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Guidelines for inclusion of the methodology in settings for youth workers

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**Increasing Social Effectiveness through Innovative Methods and Tools
in Non-formal Education-based Youth Work**

Project n° 2019-2-TR01-KA205-078672

**IO5
Guidelines for inclusion of the methodology
in settings for youth workers**

Project Information

Project title	• Increasing Social Effectiveness Through Innovative Methods and Tools in Non-formal Education-based Youth Work
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Document Information

Title	• Guidelines for inclusion of the methodology in settings for youth workers
Description	• Guidelines to facilitate the mainstreaming of the project's suggested methodology by providing recommendations for implementation on a meta-level to decision makers
Partner organisation	• Asociación Caminos
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Contents

Project consortium

The partner community consists of 6 partners from 5 countries:

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1. ABOUT THE INNO4IMPACT PROJECT

As Europe is increasingly marked by cultural diversity adequate skills in cultural understanding and communication will have more and more importance on the workplace as well as in private life.

To assure peaceful and successful coexistence people need to be able to understand and accept each other's values and habits but also appreciate and acknowledge diversity as a chance to learn from and with each other. The skill of mutual understanding and tolerance will be especially important for young people as next generation in power who will determine conditions and development in our societies.

To acknowledge the value of different cultures and mixed societies is not always easy. Due to socioeconomic conditions, such as youth unemployment or facing discrimination, young people sometimes lack satisfactory prospects for their future life. Therefore, they might be attracted by national tendencies which are giving them a feeling of security and belonging.

To counter these forces, it is very important to significantly improve the skills of youth workers. On the one hand youth workers have to be able to raise the interest on cultural heritage in general, on the other hand they have to own the skills to promote respect as central value to approach other cultures. Last but not least they have to be experts in intercultural communication and conflict resolution providing the ability to decode misunderstandings and prejudices.

Therefore, we summarize the following NEEDS to be targeted by the "Increasing Social Effectiveness Through Innovative Methods and Tools in Non-formal Education based Youth Work" project, which demonstrate at the same time the overall objectives we want to achieve and results we aim to reach:

I. To develop a scientific approach to intercultural communication and understanding, including general findings on the skills needed by young people and especially youth workers and development of guidelines for the trainings. At the same time to collect transnationally information on best practices specially to integrate different cultural, generational and gender aspects on the issue. These facts shall be respected in the intellectual output 1.

II. A train the trainer handbook providing information on how to develop the competences needed to be able to encourage and motivate young people in exploring diversity as important value and foster their understanding and skills in communication and conflict resolution – IO2 – implementation of the trainings with youth workers (transnational and national).

III. Training videos for blended learning implementation – IO3.

IV. A distance learning platform for Youth workers to promote the learning outputs and tools to a broader audience, especially to targets living in communities for which F2F trainings might not be that easily accessible – IO4.

V. A transfer handbook / implementation guide to promote best practice and central findings of the project to relevant stakeholders in the field of youth work and political decision makers so that they might learn approaches on how to better deal with mixed societies and the promotion of mutual understanding and cooperation – IO5.

Youth workers and professionals working with young people.

I.   Disadvantaged young people.
II.   Institutions that work with youth workers.
III.   Networks that represent the profession of youth work.
IV.   Decision makers and public authorities working with or funding youth work.

The project "Increasing Social Effectiveness Through Innovative Methods and Tools in Non-formal Education based Youth Work" expects **future youth workers** to:

Gain a contribution to the variety of approaches to performing youth work.	**Experience the power of the methodology approach to bond with youngsters, to build community and to boost inclusion.**

The project expects **experienced youth workers** in further training activities to:

Additionally, improve skills dealing with disadvantaged youngsters (e.g., the youngsters from rural areas, youngsters with migration background)	**Gain a contribution to the variety of approaches to performing youth work.**

The project expects **decision makers** to hear about an alternative approach in the work with disadvantaged youngsters, which can be included in community building processes and the analysis of needs of youngsters.

2. ABOUT THESE GUIDELINES

The objective of these guidelines is to facilitate the mainstreaming of the project's suggested methodology by providing recommendations for implementation on a meta-level to decision makers.

Target groups of the guidelines

I. Decision makers devoted to the education, training, updating, specialization and so on of youth workers.

II. Policy makers, local authorities, governmental institutions, services providers etc. that employ youth workers dealing with disadvantaged youngsters.

Contents

The guidelines will consist mainly of:

Overview of the methodology embedded in the theoretical approach of youth work, developed in IO2

Mapping of the current national educational requirements for youth workers

Mapping of the current work settings for youth workers working with disadvantaged youngsters, detected in IO1

An assessment of the quality, consistency and coherency of the methodology

Set of recommendations according to the detected quality criteria for implementation in the different settings (both educational and work related) responding to any eventual system of requirements and standard

Good practices examples taken through the piloting phase in order to strengthen through empirical data the mainstreaming potential

In order to make the guidelines a useful and powerful tool for the mainstreaming of the project results, the recommendations will be based on the reality of each country and will provide details and background information on the different opportunities to implement the methodology, explaining the modules developed in IO2 on a meta- level, especially addressed to decision makers.

It will include information about:	• Work with different groups within the target groups (e.g., young people, young people from rural area, disadvantaged youngsters etc. with or without migrant or refugee background). • Different intervention aspects. • Different settings. • Educational requirements in curricula of youth workers in partner countries as examples. • Recommendations where to get information about national quality frames and requirements. • Standards and requirements of accreditation for updating and specialization training for youth workers. • Assessment for the quality, consistency and coherency of the methodology as regard requirements, criteria and standards identified. • Suggestions for adaptations and adoption of the modules and the methodology.

In addition, the guidelines will be enriched with good practices' examples from the pilot phase to strengthen the mainstreaming potential through empirical data.

3. OVERVIEW OF THE METHODOLOGY EMBEDDED IN THE THEORETICAL APPROACH OF YOUTH WORK

A comparison of the situation in the partner countries revealed that "youth work" or "youth social work" is by no means based on a commonly shared understanding. Even concepts of "youth" in general or of "disadvantaged background" can differ – and so they do in social sciences- be it in terms of age range or other social and political considerations. As stated in a study conducted between 1997 and 2001, each European country conceptualizes youth differently. For example, in terms of age range, youth are 13-19 years old in the UK, 0-25 years old in the Netherlands (they simply do not draw a distinction between child and youth), 7-26 years old in Estonia, 14-30 years old in Spain and so on. And in some Arab states such as Egypt and Jordan the youth age group even goes as high as 35.

To meet overall needs for youth work practice partners in the training modules (Intellectual Output 2), as well as in Intellectual Output 4, the online training compiled various modules addressing daily practice in youth work. For your orientation, here a short introduction to find the most relevant content:

Module 1: Introduction to youth work

This module covers a general explanation, non-formal learning concepts, different approaches to youth work, youth policies (under Erasmus+), more detailed information on the role and competences of the youth worker, an exchange of good practices in all partner countries, as well as ethical conduct guidelines in youth work and information on types of emotional intelligence.

Module 2: Youth Work in Practice

This module is dedicated to practical tools and methods needed in daily youth work in regards to motivation and self-motivation, the assessment of needs of disadvantaged youth and how to support them with counselling, biography work with young people, the planning process of youth activities, working in groups and team building, conflict management and resolution, communication skills and techniques, the evaluation of non-formal activities with young people and the validation of these competence developments with LEVEL5 method.

Module 3: Working with disadvantaged groups

This module is about Key concepts for disadvantaged background, diversity, intercultural learning and cultural competence. You can find the Integrative Diversity Concept, which is about social inclusion and community building, but also information on how to handle diversity in a globalized society. You can learn about how to provide psycho social support for disadvantages youth or how to prevent and safeguard disadvantaged youth. At end of this Module, you can find additional information on tailoring youth work and a specific intervention, bread baking workshops.

4. MAPPING THE CURRENT NATIONAL REQUIREMENTS FOR YOUTH WORKERS

In this section the partners of the project will provide – in alphabetical order- a short overview on national requirements in regards to their youth work activities.

Austria

As a result of the federal structure in Austria, responsibilities for youth policy and for non-school child and youth work are divided between the nine federal provinces and the federal government. Youth policy is a cross-departmental cross-sectional matter. Therefore, youth-relevant agendas can be found in all ministries. The agendas for general affairs and the coordination of youth policy are located in the Federal Ministry of Family Affairs and Youth (BMFJ). Building on the Council Resolution of 2009 on a renewed framework for European cooperation in the youth field (2010-2018), the BMFJ began developing a national youth strategy in 2012. As the Ministry has declared, youth policy has the task of shaping the life situation and perspectives of young people. It should help young people to cope with the demands of the youth phase and the transition to adult life. The aim of youth policy is to protect children and young people and to promote their development as independent personalities in order to lead an independent and responsible life and to use their productive and creative potential for community and social commitment. Two essential principles of a successful youth policy are closely linked to this basic understanding: Firstly, the needs and concerns of young people themselves must always be taken into account. Not a policy for but a policy with young people is to be aimed for. Secondly, youth policy cannot be fixed in one department alone, rather be taken into account in all policy areas. The concrete implementation of youth policy takes place specifically at the various political levels: International, National Federation, Countries, Regions and Communities. Three main areas of non-school child and youth work in Austria are:

» **The associations**: the cultural, educational and sports associations have rich and decentralised infrastructural resources (houses, premises and/or facilities), which are to a large extent also used for youth-specific services. However, the use of infrastructural resources by youths / youth groups is mainly only possible within a clearly limited framework. Thus, youth work often benefits educational or sports associations, but without establishing a youth-specific infrastructure of their own. The effect of the association's youth work has also been limited due to access barriers such as membership, membership fees and temporally / organisationally prescribed rules of use.

» **Youth Information**: the Youth Info Centres are the Austrian specialist centres for the preparation and provision of information for young people for non-commercial purposes. Youth information supports young people in their development and offers free, up-to-date, relevant and comprehensible information to help them on the threshold to adulthood. Offers and activities promote the empowerment of young people.

» **Open Youth Work**: institutions of Open Youth Work are institutions of the socio-cultural infrastructure, differ from these, however, by the basically open access, i.e., the use of youth centres, clubs and youth clubs is usually not restricted to memberships and / or certain forms of use. Thus, they allow for a high form of self-organisation by the young people or user groups, but at the same time they are in the field of tension between the different local groups, cliques or youth cultures active in the immediate vicinity of the youth centres and their dynamics of exclusion. In addition, autonomous, self-organized youth initiatives should also be mentioned, finally not to forget religious forms of youth work by churches and mosque associations.

The three main types of youth work cited above are reflected in three national umbrella organisations:

» Bundesjugendvertretung → BJV - Federal Youth Representation.

» Bundesnetzwerk Österreichische Jugendinfos → Federal Network of Austrian Youth Information.

» bOJA → The nationwide network for open youth work.

Through European umbrella organizations they cooperate with other institutions and networks of child and youth work.

Germany

In Germany the social integration and inclusion of young people is a basic right, as enshrined in Germany's Basic Law (Grundgesetz), specifically Articles 1(1) and (2). The most prominent of the legislative provisions to support young people are the Social Code (Sozialgesetzbuch). Section 1 of the Social Code Book VIII (Sozialgesetzbuch, SGB VIII) – Children and youth services states that all young people are entitled to be supported in their development and to be raised to become independent, socially competent individuals. Besides parental responsibility this section also emphasizes the responsibility of the state by obliging child and youth services to support young people so they can develop as individuals and as members of society. Child and youth services (Kinder- und Jugendhilfe) should also help to prevent or eliminate disadvantages.

Germany has a wide range of professional associations and interest groups that are active in youth policy as well as specialist representation from youth services. Areas include parenting support and counselling, youth protection, welfare, non-institutional youth work, drug and addiction prevention, youth social work and career advice for young people, and funding for young people with disabilities. The regular support programmes for youth services at the national (Bund), regional (Länder) and local (Kommune) level also include funding for networks and organisation of youth work, and qualification and training for full-time and volunteer staff. This is also true for many special programmes. Some universities in Germany offer bachelor and master degrees in social work and the educational sciences with a focus on youth work. There is no association of youth workers but there are associations of professionals who work in the field of youth work, e. g. the German Federation of Social Workers. Germany has adopted various national strategies that also serve the social inclusion of young people. There are those that include all age groups (e.g., Strategy to prevent extremism and promote democracy, Civic commitment strategy) and those directed at youth (e. g. Youth strategy). There is also a large variety of programmes and initiatives at national (Bund) and regional (Länder) level to promote and support young people's social integration specifically to young people from disadvantaged social backgrounds or who have specific needs. The Youth strategy 'Action for a child- and youth-friendly society' was adopted by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) for the period 2015 to 2018. The guiding principle of the youth strategy is to enable young people to participate in all matters that concern them. The youth strategy brings together a large number of partners. It is based on the independent youth policy, a holistic policy approach that places young people aged 12 to 27 at the centre of action in a variety of fields. This approach is implemented across Germany through various partners and projects. Policies for young people are supplemented by policies with and by young people. Besides the public-sector, funding is also available to non-profit independent youth services organisations (Freie Träger). Public-sector organisations cooperate in so-called working groups (Arbeitsgemeinschaften) with recognised independent child and youth services organisations and any organisations that run funded activities. The working groups are designed to ensure that the planned measures are well coordinated and complement each other.

Italy

The history of youth work in Italy is primarily the history of association-based youth education outside schooling. Today this is mainly located within what is best described as the growing Third (or Voluntary) Sector. But there is not a clear definition of youth work, nor of "young people". So far, there are no specific national laws regarding both youth work and young persons. All the laws dealing with this issue, both at national and regional level, have different concepts of what "young people" are. In fact, each of these laws considers different age ranges to identify the target, depending on the issue dealt with. However, during the last years, all the initiatives are collected under the Department of Youth Initiatives and Universal Civil Service, which divides the area of intervention of the government and others which are depending on the regional level. Italian youth policies have been oriented towards two main directions: on one side, they have dealt with young people involved in the labour market as well as rights and social inclusion; on the other one, they were oriented towards prevention of crime, delinquency and drug abuse. Since 1997, policies regarding juveniles have paid more attention on the issue of promoting youth sociability and the development of educational and recreational services, which actively promote youth sociability nationwide. Regarding the availability of formal qualifications for youth workers, several tertiary education programmes, in particular, university courses in Educational Sciences provide qualifications. Despite this formal path, it is more common that youth workers tend to have different backgrounds (e.g., psychology, sociology, sport instruction, literature and philosophy, etc.). At the same time there is a broad range of short and longer training courses offered by voluntary organisations. However, it has to be noted that the vast majority of persons involved as youth workers are voluntary and therefore many of them do not have a proper and strictly linked to education. Although there have been improvements with the establishment of the Ministry of Youth, which boosted youth initiatives, and the shared responsibility about youth with other Ministries, youth workers have not a recognized occupation and a low professional status, even if the last interventions by the National Agency – which works close to the youth policies of the government – is improving and promoting in the best way this figure.

Spain

In Spain youth work is not an established and well-known profession. The term has often been the subject of debate, as it does not exist in the Spanish language and is difficult to translate. According to Bohn and Stallmann (2007), there are marked differences compared to Northern Europe:

> *"[…] In Spain this concept is difficult to apply when referring to youth policies, since there is an institutional and conceptual void on the subject, which is reflected in a variety of youth programmes. In many cases, youth work is understood as labour education policies developed at a local level and in the Third Sector, policies intended to promote the labour insertion of disadvantaged young people. The meaning of youth work in Spain is therefore fundamentally exemplified in youth policies intended to counteract the social exclusion and marginalisation of young people".*

Youth policies in Spain are generally aimed towards young people from all social spheres and backgrounds. Youth social work is largely the responsibility of governmental institutions. The public institutions in the field are divided into five levels. First of all, the Instituto de la Juventud (Institute of Youth - also known as INJUVE in Spain) is the governmental office. There are also offices at regional, provincial, county and local level. Youth policy belongs mainly to the local government.

The focus of Spanish youth policy is mainly on unemployment issues and access measures to the labour market. However, the structures and available funds for specific measures in this area are limited, which makes the situation particularly difficult for NGOs. Since the current structuring of public youth policy in 1975 followed the end of the Franco dictatorship and the transition to democracy, all institutions that focus on youth work are calling for a restructuring of this system. All in all, the central government in Spain currently has only a minimal specific structure for the field of youth. The three main principles of youth work in Andalusia, southern Spain, based on national guidelines of the Plan Gyga 2011-2014, are a) Emancipation (which refers mainly to the labour market, livelihood, housing), b) Participation and values (participation in decision-making processes, voluntary work, democratic values, gender equality and prevention of violence against women); and c) Quality of life (healthy lifestyle, responsible consumption, creativity and understanding of the natural and social environment). With regard to youth policy in the region of Andalusia, the main principles of the Ley de Juventud de Andalucía, which must be respected in all projects, are as follows: Mainstreaming (all governmental centres need to be involved), Integrity (addressing young people's needs in a comprehensive way), Participation (young people being part of designing, developing and evaluating youth policies), Equality (same opportunities to everyone regardless of age or gender), Accessibility (free access to information for everyone), Diversity (respect and value the diversity in the region).

Turkey

The situation differs in Turkey, where structures and measures of youth social work have been promoted and significantly expanded in recent years. But similar to Spain the concept of the youth worker also seems to be less known and is not defined as a professional group in Turkey, unlike the concept of youth leader, which is an officially recognised qualification. The latter has regulations for admission: Young people who meet the conditions have to pass a test. After obtaining a youth leader certificate they are admitted to a youth centre by the Ministry. A significant change in Turkish national youth policy could be observed in recent years. Yet, the only direct regulation on youth in the 1982 Constitution is still included under the heading "Youth Protection" in Article 58 as follows:

> "The State shall take measures to ensure the development and education of the youth to whom our independence and our Republic are entrusted in the light of science, in accordance with the principles and reforms of Atatürk and against views aimed at abolishing the indivisible unity of the State territory and the people. The State shall take the necessary measures to protect young people from alcoholism, narcotics, crime, gambling and similar harmful habits and from ignorance."

This article of the Constitution has been heavily criticised by NGOs as a protective approach that makes no mention of social rights. However, with the accession negotiations to the European Union, some youth projects within the framework of social work started. The establishment of a Ministry of Youth and Sport in 2011 subsequently created further opportunities and brought youth policy a big step forward. The National Youth and Sports Policy Document, which was approved in the beginning of 2013 formulated its vision of youth policy as follows:

> "The main goal is to create the opportunity and ground where individuals having universal and human values, adhering to national and spiritual values, respecting the environment, having knowledge and self-confidence, effective, entrepreneurial, having a sense of social belonging, actively participating in social life, effectively using their fundamental rights and freedoms, compete with peers in the international arena, as individuals who can fully realize their potential."

The 11th Development Plan, which sets out the goals that the country wants to achieve in the next five years (2019-2023), has been prepared with a participatory approach involving stakeholders, women, youth and other parts of civil society in the development planning process. Under the heading "Qualified people and strong society" are covered all segments of society for young and older people. In chapter 2.3.7 Youth, under a) Purpose and b) Policies and Measures, detailed objectives and actions are listed. The main purpose is described as "to ensure that young people grow up with strong life skills, humanitarian and national values, and participate actively in economic and social life and decision-making mechanisms." Articles 618-623 include numerous projects, measures and actions remarkable in their breadth and detail. They range from cultural, scientific and sporting activities to the establishment of youth centres, psychological counselling facilities, addiction prevention, media competence, increasing the number of youth social workers, cooperation with NGOs, training needs analysis for unemployed young people, short-term certificate and diploma programs in line with their skills and abilities shall be organized, especially in innovative fields such as technical and software fields. Holistic approaches that also include the family and social environment of young people shall be promoted. The given list is even not complete; however, it impressively demonstrates the extraordinary scope of the development and improvements intended. These measures together with the establishment of numerous youth centres and training offers indicate that youth work in Turkey gained momentum compared to previous years.

5. MAPPING OF THE CURRENT WORK SETTINGS FOR YOUTH WORKERS WORKING WITH DISADVANTAGED YOUNGSTERS

Not only national requirements differ but also the work settings are due to national conditions very different due to national conditions and funding structures. To provide a better overview we structured this section in specific topics:

Target groups of young people

The framework conditions and practices differ considerably. While in Italy and Spain "youth work" is still a relatively unknown concept, lacking official support and recognition, the situation in Turkey has improved considerably in recent years, but youth work there is based less on voluntary work than on governmental, public institutions. In Austria and Germany, by contrast, forms of youth work with disadvantaged groups are structurally widespread and differentiated. Besides public institutions and associations, there is a broad network of information services, youth centres and offers of open youth work.

The situation of disadvantaged youth also varies due to the national conditions of education, labour market and so on. While the rate of NEET youth is about 25 % or more in Spain, Italy or Turkey, it is statistically less than 6 % in Germany or Austria. But even in better-off countries, the group of disadvantaged youth, which includes various factors for discrimination, is seen much larger. Studies in Germany and Austria also assume about 25 % using a broader concept of disadvantage.

However, the group of young people not being in education nor in employment is NOT a heterogenous group in all partner countries. Due to higher unemployment rates, in southern countries also well-educated youngsters might be concerned by unemployment missing perspectives where to develop a professional plan, whilst in Austria and Germany NEETS are mostly school drop outs or youngsters with less education. At the end of the day, they all miss a concrete chance for inclusion to the labour market or education and the society. But they definitely need other measures to be able to do so.

For Europe, two main causes for NEETs can be identified:

On the one hand, the socially and in the labour market disadvantaged group of young people with a migration background. Young people from poor and educationally disadvantaged families form the largest group of NEETs	**On the other hand, there are children from higher social classes, where there is no direct pressure to work ("hotel-mom effect")**

Short-term NEETs could be free years in the sense of sabbaticals, which are granted to the children: Since the life expectancy of today's young people is probably 90 years on average, i.e., a much longer working life is foreseeable, and since the classic pension system is already being questioned in principle, a careful choice of education is rated higher, even if there are interruptions in it and the course of education is protracted.

The difficulties in daily activities

In youth work difficulties arise on the one hand from national conditions, on the other hand from the specifics of the organizations and target groups that are considerably diverse. For this reason, we focused on cross-target group measures that take this diversity into account.

Another aspect is that informal resources and competences that young people bring with them are often not recognized or acknowledged in society, especially countries such as Germany and Austria, where formal certificates play a major role. In some countries, such as Turkey or Arab countries, the form of a dual vocational training is less known. Occupations are often learned informally; knowledge and skills are acquired through "learning by doing". Refugees and young migrants for example, then often lack the obligatory qualifications and certificates to practice a profession or pursue a career in Germany or Austria, while in Turkey or other countries they may find faster access to the labour market. But also "soft skills" such as competences and experiences arising from migration, transnational networks and multilingualism, coping with life crisis and upheaval must be made visible and recognized. In this context, it is also important to give more attention and recognition to the youth work of migrant organisations, which to this day is usually regarded with suspicion by society. Resource- and lifeworld-oriented approaches are appropriate and helpful.

Youth work in the context of globalization

Globalization and increasingly diversified societies have a significant influence on the challenges and opportunities in youth work. For a better understanding of those challenges and opportunities it is useful to consider this globalized context.

Hardly any economic, cultural or political topic seems to be understood today without its worldwide references. Digital mass communication, increasing mobility, worldwide standardization of products, the attraction of growing material prosperity and its unequal distribution create opposing trends: of universalization and discrepancy, convergence and levelling. In the everyday life of each individual, however, globalization also means growing complexity, the dissolution of fixed structures and certainties. Added to this are current debates on migration, the causes of flight and climate change, which are now at the top of the agenda in all areas of society. Robertson (1995) introduced the concept of globalization as a new perspective of observation. This characterizes 36 localities as a dimension, but not as the opposite of the global. Globalization can only take place with local ties, both sides are in constant interaction. The synthesis, the combination and blending of local and non-local elements at the local level - be it in the urban environment, in youth cultures, in biographies or individual lifestyles - creates new cultural forms and can be considered an urban resource. Urbanity is not conceivable without migration. Urban stories are always stories of migration. Immigration was constitutive for the big city development of the 19th and 20th centuries in the developing industrial societies and it still is for the megacities of the 21st century. Cities were and are the primary destinations for immigrants. The city has always had the function of being an arrival city. However, there have always been controversial interpretations: Concepts of a diverse culture of urbanity and of migration as a resource of the development of cities compete with those that assume that economic deprivation, cultural diversity and social exclusion are linked to an urban society on the way to disintegration. The latter have long dominated. Only in recent times the insight has grown in social sciences that migration is an essential element of urbanity and urban development.

Diversity as an opportunity and challenge for youth work: Recommendations and prospects

An important result from the comparison of the 5 national reports is the need for diversity-oriented youth work that meets the realities and needs of a globalised society. This also requires a change of perspective, according to which migration is not seen as an exception but as social normality. Diversity-oriented youth work is not based on deficits, but on the resources of young people, which may include experiences of migration and flight, multilingualism, transnational networks, but also experiences of general life crises and upheaval and personal skills managing them. In this way, the findings correspond with the guidelines of the European Commission, which combines all lines of difference into a whole. This results in an integrative diversity concept that can be practiced in different areas: away from a target group-oriented (often deficit-emphasized) perspective to a cross-target group, resource-oriented diversity approach that includes all people who experience disadvantage, exclusion and discrimination. Diversity in this context means a specific life practice that creates new spaces and facilitates learning processes.

This **Integrative Diversity Concept**:

Connects and mediates between areas that have so far been viewed separately

Understands diversity as a resource

Avoids the conventional deficit model

Understands complex diversity as a challenge for all forms of youth work

It's pragmatically oriented and based on the realities of young people's lives

Diversity-oriented youth work is on the one hand acknowledging life experiences and realities and offering young people opportunities to shape their lives. In doing so, young people themselves have to be regarded as experts of their own life reality. On the other hand, diversity-oriented youth work involves making discriminatory structures visible, helping to dismantle them and working for the realisation of equal opportunities (political dimension). As a youth worker in the Austrian focus group emphasised, "over-pedagogy" or "over-therapy" of young people should be avoided. Instead of reducing young people to ethnic, national or cultural categories or victim roles, the new concepts are based on their everyday reality. The following points are part of a diversity-oriented youth work concept:

Change of perspective (resources instead of deficits, diversity instead of difference, migration as social normality, globalised living environment)	**Multi-perspective view or holistic concept**
Critical reflection of social power and inequality relations	**Lifeworld orientation**
Social space orientation	**Subject orientation**
Resource orientation	**Thinking together of formal, non-formal and informal learning processes**

The main objective of diversity-based youth work is to empower young people and thus to achieve social participation/ inclusion and independence from supporting institutions.

To achieve this, a change of perspective in youth work with disadvantaged people is urgently needed. This means not to regard the possible social problems firstly as deviations or "mental deficits", but as an expression of global social change and new challenges. Young people's social life contexts are reflexively incorporated into the design of youth work. Diversity-oriented youth work must be able to facilitate new approaches, uncover previously unrecognised resources and competences and use them for possible intervention. Youth work that does not take young people and their individual life strategies seriously runs the risk of achieving counterproductive effects with its interventions. However, a change of perspective also means not losing sight of the manifold and cumulative forms of exclusion. For an intervention, it is of great importance to pay particular attention to the entanglement and overlapping of different dimensions of inequality (intersectionality).

The findings from the focus groups of the national studies point to the need for a multi-perspective, reflexive approach:

Diversity-oriented youth work should take a critical look at its own interpretations and concepts (self-critical attitude). This is a process of making discriminating structures visible and examining one's own images and attributions with the aim of developing a self-critical and socially critical attitude

A lifeworld and resource-oriented and thus an appreciative attitude in youth work. The self-description of the young people must be taken seriously and made the starting point for further interventions - without fixing them to a certain identity or interpretation

Diversity-oriented youth work that leads young people to empowerment. Young people need spaces in which they can locate themselves in a self-determined way. In the struggle against discrimination and stigmatisation, youth work can strengthen young people, support them in their individual practices and encourage solidarity among them. This is also intended to promote the social and political participation of disadvantaged young people. In the further project phases, training modules will be developed which, on the one hand, offer an introduction to basic skills in youth work and, on the other hand, are intended to introduce this diversity-oriented approach to the practice of youth work across target groups. To this end, online modules and formats of distance learning will also be developed to meet the youth workers repeatedly expressed need for digital skills and materials. As emerged from the discussions and interviews with focus groups of the five partner countries, the most important personal "soft skills" are respectful communication, empathy and relationship work. But also, humour and a kind of tolerance of frustration and ambiguity are required, i.e., the ability to deal calmly with contradictory or uncertain situations. These personal qualities and attitudes can only be conveyed to a limited extent in training courses, but the change of perspective as described above, an orientation towards resources instead of deficits, can provide a suitable frame for youth work in a changing world.

6. AN ASSESSMENT OF THE QUALITY, CONSISTENCY AND COHERENCY OF THE METHODOLOGY

In the following, we would like to reflect on the project methodology from a social science perspective. On the one hand, it is about the methodological implementation of the project itself, on the other hand, about the theoretical-methodological approach for youth work developed in the project.

Methodological implementation of the project

As already explained before, the project was based on several steps that were carried out one after the other, each building on the other: from national studies in youth work to a transnational comparative report, the development of adequate learning modules (face to face and online) to their testing in pilot courses and resulting recommendations for concrete implementation in youth work. The contents were developed step by step and implemented with great consistency in the partner countries despite external restrictions (COVID-19 security measures). In some cases, alternative solutions had to be found, especially in the piloting phase of the learning modules. Despite this challenging situation, the planned steps could be implemented adequately in terms of content and time.

With the help of this approach, we have gradually developed and justified an "inclusive diversity approach" for youth work, which it will be discussed in more detail below. Although this approach pays special attention to disadvantaged young people, it does not create special groups but explicitly includes all young people.

What are the findings of the "integrative diversity approach" developed in this project for youth work, what are its advantages and what conclusions can we draw for future-oriented youth work in a globalised society?

As many social science studies and also the findings from this project show, young people often experience multiple disadvantages: in the labour market, in education and in everyday life, which makes access to important social resources more difficult and pushes them further into the social margins. Therefore, we need pragmatic, open and inclusive concepts in youth work, where young people are not seen as "objects in need of therapy" but as experts of their own life practice. They are recognised as agents, so that their life plans, their life strategies appear as a product of their active engagement with the external and internal social forces that intersect and shape their world.

Taking young people seriously means not confronting them with pre-determined rules and creating artificial divisions, but giving them the opportunity to participate in decision-making processes.

In this way, young people can actively participate in shaping their social environment. Social encounters can also be shaped constructively. Different stories, realities, experiences and life plans etc. are linked anew in dialogue, combined into new ideas.

Intervention strategies in youth work

From an integrative, diversity-oriented theory and methodology, the following questions arise for successful interventions in youth work: What reasons lead to the inadequate positioning of young people and thus to exclusion, resignation and cumulative exclusion? Where do difficulties become visible in the social positioning processes and where can supporting institutions or persons exert influence?

It is particularly important to ask to what extent the concrete life situation of the young people corresponds with the respective intervention measures and what conclusions can be drawn from this.

The following steps for working with disadvantaged young people result from the methodology developed in this project.

A) Reconstruction of the everyday situation of young people

Based on the concept of a lifeworld and social space orientation in everyday life, the following aspects are relevant for youth work in the globalised world and must be made visible:

The paths and detours that the young people have taken so far	**Difficulties they have encountered, competences and skills they have acquired in dealing with obstacles, effective support they have received in doing so**
Competences and potentials that they have additionally developed	**Future plans that they have formulated**

B) Recognising crisis situations and possible starting points

Other important points arising from the application of this theoretical-methodological approach:

Finding out at which points the young people fall out of the intended usual career paths (breaking points)	**Making visible special paths that can be relevant in the intervention process**

C) On the effectiveness of intervention measures in youth work

On this basis, the effectiveness of projects and intervention measures in youth work can be assessed:

To what extent do the developed measures/facilities tie in with the realities of young people's lives (appropriateness)?	**To what extent do young people feel effectively supported and treated equally compared to privileged young people (equality of opportunity)?**	**From the perspective of young people, are there information deficits or even access barriers (availability)?**
From the perspective of youth work, are there special expectations and perceptions towards young people ("helper theory")?	**Are there ways to mobilise young people's resources and capacities in a way that enables them to orient themselves more effectively (resource utilisation)?**	**What are the possibilities of intervention for supporting institutions when young people face structural barriers or obstacles (consequences)?**

On the need for diversity-oriented and inclusive youth work

From a sociological point of view, therefore, inclusive, diversity-oriented youth work seems to be of great relevance for today's society.

Youth work with disadvantaged people can primarily be designed appropriately and effectively with social space-oriented or lifeworld-oriented intervention concepts. Social space orientation in diversity-conscious youth work leads to the visualisation of individual resources and competences and their consideration in intervention. The existing ideas, experiences and competences of local young people must be used; there is no need to reinvent them. Preventive intervention must therefore focus on participation and empowerment, mobilising the social competences of the young people involved in the situation.

Here, a change of perspective is carried out and a consistently appreciative attitude is adopted. It is important to focus on the factors and conditions that help young people to develop positively and successfully. In this context, the strategies and courses of action that the young people themselves develop are particularly relevant. Young people who do not enjoy social support and have no lobby have to become creative dealing with their situation. Although the starting point seems to be the same for all, some manage to get ahead, others do not. At this point, the main task of youth work should be to find out whether and to what extent the conditions lead to different levels of success and advancement or marginalisation.

Diversity-oriented youth work with young people from migrant families

Young people with a so-called migration background are often confronted with specific problems. Cultural and national categories that make them Turks, Moroccans or simply "foreigners" and reduce them to a specific cultural origin ignore the social contexts in which their lives take place and in which biographical goals are designed. A change of perspective is urgently needed here, one that does not primarily focus on supposed cultural or other contrasts and strives to minimise them, but accepts individual diversity and specificity. It means to take the individual seriously in his or her here and now, with his or her history, preferences, imprints and needs.

First of all, youth work should move away from the conventional deficit approach, according to which people with a migration background are generally defined as a "problem case". Any attribution from the outside misses the differentiated and changeable reality of the people concerned. Instead, a resource-oriented and everyday-world approach from an internal perspective is urgently needed. This means that the self-description of young people should be made the starting point for further interventions.

In other words, it is only from this perspective that it becomes apparent how they organise their everyday life, how they overcome or circumvent obstacles and experiences of discrimination, what strategies they develop in the process. A creative achievement becomes visible in many respects: the most diverse elements and experiences of everyday life are put together biographically, individual competences are acquired, multilingualism and networks are activated. These are all resources that can be used in the intervention process. From this new perspective, it can also be made visible to what extent such competences are blocked and devalued by external intervention (such as Aliens law), to what extent official intervention can have a counterproductive effect.

If one changes the perspective and takes the self-description and competences of the persons concerned as the starting point, then the problems and conflicts that are at stake in a concrete situation take on a different social weighting and localisation. From the internal perspective,

it also becomes apparent that it is usually not about ethnic or cultural problems, but about structural challenges, exclusion mechanisms, etc. that make access to social resources more difficult. Thus, being a "foreigner or outsider" can become a resistant form for the affected individual to organise positioning processes in society.

Instead of following conventional media or administrative interpretations and guidelines, it would be the very task of youth work to take an interest in the interpretations, life plans and ways of appropriation of the disadvantaged young people themselves. For they are quite capable of appropriating and shaping the social conditions in which they live in a specific way.

In brief, such diversity-oriented youth work is able to generate positive synergy effects by integratively thinking together different perspectives. It incorporates all competences, skills, experiences of young people as important resources for an appropriate intervention that takes into account the reality of life in a globalised society.

Assessment systems, especially in non-formal youth work should correspond with the methods of open youth work itself. They should tend to be informal or playful, e.g., through conversations and exchange or joint activities. School-based and technocratic evaluation systems should therefore be counteracted. Mostly such systems have demotivating and not inspiring effects!

To be able to measure an impact of a measure it is essential to carry out initial and final assessment. In this way change can be observed and especially also proofed, which in many cases is important for funding. All evaluation can be done by activities, questionnaires or in interviews face to face with participants.

To measure the learning impact, we recommend especially the LEVEL5 validation approach. Since the age of the Enlightenment, we know by the works of the Swiss pedagogue Pestalozzi that learning happens with "head, heart and hand". The LEVEL5 methodology is based on these notions. In a three-dimensional model, the so-called LEVEL5 cube, developments of knowledge, skills and attitudes are visualised on five quality levels for two points in time, at the beginning of a learning activity and at the end. This way the cube visualises competence developments at a glance.

Assessment System - LEVEL5
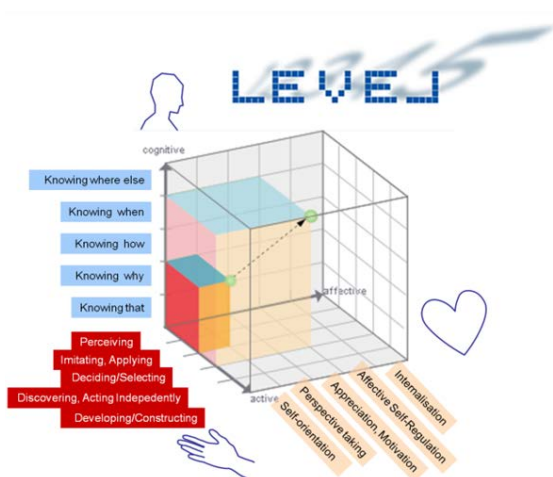
The levels of a competence are defined through so called reference systems in which a competence is described on five levels in each competence dimension. In the framework of the Inno4Impact project a competence framework consisting of 8 competences related to youth work has been developed.

Youth workers have the opportunity to use LEVEL5 to reflect on their own learning and, later on, maybe to reflect together with youngster on their learning and progress.

The LEVEL5 approach is based on a five-step procedure, starting with a short description of your learning activity and ending with the evidencing of learning outcomes and the validation of learning outcomes by means of the LEVEL5 software. All necessary documents and templates mentioned as well as further information can be found on the Inno4Impact website: *https://inno4impact.eu/training*

The LEVEL5 procedure

The LEVEL5 procedure follows these steps:

I.   Reflect about your learning context and identify your learning objectives in the given context – we will call this "learning project" (If you strive for a certificate, you will have to describe your learning project briefly in the provided template that is available on the *Inno4Impact website*).

II.   Get familiar with the competence description and the reference system for the competence that you have chosen from the Competence Inventory for youth work.

III. Do a first assessment of your competence at the beginning of the learning phase: identify your competence level in each of the three dimensions. Give reasons or examples that prove your rating.

IV.   Pursue your learning objectives in the given context.

V.   Do the second assessment at the end of the learning phase: Read the competence description and the reference system and identify your competence level in each of the three dimensions again. Give reasons or examples that prove your rating. If you wish to receive a certificate, also write a summary of the learning process for each dimension.

If you wish to receive a LEVEL5 certificate which evidences and visualises your learning progress, please document your learning activity and the outcomes of your assessment. To do so, please use the offline templates that are provided on the Inno4Impact website.

After you have finished the documentation, contact *info@level5.de* and receive your certificate within one week.

The use of LEVEL5 and the issuing of certificates within Inno4Impact is free of charge. If you wish to use LEVEL5 after the end of the project, you may join the REVEAL association, who is owner of the software, to become a licensed partner. For further information please contact *info@reveal-eu.org.*

Another important point of quality assurance is the professional training of the youth worker. So, for example if you want to work as a professional youth worker in Germany you need to have vocational training or a degree for example in social work (or a related study program). The Social Work degree programme deals with the professional and methodological competences of social work. This includes, for example, the basics of education, psychology and sociology, but business studies are also usually part of the programme. Student's practice dealing with clients and learn how to advise them properly. To do this, students not only need interpersonal skills, but also expertise in social law and they need to know how to fill out certain applications and forms.

In the later semesters of social work studies, or in the Master's degree, students can specialise, for example in childhood education, child and youth welfare or social services.

As children and youth are very impressionable in their development, professional youth work positions should not be filled with people who do not have a sound vocational training or degree in this field. Nevertheless, people without proper training can work with youngsters on a volunteering basis e.g., in leisure associations such as sports clubs or scouting – but then they rather have the role of trainer than a youth worker.

7. SET OF RECOMMENDATIONS ACCORDING TO THE DETECTED QUALITY CRITERIA FOR IMPLEMENTATION IN THE DIFFERENT SETTINGS (BOTH EDUCATIONAL AND WORK RELATED) RESPONDING TO ANY EVENTUAL SYSTEM OF REQUIREMENTS AND STANDARD

Taking into account all the before mentioned requirement and structures, we can formulate specific recommendations which would help to increase the educational quality and the impact of youth interventions, especially if we consider the long-term impact.

One of the main challenges in all countries is the dependence on public funding. Drastic reduction of public funds creates needs to diversifying financial resources e.g. By selling products or services, identifying donors and sponsors, crowdfunding, etc. In this way we can formulate the following recommendations to assure necessary financial and structural conditions:

» To achieve a long-term impact and services youth work requires stable financing, especially if they shall serve a public interest, like prevention of radicalization, social inclusion of groups at risk, etc.

» Financing on the market undermines social missions of youth work

» There need to be public funding of a space where young people can feel safe

» Organizations need equipment to be able to provide the required services, without any material it is impossible to create attractive offers in which young people might be interested in participating in

» Responsibilities and tasks have to go hand in hand with relevant funding

» Funding and opportunities are especially needed in structural and economically disadvantaged areas (structural inequality has to be addressed)

» Adaptation of offers to new technologies and adequate staff training is required

» Adequate physical environments need to be available

» Youth work teaches reliability. The organizations providing youth work do have stable, reliable structures and youngsters learn to take over roles and responsibilities and experience how important it is to fulfil them.

Professional accreditation

In many countries' youth worker is still not seen as a profession, rather unknown in the field of education. This leads to a lack of trust from young people and the people around them as well as poor funding of public and private institutions providing youth work. Therefore, we recommend the following:

» Youth worker should be acknowledged as profession with specific educational training pathways would help to assure quality in youth work and its professional reputation.

» Professional accreditation would also stop the subordinated treatment compared to other social tasks.

» It is important that accreditation helps the quality assurance and the public recognition and not only generates additional administrative and bureaucratic burdens.

» To provide youth workers the opportunity to experience different working environments in other countries.

» To better understand the European dimension of the studies in youth work.

» To improve professional, intercultural and language competencies.

Diversity in youth work

Youth work provides an important contribution to inclusion - both in relation to society and to each individual. Integration or better Inclusion should be understood primarily as participation, as a means of emancipation, involvement and self-determination of each individual in society.

» Youth work has the opportunity to create open meeting spaces for interaction of youngsters from diverse backgrounds. They might be diverse regarding their heritage, religion, up-bringing, social status, values, believes... Within youth work those differences should not matter anymore. It should rather be a space to discover similarities and common interests despite all the differences.

» Youth work offers the chance for peer learning among the youngsters. They experience that they can learn something from everyone, explore their own interests – regardless of any disadvantages.

» Building a team spirit and a sense of understanding and cohesion. Youngsters learn to depend on others and to be part of a functioning group.

» In a small and protected environment, youngsters learn to accept and play by the rules which they benefit from in the future.

» Youngsters with disadvantages can find other people with same interests and values. They get a chance to build new relationships outside of the rigid structure of schools.

» Social work done by Muslims and migrants or refugees themselves is hardly perceived or recognised in society. These groups are rather seen as clients of youth and social work, not as active agents. Yet their social engagement, whether in mosque associations, in counselling refugees, in helping the needy, in language courses, homework help or pastoral care in prisons, is very important. It would be advisable to place more emphasis on cooperation with youth and social workers who themselves belong to minorities, have appropriate language skills and family experience and therefore often have better access to disadvantaged groups than others.

Participation of young people

Some partners mentioned the lack of participation, interest and motivation from young people. Sometimes, the challenges that youth workers face when implementing their projects can be the lack of enthusiasm from young people and their unwillingness to get involved. One obstacle might also be the fact that voluntary work for young people is not seen as desirable. Turkish partners mentioned that families might be afraid that participation might result in risking ideological impact ("brainwashing", nationalist, communist, anarchist influences).

» Youth work has to be safe and free of any political influence.

» Youth work has to encourage young people to contrast pessimistic ideas and empower them for future decisions.

» Youth work shall support social inclusion, thus especially in times of economic fear, raising unemployment and crisis it is important.

» Stigmatization of unemployed youngsters has to be reduced to give these young people a chance, language barriers, learning barriers and behavioural disorders need to be addressed to promote social inclusion. This can only be done with sufficient economic resources.

» Peer to peer education and empowerment might be a good approach to involve young people actively.

- » Important to empower and involve not only the youngsters but their families. Try to make sure that parents are informed about the work you are doing with their child and try to bring them on board, get them involved, to be supportive.

- » Providing opportunities to create common experiences. E.g., tours or excursions to bring people together outside of their usual environment to broaden the horizon and give new impressions.

- » Work with animals (e.g., therapy dogs or horse-riding therapy) might be also an appropriate approach. Youngsters learn a lot about respectful interaction when dealing with animals because animals show their own limits very clearly and in case of disregard also enforce them.

- » Youth work should not be seen only as a way to provide instruments for the labour market.

Some partners claim the lack of awareness of young people. Thus, we consider a good solution to:

Promote youth work in schools and universities

Make young people aware of opportunities like Erasmus+

Youth work should be considered as additional training and practice opportunities

Promote support services for multi-dimensional problem situations, address systemic barriers based on structural discrimination

Settings

- » When working with youngsters there should always be an element of fun involved. People in this field should be able to lighten up situations, not to be too serious or harsh.

- » Youth work should provide a stable and reliable environment with clear rules and structures for disadvantaged youth. Key is not necessarily the content of the rules but rather the clear communication and dependable atmosphere for youngsters.

- » Speech rules for a respectful interaction with each other without any racist or sexual phrasings that youngsters often use without thinking about the real meaning of the words that they are using.

- » Successful application of participative methodologies.

- » Creation of a trustful relation between the trainers and the participants.

- » Achievement of the training goals.

- » Disadvantaged youngsters should not be seen or treated as such. They should be treated like everyone else. The focus mustn't lie on their disadvantage but on their competences and resources. They do not "need to be helped". Rather they need to be empowered and supported to unfold their strength and reach their full potential.

- » Youth workers do not have to work only with problematic young people, they have to accompany and support all the young people in exploiting their potential.

- » Easy and free access to youth centres.

» High level of involvement of the participants in the discussions.

» High level of involvement of the participants during the exercises.

» Positive feedbacks from the participants at the end of each training sessions.

» Youth workers should be able to react flexibly on the dynamics of a group. They need to have the ability to recognize when interventions are needed.

» A very important element of successful youth work is the ability to adapt or adjust your own language and choice of words to the group of youngsters you are working with. This is very context dependent. Sometimes it might be necessary to create distance and demonstrate hierarchy (e.g., in training situations) while in other cases it might be necessary to become part of the youth culture and their language to get a message across.

» Youth workers should create an environment in which youngsters get responsibilities. This teaches them to be reliable and dependable. For youth workers it can be a balancing between challenging a youngster to become better by giving him/her responsibility or overwhelming them by putting too much responsibility and pressure on them.

» Successful youth work contains a competence development aspect. This does not mean that it should be a training situation. But youth work should inspire youngsters for the future. It should try to develop team spirit, trustworthiness, good group dynamics, understanding and acceptance of diversity.

» Successful youth work should teach values. For example, respect for other people regardless of their origin, social background, generations and so on, respect for animals, protection of the environment.

» Good youth work should contain a sound conflict management with conflict and problem-solving strategies.

» A youth worker needs to be an authentic person to be accepted and respected by the youngster they work with.

» Going into action: they organise and plan their actions themselves with help from a youth worker or any other professional who work on the youth or education fields.

» Creating evaluation process: they discuss what they learned and what the community gained from the project or any initiative.

Professional youth welfare work has some specific approaches and basic pillars that ensure its success:

» All activities, therapies, interventions and so on should always be based in the individual needs of the youngsters. This requires a professional assessment and, in some cases, also psychological diagnostic of the youngsters.

» People in professional youth welfare should always reflect their own decisions and activities with the youngsters – ideally not just by doing self-reflection but rather within the team or via supervision.

» The institution needs to provide a professional, well organized and structured program for the youngsters for their leisure time. It is not enough to just create an open space for them. There should be dependable leisure activities. Youngsters in such institutions do need clear and dependable structures to be able to gain trust and feel save.

8. GOOD PRACTICES EXAMPLES TAKEN THROUGH THE PILOTING PHASE IN ORDER TO STRENGTHEN THROUGH EMPIRICAL DATA THE MAINSTREAMING POTENTIAL

During the project implementation partners were able to identify the following best practices, which we want to list here per country in alphabetical order:

Austria

In general **(Open) youth work** is part of the life world of many young people. Therefore, within this framework kinds of informal learning always take place. These educational processes promote skills that enable young people to lead self-determined lives. They experience themselves as co-designers of their own education. It is equally self-evident that the basic mission of open youth work includes non-curricular, participatory, low-threshold and voluntary educational processes. Central topics include the promotion of political education and participation, health literacy, cultural education, gender-reflective identity development, digital education and media literacy. Hence, a need for basic and further training for youth workers also arises in this context.

In regards to specific activities working with the **"biography protocol"**, which was developed at the University of Innsbruck and is based on the idea of the movement protocol of the artist Morgan O' Hara, is very suitable for an individual working method (see learning material). The focus is on the biographical narratives of the participants, in which different experiences, events, ideas, people, places can be connected and visualized in their own way. Geographical and biographical movements also play an important role. Biographical protocols provide insights into the individual biographies or biographical breaks/ crises of young people which are relevant for a differentiated intervention in youth work. The biography protocol serves to make the participants reflect on their life stories, to make the relevant key points and connections discernible and try to visualize them. In the visualized biographies should be seen:

» Which experiences or events are marked as biographically relevant.

» Which people or places are mentioned that have a certain significance for biographical developments.

» What lifestyles have been developed.

» Which biographical crises and risks can be identified.

» Which competences and skills can be read from each individual biography.

Specifically, it should be discussed to what extent the biography protocols that have been created, visualized and presented by the participants could be helpful for appropriate and future intervention strategies in youth work (for more information see submodule 2.3 and the respective learning material).

The activity **"Dimensions of my diversity"** serves a similar purpose, namely making diverse elements in one's own identity visible. These also involve many elements that may act as factors of disadvantage and exclusion in society. In this way, concepts and experiences of discrimination or "disadvantaged background" can also be discussed among the participants. These can be linked to their own family experiences or also to first professional experiences in working with disadvantaged young people and appropriate measures can be discussed (for more information, see submodule 3.3 and learning material).

One of the pillars in the professional youth welfare sector is to work with a participatory approach. This approach is being allied on a meta level – every intervention and every activity can be implemented while using this approach and it is highly recommended to use it with youngsters to foster their sense of responsibility, commitment and participation. It consists of <u>4 levels</u> of participation that you can grant to the youngsters.

I. Information – you inform them about any kind of decision that somehow affects them.
II. Listening – you listen to the wishes, ideas... of youngsters regarding a certain topic, but you still decide independently if or if not to consider their input.
III. Co-determination – you set a specific framework in which you go through a decision-making process together with the youngsters – e.g., by giving them options to pick from or you find a consensus together with the youngsters.
IV. The youngsters decide by themselves – You give all the power and responsibility over certain tasks to the youngsters themselves.

By using the participatory approach youngsters feel informed, empowered, taken seriously, self-determined etc. This approach should always be chosen – and if it is only on the lowest level "Information".

The national programme **"Culture builds strength – Alliances for education"** (Kultur macht stark – Bündnisse für Bildung) has two main focuses: on young people with a migration background and on young people with educational disadvantages. Local citizens across Germany form alliances for education to implement projects for children and young people who have little to no access to cultural education, such as mentoring programmes, reading programmes, holiday camps, and music, dance, drama and circus projects.

The national programme **"Encouraging Youth in the Neighbourhood"** (JUGEND STÄRKEN im Quartier) aims at young people from disadvantaged backgrounds who are transitioning from school to work. The projects are aimed specifically at young people aged 12 to 26 who lack perspectives and for who other services are largely out of reach. The target group consists of, e.g., school drop-outs, young people who have failed to complete a labour market integration course, and recently arrived young immigrants requiring special integration assistance. A characteristic feature of the programme is that the measures are co-ordinated and controlled by the municipalities (local sponsors of public youth welfare services). Almost 30,000 young people have already completed the program and just under 60 percent of them have completed a school or vocational training or have found a job. More than 1000 projects have been implemented in the social spaces of young people.

Italy

YEP - Young Enterprise Program identified a series of effective ways to connect with and stimulate the interest of youth at risks, one of this is a short list of key messages to give to young people about the job seeking process and more specifically about entrepreneurship as.

» It is not only limited to highly technologically people or graduates.

» It means turning ideas into actions.

» It can turn professional passions – as smaller as they are (e.g., baking cakes) – into a way of financially sustain oneself.

» It is a way to become aware of personal strengths and weaknesses as well was own goals in life, and to strengthen self-confidence.

- » It can help in acquiring and developing competencies and knowledge useful for the labour market in general (even if one decides in the end not to become an entrepreneur him/herself).

- » It is an opportunity to meet with peers and like-minded people, exchange ideas and integrate skills.

Experimental social tutoring: social tutoring refers to an individual and tailor-made support provided to every single young person participating in the YEP project. This represented more than a simple tutoring of the participants to the training course and incubation programme and meant an actual 360-degree "taking care" of the youngsters, by considering each person cultural and social characteristics and needs. The social tutor was thus a specific person who, coming from various backgrounds depending on the organization – youth worker, but also, social worker, trainer, etc. – supported young people – with their individual specificity, needs, talents and potentials.

Spain

Platforms like **INJUVE** are very useful tools for youth workers as well as young people looking for activities that might be attractive for them. In their website, they offer information about different activities, scholarships, job offers, training courses or educational opportunities open to the public. Moreover, having a wide network of youth workers and people working in the field can be very favourable in order to find training opportunities.

Due to the high unemployment rates and school dropout, in general, Spanish youth policies and programs are mainly aimed at improving the training and employability of young people.

A typical program led by public administration is **PICE**, with the aim of improving the training of young people through training itineraries, both in person and online training. They carry out internships in companies where they can apply everything they have learned and is intended for people under 30 years of age. This program aims at improving the employability of its users and their capabilities.

Another example is **Almanjáyar en Familia** (ALFA), an organization in the city of Granada that intends to promote social and cultural education in Almanjáyar. They started social education and intervention project with socially vulnerable minors in 2004. The goal was to improve the residents' quality of life by empowering them through the development of their own personal skills. They aim for a peaceful and cooperative coexistence so that they can live in a steadier and more productive environment while they acquire the necessary tools and skills to move forward. Juan Carlos Carrión González, president of this organization, stresses that it is necessary to pay attention to social reality, respond to it, and offer young people what they cannot have: space with computers, living in the parish, accompaniment, etc. In short, their project "Paper planes" seeks to develop the critical thought capabilities of these kids, prepare them for adult life, improve their self-esteem, promote their social skills and train them in decision-making.

The methodology in ALFA is based on everyone's compromise: employees, volunteers, and users. The first lesson that they teach to young people is giving and receiving, as opposed to only requesting. They achieve getting young people involved in healthy activities using their own motivation. This is their way of offering their users activities that are different from the ones that they usually get in their neighbourhood. The workshops that they organise are requested by young people, a simple way to guarantee their attendance and interest. Without them, there's no project. Their goal is to make them understand that they are the protagonists of their lives and their community.

ALFA users are usually youngsters with a high school dropout rate. Independent problem solving is at the centre of ALFA's attention, so they can develop skills as a result of their own needs. They

need to go from an "I can't" mentality to "I need to learn how to do it", as they do in workshops for their development in digital competences. One of their initiatives with the most impact is their female football team. Through such a healthy activity, they have faced gender stereotypes, promoting teamwork, conflict resolution, or the need for commitment in order to achieve social progress. However, studies come first, and the coaches who support the team do not hesitate to dedicate training time to catch up with homework or to solve questions if they notice that users are struggling with their grades.

Turkey

Youth Centers: they are organizations operating under the Ministry of Youth and Sports. The number of young members of youth centers in Turkey is nearly about 3 million. While the young population is seen as a potential to be evaluated, youth centers are one of the tools such as youth camp, science Olympics, scholarship opportunities and international mobility, which are thought to help young people participate in economic and social life. Youth centers were established with the aim of effectively evaluating young people's free time and improving their knowledge and skills. Currently, central projects implemented within a similar program in youth centers spread across the country, and local projects shaped for youth and for young people within the regions where youth centers are located, are implemented. Youth Centers, which operates under the Ministry of Youth and Sports in 81 provinces in Turkey, young people build a bridge between art, sport, science and culture.

Youth and Sports Services Department / Branch Directorate or Youth and Sports Directorate: established within almost all municipalities, these units make, build or operate sports facilities or youth centers, carry out and develop all kinds of social and cultural services for youth, establishing or operating social facilities, cooperating with universities, colleges, vocational high schools, public institutions and non-governmental organizations while conducting these services, programming, organizing, managing and developing youth activities outside of school and work. It also has duties such as planning the free time with youth themselves to sports fields and activities.

Inno4Impact

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IO5
Guidelines for inclusion of the methodology
in settings for youth workers