\\_vkljucenost\\_publikacija.pdf](http://www.mss.si/datoteke/dokumenti/socialna_vkljucenost_publikacija.pdf) (17. avgust 2018).
  - ❖ Zrim Martinjak, N. 2004. Koncept socialnega kapitala v socialni pedagogiki. Socialna pedagogika (Ljubljana). Vol. 8, p. 4. Pag. 481–496.
  - ❖ Praprotnik, Laura. 2017. Analiza nabora instrumentov za vključevanje mladih. Available at: [http://www.varuhr.si/fileadmin/user\\_upload/pdf/konferenca\\_o\\_participaciji\\_otrok\\_in\\_mladostikov\\_2014/slovensiki\\_dokumenti/Analiza\\_nabora\\_instrumentov\\_za\\_vkljucivanje\\_mladih.pdf](http://www.varuhr.si/fileadmin/user_upload/pdf/konferenca_o_participaciji_otrok_in_mladostikov_2014/slovensiki_dokumenti/Analiza_nabora_instrumentov_za_vkljucivanje_mladih.pdf) (5.8.2018).
  - ❖ Rapuš Pavel, J. 2005. Ranljivost mladih pri srečanju z brezposelnostjo. Socialna pedagogika. Vol. 5, Nr. 3. Pag. 329–360.
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  - ❖ Izvedbeni načrt Trajnostne urbane strategije Mestne občine Murska Sobota 2014-2020. 2015. Dostopno na: [http://www.murska-sobota.si/sites/default/files/datoteke/Izvedbeni%20na%C4%8Drt%20TUS%20MOMS\\_0.pdf](http://www.murska-sobota.si/sites/default/files/datoteke/Izvedbeni%20na%C4%8Drt%20TUS%20MOMS_0.pdf)
  - ❖ Murn, K., 2011. Mladinsko delo in mladinska politika na lokalni ravni. Ljubljana: Ministrstvo za šolstvo in šport, Urad Republike Slovenije za mladino.

poverty rate among young people was at 12.3% in 2017, which is 3.2 percentage points higher than a decade ago (SORS, 8.8.2018). At-risk-of-poverty or social exclusion rate of vulnerable social groups (including young people) is increasing year by year.

#### CATEGORIES OF YOUNG PEOPLE EXPERIENCING A GREATER DEGREE OF SOCIAL EXCLUSION AND UNEQUAL OPPORTUNITIES AT NATIONAL AND LOCAL LEVEL:

✚ Young people with specific living conditions: long-term unemployed, poor, young people with debts or financial difficulties, young mothers, single mothers, persons with general/minimum or no education, persons with specific learning difficulties, persons who are released from prison, addicts, homeless, adolescents with growth difficulties, young people from divorce families, young people experiencing discrimination based on their gender, ethnicity, religion, sexual orientation, disability; young people with limited social skills, unsocial or risky sexual behaviour.

✚ The most at risk due to their geographical origin: minorities, Roma, migrants, people with poor access to public transportation, young people with poor access to information, young people with difficulties in linguistic adaptation or cultural integration.

✚ Young people with geographical barriers: young people from rural areas.

✚ Young people with learning difficulties: young people who have given up schooling early on or drop out of school/educational system (dropouts); low-skilled young

people; young people with poor performance in school.

✚ The most at risk in terms of health: sick, disabled, people with mental disabilities, people who were dismissed from various institutions (e.g. psychiatric hospital), victims of violence, young people with chronic health problems and difficult diseases.

✚ Young people employed in uncertain workplaces (Mesojedec etc, 2013, 7).

From the perspective of a young person, there are two more groups that are in particularly vulnerable:

✚ Young people who are not educated, are not employed and are not trained (NEETs),

✚ Young people who are otherwise employed, but their personal income is so low that they are consequently more exposed to poverty than other social groups. We call them "Working Poor." They are paid less than other social groups, if they have to work worse paid than other social groups are, for example, if they do not perform the work appropriate to their level of education or because they have little experience in the workplace they were initially hired. (Mesojedec etc, 2013, 7)

In the "Sustainable Urban Strategy" the municipality of Murska Sobota (which represents the local context), decided to focus on the development challenge of reducing poverty and social exclusion through the help of the measure of social inclusion of vulnerable groups and the appropriate living conditions for them.

Their plan is to establish a youth centre, a centre for addicts and a creative

centre after the year 2020. Within the framework of the SWOT analysis they identified the following threats in the category of life and accommodation; the rise of unemployment, the continuous emigration of young families, the exclusionary ways society reacts to diversity (race, religion, sickness, age, ...), further deterioration in living standards. Under weaknesses they listed: the rise of persons at the threshold of poverty and social exclusion, poor utilization of the potential of the youth and youth policy, limited access to higher education, lack of non-profit housing for young families (TUS MOMS 2014-2020, 2015).

Social inclusion should be pursued in particularly by young people – peers of excluded, marginalised groups, youth organisations, the accountability is also on the decision makers – decision-making bodies and societies as a whole – especially in the context of a valid system of values. Young people must be included in the decision-making, policy-making on all levels – both in the structures – the process of policy formulation, decision-making, as well as the implementation, and also in the context of the evaluation of results, objectives, as well as on all levels in geographically-organisational terms. As part of the latter, the local level (and regional) is the key, is a resource and indispensable for the creation of appropriate policies for young people and society as a whole – even on a national level, since the local level and local authorities are the closest to young people and therefore the interests and needs are easier and more directly heard and also

realized. The responsibility is on both sides – both on the side of the youth and on the part of the representatives of the authorities and society as a whole (Praprotnik 2010, 51).

Institutions responsible for the social inclusion of young people (as well as young people with fewer opportunities) at the national and local levels:

-  Youth Office (state body responsible for youth affairs or public interest in the youth sector at the state level), Youth Council of Slovenia (umbrella youth organization in Slovenia), Youth Councils of local communities (holders of youth work and youth policy at the local level).
-  National Movit Agency: implementation of the Erasmus + Youth in Action program (increasing emphasis on young people with fewer opportunities)
-  Centre for Social Work
-  Employment Service of Slovenia
-  Youth centres
-  Youth organizations
-  Student clubs
-  Other non-governmental organizations

The process of integration of young people from vulnerable social groups, has seen a positive shift on a national and local level. Some national mechanisms are already in place, especially, different guidelines that are set by the European Union. On the other hand, there is still much to be done in this area. In particular, it is necessary to operate at local level. Many municipalities in Slovenia have no strategy for young people in the local community, so together with key

agents/factors and professional support it is necessary to work on it. The main part in the preparation of the strategy should be put in the hands of youth institutions since they are representing the interests of young people and youth organisations and strive to identify and defend the needs of young people.

Our region belongs to the rural area and has one of the highest percentages of unemployment, which is also reflected in the unemployed youth. Due to various factors, the number of young people (brain drain, unemployment, population ageing, housing issues) is declining. On the basis of the SWOT analysis, we have identified the advantages, weaknesses, opportunities and threats of social inclusion of young people in the local area. These findings were created on the basis of the operation of the youth centre Risko, which operates in the local environment.

#### COMMUNITY ANALYSIS - SWOT ANALYSIS ON A LOCAL LEVEL

##### Strengths

- ✚ Existing youth associations and youth organizations that represent and promote the interests of young people and promote the social inclusion of vulnerable groups of young people.
- ✚ Support of the Municipality and local political decision-makers on a principled level.
- ✚ The ability to work and contribute to the ideas of young people in the local environment.
- ✚ Promoting and representing the interests of young people by youth organizations, the Employment Service,

the Centre for Social Work, Municipalities, student clubs

- ✚ Supporting young people in realizing their ideas
- ✚ Creating events for young people in the local community
- ✚ Opportunity for participation and active participation of young people
- ✚ The existence of various programs for the social inclusion of young people

##### Weaknesses:

- ✚ Absence of a local program or strategy for the development of youth work.
- ✚ There is no Youth Committee in the local environment.
- ✚ Continuing the fight against poverty and social exclusion of young people.
- ✚ Youth unemployment.
- ✚ Lack of non-governmental organizations for the prevention of drug dependence.
- ✚ Strongly representing and promoting the interests of young people on paper, less in reality.
- ✚ Openness for accepting young people's ideas, but less for taking into account and applying their ideas.
- ✚ Poor networking and participation of youth associations and youth organizations, lack of resources and a very unique program.
- ✚ Accepting the current situation (there is no desire, no need for improvement or something new, and therefore no will for different performance and improvement).
- ✚ Lack of time, energy and will for common actions of a broader meaning.

- ✚ Focus on existing youth organizations in particular on youth entertainment.

### **Opportunities:**

- ✚ Encouraging, further developing activities in the field of informal and formal learning and education for participation (increasing recognition of informal experience by society and employers).
- ✚ Promoting active inclusion through schools that can inform young people about the importance and opportunities of non-formal education and learning through gathering experience.
- ✚ Innovative forms of consuming information using modern multimedia and trends followed by young people.
- ✚ Young people with ambitions who want success and penetration in the labour market: providing content for greater employability.
- ✚ Ensuring spatial conditions for youth activity.
- ✚ Increasing the intensity and quality of informing young people about the possibilities of integration into the content offered by youth organizations.
- ✚ Encourage cooperation with other organizations in order to achieve the social inclusion of all young people, especially vulnerable groups.
- ✚ Inclusion of young people in Erasmus + programs in the local and international environment.
- ✚ Reaching vulnerable groups of young people through activities in their environment, outside the youth centre (e.g. in outdoor sports facilities, in Roma settlements, etc.).

- ✚ Training for participation and social inclusion of young people: young people in municipalities, youth organizations, youth councils, local communities, employees of municipal administrations, representatives of local authorities and other stakeholders in the process of participation at local level.
- ✚ Exchange of good practices of social inclusion of young people among organizations (creation of models of good practices for inclusion of young people by individual categories / groups).
- ✚ Establishing accessible, attractive and innovative forms of communication for the involvement of young people at local level

### **Threats**

- ✚ Passivity and apathy of young people and, consequently, not taking advantage of the opportunities offered by the local environment (lack of involvement in the implementation of programs).
- ✚ Insufficient participation of young people.
- ✚ Without innovations, ideas and innovations for new, different projects (routine).
- ✚ Not recognizing the benefits of informal experience.
- ✚ Insufficient financial support for informal experience by the municipality and other calls.
- ✚ Opportunity for members only (young people who are not members are left without opportunity).
- ✚ Not encouraging youth associations to participate in the organization and implementation of events that enable young people to develop their own experiential learning.

- ✚ Personnel problems from the youth field.
- ✚ Insufficient support for young people from vulnerable target groups.
- ✚ The increasingly intense dependence of young people on parents (the problem of youth autonomy).

In our geographical working area, there are very large differences between individual population groups. On the one hand, we operate a family center in the Berlin region with the highest number of welfare recipients. On the other hand, there are also residential areas in our district with very high-income population groups. The social side effects are correspondingly different.

First of all, I would like to concentrate on the neighbourhood of our family centre. The area was a large settlement in the late 1980s that was expanded in the 1990s. By Berlin standards, the income situation is poor. One third of all people live on transfer payments (social assistance). For young people under the age of 15, this figure is even more than two thirds.

The population is very strongly influenced by many young families, very often single mothers with several children (sometimes from different fathers). Many have great difficulties adequately caring for their children, encouraging them and satisfying their willingness to learn. As a result, school enrolment examinations (which every child must complete before first attending school) show catastrophic results in language and reading skills, but also in motor skills or physical health.

- ✚ An increasing level of poverty and social exclusion among young people.
- ✚ Do not listen and misunderstand the local community for youth work (partly summarized in the Strategy for the Development of Youth Work of the Municipality of Šentjur, 2013)

## GERMANY

Due to the economic weakness of the inhabitants, there are only a small number of commercial but nevertheless cultural meeting places, like restaurants, concert halls or cafés. Even small shops, especially specialist shops (butcher's shops, vegetable shops) with healthy food are not found. We observe the consequences in our daily work in the family centre. Children do not know the simplest foods and have no idea where they come from. Very often, healthy food is unknown to them.

Since the television is the main source of entertainment for a whole stratum of the population, social contacts are rudimentarily developed and cohesion is almost non-existent. On the contrary, very often we observe a linguistically very rough contact with each other, both in real life and in virtual life.

On the other hand, our district is very diverse in its structure and population. While we have four districts as described above, we also have 3 districts that create a completely different image. These districts make up three quarters of the area of the district, but only one quarter of the inhabitants. These districts are characterized by single-family houses with gardens, mostly with high-income families

and in well-assorted social conditions. In these districts there are hardly any problems as described above and the residents are strongly connected with each other. Unemployment and educational problems are not a big issue here.

Both extremes unite, so that the district as a whole occupies a middle place in the statistics in the ranking of districts. This somewhat transfigures the picture of the problem situations from an urban (Berlin) point of view. For this reason, a small-scale social spatial social report for Berlin was drawn up in which the social spaces of our district rank both in the places with the fewest problems and in the places with the highest problems.

In order to be able to do the SWOT analysis in a proper way we focus on the entire district Marzahn-Hellersdorf of Berlin.

#### **Strengths:**

- ✚ Existing of good infrastructure for all sociocultural affairs (Culture, youth, school, early childhood education, sports)
- ✚ Available infrastructure for
- ✚ Highly specialized and well educated staff in social work, youth work, education system and administration
- ✚ Good interorganisational collaboration among cultural associations and municipalities.
- ✚ Big awareness in politics and administration of municipalities for its citizenship and the NGO sector

#### **Weaknesses:**

- ✚ Lack of job seeking professionals in many area
- ✚ High amount of people with deeply rooted social obstacles
- ✚ the population's low awareness of the diversity of the sociocultural infrastructure
- ✚ Excessive inertia among the population leads to low commitment

#### **Opportunities:**

- ✚ Part of Berlin metropole
- ✚ Favourable environment for the organisation of different outdoor activities.
- ✚ Big funding opportunities thanks to special programs such as democracy building or urban development by country of Berlin, Federal German Government and European Union
- ✚ Having several quarter managements in several areas
- ✚ Promoting citizenship by action fond targeted to informal groups
- ✚ Structurized acting of municipality departements
- ✚ Well developed public transport

#### **Threats:**

- ✚ growing population, mainly gentrified people from the inner districts of Berlin move in and reinforce social imbalances
- ✚ the infrastructure is growing too slowly in this relation

Berlin as city is too much depending on global economy, after it has only rare industries

## ROMANIA

In Timis County, the situation of the young population aged 15-34, according to the National Institute of Statistics (Census 2011), was the following: Romanian: 214.265 inhabitants, Hungarians: 6793 inhabitants, Roma: 4770 inhabitants, Serbs: 1951 inhabitants, Ukrainians: 1618 inhabitants, Germans: 898 inhabitants, other ethnicities: 799 inhabitants, Slovaks: 307 inhabitants, Csangos: 82 inhabitants, Italians: 70 inhabitants, Croats: 59 inhabitants, Greeks: 53 inhabitants, Turks: 49 inhabitants, Czechs: 43 inhabitants, Russians-Lipovans: 37, Jewish: 37 inhabitants, Polish: 17 inhabitants, Armenians: 5 inhabitants, Chinese: 3 inhabitants. (Information not available on the ethnicity of 20305 young people).

The answers of the young people, following the analysis of the questionnaires applied in February 2017 in Timis County, reveal the following percentages:

**✚ To what extent do you think that young people in your school (university) are discriminated against because:**

**✚ belong to one gender:** 7.08% - to a very large or permanent extent; 9.15% - To an average; 22.95% - To an average; 23.99% - To a small extent; 27.44% - Too little or no; 9.40% - NS / NR.

**✚ have a certain economic situation (whether poor or rich):** 6.82% - To a very large or permanent extent; 11.13% - To an average; 27.87% - To an average; 27.52% - To a small extent; 19.33% - Too little or no; 7.33% - NS / NR.

**✚ belong to a religious confession:** 5.69% - To a very large or permanent extent; 10.70% - To an average; 22.78% - To an average; 25.11% - To a small

extent; 27.26% - Too little or no; 8.46% - NS / NR.

**✚ belong to an ethnic group:** 6.47% - To a very large or permanent extent; 11.99% - To an average; 23.99% - To an average; 25.37% - To a small extent; 23.04% - Too little or no; 9.15% - NS / NR.

**✚ Have a certain level of education:** 7.51% - To a very high or permanent degree; 12.77% - To an average; 25.02% - To an average; 27.78% - To a small extent; 18.98% - Too little or no; 7.94% - NS / NR.

**✚ have some political options:** 4.57% - To a very high or permanent extent; 8.97% - To an average; 21.92% - To an average; 24.42% - To a small extent; 28.73% - Too little or no; 11.39% - NS / NR.

**✚ come from a certain region of Romania:** 7.08% - To a very large or permanent extent; 11.99% - To an average; 23.12% - To an average; 24.59% - To a small extent; 23.55% - Too little or no; 9.66% - NS / NR.

**✚ come from a certain residential environment (rural or urban):** 6.21% - To a very large or permanent extent; 10.61% - To an average; 23.73% - To an average; 25.45% - To a small extent; 25.11% - Too little or no; 8.89% - NS / NR.

**✚ Have some sexual options:** 10.27% - To a very high or permanent degree; 11.73% - To an average; 24.42% - To an average; 21.66% - To a small extent; 21.74% - Too little or no; 10.18% - NS / NR.

**✚ Is there another reason why young people are discriminated against in your**

**school (university)?**: 98.62% - No; 1.38% - Yes.

✚ **Some young people in schools and even faculties accuse the emergence of BULLYING behaviors (term referring to behaviors where a colleague is harassed repeatedly by others). Have you encountered such cases in school or college?**: 38.74% - Yes; 61.26% - No.

✚ **How much do you trust in counseling and counseling from family and friends?**: 23.08% - I have a great deal of confidence; 17.31% - I'm confident in a great deal; 20.60% - I'm confident to an average; 21.98% - I have little confidence; 10.16% - I do not trust at all; 6.87% - NS / NR.

✚ **To what extent do you admit that ethnic Bulgarians, Jews, Germans, Hungarians, Romanians, Roma, Russians, Serbs, Ukrainians are: your close friends**: 75.6%; your neighbors: 75.4%; your colleagues: 78.9%; citizens of your country: 77.4%; tourists in your country: 86%; expelled from your country: 25.2%.

✚ **How confident you have in each group or person, on a scale of 1 (I do not trust) to 10 (I have total confidence)**:

✚ 8.82% Family members (parents, brothers, grandparents);

✚ 7.38% Friends;

✚ 7.37% Relatives;

✚ 6.22% Colleagues (school, high school, college, service);

✚ 6.21% People with European Citizenship;

✚ 6.14% Persons of another religion, from Romania;

✚ 6.07% People belonging to other ethnic groups;

✚ 6.05% Persons with Western Citizenship;

✚ 5.96% People with different sexual options;

✚ 5.83% People with other political opinions from Romania;

✚ 5.81% Persons with Oriental or African Citizenship;

✚ 5.52% Priests, pastors, preachers, prelates;

✚ 5.38% Neighbors.

✚ **How satisfied are you with friends in your closest group, where everyone knows everyone and where friends spend a lot of time together?** 40.24% - Very satisfied; 47.32% - Satisfied; 8.64% - Not satisfied, nor dissatisfied; 2.33% - dissatisfied; 0.43% - Very dissatisfied; 1.04% - NS / NR.

✚ **How much does domestic violence affect?**: (1 to 10 where 1 = Does not affect me at all, and 10 = Deeply affect me): 1 = 9.48%; 2 = 2.72%; 3 = 3.34%; 4 = 3.34%; 5 = 8.60%; 6 = 9.48%; 7 = 11.50%; 8 = 15.36%; 9 = 10.10%; 10 = 19.75%; NS / NA = 6.32%.

✚ **How much does violence in public space affect you?** (1 to 10, where 1 = Does not affect me at all and 10 = Deeply affect me): 1 = 5.62%; 2 = 2.37%; 3 = 4.13%; 4 = 5.00%; 5 = 10.10%; 6 = 10.45%; 7 = 13.78%; 8 = 15.19%; 9 = 10.01%; 10 = 18.17%; NS / NR 5.18%.

#### SOCIAL INCLUSION – SWOT ANALYSYS AT TIMIS COUNTY LEVEL

##### The strong points refer to:

✚ efficient associations in the county;

✚ programs specifically addressed to young people with fewer opportunities;

✚ many young people with limited opportunities in the county who want to get involved and participate;

✚ the low rate of unemployment in Timisoara and the county;

- ✚ Timisoara is cosmopolitan city - the history of the city binds more ethnicities;
- ✚ studies and documents at European level that are used by NGOs; laws to support people with low opportunities (e.g.: subsidies, compulsory employment of people with disabilities, social enterprises, guaranteed minimum income vs. Community work hours);
- ✚ access to the city and educational institutions has begun;
- ✚ there are special funds in the field, and social inclusion is a priority in granting non-reimbursable funding;
- ✚ facilitation / exemption from university tax for minorities, ethnic Romanians, orphans, people with disabilities;
- ✚ special funds for young people from disadvantaged backgrounds (e.g. special scholarships); guidance and counseling departments in schools and faculties; free of charge or facilities in terms of access to culture (Opera, Theater, Festivals)

**The weaknesses to be eliminated, highlight significant deficits of:**

- ✚ the concept of social inclusion is not known in the county;
- ✚ lack of equal opportunities;
- ✚ the big difference between rural and urban, between Timisoara and the rest of the county;
- ✚ inequality of chances in terms of gender;
- ✚ the high percentage of young people in poverty;
- ✚ many young people have preconceptions about ethnic and religious minorities;
- ✚ discrimination against young Roma, LGBTQIA, HIV + and other vulnerable

- groups; social inclusion programs are few or not visible;
- ✚ there is segregation in communities;
- ✚ black work;
- ✚ 14% youth unemployment in Timis County;
- ✚ the weight to reach the target group - to young beneficiaries with low opportunities;
- ✚ associated professionals do not know or have access to them;
- ✚ young people with fewer opportunities do not ask for help with associations or are not interested in getting involved;
- ✚ young people with limited opportunities can not make their voice heard at the level of local public authorities;
- ✚ the authorities are indifferent to the situation of young people with fewer opportunities;
- ✚ employers are unaware of or are not interested in respecting the rights of people with disabilities;
- ✚ the environment is inaccessible, non-fertile, lack of infrastructure accessibility in Timis county;
- ✚ discrimination is present and lacks openness in people's mentality (colleagues, teachers, society);
- ✚ people are not aware of the categories of people with fewer opportunities;
- ✚ services for children and young people are missing (counseling, support person, mediator);
- ✚ there are no differentiated treatment procedures / standards in the educational system for people with disabilities or reduced opportunities;

- ✚ lack of fairness in the educational process;
- ✚ lack of models for young people with fewer opportunities;
- ✚ lack of support for young mothers (<18); there is no data and support at county level for those coming out of the social protection system;
- ✚ transport is not facilitated for people with disabilities;
- ✚ young people with low opportunities do not know their rights;
- ✚ information (site sites) are often inaccessible to people with disabilities;
- ✚ information is rare and difficult to understand for people with fewer opportunities; disadvantaged categories are used as a mass of maneuver (politically most often);
- ✚ bureaucracy and legislation is busy (e.g. to create identity papers); the term "disabled" is still used instead of "disability";
- ✚ the Disability Evaluation Committee has two-way verdicts;
- ✚ institutions are not always open to responding to the demands of people with disabilities;
- ✚ when different things are done for young people, the representatives of the disadvantaged categories are not consulted.

**The identified opportunities to be exploited, are:**

- ✚ programs implemented on social inclusion at European level (for exchange of good practices, collaboration with international NGOs active in this field);

- ✚ student allocation to schools in the area of residence;
- ✚ media;
- ✚ reintegration into the workplace through the social economy;
- ✚ European Youth Center in the county;
- ✚ European funding on social inclusion among young people, this being a priority;
- ✚ law and implementation plan to reduce segregation at national level;
- ✚ there are young people with experience in the field;
- ✚ internal regulation in universities in order to access the spaces and differentiate the educational process;
- ✚ to a disabled person in the local council;
- ✚ joint projects with young people with and without reduced opportunities.

**The threats to be removed, are:**

- ✚ a European climate of intolerance towards immigrants / refugees;
- ✚ inefficient or wrong management of the social migration phenomenon;
- ✚ the rise of associations or extremist parties;
- ✚ increasing the wave of nationalism and extremist views among young people;
- ✚ lack of collaboration (NGOs, NGOs, institutions);
- ✚ are institutions that ignore the existence of discrimination within their premises;
- ✚ the influence of the Church;
- ✚ rallies and marches against abortion, LGBTQ + communities;
- ✚ lack of support - mediator, job-coach, counselor, support person;

- ✚ prejudices to people with fewer opportunities can lead to social marginalization and dependence on the state;
- ✚ there are a number of well-established popular / rivalries considerations;
- ✚ student allocation to schools in the area of residence;
- ✚ families of young people with fewer opportunities influence them in a negative way (e.g., they can cause them to drop out of school);

- ✚ families of young people can convey prejudices to them;
- ✚ young people are unaware of the impact of discrimination and its negative effects;
- ✚ social assistance is not conditional on the fulfillment of criteria (job search, school enrollment, etc.);
- ✚ existing services do not have the expected results;
- ✚ media;
- ✚ the lack of transparency in the provision of social housing.

## Chapter 3

### Social, psycho-emotional needs of young people from disadvantages communities

#### SPAIN

The reality of Catalan youth is complex and diverse. The needs of today's young people are not the same as those of young people of ten years ago, since the challenges in different areas of current Catalan society are not the same (financial market, labor market, educational system, residential housing market). On the one hand, there are needs linked to youth as a stage in the life cycle. These needs are attributable to the youth's own condition, where young people define their adult life. On the other hand, there are the needs that refer to the present moment and these are linked to the quality of life of young people. Finally, many young people have more needs, or the previous ones are aggravated, since these needs are conditioned by their environment or their

economic, social, cultural and family situations.

In view of this reality, the new National Youth Plan for Catalonia 2010-2020 emerged. This plan proposes two main strategic lines to respond to two main needs of the Catalan youth population: emancipation and participation. A first need is to improve the capacity of young people to build their life project and the exercise of full citizenship. This need is linked to transitions to adult life (educational, labor, residential, family and citizen transitions). A second great need is related to improving the capacity of young people to be able to decide in all areas of their lives, for example, their environment, their relationships and their possibilities for

personal and collective development. The objective of this Plan is to empower young people to be the protagonists of their lives, fighting against inequalities and promoting social mobility. In short, the Plan seeks that young people are the drivers force of change.

The approach of these two great needs implies to attend to the totality of the needs of the young people from joint and coordinated actions between the city councils, the youthful entities and the different areas of the Catalan Administration. Specifically, the Plan considers seven main needs or challenges that must be addressed:

- ✚ Achieving success in the educational trajectory of young people.
- ✚ Achieving success in the career of young people.
- ✚ Achieving success in home transition of young people.
- ✚ Promoting a healthy life for young people.
- ✚ Advancing towards autonomy, personal development and the participation of young people in collective matters.
- ✚ Universalizing the culture among the youth population.
- ✚ Advancing towards a new model of country and cohesive society, territorially structured, sustainable, inclusive and innovative in the forms of collective organization.

A key area to meet most of the needs of young Catalans is to focus on education. The choice about the studies and the academic results are elements that will

determine the opportunities of the young people in the labor market, and consequently in the residential housing market. Specifically, in this area, one of the main objectives is to facilitate access, permanence in the education system and the completion of studies of young people, to minimize school failure and premature abandonment at all educational levels.

Catalonia presents high rates of youth unemployment. Young people are at a disadvantage in the labor market. The working conditions for them are precarious, opting mostly to part-time jobs. On the one hand, there are youth profiles with low training qualifications that enter the labor market quickly, but with greater vulnerability to market flows and temporary and precarious jobs. This profile of young people usually has an immediate need for personal, financial and residential autonomy. But, on the opposite extreme, there are profiles with higher education that have extended the start of work to increase their investment in training. However, this last profile of young people, in spite of being less vulnerable to the fluctuations of the economic market, they have more needs to be recognized and feel fulfilled in the workplace. Especially, the female youth population makes a greater educational investment, but they have more needs after finding a job with good working conditions.

The fact of reaching or not higher education has a big impact on the situation and opportunities of young people in a wide variety of aspects, from the risk of poverty to the state of health, life

satisfaction or social and political involvement. The Survey of Youth of Catalonia (2017) states that young people with work and residential autonomy, but who still do not have children, have more needs for social and political participation and to collaborate in leisure and cultural activities.

The previous needs are aggravated if attention is paid to certain personal and social situations of young people. According to the Survey of the Youth of Catalonia (2017) the two variables that determine more strongly the opportunities and living conditions of young people are the place of birth and social origin.

First of all, with respect to the labor market, the foreign youth population is more likely to be unemployed, to have no work and to be emancipated and to be working in precarious conditions or in low-skilled jobs. Beyond the need to obtain better conditions in the labor market, foreign youth are subject to aggressions of different types to a greater extent than local youth. However, the levels of satisfaction with life are quite similar among the different youth profiles. The young foreigners who arrived on their own are more satisfied. And finally, if one considers social involvement and political

participation, young foreigners show low interest in these issues.

Young people with parents who do manual or unskilled work are more likely to be part of the most vulnerable groups, being unemployed or unemplyed, emancipated or not emancipated. Also, the study affirms that the mother tongue conditions the opportunities of young people. Specifically, it is young people who speak Catalan as the mother tongue who are most likely to study and are the least likely to be unemployed.

At this point, we must also mention the situation of inequality of young women compared to young men. Although, young women present more university studies, this is not related to more facilities to find better jobs. There are certain professional activities associated with women. These professional activities have less economic and social recognition compared to the professional activities associated with men. In addition, there are gender inequalities in terms of working conditions; the young women work the most part-time. In relation to the place of birth, young women of foreign origin present more difficulties to get to the university. All this shows that the female youth population, and foreigner especially, has more needs for social and labor recognition.

#### **GENERAL NEEDS OF YOUTH IN KOKKOLA**

According to local youth workers in Kokkola, young people have a need rapidly get access to services they need, they do

#### **FINLAND**

not want to wait for weeks to get the services they need.

More and more services are available via internet, but young people also have a need for face-to-face discussions.

Some young people are suffering from unemployment maybe already in 3<sup>rd</sup> generation, and they cannot ask advice and support from their families concerning professional life and job seeking.

They might have grown up in an environment with negative view on employment, so they might often be in need of service, where they get help and counselling in these issues in a very concrete way; someone who helps to find the right service provider, helps to contact them and goes to the appointment together with the young person.

#### TOOLS USED TO IDENTIFY THE NEEDS

##### **The School Health Promotion (SHP)**

The School Health Promotion (SHP) study monitors the well-being, health and school work of Finnish children and adolescents. The aim of the SHP study is to strengthen the planning and evaluation of health promotion activities at school, municipal and national levels and the results of the survey 2017 has been used here to describe the situation of young people in Kokkola:

✚ Smoking among young people has decreased, and in 2017 10% of students in 8<sup>th</sup> and 9<sup>th</sup> degree smokes daily or more. Smoking more common among students in vocational school, but they still smoke more than students in high school

✚ Young people are also consuming alcohol less, in 2007 15% of students said that they get drunk at least once a month, in 2017 8% of students said they get drunk at least once a month.

✚ In vocational school, drinking has also decreased, but still students in vocational school consumes alcohol more than students in high school. Boys in vocational school consume more alcohol.

According to the survey, in 2017 trying marihuana and cannabis happened most in vocational school among 1<sup>st</sup> and 2<sup>nd</sup> year students. 10 % of students in 8<sup>th</sup> and 9<sup>th</sup> grades announced that they have tried marihuana and cannabis.

Concerning sleep, tiredness, sicknesses and anxiety, especially boys studying in vocational school stand out in a negative way in the results, but girls still suffer more from tiredness and weakness.

According to the survey, 32% of students experienced their family's economic situation as moderate or worse. 29% of students in 8<sup>th</sup> and 9<sup>th</sup> grade, 34% of students in vocational school and 28% of students in high schools announced that at least one of their parents have been unemployed or laid off during last 12 months.

Concerning free time and participation, there is a lack of close friendships more among boys than girls. In 2017, students in 8<sup>th</sup> and 9<sup>th</sup> grades have experienced the most bullying.

Almost 39% of 8<sup>th</sup> and 9<sup>th</sup> graders in whole Finland said, that it is easy to get drugs in their community. In Kokkola, 37,6% answered that it is easy to get drugs.

##### **Youth statistics 2017**

According to Youth statistics 2017 ([www.nuorisotilastot.fi](http://www.nuorisotilastot.fi)), in outreach youth

work in Kokkola, from the reached 228 customers mostly has needed support and encouragement (approx. 44 %) and services related to living (9%).

The majority of the customers (51,3%) came via schools, secondary via unemployment services and military- or civil service (18, 4%).

In social- and healthcare, the most used services in 2017 were income support services (approx. 18,5 %), mental health services (approx. 13 %) and rehabilitative work activities (approx. 9%).

Regarding studies, 9,65% of the 228 customers applied or were helped to apply a study place and 6,58% started vocational training.

During the time when the youngsters were contacted by outreach youth work, 50,3 % lived in their own rental apartment, 39 % lived with their parents and 2,2 % were homeless.

The main income for youngsters during the time they were contacted was study grant (29,2%), support from parents (20,2%), and long-term income support (12,7%). 3,5% of youngsters had salary as main income.

71,5 % of contacted customers had vocational education diploma, 9,6 % were in primary education and 7,5 % were in high school.

#### GENERAL NEEDS OF YOUTH COMMUNITY

The key is the awareness that a social group of young people and every young person is one of a kind, unique and changing all time. Consequently, flexibility and creativity constitute a prerequisite for working with young people; the understanding of the local context is crucial. For the full and effective participation of young people, key inclusion, activation of "excluded" groups

## SLOVENIA<sup>7</sup>

(vulnerable groups) and individual youth representatives is important.

Youth centers are responsible for the working conditions, socializing and other activities of young individuals, taking care of youth infrastructure, providing adequate spatial conditions and equipment for carrying out youth work, and ensuring adequate qualifications of staff to support youth work. They offer conditions for the development of creative

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❖ <sup>7</sup> Gril, A. 2006. Prosti čas mladih v Ljubljani. Pedagoški inštitut, Ljubljana.

❖ Urad Republike Slovenije za mladino. 2018. Osnovne definicije. Available at: [http://www.ursm.gov.si/si/delovna\\_podrocja/osnovne\\_definicije/](http://www.ursm.gov.si/si/delovna_podrocja/osnovne_definicije/) (24.9.2018).

❖ Žnuderl, M. 2018. Zadovoljevanje socialnih potreb. Available at: <http://www.tosemajaz.net/clanki/zadovoljevanje-socialnih-potreb/> (24.9.2018).

❖ Analiza stanja mladih v Sloveniji. 2014. Available at: [http://www.ursm.gov.si/fileadmin/ursm.gov.si/pageuploads/pdf/ESS\\_2/Analiza\\_stanja\\_mladih\\_v\\_Sloveniji\\_.pdf](http://www.ursm.gov.si/fileadmin/ursm.gov.si/pageuploads/pdf/ESS_2/Analiza_stanja_mladih_v_Sloveniji_.pdf) (24.9.2018).

❖ Office of the Republic of Slovenia for Youth, 2018, available at: <http://www.ursm.gov.si/en/> (24.9.2018).

and critical young individuals and participate in the implementation of other programs in the youth sector in the local environment and take care of relaxed, safe and active leisure time.

In order to strive for the social inclusion of young people, it is necessary to identify their needs, which were derived from the SWOT analysis in the previous chapter.

The general needs of young people relate to the following areas (Office of the Republic of Slovenia for Youth):

- ✚ the autonomy of young people;
- ✚ non-formal learning and training and increasing the competences of young people;
- ✚ young people's access to the labour market and the development of the entrepreneurship of young people;
- ✚ care for young people with fewer opportunities in society;
- ✚ volunteering, solidarity and intergenerational cooperation of young people;
- ✚ youth mobility and international integration;
- ✚ a healthy lifestyle and the prevention of various forms of dependence on young people;
- ✚ access of young people to cultural goods and the promotion of creativity and innovation of young people;
- ✚ participation of young people in the management of public affairs in society;
- ✚ information and counselling for young people;

- ✚ participation, active citizenship, human rights;
- ✚ political participation;
- ✚ research work of young people

#### SOCIAL AND PSYCHO-EMOTIONAL NEEDS OF YOUNG PEOPLE

The inequality and social exclusion of individual youth groups poses a considerable challenge, even in the field of youth work and youth centres. Here we can talk to a great extent about the social needs of young people who are intertwined with this.

A person is a social being, which means that he needs a social environment in which he is identified and where he satisfies his social and psycho-emotional needs, which are closely intertwined with each other. One of many social needs is the need to exercise, which relates to reputation, knowledge, ability, independence, freedom. It has several different faces: young people want to have good grades, they want others to admire their hairstyles, clothes, our pictures, singing, cooking art. Among the social needs is also the need for friendship, socializing and contact, acceptance, love, care for our neighbours, by education, knowledge, work, growth, and disposition (development of personal potentials and personalities). If a young person succeeds in satisfying the need for the goal (for example, to qualify for a regional singing competition), he does not stop practicing, but is practicing to achieve the best possible placement in this competition. With this, a young person raises his

expectations - goals. In the age of growing up and socializing, social and psycho-emotional needs of the youth are of key importance, especially for vulnerable and excluded groups of young people. Unfortunately, psycho-emotional needs are often neglected, but they are crucial for the satisfaction and well-being of young people. Many mental illnesses and distress result from the excessive lack of one or more fundamental psycho-emotional needs. These needs also need to be met in the target groups of young people who are not defined as the main target groups of the youth centre (Žnuderl, 2018).

Different environments in the community are important for the young: family, school, peer groups, medical institutions, religious institutions, protection environments, jobs, environments, non-formal education and various leisure activities. As they grow older the number of environments that children and adolescents are part of increases (Gril 2006, 6). Therefore, youth centers have an important role to play in

The educational opportunities for young people in our area must also be classified as unequal. Many educational opportunities in the extracurricular sector are not accessible through them. They are too expensive, too unknown or too high-threshold. Even if there are government offers to cover the costs, the associated bureaucracy is too big for many people. In Germany school attendance is free of charge. Nevertheless, parents incur direct

meeting social needs. Research suggests a significant deterioration in the social position of young people in recent decades. In particular, from the point of view of high unemployment of young people and from unstable and less quality forms of employment and changes in personal relations, uncertainty in the lives of young individuals is increasing. This is reflected at both the local and national levels. (Analysis of the situation of young people in Slovenia, 2014).

The identification of the social and psycho-emotional needs of young people was based on various tools, that helps us to assess and analyze these needs. We originally based our findings from the SWOT analysis of the local environment, based on which we determined the current state and needs. This includes an analysis of primary professional resources, observation and findings in working with young people (circles, workshops, focus groups), surveys, questionnaires and interviews.

## GERMANY

and indirect costs as a result. School materials, excursions, school trips and often even separate teaching materials have to be financed by the parents. A particularly negative example is a school that obliges its pupils to buy Macbooks. All this leads to the fact that some parents cannot allow their children to attend school for longer than compulsory schooling and that the proportion of low-income pupils at grammar schools is

comparatively low. The consequence is serious, since this has effects on the entire further life way.

All this is made more difficult by family situations. Very often there is no visible interest in the school life of their children. They do not check whether their children are doing homework, let alone that they are supporting them. They do not let themselves be shown the class tests and ignore offers to talk to teachers or parents' evenings.

All this leads to the fact that there is a significant proportion of young people who are difficult to integrate into the labour market. But more about this later.

Another symptom of the difficult social situation in our neighbourhood is a very large number of "educational aids". These are youth-support programmes designed to support young people in their personal development. This ranges from social group work to family help and accommodation in assisted living. This very often affects families with particularly severe economic constraints. Triggers for interventions of this kind by the Youth Welfare Office are often family violence, refusal to attend school or malnutrition.

Problems of this kind are currently intensified by the accommodation of fugitives in collective shelters (container buildings, modular buildings or large homes), especially on areas on the outskirts. In our neighbourhood alone, 3 such shelters with a total of 1000 people have been built (15000 people have lived in the same region so far).

A further reinforcement takes place by the increased influx of humans in the course of the Gentrifizierung. People from the inner districts are increasingly moving to the outer districts because they can no longer afford the rising rents.

As everyone can imagine, discrimination is omnipresent in such difficult life situations. In the face of women, fugitives, the poor, the rich - the offer is almost inexhaustible. The climate in real and virtual life is characterized by disregard, accusations, misinformation and hatred. This can also be seen in the election results, where right-wing populists achieved success to a worrying extent.

On the other hand, of course, there are also attempts to initiate activities that promote solidarity with one another and put social cohesion first. This should only be described as a counterweight, because of course it is not the case that a majority of people sow hatred. As always, discrimination is not considered as discrimination by those who exercise it. In particular, a one-sided perception of our district, as I have just described, is discrimination.

For example, the overall situation in our district is quite positive compared to Berlin. Income and unemployment rates are on average in Berlin. If you look at the regions in the district (the district has 260000 inhabitants and was therefore further subdivided), but there are very large differences.

If these aspects are kept in the background, the following action

requirements arise which are particularly important for our environment:

- ✚ Reduction of educational injustices, primarily by reducing access barriers for which fees are charged
- ✚ publicising support offers and reducing bureaucratic access conditions
- ✚ Further promotion of civil society engagement
- ✚

- ✚ Support young people to become aware of their strengths
- ✚ Ability to take on more (self-)responsibility
- ✚ Strengthening community spirit and solidarity
- ✚ Reducing young people's expectation that "someone" cares

According to a study, for the **young people in Timisoara**, the most important aspects for a better life are, in order, money, health, and family. One third of them think they do not live well, citing problems such as lack of money or a job. In 2014, among the problems faced by the young people in Timișoara there were trafficking, lack of financial resources, lack of jobs, the public transport services or the citizens' lack of interest. The young people in Timisoara believe that they can have a successful life through work, study and an economically well-developed locality. They are guided in life primarily by moral values, such as honesty, fairness, truth, justice, integrity.

Half of the Timisoara youngsters hang out in the city only in weekends, while more than a quarter of them do this 3-4 times a week.

Nearly half of the young people in Timisoara believe that their opinion is not taken into account.

## ROMANIA

**At national level**, in 2016, 71% of young people declared they were living well (in contrast to 69% of Timisoara youngsters in 2014), defining the quality of life according to health, family, professional success and money, values similar to those invoked by young people of Timisoara.

The importance given to school/education by young people in Romania is increasing, even if the majority are still dissatisfied with the quality of the educational services they benefit from, although there can be noticed slight improvements in the last two years in this area. Young Romanians are interrupting their studies out of the need to have a job in order to support themselves, either because of the excessive spending during the academic studies or because there is a lack of adequate counseling and career guidance services.

In Romania:

- ✚ the youth unemployment rate is high, about 21.7%, higher than the average level of unemployment in the European Union.

✚ Most young people in Romania want a healthier lifestyle, while only 6% of them would like to start a business.

✚ A little more than half of young people in Romania (52%) study or work in their home town.

✚ Young Romanians have more confidence in the army (54%) than school (51%), however both percentages are increasing.

✚ More and more young people started to trust non-governmental organizations as well, although the percentage remains small (22%).

✚ Almost half of Romanian youth say they are not interested in political events (48%).

✚ 24% of young people feel they cannot influence decisions at local level, and 30% cannot influence decisions at national level.

✚ Less than 20% of the young people in Romania have been volunteering for the past 2 years.

✚ Young people in Romania believe that the state should invest in career counseling

and guidance services, education and support for business initiation.

✚ Nearly half of young people in Romania would not want to have drug addict neighbors or with psychiatric problems, while one-third would not want to live around homosexuals or HIV-infected people.

✚ More than a third of young people in Romania are smokers.

✚ 70% of young people in Romania use their computer daily, while the percentage of the weekly meetings with friends decreased.

✚ The number of young people going to 2-3 trips per year is decreasing.

✚ One-third of youngsters would like more bicycle tracks, and a quarter of them would like more swimming pools or football fields.

✚ Nearly half of young people have 3-4 free hours a day, while one third have only 1-2 hours that they can spend for leisure activities.

## Chapter 4

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### Tools for youth workers adapted to the specific needs of the concerned target groups

#### SPAIN

In this chapter, we focus on detailing four contrasted services that, from university institutions, can be offered to support the inclusion of young people in higher education. It should be considered that the services, taking as an example those offered by the Autonomous University of Barcelona (UAB), develop a variety of activities to achieve the challenge of inclusion.

**THE CAMPUS ITACA** is a social and educative programme managed by Fundació Autònoma Solidària (FAS) and the Education Faculty and sponsored by Santander Group. The program consists in a stay at the university during the months of June and July aimed at students of 3rd of

ESO with the aim of encouraging them to continue their education once they finish the compulsory education.

3,000 high school students have been involved since 2004. An average of 430 students per year. Approximately a total of 56 high schools are also involved per year. Both number of students and high schools are representative. The FAS opens the call for teachers to submit projects for the Campus Ítaca.

This practice which connects University and Compulsory Secondary Education can potentially be transferred and applied to other groups of students from other educational level. For example, this practice could be scaled up

to higher educational level such as Baccaureate or Medium VET. However, in this event, UAB develops other similar activities with these other groups of students (e.g. from Baccaureate) within activities such as *UAB Summer programme*.

**THE PSYCHOEDUCATIONAL ASSESSMENT UNIT (UAP)** is a service that provides support to the ongoing learning process of students at the UAB:

- ✚ Enriching students' university experience both personally and academically.
- ✚ Promote students' involvement in their own learning process.
- ✚ Educate how to improve learning and conduct tasks on vocational and professional guidance.

It responds to guidance needs in the pre- university stage and during the time at university. Students who request emergency aid are interviewed and monitored. Students who, due to unexpected events, are in complicated situations to cope with their university studies. The areas of influence in which we work are academic, psychological and social. The improvement of academic marks is sought, as well as integration at the university and emotional rebalancing.

The UAP conducts social integration and transfer actions and programmes. These actions make reference both to work with students and collaboration with other internal and external agents (teaching staff, centres, specific programmes of the UAB etc.). In

particular, these include: 1) support via Ítaca financial aid; 2) a vocational guidance project and on transition from higher secondary to university; 3) an exhibition on changing visions of couple's relationships; 4) the drafting of a Tutorial Action Plan at the university; 5) participation in the Argó programme; 6) inclusion in the Spanish Association of University Psychological and Psychoeducational Services (AESPPU); and 7) ties with the faculties and organisations of the UAB.

The UAP establishes communication circuits with stakeholders outside the UAB linked to the health network, social services and third sector organisations (p.e. NGO, ONCE, etc.). It also organizes educational conversations with professionals from the Social Education sector (Social Education degree) to share concerns, fears, questions, interests, etc. among active students and professionals.

**THE SOCIAL AND LINGUISTIC SUPPORT** (Community Connecta Programme) connect students with international background in order to enhance the exchange of knowledge, learn languages and offer support to socialization.

Connecta (and before Connecta, Ajuda'm program) combines activities, services and resources for getting to know the language and culture, language exchanges, and informal language practice. There are many activities carried out in the framework of the programme:

- ✚ Welcome activities: The UAB organizes different activities in order to promote its campus and the activities in which students can participate during

their stay.

✚ International Educational Fairs: UAB participates in a wide number of international education fairs.

✚ Exchange Programme Coordinators: UAB centres provide a dedicated support office for counselling international students on matters relating to their study and residence at the UAB.

✚ Tandem o to form pairs of people plan includes:

- Tandem web: [intercanvis-linguistics.uab.cat](http://intercanvis-linguistics.uab.cat).
- Tandem: Films in their original language
- Tandem: Speak in group
- Reading Clubs

**THE AIM OF THE UAB EMPLOYABILITY SERVICE** is to facilitate the professional development of students and UAB graduates according to the studies studied. In order to achieve them, it promotes group orientation training activities, subjects related to employability, testing on personal skills, access to international mobility scholarships for internships, job counselling, support for entrepreneurship and non-curricular academic practices.

A computer application that uses is Nexus, through which it is managed online:

✚ The registration of users of the UAB Employment Service (students and

**Title of the activity:** Nuotta coaching  
**Main objective of the activity:** Nuotta coaching is intended for young people in need of special support. The aim of the coaching is to strengthen the young person's social life, with a particular focus

graduates of the same University, related individuals and companies / institutions).

✚ The management of job offers and internships.

✚ The carrying out of selection processes.

✚ The educational cooperation agreements of internal non-curricular practices (with the UAB) and external (with companies and institutions)

✚ Enrolment in Group Professional Guidance activities.

It also organizes with the faculty's specific programs of orientation for specific degrees and groups.

Many of these services have been and are fundamental to achieve the inclusion of vulnerable groups and avoid high levels of abandonment. If access to higher education is already an achievement, the retention of people and groups very vulnerable to social, economic and cultural changes in their context is greater. The projects ACCEDES (<http://edo.uab.cat/accedes>), ACCESS4ALL (<https://access4allproject.eu/>) and APESE (<http://edo.uab.cat/es/content/apese-acceso-y-permanencia-de-grupos-vulnerables-en-la-educaci%C3%B3n-secundaria-no-obligatoria>) provide strategies and tools to support the processes of educational and social inclusion.

## FINLAND

on supporting the strengthening of young people's everyday management, social skills and healthy lifestyles.

The primary purpose of the coaching is to be a support service and an additional

resource for workshop activities and outreach youth work.

**Description of the activity:**

In Nuotta coaching, the social empowerment of the young person is realized through communality and social interaction. The purpose of the activity is to strengthen young people's self-confidence, day-to-day management, social skills and healthy lifestyles.

Nuotta coaching provides support for young people both individually and in groups provides tools for working between the young person and his or her own instructor. The methods of coaching emphasize functionality and experimental learning as emphasized in Youth centres pedagogical approach.

Nuotta coaching is organized both as intensive- and daytime coaching. The aim of day training is to get young people into intensive training.

Nuotta coaching is an activity for small groups, with a maximum of 12 participants. Intensive coaching is camp-based and includes overnight stays. The typical duration of intensive training is 2-4 days. The purpose of day coaching is primarily to get to know the youth center and to lower the threshold for young people to participate in intensive training later.

Each Nuotta coaching is individually designed to meet the needs and goals of the group. Coaching is done in cooperation with the young people and their own instructor. The coaching is carried out as a small group activity so that the group's instructor participates in the training with the young people. The groups own instructor may be in the training as an

observer or as an equal participant with the young person, as appropriate.

In order to achieve the goals of the Nuotta coaching, the operating environments are youth centers, which emphasize nature and offers diverse activities. Activities during the coaching can for an example be kayaking, archery, city adventure, overnight stay outdoors, mountain biking, cartooning, climbing or escape room games. The adventurous activities, handicrafts and exercises in the group are able to strengthen the social skills, teamwork and confidence of the young people.

After each program or task, there is reflection with the group. Especially in more challenging programs enough time is reserved for reflection.

**Resources needed:**

Nuotta coordinator, whose mission is to increase social empowerment in youth centers and spreading the know-how and good practices generated by Nuotta training in their own center to other personnel.

Couch who has sufficient training and experience in working with young people and information on the characteristics and objectives of the Nuotta service.

**Test new tools:**

Title of activity: **Anti-racism workshop**

Main objective: To give children and young a chance to think about what is racism and ideas how to increase tolerance between people. The aim was to bring visibility to anti-racism work, prevent hate speech and promote young people's own attitudes to intercultural interaction

Description of the activity:

Workshops with schoolchildren about what is racism? How and where does it occur? We also dealt with the acceptance of diversity and introduced countries and cultures of volunteers, performances, games and songs. With younger schoolchildren, games were played, children's songs from different countries were presented, and presentations were made. In addition to presentations with

older schoolchildren, discussions were held on how racism appears in advertising and how they affect people.

Competences developed by the tool:

Resources needed: Human resources, games, information about what racism is

Other information:

### Testing new tools

Activity	date	Number of pax	Agegroup	Location
Anti-racism workshop Kaustinen	22.03.2019	53	7 - 15 v	Kaustinen
Anti-racism workshop Lestijärvi	21.03.2019	65	16 - 29 v	Lestijärvi
Anti-racism workshop Kokkotyö	20.03.2019	10	16 - 29 v	Kokkola
Anti-racism workshop Kiviniityn koulu	19.03.2019	122	7 - 15 v	Kokkola
Anti-racism workshop Chydeniuksen koulu	18.03.2019	75	7 - 15 v	Kokkola
Anti-racism workshop Mäntykankaan koulu	15.03.2019	96	7 - 15 v	Kokkola
Anti-racism workshop Centralskolan Kronoby	14.03.2019	142	7 - 15 v	Kruunupyy
Anti-racism workshop Rahkosen koulu	13.03.2019	41	7 - 15 v	Kokkola
Participants altogether		604		

## SLOVENIA

A good example of tools used for inclusion of young people into society are various activities, especially group activities that were used in youth exchanges. Two workshops of inclusion are especially important and have been used repeatedly:

### ACTIVITY NO. 1:

**Title of the workshop: FIND THOSE WHO YOU BELONG TO**

**Main objective of the activity** is to create one's own identity, communicate with yourself as well as others, establishing satisfactory relations, acceptance of one another and those who are different from us, receive and give feedback, resolve conflicts.

**Description of the activity (extension of the inclusion tool):** We put cards of 4 different colors in a basket. We let the participant choose one of these cards for themselves. Then the mentor in charge of the workshop marks every corner of the class with one of the colors used on the cards. These corners then represent a "shelter." The lecturer explains to the participants, that they will soon hear a siren sound which will indicate danger. When the siren shuts down all the participants have formed a group and go to their corresponding "shelter". The game can be made more difficult by putting some cards in the basket that do not correspond to any group and we also do not mark the "shelters". The lecturer gives simple

instruction to participants to find their own group and find the appropriate “shelter”. The space where the action takes place must be large enough to allow free movement.

**Competence developed with this tool:** successful communication, acceptance of different things and people, conflict resolution.

**Resources needed:** basket, colour cards.

**Evaluation:**

Circular Conversation:

-  What happened to you after the alarm?
-  How did you feel when they were accepted into the group?
-  How did those who nobody wanted to take in the group feel?
-  Did any of the groups nevertheless accept those who did not have the proper sign?
-  What does it mean to be accepted into a group, but what is excluded (rejected)?
-  Who is the one who decides who is different?
-  How do you feel when labelled as different?
-  Have you ever experienced such a feeling?

**ACTIVITY NO. 2:**

**Title of the workshop:** LISTENING

**The main objective of the activity:** listening to attentive listening and interesting narration, expressing feelings.

**Activity description (extension of the inclusion tool):** Half of the participants stay in the room. Their task is to reflect on the good moments of their life (for example, they describe the most beautiful moment

in their life, the best time period of their lives ...). The other half of participants leaves the room. Outside they receive the instructions to listen carefully to the life stories that will be told in the room. Then they will have to repeat the stories they heard. Afterwards the groups reverse their roles with one difference: the listeners do not pay attention to the stories and are even interrupting others. Then the participants share their feelings.

**Competences acquired:** attentive listening, improvement of empathy, communication skills.

**Evaluation:** careful listening is the starting point for a successful communication; it is a prerequisite for great teamwork and reaching consensus or unity. The ability to empathize and express a respectful and positive attitude towards others is not possible without careful listening. Careful listening is the key to a constructive resolution of conflict situations.

At the end of both activities we made an analysis and examined what we took away from the above mentioned activities. In the majority of cases the biggest problem of the 1<sup>st</sup> activity was to quickly find their group who chose the same colour card as the individual participants. And once the siren was heard a slight confusion among the participants was created.

With the 2<sup>nd</sup> activity things were proceeding rather smoothly until the listeners started to interrupt in the 2<sup>nd</sup> part of the activity. The concentration of the participants telling their story fell and they had to put in much more effort when telling their story.

## TESTING NEW TOOLS

Our organization organized 4 meetings: these meetings lasted 4 weeks, every meeting lasting 1 week. 42 people in total attended these events (including unemployed youth, young people with learning difficulties and young Roma). All 42 participants were included in testing of new tools, activities aimed at developing social and emotional intelligence.

### 1. Theatre pedagogy

**Name of the workshop:** *Tackling conflict situations*

**Objective:** participants learn behaviours and reactions/responses in conflict situations.

**Description:** the participants performed a specific conflict situation with the help of a role-playing exercise. For example: an individual chooses to submit an application at a governing authority. Unfortunately, they choose to do it on a day, when their offices are not open to the public. A security guard tries to prevent that the person completes their goal; An individual disagrees with the fine issued by a police officer, ... The execution of the role-playing exercise was left in the hands of the participants, without any pre-prepared scenarios. The situations were performed by two pairs: the first pair using a very autocratic style of behaviour, which only exacerbated the conflict, while the 2<sup>nd</sup> pair used a democratic style of behaviour, which consequently led to a conflict resolution.

**Competences:** tackling the conflict in a calm and peaceful way, acting competences

**Evaluation:** young participants were extremely imaginative in their role-playing exercise, which attracted the other participants to actively take part in the exercise. Afterwards we discussed in detail the progress of the role-playing situation, what was happening and the reactions of the participants of the role-playing exercise. We also remembered positive and negative experiences, which can be very useful in situation one might encounter in the future.

### 2. Creative industries activity

**Workshop title:** *Creating a story*

**Objective:** solving personal problems in different ways, encouraging different possibilities for young people to express themselves, creativity.

**Description:** young people were divided into 3 different groups, with every group containing 5 participants. Each group received a different excerpt, which indirectly talked about integrating young people into society. Each group had to create their own story in connection with the excerpt they received with different props (group 1 cut photos from magazines, newspapers; group 2 created a story using Dixit cards, group 3 presented the story with several drawings drawn on paper). With the help of their props they presented their stories to other groups. The other groups had to verbalize the story that were presented with the props. Then they compared the original story to the ones guessed by the other groups.

**Achieved competences:** creative thinking and creative problem solving, developing manual skills.

**Props:** newspapers and magazines, scissor, Dixit cards, coloured paper, blank paper.

### 3. Non-formal activities

**Title:** *How others see me*

**Objective:** To consciously introduce social roles and characterize it on the list of priorities, reconsider how others see us, the members of the group getting to know each other and therefore reducing social distance.

**Description:** Each participant answers the following questions for themselves: how do I see myself (note three to four statements), how do I think my parents see me (three to four statements), how my good friends see me (three to four statements). 4 members of a group exchange their thoughts on how they see themselves and also how other see them. They also give their reasons for these assumptions. Then all the members

Since we mentioned earlier the unemployment, we would like to elaborate it now further. According to the figures, there are more apprenticeship positions in Berlin than youngsters looking for apprenticeship positions. The potential employers are becoming new employees at all levels and with all possibilities. The fact that there are still young people without a training place is mainly due to three aspects:

✚ There are young people who prefer "fast money" and thus accept temporary jobs.

✚ The offer of apprenticeships does not always reflect the interests of young

of the group gather around and discuss how they see each other.

**Achieved competences:** successful communication, acceptance of their exterior, honesty

**Props:** slippers, pen.

We tried to help young people find answers to the questions they ask themselves, when they are growing up. These meetings reinforced the fact that these young people benefit from visiting youth centres, since the aforementioned activities offer an inclusion in society at every step and every aspect of their, with methods that are close to them, include the young people themselves and their creativity. The activity itself is therefore more interesting to them, acquiring competences, that are beneficial to them with inclusion in society, is much easier and better.

## GERMANY

people. Above all, they want to get employed in large companies with a seemingly secure future and modern professions. Traditional training occupations or those with physically strenuous activities, however, are difficult to fill.

✚ The most difficult problem, however, are the young people who are considered "not capable of training". These young people usually do not have sufficient school-leaving qualifications, are underdeveloped in their social skills and very often have multiple problems such as drug addiction, substance-independent

addictions, over-indebtedness, homelessness or the like.

In order to provide these people with adequate support, the "youth employment agencies" were set up in Berlin. Various administrative units that work with young people were literally brought together under one roof: The (school) education sector, the youth sector (with youth vocational assistance and social services) and the employment sector (with career guidance and vocational integration).

It provides intensive support for young people. The first step is profiling, followed by tailoring the assistance offered to young people. These include integration measures, pre-vocational training, vocational guidance and accompanying youth welfare measures.

After those youth job agencies are the keypoint to fight youth unemployment and they bundle all measures, it is clear, that all measures of other partners can be only accompanying.

For us this means, that we are working with young people on a very informal level. We are trying to know their problems, their vision for their future and their skills they have. The central point of our work is to motivate them to become active, to enable them to take responsibility for their future and to accompany them on actual steps, for example on their way to the youth employment agency.

Depending on the starting point on which the young people are based, we propose concrete follow-up steps. These always serve the goal of expanding their personal key competences. These can be

activities in our youth centre, we encourage them to develop and implement their own projects or we encourage them to participate in international youth exchanges. Our biggest goal is always to give as much responsibility as possible. Always that much that they succeed and have a sense of achievement, but always so few that the way there remains a challenge they can grow from.

A special example is L. We motivated him to participate in the "diveRcity" project, where young people can implement small self-organized youth culture events. After he gave up his apprenticeship, we motivated him to follow his interests and gain new experience. L. has DJed several times, produces his own electronic music and shows great interest in the technical realization of music. On the other hand, he is often unfocused and unable to focus on certain processes, partly because of too much use of marijuana. The participation in the project meets his interests so strongly that it helps him to concentrate better on achieving his goal. This goal is the realization of an open air event with his own music. He has to plan an event. He has to take into consideration the residents, the needs (safety, hygiene) of the visitors and the environmental protection. He has to write down the plans in such a way that they can be applied for at the authorities with chances of success. The own will drives him indirectly to expand his knowledge and skills and to gain new experiences. The successful implementation of the event has in turn increased his self-confidence. L. now has a

new job as an event technician and sound engineer.

Further inclusion measures are taken into account in all public areas of social life. For example, an inclusive approach has been followed in education for some years now and almost all special schools have been abolished. Work in the youth centres

#### ACKNOWLEDGEMENT OF YOUNG PEOPLE

Until 2014, we had been implementing only some of the European youth policies, but not in an organized manner, on the contrary, without having a local strategy based on a needs analysis, without knowing which is actually necessary for the young people and which not. Therefore, in 2014, having the LACYA as trigger, under the coordination of the Intercultural Institute of Timisoara and together with 4 partners (Timis County Youth Foundation, Timisoara Municipality, The County Service of the Ministry of Youth and Sports and the “ALTFEL” initiative group), the local council adopted the Local Youth Strategy for 2014-2020. In this way, Timisoara was the first municipality in Romania having a local multiannual youth strategy (2014-2020). The structure of the strategy consists of 3 main pillars: a) **Society for Young People** (the input of the public sector); b) **Personal and Professional Development** (Counselling, Formal Education, Non-formal Education, Sports, Culture, Leisure and Tourism, Collaboration/Integration among Young People); c) **Young People for Society**

is also fundamentally geared towards inclusion.

In addition, there are separate support measures for the integration of people with disabilities or people with a migration background. These are coordinated and financed by the responsible departments of the city administration and usually implemented by independent organisations.

## ROMANIA

(Public Participation, Environment and Ecology, Social, Economic).

In 2013, the proposal to create the Local Advisory Council on Youth Affairs (LACYA), made by FITT together with the Intercultural Institute of Timisoara was agreed by all youth organizations present and penetrated the public mechanism, the council being created by Timisoara municipality. Therefore, LACYA is a consultative body without legal personality, which functions tied to Timisoara Municipality. It was established by the Local Council decision no. 243 / 23.04.2013. It includes over 50 representatives of youth structures active in the City: youth NGOs, student unions, union structures for young people, employers' structures for young people, youth structures of political parties and even informal groups acknowledged by municipality. To become a member, the youth structure must address a written adhesion to the Registration Office of Timisoara municipality. A particularity of this council is the fact that it does not have a hierarchical structure and *consensus* is

the member's decisions making mechanism.

The main fields LACYA addresses are: culture, education and training, employment and entrepreneurship, participation and volunteering, sport, health and environment, social inclusion and support for young families, tourism. It meets at least once a month in ordinary sessions. Its role is to propose projects, policies and measures to Timisoara municipality and to monitor its work in the areas mentioned above, also being consulted by Timisoara City Hall on the decisions made in the field of youth.

#### **ACCESSIBILITY OF URBAN TRANSPORT FOR PEOPLE WITH DISABILITIES AND LIMITED MOBILITY**

Timisoara tries its best to create all the necessary conditions to integrate the persons with disabilities or special needs (both the locals and the tourists) and to facilitate their easy access all over the city, in buildings, transportation means, public institutions etc.

Since 2015, all the buses, trolleybuses and the new trams are equipped with wheelchair lifts and ramps. Furthermore, in Timisoara there are specialized transport services (urban and interurban) for persons with disabilities and the cost is very similar to the prices practiced by regular taxi services. The driver is obliged to offer his assistance to the person with disabilities and to help him/her to climb the stairs with an electric elevator. The taxi services for persons with disabilities is regulated by the law 448/2006.

The municipality of Timisoara equipped all the crosswalks with acoustic signal systems for blind or visually impaired people and in some areas of the city there are texture paths for guiding the persons in need.

The city of Timisoara is not yet completely accessible for persons with disabilities, but is making all the efforts in becoming one. In this context, the West University of Timisoara became the most accessible university in the city in 2015 and it was awarded a diploma in order to acknowledge its efforts of integrating all the persons in need. The university also has a Counseling program and a Framework for Inclusion for Disabled Students, which aims to offer equal opportunities to the students with special needs.

#### **ROMA YOUNG PEOPLE**

In the spring of 2017, Timisoara's Municipality established a Social Directorate, that organized a series of round tables and consultations with NGOs that develop activities in the social protection services sector. After these meetings, a draft of Local Strategy for Developing Social Services for 2017-2022 was elaborated and is to be adopted by the Municipality Council. At the county level a similar strategy was voted for 2014-2020.

At local level, in 2012, a local Roma inclusion plan was created with the following priorities: education, employment, living conditions, culture, social infrastructure (child protection, justice, public administration and community development - identifying people without civil status documents and

accessing non-reimbursable foreign funds for Roma inclusion).

Also, the universities of Timișoara have put into practice a social inclusion strategy for Roma by allocating special places for schooling (for example, West University of Timișoara has 40 places for Roma students each year), exemption from school fees, granting social and merit scholarships, in order to facilitate their access to higher education.

Moreover, in 2015, 200 people from Kuncz, a neighborhood of Timișoara populated especially by Roma persons, benefited from a national founded program which offered the social, legal and technical support and assistance in the process of identification and preparation of civil status documents for those who didn't have any, as well as property documents for the buildings they live in.

#### **PARTICIPATORY BUDGET**

Since 2015 also the municipality allocated a special budget for youth projects through local contests for NGOs. The main condition is that the objectives of these projects to be the implementation of the Local Strategy. In 2016, when Timisoara was the 1<sup>st</sup> Romanian youth Capital, the budget had been 222.000 €.

A very particular aspect is that, before this type of financing, **a participatory budget has been allocated since 2011, and continues even today, through a programme called "Youth Decides"**. During these 7 years, a total amount of 43.000 € has been allocated for projects but, in this case, the jury was not the municipality, but the NGOs sector (FITT being the coordinator). In other words, the

municipality left the decision of which of the projects proposed by young high school students deserves to be financed.

IN 2017, FITT succeeded to convince the jury of the City Council to finance another programme, even more opened: "C'mon Timisoara" (inspired by the former EYC2015 – Cluj-Napoca), which gives the decision of which project should be financed, to the community. The total amount allocated by the municipality is almost 20.000 €.

This opening of the authorities to change the balance of the decision from them to us, makes us to pursue the authorities to leave to the youth community as much as possible of the decisions not only about how the budget allocated to us should be used, but also to increase the amounts.

#### **PROGRAMMES & PROJECTS:**

**Objective 1:** Identify and improve self-perception (trust and respect) of rural youth and economically disadvantaged communities by: Taking into contact with young people from a disadvantaged community; Constant organization of leisure activities in neighborhoods; Workshops to identify their self-perception, interpersonal knowledge and group consolidation in economically disadvantaged communities / rural areas; Organizing together a joint project / event for the entire neighborhood; Digital storytelling workshops.

 **What I'm looking for in the neighborhood:** is a project developed in 2016 (implemented in 4 neighborhoods). In 2017 we developed the project and, besides organizing creative workshops,

youth thematic activities, recreational activities for children and coagulation of the local community, we also aimed to involve young people in changing society and in sustainable urban development through active participation of young people in neighborhoods (through consultations and debates on neighborhood issues and ways of involving young people in finding and implementing the most appropriate spouses through the participatory budgeting mechanism). In 2017 I implemented it in 6 neighborhoods (Solvent, Freidorf, Traian, Modern, Giroc, Ronat).

✚ **CheckArt Festival:** is a project developed in 2016 (when the first edition took place). The aim of the project is to promote street art through music, dance, magic, theater, painting, vivid statues, buffons, mimi, staying levitating. An important aspect is the variety of young people involved in this project, part of the team being made up of young people in the social assistance system. In 2017 we organized two editions of two days of festival, and in 2018 a two-day edition.

✚ **The Cultural Caravan:** is a project whose purpose is to revitalize the rural environment and to offer equal opportunities to young people from the villages and villages in Timiș County with those living in an urban area. The objectives of the project are to ensure the access of young people from the county to artistic acts, despite their geographical location, by organizing in November 2017 8 film screenings in rural schools and homes (Giarmăta, Belinț, Fârdia, Dudeștii Noi, Utvin, Chevereșu Mare, Mașloc, Șag). <https://bit.ly/2HZjU89>,

<https://bit.ly/2t4kRYq>,  
<https://bit.ly/2Mzunul>,  
<https://bit.ly/2LYpVEJ>

✚ **"Dance of childhood"** dance contest: it is a project of the Constantin Pufan School of Inclusive Education Timișoara, in collaboration with Timiș County School Inspectorate and FITT, which was hosted by the Youth House on Tuesday 2018. The School for inclusive education offers specific educational services the following types of deficiencies: hearing, multiple deafness / sensory impairment (DSM), learning and communication difficulties, physical and / or neuromotor disorders, autistic spectrum disorders, socio-emotional and behavioral disorders, mental illness, ADHD, Down syndrome. This festival brings together both the students of the special schools and the students of the mass schools in the counties of Timis, Arad, Caraș-Severin, Bihor and Jagodina (Serbia).

✚ **The Non-Formal Education Caravan:** This is a project that FITT implemented in rural areas in Berini and Sacoșu Turcesc in September 2017.

✚ **Animate to participate:** is a project that took place in the UK in December 2017 on socio-educational animation in youth work, with members of FITT DPA staff.

**Objective 2.** Supporting young people from economically disadvantaged and rural communities to find and define their role in society through: Information; Counseling ; Information workshops on the exercise of human rights.

✚ **ImProvamăm Cultura:** is a project whose purpose is to familiarize young

people with the concept of culture, then with the theater, as well as to stimulate them through non-formal education activities to exercise a fundamental right (free access to culture) and to take part in cultural activities. In September and October 2017, we organized 3 workshops with and about theater, through which we not only familiarized young people from Timisoara with the Timisoara culture but also with the concept of culture (especially for their preparation for Timisoara 2021), but also to support and prepare to develop skills and life skills using non-formal education methods.

 **Human Rights Education Laboratory in the countryside:** in September 2017 we organized a workshop for 25 youth workers within a national FITT project. A 3-day follow-up session took place in October. The participants in the workshop multiplied the methods learned in 4 localities from the rural area (Comoara Olari, Balta and Magurele from Prahova County, Darmanesti County from Bacau County)

 **Financial Education Workshop:** To mark the Global Money Week (March 12-18, 2018), BCR and FITT organized a one-day workshop for pupils and students aged 14 years and older, aimed at acquiring the participants of the following knowledge: Exploring the consequences of your own decisions, knowing why so many high-income people are caught in a vicious circle of debt, how we plan to live our dreams, look at the financial decision-making process, how wealth does not depend on how much we earn, but rather how well we care about our money and how we choose to invest.

 **Intervention for Youth:** is an international project with Romanian participants, whose purpose is to increase the level of involvement of young people from disadvantaged communities of large cities. Through this project, young people improve their key competencies, we promote participation in the community and the labor market. In March 2018, we organized training sessions for youth workers to develop socio-cultural and information projects. Participants learn to create and promote educational, cultural and recreational animation activities for groups and communities. This project continued in July with an international youth exchange and with Romanian participants where youth workers, together with young people, practiced methods and pursued socio-educational animation activities.

 **Reason for Reasoning:** is an international project with Romanian participants whose purpose is to motivate youth workers to develop critical thinking skills for the young people they work with. The session took place in June 2018 and involved identifying the relevance of critical thinking skills in today's society, involving, familiarizing and supporting participants in non-formal and educational activities. The session ended with a one day activity with high school students from Timisoara with which the youth workers practiced the learned methods.

**Objective 3.** Changing the perception of the community towards young people from economically and rural disadvantaged environments through: Human Rights Workshops; Dissemination of the results of

the digital storytelling workshop; Activities with both groups (disadvantaged young people and the community).

✚ **Bookmarking Hate Speech:** is a project organized by the Visiting Butterfly Association, in partnership and hosted by FITT, in January 2017. The training session on fighting the incitement to hate speech lasted 4 days.

✚ **Anti-Bullying Ambassadors:** is a project organized in October 2017 by the Youhub Association and hosted by FITT

✚ **Forging Fairness:** is an international project with Romanian participants, organized in March 2018, whose purpose is to support young people to manage discrimination when confronted with it. The major directions of the project are: informing participants about discrimination; discovering connections between discrimination and human rights violations, challenging the values and biases of the participants; investigating local, national and European reality (what is the degree of discrimination?); learning participants of practical methods to

combat discrimination whenever they meet it.

✚ **Changing YOUTHstories:** In April 2017 we organized a two-day workshop with young people in risk situations, as part of the project - a partnership between FITT and the Buzias Reeducation Center.

**Objective 4.** Involving young people from economically disadvantaged and rural environments in dialogue with authorities through: Debate and follow-up workshops; The cafe publishes with representatives of public institutions and authorities in the neighborhood / community.

✚ **I Want Home:** It is a project implemented by the Institutionalized Youth Council, where FITT has been the coordinator of the established dialogue workshops between institutionalized / post-institutionalized youth and representatives of DGASPCs in 26 counties. This project, which took place in October 2018, was adopted by the President of Romania in the Educated Romania program.

## Chapter 5

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### Contents for the activities that will be put in place by each of the partners during the project and after its completion

#### SPAIN

The analysis of the current situation of youth centers and the activities carried out to support youth activities allow us to confirm that the collaboration and coordination between different stakeholders is needed in order to meet youngster's needs. All the stakeholders involved on the development and implementation of activities related to education (formal and non-formal), employability, health and welfare, culture and sports as well as other services to promote people autonomy should work together in order to attend youngsters needs from a holistic perspective.

The collaboration is important to avoid the duplicity of efforts and services, since some of the times the services offered directly to youngsters are already offered by other institutions. There is a lack of communication and visibility channels to communicate the activities that institutions are carrying out to the youngsters. At the same time, it is important to create the structures where youngsters can find support, advice and resources to develop their own activities, for example music groups, sport clubs, start new companies, art studios, etc.

Below we present some challenges to be addressed, mostly at municipal level, in order to achieve a higher level of social integration, social participation and youngsters- autonomy in the transition to adult life. The activities are organized according to the National Youth Plan for Catalonia 2010-2020 main topics:

Considering those with a **migrant background**, one of the most important things is to help them to learn our language, which it could be possible with specific learning courses and also helping them to participate in cultural and sport activities in order to meet local youngsters. It is also important to implement activities to facilitate their participation in the educational system, not only in the compulsory education, but also in the post compulsory education, since this is the best way to facilitate their transition to the labor market.

Regarding the **educational trajectory**, youth centers should implement learning activities to mitigate the influence of social background in the results of youngsters in the educational system, helping them with their homework or strengthening some competences in collaboration with schools and high schools. It is also important to give youngsters information and counselling about post-secondary education and universities, as well as other non-formal educational activities where they can improve their capabilities.

In the case of **career success** and the access to the labor market, some of the

activities to be carried out are: (1) improve the professional counselling services with the collaboration of high schools; (2) implement activities to strength youngsters' soft skills and other general competences to facilitate their integration to new jobs; (3) centralize the job offers that might be developed by youngsters; (4) help youngsters to elaborate their curriculum vitae and also prepare job interviews; and (5) help youngsters to develop their business ideas, facilitating them information, guidance and support to create their own companies.

Some activities in collaboration with local health centers should be implemented in order to **improve youngsters health**, especially in the field of eating disorders, drugs consumption and mental disorders. Professionals from health centres can collaborate with youth centers, and also youth workers can improve their competences, in order to assess youngsters, answering their doubts related to health problems and also to prevent or detect disorders at an early stage.

In the field of **cultural and sport**, it is necessary to develop activities to bring culture and sport to youngsters. That means that youngsters should attend cultural and sport activities, and also that they can participate in cultural associations (such as theatre, folklore groups, music groups, etc.) and also participate in sport clubs as players. Youth workers should know which are the activities and associations in the local context in order to guidance the youngsters and, when it's

possible, youth centers in collaboration with other stakeholders should facilitate spaces and resources to facilitate youngsters participation in these activities.

It is also important to face the **participation** of youngsters in the activities carried out in the municipalities. Is for that reason that some strategies should be implemented in order to improve the participation of youngsters in the decision-making processes, for example with the creation of advisory boards where youngsters can take part as a full member, or implementing activities linked to the existing participation councils of the municipalities. It is also important to make easier the bureaucracy to be followed when youngsters want to organize their own activities using public spaces (for example at the street, sports infrastructures, etc.), and also articulate mechanisms to spread the use of the existing infrastructures and spaces.

Internationality and support for the pedagogical mobility of young people have been the cornerstones of Youth Centre Villa Elbas activities from the very beginning. The core values of international youth centers are community, solidarity, equality, equality, multiculturalism, internationality, healthy lifestyles and respect for the environment and life.

The role of the youth center Villa Elba as a center for the development of

Finally, but not least, it is important to improve and implement new **communication channels** to facilitate the coordination of activities between the administrations, youth centers and other stakeholders. All youngsters should know which are the activities carried out in their local area where they can participate, and they also have to know which are the channels through which they can communicate their needs, fears, wishes and concerns. It's really important to ensure that not only the youngsters linked to associations and entities, but also those that are not participating in any, receive all the information and have the opportunity to give their opinion and explain their needs. The collaboration with high schools it's important to get in touch with young youngsters, and other strategies should be implemented to achieve those who are not linked to the educational system because they are not so young. The use of social networks is an opportunity to achieve it.

## FINLAND

international youth activities is to promote and create the conditions for the internationalization of young people and their actors. We develop methods for youth work and support young people and actors with young people to increase internationalization and pedagogical mobility in their daily lives.

International work is a learning environment where young people have the opportunity to learn about other cultures

and to work with people from different cultural backgrounds. Through international projects, young people expand their worldview, develop their language skills and knowledge of different cultures.

Working in a changing world also requires children and adolescents to have complex skills and abilities to face diversity. Responsible global citizenship begins with respect for human rights and the protection of our common environment and working in international programs supports young people in developing the capabilities of a global citizen.

We encourage young people to become active citizens and take responsibility for themselves, other people, as well as naturally. International camps, youth exchanges and volunteering are an excellent way to support young people to become independent, develop their skills and expand their worldview.

Our goal is to make multiculturalism an understandable and acceptable part of the everyday life of children and young people. For example, projects where volunteers are part of a local community naturally support intercultural learning and communication. Volunteers are members of their work community and are encouraged to bring out their own culture and their own idea

The vision of the Youth Center Villa Elba in 2020 is to be a European pioneer in youth work and services. The vision is implemented by emphasizing our work on international youth work, nature school

activities, quality service and measuring quality and impact, as well as continuously developing our expertise in these areas.

Through international projects, we provide children, young people and youth actors with goal-oriented and pedagogical opportunities for non-formal learning in a multicultural environment and, in cooperation with our international networks, are involved in developing European youth work.

In nature school activities, we invest in the development of environmental education for all ages. Through school cooperation, we support children's environmental education that meets the needs of curricula, and we offer training and adventure education programs for diverse groups in the Arctic environment.

The service of our center relies on the principle of "Whole house educates" and all our members of staff participate in daily education with their own expertise in supporting children and young people. All of our operations are guided by environmental considerations and sustainable choices, as well as the development of programs and services while listening to the changing world demand. We promote the quality and effectiveness of our work by tracking them with different indicators and training our staff, for example, in the field of digital skills.

In the future we will keep continuing to develop activities that supports participation of young people with fewer opportunities. One well-functioning

concept is volunteering projects. Volunteering affects both young people involved and communities where volunteers work. Participation expands the worldview, enriches the local community and develops expertise.

Working together, volunteers and the community exchange experiences, learn new skills from each other and broaden their attitudes towards different cultures, people, traditions and habits.

By participating in volunteering projects, the young people can develop

#### REFLECTION PHASE

The previous chapter indicated a number of key guidelines that are important for the development of motivation with the younger members of vulnerable groups. They also confirmed the problems we encounter when dealing with these groups and pointed out the strategies for managing appropriate inclusion of young people in society. They show and draw attention to the current alarming situation in the field of inclusion. The degree of risk for social exclusion of vulnerable social groups is rising year after year. However, we can observe a positive shift regarding the inclusion of young people from vulnerable groups on a national and local level. In addition to the national mechanisms that are already in place, different guidelines have been set up by the European Union. A lot still needs to be done, in particular on a local level, since

their working life skills, they learn to work in a group and how to bring forward their own thoughts. They create their own international networks and develop their skills to visit intercultural dialogue and receives a positive attitude towards life.

We continue to work to ensure that the Youth Centre Villa Elba will also in the future contribute to development of Finnish and European youth work. We want to promote youth work and influence the societal discussion about the status of young people.

## SLOVENIA

many municipalities in Slovenia do not have a developed strategy for young people in their local communities. Youth institutions, which represents the interests of young people and youth organizations, should play a key role in the preparation of the strategy and strive to identify and advocate for the needs of young people.

According to many studies, unemployment poses the main risk factor for young people and in the long run it hinders their inclusion into society as a whole. In our opinion, young people need to be empowered to take more initiative in society. Young people are not passive, but they need to be given the opportunity and be willing to listen to their ideas. Young people (with fewer opportunities) need to be provided with various forms of activity and opportunities for inclusion and through these activities they will be

equipped with knowledge and an increased self-esteem so that they will be able to become an active member of society, with no fears attached. It's the only way they will find suitable employment, which affects their psychophysical well-being and generally contributes to a better quality of life.

#### **FUTURE PLANS**

In the "Sustainable Urban Strategy" the Municipality of Murska Sobota, representing the local context, aims to reduce poverty and social exclusion with the measure of social inclusion of vulnerable groups and appropriate living conditions for them. According to their timeline, a youth centre, centre for addictions and a creative centre are planned after the year 2020. In addition, appropriate programs and activities are also planned for these institutions, as well as informal training for this purpose. Within the framework of the SWOT analysis, the following threats were identified: the rise of unemployment, the continuous emigration of young families, the exclusionary ways society reacts to diversity (race, religion, illness, age, etc.), further deterioration of the standard of living. Under weaknesses the most important facts are the poor utilization of young people and youth policy and the growth of the number of people on the brink of poverty and social exclusion.

Social inclusion should be pursued in particularly by young people – peers of excluded, marginalized social groups, youth groups. The responsibility is also on

the decision makers – decision making bodies and society as a whole. In our organization we will strive to raise awareness regarding social inclusion in individual young people as well as youth organizations and decision-making bodies – we will focus especially on the fact that young people should be involved in the process of decision making, forming of policy on all levels (in the process of policy-making, decision making, as well as the execution or implementation).

Our organization in cooperation with the youth centre Risko, which operates in the local environment, intends to organize even more quality activities in the field of inclusion of young people with fewer opportunities in the near future. The activities have been continuously carried out for several years. The updated (adapted) activities described in the previous chapter will help us strengthen to fulfilling our aspirations regarding the inclusion of young people into society. The evaluation of activities for inclusion (new activities) has shown that young people want something new and different, which the offered activities also provided.

The responsibility is on both sides – both on the part of young people as well as on the part of representatives of authorities and society as a whole. Steps – shifts on the part of young people towards participation will eventually lead to a shift on the other side – with the forming of policy, decision-making bodies on a local level, national level and society as a whole.

## ROMANIA

What we experienced during the Summer 2018 was social inclusion through arts. Actually, that was a project of increasing the feeling of belonging and of ownership of young people with regard to the youth centre. And all this happened first through young people working shoulder to shoulder regardless age, ethnicity, skin colour, social & economic status in order to transform an empty space into a cultural youth hub. Currently, young people take care of the place, work together in order to create the programme and the performances and enjoy what they have created: a summer garden for concerts, a theatre studio, an art gallery and and a fine arts studio. This success made us multiply it also in another five neighbourhoods to open another 5 smaller youth centres, together with young people and angaging the community, as well.

The collection and interpretation of the project data also leads to a comparative analysis of the project results with the Timisoara Youth Strategy and reveals the need for some modifications in order to update the Strategy based on the results of this project.

In the research underpinning the Strategy, 60% of the young people questioned revealed that there is a great need for counseling among young people related to professional and career guidance issues as well as to school issues. In the Strategy, it is considered necessary that at the level of personal development "a strategy that takes into account the current context of the young Timișoara people and

which, in the future, give them the chances to become members of a society which we want". Also, low participation of young people in non-formal education activities is identified as a problem. At the same time, the strategy identifies another problem, namely that there is no clearly defined strategy or policy in the field of formal education. These have also been confirmed by the results of the research conducted within the project.

The comparative analysis of the Strategy with the results of the project reveals that the mission and objectives of the Strategy remain valid, but some measures require some changes:

 The measure that provides for the setting up of a Youth Center of Timisoara Municipality is no longer appropriate in the context of the fact that our experience in this project showed us the best approach is the co-management. Timisoara City Hall's support of the already existing Youth Center of FITT and supporting the expansion of its activity through the establishment of a network of smaller centers and with various functions for young people, due to the fact that in the next 3 months, we will open another 5 new one, but in a process of co-creation together with the micro-communities in the neighbourhoods.

 Supporting international youth events, youth exchanges and youth partnerships with twin cities. Under this measure, it should be the responsibility not only to the City Hall, but also to the FITT Youth Center, which is already carrying out such activities.

✚ Arranging a youth gathering point - transfer responsibility to the FITT Youth Center that already has such an activity at the Youth House and in the on-line

We must also mention that the Strategy is geared to the national and local framework, so EITM + projects developed by FITT as coordinator, together with the local administration, the City Hall, and other European partners, become very important. These projects integrate the youth work from us into a wider framework, that of the European space, and can link local, national and local policies and trends with European ones. The implementation of the project was all the more timely as the period for which the

Strategy was finally reached and the results can be used in the strategy for the next period. Especially, some new approaches revealed in the project and not included in the strategy.

In the same time, the results of these project are a very well received input for another project of our concern – The National Quality Standards for Youth Centres, which we are developing currently.

In conclusion, the Erasmus + project "Creating a Framework and Developing Its Content for Youth Centers of the Future" proves to be an example of good practice and a useful tool in adjusting the municipal administration's youth policy.