



access

Access – Social Space Orientation in Youth Work 4.0



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Access Social Space Orientation in Youth Work 4.0

LTTA Part 1, Berlin

GdLB gGmbH / BIS e.V.
Winterfeldtstr. 33, 10781 Berlin

Berlin, 28 March 2023



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Group discussion on the 3 Case Studies

1. Experiences with the three focal points of the youth strategy, current problem situations and focal points, major barriers and deficits, e.g.
2. How does the youth work 1) direct support and 2) lead to create better opportunities of participation for young people with disabilities / disadvantages in social space/ neighborhood facilities?
3. New (and old) challenges for youth workers / educators of young people with disabilities/disadvantages: paving the way toward inclusion, acceptance, social cohesion, potentials of cooperation in the neighborhood

Berlin, 28 March 2023

New (and old) challenges for youth workers working with Youth “in NEET situation”

The key point about a ‘real’ NEET situation is that it is **involuntary** and the person is **stuck in it**.

- Typically **no** significant personal **project for the future**.
- NEET situations are **involuntary** and associated with **vulnerability / disengagement**.
- NEET situations stem from **underprivilege** , **barrier**, from conventional experiences of **unemployment**.

The term was invented in the UK in the late 1980’s and its use has grown, it means different things in **different settings**.

The use of the term NEET can become counterproductive – by making a **false amalgam** of too many **very different situations**.

Stigma: Some consider the term NEET has a **stigmatising** quality and shouldn’t be used.

[Source: OnTrack \(salto-youth.net\)](https://salto-youth.net)

New (and old) challenges for youth workers working with Youth “in NEET situation”

Young people in NEETs situation may find themselves in several of the situations listed below at the same time:

- **Social obstacles** : young people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc., young people with limited social skills or anti-social or high-risk behaviours, etc.
- **Economic obstacles**: young people with a low standard of living, low income, dependence on social welfare system, young people in long-term unemployment etc.
- **Educational difficulties**: young people with learning difficulties, early school-leavers, young people with poor school performance etc.
- **Disability**: (i.e. participants with special needs): young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities etc.
- **Cultural differences**: immigrants, refugees, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion difficulties etc.

[Source: Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy | Erasmus+ \(europa.eu\)](#)



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**16:15-16:30 Presentation of the Groups results /
Zusammenfassung aus Gruppenarbeit**

**16:30-17:30 Discussions on Capacity Building /
*Fazit zum Capacity Building***

- What resources and framework conditions are needed for the actors of youth work (focusing on young people with disabilities/disadvantages) and youth education (both formal and non-formal) for effective youth work?
- How and by whom should these resources and framework conditions be provided (in Berlin)?

Berlin, 28 March 2023

Resources & Framework Conditions

- what resources and framework conditions are needed for the actors of youth work (focusing on young people with disabilities/disadvantages) and youth education (both formal and non-formal) for effective youth work?
- how / by whom should these resources and framework conditions be provided ?

Targeting young people with fewer opportunities has long been a pillar of the European Union (notably through project **funding**). To achieve **greater impact** in targeting young people **with fewer opportunities** and to ensure that Erasmus+ responds positively to **diversity** in the field of Youth, a **revised strategy** is presented: **a strategy for Inclusion and Diversity**

[Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth \(europa.eu\)](https://europa.eu)

Erasmus+ Inclusion and Diversity Strategy in the field of Youth

The strategy for **Inclusion and Diversity** takes into account inputs from **practitioners** in the field, **stakeholder consultation with experts**. Two novel elements were introduced:

- **Diversity**: diversity in all its forms is referred to throughout, alongside **inclusion**. This ensures there is a **dual focus** – not only on including **young people** but also on strengthening the **knowledge, skills and behaviours** needed to fully accept, support and promote the differences in society.
- **Practical guidance**: practitioners in the field emphasise the need to make **information about inclusion & diversity measures** more **accessible / user-oriented**.

Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth (europa.eu)

Why Inclusion and Diversity?

To include young people with fewer opportunities outreach alone is not enough. It is vital to **equip young people** and **youth workers** with the necessary competences to successfully manage and support diversity.

This will contribute to

- **positive interaction** with different inclusion groups,
- **positive response to diversity** will ultimately benefit **young people with fewer opportunities** and their **inclusion** in society.

What can youth work actually do to help?

- **inclusion** ensures that all young people can **take part**,
- **diversity** ensures that everybody can take part **on their own terms**, recognising the **value of differences**.

Erasmus+ youth projects are ideal tools for **inclusion** and at the same time **train young people (and youth workers/leaders) to manage diversity** in a positive way.

[Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth \(europa.eu\)](#)

Inclusion and Diversity Strategy

1. Create a **common understanding** of those who may be considered as young people with fewer opportunities and a coherent framework of support for the Erasmus+ programme feature "Equity and Inclusion".
2. Increase the **commitment** to inclusion and diversity from different actors in Erasmus+: Youth in Action.
3. Promote Erasmus+: Youth in Action as a **tool to work with young people with fewer opportunities** and actively reach out to disadvantaged groups.
4. **Reduce obstacles** for young people with fewer opportunities to participate in the programme and help applicants to overcome obstacles.
5. Support organisers in developing **quality projects** that involve or benefit young people with fewer opportunities (e.g. provide training, tools, funding, coaching etc.).
6. Link where relevant to **other initiatives** that benefit young people with fewer opportunities – both cooperation with other sectors (joined-up, cross-sectoral approach) as well as for youth policy and projects at local, national and international levels.
7. Invest in the **intercultural and social skills** of young people and youth workers as well as their competences to manage and work with diversity in all its forms.
8. Increase the **recognition** of the experience and skills gained by young people with fewer opportunities in Erasmus+ and by the youth workers working with them.
9. Ensure that the focus on inclusion and diversity is present in **all stages of Erasmus+: Youth in Action management**, including promotion, support for applicants, selection of projects and evaluation and dissemination of project outcomes.

[Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth \(europa.eu\)](https://europa.eu/erasmus-plus/strategy-inclusion-diversity)



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Discussion in Plenum 17:30 Conclusion

LTTA, Part1, Berlin, 29 March 2023



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Thank you for your attention and your great inputs!

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LTTA, Part1, Berlin, 29 March 2023



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GdLB gGmbH / BIS e.V.
Ebelingstraße 15 in 10249 Berlin

Berlin, 29 March 2023

Practical Guidelines to work with inclusion and diversity: Reaching out

Youth organisations and other stakeholders are invited to consciously **reach out and reduce obstacles** for a variety of target groups. This makes an organisation truly welcoming for young people from all different walks of life.

- **Appeal:** Does the organisation make a **conscious effort to appeal and reach out** to different target groups?
- **Obstacles:** How does the project in question **reduce obstacles** for diverse target groups to participate? In what way does it respond to the **needs of different young people**?

[Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth \(europa.eu\)](https://europa.eu)



Erasmus+

Inclusion and Diversity Strategy

– in the field of Youth

*European Commission
Directorate General for Education and Culture*

Practical Guidelines:

Keeping young people at the centre

A youth project should be based on the **strengths** of the young people and their **active contribution**.

- **Needs-based**: Is the project built around the **needs, interests and aspiration** of the young people?
- **True participation**: Does the process allow young people to **use their competences** and **develop**?
- **Tailor-made**: Is the project adapted to the **competences and previous experience** of the young people?
- **Supportive approach**: Are the **youth workers skilled** to deal with the **special needs and sensitivities** in the groups?
- **Social dimension**: How does the project deal with **stereotypes** about different excluded groups?
- **Risk assessment and crisis management**: Do the youth workers involved have a clear view, not only of the **benefits**, but also of the **potential risks** when working with this target group?

[Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth \(europa.eu\)](https://european-council.europa.eu/media/en/press-communications/inline/2020/04/1020200401_en01.pdf)



Erasmus+

Inclusion and Diversity Strategy

– in the field of Youth

*European Commission
Directorate General for Education and Culture*

Practical Guidelines:

Dealing with diversity of all kinds

Youth projects addressing people from different backgrounds (socio-economic, educational, cultural, religious, geographical, disability, sexual orientation, gender etc.) requires specific attention on:

- **Preparation:** Does the project focus on **common interests** rather than difference?
- **Mixed groups:** Is this diversity taken as a **learning point**?
- **Homogenous groups:** In exceptional cases (e.g. when dealing with sensitive topics, such as identity, violence, **personal development**) it might be beneficial to work with one particular target group only .
- **Social and intercultural competence:** Does the project envisage **promoting diversity** and countering intolerance and discrimination? How does it deal with **taboos**?
- **Reflection and time-out:** Does the project foresee enough **breathing space** when young people (alone or together) can **make sense of what is happening** and what they learn?
- **Youth workers from inclusion groups:** Does the team of youth workers **understand the needs of the target groups** they work with?



Erasmus+

Inclusion and Diversity Strategy

– in the field of Youth

European Commission
Directorate General for Education and Culture

[Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth \(europa.eu\)](https://europa.eu)

Practical Guidelines:

Using non-formal learning

Youth projects are an attractive way to gain **competences** and **life skills**, and are valuable for young people at risk of **low levels of attainment** in formal learning, who **have dropped out** of school or are in a situation of **unemployment**.

§ **Clear objectives**: Are the **methods** appropriate to achieve learning objectives? Is the project presented to the young people in a way that is **relevant and understandable** for them?

§ **Attractive methods**: Are the methods **learner-centred and participatory**? Do they **engage** young people and allow them to **try out new things**?

§ **Peer learning**: Are young people seen as a **source of learning**? Are all young people encouraged to come up with their **own solutions**?

§ **Simplicity**: Is the project **clear, simple and tangible** enough for the young people?

§ **Documenting learning**: Is there time and space for the young people to **think about their learning**?

§ **Fun**: How do the organisers make sure the project is **attractive and exciting** for the young people?



Erasmus+

Inclusion and Diversity Strategy

– in the field of Youth

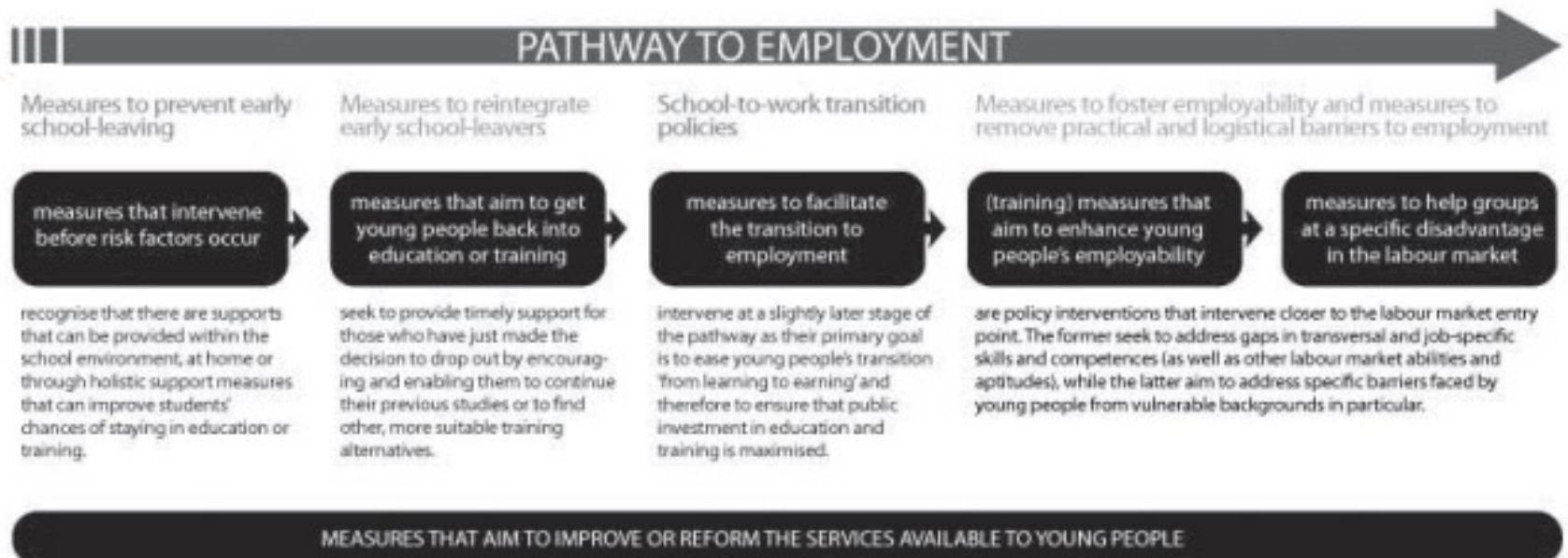
*European Commission
Directorate General for Education and Culture*

[Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth \(europa.eu\)](https://europa.eu)

Pathway to Employment and Youth Work

Five main categories of policy approaches to the NEET issue:

Reintegration



Eurofound (2012), NEETs – *Young people not in employment, education or training: Characteristics, costs and policy responses in Europe*

Source: [OnTrack \(salto-youth.net\)](http://salto-youth.net)

Understanding inclusion working with young people “in NEET situation”

The European Commission defines “**(young) people with fewer opportunities**’ as (young) people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to **discrimination** under **Article 21 of the Charter of Fundamental Rights of the European Union**, face **obstacles** that prevent them from having **effective access to opportunities** under the Programme”.¹

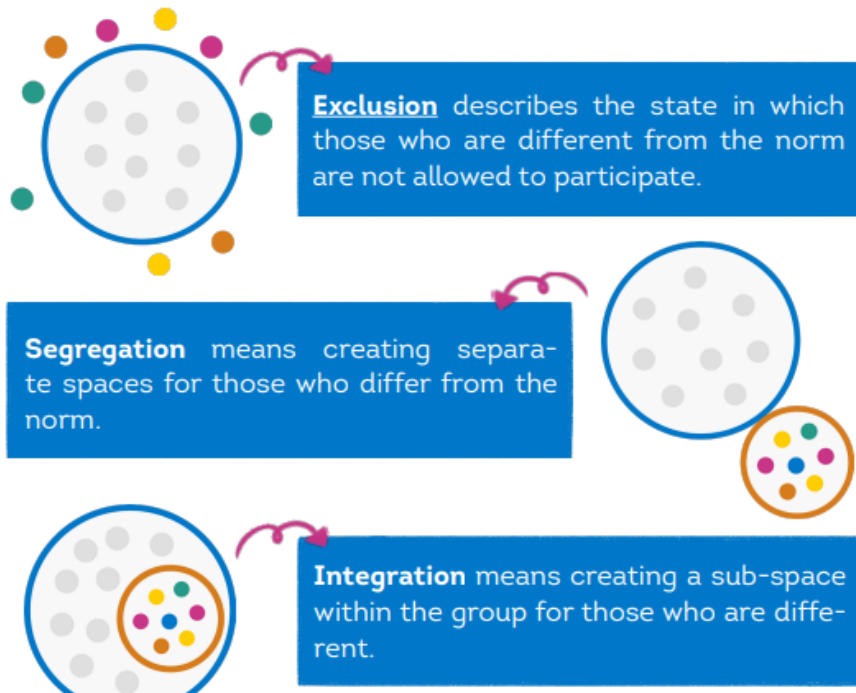
Barriers may be **structural, policies, practices, and beliefs** that limit or prevent a set of people access to opportunities that are available to others. There are several types of **barriers** and they can hinder participation both as a standalone factor and in combination.

¹ European Union: Inclusion & Diversity Strategy.

INCLUSION

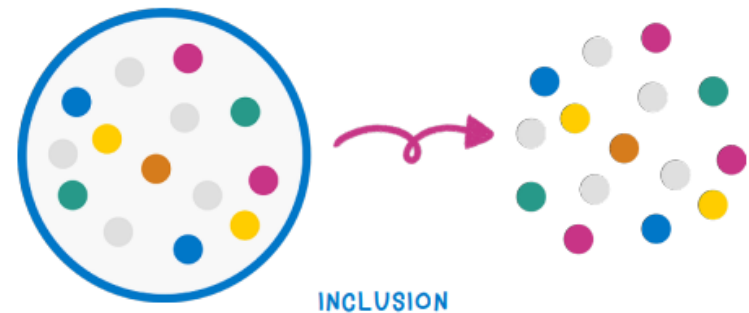
Inclusion means respecting and valuing diverse identities and experiences, and enabling full participation of everyone. The term itself implies that the people you are trying to include were likely previously excluded.

Within the framework of the Erasmus+ and European Solidarity Corps programmes, the focus of inclusion lies on young people with fewer opportunities who are disadvantaged compared to their peers because they face one or more of the exclusion factors and obstacles.



But what is inclusion then? Is it simply about allowing everyone to join without separating the group in any way? When creating inclusive youth activities you need to ensure that previously excluded groups are included which means removing barriers of participation.

INCLUSION MEANS REMOVING THE BARRIERS OF PARTICIPATION



For inclusion to be successful, it requires a paradigm shift towards openness and accountability for historic and systemic oppressions. It requires you to **understand the dynamic of social exclusion and how differences in power and privileges influence young people with fewer opportunities.**

Source: [InclusionAtoZ.pdf](#)
([salto-youth.net](#))

SOCIAL EXCLUSION

Social exclusion is a process whereby **certain individuals are pushed to the edge of society** and prevented from **participating fully** by virtue of their poverty, lack of basic competencies and learning opportunities or as a **result of discrimination**. This distances them from job, income and education opportunities as well as social and community networks and activities.

People affected by social exclusion have **little access to decision-making** and often feel **powerless**, and **unable to take control** of their day-to-day lives.

Social exclusion result in **individuals being sidelined, left out or left behind**. **Young people are most vulnerable**: Social exclusion produces **deep and long-term damage** to the living conditions, education, social and economic participation, emotional life, and health status, leading to:

- a) loss of confidence;
- b) an undermining of trust and expectations;
- c) an increasing risk of social exclusion;
- d) disengagement from society.

[Source: InclusionAtoZ.pdf \(salto-youth.net\)](#)

Erasmus+ Inclusion and Diversity Strategy in the field of Youth

The causes of disadvantage can be manifold, and the solutions similarly so. The ‘**comparative disadvantage**’ is important, because being in one of the situations referred to above does not automatically lead to fewer opportunities compared to peers.

The **risk of exclusion** because of specific factors and obstacles varies according to country and context.

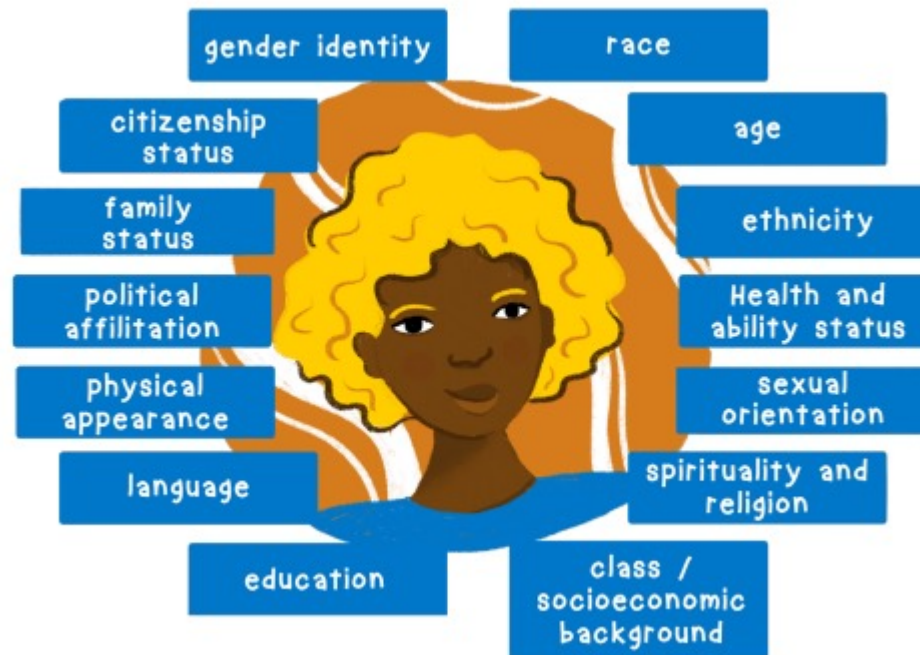
„Access“ Inclusion and diversity project

- actively **involve young people with fewer opportunities** (providing tailor-made preparation, support and follow-up for them);
- and/or **address issues of inclusion and diversity** that benefit **young people with fewer opportunities**.

[Source: Erasmus+ - Inclusion and Diversity Strategy in the field of Youth \(europa.eu\)](https://europa.eu/erasmus-plus/strategy-inclusion-diversity)

DIVERSITY

Diversity - in organisations or in society - describes all the ways in which people differ. It encompasses all the variations of attributes that make individuals or groups of people different from each other.





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thank you for your attention!

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LTTA Part 2, Berlin, 29 March 2023



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18: 00 Dinner

Aleppo Supper Club, Wühlischstraße 21

LTTA Part 2, Berlin, 29 March 2023



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Ebelingstraße 15 in 10249 Berlin

Berlin, 30 March 2023



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**13:30 Evaluation, Recognition and
Acknowledgement of the youth work**

**14:30 Feedbacks Round on Learnings, Transfer
in International Practices**

15:30 Conclusions

16:30 Certificates

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Evaluation

Why do we evaluate and what do we want to know? When do we do it, and who takes part?

Evaluation - SALTO-YOUTH

Why?

The focus of evaluation is to ascertain whether the overall outcomes have been achieved. This may be useful for developing activities in the future.

What?

Elements contributing to the success: group atmosphere / dynamics, aims and objectives, way the topic is addressed, methods, etc.

Aims and Objectives:

'**aim**' is a long-term goal (ie. the reason why we are delivering the activity)

'**objective**' is a measureable, observable behaviour (ie. what we need to do to reach our aim).

Learning outcomes:

- **What** did the participants learn?
- **How** this will effect their work and what will **be implemented** in their activities?
- Which **methods** were productive and which not so productive?
- What would you **change** in future activities?

Source: <https://www.salto-youth.net/tools/evaluation/the4ws/>

Evaluation - SALTO-YOUTH

Who?

Evaluation information can be used by a number of people and organisations (stakeholders):

- To measure the **impact and results** of the event / activity
- To help develop and improve **quality** in future events / activities
- To justify the **investment** of resources into the course
- To give participants an example of **evaluation in action**

When?

Evaluation is an ongoing process throughout the whole **cycle** of activity – **planning, delivery and after** the activity itself.

- Pre-activity evaluation – the aims and objectives are agreed and an evaluation plan developed.
- Ongoing evaluation – mid-activity evaluation or reflection groups enabling adaption of the activity according to participants needs.
- End of activity evaluation – measure the participants' perceptions about the activity– eg. learning outcomes.
- Follow-up evaluation – to measure longer-term impact and learning on a personal and professional level, and how this learning has been used.

Source: <https://www.salto-youth.net/tools/evaluation/the4ws/>

The Outcomes Approach to Evaluation

the Outcomes Approach to project evaluation involves integrating evaluation from the **start**, not just as an adjunct, and thinking about your project in four areas: your project's **aims**, its **outcomes**, its **activities** and its **indicators**.

- The **aims** are the general **goals** of your project (to encourage the civic participation of disadvantaged youth)
- The **outcomes** are the concrete **changes** your project intends to achieve. Outcomes should be **measurable** (there should be targets about raising or increasing).
- The **activities** are the things your project is going to do (meetings, seminars, courses).
- The **indicators** are what let you know if your project is working (something you can **test, observe, measure**). This may include questionnaires, surveys, direct observation, qualitative analysis, and expert evaluation.

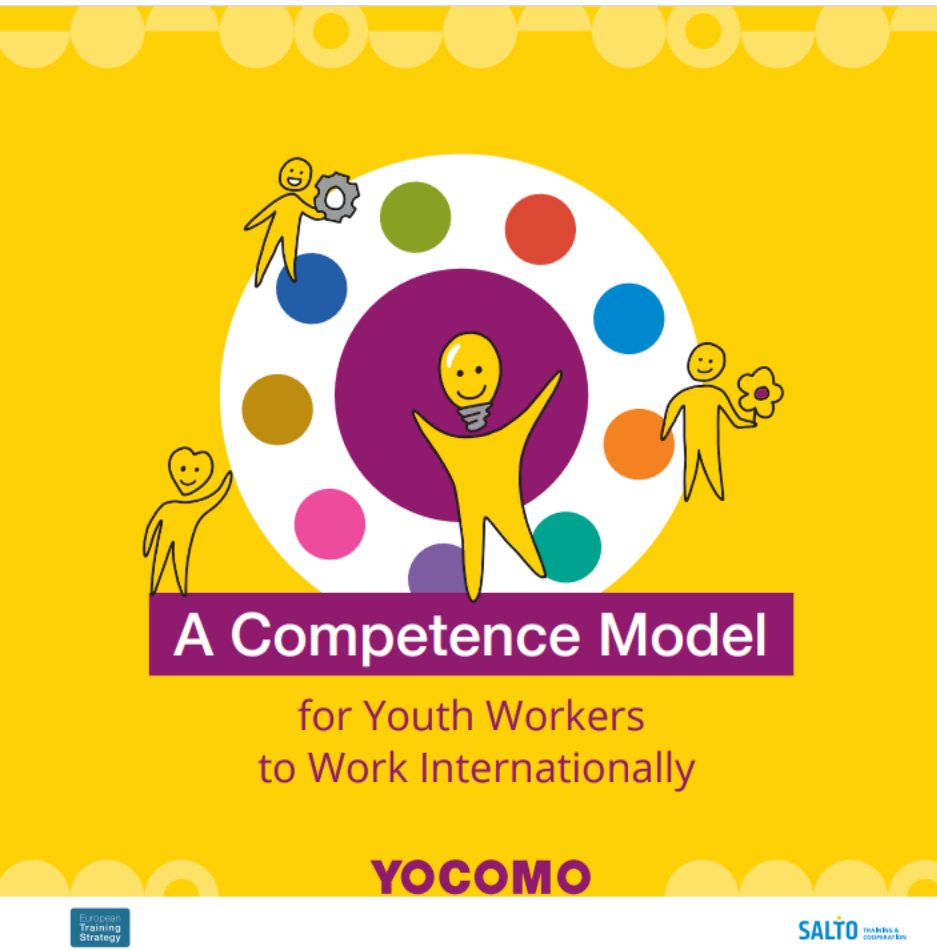
Source: <https://www.salto-youth.net/tools/evaluation/outcomes/>

The Outcomes Approach to Evaluation

Aims	Outcomes	Activities	Indicators
<i>What do we want to achieve? Why do we need the project?</i>	<i>What specific changes do we want to make? How will our project make a difference? What would contribute towards our aims being met?</i>	<i>What will we do? What can we do? How can we create our outcomes?</i>	<i>How will we know what's working? Through what methods will we be able to see our outcomes? How will we see if our activities are contributing?</i>

Source: <https://www.salto-youth.net/tools/evaluation/outcomes/>

Recognition of youth work



→] Login

👤 Register

Welcome
YOCOMO
self-assessment tool
for youth workers!

YOCOMO self-assessment tool is based on the ETS competence model for youth workers to work internationally, which has been developed by SALTO Training and Cooperation Resource Centre. It allows you to perform self-assessment in 8 competence areas, on the level of behaviours, knowledge, skills and attitudes. It offers visualisation of your results, as well a possibility to upload evidence and enter reflection.

[Competence Model for Youth Workers \(salto-youth.net\)](https://salto-youth.net)

[Yocomo Self-Assessment Tool \(salto-youth.net\)](https://salto-youth.net)

SALTO-YOUTH Ressource Centres

- RC Inclusion: „On Track – Different youth work approaches for different NEET situations”
- RC participation: „SALTO Think Tank on Youth Participation”

[SALTO-YOUTH - SALTO, Inclusion & Diversity](#)

SALTO Tools for youth work and training

- Toolkit „Constellation for NEETs” (2892, Jun 2020)
- Manual "Local to Global" (2902, Jun 2020)
- Local Action Youth! Methods' book (2793, March 2020)
- Dictionary of Youth Communication (2778, Feb. 2020)
- Youth Participation Action Plans (2694, Dec 2019)
- „Community WorkGuide“ (2920, Sept 2020)

[SALTO-YOUTH - Toolbox - Tool for youth work and projects - or recruit participants](#)

Educational Evaluation in Youth Work



The training kits series

Youth Partnership

Partnership between the European Commission and the Council of Europe in the field of youth

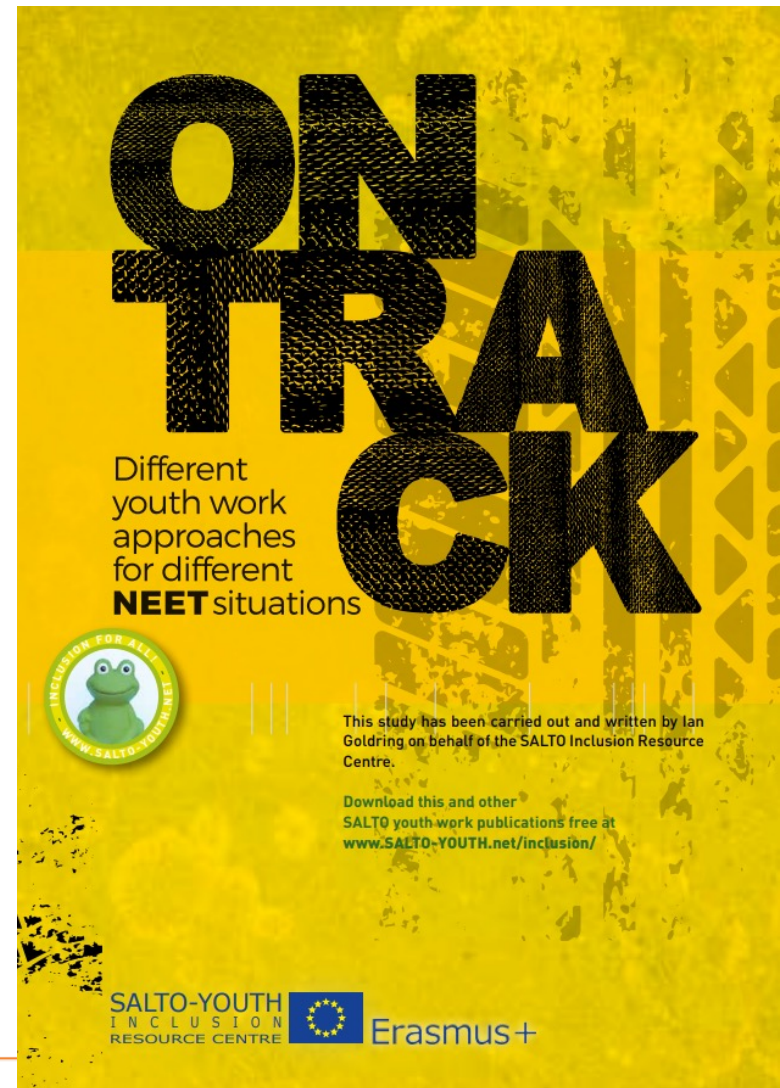


Source: [ab8390b6-2d9e-f831-bbcf-85972152e6e0 \(coe.int\)](#)

SALTO-YOUTH Ressource Centres (RC)



[InclusionAtoZ.pdf \(salto-youth.net\)](http://salto-youth.net)



[untitled \(salto-youth.net\)](http://salto-youth.net)



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Feedbacks -Evaluation Questions

- How did you find the group atmosphere throughout the 3 days?
- How clearly were topics addressed?
- How clear were the methods of social oriented youth work presented?
- Is the general long-term goal of Access Project clear?
How relevant is in your work?
- Are the objectives of the project Access clear?

Participants Learning outcomes:

- What did you learn (framework, tools, methods) during the LTTA?
- How these learnings will contribute to your work?
- What (methods, tools, working definitions, etc..) will you implement in your current/future projects?
- Which methods were productive and which not so productive?
- What would you change in future LTTA?

LTTA Part 3, Berlin, 30 March 2023



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Conclusions

Distribution of the Certificates

LTTA Part 3, Berlin, 30 March 2023

Youth work is diverse around Europe



thank you very much for your inputs
and outstanding contributions!

Source: <https://rm.coe.int/1680699d85>

LTTA, Berlin 28-30.03.2023

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Annexes

Background Readings & References

LTTA Part 3, Berlin, 30 March 2023

The EU Youth Strategy should contribute to realising this vision of young people

The Commission supports these objectives through:

- The [EU Work Plan for Youth 2016-2018](#) outlines the specific priorities of youth policy at the European level. For this period, priority has been given towards increased social inclusion of all young people with particular emphasis to young people at risk of marginalisation, young people who are "Not in Education, Employment or Training" (NEET) and young people with a migrant background, including newly arrived immigrants and young refugees.
- Expert groups which examine the specific contribution of youth work to promote active citizenship, prevent marginalisation and violent radicalisation and integrate young migrants and refugees. Specific monitoring of the situation of young people in the EU is ensured, through various monitoring tools, including through the [Youth Wiki](#).
- The [Erasmus+ programme](#) and the activities supported by it in the youth field. As of 2015, the Erasmus+/Youth programme is also following up on the 'Paris Declaration', which promotes active citizenship and the European values through education, both formal, non-formal and informal.
- The [Inclusion and Diversity Strategy](#) outlines the support and possibilities available in the Erasmus+ programme for the youth field when it comes to including young people with fewer opportunities. The strategy also sets the aims to be reached and defines the groups to be targeted. So far, roughly one out of three participants in the Erasmus+/Youth programme are young people with fewer opportunities.
- The [European platform against poverty and social exclusion](#) was launched in 2010. It proposes measures to reduce the number of people living in poverty or who are somehow socially marginalised in the EU by at least 20 million by 2020.
- The [European Knowledge Centre for Youth Policy](#), (run jointly with the Council of Europe), provides reliable information about the living conditions of young people.

Source: https://youth.europa.eu/strategy/social-inclusion_en

EU Youth Strategy

- The contribution of youth work to preventing marginalisation and violent radicalisation
- Tackling radicalisation through education and youth action - Factsheet
- EU Youth Dialogue between decision-makers, youth representatives and youth researchers
- There are number of projects funded by Erasmus+ on the topic of migration in the field of youth. Have a look in the Erasmus+ Projects Results Platform
- Council Conclusions on promoting youth entrepreneurship to foster social inclusion of all young people
- Council Resolution on the Structured Dialogue process including social inclusion of young people
- Council Conclusions on enhancing the social inclusion of young people who are not in employment, education or training (NEETs)
- Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people
- Council Conclusions on the participation and social inclusion of young people with emphasis on those with a migrant background

SALTO-YOUTH

- About social inclusion

Source: https://youth.europa.eu/strategy/social-inclusion_en

EU Youth Strategy

The EU developed an EU Youth Strategy and wants young people to engage and become an active citizen involved in democracy and society. We want young people to tell us what is important to them by taking part in the EU Youth Dialogue.

- › Overview
- › Engage
- › Connect
- › Empower
- › **European Youth Goals**
- › Mutual Learning and Expert Groups
- › Future National Activities Planners
- › Mobility of young volunteers
- › EU Youth Dialogue
- › EU Youth Coordinator
- › EU Youth Strategy Platform
- › Evidence-based policy-making

European Youth Goals

The aim of the 6th cycle of the EU Youth Dialogue - Youth in Europe: What's next? which took place in 2017/2018 – was to collect voices of young people and contribute together to creating the EU Youth Strategy 2019-2027. As a result, eleven European Youth Goals were developed. These goals reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue:

1. Connecting EU with Youth
2. Equality of All Genders
3. Inclusive Societies
4. Information & Constructive Dialogue
5. Mental Health & Wellbeing
6. Moving Rural Youth Forward
7. Quality Employment for All
8. Quality Learning
9. Space and Participation for All
10. Sustainable Green Europe
11. Youth Organisations & European Programmes

The EU Youth Strategy should contribute to realising this vision of young people by mobilising EU level policy instruments as well as actions at national, regional and local level by all stakeholders.

Source: https://youth.europa.eu/strategy/empower_en

Consolidated version of the Treaty on the Functioning of the European Union - PART THREE: UNION POLICIES AND INTERNAL ACTIONS - TITLE XII: EDUCATION, VOCATIONAL TRAINING, YOUTH AND SPORT - Article 165 (ex Article 149 TEC)

Official Journal 115 , 09/05/2008 P. 0120 - 0121

Article 165

(ex Article 149 TEC)

1. The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.

The Union shall contribute to the promotion of European sporting issues, while taking account of the specific nature of sport, its structures based on voluntary activity and its social and educational function.

2. Union action shall be aimed at:

- developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States,
- encouraging mobility of students and teachers, by encouraging inter alia, the academic recognition of diplomas and periods of study,
- promoting cooperation between educational establishments,
- developing exchanges of information and experience on issues common to the education systems of the Member States,
- encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe,

[Source: EUR-Lex - 12008E165 - EN - EUR-Lex \(europa.eu\)](#)

EUROPEAN YOUTH WORK AGENDA

The Project seeks to exchange with other Projects and actors on the EYWA, and aims at integrating the results in the **Community of Practice** (EYWC 2020)

- Strand 2 „**Creating new spaces**“ (e.g. „Strengthening tailored, effective participation methods“)
- Strand 3 „**Growing youth work**“ (e.g. „strengthening quantitative provision of quality youth work at local level“ or „equal access to youth work for all young people in their diversity“)
- Strand 4 „**Strengthening the community**“ („co-operation and exchange“, „establishing platforms“).

<https://data.consilium.europa.eu/doc/document/ST-13185-2020-INIT/en/pdf>

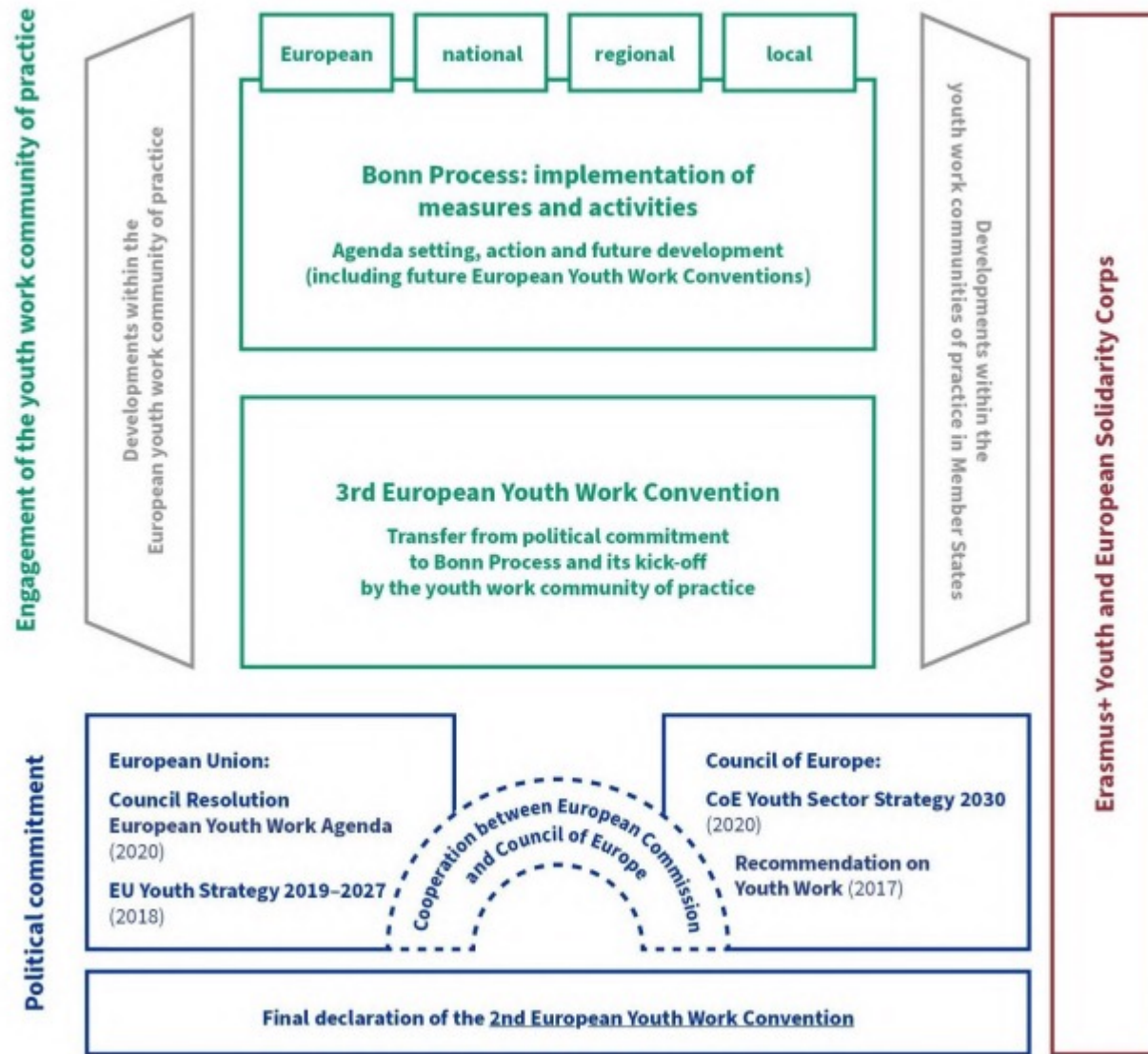
Youth Work Community of Practice

The youth work **community of practice** comprises stakeholders at all levels from local to European level, such as:

- youth workers and youth leaders;
- youth work managers;
- project carriers;
- accredited and independent youth work organisations;
- trainers;
- researchers;
- educators of youth workers;
- local communities and municipalities;
- National Agencies for Erasmus+ Youth and the European Solidarity Corps; • youth representations and young people and
- policy-makers for youth.

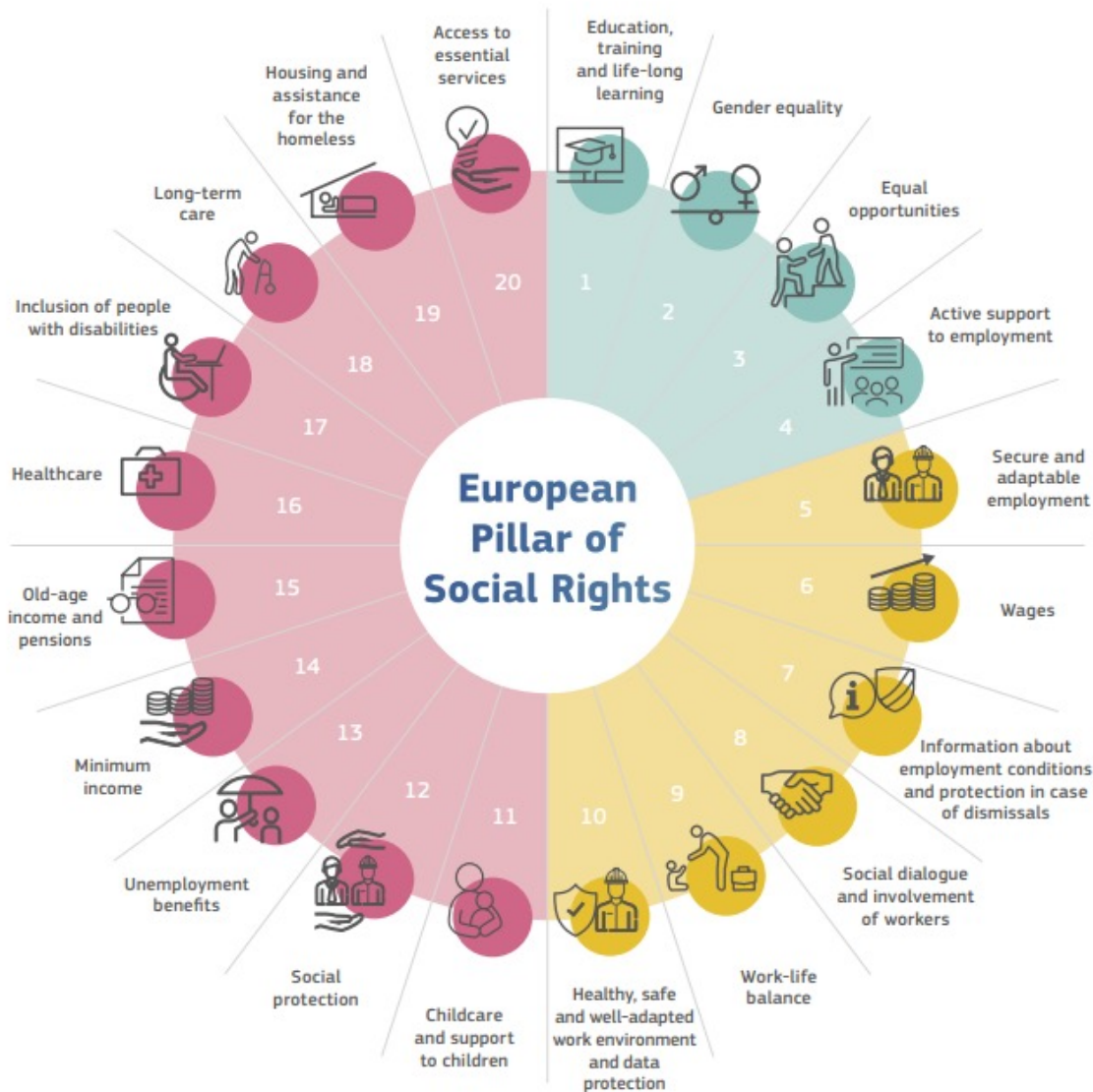
Source: <https://data.consilium.europa.eu/doc/document/ST-13185-2020-INIT/en/pdf>

EUROPEAN YOUTH WORK AGENDA



Source:
<https://data.consilium.europa.eu/doc/document/ST-13185-2020-INIT/en/pdf>

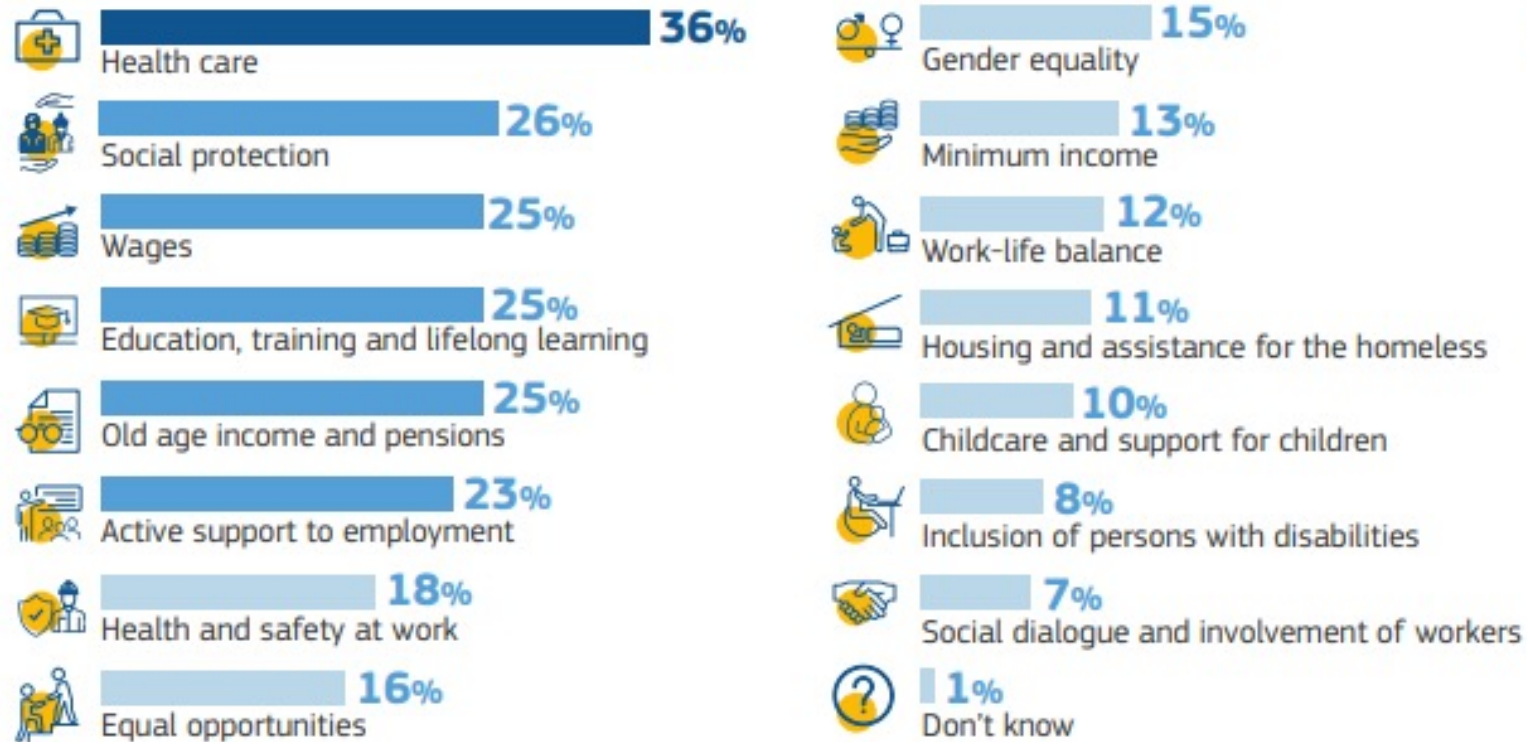
European Pillar of Social Rights



Nine out of ten Europeans consider that **social Europe** is important for them and should offer **equal opportunities** and access to the labour market, as well as fair working conditions and social protection.

Eurobarometer on “social issues”

HEALTH CARE AND SOCIAL PROTECTION ARE THE TWO MOST IMPORTANT ELEMENTS FOR THE FUTURE OF SOCIAL EUROPE



[Source: Social issues - März 2021 - - Eurobarometer survey \(europa.eu\)](https://europa.eu)

European Pillar of Social Rights



As we overcome the pandemic, as we prepare necessary reforms and as we speed up the twin green and digital transitions, I believe it is time to also adapt the social rulebook. A rulebook which ensures solidarity between generations. A rulebook that rewards entrepreneurs who take care of their employees. Which focuses on jobs and opens up opportunities. Which puts skills, innovation and social protection on an equal footing.

*Commission President von der Leyen
(speech to the European Parliament, 20 January 2021)*

Change towards a greener, fairer and more inclusive future will entail short-term costs and challenges. That is why it is so important to accompany the change and to help communities and individuals adjust to the new world. This requires keen attention to social issues. The European Pillar of Social Rights should be implemented at EU and Member State level, with due regard for respective competences.

*European Council,
A new strategic agenda for the EU 2019–2024*

The European Parliament [...] emphasises that progress towards a sustainable, fair and inclusive social Europe requires a strong shared commitment, both to the advancement of the UN 2030 Agenda and to the implementation and materialisation of the principles and rights contained in the European Pillar of Social Rights.

*European Parliament resolution on a strong social Europe for Just Transitions
(17 December 2020)*

European Pillar of Social Rights – Action Plan



1. Education, training and life-long learning

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.



2. Gender equality

- a. Equality of treatment and opportunities between women and men must be ensured and fostered in all areas, including regarding participation in the labour market, terms and conditions of employment and career progression.
 - b. Women and men have the right to equal pay for work of equal value.
-



3. Equal opportunities

Regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities regarding employment, social protection, education, and access to goods and services available to the public. Equal opportunities of under-represented groups shall be fostered.

4. Active support to employment

- a. Everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects. This includes the right to receive support for job search, training and re-qualification. Everyone has the right to transfer social protection and training entitlements during professional transitions.
- b. Young people have the right to continued education, apprenticeship, traineeship or a job offer of good standing within 4 months of becoming unemployed or leaving education.
- c. People unemployed have the right to personalised, continuous and consistent support. The long-term unemployed have the right to an in-depth individual assessment at the latest at 18 months of unemployment.



European Pillar of Social Rights – Action Plan



10. Healthy, safe and well-adapted work environment and data protection

- a. Workers have the right to a high level of protection of their health and safety at work.
- b. Workers have the right to a working environment adapted to their professional needs and which enables them to prolong their participation in the labour market.
- c. Workers have the right to have their personal data protected in the employment context.



12. Social protection

Regardless of the type and duration of their employment relationship, workers, and, under comparable conditions, the self-employed, have the right to adequate social protection.



16. Healthcare

Everyone has the right to timely access to affordable, preventive and curative healthcare of good quality.



17. Inclusion of people with disabilities

People with disabilities have the right to income support that ensures living in dignity, services that enable them to participate in the labour market and in society, and a work environment adapted to their needs.

Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030

“Persons with disabilities have the right to have good conditions in the workplace, to live independently, to equal opportunities, to participate fully in the life of their community. All have a right to a life without barriers. And it is our obligation, as a community, to ensure their full participation in society, on an equal basis with others.”

Commission President von der Leyen [EC AV PORTAL \(europa.eu\)](https://ec.europa.eu/eavportal/)

The European Disability Strategy 2010-2020 paved the way to a barrier-free Europe, fostering actions supported also by EU funds to make a difference for the life of approximately 87 million persons having some form of disability in the EU. However, persons with disabilities **still face considerable barriers in access to healthcare, education, employment, recreation activities**, as well as in **participation in political life**.

Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030

Inclusive and accessible education

The Commission calls on Member States:

- to support the **development of inclusive schools** that can become a reference in inclusive and innovative teaching and learning across the EU along the objectives of the European Education Area and the Digital Education Action Plan;
- to ensure that their education systems at all levels comply with the UNCRPD to advance on **supported learning in inclusive mainstream settings**, as announced in the Communication on the European Education Area;
- to support the **implementation of Article 24 UNCRPD** in the European Schools.

Discrimination in the European Union



Discrimination in the EU



17%

OF EUROPEANS SAY THEY PERSONALLY **FELT DISCRIMINATED AGAINST OR EXPERIENCED HARASSMENT** IN THE LAST 12 MONTHS ON ONE OR MORE GROUNDS

| -4 pp since 2015

THOSE WHO **CONSIDER THEMSELVES PART OF A MINORITY GROUP** ARE MORE LIKELY TO SAY **THEY HAVE BEEN DISCRIMINATED AGAINST**. FOR THOSE WHO CONSIDER THEMSELVES :

Part of a sexual minority
58%

Roma
49%

Part of a religious minority
38%

Disabled
52%

Part of an ethnic minority
40%

WHEN DISCRIMINATED AGAINST, RESPONDENTS SAY THEY WOULD **PREFER TO REPORT THEIR CASE TO:**



35%
THE POLICE



20%
A FRIEND OR
FAMILY MEMBER



12%
AN EQUALITY BODY
OR OMBUDSMAN

Source: [Discrimination in the European Union - September 2019 - - Eurobarometer survey \(europa.eu\)](https://ec.europa.eu/eurobarometer/surveys/detail/2445)

Discrimination in the European Union

9. Disability

- a. Having a person with a disability in the highest political office

Respondents are increasingly comfortable with the idea of a disabled person in the highest political office

More than three quarters (77%) of respondents say they would feel comfortable if a **person with a disability** held the highest elected political position in their country¹⁹. In all but one country, the majority of respondents say they feel “comfortable”, although proportions vary considerably: from 91% in the Netherlands, 90% in the United Kingdom and 89% in Sweden to 49% in Romania, 52% in Hungary and 53% in Lithuania.

- b. Working with a person with a disability

The large majority of respondents (84%) would feel comfortable having a colleague with a disability

Proportions range from 95% in the United Kingdom, the Netherlands and Sweden to 60% in Romania, 62% in Hungary and 67% in Bulgaria.

- c. Having sons and daughters in a love relationship with a person with a disability

More than two thirds (69%) of respondents say they would feel comfortable if their child was in a love relationship with a person with a disability

However, there is a considerable variation across countries. Almost nine in ten respondents in the United Kingdom, the Netherlands (both 88%) and Sweden (87%) say they would feel comfortable in this situation, compared to 29% in Bulgaria, 34% in Hungary and 35% in Romania.

Source: [Discrimination in the European Union - September 2019 - - Eurobarometer survey \(europa.eu\)](https://ec.europa.eu/eurobarometer/surveys/trends/discrimination-in-the-european-union-september-2019)

Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030

This Strategy takes account of the diversity of disability, resulting from the interaction between **long-term physical, mental, intellectual or sensory impairments**, which are often invisible, with barriers in the environment, as well as the increased prevalence of disabilities with age.

It promotes an intersectional perspective, **addressing specific barriers** faced by persons with disabilities who are at the intersection of identities (gender, racial, ethnic, sexual, religious), or in a **difficult socioeconomic** or other **vulnerable** situation.

The Strategy supports the **green and digital transitions and a healthy Europe**, thus contributing to a sustainable, **resilient**, innovative, and fair Union. It is part of the **European Pillar of Social Right Action plan** adopted by the Commission.

Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030

Developing new skills for new jobs

Having the right skills and qualifications is a prerequisite for accessing the labour market. This requires **national skills strategies** that should also cover the specific needs of persons with disabilities (European Skills Agenda).

Equal access to education and labour-market oriented training at all levels has to be ensured.

Despite the right to access mainstream vocational education and training, the proportion of young persons with disabilities being referred to **special vocational schools** is high. This is often due to the **general lack of accessibility and reasonable accommodation**, and **insufficient support provided** to learners with disabilities in mainstream vocational training settings.



More than 1 million children and adults with disabilities aged less than 65 and **more than 2 million** aged 65 and over live in institutions



50.8% of persons with disabilities are in employment compared to **75%** without disabilities



37.6% of persons with disabilities are inactive compared to **17.6%** of persons without disabilities



28.4% of persons with disabilities are at risk of poverty and social exclusion compared to **18.4%** of persons without disabilities

Source: Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030, Decent quality of life

Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030

Developing new skills for new jobs

The **Council Recommendation on vocational education and training (VET)** for sustainable competitiveness, social fairness and resilience invites Member States to design vocational programmes so they are **inclusive and accessible** for vulnerable groups, such as persons with disabilities.

The renewed **European Alliance for Apprenticeships** will contribute to sharing knowledge on how apprenticeships can be used as a **tool for social inclusion**, and will encourage pledges on quality apprenticeships providing support for learners with disabilities. Through the reinforced **Youth Guarantee**, the Commission supports the **outreach to and activation** of young persons with disabilities.

In the **Skills Agenda**, the Commission commits to join forces with the European Network of Public Employment Services to **develop peer learning** to shed light on skills needed on the labour market and to step up the provision of guidance services, and on closing skills gaps, notably digital skills gaps for labour market inclusion.

Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030

Equal Access and non-discrimination

Persons with disabilities have the right to protection from any form of discrimination and violence, equal opportunities in and access to justice, education, culture, housing, recreation, leisure, sport and tourism, and equal access to all health services.

A gap exists in EU law to ensure equal treatment of persons with disabilities outside the field of employment, such as social protection, healthcare, education and access to goods and services, including housing.



52% of persons with disabilities feel discriminated against



4 times more persons with disabilities report unmet healthcare needs than those without disabilities



20.3% young people with disabilities leave school early compared to **9.8%** of those without disabilities



Only **29.4%** of persons with disabilities attain a tertiary degree compared to **43.8%** of those without disabilities

Source: Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030, Equal Access and non-discrimination

Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030

Inclusive and accessible education

Education creates the foundations for combating poverty and for creating fully inclusive societies. Persons with disabilities have the **right to participate in all educational levels and forms** and care on an **equal basis** with others.

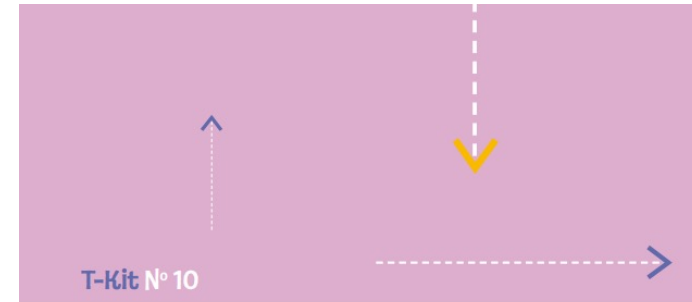
There is still a considerable need for action as demonstrated by the **gaps in educational outcomes** between learners with and without disabilities.

More young persons with disabilities **leave school** early and fewer learners with disabilities complete a university degree (gap of 14.4pps). Many children and young persons with disabilities are **enrolled in special schools** which do not always offer effective bridges to the mainstream education system, continued training, or to the labour market. No sufficient systematic research has been carried out so far on the **conditions necessary for learners** with disabilities to succeed, including learners with invisible disabilities such as autism, dyslexia, or hyperactivity.

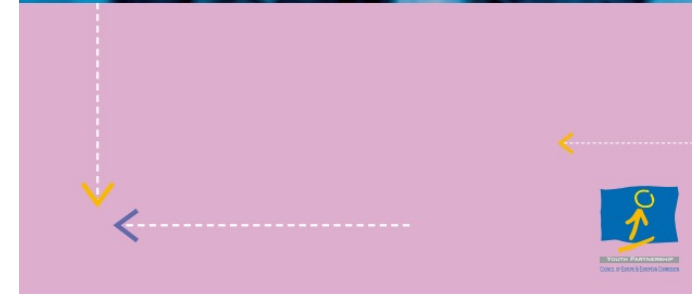
Educational Evaluation in Youth Work

Personal/interpersonal/group

- **Personal evaluation** : each individual involved in the makes their own judgements and draws their own conclusions about the experience they have had.
- **Interpersonal evaluation** : more than one individual involved in the process shares and discusses their judgements and conclusions.
- **Group evaluation** : Since the group as such is part of the context and very often an important source of learning in non-formal education, group evaluation specifically at aspects and dimensions of the learning process that can be observed and judged from a group point of view, including for example the atmosphere, the co-operation among participants, the contribution of the group to the learning and the group process.
- **Formative evaluation** : continuous appreciation, ongoing analysis and drawing conclusions.
- **Summative** : verification of the expected results and drawing conclusions at the end of the process.



Educational Evaluation in Youth Work



[8d85c6ac-05e5-4715-8f43-0f9c3018772a](https://doi.org/10.8d85c6ac-05e5-4715-8f43-0f9c3018772a)
(coe.int)