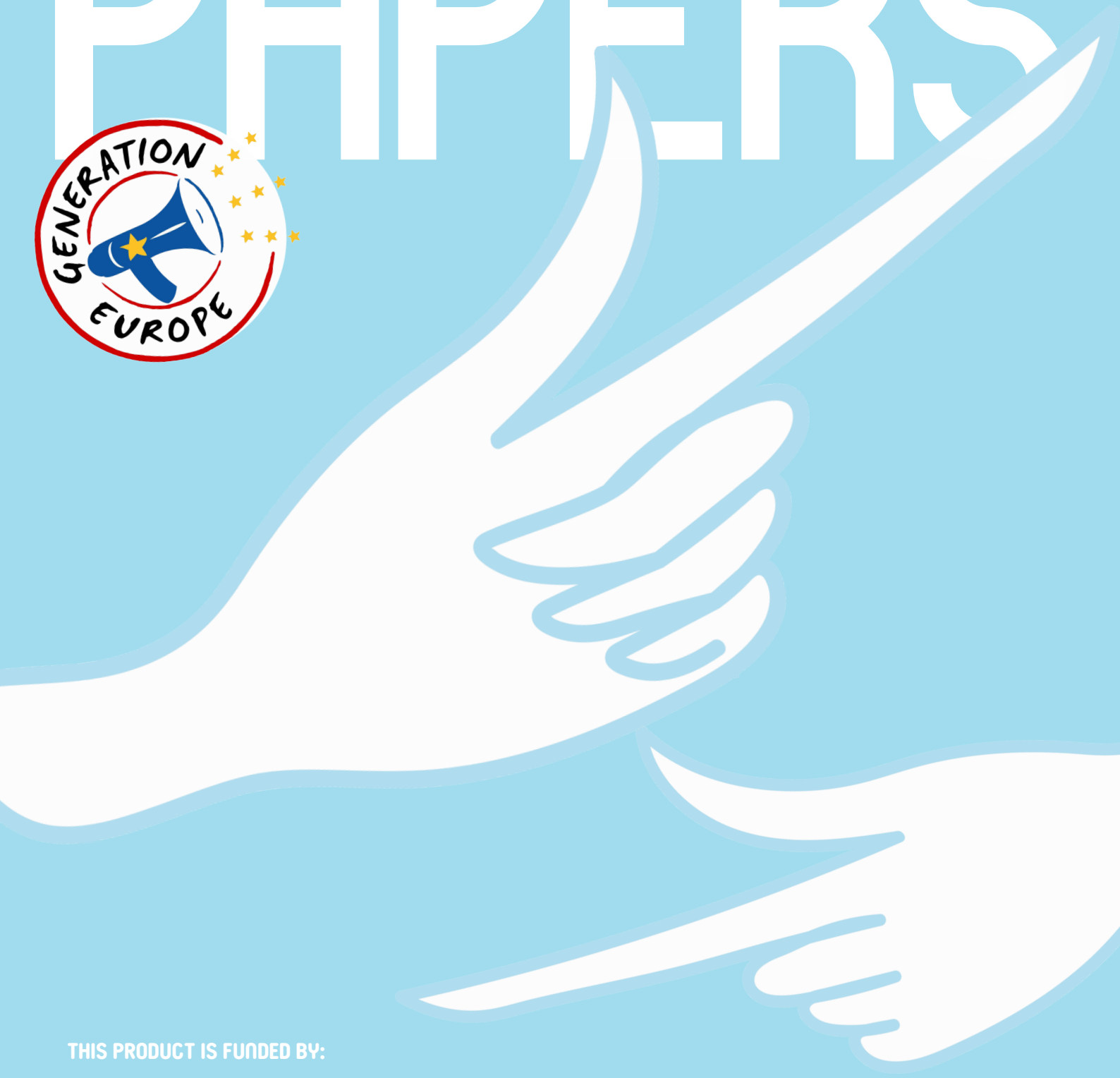
GUIDANCE PAPERS



THIS PRODUCT IS FUNDED BY:

Erasmus+

Ministerium für Kinder, Familie, Flüchtlinge und Integration des Landes Nordrhein-Westfalen

STIFTUNG MERCATOR

©2018-2021 Generation Europe – Young Democracy in Action
IBB e.V., Bornstraße 66, 44145 Dortmund – Germany

First publication: 2021

Sharing is caring:
if you copy or further distribute this publication, please always refer to the www.generationeurope.org website as source and acknowledge the “Generation Europe” project as authors! <3 Spread the word!

Contact: generationeruope@ibb-d.de

Concept and editing:
Concept and idea: Katharina Teiting / IBB e.V.
Execution: Franzi Eckl / IBB e.V.
Editing: Juliane Golonka
Design and Layout: Chanine Boots / Calam

Funding:
This product is a result of the KA2 Strategic Partnership [2018-2-DE04-KA205-016959] “Network for Active Citizenship” funded by the EU-Erasmus+ programme, co-funded by the federal state of North Rhine–Westphalia and the Mercator foundation. This publication reflects the views of the authors only and the European Commission or other funders cannot be held responsible for any use which may be made of the information contained therein.

The Strategic Partnership is a part of the funding programme Generation Europe - Young Democracy in Action.
Generation Europe is a programme of the International Association for Education and Exchange (IBB), funded by the federal state of North Rhine–Westphalia, Erasmus+ Youth in Action, the BMFSFJ, Stiftung Mercator, the TMBJS Thuringia, the MSGJFS Schleswig-Holstein, the MBJS Brandenburg and the city of Munich, Department of Education and Sports.

INDEX

1. **Introduction** 4
2. **The Process** 6
3. **MAP** 8
4. **Guidance Papers** 10

Germany 11

North **23**

Denmark 24

Belarus 38

Finland 43

Estonia 50

East **63**

Ukraine 64

Hungary 68

Poland 78

Romania 97

South **109**

Italy 110

Greece 130

Spain 149

Portugal 158

5. **Summary** 180
6. **Reference Lists** 184

INTRODUCTION

GENERATION EUROPE NETWORK AND PROJECT

For more than 12 years, the International Association for Education and Exchange (IBB) has been coordinating networks and partnerships of international youth work. With the projects ewoca³ (2008-2017), Pimp My Europe (2016-2017), and Generation Europe (2018-2020), the IBB gained expertise in non-formal civic education with heterogeneous target groups. Especially, because of the general high fluctuation in the field, it is remarkable that the IBB succeeded in establishing a very successful and stable network of European organisations of youth work. This network and the long cooperation are part of the story about how these papers came to be. Over the time, youth work experts from 13 different countries met on a regular basis and exchanged about their work, as well as their working conditions. It became visible, that youth work regulations and situations are as colourful as the countries and regions of Europe. With the new project Generation Europe, which started in 2018, the network decided to focus on this topic, to explore the field of youth policy further and bring policy-makers from different levels together. The idea of a collaboration in lobbying and advocacy was born.

PARTICIPATING COUNTRIES

The network of Generation Europe connects 13 European countries from all areas of the EU, as well as countries outside the EU. With contributions from Finland, Estonia, Denmark, Belarus, Poland, Hungary, Romania, Ukraine, Greece, Italy, Spain, Portugal, and Germany, the network covers many perspectives and youth work realities throughout Europe.

IDEA AND AIMS OF THE GUIDANCE PAPERS

The aim was to improve the conditions of youth work in Europe and to facilitate the establishment of programmes and projects in the field of European civic education for all young people, which led to the application of the strategic partnership for innovation KA2. The network had a first idea to create papers, describing the conditions and needs of youth work and youth policy in their countries. But the network did not want to leave it at venting and decided to also develop and add recommendations for actions, addressing every need they identified.

First, the idea became more concrete and was then followed by an intensive work process. The starting point was to discuss and compare existing policies in Europe, which are as mentioned quite diverse. Along the way, the partners would get in contact with policy-makers, understand the current situation, and become aware of the needs of youth work organisations, youth work professionals and young people in Europe (the process is describe in more detail in the following chapter). The Generation Europe network is proud to present the Guidance Papers for the Recommended Course of Action in the Field of Youth Policy (hereafter referred to as Guidance Papers).

Overall, the Guidance Papers aim to empower youth (work) organisations and professionals to become actively involved and to influence youth policies. They raise awareness to the topics and needs of the field. Policy-makers were reached during the process and are directly addressed by the outcome. These Guidance Papers aim to improve European youth policy and due to the collaboration of this large network, bring together 13 different European countries, which in itself is already a great impact. With their work, the partners set an example and the more the process developed, the clearer it became that this can only be a starting point. This is a contribution of the network to the efforts to achieve a unified European youth work. Now, it is up to everyone to continue this work and up to you, the reader, to join in!

THE PROCESS

PROJECT MANAGEMENT

The way to the Guidance Papers was a mixture of national/ individual working time and international meetings for exchange and planning. Starting in 2018, the partners met twice a year in regional groups to discuss the steps, compare their outcomes and set new goals. The groups were divided geographically in North (Finland, Estonia, Denmark, and Belarus), East (Poland, Hungary, Romania, and Ukraine), South (Greece, Italy, Spain, and Portugal), and Germany (because one third of the network are German youth organisations, the Germans were not part of another regional group). The transnational meetings in regional groups also served the process planning and a common structure for the Guidance Papers was developed. Every paper is now divided into the following three chapters:

1. Description of the Status Quo
2. Needs in the Field of Youth Work
3. Recommendations

During the annual project manager conferences of the project Generation Europe, partners had the chance to present their milestones of the Guidance Papers process and to exchange on a European level. These different meetings were a valuable opportunity for peer consulting. The comparison of the different youth work realities did not only help to get a new perspective on one's own situation, but also showed best practices from other countries that could be solutions to national challenges. The recommendations in the Guidance Papers are, thus, often inspired by conditions in other European countries.
Especially during the last year, 2020, communication increased. Due to the Covid-19 pandemic and the fact that the finalization of the Guidance Papers required a lot of coordination, the partners met in zoom calls to bring the process to a successful end.

WORKING STEPS

The working process was organised in the following seven steps:
Step 1: Preparation, identification of stakeholders and evaluation of current youth policies and conditions of youth work.

a. Researching information about the living condition of youths, as well as the legal, financial, and institutional framework of youth work in the countries.
b. Identifying possible cooperation partners (e.g., NGOs that share the aim of improving the conditions of the field) and stakeholders (decision-makers like politicians).
c. Comparing and discussing the outcomes of the research in regional groups.

Step 2: Meeting with stakeholders.

a. Initiating meetings with the identified stakeholders and cooperation partners.
b. Informing them about the project and the Guidance Papers.
c. Establishing long-term relations with stakeholders.

Step 3: Creation of the first chapter of the Guidance Papers. Using the research, contact to stakeholders and cooperation partners (step 1 and 2) to write a first chapter on the status quo of youth work.

Step 4: Identification of needs in youth work and needs of the youngsters.

a. Analysing the own situation and identifying own needs for the work.
b. Meeting with youngsters and youth leaders to understand their perspective, needs and wishes for youth work.
c. Meeting with stakeholders and cooperation partners to exchange about the needs of the field.

Step 5: Dissemination of the first chapters of the Guidance Papers.

a. Informing stakeholders and cooperation partners, as well as other youth work organisations about the Guidance Papers, the status quo, and the needs.
b. Exchanging with them and the youngsters about possible solutions.

Step 6: Finalisation of the Guidance Papers (chapter 3) with input from different perspectives.

a. Writing the last chapter with recommendations based on the outcomes of step 5.

Step 7: Dissemination of the final Guidance Papers.

a. Organising local, national, and international multiplier events and sharing the outcomes on social media and the websites of the participating organisations of the network.

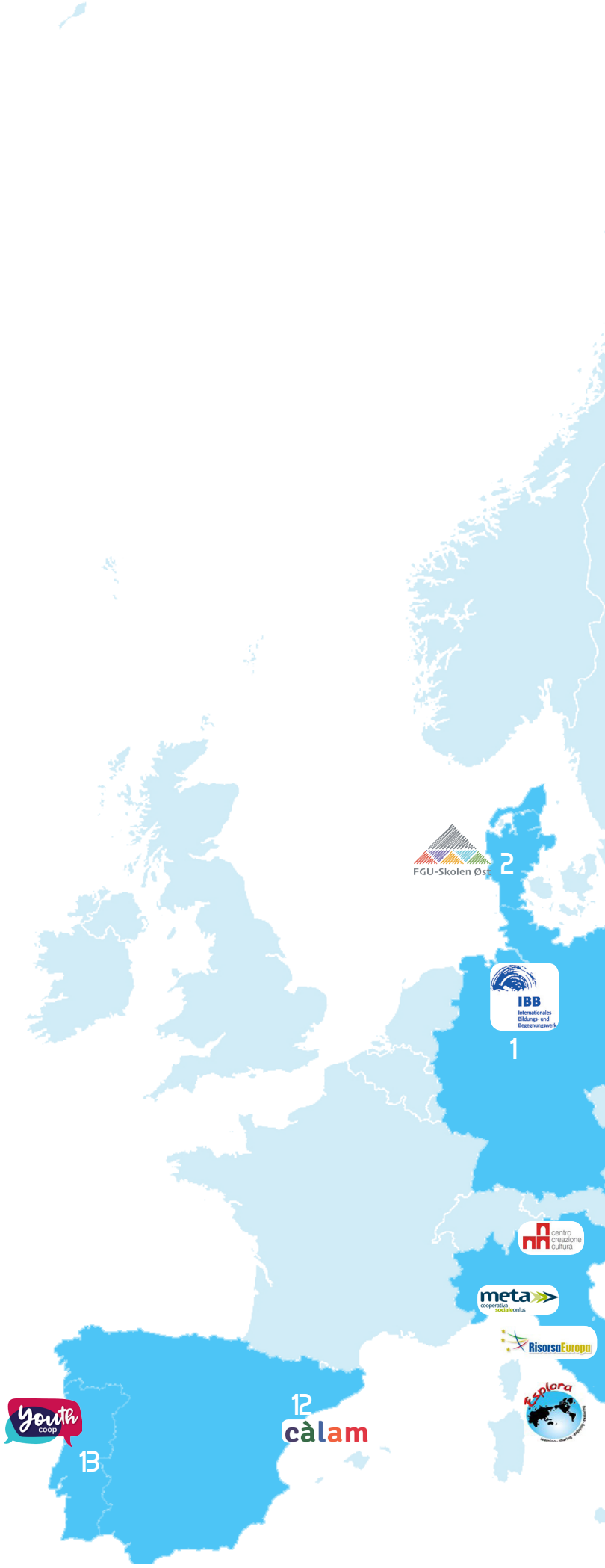
IMPACT

These steps were meant to be a road map to the intellectual output, yet it turned out to be even more. Working through these steps, the partners left their comfort zone, stepped out of their bubble to see the broader picture, and got in touch with policy-makers. The intensive work on this meta level of youth work extended the horizon of youth workers. Thus, the process of the guidance papers empowered the partners and encouraged them to act.

MAP

Organizations of the GenE Network
Working on the Guidance Papers

1. Germany
2. Denmark
3. Belarus
4. Finland
5. Estonia
6. Ukraine
7. Hungary
8. Poland
9. Romania
10. Italy
11. Greece
12. Spain
13. Portugal



4
NUORET KOTKAT
oulu
NTM
MTÜ NOORED TOREDATE MÕTETEG
5
3
FUNDACJA
BORUSSIA
OLSZTYN
8
DUGA
6
7
OUTWARD BOUND
ROMANIA
9
10
11
SMoyT
SYNERGY
OF MUSIC
THEATRE
EUphoria
youth iso
GENERATION
EUROPE

GERMANY

GERMANY

CHAPTER 1: COUNTRY REPORT

Author: Franzi Eckl (IBB e.V., Dortmund)
Cooperation and Input: Sascha Düx (Roots and Routes, Cologne), Janot van Kolk (Werkstatt Berufskolleg, Unna), Lisa Abraham (ParkHaus, Oberhausen)

1.1 Youth in Germany

In Germany, the definition[1] of youth is divided into three types: young person (0-26), adolescents (14-18), and young person with full age (18-26). The Juveniles Court Act makes a distinction between young person (14-18) and young adult (18-21). This means that persons of these groups will not be convicted under adult criminal law. The different age limits are particularly relevant in terms of funding. Funding in youth work is usually linked to a defined age range of the target group. In addition to the official age limits in the SGB (German social law) and in the EU, each funding institution can also set its own age span. The federal programme "Kultur macht stark", for example, defines youth as aged between 15 and 18.
In Germany, a law [2]for youth does exist as part of the Social Code. Youth policy in Germany is federal law . Even though the Social Code is a federal law book, the implementation of it is federal state responsibility. The Child and Youth Service Act and the Youth Welfare Act aim to support and protect youth.

Living Condition

The Shell Deutschland holding publishes the Shell Jugendstudie since 1953, which is a survey that asks youths (persons between 12 and 25[3]) about their living conditions, attitudes, and values. In general, it is to witness that the young population is way smaller than the old. The ratio of young people between 15 and 29 in the total population has been 17.3 percent in 2017[4] . By comparison, in 2019 the over-40 age group accounted for 56.9 percent of the population. Since minors are not allowed to vote in Germany, the political impact of youth is very limited and the elder generations are those who decide.

Most young people move out of their parent's home, once they are older than 21. One third of the 22–25-year-olds[5] have moved out. There is a difference between students (who leave home earlier) and apprentices. Family is important to a vast majority (90 percent) of youngsters.

1 https://eacea.ec.europa.eu/national-policies/sites/youthwiki/files/gdlgermany.pdf p. 7-8
2 https://www.youthpolicy.org/factsheets/country/germany/
3 Shell Deutschland Holding (Hrsg.) (2019): Jugend 2019. Eine Generaion meldet sich zu Wort. Beltz-Verlag, Weinheim-Basel; p. 33.
4 https://eacea.ec.europa.eu/national-policies/sites/youthwiki/files/gdlgermany.pdf p. 6
5 Ibid. p. 135

Social Status

Origin plays a major role and determines the social status. Poverty is passed on and directly disadvantages young people. It is the cause of many problems. Those, growing up in poverty, are often only precariously employed as young adults, and often remain permanently poor despite working.[6] Young people with poor school education and without any vocational training have an increased risk of poverty.[7] Poverty excludes Also, regional differences remain very large (example: Bremen 35.8% of young people, Baden- Württemberg 14.6% or Bavaria 12.9%). Results confirm that no age group is more affected than that of adolescents and young adults. They are particularly frequently and sustainably affected by poverty.[8]

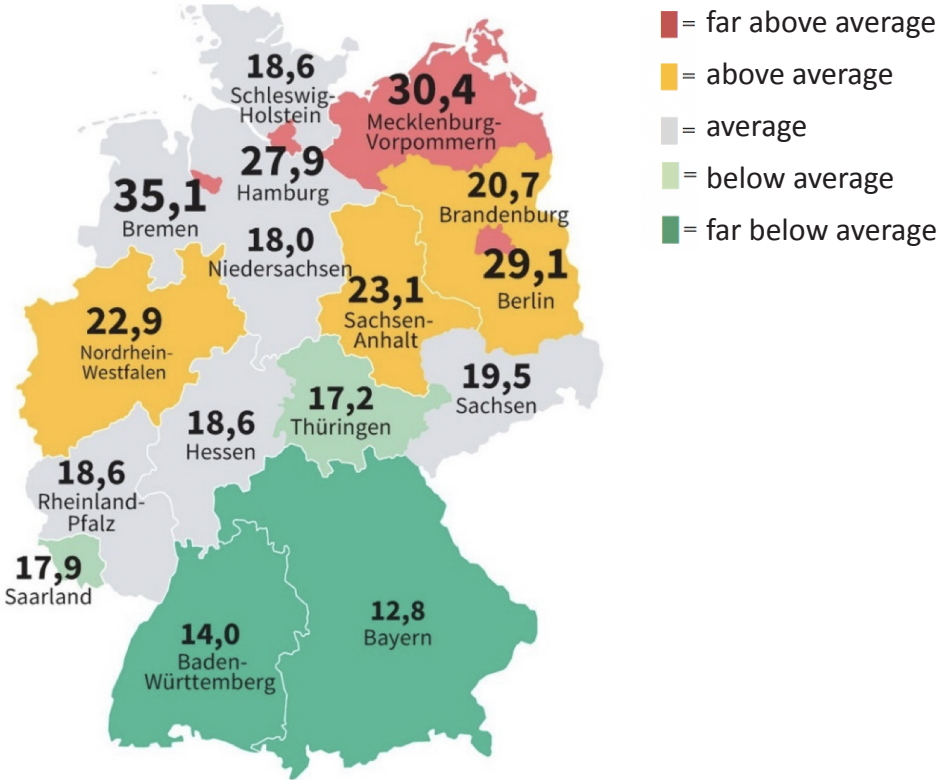


Figure 1: Child poverty in Germany. The figure shows the percentage of minors at risk of poverty. That means they live in a household with less than 40 percent of the country's median income.
Source: Institut der deutschen Wirtschaft in Köln.[9]

6 BAG KJS (Hrsg.)(2018), Monitor Jugendarmut Deutschland 2018, PDF Dokument, p. 6
7 KJS (Hrsg.) (2019), Update Jugendarmut 2019: Endlich hinsehen! Jugendarmut wahrnehmen und junge Menschen nicht verloren geben, PDF Dokument, p. 1
8 KJS (Hrsg.) (2019), Update Jugendarmut 2019, p.1; BAG KJS (Hrsg.)(2018), Monitor Jugendarmut Deutschland 2018, p. 3
9 Own translation of the key, graphic from: https://www.iwd.de/artikel/arme-eltern-schlechte-schueler-298680/

1.2 Education

In Germany, the educational level of children is still strongly connected to the educational level of parents [10] and thus, chances in education are not equal. The issue is that in Germany the secondary education is divided into three different levels and after elementary school (at the age of 11), children are divided into different schools. The mobility between the school levels is limited[11] and socio-economic status is reproduced. There is a strong correlation between socio-economic characteristics and the aspired or reached school leaving qualification. [12]

Because of the growing demands on the labour market, the growing number of highly educated women and the transformation of Germany into a knowledge society[13] , an expansion of education can be observed. Meaning, that in recent decades, more and more young people have been attending further education institutions, acquiring intermediate or higher education qualifications and staying longer and longer in the education system[14]. The number of secondary modern school pupils [Hauptschule, former Volksschule] has fallen from 79 % in 1952 to 15 % in 2012. At the same time, the recognition of these school certificates has declined. Intermediate school forms, such as the Realschule (5th to 10th grade) and Gesamtschule (different, in many cases all three, qualification levels are possible at this school), have emerged or gained in importance. The share of young people at the Gymnasium (highest secondary education level in Germany) has grown from 13 % to 37 % in the same period.[15]

Another reason why children spend more time in school, is the option for full-day schooling. A main consequence of all-day schooling is that children and adolescents have less free time for individual arrangements and "*the educational and training influence of parents on their child decreases in favor of the influence of the school*."[16] Children lose the necessary free time for their own personality development. Open offers from non-formal education providers can only be taken advantage of under more difficult conditions and less intensively.[17]

In addition to secondary educational institutions, Germany has vocational schools as part of tertiary education. In the following, the situation in North Rhine-Westphalia (NRW) will be concentrated on. It is similar in other federal states, but there are also differences due to federalism and the educational primacy of the states. In NRW, 553,247 students attended a vocational school during the 2018/19 school year.

10 Shell Deutschland Holding (Hrsg.) (2019): Jugend 2019. Eine Generaion meldet sich zu Wort. Beltz-Verlag, Weinheim-Basel; p. 168.
11 Ibid. p. 172
12 Ibid. p. 176
13 https://www.bpb.de/izpb/198031/bildungsexpansion-und-bildungschancen
14 Ibid.
15 https://www.bpb.de/izpb/198031/bildungsexpansion-und-bildungschancen
16 https://de.wikipedia.org/wiki/Ganztagsschule
17 https://de.wikipedia.org/wiki/Ganztagsschule

There are two factors which make it necessary to offer training beyond the training system.

- Compulsory vocational schooling, which in NRW applies to everyone who begins vocational training and is under the age of 21, as well as to all minors (<18 years of age) who have completed their full-time compulsory schooling of 10 years but are unemployed or work without a training contract. [18]
- The desire or need of many young people to obtain a first or higher school-leaving qualification to enable them to enter working life, or simply to disappear from unemployment statistics for the period of schooling.

At the Berufskollegs (vocational colleges) it is possible to obtain school-leaving qualifications from the Hauptschulabschluss after grade 9, up to the general university entrance qualification, as well as vocational qualifications. Vocational knowledge is always taught as well.[19]

In addition, there are part-time classes in which pupils can complete their compulsory education two days a week. These are taught at the level of the Hauptschulabschluss grade 9, regardless of the students' qualifications. In most cases, pupils are then in a preparatory vocational training measure designed to integrate them into the labour market.[20]

1.3 Institutional Framework

Public Institutions

The field of youth work and youth policies lies with the German federal state competence. Therefore, aside from the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) on federal level, there are institutions on federal state level, too. But only 7 out of 16 federal states have a Ministry with the area of youth in their official title.
Within the BMFSJ, there is a working group for Child and Youthwelfare (AGJ). This is a forum and network of national organizations and institutions of public and private youth welfare in Germany. It consists of 100 members that are divided into 6 groups:

- Federal Central Youth Associations and State Youth Rings
- Federal Central Office of Associations of Non-State Welfare Organisations
- Federal Centre for Youth Welfare Organisations
- Supreme Youth and Family Authorities of the federal states
- Federal Working Group of State Youth Welfare Offices
- Associations and organisations active at federal level in the areas of personnel and qualification (initial, continuing, and further training) for youth welfare services

The central tasks of the AGJ are the bundling of technical structure, the representation of interests, as well as the formation of a cooperative network. The AGJ mainly acts nationally, but is also active in Europe and internationally.

18 https://www.schulministerium.nrw.de/docs/Recht/Schulrecht/FAQ-Schulrecht/FAQ-Schulrecht-Unterricht/Schulpflicht/index.html
19 https://www.berufsbildung.nrw.de/cms/das-berufskolleg-in-nordrhein-westfalen/abschluesse-und-anschluesse/index.html
20 https://www.arbeitsagentur.de/bildung/ausbildung/berufsvorbereitende-bildungsmassnahme

Youth Representation

In Germany, there are around 200 youth parliaments. They consist of 10-40 members between the ages of 8 and 21. The youths are supported by youth workers and trained pedagogues. The aim of the parliaments is to improve the situation of children and young people in school, work, and leisure. In matters concerning children and young people, they have an advisory function in municipalities, towns and cities. The parliament consists of elected delegates who work together for a legislative period of 2-3 years. All children and adolescents of a village are entitled to vote. The delegates meet twice or three times a year in plenary sessions and have working groups that meet weekly. However, these youth parliaments are under criticism because they were created on the initiative of adults and plenary sessions and group meetings are accompanied and supervised by adults. According to critics, the organisation, which is very much based on political structures, is not adapted to the needs and working methods of children.

Further, the Council of Political Youth Organizations (RPJ) exists. It is the union of several party-political youth associations in Germany at federal, state, or municipal level. The youth organisations of the democratic parties, which have joined together in the RPJ, see their main task in the education of young people to become free citizens, which in their opinion represents one of the most important tasks of a democratic state. A further goal of the RPJ is the promotion of democratic youth structures.
Institutions for youth work representation are:

- The German National Commitee for International Youth Work (DNK)
- The German Federal Youth Council (DBJR)
- The German Sports Youth (DSJ)

1.4 Financial Framework

Federal level (Bund)

The main funding mechanism for the support of child and youth services at national level is the Child and Youth Plan of the Federation (Kinder- und Jugendplan des Bundes, KJP) based on the Social Code, Book VIII. The Child and Youth Plan is part of the budget administrated by the BMFSFJ. In 2016, the BMFSFJ administrated 2.87 % (9.1 trillion€[21]) of the total federal budget (Bundeshaushalt), which amounts to 316.9 trillion €. The budget available under the Child and Youth Plan (Kinder- und Jugendplan) in 2016 was 176 million € (2015: 160.8 million €).

21 In the English language a trillion is equal to the German “Billionen”, means 1 000 000 000.

Specific goals, addressed in the Child and Youth Plan are:

- Integration of young people with a migrant background
- The social and professional integration of young people
- Support for young families

Regional level (federal states)

Each German federal state has its own (child and) youth plan (Landesjugendplan). It covers measures that are relevant for the region and cannot be funded by the Child and Youth Plan of the Federation.

Overall, in Germany, most funding money is taxpayers' money, which, to remain fair to the taxpayer, should of course not be wasted. There are several regulations to ensure this.

1.5 Recognition of youth work [22]

Youth work and the work of youth workers is to a certain extent lacking social and political recognition. Other fields, such as socio-educational support services and child day care have gained more recognition. Youth work is often carried out by volunteers or youth workers who often have temporary contracts. Compared to graduates in medicine, psychology, social sciences or teachers, graduates in educational sciences and social pedagogy earn considerably less. Basically, social workers earn more than kindergarten teachers or social pedagogues, also depending on several factors, for example the federal state and the institution and the individual professional experience. There is no German general formal validation system of non-formal education and learning in youth work.

The BMFSJ invented a strategy to raise awareness of the fact, that young people need space to develop outside of formal setting like the educational system. Thus, they highlight the value and significance of youth work. IJAB and DBJR both work towards a better visibility of youth work and do lobbying and advocacy in the interest of the youth work community .[23]

22 https://pjp-eu.coe.int/documents/42128013/47262550/Germany_info_youth+work_Nov_2017.pdf/f97a6fd9-6f20-dc56-de47-df6da1622889 p. 7.

23 https://eacea.ec.europa.eu/national-policies/sites/youthwiki/files/gdlgermany.pdf p. 202-203.

CHAPTER 2: Needs in Youth Work

Despite the comfortable situation compared to other European countries, (international) youth work in Germany lacks diversity and inclusion, as well as a funding structure that supports a change of the situation. Some of these challenges become already visible from the country report. This paper will focus on three needs that are prioritized by the German partners of the project.

2.1 More Support for (International) Youth Work with Diverse Youths

In the EU Erasmus+ programme, there has recently been a growing tendency to describe the composition of the group of participants as precisely as possible when applying, especially if special costs are requested for participants with fewer opportunities. This contradicts the open structure of youth work and the socio-scientifically proven phenomenon observed since the 1980s that young people in the out-of-school sector rarely commit themselves for the long term. In other words, as a provider one is faced with the alternative of working with structures of formal education where there are constant groups/classes over the years or one has to invent a conceivable participant composition and then present said invention as a fact. This cannot be in the sense of promoting non-formal youth work!

Another threshold for international youth work with diverse youths is the fixed and often quite narrow age requirements in the funding programmes for the participants. In contrast to formal school education, non-formal youth work rarely follows an age cohort logic. Open youth work, association and project work often reach age-heterogeneous groups. Particularly in work with target groups outside the middle classes, there is much fluctuation and generational change is a permanent feature of youth work. Introducing unnecessary age restrictions are often counterproductive in practice. Again, quality, open-minded and inclusive youth work needs flexibility. There is a need for more flexibility in the age limit of participants, especially between national and international (e.g. ERASMUS+) funding programmes for young people.

Further, funding additional staff for special needs is complicated, due to the funding structure. The current Erasmus+ programme provides explicit staff costs only for the production of so-called “intellectual outputs” - instruments, working aids/tools that can be used by other actors (especially) in youth work. This assumes that there are agencies in youth work that have sufficient resources but insufficient ideas and concepts, which are just waiting for a model project to develop proposals that will inspire them to new activities. A reliable sustainable promotion of proven formats is missing. In Germany, small independent youth work organisations often have a thin staff base. There is a lot of part-timeemployment and earmarked positions whose prolongation depends on project financing. Erasmus+ provides, with the key action, two personnel budget items for employees. The large federal programme “Kultur macht stark”, on the other hand, does not permit the expenditure of subsidies to employees, only honorary staff may be financed by it.

Regarding funding opportunities for special needs, diverse age groups and especially for small and independent organisations (international), youth work in Germany needs more support for diverse youth.

2.2 Real Youth Participation

Rooted in the situation, that in Germany the young population is dramatically smaller than the older population, the participation of young people must be supported, encouraged, and structured in a way that real participation is reached. This must be done in two ways: Strengthening and transforming existing youth participation structures (youth parliament) and at the same time diversifying them through empowerment and politicisation of heterogeneous and marginalised youth.

As elaborated in chapter 1, there are around 200 youth parliaments in Germany. They have an advisory function, communicating the needs of the young generation. However, there is a lot of critic around them, e.g., that their organisation is too heavily based on political structures and not adapted to the needs and working methods of children, which results in a very important role of moderating adults. Additionally, the participating youths in those parliaments are often from an academic background and/ or connected to the big organisations of youth work.

Real youth participation has the potential to shape the political involvement of youths in the future. The Servicestelle Jugendbeteiligung emphasizes:
„The lack of interest of young people in “politics” is not by chance. When young people are not officially involved in the democratic process until they are 18 years old, in the context of elections, it is almost too late to introduce “participation in decision-making processes” as natural. “ [24]

This applies even more to youths that are often not reached by offers of civic education (e.g., youths less successful in formal education, from poor households, with a migration background, belonging to marginalized groups, and more).

In Germany, we thus, need to reach diverse youth with civic education offers and to involve them in a transformed structure of real youth participation.

24 Own translation of https://www.servicestelle-jugendbeteiligung.de/jugendparlamente/

2.3 Flexibility and Planning Security

As is well known, the current practice of allocating funds by budget year, as is common practice in federal and state youth plans and municipal youth promotion, has its pitfalls. Participatory youth projects in particular need fast application and approval procedures; if they drag on for half a year or longer, young people's interest often disappears. Funding for the spring is often very difficult to obtain, as approvals are only granted in May or June of the current year. This, for example blocked several planned local projects for the 2019 European elections, and leads to a problematic concentration of youth projects in the second half of the year.

A further minefield is expenditure/contracts before the official start of funding. In some federal states, complete project funding can be withdrawn retrospectively if it is shown that contracts have already been concluded before the official start of funding (with a certain amount of goodwill for house rental contracts, which allow cancellation). This seems absurd, an inappropriate harassment. If an executing agency signs contracts before funding begins, even before approval, to ensure that certain resources are available for a project - inexpensive travel, select group homes, sought-after speakers - then that executing agency is taking a risk in the interest of project quality. Of course, public sponsors cannot and should not be held responsible for this risk; the risk lies with the executing agency. But if an executing agency decides to take this risk, it should be respected and not punished!

Back to financial years: Since the 1990s, intensive thought has been given to moving away from cameralistic financial management; it is time for youth promotion in Germany to make progress in this area. Erasmus+ is somewhat better positioned in this respect: With three application deadlines per year for youth encounters and a general separation of calendar years, scheduling and time management is much easier; theoretically, timely approvals would also be possible. However, the German National Agency has recently and several times communicated funding decisions with long delays, either at the beginning or after the beginning of the possible project period. Overall, especially in youth work that aims for participatory projects and diverse target groups, flexibility and planning security supported by the funding organizations is needed.

CHAPTER 3: Recommendations

Connected with the mentioned needs, the partners collected a selection of recommendations to address these challenges. The aim of the partners is to move from complaining to acting and starting a process of change. Supporting these recommendations will be a first step.

3.1 More Support for (International) Youth Work with Diverse Youths

To address the need for more support of (international) youth work with diverse youths, the partners recommend undertaking the following actions:

Sufficient funding for special needs and extra staff:

- Simple application structures for extra funding for special needs support at all funding levels (federal, state, ERASMUS+).
- Funding contracts that allow to fund employees instead of honorary and the other way round to plan activities according to the needs of the participants. Simple application structures of the additional funding for special support needs at all funding levels (federal, state, ERASMUS+).
- Funding contracts that allow employees to be funded instead of honorary staff and vice versa, in order to plan activities according to the needs of the participants.

Longterm and strucutral funding also for small and independent organisations (NGOs):

- Quality of youth work, especially of direct work with young people as such, must be better appreciated and not only recognized when it is sold as a motive for hypothetical others.
- Projects whose innovative nature resonates with the organisations, professionals, volunteers and young people involved should be as highly valued and funded as those that work towards models that can be replicated by outsiders.
- Projects should not be approached with exaggerated expectations of impact, compared to the financial resources. The Erasmus+ programme may be able to change the education systems in the participating countries, but a single small sub-project can only do so with a great deal of luck, and some of them will fit the idea whose time has just come.

Less regulations regarding the age of participants:

- The SGB VIII (Social Code, book 8) should adapt its age limits to the EU directives, and thus, take young adults up to the age of 30 into consideration.
- Public funding programmes may only use age limits with good, comprehensible reasons. These should always be broad and cover at least 5 years.
- There should always be the possibility that at least 20% of the participants do not belong to the defined age group if the institutions can justify this.

3.2 Real Youth Participation

Inclusive civic education offers:

- Build a bridge between school and association (or youth centre, youth organisation) to work together on the topic of civic education. This way they can create a structured plan and reach a very large group of young people (with very different backgrounds).
- They start very early with civic education (primary school) to get in touch with politics from an early age and at the beginning of formal education where all children attend the same type of school. This means, that young people arrive at the age of 18 with a political awareness. They are better prepared to participate in elections but are also informed about other opportunities for democratic participation that are available before the age of 18. All types of schools should be included in this process (high schools, vocational schools, etc.).

Municipal youth parliaments with budget and elections:

- Free spaces where youth can meet without too much adult influence. One possibility to run these spaces is peer education. Younger persons can get support and information, as well as inspiration from role models, ensuring the young perspective of these spaces.
- More opportunities for dialogue at eye level between political decision-makers and young people.
- Informal participation of the youth, where activism or civic engagement must be treated as relevant political formats.

3.3 Flexibility and Planning Security

To address the need for flexibility and planning security, the partners suggest the following:

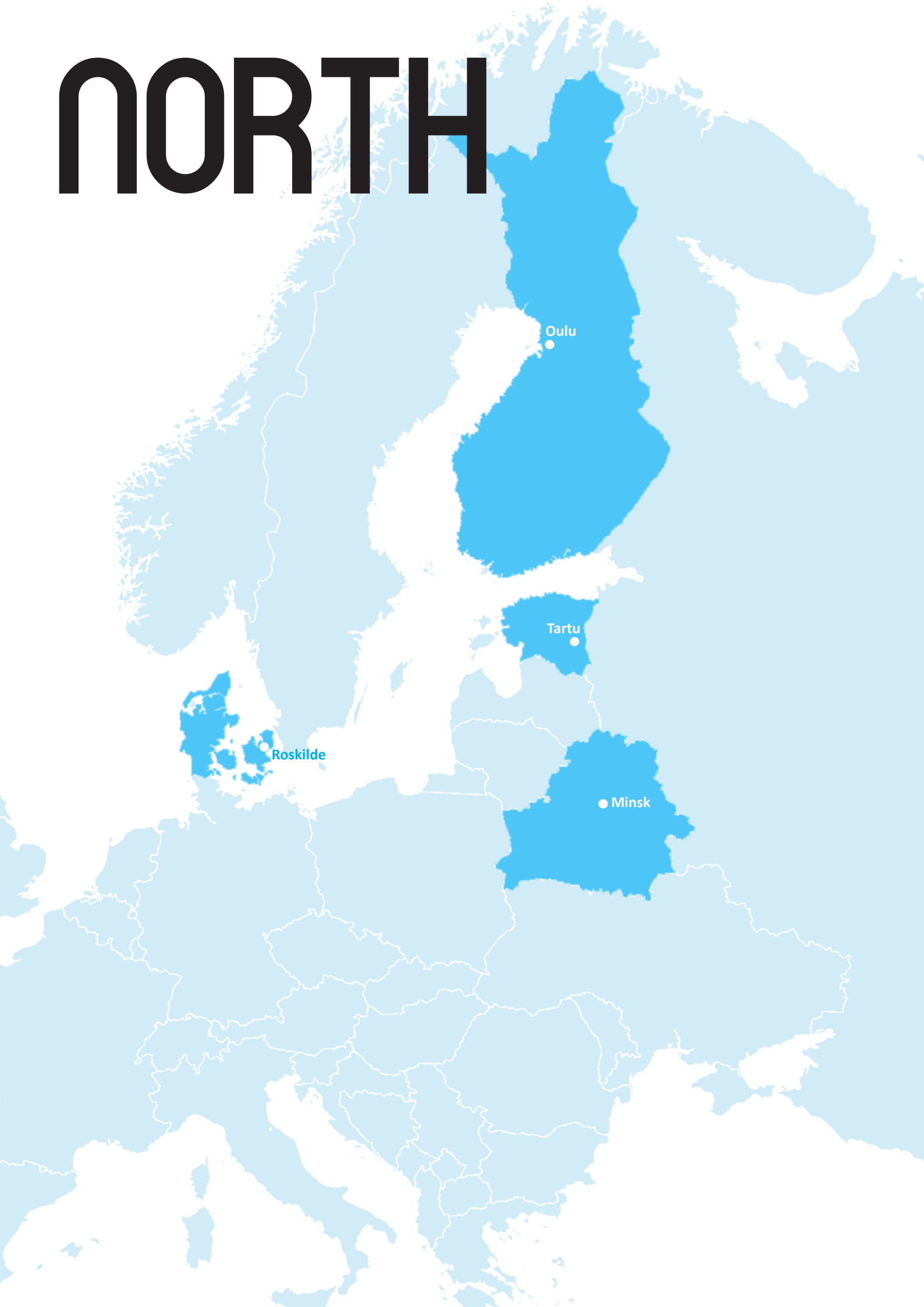
Personnel costs and honorary fees:

- Project promoters need full flexibility from the funding agencies to replace employees with honorary staff and vice versa during project implementation.
- It is permissible to link funding to content-related and technical qualifications, e.g., certain budget items may only be awarded to persons with pedagogical qualifications at university level (or comparable).
- It is not permissible to limit the budget share for project coordination and administration to less than 20% of the total funding amount.

Timely response to applications:

- Minimum six-monthly, ideally quarterly application deadlines.
- Processing of applications (from application deadline to communication of the funding decision) in a maximum of three months.
- There should be a flexible time frame for the project start date, from not later than 3 months after the application deadline, to not earlier than 1 year before the application deadline.
- The project may begin in the past. This means that federal, state and/or local authorities can, for example, provide co-financing for a three-year EU project that has already been running for 14 months, without the need of any special approval.
- Project promoters may at any time conclude contracts at their own risk before the start of the project period, as well as, if approved, purchase tickets for travel during the project period that can be charged through the project and make advance payments for other services to be rendered during the project period.

NORTH



DENMARK

CHAPTER 1: COUNTRY REPORT

Author: Søren Lykkeager (FGU Skolen øst, Roskilde)

1.1Youth

The Danish youth policy does not define a specific age range for young people but refers to the inclusion of the EU Youth Programme, where youth is defined as being between 15 and 29 years of age. In 2018, youth comprised only 13% of the population of Denmark. The legal age is 18 years, as well as the voting and candidacy age. There is no imminent plan to lower the voting age limit[1].

The voter turnout of young people is above the average of the EU member states. The national turnout in the 2017 municipal and regional election was 70.8%. In the 2015 general election it was 85.9%. Young people can run as a candidate from the age of 18 years on. However, the proportion of young people below 30 in the national parliament is only 4% and the average age of elected representatives is 45.5 years[2]. In a European comparison, Danish young people are the most active in civil society. In 2016/ 2017, 39% of young people volunteered, making them the EU leaders. The average in the EU is 31%.[3]

On average, Danish young people move out of their parents' home at 21.1 years of age. This makes Denmark one of the EU countries where young people leave home the earliest (second place after Sweden)[4]. With regard to youth employment, the government has established a legal framework to achieve the goal: Youth in the age group of 15 to 17 years must be in education, employment or training and youth receiving cash benefits without education receive an instruction to start education. At present (2018), Denmark has a relatively low NEET (neither in employment nor in education and training) rate:10,9% in the 20-34 age group are neither in employment nor in education or training (EU 28 average is 16.5%). The Danish unemployment rate is 4.9% in the 15-64 age group.[5]

1.2 Institutional, legislative framework

Youth policy in Denmark is integrated into other relevant policy areas. Therefore, Denmark does not have a youth law, a youth minister, or a national agency for youth. Instead, youth

1 Youth Policy Labs: https://www.youthpolicy.org/factsheets/country/denmark/, October 2019
2 Youth Wiki: https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/52-youth-participation-representative-democracy-denmark , October 2019
3 European Commission: Flash Eurobarometer 455 "European Youth Report - September 2017, Pages 20-22, September 2017. Online: http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/ResultDoc/download/DocumentKy/82294
4 European Commission, EUROSTAT: https://ec.europa.eu/eurostat/web/products-eurostat-news/-/EDN-20180515-1, October 2019
5 European Commission, EUROSTAT: https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training

policy is found in policy areas such as education, employment, health, social affairs, culture, etc. Due to the Danish youth policy approach, there are several strategies that target the youth population, for instance youth in the education system, young people in the health-care system, socially marginalised young people, etc.

The official government statement on the website has a section on youth policy though with the title: “Alle unge skal have et godt afsæt” (English: All young people should have a good start in life). The statement has two main focus areas:

1. To provide children and young people the best start in life. This initiative involves the measurement of day-care institutions in order to ensure optimal conditions for well-being and education. The initiatives must compensate for negative social inheritance. Primary and lower secondary education (folkeskole) must lift children and young people with poor academic skills in order to prevent them ending up in the NEET group (neither in employment nor in education and training).
2. To prevent honour-related conflicts and youth crime.

Furthermore, there are cross-sectoral strategies for youth:

- Higher education for the future – new targets for higher education
  Topic: Provide higher education for the labour market
  Timeframe: 2018 – in effect
- From primary school to skilled worker – vocational educations for the future
  Topic: Better vocational education
  Timeframe: 2019 – in effect
- Believe in yourself – we do. Reform of preparatory basic education and training
  Topic: More responsibilities in education for municipalities, clear and manageable basic education plans and increase of youth who finish education, reduction of NEET.
  Timeframe: The reform was implemented in August 2019
- We accomplish together - an action plan for the psychiatric system until 2025
  Topic: Cross-sectoral cooperation and mental health
  Timeframe: 2018 - 2025
- 10 goals for social mobility – because everybody can
  Topic: Social inclusion
  Timeframe: 2018 - in effect
- Strategy for a stronger civil society
  Topic: Volunteering and engagement in civil society
  Timeframe: 2017 - in effect

Although there is no official responsibility for youth policy in Denmark, responsibility for these strategies lies with the Ministry of Education. Denmark has no regular formal consultation body at state level, such as a youth parliament or a youth council. Nevertheless, there are several opportunities for young people to engage in decision-making processes, for instance via municipal youth councils or via a broad range of youth panels. Furthermore, student unions, pupil councils and youth associations are prevalent in Denmark. Several pools of funding are available to youth organisations at national and local level.[6]

The Danish Youth Council (Dansk Ungdoms Fællesråd, DUF) is an umbrella organisation representing 72 youth organisations in Denmark. DUF is not part of the constitutional structure but a private organisation. Since DUF is also responsible for distributing the 145.8 million DKK (=19.2 million EUR) from the national lottery and football pools (udlodningsmidlerne) to Danish youth organisations and youth projects, it is also regulated by:

Ministerial order on the presentation of accounts:

- Act on Allotment
- Act on Public Administration
- Act on Transparency in Public Administration

Members of DUF are children and youth organisations. Member organisations must:

- Have local divisions in four of the five Danish regions
- Have more than 50% of their membership below the age of 30
- Offer enlightening, educational, or civic activities
- Have a democratic structure[7]

Every second year the Danish parliament hosts a one-day 'youth parliament' (Ungdomsparlamentet). The purpose of the initiative is purely educational. Pupils from 8th and 9th grade in Denmark, Greenland, and the Faroe Islands are invited to draft a bill to the parliament. The top 60 bills are selected and 178 pupils participate in the youth parliament. The pupils gain knowledge about the decision-making process of the Danish parliament, meet ministers and MPs, as well as practicing their argumentation, discussion, and presentation skills. The initiative is financed by the Danish parliament, the Ministry of Education, and DUF. [8]

At the municipal level, two types of council/board exist:

- Youth councils
- Joint pupil council

6 Youth Wiki: https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/53-youth-representation-bodies-denmark , October 2019
7 English website of DUF: https://en.duf.dk/about-duf/ , October 2019
8 Homepage of the Youth Parliament: https://www.ft.dk/da/undervisning/ungdomsparlamentet, October 2019

The municipal youth councils vary greatly as far as structure, composition, and political influence are concerned. Some youth councils are open to all young people in the municipality, others require an election. Some councils coordinate municipal/cultural events for the youth, while others have political influence and their own budget. Most youth councils are entitled to be consulted by the city council (byrådet) in matters related to youth.

In 2015, the Ministry of Culture launched a strategy in order to increase the number of youth councils. The goal was to establish a youth council in each municipality. In 2018, 65 of 98 municipalities have a youth council and ten municipalities are about to establish one. The joint pupil council is based on the local pupils' councils from the municipal schools. 41 municipalities in Denmark have committed themselves to a set of regulations, established by the organisation Danish School Pupils (Danske Skoleelever – DSE). In 2016, DUF introduced a guideline concerning the construction and influence of the youth councils and the joint pupil councils.

1.3 Recognition of non-formal education

Denmark has a national legal framework to support non-formal learning on civic and social competences. The legal framework is the Act on Non-Formal General Adult Education (Folkeoplysningsloven). The very objective of non-formal general adult education (folkeoplysning) is to strengthen the individual's ability and desire to take responsibility for their own life and to play an active and engaged part in society. In section 7 of the Act on Non-Formal General Adult Education, the objective is to advance democratic understanding and active citizenship.[9]

Although Denmark is very far ahead in the European comparison for volunteering of young people, it is on the penultimate place in the certification and recognition of this commitment. Only 14% of young people have received certification for their social commitment. The EU average is 28%.[10]

9 Governmental statement of the ministry for education: https://www.retsinformation.dk/forms/R0710.aspx?id=202909

10 European Commission: Flash Eurobarometer 455 "European Youth Report - September 2017, Pages 28-29, September 2017. Online: http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/ResultDoc/download/DocumentKy/82294

The Reform for preparatory basic education (in Danish Forberedende Grunduddannelse or FGU) will be the focus point of this guidance paper.
Since the implementation of the FGU in August 2019, schools all over the country opened their doors to new students. The number of potential students was originally based on an estimate of 14,000 yearly students nationwide with an estimated annual cost per student of DKK 100,000 (13.333 €). [11]

The FGU is a fusion of several preparatory education institutions. Both, cash and human resources were shifted from the formerly independent institutions to the new FGU institutions. The employees of the old institutions were assigned to the new FGU schools – if they wanted to. Most chose to. Some did not. And some have left the institutions since August 2019 due to stress and working conditions.

In important areas of the FGU educational structure, the number of pupils and the number of teachers are not in line with each other. Especially, in the FGU department of General Subjects Education (in Danish AGU – Almen Grunduddannelse). The students who have chosen this direction of their studies at the FGU have exceeded the estimated numbers of 2018. Here, teachers struggle to cover the lessons and the groups of very diverse students with equally diverse needs. The Ministry of Education must also secure a functioning IT-system and make teaching materials available, such as learning systems, booklets etc. Without a functioning learning infrastructure, the teaching quality will be low, and the schools are not able to comply with and reach the ministry's goals for education. Without this help, teachers are overloaded, overworked and suffer from stress – which leads to sick leave and thus, even more pressure on colleagues. Again, leading to a decrease in the education's qualtiy.

Need 1 is to increase the number of teachers.
It was clear early on, that the FGU's implementation needed a strong student organization. The organisation Deltager Danmark (Participant Denmark[12]) helped to create the organisation Modstrøm (Against the current)[13] during 2019Modstrøm took the initiative to establish the National Student Council based on the old production schools, which were one of the various institutions merged into the new FGU education. The student body was officially founded in November 2019. It consists of student representatives of the local FGU institutions. All the local FGU schools now have their own student body. And they are starting to organise in their local communities.The first national project has already been launched.

11 Paper in danish describing several estimates regarding the implementation of the FGU http://www.fpp.dk/images/FGU_2018/PSF_materilaer/Orientering_om_elevgrundlag_fordelt_p%C3%A5_kommuner.pdf
12 https://deltagerdanmark.dk/
13 https://www.xn--viermodstrm-pgb.dk/

"You are never alone at the FGU". This project targets the fact, that many students of the FGU belong to a marginalized group of youth, often left out from what is considered "normality" – the normal road, the formal road, the NEETs segment. The project aims to give these youngsters a voice and a firm starting point, from where they can evolve and take an active part in forming their future: taking part in social life, being aware of and taking part in what happens in their communities, what happens in and with their schools and education and what they themselves can do to influence the decisions being made on their behalf.

There is a long road ahead. These youngsters must learn and realize that they are all important members of society. Even though, that will be news to many of the FGU's students. They are a vulnerable group, often subjects of bullying, not fitting in and other difficulties throughout their school years. It must feel as though they are being left on the sidewalk, while the world runs by.

Need 2 is to empower the new student councils.
The MODSTRØM initiative is at the centre of this task. It is not an easy fix, will take years to develop and it will be with baby steps in the beginning. First, local councils need to be organised and councillors need to learn what it means to be a student councillor – and more importantly, what a student council can do.

Another regrettable step, taken by the Ministry of Education was to stop the follow-up research regarding the implementation and start of the FGU.[14] The follow-up research was suspended at the beginning of 2020 because the ministry cut spending on external consultants.

It seems completely incomprehensible that such a significant change in our education system should not be accompanied by a follow-up research. Especially with such a rocky start.

Need 3 express the urgency to re-install the follow-up research.
To tackle the most important challenges regarding the FGU right now, the following needs will be discussed.

Need 1: A sufficient number of teachers

The Ministry of Education must ensure sufficient annual funding per pupil at FGU. Funding should reflect the actual needs of the schools, just as the number of teachers should reflect the different educational needs of the pupils and, of course the number of pupils per teacher. Another challenge is the high number of bilingual pupils who need extensive instruction in Danish, in addition to the other subjects.

14 Article describing the decission of ending the follow-up research https://www.altinget.dk/uddannelse/artikel/minister-sloejfer-fgu-foelgeforskning-vil-ikke-have-omfattende-program-med-data-rapporter-og-konsulentudgifter

Why?

As of right now, the teacher/student ratio is problematic. Since the beginning FGU's implementation, education, teachers and students alike, have rung the alarm bell in concern about the education's quality. The challenge was there from the start and the future out look is similarly alarming. This needs to change. The Department of Education must step up and secure the high level of quality, which they aimed for when they decided to launch FGU.

Need 2: Empowering the student councils at FGU

We need a strong student organisation that works for the improvement and monitoring of FGU education and brings students' concerns, needs and wishes to all relevant stakeholders – locally, regionally and nationally. Without a clear voice, there is a risk of students being overlooked or left on the side. Furthermore, budgets, bureaucracy and the "work in progress education building" of the FGU favour a daily administrative approach (getting things done as best as currently possible) without any real benefit for the students and their education.

Why?

The target group of the FGU is the NEETs group of youngsters in Denmark, a very diverse group of people, consisting of a high number of socially marginalized individuals and students with only very basic knowledge of the Danish language and society. There is also a relatively high number of students with a variety of diagnosis such as autism, ADHD, angst and other socio-emotional diagnosis. Overall, it is a group of individuals that needs a helping hand in all aspects of life and a solidly defined student society and student council to voice their needs loudly.

Need 3: Re-installing follow-up research of the FGU nationwide

The Ministry of Education must re-install the follow-up research to document the FGU's current situation at all times.

Why?

The government needs to have research and knowledge regarding the actual situation in all areas of the FGU. There is a 4-year implementation period (2,5 years left), where the structure of the education is tested, formed and developed. Therefore, qualified follow-up research is needed to document and report on the development of the new education. The different political parties, youth organizations and other stakeholders must have access to non-partisan empirical research and documentation of the progress and. Supervision is needed, especially at a national launch like this one.

CHAPTER 3: Recommendations

Chapter 3 is a roadmap or action plan to address the three specified needs, possible solutions and recommendations towards reaching the need.

Since writing this paper, need 3 has reached a solution. The follow-up research group has been reinstalled by the Minister of Education in June of 2020. The decision by the Ministry to cancel the follow-up research on the FGU was met by starch criticism by Uddannelsesforbundets leader Hanne Pontoppidan. Mayors throughout the country, whose municipalities host the FGU schools, also joined the protest. The decision was also criticised by the national organisation of municipalities (Kommunernes Landsforening), as well as by parliamentary politicians from either side of the political spectrum. Also, of course, by the national organisation of FGU - FGU Danmark.

Unfortunately, the student councils of the FGU did not take great part in changing the minister's mind on the cancellation. The FGU was in lockdown due to Covid-19 from early March till late May. Basically, the entire period of the cancellation.

Need 1 and Need 2 are still works in progress. There are no solutions regarding the lack of teachers at the present and the work to establish local and regional student councils is still going on. The lockdown due to Covid-19 halted the work of setting up councils. Unfortunately, a lot of the work had to start all over again. The MODSTRØM organisation is still very much needed and essential for creating, supporting and maintaining council work nationwide. The recommendations, specified in the following, are therefore still very relevant for the councils working with them.

The stakeholder map and process flow on page 31 and 32 are tools to help address and generate solutions and recommendations to these needs.

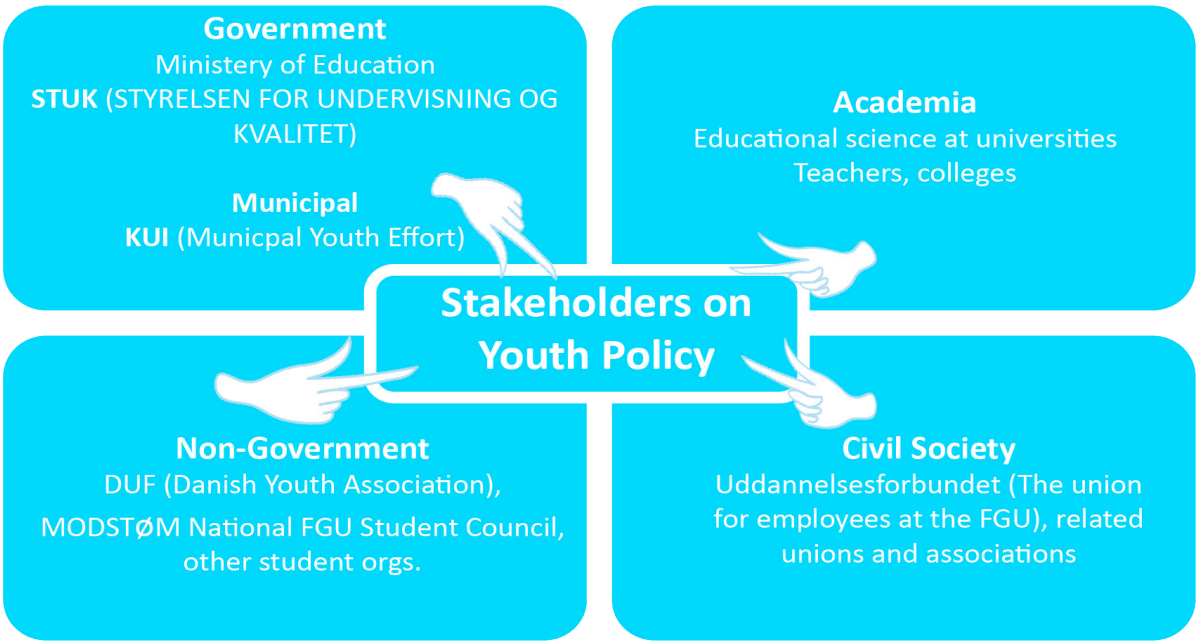


Figure 1: Stakeholder mapping

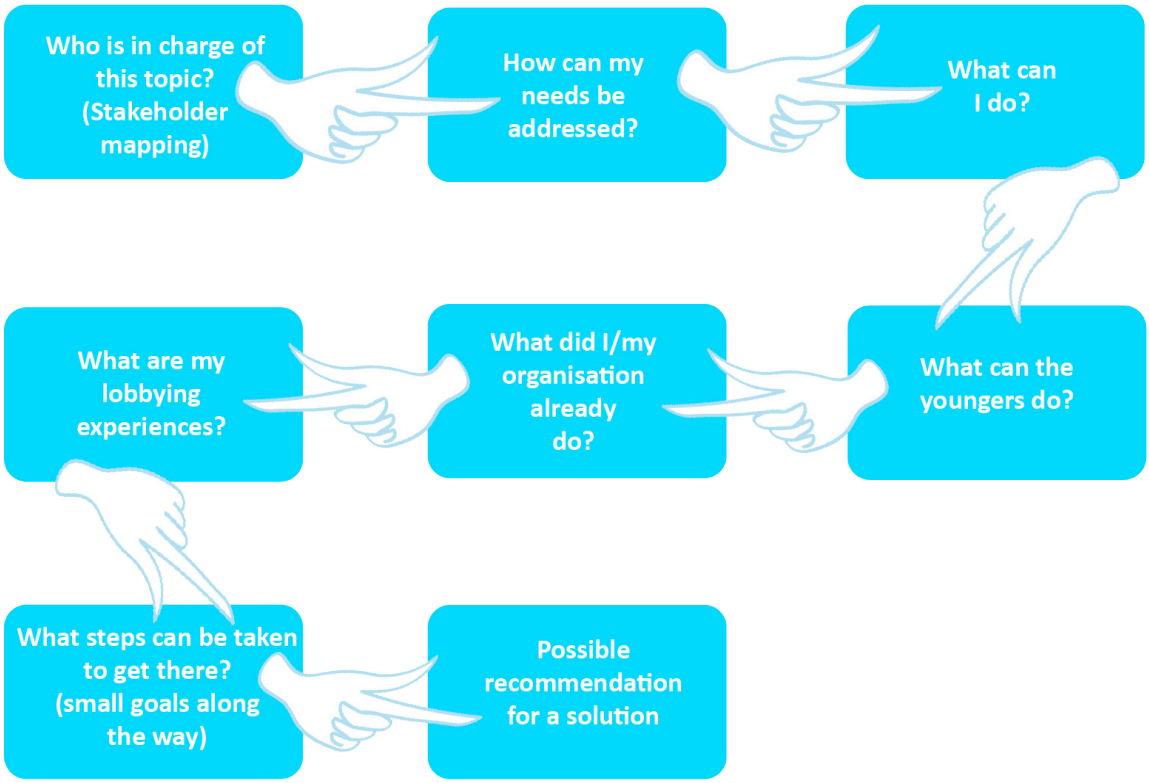


Figure 2: Process flow

NEED 1: More teachers

The quality of the general education is declining due to insufficient funds and lack of teachers. This can also lead to students leaving the FGU altogether.

Recommendation: *The Ministry of Education must provide the necessary funding to meet the goals set by the ministry itself.*

The FGU's national student organisation MODSTRØM must lobby for more funding so that it can employ more teachers and thus ensure the quality of education. Modstrøm could join forces with acquainted youth organisations, the Education Association (association for the teachers in the FGU), the different political party's youth departments and other workers unions to put pressure on the ministry, local and regional stakeholders.

Who is in charge of this topic? (stakeholder mapping)

Ministry of Education, STUK[15]

How can the need be addressed?

Data, statistics, and numbers must be collected and analysed. It is necessary to compare the actual needs of funding with the current funding strategy. The focus needs to be on the number of students attending the individual schools, and the actual resources needed to teach them. This is a very diverse group of youngsters. In many cases, (and also by demand of the government), teachers must focus on the individual student. This takes time, a great deal of planning and documentation. The government's demand simply does not match the funding and causes an overwhelming lack of teachers.

15 https://www.stukuvm.dk/

What can I do?

One can share their strategy and available information with relevant stakeholders, organizations and project managers, or start a close partnership with MODSTRØM regarding this topic. Moreover, student council at the local schools can be informed about the issues. They could be helped to target the specific consequences this has for them.

What can the youngsters do?

They must be the voice and spokespersons of this work. They must meet with the stakeholders and present their concerns and findings. This is very much a nationwide issue and the issue has to be met both, on a regional and national level.

What did I/my organization already do?

The writer's organization has organized a local student council at the FGU Roskilde[16] , the local council has elected representatives to the regional council, as well as participating in workshops arranged by MODSTRØM.

What steps can be taken to get there (small goals along the way)?

1. Introduction of the need
2. Interviews with students, explaining their experiences with the lack of teachers and the consequences of such
3. Formulate the student's needs
4. Interview teachers
5. Preparation of material for documentation
6. Events and happenings regarding this issue
7. Join forces with other organizations
8. Meeting with stakeholders

NEED 2:

MODSTRØM's primary objective is to create and enable student councils across the country. They are financed through independent foundations, with the biggest one being the EGMONT foundation. This funding is paramount for enabling MODSTRØM to actively reach out to FGU schools all over the country. It is a major task and therefore, their organisation has to be professional and resourceful. Ideally, MODSTRØM wants to help create local student councils at every single FGU institution nationwide, but this is only possible with sufficient funding over a longer period of time. Estimates are that it will take at least two to three years until the local councils are established and can work independently. Nonetheless, the private sector's funding is not enough, government support is needed and should be allocated to the organisation. The work they are already doing and the work to come is so important and should be recognised at state level.

16 https://fgu-skolen.dk/roskilde/

Why?

The majority of students are marginalized youngsters. They have no experience of voicing their needs, they do not speak out, they need to learn to express themselves and they need to learn how to organize.

How?

MODSTRØM will teach students how to organize in councils, how to identify initiatives and take action. Through local, regional and national workshops and seminars, they will provide the council members with the necessary knowledge and tools to be active in changing their education for the better. To most of the students at the FGU, activism, lobbying and advocating is something that other people do, and then mostly politicians. They have no previous understanding of their own role in society and the fact that they have a voice as well, as individuals and as part of an organized group of activists. By learning about setting goals, advocating, lobbying, expressing their needs and wishes for a better education and though working with stakeholders locally at their schools, they will influence lawmakers on all levels.

Who is in charge of this topic? (stakeholder mapping)

MODSTRØM (NGO) took the initiative to organize the creation of a nationwide student council of the FGU Denmark.

What can I do?

One can motivate their local student council to become active at local, regional and national level, to participate in MODSTRØM's events and workshops, to take responsibility for fellow students and voice their needs and concerns.

What can the youngsters do?

They can actively participate in student council work or they can take part in workshops and seminars organised by MODSTRØM and other student councils. Lastly, they can campaign for the establishment of local student councils at every single FGU institution across the country.

What did I/my organization already do?

The author's organization already held workshops on active citizenship and activism with MODSTRØM. They have been participating in the trans-European project Generation Europe[17] , created by the IBB[18].

What steps can be taken to get there (small goals along the way)?

1. The local FGU school selects a teacher to help set up and support a local council.
2. Form a local student council. The teacher must reach out to students in order to get them onboard. Student representatives must be democratically elected, and the council must be constituted.

17 https://generationeurope.org/en/
18 https://ibb-d.de/?lang=en

3. The first step at the local level is to inform members about the council's work and to organise themselves to work with the needs and problems of their own school and to take action. Then, working together with their regional partners in other councils on bigger subjects, they need basic training in expressing their needs, planning events and how to take action.
4. The council representatives must take part in workshops and seminars arranged by MODSTRØM. This also functions as a base to learn how to network. Since all councils from all over Denmark send representatives to these meetings, the students will experience being part of something greater than themselves and their local council.

NEED 3: Re-installing a follow-up research group on the development and evolvement of FGU

It would be possible to have a research group composed of members of parliament or members of the public service of the Ministry of Education.
Later, other groups could take over, for example the Education Association (Uddannelsesforbundet[19]). This association represents the FGU teachers nationwide, as well as teachers and students from each of the FGU institutions.

Why?
To quote the chairwoman of The Education Association Hanne Pontoppidan: *"(it is an) Insanely bad idea to put a brand new ship in the lake with the most expensive cargo ever - and then just let it sail without seeing if it takes in water, if the direction is correct, or if the youngsters fall overboard! Follow-up research is absolutely necessary".* [20]

How?
An evaluation and a follow-up research program are to be developed, ensuring systematic follow-up of the implementation – including the progress and effect of the efforts in practice. The follow-up contains all elements of the reform, including the municipalities' target group assessment practice, contact person, dyslexia education, progression and evaluation, as well as goals for the education. The parties of the agreement will receive a status for the implementation after approximately two years. Follow-up research must also support the development of the new profession and provide knowledge of the preparatory field as a professional field in its own.[21]

Who is in charge of this topic? (stakeholder mapping)
The Ministry of Education - Minister Pernille Rosenkrantz-Theil (Social Democrats).

19 https://www.uddannelsesforbundet.dk/
20 https://www.uddannelsesforbundet.dk/nyheder/2020/februar/hanne-pontoppidan-om-at-droppe-fgu-foelgeforskning-knald-i-laaget
21 https://www.altinget.dk/misc/opgavebeskrivelse%20til%20evaluerings-%20og%20f%C3%B8lgeforskningsprogram%20til%20FGU.pdf. This is the actual description of the goal of the research group formulated by the Ministry of Education.

How can the need be addressed?

Student councils, in collaboration with MODSTRØM, need to raise awareness of the consequences of the cancellation on behalf of students across the country. First of all, council members need local schools' management to support them and also urge them to speak up on their behalf. Municipal and regional FGU councils need to advocate for stakeholders and decision-makers in their area and make them aware of the importance of follow-up research. They should work in personal meetings with stakeholders.

What can I do?

The idea and importance of follow-up research can be explained. The outcome should help put the research in perspective, in line with their own concerns and experiences as students of a brand-new education. Moreover, students should voice their concern regarding the cancelation of the research on social media forums, mainly on facebook, dedicated to the FGU. They can reach out to MODSTRØM and other student councils to raise awareness and take part in discussions about how to activate the FGU students.

What can the youngsters do?

The local, regional and national student councils can organize events and happenings. The big issue is to inform their fellow students about the problem and the consequences the research's cancelation. In fact, this is the biggest task, and it cannot be done alone. They would need assistance from both MODSTRØM and teachers at their local schools. This need goes all the way to the top, to a governmental level. Hence, students must organize on a national level.

What steps can be taken to get there (small goals along the way)?

1. Explain follow-up research to council members.
2. Create awareness about the importance of follow-up research amongst the council members.
3. Educate members of the council on the subject. What were the facts concerning the decision to cancell the research?
4. Discuss how to deal with the situation. How can the council take action? Who do they talk to and how do they organize?
5. Make a strategy for actions and events, stakeholder mapping, plann communication and social media content.
6. Plan actual events and happenings.
7. Take action.
8. Follow up on the effectiveness of the campaign. Evaluate and decide on further actions.

Conclusion

Addressing the needs and dealing with them in relation to the main goal, the students at FGU, is much less complex than the work itself of establishing and supporting the student councils while training the members in the actual council work. This paper has in many ways drawn a dream scenario on how to work on fulfilling the needs for the benefit of the students and of the FGU education by large.

As described before, the target group of the FGU, the NEETs group of young people, outside the established educational system, are a marginalized and in many ways fragile group of individuals – with as many different backgrounds and a baggage full of defeats and feelings of not really belonging anywhere. The task of getting these young people to participate in working with needs that affect them and their education is not easy. It will take many small steps, one at a time and over a long time. The FGU have, on the other hand, strong and resourceful students with firm opinions about themselves, politics, culture and society. These students, along with the teachers and counsellors, have a great responsibility to reach out to those students who do not speak up and cannot stand up for themselves.

Together with MODSTRØM, the FGU student councils, teachers, counsellors, management, board members, local, regional and national stakeholders and decision-makers have to embark on a journey of making the FGU an education that counts, that fulfils its objective of preparing students to either further education or employment in the best way possible. To do so, a sufficient number of the best teachers and follow-up research with a close eye on the wellbeing and evolvement of the FGU organisation as a whole, has to be ensured. Finally, a strong and well-equipped student council at all levels, and a national organisation like MODSTRØM that makes it its mission to train, educate and prepare students to actively participate in a better education and thus in their future is necessary.

BELARUS

CHAPTER 1: COUNTRY REPORT

Authors: Kate Sopsab and Larisa Pisakova (Nash Sled, Minsk)

As for 1 January 2017, the overall number of youths aged 15-30 in Belarus is around 1.9 Mio. It is almost one fifth of the overall population. The distribution of boys and girls is almost equal: 49% male to 51% female. The share of urban youth population is increasing each year, in contrast to the rural youth (84% to 16% in 2016). These numbers confirm the tendency of higher awareness and motivation of urban youth and outline the need to involve rural youth into different kinds of activities and give them opportunities, which they are currently deprived of due to a poor access to social and cultural services.

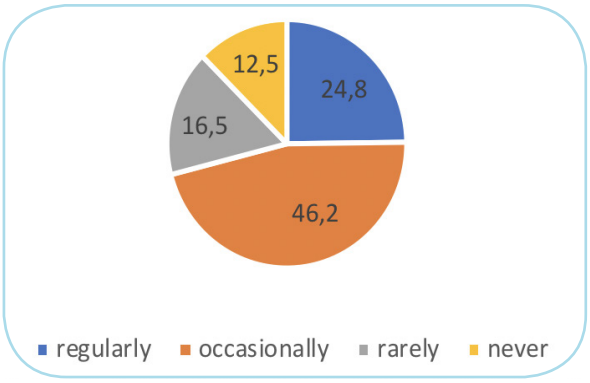


Figure 1: Interest amongst youth for social and political issues

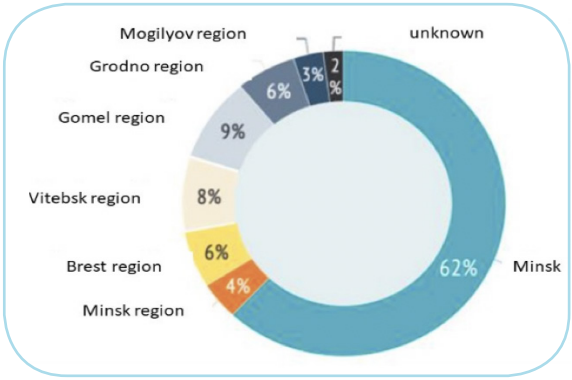


Figure 2: Regional and youth organisations

According to an independent survey from 2013, the number of young people in different regions of Belarus, regularly interested in social and political issues is not very high.

The youth policy of the Republic of Belarus is regulated by some legal frameworks, such as the Constitution, the Law on State Youth Policy, Presidential decrees and laws of the Government. The main decision-makers are government departments: Council of Ministers, Ministry of Education, Youth Affairs Committee, supported at regional and local level by authorities such as city and district committees and regional departments of education.

With support of UNICEF, the youth and children parliaments were established in each region of Belarus. They are supposed to participate at meetings of the local governmental bodies and make suggestions about local youth policy. However, their activities are not very visible to the wide public. An inter-institutional coordinating council for the movement of volunteers operates within the Ministry of Education. But again, this body collaborates mostly with state authorities and youth organizations, registered by state authorities.

In Generation Europe, the number of registered youth organizations in Belarus is quite impressive – 320, and the range of their interests is quite diverse: from ecology, sportand local history to non-formal education and human rights. At the same time, not all youth organisations and other NGOs can exercise their right to peaceful assembly due to bureaucratic hurdles, and not all social and political issues can be discussed in public.

Based on the statistics, it is not easy to distinguish real non-governmental youth organisations, focusing on urgent social and environmental issues, from youth organisations established by the state authorities. One of them is the Belarusian Republican Youth Union (BRYU), which classifies its activities in the main areas of state youth policy, which are as follows: Civic and patriotic education, support to young families, promotion of a healthy lifestyle, patriotic education, promotion of socially relevant youth initiatives (90% of which are BRYU initiatives), promotion of youth rights to work, state support to gifted youth, promotion of youth rights to gatherings, international youth cooperation (mostly between Russia and Belarus and supported by state educational institutions).
Whereas the youth NGOs, functioning in local communities, deal with topics like active citizenship, inclusion, sustainability, social entrepreneurship, human rights etc. Both non-governmental and state youth organizations are interested in promoting foreign languages, STEM-education, soft skill development, fitness and art education. While state youth organisations have easier access to budgetary funds and are eligible to participate in the state calls for funding youth projects, youth NGOs have to apply to international funds such as UNDP, SIDA, MATRA and others, to companies or only in cooperation with European partners to European programmes such as Erasmus+, Visegrad Fund, etc.

How to become a youth worker in Belarus? There is an opportunity for graduates to receive a state diploma at the state institution Republican Institute of Higher Education (RIHE) after completing a 2-year programme. Non-formal educators take online and face-to-face courses on trainer competences in Belarus or abroad. The certificates from international programmes and trainings, such as Erasmus+, are not recognised by the state education authorities.

Almost each year, governmental bodies, like the National Statistics Committee and the Department of Youth Policy at RIHE, issue their reports or research papers on the role of youth in the society. Not so often, once every 3-4 years, an independent agency LAWTREND also publishes an overview of the legal framework of youth policy in Belarus. Obviously, the findings of governmental and non-governmental researchers differ on various points.

This paper was written before March 2020. The described situation of youth policy and youth work in Belarus, thus, concerns the time before the 9th of August 2020. Changes that have happened since then are not included in this paper.

Reference links see page: 184

CHAPTER 2: Needs in Youth Work

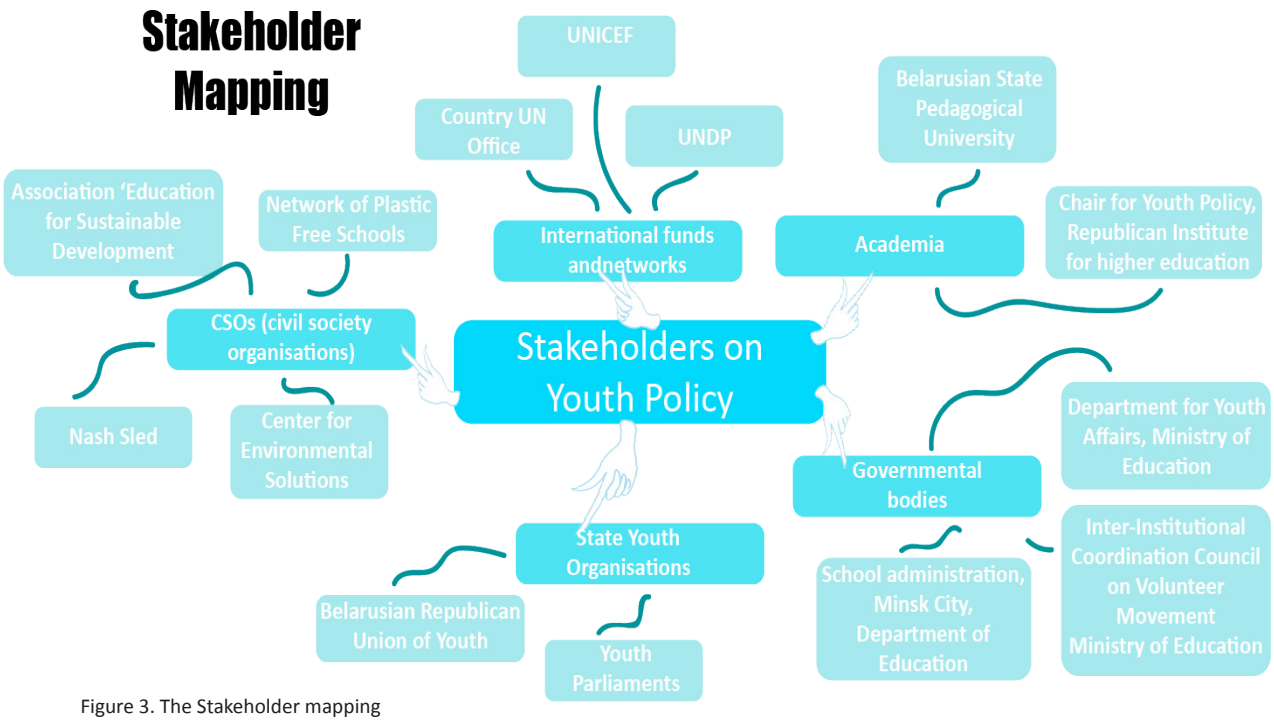


Figure 3. The Stakeholder mapping

During the previous activities of Generation Europe and meetings with other youth workers in Belarus, the following needs to improve the situation of youth policy in Belarus have been articulated:

- Recognize non-formal education at state level.
- Based on the fact, that schools are the main responsible actors for youth activities on a local level, provide schools with more human and material resources, which will enable them to involve young people in project work(e.g., social workers and counsellors).
- Provide possibilities for young people to participate in decision-making processes (at local and national levels, in formal and non-formal institutions).
- Let youth non-registered initiatives and non-governmental organizations participate in state calls for funding.

To gain insight into the youngsters' opinions, meetings were organised, and the youth were given opportunities to share their needs and what they would like to change in their surroundings. Some answers were connected to the need to for youngsters to know their rights, some were about participation in ecological and social activities with their own initiatives, others focused on ideas about better urban solutions and how these ideas can be heard. During Generation Europe, it became apparent that the youth today do not know where to access information about their rights, what are the responsible bodies, where can they appeal to issues outside of school or their families. The youth would like to know more about non-formal education possibilities but fail to find sources. Some solutions were found, but a meeting would be more helpful to clarify resources, map stakeholders and identify what was learned to promote own initiatives.

CHAPTER 3: Recommendations

As a small local organisation, these recommendations require to many capacities to realize them alone, but the following could be done:

- Arrange co-creation meetings of relevant stakeholders with youth.
- Launch a project that enables young people to learn more about their rights and how they can participate in decision-making processes, even if only at the local level, and make them feel that they are capable of creating changes in their environment.

The idea for the project was initiated by Generation Europe participants - current and former students of Minsk High School No. 19, also called Resource Centre for Integrated Support in Providing Sustainability Education Practices. Since 2009, Gymnasium #19 was involved in ecological initiatives and sustainability projects, aimed to raise awareness towards plastic pollution in the big city. A gained experience brought participants of the school community to the idea to reduce their "plastic footprint" in all areas of school life. Generation Europe participants joined the Minsk High School initiative group and developed an action plan under the guidance of Larisa Piaskova, Generation Europe team leader and teacher at the high school and Kate Sposab, Generation Europe team leader.

Action plan of youth participation within the plastic free school project

October 2019	a) Meeting with a Gymnasium principal and school administration b) Participation in regular meetings of the Gymnasium Youth Council c) Participation in the public discussion on the upcoming Youth Policy Strategy at the Belarusian Pedagogical University
October-November 2019	a) Action research about the impact of plastic pollution and developing guidelines for plastic-free schools b) Desk research about youth parliaments, UNICEF and other UN activities in Belarus
November 2019	a) Mapping stakeholders, relevant to reduce and recycling plastic in the Minsk city and for general decision-making in this area b) Mapping state policy documents about youth participation
December 2019	a) Meetings with stakeholders b) Participation at city round tables and research conferences with the research outcomes c) Raising-awareness activities in other Minsk schools, child and youth education centers
January 2020	Upcycling workshops on creating linen covers for books and paper cups for drinking water for primary school students
February-March 2020	a) Spreading the experience of a plastic free school in the national network of schools for sustainable development b) Creating the plastic free school network c) Brainstorming and planning campaigns about the advantages of using reusable individual water bottles instead of single-use plastic ones
April-May 2020	Campaigns about the advantages of using reusable individual water bottles instead of single-use plastic ones
May 2020	a) Making a video about youth and plastic pollution b) Collaborate with media-resources

The main findings of the project activities, concerning the youth participation, to date:

1. The members of the Gymnasium Youth Council became a real driving force in their Gymnasium and initiated regular meetings with school administration and a district-youth parliament.
2. The stakeholder mapping and the youth policy and plastic recycling guidance papers enabled the young people to feel more confident to talk about plastic issues and solutions at public meetings.
3. The Plastic Free School initiative group distributed responsibilities according to wishes and abilities of the participants: some developed ideas for the workshops and offered them to primary school students and peers in other schools; others, who felt confident to speak in front of adult audiences, participated in the conferences, round tables and other stakeholder meetings to report on their findings in research and practical activities and encouraged collaborations.
4. At the meeting with researchers from the Department of Youth Policy and the Republican Centre for Higher Education, the Generation Europe youth learned how formal and non-formal education opportunities complement each other and can be used in life-long learning, and where they can learn the profession of youth worker in Belarus.

Figure 4: Main State regulatory documents on Youth Policy in Belarus

FINLAND

CHAPTER 1: COUNTRY REPORT

Authors: Pia Saarela and Riikka Tirkkonen (Oulun Nuoret Kotkat, Oulu)

1.1 Youth in Finland

In Finland, youth is defined by the Youth Act, and the youth decree, as people under the age of 29[1]. There are no other official criteria to describe youth[2]. An organization is considered a youth organization if at least two-thirds of its members are under the age of 29. Finland has a total population of 5,323,467, of which about 32.5 percent are youth. The age for criminal responsibility is 15, majority and voting age is 18.

1.2 Living Conditions

The economic situation is weakening, which affects young people because their transition to the labour market is increasingly difficult. The number of NEET can only be estimated but is between 5.4 – 9 percent of young people. An annual survey called Youth Barometer is conducted to measure the values and attitudes of young people between the age 15 and 29 in Finland. In 2017, the main result was that young people have a positive attitude towards learning and education. Last year, the barometer showed, that youngsters have never before been more interested in politics.[3]

But the economic situation impacts the youths' reality. "Economic reasons impact the educa-tional decisions that young people make and make them delay graduation, among other things. 17 per cent of the respondents say that they have eliminated educational options because of lack of funds."[4] Even though education is free in Finland. The parent's educational level also influences the children's academical ambitions. Kids with low-educated parents are more likely to attain lower degrees. Other than education, the socio-economic status affects leisure time. Young people with fewer financial resources often do not have hobbies. One third of the respondents to the survey have been forced to give up on a hobby due to insufficient funds.

Even though, a majority of the youngsters said that outside-school learning is very important, the access to learning- outside-school opportunities is inequal. Learning offers are mostly directed towards children of well-educated parents with a good economic status.

1 https://www.youthpolicy.org/factsheets/country/finland/
2 https://www.youthpolicy.org/national/Finland_2006_Youth_Act.pdf
3 https://tietoanuorista.fi/en/publications/youth-barometer-2017-young-people-have-a-positive-attitude-towards-learning-and-education/
4 https://tietoanuorista.fi/en/publications/youth-barometer-2017-young-people-have-a-positive-attitude-towards-learning-and-education/

Drugs and alcohol abuse decreased since 2002. Finland had immense issues before and still has a high proportion of hazardous alcohol consumption. Nevertheless, Finland is one of the few countries, in which the proportion of 15-year-olds who have experienced alcohol has decreased since 2002, even if it is still very high (68 percent). The legal age for beer and wine is 18, for liquor it is 20. Finland is one of the countries with the lowest poverty rate in Europe and the world. 6.3 percent of the entire population and only 3.6 percent of the 0–17-year-olds live below the poverty line.[5]

1.3 Institutional Framework[6]

The main document for youth policy in Finland is the Youth Act from 2006[7]. The goal is to support young people's growth and independence, to promote young people's active citizen- ship[8] and social empowerment, as well as to improve young people's living conditions.

The Ministry of Education and Culture is the responsible authority for the overall development and coordination of youth policy and youth work on national level. Regional state administrative agencies are the regional authorities and do the same as the Ministry but on regional level. Even if the Youth Act has been decided on national level, the implementation of youth work is the responsibility of municipalities. The local authorities must have a youth guidance and service network which consists of representatives from the fields of education, social, health, labour, police and youth administrations and whose task it is to improve the youth services.

Other public bodies involved in youth policies are e.g., the expert bodies that assist the Ministry (Advisory Council for Youth Affairs and Youth Organization Subsidy Committee). Another body subordinated to the Ministry is the Finnish Centre for International Mobility, which coordinates and manages scholarships and exchange programs. The Finnish National Board of Education supplies development, evaluation and information services regarding education. Last but not least, there is the Ombudsman for Children in Finland, which monitors the welfare of children and youth, as well as the implementation of their rights.
Finland has low-threshold youth service points that support and provide personal and individually tailored support for young people under 30 years of age. They provide basic public services such as education, social welfare and health care.

5 https://data.oecd.org/inequality/poverty-rate.htm#indicator-chart
6 https://pjp-eu.coe.int/documents/42128013/47262259/Finland-2016.pdf/303907e4-df72-4045-b165-9eb25d8ec351
7 https://www.youthpolicy.org/national/Finland_2006_Youth_Act.pdf
8 Definition in the Youth Act: active citizenship means young people's goal-oriented activity in civil society.

1.4 Representation

Youth councils are important actors to represent the youth. The main body is the Finnish cooperation Allianssi. It is an organization on the national level, which represents young Finnish people, youth organizations and youth activities abroad. Its purpose is to support the well-being of all young people. Additionally, local youth councils have been established in many municipalities. Their task is to represent the youth and make the youth's voices heard.

1.5 Financial Framework

The Ministry supports around 124 national youth organizations, youth work service organizations and other organizations doing youth work with about 15.3 million euros. The government funding for the youth field in total is about 73.5 million euros. The majority (about 53 million euros) of the budget comes from the Finnish lottery profits. A special budget of 10 million euros for the development of Youth Guarantee for the years 2016-2018.

1.6 European Dimension

The recommendations of the Council of Europe are integrated in Finland's national youth policy strategies and documents which provide guidelines for regional and local youth policy programs and activities. The current youth policy program is based on the renewed framework of EU cooperation in the field of youth.
The National Agency for the European Union Youth Program in Finland is the Centre for International Mobility CIMO. CIMO is also the national coordinator of Eurodesk and the National Agency of the EU Erasmus+ Program in the field of youth in Finland.

1.7 Non-Formal Education

Youth workshops[9] support young people under the age of 29 in tackling issues related to education and training, working life and life management. The workshop activities are based on learning-by-doing and through coaching and practical work. Moreover, they are work-oriented and communal learning environments. Youth workshop activities are organized by municipalities, associations and foundations among others. They are available in over 90% of all Finnish municipalities. The Ministry of Education and Culture is responsible for the development of the workshop activities and supports them with grants administered by the regional state administrative agencies.
Youth centres[10] provide curriculum-supporting camp and nature packages for school groups, social youth work services and diverse international activities. Youth centres have also functioned as centres for methodological development of youth work, especially in the fields of outdoor adventure education and experiential learning.

9 https://minedu.fi/en/workshop-activities-and-outreach-youth-work
10 https://minedu.fi/en/national-youth-centres

CHAPTER 2: Needs in Youth Work

This chapter answers the question what changes are needed in Finish youth work. The author identified the following four needs:

2.1 Need 1: Funding

Youth workers in Finland are very well educated and the work they do is very professional. Still, they wish for more stability in the field to be able organize youth work. The available budget can change from one year to another and it usually decreases. Also, municipalities can decide if there is youth work or not and how it is organized. This causes inequality between different areas in Finland, which is another problem addressed in need #2. For good youth work, stable and more funding is needed.

2.2 Need 2: Equality between youth work areas

As mentioned, the situation of youth work is different in every municipality. Thus, the inequality between areas is high. A better cooperation between the areas might help. Ideally, municipalities, organizations and the church would have better conversations on how to organize youth work. If they cooperated, they could offer good youth work all over Finland and minimize inequality. The current law gives municipalities the main decision-making power in the youth field and in many areas the communication between the different youth work organisations is not good. One of the key problems is the lack of appreciation of each other's work. Also, municipalities can dominate the area of youth work. Overall, consistency for youth work and a constant dialogue between the municipalities is needed.

2.3 Need 3: Inclusion

There is still a lot of work to be done to achieve more equality between different cultures and young people with disabilities. In Finland, inclusion means that non-disabled youth and those with disabilities come together in the same places. While it is important to offer the same opportunities to everyone, these processes should be accompanied professionally. This is a very complex topic and the surrounding discourse sometimes appears one-sided. It would need calm conversations between different professionals and with different groups. What are their experiences and what are their wishes from youth work? To have these conversations, there need to be spaces where everyone is welcome to participate. Some people are worried or feel insecure about coming into contact with people of different backgrounds, such as migrants or people with disabilities. Moreover, they feel as though there is no space to express their feelings in a constructive surrounding and are, thus, afraid of being called racist. These worries then grow into fears and divide the groups even more. A space is needed, where people can exchange their insecurities and constructively learn

about different perspectives. The aim would be to bring people of different backgrounds together and establish a good understanding for others. Finland is now striving to ensure that everyone can participate in the same activities. Therefore, the premises as well as the activities need to be adapted to suit everyone. Lastly, more information on how to integrate youth with different cultural backgrounds into activities is needed.

2.4 Need 4: Hobbies

All children and youth should be able to have an interesting hobby and realize their full potential, no matter their background. It is very worrying that not everyone can participate in hobbies, due to the family's finances. There should also be a better mechanism of noticing children's talents, in order to lead them and youth to interesting hobbies that they are good at. In doing so, social exclusion and resulting problems can be prevented. It is difficult for youth to show and develop their skills and knowledge if they are unable to obtain the necessary equipment to participate or practice. Overall, there is a need for more scholarships and opportunities for equipment rental.

CHAPTER 3: Recommendations

3.1 Funding

The profiling of youth work as prevention work should be given greater prominence. It should be seen that the money invested in long-term youth work will return as great future savings. The uncertainty and fragmentation of youth work's financing does not make it possible to implement the work long-term. At city / municipal level, the youth council can take a stand and try to influence how much money is budgeted for what kind of activities. At present, the funding of youth organizations largely depends on money from Veikkaus. Veikkaus is a state-owned gambling organisation. Funding that depends on gambling is not reliable, especially now, when Covid-19 has restricted the use of slot machines and the organisation's incomes have been reduced. Therefore, there should be a move towards state funding of youth organisations so that activities can be of high quality and continuous. The state should also establish long-term guidelines on the importance of youth work and prevent youth exclusion as one of the means of prevention work.

3.2 Equality between youth work areas

Youth work in Finland is carried out at many different levels and by different actors, cities, the state and private sector. But the distribution of funding between actors is not stable and varies from year to year. This could be changed by investing more in cooperation between policy-makers and service providers and by involving young people to discuss their needs. On this basis, a multi-annual plan and funding would then be issued to carry out the work. The discussion should be opened by an organization that organizes youth activities. Other organizations, policy-makers and representatives of the Youth Council should be invited. This way, all those affected will take part in the debate. Funding should primarily and directly come from the state budget, from where it would be distributed to local actors. This kind of operating model would guarantee the breadth and long-term nature of the activities, also creating a sense of security for young people about the continuity of activities. Trust is particularly important for long-term work that aims to prevent the exclusion of young people.

3.3 Inclusion

How to get different young people involved? Young people should have more influence regarding how and what kind of activities are organized for them. This engages them, gives them the feeling of being heard and ensures them that they are part of society. The organization Nuoret Kotkat is a good example of how inclusion can work. It is easy to join Nuoret Kotkat, no matter the background or any special needs. The organisation offers activities that are either completely free or have low entry fees. This allows children and youngsters to participate, regardless of family wealth. They also create activities in such a way that everyone can participate.

3.4 Hobbies

Nuoret Kotkat organizes various clubs and camps with low threshold to join. Influencing different policy makers can open up opportunities for additional sports facilities in the area. Improving a city's public transport enables young people to take part in hobbies after school or work. On a wider range, the public should gain awareness about how important hobbies are for everyone. The aim is to create different payment options for low-income youth so that they can participate as well. Ideally, activities are either completely free or have low entry fees. This allows children and young people to participate, regardless of family wealth, background, disability or personal development.

ESTONIA

CHAPTER 1: COUNTRY REPORT

Authors: Piret Eit and Kuldar Lilleõis (MTÜ Noored Toredate Mõtetega, Tartu)

1.1 Definition of Youth

The Estonian Youth Work Act (2010)[1] defines youth as between 7 and 26 years of age[2]. The share of young people in the population is decreasing. In Estonia, on 1 January 2013, there were 288,492 young people aged 7-26, representing 22.4 percent, and in 2019 there were 220,149, representing 21 percent of the total Estonian population. The total population of Estonia in that year was 1,324,820.

1.2 Living Conditions of Youth

The Estonian youth development index was 0.7 in 2013, which leads to the country ranking 52 out of 170 countries[3]. The literacy rate is 99.97 percent (in 2015)[4]. The youth unemployment rate is far higher than the unemployment rate of the entire population, with a peak of about 35 percent in 2010[5].

According to the survey (ENL 2017), the Estonian youth have experienced unequal treatment mostly due to their age, looks, gender and socio-economic situation. Out of the respondents, 81 percent find that inequality is an essential topic for the Estonian society, and more than half of the respondents find that inequality is yet not sufficiently addressed. According to the respondents, the youth in urban and rural areas do not have equal opportunities. The youth believe that infrastructure investments and the development of recreational activities in rural areas should reduce inequality. [6]

The legal age for alcohol use in Estonia is 18. According to the European School Survey Project on Alcohol and Other Drugs (ESPAD), Estonia is second after Denmark and has the highest rate of experience with new psychoactive substances (10 per cent). Other visible negative trends, such as the growing emigration of youth, high unemployment rate of youth aged 15–19, the number of young people neither studying nor working, relatively high poverty rate, problematic health behaviour, including in particular the risk behaviour of young men, require special attention.

1 Youth Work Act, 2010 https://www.riigiteataja.ee/en/eli/516102017001/consolide (October 2019)
2 Factseets of Estonia Youth http://www.youthpolicy.org/factsheets/country/estonia/
3 Factsheet abouth Estonia: https://www.youthpolicy.org/factsheets/country/estonia/
4 Ibid.
5 Ibid.
6 Tambur, Silver 2018. The majority of the Estonian youth say inequality is an essential topic. https://estonianworld.com life/the-majority-of-the-estonian-youth-say-inequality-is-an-essential-topic/

1.3 Youth Work

All over Estonia, in local and state level, youth work is defined as "the creation of conditions to promote the diverse development of young persons which enable them to be active outside their families, formal education acquired within the adult education system, and work based on their free will" (2010)[7].

The organisation of youth work proceeds from the following principles[8]:

- Youth work is performed for the benefit of and together with young people by involving them in the decision-making process.
- Upon creating the conditions for the acquisition of knowledge and skills, the needs and interests of young people shall be proceeded from.
- Youth work is based on the participation and free will of young people.
- Youth work supports the initiative of young people.
- Youth work proceeds from the principle of equal treatment, tolerance, and partnership.

The Youth Field Development Plan 2014-2020 outlines the strategic goals, set in the field of youth. The main goals[9] in the development plan are:

- Young people will have more choices in terms of discovering their creative and developmental potential.
- Young people will face a lower risk of exclusion.
- Stronger support for young people's participation in decision-making .
- The youth field operates more efficiently.

Youth work in Tartu (2019) is focussed on promoting constructive leisure activities for young people aged 7-19[10]. In Tartu, there are organised hobby schools, youth centres and recreational clubs with a total of about 20,750 participants annually.

1.4 Youth policy - institutional, legislative framework

National level

The Ministry of Education and Research[11] is responsible for the development plan's implementation. The Ministry of Social Affairs, the Ministry of Justice, the Ministry of the Interior and the Ministry of Culture are also involved in its implementation together
with other parties – youth work institutions and organisations, local and county governments in accordance with their areas of responsibility[12].

7 Youth Work Act, 2010 https://www.riigiteataja.ee/en/eli/516102017001/consolide (Octo-ber 2019)
8 Ibid.
9 Youth Work Act, 2010 https://www.riigiteataja.ee/en/eli/516102017001/consolide (Octo-ber 2019)
10 Youth work in Tartu. 2019 https://www.tartu.ee/et/node/3608
11 Ministry of Education and Research https://www.hm.ee/en
12 Youth Field Development Plan for 2014-2020 https://www.hm.ee/sites/default/files/nak_eng.pdf

The Department of Youth Affairs of the Ministry of Education and Research is the institution responsible for youth. The main goals of the department relate to developing legislation, ensuring purposefulness and consistency, planning of resources, ensuring cohesiveness and holding a public dialogue with partners regarding the implementation of youth policy.

Estonian Youth Work Centre was, until 2020, a national centre for youth work under the administrative authority of the Ministry of Education and Research. Their main objective is to develop and organize youth work in the framework of the national youth policy. [13]

The Education and Youth Authority (Harno)[14] is a new governmental body under the administration of the Ministry of Education and Research. The joint institution was established on the basis of the services of the Innove Foundation, the Archimedes Foundation, the Information Technology Foundation for Education and the Estonian Youth Work Center. Harno was set up on August 1, 2020 and plays an important role in implementing the development plan.

Regional level and local level

According to the Local Government Organisation Act[15], local governments hold a key role in organizing topics related to local life, including youth work. Most of the financing of youth work also comes from the budget and own income of the local municipalities (Youth policies in Estonia – 2017 Youth Wiki).

Extracurricular education can be obtained from hobby schools that hold a state-issued education licence to teach dance, sports, nature, art, technology or follow other extracurricular study programmes. There are around 50 hobby schools with around 14,000 students in Tartu.

Open youth work is a flexible set of activities and methods that strive to give young people inspiring and low threshold opportunities for self-development without membership fees or registration. There are three municipal and two non-profit youth centres in Tartu. These centres are annually visited by 2000-3000 young people. Younger youth (as 7-12 year olds) attend children's centres, there are five non-profit organisations funded by the Tartu Municipality Social Department.

Tartu also makes use of mobile street-based youth work. This service covers four areas: work on the streets work in groups specific cases and community work.[16]

13 Youth policies in Estonia – 2017 Youth Wiki https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/overview-estoni
14 Haridus ja noorteamet https://harno.ee/en
15 Local Government Organisation Act https://www.riigiteataja.ee/en/eli/ee/509012014003/consolide/current
16 Youth work in Tartu. 2019 https://www.tartu.ee/et/node/3608

1.5 Youth Representation

The Estonian National Youth Council (ENL) is the representative body for youth and an umbrella organisation for non-profit groups that deal with young people or perform youth work. ENL delegates representatives from youth associations to the Council of Youth Policies - a governmental-civil society council that advises the Ministry of Education and Research, which is responsible for the implementation of the strategy. ENL advocates for youth interests in legislation and better financing for youth organisations[17].

1.6 Youth rights

In Estonia there is the renewed Child Protection Act Act[18], which defines the principles of securing the rights and welfare of children in the age group 0-18 years[19].
National financial framework

There is a specific budget for youth policy and youth work development. Different policy areas and measures are funded from different sources and responsible ministries, which include[20]:

- National budget
- Municipal budgets (municipalities are responsible for youth work, social work, formal education system, local transport, hobby education)
- Different taxes and funds (e.g., the Council of the Gambling Tax)
- Private initiatives (e.g., entrepreneurship development programme ENTRUM in 2014/2015)
- European funds (e.g., European Social Fund)
- Other foreign funds (e.g., EEA Grants and Norway Grants)
- Other funds. (ibid)

For 2018, the following sums have been allocated to the Youth Affairs Department at the Ministry of Education and Research and to Estonian Youth Work Centre (including external funds):

- Creation of quality and diverse opportunities for young people to explore and develop their interests and talents: 337,000 euros
- Support for youth initiatives and joint activities: 3,636,000 euros
- Offering and development of youth work services, including for NEET: 4,324,000 euros
- Develop competences of people working in the youth field: 733,000 euros
- Improving the quality of youth work and highlighting the impact of youth work:958,000 euros

17 http://www.youthpolicy.org/factsheets/country/estonia/
18 Child Protection Act https://www.riigiteataja.ee/en/eli/506052015001/consolide
19 National youth law https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/12-national-youth-law-estonia
20 Funding youth policy https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/17-funding-youth-policy-estonia

The entire budget of the youth field program for 2018 was 9,978,000 euros (ibid). State funding has helped local municipalities to involve young people better and to enlarge the possibilities of participating in hobby education and activities. During the years 2017-2018, almost 1800 different activities were offered, where 59,000 young people participated. This way 63 percent more young people can participate in hobby education than without state support.

1.7 Recognition of youth work and non-formal education

Recognition of youth work

Occupational standard for youth worker[21] is a document which describes occupational activities and provides the competency requirements, i.e., for occupational qualifications and their levels 4, 6 and 7[22].

Higher education in the field of youth work is available at three institutions of higher education: University of Tartu Viljandi Culture Academy (since 1995), University of Tartu Narva College (since 2004) and Tallinn University (since 2015)[23]. The latter was the first one that used vocational training during the Tallinna Pedagogical Seminar (since 1992)[24] and was modified for higher education. At Tallinna University, it is possible to receive a master's degree in youth work. The youth work curriculum studies recognition of non-formal and informal education, VÕTA system, and considers earlier studies and work experience. It has been developed all over Estonia[25]. A youth worker is less payed than a teacher and more than minimum shop assistants. There is also a lot of volunteer work in the youth work field.

Youth workers can work in governmental, local or non-profit organizations. However, the job is not very recognized in society.

Recognition of non-formal education

For the recognition of non-formal education, young people can describe their knowledge, skills and practical experience acquired through youth work using the designated online tool Teeviit[26]. The Youth Agency of Foundation Archimedes manages and develops the portal mitteformaalne.ee[27], aimed at promoting non-formal and informal learning of youth, raising awareness of its value and opportunities for recognition, including Youthpass.

21 Occupational standard for youth worker https://www.digar.ee/arhiiv/en/books/72125
22 Occupational standard for youth worker https://entk.ee/sites/default/files/N_kutsestandard_2018_ENG.pdf
23 Experiences and challenges of developing youth worker curriculum in Estonia (p63) https://www.humak.fi/wp-content/uploads/2020/01/2020-01-Teaching-Youth-Work-in-Higher-Education_web.pdf
24 The history of youth work in Estonia. https://pjp-eu.coe.int/documents/42128013/47262055/H4_Estonia.pdf/35c039ec-6c00-4c7e-8106-19ce70919e06
25 General context of education and training https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/61-general-context-estonia https://www.teeviit.ee/
26 Teeviit https://www.teeviit.ee/ https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/104-quality-and-innovation-youth work-estonia
27 Mitteformaalne https://mitteformaalne.ee/

The main indicators to measure success of youth work for local municipalities[1] are set in the youth work quality assessment model:

- There are versatile possibilities for non-formal learning for young people.
- There are possibilities of gaining participatory experience.
- The conditions enable the reception of youth information, prevention and counselling activities.
- The necessary environment for quality youth work has been created (ibid).

First, the local municipality conducts a self-assessment after which external evaluation is being carried out. During the assessments, different youth work stakeholders have to be involved. The outcomes are based on the self- and external assessment results and show the municipality their weak and strong aspects. Afterwards, the municipality can plan future developments in order to reach their goals. The assessment process is not mandatory for the local municipalities, but helps the municipality to improve the quality of youth work done in their area. By the end of 2019, 62 local municipalities out of 79 have gone through the assessment process. (ibid)

1.8 CONCLUSION AND THE REPORT

The Youth Field Development Plan 2014-2020 ends in 2020, therefore, there are debates around a new strategic framework for youth work and policy afterwards. In 2019, the Ministry of Education and Research commissioned a study on the administrative bodies under the Ministry, the services provided and the search for solutions to reorganise the services and functions. As there are numerous institutions implementing the same or similar policies, it was proposed that the institutions should be merged into one large joint agency. The reform must be enforces by 01.09.2020 at the latest.[2]

1 Quality and innovation in youth work https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/104-quality-and-innovation-youth work-estonia

2 Current debates and reforms https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/19-going-debates-and-reforms-estonia

Need 1: Simplified and open project system

The current systems for different projects are too complicated, hard to find and they do not support individuals who are new to the field of project management. As a result, many ideas which could have had a positive impact on the communities are lost as people are discouraged at the very beginning of the process.

The information about different funding options is difficult to find or requires a long process. As many youngsters wish to become active members of their community, they often lose motivation at the very start of their journey, simply because the possibilities of "how" are hidden from them.

The majority of these systems have been created for youth workers, who either have accumulated enough experience beforehand or those who have learned project management through official training courses or as part of a formal education. It is too difficult for the majority of interested individuals, both youngsters and adults, to figure out among themselves how their ideas can get funded or even how they may find suitable funding options for their ideas.

An open project system which is simple to use and gathers the necessary information about all the different options is needed to remove the current biggest. By doing so, it would provide a way for new youth workers to realize their ideas and offer more opportunities to the youngsters they work with. It would also give the youngsters more possibilities to involve themselves in the process of youth work and make it easier for them to become active within their communities.

The importance of this idea comes from the view that youth are the future. However, if they are trapped in bureaucracy of the old guard, it would hinder all societal growth. Showing them the possibilities out there, allows them to educate themselves while pursuing ideas close to their heart. It creates a wave of motivation which may have a resounding effect on the youth. By helping to create motivated young people who participate in important issues and topics within their society and teaching them to speak up, we are paving the way for a strong generation that will benefit the countries they come from and even the EU.

Need 2: More fun and freedom in non-formal learning

Estonian youth work is becoming overregulated by competencies and learning outcomes. In youth work, there is a need to give more attention to unconscious learning. Non-formal learning should not become too structured and mandatory.

While the youth's PISA test results are rather high within our country, the joy of learning is relatively low. Youth work and free time activities need to offer alternatives to formal education, a change of pace and not having to worry about the outcomes. This increases

the mental health of young people, which in turn, together with the positive emotions they receive from non-formal education, supports the overall learning process in formal education.

Currently, youth are under constant stress and they take life far too seriously. With non-formal education becoming too structured and starting to shift its focus to having outputs instead of unconscious learning, the youngsters lose a healthy way to relieve stress. Youths without a healthy way to deal with stress are at increased risk of easing tension by using different stimulants. Fun activities need to be part of a youngster's lifestyle to help them alleviate stress in more healthy ways.

Need 3: Basic youth work qualification

In Estonia, there are no easily accessible basic level training systems which are affordable for youth workers. With lack of time and funds to learn about youth work on college level, many start out inexperienced and unprepared for youth work. These youth workers, while working in youth and children centres or as youth leaders, often change careers after some time and/or burn out since most of the work is done alone, which causes additional stress. As a result of this, youth organisations and youth workers are unable to maintain the quality of youth work they offer and half-done projects or ideas have become a common sight within the field.

Youth workers' basic level training would improve the overall quality of youth work and also the life quality of the youth workers themselves. They would be to grow in their field of work without crushing stress to accompany them.

The country currently supports basic training for camp managers and youth workers with 1/10th of its total cost. Due to the lacking requirements for youth workers and this training being aimed towards camps, not all starting youth workers see a need for this type of training in their work. Afterall, the partial focus of this training is on activities that involve sleeping outdoors, which is not often the case in everyday youth work.

At the moment, in Estonia, youth work training has been brought to the level of higher education. This prepares youth workers in most aspects required for youth work, but it creates its own problem where most youth workers with higher education, however, feel overqualified and do not want to take a barely paid and socially unrecognised job after 3-4 years of study.

CHAPTER 3: Recommendations

3.1 Questions to be answered in this chapter:

Who is in charge for that topic (stakeholder)? How can this need be addressed? What can one do? What can the youngsters do? What did the organisation already do? What are lobby experiences? What steps can be taken to get there?

3.2 Mapping Stakeholders:

People affected by the topic:

- Parents (Estonia)
- Young people (all countries)
- Youth workers (all countries)
- Teachers
- Educators in formal education
- School administrations
- Youth parliaments
- Non-profit organisations

Decision-makers:

- Minister of Education
- Ministry of Culture
- Ministry of Education and Science
- Political parties
- President
- Prime Minister
- Head of Youth department at Minister of Education
- City Mayor of Tartu
- Members of parliament: local, regional, national, European (all countries)

People having an interest in the topic:

- Youth workers
- Political parties
- Unions (ENK ja EANK Estonia)
- Volunteers
- Teacher organisations
- Youth parliaments (Tartumaa noortekogu, Tartu noortekogu, Eesti noorteühenduste Liit)
- Researchers
- Colleges
- Youth parties
- Educators

Possible funding organisations:

- Private companies
- Youth work organisations (in state level SANA, Innove and NGO level EANK)
- International organisations
- Governmental bodies

3.3 Recommendations for: A simplified and open project system

As there are already several opportunities for youth workers and also for young people to realise their project ideas at local, national and EU level, perhaps the solution is not necessarily to create more, but to make the information more available and easier to understand.

Following this understanding, the easiest solution could be an informational hub in the form of a webpage. This webpage could list all the opportunities by different categories and labels which makes finding the best options quick and easy. Having found the best option for an idea, the webpage could give detailed information about the project's application process which is easily understandable by even someone who does not have a higher-education or previous experience on the subject. The instruction could be in written form, video or as an audio file.

A further development of the idea of the digital information hub would be to also build a physical counterpart to the website in the form of a project house. This house would maintain the digital hub and through it even direct people to the physical one. At the house, there would be counsellors who help youth workers and youngsters in a step-by-step process. To secure the continuation of the hub, the project house would not only offer consultations to individuals but also NGOs and companies, while also managing international networks and projects of their own.

The author's NGO could spearhead this development. With currently available funding options, which support digital growth within the field of youth work, it is a perfect opportunity for developing a web page to act as a digital informational hub.

While the digital informational hub is being built up and each opportunity is being put into this environment with detailed but simple instructions for applying, the NGO could start an aggressive lobbying campaign to find partners and stakeholder from every possible angle. The success rate in finding stakeholders depends on the status of the digital hub and the size and growth rate of the new network. Building of the network would start small with contacting different youth organisations on a local level and asking them to share information. This would help to guarantee that the digital hub's information reaches youth and youth workers alike.

With the creation of the informational hub, coordinating different projects and having stakeholders sign on, the next step would be to build the physical hub which will support organisations, youth workers and youngsters in writing projects. This would take the form of a project house and it would be a physical haven for information and support, welcoming anyone who wants to take action in any area through projects and does not feel confident enough to do it through the digital information hub alone. They would simply need an idea and come to the house where a professional would counsel them on possible options for realising their idea and help the youth build a concrete plan to achieve it.

The process of setting up the physical hub would start with the NGO looking for and selecting a suitable building or rooms. This can be a long process because the location is an important aspect as it has to be accessible to everyone but the place needs to be affordable as well. It would be better if the house or rooms were available for purchase, so that in the long run the NGO would be able to buy the rooms and use the freed-up funds for the maintenance and growth of the system.

As the system is developed, training courses could be offered within both the physical and digital hubs to find out what options are available, which of them are best suited to one' s ideas and how to get the necessary information to write a project that has the chance of being accepted. This training could be offered to youth organisations and youth workers, who could in turn help their youngsters, and to youngsters who wish to attempt this process on their own.

In the long run, this single youth house could grow into a network all over the European Union. This way, as many people as possible would have access to the possibilities needed to improve their communities.

Volunteering youngsters could be part of every aspect. From just spreading information to meeting stakeholders. By having them be part of the process, it would make the entire idea more appealing to different youth organisations and also to stakeholders. The youngsters' input also minimises the risk of it falling behind with times, as an important demographic would be constantly present.

The youngsters' input on the entire process is also vital, as they themselves can say which of the introductions are understandable to them and which need more work, thus, helping along the constant development of the system. As they gain more knowledge on the subject, they could start helping other youngsters within the project house in peer-to-peer consultations.

3.4 Recommendations for: More fun and freedom in non-formal learning

Youth work has proved the importance of non-formal education. Formal education has been moving quite a lot toward the flexibility seen in non-formal education. Youth work strategies support non-formal learning and make youth work equal to learning. Youth by themselves do not value learning and they are often over-occupied with a lot of tasks, which creates a lot of stress in their lives.

Their mental health and stress resistance is under big pressure to be successful and always busy. We need a more fun and relaxing attitude and self-helping skills in youth work.

The principle of the importance of fun should be introduced and taught at every youth work training and youth workers meetings and the idea that “learning is fun” should be taught to all youth workers, volunteers and to the youth themselves.

There should be a set level of fun and a fun coefficient which should be used after every project and youth event.

Professional occupational standards of youth work say that we have to prepare the youth for society. This can be achieved by taking this issue into our own hands instead of waiting for someone else to solve it.

The greatest effect could be achieved through a lobbying campaign that makes the information better known and keeps it constantly in the attention of the people who make decisions regarding the youth sector.

3.5 Recommendations for: Basic youth work qualification

The Ministry of education and science is in charge of training and higher/vocational education. Estonian National Youthwork Centre (ENTK) is in turn responsible for providing certificates about professional occupational standards of youth work.

Similar to the basic training for camp managers, which is supported by the country, there should be basic training for a youth worker and an active youth leader. This qualification certificate training should be easily accessible to everyone for a minimal fee and to everyone from the age of 16. It could be offered both as a physical course and a digital course to make it more accessible.

This could be achieved by opening a training centre in central Estonia along with several training courses offered in different areas like Tallinn, Tartu, Narva, Hiiumaa etc or by hosting them in colleges with youth work specialities. These trainings could be prepared by an experienced and certified youth worker team.

Every year, there could be two basic courses for beginners and two advanced courses for those who have already passed the basic training. Each training could be over a course of a month, around 40 academic hours.

This process would make it easier for a starting youth worker to get on track and would make the youth work profession more visible and attainable, thus, making it a more attractive career choice to new generations.

By being more aware of what youth work entails, by minimising the need to work alone and by making youth work more accessible (which also creates more temporary replacements), a huge amount of stress would be reduced, which in turn would prevent youth workers from burning out and constantly changing.

Training new youth workers while they work alongside an already experienced youth worker would also help alleviate the problem area of a high stress work environment. These experienced youth workers could be guides to them as they grow as youth workers. This symbiosis between youth workers would be beneficial to all parties and help along the improvement of youth work.

Alongside this process, there should be a lobbying campaign to bring the problems and needs of the youth field more out into the open. This would help the entire process of creating a lower-level education for the youth field as the lobbying campaign would keep these issues more out in the open and constantly return them into the attention of the stakeholders.

Involving youth within the process, so they could raise their voice or start a campaign would make the entire process more visible and has a greater chance of it being taken seriously. Since they are the target group of youth work, they also have the biggest right to demand that people involved in it are competent.

By being a part of the process, youngsters will also become more familiar with youth work overall, what it holds within itself and help make the field more visible to their peers.

EAST

UKRAINE

CHAPTER 1: COUNTRY REPORT

Author: Anna Rulevska (DUGA, Kiev)

1.1 Young People in Ukraine

According to the Ukrainian law "On Promotion of Social Development of Youth in Ukraine", young people are between 14 and 35 years old. Young people make up 32% of the Ukrain's population, with 51% being male and 49% female. 70% of young people live in urban areas. In Ukraine, the level of education of young people is traditionally high. This is due to free compulsory and secondary education and an extensive network of higher and vocational education. 49% of young people have completed or will complete higher education after graduating from their educational institutions – among which, 43% are male and 56% female.

In 2018, the youth unemployment rate was 19.61%.

The majority of Ukrainian youth have a positive attitude towards married life, having their own family and children. Results of opinion polls showed that at the age of 30-34, nine out of ten young people have experienced married life.
The Ukrainian minimum legal drinking age is 18, but the majority of young people have their first contact with alcohol at 15. Drug consumption is reported by 9% of respondents aged 15-34.

When expressing their concerns about various problems in Ukraine, Ukrainian youth mentioned the threat of war and terrorism (56%), economic instability (inflation, unemployment, etc.) (52%), corruption and the fact that there are no laws for officials and rich people (47%).

1.2 Institutional, legislative and national financial framework

The main authority, responsible for implementing youth policy in Ukraine, is the Ministry of Youth and Sports. Other national public bodies who are directly involved in youth policies, are the Ministry of Education and Science, the Ministry of Health and the Ministry of Social Policy. On the local level (district state administration), the department of Youth and Sport is responsible for youth policy.

There are two major national youth associations in Ukraine: the public association "National Youth Council Ukraine" and the Ukrainian youth forum. The number of officially registered youth NGOs is 5,450.

The main principles of youth policy are defined by the Ukrainian Law “On Promotion of Social Development of Youth in Ukraine”. The issue of recognition of non-formal education is reflected in the new Law on Education.

There is no comprehensive national Youth Strategy in Ukraine. The main strategical issues are covered by three documents:

- The Strategy of Development of National Youth Policy till 2020.
- The Roadmap for Reform: Youth Policy in Ukraine.
- The Concept of the State Target Social Programme “Youth of Ukraine” 2016-2020.

Funding for youth policy comes from the state, local budgets and other sources. Since 2015, the Ministry of Youth and Sports has cooperated with international donors, mainly UN agencies, in co-financing measures and activities. The budget is set on an annual basis. Funding for the implementation of youth policy programmes is provided by the Ministry of Youth and Sports

1.3 Implementation of the EU Youth Strategy

The Ministry of Youth and Sports of Ukraine, in cooperation with youth NGOs, the Reanimation Package of Reforms Coalition and the United Nations Development Programme (UNDP) in Ukraine, has developed a roadmap for youth sector reforms. The implementation of this reform plan will build a European youth policy in Ukraine.

The following programmes are already implemented:

- “Youth Workers” programme: The programme aims to ensure an adequate level of knowledge about priorities, trends and challenges of youth policy and youth work, while building the capacity of youth workers in Ukraine.
- The “My Career” project is a career-guiding and career-building website (http://www.mycareer.org.ua), which provides information on the labour market, professions, development opportunities and the right career path.
- Online service for youth sports, SPORTIFY. Through this portal, any citizen who wants to participate or bring their children to physical training and sports, can find information about a city’s available sport activities or facilities.

In addition, several NGOs offer training and other activities for youth. Yet, there are no systematic measures to support and further develop youth work on national and local levels.

Reference links see page: 184

CHAPTER 2: Needs in Youth Work

"Information is power and those that have access to it are powerful" – US Senator Fred Thompson, 1997

This chapter will deal with the needs of Ukrainian youth and youth work.
In Ukraine, the young population does not feel empowered and is not aware of opportunities that the government can provide. Besides, the armed conflict in Eastern Ukraine causes instability and insecurity. As a result, Ukrainian youth face many problems, such as career choice, quality of education, mismatch between education and work, unemployment, undeclared work, housing situation and low youth engagement in public and political life. To help young people find their way in life and for them to be able to participate in all dimensions of society and to make responsible decisions, they need to have access to free and qualitative information. Given the fact, that information changes and updates very quickly, young people need help to navigate this flow of information. It would be particularly helpful to have an overview of the options and possibilities available for each topic, which can help to identify the best options so that answers and possible solutions to the mentioned problems can be found.

In Ukraine, up-to-date information needs to be available to address the specific needs of youth, to cover a wide range of issues for young people in general and for groups with special needs (such as young people from the temporarily occupied territories or those with disabilities).

The following is a collection of information that are important for youths:

1. Career guidance:
    a. How to make the right choice, where to get professional support?
    b. Up-to-date situation on the labour market
    c. Information about universities
    d. How to start your own business
2. Studies and scholarships:
    a. Information about exchange programs and opportunities to study abroad
    b. How to apply for scholarships
3. Youth activities, volunteering.
4. Rights of young people.
5. Information for young families (governmental programs to support young families, housing).
6. Information on everyday issues :
    a. How to rent an apartment
    b. Consumer rights
7. Health issues.
8. How to be an active citizen, what to do with your initiative?
9. Information about and contact to existing NGOs in Ukraine.

CHAPTER 3: Recommendations

This chapter will provide suggestions on how to address the need for information, show what has already been done and what a small youth organization could do to help.

On a state level, the establishment of a youth portal to provide young people with up-to-date information on the relevant topics (listed in chapter 2) is advised. It is important to give young people an instrument of action and to empower them to be active citizen.

What practical steps can be taken to make the youth portal reality?

- Find potential stakeholders.
- Meet with young people and brainstorm about the kind of information that they would find helpful on a youth portal.
- Find young people who want to take an active part in the initiative.
- Study European experience.
- Find financial support.

In 2019, the Ukrainian team from DUGA, as a partner organisation of the European youth project Generation Europe, works towards accomplishing this goal by spreading as much information about the topics as possible. The project created the exhibition Nature. Human. Trash (http://vereinduga.tilda.ws) on the related topics of plastic pollution and environmental problems. This exhibition visited Ukraine and Germany. During December 2019-February 2020, they made a presentation of the exhibition at schools and youth canters in Melitopol, a small city in the South-East of Ukraine, where the youngsters have especially limited access to information. DUGA used the opportunity to meet with the youngsters, discuss their needs, o talk about environmental problems in Ukraine and to find practical daily steps, which one can do to live more consciously.
Unfortunately, because of the lockdown, DUGA was not able to continue organizing meetings with young people in person. Nonetheless, they are active online, on our their facebook page and on instagram (@vereinduga).

In September 2020, their magazine Book of Your Commandments was published (issuu.com/vereinduga/docs). The underlying topic of the book is what it means to be conscious. It practically shows how to be an active citizen. The presentation of the magazine took place in November 2020 at the social restaurant Urban Space in Kyiv (80% of the restaurant's profit is reinvested in social projects, aimed at the development of the city).

DUGA continues to distribute the magazine in public spaces and uses this as an opportunity to talk to stakeholders, NGOs and interested people.

HUNGARY

CHAPTER 1: COUNTRY REPORT

Authors: Bálint Jósa and Alex Barabas (Szubjectív Értékek Alaptívány, Budapest)

At the beginning, a picture of the situation of young people in the country is drawn and a definition of youth work is given.

Young people in Hungary: A landscape

Young people, according to Hungarian law and academic opinion, are the one who are 15-29 years-old: they are not children anymore, but they are not full adults either. In 2016, they were 1,717,342 people, approximately 17.5% of the Hungarian population (data very similar to the EU average). The younger generation of 0-14-years-olds are overall 20% less with the same proportions, due to the general demographic crisis. The reproduction rate in Hungary is 1.50.

Young people in Hungary suffer from higher unemployment rates compared to elderly people; they are mostly unmarried; however, it can be observed that women tend to marry earlier. There is a widespread lack of interest in society and movements. Only 1/6th of the Hungarians are members of an NGO (amongst them around 70% are involved in NGOs dealing with religion and sports).

Budapest and larger cities function as magnets and urbanisation is a phenomenon in Hungary. Leaving Hungary completely is a goal for 33% of graduate students and 45% of them would prefer to work in a foreign country.

There is a high level of cigarette and alcohol consumption among the young population in Hungary (38% compared to the OECD average of 18%). 19% of the young population that consume alcohol and cigarettes admits that they were drunk more than once.

Youth work in Hungary

On a governmental level, the Ministry of Human Capacities is responsible for youth work and the national youth council is a relevant player within it. Since there is no Ministry of youth or a law on youth, the political responsibilities are divided.[1]

At the same time, youth work has multiple dimensions:

- Work with the target group (services)
- Research and monitor the target groups

1 https://ifjusagitanacs.hu/vezetoseg/

- Provide places and run youth space (including summer camps and international youth education)
- Organise and advocate youth interest

Other relevant players when it comes to youth work in Hungary are:

a. New Generation Centres: regional and county level youth centres run by a service provider network. Community offices for youth.
b. Youth Mobility Institute: it was the NA for youth development and the Institute for Scientific Research and Policy Making for 20 years. It later merged with Tempus and the Prime Minister's Office, which is an overarching ministry to oversee and support all others.
c. National Youth Strategy (under construction). From 2008 to 2014 and from 2014 to 2020, the Youth Strategy was prepared by the government, but many associated partners had the opportunity to contribute (author Bàlint Josa included) by dealing with different chapters that are also relevant to the recommendations here. The current strategy is unfortunately not ready yet since the youth sector has gone through many changes in the last two years and is currently being reformed again, especially in the light of Covid-19.

Funding for youth work

Funds for youth work usually come from the national cooperation fund, children and youth fund, national cultural fund and Erasmus projects. They are all under strong governmental supervision and quite fragmented, following a one-year project logic, while risking corruption of ideas. There are very few private foundations in Hungary and the law is not in favour of giving donations (e.g., donations are not tax refundable like in most other EU countries).

In Hungary there is a so-called "1 per cent system" where taxpayers can donate 1% of their annual income tax return to an NGO or church instead of receiving this money from the state. In addition, the state adds 1% or more to the donated amount (annually approx. 50 million Euros in total and for the respective NGOs this means an average of 1000 Euros PER YEAR). On average, 1.8 million Hungarian taxpayers decide to donate their 1% taxes to NGOs. In conclusion, at least that many people know at least one NGO. Overall, around 30,000 organisations receive money due to that 1-percent-system. An estimated 5% of these organisations are youth-oriented, which means there are about 1500 active youth NGOs in Hungary.

Recognition of informal and non-formal education

The laws and strategies are from 2005 and 2009. Nothing has happened since then and there is no recognition. You can get any certificate, but the vocational education and training (VET) system and adult education is a specialised and very formalised training with no acceptance of non-formal or informal learning. Also, the VET system is undergoing a major transformation that limits available courses and makes it generally less accessible.

EU youth strategy

The EU youth strategy is officially accepted and integrated into the national youth strategy, but consultation with the sector was limited, the strategy is very general and thus, has no concrete impact. The youth sector was not able to create enough pressure to implement the strategy. The government lacked understanding, interest or political will to change its course of action regarding several issues. Interestingly, the commissioner in charge at the time was Hungarian, appointed by the same party, but although it was formulated by the same political persona, they ignored its recommendations.[2]

Hungary and the Youth Council

Hungary has very weak youth representation: almost nothing is done to integrate young voices and opinions in NGOs and the internal lobby of young people is very weak as well. In recent years, some NYC representatives (National Youth Council) have reached lower levels of administration, so more success can be expected in the future. There are no formal channels of youth representation. While well-developed representation in the formal education sector (youth self-government) and their alliances are integrated into the youth sector, the link from high schools and universities ends without any connection to forms of government, municipalities or the respected ministry responsible for youth (Ministry of Human Capabilities).

One of NYC's main projects is a key action three: Support for policy reform projects that monitor youth concerns to collect and interpret data and create opportunities for structured dialogue with stakeholders and decision-makers. This project forms the basis for the study that analysed the needs for this guidance paper. The author is an elected member and part of the supervisory board, worked in this Ka3 project and is here going to summarize the methods, outcomes and visions for follow up.

2 National youth strategy (or any other international strategies).
https://rm.coe.int/16807023fc
https://eacea.ec.europa.eu/national-policies/sites/youthwiki/files/gdlhungary.pdf

As with the Ka3 projects, the aim was to create a programme to influence decision-makers in Hungary. There were over 20 meetings, regional forums, a large survey with 10k+ answers and 500 deep interviews. This was the baseline for the problem analysis map. After the research phase, NYC consulted with experts on the relevant fields, grouped the findings into 7 chapters, looked into the problems and eventually tried to link it with actual legal solutions, resources and responsibilities. The main question was: what is the problem and who has the opportunity and responsibility to solve it? The result is not complete, as several issues still need advocacy and identification of a person or institution who are in charge.

Furthermore, the plan is to submit the follow up with proposed solutions to the local level, collect a coalition from youth, civil society and decision-makers and institute three round-tables:

1. Ask publicly for the opinion of the audience so that it becomes an interactive joint planning session.
2. Brainstorming, negotiation type expert meetings, asking what a solution could be.

Some of the key issues are to facilitate the EU Youth Strategy's implementation, in fluence the new National Youth Strategy, lobby for a law on youth and a separate institute responsible for Youth Work.

Challenges and issues: High inequality & low political representation

The challenges of coexistence between majority population and people with Roma background, poverty, internal migration, lack of technological and language skills, lack of mobility, poor social loan and support centres and many others create very unequal opportunities for young people, and the Hungarian school system reinforces such inequality. If one is born poor and into an uneducated family, chances are that they themselves will be even poorer and even less educated.

The geographical issues are also relevant. Being born in a smaller north-eastern village in Borsod means the chances of getting into a university are 300 times less than if one is born in Budapest. The middle region with Pest county and Budapest creates and uses 45% of the Hungarian GDP, which is 145% of the EU average. At the same time, three of the smaller regions belong to the EU's worst. It is not unusual for workplaces, money and power to concentrate in a country's capital, but in Hungary the distribution is very disproportionate.

In the previous local governmental elections, "public opinion" was that the disappointment of "youth-voters" (under age 25) and first-time voters caused opposition's partial win. Studies show that only 8% of these groups voted for the ruling party, Fidesz (Hungarian Civic Alliance, strongest party in the National Assembly since the 2010 elections).

Some topics, most relevant for young people (like housing, sustainability, climate crises and education) are completely forgotten or neglected by the established parties. This sensitises youth to political issues, which was visible in the fact that the youngest political party (Momentum) reached 10%. This led to a re-thinking of the Fidesz leadership, which appointed the former state secretary in charge of youth as deputy party leader and gave many positions to younger politicians, including a 22-year-old former trainee of the National Youth Council.

Hungary is very centralized, the regions have different problems, but yet no different reactions to this problem. The so-called Integration State secretary (not a minister, but sort of) is not an influential figure. He was supposed to work on the cohesion between different social statuses.

Research showed a lot of interest in politics, much higher than voter turnout, and there is a lot of interest in climate issue. Nonetheless, the most pressing issue was housing, as it is very expensive and almost impossible to rent or buy sustainable housing where there is work and education, making social advancement difficult and widening the gap between different social realities.

CHAPTER 3: Recommendations

In conversations and research, the most burning issues were identified, grouped into categories and solutions were proposed for the government and other political actors.

These recommendations concerned the following topics:

a. Youth advocacy, representation, lobby
b. Transport and mobility
c. Community and Public Activity
d. Employment and future planning
e. Education
f. Digital media and Literacy
g. Leisure and health

In this paper, the focus will be on the topics a. Youth Advocacy, representation, lobby, b. Transport and mobility, d. Employment and future planning and e. Education.

Youth Advocacy, Representation, Lobbying.

Suggestions for local levels:

a. Encourage municipalities to set up structured consultation forums with young people. Collect and make good practices or related methodologies available to local governments.
b. Compulsory employment of youth officers (professionals with a qualification and dealing only with this task) at least in the case of cities with county status.
c. Establish and update youth strategies and related action plans in the case of settlements with a minimum population of 15,000.
d. Develop an application through which the municipality can consult local young people on topics and issues that concern them. The representative responsible for youth affairs, the deputy mayor and the mayor can also hold a reception for young people online.
e. Establish community spaces for youth purposes, youth houses in settlements where there are no similar community spaces - involving local youth NGOs and professional
f. Maintaining the network of community spaces run by the Elizabeth Youth Fund in some form, e.g., introducing a title holder system similar to the Citizens' Information Centres and the Family, Opportunity and Volunteer Houses.

Suggestions for solutions at national levels:

a. In the case of student municipalities, restore the right of consent and provide a minimum institutional budget to fund the programmes they devise and implement.
b. Increase the Children and Youth Fund's budget to support youth programs at the local level.
c. Develop and adopt a new youth strategy instead of the National Youth Strategy (NYS).

d. Establish a professional consultation and articulation forum, which can help to channel the feedback and opinions from young people, as well as the professionals and non-governmental organizations that come with them.
e. Support programmes that deal with educating and training young people for democracy under the National Talent Programme to support social responsibility and public activity in a more empathetic way.
f. Encourage more effective cooperation between youth NGOs and public education institutions - e.g., presenting the importance and positive examples of advocacy and civic activism in the context of exceptional teacher classes, project days, etc.
g. Review of the youth benefits system.
h. Support the training of professionals dealing with young people, programs aimed at acquiring up-to-date knowledge and strengthening educational activities or non-formal training.

Necessary intervention:

2011 CXC. National Public Education Act 29. modification and revision of relevant points of student communities and student government. Increase the budget for the Child and Youth Funding Program (GYIA). Establish a Youth Reconciliation Forum. Fund programs and projects to strengthen democratic institutions and local communities for young people in the context of EU funding from 2021 to 2027. 2011 CLXXXIX. Amendment of Act II on the Local Governments of Hungary Chapter Task and Powers Section 13.

Transport and mobility

Solution Proposals:

a. The lack of a night bus service was mainly explained by the young people on the grounds that their entertainment on Friday and Saturday evenings is very limited. A tangible proposal is for county towns to run night bus service on Friday - Saturday evenings. The route of the night bus service as well as the amount of the required number of flights should be determined after a need assessment.
b. The public transport companies need to review their timetables to see how well the current bus service actually serves the public's needs. It is recommended to include more slow bus routes in the evening timetable so that residents of smaller settlements are provided with adequate public transport, helping young people in their daily lives to be even more effective in their studies.
c. Numerous experiences show that intercity passenger transport companies do not synchronize their activities, which is why the traveling public spends a lot of time waiting. A solution could be to coordinate public transport timetables of each region.
d. A long-term goal could be to make public transport free of charge for students within 10

years in all cities with county status. There are already several cities in Europe where the municipality provides free use of public transport for residents with a permanent address. The financial background could be created by changing the trade tax's use or by imposing a new business tax. Service providers without electronic ticketing opportunities should receive help to develop a electronic ticketing systems.

Necessary Intervention:

The use of different local and other taxes should be reviewed in order to free up more money to finance public transport through a re-regulation. Preparation and evaluation of surveys related to travel habits. Incorporate those results into schedules and other areas of service improvement.

Employment and future planning

Solutions proposal:

a. In addition to rising real wages, it is important to improve young people's housing situation. This includes their support during the period of learning and following entry into the labour market, the provision of affordable housing such as (quality) workers' hostels, residential homes, social rented housing.
b. Contrary to current labour market trends, workforce training should provide adaptive knowledge.
c. Support the further legal environment, promote and encourage more flexible employment forms.
d. Support and create a start-up culture, as well as high-value-added jobs (e.g., IT).
e. Improve the market situation for the female labour force, labour law recognition of maternity (or paternity in the case of stay-at-home) time (in retirement, including employment time).
f. Support formats for employees with children through employer encouragement, additional leave, support for compulsory pre-school places, etc.
g. Further training to support labour market placement, with support for specific skills (foreign language, programming) and employer support (paid time off by the state for this period).
h. Incubation of start-ups, e.g., by creating a business environment (with legal,tax, company administration support).

Necessary Intervention:

a. Examine the existing legal environment to amend the sections of the Labour Code relating to flexible working.
b. Review the support system that helps young people into the labour market, as well as rethinking and increasing incentives.

c. Modern competence-based rethinking and supplementation of vocational training.
d. Professional forum on the topic of family affairs and labour market contexts (road to full-time motherhood).
e. Construction of dormitories, workers' hostels, social rental flats and provision of preferential loans for this purpose.
f. Support language learning, ECDL and programming skills for young adults.

Education

Solution proposals:

a. A training system in conflict management should be developed – with the civil sector's involvement – to teach students how to deal with such situations. To do so, and to strengthen the emphasis of the pedagogical and psychological approach in teacher training as well, the number of subjects related to vocational methodology should be increased. Later on, conflict management can appear more actively in the material of the corresponding subjects or also in the context of class teacher lessons.
b. It is important to educate students at public schools on social activity, democracy and volunteering. To achieve this, their advocacy opportunities should be strengthened and the involvement of non-governmental organisations dealing with their age groups should be promoted at the local level.
c. Helping to digitise education, training and learning methods in order to create the necessary conditions for acquiring competitive digital knowledge and mastering critical information management in accordance with the relevant points of the digital child protection strategy.
d. Develop students' key competences and innovative thinking, transfer to them the necessary knowledge for daily life in the system of public education, recognise and use non-formal methods and tools. There should be a special focus on topics that are also stated in the public education strategy: the development of digital competences, the acquisition of an effective learning methodology, personal initiative, entrepreneurial skills, artistic-aesthetic awareness and ecological health awareness.
e. For the problem of career guidance and planning, it would be justified tocreate a unified, state-recognised support system to help young people with career planning. As a first step, one would need a complete review of the career guidance system and then the establishment of a career guidance framework run by state-supported and relevant actors that could be professionally supervised by the Education Office.

f. In the questions of further learning opportunities, social mobility and higher education, it is reasonable to present as many contemporary mentoring programmes as possible within the formal and informal public education system. In connection with the housing issue, it is particularly important to review the current situation of public and higher education institutions. Moreover, participants of the interest consultation should be aware of the exact number and quality of places in the Hungarian educationsystem in 2020.

g. At increased maturity, state-sponsored preparatory events are advisable. In addition, consideration should be given to the establishment of county-level support programmes, whose development could involve the leading higher education institution in the region as well as local school districts.

h. In the case of language teaching, language teacher education and teacher readiness, it is necessary to transform the entire system of in-service teacher training. The 120-hour training – currently required every seven years – does not do justice to the knowledge of lifelong learning, nor the innovative and dynamically changing educational environment. An example of other Western European models is the German system, where participation in in-service training is an integral part of a teacher's career. Adequate in-service training is a prerequisite for promotion to a higher salary grade, it can accelerate it, it is an opportunity and a right to occupy "higher" pedagogical positions. This option could also ensure that the results of the current career model structure are fully reviewed and the decision-making side to make the corrections. In order to develop language teaching, it is necessary and in alignment with the National Student Parliament, to expand the Teach for Hungary programme by involving students from abroad in Hungary in the language development of public education.

POLAND

FUNDACJA BORUSSIA OLSZTYN

CHAPTER 1: COUNTRY REPORT

Author: Kornelia Kurowska (Foundation Borussia, Olsztyn)

Poland is located in the central-eastern part of Europe. It has 38 million inhabitants, almost 52 percent of whom are women and 48 percent are men. It is an ethnically homogenous country – 97 percent of the population identify as Polish. It is divided in 16 Voivodeships/ regions.

In Poland, there is no consistent definition of the youth. In various publications, such as the study "Youth 2011", young people between the age of 15-25 are considered as youth, whereby the upper age boundary has been lifted to 29-years-old in the last few years.

Polish socio-political programmes consider people between the age of 13 and 30 years as youth. The lower age boundary coincides with the point in time at which children become active participants, who shape their environment through their own action and finish a certain educational phase, in which they decide upon important decisions regarding their higher education[1]. The upper age boundary is defined as a period in which young people start to provide for themselves and set up a household.

Since this upper boundary is shifting and it is difficult to determine the age at which the youth is coming of age correctly, those below the age of 34 will be referred to as "youth".

As of 2019, there are 6,343,661 young people between the age of 15-29-years old. 3,239,143 of those are male and 3,104,518 are female[2]. The share of young people in the total population of Poland is 16.53 percent. Despite this high number, they are on the margins of society in terms of their perception and presence in society. Their role for the future of society and their needs are neither reflected or valued enough by the youths nor politics.

1.1 Living conditions of the youth

Most juveniles live together with both of their parents (75 percent). In total, 18 percent of juveniles are growing up in single-parent families. The family environment is playing an important part in the lives of young Poles. In surveys, the parents are named as the main reference persons by the juveniles. It is them, who influence the world view, political views, and life decisions of their children, and support their needs and aspirations.64 percent of those juveniles consider their family's material situation as good or very good, a third as average (30 percent) and 6 percent as bad. Economical migration is one of the most impor-

1 Programme „Mlodziez solidarna w dzialaniu" na 2016 rok, Ministerstwo Rodziny, Pracy i Polityki Społecznej, Wasaw 2016.
2 According to the data of the Polish Central Statistical Office online www.stat.gov.pl

tant social phenomena influencing the family and educational situation of young people in Poland. It is mostly young people without any family commitments (so specifically the youth), but also grown-ups with a family and children. The problem of economic migration is therefore also heavily impacting parents of young people. 17 percent of juveniles have themselves had personal experience with economic migration of at least one parent.

Education is of high importance in Poland. Young people are aware that they will not find good employment or high income without good education. Educational strategies are at the centre of efforts, investments, and engagement of the youth in Poland. Even though, educational aspirations have declined, a high share of young people opt for a degree in order to better qualify for a job. Unfortunately, many of those have problems with a smooth entrance into the labour market. This reinforces the tendency to become independent of the parental home even later. Considering the socio-cultural changes on the labour market, the lengthened crisis of adulthood, but also the difficult situation on the labour market, many young people stay at home for a longer period after their graduation. In this context, the parental home is turning into a security guarantee and a kind of asylum, which is removing a lot of responsibility for one's own life. Therefore, the family has a high position in the value hierarchy of young Poles.

In Poland, professional activity is at a low level (approx. 34 percent of the total population is employed),[3] this can be traced back to the fact that young people are entering into the labour market later due to education/training. Among juveniles, the unemployment rate has been 11-12 percent for some years and is at the highest level compared to other age groups in the population. Here, the territorial differentiation is characteristic, it is a constant feature of the Polish labour market and results from both the uneven social and economic development of the regions and from their geographical differences. Among the young people unemployed, women predominate (they make up more than 60 percent of the registered unemployed up to the age of 25). Young women have a higher level of education than men, yet they are more affected by long-term unemployment.

Learning and later working is very important for Polish juveniles and takes up most of their life energy. Family life, the social environment and leisure are nonetheless gaining importance. They prefer developing own interests and hobbies, relaxing or spending time with family and friends instead of pursuing a job and a career. They value the possibility of personal development and maintaining strong relations with other people.

Participation in social life and civic awareness score poorly. For example, more than half of Polish students state that they have never taken part in student council elections at their school.

3 Sytuacja na rynku pracy osób młodych w 2018 roku - online https://archiwum.mrips.gov.pl/analizy-i-raporty/raporty-sprawozdania/rynek-pracy/sytuacja-na-rynku-pracy-osob-mlodych/

Growing up enables young people to fully participate in public life. Juveniles above the age of 18 can take part in plebiscites, and vote for the president of the Republic Poland, delegates of the parliament, senators, and representatives of local governments. Juveniles below the age of 18 can join clubs, but they cannot find an NGO before the age of 18. In the last elections (2020 presidential elections), 65 percent[4] of Polish citizens under the age of 30 participated. This was a significant increase in voter turnout compared to the 27 percent at the election one year earlier.

However, nearly 75 percent of Polish juveniles are not able to express their political views. Of the remaining, more than half sympathise with conservative parties and support them, approx. 25 percent sympathise with parties of the centre, and a similar percentage supports left-wing parties.

Only 25 percent of 19-year-old Poles have socially oriented views[5] . This percentage furthermore decreases with increasing age, among the 30-year-olds, it is only 14 percent. Fewer than 5 percent of young people in Poland do voluntary work in a non-profit organisation [6].

The political and civic passivity of the younger generation of Poles in recent years was broken in 2019 when they joined the protest against the education reform in Poland and the climate strike. In 2020, masses of young people participated in protest and street demonstrations in defence of women's rights, caused by plans to tighten the ani-abortion law. This was further proof of the far-reaching liberalisation of the youth's idea of morality, even though marriage, family, and the desire to have children are still among strongly emphasised and declared values of life.

The most favoured leisure activity of juveniles includes meeting friends and acquaintances (85 percent). Going out clubbing is also a popular activity (22 percent). More than a third of those interviewed (35 percent) like to do sports in their free time, which is currently more popular than three years ago. Approximately every forth student likes to spend his time playing computer games – this is a growing trend – or surfing on the internet. The Internet and Social Media are also important sources of information for young people in Poland.[7]
In Poland, 21 percent of young people report smoking cigarettes regularly. Thereof, every tenth juvenile smokes cigarettes daily. Alcoholic beverages are the most popular psychoactive substance among young people. They most often reach for beer (72 percent of young people drank beer in the last month), vodka and other strong alcoholic beverages(63 percent) and in third place – wine. Every fifteenth young person drinks alcohol at least once a week.

4 https://oko.press/mowa-nienawisci-polska-mlodziez-zryto-czyli-przebudzenie-mlodych-rekord-frekwencji-i-wiecej/
5 Zainteresowanie polityka i poglady polityczne mlodych Polakow na tle ogolu badanych. Komunikat z badan 16/2021 online www.cbos.pl
6 Michał Feliksiak, Małgorzata Omyła-Rudzka, Marta Bożewicz, Zainteresowania i aktywności, in: Mlodziez 2018 hrsg. von Mirosława Grabowska und Magdalena Gwiazda, Warschau 2019 online https://www.cinn.gov.pl/portal?id=1475772
7 Michał Feliksiak, Małgorzata Omyla-Rudzka, Marta Bozewicz, Zainteresowania i aktywnosci, in: Mlodziez 2018…

Illegal drugs are one of the main issues among young people. 54 percent of young people reported that there is someone in their environment or among their friends who consumes drugs or intoxicants[8].

1.2 Youth work in Poland

Prior to the political change in Poland, the Office of the Minister for Youth Affairs was working well. Since 1989/1990, the youth does not have a representative in the government of the Third Republic of Poland.The Ministry for Education and Science remains responsible for national youth policy. There is nonetheless no organisational unit in this ministry, which is responsible for youth affairs and tasks referring to the youth are spread across various departments.

A number of issues of youth politicies – in the context of activation and social inclusion of the youth – are addressed by the Ministry of Family and Social Politics. The Ministries for Health, Culture, National Heritage and Sport, Development, Labour and Technology, Agriculture and Rural Development are also involved in realising youth policies. Apart from the listed ministries, the following bodies are also relevant for the realisation of youth policies at a central level: Representative for children, National Agency for the Solution of Alcohol Problems, the National Office for Drug Prevention and the Commission for Education, Science and Youth in the Polish parliament. As a result, Polish youth work is very fragmented, lacks system solutions, is not carried out and coordinated coherently. Furthermore, it is not possible to refer to an official document that focuses on the needs and rights of young people and regulates any questions relating to them (“Youth Law”).

This does however not imply that the Polish legislation does not cover lives, rights, and duties of young people. Polish legislation defines two systems of work with children and the youth: The educational system (supervised by the Minister of Education) and the foster care system (supervised by the Minister of Social Security). The former focuses on formal education, the latter on help for the child. Regulations regarding the youth are furthermore included in different legal acts, such as the Constitution of the Republic Poland (1997), the Family and Guardian Act, Labour Law, the Juvenile Criminal Procedure Act, the Education Act, the Higher Education Act, the Postgraduate Studies Act, the Student Health Care Act or the Association Act[9]. However, young people are not treated as the main object of activities and the only addressee.

8 Artur Malczewski, Mlodziez a substancje psychoaktywne, in: Mlodziez 2018…
9 Mateusz Konieczny, Polityka mlodziezowa w Polsce. Podstawowe zagadnienia, in: Polityka mlodziezowa w Polsce. Encyklopedia Komisji Europejskiej Youth Wiki, Warschau 2019 online www.czytelnia.frse.pl

Striking appears that term “Youth” is hardly used in the Polish legal system. Youth Protection Laws refer to children, minors, or adolescents; they are all hardly ever treated as subjects by the legislator. Polish legislators rarely acknowledge that the youth functions well in society and is not at risk of exclusion.

First attempts to create the basis for a youth policy in Poland were connected to the accession to the European Union. They resulted in the “National Strategy for the Youth for 2003-2012”. It was the last legal document in force in the field of youth policies with a comprehensive character.

The strategy is based on 6 goals[10]:

Goal 1: Creation of equal development opportunities, self-realisation of the young generation,

Goal 2: Creation of opportunities for the development of the young generation’s own activities,

Goal 3: Counteracting the marginalisation of the young generation,

Goal 4: Development of international cooperation of young people,

Goal 5: Creation of an information system for the youth

Goal 6: Training and professional development of adults working with the youth.

In the following years, studies and documents were prepared at governmental level in the context of sectoral policies in individual ministries. Later works which attempted to capture the situation of young people in Poland, such as the Report Youth 2011, did never reach the status of a sector strategy officially adopted by the Council of Ministers.

Currently, youth organisations are represented at a national level by two organisations. In 2011, the Polish Council of Youth Organisation was found. The council is afForum for the cooperation between youth organisations and conducts activities with the goal of promoting the idea of young people’s participation in public life and informing the public about the situation of young people. The council also represents the organisations it unites towards the public sector. It furthermore takes part in the development of youth policies. Within the council, specific work groups dealing with topics such as youth unemployment, youth policies, international cooperation and structured dialogue were set up. The Children- and Youth Council (since 2016) is appointed by the Ministry for Education and Science. Its tasks are mainly advisory, and it gives its opinion on several topics affecting children and juveniles. Among other things, it presents suggestions to the National Administration Department for Education, especially opinions on planned changes, including proposals for solutions.

Since 2019, there have been activities on the governmental level which suggest the intention to intensify activities surrounding youth policies. In autumn 2019, the Council for

10 Strategia Panstwa dla Mlodziezy na lata 2003-2012, Ministerstwo Edukacji Narodowej, Warschau 2003 online http://czytelnia.frse.org.pl/

Dialogue with the Young Generation was found, a committee composed by representatives youth-NGOs and public institutions. Its task is to issue opinions on drafted legal acts and government programmes relating to the young generation, as well as to initiate and support activities to increase the level of civic participation of young people in Poland.

On the initiative of the Association for the Establishment of the Youth Council of the Republic Poland (in connection to the Children and Youth Council), a document on "Contributions to the National Strategy for the Youth for 2020-2030" was prepared. This is another attempt in recent years to develop a concept of youth policies, after the previous (the first and last of the Third Republic of Poland) strategy formally lost its validity in 2012. The document with the length of a few dozen pages is the result of work conducted by several hundred young people and many experts from fields such as labour, civic involvement, sport, health, digitalisation, culture, and education for months. In autumn 2020, the Office of the Government Plenipotentiary for Youth Policies was established as a centre for coordinating the dialogue between the government and social and economic partners, non-governmental organisations, and local government offices in regard to youth policy initiatives.

Tasks of the government plenipotentiary include:

- Initiating activities and cooperation with national administrative bodies, bodies with local self-government and non-governmental organisations in the context of activities which positively influences the youth's participation in public life.
- Supervising the work of national administrative bodies and institutions with local self-government in issues connected to the situation of the youth in Poland.
- Cooperation with the Council for Dialogue with the Young Generation in the con text of statements on legal act drafts and submission of recommendations on activities of national administrative bodies and local self-government bodies in youth matters and the coordination, preparation and implementation (based on consultations held with a wide range of stakeholders) of a strategic document on national activities in the field of youth policy.

In the beginning of 2021, the government started a nationwide consultation of young people in order for them to co-design the "Strategy of the Republic Poland for the Young Generation[11]", a long-term youth policy plan. It will be conducted in the individual Voivodeships with the participation of representatives of youth committees, social activists, representatives of youth NGOs, council members of youth councils in local government units, scouts as well as students, PhD students and future scientists.

11 https://www.gov.pl/web/pozytek/prace-nad-rzadowa-strategia-polityki-mlodziezowej-rozpoczete

1.3 National Financial Framework

The National Strategy for the Youth for 2003-2012 did neither specify the amount or financial resources, which will be provided for the implementation of the planned programmes and activities, nor did it create a common budget. It was stressed that the key role for funding some tasks lies with local governments. Furthermore, it was pointed out that most tasks could be co-funded from European funds.

Even today, 8-9 years later, the situation is no different from what is presented in this document. In Poland, there is no single source of funding youth policy. Projects and programmes for young people are funded from financial resources allocated to the individual ministries and governmental bodies. It is nonetheless difficult to find information about them. Individual ministries do not provide data on the amount of funding available for programmes supporting activities with youth participation. There is furthermore a lack of funding by local governments.

European educational programmes, managed by the Foundation for the Development of Educational Systems FRSE, work well in Poland. FRSE acts as a National Agency for Erasmus+. Programmes and initiatives currently managed by the foundation include: European Language Label, eTwinning, Eurodesk Poland, Europass, Eurydice, WorldSkills and EPALE. FRSE also supports cooperation with Eastern countries through the Polish-Lithuanian Youth Exchange Fund and the Centre for the Cooperation with Eastern European and Caucasian Countries (SALTO.), and since 2016, also in the framework of the Polish-Ukrainian Youth Exchange Council. FSRE was the provider of the scholarship- and education funds operating within the European Economic Area (EEA). Until 2016, it served as the point of contact for the SCIEX Scholarship Fund in Poland. Since 2014, the foundation has been implementing the operational programme Knowledge Creation Development (POWER) as the successor programme of the operational programme Human Capital. In 2018, the foundation took over the role of the National Agency of the European Solidarity Corps, a programme dedicated to voluntary work, as well as the role of coordinator of the programme “Education” funded by the EEA .[12]

Another important sponsor supporting youth work is the Polish-American Foundation for Freedom. PAFW cooperates with Polish organisation, which act as operators of funding programmes.In the framework of the programme “Active Citizen”, which has been carried out in Poland since 2020 and is funded from the so-called Norwegian Funds and the EEA-funds, the youth is an important target audience in all areas of promotion. The aim of the funds is to strengthen civic society, citizen participation and to empower groups which are being threatened by exclusion[13].

12 www.frse.org.pl
13 https://aktywniobywatele.org.pl/aktywni-obywatele-fundusz-krajowy-oficjalnie-otwarty/

Youth work is supported by the German-Polish Youth Office , which was found by the government of both countries and supports school and extra-curricular exchange projects.
It should be emphasized that it was the EU-Funds and the above-mentioned bodies supporting topics of youth policy, who, in most cases, inspired and motivated Polish organisation to undertake activities in these areas and made the implementation possible.
There are also several private foundations in the Polish foundation landscape, which are run by big firms and corporations, as well as private individuals, who announce their own competitions for youth projects.

Due to the lack of available sources and the impossibility to obtain reliable information on approved grants, which are issued on local, regional, and national level but also by private funding institutions in the context of funding competitions, it is difficult to estimate the amount of funding available to projects for young people.
A general characteristic is the dispersion of information on funding opportunities in the field of youth work.

Public Authorities in Poland do in general not undertake measures in the field of youth work and leave this completely to specialised institutions and non-governmental organisation, for example associations, scouts, religieuse organisations, trade unions, sport clubs, etc. Therefore, youth work mainly exists as a basic activity and is not organised or supported, also not financially, by the State. The only exception are underprivileged juveniles and children, for whom infrastructure and funding is provided. The tasks of practical implementation are mainly taken over by local self-governments and NGOs. They also train and employ youth workers.

1.4 Non-formal Education in Poland

The term non-formal education is not well-known in Poland. It appears to be common sense in studies and professional research in the field of education, and works as well in the context of activities, which are conducted with or for the youth or other target groups. EU-programs and other international activities for young people have led to a further spread of the principles and concepts as well as methods of non-formal education in Poland. Due to the different learning environments and -contexts, the high number and heterogeneity of the agency implementing them, the methods of non-formal education are still underestimated and do not find enough recognition in Poland. Activities of institutions, groups and organisation working in the field of non-formal education – be it local, national or international activities, activities in housing estates of cities, workshops, games or extra-curricular interest groups – are usually only treated as a way of leisure activities. Despite gaining new capabilities, knowledge and positions, there is a lack of awareness of their pedagogical dimension and their social value. Such schematical thinking has been repeated for many

years. Poland is also lacking open debate and reflection about education in Poland, its condition, and the challenges it faces. If these topics are taken up, then they only relate to the field of formal education. It appears as that the lack of knowledge about topics connected to non-formal education and the there with connected basic concepts stems from a complicated phenomenon – it results from the fact that educational activities, which are mainly carried out by the third sector, i.e., by independent civic organisations, are not known in society or not valued. The non-governmental sector itself also remains unknown, undervalued considering the great diversity and low civic awareness of Poles. It has been publicly devalued several times in recent years.

These circumstances as well as difficulties to define non-formal education, to measure learning outcomes and the lack of a consistent certification of learning outcomes have unfortunately resulted in the situation not having changed in many years.

Nonetheless, methods of non-formal education are more and more frequently used by Polish schools and universities. They are also happy to establish contacts and partnerships with non-formal education institutions. In the case of schools this is done due to the regulation of the minister for national education dating back to August 11th, 2017, which deals with the requirements for schools and institutions. Independent from the type of schools, the regulations on cooperation with institutions and organizations working in the local environment seem to "affect their mutual development and the development of the students"[14]. In Practice, such a cooperation is usually initiated by individual teachers or pedagogues who realise that the lesson model widespread in Polish schools does not provide young people with enough qualifications in order to acquire competencies contributing to their personal development and corresponding to the requirements on the labour market and which would prepare especially young people sufficiently for entering adulthood.

The job youth worker has only existed in Poland for a few years. It is listed in the classification of occupations and disciplines for the labour market as well as its scope of application. As in the case of the youth law, there are no legal regulations for the job of youth workers in the Polish legislation[15].

Despite the big responsibility that working with young people entails, youth worker is not a regulated profession in Poland. Thus, there is no clear description or qualification standards developed for this profession. Work with young people is conducted by different people working in related jobs, such as teachers, teacher trainers, sociologists but also come from other professional backgrounds. Theoretically, anyone can become a youth worker in Poland. There is no clear regulation on the form and formula of youth worker's remuneration in Poland. Some of them receive a salary for their work, but there are also many working voluntarily. The salary depends on the financial means of the employing organisation or

14 Translation from German, Gesetzesblatt August 29, 2018, Pos. 1611
15 Beata Matyjaszczyk, Pracownik mlodziezowy w Polsce. Ekspertyza, Warschau 2014.

institution. This diversity is also due to the lack of models in the work with and for young people. Apart from the employer's requirements and the requirements specified in programmes and projects or enforced by specific situation in youth work, there is no

framework specifying the competences and requirements for people working in this profession. Therefore, it is primarily the employer who formulates expectations and monitors and certifies the qualifications of the youth worker.However, regardless of how responsible or difficult the work of youth workers is and how important their role in in developing the potential of young people, their work is not acknowledged enough by the public. This is usually also the case for other professions working with children or juveniles which do not enjoy social prestige in Poland.

1.5 Regional level

Due to the lack of a systematic solution at a central level, there are big differences at the regional level between the individual voivodeships in regard to youth policy and activities in this area. Generally, it can be said that youth policy on a regional level has just started to develop. Activities in the different regions are at a different progress stage. Different solutions are being adopted: Youth policy is mentioned in the development strategies of the respective Voivodeship, committees on youth policy at a regional level are created, separate programs for the youth, working groups and advisory bodies are set up. Some Voivodeships vote for a representative of regional youth authorities or regional youth representations or committees in the Voivodeship bodies or youth councils. There are also differences in the organisations: Activities for the youth are coordinated by different divisions of the Marshal's Office depending on the Voivodeship.

Despite these differences, it needs to be stressed that youth policy is more and more frequently done at regional and local level. Local strategies (or other documents) directed at young people work well at different levels of local government (Voivodeship, county, municipality). Examples of programs and strategies for the youth realised on the local government level are:

- „Młoda Warszawa"-Programme (Young Warsaw), in force between 2016-2020, adopted in 2016.
- Politics for Young People in Poznan for 2019-2025, adopted in 2018.
- "Strategy of Lezno for young People" (2018).
- Strategy "Swietokrzyskie Voivodeship for the youth. Ways to Support Social Engagement of the Youth in the Swietokrzyskie Voivodeship 2017-2020" [16].

16 M. Konieczny. Politvka mlodziezowa...

One of the few instruments to involve young people in decision-making processes are youth community councils operating at the local level – they are facultative organs of local self-governance without actual political power. They only function as advisory committees for counties, municipality, towns, districts and Voivodeships. They are especially active in Lower Silesia.

The introduction of consistent regulations or guidelines for the creation of youth strategies would probably facilitate the regional comparison of measures taken up in support of young people and the implementation of certain goals and policies relating to the youth.

1.6 Conclusion

In Poland, the youth is a group in society that, contrary to every prerequisite, has been neglected in the state's strategic decision-making processes for years. Youth policy is another area which has not yet received an interdisciplinary approach and no systematic solutions in Poland.

This is a manifestation and at the same time the result of greater failures – the process of democratic changes which has been taken place in Poland since 1989 has de facto left out this important group of society. There have not even been rudimentary activities taking place at the border between education and social welfare which could have become the starting point for developing systemic, legal, and financial solutions in the field of work with juveniles. Therefore, the work with and for the youth is currently carried out by different, scattered ministries. There is a lack of information exchange and any kind of coordination. At the operational level, youth work is borne by state and municipal institutions and the third sector. Often, youth work is carried out by individuals with above-average commitment, who not infrequently see their task as a vocation. It is especially them who make smaller bigger achievements possible despite the objective issues.

Even at the operational level, the individual initiatives are not coordinated in any way. Most of them follow the rhythm of a program or a project which leads to their impact being very limited in scope. The experience gained and models developed are not sufficiently implemented and disseminated. The field of youth work lacks spaces for encounters and exchange of experience – both for the youth themselves and for the organisations and institutions working with them. It there are any, they are (rarely) provided by sponsors who support activities in the field of youth work.

The underfunded sector of civic organization is not able to create lasting structure of cooperation for the benefit of the youth – coalition or federations of organisations which set up cooperations between interested bodies, go beyond individual activities and projects and combine multiply their resources and implemtent model solutions. In Poland, there is no interdisciplinary expert group consisting of theorists and practitioners of youth work, who would work on developing recommendations in the field of institutional and financial support of work with and for young people and carry forward positive experiences.

From time-to-time, analyses, and reports, which present the situation of young people in our country and define the challenges for the Polish society and the Polish state, are commissioned by state, municipal and private bodies. However, these studies never become the starting point for further constructive and coherent action.

Thus, inclusion, dialogue and partnership are still not part of young people's everyday experience. Adults are not able to create physical or mental spaces for their development, activity, and participation.

Reference links see page: 184

The situation of young people in Poland is extremely complicated and requires urgent action at many levels. Here, it is important to pool experiences, abilities and ressources. From an organisations point of view that organises civic and intercultural educational projects in the Polish regions Warmia and Masuria near the external borders of the EU and works with and for young people, it is important to adress two problem areas:

2.1 Lack of participation of young people in public life

The young generation in Poland is not actively involved in public life. Discouraged by the lack of their influence on reality and their next surroundings and focused on themselves and their own needs, young Polish people are not willing to commit themselves for the common good. This applies to activities in the context of school as well as to participation in civic and political life and activity in organisations. As a result, the dialogue between the youth and adults is unsatisfactory, there is no chance to establish a fair relationship, the outward appearence is only deepened. Young people have no chance to understand and acquire the idea of democratic participation and public welfare. Their passivity acts like a self-fulfilling prophecy – it influences adults as well and contributes to the youth's participation and their treatment in partnerships is questioned. Among decision-makers, it can lead to underfunding of activities in favour of the youth and to a lack of understanding of the fact that supporting youth activities is an essential investment in the future.

Polish schools still teach in a traditional way and set the the focus on the transmission of knowlege rather than the development of young people's competences. They are not able to meet the demands of modern times. They furthermore fail to support activities and social development of young people, even though the school's student councils are the official form of young people's participation in decisison-making processes in our country.

2.2 Lack of progressive solutions for youth policies on regional level – example Warmia and Masuria

Since 2015 the local parliament of the Voivodeship Warmia-Masuria has adopted a document, i.e. the programm on the cooperation between the voivodeship Warmia-Masuria's self-government and non-governmental organisations, which also includes a clause for „Strengthening the creative potential, civic activity and social skills of the youth" in its 16 thematic priorities. The aim of implementing the tasks included in its priority is to create and strengthen conditions for the development of young people's creative potential, their civic activities and social skills, build local coalitions/partnerships, mainly of local authorities, public institutions and NGOs for the benefit of the youth and develop skills for intergenerational cooperation.

The self-government of the Voivodeship Warmia-Masuria has been entrusting the Office for Social Dialogue and Public Benefit with the responsibility for coordinating activities of young people. Besides that a working group Youth was started in the region in 2015, which consists of representatives of the local parliament and civic organisations working with the youth. Their task is to formulate statements and advises on the requirements of youth policy at the regional level. In 2015, the voivodeship launched a programm to support youth initiatives in Warmia-Masuria and now awards financial assistance every year for activities that take place on the initiative and with the regular participation of young people and that serve civic, social and creative activities. For this cause, it provided 20,000€ in total for each case. Each year, the Office for Social Dialogue and Public Benefit organises a youth forum in Warmia and Masuria, to which young people and representatives of local youth organisationas are invited. All these steps followed the initative of a group of local organisations that have worked with young people 6 years ago.

These activites have now been going on for 6 years in a regular rhythm, but the situation of the youth in the region has not significantly changed in this time. The environment of youth organisations and those who work for youth policy has not been consolidate over the years. Nobody supervises the impacts of regional youth programmes, there are no public debates, the longterm approaches at the regional level are not even discussed or formulated.

CHAPTER 3: Recommendations

3.1 Recommendations and solution proposal for problem case no. 1

Considering the great deficits in regard to young people's social and civic activities, it is important to bundle forces and to develop exemplary solutions, which are based on the cooperation of formal and non-formal educational institutions, consider the real needs of young people and become a place to practice democracy.

In the process of educating young people, schools can be succesfully supported by non-governmental organisations by the latter offering attractive educational activies in the field of civic education. They are able to harness the high level of the youth's social energy and their natural interest in new activities and solutions. At the same time, NGOs kann fulfill their mission to convey important topics, create conditions for „learning by doing" and embed activities of the youth in the reality of their surroundings. Some examples for possible fields of activity within interdisciplinary education projects are: Initiatives of school self-government, local voluntary work, classroom, local environment and surroundings. It is important that such a joint project by the school and the organisation develops from the interests and needs of the youth, so that it turns, similar to the project „Generation Europe", into an experiental lab as a type of „Generation Varmia-Masuria".

Our organisation, the Foundation „Borussia" is ready to initiate such projects in cooperation with differnt tyes of schools from Olsztyn and/or from the region Warmia and Masuria involving our experienced staff, international volunteers and external funding. We already have had a lot of similar experiences; we have the relevant background, content-wise and as an organisation. Some years ago, we have started an institutional cooperation with the education department of the city administration of Olsztyn as well as with teachers from schools and kinder gardens in Olsztyn. Our staff has a lot of experience in working with young people, they know the characteristics of everyday school life and cooperating with teachers.

Relevant aspects of planned activities:

- Polish participants of the project "Generation Europe" 2018-2020 can join the activities as project assistants by working with students and bring along their experience from participating in local activities and international exchange.
- An important aspect during the activity is not only going to be the close cooperation with the participants but also with the school administration and teachers. This way the entire joint process is not limited to the implementation of a specific project but is rather turned into an opportunity to develop effective mechanisms for cross-sectoral cooperation and a support system which still takes the specific characteristics of each school into account. It is our intention to enable schools and teachers to implement the impacts and experiences of the project in follow-up projects.

- Experiences gained from these activities will be documented and processed by the project team. They should be passed on in an engaging form – for example through photo- or video reports, which are continuously created by participating juveniles and published on Social Media.
- Contact with stakeholders and sponsors – the Mayor of the city, Minister of Education, educational institutions, local politicians (delegates, town councils), representatives of funding institutions – invitations to project events, presentation of impacts.
- Integration of parents in the above-mentioned activities.
- Official presentations under participation of representatives of the school community from the city, the region and representatives of higher education institutions.
- Intense public outreach – cooperation with local and national media, visibility on social media.
- Publication of a study/manual on the model of cooperation between an organisation and the school.
- Motivate schools and teacher to further action by increasing their competencies, offering them participation in Borussia's counselling services, external training, and educational trips.
- Further work with the youth, alumni of "Borussia"-projects beyond the scope of school projects, such as voluntary assistance in events at Mendelsohn-house, participation in international projects, involvement in the activities of the international volunteers of the European solidarity corps
- Participation of Borussia-representatives in conferences, seminars on youth work and on active citizenship.

3.2 Recommendations and solution proposal for problem case no. 2

Further activities could follow the previous activities in the field of youth work on the level of the region Warmia and Masura, in which our organisation will get involved. In its activities, the foundation „Borussia" combines the local with the international dimension and can fall back on its longterm partnerships and projects for young people, which have led to a civic change. In this regard, one important field of exprience was the project „Generation Europe". Borussia can be in charge to lead the process explained below.

The aim would be to promote youth work, based on partnership, dialogue and participation, in public life of local communities as a method to solve various social issues, but also as a tool for community development that promotes empowerment and cooperation between different age groups, socal actors and community members. The main idea of the acitivities is to support civil society circles and organisations in Warmia and Masuria as well basic initiatives.

The latter will be done by equipping people with instruments and the power for constructive activities in their communities and by helping them to introduce methods of non-formal education in their projects so that they then can further pass them on to those organisations and communities that they are working with as local Change Makers. By encouraging them to recognise the importance of building relationships with the younger generation based on dialogue and to integrate this approach in their activities, we hope to contribute to strengthening the social capital in Warmia and Masuria in the long run. Furthermore, we hope to contriute to change the dynamic of discussions on burning issues, which tend to have a polarising and antagonistic effect.

The most important steps and circumstances, which have to be considered:

- Developing a cooperation with the office for social dialogue and the authorised representative of the Marshal for non-governmental organisations, which are realised unter the supervision of the Voivodeship's self-governement in the field of youth policy.
- Elaboration and analysis of the documentation on the implementation of the Programme of Support for Youth Initiatives in the Warmia-Masuria Voivodeship from 2015-2020 in consultation with the Office for Social Dialogue.
- Integration of the working group for the youth – in cooperation with the Faculty of Social Siences at the University of Warmia and Masuria (alternatively with the Faculty for Philosophy and Social Sciences at the Nikolaus-Kopernikus University in Torún).
- Initiate cooperation of scientific circles with the Voivodeship's self-government and organisations.
- Elaborate the qualitative and quantitative results of the programmes from 2015-2020 in a written report.
- Create a map on organisatons and institutions, which are working in the field of youth work in Warmia and Masuria – Commit the Office for Social Dialogue to monitor activites and update the map.
- Invite representatives of local governments, youth organisations, informal groups, institutions and NGOs, national minority associations, the media, schools and educational institutions for cooperation; the formula „Round Table", exchange of contacts, experiences, building networks, developing the surroundings potential through synergy effects – participation in joint events, such as youth activities, forms of training, presentations of experiences from „Generation Europe" 2018-2020, prepared by Polish participants, integration measures.
- Establish a coalition for the youth in Warmia and Masuria at a regional level – joint development of a formula for the activities of such a comitee. The assumption is to gather as many bodies and individual persons, institutions, which are interested in outh work and integrating young people.

- The aim is to create a group of people who are willing to get involved in developing youth polices at the regional level – e.g. Request to the Marshal to extend the structure of the working groups and to strengthen their power.
- Promote the idea and the principles of the regional youth initiative support programm in the Voivodeship Warmia-Masuria among local politicians (counties, local counties), e.g. a competion for local governments engaging young people the Marshal of the Voivodeship.
- Develop a publication on best practices of youth work in Warmia and Masuria
- Use available instruments of civic action, e.g. formulate recommendation for the Voivodeship-Marshal, the citizen's initiative of the resolution to the Sejmik (local parliament) by the working group youth work.
- Build a positive climate for change in the field of youth policy – contacts with the members of the local parliament, media, promotion of activities, inform the members of the Polish parliament from the region about the activities, invite them to participate in acitivities.
- At central level of the state – communication about the activities that are taking place in the region – at meetings and gatherings in the ministries, conferences, working meetings; learning about experiences from other regions of Poland and the partner regions Warmia and Masuria – this is a potential area for experience exchange and cooperation between regions.
- Implement an information- and social campagne on the internet and in the media, targeting young people from the region and promote social engagenment and action in their favour; production and broadcasting of spots, podcasts and programmes – in cooperation with young people and local media - seinsitisation for young people's needs and the importance of youth policy.
- Encourage and motivate young people to establish youth councils at local level, to develop student self-administration in schools and groups, to represente their needs and interests through training, to participate in international projects, to do volunteering, to change the character of the youth forum in Warmia and Masuria.
- Realise thematic projects as a reaction to the needs voiced by young people and the coalition.
- Develop mechanisms to support youth workers in Warmia and Masuria: special training at regional level, scholarships, awards.

The suggested change does for sure require time, but also intensive work and constant monitoring of the results obtained. It is not going to work out without financial support – many described activities can only be done thanks to the social engagement of certain actors. These necessary measures should be provided by the Voivodeship's self-government but also the city's Voivodeship and the communities of the Voivodeship. It might be possible to utilise European funds in this process, which are, for example, available to the Voivodeship's self-government. Furthermore it would be necessary – in addition to the integrating the social side under Borussia's leadership – to change the structure of the Office for Social Dialogue or to establish an independent Office for Youth Affairs.

ROMANIA

CHAPTER 1: COUNTRY REPORT

Author: Kinga Vajda (Outward Bound Romania, Tigru Mures)

1.1 Short presentation of the country

Romania consists of three big regions: Transylvania, Moldavia and Muntenia. Administratively, it is divided into 42 counties. The country has 22 million inhabitants, of which 88.6% belong to the Romanian population, 6.5% to the Hungarian, 3.3% to the Roma - and 0.2% to the German community. The largest minority is the Hungarian community from Transylvania. The population of Transylvania consists of 6.4 million people, sharing a highly multicultural and multilingual background.

The Romanian population is 48,4% female and 51.6% male.

1.2 Definition of youth and other special indicators

According to the Romanian youth law, people between 14 and 35 years are considered "young people". The National Strategy on Social Inclusion and against Poverty 2015-2020 and the National Strategy on Employment 2014-2020 define youth as ages between 15 and 24. Overall, young people between 14 and 35 years old make up 25.64% (5 million) of the population.

More than 6.4 million people live in Transylvania. About 1.5 million young people live in Transylvania, partly because of the large university cities (Cluj Napoca, Brasov, Timisoara, Oradea, Tirgu Mures), although not all live in the region permanently.

In the first quarter of 2019, according to the data of the National Institute of Statistics (INS), the unemployment rate among the Romanian population as a whole was 4.1%. By age groups, the unemployment rate is highest among young people (15-24) with 15.6%. The employment rate of young people (15-24) was 23% during the same period.
According to surveys, about 30% of young people between the ages of 14-29 want to leave Romania for a period of at least 6 months to study or work abroad. They want to leave the country due to poverty, lack of access to goods and consider working abroad for a better professional life.

The Romanian average age of young people moving out of their parent's household is 28, two years later than the European Union average (26) – according to data from a Eurostat study, the statistical office of the European Union. In Romania, men leave their parent's

household at the age of 30, while women already leave home at 26. About 90% of the young population wants to get married and have children in the future, but the moment of starting a family is being postponed.

15.3% of young adults (15-34) have consumed drugs over the course of their life, 9.4% during the last year and 4.5% during the last month. In Romania, the most relevant drugs are herbal cannabis, cannabis resin, cocaine, heroin and amphetamine.

More than half of the young people in Romania spend their free time listening to music, followed closely by watching movies or spending time with friends and family. A quarter of the young people spend more dthan four hours a day watching TV. Only 7.6% participate in voluntary actions and 12% participate in activities organized by different youth organizations.

Only 20% of youths say they have a high or very high level of interest in political issues. Both levels of participation and interest towards active participation are low. Less than a quarter of young people were involved in participatory acts and only 20% of those who were not involved expressed their willingness to participate in the future.

1.3 Presentation and implementation of Youth Policy

Institutional, legislative framework

Since 2006, Romania has a youth law, The Youth Law 350/2006, setting the youth policy framework. The document clarifies terminology by defining the age of young people (14-35), youth activity, as well as the responsibilities of central and local authorities in the field of youth policy.

In Romania, the responsibility for youth policy is divided between central level authorities and local authorities. Decisions are primarily made at the Ministry of Youth and Sports and with the involvement of the Ministry of Culture and National Identity. At a local level, the district offices for youth and sports, the cultural student centers and the district offices for culture and schools have a high degree of autonomy in setting schedules and activities for working with young people. The local authorities are free to develop initiatives, and nation-wide coordination is rare. National coordination is hampered by the lack of strong monitoring and evaluation mechanisms in the field of youth policy.

Romanian youth policy for the current period 2015-2020 includes measures in the field of education, culture, volunteering, public and political participation, housing, sports, health, leisure, employment, entrepreneurship and social inclusion. The policy targets all young people, with a special attention to vulnerable young people at risk. For this target group, the law provides specific rights: housing, access to free education, access to educational counselling, employment counselling, and family planning.

While the Ministry of Youth and Sports is the main authority responsible for the field of youth, only five of the main priorities of the youth policy are within its direct purview:

- Non-formal learning
- Youth volunteering
- Youth public and political participation
- Youth sport
- Youth leisure

The youth strategy was developed according to a cross-sectoral approach. The interventions planned by different ministries are isolated from each other. Youth is not central to any of the other policies and there are very few policies that directly target young people.

The Ministry of Youth and Sports is responsible for the implementation, coordination and monitoring of the national Youth Strategy. It is in charge of:

- Draft the strategy's action plan.
- Draft and implement a monitoring and evaluation plan for the strategy.
- Design and implementation of actions, related to participation and volunteering.
- Design and implementation of actions with specific objectives related to non-formal education, sport and recreation.

At local level, counties provide decentralised services and structures for youth and sport and cooperate with central administrative bodies in organising and promoting these activities for young people. They are tasked with:

- Implementing national programmes in the field of youth and sports.
- Monitoring the implementation of legislation in the field of youth and sport.
- Cooperating with other local and central structures to organise cultural, artistic, leisure, educative, and touristic activities for youth, both local and international.
- Offering specialised support to other public bodies to create programmes for youth.
- Offering counselling and information services for young people.
- Creating a database of youth NGOs in the county.
- Organising activities, seminars, camps and trainings, based on non-formal education methods.
- Organising social programmes for vulnerable young people and children.

Implementation:

While the Ministry and the subordinated local authorities are officially responsible for implementing youth policy in Romania, it is youth NGOs, who have the biggest impact on the young population in informing and organising programmes for them. The Ministry and the authorities provide annual financial support to various NGOs to implement different youth

projects according to the above mentioned youth strategy. NGOs can apply with their initiatives and can then implement courses, events, and programmes for youngsters.

In Transylvania, these projects take place only occasionally and not as permanent programmes. The authorities do not fund the general running costs of NGOs or youth worker salaries, their funding is restricted to just the direct costs of the projects.

The work of youth NGOs is not coordinated and cooperation between them is very low. Even though they work with the same target group and on the same topics, their work is not synchronized.

Financial Framework:

A special section of the youth law is dedicated to financing youth activities in Romania. Accordingly, local and regional authorities need to set up a special fund for youth activities and support youth groups and youth NGOs by providing spaces for youth projects, provided that the local infrastructure is in place.

The Ministry of Youth and Sport implements four framework programmes each year:

1. A programme supporting youth centres (one per county and operated by the ministry)
2. A programme supporting youth work and youth projects
3. A programme supporting student projects
4. A programme for youth research

In 2016, the total budget of these 4 framework programmes was less than 17 million lei (or less than 3.8 million Euro). In 2017, the budget was 13 million lei (less than 3 million Euro), and in 2018 it was 27.7 million lei (less than 6 million Euro). In 2019, the budget for supporting youth work, youth and student projects totalled at 9.8 million (less than 2.1 million Euro). The declining number of young people in Romania was given as an explanation for this reduction in 2019.

According to data, published on the website of the ministry, budget allocations for the Youth Research Programme dropped from 100,0000 lei (about 222,000 Euro) in 2006 to 350,000 lei (about 77,000 Euro) for each year between 2011 until 2016, with the exception of 2015, when no research was conducted. For 2017, 20,000 lei (about 4,300 Euro) have been allocated, but it was not spent on the Youth Research Programme. 130,000 lei (about 2,000 Euro) were allocated to the Youth Research Programme in 2018.

In 2019, the Mures County Council supported youth projects with 100,000 lei (approximately 21,500 Euro). The Mures County Sport and Youth Directorate, which is directly subordinated to the Ministry of Youth and Sport, financed youth initiations with 29,000 lei (6,300 Euro).

The European Union, via the Erasmus+ program in Romania, supported youth projects with almost 81.5 million Euro and via the Solidarity Corps projects with more than 4.6 million Euro.

Private funding is not common in Romania, and while youth organisations can organise fundraising actions, only some of them are successful, as the country's donation culture is not very developed. In Transylvania, NGOs can swim or run for funding, in special fundraising events called "Swimmathon" and "FussNeki". In these kinds of fundraising events social NGOs are more successful than youth NGOs, because the local population more often or easier supports the social projects than the youth projects.

The biggest financial support for youth work and the implementation of youth policy comes from the European Union and not from the Romanian state.

I.4 Recognition of non-formal education and youth work

According to the national definition of a youth worker, they mobilise young people in order to develop their life skills and behaviours, stimulate cooperation among young people and facilitate their participation in community life. There is no governmental institution directly responsible for youth work, but youth work as a part of the Youth Strategy, is subordinated to the Ministry of Youth and Sports.

In Romania, it is possible to study social work, but not youth work. Youth workers are often trained in social pedagogy, community development, they are socio-educational animators or social workers. In occupational statistics, youth workers are classed under the category "Specialists in social work or similarly trained". There is a private company, Schultz Consulting, offering a 5-day course and awarding a youth worker certificate, which is recognised by the Ministry of Labour and Social Affairs, the Ministry of Education, and the National Authority for Qualifications.

In Romania, each job has a classification/COR number and a description (requirements from the employee who occupies the job, and the job description). Youth work has been listed since 2012 and given a COR number 3. Thus, youth work as a profession has a good classification (COR numbers range from 1 to 9, with 1 being the best classification). The COR classification is not related to salaries. They solemnly used to identify different jobs. According to the job description, youth workers do not require university studies.

The recognition of youth work as a profession, and in relation to overall salaries, is about average. In many cases, however, youth workers and trainers work on a voluntary basis because they are enthusiastic and want to make the world a better place.

Following general studies, those interested in developing their qualifications in youth work can participate in a number of non-formal courses organised by national or foreign NGOs and within the framework of Erasmus+ projects and will then receive Youthpass Certificates.

In Romania, it is mainly NGOs who use non-formal education methods in their programs and who put an emphasis on the development of their youth workers and trainers. There is a lack of training possibilities in this field, the only available opportunities are offered by the EU project Mobility of youth workers (training of trainers). Alternatively, the interested person can leave Romania and learn abroad. Some public-school teachers are interested in learning about and implementing non-formal education in their classes. However, due to the strict school rules, this is hard to combine with formal education requirements. It is mainly international schools, who emphasise and use the method of non-formal education in their teaching and who enrol their students in non-formal education programmes.

Some organisations or institutes are authorised by the Ministry to organise courses and issue certificates on trainer qualification. These courses are often specific to different topics such as outdoor education, non-formal education or youth work.

In Romania, according to the list of the Ministry of Justice, there are more than 90,000 NGOs that have been newly established. Approximately 75,000 NGOs' are currently active. It is not possible to identify how many are youth organizations. There are a further 1,000 student organisations. However, their work is not coordinated or synchronised. They work alone on the relevant issues, although they are the most important actors in the implementation of youth policy. Better cooperation would be very useful.

I.5 Conclusion:

The most important problems among the youth of Romania are unemployment (15.6%) and the emigration of young people.

Non-formal education and youth work are very important, as it is mainly youth NGOs, who implement the national youth strategy via their youth projects. This national strategy is itself based on the EU youth strategy. However, both non-formal methods and youth workers in general are not adequately recognised and financially supported by the state and by the society.

The work of the different youth NGOs is hardly synchronised. It would be helpful to organise them in a network.

Reference links see page: 185

CHAPTER 2: Needs in Youth Work

Out of several needs that exist at the youth organisation level, three with particular relevance have been selected and are explained in more detail below.

2.1 Recognition of youth work

From our understanding, recognition of youth work consists of:

- Certified professionals: Specialised university degrees, allowing interested people to study youth work. These university programmes should include theoretical, as well as practical learning methods and lead to students receiving more relevant training in the field. Following the degrees, universities could offer recognised certificates for youth workers.
- Better working spaces/working conditions: A stable and modern workplace for youth organisations should be provided by local authorities. Ideally, for each locality with a need for youth work, local authorities should fund youth organisations (fully or partially) in proportion to the share of the youth population.
- Competitive salary: The state must guarantee a salary for youth workers that corresponds to their efforts. The minimum salary should be higher than the Romanian minimum wage, it should at least be 850 Euros (approx. 4,000 RON).

This concerns people who are members of a youth organisation and who directly work with young people. From the above-mentioned number of registered and active NGOs (about 75,000) and the uncertain amount of youth organisations, it can at least be assumed that each of those would have an average of tree active persons.

The recognition of youth work is very important, as a high number of people are affected. Furthermore, these are experts who work for the future of society. After all, youth workers work with young people to develop their skills and competences in order to increase their chances for a better future.

2.2 Greater national financial support

Youth NGOs do very valuable work for the future of young people, as well as for the future of society as a whole, as they put the agreed-upon youth policies into practice. Their running costs and ongoing work are not funded by local or national authorities. Those interested in providing such services have to find financial support themselves. In Romania, most of the financial support comes from the European Union through Erasmus+ and ESC grants. There is little national and local support, which can thus only support the implementation of small projects. Youth organisations can only finance their workspaces and running costs beyond explicit grants for programmes if they charge young people participation fees.

However, this means that not all youth can participate in such programmes, as some of them are not able to pay participation fees. as some of them are not able to pay participation fees. The organisations have to pay rent for their workspaces, buy consumables, pay salaries, pay taxes on these salaries, purchase equipment and materials, and pay for publicity campaigns. These are high monthly operating costs, which means that organisations have to focus on financial issues instead of meeting the needs of young people.

Example: Outward Bound Romania works with 2,000 young people every year and has to pay 15 full-time employees and ten freelance trainers. They have to rent and maintain their office in Targu Mures and maintain the youth centre in Sovata. From time to time, they have to buy new outdoor equipment and materials. These expenses amount to about 120,000 RON (25,000 Euros) per month.

This is a very relevant and important need, as the state should take responsibility for the implementation of youth policy and the welfare of young people. The official youth services run by the Ministry of Youth and Sports and the district administrations only work at a very basic level. Instead, it is mainly youth NGOs that do this important work. Their work should be financially supported by the state.

2.3 Better cooperation between youth organisations and youth workers on regional and national level

In Romania there is a very large number of youth NGOs (where the main actors are experts working with young people) and student organisations (where high school and university students are the main actors). They do very important and relevant work as they implement youth policies in a very practical way. However, their work is not interconnected. It can happen that several organisations separately work on the same issue at the same time, without knowing about each other's efforts. If communication were better, they could work together or share their experiences, best practices and support each other's work.

This need points to a number of underlying reasons:

- The first reason is a lack of coordination: There is no organisation that takes responsibility for organising meetings and initiating such cooperation.
- The second reason is a lack of time and/or motivation among the organisations to participate in these kind of meetings.
- The third reason is a financial issue: Who takes care of travel cost, food and accommodation for participants of such meetings?
- Another reason is the competitive situation between NGOs in obtaining EU funds and implementing EU projects.

This topic also affects the approximately 35,000 youth NGOs and 1,000 student organisations. The topic is very important because everyone works in the same field, works on smaller or bigger programmes/projects, but at the same time without knowledge about what is happening outside each organisation, without communication or cooperation. They can help and support each other, complete their work and working methods and in this way together serve young people and the future of society much better.

CHAPTER 3: Recommendations

The following chapters provides various recommendations and practical steps are described on how to respond to such needs. Youth workers are focused on solutions, as we teach our youngsters methods of problem solving and solution-oriented thinking.

3.1 Recognition of youth work

On one hand, this need can be met through universities setting up specialised programmes for youth work (both a bachelor's and master's level), where those who are interested can learn, develop their knowledge and skills on the topic and receive a university degree.
On the other hand, this need can be met if salaries of youth workers will come in line with their efforts. The minimum salary should exceed the minimum wage in Romania, it should at least be 850 Euro (4,000 RON).

Such a decision has to be taken by the government and implemented by local authorities. Hence, it the responsibility of the Ministry of Education, together with the universities, the Romanian government, and local authorities alike (both city and county councils).

The author's organisation can take on a role in lobbying such a strategy but cannot achieve a great impact on its own. A first step could be to find associated partners and to create a lobbying strategy.

Ideas:

- Presenting the need to the relevant stakeholders both in writing and in person.
- Sharing these guidance paper with a wider public.
- Involving the National Agency.
- Involving traditional and social media.
- Initiating a dialogue with decision makers.

3.2 More national financial support

This need can be fulfilled if the state guarantees a competitive salary for youth workers and workspaces, and thereby the general functioning of an NGO. This way, the most important expenses of NGOs are covered, and the programmes can be offered free of charge to all young people. This would lead to a higher higher impact of such programmes, as participation of young people could be increased.

In this case, the responsibility and authority lies with the Romanian state, specifically the different ministries like the Ministry of Youth and Sport, the Ministry of Education, and the Ministry of Labour, Family and Social Protection.

Different European countries can be considered as roles models. For example in Germany, where the state government supports youth work in the form of structural funds for - among other things - youth centres run by the local youth office as well as several youth umbrella organisations. This secures working spaces and salaries for youth workers. In addition, there is diverse financial support for the implementation of various youth projects.

The author's organisation can take on a role in lobbying such a strategy but cannot achieve a great impact on its own. A first step could be to find associated partners and to create a lobbying strategy.

Ideas:

- Presenting the need to relevant stakeholders, both in writing and in person.
- Sharing these guidance paper with the wider public.
- Involving other NGO into the lobbying process.
- Involving traditional and social media.
- Initiating a dialogue with decision makers.
- eveloping a cooperation with local/national authorities.
- participating in various events where one can speak officially and also personally with decision-makers.

3.3 Better cooperation between youth organisations and youth workers on the regional and national level

Organisation of a large annual nation-wide conference, where all the interested youth NGOs and student organisations can meet, discuss and plan would be welcomed. At the regional level, two or three round tables should be organised every year, as well as meetings on specific topics that representatives of youth NGOs/student organisations develop together.

This could be the responsibility of an umbrella organisation, those who have at least a contact list of youth and student organisations, or any enthusiastic NGO with the help of the umbrella organisations. The responsibility for financial support should lie with local and national authorities. Travel costs, food and accommodation should be covered by national and local governments.

Outward Bound Romania wanted to organise a regional meeting with other youth NGOs and student organisations during 2020, but unfortunately could not do so, due to the pandemic. The goal of the meeting would have been to acquire general knowledge of each other's work, to increase the knowledge of working methods, to discuss national youth policy and how to meet the needs of NGOs and those of young people. For this meeting, a specific working method would have been chosen: Experiential and outdoor education.

The discussions would have been interspersed with outdoor activities, which both refreshes the mind and anchors newly acquired knowledge in experiences.

The steps of such a meeting:

Participants brainstorm about their needs in a large group. Then, each person picks a single need which is particularly important to them. Those who chose the same need will form a small group and describe the need with the help of the following questions:

- What? (description of the need).
- Who is affected?
- How many people and how much money is needed?
- Why is it important?
- When? Where? How? (These questions also make participants focus on solutions)

The facilitator creates some flipchart papers with these needs. Each group receives one paper and uses the following questions to try and find a solution for the need. Afterwards, each flipchart paper moves from group to group. In the end, there will be a number of solutions for each need.

Questions to describe the solutions:

- How can my need be addressed?
- Who is in charge of the topic?
- What can I/my organisation do?
- What steps can be taken to get there?

It is a very important step to invite representatives or decision makers to this meeting. For example, a representative of the Romanian National Agency from Bucharest, a representative of the local Youth and Sport Ministry from Tirgu Mures, a representative of the RMDSZ (Hungarian party in the Romanian Parliament). These representatives should attend the last day of the programme, when participants will present their needs and solutions and ask them for feedback. With such a presentation, we would like to raise awareness of our needs and proposals among decision makers.

Local media also play an important role, as with their help the most important needs and solutions can be publicised and communicated with a wider audience.

Next steps include further lobbying at regional and national levels, both by each organisation individually and in cooperative efforts.

SOUTH

Florence
Rome
Pontinia
Itri
Barcelona
Sintra
Larissa
Athens

ITALY

CHAPTER 1: COUNTRY REPORT

Authors: Marina Bistolfi (Centro di Creazione e Cultura, Florence) and Luigi Infantino (Meta Soc. Coop. Soc. Onlus, Rome), Raffaella Palmiero (Esplora, Itri), Illenia Zuccaro (Risorsa Europa, Pontinia)

1.1 Youth Policies at natinoal level

Italy does not have a fixed definition of youth; age categories vary according to the objectives of the different youth initiatives. General criteria are 15-34 years old: youth are considered 15-24 years old, also to calculate early school leaving and youth unemployment; 25–34-year-olds are considered young adults.

1.1.2 Living conditions of youth

According to Eurostat, in 2018, the Italian percentage of early school leavers aged 18-24 was 14.5%, one of the highest percentages in Europe. According to Istat (Italian Institute of Statistics), the youth unemployment rate was 28.7% in the last quarter of 2019 and thus, still one of the highest in Europe, although it has fallen from its peak of 43.6% in 2014 to 32.8% in February 2019 (source: Istat 2019).

The number of young people aged 20-24 who are not in employment, education or training (NEET) is slowly decreasing, but was still 28.9% in 2018 according to Eurostat, well above the European average of 16.5%. There are also still large regional differences (from the EU Commission's 2018 country report).

At the same time, young people with a university degree experience the highest rate of emigration in the last 5 years: more than 240,000 left Italy, 64% of them with an intermediate degree (source: Istat 2018).

The high unemployment rate combined with the high cost of rent make it very difficult for young people to become economically independent and leave their parents' home: According to Eurostat, 65.8% of 18–34-year-olds and 49.4% of 25–34-year-olds still live with their parents, altogether more men than women.

Alcohol consumption among minors is 14.9 %. Furthermore, Italy has been confronted with an increase in the baby-gang phenomenon in recent years: It is a complex phenomenon influenced by massive and more accessible communication, to which adults do not set boundaries and of which young people are both users and victims.

Italy is one of the countries with the highest use of smartphones, starting in primary school. One of the effects of the massive use of these tools, even among the youngest, is competition. Images, making yourself visible, being recognisable and having likes have become needs. This is accompanied by identity phenomena: being part of a group that

is “admired and respected” often leads to violent verbal and non-verbal actions, both in real life and “virtually” (e.g., bullying and cyberbullying). Unfortunately, these phenomena, which used to occur from secondary school onwards (11-14-years-olds), also tend to occur among 8-10-year-olds.

1.1.3 Institutional, legislative framework

For many years, the only reference for youth in Italy has been the Constitution. In the 1990s, the “National fund for combating drugs” and the “First intervention in favour of minors subject to risk of involvement in criminal activities” were established, both putting their focus on deviance and crime. A step forward was made in 1997 with the “Provisions for the promotion of rights and opportunities for children and adolescents”, which established funding to promote the growth of well-being and quality of life in the youth world.
Until 2006, youth policies were managed by the Ministry of Culture. In 2006, the “Department of youth” was established under the Council Presidency. In 2011, youth policies were delegated to the Ministry of International Cooperation. Nowadays (2020), the Department of youth policies is, again, under the responsibility of the Council Presidency.
A National Youth Plan was developed in 2013, but there is still no specific national law on youth. Following the 2011 EU Youth Strategy, national bodies have developed a “cross-sectoral approach” to youth policy that cuts across a number of ministries, including “school, university, work, welfare, housing, environment and social services”.

Italy is not a federal state stricto sensu, but the Italian Constitution grants legislative and executive powers to the regions in all areas not explicitly covered by state legislation: Youth policy and, more generally, social policy are among them. Therefore, there are many regional laws concerning youth and many agreements between the Ministry of Youth and local authorities (regions, provinces and municipalities) for the interventions to be implemented (https://www.politichegiovanili.gov.it/attivita/accordi-e-compartecipazioni/regioni/).

1.1.4 Financial Framework

Additionally, the amount and allocation of funds differ from region to region: central and northern Italy have the highest number of allocated funds and a wider know-how, while in the South there is a greater need for intervention.

There are no coordinated funding structures at national level and very few long-term funding programmes. The National Youth Fund is the budget allocated for the implementation of actions and projects related to youth policy; it is shared at national (49%), regional (26%), provincial (3%) and local (22%) levels, but the amount of the fund changes from year to year. Consequently, local institutions are forced to launch selective calls for funds every year. In the period from 2013 to 2018, a total of 40.5 million was allocated, while a budget of 40 million was allocated for 2019, the sum of the 6 previous years.

A financial instrument to support youth initiatives of third sector organisations in Southern Italy is the “Piano di Azione e Coesione” (Action and Cohesion Plan). In 2013, the fund was financed through 2 main calls for projects, “Giovani per il sociale” (Youth for Social Issues) and “Giovani per la valorizzazione dei beni pubblici” (Youth for the valorisation of public goods). However, there have only been two calls for funds since then, each with application forms that are difficult to fill out and/or lengthy evaluation procedures. For example, the last call for funds of “Giovani per il sociale” was made in January 2018, but the evaluation committee did not publish the list of approved projects until the end of May 2020 – more than two years later, in which NGOs and youth organisations in the southern regions did not receive any funds and did not know if they ever would. At private level, most of the accessible funds come from ecclesiastical organisations who support especially youth at risk, and from banks and other private foundations.

1.1.5 Youth policies and non-formal education in Italy

In the past, non-formal education (NFE) was organised and mainly managed by ecclesiastical, especially catholic organisations. During the last decades, the number of youth organisations and NGOs has been rapidly increasing – but as there is no national register yet, it is impossible to calculate and define the impact at national level.

In 2016, Italy launched a reform of the so-called third sector, including NGOs and social enterprises, which will have a significant impact on youth policies (Legge 6 giugno 2016, n. 106, “Delega al Governo per la riforma del Terzo settore, dell’impresa sociale e per la disciplina del servizio civile universale”- Mandate to the Government for the reform of the third sector, the social enterprise and the discipline of universal civil service). The reform, which is not yet fully in place, introduces, among other things, Universal Civilian Service, which is expected to involve up to 100,000 young people per year. Participation is open to both Italians and foreigners who are legal residents.

Among the main innovations of the reform are a three-year planning of macro-objectives of volunteers’ activities, inclusion of disadvantaged young people, certification of the acquired skills, possibility to spend three months in an EU member state or to carry out a three-month internship within the assignment period, flexibility of the assignment duration between eight and twelve months.

The only institution to officially cover NFE is the Italian NA (Agenzia Nazionale Giovani). There is no official recognition of youth work and no structured frame for non-formal education, although the last school reform in 2017 supported and stimulated the organisation of educational activities outside of the formal curricula.In 2002, the Ministry of Education created the National University Council, a body composed by 30 elected student representatives that advises and formulates proposals to the Ministry. Youth councils exist in quite a few Italian municipalities and regions with different names (Consigli dei

Giovani, Consigli dei Ragazzi, Forum, Consulte, Associazioni di impegno), with the aim to represent young peoples' needs and proposals to local authorities, but their diffusion throughout the territory is anything but homogeneous.

The only national platform, the National Youth Forum (recognised by the Italian Parliament with Law n. 311/2004, member of the European Youth Forum), is an umbrella organisation of more than 75 quite heterogeneous Italian youth organisations. It aims at representing the youth sector and at creating a space for debate and sharing of experiences. With Law n. 145/2018, the Forum changed into the National Youth Council. Consequently, the process is quite recent and still ongoing.

It is evident that the objectives of promoting proactive participation of young people in the social, civic and political life, in decision-making processes of the country, as well as encouraging the creation of regional, provincial, territorial and municipal youth forums and councils have been insufficiently realised during the 16 years of the NYF's existence.

1.1.6 The school system

Looking at school reform history in Italy, it is pretty clear that most of it focused on the status of teachers, different ways of evaluating students and performing final exams. The only school reform that took curricula into account was the "Good School" reform (Law 107/2015), which introduced a system for evaluating teaching staff, the possibility for students to partially customise their curriculum if provided for by the school they attend, and the obligation to alternate school and professional activities even for non-technical institutes. Main objective of this decree was to improve the quality of the national education system. The decree put students at the centre of a project that starts from birth, thanks to the integrated system 0-6 years and gives everyone an equal opportunity to access knowledge, tools to build their future and adequate education according to international standards and goals.

Only in 2017, the Council of Ministers approved seven draft decrees on school education, as required by law 107/2015, concerning:

- The initial training system and access to teaching in 1st & 2nd grade secondary schools.
- The promotion of school inclusion of pupils with disabilities.
- The review of vocational education pathways.
- The right to study.
- The promotion and dissemination of humanistic culture.
- The reorganisation of the legislation on Italian schools abroad.
- The adaptation of the legislation on assessment and certification of student skills and state exams.

According to students, very few of these steps were implemented and became actually true.

According to the European Commission's 2020 Education and Training Sector Monitoring Report, educational spending in Italy remains among the lowest in the EU. The Italian school drop-out rate keeps declining, but it remains among the highest in the EU, especially in the south and among young people born abroad.

The percentage of young people in the 18-24 age group who leave education or training early was 13.5% in 2019, down from 14.5% of the previous year. The school drop-out rate remains well above the EU average of 10.2% and is far from the EU 2020 benchmark of 10%. Between regions, rates vary considerably, from 9.6% in the north-east to 16.7% in the south. Boys are more likely than girls to drop out of school early (15.4% against 11.3%).

1.1.7 Recognition of youth work and non-formal education

In Italy, a specific definition of youth work does not exist. Youth work is linked to the concept of "Animazione socio-educativa", which comes from the "active pedagogy" of theatre and popular tradition. Since there are no defined boundaries for youth work, it is seen as a summary of expressions shaped by different traditions and frameworks and is used to cover a wide range of activities.

The "tradition" of youth work in Italy began in the early 1990s as a result of EU-funded projects. However, it has to be noted that even before that, well-established socio-educational and leisure activities were already offered by the church, parishes, scout associations and several other third sector organisations at national, regional and local level.

In the last decade, the EU's political priorities and especially the related funding programmes that promote mobility and exchanges have been an important driver for youth work. Italian youth work is not defined by a national law. It is conceived as a non-formal learning process implemented outside formal education, aiming to develop young people in terms of citizenship and integration into civil society, and to strengthen solidarity between generations. Organisations providing youth work in Italy share general values: youth work should not only aim at providing tools for the labour market, youth workers do not only need to work with young people at risk but should accompany and support all young people in promoting their potential and encourage the active participation of young people in activities at local level. In Italy, there are no specific labour agreements for youth workers. The state recognises a number of regulated professions in education, such as vocational educator, socio-cultural educator, community worker, social worker, etc., but none of them are specifically focused on youth. Thus, youth workers are mostly employed as coaches (sports, arts, theatre, etc.), assistants for learners or socio-cultural animators. The creation of a professionalised training and certification system for youth work, regulated by the state on the basis of specific accreditation systems, currently seems to be the biggest challenge for the different associations and institutions in Italy.

1.1.8 Youth Centres

For the recognition and professionalisation of youth work, both in formal and non-formal education and in voluntary recreation, the creation of a solid and well-funded network of dedicated youth centres would play a central role. Youth centres provide young people with equipped spaces where they can meet and exchange with peers and with adult professionals (educators, youth workers, arts trainers...) in an inclusive, welcoming environment where they are listened to and not judged; where they can express themselves freely but also develop and acquire key skills and competences in a non-formal context, gain experience and access information (both national and international).

Such “centres of youth work” are lacking and are not evenly distributed in all districts, small towns and rural areas of all Italian regions. Currently, they are mainly concentrated in metropolitan areas (e.g. in Rome there are 23 Centri di Aggregazione Giovanile, CAG, funded by Law 285/97 “Provisions for the Promotion of the Rights and Opportunities of Children and Young People”: National Fund for Children and Adolescents, which aims to implement interventions at the national, regional and local levels to favour the promotion of the rights, quality of life, development, individual achievement and socialisation of children and adolescents). In small towns, spaces for social gatherings are almost exclusively represented by oratories, the “piazza” or the “muretto” (typical Italian expression for places where groups of young people meet), “game” spaces (billiards, video games...) or bars. Not to mention training centres, youth hostels and spaces that allow international exchanges: In Italy, they are very rare, expensive and/or poorly equipped, hardly accessible (as they are located in suburbs not accessible by public transport). Moreover, they are often run by private companies or belong to the church.

But residencies and exchanges (including international ones) outside of one’s “normal” life are core moments for the growth of an individual. Besides, places communicate as well: ready-to-use, connected, easy-to-use, without architectural barriers, at low cost, would favour the activation of educators, youth workers and coaches and the participation of young people. Young people need to feel that the adult world and institutions care about them and “invest” in them by offering them the best conditions to think about and plan their future.

1.1.9 Implementation of the EU Youth Strategy

At international level, Italy participates in the main EU programmes. As it has an impact on individual assets (acquired and improved skills, transformation of organisational models) and a concrete impact on CV and career prospects, Erasmus+ mobility remains the best known, most appreciated action and also the most effective and adapted to the needs of young people.

Despite many difficulties, the Youth Guarantee has delivered some results. The programme acted as a driver for reform and innovation in policy-making and contributed to the establishment of support systems at national level. The number of young people registered since the launch, reached about 1.5 million in January 2018 (ANPAL internal reporting, 2017). More than 1 million have been taken into care by the PES network or private providers, and more than 520,000 have completed some kind of active labour market measures. However, the proportion of young people still on the programme who have not received an offer for more than 4 months remains high (75.2%) and the proportion of NEETs covered by the programme is increasing, but still low (14.1%).

Since 2002, the Informagiovani Italia network, supported by public institutions at local level, has been providing free information and advice services to promote initiatives, study opportunities, guidance, training and work at local, national and EU level.

1.1.10 Conclusion (national level)

For youths, the main issues in Italy remain early school leaving and high unemployment or underemployment. Consequences are difficulties in leaving the parents' home, building an independent personal and professional life and eventually emigration in hope for more opportunities.

There is an urgent need for a national law that clearly positions the role of youth work in Italian society. In the absence of a definition, the range of activities that can be considered youth work in Italy is wide. This means that there is little evidence of the overall outcomes and impact of youth work.

Financial constraints due to the lack of stable and long-term public limit the ability of youth organisations to carry out effective activities. Nonetheless, the challenge for youth work in general is to reduce dependence on public funding by diversifying funding sources. Youth workers face two different types of problems that are interrelated: on the one hand, the lack of recognition at institutional level, and on the other hand, the lack of professional perspectives for people currently working as youth workers. This has a negative impact on the level and development of skills in the sector: the career path is not clear and there is a lack of professionalisation of youth workers.

The creation of a professionalised training and certification system for youth work, regulated by the state on the basis of specific accreditation systems, therefore seems to be a challenge that the various associations and institutions in Italy are still failing to meet.

1.2 Youth Policies at regional level

1.2.1 Description of the regions: Lazio and Tuscany

The following presents the situation in two regions, where the Italian partners are based: Lazio and Tuscany.

Lazio is an ordinary statutory region in central Italy with Rome as its regional and national capital. With 5,867,097 inhabitants, it is the second most populated region in Italy and the ninth in terms of surface area. Inside, is the small enclave of Vatican City. It is divided into 4 provinces: Latina, Frosinone, Rieti, Viterbo and the Metropolitan City of Rome.
The territorial entity of Lazio Region was created by the Republican Constitution in 1947, although the first representative political body only became functional in 1970 with the election of the regional councils.

Tuscany is an ordinary statutory region in central Italy, bordering Lazio to the south. It has over 3.7 million inhabitants, representing 6.2% of the Italian population, with Florence as the state capital. Tuscany has an ageing population, with an average age of 45. The gross domestic product is equivalent to 6.8% of the Italian total. The sectors that most influence the Tuscan economy are fashion (textiles, clothing, leather) and tourism. The unemployment rate was 7.3% in 2018, slightly lower than the national average. In the last 5 years, the percentage of early school leavers has decreased from 16% to 11% and that of NEETs from 22% to 18% (source: IRPET).

1.2.2 Institutional and financial framework

Lazio Region supports youth policies with “GenerAzioni: Lazio Region for young people”, the package of initiatives funded with almost 8 million euros from 2018 to date and to which around 2 million new investments will be added in 2020.

“GenerAzioni” includes the LAZIO YOUth CARD, a Lazio Region app that guarantees young people aged 14-30 better access to tourism, culture, sports and entertainment with discounts and free access.

LAZIOSound, a support programme for bands, composers, singers and musicians between 14 and 35 years old, funded with 50,000 euros in 2019 and 250,000 euros in 2020.
Youth Itinerary, a 5.2 million euros call in 2019 for municipalities to transform unused public spaces into places for young people.

VITAMINA G supports youth by funding projects designed and implemented by young people under 35. The call for proposals of 785,000 euros is aimed at informal groups or youth associations for the design and implementation of projects to improve the territory through a contribution of 25,000 euros per project and a range of accompanying services.

The "Torno Subito" programme, launched in 2014 (and still functioning and funded) by the Lazio Region, one of the very few long-term interventions in Italy is of particular interest. It funds projects submitted by university students and graduates aged 18 to 35, structured in integrated courses for further education and work experience in international and national contexts. The first edition was funded with 5 billion euros and 513 projects were approved. Within 5 years, more than ten times as many projects have been approved, proving that long-term policies and targeted funding can lead to clear and stable results in youth policy and eventually provide real opportunities for young people.

As far as the Tuscany Region is concerned, the fact that youth policy plays a central role in the Regional Development Programme 2014-2020, through which Tuscany aims to achieve the Europe 2020 objectives, is evidenced by the articulated long-term programme "GiovaniSì". Founded with the aim of developing "the individual skills, job opportunities and quality, emancipation and social participation" of youth, "GiovaniSì" is included among the region's 24 strategic projects[1]. It is managed and coordinated by a dedicated office based at the Presidency of the Tuscany Region, and it publishes regular texts in Italian and English language, among which Click - Istantanea sulle politiche giovanili in Europa and the recent Youth Worker di nuova generazione[2].

The opportunities provided by "GiovaniSì" focus on the right to study, to enter the world of work and to become independent. It is based on 7 areas: internships (curricular and non-curricular internships and professional apprenticeships), housing (contribution to rental costs for young people moving out of their parents' home), civil service, entrepreneurship (start-up grants and micro-credit initiatives), education and training (vouchers, scholarships, vocational training programmes), employment (vouchers for co-workers) and Giovanisì+ (projects and initiatives in fields such as participation, culture, legality, sport and social issues). Almost 300,000 young people aged up to 40 years have benefited from the different actions of the programme. Since May 2014, the Youth Guarantee scheme has been integrated into "GiovaniSì".

Since its implementation in 2011, more than 1 billion euro have been allocated to "GiovaniSì": next to regional and national resources, over 64% of the resources committed in the period 2014-2020 came from the European tructural and Investment funds.

Based on the experience of "GiovaniSì", a law defining objectives and strategies of youth policies in the Tuscany Region has been approved in July 2020.[3]

---

1 (https://giovanisi.it/wp-content/uploads/2015/01/scheda-Giovanis%C3%AC-nel-PRS-2016-2020.pdf)

2 (http://www.regione.toscana.it/-/click-istantanea-sulle-politiche-giovanili-in-europa, https://giovanisi.it/2018/10/22/i-libri-di-giovanisi-youth-worker-di-nuova-generazione/)

3 (https://giovanisi.it/2020/07/giovanisi-modello-europeo-fondamentale-aiutare-i-giovani-a-rendersi-autonomi/).

1.3 Youth representation

There are several official institutions that pretend to represent the youth's interests in relation to local policy making, but they mostly have a formal nature and no real impact on local and national policies. Furthermore, they are almost 100% based on the involvement of students and do not succeed to reach and involve non-organised youth, early school drop-outs, NEETs, etc.

The **Lazio Region** supports the promotion of youth councils on the whole regional territory (regional law n. 20/2007), in order to:

- Strengthen the involvement of young people in local political life.
- Encourage, also by participating in European programmes, the dissemination of good practices regarding participation in local political life, and the implementation of projects and initiatives in the field of cultural exchanges.

A municipal or inter-municipal youth council is a representative body that is elected by all young people aged between 15 and 25, residing or domiciled in that municipal area. It has preventive and mandatory consultative functions on all administrative acts, launched by the Municipality, which concern young people. The Municipality, therefore, should not deliberate on youth policies without first having formally consulted the youth council.

YOUTH COMMUNITIES are instruments of cultural and social growth that contribute:

- To the development the democratic foundations of civil coexistence.
- To promote social commitment and the culture of legality.
- To support the development of one's own personality while respecting others.
- To promote sports, as well as recreational, social, educational, environmental, cultural and touristic activities.

The **Tuscany Region** has established a Student's Parliament (Regional Law no. 34/2011), a democratic representative body of secondary school students, who can make proposals and comments on Regional Council documents concerning young people or schools and ask to be consulted by the concerning bodies.

During the "GiovaniSì" programme, "Tavolo Giovani" was established in 2016 as the main participatory tool of the programme - however, this "table" does not directly involve youth: it was established through a memorandum of understanding between the region and 35 municipalities, trade unions and third sector organisations.
In December 2019, 15 youth forums and councils from different parts of Tuscany, starting from the islands of the Tuscan archipelago, launched a self-organised permanent regional assembly that is still taking its first steps; it could be an interesting example of direct proactive youth participation.

1.4 Conclusion (local level)

Both in Lazio and Tuscany, there are many initiatives to support youth. In the case of Tuscany, even within a larger structural frame, financed through regional, national and EU funds. These initiatives are mainly aimed at accompanying young adults in the passage from school to profession, at helping them achieve financial independence from their parents and finding their place in the labour market.

In general, direct youth representation is limited to students at secondary schools. For the other youths, local and regional bodies normally prefer to interact with third sector organisations as intermediaries. Those function as so-called “horizontal subsidiarity”, a rather abstract concept of non-profit solidarity based on the assumption that third sector organisations, as an expression of civil society, take care of collective needs and activities of general interest, while public authorities intervene in a “subsidiary” function of planning and coordination.

This means, that youths have to speak through schools or NGOs – organisations not necessarily run by peers. Thus, it is very unlikely that a local body accepts to entrust the management of a youth centre directly to young people: the hands-on work in youth centres remains delegated by private operators (NGOs and social enterprises).

Reference links see page: 185

CHAPTER 2: Needs in Youth Work

From the research on the status quo of youth policy in Italy previously described in Chapter 1 and from feedback from youth workers and young people, we identified four main needs:

1. The need to clarify and define areas of intervention of youth policies and to coordinate and harmonise initiatives both at national and local level, also regarding harmonisation of long-term funding opportunities.
2. The need for a reform of the school system, both on a structural level and regarding programmes with a specific focus on recognition of non-formal education.
3. The need for structural tools to facilitate active participation of all youths, in order to concretely influence local and national policies.
4. The need to have youth centres with facilities in all urban districts, small towns and rural areas, as well as centres for residential training in all territories, and to give recognition, professionalisation and stable job opportunities to youth workers.

Transversal to the four needs described above is the need for inclusive, empathetic education that pays attention to intercultural and gender issues, active citizenship, support for people with disabilities, the environment and sustainable development.

2.1 Harmonisation of Youth Policy funding at national level

As described in chapter 1, at legislative and institutional level, Italy lacks a clear definition of youth (also in terms of different needs for the age ranges 14-18 and 19-35). Consequently, youth policies also lack a clear direction and management and even the objectives of youth policies have constantly been changing throughout the years. This situation has caused a fragmented framework in which young people, youth organisations and NGOs have difficulties in equally accessing dedicated opportunities.

There are two tightly interconnected needs that arise from this fragmentation:

1. The distribution of funds from the central level causes great differences between the regions.
2. The almost yearly changes in the amount of funds allocated to the regions do not ensure stable and long-term project initiatives, both for youths and for NGOs.

The discontinuity of funding and its inadequacy (also due to mechanisms such as low-ball tenders), certainly stimulate creative processes - but it also makes the work of youth professionals highly stressful, unsafe and underpaid: organisations are often unable to stabilise the workers or to offer them a decent number of hours. This generates job uncertainty for the workers, who often have multiple jobs or cover multiple positions within the same organisation. This is compounded by the discontinuity of interventions and the development of stable and personalised support structures: far too often, projects have to limit themselves to one-off interventions or, worse, “fill in the gaps”, to the detriment not only of the organisations, but above all of the young people and the communities.

Thus, there is a need for long-term funding programmes and for easy-to-participate calls for funds directed to NGOs and youth organisations, specifically at national but also at regional and local level. This would allow organisations to plan and implement long-term initiatives for young people, to hire qualified staff on a long-term basis, and to provide durable opportunities to youths. Moreover, communities need to be offered perspectives: because the third sector, acting as an intermediary between the public sector and communities, can better identify the needs of communities and provide services that meet those needs.

There is a need for a larger harmonisation of the funding structures at national level - because all Italian youth organisations and professionals and all young Italians, no matter in which region they live, must have equal opportunities in accessing funds to develop their initiatives on a durable long-term basis.

For the same reason, equal access to information on funding and other opportunities is another core issue: there is an urgent need for well-structured platforms, pooling all information at national and at every regional level, to facilitate access for all youths, youth organisations and professionals.

2.2 A true reform of the school system

According to youths' opinion, school curricula often do not match with their learning needs (e.g., use of digital tools) and do not foster creativity, autonomy and self-esteem.

The 2017 school reform stated objectives which are not reached yet.

The first need, in this case as well, is a more balanced situation throughout the national territory. School buildings are old and renovations are delegated to regions or provinces, thus increasing the national differences. ICT support is still too scarce, there is a great need for equal access for all schools in all Italian regions to technical and digital tools such as digital whiteboards, video equipment and in some cases even Wi-Fi connections in classrooms. This causes unequal opportunities to teach pupils a thoughtful use of digital equipment and misses the opportunity to exploit and enhance digital skills of the younger generation. There are even more barriers to equal access for students with special needs. Especially in small towns, aids to facilitate learning, e.g., for visually impaired pupils, are hard to find, although they are required by law in every school.

The second need derives from the teachers' lack of preparation regarding intercultural education and non-formal methods, which have been recognised as the most innovative and fruitful ways to facilitate learning processes. This leaves teachers unprepared to welcome the increasing number of non-Italian speaking students and to implement non-formal or non-verbal methods of teaching Italian as a second language, as well as personalised programmes for children from abroad.

Assessment and teaching methods do not stimulate youth empowerment and the desire to improve but emphasize differences by valuing the best and leaving behind those who show difficulties. Teachers are forced to finish the program at all costs and at the expense of individual or single class needs. This leads to a high percentage of school drop-outs, especially among students from low socio-economic status environments. More generally, in order to reduce student dissatisfaction and thus the phenomena of school drop-out and NEETs, they should be more directly involved in curriculum development and have more space to develop their personal projects so that they feel that the school "belongs" to them.

2.3 Tools for active participation

As seen in chapter 1, the Italian involvement of youths in local and national policy-making is to a very large extent based on representation through so-called youth organisations, third sector organisations (=NGOs) that are mostly managed by adult social workers with little direct participation of youths, and where adult-controlled mechanisms are likely to be required for youth opinions and needs to be represented.

Also, regarding youth participation, there is a need for harmonisation at the various regional and local levels in order to give all youths equal opportunities to have their voices heard. There is a need for national guidelines that promote the establishment of youth councils in all regions and municipalities throughout the national territory and propose some parameters for their participation. Participation is a trendy word, youth participation even more, but in most cases, "participation" is limited to communicating problems and proposing ideas. In the best case, most of the existing youth councils or fora are youth advisory bodies with little or no concrete possibility to influence local policy-making. Consequently, those young people who have the motivation to actively participate in local policy-making become frustrated when they do not feel taken seriously and tend to distance themselves.

However, this is not a good policy for contemporary democratic societies. This society is ageing and tends to focus its attention on productive classes - or on the elderly because they often have significant purchasing power and a lot of free time - or on children - but young people and adolescents are not generally seen as social and political actors. Inclusive youth participation is more than just youth engagement. Inclusive participation means treating young people as equal and important partners in driving change, it means implementing interventions with young people and not just for them.

Society must listen to their specific needs, allow them to recognize the possibilities and limitations of the democratic system, give them the opportunity to interact as equal partners with local policy makers and to engage proactively in local politics and issues that affect them directly, but also in those that affect the whole community; All this makes young people grow into conscious citizens, makes societies more inclusive and the democratic system stronger.

There is a need for youth councils that are more than just advisory bodies, but where youths are involved as political actors with rights to uphold and interests to defend. Youth councils should be widespread at the various regional and local levels in order to give all youths equal opportunities to have their voices heard. At the same time, local bodies and civil society should support the youths in establishing youth-led formal and non-formal associations, as well as self-organised permanent structures allowing direct proactive participation.

2.4 Youth Centres

Judging from the survey, there is a clear need for youth centres (Centri di Aggregazione Giovanile, CAG) and residential training centres in all urban districts, small towns and rural areas. There is a need for young people to have public and well-equipped places where they can meet, develop and acquire practical and relational skills, gain experience, access information (both nationally and internationally), plan, receive guidance and confront themselves with experts and trained adults. CAGs have a high social value and work alongside the other educational agencies of the territory. They work in a preventive perspective, carry out actions against school drop-outs, deviance,gender violence and addictions. Unfortunately, they are too often perceived as places for multi-problematic youths rather than as inclusive meeting places.

CAGs correspond to the concept of “youth spaces”, defined by the EU as “centres of youth work”: Environments where young people can develop their creativity and interests by spending their free time there, places for all young people equally, for more opportunities in education and the labour market; as tools for inclusion, active citizenship and solidarity; structures run by youth workers where all young people, including those who do not belong to any organisation, can meet, create and participate in projects; channels to develop the skills and competences of young people, especially those who have fewer opportunities. The basic philosophy of these spaces is to enhance cultural and creative youth production, combined with the development of key competences, required in the labour market. In these informal and non-formal contexts, a large part of the eight key competences is ac-

quired: communication in the mother tongue and in at least one foreign language, digital and mathematical skills, creative and social skills, self-entrepreneurship and learning to learn. Italian welfare should recognise the need for larger investments and provide for the opening of new CAGs throughout the territory.

There is a need for a greater distribution of multifunctional spaces in the area. These spaces for social gatherings are economically self-sufficient or with mixed funding (public and private), young people are trained and some of them can later be employed as youth workers themselves. New funds should also be allocated to open spaces where young adults can try forms of co-management and self-management (investments for this group are clearly inadequate and access to funds is often difficult). Such spaces could become experimental cultural centres, incubators of ideas, sharing, design and creative development, active citizenship and social commitment, as well as experiences of youth entrepreneurship. These places could have a supporting role in the involvement of NEETs.

CHAPTER 3: Recommendations

The groups of Italian young people involved in the project went through an intensive path of reflection on the gaps they perceived in youth policy.

In January 2020, during the conference "I giovani incontrano la politica" held in Rome, they met politicians and stakeholders in order to discuss issues and to question possible solutions. Working on the four topics of inclusion, environmental protection, school renovation and youth centres, the groups of youngsters, together with youth workers, had the possibility to confront opinions and discover the decision-making process.

The next paragraphs will present results of discussions and the possible solutions recommended by the youth. Each paragraph is related to the needs described in chapter 2.

3.1 Harmonisation of Youth Policy funding at national level

- As a first point, parliament should allocate a specific portfolio to the Ministry or Department for Youth Policies, together with the task to harmonise funding between the various regions and to grant every region, on a multiannual basis, a minimum budget that can only be increased but not reduced.
- Change takes time and to improve the impact of actions taken by youth organisations, more structured and longer-term programmes are needed, both at national and at regional level. Following the few existing long-term and structured good practices in the field of youth policy (e.g., GiovaniSi in Tuscany, Torno Subito in Lazio), the Ministry of Youth should at least issue regular calls for funds and offer multi-annual grant agreements.
- Young people feel as though they are missing opportunities due to misinformation. Project information is spread in different ways, usually only on official websites which are not so accessible for young people. The suggestion is to create an easily accessible and interconnected platform, pooling all information at national level and including all regional opportunities. The platform should be managed centrally be the ministry and facilitate access to information for youth, youth organisations and NGOs, with creative design, using videos and accessible and simple information.
- In order to balance opportunities at national level and to avoid so many differences at regional level, the idea is to establish a body with powers of direction and coordination, carrying out surveys and researches on the initiatives promoted by each individual region, including monitoring and evaluation. This could lead to the spreading and exchanging of good practices among the national territory, and to avoid misuse of public funds. This body should be a coordination authority where all regions are equally represented.

3.2 A true reform of the school system

- Structural renovation is very much needed, for that the government should allocate funds for the renovation of school buildings, and for technical adjustment and technological/digital upgrading of the classrooms, equally distributed in all regions and provinces of the national territory. It is very important to acquire ICT tools to facilitate access to learning for all young people, including those with special needs, equally distributed in all regions and provinces of the country.
- Training programmes for teachers on digital learning, intercultural education and non-formal methods should be launched on a national level with general objectives to be reached by all teachers. The Ministry of education should establish a fair evaluation system to evaluate teacher progress and capacity to adapt to new technology and use of new tools.
- Regular grants aimed at allowing schools to hire external qualified third sector organisations in addition to the regular teaching programme should be assigned by the Ministry to each region for launching “paths for transversal skills and orientation”. Define criteria and create national and/or regional registers of third sector organisations qualified for carrying out the above-mentioned transversal paths. For this reason, it is also suggested to support the establishment of networks between teachers, training agencies and professionals of the third sector organisations specialised in non-formal education and Youth Work.
- Ministry of youth, Ministry of education and National Agency of Youth should work together to define an educational curriculum for Youth Workers combining formal and non-formal education in order to establish qualification standard for youth work and guarantee high quality education paths for young people.
- To guarantee high standards of non-formal education paths is important to ensure official recognition of non-formal education certificates (e.g., Youthpass) in the construction of learning and professional curricula. In this sense, again, the Ministry of youth, Ministry of education and National Agency of Youth should work together.
- Involvement of students in actively elaborating suggestions for the design of the school curricula and give space to their own projects so that they feel the school as something that belongs to them is also suggested to teachers and school principals.

3.3 Tools for Active participation

- At all local levels: Establish Youth Councils in all municipalities in the whole country.
- At all local levels: Ensure that YCs have effective consultative power, and that youth participation has concrete means to influence the decisions that concern them.
- At all local levels: Harmonise the criteria for representation in these YCs, involving not only students but also non-organised youth (NEET), as well as gender balance and representation of youth with special needs.
- At all local levels: Favour self-organised proactive youth participation and encourage the participation of young people in associative life, particularly in youth organisations.
- At all local levels: Recognise, promote and protect the independence of youth groups and youth organisations.
- At national level: Recommend to the NYC to focus more on non-organised youth and on criteria for representation.
- At national and at all regional and local levels: Involve the youth centres as promoters and enhancers of youth.

3.4 Youth Centres

- At national and at all regional and local levels: Provide medium- to long-term funding (3 to 5 years) for youth centres throughout the country, also by accessing dedicated EU funds. In order to favour project continuity and a real impact of the interventions on the social context, a funding system should be provided that is not limited to plugging holes in response to some emergency but that promotes sustainable processes.
- At national and at all regional and local levels: Allocate funds for the renovation of old buildings and/or unused spaces to create new youth centres. Italy is full of empty and abandoned structures, even in strategic and key locations in big cities.
- At national and at all regional and local levels: Support the creation of new youth centres especially in rural areas and small towns.
- At all regional and local levels: Support the creation of open spaces where young adults can experiment with forms of co-management and self-management. Regenerating unused spaces or converting them and dedicating them to innovative and creative projects proposed by young people, in connection with schools, can reduce school drop-outs, stimulate planning and personal and group investment and reduce the NEET phenomenon.
- At all regional and local levels: to promote cooperation and networking between youth centres. The connection between the local, regional, national and international dimensions enhances youth and local culture; it enables the transition from culture to

inter-culture, giving dynamism to the term by emphasising that culture is not a static concept (but one that is constantly evolving). The interconnection between youth centres increases exchange, creates dynamism, circulation of ideas, fosters openness and intercultural dialogue, creating points of contact to challenge stereotypes and prejudices and promote human rights. From youth centres to intercultural youth centres.

- At national/governmental level: Support the professionalisation of youth workers through structured and recognised training, including extended periods of practical training and job shadowing in youth centres.
- At all regional and local levels: Create easily accessible and multifunctional residential facilities in all regions, equipped with technological facilities, connections, conference rooms, translation booths, dance and music areas, video projection, barrier-free access, etc., managed by accredited (non-religious) organisations and with special prices for young people (under 35), schools, informal groups. In each region there should be at least one facility with the necessary services to host national and international exchanges (dorms and canteens).
- At all public and private levels: Launch real public-private co-design projects and implement investments, including through other forms of financing (fundraising, crowdfunding, foundations, etc.); cut the red tape.

3.5 Conclusions

During this work's development, between 2018 and 2020, Italy has had three different governments. Therefore, it is difficult to collect information (which changes every few months) and to make long-term plans. This is surely Italian politics' biggest problem.

The COVID 19 pandemic is also a challenge on many levels, but especially for the young generation, for whom social contacts are the basis of health, mental and emotional development. The pandemic has shown, what was long anticipated: a school system unable to adapt to new technologies. Distance-learning has made it necessary to update old systems and has put a strain on teachers' abilities to revamp old curricula.
Third sector organisations and youth workers have made an incredible effort to meet the needs of a `locked' generation, to keep activities and social contacts alive – in most cases without any institutional support. These are also the reasons why we believe suggestions from young people should be heard and are very much concrete observation to be followed.

A massive renovation is needed, with an effort to take care of the new generations who are the future of our old nation.

GREECE

CHAPTER 1: COUNTRY REPORT

Authors: Kelly Manoudi (EUphoria, Athens) and Andreas Almpanis (SMouTh, Larissa)

1.1 National Level

Definition of Youth

According to the General Secretariat of Lifelong Learning (former General Secretariat of Youth, under the Ministry of Education and Religious Affairs), the age group between 13 and 30 years old is considered youth. There are no other criteria to describe youth besides the age. In some special cases (when activities are addressed to vulnerable social groups like people with limited accessibility, NEETs, former inmates, drug users etc.) and for projects that are funded by the Greek state, the age limit could be higher than 30 years old. The total population of Greece is 10,724,599 persons, while youth of 15-30-year-olds are 1,667,431 persons (Hellenic Statistical Authority, January 2019). Greek youth are approximately 16-17% of the total population, which is one of the lower indicators in the EU.

Living conditions of youth

According to both experiential and statistical clues, youth in Greece are rather family dependent. The average age of leaving the family home is 30.7 years old for men and 28 for women, while job search is done mainly through relatives and friends (approx. 40%).

The situation in the Greek youth labour market is one of the most disadvantaged in the EU, with a youth unemployment rate of 27.3%, while 41.3% of the total youth population have the status of part-time jobs or/and subsidised vocational training programmes (they are not officially considered unemployed). The very high rate of youth unemployment in Greece during the past years (2013: 40,4%) contributed to the “brain drain” phenomenon, according to which the more trained and highly qualified young people migrate to EU and other countries (USA, Australia, United Arab Emirates, etc). Since 2008, approximately 450,000 young people left Greece to look for a job abroad. Even today, when job opportunities seem to increase, 15.6% of young people state that they would leave Greece for a European country, while 10% would leave even for a third country (Hellenic Statistical Authority, Youth in Greece 2019).

In terms of poverty indicators (4,718 euros per person per year) and risk of social exclusion, young people in Greece are more at risk than the rest of the general population (22.9% of young people are in poverty status, compared to 18.5% for the general population; 38.2% of young people are at risk of social exclusion, compared to 31.8% for the general population).

According to the outcomes of the Hellenic Statistical Authority research (Youth in Greece 2019),), young people in Greece struggle to or are deprived of:

- Payment of unexpected expenses (47.6%)
- A week of holidays (48.3%)
- Hobbies – time for themselves (47%)
- Payment of loans and credit cards (47.1%)
- Rent payment (30.1%)
- Recreational activities (28%)
- Satisfactory heating (23.8%)
- Nutrition: meat, fish, poultry every 2nd day (4.1%)

Regarding the use of legal psychotropic substances, data show a relative decrease in recent years (17.2 % daily smoking and 6.1 % daily alcohol consumption), but both empirical data and statistical evidence show the decrease in the average age of illicit substance use. Crime in the 13-17 age group increased by 38% from 2011 to 2018, while it decreased by 25.2% in the 18-29 age group over the same period.

Institutional, legislative framework

The General Secretariat for Lifelong Learning and New Generation and the Youth and Lifelong Learning Foundation (National Agency for Erasmus+ in the field of youth) are the responsible institutions for youth work in Greece.

The General Secretariat for Youth was established in 1982 as a government body with the main objective of shaping, monitoring and coordinating government policy for the new generation and its connection to society and its stakeholders. Thus, Greece was harmonised with European and international practices to create autonomous and integrated state services at a high level, with policies for the youth.

From the very beginning, the activity of the GGNG has been linked to the proposal of a new policy content that would be in line with the interests and demands of the new generation. The General Secretariat for Youth develops a series of actions and programmes in the narrowest core of youth policy and attaches great importance to cooperation with civil society actors, especially youth organisations and youth, with the main aim of alleviating and solving problems.

In 1985, the State Ministry for New Generation became the General Secretariat. Initially, it was subordinate to the Ministry's Government Presidium. Today it is part of the Ministry of Culture, Education and Religious Affairs.

In August 2014, PD 114/2014 “Organisation of the Ministry of Education and Religious Affairs” (Government Gazette A 181 29.8.2014) is published. According to the new organisation (Article 2 of the PD), the General Secretariat for Lifelong Learning and New

Generation is created due to the merger of the General Secretariats a. Lifelong Learning and b. New Generation.

The General Secretariat for Lifelong Learning and the New Generation, which acts as the executive authority for Lifelong Learning in Greece, carried out for the first time at national policy level an initial registration of all LLL activities organised and implemented by state actors and key social partners. The information contained in this report is the result of data provided by ten different ministries, by regions and municipalities and by 25 key social partners, including tertiary sector trade union organisations.

The Youth and Lifelong Learning Foundation prides on its long and rich history, originating from the National Youth Foundation (founded in 1947). Its current name and state came about from the merging of the Institute for Continuing Adult Education and the Institute for Youth.

It is a private-law institution operating in the wider public sector and is financially as well as operationally independent. It is a non-profit institution under the supervision of the Ministry of Education, Research and Religious Affairs, but also directly linked to it as a provider and as a contractor of the projects and programmes that the Ministry allocates to the Foundation.

The Youth and Lifelong Learning Foundation is governed by a 7-member Board of Directors. Its members include university professors and managers with many years of professional and teaching experience in the fields of adult education, lifelong learning and youth. They are highly qualified professionals specialised in the Foundation’s areas of expertise, particularly in educational research, planning, implementation and evaluation of European programmes for adults, youth and vulnerable social groups.

Youth representation

Officially, youth are being represented by the National youth council of Greece (ESYN).

The National youth council of Greece (ESYN) is an umbrella organization with 59 affiliated members. It is an “independent, non-governmental, non-profit federation of Greek youth organizations.” According to the youth policy briefing (2012), the ESYN was established in 1998 and its role is “to be the official representative of Greek youth” at international forums and to act as “the main interlocutor” between the government and young people on “youth issues at the national level.” The ESYN is a member of the European Youth Forum and the Mediterranean Youth Forum.

Youth Law

The first time that a law was voted on was in 2006, No. 3443/2007 and it was about "increasing the participation of young people in the management of local affairs, accordingto their interests, in each municipality and community of municipalities are constituted respectively City and Municipal youth councils (local youth councils). The work of local youth councils is to discover and monitor the needs and problems of youth at local level, to carry out initiatives and activities for the full and free development of young people's personalities, to take measures for the active and effective participation of young people in the local community and to implement them in cooperation with the respective local self-government, as well as to develop cooperative relations with relevant local youth councils at national and European level.

Today, these youth councils are not active and they have never worked in accordance with the high expectations that were established.

Support structures for youth

Not many structures are open and free for young people. However, some of them are:

1. Youth Information Centers (YICs) are structures that operate under the responsibilty of local government and are primarily aimed at bringing young people in touch with ICTs and providing up-to-date information on youth areas of interest. At the same time, YICs are meeting places for young people where they can spend their time creatively. There used to be 120 YICs in the past, but now only few are left. Most of them work under private initiative.
2. DASTA is a horizontal structure of the Universities, whose main task is to coordinate the actions and services of the individual operations (Liaison Office, Innovation & Entrepreneurship Unit, Internship Office). The goal of all units is to better and more effectively connect the Foundation to the labour market.
3. The Eurodesk Network is a portal that provides young people information on European policies and opportunities the European Union offers. The Eurodesk Network operates in 33 European countries and offers free immediate online access to specialized and accurate information, covering a wide range of topics, such as work, education, mobility and volunteering. The hope is to guide young people in the right direction, using specialized information tools.

National Financial Framework

Unfortunately, the authors did not have any insight into numbers of the budget of the General Secretariat. Hence, more information is needed on the funding of youth related policies, especially with regard to a breakdown of funding: where resources have come from and what it has been spent on.

With regard to the implementation of the Youth Empowerment Strategy and Action Plan, all European Union funding sources (Erasmus + Youth Initiative, Horizon 2020) / EU Research Programme and Innovation, etc.) can be effectively used, while the national budget is strengthened by a modern legal framework linking all European and national youth initiatives and actions based on common objectives and principles. The use of these Community funds will depend on the budget of each programme, its added value, its beneficiaries and its development.

At the same time, the state budget (regular budget and Public Investment Programme) is an important source of financial support for actions implemented in the framework of the Youth Empowerment Strategy Framework, as youth empowerment constitutes a key national priority.

Apart from the annual budget of the Ministry of Education, the General Secretariat for Lifelong Learning and the New Generation and the Youth and Lifelong Learning Foundation, there are funding programs from the Greek Manpower Employment Organization (OAED), supervised from the Ministry of Labour, which are addressed to young unemployed people and also provide funds for internships and youth entrepreneurship:

- Private foundations: In Greece there are many private foundations and each one of them serves a different purpose. Three of them provide the biggest funds:
    a. Bodosaki Foundation
    b. Onasis Foundation
    c. Niarchos Foundation.

Recognition of non-formal education

Recognition of non-formal education is only provided through the European Union and the criteria of the recognition are the ones that the EU has. The only certificate for participation in activities/projects of non-formal education is the Youthpass (Erasmus+).

There is no official, state-provided training for youth workers. Usually, youth workers are trained in the various trainings of Erasmus+ projects. Some private organizations like YMCA of Thessaloniki train their stuff for future involvement in their activities and it is not open for everyone. Youth work is learned from experience in the field.

EOPPEP is the national organisation for the certification of qualifications and career guidance, an all-encompassing statutory body that invests in better quality, more efficient and more reliable lifelong learning services in Greece.

EOPPEP operates under the supervision of the Minister of Education, Research and Religious Affairs and is located in Athens. It has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: The National Centre for the Accreditation of Lifelong Learning providers (EKEPIS), the National Organization

for the Certification of Qualifications (EOPP) and the National Centre for Vocational Guidance (EKEP). EOPPEP develops and implements comprehensive national systems for the accreditation of non-formal and informal learning and provides scientific and technical support in designing and implementing the vocational guidance national policy, as well as the provision of such services in Greece. Although, EOPPEP provides certificates for non-formal education (through lifelong learning), there is no official connection to youth work.

The work of the youth worker could be voluntary or paid from private organizations/NGOs. Only few are paid by municipalities and not officially as youth workers, but as teachers or animateurs. The majority of the Greek society is not informed about the profession of youth workers, nor their importance. In recent years, there has been a discussion by non-governmental organisations to address the issue of cooperation between formal and non-formal education. Officially, the only cooperation between the two categories comes from the Erasmus+ programme for primary and secondary schools, but as of now with only little impact.

Implementation of the EU Youth Strategy

The General Secretariat for Lifelong Learning and the New Generation, in 2017, launched the National Youth Strategy.

Most chapters of the National Youth Strategy are very similar to the chapters of the EU Youth Strategy. The principles of the strategy determine its validity and effectiveness.

These principles were identified after exploring relevant youth strategies at European and international level and bringing them into dialogue through a process of pre-consultation, with the aim of highlighting their importance and their possible - further - specialisation. Priority setting was mainly driven by pre-consultation with student youth through online questionnaires.

1. Ensuring equality for young people (equal rights, equal opportunities, equal treatment and respect of their diversity).
2. Empowering young people and enhancing their autonomy.
3. Encouraging individual and social responsibility.
4. Promoting young people's active participation in decision-making processes and for issues that concern them.
5. Social cohesion and solidarity.
6. Collaboration and mutual commitment among all actors supporting young people.
7. Documentation and scientific research.
8. Transparency in the collected and analysed data.

The Ministry of Education has set up a department that works on the implementation of the National Youth Strategy in different areas.

1.2 Local/regional Level

Description of the regions

Greece, according to the "Kallikratis" project, valid since 2011, is divided into 13 secondary local administration organizations, called regions. Each region is established in a wider area of the country, has its own independent services and budget and its bodies are elected through regional elections, directly by the citizens, every four years. Their responsibilities spread out to a wide spectrum. From design, coordination and application of politics concerning regional matters, up to sub-duties of the central government-administration that can be assigned by state law.

These 13 Regions of Greece are: (1) Eastern Macedonia-Thrace, (2) Central Macedonia, (3) Western Macedonia, (4) Epirus, (5) Thessaly, (6) Ionian Islands, (7) Western Greece, (8) Central Greece, (9) Attica, (10) Peloponnese, (11) North Aegean, (12) South Aegean, (13) Crete.

Figure 1: map of Greece

Greece is also divided into 332 Municipalities. A Municipality is a legal body, governed by public law, a primary local administration organization, and operates as a subsidiary entity. The responsibilities and obligations of these 332 Municipalities are defined according to the 102 article of the Constitution and according to the Municipality and Community Code (law 3463/2006). Concisely, Municipalities are responsible for road construction, for the

water supply, sewage network, civil protection, maintenance of school units, social services, issuing of store establishment licenses, cemeteries and more.

The carriers, responsible for the design and application of youth policies on a local level and on behalf of the public authorities, are officially the regions and Municipalities. Depending on each carrier's responsibilities, some actions should be implemented by the country's regions, others by the Municipalities and others by the collaboration of these two local administration carriers. Regions and Municipalities also collaborate with organizations and private carriers to implement European and national projects.

The main funds for the implementation of youth policies are received through (a) the annual State Budget[1], (b) the resources of the Partnership Agreement for the Development Framework 2014-20 (ESPA)[2] (c) the resources of the Municipalities[3], and (d) EU programmes, like Erasmus+ [4].

Region of Thessaly

In terms of population, Thessaly is the third largest region of the country (730,730 people in 2011 census) and is based in Larissa. It is also the third most productive region of the country in terms of the country's GDP: Gross Domestic Product (it produces 5.2% of the country's GDP according to the Hellenic Statistical Authority[5] for 2016), while it is eight for capita GDP (12,662 euro for 2016).

Although, the region of Thessaly[6] contains several Directorates and Departments that could be considered responsible for the implementation of youth policies in a regional level (like the Directorate for Lifelong Learning, Employment, Trade and Tourism, Directorate for Social Care, Department of Sports and Culture, etc), in reality, the main emphasis is given to construction and infrastructure projects (i.e., roads, buildings, bridges etc).

1 Every year, the regions and municipalities share a part of the state budget. The Ministry of Finance is responsible for allocating the funds and the Ministry of the Interior for implementing them.

2 "The PA (Partnership Agreement for the Development Framework) 2014-2020 constitutes the main strategic plan for growth in Greece, with the contribution of significant resources from the European Structural and Investment Funds (ESIF) of the European Union.
The PA, through its implementation, seeks to tackle the structural weaknesses in Greece that contributed to the economic crisis, as well as other economic and social problems caused by it. Moreover, the PA 2014-2020 is called upon to help attain the national targets within the Europe 2020 Strategy. The target of the Europe 2020 Strategy is to foster growth that is:
- smart, with more efficient investments in education, research and innovation;
- sustainable, because of the decisive shift to a low carbon economy, and
- inclusive, focusing especially on job creation and poverty reduction"
(info taken on January 2020 by: https://www.espa.gr/en/Pages/staticPartnershipAgreement.aspx)

3 Annual revenue from citizens through a municipal taxation system.

4 There are two National Agencies in Greece: 1. INEDIVIM (Youth and Lifelong Learning Foundation) is responsible for Erasmus+ Youth and Solidarity Corps programmes, and 2. IKY (State Scholarships Foundation), responsible for Adult Education, Vocational Education, Higher Education and Schools.

5 https://www.statistics.gr/documents/20181/d1e38f18-994a-4abb-ad61-2ac1ab6cfc1f (publication at 18th January 2019).

6 Not only in the Thessaly region. Following the national Kallikratis model, all Greek regions have a structure with specific directorates and departments responsible for youth.

The Municipality of Larissa is the largest municipality in the region of Thessaly, populated by 162,591 people (according to the 2011 census). With the present Municipal authority, first elected in 2014 and re-elected in May 2019, there are 8 Mayoralties, from which mainly two are considered responsible for youth policy:

- Mayoralty of Social Policy: responsible for all social care services of the Municipality, such as nursery schools and all educational activities in primary and secondary edcation. In its responsibility lies DIKEL (Municipal Public Service Enterprise), whose specific aims, among others, contain:
    - The establishment and operation of Youth Centres.
    - The cultivation of social solidarity and the implementation of special projects for the sensitization of citizens, that will contribute to the rejection of racist perceptions, xenophobia and racial prejudices and to the restriction of biased attitude towards other human beings.
    - The development of collaborations with communal and public organizations, universities, private carriers, enterprises and public service carriers for the promotion of healthcare, social policy, prevention and life quality improvement projects.
    - The protection and rational management of the environment, natural resources and the implementation of surveys related to the enrichment and use of greenery, the management of natural and urban environment, the sensitization of citizens in such matters, the promotion of environmental education, the active participation in related EU projects, counselling.
    - services for the population, traffic and greenery Municipality matters, development and promotion of collaborations with universities and public organizations and public service enterprises, as well as with other carriers or privates.
    - The implementation and application of surveys and projects promoting sustainable and balanced development and securing the productive and social cohesion and environment protection in the total area of the Municipality.
- Mayoralty of Culture and Science: responsible for all municipal artistic organizations and the city's museums, coordinates the use of the Mill of Pappas building as a centre for youth artistic creation and networking. Mill of Pappas is an open youth cultural centre, free of charge for youth cultural and artistic groups of the city in order to create and present artistic products. The Mayoralty of Culture and Science participates in EU programs for culture and artistic expression development and for the enhancement of accessibility in the field of youth. Finally, it organizes youth music, performing and visual arts festivals, which brings out the importance of the citizens' participation and social, cultural and politic interaction. From the collaboration between the above-mentioned Mayoralties derived the inclusion ofthe city of Larissa in the UNESCO "Learning Cities" international network and its award in 2017. The local network named "Larissa

Learning City" consists of more than 80 local private and public organizations and:

- Promotes the participative learning from basic to higher education.
- Expands the use of modern learning technologies.
- Improves the quality of learning.
- Facilitates learning at working spaces.
- Promotes a lifelong learning culture.

As part of the "Larissa Learning City" initiatives, Citizens University was established with Dr Ted Fleming (Professor of Adult Education/Columbia University New York) as the academic supervisor, promoting education about democratic institutions The "Citizens' University" aims to organise and run free "learning circles" for the entire population of the wider Larissa region, with a priority for vulnerable groups, with the aim of developing critical thinking, challenging stereotypical ideas in a transformative way, and providing knowledge and building skills that are useful for citizens in their social, professional and personal lives.

Institutional framework

Responsible for the implementation of the youth policy in a regional/local level, as well as in a national level, is the General Secretariat of Lifelong Learning (under the Greek Ministry of Education and Religious Affairs). Youth definition is the same as on national level and includes people between 13 and 30 years old.

According to the results in this research, the General Secretariat has a budget to support actions each year but, unfortunately, during the last years (mainly because of the economic crisis in Greece) the biggest part of this budget was not granted to interested parties (both public and private sectors). The Secretariat of Lifelong Learning in several ways supports the implementation of the National Youth Strategy, mainly through the actions of counselling, networking and collection of good practices.

On a regional/local level, the decision-making framework is mainly constructed by the cooperation of Municipalities with the General Secretariat and the activation of The Hellenic Agency for local Development and local Government (E.E.T.A.A.) [7].

7 The Hellenic Agency for local Development and local Government (E.E.T.A.A.) S.A, since its establishment, 31 years ago, has been the institutionalized operational partner of the Hellenic Government and local Authorities.
E.E.T.A.A.'s shareholders are: the Ministry of Internal Affairs, the Central Union of Municipalities of Greece, the Central Union of Region of Greece, The Deposit and Loans Fund, Regional Unions of Municipalities and other social partners.
E.E.T.A.A.' s mission is the reinforcement of local Governments in order to become instruments of planning, and achieving regional and local development. In order to fulfill its mission EETAA, in cooperation with the European Committee, Greek Government and local authorities,

- has carried out a large number of surveys and studies
- was the operational and implementation mechanism of 2010 "KALLIKRATIS" local government crucial administrative reform.
- in its course of action, has acquired experience and "know how" in all organizational and operational aspects of Administration and actively supports local governments in becoming an efficient and effective force of development.

From: https://www.eetaa.gr/en_pages/index_en.php

1.3 Youth representation

Municipal youth councils

The above-mentioned collaboration has started with the 2006 Law No. 3443 (local youth councils), where the main objectives were: (a) to enhance youth participation on local level and (b) to create youth councils in collaboration with the Municipalities. This law seemed to cover a need expressed mainly and directly by local communities. However, the system of youth participation in local councils through a register in which every young person was to be registered had accepted an unbalanced registration by young members of certain political parties. As a result, the local youth councils that had started to operate at that time, did not represent the interest of the local youth but the interest of specific political parties, thus, this process of setting up local youth councils was abandoned.

Recently, the interest of several Greek Municipalities for creating official local youth councils has been renewed and the General Secretariat of Lifelong Learning now promotes a different model of local youth council establishment. The new model has already been implemented by several Municipalities in collaboration with the General Secretariat and other Municipalities have applied for it. The main difference, in comparison with the 2006 Law No. 3443, is that the young members of the municipal youth councils come through a lottery system. They must be registered through an online procedure, be trained in democratic ideas and procedures and then have to be chosen randomly.

The most successful example of a municipal youth councils is the one in Thessaloniki[8], which can affect the decision-making process of the Municipality and the allocation of financial resources for actions related to youth activation.

These Municipal youth councils are expected to operate soon in many Greek cities, also as youth informational centres, that will provide specific information to young people, related to local, regional, national and EU issues. Till today, the only official informational centres were the 17 offices of the EUROEP DIRECT programme in Greece[9].

1.4 Local financial framework

According to the aforementioned information, it is very difficult to estimate the financial resources for the regional implementation of youth policy in Greece. The concentration of a large population in Athens has in the past created an unbalanced financial development of the other regions in Greece[10]. Programs like the “Partnership Agreement for the Development Framework 2014-20 (ESPA)” try to systematically balance the regional development by directing resources to areas less developed (like Epirus, West Macedonia, North Aegean, East Macedonia and Thrace, etc), but different priorities and the combination of several financial tools make an accurate analysis of the total budget very difficult.

8 http://www.kedith.gr/en/youth-council/
9 https://ec.europa.eu/greece/services/contact-points_el
10 “Greece is not only Athens” was the main slogan of the Greek decision-makers outside of Athens.

Since the beginning of the economic crisis in Greece, the private sector has minimized its direct financial contribution to public and private sector organisations that are dealing with youth. Some big private foundations[11] continue to provide financial resources but once more, the majority of the granted projects are located mainly in Athens.

1.5 Conclusion on local and national level

- Further development of skilled youth work contacts and communication in order to persuade young people to become involved and to support their participation in various structures and activities.
- Drive the recognition agenda at national and local level, as a means both to recognise and validate the competences young people have acquired through youth work and non-formal learning, and to give the sector the resources and priority needed to further develop quality work.
- The on-going reform should be understood as an opportunity to refocus and redefine the purpose of youth participation structures – put more effort towards supporting bottom-up and youth-led initiatives and the development of effective youth participation mechanisms at local level - need to be depoliticized if a broader constituency of young people are to become politically aware and involved in democratic processes.
- The links between established structures at national and local level should be maintained, as should the understanding and recognition of the values and principles of youth participation among all stakeholders, including young people.

Reference links see page: 185

11 Like: Onassis Foundation, Stavros Niarchos Foundation, Bodossaki Foundation etc.

Need 1: Youth engagement in local communities

According to the conducted research about the present situation in Greece (Chapter I), but also the assessment of youth needs (Annex: MAKE USE "Young People Ask Young People), one of the biggest problems young people face is related to work. High youth unemployment rates create a general trend of economic and social dependence on the family. Few young people have access to a stable income that will allow them to rent a home of their own, create their own social circle and family, and eventually develop business plans locally.

More and more young people in Greece - especially the high-skilled - are discouraged from starting their careers in their places of origin and are directed to go abroad or in other big cities (Athens, Thessaloniki).

There are many communities in Greece (especially remote areas such as islands and mountain villages) that are not only deprived of youth, but they have not even experienced an activity of local youth in terms of active citizenship, environment, entrepreneurship, extroversion, etc.

There is a need to:
develop youth groups and a system of representation for the young people before the age of 18 (the age at which young people usually leave their home for studies and / or vocational training). This age group should be active at the local (social, political, cultural) level and develop their skills (formal and non-formal education) before leaving their place of origin, in order to have co-formed an environment to which they want to return and wish to (re)activate.

- Support innovative entrepreneurship (contemporary trade, digital services, sustainable and extroverted primary production, creative sector, alternative tourism, etc.).
- Connect local communities with each other and to create economic, political, social, and cultural synergies at regional and/or national level.

Need 2: Youth Representation

Law No. 3443/2006, which is the main official provision for the establishment of local youth councils, is no longer in effect. Although it seemed to meet a need expressed mainly and directly by local communities, the system of youth participation in these local councils, through a register in which every young person was supposed to be registered, had accepted an unbalanced registration by young members of certain political parties. As a result, the local youth councils that had started to operate at that time did not represent the interest of the local youth but the interest of specific political parties. Therefore, this process of setting up local youth councils was abandoned. Also, the National Youth Council of Greece (ESYN) does not show that it can fill the gapof youth representation

in Greece, as it functions more as an umbrella organization for information in relation to its members' actions (youth organizations). The assessed mistrust of young people in relation to the representation procedures applied by others (Annex: MAKE USE "Young People Ask Young People") can be mitigated by representative systems operated by young people and for young people.

There is a need to:

- Promote and develop representation systems of young people that meet their needs and contemporary democratic procedures.
- Institutionalize (recognize) the systematic actions of youth representation by the local political, educational, economic authorities and develop synergies.
- Develop interaction between local initiatives and create a decentralized national youth network.

Need 3: Youth Informational Centres (YICs)

In the course of their transition to adulthood, young people have to make certain decisions that will have a significant impact on their lives. Therefore, having equal access to quality and free information is a prerequisite for them to make use of their rights, to make responsible decisions and to participate in society's social, economic and political dimensions. This is why the right to information is widely recognized in major legal and political documents at national, European and international level, and this is the role that Youth Information plays across Europe.

Youth Information is a continuously changing field. In the past, information was often static, came from fewer sources such as newspapers and television and it was controlled by a few information providers. Today, information spreads in high speed and there are a lot of information sources and channels. The reliability of information is often hard to assess. In this context, young people should improve critical thinking skills and check sources for the possibility of fake news. Especially, since they not only information users but also producers and multipliers. Youth Information plays a crucial role in assisting young people to identify and evaluate reliable information.

Youth Information Centres (YICs) were structures that operated under the responsibility of local government and were primarily aimed at bringing young people in touch with ICTs and providing up-to-date information on youth areas of interest. At the same time, YICs were meeting places for young people where they could spend their time with expressions of youthful creativity. In the 90s, there were 120 YICs, but now only a few are left. Most of them work under private initiative. There is a high need for the former YICs (under the responsibility of local governments) to operate again in rural and urban areas of Greece. The YIC should be visible (located in the centre of a city or village) and of course accessible to people with special needs.

Need 4: Recognition of Youth work

Youth work offers young people safe spaces to explore their identity, experience decision-making, increase their confidence, develop inter-personal skills and think about possible consequences of their actions. This leads to better-informed choices, changes in actions and improved outcomes for young people.

Youth work in Greece involves a diverse network of providers, community groups, non-governmental organizations and local authorities, supported by adults of different background who work as full-time or part-time paid staff or even as unpaid volunteers. All these different structures share a common set of youth work values.

Youth work is strongly connected to non-formal education and, consequently, the recognition of youth work is related to the recognition of non-formal education. Non-formal education is recognized in the EU by the criteria according to the Youth Strategy 2019-2027. The only certificate that certifies participation in activities/projects of non-formal education is the Youthpass, which is offered as a certificate when a person participates in one of the key actions of the program Erasmus+ or European Solidarity Corps.

There is no official certificate, provided by the Greek state, for the recognition of the profession of a youth worker. Usually, youth workers are trained in the various trainings of Erasmus+ projects or by other private foundations. Since there is no official recognition of the profession, consequently, anybody can work or claim that he/she is a youth worker.

There is a need to/for:

- Recognition of the social contribution of youth workers as a profession.
- Promotion and recognition of non-formal and informal learning in the field of youth.

CHAPTER 3: Recommendations

3.1 Youth engagement in local communities

The traditional knowledge-based formal education system in Greece includes very few non-formal learning activities. Although, in recent years there has been a greater emphasis on the benefits of non-formal education, young people should have many more opportunities to participate in non-formal education programs, both in and out of school. In particular, non-formal education programs aimed at developing active citizenship and initiative competences have the potential to enable young people to become involved in local community issues and take initiatives that fit the way they approach the contemporary world.

These non-formal education programs could be designed and delivered by organizations and bodies which participate in national and European programs. Al lot of necessary and qualitative educational material has already been produced. In collaboration with local authorities and the formal education system, these programs could change the character of small and medium sized cities into “active learning cities”, without burdening the local budget, as both the teaching material and the trainers are usually financially covered by the aforementioned programs (i.e., Erasmus+).

These programs should follow three basic principles of non-formal education: (a) person-centred education, (b) critical thinking, and (c) transformative learning.

Young people, aged 12 to 18, will develop their skills while strengthening the local community as a result of their actions. They will feel like a living and integral part of their communities while transforming them into fruitful places for personal, professional and social development.

The synergy of private and public sector in the field of non-formal education should be complemented by a vision of extroversion. In addition to non-formal education activities that focus on the local level, similar actions should be implemented for bringing together groups of young people from different communities, both from the country and from abroad. In such a context it is possible to constructively exchange good practices and initiatives between groups of young people, producing new ideas for education, active participation and social transformation. At the same time, young people experience the differences between their communities and the others. This strengthens their local identity, which is important to see their place of residence not as a temporary/forced phase of their lives, but as a place where they can invest their competences and develop further.

The above actions can easily be supported by local communities with processes that increase the motivation for participation. Local awards or activities to exhibit and showcase the innovative ideas/practices that have emerged from the non-formal education activities could increase the interest of both young people and the general public.

The establishment of local youth innovation and entrepreneurship awards can also enhance the extroversion profile of local communities themselves, facilitating not only relations with other communities but also the return of young people to them after completing their studies in other cities or countries.

3.2 Youth Representation

A more stable and productive cooperation is needed between the General Secretariat for Youth, the Hellenic Agency for local Development and local Government (E.E.T.A.A.) and the municipalities of the country in order to create municipal youth councils.

The municipal youth council of Thessaloniki can be seen as a reference point for the formation of municipal youth councils. In 2018, the Municipality of Thessaloniki, in collaboration with the E.E.T.A.A., adjusted/adapted the not very successful legislation No.3443/2007 to the real needs of a flexible, modern and democratic youth council and proceeded to establish it.

The difference from the before-mentioned law was that the members of the council would not be elected after registering but would arise from a lottery process. The procedure is designed as below:

1. Public announcement: the municipality publicly announces the establishment of a youth council and asks those interested (young people 17-30 years old) to register themselves in an online platform.
2. Training: those who have successfully registered are invited to participate in joint training in relation to democratic processes.
3. Lottery: only those who have participated in the training, take part in the lottery to become a one-year member of the municipal youth council.
4. Elections: those who become members through the lottery, can elect (and be elected) for the roles of president, vice-president, treasurer and secretary of the council. After this election, the council starts to work and creates specific committees (education, culture, environment, social issues etc).

Currently, many municipalities in the country have expressed interest in setting up municipal youth councils and the E.E.T.A.A. has gained sufficient expertise.

This expertise must also be utilized to create links between the established municipal youth councils. E.E.T.A.A. should act as a reference point for all the youth councils and should bring them in contact with each other. This way, a national network of municipal youth councils can be created and will benefit the representation of young people at both local and national level.

These procedures are important to complement the recognition of unofficial youth collectives (like groups that are dealing with environmental issues, stray animals, gender equality, public space usage, etc) and the invitation to participate in dialogue with local authorities. The mistrust of young people in relation to the representation procedures applied by others (i.e., Municipalities, General Secretariat of Youth) can be reduced when their work, contributions and role in democratic processes are recognized. Therefore, all non-formal youth groups, sports clubs, cultural and artistic youth clubs, etc. should equally be invited to participate in the procedures of the youth councils.

3.3 Youth Informational Centres (YICs)

The establishment of Youth Information Centres can play an important role in the social and personal life of young people. These centres should provide a wide range of different activities and be set in various frameworks such as the public, private and third sector.

In the YICs, young people will constantly be enriched and will have access to the following areas: education (in matters of higher education, postgraduate programs, scholarships, European programs), vocational training and employment, culture and entertainment (in matters of popular tradition, national heritage and in artistic and creative activities), sports (sports information, sports organizations), tourism (economical programs for young people), ecology and environment (in ecotourism, environmental education) and last but not least international and European programs related to youth. In addition to information, using the European Union's Youth Program, it has the potential to provide training, opportunities to promote new partnerships across Europe, and even financial support for young peoples' plans for personal and local development. It should be as complete as possible and focused on the requests of the interested party, available to everyone without discrimination, objective and global, without giving directions.

YICs should guarantee anonymity and be independent of commercial interest. Also, apart from being informed, youth could meet, be entertained, use their skills, express their thoughts and concerns. A good practice is the Youth Information Centre of Rethymno city, in Crete island and under the direction of the Rethymno Municipality. Some of their activities include:

- Connection to the main Greek and European databases.
- Free use of PC for direct internet connection.
- Information and guidance from trained staff.
- Availability of informational material.
- If needed, providing career guidance for young people in the modern marketplace.
- Information and support for the actions of European programs for young people, and in particular, the Youth program.

- The provision of information and guidance is free of charge and is done through the following means:
    - Support of the interested party by trained executives of the Centre.
    - Use of the Centre's computer to search for focused data on the internet, under the supervision of a manager.
    - Reference to databases, maintained or accessed by the Centre (e.g., EURO DESK, etc.) or to specific internet connections.
    - Information through brochures, provided by the Centre.

3.4 Recognition of Youth work

According to the Greek Youth Workers Association, youth should be recognized as a vulnerable social group from the state, in need of special state protection and care. This way, youth will become a priority and recognition will come consequently.
Coordinate a legal framework in the form of the Charter of Youth Rights that codifies existing legislation while promoting the resolution of problems that may arise during implementation or due to new social conditions.

Funding of research in the field of youth and recognition of competences and skills acquired by young people through non-formal learning processes at national level.

The state should redesign the vocational guidance and counselling in schools with the partnership of schools and the private sector. The state should also spread information - in partnership with the association and educational institutions – in schools and universities about the opportunities for participation in non-formal learning programs abroad e.g., using European programs.

Furthermore, create an educational mobility program for young people living in villages and small towns, so that they have more learning opportunities (example: program "Access to the nearest Youth Centre", program: "Weekend in the City" etc.).

Finally, accept direct and free participation in international youth work activities, carried out by youth councils in municipalities, youth organisations and civil society organisations with young people as part of staff training and education.

The recognition of youth work relates to the recognition of youth workers. A youth worker is the person who works with and for young people in order to support their personal, social and educational development and activates them to gain a voice, influence and position in society by moving from adolescence to "independence".

A specific educational framework for the profession of youth workers and, furthermore, a university department should be established so that future youth workers will have a scientific background and contribute to improving youth work.

SPAIN

CHAPTER 1: COUNTRY REPORT

Author: Chanine Boots (Càlam, Barcelona)
Colaboration: Gianni Orsini (Irenia, Barcelona)

1.1 Description of the country and region

The country of Spain currently has a population of 47 million. The country has become a democracy in 1978, when the former dictator Francisco Franco died. It can be seen as a very young democracy, a unitary parliamentary constitutional monarchy. The culture is predominantly Catholic, almost 70%, although there is much Arab influence in the culture, inherited from the country's rich history.

Youth are considered between the ages of 12 to 35 years. It embraces the period from adolescence to adulthood. In Spain, the usual age to become independent is 28, and most young people still live with their parents until this age due to economic difficulties. It takes about 5 years for them to get a foothold in the labour market and have a well-paid job that allows them to start their own family. One of Spain's biggest problems is youth unemployment, which in 2019 was 33% for young people under 25.

One detail worth highlighting is the high level of participation in further education, with 96% of young people aged 16-19 opting to continue their educational progression to secondary and university education.

Top issues in Spain:

- Environmental issues
- Gender and sexuality issues (lack of sexual education, LGBTQIA+, etc)
- Unemployment
- Addictions (drugs and mobile devices)
- Mental health issues (eating disorders)

At the moment, the country is divided into 17 diverse regions. For this guidance paper, the focus will be on Catalonia, more specifically the province of Barcelona. Catalonia counts a population of 7.6 million inhabitants. The region has its own language, Catalan. The Catalans are very proud of the traditions that come with their culture. For many years, there have been debates about independence from Spain, which has led to a split in the community, but this is a large subject that will not be focused on in the guidance paper.

Catalonia is one of Spain's territories that offers a wider range of services to youngsters. The province of Barcelona has had a youth plan since 1985, and since the financial crisis of 2008, the region of Catalonia has decided to pay special attention to youth work, with a focus on provision. Although Catalonia is a region, it has its own budget for public funding. Associations and institutions apply for funds to the independent government agency of Catalonia; La Generalitat de Catalunya instead of the Ministry of Spain and for youth-related activities INJUVE. Catalonia is one of the areas in Spain that offers a wider range of services for young people. Since the financial crisis in 2008, the region of Catalonia has decided to pay special attention to youth work, focusing on the provision of services (e.g., youth offices).

Current situation for youngsters in Catalonia: According to Catalonia's youngsters, their problems are almost always related to unequal opportunities and are the following:

1. Problems linked to cultural duality (mostly for immigrants):
    a. Foreign students dropping out of university studies or post-university studies, for cultural differences
    b. Lack of freedom of dressing (e.g., wearing a veil)
2. Prejudice, discrimination and racism
3. Drug related issues
4. Problems linked to sexual orientation: fear of coming out to one's family and in public, especially for young foreigners
5. Gender-based violence (violence against women; violence against men; verbal and physical violence)
6. Problems linked to new technologies. (Particularly social networks, and their effects on adolescents and children: hyper-connected via internet, lack of online privacy, Hikikomori/loneliness. Addiction to electronic devices: social media and video games)
7. Youth emancipation, economic difficulties
8. Not enough education and youth professionals to provide quality support and guidance
9. Image complexes: due to the influence of media and perceived societal norms (which can lead to a range of mental disorders)

1.2 Institutional framework

Private Services: Barcelona is one of the most pro-active provinces in associative activities in Catalonia, even Spain. Many young people create their own associations to provide cultural and social activities. From historically popular activities (Castells, Bastoners, Petanca, defence of the Catalonian culture, etc) to associations that promote social inclusion, such as associations dedicated to (young) immigrants, refugees, or preservation of cultures, like the association of traveling community or other nationalities. For the defence of human rights: CEAR free service for refugees and immigrants, Manteros (mostly illegal immigrants

selling fake brand sneakers, handbags and other items on the streets) and feminists. Association of neighbours and commerce: Here, neighbours take care of needs in their neighbourhood and promote social cohesion in their area by organising popular activities, but also raise money when needed to help a neighbour in need.

All the active associations in the field of youth are members of the network Consell de la Joventut de Barcelona (CJB): a platform of associations and informal groups that represent youth organizations in Barcelona, work on networking and promote active citizenship. They generate discussions about the problematics and motivations young people have, contribute proposals and construct alternative services.

The four pillars of this defining task are:

- Represent the city's youth with the aim of bringing together as many units as possible and being able to represent their interests.
- Encourage youth associations by accompanying them and demanding an improvement of their conditions and the recognition of associations.
- Work in a network; Based on the idea that this is the most efficient, representative and enriching mechanism possible in daily life.
- Generate a critical discourse with reality to empower oneself and the youth, in order to create a juster world.

These associations are mostly voluntary based. They finance their activities through private funding or by applying for funding at: La Generalitat de Catalunya, BBVA, CAIXA, their local council, Erasmus+ and other funds.

Public Services

Types of services financed by Generalitat de Catalunya or by the local councils.

Youth Centres

- A place where young people can come together to "hang out", mainly for young people aged 14 to 25. Youth centres offer a programme of activities based on the wishes of the young people. The centres are run by youth workers who have training in social inclusion and pedagogy. Some of the programmes are entirely de signed by the young people who attend the centres.
- Popular activities include: Dance, urban art, gaming, video, music.

The objective of youth centres are:

- To provide a safe space where young people can come together in a non-formal setting.
- To empower the young people to acquire social competences
- Strengthen social inclusion through diversity

Youth offices/Youth Information Point

- The Youth Office has a focus on young people from 16 to 35, on their professional development and health. The offices provide professional guidance on work, study, law and health. The professionals working in Youth Office are: Job coaches, psychologists, nurses, educators, social integrators, lawyers and youth workers.
- Work: from creating the perfect CV, to job searches and job offers, to preparing for interview, for finding internships and also financing internships. There is a job placement programme for young people between 18 and 30 who are currently neither working nor studying: Garantia Juvenil, funded by the European Union. This programme offers free courses to further their education, training for job interviews, contracts for their first job and (international) internships.
- Law: explanation of rights and obligations, verification of the legality of employment contracts, assistance in setting up companies/associations or freelance work.
- Health: sexual education, morning-after pill, condoms, prevention of sexual diseases and mental health care.
- Study: Orientation on what and where to study. Finding help on how to finance studies and internships.
- International mobility: in collaboration with Eures and Eurodesk, the youngsters receive orientation with work, studies and voluntary work abroad, for long and short stays. In this service, Erasmus+ receives a lot of attention.

Study rooms

- Study rooms for youngsters can be found in libraries, youth centres and youth offices. All year round, youngsters have access to a working place in silence with access to internet and the possibility to do their homework. During exam periods, some of the centres are open for 24 hours.

Barcelona city has a network of 10 Youth Emancipation Offices and Youth Information Points.[1]

1.3 Financial Framework for Non-Formal education

In Spain, institutions or non-formal groups working with young people can apply for funding from the institution Injuve or from their local municipalities. The state funding for youth is Injuve.

1 http://www.barcelonesjove.net/serveis-locals-barcelona/xarxa-de-punts-info-jove-de-barcelona), in Catalonia there are a total of 300 (http://www.oficinajove.cat/

The amount of money dedicated to non-formal education in youth in Catalonia will be 192,000,000 euros. This budget includes the “Feminist City” budget of 2 million euros to fight gender-based violence. Most of the budget is dedicated to helping young people finance their studies. Another new programme introduced is FuenEnglish to encourage young people to acquire better language skills.

For EU funding, institutions and entities can apply for Erasmus+, ESC, Mary Curie, Rotary, PAC, Discover EU, Fondo Social Europeo, Mi Primer Eures or Garantia Juvenil.

1.4 Representation of youth

Consell de Joves: Some of the municipalities have Youth Councillors. They consist of groups of young people who are active locally in various institutions. They serve to advise the local community on decision-making on issues that directly affect young people. This ranges from the creation of a skate park to the development of an anti-bullying programme. The young people have no official influence. They have no responsibility over budgets and are not entitled to vote.

Implementation of the EU Youth Strategy: the plan is complemented by programmes adapted to the needs of Spanish young people.

- Promotion of youth emancipation: All people must be able to have access to a life with autonomy and a complete educational and work history.
- Protagonists of social transformation: Teenagers and young people in Barcelona must be actors in the city, with full freedom to make their voices heard and to participate.
- Comprehensive conception of well-being: Taking care of young people means taking into account health from a global, comprehensive and relational point of view.
- An accessible and sustainable territory: The city must be a place for everyone, accessible and without age-based exclusions. The city is the territory with a whole sum of resources and spaces to share among young people.

What part of the EU Youth Strategy works/ does not work in Spain?
So far, there are many programmes that have been designed on the basis of the EU Youth Strategy but somehow, they do not always reach the young people. They remain on the surface; it is not known how to implement them in a way that they reach their target groups. Maybe it is due to a generational lapse, online and offline. Most cities have facilities to support young people. The Youth Information Points provide young people with information and promote programmes such as the Youth Guarantee Programme or Erasmus+ opportunities. These offices have a person who visits schools to promote their services. Still, many offices have a low rate of youth participant.

Additionally, it proves very difficult to achieve an intercultural society. Most activities usually reach only a homogenous target group, but do not achieve a diverse audience. This way, society remains multicultural, as everyone lives in small communities.

Did the implementation of the EU Youth Strategy lead to changes in the field of non-formal education for youth?

The implementation of the EU Youth Strategy has contributed to the recognition of youth work as an official profession requiring vocational training. With the support of the European Union, budgets are more accessible to provide high quality activities.

1.5 Recognition of youth work

The work done in the field of non-formal education is officially recognized and the Youthpass valued. However, it is not that well known in the professional field. Apart from the Youthpass, there are no national certificates.

Youth work is a paid job and has countless volunteer-based ones. They fall under the category of youth or leisure (which pays less). Unfortunately, the responsibility is often greater than the received income, or the workers are put in a lower category than what corresponds to their actual responsibility. In addition, youth workers are not properly supervised, such as with temporary contracts, which leads to insecurity and questions their quality of work in the long run.

There are several preparatory studies to work in the field of youth work.

- Social Integration, vocational training
- Social Educator, bachelor's degree
- Social worker, bachelor's degree
- Sociology, university degree
- Psychology, university degree

To become a tutor in leisure, for example to work on camps as a scout, the required age is 18 years. The municipalities organize an intensive course, and the youngsters must attend a short traineeship. Then, they will receive the recognition of a tutor in leisure.

1.6 A short conclusion:

Catalonia has a high participation in associations that promote popular culture, most of them are active in youth participation. As for public institutions, the people are qualified professionals in the field of youth. Most of the cities and bigger towns are well equipped with a youth office and places for youngsters to come together, like in a youth centre. Bigger towns have study rooms, where youngsters can study 24 hours round the clock. Still, the information does not always reach the youngsters that are most in need of the services.

According to youngsters, the theory of youth policy is beautiful, but does not match the reality of their daily life. Unlike the current situation, stakeholders usually work from their offices in the mornings and the youth workers in the afternoon and at night. It would help to improve communication, if everyone were working the same hours.

2.1 Needs for the youngsters:

- The young people suffer from prejudice and have complex family situations. To benefit from the actions, they need help on other fronts at home (e.g., when they take care of the household, when parents work or sustain the families). The young people want "inclusive neighbourhoods".
- Youth emancipation difficulties: difficulties to find work (in proper conditions), housing conditions, access to (higher) education. The youngsters need a support system that actively defends their rights and helps them to succeed.

2.2 Needs for the professionals in the field of youth:

The professionals face several difficulties that make it hard to offer services of good quality to the youngsters. Difficulties vary from outdated media usage, or a good communication system between the different departments, or enough professionals in good working conditions.

- There is a need for new strategies and better equipment to enable working with new media and to hold online campaigns. It would be interesting to explore the possibility of an innovation programme: A network linking different departments that would make work more efficient.
- International youth work also needs to be promoted; it really helps to achieve an intercultural society. So far, it is not included in the job descriptions, which means that international projects are unpaid work. The youth leaders cannot leave the youth centre because only two people work in the centre. If one leaves for a week, the other youth worker is left unprotected on the work floor. There is no budget for a substitute who can stay at the youth centre. When youth workers go away for a youth exchange, it has to be on a voluntary basis and by taking leave. It would be great if this could be included in the job description.
- There is a need for more funding to be able to pay for more staff. For example, for substitutes when one falls ill or when a youth worker of the team goes abroad or on (paid) holiday.

CHAPTER 3: Recommendations

The needs of the youth in Catalonia are very diverse. But they have come up with ideas that would support their needs. The professionals in the field of youth would need different solutions. As a solution, the youngsters propose that they would benefit greatly from having a service that would favour a more inclusive neighbourhood, a structured service that gives support to the youngsters. A contribution could be a service, introduced in the already existing youth offices and youth centres. This, at the same time, would be helpful for the ambulant youth workers.

3.1 Youth

In order to tackle the difficulties, the youngsters face – such as housing, fitting into the system, having a stable economy or access to studies – requires an economical effort on behalf of the ministry, which we are aware is not easily done. For that reason, this chapter will rather focus on access to support. As mentioned earlier, many young people do not have access to services such as the Youth Emancipation Office or youth centres because they have to take care of other siblings or work. All these difficulties, and the exclusion because of religion, background and economic situation, keep them left out many times. The youth offices and youth centres try to offer good services, but they do not coincide with the opening hours.

Now, after a year of living with Covid-19 and several lockdowns, many new online programs have been developed. This is fortunate because it already solves large parts of the difficulties and could be of use for developing further online services. The same services that were previously offline can now also be offered online. This would have to continue to be a possibility even if there is no longer a pandemic, because it would already be a big step towards offering inclusive services. Nevertheless, it would be interesting to develop a service with a team dedicated exclusively to this issue. It could be taken over by the team already working in the youth offices or centres. They might need to be trained in digital skills and look for the most appropriate programmes to work with.

An inclusive neighbourhood watch would require a team of ambulant youth workers, preferably with diverse backgrounds in order to easily connect to the youngsters. They can work from already existing service and facilities in each town or neighbourhood. In doing so, it would be crucial that these teams work closely with other youth workers. First of all, a meeting can be convened in schools to talk about what the young people imagine an inclusive neighbourhood to be, so that the offers can be adapted accordingly.

3.2 Professionals

Apart from the low wages, another difficulty in the field of youth work on local level is a lack of communication between different departments. For a start, it would be a great help if youth technicians of the municipality had the same working hours as youth workers who are in direct contact with young people. In addition to the difficulties posed by the timetable, youth workers are constantly asked to be innovative rather than sustainable. Most of the time, the quest for innovation is made by policy-makers without being in contact with young people they are supposed to address with their request. More direct communication between youth and funding agencies would be helpful to discuss and then address the needs that actually occur in the youth's reality; And if they want innovation, they should start to include international youth work in the job description.

Again, because of the pandemic, youth workers have learned to properly use all tools the internet can offer. At most levels, it makes communication much more effective. It would be helpful to set up a communication system that unites different departments to avoid working twice or constantly starting from scratch. At the beginning, it may feel like it take up more time, but eventually the work will benefit and be more effective. This should be developed by a youth department technician, more precisely in cooperation with the youth workers.

During the pandemic, most professionals have learned to use online tools and see what works best for their youth. When the pandemic is over, it would be useful to continue using these tools for those young people for whom it is difficult to attend face-to-face appointments. There is also a need for youth offices and youth centres to have up-to-date equipment, such as computers with up-to-date software and iPads/laptops. This would be a good start for a more inclusive service.

3.3 Conclusion

The recommendation to stakeholders would be to shake the money out of their pockets! No, not only that, their support in defending youth work as a work that needs better recognition would be a great first step. From then on, the goal is to build a better foundation for the work together.

Both proposals, of having a better online communication system would be of benefit for both the youngsters and for the youth workers. It will spare them time and reach a broader audience. The platform can be used to identify needs for the creation of a more inclusive neighbourhood. We would be grateful to stakeholders if they advocate for these changes and help to get the right funding.

PORTUGAL

CHAPTER 1: COUNTRY REPORT

Authors: Edite Pereira, Jorge Gomes (Youth Coop, Sintra)

The aim is to collect and summarise existing youth policies implemented in Portugal so that organisations and young people can use the document to inform and reflect on the impact and advocate for positive change at local and national level. Local advocacy should promote youth policies, programmes and professional youth work activities that have a positive impact on young people's lives, with priority given to young people with fewer opportunities.

The territory of Portugal is divided into three central administrative units (NUT1): the mainland and the two autonomous territories of Madeira and Azores. The mainland is divided in regions, subregions, municipalities and civil parishes. Youth Policies are usually implemented on a national or local level by municipalities and civil parishes.

This analysis of Youth Policies will be limited to regions where the involved organisations operate: Portugal Mainland and the municipalities of Sintra and Évora.

1.1 Definition of Youth - not so obvious

There are a variety of youth definitions in the Portuguese legal and policy framework. Apart from references in the laws, there is no single legal definition of youth. For this work, youth is defined as the age range from 12 to 30 years, as used by the Portuguese Institute of Sport and Youth (IPDJ) based on the legal regulation of youth associations [1].

The definition of Youth and Children[2] can intersect, meaning an individual between 12 and 17 can classify as both «youth» and «child». This requires youth organisations to clarify the age of youth in their communication with stakeholders.

1.2 Indicators of Youth

The Permanent Youth Observatory analyses multiple statistics which can be used as indicators for the youth field – their website aggregates scientific information, knowledge, laws, and some statistics about youth in Portugal.

1 Law 57/2019 of 23/06 – The law defines the legal support for youth associations (composed and led by young people < 30 years old), youth socio-professional associations (composed and led by young people < 30 years old), students associations and youth-aimed organisations (majority support activities targeted at youth 12-30).

2 The definition of children at the institutional level (regarding the rights and the protection of minors/children) is the one found in the resolution of the National Assembly no. 20/90, ratifying the Convention on the Rights of the Child: «any human being under the age of 18.»

Who/What	Age limits
Portuguese Institute of Youth and Sports; Informal Groups of Young People;	12-30
Youth Associations	<=30
Youth socio-professional associations	< 35
National Youth Plan; National Institute of Statistics	15-29
National Youth Council	12-35
Who/What	Age limits
Convention on the Rights of the Child; CNPDPCJ; Institute of Social Security;	<18
Youth Lease Programme “Porta 65 ”	18-35
Young Farmer	18-40
Portuguese Participatory Budget;	14-30
Youth Guarantee Program	< 29

Figure 1: Table – Summary of definitions on age.

At national level, the current reference on youth policy is the National Youth Plan (PNJ) 2018-2021. It aims to strengthen the specific protection of young people's rights and promotes cooperation between ministries and institutions to achieve this common goal. The plan provides several qualitative and quantitative indicators to determine the performance of each objective in terms of quality, efficiency or effectiveness for each measure. However, it is unclear to the authors what the primary indicators, used by the government to measure the impact of youth policies at national and regional levels, are.

1.3 Statistics on Youth in Portugal

Numbers on Youth Population

Portugal has a total of 1,638,809 youth aged 15 to 29, which corresponds to 15.95% of the 10,275,617 residents. According to the National Institute of Statistics, there are 552,774 (5.38%) aged 15-19 years, 538,735 (5.24%) aged 20-24 years and 547,330 (5.33%) aged 25-29 years. (Source: PORDATA and INE 2018 - Population estimates). The total number of young people has slowly declined over the years, with a significant decrease in the last five years.

Youth Unemployment Rate

The youth unemployment rate in 2018 was 20.35% for 15-24 and 14.1% for 15–29-year-olds, a higher rate than the EU28 average of 14.6% and 11.5% respectively. The difference between Portugal and the EU28 unemployment rate is larger in the 15-19 age group (32.1% vs. 18.4%) and smaller in the 25-29 age group (9.1% vs. 8.7%). In 2019, the unemployment rate fell to 18.3% . (Source: INE, Eurostat)

Social Conditions of Youth

The youngsters leave their parental household at 29.2 years old (28.2 for female and 30.2 for male), a later age compared to the EU28 average of 26. This pattern is also visible in other southern countries of the EU. (Source: Eurostat 2017).

Data on Youth Participation (Civic, Cultural and Leisure)

Young people aged 15-24 have lower participation in formal volunteering activities than the EU28 average - 10.6% compared to 19.3%. (Source: Eurostat 2018). However, Portuguese young people are more active in cultural activities than the EU28 average - 86.1% vs. 82.8% - and in sporting events - 46.3% vs. 44.8%. (Source: Eurostat 2015)

A study conducted to young people aged 15-24 concluded that 85.4% of young people thought that democracy worked poorly and 57.3% said they were not interested in politics. (Source: Study "Roteiros do Futuro, Presidência da República", 2015)

A study conducted to young people aged 15-24 concluded that 85.4% of young people thought that democracy worked poorly and 57.3% said they were not interested in politics. (Source: Study "Roteiros do Futuro, Presidência da República", 2015)

1.4 Main stakeholders in the Youth Sector

Portugal has three levels of governance: central (mainland), regional (autonomous region of the Açores and Autonomous Region of Madeira), and local (municipalities and civil parishes).

In the autonomous region of Madeira, the Department of Youth and Sport reports to the Regional Secretariat of Education, while in the autonomous region of Azores, the Youth Department reports to the Regional Secretary of the Presidency of Parliamentary Affairs. This article focuses on the policies implemented in the mainland part of the territory.

Where are decisions made?

In mainland Portugal, the State Secretariat for Youth and Sport (SEJD) has the ultimate responsibility for defining a youth policy in close cooperation with the Ministry of Education. The executive and operational body for youth policy is the Portuguese Institute for Youth and Sport (IPDJ). The Portuguese Institute for Youth and Sport (IPDJ) has the task of implementing an integrated and decentralised policy for the fields of sport and youth, in close cooperation with public and private bodies, especially sports organisations, youth associations, students and local authorities.

The formulation and implementation of youth public policies are made through a structured dialogue with young people in youth advisory councils and specifically through representative platforms and municipal youth councils – the majority of which has an advisory role in defining youth policies.

The IPDJ, in relation to youth, aims to increase support for associations, volunteering and the promotion of citizenship, leisure, non-formal education, information and geographical mobility of young people in Portugal and abroad. It aims to revitalise youth tourism, especially in relation to the youth hostel network and the youth card, in order to increase youth mobility, with gains in efficiency and cost-effectiveness. In terms of social balance, only 1.11% of the Institute's staff are young people under 30 - a total of 5 young staff out of 448.

1.5 Youth Representation

On national level, two non-governmental organisations work to represent youth and the organisations working with or for them:

CNJ - National Youth Council: Founded in 1985, acts as a platform to represent youth organisations and young people at national level, representing youth interests and promoting young people's participation in youth policy. It consists of 44 youth organisations from different sectors (students, scouts, culture, sports, social education, religion) and decides on matters affecting youth in several consultative areas. CNJ has the legal statute of liaison between young people and the governing power that governs it. It states that the state must consult the CNJ "as a contact for young people on all issues regarding youth" (article 5th, paragraph c), i.e., institutional participation in the formulation of policies affecting youth and in the creation of laws.

FNAJ - National Federation of Youth Associations. Founded in 1996, is the largest federation of youth associations in Portugal. It gathers more than 1,000 youth associations at national level, representing more than 500,000 young people.

The FNAJ advocates for young people and promotes associative life as a tool for active participation in local communities. It also promotes civic and associative education. The federation supports youth associations and maintains a large national network of youth associations with the aim of promoting structured dialogue between young people and key youth stakeholders to review and support youth policy making.

FNAEBS - The National Platform of Primary and Secondary School Students' Associations. Founded in 2017, is a platform representing student associations across the country whose main purpose is to protect the interests of students in primary and secondary schools.
Advisory Councils - There are several Youth Advisory Councils, which include different stakeholders and representatives of youth institutions and organisations in Portugal.

These advisory boards are spaces where important matters in the youth field are discussed.

1.6 Law for Youth and Rights of Youth

The rights of youth as citizens and human beings are protected by the Constitution of the Portuguese Republic and reinforced or regulated by specific laws (e.g., civil code).

Constitution - Article 70: young people shall enjoy special protection to ensure the effective fulfilment of their economic, social and cultural rights, notably: a) In education, vocational training and culture; b) In access to their first job, at work and regarding social security; c) In access to housing; d) In physical education and sport; e) In the use of their free time. The priority objectives of the youth policy are the development of young people's personality, the creation of the conditions for their effective integration into the active life, a

love of free creativity and community service, also appealing to cooperation between the government, families, schools and civil society.

Constitution - Article 69: Children have the right to protection by society and the State, especially from all forms of abandonment, discrimination, oppression, and from the improper exercise of authority in the family or any other institution. Special protection should be provided for children at risk, and labour by minors of school age is prohibited. It applies to young people under the age of 18.

There are legal and political frameworks to foster the information and development of youth based on the previous two articles of the constitution.

Here, a summary of rights youngster have before they reach full emancipation:

age	Which rights?
0+	Rights under the Constitution for Children and under the Convention on the Rights of the Child.
13+	Can give their free, specific, informed and explicit consent for the processing of personal data under the GDPR.
14+	They can work on professional internships with prior permission and consent of the relevant authorities and parents. They have limited rights regarding sexual consent and decisions about their sexuality and identity.
15+	They can have a job related to cultural, artistic, sporting, or advertising activities with the prior authorisation and consent of the responsible authorities and parents.
16+	They can be criminally responsible; they can give full sexual consent and can decide about their sexuality and identity and acknowledge paternity of children. They can pursue full-time employment after completing compulsory education. They can manage assets acquired through their work, can obtain a driving licence for certain categories of vehicles with parental consent, and Can marry - which legally determines emancipation - with prior consent of parents
18+	Full emancipation to exercise civil rights.

1.7 Support structures for youngsters

In mainland Portugal, the IPDJ, I.P. has a network of 56 spaces and stands called “Loja Ponto JÁ” which are public spaces that provide information and services for youth and youth organisations with a diverse and transversal approach. The main objective of these spaces is to promote civic values among youth, establish partnerships that increase services and raise awareness of youth opportunities, youth counselling, integration and youth partici-pation in society.

These spaces have a variety of offers such as:

- Information about national and international activities and initiatives.
- Access to the internet.
- Issue of Youth Cards.
- A place to study and a library.
- Counselling in the areas of sexuality, vocational training, financial and accountability support for youth organisations, among others.

On the Madeira Islands, six youth spaces operate similarly to those of the IPDJ and on the Azores Islands there is no official youth space. However, young people can get more in-for-mation at the office of the regional youth office.

There are youth hostels across the country and municipal spaces for youth, that vary primarily in their aims, the type of support, approach and offer they provide to youth.
The Lisbon Youth Centre, which combines all the offers mentioned above, received the Council of Europe (CoE) Quality Label in 2014. These are public support structures provided by the public authorities in Portugal. They are good examples for this type of structure managed by non-governmental organisations or working with a co-management approach.

1.8 Institutional and Legislative Framework at National Level

National Youth Plan 2018-2021

The National Youth Plan is a policy instrument with the task of implementing the transversal nature of youth policy and strengthening the special protection of young people’s rights with-in the framework of Article 70 of the Constitution of the Portuguese Republic.

Inspired by international and European policies, Portugal is committed to invest and create a positive impact on young people’s lives by supporting youth employment and entrepreneurship, higher education, housing, births, health, quality of life, sports, culture, environment, agriculture, transport, social security sustainability, poverty alleviation, equality, inclusion and migration, and guaranteeing articulation with the other national plans, programmes and policies related to the youth sector.

«70 já!» (70 Now!) campaign: An awareness-raising campaign at national level aimed to communicate the rights of youth, established in Article 70 of the Portuguese Constitution, in an engaging way and directly to young people through multimedia and social networks.

National Strategy for Civic Education: It focusses on the fields of democracy, respect for di-versity, and the defence of Human Rights. It was created by the government in 2016 and pro-poses the reinforcement of Civic education in schools. In addition, it recognises the im-portance of using non-formal practices based on promoting inclusion and expe-riential pro-cesses that foster interpersonal relationships between students. It also en-courages schools to enter partnerships with external organisations such as youth associa-tions, NGOs, local au-thorities, businesses and informal groups of citizens.

Legal Regime of Youth Associations[3] : since 2006 provides a framework for the recognition and registration of youth [4]organisations. It recognises youth-led associations, socio-pro-fessional, labour unions and partisan organisations composed and led by at least 80% by youth, organisations of students, scouting and guiding organisations[5], informal groups of youngsters[6], youth-aimed organisations and federations of the previous organisations.

The recognition allows these organisations to apply for unique funding opportunities and to have a seat and vote in the municipal youth councils. Students' associations are consulted by the school and have a right to receive a budget based on the number of students in the institution. The law also gives youth and student associations (good) tax benefits and rights[7].

Volunteering Law: Portugal has a legal framework that defines the principles, rights, and du-ties of volunteers. It is used for volunteering programmes by social economy organi-sations and public organisations and referenced by youth volunteering programmes to protect partici-pants and to differentiate voluntary contributions from precarious work.

Municipal youth councils: An advisory body of the municipality on matters related to you-th policy and the needs of youngsters, ensuring the participation, representation and con-sultation of youth organisations, as well as public and private organisations related to the youth field. The legal regime for municipal youth councils defines their implementation as compulsory by every municipality, but not every municipality follows this prerogative.

3 Law no. 57/2019 of 07/08. The term "Association", in Portugal, usually refers to a legal form of organisation, traditionally classified as a non-profit organisation, although it can sometimes be used as an umbrella term to refer to all legal forms of organisations connected to non-profit aims or social economy sector.

4 Refers to youth aged <= 30 years old in most cases and <=35 years old for socio-professional associations. The president must be a youngster and the organisation must have a minimum of 15 members.

5 Recognized by the World Association of Girl Guides and Girl Scouts or World Organization of the Scout Movement.

6 Informal groups must have members aged 12 to 30 years old and a minimum of three members.

7 Includes the possibility of receiving donations; exemption from fees related to their creation and registration; exemption from income tax for legal entities (IRC), from value added tax (IVA) on all transfers of goods and the provision of services, from stamp duties, television and radio licence fees and taxes on public entertainment. They also have access to special rates for electricity and water and group rates on public transport.

Youth Card (Cartão Jovem EYC) is a national and European initiative that provides young people aged 12 to 29 (inclusive) a set of advantages such as discounts, reductions, exemptions or exclusive services (including an insurance for personal accident and travel assistance). This initiative originated in 1986 in Portugal and has annual costs of ten euros.

1.9 Financial and Support Frameworks

Support programmes for youth organisations: The legal regime of youth associations provides for four programmes aimed at supporting activities of youth associations and informal groups of youth (PAJ), activities of student associations (PAE), activities of youth organisations (PAACJ) and investment in infrastructure and equipment of youth associations (PAI). PAJ and PAE provide financial support for occasional activities or an annual activity plan. Most programmes support a maximum of 70% of project/investment costs (50% for informal groups) but can be lower due to the national budget available.

The "activity-based" programmes limit structural costs and human resources to 30 % and 40 % respectively of the total project/activity costs, whereby the share of human resources may have a negative impact on the assessment of the project application[8].

Youth participatory budgeting: It can take place within schools (OPE) or at national level (OPJ) and offers the opportunity for young people to decide on the allocation of a specific national budget. Young people can submit their proposals on the programme's website or directly to the local IPDJ services. In the case of the OPJ, each proposal has a maximum budget of €100,000, must not involve the construction of infrastructure, must benefit more than one community, and should be in the areas of formal and non-formal education, em-ployment, housing, health, environment or sustainable development, governance and partici-pation, and equality and social inclusion. The authorities will implement the winning pro-posals.

International Workcamp Programme: Projects developed by youth organisations and informal groups in cooperation with IPDJ aim to promote short-term and residential volunteer activi-ties of a civil or social nature carried out by a group of young people aged between 18 and 30 of different nationalities. The financial incentives provided may not be sufficient to cover the (compulsory) provision of accommodation and all meals for residential projects in urban areas, let alone the human resources to support professional and dignified youth work.[9]

Erasmus+ EU Programme: Erasmus+ is the EU's programme to promote education, training, youth and sport in Europe and outside the school/university context. It provides financial

8 In PAJ, the project scoring system gives no penalties for projects under 10% of human resources budget and reduces the score until 30%.

9 International Workcamps: The programme provides financial support per participant and per day - 21,50€ in 2018. IPDJ reserves the right to select most participants (and they can come from European and non-European countries). Other sources of financial support may not be compatible with the programme and the selection methods, especially when they require participants from local municipality or European countries.

support to non-profit organisations, schools, universities, among others, to promote youth mobility, exchange or development of good practices and structured dialogue between young people and policy makers. In Portugal, the programme is represented by two national agencies - “Agência Nacional Erasmus+ Educação e Formação” and “Agência Nacional Juventude e Ação”.

Conclusion on Financial Frameworks

There are several frameworks to support organisations and youth that prioritise the development of initiatives for youth using non-formal education. In terms of financial support, most programmes funded directly from the national budget do not provide strong incentives for youth work staff. Considering that quality youth work requires time and effort to prepare sessions, set times and adapt content to the expectations and reality of the group, these programmes do not provide strong incentives to promote youth work as a profession within youth organisations.

For example, funding programmes for the activity plan of youth associations limit the budget to a maximum of 40 % for human resources. Human resources are usually the most expensive part of a youth work project due to the time invested in preparing and running meetings, communicating on social media and connecting directly with young people (between 60 % and 80 % in the case of Youth Coop).This restriction does not apply to external staff resources without an employment contract. This can cause youth organisations to contract facilitators and youth workers as ‘independent’ service providers instead of creating long-term employment positions.

The framework recognises and promotes the use of non-formal education, but it is noticeable that it mainly targets volunteer-based organisations. The certification of youth workers is also not relevant - there are no criteria to distinguish projects that employ certified youth workers.

1.10 Recognition of Youth Work and Non-Formal Education

Youth Work in Portugal

Youth work has existed as a profession in Portugal for some time, but it is still not widely known. In 2017, the National Agency for Qualification and Professional Studies added the title of Youth Worker to the National Catalogue of Qualifications, certifying a framework to train professionals in youth work. The creation of initial vocational training, equivalent to high school plus vocational certification, allows young people between 16 and 24 to study for three years at a vocational school to become a youth worker. Profession-als with proven experience in youth work receive a certificate, although the authors were unable to find detailed information on how the second certification process works.

This certification also provided a recognised definition: “Youth Worker is a professional or volunteer whose work is defined as intervening in the conception, organisation, development and evaluation of projects, programs and activities with and for young people, through non-formal education methodologies, facilitating and promoting citizenship, participation, autonomy, inclusion and personal, social and cultural development.” (free translation)

Otherwise, there are many short-term trainings and workshops for youth workers to expand their competences in very different areas. The certification of these skills and experiences is still not well defined - the certificates vary as they are issued by the organisations (mostly from civil society) that provide the training courses. There is no certification at national level for non-formal education. Many youth workers train abroad, through Erasmus + projects that are certified by the youth pass.

Sustainability of Youth Work

Youth work in Portugal is not only based on volunteer work, but the sustainability of youth organisations is one of the biggest challenges. In order to provide quality work and support to the young people they work with, youth workers need to provide a more cost-efficient approach and accumulate other organisational tasks.

Recognition of Youth Work in the Portuguese Society

The recognition of youth workers in society is still a big challenge as it is not yet embedded in the “common knowledge” and culture of society. The concept of youth work is not widely known as it is often confused with employability for young people or seen only as a leisure approach with group dynamics without any real content.

In the survey conducted during this process, which is mentioned in more detail in the next chapter, more than two thirds of the responses from youth work professionals affirmed this idea. “I believe that youth work is not yet recognised or given the value it deserves. Yet, there is still a significant confusion with other complementary fields of work such as psychology, sociology, etc. I think our society still doesn’t understand the specificity and complexity of this field of work that has a bit of many things and that can happen in different ways.” Quotation from the survey “Youth work in Portugal

The impact that this lack of understanding creates is crucial to understand several areas related to it: lack of financial support, cooperation, youth participation and recognition of its social value and impact. Therefore, it is important to spread knowledge about youth work, in terms of its definition, impact and the value that youth work creates in society.

Recognition of non-formal education

The recognition of non-formal education happens in the country in very different ways. The most common format is currently for civil society organisations to coordinate a project that includes training on the use of non-formal education methods and issue certificates of participation. However, many educational or professional institutions do not recognise this type of certification if they are not familiar with youth work and non-formal education. It is not standardised as these experiences vary in quality, duration, objectives and format. A minority of these organisations have the certification of the Directorate General of Labour and Social Affairs (DGERT), which allows them to certify their trainings.

Some university masters and graduations approach non-formal education in some of their courses. Recently, the Institute of Education of the University of Lisbon has launched the Master "Training and Education - Social and Cultural Development": a professional preparation for educational interventions with all types of public and a special focus on non-formal education methodologies, critical and emancipatory perspectives aimed at intervening in multiple contexts of educational, social, economic, supportive, equitable and health nature.

The process of Recognition, Validation, and Certification of Competences (RVCC) is one of the National System of Qualifications (SNQ) modalities that considers non-formal education, even though, it does not certify these experiences.

"This process [RVCC] is based on a set of methodological assumptions (competences, autobiographical approach) that allow the identification, recognition, validation and certification of competences previously acquired by adults throughout their lives, informal, non-formal and informal contexts."

In 2017, the "Passe Jovem / Youth Pass" was created as a "tool for recording participation, recognition, and validation of learning developed by young people in non-formal education processes and activities outside the school context."

This tool is the first of its kind on a national level, being free of charge and generating personalised certificates, using the former eight key competences of the European Youth pass, but also with some limitations. It is only available for young people between the ages of 12 and 18, who participate in projects from the Portuguese Institute of Sport and Youth (IPDJ, I.P.) or organisations applying to develop projects among its frameworks.

Cooperation between formal and non-formal education

The goal of promoting greater cooperation between formal and non-formal education is clearly present in the National Strategy for Civic Education and the National Youth Plan. They identify "Formal and non-formal education" as one of their four main themes for action. "To ensure the realisation of the right to education in a holistic and inclusive

perspective, by bringing the areas of non-formal and informal learning closer to the formal education system, focusing on the development and recognition of competences and aiming at the integration of young people into active life, citizenship practice and civic participation, taking into account their specific conditions". (free translation)

1.11 Implementation of the EU Youth Strategy

By implementing the survey "Youth Work in Portugal", it was identified that 43% of the professionals who participated in the survey stated that they know the EU Youth Strategy and see it reflected in their work, while only 13% indicated that they did not know the strategy. This data shows that youth workers are aware of the strategy and intend to reinforce its implementation, even though this depends on the funding institutions' priorities.

The National Youth Plan sees itself as a cross-sectoral instrument for the coordination of youth policy in Portugal, taking into account international structures, recommendations and the EU Youth Strategy. In the different fields of action of the National Youth Plan, the link to the EU Youth Strategy is more or less visible, depending on the different approach and organisation.

1.12 Conclusion on National Level

At national level, non-formal education and the youth work sector have seen some updates and reforms that are very supportive of them, such as the recognition of "youth worker" in the national catalogue of qualifications and the various sectoral actions in the national youth plan. However, there is still a long way to go for a more comprehensive and broader ap-proach to these issues. And the structures for funding, legitimisation and prioritisation need to be further developed.

1.13 Youth Policies at Local Level

Municipality of Sintra

The municipality of Sintra has an area of 319.23 km² and a total resident population of 388,434 inhabitants, of which 66,249 (17.05%) are young people aged between 15 and 29 years. It is one of the most populous municipalities in Portugal and the largest in terms of young population (source: INE 2018).

Municipal Youth Council of Sintra

The Sintra Municipal Youth Council is a consultative body of the municipality in youth policy matters, active since January 2019 and composed of local youth organisations[10] working in different fields, representatives of the main political parties and representatives of the municipality.

10 Voting is limited to recognized youth organisations under the Legal Regime of Youth Associations.

Local Youth Strategy - Municipal Youth Year 2020

In 2019, representatives from the Municipality of Sintra proposed reforms in local policies for youth. 2020 was suggested as the starting year for this reform and titled “Municipal Youth Year” to increase the visibility of youth associations and informal groups of youngsters. The Municipal Youth Council helped by creating a temporary commission to support preparations and activities.

The following activities were performed: 1) A survey for ideas and initiatives from local youngsters and youth organisations; 2) Co-creation of a plan of actions and events across the municipality: 3) The definition of a financial programme to support projects promoted by youth organisations and informal groups of youngsters; 4) New dedicated communication channels from the municipality, starting with a website for the youth sector.

The plan of activities was disrupted by the COVID-19 crisis, which cancelled the celebrations of the urban youth year. The organisations adapted their activities to the existing restrictions, but the number of events and projects was severely affected. Nevertheless, the municipality supported the sector with extraordinary technical and financial assistance and maintained the agenda to explore new youth policies.

Support Frameworks for Projects

Until 2019, the municipality provided technical and financial support for youth projects based on requests from organisations for individual projects or after submission of an activity plan. After the Municipal Youth Year 2020, the municipality regulated a support framework for stand-alone activities and annual activity plans for youth and youth-oriented organisations in terms of technical support, logistical resources (e.g. facilities) and financial support. The regulations also allow recognised youth groups to apply for financial support for stand-alone activities through another established organisation that acts as a financial supporter.

Places for Youth

There are four places in Sintra, under the umbrella of the Department of Education and Youth and located in the main urban areas that are at the centre of youth policy. Since 2019, the municipality has been developing a joint strategy to promote youth participation in these places. The municipality has partnered with youth organisations (including Youth Coop) to informally test the co-management of community spaces, with the aim of promoting youth activities in collaboration with municipal staff and enabling initiatives outside standard opening hours.

Other Relevant Programmes and Initiatives

The municipal youth assembly is an initiative organised by both the municipality and the schools, where students propose ideas to be implemented in the school context.
The plans are prepared, presented and voted on at the final meeting in the presence of the municipal board and open to the public.

The Sintra Youth Volunteering programme provides an experience for young people aged 15 to 25, who volunteer to support beach visitors, information point for tourists, fire watch tasks in the natural park, archaeology initiatives, free time occupation activities, etc.

The Youth Renting Programme provides affordable renting for young people living in Sintra. The School Books Bank enables families with financial difficulties to access school books and promotes the responsible use and reuse of books and school materials.

1.14 A summary of the process

During the Guidance Papers process in Portugal, difficulties occurred regarding meetings with stakeholders. Meetings were held with stakeholders to gather information on current programmes and the future of youth policy at national and local level. Most of the work required to write this first chapter involved in-depth research on information, legislation and how to deal with the reality of the sector. Often institutions or stakeholders had to be called or emailed to understand how some things work in reality and how they relate to the status quo of youth work in Portugal.

Desk research and some informal enquiries were made to representatives of the youth sector to obtain data on the needs and status quo of youth work in Portugal, and insights into the challenges of the field. As no relevant and complete data could be found, the need arose to produce a diagnosis aimed at professionals working with and for young people in Portugal.

In 2020, an online survey was created that received contributions from 70 youth workers from different regions to create an overview of youth work in Portugal.

The survey targeted youth workers, including professionals that work directly with youngsters or with youth policies. It was divided it into two parts:

Part A - demographic data from the participants and work conditions: age, years of experience in the field, type of work (volunteer or paid), the main region of work, the primary source of funding, etc.

Part B – perception about youth work: perceived societal perception of youth work, identified needs for professionals working in the youth sector, suggestions and ideas on strengthening youth work in Portugal.

In meetings with the regional representatives from the National Institute of Youth and Sports (IPDJ) and the National Youth Council's (CNJ) president youth, the youth workers' situation and needs were discussed.

The Portuguese Youth Professionals Association (APPJuventude), the National Federation of Youth Associations and the State Secretariat of Youth and Sports were contacted but did not respond within the timeframe of writing this paper.

The process was important to provide accurate information for the guidelines linked to the needs, ideas and visions of professionals working in the field. The data collected helped to strengthen and adapt the recommendations that address the reality of youth work in Portugal. The aim is to publish the results of the survey in a special publication in order to increase the knowledge base of the youth field:

1. Needs identified in the field of youth
2. Needs concerning Youth Workers
3. Recognition of Youth Work and its professionals

In 2015, the profession of youth worker was included in the National Qualifications Catalogue, but remains largely unknown in society at large, lacking representation, recognition and social expression. It is often confused with social service or social animation, although many functions and tools are familiar to these fields.

Moreover, the "youth sector" presents itself as transversal to other known sectors (education, culture, sport, leisure, employment, social solidarity, environment, health,

politics, etc.). Also, professionals involved in projects linked to social solidarity often do not self-identify as youth workers. Examples are scouts, environmental groups, inclusion projects, religious youth groups, youth clubs, informal groups of young people, etc. However, they carry out projects aimed at the personal and social development of young people.

A significant number of workers report insufficient connection and collaboration between professionals in the field. They point to the need for more events and opportunities to share/discuss experiences and ideas between professionals in the field, including strategies and policies to promote and increase youth work recognition. Another frequently mentioned topic is the need for an increased professionalisation of youth work in terms of more opportunities for professional training, certification and more effective communication strategies to raise awareness about youth workers' profession and aims.

Financial support for professional Youth Work

Surveyed Professionals perceive youth work in Portugal as "specific" social work that should be relevant to most of the population. It has a specific target group (youth), specific aims (personal and social development) and structured approaches (experiential learning and informal support). Due to the proximity with other fields of expertise, youth work is not widely known by society, politicians, stakeholders or as a potential career choice. It is not perceived as an "essential work" but as "something accessory, without much relevance and linked with voluntary-based work"[11]. A significant amount of public grants in the youth sector replicates the trend of indirectly supporting non-professionalised work. These grants restrict the type of activities, support the grant for the organisation and limit the funding of internal human resources (including youth workers, also the part that is earmarked for the projects[12]). They foster the conception that youth work and non-formal education can be voluntary-based labour, and human resources should be external (and precarious).

Therefore, the sector needs more investment to promote decent work in the youth sector by reducing bureaucratic hurdles related to project application and reporting, enabling co-financing of initiatives/projects and paying for internal human resources related to implementation.

Needs concerning young People

By the end of 2019, Youth Coop in Sintra developed a local consultation on the needs of young people aged 13-30, in which 232 young people participated. In Évora, the diagnosis made by the municipality about the needs of young people was used. As the two locations have very different characteristics, it was decided to show the common needs of both geographies.

11 Quote from a youth worker that replied to the survey "Youth Work in Portugal – Guidance Papers" -, an opinion shared by most of the professionals that answered.

12 In some cases of support for local projects, youth workers promoting and organising the whole project obtain almost no financial support, while young volunteers (participants) obtain insurance, daily pocket money (for travel and food expenses) and certification of participation.

More activities and spaces aimed at young people

The youth survey revealed that a large proportion of youth are looking for personal development and recreational activities. Youth with fewer opportunities are a priority who cannot afford paid summer camps or other options. Also, many youths who do not have access to vocational activities and places for youth to go besides school. They also need opportunities to promote their full potential, such as training, volunteer events, workshops or simply meeting other youth. These activities are particularly relevant during the school break in summer (June to September). In urban areas, there is a need for more green spaces for the community and young people to be involved in activities related to sports, awareness of social, cultural and environmental issues and other professional activities.

Internship and job opportunities for youngsters

There is a lack of support for young people's transition to the labour market and the acquisition of relevant work experience is another need that profoundly affects their development and emancipation processes. Therefore, measures and policies to promote a more integrated approach to integrating young people into their first job have been identified. Yet, they are not effective in promoting work dignity for youth starting their careers due to the lack of experience and soft skills. Young people are at risk of underpaid work with limited benefits, protections and shortened contract periods, which promotes a precarious living situation and leads to leaving the parental home late in Portugal (at 29.2 years). The lack of jobs and internships can be much higher in the rural areas of the country, which favours internal migration processes to the more populated areas of urban centres.

CHAPTER 3: Recommendations

The following recommendations result from Youth Coop's experience in the youth sector, combined with input from the consultation survey. They aim is to improve the youth sector and promote professionalisation of youth work in terms of recognition, support and impact.

Youth Workers: Recognition of Youth Work and its professionals

The pursuit of recognition, professionalisation of youth workers and non-formal education needs to continue in order to pave the way for higher quality projects and encourage higher levels of academic studies in the future.

Strengthening the youth work profession through recognition should be done through: Increase efforts to raise awareness of youth work as a profession and how it differs from other similar fields.

Promote initial professional training for youth workers - a more significant promotional activity.

Youth workers with practical experience should take the 'official' training courses in cooperation with organisations promoting youth work.

More information about the profession of "youth worker" and a more precise and transparent approach to the certification of existing experienced professionals.

Give meaning to youth worker certification by providing for an increase in grant applications that include certified youth workers.

Create the youth work professional pathway as a university degree, including specialisation in related fields (e.g., social project management, psychology, social intervention, community animation, international youth work, etc.).

Invest in capacity building of public and private organisations, beyond recognised youth associations, to effectively disseminate results and impact of their work and implement measurement tools/methods and communication strategies to reach their direct community, young people and relevant stakeholders in the youth field.

Incentivise networks and events of youth workers to share experiences/ideas between professions. These spaces and representative organisations can increase the influence, lobby and advocacy capacity of professionals as a collective and increase their ability to influence the adaptation of youth policies in different fields.

Incentivise the creation of mutual social solidarity services and benefits to promote the protection of youth workers' profession.

Financial Support for Youth Work

Promote co-management of public and community spaces aimed at young people. Co-management of public spaces involves the sharing of resources and responsibilities between multiple organisations. It increases the connection between organisations with different backgrounds and brings together voices that bring different opinions and skills to promote a common strategy. It supports the sustainability of the organisations involved by sharing resources such as tools, equipment and locations. These approaches with youth organisations can promote youth representation in decision-making processes and contribute to the implementation and evaluation of local policies.

Recommendation:
Promote cooperation between public organisations and social economy organisations (with a focus on NGOs and youth organisations) to use and manage public spaces to promote youth activities and services.

National and local policies should promote co-management of resources as good practice to promote youth work.

Co-management should be accessible to small organisations with limited economic resources - free of charge or as a token rent with shared responsibility.

Provide financial grants to support youth work services and youth centres, with a focus on application, working with local authorities, NGOs and youth organisations, sharing resources and responsibilities. NGOs will support the activities and goals of these youth centres with their projects, creating even more local synergies for sharing public spaces.

Funding Opportunities and Limitations

Funding opportunities can often limit spending on human resources, which affects the quality of youth work. This can be seen in programmes that, for example, can fund volunteer expenses but not the organisation or youth workers, or in ways where funding can only cover the activity (materials, insurance, meals, etc.) and accommodation costs without considering human resources. This kind of approach could be suitable for voluntary organisations. Youth work activities require time and effort to plan, prepare the pedagogical content, implement and adapt the activity to the participants and should be considered as such.

Recommendation:
Remove restrictions on internal staff resources in public funding to promote the professionalisation of youth workers in organisations and avoid precarious work through the forced use of external staff resources. Internal staff costs should be eligible according to the time they spend on the project or activities.

Incentivise the funding and involvement of youth workers by giving priority or extraordinary funding to projects that involve certified youth workers - this will also encourage the certification of youth workers.

Encourage funding for the structural costs of youth organisations and NGOs with a long-term youth work strategy.

Young people: More Activities and spaces aimed at young people

Places are needed that can meet the needs and interests of young people. They should be inclusive and welcoming for young people and encourage their creativity and self-expression. Staff of public spaces and organisations working with young people should have competences and skills to talk to young people, support them, promote activities that meet their needs and inform them about their rights and opportunities for personal and social development. Reflecting on the strategy and purpose of a public space can help strengthen the alignment between the actions of these spaces, their purpose and the outcomes achieved, reflecting on their activities and creating the necessary projects or policies that support their actions and youth.

Recommendations:

Promote the revitalisation of public spaces with a youth work approach and purpose, where connection and working in a long-term perspective are at the heart of the philosophy.

Encourage reflection on the mission and goals of public youth spaces, such as youth centres or leisure clubs, and their outcomes: how many young people have participated in activities, how many youth initiatives have been supported, how many young people benefited from one-to-one supervision or mentoring, as an example.

Invest in regular training of human resources by familiarising professionals with youth work principles, tools/methods, participatory approaches, community development, gamification strategies and non-formal education.

Promote regular consultation of young people's needs and interests at local level.

Empower young people to involve them in processes and activities related to the planning and management of youth-friendly public spaces and local youth policies.

Empower young people for self-expression and self-confidence, creativity and critical thinking to increase their resilience to social change and to follow their dreams.

Internship and job opportunities for youngsters

The national average rate of youth unemployment in Portugal is higher than the EU28 average. It affects the quality of life of youth and their transition to independence and adult life.

Recommendation:
Provide opportunities to prepare young people for their entry into the labour market. Encourage their self-development with opportunities for self-reflection and building self-confidence. They must have the opportunity to experiment and choose a career path that meets their needs and interests, taking into account the current demand and offers of the labour market.

Implement career and vocational guidance offices that are free of charge for young people inside and outside schools. These offices can support the reflection process, information and preparation of young people so that they have more support for their transition into adult life.

Promote information about programs that can increase youngsters' self-development, their skills and broaden their horizons. Current strategies are not effective at reaching the youngsters.

Foster information about interns' and young workers' rights to avoid situations of exploitation where the employer takes benefit of the vulnerable situation young people can be in. Paid internship opportunities and incentives that promote young people's work experience and employability are of great importance and need to be promoted in close cooperation with young people, businesses and organisations.

SUMMARY

REPORT ABOUT THE WORKING PROCESS

All Guidance Papers follow a common structure, starting from understanding the status quo of the respective country in terms of youth policy, the legal framework and the situation of the young population (Chapter 1), through the needs of youth/youth policy (Chapter 2) to the formulation of recommendations (Chapter 3). The steps of the process were discussed in regional groups (north, east, south, and Germany). This exchange in regional groups was a valuable part of the process from the beginning and the insights into other realities of youth work gave inspiration and allowed to see one's own situation in a bigger picture.
The common structure makes it possible to compare the papers. Already during the process, similarities and differences between the regional groups and the individual countries became visible. The following is a summary of the main points, findings and lessons learned from the collection of Guidance Papers.

SO MANY DIFFERENT SITUATIONS

The variety of described status quo gives a good impression of the different conditions youth workers are faced with in Europe and what different situations the youth face depending on their countries. There are great differences in chances, education levels, independence, and drug addiction. In Portugal, Spain, Italy, and Greece, but also in countries from the regional group east, like Ukraine, where the unemployment rate amongst youth is high, the young people tend to stay longer in their parents' household. This is also often connected with responsibilities in the family, which has an impact on the participation of youngster in youth work offers.[1]

Another effect of the lack of prospects due to unemployment is the emigration of educated young people (so-called brain drain). Southern and Eastern European countries such as Romania, Ukraine and Hungary report this problem. In Italy, for example, 64% of young people who have migrated to other countries in the last 5 years had a medium-high university degree. [2]

A high level of drug and alcohol abuse was mentioned in the papers from northern countries (Estonia, Denmark, and Finland), with Denmark and Estonia being the highest-ranking countries in Europe[3], but the topic was relevant in many other Guidance Papers and regions as well.

1 (compare GP Spain, Chapter 1)
2 (compare GP Italy, Chapter 1)
3 "According to the European School Survey Project on Alcohol and Other Drugs (ESPAD) Estonia was the second highest ranking country after Denmark and has the highest rates of experience with new psychoactive substances (10 percent)." (See GP Estonia, Chapter 1)

Further, the legal frameworks are different in every country. While some countries, like Greece[4], have institutions and political structures dedicated to youth, others like Denmark[5] lack any of these. In Estonia, for example, the political responsibility for youth is shared between more than four institutions[6]. In Italy however, the responsibility changed three times in the past 15 years. The set age frame that defines youth literally differs from country to country and even within a country many definitions exist. In Germany, there are five different legal age frames and yet funding organisations usually have their very own interpretation of how old a youngster is. What might seem funny at first sight, can become difficult when combining funds from different institutions for one international project.

The funding in general is very different throughout European countries. While most countries from the northern group and Germany have a broad funding structure also on national level, southern countries like Italy and Greece depend highly on EU funding[7]. Hungary faces the issue of very few private donations, because donations in general are not tax refundable as in most other European countries[8]. But Hungary is not alone with this in the eastern group. Romania also reports that private funding is not common[9]. This leaves the youth workers in Europe with very different conditions of work. While in some countries funding and even long-term funding is available via multiple funding organisations, other European countries rely strongly on money from the EU. This creates huge inequalities in EU youth work.

WHAT WE HAVE IN COMMON

With all these differences, explained in the section above, it is worth noting that some challenges are the same across Europe. All European countries that contributed to these Guidance Papers are struggling with difficult funding situations.

This problem affects many different aspects of youth work. There are insecure and unstable working situations for youth workers, e.g., with temporary contracts. In addition, the lack of funding often leads to a shortage of staff, resulting in stressful working conditions. And youth work services are often dependent on volunteers and unpaid staff.

4 "The General Secretariat for Youth was established in 1982 as a governmental body with the main objective of shaping, monitoring and coordinating government policy for the new generation and its association with society and its actors." (See GP Greece, Chapter 1)

5 "Therefore, Denmark does not have a youth law, a youth minister, or a national agency for youth." (See GP Denmark, Chapter 1)

6 "The Ministry of Education and Research is responsible for the implementation of the [Youth Field Development Plan]. The Ministry of Social Affairs, the Ministry of Justice, the Ministry of the Interior and the Ministry of Culture are also involved in its implementation together with other parties." (See GP Estonia, Chapter 1)

7 SOURCES

8 Compare GP Hungary, Chapter 1

9 Compare GP Romania, Chapter 1

With the lack of funding comes a lack of quality services for the young population. As always, this affects the less privileged young people the hardest. Support for special needs and additional staff is difficult to organise with little funding. This excludes some groups of young people from accessing the activities offered in (international) youth work. In most cases, there is a strong concentration of offers in the big cities and little or no offers in the rural areas.

Another problem that seems to affect all partner countries is the low recognition of youth work. In many countries, there is no training or study to become a youth worker. This means that there is no offer to prepare for this job, i.e., it is not recognised that this job requires special skills and competences. But the problem continues once someone has taken the job. Socially, politically, and financially, youth workers are not valued enough in all countries of the network. Youth worker positions are often low-paid jobs, even though they are stressful and have demanding working conditions.

The last need mentioned by partners from all regional groups is the general lack of youth centres or places where the young population can get information about studies, work experience, study abroad, youth work opportunities and possibilities for their future. These are physical places or simple digital platforms. Young people need access to information platforms where they can find advice on how to find a job, what opportunities they have or answers to the important questions in the phase of becoming an adult.

OUTLOOK

We expect to raise the awareness of representatives in the field of youth politics: projects in the field of Active European Citizenship and civic education in general can be a big benefit, not only for the youths participating, but also for the communities and regions involved. Hereby, we want to raise the interest to support future projects in the field and motivate policy-makers to implement policies in the field of youth (work) and education that creates the conditions, needed for inclusive programmes of European Active Citizenship. By involving policy-makers from different local, regional, national, and European levels, a multilateral cooperation will be established, to discuss existing strategies from the involved regions and from the European level. The aim is to harmonize these policies and to establish a common strategy that can at the same time fit the needs of different regions and states.

As written in the introduction, these papers are a first step towards these aims. The comparison of the papers shows a of manifold youth work realities in Europe, yet there is a list with common needs across Europe. Fortunately, others have a joined vision in the field. The European Youth Work Agenda[10] and the Bonn Process are good examples of international cooperation for the development of European youth work. These Guidance Papers are an important contribution to establish a real harmonized European youth work, addressing these needs in all countries.

The Guidance papers and the processes initiated by them will serve as best practice examples, to gradually motivate other regions for similar initiatives. The partners of the network intensify their dissemination process after the completion of the papers. The follow-up project Generation Europe: The Academy, additionally continues their work in lobbying and advocacy to build on this successful process.

10 For more information see: https://www.eywc2020.eu/en/

REFERENCE LISTS

P.39, Belarus, Chapter 1:

- The report about the state of youth in the Republic of Belarus for 2017 (in Russian),
- About the legal status of youth in the Republic of Belarus. The analysis of the legal framework (In Russian).
- The UNICEF Concept Child Friendly City (In Russian)
- The capacity of collaboration between youth NGOs and initiatives in facing common challenges (in Russian)
- Children and youth. 2018. Statistics digest of the National Statistics Committee, 2018, Accessed: 25.06.2019

P. 65, Ukraine, Chapter 1:

- Youth Policy in Ukraine https://www.salto-youth.net/rc/eeca/eecapublications/eecamnual/eecamanualukraine/ythpolicyukr/
- Country sheet on youth policy in Ukraine https://pjp-eu.coe.int/documents/42128013/47262259/Ukraine_Country+sheet_2016.pdf/492169a9-0ba0-44ab-ae00-3d0a076d5864
- Youth Policy Governance https://pjp-eu.coe.int/documents/42128013/47262379/Ukrane_Youth-Wiki-Chapter-1.pdf/ae882d8a-d251-ee1c-d881-d79a1eaf9128
- Youth and Youth policy in Ukraine. Social and demographic aspects http://www.un.org.uaimages/Youth_and_Youth_Policy_-_Demo_Aspects_EN.pdf

P. 89, Poland , Chapter 1:

- www.gov.pl/web/dlamlodych
- www.ngo.pl
- www.eurodesk.pl/
- www.gov.pl/web/edukacja-i-nauka
- www.gov.pl/web/rodzina
- www.frse.org.pl/
- www.erasmusplus.org.pl
- www.oko.press/
- www.stat.gov.pl/
- www.radamlodziezy.pl
- www.pafw.pl/
- www.aktywniobywatele.org.pl/
- www.europa.eu/youth/home_pl
- www.warmia.mazury.pl
- www.olsztyn.eu
- www.ekonomiaspoleczna.gov.pl
- www.rownacszanse.pl

P. 102, Romania, Chapter 1:

- www.erasmusplus.ro
- www.mts.ro
- www.suntsolidar.eu
- https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/overview-romania
- http://insp.gov.ro/sites/cnepss/wp-content/uploads/2016/01/Analiza-de-situatie-2019.pdf
- http://www.emcdda.europa.eu/system/files/publications/11350/romania-cdr-2019_0.pdf
- https://en.wikipedia.org/wiki/Romania
- https://hu.wikipedia.org/wiki/Erd%C3%A9ly
- http://library.fes.de/pdf-files/bueros/bukarest/15294.pdf
- https://www.rubinian.com/cor_6_ocupatia_detalii.php?id=341205
- http://statistici.insse.ro:8077/tempo-online/#/pages/tables/insse-table
- https://ec.europa.eu/eurostat/web/products-eurostat-news/-/EDN-20180515-1
- http://www.just.ro/wp-content/uploads/2020/03/Asociatii02032020.pdf

P. 120, Italy, Chapter 1:

- http://www.youthpolicy.org/factsheets/country/italy/
- http://www.politichegiovaniliesport.it/istituzionale/ministero-politiche-giovanili/
- https://pjp-eu.coe.int/documents/1017981/11004734/Italy_Youth+Work+Country+Sheet_final.pdf/d3efe144-6504-95f7-51bd-908bd17ab26a
- https://ec.europa.eu/youth/policy/implementation/report_en
- https://www.istat.it/it/archivio/224943

P. 141, Greece, Chapter 1:

- Hellenic Statistical Authority-ELSTAT, Estimated Population and Migration Flows, 31 December 2019.
- Hellenic Statistical Authority, Youth in Greece 2019, September 2019.
- Annual Report for the field of youth in Greece, Youthnet 2016
- Conclusions and recommendations of the Council of Europe, International review team 2014

PLEASE ALSO VISIT US ON
IBB: IBB-D.DE
GENE: GENERATIONEUROPE.ORG
GUIDANCE PAPERS:
GENERATIONEUROPE.ORG/ARCHIVE/GUIDANCE-PAPERS