

REACHING OUT TO

MARGINALISED YOUNG PEOPLE

Develop tolerance among young people
with and without fewer opportunities

Fight against
discrimination

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Youth work 2.0 Project



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Sorina Carmen Vacariu
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Sprijin
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OVERVIEW AND FINDINGS

This book is addressed to youth workers and organisations who works with young people with fewer opportunities or wants to work with them. This book can be used also by youth supervisors, organisation staff, youth leaders, trainers, coaches, teachers, educators, freelancers and other experts in the Youth, Education, Adult education and VET field who works with marginalised people and want to fight against discrimination and intolerance.

We aim to help you, our dear reader, to reach marginalised young people and to fight against discrimination and intolerance among young people with and without fewer opportunities.

The book analysed the current situation and provides new methods and approaches to prevent discrimination and intolerance among young people based on the current context, organisation needs and youth's needs, relevant at European level and offering particularities from Romania and Spain.

We want to give a new perspective on how we should reach the young people with fewer opportunities, and how to use other channels than we are used too so we can increase our non-formal activities visibility.

How can we reach marginalised youth, fight against discrimination and intolerance among youth? What youth workers use to reach marginalised youth, prevent fight against discrimination and facilitate tolerance? What is the value/ contribution of the youth work to reach marginalised youth, fight against discrimination and intolerance among youth? What are the measures that youth workers use to ensure non-discrimination process of selection and activities? We have answered to these questions through this book.

Feel free to use the research finding to reach the marginalised young people. You can also use it in order to develop create common non-formal, informal or even formal activities for young people with and without fewer opportunities, so they can participate jointly in the same activities in order



to prevent discrimination and intolerance among youth. Use it to promote your learning opportunities and to create your activities methodologies.

In the chapter “Youth work, marginalise young people and social inclusion” we have provided an overview of the European situation regarding youth work and social inclusion together with a significant number of good practice example from Romania, Spain and from other European countries that are relevant in European context.

In 2019 Sprijin si Dezvoltare Association and Inercia Digital organised 4 meeting that brought together experts from different domains and young people fewer opportunities experimenting marginalisation. In these meetings participated local organisations with experience in social inclusion, local decision makers representing the Youth sector, representatives of the Education sector, youth workers and trainers with experience in youth work and social inclusion. During these meeting we have identifies measures, methods and good practices that are used by the experts in order to reach marginalised young people, to prevent racism and to raise tolerance. Sprijin si Dezvoltare Association and Inercia Digital organised also four focus groups in order to identify effective ways to reach socially excluded young people and provide a deeper understanding of the phenomena. The results of the consultative meetings and focus groups are in this chapter along with two study cases on 2 different organisations that works with young people with fewer opportunities.

In the chapter “Strategy for reaching marginalised youths” we have included a study made by Sprijin si Dezvoltare Association from Romania together with Inercia Digital from Spain where we have found out how we can reach marginalised young people, fight against discrimination and intolerance among young people.

The next two chapter offers methods to ensure non-discrimination principles and recommendations to be used in non-formal activities to support participants with fewer opportunities in their role as multipliers. In the lasts chapter you can find the conclusions of this book.

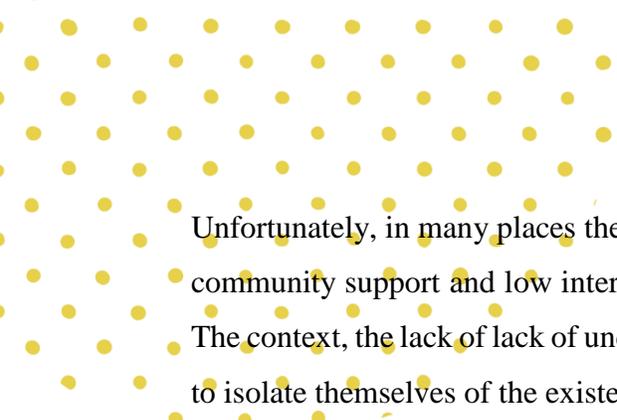
INTRODUCTION

Youth workers and non-formal education can contribute to the social inclusion of the young people with fewer opportunities. In the same time, it should respond to the young people needs and help them to overcome the encountered challenges and barriers so they can multiply their developed competences and be active in society.

Some young people with fewer opportunities does not have support from their families to participate in non-formal activities or in any type of leisure activities in general. The parents often tend to be overprotective with the young people and do not allow them to participate in different activities. They are afraid the young people may face negative experience or they even believe the activity cannot bring positive or relevant impact on the young people. In some cases, the youth workers or other experts fail to establish a relationship with the young people's parents because they are not able to transmit the benefits and added value that a non-formal activity can have for the young people.

The lack of social competences prevents the young people with fewer opportunities to fully participate in their social life and the lack civic competences prevents them to participate actively in the community, in the community decision or even to fight for their rights. The low self-esteem and the lack of confidence may prevent young people from participating in different extracurricular activities because they do not feel good enough or because they do not have the necessary confidence to interact with other people with and without fewer opportunities.

The language and communication barriers between the youth workers and the young people with fewer opportunities can restrain young people to participate in non-formal activities. Because of these barriers, it is hard for the youth workers to identify young people needs of education and requirements for the non-formal activities. In some cases, the youth workers fail to communicate with young people with fewer opportunities, especially with the ones with intellectual disabilities or sensorial disabilities. During the activities the young people with fewer opportunities may have special needs, such as more breaks or even help to fulfil a task, and in some cases, they can feel uncomfortable to ask, and because of that sometimes they prefer to not participate at all.

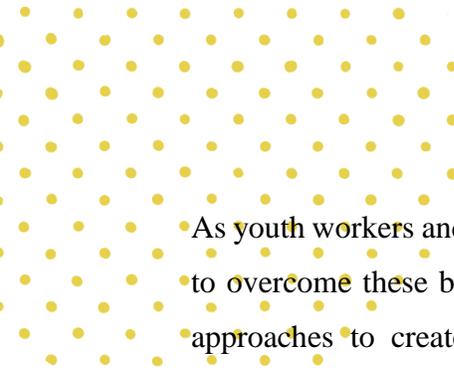


Unfortunately, in many places the young people with fewer opportunities are dealing with lack of community support and low interest from the local authorities to create an inclusive community. The context, the lack of understanding, prejudice and discrimination force the young people to isolate themselves of the existent situation socially exclude them.

Although it is maybe hard to believe, youth workers and trainers encounter different barriers and challenges in developing activities for young people with and without fewer opportunity jointly. The lack of competences to work in the same time with young people with and without fewer opportunities, the lack of experience and some attitudinal barriers, such as fear of lack of empathy, can lead to few learning opportunities for the young people with fewer opportunities.

Many youth workers or trainers encounter difficulties to develop and use inclusive methodologies. The methodology and the used methods need to be adapted for the type of fewer opportunity the youth worker is working with, and sometimes the experts find difficult to adapt it. In some cases, is very challenging for the youth workers to find common needs and common objective for the young people with and without fewer opportunities. The entire program, the used methods and instrument should be created and selected from the beginning for young people with and without fewer opportunities jointly because is hard to adapt it after the entire methodology is finished. In this case, the youth workers should identify and know the special requirements and needs that the young people with fewer opportunities may have.

Often, the young people with fewer opportunities cannot apply or participate to certain activities that are addressed to young people in general because these activities are not accessible to them in terms of accessibility of the venue or other necessary equipment. On the other hand, youth workers and organisations confront with lack of financial or human resources, they don't have enough money or they don't have qualified personnel to develop and implement activities with and without fewer opportunities jointly. Sometimes the young people with fewer opportunities do not hear about certain opportunities because the youth workers use inappropriate communication channels or because they use only professional networks where just a few young people are register. In some cases, the administrative procedure to apply for a learning opportunity is too complicated or is not accessible for specific fewer opportunity.



As youth workers and experts in the Youth field we need to find solutions to help the young people to overcome these barriers and challenges and in the same time to find new solutions and new approaches to create common learning activities for young people with and without fewer opportunities.

YOUTH WORK, MARGINALISED YOUNG PEOPLE AND SOCIAL INCLUSION

There are a significant number of recommendations and reports that the European Union (EU) gives to the Member States so they can elaborate specific measure to ensure equal chances and social inclusion and to reach marginalised young people. As a youth worker, to understand better the context of your country you can search for these recommendations. You can definitely get inspired by them and apply it in your community. To understand better how the public institutions reaches the marginalised young people in your country you should read the national reports, the national youth strategies and annual plans.

There are a lot of projects that are funded by the European Union who aimed to reach the marginalised young people, to ensure social inclusion and to fight against discrimination. We will present some examples of good practices from these projects so you can exploit and use the project results and intellectual outputs.

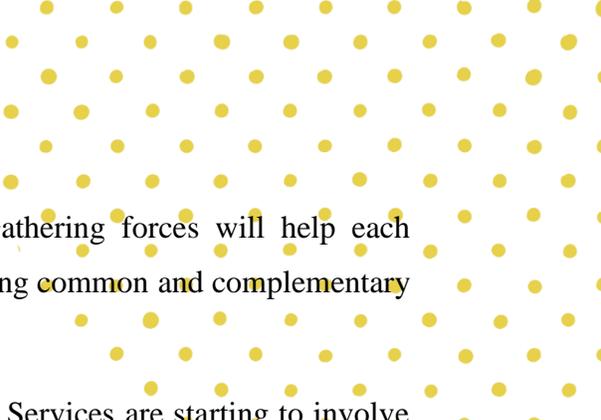
One of the key words of The European Union Youth Strategy for 2019-2027 is participation. According with the EU recommendations and opinion, the Member States should give a special attention to the marginalised young people and the young people risking marginalisation by supporting their participation in the community, to be active in youth organisation and EU youth programs, and in the same time they should raise the level of trust in public institutions. Youth workers and youth organisation have an important role in their community, they can help the young people to plan and live their own lives as they dream and want too, to reach their aspirations and to use their talents creativity. This can lead to a positive change in their communities and in the European society. A significant number of young people young people in Europe are at risk of poverty and social exclusion, the EU is estimating that one third of young people are in this



situation. The EU is aiming for an inclusive society, where all the young people are included in the society, and all the young people rights to be fulfilled in Europe. In this regard, the Youth Strategy target that all the marginalised young people have access to inclusive formal and non-formal education, and should be informed and aware of the opportunities available for the them. In the same time, they target to strengthen the capacity of experts to work with marginalised young people according with their specific needs and interests. Involving the marginalised young people in structural dialogue and in decision making process in crucial, especially in making decisions for their own rights and interests. The young people with fewer opportunities are the ones that feel and experience what means marginalisation and they can contribute with a realistic opinion regarding their situations. According with the EU Youth strategy the youth organisation and European youth programs aren't accessible and recognised. A solution to increase accessibility is to simplify the application and administration process to be easier for the young people to apply. The EU also targeted to ensure equality of all genders and gender-sensitive approaches in all areas of life of a young person, fight and ensure equal rights, reach universal awareness of discrimination, fight against structural discrimination in the labour market, and ensure equal access to formal and non-formal education. (EU Youth Strategy 2019-2027).

Both, objective and subjective discrimination negatively affect the young people life quality and health conditions and the motivation to participate in the civic and social life (Gee and Walsemann, 2009).

In general, the public institutions are the ones that have the necessary power and resources to reach the marginalised young people, the young people at risk and marginalisation and the young people who are not in education, not employed or are not following any form of education and training – NEETs. The NEETs young people are the ones that are the most difficult to find reach and engage because they are the ones who can't be found easily. Schools and education institutions, Public employment Services, Municipalises, Health and social work services, Youth agencies and youth stakeholders can work together to find and map the NEETs young people (European Commission, Santos-Brien, R., 2018). During the last years the member states of the EU make significant progress to reach and map the existent at risk young people and they are still creating new strategies and measure for future strategies. The partnerships between relevant institutions and organisation

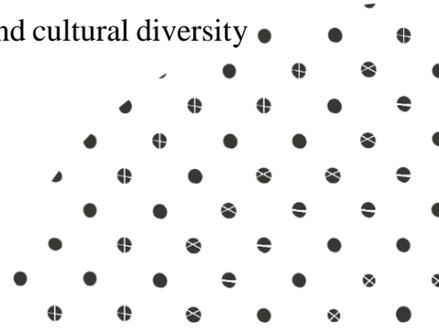


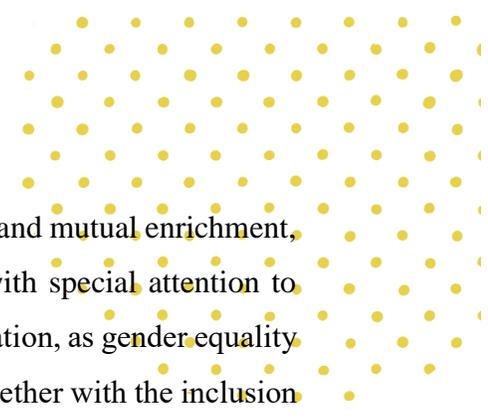
is necessary in order to reach marginalised young people. Gathering forces will help each institution and organisation to identify young people by developing common and complementary measures and actions.

There is a new trend across Europe and the Public Employment Services are starting to involve NGOs in order to reach marginalised and at-risk young people. The youth workers and youth organisation are valuable because they already have established a strong connection with the community and the young people and they can share information and promote the public services the public institutions offer for the young people. The NGOs have the capacity to reach and engage young people because they know very well the area where they activate in and because the young people have trust in them. However, the public institutions need to outreach the young people across all country, and in general, the NGOs are activating al local or regional level. In this regard, a systematic approach to develop partnerships in each region is necessary. (European Commission, Santos-Brien, R., 2018).

In Romania, the government uses Youth Guarantee Programme to reach and engage young people. Based on the Council of the European Union in April 2013, Romania created the Youth Guarantee strategy for 2017-2020. The National Public Employment Service is responsible to reach and register the NEETs young people and to provide them the necessary services to integrate them into the labour market or in the education system. During the past years the National Employment Services developed the Chance 4 NEET database, a national electronic database to register the NEETs young people. The National Employment Services developed the project INTESPO who aimed to register NEETs young people in the public employment services system. They planned to raise the awareness among NEETs young people about the benefit of enrolling in public employment services and to create a professional network to support them at local and regional level. Besides that, they also planned to create 42 local teams to identify NEETs young people in the field and 42 local point to support the activation of the young people.

With a sociological climate that has gotten more complex and diverse over the years, with increasing immigration in areas where local communities are more closed up and cultural diversity





often proves an obstacle rather than an opportunity for cultural exchanges and mutual enrichment, Spain has taken measures for the inclusion of immigrants of all ages, with special attention to youths. But the efforts for social inclusion don't start and end with immigration, as gender equality becomes more of a bigger subject in the country's sociological agenda, together with the inclusion of people with disabilities, both physical and mental, to create a more cohesive society.

The issue of employment remains a subject where discrimination strongly disfavours youth with fewer opportunities (and youth in general) and the creation and promotion of employment for this group continues to be a challenge that Spain addresses at governmental, regional and municipal level.

After 2007 was declared “European Year of Equality and Opportunity for All” and 2008 was defined “The European Year of Intercultural Dialogue”; fighting against discrimination in the EU and presenting intercultural dialogue as a horizontal priority became cornerstone priorities in all relevant programmes of the community, but especially those related to youth and citizenship.

The creation of the “Diversity Charter -Spain” was framed within the antidiscrimination directives of the EU and its objective is to foster the practice of management and inclusion techniques in companies, Spanish social organisations and institutions at national, regional and local level.

The equality of opportunities for all persons is a principle that's inherent to the EU policies, reflected in constitutional treaties. The fight against direct or indirect discrimination is a cornerstone policy of the EU since its foundation, with community legislation recognising discrimination as a crime. Current EU legislation forbids all kinds of discrimination for the following motives: nationality, age, sex, racial or ethnic origin, religion or beliefs, disability and sexual orientation.

In Spain, the main vulnerability factors among the young population are poor economic resources, which in turn often leads to poor education in a context of high unemployment rates. In a country where unemployment and the rates of early school abandonment are among the highest in Europe young people often feel demotivated to opt for higher education and getting their ESO degree (in 2014, for the third year in a row, Spain was at the top of Europe's school dropout table, with 23.5 per cent of people aged between 18 to 24 having left the national education system before

completing secondary education (which is compulsory in Spain). In 2018, the situation hadn't gotten much better, as Spain continues to be Europe's leading nation in terms of school dropout rates which has gone down to 17.9% among youngsters aged between 18 and 24, beating Malta's 17.5% by a narrow margin. The school education situation has improved slightly in Spain (by 5%) in the past four years, but it continues to be critical, the worst in Europe and something that contributes to the nation's young population's marginalisation and unemployment. It is for this reason that many of the social inclusion initiatives targeting disadvantaged youths mentioned on this project focus mainly on giving youngsters further education and employment skills to get them into employment and help them become active members of society.

According to the "VII Informe sobre exclusión y desarrollo social en España – 2014: Jóvenes, desigualdades y exclusión" (7th Report on Exclusion and Social Development in Spain 2014 – Youth, inequalities and exclusion), education and insertion in the labour market are the most important factors.

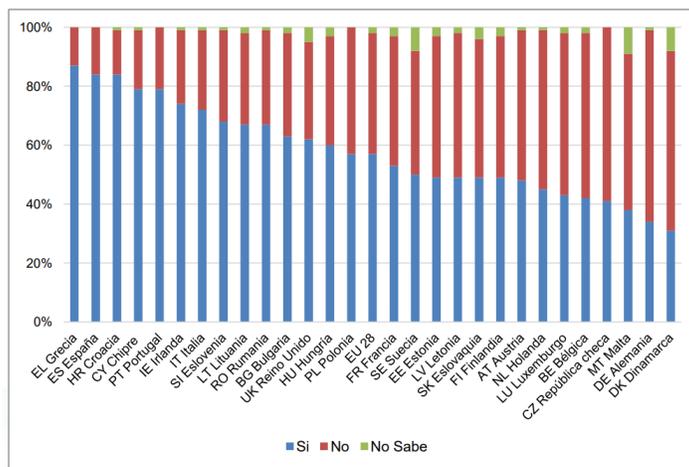


Figure 1. Feeling of marginalisation and exclusion from social and economic life in the country (Source: Eurostat, 2014)

As can be seen in the graph, when European youngsters aged between 16 and 30 from all 28 Member countries were asked about whether the young population had been marginalised by the effects of the economic crisis and excluded from their country's social and economic life, general results show a majority of youngsters who agree (57%). In the case of Spain, the level of agreement

significantly increases to reach 84% of the young Spanish population, putting it in third place behind Greece and Croatia.

Two years later, a similar survey reflected a very similar picture, as can be seen in the graph below, where young Spanish respondents are among the top five countries whose youth felt more marginalised as a result of the lasting effects of the economic crisis in a country that still has a long road to recovery. Especially where education and employment are concerned, Spain's situation continues to be highly unfavourable, and it doesn't help that the biggest financial cuts (as a result of the crisis' austerity measures which are still ongoing) have actually been in the areas of education, housing and social exclusion, health, family and health. Expenditure on education alone was down by 13.2 in 2019. This context of lower investment in education, budget cuts in social services, welfare and public services has given rise to intolerance, increased racism and bigger inequalities among youth, which in turn has helped misinformation and hate crime prosper, especially when this situation feeds into the discriminative and simplistic narrative of extreme right-wing populism and politicians that purposely misconstrues information and disrupt the peaceful coexistence between different groups of society.

QA5 Do you have the feeling that in (OUR COUNTRY), young people have been marginalised by the economic crisis, that is to say excluded from economic and social life? (%)

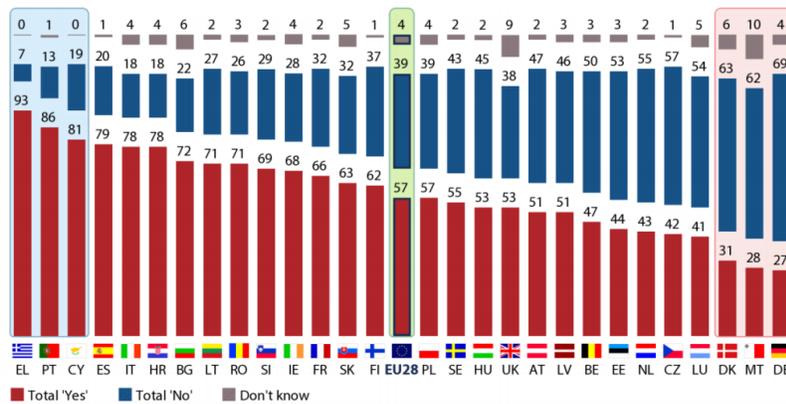


Figure 2. Feeling of social exclusion and marginalisation among European youths in 2016 (Eurobarometer Survey – European Youth 2016)

According to graphs and figures from the Methodological Proposal for the Work to Fight Discrimination in the Local Environment (*Propuesta Metodológica para el Trabajo contra la Discriminación en el Ámbito Local* (2011) by the Spanish Ministry of Health, Social Services and Equalities (*Ministerio de Salud, Servicios Sociales e Igualdad*) and the Spanish Federation of Municipalities and Provinces – Equality Department (*Federación Española de Municipios y Provincias – Área de Igualdad*) the biggest recognised (and forbidden motives) of discrimination in the EU are the following:

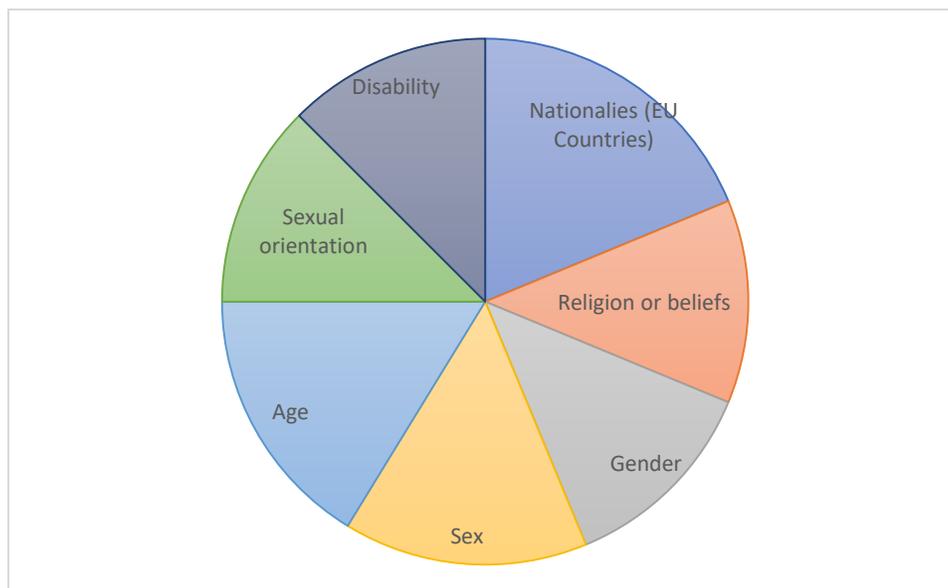


Figure 3. Motives of discrimination recognised and forbidden by the European Union (source: authors contribution)

According to the Methodological Proposal for the Work to Fight Discrimination in the Local Environment (*Propuesta Metodológica para el Trabajo contra la Discriminación en el Ámbito Local* (2011) by the Spanish Ministry of Health, Social Services and Equalities (*Ministerio de Salud, Servicios Sociales e Igualdad*) raising awareness and taking actions for the prevention of discrimination are two different measures that are often taken to mean the same, yet each seeks a different result. Their objectives however, tend to complement each other so they work as a team. Raising awareness is not just informing, it goes beyond that. Providing information might be essential but it's not enough for raising awareness or sensitising.

	AWARENESS	PREVENTION
Main Objective	To achieve individual and collective engagement to battle discrimination	The objective is that in the future no discrimination is made
Methodological Strategies	To visualise the phenomenon and inform about it to instil conscience and action	Educational processes and training for equality, for the empowerment of those affected by discrimination and the fostering of interculturality in its widest context.
Where from, primarily?	Media outlets, public administrations, NGOs, social agents	Educational community, public administrations, non-formal education providers. NGOs
Desirable Results	Achieve changes in beliefs, attitudes and behaviours – increase the tolerance threshold – and involve citizens in the solving of problems	For no one to tolerate discrimination, no one to discriminate anyone or to suffer discrimination
Typology	Publications: guides, articles, books. Social publicity (awareness campaigns that include different activities – posters, leaflets, public acts, etc.), and in different formats (on paper, virtually, face-to-face), celebration of workshops and events, etc	Actions at the following levels of prevention: <ul style="list-style-type: none"> • Primary • Secondary • Tertiary

Table 1. Main difference between Raising Awareness and Prevention

In the case of discrimination for any motive, with raising awareness and creating conscience the intention is for this phenomenon to come out in the light, be known and its causes understood so that every individual takes an active role in a personal or collective way to fight it. Therefore, the courses of action to be taken must allow people to become “sensitive” about the issue, to take conscience of the problem, in order to act upon it and easily respond to it. The desirable result of raising conscience or raising awareness is for each individual to be adequately informed so that he or she understands what happens and can take a critical stance in real-life and act to modify certain behaviours or situations, if necessary, in the face of any form of discrimination.

Prevention goes beyond creating conscience in terms of the results it seeks. It acts upon the causes of discrimination and not just on the effects. It’s about educating to facilitate the acquirement of knowledge, values, attitudes and competences that avoid future discrimination.

Taking a look at Table 1 can further help visualise the main differences between raising awareness and prevention, so that new discrimination strategies can be more effective by taking measures that tackle both areas – raising awareness and preventing.

To sum up, considering the next examples of successful social inclusion strategies, tactics and methodologies, here we'll proceed to mention factors that were key to all afore-mentioned projects' success in general.

- Human – a qualified facilitator whether he or she is an expert on the training topics or the areas where awareness is to be received or whether he or she has been trained to pass the information on to beneficiaries. Youth workers who can communicate sign language or can speak minority languages, mentors or youth workers who know how to address people with certain disabilities;
- Materials and Tools – a space with adequate equipment (classroom or meeting room) and the right conditions (ventilation, heating, access to water, enough seats, tables, writing boards);
- Dissemination - leaflets, newsletters, info-packs, manuals;
- Others – such as use of inclusive, positive attitude;
- Accessibility to the centres where the training, workshops or activities will take place (ramps, lifts);
- Questionnaires to evaluate results and where participants can leave suggestions

Questions to be asked

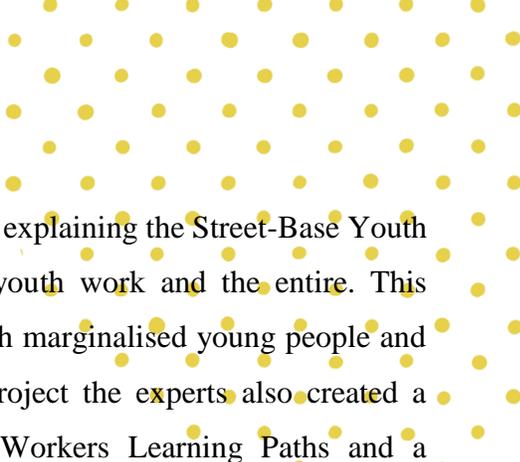
1. Is this service available to anyone?
2. Is the training easily accessible and understandable by all participants?

Tackling social inclusion by providing better education and more opportunities for insertion in the labour market (the initiatives that fostered employment) received significant attention while in order to foster social inclusion among migrants and non-migrants the tactic of engaging youths from different nationalities and Spanish locals in joint activities seemed to work very well.

GOOD PRACTICE - APPLICABILITY IN EUROPEAN CONTEXT

What we can do in order to reach marginalised young people? What instruments and methods are more effective? We believe that before trying to create something new and try to innovate is good to have a look on what other have already done until now and what are their success stories. Knowing what happens in the Youth field will help you generate new ideas and to transfer innovation from other parts of the world in our organisations and in our communities. This chapter provides an overview of the existent methods used to reach marginalised youth at European level and the best innovative practice in preventing racism and intolerance among youth. We also explained what activities and measures are efficient in reaching the youths. There are a lot of innovative practice and tools to ensure social inclusion and to raise tolerance between young people and good practices on how to create and implement non-formal education activities for young people with and without fewer opportunities jointly. We have created this chapter as a source of inspiration for you and we hope you get inspired. You can find these projects on the Erasmus+ Programme Dissemination platform https://ec.europa.eu/programmes/erasmus-plus/projects_en. If you are interested in one of these projects, you can go to the platform webpage and search for the project title you are interested in. The project page will appear and you will find there more information about each project, outputs that can be download directly from the platform or direct links and websites.

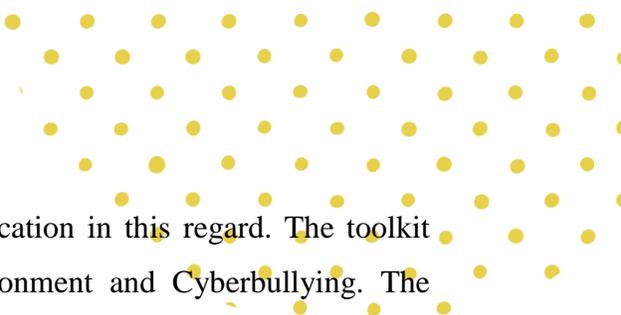
Centrul de Resurse Economice si Educatie pentru Dezvoltare from Romania developed the project “Inclusive Partnership” in partnership with other 3 organisation from Europe in order to improve the youth workers competences in relation with inclusive activities for young people with fewer opportunities, especially for young people from rural areas and to exchange innovation and good practices between the partners. During this project they trained their youth workers through a training course and they developed 3 outputs that can be used as a source of inspiration and training by other youth workers and youth leaders, project managers and other experts. The experts involved in the project developed a Youth Worker’s Guide to Prepare for Better Inclusion. The guide can be a useful source of information for any youth workers that wants to learn more about youth work, the youth workers’ competences who deals with social inclusion and connections between the social inclusion and volunteering activities. This guide will also provide detailed



information on how to reach socially excluded young people by explaining the Street-Base Youth work principles, what is, target groups, areas for detached youth work and the entire. This information will help you to develop a strategy on how to reach marginalised young people and identify what you can do in your community. During this project the experts also created a brochure with Best Practice Examples in Efficient Youth Workers Learning Paths and a Comparative analysis of learning opportunities available for youth workers involved in inclusion activities. These documents are great lectures if you want to get inspired from other youth workers stories, to learn from their experiences and from their approaches. In the same time, you will discover specific learning opportunities for youth workers from Romania, Spain, United Kingdom and Lithuania and how you can become a qualified youth worker.

If you are working with deaf young people the results of the “Being Deaf in an Inclusive Europe” Project can help you to develop the necessary competences at the young people’s level in order to integrate themselves in the community and into the labour market. The project was funded with the support of the European Commission and was coordinated by the Asociatia Nationala a Profesorilor pentru Elevi cu Deficiente de Auz Virgil Florea from Romania. The main project result was a free e-Learning platform with information about labour market, digital technology, human rights, social integration abilities and deaf community culture. The e-learning platform uses Sign Language as a primary mean of communication.

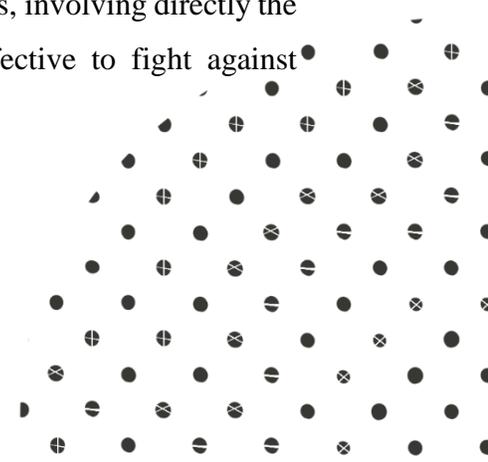
The project “BEWARE!” funded with the support of the European Union, coordinated by Smart Educational Projects Association from Romania aims to raise awareness among young people on how to protect their personal data in the online environment and how to protect themselves against online harassment. The project developed 2 intellectual outputs that can be used by other youth workers and marginalised young people. The coordinator and its partners created a game that can be played by the young people online, using any internet browser or by downloading the mobile version. Through this game the young people play and learn about looking a smartphone, cloud and backups, posting online, public networks and cyberbullying. As youth worker you can use this game to raise awareness among marginalised young people about the online environment. You cannot use this game if the young people have certain disabilities. The experts also develop a toolkit for the youth workers that helps them understand how to develop digital competences at

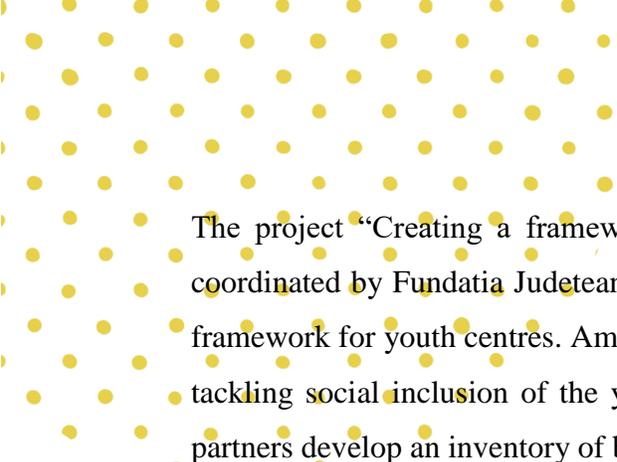


the young people's level and how to use the non-formal education in this regard. The toolkit contains information about data protection in Virtual Environment and Cyberbullying. The partners involved in the project young people with fewer opportunities and empower them to protect themselves in online environments.

Preventing bullying and cyberbullying in schools is not an activity that can be done just by teachers. In the last years youth workers and youth practitioners are addressing these issues and create non-formal activities to raise awareness on the negative effects of the phenomena and in the same time to prevent it. The project "SafeSchool - Promoting students' engagement in the prevention of bullying in schools", coordinated by IKAROS Foundation from Romania developed innovative outputs that can be used also by the youth workers, not just by the teachers. They have created an online training course for teachers and other practitioners on how to deal with bullying and a multimedia kit to help the experts (or even parents) to discuss bullying situations with the children. The media kit also includes reflection activities and exercises and a board game named "What would you do" that can be used during the activities. The added value of this project is that they involved also parents in the activities, and taught them about bullying and how to support their children. In youth work we often involve other stakeholders and interested parties in our projects. Involving parents, families and tutors in your activities will help you to reach a broader impact and to ensure the participation of marginalised young people.

The project "Multi-culturally sensitive generation", coordinated by Scoala Gimnaziala Varias Judet Timis fight against stereotypes by increasing the awareness of prejudice towards different cultures and countries and develop tolerance, openness and respect for other nationalities and cultures. The project activities also aimed to develop intercultural, social and communication skills for teachers and students and to improve teachers' skills in inclusive education. The experts involved also created a new strategy to integrate disadvantaged students in the community and a series of products to sustain the intercultural competences. This project is also using a dual approach by involving students and teachers in solving the same challenges, involving directly the young people in discovering the stereotypes. This method is very effective to fight against intolerance, prejudice and stereotypes.

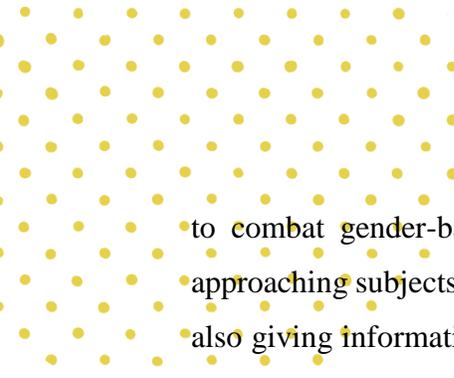




The project “Creating a framework and developing contents for tomorrow’s youth centers”, coordinated by Fundatia Judeteana pentru Tineret Timis Romania aimed to create an innovative framework for youth centres. Among other activities, the project also offered a better approach in tackling social inclusion of the young people with fewer opportunities. During the project the partners develop an inventory of best practice and created the Compendium for youth work in the field of social inclusion and social equity in tomorrow’s youth centres. This compendium can be used by youth worker to plan their work in order to respond to social exclusion, to anticipate the community risks and possible problems and to address different types of target group, such as Roma minority, refugees, immigrants, youth in the risk of poverty and other.

The "Democracy Lessons: Let's debate like in the European Parliament" Project coordinated by Liceul Teologic Ortodox "N, Steinhardt" from Romania is an example of good practice on how to encourage young people to lead a dialogue, to listen to each other and to be tolerant. The project developed the oratory and communication skills of the young people and their desire to cope with the social apathy and understand ethics. During this project the partners taught young people how to debate, how to be tolerant and how to accept different points of view. The young people had the chance to participate in different activities in order to learn how to debate, how to practice their communication skills and how to apply what they have learned during different debates. The students had also the opportunity to generalised and apply their gained competences by creating an essay. During the activities the partners have include also young people with special educational needs by allowing and guiding them to find their own role in the project. In the same time, the teachers were trained on how to solve conflicts, so they were previously prepared to moderate the debate and solve conflicts, if necessary. The project experts also developed a brochure, “How to Create a Debating Club and Debate at School” that can be used to learn how to debate.

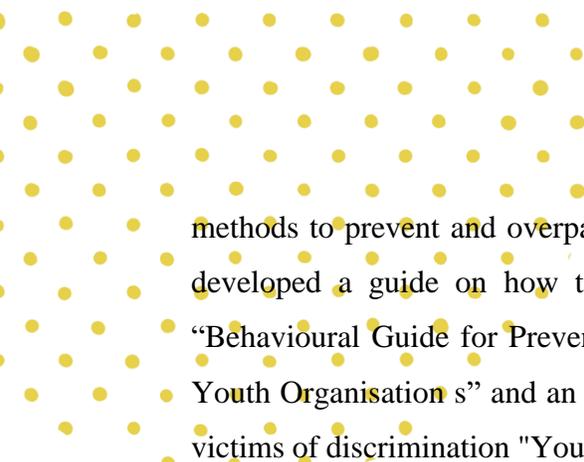
“Peers for Equality - Developing capacities for tackling gender based discrimination” project implemented by Ofensiva Tinerilor Association from Romania created a new non-formal educational programme to reduce gender based discrimination. During the project, the partners tested and assessed the effectiveness of the new programme and have created a toolkit to disseminate it. The toolkit name is “Peers for equality a tool kit on how to tackle gender-based discrimination”. In this toolkit you will find information about gender-based discrimination, how



to combat gender-based discrimination using non-formal education and a series of methods approaching subjects such as identity, culture, prejudice and gender discrimination. The Toolkit is also giving information about facilitation skills. This handbook is very useful and a great source of inspiration for all the youth workers, youth leaders and other experts in the youth field because is giving the exact methods and instructions on how to tackle gender-based discrimination by providing what it means and how to fight against it.

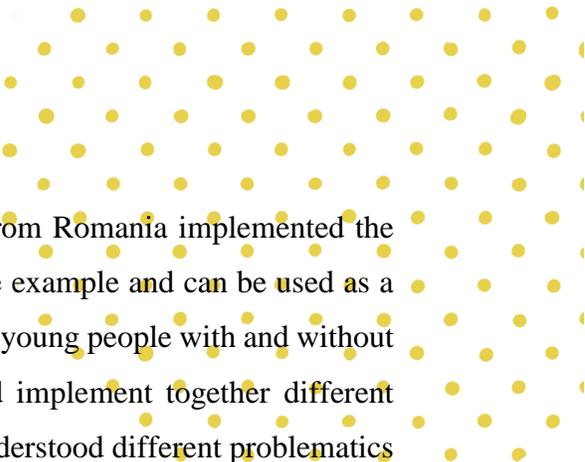
A great approach to teach the young people about discrimination and tolerance is to raise awareness on these topics and to involve them directly in finding solutions to the community problems. Colegiul de Industrie Alimentara "Elena Doamna" from Romania implemented the project "Love is for Everyone" in order to promote the cultural value and to improve the general attitude in what concerns social inclusion, diversity, gender equality and non-discrimination. Among other activities, during this project the young people created 6 interviews with immigrants. A great approach to understand challenges faced by the immigrants and a great occasion to establish a connection between immigrants and native young people. They also created a video to promote tolerance as a general attitude. This is also an effective approach because you can create occasions for young people to research what tolerance means, understand the phenomena and in the same time to critically analyse what is necessary to include in the video and identify the most important aspects of the topic, while creating the videos.

During the project "Equality in Diversity-Social Inclusion in Youth Organisation s" Asociatia Elevilor Mehedinteni from Romania fighter against any form of discrimination. The organisation and their partners approached the discrimination phenomena in a holistic manner. They aimed to reduce the number of young people who are discriminated, to raise the capacity of youth organisations to identify internal and external anti-discrimination solutions and to evaluate themselves in relation to the discrimination of their own member and to increase the number of disadvantaged young people to became members in youth organisation or school structures. Together with the partners Asociatia Elevilor Mehedinteni from Romania implemented a series of blended mobilities for young people where they have discovered the main types of prejudice and stereotypes which determine the discrimination phenomena based on religion, ethnicity, nationality, social status and sex and its effects towards the young people, and how to identify



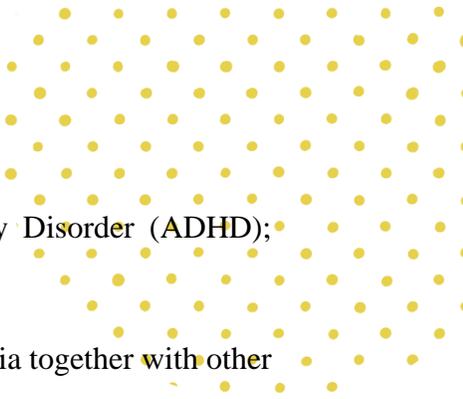
methods to prevent and overpass these prejudice and mental stereotypes. The partners involved developed a guide on how to integrate efficiently minorities in youth organisation, named “Behavioural Guide for Prevention and Diminishing of the Discrimination Phenomenon within Youth Organisations” and an online platform to support and counsel the young people who are victims of discrimination "Youth Support against Discrimination". As a youth worker you can use this guide to learn more about cultural discrimination, religious discrimination, sexual discrimination, social discrimination and to understand the causes, effects and measures to prevent and overcome them. You can also use this guide as a study material for the young people. The platform can be used by young people to discuss in public or in private between themselves about discrimination and to discuss with experts about it. This platform is an important resource, especially for the young people who doesn't have access in their area to organisation who aims to fight against discrimination or if they just want to share thoughts with other people that feels in the same way.

Habilitas Association - Centru de Resurse si Formare Profesionala from Romania implemented the project "Creative drama for training young volunteers in intergenerational learning environments" in order to provide non-formal learning opportunities for the young people with fewer opportunities through a mentoring/ intergenerational training program in the volunteer field, using creative drama. The project also aimed to enhance the young people civic engagement and social inclusion. In this regard, the organisation and the project partners involve in the project senior volunteers to mentor young people and to participate in the activities with them. This project created various resources that can be used in order to teach the young people about volunteering and identified different recommendations to be used in the public sector. The experts created a new methodology for an intergenerational training program to teach the young people with fewer opportunities about volunteering using creative drama, a guide for the young people "Re-Shaping my Future through Volunteering" and Policy Recommendation to youth volunteering through non-formal education in intergenerational contexts in the EU. As a youth worker you can use the training program to teach the young people about volunteering. You can also use the guide to help young people understand about volunteer work and how can influence their lives. Based on the created recommendations you can do new activities and create new strategies in your organisation.



Centrul Pentru Educatie si Consultanta Instrumente Structurale from Romania implemented the project “We have the same beat!” that can also be a good practice example and can be used as a source of inspiration for your future projects. The project involved young people with and without fewer opportunities and create occasions for them to create and implement together different activities and workshops. The young people become aware and understood different problematics such as unequal opportunities, social exclusion, prejudices, discrimination, human rights and young people with special needs rights. The added value of this approach is that the project coordinator and their partners involved together young people with and without fewer opportunities and ensure them the space and opportunities to work together, to get to know each other as individuals and not through labels. They collaborated together in order to create something, and that means that everybody had a role in the project and everyone contributed to the development of it. It is easier to eliminate stereotypes and fight against discrimination if you put together young people with and without fewer opportunities. In this way the young people without fewer opportunities will get to know, observe and actively listening the young people with fewer opportunities and this can break the stereotypes and eliminate the prejudice. The experts involved in the project developed the guide “Leave a sign!” that promotes social inclusion of young people with special needs. In this guide you will find example of activities, including used methods, resources and other tips, instructions and guidelines on how to work with young people with special needs.

Suntem Diferiti Association from Romania implemented the project “Language Education and Speech Therapy for People with Special Education Needs” in order to develop the professional competences for their experts and educators who work with children who have special needs education in the field of language education and speech therapy and to increase the quality of service provided by them and their partners. The association partnership with other 3 organisation from Europe to exchange good practices, know-how and experience in order to transfer and evaluate their existent approaches, strategies, used educational and therapeutic methods and to ensure quality continuum training for their experts. The project coordinator and its partners created new educational resources and work instruments for educators and speech therapists addressing educational and therapeutic needs of different kind of beneficiaries: children with Autistic



Spectrum Disorder (ASD); children with Attention Deficit Hyperactivity Disorder (ADHD); children with Hearing Impaired; children with Mental Retardation.

Asociatia pentru Educatie si Dezvoltare Durabila Organisation from Romania together with other 7 partners from Europe developed a series of intellectual outputs during the project “Creative Approach to Key Competence Building for Marginalised Young Adults” in order to support innovation in education for youth-at-risk by developing the youth workers and adult education staff professional competences. The organisation created these outputs to be used by youth practitioners and educators in order to support the re-integration of disadvantaged youth to formal education or employment and their progression as valued members of European society. The experts involved in the project created an e-Learning platform with a series of online courses about pedagogy, providing information, resources and tools for the youth workers dealing with marginalised youth, conflict management, and how to use drama, storytelling, music, photography, film and digital media in youth work. In the same time, they also develop a new curriculum for the young people to support youth workers and adult education professionals working with disadvantaged youth to use the full range of creative disciplines to build key competences. They also created a research paper with best practices in designing and developing e-learning environments and Massive Open Online Course. The curriculum and the e-learning platform can increase the youth work quality. This research will help you to develop your digital youth work by understand how to create an online course.

Institutul National de Cercetare pentru Sport Organisation from Romania implemented the project "Leveraging sport to tackle gender inequalities" to tackle the gender inequalities in sports and the stereotypes between boys and girls. As we already presented in other good practices projects in this chapter, the coordinator and its partners solved the identified problem by involving young people practicing sport, youth and sports instructors and youth and sports organisations. As other organisation and projects, this organisation involved more than one interested party in order to have a broader impact and effective results. The project developed activities and intellectual outputs to train youth and sport instructors in order to understand the gender equality and to be able to deliver non-stereotyped sport activities. In the same time, during the project youth and sport organisation s become aware of the importance to include a gender equality approach in their intern



policies. As I already said, the project also involved young people and aimed to make them aware of the gender diversity in sports practices. It is easier to make a change, to solve a problem and to change behaviours, prejudice or stereotypes, if you involve more than one interested party. It is harder to change specific behaviour in an organisation/ institution if you involve just the final beneficiaries, for example, just the young people. Even if you make the young people be aware on gender diversity in sports, they will still have to participate in stereotypes sports activity if the instructors are not professionalised in this direction, or if the policies and the curriculum of the institution supports these gender inequalities. The experts involved in the project created an online training course for youth and sport instructors on gender equality in sports activities and a “Creation of a Trainer's Guide” of the E-learning Training with methods and facilitation techniques. They also created a guide for youth and sports organisation to raise awareness of gender equality effects in sports activities. In order to have a broader impact on the European community, the experts developed EQF Definition of the Egalitarian Youth and Sport Instructor.

Grupul pentru Integritate Europeana from Romania implemented the project <“Us” and “Them”:
dialog, tolerance, collaboration for good coexistence in a multicultural world!> aimed to improve the multicultural skills of educators working with learners from linguistic, ethnical, religious, racial and cultural mixed communities, to make them able to efficiently manage multi-ethnic groups, to reduce social tensions, to promote tolerance and better peaceful coexistence through quality non-/informal learning on tolerance & understanding of “The Others”. During this project the coordinator and its partners developed different outputs that can be used by other youth workers and youth organisation. They have created a report of specific features of diverse European cultures. You can use this report to understand better and know different European cultures and sub-cultures and to identify existent social-cultural tensions. They created a Curriculum for the adult educators training course “Managing multicultural and multi-ethnic groups of adult learners for tolerance and good coexistence”, a handbook “The Adult Educator’s Handbook: a new approach of multiculturalism and religion for peaceful and rightful coexistence”, another handbook “One day in the shoes of <The Other>”. These resources can be used also by youth workers or any other experts because this curriculum is created to help the experts acquire new competences necessary to manage misunderstandings, prejudices, stereotypes, intolerance, lack of

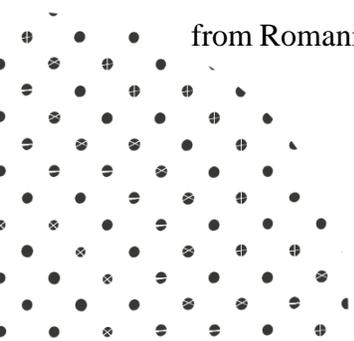
acceptance and any other social tension in multicultural and multi-ethnic groups, and to understand other culture and ethnics and diversity.

"Antibullying and Antidiscrimination Strategies" project implemented by Colegiul National Aurel Vlaicu from Romania is another good example on how to fight against discrimination in a holistic manner. They have created activities in order to raise the awareness on the discrimination phenomena on students, teachers and parents, they have provided information to the institutions personnel on how to respond appropriately to bullying and provided psycho-emotional support to bullies, victims or witnesses of bully behaviour. During the project, the students had the occasion to analyse their reactions and impact of discrimination and aggression.

Scoala Gimnaziala Grigore Moisil from Romania implemented the project "KEY for INNOVATIVE TEACHING" aimed to motivate disadvantaged young people to become students and to keep them motivate them to remain in schools preventing the drop-out by creating non-formal activities. This is an effective approach to reach marginalised young people and to engage them by creating special activities in this regard. As a youth worker you can adapt this strategy in your youth work. The experts involved in the project developed the handbook "European Way for Motivation" that you can use and get inspired by examples of non-formal activities the project partners made in order to motivate and engage the young people to be architects of their own education.

"Digital Alphabetization of the Youngsters with Educational Difficulties" project implemented by Power Net Consulting S.R.L. from Romania aimed for the digital alphabetization for 80 young people with educational difficulties. During the project the coordinator and its partners developed a social e-learning platform, a handbook for digital alphabetization for the young people and an assessment tool for experts to be used for the recognition of the learning outcomes of the young people with educational difficulties who accessed the e-learning platform. As a youth worker you can use these outputs in your work in order to help the young people to actively participate in their social life and on the labour market.

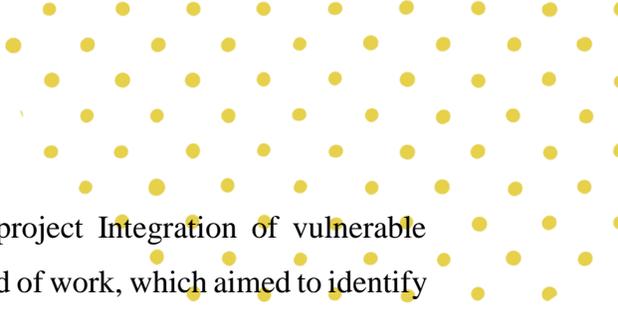
The project "Together for a United Europe" implemented by Colegiul National Carol I Craiova from Romania developed different non-formal activities such as lectures, debates, craft and artistic



activities in order to raise awareness among students and teachers on the discrimination phenomena and how to fight against it, and to raise the tolerance and mutual respect between the participants from different countries.

Asociatia pentru Persoane cu Dizabilitati Fizice Sf. Haralambie from Romania implemented the Project “Diversitatea inter-culturala - un model de integrare” and used art and dance to ensure the access of informal and formal education of persons with physical disabilities. The experts involved in the project created a video guide of good practice in the field of dance adapted for people with disabilities that can be used by other experts and youth workers.

Initiative für Internationalen Kulturaustausch e.V. Organisation from Germany implemented as coordinator the project “IntegrArt - Mapping and presenting the relationship of the person and society concerning asylum-seekers and refugees using artistic tools” aimed to advance the integration process of refugees and asylum seekers. The project strategically approaches the aim in 2 directions. One direction was to raise the awareness of the community of the minorities’ situations in order to raise the solidarity towards refugees experiencing exclusion. Another direction was to directly empower the refugees and asylum seekers to share their problems generated by their status and to express their feelings. In this regard, the coordinator and the partners exchange know-how on refugees and asylum policies and created educational-artistic workshops for the refugees and asylum seekers. Among other activities, they created a digital storytelling course and involved migrants in order to develop their skills in creative writing, electronic guidance on thought them how to use digital storytelling with marginalised groups. They also created workshops to develop the participants skill and to create digital stories by developing short movies with personal stories in order to promote sensitiveness, empathy and unprejudiced attitudes towards refugees. These stories were exhibited in a museum for a few weeks. The added value of this project is that they involved directly the immigrants in raising the community awareness on the minorities’ situations through digital storytelling and film creations and in the same time they created the bridge between the migrants and community by developing an innovative mean of communication through the films exposed in the Museum and disseminated in the community using different channels.

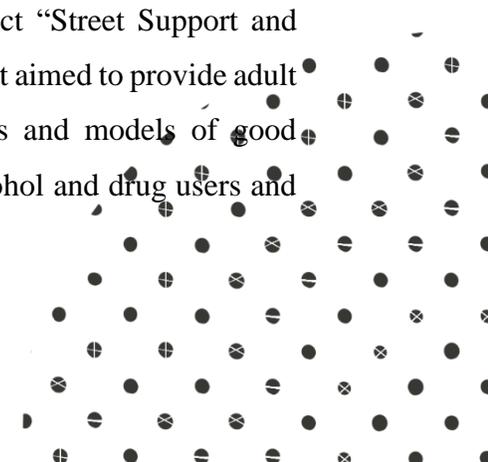


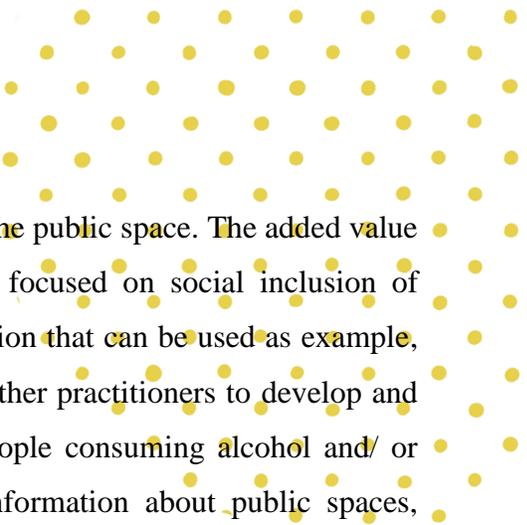
Passage gGmbH organisation from Germany developed the project Integration of vulnerable groups, focused on the transition from school to vocation or world of work, which aimed to identify problems in transition to the world of vocational education and training or to the world of work, and to develop an “index of integration” for targeted local and regional planning of education and training which takes account of social aspects and enables young adults in precarious situations to gain access. In this regard the experts of the project coordinator and their partners developed a series of activities and created the set of instruments for the index for integration and published a book "Breaking Down Barriers from Education to Employment".

Ballybeen Women's Centre Ltd from Northern Ireland developed the project "Digital Media - A Bridge to Inclusion" focused on the personal development and inclusion of young marginalised adults for whom formal education has failed. The experts involved in the project developed 3 practical and reusable resources for practitioners that can help you in your youth work. They created a Training Programme to develop the digital media competences for adults and youth educators so they can integrate the digital media in their teaching practice. They created a handbook, some videos and worksheets with a pedagogic strategy and guidelines to support innovation in education for marginalised young adult learners. They also created a e-Learning Portal, a Massive Open Online Course which includes:

- In-Service Training Programme with 4 modules about digital media production, post-production, and digital media skills for teaching
- Self-directed learning with 2 modules about group work and team work, group discussions, praxis, activating teaching methods, networking, e-learning, mobile-learning and blended learning
- Key competences learning resources with courses about how to establish a film crew, digital media equipment, how to conduct a vox-pop survey and a simple interview, how to produce a short documentary

Stichting de Regenboog Groep from Netherland implemented the project “Street Support and public nuisance - inclusive education strategies versus marginalisation” that aimed to provide adult learning providers, service providers and local governments with tools and models of good practice, which contribute to the social inclusion and participation of alcohol and drug users and

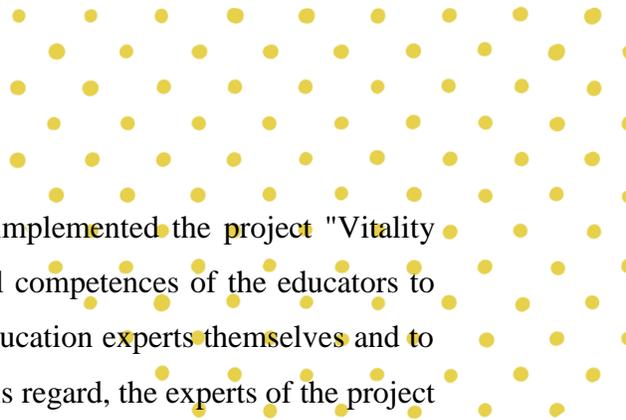




to reduce at the same time alcohol and drug related nuisance in the public space. The added value of this project is that they created a local pilot intervention focused on social inclusion of marginalised groups and the relation to public nuisance prevention that can be used as example, and a toolbox that provides the necessary information to help other practitioners to develop and implement participatory and inclusive interventions for the people consuming alcohol and/ or drugs in the public spaces. The toolbox provides detailed information about public spaces, inclusion, law enforcement, meaningful participation, integrated services, participation on policy making process, relevant legislation and funds at the European level. The experts involved in the project have also did an assessment report at the European level that includes a set of recommendations for inclusive interventions based on scientific and grey literature. This assessment will help you develop effective interventions and policy responses.

VIA University College from Denmark implemented the project "Strengthening Inter-Disciplinary and Inter-Organisational Practice towards Social Inclusion in Europe" who aimed to use social entrepreneurship as a form to ensure the social inclusion and support the active participation of marginalised young people. This is a great approach, as a youth worker you can use entrepreneurship or social entrepreneurship to help the young people to be active and to improve their life conditions.

South Eastern Regional College from Northern Ireland implemented the project "Exploring Ways to Reach the Hard to Reach" who aimed to improve the effectiveness of organisations in reaching out to marginalised learners who do not normally access education due to barriers they face. The project partners explored alternative strategies for reaching out marginalised people and effective measures to engage adult learners. They also identified other partners who can help them in reaching marginalised learners. The entire project was based on exchange of good practices and know how between the partners. The coordinator and the partners created a useful template for sharing practice on how to reach "hard to reach" people that provides detailed information about the target group and strategies. To help the marginalised young people to express their feeling they organised a workshop that uses poems. They first listened to poems and then they created and read their own poems. Art in general helps people to express themselves.



Bupnet Bildung und Projekt Netzwerk gmbh from Germany implemented the project "Vitality Interventions for Migrants" aimed to improve the professional competences of the educators to address health issues in their teaching, without being health education experts themselves and to promote and improve the health literacy among migrants. In this regard, the experts of the project coordinators and its partners developed 5 intellectual outputs that can be used by other practitioners. If you are interested in learning from their entire approach they have created a Transnational Experience Report where they offer detailed information regarding the purpose and objective of the pilot/ practical phase, the participants, the teaching methods, training tools, equipment, the key outcomes, the lessons learned and some recommendations. Using this report, you can understand better their approaches and how to use the intellectual outputs. They created a Small trainings unit that can be used by trainers to organise learning activities for migrants to address specific health issue: conception of Health, Mental wellbeing, Health system, Sexuality and Communication. If you are approaching these topics in your youth work with marginalised young people, then these guides are very helpful because it provides specific example of small training activities offering information on the learning outcomes, training methods, needed equipment, number of learner and tips for educators. The experts involved created an Educational guideline for vitality interventions with migrants, a methodology and recommendations handbook that offers information on how trainers can include health related topics in their learning activities and in the same time considering the different cultural conceptions of body and health. If you are interested in learning more about health and how to work with migrants on health education then you can follow their Massive Open Online course. The VIM Research report will help you learn about methodological approaches that may succeed with hard-to-reach target groups.

InterCultural Ísland from Island implemented the project "I am not a racist, but... Anti-discrimination training for unmotivated and resistant adults" and developed a series of intellectual outputs that can help you to engage hostile and apathetic individuals in learning activities and help them to tackle the everyday racism and other form of racism themselves. One of the outputs is an online handbook with interactive materials for the trainers with example of training programs to reduce and tackle racism, discrimination and prejudice. Another output is a Handbook that can be used by the trainers to design and plan their own trainings and learning activities. The added value



of this handbook is that they offer a step-by-step guidance for designing and delivering effective anti-racism, anti-discrimination and anti-prejudice trainings: setting objectives, goals and learning outcomes, developing a training session, training delivery and evaluation. The experts involved in the project have also developed a film with examples of methods and techniques useful to use while dealing with hard to reach participants and anti-discrimination training. They also created an innovative and fun way to learn and teach more about migrants, refugees and associated issues, a Facebook game where the player must decide if the statements are a facts or a myths. You can use this game during the training activities or you can promote it and encourage the beneficiaries to play at home, or use it before and after the activity.

Selby Trust from United Kingdom implemented the project "Learning Families" had a unique approach in fighting the school drop out of the children with disadvantaged background. The coordinator and the partners developed creative non-formal art activities for parents which are not involved in their children's learning and school activities of their children in order to develop the necessary competences to actively engage in their children learning, to understand the world of work and to be able to help their own children to choose a career. The experts involved in the project created:

- A Learning Families training and Resources Kit that aims to strengthen the relationship between parents, children and school so the young people can achieve their own potential. This is an important resource that can be used by the youth workers in their non-formal activities. The kit includes 13 modules about: why the intervention is needed, how to deliver the training course, trainer profile, equipment, family learning activities, creating and maintaining a welcoming environment, raising aspiration, communication gap, addressing cultural diversity, time, low expectations and how to evaluate the impact;
- A Strategical Framework for Engaging Hard to Reach Parents. This framework approaches topics such as: barriers in parent's involvement, stakeholder's roles, resources, monitor and evaluation, family learning and policymakers, cultural disadvantage, literacy problems, involving parents that have different barriers (lack of self-confidence, lack of time, low expectations, negative attitude)

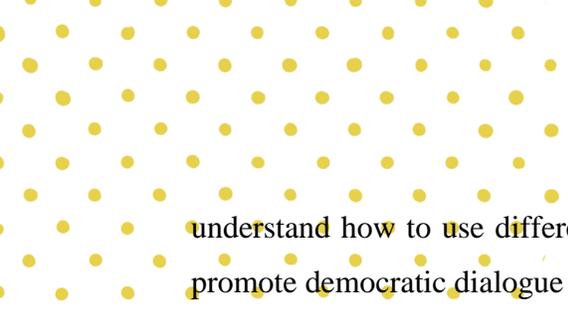


- Learning Families Research Report, a research about the legal regulation about the cooperation between school and parents, example of successful local strategies and projects, list of useful publications and websites, and a collection of good practices between school and parents. This research can be used by you if you are interested in policy recommendations or if you want to implement successful stories by creating your own learning activities.

Stiftelsen Rogaland Kurs og Kompetansesenter from Norway implemented the project "REACH the hard-to-reach: how to engage young learners in workplace training via mobile assisted learning" developed mobile assisted learning methods to be used by experts in order to motivate and reach disadvantaged young adult learners. The project produces 2 outputs that can be used by other practitioners, a Reach Mobile Learning Units with more than 120 units to empower young learners by improving their workplace related basic and customer care skills, and a Reach Didactic Guidelines to understand how to use these units in their daily work. The guide is valuable and offer the necessary information to understand the app, the didactic approaches, the main users and benefits of the app, evaluation and assistant, and the technical side of the mobile assisted learning.

"Silver Stories" project implemented by University of Brighton from United Kingdom developed a series of products that can be used by other professionals to integrate digital storytelling in order to engage learners. One of the products is an online education and training material named Guide to Running Digital Storytelling Workshops with Hard to Reach groups who can help you develop your own learning activities, a Teaching Material with a series of course materials to use in digital storytelling workshops for older people and marginalised groups.

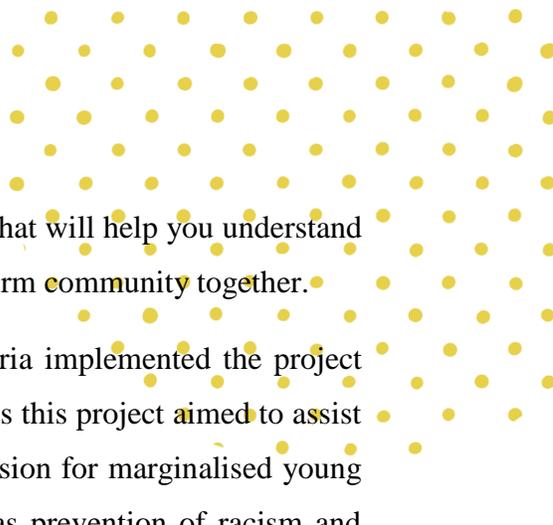
Västerås stads Gymnasie- och vuxenutbildning implemented the project "We Hear You" and addressed a number of European Issues such as racism, discrimination, political and religious extremism, school absenteeism and drop-out, youth participation and social exclusion. The project developed a platform for sharing good practices in the field of promoting democratic dialogue and youth civic participation and 2 new Massive Open Online courses to be used by teachers, social workers and youth workers as a training tool. The first courses develop self-awareness and necessary attitudes to engage the young people in trusting ways to examine and understand their legacies and experience. The second course helps the youth workers and other practitioners



understand how to use different methods and tools in their day-to-day professional activities to promote democratic dialogue and civic participation for young people at risk.

LEARN.ORG.UK LIMITED from United Kingdom developed the project "We Are ONE (Altogether Better)" addressed specific issues related with discrimination faced by Muslim and minority communities within the EU. The project had a complex approach and tackle topics such as integration process, volunteering, EU citizenship, inclusion, participation, digital competences, language, islamophobia, employment rights and responsibilities and TAQA qualifications. The project produced a series of intellectual outputs that can be used by other practitioners, including youth workers. The "eInventory on Discrimination faced by Minorities in the EU" guide can help you understand the current situation of minorities in different countries, the types of discrimination faced by minorities, islamophobia in EU and good practices on social inclusion and tackling islamophobia, good practice in employment, workshops about job market and orienteering, leading languages and ICT courses for social inclusion, European citizenship and integration and good practices related to social inclusion and European citizenship. The toolkit "Discrimination faced by minorities communities in the EU" can be used by educators and other experts to empower minority groups and provides detailed information about discrimination in the EU and good practices to ensure the social inclusion, on tacking islamophobia, using language and ICT integrations. The exerts created also a curriculum to be used by educators to teach transversal skills. All the materials can be used by youth workers and can help them to reach disadvantaged young people.

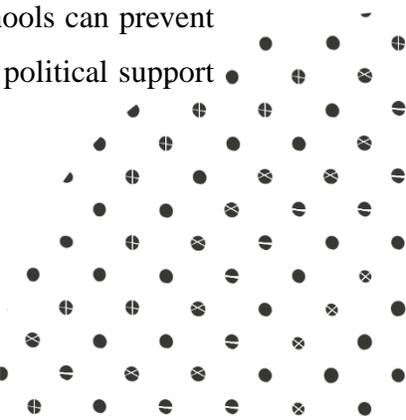
The Oxford Group from United Kingdom implemented the project "Cross-borders intercultural and societal entrepreneurs" and developed a series of products that can help other educators, practitioners and youth workers to reach and engage disadvantaged migrants and refugees and help them to overcome barriers to their inclusion and participation. The experts involved in the project created an Adult Educators' Curriculum for inclusion and economic engagement, a valuable product that can be used by the youth workers and get inspired by the 350 needs and capabilities identified by migrants refugees and adult educators, a new methodology and techniques "Adult Educators' Competences Framework", that can help you understand the needed competences, and

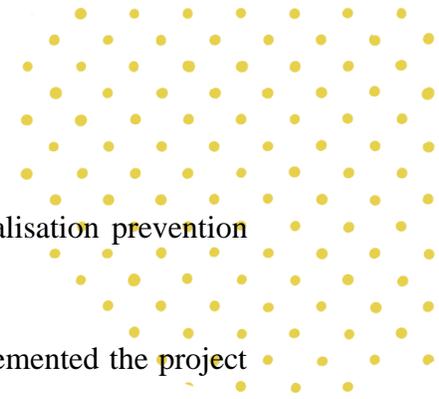


a “Social Micro-Indicator for inclusion and economic engagement” that will help you understand the scope and capacity of adult educators and peers to act and transform community together.

Sdruzenije na na Raboteshtite S Hora S Uvrezhdaniya from Bulgaria implemented the project "Accessible peer interaction with disabled youth". Among other goals this project aimed to assist youth workers in developing and sharing effective methods of inclusion for marginalised young people, including refugees, asylum seekers and migrants, as well as prevention of racism and intolerance among young people. The project produces 3 main products that can be used by you in your youth work, the ABC to inclusive communication with my peers with disabilities, a handbook that provides training to raise awareness on disability and to educate the young people about disabilities, the ABC Communicating with people with disabilities, that can help you understand what means a natural and appropriate communication with people with disabilities, and the online platform Inclusive communication peer support hub, that promotes social inclusion, provides tools and guidance and help the users to improve their inclusive communication tools. All these products will help you improve your inclusive communication with other members with disabilities and with your beneficiaries before, during and after the learning activities.

KulturLife gGmbH from Germany developed the project "Prevent Radicalisation through Identity DEvelopment (working title: U Count)" used the concept of transformative learning to avoid radicalisation among refugees. The project empowered refugees to deal positively with the migration experience through mutual exchange and enabled young people to protect their own identity in times of change and to face possible discrimination and marginalisation in a stronger way. The project coordinator and its partners created 5 intellectual outputs that can be used by you in your youth work. They created a publication with innovative approach to the problem of radicalisation prevention using the concept of transformative learning, a manual for youth workers who wants to use the concept of (PR)IDE to unite groups of migrants and refugees, a collection of media (online course, best practices example, Facebook group and YouTube videos), designed to enable any youth organisation to introduce the concept of (PR)IDE to support the target group of young migrants and prevent radicalisation, a handbook for teachers on how schools can prevent radicalisation among young people, a policy paper that outlines how and what political support

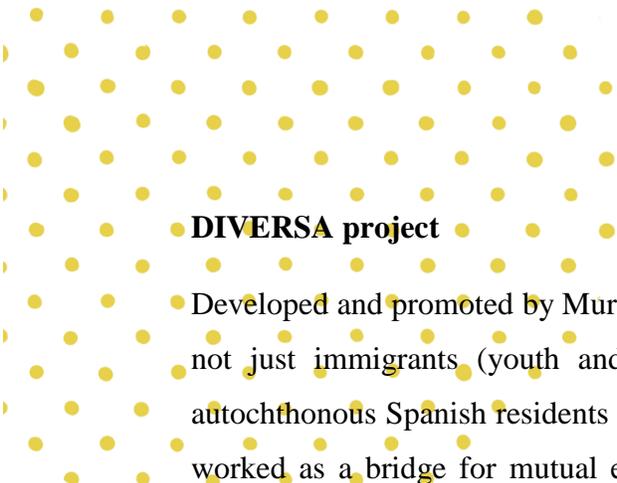




and commitment is needed to support youth organisations in making radicalisation prevention more effective.

Arbeitsgemeinschaft Jugendfreizeitstätten Sachsen e.V. from Germany implemented the project “Eastern Europe Open Boundaries” and contributed to the enhancement of quality of youth work in the specific field of racism and violence behaviours, antidemocratic, nationalistic and populist tendencies among youth, in particular in the eastern European countries. The experts involved in this project developed the curriculum “Qualification concept for youth workers for the prevention of racism, homophobia and other refusals and the inclusive measures for refugees and migrants” that provides guidelines developing the bespoke modular curriculum for youth workers. They also developed the handbook Strategic planning in democratic youth work that can help youth workers and other educators to design learning activities in order to promote democratic understanding, inclusive attitudes and dismantling of racism, violent radicalism and general discrimination. The added value of this handbook is that guidelines and reflective questions that will help you define your target group and develop the entire activity.

Rather than list specific methods to tackle social exclusion and discrimination among youth, for the purposes of this next part of the chapter we continued to look at inclusion initiatives and projects that promote social inclusion (especially those that create opportunities for exchanges between youth with and without fewer opportunities) and within them we will identify methodologies, good practices, tools and approaches that worked well. In this first part we will mention a variety of social projects as the initiative of local councils in some parts of Spain, the vast majority of efforts and social subsidies/funds focus on fostering the employment of youths, both with and without fewer opportunities. The handpicked projects and initiatives shown here were extracted from the publication “Buenas Prácticas de Integración de los Inmigrantes - Universidad Pontificia Comillas de Madrid” based on exploratory studies in the autonomous communities of Madrid, Catalonia, Andalusia and Murcia.



DIVERSA project

Developed and promoted by Murcia Acoge, the DIVERSA project has as its main aim to include not just immigrants (youth and adults), but also actively involve the local population of autochthonous Spanish residents in Murcia. It fostered the understanding of foreign cultures and worked as a bridge for mutual enrichment and tolerance. It sought to raise awareness among society about immigration as a social issue, conveying a real and truthful image, free of stereotypes and topical information that causes much harm in both sides of the spectrum.

DIVERSA's methodology was based on team group, active participation and active listening, as well as addressing the socio-economic and health situation of the countries that foreigners came from. The project's actions were divided into several phases, according to when the objectives were reached:

First Phase – Prioritising the Target Group: the conclusions of this field work were that local health and administration services were the ones most sought and frequented by the immigrant population and were increasing tolerance was key for a more cohesive society and better mutual understanding.

Second Phase - Dissemination Campaign: to raise awareness about the project among all target group members.

Third Phase - Working tables: in health clinics and town halls. A methodology based on participation, dialogue and active listening. The socioeconomic and health situation of the countries where the majority of immigrants came from was discussed. At the end, a debate ensued where participants and facilitators exchanged experiences, misconceptions, fears, denouncing of situations and opinions about the immigration phenomenon. Facilitators talked about the social situation of immigrants in Spain, immigration laws and analysed the “Plan para la Integración” (Plan for Integration). All didactic methods used were based in group techniques and dynamics, sharing with the group-class. An analysis of terminology related to the phenomenon of immigration was conducted and at the end, the class finished off with a discussion where participants proposed alternatives and possible projects that could be carried out in said institutions.

Fourth Phase – Evaluation: Learning outcomes and reactions were evaluated right after the working table sessions concluded, with conclusions obtained from participants and also through a questionnaire that participants filled.

The main direct beneficiaries in this case were the workers of health clinics and local public administrations. A total of 40 people participated in the “working tables” including: staff at the Murcia y Cartagena town halls, staff at health centres and hospitals in Cartagena and Lorca, members of armed forces at the Cartagena town hall (police force).

But the indirect beneficiaries were all immigrants of all ages as they would experience a greater degree of empathy and understanding from local authorities.

“Espacios de Encuentro” – inclusion of women from different nationalities

Exclusively aimed at women with the objective of creating a dialogue between migrating women and Spanish women, the project “Espacios de Encuentro”, also launched by the CEPAIN foundation looks at uniting local and migrant women through mutual understanding and cultural exchanges. The idea was to create a space where migrant women would exchange with Spanish women and jointly address a variety of topics through an intercultural model where they will share their experiences, feelings, ideas, opinion, culture and beliefs.

The spaces created by CEPAIN were named *MUJER E INTERCULTURALIDAD* (Woman and interculturality) at the time of its launch in one of Murcia’s women centres, with the final chosen centre for the project’s development being the Centro de la Mujer in the small district of Algezares.

Main Objectives:

- Develop coexistence and exchange centres for women that favour the interaction between immigrants and nationals from different cultures where they can express their experiences through meetings, training and informative events.
- Facilitate meetings between immigrant women and Spanish women so they can exchange feelings, beliefs and cultures.
- Help the autochthonous community of women to get familiarised with cultures different to theirs and foster a peaceful coexistence with women of different nationalities.

- Work to eradicate stereotypes and prejudices that may exist towards people of different collectives.
- Promote a common space of coexistence between women where they can debate and work on topics of their interest.

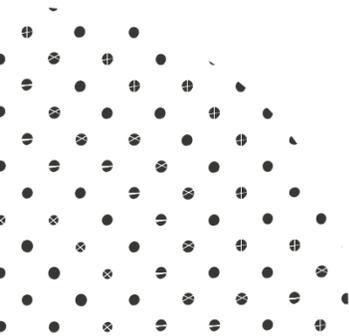
The central idea is to improve the knowledge that some women from a particular nationality have about others of a specific nationality and where through breaking stereotypes, misconceptions and pre-conceived ideas, we can work on building values to create a better world of tolerance towards others. The new spaces created would be a clear example of the new strategy for fighting against racism and xenophobia.

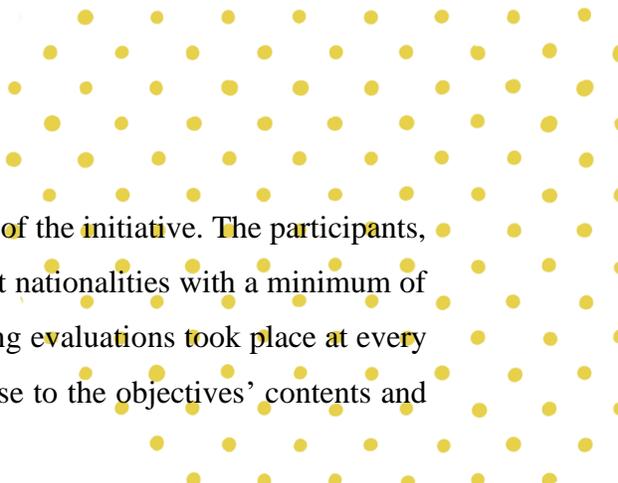
In each of the centres that participated in the project, participants worked with different topics and contents according to the needs identified taking into account interculturality and awareness as a transversal axis. These spaces opted for a creative and participative methodology, where all participants fed off each other, with the end goal that women themselves became active awareness agents in their closest local environment: family, neighbourhood, township, district, etc.

The table below illustrates the training contents developed for the project and how they were distributed over the course of 8 meetings in 8 months, with one topic per month.

MONTH	TOPIC
November	Presentation y contextualisation - Who are the individuals here? - Why are we participating in this meeting? - How can we contribute? - What do we expect?
December	Immigration and its impact in personal life: migratory society Vs. receiving society
January	Identity and gender relationships
February	Analysing experiences in common as women
March	Women and the work environment
April	Women and participation
May	Recognising each other
June	Proposals: imagining the world we want

Table 2. Project activities (source: authors contribution)





A total of 8 meetings, one per month were organised as a result of the initiative. The participants, including the Spanish nationals, came from a total of 7 different nationalities with a minimum of 20 women and a maximum of 38 women per workshop. Ongoing evaluations took place at every meeting and participating woman showed a satisfactory response to the objectives' contents and methodology of the project.

After the launch of its first edition of “Encuentros” *MUJER E INTERCULTURALIDAD*, the CEPAIM foundation replicated this model of social inclusion in other parts of Spain, refining it and enhancing it in some areas, and making it more visible and attainable by typically socially excluded immigrants from Latin America (mostly) but also from Africa (Cameroon, Senegal and Morocco) and Europe (France, Italy, Moldova and Romania) with a good degree of participation from local Spanish women, making it a success of integrating often marginalised young women and women without fewer opportunities in joint activities of mutual enrichment.

Proof of its success is a magazine documenting the participating women's positive experiences interacting with autochthonous Spanish women in Madrid. The magazine ENCIENTROS “*Experiencias de Grupos de Mujeres*” by CEPAIM Madrid has a digital edition. It's in Spanish, but just browsing through gives a clear idea of the social inclusion milestones achieved, with photographs of the different activities, programmes, itineraries and video-forums <http://cepaim.org/wp-content/uploads/2014/11/encuentros.pdf>.

The best methodology tactics employed by this initiative that we want to highlight are:

- Expert talks (by women associations, lawyers – on legal matters of interest, university professors, family associations – UNAF, etc.)
- Video-forums – topics included family, gender roles, sexuality, traditions, religion, sexist violence, discrimination factors
- Film screenings and documentary screenings
- Dynamics – body language, expressing emotions, common interests, co-responsibility, time management, women and their portrayal in the media, health
- Outings and Excursions – sharing experiences with other groups of women and raising awareness (visit to Muslim centres, women centres of different ethnicities and nationalities)

Sala Orillas – social inclusion through art and culture

Developed by the CEPALM foundation (a Spanish organisation that promotes coexistence and social cohesion) at national level, the project Sala Orillas in Murcia (which roughly translates as “Shorelines Hall”) was carried out in parts of the country with a significant population of immigrants. Trying to fulfil the need of creating spaces that facilitate a more natural flow of relations between youngsters and adults of national and international origin, the project was destined towards all art-loving individual (or those interested, moved or attracted by art in its many forms of expression).

Trying to eradicate the misconception that immigrants are mostly valued as workforce, without considering the many other ways in which they can contribute to the country that adopts them, the project envisages that we can only advance towards true multiculturalism if we don't overlook cultural aspects. Art is a universal language without frontiers, sex or time limits, and this is why art was chosen as the base from which to develop Sala Orillas, with a series of workshops, courses, exhibitions, presentations and screenings.

The project, launched in 2003, ultimately sought to find a common ground between immigrants and nationals so that they could bond in a different way, over art and other matters, increasing tolerance and better valuing each other, especially transforming the way nationals view immigrants. The Sala Orillas was an actual physical space created for the purposes of the project, a centre where young immigrants at risk of social exclusion in Murcia could feel included and mix with the local autochthonous population through cultural exchanges.

Main Objectives:

- Facilitating the access of immigrants to the centre and other local resources
- Creating spaces where immigrants and nationals can jointly participate in activities and enjoy new experiences.
- Raise awareness among society about topics related to immigration
- Fostering the knowledge of other cultures through art
- Transforming how immigrants are viewed by the local autochthonous population



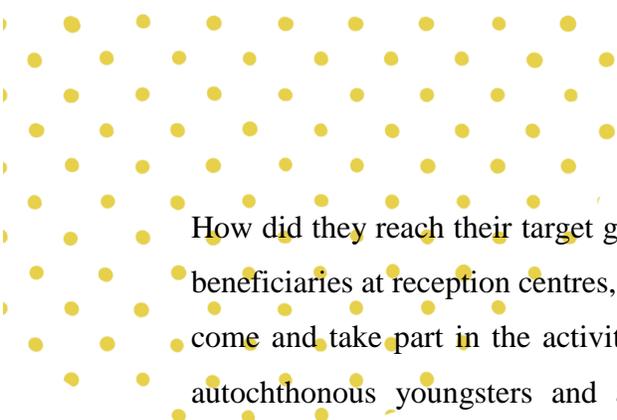
The project's methodology was simple and mainly consisted in the creation of public spaces as a meeting point between different cultures, promoting the communication and exchanges of different cultures. A cornerstone of the methodology was raising awareness about other cultures and fighting against racism and xenophobia through participation in cultural activities in the local environment. The main steps of action can be outlined as: participation, psycho-affective approach, mutual respect, knowledge enrichment and exchanges as elements of deconstructing prejudices

Activities:

1. Awareness Campaign – launched in the Murcia village of Beniajan and the surrounding area, with the aim of propitiating meeting encounters between immigrants and autochthonous youths. The campaign was also aimed at companies, associations, educational centres and the wider population in general.
2. Presentation of reception centres to the local social environment: done with a community of neighbours, with the participation of associations in the neighbourhood as well as educational centres.
3. Group Meeting Activities: Cinema screenings at Sala Orrillas, programmed visits to the centre, exhibitions and development of sensibilisation topics in immigration (at Beniaján's education centres). Masks of the World fair and Intercultural Week of Vengua.
4. Cultural activities: graphology course, Arab language course, Moroccan cuisine course, Eastern dances courses, African dances courses (average attendance of 20 people per course)

The beneficiaries of this project were the local population of immigrants and the local autochthonous population, who could jointly take part in cultural activities that favoured mutual understanding, cultural enrichment and increased tolerance.

The main method of evaluation used to calculate the success of the project consisted of questionnaires handed out to participants about the activities they took part in and questionnaires distributed in the neighbourhood to find out the level of acceptance of the new social centre among villagers. Questionnaires were also handed out to professionals and volunteers working in the Sala Orrillas centre.



How did they reach their target group? The project managed to reach target groups by involving beneficiaries at reception centres, they also engaged immigrants living in the wider community to come and take part in the activities of the project. Also, the project effectively reached out to autochthonous youngsters and adults through contact with neighbour associations, parents associations, women associations, education centres (schools), individual people, companies, and businesses.

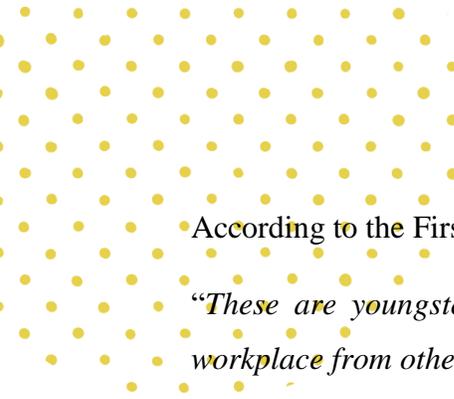
In Spain the majority of initiatives that tackle social exclusion among youth are aimed at getting disadvantaged youths into employment. Here we present only two examples. From these case studies we can learn about the administrations involved and the methodological procedures.

“Don Bosco Joven” project

The Fundación Don Bosco in the city and municipality of San Cristobal de la Laguna in the island of Tenerife, part of the autonomous community of Canarias (Canary Islands) launched Don Bosco Joven. Fundacion Don Bosco was founded in 1998 by the Familia Salesiana to push initiatives that would favour youth at risk or in difficult situations. For over 20 years the foundation has worked hard with a strong presence in streets and neighbourhoods to give visibility to the new forms of poverty and youth exclusion. As their motto reads “21 years at the service of the most vulnerable youth”.

The “Don Bosco Joven” project was created with the collaboration of the local council office of Promotion and Local Development at the San Cristobal de la Laguna council. The full name of the project is “Don Bosco Joven Capacitación Profesional” which translates as “Don Bosco Youth Professional Training” and it seeks to improve the employment opportunities for youth with limited education and at risk of social exclusion. The innovative project had, up until August 2018 given training to a total of 95 youngsters from the municipality, of which 34 had already secured a job. With municipal funding that amounts to 15,000 and working closely with local companies, the council of La Laguna revealed they would continue to bet strongly for innovative formulas that allowed the incorporation of youngsters in the employment sector, especially the most vulnerable

ones.



According to the First Deputy Mayor and Councillor of the area, Mónica Martín, in her words:

“These are youngsters that participate in activities that promote a gradual insertion in the workplace from other projects, and Don Bosco Joven offers them an extra push to complete their itinerary. That extra, in some cases can be a driving license and in others the support they need to return to school or give them training options required to getting them into work.”

One thing to highlight from this project is the personalised mentoring element, given that many of these youngsters have been through complex situations, so accompanying them in the journey is vital to motivate them. The project offers continuous and direct assistance, personalised and adapted to each case, with “an added touch of joy and hope in their future reflected in a Personalised Insertion Itinerary adjusted to their reality!”

As an example, they cite the case of Juan, “a young boy living in the streets and who is now happily inserted, getting ready to obtain his Secondary Education title with the help of ECCA and studying to get his driving license, which will enable him to renew his work contract.”

- Personalised actions
- Personalised individual itineraries
- Systematic accompaniment with individual mentoring
- Face-to-face interaction
- Support and active engagement from local companies

Castrillón: Integración Juvenil y Empleo (FSE)

Castrillón, a municipality of 22,361 inhabitants in the autonomous community of Asturias at the north of Spain, recently launched a project that had as its main objective to enable 24 youngsters to obtain a professional certificate as “Cleaners of open spaces and industrial facilities”. Financed with funds from the European Social Funds (ESF in English or FSE in Spanish) the *Castrillón: Integración Juvenil y Empleo (FSE)* which translates as Castrillón: Youth Inclusion and Employment (ESF) was rolled out between 13th August and 23rd November 2018 and it called on youth over 16 years old and less than 30 years old, who were unemployed, not in formal or



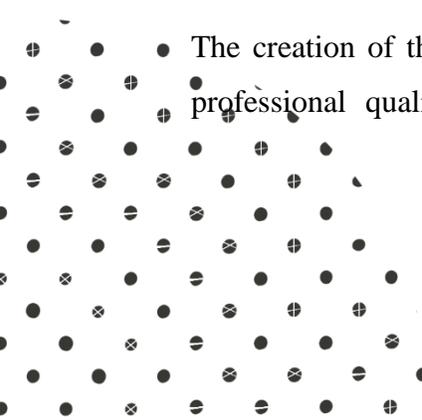
professional education or training, regardless of their educational level or whether or not they were registered as jobseekers, but who had to be registered in the National System of Youth Guarantees. Those interested could sign up between 26th June and 10th July. The training would take place over 3 months and 10 days.

The project provided youngsters with 130 hours of specific training to obtain the certificate of “Cleaners of open spaces and industrial facilities”. It also included 180 of professional work placement in a real working environment, 46 hours of general or compensational training according to individual needs, 30 hours of business training and work insertion, 48 hours of coaching, empowerment, personal branding and communication, 49 hours of basic English level and 48 hours dedicated to learning about new technologies. On top of that, participants also received 22 hours of personalised tutoring/mentoring in terms of training and 13 hours of personalised mentoring sessions in concept of work placement.

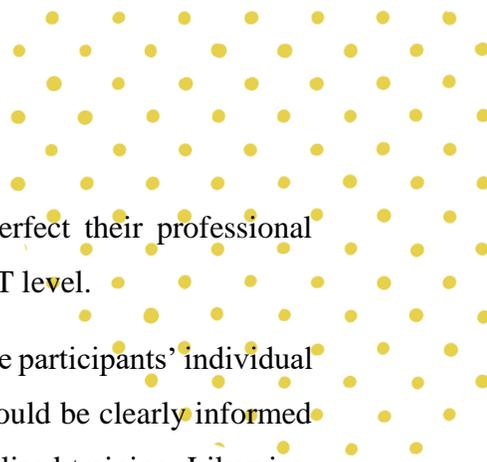
All educational and training actions were scheduled to take place daily from 8:00 to 15:30 and the training of the 24 youngsters was split in three blocks of 8 persons each. The project expected at least 30% of participants to complete the project training and obtain the certification and to result in the employment of 7 of them.

In addition to this the initial project aim (subject to modifications) was to ensure that 2 women and 6 men participated in each training edition, for one man to classify in either of the following categories: disability, immigrant, of foreign ethnicity or gypsy, and for one man to be a person in long-term unemployment. No provisions or descriptions were made regarding participating women.

In order to capacitate participants as professional cleaners of open spaces and industrial facilities, the curriculum proposed was made up of two training modules, both of which would be of a flexible and open in nature, in a way that would allow trainers to have freedom to adapt the training to the peculiarities of the participants and the socio-cultural environment of the training centre.



The creation of the Training Plan was directed at providing participants the competences and professional qualification needed to successfully solve working situations related to their



profession, and/or towards other training routes that allow them to perfect their professional competences and gain access to professional certificates at level 2 or VET level.

To sum up, the methodology of the training programme had to consider the participants' individual profiles and the heterogeneity of the groups. To this end, participants would be clearly informed about what they would learn and what they would obtain once they finalised training. Likewise, they would apply what they learnt in professional practice through work placements. Through the results obtained and the effort put in, trainers would aim to maximise motivation in order to improve behaviours and keep up with the milestones reached. Material resources would be used to allow for open optics, a participatory group methodology, dynamism, group cohesion, co-responsibility and a little imagination. Training has to be consolidated and reinforced through non-work practice in a real work environment.

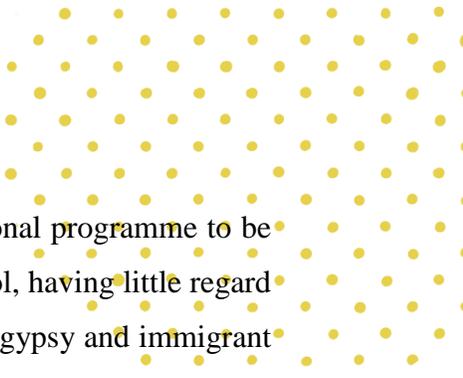
The curricular elements of each professional module include the provision of knowledge relating to concepts, processes, situations and procedures that help with the technical “know-how” of each profession and the attitudinal skills

This initiative also included complementary training programmes, basic training to acquire a number of professional skills and classes oriented towards helping participants obtain the title of Secondary School Education.

A social initiative for reference – Proyecto de Educación Calle en Nueva Segovia

The project launched in 2008 and continued up until 2012 (at least) although it doesn't have much online visibility, unfortunately and therefore we cannot easily confirm whether it remains operative today. We obtained information about its development and success from the *Revista de Estudios de Juventud – Jóvenes y Trabajo Social*, Issue No. 97 (June 2012). The project launched in 2008 and won the Prize to the Best Project in Social Entrepreneurship in the fifth edition of the CIADE Awards from the Universidad Autónoma de Madrid. It was directed at minors, teenagers and young people, with the number of direct and indirect beneficiaries being around 1,957 youths (at the time of publication).

The neighbourhood of Nueva Segovia had, at the time of the project's launch, a significant number of young people, with a population of 6,000 residents of which more than 2,000 were youngsters



aged between 10 and 35. Social services continually demanded an educational programme to be put in place for this youth, who caused trouble on the streets (missing school, having little regard for public infrastructure, low-level of education, lack of inclusion from the gypsy and immigrant population, noise, drinking in public places, littering and loitering, etc.) and to this end, the Council Office of Education and Youth set out to work. It was a small municipal department with limited resources but a lot of flexibility and dynamism when it came to adapting their approaches. This is what made their approach so successful.

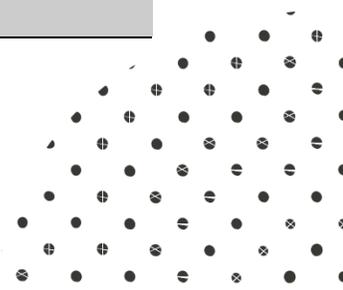
The main problems in the Nuevo Barrio in Nueva Segovia were poor education and lack of professional training among youth, who had no career prospects and no desire to engage in education as they saw their chances of obtaining employment as very slim (Spain's high unemployment rate is very discouraging, youth tend to think: if people with university degrees can't find a job, what's the point in studying?). Unemployment and lack of education/training were cornerstone. Both things fed of each other. Self-marginalised youths who called themselves "outsiders" acted as leaders and models for other youth in the community. The project increased youth's self-esteem and confidence, made them aware of job prospects, working closely with local businesses and authorities to get them into employment. Gaining their confidence was pivotal to the project's success and that was achieved with effective communication skills.

The table that follows illustrates the best methodologies, resources used and methods to reach the marginalised youth. It goes from the first investigative phase to identify problems and the methodology used to find out the local needs, demands and obstacles to the specific actions taken to get youth interested in participating in the community through a series of activity that would not only raise awareness and create conscience about several factors but also educate them on various issues and encourage them to either return to work or occupy their time in a more productive way.

Most successful initiatives in social inclusion addressed to youth in particular are adapted to the local environment where the non-formal and formal training activities take place and the specific needs of a certain population. In the case of the Proyecto Educación Calle Nueva Segovia, its success was due to the fact that the courses of action were tailored to the population's needs, considering every marginalised profile present.

Table 3. Project activities

DEMANDS/ NEEDS	ACTIONS	RESULTS
<ul style="list-style-type: none"> ○ Spaces and activities for youth ○ Lack of educators (demanded by the neighbourhood association, but not by the youth) ○ Solving problems related to youth drinking in the streets and lack of civic behaviour (consideration of others) 	<ul style="list-style-type: none"> ○ Formal contact with the adults involved and the people of reference in the neighbourhood ○ Informal contact with some youngsters in the streets ○ Field work, approaching different institutions, business, shops, entities and local people to find out more about the local environment and carry out an ethnographic study 	<ul style="list-style-type: none"> ○ Improved knowledge of the neighbourhood ○ Contact with the direct and indirect beneficiaries ○ List of objective needs as identified by neighbours ○ Knowledge of the human resources needed to tackle the different problems and do the work
<ul style="list-style-type: none"> ○ Youngsters' main priority: finding a job and a place to live (move out of family home) 	<ul style="list-style-type: none"> ○ Focus on non-invasive approach ○ Work led by motivation, accompaniment, support, information, orientation and advice ○ Establishing group dynamics ○ First identification positive aspects 	<ul style="list-style-type: none"> ○ Youngsters start to participate and get involved hoping to find answers to their problems. Mobilisation starts ○ Work in the community and community support stops being an exception and becomes part of daily life ○ The reception by the community is positive. People welcome the effects of the Proyecto de Educación de Calle
<ul style="list-style-type: none"> ○ Collaborate closely with the associated movement, reinforcing the creation of a network with the natural leaders of the young collective ○ Strengthening municipal resources, both human and materials ○ Strengthen the participative process with concrete actions 	<ul style="list-style-type: none"> ○ Identification, stimulation and reinforcement of the changes taking place ○ Warming of relations, they are more relaxed and open to changes that take place ○ Encouragement of reflection surrounding the individual processes and group processes. Awareness of these processes is an extraordinary propeller of change. ○ Work on the feeling of positive identity and positive belonging in the community among youth. Explain the potential that stems from their identities as members 	<ul style="list-style-type: none"> ○ Personalised itineraries are "normalised" ○ Problems exposed have not only been worked done but a lot of preventive measures have been carried out. When "normalising" the work dynamics, a new way of working is established. Preventive aspects have also been worked on for topics like consumption, sexuality, etc.



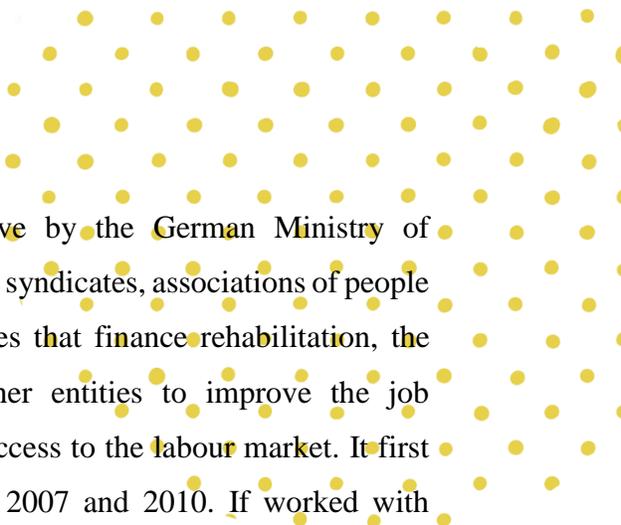
- Bringing adults, technicians and politicians closer to the realities of the young people with whom the project works. Create a synergy through which these sectors understand and empathise through a common code, with the needs of the young people
- of the neighbourhood and their belonging to that community.
- Visualise and make the initiatives that stem from groups of youngsters viable and explicit
- Work on the groups that already “work”. Make the most of links and ties already established
- Creation of networks, linking different “functional” entities to each other and with the rest of the community, reaching even levels beyond the scope of the neighbourhood, the central levels of administration, politicians, etc...
- Networks have been intertwined but they must be looked after: they require good maintenance
- The level of awareness among youths has been elevated, about their own reality and about the reality that surrounds them
- All the work is legitimised and validated with objective and subjective measures based on the results achieved

UPON CLOSURE OF THE PROJECT

- A real continuity to the positive changes achieved
- Intensifying and looking after the relations established with the groups of youths with whom the project has worked
- Keeping up the protocol of intervention with processes, procedures and facts
- Improvement and continuous adaptation to new realities
- General satisfaction among youths, target groups, professional associations and politicians.

Regardless of how unlawful it might be to discriminate a person based on either of the above factors, unfortunately discrimination stills happen at all levels of society and tackling this remains one of the priorities in the EU’s social agenda. We will now take a look at some of the different social inclusion strategies that some European countries have adopted to battle against marginalisation and inequality.

The following are a selection of successful social inclusion case studies highlighted in the “*Estudios de casos sobre estrategias de inclusión active en países de la UE*” (2012), a report listing case studies on active social inclusion strategies in EU countries published by the Spanish Ministry of Health, Social Services and Equality.

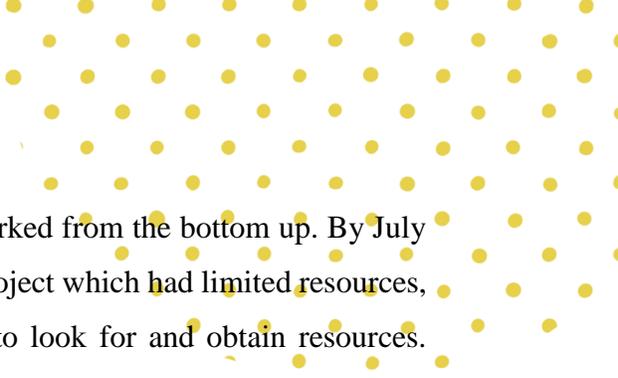


Jobs without Barriers (*Jobs ohne Barrieren*) is an initiative by the German Ministry of Employment and Social Affairs in collaboration with employers, syndicates, associations of people with disabilities, the Federal Agency of Employment, agencies that finance rehabilitation, the Council of Integration of People with Disabilities and other entities to improve the job opportunities of this disadvantaged group, helping them gain access to the labour market. It first operated between 2004 and 2006 and was later extended to 2007 and 2010. It worked with employers to see them

Neighbourhood Mothers – initiative from Denmark was about promoting the social inclusion of foreign mothers and their children in the context of their newly adopted country, more specifically the local environment and neighbourhood they lived in. The project selected a number of unemployed women who were immigrants and offered them an intensive course that taught them how to foster the inclusion of their children in a wider context. Mothers chose the topics to discuss together with the project’s director. After the course, “neighbour” mothers look for other mothers in the neighbourhood to whom they can pass on the knowledge acquired throughout a long period of regular visits.

Forward – directly addressing former drug addicts to help them not only find a job but lead a more balanced life, avoid relapses, get better education and gain professional and social skills to participate in lifelong learning, this project was developed by an NGO from Denmark. It provided this socially excluded group with personalised treatment, training, education, personal skills development, work plans, relapse prevention coping mechanisms and professional career skills. The results of the project were that two out of three participants found a job or continued to higher education programmes.

City Strategy – this government strategy from the UK, established in 2017 sought to share responsibilities in order to tackle unemployment and poverty in areas where both things had high levels of concentration. It developed a series of actions to fit with the local needs where the scheme was launched, giving power to local institutions and spaces for the development of activities. The main goal was to reach full employment of working age people through support, reinforcement of skills and services adapted to local needs. The main instrument to achieve the scheme’s objectives was the development of partnerships between governmental agencies, local governments,



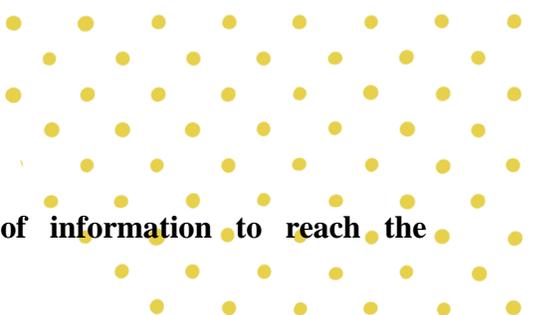
volunteers and private entities, which allowed a system that worked from the bottom up. By July 2006, 15 areas of the UK had requested to be part of the pilot project which had limited resources, given the partnerships themselves were the ones responsible to look for and obtain resources. Initially expected to operate between 2007 and 2009, the City Strategy enjoyed such levels of success it was extended until 2011. Beneficiaries included low-wage earners, single parents, unemployed people, minorities, people with social problems, youth and mentally ill individuals. The scheme was so successful it was taken to other impoverished parts of the UK or where social exclusion is a problem and now has peer countries that have taken its model and applied it (Austria - Bulgaria - Czech Republic - France - Greece - Latvia - Lithuania - Norway - Portugal – Serbia).

FINDINGS FROM ROMANIA

CONSULTATIVE MEETINGS - ROMANIA

In 2019 Sprijin si Dezvoltare Association and Inercia Digital organised 4 meeting, 2 in Romania and 2 in Spain, that brought together experts from different domains and young people fewer opportunities experimenting marginalization. In the meeting have participated local organisations with experience in social inclusion, local decision makers representing the Youth sector, representatives of the Education sector, youth workers and trainers with experience in youth work and social inclusion. Our aim was to identify measures, methods and good practices that are used by the experts in order to reach marginalised young people, to prevent racism and to prevent intolerance. The meeting provides us two different point of views and solutions for the same issues, the experts perspective and from the young people with fewer opportunity perspective.

In this subchapter we will write the report of the two meetings form Romania. During both meetings we have discussed and we have debated different means of communication and distribution of information to reach the marginalised youths, measures and activities used to prevent marginalisation, social exclusion and discrimination and analysed the young people challenges regarding the active participation in non-formal programs and projects.



Accessible means of communication and distribution of information to reach the marginalised youths.

The major part of the experts involved in the meeting believes that internet is very effective to distribute the information, but not necessary to reach marginalised young people. They are all promoting their activities and communicate with their target groups through their website, social media – especially through Facebook, Facebook groups, mailing list and other.

Nowadays almost every young person has a mobile phone and internet on it, thus the internet is very effective way to distribute the information for these young people. The experts found Facebook Ads very efficient to promote an activity because they can select the exact target group that they want to receive the information.

A few experts are using the written press and online press to promote their activities. It is almost impossible to promote an activity in the national press because in most of the cases the activity is relevant for a specific region from the country. They use local press to raise the visibility of the organisation or of a specific activity, but they don't consider that the local press helps them to reach out marginalised young people, because most of the young people doesn't necessary read anymore the newspapers.

During the meeting all the experts concluded that there is no perfect recipe to reach marginalised young people, but a complex strategy can maximise the efforts of the organisation. This means that each organisation should involve different means of communication in order to reach these young people.

In order to reach marginalised young people each organisation should know very well their target group and how they stay informed. There are a lot of young people with fewer opportunities and other marginalised young people that are using different platforms, groups and subscription in order to stay informed and to participate in different projects and activities, but there are a lot of them who don't have access or doesn't participate at all in any kind of activity. So, the organisations challenges are to make sure the information reaches all the young people, not only the ones who are already interested in this kind of activities.



There is a tendency to use always the same networks and means of communication that allows only a part of the marginalised young people to participate in the organisation activities and the challenge is always to diversify the means of communication. In this way an organisation is making sure to reach other young people than they usually reach.

The experts that participated in the meeting emphasis the need to develop local/ regional/ national partnerships with different stakeholders and institutions. They can help the organisation to reach the marginalised young people because they either work directly with the marginalised young people or have their contacts.

One of the best ways to reach marginalised young people is to create partnerships with schools, high schools, universities and even orphanages. These partnerships will help the organisations to interact directly with the young people and to promote their activities directly, or indirectly thorough the institution personnel. This kind of partnerships will help any organisation to reach a lot of young people. But still, there are of young people who doesn't follow any type and form of education, training or work. These young people can be reached by developing partnerships with local authorities, local hospitals and other organisation, that can help you to spread the information in their communities.

A very effective way to reach the marginalised young people is to go directly in their communities and inform the young people directly. You can do it through local events or through door-to-door information campaign. This is a time-consuming approach and needs a lot of human resources. The experts use these methods in the small rural areas, because it is easier to communicate and they usually involve also a community member so the community trust them. By participating in local events, the organisation has the chance to meet the young people and to inform them directly about their activities.

Most of the experts creates partnerships with other organisation and institutions in order to reach marginalised young people, and in the same time they use internet, through their website and social media accounts, to promote the organisation activities and the call for participation. They will defiantly consider that the best way to reach marginalised young people is to go where the young people live and promote it using the channels that the young people are using daily.



The experts believe that reaching young people from small communities is easier than reaching young people from large urban areas. It's a challenge for them to establish partnerships with local authorities and institution. In the same time is difficult to reach the head of an institution in order to establish a partnership with them because the structure of the institutions is big. Also, in their opinion, the institutions from small communities are more willing to cooperate, promote their activities and help them to reach marginalised young people.

Accessibility of non-formal education

The experts consider that to be accessible for the young people, an activity needs to be created based on their profile and competences, and in the same time to be promoted using channels that the young people use regularly.

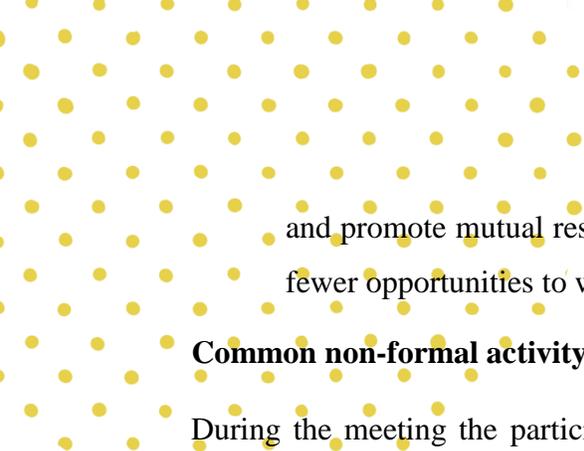
The call for selection should not contain scientific and complex information, should be easy to read and friendly, so the young people can immediately understand the message and how to apply. Bureaucracy is the organisation enemy. An organisation should make the registration process very easy and they should adapt it to the fewer opportunity they are working with. The selection process should be transparent and the organisation should always offer the opportunities for new beneficiary to participate in the non-formal activities.

The venue should be suitable for the target group and should be accessible for the marginalised young people. The organisation should have sensory and technical equipment, if necessary. Also, the programs should be for free or, if it is really necessary the organisations can ask for a small fee that any young people can afford.

Measures and activities that was used to prevent marginalisation, social exclusion and discrimination among youth

The participating organisation and experts develop and implement different measures and activities in order to prevent marginalisation, social exclusion and discrimination among young people. We have created a list of activities that experts perform in their organisation s based on the goal they want to achieve:

- 
- Promote employability: non-formal activities and training courses to develop the necessary professional and personal competences in order to help young people to get a job; professional and vocational counselling; help the young people to create a CV and apply for different jobs.
 - Promote entrepreneurship: create non-formal activities to develop entrepreneurial competences; create the bridge between entrepreneurs and young people by put them together so the young people can learn more about entrepreneurship.
 - Develop social and civic competences and ensure social and civic participation: create non-formal activities to develop the social and civic competences; support the young people civic and social participation; create occasions for young people to actively participate in the community; promote human rights and democracy; promote the right and duty to vote.
 - Develop key competences, including basic skills by developing non-formal activities (seminars, training courses, workshops and other), approaching the themes that the target group is interested in.
 - Fight against any form of discrimination and against social exclusion (age, disability, language, nationality, race or ethnicity, region, religious beliefs, sex, sex characteristics, gender, sexual orientation); the experts make sure that the call for selection and the activity methodology does not exclude or discriminate the young people; create special non-formal activities to teach the young people about the causes and negative impact of discrimination and social exclusion; develop awareness campaigns to change the community prejudices and fight against stereotypes.
 - Facilitate the young people reintegration into society by creating special occasion and help them to get a job, search for a place to live and become part of the community.
 - Fight against auto-exclusion: motivate the young people to become an active citizen in the community; create activities in order to increase the self-esteem, self-trust and the sense of belonging to the community.
 - Social inclusion of young people with fewer opportunities in the organisation activities: create non-formal activities on common themes with equal number of young people with fewer opportunities and without fewer opportunities to promote common values and teach directly the young people about discrimination and social exclusion; increase the tolerance



and promote mutual respect by creating occasions for the young people with and without fewer opportunities to work together.

Common non-formal activity designs for mixed groups

During the meeting the participant agreed on the fact that creating common design for young people with and without fewer opportunities can be challenging because they need to find the appropriate inclusive methodology. They said that often a negative attitude on their own strength and the abilities can put barriers and demotivate the youth worker in creating common design for mixed groups. In order to create these common designs for mixed groups the youth workers/trainers should know very well the young people profile, to know their abilities, what they can do or what they cannot do. The young people with and without fewer opportunities should be treated equally, both groups should have to learn and the young people with fewer opportunity should learn and execute the tasks autonomous, or the help from the young people without fewer opportunity should be minimum.

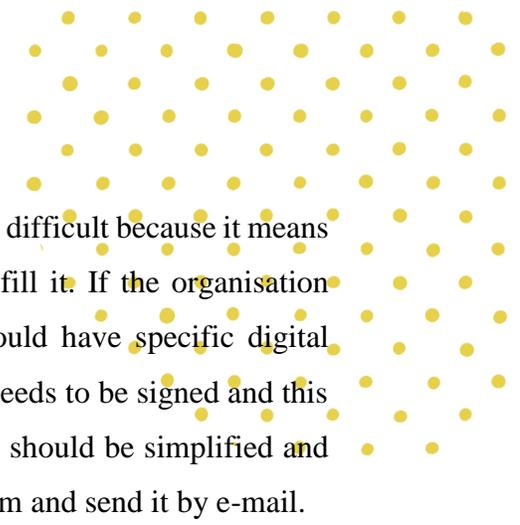
Young people point of view

During these meeting the young people with fewer opportunities gave valuable contribution to the discussions and provided a few solutions regarding the debated subjects. They expressed their point of view on the opinions and solutions of the experts and their needs regarding the identified problems and context.

The challenges that youths with fewer opportunities has regarding the accessibility of non-formal activities for:

- Administrative procedures

They found the applying process to be sometimes overwhelming because they have a lot to fill and write. Is not they don't want to write or they are not interested in the non-formal activity, but most cases they find difficult to answer to some questions such as "what motivates you to participate in the activity", because even they are very motivated to participate, they find it very difficult to put this motivation in words and to justify their feeling. An easy application form with closed questions will help them to apply more to different non-formal activities.



Also, in some cases, to fill a questionnaire in word or pdf format must be difficult because it means that all the young people need to have a computer to download and fill it. If the organisation chooses to use an online form, it means that the young people should have specific digital competences to fill it. There are situations where the application form needs to be signed and this procedure demotivates young people to apply. The application process should be simplified and they should apply through different instruments, not just by filling a form and send it by e-mail.

- Information provided by the organisations

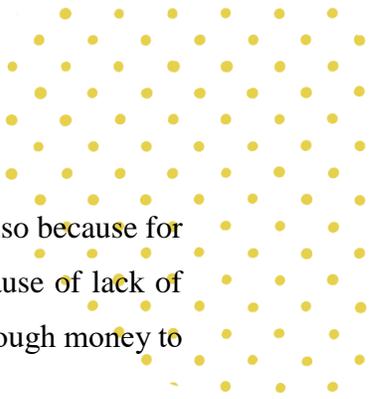
They often consider that the information provided by the organisations is too complex and in most of the cases is not attractive for the young people. There are too many terms and complicated words or even scientific language, that demotivates the young people to apply to different non-formal activities because it is hard to understand what they will gain by participating in the activity. The message is not transmitted immediately through this call for selection and the young people lose interest or they consider the activity isn't address to them because it is too complex. The organisation communication style is often inaccessible for the young people in general. The details from the call for selection should be simple, the young people should immediately understand what they will gain by participating in the non-formal activity.

- Web accessibility.

Everyone has access to the organisation web, but not every website is easier to find or to navigate on it. Most of the websites are not created to suit the needs of the young people with sensory disabilities and it is hard for them to search and find new opportunities, unless they are assisted.

- Participating in activities jointly with and without fewer opportunities and experiencing discrimination and social exclusion

They find it difficult sometimes to participate in different non-formal activities because they feel they don't belong in there. The lack of social skills and low self-esteem puts barriers in participation. In the same time, they are afraid of the judgmental attitudes that young people without fewer opportunities may have during the activity. They are afraid to not integrate in the group and to be excluded.



The location and venue of the non-formal activity can put barrier in participation also because for some young people with fewer opportunities may be hard for them to reach because of lack of transportation or because it too far from their homes or because they don't have enough money to arrive in a specific location.

Sometimes the young people don't have enough financial resources to buy food or to buy drinks during the non-formal activity. The fact that they will need to buy food and drinks during the activity may determine the young people to not participate in the activity. In some situations, young people's families do not support them to participate in such activities, and the families should be also convinced that these kinds of activities have a positive impact on the young people.

The opportunity to participate in a non-formal activity should be promoted using the channels that the young people use in general. Not all the young people are using professional networks, in fact they believe that just a few young people are in these networks.

The young people emphasis the fact that there must be short periods of time between the call for selection, the deadlines and the activity. In this way they are connected with their intentions and motivations. Also, there can be situations when the information arrives late for some young people and they want to apply after the deadline. In this situation, unless it is not possible to include them anymore, the application forms should be accepted, especially because the information arrived too late to the young people.

The participants said that other people tell them about the opportunity to participate in non-formal activities. Some professors always recommend them what to do in their free time and often they include these kinds of activities. They also get informed through social media and YouTube.

There is a gap in communication between the young people and the experts and organisation. The most important conclusion from the meeting was that the organisation needs to adapt better to the young people needs and interest and they need to find new, innovative and simpler ways to communicate their messages to the young people. The young people emphasis the need to be guided where to search for opportunities and how to apply for it. In the same time, the experts should help the young people to fully participate in the community and to help them understand their role in the community.

FOCUS GROUPS

In 2019 Sprijin si Dezvoltare Association organised 2 focus groups in order to identify effective ways to reach socially excluded young people and provide a deeper understanding of the phenomena. In each group participated 6 youth workers with experience in creating and implementing non-formal activities for young people with fewer opportunities (disability, educational difficulties, cultural differences, economic obstacles, social obstacles, geographical obstacles). During these focus groups the youth workers have shared their used methodology and instruments in order to reach marginalised young people and the measures they fight against discrimination in their activities.

The focus group questions were:

Probe Questions:

1. How often you work with young people with fewer opportunities?
2. What type of fewer opportunity have the young people you are working with?

Follow-Up Questions:

3. What methodology do you use in order to reach socially excluded young people?
4. What instruments do you use in order to reach socially excluded young people?
5. Based on your beliefs, what is the youth work value and contribution to reach socially excluded young people?
6. What are the measures that as a youth worker you use to ensure a non-discrimination process of young people with fewer opportunities' selection?
7. What are the measures that as a youth worker you use to ensure a non-discrimination process of young people with fewer opportunities during the activities?

Exit Question:

8. Is there anything else you'd like to say about reaching socially excluded young people?

The youth workers gave us valuable information and share with us their methodology and process in order to reach their target group and to develop their activities. We will end this sub-chapter by

writing the summaries of the 2 focus groups, highlighting the most important aspects of the group interviews.

Used methodology to reach socially excluded young people

In general, the youth worker approaches their participants in a complex and holistic way, depending on the group of young people who are working with. But in reality, all that matters are the real interest of the youth worker to reach marginalised young people and the desire to constantly change and improve their methodology so they can attract and involve new young people in their activities.

Most of the youth workers are working with the same target group and have their own methodology in order to reach marginalised young people, methodology that they change rarely, when they believe the used one isn't efficient anymore, when they want to explore new ways of communication or when they want to expand their activities in other communities. All the youth workers are using online channels and physical actions and activities in order to reach the marginalised young people. We will now write the measures, actions and activities that are used by the youth workers in order to find marginalised young people. Not all these measures, actions and activities are used simultaneously by the youth workers, they usually create a combination of multiple online channels and one or two other approaches to reach marginalised young people.

1. Online channels

All the youth workers are using online channels in order to reach socially excluded young people. They use social media and different media platforms, such as Facebook, Twitter, YouTube, Instagram, TikTok or Snapchat.

The youth workers use multiple online channels in order to reach a wider audience, because they will not know for sure where exactly they will reach the largest number of socially excluded young people. Although they post and use multiple media platform, they often choose to use more a specific platform because it is more used by a specific target group. They select the online media platform based on the age of the young people. For example, the young people aged between 13-21 years old are more likely to use TikTok, and the young people aged between 25-30 years old are more likely to use Facebook. They read multiple online articles about media platform users

and based on these articles they choose the appropriate platform that can help them to reach their target groups. In some cases, the online channels are used in order to reach the young people parents, family member or tutors, and not directly the young people, because the online channel aren't accessible to them, or they don't know how to use them or they cannot use them because of their lack of digital competences or capabilities.

The youth workers promote their activities through these platforms in a fun and simply way. They are always adapting the call for selection for each media platform, for example, for YouTube create a short video, for Instagram or Facebook they create special posters or they post representatives pictures, on Tweeter they write a short sentence.

Most of the youth workers believes that in order to really reach marginalised young people the organisation and the youth workers need to create a strong message thorough the call for selection, a true call for action so they can engage the young people, not only reach them. Because maybe the used methodology reaches the desired number of young people, but the message isn't interesting enough to arouse the interest of young people in participating in non-formal activities.

In most of the cases, in each post on these media platforms, they will add a link to their website, where the young people will read more about the non-formal activity and how they can apply in order to participate in it. Basically, they use these platforms to promote the call for selection or the activity description and not necessarily write all the needed information in one post. They use the media platform to reach and engage the young people, not necessarily to promote all the details of the activity. The youth workers choose to post the information they believe the young people will be interested to read and to convince them to read more about the non-formal activity and even apply to it.

2. Offline measures and activities

The youth workers usually involve third parties to help them to reach the socially excluded young people, they are collaborating with other organisations, public institutions or schools at local, regional or even national level that help them to promote their call for selection. Rarely, they create special non-formal activities, such as seminars and workshops, in order to promote their non-formal activities, but usually they don't do it because it requires special financial resources.

3. Personal database and professional networks

Some of the youth workers have created their own database with the young people that they have involved during their past activities. Other youth workers have created specific Facebook groups on different topics with young people, where they promote the participation opportunities. Most of the youth workers are posting the opportunity to participate in their activities using Facebook groups or Yahoo groups.

A few youth workers are members of professional networks, where they promote their activities and the other members help them to find and reach socially excluded young people.

Used instruments to reach socially excluded young people

The youth workers are using online registration form or physical registration form to allow the young people to register in the non-formal activities. They often use Google form to create the online version of the registration form.

Some of the youth workers are using phone as an instrument, so the young people can register in order to participate in their non-formal activities by phone. The young people can even call to ask for information.

A few youth workers use digital tools in order to create digital materials and videos to promote their call for selections. They use Canva to create posters and GIFs for social media, they use Vyond platform and iMovie application to create videos for YouTube and for other media platforms.

A few youth workers are using Skype or Zoom apps to create online webinars in order to promote their activities or to create online activities for the young people who cannot move or travel.

Youth work value and contribution to reach socially excluded young people

According with the respondents' opinions, the youth worker can bring significant contribution because they are the ones who work directly with the young people, and they are the ones who can conceptualise their needs and create non-formal activities in order to respond to these needs. We have created the following list where we have included all the ideas on what youth workers can do

to reach socially excluded young people mentioned by the 12 youth workers during the focus groups:

- Create a close relationship with their target groups
- Create a close relationship with young people families, they are the ones who interacts directly with the young people and can support or not their participation
- Motivate the young people to actively participate in the community
- Support the social and civic participation
- Analyse their needs and create non-formal activities based on their needs
- Identify the location of the socially excluded young people based on statistics and official demographics and local/ national census
- Create partnerships with other organisations, schools, public institutions in order to identify more socially excluded young people
- Fight against social exclusion and help the young people to overcome the barriers to participate their programs
- Create and conduct surveys to find socially excluded young people
- Create and promote common online groups (such as Facebook groups), where the young people can register and get informed
- Create an outgoing participation registration form for the young people so they can register to participate in future non-formal activities
- Create special newsletter for the young people to register
- Develop and implement special seminars and workshop to promote the non-formal activities in the rural areas, where the information may not be accessible
- Help the young people to accomplish their hopes and aspirations
- Create a more transparent process for participants selection
- Develop and implement promotion and awareness campaign to promote the non-formal activities that are available to them through each organisation – online and offline
- Create a partnership with the public institutions who are responsible to track and register unemployed young people and NEETs young people, or with the social services and ask these institutions to help promote the non-formal activities

- Establish a long-term relationship with the already reached young people and encourage them to recruit new young people in the future non-formal activities and programs
- Find out if the young people are aware and know about the organisation programs that are available to them, for example, create pools or ask the young people who participate in one activity if they are aware of other programs and activities the organisation implements in general
- Identify where the young people spend their time and promote the participation opportunities in these environments
- Ensure equal access for the socially excluded young people in the organisation activities
- Increase resources and widen the variety of non-formal activities for the marginalised young people

Measures that youth worker use to ensure a non-discrimination selection process of young people with fewer opportunities

We found similarities and differences in the used methods to ensure a non-discrimination selection process of young people with fewer opportunities. We have created the following list where we have included all the measures and actions that was mentioned by the youth workers:

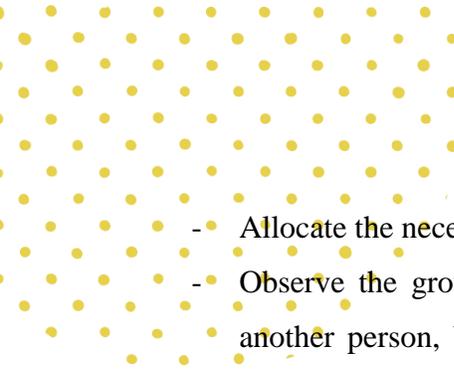
- Make sure the call for selection does not discriminate in any way, for example they don't create non-formal activities that are addressed just for the orthodox people, or just for men, or just for woman, or just for gay or just for straight people, or just for a specific race or ethnicity. The call for selection and the activity is addressed to the young people in general, who have common needs, regardless their disability, language, nationality, race or ethnicity, region, religious beliefs, sex, sex characteristics, gender and sexual orientation.
- Make sure that the call for selection is promoted in the environments that marginalised young people spend their time
- Use appropriate communication channels, that young people with fewer opportunities have access and the necessary abilities to use them
- Involve third parties in promoting the activities, the public institutions or other organisation that have direct access to the young people with fewer opportunities
- Establish less selection criteria, that doesn't put barriers in participation

- Ensure gender balance
- Establish a transparent and ethical selection process
- Make sure the application process doesn't discriminate a certain category of young people

Measures to ensure a non-discrimination process of young people with fewer opportunities during the activities with the young people without fewer opportunities.

We have created the following list where we have included all the measures and actions that was mentioned by the youth workers during the 2 focus groups:

- Make sure the venue and location allow the participation of the young people with and without fewer opportunities and it is easy to access
- Involve both newcomers and experienced users in the non-formal activities
- First, create the space for the young people to know each other and to form a team
- Create opportunities for the young people without fewer opportunities to understand the young people with fewer opportunities' conditions, without affecting the young people with fewer opportunities self-esteem
- Create opportunities to collaborate and communicate by giving them group tasks to accomplish
- Make sure the young people with fewer opportunities are always interact with young people without fewer opportunities and avoid alliances between each group, especially during the breaks
- Create mixed small groups during the non-formal activity to allow the young people to interact, to learn from each other and to help each other
- Ensure the equal active participation of all the young people with and without fewer opportunities and offer opportunities to remark themselves
- Validate each participant contribution
- Explore and highlight each person contribution, talents and competences
- Create common and inclusive methodology, that respond to both groups' needs, interests and competences, use and select only methods and instruments that all the participants can use without effort
- Create a safe space, where the young people with fewer opportunities can express themselves freely; build trust and self-esteem

- 
- Allocate the necessary time for both groups in order to accomplish tasks
 - Observe the group and intervene when the youth worker believes a person discriminated another person, bring the issue to the big group or discuss it just with the direct persons involved

The youth workers concluded that they need to use the exact channels of communication and types of media that young use in order to reach them, and to be where the young people are so they can directly approach them and involve them in the non-formal activities. They also agreed that by involving third parties in the reaching process can increase their capacity to reach and engage marginalised young people in their activities.

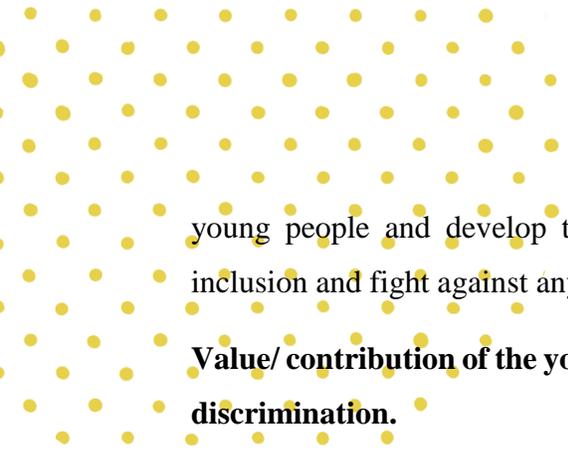
It may happen that, in a certain moment a methodology to reach marginalised young people can be very effective, but in time it may lose its efficiency. The youth workers advise other youth workers to get inspired by their work and to start creating their own methodology based on the young people with fewer opportunities profile and the communities they live in.

CASE STUDY

Sprijin si Dezvoltare Association – ASD – from Romania is a non-profit organisation founded in 2011. Two of the founding members are Sorina Carmen Vacariu and Gabriela Adam, the 2 main pillars of these organisation and the ones that are making all this possible said, “*We have created this organisation because we have found different problems in the community that needed to be solved and because we always wanted to do develop the community.*”

The organisation wants to contribute to the communities’ **sustainable development** and to improve the life quality of the following target groups: children, youth and adults with and without fewer opportunities (young people facing economical barriers, social barriers, learning difficulties, cultural differences, health problems, geographical barriers, young people with disabilities).

The main focus of the organisation is **to help tackle socio-economic changes, fight against the rising levels of youth unemployment**, create a more cohesive and inclusive societies, foster social integration, enhance intercultural understanding and a sense of belonging to a community, empower



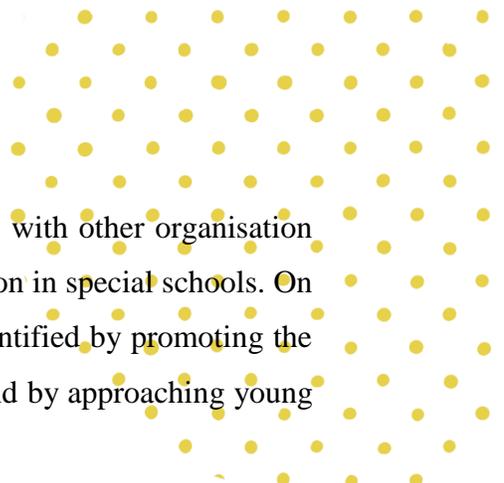
young people and develop their competences to participate actively in society, foster social inclusion and fight against any form of discrimination.

Value/ contribution of the youth work to reach marginalised youth, promote and ensure non-discrimination.

In order to reach the organisation goals, ASD have developed projects, programs and non-formal activities to develop professional and personal competences of children, young people and youth workers. Their approach was holistic and complex, involving children and young people on one side and youth workers and other organisation on the other side. In each project, the organisation involves always the community and raise awareness on different subjects at the community level.

ASD develop various projects for the young people with and without fewer opportunities jointly. So, in all these activities the organisation aimed to ensure social inclusion, to raise the tolerance between the young people with and without fewer opportunities, to offer opportunities to get to know each other, to collaborate and to communicate.

The project "**ON THIS ROAD TOGETHER**" created non-formal activities for **young people with and without disabilities, aged between 18-30 years old** to know each other, to interact and collaborate, to develop confidence and self-esteem and thus to raise their understanding, acceptance and tolerance toward each other. This project involved an equal number of young people with and without disabilities. The organisation chose subjects that interested both category of young people and created an inclusive methodology which allowed both groups to actively participated. The method used were simple, focusing on group tasks, using games, role plays and groups exercises to learn more about disability, inclusion and to raise tolerance between them. The used methods allowed the participants to use their strengths, to communicate, to collaborate, to have fun and to enjoy the moments spent together. ASD focused on the young people with disabilities aptitudes and abilities and used methods to match them. The project aimed to build the young people with and without fewer opportunities' autonomy, so each used method allowed the participants actively participate and solve the tasks alone or in group, but making sure that each member of the group is doing something in order to finish the task.



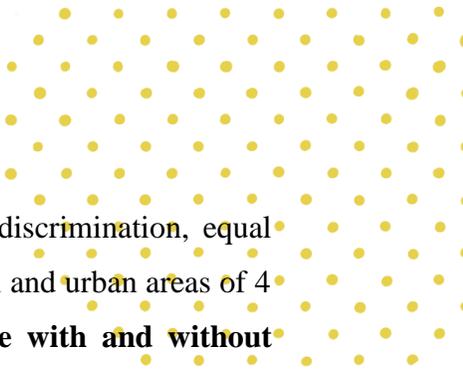
ASD identified the marginalised young people by creating partnerships with other organisation who worked with the young people and by promoting the call for selection in special schools. On the other hand, the young people without fewer opportunities were identified by promoting the call for selection on professional networks, especially Yahoo! Groups and by approaching young people directly on the street, spreading fliers and discussing with them.

In order to ensure the participation of the young people with fewer opportunities in this project the organisation provided a shuttle car that ensured the transportation of the young people with disabilities from their home to the venue.

Sprijin si Dezvoltare Association published “On this road together” Guide, with practical information on European values, health, disability discrimination, equality, inclusion, exclusion, understanding, tolerance, and non-formal education methods. This guide was addressed to young people at all ages, youth workers and community in general. The aim was to raise awareness about the existence of these topics and to provide the necessary information for the readers to understand them.

Immediately after this project end the organisation have continued with a set of creative workshops „**MOOD FOR HANDMADE**”, where the young people with and without disabilities crafted handmade products. The organisation continued with these workshops because a part of the participants’ parents asked if there is a possibility to continue with this kind of activities, and they also brought other young people with fewer opportunities to the activities. In this case, ASD managed to reach other young people through the existent beneficiaries. So, the good reviews from the young people with fewer opportunities can help an organisation to reach marginalised young people.

To ensure the participation in the social life and to gain soft competences in a non-formal environment, Sprijin si Dezvoltare Association implemented the project “**ANTIDISCRIMINATION CARAVAN**”, where an equal number of young people with and without fewer opportunities worked together to organise an antidiscrimination caravan. The project promoted the social inclusion and equality.



The purpose of this project was to initiate a caravan that promote: non-discrimination, equal opportunities, social inclusion, tolerance and solidarity and to travel in rural and urban areas of 4 Regions (Brasov, Sibiu, Alba, Mures) to **actively involve young people with and without disabilities** in the study of diversity and discrimination situation and to raise community awareness about these issues. First, the young people with and without fewer disabilities participated in non-formal activities to get to know each other and to build the team. Then, the young people learned together more about discrimination, diversity and social inclusion. Based on what they have learned they organised the antidiscrimination caravan. The Caravan had 2 objectives. One was to raise awareness on the negative effects of discrimination and social exclusion. In this regard, the young people interacted with the community, gave flyers and discussed these subjects with the encountered people. The second objective was to record their activity. They conducted interviews with NGOs' representatives who worked with young people with fewer opportunities and with other young people in order to learn more about their stories. In the same time, the direct beneficiaries took pictures to show the poverty and discrimination seen in the 4 regions.

With the documented materials, the young people with and without disabilities developed a documentary film and a photo exposition, using the non-formal education method Photovoice. The young people had the pleasure to invite experts, other young people and the community in general at a public event to present the documentary film and the photo exposition.

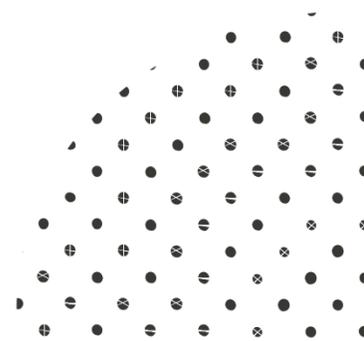
The approach of discrimination and social exclusion in this project was complex. The organisation fight against social exclusion and discrimination by involved young people with and without fewer opportunities in non-formal activities jointly, creating and inclusive methodology and actively involve each participant in each activity. The young people had the occasion to collaborate and learn from each other during all the project. Then, ASD supported the young people social and civic participation by helping them to organise the antidiscrimination caravan. The young people with and without disabilities got involve directly in solving the community problem and to teach the community what is discrimination, what is social inclusion and what are the negative effects of the discrimination and exclusion. So, the young people who felt discriminated had the chance to fight against it and to teach other people how negative can be the discrimination and exclusions effects and impact. Then, based on the materials gathered during the caravan and through desk

research the young people with and without fewer opportunities created the documentary movie “The antidiscrimination caravan comes to your city - A day of my life!”, („Caravana antidiscriminare vine în oraşul tău - O zi din viaţa mea!"). Their work remained available for other people to watch and learn. The movie presents the types of discrimination in Romania, including aspects about discrimination into the world of work and gender discrimination; as well as Romanian strategy against discrimination and social exclusion and Romanian Youth Employment Strategy. The movie includes also interviews with the youths with and without disabilities involved in the project and other experts.

ASD reached the young people with fewer opportunities by creating an open call promoted on social medial, on the organisation young people database, on the organisation blog, on professional networks and groups. The call for selection was also promoted by creating physical seminars and by promoting the call for selection in the youth centres.

Sometimes, to reach young people you need to go directly where they live. And this was the case with the Programme “**PREVENTING SCHOOL DROP-OUT IN THE RURAL AREAS**”, where the youth workers from ASD went weekly in a small rural city to develop non-formal activities for children. The target group were poor children, especially the ones who lived in homes without electricity. The non-formal activities focused on developing social and civic competences, approaching subject such as children rights, health and hygiene.

The youth workers also fight against discrimination, because yes, the young people with fewer opportunities also discriminate against each other. In this case the discrimination was based on appearance and financial status. So, even if they all have similar living condition, some of them were poorer than the others. And these young people were discriminated because they were poorly dressed, or because they had dirty clothes, or because they had only a pair of jeans/ shirt to wear at school or because of poor hygiene. So, in each non-formal activity, no matter the approached subject, the youth workers created special activities to raise tolerance between the children, create special occasion to understand how they feel when they are discriminated, to raise



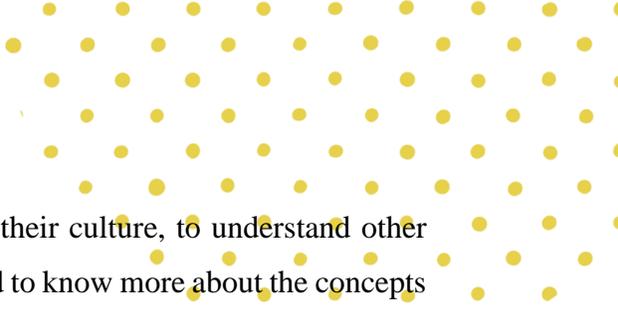
their capacity to empathize with others and to understand the negative effects of discrimination and marginalisation.

The organisation always created occasions for the young people to collaborate in small groups, by mixing the children who have a discriminatory attitude with the ones who were discriminated and the ones who didn't discriminate at all or had an inclusive attitude. In this way all children were able to learn from each other, having always different point of views and different attitudes. To do these kinds of teams, the youth workers had to observe first the group and to identify the role and attitude of each participant in the group. When was appropriate, the youth workers discussed in the big group the discriminatory situations that occurred to encourage the children to critically analyse the situation, to understand its negative effects, to find solutions and to improve their own attitude and behaviour in the future, to be more sensitive and tolerant.

But how ASD managed to reached these children? It is hard for an organisation to just go in one rural area and implement non-formal activities. ASD had the support from the local municipality and school to reached them. The target group where children who didn't had electricity in their households, so these institutions helped the organisation to map al the children and to organise activities for them.

Collaborating with these 2 institutions helped also the organisation to engage the young people, because having support from the professors and the mayor make the children's parents to have trust in ASD and to allow their children to participate in these non-formal activities. According with the organisation, it is also easier to reach marginalised young people in small communities because everybody knows everybody and the local institutions know each households' situations. In large urban areas it is harder to reach the marginalised young people.

Sprijin si Dezvoltare association implemented the project “**FLY DANCE**” to remove the social barriers, the cultural stereotypes and prejudices between young people from 5 different countries. The project was part of the strategic approach of the association to fight against discrimination and to create mutual understanding between different backgrounds and cultures. The project was made based on **non-formal education**, experiential learning, using non-formal education methods and tools. Again, the organisation approach was a holistic one. They involved young people from



different countries and creates opportunities for them to share their culture, to understand other people culture, to understand how the stereotypes are created and to know more about the concepts of discrimination, diversity, identify, intercultural learning and culture. The organisation used street dance as a method to collaborate and to communicate. Then, they have shared what they have learned and what they have created during the non-formal activity by performing in the street dance choreographies, in crowded and important community public places.

But how ASD actually do it? Well they begin by creating occasion for the young people to know each other first, create occasions for the young people to describe themselves as they are, to share the characteristics of their identity. The young people had the chance to know each other and the youth workers used teambuilding methods to build the team. Then, the organisation facilitates the intercultural learning by using non-formal education learning that help them to understand each other culture and in the same time they had the chance to explore the local reality and culture. Next, the young people have learned more about discrimination, social exclusion, prejudice and stereotypes. After they have understood all this concept and they get to know each other as individuals, respecting each one's identity and culture, the youth workers formed small groups and give each group the task to use street dance make a choreography to express the cultural diversity. In each group participated young people from different countries and guided by the youth workers they had the occasion to understand more about each other culture, to be sensitive, patient, to include everybody, regardless their appearance and culture. After they finished the choreographies, the young people performed the dances in the community in public areas from Brasov region and they had the chance to interact with the local community and discuss about diversity and discrimination.

Besides the projects that involved directly the young people with and without fewer opportunities, Sprijin si Dezvoltare association creates projects, intellectual outputs, and programs to develop the personal and professional competences of youth workers, youth leaders and project supervisors who are working with young people with and without fewer opportunities.



ASD developed and implemented the project “**WE BUILD EUROPE**” to stimulate the personal and professional development of youth leaders, project supervisors and youth workers from 8 different countries to integrate European Citizenship concept in youth work in general, especially in the activities with the young people with fewer opportunities. During the project, the participants developed 4 new methods of non-formal education and an Action plan to sustain the social inclusion and to ensure the participation of young people with fewer opportunities. The Action Plan and the non-formal methods were implemented in the organisations and are available online in the online brochure "Tools for Inclusion: European Citizenship and Social Inclusion", Braşov, 2013, a guide and a tool **for inclusion** that can be used by youth workers, leaders, project supervisors and advisers in the youth field with **young people with fewer opportunities, to respond to the young people challenges**. The publication addresses the concept of European citizenship, non-formal education and inclusion.

ASD created a network with organisations from 6 different countries through “**NETWORK, INCLUSION, EUROPEAN CITIZENSHIP**” project. The organisation wanted to fight against discrimination and exclusion in an organised way at European level to ensure a bigger impact in the community and positive changes in the peoples’ attitudes. The project and facilitate the exchange of good practice and experience between project supervisors and counsellors in the youth field, leaders, youth workers and trainers and develop the necessary competences to be active agents in the community in the field of inclusion. During this project the direct beneficiaries developed an instrument for inclusion in order to support the active participation of the youth with fewer opportunities in the organisations’ non-formal activities. In other words, this project identified concrete solutions and create a strategical plan on how to reach marginalised young people and to engage them in the non-formal activities.

Sprijin si Dezvoltare Association always make sure that the project results are available for the community, for the young people and for other experts. In this regard they created the "Network, Inclusion, European Citizenship". The magazines have 4 issues and approaches subjects such as young people with fewer opportunities, marginalisation, poverty, European citizenship and youth work. The magazines were created to offer other organisation, supervisors and counsellors in the



youth field, leaders, youth workers and trainers to diversify their used methodology in reaching and engaging young people with and without fewer opportunities.

In order to combat poverty among youths, ASD have developed and implemented the “**VALUE THE DIFFERENCE**” project. The aim of the project was to facilitate a way for the youth workers, leaders, projects supervisors and counsellors in the youth field to approach the concept of cultural diversity and to raise their capacity to support the youth with fewer opportunities from poor urban areas. In this project, the organisation fight against discrimination and ensure social inclusion by offering the possibility of youth workers and other experts to learn how to use concepts as cultural diversity, marginalisation, social exclusion and discrimination in their youth work. After they gained the necessary personal and professional competences the youth workers, leaders, projects supervisors and counsellors in the youth field created an Instrument of inclusion which contain 8 Action plans to sustain the youth with fewer opportunities from the poor urban areas to be implemented in their organisations.

ASD always made available their project results, in this way they ensure a broader impact on other organisation and in the community. The action plans are available through "The Value the Difference Dissemination Value Guidebook". The publication is a guide on how youth workers, trainers, leaders, project supervisors and advisers in the youth field can fight against **poverty and the social exclusion** of the young people with fewer opportunities from poor urban areas.

Sprijin si Dezvoltare Association also created and implemented specific projects and programs in their organisation that addressed both young people with fewer opportunities and youth workers in the same time. They approach the same problem involving the 2 most important target group related to the problem, the young people and the youth workers.

The “**THE YOUTH AND LABOUR MARKET**” Programme aimed to develop the young people with and without fewer opportunities’ key competences and skills and to promote and sustain the social and civic participation, with a special focus on participation in the democratic life and in the labour market. The young people with and without fewer opportunities participated in non-formal activities jointly and ASD created an inclusive methodology to ensure that all the participants actively participated. The organisation strategically group the young people based on their level of



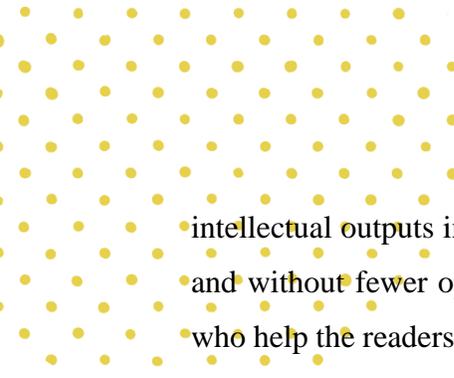
competences and interests to make sure the group is cohesive and learn what they need to learn.

During these non-formal activities, the youth workers helped the young people to develop their career pathway.

This programme also aimed to improve the youth work quality by supporting the personal and professional development of the youth workers to stimulate the integration the young people into the labour market. The youth workers learned how to respond to the young people needs, how to develop an inclusive methodology for young people with and without fewer opportunity jointly. ASD also aimed to increased youth worker motivation and satisfaction in their daily work.

“**YOUH UNEMPLOYMENT**” project is another project where the organisation involved young people with fewer opportunities and youth workers. The aim of the project was to use the non-formal education to tackle long-term unemployment among young people. They have organised a non-formal activity that offer the opportunity for the long-term unemployed young people to develop and gain new competences in order to improve the personal development and employability on the European labour market and beyond. The project provides learning experiences for young people to develop competences needed to find a job and emphasizes the use of these. The project also supported the professional development of youth workers to innovate and improve their youth work quality to support long-term unemployed youth and the development of measures and recommendations to help to improve the quality of youth work. In order to reach more long-term unemployed young people, ASD created 4 online videos with 4 stories that offers information about: the opportunities that the EU offers in order to work, to study, to do internships and traineeship and to volunteer abroad; How to write a CV, how to write a cover/ motivation letter, tips and tricks how to handle a job interview; The opportunities and challenges of a youth working abroad. The organisation also created 4 Cartoon magazines with 4 stories of 4 young people that are searching for a job to help the young people who struggle to find job to find by reading inspirational stories.

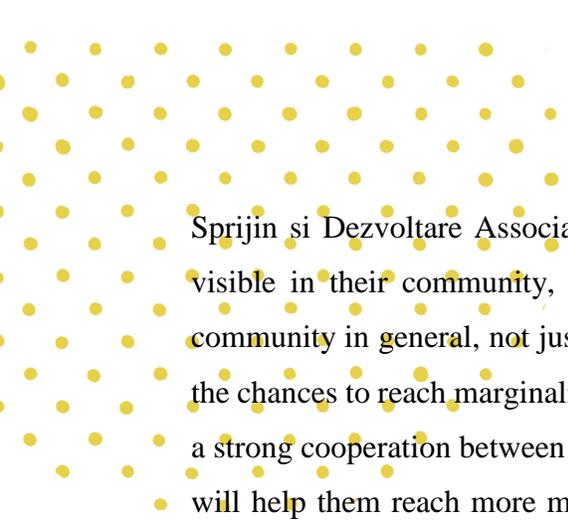
The idea to reach more young people using digital youth work regardless where they are, become a priority for the Sprijin si Dezvoltare organisation. They have created and implemented the project “Entrepreneurial Education for Youth” who equipped young people with and without economical obstacles with the necessary competences in order to become entrepreneurs and developed 3



intellectual outputs in English in order to sustain the entrepreneurial education among youth with and without fewer opportunities across Europe. They have created an entrepreneurial magazine who help the readers to learn and know more about entrepreneurship, management and strategies, leadership, entrepreneurship styles, communication, social entrepreneurship, start-up, production/ services, logistics, sales, customer relations, distribution, pricing and marketing. The aim of the magazine is to support the young people to identify their own business idea. ASD have also created an open online course to develop entrepreneurial competences and a financial program to analyses the future business and financial indicators. The outputs are available at <https://entreyouth.eu/>.

ASD created different activities in order to raise awareness at the community level of different subjects such as social exclusion, discriminations, addiction, participation. For example, the organisation created a **Christmas Faire** where the products crafted by the young people with disabilities were sold. During this fair, the community had the occasion to actually interact with the young people with disabilities, the ones that created the products and had the opportunity to listen to their amazing stories. ASD have also made a **Flashmob** with young people to raise awareness on the importance of the active participation to the community. They have organised the Flashmob on the National Youth Day in the most important public square from Brasov, in the city centre. Sprijin si Dezvoltare have created a series of events in a bar to raise the awareness on different subjects, where they used **social theatre** method to actively involved the audience in the theatre play. After the social theatre method, using the **world café** method, the organisation involved the audience to form small group in order to discuss and debate. ASD organised around 5 tables with different subjects, related with the social theatre play. In these tables, the people from the bar had the liberty to sit at one of the tables and change table whenever they liked too. It was very efficient method to teach the young people and to engage them to discuss, think and find solution to the society problems.

Using the same approach as we already presented, Sprijin si Dezvoltare organisation implemented other projects to fight discrimination and to ensure the social inclusion. They have implemented more than 30 projects at European level, actively involving young people with and without fewer opportunities, youth workers, trainers, youth leaders and project supervisors.

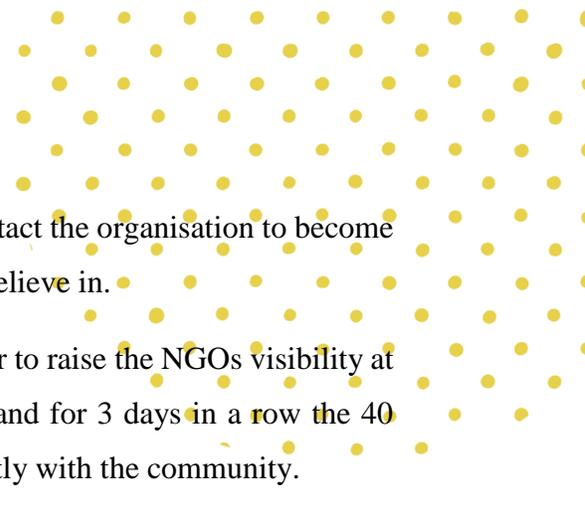


Sprijin si Dezvoltare Association always emphasized the idea that the NGOs need to be more visible in their community, they need to have a voice and they need to be known by their community in general, not just by their target group. By reaching a broader audience it increases the chances to reach marginalised young people. In the same time, the organisation highlights that a strong cooperation between the organisations at local and regional level (or even national level) will help them reach more marginalised young people because they will be more visible in the community. In this regard, ASD developed the project “**DEVELOPING THE ORGANISATION AL CAPACITY OF NGOs**”, aimed to develop the non-governmental organisations support systems quality by improving their organisational capacity. The organisation involved 40 NGOs which seek to encourage active participation and respect for human rights among citizens. The project increased the **visibility** of 40 NGOs, their capacity to attract grants and to develop fundraising activities.

In the first part of the project ASD provided a series of 20 training modules on communication, marketing and public relations, fundraising, funding and financial management and created the space for the 40 NGOs to exchange of good practice and know-how. So, the project beneficiaries had the opportunity to learn more about how to make their organisation more visible and how to attract more funds to sustain their activities, in this way they could reach and engage easier their target group. ASD provided support and technical assistance in the areas of visibility and promotion, fundraising, financing and financial management for a better functioning and access to finance.

In the second part of the project ASD identified young people and supported their civic participation in the community based on their needs and interests by creating a connection between the young people and the 40 NGOs involved in this project in order to become volunteers for one day.

In the third part of the project the organisation focused to increase the awareness and the role and impact of non-governmental organisations in the community. The organisation mapped all the active organisation from the Brasov Region in order to raise their visibility by creating a map of NGOs. In this way the people from the community are aware on what organisation exists at the



regional level and what are their aims and objectives, they can contact the organisation to become a beneficiary, to become a member or to support the causes they believe in.

Then, the organisation created the first NGO fair in Brasov in order to raise the NGOs visibility at local level. The fair took place in the biggest mall in the region and for 3 days in a row the 40 NGOs involved in the project had the opportunity to interact directly with the community.

In the end of this project, ASD developed a documentary film about how to register and operate an NGO in Romania, the image of non-governmental sector in Romania and the relationship between the media and the NGO sector. The film promotes the protection of human rights and democratic values. The aim of this documentary movie was to help the community understand the work of the non-governmental organisations and to raise the visibility of the sector, to promote the human rights and the democratic values and to help and inspire other young people to open new organisations to fight for their causes.

All the intellectual outputs and project description can be found on the organisation blog and Facebook Page. You can always contact the organisation by sending them an e-mail. The outputs can be used for free and the organisation is offering support for other organisation who wants to use their results to create other projects and programs.

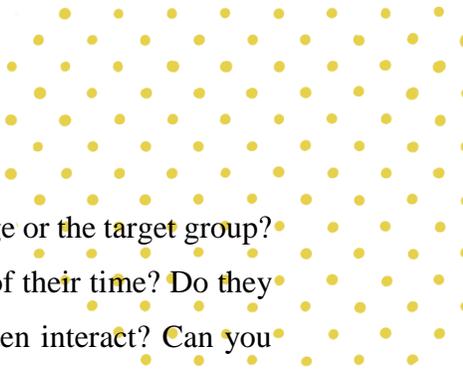
sprijinsidezvoltare@yahoo.com

<https://sprijinsidezvoltare.wordpress.com/>

<https://www.facebook.com/SprijinSiDezvoltare/>

Most effective used instruments and methods to reach the marginalised youths

For each activity ASD creates a new strategy to reach the marginalised young people, but the structure remains the same: understand the target group and identify where they can find them, if possible, create partnerships with public institutions, other organisation and stakeholders, create the editorial and communication plan, plan the activities that needs to be done in order to promote the call for selection and implement the planned activities. Sprijin si Dezvoltare is always monitor and evaluate the initial reaching strategy in order to improve it and to identify and validate the factors of success.



The organisation experts start by analysing their target group: What is the age or the target group? What are their social roles? What they are doing? Where they spend most of their time? Do they go to schools? Is there any public institution with which young people often interact? Can you contact these institutions in order to help you? Is there another organisation at local or regional level who has the same target group? Can these organisations help you and promote your activity to their beneficiaries? What are their interests? What media platform they use? Where they spend their leisure time?

Based on the answers of these questions Sprijin si Dezvoltare is making the strategy to inform, to reach and to engage the young people in their activities.

Based on what the young people are usually doing, where they like to spend their leisure time, their interests and their social roles, Sprijin si Dezvoltare promotes the call for selection in these environments by organising seminars, by distribute fliers and posters.

If they discover that a specific public institution or any other third-party institution have direct access to their target group, then the organisation will contact every institution and try to create a partnership with these institutions in order to help them to reach the young people. The public institution can help the NGO to promote the call for selection, by sending e-mails and notification to their database, by helping the organisation to organise informal seminars with the target groups or they even can promote the call for selection by giving directly to the marginalised young people fliers or posters. ASD also collaborated with other organisation that helped them to reach marginalised young people by allowing them to interact with their direct or indirect beneficiaries.

ASD always try to promote the call for selection in schools and Universities. The major part of the organisation beneficiaries were identified by going directly and create small sessions to promote the call for selection. Usually, the time to promote the call for selection in schools or organisation is very short, so Sprijin si Dezvoltare is always prepared with a short, fun and engaging message for the young people so they make sure a large number of people will fill the registration form.

The organisation is developing the media communication strategy, trying to create short and notable messages for the young people to read and to engage them. They usually post on the organisation Facebook Page, on local Facebook groups, on the organisation Facebook groups

created during the past activities, and on the organisation blog. Depending on the target group, ASD will chose to use other media platforms.

If the activity and project aim is to involve a large number of young people, then ASD creates special events, special informal seminars in different location and will collaborate with the local press to promote the call for selection on the news or in the local newspaper.

The most effective way to reach and engage marginalised young people is to partnership with Universities/ schools, with local institutions or other organisations. The schools are always a good idea because these is the place where the young people are spending most of their time, and you can easily find them in these environments.

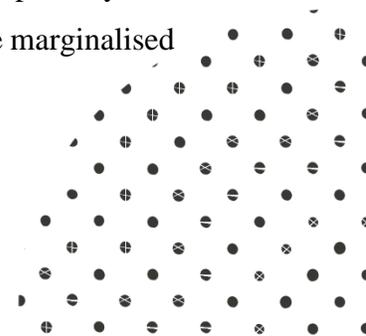
Social media and other professional networks are always very effective, but, for example, it is almost impossible to identify young people with mental disabilities using these communication challenges.

Always the call for selection is addresses to the young people, but ASD is using all these communication tools because sometimes the parents, tutors, professors, and other family members of the young people can read the call for selection and can recommend the activity to their children, brother, sisters and students.

At the end of an activity the youth workers will always ask the young people who participated during the activity to recommend this kind of activities to other people so more young people can benefit from future activities. A lot of the organisation direct beneficiaries registered in different projects because past beneficiaries recommend the ASD's activities.

Sprijin si Dezvoltare organisation believes the better they know the community, the easier it is for them to reach all the marginalised young people. The organisation developed non-formal activities in rural areas, and together with the help of local authorities and professors they have managed to identify all the marginalised young people and children from the area that where interested to participate in the non-formal activity.

In order to reach the marginalised young people ASD is creating local partnerships, they use professional networks and personal databases. They believe that in order to reach the marginalised



young people they need to go where the young people spend their time. Sometimes this is easier if they try to reach young people that are still in school, and sometimes is harder if they want to reach the young people who drop-out school or the young people who doesn't follow any form of education, training or are not employed. The public institutions usually have these kinds of information, and as long they respect and you respect the privacy laws, they can help you reach these young people, who seems to be impossible to reach.

FINDINGS FROM SPAIN

CONSULTATIVE MEETINGS

This chapter illustrates the results of the two consultative meetings held in Spain between Inercia Digital youth workers and representatives from youth associations, freelance youth workers and university professors. For the purposes of this research and for easier readings of the findings, the responses from the groups of experts and field workers will be grouped into the questions they were asked, addressing several issues concerning work with youth with fewer opportunities and without fewer opportunities.

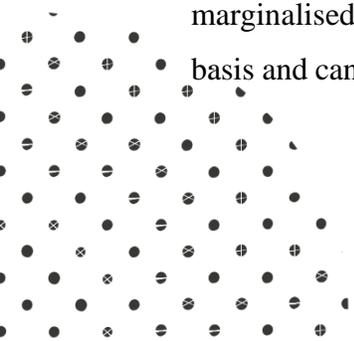
CONSULTATIVE MEETING 1

The first consultative meeting took place in “La Merced” Campus of the University of Huelva.

The expert participants were as follows: four youth workers from Asociación Juvenil Carabela, one headteacher and the vice principal (or deputy headteacher) of IES La Marisma (a secondary school), one technician from youth association Nuevo Horizonte, two university professors from the University of Huelva, one youth worker from Casa Paco Girón and the president of Casa Paco Girón. In total 11 experts with experience working with disadvantaged or marginalised youth.

Accessible means of communication to reach marginalised youth

When it comes to the methods employed to reach marginalised youth, the expert participants gave mixed answers. IES La Marisma explained that they don't need to make efforts to reach marginalised youth, because as a public school, they work with disadvantaged youth on a daily basis and can easily identify them and directly approach them to offer them differentiated learning

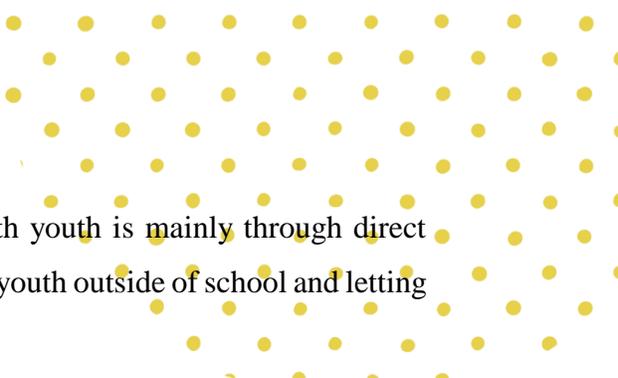


paths or get them involved in special inclusion programmes. They said that at district level they worked with different youth associations, like the Valdocco Foundation, who had been successfully developing for many years the social inclusion project Jamato 15, giving a training path alternative for youth with learning difficulties. IES La Marisma explained that this project helped some of their students who didn't adapt well to school life despite the centre's efforts or the special protocols in place. Because of special circumstances, social problems and lack of working habits, through Jamato 15 these disadvantaged students continue working on basic subjects (like Maths and Spanish) and then get these youth to start experiment with job-related tasks. The idea is to offer a transition towards vocational education training, to get them to get acquainted with basic work tools during workshops with themes that range from beauty and hairdressing to mechanics, plumbing and car paintwork. This year they manage to get some of these students to continue their studies in higher education and get their Certificate of Higher Education, with one finishing their gardening studies and another their mechanical engineering studies. This alternative training path is offered to students who struggle at school, from 15 years old and over. It's offered to them directly at the school, so they don't reach out to external students (therefore no need for external communication tools).

Nuevo Horizonte, on the other hand said that to communicate with youth and potential beneficiaries, they used social community services and word of mouth.

Casa Paco Giron explained that the youths that access their services are sent there directly from other entities (like centres for minors who are responsible for housing parentless youth until they reach 18 years of age), derived from authorities or directly knocked on their door after hearing about the shelter from word of mouth. They don't employ communication tactics to reach out to youth, but however do use their website and social media accounts to raise awareness about their project and get more people involved, from volunteers to local authorities, and to receive donations or support from private and public entities.

The Carabela youth association said that their headquarters are located right next to a school in a very centric part of the city, so they have youth from this school directly coming to their centre after school on Fridays, when they have an open doors session from 16:00 to 20:00 p.m. and a variety of recreational/educational activities on offer. Some come because they are familiar with



the centre, others bring their friends. Their communication with youth is mainly through direct contact, through teams of animators and volunteers approaching youth outside of school and letting them know about what they offer.

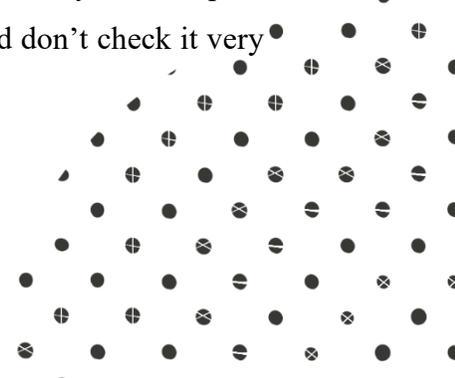
In the case of the university, they explained that they don't work with the most extreme cases of marginalised youth, and what they do for the students who have fewer opportunities (like those who live in remote areas, is to get them to participate on initiatives created to help them access the labour market, with curricular and extracurricular work placements. Communication, once again is internal, so they don't aim to gather external participants.

Email

When it comes to using email to reach out to youth, the participants had varied points of view. The university said that they had internal databases and mailing lists and all enrolled students were responsive to emails. They also said that regardless, everything they did was published on their website and sent to the relevant beneficiaries. Carabela revealed that they don't use email at all, they have a database with enrolled members of the youth club but, in order to promote their activities, they used Facebook and Whatsapp. La Hispanidad said that they used email on a daily basis but it wasn't an effective means of communication to reach youth. They revealed that some of their pupils didn't have internet at home and have to wait to access email until they're at school.

The freelancers Carlos and Caridad one said they used email to communicate with youth while the other said he didn't. Similarly, while Caridad said that she had a database of young beneficiaries, Carlos didn't. Opinions were split about whether they believed email was an effective communication tool to reach youth without fewer opportunities. One of them believed email was effective and the other didn't. When talking about the limitations of emails one said that not all youngsters have email and the ones that do favour social media instead as email is not as interactive.

Effective? All participants argued that the effectiveness of email to reach youth depends on the context, that in order to rely on communication tools that youngsters don't use today is a sure path to failure. The majority of them agreed that youth today rarely use email and don't check it very



often, if at all. Nowadays, the way they interact with the world is social media. Instagram and other popular social media networks were said to be more effective.

Casa Paco Giron said email wasn't an effective communication tool for them. They said that the youth they work with hardly ever check emails and often forget passwords. Email isn't a constant tool in their lives, not used daily as they hardly remember their own phone numbers.

Social Media

When asked about social media, Carabela said they had Instagram and Facebook accounts and that all youth workers share activities that they will do on this platform (for example, on Fridays they tend to do activities at the centre so they reach all kids the same). They don't use specific groups, they publish everything on their social media networks so that it can reach everyone the same, whether activities are aimed at marginalised youth or not. They count on youth without fewer opportunities to pass the information on to those with fewer opportunities, whether that's digitally or verbally so that it can reach the desired beneficiaries. They encourage all users and audience to share the information and pass it on.

Generally-speaking, Carabela has generic profiles on social media. It is true, however, that for certain specific projects or programmes they create groups with specific profiles and make a more specific campaign.

La Hispanidad named Facebook and Instagram as the social media channels that they use to communicate with youth and they believed social media networks were highly effective to reach young people. When asked which one they believed had more acceptance or popularity among youth they said Instagram seemed to currently be the most popular. This organisation was the only one in the two consultative meetings to say that they used specific groups to communicate with different class groups on Instagram.

Nuevo Horizonte said that they use a Microsoft Office app called Teams, everything shared and all forms of social gets registered in a file in case there would be any kind of problem/reporting harassment/inappropriateness they can find specific communications. Others agreed that Teams is a very useful tool for the education sector.



Freelancers Carlos and Caridad said they used social media to inform youths of European projects relevant to them and publishing information useful to them. When talking about which social media networks they used to reach them, the two of them mentioned Facebook as the main channel, followed by Instagram, YouTube WhatsApp and their blog.

Effective? When talking about the effectiveness of social media all participants agreed that they are the best way to communicate with youth nowadays, and the most immediate way to reach them. It can be weeks before they check email, but youngsters are on social media daily. Of course, the effectiveness of social media communication will depend on how often or how constant they are on social media, but the majority of youths check it daily. Another limitation might be what time they get on social media, as this influences how many people the post will reach. The other limitation with social media is what profile or social media network you use, if you promote activities on a platform where you don't have many followers that fit the profile of audience you want to reach, the post's value on social media will have no real value. If your own channel doesn't have many followers you won't be able to reach anyone.

The other thing to consider with social media and another limiting factor is that its usefulness depends on its visibility, the time when posts are published directly influences the amount of views it will have, according to different platforms' metrics and algorithms, so this will change from platform to platform.

Participants also added that on social media you have to be aware of trends to publish at a certain time, through certain channels or in collaboration with other accounts that have more followers within your target group. They mention WhatsApp as the most effective social media app as it's the only one that you can be sure reach its intended receiver and does and it doesn't depend on whether or not he gets on certain social media networks at certain times for your post to appear on their newsfeed. WhatsApp also offers a more direct approach to intercommunication when it comes to confirming assistance to the event, etc.

When talking about whether they used any specific groups to identify youth on social media at local, regional, national and European level, only freelancer Caridad said that she did, preferably Erasmus programme groups.



Other communication tools

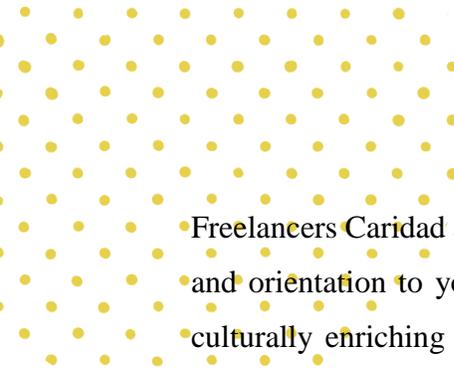
When asked whether they could identify any other communication tools to effectively reach youth, participants said that you can't forget about traditional channels like radio, because it really effectively reaches many youngsters. They also mentioned magazines aimed at young people. Caridad and Carlos mentioned fostering get-togethers with different youths from different backgrounds to open their minds and promote tolerance and acceptance.

Local Authorities

Speaking about local authorities and their usefulness when reaching out to youth, IES La Marisma said they had been developing an intervention programme over time, running parallel to the day-to-day aspects of school life. They said such programme was partly subsidised by the school's AMPA (Mothers and Fathers' Association) and heavily relied on the involvement of the local council's education department. The project is about reducing the levels of school absenteeism, and to be able to run it they request funds from the local government's education council. Thanks to these funds and through AMPA the school can request a youth worker to come and help complement the basic needs of part of the most vulnerable group of students. In more problematic times they've asked for higher amounts of subsidies and have turned to the local council and provincial department explaining the characteristics and concept of their school, but it's complicated to obtain further funds. Right now, they said they had requested funds to see if they can cover additional help for at least 6 months if not the entire school term, which is almost impossible, to be able to do onsite works as well as workshop and other not-so-conventional educational methods.

To this, the University of Huelva added that they reached out to some local authorities and worked in collaboration with them for certain projects or initiatives. They specifically mentioned the local council and local administrations at autonomous community level.

La Hispanidad said that local authorities could be helpful when distributing information about the dangers of internet, cyberbullying, digital print, etc., given that youth in general are very vulnerable and gullible, they can easily fall victims to scams and social abuse on the internet.



Freelancers Caridad and Carlos said that local authorities could help towards giving more training and orientation to youth as well as directly offering more information for young people about culturally enriching activities and activities that promote tolerance and understanding between different-minded youths from different environments.

In terms of effectiveness, all participants said that when contacting local authorities, they all asked for the same thing: money, subsidies, funds and the answer from local authorities tends to always be the same: no funds available. They do the best they can with the resources they have available and sometimes end up going to private organisations to ask for help or sponsorship.

If you ask to be given space or use a special platform to promote your project, sometimes local authorities collaborate to help give more visibility to projects or initiatives. They offer contacts, understanding and the opportunity to reach people that might be interested in supporting the project, either financially or voluntarily, it can improve your access to local government offices and agencies.

Press

When talking about the press as a means of communication, participants said it was a good way to show the local community and beyond your social efforts and your collective actions, even when through the press you don't actually reach your target group – the youngsters. Nowadays, young people don't read newspapers or magazines but you can reach certain organisations via the press and other people who can positively contribute to your project. It does have impact among possible collaborators (parents/legal guardians, education centres, teachers, trainers) who might read the press and other entities involved might reach out to you and get in touch after reading or seeing an article, which can then result in a bigger impact among the beneficiaries – the youth.

The freelancers highlighted the fact that the press wasn't effective in reaching youths directly as they didn't believe young people today read press articles. They said that the fight against fake news was real and the press should do more about it to try and reach vulnerable, gullible youths.



Local Events

In terms of local events, Casa Paco Giron said that they held occasional concerts and other street events to raise awareness about the shelter they ran for disadvantaged youth in need of a roof. The university professor said that the University of Huelva organised Business Week, a week to foster entrepreneurship where different companies come and where they can put the youth in contact with those companies to help them get into employment. IES La Marisma said that they collaborated with radio stations to promote certain projects and that they also held Open Days. Carabela mentioned they do frequent activities in their premises on outdoors aimed at getting youth involved in activities and workshops. La Hispanidad said they organised events like workshops and courses, which were offered at their centre only and not to possible external beneficiaries. The participating freelancers said that other people that they regularly organise workshops (mostly), courses and meetings where they invited youth to participate. They promoted these events through social media, mostly Facebook (email only to reach others that may pass the information to youth, like teachers or youth workers).

Door-to-Door

Casa Paco Giron -its beneficiaries who come knocking on the door. They don't make direct contact with youths to reach them, they do so through local authorities and other government administrative entities. They hear about the place from word of mouth and come to find out, they want to find a place to stay and sleep in and ask if they can do so in our centre. They ask how it works. At local level they get in touch with authorities and local administrations and the people of Huelva who are very solidary, very collaborative and continue on their mission that come from their homes to help and we also go to them.

Effective? Face-to-face communication is more effective in the opinion of Casa Paco Giron. Especially if you welcome them at the centre, they can see your facilities and who it benefits, how it works, but it's not used as much as it could be because of the difficulty of arranging meetings with authorities, knocking on doors doesn't guarantee you'll be seen and visiting people in their homes without prior notice could be inconvenient for them. Yet, nothing, she remarks, is as effective as face-to-face contact.

Other organisations and stakeholders

Nuevo Horizontes said that health centres are suffering problems just like youth association with cuts ever since the financial crisis. Prior to that they got involved with youth associations to do workshops and collaborate on a number of initiatives. Right now, the involvement of government administrations is limited, but they say that social entities are fundamental from them and give a lot of support, from family associations to centres that look after minors without parents.

La Hispanidad said that organisations like schools and hospitals could help by offering their spaces and resources for the promotion of youth projects, workshops, free courses, all of which they themselves could offer.

Other communication tools

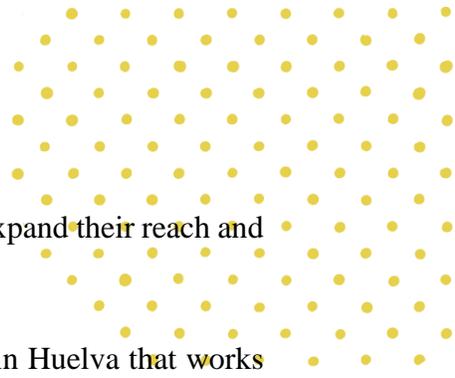
La Hispanidad recommends using young influencers (very popular among youngsters) to share social movements and raise awareness among youth without fewer opportunities about those at risk of social exclusion or being marginalised as a way to reach out to them.

CONSULTATIVE MEETING 2

The second consultative meeting took place in Inercia Digital's headquarters at Parque Científico y Tecnológico de Huelva. Participants included two youth associations that worked with autistic youths another that worked with youth within the autistic spectrum (from low to moderate), one secondary school teacher, one youth association linked to the local council and town hall in Huelva and one centre that looks after unaccompanied minors, one professor from the University of Huelva and two freelancers.

From the IES San Sebastian secondary school in Huelva the participant was a P.E education teacher who was relatively new at the centre. He said had didn't have a lot of experience dealing with youth with fewer opportunities but that he knew students at risk of social exclusion.

From ANSARES, the Association of Autism in Huelva, we had the participation of one social worker. This association works with autistic people in all age ranges and also have a day centre



where they look after 10 beneficiaries starting at 16 years old. They plan to expand their reach and include more youths in this day centre.

The next participant was a social worker from AOSA-TEA, an association in Huelva that works with youth with Asperger syndrome and mild to moderated levels of autism. The majority of beneficiaries are children but as they grow the difficulties they are faced with increase, especially when it comes to getting jobs. They have a disability that's virtually invisible and means they are very marginalised, they can come across as rude, when it's a neurological social problem. They therefore give special attention to youths seeking their first employment and insertion in the labour market.

A social worker who works at a centre for unaccompanied minors also participated in the consultative meeting. They work with immigrant minors who come from other geographical and cultural backgrounds, have several obstacles along the way on their path to social inclusion in their adopted country and fewer opportunities. From not being able to speak the local language to lacking close familial ties (no parents) in their new adopted country.

The third organisation that participated was Casa de la Juventud in Huelva, a youth association attached to the Huelva town hall. The person that participated was a youth worker and animator.

Accessible means of communication to reach marginalised youth

When speaking about the means of communication used to reach socially excluded youth, from AOSA-TEA they said that initially they don't need to actively reach out to youth because the youngsters they look after are diverted from mental health centres and education centres to their centre to receive therapy. Once they establish contact with them and they become receptors of their services and therapies, they communicate certain activities or projects through WhatsApp groups, which is what the youth mostly use, and what the organisation mostly uses for their social circle, they have a social circle project with outings where they pass information more subtly. They deal with more autonomous kids and less autonomous kids in which cases they reach out to the families because the youth that get the information either have difficulty processing it or feel uncomfortable about replying. But they don't do the first point of contact, only in very rare cases sometimes relatives may approach the centre to talk about a youngster who might benefit from our services,

but this hardly ever happens. When these kids grow up and become adults, it has to be them themselves that come to the centre. They communicate with them after having already formed a relationship with them.

At IES San Sebastian the communication is conducted exclusively with families, they have the parents' details and in the case of youngsters with learning difficulties the majority come with a certified condition or special needs report. So, what they do is get in touch with the parents to get to know more about the youngsters if they present difficulties, if they go to a special centre after class, etc.

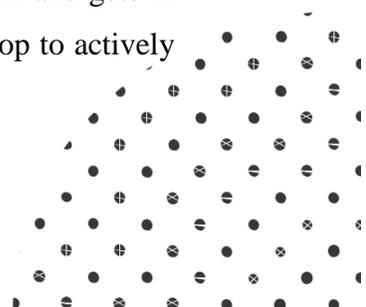
Internet

For AOSA-TEA internet is not an effective method of communication because many beneficiaries don't use it. Some do and use it extensively, as she explains that kids with Asperger syndrome have a compulsive need to search for information or have repressed needs that they focalize on IT, so parents put restricted access on computers. But that's not the majority certainly and not a good way to reach all of them.

In the case of IES San Sebastian they explain that students are minors, so establishing direct contact with them is not something they can even try to do it as it's not allowed, they can only communicate with the legal guardians or parents when outside the centre. Internet is mentioned as an effective didactic tool.

For people with mental disabilities like autism, ANSARES explains, internet is different, as computer devices like tablets have a calming effect on them and young autistic children have a great ability and skill dealing with technology. But using internet to communicate with them is more complex and not feasible. The degree of autism of these youngsters is not low or moderate so communication with them is very tricky and not attempted lightly, certainly not by someone who isn't a specialist like a therapist or psychologist They contact families directly, not youngsters. To do any workshop or anything they don't have a direct channel to communicate with the youngsters, they only deal with families even for adults, families are told first and foremost.

AOSA-TEA says she deals with older youngsters to help get them into employ them and gets in touch with them using a WhatsApp group. Recently they announced an IT workshop to actively



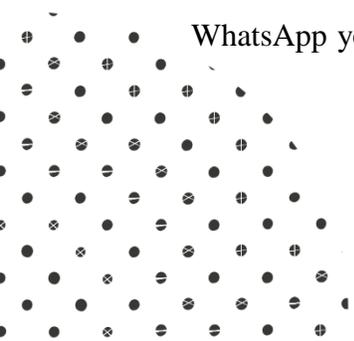
search for jobs on the internet and information is passed to them via WhatsApp. She says she has another group of WhatsApp running parallel to this one where she passes the same information to parents. Firstly, because she knows if that day one youngster is having a difficult day, at least the parent will be notified of the activities planned and also because they have to keep families informed about everything.

In the case of Casa de la Juventud, they said they believed internet to be an effective communication tool with youths and that all their beneficiaries had internet access, either from their mobile phones, tablets or computers. They use the internet as a method of bidirectional contact with affiliated youths and individual youths.

For this and all further communication tools that were to be debated during the course of the consultative meeting, the organisation that works with unaccompanied minors said they don't use any communication tools other than face-to-face contact with their beneficiaries, given that they live in the centre until they become adults, reach 18 and find jobs. They have no need to reach them through other communication tools because they see them every day and interact with them on a daily basis. As to whether they could reach out to random unaccompanied minors on the street, they said they couldn't legally do so, that the youths arrived at their centre from official authorities that derived them there. Nevertheless, the participant, from his experience dealing with youth said that internet may be effective to reach youth but it's like distorted mirror, it informs and misinforms. He added that at their centre all minors had internet access through their smartphones. Even when at the centre they have access to computers they still prefer to get online using their phones. Internet is used by the organisation and the beneficiaries but not as a communication method among them. Instead its used on specific occasions, like when helping them do online searches for jobs, as a tool to get in touch with employers and companies, or as an educational tool in formal and non-formal classes. Internet is used for example for learning courses taught at the centre, like IT courses. Beneficiaries benefit from internal and external courses offered.

Email

They all believe that email has its days numbered, that through instant messaging apps like WhatsApp you can send all kinds of files and every youngster today has a smartphone so email



will fall into complete disuses. Email is considered too formal for the majority for youngsters, a WhatsApp group is more fun and dynamic. Any email they receive they will consider a more formal, stuffy or serious affair so are more likely to ignore.

In the case of kids with mental disabilities, ANSARES said that the other advantage of WhatsApp is the fact that it has everything in one place, the ability to make phone calls, video calls so it's more participative and easier to navigate. Emails with their symbols like @ and underscore, etc. is more complex for them to grasp and more inclusive. WhatsApp groups make everything easier. Many people (including the participant from ANSARES) and even parents don't even open their emails but everyone regularly checks their WhatsApp.

Casa de la Juventud said that they do use email to promote their activities and future events but that, compared to other communication channels, this was the least used and the one that generated less impact.

The centre looking after unaccompanied minors said they don't use email at all. Not the centre at managerial or administrative level and not by the youth

Overall, email is not considered to be in any way effective to reach youth and all participants present at the meeting agreed.

Social Media

AOSA – TEA use social networks to promote the work they do and give visibility to their projects and centres, but not with the intention of reaching beneficiaries. It's more to raise awareness among society and tell the community about what they do.

ANSARES said they do use social media channels sometimes to reach youths but not their beneficiaries specifically but to try to find young volunteers and involve them in their projects. They try and get in touch with specific Facebook pages, profiles and groups, they tag them in the hope that they will get tagged back. They reach people through these social media channels that they would otherwise not be able to.

Casa de la Juventud said they used social media extensively in all stages and facets of communication. They use it as an information point, to send private communication to specific



users/followers, as a way to get to know youths in the community today and find out more about their interests, etc. They use Facebook, Instagram and Twitter and highlighted Instagram as the one they believed to be more popular out of the three. They said they don't use specific social media groups to identify youth at local, regional, national or European level. Casa de La Juventud believes social media is the best way to reach young people today.

IES San Sebastian doesn't use social media.

The centre for unaccompanied minors said they didn't have social media networks either. They did add, however, that youths at the centre were active on social media and that they believed this was an effective communication method to reach young people.

When asked whether they believed social media communication was effective among youth both ANSARES and AOSA-TEA agreed that it wasn't at all effective to reach their beneficiaries (many of these youngsters even have restricted access to social media for safety concerns as they don't really understand how it works and can fall victims to scams, etc.). However, they highlighted that it was very effective to raise awareness among non-disabled youngsters or youths without fewer opportunities. To get youths to participate in voluntary actions and engage them in their work. To raise awareness in the community of their activities.

Other communication tools on the internet

ANSARES suggested dissemination and awareness campaigns with online adds but that requires substantial funds. Something like bullying, harassment or gender campaigns gives considerable visibility to issue among youth and also help visualize the work of youth associations but it's an expense no youth organisation or public centre can afford.

Local Authorities

All participants said they reach out to as many local authorities as possible depending on what they seek but mostly the local council and town hall but also the pertinent government departments like equality and health departments. They reach out to as many authorities as possible to get funds, support, a platform from which to launch projects or gain visibility. In the case of AOSA-TEA they mentioned that they liaised with Casa de la Juventud (the participants from Consultative

Meeting 1) which is part of the local council, in order to arrange special acts and music for youngsters.

AOSA-TEA also mentioned that they work very closely with mental institutions and health authorities that after identifying problems with youths give their families the contact number of the organisation. IES San Sebastian said that when they need more materials and resources they request it at provincial administration level, for cases of absenteeism they turn to social services. These are the ways in which local authorities can offer support or at least what they use local authorities mostly for.

AOSA-TEA and ANSARES said that the commission of accessibility within the council has a lot of goals to help them and other parts of society with disabilities but it depends on the funds available. They tend to obtain more funds and more attention by community authorities at closer lever, they higher up they go, the less likely they are to be heard. They said the advantage of living in a small community was that there are less people asking for funds so they tend to pay more attention to you. Conversely, the smaller the town, the fewer funds available.

Casa de la Juventud said that local authorities helped depending on the objectives of their actions and funds available. They explained that local administration was segmented by areas even when they work (or should work) transversally. For example, when it comes to actions to promote employment, the departments in charge takes care of it, for leisure activities, another department is involved, etc. There's also a difference whether the actions are directed at offering a service for youth in particular or whether they lend resources for group initiatives. In other words, obtaining help from local authorities is anything but straightforward or simple.

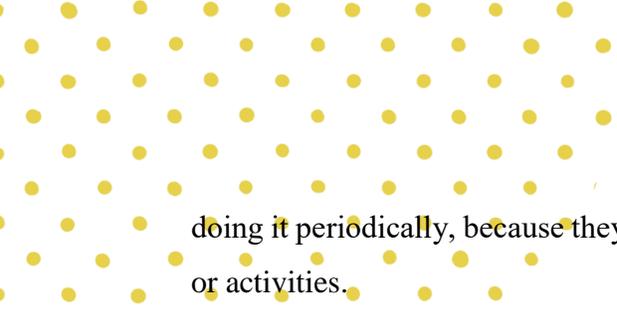
The centre that works with minors said local authorities were vital and necessary to help with the social inclusion of young unaccompanied minors and give them access to education, but also helpful in the legal framework to help them become documented citizens. In their centre, they've called on local authorities to help them solve incidents like when one beneficiary refuses to respect others or displays aggressive behaviour. At the centre they have intervention tools in place but sometimes certain behaviours reach a point when counting on local authorities is very helpful because they're authoritative figures that these kids respect. The participant from this centre also

pointed to local institutions and the need to stay in touch with councils and town halls, with the autonomous community's government so that they provide and promote information in what is being done to integrate these minors in society, what is being done at neighbourhood level, what will be done in the future, etc. They provide and disseminate direct information. They help other non-disadvantaged members of society get to grips with the social issues of the community, they give training and orientation. In the case of minors looked after at the centre, the fact that a member of the national police of Guardia Civil comes to give a chat or a course creates great impact, humanises local authorities and can even act as role models for them.

Press

For youth within the low to moderate autistic spectrum from AOSA-TEA they said that these youth don't really read the press so they don't attempt reach them through this communication channel. However, they added that the press does prove incredibly effective to raise awareness about this "invisible" disability and that it has proved an efficient communication means to reach families who after reading an article on the press get in touch with their centre to find out more information either about activities and therapies or to try and properly diagnose the conditions of their children. After reading an article in the press some families realise their child could have Asperger syndrome and feel encouraged to be proactive about it and do something, and that's how, more than anything the press helps raise awareness about these "hidden" disabilities that people often misunderstand.

Likewise, ANSARES said that the press helps them to get a lot of visibility and they use it on occasions as a dissemination channel, especially to get youth without disabilities to do volunteer work and engaged them, but also especially when they try to promote activities like weekend workshops, urban camps and summer camps. If it wasn't for the press, they believe they wouldn't have as much of an impact They highlighted the press' role as a vital communication tool and explained that without it they wouldn't be able to reach as many people as they do. The participant from ANSARES added that similar to AOSA-TEA's case they've had families that after reading an article in the press about their organisation's activities get in touch and said they didn't know such an entity existed in their local community and try to find out more. They say they make an active attempt to be on the press every two to three months, that this is vital to keep it going and



doing it periodically, because they'll always reach new people who didn't know about their centre or activities.

IES San Sebastian said they don't really use the press to promote school or after-school activities and added that when they find there's a student with a learning or behavioural difficulty like Asperger's and the family asks for help, they derive them to organisations like ANSARES and AOSA-TEA because within school hours they can't really do much or address their specific problems.

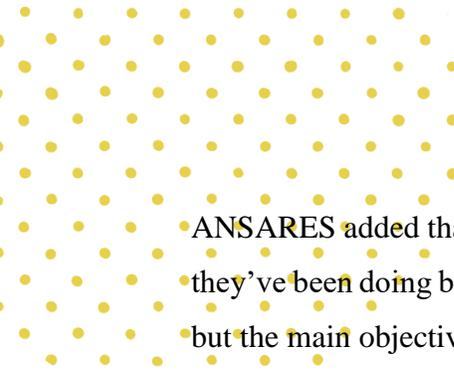
The participant from centre of unaccompanied minors said their young beneficiaries didn't read the press at all, online or offline and that they had no interest in it whatsoever. Trainers and educators at the centre, however, do use the press to inform them and educate them.

Casa de la Juventud said that in their experience young people today don't read press articles, newspapers or magazine. However, the participant believed the press could be useful to reach them in a more indirect way. Youngsters don't read the press but people in their surrounding environment do and they can act as a great vehicle to pass on information directly to them. When asked what kind of people could pass information published on the press to youngsters they pointed to parents/legal guardians and trainers, teachers or educators.

Local Events

AOSA-TEA mentions that they do certain fundraising events that also aim to raise visibility about their organisation and the mental disorders they deal with. They do from solidarity races to theatre and musical events, all with help from solidary citizens and volunteers that get involved and help them raise funds for activities they then develop with their beneficiaries. It's not just individual volunteers who help as they also mention individuals from other organisations who give their services to help them. As an example, the participant from AOSA-TEA said they recently did a concert with the local symphonic band.

IES San Sebastian, the participant said he is relatively new at his school and hasn't yet organised any events.

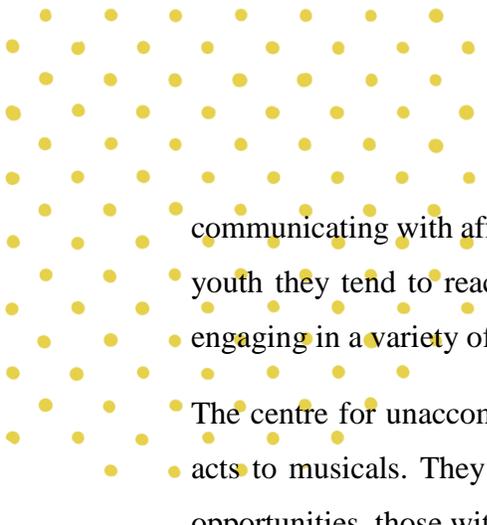


• ANSARES added that local events definitely help spread the word and gain visibility. For 8 years they've been doing bicycle runs with the families and beneficiaries. The aim is partly to raise funds but the main objective is to raise awareness, bring attention about those who live with autism and sensitise those who know little about the condition. Their beneficiaries and their families attend, helping youth without these conditions get closer to people that live with these limitations and better understand their circumstances. It helps create rapport and a feeling of common understanding and acceptance, especially because many autistic people are acutely aware that they're not like the rest of the average population, helping them feel more accepted.

AOSA-TEA has an educational project going called ASPERGATE which is about raising awareness about ASPERGER in the classroom at school levels. What they do is help youngsters at school without fewer opportunities learn about those living with ASPERGER syndrome and they do this through having youth with diagnosed ASPERGER syndrome come to schools and tell their story. They take these projects to all schools, whether they have students with ASPERGER or not. With the younger kids what they do is get them to go to schools and read stories, older ones share their experiences about living with ASPERGER, how they find the experience at school, how some school companions helped them and in which ways they didn't. She highlights the project and the methodology as very effective in getting youth with fewer opportunities and youth without fewer opportunities to find a middle ground and level of understanding that puts them closer, and on the same page.

Beyond that AOSA-TEA goes to different places to raise awareness upon request. They sometimes get calls from different centres or organisations to come to them and talk about ASPERGER and sensibiliser workers and students of various work of life. They also work with teachers at primary and secondary school level to help them better understand students with these mental disorders and deal with their limitations. They do this by organising local events similar to ASPERGATE but aimed at teachers. They run these workshops every Monday afternoon and they go from school to school. This kind of face-to-face interaction, they say, is extremely helpful and effective.

Casa de la Juventud said that local events were a great way to engage and attract youngsters. They said the regularly organise all sorts of events, from workshops to courses, meetings, seminars, performances and functions. They promote these events through social media mostly, by directly



communicating with affiliated young members and, to a lesser extent, using the press. The kind of youth they tend to reach is youth without fewer opportunities who want to use their free time engaging in a variety of educational and non-educational fun activities.

The centre for unaccompanied minors revealed that they organise different events, from theatre acts to musicals. They work in collaboration with other entities representing youth with fewer opportunities, those with disabilities and the elderly.

Door-to-Door

ANSARES and AOSA-TEA said they do use door-to-door occasionally, not to reach the youth themselves as this method would be too invasive for youngsters within the autism spectrum. ANSARES said they have a shadow teacher to come to their door, be at the centre, help and see how it works. They also said have brothers and sister workshops, workshops for grandparents, etc. Their aim is to knock on many doors as possible so that they reach all the environment surrounding these kids with special needs, to raise awareness about their needs and help the rest of people in the community deal with these youths in a sensible, sensitised way.

Both organisations also said that the door-to-door method was effective when requesting help from authorities and other entities as long as they agreed to see you, which is not always the case. Sometimes it's not enough to send emails, you have to knock on doors and be more persuasive.

The participant working at the centre for unaccompanied minors said that the door-to-door method doesn't make much sense when trying to reach disadvantaged youth. It's not efficient for the energy and time it requires. You have to make social workers go to marginalised areas and be lucky enough to come across a young person who may be a possible beneficiary. He added that free-ranging, illegal unaccompanied minors are not the most approachable and very wary of strangers. Instead he pointed to creating events in problematic neighbourhoods and marginalised areas focusing on youth and then approach parents and the youth in the community.

Casa de la Juventud said that the effectiveness of the door-to-door method to approach youth depended on individual cases. The participant from this organisation believed that such an approach might be helpful in the case of youths with very specific needs and a very passive attitude, lacking interest

in their own development. He said that in some cases the door-to-door method might successfully engage them.

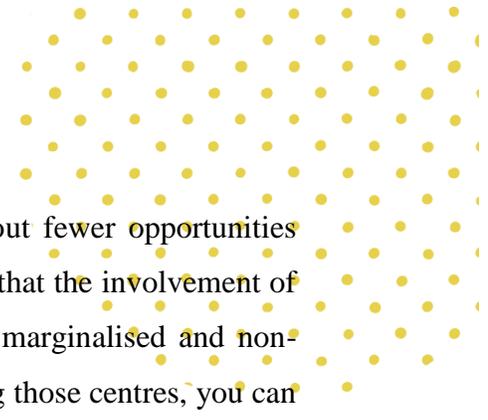
Other organisations and stakeholders

AOSA-TEA organisations like schools can help (and do help) by participating in the projects they carry out with educational centres. AOSA-TEA does the same with health centres, try and involve them in the projects they're immersed in and help spread the word.

The only problem or limitation when relying on other organisations and stakeholders' help to promote and raise awareness is the lack of time from these organisations to take part. In the case of schools, teachers have 30 students to look after, so taking time to learn the special needs of just one child with ASPERGER or a small minority of disadvantaged students poses a problem in terms of finding the time to do. Likewise, for hospitals and health centres, AOSA-TEA explain it would be ideal to give chats to nurses so that they help people with autism feel at ease with extracting a blood sample for example, but they don't always have time or space to dedicate to such things, even if they wanted to. It's not part of their job to dedicate time to help these minorities or get involved in projects that would help them, and as such their contribution is limited.

Casa de la Juventud believes that other organisations and stakeholders can act as a bridge or a loud speaker to disseminate their actions and have them have a bigger rippling effect. The key for them is being able to use the maximum number of "external speakers or megaphones" as possible, because they're all useful and they can all reach youth in direct or indirect ways. Radio, TV, etc. even when social media is the main communication channel used by youth today.

Speaking about the centre looking after unaccompanied minors, the social worker said that other organisations and stakeholders were the ones that could do the most to help promote activities aimed at youth. He said health centres in particular have good possibilities to attract not just young people but their surrounding community through well-designed campaigns in collaboration with youth associations. It could prove very useful for youth with drug problems, sexually transmitted diseases or marginalised due to mental or cognitive problems. The participant also pointed to the potential of schools to raise awareness among youth without fewer opportunities and run sensitisation campaigns. In the case of schools located in marginalised areas they could do more



efforts to create a more cohesive atmosphere for youth with and without fewer opportunities through workshops, chats, posters, leaflets, etc. This participant believed that the involvement of other organisations and stakeholders when trying to reach youth (both marginalised and non-marginalised) was very effective because they have youths daily attending those centres, you can reach them easily. The limitations are for health centres to be onboard with the project or campaign or for the school to be located in a marginalised area.

Youths without internet

When asked how they would reach youth without internet they pointed to films which can help a lot to promote understanding and move youths without fewer opportunities or disabilities to be more aware about the issues faced by the youths with fewer opportunities. The sad truth is that at the end of the day, funds are not inverted in creating films and documentaries to touch the hearts and minds of those not familiar with certain disabilities, because it doesn't sell and thus the media focus on more easy-to-digest, entertaining topics.

When it comes to the most effective method to reach youths today, whether marginalised or not, they all agreed that WhatsApp was the best, followed by social media.

DISADVANTAGED YOUTHS' OPINIONS

For the purposes of this report we're going to group the participating youths in both consultative meetings in one single group and present their answers altogether in one single section. The following answers illustrate the opinions of a total of 10 youths with fewer opportunities, at risk of social exclusion or otherwise marginalised. The disadvantaged youth that participated in the first consultative meeting ranged between 20 to 30 years old, with the majority aged between 25 to 30.

Disadvantaged, with fewer opportunities or at risk of social exclusion?

When asked whether they considered themselves to be a young person with fewer opportunities, disadvantaged or at risk of social exclusion the majority of respondents agreed that they did. A third of them however said they didn't consider themselves to be in either of these categories. That

however is not to say they're not within these categories in some way, just the impression and awareness they have of their own status.

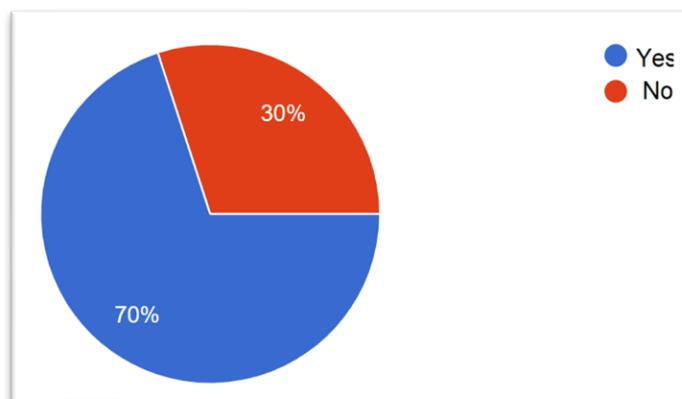


Figure 4. Participants' self-assessment regarding fewer opportunities (source: authors contribution)

Why? To the question of why they considered themselves to have fewer opportunities, participating youth pointed to a number of factors; mostly unemployment, low income and geographical situation, they lived in rural or otherwise isolated or marginalised areas. A minority also cited sexual orientation and health problems.

Accessible means of communication to reach marginalised youth - Communication Tools

Internet

When asked about whether the internet was a good communication tool to reach all youngsters, all participants unanimously replied that it was. When questioned whether they knew of any youth without internet access the majority (80%) said they didn't but a small minority (20%) said they did. Of those who stated they knew of young people without internet access one explained that he knew of friends who went to Guadalinfo (special centres in Andalusia equipped with computers with internet access for free public use, they are mostly found in rural or isolated areas). He said these youths didn't have a computer with internet access so they got online through their mobile phones using data packages. He didn't know of any youngster however who didn't have a mobile phone with internet access.

Speaking more about the reasons why youth in this day and age still haven't got internet access in Spain, another participant explained that some rural parts of the country have very poor connection and the Wi-Fi signal is with poor bandwidth. In these cases, the youth's parents either belong to a different generation who is used to live without internet and don't see the point of getting internet at home. This applies especially in small rural towns and among farmers and those working in the agricultural sector.

How is internet used?

When asked how they used internet on a day-to-day basis the table below illustrates their answers.

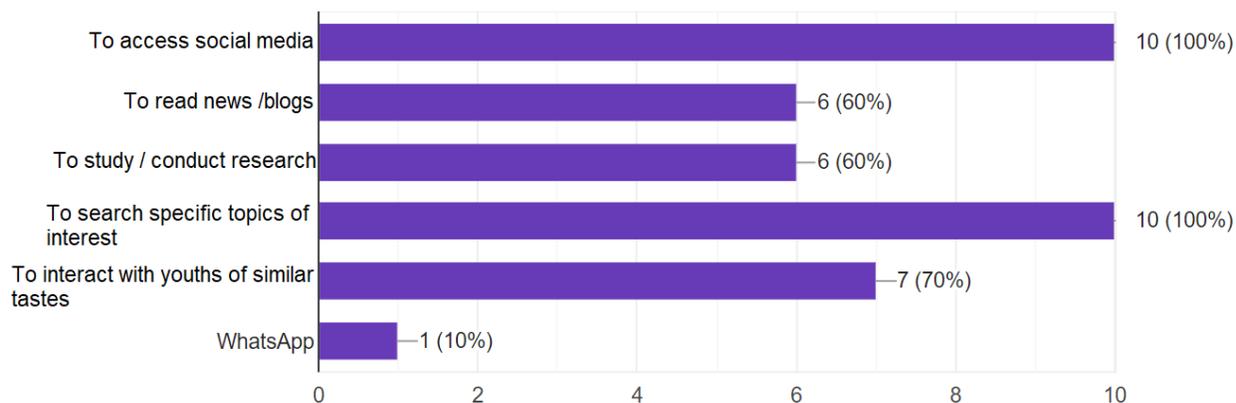


Figure 5. How youngsters use internet today (source: authors contribution)

As can be seen in the graphic above, the two most popular reasons for getting online are to gain access to social networks or to find out more about topics of their interest. One participant even cited WhatsApp in particular as the reason he most frequently got online. The third most described reason for getting online was to search the internet for things that caught their interest. When asked for more insight one participant said he used internet to find out about things on the spur on the moment, not as a studying tool but to satisfy personal curiosities.

Email

When asked about email usage, perhaps surprisingly, the majority of youngsters said they used it, or at least checked it once daily, while another significant number said they only used it for very

specific things and another minority said they only checked it every once and then. The most important reason for them to use internet was to find a job (90% of participants said so).

One participant added that he didn't think email was an effective way to reach youth because he mainly uses to try and find a job and when he's found it almost always it has been after a telephone call, even when they sometimes ask for additional information to be sent via email. Others disagreed and said that even when they didn't use email a lot, it was useful for taking care of bureaucratic procedures, to get in touch with the educational community (especially useful for university students) and even communicating with family and friends.

Effective? The reasons they gave for explaining why email wasn't a good communication tool for reaching youth included the fact that they don't think youngsters had much interest in it and therefore the majority of young people don't check email often and instead communicate through social media. They said email was losing popularity in favour of social media or instant communication apps like WhatsApp. Many agreed that email wasn't a tool that provided an immediate answer like instant messaging apps or social media and therefore youngsters were less interested in it. The fact that youngsters nowadays want immediate responses and interactions reinforces this. Furthermore, they're used to do everything through instant messaging, including communicating with other youngsters, so email would only be a last resort or for very specific purposes. A few of them however argued that everyone could have (or indeed had) their email address synced to their smartphone, so it was easy to access, instant and efficient.

Lastly, one participant said that email was not very personal, and WhatsApp on the other hand was a more immediate and personal way of communicating, more human and with more personality. An email, at the end of the day, is a letter, he added.

Social Media

Answering which social media networks, they used most, the majority of young participants revealed that Instagram was their favourite, followed by Facebook and Twitter in the order shown in the graph below.

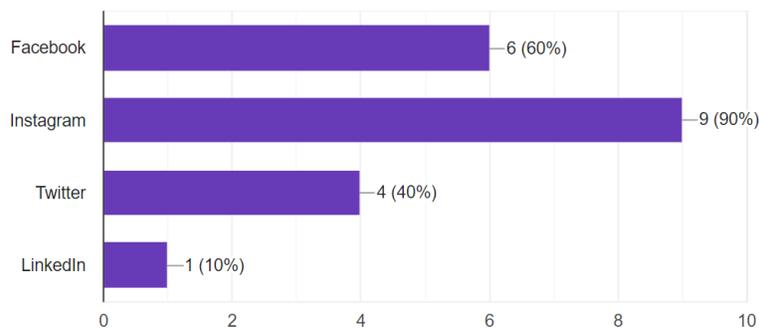


Figure 6. Popularity of social media networks among youth (source: authors contribution)

Effective? When asked whether they believed that social networks were an effective communication tool to reach youth, all young participants unanimously responded that they did.

When further enquired which social media networks had better acceptance or visibility among youth, once again Instagram was overwhelmingly declared the winner with all participants putting it at number one.

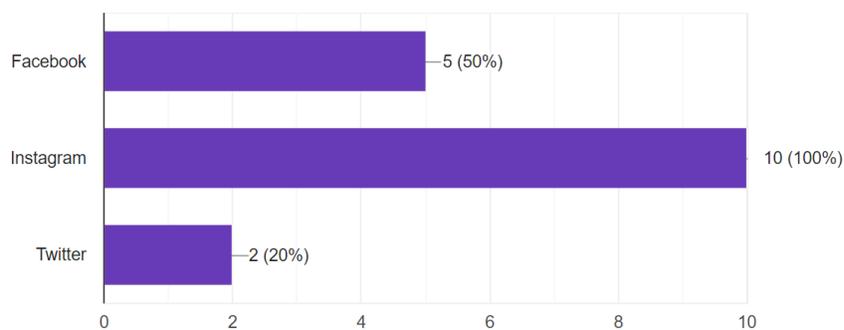


Figure 7. Social Media networks with better visibility/acceptance (source: authors contribution)

Speaking about Twitter, one of the participants who favoured this social media channel over the others explained that he liked Twitter because if you type in topics of your interest, you get updated on that topic with frequent threads and fresh information. How he did that is by following accounts

of his interest or typing in certain hashtags. But he specifically highlighted that by following certain accounts you find out about a lot of things of your interest. It keeps you constantly updated.

When asked whether they used specific Facebook pages, social media page groups or profiles in other social media networks (Twitter or Instagram) to interact with other youngsters at local, regional, national or European level, all except one replied that they didn't. The one that replied that she did failed to remember the kind of groups or profiles she was an active member of while another mentioned WhatsApp groups. He said he belonged to various WhatsApp groups, a lot of them, many of them are no longer in use, but no one dares delete them or leave them just in case.

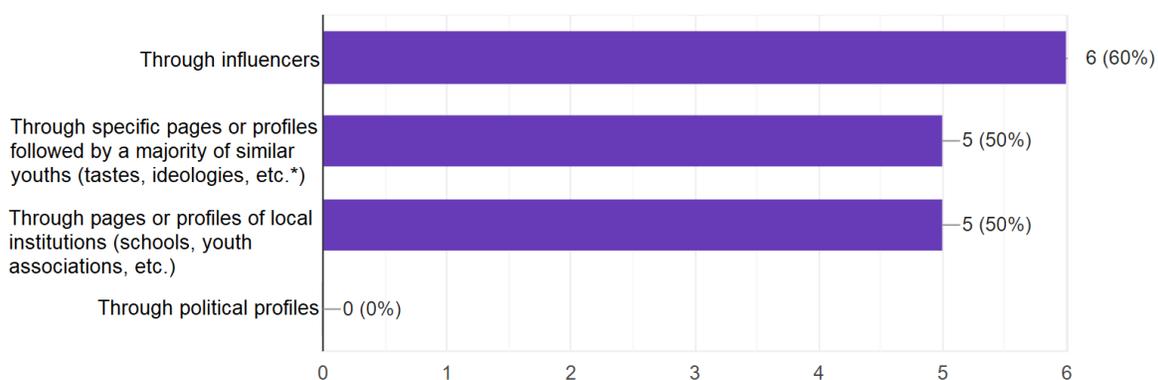


Figure 8. How to reach youth through social media? (source: authors contribution)

As can be seen in the chart above, the majority of young people think that the best way to reach nowadays is through influencers, although a significant amount also said that it would be effective to do so through the social media profiles of local institutions (schools, universities, youth associations, local administrations, etc) as well as pages or profiles popular among youth with certain interests, tastes, etc.

Local Authorities

When posed the question of whether they turned to local authorities when facing a specific problem or dealing with issues, participants gave a mix of responses. One said he turned to the police after being the victim of an online scam, another also referred to the police to report an item being stolen.



Three participants said they didn't turn to local authorities much if at all, with one claiming they only visited the local council or town hall to see if there were new job openings while another similarly replied that she went there to seek assistance while hunting for jobs and finding out about opportunities for youth. One participant said that to report an incident they turned to the national police while in order to find out about employment opportunities he turned to two different government agencies: Oficina SAE (Andalusian Employment Service) and Andalucía Orienta.

Press

When asked whether they thought youngsters today read the press (newspapers, online and offline, magazines, etc.) the vast majority (80%) believed they didn't but some. Questioned whether it would be useful to reach out to youth through the press and how, participants again had a mix of responses. They pointed to adverts or specific topics of interest, catching their attention by sharing the press article on social media with an attractive headline and ensuring they are published in channels of their interest where the information should be clear and simple, easy to understand. One participant said that young people liked to read a mix of real news and fiction through social media accounts from digital magazines like "El Jueves" or "El Mundo Today" (a parody-filled newspaper). As many as three participants reinforced the idea of using social media to turn youngsters' attention to the press by linking press articles in social media posts, also highlighting the fact that the press used to disseminate information aimed at youngsters should be digital, not print. They added that people in their environment could also be useful in turning their attention to information published on the press. Which takes us to the next thing we asked them:

Who can read the press and pass on the information to youngsters?

When asked what kind of people who read the press could pass the information on to youth participants had mixed responses, but overall their response could fit in the categories illustrated in the chart below.

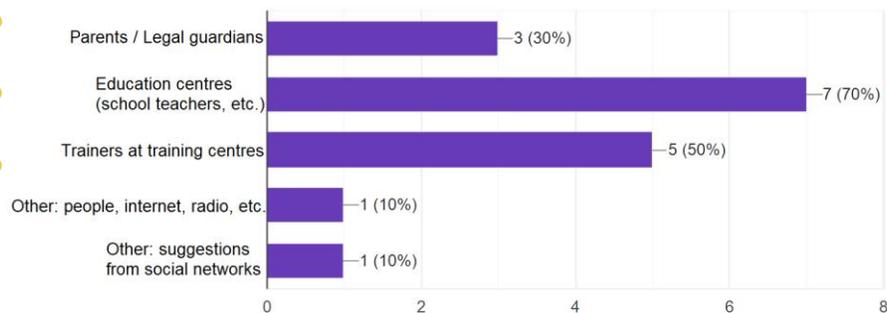


Figure 9. Who else can read the press and inform youth? (source: authors contribution)

Local Events

When addressing local events, we specifically asked the youngsters to state their preferences as to what kind of local events they would be interested the most. Their replies are illustrated in the following table.

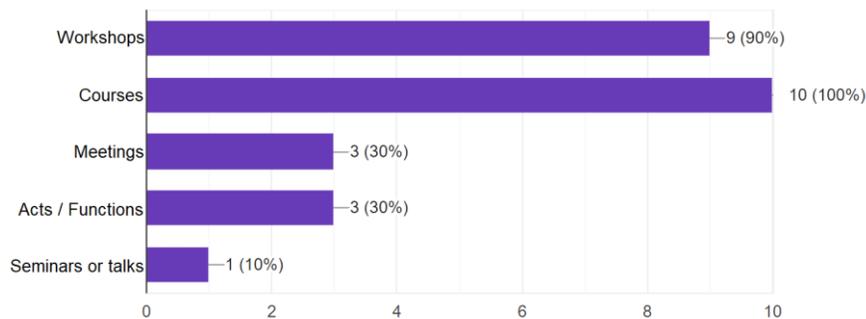


Figure 10. Local events preferences (source: authors contribution)

Door-to-Door

When we introduced the possibility of reaching young people door-to-door the majority of young participants were sceptical. That's not to say however that they all disagreed with this method. From their own experience however, they stated that they didn't think it was very effective. Even when a third of participants said that the effectiveness of door-to-door communication among youth was relative or depended on something not many elaborated on the factors it depended on.



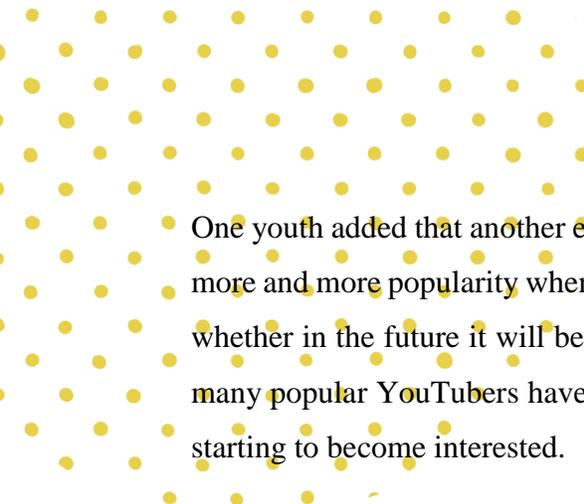
They said door-to-door was effective in some cases, and in no case effective when it came to visiting young peoples' homes (this was not recommended under any circumstances as it was viewed invasive), but instead going out door-to-door to find institutions or places where young people hang out (public places like parks but also indoor spaces) or reach youngsters in schools, school clubs, etc. Only in those cases a face-to-face approach through door-to-door interaction was recommended.

Other organisations and stakeholders

When the young people were asked about other organisations and how they could contribute to spreading relevant information for youth they mentioned a variety of ways. One said such organisations (schools, universities, hospitals, health centres, etc.) could help by taking more interest in their tastes and worries and getting to know better the environment in which these youth with fewer opportunities live. Other participants mentioned they could reach out to youth by organising events (in the case of health centres, workshops to help shift perspectives at sanitary and educational level) and other type of activities like courses and chats arranged in their context, considering their characteristics. Beyond doing workshops (something that all participants agreed could be a good way to communicate with disadvantaged youth) they also mentioned leaving leaflets or propaganda in town halls, secondary schools or information centres or putting up information on posters or murals. Most participants agreed that these organisations could promote activities for disadvantaged youth as they have direct access and communication with this group of youngsters. From events to workshops, they also mentioned doing awareness campaigns on social media and using influencers as a good way these organisations could get involved with youth with fewer opportunities. Using their physical space as a platform to publicise and inform was often highlighted as one of the best ways that these organisations could reach out to youth.

Other communication tools

When asked what other media we could use to reach out to youth at local, regional national and European level, participants mentioned a few more options, including TV, radio, podcasts and also the area dedicated to culture at council level, within town halls at regional level. They also mentioned posters and leaflets or other kind of publicity in schools.



One youth added that another effective way to reach youth was through podcasts, who are gaining more and more popularity when compared to similar traditional media like radio. He doesn't know whether in the future it will be an effective communication tool to use with youth but added that many popular YouTubers have podcasts, as well as TV programmes, etc. so more youngsters are starting to become interested.

FOCUS GROUPS

This subchapter illustrates the findings of the two Focus Groups carried out by Inercia Digital in Spain. The aim of this investigative activity was to get a closer look at how youth workers in Spain work to promote social inclusion and favour the participation of disadvantaged youths as active members of society. The idea was to obtain a first-hand narrative of how individual youth workers identified, targeted and involved youngsters at risk of social exclusion and what methodologies they used to foster social inclusion. These meetings allowed space for tailored questions and getting more in-depth insight regarding work with youth with fewer opportunities. Although the same questions and issues were posed and debated with all youth workers at both focus group sessions, some additional questions arose during the natural flow of the conversation, providing additional insight into the peculiarities of some profiles of youths with fewer opportunities.

When it came to conducting the focus groups as a preliminary task of the research process, at Inercia Digital we were very lucky to get different perspectives from two youth associations located on opposite corners of the country, offering a rare chance to contrast the experience of youth work in both extreme ends of Spain – northwest and southwest.

Focus Group 1 – Cruz Roja Española – Celanova

When asked to name opportunities in particular that youth with fewer opportunities were deprived from, participants unanimously answered that there were quite a few activities that disadvantaged youth were excluded from. They named after-school activities as the most common and even said they knew of teachers that take care of fees so that some of these youths with lower-income families can attend. This kind of paid after-school clubs and activities in Spain and the social paradigm they present are a very real and palpable form of exclusion at schools and between

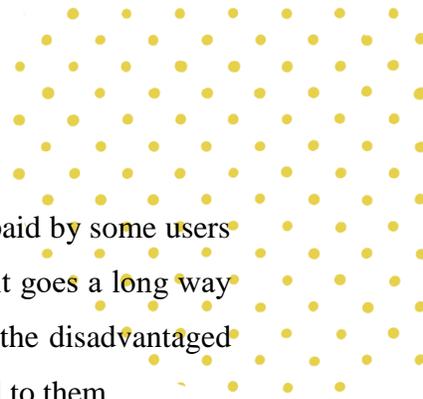
youngsters themselves, especially when it comes to activities in the field of technology, as they tend to have a much higher subscription fee.

Another participant agreed and said that, ICT clubs are after-school classes famous for being one of the most exclusive because of its expensive nature (and conversely one of the most necessary in the education of the future) that not all youths had access to, which led to feelings of frustration for the youths that felt they were missing out.

When asked about which methodologies they used to reach socially excluded youths, participants had a mix of responses. One cited non-formal education, campaigns and educational support, another mentioned sensitisation talks and a third one said that through working with mixed groups of kids she managed to reach socially excluded ones better, because in that way she worked without making distinctions, fostering social cohesion. Another participant said that this was the first job she had, but that when she worked with school kids in the neighbouring municipality of Cartelle, they had an after-school activity organised by the AMPA (Association of Mothers and Fathers – there is one at every public and semi-private school in Spain) where they targeted youths at risk of vulnerability. The activity only reached youngsters in the school but was provided for free while it lasted. It was cancelled half way through the academic course due to lack of funding and materials.

The tools and instruments used to reach vulnerable youth at Cruz Roja Espanola in Celanova mainly consisted of materials in the form of physical spaces where they could use the centre's facilities. Participants said their centre had an IT room available to all and also provided lessons in the CEMIT classroom, not only teaching youth how to use ICT tools but how to put them to good use. They added it wasn't always easy to make up for the shortcomings, but that in the CEMIT classroom lessons are offered free for all to ensure they can benefit everyone and reach all youths, regardless of their socio-economic background.

When asked what measures they take to ensure all youths have the same opportunities of being selected to participate in the activities they offer, Celanova youth workers said that as part of their non-distinction policies, some youths don't pay to participate (those from lower income families), but the best part is that neither the youngsters nor their families know that they enjoy this privilege,



so they feel they have exactly the same treatment as the rest. With the money paid by some users who can afford the activities the organisation subsidises those who can't and it goes a long way towards helping with social inclusion. Especially because no one knows that the disadvantaged youths are receiving special treatment or access that would otherwise be denied to them.

How do youth workers at Celanova call on disadvantaged youth to participate in their programmes or activities? To answer this question participants said that they used a variety of dissemination channels, above all digital ones (Facebook and all other social media platforms). In their office, at administrative they also take steps to promote training activities through platforms like InfoJobs and other similar websites for jobseekers.

Anti-discrimination policies – by working with parents first, the child acquires a new conscience, because if parents aren't onboard, they become the main problem. *“We treat all youngsters the same, they can see they're talked to like any other, one more in the group. We educate kids in a way that parents see the positive benefits, kids are more natural when integrating these values.”*

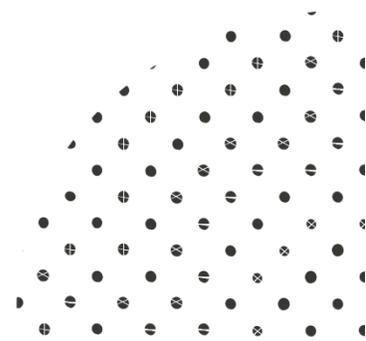
One participant summarised the value of youth work with the following words: *“The value is working on the basis that they're the future and it's important to work with the parents. By involving them if you generate values you create values, it's important to raise awareness and nurture youngsters in a way that the values that you pass on will later come naturally from them. It can't be forced, least of all among teenagers.”*

Focus Group 2 – PCTH in Huelva, Inercia Digital's headquarters

The other focus group conducted in Spain took place in one of Inercia Digital's headquarters in Huelva at the Parque Científico y Tecnológico de Huelva (PCTH). During this focus group participated 7 youth workers. Because of the fact that we had a youth worker with ample experience working with groups of youths at the highest risks of social inclusion for several factors altogether (language barrier, cultural differences, different religious beliefs, lack of resources, financial dependence, homelessness), the majority of the answers to the questions posed during the focus group shed light on these youths' situation, allowing us to gain valuable insight into the social integration procedures in place for migrating youngsters who come to Spain without parents or legal guardians.

What difficulties do these socially excluded youth face in comparison with non-disadvantaged youths?

According to the one participant from the focus group, the main difficulty for migrant unaccompanied minors is the language barrier, arriving to a country with a country whose language is completely different to theirs requires significant efforts to adjust and adapt, severely limiting these youths. Not being able to communicate in their newly adopted country means they face a lot more obstacles and can't easily integrate in society. Cultural differences are another difficulty, as they're not used to local customs in Spain, how society and administrations work and the way of living is completely different to the one they're used to or the social environment they come from. On top of that they come alone, on their own, with no belongings and no financial means. They don't even have an ID in most cases, which means that youth workers have to find out their names and identity sometimes using different signs and gestures. They then have to proceed to help them obtain a special visa that allows them to be legal residents so that they can start receiving training and/or education that would eventually allow them to start working. These steps take a long time and involve a series of lengthy procedures. First, they have to request their ID documentation from the consulate of the country the minors come from, once the documentation is verified a series of additional paperwork has to be taken care of involving the national police, reports from the tutors (the youth worker interviewed works as a tutor for the minors), follow-up reports have to be sent, protocols with the tutors have to be followed. If all goes well, at the end they are classified as "abandoned" and with that status they have the possibility of legalising their situation in Spain and start to work. To help them achieve autonomy, their centre has an educational component where they teach these youths Spanish with regular language classes as well as interculturality classes. Topics like cleanliness, health and safety, rules and protocol to follow when residing in the centre are also taught. The idea is that once they're better prepared and trained they then go on work placements in companies with collaboration agreements that can be renewed. If all goes well, they can obtain a pre-contract that is later changed into a full contract once they reach the minimum legal age of 18. They can then have a salary and become fully independent. But on the way there, as previously explained, they face a lot of obstacles, a lot of bureaucracy and long waiting periods.

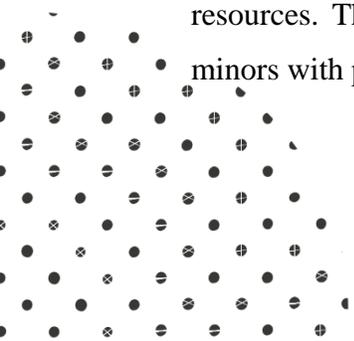


The youth with fewer opportunities that Inercia Digital works with tend to be those from poorer socioeconomic areas or backgrounds, low-income families or those that live in rural areas with limited access to activities, training and similar offerings that are typically found in urban locations.

When it came to reaching youth, the participant working with unaccompanied minors said that they don't need to employ any methodologies to reach out to their target groups given that they are all sent to their reception centre from local government authorities. For example, every time police find a minor without ID or documentation, they follow a series of protocols until these youths finally reach a reception centre through the local government authorities involved. They don't actively look for them and they are not legally permitted to do so.

Other youth workers revealed that when the organisation tries to locate youth with fewer opportunities to get them to participate in some of our project activities, we call on third parties like Cruz Roja Española and other organisations or associations that deal with youth (schools, education centres, etc.). They don't approach vulnerable youths directly because we don't have frequent contact with them or regular access to them. Another indirect way in which they try to reach youth is during their project's dissemination events and activities. If they work on a project whose results are directed at youth with fewer opportunities they share them on all our social media channels to ensure the widest reach possible. Many of their followers on social media are not just youth themselves but local organisations, schools, teachers, NGOs and training, so they can pass the information on to their beneficiaries. They also raise awareness of workshops and e-learning platforms or games developed through our multiplier events, which many teachers attend, so that they can pass on the information and help us distribute leaflets at local schools and education centres.

Learning materials offered to unaccompanied minors at the youth worker's residence for minors include digital and written resources offered when youths are being trained. When youths are taught about hygiene and cleaning after themselves to create healthy habits, cleaning materials are also offered and the steps are the same for any other type of training, a mix of theory and practical resources. The participant also shared his experience when he worked for Cruz Roja helping minors with problematic backgrounds, alcohol abuse, school absenteeism, dysfunctional families,



etc. In these cases, he says that talks were organised at schools close to marginalised or poorer areas and a special focus was placed to spot cases of youths with malnutrition problems and child abuse, with cases having been identified. Instruments included classroom methodologies, awareness talks aimed at teachers, educators and civil servants with the aid of projectors and other presentation equipment. Tests were used to filter out and identify youths with problems.

In the case of Inercia Digital, when we involve youth in our activities and events, they can make use of learning resources like laptops (as a VET centre, we have laptops available for learners), digital didactic materials and visual resources. Materials that we employ with youth tend to be very visual and easy to understand, with an easy-to-follow and easy-to-digest structure that flows nicely, avoiding heavy theoretical content or complex terms that may lose them along the way. Youngsters, and teenagers in particular tend to have a short attention span (even shorter for some disadvantaged youths, whether that's due to cognitive issues or problematic socio-economic backgrounds) so, the way to get their attention is to effectively engage them from the start. As the participating youth workers at the focus group highlighted, at Inercia Digital we aim for dynamic training sessions to capture their attention and maintain them engaged with active group participation dynamics, in a way that we can receive constant feedback about whether the training is being successful, we're effectively reaching them and they're learning something. Resources are therefore focused on being very visual, with the aid of graphics, print-outs or hand-outs that go hand-in-hand with an engaging narrative and active group dynamics to get them to participate and find the learning/training process enjoyable.

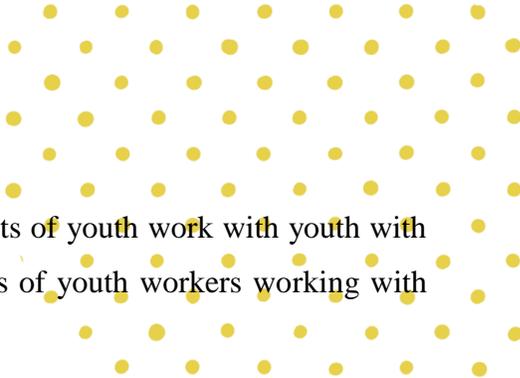
To prevent discrimination when targeting or selecting youth to participate in certain activities or projects, Inercia Digital doesn't use specific measures per se, as they tend to go through third parties who then select youths and bring them to Inercia Digital. There are however a few anti-discrimination policies we work with, when we offer places for a workshop or training event, the allocation of places is on a first come first served basis, that way we ensure we don't favour anyone with a particular profile. Our other anti-discrimination measure is to ensure gender-parity (so we always try to include the same number of youths from both sexes), to use inclusive language to avoid gender generalisations (specific to the Spanish language where many male-only words are also used to refer to females).



The value of the work we do with these vulnerable youth is helping them integrate in society, become active members of society in foreign land with different customs, languages and traditions. Once they reach the age of 18, they become socially-apt people who can live independently in their new adopted country. The value of the youth workers working at the centre for unaccompanied minors is vital to help them adjust to an unknown place whose local environment and local resident's always the most welcoming due to existing prejudices against young migrants without parents (especially the myths spouted by some far-right groups and politicians that claim that unaccompanied minors all become criminals, thieves with unsociable behaviour). Basically, they regard them as foreign scum, so the human labour behind the youth workers that help them integrate is of huge value, even if some of it is lost on a significant part of society. More awareness needs to be raised so that the rest of society learns about the work involved with these youths and how they're not all "abandoned outcasts" without a purpose.

The youth worker from the organisation that works with unaccompanied minors added that no matter how many tests, filters or research activities you carry out to identify and help vulnerable youth, their problems remain and the reality is that inequalities will continue to exist, which is why it requires constant effort. Not only the work with youth, but the work with the rest of society to be more accepting of minorities and become active agents of inclusion, which is where youth without fewer opportunities would play an important role in this project, by helping those socially excluded feel part of society, feel at ease and integrated in mixed groups. It's a complex problem with no easy solution but the best course of action is raising awareness and involving people from all sectors at all levels.

"One thing is the direct participation with those profiles and another is that however many tests and reports you do to change their reality you rarely do. I work face-to-face daily with these individuals who have a series of issues, from low self-esteem to behavioural problems, and I agree that working from a PC might be helpful to come up with new initiatives but that doesn't result in real fix-all solutions, so it's interesting to look at it that way". It takes more than money to ensure social inclusion, it takes real implication and commitment, long-lasting commitment for long-lasting effects.



The focus groups provided incredible insight into several aspects of youth work with youth with fewer opportunities. We got different perspectives from groups of youth workers working with very different vulnerable youth profiles.

From the first focus group we learnt that many youths with low-income families are excluded from after school activities and clubs because of the cost involved, a fact that these youths resented, especially when it came to activities in the ICT field, which were more expensive than others and therefore outside the reach of many. We also learnt that the way they dealt with this obstacle was by creating and promoting activities at the reach of all, subsidising its cost for youth with fewer opportunities so that it was free for them. This was done in a way that the youth with fewer opportunities didn't know they had this privilege, ensuring didn't feel different to those who weren't and mixed together in groups.

From the second focus group we learnt the many challenges that young parentless migrants face when arriving to Spain and the many steps and work involved into getting them to be socially included and become active members of societies. We learnt that this was a slow and complex process with many obstacles along the way. But we also learnt about a beautiful project in place to get them into employment by the time they reach 18 years of age. Yet, our eyes were opened to the darker side of it all, the fact that these youth don't get to mix with locals and the fact that this is a problem mainly because it feeds into the propaganda of far-right groups trying to label them as social parasites, thieves, unsocial disruptive and leeches taking resources from the system and "stealing. If these youth got to mix with youth without fewer opportunities and local youths through specialised programmes, they would get a chance to prove their eagerness to integrate, to do well and positively contribute to the society that adopted them.

But most importantly we learnt that social inclusion is a two-way street. That it's not enough to create activities that give opportunities to vulnerable youth often excluded from them. That it's not enough to subsidise programmes and initiatives so that they can take part in them and benefit from them like youth without fewer opportunities. For vulnerable, disadvantaged and marginalised youth to be socially included and feel accepted by the rest of society, to feel they matter and feel like equals, like they belong and they are valued members of society, you also have to raise awareness and sensitise youth without fewer opportunities (and their parents) to eradicate

prejudices and make them become active agents of inclusions. If both sides aren't at par, differences and social exclusion will continue to exist.

CASE STUDY

As part of the research process of this book we wanted to take a closer look at how other organisations have tackled social exclusion by looking at one example in more depth. In order to learn from the practices of another organisation and how they implement successful social inclusion initiatives, this report focuses on one case study looking at the instruments to reach marginalised youth, the methodology implemented to design the non-formal training programmes and the value of this youth work over time, its long-lasting impact and overall results.

UPSHIFT - Empowering youth to build skills and opportunities through social innovation and entrepreneurship

An initiative launched by UNICEF targeting disadvantaged, marginalised or otherwise socially excluded youth, UPSHIFT is a movement that seeks to empower vulnerable youth in some of the world's poorest or conflict-stricken regions, countries or neighbourhoods by giving them new social and employability skills, all the while encouraging them to become social innovators and future entrepreneurs. Those that attend UPSHIFT workshops and training sessions can later become youth leaders that take their ideas to other communities.

UPSHIFT was created inspired on the Kosovo Youth Innovation Lab of 2014. The piloting programme in Kosovo was so successful that it instantly generated interest from other countries, with Vietnam and Montenegro starting to lead pilots the following year. By 2017, UPSHIFT had been selected for the Global Innovation Centre Ool Scale Porfolio. It was the Scale Team who lend its expertise to develop the initial concept from UNICEF's Kosovo and transform it into a universal packaged solution that was buildable and customisable to a wide range of contexts and countries. Ever since, UPSHIFT programmes have been deployed and adapted in 13 countries worldwide while an additional 20 countries are currently exploring options on how to pilot it.

UPSHIFT looks at solving these problems at local level with a hands-on approach and the expert guidance of trained social agents. After these youths are trained through workshops and offered grants to develop their ideas (ideas that will go towards helping solve a problem in their community) many of them become social agents who pilot their own social inclusion ideas in their local surroundings and beyond.

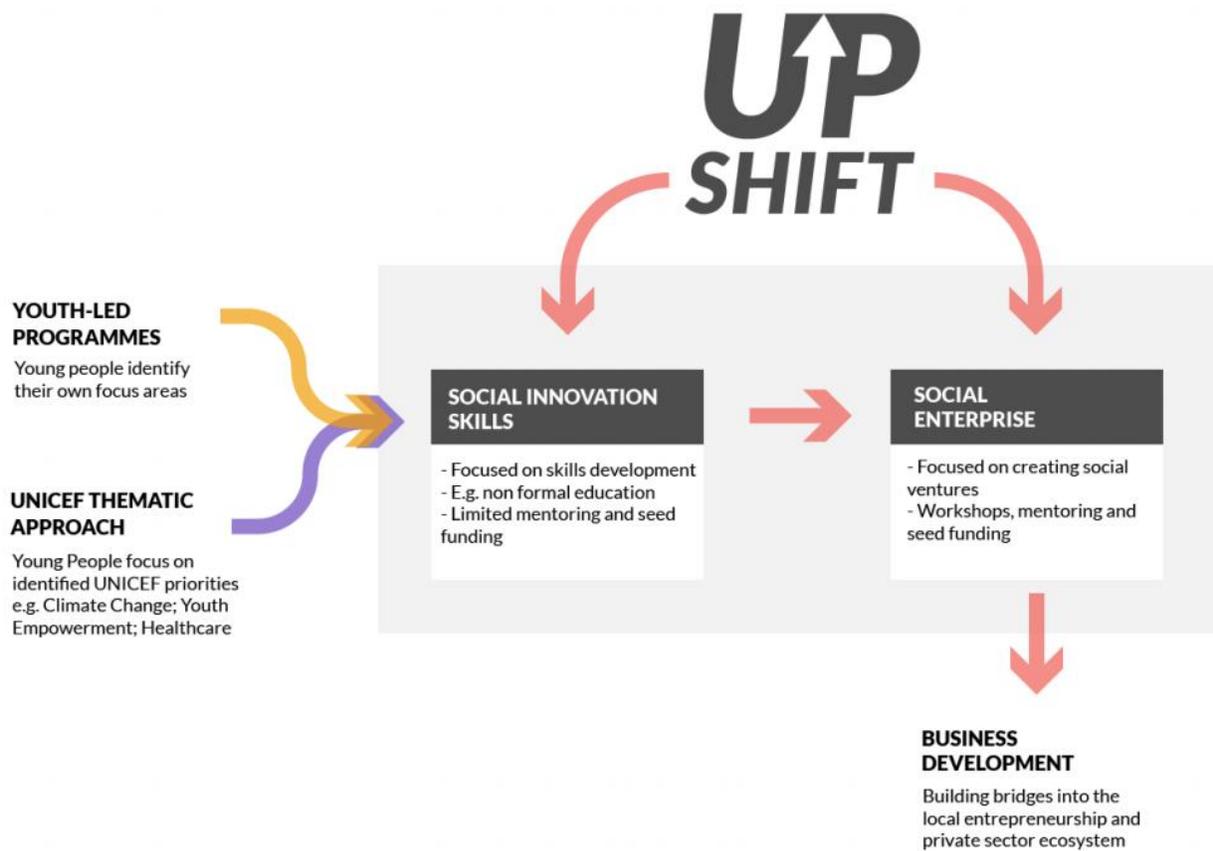
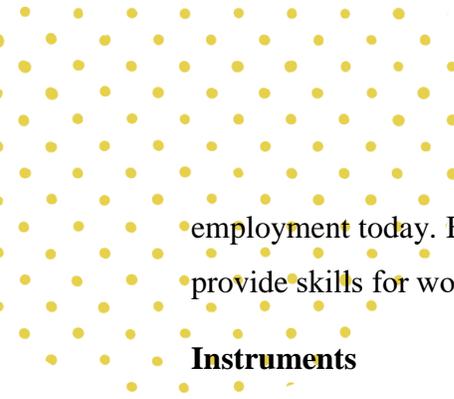


Figure 11. UPSHIFT Programme (source: UNICEF)

According to UNICEF, “There are 1.8 billion young people in the world today, nearly 90 per cent of whom live in low- and middle-income countries — the largest cohort ever. Yet globally more than 200 million adolescents are out of school and youth unemployment is 13% globally; 3 times higher than the rate for adults 1. There are many different reasons for this, ranging from escaping conflict to disability to education systems that don’t provide the skills young people need for



employment today. But the common challenges are a lack of opportunity and systems that fail to provide skills for work and for life.”

Instruments

UPSHIFT programmes are deployed using either of two approaches (which can build on each other): a social entrepreneurship approach and a focus on skills development. Both are customisable approaches created from human-centred methodologies that can be adapted and tailored to target and engage marginalised youngsters to help them become “co-creators of solutions” instead of just beneficiaries.

When it comes to the instruments used to reach those vulnerable youth to encourage, the programme doesn’t rely on any direct contact tool (like mail, email or door-to-door) and instead opts for indirect contact via youth associations schools and online publications.

To reach the disadvantaged youth and engage them in UPSHIFT programmes, social agents trained by UNICEF go to destinations where impoverishment, conflict or complex social issues are present. Some agents team up with local authorities and sponsors to be able to give the support needed (financial aid is required as the workshops pay all expenses to beneficiaries and a grant of up to 1,000 euros is offered to winning ideas, so that youth can make them a reality)

They make a call for youth aged between 15 and 24 to build a team of 5 participants and complete an application form. The only requirement is that they must be from the area stated on the call and within the age range specified. They publish the call online make hard copies of the call to distribute in schools, youth centres and municipal offices.

Preventing discrimination – selection methods, measures and good practices

The selection process is made by project staff (UPSHIFT social agents) in cooperation with local partners and the selection criteria gives priority to the most vulnerable groups identified (typically girls, youth from rural areas, youth from minority communities and youth with disabilities). Other criteria include the effort made on the application form, valuing more the grit, commitment and enthusiasm than writing talent and the potential impact of the problem posed (in terms of severity



and scope as well as whether the problem specifically involves or disproportionately affects vulnerable youth groups).

The design, methodology and programme of the project alone makes it anti-discriminatory by nature, given that it has been specifically designed to include those socially or economically marginalised. It doesn't discriminate based on gender, even when girls are prioritised in areas where they are normally at an educational disadvantage compared to boys.

Methodology

The UPSHIFT approach is “adaptable and scalable” so that it can adequately support the development of youngsters’ skills for life and employment. It provides support to youth so that they can positively engage with their communities and make a real difference.

The UPSHIFT: Social Impact Workshops are three-day events organised by social agents in areas of need. New workshops in Kosovo are announced periodically on <http://kosovoinnovations.org/upshift/> and the latest one organised took place from 18 to 20 October 2019 in. It called on youth aged between 15 and 24 to build a team of 5 participants and complete an application to have a chance to:

- grow their professional experience and skills
- solve social challenges that improve their community
- learn how to design, develop, and implement their ideas
- connect with other young people who share same interests and passion for social good
- Win up to 1,000 EUR to make your idea real.

Through the UPSHIFT methodology youth are immersed in a learning experience that teaches them to take entrepreneurial action to foster positive social change “by adapting cutting-edge, hands-on learn-while-doing techniques. The programme trains youngsters to identify and reflect on issues present in their communities to later come up with possible solutions to tackle problems. It is youth themselves who are encouraged to design, lead and implement initiatives to address the challenges they identified.

The full programme combines social innovation workshops with mentorship, materials and seed funding, all of which goes towards helping youth identify problems and challenges in their communities and find solutions to effectively tackle them.

Results

UPSHIFT's success is measurable in the great number of success stories it has resulted in, from creating opportunities for youth with disabilities in Vietnam to solving water and sanitation challenges in Tajikistan, sparking youth innovation in Sudan and eco-solutions like a 19-year-old from Kosovo turning waste into organic fertiliser and launching her own venture.

Its presence in 13 countries and counting, isn't limited to developing countries, as successful programmes have also been piloted in European countries like Italy.

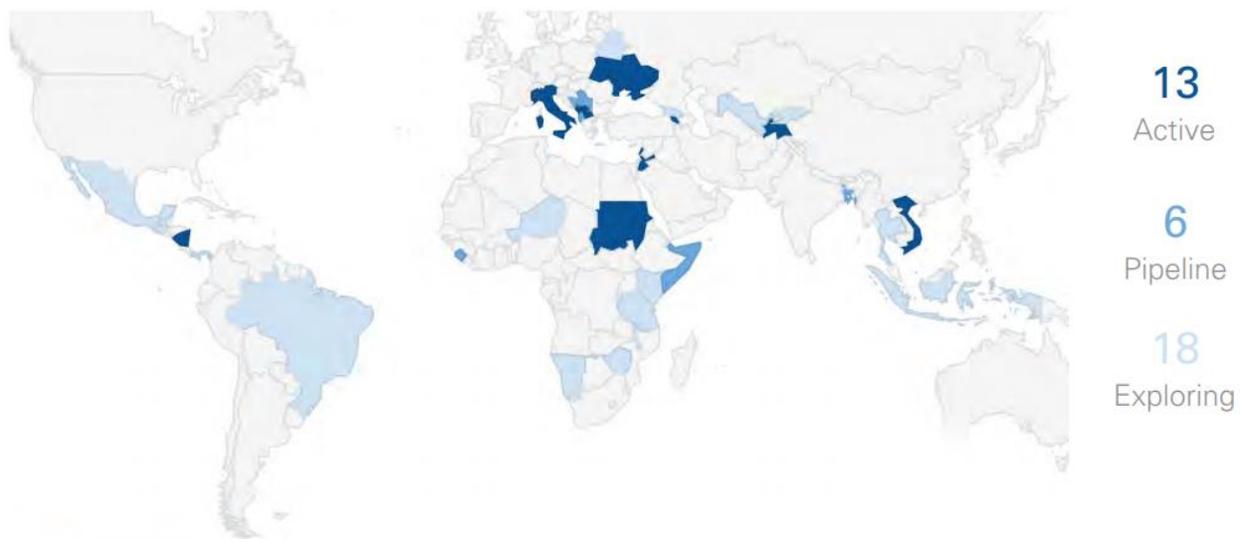


Figure 12. Deployment of UPSHIFT, nationwide reach (source: UPSHIFT Scale Dossier, February 2019)

UPSHIFT's scale team contributes to numerous Strategic Plan results areas, "*it directly supports delivery against SDG 4.3 (youth participation in formal & non-formal education), 4.4 (increase relevant skills for employment & entrepreneurship), 8.6 (reduce NEET youth), 17.9 (south-south collaboration), 17.16 (multi-sector partnerships). It can support delivery against SDG 5 (Gender) along with other thematic SDGs (e.g. clean water and sanitation).*" (Source UPSHIFT Scale Dossier – February 2019 – Office of Innovation).



Figure 13. UPSHIFT milestones and achievements
(Source: UPSHIFT Scale Dossier, February 2019)

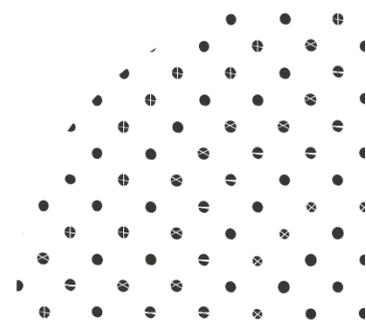
There are many great case studies to learn from, but one that successfully joins youth with fewer opportunities and youth without is one revolutionary project led by one young man with hearing disabilities. We proceed to briefly summarise his great idea turned into innovative solution for bringing people with disabilities and people without disabilities together.

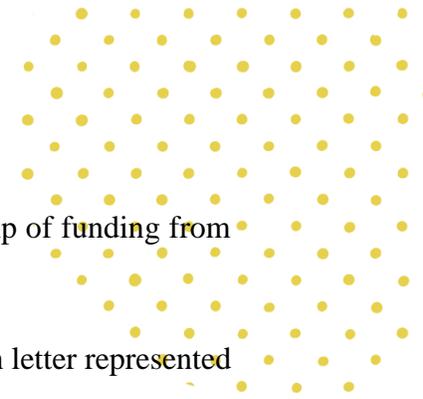
Success Story – Hearing with a heart

The inspirational story of how a young boy created an interactive alphabet to help non-hearing people communicate with others without hearing problems was revolutionary and many ways, but most of all successful at including one socially excluded group in a wider society.

Example of social inclusion – youth with fewer opportunities and youth without

16-year-old Volodymyr Charushyn from Ukraine can't hear but that hasn't stopped him from being an accomplished young person with a zest for life. When he was a child, he wasn't aware of the fact that most other people didn't understand the needs of deaf people but growing up and facing a lack of understanding from the wider community he thought it was time to come up with a solution. In order to raise awareness about people with hearing disabilities, him and his friends





came up with an idea (and after attending an UPSHIFT workshop, with the help of funding from UPSHIFT) they created the project called “Hearing with your Heart”.

With a set of wooden cubes, they carved motifs, letters and drawings, with each letter represented with a drawing of hand gesture and objects that have that letter in their name. they produced many of these sets of cubes and distributed them in school playgrounds, in the hope that thanks to the interactive alphabet, parents will not take their children away or feel uncomfortable if a non-hearing child turns up and starts playing with them.

The project successfully raised awareness of the fact that there are a lot of deaf people who face communication challenges when trying to address other people who don't know sign language. Since the launch of the Hear with a Heart project, and thanks to it, more

“People who have never communicated with the non-hearing often avoid us, are afraid of us, and don't know how to deal with us.”

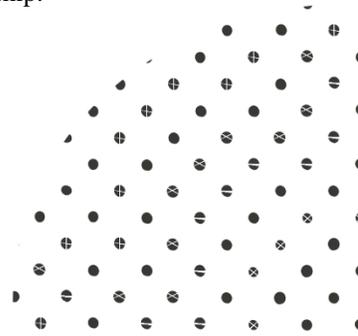
awareness has been raised of the advantages of learning sign language (for those without hearing problems) with the distribution of calendars, posters and eco-tote bags. The funds were even enough to run a small advertising campaign in the underground.

Volodymyr feels that the project has been immensely rewarding and put him closer to those without hearing disabilities who showed interest in learning more about sign languages and the lives of non-hearing people. Its ripple effects could do wonders if replicated in more parts of society.

Issues to consider when reaching marginalised and non-marginalised youths to promote social inclusion and non-discrimination.

The following table has been extracted from a group of case studies in the report *“Propuesta metodológica para el trabajo contra la discriminación en el ámbito local”* published by the Spanish Ministry of Health, Social Services and Equality. It highlights the different approaches to be taken by non-formal learning providers to address beneficiaries in mixed groups of youths with fewer opportunities and youth without fewer opportunities.

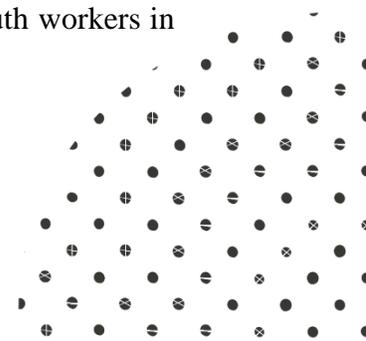
AUDIENCE	AIM	MESSAGE CRITERIA
<i>Youth with fewer opportunities (marginalised or vulnerable Groups)</i>	<p>Inform about existing services and resources available to them.</p> <p>Facilitate information through the adequate channels closer to them.</p> <p>Consider the heterogeneity of the wider population.</p>	<p>Anyone can be discriminated against; all people have the right to not be discriminated.</p> <p>Culture, religion, whichever they may be, cannot justify any form of discrimination.</p> <p>You can always start a project or lead a new life.</p> <p>Everyone should learn to take care of themselves and be self-sufficient.</p> <p>Anyone can seek support networks against discrimination beyond family relatives or friends.</p> <p>The difference (of abilities, culture, sex, etc.) don't affect the ability to decide and make choices.</p> <p>Public resources are accessible to everyone.</p> <p>It's not the victim's problem, it's a social problem.</p> <p>Fight against fatalism.</p> <p>Give hope in the face of pessimistic attitudes.</p> <p>You can report and denounce discrimination cases. The law is by their side and there are resources and services to support it.</p>
<i>Young people and teenagers</i>	<p>Visualise the existence of discrimination.</p> <p>Social rejection against people who discriminate and tackle any justification of discrimination.</p> <p>Value the importance of diversity (cultural, social, of abilities, etc.) for society overall.</p> <p>Learn to identify discriminatory situations.</p>	<p>Anyone can be discriminated against at any point in their lives.</p> <p>There are stereotypes and social prejudices that favour and normalise discrimination.</p> <p>There are people who think it's normal to discriminate others.</p> <p>Devalue discriminatory attitudes.</p> <p>Value egalitarian attitudes.</p> <p>Anyone, beyond their origin, sex or culture, abilities, etc. contributes to something unique in society and enriches it.</p> <p>Mockery, jokes and offensive remarks replicate stereotypes, can be discriminatory and can hurt.</p> <p>You hurt the people you discriminate. It's not fair and all of society has to fight against discrimination and show support to discriminated people.</p> <p>Being male isn't about defending "macho" stereotypes.</p> <p>Girls and boys all benefit from an egalitarian relationship.</p>



Break with passive attitudes in the environment, raise awareness about social problems. Seek support.	Everyone needs to be self-sufficient. Doing domestic housework increases personal autonomy. For all the family to contribute to domestic tasks results in more free time for the entire family
Consider new male and female role models.	People are all unique beings, whole in themselves. People being equal doesn't mean they have to be identical.
Consider the equal participation of women and men in the workplace and in the household with domestic tasks and care.	People are different between themselves but equal in rights, treatment and opportunities. Insist on egalitarian relationships at personal, social level and between girls and boys.
Foster relationships based on equality.	Image is an accessory, put emphasis on who the person is and not what it looks like.

Table 4. Case studies (source: Spanish Ministry of Health, Social Services and Equality)

UPSHIFT has proved to be an innovative driver for young people. It has transformed the lives of the many youths it has touched and UNICEF is now looking at ways that the programme can have a higher impact and further reach. The way they plan to do this is to create an open-source, freely available digital version of the UPSHIFT programme (already in the making and soon to be released) to be made available online along with its Train the Trainer model, for which they're seeking a digital platform in order to host the Train the Trainer content and enable scaling. The great thing about UPSHIFT is that, despite having a set of predesigned didactic tools, the workshops are fully adaptable to every country and every social situation, meaning that it has the potential to benefit youths from numerous disadvantaged backgrounds and reach a. The other great thing about it is its ripple effect, since the youth who participate feel that they're eager to share it and pilot the programme or their socially innovative ideas locally. The downside at the moment is that they don't reach as many youths as they could, as every time a workshop is organised, participation is limited to 5 youths and these workshops. The other downside is that for these workshops to be organised they require a lot of advance planning and a direct contact and interest from local governments. Workshops aren't as frequently organised as would be ideal and depend on region and local authorities' involvement and sponsoring. This could all be fixed once they launch the programme online, making it more accessible and pilotable by local youth workers in all corners of the world.



STRATEGY FOR REACHING MARGINALISED YOUTHS

Creating the strategy to reach marginalised young people can be challenging. You always should consider the target group characteristics and the social, political and economic context while developing it. During April – October 2019 Sprijin si Dezvoltare Association from Romania together with Inercia Digital from Spain conducted a study in order to find out how can we reach marginalised young people, fight against discrimination and intolerance among young people. We have applied a questionnaire on 200 organisations from all over Europe and beyond. The aim of this questionnaire is to provide data on how youth workers reach marginalised youth, ensure the non-discrimination principles and promote tolerance; best practice to ensure the social inclusion of the youth with fewer opportunities in mixed groups; and used inclusive methodology to develop accessible activities in the organisation for marginalised youths.

The questionnaire was filled by organisation and freelancers from Romania, Spain, Greece, Portugal, Italy, Poland, UK, Germany, Cyprus, Bulgaria, Croatia, Latvia, Hungary, France, Ukraine, Sweden, Belgium, Slovenia, Ireland, Estonia, Serbia, Turkey, Austria, Czech Republic, Finland, Norway, Georgia, Denmark, Lithuania, Malta, Luxemburg, Slovakia, Netherlands, Morocco, Armenia, Nepal, Burundi, Uganda and Republic of Moldova. The respondents have different roles in their organisation, they were people who have the power to decide or lead the organisation (president, project manager/ coordinator, director/ CEO, coordinator, manager, executive director, legal representative, Vice-president, programme director, department leader, board president, principal), people who have set up the organisation (founder, equity partner, member, board member, owner), people who has direct interaction with young people (youth workers, youth leader, social worker, teacher, trainer, youth supervisor, educator, psychologist, team leader, monitor, mentor, therapist), or have other administrative roles (secretary, communication manager/ coordinator, contact person, project technician, general officer, curator & digital strategy advisor, IT Coordinator, HSE instructor, PR, assistant, project lead).

The organisations who took part in this study were established between 1864 and 2018, this means that in this study we have included valuable opinions from experienced organisations along with the fresh and innovative approaches of the new organisations. The respondents create activities at

any level, from local to regional, national, European and International level. For this reason, the study results are relevant in any context.

From the 200 respondents, 190 worked directly with young people with fewer opportunities. Although the other 10 respondents don't specifically work with young people with fewer opportunities, they include them in their activities, offer them equal chances to participate in it, and they even take specific measures against discrimination and strategies to ensure the social inclusion.

Form the total number of respondents, 89.5% develops non-formal education activities in order to involve their target group, 31% develops professionalisation courses, only 12% offers financial support, 16% implements recovery activities and any other type of therapy, and 27.5% develops other types of activities for their target group.

How do you involve your target group in your organisation?

200 de răspunsuri

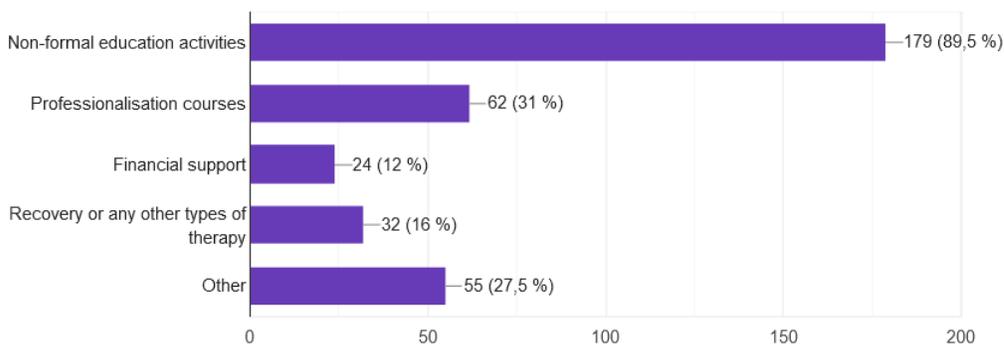


Figure 14. Activities for young people (source: authors contribution)

On of the most important questions of this questionnaire was “How do you reach your target group?”. The major part of the respondents reach their target group with the help of other organisations and stakeholders, 139 respondents from 200 receives helps from others in order find their target group, 122 respondents from 200 find thier target online through social media and blogs, 85 respondents from 200 identify their target groups with the help of the local authorities,

72 respondents from 200 reach their target group door to door, 55 respondents from 200 identifies their target group by using e-mail. In the same time 50 respondents from 200 use other measures and actions to reach their target group, such as face to face in schools/ high schools and universities visits, school unions, though study programs and studies, through a network with youth, and targeting potential target group, adverts in local papers, presentations, flyers, other people, though their present and past beneficiaries, using Social Street Work or Outreach work, various physical events, radio and TV, word of mouth and outreach, through parents and other associates, testimonials from other youngsters, action campaigns, workshops, Easter camps, demonstrations, informal seminars in disadvantaged communities, going in the communities, for example in the refugee camps, advertising in the university's campus, direct and personal contact through the community, families, schools, youth leaders, participating in the local events where the young people spend their time, keeping open doors for the young people to come and visit, through phone, or through professors and other experts. A significant number of organisations reach their target group just with the help of other organisations and stakeholders or with the help of the local authorities.

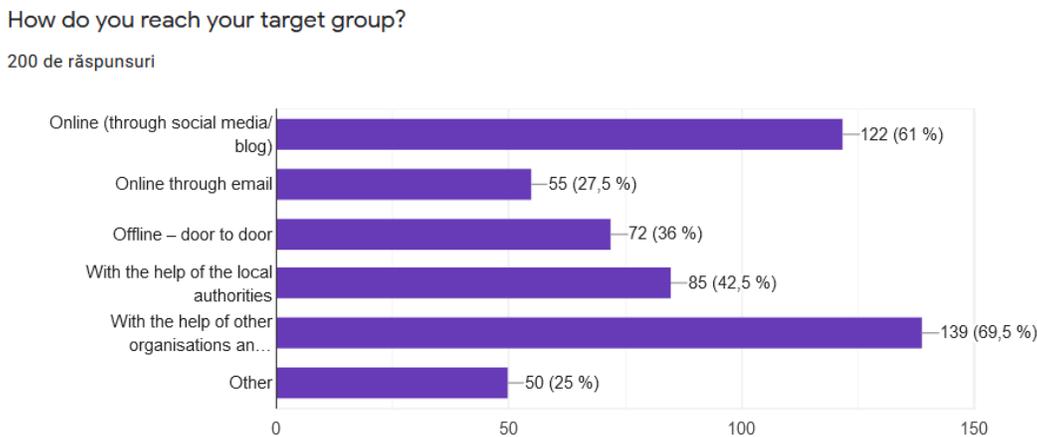


Figure 15. Measures to reach the target group (source: authors contribution)

90% of the respondents develops common activities for young people with and without fewer opportunities and 10% does not because their either create activities just for the young people with fewer opportunities or they aren't creating special activities for the young people with and without

fewer opportunities, they just create activities for the young people in general and ensure equal chances for all the young people to participate no matter the fewer opportunity they face.

Do you create activities for youth with fewer opportunities and without fewer opportunities jointly?
200 de răspunsuri

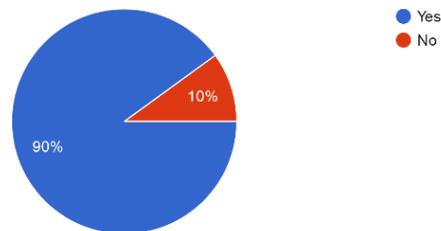


Figure 16. Common activities for young people with and without fewer opportunities (source: authors contribution)

In order to **prevent discrimination among young people** 90,5% of the respondents use non-formal education activities, in the same time 53.3% use awareness campaigns, 21.5% use online campaigns and 18.5% have other specific approaches, such as: intercultural learning; analysing individual needs and create specific actions to support the young people; education in schools; special activities such as youth exchanges and training courses; school curriculum and formal educational activities; fighting discrimination online in various discussion groups; team building activities; organising informal activities with different topics (movie nights, outdoor activities); offering special jobs in the organisation for minorities; engaging young people from ethnic minority communities in youth representative groups (for example youth councils, working groups); promoting projects to combat discrimination and involving discriminated persons and organisations that support them to implement the projects; cultural activities (for example art shows); connecting young people from different social backgrounds through leisure activities designed for all; make youth exchange projects involving young people with fewer opportunities in them; creating a place where young people from diverse social contexts mix and share a common space together and peacefully coexist; European and national funded projects promoting good

practices and the creation of innovative outputs and tools for social inclusion, traineeships and mobility experiences for people with fewer opportunities abroad, work experience for young immigrants; transversal activities; summer camps and common themed camps for teenagers and young people; trainings, seminars; community festivals; therapeutic and educational activities with horses; EU funded projects that promote inclusion through cinema, sport, ICT upskilling, general training courses; social projects; Social Participation activities; medical and recovery activities; local activities - cultural evening, languages courses, social inclusion activities; personal exchanges, excursions, artistic projects; after-school programs; trainings for multipliers who work with youth with disabilities or with fewer opportunities; equal chances to participate in the activities; non-discriminatory selection criteria; empowerment and awareness campaigns; focus oriented programs per country and region; festivals; community activities and training.

Please select the measures that your organisation take in order to prevent discrimination among young people with fewer opportunities

200 de răspunsuri

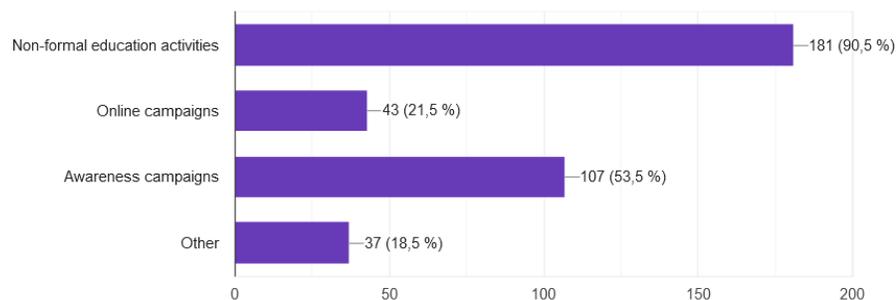
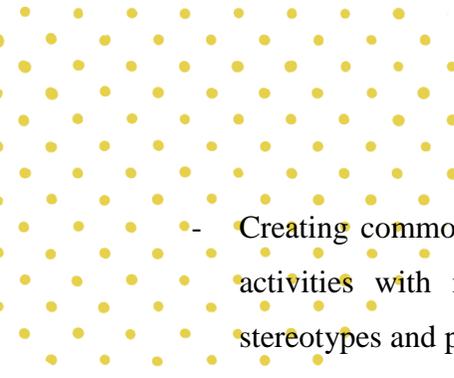


Figure 17. Measures to fight against discrimination (source: authors contribution)

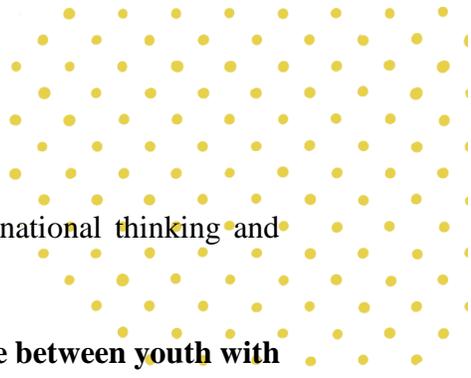
We have asked our respondent what specific measures they take in order to **prevent racism of young people with fewer opportunities** and they give some specific answers that you can get inspired and implement in your organisation. Not all the respondents have specific measures to prevent racism of young people with fewer opportunities, here are their categorised responses:

- Involving young people with fewer opportunities in every activity; accept everyone from all background and support them as long as they need;

- 
- Creating common activities for young people with and without fewer opportunities; social activities with mixed groups where direct contacts among youngsters dismantle any stereotypes and prejudices that might exist; raising awareness on this topic in all the common activities; offer occasion for the young people from other cultures, religions, identities to coexist and interact; promote intercultural dialogue;
 - Non-formal education activities, training courses, mentoring, workshops, seminars; organising different events on this topic like lectures, workshops, roundtable discussions, meetings between young people and decision makers; Erasmus+ youth exchanges and training courses; intercultural leaning workshops; intercultural communication workshops and non-violent communication workshops; special non-formal methods to teach the young people about the topic, such as Human Libraries, Theatre of the Oppressed; horse therapy, pottery, music; team building activities; outdoor events, camps; promoting their skills and talents by showing their work and ideas to the audience; debates; non-formal activities that address equality and respect for cultural diversity; art workshops, social and civic activities
 - Project "Active" – support centre for young people with a mental problem by creating a centre of art and education with legal, social, psychological assistance for young people with mental problems. These project wants to: offer a comprehensive and integrated assistance model for youth with mental disorders and retardation; develop workshops, art therapy, cultural events; ensure social rehabilitation (collaboration with psychologists and social workers for the development of the independent living skills; trainings for parents); offer legal assistance (legal pieces of advice and support for families); sustain the employment (opportunities for professional development)
 - Festivals that includes young people with and without fewer opportunities; study trips with groups of students from different origin; artistic and cultural activities; outdoor activities, participation in fairs; use comics as a theatre frame for social change/changing social beliefs; street arts, stencil graffiti; tournaments; visits to Mosques, Synagogues and other churches; informal activities; local event which brings in people from many different backgrounds, discuss local and global issues;
 - Create activities that are based on the principle of solidarity and equal opportunities and promote these values in all public appearances and campaigns; inclusion and empowerment

- courses and events, involving schools and other stakeholders in these events; promoting tolerance and solidarity; know and respect the human rights; gender equality approach and childhood rights; reflection and discussion groups;
- Informing and awareness physical and online campaigns; awareness of scenarios where equality and diversity can be explored, and the potential consequences of not addressing equality and diversity within any group of young people; online campaign, which promote and spread awareness in matters of hate speech, inclusion; education and sensitisation of local society, direct communication;
- Pull the break out of Roma discrimination. This is a campaign with guerrilla activism that raises awareness about this issue and calls for action against discrimination. This program is supported by the Foundation EVZ and Humanity in Action in cooperation with Balkans Let's Get Up!;
- pullthebrake.eu was a large-scale awareness campaign fighting hatred towards Roma in Europe. The campaign dealt with on- and offline methods and runs simultaneously in Albania, Bulgaria, Bosnia and Herzegovina, Croatia, Germany, Greece, Macedonia, Romania, Serbia, and Slovakia. It was conducted across 17 cities and is available in 13 different languages;
- 'Portal das Igualdades' (Equality Portal) project developed campaigns for students on local schools
- Workshops in schools, youth centres and youth clubs; education in schools; special campaigns on this subjects in schools; after school activities; summer school; maintaining information about these themes in the school program; prevention and intervention programmes;
- Specific workshops to sustain the intercultural education/communication/learning, workshops on social exclusion issues, sessions with local NGOs that work on this issue, workshops to raise tolerance, publications on social networks about the reality that migrants live, work on European identity from an open perspective, work on stereotype exchange sessions and how to unlearn them, show realities of countries where youth have strong stereotypes perceptions, to dismantle myths and show positive realities of countries;
- Developing their own instruments to be used in the non-formal activities by the youth workers
- Volunteering; sports activities;

- Creating spaces for young people to get together and interact; keeping an open youth hostel, so local young people with fewer opportunities have the chance to meet up and get along with young people from all over Europe;
- Educate both young people and organisations about the laws; No hate speech workshops;
- Create an organisation strategy in order to be more inclusive; specific provisions in management documents and strategies; clear instructions and observation; develop and follow a strategy for inclusion of all young people with fewer opportunities; ethical code that discourages all kinds of discrimination; HR policies, admission policies and having an equity and diversity officer; social support for students;
- Active exploration of issues around racism and islamophobia through dialogue and youth-led actions; rising cultural awareness and networking with organisations;
- Promote and support initiatives of young people with fewer opportunities;
- Holistic approach of the same group of young people with and without fewer opportunities: every day activities (develop the competences through clubs, celebrations, discussions, workshops, presentations); spending some days together, for example 3 days in mountains, at least 10 times per year; spending holidays together, 10 days in the beaches, once a year; celebrate with different organisations by creating a festival, Inter Nos; The light celebration, meeting on the end of the year and recap the developed activities; developing the Forrest Gump award, giving awards for person with fewer opportunities, for best volunteer, for best sponsor; other ad hoc activities according the design of youth during the year;
- Creating audio-visual content;
- Student Council, policies, guest speakers, student events;
- Support for organisations working with those targets; train the trainers, information campaigns;
- Open calls for all interested parties;
- Multi ethnic groups working together through a variety of intervention programmes which are aimed to fight against discrimination; offer a space for young people to be able to express their feelings/ experiences as a result of 'racism';
- Working strategy that helps victims of racism understand why racism is so prevalent in our society today; identify needs to be addresses in order eradicate racism; identify what actions are been taken at all levels of intervention at Government (local and National), what laws exist

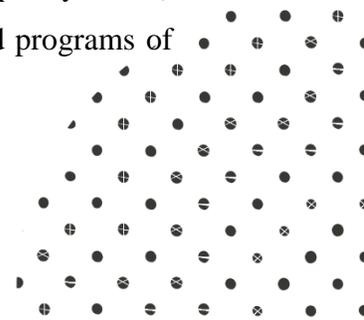


and if they go far enough to combat racism, tied together with International thinking and actions (Europe and World).

Most part of the respondents creates specific measures to **develop tolerance between youth with fewer opportunities and youth without fewer opportunities**, bellow you will find their specific measure categorised:

- Non-formal education activities; training courses; discussions, group activities; team building activities; art and crafts activities; dance; leisure activities; offer space to discuss about their concerns; common learning and cultural activities; informal activities; promoting tolerance through team work; treat the young people equal, no matter the fewer opportunities they face; debates; seminars; educational activities, coexistence, excursions, artistic projects, for example: an original musical theatre whose script and songs promotes tolerance; ensure the intercultural learning; art therapy, music therapy, youth exchanges with mixed groups, trainings on specific skills for mixed groups through group work; forum theatre; social theatre; invisible theatre; warming up sessions for building confidence among participants; increase the cooperation; individual and group psychological and social counselling; group therapy; teamwork; role play; simulation; group projects; music therapy, horse therapy, pottery course; youth empowerment and emotional coaching activities; camping, youth exchanges, outdoor activities;
- Specific programs and projects at local and national level; permanent informal meeting with youth; workshops, theatrical performances, seminars and educational programs; cultural events; specialised courses, seminars and training programs are provided to train young people in order to enhance empathy and understanding; meaningful cooperation between them; create activities with the following topics tolerance, constructive resolution of conflicts, non-violent communication, human and children's rights; encouraging partnerships and collaborations between local artists and disadvantaged artists of different origin;
- Events; Children's Rights Convention; summer camps; pen dialogues events; Advocacy campaigns; local activities to promote tolerance;

- Ensure equal chances in participation; give everyone time to observe, time to choose, time to participate, time to create, time to lead activity, time to go to international project; equal treatment; free access to activities;
- Cooperative games, sports, film forums, awareness activities; creating special activities on Refugee Day, Day against discrimination and International Day of social justice.
- Support groups of young people to identify issues of concern in their community and then support them to organise awareness campaigns, media projects, peer support programmes and community events that help address these issues;
- Peer education: educating young people with and without fewer opportunities on certain topic and give them the opportunity to be the multipliers and educate their peers; seminar at schools with students and teachers;
- Special needs books, researches, conferences, university academical tools, empirical methods;
- Implementing their own Practice Enterprise methodology;
- Promotion of culturally digital accessible exhibition; the culturally digital accessible exhibition has a significant long-term impact, as it: offers an innovative rights-based approach (as regards the development of the dignity frameworks); triggers a new mindset for social economy among artistic communities and policy-makers at all levels; enhances trust and cooperation: mediation will help overcome cultural and status differences, improve cooperation and stimulate both public institutions and members of the refugees and migrants communities to engage with each other for social enterprise creation; mediation is an effective tool for promoting respect for human rights and social inclusion for long-term unemployed and marginalised refugees and migrants artists; reduces unemployment and social exclusion. Overall, this kind of exhibitions are expected to empower disadvantaged artists' communities by applying social economy practices and by promoting social economy as an instrument for integrated development. In order to organize similar exhibitions, a tailored-made team has to be formed which will involve artists, curators, sign language interpreters, historians, art counsellors, education and career counsellors, etc.
- Awareness and informal physical and online campaigns; promote the fact that disability is normal through campaign and through online media; 'Portal das Igualdades' (Equality Portal) project that developed campaigns for students on local schools; target oriented programs of



raising awareness/ counselling and support in implementing national and international strategies-legislation, creative campaigns, liaising and networking with other organisations and around the globe; no hate campaign, and support for volunteer calls (municipal website "meetingpoint santander"); Instagram and Facebook campaigns; multilingual flyers

- Include everyone in all of the phases on the activity;
- Writing and implementing EU projects aiming to increase employment opportunities and the inclusion of people with disabilities;
- Using methodologies that involve actively the young people; work with basic values such as tolerance, respect and equal opportunities in their daily work; develop the personnel competences in order to be able to include and to raise the tolerance between young people; normalise behaviours that promote respect and reject those that have the opposite effect; internal policies; raising awareness and the work of technical staff; having a Coexistence Plan or a plan of integration; policies and procedures; open dialogue strategy;
- Support the young people with and without fewer opportunities initiatives and creating projects for them; multi-adventure activities, sports, participation in projects, European nights, language workshops, karaoke, etc.; mix young people from different backgrounds and different social contexts in the same activities in order to sensitizes young people without few opportunities about the different realities that exist and how it is the responsibility of all citizens to include everyone regardless their background or social situation; specific workshops on inclusive social skills;
- Organise large community events (festivals, street parties, sporting tournaments, community dinners); allow different groups of young people with different backgrounds to work together in order to organise events which celebrate diversity and bring together people from different backgrounds;
- Volunteering; recruit young people with fewer opportunities as members;
- Reduce isolation and increase the participation of young people in various programs, events to create social inclusion; campaigns to promote European principles among young people; campaigns to support talented young people in various fields of activity (cultural, sports, music, etc.); supporting talented young people by offering scholarships in federations and sports clubs;

- Creating a Resource Centre for youth from a rural, socio-economically disadvantaged region where the population had low or almost no access to information, particularly regarding the internet resources;
- Promote entrepreneurship and self-employment, including transnational entrepreneurship with their countries of origin.

To reach young people you can use different methods, depending on the context you are and the characteristics of the young people. It doesn't matter how new or innovative are the methods you use in order to reach the target group, or how old and less innovative they are. If the method is working you don't need to innovate or to do something new. However, new approaches are required to make sure that you reach other young people and that you offer the chances for a numerous number of young people to participate in your activities. Here are the categorised measures that the respondents use in order to reach the youths with fewer opportunities in order to participate the organisation's activities:

- Approach the young people in schools;
- Offer travel compensations for the young people with financial problems; offer financial support and any kind of support in order to participate in the activities;
- Stay connected with the schools, trainers and teachers; create dissemination session in schools;
- Support steering groups of young people to plan the models of engagement and support young people in delivering work with their peers; use a strength-based approach, so instead of focusing on the challenges individuals might be facing, support them in using their experiences, knowledge and ideas to help themselves and help others; this helps the young people feel they are valued and increase their confidence and sense of belonging; train young people to support their peers through peer support groups and young people mentoring other young people to make them feel better about themselves and learn how to look after themselves and after each other better;
- Disseminate the information in spaces that these groups of youngsters specifically frequent;
- Use social media and create content in a language that is accessible for them; campaign posters and discussion;
- Identify support persons, such as youth leaders;

- Volunteers and local/ regional/ national/ European/ International network work as multipliers to share the information on future activities for all
- Direct contact, telephone, internet contact (email or social networks), social media, press, online articles, campaigns at schools, peer contacts, regular presence in refugee camps, youth gatherings, visits to rural areas;
- Door to door approach and stay in touch with the target group leaders; going directly to their homes, reach in territory, face to face contact, network in the town, parents' recommendation, Facebook groups;
- Promoting the activities in the rural and poor urban areas and in the most populated areas;
- Collaborate and make partnerships with: schools, high schools, universities, employment agencies, social workers and other entities that work directly with young people with fewer opportunities; other NGO and public institutions, youth clubs, youth clubs of various villages in rural areas, youth NGOs, youth centres, orphanages, secondary education centres, refugee centres, youth offices, minority networks;
- Analysing the financial and social needs, (using confidential questionnaires, interviews), utilizing resources and sponsorships for the benefit of young people;
- By organizing seminars, conferences, debates at the local level, through direct actions organized in the community; within financing projects through project partners, local events;
- Establish a network with organisations which represent people with fewer opportunities;
- Register and use other networks in order to reach the marginalised young people;
- Informing sessions with young people from rural localities and educational institutions, focus groups;
- Identify the resource persons from rural communities, or from the ethnic minority communities;
- The word of mouth of past participants, parents and close friends; meetings with parents;
- Create special events, such as opera performance, theatre; multilingual flyers; social media campaigns;
- Ensure free participation and equal chances; free and flexible programs that are designed based on youth's interests and participation;
- Promote the activities using databases of young people with fewer opportunities;

- Through organisation members and volunteers, with the help of the community leaders;
- Needs assessment in the community; personalised support in planning and preparing them to the activities;
- Awareness campaigns, be present in cultural events where the youth attend; mentorship;
- Promote a clear and simple call for selection; have a clear integration plan; using different online tools.

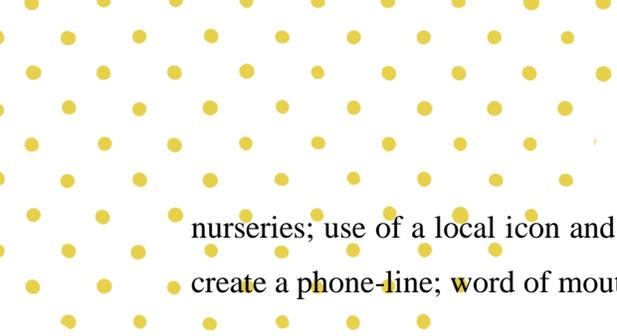
In the questionnaires the respondents have to choose the communication channels that they find most effective to reach marginalised young people, depending on the type of fewer opportunities they have. We have ranked their answers and we have created the list with the most efficient communication channels for each type of fewer opportunity. If we look at their responses we can see that they identified that other organisations, stakeholders, schools, universities and local authorities can help reach the young people regardless the fewer opportunities they face.

Table 5. Effective communication channels

Physical disabilities	Health problems	Learning difficulties
Other organisation and stakeholders	Hospitals/ Health organisations	Schools/ Universities
Schools/ Universities	Other organisation and stakeholders	Other organisation and stakeholders
Direct emails with the young people	Direct emails with the young people	Direct emails with the young people
Hospitals/ Health organisations	Social media/ Internet	Social media/ Internet
Local events	Schools/ Universities	Emails with the parents/ tutors
Local authorities	Emails with the parents/ tutors	Local authorities
Emails with the parents/ tutors	Local authorities	Local events
Social media/ Internet	Local events	Phone
Phone	Phone	Door-to-door
Door-to-door	Door-to-door	Hospitals/ Health organisations
Press	Press	Press

<p>Cultural differences</p> <p>Schools/ Universities</p> <p>Direct emails with the young people</p> <p>Local events</p> <p>Other organisation and stakeholders</p> <p>Social media/ Internet</p> <p>Local authorities</p> <p>Emails with the parents/ tutors</p> <p>Phone</p> <p>Door-to-door</p> <p>Press</p> <p>Hospitals/ Health organisations</p>	<p>Economic obstacles</p> <p>Schools/ Universities</p> <p>Direct emails with the young people</p> <p>Social media/ Internet</p> <p>Local events</p> <p>Other organisation and stakeholders</p> <p>Local authorities</p> <p>Emails with the parents/ tutors</p> <p>Phone</p> <p>Door-to-door</p> <p>Press</p> <p>Hospitals/ Health organisations</p>
<p>Social obstacles</p> <p>Schools/ Universities</p> <p>Direct emails with the young people</p> <p>Social media/ Internet</p> <p>Local events</p> <p>Other organisation and stakeholders</p> <p>Local authorities</p> <p>Emails with the parents/ tutors</p> <p>Phone</p> <p>Door-to-door</p> <p>Press</p> <p>Hospitals/ Health organisations</p>	<p>Geographical obstacles</p> <p>Schools/ Universities</p> <p>Direct emails with the young people</p> <p>Other organisation and stakeholders</p> <p>Door-to-door</p> <p>Social media/ Internet</p> <p>Local events</p> <p>Local authorities</p> <p>Emails with the parents/ tutors</p> <p>Phone</p> <p>Press</p> <p>Hospitals/ Health organisations</p>

The respondents had the chance to also to recommend different communication channels to reach marginalised young people: peer to peer; youth work on the streets; youth centres; past participants and beneficiaries; teachers; job centres; TV and radio; flash mobs; other experts who work with marginalised young people; friends and family; flyer distributions in the neighbourhood where the marginalised young people may live; google business; posters; discussion platforms and forums; churches and other institutions where the young people may spend their time; youth delegations;



nurseries; use of a local icon and youth leader; handwritten letters; events; interactive platforms; create a phone-line; word of mouth.

We have asked the respondents to what extent the youth workers from their organisation use some specific measures in order to ensure a non-discriminatory process in the selection of participants for their organisation's activities (Figure 18). From the total number of respondents 63.5% ensure equal places for men and women, and 0.5% does not ensure it at all; 73.5% of the respondents make sure that the selection process does not consider the young people's religion, values and beliefs, sexual orientation or disabilities, and 2% consider these criteria when they create the selection process. One strong reason why they consider these criteria in the selection process is because their activities are addressed to specific minorities, or to young people with different sexual orientation or to specific disability.

From the total number of respondents 75.5% agrees and strongly agrees with the fact that they don't consider the level of education as a selection criterion, 79% agrees and strongly agrees that an appropriate and multiple communication channels ensure a non-discriminatory process in the selection of participants and 97% agrees and strongly agrees that a transparent selection process can ensure the same results.

We have used the Likert scale to scale individuals' responses and to measure their attitudes, transparent selection process being the most important in order to ensure a non-discriminatory process in the selection of participants in their activities, then to not consider the young people's religion, values and beliefs, sexual orientation or disabilities, after to ensure equal places for men and women, then the appropriate and multiple communication channels and last, to not take in consideration the level of education.

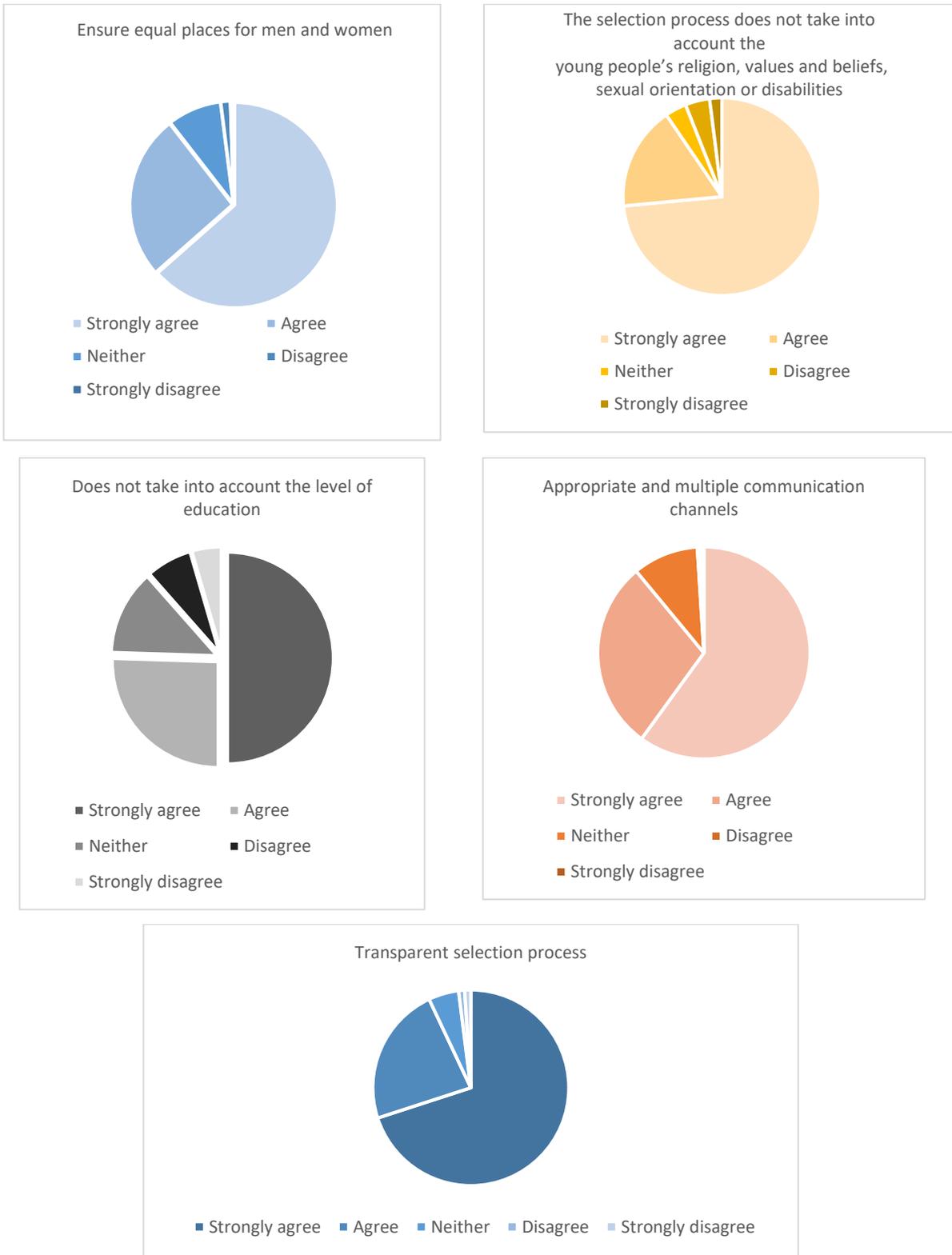
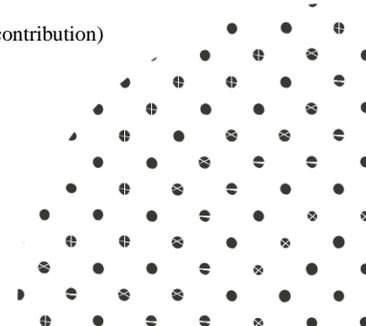


Figure 18. Measures in order to ensure a non-discriminatory process in the selection of participants (source: authors contribution)



We have asked the respondent to what extent some specific measures can be used by youth workers in order to avoid discrimination during joint activities with young people with and without fewer opportunities. We have used the Likert scale to scale individuals' responses and to measure their attitudes and here are their opinions in the order of importance (the first one is the most important):

- Non-formal methods to understand young people with fewer opportunities' situation (such as role play), 77.5% of the respondent totally agreed, 20% agreed and 2.5% didn't had any opinion in this regard
- Clear work principles for the youth workers to be followed, 69.5% of the respondent totally agreed, 25.5% agreed and 4.5% didn't had any opinion in this regard and 0.5% disagreed
- Establish group rules to be followed (such as communication rules or interaction rules), 66.5% of the respondent totally agreed, 28% agreed and 4.5% didn't had any opinion in this regard, 0.5% disagreed and 0.5% totally disagreed
- Special sessions to explain what fewer opportunities means, 54% of the respondent totally agreed, 34.5% agreed and 8.5% didn't had any opinion in this regard, 2.5% disagreed and 0.5% totally disagreed

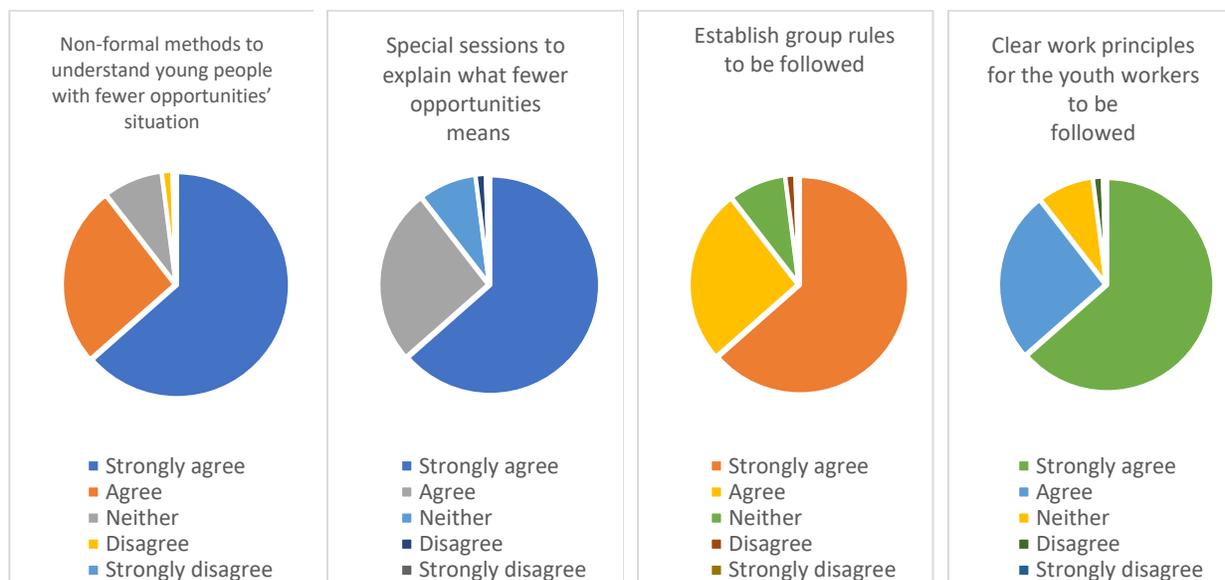


Figure 19. Measures to avoid discrimination during joint activities with young people with and without fewer opportunities (source: authors contribution)

From the total number of respondents 62% totally agreed and 34.5% agreed that identifying new approaches can enable the youth workers from their organisation to reach marginalised young people, in the same time 39% totally agreed and 30.5% agreed that looking for marginalised youths on the field (door to door) can help them as well and 48% totally agreed and 30.5% agreed that creating a database with young people with fewer opportunities can lead to the same result. We have used the Likert scale to identify what approach the respondents consider more important than the other and we have found that the most important is to identify new approaches and the less important is to look for the young people door to door.

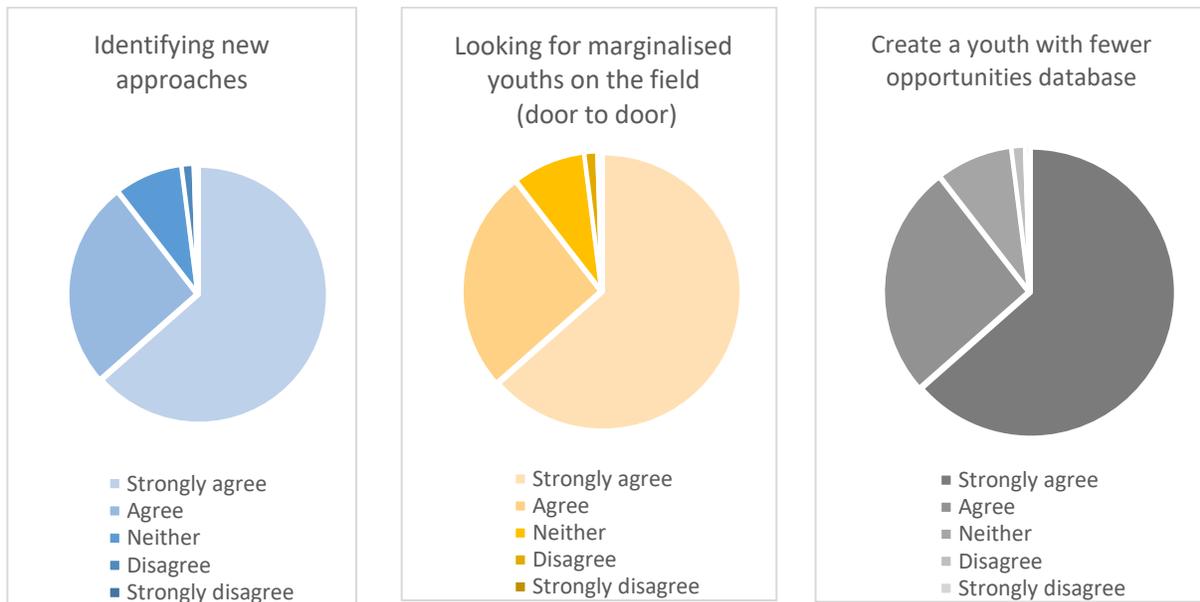


Figure 20. Reach marginalised young people (source: authors contribution)

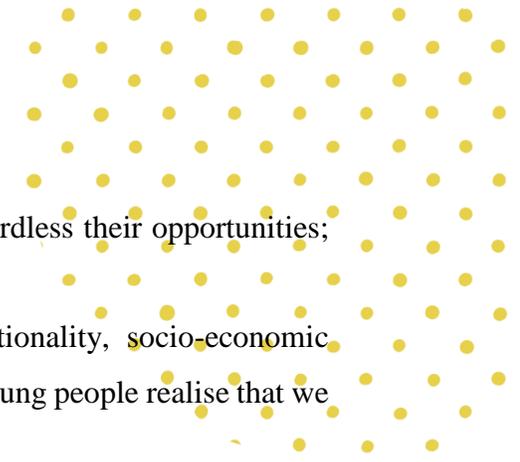
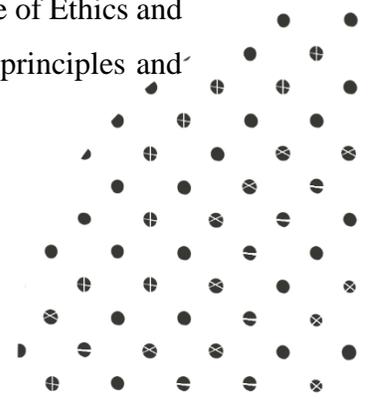
We have asked the respondents how the youth workers from their organisation implement non-discrimination principles and how they promote tolerance, their responses are written in the Table 6. Using the Likert scale, on a scale from -2 to +2 the daily strategy is the most important, then the working strategy, used methodology, through the methods and tools used during the activities with the young people and the last important for the 200 respondents.

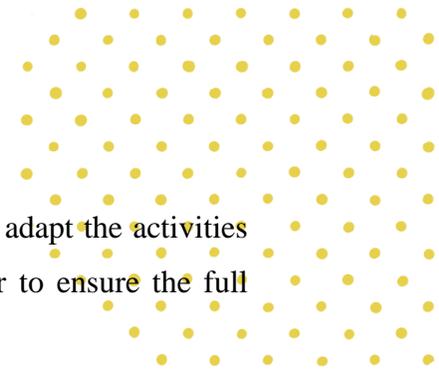
	Never	Rarely	Sometimes	Often	Always
Through the methods and tools used during the activities with young people	11.5%	4%	11.5%	29.5%	43.5%
Daily strategy	9.5%	13.5%	21.5%	30%	25.5%
Working strategy	7%	10.5%	15%	29.5%	38%
Clear working principles	0%	7%	11.5%	29%	41%
Used methodology	9.5%	7.5%	12.5%	28.5%	42%

Table 6. Non-discrimination principles and tolerance (source: author contribution)

The 200 experts share in the questionnaire how they ensure social inclusion of the young people with fewer opportunities in mixed groups. We have written and group their answers bellow:

- Raise the participants self-esteem and confidence
- Steering groups of young people to plan the models of engagement; support young people in delivering work with their peers; use a strength-based approach, instead of focusing on the challenges the individuals might be facing, support them in using their experiences, knowledge and ideas to help themselves and help others, this helps the young people feel they are valued and increase their confidence and sense of belonging;
- Train young people to support their peers through peer support groups and young people mentoring other young people to make them feel better about themselves and learn how to look after themselves and after each other better;
- Train the staff in using participative methods like Participatory Appraisal which help groups of young people focus on what they have in common and emphasises the value and relevance of individual knowledge and experiences;
- Use channels that young people use more frequently and the places they frequent the most, which are sometimes different from those used and frequented by young people without fewer opportunities. Also giving first-hand continuous information to workers that know them and are in direct contact with them;
- Use teambuilding methods and create an open environment that will enable all participants to be equally involved in the activity; guide the participants to create common rules for working

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- and being together focused also on integrating all participants regardless their opportunities;
actively involve all the participants during the activity;
- Work together in groups regardless the young people race, nationality, socio-economic background, gender, sexuality etc.; create activities that make the young people realise that we are all humans who deserve respect and opportunities;
 - Consider them from the beginning as equal, regardless their personal characteristics or their disability;
 - Help the participants find their role in the group; adapt the experts' methods and methodology to the young people needs; communicate with the youth before and during the activity;
 - Maintain a gender balance in each group of participants, with an equal number of males and females;
 - If it's during a week of training/youth exchange, ensure that the first 2 days are about integration; during our local events treat everyone fairly and play games in order to get people comfortable with each other before moving on to the main topic of the event.
 - Offer the young people the opportunity to set up democratically the common rules; the rule "respect others" should be always on the list, so that no one insults any one, give space to each participant to share their opinion without interrupting, no bullying, etc.;
 - Involve young people with fewer opportunities in all the organisation activities; contacting families in order to communicate the young people progress;
 - Individual interventions and specialized assistance to reduce vulnerability, self-confidence and economic independence;
 - Accessible venues for everyone, free learning opportunities, setting up rules and guidelines to ensure tolerance and inclusion;
 - Allow extra funding for activities aimed to include young people from disadvantaged area; empower young people and develop their creative capabilities;
 - Open and extensive calls, customised to different groups; activities without prior cost; attractive activities that summon diverse groups through common interests;
 - Effective communication, compliance with internal policies, including the Code of Ethics and the Policy for the protection of children and young people, by respecting the principles and values of the organisation;
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- Finding out about the problems/ difficulties/ concerns of young persons; adapt the activities and exercises based on the findings; select the proper methods in order to ensure the full participation of all;
 - Reach to outreach and follow national government law, program guidelines and own organisation working strategies with incorporate international working strategy and moralities as well as need assessment;
 - Creating a safe and inclusive environment, offering the students with a disability to be on the spot light; help the young people without fewer opportunities understand what means to have disabilities, offer the occasions to even step into their shoes; blind activities etc.; take into consideration their background;
 - Promoting tolerance, open-mindedness and acceptance; analyse the type of the obstacle and pay attention to young people with fewer opportunities and their needs during our projects; creating accessible activities;
 - Using different working methods throughout the activity so that everyone can find opportunities to express themselves and to excel at something; letting everyone to speak out their ideas and encouraging mutual exchange; allow everybody to participate in according to their needs and potentials;
 - Providing personalised support; group counselling, integration into the labour market, clear methods, inclusive methodology, clear working strategy, common tasks; interaction, peer to peer learning, joint tasks within the organisation;
 - Develop personal meetings and activities based on the young people with and without fewer opportunities' common needs; specifying common goals' and building emphatic environment; treat everybody equally and with respect.

We thank to all the organisations who filled the questionnaire and helped us to create this study so we can help other youth workers and experts to create their strategy in order to reach marginalised young people. In order to create your own reaching strategy, you should first establish the context you are in, your objectives, select the methods form this study that you find suitable for the context you are in, establish the indicators of success and the needed methods and instruments to monitor and evaluate your strategy.

METHODS TO ENSURE NON-DISCRIMINATION PRINCIPLES

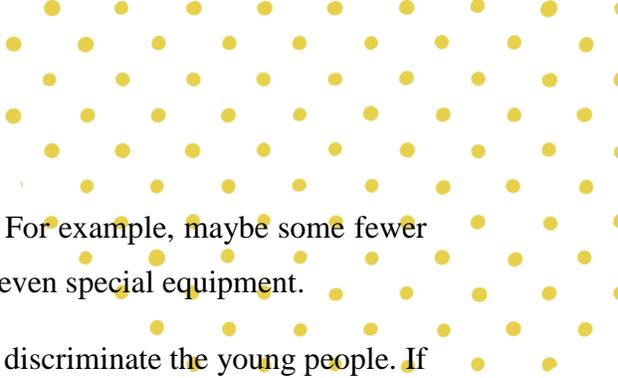
Youth workers, organisation, and other experts from the Youth Field should not discriminate in any form during their activities, even if they don't work with young people with and without fewer opportunities jointly. The entire activity should fight against all form of discrimination and the used methodology should not discriminate in any form.

In order to **plan and prepare** a learning opportunity as a youth worker you find the common needs and interests of the young people with and without fewer opportunities. After you found them, you should identify the specific needs of the young people with fewer opportunities, so you can ensure equal treatment and not discriminate them in any form. You can find their specific needs by learning more about the fewer opportunity they face and by asking directly young people you will involve in the activity (through interviews, focus groups or questionnaires). The entire learning activity should help the young people to overcome specific challenges and barriers they are facing in their daily lives, this is one of the reasons why is important to analyse first the young people's needs and then to develop the activity.

Select a venue and location that is suitable for the fewer opportunities you are working with and make sure all the young people can reach that specific location.

Develop a call for selection that is easy to read and understand, and make sure the young people with fewer opportunities have access to it. Use appropriate **communication channels** in order to reach the young people with fewer opportunities. Create an accessible application form and involve other organisation and stakeholders in the selection process. For example, the call for selection should be accessible for screen readers if the call for selection is addresses to young people who cannot see. Also, make sure the administrative procedure to apply for the learning activities and the selection criteria does not discriminate the young people in any form. In order to establish a balance, involve **equal number of young people with and without fewer opportunities** and ensure equal places for man and woman in the activities.

Identify the necessary material, human and financial **resources** to create and implement the non-formal activity in order to ensure equal participation and to make sure the young people with fewer



opportunities can actively participate during the entire activity. For example, maybe some fewer opportunities requires support persons in order to participate or even special equipment.

Create an inclusive methodology and use methods that does not discriminate the young people. If appropriate, teach the young people about discrimination and forms of discrimination during the learning activity. Do not select methods that put in difficulties the young people with fewer opportunities or select tasks that cannot be achieved by them. Select methods or adapt them based on the **group background**. It is really important what the group can do and cannot do. Also, after you select the group of young people with and without fewer opportunities create a session or use different method before the activity to find out their specific needs and requirement and how they learn best, so you can adapt the used methods and instruments, if necessary. The used methodology should focus on the young people abilities and capabilities and not on their limitations. Through the entire activity you should make sure the young people do not react or treat the other participants in a worse way than other people are treated.

Develop the **training design** and program taking in mind the target group and its special needs, in some cases, depending on the fewer opportunity you are working with, the young people may need more time to finish a specific task, or they may need more breaks. As a youth worker you will plan and ensure the **time management** before and during the activity. Sometimes you will need to adapt the programme based on what you observe during the activity. If you feel the young people are tired, don't be afraid to take a break or to make short sessions. Facilitate the collaboration and communication between the young people with and without fewer opportunities and use teambuilding methods to create the team. Create occasions and encourage the young people with fewer opportunities to talk about their situation with the young people without fewer opportunities.

The youth worker and trainer should have the **necessary competences for organising, developing and running educational activities for mixed groups of youth** and should have an inclusive attitude. Extend your knowledge about fewer opportunities and have a positive and inclusive approach. Be willing to learn from the young people and always read and inform about this topic. The entire activity should fight against discrimination, should help the young people overcome the encountered barriers and challenges, and should help improve the young people with and without fewer opportunities condition.

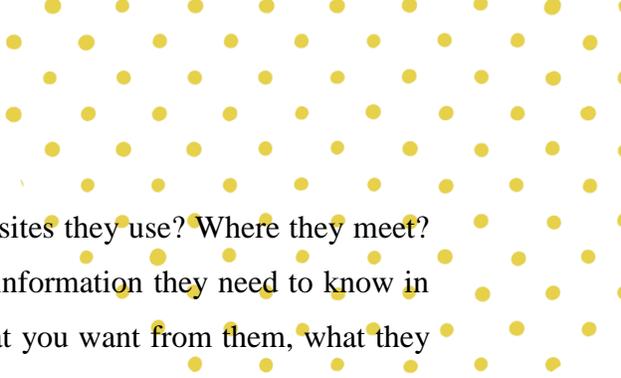
Success factors of the non-formal education activities for preventing discrimination, racism and intolerance among young people with and without fewer opportunities:

- Involve an equal number of young people with and without fewer opportunities;
- Identify the concrete common and complementary needs and interests the young people with and without fewer opportunities;
- Create a common design for the young people with and without fewer opportunities, responding to their common and complementary needs and interests
- Create occasions for the young people with and without fewer opportunities to interact, to communicate and to collaborate together;
- The activity should be learned centred;
- The activity should consider and use the young people competences and creativity;
- The young people should feel and be aware on their contribution during the activity;
- The youth worker/ trainer should always validate and highlight each young people contribution and progress;
- To create a safe space for the young people with and without fewer opportunities;
- To create a relationship between the young people with and without fewer opportunities based on equality.

RECOMMENDATIONS TO BE USED IN NON-FORMAL ACTIVITIES TO SUPPORT PARTICIPANTS WITH FEWER OPPORTUNITIES IN THEIR ROLE AS MULTIPLIERS

To reach and engage marginalised young people is a challenge for the youth workers. To support the youth people with fewer opportunities role as multiplier is even more challenging because you need to establish a system that allows the young people to be autonomous and be motivated to take this role, even after the activity ended.

Start by creating the strategy to reach the marginalised young people. Establish the target group and find out the young people behaviours and interests. Create the profile of the target group and



a list of places where you can find them – What apps and websites they use? Where they meet? The open call for selection should specifically include all the information they need to know in order to participate in the activity. Establish the objective, what you want from them, what they will learn and create the message based on it. Focus on the issue rather than the non-formal activity – what are the problems you will solve, what are the needs that you will respond, create a story, use storytelling techniques, if possible. Explain how they will get involved. Create a brand, make it cool, because it is cool. A non-formal activity is fun, don't create the sensation that will be a boring activity for those in need, for the young people with fewer opportunities. Nobody wants pity. Yes, there is an activity for the young people with fewer opportunities, for marginalised young people, but this is the focus of your organisation, the message is for the young people, so they need to immediately understand what they will do and what they will learn, and not how the activity will help them to improve their condition because they are marginalised and your organisation want to change that.

Identify the channels that you want to use in order to promote the non-formal activity. Understand your community and know where the young people spend their time. Is it at school? Is it at other NGOs? What public institutions do they often visit or are related too? A large number of young people are spending their time on internet. A few young people don't use online channels to stay informed. Don't expect young people to come at you, just meet them where they are. Know their demographics, go in their communities, map the households.

Adapt the call for selection for each media platform and post on social media. Post photos/ videos and links that can be shared by the people you reach. It needs to be interesting and fun. Collect information about what communication channels should you use form marginalised young people who you already reached. If appropriate, create a hotline so the young people can register to your programs or to ask for information.

Create the organisation story on your social media accounts and on your website, so when you reach a new youngster, he can immediately understand your brand and story. This story will convince them to apply for your non-formal activities. Nowadays, the young people are used to search on different media platform about a person, a business, an NGO to know more about it. So,



if you promote your activities in general, they will understand better and will be more motivated to apply.

Then create the strategy on how you will support the participants with fewer opportunities to use their role as multipliers and to be active members in the society. During the activity you should have special sessions for the young people to reflect and understand how to apply what they have learned in their daily life. Also, you should create the occasion in order to make the young people understand how to apply what they have learned after each used method during the activity. Allow the young people to think and make detailed plans on what they will do after the activity, and help them to set up some goals. Give them examples on what they can do with what they have learned. Help them understand what means to be active in the society in general, and discover what exactly mean for them to be active. Based on their understanding, their needs and the actual theory they should be able to create their own plan of participation.

Develop and think at the follow-up activities and sustainability of the learning activity before you even start it. Identify what activities you will do again after the activity, or what activity can you implement based on future possible results and impact. Establish a way to stay connected with the participants after the activity will end.

Involve the young people with fewer opportunities directly in solving the problem and support their initiatives. Offer them occasions and spaces to find solutions and develop measures and actions to fight against discrimination and social inclusion. Listen to their opinions and support their active participation in the society. Create special occasion for them to develop their social and civic competences and support their civic engagement. Guide them directly on what they should do and how they can solve problems in their communities. Motivate them to be active in the community and explain the benefits they could have by being active.



CONCLUSIONS

Youth workers play an important role in reaching and engaging young people with fewer opportunities. The experts in the Youth field are becoming more and more creative and innovative in developing strategic and holistic approaches to reach marginalised young people. Still, in some cases there is a gap in communication between the young people with and without fewer opportunities and the experts from the youth field.

In order to reach and engage the young people the youth workers should have a clear strategy on how they can do it. The strategy is different from one community to another, and from one organisation to another, but the principles still remain the same. The most effective way to reach young people is to use the communication channels that the young people use, to promote the opportunities where the young people spend their leisure time and in the environment where they spend most of their time, such as schools and Universities. Another effective way to reach the marginalised young people is by establishing partnerships with local authorities, other organisations and stakeholders that have access to these young people and that can help youth workers to promote the activities or to reach them. There are organisations that reach their target group just with the help of online channels, organisations that collaborate with other entities to reach the young people and there are organisations that use various communication channels to reach them. It does not matter if the used channels or methods are innovative, traditional or new, it matters to be effective. Once in a while it is recommended to diversify the methods used to reach the target group so the youth workers can ensure more young people hear about the opportunities offered by the organisations.

The best way to fight against discrimination and to increase the tolerance between the young people with and without fewer opportunities is by creating occasion to learn, to cooperate and to communicate. Youth workers can create and implement non-formal or informal activities in this regard and help the young people understand and accept each other. Through used methods, approaches, measures and actions, the youth workers should fight against any form of discrimination, starting from planning and creating the activity, through the selection process and through used methodology and methods during the activities.

BOOK DESCRIPTION – ROMANIAN

Această carte se adresează lucrătorilor de tineret și organizațiilor care lucrează cu tineri cu mai oportunități reduse sau doresc să lucreze cu aceștia. Cartea poate fi folosită și de către alți lideri de tineret, formatori, antrenori sociali, profesori, educatori, personalul organizațiilor și de către alți experți din domeniul Tineretului, Educației, Educației adulților și domeniul VET, care lucrează cu grupuri țintă marginalizate și care doresc să lupte împotriva discriminării și intoleranței.

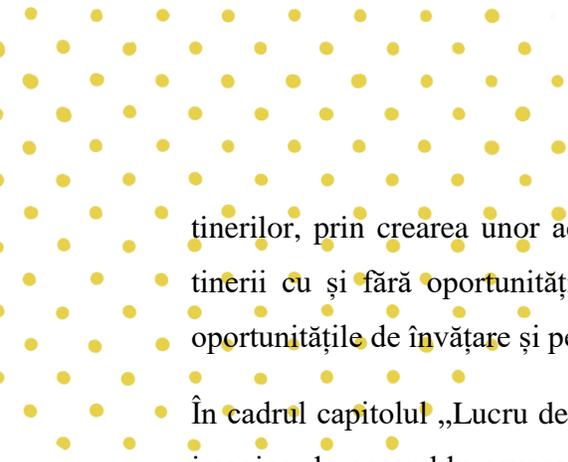
Ne propunem să te ajutăm pe tine, dragul nostru cititor, să identifici tinerii marginalizați din comunitatea ta și să lupți împotriva discriminării și a intoleranței dintre tinerii cu și fără oportunități reduse.

Cartea analizează situația actuală a lucrului de tineret și oferă noi metode și abordări relevante la nivel european pentru prevenirea discriminării și intoleranței în rândul tinerilor, pe baza nevoilor organizațiilor de dezvoltare și ale tinerilor cu și fără oportunități reduse și a contextului actual, oferind totodată și particularități din România și Spania.

Vrem să îți oferim o nouă perspectivă asupra modului în care poți să ajungi la tinerii cu oportunități reduse și cum poți să folosești diferite canale de comunicare, astfel încât să crești vizibilitatea activităților non-formale realizate în cadrul organizației.

Cum putem ajunge la tinerii marginalizați, să combatem discriminarea și intoleranța în rândul tinerilor? Ce mijloace de comunicare folosesc lucrătorii de tineret pentru a ajunge la tinerii marginalizați, pentru a lupta împotriva discriminării și pentru a crește toleranța în rândul tinerilor? Care este valoarea adăugată a lucrului de tineret în identificarea tinerilor marginalizați, în lupta împotriva discriminării și a intoleranței în rândul tinerilor? Care sunt măsurile pe care lucrătorii de tineret le utilizează pentru a asigura un proces de selecție care să nu discrimineze și care sunt principiile pe care aceștia le urmează pentru a se asigura că nu discriminează în niciun fel în timpul activităților implementate? Acestea sunt cele mai importante întrebări la care am răspuns pe parcursul acestei cărți.

Poți să utilizezi rezultatele acestei cercetări pentru a îți realiza strategia de identificare a tinerilor marginalizați. De asemenea, le poți utiliza pentru a preveni discriminarea și intoleranța în rândul



tinerilor, prin crearea unor activități non-formale, informale sau chiar formale, comune pentru tinerii cu și fără oportunități reduse. Folosește-le pentru a îți crea strategia de promovare a oportunitățile de învățare și pentru a îți dezvolta metodologiile viitoare de lucru.

În cadrul capitolului „Lucru de tineret, marginalizarea tinerilor și incluziunea socială” am oferit o imagine de ansamblu asupra situației europene privind lucru de tineret și incluziunea socială, împreună cu un număr semnificativ de exemple de bune practici din România, Spania și din alte țări europene, relevante în context european.

În anul 2019 Asociația Sprijin și Dezvoltare și Inercia Digital au organizat 4 întâlniri consultative care au reunit experți din diferite domenii și tineri cu oportunități reduse. La aceste întâlniri au participat organizații locale cu experiență în incluziunea socială, factorii de decizie locali din sectorul de Tineret, reprezentanți ai sectorului educației, lucrători de tineri și formatori cu experiență în lucru de tineret și incluziune socială. În cadrul acestor întâlniri am identificat măsuri, metode și bune practici utilizate de către experți pentru a ajunge la tineri marginalizați, pentru a preveni rasismul și pentru a crește toleranța dintre tinerii cu și fără oportunități reduse. Asociația Sprijin și Dezvoltare și Inercia Digital au organizat, de asemenea, patru focus grupuri pentru a identifica modalități eficiente de a ajunge la tinerii excluși social. Rezultatele întâlnirilor consultative și ale focus grupurilor se regăsesc în cadrul capitolului menționat, împreună cu două studii de caz ale două organizații care lucrează cu tineri cu oportunități reduse.

În capitolul „Strategie pentru identificarea tinerilor marginalizați” am inclus un studiu realizat de Asociația Sprijin și Dezvoltare din România împreună cu Inercia Digital din Spania, unde am aflat cum putem ajunge mai ușor la tinerii marginalizați și cum putem să luptăm împotriva discriminării și a intoleranței în rândul tinerilor.

Următoarele două capitole cuprind metode pentru a lupta împotriva discriminării și recomandări care pot fi utilizate în activitățile non-formale pentru a sprijini rolul de multiplicator al tinerilor cu oportunități reduse. În ultimul capitol puteți găsi concluziile acestei cărți.

BOOK DESCRIPTION – SPANISH

Este libro está dirigido a trabajadores y organizaciones juveniles que trabajan con jóvenes con menos oportunidades o que quieren trabajar con ellos. Este libro puede ser utilizado también por supervisores juveniles, personal de la organización, líderes juveniles, entrenadores, maestros, educadores, autónomos y otros expertos en el campo de la Juventud, Educación, Educación de adultos y FP que trabajan con personas marginadas y quieren luchar contra la discriminación e intolerancia.

Nuestro objetivo es ayudarlo, nuestro querido lector, a llegar a los jóvenes marginados y luchar contra la discriminación y la intolerancia entre los jóvenes con y sin menos oportunidades.

El libro analizó la situación actual y proporciona nuevos métodos y enfoques para prevenir la discriminación y la intolerancia entre los jóvenes en función del contexto actual, las necesidades de la organización y las necesidades de los jóvenes, relevantes a nivel europeo y que ofrecen particularidades de Rumania y España.

Queremos dar una nueva perspectiva sobre cómo deberíamos llegar a los jóvenes con menos oportunidades y cómo usar otros canales de los que estamos acostumbrados para que podamos aumentar la visibilidad de nuestras actividades no formales.

¿Cómo podemos llegar a los jóvenes marginados, luchar contra la discriminación y la intolerancia entre los jóvenes? ¿Qué utilizan los trabajadores juveniles para llegar a los jóvenes marginados, prevenir la lucha contra la discriminación y facilitar la tolerancia? ¿Cuál es el valor / contribución del trabajo juvenil para llegar a los jóvenes marginados, luchar contra la discriminación y la intolerancia entre los jóvenes? ¿Cuáles son las medidas que utilizan los trabajadores juveniles para garantizar el proceso de no discriminación de selección y actividades? Hemos respondido a estas preguntas a través de este libro.

Siéntase libre de usar el hallazgo de la investigación para llegar a los jóvenes marginados. También puede usarlo para desarrollar medidas y acciones para crear actividades comunes no formales, informales o incluso formales para los jóvenes con y sin menos oportunidades, para que puedan

participar conjuntamente para evitar la discriminación y la intolerancia entre los jóvenes. Úselo para promover sus oportunidades de aprendizaje y para crear las metodologías de sus actividades.

En el capítulo "Trabajo juvenil, marginar a los jóvenes y la inclusión social", hemos proporcionado una visión general de la situación europea en relación con el trabajo juvenil y la inclusión social, junto con un número significativo de ejemplos de buenas prácticas de Rumania, España y de otros países europeos que son relevantes en contexto europeo.

En 2019, la Asociación Sprijin si Dezvoltare e Inercia Digital organizaron 4 reuniones que reunieron a expertos de diferentes dominios y jóvenes con menos oportunidades de experimentar la marginación. En esta reunión han participado organizaciones locales con experiencia en inclusión social, tomadores de decisiones locales que representan al sector Juventud, representantes del sector Educación, trabajadores juveniles y formadores con experiencia en trabajo juvenil e inclusión social. Durante esta reunión, identificamos medidas, métodos y buenas prácticas que utilizan los expertos para llegar a los jóvenes marginados, prevenir el racismo y aumentar la tolerancia. La Asociación Sprijin si Dezvoltare e Inercia Digital organizaron también cuatro grupos focales para identificar formas efectivas de llegar a los jóvenes socialmente excluidos y proporcionar una comprensión más profunda de los fenómenos. Los resultados de las reuniones consultivas y los grupos focales se encuentran en este capítulo junto con dos casos de estudio en 2 organizaciones diferentes que trabajan con jóvenes con menos oportunidades.

En el capítulo "Estrategia para llegar a los jóvenes marginados" hemos incluido un estudio realizado por la Asociación Sprijin si Dezvoltare de Rumania junto con Inercia Digital de España donde descubrimos cómo podemos llegar a los jóvenes marginados, luchar contra la discriminación y la intolerancia entre los jóvenes.

Los siguientes dos capítulos ofrecen métodos para garantizar principios y recomendaciones de no discriminación que se utilizarán en actividades no formales para apoyar a los participantes con menos oportunidades en su papel de multiplicadores. En el último capítulo puedes encontrar las conclusiones de este libro.

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