



Boosting sustainability and social change through Youth led  
community development

## Deliverable n° 3.1 'Local report: reference contexts analysis'

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4. The Hub Nicosia Ltd (CY)

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## Abstract

This document refers to deliverable n. 3.1 of the WP3 The Community Youth Incubators and transnational capacity building of youth workers.

It encompasses n.5 local reports (one in each local community involved) on socioeconomic and cultural vulnerabilities and challenges faced by youth in their own communities.

In order to provide tailored support to the needs of the disadvantaged young people involved in the “Community Youth Incubator”, preliminary context analysis has been conducted in all target regions by each partner in order to identify socioeconomic and cultural vulnerabilities and challenges faced by youth in their own communities. Each local report is composed by a desk and field research.

In fact, as a result of the preparatory activity Task 3.1 Terms of reference and guidelines, this document shared by the WP3 leader was reviewed and agreed among all partners: it provided the whole common framework to develop the structure of the local reports (in terms of contents, index, desk and field research) and also provided the tools and templates needed for conducting the field research at each country level in order to reach through questionnaires and interviews targeting at least 120 young people, youth workers and community stakeholders.

N. 1 local (national) report will be provided by partners of the consortium, in two available languages that is to say in English and the national language of the partners’ country.

The whole single pdf documents will include the following local reports (according to partners consortium members):

1. Local report from Italy, first in English and then in the Italian version.
  - a. Responsible partner: Fondazione Comunitaria di Agrigento and Trapani;
2. Local report from Greece, first in English and then in the Greek version.
  - b. Responsible partner: Organization Earth;
3. Local report from Spain, first in English and then in the Spanish version.
  - c. Responsible partner: University of Alcalá;
4. Local report from Romania, first in English and then in the Romanian version.
  - d. Responsible partner: Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania (ANDCTR);
5. Local report from Cyprus, first in English and then in the Greek version.
  - e. Responsible partner: The Hub Nicosia Ltd.

# Be YOU

Boosting sustainability and social change through Youth led  
community development

## Local report: reference contexts analysis - Italy

Deliverable 3.1

Name of the responsible organisation: *Fondazione Comunitaria di Agrigento e Trapani*

Country: *Italy*

English version  
31.05.2023

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## Abstract

This document refers to deliverable n. 3.1 of the WP3 The Community Youth Incubators and transnational capacity building of youth workers of the BEYOU project Boosting sustainability and social change through Youth led community development co-financed by the Erasmus+ programme. It encompasses n.5 local reports (one in each local community involved) on socioeconomic and cultural vulnerabilities and challenges faced by youth in their own communities.

In order to provide tailored support to the needs of the disadvantaged young people involved in the “Community Youth Incubator”, preliminary context analysis will be conducted in all target regions by each partner in order to identify socioeconomic and cultural vulnerabilities and challenges faced by youth in their own communities. Desk research will be followed by quantitative and qualitative analysis in each local community through questionnaires and interviews targeting at least 120 young people, youth workers and community stakeholders.

N. 1 local (national) report will be provided by partners of the consortium, in two available languages that is to say in English and the national language of the partners’ country.

BEYOU consortium:

- Fondazione Comunitaria di Agrigento and Trapani (Italy);
- Organization Earth (Greece);
- University of Alcalá (Spain);
- Asociația Națională de Dezvoltare Continuă a Tineretului din România (Romania);
- The Hub Nicosia Ltd (Cyprus).

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## INTRODUCTION

The BEYOU project - Boosting sustainability and social change through Youth led community development is co-financed by the Erasmus+ programme and its consortium involves n. 5 country partners and organization (see Abstract section).

Fondazione Comunitaria di Agrigento e Trapani is the responsible partner for the project implementation in Italy.

To identify community-based socioeconomic vulnerabilities and challenges affecting young people in the framework of the Covid-19 recovery process, the whole consortium in each of the local/national context of the project partners developed a research methodology based on a desk research/literature review and field research.

On one hand, the desk research was based on a literature review of official reports and data analysis from different local and national public organisations and entities.

On the other hand, Fondazione Comunitaria conducted a field research based on questionnaires templates commonly agreed within the consortium and provided to each target group (aimed at young people, youth workers and other local experts).

More in details, Fondazione Comunitaria in order to conduct the field research disseminated the surveys from the written interview template embedded in an online survey, through Google Modules.

The field research matched the key indicators foreseen for each local field research in terms of target group as to say: n° 8 young people filled the questionnaires, and n° 16 interviewees among youth workers and other stakeholders filled the surveys addressed to this second target group. The surveys were launched and completed in May 2023.

The information provided and collected helped to double check the information collected by the desk research and comparing them with target groups' surveys and analysing their personal and professional experiences and perceptions on current issues regarding youth social inclusion/exclusion and the effects of covid pandemics.

The surveys were sent online to main youth associations and organization belonging to the network of stakeholders of Fondazione Comunitaria di Agrigento and Trapani.

The report analyses data and dynamics of both Italy as a nation and Sicily being the local level of the project implementation (especially South-western of Sicily, provinces of Agrigento and Trapani).

## Chapter 1. Understanding concepts

The Community Foundation of Agrigento and Trapani through systemic actions and alliances with various local, national, and international partners, promotes innovative and sustainable programmes and projects to provide concrete responses to the needs of local communities. The Community Foundation promotes the culture of giving, participation, and co-responsibility, it generates social infrastructure programs capable of assuming a strategic value for the territory.

To support young people living in rural areas the Foundation promotes youth empowerment as a process where young people are stimulated to take charge of their lives to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes. This process aims to improve quality of life, and this is made possible by active participation in youth empowerment programs. One of the main goals of the Foundation is to create a greater community change that relies on the development of individual capacity. The Foundation supports various youth empowerment programmes, through targeted training courses that provide technical and vocational skills that are indispensable for entering the labour market and programmes related to soft skills and personal development. Active citizenship programmes and initiatives dedicated to improving the welfare of their communities. The active participation of young people in democratic life is essential to improve their quality of life and of the local community.

At the local level, the Foundation is active and supports programmes in which it seeks to empower young people at high risk of social exclusion and dropping out of school through short vocational training courses that enable them to enter the world of work and through socialization workshops in which young people carry out group work, develop their interpersonal and behavioural skills, cognitive skills, and other specific youth personality traits.

Developing and implement capacity-building aimed at girls and boys (aged 14 to 19) living in rural areas in the project's intervention areas and articulated in the following modules/curricula: Social Innovation, Gender Equality, Sustainability and Climate Change, Digital Competences to improve their leadership capabilities and lead local communities in a transformative process.

The Foundation support the educating community through the creation of innovative tools, which can help teachers and educators to create individual learning paths and try to fight educational poverty. Furthermore, by supporting active participation programmes for educators and young people, aimed at preventing deviance and improving young people's involvement in social life and active citizenship. These workshops provide a valuable opportunity for operators to express their needs and the needs of the young people attending the educational centres.

Providing young citizens with the necessary skills to develop an awareness of themselves and their relationships with their surroundings is of paramount importance to enable them to make informed decisions and participate actively and positively in the communities in which they live.

The all-round involvement of the local community, and in particular the educating community, makes it possible to empower individuals of all age groups. Involving parents, for example, can enable them to actively participate in their children's education and foster a quality dialogue between school and family. Through active participation, people's self-esteem and self-confidence are promoted and this enables them to have more decision-making power in matters concerning education, care, assistance, and the services they need to live their everyday lives. Providing people with as much autonomy as possible in essential daily activities promotes greater independence and reduces conditions of

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vulnerability, to achieve both physical and mental well-being, to live a more fulfilling life and to have greater resilience.

Importantly, this type of approach requires an inclusive and respectful environment that recognises and values people's different perspectives and needs. This promotes a sense of belonging and creates an environment where everyone can contribute to improvement.

The Foundation intends to grow an informed society that has the courage to step up and defend an idea of society under the banner of sustainability and democracy. It is crucial for young people to believe in the importance of education and the skills that are acquired through it, but also in training, in a broader sense, in a new type of leadership, inclusion and teamwork are crucial values. It is essential to stimulate the process of social innovation.

The Community Foundation intends to address global challenges: a vision of sustainable development that enables the present generation to meet its own needs without compromising the ability of future generations to meet theirs. In addition, the Foundation promotes and supports initiatives that aim to reduce inequalities in order to foster the inclusive and sustainable development of communities and, in this way, links its local actions to global challenges.



## Chapter 2. Painting the picture

The BEYOU project operates in Italy, in a particular geographical context which is the region of Sicily. One of the largest Italian regions in terms of territorial surface area and the fourth largest in terms of population density. A region historically characterized by structural gaps that have always put the population at a serious disadvantage compared to the national average. In fact, according to regional ISTAT data (2020), these structural gaps and the lack of development in recent years, exacerbated even more by the global economic crisis of 2008, have created a very fragile socioeconomic context, distancing it further and further from national standards.

The 2018 ISTAT data showed a high relative poverty rate, compared to national data, and highlighted the lack of equity in the distribution of expenditure (and therefore income) across the country. In particular, the relative household poverty rate was almost double the national average (22.5% against Italy's 11.8%); while individual relative poverty was much higher than the country (26% against Italy's 15%)<sup>1</sup>.

The main source of income in Sicily, as you can see in the Table 1<sup>2</sup>, was represented by public employment, which was significantly higher than the national figure (44.1 percent against 38.7 per cent in Italy), followed by income from employment (42.4 percent against 45.1) and finally by income from self-employment (10.0 percent against 13.4 per cent).

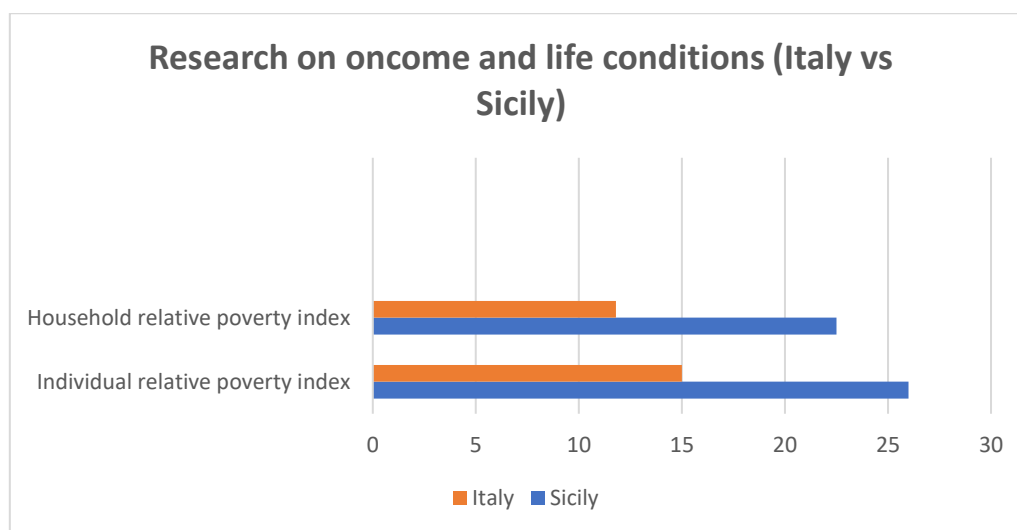


Table 1. Research on income and life conditions (source: Istat, 2018).

<sup>1</sup> Istituto Nazionale di Statistica, "Dati statistici per il territorio", Regione Sicilia, paragrafo "SITUAZIONE ECONOMICA" "CONDIZIONI ECONOMICHE DELLE FAMIGLIE" p.11, data di pubblicazione 27 Maggio 2020, [https://www.istat.it/it/files/2020/05/19\\_Sicilia\\_Scheda.pdf](https://www.istat.it/it/files/2020/05/19_Sicilia_Scheda.pdf)

<sup>2</sup> Istituto Nazionale di Statistica, "Dati statistici per il territorio", Regione Sicilia, paragrafo "SITUAZIONE ECONOMICA" "CONDIZIONI ECONOMICHE DELLE FAMIGLIE" p.12, data di pubblicazione 27 Maggio 2020, [https://www.istat.it/it/files/2020/05/19\\_Sicilia\\_Scheda.pdf](https://www.istat.it/it/files/2020/05/19_Sicilia_Scheda.pdf)

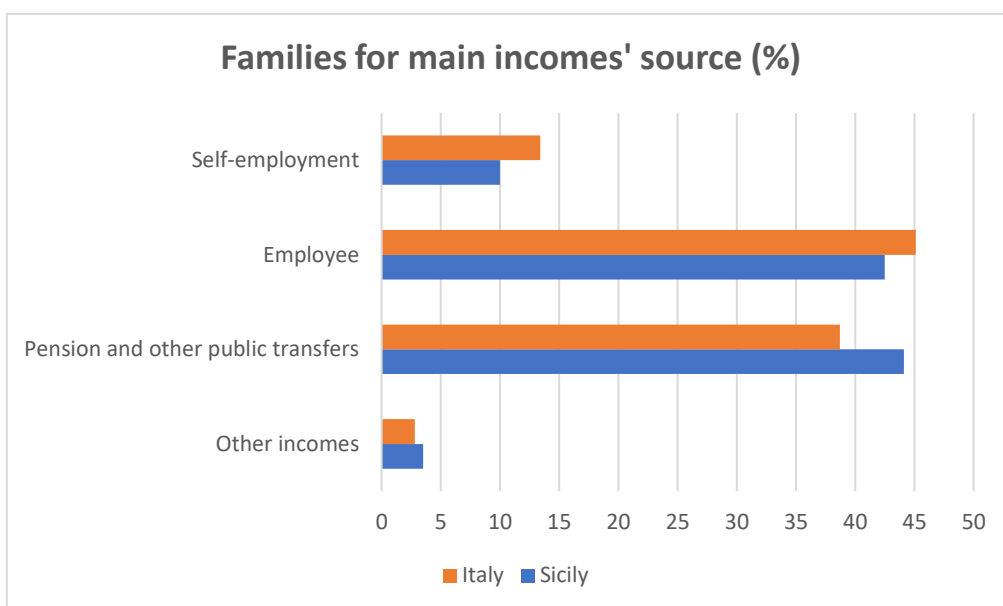


Table 2. Research on the income and life conditions (source: Istat, 2020).

Moreover, Sicilian companies maintain a production model that forces Sicily into a condition of marginality on national and international markets, which is already suffering due to structural conditions that are not favourable to the development of competitiveness. For Sicily, the regional competitiveness index drawn up by the European Union sees the region ranked 241 out of 268.

In addition, the lack of adequate transport infrastructure, the efficiency of the education system and the dynamism of the labour market, two key factors that seem to be particularly decisive and penalising for the productivity of the economic and production system are the dynamics of innovation and the efficiency of institutions<sup>3</sup>.

In households with at least one member aged between 15 and 64, in most cases only one member was employed (46.3 percent against 47.1 percent in Italy); households with no employed member were still higher than the national average (32.5 percent against 18.4 per cent).

The Sicilian economic context is particularly affected by an increasingly elderly population rate, very low birth rates and an increasingly high rate of youth emigration. In recent years, there has been an ever-increasing growth of coastal cities and metropolitan areas at the expense of the island's inland areas, which are still impoverished by rapid depopulation and by an even more marked demographic ageing accentuated.

In Italy, the rate of young people who are not working is particularly high, and most of the time they are not even in education or study, being trapped between unemployment and inactivity. The so-called NEETs (Not in Education, Employment or Training) between 15 and 29 years old represented 23.3 per cent of the population in 2020, against 13.7 per cent of the European average (EU 27). Of the approximately 2.1 million Italian NEETs, 1.4 million are to be considered inactive; of the latter about

<sup>3</sup> LA SICILIA VERSO LA PROGRAMMAZIONE DELLE POLITICHE DI COESIONE DEL CICLO 21-27, a cura del NUCLEO DI VALUTAZIONE E VERIFICA DEGLI INVESTIMENTI PUBBLICI, Regione Siciliana, Marzo 2021, p.8, [Allegato 1 DDG226 2021.pdf \(regione.sicilia.it\)](#)

half are available for work, even if they are not actively seeking work, like the just under 700 thousand unemployed. In the Sicily region, this trend was considerably accentuated, in fact, compared to the Italian average, as the data of the OPEN POLIS 2018 report show, it was 38.6%. A phenomenon to be monitored over time, because of the impact it can have on the autonomy of young women and men<sup>4</sup>.

## 2.2 COVID impact: data and analysis

In Italy, Covid has impacted considerably on the lives of citizens and the economic situation. The pandemic had negative consequences on all the components of the demographic dynamic: from the high mortality rate recorded in just a few months, which was reduced in 2021 thanks to the introduction of the vaccination campaign, the halving of marriages, to the drop in the birth rate and the contraction of migratory movements<sup>5</sup>.

The health emergency has inevitably changed the habits of Italians; the initial lockdown and subsequent waves have had a major impact on the daily routines of most of the population. Many people were forced to change their lifestyles and readjust their activities within the domestic walls. The physical distancing did not damage social relations, despite the quarantine and restrictions imposed by the government, the latter were cultivated, as far as possible, at a distance. The sense of newfound family has not always translated into a positive feeling; in fact, the two years of the pandemic have shown a slight increase in people using words with negative meanings, terms most frequently used that refer to a feeling of worry, tension, nervousness. The pandemic increased feelings of dissatisfaction with one's life among many individuals and exacerbated conditions of psychological distress even among younger people. In addition, young people between the ages of 14 and 19 are the ones who have experienced a significant worsening. In fact, the share of adolescents dissatisfied with life and with a low mental health score has doubled in the past two years (rising from 3.2 percent in 2019 to 6.2 percent in 2021): these are about 220,000 14- to 19-year-olds who express dissatisfaction with their lives and at the same time acknowledge that they experience poor psychological well-being.

The pandemic has had a negative impact on the world economy, and in Italy it has had profound repercussions on the labour market, both quantitatively-about 724,000 people employed in 2020 lost their jobs (-3.1 percent compared to 2019)-and qualitatively, with worsening inequalities to the detriment of segments of the population already in vulnerable conditions before the pandemic.

<sup>4</sup>“Sicilia al primo posto per tasso di NEET”, Rapporto dell'Osservatorio povertà educativa #conibambini sono realizzati da openpolis con l'impresa sociale Con i Bambini nell'ambito del fondo per il contrasto della povertà educativa minorile <https://www.openpolis.it/numeri/sicilia-al-primo-posto-per-tasso-di-neet/>

<sup>5</sup> Istituto Nazionale di Statistica, Rapporto annuale 2022 – La Situazione del Paese, edizione 2022, pubblicato da ISBN, capitolo 2 - Due anni di pandemia: l'impatto su cittadini e imprese. [https://www.istat.it/storage/rapporto-annuale/2022/Capitolo\\_2.pdf](https://www.istat.it/storage/rapporto-annuale/2022/Capitolo_2.pdf)

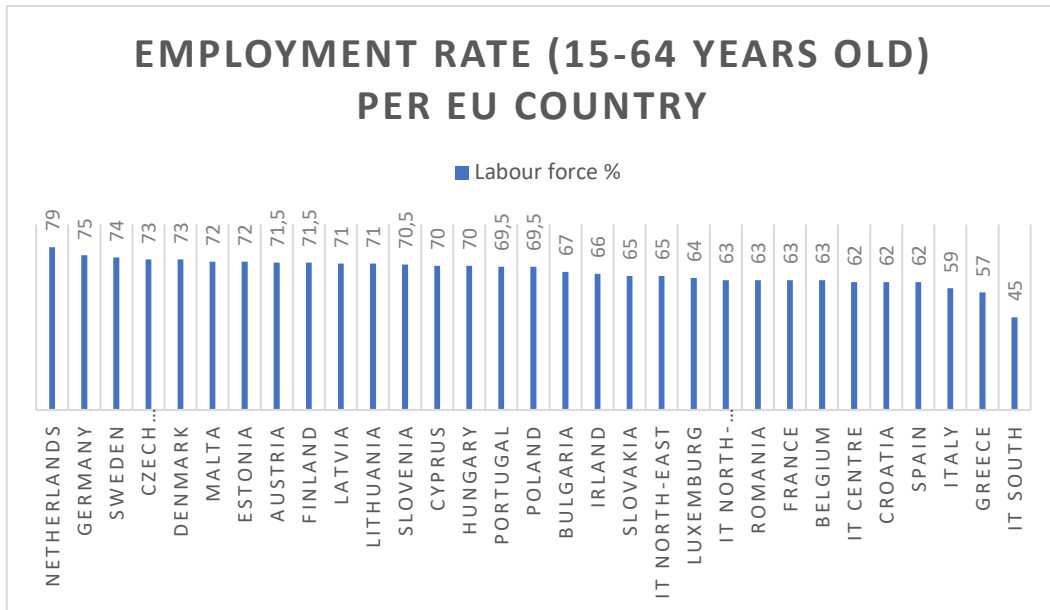


Table 3. Eurostat: labour force survey (2020).

The measures to support companies put in place by the government, together with flexibility policies, succeeded in decisively limiting employment losses in the private employment sector, offloading the main impact of the crisis onto the number of hours worked. Very different, however, were the consequences of the pandemic on the less protected workers in the labour market, such as fixed-term employees or the self-employed, who suffered the most from the interruption of economic activities.

In fact, the data show how more than half (55.5 per cent, equal to about 402 thousand fewer employed) of the employment loss recorded in Italy in 2020 occurred at the expense of workers with fixed-term contracts, followed by the self-employed who contributed more than 30 per cent (-233 thousand), while the rate of those employed with open-ended contracts did not exceed 90 thousand (equal to 12.3 per cent of the overall fall).

Another typical factor of the pandemic crisis in the European labour markets was the increase in the inactivity rate during the 2020s, in fact, at the same time as the economic activity restriction measures discouraged job-seeking activities. A phenomenon that in Italy was associated with an initial fall in the unemployment rate (from 9.9 to 9.3, respectively).

In Italy, the health emergency contributed to a decrease in the female employment rate, which was already among the lowest compared to EU countries. In fact, ISTAT data show how, during the pandemic, it was precisely women who paid the heaviest price in terms of employment (about 376 thousand women lost their jobs compared to 348 thousand men).

Another segment that experienced consequences during the pandemic crisis was certainly that of young people between the ages of 15 and 24, which recorded a significant drop in employment compared to the average for European countries. Covid took the country back to 2016, where the share of young people in employment was again 16.6 per cent.

The health emergency, although short-lived, has left its mark on the Italian economy, and especially on the country's productive sector. In fact, even though economic activity quickly returned to the levels of late 2019, more than 30 per cent of small and medium-sized enterprises lost production capacity, mainly in service activities. Conversely, this crisis has generated a strong impulse to experiment with significant innovative, technological, and organisational processes, which are destined to be consolidated.

It is also peculiar to see how, despite the strong impact that the pandemic has had on the national economy, the data confirm a recovering trend for Italian companies. Despite the many contagions, there has been a rapid increase in employment rates and a recovery in Italian GDP compared to EUROZONE countries.

### 2.3 Youth at this stage

To analyse the state of play of young people socioeconomic and cultural vulnerabilities the whole consortium and respectively in each of the local/national context, we developed a research based on a desk and field research: on one hand a literature review of official reports from different local and national public organisations and entities. This is aimed at identifying community-based socioeconomic vulnerabilities and challenges affecting young people in the framework of the Covid-19 recovery process. On the other hand, Fondazione Comunitaria conducted a field research based on online surveys aimed at young people, youth workers and experts to double check the information provided by the desk research with their personal and professional experience and perception.

The field research matched the KPIs foreseen for each local field research as to say: n° 8 young people filled the questionnaires, and n° 16 interviewees among youth workers and other stakeholders filled the surveys addressed to this second target group. The surveys were launched and completed in May 2023.

### 2.3.1 Literature review

As we have seen from the previous paragraphs, those who have suffered most from the consequences of this pandemic and economic crisis have been the youngest ones.

**Early leavers from education and training by sex, 2021**  
(% of population aged 18-24)

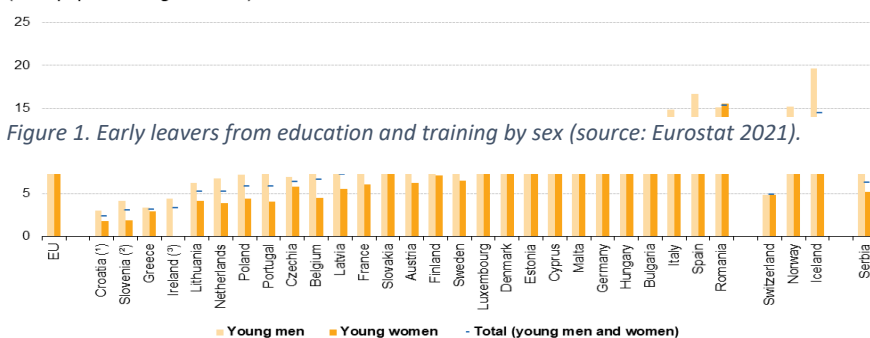


Figure 1. Early leavers from education and training by sex (source: Eurostat 2021).

Note: ranked on overall share of early leavers (young men and women); breaks in series.

(\*) Low reliability.

(\*) Young men and young women: low reliability.

(\*) Young women: not available due to very low reliability.

Source: Eurostat (online data code: edat\_lfse\_14)

eurostat

The economic recession and the interruption of schooling has had a negative impact not only on male and female students, but also on the incomes of families, who have had to reduce their investments in their children's education. The rate of children living in absolute poverty increased significantly from 13.5% in 2020 to 14.2% in 2021. The school drop-out rate in 2021 in Italy stood at 12.7%. Educational and economic poverty are closely related, in fact data show that it is children from low-income families who are at risk of dropping out of school and have lower learning levels.

The school that should try to stem the rise of inequality, seeking to ensure that all children could learn, develop, and free their abilities, talents and aspirations does not always succeed in its intent.

The Italian school, due to historical shortcomings, is forced to face the challenge of educational poverty with the few means at its disposal, and despite all its efforts, the pandemic has made it even more fragile, and inflation has wiped out the possibilities of the most disadvantaged families to invest in education. As a matter of fact, in a very short time, the spaces for emancipation of young people have shrunk, already largely (23.1%) trapped in the category of NEETs, 15–29-year-olds not included in any work, education or training pathway, the highest number in Europe<sup>6</sup>.

The situation worsens dramatically in the South, where young people in the South regions do not reach satisfactory learning levels at the end of lower secondary school in subjects such as Italian: between 45% and 49% in the regions of the South and the Islands, compared with 34%-35% in the

<sup>6</sup> Alla ricerca del tempo perduto, Un'analisi delle disuguaglianze nell'offerta di tempi e spazi educativi nella scuola italiana, Coordinamento scientifico: Christian Morabito Coordinamento grafico: Laura Binetti Progetto grafico: Mauro Fanti - InFabrica - Gruppo Comunicazione e Marketing, Pubblicato da Save the Children Italia, Settembre 2022 <https://s3.savethechildren.it/public/files/uploads/pubblicazioni/alla-ricerca-del-tempo-perduto.pdf>

regions of the North and the Centre. The gap widens further at the end of upper secondary school, where there is a gap of more than 15 points between the northern and some southern regions: in Campania, Calabria and Sicily, more than 60% of students do not reach a basic level of competence in Italian, while in subjects such as mathematics, an insufficient level is reached by 70% of students in regions such as Campania, Calabria, Sicily and Sardinia<sup>7</sup>.

In order to prevent the serious phenomenon of NEETs (young people not in education, training or employment), it is essential to implement development plans from secondary school onwards that guarantee the acquisition of employability skills, including soft skills, environmental skills (green skills) and digital skills, environmental (green skills) and digital skills. This serious phenomenon is particularly impactful in the regions of the “Mezzogiorno”, which, as we have seen above, are also those regions where the index of school dropouts and low levels of learning are lower. Also, contributing to this phenomenon is the fact that doing business or otherwise working on one's own is increasingly difficult, and even more so for young people. In fact, the young person faces many difficulties in realizing his or her work project<sup>8</sup>.

### 2.3.2 Field research

The field research matched key indicators foreseen for each local field research as to say: n° 8 young people filled the questionnaires, and n° 16 interviewees among youth workers and other stakeholders filled the surveys addressed to this second target group. The surveys were launched and completed in May 2023. The information provided and collected helped to double check the information collected by the desk research and comparing them with target groups' surveys and analysing their personal and professional experience and perception on current issues regarding youth social inclusion/exclusion and the effects of covid pandemics. The surveys were sent online to main youth associations and organization belonging to the network of stakeholders of Fondazione Comunitaria di Agrigento and Trapani (survey aimed at young people available as [Google Module](#); surveys aimed at youth workers and other stakeholders available as [Google Module](#)).

After a careful literature review, a questionnaire was developed to collect feedback from young people and their context, together with youth workers and experts in the field.

<sup>7</sup> Vedi nota 7, Cap. Gli Apprendimenti e la “questione meridionale”, p.7

<sup>8</sup> LE GIOVANI GENERAZIONI IN ITALIA DOPO LA PANDEMIA; La nota è stata curata da Marco Abatecola (Settore Welfare Pubblico e Privato Confcommercio), Mariano Bella, Silvia Criscuolo, Francesco Lioci e Luciano Mauro (Ufficio Studi Confcommercio) con le informazioni disponibili al 12 luglio 2021. Editing a cura di Francesco Rossi – Direzione Centrale Comunicazione e Immagine Confcommercio. <https://www.confcommercio.it/-/giovani-italiani-dopo-pandemia>

This was an effective tool to reach as many people as possible and allow them to express their opinion while avoiding wasting energy and time. For the realisation of the questionnaire, the google form platform (<https://www.google.it/intl/it/forms/about/>) was used, which allowed us to speed up the time and the collection of answers. This platform made it possible to customise the questions and answers according to the role of the participant (young people, youth workers or youth experts).

This online form-building tool allows information to be linked to a spreadsheet and automatically record the answers of the quiz or survey in real time. This makes Google Forms one of the easiest ways to save data directly into a spreadsheet. In addition, the questionnaire is sent and shared via a direct link or on social media to ask the target group to participate. Thanks to the dissemination of the project and the survey among contacts in the Community Foundation network, we obtained 24 responses to the questionnaire as indicated by the project form.

The majority of participants were youth workers. KPIs stated in the project application form were reached (24 persons in total) and in representation of each target group (young people, youth workers and local experts/stakeholders: 8 per group). For more details on the data, see Table 4.

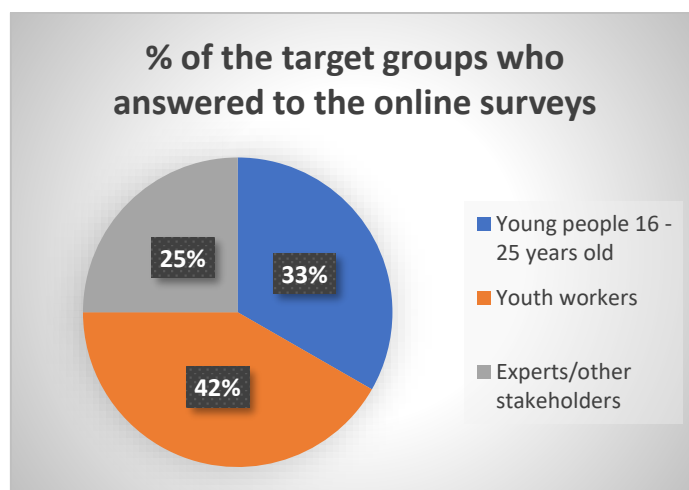


Table 4. Sample distribution regarding the relation to youth of the participants (BEYOU project, online survey).

The questionnaire was completed by 24 people (experts, youth workers and young people) who provided information about their social context and their experience with youth and youth empowerment initiatives 58.3% of whom are female and the 41,7% are male. The age groups are varied, all age groups between 16 and over 40 being represented. For more details on the data, see Table 5.



### interviewees clustered by age range

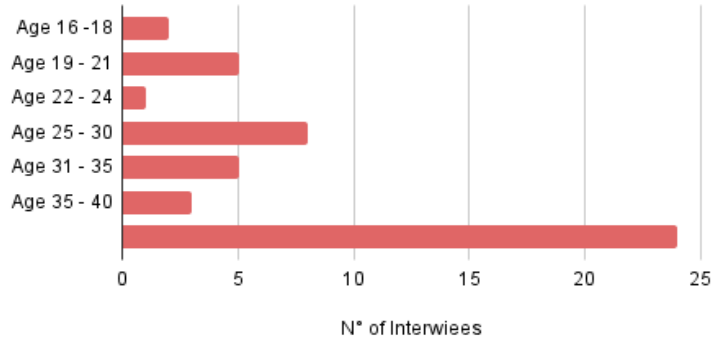


Table n. 5. Sample distribution regarding the age of the participants (BEYOU project, online survey).

When asked about the specific characteristics of the area in which they live, the young people highlighted the lack of adequate training and facilities (50%) lack of extra-cultural activities that could foster cultural and professional development (40%) as the main problems they face. 30% of young people agree that the difficulties are due to socioeconomic barriers.

On the other hand, youth workers and experts mainly emphasise limited job opportunities, unemployment or job insecurity (70%), some youth workers and experts highlight educational deficiencies and the inability to make use of available resources (30%) Among the main causes of social exclusion of young people, youth workers and experts identified the lack of a quality school system, technological innovation and few opportunities for social and cultural events and encounters (50%); few or limiting job opportunities (30%) and a lack of confidence in young people (20%).

Combining all the data, the top three problems in our local context are limited job opportunities, unemployment or job insecurity (27%), the quality of an efficient education system (27%), lack of technological innovation, socioeconomic barriers (8.1%), and educational gaps (8.1%). For more details, see Table 6.

### Main causes of social exclusion in the local area

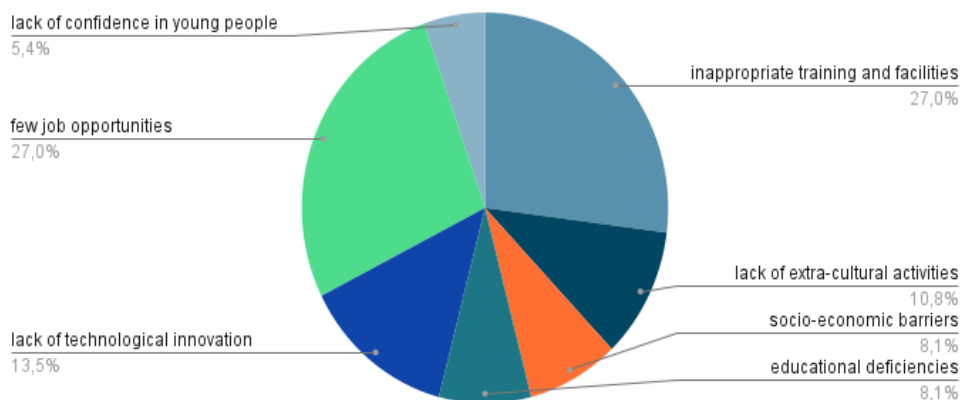


Table 6. Main causes of social exclusion in the local area (BEYOU project, online survey).

From the responses collected, the general impression is that the social context is very precarious, due to a very fragile economic situation and a lack of infrastructure that does not allow young people to have a quality education and consequently job opportunities for the future. The general picture provided is that there are many resources, but they are not adequately addressed in terms of the potential of young people, local and cultural resources, etc.

Access to the labour market is also seen as a challenge because of competition with older people, so there are fewer opportunities for young people because they lack experience. Moreover, compounding the precarious situation of young people are very rigid academic programmes that put young people under pressure in a learning environment that should be safe, and families that do not support them in their fulfilment and development and do not support young people's self-esteem and motivation.

Many of the existing challenges peaked during and after the coronavirus pandemic; the pandemic made the local environment more vulnerable, making young people increasingly fragile and with mostly negative feelings about the future. The health emergency has increased the rate of families living in absolute poverty and consequently forced children and young people to cut back on education and training for them, and there has also been a decrease in extra-cultural activities that are essential for the growth and development of the individual.

The covid has affected young people psychologically and emotionally, on the one hand creating individuals with greater fears and anxieties in facing the everyday facts of life and/or motivation to get involved. On the other hand, it has pushed them even more to not want to waste time in achieving their goals.

It has created even more isolation in disadvantaged people who do not have access to the Internet, technological devices and social media.

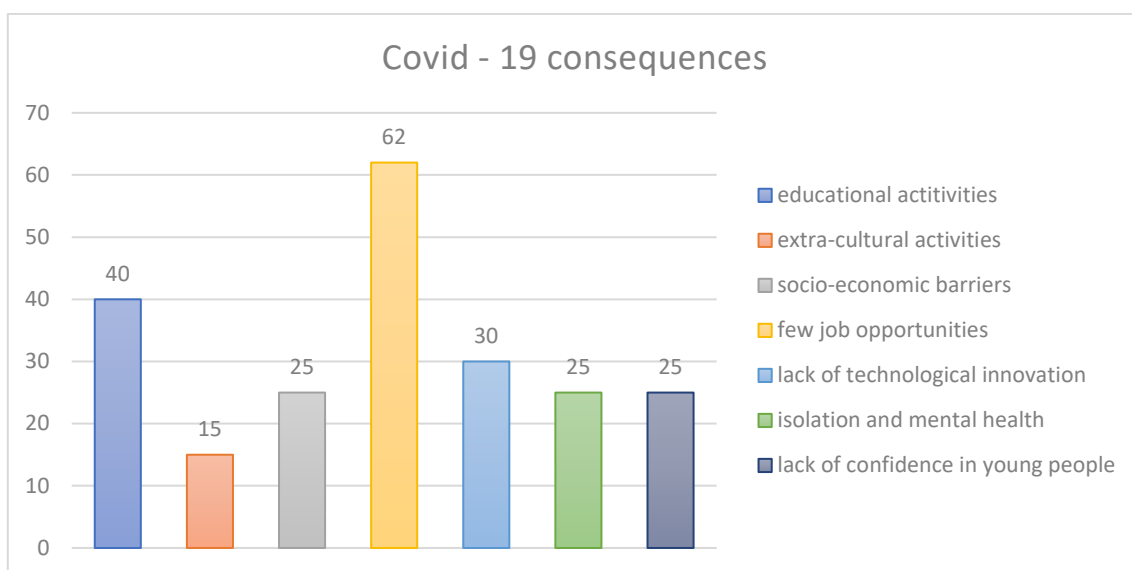


Table n. 7. COVID-19 consequences for participants (BEYOU project, online survey).

Through the questionnaire, participants were asked to respond on certain statements about young people and the situation in their local communities, so that they could express their level of agreement.

The results are as follows:

- In the area where you live, programmes based on active citizenship education are implemented.

In general, youth workers and experts believe that the current active citizenship programmes are sufficient: 31.3%, against 25% who disagree. In the case of young people, the situation is generally mixed, with 37.5% of them stating that they agree and the other 37.5% stating that they are neutral. For further details on the data, see Table 8.

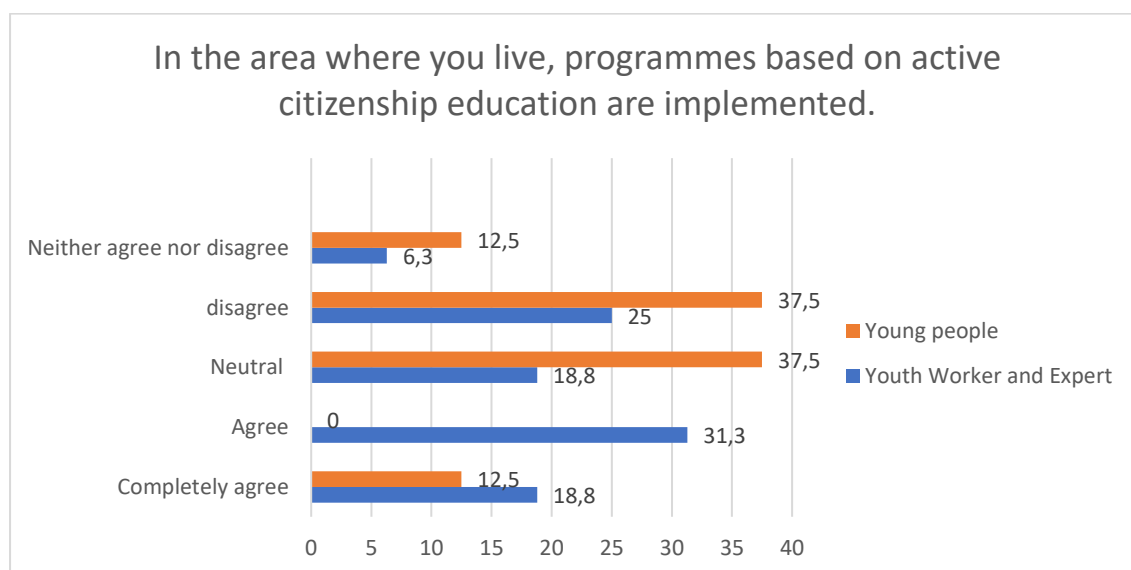


Table 8. Level of agreement with current implementation of active citizenship programs (BEYOU project, online survey).

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- There are initiatives at community level to promote the rights of young people at risk of social exclusion (vulnerability factors such as physical/mental disability, sexual orientation, ethnic/cultural diversity, socioeconomic disadvantage).

The majority of youth workers and experts (37%) believe that there are initiatives to promote the rights of disadvantaged groups. Young people, on the other hand, are confused about this, with many of them believing that there are initiatives to counter the risk of social exclusion (37%), while a large proportion of them (25%) state that they are neutral or disagree (25%). For more details see Table 9.

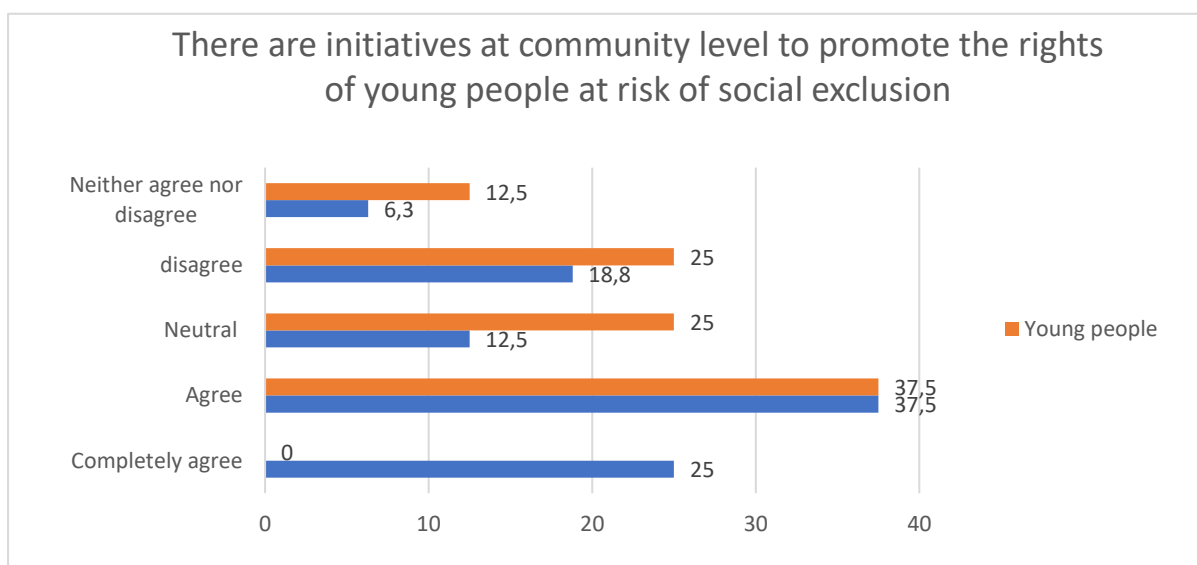


Table 9. Level of agreement with the existence of initiatives to promote the rights of disadvantaged groups (BEYOU project, online survey).

- There are opportunities for young people to participate and have decision-making power over aspects of their lives and futures.

Youth workers and experts have mixed opinions on this statement: while 37.3% say there are opportunities for young people to participate in the decision-making process, 31.3% disagree. On the other hand, 50% of young people believe they are neutral about this statement, while 25% are completely at odds. For more details, see Table 10.

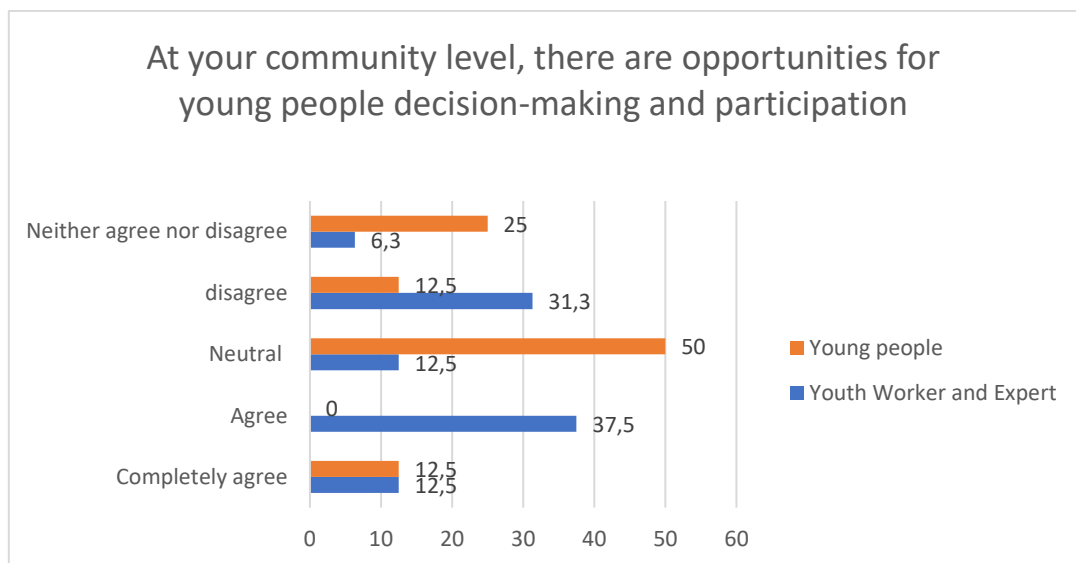


Table 10. Level of agreement with the existence of opportunities for young people decision-making (BEYOU project, online survey).

- Schools, authorities and local institutions ensure through their role processes of empowerment and active participation by young people.

Youth workers and experts consider the intervention of schools, authorities and local institutions to be neutral (37.5%) in the empowerment processes promoting active participation of young people, while 18% agree. Young people, on the other hand, disagree (50%) or completely disagree (12.5%), while 37.5% of them agree with this statement. For more details see Table 11.

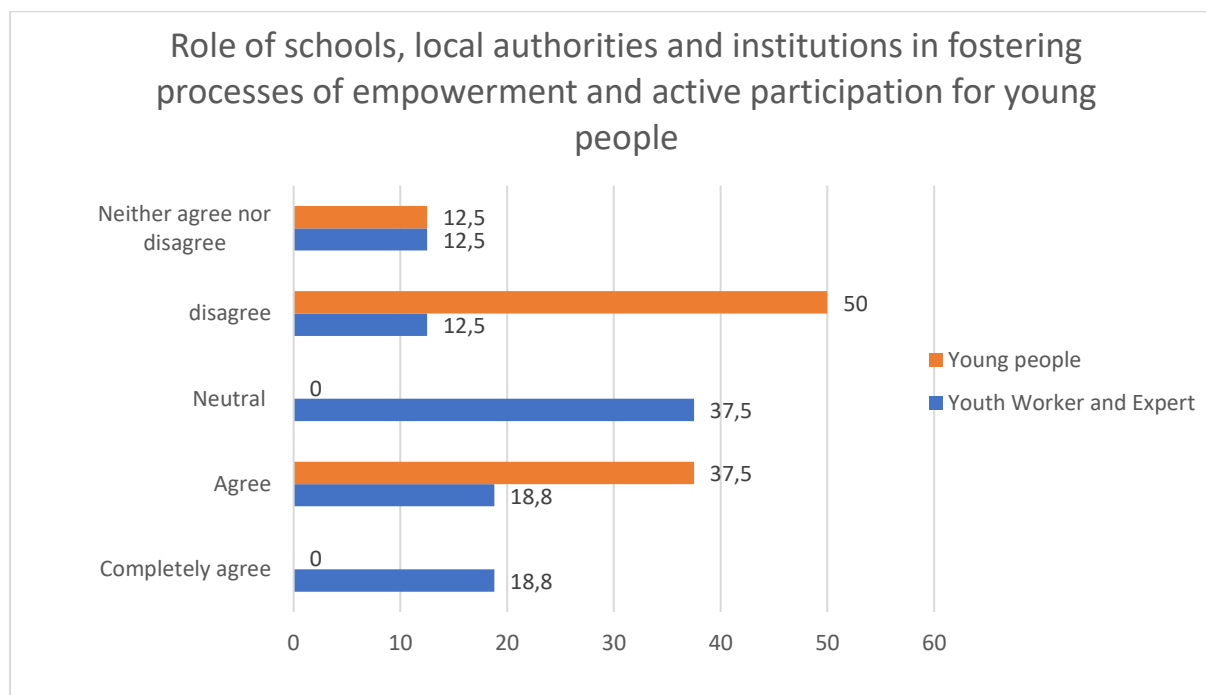


Table 11. Level of agreement with the role of policy makers and organisations (BEYOU project, online survey).

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A list of soft skills and competences have been evaluated by the interviewees in terms of their importance and relevance for the youth sector.

The results show that both groups believe that soft skills are important for a young leader to make the best use of community resources and opportunities.

Among the young people, all skills were considered essential or relevant. In particular, ethical behaviour, a sense of responsibility and communication were indicated by 87.5% and 62.5% of the respondents as essential skills. For complete data, see Table 12.

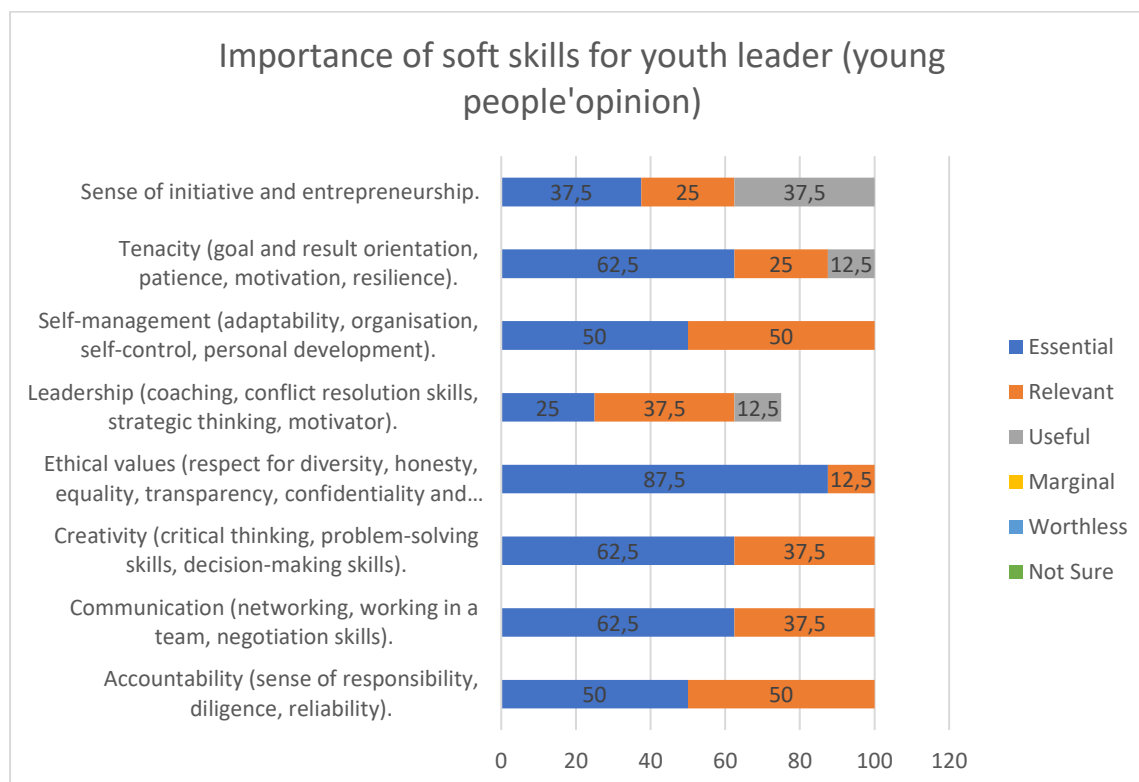


Table 12. Importance of soft skills for a young leader (young people's opinion, BEYOU project, online survey).

Among youth workers and experts, all soft skills were considered essential or relevant. As for young people, ethical behaviour, a sense of responsibility, communication, and self-management stand out with over 80% of respondents indicating that these are essential skills, followed by creativity (75%). For full data, see Table 13.

### Importance of soft skills for young leader (youth worker and experts opinion)

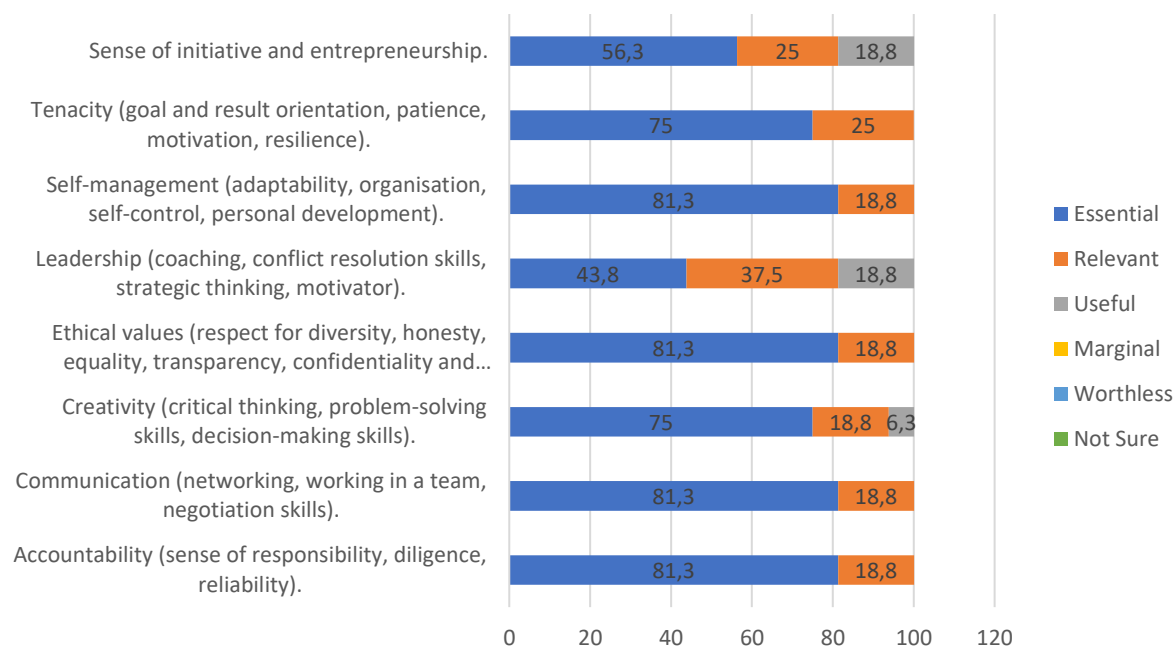


Table 13. Importance of soft skills for a young leader (youth workers' and experts' opinion, BEYOU project: online survey.)

Current programmes do not fully cover these skills for either young people or youth workers and experts. Young people believe there is a gap in communication, and creativity, all areas in which more than 50% of participants say they need to improve, for 62% of participants tenacity needs to be improved. More information on the youth data can be found in Table 14. Youth workers and experts also believe they need to improve some skills, in particular communication, leadership, initiative and entrepreneurship. Data on youth workers and experts are shown in Table 15.

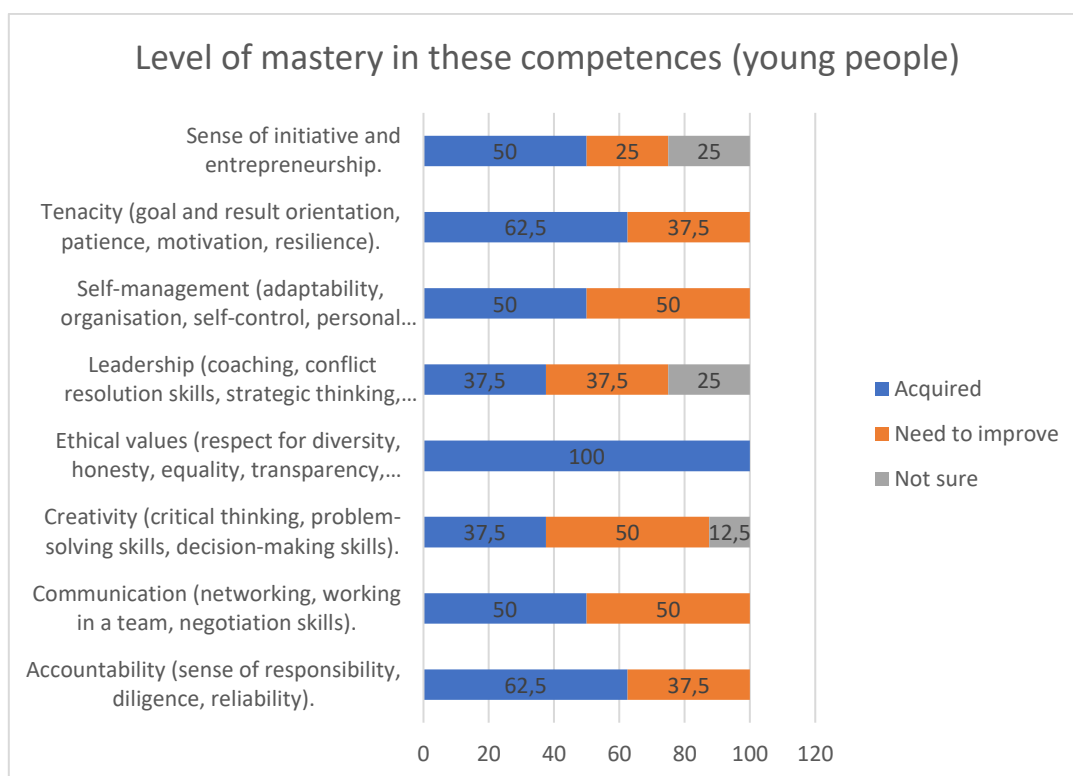


Table 14. Level of mastery in these competences (young people, BEYOU project: online survey).



Table 15. Level of mastery in these competences (youth workers and experts, BEYOU project, online survey)

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Sixty-two percent of youth workers and experts, said they had never taken part in initiatives aimed at building youth empowerment, but they were well prepared to take part. Their experience has been built over the years through dedication and active participation. Not all interviewees had the opportunity to share good practices and highlight areas for improvement in the future.

Good practices include a participatory approach and the application of theoretical concepts learned during training with dynamic activities through nonformal education, associationism and networking skills. Effective and patient communication is a key factor in the success of active participation. Mentors are an excellent reference for disadvantaged youth and prevent the risk of social exclusion.

There are many aspects to improve. The young people interviewed emphasize that they have never taken part in active citizenship programs but would like to do so, and in reading the responses collected, young people claim to be unaware of this type of activity and showed great levels of unawareness. It is important for the maximum success of programs aimed at promoting active citizenship to employ more effort, investment, and above all to focus on effective communication that allows reaching schools and youth centres to increase the level of participation and active citizenship in local communities by younger people. More information on each profile and specific responses can be found in the annexes section at the end of this document.

## 2.4 Impact on youth sector

The previous section highlighted the challenges that young Italians face in finding their place in society and certainly the pandemic and the economic crisis have made these challenges increasingly difficult. The pandemic and social distancing have put a strain on today's youth, who have suddenly seen their gathering spaces, social moments and active participation in society reduced. This moment has also put youth, volunteer, and public participation associations in serious difficulty.

The pandemic has brought to the fore in Italy the importance of the value of young people, how important it is to invest in human capital and give young people the tools and skills they need to build a knowledgeable society. Not least because if young people are active members and the whole society benefits. The younger generations are proactive and have an excellent ability to insert themselves into public debate and assert themselves on relevant issues such as human rights and climate change.

ISTAT<sup>9</sup> data show that youth organisations and voluntary associations were indispensable for young people during the pandemic, and highlighted the fact that teenagers and young adults are very interested in taking an active part in community life and being involved in public decisions, especially on the environment, human and civil rights, and peace.

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<sup>9</sup> BES 2020, Benessere equo e sostenibile in Italia; Istituto nazionale di statistica Via Cesare Balbo, 16 – Roma, 2021, Capitolo 5 “Relazioni Sociali”, curato da Miria Savioli. Hanno collaborato: Lorena Di Donatantonio, Romina Fraboni, Massimo Lori e Sabrina Stoppiello [BES\\_2020.pdf \(istat.it\)](#)

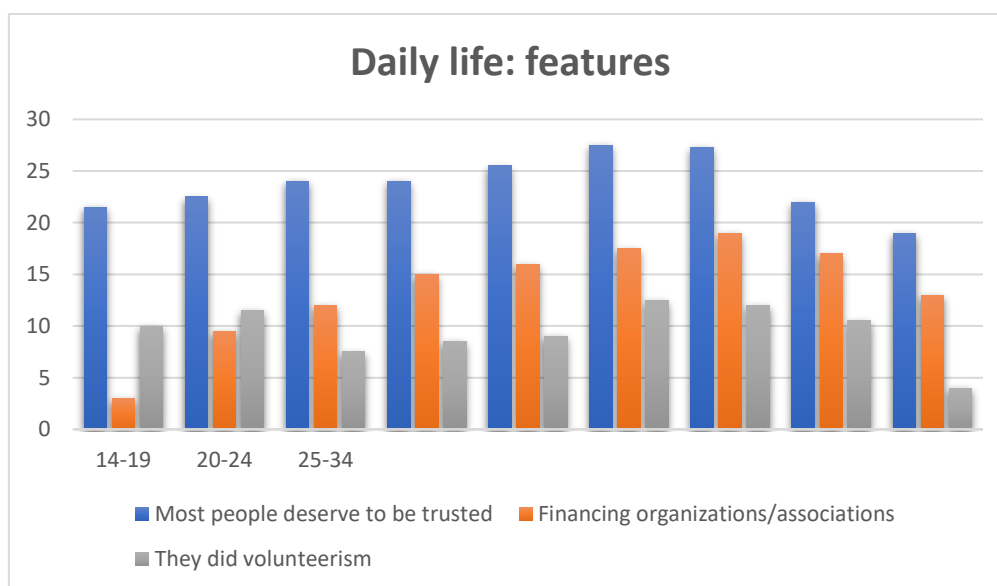


Table 14. Research on daily life features (source: Istat, 2021).

On the other hand, the participation of younger people in cultural and recreational associations, in which the over-55s predominate, has decreased considerably.

A crucial role in the formation of active citizenship is certainly played by schools. School, together with the family, is the pivotal point for students not only in terms of educational, but also social and civic training. It is crucial that alongside the school, the entire education community is mobilised to provide young people with all the skills and tools they need to grow into an aware society.

## 2.5 What has been done so far?

In Italy, in order to address these challenges and improve the quality of life of young people, several youth policies have been undertaken based on the principle of shared competence between State and Regions and on the principle of subsistence, which implies the active involvement of the Third Sector and youth organisations. Policies that are managed at national level by the **Department of Youth Policy and the Universal Civil Service** and by the Council of Ministers, which aim to enhance and support young people and to promote their active participation in society. The State promotes the culture of volunteering, the high social value of which it recognises, and invites, within the limits of available resources, the public administration, and schools to involve young people in voluntary activities also through specific initiatives with non-profit organizations and local stakeholders.

Universal civil service programs<sup>10</sup>, represent an excellent opportunity, for young people between the ages of 18-28 to take part in voluntary actions that promote the principles of solidarity and social

<sup>10</sup> Dipartimento per le Politiche Giovanili e il Servizio Civile Universale, <https://www.politichegiovanili.gov.it/politiche-giovanili/attivita-internazionali/youthwiki/9-gioventu-e-mondo/>

participation. A period of life spent in the service of the country, within the chosen sector and through the registered civil society entities and organizations. The sectors are the most varied, from historical and cultural heritage to the environment and human rights. In addition, thanks to the program for the promotion of peace among peoples and development cooperation, it is possible to volunteer abroad. A training period that provides the skills and tools to enter the world of work.

Another interesting program for the difficulty of youth job placement is "Garanzia Giovani<sup>11</sup>." A European initiative aimed at countries that have a high rate of youth unemployment. A European initiative aimed at countries with high youth unemployment rates. The program targets NEETs between the ages of 15 and 29 in all regions of Italy, and up to age 34 for young people residing in southern regions. An excellent opportunity for young people who as soon as they enter the program receive a job offer, or training tailored to their needs and aspirations.

In addition, national-type programs are complemented by the ERASMUS+ program, which is an excellent opportunity for young people to enhance their participation in local communities. The program targets the community and aims to foster social inclusion, promote environmental sustainability, transition to digital, and promote participation in democratic life by the younger generation<sup>12</sup>.

At the territorial level, "Community Educational Pacts"<sup>13</sup> are essential to combat educational poverty and school dropout. The Educational Community Pact was introduced by the Ministry of Education and Merit and involves the collaboration of third sector entities, public and private institutions and schools to strengthen the link not only with schools, but with the entire educating community. The pact involves a participatory and cooperative approach of all participants in the field who are committed to bring together all the resources of the area.

Third sector organisations also continue to do an enormous amount of work to promote youth empowerment and youth-led initiatives. Organisations, in fact, are committed to promoting the Sustainable Development Goals, through a participatory and peer-to-peer approach, through non-formal education, seeking to provide young people with the tools they need and to support them in their transition to adult life.

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<sup>11</sup> Ministero del Lavoro e delle Politiche Sociali, ANPAL – Agenzia Nazionale Politiche Attive del Lavoro, Programma Garanzia Giovani, <https://www.anpal.gov.it/garanzia-giovani>

<sup>12</sup> Agenzia Nazionale Erasmus+ INDIRE, Il sito nazionale del Programma europeo per l'istruzione, la formazione, la gioventù e lo sport, <https://www.erasmusplus.it/programma/cose-erasmus/>

<sup>13</sup> "Patti Educativi di Comunità", Rapporto dell'Osservatorio Openpolis – Con i Bambini su elaborazione di dati Indire – Vita <https://www.openpolis.it/esercizi/i-patti-educativi-di-comunita/>

### Chapter 3. BEYOU project: a “to do list”.

The BEYOU project aims to promote youth-led community development processes that enhance the levels of active participation and social responsibility of young people in marginalised communities in Italy, Spain, Greece, Cyprus and Romania, characterised by a high rate of early school leaving and at risk of social exclusion.

The project aims to respond to global challenges and address the needs of young people and help them counter existing problems in their communities on their own. The project provides an innovative socioeducational intervention targeting young people living in constant poverty or economically, socially and culturally vulnerable situations, promoting actions for sustainability and social inclusion in the local communities where they live. Through the launch of an innovative "Community Youth Incubator" program that aims to actively engage young leaders and youth leaders in sustainable, green and inclusive development activities in their communities. The program aims to promote youth-led development through active participation, youth empowerment and social innovation. The program aims to empower youth involved in the project on issues that affect them closely and improve the local environment.

Through active involvement in the program, youth and disadvantaged youth workers will gain their first experiences in leadership, community resource mobilization, project management and networking, while also giving youth a significant voice in the project framework. Moreover, their participation in the program will be indispensable in guiding the process of development and especially resilience and recovery that the pandemic has generated in their local communities. The active participation of community stakeholders will be crucial in order to support the young people in the community in project development, evaluation and crowdfunding of their project ideas.

The youth incubator program, through nonformal education, peer learning and case study presentation intends to explore various themes such as:

1. Social generativity and youth-led community development.
2. Theory of change: transforming youth needs into community projects.
3. Project management: how to coordinate, monitor and report on community projects under the Community Youth Incubator program.
4. Sustainability and social innovation in youth work.
5. Evaluation of learning outcomes.

The project will be crucial in supporting disadvantaged young people and youth leaders to address the problems that most affect young people living in the rural areas where the project operates. To train young leaders who can actively participate in their local communities and build quality projects that will ensure better training and employment opportunities for young people and avoid marginalised situations and tackle educational poverty. Promote sustainable actions that can also improve the environment in which they live and above all achieve the goals of sustainable development.

## Chapter 4. Main findings

As it emerged by the main findings of both desk and field researches the pandemic has paralysed main societal sectors, putting also the social and welfare ecosystems under pressure (in terms of public services as health, education, etc.). The target groups interviewed included a sample among young people and youth workers and other local experts coming from main local youth sectors and organizations.

Youth organisations and informal groups have showed played a crucial role being resilient after covid pandemics and impacts and pursuing sustainable development.

However, at the same time, youth-based organizations faced several challenges:

- Their operative range was reduced with the decrease of networks and physical spaces for young people interaction, association and socialization.
- Their capacity to establish cooperation with local authorities and donors was reduced.
- It became more difficult for them to respond to the multidimensional problems affecting young people they work with /for (socioeconomical challenges, less educational and professional opportunities for their personal and career development, etc.).

In order to encourage young people to become socially responsible for their future and their sustainable community development, a best role could be played by youth workers who mostly interact with them.

So, a well-planned cooperation among the two target groups is needed both to increase the capacity & key competences of youth-based organizations, young leaders and young people to respond successfully to the current challenges affecting them in their local communities.

Young people often miss sense of initiatives because of feeling disappointed and not motivated in succeeding in their professional goals and ambitions, because of lack of opportunities at local level. Most young people don't feel that the local context value them and recognize their qualities and competences, for this reason they perceive the need to leave their places and increasing internal and external migration flows.

The pandemic has made the local context more vulnerable, making young people increasingly fragile and with mostly negative feelings about the future. The health emergency has increased the rate of families living in conditions of absolute poverty and consequently has brought minors and young people to see reduced financial resources addressed for their life career goals.

There is a parallel urgency to address youth led process for young people leadership and empowerment and youth work organizations witnessed to be a key point in reaching this common effort.

As the BEYOU project will establish the creation of Youth Community incubators (coordinated by young people) and launch the "Youth Community Bank" pilot programme, this experience will foster youth leaders' engagement in order to allow them to take responsibility, express their ideas and contribute to community development. Young people are encouraged to assume leadership roles and engaged to develop community projects that address their own needs, claim for their rights and contribute to the wellbeing. Young people are engaged as rights holders entitled to take part in decisions that affect them directly e to lead positive social change in their local communities, to broaden their horizons and to feel themselves as active and integrating part of a wider European society. Through the Community Youth Incubator programme, both youth workers and vulnerable and socioeconomic disadvantaged youth will be engaged directly and gain their first experiences in

leadership, community resources mobilization, project management, networking, providing also a meaningful voice to them in the framework of the Covid-19 recovery process in their local communities. Community stakeholders will be also engaged to take responsibility and participate as active community partners in order to support young people in the development, evaluation and crowdfunding of their project's ideas. The project contributes to reinforce the European dimension of the activities in the field of youth and sustainable community development of the organizations involved, by encouraging youths' integral development, active citizenship, social cohesion and sense of belonging to the community (both local & EU).

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## Conclusions

Trust and favour toward bottom-up inclusive approaches are the ones that have been addressed by main young people and other stakeholders interviewed.

Even if recognizing the strength and the ownership that such approach brings, it seems difficult to find at local level main point of references in order to validate and foster community development processes and especially youth-led movements and initiatives.

The BEYOU project lays its foundation on this state of things triggered by the COVID-19 pandemics:

- Unprecedented structural crisis that is ongoing through all society sectors, affecting especially vulnerable target and people.
- A gap in the recovery process from the southern and northern part of the nation is still perceived, with a different range of opportunities for young people in terms of education, professional and personal development.
- As a result, also of opting for the 'virtual' than the reality, high impact on young people's life satisfaction and mental well-being, with the reducing number and occasions for young people socialization and associationism.
- More spaces needed for youth leadership and inclusive decision-making processes.
- Youth individual and collective actions needs to be fostered improving self-esteem and soft skills and recognizing the social impact of youth led initiatives.

The BEYOU project will have a duration of two years and its impact on the medium and long term on the surrounding communities will be crucial in order to validate an innovative and multi-stakeholder youth-led community-based model that strengthen mechanisms of active participation and social responsibility of young people. From one side, the project will enhance inclusive and sustainable development at both local and European level. On the other, increased community engagement of young people that are engaged to become active citizens, generate social change in their own local communities addressing national policies and youth opportunities to be in line with young people priorities and main challenges affecting their lives.

It will be finally crucial for policymakers to prioritise long-term strategies and measures to strengthen community mechanisms of youth participation and social responsibility in order to ensure community resilience and strengths.

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## Annexes

### Annex 1\_Evaluation grids of the field research: young people (n° 8 interviewees)

Interviewer information:			
	Interviewer name:	Online surveys	
	Project partner:	Fondazione Comunitaria di Agrigento e Trapani	
Interviewee's data:			
	Age:	16-18 years old: N° 2	
		19-21 years old: N° 5	
		22 - 25 years old: N°1	
	Gender (N°):	M 3, F 5	
	Main Nationalities:	Italian	
	Main sectors (field of study, job employment):	Students (universities) 62,5%	
Question n°	Common themes		Contrasting findings
1. Context analysis	1.1 General features local context	<p>Most young people don't feel that the local context value them and recognize their qualities and competences, for this reason they perceive the need to leave their places and moving to the northern part of Italy or abroad.</p> <p>Sometimes it seems that young people are required too many competences and professionalization when entering in the labour market.</p> <p>To reach the own personal and professional goals through continuous learning and growth.</p> <p>The need of improving youth soft skills and competences.</p>	Some young people couldn't provide and answer.
	1.2 Challenges educational opportunities	<p>Public education both as secondary schools or universities, do not offer innovative and even basic services and spaces as libraries; they are not linked to other extra curricula activities for young people soft skills and competences development and personal growth (as theatre class, etc.).</p> <p>Young people often lack sense of initiatives because of feeling disappointed and not motivated in succeeding in their professional goals and ambitions, because of lack of opportunities at local level.</p>	Yes 75%, No 25%

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		<p>There are also socioeconomical barriers for sense of initiatives and self-entrepreneurship and geographical barriers, being isolated to cultural and social centres.</p> <p>In the formal university curricula, there is a lack of social innovation and digitization: contents and topics are very theoretical and poorly updated.</p>	
2. Youth engagement: state of play	2.1 Education for active citizenship	<p>Strongly agree: 12,5 % Agree: 0 Neither agree nor disagree: 37,5 % Disagree: 37,5 % Strongly disagree: 12,5 %</p>	
	2.2 Vulnerable young people initiatives	<p>Strongly agree: 0 Agree: 37,5 % Neither agree nor disagree: 25 % Disagree: 25% Strongly disagree: 12,5%</p>	
	2.3 Decision making & active participation opportunities	<p>Strongly agree: 12,5 % Agree: 0 Neither agree nor disagree: 50 % Disagree: 12,5 % Strongly disagree 25 %</p>	
	2.4 Institutions roles for active youth engagement	<p>Strongly agree: 0 Agree: 37,5 % Neither agree nor disagree: 0. Disagree: 50 % Strongly disagree: 12,5 %</p>	
3. Leadership skills and competences	3.1 Competences and skills evaluation	<p><b>Accountability, Communication, Creativity, Ethical behaviour, Leadership, Self-management, Tenacity, Sense of initiative and entrepreneurship</b></p>	<p><b>Accountability:</b> 50 % Essentials – 50% Relevant</p> <p><b>Communication:</b> 62,5 % Essentials – 37,5 % Relevant</p> <p><b>Creativity:</b> 62,5 % Essentials – 37,5 % Relevant</p> <p><b>Ethical behaviour:</b> 87,5 % Essentials – 12,5 % Relevant</p> <p><b>Leadership:</b> 25 % Essentials – 37,5 % Relevant – 37,5 % Useful</p> <p><b>Self-management:</b> 50 % Essentials – 50 % Relevant</p> <p><b>Tenacity:</b> 62,5 % Essentials – 25 % Relevant – 12,5 % Useful</p> <p><b>Sense of initiative and entrepreneurship:</b></p>

			37,5 % Essentials – 25 % Relevant – 37,5 % Useful
	3.2 Competences' assessment	Accountability, Communication, Creativity, Ethical behaviour, Leadership, Self-management, Tenacity, Sense of initiative and entrepreneurship	<p><b>Accountability:</b> I have 62,5% - To be improved 37,5%</p> <p><b>Communication:</b> I have 50 %; to be improved 50%</p> <p><b>Creativity:</b> I have 37,5%; to be improved 50 % - I don't know 12,5%</p> <p><b>Ethical behaviour:</b> I have 100%</p> <p><b>Leadership:</b> I have 37,5 %; to be improved 37,5 %; I don't know 25%</p> <p><b>Self-management:</b> I have 50 %; to be improved 50%</p> <p><b>Tenacity:</b> I have 37,5%; to be improved 62,5%</p> <p><b>Sense of initiative and entrepreneurship:</b> I have 25 %; to be improved 50%: I don't know 25%</p>
4. Best practices	4.1 Best practices	(If yes) Description of the good practices and space for improvement.	Enhancing women cooperation and solidarity; youth association groups; activities aimed at fostering social inclusion and respect for diversity, collaboration spirit.
5. Other	5.1 Other	Other activities undertaken for youth empowerment: only 25% of the interviewees. The activities are: European projects in which they participated with the school; Prime minister: policy school for future female leaders.	Only 25% of the answers on youth empowerment activities.
	Interviewer subject opinion's note*:	-	
	Notes:	Young people shared their concern (when contacted first by phone) on the post covid pandemics spaces for socializing, discussing and cooperating.	

## Annex 2\_Evaluation grids of the field research: youth workers and other stakeholders (n° 16 interviewees)

Evaluation grid: Semi-structured interview (Youth workers and other stakeholders)		
Interviewer information:		
Interviewer name: Online surveys	Interviewees: anonymous	
Organization name: Fondazione Comunitaria di Agrigento and Trapani		
Interviewee's data:		
Age:	25-30 years old: N° 8	
	30-35 years old: N° 5	
	36-46 years old: N°3	
	>47 years old: N°0	
Gender (N°):	M 7, F 9	
Main Nationalities:	Italian	
Main Profiles:	56,3 % Youth workers	
Main sectors (organisation type):	Youth: 13,3%; Education 40%; other (typology) 46,7%.	
Years of experience in the sector:	0-3 years: 57,1 % 4-6 years: 35,7 % >7 years: N°7,1 %	
Question n°	Common themes	Contrasting findings
<b>Context analysis</b>	<p><b>1.1 Context features</b></p> <ul style="list-style-type: none"> <li>- The social context is perceived as being very precarious one, due to a very fragile economic situation and the lack of infrastructure that does not allow young people to have a quality education and consequently job opportunities for the future.</li> <li>- The general overview provided is that there are many resources but not properly addressed in terms of young people potentialities, local and cultural resources, etc.</li> <li>- Even the access to the labour market is seen as challenging due to competition with older ones, for this reasons there are fewer opportunities for young people because they lack experience.</li> <li>- The opportunity to adapt to national and European standards</li> </ul>	<p>Only one person answered without underlying criticism and stressing out the existing many opportunities for young people in terms of education and professional initiatives.</p>

	<p>(in terms of social innovation) could certainly be the funds of national programs (as PNRR) and Next generation EU to improve schools and the school system, to start a digital transformation and to make Sicily region more competitive towards the northern regions that offer more training opportunities. This would allow to value a cultural and artistic heritage and create more sustainable tourism resources and income.</p> <ul style="list-style-type: none"> <li>- Local context is very parochial and not very devoted to multiculturalism, a contradiction since many cities in Sicily are very touristic. The problem is that locals who can't see beyond their own perspectives and experiences, and there is not a desire for personal improvement and growth.</li> <li>- There are not many networks addressed to young people in order to widespread social, educational and other opportunities for them.</li> <li>- Life's quality is good and acceptable but there are many gaps in the labour market.</li> <li>- There are difficulties for young people to invest in their competences and qualities in terms of their economic barriers and the availability of educational and training opportunities for them.</li> <li>- Personal achievements are seen as a result of good luck and good circumstances, not as a result of hard work and meritocracy.</li> <li>- Family contexts exacerbates obstacles that young people face for their fulfilment and development, not supporting the young people self-esteem and motivation.</li> <li>- The academical programs are very strict and put young people pressure on a safe learning environment.</li> </ul>	
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	<p><b>1.2 Causes of young people social exclusion</b></p>	<ul style="list-style-type: none"> <li>- Among the main causes of social exclusion, there are the lack of a quality public education system, early school leaving and educational poverty; lack of welfare services as public health; difficulties when accessing the labour market and lack of job opportunities that increase the phenomenon of international and external youth emigration; high numbers of NEETs.</li> <li>- Probably the use of digital platforms has created greater attention for virtuality rather than for reality and associationism.</li> <li>- It is missing an open mindset and approach in the society, not aimed at social innovation, with no faith towards the future.</li> <li>- A demographic factor: society is mainly composed by elderly people who are also the majority of voters and political decision making is made by them or who they voted. There are no policies addressed to youth in terms of financial support to the families, educational support, easier access to the job market, etc.</li> <li>- Disillusionment and unawareness of the demands of the labour market.</li> <li>- Lack of knowledge by young people of local initiatives and low motivation to participate, also due to a perception of low impact of their capacities in terms of change and community development;</li> <li>- The lack of organizations on a social and cultural level and lack of trust in the institutions; society is seen as mainly profit oriented.</li> </ul>	<p>Only one person responded that mafia to be a social phenomenon with a wide influence on it but didn't describe how.</p>
	<p><b>1.3 Covid pandemics impact</b></p>	<ul style="list-style-type: none"> <li>- Many existing challenges reached their peak during covid pandemics and afterwards;</li> <li>- The pandemic has made the local context more vulnerable, making young people increasingly fragile and with mostly negative feelings about the future. The health emergency has increased the rate of families living in conditions of absolute</li> </ul>	<p>Only one person answered that both young people and society the impact of the negative aspects are balanced with the</p>

		<p>poverty and consequently has forced minors and young people to eliminate expenses in terms of education and training for them, and there was also a decrease in the extra cultural activities that are essential for growth and the development of the individual.</p> <ul style="list-style-type: none"> <li>- The pandemic has exacerbated and aggravated the previous crises in Europe and in the world, also causing a loss of faith in the new generations, despite the desire of some young people to face the world.</li> <li>- The Covid pandemic has had different types of impact, often even indirectly, as in the case of inflation, partly due to the lockdown and the policies that have resulted from it, and which puts young people who do not have a financial support from their families.</li> <li>- It negatively affected social relationships, the emotional dimension and effective communication reducing spaces for socializing and interacting. On the one hand, it initially led to greater difficulties for the youngest in establishing relationships in society, beyond the screens. On the other hand, however, it highlighted the unique nature of human contact and the urgency of intervening in order to bring about positive effects on our society.</li> <li>- The covid has influenced young people on a psychological and emotional level, creating on the one hand subjects with more fears and anxieties in facing the daily facts of life and/or in the motivation to put themselves on the line. On the other hand, it pushed even more not to want to waste time in achieving one's goals.</li> <li>- It created even more isolation on disadvantaged people not having access to internet and technological devices and social media.</li> </ul>	<p>positive ones. Another interviewee said that main young people after covid aims at searching for a fixed long-term job.</p>
2. Youth engagement: state of play	2.1 Education for active citizenship	<p>Strongly agree: 18,8%            Agree: 31,3 %            Neither agree nor disagree: 18,8 %            Disagree: 25%            Strongly disagree: 6,3%</p>	
	2.2 Vulnerable young people initiatives	<p>Strongly agree: 25%            Agree: 37,5 %            Neither agree nor disagree: 12,5 %            Disagree: 18,8 %            Strongly disagree: 6,3%</p>	
	2.3 Decision making & active participation opportunities	<p>Strongly agree: 12,5%            Agree: 37,5%            Neither agree nor disagree: 12,5 %            Disagree: 31,3 %            Strongly disagree: 6,3 %</p>	
	2.4 Institutions roles for active youth engagement	<p>Strongly agree: 18,8 %            Agree: 18,8 %            Neither agree nor disagree: 37,5 %            Disagree: 12,5%            Strongly disagree: 12,5 %</p>	
3. Leadership skills and competences	3.1 Competences and skills evaluation	<p><b>Accountability, Communication, Creativity, Ethical behaviour, Leadership, Self-management, Tenacity, Sense of initiative and entrepreneurship</b></p>	<p><b>Accountability:</b>            81,3 % Essentials –            18,8 % Relevant  <b>Communication:</b></p>

				<p>81,3 % Essentials – 18,8 % Relevant</p> <p><b>Creativity:</b> 75 % Essentials – 18,8 % Relevant – 6,3 % Useful</p> <p><b>Ethical behaviour:</b> 81,3 % Essentials – 18,8 % Relevant.</p> <p><b>Leadership:</b> 43,8 % Essentials – 37,5 % Relevant – 18,8 % Useful</p> <p><b>Self-management:</b> 81,3 % Essentials – 18,8 % Relevant</p> <p><b>Tenacity:</b> 75 % Essentials – 25 % Relevant</p> <p><b>Sense of initiative and entrepreneurship:</b> 56,3 % Essentials – 25 % Relevant – 18,8 % Useful</p>
	3.2 Competences' assessment	Accountability, Communication, Creativity, Ethical behaviour, Leadership, Self-management, Tenacity, Sense of initiative and entrepreneurship.		<p><b>Accountability:</b> I have 100%</p> <p><b>Communication:</b> I have 68,8 %; to be improved 31,3%</p> <p><b>Creativity:</b> I have 56,3 %; to be improved 43,8 %</p> <p><b>Ethical behaviour:</b> I have 100%</p> <p><b>Leadership:</b> I have 43,8 %; to be improved 50 %: I don't have 6,3%</p> <p><b>Self-management:</b> I have 56,3 %; to be improved 43,8 %</p> <p><b>Tenacity:</b> I have 43,8 %; to be improved 50 %: I don't have 6,3%</p> <p><b>Sense of initiative and entrepreneurship:</b> I have 37,5 %; to be improved 50 %: I don't have 12,5 %</p>
4. Best practices	4.1 Best/good practices	(If yes) Description of the good practices and space for improvement.	Activities addressed to vulnerable young people in isolated and marginal neighbourhoods; youth membership association at political level; political business schools for future female leaders; Open cohesion programme <a href="https://www.ascuoladiopencoessione.it/">https://www.ascuoladiopencoessione.it/</a> ; bottom-up approaches; extra-curricular and leisure activities for youth.	No, but I would like to: 62,5%. Yes: 37,5.



5. Other	5. Other	Activities for youth empowerment: 1. Cultural association membership; training course for youth workers; EU project management based on youth; youth training.
	<b>Additional information:</b>	Open science to be deepened and discovered at local level.
	<b>Notes:</b>	In some questions, one of the interviewees provided different answers than the majority.

### Annex 3\_Links to Google Modules

Google Module n.1: [Survey for young people;](#)

Google Module n.2: [Surveys for youth workers and other stakeholders.](#)



Promuovere la sostenibilità e il cambiamento sociale attraverso lo sviluppo guidato dai giovani

## Report locale: analisi del contesto sociale di riferimento – Italia

Risultato n° 3.1

Nome dell'organizzazione responsabile: *Fondazione Comunitaria di Agrigento e Trapani*

Nazione: *Italia*

Versione in italiano  
31.05.2023

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## Descrizione

Il presente documento si riferisce al deliverable (risultato) n. 3.1 del pacchetto di lavoro n. 3 del progetto BEYOU - *Promuovere la sostenibilità e il cambiamento sociale attraverso lo sviluppo comunitario guidato dai giovani*, co-finanziato dal programma Erasmus+.

Il *report locale-Italia* fa parte dei n.5 report locali (uno per ogni paese partner coinvolto nel progetto) e mira ad analizzare le vulnerabilità e le sfide socioeconomiche e culturali affrontate dai giovani nelle proprie comunità, nel processo di transizione post-Covid.

Il report è stato sviluppato grazie ad una doppia metodologia di desk e field research (ricerca a tavolino e ricerca sul campo): la desk research (o ricerca a tavolino) è stata basata su un'analisi quantitativa e qualitativa di indicatori statistici e trend chiave in ogni comunità locale/paese di riferimento mentre la ricerca sul campo è stata condotta attraverso questionari e interviste rivolte in totale a n° 120 beneficiari quali giovani ragazze e ragazzi tra i 16 ed i 25 anni d'età, operatori giovanili e attori chiave della comunità.

Partner del progetto BEYOU:

- Fondazione Comunitaria di Agrigento e Trapani (Italia);
- Organizzazione Terra (Grecia);
- Università di Alcalá (Spagna);
- Asociația Națională de Dezvoltare Continuă a Tineretului din România (Romania);
- The Hub Nicosia Ltd (Cipro).

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## INTRODUZIONE

Il progetto BEYOU – *Promuovere la sostenibilità e il cambiamento sociale attraverso lo sviluppo comunitario guidato dai giovani* è cofinanziato dal programma Erasmus+ dell’Unione Europea e il suo consorzio coinvolge n. 5 paesi partner (vedi sezione precedente Descrizione).

La Fondazione Comunitaria di Agrigento e Trapani è il partner responsabile dell’implementazione del progetto BEYOU in Italia.

Al fine di identificare le vulnerabilità e le sfide socioeconomiche sui giovani in ogni comunità di intervento nel quadro del processo di transizione post Covid-19, l'intero consorzio in ciascuno dei contesti locali/nazionali dei partner del progetto ha sviluppato una metodologia di ricerca basata su una ricerca a tavolino e ricerca sul campo (per usare dei termini più comuni nella loro versione anglosassone rispettivamente desk e field research).

Da un lato, la ricerca a tavolino (o desk research) ha raccolto dati e statistiche da fonti pubbliche nazionali ed europee su alcune tendenze imperanti in termini di inclusione sociale, tasso di occupazione/disoccupazione, opportunità educative e formative per i giovani.

D'altra parte, la ricerca sul campo è stata svolta elaborando due modelli di interviste/sondaggi da sottoporre a due distinti gruppi target: 1. Giovani ragazze e ragazzi dai 16 ai 25 anni d’età; 2. Operatori giovanili e altri attori locali.

Più in dettaglio, la Fondazione Comunitaria ha svolto la ricerca sul campo attraverso l’elaborazione di sondaggi online (Moduli Google) proposti tra la rete di organizzazioni ed istituzioni giovanili della Fondazione.

La ricerca sul campo ha soddisfatto gli indicatori chiave previsti ovvero: n° 8 giovani ragazze e ragazzi hanno compilato i questionari per il target n°1 e n° 16 tra operatori giovanili e attori locali hanno compilato il sondaggio online rivolto a questo secondo gruppo target. I sondaggi sono stati avviati e completati nel mese di maggio (2023).

Le informazioni fornite ed in seguito raccolte hanno aiutato a confrontare i risultati principali della desk research condotta e a valutare più nel dettaglio le esperienze e le percezioni personali riguardanti questioni attuali relative all’inclusione/esclusione sociale dei giovani, lo spirito d’iniziativa giovanile e agli effetti del covid sul settore degli operatori giovanili e non solo.

Il rapporto include una collezione di dati e statistiche riguardanti l’Italia come nazione e più nel dettaglio la Sicilia sud-occidentale (province di Agrigento e Trapani) come livello di implementazione locale del progetto.

## Capitolo 1. Oltre i concetti

### La Fondazione Comunitaria e il suo ruolo nel territorio

La Fondazione Comunitaria di Agrigento e Trapani, attraverso azioni di sistema e alleanze con diversi partner locali, nazionali e internazionali, promuove programmi e progetti innovativi e sostenibili per dare risposte concrete ai bisogni delle comunità locali. La Fondazione di Comunità promuove la cultura del dono, della partecipazione e della corresponsabilità, genera programmi di infrastrutture sociali in grado di assumere un valore strategico per il territorio.

Per sostenere i giovani che vivono nelle aree rurali, la Fondazione promuove l'empowerment giovanile come un processo in cui i giovani sono stimolati a prendere in mano la loro vita per migliorare il loro accesso alle risorse e trasformare la loro coscienza attraverso le loro convinzioni, valori e atteggiamenti. Questo processo mira a migliorare la qualità della vita ed è reso possibile dalla partecipazione attiva ai programmi di empowerment giovanile. Uno degli obiettivi principali della Fondazione è quello di creare un forte cambiamento nella comunità che si basa sullo sviluppo delle capacità individuali. La Fondazione sostiene diversi programmi di empowerment giovanile, attraverso corsi di formazione mirati che forniscono competenze tecniche e professionali indispensabili per entrare nel mercato del lavoro e programmi legati alle soft skills e allo sviluppo personale. Programmi di cittadinanza attiva e iniziative dedicate a migliorare il benessere delle loro comunità. Partecipazione attiva dei giovani alla vita democratica che è essenziale per migliorare la loro qualità di vita e quella della comunità locale.

A livello locale, la Fondazione è attiva e sostiene programmi in cui cerca di responsabilizzare i giovani ad alto rischio di esclusione sociale e di abbandono scolastico attraverso brevi corsi di formazione professionale che consentono loro di entrare nel mondo del lavoro e attraverso laboratori di socializzazione in cui i giovani svolgono lavori di gruppo, sviluppano le loro capacità interpersonali e comportamentali, le abilità cognitive e altri tratti specifici della personalità giovanile.

Sviluppare e implementare il capacity-building rivolto a ragazze e ragazzi (di età compresa tra i 14 e i 19 anni) che vivono in aree rurali nelle zone di intervento del attraverso programmi articolati nei seguenti moduli/curricula: Innovazione sociale, Uguaglianza di genere, Sostenibilità, Cambiamento climatico, e Competenze digitali per migliorare le loro capacità di leadership e guidare la comunità locale verso un processo trasformativo.

La Fondazione sostiene la comunità educativa attraverso la creazione di strumenti innovativi, che possano aiutare insegnanti ed educatori a creare percorsi di apprendimento individuali e cercare di combattere la povertà educativa. Infatti, promuove programmi per educatori e giovani che prevedono la loro partecipazione attiva e sono volti a prevenire la devianza e a migliorare il coinvolgimento dei giovani nella vita sociale e nella cittadinanza attiva. Questi laboratori rappresentano una preziosa opportunità per gli operatori di esprimere i propri bisogni e quelli dei giovani che frequentano i centri educativi.

Fornire ai giovani cittadini le competenze necessarie per sviluppare una consapevolezza di sé e delle relazioni con l'ambiente circostante è di fondamentale importanza per consentire loro di prendere decisioni consapevoli e partecipare attivamente e positivamente alle comunità in cui vivono.

Il coinvolgimento a tutto tondo della comunità locale, e in particolare della comunità educante, permette di responsabilizzare gli individui di tutte le fasce d'età. Il coinvolgimento dei genitori, ad

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esempio, può consentire loro di partecipare attivamente all'educazione dei figli e di promuovere un dialogo di qualità tra scuola e famiglia. Attraverso la partecipazione attiva, si promuovono l'autostima e la fiducia in sé stessi, consentendo alle persone di avere un maggiore potere decisionale nelle questioni riguardanti l'istruzione, le cure, l'assistenza e i servizi di cui hanno bisogno per vivere la loro vita quotidiana in maniera dignitosa. Garantire alle persone la massima autonomia possibile nelle attività quotidiane essenziali promuove una maggiore indipendenza e riduce le condizioni di vulnerabilità, per raggiungere il benessere sia fisico che mentale, per vivere una vita più soddisfacente e per avere una maggiore resilienza.

È importante sottolineare che questo tipo di approccio richiede un ambiente inclusivo e rispettoso che riconosca e valorizzi le diverse prospettive e necessità delle persone. Ciò promuove un senso di appartenenza e crea un ambiente in cui tutti possono contribuire al miglioramento.



## Capitolo 2. Raccontando il contesto locale

### 2.1 Introduzione

Il progetto BEYOU verrà implementato in Italia, Spagna, Grecia, Romania e Cipro.

In Italia il contesto geografico di implementazione che è quello della regione Sicilia, nelle province di Agrigento e Trapani. Una delle più grandi regioni italiane in termini di superficie territoriale e la quarta in termini di densità di popolazione. Una regione storicamente caratterizzata da divari strutturali che hanno sempre messo la popolazione in grave svantaggio rispetto alla media nazionale. Infatti, secondo i dati ISTAT regionali (2020), questi divari strutturali e il mancato sviluppo degli ultimi anni, aggravato ancor più dalla crisi economica globale del 2008, hanno creato un contesto socioeconomico molto fragile, allontanandolo sempre più dagli standard nazionali.

I dati ISTAT 2018 hanno evidenziato un elevato tasso di povertà relativa, rispetto ai dati nazionali, e hanno messo in luce la mancanza di equità nella distribuzione della spesa (e quindi del reddito) sul territorio nazionale. In particolare, il tasso di povertà relativa delle famiglie è quasi doppio rispetto alla media nazionale (22,5% contro l'11,8% dell'Italia); mentre la povertà relativa individuale è molto più alta rispetto al Paese (26% contro il 15% dell'Italia)<sup>1</sup>.

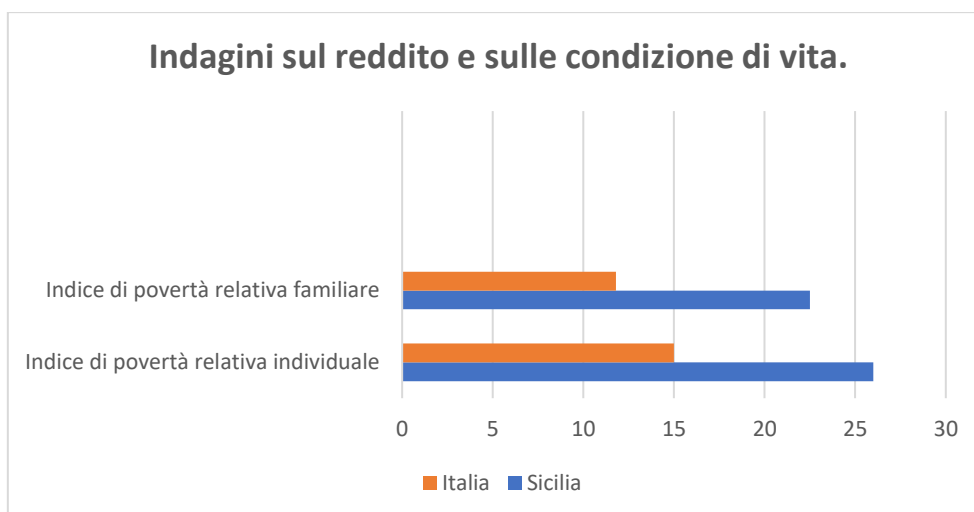


Figura 1. Indicatori di povertà (fonte: Istat, 2018).

La principale fonte di reddito in Sicilia, come si può vedere nella tabella sottostante<sup>2</sup>, era rappresentata dal pubblico impiego, che era significativamente più alto del dato nazionale (44,1 per cento contro il 38,7 per cento dell'Italia), seguito dal reddito da lavoro dipendente (42,4 per cento contro 45,1) e infine dal reddito da lavoro autonomo (10,0 per cento contro 13,4 per cento).

<sup>1</sup> Istituto Nazionale di Statistica, "Dati statistici per il territorio", Regione Sicilia, paragrafo "SITUAZIONE ECONOMICA" "CONDIZIONI ECONOMICHE DELLE FAMIGLIE" p.11, data di pubblicazione 27 Maggio 2020, [https://www.istat.it/it/files/2020/05/19\\_Sicilia\\_Scheda.pdf](https://www.istat.it/it/files/2020/05/19_Sicilia_Scheda.pdf)

<sup>2</sup> Istituto Nazionale di Statistica, "Dati statistici per il territorio", Regione Sicilia, paragrafo "SITUAZIONE ECONOMICA" "CONDIZIONI ECONOMICHE DELLE FAMIGLIE" p.12, data di pubblicazione 27 Maggio 2020, [https://www.istat.it/it/files/2020/05/19\\_Sicilia\\_Scheda.pdf](https://www.istat.it/it/files/2020/05/19_Sicilia_Scheda.pdf)

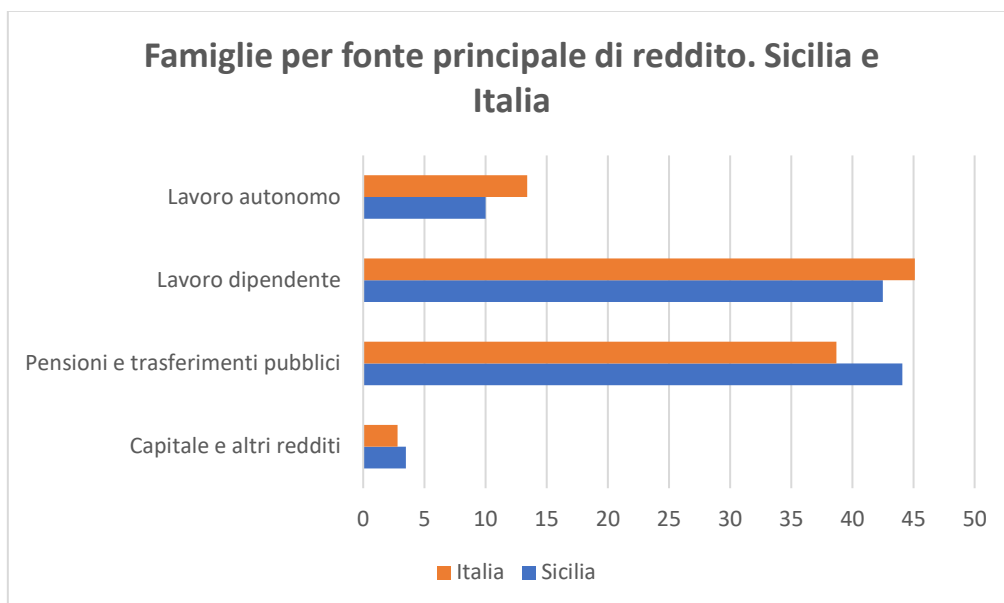


Figura 2. Istat, indagini sul reddito e condizioni di vita (fonte: Istat, 2017).

Inoltre, le imprese siciliane mantengono un modello produttivo che costringe la Sicilia a una condizione di marginalità sui mercati nazionali e internazionali, già in sofferenza a causa di condizioni strutturali non favorevoli allo sviluppo della competitività. Per la Sicilia, l'indice di competitività regionale elaborato dall'Unione Europea la vede al 241° posto su 268. Oltre alla mancanza di adeguate infrastrutture di trasporto, all'efficienza del sistema scolastico e al dinamismo del mercato del lavoro, due fattori chiave che appaiono particolarmente determinanti e penalizzanti per la produttività del sistema economico e produttivo sono la dinamica dell'innovazione e l'efficienza delle istituzioni<sup>3</sup>.

Nelle famiglie con almeno un componente di età compresa tra i 15 e i 64 anni, nella maggior parte dei casi solo un componente era occupato (46,3 per cento contro il 47,1 per cento in Italia); le famiglie con nessun componente occupato erano comunque superiori alla media nazionale (32,5 per cento contro 18,4 per cento).

Il contesto economico siciliano risente in particolare di una popolazione sempre più anziana, di tassi di natalità molto bassi e di un tasso di emigrazione giovanile sempre più elevato. Negli ultimi anni si è assistito a una crescita sempre maggiore delle città costiere e delle aree metropolitane a scapito delle aree interne dell'isola, ancora impoverite da un rapido spopolamento e da un invecchiamento demografico ancora più marcato e accentuato.

In Italia, il tasso di giovani che non lavorano è particolarmente elevato, e il più delle volte non sono nemmeno impegnati in attività di studio o formazione, rimanendo intrappolati tra disoccupazione e

<sup>3</sup> LA SICILIA VERSO LA PROGRAMMAZIONE DELLE POLITICHE DI COESIONE DEL CICLO 21-27, a cura del NUCLEO DI VALUTAZIONE E VERIFICA DEGLI INVESTIMENTI PUBBLICI, Regione Siciliana, Marzo 2021, p.8, [Allegato 1 DDG226 2021.pdf \(regione.sicilia.it\)](#)

inattività. I cosiddetti NEET (ragazzi/e non occupati e che non frequentano nessun tipo di istruzione - Not in Education, Employment or Training) tra i 15 e i 29 anni rappresentavano il 23,3% della popolazione nel 2020, contro il 13,7% della media europea (UE 27). Dei circa 2,1 milioni di NEET italiani, 1,4 milioni sono da considerarsi inattivi; di questi ultimi circa la metà sono disponibili a lavorare, anche se non cercano attivamente un impiego, come i poco meno di 700 mila disoccupati. Nella regione Sicilia questo dato è notevolmente accentuato, infatti, rispetto alla media italiana, come mostrano i dati del rapporto OPENPOLIS<sup>4</sup> 2018, è pari al 38,6%. Un fenomeno da monitorare nel tempo, per l'impatto che può avere sull'autonomia di ragazze e ragazzi.

## 2.2 Impatto del COVID-19 sul territorio

In Italia, la Covid ha avuto un impatto notevole sulla vita dei cittadini e sulla situazione economica. La pandemia ha avuto conseguenze negative su tutte le componenti della dinamica demografica: dall'elevato tasso di mortalità registrato in pochi mesi, che si è ridotto nel 2021 grazie all'introduzione della campagna di vaccinazione, al dimezzamento dei matrimoni, al calo della natalità e alla contrazione dei movimenti migratori.

L'emergenza sanitaria ha inevitabilmente stravolto le abitudini degli italiani; il blocco iniziale e le ondate successive hanno avuto un forte impatto sulla routine quotidiana di gran parte della popolazione. Molte persone sono state costrette a rivedere il proprio stile di vita e a riadattare le proprie attività all'interno delle mura domestiche. Il distanziamento fisico non ha danneggiato le relazioni sociali, nonostante la quarantena e le restrizioni imposte dal governo, queste ultime sono state coltivate, per quanto possibile, a distanza.

Anche se, il senso di famiglia ritrovata non si è sempre tradotto in un sentimento positivo; infatti, nei due anni di pandemia si è registrato un leggero aumento delle persone che hanno usato parole con accezioni negative, termini più frequentemente utilizzati che si riferiscono a un sentimento di preoccupazione, tensione, nervosismo. La pandemia ha aumentato i sentimenti di insoddisfazione per la propria vita in molti individui e ha esacerbato le condizioni di disagio psicologico anche tra i più giovani. Inoltre, i giovani tra i 14 e i 19 anni sono quelli che hanno sperimentato un peggioramento significativo. Infatti, la quota di adolescenti insoddisfatti della vita e con un basso punteggio di salute mentale è raddoppiata negli ultimi due anni (passando dal 3,2% del 2019 al 6,2% del 2021): si tratta di circa 220.000 giovani tra i 14 e i 19 anni che esprimono insoddisfazione per la propria vita e allo stesso tempo riconoscono di sperimentare uno scarso benessere psicologico<sup>5</sup>.

La pandemia ha avuto un impatto negativo sull'economia mondiale e in Italia ha avuto profonde ripercussioni sul mercato del lavoro, sia dal punto di vista quantitativo - circa 724.000 occupati nel 2020 hanno perso il lavoro (-3,1 per cento rispetto al 2019) - sia dal punto di vista qualitativo, con

<sup>4</sup> "Sicilia al primo posto per tasso di NEET", Rapporto dell'Osservatorio povertà educativa [#conibambini](https://www.openpolis.it/numeri/sicilia-al-primo-posto-per-tasso-di-neet/) sono realizzati da open polis con l'impresa sociale Con i Bambini nell'ambito del fondo per il contrasto della povertà educativa minorile <https://www.openpolis.it/numeri/sicilia-al-primo-posto-per-tasso-di-neet/>.

<sup>5</sup> Istituto Nazionale di Statistica, Rapporto annuale 2022 – La Situazione del Paese, edizione 2022, pubblicato da ISBN, capitolo 2 - Due anni di pandemia: l'impatto su cittadini e imprese. [https://www.istat.it/storage/rapporto-annuale/2022/Capitolo\\_2.pdf](https://www.istat.it/storage/rapporto-annuale/2022/Capitolo_2.pdf).

l'aggravarsi delle disuguaglianze a scapito di fasce di popolazione già in condizioni di vulnerabilità prima della pandemia.

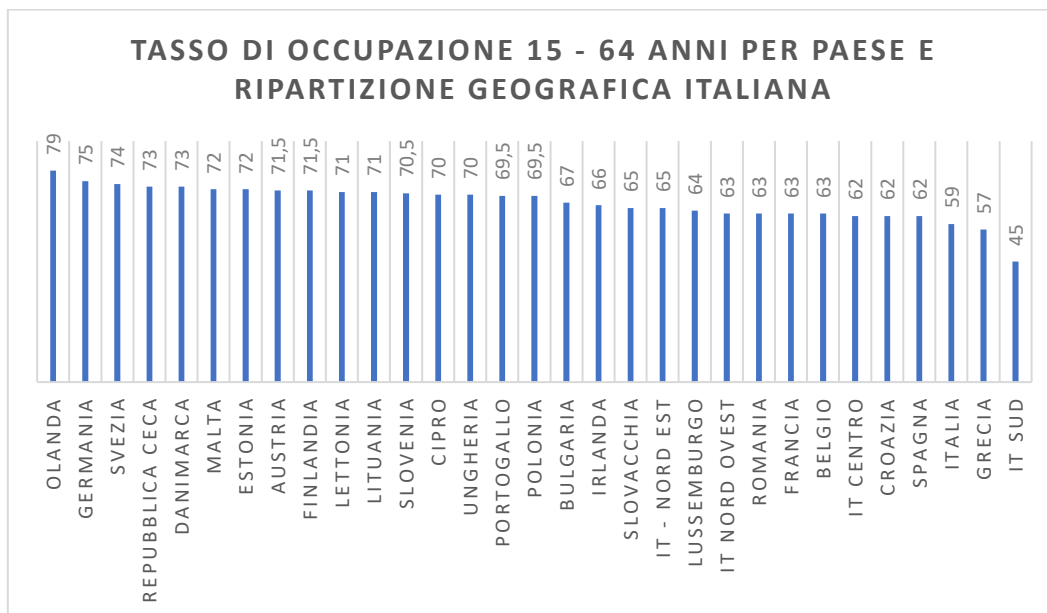


Figura 3. Sondaggio forza lavoro (fonte: Eurostat, 2020).

Le misure di sostegno alle imprese messe in atto dal governo, insieme alle politiche di flessibilità, sono riuscite a limitare in modo decisivo le perdite occupazionali nel settore privato, trasferendo il principale impatto della crisi sul numero di ore lavorate. Ben diverse, invece, sono state le conseguenze della pandemia sui lavoratori meno protetti dal mercato del lavoro, come i dipendenti a tempo determinato o i lavoratori autonomi, che hanno sofferto maggiormente dell'interruzione delle attività economiche.

I dati mostrano infatti come più della metà (55,5 per cento, pari a circa 402 mila occupati in meno) della perdita occupazionale registrata in Italia nel 2020 si sia verificata a carico dei lavoratori con contratto a termine, seguiti dagli autonomi che hanno contribuito per oltre il 30 per cento (-233 mila), mentre la quota degli occupati con contratto a tempo indeterminato non ha superato le 90 mila unità (pari al 12,3 per cento del calo complessivo).

Un altro fattore tipico della crisi pandemica dei mercati del lavoro europei è stato l'aumento del tasso di inattività nel corso dell'anno 2020, in concomitanza con le misure di restrizione dell'attività economica che hanno scoraggiato la ricerca di lavoro. Un fenomeno che in Italia è stato associato a un iniziale calo del tasso di disoccupazione (dal 9,9 al 9,3, rispettivamente).

In Italia, l'emergenza sanitaria ha contribuito a diminuire il tasso di occupazione femminile, che era già tra i più bassi rispetto ai Paesi dell'UE. Infatti, i dati ISTAT mostrano come, durante la pandemia, siano state proprio le donne a pagare il prezzo più alto in termini di occupazione (circa 376 mila donne hanno perso il lavoro rispetto a 348 mila uomini).

Un altro segmento che ha subito conseguenze durante la crisi pandemica è stato sicuramente quello dei giovani tra i 15 e i 24 anni, che ha registrato un calo significativo dell'occupazione rispetto alla

media dei Paesi europei. Covid ha riportato il Paese al 2016, dove la quota di giovani occupati era di nuovo del 16,6%.

L'emergenza sanitaria, seppur di breve durata, ha lasciato il segno sull'economia italiana e soprattutto sul settore produttivo del Paese. Infatti, anche se l'attività economica è tornata rapidamente ai livelli di fine 2019, oltre il 30% delle piccole e medie imprese ha perso capacità produttiva, soprattutto nelle attività di servizio. Al contrario, questa crisi ha generato un forte impulso a sperimentare significativi processi innovativi, tecnologici e organizzativi, destinati a consolidarsi.

È inoltre singolare vedere come, nonostante il forte impatto che la pandemia ha avuto sull'economia nazionale, i dati confermino una tendenza alla ripresa per le imprese italiane. Nonostante i numerosi contagi, si è registrato un rapido aumento dei tassi di occupazione e una ripresa del PIL italiano rispetto ai Paesi dell'EUROZONA.

### 2.3 I giovani e la fase post-Covid

La Fondazione Comunitaria ha svolto un'indagine basata su una ricerca a tavolino e sul campo. Questo lavoro ha avuto lo scopo di identificare le vulnerabilità e le sfide socioeconomiche delle comunità locali delle province di Agrigento e Trapani ed i giovani in generale, nel quadro del processo di ripresa da Covid-19. Più in dettaglio, la Fondazione Comunitaria ha svolto la ricerca sul campo attraverso l'elaborazione di sondaggi online (Moduli Google) proposti tra la rete di organizzazioni ed istituzioni giovanili della Fondazione.

#### Desk research: statistiche e reportistica

Come abbiamo visto nei paragrafi precedenti, coloro che hanno sofferto maggiormente le conseguenze della pandemia Covid-19 e della crisi economica sono stati i più giovani.

La recessione economica e l'interruzione della scolarizzazione hanno avuto un impatto negativo non solo sugli studenti maschi e femmine, ma anche sui redditi delle famiglie, che hanno dovuto ridurre gli investimenti nell'istruzione dei figli. Il tasso di bambini che vivono in povertà assoluta è aumentato significativamente dal 13,5% nel 2020 al 14,2% nel 2021. Il tasso di abbandono scolastico nel 2021 in Italia si attesta al 12,7%. La povertà educativa ed economica sono strettamente correlate, infatti i dati dimostrano che sono i bambini provenienti da famiglie a basso reddito ad essere a rischio di abbandono scolastico e ad avere livelli di apprendimento più bassi. Come mostra questa tabella, l'Italia è tra i Paesi con un alto tasso di abbandono scolastico, e come è possibile verificare anche dalla tabella grafica il divario di genere è sostanziale<sup>6</sup>.

La scuola che dovrebbe cercare di contenere l'aumento delle disuguaglianze, cercando di garantire a tutti i bambini la possibilità di apprendere, sviluppare e liberare le proprie capacità, i propri talenti e le proprie aspirazioni, non sempre riesce nel suo intento.

<sup>6</sup> Early Leaver from Education and Training, Eurostat data, published in May 2022 [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Early leavers from education and training#A higher proportion of early leavers are men . E2.80.93 analysis by sex](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Early_leavers_from_education_and_training#A_higher_proportion_of_early_leavers_are_men_.E2.80.93_analysis_by_sex)

La scuola italiana, a causa di carenze storiche, è costretta ad affrontare la sfida della povertà educativa con i pochi mezzi a sua disposizione e, nonostante tutti i suoi sforzi, la pandemia l'ha resa ancora più fragile e l'inflazione ha azzerato le possibilità delle famiglie più svantaggiate di investire nell'istruzione. Di fatto, in pochissimo tempo, si sono ridotti gli spazi di emancipazione dei giovani, già in gran parte (23,1%)<sup>7</sup> intrappolati nella categoria dei NEET, 15-29enni non inseriti in alcun percorso di lavoro, istruzione o formazione, il caso più elevato in Europa.

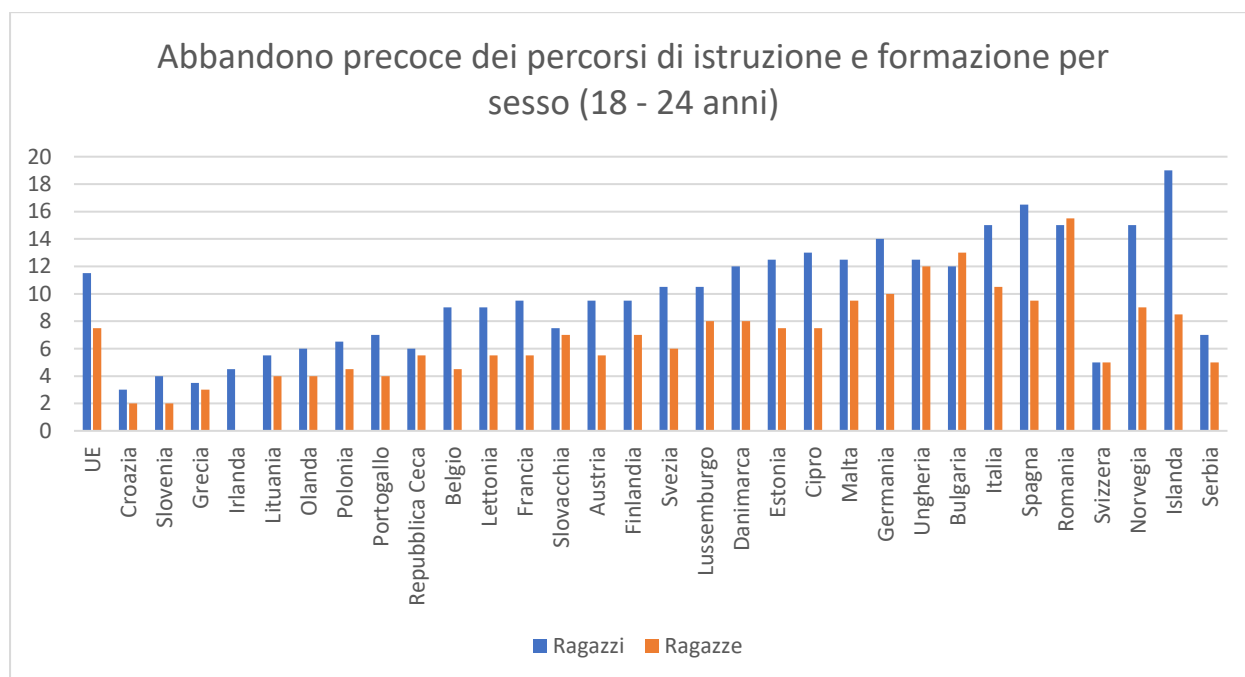


Figura 4. Tasso di abbandono precoce dei percorsi di studio e di formazione, per sesso (età 18 - 24 anni, fonte: Eurostat 2022).

<sup>7</sup> Alla ricerca del tempo perduto, Un'analisi delle disuguaglianze nell'offerta di tempi e spazi educativi nella scuola italiana, Coordinamento scientifico: Christian Morabito Coordinamento grafico: Laura Binetti Progetto grafico: Mauro Fanti - InFabbrica - Gruppo Comunicazione e Marketing, Pubblicato da Save the Children Italia, Settembre 2022 <https://s3.savethechildren.it/public/files/uploads/pubblicazioni/alla-ricerca-del-tempo-perduto.pdf>

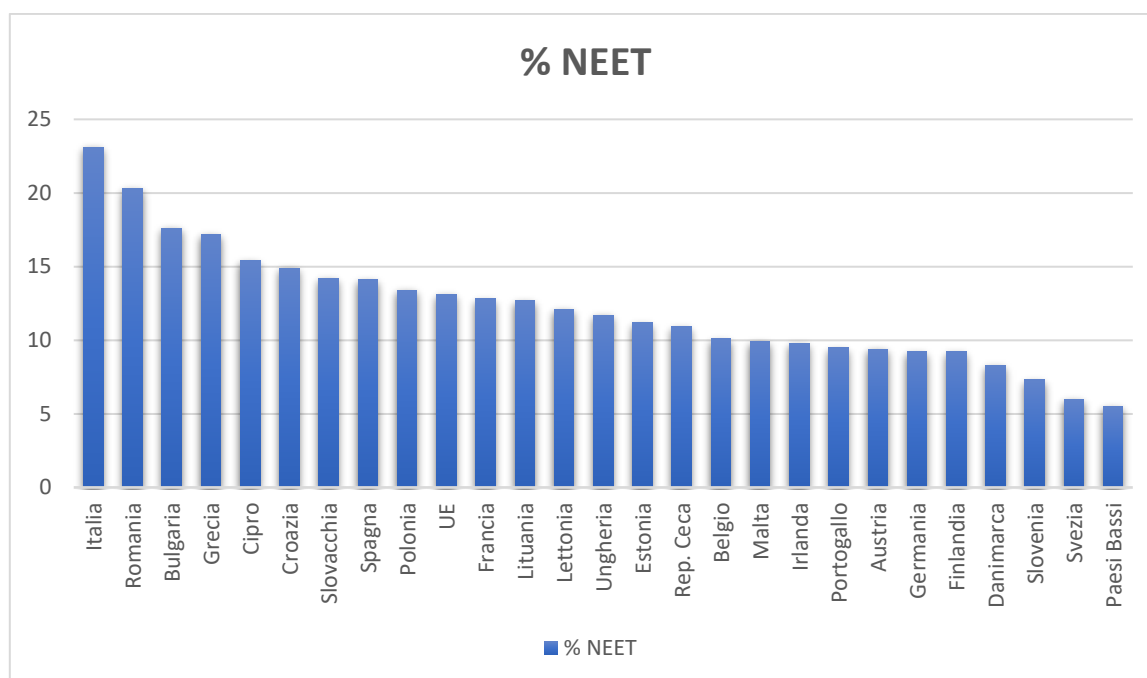


Figura 5. % NEET, popolazione di 15-29 anni che non è né occupata ed inserita in un percorso di istruzione o di formazione. Paesi UE (fonte: Eurostat, 2021).

La situazione peggiora drammaticamente al Sud, dove i giovani del Mezzogiorno non raggiungono livelli di apprendimento soddisfacenti al termine della scuola secondaria di primo grado in materie come l'italiano: tra il 45% e il 49% nelle regioni del Sud e delle Isole, contro il 34%-35% delle regioni del Nord e del Centro. Il divario si accentua ulteriormente al termine della scuola secondaria superiore, dove si registra un divario di oltre 15 punti tra le regioni settentrionali e alcune meridionali: in Campania, Calabria e Sicilia, oltre il 60% degli studenti non raggiunge un livello di competenza di base in italiano, mentre in materie come la matematica, un livello insufficiente è raggiunto dal 70% degli studenti in regioni come Campania, Calabria, Sicilia e Sardegna<sup>8</sup>.

Per prevenire il grave fenomeno dei NEET (giovani che non studiano, né si formano, né lavorano), è fondamentale attuare piani di sviluppo a partire dalla scuola secondaria di primo grado che garantiscano l'acquisizione di competenze per l'occupabilità, tra cui soft skills, competenze ambientali (green skills) e digitali, competenze ambientali (green skills) e digitali. Questo grave fenomeno è particolarmente impattante nelle regioni del Mezzogiorno che, come abbiamo visto in precedenza, sono anche quelle in cui l'indice di abbandono scolastico e i bassi livelli di apprendimento sono più bassi. Inoltre, a contribuire a questo fenomeno è il fatto che fare impresa o comunque lavorare in proprio è sempre più difficile, e lo è ancora di più per i giovani. Infatti, il giovane incontra molte difficoltà nel realizzare il proprio progetto lavorativo<sup>9</sup>.

<sup>8</sup> Vedi nota 7, Cap. Gli Apprendimenti e la "questione meridionale", p.7.

<sup>9</sup> LE GIOVANI GENERAZIONI IN ITALIA DOPO LA PANDEMIA; La nota è stata curata da Marco Abatecola (Settore Welfare Pubblico e Privato Confcommercio), Mariano Bella, Silvia Criscuolo, Francesco Lioci e Luciano Mauro (Ufficio Studi

## Ricerca sul 'campo': questionari online

La ricerca sul campo ha soddisfatto gli indicatori chiave previsti dal progetto BEYOU ovvero: n° 8 giovani ragazze e ragazzi hanno compilato i questionari per il target n°1 e n° 16 tra operatori giovanili e attori locali hanno compilato il sondaggio online rivolto a questo secondo gruppo target. I sondaggi sono stati avviati e completati nel mese di maggio (2023).

Le informazioni fornite ed in seguito raccolte hanno aiutato a confrontare i risultati principali della desk research condotta e a valutare più nel dettaglio le esperienze e le percezioni personali riguardanti questioni attuali relative all'inclusione/esclusione sociale dei giovani, lo spirito d'iniziativa giovanile e agli effetti del covid sul settore degli operatori giovanili e non solo.

I sondaggi online sono stati inoltrati alle varie organizzazioni e istituzioni giovanili che fanno parte della rete di attori chiave locali della Fondazione Comunitaria. Il modulo Google creato e diffuso tra i giovani dai 16 ai 25 anni d'età è disponibile al seguente [link](#); il modulo Google creato per il gruppo target n° 2 è stato somministrato ad operatori giovanili e ad altri attori ed esperti locali e disponibile al seguente [link](#). Per la realizzazione del questionario è stata utilizzata la piattaforma google form (<https://www.google.it/intl/it/forms/about/>) che ci ha permesso di velocizzare i tempi e la raccolta delle risposte. Tale mezzo ci ha permesso di personalizzare le domande e le risposte in base al ruolo del partecipante (giovani, operatori giovanili o esperti giovanili) e di collegare le informazioni a un foglio di calcolo registrando automaticamente le risposte del quiz o del sondaggio in tempo reale.

Gli indicatori chiave della ricerca sono stati raggiunti: n° 8 giovani ragazze/i dai 16 ai 25 anni (gruppo target n° 1) hanno risposto al questionario (33%). Mentre nel gruppo target 2 la maggior parte dei rispondenti sono animatori giovanili (41,7%) ed il 25% sono attori o esperti chiave in ambito socioeducativo. Per maggiori dettagli sui dati, vedere la figura n. 6.

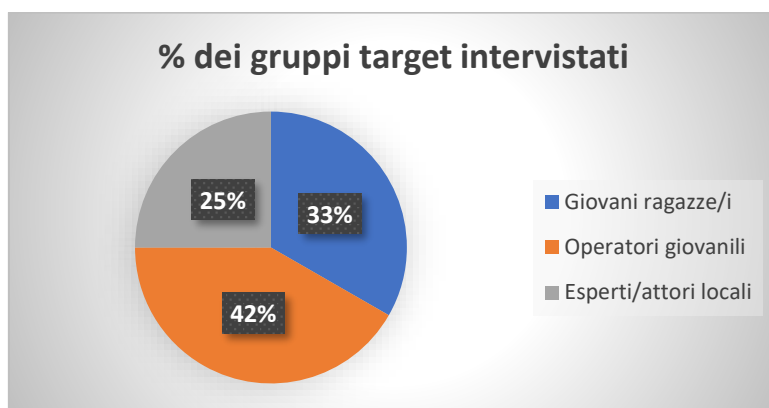


Figura 6. % dei gruppi target intervistati (progetto BEYOU, sondaggio online).

Confcommercio) con le informazioni disponibili al 12 luglio 2021. Editing a cura di Francesco Rossi – Direzione Centrale Comunicazione e Immagine Confcommercio. <https://www.confcommercio.it/-/giovani-italiani-dopo-pandemia>.

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Il questionario è stato compilato da 24 persone (ragazze/i dai 16 ai 2esperti, operatori giovanili ed esperti/attori chiave locali) di cui il 58,3% donne e il 41,7% uomini e che hanno fornito informazioni sul proprio contesto sociale e sulla propria esperienza con i giovani e le iniziative di empowerment giovanile. Le fasce d'età sono varie, essendo rappresentate tutte le fasce d'età tra i 16 e gli over 40 (per maggiori dettagli sui dati, vedi figura n. 7).

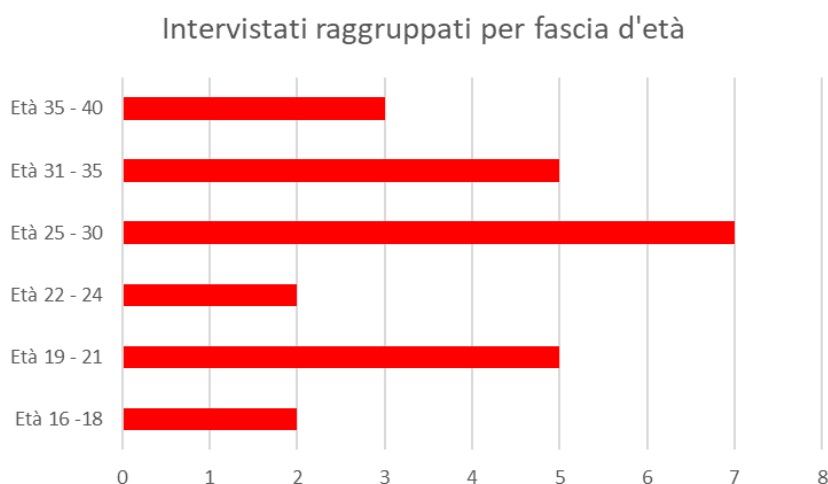


Figura 7. Fascia d'età del campione di n° 24 intervistati (progetto BEYOU, sondaggio online).

Sulla domanda inerente al contesto sociale in cui vivono, i giovani hanno evidenziato tra le principali criticità la mancanza di percorsi di formazione innovativi formazione e con strutture e servizi adeguati (50%), la necessità di attivare attività extra curriculari che possano favorire lo sviluppo culturale e professionale (40%) per i futuri giovani leader. Il 30% dei giovani concorda sul fatto che le difficoltà primarie sono dovute a barriere di ordine socioeconomico.

Il secondo gruppo target (animatori e gli esperti) sottolineano principalmente le limitate opportunità di lavoro, la precarietà del lavoro e la disoccupazione/inoccupazione (70%), alcuni operatori giovanili ed esperti sottolineano le carenze del sistema educativo pubblico e l'incapacità di utilizzare le risorse disponibili (30%).

Tra le principali cause di esclusione sociale dei giovani, gli operatori giovanili ed esperti hanno evidenziato la mancanza di un sistema scolastico di 'qualità' anche a livello di digitalizzazione ed innovazione tecnologica e le scarse opportunità a livello locale di poter partecipare ad eventi e/o incontri sociali e culturali (50%); poche o limitate opportunità di lavoro (30%) e mancanza di fiducia dai giovani e sui giovani da parte del resto della società (20%).

Facendo un elenco delle sfide evidenziate, nel contesto locale vi sono limitate opportunità di lavoro, disoccupazione o precarietà del lavoro (27%), poca qualità ed eccellenza nel sistema educativo (27%), mancanza di innovazione tecnologica, barriere socioeconomiche (8,1 %), e divari educativi (8,1%). Per maggiori dettagli, vedi la figura n. 8.

## Principali cause del rischio di esclusione sociale

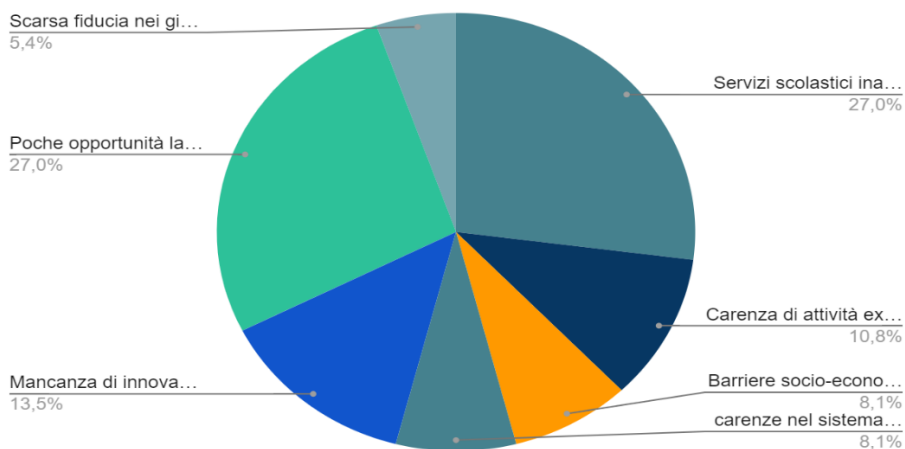


Figura 8. Principali cause di esclusione sociale (progetto BEYOU, sondaggio online).

Dalle risposte analizzate, l'impressione generale è che il contesto sociale sia molto precario, a causa di una situazione economica molto fragile ed un'istruzione che non consente ai giovani di acquisire competenze competitive e di conseguenza opportunità di lavoro per il futuro. Le potenzialità dei giovani e le risorse chiave presenti nel territorio (storiche e culturali) non sono adeguatamente sfruttate.

Anche l'accesso al mercato del lavoro è visto come una sfida a causa della concorrenza di tipo 'senior', con meno opportunità per i giovani perché mancano dell'esperienza necessaria. Emerge anche come le famiglie giochino un ruolo fondamentale nel supportare i ragazzi e le ragazze nel raggiungimento dei loro sogni ed obiettivi ma talvolta uno scarso supporto va a detrimento dell'autostima e motivazione dei futuri giovani leader.

Molte delle sfide esistenti hanno raggiunto il loro picco durante ed in seguito alla pandemia del covid-19: questa ha reso il contesto locale più vulnerabile, rendendo i giovani a rischio di esclusione sociale più scoraggiati riguardo il loro futuro. L'emergenza sanitaria ha aumentato il numero delle famiglie che vivono in situazioni economiche precarie e di conseguenza ciò ha avuto un impatto in termini di investimento sull'istruzione e la formazione dei giovani, con una pari diminuzione delle attività extracurricolari mirate a potenziare le loro capacità, competenze trasversali e a favore di processi di inclusione e di empowerment giovanile. Vi è stato un impatto così anche sul piano psicologico ed emotivo, creando maggiori ansie e preoccupazioni nell'affrontare le difficoltà della vita quotidiana. L'isolamento sociale dei giovani ragazzi e ragazze che non avevano e continuano a non avere accesso a dispositivi tecnologici e ad internet si è amplificato (vedi figura n. 9).

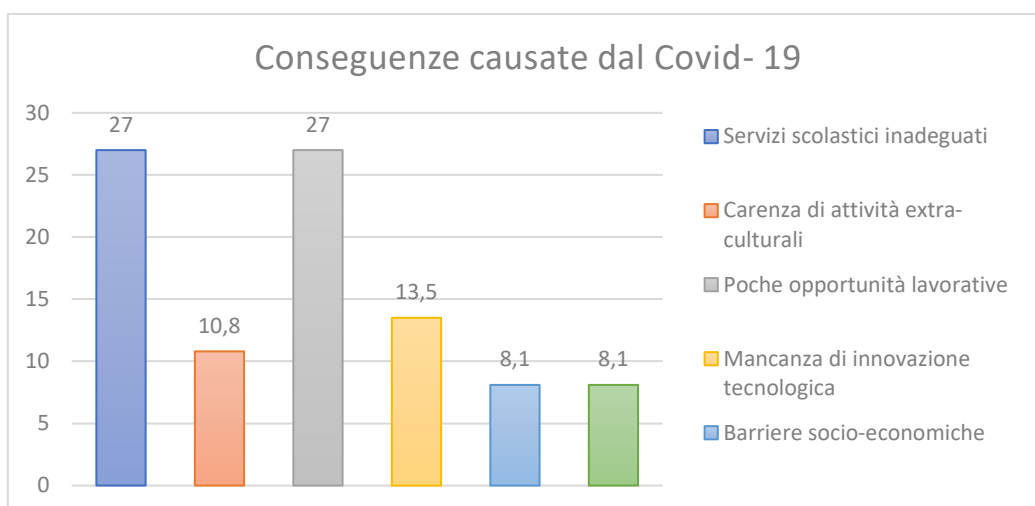


Figura 9. Impatto del Covid-19 (progetto BEYOU, sondaggio online).

Nel sondaggio online, gli intervistati hanno avuto modo di valutare alcuni aspetti chiave e specifici riguardanti la comunità e società che li circonda.

I seguenti aspetti sono stati analizzati:

- Nell'area in cui vivi, sono implementati programmi basati sull'educazione alla cittadinanza attiva.

Il Gruppo target numero 2 hanno ritenuto che gli attuali programmi sull'educazione alla cittadinanza attiva implementati siano sufficienti con il 31,3 % a favore ed il 25% delle risposte in disaccordo. Nel caso del gruppo target numero 1, alcuni hanno risposto di essere né d'accordo né in disaccordo (37,5%) mentre il 37,5% si sono mostrati d'accordo. Per ulteriori dettagli, vedi la figura n. 10.

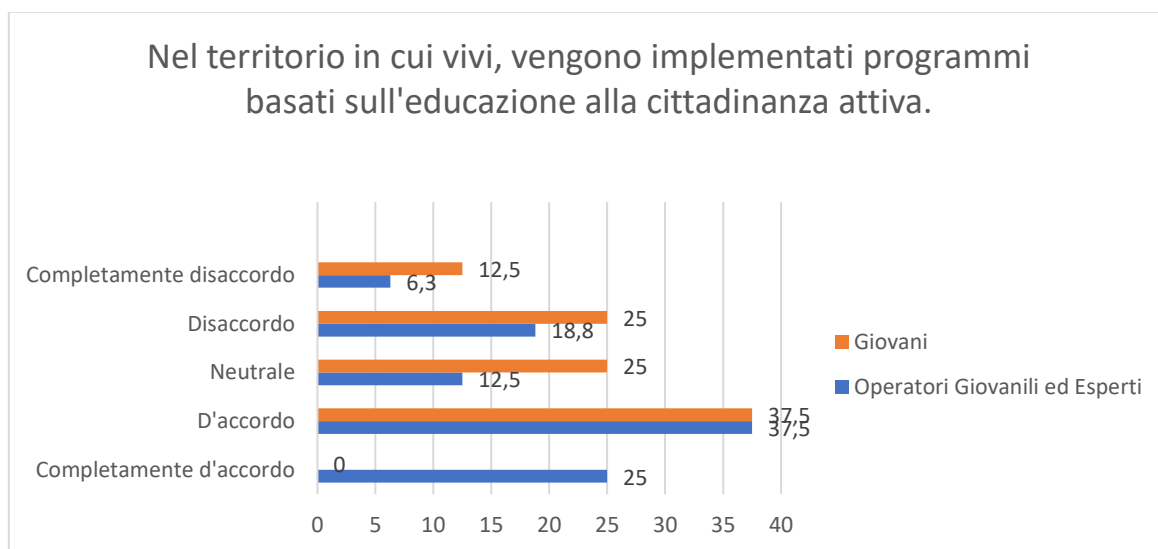


Figura 10. Educazione cittadinanza attiva: opinioni (progetto BEYOU, sondaggio online).

- Ci sono iniziative a livello locale che promuovono i diritti dei soggetti più vulnerabili (fattori di vulnerabilità quali disabilità fisica/mentale, orientamento sessuale, diversità etnica/culturale, svantaggio socioeconomico).

La maggioranza degli operatori giovanili e degli esperti (37%) ha ritenuto che ci siano iniziative che promuovano i diritti dei soggetti più svantaggiati. Il gruppo target 1, i giovani, hanno fornito delle risposte divergenti con il 37% dei quali ritiene che esistano iniziative di tal tipo mentre, alcuni si sono dimostrati neutrali (25%) ed altri in disaccordo (25%). Per ulteriori dettagli, fare riferimento alla figura n. 11.

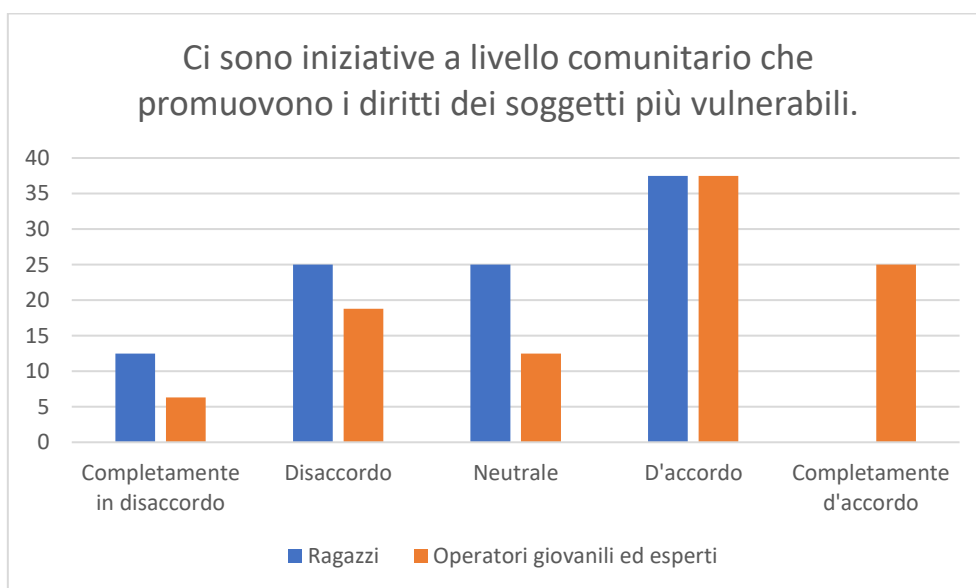


Figura 11. Iniziative per i soggetti più vulnerabili (progetto BEYOU, sondaggio online).

- Ci sono opportunità per i giovani di partecipare e avere potere decisionale su aspetti riguardanti la loro vita e il loro futuro.

Operatori giovanili ed esperti hanno opinioni contrastanti su questa affermazione: mentre il 37,3% afferma che sì, esistono opportunità per i giovani di partecipare al processo decisionale, il 31,3% non è d'accordo. D'altra parte, il 50% dei giovani si ritiene neutrale rispetto a questa affermazione, mentre il 25% è completamente contrario. Per maggiori dettagli, vedere la figura n. 12.

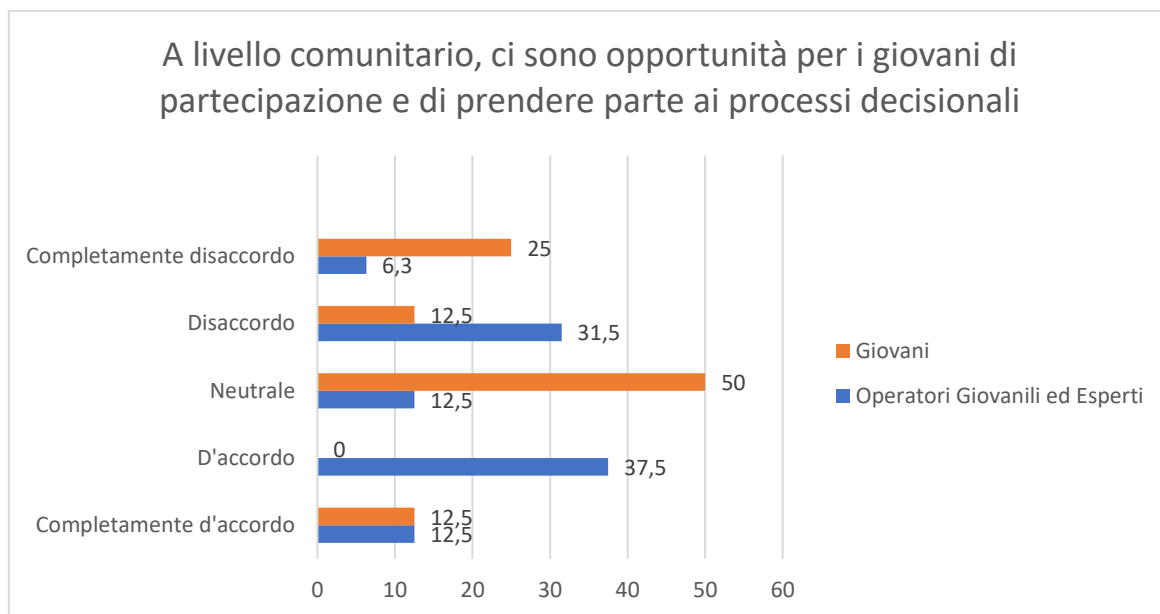


Figura 12. Opportunità per il processo decisione inclusivo dei giovani (progetto BEYOU, sondaggio online).

- Scuole, enti e istituzioni locali assicurano attraverso il proprio ruolo processi di empowerment giovanile e la loro partecipazione attiva alla vita sociale e democratica.

Operatori giovanili ed esperti considerano neutrale l'intervento di scuole, autorità e istituzioni locali (37,5%) nei processi di empowerment e che promuovono la partecipazione attiva dei giovani, mentre il 18% è d'accordo. I giovani, invece, sono in disaccordo (50%) o completamente in disaccordo (12,5%), mentre il 37,5% condivide questa affermazione. Per maggiori dettagli vedere la figura n. 13.

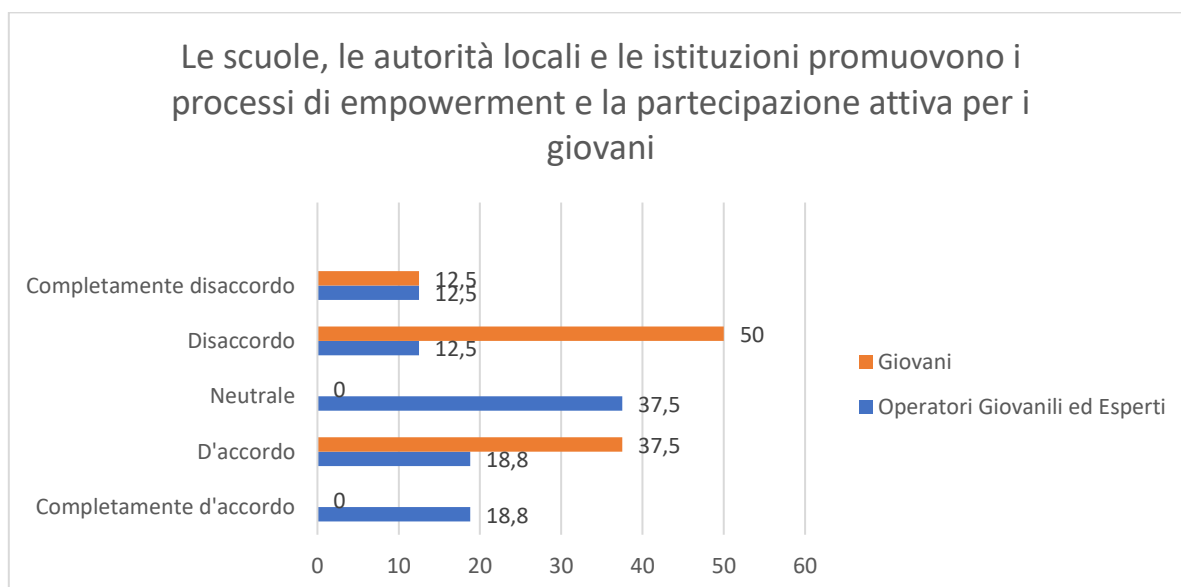


Figura 13. Ruolo delle istituzioni, autorità locali e scuole (progetto BEYOU, sondaggio online).

- Una serie di competenze chiave (quali accountability, valori etici, spirito d'iniziativa, ecc.) sono state sottoposte alla valutazione dei due gruppi target.

I risultati mostrano che entrambi i gruppi ritengono che le competenze trasversali siano importanti per un giovane leader per sfruttare al meglio le risorse e le opportunità della comunità.

Tra i giovani, tutte le abilità erano considerate essenziali o rilevanti. In particolare, i valori etici, senso di responsabilità e comunicazione sono stati indicati dall'87,5% e dal 62,5% degli intervistati come competenze essenziali. Per i dati completi, vedere la figura n. 14.

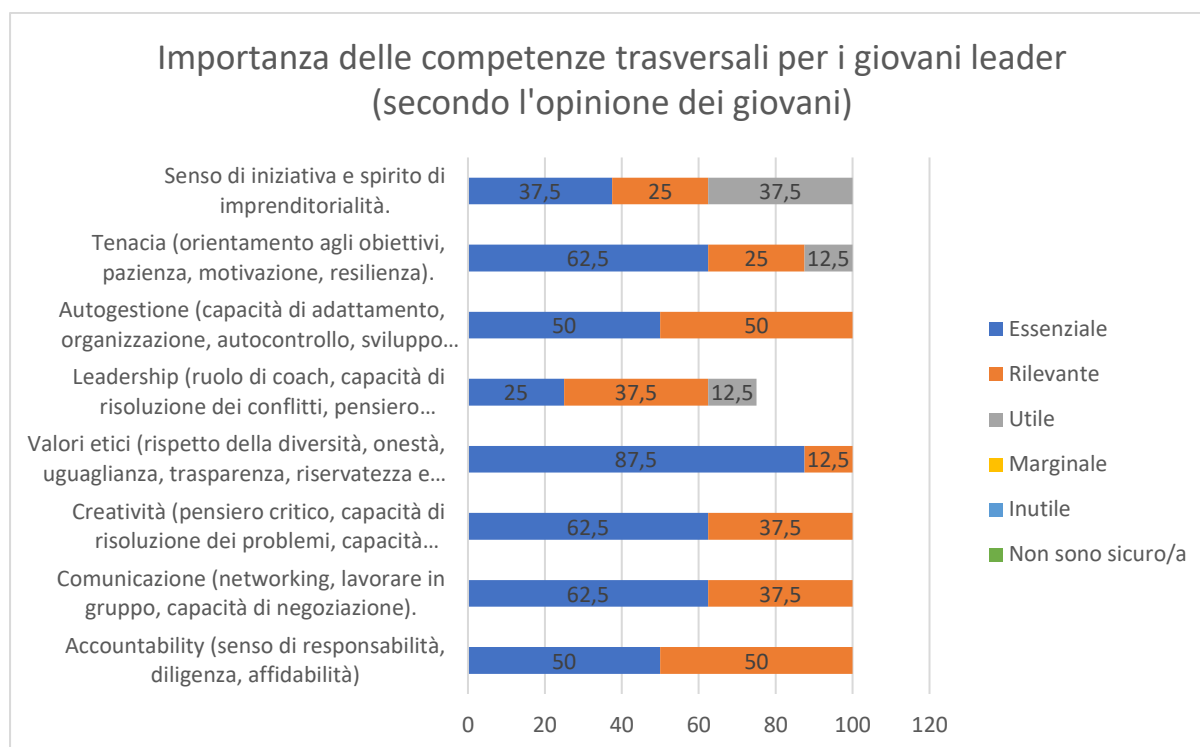


Figura 14. Competenze trasversali per giovani leader: opinione gruppo 1 (progetto BEYOU, sondaggio online).

Tra gli animatori giovanili e gli esperti, la maggior parte delle competenze trasversali sono state considerate essenziali o rilevanti. Tra le quali spiccano il comportamento etico, il senso di responsabilità, la comunicazione e l'autogestione che oltre l'80% degli intervistati indica come competenze essenziali, seguite dalla creatività (75%). Per i dati completi, vedere la Figura 15.

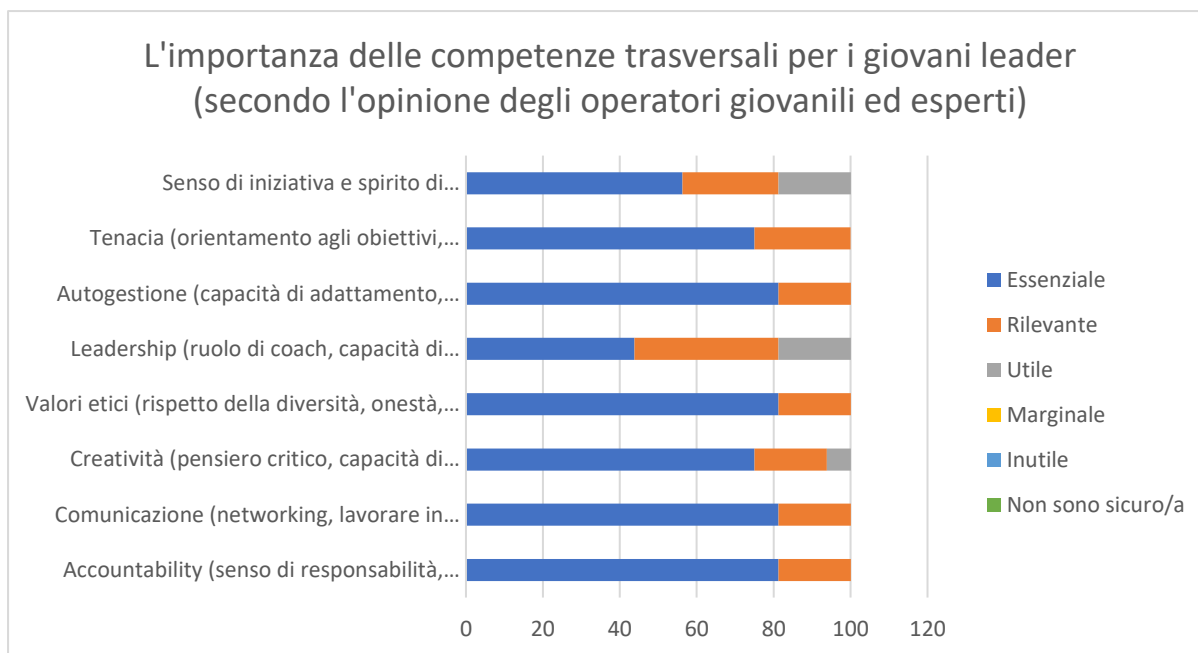


Figura 15. Competenze giovani leader: opinione gruppo 2 (progetto BEYOU, sondaggio online).

I programmi educativi o formativi attuali non indirizzano molte delle competenze elencate né per i giovani né per gli animatori giovanili e gli esperti. I giovani ritengono che ci sia un divario nella comunicazione e nella creatività, tutte aree per cui oltre il 50% dei partecipanti afferma di dover migliorare mentre per il 62% dei partecipanti la tenacia deve essere migliorata (in termini anche di resilienza). Gli operatori giovanili e gli esperti ritengono inoltre di dover migliorare alcune competenze, in particolare comunicazione, leadership, iniziativa e imprenditorialità. Maggiori informazioni sui dati sono disponibili nella figura n. 16 e 17.

## Livello di padronanza in queste competenze secondo i giovani

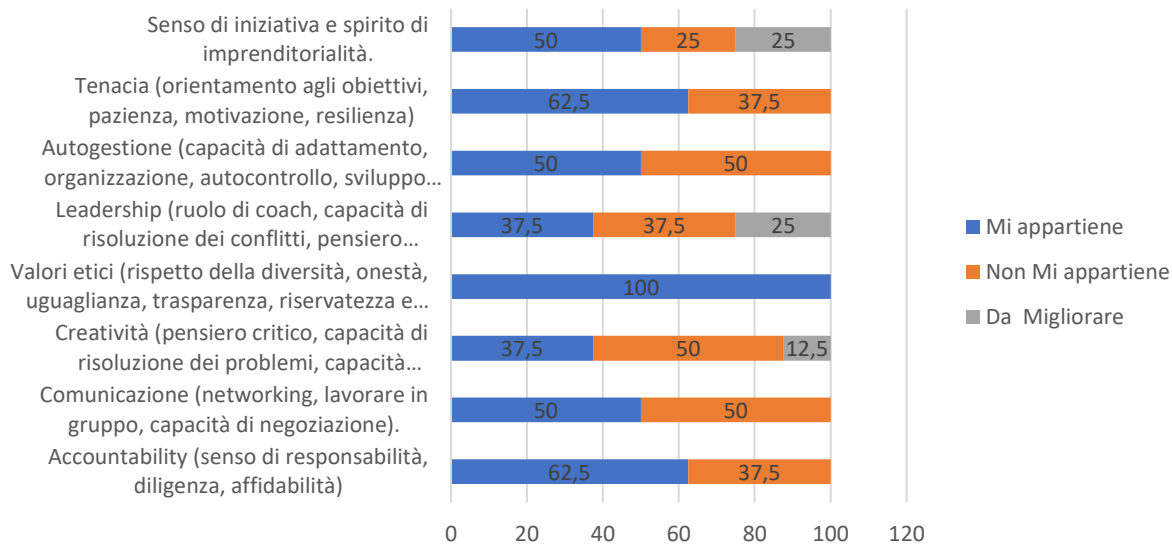


Figura 16. Padronanza competenze chiave: gruppo 1 (progetto BEYOU, sondaggio online).

## Livello di padronanza in queste competenze secondo gli operatori giovanili e gli esperti

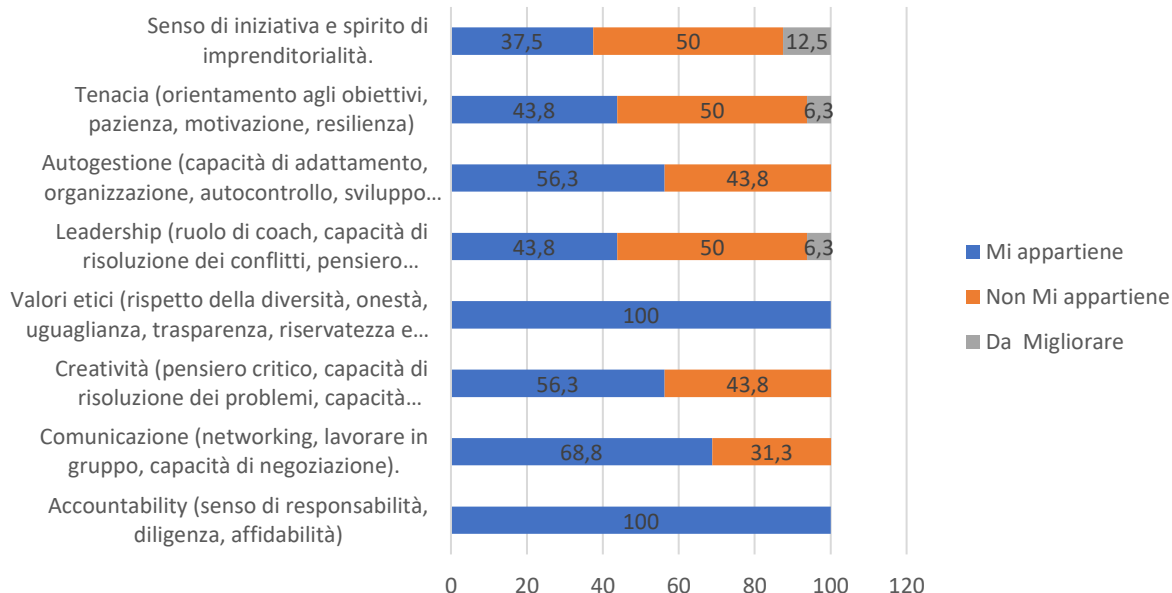


Figura 17. Padronanza competenze chiave: gruppo 2 (progetto BEYOU, sondaggio online).



Il 62% degli operatori giovanili e degli esperti ha affermato di non aver mai preso parte a iniziative volte a rafforzare l'empowerment dei giovani ma di essere molto interessato a prendervi parte.

La loro esperienza è stata costruita negli anni attraverso dedizione e partecipazione attiva. Non tutti gli intervistati hanno avuto l'opportunità di condividere buone pratiche ed evidenziare aree di miglioramento in futuro.

Le buone pratiche includono un approccio partecipativo e l'applicazione di concetti teorici appresi durante la formazione con attività dinamiche attraverso l'educazione non formale, l'associazionismo e le capacità di networking. Una comunicazione efficace e paziente è un fattore chiave per il successo della partecipazione attiva. I tutor sono un ottimo riferimento per i giovani svantaggiati e diminuiscono il rischio di esclusione sociale. I giovani intervistati sottolineano di non aver mai preso parte a programmi di cittadinanza attiva ma vorrebbero parteciparvi, mostrando talvolta mancanza di conoscenza delle iniziative di questo tipo nel territorio

È di fondamentale importanza, per garantire il successo dei programmi volti a promuovere la cittadinanza attiva, impiegare maggiori sforzi, risorse e soprattutto puntare su una comunicazione efficace che permetta di raggiungere scuole e centri giovanili e garantire così il loro coinvolgimento nella vita sociale e decisionale delle loro comunità di riferimento.

## 2.4 Le sfide in capo ai giovani

La sezione precedente ha evidenziato le sfide che i giovani italiani devono affrontare per trovare il proprio posto nella società e certamente la pandemia e la crisi economica hanno reso queste sfide sempre più difficili. La pandemia e il distanziamento sociale hanno messo a dura prova i giovani di oggi, che hanno visto improvvisamente ridursi gli spazi di aggregazione, i momenti di socialità e la partecipazione attiva alla società.

Questo momento ha messo in seria difficoltà anche le associazioni giovanili, di volontariato e di partecipazione pubblica. La pandemia ha fatto emergere in Italia l'importanza del valore dei giovani, di quanto sia importante investire nel capitale umano e l'importanza di dare ai giovani gli strumenti e le competenze necessarie per costruire una società consapevole. Anche perché se i giovani sono membri attivi, a beneficiarne è l'intera società. È emerso inoltre, come le giovani generazioni siano proattive e abbiano un'ottima capacità di inserirsi nel dibattito pubblico e di farsi valere su temi rilevanti come i diritti umani e lo stravolgimento del clima.

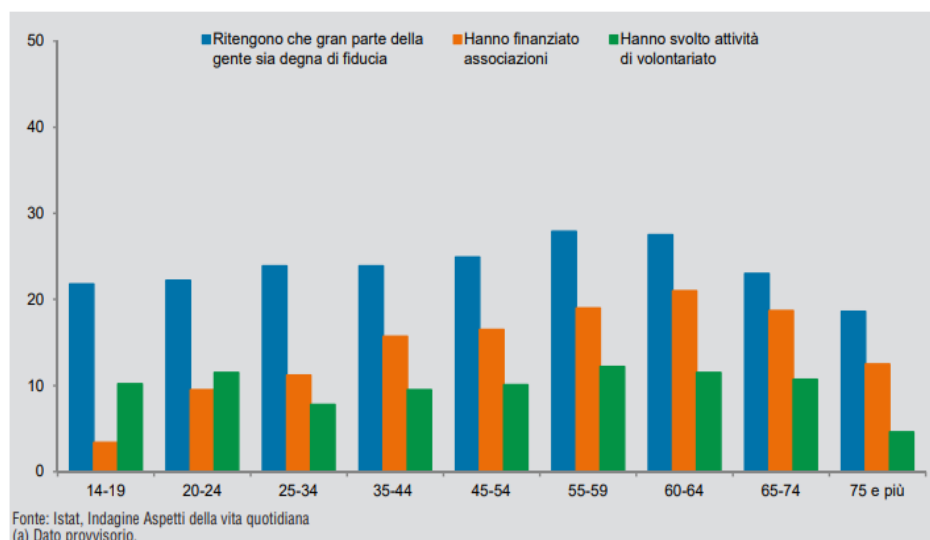


Figura 18. Istat, indagine aspetti della vita quotidiana.

I dati ISTAT<sup>10</sup> mostrano che le organizzazioni giovanili e le associazioni di volontariato sono state indispensabili per i giovani durante la pandemia e hanno evidenziato il fatto che gli adolescenti e i giovani adulti sono molto interessati a partecipare attivamente alla vita della comunità e ad essere coinvolti nelle decisioni pubbliche, soprattutto in materia di ambiente, diritti umani e civili e pace. D'altra parte, la partecipazione dei più giovani alle associazioni culturali e ricreative, in cui predominano gli over 55, è diminuita notevolmente.

<sup>10</sup> BES 2020, Benessere equo e sostenibile in Italia; Istituto nazionale di statistica Via Cesare Balbo, 16 – Roma, 2021, Capitolo 5 “Relazioni Sociali”, curato da Miria Savioli. Hanno collaborato: Lorena Di Donatantonio, Romina Fraboni, Massimo Lori e Sabrina Stoppiello [BES\\_2020.pdf \(istat.it\)](https://www.istat.it/it/files/2021/05/BES_2020.pdf)

Un ruolo cruciale nella formazione della cittadinanza attiva è certamente svolto dalla scuola. La scuola, insieme alla famiglia, è il punto di riferimento per gli studenti non solo in termini di formazione scolastica, ma anche sociale e civica. È fondamentale che, accanto alla scuola, l'intera comunità educativa si mobiliti per fornire ai giovani tutte le competenze e gli strumenti necessari per crescere in una società consapevole.

## 2.5 Cos'è stato fatto finora?

In Italia, per affrontare queste sfide e migliorare la qualità della vita dei giovani, sono state intraprese diverse politiche giovanili basate sul principio della competenza concorrente tra Stato e Regioni e sul principio di sussistenza, che implica il coinvolgimento attivo del Terzo Settore e delle organizzazioni giovanili. Politiche gestite a livello nazionale dal Dipartimento per le Politiche Giovanili e il Servizio Civile Universale e dal Consiglio dei Ministri, che mirano a valorizzare e sostenere i giovani e a promuovere la loro partecipazione attiva nella società. Lo Stato promuove la cultura del volontariato, di cui riconosce l'alto valore sociale, e invita, nei limiti delle risorse disponibili, la pubblica amministrazione e le scuole a coinvolgere i giovani in attività di volontariato anche attraverso iniziative specifiche con organizzazioni non profit e stakeholder locali.

I programmi di servizio civile universale rappresentano un'ottima opportunità, per i giovani tra i 18 e i 28 anni, di partecipare ad azioni di volontariato che promuovono i principi di solidarietà e partecipazione sociale. Un periodo di vita trascorso al servizio del Paese, all'interno del settore prescelto e attraverso le entità e le organizzazioni della società civile registrate. I settori sono i più vari, dal patrimonio storico e culturale all'ambiente e ai diritti umani. Inoltre, grazie al programma per la promozione della pace tra i popoli e della cooperazione allo sviluppo, è possibile fare volontariato all'estero. Un periodo di formazione che fornisce le competenze e gli strumenti per entrare nel mondo del lavoro<sup>11</sup>.

Un altro programma interessante per la difficoltà di inserimento lavorativo dei giovani è "Garanzia Giovani"<sup>12</sup>. Un'iniziativa europea rivolta ai Paesi che hanno un alto tasso di disoccupazione giovanile. Il programma si rivolge ai NEET di età compresa tra i 15 e i 29 anni in tutte le regioni italiane, e fino ai 34 anni per i giovani residenti nelle regioni meridionali. Un'ottima opportunità per i giovani che, appena entrati nel programma, ricevono un'offerta di lavoro o di formazione su misura per le loro esigenze e aspirazioni.

Inoltre, ai programmi di tipo nazionale si affianca il programma ERASMUS+<sup>13</sup>, che rappresenta un'eccellente opportunità per i giovani di migliorare la loro partecipazione nelle comunità locali. Il programma si rivolge alla comunità e mira a favorire l'inclusione sociale, promuovere la sostenibilità ambientale, la transizione al digitale e la partecipazione alla vita democratica da parte delle giovani generazioni.

<sup>11</sup> Dipartimento per le Politiche Giovanili e il Servizio Civile Universale, <https://www.politichegiovani.gov.it/politiche-giovani/attivita-internazionali/youthwiki/9-gioventu-e-mondo/>

<sup>12</sup> Ministero del Lavoro e delle Politiche Sociali, ANPAL – Agenzia Nazionale Politiche Attive del Lavoro, Programma Garanzia Giovani, <https://www.anpal.gov.it/garanzia-giovani>

<sup>13</sup> Agenzia Nazionale Erasmus+ INDIRE, Il sito nazionale del Programma europeo per l'istruzione, la formazione, la gioventù e lo sport, <https://www.erasmusplus.it/programma/cose-erasmus/>

A livello territoriale, i "Patti educativi di comunità"<sup>14</sup> sono essenziali per combattere la povertà educativa e l'abbandono scolastico. Il Patto educativo di comunità è stato introdotto dal Ministero dell'Istruzione e del merito e prevede la collaborazione di enti del terzo settore, istituzioni pubbliche e private e scuole per rafforzare il legame non solo con le scuole, ma con l'intera comunità educante. Il patto prevede un approccio partecipativo e cooperativo di tutti gli attori in campo che si impegnano a mettere insieme tutte le risorse del territorio.

Anche le organizzazioni del terzo settore continuano a fare un enorme lavoro per promuovere l'empowerment dei giovani e le iniziative guidate dai giovani. Le organizzazioni, infatti, sono impegnate a promuovere gli Obiettivi di Sviluppo Sostenibile, attraverso un approccio partecipativo e peer-to-peer, attraverso l'educazione non formale, cercando di fornire ai giovani gli strumenti di cui hanno bisogno e di sostenerli nella loro transizione alla vita adulta.

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<sup>14</sup> "Patti Educativi di Comunità", Rapporto dell'Osservatorio Openpolis – Con i Bambini su elaborazione di dati Indire – Vita <https://www.openpolis.it/esercizi/i-patti-educativi-di-comunita/>

### Capitolo 3. Progetto BEYOU: una "to do list" (lista delle priorità)

Il progetto BEYOU mira a promuovere processi di sviluppo comunitario guidati dai giovani che aumentino i livelli di partecipazione attiva e responsabilità sociale dei giovani nelle comunità emarginate di Italia, Spagna, Grecia, Cipro e Romania, caratterizzate da un alto tasso di abbandono scolastico e a rischio di esclusione sociale.

Il progetto mira a rispondere alle sfide globali e ad affrontare i bisogni dei giovani, aiutandoli a contrastare da soli i problemi esistenti nelle loro comunità. Il progetto prevede un intervento socioeducativo innovativo rivolto ai giovani che vivono in condizioni di costante povertà o in situazioni di vulnerabilità economica, sociale e culturale, promuovendo azioni di sostenibilità e inclusione sociale nelle comunità locali in cui vivono. Grazie al lancio di un innovativo programma, ovvero il "Community Youth Incubator" che ha come obiettivo quello di coinvolgere attivamente i giovani leader e le giovani leve in attività di sviluppo sostenibile, ecologico e inclusivo nelle loro comunità. Il programma mira a promuovere lo sviluppo guidato dai giovani attraverso la partecipazione attiva, l'empowerment giovanile e l'innovazione sociale. Il programma mira a responsabilizzare i giovani coinvolti nel progetto su questioni che li riguardano da vicino e a migliorare l'ambiente locale.

Attraverso il coinvolgimento attivo nel programma, i giovani e gli operatori giovanili svantaggiati faranno le prime esperienze di leadership, mobilitazione delle risorse comunitarie, gestione dei progetti e creazione di reti, dando ai giovani una voce significativa nel quadro del progetto. Inoltre, la loro partecipazione al programma sarà indispensabile per guidare il processo di sviluppo e soprattutto di resilienza e recupero che la pandemia ha generato nelle loro comunità locali. La partecipazione attiva degli stakeholder della comunità sarà fondamentale per sostenere i giovani della comunità nello sviluppo, nella valutazione e nel crowdfunding delle loro idee progettuali.

Il programma di incubazione giovanile, attraverso l'educazione non formale, l'apprendimento tra pari e la presentazione di casi di studio, intende esplorare vari temi quali:

1. Generatività sociale e sviluppo comunitario guidato dai giovani.
2. Teoria del cambiamento: trasformare i bisogni dei giovani in progetti comunitari.
3. Gestione dei progetti: come coordinare, monitorare e rendicontare i progetti comunitari nell'ambito del programma Incubatore Giovanile Comunitario.
4. Sostenibilità e innovazione sociale nel lavoro con i giovani.
5. Valutazione dei risultati dell'apprendimento.

Il progetto sarà fondamentale per sostenere i giovani svantaggiati e i leader giovanili ad affrontare i problemi che più colpiscono i giovani che vivono nelle aree rurali in cui opera il progetto. Formare giovani leader che possano partecipare attivamente alle loro comunità locali e costruire progetti di qualità che garantiscano migliori opportunità di formazione e occupazione per i giovani, evitando situazioni di emarginazione e affrontando la povertà educativa. Promuovere azioni sostenibili che possano anche migliorare l'ambiente in cui vivono e soprattutto raggiungere gli obiettivi dello sviluppo sostenibile.

## Capitolo 4. I risultati principali

Come emerso dai principali risultati sia della ricerca sul campo attraverso i questionari online, sia attraverso la ricerca a tavolino (desk research) su statistiche e dati ufficiali, emerge molto chiaramente come la pandemia abbia avuto un impatto decisivo sui principali settori della società, mettendo sotto pressione anche gli ecosistemi sociali e assistenziali (in termini di servizi pubblici come sanità, istruzione, ecc.). I gruppi target intervistati hanno incluso un campione di giovani ragazze e ragazzi rappresentativo (n° 8) ed operatori giovanili e altri esperti locali provenienti dai principali settori e organizzazioni giovanili locali (n°16).

Le organizzazioni giovanili e i gruppi informali hanno dimostrato di aver svolto un ruolo cruciale nell'essere resilienti durante ed in seguito la pandemia nel perseguire un programma continuativo a favore dello sviluppo sostenibile locale.

Tuttavia, allo stesso tempo, le organizzazioni giovanili hanno affrontato diverse sfide:

- Il loro raggio d'azione si è ridotto con la diminuzione delle reti e degli spazi fisici per l'interazione, l'associazione e la socializzazione dei e tra i giovani.
- La loro capacità di instaurare una cooperazione con le autorità locali e i donatori è significativamente diminuita.
- È diventato più difficile rispondere ai problemi multidimensionali e complessi che colpiscono i giovani con/per i quali lavorano (sfide socioeconomiche, minori opportunità educative e professionali per il loro sviluppo personale e professionale, ecc.).

Al fine di potenziare processi di empowerment giovanile in cui i giovani si riconoscano socialmente responsabili per il loro futuro e per lo sviluppo sostenibile della loro comunità, un ruolo chiave è svolto dagli animatori giovanili.

È dunque necessaria una cooperazione di medio e lungo termine più strutturata e ben pianificata tra i due gruppi target sia per aumentare la capacità e le competenze chiave delle organizzazioni giovanili, sia per rispondere con successo alle sfide attuali in capo ai giovani di oggi.

Il contesto locale gioca un ruolo chiave nel riconoscere, potenziare ed affermare le qualità e competenze dei giovani leader.

Il progetto BEYOU mira a creare degli incubatori di comunità giovanili e avvierà il programma pilota "Youth Community Bank". Questa esperienza favorirà l'impegno dei giovani leader al fine di consentire loro esprimere le proprie idee, costruire idee progettuali ad alto impatto sociale e contribuire allo sviluppo della comunità. Il progetto contribuisce a rafforzare la dimensione europea della collaborazione nell'ambito dello youth work (animazione socioeducativa) delle organizzazioni coinvolte, promuovere la cittadinanza attiva e favorire processi di coesione sociale e il senso di appartenenza alla comunità e a più ampio respiro europeo.

## Conclusioni

Fiducia e riconoscimento dell'importanza di approcci dal basso verso l'alto ed inclusivi sono quelli che sono stati confermati dai principali giovani, operatori giovanili ed altri attori chiave intervistati.

Pur riconoscendo la forza e la titolarità che tale approccio comporta, sembra difficile trovare a livello locale dei punti di riferimento che garantiscano e promuovano allo stesso tempo di sviluppo della comunità e in particolare movimenti e iniziative guidati e trainate dai giovani.

Il progetto BEYOU s'innesca su un terreno più che fertile, in seguito all'impatto che il processo di transizione e di superamento della pandemia covid-19 ancora trascina:

- Maggiori sfide su problematiche strutturali attinenti ai vari settori della società (salute, educazione, lavoro, ecc.) con maggiori ricadute sui soggetti più vulnerabili.
- Minori opportunità per i giovani in termini di istruzione, sviluppo professionale e personale come gap sociale tra diverse parti e regione del paese di riferimento;
- Impatto in termini di soddisfazione della qualità della vita e sul benessere psichico dei giovani, con la riduzione del numero e delle occasioni di socializzazione e interscambio.
- Necessità di maggiore 'spazio' per la creazione di una leadership giovanile e processi decisionali inclusivi a livello comunitario.
- Riconoscere l'impatto sociale delle iniziative guidate dai giovani, come attori socialmente responsabili e chiave per lo sviluppo sostenibile ed inclusivo delle comunità locali, nazionali e a livello europeo.

Il progetto BEYOU avrà una durata di due anni e il suo impatto a medio e lungo termine sulle comunità di riferimento sarà cruciale al fine di validare un modello comunitario innovativo e multi-stakeholder guidato dai giovani e che rafforzi tra loro meccanismi di partecipazione attiva e responsabilità sociale.

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10. Ministero del Lavoro e delle Politiche Sociali, ANPAL – Agenzia Nazionale Politiche Attive del Lavoro, Programma Garanzia Giovani, <https://www.anpal.gov.it/garanzia-giovanili>
11. Agenzia Nazionale Erasmus+ INDIRE, Il sito nazionale del Programma europeo per l'istruzione, la formazione, la gioventù e lo sport, <https://www.erasmusplus.it/programma/cose-erasmus/>
12. "Patti Educativi di Comunità", Rapporto del Osservatorio Openpolis – Con i Bambini su elaborazione di dati Indire – Vita <https://www.openpolis.it/esercizi/i-patti-educativi-di-comunita/>



## Allegati

### Allegato 1\_Griglia di valutazione questionari giovani ragazze/i (16-25 anni)

Informazioni sull'intervistatore:			
Nome dell'intervistatore:		Sondaggi online	
Partner di progetto:		Fondazione Comunitaria di Agrigento e Trapani	
Dati degli intervistati:			
Età:		16-18 anni: N° 2	
		19-21 anni: N° 5	
		22 - 25 anni: N°1	
Sesso (N°):		M3, FA5	
Nazionalità principali:		Italiana	
Settori principali (campo di studio, impiego lavorativo):		Studenti (università) 62,5%	
Domanda n	Temi comuni		Risultati contrastanti
1. Analisi del contesto	1.1 Caratteristiche generali contesto locale	<p>La maggior parte dei giovani non sente che il contesto locale li valorizza e riconosce le loro qualità e competenze, per questo percepiscono la necessità di lasciare i propri luoghi e trasferirsi nel nord Italia o all'estero.</p> <p>A volte sembra che ai giovani vengano richieste troppe competenze e professionalizzazione quando entrano nel mercato del lavoro.</p> <p>Raggiungere i propri obiettivi personali e professionali attraverso un continuo apprendimento e crescita.</p> <p>La necessità di migliorare le soft skills e le competenze dei giovani.</p>	Alcuni giovani non hanno saputo fornire una risposta articolata.
	1.2 Sfide opportunità educative	L'istruzione pubblica sia come scuole secondarie che università, non offre servizi e spazi innovativi e nemmeno basilari come le biblioteche; non sono collegate ad altre attività extra curriculari per lo sviluppo di	Sì 75%, No 25%

		<p>abilità e competenze trasversali e crescita personale dei giovani (come lezioni di teatro, ecc.).</p> <p>I giovani spesso mancano di senso dell'iniziativa perché si sentono delusi e non motivati a raggiungere i propri obiettivi e ambizioni professionali, a causa della mancanza di opportunità a livello locale.</p> <p>Esistono anche barriere socioeconomiche per il senso di iniziativa e l'autoimprenditorialità e barriere geografiche, essendo isolate dai centri culturali e sociali.</p> <p>Nei curricula universitari formali mancano innovazione sociale e digitalizzazione: contenuti e argomenti sono molto teorici e poco aggiornati.</p>	
2. Impegno giovanile: stato di avanzamento	2.1 Educazione alla cittadinanza attiva	<p>Pienamente d'accordo: 12,5%</p> <p>D'accordo: 0</p> <p>Né d'accordo né in disaccordo: 37,5%</p> <p>Non sono d'accordo: 37,5%</p> <p>Assolutamente in disaccordo: 12,5 %</p>	
	2.2 Iniziative per i giovani vulnerabili	<p>Pienamente d'accordo: 0</p> <p>D'accordo: 37,5 %</p> <p>Né d'accordo né in disaccordo: 25%</p> <p>Non sono d'accordo: 25%</p> <p>Assolutamente in disaccordo: 12,5%</p>	
	2.3 Processo decisionale e opportunità di partecipazione attiva	<p>Pienamente d'accordo: 12,5%</p> <p>D'accordo: 0</p> <p>Né d'accordo né in disaccordo: 50%</p> <p>Non sono d'accordo: 12,5%</p> <p>Assolutamente in disaccordo: 25%</p>	
	2.4 Ruoli delle istituzioni per il coinvolgimento attivo dei giovani	<p>Pienamente d'accordo: 0</p> <p>D'accordo: 37,5 %</p> <p>Né d'accordo né in disaccordo: 0.</p> <p>Non sono d'accordo: 50%</p> <p>Assolutamente in disaccordo: 12,5 %</p>	
3. Capacità e competenze di leadership	3.1 Competenze e valutazione delle abilità	<p><b>Responsabilità, Comunicazione, Creatività, Comportamento etico, Leadership, Autogestione, Tenacia, Spirito di iniziativa e imprenditorialità</b></p>	<p><b>Responsabilità:</b> 50% Elementi essenziali – 50% Rilevanti</p> <p><b>Comunicazione:</b> 62,5 % Essenziali – 37,5 % Rilevanti</p> <p><b>Creatività:</b> 62,5 % Essenziali – 37,5 % Rilevanti</p> <p><b>Comportamento etico:</b> 87,5 % Essenziali – 12,5 % Rilevanti</p> <p><b>Comando:</b></p>

			<p>25 % Essenziali – 37,5 % Rilevanti – 37,5 % Utili</p> <p><b>Autogestione:</b> 50% Essenziale – 50% Rilevante</p> <p><b>Tenacia:</b> 62,5 % Essenziali – 25 % Rilevanti – 12,5 % Utili</p> <p><b>Senso di iniziativa e imprenditorialità:</b> 37,5 % Essenziali – 25 % Rilevanti – 37,5 % Utili</p>
	3.2 Valutazione delle competenze	<p>Responsabilità, Comunicazione, Creatività, Comportamento etico, Leadership, Autogestione, Tenacia, Spirito di iniziativa e imprenditorialità</p>	<p><b>Responsabilità:</b> Ho 62,5% - Da migliorare 37,5%</p> <p><b>Comunicazione:</b> ho il 50%; da migliorare al 50%</p> <p><b>Creatività:</b> ho il 37,5%; da migliorare 50 % - non so 12,5%</p> <p><b>Comportamento etico:</b> ho il 100%</p> <p><b>Comando:</b> io ho il 37,5%; da migliorare 37,5 %; non so 25%</p> <p><b>Autogestione:</b> ho il 50%; da migliorare al 50%</p> <p><b>Tenacia:</b> ho il 37,5%; da migliorare 62,5%</p> <p><b>Senso di iniziativa e imprenditorialità:</b> ho il 25%; da migliorare 50%; non so 25%</p>
4. Buone pratiche	4.1 Buone pratiche	(Se si) Descrizione delle buone pratiche e possibilità di miglioramento.	Rafforzare la cooperazione e la solidarietà delle donne; gruppi di associazioni giovanili; attività volte a favorire l'inclusione sociale e il rispetto delle diversità, lo spirito di collaborazione.
5. Altro		Altre attività intraprese per l'empowerment giovanile: solo il 25% degli intervistati. Le attività sono: progetti europei a cui hanno partecipato con la scuola; Presidente del Consiglio: scuola di politica per le future leader donne.	Solo il 25% delle risposte sulle attività di empowerment giovanile.
	Nota dell'opinione del soggetto dell'intervistatore*:	-	
	Appunti:	I giovani hanno condiviso la loro preoccupazione (quando contattati prima per telefono) sugli spazi di socializzazione, discussione e cooperazione post pandemia post covid.	

## Allegato 2\_Griglia di valutazione questionari operatori giovanili e altri attori chiave

Griglia di valutazione: intervista semi-strutturata (animatori giovanili e altri stakeholder)		
Informazioni sull'intervistatore:		
Nome dell'intervistatore: Sondaggi online	Intervistati: anonimi	
Nome dell'organizzazione: Fondazione Comunitaria di Agrigento e Trapani		
Dati sugli intervistati:		
Età:	25-30 anni: N° 8  30-35 anni: N° 5  36-46 anni: N°3  >47 anni: N°0	
Sesso (N°):	M7, FA9	
Nazionalità principali:	Italiana	
Profili principali:	56,3 % Operatori giovanili	
Settori principali (tipo di organizzazione):	Giovani: 13,3%; Istruzione 40%; altro (tipologia) 46,7%.	
Anni di esperienza nel settore:	0-3 anni: 57,1% 4-6 anni: 35,7% >7 anni: N°7,1 %	
Domanda n	Temi comuni	Risultati contrastanti
<b>Analisi del contesto</b>	<b>1.1 Caratteristiche del contesto</b> avviare una trasformazione digitale e rendere la Sicilia più competitiva nei confronti delle regioni del Nord che offrono maggiori opportunità formative. Ciò consentirebbe di valorizzare un patrimonio culturale e artistico e creare risorse e reddito turistici più sostenibili. - Il contesto locale è molto provinciale e poco votato al multiculturalismo, una contraddizione visto che molte città in Sicilia sono molto turistiche. Il problema è che i locali che non riescono a vedere oltre le proprie prospettive ed esperienze, e non c'è desiderio di miglioramento e crescita personale. - Non ci sono molte reti rivolte ai giovani per diffondere opportunità sociali, educative e di altro tipo per loro.	Una sola persona ha risposto senza sottostare a critiche e sottolineando le molteplici opportunità esistenti per i giovani in termini di formazione e iniziative professionali.

		<p>- La qualità della vita è buona e accettabile, ma ci sono molte lacune nel mercato del lavoro.</p>	
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	<p><b>1.2 Cause di esclusione sociale dei giovani</b></p>	<p>- Tra le principali cause di esclusione sociale vi sono la mancanza di un sistema di istruzione pubblica di qualità, l'abbandono scolastico e la povertà educativa; mancanza di servizi assistenziali come la sanità pubblica; difficoltà di accesso al mercato del lavoro e mancanza di opportunità lavorative che accrescono il fenomeno dell'emigrazione giovanile internazionale ed esterna; elevato numero di NEET. - Probabilmente l'utilizzo delle piattaforme digitali ha creato maggiore attenzione per la virtualità piuttosto che per la realtà e l'associazionismo. - Manca una mentalità e un approccio aperti nella società, non finalizzati all'innovazione sociale, senza fiducia verso il futuro. - Un fattore demografico: la società è composta principalmente da persone anziane che sono anche la maggioranza dei votanti e le decisioni politiche sono prese da loro o da chi hanno votato. Non ci sono politiche rivolte ai giovani in termini di sostegno economico alle famiglie, sostegno all'istruzione, accesso facilitato al mercato del lavoro, ecc. - Disillusione e inconsapevolezza delle esigenze del mercato del lavoro. - Mancanza di conoscenza da parte dei giovani delle iniziative locali e scarsa motivazione a partecipare, anche a causa di una percezione di scarso impatto delle loro capacità in termini di cambiamento e sviluppo della comunità; - La mancanza di organizzazioni a livello sociale e culturale e la mancanza di fiducia nelle istituzioni; la società è vista come principalmente orientata al profitto. anche a causa di una percezione di basso impatto delle proprie capacità in termini di cambiamento e sviluppo della comunità; - la mancanza di organizzazioni a livello sociale e culturale e la mancanza di fiducia nelle istituzioni; la società è vista come principalmente orientata al profitto. anche a causa di una percezione di basso impatto delle proprie capacità in termini di cambiamento e sviluppo della comunità; - la mancanza di organizzazioni a livello sociale e culturale e la mancanza di fiducia nelle istituzioni; la società è vista come principalmente orientata al profitto.</p>	<p>Solo una persona ha risposto che la mafia è un fenomeno sociale con un'ampia influenza su di essa ma non ha descritto come.</p>
	<p><b>1.3 Impatto delle pandemie di Covid</b></p>	<p>- Molte sfide esistenti hanno raggiunto il loro apice durante le pandemie covid e successivamente; - La pandemia ha reso più vulnerabile il contesto locale, rendendo i giovani sempre più fragili e con sentimenti per lo più negativi verso il futuro. L'emergenza sanitaria ha aumentato il tasso di famiglie che vivono in condizioni di povertà assoluta e di conseguenza ha</p>	<p>Solo una persona ha risposto che sia sui giovani che sulla società l'impatto degli aspetti negativi è bilanciato con quelli</p>

		<p>costretto minori e giovani ad azzerare le spese in termini di istruzione e formazione per loro, e sono diminuite anche le attività extra culturali indispensabili per crescita e lo sviluppo della persona. - La pandemia ha esacerbato e aggravato le crisi precedenti in Europa e nel mondo, provocando anche una perdita di fiducia nelle nuove generazioni, nonostante la voglia di alcuni giovani di affrontare il mondo. - La pandemia di Covid ha avuto diversi tipi di impatto, spesso anche indirettamente, come nel caso dell'inflazione, in parte dovuta al lockdown e alle politiche che ne sono derivate, e che mette a rischio i giovani che non hanno un sostegno economico da parte delle famiglie. - Ha influito negativamente sulle relazioni sociali, sulla dimensione emotiva e sulla comunicazione efficace riducendo gli spazi di socializzazione e interazione. Da un lato, inizialmente ha comportato maggiori difficoltà per i più giovani nell'instaurare relazioni nella società, al di là degli schermi. Dall'altro, però, ha evidenziato l'unicità del contatto umano e l'urgenza di intervenire per produrre effetti positivi sulla nostra società. - Il covid ha influenzato i giovani a livello psicologico ed emotivo, creando da un lato soggetti con maggiori paure e ansie nell'affrontare i fatti quotidiani della vita e/o nella motivazione a mettersi in gioco. D'altra parte, spingeva ancora di più a non voler perdere tempo nel raggiungere i propri obiettivi. - Ha creato ancora più isolamento sulle persone svantaggiate che non hanno accesso a Internet e ai dispositivi tecnologici e ai social media.</p>	<p>positivi. Un altro intervistato ha affermato che i principali giovani dopo il covid mirano alla ricerca di un lavoro fisso a lungo termine.</p>
2. Impegno giovanile: stato di avanzamento	2.1 Educazione alla cittadinanza attiva	<p>Pienamente d'accordo: 18,8% D'accordo: 31,3% Né d'accordo né in disaccordo: 18,8 % Non sono d'accordo: 25% Assolutamente in disaccordo: 6,3%</p>	
	2.2 Iniziative per i giovani vulnerabili	<p>Pienamente d'accordo: 25% D'accordo: 37,5 % Né d'accordo né in disaccordo: 12,5% Non sono d'accordo: 18,8% Assolutamente in disaccordo: 6,3%</p>	
	2.3 Processo decisionale e opportunità di partecipazione attiva	<p>Pienamente d'accordo: 12,5% D'accordo: 37,5% Né d'accordo né in disaccordo: 12,5% Non sono d'accordo: 31,3% Assolutamente in disaccordo: 6,3%</p>	
	2.4 Ruoli delle istituzioni per il coinvolgimento attivo dei giovani	<p>Pienamente d'accordo: 18,8 % D'accordo: 18,8% Né d'accordo né in disaccordo: 37,5% Non sono d'accordo: 12,5% Assolutamente in disaccordo: 12,5 %</p>	
3. Capacità e competenze di leadership	3.1 Competenze e valutazione delle abilità	<p><b>Responsabilità, Comunicazione, Creatività, Comportamento etico, Leadership, Autogestione, Tenacia, Spirito di iniziativa e imprenditorialità</b></p>	<p><b>Responsabilità:</b> 81,3 % Essenziali – 18,8 % Rilevanti <b>Comunicazione:</b> 81,3 % Elementi essenziali – 18,8 % Creatività rilevante: 75 % Essenziali – 18,8 % Rilevanti – 6,3 % Utili</p>

				<p><b>Comportamento etico:</b> 81,3 % Elementi essenziali – 18,8 % Leadership rilevante: 43,8 % Essenziali – 37,5 % Rilevanti – 18,8 % Utili</p> <p><b>Autogestione:</b> 81,3 % Essenziali – 18,8 % Rilevanti</p> <p><b>Tenacia:</b> 75 % Elementi essenziali – 25 % Rilevanti</p> <p><b>Senso di iniziativa e imprenditorialità:</b> 56,3 % Essenziali – 25 % Rilevanti – 18,8 % Utili</p>
	3.2 Valutazione delle competenze	Responsabilità, Comunicazione, Creatività, Comportamento etico, Leadership, Autogestione, Tenacia, Spirito di iniziativa e imprenditorialità.		<p><b>Responsabilità:</b> Ho il 100% di comunicazione: ho il 68,8%; da migliorare 31,3% Creatività: io ho il 56,3%; da migliorare 43,8 % Comportamento etico: Ho una leadership al 100%: io ho il 43,8%; da migliorare 50 %: non ho 6,3% <b>Autogestione:</b> io ho il 56,3%; da migliorare 43,8 % Tenacità: io ho il 43,8%; da migliorare 50 %: non ho 6,3% Spirito di iniziativa e intraprendenza: io ho il 37,5%; da migliorare 50 %: non ho 12,5 %</p>
4. Migliori pratiche	4.1 Buone pratiche	(Se si) Descrizione delle buone pratiche e possibilità di miglioramento.	Attività rivolte a giovani vulnerabili in quartieri isolati e marginali; associazione di appartenenza giovanile a livello politico; business school politiche per future leader donne; Programma di coesione aperta <a href="https://www.ascoladiopencoesione.it/">https://www.ascoladiopencoesione.it/</a> ; approcci dal basso verso l'alto; attività extrascolastiche e ricreative per i giovani.	No, ma vorrei: 62,5%. Sì: 37,5.



<b>5. Altro</b>		Attività per l'empowerment giovanile: 1. Iscrizione ad associazioni culturali; corso di formazione per animatori giovanili; Gestione di progetti UE basata sui giovani; formazione giovanile.
	<b>Informazioni aggiuntive:</b>	Scienza aperta da approfondire e scoprire a livello locale.
	<b>Appunti:</b>	In alcune domande, uno degli intervistati ha fornito risposte diverse rispetto alla maggioranza.

### Allegato 3\_Link ai Moduli Google

Sondaggio online giovani ragazze e ragazzi (16 – 25 anni): [link](#);

Sondaggio online operatori giovanili e altri esperti: [link](#).



Boosting sustainability and social change through Youth led  
community development

## Local report: reference contexts analysis - Greece

Deliverable n°: 3.1

Name of the responsible organisation: *Organization Earth*

Country: *Greece*

English version  
31/05/2023

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## Abstract

This document refers to deliverable n. 3.1 of the WP3 The Community Youth Incubators and transnational capacity building of youth workers.

It encompasses n.5 local reports (one in each local community involved) on socio-economic and cultural vulnerabilities and challenges faced by youth in their own communities.

In order to provide tailored support to the needs of the disadvantaged young people involved in the “Community Youth Incubator”, preliminary context analysis will be conducted in all target regions by each partner in order to identify socio-economic and cultural vulnerabilities and challenges faced by youth in their own communities. Desk research will be followed by quantitative and qualitative analysis in each local community through questionnaires and interviews targeting at least 120 young people, youth workers and community stakeholders.

N. 1 local (national) report will be provided by partners of the consortium, in two available languages that is to say in English and the national language of the partners’ country.

Consortium:

- Fondazione Comunitaria di Agrigento and Trapani (Italy);
- Organization Earth (Greece);
- University of Alcalá (Spain);
- Asociația Națională de Dezvoltare Continuă a Tineretului din România (Romania);
- The Hub Nicosia Ltd (Cyprus).

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## INTRODUCTION

The impacts of COVID-19 in Greece have been significant to all the age groups of the society and especially to young people that are likely to face several challenges. The fear of the virus transmission and the quarantine lockdown measures implemented by the Greek government have had a series of negative consequences not only for the population's quality of life but also for their mental health. The strict government measures such as home restriction measures, university campuses and schools' closure, remote education and work, closure of cafes, restaurants, clubs, activity centers affected more in their mental health and their daily routine. On 10 of March 2020, all schools and universities closed and reopened eight to ten weeks later, all sport and leisure activities were suspended, while about 80% of private sector services which provide psychological treatments for the young population with mental health closed. Thus, the mental health impacts of the lockdown measures were profound and long lasting especially among the most vulnerable. Stress, depression, anxiety, insecurity for the future, sleep disturbances, behavior disorders, domestic violence were only a few of the disastrous effects of lockdowns of COVID-19.

The report focuses on mapping the community-based socio-economic vulnerabilities and environmental challenges affecting youth in the framework of the COVID-19 recovery process in the target local communities, presenting in a critical way information and data collected at national level. The aim of the present report is to investigate the impact of the COVID-19 pandemic through questionnaires and interviews targeting n. 8 young people, n. 8 youth workers and n. 8 relevant stakeholders. The 8 young people are 16-25 years old with a disadvantaged background and at risk of social exclusion and educational poverty. The 8 youth workers are 25-35 years old, and they work with a vulnerable young population. The 8 stakeholders (NGOs, local and regional development organizations, businesses associations) are representatives of youth organizations and experts in the field of social inclusion and education.

## Chapter 1. Understanding concepts

Organization Earth is a Greek Non-profit Civil Society Organization founded in 2010 that promotes Sustainable Development, by offering programs of non-typical education and by facilitating community-based activities, with a focus on vulnerable populations living in urban centers. A next-generation NGO that strives to serve all 17 Global Goals of Sustainable Development, Organization Earth's programs, services and partnerships address major social issues like long-term unemployment and migration, while leveraging new business models such as responsible social entrepreneurship, particularly related to the Green Economy, at the same time taking steps to tackle Climate Change by offering nature-based experiential learning activities. Organization Earth has created long-term knowledge triangle alliances between local and international civil society members, academia, policy makers, private businesses, as well as citizens to solve social & environmental problems and to educate people of all ages to think and act as agents of change.

Regarding the young people and the socio-economic and cultural vulnerabilities and challenges they face in their own communities, Organization Earth focuses on activities for youth empowerment, active participation and youth leadership.

### Youth empowerment

The NGO conducts several youth empowerment programs which include activities for youths in the fields such as leadership training, mentoring, vocational training, capacity building and educational opportunities. These programs provide young people with tools, support and resources in order to achieve their goals and become more active and aware of society.

### Active participation

Furthermore, the NGO's purpose is the active participation of young people by involving them in the decision – making processes, for instance by including youth representatives in board meetings. Including young people in community engagement is fundamental in order to engage youth in the design, implementation, monitoring and most important, in the evaluation of programs and initiatives that are relevant to their interests and their needs.

The participation of young people in decisions and actions is essential especially if they participate in youth-led projects and initiatives where they have a central role in planning, implementing and evaluating the activities. Active youth participation facilitates the opportunity for young people to actively participate in community engagement and in community development activities, in local initiatives and in social actions that address local challenges and contribute to positive change. They can contribute to the creation of more inclusive, more democratic and more prosperous societies since they become able to deal with human rights and democratic values. Gaining skills and leadership development are the keys for the active participation of youth. Providing young people with training courses, mentorship and support, they develop their critical thinking, communication and leadership skills and other capacities which are necessary to effectively take on leadership roles and participate in decision-making. Young people, through active participation have the chance to learn and exchange experience and good practices, educational tools and different opinions.

### Youth Leadership

Organization Earth involves young people in organizational decision-making processes. For instance, the NGO includes them in board meetings, committees and other leadership structures. In this way, they have the opportunity to contribute their perspectives and ideas. The outcome is to

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enhance young people's leadership skills to become leaders by increasing their community awareness and their feel of support. Through the organization, young people have the chance to learn from experienced leaders, to collaborate with their peers and to apply their skills to real world situations and problems. The organization also empowers them to become leaders by engaging them in the design, planning, implementation, monitoring and evaluation of programs and initiatives. The organization gives the responsibility to young people to lead or co-lead projects, events or campaigns and empowers them to make decisions and take actions that shape the direction and impact of the organization's work.

What has been done so far:

More specifically, Organization Earth has so far accomplished a great number of activities concerning young people.

The NGO organizes Intercultural trainings for young people that contribute to their understanding of inclusion, diversity and intercultural communication. As a result, several skills are promoted such as intercultural dialogue, strong knowledge and acceptance of diversity in society.

Young people participate in volunteering activities enabling them to make a difference in their communities and at the same time to develop skills.

The organization participates in training workshops in the fields of communication, leadership, public speaking etc. and the youth can gain transferable skills. Other training workshops such as in the sustainable agri-food sector, can provide young people with experiential skills.

Young people with fewer opportunities participate in environmental workshops organized by Organization Earth. The purpose of these workshops is to foster the inclusion and the employability of young people with particular emphasis on young people at risk of marginalization. Organization Earth cooperates with these organizations that occupy vulnerable young people: The Panhellenic Association for Psychosocial Rehabilitation and Vocational Reintegration (PEPSAEE), Vocational Training Centre Margarita, ANKAA Project, Victoria Square Project, The HOME Project, ARSIS, ELIX, Human Links etc.

The NGO designs and implements Service-Learning programs for young people, especially students' groups from higher education institutions. The daily or five-day programs include experiential social actions, environmental learning activities and workshops facilitated by sustainability issues while they strengthen cooperation between members of local and international communities through the interaction between students, civil society organizations and local authorities.

Indicative themes of experiential participatory environmental awareness actions are:

- Environmental workshops and Action for the climate: Principles of Organic Agriculture, Vegetables and Aromatic plants, Creation of collective – urban – educational – organic vegetable gardens, making urban areas green, alternative management of household organic waste through composting.
- Arts and Crafts: participatory construction of wooden flower beds and household composting bins, Recycling and Upcycling workshops.

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- Healthy Lifestyles and Sustainable farming: Sustainable Food Systems and Healthy Diet, Food Waste, Collective Cooking – “From Farm to Plate”
- Capacity building: providing young people with tools to plan, organize and implement their own awareness-raising and mobilization activities in their communities on topics related to tackling climate change and healthy food.
- Social offer actions: collective cooking, urban gardening, pocket parks
- Evaluation – collecting feedback for young people participating in activities which is then applied to activities in order to improve them and adjust them to their needs.
- Enabling youth groups to utilize the spaces of Organization Earth, by providing free access to its community centre (K44) and the Centre of the Earth, in order to design and implement their environmental awareness activities. Indicative stakeholders are: Fridays for Future Greece, Generation Symbiocene, 33 Acropolis Scout Community, SDSN Greece Youth, AIESEC Greece, groups of volunteers – students from educational institutions of higher education for instance, AEUB Volunteers, Volunteers of Agriculture University of Athens, American College of Greece etc.

## Chapter 2. Painting the picture

### 2.1 Introduction

Most of the people who answered the questionnaires live in Athens which is the capital of Greece. It is situated in the Attica peninsula on the eastern and central part of the country. The population is more than 3,5 million people and it has a long history. The city stretches on a big peninsula which is protected by mountains from all sides of the horizon: Mt. Parnitha to the north, Mt Penteli to the northeast, Mt Hymettus to the east and Mt Egaleo to the west. It is also surrounded by the Aegean Sea, the Gulf of Evoikos, the Saronic Gulf and the Gulf of Corinth. The centre of Athens is surrounded by hills and parks such as Phipopappou, Lycabettus, Acropolis hill, Tritsis Park, National Garden etc. and has two underground rivers: Kifissos and Ilissus. The climate of Athens is a typical Mediterranean climate. It is hot and dry during the summer period and mild in winters. It rarely snows, and many rainfalls occur in autumn.

#### Strengths

In big cities like Athens, people have access to a variety of things. First of all, a big difference between big cities and the countryside is resourcefulness. In other words, there is a big variety of resources available to people and they have the ability to be independent as they learn to navigate their way around an urban environment and make their own decisions. Big cities offer diversity and multiculturalism and in this way, people can feel more the inclusiveness whether or not they come from different culture, religion, financial background. Furthermore, it is more common in cities to find a job and create a huge networking. There are more businesses, organizations and industries which can provide plenty of opportunities for networking and building relationships. In this way, people can be less unemployed and can advance their careers more or even start their own businesses.

Moreover, living in a diverse environment gives the opportunity to citizens to be more open minded and expose themselves to a wide range of ideas and perspectives. For instance, people are able to wear whatever they want without being judged. Locals are more accepting of different lifestyles and relationship styles. In an urban environment, local people can communicate with people from different backgrounds and different ways of thinking and it can help them to create a personality without stereotypes. As far as the culture is concerned, there are numerous social events such as concerts, theatres, cinemas, activities, coffee shops and restaurants where people are able to choose exactly those activities they prefer. In the field of education, there are more opportunities in big cities than in villages. They offer numerous educational institutions, schools (public and private), colleges, universities, and schools for vulnerable people.

#### Weaknesses

People in big cities may face many challenges. Firstly, living in a big city means that you have to afford the high cost of living. For instance, renting an apartment, food, transportation, fuel for big distances, are some of the expenses that are significantly higher than in small areas. The high population is a serious challenge in big cities. They are usually densely populated, noisy, polluted and as a result all the above can create firstly unhealthy conditions to live and secondly, stress, anxiety and depression in their everyday life. In this situation, the high-pressure environment and the uncertainty for the future can contribute as well. In big cities, a very common phenomenon is criminality. A high crime rate can lead to safety concerns for locals and always create a fear of stress and fear for their physical fragmentation. Even if the citizens are so many and there are many opportunities for communication, at the same time there is a lack of connection as on many occasions they feel a sense of isolation and

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loneliness. The fast rhythms also contribute to this fact because people have no time to meet new people and create strong relations. Last but not least, it is a fact that there is a lack of green places in big cities. In contrast with villages and small towns, crowded cities have so many buildings and no place for parks, gardens or even some trees. Combined with this situation, pollution, traffic jams and bad waste management can contribute not only to health issues of the citizens, but they also have a huge impact on the whole earth.

## 2.2 COVID impact: data and analysis

COVID-19 pandemic has a significant impact on Greece, both at the national and local level. Even now, according to the statistics coronavirus cases are 5.999.943, the deaths are 36,711 and the recovered patients are 4,589,584, according to Greece COVID - Coronavirus Statistics - World meter Data provided by the Ministry of Health of Greece.

Greece has been praised for its successful vaccination campaign, which has prioritized older adults and other high-risk groups, as well as its efforts to control the spread of the virus through testing and contact tracing. According to Johns Hopkins University, [Greece - COVID-19 Overview - Johns Hopkins](#) in Greece 76,12% of the population received at least one dose and 72% of the population is fully vaccinated against COVID – 19. In total, 7,934,119 people received at least one dose and 22,113,115 doses were administered. In addition, it is officially known that the use of masks can reduce transmission by 30% or more.

Daily deaths are the best indicator of the progression of the pandemic, although there is generally a 17-21-day lag between infection and deaths. The number of daily cases was on the rise again in the summer of 2021, with a peak of 4,608 new cases reported on August 27th. Athens is one of the areas mostly affected by COVID - 19 with high rates of cases and deaths compared with other regions in Greece.

The pandemic has had a significant impact on Greece's economy, particularly the tourism industry, which is a key contributor to the country's GDP. The Greek government has implemented various austere measures to control the spread of the virus, including lockdowns, mandatory mask-wearing and vaccination campaigns. Masks were required in all indoor public spaces and in crowded outdoor areas, such as markets and public transport. At first, they were required everywhere. The government has also imposed restrictions on gatherings. There were limits on the size of gatherings, both indoors and outdoors, private gatherings were limited to a maximum of 6 people at first and 10 people then.

The lockdowns and curfews were very strict and especially in high-risk areas and during the peak of the pandemic a nationwide curfew took place. Moreover, travel restrictions were enforced throughout the pandemic with international travel limited to essential purposes and domestic trips were only allowed to regional restrictions. There were also specific measures for some regions with high rates of cases and deaths. For instance, during summer (August 2021) on some crowded islands, people were forbidden to be out after 12:00 am. During lockdowns, the government provided financial support to businesses and workers that were affected by the pandemic, including a program to subsidize salaries and loans for small businesses.

As far as education is concerned, during lockdowns the schools were closed for an extended period especially in the early stages of the pandemic. Students attended the courses through their computer from their homes. Schools in Greece closed on 11<sup>th</sup> of March, although in some parts of the country the schools' closure had begun earlier. Unfortunately, according to the OECD data based, 1 in 5 students attending the poorest quartile of Greek schools do not have access to a computer they can

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use for schoolwork, while 1 in 10 students do not have access to the internet. Furthermore, more than 1 in 3 students attended schools whose head teachers maintained that their teachers did not have the necessary technical and pedagogical skills to integrate digital devices in instruction.

## 2.3 Youth at this stage - state of play of young people socio-economic and cultural vulnerabilities and challenges

### 1° part: literature, data and statistics

Young people face several socio-economic and cultural vulnerabilities and challenges nowadays which are depending on their age, gender, ethnicity, religion, economic status, place of living and many other individual circumstances. There are a range of factors in which young people face difficulties.

It is very common for youth to come out with unemployment. The labor market is challenging for young people in Greece at the local and national level, particularly for those with limited education and skills. There are also several communities with fewer job opportunities and with a high unemployment rate. Furthermore, according to the youth unemployment rates tend to be higher than adult rates. The rate in 2022 of unemployment of young people 15-24 years old in Greece is 31,4%. In addition, young people are usually employed in low-paid precarious work which can negatively influence their socio-economic status and their everyday life. Unemployment in Greece has been a very serious problem especially since 2010 when the financial crisis started. The most affected are the youth since there is a high level of youth unemployment. The peak of youth unemployment in Greece was in July 2013 with the percentage of 58,3%. During COVID-19 pandemic, young people were the most affected negatively since they lost their jobs, or they couldn't find a job. Moreover, during the pandemic, many small businesses closed, reduced operations or led to further job losses.

In Greece there is a serious mismatch related to education and skills. The needs and the demands of the labor market in Greece has a huge difference with the skills and qualifications of young people. For instance, it is not possible for a young person just graduating from university to have 3 years job experience. In this way, young people are not able to gain experience and work with a salary that can cover their needs and being independent. Thus, young people are forced to have more and more certificates, participate in trainings and seminars which most of the times are with a fee. As far the educational system is concerned, it is not often able to prepare students for the labor market and does not often offer practical courses which can provide them with work experience. All these educational factors can make it challenging for young people to pursue higher education and achieve their career goals and their financial independence.

There are many young people in Greece from disadvantaged backgrounds who may lack access to resources, a good education system, healthcare, social services etc. In this way, they may face problems like poverty, exclusion and stress for their life. It is possible for many young people to be affected by social exclusion. In Greece, both in small communities and in big cities, there are young people from minority groups such as migrants, refugees, Roma or with intellectual disabilities. It is very common for them to face social exclusion in their everyday life. At the same time, they often have fewer opportunities for education, employment, civic engagement and social life. Apart from this type of practical problems, they may face mental health issues, significant stress and anxiety due to economic instability and social exclusion and finally, all these factors will impact their mental health and well-being.

In our days, young generations have started to adapt new attitudes and values in the field of culture and religion. Greece has experienced significant cultural and religious challenges in recent years which  
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are very difficult for older generations to understand them. In this way, a big gap is created between new modern generations and older people with traditional cultural practices. Young people try to find their identity and their role in this society.

In Greece, 69,4% of young people between 18-34 years old live with their parents. It is really difficult for young people to live alone or even with a roommate nowadays. The high housing cost is a very serious problem and an obstacle for young people to rent a house and be financially independent. This can create many problems, like stress, anxiety and insecurity about the future. Making a living and bringing up a child are postponed for the future as well.

## 2° part: cross-check with field research findings and results

It was the first time in the modern world that we faced one pandemic on a big scale. The main impact on people was on the way people and especially the youngsters communicated, during the pandemic. Their dynamics changed so much that their social needs and opportunities were really different. Nowadays, we can still see the impact on people's behavior. The pandemic forced young people to adapt to isolation and loneliness and even after the pandemic it was difficult for them to socialize like before. As a result, this situation affected their mental health and well-being in a variety of ways.

During the pandemic all kinds of transnational mobilities or local activities were canceled. Opportunities for interaction & exchange, especially in rural areas vanished and this led to young people becoming significantly introverted. Thus, job opportunities were restricted which also resulted in financial instability and insecurity for the young people. Last but not least, all educational institutions delivered online classes. This created a quite negative atmosphere, especially for young learners and fresh years, as well as for students at technical universities whose classes are more practical, since they started losing their motivation for personal and educational development.

As far as young people with a disadvantaged background are concerned, they were really frightened during the pandemic. It was difficult for them to be obliged to stay in their homes without the free permission to go anywhere. They were also shocked and frightened of what they watched on TV and learned the hospitals were full of sick people and a big number of people died everyday all over the world. Many people especially with special needs were really unhappy to be obliged to wear a mask all day long and they were very frightened to get sick. They were disappointed that they lost their friends from school as schools were closed for more than a year. Furthermore, in Greece, there were some strong measures applied for people who were not vaccinated as for example, they were not able to work in the field of health.

## **2.4 Impact on youth sector**

Both youth organizations and youth workers have been negatively affected by the pandemic of COVID-19. Thus, a big number of young people have started facing inequalities and challenges in their everyday life. Greece is a country where most people work in the field of tourism, events and outdoor activities. During the pandemic, these types of jobs were canceled or curtailed and as a result, a big part of young people were forced to lose their jobs. Moreover, there are also people and especially young people who work in the sectors of culture and arts. All the artists and especially the young ones had limited opportunities to practice their skills and earn money by doing their job since the government had forbidden all cultural events during lockdowns. Additionally, it is very common for young people to be employees in part time or seasonal jobs. They felt really insecure as they couldn't remain in their jobs, or they couldn't even find a job. This happened because they were in a vulnerable position during the pandemic, the places where they could work were closed by the government and

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there weren't any tourists during the lockdowns. Furthermore, many owners of companies were not feeling safe to employ staff as they were struggling financially, especially the small businesses. The lockdowns created financial challenges for most of the youth organizations since several fundraising events and other revenue streams have been canceled and as a result, it was difficult for the organizations to maintain their operations and programming.

Apart from the financial challenges, the pandemic had an impact on the mental health and the wellbeing of youth. Lockdown has created a great deal of stress and insecurity and youth faced disruptions in their everyday life. They were experiencing social inclusion, anxiety and stress about their future, their health and for the health of their loved ones. All the above resulted in depression, isolation and anxiety of the young people. The closure of schools and universities has meant that students started online courses with an impact on their social life. They were not able to communicate face to face with their peers, participate in events and activities which are an important source of support and mental well-being.

One of the major challenges for the youth organizations during the pandemic has been the need to adapt to virtual reality with online engagement and events. The challenge was to rapidly develop new digital strategies and platforms to create a network and create connections for the young people.

This step to the virtual platforms was not easy at all. During the pandemic lots of people started working remotely and they were obliged to have access to technology and internet connection, particularly for those who live in rural or underprivileged communities. For a big number of people, it was difficult since many of them didn't have a good connection to the internet, others didn't have their own computer and some of them couldn't use a computer like many teachers.

In terms of policy framework on youth during the pandemic, the government changed their policies in order to adapt to the policies of the lockdowns and to create better support for the workers, the businesses and the organizations. They created many programs and financial support to help all the people and especially the young people. In addition, they developed new programs and new policies on a range of areas such as education, mental health, social support, education and more specifically, they included online education, trainings, free tickets, discounts to events, tickets of means of transport etc. In this way, people and particularly the youth had the opportunity to spend their time productively and sometimes by gaining experience, skills or even money.

Another policy was to adopt online education and distance learning in order that students can continue their studies even if schools and universities are closed. The government provided financial support to families with students who may not be able to attend the online courses.

Unfortunately, these policies and programs couldn't be implemented uniformly as there are concerns and insecurity which in most of the cases were not easy to address the long-term impacts of the pandemic on youth and their communities.

## 2.5 What has been done so far?

The government and the European Union have implemented various measures to reduce the high rate of youth unemployment such as initiatives and programs for youth, promotion of entrepreneurship and start-up businesses, improving education and training systems. Regarding youth entrepreneurship, the government supported young people by implementing several programs providing them with trainings, funding and mentoring support. The programs were more specialized in the field of environment, culture and social inclusion.

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There is the Youth Policy in Greece <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/greece/overview>, under the Ministry of Education and Religious Affairs, whose mission is planning, coordinating, monitoring and evaluating policies, actions and programs in the respective fields with no discrimination or exclusion. The National Authority that forms and supervises the implementation of the youth strategy in Greece, is the General Secretariat for Vocational Education, Training, Lifelong Learning and Youth (GSVETLL&Y). This policy provides young people with modern skills which are adapted to the real needs of the labor market and at the same time have the purpose to increase employment in new and high-quality jobs. Young people should be secure and certain for their future. In this way, the Youth Policy focuses on promotion of the personal development of youth, upgrading their rights and making them feel independent and sure of their lives. One of the main purposes is to ensure their rights and to offer them equal opportunities for their smooth integration into social, educational and economic life.

The Youth and Lifelong Learning Foundation (INEDIVIM), is a national agency for youth, supervised by the GSVETLL&Y. Its aim is to create actions, programs and projects for Lifelong Learning and Youth, supporting youth innovation and mobility. The Strategic Plan for Vocational Education Training, Lifelong Learning and Youth 2022-2024, is supported by the Ministry of Education and Religious Affairs and started in January 2022, states the basic principles of the Policy Strategy for Youth. The issues of national youth policy concern areas of activity and governmental initiatives that focus on the interests and problems exclusively of young people from 15 to 29 years old.

The national youth policy is based on the principles of active participation, democracy and equal access to opportunities, in synergy with many youth policies, such as Education and Training, Employment and Social Policy. Their main purpose of the cross-sector approach is the fact that young people must be heard in all policy areas of concern, with the emphasis on those with fewer opportunities, those who have a vulnerable background.

In addition, there are many Erasmus + Youth Programs which provide opportunities for young people to engage in international learning experiences. For instance, youth are able to participate in trainings, youth exchanges, volunteerism and international cultural events and in this way, they gain valuable skills and knowledge.

## Chapter 3. BEYOU project: a “to do list.”

### Youth empowerment and active participation for sustainable development

All young people should have equal access to education. Access to quality education is recognized as a fundamental human right. All the students should have access to education that is inclusive of good quality and democratic. Apart from equal access, education should be affordable for all whatever background they come from. Discrimination, socio-economic difficulties, poverty, religion, geographical location should be eliminated in the field of education. The quality of education has to be good and based on the needs and the interests of the youngsters. Education could include vocational education and training programs as well as experimental workshops, debates and learning by doing programs. Teaching methods should focus more on the quality of education. Teachers should offer a sustainable education, based on engagement and inclusiveness. Except for the teaching methods, it is essential that the teachers are skilled and trained to deliver quality education. Moreover, in the modern world, students are more familiar with technology and as a result several innovative methods based on technology should be adopted in teaching methods. In this way, the courses could be more attractive for students and at the same time, students could gain skills for their future career. Finally, the government should encourage young people to continue their studies for an extended period. A lifelong learning can be through adult education programs, trainings to gain skills, learning online platforms etc.

Youth empowerment and active participation for sustainable development can be achieved by creating employment opportunities for youngsters. In Greece, people are obliged to select their career path when they are 18 years old since they have to select the specific studies in a specific university. Their future career depends on the grade they write in the exams. When they are 18 years old, they are not mature enough to think clearly what job they want to follow and as a result they usually choose according to their results on exams. It is important to provide the students with access to comprehensive career guidance and counseling services. In this way they could explore their interests, skills and values and provide them with directions about the different career options and the education and training required. Furthermore, it could be interesting to provide students with academic and vocational education as well as training programs and work-based learning methods. Skills mismatches and promotion of the creation of decent and sustainable employment opportunities should be main focuses to pursue their chosen careers. By providing trainings and investing in new methods in education, young people could be better prepared to enter in the labor market, to choose a university and to contribute to the economic and social development of Greece.

Young people should have the chance to select decent jobs that provide them with fair salaries, a stable and friendly environment, social protection and safe and healthy working conditions. Nowadays there is a disconnection between the skills of youth and the skills demanded by employers. It is very common for employers to have high demands and at the same time they offer very low salaries and very hard conditions of working. Young people should have more opportunities in the labor market especially if they have gained so many skills and degrees. In addition, more opportunities for young people should be provided to encourage them to create entrepreneurship and self-employment. The government and the European Union can help with financial support, trainings and mentoring.

One of the main needs to be addressed for youth empowerment and active participation for sustainable development is the access to information and communication technologies. Young people are able to create networks and have opportunities that can empower them in order to participate in an active way in sustainable development. By promoting digital literacy among youngsters, they can

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be much more prepared for the rapidly changing digital economy. For youth empowerment, it is needed to include access to technology, participation in trainings and education for technology and equipment.

For their active participation, young people have to be encouraged to engage in civil life, to participate in decision making processes and be informed about the national and international news. In this way, they could be able to be active citizens, to know and protest for their needs and their rights and finally to help everyone who wants their help. As a result, with all the above, they affect their lives as well as their communities.

For sustainable development in Greece, youth should be inclusive and avoid discrimination. The young people should empower a multicultural community in which there is a force of promotion of diversity and inclusion. This community would respect the unique perspectives and contributions of all the people regardless of their gender, nationality, religion, identity or background.

At the same time, it is necessary for young people to learn about sustainable development in the field of the environment. They have to comprehend the importance of nature, the imperative need of protection of the Earth, the animals and the plants. In addition, they should be encouraged to be engaged in sustainable development practices such as promoting renewable energy, reducing waste, reducing meat consumption, reducing pollution, and protecting natural resources.

### Youth workers empowerment and active participation for sustainable development

Youth workers empowerment is also a sector that has to be addressed in Greece since they are an important part of the communities.

A measure that should be taken for the youth workers empowerment and their active participation, is the policy advocacy. Policies that support their empowerment and their active participation in sustainable development initiatives have to be developed and implemented in Greece. These policies could involve for instance advocating for increased funding, more training opportunities and the most crucial, the inclusion of youth perspectives in decision-making processes.

It is important to encourage networking among youth workers and promote cooperation between organizations which are occupied with work in the field of sustainable development, youth empowerment and active participation. Events, forums, debates, platforms are some of the ways in which youth workers could share good practices, exchange ideas and create partnerships for collaborative initiatives.

Young workers should create partnerships and collaborations. Especially if their field of work is youth organizations, educational institutions or even if they are working in big companies, they have to understand the importance of cooperation and the need of working together in order to bridge the gap between skills demanded by the job market and those possessed by youth workers.

For youth workers empowerment, training programs for them should be provided to develop skills and their knowledge in sectors such as leadership, communication, environment, advocacy and project management. These projects are more specialized on sustainability, equality, democracy, in order to equip them with the necessary tools to be aware and address the environmental and social changes that happen on a national and international level.

In addition, they should be involved in programs that support their personal and professional development. There are several experienced professionals who can provide support, guidance and

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advice to the youth workers in order to help youngsters to gain mentoring and coaching skills. In this way, the youth workers would be independent, with stronger personalities, more confident about themselves and more able to navigate challenges and face difficulties. Moreover, by developing effective communication and advocacy skills youth workers could be able to raise their voices, be stronger and promote their work. The above skills can be developed through trainings on public speaking, media engagement, social media management and storytelling techniques.

Funding opportunities, tools and research materials should also be provided to youth workers to support them in their job and for project implementation. They should be able to have access to any information related to their work and to create their critical thinking to be able to search for the appropriate tools. Moreover, several databases and platforms should be created in order that youth workers have access and share resources with other young people from all over the world. These tools can help them to be informed of their regressive rights, the new and respectful job opportunities, if there are modern technologies and initiatives in the job market.

In the modern world, youth exchange and creating relationships and networks all over the world is much easier than in the past. Youth workers are able to participate in international workshops, trainings and events and in this way, they can broaden their horizons, share their experiences with their counterparts from all over the world and gain new perspectives. These youth exchanges can be for instance a study visit, a conference, a training, an exchange program, a workshop, a cultural event etc.

For youth workers empowerment, the advocacy for labor rights is crucial. They should demand fair working conditions and protection of their labor rights. For those achievements, youth workers should raise awareness about the importance of decent work, work security and stability, of being informed about their rights, and the need for adequate salaries. Furthermore, they have to advocate for policies that address issues such as temporary contracts or even without contracts, unemployment, discrimination in the workplace, gender inequalities etc. Young workers should press the government to provide policies that support the businesses which hire and retain young workers and at the same time judge those companies which fire or have bad work conditions for youth.

### Policy makers and other stakeholders for youth empowerment and active participation for sustainable development

For youth empowerment and active participation for sustainable development, policy makers and other Greek stakeholders should contribute to meeting their needs.

Policy makers and stakeholders should integrate sustainability education into the national curriculum for children and young people. All young people should be aware of sustainable development, be equipped with skills, knowledge and necessary values for environmental, social and economic sustainability. Not only students but also the trainers and educators have to be provided with sustainable education by policy makers and stakeholders in order to enhance their capacity to teach this type of education to the students. In this way, trainers and educators would adopt sustainable habits and develop aware personalities of their students in the fields of democracy, equality, sustainability, ecology and inclusion.

For ensuring youth participation in decision making processes and active participation of youth, Greek stakeholders should develop and implement several policies such as creating platforms for dialogue (forums, debates, councils for youth) and promote collaboration between policy makers and youth. Young people and youth workers should be involved in decision making processes at all levels, national

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and international level as well as in decisions of local communities, their schools or universities and their workplaces.

It is crucial for policy makers and other stakeholders to develop initiatives and policies for ensuring equality and inclusion. These practices should face the needs and the challenges of youth with a disadvantaged background, including those from minorities, rural areas, unemployed, refugees, with disabilities etc. Stakeholders should promote diversity and equal opportunities for everyone to create a sustainable world for youth.

Through practices established by policy makers and stakeholders such as volunteerism, community services and social entrepreneurship young people can be active and can contribute to sustainable development. Youth become more aware if stakeholders launch various campaigns for public awareness in order to engage youth in the 17 sustainable development goals and the actions they should take into consideration.

Another important sector that policy makers should involve for sustainable development is the promotion of programs that provide training, mentorship and access to funding for the youth entrepreneurs and youth employees. In addition, creating incubators, innovation hubs and platforms for networking are important for youth collaboration and knowledge exchange between them.

Policy makers and other stakeholders should develop programs that contribute to youth employment and deal with the difficulties that young people face in their everyday life and more often in their job opportunities. Public and private companies should also be helped by the policy makers to create job opportunities for youth. Several loan programs or funding schemes should be established with the purpose of supporting youth to start their own businesses.

## Chapter 4. Main findings

In order to provide tailored support to the needs of the disadvantaged young people involved in the “Community Youth Incubator”, preliminary context analysis has been conducted in all target regions in order to identify socio-economic and cultural vulnerabilities and challenges faced by youth in their own communities.

The main focus is to map community-based socio-economic vulnerabilities and environmental challenges affecting young people in the framework of the Covid-19 recovery process in the target local communities, presenting in a critical way information and data collected at national level (especially according to the youth communities’ level and organizations, youth policies, etc.). More detailed, the target groups which are tested in this report are:

- Young people aged between 16 and 25 years old (indicative range) with a disadvantaged background and at risk of social exclusion and educational poverty (targeting marginal context-based schools, rural communities, organizations working with vulnerable youth, etc.);
- Youth workers aged between 25 and 35 years old (indicative range) working with vulnerable young people;
- Other representatives of youth organizations, local authorities, experts in the field of social inclusion and education (NGOs, local and regional development organizations, training providers, businesses associations, youth workers, etc.).

We have developed a questionnaire to gather feedback from young people, youth workers and other stakeholders about their context.

A total of 24 people (experts, youth workers and young people people) completed the questionnaire and did the online interviews to provide information about their social context and experience with youth and this kind of youth empowering initiatives. Figures below for more details on the data.

- **Young people**

### A. CONTEXT ANALYSIS

The 8 young people who have fulfilled the questionnaires are from disadvantaged backgrounds and more specifically, the most of them are with intellectual disabilities. The age of them is from 19 to 25 years old and the majority is 24-25 years old. The 5 young people are males and the 3 are females. The nationality of the 7 youth is Greek, and the one girl is from Italy. All these young people live in Athens, the capital of Greece. There are some occasions in which the youth live alone or with one of their parents. Some of them visit a psychiatrist in a weekly period in order to control their feelings. It is important to mention that there are some youths who face financial difficulties since their parents as well they are unemployed. The girl from Italy stays in Athens as well but her family is in Torino which is one of the regions with the higher average population age and with a history of strong industrial development. It is a multi-ethnic city with clean boundaries between neighborhoods.

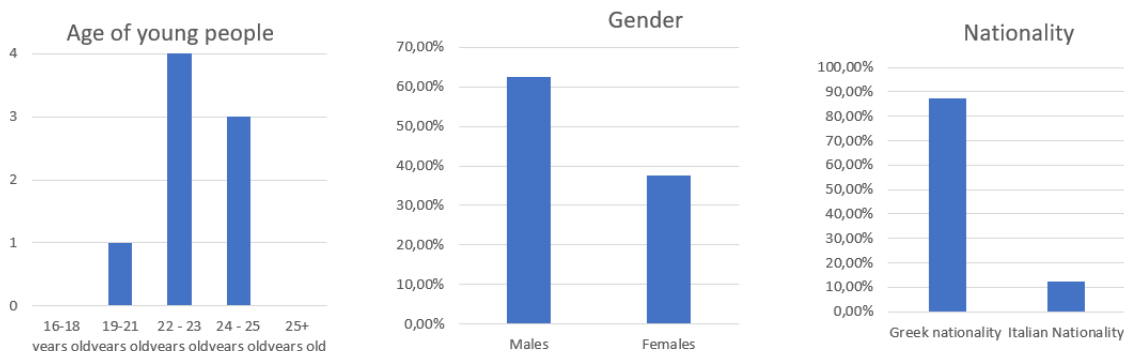


Figure 1. Sample distribution regarding the age, the gender and the nationality of the young participants

## In which way COVID pandemics affected their lives?

As far as the COVID-19 pandemic effects are concerned, it had indeed a profound socio-economic impact on young people, with the loss of incomes, economic uncertainty, and job market challenges being extensively studied. From the questionnaires, some main problems are faced by the 8 young people such as the closure of schools, the fear of being sick and of losing their friends.

Most of the young people who participated in the project mentioned that they were disappointed since the school was closed. Most of them are students of a Vocational Centre in Athens for people with special needs which was closed during the pandemic. As a result, the students were not able to visit their friends and participate in lessons. They were also obliged to wear a mask and moreover, they were frightened of what they watched on television. Other young people mentioned that they were not able to attend the program in the vocational center if they were not vaccinated and at the same time, one other student mentioned that when he did the vaccination, he felt more secure and safer. Finally, young people also faced difficulties traveling during the pandemic of COVID-19. Most of the Erasmus programmes were canceled or postponed and the students were forced to do all the courses online. Of course, there was the opposite opinion as well. One young individual loved being at home for the first three months of the pandemic period since he went to his village which is situated near the sea, and he enjoyed it like he was on vacation.

## B. YOUTH ENGAGEMENT: STATE OF PLAY

According to the 4 charts below, the 8 young people who were mentioned before, replied to the following to the 4 questions.

2.1. Most of them agree with the statement: An 'education for active citizenship' program favoring the acquisition of key competences is sufficiently implemented at your community level. In contrast, three of them disagree with the statement.

2.2 Most of them agree with the statement: There are initiatives at community level that promote the rights of vulnerable young people as disabled, gender/sexual stereotyped, discriminated against for ethnic/cultural or socio-economic reasons. One young person disagrees and one neither agrees nor disagrees.

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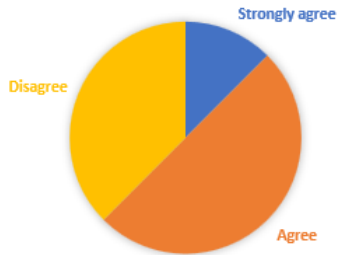


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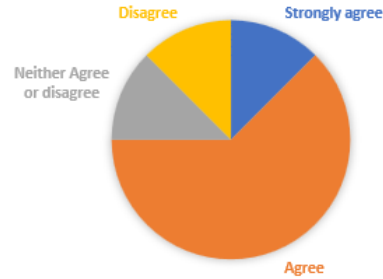
2.3 The majority of young individuals believe that: At your community level, there are opportunities for young people decision-making and participation.

2.4 The majority of young individuals believe that: The role of the schools/policy makers and community institutions/organizations in fostering active participation and youth empowerment is generally fulfilled.

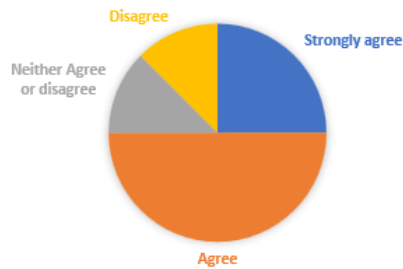
2.1 EDUCATION FOR ACTIVE CITIZENSHIP



2.2 VULNERABLE YOUNG PEOPLE INITIATIVES



2.3 DECISION MAKING & ACTIVE PARTICIPATION OPPORTUNITIES



2.4 INSTITUTIONS ROLES' FOR ACTIVE YOUTH ENGAGEMENT

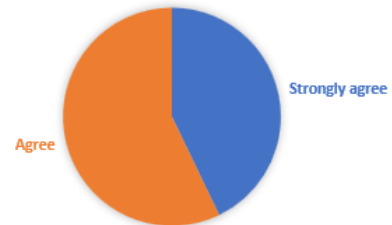
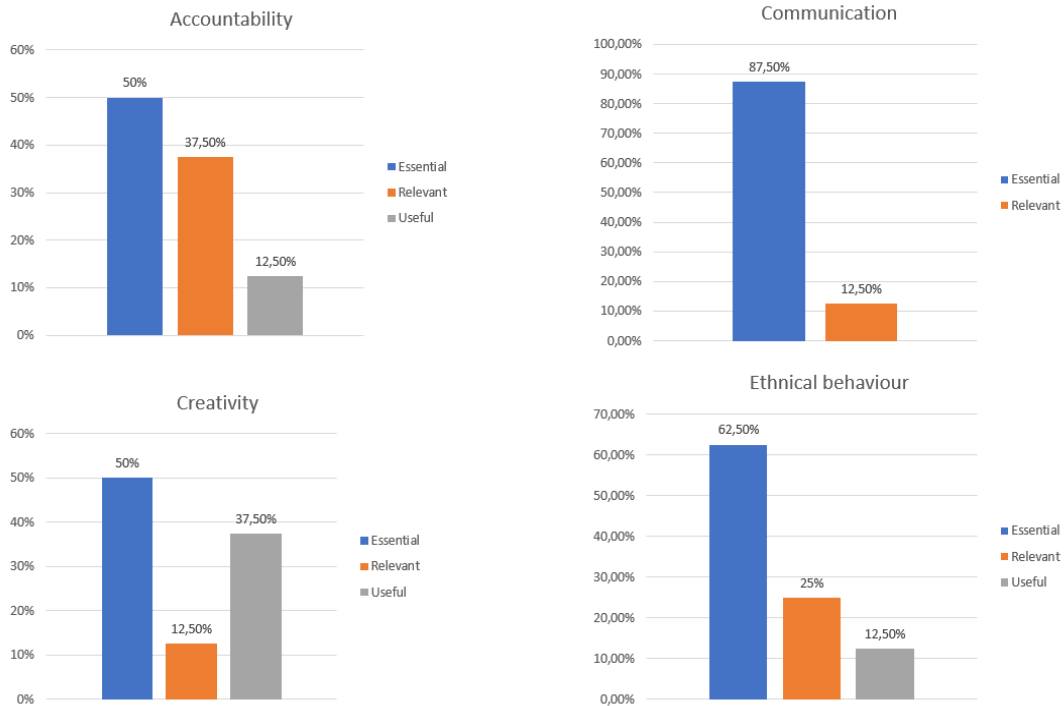


Figure 2. Level of agreement of young participants with the statements (2.1) with current implementation of active citizenship programs (2.2) the existence of initiatives to promote the rights of disadvantaged groups (2.3) the existence of opportunities for young people decision-making (2.4) the role of policy makers and organizations.

## C. SKILLS & COMPETENCES

### a) How important are soft skills & competences for a young leader to be developed his/her local community to make the best use of community resources and opportunities?

According to the 8 charts below, the 8 young people who were mentioned before, replied to the following.



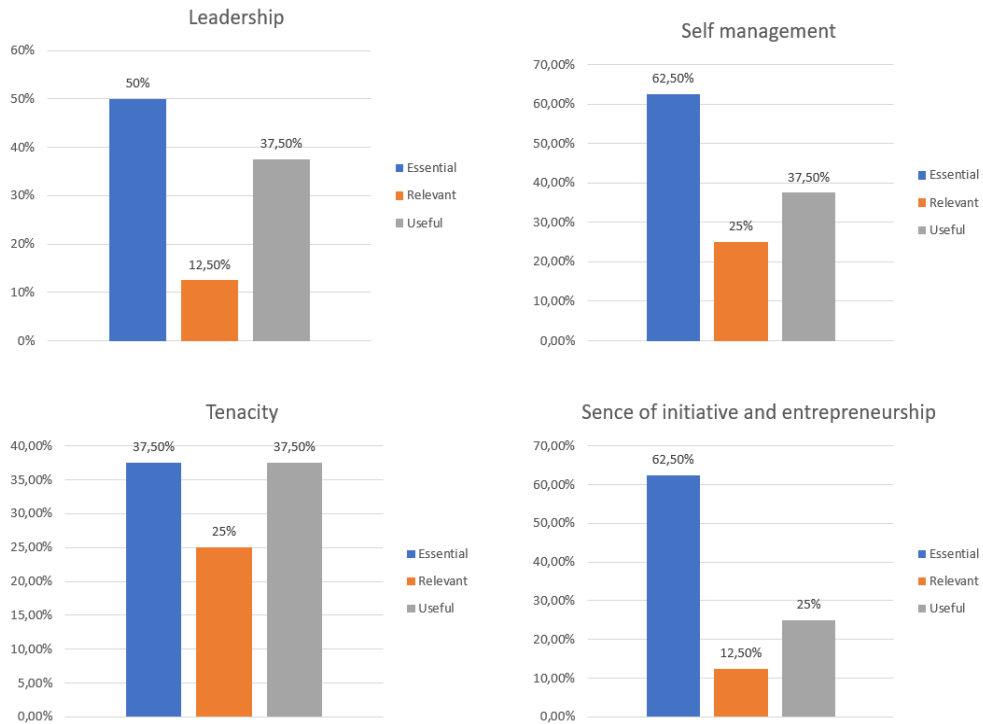
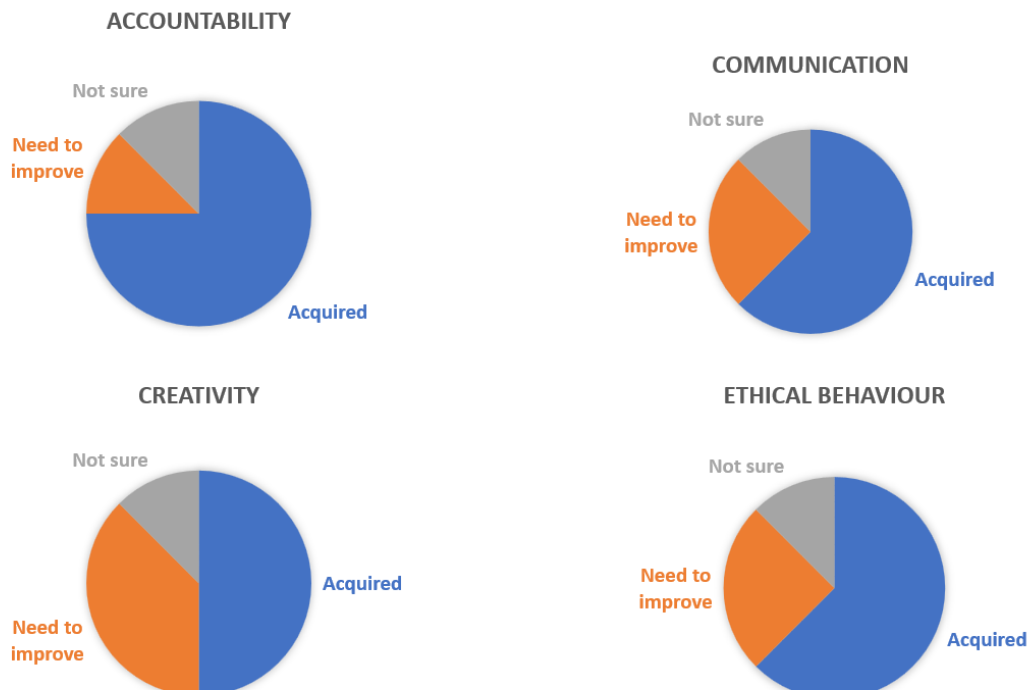


Figure 3. Importance of soft skills for a young leader (young participants' opinion)

b) Which of these characteristics do the young people think they have already acquired? Which ones do they want to improve?





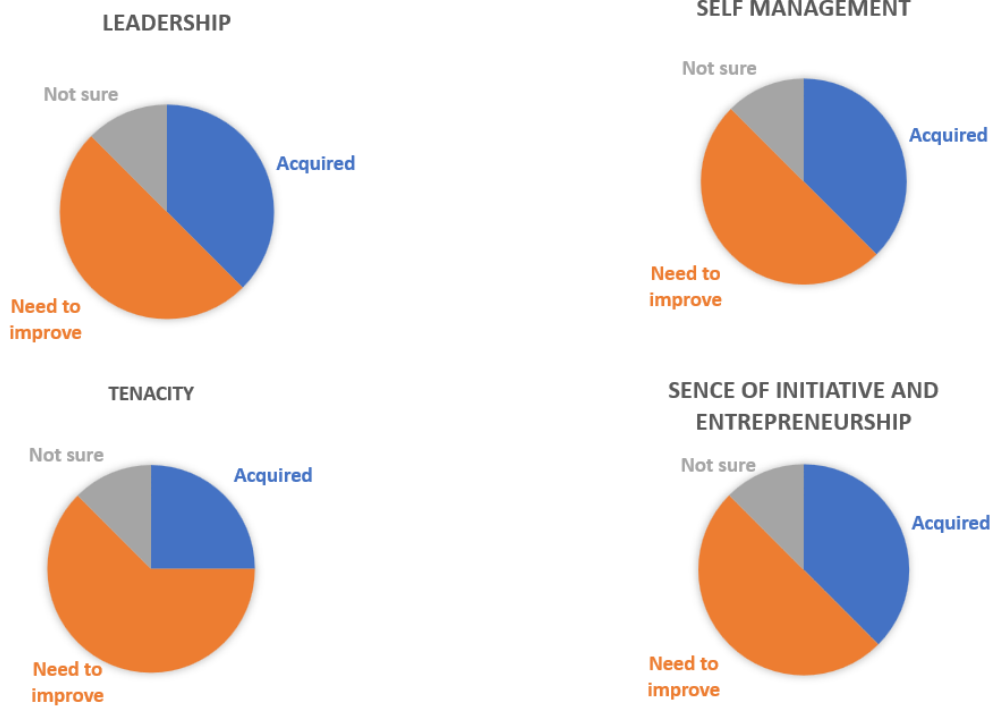


Figure 4. characteristics that the young people think they have already acquired.

#### D. EXPERIENCE & BEST PRACTICES

The next chart shows if the 8 young people have ever taken part in initiatives aimed at building youth empowerment.

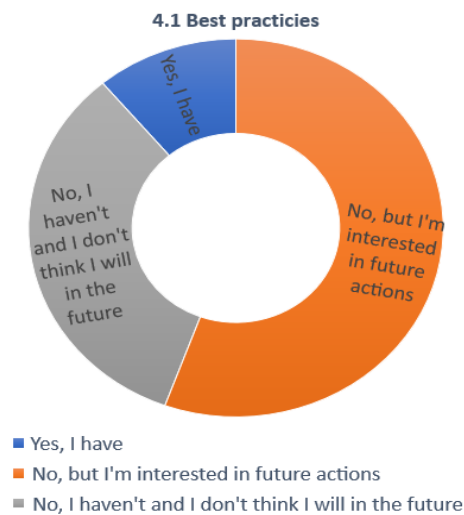


Figure 5. experience and best practices the young people have taken part in.

- Youth workers – Stakeholders.

### A. CONTEXT ANALYSIS

The 8 youth workers who have fulfilled the questionnaires aged between 25 to 35 years old work with vulnerable young people and the 8 stakeholders which are representatives of youth organizations, experts in the field of social inclusion and education (NGOs, local development organizations, training providers and businesses associations). In addition, we continue with online interviews with all of them. Most of the youth workers and the experts are from organizations which Organization Earth cooperates with. We focus on those who are experienced with disadvantaged people and are interested in participating in good practices.

The results of the questionnaires indicated that most of the youth workers and representatives of stakeholders are from 25 to 35 years old. Most of them are female and one youth worker is from Iran.

Regarding the specific characteristics of the social context in which they work as tutor/trainers/institutional representatives committed to the youth field, the findings revealed that most of them work with people with vulnerable backgrounds. There are youth workers who work in refugee camps where they are responsible for education, raising awareness, involving the refugees (children and young people) in a sustainable society with deep community spirit. Other youth workers are occupied with people who face economic and social inclusion challenges, and they inform them of the sustainability and the Sustainable Development Goals. Moreover, some questionnaires are filled by workers in the education field who are parallel support teachers and social workers in schools. Youth workers and responsible stakeholders participate in our project who work in training centers where they provide services to people with learning disabilities in order to create an environment without obstacles for them. These youth workers believe that the main causes of social exclusion of the young population in Greece are cultural difficulties, the religion, country of origin, financial difficulties, unemployment, poverty, depression, educational barriers, discrimination on personal characteristics and beliefs.

In addition, concerning the impacts of COVID-19 pandemic and the way the pandemic affected their life, the respondents agreed that the lockdowns during the pandemic affected in a negative way in their lives and in the lives of the young people with a huge affection in their mental health, their social life and their wellbeing in a variety of ways. . For instance, they mention that the way of communication changed so much that their social needs and opportunities are really different now. In contrast, they reported that the online working environment had made working rhythm faster and there are more opportunities to work remotely.

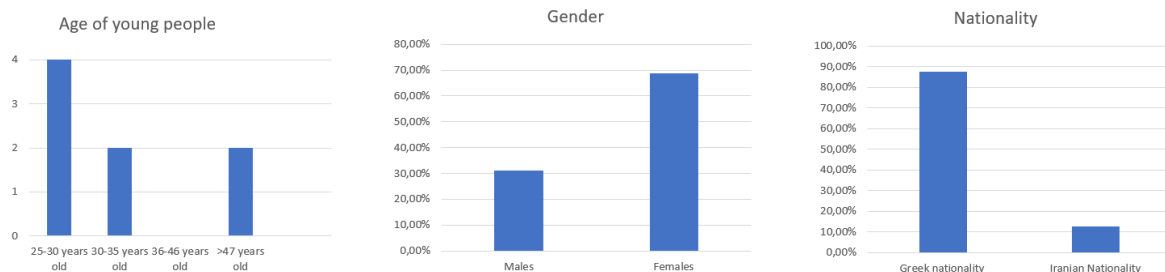


Figure 6. Sample distribution regarding the age, the gender and the nationality of the youth workers and experts.

## B. YOUTH ENGAGEMENT: STATE OF PLAY

According to the 4 charts below, the 8 youth workers and 8 representatives' stakeholders who were mentioned before, replied to the following to the 4 questions.

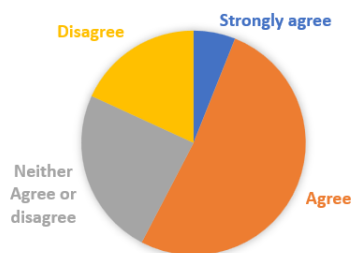
2.1. Most of them agree with the statement: An 'education for active citizenship' program favoring the acquisition of key competences is sufficiently implemented at your community level. In contrast, few of them disagree with the statement and some neither agree nor disagree.

2.2 Most of them agree with the statement: There are initiatives at community level that promote the rights of vulnerable young people as disabled, gender/sexual stereotyped, discriminated against for ethnic/cultural or socio-economic reasons. In contrast, few of them disagree with the statement and some neither agree nor disagree.

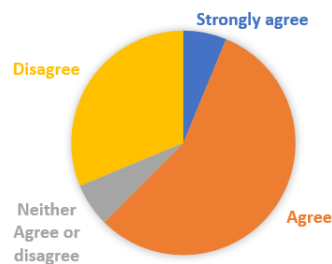
2.3 In the statement: At your community level, there are opportunities for young people decision-making and participation, 6 participants agree with the statement, 3 participants neither agree or disagree and 7 of the participants disagree.

2.4 In the statement: The role of the schools/policy makers and community institutions/organizations in fostering active participation and youth empowerment is generally fulfilled, 4 participants agree with the statement, 4 participants neither agree or disagree and 8 of the participants disagree.

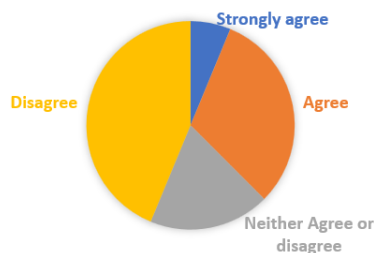
2.1 EDUCATION FOR ACTIVE CITIZENSHIP



2.2 VULNERABLE YOUNG PEOPLE INITIATIVES



2.3 DECISION MAKING & ACTIVE PARTICIPATION OPPORTUNITIES



2.4 INSTITUTIONS ROLES' FOR ACTIVE YOUTH ENGAGEMENT

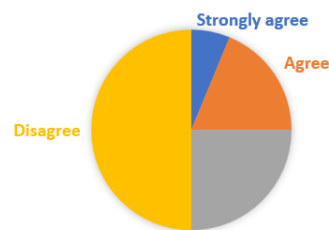


Figure 7. Level of agreement of youth workers and experts with the statements (2.1) with current implementation of active citizenship programs (2.2) the existence of initiatives to promote the rights of disadvantaged groups (2.3) the existence of opportunities for young people decision-making (2.4) the role of policy makers and organizations.

## C. SKILLS & COMPETENCES

### a) How important are soft skills & competences for a young leader to be developed his/her local community to make the best use of community resources and opportunities?

According to the 8 charts below, the 8 youth workers and 8 representatives' stakeholders who were mentioned before, replied to the following.



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Figure 8. Importance of soft skills for a young leader (youth workers' and experts' opinion)

**b) Which of these characteristics do the young people think they have already acquired? Which ones do they want to improve?**

According to the 8 charts below, the 8 youth workers and 8 representatives' stakeholders who were mentioned before, replied to the following.

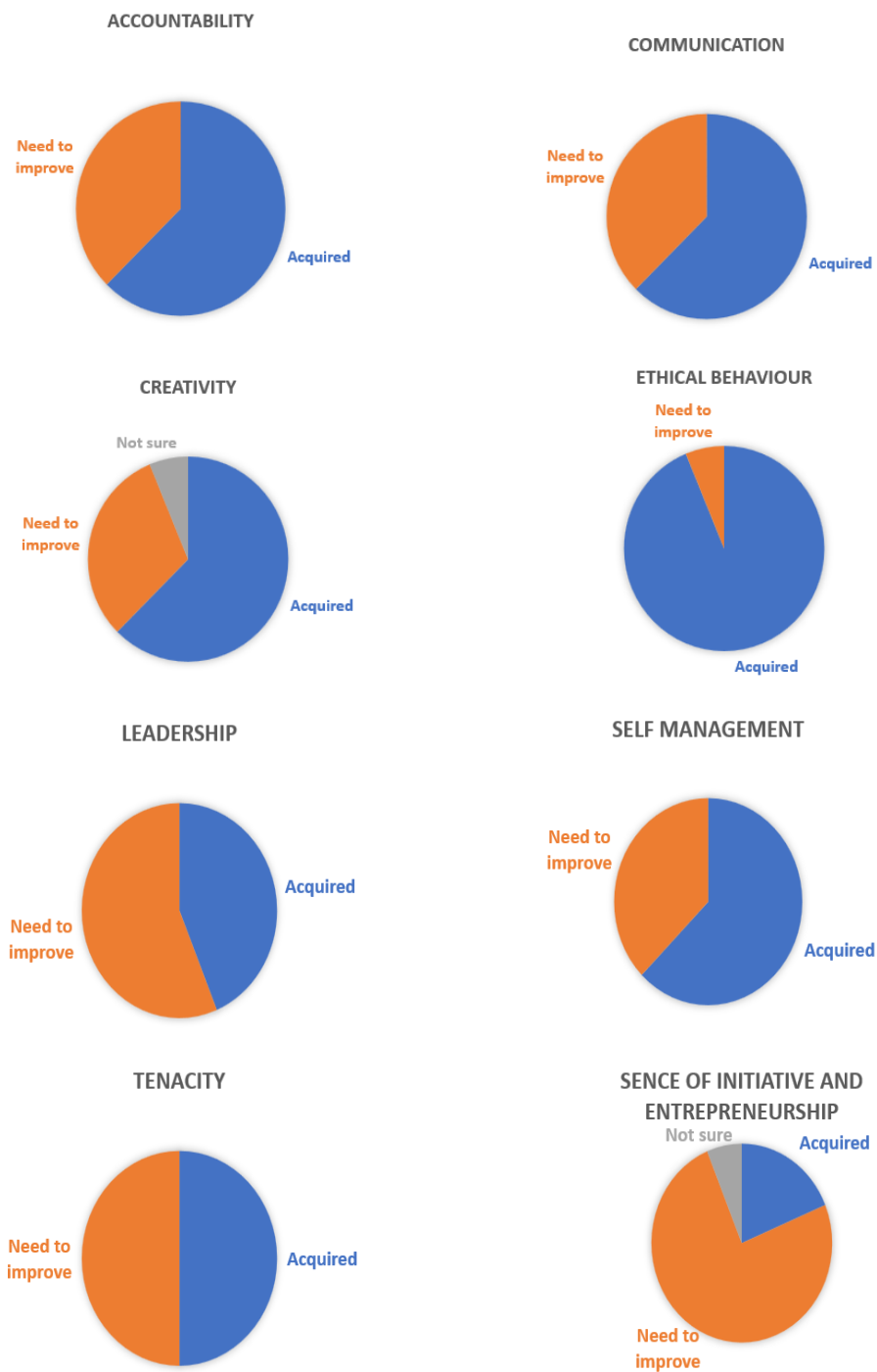


Figure 9. characteristics that the youth workers and experts think they have already acquired.

## D. EXPERIENCE & BEST PRACTICES

The next chart shows if the 8 youth workers and 8 representatives' stakeholders have ever taken part in initiatives aimed at building youth empowerment. According to the 8 charts below, the 8 youth workers and 8 representatives' stakeholders who were mentioned before, replied to the following.

Most of the participants replied that they have taken part in initiatives aimed at building youth empowerment. Some of the activities they mentioned and the good practices they shared are: debate on social topics, team building activities, promotion of dialogue in case people could share their feelings, interaction and development of synergies among youth, empowerment of youngsters to their entrance to the job market, creation of experimental workshops that promote engagement and cooperation, promotion of non-typical education, involving youth in a sustainable society, team building.

At the end, they suggested some proposals of what could be improved, for instance, they proposed: making plans that can be continued in time, long-term projects, engaging, motivating, including and supporting youth coming from diverse backgrounds, working as a team, involving smaller communities, finding resources that enable stable and long-term projects.



Figure 10. experience and best practices the youth workers and experts have taken part in.

## Conclusions

In this report we found out the significant socio-economic and cultural vulnerabilities and challenges faced by youth in Greece which are exacerbated by the impact of the COVID - 19 pandemic. These findings are crucial for the design and implementation of tailored support programmes for disadvantaged young populations who are involved in the “Community Youth Incubator”. The lockdowns during the pandemic have had a widespread impact on the socio-economic landscape of Greece, particularly affecting the youth. The imposed lockdowns, restrictions on organizations and businesses, the economic slowdown, the closure of schools and university campuses have contributed to a sharp increase in unemployment rates, in reducing job opportunities, in financial insecurity especially among young people. Moreover, a big number of young people had experienced job losses, reduced working hours or struggled to enter in the labor market. In addition, regarding the social and cultural challenges faced by Greek youth, we have to mention that the pandemic had highlighted and increased these difficulties. Social inclusion disrupted educational systems and limited access to cultural and recreational activities have contributed to challenges in their mental health and overall wellbeing.

To address all these socio-economic problems amplified by the pandemic, it is imperative that the main priority has to be given to economic and social recovery measures aimed specifically at youth employment and youth inclusion. Support programs should focus on creating employment opportunities, training and skills upgrading initiatives, supporting entrepreneurship and promoting innovation. Strengthening social safety nets and ensuring access to social protection measures is crucial to alleviate the economic burden faced by disadvantaged youth populations. Furthermore, in Greece, an essential part to take into account is the initiatives for cultural challenges that promote inclusion, learning opportunities and cultural experiences. Several services, mentorship and consulting programs should be provided in order to enhance emotional and psychological support to youth experiencing stress, insecurity and depression.

By offering the above, the youth community can be empowered and overcome the challenges posed by COVID-19, foster resilience and promote their personal and professional development in the face of adversity.

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## Annexes

### Annex 1\_Evaluation grids of the field research: youth workers and other stakeholders

Evaluation grid: Semi-structured interview (Youth workers and other stakeholders)		
<b>Interviewer information:</b>		
Interviewer name:	Evi Pavlakuou	
Organization name:	Organization Earth	
<b>Interviewee's data:</b>		
Age:	25-30 years old: N° 12 30-35 years old: N° 2 36-46 years old: N° 0 >47 years old: N° 2	
Gender (N°):	M 31,25 %    F 68,75%	
Main Nationalities:	Greek, Iranian	
Main Profiles:	Youth workers, Stakeholders	
Main sectors (organization type):	NGOs, Universities, Primary schools, special education center, Historical winery, Start Up	
Years of experience in the sector:	0-3 years: N° 11 4-6 years: N° 2 >7 years: N° 3	
Question n°	Common themes	Contrasting findings

<p><b>1.1 Context features</b></p>	<p>Specific characteristics of the social context in which youth workers work are:</p> <p>A. Refugees in refugee camps; (educate, aware and empower them, involving young people in a sustainable society with deep community spirit).</p> <p>B. People who face economic and social inclusion challenges. (Inform and raise awareness among youth about the Development of Sustainability)</p> <p>C. Villages where students have to get to the nearest town to almost everything.</p> <p>D. In universities, students have the same educational level, but the socioeconomic status and the geographical background are different. Professors behave in an equal way, and everyone has to apply the rules.</p> <p>E. Vocational training center providing services to people with learning disabilities in order to create an environment without obstacles for them.</p>	
<p><b>1.2 Causes of young people social exclusion</b></p>	<p>Language, cultural differences, religion, country of origin, political beliefs, financial difficulties, unemployment, poverty, housing policy, educational barriers, discrimination on personal characteristics and beliefs. Drug users, sexual identity, LGBTQ+ people, unmarried mothers, unaccompanied minors, mentally disturbed people etc. deal with restriction on their access to health services due to bad welfare and stereotypes or prejudice. There is no cooperation between stakeholders. There is no cooperation with local communities. Living in isolated areas with poor train/bus connection. Depression</p>	
<p><b>1.3 Covid pandemics impact</b></p>	<p>The way we communicate, our dynamics changed so much that our social needs and opportunities were really different. Lack of communication and stress. Transnational and local activities were canceled. Less job opportunities, education institutions delivered online classes, fear of stop working due to another lockdown. As a result, all the above affected mental health, social life and well-being in a variety of ways. Loss of money, a touristic place (historical wine yard) was closed.</p>	<p>Online working environment has made the working rhythm faster. More opportunities to work remotely.</p>
<p><b>2.1 Education for active citizenship</b></p>	<p>Strongly agree: 6,25 % Agree: 53,3 % Neither agree nor disagree: 25% Disagree: 18,75 % Strongly disagree: 0 %</p>	

<p><b>2.2 Vulnerable young people initiatives</b></p>	<p>Strongly agree: 6,25 % Agree: 56,25 % Neither agree nor disagree: 6,25 % Disagree: 31,25 % Strongly disagree: 0 %</p>	
<p><b>2.3 Decision making &amp; active participation opportunities</b></p>	<p>Strongly agree: 6,25 % Agree: 31,25 % Neither agree nor disagree: 18,75 % Disagree: 43,75 % Strongly disagree: 0 %</p>	
<p><b>2.4 Institutions roles for active youth engagement</b></p>	<p>Strongly agree: 6,25 % Agree: 18,75 % Neither agree nor disagree: 25% Disagree:50 % Strongly disagree: 0 %</p>	
<p><b>3.1 Competences and skills evaluation</b></p>	<p>Accountability (37,5% Essential, 62,5% Relevant) Communication (81,25%Essential, 12,5% Relevant, 6,6% Useful) Creativity (76,9% Essential, 18,75% Relevant, 6,25% Useful), Ethical behavior (68,75% Essential, 25% Relevant, 6,25% Useful) Leadership (56,25% Essential, 31,25% Relevant, 12,5% Useful) Self-management (75% Essential, 25% Relevant) Tenacity (56,25% Essential, 31,25% Relevant, 12,5% Useful) Sense of initiative and entrepreneurship (37,5% Essential, 31,25% Relevant, 18,75% Useful, 18,75% Marginal)</p>	
<p><b>3.2 Competences' assessment</b></p>	<p>Accountability (62,5% Acquired, 37,5% Need to improve) Communication (62,5% Acquired. 37,5% Need to improve) Creativity (62,5% Acquired, 31,25% Need to improve, 6,25% Not sure) Ethical behavior(93,75% Acquired, 6,25% Need to improve) Leadership (43,75% Acquired, 56,25% Need to improve) Self-management (62,5% Acquired, 37,5% Need to improve) Tenacity(50% Acquired, 50% Need to improve) Sense of initiative and entrepreneurship (18,75% Acquired, 75% Need to improve, 6,25% Not sure)</p>	
<p><b>4.1 Best/good practices</b></p>	<p>62,5% Yes, I have, 37,5% No, but I'm interested in future actions</p>	

<p><b>4.2. If yes, specify the activity developed</b></p>	<p>Debates on social topics, team building games. Challenge by choice activity, activity using community building and hands on methodology allowing youngsters to identify toxic patterns. Step of youth Education officer at SDSN UN Seminars for youth workers Empowerment through sports Workshops based on applied theater techniques to raise awareness on environmental issues. Co-created the Young European Federalists department in Piraeus-Athens. Combination of history with the wine.</p>	
<p><b>4.3 What can be shared as a good practice</b></p>	<p>Communication in different languages in order that everyone can understand every context. Promote dialogue in case that people will share their feelings, they will interact and develop synergies among themselves. Empowerment of youngsters to their entrance to the job market. Creation of experimental workshops that promote engagement and cooperation. Education about environment, sports and social inclusion in Refugee camps. Non-formal education, involving young people in a sustainable society with deep community spirit. Promotion of the 17 SDGs. The practical activities that connect theory with action. Physical education and sports contribute to building youth empowerment and social inclusion. Smaller groups participate in a workshop Focus on team building and create attractive workshops Combine history with the wine, organic vineyard history from 1854 until now. Creation of innovative products, based on scientific data, with cutting edge AI and computational methods for rural areas.</p>	

<p><b>What could be improved?</b></p>	<p>Making plans that can be continued in time, long-term projects. Engaging, motivating, including and supporting youth coming from diverse disadvantaged backgrounds. Work as a team. Smaller communities being inclusive Increasing the number of participants More practices with the vulnerable people Finding resources that enable a stable, long-term project for the same group of youth. Using modern tools</p>	
<p><b>5. Other</b></p>		
<p><b>Additional information:</b></p>		
<p><b>Notes:</b></p>		

## Annex 2\_Evaluation grids of the field research: young people

Evaluation grid: Semi-structured interview (Young people)		
Interviewer information:		
Interviewer name:	Evi Pavlakou	
Project partner:	Organization Earth	
Interviewee's data:		
Age:	16-18 years old: N°0 19-21 years old: N° 1 22 - 23 years old: N°4 24 - 25 years old: N° 3 25+ years old: N° 0	
Gender (N°):	62,5% Males 37,5% Females	
Main Nationalities:	87,5% Greek 12,5% Italian	
Main sectors (field of study, job employment):		
Question n°	Common themes	Contrasting findings
1.1 General features local context	Athens Only Child with unemployed father, Often visits to the psychiatrist to control their feelings. Doing nothing except	One young person is from Torino which is a one of the

	<p>going to the Vocational Training Centre. Living with a sister and grandmother. Living with a sister and her child, they are unemployed or sometimes his sister works as a cleaner, their mother gives them money. Living alone but his aunt helps him. Unemployment, low wages.</p>	<p>regions with the higher average population age and with a history of strong industrial development. It is a multi-ethnic city with clear boundaries between neighborhoods</p>
<b>1.2 Challenges educational opportunities</b>	<p>There are no limitations for educational opportunities.</p>	<p>Yes, schools do not have many facilities.</p>
1.3 In way COVID pandemics affected their lives?		
<b>1.3 Covid pandemic effects</b>	<p>Schools were closed and I couldn't see their friends. Afraid of getting sick. Locked in the house. Was frightened of what she watched on TV. Unhappy to wear a mask all the time. If someone was not vaccinated, it was forbidden to attend the program in the vocational center. He didn't want to be sick for not losing his friends. When he was vaccinated, he felt secure. Remote courses of university couldn't participate in Erasmus + programs.</p>	<p>He loved being at home for 3 months. He went to his village near the sea.</p>
<b>2.1 Education for active citizenship</b>	<p>Strongly agree: 12,5 % Agree: 50 % Neither agree nor disagree: 0% Disagree: 37,5 % Strongly disagree: 0%</p>	
<b>2.2 Vulnerable young people initiatives</b>	<p>Strongly agree: 12,5 % Agree: 62,5 % Neither agree nor disagree: 12,5 % Disagree: 12,5 % Strongly disagree: 0 %</p>	

<p><b>2.3 Decision making &amp; active participation opportunities</b></p>	<p>Strongly agree: 25 % Agree: 50 % Neither agree nor disagree: 12,5 % Disagree: 12,5 % Strongly disagree: 0%</p>	
<p><b>2.4 Institutions roles for active youth engagement</b></p>	<p>Strongly agree: 37,5 % Agree: 50 % Neither agree nor disagree: 12,5 % Disagree: 0% Strongly disagree: 0 %</p>	
<p><b>3.1 Competences and skills evaluation</b></p>	<p>Accountability (50% Essential, 37,5%Relevant, 12,5% Useful ) Communication (87,5% Essential, 12,5% Relevant) Creativity(50% Essential, 25%Relevant, 25% Useful) Ethical behavior (62,5% Essential, 25% Relevant, 12,5% Useful) Leadership(50% Essential, 12,5% relevant, 37,5% Useful) Self-management (62,5% Essential, 25% Relevant, 12,5% Useful) Tenacity(37,5% Essential, 25% Relevant, 37,5% Useful) Sense of initiative and entrepreneurship (62,5% Essential, 12,5% Relevant, 25% Useful)</p>	
<p><b>3.2 Competences' assessment</b></p>	<p>Accountability (75% Acquired, 12,5%Need to Improve, 12,5%Not sure) Communication (62,5% Acquired, 25% Need to Improve, 12,5%Not sure) Creativity (50% Acquired, 37,5% Need to Improve, 12,5% Not sure) Ethical behavior (62,5% Acquired, 25% Need to Improve, 12,5% Not sure) Leadership (37,5% Acquired, 50% Need to Improve, 12,5% Not sure) Self-management (37,5% Acquired, 50% Need to Improve, 12,5% Not sure) Tenacity (25% Acquired, 62,5% Need to Improve, 12,5%Not sure) Sense of initiative and entrepreneurship (37,5% Acquired, 50% Need to Improve, 12,5% Not sure)</p>	



<p><b>4.1 Best practices</b></p>	<p>12,5% Yes, I have 62,5% No, but I'm interested in future actions 37,5% No, I haven't, and I don't think I will in the future</p>	<p>Yes: Erasmus exchange "Think business". Ice breaker, reflection sessions. Improved: selection of participants, communication in English.</p>
<p><b>5.1 Other</b></p>		
<p><b>Interviewer subject opinion's note*:</b></p>		
<p><b>Notes:</b></p>		



Ενίσχυση της βιωσιμότητας και της κοινωνικής αλλαγής μέσω της  
κοινοτικής ανάπτυξης υπό την καθοδήγηση των νέων

## Τοπική έκθεση: ανάλυση των πλαισίων αναφοράς – Ελλάδα

Παραδοτέο 3.1

Κύριος δικαιούχος: **Οργάνωση Γη**

Χώρα: **Ελλάδα**

Ελληνική έκδοση  
31/05/2023

Αριθμός έργου 101089746



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## Περίληψη

Το παρόν έγγραφο αναφέρεται στο παραδοτέο αριθ. 3.1 του Πακέτου Εργασίας 3 Θερμοκοιτίδες για την κοινότητα των νέων και διακρατική ανάπτυξη ικανοτήτων στον τομέα της νεολαίας. Περιλαμβάνει η.5 τοπικές εκθέσεις (μία σε κάθε τοπική κοινότητα που συμμετέχει) σχετικά με τα κοινωνικοοικονομικά και πολιτιστικά τρωτά σημεία και τις προκλήσεις που αντιμετωπίζουν οι νέοι στις κοινότητές τους.

Προκειμένου να παρασχεθεί εξατομικευμένη υποστήριξη στις ανάγκες των μειονεκτούντων νέων που συμμετέχουν στην "Θερμοκοιτίδα για την κοινότητα των νέων", κάθε εταίρος θα διεξάγει προκαταρκτική ανάλυση του πλαισίου σε όλες τις περιοχές-στόχους, προκειμένου να εντοπίσει τις κοινωνικοοικονομικές και πολιτιστικές αδυναμίες και προκλήσεις που αντιμετωπίζουν οι νέοι στις κοινότητές τους. Η έρευνα γραφείου θα ακολουθηθεί από ποσοτική και ποιοτική ανάλυση σε κάθε τοπική κοινότητα μέσω ερωτηματολογίων και συνεντεύξεων που θα απευθύνονται σε τουλάχιστον 120 νέους, εργαζόμενους στον τομέα της νεολαίας και ενδιαφερόμενους φορείς της κοινότητας.

Ν. 1 τοπική (εθνική) έκθεση θα παρασχεθεί από τους εταίρους της κοινοπραξίας.

Κοινοπραξία:

- Fondazione Comunitaria di Agrigento and Trapani (Ιταλία);
- Οργάνωση Γη (Ελλάδα);
- University of Alcalá (Ισπανία);
- Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania (Ρουμανία);
- The Hub Nicosia Ltd (Κύπρος).

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## ΕΙΣΑΓΩΓΗ

Οι επιπτώσεις του COVID-19 στην Ελλάδα ήταν σημαντικές για όλες τις ηλικιακές ομάδες της κοινωνίας και ιδιαίτερα για τους νέους που είναι πιθανό να αντιμετωπίσουν αρκετές προκλήσεις. Ο φόβος της μετάδοσης του ιού και τα μέτρα καραντίνας-κλειδώματος που εφάρμοσε η ελληνική κυβέρνηση είχαν μια σειρά από αρνητικές συνέπειες όχι μόνο στην ποιότητα ζωής του πληθυσμού αλλά και στην ψυχική του υγεία. Τα αυστηρά κυβερνητικά μέτρα, όπως τα μέτρα περιορισμού στο σπίτι, το κλείσιμο πανεπιστημιακών χώρων και σχολείων, η εξ αποστάσεως εκπαίδευση και εργασία, το κλείσιμο καφετεριών, εστιατορίων, κλαμπ, κέντρων δραστηριοτήτων επηρέασαν περισσότερο την ψυχική τους υγεία και την καθημερινότητά τους. Στις 10 Μαρτίου 2020, όλα τα σχολεία και τα πανεπιστήμια έκλεισαν και άνοιξαν ξανά οκτώ έως δέκα εβδομάδες αργότερα, όλες οι αθλητικές και ψυχαγωγικές δραστηριότητες αναστάλησαν, ενώ περίπου το 80% των υπηρεσιών του ιδιωτικού τομέα που παρέχουν ψυχολογικές θεραπείες για τον νεαρό πληθυσμό με ψυχική υγεία έκλεισαν. Έτσι, οι επιπτώσεις στην ψυχική υγεία από τα μέτρα αποκλεισμού ήταν βαθιές και μακροχρόνιες, ιδίως μεταξύ των πιο ευάλωτων ατόμων. Το άγχος, η κατάθλιψη, το άγχος, η ανασφάλεια για το μέλλον, οι διαταραχές του ύπνου, οι διαταραχές συμπεριφοράς, η ενδοοικογενειακή βία ήταν μερικές μόνο από τις καταστροφικές συνέπειες των μέτρων κλειδώματος του COVID-19.

Η έκθεση επικεντρώνεται στη χαρτογράφηση των κοινωνικοοικονομικών τρωτών σημείων και των περιβαλλοντικών προκλήσεων που επηρεάζουν τη νεολαία στο πλαίσιο της διαδικασίας ανάκαμψης του COVID-19 στις τοπικές κοινότητες-στόχους, παρουσιάζοντας με κριτικό τρόπο πληροφορίες και δεδομένα που έχουν συλλεχθεί σε εθνικό επίπεδο. Σκοπός της παρούσας έκθεσης είναι να διερευνήσει τις επιπτώσεις της πανδημίας COVID-19 μέσω ερωτηματολογίων και συνεντεύξεων που απευθύνονται σε ν. 8 νέους, ν. 8 εργαζόμενους στον τομέα της νεολαίας και ν. 8 σχετικούς φορείς. Οι 8 νέοι είναι ηλικίας 16-25 ετών με μειονεκτικό υπόβαθρο και κίνδυνο κοινωνικού αποκλεισμού και εκπαιδευτικής φτώχειας. Οι 8 εργαζόμενοι σε θέματα νεολαίας είναι 25-35 ετών και εργάζονται με ευάλωτους νέους. Οι 8 ενδιαφερόμενοι φορείς (ΜΚΟ, τοπικοί και περιφερειακοί αναπτυξιακοί οργανισμοί, ενώσεις επιχειρήσεων) είναι εκπρόσωποι οργανώσεων νεολαίας και εμπειρογνώμονες στον τομέα της κοινωνικής ένταξης και της εκπαίδευσης.

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## Κεφάλαιο 1. Κατανόηση των εννοιών

Η Οργάνωση Γη είναι μια ελληνική Μη Κερδοσκοπική Οργάνωση της Κοινωνίας των Πολιτών που ιδρύθηκε το 2010 και προωθεί τη Βιώσιμη Ανάπτυξη, προσφέροντας προγράμματα μη τυπικής εκπαίδευσης και διευκολύνοντας δραστηριότητες με βάση την κοινότητα, με έμφαση στους ευάλωτους πληθυσμούς που ζουν στα αστικά κέντρα. Μια ΜΚΟ νέας γενιάς που προσπαθεί να υπηρετήσει και τους 17 Παγκόσμιους Στόχους της Βιώσιμης Ανάπτυξης, τα προγράμματα, οι υπηρεσίες και οι συνεργασίες της Οργάνωσης Γη αντιμετωπίζουν μείζονα κοινωνικά ζητήματα όπως η μακροχρόνια ανεργία και η μετανάστευση, ενώ αξιοποιούν νέα επιχειρηματικά μοντέλα, όπως η υπεύθυνη κοινωνική επιχειρηματικότητα, ιδιαίτερα σε σχέση με την Πράσινη Οικονομία, ενώ παράλληλα λαμβάνουν μέτρα για την αντιμετώπιση της Κλιματικής Αλλαγής προσφέροντας βιωματικές εκπαιδευτικές δραστηριότητες που βασίζονται στη φύση. Η Οργάνωση Γη έχει δημιουργήσει μακροχρόνιες συμμαχίες τριγώνου γνώσης μεταξύ τοπικών και διεθνών μελών της κοινωνίας των πολιτών, ακαδημαϊκών, φορέων χάραξης πολιτικής, ιδιωτικών επιχειρήσεων, καθώς και πολιτών για την επίλυση κοινωνικών και περιβαλλοντικών προβλημάτων και την εκπαίδευση ανθρώπων όλων των ηλικιών να σκέφτονται και να ενεργούν ως φορείς αλλαγής.

Όσον αφορά τους νέους και τις κοινωνικοοικονομικές και πολιτιστικές αδυναμίες και προκλήσεις που αντιμετωπίζουν στις κοινότητές τους, η Οργάνωση Γη εστιάζει σε δραστηριότητες για την ενδυνάμωση των νέων, την ενεργό συμμετοχή και την ηγεσία των νέων.

### Ενδυνάμωση των νέων

Η ΜΚΟ διεξάγει διάφορα προγράμματα ενδυνάμωσης των νέων, τα οποία περιλαμβάνουν δραστηριότητες για νέους σε τομείς όπως η εκπαίδευση ηγεσίας, η καθοδήγηση, η επαγγελματική κατάρτιση, η ανάπτυξη ικανοτήτων και οι εκπαιδευτικές ευκαιρίες. Τα προγράμματα αυτά παρέχουν στους νέους εργαλεία, υποστήριξη και πόρους προκειμένου να επιτύχουν τους στόχους τους και να γίνουν πιο ενεργοί και ευαισθητοποιημένοι στην κοινωνία.

### Ενεργός συμμετοχή

Επιπλέον, σκοπός της ΜΚΟ είναι η ενεργός συμμετοχή των νέων με τη συμμετοχή τους στις διαδικασίες λήψης αποφάσεων, για παράδειγμα με τη συμμετοχή εκπροσώπων της νεολαίας στις συνεδριάσεις του διοικητικού συμβουλίου. Η συμπερίληψη των νέων στη συμμετοχή στην κοινότητα είναι θεμελιώδης προκειμένου να εμπλακούν οι νέοι στο σχεδιασμό, την υλοποίηση, την παρακολούθηση και, κυρίως, στην αξιολόγηση προγραμμάτων και πρωτοβουλιών που αφορούν τα ενδιαφέροντα και τις ανάγκες τους.

Η συμμετοχή των νέων στις αποφάσεις και τις δράσεις είναι ουσιαστική, ιδίως αν συμμετέχουν σε έργα και πρωτοβουλίες υπό την ηγεσία των νέων, όπου έχουν κεντρικό ρόλο στο σχεδιασμό, την υλοποίηση και την αξιολόγηση των δραστηριοτήτων. Η ενεργός συμμετοχή των νέων διευκολύνει τη δυνατότητα των νέων να συμμετέχουν ενεργά στην κοινοτική συμμετοχή και σε δραστηριότητες κοινοτικής ανάπτυξης, σε τοπικές πρωτοβουλίες και σε κοινωνικές δράσεις που αντιμετωπίζουν τοπικές προκλήσεις και συμβάλλουν στη θετική αλλαγή. Μπορούν να συμβάλουν στη δημιουργία κοινωνιών με μεγαλύτερη ενσωμάτωση, δημοκρατικότερες και πιο ευημερούσες, καθώς καθίστανται ικανοί να ασχοληθούν με τα ανθρώπινα δικαιώματα και τις δημοκρατικές αξίες. Η απόκτηση δεξιοτήτων και η ανάπτυξη ηγετικών ικανοτήτων είναι τα κλειδιά για την ενεργό συμμετοχή των νέων. Παρέχοντας στους νέους μαθήματα κατάρτισης, καθοδήγηση και υποστήριξη, αναπτύσσουν την κριτική τους σκέψη, τις επικοινωνιακές και ηγετικές τους δεξιότητες και άλλες

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ικανότητες που είναι απαραίτητες για την αποτελεσματική ανάληψη ηγετικών ρόλων και τη συμμετοχή τους στη λήψη αποφάσεων. Οι νέοι, μέσω της ενεργού συμμετοχής έχουν την ευκαιρία να μάθουν και να ανταλλάξουν εμπειρίες και καλές πρακτικές, εκπαιδευτικά εργαλεία και διαφορετικές απόψεις.

### Ηγεσία των νέων

Η Οργάνωση Γη εμπλέκει τους νέους στις διαδικασίες λήψης οργανωτικών αποφάσεων. Για παράδειγμα, η ΜΚΟ τους συμπεριλαμβάνει στις συνεδριάσεις του διοικητικού συμβουλίου, στις επιτροπές και σε άλλες ηγετικές δομές. Με αυτόν τον τρόπο, έχουν την ευκαιρία να συνεισφέρουν τις απόψεις και τις ιδέες τους. Το αποτέλεσμα είναι να ενισχυθούν οι ηγετικές ικανότητες των νέων ώστε να γίνουν ηγέτες, αυξάνοντας την ευαισθητοποίηση της κοινότητάς τους και την αίσθηση της υποστήριξής τους. Μέσω της οργάνωσης, οι νέοι έχουν την ευκαιρία να μάθουν από έμπειρους ηγέτες, να συνεργαστούν με τους συνομηλίκους τους και να εφαρμόσουν τις δεξιότητές τους σε πραγματικές καταστάσεις και προβλήματα. Η οργάνωση τους δίνει επίσης τη δυνατότητα να γίνουν ηγέτες, εμπλέκοντάς τους στο σχεδιασμό, το σχεδιασμό, την υλοποίηση, την παρακολούθηση και την αξιολόγηση προγραμμάτων και πρωτοβουλιών. Ο οργανισμός αναθέτει στους νέους την ευθύνη να ηγηθούν ή να συν-ηγηθούν έργων, εκδηλώσεων ή εκστρατειών και τους δίνει τη δυνατότητα να λαμβάνουν αποφάσεις και να αναλαμβάνουν δράσεις που διαμορφώνουν την κατεύθυνση και τον αντίκτυπο του έργου του οργανισμού.

### Τι έχει γίνει μέχρι στιγμής:

Πιο συγκεκριμένα, η Οργάνωση Γη έχει πραγματοποιήσει μέχρι σήμερα μεγάλο αριθμό δραστηριοτήτων που αφορούν τους νέους.

Η ΜΚΟ διοργανώνει διαπολιτισμικές εκπαιδεύσεις για νέους που συμβάλλουν στην κατανόηση της ένταξης, της διαφορετικότητας και της διαπολιτισμικής επικοινωνίας. Ως αποτέλεσμα, προωθούνται διάφορες δεξιότητες, όπως ο διαπολιτισμικός διάλογος, η ισχυρή γνώση και η αποδοχή της διαφορετικότητας στην κοινωνία.

Οι νέοι συμμετέχουν σε εθελοντικές δραστηριότητες που τους επιτρέπουν να κάνουν τη διαφορά στις κοινότητές τους και ταυτόχρονα να αναπτύξουν δεξιότητες.

Η οργάνωση συμμετέχει σε εκπαιδευτικά εργαστήρια στους τομείς της επικοινωνίας, της ηγεσίας, της δημόσιας ομιλίας κ.λπ. και οι νέοι μπορούν να αποκτήσουν μεταβιβάσιμες δεξιότητες. Άλλα εργαστήρια κατάρτισης, όπως στον τομέα της βιώσιμης αγροδιατροφής, μπορούν να προσφέρουν στους νέους βιωματικές δεξιότητες.

Νέοι με λιγότερες ευκαιρίες συμμετέχουν σε περιβαλλοντικά εργαστήρια που διοργανώνει η Οργάνωση Γη. Σκοπός αυτών των εργαστηρίων είναι να προωθήσουν την ένταξη και την απασχολησιμότητα των νέων με ιδιαίτερη έμφαση στους νέους που κινδυνεύουν να περιθωριοποιηθούν. Η Οργάνωση Γη συνεργάζεται με αυτές τις οργανώσεις που απασχολούν ευάλωτους νέους: Η Πανελλήνια Ένωση για την Ψυχοκοινωνική Αποκατάσταση και την Επαγγελματική Επανάταξη (ΠΕΨΑΕΕ), το Κέντρο Επαγγελματικής Κατάρτισης Μαργαρίτα, το πρόγραμμα ANKAA, το πρόγραμμα Victoria Square, το πρόγραμμα HOME, η ΑΡΣΙΣ, η ΕΛΙΞ, η Human Links κ.λπ.

Η ΜΚΟ σχεδιάζει και υλοποιεί προγράμματα Service-Learning για νέους ανθρώπους, ιδίως ομάδες φοιτητών από ιδρύματα τριτοβάθμιας εκπαίδευσης. Τα ημερήσια ή πενήθημερα Αριθμός έργου 101089746

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προγράμματα περιλαμβάνουν βιωματικές κοινωνικές δράσεις, δραστηριότητες περιβαλλοντικής μάθησης και εργαστήρια που διευκολύνονται από θέματα βιωσιμότητας, ενώ ενισχύουν τη συνεργασία μεταξύ των μελών των τοπικών και διεθνών κοινοτήτων μέσω της αλληλεπίδρασης μεταξύ φοιτητών, οργανώσεων της κοινωνίας των πολιτών και τοπικών αρχών.

Ενδεικτικά θέματα βιωματικών συμμετοχικών δράσεων περιβαλλοντικής ευαισθητοποίησης είναι:

- Περιβαλλοντικά εργαστήρια και δράση για το κλίμα: Αρχές Βιολογικής Γεωργίας, Λαχανικά και Αρωματικά φυτά, Δημιουργία συλλογικών - αστικών - εκπαιδευτικών - βιολογικών λαχανόκηπων, πρασίνισμα αστικών περιοχών, εναλλακτική διαχείριση οικιακών οργανικών αποβλήτων μέσω της κομποστοποίησης.
- Τέχνες και χειροτεχνία: συμμετοχική κατασκευή ξύλινων παρτεριών και κάδων οικιακής κομποστοποίησης, εργαστήρια ανακύκλωσης και ανακύκλωσης.
- Υγιείς τρόποι ζωής και βιώσιμη γεωργία: Αειφόρα Συστήματα Τροφίμων και Υγιεινή Διατροφή, Απόβλητα Τροφίμων, Συλλογική Μαγειρική - "Από το αγρόκτημα στο πιάτο"
- Ανάπτυξη ικανοτήτων: παροχή στους νέους εργαλείων για να σχεδιάσουν, να οργανώσουν και να υλοποιήσουν τις δικές τους δραστηριότητες ευαισθητοποίησης και κινητοποίησης στις κοινότητές τους για θέματα που σχετίζονται με την αντιμετώπιση της κλιματικής αλλαγής και την υγιεινή διατροφή.
- Δράσεις κοινωνικής προσφοράς: συλλογικό μαγείρεμα, αστική κηπουρική, πάρκα τσέπης
- Αξιολόγηση - συλλογή ανατροφοδότησης από τους νέους που συμμετέχουν σε δραστηριότητες, η οποία στη συνέχεια εφαρμόζεται στις δραστηριότητες προκειμένου να βελτιωθούν και να προσαρμοστούν στις ανάγκες τους.
- Παροχή δυνατότητας σε ομάδες νέων να αξιοποιήσουν τους χώρους της Οργάνωσης Γη, παρέχοντας δωρεάν πρόσβαση στο κοινοτικό κέντρο (K44) και στο Κέντρο της Γης, προκειμένου να σχεδιάσουν και να υλοποιήσουν τις δραστηριότητες περιβαλλοντικής ευαισθητοποίησης. Ενδεικτικοί ενδιαφερόμενοι φορείς είναι οι εξής: Η Οργάνωση Γη: Fridays for Future Greece, Generation Symbiocene, 33 Acropolis Scout Community, SDSN Greece Youth, AIESEC Greece, ομάδες εθελοντών - φοιτητών από εκπαιδευτικά ιδρύματα τριτοβάθμιας εκπαίδευσης για παράδειγμα, AEUB Volunteers, Volunteers of Agriculture University of Athens, American College of Greece κ.λπ.

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## Κεφάλαιο 2. Ζωγραφίζοντας την εικόνα

### 2. 1Εισαγωγή

Οι περισσότεροι από τους ανθρώπους που απάντησαν στα ερωτηματολόγια ζουν στην Αθήνα, που είναι η πρωτεύουσα της Ελλάδας. Βρίσκεται στη χερσόνησο της Αττικής στο ανατολικό και κεντρικό τμήμα της χώρας. Ο πληθυσμός της ξεπερνά τα 3,5 εκατομμύρια άτομα και έχει μακρά ιστορία. Η πόλη εκτείνεται σε μια μεγάλη χερσόνησο η οποία προστατεύεται από βουνά από όλες τις πλευρές του ορίζοντα: Η Πάρνηθα στα βόρεια, η Πεντέλη στα βορειοανατολικά, ο Υμηττός στα ανατολικά και το Αιγάλεω στα δυτικά. Περιβάλλεται επίσης από το Αιγαίο Πέλαγος, τον Ευβοϊκό Κόλπο, τον Σαρωνικό Κόλπο και τον Κορινθιακό Κόλπο. Το κέντρο της Αθήνας περιβάλλεται από λόφους και πάρκα, όπως ο Φιλοπάππου, ο Λυκαβηττός, ο λόφος της Ακρόπολης, το πάρκο Τρίτση, ο Εθνικός Κήπος κ.ά. και διαθέτει δύο υπόγειους ποταμούς: Κηφισός και Ιλισός. Το κλίμα της Αθήνας είναι ένα τυπικό μεσογειακό κλίμα. Είναι ζεστό και ξηρό κατά τη θερινή περίοδο και ήπιο το χειμώνα. Σπάνια χιονίζει και πολλές βροχοπτώσεις σημειώνονται το φθινόπωρο.

#### Δυνατά σημεία

Σε μεγάλες πόλεις όπως η Αθήνα, οι άνθρωποι έχουν πρόσβαση σε μια ποικιλία πραγμάτων. Πρώτα απ' όλα, μια μεγάλη διαφορά μεταξύ των μεγάλων πόλεων και της υπαίθρου είναι η επινοητικότητα. Με άλλα λόγια, υπάρχει μεγάλη ποικιλία πόρων στη διάθεση των ανθρώπων και έχουν την ικανότητα να είναι ανεξάρτητοι καθώς μαθαίνουν να προσανατολίζονται σε ένα αστικό περιβάλλον και να παίρνουν τις δικές τους αποφάσεις. Οι μεγάλες πόλεις προσφέρουν ποικιλομορφία και πολυπολιτισμικότητα και με αυτόν τον τρόπο, οι άνθρωποι μπορούν να αισθάνονται περισσότερο την ενσωμάτωση, είτε προέρχονται από διαφορετική κουλτούρα, θρησκεία, οικονομικό υπόβαθρο είτε όχι. Επιπλέον, είναι πιο συνηθισμένο στις πόλεις να βρίσκει κανείς δουλειά και να δημιουργεί ένα τεράστιο δίκτυο. Υπάρχουν περισσότερες επιχειρήσεις, οργανισμοί και βιομηχανίες που μπορούν να προσφέρουν πολλές ευκαιρίες για δικτύωση και δημιουργία σχέσεων. Με αυτόν τον τρόπο, οι άνθρωποι μπορούν να είναι λιγότερο άνεργοι και μπορούν να προωθήσουν περισσότερο την καριέρα τους ή ακόμη και να ξεκινήσουν τη δική τους επιχείρηση.

Επιπλέον, η διαβίωση σε ένα ποικιλόμορφο περιβάλλον δίνει την ευκαιρία στους πολίτες να είναι πιο ανοιχτόμυαλοι και να εκτίθενται σε ένα ευρύ φάσμα ιδεών και προοπτικών. Για παράδειγμα, οι άνθρωποι έχουν τη δυνατότητα να φορούν ό,τι θέλουν χωρίς να κρίνονται. Οι ντόπιοι είναι πιο δεκτικοί σε διαφορετικούς τρόπους ζωής και στυλ σχέσεων. Σε ένα αστικό περιβάλλον, οι ντόπιοι μπορούν να επικοινωνούν με ανθρώπους με διαφορετικό υπόβαθρο και διαφορετικό τρόπο σκέψης και αυτό μπορεί να τους βοηθήσει να δημιουργήσουν μια προσωπικότητα χωρίς στερεότυπα. Όσον αφορά την κουλτούρα, υπάρχουν πολυάριθμες κοινωνικές εκδηλώσεις όπως συναυλίες, θέατρα, κινηματογράφοι, δραστηριότητες, καφετέριες και εστιατόρια, όπου οι άνθρωποι μπορούν να επιλέξουν ακριβώς εκείνες τις δραστηριότητες που προτιμούν. Στον τομέα της εκπαίδευσης, υπάρχουν περισσότερες ευκαιρίες στις μεγάλες πόλεις απ' ό,τι στα χωριά. Προσφέρουν πολυάριθμα εκπαιδευτικά ιδρύματα, σχολεία (δημόσια και ιδιωτικά), κολέγια, πανεπιστήμια και σχολεία για ευάλωτα άτομα.

#### Αδυναμίες

Οι κάτοικοι των μεγάλων πόλεων μπορεί να αντιμετωπίζουν πολλές προκλήσεις. Πρώτον, το να ζει κανείς σε μια μεγάλη πόλη σημαίνει ότι πρέπει να αντέξει το υψηλό κόστος ζωής. Για παράδειγμα, η

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ενοικίαση ενός διαμερίσματος, τα τρόφιμα, οι μεταφορές, τα καύσιμα για μεγάλες αποστάσεις, είναι μερικά από τα έξοδα που είναι σημαντικά υψηλότερα από ό,τι σε μικρές περιοχές. Ο μεγάλος πληθυσμός αποτελεί σοβαρή πρόκληση στις μεγάλες πόλεις. Συνήθως είναι πυκνοκατοικημένες, θορυβώδεις, μολυσμένες με αποτέλεσμα όλα τα παραπάνω να δημιουργούν πρώτον ανθυγιεινές συνθήκες διαβίωσης και δεύτερον άγχος, άγχος και κατάθλιψη στην καθημερινότητά τους. Σε αυτή την κατάσταση μπορεί να συμβάλει και το περιβάλλον υψηλής πίεσης και η αβεβαιότητα για το μέλλον. Στις μεγαλουπόλεις, ένα πολύ συχνό φαινόμενο είναι η εγκληματικότητα. Ένα υψηλό ποσοστό εγκληματικότητας μπορεί να οδηγήσει σε ανησυχίες για την ασφάλεια των ντόπιων και πάντα να δημιουργεί φόβο άγχους και φόβο για τον φυσικό τους κατακερματισμό. Ακόμα και αν οι πολίτες είναι πολλοί και υπάρχουν πολλές ευκαιρίες επικοινωνίας, ταυτόχρονα υπάρχει έλλειψη σύνδεσης καθώς σε πολλές περιπτώσεις νιώθουν την αίσθηση της απομόνωσης και της μοναξιάς. Οι γρήγοροι ρυθμοί συμβάλλουν επίσης σε αυτό το γεγονός, καθώς οι άνθρωποι δεν έχουν χρόνο να γνωρίσουν νέους ανθρώπους και να δημιουργήσουν ισχυρές σχέσεις. Τέλος, είναι γεγονός ότι στις μεγαλουπόλεις υπάρχει έλλειψη χώρων πρασίνου. Σε αντίθεση με τα χωριά και τις μικρές πόλεις, οι πολυσύχναστες πόλεις έχουν τόσα πολλά κτίρια και δεν υπάρχει χώρος για πάρκα, κήπους ή έστω κάποια δέντρα. Σε συνδυασμό με αυτή την κατάσταση, η ρύπανση, η κυκλοφοριακή συμφόρηση και η κακή διαχείριση των απορριμμάτων μπορούν να συμβάλουν όχι μόνο σε προβλήματα υγείας των πολιτών, αλλά έχουν επίσης τεράστιο αντίκτυπο σε ολόκληρη τη γη.

## 2.20 αντίκτυπος του COVID : δεδομένα και ανάλυση

Η πανδημία COVID-19 έχει σημαντικό αντίκτυπο στην Ελλάδα, τόσο σε εθνικό όσο και σε τοπικό επίπεδο. Ακόμη και τώρα, σύμφωνα με τα στατιστικά στοιχεία τα κρούσματα κοροναϊού είναι 5.999.943, οι θάνατοι είναι 36.711 και οι ασθενείς που έχουν αναρρώσει είναι 4.589.584, σύμφωνα με τα Greece COVID - Coronavirus Statistics - Worldometer Data που παρέχει το Υπουργείο Υγείας της Ελλάδας.

Η Ελλάδα έχει επαινεθεί για την επιτυχημένη εκστρατεία εμβολιασμού της, η οποία έδωσε προτεραιότητα στους ηλικιωμένους και άλλες ομάδες υψηλού κινδύνου, καθώς και για τις προσπάθειές της να ελέγξει την εξάπλωση του ιού μέσω δοκιμών και εντοπισμού επαφών. Σύμφωνα με το Πανεπιστήμιο Johns Hopkins, [Ελλάδα - Επισκόπηση του COVID-19 - Johns Hopkins](#) στην Ελλάδα το 76,12% του πληθυσμού έλαβε τουλάχιστον μία δόση και το 72% του πληθυσμού είναι πλήρως εμβολιασμένο κατά του COVID - 19. Συνολικά, 7.934.119 άτομα έλαβαν τουλάχιστον μία δόση και χορηγήθηκαν 22.113.115 δόσεις. Επιπλέον, είναι επίσημα γνωστό ότι η χρήση μάσκας μπορεί να μειώσει τη μετάδοση κατά 30% ή περισσότερο.

Οι καθημερινοί θάνατοι είναι ο καλύτερος δείκτης της εξέλιξης της πανδημίας, αν και υπάρχει γενικά μια καθυστέρηση 17-21 ημερών μεταξύ μόλυνσης και θανάτων. Ο αριθμός των ημερήσιων κρουσμάτων αυξήθηκε και πάλι το καλοκαίρι του 2021, με μέγιστο αριθμό 4.608 νέων κρουσμάτων που αναφέρθηκαν στις 27 Αυγούστου. Η Αθήνα είναι μία από τις περιοχές που πλήττονται περισσότερο από το COVID - 19 με υψηλά ποσοστά κρουσμάτων και θανάτων σε σύγκριση με άλλες περιοχές της Ελλάδας.

Η πανδημία είχε σημαντικό αντίκτυπο στην ελληνική οικονομία, ιδίως στον τουριστικό κλάδο, ο οποίος συμβάλλει καθοριστικά στο ΑΕΠ της χώρας. Η ελληνική κυβέρνηση έχει εφαρμόσει διάφορα αυστηρά μέτρα για να ελέγξει την εξάπλωση του ιού, συμπεριλαμβανομένων των λουκέτων, της υποχρεωτικής χρήσης μάσκας και των εκστρατειών εμβολιασμού. Οι μάσκες ήταν υποχρεωτικές σε

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όλους τους κλειστούς δημόσιους χώρους και σε πολυσύχναστους εξωτερικούς χώρους, όπως οι αγορές και τα μέσα μαζικής μεταφοράς. Στην αρχή, απαιτήθηκαν παντού. Η κυβέρνηση επέβαλε επίσης περιορισμούς στις συγκεντρώσεις. Υπήρχαν όρια στο μέγεθος των συγκεντρώσεων, τόσο σε εσωτερικούς όσο και σε εξωτερικούς χώρους, οι ιδιωτικές συγκεντρώσεις περιορίστηκαν σε 6 άτομα το πολύ στην αρχή και 10 άτομα στη συνέχεια.

Τα λουκέτα και οι απαγορεύσεις κυκλοφορίας ήταν πολύ αυστηρές και ιδιαίτερα στις περιοχές υψηλού κινδύνου, ενώ κατά την κορύφωση της πανδημίας εφαρμόστηκε πανελλαδική απαγόρευση κυκλοφορίας. Επιπλέον, σε όλη τη διάρκεια της πανδημίας επιβάλλονταν ταξιδιωτικοί περιορισμοί, με τα διεθνή ταξίδια να περιορίζονται σε ουσιαστικές σκοπούς και τα εγχώρια ταξίδια επιτρεπόταν μόνο σε περιφερειακούς περιορισμούς. Υπήρχαν επίσης ειδικά μέτρα για ορισμένες περιοχές με υψηλά ποσοστά κρουσμάτων και θανάτων. Για παράδειγμα, κατά τη διάρκεια του καλοκαιριού (Αύγουστος 2021) σε ορισμένα πολυσύχναστα νησιά, απαγορευόταν η έξοδος των ανθρώπων μετά τις 12:00 π.μ. Κατά τη διάρκεια των αποκλεισμών, η κυβέρνηση παρείχε οικονομική στήριξη σε επιχειρήσεις και εργαζόμενους που είχαν πληγεί από την πανδημία, συμπεριλαμβανομένου ενός προγράμματος επιδότησης μισθών και δανείων για μικρές επιχειρήσεις.

Όσον αφορά την εκπαίδευση, κατά τη διάρκεια των λουκέτων τα σχολεία ήταν κλειστά για μεγάλο χρονικό διάστημα, ιδίως στα πρώτα στάδια της πανδημίας. Οι μαθητές παρακολουθούσαν τα μαθήματα μέσω του υπολογιστή τους από τα σπίτια τους. Τα σχολεία στην Ελλάδα έκλεισαν στις 11<sup>th</sup> Μαρτίου, αν και σε ορισμένες περιοχές της χώρας το κλείσιμο των σχολείων είχε αρχίσει νωρίτερα. Δυστυχώς, σύμφωνα με τα στοιχεία που βασίζονται στον ΟΟΣΑ, 1 στους 5 μαθητές που φοιτούν στο φτωχότερο τεταρτημόριο των ελληνικών σχολείων δεν έχει πρόσβαση σε υπολογιστή που να μπορεί να χρησιμοποιήσει για τις σχολικές του εργασίες, ενώ 1 στους 10 μαθητές δεν έχει πρόσβαση στο διαδίκτυο. Επιπλέον, περισσότεροι από 1 στους 3 μαθητές φοιτούν σε σχολεία των οποίων οι διευθυντές υποστήριξαν ότι οι εκπαιδευτικοί τους δεν διαθέτουν τις απαραίτητες τεχνικές και παιδαγωγικές δεξιότητες για την ενσωμάτωση ψηφιακών συσκευών στη διδασκαλία.

## **2.3 Οι νέοι σε αυτό το στάδιο - η κατάσταση των νέων κοινωνικοοικονομικών και πολιτιστικών ευπαθειών και προκλήσεων**

### 1<sup>ο</sup> μέρος: βιβλιογραφία, δεδομένα και στατιστικές

Οι νέοι αντιμετωπίζουν σήμερα πολλά κοινωνικοοικονομικά και πολιτισμικά τρωτά σημεία και προκλήσεις που εξαρτώνται από την ηλικία, το φύλο, την εθνικότητα, τη θρησκεία, την οικονομική κατάσταση, τον τόπο διαμονής και πολλές άλλες ατομικές συνθήκες. Υπάρχει μια σειρά παραγόντων στους οποίους οι νέοι αντιμετωπίζουν δυσκολίες.

Είναι πολύ συνηθισμένο φαινόμενο για τους νέους να βγαίνουν από την ανεργία. Η αγορά εργασίας αποτελεί πρόκληση για τους νέους στην Ελλάδα σε τοπικό και εθνικό επίπεδο, ιδίως για όσους έχουν περιορισμένη εκπαίδευση και δεξιότητες. Υπάρχουν επίσης αρκετές κοινότητες με λιγότερες ευκαιρίες απασχόλησης και με υψηλό ποσοστό ανεργίας. Επιπλέον, σύμφωνα με τα ποσοστά ανεργίας των νέων τείνουν να είναι υψηλότερα από τα ποσοστά των ενηλίκων. Το ποσοστό ανεργίας των νέων 15-24 ετών στην Ελλάδα το 2022 είναι 31,4%. Επιπλέον, οι νέοι απασχολούνται συνήθως σε χαμηλά αμειβόμενες επισφαλείς εργασίες, οι οποίες μπορεί να επηρεάσουν αρνητικά την κοινωνικοοικονομική τους κατάσταση και την καθημερινότητά τους. Η ανεργία στην Ελλάδα αποτελεί

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Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



ένα πολύ σοβαρό πρόβλημα, ιδίως από το 2010, όταν ξεκίνησε η οικονομική κρίση. Περισσότερο πλήττονται οι νέοι, καθώς υπάρχει υψηλό επίπεδο ανεργίας των νέων. Η κορύφωση της ανεργίας των νέων στην Ελλάδα ήταν τον Ιούλιο του 2013 με ποσοστό 58,3%. Κατά τη διάρκεια της πανδημίας COVID-19, οι νέοι επηρεάστηκαν περισσότερο αρνητικά, αφού έχασαν τη δουλειά τους ή δεν μπόρεσαν να βρουν δουλειά. Επιπλέον, κατά τη διάρκεια της πανδημίας, πολλές μικρές επιχειρήσεις έκλεισαν, μείωσαν τη λειτουργία τους ή οδήγησαν σε περαιτέρω απώλεια θέσεων εργασίας.

Στην Ελλάδα υπάρχει σοβαρή αναντιστοιχία όσον αφορά την εκπαίδευση και τις δεξιότητες. Οι ανάγκες και οι απαιτήσεις της αγοράς εργασίας στην Ελλάδα έχουν τεράστια διαφορά με τις δεξιότητες και τα προσόντα των νέων. Για παράδειγμα, δεν είναι δυνατόν ένας νέος που μόλις αποφοιτά από το πανεπιστήμιο να έχει 3 χρόνια εργασιακή εμπειρία. Με αυτόν τον τρόπο, οι νέοι δεν είναι σε θέση να αποκτήσουν εμπειρία και να εργαστούν με μισθό που να μπορεί να καλύψει τις ανάγκες τους και να είναι ανεξάρτητοι. Έτσι, οι νέοι αναγκάζονται να έχουν όλο και περισσότερα πιστοποιητικά, να συμμετέχουν σε εκπαιδύσεις και σεμινάρια, τα οποία τις περισσότερες φορές είναι επί πληρωμή. Όσον αφορά το εκπαιδευτικό σύστημα, δεν είναι συχνά σε θέση να προετοιμάσει τους μαθητές για την αγορά εργασίας και δεν προσφέρει συχνά πρακτικά μαθήματα που μπορούν να τους προσφέρουν εργασιακή εμπειρία. Όλοι αυτοί οι εκπαιδευτικοί παράγοντες μπορεί να καταστήσουν δύσκολη την προσπάθεια των νέων να ακολουθήσουν την τριτοβάθμια εκπαίδευση και να επιτύχουν τους επαγγελματικούς τους στόχους και την οικονομική τους ανεξαρτησία.

Υπάρχουν πολλοί νέοι στην Ελλάδα που προέρχονται από μειονεκτικά περιβάλλοντα και δεν έχουν πρόσβαση σε πόρους, σε ένα καλό εκπαιδευτικό σύστημα, σε υγειονομική περίθαλψη, σε κοινωνικές υπηρεσίες κ.λπ. Με αυτόν τον τρόπο, μπορεί να αντιμετωπίζουν προβλήματα όπως η φτώχεια, ο αποκλεισμός και το άγχος για τη ζωή τους. Είναι δυνατόν πολλοί νέοι να επηρεάζονται από τον κοινωνικό αποκλεισμό. Στην Ελλάδα, τόσο σε μικρές κοινότητες όσο και σε μεγάλες πόλεις, υπάρχουν νέοι από μειονοτικές ομάδες όπως μετανάστες, πρόσφυγες, Ρομά ή με νοητική αναπηρία. Είναι πολύ συχνό φαινόμενο να αντιμετωπίζουν τον κοινωνικό αποκλεισμό στην καθημερινότητά τους. Ταυτόχρονα, συχνά έχουν λιγότερες ευκαιρίες για εκπαίδευση, απασχόληση, συμμετοχή στα κοινά και κοινωνική ζωή. Εκτός από αυτού του είδους τα πρακτικά προβλήματα, μπορεί να αντιμετωπίζουν προβλήματα ψυχικής υγείας, σημαντικό άγχος και στρες λόγω της οικονομικής αστάθειας και του κοινωνικού αποκλεισμού και τελικά, όλοι αυτοί οι παράγοντες θα επηρεάσουν την ψυχική τους υγεία και ευημερία.

Στις μέρες μας, οι νέες γενιές έχουν αρχίσει να προσαρμόζουν νέες συμπεριφορές και αξίες στον τομέα του πολιτισμού και της θρησκείας. Η Ελλάδα έχει βιώσει τα τελευταία χρόνια σημαντικές πολιτιστικές και θρησκευτικές προκλήσεις, οι οποίες είναι πολύ δύσκολο να κατανοηθούν από τις παλαιότερες γενιές. Έτσι, δημιουργείται ένα μεγάλο χάσμα μεταξύ των νέων σύγχρονων γενεών και των ηλικιωμένων με τις παραδοσιακές πολιτιστικές πρακτικές. Οι νέοι προσπαθούν να βρουν την ταυτότητά τους και το ρόλο τους σε αυτή την κοινωνία.

Στην Ελλάδα, το 69,4% των νέων μεταξύ 18-34 ετών ζει με τους γονείς του. Είναι πραγματικά δύσκολο για τους νέους να ζήσουν μόνοι τους ή ακόμα και με συγκάτοικο στις μέρες μας. Το υψηλό κόστος στέγασης αποτελεί πολύ σοβαρό πρόβλημα και εμπόδιο για τους νέους να νοικιάσουν σπίτι και να είναι οικονομικά ανεξάρτητοι. Αυτό μπορεί να δημιουργήσει πολλά προβλήματα, όπως άγχος, ανησυχία και ανασφάλεια για το μέλλον. Η εξασφάλιση της διαβίωσης και η ανατροφή ενός παιδιού αναβάλλονται επίσης για το μέλλον.

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## Μέρος 2°: διασταύρωση με τα ευρήματα και τα αποτελέσματα της έρευνας πεδίου

Ήταν η πρώτη φορά στον σύγχρονο κόσμο που αντιμετωπίσαμε μια πανδημία σε μεγάλη κλίμακα. Ο κύριος αντίκτυπος στους ανθρώπους ήταν ο τρόπος με τον οποίο οι άνθρωποι και ιδιαίτερα οι νέοι επικοινωνούσαν κατά τη διάρκεια της πανδημίας. Η δυναμική τους άλλαξε τόσο πολύ που οι κοινωνικές τους ανάγκες και ευκαιρίες ήταν πραγματικά διαφορετικές. Σήμερα, μπορούμε ακόμα να δούμε τον αντίκτυπο στη συμπεριφορά των ανθρώπων. Η πανδημία ανάγκασε τους νέους να προσαρμοστούν στην απομόνωση και τη μοναξιά και ακόμη και μετά την πανδημία ήταν δύσκολο για αυτούς να κοινωνικοποιηθούν όπως πριν. Ως αποτέλεσμα, η κατάσταση αυτή επηρέασε την ψυχική τους υγεία και την ευημερία τους με διάφορους τρόπους.

Κατά τη διάρκεια της πανδημίας ακυρώθηκαν όλα τα είδη διεθνικών κινητοποιήσεων ή τοπικών δραστηριοτήτων. Οι ευκαιρίες αλληλεπίδρασης και ανταλλαγής, ιδίως στις αγροτικές περιοχές, εξαφανίστηκαν και αυτό οδήγησε τους νέους σε σημαντική εσωστρέφεια. Έτσι, οι ευκαιρίες απασχόλησης περιορίστηκαν, γεγονός που οδήγησε επίσης σε οικονομική αστάθεια και ανασφάλεια για τους νέους. Τέλος, όλα τα εκπαιδευτικά ιδρύματα παρέδωσαν διαδικτυακά μαθήματα. Αυτό δημιούργησε μια αρκετά αρνητική ατμόσφαιρα, ιδίως για τους νέους μαθητές και τους πρωτοετείς φοιτητές, καθώς και για τους φοιτητές των τεχνικών πανεπιστημίων των οποίων τα μαθήματα είναι πιο πρακτικά, καθώς άρχισαν να χάνουν τα κίνητρά τους για προσωπική και εκπαιδευτική ανάπτυξη.

Όσον αφορά τους νέους με μειονεκτικό υπόβαθρο, φοβήθηκαν πραγματικά κατά τη διάρκεια της πανδημίας. Ήταν δύσκολο γι' αυτούς να είναι υποχρεωμένοι να μένουν στα σπίτια τους χωρίς την ελεύθερη άδεια να πάνε οπουδήποτε. Ήταν επίσης σοκαρισμένοι και φοβισμένοι από αυτά που έβλεπαν στην τηλεόραση και μάθαιναν ότι τα νοσοκομεία ήταν γεμάτα από αρρώστους και ότι μεγάλος αριθμός ανθρώπων πέθαινε καθημερινά σε όλο τον κόσμο. Πολλοί άνθρωποι, ιδίως με ειδικές ανάγκες, ήταν πραγματικά δυσαρεστημένοι που ήταν υποχρεωμένοι να φορούν μάσκα όλη μέρα και φοβόντουσαν πολύ μήπως αρρωστήσουν. Απογοητεύτηκαν που έχασαν τους φίλους τους από το σχολείο, καθώς τα σχολεία ήταν κλειστά για περισσότερο από ένα χρόνο. Επιπλέον, στην Ελλάδα εφαρμόστηκαν κάποια αυστηρά μέτρα για τα άτομα που δεν είχαν εμβολιαστεί, καθώς για παράδειγμα δεν μπορούσαν να εργαστούν στον τομέα της υγείας.

## **2.4 Επιπτώσεις στον τομέα της νεολαίας**

Τόσο οι οργανώσεις νεολαίας όσο και οι εργαζόμενοι στον τομέα της νεολαίας έχουν επηρεαστεί αρνητικά από την πανδημία του COVID-19. Έτσι, ένας μεγάλος αριθμός νέων άρχισε να αντιμετωπίζει ανισότητες και προκλήσεις στην καθημερινή του ζωή. Η Ελλάδα είναι μια χώρα όπου οι περισσότεροι άνθρωποι εργάζονται στον τομέα του τουρισμού, των εκδηλώσεων και των υπαίθριων δραστηριοτήτων. Κατά τη διάρκεια της πανδημίας, αυτού του είδους οι θέσεις εργασίας ακυρώθηκαν ή περιορίστηκαν, με αποτέλεσμα ένα μεγάλο μέρος των νέων να αναγκαστεί να χάσει τη δουλειά του. Επιπλέον, υπάρχουν επίσης άνθρωποι και κυρίως νέοι που εργάζονται στους τομείς του πολιτισμού και των τεχνών. Όλοι οι καλλιτέχνες και ιδιαίτερα οι νέοι είχαν περιορισμένες ευκαιρίες να εξασκήσουν τις δεξιότητές τους και να κερδίσουν χρήματα κάνοντας τη δουλειά τους, καθώς η κυβέρνηση είχε απαγορεύσει όλες τις πολιτιστικές εκδηλώσεις κατά τη διάρκεια των λουκέτων. Επιπλέον, είναι πολύ συνηθισμένο για τους νέους να απασχολούνται σε θέσεις εργασίας μερικής απασχόλησης ή εποχιακές. Ένωσαν πραγματικά ανασφαλείς καθώς δεν μπορούσαν να παραμείνουν στις θέσεις εργασίας τους ή δεν μπορούσαν καν να βρουν δουλειά. Αυτό συνέβη επειδή βρισκόνταν σε ευάλωτη θέση κατά τη διάρκεια της πανδημίας, τα μέρη όπου μπορούσαν να εργαστούν ήταν

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κλειστά από την κυβέρνηση και δεν υπήρχαν τουρίστες κατά τη διάρκεια των lockdowns. Επιπλέον, πολλοί ιδιοκτήτες επιχειρήσεων δεν αισθάνονταν ασφαλείς να προσλάβουν προσωπικό, καθώς αντιμετώπιζαν οικονομικές δυσκολίες, ιδίως οι μικρές επιχειρήσεις. Τα λουκέτα δημιούργησαν οικονομικές προκλήσεις για τις περισσότερες από τις οργανώσεις νεολαίας, καθώς ακυρώθηκαν αρκετές εκδηλώσεις συγκέντρωσης χρημάτων και άλλες πηγές εσόδων, με αποτέλεσμα να είναι δύσκολο για τις οργανώσεις να διατηρήσουν τη λειτουργία και τον προγραμματισμό τους.

Εκτός από τις οικονομικές προκλήσεις, η πανδημία είχε αντίκτυπο στην ψυχική υγεία και την ευημερία των νέων. Ο αποκλεισμός δημιούργησε μεγάλο άγχος και ανασφάλεια και οι νέοι αντιμετώπισαν διαταραχές στην καθημερινή τους ζωή. Βίωναν κοινωνική ένταξη, άγχος και στρες για το μέλλον τους, την υγεία τους και για την υγεία των αγαπημένων τους προσώπων. Όλα τα παραπάνω είχαν ως αποτέλεσμα την κατάθλιψη, την απομόνωση και το άγχος των νέων. Το κλείσιμο των σχολείων και των πανεπιστημίων σήμαινε ότι οι μαθητές ξεκίνησαν διαδικτυακά μαθήματα με αντίκτυπο στην κοινωνική τους ζωή. Δεν ήταν σε θέση να επικοινωνούν πρόσωπο με πρόσωπο με τους συνομηλίκους τους, να συμμετέχουν σε εκδηλώσεις και δραστηριότητες που αποτελούν σημαντική πηγή υποστήριξης και ψυχικής ευεξίας.

Μία από τις σημαντικότερες προκλήσεις για τις οργανώσεις νεολαίας κατά τη διάρκεια της πανδημίας ήταν η ανάγκη προσαρμογής στην εικονική πραγματικότητα με την ηλεκτρονική συμμετοχή και τις εκδηλώσεις. Η πρόκληση ήταν η ταχεία ανάπτυξη νέων ψηφιακών στρατηγικών και πλατφορμών για τη δημιουργία δικτύου και τη δημιουργία συνδέσεων για τους νέους.

Αυτό το βήμα προς τις εικονικές πλατφόρμες δεν ήταν καθόλου εύκολο. Κατά τη διάρκεια της πανδημίας πολλοί άνθρωποι άρχισαν να εργάζονται εξ αποστάσεως και ήταν υποχρεωμένοι να έχουν πρόσβαση σε τεχνολογία και σύνδεση στο διαδίκτυο, ιδίως όσοι ζουν σε αγροτικές ή μη προνομιούχες κοινότητες. Για μεγάλο αριθμό ανθρώπων ήταν πραγματικά δύσκολο, καθώς πολλοί από αυτούς δεν είχαν καλή σύνδεση στο διαδίκτυο, άλλοι δεν είχαν δικό τους υπολογιστή και κάποιιοι δεν μπορούσαν να χρησιμοποιήσουν υπολογιστή, όπως πολλοί εκπαιδευτικοί.

Όσον αφορά το πλαίσιο πολιτικής για τη νεολαία κατά τη διάρκεια της πανδημίας, η κυβέρνηση άλλαξε τις πολιτικές της προκειμένου να προσαρμοστεί στις πολιτικές των λουκέτων και να δημιουργήσει καλύτερη υποστήριξη για τους εργαζόμενους, τις επιχειρήσεις και τις οργανώσεις. Δημιούργησαν πολλά προγράμματα και οικονομική στήριξη για να βοηθήσουν όλους τους ανθρώπους και ιδιαίτερα τους νέους. Επιπλέον, ανέπτυξαν νέα προγράμματα και νέες πολιτικές σε διάφορους τομείς, όπως η εκπαίδευση, η ψυχική υγεία, η κοινωνική στήριξη, η εκπαίδευση και πιο συγκεκριμένα, συμπεριέλαβαν διαδικτυακή εκπαίδευση, εκπαιδευσεις, δωρεάν εισιτήρια, εκπτώσεις σε εκδηλώσεις, εισιτήρια μεταφορικών μέσων κ.λπ. Με αυτόν τον τρόπο, οι άνθρωποι και ιδιαίτερα οι νέοι είχαν την ευκαιρία να περάσουν το χρόνο τους παραγωγικά και μερικές φορές αποκτώντας εμπειρίες, δεξιότητες ή ακόμη και χρήματα.

Μια άλλη πολιτική ήταν η υιοθέτηση της ηλεκτρονικής εκπαίδευσης και της εξ αποστάσεως εκπαίδευσης, ώστε οι φοιτητές να μπορούν να συνεχίσουν τις σπουδές τους ακόμη και αν τα σχολεία και τα πανεπιστήμια είναι κλειστά. Η κυβέρνηση παρείχε οικονομική στήριξη σε οικογένειες με φοιτητές που μπορεί να μην είναι σε θέση να παρακολουθήσουν τα διαδικτυακά μαθήματα.

Δυστυχώς, αυτές οι πολιτικές και τα προγράμματα δεν μπόρεσαν να εφαρμοστούν ομοιόμορφα, καθώς υπάρχουν ανησυχίες και ανασφάλεια που στις περισσότερες περιπτώσεις δεν ήταν εύκολο να αντιμετωπιστούν οι μακροπρόθεσμες επιπτώσεις της πανδημίας στους νέους και τις κοινότητές τους.

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## 2.5 Τι έχει γίνει μέχρι στιγμής;

Η κυβέρνηση και η Ευρωπαϊκή Ένωση έχουν εφαρμόσει διάφορα μέτρα για τη μείωση του υψηλού ποσοστού ανεργίας των νέων, όπως πρωτοβουλίες και προγράμματα για τους νέους, προώθηση της επιχειρηματικότητας και των νεοφυών επιχειρήσεων, βελτίωση των συστημάτων εκπαίδευσης και κατάρτισης. Όσον αφορά τη νεανική επιχειρηματικότητα, η κυβέρνηση στήριξε τους νέους εφαρμόζοντας διάφορα προγράμματα που τους παρείχαν κατάρτιση, χρηματοδότηση και καθοδηγητική υποστήριξη. Τα προγράμματα ήταν πιο εξειδικευμένα στον τομέα του περιβάλλοντος, του πολιτισμού και της κοινωνικής ένταξης.

Υπάρχει η Πολιτική για τη Νεολαία στην Ελλάδα <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/greece/overview>, που υπάγεται στο Υπουργείο Παιδείας και Θρησκευμάτων, αποστολή της οποίας είναι ο σχεδιασμός, ο συντονισμός, η παρακολούθηση και η αξιολόγηση πολιτικών, δράσεων και προγραμμάτων στους αντίστοιχους τομείς χωρίς διακρίσεις και αποκλεισμούς. Η Εθνική Αρχή που διαμορφώνει και εποπτεύει την εφαρμογή της στρατηγικής για τη νεολαία στην Ελλάδα, είναι η Γενική Γραμματεία Επαγγελματικής Εκπαίδευσης, Κατάρτισης, Δια Βίου Μάθησης και Νέας Γενιάς (ΓΓΕΕΤΚ&Ν). Η πολιτική αυτή παρέχει στους νέους σύγχρονες δεξιότητες, οι οποίες είναι προσαρμοσμένες στις πραγματικές ανάγκες της αγοράς εργασίας και ταυτόχρονα έχουν ως στόχο την αύξηση της απασχόλησης σε νέες και ποιοτικές θέσεις εργασίας. Οι νέοι πρέπει να είναι ασφαλείς και σίγουροι για το μέλλον τους. Με τον τρόπο αυτό, η πολιτική για τη νεολαία επικεντρώνεται στην προώθηση της προσωπικής ανάπτυξης των νέων, στην αναβάθμιση των δικαιωμάτων τους και στο να τους κάνει να αισθάνονται ανεξάρτητοι και σίγουροι για τη ζωή τους. Ένας από τους κύριους σκοπούς είναι να διασφαλιστούν τα δικαιώματά τους και να τους προσφερθούν ίσες ευκαιρίες για την ομαλή ένταξή τους στην κοινωνική, εκπαιδευτική και οικονομική ζωή.

Το Ίδρυμα Νεολαίας και Δια Βίου Μάθησης (INEDIVIM), είναι ένας εθνικός οργανισμός για τη νεολαία, που εποπτεύεται από το GSVETLL&Y. Στόχος του είναι η δημιουργία δράσεων, προγραμμάτων και έργων για τη Δια Βίου Μάθηση και τη Νεολαία, υποστηρίζοντας την καινοτομία και την κινητικότητα των νέων. Το Στρατηγικό Σχέδιο για την Επαγγελματική Εκπαίδευση Κατάρτιση, τη Δια Βίου Μάθηση και τη Νεολαία 2022-2024, υποστηρίζεται από το Υπουργείο Παιδείας και Θρησκευμάτων και ξεκίνησε τον Ιανουάριο του 2022, αναφέρει τις βασικές αρχές της Στρατηγικής Πολιτικής για τη Νεολαία. Τα θέματα της εθνικής πολιτικής για τη νεολαία αφορούν τομείς δραστηριότητας και κυβερνητικές πρωτοβουλίες που εστιάζουν στα ενδιαφέροντα και τα προβλήματα αποκλειστικά των νέων από 15 έως 29 ετών.

Η εθνική πολιτική για τη νεολαία βασίζεται στις αρχές της ενεργού συμμετοχής, της δημοκρατίας και της ισότιμης πρόσβασης στις ευκαιρίες, σε συνέργεια με πολλές πολιτικές για τη νεολαία, όπως η εκπαίδευση και η κατάρτιση, η απασχόληση και η κοινωνική πολιτική. Ο κύριος σκοπός της διατομεακής προσέγγισής τους είναι το γεγονός ότι οι νέοι πρέπει να ακουστούν σε όλους τους τομείς πολιτικής που τους αφορούν, με έμφαση σε όσους έχουν λιγότερες ευκαιρίες, σε όσους έχουν ευάλωτο υπόβαθρο.

Επιπλέον, υπάρχουν πολλά προγράμματα Erasmus+ για τη νεολαία που παρέχουν ευκαιρίες στους νέους να συμμετάσχουν σε διεθνείς μαθησιακές εμπειρίες. Για παράδειγμα, οι νέοι έχουν τη δυνατότητα να συμμετέχουν σε εκπαιδευσεις, ανταλλαγές νέων, εθελοντισμό και διεθνείς πολιτιστικές εκδηλώσεις και με αυτόν τον τρόπο αποκτούν πολύτιμες δεξιότητες και γνώσεις.

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## Κεφάλαιο 3. Σχέδιο ΒΕΥΟΥ: μια "λίστα εργασιών"

### Ενδυνάμωση της νεολαίας και ενεργός συμμετοχή για τη βιώσιμη ανάπτυξη

Όλοι οι νέοι πρέπει να έχουν ίση πρόσβαση στην εκπαίδευση. Η πρόσβαση σε ποιοτική εκπαίδευση αναγνωρίζεται ως θεμελιώδες ανθρώπινο δικαίωμα. Όλοι οι μαθητές θα πρέπει να έχουν πρόσβαση σε εκπαίδευση χωρίς αποκλεισμούς, καλής ποιότητας και δημοκρατική. Εκτός από την ίση πρόσβαση, η εκπαίδευση θα πρέπει να είναι προσιτή για όλους, από όποιο υπόβαθρο και αν προέρχονται. Οι διακρίσεις, οι κοινωνικοοικονομικές δυσκολίες, η φτώχεια, η θρησκεία, η γεωγραφική θέση θα πρέπει να εξαλειφθούν στον τομέα της εκπαίδευσης. Η ποιότητα της εκπαίδευσης πρέπει να είναι καλή και να βασίζεται στις ανάγκες και τα συμφέροντα των νέων. Η εκπαίδευση θα μπορούσε να περιλαμβάνει προγράμματα επαγγελματικής εκπαίδευσης και κατάρτισης, καθώς και πειραματικά εργαστήρια, συζητήσεις και προγράμματα μάθησης μέσω της πράξης. Οι μέθοδοι διδασκαλίας θα πρέπει να εστιάζουν περισσότερο στην ποιότητα της εκπαίδευσης. Οι εκπαιδευτικοί θα πρέπει να προσφέρουν μια βιώσιμη εκπαίδευση, βασισμένη στη δέσμευση και τη συμμετοχικότητα. Εκτός από τις μεθόδους διδασκαλίας, είναι σημαντικό οι εκπαιδευτικοί να είναι καταρτισμένοι και εκπαιδευμένοι ώστε να παρέχουν ποιοτική εκπαίδευση. Επιπλέον, στον σύγχρονο κόσμο, οι μαθητές είναι περισσότερο εξοικειωμένοι με την τεχνολογία και ως εκ τούτου θα πρέπει να υιοθετηθούν στις μεθόδους διδασκαλίας διάφορες καινοτόμες μέθοδοι που βασίζονται στην τεχνολογία. Με αυτόν τον τρόπο, τα μαθήματα θα μπορούσαν να είναι πιο ελκυστικά για τους φοιτητές και ταυτόχρονα, οι φοιτητές θα μπορούσαν να αποκτήσουν δεξιότητες για τη μελλοντική τους σταδιοδρομία. Τέλος, η κυβέρνηση θα πρέπει να ενθαρρύνει τους νέους να συνεχίσουν τις σπουδές τους για μεγαλύτερο χρονικό διάστημα. Η δια βίου μάθηση μπορεί να γίνει μέσω προγραμμάτων εκπαίδευσης ενηλίκων, εκπαιδεύσεων για την απόκτηση δεξιοτήτων, διαδικτυακών πλατφορμών μάθησης κ.λπ.

Η ενδυνάμωση της νεολαίας και η ενεργός συμμετοχή για τη βιώσιμη ανάπτυξη μπορούν να επιτευχθούν με τη δημιουργία ευκαιριών απασχόλησης για τους νέους. Στην Ελλάδα, οι άνθρωποι είναι υποχρεωμένοι να επιλέξουν την επαγγελματική τους πορεία όταν είναι 18 ετών, αφού πρέπει να επιλέξουν τις συγκεκριμένες σπουδές σε ένα συγκεκριμένο πανεπιστήμιο. Η μελλοντική τους σταδιοδρομία εξαρτάται από τον βαθμό που θα γράψουν στις εξετάσεις. Όταν είναι 18 ετών, δεν είναι αρκετά ώριμοι για να σκεφτούν ξεκάθαρα ποια δουλειά θέλουν να ακολουθήσουν, με αποτέλεσμα να επιλέγουν συνήθως σύμφωνα με τα αποτελέσματα στις εξετάσεις. Είναι σημαντικό να παρέχεται στους μαθητές πρόσβαση σε ολοκληρωμένες υπηρεσίες επαγγελματικού προσανατολισμού και συμβουλευτικής. Με αυτόν τον τρόπο θα μπορούσαν να διερευνήσουν τα ενδιαφέροντα, τις δεξιότητες και τις αξίες τους και να τους παρέχουν κατευθύνσεις σχετικά με τις διάφορες επιλογές σταδιοδρομίας και την απαιτούμενη εκπαίδευση και κατάρτιση. Επιπλέον, θα ήταν ενδιαφέρον να παρέχεται στους μαθητές ακαδημαϊκή και επαγγελματική εκπαίδευση, καθώς και προγράμματα κατάρτισης και μέθοδοι μάθησης με βάση την εργασία. Οι αναντιστοιχίες δεξιοτήτων και η προώθηση της δημιουργίας αξιοπρεπών και βιώσιμων ευκαιριών απασχόλησης θα πρέπει να αποτελέσουν κύριες προτεραιότητες για να ακολουθήσουν τη σταδιοδρομία που έχουν επιλέξει. Με την παροχή κατάρτισης και την επένδυση σε νέες μεθόδους στην εκπαίδευση, οι νέοι θα μπορούσαν να είναι καλύτερα προετοιμασμένοι για να εισέλθουν στην αγορά εργασίας, να επιλέξουν ένα πανεπιστήμιο και να συμβάλουν στην οικονομική και κοινωνική ανάπτυξη της Ελλάδας.

Οι νέοι θα πρέπει να έχουν την ευκαιρία να επιλέξουν αξιοπρεπείς θέσεις εργασίας που θα τους παρέχουν δίκαιους μισθούς, σταθερό και φιλικό περιβάλλον, κοινωνική προστασία και ασφαλείς και υγιεινές συνθήκες εργασίας. Σήμερα υπάρχει μια αποσύνδεση μεταξύ των δεξιοτήτων των νέων και

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των δεξιοτήτων που απαιτούν οι εργοδότες. Είναι πολύ συνηθισμένο οι εργοδότες να έχουν υψηλές απαιτήσεις και ταυτόχρονα να προσφέρουν πολύ χαμηλούς μισθούς και πολύ σκληρές συνθήκες εργασίας. Οι νέοι θα πρέπει να έχουν περισσότερες ευκαιρίες στην αγορά εργασίας, ειδικά αν έχουν αποκτήσει τόσες πολλές δεξιότητες και πτυχία. Επιπλέον, θα πρέπει να δοθούν περισσότερες ευκαιρίες στους νέους για να ενθαρρυνθούν να δημιουργήσουν επιχειρηματικότητα και αυτοαπασχόληση. Η κυβέρνηση και η Ευρωπαϊκή Ένωση μπορούν να βοηθήσουν με οικονομική στήριξη, κατάρτιση και καθοδήγηση.

Μία από τις κύριες ανάγκες που πρέπει να αντιμετωπιστούν για την ενδυνάμωση της νεολαίας και την ενεργό συμμετοχή της στην αειφόρο ανάπτυξη είναι η πρόσβαση στις τεχνολογίες της πληροφορίας και της επικοινωνίας. Οι νέοι είναι σε θέση να δημιουργήσουν δίκτυα και να έχουν ευκαιρίες που μπορούν να τους ενδυναμώσουν ώστε να συμμετέχουν ενεργά στη βιώσιμη ανάπτυξη. Με την προώθηση του ψηφιακού αλφαριθμητισμού των νέων, μπορούν να είναι πολύ πιο προετοιμασμένοι για την ταχέως μεταβαλλόμενη ψηφιακή οικονομία. Για την ενδυνάμωση των νέων, είναι απαραίτητο να συμπεριληφθεί η πρόσβαση στην τεχνολογία, η συμμετοχή σε εκπαιδεύσεις και η εκπαίδευση για την τεχνολογία και τον εξοπλισμό.

Για την ενεργό συμμετοχή τους, οι νέοι πρέπει να ενθαρρύνονται να συμμετέχουν στην πολιτική ζωή, να συμμετέχουν στις διαδικασίες λήψης αποφάσεων και να ενημερώνονται για τα εθνικά και διεθνή νέα. Με αυτόν τον τρόπο, θα μπορούσαν να είναι σε θέση να είναι ενεργοί πολίτες, να γνωρίζουν και να διαμαρτύρονται για τις ανάγκες και τα δικαιώματά τους και, τέλος, να βοηθούν όλους όσους θέλουν τη βοήθειά τους. Ως αποτέλεσμα, με όλα τα παραπάνω, επηρεάζουν τη ζωή τους καθώς και τις κοινότητές τους.

Για τη βιώσιμη ανάπτυξη στην Ελλάδα, η νεολαία πρέπει να είναι χωρίς αποκλεισμούς και να αποφεύγονται οι διακρίσεις. Οι νέοι θα πρέπει να ενδυναμώσουν μια πολυπολιτισμική κοινότητα στην οποία υπάρχει μια δύναμη προώθησης της διαφορετικότητας και της ενσωμάτωσης. Αυτή η κοινότητα θα σέβεται τις μοναδικές προοπτικές και συνεισφορές όλων των ανθρώπων, ανεξάρτητα από το φύλο, την εθνικότητα, τη θρησκεία, την ταυτότητα ή το υπόβαθρό τους.

Ταυτόχρονα, είναι απαραίτητο οι νέοι να μάθουν για την αειφόρο ανάπτυξη στον τομέα του περιβάλλοντος. Πρέπει να κατανοήσουν τη σημασία της φύσης, την επιτακτική ανάγκη προστασίας της Γης, των ζώων και των φυτών. Επιπλέον, θα πρέπει να ενθαρρύνονται να συμμετέχουν σε πρακτικές βιώσιμης ανάπτυξης, όπως η προώθηση των ανανεώσιμων πηγών ενέργειας, η μείωση των αποβλήτων, η μείωση της κατανάλωσης κρέατος, η μείωση της ρύπανσης και η προστασία των φυσικών πόρων.

### Ενδυνάμωση και ενεργός συμμετοχή των νέων για την αειφόρο ανάπτυξη

Η ενδυνάμωση των εργαζομένων στους νέους είναι επίσης ένας τομέας που πρέπει να αντιμετωπιστεί στην Ελλάδα, δεδομένου ότι αποτελούν σημαντικό μέρος των κοινοτήτων.

Ένα μέτρο που πρέπει να ληφθεί για την ενδυνάμωση των εργαζομένων στους νέους και την ενεργό συμμετοχή τους είναι η υποστήριξη της πολιτικής. Στην Ελλάδα πρέπει να αναπτυχθούν και να εφαρμοστούν πολιτικές που υποστηρίζουν την ενδυνάμωσή τους και την ενεργό συμμετοχή τους σε πρωτοβουλίες βιώσιμης ανάπτυξης. Αυτές οι πολιτικές θα μπορούσαν να περιλαμβάνουν, για παράδειγμα, την υποστήριξη για αύξηση της χρηματοδότησης, περισσότερες ευκαιρίες κατάρτισης και, το πιο κρίσιμο, τη συμπερίληψη των προοπτικών των νέων στις διαδικασίες λήψης αποφάσεων.

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Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



Είναι σημαντικό να ενθαρρυνθεί η δικτύωση μεταξύ των εργαζομένων στη νεολαία και να προωθηθεί η συνεργασία μεταξύ οργανώσεων που ασχολούνται με εργασίες στον τομέα της βιώσιμης ανάπτυξης, της ενδυνάμωσης των νέων και της ενεργού συμμετοχής. Εκδηλώσεις, φόρουμ, συζητήσεις, πλατφόρμες είναι μερικοί από τους τρόπους με τους οποίους οι εργαζόμενοι στον τομέα της νεολαίας θα μπορούσαν να μοιραστούν καλές πρακτικές, να ανταλλάξουν ιδέες και να δημιουργήσουν συνεργασίες για πρωτοβουλίες συνεργασίας.

Οι νέοι εργαζόμενοι πρέπει να δημιουργούν συμπράξεις και συνεργασίες. Ειδικά αν ο τομέας εργασίας τους είναι οργανώσεις νεολαίας, εκπαιδευτικά ιδρύματα ή ακόμη και αν εργάζονται σε μεγάλες εταιρείες, πρέπει να κατανοήσουν τη σημασία της συνεργασίας και την ανάγκη συνεργασίας προκειμένου να γεφυρωθεί το χάσμα μεταξύ των δεξιοτήτων που απαιτεί η αγορά εργασίας και εκείνων που διαθέτουν οι εργαζόμενοι νέοι.

Για την ενδυνάμωση των εργαζομένων στους νέους, θα πρέπει να τους παρέχονται προγράμματα κατάρτισης για την ανάπτυξη δεξιοτήτων και γνώσεων σε τομείς όπως η ηγεσία, η επικοινωνία, το περιβάλλον, η συνηγορία και η διαχείριση έργων. Τα προγράμματα αυτά εξειδικεύονται περισσότερο στην αειφορία, την ισότητα, τη δημοκρατία, προκειμένου να τους εφοδιάσουν με τα απαραίτητα εργαλεία για να είναι ενήμεροι και να αντιμετωπίζουν τις περιβαλλοντικές και κοινωνικές αλλαγές που συμβαίνουν σε εθνικό και διεθνές επίπεδο.

Επιπλέον, θα πρέπει να συμμετέχουν σε προγράμματα που υποστηρίζουν την προσωπική και επαγγελματική τους ανάπτυξη. Υπάρχουν αρκετοί έμπειροι επαγγελματίες που μπορούν να παρέχουν υποστήριξη, καθοδήγηση και συμβουλές στους εργαζόμενους σε νέους, προκειμένου να βοηθήσουν τους νέους να αποκτήσουν δεξιότητες καθοδήγησης και προπόνησης. Με αυτόν τον τρόπο, οι youth workers θα είναι ανεξάρτητοι, με ισχυρότερες προσωπικότητες, με μεγαλύτερη αυτοπεποίθηση για τον εαυτό τους και πιο ικανοί να πλοηγηθούν στις προκλήσεις και να αντιμετωπίσουν τις δυσκολίες. Επιπλέον, αναπτύσσοντας αποτελεσματικές δεξιότητες επικοινωνίας και υπεράσπισης, οι εργαζόμενοι στους νέους θα μπορούσαν να υψώσουν τη φωνή τους, να γίνουν πιο δυνατοί και να προωθήσουν το έργο τους. Οι παραπάνω δεξιότητες μπορούν να αναπτυχθούν μέσω εκπαίδευσεων σε θέματα δημόσιας ομιλίας, εμπλοκής στα μέσα ενημέρωσης, διαχείρισης των μέσων κοινωνικής δικτύωσης και τεχνικών αφήγησης.

Θα πρέπει επίσης να παρέχονται ευκαιρίες χρηματοδότησης, εργαλεία και ερευνητικό υλικό στους εργαζόμενους σε θέματα νεολαίας για την υποστήριξή τους στην εργασία τους και για την υλοποίηση των σχεδίων. Θα πρέπει να μπορούν να έχουν πρόσβαση σε κάθε πληροφορία που σχετίζεται με την εργασία τους και να δημιουργούν την κριτική τους σκέψη ώστε να είναι σε θέση να αναζητούν τα κατάλληλα εργαλεία. Επιπλέον, θα πρέπει να δημιουργηθούν διάφορες βάσεις δεδομένων και πλατφόρμες, ώστε οι εργαζόμενοι σε θέματα νεολαίας να έχουν πρόσβαση και να μοιράζονται πόρους με άλλους νέους από όλο τον κόσμο. Αυτά τα εργαλεία μπορούν να τους βοηθήσουν να ενημερωθούν για τα παλινδρομικά τους δικαιώματα, τις νέες και σεβαστές ευκαιρίες εργασίας, αν υπάρχουν σύγχρονες τεχνολογίες και πρωτοβουλίες στην αγορά εργασίας.

Στον σύγχρονο κόσμο, η ανταλλαγή νέων και η δημιουργία σχέσεων και δικτύων σε όλο τον κόσμο είναι πολύ πιο εύκολη από ό,τι στο παρελθόν. Οι εργαζόμενοι στον τομέα της νεολαίας έχουν τη δυνατότητα να συμμετέχουν σε διεθνή εργαστήρια, εκπαιδεύσεις και εκδηλώσεις και με αυτόν τον τρόπο μπορούν να διευρύνουν τους ορίζοντές τους, να μοιραστούν τις εμπειρίες τους με συναδέλφους τους από όλο τον κόσμο και να αποκτήσουν νέες προοπτικές. Αυτές οι ανταλλαγές νέων μπορεί να είναι για παράδειγμα μια επίσκεψη μελέτης, ένα συνέδριο, μια κατάρτιση, ένα πρόγραμμα ανταλλαγής, ένα εργαστήριο, μια πολιτιστική εκδήλωση κ.λπ.

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Για την ενδυνάμωση των νέων εργαζομένων, η υπεράσπιση των εργασιακών δικαιωμάτων είναι ζωτικής σημασίας. Θα πρέπει να απαιτούν δίκαιες συνθήκες εργασίας και προστασία των εργασιακών τους δικαιωμάτων. Για τα επιτεύγματα αυτά, οι εργαζόμενοι νέοι θα πρέπει να ευαισθητοποιηθούν σχετικά με τη σημασία της αξιοπρεπούς εργασίας, της εργασιακής ασφάλειας και σταθερότητας, της ενημέρωσης για τα δικαιώματά τους και της ανάγκης για επαρκείς μισθούς. Επιπλέον, πρέπει να συνηγορήσουν υπέρ πολιτικών που αντιμετωπίζουν ζητήματα όπως οι συμβάσεις ορισμένου χρόνου ή ακόμη και χωρίς συμβάσεις, η ανεργία, οι διακρίσεις στο χώρο εργασίας, οι ανισότητες μεταξύ των φύλων κ.λπ. Οι νέοι εργαζόμενοι θα πρέπει να πιέσουν την κυβέρνηση να παρέχει πολιτικές που να στηρίζουν τις επιχειρήσεις που προσλαμβάνουν και διατηρούν τους νέους εργαζόμενους και ταυτόχρονα να κρίνουν τις επιχειρήσεις που απολύουν ή έχουν κακές συνθήκες εργασίας για τους νέους.

### Οι φορείς χάραξης πολιτικής και άλλοι ενδιαφερόμενοι για την ενδυνάμωση της νεολαίας και την ενεργό συμμετοχή για την αειφόρο ανάπτυξη

Για την ενδυνάμωση της νεολαίας και την ενεργό συμμετοχή της στην αειφόρο ανάπτυξη, οι φορείς χάραξης πολιτικής και οι άλλοι ελληνικοί φορείς θα πρέπει να συμβάλουν στην ικανοποίηση των αναγκών τους.

Οι υπεύθυνοι χάραξης πολιτικής και οι ενδιαφερόμενοι φορείς θα πρέπει να ενσωματώσουν την εκπαίδευση για την αειφορία στο εθνικό πρόγραμμα σπουδών για παιδιά και νέους. Όλοι οι νέοι θα πρέπει να γνωρίζουν την αειφόρο ανάπτυξη, να είναι εφοδιασμένοι με δεξιότητες, γνώσεις και τις απαραίτητες αξίες για την περιβαλλοντική, κοινωνική και οικονομική αειφορία. Οι φορείς χάραξης πολιτικής και οι ενδιαφερόμενοι φορείς πρέπει να παρέχουν στους μαθητές, αλλά και στους εκπαιδευτές και τους εκπαιδευτικούς αειφόρο εκπαίδευση, προκειμένου να ενισχύσουν την ικανότητά τους να διδάσκουν αυτό το είδος εκπαίδευσης στους μαθητές. Με αυτόν τον τρόπο, οι εκπαιδευτές και οι εκπαιδευτικοί θα υιοθετήσουν βιώσιμες συνήθειες και θα αναπτύξουν συνειδητοποιημένες προσωπικότητες των μαθητών τους στους τομείς της δημοκρατίας, της ισότητας, της βιωσιμότητας, της οικολογίας και της ένταξης.

Για τη διασφάλιση της συμμετοχής των νέων στις διαδικασίες λήψης αποφάσεων και την ενεργό συμμετοχή των νέων, οι ελληνικοί φορείς θα πρέπει να αναπτύξουν και να εφαρμόσουν διάφορες πολιτικές, όπως η δημιουργία πλατφορμών διαλόγου (φόρουμ, συζητήσεις, συμβούλια για τη νεολαία) και η προώθηση της συνεργασίας μεταξύ των φορέων χάραξης πολιτικής και των νέων. Οι νέοι και οι εργαζόμενοι στη νεολαία θα πρέπει να συμμετέχουν στις διαδικασίες λήψης αποφάσεων σε όλα τα επίπεδα, σε εθνικό και διεθνές επίπεδο, καθώς και στις αποφάσεις των τοπικών κοινοτήτων, των σχολείων ή των πανεπιστημίων τους και των χώρων εργασίας τους.

Είναι ζωτικής σημασίας για τους υπεύθυνους χάραξης πολιτικής και άλλους ενδιαφερόμενους φορείς να αναπτύξουν πρωτοβουλίες και πολιτικές για τη διασφάλιση της ισότητας και της ένταξης. Οι πρακτικές αυτές θα πρέπει να αντιμετωπίζουν τις ανάγκες και τις προκλήσεις των νέων με μειονεκτικό υπόβαθρο, συμπεριλαμβανομένων εκείνων που προέρχονται από μειονότητες, αγροτικές περιοχές, ανέργους, πρόσφυγες, άτομα με αναπηρίες κ.λπ. Οι ενδιαφερόμενοι θα πρέπει να προωθήσουν την ποικιλομορφία και τις ίσες ευκαιρίες για όλους, ώστε να δημιουργηθεί ένας βιώσιμος κόσμος για τους νέους.

Μέσω των πρακτικών που θεσπίζουν οι φορείς χάραξης πολιτικής και οι ενδιαφερόμενοι φορείς, όπως ο εθελοντισμός, οι κοινοτικές υπηρεσίες και η κοινωνική επιχειρηματικότητα, οι νέοι μπορούν να δραστηριοποιηθούν και να συμβάλουν στη βιώσιμη ανάπτυξη. Οι νέοι ευαισθητοποιούνται

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περισσότερο αν οι ενδιαφερόμενοι φορείς ξεκινήσουν διάφορες εκστρατείες ευαισθητοποίησης του κοινού προκειμένου να εμπλέξουν τους νέους στους 17 στόχους βιώσιμης ανάπτυξης και στις δράσεις που πρέπει να λάβουν υπόψη τους.

Ένας άλλος σημαντικός τομέας στον οποίο οι υπεύθυνοι χάραξης πολιτικής θα πρέπει να εμπλέκονται για τη βιώσιμη ανάπτυξη είναι η προώθηση προγραμμάτων που παρέχουν κατάρτιση, καθοδήγηση και πρόσβαση σε χρηματοδότηση για τους νέους επιχειρηματίες και τους νέους εργαζόμενους. Επιπλέον, η δημιουργία θερμοκοιτίδων, κόμβων καινοτομίας και πλατφορμών δικτύωσης είναι σημαντική για τη συνεργασία των νέων και την ανταλλαγή γνώσεων μεταξύ τους.

Οι υπεύθυνοι χάραξης πολιτικής και άλλοι ενδιαφερόμενοι φορείς θα πρέπει να αναπτύξουν προγράμματα που συμβάλλουν στην απασχόληση των νέων και να αντιμετωπίσουν τις δυσκολίες που αντιμετωπίζουν οι νέοι στην καθημερινή τους ζωή και συχνότερα στις ευκαιρίες απασχόλησης. Οι φορείς χάραξης πολιτικής θα πρέπει επίσης να βοηθήσουν τις δημόσιες και ιδιωτικές επιχειρήσεις να δημιουργήσουν ευκαιρίες απασχόλησης για τους νέους. Θα πρέπει να δημιουργηθούν διάφορα προγράμματα δανείων ή χρηματοδοτικών προγραμμάτων με σκοπό την υποστήριξη των νέων για να ξεκινήσουν τις δικές τους επιχειρήσεις.

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## Κεφάλαιο 4. Κύρια ευρήματα

Προκειμένου να παρασχεθεί εξατομικευμένη υποστήριξη στις ανάγκες των μειονεκτούντων νέων που συμμετέχουν στην "Θερμοκοιτίδα για την κοινότητα των Νέων", διεξήχθη προκαταρκτική ανάλυση του πλαισίου σε όλες τις περιοχές-στόχους, προκειμένου να εντοπιστούν οι κοινωνικοοικονομικές και πολιτιστικές αδυναμίες και προκλήσεις που αντιμετωπίζουν οι νέοι στις κοινότητές τους.

Η κύρια εστίαση είναι η χαρτογράφηση των κοινωνικοοικονομικών τρωτών σημείων και των περιβαλλοντικών προκλήσεων που επηρεάζουν τους νέους στο πλαίσιο της διαδικασίας ανάκαμψης του Covid-19 στις τοπικές κοινότητες-στόχους, παρουσιάζοντας με κριτικό τρόπο πληροφορίες και δεδομένα που έχουν συλλεχθεί σε εθνικό επίπεδο (ιδίως σύμφωνα με το επίπεδο των κοινοτήτων και των οργανώσεων των νέων, τις πολιτικές για τη νεολαία κ.λπ.). Αναλυτικότερα, οι ομάδες-στόχοι που εξετάζονται στην παρούσα έκθεση είναι οι εξής:

Νέοι ηλικίας μεταξύ 16 και 25 ετών (ενδεικτικό εύρος) με μειονεκτικό υπόβαθρο και κίνδυνο κοινωνικού αποκλεισμού και εκπαιδευτικής φτώχειας (στοχεύοντας σε σχολεία με περιθωριακό πλαίσιο, αγροτικές κοινότητες, οργανώσεις που εργάζονται με ευάλωτους νέους κ.λπ.)

Λειτουργοί νεολαίας ηλικίας μεταξύ 25 και 35 ετών (ενδεικτικό εύρος) που εργάζονται με ευάλωτους νέους,

Άλλοι εκπρόσωποι οργανώσεων νεολαίας, τοπικών αρχών, εμπειρογνώμονες στον τομέα της κοινωνικής ένταξης και της εκπαίδευσης (ΜΚΟ, τοπικοί και περιφερειακοί οργανισμοί ανάπτυξης, πάροχοι κατάρτισης, ενώσεις επιχειρήσεων, εργαζόμενοι σε θέματα νεολαίας κ.λπ.)

Αναπτύξαμε ένα ερωτηματολόγιο για να συγκεντρώσουμε σχόλια από τους νέους, τους εργαζόμενους στον τομέα της νεολαίας και άλλους ενδιαφερόμενους φορείς σχετικά με το περιβάλλον τους.

Συνολικά 24 άτομα (εμπειρογνώμονες, εργαζόμενοι στον τομέα της νεολαίας και νέοι) συμπλήρωσαν το ερωτηματολόγιο και έδωσαν ηλεκτρονικές συνεντεύξεις για να παράσχουν πληροφορίες σχετικά με το κοινωνικό τους πλαίσιο και την εμπειρία τους με τη νεολαία και αυτό το είδος πρωτοβουλιών ενδυνάμωσης των νέων. Τα παρακάτω σχήματα για περισσότερες λεπτομέρειες σχετικά με τα δεδομένα.

- **Νέοι άνθρωποι**

### A. ΑΝΑΛΥΣΗ ΠΛΑΙΣΙΟΥ

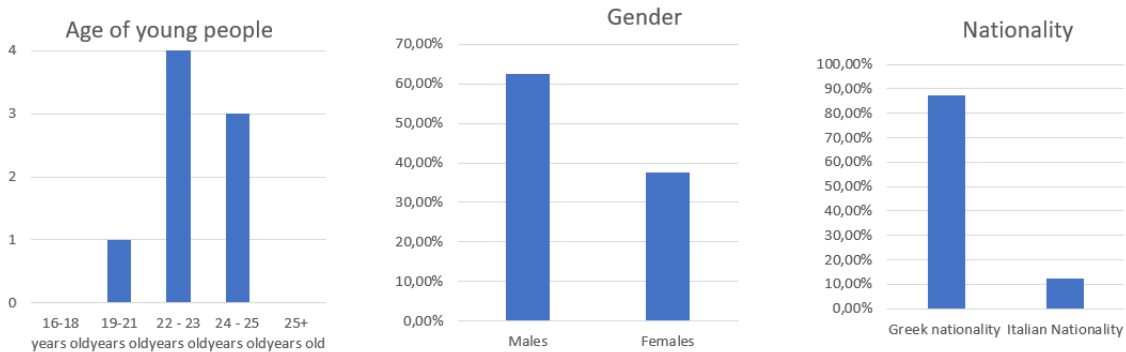
Οι 8 νέοι που συμπλήρωσαν τα ερωτηματολόγια προέρχονται από μειονεκτούντα περιβάλλοντα και, πιο συγκεκριμένα, οι περισσότεροι από αυτούς έχουν νοητική αναπηρία. Η ηλικία τους είναι από 19 έως 25 ετών και η πλειοψηφία είναι 24-25 ετών. Οι 5 νέοι είναι άνδρες και οι 3 γυναίκες. Η εθνικότητα των 7 νέων είναι ελληνική και η μία κοπέλα είναι από την Ιταλία. Όλοι αυτοί οι νέοι ζουν στην Αθήνα, την πρωτεύουσα της Ελλάδας. Υπάρχουν ορισμένες περιπτώσεις στις οποίες οι νέοι ζουν μόνοι τους ή με έναν από τους γονείς τους. Ορισμένοι από αυτούς επισκέπτονται ψυχίατρο σε εβδομαδιαία βάση προκειμένου να ελέγξουν τα συναισθήματά τους. Είναι σημαντικό να αναφερθεί ότι υπάρχουν κάποιοι νέοι που αντιμετωπίζουν οικονομικές δυσκολίες, καθώς και οι γονείς τους είναι άνεργοι. Η κοπέλα από την Ιταλία μένει επίσης στην Αθήνα, αλλά η οικογένειά της βρίσκεται στο Τορίνο, που

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είναι μια από τις περιοχές με τον υψηλότερο μέσο όρο ηλικίας του πληθυσμού και με ιστορία έντονης βιομηχανικής ανάπτυξης. Είναι μια πολυεθνική πόλη με καθαρά όρια μεταξύ των γειτονιών.



Σχήμα 1. Κατανομή του δείγματος ως προς την ηλικία, το φύλο και την εθνικότητα των νέων συμμετεχόντων

### Με ποιον τρόπο οι πανδημίες COVID επηρέασαν τη ζωή τους;

Όσον αφορά τις επιπτώσεις της πανδημίας COVID-19, είχε πράγματι βαθιές κοινωνικοοικονομικές επιπτώσεις στους νέους, με την απώλεια εισοδήματος, την οικονομική αβεβαιότητα και τις προκλήσεις στην αγορά εργασίας να έχουν μελετηθεί εκτενώς. Από τα ερωτηματολόγια προκύπτουν ορισμένα κύρια προβλήματα που αντιμετωπίζουν οι 8 νέοι, όπως το κλείσιμο των σχολείων, ο φόβος ότι θα αρρωστήσουν και ότι θα χάσουν τους φίλους τους.

Οι περισσότεροι από τους νέους που συμμετείχαν στο πρόγραμμα ανέφεραν ότι ήταν απογοητευμένοι από τη στιγμή που το σχολείο έκλεισε. Οι περισσότεροι από αυτούς είναι μαθητές ενός Επαγγελματικού Κέντρου στην Αθήνα για άτομα με ειδικές ανάγκες, το οποίο έκλεισε κατά τη διάρκεια της πανδημίας. Ως αποτέλεσμα, οι μαθητές δεν μπορούσαν να επισκεφθούν τους φίλους τους και να συμμετάσχουν στα μαθήματα. Επίσης, ήταν υποχρεωμένοι να φορούν μάσκα και επιπλέον, φοβήθηκαν από όσα έβλεπαν στην τηλεόραση. Άλλοι νέοι ανέφεραν ότι δεν μπορούσαν να παρακολουθήσουν το πρόγραμμα στο επαγγελματικό κέντρο αν δεν είχαν εμβολιαστεί και ταυτόχρονα, ένας άλλος μαθητής ανέφερε ότι όταν έκανε τον εμβολιασμό, ένιωθε πιο ασφαλής και προστατευμένος. Τέλος, οι νέοι αντιμετώπισαν επίσης δυσκολίες στα ταξίδια κατά τη διάρκεια της πανδημίας του COVID-19. Τα περισσότερα προγράμματα Erasmus ακυρώθηκαν ή αναβλήθηκαν και οι φοιτητές αναγκάστηκαν να κάνουν όλα τα μαθήματα μέσω διαδικτύου. Φυσικά, υπήρχε και η αντίθετη άποψη. Ένα νεαρό άτομο λάτρευε να βρίσκεται στο σπίτι του κατά τους τρεις πρώτους μήνες της περιόδου της πανδημίας, καθώς πήγαινε στο χωριό του που βρίσκεται κοντά στη θάλασσα και το απολάμβανε σαν να βρισκόταν σε διακοπές.

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## B. ΕΜΠΛΟΚΗ ΤΩΝ ΝΕΩΝ: ΚΑΤΑΣΤΑΣΗ ΤΟΥ ΠΑΙΧΝΙΔΙΟΥ

Σύμφωνα με τα 4 παρακάτω διαγράμματα, οι 8 νέοι που αναφέρθηκαν προηγουμένως, απάντησαν τα εξής στις 4 ερωτήσεις.

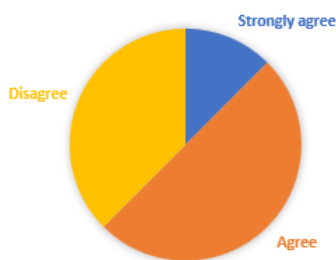
2.1. Οι περισσότεροι από αυτούς συμφωνούν με τη δήλωση: Ένα πρόγραμμα "εκπαίδευσης για την ενεργό συμμετοχή των πολιτών" που ευνοεί την απόκτηση βασικών ικανοτήτων εφαρμόζεται επαρκώς στο επίπεδο της κοινότητάς σας. Αντίθετα, τρεις από αυτούς διαφωνούν με τη δήλωση.

2.2 Οι περισσότεροι συμφωνούν με τη δήλωση: Υπάρχουν πρωτοβουλίες σε επίπεδο κοινότητας που προωθούν τα δικαιώματα των ευάλωτων νέων ως ατόμων με αναπηρία, με στερεότυπα λόγω φύλου/σεξουαλικού προσανατολισμού, που υφίστανται διακρίσεις για εθνοτικούς/πολιτιστικούς ή κοινωνικοοικονομικούς λόγους. Ένας νέος διαφωνεί και ένας ούτε συμφωνεί ούτε διαφωνεί.

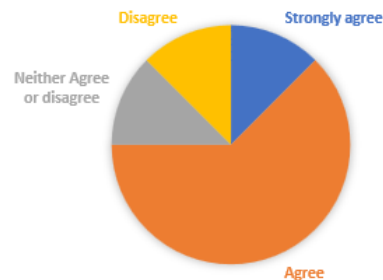
2.3 Η πλειονότητα των νέων πιστεύει ότι: Στο επίπεδο της κοινότητάς σας, υπάρχουν ευκαιρίες για τη λήψη αποφάσεων και τη συμμετοχή των νέων.

2.4 Η πλειονότητα των νέων πιστεύει ότι: Ο ρόλος των σχολείων/των φορέων χάραξης πολιτικής και των κοινοτικών θεσμών/οργανώσεων στην προώθηση της ενεργού συμμετοχής και της ενδυνάμωσης των νέων γενικά εκπληρώνεται.

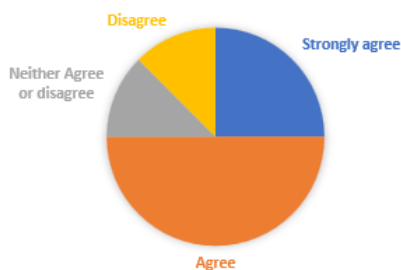
### 2.1 EDUCATION FOR ACTIVE CITIZENSHIP



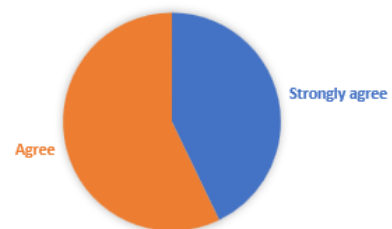
### 2.2 VULNERABLE YOUNG PEOPLE INITIATIVES



### 2.3 DECISION MAKING & ACTIVE PARTICIPATION OPPORTUNITIES



### 2.4 INSTITUTIONS ROLES FOR ACTIVE YOUTH ENGAGEMENT



Σχήμα 2. Επίπεδο συμφωνίας των νέων συμμετεχόντων με τις δηλώσεις (2.1) με την τρέχουσα εφαρμογή προγραμμάτων ενεργού πολιτεότητας (2.2) την ύπαρξη πρωτοβουλιών για την προώθηση των δικαιωμάτων των μειονεκτουσών ομάδων (2.3) την ύπαρξη ευκαιριών για τη λήψη αποφάσεων από τους νέους (2.4) το ρόλο των φορέων χάραξης πολιτικής και των οργανώσεων.

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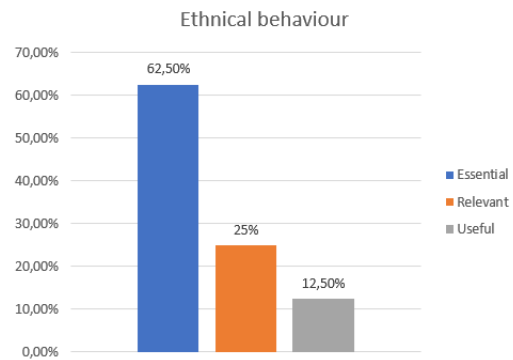
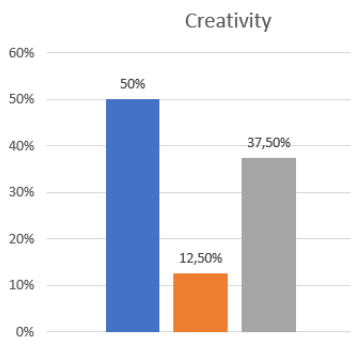
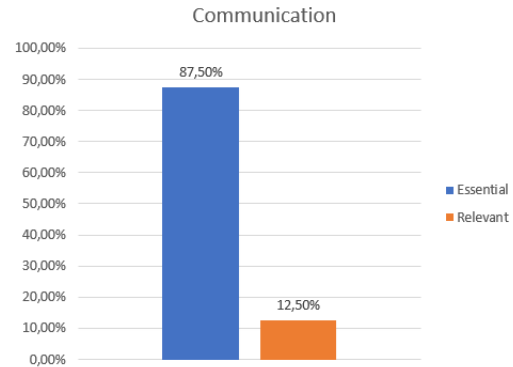
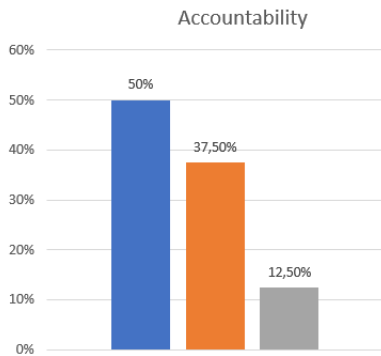
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Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.

## Γ. ΔΕΞΙΟΤΗΤΕΣ & ΙΚΑΝΟΤΗΤΕΣ

α) Πόσο σημαντικές είναι οι ήπιες δεξιότητες και ικανότητες που πρέπει να αναπτύξει ένας νέος ηγέτης στην τοπική του κοινότητα για να αξιοποιήσει με τον καλύτερο δυνατό τρόπο τους κοινοτικούς πόρους και τις ευκαιρίες;

Σύμφωνα με τα παρακάτω 8 διαγράμματα, οι 8 νέοι που αναφέρθηκαν προηγουμένως, απάντησαν τα εξής.



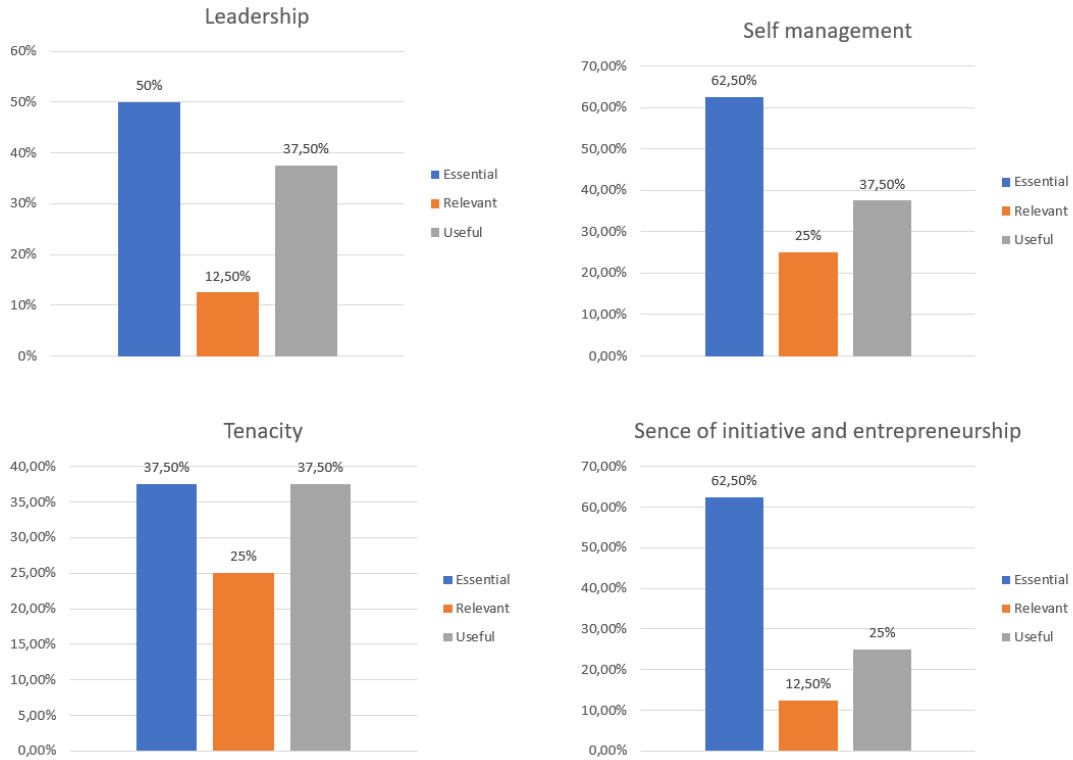
Αριθμός έργου 101089746

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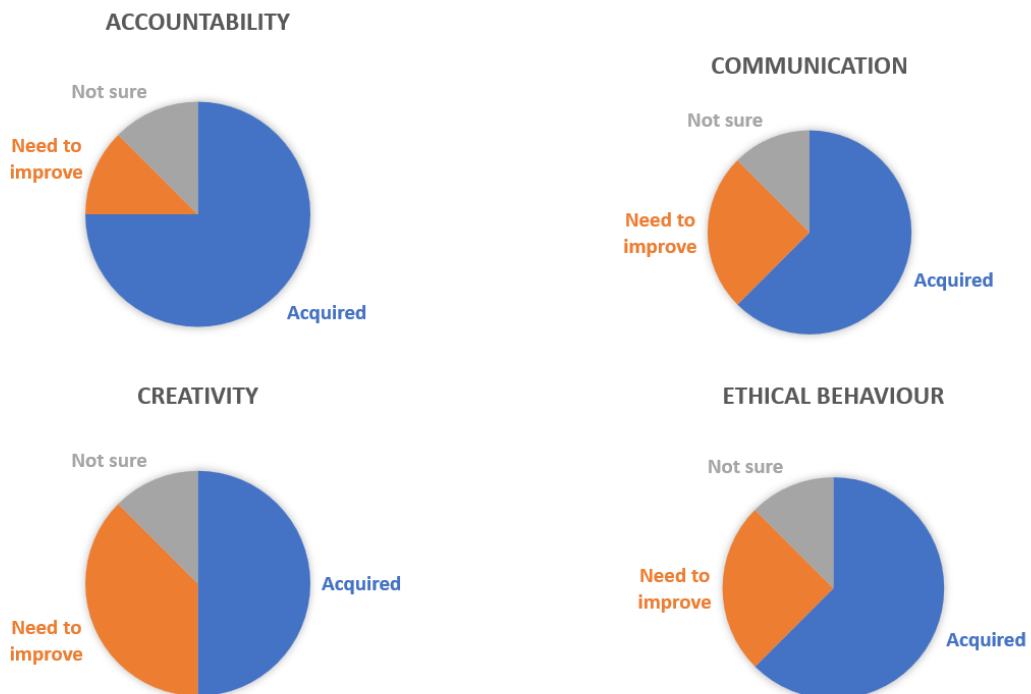
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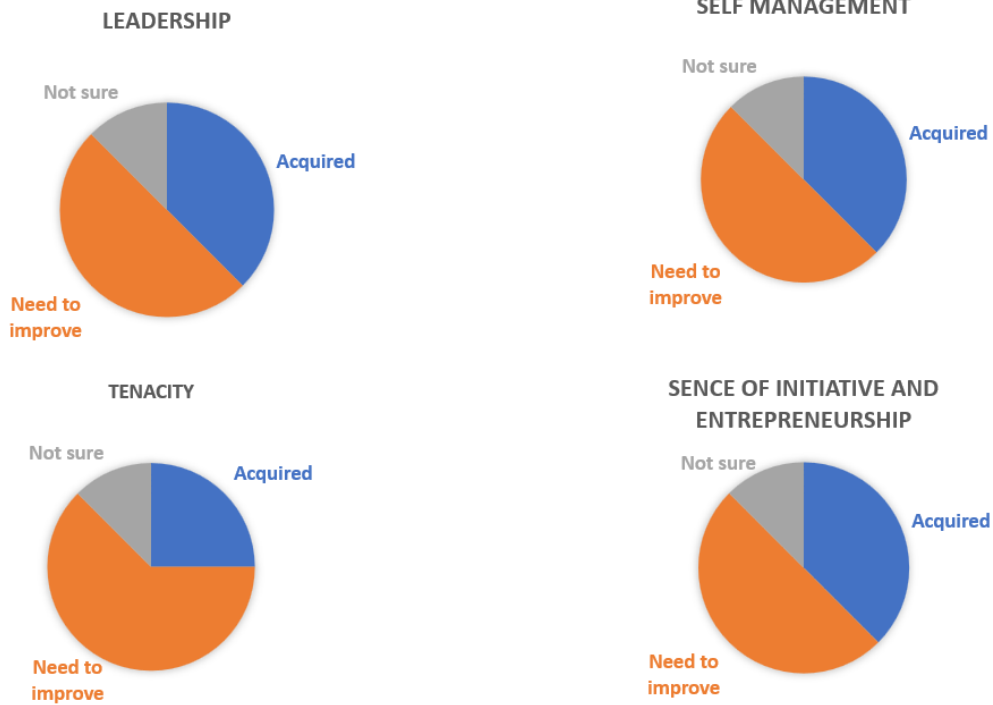
Σχήμα 3. Σημασία των κοινωνικών δεξιοτήτων για έναν νέο ηγέτη ( γνώμη των νέων συμμετεχόντων)

**β) Ποια από αυτά τα χαρακτηριστικά πιστεύουν οι νέοι ότι έχουν ήδη αποκτήσει; Ποια από αυτά θέλουν να βελτιώσουν;**



Αριθμός έργου 101089746

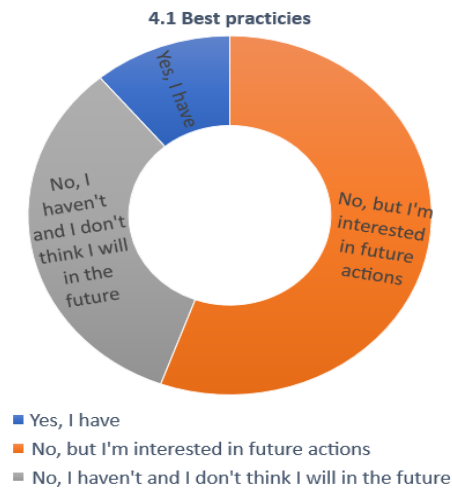
Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (ΕΑΕΑ). Ούτε η Ευρωπαϊκή Ένωση ούτε ο ΕΑΕΑ μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



Σχήμα 4. χαρακτηριστικά που οι νέοι πιστεύουν ότι έχουν ήδη αποκτήσει

#### D. ΕΜΠΕΙΡΙΑ & ΒΕΛΤΙΣΤΕΣ ΠΡΑΚΤΙΚΕΣ

Το επόμενο διάγραμμα δείχνει αν οι 8 νέοι έχουν συμμετάσχει ποτέ σε πρωτοβουλίες που αποσκοπούν στην ενδυνάμωση των νέων.



Σχήμα 5. εμπειρία και βέλτιστες πρακτικές στις οποίες συμμετείχαν οι νέοι.

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- **Εργαζόμενοι στον τομέα της νεολαίας - Ενδιαφερόμενα μέρη.**

**A. ΑΝΑΛΥΣΗ ΠΛΑΙΣΙΟΥ**

Οι 8 εργαζόμενοι στον τομέα της νεολαίας που συμπλήρωσαν τα ερωτηματολόγια ηλικίας 25 έως 35 ετών εργάζονται με ευάλωτους νέους και οι 8 ενδιαφερόμενοι φορείς που είναι εκπρόσωποι οργανώσεων νεολαίας, εμπειρογνώμονες στον τομέα της κοινωνικής ένταξης και της εκπαίδευσης (ΜΚΟ, τοπικοί αναπτυξιακοί οργανισμοί, πάροχοι κατάρτισης και ενώσεις επιχειρήσεων). Επιπλέον, συνεχίζουμε με διαδικτυακές συνεντεύξεις με όλους αυτούς. Οι περισσότεροι από τους εργαζόμενους σε θέματα νεολαίας και τους εμπειρογνώμονες προέρχονται από οργανώσεις με τις οποίες συνεργάζεται η Οργάνωση Γη. Επικεντρωνόμαστε σε αυτούς που έχουν εμπειρία με μειονεκτούντα άτομα και ενδιαφέρονται να συμμετάσχουν σε καλές πρακτικές.

Τα αποτελέσματα των ερωτηματολογίων έδειξαν ότι οι περισσότεροι από τους εργαζόμενους στον τομέα της νεολαίας και τους εκπροσώπους των ενδιαφερόμενων φορέων είναι ηλικίας 25 έως 35 ετών. Οι περισσότεροι από αυτούς είναι γυναίκες και ένας εργαζόμενος στον τομέα της νεολαίας είναι από το Ιράν.

Όσον αφορά τα ειδικά χαρακτηριστικά του κοινωνικού πλαισίου στο οποίο εργάζονται ως φροντιστές/εκπαιδευτές/ιδρυματικοί εκπρόσωποι που είναι αφοσιωμένοι στον τομέα της νεολαίας, τα ευρήματα αποκάλυψαν ότι οι περισσότεροι από αυτούς εργάζονται με άτομα με ευάλωτο υπόβαθρο. Υπάρχουν εργαζόμενοι σε θέματα νεολαίας που εργάζονται σε προσφυγικούς καταυλισμούς, όπου είναι υπεύθυνοι για την εκπαίδευση, την ευαισθητοποίηση, τη συμμετοχή των προσφύγων (παιδιών και νέων) σε μια βιώσιμη κοινωνία με βαθύ κοινοτικό πνεύμα. Άλλοι youth workers ασχολούνται με άτομα που αντιμετωπίζουν προκλήσεις οικονομικής και κοινωνικής ένταξης και τους ενημερώνουν για τη βιωσιμότητα και τους στόχους βιώσιμης ανάπτυξης. Επιπλέον, ορισμένα ερωτηματολόγια συμπληρώνονται από εργαζόμενους στον τομέα της εκπαίδευσης, οι οποίοι είναι παράλληλα υποστηρικτικοί εκπαιδευτικοί και κοινωνικοί λειτουργοί στα σχολεία. Στο έργο μας συμμετέχουν εργαζόμενοι στον τομέα της νεολαίας και υπεύθυνοι φορείς που εργάζονται σε κέντρα κατάρτισης όπου παρέχουν υπηρεσίες σε άτομα με μαθησιακές δυσκολίες προκειμένου να δημιουργήσουν ένα περιβάλλον χωρίς εμπόδια για αυτά.

Αυτοί οι εργαζόμενοι στους νέους πιστεύουν ότι οι κύριες αιτίες του κοινωνικού αποκλεισμού των νέων στην Ελλάδα είναι οι πολιτισμικές δυσκολίες, η θρησκεία, η χώρα καταγωγής, οι οικονομικές δυσκολίες, η ανεργία, η φτώχεια, η κατάθλιψη, τα εκπαιδευτικά εμπόδια, οι διακρίσεις λόγω προσωπικών χαρακτηριστικών και πεποιθήσεων.

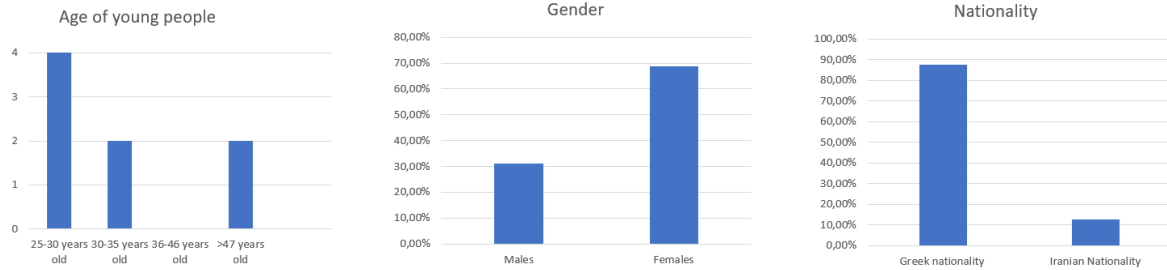
Επιπλέον, όσον αφορά τις επιπτώσεις της πανδημίας COVID-19 και τον τρόπο με τον οποίο η πανδημία επηρέασε τη ζωή τους, οι ερωτηθέντες συμφώνησαν ότι τα λουκέτα κατά τη διάρκεια της πανδημίας επηρέασαν με αρνητικό τρόπο τη ζωή τους και τη ζωή των νέων με τεράστια επίδραση στην ψυχική τους υγεία, την κοινωνική τους ζωή και την ευημερία τους με ποικίλους τρόπους. Για παράδειγμα, αναφέρουν ότι ο τρόπος επικοινωνίας άλλαξε τόσο πολύ που οι κοινωνικές τους ανάγκες και ευκαιρίες είναι πλέον πραγματικά διαφορετικές. Αντίθετα, αναφέρουν ότι το διαδικτυακό εργασιακό περιβάλλον έχει κάνει τους ρυθμούς εργασίας ταχύτερους και υπάρχουν περισσότερες ευκαιρίες για εργασία από απόσταση.

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Σχήμα 6. Κατανομή του δείγματος ως προς την ηλικία, το φύλο και την εθνικότητα των εργαζομένων και των εμπειρογνομώνων στον τομέα της νεολαίας.

## B. ΕΜΠΛΟΚΗ ΤΩΝ ΝΕΩΝ: ΚΑΤΑΣΤΑΣΗ ΤΟΥ ΠΑΙΧΝΙΔΙΟΥ

Σύμφωνα με τα παρακάτω 4 διαγράμματα, οι 8 εργαζόμενοι σε θέματα νεολαίας και οι 8 εκπρόσωποι των ενδιαφερομένων φορέων που αναφέρθηκαν προηγουμένως, απάντησαν τα εξής στις 4 ερωτήσεις.

2.1. Οι περισσότεροι από αυτούς συμφωνούν με τη δήλωση: Ένα πρόγραμμα "εκπαίδευσης για την ενεργό συμμετοχή των πολιτών" που ευνοεί την απόκτηση βασικών ικανοτήτων εφαρμόζεται επαρκώς στο επίπεδο της κοινότητάς σας. Αντιθέτως, λίγοι από αυτούς διαφωνούν με τη δήλωση και ορισμένοι ούτε συμφωνούν ούτε διαφωνούν.

2.2 Οι περισσότεροι συμφωνούν με τη δήλωση: Υπάρχουν πρωτοβουλίες σε επίπεδο κοινότητας που προωθούν τα δικαιώματα των ευάλωτων νέων ως ατόμων με αναπηρία, με στερεότυπα λόγω φύλου/σεξουαλικού προσανατολισμού, που υφίστανται διακρίσεις για εθνοτικούς/πολιτιστικούς ή κοινωνικοοικονομικούς λόγους. Αντίθετα, λίγοι από αυτούς διαφωνούν με τη δήλωση και ορισμένοι ούτε συμφωνούν ούτε διαφωνούν.

2.3 Στη δήλωση: 6 συμμετέχοντες συμφωνούν με τη δήλωση, 3 συμμετέχοντες ούτε συμφωνούν ούτε διαφωνούν και 7 από τους συμμετέχοντες διαφωνούν.

2.4 Στη δήλωση: Ο ρόλος των σχολείων/των φορέων χάραξης πολιτικής και των κοινοτικών θεσμών/οργανώσεων στην προώθηση της ενεργού συμμετοχής και της ενδυνάμωσης των νέων εκπληρώνεται γενικά, 4 συμμετέχοντες συμφωνούν με τη δήλωση, 4 συμμετέχοντες ούτε συμφωνούν ούτε διαφωνούν και 8 από τους συμμετέχοντες διαφωνούν.

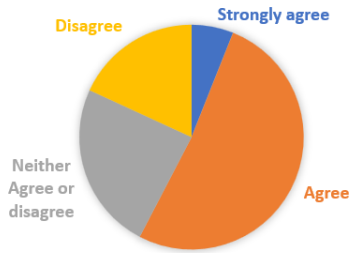
Αριθμός έργου 101089746



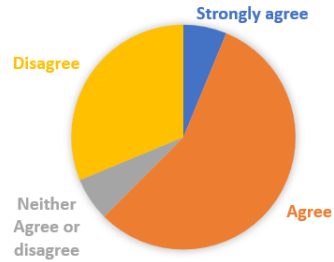
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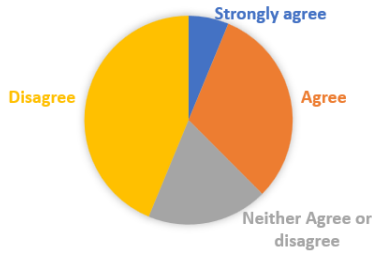
### 2.1 EDUCATION FOR ACTIVE CITIZENSHIP



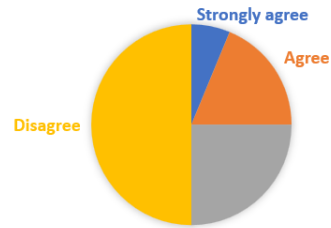
### 2.2 VULNERABLE YOUNG PEOPLE INITIATIVES



### 2.3 DECISION MAKING & ACTIVE PARTICIPATION OPPORTUNITIES



### 2.4 INSTITUTIONS ROLES' FOR ACTIVE YOUTH ENGAGEMENT



Σχήμα 7. Βαθμός συμφωνίας των εργαζομένων σε θέματα νεολαίας και των εμπειρογνομόνων με τις δηλώσεις (2.1) με την τρέχουσα εφαρμογή των προγραμμάτων ενεργού πολιτεότητας (2.2) την ύπαρξη πρωτοβουλιών για την προώθηση των δικαιωμάτων των μειονεκτουσών ομάδων (2.3) την ύπαρξη ευκαιριών για τη λήψη αποφάσεων από τους νέους (2.4) το ρόλο των φορέων χάραξης πολιτικής και των οργανώσεων.

## Γ. ΔΕΞΙΟΤΗΤΕΣ & ΙΚΑΝΟΤΗΤΕΣ

**α) Πόσο σημαντικές είναι οι ήπιες δεξιότητες και ικανότητες που πρέπει να αναπτύξει ένας νέος ηγέτης στην τοπική του κοινότητα για να αξιοποιήσει με τον καλύτερο δυνατό τρόπο τους κοινοτικούς πόρους και τις ευκαιρίες;**

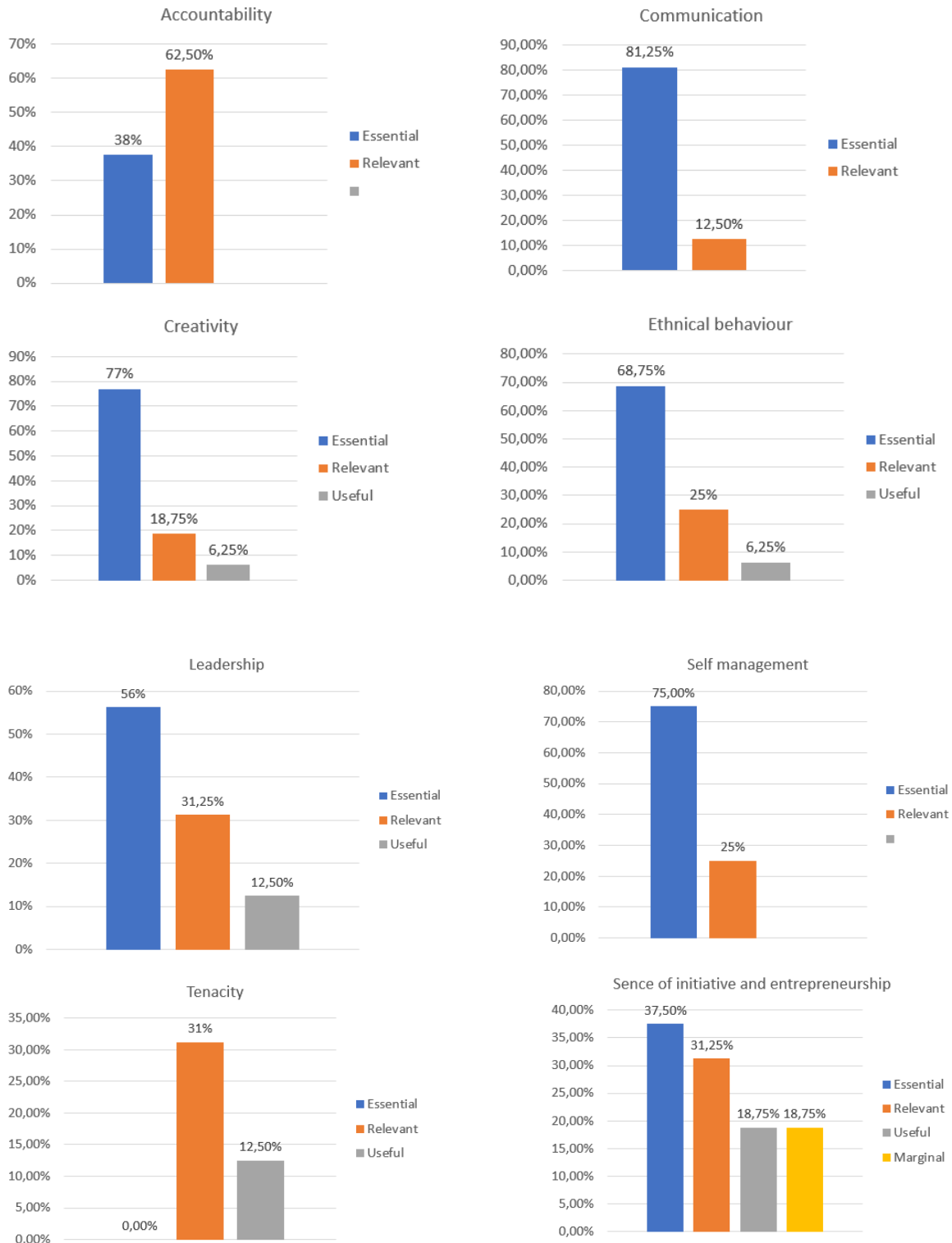
Σύμφωνα με τα 8 διαγράμματα που ακολουθούν, οι 8 εργαζόμενοι στον τομέα της νεολαίας και οι 8 εκπρόσωποι των ενδιαφερομένων φορέων που αναφέρθηκαν προηγουμένως, απάντησαν τα εξής.

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Σχήμα 8. Σημασία των κοινωνικών δεξιοτήτων για έναν νέο ηγέτη (γνώμη των εργαζομένων στον τομέα της νεολαίας και των εμπειρογνομώνων)

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**β) Ποια από αυτά τα χαρακτηριστικά πιστεύουν οι νέοι ότι έχουν ήδη αποκτήσει; Ποια από αυτά θέλουν να βελτιώσουν;**

Σύμφωνα με τα 8 διαγράμματα που ακολουθούν, οι 8 εργαζόμενοι στον τομέα της νεολαίας και οι 8 εκπρόσωποι των ενδιαφερομένων φορέων που αναφέρθηκαν προηγουμένως, απάντησαν τα εξής.



Σχήμα 9 . χαρακτηριστικά που οι εργαζόμενοι στους νέους και οι εμπειρογνώμονες πιστεύουν ότι έχουν ήδη αποκτήσει

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Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (ΕΑΧΕΑ). Ούτε η Ευρωπαϊκή Ένωση ούτε ο ΕΑΧΕΑ μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.

#### D. ΕΜΠΕΙΡΙΑ & ΒΕΛΤΙΣΤΕΣ ΠΡΑΚΤΙΚΕΣ

Το επόμενο διάγραμμα δείχνει αν οι 8 εργαζόμενοι στον τομέα της νεολαίας και οι 8 εκπρόσωποι των ενδιαφερομένων έχουν συμμετάσχει ποτέ σε πρωτοβουλίες που αποσκοπούν στην ενίσχυση της ενδυνάμωσης των νέων. Σύμφωνα με τα 8 παρακάτω διαγράμματα, οι 8 εργαζόμενοι στον τομέα της νεολαίας και οι 8 εκπρόσωποι φορέων που αναφέρθηκαν προηγουμένως, απάντησαν τα εξής

Οι περισσότεροι από τους συμμετέχοντες απάντησαν ότι έχουν συμμετάσχει σε πρωτοβουλίες που αποσκοπούν στην ενίσχυση της χειραφέτησης των νέων. Ορισμένες από τις δραστηριότητες που ανέφεραν και τις καλές πρακτικές που μοιράστηκαν είναι: συζήτηση για κοινωνικά θέματα, δραστηριότητες δημιουργίας ομάδων, προώθηση του διαλόγου σε περίπτωση που οι άνθρωποι μπορούν να μοιραστούν τα συναισθήματά τους, αλληλεπίδραση και ανάπτυξη συνεργειών μεταξύ των νέων, ενδυνάμωση των νέων για την είσοδό τους στην αγορά εργασίας, δημιουργία πειραματικών εργαστηρίων που προωθούν τη δέσμευση και τη συνεργασία, προώθηση της μη τυπικής εκπαίδευσης, συμμετοχή των νέων σε μια βιώσιμη κοινωνία, δημιουργία ομάδων.

Στο τέλος, πρότειναν κάποιες προτάσεις για το τι θα μπορούσε να βελτιωθεί, για παράδειγμα, πρότειναν: να γίνονται σχέδια που μπορούν να συνεχιστούν με την πάροδο του χρόνου, μακροπρόθεσμα σχέδια, να εμπλέκονται, να παρακινούνται, να συμπεριλαμβάνουν και να υποστηρίζουν τους νέους που προέρχονται από διαφορετικά υπόβαθρα, να εργάζονται ως ομάδα, να εμπλέκουν μικρότερες κοινότητες, να βρίσκουν πόρους που επιτρέπουν σταθερά και μακροπρόθεσμα σχέδια.



Σχήμα 10. εμπειρία και βέλτιστες πρακτικές στις οποίες συμμετείχαν οι εργαζόμενοι στον τομέα της νεολαίας και οι εμπειρογνώμονες.

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## Συμπεράσματα

Στην παρούσα έκθεση διαπιστώσαμε τα σημαντικά κοινωνικοοικονομικά και πολιτιστικά τρωτά σημεία και τις προκλήσεις που αντιμετωπίζουν οι νέοι στην Ελλάδα, τα οποία επιδεινώνονται από τις επιπτώσεις της πανδημίας COVID - 19. Τα ευρήματα αυτά είναι ζωτικής σημασίας για το σχεδιασμό και την εφαρμογή προσαρμοσμένων προγραμμάτων υποστήριξης για τους μειονεκτούντες νέους πληθυσμούς που συμμετέχουν στην " Θερμοκοιτίδα για την κοινότητα Νέων". Τα λουκέτα κατά τη διάρκεια της πανδημίας είχαν εκτεταμένο αντίκτυπο στο κοινωνικοοικονομικό τοπίο της Ελλάδας, επηρεάζοντας ιδιαίτερα τους νέους. Τα επιβληθέντα λουκέτα, οι περιορισμοί σε οργανισμούς και επιχειρήσεις, η οικονομική επιβράδυνση, το κλείσιμο σχολείων και πανεπιστημιακών χώρων συνέβαλαν στην κατακόρυφη αύξηση των ποσοστών ανεργίας, στη μείωση των ευκαιριών απασχόλησης, στην οικονομική ανασφάλεια, ιδίως μεταξύ των νέων. Επιπλέον, ένας μεγάλος αριθμός νέων είχε βιώσει την απώλεια θέσεων εργασίας, μειωμένο ωράριο εργασίας ή αγωνίστηκε να εισέλθει στην αγορά εργασίας. Επιπλέον, όσον αφορά τις κοινωνικές και πολιτιστικές προκλήσεις που αντιμετωπίζουν οι Έλληνες νέοι, πρέπει να αναφέρουμε ότι η πανδημία είχε αναδείξει και αυξήσει αυτές τις δυσκολίες. Η κοινωνική ενσωμάτωση, τα διαταραγμένα εκπαιδευτικά συστήματα και η περιορισμένη πρόσβαση σε πολιτιστικές και ψυχαγωγικές δραστηριότητες συνέβαλαν σε προκλήσεις στην ψυχική τους υγεία και τη συνολική τους ευημερία.

Για να αντιμετωπιστούν όλα αυτά τα κοινωνικοοικονομικά προβλήματα που ενισχύονται από την πανδημία, είναι επιτακτική ανάγκη να δοθεί η κύρια προτεραιότητα σε μέτρα οικονομικής και κοινωνικής ανάκαμψης που στοχεύουν ειδικά στην απασχόληση και την ένταξη των νέων. Τα προγράμματα στήριξης θα πρέπει να επικεντρωθούν στη δημιουργία ευκαιριών απασχόλησης, σε πρωτοβουλίες κατάρτισης και αναβάθμισης των δεξιοτήτων, στη στήριξη της επιχειρηματικότητας και στην προώθηση της καινοτομίας. Η ενίσχυση των δικτύων κοινωνικής ασφάλειας και η διασφάλιση της πρόσβασης σε μέτρα κοινωνικής προστασίας είναι ζωτικής σημασίας για την ανακούφιση του οικονομικού βάρους που αντιμετωπίζουν οι μειονεκτούντες νεανικοί πληθυσμοί. Επιπλέον, στην Ελλάδα, ένα ουσιαστικό μέρος που πρέπει να ληφθεί υπόψη είναι οι πρωτοβουλίες για πολιτιστικές προκλήσεις που προωθούν την ένταξη, τις ευκαιρίες μάθησης και τις πολιτιστικές εμπειρίες. Θα πρέπει να παρέχονται διάφορες υπηρεσίες, προγράμματα καθοδήγησης και συμβουλευτικής προκειμένου να ενισχυθεί η συναισθηματική και ψυχολογική υποστήριξη των νέων που βιώνουν άγχος, ανασφάλεια και κατάθλιψη.

Προσφέροντας τα παραπάνω, η κοινότητα των νέων μπορεί να ενδυναμωθεί και να ξεπεράσει τις προκλήσεις που θέτει το COVID-19, να ενισχύσει την ανθεκτικότητα και να προωθήσει την προσωπική και επαγγελματική τους ανάπτυξη μπροστά στις αντιξοότητες.

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## Παραρτήματα

### Παράρτημα 1\_Πλέγματα αξιολόγησης της έρευνας πεδίου

Πλέγμα αξιολόγησης: (εργαζόμενοι στον τομέα της νεολαίας και άλλοι ενδιαφερόμενοι)		
Πληροφορίες για τον υπεύθυνο της συνέντευξης:		
Όνομα συνεντευκτή:	Εύη Παυλάκου	
Όνομα οργανισμού:	Οργάνωση Γη	
Δεδομένα του ερωτώμενου:		
Ηλικία:	25-30 ετών: N° 12 30-35 ετών: N° 2 36-46 ετών: N° 0 >47 ετών: N° 2	
Φύλο (N°):	M 31,25 % F 68,75%	
Κύριες Εθνικότητες::	Ελληνικά, Ιρανικά	
Κύρια προφίλ:	Εργαζόμενοι στον τομέα της νεολαίας, ενδιαφερόμενοι	
Κύριοι τομείς (τύπος οργανισμού):	ΜΚΟ, Πανεπιστήμια, Δημοτικά σχολεία, Κέντρο ειδικής αγωγής, Ιστορικό οиноποιείο, Start Up	
Έτη εμπειρίας στον τομέα:	0-3 ετών: N° 11 4-6 ετών: N° 2 >7 χρόνια: N° 3	
Ερώτηση αριθ.	Κοινά θέματα	Αντίθετα ευρήματα

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<p><b>1.1 Χαρακτηριστικά πλαισίου</b></p>	<p>Ειδικά χαρακτηριστικά του κοινωνικού πλαισίου στο οποίο εργάζονται οι youth workers είναι:</p> <p>(εκπαίδευση, ευαισθητοποίηση και ενδυνάμωσή τους, συμμετοχή των νέων σε μια βιώσιμη κοινωνία με βαθύ κοινοτικό πνεύμα).</p> <p>Β. Άνθρωποι που αντιμετωπίζουν προκλήσεις οικονομικής και κοινωνικής ένταξης. (ενημέρωση και ευαισθητοποίηση των νέων για την Ανάπτυξη της Αειφορίας)</p> <p>Γ. Χωριά όπου οι μαθητές πρέπει να φτάσουν στην πλησιέστερη πόλη για σχεδόν τα πάντα.</p> <p>Δ. Στα πανεπιστήμια, οι φοιτητές έχουν το ίδιο μορφωτικό επίπεδο αλλά η κοινωνικοοικονομική κατάσταση και το γεωγραφικό υπόβαθρο είναι διαφορετικά. Οι καθηγητές συμπεριφέρονται με ίσο τρόπο και όλοι πρέπει να εφαρμόζουν τους κανόνες.</p> <p>Ε. Κέντρο επαγγελματικής κατάρτισης που παρέχει υπηρεσίες σε άτομα με μαθησιακές δυσκολίες προκειμένου να δημιουργήσει ένα περιβάλλον χωρίς εμπόδια για αυτά.</p>	
<p><b>1.2 Αιτίες του κοινωνικού αποκλεισμού των νέων</b></p>	<p>Γλώσσα, πολιτισμικές διαφορές, θρησκεία, χώρα καταγωγής, πολιτικές πεποιθήσεις, οικονομικές δυσκολίες, ανεργία, φτώχεια, στεγαστική πολιτική, εκπαιδευτικά εμπόδια, διακρίσεις λόγω προσωπικών χαρακτηριστικών και πεποιθήσεων. Οι χρήστες ναρκωτικών, η σεξουαλική ταυτότητα, τα άτομα ΛΟΑΤΚΙ+, οι άγαμες μητέρες, οι ασυνόδευτοι ανήλικοι, τα άτομα με ψυχικές διαταραχές κ.λπ. αντιμετωπίζουν περιορισμό στην πρόσβασή τους σε υπηρεσίες υγείας λόγω κακής κοινωνικής πρόνοιας και στερεοτύπων ή προκαταλήψεων.</p> <p>Δεν υπάρχει συνεργασία μεταξύ των εμπλεκόμενων φορέων. Δεν υπάρχει συνεργασία με τις τοπικές κοινότητες.</p> <p>Ζουν σε απομονωμένες περιοχές με κακή σύνδεση με τρένο/λεωφορείο.</p> <p>Κατάθλιψη</p>	
<p><b>1.3 Επιπτώσεις των πανδημιών Covid</b></p>	<p>Ο τρόπος που επικοινωνούμε, η δυναμική μας άλλαξε τόσο πολύ που οι κοινωνικές μας ανάγκες και ευκαιρίες ήταν πραγματικά διαφορετικές.</p> <p>Έλλειψη επικοινωνίας και άγχος.</p> <p>Οι διακρατικές και τοπικές δραστηριότητες ακυρώθηκαν.</p> <p>Λιγότερες ευκαιρίες εργασίας, τα εκπαιδευτικά ιδρύματα παρέδωσαν διαδικτυακά μαθήματα, φόβος για διακοπή της εργασίας λόγω ενός ακόμη λουκέτου.</p> <p>Ως αποτέλεσμα, όλα τα παραπάνω επηρέασαν την ψυχική υγεία, την κοινωνική ζωή και την ευημερία με ποικίλους τρόπους.</p> <p>Απώλεια χρημάτων, ένας τουριστικός τόπος (ιστορικός αμπελώνας) έκλεισε.</p>	<p>Το διαδικτυακό περιβάλλον εργασίας έχει επιταχύνει τον ρυθμό εργασίας. Περισσότερες ευκαιρίες για εργασία εξ αποστάσεως.</p>

<p><b>2.1 Εκπαίδευση για την ενεργό συμμετοχή των πολιτών</b></p>	<p>Συμφωνών απόλυτα: 6,25 % Συμφωνών: 53,3 % Ούτε συμφωνών ούτε διαφωνών: 25% Διαφωνών: 18,75 % Διαφωνών απόλυτα: 0 %</p>	
<p><b>2.2 Πρωτοβουλίες για τους ευάλωτους νέους</b></p>	<p>Συμφωνών απόλυτα: 6,25 % Συμφωνών: 56,25 % Ούτε συμφωνών ούτε διαφωνών: 6,25 % Διαφωνών: 31,25 % Διαφωνών απόλυτα: 0 %</p>	
<p><b>2.3 Δυνατότητες λήψης αποφάσεων &amp; ενεργού συμμετοχής</b></p>	<p>Συμφωνών απόλυτα: 6,25 % Συμφωνών: 31,25 % Ούτε συμφωνών ούτε διαφωνών: 18,75 % Διαφωνών: 43,75 % Διαφωνών απόλυτα: 0 %</p>	
<p><b>2.4 "Θεσμικοί ρόλοι" για την ενεργό συμμετοχή των νέων</b></p>	<p>Συμφωνών απόλυτα: 6,25 % Συμφωνών: 18,75 % Ούτε συμφωνών ούτε διαφωνών: 25% Διαφωνών: 50 % Διαφωνών απόλυτα: 0 %</p>	
<p><b>3.1 Αξιολόγηση ικανοτήτων και δεξιοτήτων</b></p>	<p>Λογοδοσία (37,5% Απαραίτητη, 62,5% Σχετική) Επικοινωνία (81,25% Απαραίτητη, 12,5% Σχετική, 6,6% Χρήσιμη) Δημιουργικότητα (76,9% Απαραίτητη, 18,75% Σχετική, 6,25% Χρήσιμη), Ηθική συμπεριφορά (68,75% Απαραίτητη, 25% Σχετική, 6,25% Χρήσιμη) Ηγεσία (56,25% Απαραίτητη, 31,25% Σχετική, 12,5% Χρήσιμη) Αυτοδιαχείριση (75% Απαραίτητη, 25% Σχετική) Επιμονή (56,25% Απαραίτητη, 31,25% Σχετική, 12,5% Χρήσιμη) Αίσθηση πρωτοβουλίας και επιχειρηματικότητας (37,5% Απαραίτητη, 31,25% Σχετική, 18,75% Χρήσιμη, 18,75% Οριακή)</p>	
<p><b>3.2 Αξιολόγηση ικανοτήτων</b></p>	<p>Λογοδοσία (62,5% αποκτήθηκε, 37,5% πρέπει να βελτιωθεί) Επικοινωνία (62,5% αποκτήθηκε, 37,5% Ανάγκη βελτίωσης) Δημιουργικότητα (62,5% Αποκτήθηκε, 31,25% Ανάγκη βελτίωσης, 6,25% Δεν είμαι σίγουρος) Ηθική συμπεριφορά (93,75% Αποκτήθηκε, 6,25% Ανάγκη βελτίωσης) Ηγεσία (43,75% Αποκτήθηκε, 56,25% Ανάγκη βελτίωσης) Αυτοδιαχείριση (62,5% Αποκτήθηκε, 37,5% Ανάγκη βελτίωσης) Επιμονή (50% Αποκτήθηκε, 50% Ανάγκη βελτίωσης) Αίσθηση πρωτοβουλίας και επιχειρηματικότητας (18,75% Αποκτήθηκε, 75% Ανάγκη βελτίωσης, 6,25% Δεν είμαι σίγουρος)</p>	
<p><b>4.1 Βέλτιστες/καλές πρακτικές</b></p>	<p>62,5% Ναι, το έχω κάνει, 37,5% Όχι, αλλά ενδιαφέρομαι για μελλοντικές δράσεις</p>	

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<p><b>4.2. Εάν ναι, προσδιορίστε τη δραστηριότητα που αναπτύχθηκε</b></p>	<p>Συζητήσεις για κοινωνικά θέματα, ομαδικά παιχνίδια. Δραστηριότητα πρόκλησης από επιλογή, δραστηριότητα που χρησιμοποιεί την οικοδόμηση της κοινότητας και τη μεθοδολογία hands on που επιτρέπει στους νέους να εντοπίσουν τα τοξικά πρότυπα. Βήμα του υπεύθυνου εκπαίδευσης νέων στο SDSN UN Σεμινάρια για εργαζόμενους σε θέματα νεολαίας Ενδυνάμωση μέσω του αθλητισμού Εργαστήρια βασισμένα σε εφαρμοσμένες τεχνικές θεάτρου για την ευαισθητοποίηση σε περιβαλλοντικά θέματα. Συνδημιούργησε το τμήμα Νέων Ευρωπαίων Φεντεραλιστών στον Πειραιά-Αθήνα. Συνδυασμός της ιστορίας με το κρασί.</p>	
<p><b>4.3 Τι μπορεί να μοιραστεί ως καλή πρακτική</b></p>	<p>Επικοινωνία σε διαφορετικές γλώσσες, ώστε όλοι να μπορούν να κατανοήσουν κάθε πλαίσιο. Πρωώθηση του διαλόγου σε περίπτωση που οι άνθρωποι θα μοιραστούν τα συναισθήματά τους, θα αλληλεπιδράσουν και θα αναπτύξουν συνέργειες μεταξύ τους. Ενδυνάμωση των νέων για την είσοδό τους στην αγορά εργασίας. Δημιουργία πειραματικών εργαστηρίων που προάγουν την εμπλοκή και τη συνεργασία. Εκπαίδευση σχετικά με το περιβάλλον, τον αθλητισμό και την κοινωνική ένταξη στους καταυλισμούς προσφύγων. Μη τυπική εκπαίδευση, που εμπλέκει τους νέους σε μια βιώσιμη κοινωνία με βαθύ κοινοτικό πνεύμα. Πρωώθηση των 17 ΣΒΑΑ. Οι πρακτικές δραστηριότητες που συνδέουν τη θεωρία με τη δράση. Η φυσική αγωγή και ο αθλητισμός συμβάλλουν στην οικοδόμηση της ενδυνάμωσης των νέων και της κοινωνικής ένταξης. Μικρότερες ομάδες συμμετέχουν σε ένα εργαστήριο Έμφαση στην οικοδόμηση ομάδων και στη δημιουργία ελκυστικών εργαστηρίων Συνδυάστε την ιστορία με το κρασί, την ιστορία του βιολογικού αμπελώνα από το 1854 μέχρι σήμερα. Δημιουργία καινοτόμων προϊόντων, βασισμένων σε επιστημονικά δεδομένα, με πρωτοποριακή τεχνητή νοημοσύνη και υπολογιστικές μεθόδους για αγροτικές περιοχές.</p>	

<b>Τι θα μπορούσε να βελτιωθεί;</b>	Κατασκευή σχεδίων που μπορούν να συνεχιστούν με την πάροδο του χρόνου, μακροπρόθεσμα σχέδια. Ενεργοποίηση, παρακίνηση, ένταξη και υποστήριξη των νέων που προέρχονται από διαφορετικά μειονεκτικά περιβάλλοντα. Εργασία ως ομάδα. Μικρότερες κοινότητες χωρίς αποκλεισμούς Αύξηση του αριθμού των συμμετεχόντων Περισσότερες πρακτικές με τα ευάλωτα άτομα Εύρεση πόρων που επιτρέπουν ένα σταθερό, μακροπρόθεσμο σχέδιο για την ίδια ομάδα νέων. Χρήση σύγχρονων εργαλείων
<b>5. Άλλα</b>	
<b>Πρόσθετες πληροφορίες:</b>	
<b>Σημειώσεις:</b>	

### Πλέγμα αξιολόγησης: (νέοι)

#### Πληροφορίες για τον υπεύθυνο της συνέντευξης:

Όνομα συνεντευκτή:

Εύη Παυλάκου

Εταίρος του έργου:

Οργάνωση Γη

#### Δεδομένα του ερωτώμενου:

**Ηλικία:**

16-18 ετών: Ν°0

19-21 ετών: Ν° 1

22 - 23 ετών: Ν°4

24 - 25 ετών: Ν° 3

25+ ετών: Ν° 0

**Φύλο (Ν°):**

62,5% Άνδρες

37,5% Γυναίκες

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Κύριες Εθνικότητες::		87,5% ελληνικά 12,5% ιταλικά
Κύριοι τομείς (τομέας σπουδών, απασχόληση):		
Ερώτηση αριθ.	Κοινά θέματα	Αντίθετα ευρήματα
1.1 Γενικά χαρακτηριστικά τοπικό πλαίσιο	Αθήνα Μοναχοπαίδι με άνεργο πατέρα, επισκέπτεται συχνά τον ψυχίατρο για να ελέγξει τα συναισθήματά του. Δεν κάνει τίποτα άλλο εκτός από το να πηγαίνει στο Κέντρο Επαγγελματικής Κατάρτισης. Ζει με μια αδελφή και τη γιαγιά. Ζει με μια αδελφή και το παιδί της, είναι άνεργοι ή μερικές φορές η αδελφή του εργάζεται ως καθαρίστρια, η μητέρα τους δίνει χρήματα. Ζει μόνος του αλλά τον βοηθάει η θεία του. Ανεργία, χαμηλοί μισθοί.	Ένας νέος προέρχεται από το Τορίνο, μια από τις περιφέρειες με τον υψηλότερο μέσο όρο ηλικίας του πληθυσμού και με ιστορικό έντονης βιομηχανικής ανάπτυξης. Είναι μια πολυεθνική πόλη με σαφή όρια μεταξύ των γειτονιών.
1.2 Προκαλεί εκπαιδευτικές ευκαιρίες	Δεν υπάρχουν περιορισμοί στις εκπαιδευτικές ευκαιρίες.	Ναι, τα σχολεία δεν διαθέτουν πολλές εγκαταστάσεις.
1.3 Με ποιον τρόπο οι πανδημίες COVID επηρέασαν τη ζωή τους;		
1.3 Επιπτώσεις της πανδημίας Covid	Τα σχολεία ήταν κλειστά και δεν μπορούσα να δω τους φίλους τους. Φοβόμουν μην αρρωστήσω. Κλειδωμένος στο σπίτι. Φοβόταν για το τι έβλεπε στην τηλεόραση. Δυστυχής που φορούσε μάσκα όλη την ώρα. Αν κάποιος δεν ήταν εμβολιασμένος, απαγορευόταν να παρακολουθήσει το πρόγραμμα στο επαγγελματικό κέντρο. Δεν ήθελε να αρρωστήσει για να μην χάσει τους φίλους του. Όταν εμβολιάστηκε, αισθανόταν ασφαλής. Απομακρυσμένα μαθήματα του πανεπιστημίου, δεν μπορούσε να συμμετάσχει σε προγράμματα Erasmus+.	Του άρεσε να είναι στο σπίτι για 3 μήνες. Πήγε στο χωριό του κοντά στη θάλασσα.

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<p><b>2.1 Εκπαίδευση για την ενεργό συμμετοχή των πολιτών</b></p>	<p>Συμφωνώ απόλυτα: 12,5 % Συμφωνών: 50 % Ούτε συμφωνώ ούτε διαφωνώ: 0% Διαφωνών: 37,5 % Διαφωνώ απόλυτα: 0%</p>	
<p><b>2.2 Πρωτοβουλίες για τους ευάλωτους νέους</b></p>	<p>Συμφωνώ απόλυτα: 12,5 % Συμφωνών: 62,5 % Ούτε συμφωνώ ούτε διαφωνώ: 12,5 % Διαφωνών: 12,5 % Διαφωνώ απόλυτα: 0 %</p>	
<p><b>2.3 Δυνατότητες λήψης αποφάσεων &amp; ενεργού συμμετοχής</b></p>	<p>Συμφωνώ απόλυτα: 25 % Συμφωνών: 50 % Ούτε συμφωνώ ούτε διαφωνώ: 12,5 % Διαφωνών: 12,5 % Διαφωνώ απόλυτα: 0%</p>	
<p><b>2.4 "Θεσμικοί ρόλοι" για την ενεργό συμμετοχή των νέων</b></p>	<p>Συμφωνώ απόλυτα: 37,5 % Συμφωνών: 50 % Ούτε συμφωνώ ούτε διαφωνώ: 12,5 % Διαφωνών: 0% Διαφωνώ απόλυτα: 0 %</p>	
<p><b>3.1 Αξιολόγηση ικανοτήτων και δεξιοτήτων</b></p>	<p>Λογοδοσία (50% Απαραίτητο, 37,5%Σχετικό, 12,5% Χρήσιμο) Επικοινωνία (87,5% Απαραίτητο, 12,5% Σχετικό) Δημιουργικότητα (50% Απαραίτητο, 25%Σχετικό, 25% Χρήσιμο) Ηθική συμπεριφορά (62,5% Απαραίτητο, 25% Σχετικό, 12,5% Χρήσιμο) Ηγεσία (50% Απαραίτητο, 12,5% Σχετικό, 37,5% Χρήσιμο) Αυτοδιαχείριση (62,5% Απαραίτητο, 25% Σχετικό, 12,5% Χρήσιμο) Επιμονή(37,5% Απαραίτητο, 25% Σχετικό, 37,5% Χρήσιμο) Αίσθημα πρωτοβουλίας και επιχειρηματικότητας (62,5% Απαραίτητο, 12,5% Σχετικό, 25% Χρήσιμο)</p>	

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<p><b>3.2 Αξιολόγηση ικανοτήτων</b></p>	<p>Υπευθυνότητα (75% Αποκτήθηκε, 12,5%Χρειάζεται να βελτιωθεί, 12,5%Δεν είμαι σίγουρος) Επικοινωνία (62,5% Αποκτήθηκε, 25% Χρειάζεται να βελτιωθεί, 12,5%Δεν είμαι σίγουρος) Δημιουργικότητα (50% Αποκτήθηκε, 37,5% Χρειάζεται να βελτιωθεί, 12,5% Δεν είμαι σίγουρος) Ηθική συμπεριφορά (62,5% Αποκτήθηκε, 25% Χρειάζεται να βελτιωθεί, 12,5% Δεν είμαι σίγουρος) Ηγεσία (37,5% Αποκτήθηκε, 50% Ανάγκη βελτίωσης, 12,5% Δεν είμαι σίγουρος) Αυτοδιαχείριση (37,5% Αποκτήθηκε, 50% Ανάγκη βελτίωσης, 12,5% Δεν είμαι σίγουρος) Επιμονή (25% Αποκτήθηκε, 62,5% Ανάγκη βελτίωσης, 12,5% Δεν είμαι σίγουρος) Αίσθηση πρωτοβουλίας και επιχειρηματικότητας (37,5% Αποκτήθηκε, 50% Ανάγκη βελτίωσης, 12,5% Δεν είμαι σίγουρος)</p>	
<p><b>4.1 Βέλτιστες πρακτικές</b></p>	<p>12,5% Ναι, το έχω κάνει 62,5% Όχι, αλλά ενδιαφέρομαι για μελλοντικές δράσεις 37,5% Όχι, δεν το έχω κάνει και δεν νομίζω ότι θα το κάνω στο μέλλον</p>	<p>Ναι: ανταλλαγή Erasmus "Think business". Παγοθραύστης, συνεδρίες προβληματισμού. Βελτιώθηκε: επιλογή των συμμετεχόντων, επικοινωνία στα αγγλικά.</p>
<p><b>5.1 Άλλα</b></p>		
<p><b>Σημείωση της γνώμης του υποκειμένου της συνέντευξης*:</b></p>		



Boosting sustainability and social change through Youth led  
community development

## Local report: reference contexts analysis - Spain

Deliverable number: 3.1

Name of the responsible organisation: *Universidad de Alcalá (UAH)*

Country: *Spain*

English version

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## Abstract

This document refers to deliverable n. 3.1 of the WP3 The Community Youth Incubators and transnational capacity building of youth workers of the BEYOU project

It encompasses n.5 local reports (one in each local community involved) on socio-economic and cultural vulnerabilities and challenges faced by youth in their own communities.

In order to provide tailored support to the needs of the disadvantaged young people involved in the “Community Youth Incubator”, preliminary context analysis will be conducted in all target regions by each partner in order to identify socio-economic and cultural vulnerabilities and challenges faced by youth in their own communities. Desk research will be followed by quantitative and qualitative analysis in each local community through questionnaires and interviews targeting at least 120 young people, youth workers and community stakeholders.

N. 1 local (national) report will be provided by partners of the consortium, in two available languages that is to say in English and the national language of the partners’ country.

Consortium:

- Fondazione Comunitaria di Agrigento and Trapani (Italy);
- Organization Earth (Greece);
- University of Alcalá (Spain);
- Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania (Romania);
- The Hub Nicosia Ltd (Cyprus).

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## INTRODUCTION

COVID-2019 pandemic has generated the greatest demographic crisis in Spain and in Comunidad de Madrid since the Civil War. All statements and age groups of the society had been deeply affected, but the young population is the one that will possibly suffer these consequences in the long term.

The socio-economic impact, loss of incomes, economic uncertainty, etc., has been the most studied so far, but young people have seen other aspects of their lives and well-being affected by the COVID pandemic. Moreover, those belonging to disadvantaged groups have fewer opportunities to recover from this situation, especially women or vulnerable workers (economically and culturally).

In this report, we analyse the impact that COVID had in our society with special focus on implications for the youth sector. To have a full picture we developed a literature review of some of the main analysis done by public administrations and private organisations, accompanied by field research where we asked young people, youth workers and experts to provide their point of view and share with us their experience and expertise as relevant stakeholders. Limited job opportunities, unemployment or labour precariousness are in everybody's head but also some interesting points arose during our research related to geographical mobility, affordable housing or difficulty in reaching physical and mental health services.

In addition, there is a gap in education in soft skills at all levels. Both, young people and youth workers and experts state that soft skills are essential for a young leader to make the best use of community resources and opportunities. There is a need for improvement as the education received so far needs to be complemented with training in soft skills.

In order to promote youth empowerment, decision-making, and active participation, it is crucial to foster initiatives that not only provide opportunities for engagement but also improve the dissemination strategy to address the issue of unawareness among young people. Many young people may be unaware of the available platforms, programs, and resources that can enable their empowerment and active involvement in decision-making processes. This lack of awareness can stem from various factors, including limited access to information, communication gaps, and insufficient outreach efforts. Therefore, it is essential to develop effective dissemination strategies that ensure young people are informed and equipped with the knowledge and resources they need to participate actively.

There is a collective responsibility at all levels of society, including policy makers, experts, and organisations like the BEYOU project, to take action and contribute to fostering youth empowerment and empowering our young people.

## Chapter 1. Understanding concepts

The project "BEYOU - Boosting sustainability and social change through Youth led-community development" targets local communities in Italy (Agrigento and Trapani), Greece (Athens), Spain (Alcalá de Henares), Cyprus (Nicosia) and Romania (Craiova) that are characterised by a high proportion of young people at risk of social exclusion and educational poverty.

In Spain, the University is a key player in promoting sustainable human development, and in coherence with this, Universidad de Alcalá (UAH) dedicates its efforts to collaborate with its closest environment and local associations and stakeholders and contributes to the development of the Sustainable Development Goals (SDGs) of the 2030 Agenda. We firmly believe in the possibilities that education offers to generate wealth, beyond the material, and to promote access to fundamental human rights for the entire population. In a University, Sustainable Development has to be the sustainable convergence between the economic aspect, the university community and its proper environmental management. The mission of the UAH includes the transfer of the knowledge generated to society and encouraging the participation of any person regardless of their economic, cultural or ethnic situation.

At an operative level, our organisation is dedicated to promoting youth empowerment, active participation, youth leadership, and sustainable development. These concepts are central to our mission and guide our work in empowering young individuals to become agents of positive change in their communities and contribute to a more sustainable future.

Youth empowerment refers to the process of enabling young people to gain control over their lives, develop their skills and abilities, and have the confidence to make decisions and take actions that positively impact themselves and their communities. Through various programs, initiatives, and support structures, we aim to provide young people with the necessary tools, resources, and opportunities to enhance their personal development, self-esteem, and decision-making abilities.

Active participation entails engaging young people in meaningful ways in decision-making processes and activities that affect their lives. We believe that young people should have a voice in shaping policies, programs, and initiatives that directly impact them. By actively involving young individuals in planning, implementation, and evaluation processes, we strive to create a culture of inclusivity and ensure that their perspectives, ideas, and concerns are heard and considered.

Youth leadership is a key component of our organisation's approach. We believe in nurturing and empowering young leaders who can inspire others, drive change, and make a positive impact in their communities. We provide opportunities for young people to develop leadership skills, including communication, teamwork, problem-solving, and decision-making, through mentorship, training programs, and hands-on experiences. We aim to cultivate a generation of confident and responsible young leaders who can contribute to sustainable development.

Sustainable development is a core value and goal for both our organisation at the operative level and at the EU level. We recognise the importance of addressing social, economic, and environmental challenges to create a more sustainable future for all. Our initiatives promote sustainable practices, environmental awareness, and responsible citizenship among young people. By raising awareness

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about global issues such as climate change, inequality, and poverty, we empower young individuals to take action and contribute to building a more equitable and sustainable society.

At the EU level, our organisation aligns with the European Union's commitment to youth. We actively engage with EU policies, programs, and funding opportunities that promote these principles. We collaborate with other organisations and stakeholders to exchange best practices, advocate for youth rights and inclusion, and contribute to the development and implementation of youth-related policies and initiatives at the EU level. European projects are a key point of the research done at our university.

Our professionals, lecturers and researchers are encouraged to empower and challenge young people, especially those disadvantaged, to think and go a step further. The objective is to put into practice what they learn and be agents of social change. They are the ones that can better know their needs and address community issues that matter to them. The service-learning unit or the cooperation and volunteering unit are key to this. As an example, our cooperation and volunteering unit developed more than 20 local initiatives involving more than 100 students, during last year, 2022. In April 2023, they have already reached half of the year's objectives.

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## Chapter 2. Painting the picture

The aim of this chapter is to have a comprehensive overview of all the vulnerabilities and challenges faced by youth according to structural features of Comunidad de Madrid and, specifically, Alcalá de Henares.

### 2.1 Introduction

Universidad de Alcalá (UAH) is located in Alcalá de Henares. Alcalá de Henares is a city located in the autonomous community of Madrid, Spain. It is situated in the Henares River valley, approximately 35 kilometres northeast of the capital city of Madrid and very close to Castilla la Mancha, another autonomous community. Around 28,000 students — approximately 16,000 undergraduates and 12,000 postgraduates — are currently reading for a regulated degree at UAH. The activities of UAH take place across its three different campuses: two in the city of Alcalá de Henares in the region of Madrid and one in Guadalajara, which belongs to another Spanish administrative region, Castilla La Mancha. This is why the University focuses on both regions and develops activities to empower young society in these different contexts.

Alcalá de Henares is a city with historical and cultural significance, being home to one of the oldest universities in Spain. The cultural life in the city has always been in bloom. Alcalá de Henares is the birthplace of the renowned Spanish writer Miguel de Cervantes and has been declared a UNESCO World Heritage Site for its rich cultural and architectural heritage.

As home of the UAH, Alcalá de Henares attracts a large number of students and scholars from around the world. This is why it has become an educational hub and Higher Education reference both in the Henares valley and in Guadalajara.

During the last decades, the city has experienced an important economic growth. One of the key drivers has been the growth of the service sector, which has been boosted by the presence of the University of Alcalá and other educational institutions in the city. This has created a highly educated workforce and a strong knowledge-based economy.

In addition to this, Alcalá de Henares has also benefited from its strategic location in the Madrid metropolitan area, which has enabled it to tap into the larger regional economy. The city is well connected to the capital city of Madrid through a network of highways and public transportation, making it an attractive location for businesses and investors.

Another factor that has contributed to the economic growth of Alcalá de Henares is its thriving tourism industry. The city's rich cultural and architectural heritage, including its well-preserved historic centre and its association with the famous writer Miguel de Cervantes, has made it a popular destination for visitors from around the world. This has created jobs in the hospitality and service sectors and has generated additional revenue for the city.

Despite its economic growth, the city still faces challenges in generating enough job opportunities, particularly in high-skilled sectors (SEPE 2022). Local employment opportunities, as the city and its surroundings are so-called dormitory towns, where citizens have to commute to Madrid on a daily basis to work. Local workforce and the city's economy are highly connected to the tourism industry, which can be vulnerable to external factors such as global economic downturns or pandemics.

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The city has witnessed significant urbanisation and suburbanisation however, housing problems are still pressing, especially for the younger population. Earlier this year, the Spanish property sales portal “Idealista” published its 2022 price ranking, in which Alcalá de Henares appeared as the second most expensive city after the city of Madrid (Marrero 2023). This is a great barrier for people on lower incomes.

Urban sprawl has also led to environmental and social problems such as traffic congestion, air pollution, and loss of green spaces. Although Alcalá de Henares is located near Madrid, it may still be difficult for youth to access other parts of the city or country due to limited public transportation options. This could be especially challenging for those who are unable to afford a car or rely on public transportation for their daily commute.

## 2.2 COVID impact: data and analysis

According to data of the INE (national statistics institute) on Natural Population Movement published in June 2021, this COVID-2019 pandemic has generated the greatest demographic crisis in Spain since the Civil War, registering a negative vegetative growth of the population by then of more than 153,000 people, with a significantly higher number of deaths and a lower number of births compared to the previous year (with a historic low). The highest increase in the number of deaths was recorded in the Comunidad de Madrid, significantly higher than in the other regions. The Comunidad de Madrid has been one of the most affected regions in terms of case numbers, given its high population density and as the capital region. Alcalá de Henares, in particular, doubled its number of deaths compared to the average for 2015-2018, according to the official portal (Ramiro Fariñas and Mazzoni 2020). The same portal shows that the increase was smaller in the smaller municipalities, those with less than 2,000 inhabitants, may be due to the lower population and mobility in them in general, or to the lower presence of homes for the elderly. The differences in life expectancy loss according to sex are striking, once again highlighting women as a disadvantaged social group. Life expectancy has also changed due to COVID, Spain is the country with the highest life expectancy in Europe and one of the highest in the world. Within the country, the Community of Madrid is the region with the highest life expectancy at birth, with almost 85 years (87.23 years for women and 82.36 years for men). For the Community of Madrid, estimations suggest a decrease in life expectancy at birth ranging from 1.9 years for men to 1.6 years for women (Ramiro Fariñas and Mazzoni 2020).

The healthcare system in the Comunidad de Madrid faced immense pressure during the pandemic. Hospitals and ICUs experienced high occupancy rates, straining resources and healthcare professionals. The region worked to expand hospital capacity, establish field hospitals, and recruit additional medical personnel to cope with the surge in cases. To curb the virus spread, Spain and the Comunidad de Madrid implemented various restrictive measures. These included lockdowns, limitations on movement, closure of non-essential businesses, and restrictions on social gatherings. The severity and duration of these measures varied depending on the epidemiological situation. These extreme measures led to a huge impact on the economy, with sectors like finance, services or tourism severely impacted; on education, with a sudden switch to remote learning or hybrid models and the consequent challenges in ensuring quality and adapted education, addressing the digital divide among

students, and providing adequate support for remote learning (Lopez-Baldominos, Pospelova, and Fernandez-Sanz 2022).

There were important differences between the two episodes of the pandemic. On one hand, the first wave had more relationship with health factors, while in the second other factors rather than health seemed to have more impact (Esteban et al. 2021). A relationship appeared with the groups of greater social vulnerability to social factors such as level of education or ethnic origin.

According to the European antipoverty network, the COVID-19 pandemic occurred in a context of previous social inequality. In Spain, one in five people saw their livelihood, social participation and quality of life threatened (Malgesini Rey 2021). The most vulnerable groups in society are vulnerable individuals and groups who face specific barriers in accessing social protection, the labour market or education. These groups include, among others, homeless people, single-parent families, people with disabilities, Roma/Gypsies or migrants. In addition, the economic crisis caused by the COVID-19 pandemic could have serious and lasting long-term repercussions on the labour market, especially for young people, women or vulnerable workers. This may force them to accept precarious and atypical jobs, which will considerably worsen working conditions and widen existing inequalities.

The pandemic has increased poverty and inequality as not all Spaniards have been affected in the same way (Fundación Alternativas 2022). The coronavirus crisis, which hit hardest in 2020 and 2021 but whose effects are still being felt today, affected the most vulnerable groups, especially young people, migrants and women. Covid-19 led to an increase in inequality associated with rising unemployment and loss of wage income among low-income earners, as well as moderate negative effects on the psychological well-being of citizens, with different nuances according to income groups.

## 2.3 Youth at this stage

To analyse the state of play of young people socio-economic and cultural vulnerabilities we developed research in two complimentary ways. On one hand a literature review of official reports from different local and national organisations and administrations. This is aimed at identifying community-based socio-economic vulnerabilities and challenges affecting young people in the framework of the Covid-19 recovery process. On the other hand, we developed interviews and a questionnaire aimed at young people, youth workers and experts to contrast the information found in the literature with their actual experience and situation.

### 2.3.1 Literature review

Despite all the facts mentioned above, over time many other consequences of great magnitude caused by this phenomenon have been detected that are affecting all strata of society and some studies denounce that paradoxically it will be the young population that will possibly suffer these consequences disproportionately in the long term.

Prior to the economic crisis that the pandemic has led to, it was already noted that the young population was one of the groups with the greatest job insecurity (INJUVE 2020b), due to the fact that they were more temporary, and that they were more likely to be employed on a temporary basis. Young people were one of the most precarious groups in terms of job insecurity, as they had a higher level of temporary employment, lower salaries, greater part-time work, greater discontinuity and greater risk of unemployment, lower salaries and greater risk of over-qualification.

Registered unemployment and total job applications increased both significantly more among the young population (from 19 to 29 years old) because of the COVID pandemic (INJUVE 2020a). Among the non-young population, the increases have also been notable, but of a lesser magnitude. This situation is changing with time but not because of success in joining the active workforce but because many young people, especially from disadvantaged groups, drop out of the active search for employment (INJUVE 2020b).

Job insecurity threatens young people in two ways: immediately, they were the first to be laid off. In the medium term, those who keep their jobs will be the most exposed to redundancy if the threat of an economic crisis materialises (INJUVE 2020a).

Many young people, faced with the impossibility of finding a job in the current circumstances and, as was the case in previous crises, take refuge in their studies and become part of the inactive population. Comunidad de Madrid warns that the school-to-work transition could be slowed down or made less effective (Consejería de Familia, Juventud y Política Social 2022). Once again, those who come from disadvantaged communities (economically and culturally) have fewer opportunities to develop their skills and therefore to get a qualified job. Young women tend to continue studying (or to combine work and studies) to a greater extent than men (women 36%, men 29%) and have higher unemployment figures than men (Consejería de Familia, Juventud y Política Social 2022). Their integration into the labour market is somewhat later, as they extend the period of their studies, which indicates, in theory, a better formal preparation to face the challenges of the labour market.

All our references highlight the negative impact that COVID had on the economy and the Spanish young population, indicating as consequences the loss of income and purchasing power and the delay in emancipation and access to housing. The socio-economic impact has been the most studied so far, but young people have seen other aspects of their lives and well-being affected by the COVID pandemic. Young people's health has not remained unaffected by the disease, either because of the virus or because of delays in accessing medical care for other illnesses (Consejería de Familia, Juventud y Política Social 2022).

In addition to all these consequences, UNICEF highlighted the severe impact of COVID-19 on the mental health of youngsters. According to their report, among the participants, 27% reported feeling anxious and 15% depressed in the last seven days. For 30%, the main reason influencing their current emotions is the economic situation (UNICEF 2020). Young people's daily lives have been greatly affected, with 46% reporting less motivation to do activities they normally enjoyed and 36% feeling less motivated to do their regular activities. This is a situation that should be of great concern as 73% have felt the need to ask for help in relation to their physical and mental well-being. Despite this, 40% of men did not ask for help, nor did 43% of women. Comunidad de Madrid also highlighted mental health as one of the most worrying consequences of COVID identifying stress, anxiety and depression as pressing problems in the young population (Consejería de Familia, Juventud y Política Social 2022). Young women felt more tense, lower in morale, more depressed, more stressed and more lonely than young men, which is interpreted in relation to the different levels of social pressure from work or family reconciliation. Stress was also slightly higher among those who spent the confinement in a couple or sharing a flat compared to those who lived at home with their parents (INJUVE 2020b).

### **2.3.2 Field research**

Based on the previous literature review, we have developed a questionnaire to gather feedback from young people about their context as well as from youth workers and youth experts. This was an effective way to reach as many people as possible and to allow them to provide their viewpoint without having to spend a lot of time and effort.

To implement this questionnaire, we selected EU Survey platform (<https://ec.europa.eu/eusurvey/>) thus minimising the barriers of the responses collection. This platform allowed us to customise the questions and answers according to the role of the participant (young people, youth worker or youth expert). Although the EU Survey platform is really powerful, it does not offer the total number of accesses to the survey URL to check the number of visits. It only provides the results of responses effectively started and finished in the system. To solve this problem, we used Bit.ly services to provide a short and traceable version of the link and shared it with our network. Thanks to the dissemination of the project and the survey among the UAH network of contacts, we have achieved 120 clicks on the link and 40 responses to the questionnaire, which means a response rate of 33%.

A total of 40 people (experts, youth workers and youngsters) completed the questionnaire to provide information about their social context and experience with youth and this kind of youth empowering

initiatives, 35% of whom are male and 65% female. Age ranges are varied, being represented all groups between 16 and over 65 years old. See Figure 1 for more details on the data.

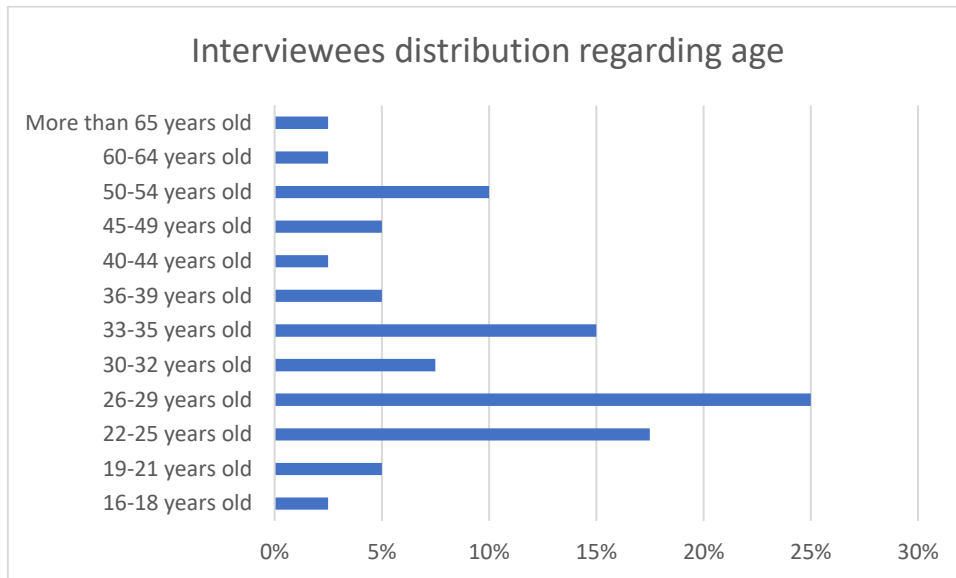


Figure 1. Sample distribution regarding the age of the participants

The majority of our participants are youth workers (45%), we also reached experts in youth (30%) and young people (25%), achieving the project's KPI of participation (24 people in total) and representation of target groups (8 per group). See Figure 2 for more details on the data.

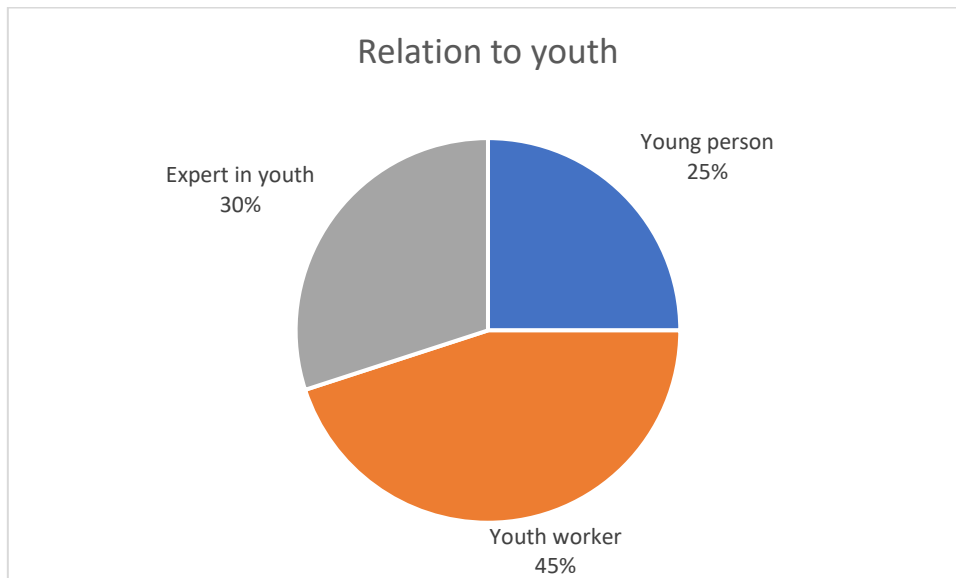


Figure 2. Sample distribution regarding the relation to youth of the participants

When asked about the specific characteristics of the area where they live, young people highlighted lack of housing affordability (50%) and limited job opportunities, unemployment or labour

precariousness (40%) as the main problems they have to face. 30% of youngsters agree that the difficulty in reaching physical and mental health services is a problem in their local context.

On the other side, youth workers and experts mostly underline limited job opportunities, unemployment or labour precariousness (70%) as the main challenge of their local context, followed by lack of housing affordability (50%) and poverty, immigration and social exclusion (50%). Social insecurity (30%) and limited access to health services (27%) are also highly rated by youth workers and experts.

Combining all data, the three main problems of our local context are limited job opportunities, unemployment or labour precariousness (63%), lack of housing affordability (50%) and poverty immigration and social exclusion (40%). For more details, see Figure 3.

Specific characteristics of local area

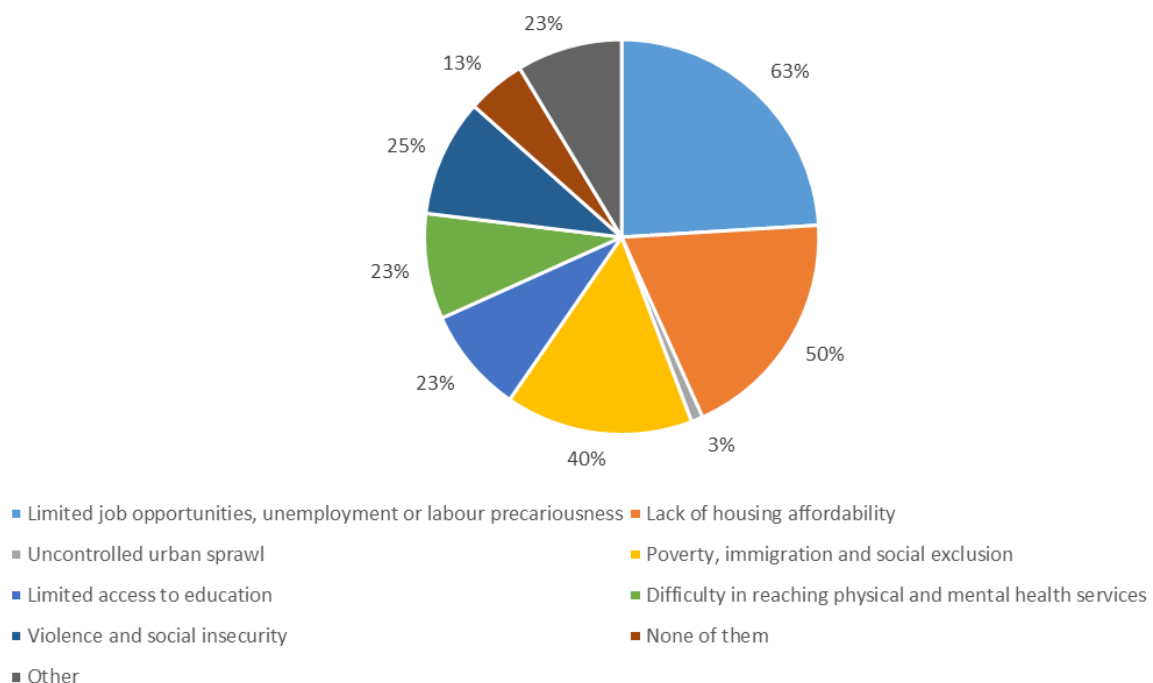


Figure 3. Specific characteristics of participants' local context

When asked specifically about educational or professional opportunities, both groups agree that unemployment and labour precariousness with low wages, seasonality and uncertainty are a reality for young people in general but specially for young people in disadvantaged groups. Young people asked are also really concerned about the fact that job opportunities are grouped around the major cities with consequent implications for their geographical mobility.

Regarding how COVID-19 pandemic has affected their lives, both young people and youth workers and experts, agree that the main consequence has been suffering depressed mood, reflecting sadness, distress, boredom and uncertainty. Other common consequences have been poorer educational or

job performance and reduction of personal or family economic capacity. See Figure 4 to check data on every category.

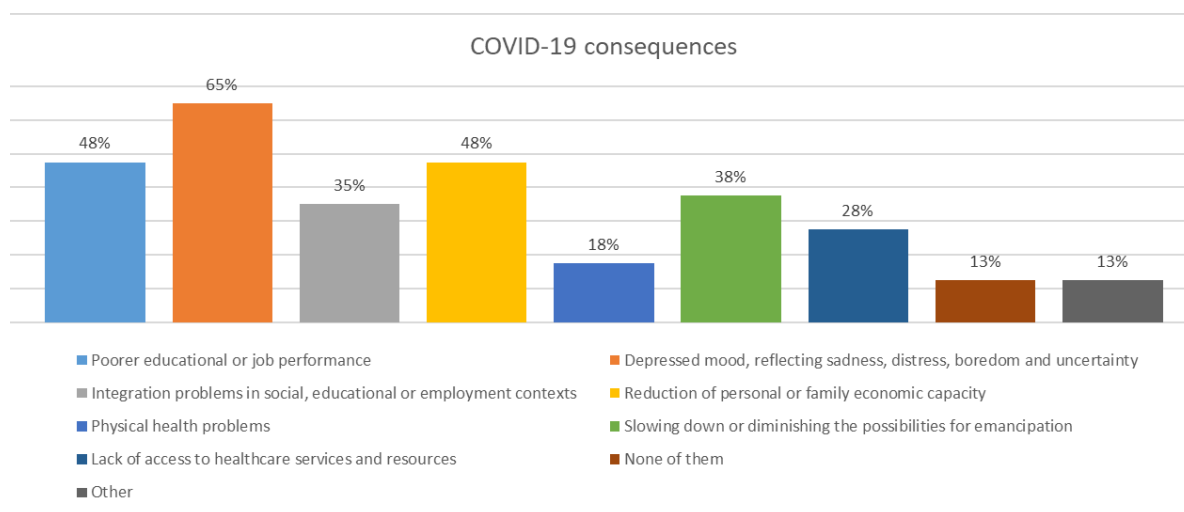


Figure 4. COVID-19 consequences for participants

During the questionnaire, some statements regarding youth and the situation in local communities were presented to participants so that they could express their level of agreement. These are the results:

- Statement 1: An 'education for active citizenship' program favouring the acquisition of key competences is sufficiently implemented at your community level.

In general, youth workers and experts find current programs for active citizenship are not enough as 47% of them indicated some level of disagreement, versus 27% that agree or completely agree. In the case of young people, the situation is one of general unawareness as 60% of them declare not knowing or that they do not agree nor disagree. See Figure 5 for more details on the data.



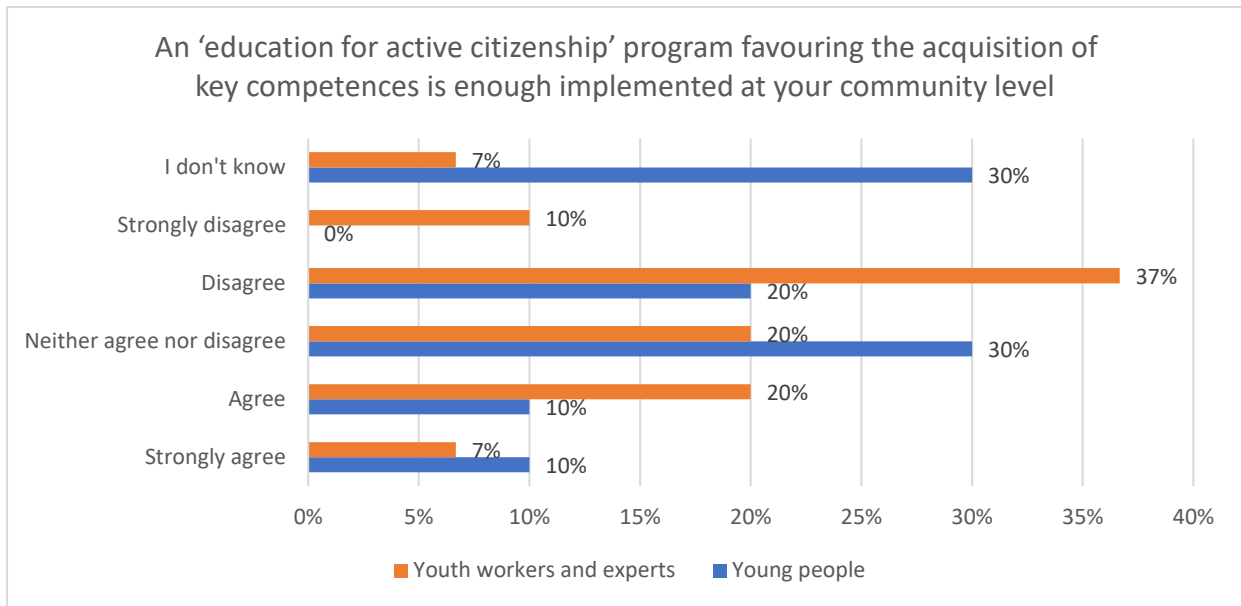


Figure 5. Level of agreement with current implementation of active citizenship programs

- Statement 2: There are initiatives at community level that promote the rights of vulnerable young people as disabled, gender/sexual stereotyped, discriminated for ethnic/cultural or socio-economic reasons.

A majority of youth workers and experts (56%) think that there are initiatives to promote the rights of disadvantaged groups. Once more, the situation among youngsters is of unawareness (40%). See Figure 6 for more details.

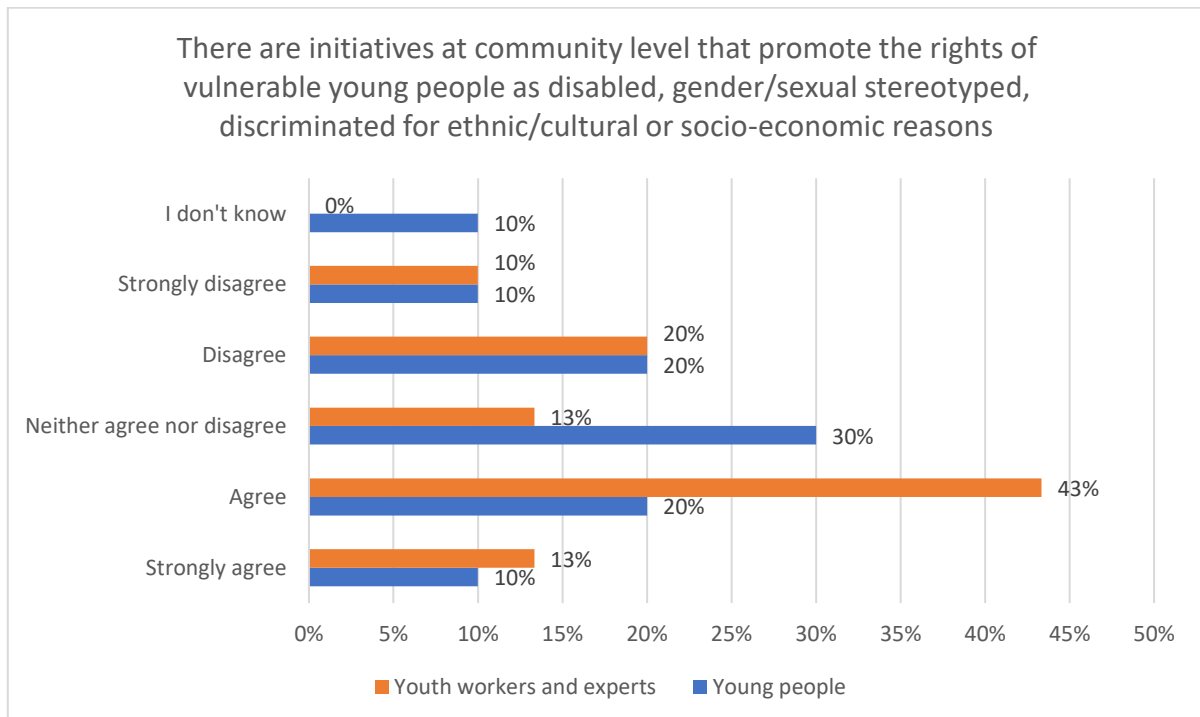


Figure 6. Level of agreement with the existence of initiatives to promote the rights of disadvantaged groups

- Statement 3: At your community level, there are opportunities for young people decision-making and participation.

There are mixed opinions among youth workers and experts on this statement, while 47% express some level of disagreement, 40% state that there are opportunities for young people decision-making and participation. Again, youngsters do not have enough information to have an opinion (40%). See Figure 7, for further details.

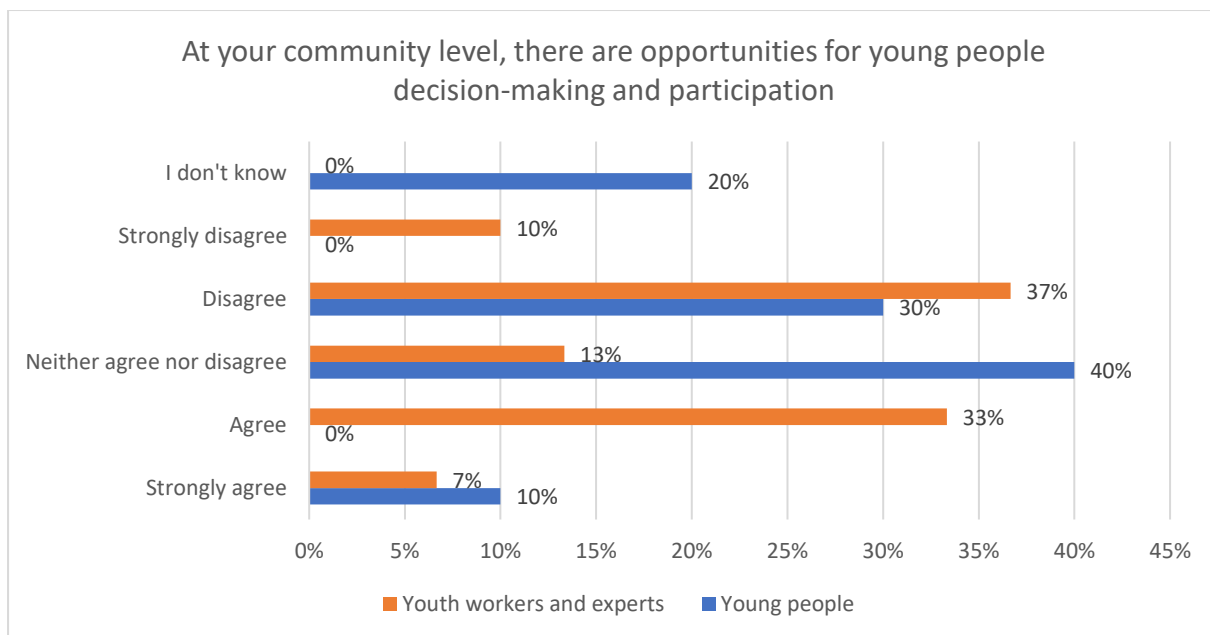


Figure 7. Level of agreement with the existence of opportunities for young people decision-making

- Statement 4: The role of the schools/policy makers and community institutions/organisations in fostering active participation and youth empowerment is generally fulfilled.

Both groups are satisfied with the role of policy makers and organisations in fostering youth empowerment, as 70% of young people and 60% of youth workers and experts deem some level of agreement. See Figure 8 for more details.

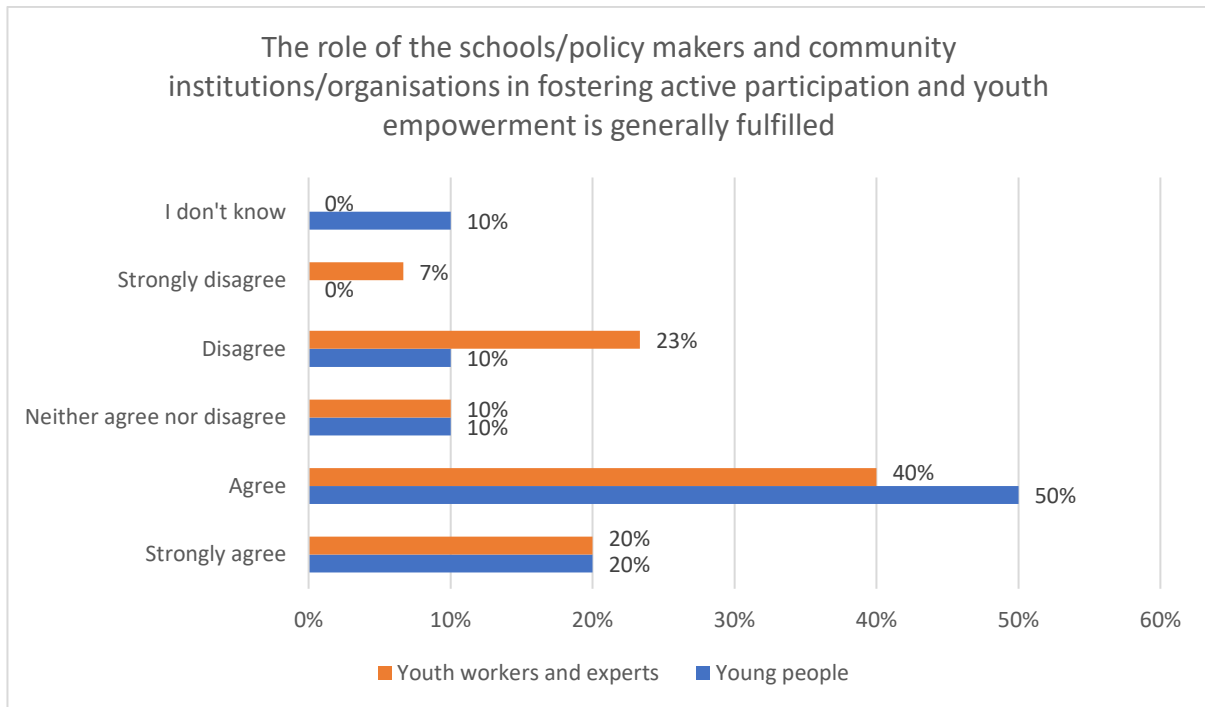


Figure 8. Level of agreement with the role of policy makers and organisations

Results show that both groups consider soft skills important for a young leader to make the best use of community resources and opportunities.

Among young people all skills were rated at least as useful, with a majority rating them as essential. Ethical behaviour, accountability and communication stand out with 90% and 80% of respondents indicating that these are essential skills. See Figure 9 for complete data.

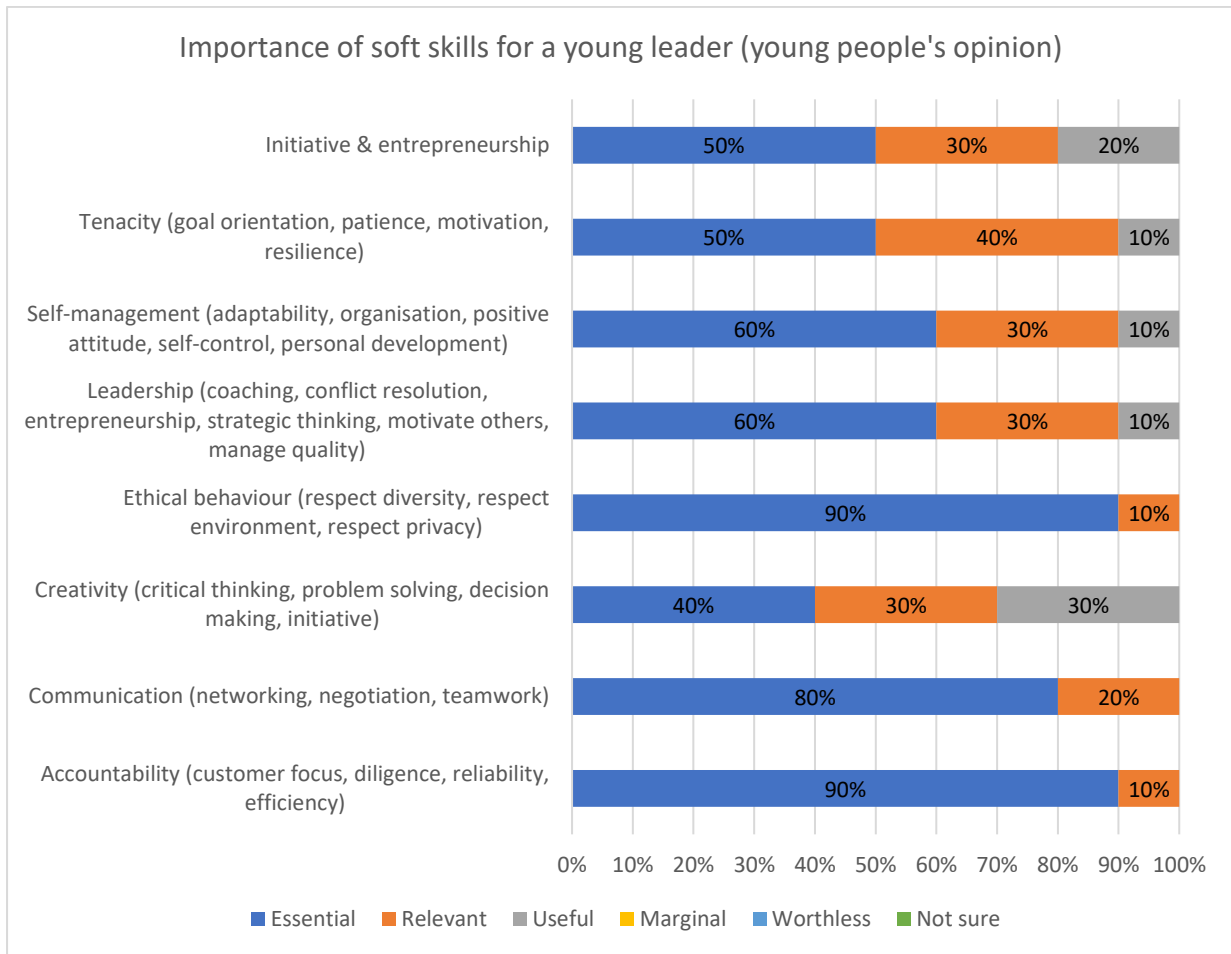


Figure 9. Importance of soft skills for a young leader (young people's opinion)

Among youth workers and experts, all skills were considered at least as useful, with the exception of one respondent who rated initiative and entrepreneurship as marginal in importance. In all cases, the majority answers are "Essential". As with young people, ethical behaviour and communication stand out with 83% and 70% of respondents indicating that these are essential skills, followed by creativity (67%). See Figure 10 for complete data.

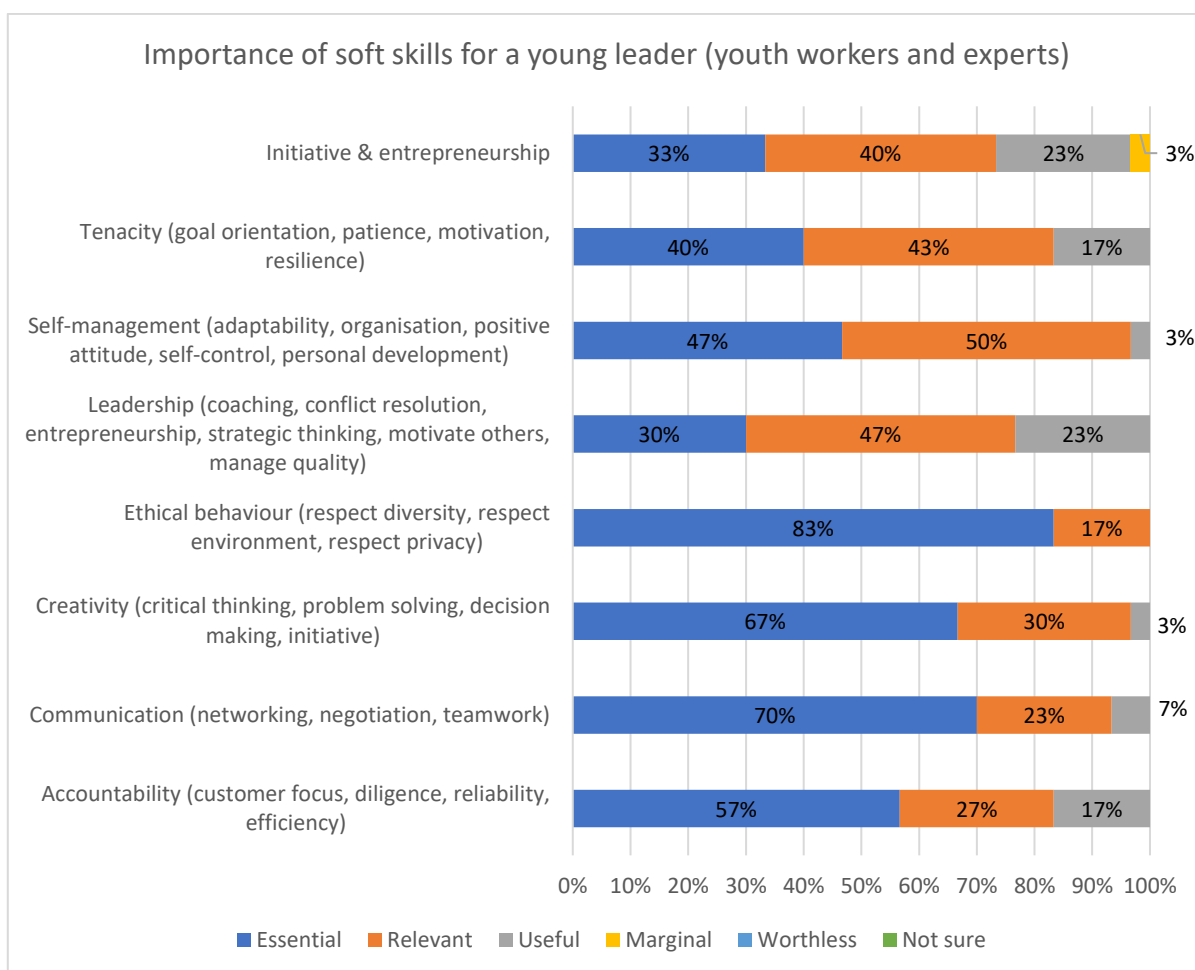


Figure 10. Importance of soft skills for a young leader (youth workers' and experts' opinion)

Current programs do not seem to cover these skills completely either for young people or for youth workers and experts. Young people think there is a gap for them in communication, tenacity, leadership and creativity, all of them with more than 50% of participants declaring the need to improve in that area. Complete young people's data in Figure 11. Youth workers and experts also find they need to improve some skills, especially leadership and initiative & entrepreneurship. Complete youth workers' and experts' data in Figure 12.

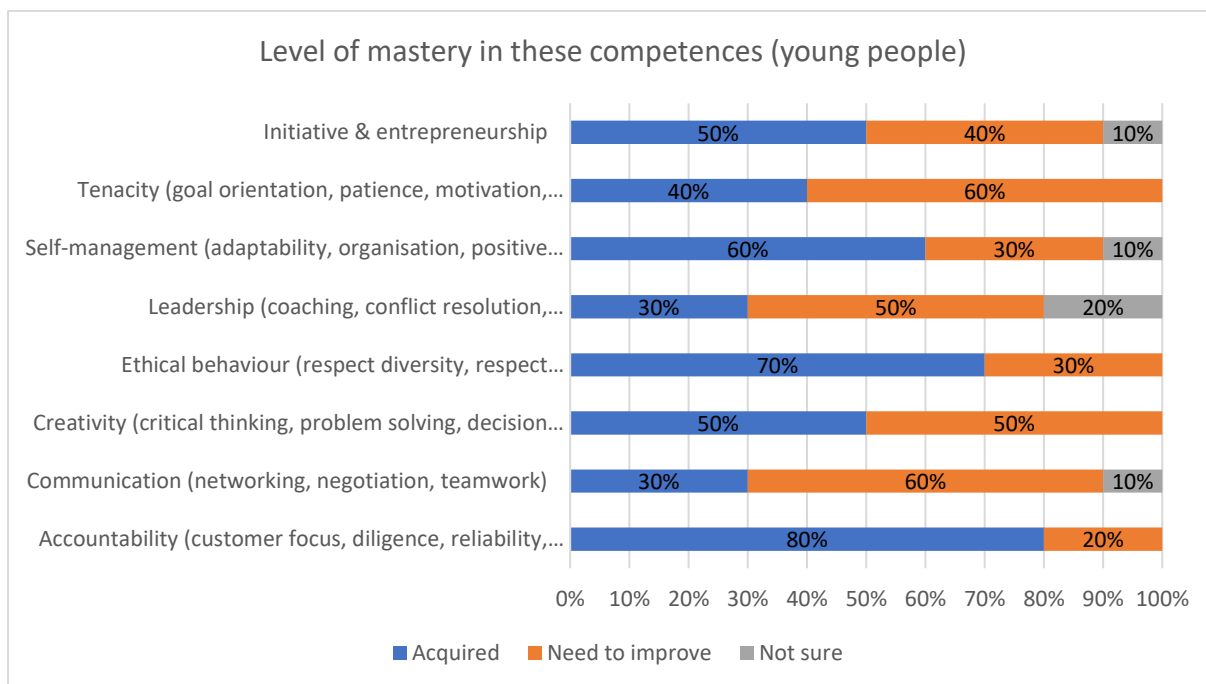


Figure 11. Level of mastery in these competences (young people)

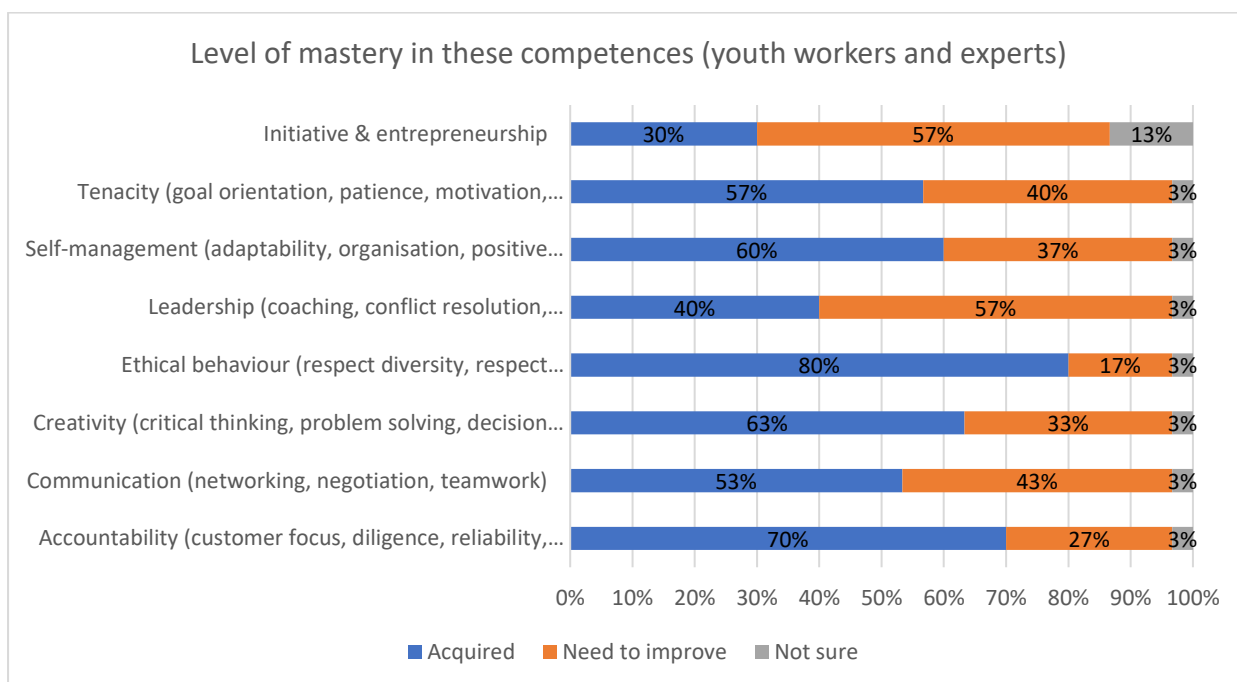


Figure 12. Level of mastery in these competences (youth workers and experts)

A 57% of youth workers and experts have previously taken part in initiatives aimed at building youth empowerment, so their experience is based on real initiatives and backed up by years of dedication.

All participants had the opportunity to share good practices and highlight areas that need to be improved in the future.

Good practices include a participative approach and application of theoretical concepts learned during education with dynamic activities and special focus on the development of interpersonal relationships and soft skills. Communicating effectively and with patience is something that young people participating in these initiatives thank and value. Mentors are a good way to provide valuable referents for disadvantaged youngsters and are useful when creating a social support network.

On the other hand, there are issues to improve. Participants highlight that these kind of activities need more effort in dissemination, as they do not reach many people, and especially to young people, who showed great levels of unawareness. More effort, investment and implication at all levels are required for a successful implementation. Continuity is also an area of improvement, as most activities are one-off actions, without long-term continuity.

More information about each profile and specific responses can be found in section Annexes, at the end of this document.

## 2.4 Impact on youth sector

The Spanish policy framework on youth covers areas such as education, employment, social inclusion, health, and participation. It aims to promote the well-being and development of young people, encourage their active engagement in society, and address their specific needs and challenges. During COVID-19, education policies in Spain, and especially investments, including European recovery funds or Next Generation funds, have prioritised staff recruitment or digitalisation more than the application of equity criteria and the protection of the most vulnerable, in comparison with the policies of other European states (Fundación Alternativas 2022). However, the COVID-19 pandemic has posed significant challenges to the Spanish policy framework on youth. These challenges include disruptions in education, with school and university closures and a shift to remote learning that has exacerbated existing inequalities. The pandemic has also had a severe impact on the labour market, leading to increased youth unemployment and precarious employment conditions.

The COVID-19 pandemic has presented significant challenges for youth organisations and youth workers in Spain and the Comunidad de Madrid, exacerbating existing inequalities and triggering new challenges at the community level. These challenges include limited resources, the digital divide, impacts on mental health and well-being, issues of social inclusion, limitations on training and professional development, and barriers to collaboration and networking.

Youth organisations and youth workers have faced resource limitations, with closures and economic downturn affecting funding opportunities. The closure of businesses and the economic downturn have affected funding opportunities, making it difficult to sustain programs and initiatives. As many youth organisations rely on funding from grants, donations, or government support to sustain their operations and carry out their programs, this has resulted in limited resources to implement projects, pay staff salaries, and maintain organisational infrastructure. Limited resources have hampered their ability to address the needs of young people and provide support in times of crisis.

The shift to remote interactions has highlighted the digital divide, where not all young people have equal access to technology and digital literacy skills, hindering engagement for marginalised groups. Many youngsters and youth organisations, especially those serving marginalised communities, face limited resources to acquire necessary digital devices such as computers, laptops, and smartphones. Youth organisations and youth workers have had to adapt their activities to virtual platforms. However, not all young people have equal access to technology, reliable internet connectivity, or digital literacy skills. Unequal access to reliable internet connectivity is another challenge, for example, in rural and low-income communities; internet infrastructure may be inadequate or inaccessible. Unequal access to technology also correlates with varying levels of digital literacy. Some young people and youth workers may lack the skills and knowledge required to use digital tools and platforms effectively. This disparity has deepened existing inequalities and hindered the engagement of certain marginalised groups.

The pandemic has also had a significant impact on the mental health and well-being of young people, increasing the demand for mental health support. The uncertainties, social isolation, disrupted routines, and heightened stress levels have increased the demand for mental health support. Youth organisations and youth workers have had to navigate new challenges in providing accessible and effective mental health services, recognizing the need for tailored approaches to address the diverse needs of young people. These new challenges have been covered with fewer resources than ever, as financial constraints, reduced funding, and staffing limitations have strained their capacity to provide adequate support to young people. This can result in longer wait times for services and limited availability of mental health professionals. What's more, youth workers themselves have experienced significant challenges to their own mental health and well-being. The increased workload, emotional demands, and the strain of adapting to new ways of working have contributed to heightened stress and burnout. This may influence their ability to provide effective support and care to young people, creating a cycle of compromised mental health within the youth sector.

The crisis has disproportionately affected vulnerable and marginalised groups, including young people, deepening existing inequalities and challenging efforts towards social inclusion. The closure of youth centres and limitations on social activities have further marginalised these individuals, exacerbating existing inequalities. Limitations on in-person gatherings and movement have made it challenging for youth organisations and youth workers to reach and engage with these groups effectively. Youth organisations and youth workers play a crucial role in promoting social inclusion and addressing these disparities. However, limitations on in-person gatherings and restrictions on movement have made it challenging to reach and engage with these groups effectively. The lack of face-to-face interaction has hindered efforts to build trust, rapport, and connections within communities. Mental health has also been a concern, with the pandemic causing increased stress and challenges for young people and straining existing support systems.

Additionally, the pandemic has disrupted traditional training formats and hindered collaborative efforts, limiting the exchange of ideas, best practices, and peer support. Collaborative efforts among youth organisations and youth workers are essential for maximising impact and fostering community resilience. However, the pandemic has hindered face-to-face collaboration and networking opportunities. The cancellation of conferences, workshops, and events has limited the exchange of ideas, best practices, and peer support, reducing the collective strength of the youth sector. This can affect the acquisition of new skills and knowledge necessary to address emerging challenges.

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Additionally, restrictions on movement and limitations on gatherings have affected the ability of young people to participate and engage in civic and community activities, hindering their opportunities for collaboration and decision-making.

The Spanish government has implemented measures to address these challenges, such as economic support packages, job creation programs, financial aid for education, and strengthened mental health services. Efforts have also been made to promote digital inclusion, expand online educational resources, and foster innovative solutions for youth engagement in the context of social distancing measures. Ultimately, measures have served to mitigate the impact of the pandemic, not so much to transform pre-existing inequity.

Addressing these challenges requires innovative approaches and support from stakeholders at various levels. Investment in digital infrastructure, increased funding opportunities, targeted mental health support, and tailored strategies to bridge the digital divide can help mitigate the impact of the pandemic on youth organisations, youth workers, and the young people they serve. Collaboration between organisations, government agencies, and community partners is crucial to developing comprehensive and inclusive responses that address the specific needs of young people and reduce existing inequalities.

Moving forward, for policymakers it will be important to continually assess and adapt the policy framework to address the evolving needs of young people and the ongoing challenges presented by the pandemic. This will ensure the well-being, development, and the so much needed active participation of the youth population in Spain.

## 2.5 What has been done so far?

In Spain and Comunidad de Madrid and particularly in Universidad de Alcalá, several projects and actions have been undertaken to empower youth and provide them with opportunities for leadership and participation. These initiatives aim to foster the personal, social, and professional development of young people. In this section, we are providing some examples of initiatives.

National and local organisations and institutions have implemented youth empowerment programs that provide training, mentorship, and resources to help young people develop essential skills, enhance their self-confidence, and foster their sense of agency. Additionally, there are initiatives promoting entrepreneurship and innovation among young people, such as entrepreneurial training programs and funding opportunities to support young entrepreneurs in turning their ideas into successful ventures. These are some activities carried out by UAH.

- The initiative #YoEmprendoEnCasa (I am a home-based entrepreneur, in English) of the UAH School of Entrepreneurship, for the channelling of ideas and proposals in social, educational and business areas, which includes financial donations to winners, associations or NGOs that is helping in social challenges caused by COVID-19.

Information links:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/yoemprendocasa-nueva->

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[iniciativa-de-la-escuela-de-emprendimiento-de-la-uah.html](https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/yoemprendocasa-nueva-iniciativa-de-la-escuela-de-emprendimiento-de-la-uah.html)

<https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/yoemprendocasa-nueva-iniciativa-de-la-escuela-de-emprendimiento-de-la-uah-durante-el-confinamiento.html>

- UAH activates financial support measures for the university community and especially the most vulnerable students. The objective is to make an extra effort to provide assistance to those who need it the most.

Information link:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-apoya-economicamente-a-la-comunidad-universitaria.html>

- The UAH Patronage Area created the campaign "Now, more than ever, we need your help" to request donations to support and finance research projects related to COVID-19 in different fields: medicine, engineering, medicinal chemistry, bioinformatics, analytical chemistry, social sciences, humanities.

Information links:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-crea-una-campana-de-mecenazgo-para-financiar-proyectos-relacionados-con-el-covid-19.html>

<https://portalcomunicacion.uah.es/diario-digital/actualidad/las-donaciones-a-proyectos-de-la-uah-relacionados-con-covid-19-superan-los-325-000-euros.html>

<https://mecenazgo.uah.es/es/>

The education system has implemented programs to enhance the skills and competencies of young people, including vocational training, apprenticeship schemes, and career guidance initiatives, providing practical learning opportunities, helping youth acquire valuable skills aligned with labour market demands. These are some activities carried out by UAH.

- The UAH launched a support programme for students with technological needs who had difficulties in following online teaching, thanks to a donation from the University's General Foundation (FGUA), acquiring 200 laptops that will be loaned to students who request them until the end of the academic year. In addition, they are also provided with learning resources to be able to use these devices.

Information links:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-vuelve-a-poner-en-marcha-el-programa-de-apoyo-a-los-estudiantes-con-necesidades-tecnologicas.html>

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-pone-en-marcha-un-programa-de-apoyo-a-los-estudiantes-con-necesidades-tecnologicas.html>

- The initiative "La UAH te necesita, la UAH cuida de ti" (The UAH needs you, the UAH takes care of you), of psychological support aimed at students affected by COVID-19 or by confinement has been promoted by the Psychopedagogical Office of the UAH with the aim of attending individually to those who are going through difficult psycho-emotional situations. This also

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promotes the learning of skills and techniques necessary to improve academic performance and pre-professional preparation.

Information links:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-te-necesita-la-uah-cuida-de-ti.html>

<https://www.uah.es/es/vivir-la-uah/servicios/gabinete-psicopedagogico/index.html>

Cultural and artistic projects have also been launched to empower young people and promote their creative expression. Youth-led art exhibitions, music festivals, theatre groups, and film-making initiatives provide platforms for young artists to showcase their talents, develop their artistic skills, and express their identities. These are some activities carried out by UAH.

- The UAH, in collaboration with other dependent entities such as FGUA or CRUSA, has set up numerous cultural, leisure and artistic activities in which members of the university can participate as well as young people and members of the region. During the pandemic, an effort was made to transfer the cultural offer to an online platform (culture at just one click) and now they have returned to develop face-to-face activities. These include exhibitions but also numerous workshops and competitions in different fields.

Information links:

<https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/ocio-y-cultura-en-casa-una-propuesta-para-conocer-toda-la-oferta-de-la-universidad-de-alcala-en-un-solo-clic.html>

<https://cultura.uah.es/es/programa-cultural/>

- In the context of the pandemic, an initiative was launched to preserve graphic and audiovisual documents to illustrate the situation experienced. Both members of the university community and citizens of the environment can collaborate with their point of view. These resources were intended to collect any activity that was carried out during the new normal, studying from home, teaching via videoconference, researching in the laboratory, teleworking, doing volunteer work, playing with the children, clapping on the balcony, attending to the sick... In short, photos and videos that show how we lived that period.

Information links:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/nuevo-fondo-audiovisual-en-tiempos-de-covid19-2.html>

<https://portalcomunicacion.uah.es/diario-digital/ingles/the-uah-archive-presents-the-top-five-of-the-audiovisual-background-in-covid19-times.html>

Volunteering programs and social service opportunities engage young people in community-based activities, allowing them to contribute to social causes and develop a sense of social responsibility. Furthermore, online platforms and networks have been established to connect young people,

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facilitate collaboration, and provide access to resources and information. These are some activities carried out by UAH.

- UAH has an office of Volunteering and Cooperation in charge of different activities to involve students and workers on the needs and challenges of our society. During last year, 2022, they carried out around 20 initiatives involving more than 100 students. In April 2023, they have already reached half of the year's objectives.

Information link:

<https://www.uah.es/es/vivir-la-uah/participacion/cooperacion-voluntariado/>

- UAH Volunteer Fund in the face of the COVID-19 crisis for members of the university community qualified or close to qualifying in General Health Psychology, who wish to collaborate in the Psycho-emotional Care Program for Students. A program has also been set up for nursing students to become volunteers in various hospitals.

Information links:

<https://www.fgua.es/programa-atencion-psicoemocional/>

<https://portalcomunicacion.uah.es/diario-digital/actualidad/estudiantes-de-enfermeria-de-la-uah-trabajan-como-voluntarios-en-hospitales.html>

- Legal clinics of the UAH and nine other Spanish universities are launching a joint action to attend legal queries related to the current crisis situation. The idea is to help people in vulnerable situations to resolve doubts related to the situation derived from COVID-19. The initiative has the participation of 44 students from different universities, who make available to society, through their learning and service processes, understandable information on the legal tools they have or can acquire.

Information link:

<https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/clinicas-juridicas-de-10-universidades-espanolas-ponen-en-marcha-una-accion-conjunta-para-atender-consultas-juridicas-relacionadas-con-la-actual-situacion-de-crisis.html>

Efforts have also been made to encourage youth participation in decision-making processes and civic engagement. Youth councils, forums, and advisory boards allow young people to voice their opinions, influence policies, and contribute to community development. These platforms provide spaces for young leaders to share their perspectives, propose initiatives, and actively participate in shaping their societies. Online platforms and networks have been established to connect young people, facilitate collaboration, and provide access to resources and information. These digital platforms enable youth to connect with like-minded individuals, share ideas, and collaborate on projects, amplifying their impact and expanding their opportunities for growth.

- Participation of students in The Conference on the Future of Europe (CoFE), which is a unique opportunity for people from across the European Union to discuss Europe's challenges and priorities. Topics such as climate change, health, education or migration are debated by European citizens. Our students proposed different solutions on logistics and transport at a

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European level, economy and youth employment and integration of new markets. They also presented their idea of supporting young people and people with diversity. As a result of the increase in social differences that have increased in European countries due to the economic crisis of 2008 and the current health situation, the students propose to modify and make more flexible the parameters of access to social assistance in the population, enabling more people to be able to solve their situation of poverty.

Information links:

<https://portalcomunicacion.uah.es/diario-digital/reportaje/estudiantes-de-la-uah-proponen-soluciones-economicas-europeas-en-la-conferencia-sobre-el-futuro-de-europa.html>

<https://futureu.europa.eu/en/>

- UAH students, together with students from 8 other Spanish universities that are members of the "#GlobalChallenge" initiative, came together in a network during confinement to launch a proposal for change to society and the university, publishing a manifesto for a fair exit and sustainable from the crisis. They describe the society in which they want to live and the university in which they want to study, a document that they present under the slogan 'We also have something to say'.

Information links:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/alumnos-de-nueve-universidades-espanolas-participan-en-un-manifiesto-para-una-salida-justa-y-sostenible-de-la-crisis.html>

<https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/jovenes-universitarios-presentan-un-manifiesto-para-una-salida-justa-y-sostenible-de-la-crisis.html>

These projects and actions aim to provide youth with a range of opportunities for growth, development, and active participation in their communities. The youth sector is dynamic, with new initiatives and opportunities continuously emerging. It is recommended to explore local government websites, youth organisations, and relevant platforms to stay updated on the latest projects and opportunities available for young people in Spain and Comunidad de Madrid.

### Chapter 3. BEYOU project: a “to do list”

To promote youth empowerment and active participation for sustainable development, several key needs should be addressed. Here is a 'to-do list' outlining some of the main areas that require attention from a general point of view:

- **Access to Quality Education:** Ensure equal access to quality education and skills training for all young people, regardless of their socioeconomic background. This includes promoting inclusive and equitable education systems, addressing disparities in educational resources, and providing lifelong learning opportunities.
- **Employment and Economic Opportunities:** Create conducive environments for youth employment and entrepreneurship. This involves fostering job creation, supporting entrepreneurship programs, and providing mentorship and financial resources to help young people start businesses and enter the workforce.
- **Civic Engagement and Participation:** Promote meaningful youth participation in decision-making processes at all levels, from local to global. Create spaces for young people to voice their opinions, contribute to policy discussions, and actively participate in community development initiatives.
- **Access to Health and Well-being Services:** Ensure accessible and affordable health services that address the specific needs of young people. This includes mental health support, sexual and reproductive health services, and comprehensive healthcare that promotes physical and emotional well-being.
- **Gender Equality and Social Inclusion:** Address gender-based discrimination and promote social inclusion for all young people, including those from marginalised backgrounds. This involves removing barriers to participation, combating discrimination, and fostering inclusive policies and programs.
- **Digital Inclusion and Technological Literacy:** Bridge the digital divide by providing access to technology, internet connectivity, and digital literacy training. This empowers young people to navigate the digital world, acquire essential skills for the future job market, and participate in the digital economy.
- **Environmental Sustainability:** Promote environmental awareness and sustainable practices among young people. Encourage their active involvement in environmental initiatives, such as conservation efforts, renewable energy projects, and sustainable urban development.
- **Mentorship and Support Systems:** Establish mentorship programs and support networks that connect young people with experienced professionals and provide guidance and advice. This helps young individuals develop their skills, navigate challenges, and unlock their full potential.
- **Safe and Inclusive Spaces:** Create safe and inclusive spaces where young people can gather, express themselves, and engage in constructive dialogue. This includes youth centres,

community centres, and public spaces that encourage social interaction, creativity, and collaboration.

- **Recognition and Valuing of Youth Contributions:** Recognize and value the contributions of young people to society. Celebrate their achievements, provide platforms for displaying their talents, and ensure their voices are heard and acknowledged.

By addressing these needs, we as society can create an environment that empowers young people, promotes their active participation, and fosters their role as agents of sustainable development. It requires collaboration between governments, civil society organisations, educational institutions, and the private sector to implement comprehensive strategies that prioritise youth empowerment and involvement.

To empower youth workers and policy makers, as well as other stakeholders, in the context of youth empowerment, the following 'to-do list' outlines key needs that could be addressed:

- **Capacity Building and Training:** Provide comprehensive training and capacity-building programs for youth workers, policy makers, and stakeholders. This includes equipping them with the necessary knowledge, skills, and tools to effectively engage with young people, design youth-centred policies, and implement impactful programs.
- **Collaboration and Networking:** Foster collaboration and networking opportunities among youth workers, policy makers, and stakeholders. Facilitate platforms for knowledge sharing, exchange of best practices, and joint initiatives to maximise their collective impact and support each other's efforts.
- **Evidence-Based Decision Making:** Promote evidence-based decision making by providing access to research, data, and evaluation findings related to youth empowerment. Encourage the use of data-driven approaches to inform policy and program development, ensuring that initiatives are responsive to the specific needs and aspirations of young people.
- **Youth Participation in Policy Processes:** Actively involve young people in policy-making processes by creating mechanisms for their participation and consultation. Seek their input and engage them as partners in decision-making, allowing their perspectives to shape policies and programs that directly affect them.
- **Resource Allocation and Funding:** Allocate adequate resources and funding to support youth empowerment initiatives. This includes securing sustainable funding sources, promoting transparency and accountability in resource allocation, and ensuring that financial resources are distributed equitably to reach diverse youth populations.
- **Supportive Legal and Regulatory Frameworks:** Develop and enforce supportive legal and regulatory frameworks that protect the rights of young people and create an enabling environment for youth empowerment. This includes policies that safeguard youth participation, ensure non-discrimination, and promote youth-friendly services and opportunities.

- **Continuous Learning and Professional Development:** Establish opportunities for continuous learning and professional development for youth workers, policy makers, and stakeholders. Offer training programs, workshops, conferences, and mentorship opportunities to enhance their expertise, exchange knowledge, and stay abreast of evolving trends in youth empowerment.
- **Closing the Digital Divide:** Projects and initiatives (public or private) should prioritise initiatives that bridge the digital divide, such as providing affordable or subsidised technology resources, improving internet connectivity in underserved areas, and offering digital skills training programs.
- **Digital Literacy Programs:** Investing in digital literacy programs can empower young people and youth workers with the skills needed to navigate digital platforms effectively. These programs should be accessible, tailored to diverse needs, and incorporate training on online safety and privacy.
- **Recognition and Appreciation:** Recognise and appreciate the contributions of youth workers, policy makers, and stakeholders in advancing youth empowerment. Celebrate their achievements, highlight success stories, and provide platforms for sharing lessons learned and inspiring others.
- **Advocacy and Awareness:** Conduct advocacy campaigns to raise awareness about the importance of youth empowerment and the role of youth workers, policy makers, and stakeholders. Advocate for policies and practices that prioritise youth empowerment and engage the broader society in supporting youth-led initiatives.
- **Evaluation and Monitoring:** Implement robust monitoring and evaluation mechanisms to assess the impact of youth empowerment efforts and inform future decision-making. Regularly evaluate the effectiveness of policies, programs, and interventions, and use the findings to make necessary adjustments and improvements.

By addressing these needs, youth workers, policy makers, and stakeholders can enhance their capacity, effectiveness, and collaboration in promoting youth empowerment. This holistic approach ensures a supportive ecosystem that empowers young people and enables them to become active participants in shaping their own futures and contributing to sustainable development.

Our project and the deliverables produced should cover what has been highlighted by experts in the field research as areas of improvement based on their previous experience in this kind of initiatives aimed at building youth empowerment.

- Participative approach and application of theoretical concepts learned during education. For example using service-learning projects at higher education level.
- Provide mentors, defined as people with whom youngsters can identify and see as a good reference for their future.
- Foster interpersonal relationships among young people and the rest of their community as a way to create or increase their social support network.

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- Include the development of soft skills in our initiatives for young people but also for youth workers as both groups identified a gap in their education. The need for improvements is higher in leadership, creativity, communication, tenacity and entrepreneurship.
- Initiatives and projects should have a long-term approach with more investments and implication at all levels.
- Improve dissemination to reach as many young people as possible, as they are not aware of opportunities that are available for them.

## Chapter 4. Main findings

The COVID-19 pandemic has indeed had a profound socio-economic impact on young people, with the loss of incomes, economic uncertainty, and job market challenges being extensively studied. Within our local context, three main problems stand out as significant challenges for young people: limited job opportunities, unemployment or labour precariousness, lack of housing affordability, and poverty, immigration, and social exclusion.

However, it is important to recognize that the pandemic has affected other aspects of young people's lives and overall well-being as well. The pandemic has taken a toll on the mental health of young people and also of youth workers and experts. The disruption of daily routines, social isolation, increased stress, and anxieties about health and the future have contributed to a rise in mental health issues. This is the most common response when asked about COVID consequences. 65% of them have faced increased feelings of loneliness, depression, and anxiety, with limited access to traditional support systems and mental health services. It is crucial to address and prioritise the mental health needs of young people in response to the pandemic.

Many faced challenges adapting to online learning environments, including limited access to technology, unstable internet connections, and inadequate learning resources. The absence of face-to-face interactions with teachers and peers has also affected their performance as 50% of young people and 47% of youth workers and experts claim to have performed worse in their educational or professional activities.

In general, youth workers and experts acknowledge that numerous programs and initiatives exist at the community level to promote the rights of young people, develop their competences, and engage them in decision-making and active participation as responsible citizens. However, there is a prevailing issue of young people's lack of awareness about these initiatives, leading to a significant gap between the availability of opportunities and their actual utilisation. One of the primary challenges lies in effectively disseminating information about these programs to the target audience.

Soft skills play a crucial role in the development of young leaders, enabling them to effectively utilise community resources and seize opportunities. This viewpoint is not only shared by young people but also by youth workers and experts who recognize the significance of certain skills for success. Accountability, communication, and ethical behaviour are considered essential for young people, while communication, creativity, and ethical behaviour are emphasised for youth workers and experts.

Despite the existence of various education programs and initiatives, it appears that there is still a gap in addressing the development of essential soft skills among young people. According to surveys and feedback, many young individuals express the need to improve specific soft skills such as communication, creativity, leadership, and tenacity. Similarly, youth workers and experts acknowledge their own areas for improvement, including leadership, initiative and entrepreneurship, communication, and tenacity.

## Conclusions

In this report, we found out that young people are particularly vulnerable to the current context of unemployment and poor working conditions. The lack of job opportunities, coupled with labour market scarcity, presents significant challenges for young individuals who are striving to establish themselves in their chosen careers. The scarcity of stable and well-paying jobs not only limits their financial independence but also hampers their overall professional growth and development. Additionally, the lack of housing affordability is a pressing concern for young people in our local context. For youth professionals we should also consider poverty, immigration and social exclusion as a characteristic of our local context that affect youngsters.

The COVID-19 pandemic has undoubtedly had a far-reaching impact on the socio-economic landscape, particularly for young people. While studies have extensively examined the loss of incomes, economic uncertainty, and challenges in the job market, it is essential to acknowledge that the pandemic has also exerted significant effects on other dimensions of young people's lives and overall well-being. In addition to the socio-economic repercussions, the mental health of both young individuals and those working with youth, including youth workers and experts, has been greatly affected.

In general, youth workers and experts in our local context agree that there is a wide range of programs and initiatives at the community level that are designed to promote the rights of young people, enhance their skills and competences, and engage them in decision-making processes as active citizens. However, a concerning issue that has been identified is the lack of awareness among young people regarding these programs and initiatives.

The significance of soft skills is widely recognized by young people, youth workers, and experts. Accountability, communication, and ethical behaviour are essential for young leaders, enabling them to make the best use of community resources and opportunities. Likewise, communication, creativity, and ethical behaviour are valued in the roles of youth workers and experts. By prioritising the development and application of these soft skills, young leaders and professionals in the youth sector can effectively contribute to the empowerment and positive development of young people and their communities.

Current education programs and initiatives appear to have gaps in addressing the development of essential soft skills among young people. Both young individuals and professionals in the youth sector identify communication, creativity, leadership, and tenacity as key areas for improvement. By prioritising the enhancement of these skills through targeted programs, training, and support, we can better equip young people and professionals to thrive in their personal and professional lives, contributing to their overall growth, success, and positive impact within their communities.

Our project aims to address the areas of improvement highlighted by experts in the field research, based on their previous experiences with initiatives aimed at building youth empowerment. We can develop deliverables that effectively meet the needs and expectations of young people in our local communities focusing in fostering interpersonal relationships between young people and the broader community, mentorship programmes, the development of soft skills and improving the dissemination of information about our initiatives to reach as many young people as possible.

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## Annexes

### Annex 1\_Evaluation grids of the field research

Evaluation grid: Semi-structured interview (Young people)		
Interviewer information:		
Interviewer name:	UAH research team	
Project partner:	UAH	
Interviewee's data:		
Age:	16-18 years old: N°1 19-21 years old: N°2 22 - 25 years old: N°6 25+ years old: N° 1	
Gender (N°):	M: N°5      F: N°5	
Main Nationalities:	Spain	
Main sectors:	Studying at university	
	Question n°	Common themes
1. Context analysis	1.1 General features local context	Lack of housing affordability Limited job opportunities, unemployment or labour precariousness Difficulty in reaching physical and mental health services
	1.2 Challenges educational opportunities	Job opportunities grouped around the major cities Poor quality of education, skills and knowledge not acquired in previous stages of education

	<b>1.3 Covid pandemic effects</b>	<p>Poorer educational or job performance</p> <p>Depressed mood, reflecting sadness, distress, boredom and uncertainty</p> <p>Reduction of personal or family economic capacity</p>
<b>2. Youth engagement: state of play</b>	<b>2.1 Education for active citizenship</b>	<p>Strongly agree: 10 %</p> <p>Agree: 10 %</p> <p>Neither Agree or disagree: 30 %</p> <p>Disagree: 20 %</p> <p>Strongly disagree: 0 %</p> <p>Do not know: 30%</p>
	<b>2.2 Vulnerable young people initiatives</b>	<p>Strongly agree: 10 %</p> <p>Agree: 20 %</p> <p>Neither Agree or disagree: 30 %</p> <p>Disagree: 20 %</p> <p>Strongly disagree: 10 %</p> <p>Do not know: 10%</p>
	<b>2.3 Decision making &amp; active participation opportunities</b>	<p>Strongly agree: 10 %</p> <p>Agree: 0 %</p> <p>Neither Agree or disagree: 40 %</p> <p>Disagree: 30 %</p> <p>Strongly disagree: 0 %</p> <p>Do not know: 20%</p>
	<b>2.4 Institutions roles' for active youth engagement</b>	<p>Strongly agree: 20 %</p> <p>Agree: 50 %</p> <p>Neither Agree or disagree: 10 %</p> <p>Disagree: 10 %</p> <p>Strongly disagree: 0 %</p> <p>Do not know: 10%</p>

3. Leadership skills and competences	3.1 Competences and skills evaluation	<p><b>Accountability: Essential 90%, Relevant 10%</b>  <b>Communication: Essential 80%, Relevant 20%</b>  <b>Creativity: Essential 40%, Relevant 30%, Useful 30%</b>  <b>Ethical behaviour: Essential 90%, Relevant 10%</b>  <b>Leadership: Essential 60%, Relevant 30%, Useful 10%</b>  <b>Self-management: Essential 60%, Relevant 30%, Useful 10%</b>  <b>Tenacity: Essential 50%, Relevant 40%, Useful 10%</b>  <b>Sense of initiative and entrepreneurship: Essential 50%, Relevant 30%, Useful 20%</b></p>
	3.2 Competences' assessment	<p><b>Accountability: Acquired 80%, Need to improve 20%</b>  <b>Communication: Acquired 30%, Need to improve 60%, Not sure 10%</b>  <b>Creativity: Acquired 50%, Need to improve 50%</b>  <b>Ethical behaviour: Acquired 70%, Need to improve 30%</b>  <b>Leadership: Acquired 30%, Need to improve 50%, Not sure 20%</b>  <b>Self-management: Acquired 60%, Need to improve 30%, Not sure 10%</b>  <b>Tenacity: Acquired 40%, Need to improve 60%</b>  <b>Sense of initiative and entrepreneurship: Acquired 50%, Need to improve 40%, Not sure 10%</b></p>
4. Best practices	4.1 Best practices	<p><b>Good practices:</b>  - good management and dynamic activities  - good communication with a lot of patience</p> <p><b>To improve:</b>  - More dissemination of these activities to reach more people</p>
5. Other	5.1 Other	NA
	Notes:	Only 2 participants (out of 10) have ever taken part in initiatives aiming at building youth empowerment



## Evaluation grid: Semi-structured interview (Youth workers and other stakeholders)

Interviewer information:	
Interviewer name:	UAH research team
Organisation name:	UAH
Interviewee's data:	
Age:	25-30 years old: N° 10 30-35 years old: N° 9 36-45 years old: N° 3 > 45 years old: N° 8
Gender (N°):	M: N°9      F: N°21
Main Nationalities:	Spain
Main Profiles:	Education and Youth
Years of experience in the sector:	0-3 years: N° 8 4-6 years: N° 8 >7 years: N° 14

	Question n°	Common themes
Context analysis	1.1 Context features	Limited job opportunities, unemployment or labour precariousness Lack of housing affordability Poverty, immigration and social exclusion Limited access to education
	1.2 Causes of young people social exclusion	Unemployment and labour precariousness Belonging to marginalised or disadvantaged groups Absence of decent and affordable housing

	<b>1.3 Covid pandemics impact</b>	<p>Depressed mood, reflecting sadness, distress, boredom and uncertainty</p> <p>Poorer educational or job performance</p> <p>Reduction of personal or family economic capacity</p> <p>Integration problems in social, educational or employment contexts</p> <p>Slowing down or diminishing the possibilities for emancipation</p>
<b>2. Youth engagement: state of play</b>	<b>2.1 Education for active citizenship</b>	<p>Strongly agree: 7 %</p> <p>Agree: 20 %</p> <p>Neither Agree or disagree: 20 %</p> <p>Disagree: 37 %</p> <p>Strongly disagree: 10 %</p> <p>Do not know: 7%</p>
	<b>2.2 Vulnerable young people initiatives</b>	<p>Strongly agree: 13 %</p> <p>Agree: 43 %</p> <p>Neither Agree or disagree: 13 %</p> <p>Disagree: 20 %</p> <p>Strongly disagree: 10 %</p> <p>Do not know: 0%</p>
	<b>2.3 Decision making &amp; active participation opportunities</b>	<p>Strongly agree: 7 %</p> <p>Agree: 33 %</p> <p>Neither Agree or disagree: 13 %</p> <p>Disagree: 37 %</p> <p>Strongly disagree: 10 %</p> <p>Do not know: 0%</p>
	<b>2.4 Institutions roles' for active youth engagement</b>	<p>Strongly agree: 20 %</p> <p>Agree: 40 %</p> <p>Neither Agree or disagree: 10 %</p> <p>Disagree: 23 %</p> <p>Strongly disagree: 7 %</p> <p>Do not know: 0%</p>

3. Leadership skills and competences	3.1 Competences and skills evaluation	<p>Accountability: Essential 57%, Relevant 27%, Useful 17%</p> <p>Communication: Essential 70%, Relevant 23%, Useful 7%</p> <p>Creativity: Essential 67%, Relevant 30%, Useful 3%</p> <p>Ethical behaviour: Essential 83%, Relevant 17%</p> <p>Leadership: Essential 30%, Relevant 47%, Useful 23%</p> <p>Self-management: Essential 47%, Relevant 50%, Useful 3%</p> <p>Tenacity: Essential 40%, Relevant 43%, Useful 17%</p> <p>Sense of initiative and entrepreneurship: Essential 33%, Relevant 40%, Useful 23%, Marginal 3%</p>
	3.2 Competences' assessment	<p>Accountability: Acquired 70%, Need to improve 27%, Not sure 3%</p> <p>Communication: Acquired 53%, Need to improve 43%, Not sure 3%</p> <p>Creativity: Acquired 63%, Need to improve 33%, Not sure 3%</p> <p>Ethical behaviour: Acquired 80%, Need to improve 17%, Not sure 3%</p> <p>Leadership: Acquired 40%, Need to improve 57%, Not sure 3%</p> <p>Self-management: Acquired 60%, Need to improve 37%, Not sure 3%</p> <p>Tenacity: Acquired 30%, Need to improve 57%, Not sure 13%</p> <p>Sense of initiative and entrepreneurship: Acquired 50%, Need to improve 40%, Not sure 10%</p>
4. Best practices	4.1 Best/good practices	<ul style="list-style-type: none"> <li>-Service learning to empower young students</li> <li>- Participative approach and application of theoretical concepts learned during education</li> <li>- Providing mentors and good referents</li> <li>- Development of soft skills and empathy</li> <li>- Fostering interpersonal relationships as a social support network</li> </ul>
5. Other	5. Other	57% have already participated in initiatives aimed at building youth empowerment, the rest is interested
	Additional information:	<p>Things to improve:</p> <ul style="list-style-type: none"> <li>- More dissemination and implication at all levels</li> <li>- Include soft and social skills in formal education</li> <li>- long term approach</li> <li>- more public investments</li> </ul>

## Annex 2\_List of interviewed experts

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The personal data of the participants in this study are not included in order to comply with current data protection legislation, EU GDPR. Experts and youth workers have not given consent for their names to appear explicitly in this report.

Below we present a description of the sample participating in the field research. The general profile of the sample of experts and youth workers is a female between 26 and 29 years old whose main field of work is education with an experience of more than seven years.

A total of 30 experts and youth workers completed the questionnaire to provide information about their experience with youngsters, 33% of whom are male and 70% female. Age ranges are varied, being represented all groups between 22 and over 65 years old. See Figure 13 for details on the data.

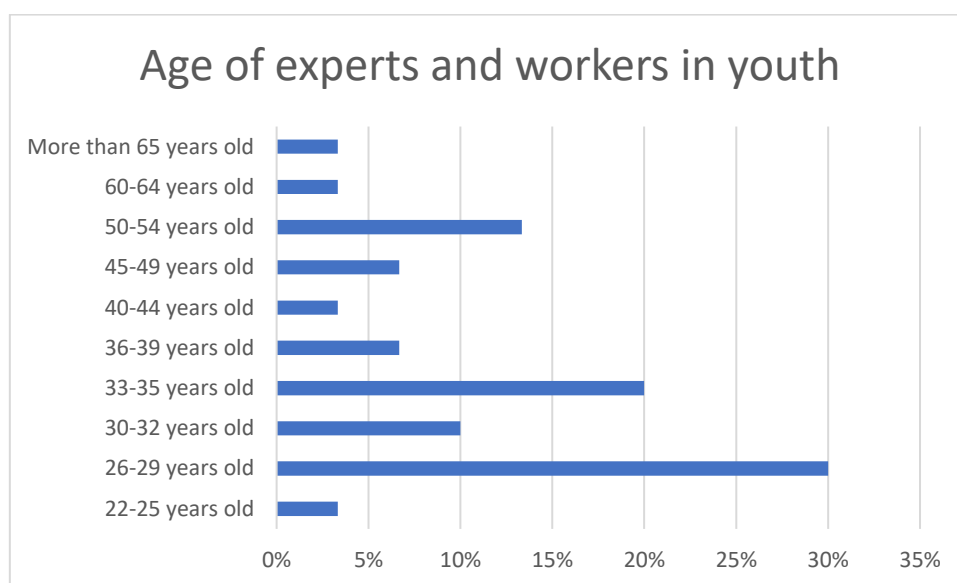


Figure 13. Experts sample distribution regarding age

They work in several fields, with education being the most represented (67%). They also named youth (5%) and other such as law, feminism, biology or Volunteering and Cooperation. See Figure 14 for more information. Their expertise is backed by their years of experience, 47% have more than 7 years of experience, 27% have between 4 and 6 years and another 27% have 3 or less. Complete data in Figure 15.

### Field of work of experts and workers in youth

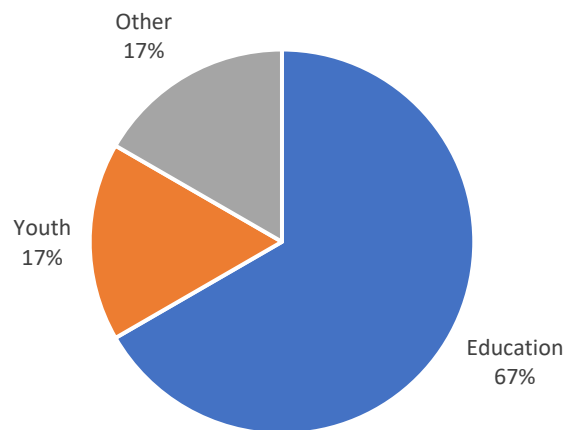


Figure 14. Experts sample distribution regarding field of work

### Experience of experts and workers in youth

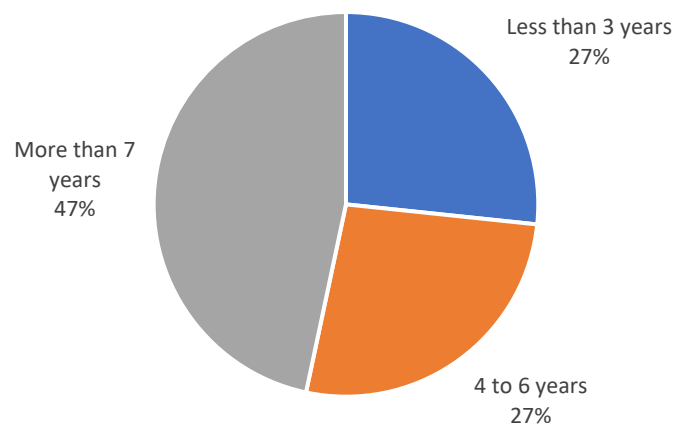


Figure 15. Experts sample distribution regarding years of experience in youth

### Annex 3\_List of interviewed young people

The personal data of the participants in this study are not included in order to comply with current data protection legislation, EU GDPR. Young participants have not given consent for their names to appear explicitly in this report.

Below we present a description of the sample participating in the field research. The general profile of the sample of young people is a female or a male between 22 and 25 years old who is currently studying at university.

A total of 10 young people (not working in youth) participated in the survey to provide their vision of current context and challenges. The sample distribution regarding gender is equitable (50% male and 50% female). Regarding the age, they are all between 16 and 30 years old. See Figure 16 for details on the data. The majority is currently studying (70%) at university or at VET level. See Figure 17 for details on the data.

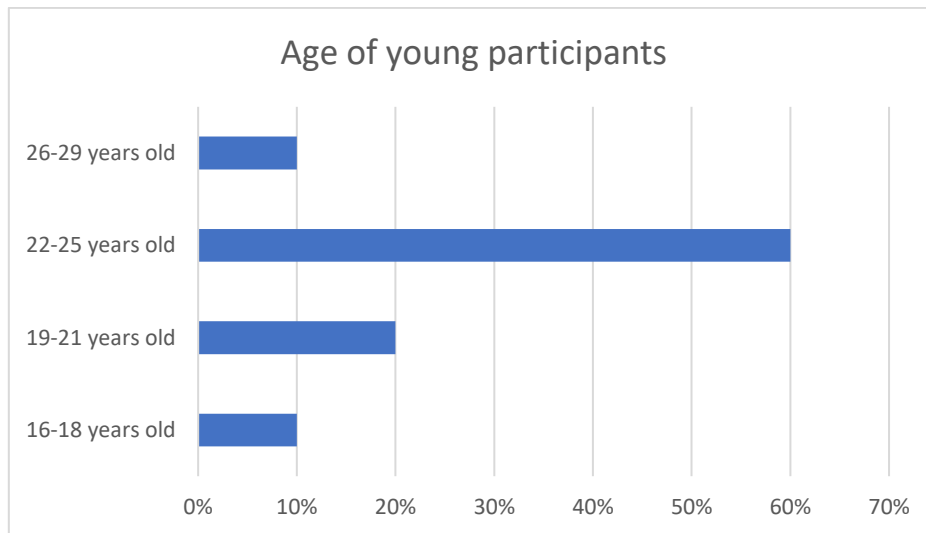


Figure 16. Young people sample distribution regarding age

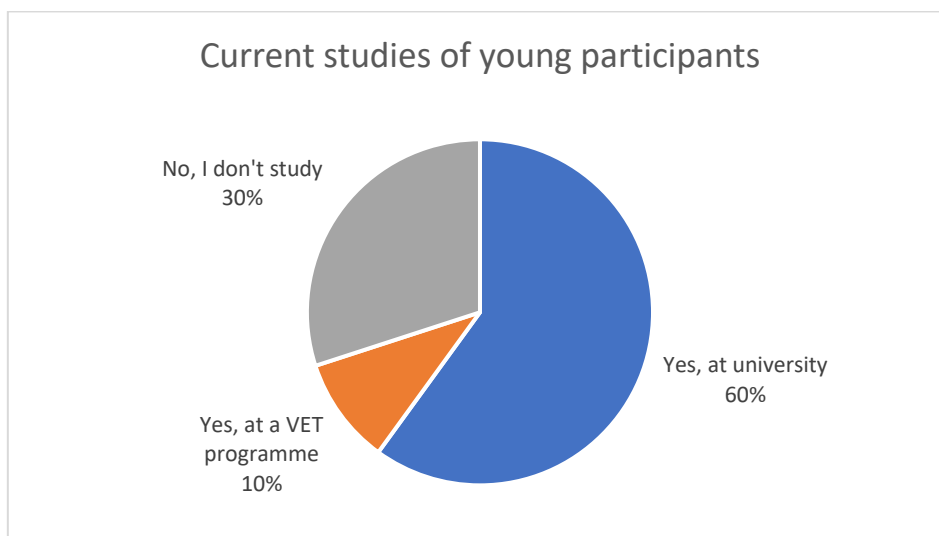


Figure 17. Young people sample distribution regarding their current studies

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Boosting sustainability and social change through Youth led  
community development

## Informe local: análisis del contexto – España

Entregable número: 3.1

Responsable: *Universidad de Alcalá*

País: *España*

Versión en español  
31/05/2023

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## Resumen

Este documento se refiere al entregable n. 3.1 del WP3 Las incubadoras comunitarias de jóvenes y el desarrollo de capacidades transnacionales de los trabajadores juveniles.

Comprende 5 informes locales (uno en cada comunidad local implicada) sobre las vulnerabilidades socioeconómicas y culturales y los retos a los que se enfrentan los jóvenes en sus propias comunidades.

Con el fin de proporcionar un apoyo adaptado a las necesidades de los jóvenes desfavorecidos que participan en la "Incubadora Comunitaria de Jóvenes", cada socio llevará a cabo un análisis preliminar del contexto en todas las regiones objetivo para identificar las vulnerabilidades socioeconómicas y culturales y los retos a los que se enfrentan los jóvenes en sus propias comunidades. La investigación documental irá seguida de un análisis cuantitativo y cualitativo en cada comunidad local a través de cuestionarios y entrevistas dirigidas al menos a 120 jóvenes, trabajadores juveniles y partes interesadas de la comunidad.

Los socios del consorcio presentarán un informe local.

Consortio:

- Fondazione Comunitaria di Agrigento and Trapani (Italia);
- Organization Earth (Grecia);
- Universidad de Alcalá (España);
- Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania (Rumania);
- The Hub Nicosia Ltd (Chipre).



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## INTRODUCCIÓN

La pandemia COVID-2019 ha generado la mayor crisis demográfica en España y en la Comunidad de Madrid desde la Guerra Civil. Todos los estamentos y grupos de edad de la sociedad se han visto profundamente afectados, pero la población joven es la que posiblemente sufrirá estas consecuencias a largo plazo.

El impacto socioeconómico, pérdida de ingresos, incertidumbre económica, etc., ha sido el aspecto más estudiado hasta el momento, pero los jóvenes han visto afectados otros aspectos de su vida y bienestar por la pandemia del COVID. Además, los que pertenecen a grupos desfavorecidos tienen menos oportunidades de recuperarse de esta situación, especialmente las mujeres o los trabajadores vulnerables (económica y culturalmente).

En este informe analizamos el impacto que el COVID tuvo en nuestra sociedad, con especial atención a las implicaciones para el sector juvenil. Para tener una visión completa desarrollamos una revisión bibliográfica de algunos de los principales análisis realizados por administraciones públicas y organizaciones privadas, acompañada de una investigación de campo en la que pedimos a jóvenes, trabajadores juveniles y expertos que aportaran su punto de vista y compartieran con nosotros su experiencia y conocimientos como partes interesadas relevantes. Las oportunidades laborales limitadas, el desempleo o la precariedad laboral están en la cabeza de todos, pero durante nuestra investigación también surgieron algunos puntos interesantes relacionados con la movilidad geográfica, la vivienda asequible o la dificultad para acceder a los servicios de salud física y mental.

Además, existe un vacío educativo en habilidades blandas a todos los niveles. Tanto los jóvenes como los trabajadores de juventud y expertos afirman que las habilidades blandas son esenciales para que un joven líder haga el mejor uso de los recursos y oportunidades de la comunidad. Es necesario mejorar, ya que la educación recibida hasta ahora debe complementarse con formación en habilidades blandas.

Para promover el empoderamiento, la toma de decisiones y la participación activa de los jóvenes, es crucial fomentar iniciativas que no sólo ofrezcan oportunidades de compromiso, sino que también desarrollen una buena estrategia de difusión para abordar el problema del desconocimiento de estas actividades entre los jóvenes. Muchos jóvenes pueden desconocer las plataformas, programas y recursos disponibles que pueden permitir su empoderamiento y participación activa en los procesos de toma de decisiones. Este desconocimiento puede deberse a diversos factores, como el acceso limitado a la información, las lagunas en la comunicación y los esfuerzos insuficientes de divulgación. Por lo tanto, es esencial desarrollar estrategias de difusión eficaces que garanticen que los jóvenes estén informados y equipados con los conocimientos y recursos que necesitan para participar activamente.

Existe una responsabilidad colectiva a todos los niveles de la sociedad, incluidos los responsables políticos, los expertos y las organizaciones como el proyecto BEYOU, para actuar y contribuir a fomentar la capacitación de los jóvenes y empoderar a nuestros jóvenes.

## Capítulo 1: Comprensión de conceptos

El proyecto "BEYOU - Boosting sustainability and social change through Youth led-community development" está dirigido a comunidades locales de Italia (Agrigento y Trapani), Grecia (Atenas), España (Alcalá de Henares), Chipre (Nicosia) y Rumanía (Craiova) que se caracterizan por una elevada proporción de jóvenes en riesgo de exclusión social y pobreza educativa.

En España, la Universidad es un actor clave en la promoción del desarrollo humano sostenible y, en coherencia con ello, la Universidad de Alcalá (UAH) dedica sus esfuerzos a colaborar con su entorno más cercano y con las asociaciones y agentes locales y contribuye al desarrollo de los Objetivos de Desarrollo Sostenible (ODS) de la Agenda 2030. Creemos firmemente en las posibilidades que ofrece la educación para generar riqueza, más allá de lo material, y promover el acceso a los derechos humanos fundamentales de toda la población. En una Universidad, el Desarrollo Sostenible ha de ser la convergencia sostenible entre el aspecto económico, la comunidad universitaria y su adecuada gestión medioambiental. La misión de la UAH incluye la transferencia del conocimiento generado a la sociedad y el fomento de la participación de cualquier persona independientemente de su situación económica, cultural o étnica.

A nivel operativo, nuestra organización se dedica a promover la capacitación de los jóvenes, la participación activa, el liderazgo juvenil y el desarrollo sostenible. Estos conceptos son fundamentales para nuestra misión y guían nuestro trabajo a la hora de capacitar a los jóvenes para que se conviertan en agentes de un cambio positivo en sus comunidades y contribuyan a un futuro más sostenible.

El empoderamiento de los jóvenes hace referencia al proceso de capacitar a los jóvenes para que adquieran el control de sus vidas, desarrollen sus habilidades y capacidades y tengan la confianza necesaria para tomar decisiones y emprender acciones que tengan un impacto positivo en ellos mismos y en sus comunidades. A través de diversos programas, iniciativas y estructuras de apoyo, pretendemos proporcionar a los jóvenes las herramientas, los recursos y las oportunidades necesarias para mejorar su desarrollo personal, su autoestima y su capacidad para tomar decisiones.

La participación activa supone implicar a los jóvenes de manera significativa en los procesos de toma de decisiones y en las actividades que afectan a sus vidas. Creemos que los jóvenes deben tener voz en la elaboración de políticas, programas e iniciativas que les afecten directamente. Al implicar activamente a los jóvenes en los procesos de planificación, ejecución y evaluación, nos esforzamos por crear una cultura de inclusión y garantizar que sus perspectivas, ideas y preocupaciones sean escuchadas y tenidas en cuenta.

El liderazgo juvenil es un componente clave del enfoque de nuestra organización. Creemos en el fomento y la capacitación de jóvenes líderes que puedan inspirar a otros, impulsar el cambio y tener un impacto positivo en sus comunidades. Ofrecemos oportunidades a los jóvenes para que desarrollen habilidades de liderazgo, como la comunicación, el trabajo en equipo, la resolución de problemas y la toma de decisiones, a través de tutorías, programas de formación y experiencias prácticas. Nuestro objetivo es cultivar una generación de jóvenes líderes seguros de sí mismos y responsables que puedan contribuir al desarrollo sostenible.

El desarrollo sostenible es un valor y un objetivo fundamentales tanto para nuestra organización a nivel operativo como para la UE. Reconocemos la importancia de abordar los retos sociales,

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económicos y medioambientales para crear un futuro más sostenible para todos. Nuestras iniciativas promueven las prácticas sostenibles, la concienciación medioambiental y la ciudadanía responsable entre los jóvenes. Al concienciar sobre problemas globales como el cambio climático, la desigualdad y la pobreza, empoderamos a los jóvenes para que actúen y contribuyan a construir una sociedad más equitativa y sostenible.

En el ámbito de la UE, nuestra organización se alinea con el compromiso de la Unión Europea con la juventud. Participamos activamente en las políticas, programas y oportunidades de financiación de la UE que promueven estos principios. Colaboramos con otras organizaciones y partes interesadas para intercambiar buenas prácticas, defender los derechos y la inclusión de los jóvenes y contribuir al desarrollo y la aplicación de políticas e iniciativas relacionadas con la juventud a escala de la UE. Los proyectos europeos son un punto clave de la investigación realizada en nuestra universidad.

Se anima a nuestros profesionales, profesores e investigadores a empoderar y desafiar a los jóvenes, especialmente a los desfavorecidos, a pensar e ir un paso más allá. El objetivo es que pongan en práctica lo que aprenden y sean agentes del cambio social. Ellos son los que mejor pueden conocer sus necesidades y abordar los problemas de la comunidad que les importan. La unidad de aprendizaje-servicio o la unidad de cooperación y voluntariado son claves para ello. Como ejemplo, nuestra unidad de cooperación y voluntariado desarrolló más de 20 iniciativas locales en las que participaron más de 100 estudiantes, durante el pasado curso 2022. En abril de 2023, ya han alcanzado la mitad de los objetivos del año.

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## Capítulo 2: Entender el contexto

El objetivo de este capítulo es tener una visión global de todas las vulnerabilidades y retos a los que se enfrentan los jóvenes según las características estructurales de la Comunidad de Madrid y, en concreto, de Alcalá de Henares.

### 2.1 Introducción

La Universidad de Alcalá (UAH) está situada en Alcalá de Henares. Alcalá de Henares es una ciudad situada en la comunidad autónoma de Madrid, España. Está situada en el valle del río Henares, a unos 35 kilómetros al noreste de Madrid capital y muy cerca de Castilla la Mancha. Alrededor de 28.000 estudiantes - aproximadamente 16.000 de grado y 12.000 de postgrado - cursan actualmente una titulación reglada en la UAH. Las actividades de la UAH se desarrollan en sus tres campus diferentes: dos en la ciudad de Alcalá de Henares, en la Comunidad de Madrid, y uno en Guadalajara, en Castilla La Mancha. Por ello, la Universidad se centra en ambas regiones y desarrolla actividades para empoderar a la sociedad joven en estos contextos diferentes.

Alcalá de Henares es una ciudad de gran importancia histórica y cultural, ya que alberga una de las universidades más antiguas de España. La vida cultural de la ciudad siempre ha estado en auge. Alcalá de Henares es la cuna del célebre escritor español Miguel de Cervantes y ha sido declarada Patrimonio de la Humanidad por la UNESCO por su rico patrimonio cultural y arquitectónico.

Como sede de la UAH, Alcalá de Henares atrae a un gran número de estudiantes y académicos de todo el mundo. Por ello, se ha convertido en un polo educativo y de Educación Superior de referencia tanto en el corredor del Henares como en Guadalajara.

Durante las últimas décadas, la ciudad ha experimentado un importante crecimiento económico. Uno de los principales motores ha sido el crecimiento del sector servicios, que se ha visto impulsado por la presencia de la Universidad de Alcalá y otras instituciones educativas en la ciudad. Esto ha creado una mano de obra altamente cualificada y una fuerte economía basada en el conocimiento.

Además, Alcalá de Henares se ha beneficiado de su situación estratégica en el área metropolitana de Madrid, lo que le ha permitido integrarse en la economía regional. La ciudad está bien conectada con Madrid capital a través de una red de autopistas y transporte público, lo que la convierte en un lugar atractivo para empresas e inversores.

Otro factor que ha contribuido al crecimiento económico de Alcalá de Henares es su floreciente industria turística. El rico patrimonio cultural y arquitectónico de la ciudad, incluido su bien conservado centro histórico y su asociación con el famoso escritor Miguel de Cervantes, la han convertido en un destino popular para visitantes de todo el mundo. Esto ha creado puestos de trabajo en los sectores de la hostelería y los servicios.

A pesar de su crecimiento económico, la ciudad sigue teniendo dificultades para generar suficientes oportunidades de empleo, sobre todo en sectores de alta cualificación (SEPE 2022). Oportunidades de empleo local, ya que la ciudad y sus alrededores son las denominadas ciudades dormitorio, donde los ciudadanos tienen que desplazarse diariamente a Madrid para trabajar. La mano de obra local y la economía de la ciudad están muy vinculadas al sector turístico, que puede ser vulnerable a factores externos como las recesiones económicas mundiales o las pandemias.

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La ciudad ha sido testigo de un importante crecimiento urbano; sin embargo, los problemas de vivienda siguen siendo acuciantes, especialmente para la población más joven. A principios de este año, el portal español de venta de viviendas "Idealista" publicó su ranking de precios de 2022, en el que Alcalá de Henares aparecía como la segunda ciudad más cara después de la ciudad de Madrid (Marrero 2023). Esto supone un gran obstáculo para las personas con rentas más bajas.

La expansión urbana también ha provocado problemas medioambientales y sociales como la congestión del tráfico, la contaminación atmosférica y la pérdida de espacios verdes. Aunque Alcalá de Henares se encuentra cerca de Madrid, puede seguir siendo difícil para los jóvenes acceder a otras partes de la ciudad o del país debido a las limitadas opciones de transporte público. Esto podría ser especialmente difícil para aquellos que no pueden permitirse un coche o dependen del transporte público para sus desplazamientos diarios.

## 2.2 Impacto del COVID: datos y análisis

Según los datos del INE (Instituto Nacional de Estadística) sobre Movimiento Natural de la Población publicados en junio de 2021, esta pandemia de COVID-2019 ha generado la mayor crisis demográfica en España desde la Guerra Civil, registrándose un crecimiento vegetativo negativo de la población para entonces de más de 153.000 personas, con un número de defunciones significativamente superior y un número de nacimientos inferior al del año anterior (con un mínimo histórico). El mayor aumento en el número de defunciones se registró en la Comunidad de Madrid, significativamente superior al de las demás regiones. La Comunidad de Madrid ha sido una de las regiones más afectadas en cuanto al número de casos, dada su alta densidad de población y por ser la región capital. Alcalá de Henares, en concreto, duplicó su número de fallecidos respecto a la media del periodo 2015-2018, según el portal oficial (Ramiro Fariñas y Mazzoni 2020). El mismo portal muestra que el incremento es menor en los municipios más pequeños, los de menos de 2.000 habitantes, puede deberse a la menor población y movilidad en ellos en general, o a la menor presencia de residencias de mayores. Llamamos la atención las diferencias en la pérdida de esperanza de vida según el sexo, lo que pone de manifiesto una vez más a las mujeres como grupo social desfavorecido. La esperanza de vida también ha cambiado debido a la COVID, España es el país con mayor esperanza de vida de Europa y uno de los más altos del mundo. Dentro del país, la Comunidad de Madrid es la región con mayor esperanza de vida al nacer, con casi 85 años (87,23 años para las mujeres y 82,36 años para los hombres). Para la Comunidad de Madrid, las estimaciones apuntan a un descenso de la esperanza de vida al nacer que oscila entre 1,9 años para los hombres y 1,6 años para las mujeres (Ramiro Fariñas y Mazzoni 2020).

El sistema sanitario de la Comunidad de Madrid se enfrentó a una inmensa presión durante la pandemia. Los hospitales y las UCI experimentaron altas tasas de ocupación, poniendo a prueba los recursos y a los profesionales sanitarios. La región trabajó para ampliar la capacidad hospitalaria, establecer hospitales de campaña y contratar personal médico adicional para hacer frente al aumento de casos. Para frenar la propagación del virus, España y la Comunidad de Madrid aplicaron diversas medidas restrictivas. Entre ellas se incluían confinamientos, limitaciones a la circulación, cierre de negocios no esenciales y restricciones a las reuniones sociales. La severidad y duración de estas medidas varió en función de la situación epidemiológica. Estas medidas extremas provocaron un gran impacto en la economía, con sectores como las finanzas, los servicios o el turismo gravemente

afectados. En la educación, con un cambio repentino a modelos de aprendizaje a distancia o híbridos y los consiguientes retos para garantizar una educación de calidad y adaptada, abordar la brecha digital entre los estudiantes y proporcionar el apoyo adecuado se convirtió en algo imprescindible para el aprendizaje a distancia (López-Baldominos, Pospelova y Fernández-Sanz 2022).

Hubo diferencias importantes entre los dos episodios de la pandemia. Por un lado, la primera oleada tuvo más relación con factores de salud, mientras que en la segunda parecieron tener más impacto otros factores diferentes (Esteban et al. 2021). Apareció una relación directa de impacto en los grupos de mayor vulnerabilidad social con factores sociales como el nivel educativo o el origen étnico.

Según la red europea de lucha contra la pobreza, la pandemia de COVID-19 se produjo en un contexto de desigualdad social previa. En España, una de cada cinco personas vio amenazados sus medios de vida, su participación social y su calidad de vida (Malgesini Rey 2021). Los grupos más vulnerables de la sociedad son las personas y colectivos vulnerables que se enfrentan a barreras específicas para acceder a la protección social, al mercado laboral o a la educación. Estos grupos incluyen, entre otros, a las personas sin hogar, las familias monoparentales, las personas con discapacidad, los romaníes/gitanos o los inmigrantes. Además, la crisis económica provocada por la pandemia del COVID-19 podría tener repercusiones graves y duraderas a largo plazo en el mercado laboral, especialmente para los jóvenes, las mujeres o los trabajadores vulnerables. Esto puede obligarles a aceptar empleos precarios y atípicos, lo que empeorará considerablemente las condiciones laborales y ampliará las desigualdades existentes.

La pandemia ha aumentado la pobreza y la desigualdad, ya que no todos los españoles se han visto afectados de la misma manera (Fundación Alternativas 2022). La crisis del coronavirus, que golpeó con más fuerza en 2020 y 2021 pero cuyos efectos aún se pueden sentir hoy en día, afectó a los grupos más vulnerables, especialmente a los jóvenes, los inmigrantes y las mujeres. Covid-19 provocó un aumento de la desigualdad asociado al incremento del desempleo y a la pérdida de ingresos salariales entre las rentas más bajas, así como efectos negativos moderados sobre el bienestar psicológico de los ciudadanos, con diferentes matices según los grupos de renta.

## 2.3 La juventud en este punto

Para analizar la situación de las vulnerabilidades socioeconómicas y culturales de los jóvenes desarrollamos la investigación de dos formas complementarias. Por un lado, una revisión bibliográfica de informes oficiales de diferentes organizaciones y administraciones locales y nacionales. Con ello se pretende identificar las vulnerabilidades socioeconómicas de base comunitaria y los retos que afectan a los jóvenes en el marco del proceso de recuperación de Covid-19. Por otro lado, desarrollamos entrevistas y un cuestionario dirigido a jóvenes, trabajadores juveniles y expertos para contrastar la información encontrada en la literatura con su experiencia y situación real.

### 2.3.1 Revisión bibliográfica

A pesar de todos los hechos mencionados anteriormente, con el paso del tiempo se han detectado otras muchas consecuencias de gran magnitud provocadas por este fenómeno que están afectando a

todos los estratos de la sociedad y algunos estudios denuncian que paradójicamente será la población joven la que posiblemente sufra estas consecuencias de forma desproporcionada a largo plazo.

Con anterioridad a la crisis económica que ha provocado la pandemia, ya se constataba que la población joven era uno de los colectivos con mayor precariedad laboral (INJUVE 2020b), debido a su mayor temporalidad. Los jóvenes eran uno de los colectivos más precarios en cuanto a precariedad laboral, ya que tenían mayor temporalidad, salarios más bajos, mayor trabajo a tiempo parcial, mayor discontinuidad y mayor riesgo de desempleo, salarios más bajos y mayor riesgo de sobrecualificación.

Tanto el paro registrado como el total de solicitudes de empleo aumentaron significativamente más entre la población joven (de 19 a 29 años) a causa de la pandemia del COVID (INJUVE 2020a). Entre la población no joven, los incrementos también han sido notables, pero de menor magnitud. Esta situación está cambiando con el tiempo, pero no por el éxito en la incorporación a la población activa, sino porque muchos jóvenes, especialmente de grupos desfavorecidos, abandonan la búsqueda activa de empleo (INJUVE 2020b).

La precariedad laboral amenaza a los jóvenes de dos maneras: a corto plazo, son los primeros en ser despedidos. A medio plazo, los que conserven su empleo serán los más expuestos al despido si se materializa la amenaza de una crisis económica (INJUVE 2020a).

Muchos jóvenes, ante la imposibilidad de encontrar un empleo en las actuales circunstancias y, como ocurrió en crisis anteriores, se refugian en los estudios y pasan a formar parte de la población inactiva. La Comunidad de Madrid advierte de que la transición escuela-trabajo podría ralentizarse o hacerse menos efectiva (Consejería de Familia, Juventud y Política Social 2022). Una vez más, quienes proceden de comunidades desfavorecidas (económica y culturalmente) tienen menos oportunidades de desarrollar sus capacidades y, por tanto, de conseguir un empleo cualificado. Las mujeres jóvenes tienden a seguir estudiando (o a compaginar trabajo y estudios) en mayor medida que los hombres (mujeres 36%, hombres 29%) y presentan cifras de desempleo superiores a las de los hombres (Consejería de Familia, Juventud y Política Social 2022). Su integración en el mercado laboral es algo más tardía, ya que alargan el periodo de sus estudios, lo que indica, en teoría, una mejor preparación formal para afrontar los retos del mercado laboral.

Todas nuestras referencias destacan el impacto negativo que el COVID tuvo sobre la economía y la población joven española, señalando como consecuencias la pérdida de renta y poder adquisitivo y el retraso en la emancipación y el acceso a la vivienda. El impacto socioeconómico ha sido el más estudiado hasta ahora, pero los jóvenes han visto afectados otros aspectos de sus vidas y su bienestar por la pandemia del COVID. La salud de los jóvenes no ha permanecido ajena a la enfermedad, ya sea por el virus o por los retrasos en el acceso a la atención médica por otras enfermedades (Consejería de Familia, Juventud y Política Social 2022).

Además de todas estas consecuencias, UNICEF destacó el grave impacto de COVID-19 en la salud mental de los jóvenes. Según su informe, entre los participantes, el 27% declaró sentirse ansioso y el 15% deprimido en los últimos siete días. Para el 30%, la principal razón que influye en sus emociones actuales es la situación económica (UNICEF 2020). La vida cotidiana de los jóvenes se ha visto muy afectada, ya que el 46% afirma tener menos motivación para realizar actividades que normalmente disfrutaba y el 36% se siente menos motivado para realizar sus actividades habituales. Se trata de una situación que debería ser motivo de gran preocupación, ya que el 73% ha sentido la necesidad de pedir



ayuda en relación con su bienestar físico y mental. A pesar de ello, el 40% de los hombres no pidió ayuda, ni tampoco el 43% de las mujeres. La Comunidad de Madrid también destacó la salud mental como una de las consecuencias más preocupantes de la COVID identificando el estrés, la ansiedad y la depresión como problemas acuciantes en la población joven (Consejería de Familia, Juventud y Política Social 2022). Las mujeres jóvenes se sentían más tensas, más bajas de moral, más deprimidas, más estresadas y más solas que los hombres jóvenes, lo que se interpreta en relación con los diferentes niveles de presión social por conciliación laboral o familiar. El estrés también fue ligeramente superior entre los que pasaron el confinamiento en pareja o compartiendo piso frente a los que vivieron en casa de sus padres (INJUVE 2020b).

### **2.3.2 Investigación de campo**

Basándonos en la revisión bibliográfica anterior, hemos elaborado un cuestionario para recabar opiniones de los jóvenes sobre su contexto, así como de trabajadores y expertos en juventud. Esta fue una forma eficaz de llegar al mayor número de personas posible y permitirles aportar su punto de vista sin tener que dedicar demasiado tiempo y esfuerzo.

Para implementar este cuestionario, seleccionamos la plataforma EU Survey (<https://ec.europa.eu/eusurvey/>) minimizando así las barreras de la recogida de respuestas. Esta plataforma nos permitió personalizar las preguntas y las respuestas en función del papel del participante (joven, trabajador en el ámbito de la juventud o experto en juventud). Aunque la plataforma EU Survey es realmente potente, no ofrece el número total de accesos a la URL de la encuesta para comprobar el número de visitas. Sólo ofrece los resultados de las respuestas efectivamente finalizadas en el sistema. Para solucionar este problema, utilizamos los servicios de Bit.ly para ofrecer una versión corta y rastreable del enlace y la compartimos con nuestra red. Gracias a la difusión del proyecto y de la encuesta entre la red de contactos de la UAH, hemos conseguido 120 clics en el enlace y 40 respuestas al cuestionario, lo que supone una tasa de respuesta del 33%.

Un total de 40 personas (expertos, trabajadores en el ámbito de la juventud y jóvenes) cumplieron el cuestionario para facilitar información sobre su contexto social y su experiencia con la juventud y este tipo de iniciativas de empoderamiento juvenil, de los cuales el 35% son hombres

y el 65% mujeres. Los rangos de edad son variados, estando representados todos los grupos entre 16 y más de 65 años. Consulte la Figura 1 para más detalles sobre los datos.

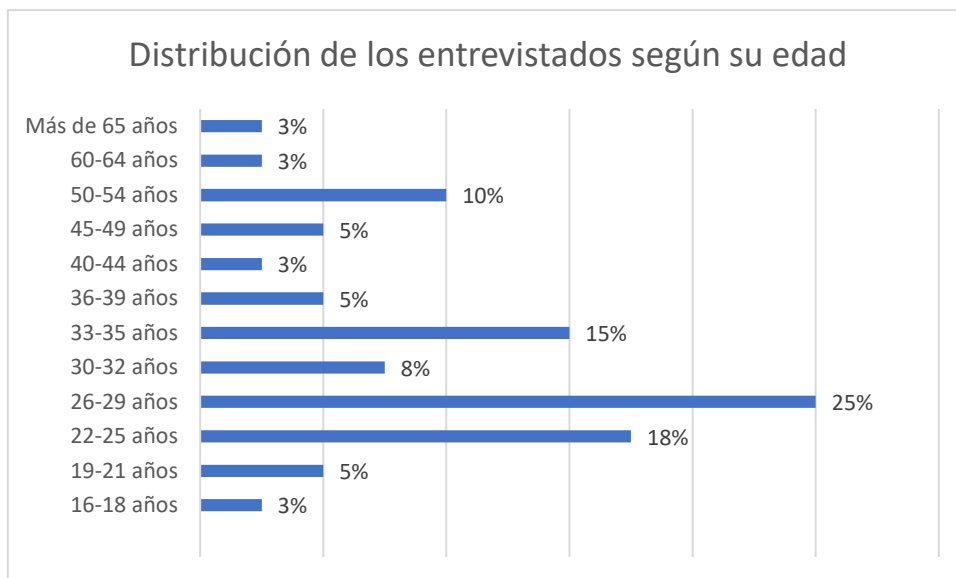


Figura 1. Distribución de la muestra según la edad de los participantes

La mayoría de nuestros participantes son trabajadores en el ámbito de juventud (45%), también llegamos a expertos en juventud (30%) y jóvenes (25%), alcanzando el KPI del proyecto de participación (24 personas en total) y representación de grupos objetivo (8 por grupo). Consulte la Figura 2 para más detalles sobre los datos.



Figura 2. Distribución de la muestra según la relación con la juventud de los participantes

Cuando se les pregunta por las características específicas de la zona en la que viven, los jóvenes destacan la falta de asequibilidad de la vivienda (50%) y las escasas oportunidades de empleo, el desempleo o la precariedad laboral (40%) como los principales problemas a los que tienen que hacer frente. El 30% de los jóvenes coincide en que la dificultad para acceder a los servicios de salud física y mental es un problema en su contexto local.

Por otro lado, los trabajadores y expertos en juventud subrayan mayoritariamente las limitadas oportunidades de empleo, el desempleo o la precariedad laboral (70%) como el principal reto de su contexto local, seguido de la falta de asequibilidad de la vivienda (50%) y la pobreza, la inmigración y la exclusión social (50%). La inseguridad social (30%) y el acceso limitado a los servicios sanitarios (27%) también son muy señalados por los trabajadores y expertos en juventud.

Combinando todos los datos, los tres principales problemas de nuestro contexto local son las escasas oportunidades de empleo, el desempleo o la precariedad laboral (63%), la falta de asequibilidad de la vivienda (50%) y la pobreza, la inmigración y la exclusión social (40%). Para más detalles, véase la Figura 3.

Características específicas de la zona

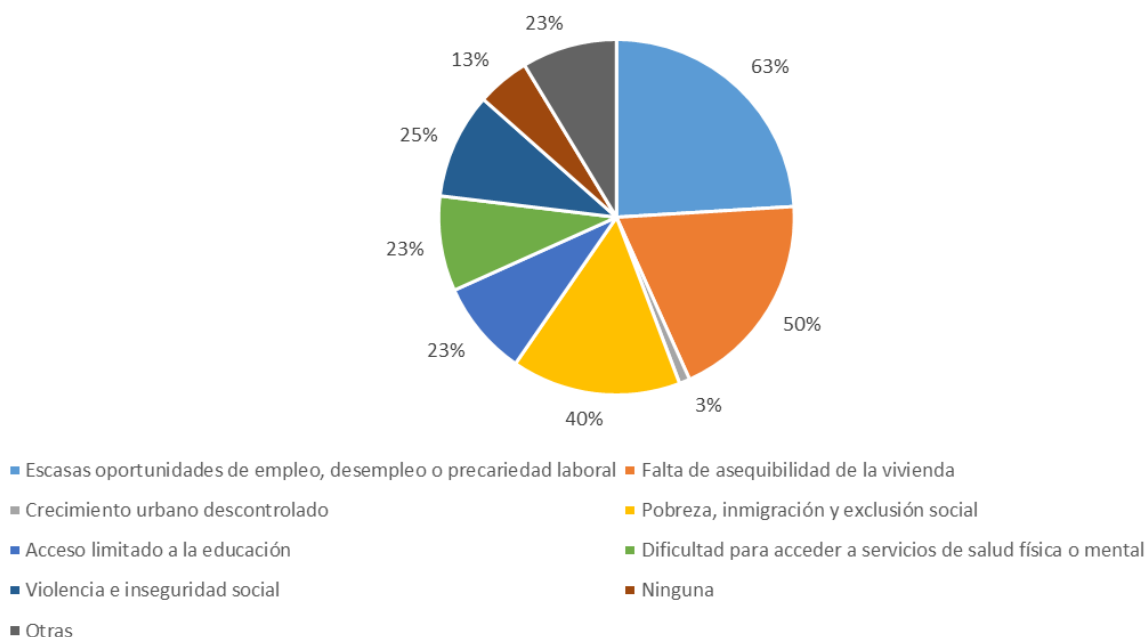


Figura 3. Características específicas del contexto de los participantes

Cuando se les pregunta específicamente por las oportunidades educativas o profesionales, ambos grupos coinciden en que el desempleo y la precariedad laboral con bajos salarios, temporalidad e incertidumbre son una realidad para los jóvenes en general, pero especialmente para los jóvenes de colectivos desfavorecidos. A los jóvenes encuestados también les preocupa mucho el hecho de que las oportunidades laborales se agrupen en torno a las grandes ciudades con las consiguientes implicaciones para su movilidad geográfica.

En cuanto a cómo la pandemia COVID-19 ha afectado a sus vidas, tanto los jóvenes como los trabajadores y expertos en juventud, coinciden en que la principal consecuencia ha sido sufrir un estado de ánimo depresivo, reflejo de tristeza, angustia, aburrimiento e incertidumbre. Otras consecuencias comunes han sido un peor rendimiento educativo o laboral y la reducción de la capacidad económica personal o familiar. Véase la Figura 4 para comprobar los datos de cada categoría.

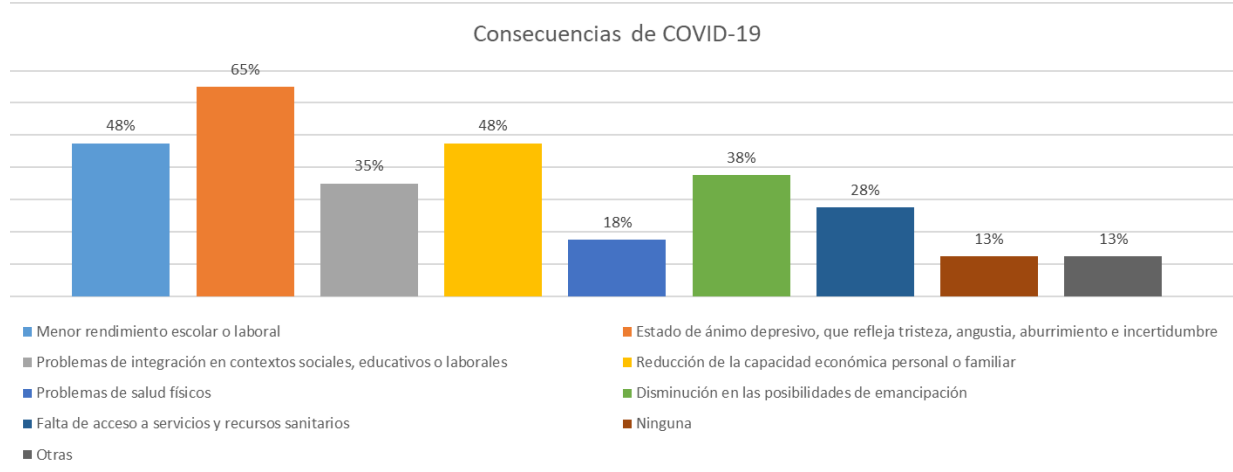


Figura 4. Consecuencias del COVID-19 para los participantes

Durante el cuestionario, se presentaron a los participantes algunas afirmaciones sobre la juventud y la situación en las comunidades locales para que expresaran su nivel de acuerdo. Estos son los resultados:

- Afirmación 1: Un programa de "educación para la ciudadanía activa" que favorezca la adquisición de competencias clave está suficientemente implantado en su comunidad.

En general, los trabajadores y expertos en juventud consideran que los programas actuales para la ciudadanía activa no son suficientes, ya que el 47% de ellos indica algún nivel de desacuerdo, frente al 27% que está de acuerdo o totalmente de acuerdo. En el caso de los jóvenes, la situación es de desconocimiento general, ya que el 60% de ellos declara no saber o no estar ni de acuerdo ni en desacuerdo. Consulte la Figura 5 para más detalles sobre los datos.

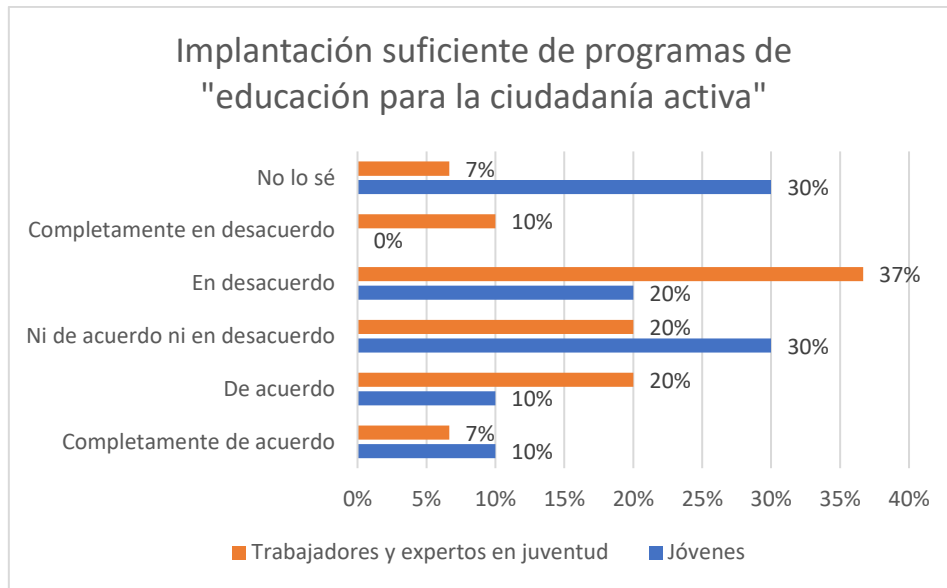


Figura 5. Nivel de acuerdo con la aplicación actual de los programas de ciudadanía activa

- Afirmación 2: Existen iniciativas a nivel comunitario que promueven los derechos de los jóvenes vulnerables como discapacitados, estereotipados por sexo/género, discriminados por razones étnicas/culturales o socioeconómicas.

La mayoría de los trabajadores y expertos en juventud (56%) piensa que existen iniciativas para promover los derechos de los grupos desfavorecidos. Una vez más, la situación entre los jóvenes es de desconocimiento (40%). Consulte la Figura 6 para más detalles.

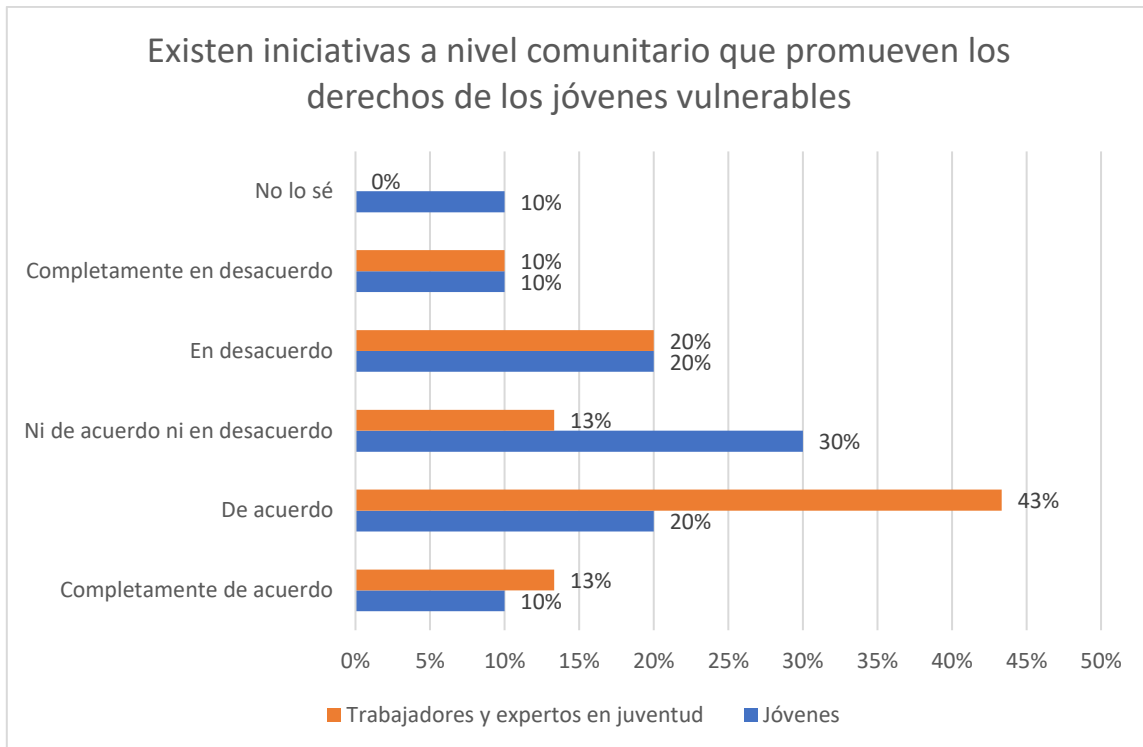


Figura 6. Nivel de acuerdo con la existencia de iniciativas para promover los derechos de los grupos desfavorecidos

- Afirmación 3: En tu comunidad, hay oportunidades para que los jóvenes tomen decisiones y participen.

Hay opiniones encontradas entre los trabajadores juveniles y los expertos sobre esta afirmación, mientras que el 47% expresa cierto nivel de desacuerdo, el 40% afirma que existen oportunidades para que los jóvenes tomen decisiones y participen. Una vez más, los jóvenes no disponen de información suficiente para opinar (40%). Para más detalles, consulte la **Error! Reference source not found.**

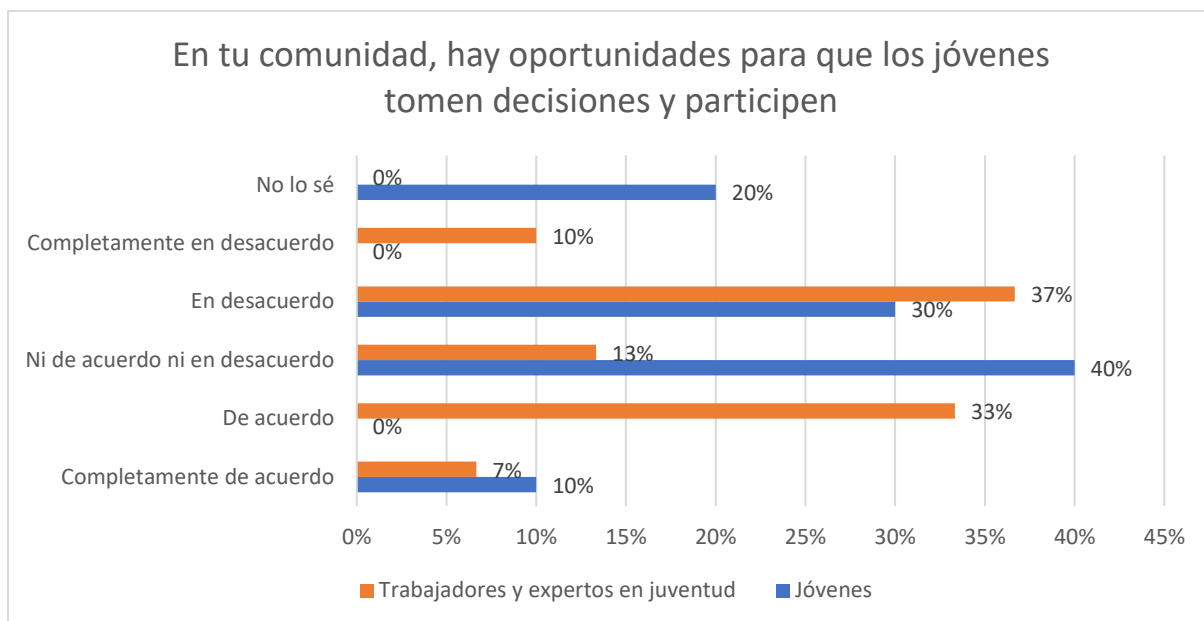


Figura 7. Nivel de acuerdo con la existencia de oportunidades para que los jóvenes tomen decisiones

- Afirmación 4: En general, los centros escolares/responsables políticos y las instituciones/organizaciones comunitarias desempeñan un papel importante en el fomento de la participación activa y la capacitación de los jóvenes.

Ambos grupos están satisfechos con el papel de los responsables políticos y las organizaciones en el fomento de la participación de los jóvenes, el 70% de los jóvenes y el 60% de los trabajadores y expertos en el ámbito de juventud están de acuerdo en cierto grado. Más información en la Figura 8.

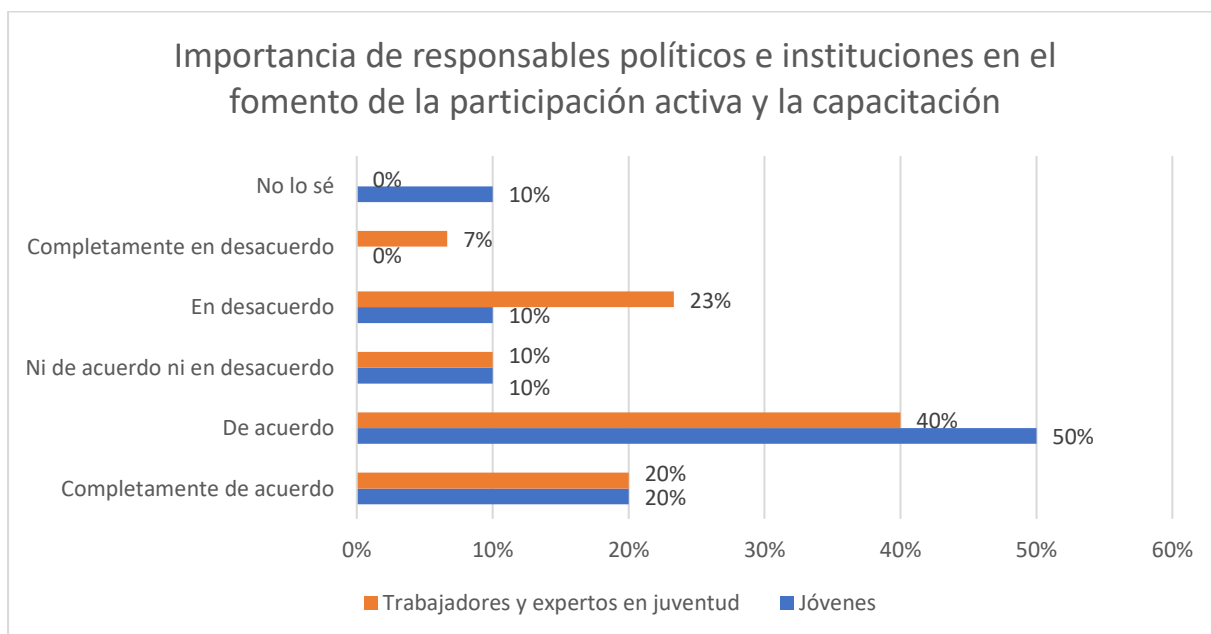


Figura 8. Nivel de acuerdo con el papel de los responsables políticos y las organizaciones

Los resultados muestran que ambos grupos consideran que las habilidades blandas son importantes para que un joven líder aproveche al máximo los recursos y las oportunidades de la comunidad.

Entre los jóvenes, todas las habilidades fueron calificadas al menos de útiles, y una mayoría las calificó de esenciales. Destacan el comportamiento ético, la responsabilidad y la comunicación, que el 90% y el 80% de los encuestados consideran esenciales. Vea los datos completos en la Figura 9.

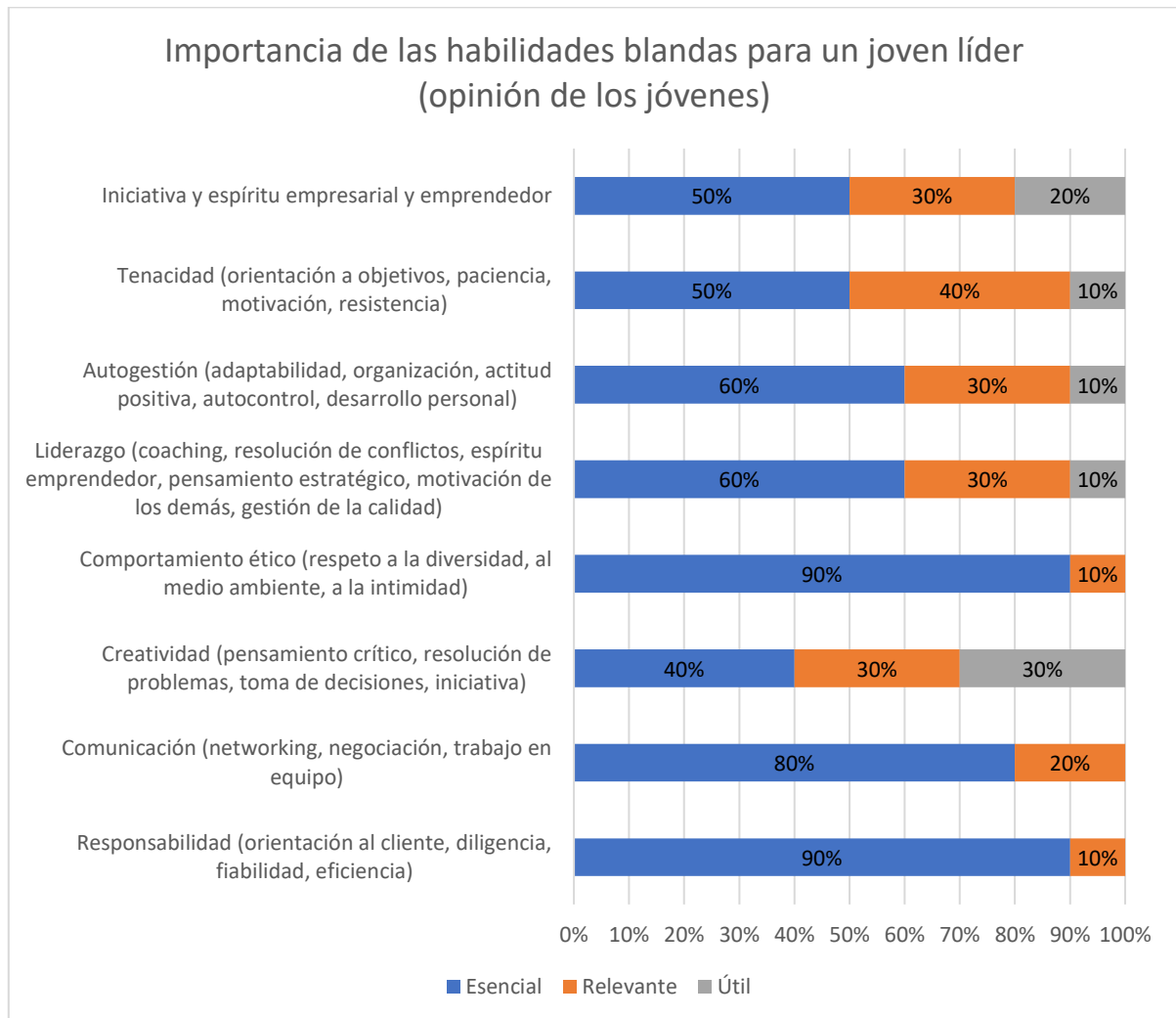


Figura 9. Importancia de las habilidades blandas para un joven líder (opinión de los jóvenes)

Entre los trabajadores y expertos del sector de la juventud, todas las competencias se consideraron al menos igual de útiles, a excepción de uno de los encuestados que calificó la iniciativa y el espíritu empresarial de importancia marginal. En todos los casos, las respuestas mayoritarias son "Esencial". Como en el caso de los jóvenes, destacan el comportamiento ético y la comunicación, con un 83% y un 70% de los encuestados que indican que son competencias esenciales, seguidas de la creatividad (67%). Véanse los datos completos en la Figura 10.



## Importancia de las habilidades blandas para un joven líder (trabajadores y expertos en juventud)

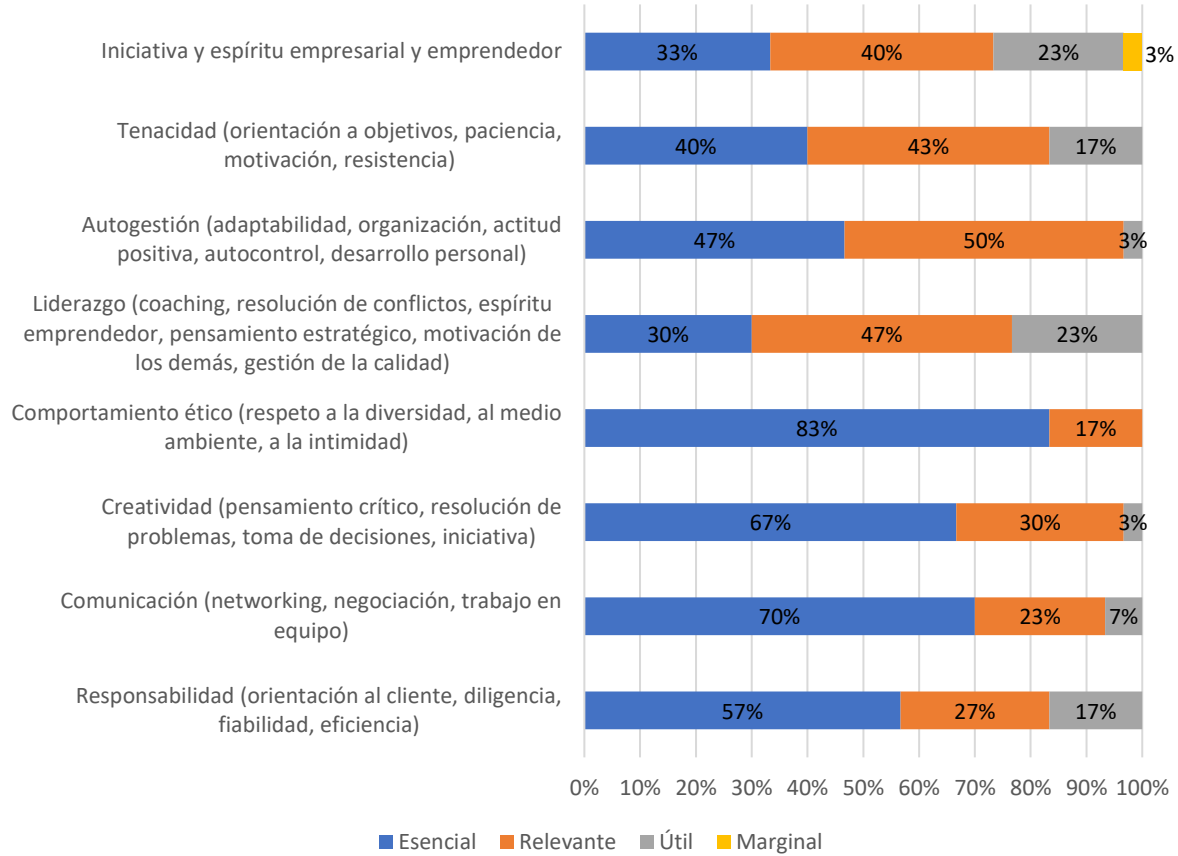


Figura 10. Importancia de las habilidades blandas para un joven líder (opinión de los trabajadores y expertos en el ámbito de la juventud)

Los programas actuales no parecen cubrir completamente estas competencias ni para los jóvenes ni para los trabajadores y expertos en juventud. Los jóvenes creen que existe una carencia para ellos en comunicación, tenacidad, liderazgo y creatividad, todas ellas con más de un 50% de participantes que declaran la necesidad de mejorar en ese ámbito. Los datos de los jóvenes se recogen en la Figura 11. Los trabajadores y expertos también consideran que necesitan mejorar algunas competencias, especialmente el liderazgo y la iniciativa y el espíritu empresarial. Los datos completos de los trabajadores y de los expertos se muestran en la Figura 12.

### Nivel de dominio de estas competencias (jóvenes)

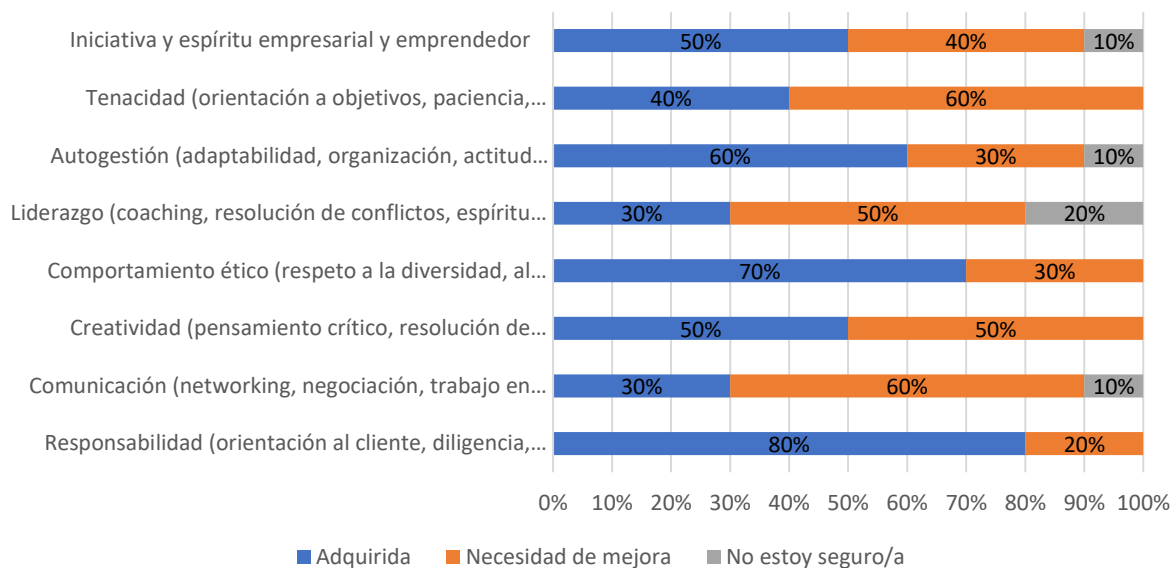


Figura 11. Nivel de dominio de estas competencias (jóvenes)

### Nivel de dominio de estas competencias (trabajadores y expertos en juventud)

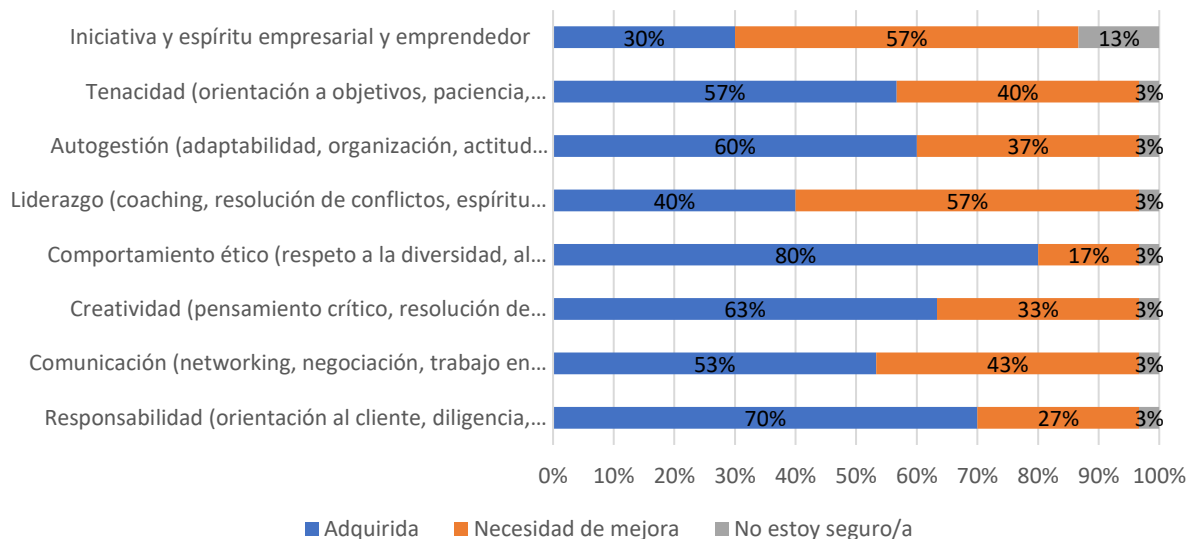


Figura 12. Nivel de dominio de estas competencias (trabajadores y expertos en juventud)

Un 57% de los trabajadores y expertos en el ámbito de la juventud han participado anteriormente en iniciativas destinadas a fomentar la autonomía de los jóvenes, por lo que su experiencia se basa en iniciativas reales y está avalada por años de dedicación. Todos los participantes tuvieron la oportunidad de compartir buenas prácticas y destacar las áreas que deben mejorarse en el futuro.

Las buenas prácticas que indican incluyen un enfoque participativo y la aplicación de los conceptos teóricos aprendidos durante la educación con actividades dinámicas y especial atención al desarrollo de las relaciones interpersonales y las habilidades blandas. Comunicarse eficazmente y con paciencia es algo que agradecen y valoran los jóvenes que participan en estas iniciativas. Los mentores son una buena forma de proporcionar referentes valiosos para los jóvenes desfavorecidos y son útiles a la hora de crear una red de apoyo social.

Por otro lado, hay aspectos a mejorar. Los participantes destacan que este tipo de actividades necesitan un mayor esfuerzo de difusión, ya que no llegan a mucha gente, y especialmente a los jóvenes, que consideran que existe un gran desconocimiento. Se requiere un mayor esfuerzo, inversión e implicación a todos los niveles para una implementación exitosa. La continuidad también es un área de mejora, ya que la mayoría de las actividades son acciones puntuales, sin continuidad a largo plazo.

Más información sobre cada perfil y las respuestas específicas se pueden encontrar en la sección Anexos, al final de este documento.

## 2.4 Impacto en el sector de la juventud

El marco político español en materia de juventud abarca ámbitos como la educación, el empleo, la inclusión social, la salud y la participación. Su objetivo es promover el bienestar y el desarrollo de los jóvenes, fomentar su participación activa en la sociedad y abordar sus necesidades y retos específicos. Durante la COVID-19, las políticas educativas en España, y especialmente las inversiones, incluyendo los fondos europeos de recuperación o los fondos Next Generation, han priorizado la contratación de personal o la digitalización más que la aplicación de criterios de equidad y la protección de los más vulnerables, en comparación con las políticas de otros estados europeos (Fundación Alternativas 2022). Sin embargo, la pandemia del COVID-19 ha planteado importantes retos al marco político español en materia de juventud. Estos retos incluyen alteraciones en la educación, con cierres de escuelas y universidades y un cambio hacia el aprendizaje a distancia que ha exacerbado las desigualdades existentes. La pandemia también ha tenido un grave impacto en el mercado laboral, provocando un aumento del desempleo juvenil y condiciones de empleo precarias.

La pandemia de COVID-19 ha planteado importantes retos para las organizaciones juveniles y los trabajadores en el ámbito de la juventud en España y la Comunidad de Madrid, exacerbando las desigualdades existentes y desencadenando nuevos retos a nivel comunitario. Estos retos incluyen la limitación de recursos, la brecha digital, los impactos en la salud mental y el bienestar, las cuestiones de inclusión social, las limitaciones en la formación y el desarrollo profesional, y las barreras a la colaboración y la creación de redes.

Las organizaciones juveniles y los profesionales que trabajan con jóvenes se han enfrentado a limitaciones de recursos, ya que el cierre de empresas y la recesión económica han afectado a las oportunidades de financiación. El cierre de empresas y la recesión económica han afectado a las

oportunidades de financiación, dificultando el mantenimiento de programas e iniciativas. Dado que muchas organizaciones juveniles dependen de subvenciones, donaciones o ayudas públicas para mantener sus operaciones y llevar a cabo sus programas, los recursos para ejecutar proyectos, pagar los salarios del personal y mantener la infraestructura organizativa son limitados. La escasez de recursos ha mermado su capacidad para atender las necesidades de los jóvenes y prestarles apoyo en tiempos de crisis.

El cambio a interacciones a distancia ha puesto de manifiesto la brecha digital, ya que no todos los jóvenes tienen el mismo acceso a la tecnología y a la alfabetización digital, lo que dificulta la participación de los grupos marginados. Muchos jóvenes y organizaciones juveniles, especialmente las que sirven a comunidades marginadas, tienen recursos limitados para adquirir los dispositivos digitales necesarios, como ordenadores, portátiles y teléfonos inteligentes. Las organizaciones juveniles y los trabajadores juveniles han tenido que adaptar sus actividades a plataformas virtuales. Sin embargo, no todos los jóvenes tienen el mismo acceso a la tecnología, a una conexión fiable a Internet o a la alfabetización digital. El acceso desigual a una conectividad fiable a Internet es otro reto, por ejemplo, en las comunidades rurales y de bajos ingresos; la infraestructura de Internet puede ser inadecuada o inaccesible. El acceso desigual a la tecnología también se correlaciona con distintos niveles de alfabetización digital. Algunos jóvenes y trabajadores en el ámbito de la juventud pueden carecer de las capacidades y los conocimientos necesarios para utilizar eficazmente las herramientas y plataformas digitales. Esta disparidad ha profundizado las desigualdades existentes y ha obstaculizado la participación de determinados grupos marginados.

La pandemia también ha tenido un impacto significativo en la salud mental y el bienestar de los jóvenes, aumentando la demanda de apoyo en salud mental. La incertidumbre, el aislamiento social, la alteración de las rutinas y el aumento de los niveles de estrés han incrementado la demanda de apoyo en materia de salud mental. Las organizaciones juveniles y los trabajadores juveniles han tenido que enfrentarse a nuevos retos a la hora de proporcionar servicios de salud mental accesibles y eficaces, reconociendo la necesidad de enfoques adaptados para abordar las diversas necesidades de los jóvenes. Estos nuevos retos se han cubierto con menos recursos que nunca, ya que las restricciones financieras, la reducción de la financiación y las limitaciones de personal han puesto a prueba su capacidad para proporcionar un apoyo adecuado a los jóvenes. Esto puede dar lugar a tiempos de espera más largos para los servicios y a una disponibilidad limitada de profesionales de la salud mental. Es más, los propios trabajadores juveniles han experimentado retos significativos para su propia salud mental y bienestar. El aumento de la carga de trabajo, las demandas emocionales y la tensión de adaptarse a nuevas formas de trabajo han contribuido a aumentar el estrés y el agotamiento. Esto puede influir en su capacidad para proporcionar apoyo y atención eficaces a los jóvenes, creando un ciclo de salud mental comprometida en el sector de la juventud.

La crisis ha afectado de forma desproporcionada a los grupos vulnerables y marginados, incluidos los jóvenes, profundizando las desigualdades existentes y desafiando los esfuerzos hacia la inclusión social. El cierre de centros juveniles y las limitaciones a las actividades sociales han marginado aún más a estas personas, exacerbando las desigualdades existentes. Las limitaciones a las reuniones en persona y al movimiento han dificultado que las organizaciones juveniles y los trabajadores juveniles lleguen a estos grupos y se comprometan con ellos de forma eficaz. Las organizaciones juveniles y los trabajadores juveniles desempeñan un papel crucial en la promoción de la inclusión social y la lucha contra estas disparidades. Sin embargo, las limitaciones a las reuniones en persona y las restricciones

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a la circulación han dificultado llegar a estos grupos y relacionarse con ellos de forma eficaz. La falta de interacción cara a cara ha obstaculizado los esfuerzos por crear confianza, compenetración y conexiones dentro de las comunidades. La salud mental también ha sido motivo de preocupación, ya que la pandemia ha aumentado el estrés y los problemas de los jóvenes y ha puesto a prueba los sistemas de apoyo existentes.

Además, la pandemia ha perturbado los formatos tradicionales de formación y ha obstaculizado los esfuerzos de colaboración, limitando el intercambio de ideas, buenas prácticas y apoyo entre pares. Los esfuerzos de colaboración entre las organizaciones juveniles y sus trabajadores son esenciales para maximizar el impacto y fomentar la resiliencia de la comunidad. Sin embargo, la pandemia ha obstaculizado la colaboración cara a cara y las oportunidades de trabajo en red. La cancelación de conferencias, talleres y eventos ha limitado el intercambio de ideas, mejores prácticas y apoyo entre pares, reduciendo la fuerza colectiva del sector de la juventud. Esto puede afectar a la adquisición de nuevas habilidades y conocimientos necesarios para abordar los retos emergentes. Además, las restricciones a la circulación y las limitaciones a las reuniones han afectado a la capacidad de los jóvenes para participar y comprometerse en actividades cívicas y comunitarias, obstaculizando sus oportunidades de colaboración y toma de decisiones.

El Gobierno español ha puesto en marcha medidas para hacer frente a estos retos, como paquetes de apoyo económico, programas de creación de empleo, ayudas financieras a la educación y refuerzo de los servicios de salud mental. También se han realizado esfuerzos para promover la inclusión digital, ampliar los recursos educativos en línea y fomentar soluciones innovadoras para la participación de los jóvenes en el contexto de las medidas de distanciamiento social. En última instancia, las medidas han servido para mitigar el impacto de la pandemia, no tanto para transformar la desigualdad preexistente.

Abordar estos retos requiere enfoques innovadores y el apoyo de las partes interesadas a diversos niveles. La inversión en infraestructura digital, el aumento de las oportunidades de financiación, el apoyo específico a la salud mental y las estrategias adaptadas para reducir la brecha digital pueden ayudar a mitigar el impacto de la pandemia en las organizaciones juveniles, los trabajadores juveniles y los jóvenes a los que atienden. La colaboración entre organizaciones, agencias gubernamentales y socios comunitarios es crucial para desarrollar respuestas integrales e inclusivas que aborden las necesidades específicas de los jóvenes y reduzcan las desigualdades existentes.

De cara al futuro, será importante que los responsables políticos evalúen y adapten continuamente el marco político para abordar las necesidades cambiantes de los jóvenes y los continuos retos que plantea la pandemia. Esto garantizará el bienestar, el desarrollo y la tan necesaria participación activa de la población joven en España.

## 2.5 ¿Qué se ha hecho hasta ahora?

En España y en la Comunidad de Madrid, y en particular en la Universidad de Alcalá, se han emprendido varios proyectos y acciones para capacitar a los jóvenes y ofrecerles oportunidades de

liderazgo y participación. Estas iniciativas pretenden fomentar el desarrollo personal, social y profesional de los jóvenes. En esta sección, ofrecemos algunos ejemplos de iniciativas.

Organizaciones e instituciones nacionales y locales han puesto en marcha programas de empoderamiento juvenil que ofrecen formación, tutoría y recursos para ayudar a los jóvenes a desarrollar habilidades esenciales, aumentar su confianza en sí mismos y fomentar su sentido de la agencia. Además, existen iniciativas que promueven el espíritu emprendedor y la innovación entre los jóvenes, como programas de formación empresarial y oportunidades de financiación para apoyar a los jóvenes emprendedores a convertir sus ideas en empresas de éxito. Estas son algunas de las actividades llevadas a cabo por la UAH.

- La iniciativa #YoEmprendoEnCasa de la Escuela de Emprendimiento de la UAH, para la canalización de ideas y propuestas en los ámbitos social, educativo y empresarial, que incluye donaciones económicas a ganadores, asociaciones u ONG que están ayudando en los retos sociales provocados por el COVID-19.

Más información en los siguientes enlaces:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/yoemprendoencasa-nueva-iniciativa-de-la-escuela-de-emprendimiento-de-la-uah.html>

<https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/yoemprendoencasa-nueva-iniciativa-de-la-escuela-de-emprendimiento-de-la-uah-durante-el-confinamiento.html>

- La UAH activa medidas de apoyo financiero a la comunidad universitaria y, en especial, a los estudiantes más vulnerables. El objetivo es hacer un esfuerzo adicional para prestar ayuda a quienes más lo necesitan.

Más información en el siguiente enlace:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-apoya-economicamente-a-la-comunidad-universitaria.html>

- El Área de Mecenazgo de la UAH crea la campaña "Ahora, más que nunca, necesitamos tu ayuda" para solicitar donaciones para apoyar y financiar proyectos de investigación relacionados con COVID-19 en diferentes campos: medicina, ingeniería, química medicinal, bioinformática, química analítica, ciencias sociales, humanidades.

Más información en los siguientes enlaces:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-crea-una-campana-de-mecenazgo-para-financiar-proyectos-relacionados-con-el-covid-19.html>

<https://portalcomunicacion.uah.es/diario-digital/actualidad/las-donaciones-a-proyectos-de-la-uah-relacionados-con-covid-19-superan-los-325-000-euros.html>

<https://mecenazgo.uah.es/es/>

El sistema educativo ha puesto en marcha programas para mejorar las aptitudes y competencias de los jóvenes, como la formación profesional, los programas de aprendizaje y las iniciativas de orientación profesional, que ofrecen oportunidades de aprendizaje práctico y ayudan a los jóvenes a

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adquirir aptitudes valiosas acordes con las demandas del mercado laboral. Estas son algunas de las actividades llevadas a cabo por la UAH.

- La UAH puso en marcha un programa de apoyo a estudiantes con necesidades tecnológicas que tenían dificultades para seguir la docencia online, gracias a una donación de la Fundación General de la Universidad (FGUA), adquiriendo 200 ordenadores portátiles que se prestarán a los alumnos que lo soliciten hasta final de curso. Además, también se les facilitan recursos didácticos para poder utilizar estos dispositivos.

Más información en los siguientes enlaces:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-vuelve-a-poner-en-marcha-el-programa-de-apoyo-a-los-estudiantes-con-necesidades-tecnologicas.html>

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-pone-en-marcha-un-programa-de-apoyo-a-los-estudiantes-con-necesidades-tecnologicas.html>

- La iniciativa "La UAH te necesita, la UAH cuida de ti", de apoyo psicológico dirigida a estudiantes afectados por el COVID-19 o por el encierro ha sido promovida por el Gabinete Psicopedagógico de la UAH con el objetivo de atender individualmente a quienes atraviesan situaciones psicoemocionales difíciles. De este modo, también se promueve el aprendizaje de habilidades y técnicas necesarias para mejorar el rendimiento académico y la preparación pre profesional.

Más información en los siguientes enlaces:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/la-uah-te-necesita-la-uah-cuida-de-ti.html>

<https://www.uah.es/es/vivir-la-uah/servicios/gabinete-psicopedagogico/index.html>

También se han puesto en marcha proyectos culturales y artísticos para empoderar a los jóvenes y promover su expresión creativa. Exposiciones de arte dirigidas por jóvenes, festivales de música, grupos de teatro e iniciativas cinematográficas ofrecen plataformas para que los jóvenes artistas muestren su talento, desarrollen sus habilidades artísticas y expresen su identidad. Estas son algunas de las actividades llevadas a cabo por la UAH.

- La UAH, en colaboración con otras entidades dependientes como FGUA o CRUSA, ha puesto en marcha numerosas actividades culturales, lúdicas y artísticas en las que pueden participar tanto miembros de la universidad como jóvenes y miembros de la comarca. Durante la pandemia se hizo un esfuerzo por trasladar la oferta cultural a una plataforma online (cultura a un solo click) y ahora han vuelto a desarrollar actividades presenciales. Entre ellas figuran exposiciones, pero también numerosos talleres y concursos en distintos ámbitos.

Más información en los siguientes enlaces:

<https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/ocio-y-cultura-en-casa-una-propuesta-para-conocer-toda-la-oferta-de-la-universidad-de-alcala-en-un-solo-clic.html>

<https://cultura.uah.es/es/programa-cultural/>

- En el contexto de la pandemia, se puso en marcha una iniciativa para conservar documentos gráficos y audiovisuales que ilustrasen la situación vivida. Tanto los miembros de la comunidad universitaria como los ciudadanos del entorno pueden colaborar con su punto de vista. Estos recursos pretendían recoger cualquier actividad que se realizara durante la nueva normalidad, estudiar desde casa, dar clase por videoconferencia, investigar en el laboratorio, teletrabajar, hacer voluntariado, jugar con los niños, aplaudir en el balcón, atender a los enfermos... En definitiva, fotos y vídeos que muestran cómo vivimos aquel periodo.

Más información en los siguientes enlaces:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/nuevo-fondo-audiovisual-en-tiempos-de-covid19-2.html>

<https://portalcomunicacion.uah.es/diario-digital/actualidad/el-top-cinco-del-fondo-audiovisual-del-auah-en-tiempos-de-covid19.html>

Los programas de voluntariado y las oportunidades de servicio social involucran a los jóvenes en actividades basadas en la comunidad, lo que les permite contribuir a causas sociales y desarrollar un sentido de responsabilidad social. Además, se han creado plataformas y redes en línea para conectar a los jóvenes, facilitar la colaboración y proporcionar acceso a recursos e información. Estas son algunas de las actividades llevadas a cabo por la UAH.

- La UAH cuenta con una oficina de Voluntariado y Cooperación encargada de realizar diferentes actividades para implicar a estudiantes y trabajadores en las necesidades y retos de nuestra sociedad. Durante el pasado año 2022 llevaron a cabo una veintena de iniciativas en las que participaron más de 100 estudiantes. En abril de 2023, ya han alcanzado la mitad de los objetivos del año.

Más información en el siguiente enlace:

<https://www.uah.es/es/vivir-la-uah/participacion/cooperacion-voluntariado/>

- Fondo de Voluntariado de la UAH ante la crisis COVID-19 para miembros de la comunidad universitaria titulados o próximos a titularse en Psicología General Sanitaria, que deseen colaborar en el Programa de Atención Psicoemocional a Estudiantes. También se ha puesto en marcha un programa para que estudiantes de enfermería se conviertan en voluntarios en distintos hospitales.

Más información en los siguientes enlaces:

<https://www.fgua.es/programa-atencion-psicoemocional/>

<https://portalcomunicacion.uah.es/diario-digital/actualidad/estudiantes-de-enfermeria-de-la-uah-trabajan-como-voluntarios-en-hospitales.html>

- Los gabinetes jurídicos de la UAH y de otras nueve universidades españolas ponen en marcha una acción conjunta para atender consultas jurídicas relacionadas con la actual situación de crisis. La idea es ayudar a personas en situación de vulnerabilidad a resolver dudas relacionadas con la situación derivada del COVID-19. La iniciativa cuenta con la participación de 44 estudiantes de diferentes universidades, que ponen a disposición de la



sociedad, a través de sus procesos de aprendizaje servicio, información comprensible sobre las herramientas jurídicas de las que disponen o pueden adquirir.

Más información en el siguiente enlace:

<https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/clinicas-juridicas-de-10-universidades-espanolas-ponen-en-marcha-una-accion-conjunta-para-atender-consultas-juridicas-relacionadas-con-la-actual-situacion-de-crisis.html>

También se han hecho esfuerzos para fomentar la participación de los jóvenes en los procesos de toma de decisiones y el compromiso cívico. Los consejos, foros y juntas consultivas juveniles permiten a los jóvenes expresar sus opiniones, influir en las políticas y contribuir al desarrollo de la comunidad. Estas plataformas ofrecen espacios para que los jóvenes líderes compartan sus perspectivas, propongan iniciativas y participen activamente en la configuración de sus sociedades. Se han creado plataformas y redes en línea para conectar a los jóvenes, facilitar la colaboración y proporcionar acceso a recursos e información. Estas plataformas digitales permiten a los jóvenes conectar con personas de ideas afines, compartir ideas y colaborar en proyectos, amplificando su impacto y ampliando sus oportunidades de crecimiento.

- Participación de estudiantes en la Conferencia sobre el Futuro de Europa (CoFE), que constituye una oportunidad única para que personas de toda la Unión Europea debatan sobre los retos y prioridades de Europa. Temas como el cambio climático, la sanidad, la educación o la migración son debatidos por los ciudadanos europeos. Nuestros estudiantes propusieron diferentes soluciones sobre logística y transporte a escala europea, economía y empleo juvenil e integración de nuevos mercados. También presentaron su idea de apoyar a los jóvenes y a las personas con diversidad. Como consecuencia del aumento de las diferencias sociales que se han incrementado en los países europeos debido a la crisis económica de 2008 y a la situación sanitaria actual, los alumnos proponen modificar y flexibilizar los parámetros de acceso a las ayudas sociales en la población, permitiendo que más personas puedan solucionar su situación de pobreza.

Más información en los siguientes enlaces:

<https://portalcomunicacion.uah.es/diario-digital/reportaje/estudiantes-de-la-uah-proponen-soluciones-economicas-europeas-en-la-conferencia-sobre-el-futuro-de-europa.html>

<https://futureu.europa.eu/en/>

- Estudiantes de la UAH, junto con alumnos de otras 8 universidades españolas miembros de la iniciativa "#GlobalChallenge", se unieron en red durante el confinamiento para lanzar una propuesta de cambio a la sociedad y a la universidad, publicando un manifiesto para una salida justa y sostenible de la crisis. Describen la sociedad en la que quieren vivir y la universidad en la que quieren estudiar, un documento que presentan bajo el lema "Nosotros también tenemos algo que decir".

Más información en los siguientes enlaces:

<https://portalcomunicacion.uah.es/diario-digital/actualidad/alumnos-de-nueve->

[universidades-espanolas-participan-en-un-manifiesto-para-una-salida-justa-y-sostenible-de-la-crisis.html](https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/jovenes-universitarios-presentan-un-manifiesto-para-una-salida-justa-y-sostenible-de-la-crisis.html)

<https://portalcomunicacion.uah.es/sala-prensa/notas-prensa/jovenes-universitarios-presentan-un-manifiesto-para-una-salida-justa-y-sostenible-de-la-crisis.html>

Estos proyectos y acciones pretenden ofrecer a los jóvenes una serie de oportunidades de crecimiento, desarrollo y participación activa en sus comunidades. El sector de la juventud es dinámico y continuamente surgen nuevas iniciativas y oportunidades. Se recomienda explorar los sitios web de los gobiernos locales, las organizaciones juveniles y las plataformas pertinentes para mantenerse al día sobre los últimos proyectos y oportunidades disponibles para los jóvenes en España y la Comunidad de Madrid.

### Capítulo 3. El Proyecto BEYOU: una “lista de tareas”

Para promover la capacitación y la participación activa de los jóvenes en pro del desarrollo sostenible, es preciso abordar varias necesidades clave. A continuación, se presenta una "lista de tareas pendientes" en la que se esbozan algunas de las principales áreas que requieren atención desde una perspectiva general:

- Acceso a una educación de calidad: Garantizar la igualdad de acceso a una educación y formación profesional de calidad para todos los jóvenes, independientemente de su origen socioeconómico. Esto incluye promover sistemas educativos inclusivos y equitativos, abordar las disparidades en los recursos educativos y ofrecer oportunidades de aprendizaje permanente.
- Empleo y oportunidades económicas: Crear entornos propicios para el empleo y el espíritu empresarial de los jóvenes. Esto implica fomentar la creación de empleo, apoyar los programas de emprendimiento y proporcionar tutoría y recursos financieros para ayudar a los jóvenes a crear empresas e incorporarse a la población activa.
- Compromiso cívico y participación: Promover la participación significativa de los jóvenes en los procesos de toma de decisiones a todos los niveles, desde el local al mundial. Crear espacios para que los jóvenes expresen sus opiniones, contribuyan a los debates políticos y participen activamente en iniciativas de desarrollo comunitario.
- Acceso a los servicios de salud y bienestar: Garantizar servicios sanitarios accesibles y asequibles que aborden las necesidades específicas de los jóvenes. Esto incluye apoyo a la salud mental, servicios de salud sexual y reproductiva y una atención sanitaria integral que promueva el bienestar físico y emocional.
- Igualdad de género e inclusión social: Abordar la discriminación de género y promover la inclusión social de todos los jóvenes, incluidos los procedentes de entornos marginados. Esto implica eliminar las barreras a la participación, combatir la discriminación y fomentar políticas y programas inclusivos.

- **Inclusión digital y alfabetización tecnológica:** Reducir la brecha digital proporcionando acceso a la tecnología, conectividad a Internet y formación en alfabetización digital. Esto capacita a los jóvenes para navegar por el mundo digital, adquirir competencias esenciales para el futuro mercado laboral y participar en la economía digital.
- **Sostenibilidad medioambiental:** Promover la concienciación medioambiental y las prácticas sostenibles entre los jóvenes. Fomentar su participación activa en iniciativas medioambientales, como esfuerzos de conservación, proyectos de energías renovables y desarrollo urbano sostenible.
- **Sistemas de mentoría y apoyo:** Establecer programas de tutoría y redes de apoyo que pongan en contacto a los jóvenes con profesionales experimentados y les proporcionen orientación y asesoramiento. Esto ayuda a los jóvenes a desarrollar sus habilidades, superar los retos y desarrollar todo su potencial.
- **Espacios seguros e inclusivos:** Crear espacios seguros e inclusivos donde los jóvenes puedan reunirse, expresarse y entablar un diálogo constructivo. Esto incluye centros juveniles, centros comunitarios y espacios públicos que fomenten la interacción social, la creatividad y la colaboración.
- **Reconocimiento y valoración de las contribuciones de los jóvenes:** Reconocer y valorar las contribuciones de los jóvenes a la sociedad. Celebrar sus logros, ofrecer plataformas para mostrar su talento y garantizar que sus voces sean escuchadas y reconocidas.

Al abordar estas necesidades, nosotros, como sociedad, podemos crear un entorno que potencie a los jóvenes, promueva su participación activa y fomente su papel como agentes del desarrollo sostenible. Esto requiere la colaboración entre los gobiernos, las organizaciones de la sociedad civil, las instituciones educativas y el sector privado para aplicar estrategias integrales que den prioridad a la capacitación y la participación de los jóvenes.

Para capacitar a los trabajadores en el ámbito de la juventud y a los responsables políticos, así como a otras partes interesadas, en el contexto de la capacitación de los jóvenes, la siguiente "lista de tareas pendientes" esboza las necesidades clave que podrían abordarse:

- **Capacitación y formación:** Proporcionar programas integrales de formación y capacitación para los trabajadores del sector de la juventud, los responsables políticos y las partes interesadas. Esto incluye dotarles de los conocimientos, habilidades y herramientas necesarios para relacionarse eficazmente con los jóvenes, diseñar políticas centradas en la juventud y poner en marcha programas impactantes.
- **Colaboración y creación de redes:** Fomentar la colaboración y las oportunidades de trabajo en red entre los trabajadores en el ámbito de la juventud, los responsables políticos y las partes interesadas. Facilitar plataformas para compartir conocimientos, intercambiar buenas prácticas e iniciativas conjuntas para maximizar su impacto colectivo y apoyarse mutuamente en sus esfuerzos.
- **Toma de decisiones basada en evidencias:** Promover la toma de decisiones basada en pruebas facilitando el acceso a la investigación, los datos y los resultados de las evaluaciones

relacionadas con la capacitación de los jóvenes. Fomentar el uso de enfoques basados en datos para fundamentar el desarrollo de políticas y programas, garantizando que las iniciativas respondan a las necesidades y aspiraciones específicas de los jóvenes.

- Participación de los jóvenes en los procesos políticos: Implicar activamente a los jóvenes en los procesos de elaboración de políticas creando mecanismos para su participación y consulta. Recabar sus aportaciones e involucrarlos como socios en la toma de decisiones, permitiendo que sus perspectivas den forma a las políticas y programas que les afectan directamente.
- Asignación de recursos y financiación: Asignar recursos y financiación adecuados para apoyar las iniciativas de capacitación de los jóvenes. Esto incluye asegurar fuentes de financiación sostenibles, promover la transparencia y la rendición de cuentas en la asignación de recursos, y garantizar que los recursos financieros se distribuyan equitativamente para llegar a diversas poblaciones juveniles.
- Marcos jurídicos y normativos de apoyo: Desarrollar y aplicar marcos jurídicos y normativos de apoyo que protejan los derechos de los jóvenes y creen un entorno propicio para su empoderamiento. Esto incluye políticas que salvaguarden la participación de los jóvenes, garanticen la no discriminación y promuevan servicios y oportunidades adaptados a los jóvenes.
- Aprendizaje continuo y desarrollo profesional: Establecer oportunidades de aprendizaje continuo y desarrollo profesional para los trabajadores en el ámbito de la juventud, los responsables políticos y las partes interesadas. Ofrecer programas de formación, talleres, conferencias y oportunidades de tutoría para mejorar su experiencia, intercambiar conocimientos y mantenerse al día de la evolución de las tendencias en materia de empoderamiento de los jóvenes.
- Cerrar la brecha digital: Los proyectos e iniciativas (públicos o privados) deben dar prioridad a las iniciativas que reduzcan la brecha digital, como proporcionar recursos tecnológicos asequibles o subvencionados, mejorar la conectividad a internet en zonas desatendidas y ofrecer programas de formación en competencias digitales.
- Programas de alfabetización digital: Invertir en programas de alfabetización digital puede empoderar a los jóvenes y a los trabajadores juveniles con las habilidades necesarias para navegar por las plataformas digitales de manera efectiva. Estos programas deben ser accesibles, adaptarse a las distintas necesidades e incorporar formación sobre seguridad y privacidad en línea.
- Reconocimiento y agradecimiento: Reconocer y apreciar las contribuciones de los trabajadores en el ámbito de la juventud, los responsables políticos y las partes interesadas en la promoción de la autonomía de los jóvenes. Celebrar sus logros, destacar las historias de éxito y proporcionar plataformas para compartir las lecciones aprendidas e inspirar a otros.
- Promoción y sensibilización: Llevar a cabo campañas de promoción para concienciar sobre la importancia de la capacitación de los jóvenes y el papel de los trabajadores juveniles, los responsables políticos y las partes interesadas. Abogar por políticas y prácticas que den

prioridad a la capacitación de los jóvenes e involucrar a la sociedad en general en el apoyo a las iniciativas dirigidas por jóvenes.

- Evaluación y seguimiento: Implementar mecanismos sólidos de seguimiento y evaluación para evaluar el impacto de los esfuerzos de empoderamiento de los jóvenes y fundamentar la toma de decisiones futuras. Evaluar periódicamente la eficacia de las políticas, programas e intervenciones, y utilizar las conclusiones para realizar los ajustes y mejoras necesarios.

Al abordar estas necesidades, los trabajadores en el ámbito de la juventud, los responsables políticos y las partes interesadas pueden mejorar su capacidad, eficacia y colaboración en la mejora de la autonomía de los jóvenes. Este enfoque holístico garantiza un ecosistema de apoyo que empodera a los jóvenes y les permite convertirse en participantes activos en la configuración de su propio futuro y contribuir al desarrollo sostenible.

Nuestro proyecto y los entregables producidos deben cubrir lo que los expertos en la investigación de campo han destacado como áreas de mejora basándose en su experiencia previa en este tipo de iniciativas destinadas a fomentar la autonomía de los jóvenes.

- Enfoque participativo y aplicación de los conceptos teóricos aprendidos durante la educación. Por ejemplo, utilizando proyectos de aprendizaje-servicio en la enseñanza superior.
- Proporcionar mentores, definidos como personas con las que los jóvenes pueden identificarse y ver como una buena referencia para su futuro.
- Fomentar las relaciones interpersonales entre los jóvenes y el resto de su comunidad como forma de crear o aumentar su red de apoyo social.
- Incluir el desarrollo de habilidades blandas en nuestras iniciativas para los jóvenes, pero también para los trabajadores en el ámbito de la juventud, ya que ambos grupos identificaron una laguna en su formación. La necesidad de mejoras es mayor en liderazgo, creatividad, comunicación, tenacidad y espíritu emprendedor.
- Las iniciativas y proyectos deben tener un enfoque a largo plazo, con más inversiones e implicación a todos los niveles.
- Mejorar la difusión para llegar al mayor número posible de jóvenes, ya que no son conscientes de las oportunidades que se les brindan.

## Capítulo 4. Principales resultados

La pandemia de COVID-19 ha tenido, en efecto, un profundo impacto socioeconómico en los jóvenes, habiéndose estudiado ampliamente la pérdida de ingresos, la incertidumbre económica y los retos del mercado laboral. En nuestro contexto local, tres problemas principales destacan como retos significativos para los jóvenes: las limitadas oportunidades de empleo, el desempleo o la precariedad laboral, la falta de asequibilidad de la vivienda y la pobreza, inmigración y exclusión social.

Sin embargo, es importante reconocer que la pandemia ha afectado también a otros aspectos de la vida de los jóvenes y a su bienestar general. La pandemia ha hecho mella en la salud mental de los jóvenes y también de los trabajadores y expertos en juventud. La alteración de las rutinas diarias, el aislamiento social, el aumento del estrés y la ansiedad sobre la salud y el futuro han contribuido a un aumento de los problemas de salud mental. Esta es la respuesta más común cuando se les pregunta por las consecuencias del COVID. El 65% se ha enfrentado a mayores sentimientos de soledad, depresión y ansiedad, con un acceso limitado a los sistemas de apoyo tradicionales y a los servicios de salud mental. Es crucial abordar y dar prioridad a las necesidades de salud mental de los jóvenes en respuesta a la pandemia.

Muchos se enfrentaron a dificultades para adaptarse a los entornos de aprendizaje en línea, como un acceso limitado a la tecnología, conexiones a Internet inestables y recursos de aprendizaje inadecuados. La ausencia de interacciones cara a cara con profesores y compañeros también ha afectado a su rendimiento, ya que el 50% de los jóvenes y el 47% de los trabajadores y expertos en el ámbito de la juventud afirman haber obtenido peores resultados en sus actividades educativas o profesionales.

En general, los trabajadores y expertos en el ámbito de la juventud reconocen que existen numerosos programas e iniciativas a nivel comunitario para promover los derechos de los jóvenes, desarrollar sus competencias y comprometerlos en la toma de decisiones y la participación activa como ciudadanos responsables. Sin embargo, prevalece el desconocimiento de estas iniciativas por parte de los jóvenes, lo que provoca una brecha significativa entre la disponibilidad de oportunidades y su utilización real. Uno de los principales retos consiste en difundir eficazmente la información sobre estos programas entre el público destinatario.

Las habilidades interpersonales o habilidades blandas desempeñan un papel crucial en el desarrollo de los jóvenes líderes, permitiéndoles utilizar eficazmente los recursos de la comunidad y aprovechar las oportunidades. Este punto de vista no sólo es compartido por los jóvenes, sino también por los trabajadores y los expertos en juventud, que reconocen la importancia de ciertas habilidades para el éxito. Los jóvenes destacan la responsabilidad, la comunicación y el comportamiento ético como esenciales, mientras que trabajadores y expertos en juventud destacan la comunicación, la creatividad y el comportamiento ético.

A pesar de la existencia de diversos programas e iniciativas educativas, parece que sigue habiendo una deficiencia a la hora de abordar el desarrollo de las habilidades blandas esenciales entre los jóvenes. Según las encuestas y los comentarios recibidos, muchos jóvenes expresan la necesidad de mejorar habilidades blandas específicas como la comunicación, la creatividad, el liderazgo y la tenacidad. Del mismo modo, los monitores juveniles y los expertos reconocen sus propias áreas de mejora, como el liderazgo, la iniciativa y el espíritu empresarial, la comunicación y la tenacidad.

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## Conclusiones

En este informe descubrimos que los jóvenes son especialmente vulnerables al actual contexto de desempleo y malas condiciones laborales. La falta de oportunidades laborales, unida a la escasez del mercado de trabajo, plantea importantes retos a los jóvenes que se esfuerzan por establecerse en las carreras que han elegido. La escasez de empleos estables y bien remunerados no sólo limita su independencia económica, sino que también dificulta su crecimiento y desarrollo profesional en general. Además, la falta de vivienda asequible es una preocupación acuciante para los jóvenes en nuestro contexto local. Para los profesionales de la juventud también deberíamos considerar la pobreza, la inmigración y la exclusión social como características de nuestro contexto local que afectan a los jóvenes.

No cabe duda de que la pandemia de COVID-19 ha tenido repercusiones de gran alcance en el panorama socioeconómico, especialmente para los jóvenes. Aunque los estudios han examinado ampliamente la pérdida de ingresos, la incertidumbre económica y los retos en el mercado laboral, es esencial reconocer que la pandemia también ha ejercido efectos significativos en otras dimensiones de la vida y el bienestar general de los jóvenes. Además de las repercusiones socioeconómicas, se ha visto muy afectada la salud mental tanto de los jóvenes como de quienes trabajan con ellos, incluidos trabajadores y expertos en juventud..

En general, los trabajadores juveniles y los expertos en nuestro contexto local coinciden en que existe una amplia gama de programas e iniciativas a nivel comunitario diseñados para promover los derechos de los jóvenes, mejorar sus habilidades y competencias, e involucrarlos en los procesos de toma de decisiones como ciudadanos activos. Sin embargo, una cuestión preocupante que se ha detectado es la falta de concienciación entre los jóvenes con respecto a estos programas e iniciativas.

La importancia de las habilidades interpersonales es ampliamente reconocida por los jóvenes, los trabajadores juveniles y los expertos. La responsabilidad, la comunicación y el comportamiento ético son esenciales para los jóvenes líderes, ya que les permiten aprovechar al máximo los recursos y las oportunidades de la comunidad. Del mismo modo, la comunicación, la creatividad y el comportamiento ético se valoran en las funciones de los trabajadores juveniles y los expertos. Al dar prioridad al desarrollo y la aplicación de estas competencias interpersonales, los jóvenes líderes y los profesionales del sector de la juventud pueden contribuir eficazmente al empoderamiento y el desarrollo positivo de los jóvenes y sus comunidades..

Los programas e iniciativas educativos actuales parecen tener lagunas a la hora de abordar el desarrollo de las habilidades blandas esenciales entre los jóvenes. Tanto los jóvenes como los profesionales del sector identifican la comunicación, la creatividad, el liderazgo y la tenacidad como áreas clave a mejorar. Si damos prioridad a la mejora de estas habilidades a través de programas específicos, formación y apoyo, podemos equipar mejor a los jóvenes y a los profesionales para que prosperen en su vida personal y profesional, contribuyendo a su crecimiento general, éxito e impacto positivo en sus comunidades.

Nuestro proyecto pretende abordar las áreas de mejora destacadas por los expertos en la investigación de campo, basándose en sus experiencias previas con iniciativas destinadas a fomentar la autonomía de los jóvenes. Podemos desarrollar productos que satisfagan eficazmente las necesidades y expectativas de los jóvenes de nuestras comunidades locales, centrándonos en el

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fomento de las relaciones interpersonales entre los jóvenes y la comunidad en general, los programas de tutoría, el desarrollo de habilidades interpersonales y la mejora de la difusión de información sobre nuestras iniciativas para llegar al mayor número posible de jóvenes.

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## Anexos

### Anexo1\_ Tablas de evaluación de la investigación de campo

Tabla de evaluación: Cuestionario (jóvenes)		
Información del entrevistador:		
Entrevistador:	Equipo de investigación UAH	
Socio del proyecto:	UAH	
Datos de los participantes:		
Edad:	16-18 años: N°1 19-21 años: N°2 22 - 25 años: N°6 25+ años: N° 1	
Género (N°):	M: N°5      F: N°5	
Nacionalidad:	España	
Principales sectores:	Estudiantes universitarios	
	Pregunta n°	Temas comunes
1. Análisis de contexto	1.1 Características generales contexto local	Falta de asequibilidad de la vivienda Oportunidades de empleo limitadas, desempleo o precariedad laboral Dificultad para acceder a servicios de salud física y mental
	1.2 Oportunidades educativas	Oportunidades de empleo agrupadas en torno a las grandes ciudades Mala calidad de la educación, aptitudes y conocimientos no adquiridos en etapas educativas anteriores
	1.3 Efectos de la pandemia de Covid	Menor rendimiento escolar o laboral Estado de ánimo depresivo, que refleja tristeza, angustia, aburrimiento e incertidumbre Reducción de la capacidad económica personal o familiar

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<b>2. Compromiso de los jóvenes: situación actual</b>	<b>2.1 Educación para una ciudadanía activa</b>	<p><b>Totalmente de acuerdo: 10 %</b>  <b>De acuerdo: 10 %</b>  <b>Ni de acuerdo ni en desacuerdo: 30 %</b>  <b>En desacuerdo: 20 %</b>  <b>Totalmente en desacuerdo: 0 %</b>  <b>No sabe: 30 %</b></p>
	<b>2.2 Iniciativas para jóvenes vulnerables</b>	<p><b>Totalmente de acuerdo: 10 %</b>  <b>De acuerdo: 20 %</b>  <b>Ni de acuerdo ni en desacuerdo: 30 %</b>  <b>En desacuerdo: 20 %</b>  <b>Totalmente en desacuerdo: 10 %</b>  <b>No sabe: 10 %</b></p>
	<b>2.3 Toma de decisiones y oportunidades de participación activa</b>	<p><b>Totalmente de acuerdo: 10%.</b>  <b>De acuerdo: 0%.</b>  <b>Ni de acuerdo ni en desacuerdo: 40%.</b>  <b>En desacuerdo: 30%.</b>  <b>Totalmente en desacuerdo: 0 %.</b>  <b>No sabe: 20%.</b></p>
	<b>2.4 Papel de las instituciones en la participación activa de los jóvenes</b>	<p><b>Muy de acuerdo: 20 %.</b>  <b>De acuerdo: 50%.</b>  <b>Ni de acuerdo ni en desacuerdo: 10%.</b>  <b>En desacuerdo: 10 %.</b>  <b>Totalmente en desacuerdo: 0%.</b>  <b>No sabe: 10%.</b></p>
<b>3. Capacidades y competencias para el liderazgo</b>	<b>3.1 Importancia de competencias y aptitudes</b>	<p><b>Responsabilidad: Esencial 90%, Relevante 10%.</b>  <b>Comunicación: Esencial 80%, Relevante 20%.</b>  <b>Creatividad: Imprescindible 40%, Pertinente 30%, Útil 30%.</b>  <b>Comportamiento ético: Esencial 90%, Pertinente 10%.</b>  <b>Liderazgo: Esencial 60%, Relevante 30%, Útil 10%.</b>  <b>Autogestión: Esencial 60%, Relevante 30%, Útil 10%.</b>  <b>Tenacidad: Esencial 50%, Relevante 40%, Útil 10%.</b>  <b>Iniciativa y espíritu emprendedor: Esencial 50%, Relevante 30%, Útil 20%.</b></p>

	<b>3.2 Evaluación propia de competencias</b>	<p><b>Responsabilidad: Adquirida 80%, Necesita mejorar 20%</b>  <b>Comunicación: Adquirida 30%, Necesita mejorar 60%, No estoy seguro 10%.</b>  <b>Creatividad: Adquirida 50%, Necesita mejorar 50%</b>  <b>Comportamiento ético: Adquirida 70%, Necesita mejorar 30%</b>  <b>Liderazgo: Adquirido 30%, Necesita mejorar 50%, No estoy seguro 20%.</b>  <b>Autogestión: Adquirida 60%, Necesita mejorar 30%, No estoy seguro 10%.</b>  <b>Tenacidad: Adquirida 40%, Necesita mejorar 60%</b>  <b>Iniciativa y espíritu emprendedor: Adquirido 50%, Necesita mejorar 40%, No estoy seguro 10%.</b></p>
<b>4. Buenas prácticas</b>	<b>4.1 Buenas prácticas</b>	<p><b>Buenas prácticas:</b>  - buena gestión y actividades dinámicas  - buena comunicación con mucha paciencia</p> <p><b>A mejorar:</b>  - Más difusión de estas actividades para llegar a más gente</p>
<b>5. Otro</b>	<b>5.1 Otro</b>	NA
	<b>Notas:</b>	<b>Sólo 2 participantes (de un total de 10) han tomado parte alguna vez en iniciativas destinadas a fomentar la autonomía de los jóvenes.</b>

## Tabla de evaluación: Cuestionario (Trabajadores en el ámbito de la juventud y otras partes interesadas)

Información del entrevistador:	
Entrevistador:	Equipo de investigación UAH
Socio del proyecto:	UAH
Datos de los participantes:	
Edad:	25-30 años: N° 10 30-35 años: N° 9 36-45 años: N° 3 > 45 años: N° 8
Género (N°):	M: N°9 F: N°21
Nacionalidad:	España
Perfiles principales:	Educación y juventud
Años de experiencia en el sector:	0-3 años: N° 8 4-6 años: N° 8 >7 años: N° 14

	Pregunta n°	Temas comunes
Análisis de contexto	1.1 Características generales contexto local	Oportunidades de empleo limitadas, desempleo o precariedad laboral Falta de asequibilidad de la vivienda Pobreza, inmigración y exclusión social Acceso limitado a la educación
	1.2 Causas de la exclusión social de los jóvenes	Desempleo y precariedad laboral Pertenencia a grupos marginados o desfavorecidos Ausencia de vivienda digna y asequible

	<b>1.3 Repercusiones de las pandemias Covid</b>	Estado de ánimo depresivo, que refleja tristeza, angustia, aburrimiento e incertidumbre Menor rendimiento escolar o laboral Reducción de la capacidad económica personal o familiar Problemas de integración en contextos sociales, educativos o laborales Ralentización o disminución de las posibilidades de emancipación
<b>2. Compromiso de los jóvenes: situación actual</b>	<b>2.1 Educación para una ciudadanía activa</b>	Muy de acuerdo: 7%. De acuerdo: 20%. Ni de acuerdo ni en desacuerdo: 20%. En desacuerdo: 37 % Totalmente en desacuerdo: 10 %. No sabe: 7%.
	<b>2.2 Iniciativas para jóvenes vulnerables</b>	Muy de acuerdo: 13 % De acuerdo: 43 % Ni de acuerdo ni en desacuerdo: 13 % En desacuerdo: 20 % Totalmente en desacuerdo: 10 % No sabe: 0 %
	<b>2.3 Toma de decisiones y oportunidades de participación activa</b>	Muy de acuerdo: 7 % De acuerdo: 33 % Ni de acuerdo ni en desacuerdo: 13 % En desacuerdo: 37 % Totalmente en desacuerdo: 10 %. No sabe: 0 %
	<b>2.4 Papel de las instituciones en la participación activa de los jóvenes</b>	Muy de acuerdo: 20%. De acuerdo: 40%. Ni de acuerdo ni en desacuerdo: 10%. En desacuerdo: 23 %. Totalmente en desacuerdo: 7 %. No sabe: 0 %.

3. Capacidades y competencias para el liderazgo	3.1 Evaluación de competencias y aptitudes	<p>Responsabilidad: Esencial 57%, Pertinente 27%, Útil 17%.  Comunicación: Esencial 70%, Pertinente 23%, Útil 7%.  Creatividad: Imprescindible 67%, Pertinente 30%, Útil 3%.  Comportamiento ético: Esencial 83%, Relevante 17%.  Liderazgo: Esencial 30%, Relevante 47%, Útil 23%.  Autogestión: Esencial 47%, Pertinente 50%, Útil 3%.  Tenacidad: Esencial 40%, Relevante 43%, Útil 17  Iniciativa y espíritu emprendedor: Esencial 33%, Relevante 40%, Útil 23%, Marginal 3%.</p>
	3.2 Evaluación propia de competencias	<p>Responsabilidad: Adquirida 70%, Necesita mejorar 27%, No estoy seguro 3%  Comunicación: Adquirida 53%, Necesita mejorar 43%, No estoy seguro 3%  Creatividad: Adquirida 63%, Necesita mejorar 33%, No estoy seguro 3%  Comportamiento ético: Adquirida 80%, Necesita mejorar 17%, No estoy seguro 3%  Liderazgo: Adquirido 40%, Necesita mejorar 57%, No estoy seguro 3%  Autogestión: Adquirida 60%, Necesita mejorar 37%, No estoy seguro 3%  Tenacidad: Adquirida 30%, Necesita mejorar 57%, No estoy seguro 13  Sentido de la iniciativa y espíritu emprendedor: Adquirido 50%, Necesita mejorar 40%, No seguro 10%</p>
4. Buenas prácticas	4.1 Buenas prácticas	<ul style="list-style-type: none"> <li>-Aprendizaje en servicio para capacitar a los jóvenes estudiantes</li> <li>- Enfoque participativo y aplicación de los conceptos teóricos aprendidos durante la educación</li> <li>- Proporcionar mentores y buenos referentes</li> <li>- Desarrollo de habilidades interpersonales y empatía</li> <li>- Fomento de las relaciones interpersonales como red de apoyo social</li> </ul>
5. Otro	5. Otro	El 57% ya ha participado en iniciativas destinadas a fomentar la autonomía de los jóvenes, el resto está interesado
	Información adicional:	<p>Aspectos a mejorar:</p> <ul style="list-style-type: none"> <li>- Mayor difusión e implicación a todos los niveles</li> <li>- Incluir las habilidades sociales y sociales en la educación formal</li> <li>- Enfoque a largo plazo</li> <li>- Más inversiones públicas</li> </ul>



## Anexo 2\_Expertos entrevistados

Los datos personales de los participantes en este estudio no se incluyen para cumplir con la legislación vigente en materia de protección de datos, RGPD de la UE. Los expertos y trabajadores en el ámbito de la juventud no han dado su consentimiento para que sus nombres aparezcan explícitamente en este informe.

A continuación, presentamos una descripción de la muestra participante en la investigación de campo. El perfil general de la muestra de expertos y trabajadores en el ámbito de la juventud es el de una mujer de entre 26 y 29 años cuyo principal campo de trabajo es la educación con una experiencia de más de siete años.

Un total de 30 expertos y trabajadores en el ámbito de la juventud cumplimentaron el cuestionario para proporcionar información sobre su experiencia con jóvenes, de los cuales un 33% son hombres y un 70% mujeres. Los rangos de edad son variados, estando representados todos los grupos entre 22 y más de 65 años. Véase la Figura 13 para más detalles sobre los datos.

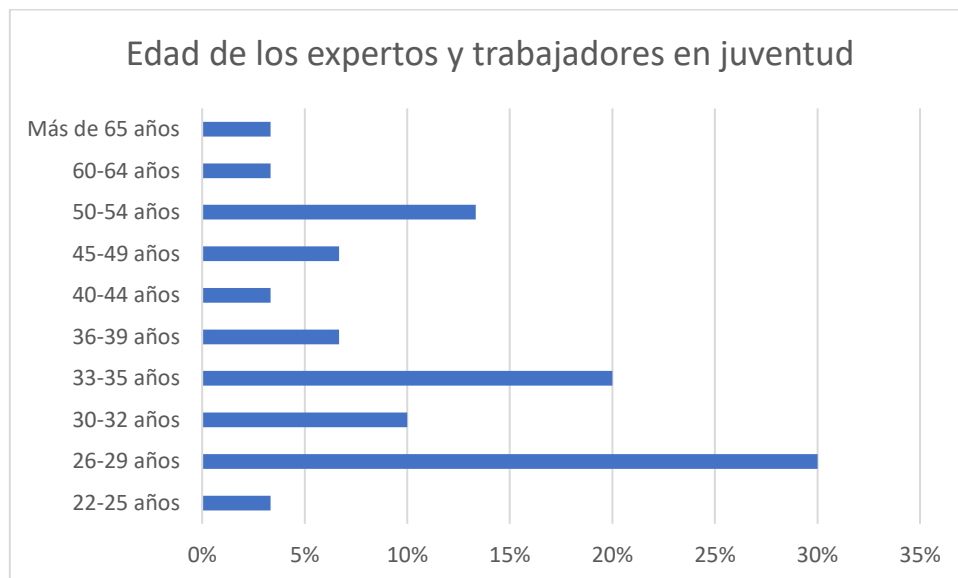


Figura 13. Distribución de la muestra de expertos según su edad

Trabajan en varios campos, siendo la educación el más representado (67%). También nombran juventud (5%) y otros como derecho, feminismo, biología o voluntariado y cooperación. Para más información, véase la Figura 14. Sus conocimientos están avalados por sus años de experiencia, el

47% tiene más de 7 años de experiencia, el 27% tiene entre 4 y 6 años y otro 27% tiene 3 o menos. Los datos completos se muestran en la Figura 15.

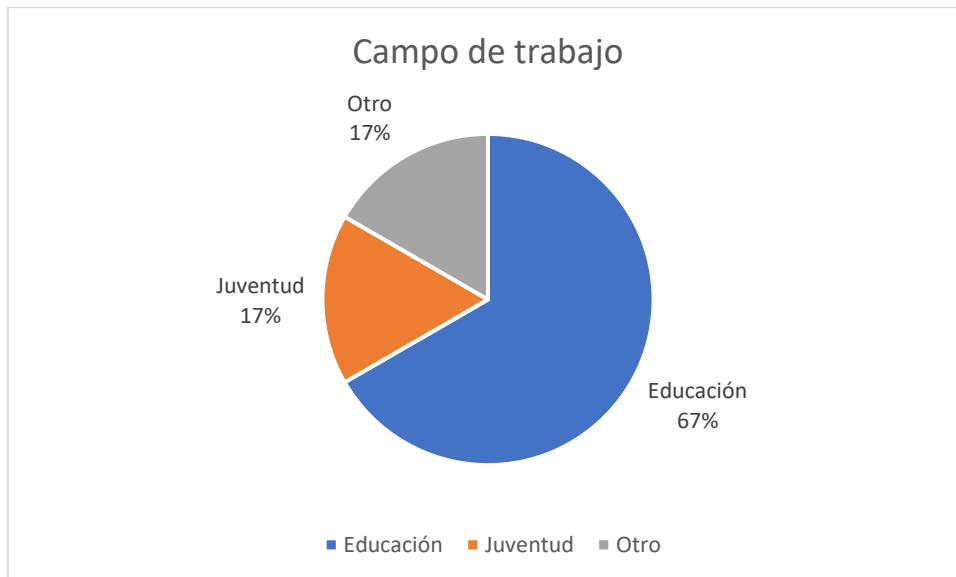


Figura 14. Distribución de la muestra de expertos según su campo de trabajo

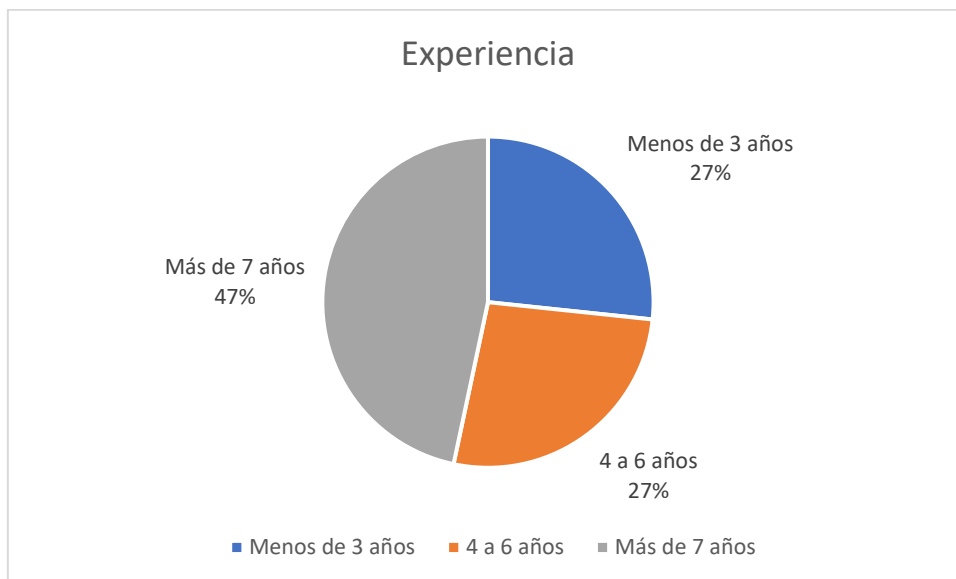


Figura 15. Distribución de la muestra de expertos según su experiencia

### Annex 3\_Personas jóvenes entrevistadas

Los datos personales de los participantes en este estudio no se incluyen para cumplir con la legislación vigente en materia de protección de datos, RGPD de la UE. Los jóvenes participantes no han dado su consentimiento para que sus nombres aparezcan explícitamente en este informe.

A continuación, presentamos una descripción de la muestra participante en la investigación de campo. El perfil general de la muestra de jóvenes es el de una mujer o un hombre de entre 22 y 25 años que estudia actualmente en la universidad.

Un total de 10 jóvenes (que no trabajan en el ámbito de la juventud) participaron en la encuesta para aportar su visión sobre el contexto y los retos actuales. La distribución de la muestra en cuanto a género es equitativa (50% hombres y 50% mujeres). En cuanto a la edad, todos tienen entre 16 y 30 años. Véase la Figura 16 para más detalles sobre los datos. La mayoría (70%) estudia actualmente en la universidad o en formación profesional. Véase la Figura 17 para más detalles sobre los datos.

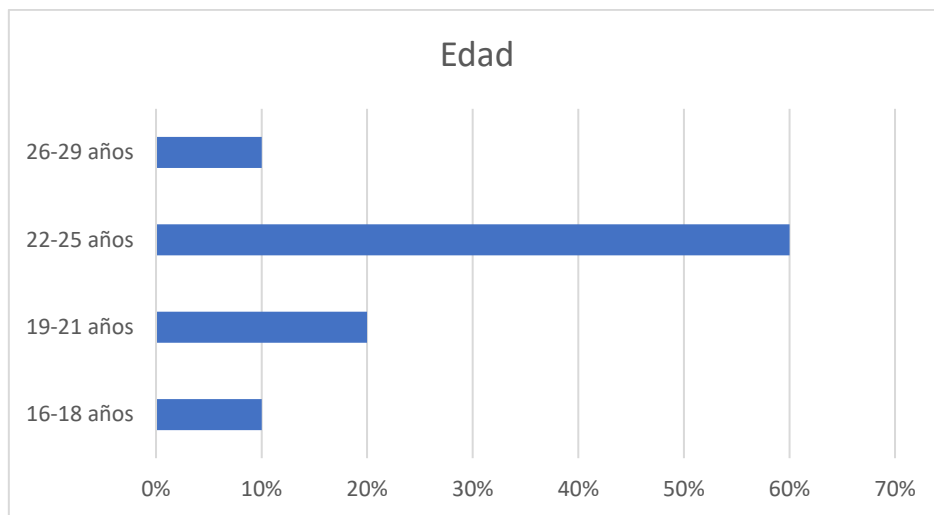


Figura 16. Distribución de la muestra de jóvenes según su edad

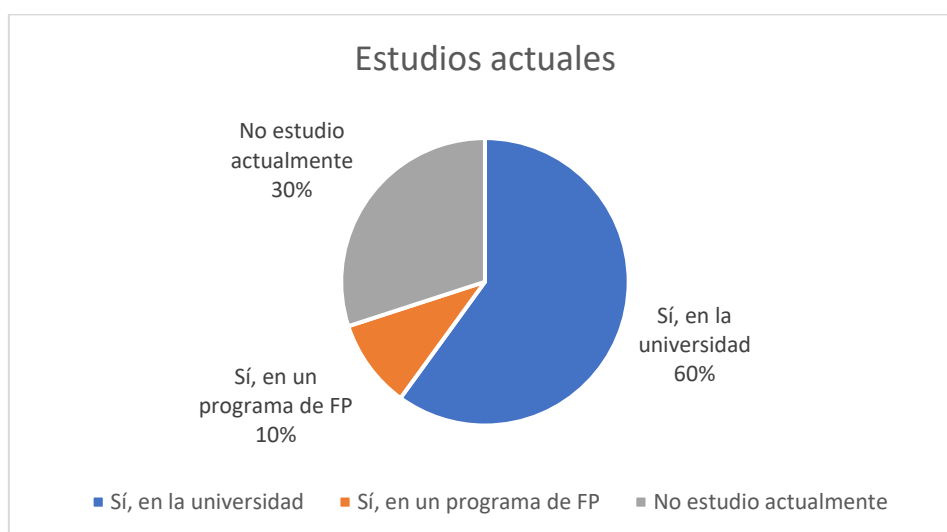


Figura 17. Distribución de la muestra de personas jóvenes según sus estudios actuales



Boosting sustainability and social change through Youth led  
community development

## Local report: reference contexts analysis - Romania

Deliverable n° 3.1

Name of the responsible organisation: *Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania (ANDCTR).*

Country: *Romania.*

English version  
31/05/2023

Project No. 101089746



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## Abstract

This document refers to deliverable n. 3.1 of the WP3 The Community Youth Incubators and transnational capacity building of youth workers.

It encompasses n.5 local reports (one in each local community involved) on socio-economic and cultural vulnerabilities and challenges faced by youth in their own communities.

In order to provide tailored support to the needs of the disadvantaged young people involved in the “Community Youth Incubator”, preliminary context analysis will be conducted in all target regions by each partner in order to identify socio-economic and cultural vulnerabilities and challenges faced by youth in their own communities. Desk research will be followed by quantitative and qualitative analysis in each local community through questionnaires and interviews targeting at least 120 young people, youth workers and community stakeholders.

N. 1 local (national) report will be provided by partners of the consortium, in two available languages that is to say in English and the national language of the partners’ country.

Consortium:

- Fondazione Comunitaria di Agrigento and Trapani (Italy);
- Organization Earth (Greece);
- University of Alcalá (Spain);
- Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania (Romania);
- The Hub Nicosia Ltd (Cyprus).

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## INTRODUCTION

The main challenges of young people identified in the process of preparing the report, having at basis both the youth and youth workers/stakeholders interviews, as long as our previous experience in the field, carried out in the last 3 months translate into: lack of financial resources, lack of knowledge regarding method of available funding, the difficulty of finding a job, counselling and career guidance, sedentary, stigmatization, discrimination, social exclusion, lack of opportunities for development of independent living skills, the recognition of skills, the low number of spaces for youth, low trust towards the political environment, uncertainties regarding the future on the labour market, the problem of bureaucracy and the low degree of digitization in the public sector, the low degree of understanding their own needs need, low access to information on non-formal learning programs and volunteer opportunities, leadership programs, resource management concepts own, personal organization, managing emotions, teamwork, communication ability and conflict resolution, the attractiveness of cultural activities, the lack of trust in the processes of selective waste collection, bullying and cyber bullying, low health perceptions reproduction, urban congestion and pollution, reduced access to sports infrastructure .

The Covid19 pandemic has generated major changes at the level of European, national, and local society. The impact on short and long term of the new context is not easy to anticipate. Our interviews have concluded in a decline of the educational process, the increase in cases of diseases associated with lack of movement and the effects of loneliness on mental health, as well as excessive use of technology, growth of the degree of poverty and the number of cases of violence and abuse to which young people are exposed.

The context in which the young people from Craiova evolve has changed, strongly marked by the socio-political crisis, economic and sanitary. So, a new challenge for them is adapting to the new context. <sup>2</sup>

Taking into account the summary of the 31 youth interviewed and 25 local stakeholders we can conclude that the main community-based socio-economic vulnerabilities and environmental challenge affecting young people in the framework of the Covid-19 recovery process in the target local community are mental health problems that transcend into the everyday life of the youth, meaning in the school performance, in their motivation in engaging in any day to day activity, in their lack of ability to retain a job according to their educational level and skills. Even though the COVID19 pandemic led at the beginning to job loses, to schools' closures, due to the measures taken both at EU level and at national level in the past year the situation on the labour market and on the educational frame has returned to normality, with job offers and educational programs for youth, that sadly have a low rate of applications or interest from their part. Being secluded without being explained properly or attended according to their needs, have had an immense negative impact on youth in our community.

## Chapter 1. Understanding concepts

The project "BEYOU - Boosting sustainability and social change through Youth led-community development" targets local communities in Italy (Agrigento and Trapani), Greece (Athens), Spain (Alcalá de Henares), Cyprus (Nicosia) and Romania (Craiova) that are characterised by a high proportion of young people at risk of social exclusion and educational poverty.

In Craiova region the youth sector is strengthened and recognized as an important area in the development of local community, through which the maximum potential of young people is reached, while improving their quality of life. The youth strategy creates a bridge of link between the community and the youth, pushing them to work together, adopt and develop knowledge. Thus, young people are supported to get actively involved and make a major contribution in their local society, realizing that they have a voice.

Through our projects we intend to develop and to exchange good practice in the youth work with other associations around the world, aiming to provide support for youngsters from our community into any type of social initiative that they will have, being one of the initiators of the Local Youth Strategy consultation and drafting process. Our projects aim to support any youth initiatives, both in ecology area and social, civic, and cultural areas, in order to sustain the active involvement of young people in the community. In civic engagement and promotion of active youth participation in the community we are working on 3 main pillars:

- Represent youth in Local Youth Council,
- Responsible for implementation of part of the activities from Local Youth Strategy,
- Co-management of 2 local youth HUBS,

Our vision of youth empowerment in the community revolves around encouraging youth to be the change in their life, to act and make their voice heard. Under this mantra we have initiated and developed several support systems to encourage and support youth in becoming leaders of their future, such as: youth projects raising awareness about the mechanism of becoming involved in decision making process and promotion of the youth involvement in the social causes of the community; development of the Youth HUB "Voluntariat pentru comunitate" in Craiova City and Youth HUB "Volunteer to Help" in Bals City; initiating and contributing yearly to the Youth Council among Craiova Municipality etc.

ANDCTR aim is to support and promote the socially responsible development of the society and the environment, through social, cultural, and learning activities. Through social projects we try to support any youth initiatives, both in ecology area and social, civic, and cultural areas, in order to sustain the active involvement of young people in the community. Our civic engagement as described above transcends local level with the support of Erasmus Plus and European Solidarity Corps programs in which we are active, linking our youth to their peers in Europe, with the intend to develop their European belonging, encouraging an exchange of ideas and good practices among them.

Each year through our Erasmus Plus Youth Accreditation we develop 2 youth exchanges and one training course focused on active participation of youth and a youth participation initiative in the same realm. Additionally, through our Adult Education accreditation we are training youth workers from our community in the inclusion of youth with few opportunities and disability in order to diminish the gap of their involvement at community level and their

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typical peers. Our Quality Label centres the mobilities of youth around promoting youth engagement at European level with the aim of increasing the grass-root level of involvement in the community.

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## Chapter 2. Painting the picture

### 2.1 Introduction

The local context of our youth from Oltenia Region is revolving around Craiova City. Craiova is a municipality in an extensive development process, being the main economic and social engine of Dolj County and the South-West Oltenia Development Region. According to the data provided by the Dolj Statistics Directorate, 78,427 young people aged between 14 and 35 years old are domiciled in Craiova, to which are added 22,451 enrolled students to university studies at the University of Craiova and the University of Medicine and Pharmacy from Craiova.

The concerns of young people, of local public administration, of NGOs by and for youth and private economic actors from Craiova, for the development of the sector youth began to follow a common direction in the year 2019, with the initiation of the Youth Local Strategy, that was finalized and approved for the period 2020 – 2025.

STRENGTHS of our local youth sector:

- There are many non-governmental associations that organize numerous youth projects international through the Erasmus+ program, Active Citizens, Capital Operational Program Human and other programs with European funding
- The existence of 7 ESC accredited associations that organize volunteer projects and solidarity in the city of Craiova, bringing a number of over 120 foreign volunteers annually to promote the values and directions of action of the European Union
- The existence of an information center about the European Union - Europe Direct, managed by the Forever Association for Europe, which provides printed informational materials to young people and involve teachers in activities promoting the European Union
- There are qualified youth workers implementing projects that promote European Union values, such as active participation of youth
- There is an Advisory Council for Youth Issues attached to Craiova City Hall, made up of representatives of 22 local youth associations, which participates in the development of local youth policies and decisions concerning young people
- There is a project with funding following the project competition with participatory budgeting, and namely Civic Hub, implemented by Craiova City Hall in cooperation with the Advisory Council for Youth Issues, where young people will have the opportunity to share their ideas and initiatives, leading to the corroboration of youth initiatives and the unification of the NGO environment in support of young people
- Some of the schools in the school network implement projects aimed at the European Union and its promotion of youth led initiative
- Cooperation between 40 civil society bodies for Craiova's youth involvement

WEAKNESSES of our local youth sector:

- An increasing number of young people do not trust the EU and have difficulties in understanding its principles, values and how it works
- Many young people are not used to being consulted and do not have realistic opinions about solving the problems they face

- There is no city-wide centralization of mobility and volunteering opportunities international, national and local, and the dissemination of information among young people is not widespread
- Disadvantaged young people have a very small share among those who are informed both about the local opportunities, as well as about opportunities for their active participation in the decision-making process
- Local authorities are not actively involved in providing resources and infrastructure (halls, outdoor spaces, free/reduced accommodation/transportation for foreign/local volunteers, informative materials, promotional materials, consumables, space on official websites to promote the project, partnership with the press for promotion projects) for non-governmental organizations implementing projects
- The Europe Direct Center is underfunded and does not have sufficient visibility in the territory
- There are no long-term programs that work with young people, youth workers cannot maximize their influence and thus have a low impact / sustainable in the long term
- Limited cooperation with the Dolj County School Inspectorate, the school network and the University from Craiova regarding the recognition of non-formal international mobilities carried out through the bodies of civil society, as well as the valorisation of the skills obtained by young people from these activities
- Lack of a culture among the population regarding advocacy and lobbying actions for supporting local initiatives in support of young people's needs
- Insufficient collaboration with the press to present to the community the initiatives of young people and the results of their involvement in local public policies
- Limited collaboration between relevant actors to facilitate the connection of the European Union with young people, non-governmental associations and youth programs, especially inter-sectorial (Public-private civil society) <sup>1</sup>

The vulnerabilities faced by youth in our community are related to educational drop-out, unemployment crisis, involvement in violent behaviour due to increase mental health problems among them, susceptibility to early parenthood and sexually transmitted infections and diseases due to lack of proper sexual education in schools, at home and at the family doctor where they are registered. Through our interviews a common thread among youth was that of having the society seen them as them being the problem of their vulnerabilities, rather than participants in community fraught with many problems, due to which they were at least in the past several years due to pandemic context left aside. During their rapid physical, sexual, social and emotional change they felt no one was there to support them due to having more important issues to attend. A look at these transitions demonstrates that while bodies and minds may undergo similar developments that induce “baseline” vulnerability for nearly all young people, there are a number of interconnected contextual influences that affect youth vulnerabilities. Among the most important are impoverishment, inequality, and social exclusion. Young people are seeing their choices limited by things like economic insecurity, technological change, political uprisings, conflict and climate change, all while during their most formative period for adulthood was left without support and answers

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from the responsible figures in their lives. That has led to peer-to-peer education, according to the stakeholders opinion, that increased the risk of improper behaviour to be easily propagated among youth, without the adult supervision.

## 2.2 COVID impact: data and analysis

Four rounds of the rapid assessment of the situation of youth and their families in the context of the COVID-19 pandemic took place in Romania, in partnership with the national authorities, the World Bank, the World Health Organization, UNHCR, the Romanian Children's Board, Terre des Hommes Romania, the Step-by-Step Center for Education and Professional Development, the Institutionalized Youth Council, the Center for Health Services and Policies, the Jesuit Service Association for Refugees from Romania, the Romanian National Council for Refugees (CNRR) and the Star of Hope Romania Foundation.

The results confirmed widening gaps in health, education and social services, with a disproportionate impact on the most vulnerable youth. 58% of respondents who participated in the rapid assessment mentioned the strong impact of the pandemic on health services, and 84% reported disruption of educational services. Our field research conducted through the interviews concluded in the same direction.

### 1. LABOR MARKET:

From the data provided by Eurostat, it appears that the employment rate among young people suffered the most from the COVID-19 pandemic. X% from our respondents confirmed this narrative.

Eurostat compared the youth employment rates of the third quarter (July, August, September) of the years 2019, 2020, 2021, 2022 to understand the effects of the pandemic on youth employment (category 15-29 of years). The youth employment rate in the EU was 2.8 percentage points (pp) lower than in the pre-pandemic period of 2019. However, there was a recovery starting 2021, with the employment rate of work being 0.1 percentage points lower than that recorded in 2019. This major issue faced by youth reverberated in all aspects of their lives. Main aspects affected by the COVID pandemic presented on the key pillars of their lives:

### 2. EDUCATION:

- 47% of children and youth only had their mobile phone at hand to participate in online classes, and 27.2% of children had school subjects not covered during the suspension of classes.
- Boredom is the main state felt negatively by youth (47.5%), followed by fatigue (32.7%), sadness (27.1%) and anger (23.2). Teenagers say to a significantly higher extent that they felt lonely, sad or angry.
- 57.4% of youth declared that playing on the phone, tablet or computer was the main recreational activity, followed by the time spent in front of the TV (44.9%) and the time spent on social networks (40.8%).
- 54.7% of youth admit that the biggest risk they were exposed to during this period was internet addiction. False information ranks next, followed by online bullying.

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Measures that arose from the research (some already implemented at the current time):

- creating initiatives for the summer period, in full compliance with health protocols, aimed at recovering cognitive and social skills compromised due to the long absence from school.
- ensuring the distribution of educational tools (tablets or PCs) necessary for distance learning to all students in need and providing individual learning support.
- planning innovative interventions to reorganise both schools and learning paths in the perspective of the next school year, which involves training teachers to support online lessons and guaranteeing personalised and learning support materials for students in the most difficult situations.
- preparing all schools, regardless of locality and local authority resources, to ensure medical safety conditions and monitoring the application of sanitary and social distancing rules, so that all children learn in decent and safe conditions in their schools (repair and renovation of premises, toilets inside schools, running water, sewage, transport, spaces for free time and sports activities, etc.).

### 3. HEALTH:

Globally, more than 1 in 7 adolescents between the ages of 10 and 19 live with a diagnosed mental disorder. Annually, around 46,000 teenagers end their days, suicide being among the five main causes of death for that age category. At the same time, huge gaps continue to exist between mental health needs and funding in the field. The report finds that, globally, about 2 percent of national health budgets are allocated to mental health. COVID pandemic accelerated the problems in regard to mental health among youth and underlined even more the gaps in all sectors that are supposed to tackle this rampant issue. The majority of our respondents, both youth and the youth workers, mentioned this aspect as the one most stringent, but at the same time the most overlooked and not visible in the community.

Solutions to be taken:

- Immediate investments in ensuring the mental health of children and adolescents in all areas, not just the medical dimension, to promote a society-wide approach to prevention, promotion and care.
- Integrating and scaling up evidence-based interventions in the health, education and social protection sectors - including parenting programs that promote responsible and loving care and support parents and carers in mental health; also ensure that schools support mental health through quality services and positive relationships.
- Breaking the silence around mental illness by tackling stigma and promoting a better understanding of mental health, also by taking the experiences of children and young people seriously.

## 2.3 Youth at this stage

Based on the literature presented so far, a questionnaire was developed in the current project with the aim of gathering feed-back about the youth context post COVID19 as well as the perspective of the youth workers and other stakeholders that are involved in the youth sector. The questionnaire was applied via online Google form and via face-to-face interview style application, with specific questions for each category of respondents.

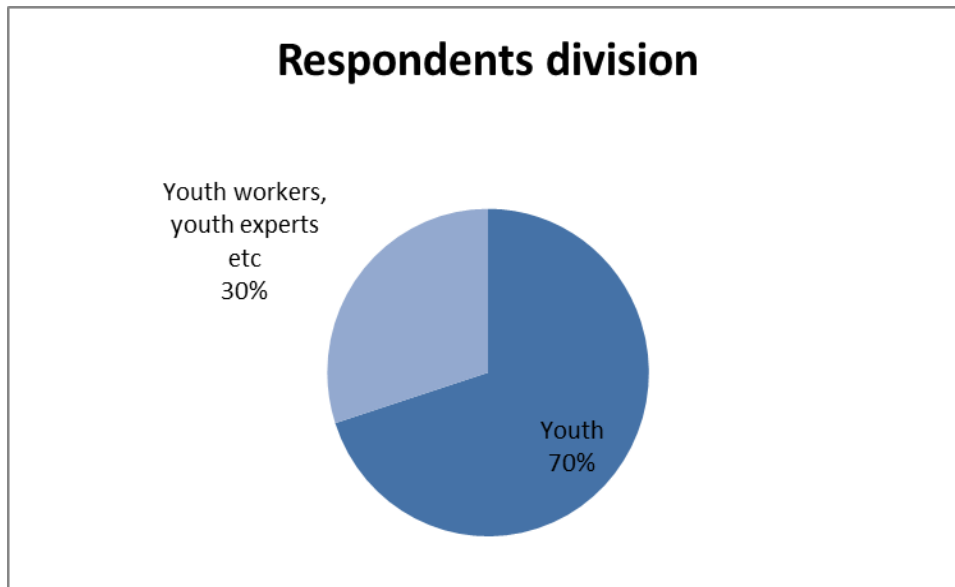
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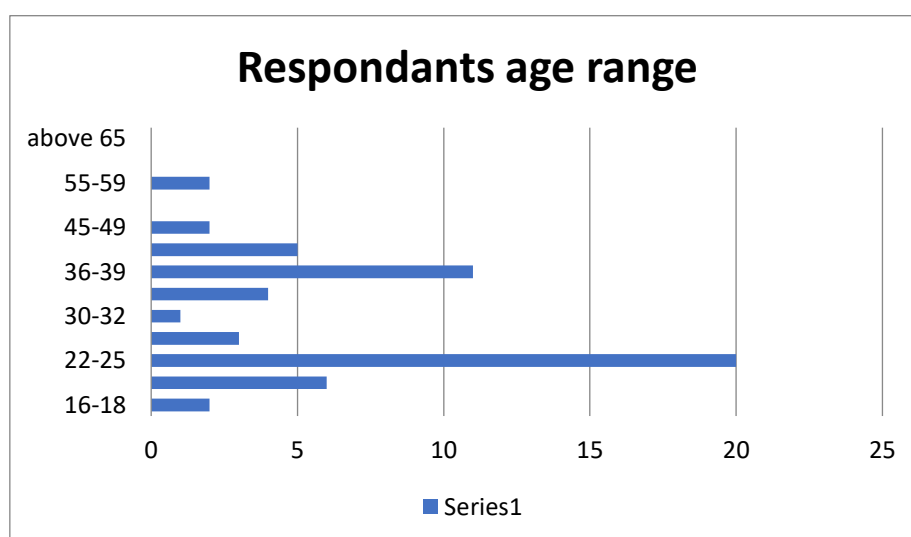
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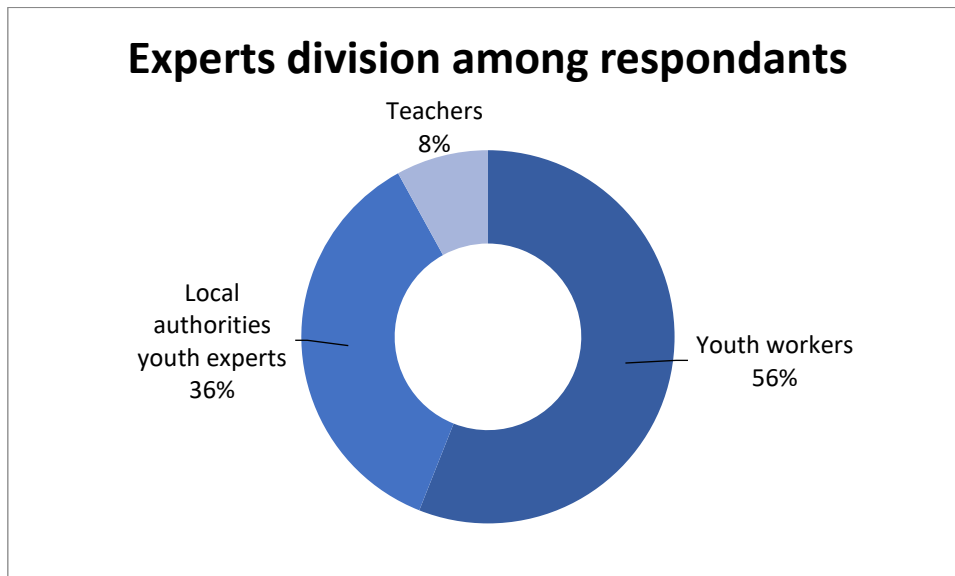
The questionnaire was answered by 35 youth and 15 youth workers and youth experts. Online we had 17 started, but not finished forms and 22 clicks that did not result in any type of filling of the questionnaire.



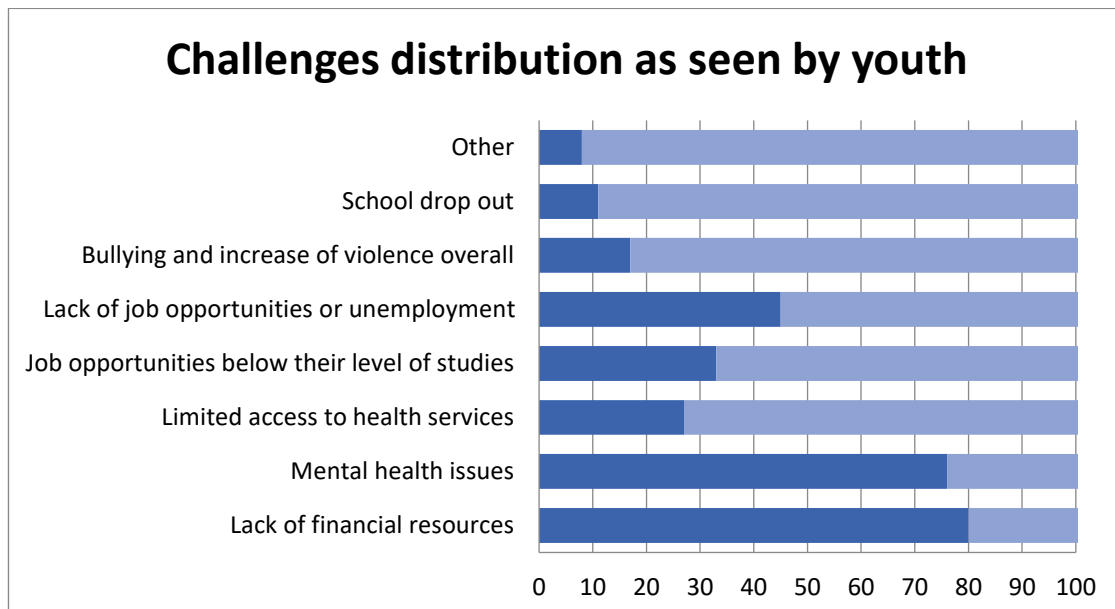
56 people (experts, youth workers and youth) completed the questionnaire with the aim of providing information about their social context and experience with youth and this kind of youth empowering initiatives, 41% of whom are male and 59% female. Age ranges are varied, being represented all groups between 16 and over 65 years old, but mainly the age group of 19 – 23 being the most representative for youth and 35 – 45 years old for youth workers and youth experts.



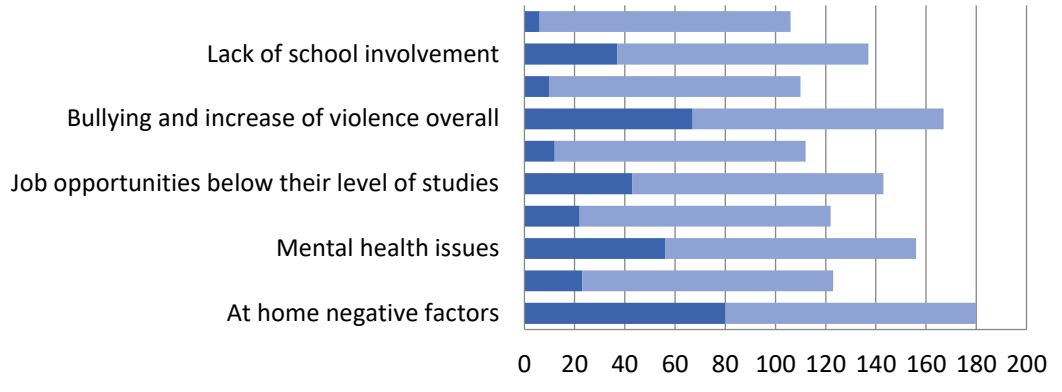
Among the respondents we had a balanced mix of youth and youth workers, experts etc. The majority of the specialists being represented by youth workers, local authority experts in the field of youth and only 2 teachers from high school.



In the following charts we will present the distribution of the main challenges faced as presented by youth, in comparison by those observed by youth workers, experts etc.



## Challenges distribution as seen by YW, experts



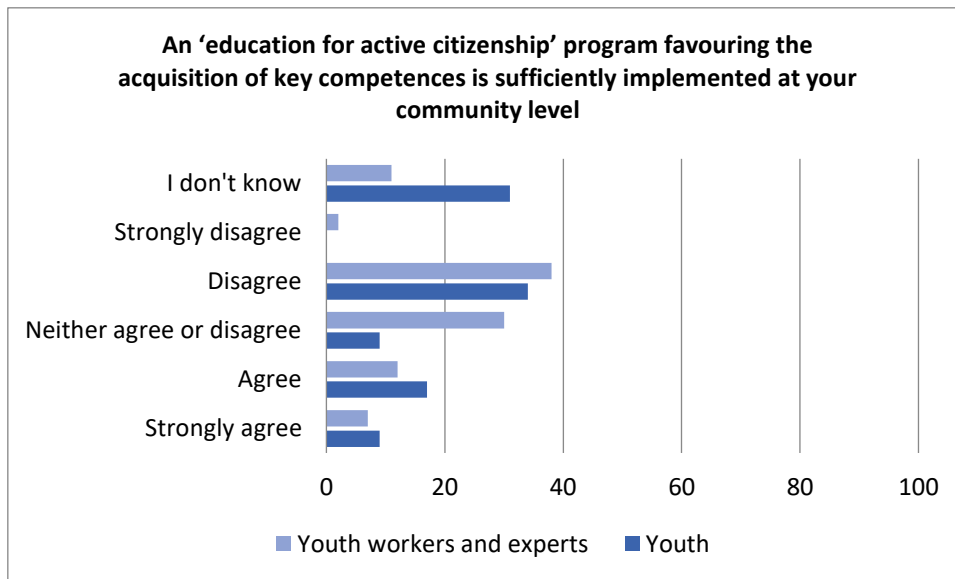
Both groups agreed that the main issue is actually involved around the lack of financial resources, challenge that is coming either from lack of good job opportunities and/or unemployment and/or family financial status change. The main issue raised by youth was that of lack of opportunities that align with their needs and/or lack of jobs in general, while on the other hand for youth workers and experts the issue was more nuanced, being connected also with the comparison that youth is making nowadays with the situation of job opportunities in the major cities of Romania and also abroad.

Regarding how COVID-19 pandemic had affected their lives, both young people and youth workers and experts, agree that the main consequence has been on their mental health, meaning suffering depressed mood, reflecting sadness, distress, boredom and uncertainty. Other common consequences have been poorer educational or job performance and reduction of personal or family economic capacity.

Further we will present the level of agreement of the respondents in regard to the items presented.

***Statement 1: An 'education for active citizenship' program favouring the acquisition of key competences is sufficiently implemented at your community level.***

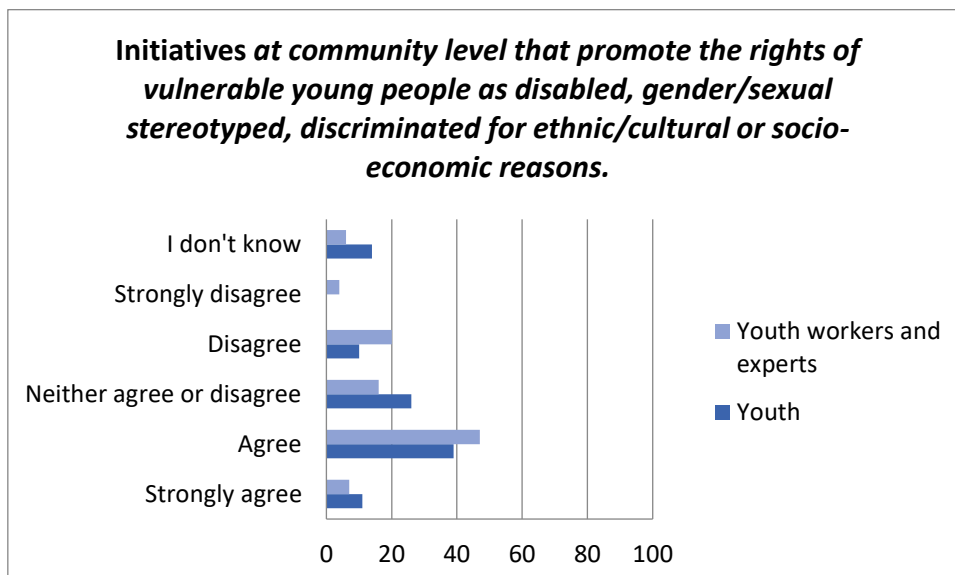




The main problem identified is more connected with the lack of awareness in regard to these programs, then actually the implementation of them at the community level. After becoming aware of the meaning of the statement the majority where around the scale of agree.

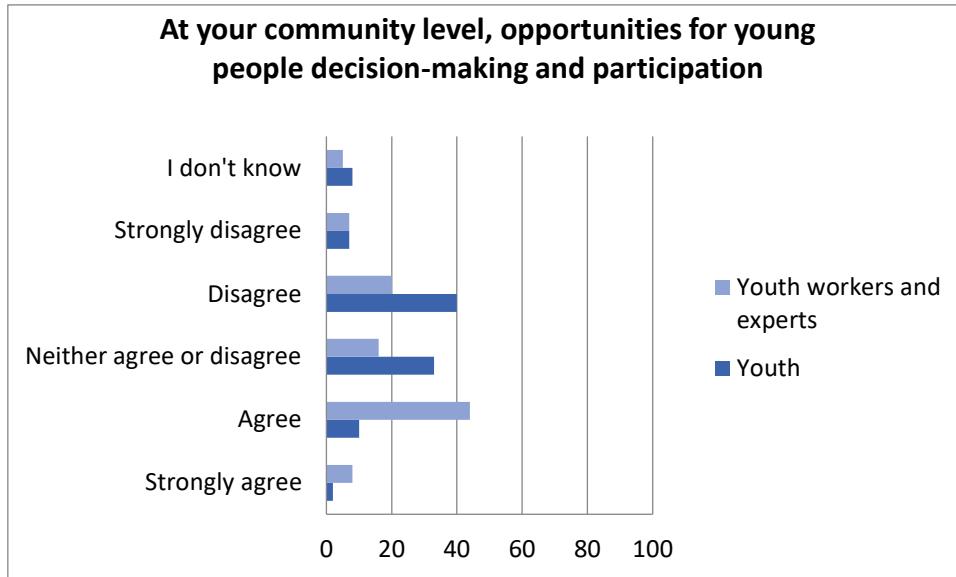
*Statement 2: There are initiatives at community level that promote the rights of vulnerable young people as disabled, gender/sexual stereotyped, discriminated for ethnic/cultural or socio-economic reasons.*

The majority of the respondents considered that the rights of the vulnerar groups are not sufficient supported, while stating that they are aware of several campaigns and or initiatives in this regard.



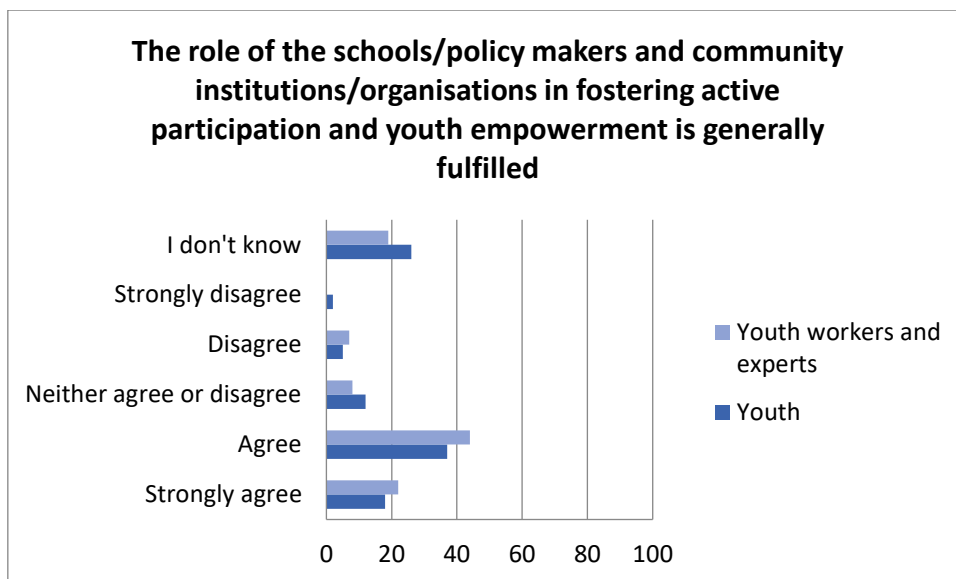
**Statement 3:** *At your community level, there are opportunities for young people decision-making and participation.*

In regard to these statements the youth has the lowest information, translating in most of the answers being “I do not know”. 47% youth expressed a level of disagreement, while on the opposite spectrum 52% of youth workers and experts expressed their agreement.



**Statement 4:** *The role of the schools/policy makers and community institutions/organisations in fostering active participation and youth empowerment is generally fulfilled.*

In this regard both groups of respondents have lean towards the agreement line. 55% of youth agreed with the statement, while among youth workers and experts the approval rate was around 66%.



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In regard to SKILLS and COMPETENCES, both of the groups have acknowledged that almost of them are of key importance, with 98% of the respondents listing the majority of them as essential, relevant and useful.

### 1. Youth opinion



### 2. Youth workers and experts' opinion

Among youth workers and experts, all skills were considered at least as useful, the majority of answers being "Essential". As with young people, communication and ethical behaviour as being of key importance.



## 2.4 Impact on youth sector

Craiova is a municipality in an extensive development process, being the main economic and social engine of Dolj County and the South-West Oltenia Development Region. According to the data provided by the Directorate of Statistics Dolj, 78,427 young people between the ages of 14 and 35 are domiciled in Craiova, to which 22,451 students are added enrolled in university studies at the University of Craiova and the University of Medicine and Pharmacy in Craiova.

The concerns of young people, of local public administration, of NGOs by and for youth and of actors private businesses from Craiova, for the development of the youth sector, have started to follow a common direction in year 2019, with the initiation of Local Youth Strategy, following in 2020 with the implementation of the youth initiatives at the local level in a cohesive way by following the guidelines stated in the Local Youth Strategy.

The main challenges of young people identified before the pandemic (year 2019), based on both the consultations carried out, as well as the results of some consultations started by partner structures translate into: lack of financial resources, lack of knowledge regarding available financing methods, difficulty finding a job, counselling and career guidance, sedentary, stigmatization, discrimination, social exclusion, lack of opportunities to develop independent life skills, recognition skills, the low number of youth available spaces, low trust in the political environment, uncertainties regarding the future of the labour market, the problem of bureaucracy and the low degree of digitization in the public sector, the low degree of understanding the needs of the family, low access to information regarding non-formal learning programs and volunteering opportunities, leadership programs, notions of managing one's own resources, personal organization, managing emotions, communication and problem solving skills a conflicts, the lack of attractiveness of cultural activities, lack of trust in selective waste collection processes, bullying and cyber bullying, low information about the reproductive health services offered, urban congestion and pollution, reduced access to sports infrastructures.

The COVID19 pandemic has shifted the perspective of youth on one hand, but also the youth sector in general, on the other hand, from some of the problems identified above, decrease in the educational process, increasing cases of diseases associated with lack of exercise and the effects of loneliness on mental health, as well as the excessive use of technology, the increase in the degree of poverty and the number of cases of violence and abuse that young people can be exposed to. The context in which young people from Craiova evolve has changed, strongly marked by the socio –political, economic and health crisis. So, a new challenge for them is adapting to the new context.

The pandemic brought stringent issues on the front row, managing at the same time to structure them and prioritize them, making all parties involved aware of the importance of taking action and focusing on 3 main pillars: education, health and labour market when it comes to youth.

A close attention on the youth sector that aligns with the findings of European Parliament “, found that:

- The COVID-19 pandemic is disproportionately affecting young people and they are likely to suffer serious and long-lasting negative effects on their economic situation, health and well-being, including the loss of opportunities for education, volunteering and training in a crucial stage of their development, thus the focus being on INCLUSION in the new post pandemic context.
- only about half of students can access all or most of the curriculum, despite countries' efforts to provide online learning solutions; whereas this situation exacerbates the consequences of the digital divide and prevents the development of the necessary digital skills, and access to the school curriculum does not always mean that disadvantaged students can learn; in Oltenia rural area the percentage being close to 65%.
- due to lack of financing due to funds being shifted towards other sectors, many youth activities and sports organizations face the prospect of having to close or have closed their activities, which would have a negative impact on civic engagement of youth.
- the psychosocial effects of COVID-19 affect young people's mental health and ability to socialize, both due to immediate and long-term factors, whereas the lack of recreational activities and social constraints have a disproportionate effect on children and young people with disabilities.
- the youth labour market is particularly sensitive to economic cycles and crises, youth employment is more strongly affected by the consequences of the current pandemic, amplifying the negative trends of a sector largely dominated by unstable, poorly paid jobs, part-time, with lower legal protection and social security standards.
- financially supported volunteering activities have the potential to help young unemployed people cope with the economic shock of the crisis caused by the COVID-19 pandemic, while contributing to society and gaining valuable experience that eases their transition to a stable long-term job; believes that the European Solidarity Corps can help young Europeans to open their horizons beyond their local realities.
- increase investment in digital literacy and solutions to develop practical skills, competences and qualifications, make digital literacy accessible to all and promote the development of independent, multilingual, inclusive and free online learning tools to improve overall of digital skills and competences.
- sports and youth activities, in all their diversity, are at risk across Europe, leading to a reduction in civic space.

## 2.5 What has been done so far?

In our community the youth sector is less developed than in western countries, mainly because of lack of local or national funding and decrease culture of involvement in the community at all levels and sectors. Against the not so favourable odds so far, a lot of growth has happened in all areas that is impacting the youth:

### YOUTH and LABOR MARKET

- Several paid internship programs developed by the large companies in our areas in order to address the gap between the skills of the youth and the requirement of the labour market, due to failure of the educational sector to adapt fast to the changes and lack of focus on the

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- Support offered by the Ministry of Labour for the companies in forms of funding for apprenticeship programs and/or tax deductions or co-payments to salaries of youth employees aged below 25 years old.
- Promotion of the job vacancies through ways that are preferred and accessible for them, mainly through social media.

#### YOUTH and CIVIC ENGAGEMENT

- Support by the Ministry of Education in the visibility and importance of Students and Pupils Councils
- Youth Council representation of youth needs and wants in Craiova Municipality decision making process.
- Local youth HUB “Voluntariat pentru comunitate”
- Increase of youth mobility’s due to increase of youth NGO’s accessing Erasmus Plus, having 6 youth NGO active at these moments in the program in Craiova
- Good practice in some schools involved in Adult Education and VET programs, through which they understood the importance of the civic education in schools in a matter that is up to date and appealing to the youth.

#### YOUTH and EDUCATION

- Rehabilitation and / or development of schools’ infrastructure
- Introduce of a mix of non-formal methods approach in standard subjects, correlated with the introduction of subjects of interest for youth, after a direct consultation with them.
- Introduction of the program “School after school” in which disadvantaged youth are offered the support need it in order to remain enrolled in the formal educational system.

#### YOUTH and LEISURE

- Increase of events targeted to youth.
- Development of 2 leisure park activities targeting youth preferences
- Development of mass sport facilities in the community
- Increase visibility of volunteering and leisure activities opportunities offered by the NGOs in the community through social media channels and Info-point

## Chapter 3. BEYOU project: a “to do list”.

No	Action	Target group	Aim
1	Develop activities focused on exploring their interests and potential	Youth	To make youth feel empowered to be actively involved
2	Develop a school system with safety measures in place; have a clear and easy procedure to report and investigate wrong doings; allocate the hour with their tutor to be for actually tackling their behaviour in school and the problems they face as well as team building activities	Teachers and youth workers	Develop an educational environment in which to feel safe
3	Youth-led activities framework	NGO sector, local authorities	Create and support an environment for youth lead-activities
4	Youth-led activities	Youth	Engage in developing peer to peer initiatives
5	Access to quality education	Youth and teachers	Providing an inclusive educational system in tune with the requirements of the labour market
6	Employment opportunities	Companies and local/national authorities	Foster an entrepreneurial environment and

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			offer incentives for companies in offering in-site training for lacking skills
7	Mental health services	Public and private health sector, schools	Provide mental health support, awareness campaigns for sexual and reproductive health services, promote emotional and physical wellbeing
8	Active citizenship and community engagement	Youth, youth sector, public authorities	Foster an environment and stimulate and support the youth involvement in decision making process.
9	Digital Literacy	Youth, youth sector, schools	Diminish the gap between the learned in school digital skills and the requirements of the labour market
10	Green practices	Youth, green sector, NGO's	Promote environmental awareness and

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			sustainable practices among young people.
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## Chapter 4. Main findings

### 4.1. Youth

The majority of the youth interviewed were enrolled in university, around 75%, the rest being enrolled in high schools or similar educational studies.

The main findings after conducting the interviews were:

**Social context:** 80% of them replied that they consider their social context as one of uncertainty, being confronted with a lot of overwhelming options, but feeling at the same time pressure for overachieving from the parents, teachers and society in general. 55% of them consider they have a plethora of opportunities, both in educational options and in professional options, but when asked details not many of them actually went in detail about which one of them they want to pursue. As limitations they mentioned the lack of personal time, lack of understanding of their problems and concerns from the important adult figures from their lives and the rigidity and out of date educational system.

Conducting in depth follow-up on the question of education and professional opportunities 35% of them answered that they consider as having limitations in professional and educational opportunities, due to parents' expectations on what is considered a proper or suited profession, gap between the labour market entry level payments and their needs and expectations, opportunities aligned with their skills and desire.

In which areas the COVID pandemic affected them, 85% of them replied that in all aspects of their lives, from education to social life and up to their family life that for most of them was tense and stressful due to either financial pressure of their parents or a family member being sick due to COVID19.

In regard to the concept "active citizenship" 55% of them did not have a clear view in regards to what is done in their community or what they can do or become involved in. At first instinct they replied strongly disagree, but after presenting some examples the majority changed the narrative and actually stating they are involved in certain areas or programs, but did not know that meant active citizenship.

When it comes to the most important competences: accountability and ethical behaviour were among the ones that youth considered are less promoted or appreciated in the community, thus when it comes to being a leader, they considered that leadership (coaching, conflict resolution, entrepreneurship etc) and tenacity as being the most important. On the opposite scale when rating their skills acquired these ones were among the ones where they rated themselves high, while rating low self-management and sense of initiative and entrepreneurship.

## 4.2. Youth worker, expert, stakeholder

The profile of youth workers, experts and stakeholders interviewed for the field research were selected as being the most representative youth related areas, from NGO youth workers, high school teachers, representatives of public authority, CSR department of companies, majority of them (around 75%) having more than 7 years of experience in the field.

The main findings after conducting the interviews were related with those mentioned by youth, but in a lot of aspects the perspective differ, such as ways to address the problems, the hierarchy of needs to be addressed etc.

Youth workers and experts in the youth sector have concluded with a majority of 76% that the main issue to be addressed at this point is the mental health of youth that has a ramification in their educational path, insertion on labour market and civic involvement.

When it comes to what to be done from the part of the youth sector 52% of them stating that digital competences and the infrastructure to provide them is a key factor to be tackled; 37% that soft skills need to be offered both in formal and non-formal learning opportunities; 43% mentioned that increase of EU funding towards the youth sector was the main source of financing youth activities in the community, that otherwise would have been closed.

## Conclusions

The pandemic had a significant impact on the psycho-emotional state of Romanians, but also on their health; we see that one Romanian out of 10 experienced anxiety post-COVID19, 14% fail to keep their worries under control, and women, people with low education and those living in rural areas consulted a specialist c, much less than they did in the previous period. And if almost half of youth believe that the pandemic has generated negative changes in their lives, 16% also find positive sides, and more than half admit that they learned things post pandemic, things that they think they would not have been learned in another context.

For 16% of youth, the COVID-19 pandemic has generated positive changes, while almost half (48%) say that the pandemic has caused negative changes in their lives.

Positive changes were perceived in higher proportions by male respondents, by young people and by respondents with higher education, while negative changes are more widespread among respondents between 18 and 50 years old, those with higher education.

The main positive aspects are related to the family and the greater availability of time, whether we are talking about being close to the family and spending time with them (23%), the possibility to study and/or work from home (7%) or of additional free time available (7%). For others (13%), the pandemic represented an opportunity for personal development and self-knowledge. 4% of respondent's perceived positive changes in the sense of increasing income, and the same percentage in the sense of finding a better job.

1 in 10 youth who perceived negative changes say that they lost their job, and another 8% say that the pandemic has negatively affected their income. 7% experienced states of stress generated by the fear of not contracting the virus, 5% had health problems, and 4% say they negatively perceived the limitation of access to medical services. Another 5% cite online education as the change for the worse they've experienced in the past year.

Over half of youth (54%) felt more the need to contact a loved one, and 43% felt the need to talk to a loved one. Almost three-quarters (71%) of the survey participants said that during this period they met with friends much less. The analyses show that the need for contact is present in higher proportions among female respondent's and people up to 50 years old, among respondents with low education, but also among those with high education or among those who live in cities.

The pandemic has taken a toll on the mental health of young people and also of youth workers and experts. The disruption of daily routines, social isolation, increased stress, and anxieties about health and the future have contributed to a rise in mental health issues. This is the most common response when asked about COVID consequences. The pandemic made more than half of respondents (55%) appreciate more the things they have, and 4 out of 10 made them think more about the meaning of life. A quarter experienced more sadness or depression than before the pandemic, and 16% thought more about death. The impact of COVID-19 on the psycho-emotional state of Romanians is still significant. According to the IRES survey, 1 in 10 Romanians went through anxiety states almost every day in the last 7 days, 13% felt sad or hopeless, 14% could not control their worries, and 14% felt that they could not they still have interest or pleasure in doing something.

Another common finding is related to online learning environments, including limited access to technology, unstable internet connections, and inadequate learning resources.

In regard to "education for active citizenship" the majority of the respondents agreed that there are sufficient programs and initiatives in this realm, programs well connected with the

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need of developing civic competences among youth. The negative item found was connected with the lack of awareness among youth in regard to this program and/or how to access them. When it came to initiatives at community level that promote the rights of vulnerable youth as disabled, gender/sexual stereotyped, discriminated for ethnic/cultural or socio-economic reasons the situation was polarized, with a group considering that huge progress and focus is poured in this realm, while the other that discrimination is still embedded in the community culture without even a clear understanding of the community of the existence of it.

Tackling the youth opportunities in decision making process at community level we had the youth that were disagree more than the youth workers and experts in regard to the current state of art. Having on one side the majority of youth disagree underlining the lack of decision-making opportunities, while on the other hand having youth workers and experts agreed on the existence of the opportunities, while blaming the lethargy of youth post pandemic as the factor of not being involved.

The role of the schools/policy makers and community institutions/organizations in fostering active participation and youth empowerment is generally fulfilled was considered as being in part fulfilled.

In regard to education and skills need it by youth, the main conclusion was that education programs and initiatives appear to have gaps in addressing the development of essential soft skills among young people. At the same time youth see slightly different the importance of soft skills and also the ways in which they can acquire or improve them.

Through the current project we aim at bringing together the youth vision with that of youth workers and experts, while working together in alleviating the pandemic negative effects and the new post-pandemic educational and work-related environment.

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5. European Parliament resolution of 10 February 2021 on the impact of COVID-19 on youth and sport

## Annexes

### Annex 1\_Evaluation grids of the field research

Evaluation grid: Semi-structured interview (Youth workers and other stakeholders)			
Interviewer information:			
Interviewer name:	OSTAFE Madalina + ONCESCU Alin		
Organization name:	ANDCTR		
Interviewee's data:			
Age:	25-30 years old: N° 2 30-35 years old: N° 4 36-46 years old: N° 8 >47 years old: N° 1		
Gender (N°):	M 5 F 10		
Main Nationalities:	Romanian		
Main Profiles:	youth worker, youth experts, teachers		
Main sectors (organisation type):	NGO, school, youth authorities		
Years of experience in the sector:	0-3 years: N° 2 4-6 years: N° 1 >7 years: N° 12		
Question n°	Common themes	Contrasting findings	
Context analysis	1.1 Context features	mainly homogenous environment, with some cultural and religious variety due to the University and ESC volunteers - disorganized families with few financial opportunities - lack of openness in the society for tolerance and openness for sensitive topics such as LGBTQ/sexual education etc - poor youth infrastructure at local level	
		Majority of respondents, 90% where underling mainly the things that are lacking or need improvement, while also stating progress in regard to previous periods	

		and/or lack of local and national funding, most youth sector relying on EU funding or private donations. Respondents: 9 youth workers; 2 Local Youth Authority Directors; 1 Youth Psychologist; 2 teachers; 1 Youth Referent	
	1.2 Causes of young people social exclusion	lack of inclusivity and support in formal educational system for youth; no innovation and lack of attractiveness for youth towards to proposed local opportunities; low involvement of youth in the decision making process; low infrastructure to support youth with special needs/disability; not a cohesive approach in the youth sector and poor collaboration between the stakeholders	
	1.3 Covid pandemics impact	most of youth activities were cancelled, YW from NGO had difficulties in maintaining their jobs; less job opportunities or low paid; cancelation of all international projects; housing problem due to rent increasement and utilities prices doubled; mental health problems among youth translated in low involvement of them both in formal and non-formal youth sector	4 respondents mentioned also positive aspects of COVID pandemic, meaning development of the digitalization, examples of solidarity in the community
2. Youth engagement: state of play	2.1 Education for active citizenship	Strongly agree:7 % Agree:12 % Neither Agree or disagree: % 30 Disagree: 38% Strongly disagree: 2%	
	2.2 Vulnerable young people initiatives	Strongly agree: 7% Agree: 47% Neither Agree or disagree: 16% Disagree:20 % Strongly disagree:4 % I dont' know: 6%	



	<b>2.3 Decision making &amp; active participation opportunities</b>	Strongly agree: 8% Agree:44 % Neither Agree or disagree: 16% Disagree:20 % Strongly disagree:7 % I don't know: 5%	
	<b>2.4 Institutions roles' for active youth engagement</b>	Strongly agree: 22% Agree: 44% Neither Agree or disagree: 8% Disagree: 7% Strongly disagree:0 % I don't know: 19%	
<b>3. Leadership skills and competences</b>	<b>3.1 Competences and skills evaluation</b>	Accountability 56% essential 23% relevant 21% useful, Communication 68% essential 23% relevant 9% useful, Creativity 62% E 27%R 6%U, Ethical behaviour 80%E 20%R, Leadership 29%E 48%E 235U, Self-management 45%E 53%R, Tenacity 40%E 43%R 17%U, Sense of initiative and entrepreneurship 33%E 40%R 23%U	
	<b>3.2 Competences' assessment</b>	Accountability 60% acquired 40% need to improve, Communication 57%A 43% N , Creativity 72% A 28% N, Ethical behaviour 83%A 17%N, Leadership 43%A 57%N, Self-management 48% A 52%N, Tenacity 62%A 38%N, Sense of initiative and entrepreneurship 32%A 68N	
<b>4. Best practices</b>	<b>4.1 Best/good practices</b>	(If yes) Description of the good practices and space for improvement.	majority mentioned good practices and express the willingness to acquire new ones
<b>5. Other</b>	<b>5. Other</b>	Facilitated debates; multicultural sport teams; CCPT; Giant Doll House Method; Job Faire Simulation	
	<b>Additional information:</b>		
	<b>Notes:</b>		



Stimularea durabilității și a schimbării sociale prin dezvoltarea  
comunității conduse de tineret

## „Raport local: analiza contextelor de referință - România”

Număr livrabil: 3.1

Denumirea organizației responsabile: *Asociația Națională de Dezvoltare Continuă a  
Tineretului din România*

Tara: *Romania*

Varianta romaneasca

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31/05/2023

## Abstract

Acest document se referă la livrabilul nr. 3.1 din WP3 Comunitatea: Asociațiile de tineret și consolidarea capacității transnaționale a angajaților tineri.

Acesta cuprinde 5 rapoarte locale (câte unul în fiecare comunitate locală implicată) privind vulnerabilitățile și provocările socio-economice și culturale cu care se confruntă tinerii din propriile lor comunități.

Pentru a oferi sprijin personalizat nevoilor tinerilor dezavantajați implicați în „Incubatorul comunitar de tineret”, fiecare partener va efectua o analiză preliminară a contextului în toate regiunile țintă pentru a identifica vulnerabilitățile și provocările socio-economice și culturale cu care se confruntă tinerii în propriile comunități. Cercetarea documentară va fi urmată de analize cantitative și calitative în fiecare comunitate locală prin chestionare și interviuri care vizează cel puțin 120 de tineri, lucratori de tineret și părți interesate din comunitate.

Raport local nr. 1 (național) va fi furnizat de partenerii consorțiului.

Consortiu:

- Fondazione Comunitaria di Agrigento and Trapani (Italia);
- Organization Earth (Greece);
- Universidad de Alcalá (Spania);
- Asociația Nationala de Dezvoltare Continua a Tineretului din Romania (România);
- The Hub Nicosia Ltd (Cipru).

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## INTRODUCERE

Principalele provocări ale tinerilor identificate în procesul de elaborare a raportului, având la bază atât interviurile tinerilor, cât și a lucrătorilor tineri/părților interesate, dar și experiența noastră anterioară în domeniu, desfășurată în ultimele 3 luni se traduce prin: lipsa resurse financiare, lipsa de cunoștințe privind modalitatea de finanțare disponibilă, dificultatea de a găsi un loc de muncă, consiliere și orientare în carieră, sedentarism, stigmatizare, discriminare, excluziune socială, lipsa oportunităților de dezvoltare a abilităților de viață independentă, recunoașterea competențelor, numărul redus de locuri pentru tineri, încrederea scăzută față de mediul politic, incertitudinile privind viitorul pe piața muncii, problema birocrăției și gradul scăzut de digitalizare din sectorul public, gradul scăzut de înțelegere a nevoilor proprii, accesul scăzut la informații privind programele de învățare non-formală și oportunitățile de voluntariat, programele de leadership, conceptele proprii de management al resurselor, organizarea personală, gestionarea emoțiilor, munca în echipă, capacitatea de comunicare și rezolvarea conflictelor, atractivitatea activităților culturale, lipsa de încredere în procesele de colectare selectivă a deșeurilor, hărțuirea fizică și hărțuirea cibernetică, reproducerea percepțiilor scăzute ale sănătății, aglomerația urbană și poluarea, accesul redus la infrastructura sportivă.

Pandemia de Covid19 a generat schimbări majore la nivelul societății europene, naționale și locale. Impactul pe termen scurt și lung al noului context nu este ușor de anticipat. Interviurile noastre s-au concluzionat cu un declin al procesului educațional, creșterea cazurilor de boli asociate cu lipsa mișcării și efectele singurătății asupra sănătății mintale, precum și utilizarea excesivă a tehnologiei, creșterea gradului de sărăcie și a numărului de cazuri de violență și abuz la care sunt expuși tinerii.

S-a schimbat contextul în care evoluează tinerii craioveni, marcat puternic de criza social-politică, economică și sanitară. Deci, o nouă provocare pentru ei este adaptarea la noul context.

Luând în considerare rezumatul celor 31 de tineri intervievați și a celor 25 de părți interesate locale, putem concluziona că principalele vulnerabilități socio-economice comunitare și provocări de mediu care afectează tinerii în cadrul procesului de recuperare a Covid-19 în

comunitatea locală ținută sunt probleme de sănătate mintală care transcend în viața de zi cu zi a tinerilor, adică în performanța școlară, în motivația acestora de a se angaja în orice activitate de zi cu zi, în lipsa capacității lor de a-și păstra un loc de muncă conform nivelului de educație și aptitudinilor lor.

Chiar dacă pandemia de COVID19 a dus la început la pierderea locurilor de muncă, la închiderea școlilor, datorită măsurilor luate atât la nivelul UE, cât și la nivel național în ultimul an, situația pe piața muncii și pe cadrul educațional a revenit la normal, cu oferte de locuri de muncă și programe educaționale pentru tineri, care, din păcate, au o rată scăzută de cereri sau interes din partea lor.

Sa fi izolat fără o explicație corespunzătoare sau fără a fi asistat în funcție de nevoi, a avut un impact negativ imens asupra tinerilor din comunitatea noastră.

## Capitolul 1. Înțelegerea conceptelor

Proiectul „BEYOU - Boosting sustainability and social change through Youth led-community development” (Stimularea durabilității și a schimbării sociale prin dezvoltarea comunității conduse de tineret) vizează comunitățile locale din Italia (Agrigento și Trapani), Grecia (Atena), Spania (Alcalá de Henares), Cipru (Nicosia) și România (Craiova) care sunt caracterizate de o proporție ridicată de tineri expuși riscului de excluziune socială și sărăcie educațională.

În regiunea Craiova sectorul de tineret este consolidat și recunoscut ca un domeniu important în dezvoltarea comunității locale, prin care se atinge potențialul maxim al tinerilor, îmbunătățind în același timp calitatea vieții acestora. Strategia pentru tineret creează o punte de legătură între comunitate și tineri, împingându-i să lucreze împreună, să adopte și să dezvolte cunoștințe. Astfel, tinerii sunt sprijiniți să se implice activ și să aducă o contribuție majoră în societatea lor locală, realizând că au un cuvânt de spus.

Prin proiectele noastre intenționăm să dezvoltăm și să facem schimb de bune practici în activitatea de tineret cu alte asociații din întreaga lume, urmărind să oferim sprijin tinerilor din comunitatea noastră în orice tip de inițiativă socială pe care o vor avea, fiind unul dintre inițiatorii procesului de consultare și elaborare a Strategiei Locale pentru Tineret.

Proiectele noastre vizează sprijinirea oricăror inițiative de tineret, atât în domeniul ecologiei, cât și în cel social, civic și cultural, pentru a susține implicarea activă a tinerilor în comunitate.

În angajamentul civic și promovarea participării active a tinerilor în comunitate, lucrăm pe 3 piloni principali:

- Reprezentarea tinerilor în Consiliul Local al Tineretului
- Responsabil de implementarea unei părți a activităților din Strategia Locală pentru Tineret
- Co-magamentul a 2 HUBURI locale de tineret

Viziunea noastră despre implicarea tinerilor în comunitate se învâрте în jurul încurajării tinerilor să facă schimbări în viața lor, să ia măsuri și să-și facă vocea auzită.

Conform acestei mantră, am inițiat și dezvoltat mai multe sisteme de sprijin pentru a încuraja și sprijini tinerii să devină lideri ai viitorului lor, cum ar fi: proiecte de tineret de sensibilizare cu privire la mecanismul de implicare în procesul de luare a deciziilor și promovarea implicării

tinerilor în cauzele sociale ale comunității; dezvoltarea HUB pentru Tineret „Voluntariat pentru Comunitate” din Municipiul Craiova și HUB pentru Tineret „Voluntariat pentru Ajutor” în Orașul Bălș; inițierea și contribuția anuală la Consiliul Tineretului din Municipiul Craiova etc. Scopul ANDCTR este de a sprijini și promova dezvoltarea responsabilă social a societății și a mediului, prin activități sociale, culturale și de învățare.

Prin proiecte sociale încercăm să sprijinim orice inițiativă a tinerilor, atât în domeniul ecologiei, cât și în cel social, civic și cultural, pentru a susține implicarea activă a tinerilor în comunitate.

Angajamentul nostru civic, așa cum este descris mai sus, transcende nivelul local, cu sprijinul programelor Erasmus Plus și Corpul European de Solidaritate în care activăm, legând tinerii noștri de colegii lor din Europa, cu intenția de a-și dezvolta apartenența europeană, încurajând schimbul de idei și bune practici dintre acestea.

În fiecare an, prin Acreditarea pentru Tineret Erasmus Plus, dezvoltăm 2 schimburi de tineri și un curs de formare axat pe participarea activă a tinerilor și o inițiativă de participare a tinerilor în același domeniu.

În plus, prin acreditarea noastră pentru educația adulților, instruiți lucrători tineri din comunitatea noastră pentru includerea tinerilor cu oportunități și dizabilități reduse pentru a diminua astfel decalajul de implicare a acestora la nivel de comunitate și a semenilor lor tipici. Eticheta noastră de calitate concentrează mobilitățile tinerilor în jurul promovării angajamentului tinerilor la nivel european, cu scopul de a crește nivelul de implicare de bază în comunitate.



## Capitolul 2. Pictarea imaginii

### 2.1 Introducere

Contextul local al tineretului nostru din Regiunea Oltenia se învâрте în jurul oraşului Craiova. Craiova este un municipiu aflat într-un amplu proces de dezvoltare, fiind principalul motor economic și social al județului Dolj și al Regiunii de Dezvoltare Sud-Vest Oltenia. Potrivit datelor furnizate de Direcția de Statistică Dolj, în Craiova au domiciliul 78.427 de tineri cu vârste cuprinse între 14 și 35 de ani, la care se adaugă 22.451 de studenți înscriși la studii universitare la Universitatea din Craiova și Universitatea de Medicină și Farmacie din Craiova. Preocupările tinerilor, ale administrației publice locale, ale ONG-urilor de și pentru tineri și actori economici privați din Craiova, pentru dezvoltarea sectorului tineret au început să urmeze o direcție comună în anul 2019, odată cu inițierea Strategiei locale pentru tineret, care a fost finalizat și aprobat pentru perioada 2020 – 2025.

Puncte tari ale sectorului nostru local de tineret:

- Există multe asociații neguvernamentale care organizează numeroase proiecte de tineret internaționale prin programul Erasmus+, Cetățeni Activi, Programul Operațional Capital Human și alte programe cu finanțare europeană
- Existența a 7 asociații acreditate CES care organizează proiecte de voluntariat și solidaritate în orașul Craiova, aducând anual un număr de peste 120 de voluntari străini pentru promovarea valorilor și direcțiilor de acțiune ale Uniunii Europene
- Existența unui centru de informare despre Uniunea Europeană - Europe Direct, administrat de Forever Association for Europe, care furnizează materiale informaționale tipărite tinerilor și implică profesorii în activități de promovare a Uniunii Europene
- Există lucrători de tineret calificați care implementează proiecte care promovează valorile Uniunii Europene, cum ar fi participarea activă a tinerilor
- Pe lângă Primăria Craiova există un Consiliu Consultativ pentru Probleme de Tineret, format din reprezentanți ai 22 de asociații locale de tineret, care participă la elaborarea politicilor locale de tineret și a deciziilor privind tinerii;
- Există un proiect cu finanțare în urma concursului de proiecte cu buget participativ, și

și anume Civic Hub, implementat de Primăria Craiova în cooperare cu Consiliul Consultativ pentru Probleme de Tineret, unde tinerii vor avea ocazia să-și împărtășească ideile și inițiativele, conducând la coroborarea inițiativelor de tineret și la unificarea mediului ONG în sprijinul tinerilor

- Unele dintre școlile din rețeaua școlară implementează proiecte care vizează Uniunea Europeană și promovarea inițiativelor conduse de tineri
- Cooperare între 40 de organisme ale societății civile pentru implicarea tinerilor din Craiova
- Puncte slabe ale sectorului nostru local de tineret:
  - Un număr tot mai mare de tineri nu au încredere în UE și întâmpină dificultăți în a înțelege principiile, valorile și modul în care funcționează ea
  - Mulți tineri nu sunt obișnuiți să fie consultați și nu au păreri realiste despre rezolvarea problemelor cu care se confruntă
  - Nu există o centralizare la nivel de oraș a oportunităților de mobilitate și voluntariat la nivel internațional, național și local, iar diseminarea informațiilor în rândul tinerilor nu este larg răspândită
  - Tinerii defavorizați au o pondere foarte mică în rândul celor care sunt informați atât despre oportunitățile locale, cât și despre oportunitățile de participare activă a acestora la procesul decizional
  - Autoritățile locale nu sunt implicate activ în furnizarea de resurse și infrastructură (săli, spații exterioare, cazare/transport gratuit/preț redus pentru voluntari străini/locali, materiale informative, materiale promoționale, consumabile, spațiu pe site-urile oficiale pentru promovarea proiectului, parteneriat cu presa pentru proiecte de promovare) pentru organizațiile neguvernamentale care implementează proiecte
  - Centrul Europe Direct este subfinanțat și nu are suficientă vizibilitate în teritoriu
  - Nu există programe pe termen lung care să lucreze cu tinerii, lucrătorii tineri nu își pot maximiza influența și astfel au un impact scăzut/sustenabil pe termen lung
  - Cooperare limitată cu Inspectoratul Școlar Județean Dolj, rețeaua școlară și Universitatea din Craiova în ceea ce privește recunoașterea mobilităților internaționale non-formale realizate prin organele societății civile precum și valorificarea aptitudinilor obținute de tineri din aceste activități

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- Lipsa unei culturi în rândul populației privind acțiunile de advocacy și lobby pentru susținerea inițiativelor locale în sprijinul nevoilor tinerilor
- Colaborare insuficientă cu presa pentru a prezenta comunității inițiativele tinerilor și rezultatele implicării acestora în politicile publice locale
- Colaborare limitată între actorii relevanți pentru a facilita conectarea Uniunii Europene cu tinerii, asociațiile neguvernamentale și programele de tineret, în special intersectoriale (societatea civilă public-privată) (1)

Vulnerabilitățile cu care se confruntă tinerii din comunitatea noastră sunt legate de abandonul școlar, criza șomajului, implicarea în comportamente violente din cauza creșterii problemelor de sănătate mintală în rândul acestora, susceptibilitatea la parentalitate timpurie și la infecții și boli cu transmitere sexuală din cauza lipsei unei educații sexuale adecvate în școli, acasă și la medicul de familie unde sunt înscrși. Prin interviurile noastre, un fir comun în rândul tinerilor a fost acela de a-i vedea societatea mai degrabă ca fiind problema vulnerabilităților lor, decât participanți în comunitate plină de multe probleme, din cauza cărora au fost lăsați deoparte cel puțin în ultimii câțiva ani din cauza contextului pandemic.

În timpul schimbărilor lor rapide fizice, sexuale, sociale și emoționale, ei au simțit că nimeni nu era acolo pentru a-i susține din cauza problemelor mai importante la care trebuia să se participe. O privire asupra acestor tranziții demonstrează că, în timp ce corpurile și mințile pot suferi evoluții similare care induc o vulnerabilitate „de bază” pentru aproape toți tinerii, există o serie de influențe contextuale interconectate care afectează vulnerabilitățile tinerilor. Printre cele mai importante se numără sărăcia, inegalitatea și excluziunea socială. Tinerii își văd alegerile limitate de lucruri precum insecuritatea economică, schimbările tehnologice, revoltele politice, conflictele și schimbările climatice, toate în timp ce în perioada lor cea mai formativă pentru maturitate au rămas fără sprijin și răspunsuri din partea persoanelor responsabile din viața lor. Acest lucru a condus la educația de la egal la egal la egal, conform părerii părților interesate, care a crescut riscul ca un comportament neadecvat să fie ușor de propagat în rândul tinerilor, fără supravegherea adultului.

## 2.2 Impactul COVID: date și analize

În România s-au desfășurat patru runde de evaluare rapidă a situației tinerilor și a familiilor acestora în contextul pandemiei de COVID-19, în parteneriat cu autoritățile naționale, Banca Mondială, Organizația Mondială a Sănătății, ICNUR, Consiliul Român pentru Copii. , Terre des Hommes România , Centrul Pas cu Pas pentru Educație și Dezvoltare Profesională, Consiliul Tineretului Instituționalizat, Centrul pentru Servicii și Politici de Sănătate, Asociația Serviciului Iezuit pentru Refugiați din România, Consiliul Național Român pentru Refugiați (CNRR) și Fundația Star of Hope România.

Rezultatele au confirmat decalajele tot mai mari în domeniul sănătății, educației și serviciilor sociale, cu un impact disproporționat asupra tinerilor cei mai vulnerabili. 58% dintre respondenții care au participat la evaluarea rapidă au menționat impactul puternic al pandemiei asupra serviciilor de sănătate, iar 84% au raportat întreruperea serviciilor educaționale. Cercetarea noastră de teren efectuată prin interviuri s-a încheiat în aceeași direcție.

### 1. PIAȚA MUNCII:

Din datele furnizate de Eurostat, reiese că rata de angajare în rândul tinerilor a suferit cel mai mult din cauza pandemiei de COVID-19. X% dintre respondenții noștri au confirmat această narațiune.

Eurostat a comparat ratele de angajare a tinerilor din trimestrul al treilea (iulie, august, septembrie) din anii 2019, 2020, 2021, 2022 pentru a înțelege efectele pandemiei asupra angajării tinerilor (categoria 15-29 de ani). Rata de angajare a tinerilor în UE a fost cu 2,8 puncte procentuale (pp) mai mică decât în perioada pre-pandemică din 2019.

Cu toate acestea, a existat o redresare începând cu 2021, rata de ocupare a muncii fiind cu 0,1 puncte procentuale mai mică decât cea înregistrată în 2019. Această problemă majoră cu care se confruntă tinerii s-a reflectat în toate aspectele vieții lor. Principalele aspecte afectate de pandemia de COVID prezentate pe pilonii cheie ai vieții lor:

### 2. EDUCAȚIE:

- 47% dintre copii și tineri aveau la îndemână doar telefonul mobil pentru a participa la cursurile online, iar 27,2% dintre copii aveau discipline școlare neacoperite pe perioada suspendării cursurilor.

- Plictiseala este principala stare resimțită negativ de tineri (47,5%), urmată de oboseala (32,7%), tristete (27,1%) și furie (23,2%). Adolescenții spun într-o măsură semnificativ mai mare că s-au simțit singuri, triști sau furioși.

- 57,4% dintre tineri au declarat că jocul pe telefon, tabletă sau computer a fost principala activitate recreativă, urmată de timpul petrecut în fața televizorului (44,9%) și timpul petrecut pe rețelele de socializare (40,8%).

- 54,7% dintre tineri recunosc că cel mai mare risc la care au fost expuși în această perioadă a fost dependența de internet. Urmează informațiile false, urmate de hărțuirea online.

Măsuri care au apărut în urma cercetării (unele deja implementate la momentul actual):

- crearea de inițiative pentru perioada estivală, cu respectarea deplină a protocoalelor de sănătate, vizând recuperarea abilităților cognitive și sociale compromise din cauza absenței îndelungate de la școală;

- asigurarea distribuirii instrumentelor educaționale (tablete sau PC-uri) necesare învățământului la distanță către toți elevii aflați în nevoie și acordarea suportului individual de învățare;

- planificarea intervențiilor inovatoare de reorganizare atât a școlilor, cât și a traseelor de învățare în perspectiva anului școlar următor, ceea ce presupune formarea cadrelor didactice care să susțină lecțiile online și garantarea unor materiale personalizate și de sprijin pentru învățare pentru elevii aflați în cele mai dificile situații;

- pregătirea tuturor școlilor, indiferent de localitatea și resursele autorităților locale, pentru a asigura condițiile de siguranță medicală și monitorizarea aplicării regulilor sanitare și de distanțare socială, astfel încât toți copiii să învețe în condiții decente și sigure în școlile lor (repararea și renovarea spațiilor, toalete în interiorul școlilor, apa curentă, canalizare, transport, spații pentru timpul liber și activități sportive etc.).

### 3. SĂNĂTATE:

La nivel global, mai mult de 1 din 7 adolescenți cu vârste cuprinse între 10 și 19 ani trăiesc cu o tulburare mintală diagnosticată. Anual, aproximativ 46.000 de adolescenți își încheie zilele,

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sinuciderea fiind printre cele cinci cauze principale de deces pentru acea categorie de vârstă. În același timp, continuă să existe decalaje uriașe între nevoile de sănătate mintală și finanțarea în domeniu. Raportul constată că, la nivel global, aproximativ 2% din bugetele naționale pentru sănătate sunt alocate sănătății mintale. Pandemia de COVID a accelerat problemele în ceea ce privește sănătatea mintală în rândul tinerilor și subliniază și mai mult lacunele din toate sectoarele care ar trebui să abordeze această problemă răspândită. Majoritatea respondenților noștri, atât tineri, cât și lucrători de tineret, au menționat acest aspect ca fiind cel mai strict, dar în același timp cel mai neglijat și invizibil în comunitate.

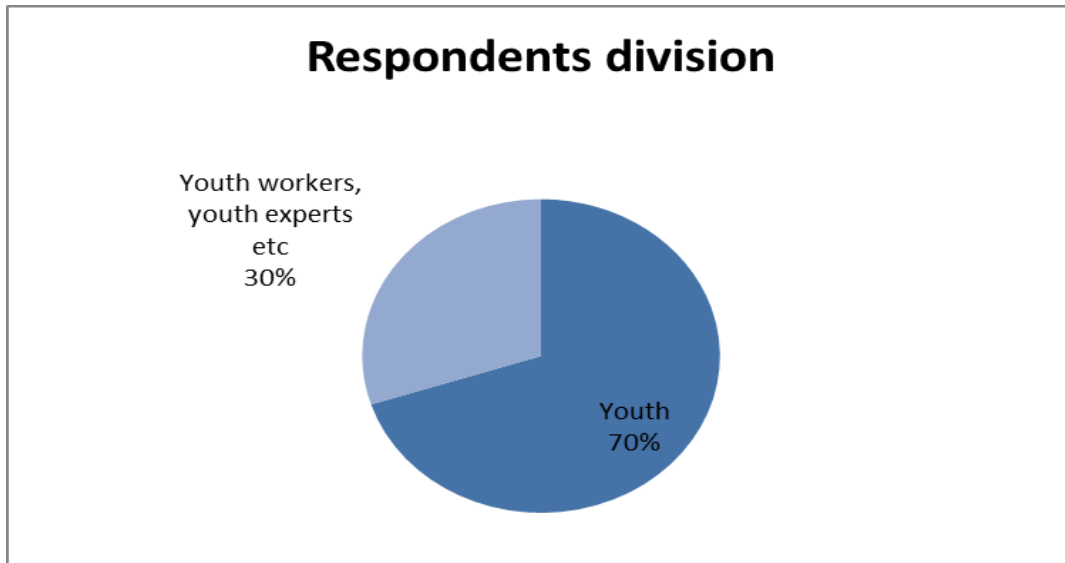
Soluții care trebuie luate:

- Investiții imediate în asigurarea sănătății mintale a copiilor și adolescenților în toate domeniile, nu doar în dimensiunea medicală, pentru a promova o abordare la nivel de societate a prevenirii, promovării și îngrijirii.
- Integrarea și extinderea intervențiilor bazate pe dovezi în sectoarele sănătății, educației și protecției sociale - inclusiv programe de parenting care promovează îngrijirea responsabilă și iubitoare și sprijină părinții și îngrijitorii în domeniul sănătății mintale; de asemenea, să se asigure că școlile sprijină sănătatea mintală prin servicii de calitate și relații pozitive.
- ruperea tăcerii în jurul bolilor mintale prin combaterea stigmatizării și promovarea unei mai bune înțelegeri a sănătății mintale, de asemenea, luând în serios experiențele copiilor și tinerilor.

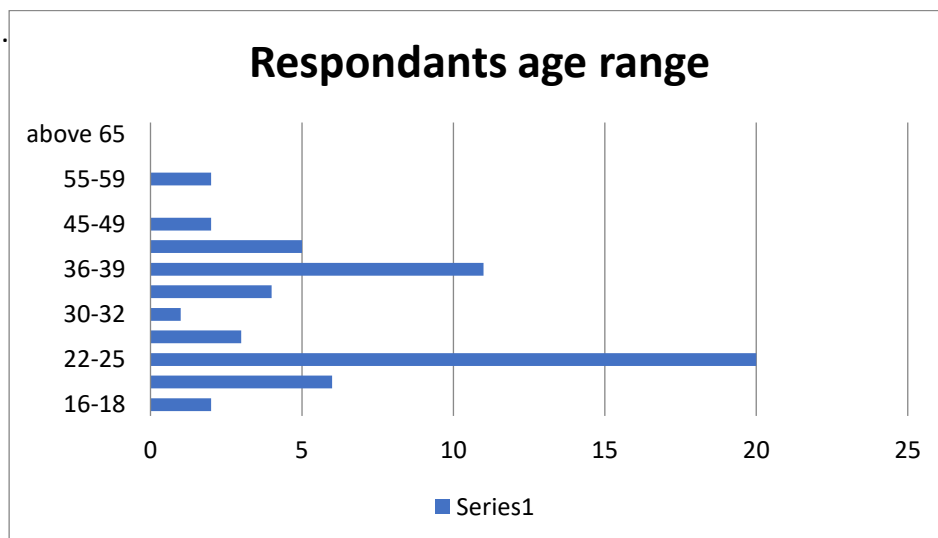
### 2.3 Tineretul în această etapă

Pe baza literaturii prezentate până acum, în cadrul proiectului actual a fost elaborat un chestionar cu scopul de a aduna feedback despre contextul tinerilor post COVID19, precum și perspectiva angajaților tineri și a altor părți interesate care sunt implicate în sectorul de tineret. Chestionarul a fost aplicat prin formularul online Google și prin intermediul aplicației tip interviu față în față, cu întrebări specifice pentru fiecare categorie de respondenți.

La chestionar au răspuns 35 de tineri și 15 de lucrători de tineret și experți tineri. Online am avut 17 formulare începute, dar neterminate și 22 de clicuri care nu au dus la nici un tip de completare a chestionarului.

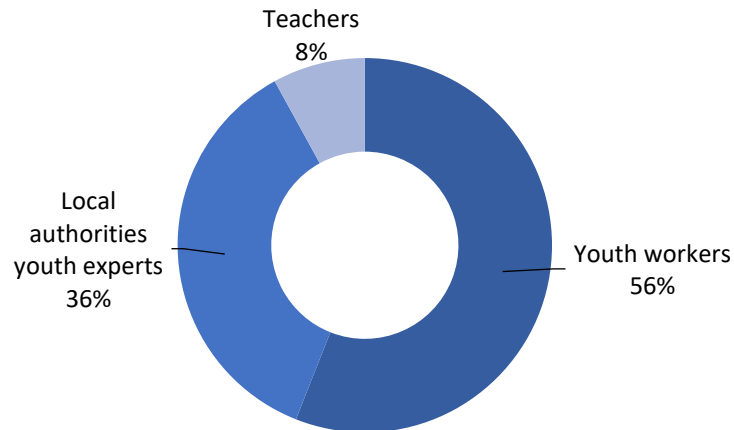


46 de persoane (experți, lucrători de tineret și tineri) au completat chestionarul cu scopul de a oferi informații despre contextul lor social și experiența cu tinerii și acest tip de inițiative de abilitare a tinerilor, dintre care 41% sunt bărbați și 59% femei. Intervalele de vârstă sunt variate, fiind reprezentate toate grupele între 16 și peste 65 de ani, dar în principal grupa de vârstă 19 – 23 de ani fiind cea mai reprezentativă pentru tineri și 35 – 45 de ani pentru lucrători de tineret și experții tineri.



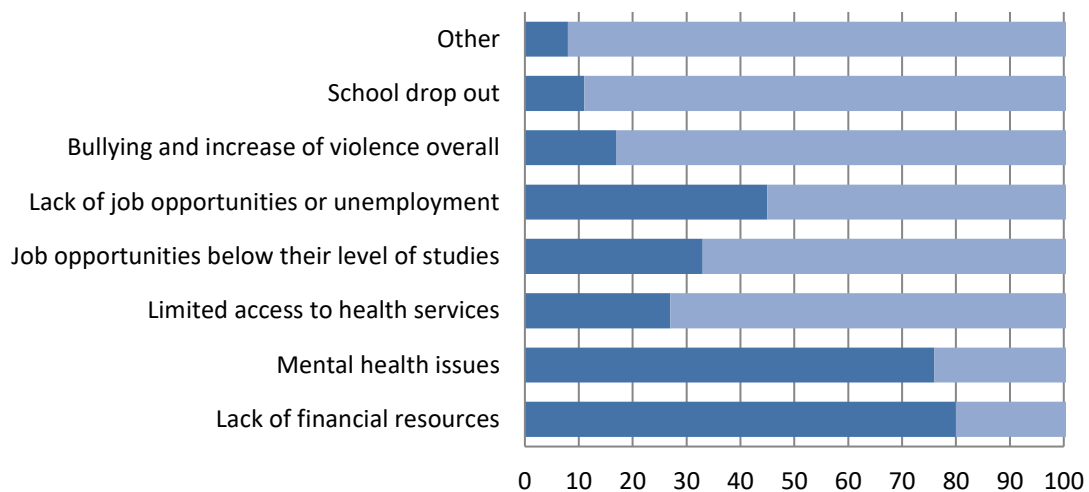
Printre respondenți am avut un mix echilibrat de tineri și lucrători de tineret, experți etc. Majoritatea specialiștilor fiind reprezentați de lucrători de tineret, experți ai autorităților locale în domeniul tineretului și doar 2 profesori din liceu..

## Experts division among respondants



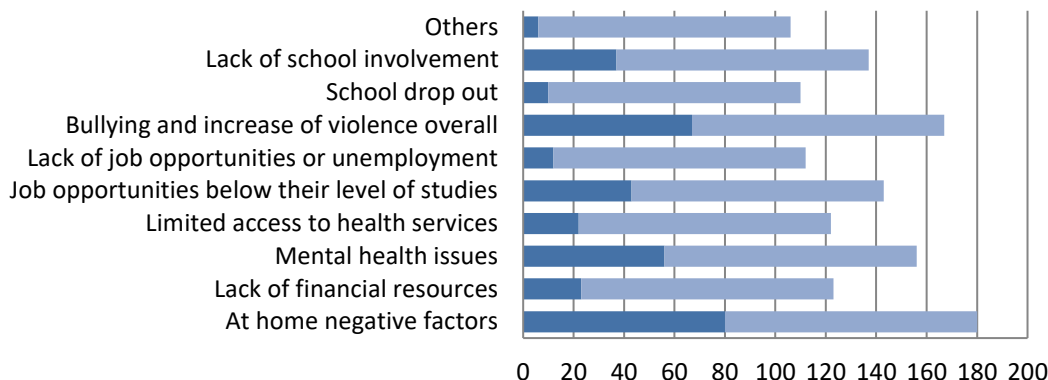
În graficele următoare vom prezenta distribuția principalelor provocări cu care se confruntă astfel cum sunt prezentate de tineri, în comparație cu cele observate de lucrători de tineret, experți etc.

## Challenges distribution as seen by youth





## Challenges distribution as seen by YW, experts

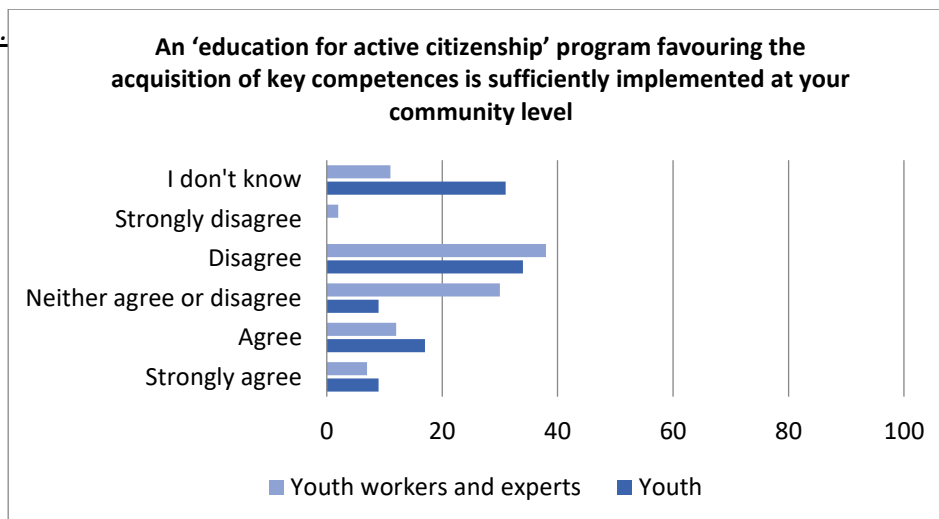


Ambele grupuri au fost de acord că problema principală este, de fapt, lipsa resurselor financiare, provocare care vine fie din lipsa oportunităților bune de muncă și/sau șomajul și/sau schimbarea situației financiare a familiei. Principala problemă ridicată de tineri a fost aceea a lipsei de oportunități care să se alinieze nevoilor lor și/sau lipsa locurilor de muncă în general, în timp ce, pe de altă parte, pentru lucrători de tineret și experți problema a fost mai nuanțată, fiind legată și de comparația pe care tineretul o face în zilele noastre cu situația oportunităților de angajare în marile orașe din România și din străinătate.

În ceea ce privește modul în care pandemia de COVID-19 le-a afectat viața, atât tinerii, cât și lucrători de tineret și experții, sunt de acord că principala consecință a fost asupra sănătății lor mintale, ceea ce înseamnă suferință, o stare de spirit depresivă, reflectând tristețea, suferința, plictiseala și incertitudinea. Alte consecințe comune au fost performanța educațională sau la locul de muncă mai slabă și reducerea capacității economice personale sau familiale.

În continuare vom prezenta nivelul de acord al respondenților cu privire la elementele prezentate.

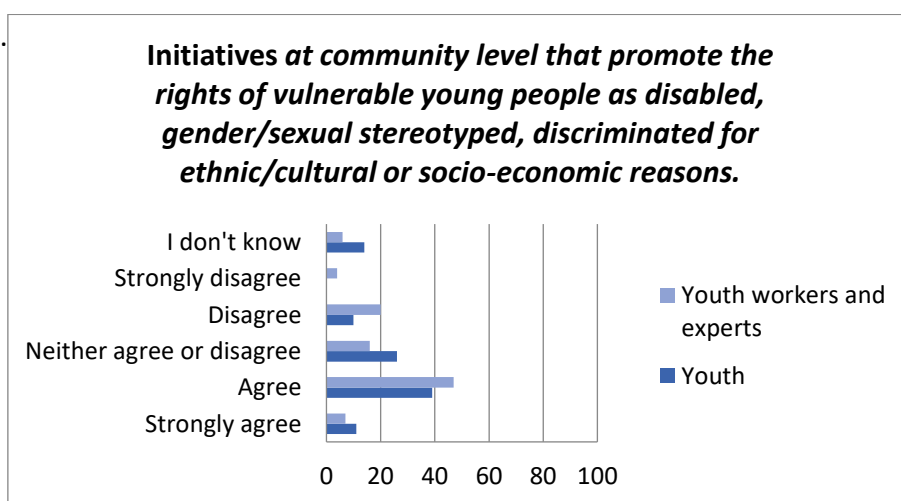
**Afirmația 1: Un program de „educație pentru cetățenia activă” care favorizează dobândirea competențelor cheie este implementat suficient la nivelul comunității dumneavoastră**



Principala problemă identificată este mai mult legată de lipsa de conștientizare în ceea ce privește aceste programe, apoi de fapt implementarea acestora la nivel de comunitate. După ce a devenit conștientă de sensul afirmației, majoritatea s-a situat în jurul afirmației de acord.

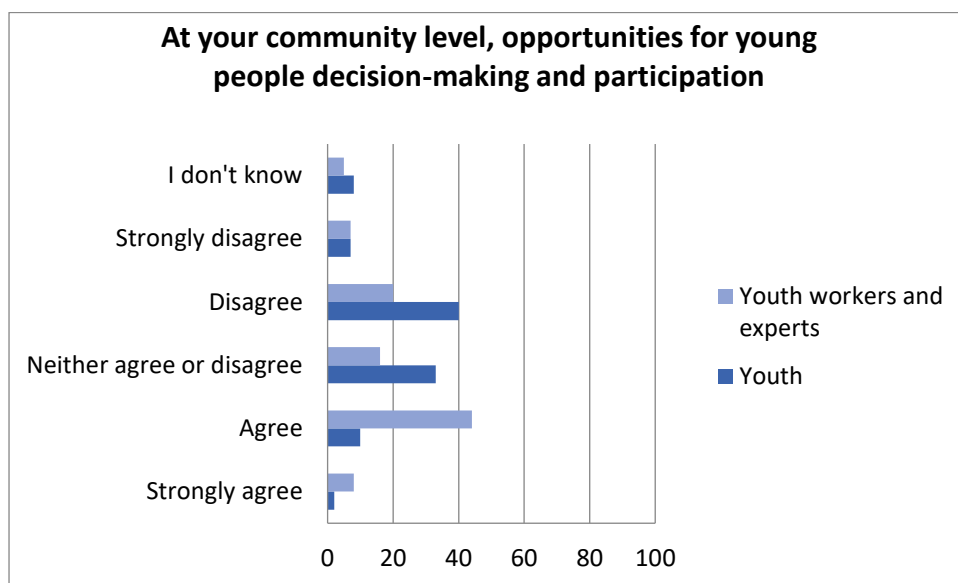
*Afirmația 2: Există inițiative la nivel comunitar care promovează drepturile tinerilor vulnerabili ca fiind cu dizabilități, stereotip de gen/sexual, discriminați din motive etnice/culturale sau socio-economice.*

Majoritatea respondenților au considerat că drepturile grupurilor vulnerabile nu sunt suficient susținute, declarând totodată că sunt la curent cu mai multe campanii și/sau inițiative în acest sens



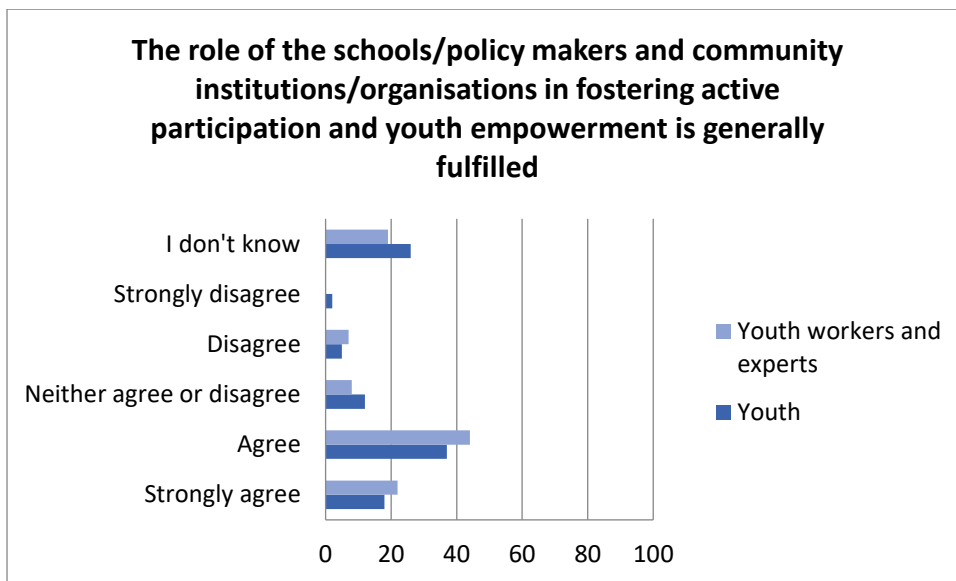
**Afirmația 3: La nivelul comunității dvs., există oportunități pentru participarea și implicarea tinerilor la luarea deciziilor.**

În ceea ce privește aceste afirmații, tinerii au cele mai scăzute informații, traducându-se în majoritatea răspunsurilor „nu știu”. 47% dintre tineri și-au exprimat un nivel de dezacord, în timp ce pe spectrul opus 52% dintre lucrători de tineret și experți și-au exprimat acordul.



**Declaratia 4: Rolul scolilor/factorilor de politici și al instituțiilor/organizațiilor comunitare în promovarea participării active și a responsabilizării tinerilor este în general îndeplinit**

În acest sens, ambele grupuri de respondenți au înclinat spre linia acordului. 55% dintre tineri au fost de acord cu afirmația, în timp ce printre lucrătorii de tineret și experți rata de aprobare a fost de aproximativ 66%



În ceea ce privește ABILITĂȚILE și COMPETENȚELE, ambele grupuri au recunoscut că acestea au o importanță cheie, 98% dintre respondenți menționând că acestea sunt esențiale, relevante și utile..

### 1. Părerăa tinerilor



### 2. Lucrători de tineret și opinia experților

Project No. 101089746



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Printre lucrători de tineret și experți, toate competențele au fost considerate cel puțin la fel de utile, majoritatea răspunsurilor fiind „Esențiale”. Ca și în cazul tinerilor, comunicarea și comportamentul etic sunt de importanță cheie.



## 2.4 Impactul asupra sectorului de tineret

Craiova este un municipiu aflat într-un amplu proces de dezvoltare, fiind principalul motor economic și social al județului Dolj și al Regiunii de Dezvoltare Sud-Vest Oltenia. Potrivit datelor furnizate de Direcția de Statistică Dolj, în Craiova au domiciliul 78.427 de tineri cu vârste cuprinse între 14 și 35 de ani, la care se adaugă 22.451 de studenți înscriși la studii universitare la Universitatea din Craiova și la Universitatea de Medicină și Farmacie din Craiova.

Preocupările tinerilor, ale administrației publice locale, ale ONG-urilor de și pentru tineret și ale actorilor întreprinderilor private din Craiova, pentru dezvoltarea sectorului de tineret, au început să urmeze o direcție comună în anul 2019, odată cu inițierea Strategiei Locale de Tineret, urmând în 2020 implementarea inițiativelor de tineret la nivel local într-un mod coeziv, respectând liniile directoare enunțate în Strategia Locală pentru Tineret.

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Principalele provocări ale tinerilor identificate înainte de pandemie (anul 2019), pe baza atât a consultărilor efectuate, cât și a rezultatelor unor consultări demarate de structurile partenere se traduc prin: lipsa resurselor financiare, lipsa cunoștințelor privind metodele de finanțare disponibile. , dificultate în găsirea unui loc de muncă, consiliere și orientare în carieră, sedentarism, stigmatizare, discriminare, excluziune socială, lipsa oportunităților de dezvoltare a abilităților de viață independente, abilități de recunoaștere, numărul redus de locuri disponibile pentru tineri, încredere scăzută în mediul politic, incertitudini privind viitorul pieței muncii, problema birocrăției și gradul scăzut de digitalizare din sectorul public, gradul scăzut de înțelegere a nevoilor familiei, accesul scăzut la informații privind programele de învățare non-formală și oportunitățile de voluntariat, programele de leadership, noțiuni de gestionare a resurselor proprii, organizare personala, gestionarea emoțiilor, abilități de comunicare și rezolvare de probleme a conflictelor, lipsa atractivității activităților culturale, lipsa încrederii în procesele de colectare selectivă a deșeurilor, bullying și cyber bullying, informații scăzute despre serviciile de sănătate reproductivă oferite, aglomerație urbană și poluare, acces redus la infrastructurile sportive.

Pandemia de COVID19 a schimbat perspectiva tinerilor pe de o parte, dar și a sectorului tineretului în general, pe de altă parte, din unele dintre problemele identificate mai sus, scăderea procesului educațional, creșterea cazurilor de boli asociate cu lipsa exercițiului fizic și efectele singurătății asupra sănătății mintale, precum și utilizarea excesivă a tehnologiei, creșterea gradului de sărăcie și a numărului de cazuri de violență și abuz la care pot fi expuși tinerii. S-a schimbat contextul în care evoluează tinerii craioveni, marcat puternic de criza socio-politică, economică și de sănătate. Deci, o nouă provocare pentru ei este adaptarea la noul context.

Pandemia a adus probleme stringente în primul rând, reușind în același timp să le structureze și să le prioritizeze, făcând toate părțile implicate conștiente de importanța acțiunii și concentrându-se pe 3 piloni principali: educație, sănătate și piața muncii atunci când vine vorba de tineret.

O atenție deosebită acordată sectorului de tineret, care se aliniază cu constatările Parlamentului European”, a constatat că:

- Pandemia de COVID-19 îi afectează în mod disproporționat pe tineri și este posibil ca aceștia să sufere efecte negative grave și de lungă durată asupra situației lor economice, sănătății și bunăstării, inclusiv pierderea oportunităților de educație, voluntariat și formare într-o etapă crucială de dezvoltare a acestora, accentul fiind astfel pus pe INCLUZIUNE în noul context postpandemic

- doar aproximativ jumătate dintre studenți pot accesa întreaga sau cea mai mare parte a curriculumului, în ciuda eforturilor țărilor de a oferi soluții de învățare online; întrucât această situație exacerbează consecințele decalajului digital și împiedică dezvoltarea competențelor digitale necesare, iar accesul la programa școlară nu înseamnă întotdeauna că elevii defavorizați pot învăța; în zona rurală Oltenia procentul fiind aproape de 65%

- din cauza lipsei de finanțare din cauza deplasării fondurilor către alte sectoare, multe activități de tineret și organizații sportive se confruntă cu perspectiva de a fi nevoite să-și închidă sau să-și fi închis activitățile, ceea ce ar avea un impact negativ asupra angajamentului civic al tinerilor

- efectele psihosociale ale COVID-19 afectează sănătatea mintală și capacitatea de socializare a tinerilor, atât din cauza unor factori imediați, cât și pe termen lung; întrucât lipsa activităților recreative și constrângerile sociale au un efect disproporționat asupra copiilor și tinerilor cu dizabilități;

- piața muncii pentru tineri este deosebit de sensibilă la ciclurile și crizele economice, ocuparea forței de muncă în rândul tinerilor este mai puternic afectată de consecințele actualei pandemii, amplificând tendințele negative ale unui sector dominat în mare măsură de locuri de muncă instabile, prost plătite, cu normă redusă, cu standardele de protecție juridică și de securitate socială.

- activitățile de voluntariat susținute financiar au potențialul de a ajuta tinerii șomeri să facă față șocului economic al crizei cauzate de pandemia COVID-19, contribuind în același timp la societate și dobândind o experiență valoroasă care le facilitează tranziția către un loc de muncă stabil pe termen lung; se consideră că, Corpul european de solidaritate îi poate ajuta pe tinerii europeni să-și deschidă orizonturile dincolo de realitățile lor locale

- să sporească investițiile în alfabetizarea digitală și soluții pentru a dezvolta abilități practice, competențe și calificări, să facă alfabetizarea digitală accesibilă tuturor și să promoveze dezvoltarea de instrumente de învățare online independente, multilingve, incluzive și gratuite pentru a îmbunătăți abilitățile și competențele digitale în ansamblu;
- activitățile sportive și de tineret, în toată diversitatea lor, sunt în pericol în întreaga Europă, ceea ce duce la o reducere a spațiului civic

## 2.5 Ce s-a făcut până acum?

În comunitatea noastră, sectorul de tineret este mai puțin dezvoltat decât în țările occidentale, în principal din cauza lipsei de finanțare locală sau națională și a scăderii culturii de implicare în comunitate la toate nivelurile și sectoarele. Împotriva șanselor nu atât de favorabile de până acum, s-a înregistrat o mulțime de creștere în toate domeniile care afectează tinerii:

### TINERETUL și PIAȚA MUNCII

- Mai multe programe de internship plătite dezvoltate de marile companii din zonele noastre pentru a aborda decalajul dintre competențele tinerilor și cerințele pieței muncii, din cauza eșecului sectorului educațional de a se adapta rapid la schimbări și lipsei de concentrare
- Sprijin oferit de Ministerul Muncii companiilor sub forme de finanțare pentru programe de ucenicie și/sau deduceri fiscale sau coplăți la salariile tinerilor angajați cu vârsta sub 25 de ani
- Promovarea locurilor de muncă vacanțe prin modalități preferate și accesibile pentru ei, în principal prin intermediul rețelelor de socializare

### TINERETUL și IMPLICAREA CIVICĂ

- Sprijin din partea Ministerului Educației în vizibilitatea și importanța Consiliilor Elevilor și Studentilor
- Promovarea locurilor de muncă vacanțe prin modalități preferate și accesibile pentru ei, în principal prin intermediul rețelelor de socializare

### TINERETUL și IMPLICAREA CIVICĂ

- Sprijin din partea Ministerului Educației în vizibilitatea și importanța Consiliilor Elevilor și Elevilor



- Reprezentarea în Consiliul Tineretului a nevoilor și dorințelor tinerilor în procesul decizional al Municipiului Craiova
- HUB local de tineret „Voluntariat pentru comunitate”
- Creșterea mobilității tinerilor datorate creșterii ONG-urilor de tineret care accesează Erasmus Plus, având 6 ONG-uri de tineret active în acest moment în programul Craiova
- Bună practică în unele școli implicate în programe de Educație pentru Adulți și VET, prin care au înțeles importanța educației civice în școli într-o chestiune care este de actualitate și atrăgătoare pentru tineri

#### TINERETUL ȘI EDUCAȚIA

- Reabilitarea și/sau dezvoltarea infrastructurii școlilor
- Introducerea unui mix de abordare a metodelor non-formale la disciplinele standard, corelat cu introducerea unor subiecte de interes pentru tineri, după o consultare directă cu aceștia
- Introducerea programului „Școala după școală” în care tinerilor defavorizați li se oferă sprijinul de care au nevoie pentru a rămâne înscriși în sistemul educațional formal

#### TINERETUL ȘI AGREMENT

- Creșterea evenimentelor adresate tinerilor
- Dezvoltarea a 2 activități de parcuri de agrement care vizează preferințele tinerilor
- Dezvoltarea de facilități sportive de masă în comunitate
- Creșterea vizibilității oportunităților de voluntariat și activități de agrement oferite de ONG-uri în comunitate prin canalele de social media și Info-point

## Capitolul 3. Proiectul BEYOU: o „listă de lucruri de făcut”

Nr.	Actiune	Grup țintă	Scop
1	Dezvoltați activități concentrate pe explorarea intereselor și potențialului acestora	Tineri	să îi facă pe tineri să se simtă împuterniciți să se implice activ
2	Dezvoltarea unui sistem școlar cu măsuri de siguranță în vigoare; să aibă o procedură clară și ușoară pentru a raporta și a investiga faptele greșite; să se aloce oră cu tutorele lor pentru a aborda efectiv comportamentul lor în școală și problemele cu care se confruntă, precum și activitățile de team building	Profesori și lucrători de tineret	Dezvoltați un mediu educațional în care să vă simțiți în siguranță
3	Cadrul de activități conduse de tineri	Sector ONG, autorități locale	Creați și sprijiniți un mediu pentru activitățile de conducere pentru tineri
4	Activități conduse de tineri	Tineri	Implicați-vă în dezvoltarea inițiativelor de la egal la egal
5	Acces la educație de calitate	Tineri și profesori	Asigurarea unui sistem educațional incluziv, în

			concordanță cu cerințele pieței muncii
6	Oportunități de angajare	Companii și autorități locale/naționale	Promovați un mediu antreprenorial și oferiți stimulente companiilor pentru a oferi instruire la fața locului pentru lipsa de competențe
7	Servicii de sănătate mintală	Sectorul public și privat de sănătate, școli	Oferiți sprijin pentru sănătatea mintală, campanii de conștientizare pentru serviciile de sănătate sexuală și reproductivă, promovați bunăstarea emoțională și fizică
8	Cetățenie activă și implicare în comunitate	Tineri, sector de tineret, autorități publice	Promovează un mediu și stimulează și sprijină implicarea tinerilor în procesul de luare a deciziilor.
9	Alfabetizare digitală	Tineri, sector de tineret, școli	Reducerea decalajului dintre competențele digitale învățate în

			școală și cerințele pieței muncii
10	Practici ecologice	Tineri, sector verde, ONG-uri	Promovarea conștientizării mediului și a practicilor durabile în rândul tinerilor.

## Capitolul 4. Principalele constatări

### 4.1. Tineri

Majoritatea tinerilor intervievați au fost înscriși la universitate, în jur de 75%, restul fiind înscriși la licee sau studii similare.

Principalele constatări în urma desfășurării interviurilor au fost:

Contextul social: 80% dintre aceștia au răspuns că își consideră contextul social unul de incertitudine, fiind confrunțați cu o mulțime de opțiuni copleșitoare, dar simțind în același timp presiuni pentru depășire din partea părinților, a profesorilor și a societății în general. 55% dintre ei consideră că au o multitudine de oportunități, atât în opțiunile educaționale, cât și în opțiunile profesionale, dar când au fost întrebați detalii nu mulți dintre ei au detaliat pe care dintre ele doresc să le urmeze.

Ca limitări ei au menționat lipsa timpului personal, neînțelegerea problemelor și preocupărilor lor din partea figurilor adulte importante din viața lor și rigiditatea și sistemul educațional depășit.

Efectuând o urmărire aprofundată a problemei educației și oportunităților profesionale, 35% dintre aceștia au răspuns că ei consideră că au limitări în ceea ce privește oportunitățile profesionale și educaționale, din cauza așteptărilor părinților cu privire la ceea ce este considerată o profesie adecvată sau potrivită, decalajul dintre plățile de la nivel de intrare pe piața muncii și nevoile și așteptările lor, oportunități aliniate cu competențele și dorința lor.

În ce zone i-a afectat pandemia de COVID, 85% dintre ei au răspuns că în toate aspectele vieții lor, de la educație, la viața socială și până la viața de familie, care pentru cei mai mulți dintre ei a fost tensionată și stresantă fie din cauza presiunii financiare a părinților lor fie din cauza unui membru al familiei bolnav de COVID19.

În ceea ce privește conceptul de „cetățenie activă”, 55% dintre aceștia nu au avut o viziune clară cu privire la ceea ce se face în comunitatea lor, ce pot face sau în ce se pot implica.

La primul instinct, ei au răspuns că nu sunt de acord, dar după ce au prezentat câteva exemple, majoritatea a schimbat narațiunea și afirmând de fapt că sunt implicați în anumite domenii sau programe, dar nu știau că asta înseamnă cetățenie activă.

Când vine vorba de cele mai importante competențe: responsabilitatea și comportamentul etic au fost printre cele pe care tinerii le considerau că sunt mai puțin promovate sau apreciate în comunitate, astfel, atunci când vine vorba de a fi lider, au considerat că leadershipul (coaching, rezolvarea conflictelor, antreprenoriat etc.) și tenacitatea sunt cele mai importante. Pe o scară opusă, atunci când își evaluează abilitățile dobândite, acestea au fost printre cele în care s-au evaluat înalt, în timp ce autogestionarea și simțul de inițiativă și antreprenoriat au fost evaluate ca având un nivel scăzut.

## 4.2. Lucratori de tineret, experți, părți interesate

Profilul lucrătorilor tineri, experților și părților interesate intervievați pentru cercetarea de teren: au fost selectați ca fiind din cele mai reprezentative zone legate de tineret, dintre lucratori de tineret ai ONG-urilor, profesori de liceu, reprezentanți ai autorităților publice, departamentul CSR al companiilor, majoritatea (aproximativ 75%) având o experiență de peste 7 ani în domeniu.

Principalele constatări în urma desfășurării interviurilor au fost legate de cele menționate de tineri, dar în multe aspecte perspectiva diferă, cum ar fi modalitățile de abordare a problemelor, ierarhia nevoilor care trebuie abordate etc.

Lucrătorii de tineret și experții din sectorul de tineret au concluzionat cu o majoritate de 76% că principala problemă care trebuie abordată în acest moment este sănătatea mintală a

tinerilor, care are ramificații în traseul lor educațional, inserarea pe piața muncii și implicarea civică.

Când vine vorba de ceea ce trebuie făcut din partea sectorului de tineret, 52% dintre aceștia afirmă că competențele digitale și infrastructură pentru a le oferi este un factor cheie care trebuie abordat; 37% că abilitățile soft trebuie oferite atât în oportunități de învățare formală, cât și non-formală; 43% au menționat că creșterea finanțării UE către sectorul de tineret a fost principala sursă de finanțare a activităților de tineret din comunitate, care altfel ar fi fost închisă.

## Concluzii

Pandemia a avut un impact semnificativ asupra stării psiho-emoționale a românilor, dar și asupra sănătății acestora; vedem că un român din 10 a experimentat anxietate post-COVID19, 14% nu reușesc să-și țină grijile sub control, iar femeile, persoanele cu studii scăzute și cele care locuiesc în mediul rural au consultat un specialist, mult mai puțin decât au făcut-o în perioada anterioară.

Și dacă aproape jumătate dintre tineri cred că pandemia a generat schimbări negative în viața lor, 16% găsesc și laturi pozitive și mai mult de jumătate recunosc că au învățat lucruri după pandemie, lucruri pe care cred că nu le-ar fi învățat într-un alt context.

Pentru 16% dintre tineri, pandemia de COVID-19 a generat schimbări pozitive, în timp ce aproape jumătate (48%) spun că pandemia a provocat schimbări negative în viața lor.

Schimbările pozitive au fost percepute în proporții mai mari de respondenții de sex masculin, de tineri și de respondenții cu studii superioare, în timp ce schimbările negative sunt mai răspândite în rândul respondenților între 18 și 50 de ani, cei cu studii superioare.

Principalele aspecte pozitive sunt legate de familie și de disponibilitatea mai mare a timpului, fie că vorbim de apropierea familiei și petrecerea timpului cu ei (23%), posibilitatea de a studia și/sau de a lucra de acasă (7%) sau de timp liber suplimentar disponibil (7%). Pentru alții (13%), pandemia a reprezentat o oportunitate de dezvoltare personală și autocunoaștere. 4% dintre respondenți au perceput schimbări pozitive în sensul creșterii veniturilor și același procent în sensul găsirii unui loc de muncă mai bun.

1 din 10 tineri care au perceput schimbări negative spun că și-au pierdut locul de muncă, iar alți 8% spun că pandemia le-a afectat negativ veniturile. 7% au experimentat stări de stres generate de teama de a nu contracta virusul, 5% au avut probleme de sănătate, iar 4% spun că au perceput negativ limitarea accesului la serviciile medicale. Alți 5% citează educația online ca fiind schimbarea în rău pe care au experimentat-o în ultimul an.

Peste jumătate dintre tineri (54%) au simțit mai mult nevoia să contacteze o persoană dragă, iar 43% au simțit nevoia să vorbească cu cineva drag. Aproape trei sferturi (71%) dintre participanții la sondaj au spus că în această perioadă s-au întâlnit cu prietenii mult mai puțin.

Analizele arată că nevoia de contact este prezentă în proporții mai mari în rândul respondenților de sex feminin și al persoanelor de până la 50 de ani, în rândul respondenților cu studii scăzute, dar și în rândul celor cu studii superioare sau în rândul celor care locuiesc în orașe.

Pandemia a afectat sănătatea mintală a tinerilor, precum și a angajaților tineri și a experților. Perturbarea rutinelor zilnice, izolarea socială, stresul crescut și anxietățile legate de sănătate și viitor au contribuit la o creștere a problemelor de sănătate mintală. Acesta este cel mai frecvent răspuns la întrebarea despre consecințele COVID. Pandemia a făcut ca mai mult de jumătate dintre respondenți (55%) să aprecieze mai mult lucrurile pe care le au, iar pe 4 din 10 i-a făcut să se gândească mai mult la sensul vieții.

Un sfert a experimentat mai multă tristețe sau depresie decât înainte de pandemie, iar 16% s-au gândit mai mult la moarte.

Impactul COVID-19 asupra stării psiho-emoționale a românilor este încă semnificativ.

Conform sondajului IRES, 1 din 10 români a trecut aproape zilnic prin stări de anxietate în ultimele 7 zile, 13% s-au simțit tristi sau fără speranță, 14% nu și-au putut controla grijile, iar 14% au simțit că nu mai au interesul sau plăcerea de a face ceva.

O altă constatare comună este legată de mediile de învățare online, inclusiv accesul limitat la tehnologie, conexiunile instabile la internet și resursele de învățare inadecvate.

În ceea ce privește „educația pentru cetățenia activă”, majoritatea respondenților au fost de acord că există suficiente programe și inițiative în acest domeniu, programe bine conectate cu necesitatea dezvoltării competențelor civice în rândul tinerilor.

Elementul negativ găsit a fost legat de lipsa de conștientizare a tinerilor cu privire la aceste programe și/sau la modul de accesare a acestora.

Când a fost vorba de inițiative la nivel comunitar care promovează drepturile tinerilor vulnerabili ca fiind cu dizabilități, stereotip de gen/sexual, discriminați din motive etnice/culturale sau socio-economice situația a fost polarizată, un grup considerând că progrese uriașe și concentrare sunt turnate în acest domeniu, în timp ce celălalt considera că discriminarea este încă încorporată în cultura comunitară fără măcar o înțelegere clară a comunității a existenței acesteia.



Abordând oportunitățile tinerilor în procesul de luare a deciziilor la nivel comunitar, am avut tineri care nu erau de acord mai mult decât lucrătorii de tineret și experții tineri în ceea ce privește stadiul actual al artei.

Având pe de o parte majoritatea tinerilor în dezacord, subliniind lipsa oportunităților de luare a deciziilor, în timp ce pe de altă parte, lucrătorii de tineret și experții tineri au convenit asupra existenței oportunităților, învinovățind în același timp letargia tinerilor după pandemie drept factorul de a nu fi implicat.

Rolul școlilor/factorilor de politici și al instituțiilor/organizațiilor comunitare în promovarea participării active și a responsabilizării tinerilor a fost considerat ca fiind îndeplinit parțial.

În ceea ce privește educația și competențele de care au nevoie tinerii, concluzia principală a fost că programele și inițiativele educaționale par să aibă lacune în abordarea dezvoltării abilităților esențiale soft în rândul tinerilor. În același timp, tinerii văd ușor diferit importanța abilităților soft și, de asemenea, modurile în care le pot dobândi sau îmbunătăți.

Prin proiectul actual, ne propunem să aducem împreună viziunea tineretului cu cea a lucrătorilor de tineret și a experților tineri, colaborând în același timp pentru atenuarea efectelor negative ale pandemiei și noul mediu educațional și de muncă post-pandemie.

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## Anexe

### Anexa 1\_Grile de evaluare a cercetării de teren

<b>Evaluation grid: Semi-structured interview (Youth workers and other stakeholders)</b>			
<b>Interviewer information:</b>			
Interviewer name:		OSTAFE Madalina + ONCESCU Alin	
Organization name:		ANDCTR	
<b>Interviewee's data:</b>			
Age:		25-30 years old: N° 2	
		30-35 years old: N° 4	
		36-46 years old: N° 8	
		>47 years old: N° 1	
Gender (N°):		M 5 F 10	
Main Nationalities:		Romanian	
Main Profiles:		youth worker, youth experts, teachers	
Main sectors (organisation type):		NGO, school, youth authorities	
Years of experience in the sector:		0-3 years: N° 2	
		4-6 years: N° 1	
		>7 years: N° 12	
Question n°	Common themes		Contrasting findings
<b>Context analysis</b>	<b>1.1 Context features</b>	mainly homogenous environment, with some cultural and religious variety due to the University and ESC volunteers - disorganized families with few financial opportunities - lack of openness in the society for tolerance and openness for sensitive topics such as LGBTQ/sexual education etc - poor	Majority of respondents, 90% where underling mainly the things that are lacking or need improvement, while also stating progress in

		youth infrastructure at local level and/or lack of local and national funding, most youth sector relying on EU funding or private donations. Respondents: 9 youth workers; 2 Local Youth Authority Directors; 1 Youth Psychologist; 2 teachers; 1 Youth Referent	regard to previous periods
	1.2 Causes of young people social exclusion	lack of inclusivity and support in formal educational system for youth; no innovation and lack of attractiveness for youth towards to proposed local opportunities; low involvement of youth in the decision making process; low infrastructure to support youth with special needs/disability; not a cohesive approach in the youth sector and poor collaboration between the stakeholders	
	1.3 Covid pandemics impact	most of youth activities were cancelled, YW from NGO had difficulties in maintaining their jobs; less job opportunities or low paid; cancelation of all international projects; housing problem due to rent increasement and utilities prices doubled; mental health problems among youth translated in low involvement of them both in formal and non-formal youth sector	4 respondents mentioned also positive aspects of COVID pandemic, meaning development of the digitalization, examples of solidarity in the community
2. Youth engagement: state of play	2.1 Education for active citizenship	Strongly agree:7 % Agree:12 % Neither Agree or disagree: % 30 Disagree: 38% Strongly disagree: 2%	
	2.2 Vulnerable young people initiatives	Strongly agree: 7% Agree: 47% Neither Agree or disagree: 16% Disagree:20 % Strongly disagree:4 % I dont' know: 6%	

	<b>2.3 Decision making &amp; active participation opportunities</b>	Strongly agree: 8% Agree:44 % Neither Agree or disagree: 16% Disagree:20 % Strongly disagree:7 % I don't know: 5%	
	<b>2.4 Institutions roles' for active youth engagement</b>	Strongly agree: 22% Agree: 44% Neither Agree or disagree: 8% Disagree: 7% Strongly disagree:0 % I don't know: 19%	
<b>3. Leadership skills and competences</b>	<b>3.1 Competences and skills evaluation</b>	Accountability 56% essential 23% relevant 21% useful, Communication 68% essential 23% relevant 9% useful, Creativity 62% E 27%R 6%U, Ethical behaviour 80%E 20%R, Leadership 29%E 48%E 235U, Self-management 45%E 53%R, Tenacity 40%E 43%R 17%U, Sense of initiative and entrepreneurship 33%E 40%R 23%U	
	<b>3.2 Competences' assessment</b>	Accountability 60% acquired 40% need to improve, Communication 57%A 43% N , Creativity 72% A 28% N, Ethical behaviour 83%A 17%N, Leadership 43%A 57%N, Self-management 48% A 52%N, Tenacity 62%A 38%N, Sense of initiative and entrepreneurship 32%A 68N	
<b>4. Best practices</b>	<b>4.1 Best/good practices</b>	(If yes) Description of the good practices and space for improvement.	majority mentioned good practices and express the willingness to acquire new ones
<b>5. Other</b>	<b>5. Other</b>	Facilitated debates; multicultural sport teams; CCPT; Giant Doll House Method; Job Faire Simulation	



Boosting sustainability and social change through Youth led  
community development

## Local report: reference contexts analysis - Cyprus

Deliverable n°: 3.1

Name of the responsible organisation: *The Hub Nicosia Ltd*

Country: *Cyprus*

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## INTRODUCTION

Youth empowerment and active participation play a crucial role in Cyprus, particularly in the aftermath of the COVID-19 pandemic. These aspects are essential for fostering inclusive and sustainable development, addressing the needs of rural and less privileged communities, and addressing mental health issues among the youth population. However, it is important to note that the lack of comprehensive research and statistics on these issues in Cyprus poses a challenge to fully understanding and effectively addressing them.

### Importance of Youth Empowerment and Active Participation:

- **Civic Engagement:** Youth empowerment and active participation enable young people to engage in civic processes, express their opinions, and contribute to decision-making at local, regional, and national levels. Their involvement is essential for a vibrant and inclusive democracy.
- **Social Integration:** Empowering young people, particularly those from marginalized communities, promotes social integration, fosters mutual understanding, and reduces social inequalities. By actively participating in community initiatives, young individuals can contribute to cohesive societies.
- **Sustainable Development:** Engaging youth in sustainable development efforts ensures that their perspectives, concerns, and innovative ideas are considered. By actively participating in environmental and social initiatives, young people can contribute to creating a more sustainable future.

### Importance for Rural and Less Privileged Communities:

- **Access to Opportunities:** Youth empowerment and active participation are crucial for rural and less privileged communities in Cyprus. These communities often face limited access to resources, services, and opportunities. Empowering young people in these areas can provide them with the necessary tools and support to overcome barriers and achieve their potential.
- **Amplifying Voices:** Active participation gives a platform for the voices of young individuals from rural and less privileged communities to be heard. By involving them in decision-making processes, their perspectives, needs, and aspirations can be adequately represented, leading to more inclusive policies and programs.
- **Addressing Inequalities:** Youth empowerment and active participation can contribute to reducing inequalities by providing young people from rural and less privileged communities with the skills, networks, and opportunities necessary for social mobility and economic empowerment.

### Mental Health Issues:

- It is important to note that Cyprus has had some of the most strict quarantine measures during the COVID-19 pandemic, with long and strict quarantine periods, the ban of dancing, limited number of people to gather during important family gatherings that are always a big part of the Cypriot culture, very low funding to hospitalisation and high funding to policing.
- The pandemic has amplified mental health challenges among young people in Cyprus. Social isolation, uncertainty, and disruptions to education and social activities have negatively impacted their well-being.

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- Youth empowerment and active participation can play a vital role in addressing mental health issues by providing support networks, fostering social connections, and creating spaces for dialogue, expression, and resilience-building.
- It is essential to invest in mental health resources, raise awareness, and provide accessible services that specifically cater to the unique needs of young people in Cyprus.

#### Lack of Research and Statistics:

- Cyprus faces challenges in terms of the availability of comprehensive research and statistics on youth empowerment, active participation, and mental health issues.
- The limited research and statistics make it challenging to design evidence-based policies, allocate resources effectively, and monitor progress in addressing these issues.
- It is crucial for policymakers, researchers, and relevant organizations to prioritize and invest in comprehensive data collection and research efforts to better understand the needs, experiences, and challenges faced by young people in Cyprus.

In summary, youth empowerment and active participation are of significant importance in Cyprus, particularly in the context of post-COVID recovery, addressing rural and less privileged communities' needs, and promoting mental health among young individuals. However, the lack of comprehensive research and statistics in Cyprus hinders the full understanding and targeted interventions in these areas. Efforts should be made to bridge this knowledge gap and ensure that young people are adequately supported and engaged in decision-making processes.

## Chapter 1. Understanding concepts

HUB Nicosia is a youth organization based in Cyprus that focuses on empowering young people, promoting active citizenship, and fostering sustainable development. As an educational NGO, and a member of the European Creative Hubs Network our vision is for Hub Nicosia to become the first incubator for social enterprises in the country.

We undertake various initiatives, including:

1. **Training and Workshops:** Organizing training programs and workshops to enhance the skills, capacities, and leadership qualities of young people. These activities may cover topics such as entrepreneurship, sustainable development, civic engagement, and personal development.
2. **Advocacy and Awareness Campaigns:** Initiating campaigns to raise awareness about social, environmental, and economic issues among young people and the wider community. These campaigns may aim to promote sustainable practices, address social inequalities, or advocate for youth-friendly policies.
3. **Networking and Collaboration:** Facilitating networking opportunities and collaboration among youth organizations, stakeholders, and policymakers. This allows young people to exchange ideas, share best practices, and jointly work towards common goals.
4. **Community Engagement:** Engaging young people in community projects and activities that contribute to local development, address social challenges, or promote sustainable initiatives. This may involve organizing volunteering projects, community clean-ups, or events focused on cultural exchange.

**Youth Empowerment:** Youth empowerment in the context of Cyprus and our organisation itself refers to the process of equipping young people with the knowledge, skills, resources, and opportunities to take control of their lives, make informed decisions, and actively contribute to society. It involves providing young people with the necessary support, platforms, and tools to realize their potential, engage in decision-making processes, and address the challenges they face.

**Active Participation:** Active participation refers to the engagement of young people in social, political, economic, and cultural activities. It entails involving young people in decision-making processes, policy development, community initiatives, and projects that have a direct impact on their lives. Active participation aims to ensure that young people's voices are heard, their perspectives are considered, and their contributions are valued.

**Youth Leadership:** Youth leadership involves enabling young people to develop leadership skills, qualities, and attitudes necessary for initiating positive change and influencing their communities. It emphasizes fostering self-confidence, critical thinking, communication, teamwork, and problem-solving abilities among young people. Youth leadership aims to empower young individuals to take on leadership roles, advocate for their rights, and contribute to sustainable development.

**Sustainable Development:** Sustainable development entails addressing the present needs of society while ensuring the preservation of resources and opportunities for future generations. It encompasses environmental, social, and economic dimensions, aiming for a balance between these elements to promote long-term well-being. Sustainable development recognizes the interconnectedness of issues and the importance of involving all segments of society, including youth, in achieving sustainable goals.

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More specifically, the work of our organisation regarding youth learning, focuses on developing a combination of knowledge, values and skills which will empower youth to fully engage in civic, political and economic life. This includes the acquisition of:

- Personal and interpersonal skills that can empower young people (such as self esteem and communication)
- Attitudes (like respect, acceptance and mutual understanding) which will allow individuals to live in diverse and intercultural societies
- Employment and entrepreneurial skills that can help their employment situation and can be acquired through informal or non-formal settings and methodologies
- Enterprise skills so they can start their own enterprises

Our beneficiaries are primarily NEET youth, students, and particularly young people with fewer opportunities. A primary goal of our Unit is to promote social inclusion and integration by welcoming and empowering refugees, asylum seekers and people under subsidiary protection.

In addition, Hub Nicosia aims to:

- Develop new skills for professionals particularly in the creative and cultural sector
- Enhance intercultural dialogue, promote shared EU values and mutual understanding through arts
- Equip youth and educators with skills, tools and competencies to raise awareness about global issues and build capacity around sustainable development

Some of our work includes the following projects:

-“NEUEYT - Novel Framework for Democratic Participation and Engagement of Underrepresented European Youngsters”: The NEUEYT project seeks to develop a blended framework of initiatives that promote the active citizenship and democratic participation of young people who feel underrepresented in policymaking decisions or reside in remote/rural areas with limited access to learning opportunities. Emphasizing a digital approach, the project aims to bridge the gap among these young individuals. It actively involves both youngsters and policymakers in local community activities, from research and piloting phases to the development of policy recommendations and feedback.

-“Europe4All - European Digital Cultural Heritage and Values for Migrant Empowerment and Inclusion in Adult Education”: This project aims to promote the social integration of immigrants by providing educators and non-formal trainers with tools to raise awareness of European cultural heritage and universal values. The project will develop innovative resources to facilitate immigrants' understanding of European cultural heritage and values, including videos created collaboratively by immigrants and locals under the guidance of educators and trainers.

-“Me.green”: Me.green is an Erasmus+ project that brings together a transnational team to provide a comprehensive set of information aimed at cultivating a proactive and sustainable mindset among young people for a sustainable Europe. The project focuses on exchanging good practices related to local sustainable initiatives such as water conservation, waste recycling and reuse, and supporting local economies (e.g., KM0 concept). It also aims to promote informative and training cycles on

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sustainable development, foster an entrepreneurial mindset, and encourage active citizenship among young individuals.

-“Art Hubs for Youth”: This project aims to combat inequality, intolerance, and injustice by establishing Art Hubs for young people with migrant and non-migrant backgrounds. It harnesses the power of the arts to transcend social barriers. The objectives include helping newcomers learn about and embrace European values, fostering intercultural dialogue and mutual understanding between newcomers and receiving communities, and supporting the professional development of youth workers and trainers to address intercultural problems, racism, xenophobia, and social fears among young learners.

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## Chapter 2. Painting the picture

### 2.1 Introduction

The Cypriot youth and youth empowerment play a crucial role in shaping the future of the island and its communities. Cyprus, with its unique geographical context, presents both opportunities and challenges for the youth population.

#### - Strengths:

Cyprus offers several strengths and opportunities for youth work, youth empowerment, active participation, and the overall development of young people.

Geographical Diversity: Cyprus encompasses both mountainous and coastal areas, offering diverse landscapes and opportunities for various activities. The coastal regions attract tourism and provide a platform for youth engagement in sectors such as hospitality, water sports, and recreational activities. The mountains offer opportunities for outdoor pursuits, adventure tourism, and environmental conservation initiatives. These natural resources can serve as a catalyst for youth empowerment and the development of sustainable practices as well as outdoor education programs that promote physical activity, environmental awareness, and personal growth. The short distances between these different areas also gives an easier access to them and the possibility of combining them in projects.

Cultural Heritage: Cyprus boasts a rich cultural heritage, blending influences from Greek, Turkish, and various other civilizations. This cultural diversity provides a unique platform for youth to explore and celebrate their heritage, fostering a sense of identity, pride, and intercultural understanding.

Strong Youth Networks: Cyprus has a well-established network of youth organizations, clubs, and initiatives that actively engage young people. These platforms encourage collaboration, dialogue, and the exchange of ideas among youth, fostering a sense of belonging and providing opportunities for personal and professional development.

Education and Research: Cyprus has a strong education system, including universities and educational institutions that offer a wide range of academic programs. This provides opportunities for youth to pursue higher education, gain knowledge, and develop skills that can contribute to their personal growth and future careers.

Supportive Policy Framework: Supportive Policy Framework: The Cypriot government recognizes the importance of youth empowerment and participation and has developed a policy framework that supports youth-related initiatives. This includes funding opportunities, legislation promoting youth rights, and the establishment of youth councils to ensure young people's voices are heard in decision-making processes.

European Union Membership: Cyprus' membership in the European Union (EU) opens up avenues for collaboration, exchange programs, and funding opportunities for youth projects. It allows Cypriot youth to participate in EU initiatives, gain international exposure, and develop a broader perspective on social, economic, and cultural issues.

Strong Community Bonds: Cypriot society places importance on family, community, and social cohesion. This emphasis on community values creates an environment where youth can find

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support, mentorship, and guidance from older generations, fostering a sense of continuity and intergenerational cooperation.

Multilingual Skills: Cyprus is a bilingual country, with Greek and Turkish being the official languages. Many Cypriot youth grow up speaking multiple languages, providing them with a valuable skill set and facilitating cultural exchange, communication, and international opportunities.

These strengths create a conducive environment for youth empowerment, active participation and the development of opportunities for young people in Cyprus. By capitalizing on these strengths, stakeholders can foster a supportive ecosystem that enables youth to thrive, contribute to society and shape the future of Cyprus.

#### - Weaknesses:

However, youth workers in Cyprus face various difficulties, particularly due to the island's divided nature, the presence of three urban centres and the challenges associated with reaching youth in rural areas. Additionally, administrative barriers, low population numbers, and other vulnerabilities contribute to the challenges faced by youth workers and the youth in Cyprus.

Exploring these difficulties in more detail:

Divided Island: The island has been divided since 1974, with Nicosia being the last divided capital in the world. Cyprus is divided into two parts: the Republic of Cyprus in the south, predominantly inhabited by Greek Cypriots/Greek speaking Cypriots), and the Turkish Republic of Northern Cyprus (only recognised by Turkey) in the north, primarily inhabited by Turkish Cypriots and Turkish speaking Cypriots.

This division creates distinct dynamics and complexities for the Cypriot youth such as challenges in terms of communication, cooperation, and coordination among youth workers, as well as the exchange of ideas, experiences, and best practices. This presents significant challenges in ensuring equal opportunities and access to services for all Cypriot youth. An example of this is the paradox of the Pírgos area, which is technically located in the province of Nicosia but is geographically the furthest point to reach. Due to the division and limitations on movement between the two parts and through the green line, reaching remote or isolated areas, including Pírgos, becomes challenging. This poses obstacles in offering training programs, educational opportunities, and youth work services to the young population residing in these areas. The geographical barriers impede the delivery of essential resources and hinder efforts to empower and support youth in their personal and professional development.

Limited access to rural areas: Cyprus has three major urban centres—Nicosia, Limassol, and Larnaca—where a significant portion of the population resides. This concentration of youth in urban areas can result in disparities in access to youth programs, services, and opportunities as youth workers may face challenges in reaching out to young people in remote rural areas meaning that that proportion of the youth has limited access to training programs and such opportunities. The reason for that is that remote rural areas in Cyprus have very small populations, especially of youth, and are often geographically dispersed. This makes it challenging and cost-inefficient for youth workers, trainers, and training programs to reach these communities effectively. Moreover, the limited resources and limited access to transportation and infrastructure can further exacerbate the difficulties in providing services and programs to youth in rural areas and therefore limits their access to educational opportunities, employment prospects, and youth development initiatives.

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**Low population and participation:** Low Population and Participation: Cyprus has a relatively small population compared to other European countries, which can result in low participation numbers in youth programs and activities. This low population density combined with the costs associated with organizing training programs, workshops, and events can make it financially challenging for youth workers to sustain their initiatives and ensure broad participation.

**Administrative and other barriers:** Youth workers may sometimes encounter administrative barriers, such as bureaucratic procedures, complex regulations, and legal frameworks that hinder their work. These barriers can impede the implementation of youth programs and initiatives and limit the engagement of young people in decision-making processes.

Other vulnerabilities and challenges faced by the youth in Cyprus include:

- **Political Tensions:** The ongoing political tensions and the division of the island can have a profound impact on young people's lives. They may experience social, cultural, and psychological challenges resulting from the separation of communities and limited opportunities for interaction and dialogue.
- **Unemployment and Economic Challenges:** Like many other countries, Cyprus faces economic challenges, including high unemployment rates, particularly among young people. Limited job prospects and economic opportunities can lead to frustration, disillusionment, and a sense of hopelessness among the youth population.
- **Educational Disparities:** Educational disparities may exist among different regions of Cyprus, with rural areas having limited access to quality education and resources. This can hinder young people's educational attainment and reduce their prospects for future success.
- **Social Integration and Inclusion:** Achieving social integration and inclusion of diverse groups of young people, including migrants, refugees, and individuals with disabilities, can be a significant challenge. Discrimination, prejudice, and social barriers can prevent equal participation and opportunities for these groups.
- **Mental Health Issues:** The challenges faced by the youth in Cyprus, including political tensions, unemployment, and limited opportunities, can contribute to mental health issues. The availability of mental health support services and resources may be limited, further exacerbating the vulnerability of young people.

Addressing these difficulties requires collaborative efforts between youth workers, government agencies, non-governmental organizations, and the wider community. Initiatives that focus on promoting dialogue, fostering inclusion, enhancing educational opportunities, and providing support for mental health and employment can contribute to the overall well-being and development of the youth in Cyprus.

Despite these challenges, Cyprus also has various strengths that can be harnessed for the benefit of its youth. These include a rich cultural heritage, a diverse community, and a resilient spirit. The Cypriot youth have demonstrated resilience, adaptability, and creativity in navigating the complexities of their divided island and making positive contributions to their communities. In conclusion, while Cyprus offers unique opportunities and strengths for the empowerment and growth of its youth population, the island's geographical context and division present challenges in ensuring equal access to resources and services. Efforts to bridge the gaps and address the

limitations, particularly in remote areas like Pírgos, are essential to foster youth empowerment and provide opportunities for all Cypriot youth to thrive and contribute to their communities.

## 2.2 COVID impact: data and analysis

The COVID-19 pandemic has had a significant impact on Cyprus, both at the national and local levels. The Cypriot government implemented some of the strictest measures and quarantine protocols in Europe in an effort to contain the spread of the virus. Here is an overview of the impact of COVID-19 in Cyprus:

National Context:

Infections and Mortality: As of 22/05/2023, Cyprus has recorded a total of 660,854 COVID-19 cases and 1,364 deaths. The impact of the virus on the population has been significant. The government's strict measures have attempted to manage the situation but have in result caused other issues.

Healthcare System: The pandemic put immense pressure on Cyprus' healthcare system. Hospitals faced capacity challenges, especially during peak infection periods, leading to concerns about the ability to provide adequate care.

Economic Impact: The pandemic caused a severe economic downturn in Cyprus. The country heavily relies on tourism, and the restrictions imposed to curb the spread of the virus significantly affected the industry. Many businesses, particularly those in the hospitality sector, experienced financial difficulties and closures.

Local Context:

Strict Measures and Quarantine: Cyprus implemented stringent measures, including strict lockdowns, travel restrictions, and curfews, to contain the spread of the virus. These measures aimed to minimize social interactions and reduce the burden on the healthcare system. The government allegedly took a proactive approach, prioritizing public health over economic considerations. But in reality, the funds on the healthcare system were minimal compared to the funds on policing during the strict quarantine measures.

Contact Tracing and Testing: Cyprus established an extensive contact tracing and testing system to identify and isolate infected individuals. This approach helped in early detection and containment of outbreaks, contributing to the overall management of the pandemic.

Vaccination Campaign: Cyprus launched a robust vaccination campaign, aiming to vaccinate a significant portion of the population. The government provided vaccines free of charge, targeting various age groups and prioritizing vulnerable populations.

Main Trends:

Fluctuating Infection Rates: Like many countries, Cyprus experienced fluctuations in infection rates throughout different phases of the pandemic. There were periods of relatively low infection rates, followed by surges, necessitating the implementation of stricter measures.

Economic Challenges: The pandemic severely impacted Cyprus' economy, with a decline in tourism revenue and highly increased unemployment rates. The government introduced, in some cases, some economic support measures and stimulus packages to mitigate the impact on businesses and individuals. Many small businesses and start-ups though, failed to survive the pandemic and had to

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infinitely shut down. Many people, including families and youth lost their jobs or did not have income for several months, causing more issues to pay their rent, bills and other expenses.

Mental Health Concerns: The pandemic brought about mental health challenges due to social isolation, fear, and uncertainty. The government and relevant organizations launched initiatives to address mental health issues and provide support to those in need. The effect on mental health though, is still present especially on the young people who had to go through the pandemic at milestone phases of their lives, missing out on valuable experiences for example their last years of secondary education, missing out on all their hobbies, extracurricular activities, socialisation, graduation ceremonies etc.

In conclusion, the COVID-19 pandemic has had a substantial impact on Cyprus, with strict measures and quarantine protocols being implemented to combat the spread of the virus. The national and local contexts have experienced significant disruptions in healthcare, economy, and daily life. The government's proactive approach, contact tracing efforts, and vaccination campaign have played vital roles in managing the pandemic. However, challenges persist, particularly in the economic recovery and addressing mental health concerns among the population.

### 2.3 Youth at this stage

The socio-economic and cultural vulnerabilities and challenges faced by young people in Cyprus vary, but certain groups or communities may experience higher levels of disadvantage and marginalization. Here is an overview of the state of play for young people in general, as well as the challenges faced by less privileged groups or communities in Cyprus:

Unemployment: Youth unemployment has been a significant issue in Cyprus in recent years. According to Eurostat, the youth unemployment rate (ages 15-24) in Cyprus was 17.9% in 2020, indicating a persistent challenge for young job seekers. The COVID-19 pandemic has likely influenced these figures and in December 2022, youth unemployment in the country stood at 18.6%, corresponding to around 8,000 unemployed young people.

Limited Job Opportunities: Cyprus has faced economic challenges in recent years, which have resulted in limited job opportunities for young people. The lack of available positions, particularly in sectors suitable for youth employment, contributes to the difficulties faced by young job seekers.

Educational Disparities: Educational disparities exist in Cyprus, with some communities and regions having limited access to quality education and resources. This can create barriers for young people in terms of their educational attainment, future prospects for higher education and better employment opportunities.

Social Exclusion: Some young people in Cyprus, particularly those from marginalized communities or less privileged backgrounds, migrants, refugees, and individuals with disabilities, may face social exclusion and marginalization. Discrimination, prejudice, and limited social integration can hinder their opportunities for participation, personal development, and social mobility.

Migration and Refugee Challenges: Cyprus has been a destination for migrants and refugees, and young people from these populations often face specific challenges. These may include language barriers, limited access to educational and employment opportunities, and difficulties in cultural integration.

**Mental Health Issues:** Young people in Cyprus, as in many other parts of the world, can face mental health challenges. Factors such as economic uncertainty, social pressures, and limited support systems can contribute to mental health issues among the youth population.

**Access to Support Services:** Less privileged groups or communities may have limited access to Support Services

**Limited Cultural Expression:** Some less privileged groups or communities in Cyprus may face challenges in expressing and celebrating their cultural identities. This can be due to limited resources for cultural activities, lack of platforms for cultural expression, and a need for greater cultural diversity recognition and inclusion.

Addressing these vulnerabilities and challenges requires comprehensive and inclusive policies and initiatives. Here are some key areas of focus:

- **Employment Opportunities:** Promoting job creation, entrepreneurship, and vocational training programs can help address youth unemployment. Encouraging public-private partnerships and providing targeted support for less privileged groups can enhance their employability and integration into the labour market.
- **Education and Skills Development:** Ensuring equal access to quality education, including vocational and technical training, is crucial for reducing educational disparities. Investing in educational infrastructure, scholarships, and mentorship programs can empower young people from less privileged communities.
- **Social Inclusion and Integration:** Implementing policies that promote social inclusion, combat discrimination, and create equal opportunities for all young people are essential. This includes initiatives to support migrants, refugees, and individuals with disabilities in their integration process.
- **Cultural Diversity and Expression:** Promoting cultural diversity, inclusivity, and intercultural dialogue is important for fostering a sense of belonging and social cohesion. Creating platforms for young people to express their cultural identities and engage in cultural activities can help celebrate diversity and bridge societal gaps.

## 2.4 Impact on youth sector

The COVID-19 pandemic has had a significant impact on the youth sector in Cyprus, affecting youth organizations, youth workers, and exacerbating existing inequalities and challenges at the community level. The pandemic has also posed challenges to the policy framework on youth, requiring adaptations to address the evolving needs and circumstances. Here's an overview of the impact and the response so far:

**Disruption of Activities:** COVID-19 restrictions and lockdown measures have disrupted the regular activities of youth organizations, including meetings, workshops, and events. Physical distancing and gathering limitations have made it challenging to engage with young people and provide face-to-face support.

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**Financial Constraints:** Youth organizations, especially smaller ones, have faced financial difficulties due to the economic consequences of the pandemic. Limited funding opportunities and decreased resources have hindered their ability to sustain their programs and initiatives.

**Digital Divide:** The shift to online platforms for communication and engagement has highlighted the digital divide among young people. Not all young individuals have equal access to technology, internet connectivity, and digital skills, creating disparities in their ability to participate in virtual activities.

**Mental Health and Well-being:** The pandemic has impacted the mental health and well-being of young people. Social isolation, anxiety, and uncertainty about the future have become significant challenges. Youth workers have had to adapt their support services to address these emerging needs.

#### Policy Framework and Challenges:

- **Adaptation of Policies:** The policy framework on youth had to be adapted to respond to the evolving circumstances of the pandemic. Policies had to incorporate measures to ensure the well-being of young people, support youth organizations, and address the challenges posed by COVID-19.
- **Inequality Exacerbation:** Existing inequalities and challenges within communities have been further magnified by the pandemic. Disadvantaged groups, such as young people from low-income backgrounds, migrants, and those with disabilities, have faced greater difficulties accessing support and opportunities.

#### Projects and Actions for Youth Empowerment:

**Digital Initiatives:** Youth organizations and youth workers have leveraged digital platforms to provide online workshops, training programs, and support services. This has helped bridge the gap caused by physical distancing measures and ensure continued engagement with young people.

**Mental Health Support:** Initiatives focused on mental health support for young people have been launched, including online counselling services, mental health awareness campaigns, and self-care resources. These aim to address the increased mental health challenges brought on by the pandemic.

**Skill Development:** Online skill development programs, such as webinars and virtual training sessions, have been organized to enhance young people's employability and resilience during the pandemic. These programs have focused on digital skills, entrepreneurship, and personal development.

**Youth Participation:** Efforts have been made to ensure youth participation in decision-making processes related to the pandemic response. Youth-led initiatives, consultations, and platforms for young people to voice their concerns and ideas have been encouraged to promote their active involvement.

When asked about the impact of the COVID-19 pandemic on their lives and those of their peers/students, the youth workers provided the following responses, in summary:

- Feelings of loneliness and isolation due to social distancing measures.
- Decreased contact and human interaction.
- Limited economic impact due to inflation and global economic systems.
- Lack of motivation and pessimism about the future

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- Minimal personal impact from the pandemic
- Negative effects on mental, social, and economic aspects
- Mental and social effects of social isolation and quarantine rules
- Significant social impact on communication and existence in public and private spaces
- Disrupted social interactions with peers and colleagues
- Strict quarantine measures, decreased salaries, and rise of right-wing politics
- Challenges as a dance teacher, increased need for mental support for young people
- Mental and physical impact, fear and challenges brought to the surface
- Increased marginalization and social disconnection
- Difficulties in using technology for connectivity and limited access to it, leading to detachment from personal contact and collective activities
- Appreciation of time with themselves and the will to check in on their loved ones more

The responses of the young people interviewed also show the impact of the pandemic which has been significant and multifaceted. The responses highlight several key effects:

Social Exclusion: The pandemic has resulted in social exclusion, limiting people's ability to interact and engage with others. This has led to feelings of isolation and detachment from social networks.

Antisocial Behaviour: Some individuals have observed a trend towards increased antisocial behaviour among themselves and their peers. The restrictions and isolation imposed by the pandemic may have contributed to this change in social dynamics.

Psychological Impact: The pandemic has left a lasting psychological impact on everyone. Quarantine, fear of the virus, and personal experiences with COVID-19 have affected individuals' mental well-being. The way people interact in public spaces and their overall behaviour have been altered, suggesting a long-lasting impact on social norms and individual behaviour.

Sociopsychological Problems: The forced quarantine measures have led to various sociopsychological issues. Young people feel that they have lost something from their youth, possibly referring to missed opportunities for personal growth, experiences, and social connections.

Loss of Time: Some individuals express a feeling of losing two years of their lives due to the pandemic. This sentiment reflects the disruption caused by the crisis, including limitations on personal and professional development opportunities.

Increased Stress and Economic Instability: The pandemic has brought about a surge in stress levels, economic instability, and overall well-being concerns. Job opportunities have decreased, leading to financial difficulties and heightened stress levels among young people.

In conclusion, the responses from the 15 youth workers and the 6 young people interviewed, highlight the multifaceted impact of the COVID-19 pandemic on their lives and the lives of young people. The responses illustrate the far-reaching effects of the crisis, including social exclusion, changes in behaviour, psychological consequences, loss of time and opportunities, and increased stress and economic instability. The pandemic has brought about challenges in terms of mental health, social connections, economic stability, and personal well-being. Many individuals have experienced feelings of loneliness, isolation, and fear, while others have faced economic hardships and political changes. The pandemic has disrupted education, work, and social activities, leading to a sense of detachment and the need for additional mental support. It is clear that the pandemic has had a profound and varied impact on young people, with both negative and positive aspects emerging. As we continue to

navigate the post-pandemic era, it is crucial to address these challenges, promote resilience, and provide support to empower young individuals to overcome the obstacles they face.

## 2.5 What has been done so far?

Youth Board of Cyprus: The Youth Board of Cyprus (ONEK) is a government agency responsible for coordinating youth policies and supporting youth initiatives. It organizes various projects and programs to empower young people, including entrepreneurship programs, leadership development initiatives, and training opportunities.

European Youth Card Cyprus: The European Youth Card is a program that offers various benefits and discounts to young people aged 13 to 30. In Cyprus, the European Youth Card is issued by the Youth Board of Cyprus, providing access to discounts on cultural events, sports activities, transportation, and other services, promoting youth engagement and participation.

Youth Organizations and Networks: Cyprus has several youth organizations and networks that work towards youth empowerment and active participation. Examples include the Cyprus Youth Council (CYC), an umbrella organization representing various youth organizations, and Youth Power, an organization focusing on youth engagement and social entrepreneurship.

Erasmus+ Youth Projects: Cyprus participates in the Erasmus+ program, which supports projects promoting youth empowerment, international cooperation, and intercultural dialogue. These projects include youth exchanges, training courses, and volunteering opportunities that enable young people to gain skills, share experiences, and develop a sense of active citizenship.

Municipal Youth Councils: Some municipalities in Cyprus have established youth councils or youth platforms to provide a space for young people to express their opinions, contribute to local decision-making processes, and participate in community projects and activities.

Grant Schemes: The organisation ANAD offers different subsidy/grant schemes for youth and unemployed. One of them, for example, offers a minimum wage salary for one year to people under 30, therefore making it easier for inexperienced people to be employed and gain experience but also make a living.

### Field Research:

#### - Youth Workers:

Based on the field research and the responses provided by the Youth Workers interviewed, 53.3% of the respondents have taken part in initiatives aimed at youth empowerment and 47.7% have not but are interested in future actions.

The types of initiatives mentioned by those who have taken part include involvement in a local marching band, participation in YEU Activism, development and implementation of arts-based activities for young people in rural areas, engagement in youth empowerment programs as a student, organizing and participating in Erasmus trips, workshops, and seminars, utilizing hip hop culture for team work and critical thinking, involvement in housing and support programs for semi-dependents, engagement with NGOs such as Sistema Cyprus, and volunteering as instructors for a community orchestra.

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The respondents expressed interest in future actions related to youth empowerment, highlighting their ongoing commitment to supporting young people. Some of the good practices identified include successful integration of young people into society, the provision of quality education, and community involvement in decision-making processes. However, areas for improvement were also identified, such as the need for more initiatives, events, and time spent with young people, as well as the importance of considering their strengths and weaknesses in program design.

Overall, the responses demonstrate a diverse range of experiences and efforts made by the respondents to contribute to youth empowerment initiatives. The interest shown by those who have not yet participated indicates a potential for further engagement and expansion of youth empowerment initiatives in the future.

#### - Young People:

When asked about their participation in initiatives aimed at building youth empowerment, some of the young people interviewed mentioned the following:

- **Activist actions:** Engaging in activist actions, indicating their involvement in social and political causes to bring about change and empower youth. This may include participating in demonstrations, campaigns, or advocacy work.
- **Erasmus youth exchanges:** Several respondents mentioned their participation in Erasmus youth exchanges. These exchanges provide opportunities for young people to interact with their peers from different countries, learn about different cultures, and develop skills that contribute to their personal and professional growth.
- **Erasmus studies:** Some respondents mentioned their involvement in Erasmus studies, indicating their participation in educational programs offered through the Erasmus+ program. These studies provide opportunities for young people to pursue higher education or gain international learning experiences, fostering personal and academic growth.

The respondents emphasized the importance of focusing on how the skills learned in youth empowerment initiatives can be applied in their current society. This indicates their desire for practical and relevant learning experiences that enable them to make a tangible impact in their communities.

They also expressed the need for initiatives that provide them with actionable tasks and clear goals. This suggests their preference for structured programs that guide their actions and help them achieve specific objectives, ensuring a sense of purpose and direction.

Overall, the responses highlight the active engagement of young people in Cyprus in various initiatives aimed at youth empowerment. Their participation in activist actions, Erasmus youth exchanges, and Erasmus studies reflects their commitment to personal and societal development. The emphasis on practical application, clear goals, and actionable tasks demonstrates their desire for meaningful and impactful experiences. These insights provide valuable guidance for designing and implementing youth empowerment initiatives that effectively address the needs and aspirations of young people in Cyprus.

## Chapter 3. BEYOU project: a “to do list.”

Enhancing youth empowerment and active participation for sustainable development is a critical priority in Cyprus. Recognizing the immense potential of young people as drivers of positive change, it is essential for policy makers, youth workers, and other stakeholders to collectively address the needs and aspirations of the youth population. By implementing targeted strategies and initiatives, we can create an enabling environment that empowers young people to actively participate in decision-making processes, develop their skills and capacities, and contribute to the sustainable development of their communities and society as a whole. This comprehensive to-do list outlines key actions for youth, youth workers, and policy makers and other stakeholders, aiming to foster youth empowerment and active participation in Cyprus.

### Youth empowerment and active participation for sustainable development:

1. Provide Access to Education and Skills Development:
  - Ensure equitable access to quality education: Develop inclusive educational policies that eliminate barriers to education, such as gender disparities, socioeconomic inequalities, and geographic constraints. Provide scholarships, grants, and financial assistance to support marginalized youth in pursuing education.
  - Enhance vocational training programs: Collaborate with educational institutions, industry stakeholders, and youth organizations to design and implement vocational training programs that align with the needs of the job market. Offer internships, apprenticeships, and practical training opportunities to enhance employability and entrepreneurship skills.
2. Foster Youth Entrepreneurship:
  - Establish entrepreneurship support programs: Create incubation centres, business development hubs, and mentorship schemes to nurture the entrepreneurial spirit among young people. Provide access to capital, business advisory services, and networking opportunities for aspiring young entrepreneurs.
  - Promote social entrepreneurship: Encourage young people to develop innovative solutions to social and environmental challenges. Offer training programs, workshops, and seed funding for youth-led social enterprises that address sustainable development goals.
3. Promote Civic Engagement and Participation:
  - Introduce youth advisory boards: Establish formal mechanisms for youth participation in decision-making processes at local, national, and international levels. Create youth advisory boards or councils that provide a platform for young people to voice their opinions, contribute ideas, and influence policy development.
  - Strengthen youth-led organizations: Provide financial and technical support to youth-led organizations that actively engage in community development projects. Foster partnerships between youth organizations and local authorities to facilitate youth-led initiatives and enhance community participation.
4. Strengthen Youth Networks and Platforms:
  - Establish youth networks: Create platforms for youth networks to connect, collaborate, and share best practices. Organize conferences, forums, and workshops

that facilitate knowledge exchange and foster cross-sectoral collaborations among young people.

- Promote digital platforms: Develop online platforms and social media channels dedicated to youth empowerment. These platforms can serve as virtual spaces for young people to showcase their projects, seek mentorship, and engage in dialogue with peers, experts, and policymakers.

#### 5. Enhance Digital Literacy and Connectivity:

- Improve access to technology: Invest in infrastructure to ensure widespread access to digital devices, high-speed internet, and online resources. Collaborate with private sector entities to provide discounted or subsidized devices and internet packages for economically disadvantaged youth.
- Deliver digital literacy programs: Implement comprehensive digital literacy programs that equip young people with essential skills, including internet safety, online communication, critical thinking, and digital content creation. Offer training sessions, workshops, and e-learning modules to empower youth to harness technology for personal development and community engagement.

By focusing on these strategies, stakeholders can create an enabling environment for youth empowerment, active participation, and sustainable development. Empowering young people with education, skills, entrepreneurship opportunities, and platforms for civic engagement not only benefits their individual growth but also contributes to the overall well-being and progress of Cyprus.

#### Youth workers empowerment and active participation for sustainable development:

##### 1. Professional Development and Training:

- Offer specialized training programs: Develop comprehensive training programs that equip youth workers with the necessary skills and knowledge to effectively engage with young people. Provide training on areas such as youth development, counselling techniques, conflict resolution, intercultural communication, and project management.
- Facilitate continuous learning: Establish mechanisms for ongoing professional development, including workshops, seminars, webinars, and conferences. Encourage youth workers to participate in relevant certification programs, courses, and peer-to-peer learning opportunities to enhance their expertise.

##### 2. Networking and Collaboration:

- Foster networking opportunities: Organize regular networking events, forums, and conferences that bring together youth workers from diverse backgrounds and regions. These platforms facilitate knowledge sharing, collaboration, and the exchange of best practices among professionals working in the field.
- Promote interdisciplinary collaboration: Encourage youth workers to collaborate with professionals from other sectors such as education, health, social services, and entrepreneurship. Facilitate partnerships and joint initiatives to address the multidimensional needs of young people effectively.

##### 3. Supportive Work Environment:

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- Provide mentorship programs: Establish mentorship schemes where experienced youth workers can provide guidance and support to those new to the field. This helps promote professional growth, enhances skills, and fosters a supportive work environment.
  - Ensure adequate resources: Advocate for sufficient funding and resources to enable youth workers to carry out their responsibilities effectively. This includes access to appropriate tools, technology, and materials necessary for implementing youth programs and initiatives.
4. Research and Knowledge Sharing:
- Encourage research on youth-related issues: Promote research initiatives that focus on understanding the challenges, aspirations, and needs of young people in Cyprus. Support youth workers in conducting research, surveys, and studies to inform evidence-based programming and policy development.
  - Facilitate knowledge sharing: Establish platforms for sharing research findings, best practices, and success stories among youth workers. Encourage the publication of research papers, articles, and case studies that contribute to the professional knowledge base.
5. Advocacy and Policy Influence:
- Advocate for youth-inclusive policies: Empower youth workers to advocate for policies and programs that prioritize the needs and aspirations of young people. Support their involvement in policy development processes at local, national, and European levels.
  - Strengthen youth worker associations: Promote the formation and strengthening of youth worker associations or professional bodies that can serve as a unified voice for youth workers. These associations can advocate for improved working conditions, professional recognition, and the integration of youth work principles into national policies.

By focusing on these strategies, stakeholders can enhance the capacity and effectiveness of youth workers in Cyprus. Providing opportunities for professional development, networking, research, and policy influence empowers youth workers to create meaningful and impactful experiences for young people, contributing to their holistic development and empowerment.

Policy Makers and Other Stakeholders for Youth empowerment and active participation for sustainable development:

1. Youth-Inclusive Policy Development:
- Involve young people in decision-making processes: Actively engage young people in policy development by seeking their input, feedback, and ideas. Create platforms for dialogue and consultation to ensure that policies and programs reflect the needs and aspirations of young people in Cyprus.
  - Integrate a youth perspective across sectors: Promote cross-sectoral collaboration to address the multidimensional needs of young people. Ensure that policies in areas such as education, employment, health, social services, and environment take into account the specific challenges faced by young people and foster their empowerment.

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## 2. Resource Allocation and Funding:

- Increase investment in youth-related initiatives: Allocate adequate financial resources to support youth programs, projects, and services. Prioritize funding for initiatives that promote youth empowerment, active participation, and sustainable development, recognizing the positive impact they have on the overall well-being of young people and society.
- Establish funding mechanisms for youth-led projects: Create grant programs and funding opportunities specifically targeted at supporting youth-led initiatives. Encourage young people to develop and implement projects that address community needs, fostering their leadership skills and fostering a sense of ownership and engagement.

## 3. Collaboration and Partnership:

- Foster collaboration between government, civil society, and private sector: Encourage partnerships between different stakeholders to leverage collective resources, expertise, and networks. Collaboration among policy makers, youth organizations, educational institutions, businesses, and community leaders can enhance the effectiveness and sustainability of youth empowerment initiatives.
- Support the capacity building of youth organizations: Provide resources and support to strengthen the capacity of youth organizations to deliver high-quality programs and services. This includes training, mentorship, networking opportunities, and financial assistance to enable their active participation in shaping youth policies and implementing initiatives.

## 4. Research and Data Collection:

- Conduct research on youth-related issues: Commission studies, surveys, and research projects to gain a better understanding of the specific challenges, needs, and aspirations of young people in Cyprus. Use evidence-based research to inform policy development, program planning, and resource allocation.
- Establish a comprehensive data collection system: Develop a robust data collection system to gather accurate and up-to-date information on youth demographics, employment trends, education outcomes, mental health, and other relevant indicators. This data can help identify areas of concern, monitor progress, and make informed policy decisions.

## 5. Awareness and Communication:

- Raise awareness of youth issues: Implement campaigns and initiatives to raise public awareness about the importance of youth empowerment, active participation, and sustainable development. Promote positive narratives about young people's contributions to society and highlight success stories.
- Enhance communication channels: Improve communication channels between policy makers, youth organizations, and young people. Foster open and transparent communication to ensure that policies and decisions are effectively communicated, and that young people have opportunities to provide feedback and engage in dialogue.

By focusing on these strategies, policy makers and other stakeholders can create an enabling environment for youth empowerment and active participation in Cyprus. Prioritizing youth-inclusive policies, allocating resources, fostering collaboration, conducting research, and enhancing

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communication channels will contribute to the holistic development of young people and the realization of their full potential in the context of sustainable development.

To conclude, youth empowerment and active participation are crucial elements for sustainable development in Cyprus. Through collaborative efforts and targeted interventions, we can unlock the potential of young people and harness their talents, ideas, and energy to create a more inclusive, resilient, and prosperous future. This to-do list has provided a comprehensive set of actions for youth, youth workers, policy makers, and other stakeholders to consider and prioritize. By implementing these strategies, we can ensure that young people have the necessary support, opportunities, and platforms to actively engage in shaping their own lives and the development of their communities. It is our collective responsibility to create an enabling environment that empowers young people, recognizes their contributions, and fosters their active participation in building a sustainable and inclusive Cyprus.

## Chapter 4. Main findings

The main findings of the survey have been identified through structured questionnaires given to all target groups concerned by the project, as well as through focus groups facilitated with the participation of target groups. This resulted in further and deeper analysis of individual issues that were already raised in the questionnaires.

### Youth Workers on Youth Engagement:

In summary, the opinions of youth workers in Cyprus reflect a general sense of uncertainty, mixed perceptions, and dissatisfaction regarding the implementation of education programs for active citizenship, initiatives promoting the rights of vulnerable young people, opportunities for youth decision-making and participation, and the fulfilment of the role of schools, policy makers, and community institutions/organizations in fostering active participation and youth empowerment.

Some of the main findings:

- Only a small percentage (6.7%) of youth workers agreed that an 'education for active citizenship' program favouring key competences is enough implemented at the community level. (Figure 1)
- A third of the respondents (33.3%) acknowledged the presence of initiatives promoting the rights of vulnerable young people, while a significant portion (20%) disagreed with this statement. (Figure 2)
- There is ambiguity and uncertainty (60%) regarding the availability of opportunities for young people's decision-making and participation. (Figure 3)
- The majority (40%) neither agreed nor disagreed on whether the role of schools, policy makers, and community institutions/organizations in fostering active participation and youth empowerment is fulfilled. (Figure 4)

These findings indicate a need for improvement and further efforts in promoting youth empowerment, providing opportunities for active participation, and ensuring the protection of vulnerable young people's rights in Cyprus. Addressing the concerns and uncertainties expressed by youth workers is crucial to create an inclusive and supportive environment that encourages the active engagement of young people in decision-making processes and promotes their overall well-being.

An 'education for active citizenship' program favouring the acquisition of key competences is enough implemented at your community level.

15 responses

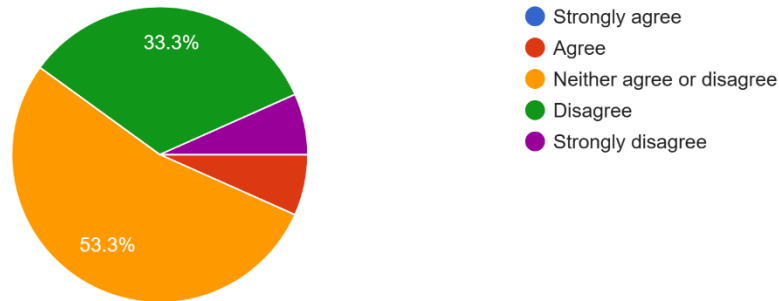


Figure 1

There are initiatives at community level that promote the rights of vulnerable young people as disabled, gender/sexual stereotyped, discriminated for ethnic/cultural or socio-economic reasons.

15 responses

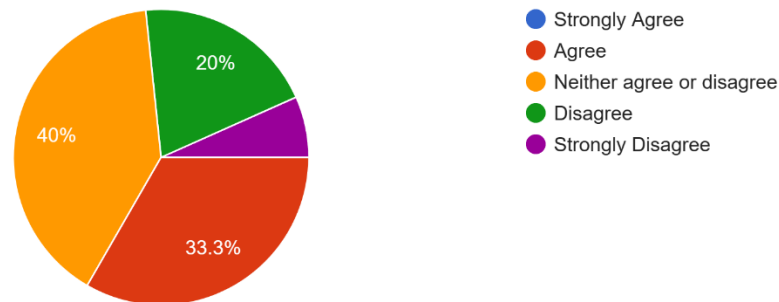


Figure 2

At your community level, there are opportunities for young people decision-making and participation.

15 responses

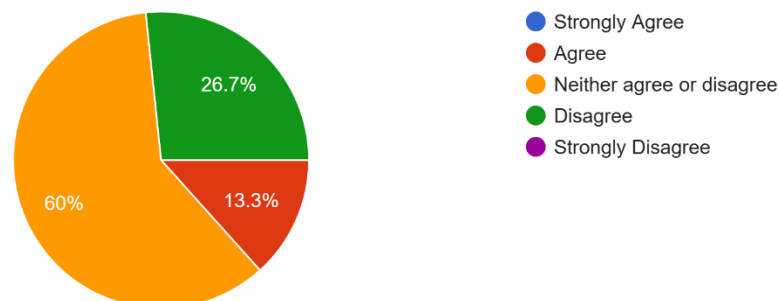


Figure 3

The role of the schools/policy makers and community institutions/organizations in fostering active participation and youth empowerment is generally fulfilled.

15 responses

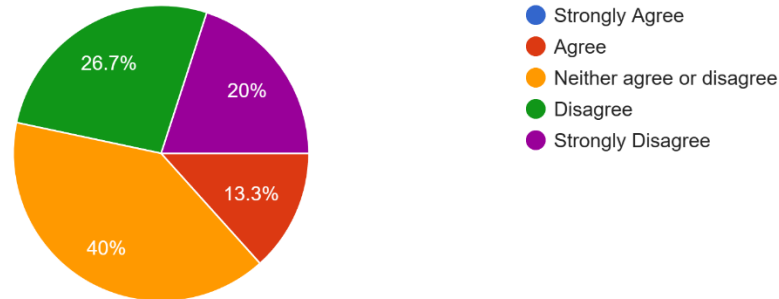


Figure 4

### Young People on Youth Engagement:

In summary, the opinions of young people in Cyprus reflect a mixed perception of the current state of youth empowerment and active participation in their communities.

Some of the main findings:

- A significant portion (50%) of young people neither agreed nor disagreed that an 'education for active citizenship' program, focusing on key competences, is adequately implemented at the community level. This suggests a need for further assessment and improvement. (Figure 5)
- Similarly, half of the respondents (50%) expressed uncertainty regarding the existence of community-level initiatives that promote the rights of vulnerable young people, such as those with disabilities or who face discrimination based on gender, sexual orientation, ethnicity, culture, or socio-economic background. (Figure 6)
- Regarding opportunities for young people's decision-making and participation, a substantial percentage (50%) neither agreed nor disagreed, indicating a lack of clarity or awareness about the extent of such opportunities in their communities. (Figure 7)
- The role of schools, policy makers, and community institutions/organizations in fostering active participation and youth empowerment received a notable level of disagreement (50%), suggesting that young people feel these entities are not fulfilling their responsibilities adequately. (Figure 8)

Overall, the interview responses indicate a need for greater focus on implementing educational programs for active citizenship, promoting initiatives that protect the rights of vulnerable young people, providing more opportunities for decision-making and participation, and ensuring the active involvement of schools, policy makers, and community institutions/organizations in fostering youth empowerment. Addressing these concerns and improving the current state of youth engagement will contribute to a more inclusive and participatory environment for young people in Cyprus.

An 'education for active citizenship' program favouring the acquisition of key competences is enough implemented at your community level.

6 responses

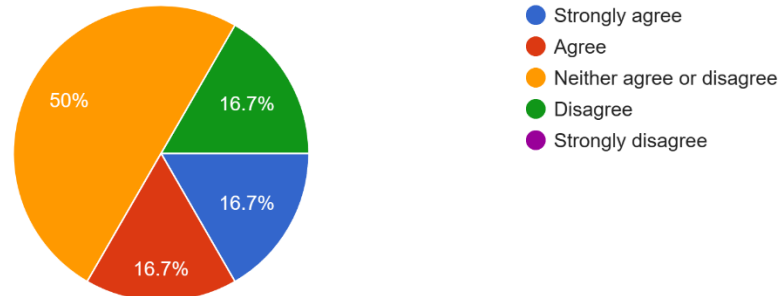


Figure 5

There are initiatives at community level that promote the rights of vulnerable young people as disabled, gender/sexual stereotyped, discriminated for ethnic/cultural or socio-economic reasons.

6 responses

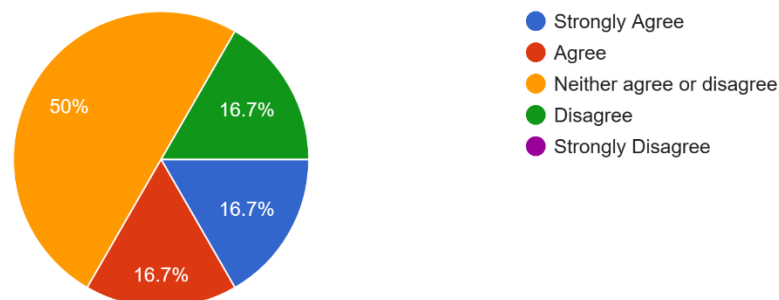


Figure 6

At your community level, there are opportunities for young people decision-making and participation.

6 responses

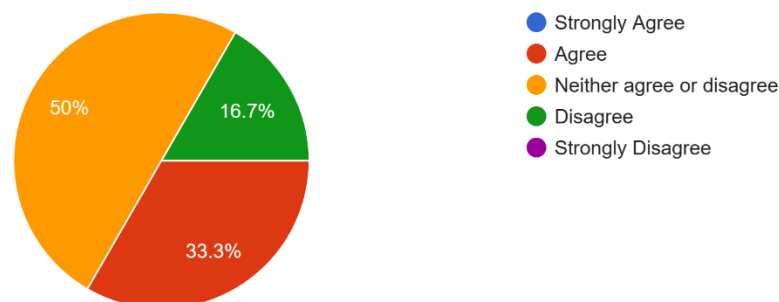


Figure 7

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The role of the schools/policy makers and community institutions/organizations in fostering active participation and youth empowerment is generally fulfilled.

6 responses

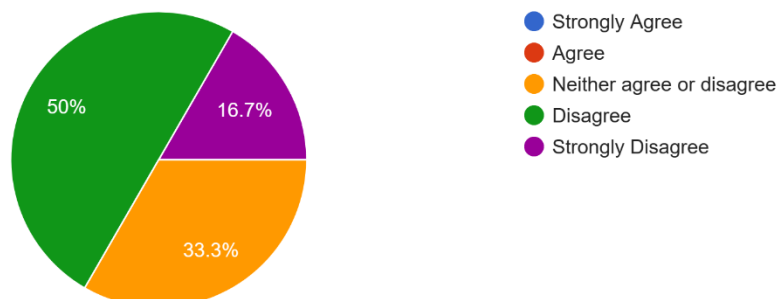


Figure 8

#### Importance of Skills and Competences and Acquired Skills by Youth workers:

- **Accountability:** The majority of youth workers (86.7%) consider accountability as essential, indicating its high importance. However, only 53.3% feel that they have acquired this skill, suggesting a need for improvement.
- **Communication:** Communication is viewed as essential by 80% of the respondents. While 53.3% believe they have acquired this skill, 46.7% acknowledge the need for improvement.
- **Creativity:** A significant percentage (83.3%) considers creativity as essential. Although 60% feel that they have acquired this skill, there is still room for improvement for 40% of the respondents.
- **Ethical Behaviour:** Ethical behaviour is widely regarded as essential by 93.3% of the youth workers interviewed. The majority (80%) claim to have acquired this competency, indicating a relatively higher level of confidence in this area.
- **Leadership:** While only 53.3% consider leadership as essential, a significant portion (66.7%) feel the need to improve in this skill. This suggests that although leadership may not be universally valued, there is recognition of its significance among some young individuals.
- **Self-Management:** The majority of respondents (73.3%) view self-management as essential. However, only 20% feel they have acquired this skill, highlighting a considerable gap between its importance and the perceived level of proficiency.
- **Tenacity:** Approximately half of the YouTube workers (53.3%) consider tenacity as essential. However, only 26.7% believe they have acquired this skill, indicating a substantial need for improvement in persevering and staying determined.
- **Sense of Initiative and Entrepreneurship:** A notable percentage (46.7%) consider a sense of initiative and entrepreneurship as essential. Similarly, 46.7% feel they need to improve in this area, suggesting an awareness of the importance of proactive thinking and entrepreneurial mindset.

Comparing the percentages that youth workers find important to have to those of the skills acquired, there are some notable disparities. For example, leadership is deemed important by youth workers, but only 33.3% feel they have acquired this skill. Similarly, self-management and tenacity are highlighted, yet the acquisition rates reported are relatively low.

This misalignment underscores the need for targeted interventions and support to bridge the gap and empower youth workers to develop these important skills. By focusing on areas where they feel they

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need improvement and aligning those with their priorities, there is an opportunity to enhance the overall skill development and empowerment of youth workers in Cyprus.

#### Importance of Skills and Competences and Acquired Skills by Young people:

- **Accountability:** 83.3% of young people consider it essential, with 16.7% finding it relevant. However, only 33.3% believe they have acquired this skill, indicating a need for improvement.
- **Communication:** 100% of young people view communication as essential, suggesting its high importance. Two-thirds (66.7%) believe they have acquired this skill, while the remaining third (33.3%) feel the need for improvement.
- **Creativity:** 83.3% of young people consider creativity essential, with 16.7% finding it relevant. Two-thirds (66.7%) believe they have acquired this skill, indicating a positive perception.
- **Ethical behaviour:** 83.3% of young people view ethical behaviour as essential, with 16.7% considering it marginal. Half of the respondents (50%) believe they have acquired this skill, while 16.7% feel the need for improvement and 33.3% are unsure.
- **Leadership:** 33.3% of young people see leadership as essential, with an equal percentage finding it relevant and useful. However, only 16.7% believe they have acquired this skill, indicating a significant gap.
- **Self-management:** 50% of young people view self-management as essential, with 33.3% finding it relevant. Unfortunately, only 16.7% believe they have acquired this skill, highlighting a need for improvement.

When comparing the opinions of the young people with the responses provided by the youth workers, some noteworthy differences arise. The youth workers generally placed higher importance on skills such as accountability, ethical behaviour, leadership, and self-management compared to the young people. Additionally, the youth workers expressed concerns about the implementation of education for active citizenship and the promotion of rights for vulnerable young people, while the young people's responses focused more on individual skills and competencies.

Overall, there is a need for further attention and action to bridge the gap between the importance young people attribute to certain skills and their perceived acquisition of those skills. It is crucial to address these disparities and create opportunities for young people to develop and enhance the skills they value most.

#### Field Research Conclusions:

In comparing the responses of both youth workers and young people in Cyprus, several key points emerge. Firstly, there is a recognition among both groups that social exclusion is a significant issue affecting young people in various ways. The youth workers highlight factors such as diversity, power dynamics, and institutional policies as contributing to social exclusion, while the young people identify discrimination, limited opportunities, and cultural norms as barriers to inclusion.

Both youth workers and young people acknowledge the importance of initiatives aimed at building youth empowerment. Youth workers describe their involvement in a range of activities, including arts programs, educational initiatives, and community engagement projects. Similarly, young people mention their participation in activism, Erasmus exchanges, and programs focused on skill development.

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However, there are concerns raised by both groups regarding the existing social contexts and support systems. Youth workers point out challenges such as limited resources, lack of interaction with conflict-affected areas, and the need for greater youth club support. Young people express their dissatisfaction with the education system, limited opportunities, and a lack of initiatives addressing the rights of vulnerable groups.

Regarding the role of education and institutions, there is a mixed perception. While some youth workers and young people believe that education for active citizenship and initiatives promoting the rights of vulnerable youth are adequately implemented, others express disagreement or neutrality. Similarly, opinions vary regarding opportunities for decision-making and participation, as well as the fulfilment of the role of schools, policy makers, and community institutions in fostering active participation and empowerment.

Overall, the responses highlight the need for continuous efforts to address social exclusion, enhance youth empowerment initiatives, and improve the involvement of educational institutions and community organizations. There is a shared desire for greater support, resources, and opportunities for young people to actively participate, voice their opinions, and shape their communities. By addressing these concerns and collaborating between youth workers, young people, policy makers, and other stakeholders, it is possible to create more inclusive and empowering environments for the youth in Cyprus.

## Conclusions

Youth empowerment and participation in Cyprus play a vital role in shaping the future of the country. Cyprus recognizes the significance of engaging young people and providing them with opportunities to contribute to society, make informed decisions, and actively participate in various domains.

In recent years, there have been notable efforts to promote youth empowerment and participation in Cyprus. Initiatives such as educational programs, workshops, and youth-led organizations have emerged to enhance the skills, competencies, and active citizenship of young people. These initiatives aim to cultivate a sense of accountability, communication, creativity, ethical behaviour, leadership, and self-management among the youth population.

The youth workers and young people interviewed expressed the importance of these skills and competencies. They identified accountability, communication, creativity, ethical behaviour, and leadership as essential qualities for personal growth and empowerment. However, the collective results also revealed a gap between the skills young people perceive as important and the ones they feel they have acquired. This highlights the need for targeted interventions and continuous support to bridge this gap and ensure that young people have the necessary skills and competencies to actively participate in society.

While there have been positive strides in promoting youth empowerment and participation in Cyprus, challenges and areas for improvement remain. The results showed that there is room for enhancing initiatives that promote the rights of vulnerable young people, address gender and cultural stereotypes, and provide equal opportunities for all youth, regardless of their background or socio-economic status.

Efforts to involve young people in decision-making processes and provide them with meaningful opportunities for participation are also seen as areas for improvement. Increasing the representation and influence of young people in policy discussions, community organizations, and educational institutions can foster a sense of ownership, belonging, and active citizenship among the youth population.

To further enhance youth empowerment and participation in Cyprus, it is crucial to strengthen collaboration among stakeholders, including government agencies, non-governmental organizations, educational institutions, and youth-led initiatives. By working together, these stakeholders can design and implement comprehensive programs and policies that address the specific needs, aspirations, and challenges faced by young people in Cyprus.

Overall, youth empowerment and participation are integral to creating a vibrant and inclusive society in Cyprus. By investing in the skills, competencies, and active engagement of young people, Cyprus can harness the potential of its youth population, promote social cohesion, and build a sustainable future where young people are active contributors to the development and progress of the country.

## Annexes

### Annex 1\_Evaluation grids of the field research\_Interviews to Youth Workers in Cyprus

Evaluation grid: Semi-structured interview (Youth workers and other stakeholders in Cyprus)	
<b>Interviewer information:</b>	
<b>Interviewer name:</b>	Andriana Lagoudes & Styliana Baghdhadie
<b>Organization name:</b>	The Hub Nicosia
<b>Interviewee's data:</b>	
<b>Age:</b>	19-21 years old: N° 1
	22-25 years old: N° 0
	26-29 years old: N° 4
	30-32 years old: N° 6
	33-35 years old: N° 3
	36-39 years old: N° 1
	>40 years old: N° 0
<b>Gender (N°):</b>	M 4 F 11
<b>Main Nationalities:</b>	14 Cypriot & 1 British-Cypriot
<b>Main Profiles:</b>	50% Youth Workers - 50% Experts in Education and/or Youth
<b>Main sectors (organisation type):</b>	Youth: 33.3% Education: 53.3% Operations: 6.7% Social Science: 6.7%
<b>Years of experience in the sector:</b>	0-3 years: N° 7
	4-6 years: N° 5
	>7 years: N° 3
<b>Question n°</b>	<b>Common themes</b>

<p><b>Context analysis</b></p>	<p>1.1 Context features</p>	<p>1. Diversity Power dynamics Developmental stage Institutional policies and procedures</p> <p>2. Trainer</p> <p>3. The context in which I am working in is the Cypriot one. Because I am doing work on the Cyprus Issue and the issues, we are dealing with challenge the hegemonic narrative that fuels the conflict this can pose some challenges. These challenges are participation of youth especially, youth that lives outside of Nicosia both in the North and South which have less interaction with the conflict compared to someone who is living Nicosia. Another issue is that of funding in which resources for bicomunal initiatives can be few with a lot of competition around them.</p> <p>4. I am working to support around 30 youth clubs in rural areas around Cyprus, but I cannot have daily interaction with them. I visit them once every three months or contact them through phone. The youth clubs are run by volunteers who cannot fully commit to the development of their youth clubs.</p> <p>5. teaching dance in teenagers and young adults at a dance school &amp; teaching psychology at a university context</p> <p>6. I work at local school and at a private institute where the majority (80-90%) of students are immigrants or refugees from Syria, Lebanon, Romania and Israel. They face economic limitations and so as the school has limitations in material and financial resources.</p> <p>7. I have worked with groups belonging to minorities or coming from a family environment where there is violence or trauma</p> <p>8. Limited opportunities and access especially for young people with a migratory background</p> <p>9. equality for all no matter, religion, skin colour and different views and values</p> <p>10. Fashion sustainability and ethics, education, co-design and collaboration, social design, ecology, human/ workers' rights, events/ clothes swaps, community activation/ creation, zero waste/ urban farming, composting, self sufficiency Limitations: time, energy, motivation, money and self-reliance</p> <p>11. I mostly work with teenagers from ages 13-23 teaching dance through non-formal methodology. Some of them come from a more privileged background and others are persons with fewer opportunities. Many of them struggle to find their place in society, and look for a space to belong</p> <p>12. non formal learning or training. limitations on resources and</p>
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	<p>educational seminars (mostly regarding company's culture)</p> <p>13. - Education with young 11-12-18 educational activities</p> <ul style="list-style-type: none"><li>- The legal guardian is the state</li><li>- Intergenerational groups</li><li>- Semi-dependent young people</li><li>- Housing semi-dependent living program</li></ul> <p>Role:</p> <ul style="list-style-type: none"><li>- Plan and organise the practical things of their lives</li><li>- Helped with finance literacy with social workers and utilities</li></ul> <p>14. Work with Cypriot (T/C and G/C) not exclusively who are usually middle class and above, white considered</p> <p>15. Promoting diversity, equality in Cyprus amongst the community.</p>
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**1.2 Causes of  
young people  
social exclusion**

1. Discrimination, Lack of education and skills, Lack of social support
2. The system of education
3. The cause of social exclusion of young people in Cyprus in my opinion, can be attributed in culture in which youth especially through the educational system is not encouraged to take part in youth activities. Also, at the same time the opinion of youth is not taken into consideration and most of the time is downplayed by institutions and when it is used it takes a form of tokenism.
4. There is a lack of information regarding opportunities and not enough youth workers developing programs and activities in rural areas.
5. migration background, socioeconomic status, living in non-urban areas
6. From my perspective, In the context of work I am in, the social exclusion stands from the fact that locals prefer to go to other schools nearby as the school is called "ghetto" and is constructed in a so - called rich neighbourhood. another reason of exclusion is that people are somehow excluded from their religion and ethnic habits as the school protocol does not enhance their ethnicity rights to not participate in local events if they don't want to or else the personnel somehow criticize their habits. But this cause, in my opinion, does not come from the inside only. It comes from the protocols, the policies and the actions the ministry makes. There are also other causes of social exclusion, regarding daily issues during the student's education and this also comes from their parents, the environment they live in and the students themselves. Some problems that define exclusion might be, the lack of acceptance regarding economic and ethnic difference between the peers, something that comes from the adults - locals or not- not the children. In a general manner, social exclusion is a vast sector, and the general causes should be defined in a further socioeconomic analysis.
7. Discrimination, poverty, gender, sexual orientation as I believe has a significant impact to how people are treated.
8. Racism, limited opportunities, poverty, communication gap, discrimination based on ethnic background, different language, disability, sexuality
9. genders bias, different lifestyles and views
10. There are certain (outdated) societal expectations in terms of progress/ career/ family life, lack of opportunities for locals, lack of understanding of needs/ quality of life, transport, urban mobility, ecological and cultural awareness. There is also propaganda/ fear

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mongering, corruption, development of elitist infrastructure (marinas/ skyscrapers) leading to spike in rent. Cities are becoming unaffordable for locals/ mass exodus of artists and highly skilled/ educated youth.

11. I believe it has to do with limited access to versatility and different perspectives of being. Young people tend to follow trends either when these trends don't necessarily express them and trying to fit it. I feel that the education system doesn't provide enough examples from around the world, and variety in learning methods, something that makes a lot of young people feel excluded because they cannot follow the standard school system and don't feel represented in the context.

12. education

13. - Cultural differences is the same thing

- The cultural norm for Cypriots is ethnic exclusion

- Integration is impossible in Cyprus

14. - Racism

- Not good enough reflective early years education

- Lack of national policies regarding social inclusion and integration

- Syndrome of a small country

15. Uneducated people, close minded people, closed and close communities that don't allow any room for growth or education. No acceptance in new cultures or people.



1.3 Covid  
pandemics  
impact

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1. Social distancing measures, lockdowns, and quarantines have limited people's ability to socialize and interact with one another, leading to feelings of loneliness and isolation.
2. In contact and human interaction
3. The only effect I can see the pandemic having in both me and my friends is the inflation which is both a product of the current war in Ukraine. But of course, this is not a product of a virus but of the economic systems that are set up worldwide.
4. Luck of motivation & pessimism about the future
5. I do not feel that today the COVID pandemic is influencing my life to a significant degree.
6. it got very affected economically, socially, mentally, in all these ways on a negative manner. As a person who wanted to stay in balance I somehow managed to stay positive, but the circumstances were very difficult. As so for my peers, relationships got disconnected in many ways because of mental insecurities came out of fear, economic instability and other secondary factors.
7. Social isolation and quarantine rules effected mentally and socially myself and my peers
8. Huge social impact (but not only), which we are still processing, in relation to our communication with others and in our existence as bodies in public and private spaces.
9. Social interactions with peers and colleagues
10. We had a very strict quarantine/ fear mongering, salaries dropped, rise of more right-wing politics and suppression of discourse, Local industry in disarray, higher cost of living. ore need for socialising; people are embracing more artistic events/ becoming more open minded/ more interested in the arts and wellbeing
11. It has majorly affected my life and my peers. Specifically, as a dance teacher, it was quite a challenge throughout those times, something that was a turning point in the overall methods of teaching, business etc. Furthermore, young people needed more mental support, and I felt responsible in providing tools. This was not necessarily bad, as it was a good opportunity to address topics that were previously taboo but in practical terms it was a hustle. Regarding young people, I could see how lost they felt, as many of their planned experiences were cancelled, as well as expected student life.
12. both mentally and later on physically. it seems that covid brought many feelings/situations/challenges on surface. I feel that everyone suddenly developed this 'Fear' for everything. at the same time I'm so amazed by the fact that humanity finds a way to move on. 3 years post covid and we did so much

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		<p>13. - Even more marginalised</p> <p>- Even more socially disconnected</p> <p>- They were not comfortable using technology to stay connected or had access to technology</p> <p>14. - Detachment from personal contact, socialisation</p> <p>- It depleted them of the possibility of any kind of collective activity</p> <p>15. Covid made me respect and appreciate my me time far more than ever before, made me want to check in with people more.</p>
2. Youth engagement : state of play	2.1 Education for active citizenship	<p>Strongly agree: 0%</p> <p>Agree: 6.7%</p> <p>Neither Agree nor disagree: 53.3%</p> <p>Disagree: 33.3%</p> <p>Strongly disagree: 6.7%</p>
	2.2 Vulnerable young people initiatives	<p>Strongly agree: 0%</p> <p>Agree: 33.3%</p> <p>Neither Agree nor disagree: 40%</p> <p>Disagree: 20%</p> <p>Strongly disagree: 6.7%</p>
	2.3 Decision making & active participation opportunities	<p>Strongly agree: 0%</p> <p>Agree: 13.3%</p> <p>Neither Agree nor disagree: 60%</p> <p>Disagree: 26.7%</p> <p>Strongly disagree 0%</p>
	2.4 Institutions roles for active youth engagement	<p>Strongly agree: 0%</p> <p>Agree: 13.3%</p> <p>Neither Agree nor disagree: 40%</p> <p>Disagree: 26.7%</p> <p>Strongly disagree 20%</p>
3. Leadership skills and competences	3.1 Competences and skills evaluation	<p>-Accountability: Essential:86.7% - Relevant:6.7% - Useful:6.7%</p> <p>-Communication: Essential:80% - Relevant:13.3% - Useful:6.7%</p> <p>-Creativity: Essential:83.3% - Essential:80% - Relevant:6.7% - Useful:13.3%</p> <p>-Ethical behaviour: Essential:93.3% - Marginal:6.7%</p> <p>-Leadership: Essential:53.3% - Relevant:20% - Useful:13.3% - Marginal:13.3%</p> <p>-Self management: Essential:73.3% - Relevant:20% - Worthless:6.7%</p> <p>-Tenacity: Essential:53.3% - Relevant:13.3% - Useful: 26.7% - Marginal: 6.7%</p> <p>-Sense of initiative and entrepreneurship: Essential:46.7% - Relevant:26.7% - Useful:13.3% - Marginal: 6.7% - Worthless: 6.7%</p>

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	<p><b>3.2</b> <b>Competences'</b> <b>assessment</b></p>	<p>-Accountability: Acquired:53.3% - Need to improve40% - Not sure:6.7%</p> <p>-Communication: Acquired:53.3% - Need to improve:46.7%</p> <p>-Creativity: Acquired:60% - Need to improve40%</p> <p>-Ethical behaviour: Acquired:80% - Need to improve20%</p> <p>-Leadership: Acquired:33.3% - Need to improve:66.7%</p> <p>-Self management: Acquired:20% - Need to improve:73.3% - Not sure: 6.7%</p> <p>-Tenacity: Acquired:26.7% - Need to improve:66.7% - Not sure: 6.7%</p> <p>-Sense of initiative and entrepreneurship: Acquired:46.7% - Need to improve:46.7% - Not sure:6.7%</p>
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<p><b>4. Best practices</b></p>	<p><b>4.1 Best/good practices</b></p>	<p>(If yes) <b>Description of the good practices and space for improvement.</b></p>	<p>53.3% Have taken part and 46.7% Have not but are interested in future actions.</p> <ol style="list-style-type: none"> <li>1. Local Marching band</li> <li>2. YEU Activism</li> <li>3. My team and I developed and implemented activities that provided young people in rural areas with the opportunity to use visual and performing arts to analyse and challenge issues in their everyday lives. Through these processes, they had the chance to develop their creativity, critical thinking, and technical skills. Some of the workshops include street art, theatre, photography, and film making.</li> <li>4. as a bsc student I have participated in many youth empowerment programs, as a MA student I made I thesis regarding youth policy of Cyprus and during the years, I have written educational programs for stakeholders of youth, and the past 3 years while in quarantine, I have founded my own initiative regarding youth empowerment called 'itshumanlypossible'</li> <li>5. Erasmus trips/ workshops and seminars organised by local NGOs. (Trip to Vienna on nonviolent communication and design thinking, Activism and youth empowerment seminar locally)</li> <li>6. My overall scope of work through the artistic elements of hip hop culture, that contribute to teamwork, devised work, blending generations, critical thinking and questioning existing structures of power. This includes development of skills, as well as mentoring.</li> </ol> <p>Through projects that are founded by European and other programmes, under topics that young people are interested in. As a project officer at YEU Cyprus, we aim to build on the real needs of young people. What could be improved is even more time spend with young people.</p> <ol style="list-style-type: none"> <li>7. - Housing semi-dependents</li> </ol> <p>- Ανανακαίνιση, διακίνηση, στέγη για ασυνόδετους</p> <p>Good practise:</p> <ul style="list-style-type: none"> <li>- Success stories from the shelter. Young members who turned 18 and were integrated much easier that they would be from substructure of support and love</li> <li>- A really good level of education from their</li> </ul>
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			<p>understanding and background</p> <p>Could be improved:</p> <ul style="list-style-type: none"><li>- community level we need to be more aware of need to lovingly make young people a part of every discussion. Not for projects.</li><li>- part of every discussion and policy decision</li><li>- also, everything that comes next must be taken into consideration: their strengths and weaknesses</li></ul> <p>8. Engagement with NGOs such as Sistema Cyprus</p> <p>Good practise:</p> <ul style="list-style-type: none"><li>- We urge students to become volunteer instructors for a community orchestra that favours underprivileged kids by learning music</li></ul> <p>Could be improved:</p> <ul style="list-style-type: none"><li>- More initiatives, more events etc</li></ul>
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5. Other	5. Other	<p>Notes/Suggestions:</p> <ol style="list-style-type: none"> <li>1. The questions are very specific, but for a youth worker or a person in education, they could be divided to get answers regarding specific contexts and groups of people. Also, as social exclusion gets defined from various manners, I think that these manners could be somehow be into the questions to help the participant answer more things. ex, daily life, communication between the people, daily habits.</li> <li>2. - We need to take into account of ethnic background - Local orientation in questions asked in questionnaire</li> <li>3. Give young people guidance and incentives to participate in community building</li> </ol>	
	<b>Additional information:</b>		
	<b>Notes:</b>		

## Annex 2\_Evaluation grids of the field research\_Interviews to Young People in Cyprus

Evaluation grid: Semi-structured interview (Young people in Cyprus)		
Interviewer information:		
Interviewer name:	Andriana Lagoudes & Styliana Baghdhadie	
Project partner:	The Hub Nicosia	
Interviewee's data:		
Age:	16-18 years old: N°0	
	19-21 years old: N°1	
	22 - 25 years old: N°5	
	26 - 29 years old: N°0	
	30 - 32 years old: N° 0	
	33 - 35 years old: N° 0	
Gender (N°):	M 1 F 5	
Main Nationalities:	50% Cypriot - 50% Greek	
Main sectors (field of study, job employment):	50% employed - 50% university/college students	
Question n°	Common themes	
1. Context analysis	<p><b>1.1 General features local context</b></p> <ul style="list-style-type: none"> <li>- I come from Cyprus - my family can be characterised as patriarchal, even though the women in my family have strong opinions and characters. The standards set for my brothers in comparison to me and my sister differ largely, as we are deemed more mature and responsible. Nevertheless, this has never been an obstacle for my academic and professional evolution. The past month I have moved to Luxembourg for a traineeship; there I have developed my independence and I am treated as an equal with my peers regardless of their sex.</li> <li>- I am taking allowance from the state for my studies</li> <li>- I live in Cyprus and its shit</li> <li>- happy with resources no strong limitations</li> <li>- Social media manager</li> </ul>	

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		- Democracy
	<b>1.2 Challenges educational opportunities</b>	<p>4 people replied there are no limitations for educational or professional opportunities.</p> <p>2 people replied positively to the question:</p> <ul style="list-style-type: none"> <li>- Master's has tuition fees, even in public universities in Cyprus. Salaries are low related to the cost of life.</li> <li>- We have only 2 free universities, so the options are limited</li> </ul>
	<b>1.3 Covid pandemic effects</b>	<ul style="list-style-type: none"> <li>- The forced quarantine caused a lot of sociopsychological problems. I feel that we lost sth from our youth.</li> <li>- Made people more antisocial</li> <li>- Social exclusion</li> <li>- Other than the obvious consequences, like decrease in job opportunities, financial problems and the negative impact on networking, COVID has left its mark on everyone psychologically. One way or another everyone has had a bad experience either from quarantine or from being diagnosed with it. The way we conduct ourselves in public will never be the same.</li> <li>- during the pandemic there was a big increase of stress, economic instability and overall well-being</li> <li>- I lost 2 years of my life</li> </ul>
<b>2. Youth engagement: state of play</b>	<b>2.1 Education for active citizenship</b>	<p>Strongly agree: 16.7%</p> <p>Agree: 16.7%</p> <p>Neither Agree nor disagree: 50%</p> <p>Disagree: 16.7%</p> <p>Strongly disagree: 0%</p>



	<b>2.2 Vulnerable young people initiatives</b>	Strongly agree: 16.7% Agree: 16.7% Neither Agree nor disagree: 50% Disagree: 16.7% Strongly disagree: 0%
	<b>2.3 Decision making &amp; active participation opportunities</b>	Strongly agree: 0% Agree: 33.3% Neither Agree nor disagree: 50% Disagree: 16.7% Strongly disagree: 0%
	<b>2.4 Institutions roles for active youth engagement</b>	Strongly agree: 0% Agree: 0% Neither Agree nor disagree: 33.3% Disagree: 50% Strongly disagree: 16.7%
<b>3. Leadership skills and competences</b>	<b>3.1 Competences and skills evaluation</b>	-Accountability: Essential:83.3% - Relevant:16.7% -Communication: Essential:100% -Creativity: Essential:83.3% - Relevant:16.7% -Ethical behaviour: Essential:83.3% - Marginal:16.7% -Leadership: Essential:33.3% - Relevant:33.3% - Useful:33.3% -Self management: Essential:50% - Relevant:33.3% - Useful:16.7% -Tenacity: Essential:83.3% - Relevant:16.7% -Sense of initiative and entrepreneurship: Essential:50% - Relevant:16.7% - Useful:33.3%
	<b>3.2 Competences' assessment (Acquired Skills)</b>	-Accountability: Acquired:33.3% - Need to improve:50% - Not sure:16.7% -Communication: Acquired:66.7% - Need to improve:33.3% -Creativity: Acquired:66.7% - Need to improve:33.3% -Ethical behaviour: Acquired:50% - Need to improve:16.7% - Not sure:33.3% -Leadership: Acquired:16.7% - Need to improve:83.3% -Self management: Acquired:16.7% - Need to improve:83.3% -Tenacity: Acquired:50% - Need to improve:50% -Sense of initiative and entrepreneurship: Acquired:16.7% - Need to improve:66.7% - Not sure:16.7%

<p><b>4. Best practices</b></p>	<p><b>4.1 Best practices</b></p>	<ul style="list-style-type: none"> <li>- activist actions</li> <li>- Erasmus youth exchanges</li> <li>- deep focus on how the skills learned can be applied in current society</li> <li>- leave the program with actionable tasks and clear goals</li> </ul> <p>Erasmus studies</p>
<p><b>5. Other</b></p>	<p><b>5.1 Other</b></p>	
	<p><b>Interviewer subject opinion's note*:</b></p>	
	<p><b>Notes:</b></p>	



Ενίσχυση της βιωσιμότητας και της κοινωνικής αλλαγής μέσω της  
κοινοτικής ανάπτυξης υπό την καθοδήγηση των νέων

## Τοπική έκθεση: ανάλυση των πλαισίων αναφοράς - Κύπρος

Παραδοτέο 3.1

Όνομα του υπεύθυνου οργανισμού: **The Hub Nicosia Ltd**

Χώρα: **Κύπρος**

Ελληνική έκδοση  
31/05/2023

Αριθμός έργου 101089746



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## Περίληψη

Το παρόν έγγραφο αναφέρεται στο παραδοτέο αριθ. 3.1 του Πακέτου Εργασίας 3: Οι κοινοτικές θερμοκοιτίδες νεολαίας και η διακρατική ανάπτυξη ικανοτήτων των εργαζομένων στον τομέα της νεολαίας.

Περιλαμβάνει 5 τοπικές εκθέσεις (μία σε κάθε τοπική κοινότητα που συμμετέχει) σχετικά με τα κοινωνικοοικονομικά και πολιτιστικά τρωτά σημεία και τις προκλήσεις που αντιμετωπίζουν οι νέοι στις κοινότητές τους.

Προκειμένου να παρασχεθεί εξατομικευμένη υποστήριξη στις ανάγκες των μειονεκτούντων νέων που συμμετέχουν στην "Θερμοκοιτίδα κοινοτικής νεολαίας", κάθε εταίρος θα διεξάγει προκαταρκτική ανάλυση του πλαισίου σε όλες τις περιοχές-στόχους, προκειμένου να εντοπίσει τις κοινωνικοοικονομικές και πολιτιστικές αδυναμίες και προκλήσεις που αντιμετωπίζουν οι νέοι στις κοινότητές τους. Η έρευνα γραφείου θα ακολουθηθεί από ποσοτική και ποιοτική ανάλυση σε κάθε τοπική κοινότητα μέσω ερωτηματολογίων και συνεντεύξεων που θα απευθύνονται σε τουλάχιστον 120 νέους, εργαζόμενους στον τομέα της νεολαίας και ενδιαφερόμενους φορείς της κοινότητας.

N. 1 τοπική (εθνική) έκθεση θα παρασχεθεί από τους εταίρους της κοινοπραξίας.

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## ΕΙΣΑΓΩΓΗ

Η ενδυνάμωση της νεολαίας και η ενεργός συμμετοχή διαδραματίζουν κρίσιμο ρόλο στην Κύπρο, ιδίως μετά την πανδημία COVID-19. Οι πτυχές αυτές είναι απαραίτητες για την προώθηση της χωρίς αποκλεισμούς και βιώσιμης ανάπτυξης, την αντιμετώπιση των αναγκών των αγροτικών και λιγότερο προνομιούχων κοινοτήτων και την αντιμετώπιση των προβλημάτων ψυχικής υγείας του νεανικού πληθυσμού. Ωστόσο, είναι σημαντικό να σημειωθεί ότι η έλλειψη ολοκληρωμένων ερευνών και στατιστικών στοιχείων σχετικά με τα ζητήματα αυτά στην Κύπρο αποτελεί πρόκληση για την πλήρη κατανόηση και την αποτελεσματική αντιμετώπισή τους.

### Η σημασία της ενδυνάμωσης και της ενεργού συμμετοχής των νέων:

- Συμμετοχή των πολιτών: Η ενδυνάμωση των νέων και η ενεργός συμμετοχή επιτρέπουν στους νέους να συμμετέχουν στις πολιτικές διαδικασίες, να εκφράζουν τις απόψεις τους και να συμβάλλουν στη λήψη αποφάσεων σε τοπικό, περιφερειακό και εθνικό επίπεδο. Η συμμετοχή τους είναι απαραίτητη για μια ζωντανή και χωρίς αποκλεισμούς δημοκρατία.
- Κοινωνική ενσωμάτωση: Η ενδυνάμωση των νέων, ιδίως εκείνων που προέρχονται από περιθωριοποιημένες κοινότητες, προάγει την κοινωνική ενσωμάτωση, ενισχύει την αμοιβαία κατανόηση και μειώνει τις κοινωνικές ανισότητες. Συμμετέχοντας ενεργά σε κοινοτικές πρωτοβουλίες, οι νέοι μπορούν να συμβάλουν στη συνοχή των κοινωνιών.
- Βιώσιμη ανάπτυξη: Η εμπλοκή των νέων στις προσπάθειες βιώσιμης ανάπτυξης διασφαλίζει ότι λαμβάνονται υπόψη οι προοπτικές, οι ανησυχίες και οι καινοτόμες ιδέες τους. Συμμετέχοντας ενεργά σε περιβαλλοντικές και κοινωνικές πρωτοβουλίες, οι νέοι μπορούν να συμβάλουν στη δημιουργία ενός πιο βιώσιμου μέλλοντος.

### Σημασία για τις αγροτικές και λιγότερο προνομιούχες κοινότητες:

- Πρόσβαση σε ευκαιρίες: Η ενδυνάμωση της νεολαίας και η ενεργός συμμετοχή είναι ζωτικής σημασίας για τις αγροτικές και λιγότερο προνομιούχες κοινότητες στην Κύπρο. Οι κοινότητες αυτές αντιμετωπίζουν συχνά περιορισμένη πρόσβαση σε πόρους, υπηρεσίες και ευκαιρίες. Η ενδυνάμωση των νέων σε αυτές τις περιοχές μπορεί να τους παράσχει τα απαραίτητα εργαλεία και τη στήριξη για να ξεπεράσουν τα εμπόδια και να αξιοποιήσουν τις δυνατότητές τους.
- Ενισχύοντας τις φωνές: Η ενεργός συμμετοχή δίνει μια πλατφόρμα για να ακουστούν οι φωνές των νέων ατόμων από αγροτικές και λιγότερο προνομιούχες κοινότητες. Με τη συμμετοχή τους στις διαδικασίες λήψης αποφάσεων, οι προοπτικές, οι ανάγκες και οι προσδοκίες τους μπορούν να εκπροσωπηθούν επαρκώς, οδηγώντας σε πολιτικές και προγράμματα χωρίς αποκλεισμούς.
- Αντιμετώπιση των ανισοτήτων: Η ενδυνάμωση των νέων και η ενεργός συμμετοχή μπορούν να συμβάλουν στη μείωση των ανισοτήτων, παρέχοντας στους νέους από αγροτικές και λιγότερο προνομιούχες κοινότητες τις δεξιότητες, τα δίκτυα και τις ευκαιρίες που απαιτούνται για την κοινωνική κινητικότητα και την οικονομική ενδυνάμωση.

### Θέματα ψυχικής υγείας:

- Είναι σημαντικό να σημειωθεί ότι η Κύπρος είχε μερικά από τα πιο αυστηρά μέτρα καραντίνας κατά τη διάρκεια της πανδημίας COVID-19, με μακρές και αυστηρές

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περιόδους καραντίνας, απαγόρευση χορού, περιορισμένο αριθμό ατόμων που μπορούσαν να συγκεντρωθούν κατά τη διάρκεια σημαντικών οικογενειακών συγκεντρώσεων που αποτελούν πάντα μεγάλο μέρος της κυπριακής κουλτούρας, πολύ χαμηλή χρηματοδότηση για τη νοσοκομειακή περίθαλψη και υψηλή χρηματοδότηση για την αστυνόμευση.

- Η πανδημία έχει ενισχύσει τις προκλήσεις για την ψυχική υγεία των νέων στην Κύπρο. Η κοινωνική απομόνωση, η αβεβαιότητα και οι διαταραχές στην εκπαίδευση και τις κοινωνικές δραστηριότητες έχουν επηρεάσει αρνητικά την ευημερία τους.
- Η ενδυνάμωση των νέων και η ενεργός συμμετοχή μπορούν να διαδραματίσουν ζωτικό ρόλο στην αντιμετώπιση των ζητημάτων ψυχικής υγείας, παρέχοντας δίκτυα υποστήριξης, προωθώντας τις κοινωνικές σχέσεις και δημιουργώντας χώρους για διάλογο, έκφραση και οικοδόμηση ανθεκτικότητας.
- Είναι σημαντικό να επενδύσουμε σε πόρους ψυχικής υγείας, να ευαισθητοποιήσουμε και να παρέχουμε προσβάσιμες υπηρεσίες που να ανταποκρίνονται ειδικά στις μοναδικές ανάγκες των νέων στην Κύπρο.

#### Έλλειψη έρευνας και στατιστικών στοιχείων:

- Η Κύπρος αντιμετωπίζει προκλήσεις όσον αφορά τη διαθεσιμότητα ολοκληρωμένων ερευνών και στατιστικών στοιχείων σχετικά με την ενδυνάμωση των νέων, την ενεργό συμμετοχή και τα θέματα ψυχικής υγείας.
- Η περιορισμένη έρευνα και τα στατιστικά στοιχεία καθιστούν δύσκολη τη χάραξη τεκμηριωμένων πολιτικών, την αποτελεσματική κατανομή των πόρων και την παρακολούθηση της προόδου στην αντιμετώπιση αυτών των ζητημάτων.
- Είναι ζωτικής σημασίας για τους υπεύθυνους χάραξης πολιτικής, τους ερευνητές και τους αρμόδιους οργανισμούς να δώσουν προτεραιότητα και να επενδύσουν σε ολοκληρωμένες προσπάθειες συλλογής δεδομένων και έρευνας για την καλύτερη κατανόηση των αναγκών, των εμπειριών και των προκλήσεων που αντιμετωπίζουν οι νέοι στην Κύπρο.

Συνοψίζοντας, η ενδυνάμωση και η ενεργός συμμετοχή των νέων έχουν σημαντική σημασία στην Κύπρο, ιδίως στο πλαίσιο της ανάκαμψης μετά το ΚΟΒΙΔ, της αντιμετώπισης των αναγκών των αγροτικών και λιγότερο προνομιούχων κοινοτήτων και της προαγωγής της ψυχικής υγείας των νέων ατόμων. Ωστόσο, η έλλειψη ολοκληρωμένης έρευνας και στατιστικών στοιχείων στην Κύπρο εμποδίζει την πλήρη κατανόηση και τις στοχευμένες παρεμβάσεις στους τομείς αυτούς. Θα πρέπει να καταβληθούν προσπάθειες για να γεφυρωθεί αυτό το κενό γνώσης και να διασφαλιστεί ότι οι νέοι υποστηρίζονται επαρκώς και συμμετέχουν στις διαδικασίες λήψης αποφάσεων.

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## Κεφάλαιο 1: Κατανόηση των εννοιών

Το HUB Nicosia είναι ένας οργανισμός νεολαίας με έδρα την Κύπρο που επικεντρώνεται στην ενδυνάμωση των νέων, στην προώθηση της ενεργού συμμετοχής των πολιτών και στην προώθηση της βιώσιμης ανάπτυξης. Ως εκπαιδευτική ΜΚΟ και μέλος του Ευρωπαϊκού Δικτύου Δημιουργικών Κόμβων, το όραμά μας είναι το Hub Nicosia να γίνει η πρώτη θερμοκοιτίδα για κοινωνικές επιχειρήσεις στη χώρα.

Αναλαμβάνουμε διάφορες πρωτοβουλίες, όπως:

1. Εκπαίδευση και εργαστήρια: Οργάνωση προγραμμάτων κατάρτισης και εργαστηρίων για την ενίσχυση των δεξιοτήτων, των ικανοτήτων και των ηγετικών ικανοτήτων των νέων. Οι δραστηριότητες αυτές μπορεί να καλύπτουν θέματα όπως η επιχειρηματικότητα, η βιώσιμη ανάπτυξη, η εμπλοκή των πολιτών και η προσωπική ανάπτυξη.
2. Εκστρατείες συνηγορίας και ευαισθητοποίησης: Έναρξη εκστρατειών για την ευαισθητοποίηση των νέων και της ευρύτερης κοινότητας σχετικά με κοινωνικά, περιβαλλοντικά και οικονομικά ζητήματα. Οι εκστρατείες αυτές μπορεί να αποσκοπούν στην προώθηση βιώσιμων πρακτικών, στην αντιμετώπιση των κοινωνικών ανισοτήτων ή στην υποστήριξη πολιτικών φιλικών προς τη νεολαία.
3. Δικτύωση και συνεργασία: Διευκόλυνση των ευκαιριών δικτύωσης και συνεργασίας μεταξύ οργανώσεων νεολαίας, ενδιαφερομένων φορέων και φορέων χάραξης πολιτικής. Αυτό επιτρέπει στους νέους να ανταλλάσσουν ιδέες, να μοιράζονται βέλτιστες πρακτικές και να εργάζονται από κοινού για την επίτευξη κοινών στόχων.
4. Κοινοτική δέσμευση: Συμμετοχή των νέων σε κοινοτικά έργα και δραστηριότητες που συμβάλλουν στην τοπική ανάπτυξη, στην αντιμετώπιση κοινωνικών προκλήσεων ή στην προώθηση βιώσιμων πρωτοβουλιών. Αυτό μπορεί να περιλαμβάνει τη διοργάνωση προγραμμάτων εθελοντισμού, καθαρισμών της κοινότητας ή εκδηλώσεων που επικεντρώνονται στην πολιτιστική ανταλλαγή.

Ενδυνάμωση των νέων: Η ενδυνάμωση των νέων στο πλαίσιο της Κύπρου και της ίδιας της οργάνωσής μας αναφέρεται στη διαδικασία εφοδιασμού των νέων με τις γνώσεις, τις δεξιότητες, τους πόρους και τις ευκαιρίες ώστε να αναλάβουν τον έλεγχο της ζωής τους, να λαμβάνουν τεκμηριωμένες αποφάσεις και να συμβάλλουν ενεργά στην κοινωνία. Περιλαμβάνει την παροχή στους νέους της απαραίτητης υποστήριξης, των πλατφορμών και των εργαλείων για να συνειδητοποιήσουν τις δυνατότητές τους, να συμμετάσχουν στις διαδικασίες λήψης αποφάσεων και να αντιμετωπίσουν τις προκλήσεις που αντιμετωπίζουν.

Ενεργός συμμετοχή: Η ενεργός συμμετοχή αναφέρεται στην εμπλοκή των νέων σε κοινωνικές, πολιτικές, οικονομικές και πολιτιστικές δραστηριότητες. Συνεπάγεται τη συμμετοχή των νέων στις διαδικασίες λήψης αποφάσεων, στην ανάπτυξη πολιτικής, στις κοινοτικές πρωτοβουλίες και στα έργα που έχουν άμεσο αντίκτυπο στη ζωή τους. Η ενεργός συμμετοχή στοχεύει να διασφαλίσει ότι οι φωνές των νέων ακούγονται, οι προοπτικές τους λαμβάνονται υπόψη και οι συνεισφορές τους εκτιμώνται.

Ηγεσία των νέων: Η ηγεσία των νέων περιλαμβάνει την παροχή στους νέους της δυνατότητας να αναπτύξουν ηγετικές δεξιότητες, ιδιότητες και στάσεις που είναι απαραίτητες για την έναρξη θετικών αλλαγών και την άσκηση επιρροής στις κοινότητές τους. Δίνει έμφαση στην ενίσχυση της

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αυτοπεποίθησης, της κριτικής σκέψης, της επικοινωνίας, της ομαδικής εργασίας και των ικανοτήτων επίλυσης προβλημάτων μεταξύ των νέων. Η ηγεσία των νέων στοχεύει στην ενδυνάμωση των νέων ατόμων ώστε να αναλάβουν ηγετικούς ρόλους, να υπερασπιστούν τα δικαιώματά τους και να συμβάλουν στη βιώσιμη ανάπτυξη.

**Βιώσιμη ανάπτυξη:** Αειφόρος ανάπτυξη: Η αειφόρος ανάπτυξη συνεπάγεται την αντιμετώπιση των σημερινών αναγκών της κοινωνίας, διασφαλίζοντας παράλληλα τη διατήρηση των πόρων και των ευκαιριών για τις μελλοντικές γενιές. Περιλαμβάνει περιβαλλοντικές, κοινωνικές και οικονομικές διαστάσεις, στοχεύοντας σε μια ισορροπία μεταξύ των στοιχείων αυτών για την προώθηση της μακροπρόθεσμης ευημερίας. Η βιώσιμη ανάπτυξη αναγνωρίζει τη διασύνδεση των θεμάτων και τη σημασία της συμμετοχής όλων των τμημάτων της κοινωνίας, συμπεριλαμβανομένης της νεολαίας, στην επίτευξη των βιώσιμων στόχων.

Πιο συγκεκριμένα, το έργο της οργάνωσής μας όσον αφορά τη μάθηση των νέων, επικεντρώνεται στην ανάπτυξη ενός συνδυασμού γνώσεων, αξιών και δεξιοτήτων που θα δώσει στους νέους τη δυνατότητα να συμμετέχουν πλήρως στην πολιτική, πολιτειακή και οικονομική ζωή. Αυτό περιλαμβάνει την απόκτηση

- Προσωπικές και διαπροσωπικές δεξιότητες που μπορούν να ενδυναμώσουν τους νέους (όπως η αυτοεκτίμηση και η επικοινωνία)
- Συμπεριφορές (όπως ο σεβασμός, η αποδοχή και η αμοιβαία κατανόηση) που θα επιτρέψουν στα άτομα να ζουν σε διαφορετικές και διαπολιτισμικές κοινωνίες.
- δεξιότητες απασχόλησης και επιχειρηματικότητας που μπορούν να βοηθήσουν την κατάσταση της απασχόλησής τους και μπορούν να αποκτηθούν μέσω άτυπων ή μη τυπικών πλαισίων και μεθοδολογιών
- Επιχειρηματικές δεξιότητες ώστε να μπορούν να ξεκινήσουν τις δικές τους επιχειρήσεις

Οι δικαιούχοι μας είναι κυρίως νέοι NEET, φοιτητές και ιδιαίτερα νέοι με λιγότερες ευκαιρίες. Πρωταρχικός στόχος της Μονάδας μας είναι η προώθηση της κοινωνικής ένταξης και ενσωμάτωσης με την υποδοχή και την ενδυνάμωση των προσφύγων, των αιτούντων άσυλο και των ατόμων που τελούν υπό επικουρική προστασία.

Επιπλέον, το Hub Nicosia στοχεύει:

- Ανάπτυξη νέων δεξιοτήτων για τους επαγγελματίες, ιδίως στον δημιουργικό και πολιτιστικό τομέα
- Ενίσχυση του διαπολιτισμικού διαλόγου, προώθηση των κοινών αξιών της ΕΕ και της αμοιβαίας κατανόησης μέσω των τεχνών
- Εξοπλίστε τους νέους και τους εκπαιδευτικούς με δεξιότητες, εργαλεία και ικανότητες για την ευαισθητοποίηση σχετικά με τα παγκόσμια ζητήματα και την ανάπτυξη ικανοτήτων γύρω από τη βιώσιμη ανάπτυξη.

Μερικές από τις εργασίες μας περιλαμβάνουν τα ακόλουθα έργα:

- "NEUEYT - Νέο πλαίσιο για τη δημοκρατική συμμετοχή και δέσμευση των υποεκπροσωπούμενων Ευρωπαίων νέων": Το έργο NEUEYT επιδιώκει να αναπτύξει ένα συνδυασμένο πλαίσιο πρωτοβουλιών που προάγουν την ενεργό πολιτότητα και τη δημοκρατική συμμετοχή των νέων που Αριθμός έργου 101089746

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αισθάνονται ότι υποεκπροσωπούνται στις αποφάσεις χάραξης πολιτικής ή διαμένουν σε απομακρυσμένες/αγροτικές περιοχές με περιορισμένη πρόσβαση σε ευκαιρίες μάθησης. Δίνοντας έμφαση στην ψηφιακή προσέγγιση, το έργο στοχεύει στη γεφύρωση του χάσματος μεταξύ αυτών των νέων ατόμων. Συμμετέχουν ενεργά τόσο οι νέοι όσο και οι υπεύθυνοι χάραξης πολιτικής σε δραστηριότητες της τοπικής κοινότητας, από τις φάσεις της έρευνας και της πιλοτικής εφαρμογής έως την ανάπτυξη συστάσεων πολιτικής και την ανατροφοδότηση.

- "Europe4All - Ευρωπαϊκή ψηφιακή πολιτιστική κληρονομιά και αξίες για την ενδυνάμωση και την ένταξη των μεταναστών στην εκπαίδευση ενηλίκων": Το έργο αυτό αποσκοπεί στην προώθηση της κοινωνικής ένταξης των μεταναστών παρέχοντας στους εκπαιδευτικούς και τους μη τυπικούς εκπαιδευτές εργαλεία για την ευαισθητοποίηση σχετικά με την ευρωπαϊκή πολιτιστική κληρονομιά και τις οικουμενικές αξίες. Το έργο θα αναπτύξει καινοτόμους πόρους για τη διευκόλυνση της κατανόησης της ευρωπαϊκής πολιτιστικής κληρονομιάς και των αξιών από τους μετανάστες, συμπεριλαμβανομένων βίντεο που δημιουργήθηκαν σε συνεργασία από μετανάστες και ντόπιους υπό την καθοδήγηση εκπαιδευτών και εκπαιδευτών.

- "Me.green": Το "Me.green" είναι ένα έργο Erasmus+ που συγκεντρώνει μια διακρατική ομάδα για την παροχή ενός ολοκληρωμένου συνόλου πληροφοριών με στόχο την καλλιέργεια μιας προληπτικής και βιώσιμης νοοτροπίας στους νέους για μια βιώσιμη Ευρώπη. Το έργο επικεντρώνεται στην ανταλλαγή καλών πρακτικών που σχετίζονται με τοπικές βιώσιμες πρωτοβουλίες, όπως η εξοικονόμηση νερού, η ανακύκλωση και επαναχρησιμοποίηση αποβλήτων και η υποστήριξη των τοπικών οικονομιών (π.χ. η έννοια ΚΜΟ). Στοχεύει επίσης στην προώθηση ενημερωτικών και εκπαιδευτικών κύκλων σχετικά με την αειφόρο ανάπτυξη, στην ενίσχυση της επιχειρηματικής νοοτροπίας και στην ενθάρρυνση της ενεργού πολιτεότητας μεταξύ των νέων ατόμων.

- "Κόμβοι τέχνης για τη νεολαία": Το έργο αυτό αποσκοπεί στην καταπολέμηση της ανισότητας, της μισαλλοδοξίας και της αδικίας με τη δημιουργία καλλιτεχνικών κόμβων για νέους με μεταναστευτικό και μη μεταναστευτικό υπόβαθρο. Αξιοποιεί τη δύναμη των τεχνών για την υπέρβαση των κοινωνικών φραγμών. Στους στόχους περιλαμβάνονται η παροχή βοήθειας στους νεοεισερχόμενους να γνωρίσουν και να ενστερνιστούν τις ευρωπαϊκές αξίες, η προώθηση του διαπολιτισμικού διαλόγου και της αμοιβαίας κατανόησης μεταξύ των νεοεισερχόμενων και των κοινοτήτων υποδοχής, καθώς και η υποστήριξη της επαγγελματικής ανάπτυξης των εργαζομένων στη νεολαία και των εκπαιδευτών για την αντιμετώπιση των διαπολιτισμικών προβλημάτων, του ρατσισμού, της ξενοφοβίας και των κοινωνικών φόβων μεταξύ των νέων μαθητών.

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## Κεφάλαιο 2: Δίνοντας μία εικόνα

### 2.1 Εισαγωγή

Η κυπριακή νεολαία και η ενδυνάμωση των νέων διαδραματίζουν καθοριστικό ρόλο στη διαμόρφωση του μέλλοντος του νησιού και των κοινοτήτων του. Η Κύπρος, με το μοναδικό γεωγραφικό της πλαίσιο, παρουσιάζει τόσο ευκαιρίες όσο και προκλήσεις για τον νεανικό πληθυσμό.

#### - Προτερήματα:

Η Κύπρος προσφέρει πολλά πλεονεκτήματα και ευκαιρίες για την εργασία των νέων, την ενδυνάμωση των νέων, την ενεργό συμμετοχή και τη συνολική ανάπτυξη των νέων.

Γεωγραφική ποικιλομορφία: Η Κύπρος περιλαμβάνει τόσο ορεινές όσο και παράκτιες περιοχές, προσφέροντας ποικίλα τοπία και ευκαιρίες για διάφορες δραστηριότητες. Οι παράκτιες περιοχές προσελκύουν τον τουρισμό και παρέχουν μια πλατφόρμα για την εμπλοκή των νέων σε τομείς όπως η φιλοξενία, τα θαλάσσια σπορ και οι δραστηριότητες αναψυχής. Τα βουνά προσφέρουν ευκαιρίες για υπαίθριες δραστηριότητες, τουρισμό περιπέτειας και πρωτοβουλίες για τη διατήρηση του περιβάλλοντος. Αυτοί οι φυσικοί πόροι μπορούν να χρησιμεύσουν ως καταλύτης για την ενδυνάμωση των νέων και την ανάπτυξη βιώσιμων πρακτικών, καθώς και για προγράμματα εκπαίδευσης στην ύπαιθρο που προωθούν τη σωματική δραστηριότητα, την περιβαλλοντική ευαισθητοποίηση και την προσωπική ανάπτυξη. Οι μικρές αποστάσεις μεταξύ αυτών των διαφορετικών περιοχών δίνουν επίσης ευκολότερη πρόσβαση σε αυτές και τη δυνατότητα συνδυασμού τους σε προγράμματα.

Πολιτιστική κληρονομιά: Η Κύπρος διαθέτει πλούσια πολιτιστική κληρονομιά, συνδυάζοντας επιρροές από τον ελληνικό, τον τουρκικό και διάφορους άλλους πολιτισμούς. Αυτή η πολιτιστική ποικιλομορφία παρέχει μια μοναδική πλατφόρμα για τη νεολαία να εξερευνηήσει και να γιορτάσει την κληρονομιά της, ενισχύοντας την αίσθηση ταυτότητας, υπερηφάνειας και διαπολιτισμικής κατανόησης.

Ισχυρά δίκτυα νεολαίας: Η Κύπρος διαθέτει ένα καλά εδραιωμένο δίκτυο οργανώσεων, λεσχών και πρωτοβουλιών για τη νεολαία που εμπλέκουν ενεργά τους νέους. Αυτές οι πλατφόρμες ενθαρρύνουν τη συνεργασία, το διάλογο και την ανταλλαγή ιδεών μεταξύ των νέων, καλλιεργώντας την αίσθηση του ανήκειν και παρέχοντας ευκαιρίες για προσωπική και επαγγελματική ανάπτυξη.

Εκπαίδευση και έρευνα: Η Κύπρος διαθέτει ένα ισχυρό εκπαιδευτικό σύστημα, συμπεριλαμβανομένων πανεπιστημίων και εκπαιδευτικών ιδρυμάτων που προσφέρουν ένα ευρύ φάσμα ακαδημαϊκών προγραμμάτων. Αυτό παρέχει ευκαιρίες στους νέους να ακολουθήσουν την τριτοβάθμια εκπαίδευση, να αποκτήσουν γνώσεις και να αναπτύξουν δεξιότητες που μπορούν να συμβάλουν στην προσωπική τους ανάπτυξη και στη μελλοντική τους σταδιοδρομία.

Υποστηρικτικό πλαίσιο πολιτικής: Υποστηρικτικό πλαίσιο πολιτικής: Η κυπριακή κυβέρνηση αναγνωρίζει τη σημασία της ενδυνάμωσης και της συμμετοχής των νέων και έχει αναπτύξει ένα πλαίσιο πολιτικής που στηρίζει τις πρωτοβουλίες που σχετίζονται με τη νεολαία. Αυτό περιλαμβάνει ευκαιρίες χρηματοδότησης, νομοθεσία που προωθεί τα δικαιώματα των νέων και τη δημιουργία συμβουλίων νέων για να διασφαλιστεί ότι η φωνή των νέων ακούγεται στις διαδικασίες λήψης αποφάσεων.

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**Μέλη της Ευρωπαϊκής Ένωσης:** Η ένταξη της Κύπρου στην Ευρωπαϊκή Ένωση (ΕΕ) ανοίγει δρόμους για συνεργασία, προγράμματα ανταλλαγών και ευκαιρίες χρηματοδότησης για έργα νεολαίας. Επιτρέπει στην κυπριακή νεολαία να συμμετέχει σε πρωτοβουλίες της ΕΕ, να αποκτήσει διεθνή έκθεση και να αναπτύξει μια ευρύτερη προοπτική σε κοινωνικά, οικονομικά και πολιτιστικά ζητήματα.

**Ισχυροί κοινοτικοί δεσμοί:** Η κυπριακή κοινωνία δίνει μεγάλη σημασία στην οικογένεια, την κοινότητα και την κοινωνική συνοχή. Αυτή η έμφαση στις αξίες της κοινότητας δημιουργεί ένα περιβάλλον όπου οι νέοι μπορούν να βρουν υποστήριξη, καθοδήγηση και καθοδήγηση από τις μεγαλύτερες γενιές, καλλιεργώντας την αίσθηση της συνέχειας και της συνεργασίας μεταξύ των γενεών.

**Πολυγλωσσικές δεξιότητες:** Η Κύπρος είναι δίγλωσση χώρα, με τα ελληνικά και τα τουρκικά να είναι οι επίσημες γλώσσες. Πολλοί Κύπριοι νέοι μεγαλώνουν μιλώντας πολλές γλώσσες, γεγονός που τους παρέχει πολύτιμες δεξιότητες και διευκολύνει τις πολιτιστικές ανταλλαγές, την επικοινωνία και τις διεθνείς ευκαιρίες.

Τα πλεονεκτήματα αυτά δημιουργούν ένα ευνοϊκό περιβάλλον για την ενδυνάμωση των νέων, την ενεργό συμμετοχή και την ανάπτυξη ευκαιριών για τους νέους στην Κύπρο. Αξιοποιώντας αυτά τα πλεονεκτήματα, οι ενδιαφερόμενοι φορείς μπορούν να προωθήσουν ένα υποστηρικτικό οικοσύστημα που επιτρέπει στους νέους να ευδοκιμήσουν, να συμβάλουν στην κοινωνία και να διαμορφώσουν το μέλλον της Κύπρου.

#### **- Αδυναμίες:**

Ωστόσο, οι εργαζόμενοι στον τομέα της νεολαίας στην Κύπρο αντιμετωπίζουν διάφορες δυσκολίες, ιδίως λόγω της διαιρεμένης φύσης του νησιού, της παρουσίας τριών αστικών κέντρων και των προκλήσεων που σχετίζονται με την προσέγγιση των νέων στις αγροτικές περιοχές. Επιπλέον, τα διοικητικά εμπόδια, ο χαμηλός πληθυσμιακός αριθμός και άλλα τρωτά σημεία συμβάλλουν στις προκλήσεις που αντιμετωπίζουν οι εργαζόμενοι στον τομέα της νεολαίας και οι νέοι στην Κύπρο. Διερεύνηση αυτών των δυσκολιών με περισσότερες λεπτομέρειες:

**Διαιρεμένο νησί:** Η Λευκωσία είναι η τελευταία διαιρεμένη πρωτεύουσα στον κόσμο. Η Κύπρος χωρίζεται σε δύο μέρη: την Κυπριακή Δημοκρατία στο νότο, που κατοικείται κυρίως από Ελληνοκύπριους/Ελληνόφωνους Κύπριους, και την Τουρκική Δημοκρατία της Βόρειας Κύπρου (αναγνωρισμένη μόνο από την Τουρκία) στο βορρά, που κατοικείται κυρίως από Τουρκοκύπριους και Τουρκόφωνους Κύπριους.

Αυτή η διαίρεση δημιουργεί ξεχωριστές δυναμικές και πολυπλοκότητες για την κυπριακή νεολαία, όπως προκλήσεις όσον αφορά την επικοινωνία, τη συνεργασία και τον συντονισμό μεταξύ των εργαζομένων στη νεολαία, καθώς και την ανταλλαγή ιδεών, εμπειριών και βέλτιστων πρακτικών. Αυτό δημιουργεί σημαντικές προκλήσεις στη διασφάλιση ίσων ευκαιριών και πρόσβασης σε υπηρεσίες για όλους τους Κύπριους νέους. Ένα παράδειγμα αυτού είναι το παράδοξο της περιοχής του Πύργου, η οποία τεχνικά βρίσκεται στην επαρχία της Λευκωσίας, αλλά γεωγραφικά είναι το πιο απομακρυσμένο σημείο για να προσεγγιστεί. Λόγω της διαίρεσης και των περιορισμών στη μετακίνηση μεταξύ των δύο τμημάτων και μέσω της πράσινης γραμμής, η πρόσβαση σε απομακρυσμένες ή απομονωμένες περιοχές, συμπεριλαμβανομένου του Πύργου, καθίσταται δύσκολη. Αυτό δημιουργεί εμπόδια στην προσφορά προγραμμάτων κατάρτισης, εκπαιδευτικών ευκαιριών και υπηρεσιών εργασίας για τη νεολαία στον νεαρό πληθυσμό που διαμένει στις περιοχές αυτές. Τα γεωγραφικά εμπόδια δυσχεραίνουν την παροχή βασικών πόρων και

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παρεμποδίζουν τις προσπάθειες ενδυνάμωσης και υποστήριξης των νέων στην προσωπική και επαγγελματική τους ανάπτυξη.

**Περιορισμένη πρόσβαση σε αγροτικές περιοχές:** Η Κύπρος έχει τρία μεγάλα αστικά κέντρα - τη Λευκωσία, τη Λεμεσό και τη Λάρνακα - όπου κατοικεί σημαντικό μέρος του πληθυσμού. Αυτή η συγκέντρωση της νεολαίας στις αστικές περιοχές μπορεί να οδηγήσει σε ανισότητες στην πρόσβαση σε προγράμματα, υπηρεσίες και ευκαιρίες για τη νεολαία, καθώς οι λειτουργοί νεολαίας μπορεί να αντιμετωπίσουν προκλήσεις στην προσέγγιση των νέων σε απομακρυσμένες αγροτικές περιοχές, πράγμα που σημαίνει ότι αυτό το ποσοστό της νεολαίας έχει περιορισμένη πρόσβαση σε προγράμματα κατάρτισης και τέτοιες ευκαιρίες. Ο λόγος για αυτό είναι ότι οι απομακρυσμένες αγροτικές περιοχές στην Κύπρο έχουν πολύ μικρό πληθυσμό, ιδιαίτερα των νέων, και είναι συχνά γεωγραφικά διασκορπισμένες. Αυτό καθιστά δύσκολο και οικονομικά ασύμφορο για τους εργαζόμενους σε θέματα νεολαίας, τους εκπαιδευτές και τα προγράμματα κατάρτισης να προσεγγίσουν αποτελεσματικά αυτές τις κοινότητες. Επιπλέον, οι περιορισμένοι πόροι και η περιορισμένη πρόσβαση σε μεταφορές και υποδομές μπορούν να επιδεινώσουν περαιτέρω τις δυσκολίες στην παροχή υπηρεσιών και προγραμμάτων στους νέους στις αγροτικές περιοχές και, ως εκ τούτου, περιορίζουν την πρόσβασή τους σε εκπαιδευτικές ευκαιρίες, προοπτικές απασχόλησης και πρωτοβουλίες ανάπτυξης της νεολαίας.

**Χαμηλός πληθυσμός και συμμετοχή:** Συμμετοχή: Χαμηλός πληθυσμός και συμμετοχή: Η Κύπρος έχει σχετικά μικρό πληθυσμό σε σύγκριση με άλλες ευρωπαϊκές χώρες, γεγονός που μπορεί να οδηγήσει σε χαμηλούς αριθμούς συμμετοχής σε προγράμματα και δραστηριότητες για τη νεολαία. Αυτή η χαμηλή πληθυσμιακή πυκνότητα σε συνδυασμό με το κόστος που σχετίζεται με τη διοργάνωση εκπαιδευτικών προγραμμάτων, εργαστηρίων και εκδηλώσεων μπορεί να καταστήσει οικονομικά δύσκολη τη διατήρηση των πρωτοβουλιών τους και τη διασφάλιση ευρείας συμμετοχής για τους εργαζόμενους στον τομέα της νεολαίας.

**Διοικητικά και άλλα εμπόδια:** Όπως γραφειοκρατικές διαδικασίες, πολύπλοκοι κανονισμοί και νομικά πλαίσια που εμποδίζουν το έργο τους. Τα εμπόδια αυτά μπορεί να δυσχεράνουν την υλοποίηση προγραμμάτων και πρωτοβουλιών για τη νεολαία και να περιορίζουν τη συμμετοχή των νέων στις διαδικασίες λήψης αποφάσεων.

Άλλα τρωτά σημεία και προκλήσεις που αντιμετωπίζουν οι νέοι στην Κύπρο περιλαμβάνουν:

- **Πολιτικές εντάσεις:** Οι συνεχιζόμενες πολιτικές εντάσεις και η διαίρεση του νησιού μπορεί να έχουν βαθύτατο αντίκτυπο στη ζωή των νέων. Μπορεί να βιώσουν κοινωνικές, πολιτιστικές και ψυχολογικές προκλήσεις που προκύπτουν από το διαχωρισμό των κοινοτήτων και τις περιορισμένες ευκαιρίες για αλληλεπίδραση και διάλογο.
- **Ανεργία και οικονομικές προκλήσεις:** Όπως και πολλές άλλες χώρες, η Κύπρος αντιμετωπίζει οικονομικές προκλήσεις, συμπεριλαμβανομένων των υψηλών ποσοστών ανεργίας, ιδίως μεταξύ των νέων. Οι περιορισμένες προοπτικές απασχόλησης και οι οικονομικές ευκαιρίες μπορεί να οδηγήσουν σε απογοήτευση, απογοήτευση και αίσθημα απελπισίας μεταξύ του νεανικού πληθυσμού.
- **Εκπαιδευτικές ιδιαιτερότητες:** Με τις αγροτικές περιοχές να έχουν περιορισμένη πρόσβαση σε ποιοτική εκπαίδευση και πόρους. Αυτό μπορεί να εμποδίσει το εκπαιδευτικό επίπεδο των νέων και να μειώσει τις προοπτικές τους για μελλοντική επιτυχία.

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- **Κοινωνική ένταξη και ενσωμάτωση:** Η επίτευξη της κοινωνικής ένταξης και ενσωμάτωσης διαφορετικών ομάδων νέων, συμπεριλαμβανομένων των μεταναστών, των προσφύγων και των ατόμων με αναπηρίες, μπορεί να αποτελέσει σημαντική πρόκληση. Οι διακρίσεις, οι προκαταλήψεις και τα κοινωνικά εμπόδια μπορούν να εμποδίσουν την ισότιμη συμμετοχή και τις ευκαιρίες για τις ομάδες αυτές.
- **Θέματα ψυχικής υγείας:** Οι προκλήσεις που αντιμετωπίζει η νεολαία στην Κύπρο, συμπεριλαμβανομένων των πολιτικών εντάσεων, της ανεργίας και των περιορισμένων ευκαιριών, μπορούν να συμβάλουν σε θέματα ψυχικής υγείας. Η διαθεσιμότητα υπηρεσιών και πόρων υποστήριξης της ψυχικής υγείας μπορεί να είναι περιορισμένη, επιδεινώνοντας περαιτέρω την ευαλωτότητα των νέων.

Η αντιμετώπιση αυτών των δυσκολιών απαιτεί συλλογικές προσπάθειες μεταξύ των εργαζομένων στους νέους, των κυβερνητικών υπηρεσιών, των μη κυβερνητικών οργανώσεων και της ευρύτερης κοινότητας. Πρωτοβουλίες που επικεντρώνονται στην προώθηση του διαλόγου, την προώθηση της ένταξης, τη βελτίωση των εκπαιδευτικών ευκαιριών και την παροχή υποστήριξης για την ψυχική υγεία και την απασχόληση μπορούν να συμβάλουν στη συνολική ευημερία και ανάπτυξη των νέων στην Κύπρο.

Παρά τις προκλήσεις αυτές, η Κύπρος διαθέτει επίσης διάφορα πλεονεκτήματα που μπορούν να αξιοποιηθούν προς όφελος της νεολαίας της. Αυτά περιλαμβάνουν μια πλούσια πολιτιστική κληρονομιά, μια ποικιλόμορφη κοινότητα και ένα ανθεκτικό πνεύμα. Η κυπριακή νεολαία έχει επιδείξει ανθεκτικότητα, προσαρμοστικότητα και δημιουργικότητα στην πλοήγηση στις πολυπλοκότητες του διαιρεμένου νησιού της και στη θετική συνεισφορά στις κοινότητές της. Εν κατακλείδι, ενώ η Κύπρος προσφέρει μοναδικές ευκαιρίες και πλεονεκτήματα για την ενδυνάμωση και την ανάπτυξη του νεανικού πληθυσμού της, το γεωγραφικό πλαίσιο και η διαίρεση του νησιού παρουσιάζουν προκλήσεις όσον αφορά την εξασφάλιση ισότιμης πρόσβασης σε πόρους και υπηρεσίες. Οι προσπάθειες για τη γεφύρωση των κενών και την αντιμετώπιση των περιορισμών, ιδιαίτερα σε απομακρυσμένες περιοχές όπως ο Πύργος, είναι ουσιαστικής σημασίας για την προώθηση της ενδυνάμωσης των νέων και την παροχή ευκαιριών σε όλους τους Κύπριους νέους να ευδοκιμήσουν και να συνεισφέρουν στις κοινότητές τους.

## 2.2 Αντίκτυπος του COVID: δεδομένα και ανάλυση

Η πανδημία COVID-19 είχε σημαντικό αντίκτυπο στην Κύπρο, τόσο σε εθνικό όσο και σε τοπικό επίπεδο. Η κυπριακή κυβέρνηση εφάρμοσε μερικά από τα αυστηρότερα μέτρα και πρωτόκολλα καραντίνας στην Ευρώπη σε μια προσπάθεια να περιορίσει την εξάπλωση του ιού. Ακολουθεί μια επισκόπηση των επιπτώσεων του COVID-19 στην Κύπρο:

Εθνικό πλαίσιο:

**Λοιμώξεις και θνησιμότητα:** 2023, η Κύπρος έχει καταγράψει συνολικά 660.854 κρούσματα COVID-19 και 1.364 θανάτους. Ο αντίκτυπος του ιού στον πληθυσμό ήταν σημαντικός. Τα αυστηρά μέτρα της κυβέρνησης προσπάθησαν να διαχειριστούν την κατάσταση, αλλά κατά συνέπεια προκάλεσαν άλλα προβλήματα.

**Σύστημα υγειονομικής περίθαλψης:** Η πανδημία άσκησε τεράστια πίεση στο σύστημα υγειονομικής περίθαλψης της Κύπρου. Τα νοσοκομεία αντιμετώπισαν προβλήματα χωρητικότητας, ιδίως κατά τις

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περιόδους αιχμής των λοιμώξεων, γεγονός που οδήγησε σε ανησυχίες σχετικά με την ικανότητα παροχής επαρκούς φροντίδας.

**Οικονομικός αντίκτυπος:** Η πανδημία προκάλεσε σοβαρή οικονομική ύφεση στην Κύπρο. Η χώρα στηρίζεται σε μεγάλο βαθμό στον τουρισμό και οι περιορισμοί που επιβλήθηκαν για τον περιορισμό της εξάπλωσης του ιού επηρέασαν σημαντικά τη βιομηχανία. Πολλές επιχειρήσεις, ιδίως στον τομέα της φιλοξενίας, αντιμετώπισαν οικονομικές δυσκολίες και έκλεισαν.

**Τοπικό πλαίσιο:**

**Αυστηρά μέτρα και καραντίνα:** Η Κύπρος εφάρμοσε αυστηρά μέτρα, συμπεριλαμβανομένων αυστηρών αποκλεισμών, ταξιδιωτικών περιορισμών και απαγόρευσης κυκλοφορίας, για να περιορίσει την εξάπλωση του ιού. Τα μέτρα αυτά αποσκοπούσαν στην ελαχιστοποίηση των κοινωνικών αλληλεπιδράσεων και στη μείωση της επιβάρυνσης του συστήματος υγειονομικής περίθαλψης. Η κυβέρνηση φέρεται να υιοθέτησε μια προληπτική προσέγγιση, δίνοντας προτεραιότητα στη δημόσια υγεία έναντι των οικονομικών εκτιμήσεων. Αλλά στην πραγματικότητα, τα κονδύλια για το σύστημα υγειονομικής περίθαλψης ήταν ελάχιστα σε σύγκριση με τα κονδύλια για την αστυνόμευση κατά τη διάρκεια των αυστηρών μέτρων καραντίνας.

**Εντοπισμός και δοκιμή επαφών:** Η Κύπρος δημιούργησε ένα εκτεταμένο σύστημα εντοπισμού επαφών και δοκιμών για τον εντοπισμό και την απομόνωση των μολυσμένων ατόμων. Η προσέγγιση αυτή βοήθησε στην έγκαιρη ανίχνευση και τον περιορισμό των κρουσμάτων, συμβάλλοντας στη συνολική διαχείριση της πανδημίας.

**Εκστρατεία εμβολιασμού:** Η Κύπρος ξεκίνησε μια ισχυρή εκστρατεία εμβολιασμού, με στόχο τον εμβολιασμό σημαντικού μέρους του πληθυσμού. Η κυβέρνηση παρείχε δωρεάν εμβόλια, στοχεύοντας σε διάφορες ηλικιακές ομάδες και δίνοντας προτεραιότητα στους ευάλωτους πληθυσμούς.

**Κύριες τάσεις:**

**Κυμαινόμενα ποσοστά μόλυνσης:** Όπως πολλές χώρες, η Κύπρος παρουσίασε διακυμάνσεις στα ποσοστά μόλυνσης σε διάφορες φάσεις της πανδημίας. Υπήρχαν περίοδοι με σχετικά χαμηλά ποσοστά μόλυνσης, ακολουθούμενες από αυξήσεις, που επέβαλαν την εφαρμογή αυστηρότερων μέτρων.

**Οικονομικές προκλήσεις:** Η πανδημία επηρέασε σοβαρά την οικονομία της Κύπρου, με μείωση των εσόδων από τον τουρισμό και πολύ αυξημένα ποσοστά ανεργίας. Η κυβέρνηση εισήγαγε, σε ορισμένες περιπτώσεις, ορισμένα μέτρα οικονομικής στήριξης και πακέτα τόνωσης για να μετριάσει τις επιπτώσεις στις επιχειρήσεις και τους ιδιώτες. Ωστόσο, πολλές μικρές επιχειρήσεις και νεοσύστατες επιχειρήσεις δεν κατάφεραν να επιβιώσουν από την πανδημία και αναγκάστηκαν να κλείσουν άπειρες φορές. Πολλοί άνθρωποι, συμπεριλαμβανομένων οικογενειών και νέων, έχασαν τη δουλειά τους ή δεν είχαν εισόδημα για αρκετούς μήνες, προκαλώντας περισσότερα προβλήματα στην πληρωμή του ενοικίου, των λογαριασμών και άλλων εξόδων τους.

**Προβλήματα ψυχικής υγείας:** Η πανδημία προκάλεσε προβλήματα ψυχικής υγείας λόγω της κοινωνικής απομόνωσης, του φόβου και της αβεβαιότητας. Η κυβέρνηση και οι αρμόδιοι οργανισμοί ξεκίνησαν πρωτοβουλίες για την αντιμετώπιση των προβλημάτων ψυχικής υγείας και την παροχή υποστήριξης σε όσους το έχουν ανάγκη. Οι επιπτώσεις στην ψυχική υγεία ωστόσο, εξακολουθούν να είναι παρούσες, ιδίως στους νέους που χρειάστηκε να περάσουν την πανδημία σε

Αριθμός έργου 101089746

Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



φάσεις ορόσημα της ζωής τους, χάνοντας πολύτιμες εμπειρίες, όπως για παράδειγμα τα τελευταία χρόνια της δευτεροβάθμιας εκπαίδευσης, χάνοντας όλα τα χόμπι τους, τις εξωσχολικές δραστηριότητες, την κοινωνικοποίηση, τις τελετές αποφοίτησης κ.λπ.

Συμπερασματικά, η πανδημία COVID-19 είχε σημαντικές επιπτώσεις στην Κύπρο, με την εφαρμογή αυστηρών μέτρων και πρωτοκόλλων καραντίνας για την καταπολέμηση της εξάπλωσης του ιού. Το εθνικό και τοπικό πλαίσιο έχει υποστεί σημαντικές διαταραχές στην υγειονομική περίθαλψη, την οικονομία και την καθημερινή ζωή. Η προληπτική προσέγγιση της κυβέρνησης, οι προσπάθειες εντοπισμού επαφών και η εκστρατεία εμβολιασμού διαδραμάτισαν ζωτικό ρόλο στη διαχείριση της πανδημίας. Ωστόσο, εξακολουθούν να υπάρχουν προκλήσεις, ιδίως όσον αφορά την οικονομική ανάκαμψη και την αντιμετώπιση των προβλημάτων ψυχικής υγείας του πληθυσμού.

### 2.3 Κατάσταση νεολαίας

Τα κοινωνικοοικονομικά και πολιτιστικά τρωτά σημεία και οι προκλήσεις που αντιμετωπίζουν οι νέοι στην Κύπρο ποικίλλουν, αλλά ορισμένες ομάδες ή κοινότητες μπορεί να βιώνουν υψηλότερα επίπεδα μειονεξίας και περιθωριοποίησης. Ακολουθεί μια επισκόπηση της κατάστασης των νέων γενικά, καθώς και των προκλήσεων που αντιμετωπίζουν οι λιγότερο προνομιούχες ομάδες ή κοινότητες στην Κύπρο:

Ανεργία: Η ανεργία των νέων αποτελεί σημαντικό ζήτημα στην Κύπρο τα τελευταία χρόνια. Σύμφωνα με τη Eurostat, το ποσοστό ανεργίας των νέων (ηλικίας 15-24 ετών) στην Κύπρο ήταν 17,9% το 2020, γεγονός που υποδηλώνει μια συνεχή πρόκληση για τους νέους που αναζητούν εργασία. Η πανδημία COVID-19 έχει πιθανότατα επηρεάσει αυτά τα στοιχεία και τον Δεκέμβριο του 2022, η ανεργία των νέων στη χώρα ανερχόταν σε 18,6%, που αντιστοιχεί σε περίπου 8.000 άνεργους νέους.

Περιορισμένες ευκαιρίες απασχόλησης: Η Κύπρος αντιμετωπίζει οικονομικές προκλήσεις τα τελευταία χρόνια, οι οποίες έχουν ως αποτέλεσμα περιορισμένες ευκαιρίες απασχόλησης για τους νέους. Η έλλειψη διαθέσιμων θέσεων εργασίας, ιδίως σε τομείς κατάλληλους για την απασχόληση των νέων, συμβάλλει στις δυσκολίες που αντιμετωπίζουν οι νέοι που αναζητούν εργασία.

Εκπαιδευτικές ανισότητες: Ορισμένες κοινότητες και περιοχές έχουν περιορισμένη πρόσβαση σε ποιοτική εκπαίδευση και πόρους. Αυτό μπορεί να δημιουργήσει εμπόδια για τους νέους όσον αφορά το εκπαιδευτικό τους επίπεδο, τις μελλοντικές προοπτικές για τριτοβάθμια εκπαίδευση και καλύτερες ευκαιρίες απασχόλησης.

Κοινωνικός αποκλεισμός: Ορισμένοι νέοι στην Κύπρο, ιδίως όσοι προέρχονται από περιθωριοποιημένες κοινότητες ή λιγότερο προνομιούχα περιβάλλοντα, μετανάστες, πρόσφυγες και άτομα με αναπηρίες, μπορεί να αντιμετωπίζουν κοινωνικό αποκλεισμό και περιθωριοποίηση. Οι διακρίσεις, οι προκαταλήψεις και η περιορισμένη κοινωνική ενσωμάτωση μπορεί να εμποδίσουν τις ευκαιρίες τους για συμμετοχή, προσωπική ανάπτυξη και κοινωνική κινητικότητα.

Μετανάστευση και προσφυγικές προκλήσεις: Η Κύπρος υπήρξε προορισμός μεταναστών και προσφύγων και οι νέοι από αυτούς τους πληθυσμούς αντιμετωπίζουν συχνά ιδιαίτερες προκλήσεις. Αυτές μπορεί να περιλαμβάνουν γλωσσικά εμπόδια, περιορισμένη πρόσβαση σε ευκαιρίες εκπαίδευσης και απασχόλησης και δυσκολίες στην πολιτιστική ενσωμάτωση.

Θέματα ψυχικής υγείας: Οι νέοι στην Κύπρο, όπως και σε πολλά άλλα μέρη του κόσμου, μπορεί να αντιμετωπίζουν προβλήματα ψυχικής υγείας. Παράγοντες όπως η οικονομική αβεβαιότητα, οι

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κοινωνικές πιέσεις και τα περιορισμένα συστήματα υποστήριξης μπορούν να συμβάλουν σε θέματα ψυχικής υγείας μεταξύ του νεανικού πληθυσμού.

Πρόσβαση σε υπηρεσίες υποστήριξης: Λιγότερο προνομιούχες ομάδες ή κοινότητες μπορεί να έχουν περιορισμένη πρόσβαση σε υπηρεσίες υποστήριξης.

Περιορισμένη πολιτιστική έκφραση: Ορισμένες λιγότερο προνομιούχες ομάδες ή κοινότητες στην Κύπρο μπορεί να αντιμετωπίζουν προκλήσεις στην έκφραση και τον εορτασμό της πολιτιστικής τους ταυτότητας. Αυτό μπορεί να οφείλεται στους περιορισμένους πόρους για πολιτιστικές δραστηριότητες, στην έλλειψη πλατφορμών για πολιτιστική έκφραση και στην ανάγκη για μεγαλύτερη αναγνώριση και ένταξη της πολιτιστικής ποικιλομορφίας.

Η αντιμετώπιση αυτών των τρωτών σημείων και προκλήσεων απαιτεί ολοκληρωμένες και χωρίς αποκλεισμούς πολιτικές και πρωτοβουλίες. Ακολουθούν ορισμένοι βασικοί τομείς εστίασης:

- Ευκαιρίες απασχόλησης: Η προώθηση της δημιουργίας θέσεων εργασίας, της επιχειρηματικότητας και των προγραμμάτων επαγγελματικής κατάρτισης μπορεί να συμβάλει στην αντιμετώπιση της ανεργίας των νέων. Η ενθάρρυνση των συμπράξεων δημόσιου και ιδιωτικού τομέα και η παροχή στοχευμένης στήριξης σε λιγότερο προνομιούχες ομάδες μπορούν να ενισχύσουν την απασχολησιμότητά τους και την ένταξή τους στην αγορά εργασίας.
- Εκπαίδευση και ανάπτυξη δεξιοτήτων: Η εξασφάλιση ισότιμης πρόσβασης σε ποιοτική εκπαίδευση, συμπεριλαμβανομένης της επαγγελματικής και τεχνικής κατάρτισης, είναι ζωτικής σημασίας για τη μείωση των εκπαιδευτικών ανισοτήτων. Η επένδυση σε εκπαιδευτικές υποδομές, υποτροφίες και προγράμματα καθοδήγησης μπορεί να ενδυναμώσει τους νέους από λιγότερο προνομιούχες κοινότητες.
- Κοινωνική ένταξη και ενσωμάτωση: Η εφαρμογή πολιτικών που προάγουν την κοινωνική ένταξη, καταπολεμούν τις διακρίσεις και δημιουργούν ίσες ευκαιρίες για όλους τους νέους είναι ουσιαστικής σημασίας. Αυτό περιλαμβάνει πρωτοβουλίες για τη στήριξη των μεταναστών, των προσφύγων και των ατόμων με αναπηρία στη διαδικασία ένταξής τους.
- Πολιτιστική ποικιλομορφία και έκφραση: Η προώθηση της πολιτιστικής ποικιλομορφίας, της συμμετοχικότητας και του διαπολιτισμικού διαλόγου είναι σημαντική για την ενίσχυση της αίσθησης του ανήκειν και της κοινωνικής συνοχής. Η δημιουργία πλατφορμών για τους νέους ώστε να εκφράζουν την πολιτιστική τους ταυτότητα και να συμμετέχουν σε πολιτιστικές δραστηριότητες μπορεί να συμβάλει στον εορτασμό της διαφορετικότητας και στη γεφύρωση των κοινωνικών διαφορών.

## 2.4 Επιπτώσεις στον τομέα της νεολαίας

Η πανδημία COVID-19 είχε σημαντικό αντίκτυπο στον τομέα της νεολαίας στην Κύπρο, επηρεάζοντας τις οργανώσεις νεολαίας, τους εργαζόμενους σε αυτές και επιδεινώνοντας τις υφιστάμενες ανισότητες και προκλήσεις σε επίπεδο κοινότητας. Η πανδημία έθεσε επίσης προκλήσεις για το πλαίσιο πολιτικής για τη νεολαία, απαιτώντας προσαρμογές για την αντιμετώπιση των

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εξελισσόμενων αναγκών και συνθηκών. Ακολουθεί μια επισκόπηση του αντίκτυπου και της αντίδρασης μέχρι στιγμής:

Διακοπή δραστηριοτήτων: Οι περιορισμοί του COVID-19 και τα μέτρα αποκλεισμού έχουν διαταράξει τις τακτικές δραστηριότητες των οργανώσεων νεολαίας, συμπεριλαμβανομένων συναντήσεων, εργαστηρίων και εκδηλώσεων. Η φυσική απομάκρυνση και οι περιορισμοί στις συγκεντρώσεις έχουν καταστήσει δύσκολη τη συνεργασία με τους νέους και την παροχή υποστήριξης πρόσωπο με πρόσωπο.

Οικονομικοί περιορισμοί: Οι οργανώσεις νεολαίας, ιδίως οι μικρότερες, αντιμετώπισαν οικονομικές δυσκολίες λόγω των οικονομικών συνεπειών της πανδημίας. Οι περιορισμένες ευκαιρίες χρηματοδότησης και οι μειωμένοι πόροι έχουν εμποδίσει την ικανότητά τους να στηρίξουν τα προγράμματα και τις πρωτοβουλίες τους.

Ψηφιακό χάσμα: Η στρόφη σε διαδικτυακές πλατφόρμες επικοινωνίας και δέσμευσης έχει αναδείξει το ψηφιακό χάσμα μεταξύ των νέων. Δεν έχουν όλοι οι νέοι ίση πρόσβαση στην τεχνολογία, τη συνδεσιμότητα στο διαδίκτυο και τις ψηφιακές δεξιότητες, δημιουργώντας ανισότητες στην ικανότητά τους να συμμετέχουν σε εικονικές δραστηριότητες.

Ψυχική υγεία και ευημερία: Η πανδημία επηρέασε την ψυχική υγεία και ευημερία των νέων. Η κοινωνική απομόνωση, το άγχος και η αβεβαιότητα για το μέλλον έχουν γίνει σημαντικές προκλήσεις. Οι εργαζόμενοι στον τομέα της νεολαίας έπρεπε να προσαρμόσουν τις υπηρεσίες υποστήριξής τους για να αντιμετωπίσουν αυτές τις αναδυόμενες ανάγκες.

Πλαίσιο πολιτικής και προκλήσεις:

- Προσαρμογή των πολιτικών: Το πλαίσιο πολιτικής για τη νεολαία έπρεπε να προσαρμοστεί για να ανταποκριθεί στις εξελισσόμενες συνθήκες της πανδημίας. Οι πολιτικές έπρεπε να ενσωματώσουν μέτρα για τη διασφάλιση της ευημερίας των νέων, τη στήριξη των οργανώσεων νεολαίας και την αντιμετώπιση των προκλήσεων που θέτει το COVID-19.
- Επιδείνωση της ανισότητας: Η πανδημία έχει μεγεθύνει περαιτέρω τις υπάρχουσες ανισότητες και προκλήσεις εντός των κοινοτήτων. Οι μειονεκτούσες ομάδες, όπως οι νέοι με χαμηλό εισόδημα, οι μετανάστες και τα άτομα με αναπηρία, αντιμετώπισαν μεγαλύτερες δυσκολίες πρόσβασης σε υποστήριξη και ευκαιρίες.

Σχέδια και δράσεις για την ενδυνάμωση των νέων:

Ψηφιακές πρωτοβουλίες: Οι οργανώσεις νεολαίας και οι εργαζόμενοι στη νεολαία έχουν αξιοποιήσει ψηφιακές πλατφόρμες για να παρέχουν διαδικτυακά εργαστήρια, προγράμματα κατάρτισης και υπηρεσίες υποστήριξης. Αυτό βοήθησε στη γεφύρωση του χάσματος που προκαλείται από τα μέτρα φυσικής απομάκρυνσης και εξασφάλισε τη συνεχή εμπλοκή με τους νέους.

Υποστήριξη ψυχικής υγείας: Έχουν δρομολογηθεί πρωτοβουλίες που επικεντρώνονται στην υποστήριξη της ψυχικής υγείας των νέων, συμπεριλαμβανομένων διαδικτυακών συμβουλευτικών υπηρεσιών, εκστρατειών ευαισθητοποίησης για την ψυχική υγεία και πόρων αυτοφροντίδας. Αυτά αποσκοπούν στην αντιμετώπιση των αυξημένων προκλήσεων ψυχικής υγείας που προκαλεί η πανδημία.

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**Ανάπτυξη δεξιοτήτων:** Για την ενίσχυση της απασχολησιμότητας και της ανθεκτικότητας των νέων κατά τη διάρκεια της πανδημίας έχουν οργανωθεί διαδικτυακά προγράμματα ανάπτυξης δεξιοτήτων, όπως διαδικτυακά σεμινάρια και εικονικές εκπαιδευτικές συνεδρίες. Τα προγράμματα αυτά επικεντρώθηκαν στις ψηφιακές δεξιότητες, την επιχειρηματικότητα και την προσωπική ανάπτυξη.

**Συμμετοχή των νέων:** Έχουν καταβληθεί προσπάθειες για να εξασφαλιστεί η συμμετοχή των νέων στις διαδικασίες λήψης αποφάσεων που σχετίζονται με την αντιμετώπιση της πανδημίας. Για την προώθηση της ενεργού συμμετοχής τους ενθαρρύνθηκαν πρωτοβουλίες υπό την ηγεσία των νέων, διαβουλεύσεις και πλατφόρμες για να εκφράσουν οι νέοι τις ανησυχίες και τις ιδέες τους.

Όταν ρωτήθηκαν σχετικά με τον αντίκτυπο της πανδημίας COVID-19 στη ζωή τους και στις ζωές των συνομηλίκων/μαθητών τους, οι εργαζόμενοι στη νεολαία έδωσαν συνοπτικά τις ακόλουθες απαντήσεις:

- Αισθήματα μοναξιάς και απομόνωσης λόγω των μέτρων κοινωνικής απομάκρυνσης.
- Μειωμένη επαφή και ανθρώπινη αλληλεπίδραση
- Περιορισμένος οικονομικός αντίκτυπος λόγω του πληθωρισμού και των παγκόσμιων οικονομικών συστημάτων.
- Έλλειψη κινήτρων και απαισιοδοξία για το μέλλον
- Ελάχιστες προσωπικές επιπτώσεις από την πανδημία
- Αρνητικές επιπτώσεις στις ψυχικές, κοινωνικές και οικονομικές πτυχές
- Ψυχικές και κοινωνικές επιπτώσεις της κοινωνικής απομόνωσης και των κανόνων καραντίνας
- Σημαντικός κοινωνικός αντίκτυπος στην επικοινωνία και την ύπαρξη σε δημόσιους και ιδιωτικούς χώρους
- Διαταραγμένες κοινωνικές αλληλεπιδράσεις με συνομηλίκους και συναδέλφους
- Αυστηρά μέτρα καραντίνας, μειωμένοι μισθοί και άνοδος της δεξιάς πολιτικής
- Προκλήσεις ως δασκάλα χορού, αυξημένη ανάγκη για ψυχική υποστήριξη των νέων
- Ψυχικές και σωματικές επιπτώσεις, φόβοι και προκλήσεις που έρχονται στην επιφάνεια
- Αυξημένη περιθωριοποίηση και κοινωνική αποσύνδεση
- Δυσκολίες στη χρήση της τεχνολογίας για συνδεσιμότητα και περιορισμένη πρόσβαση σε αυτήν, που οδηγεί σε απομάκρυνση από την προσωπική επαφή και τις συλλογικές δραστηριότητες
- Εκτίμηση του χρόνου με τον εαυτό τους και η θέληση να ελέγχουν περισσότερο τα αγαπημένα τους πρόσωπα

Οι απαντήσεις των νέων που ερωτήθηκαν δείχνουν επίσης τον αντίκτυπο της πανδημίας, ο οποίος ήταν σημαντικός και πολύπλευρος. Οι απαντήσεις αναδεικνύουν διάφορες βασικές επιπτώσεις:

**Κοινωνικός αποκλεισμός:** περιορίζοντας την ικανότητα των ανθρώπων να αλληλεπιδρούν και να συμμετέχουν με άλλους. Αυτό έχει οδηγήσει σε αισθήματα απομόνωσης και απομάκρυνσης από τα κοινωνικά δίκτυα.

**Αντικοινωνική συμπεριφορά:** Ορισμένα άτομα έχουν παρατηρήσει μια τάση για αυξημένη αντικοινωνική συμπεριφορά μεταξύ των ίδιων και των συνομηλίκων τους. Οι περιορισμοί και η απομόνωση που επέβαλε η πανδημία μπορεί να συνέβαλαν σε αυτή την αλλαγή στην κοινωνική δυναμική.

**Ψυχολογικός αντίκτυπος:** Η πανδημία άφησε μόνιμες ψυχολογικές επιπτώσεις σε όλους. Η καραντίνα, ο φόβος για τον ιό και οι προσωπικές εμπειρίες με το COVID-19 έχουν επηρεάσει την ψυχική ευεξία των ατόμων. Ο τρόπος με τον οποίο οι άνθρωποι αλληλεπιδρούν σε δημόσιους χώρους και η συνολική συμπεριφορά τους έχουν αλλάξει, γεγονός που υποδηλώνει μακροχρόνια επίδραση στους κοινωνικούς κανόνες και την ατομική συμπεριφορά.

Αριθμός έργου 101089746

Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (ΕΑΕΑ). Ούτε η Ευρωπαϊκή Ένωση ούτε ο ΕΑΕΑ μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



**Κοινωνικοψυχολογικά προβλήματα:** Τα μέτρα αναγκαστικής καραντίνας έχουν οδηγήσει σε διάφορα κοινωνικοψυχολογικά ζητήματα. Οι νέοι αισθάνονται ότι έχουν χάσει κάτι από τη νεότητά τους, ενδεχομένως αναφερόμενοι σε χαμένες ευκαιρίες για προσωπική ανάπτυξη, εμπειρίες και κοινωνικές σχέσεις.

**Απώλεια χρόνου:** Ορισμένα άτομα εκφράζουν την αίσθηση ότι έχασαν δύο χρόνια από τη ζωή τους λόγω της πανδημίας. Το συναίσθημα αυτό αντανακλά την αναστάτωση που προκάλεσε η κρίση, συμπεριλαμβανομένων των περιορισμών στις ευκαιρίες προσωπικής και επαγγελματικής ανάπτυξης.

**Αυξημένο άγχος και οικονομική αστάθεια:** Η πανδημία προκάλεσε αύξηση των επιπέδων άγχους, της οικονομικής αστάθειας και των συνολικών ανησυχιών για την ευημερία. Οι ευκαιρίες απασχόλησης έχουν μειωθεί, οδηγώντας σε οικονομικές δυσκολίες και αυξημένα επίπεδα άγχους μεταξύ των νέων.

Εν κατακλείδι, οι απαντήσεις των 15 εργαζομένων σε θέματα νεολαίας και των 6 νέων που ερωτήθηκαν, αναδεικνύουν τον πολύπλευρο αντίκτυπο της πανδημίας COVID-19 στη ζωή τους και στη ζωή των νέων. Οι απαντήσεις καταδεικνύουν τις εκτεταμένες επιπτώσεις της κρίσης, όπως ο κοινωνικός αποκλεισμός, οι αλλαγές στη συμπεριφορά, οι ψυχολογικές συνέπειες, η απώλεια χρόνου και ευκαιριών, το αυξημένο άγχος και η οικονομική αστάθεια. Η πανδημία έχει επιφέρει προκλήσεις όσον αφορά την ψυχική υγεία, τις κοινωνικές σχέσεις, την οικονομική σταθερότητα και την προσωπική ευημερία. Πολλά άτομα βίωσαν αισθήματα μοναξιάς, απομόνωσης και φόβου, ενώ άλλα αντιμετώπισαν οικονομικές δυσκολίες και πολιτικές αλλαγές. Η πανδημία έχει διαταράξει την εκπαίδευση, την εργασία και τις κοινωνικές δραστηριότητες, οδηγώντας σε ένα αίσθημα αποστασιοποίησης και στην ανάγκη για πρόσθετη ψυχική υποστήριξη. Είναι σαφές ότι η πανδημία είχε βαθιές και ποικίλες επιπτώσεις στους νέους, με αρνητικές και θετικές πτυχές να αναδύονται. Καθώς συνεχίζουμε να πλοηγούμαστε στη μετά την πανδημία εποχή, είναι ζωτικής σημασίας να αντιμετωπίσουμε αυτές τις προκλήσεις, να προωθήσουμε την ανθεκτικότητα και να παράσχουμε υποστήριξη για να ενδυναμώσουμε τα νεαρά άτομα ώστε να ξεπεράσουν τα εμπόδια που αντιμετωπίζουν.

## 2.5 Τι έχει γίνει μέχρι τώρα

**Συμβούλιο Νεολαίας της Κύπρου:** Το Συμβούλιο Νεολαίας της Κύπρου (ONEK) είναι ένας κυβερνητικός οργανισμός υπεύθυνος για το συντονισμό των πολιτικών για τη νεολαία και την υποστήριξη των πρωτοβουλιών για τη νεολαία. Οργανώνει διάφορα έργα και προγράμματα για την ενδυνάμωση των νέων, συμπεριλαμβανομένων προγραμμάτων επιχειρηματικότητας, πρωτοβουλιών ανάπτυξης ηγεσίας και ευκαιριών κατάρτισης.

**Ευρωπαϊκή Κάρτα Νέων Κύπρου:** Η Ευρωπαϊκή Κάρτα Νέων είναι ένα πρόγραμμα που προσφέρει διάφορα οφέλη και εκπαιδευτικές σε νέους ηλικίας 13 έως 30 ετών. Στην Κύπρο, η Ευρωπαϊκή Κάρτα Νέων εκδίδεται από το Συμβούλιο Νεολαίας της Κύπρου, παρέχοντας πρόσβαση σε εκπαιδευτικές σε πολιτιστικές εκδηλώσεις, αθλητικές δραστηριότητες, μεταφορές και άλλες υπηρεσίες, προωθώντας την εμπλοκή και τη συμμετοχή των νέων.

**Οργανώσεις και δίκτυα νέων:** Η Κύπρος διαθέτει αρκετές οργανώσεις και δίκτυα νεολαίας που εργάζονται για την ενδυνάμωση και την ενεργό συμμετοχή των νέων. Παραδείγματα περιλαμβάνουν το Κυπριακό Συμβούλιο Νεολαίας (CYC), μια οργάνωση-ομπρέλα που εκπροσωπεί διάφορες οργανώσεις νεολαίας, και το Youth Power, μια οργάνωση που επικεντρώνεται στη δέσμευση των νέων και την κοινωνική επιχειρηματικότητα.

Αριθμός έργου 101089746

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Σχέδια Erasmus+ για τη νεολαία: Το πρόγραμμα Erasmus+ υποστηρίζει έργα που προωθούν την ενδυνάμωση της νεολαίας, τη διεθνή συνεργασία και τον διαπολιτισμικό διάλογο. Τα έργα αυτά περιλαμβάνουν ανταλλαγές νέων, μαθήματα κατάρτισης και ευκαιρίες εθελοντισμού που δίνουν τη δυνατότητα στους νέους να αποκτήσουν δεξιότητες, να μοιραστούν εμπειρίες και να αναπτύξουν την αίσθηση της ενεργού ιδιότητας του πολίτη.

Δημοτικά Συμβούλια Νεολαίας: Ορισμένοι δήμοι στην Κύπρο έχουν ιδρύσει συμβούλια νέων ή πλατφόρμες νεολαίας για να παρέχουν χώρο στους νέους να εκφράζουν τις απόψεις τους, να συμβάλλουν στις τοπικές διαδικασίες λήψης αποφάσεων και να συμμετέχουν σε κοινοτικά έργα και δραστηριότητες.

Σχέδια επιχορήγησης: Ο οργανισμός ANAD προσφέρει διάφορα προγράμματα επιδότησης/επιχορήγησης για νέους και ανέργους. Ένα από αυτά, για παράδειγμα, προσφέρει έναν κατώτατο μισθό για ένα έτος σε άτομα κάτω των 30 ετών, διευκολύνοντας έτσι τους άπειρους να απασχοληθούν και να αποκτήσουν εμπειρία αλλά και να εξασφαλίσουν τα προς το ζην.

#### Έρευνα πεδίου:

##### - Εργάτες νεολαίας:

Με βάση την έρευνα πεδίου και τις απαντήσεις που έδωσαν οι Εργαζόμενοι σε θέματα νεολαίας που ερωτήθηκαν, το 53,3% των ερωτηθέντων έχει συμμετάσχει σε πρωτοβουλίες με στόχο την ενδυνάμωση των νέων και το 47,7% δεν έχει συμμετάσχει αλλά ενδιαφέρεται για μελλοντικές δράσεις.

Οι τύποι πρωτοβουλιών που αναφέρθηκαν από όσους συμμετείχαν περιλαμβάνουν τη συμμετοχή σε τοπική μπάντα, τη συμμετοχή στο YEU Activism, την ανάπτυξη και υλοποίηση δραστηριοτήτων βασισμένων στις τέχνες για νέους σε αγροτικές περιοχές, τη συμμετοχή σε προγράμματα ενδυνάμωσης των νέων ως φοιτητές, την οργάνωση και συμμετοχή σε ταξίδια, εργαστήρια και σεμινάρια Erasmus, την αξιοποίηση της κουλτούρας hip hop για ομαδική εργασία και κριτική σκέψη, τη συμμετοχή σε προγράμματα στέγασης και υποστήριξης ημιεξαρτημένων ατόμων, τη συμμετοχή σε ΜΚΟ όπως το Sistema Cyprus και την εθελοντική εργασία ως εκπαιδευτές σε κοινοτική ορχήστρα.

Οι ερωτηθέντες εξέφρασαν ενδιαφέρον για μελλοντικές δράσεις που σχετίζονται με την ενδυνάμωση των νέων, υπογραμμίζοντας τη συνεχή δέσμευσή τους για τη στήριξη των νέων. Ορισμένες από τις καλές πρακτικές που εντοπίστηκαν περιλαμβάνουν την επιτυχή ένταξη των νέων στην κοινωνία, την παροχή ποιοτικής εκπαίδευσης και τη συμμετοχή της κοινότητας στις διαδικασίες λήψης αποφάσεων. Ωστόσο, εντοπίστηκαν επίσης τομείς προς βελτίωση, όπως η ανάγκη για περισσότερες πρωτοβουλίες, εκδηλώσεις και χρόνο που θα αφιερώνεται στους νέους, καθώς και η σημασία της συνεκτίμησης των δυνατών και αδύνατων σημείων τους κατά το σχεδιασμό των προγραμμάτων.

Συνολικά, οι απαντήσεις καταδεικνύουν ένα ευρύ φάσμα εμπειριών και προσπαθειών που καταβάλλουν οι ερωτηθέντες για να συμβάλουν σε πρωτοβουλίες ενδυνάμωσης των νέων. Το ενδιαφέρον που έδειξαν όσοι δεν έχουν ακόμη συμμετάσχει υποδηλώνει τη δυνατότητα περαιτέρω εμπλοκής και επέκτασης των πρωτοβουλιών ενδυνάμωσης των νέων στο μέλλον.

##### - Νέοι άνθρωποι:

Αριθμός έργου 101089746

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Όταν ρωτήθηκαν σχετικά με τη συμμετοχή τους σε πρωτοβουλίες που αποσκοπούν στην ενίσχυση της χειραφέτησης των νέων, ορισμένοι από τους νέους που ερωτήθηκαν ανέφεραν τα εξής:

- Ακτιβιστικές δράσεις: Συμμετοχή σε ακτιβιστικές δράσεις, υποδηλώνοντας την εμπλοκή τους σε κοινωνικούς και πολιτικούς σκοπούς για την επίτευξη αλλαγών και την ενδυνάμωση της νεολαίας. Αυτό μπορεί να περιλαμβάνει τη συμμετοχή σε διαδηλώσεις, εκστρατείες ή έργο συνηγορίας.
- Ανταλλαγές νέων Erasmus: Αρκετοί ερωτηθέντες ανέφεραν τη συμμετοχή τους σε ανταλλαγές νέων Erasmus. Οι ανταλλαγές αυτές παρέχουν ευκαιρίες στους νέους να αλληλεπιδράσουν με συνομηλίκους τους από διαφορετικές χώρες, να γνωρίσουν διαφορετικούς πολιτισμούς και να αναπτύξουν δεξιότητες που συμβάλλουν στην προσωπική και επαγγελματική τους ανάπτυξη.
- Σπουδές Erasmus: Ορισμένοι ερωτηθέντες ανέφεραν τη συμμετοχή τους σε σπουδές Erasmus, υποδεικνύοντας τη συμμετοχή τους σε εκπαιδευτικά προγράμματα που προσφέρονται μέσω του προγράμματος Erasmus+. Οι σπουδές αυτές παρέχουν ευκαιρίες στους νέους να συνεχίσουν την τριτοβάθμια εκπαίδευση ή να αποκτήσουν διεθνείς μαθησιακές εμπειρίες, προωθώντας την προσωπική και ακαδημαϊκή ανάπτυξη.

Οι ερωτηθέντες υπογράμμισαν τη σημασία της εστίασης στον τρόπο με τον οποίο οι δεξιότητες που μαθαίνουν στις πρωτοβουλίες ενδυνάμωσης των νέων μπορούν να εφαρμοστούν στην τρέχουσα κοινωνία τους. Αυτό υποδηλώνει την επιθυμία τους για πρακτικές και σχετικές μαθησιακές εμπειρίες που τους επιτρέπουν να έχουν από αντίκτυπο στις κοινότητές τους.

Εξέφρασαν επίσης την ανάγκη για πρωτοβουλίες που τους παρέχουν καθήκοντα που μπορούν να αναλάβουν δράση και σαφείς στόχους. Αυτό υποδηλώνει την προτίμησή τους για δομημένα προγράμματα που καθοδηγούν τις ενέργειές τους και τους βοηθούν να επιτύχουν συγκεκριμένους στόχους, εξασφαλίζοντας μια αίσθηση σκοπού και κατεύθυνσης.

Συνολικά, οι απαντήσεις αναδεικνύουν την ενεργό συμμετοχή των νέων στην Κύπρο σε διάφορες πρωτοβουλίες που αποσκοπούν στην ενδυνάμωση της νεολαίας. Η συμμετοχή τους σε ακτιβιστικές δράσεις, ανταλλαγές νέων Erasmus και σπουδές Erasmus αντικατοπτρίζει τη δέσμευσή τους για προσωπική και κοινωνική ανάπτυξη. Η έμφαση στην πρακτική εφαρμογή, τους σαφείς στόχους και τα καθήκοντα που μπορούν να υλοποιηθούν καταδεικνύει την επιθυμία τους για ουσιαστικές και επιδραστικές εμπειρίες. Οι γνώσεις αυτές παρέχουν πολύτιμη καθοδήγηση για τον σχεδιασμό και την υλοποίηση πρωτοβουλιών ενδυνάμωσης των νέων που να ανταποκρίνονται αποτελεσματικά στις ανάγκες και τις προσδοκίες των νέων στην Κύπρο.

Αριθμός έργου 101089746



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### Κεφάλαιο 3. Σχέδιο ΒΕΥΟΥ: μια "λίστα εργασιών"

Η ενίσχυση της ενδυνάμωσης της νεολαίας και της ενεργού συμμετοχής για τη βιώσιμη ανάπτυξη αποτελεί κρίσιμη προτεραιότητα στην Κύπρο. Αναγνωρίζοντας τις τεράστιες δυνατότητες των νέων ως μοχλών θετικής αλλαγής, είναι σημαντικό οι φορείς χάραξης πολιτικής, οι εργαζόμενοι στον τομέα της νεολαίας και άλλοι ενδιαφερόμενοι φορείς να αντιμετωπίσουν συλλογικά τις ανάγκες και τις προσδοκίες του νεανικού πληθυσμού. Με την εφαρμογή στοχευμένων στρατηγικών και πρωτοβουλιών, μπορούμε να δημιουργήσουμε ένα ευνοϊκό περιβάλλον που θα δίνει τη δυνατότητα στους νέους να συμμετέχουν ενεργά στις διαδικασίες λήψης αποφάσεων, να αναπτύσσουν τις δεξιότητες και τις ικανότητές τους και να συμβάλλουν στη βιώσιμη ανάπτυξη των κοινοτήτων τους και της κοινωνίας στο σύνολό της. Αυτός ο ολοκληρωμένος κατάλογος εργασιών περιγράφει βασικές δράσεις για τους νέους, τους εργαζόμενους στον τομέα της νεολαίας και τους υπεύθυνους χάραξης πολιτικής και άλλους ενδιαφερόμενους φορείς, με στόχο την ενίσχυση της ενδυνάμωσης και της ενεργού συμμετοχής των νέων στην Κύπρο.

#### Ενδυνάμωση της νεολαίας και ενεργός συμμετοχή για τη βιώσιμη ανάπτυξη:

1. Παροχή πρόσβασης στην εκπαίδευση και την ανάπτυξη δεξιοτήτων:
  - Εξασφάλιση ισότιμης πρόσβασης σε ποιοτική εκπαίδευση: Ανάπτυξη εκπαιδευτικών πολιτικών χωρίς αποκλεισμούς που εξαλείφουν τα εμπόδια στην εκπαίδευση, όπως οι ανισότητες μεταξύ των φύλων, οι κοινωνικοοικονομικές ανισότητες και οι γεωγραφικοί περιορισμοί. Παρέχετε υποτροφίες, επιχορηγήσεις και οικονομική βοήθεια για την υποστήριξη των περιθωριοποιημένων νέων στην επιδίωξη της εκπαίδευσης.
  - Ενίσχυση των προγραμμάτων επαγγελματικής κατάρτισης: Συνεργασία με εκπαιδευτικά ιδρύματα, φορείς του κλάδου και οργανώσεις νεολαίας για το σχεδιασμό και την εφαρμογή προγραμμάτων επαγγελματικής κατάρτισης που να ευθυγραμμίζονται με τις ανάγκες της αγοράς εργασίας. Προσφέρετε θέσεις πρακτικής άσκησης, μαθητείας και ευκαιρίες πρακτικής άσκησης για την ενίσχυση της απασχολησιμότητας και των δεξιοτήτων επιχειρηματικότητας.
2. Επιχειρηματικότητα των νέων:
  - Καθιέρωση προγραμμάτων στήριξης της επιχειρηματικότητας: Δημιουργήστε κέντρα επώασης, κέντρα επιχειρηματικής ανάπτυξης και προγράμματα καθοδήγησης για την καλλιέργεια του επιχειρηματικού πνεύματος στους νέους. Παρέχετε πρόσβαση σε κεφάλαια, υπηρεσίες επιχειρηματικών συμβουλών και ευκαιρίες δικτύωσης για τους επίδοξους νέους επιχειρηματίες.
  - Προώθηση της κοινωνικής επιχειρηματικότητας: Ενθάρρυνση των νέων να αναπτύξουν καινοτόμες λύσεις για κοινωνικές και περιβαλλοντικές προκλήσεις. Προσφέρετε προγράμματα κατάρτισης, εργαστήρια και χρηματοδότηση εκκίνησης για κοινωνικές επιχειρήσεις υπό την ηγεσία των νέων που ασχολούνται με τους στόχους της βιώσιμης ανάπτυξης.
3. Προώθηση της εμπλοκής και της συμμετοχής των πολιτών:
  - Εισαγωγή συμβουλευτικών επιτροπών για τη νεολαία: Καθιέρωση επίσημων μηχανισμών για τη συμμετοχή των νέων στις διαδικασίες λήψης αποφάσεων σε τοπικό, εθνικό και διεθνές επίπεδο. Δημιουργήστε συμβουλευτικές επιτροπές ή συμβούλια για τη νεολαία που θα παρέχουν στους νέους μια πλατφόρμα για να

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εκφράσουν τις απόψεις τους, να συνεισφέρουν ιδέες και να επηρεάσουν τη χάραξη πολιτικής.

- Ενίσχυση των οργανώσεων υπό την ηγεσία των νέων: Παροχή οικονομικής και τεχνικής υποστήριξης σε οργανώσεις που καθοδηγούνται από τη νεολαία και συμμετέχουν ενεργά σε έργα κοινοτικής ανάπτυξης. Προώθηση των συμπράξεων μεταξύ οργανώσεων νεολαίας και τοπικών αρχών για τη διευκόλυνση των πρωτοβουλιών που αναλαμβάνουν οι νέοι και την ενίσχυση της συμμετοχής στην κοινότητα.

#### 4. Ενίσχυση των δικτύων και των πλατφορμών νεολαίας:

- Δημιουργία δικτύων νεολαίας: Δημιουργία πλατφορμών για δίκτυα νέων που θα συνδέονται, θα συνεργάζονται και θα μοιράζονται βέλτιστες πρακτικές. Διοργανώστε συνέδρια, φόρουμ και εργαστήρια που διευκολύνουν την ανταλλαγή γνώσεων και προωθούν τις διατομεακές συνεργασίες μεταξύ των νέων.
- Προώθηση ψηφιακών πλατφορμών: Ανάπτυξη διαδικτυακών πλατφορμών και διαύλων κοινωνικής δικτύωσης αφιερωμένων στην ενδυνάμωση της νεολαίας. Αυτές οι πλατφόρμες μπορούν να χρησιμεύσουν ως εικονικοί χώροι για τους νέους να παρουσιάζουν τα έργα τους, να αναζητούν καθοδήγηση και να συμμετέχουν σε διάλογο με συνομηλίκους, εμπειρογνώμονες και υπεύθυνους χάραξης πολιτικής.

#### 5. Ενίσχυση του ψηφιακού αλφαριθμητισμού και της συνδεσιμότητας:

- Βελτίωση της πρόσβασης στην τεχνολογία: Επενδύστε σε υποδομές για να εξασφαλίσετε ευρεία πρόσβαση σε ψηφιακές συσκευές, διαδίκτυο υψηλής ταχύτητας και διαδικτυακούς πόρους. Συνεργασία με φορείς του ιδιωτικού τομέα για την παροχή εκπαιδευτικών ή επιδοτούμενων συσκευών και πακέτων διαδικτύου για οικονομικά μειονεκτούντες νέους.
- Παραδώστε προγράμματα ψηφιακού αλφαριθμητισμού: Εφαρμογή ολοκληρωμένων προγραμμάτων ψηφιακού αλφαριθμητισμού που εφοδιάζουν τους νέους με βασικές δεξιότητες, όπως η ασφάλεια στο διαδίκτυο, η διαδικτυακή επικοινωνία, η κριτική σκέψη και η δημιουργία ψηφιακού περιεχομένου. Προσφέρετε εκπαιδευτικά σεμινάρια, εργαστήρια και ενότητες ηλεκτρονικής μάθησης για να ενδυναμώσετε τους νέους να αξιοποιήσουν την τεχνολογία για την προσωπική τους ανάπτυξη και τη συμμετοχή τους στην κοινότητα.

Εστιάζοντας σε αυτές τις στρατηγικές, οι ενδιαφερόμενοι φορείς μπορούν να δημιουργήσουν ένα ευνοϊκό περιβάλλον για την ενδυνάμωση των νέων, την ενεργό συμμετοχή και τη βιώσιμη ανάπτυξη. Η ενδυνάμωση των νέων με εκπαίδευση, δεξιότητες, ευκαιρίες επιχειρηματικότητας και πλατφόρμες για συμμετοχή στα κοινά δεν ωφελεί μόνο την ατομική τους ανάπτυξη, αλλά συμβάλλει και στη συνολική ευημερία και πρόοδο της Κύπρου.

#### Ενδυνάμωση και ενεργός συμμετοχή των εργαζομένων νέων για την αειφόρο ανάπτυξη:

##### 1. Επαγγελματική ανάπτυξη και κατάρτιση:

- Προσφέρετε εξειδικευμένα προγράμματα κατάρτισης: Αναπτύξτε ολοκληρωμένα προγράμματα κατάρτισης που εφοδιάζουν τους εργαζόμενους σε θέματα νεολαίας με τις απαραίτητες δεξιότητες και γνώσεις για την αποτελεσματική ενασχόληση με τους νέους. Παρέχετε κατάρτιση σε τομείς όπως η ανάπτυξη των νέων, οι τεχνικές

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συμβουλευτικής, η επίλυση συγκρούσεων, η διαπολιτισμική επικοινωνία και η διαχείριση έργων.

- Διευκόλυνση της συνεχούς μάθησης: Καθιέρωση μηχανισμών για συνεχή επαγγελματική ανάπτυξη, συμπεριλαμβανομένων εργαστηρίων, σεμιναρίων, διαδικτυακών σεμιναρίων και συνεδρίων. Ενθαρρύνετε τους εργαζόμενους σε θέματα νεολαίας να συμμετέχουν σε σχετικά προγράμματα πιστοποίησης, μαθήματα και ευκαιρίες μάθησης από ομοτίμους για να ενισχύσουν την τεχνογνωσία τους.

## 2. Δικτύωση και συνεργασία:

- Προώθηση ευκαιριών δικτύωσης: Οργανώστε τακτικές εκδηλώσεις δικτύωσης, φόρουμ και συνέδρια που φέρνουν σε επαφή εργαζόμενους σε θέματα νεολαίας από διαφορετικά υπόβαθρα και περιοχές. Αυτές οι πλατφόρμες διευκολύνουν την ανταλλαγή γνώσεων, τη συνεργασία και την ανταλλαγή βέλτιστων πρακτικών μεταξύ των επαγγελματιών που εργάζονται στον τομέα.
- Προώθηση της διεπιστημονικής συνεργασίας: Ενθαρρύνετε τους επαγγελματίες που ασχολούνται με τη νεολαία να συνεργάζονται με επαγγελματίες από άλλους τομείς, όπως η εκπαίδευση, η υγεία, οι κοινωνικές υπηρεσίες και η επιχειρηματικότητα. Διευκολύνετε τις συμπράξεις και τις κοινές πρωτοβουλίες για την αποτελεσματική αντιμετώπιση των πολυδιάστατων αναγκών των νέων.

## 3. Υποστηρικτικό περιβάλλον εργασίας:

- Παροχή προγραμμάτων καθοδήγησης: Καθιέρωση προγραμμάτων καθοδήγησης όπου έμπειροι youth workers μπορούν να παρέχουν καθοδήγηση και υποστήριξη σε όσους είναι νέοι στον τομέα. Αυτό συμβάλλει στην προώθηση της επαγγελματικής ανάπτυξης, ενισχύει τις δεξιότητες και καλλιεργεί ένα υποστηρικτικό εργασιακό περιβάλλον.
- Εξασφάλιση επαρκών πόρων: Υποστήριξη για επαρκή χρηματοδότηση και πόρους που θα επιτρέψουν στους εργαζόμενους σε θέματα νεολαίας να ασκούν αποτελεσματικά τις αρμοδιότητές τους. Αυτό περιλαμβάνει την πρόσβαση σε κατάλληλα εργαλεία, τεχνολογία και υλικά που είναι απαραίτητα για την υλοποίηση προγραμμάτων και πρωτοβουλιών για τη νεολαία.

## 4. Έρευνα και ανταλλαγή γνώσεων:

- Ενθάρρυνση της έρευνας για θέματα που αφορούν τη νεολαία: Προώθηση ερευνητικών πρωτοβουλιών που εστιάζουν στην κατανόηση των προκλήσεων, των προσδοκιών και των αναγκών των νέων στην Κύπρο. Υποστήριξη των εργαζομένων στον τομέα της νεολαίας για τη διεξαγωγή ερευνών, ερευνών και μελετών με σκοπό την ενημέρωση για τον προγραμματισμό και την ανάπτυξη πολιτικής με βάση τα στοιχεία.
- Διευκόλυνση της ανταλλαγής γνώσεων: Δημιουργία πλατφορμών για την ανταλλαγή ερευνητικών ευρημάτων, βέλτιστων πρακτικών και ιστοριών επιτυχίας μεταξύ των εργαζομένων στη νεολαία. Ενθαρρύνετε τη δημοσίευση ερευνητικών εργασιών, άρθρων και περιπτώσιολογικών μελετών που συμβάλλουν στην επαγγελματική βάση γνώσεων.

## 5. Συνηγορία και επιρροή στην πολιτική:

- Υποστήριξη για πολιτικές που περιλαμβάνουν τη νεολαία: Ενδυνάμωση των εργαζομένων στη νεολαία ώστε να υποστηρίζουν πολιτικές και προγράμματα που

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δίνουν προτεραιότητα στις ανάγκες και τις προσδοκίες των νέων. Υποστηρίξτε τη συμμετοχή τους στις διαδικασίες ανάπτυξης πολιτικών σε τοπικό, εθνικό και ευρωπαϊκό επίπεδο.

- Ενίσχυση των ενώσεων εργαζομένων στη νεολαία: Προώθηση του σχηματισμού και της ενίσχυσης ενώσεων ή επαγγελματικών φορέων εργαζομένων στη νεολαία που μπορούν να λειτουργήσουν ως ενιαία φωνή για τους εργαζόμενους στη νεολαία. Οι ενώσεις αυτές μπορούν να υποστηρίξουν τη βελτίωση των συνθηκών εργασίας, την επαγγελματική αναγνώριση και την ενσωμάτωση των αρχών της εργασίας για τους νέους στις εθνικές πολιτικές.

Εστιάζοντας σε αυτές τις στρατηγικές, οι ενδιαφερόμενοι φορείς μπορούν να ενισχύσουν την ικανότητα και την αποτελεσματικότητα των επαγγελματιών που ασχολούνται με τη νεολαία στην Κύπρο. Η παροχή ευκαιριών για επαγγελματική ανάπτυξη, δικτύωση, έρευνα και επηρεασμό της πολιτικής ενδυναμώνει τους λειτουργούς νεολαίας ώστε να δημιουργούν ουσιαστικές και επιδραστικές εμπειρίες για τους νέους, συμβάλλοντας στην ολιστική ανάπτυξη και ενδυνάμωσή τους.

Οι υπεύθυνοι χάραξης πολιτικής και άλλοι ενδιαφερόμενοι φορείς για την ενδυνάμωση της νεολαίας και την ενεργό συμμετοχή της στη βιώσιμη ανάπτυξη:

1. Ανάπτυξη πολιτικής χωρίς αποκλεισμούς των νέων:

- Συμμετοχή των νέων στις διαδικασίες λήψης αποφάσεων: Ενεργή συμμετοχή των νέων στη χάραξη πολιτικής, ζητώντας τη συμβολή, την ανατροφοδότηση και τις ιδέες τους. Δημιουργήστε πλατφόρμες διαλόγου και διαβούλευσης για να διασφαλίσετε ότι οι πολιτικές και τα προγράμματα αντικατοπτρίζουν τις ανάγκες και τις προσδοκίες των νέων στην Κύπρο.
- Ενσωμάτωση της προοπτικής της νεολαίας σε όλους τους τομείς: Προώθηση της διατομεακής συνεργασίας για την αντιμετώπιση των πολυδιάστατων αναγκών των νέων. Διασφαλίστε ότι οι πολιτικές σε τομείς όπως η εκπαίδευση, η απασχόληση, η υγεία, οι κοινωνικές υπηρεσίες και το περιβάλλον λαμβάνουν υπόψη τις ειδικές προκλήσεις που αντιμετωπίζουν οι νέοι και προωθούν την ενδυνάμωσή τους.

2. Κατανομή πόρων και χρηματοδότηση:

- Αύξηση των επενδύσεων σε πρωτοβουλίες που αφορούν τη νεολαία: Διάθεση επαρκών οικονομικών πόρων για τη στήριξη προγραμμάτων, σχεδίων και υπηρεσιών για τη νεολαία. Δώστε προτεραιότητα στη χρηματοδότηση πρωτοβουλιών που προωθούν την ενδυνάμωση των νέων, την ενεργό συμμετοχή και τη βιώσιμη ανάπτυξη, αναγνωρίζοντας τον θετικό αντίκτυπο που έχουν στη συνολική ευημερία των νέων και της κοινωνίας.
- Καθιέρωση μηχανισμών χρηματοδότησης για έργα υπό την ηγεσία των νέων: Δημιουργία προγραμμάτων επιχορήγησης και ευκαιριών χρηματοδότησης που στοχεύουν ειδικά στην υποστήριξη πρωτοβουλιών υπό την ηγεσία των νέων. Ενθαρρύνετε τους νέους να αναπτύσσουν και να υλοποιούν έργα που αντιμετωπίζουν τις ανάγκες της κοινότητας, ενισχύοντας τις ηγετικές τους ικανότητες και καλλιεργώντας την αίσθηση της ιδιοκτησίας και της δέσμευσης.

3. Συνεργασία και εταιρική σχέση:

- Προώθηση της συνεργασίας μεταξύ της κυβέρνησης, της κοινωνίας των πολιτών και του ιδιωτικού τομέα: Ενθάρρυνση των συμπράξεων μεταξύ των διαφόρων

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ενδιαφερόμενων φορέων για την αξιοποίηση των συλλογικών πόρων, της εμπειρογνομosύνης και των δικτύων. Η συνεργασία μεταξύ των φορέων χάραξης πολιτικής, των οργανώσεων νεολαίας, των εκπαιδευτικών ιδρυμάτων, των επιχειρήσεων και των ηγετών των κοινοτήτων μπορεί να ενισχύσει την αποτελεσματικότητα και τη βιωσιμότητα των πρωτοβουλιών για την ενδυνάμωση των νέων.

- Υποστήριξη της ανάπτυξης ικανοτήτων των οργανώσεων νεολαίας: Παροχή πόρων και υποστήριξης για την ενίσχυση της ικανότητας των οργανώσεων νεολαίας να παρέχουν προγράμματα και υπηρεσίες υψηλής ποιότητας. Αυτό περιλαμβάνει κατάρτιση, καθοδήγηση, ευκαιρίες δικτύωσης και οικονομική βοήθεια, ώστε να καταστεί δυνατή η ενεργός συμμετοχή τους στη διαμόρφωση πολιτικών για τη νεολαία και στην υλοποίηση πρωτοβουλιών.

#### 4. Έρευνα και συλλογή δεδομένων:

- Διεξαγωγή έρευνας για θέματα που αφορούν τη νεολαία: να αναθέσει μελέτες, έρευνες και ερευνητικά έργα για την καλύτερη κατανόηση των ειδικών προκλήσεων, αναγκών και προσδοκιών των νέων στην Κύπρο. Χρήση τεκμηριωμένων ερευνών για την ενημέρωση σχετικά με την ανάπτυξη πολιτικής, τον προγραμματισμό προγραμμάτων και την κατανομή πόρων.
- Δημιουργία ενός ολοκληρωμένου συστήματος συλλογής δεδομένων: Ανάπτυξη ενός ισχυρού συστήματος συλλογής δεδομένων για τη συλλογή ακριβών και επικαιροποιημένων πληροφοριών σχετικά με τα δημογραφικά στοιχεία των νέων, τις τάσεις απασχόλησης, τα αποτελέσματα της εκπαίδευσης, την ψυχική υγεία και άλλους σχετικούς δείκτες. Τα δεδομένα αυτά μπορούν να βοηθήσουν στον εντοπισμό προβληματικών τομέων, στην παρακολούθηση της προόδου και στη λήψη τεκμηριωμένων πολιτικών αποφάσεων.

#### 5. Ευαισθητοποίηση και επικοινωνία:

- Αύξηση της ευαισθητοποίησης σε θέματα νεολαίας: Εφαρμογή εκστρατειών και πρωτοβουλιών για την ευαισθητοποίηση του κοινού σχετικά με τη σημασία της ενδυνάμωσης της νεολαίας, της ενεργού συμμετοχής και της βιώσιμης ανάπτυξης. Προωθήστε θετικές αφηγήσεις για τη συμβολή των νέων στην κοινωνία και αναδείξτε ιστορίες επιτυχίας.
- Ενίσχυση των διαύλων επικοινωνίας: Βελτίωση των διαύλων επικοινωνίας μεταξύ των φορέων χάραξης πολιτικής, των οργανώσεων νεολαίας και των νέων. Προωθήστε την ανοικτή και διαφανή επικοινωνία για να διασφαλίσετε ότι οι πολιτικές και οι αποφάσεις κοινοποιούνται αποτελεσματικά και ότι οι νέοι έχουν ευκαιρίες να παρέχουν ανατροφοδότηση και να συμμετέχουν στο διάλογο.

Εστιάζοντας σε αυτές τις στρατηγικές, οι υπεύθυνοι χάραξης πολιτικής και άλλοι ενδιαφερόμενοι μπορούν να δημιουργήσουν ένα ευνοϊκό περιβάλλον για την ενδυνάμωση και την ενεργό συμμετοχή των νέων στην Κύπρο. Η ιεράρχηση των πολιτικών που περιλαμβάνουν τους νέους, η διάθεση πόρων, η προώθηση της συνεργασίας, η διεξαγωγή έρευνας και η ενίσχυση των διαύλων επικοινωνίας θα συμβάλουν στην ολιστική ανάπτυξη των νέων και στην αξιοποίηση του πλήρους δυναμικού τους στο πλαίσιο της βιώσιμης ανάπτυξης.

Εν κατακλείδι, η ενδυνάμωση και η ενεργός συμμετοχή των νέων αποτελούν κρίσιμα στοιχεία για τη βιώσιμη ανάπτυξη στην Κύπρο. Μέσω συνεργατικών προσπαθειών και στοχευμένων

Αριθμός έργου 101089746

Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (ΕΑΕΑ). Ούτε η Ευρωπαϊκή Ένωση ούτε ο ΕΑΕΑ μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



παρεμβάσεων, μπορούμε να ξεκλειδώσουμε το δυναμικό των νέων και να αξιοποιήσουμε τα ταλέντα, τις ιδέες και την ενέργειά τους για να δημιουργήσουμε ένα μέλλον χωρίς αποκλεισμούς, ανθεκτικό και ευημερούν. Αυτός ο κατάλογος εργασιών παρείχε ένα ολοκληρωμένο σύνολο δράσεων για τη νεολαία, τους εργαζόμενους στη νεολαία, τους φορείς χάραξης πολιτικής και άλλους ενδιαφερόμενους φορείς που πρέπει να εξετάσουν και να θέσουν προτεραιότητες. Εφαρμόζοντας αυτές τις στρατηγικές, μπορούμε να διασφαλίσουμε ότι οι νέοι έχουν την απαραίτητη υποστήριξη, τις ευκαιρίες και τις πλατφόρμες για να συμμετέχουν ενεργά στη διαμόρφωση της ζωής τους και στην ανάπτυξη των κοινοτήτων τους. Είναι συλλογική μας ευθύνη να δημιουργήσουμε ένα ευνοϊκό περιβάλλον που ενδυναμώνει τους νέους, αναγνωρίζει τη συμβολή τους και προωθεί την ενεργό συμμετοχή τους στην οικοδόμηση μιας βιώσιμης και χωρίς αποκλεισμούς Κύπρου.

Αριθμός έργου 101089746



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Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.

## Κεφάλαιο 4. Κύρια ευρήματα

Τα κύρια ευρήματα της έρευνας έχουν εντοπισθεί μέσα από δομημένα ερωτηματολόγια τα οποία δόθηκαν σε όλες τις ομάδες-στόχους που αφορούν το έργο, όπως επίσης και μέσα από συζητήσεις με ομάδες-στόχους κατά τις οποίες κατέστη δυνατή μια περισσότερο αναλυτική προσέγγιση σε επιμέρους ζητήματα που προέκυψαν από τα ερωτηματολόγια.

### Εργαζόμενοι σε θέματα νεολαίας για τη δέσμευση των νέων:

Συνοψίζοντας, οι απόψεις των εργαζομένων σε θέματα νεολαίας στην Κύπρο αντανακλούν μια γενική αίσθηση αβεβαιότητας, μικτών αντιλήψεων και δυσαρέσκειας σχετικά με την εφαρμογή εκπαιδευτικών προγραμμάτων για την ενεργό συμμετοχή των πολιτών, πρωτοβουλιών για την προώθηση των δικαιωμάτων των ευάλωτων νέων, ευκαιριών για τη λήψη αποφάσεων και τη συμμετοχή των νέων και την εκπλήρωση του ρόλου των σχολείων, των φορέων χάραξης πολιτικής και των κοινοτικών θεσμών/οργανώσεων στην προώθηση της ενεργού συμμετοχής και της ενδυνάμωσης των νέων.

Μερικά από τα κύρια ευρήματα:

- Μόνο ένα μικρό ποσοστό (6,7%) των εργαζομένων σε θέματα νεολαίας συμφώνησε ότι ένα πρόγραμμα "εκπαίδευσης για την ενεργό συμμετοχή των πολιτών" που ευνοεί τις βασικές ικανότητες εφαρμόζεται επαρκώς σε κοινοτικό επίπεδο. (Σχήμα 1)
- Το ένα τρίτο των ερωτηθέντων (33,3%) αναγνώρισε την ύπαρξη πρωτοβουλιών για την προώθηση των δικαιωμάτων των ευάλωτων νέων, ενώ ένα σημαντικό ποσοστό (20%) διαφώνησε με τη δήλωση αυτή. (Σχήμα 2)
- Υπάρχει ασάφεια και αβεβαιότητα (60%) όσον αφορά τη διαθεσιμότητα ευκαιριών για τη λήψη αποφάσεων και τη συμμετοχή των νέων. (Σχήμα 3)
- Η πλειοψηφία (40%) ούτε συμφώνησε ούτε διαφώνησε σχετικά με το αν εκπληρώνεται ο ρόλος των σχολείων, των φορέων χάραξης πολιτικής και των κοινοτικών θεσμών/οργανώσεων στην προώθηση της ενεργού συμμετοχής και της ενδυνάμωσης των νέων. (Σχήμα 4)

Τα ευρήματα αυτά υποδεικνύουν την ανάγκη βελτίωσης και περαιτέρω προσπαθειών για την προώθηση της ενδυνάμωσης των νέων, την παροχή ευκαιριών για ενεργό συμμετοχή και τη διασφάλιση της προστασίας των δικαιωμάτων των ευάλωτων νέων στην Κύπρο. Η αντιμετώπιση των ανησυχιών και των αβεβαιοτήτων που εκφράζουν οι εργαζόμενοι στους νέους είναι ζωτικής σημασίας για τη δημιουργία ενός περιβάλλοντος χωρίς αποκλεισμούς και υποστήριξης που ενθαρρύνει την ενεργό συμμετοχή των νέων στις διαδικασίες λήψης αποφάσεων και προάγει τη συνολική ευημερία τους.

Αριθμός έργου 101089746

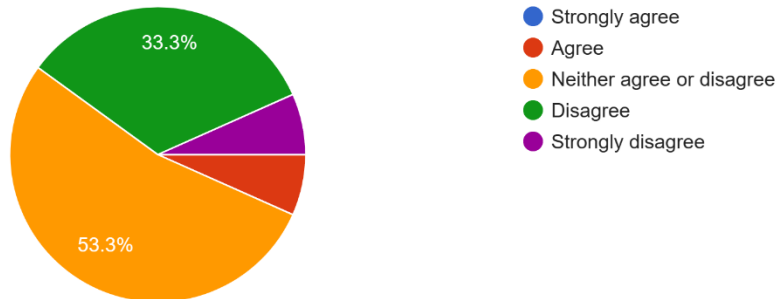


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Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.

An 'education for active citizenship' program favouring the acquisition of key competences is enough implemented at your community level.

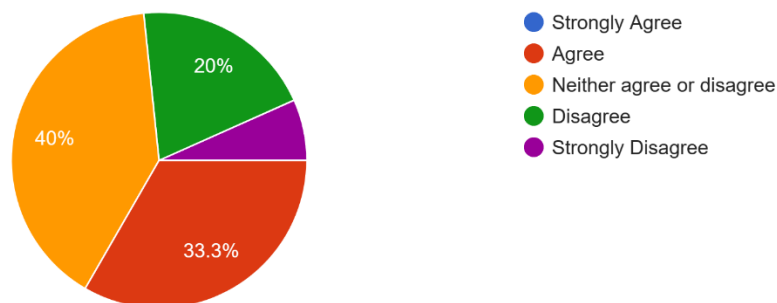
15 responses



Σχήμα 1

There are initiatives at community level that promote the rights of vulnerable young people as disabled, gender/sexual stereotyped, discriminated for ethnic/cultural or socio-economic reasons.

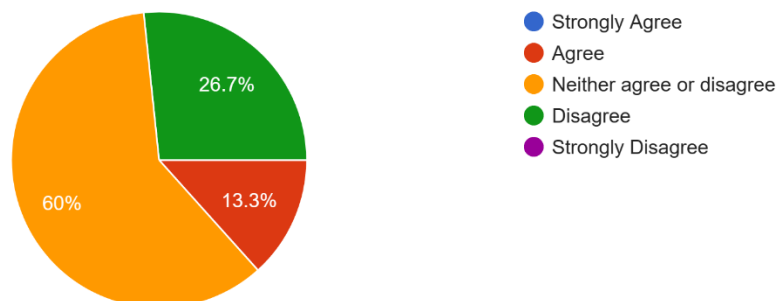
15 responses



Σχήμα 2

At your community level, there are opportunities for young people decision-making and participation.

15 responses



Σχήμα 3

Αριθμός έργου 101089746

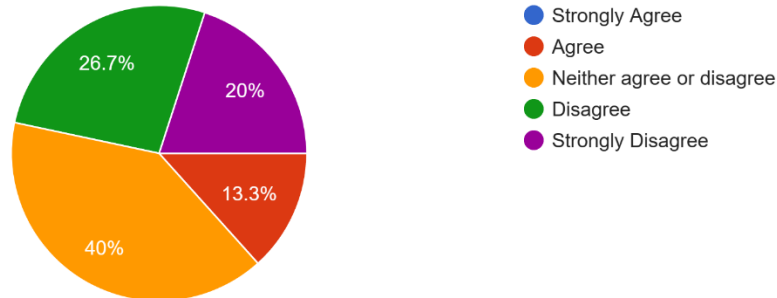


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Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (ΕΑΚΕΑ). Ούτε η Ευρωπαϊκή Ένωση ούτε ο ΕΑΚΕΑ μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.

The role of the schools/policy makers and community institutions/organizations in fostering active participation and youth empowerment is generally fulfilled.

15 responses



Σχήμα 4

#### Οι νέοι για τη δέσμευση των νέων:

Συνοπτικά, οι απόψεις των νέων στην Κύπρο αντανακλούν μια ανάμεικτη αντίληψη για την τρέχουσα κατάσταση της ενδυνάμωσης των νέων και της ενεργού συμμετοχής τους στις κοινότητές τους.

Μερικά από τα κύρια ευρήματα:

- Ένα σημαντικό ποσοστό (50%) των νέων ούτε συμφώνησε ούτε διαφώνησε ότι ένα πρόγραμμα "εκπαίδευσης για την ενεργό συμμετοχή των πολιτών", το οποίο επικεντρώνεται σε βασικές ικανότητες, εφαρμόζεται επαρκώς σε κοινοτικό επίπεδο. Αυτό υποδηλώνει την ανάγκη για περαιτέρω αξιολόγηση και βελτίωση. (Σχήμα 5)
- Ομοίως, οι μισοί από τους ερωτηθέντες (50%) εξέφρασαν αβεβαιότητα σχετικά με την ύπαρξη πρωτοβουλιών σε κοινοτικό επίπεδο που προωθούν τα δικαιώματα των ευάλωτων νέων, όπως είναι οι νέοι με αναπηρία ή οι νέοι που αντιμετωπίζουν διακρίσεις λόγω φύλου, σεξουαλικού προσανατολισμού, εθνικότητας, πολιτισμού ή κοινωνικοοικονομικού υπόβαθρου. (Σχήμα 6)
- Όσον αφορά τις ευκαιρίες για τη λήψη αποφάσεων και τη συμμετοχή των νέων, ένα σημαντικό ποσοστό (50%) ούτε συμφώνησε ούτε διαφώνησε, υποδηλώνοντας έλλειψη σαφήνειας ή ευαισθητοποίησης σχετικά με την έκταση αυτών των ευκαιριών στις κοινότητές τους. (Σχήμα 7)
- Ο ρόλος των σχολείων, των φορέων χάραξης πολιτικής και των κοινοτικών ιδρυμάτων/οργανώσεων στην προώθηση της ενεργού συμμετοχής και της ενδυνάμωσης των νέων έλαβε ένα αξιοσημείωτο επίπεδο διαφωνίας (50%), γεγονός που υποδηλώνει ότι οι νέοι θεωρούν ότι οι φορείς αυτοί δεν εκπληρώνουν επαρκώς τις ευθύνες τους. (Σχήμα 8)

Συνολικά, οι απαντήσεις των συνεντεύξεων δείχνουν την ανάγκη να δοθεί μεγαλύτερη έμφαση στην εφαρμογή εκπαιδευτικών προγραμμάτων για την ενεργό συμμετοχή των πολιτών, στην προώθηση πρωτοβουλιών που προστατεύουν τα δικαιώματα των ευάλωτων νέων, στην παροχή περισσότερων ευκαιριών για λήψη αποφάσεων και συμμετοχή και στη διασφάλιση της ενεργού συμμετοχής των σχολείων, των φορέων χάραξης πολιτικής και των κοινοτικών ιδρυμάτων/οργανώσεων στην προώθηση της ενδυνάμωσης των νέων. Η αντιμετώπιση αυτών των προβλημάτων και η βελτίωση της τρέχουσας κατάστασης της συμμετοχής των νέων θα συμβάλει σε ένα πιο περιεκτικό και συμμετοχικό περιβάλλον για τους νέους στην Κύπρο.

Αριθμός έργου 101089746

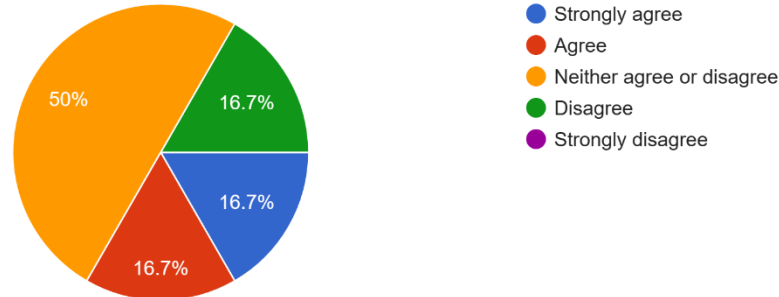
Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (ΕΑΕΑ). Ούτε η Ευρωπαϊκή Ένωση ούτε ο ΕΑΕΑ μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



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An 'education for active citizenship' program favouring the acquisition of key competences is enough implemented at your community level.

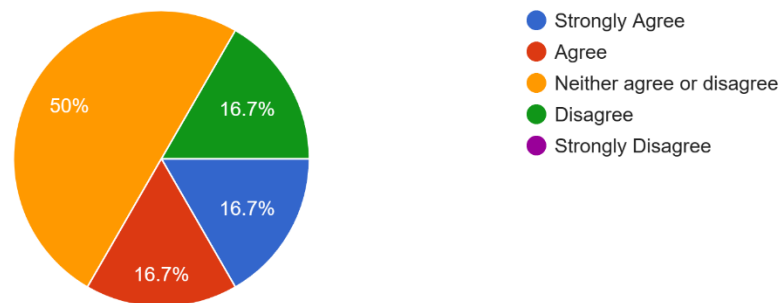
6 responses



Σχήμα 5

There are initiatives at community level that promote the rights of vulnerable young people as disabled, gender/sexual stereotyped, discriminated for ethnic/cultural or socio-economic reasons.

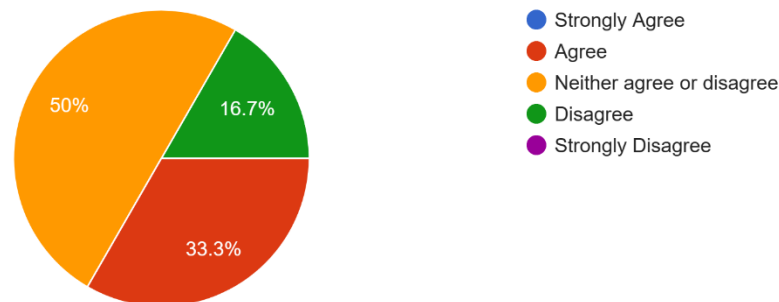
6 responses



Σχήμα 6

At your community level, there are opportunities for young people decision-making and participation.

6 responses



Σχήμα 7

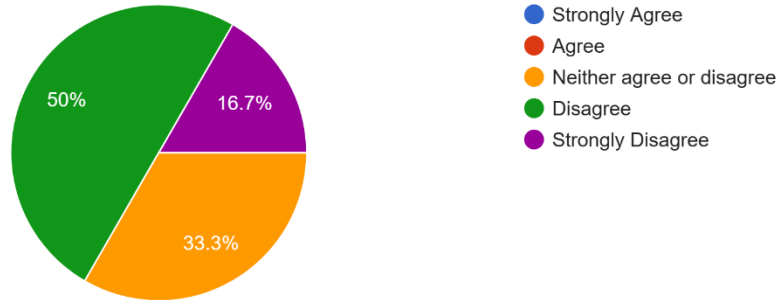
Αριθμός έργου 101089746

Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



The role of the schools/policy makers and community institutions/organizations in fostering active participation and youth empowerment is generally fulfilled.

6 responses



Σχήμα 8

### Σημασία των δεξιοτήτων και ικανοτήτων και των αποκτηθέντων δεξιοτήτων από τους εργαζόμενους στον τομέα της νεολαίας:

- **Λογοδοσία:** Η πλειονότητα των επαγγελματιών που ασχολούνται με τη νεολαία (86,7%) θεωρεί τη λογοδοσία απαραίτητη, υποδεικνύοντας την υψηλή σημασία της. Ωστόσο, μόνο το 53,3% θεωρεί ότι έχει αποκτήσει αυτή τη δεξιότητα, γεγονός που υποδηλώνει ότι υπάρχει ανάγκη βελτίωσης.
- **Επικοινωνία:** Το 80% των ερωτηθέντων θεωρεί την επικοινωνία απαραίτητη. Ενώ το 53,3% πιστεύει ότι έχει αποκτήσει αυτή τη δεξιότητα, το 46,7% αναγνωρίζει την ανάγκη βελτίωσης.
- **Δημιουργικότητα:** Σημαντικό ποσοστό (83,3%) θεωρεί τη δημιουργικότητα απαραίτητη. Παρόλο που το 60% θεωρεί ότι έχει αποκτήσει αυτή τη δεξιότητα, το 40% των ερωτηθέντων έχει ακόμα περιθώρια βελτίωσης.
- **Ηθική συμπεριφορά:** Η ηθική συμπεριφορά θεωρείται ευρέως ως απαραίτητη από το 93,3% των ερωτηθέντων λειτουργών νεολαίας. Η πλειονότητα (80%) ισχυρίζεται ότι έχει αποκτήσει αυτή την ικανότητα, γεγονός που υποδηλώνει ένα σχετικά υψηλότερο επίπεδο εμπιστοσύνης στον τομέα αυτό.
- **Ηγεσία:** Ενώ μόνο το 53,3% θεωρεί την ηγεσία απαραίτητη, ένα σημαντικό ποσοστό (66,7%) αισθάνεται την ανάγκη να βελτιώσει αυτή τη δεξιότητα. Αυτό υποδηλώνει ότι, αν και η ηγεσία μπορεί να μην εκτιμάται καθολικά, υπάρχει αναγνώριση της σημασίας της από ορισμένα νέα άτομα.
- **Αυτοδιαχείριση:** Η πλειοψηφία των ερωτηθέντων (73,3%) θεωρεί την αυτοδιαχείριση απαραίτητη. Ωστόσο, μόνο το 20% θεωρεί ότι έχει αποκτήσει αυτή τη δεξιότητα, γεγονός που αναδεικνύει ένα σημαντικό χάσμα μεταξύ της σημασίας της και του αντιλαμβανόμενου επιπέδου επάρκειας.
- **Επιμονή:** Περίπου οι μισοί από τους εργαζόμενους στο youtube (53,3%) θεωρούν την επιμονή απαραίτητη. Ωστόσο, μόνο το 26,7% πιστεύει ότι έχει αποκτήσει αυτή τη δεξιότητα, υποδεικνύοντας σημαντική ανάγκη βελτίωσης στην επιμονή και τη διατήρηση της αποφασιστικότητας.

Αριθμός έργου 101089746

Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



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- Αίσθηση πρωτοβουλίας και επιχειρηματικότητας: Ένα αξιοσημείωτο ποσοστό (46,7%) θεωρεί απαραίτητη την αίσθηση πρωτοβουλίας και επιχειρηματικότητας. Ομοίως, το 46,7% θεωρεί ότι πρέπει να βελτιωθεί σε αυτόν τον τομέα, γεγονός που υποδηλώνει την επίγνωση της σημασίας της πρωτοβουλιακής σκέψης και της επιχειρηματικής νοοτροπίας.

Συγκρίνοντας τα ποσοστά που οι εργαζόμενοι στους νέους θεωρούν σημαντικό να έχουν με εκείνα των δεξιοτήτων που αποκτήθηκαν, υπάρχουν ορισμένες αξιοσημείωτες διαφορές. Για παράδειγμα, η ηγεσία θεωρείται σημαντική από τους εργαζόμενους σε θέματα νεολαίας, αλλά μόνο το 33,3% θεωρεί ότι έχει αποκτήσει αυτή τη δεξιότητα. Ομοίως, η αυτοδιαχείριση και η επιμονή τονίζονται, ωστόσο τα ποσοστά απόκτησης που αναφέρονται είναι σχετικά χαμηλά.

Αυτή η αναντιστοιχία υπογραμμίζει την ανάγκη για στοχευμένες παρεμβάσεις και υποστήριξη για τη γεφύρωση του χάσματος και την ενδυνάμωση των εργαζομένων στη νεολαία ώστε να αναπτύξουν αυτές τις σημαντικές δεξιότητες. Εστιάζοντας σε τομείς στους οποίους θεωρούν ότι χρειάζονται βελτίωση και ευθυγραμμίζοντας αυτούς με τις προτεραιότητές τους, υπάρχει η ευκαιρία να ενισχυθεί η συνολική ανάπτυξη δεξιοτήτων και η ενδυνάμωση των εργαζομένων σε θέματα νεολαίας στην Κύπρο.

#### Σημασία των δεξιοτήτων και ικανοτήτων και των δεξιοτήτων που αποκτούν οι νέοι:

- Λογοδοσία: το 83,3% των νέων τη θεωρεί απαραίτητη, ενώ το 16,7% τη θεωρεί σημαντική. Ωστόσο, μόνο το 33,3% πιστεύει ότι έχει αποκτήσει αυτή τη δεξιότητα, γεγονός που δείχνει ότι υπάρχει ανάγκη βελτίωσης.
- Επικοινωνία: 100% των νέων θεωρούν την επικοινωνία απαραίτητη, γεγονός που υποδηλώνει τη μεγάλη σημασία της. Τα δύο τρίτα (66,7%) πιστεύουν ότι έχουν αποκτήσει αυτή τη δεξιότητα, ενώ το υπόλοιπο ένα τρίτο (33,3%) αισθάνεται την ανάγκη βελτίωσης.
- Δημιουργικότητα: Το 83,3% των νέων θεωρεί τη δημιουργικότητα απαραίτητη, ενώ το 16,7% τη θεωρεί σημαντική. Τα δύο τρίτα (66,7%) πιστεύουν ότι έχουν αποκτήσει αυτή τη δεξιότητα, γεγονός που υποδηλώνει θετική αντίληψη.
- Ηθική συμπεριφορά: Το 83,3% των νέων θεωρεί την ηθική συμπεριφορά απαραίτητη, ενώ το 16,7% την θεωρεί οριακή. Οι μισοί από τους ερωτηθέντες (50%) πιστεύουν ότι έχουν αποκτήσει αυτή τη δεξιότητα, ενώ το 16,7% αισθάνεται την ανάγκη βελτίωσης και το 33,3% δεν είναι σίγουρο.
- Ηγεσία: Το 33,3% των νέων θεωρεί την ηγεσία απαραίτητη, ενώ το ίδιο ποσοστό τη θεωρεί σημαντική και χρήσιμη. Ωστόσο, μόνο το 16,7% πιστεύει ότι έχει αποκτήσει αυτή τη δεξιότητα, γεγονός που υποδηλώνει ένα σημαντικό χάσμα.
- Αυτοδιαχείριση: Το 50% των νέων θεωρεί την αυτοδιαχείριση απαραίτητη, ενώ το 33,3% τη θεωρεί σημαντική. Δυστυχώς, μόνο το 16,7% πιστεύει ότι έχει αποκτήσει αυτή τη δεξιότητα, γεγονός που αναδεικνύει την ανάγκη βελτίωσης.

Συγκρίνοντας τις απόψεις των νέων με τις απαντήσεις που έδωσαν οι λειτουργοί νεολαίας, προκύπτουν ορισμένες αξιοσημείωτες διαφορές. Οι youth workers έδωσαν γενικά μεγαλύτερη σημασία σε δεξιότητες όπως η υπευθυνότητα, η ηθική συμπεριφορά, η ηγεσία και η αυτοδιαχείριση σε σύγκριση με τους νέους. Επιπλέον, οι λειτουργοί νεολαίας εξέφρασαν ανησυχίες σχετικά με την εφαρμογή της εκπαίδευσης για την ενεργό συμμετοχή των πολιτών και την προώθηση των δικαιωμάτων των ευάλωτων νέων, ενώ οι απαντήσεις των νέων επικεντρώθηκαν περισσότερο στις ατομικές δεξιότητες και ικανότητες.

Αριθμός έργου 101089746

Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



Συνολικά, υπάρχει ανάγκη για περαιτέρω προσοχή και δράση ώστε να γεφυρωθεί το χάσμα μεταξύ της σημασίας που αποδίδουν οι νέοι σε ορισμένες δεξιότητες και της αντιλαμβανόμενης απόκτησης των δεξιοτήτων αυτών. Είναι ζωτικής σημασίας να αντιμετωπιστούν αυτές οι διαφορές και να δημιουργηθούν ευκαιρίες για τους νέους να αναπτύξουν και να βελτιώσουν τις δεξιότητες που εκτιμούν περισσότερο.

### Συμπεράσματα έρευνας πεδίου:

Συγκρίνοντας τις απαντήσεις τόσο των επαγγελματιών νεολαίας όσο και των νέων στην Κύπρο, προκύπτουν διάφορα βασικά σημεία. Πρώτον, αναγνωρίζεται και από τις δύο ομάδες ότι ο κοινωνικός αποκλεισμός είναι ένα σημαντικό ζήτημα που επηρεάζει τους νέους με διάφορους τρόπους. Οι εργαζόμενοι σε θέματα νεολαίας επισημαίνουν παράγοντες όπως η διαφορετικότητα, η δυναμική της εξουσίας και οι θεσμικές πολιτικές που συμβάλλουν στον κοινωνικό αποκλεισμό, ενώ οι νέοι εντοπίζουν τις διακρίσεις, τις περιορισμένες ευκαιρίες και τα πολιτισμικά πρότυπα ως εμπόδια στην ένταξη.

Τόσο οι εργαζόμενοι στον τομέα της νεολαίας όσο και οι νέοι αναγνωρίζουν τη σημασία των πρωτοβουλιών που αποσκοπούν στην ενδυνάμωση των νέων. Οι εργαζόμενοι σε θέματα νεολαίας περιγράφουν τη συμμετοχή τους σε ένα ευρύ φάσμα δραστηριοτήτων, συμπεριλαμβανομένων καλλιτεχνικών προγραμμάτων, εκπαιδευτικών πρωτοβουλιών και προγραμμάτων κοινοτικής εμπλοκής. Παρομοίως, οι νέοι αναφέρουν τη συμμετοχή τους σε ακτιβισμό, ανταλλαγές Erasmus και προγράμματα που επικεντρώνονται στην ανάπτυξη δεξιοτήτων.

Ωστόσο, και οι δύο ομάδες εκφράζουν ανησυχίες σχετικά με το υφιστάμενο κοινωνικό πλαίσιο και τα συστήματα υποστήριξης. Οι εργαζόμενοι στον τομέα της νεολαίας επισημαίνουν προκλήσεις όπως οι περιορισμένοι πόροι, η έλλειψη αλληλεπίδρασης με τις περιοχές που πλήττονται από συγκρούσεις και η ανάγκη για μεγαλύτερη υποστήριξη από τις λέσχες νεολαίας. Οι νέοι εκφράζουν τη δυσαρέσκειά τους για το εκπαιδευτικό σύστημα, τις περιορισμένες ευκαιρίες και την έλλειψη πρωτοβουλιών που αφορούν τα δικαιώματα των ευάλωτων ομάδων.

Όσον αφορά το ρόλο της εκπαίδευσης και των θεσμών, υπάρχει μια ανάμεικτη αντίληψη. Ενώ ορισμένοι εργαζόμενοι στον τομέα της νεολαίας και νέοι πιστεύουν ότι η εκπαίδευση για την ενεργό συμμετοχή των πολιτών και οι πρωτοβουλίες για την προώθηση των δικαιωμάτων των ευάλωτων νέων εφαρμόζονται επαρκώς, άλλοι εκφράζουν διαφωνία ή ουδετερότητα. Ομοίως, οι απόψεις ποικίλλουν όσον αφορά τις ευκαιρίες για λήψη αποφάσεων και συμμετοχή, καθώς και την εκπλήρωση του ρόλου των σχολείων, των φορέων χάραξης πολιτικής και των κοινοτικών θεσμών στην προώθηση της ενεργού συμμετοχής και της ενδυνάμωσης.

Συνολικά, οι απαντήσεις υπογραμμίζουν την ανάγκη για συνεχείς προσπάθειες για την αντιμετώπιση του κοινωνικού αποκλεισμού, την ενίσχυση των πρωτοβουλιών για την ενδυνάμωση των νέων και τη βελτίωση της συμμετοχής των εκπαιδευτικών ιδρυμάτων και των κοινοτικών οργανώσεων. Υπάρχει κοινή επιθυμία για μεγαλύτερη υποστήριξη, πόρους και ευκαιρίες για τους νέους να συμμετέχουν ενεργά, να εκφράζουν τις απόψεις τους και να διαμορφώνουν τις κοινότητές τους. Με την αντιμετώπιση αυτών των ανησυχιών και τη συνεργασία μεταξύ των εργαζομένων σε θέματα νεολαίας, των νέων, των φορέων χάραξης πολιτικής και άλλων ενδιαφερόμενων φορέων, είναι δυνατόν να δημιουργηθούν πιο περιεκτικά και ενδυναμωτικά περιβάλλοντα για τη νεολαία στην Κύπρο.

Αριθμός έργου 101089746

Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Ούτε η Ευρωπαϊκή Ένωση ούτε ο EACEA μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



## Συμπεράσματα

Η ενδυνάμωση και η συμμετοχή των νέων στην Κύπρο διαδραματίζουν ζωτικό ρόλο στη διαμόρφωση του μέλλοντος της χώρας. Η Κύπρος αναγνωρίζει τη σημασία της εμπλοκής των νέων και της παροχής σε αυτούς ευκαιριών να συμβάλλουν στην κοινωνία, να λαμβάνουν τεκμηριωμένες αποφάσεις και να συμμετέχουν ενεργά σε διάφορους τομείς.

Τα τελευταία χρόνια έχουν καταβληθεί αξιοσημείωτες προσπάθειες για την προώθηση της ενδυνάμωσης και της συμμετοχής των νέων στην Κύπρο. Πρωτοβουλίες, όπως εκπαιδευτικά προγράμματα, εργαστήρια και οργανώσεις υπό την ηγεσία των νέων, έχουν αναδειχθεί για να ενισχύσουν τις δεξιότητες, τις ικανότητες και την ενεργό συμμετοχή των νέων ως πολιτών. Οι πρωτοβουλίες αυτές αποσκοπούν στην καλλιέργεια της αίσθησης της υπευθυνότητας, της επικοινωνίας, της δημιουργικότητας, της ηθικής συμπεριφοράς, της ηγεσίας και της αυτοδιαχείρισης μεταξύ του νεανικού πληθυσμού.

Οι εργαζόμενοι στους τομείς της νεολαίας και οι νέοι που ερωτήθηκαν εξέφρασαν τη σημασία αυτών των δεξιοτήτων και ικανοτήτων. Προσδιόρισαν την υπευθυνότητα, την επικοινωνία, τη δημιουργικότητα, την ηθική συμπεριφορά και την ηγεσία ως βασικές ιδιότητες για την προσωπική ανάπτυξη και ενδυνάμωση. Ωστόσο, τα συλλογικά αποτελέσματα αποκάλυψαν επίσης ένα χάσμα μεταξύ των δεξιοτήτων που οι νέοι αντιλαμβάνονται ως σημαντικές και αυτών που αισθάνονται ότι έχουν αποκτήσει. Το γεγονός αυτό αναδεικνύει την ανάγκη για στοχευμένες παρεμβάσεις και συνεχή υποστήριξη προκειμένου να γεφυρωθεί αυτό το χάσμα και να διασφαλιστεί ότι οι νέοι διαθέτουν τις απαραίτητες δεξιότητες και ικανότητες για να συμμετέχουν ενεργά στην κοινωνία.

Παρόλο που έχουν σημειωθεί θετικά βήματα στην προώθηση της ενδυνάμωσης και της συμμετοχής των νέων στην Κύπρο, παραμένουν προκλήσεις και τομείς για βελτίωση. Τα αποτελέσματα έδειξαν ότι υπάρχουν περιθώρια για την ενίσχυση πρωτοβουλιών που προωθούν τα δικαιώματα των ευάλωτων νέων, αντιμετωπίζουν τα στερεότυπα του φύλου και της κουλτούρας και παρέχουν ίσες ευκαιρίες σε όλους τους νέους, ανεξάρτητα από το υπόβαθρο ή την κοινωνικοοικονομική τους κατάσταση.

Οι προσπάθειες για τη συμμετοχή των νέων στις διαδικασίες λήψης αποφάσεων και η παροχή ουσιαστικών ευκαιριών συμμετοχής τους θεωρούνται επίσης τομείς προς βελτίωση. Η αύξηση της εκπροσώπησης και της επιρροής των νέων στις συζητήσεις πολιτικής, στις κοινοτικές οργανώσεις και στα εκπαιδευτικά ιδρύματα μπορεί να ενισχύσει την αίσθηση της ιδιοκτησίας, του ανήκειν και της ενεργού πολιτεότητας μεταξύ του νεανικού πληθυσμού.

Για να ενισχυθεί περαιτέρω η ενδυνάμωση και η συμμετοχή των νέων στην Κύπρο, είναι ζωτικής σημασίας να ενισχυθεί η συνεργασία μεταξύ των ενδιαφερομένων μερών, συμπεριλαμβανομένων των κυβερνητικών υπηρεσιών, των μη κυβερνητικών οργανώσεων, των εκπαιδευτικών ιδρυμάτων και των πρωτοβουλιών που αναλαμβάνουν οι νέοι. Συνεργαζόμενοι, οι εν λόγω φορείς μπορούν να σχεδιάσουν και να εφαρμόσουν ολοκληρωμένα προγράμματα και πολιτικές που να ανταποκρίνονται στις συγκεκριμένες ανάγκες, προσδοκίες και προκλήσεις που αντιμετωπίζουν οι νέοι στην Κύπρο.

Συνολικά, η ενδυνάμωση και η συμμετοχή των νέων αποτελούν αναπόσπαστο στοιχείο για τη δημιουργία μιας ζωντανής και χωρίς αποκλεισμούς κοινωνίας στην Κύπρο. Επενδύοντας στις δεξιότητες, τις ικανότητες και την ενεργό συμμετοχή των νέων, η Κύπρος μπορεί να αξιοποιήσει το δυναμικό του νεανικού πληθυσμού της, να προωθήσει την κοινωνική συνοχή και να οικοδομήσει ένα βιώσιμο μέλλον όπου οι νέοι θα συμβάλλουν ενεργά στην ανάπτυξη και την πρόοδο της χώρας.

Αριθμός έργου 101089746

Χρηματοδοτείται από την Ευρωπαϊκή Ένωση. Ωστόσο, οι απόψεις και οι γνώμες που εκφράζονται είναι αποκλειστικά του/των συγγραφέα/ων και δεν αντανακλούν κατ' ανάγκη τις απόψεις και τις γνώμες της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (ΕΑΕΑ). Ούτε η Ευρωπαϊκή Ένωση ούτε ο ΕΑΕΑ μπορούν να θεωρηθούν υπεύθυνοι γι' αυτές.



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## Παραρτήματα

### Παράρτημα 1\_Πλαίσια αξιολόγησης της έρευνας πεδίου\_Συνεντεύξεις σε εργαζόμενους στον τομέα της νεολαίας στην Κύπρο

<b>Πλέγμα αξιολόγησης: (εργαζόμενοι στον τομέα της νεολαίας και άλλοι ενδιαφερόμενοι φορείς στην Κύπρο)</b>	
<b>Πληροφορίες για τον υπεύθυνο της συνέντευξης:</b>	
<b>Όνομα συνεντευκτή:</b>	Andriana Lagoudes & Styliana Baghdhadie
<b>Όνομα οργανισμού:</b>	The Hub Λευκωσία
<b>Δεδομένα του ερωτώμενου:</b>	
<b>Ηλικία:</b>	19-21 ετών: N° 1
	22-25 ετών: N° 0
	26-29 ετών: N° 4
	30-32 ετών: N° 6
	33-35 ετών: N° 3
	36-39 ετών: N° 1
	>40 ετών: N° 0
<b>Φύλο (αριθμός):</b>	M 4 F 11
<b>Κύριες Εθνικότητες::</b>	14 Κύπριοι & 1 Βρετανοκύπριος
<b>Κύρια προφίλ:</b>	50% Εργαζόμενοι στον τομέα της νεολαίας - 50% Ειδικοί στην εκπαίδευση και/ή στη νεολαία
<b>Κύριοι τομείς (τύπος οργανισμού):</b>	Νεολαία: 33,3% Εκπαίδευση: 53.3% Επιχειρήσεις: 6.7% Κοινωνικές επιστήμες: 6.7%
<b>Έτη εμπειρίας στον τομέα:</b>	0-3 ετών: N° 7
	4-6 ετών: N° 5
	>7 χρόνια: N° 3
<b>Ερώτηση αριθ.</b>	<b>Κοινά θέματα</b>

Αριθμός έργου 101089746

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<p><b>Ανάλυση πλαisiού</b></p>	<p>1.1 Χαρακτηριστικά πλαisiού</p>	<p>1. Διαφορετικότητα Δυναμική της εξουσίας Αναπτυξιακό στάδιο Θεσμικές πολιτικές και διαδικασίες</p> <p>2. Εκπαιδευτής</p> <p>3. Το πλαίσιο στο οποίο εργάζομαι είναι το κυπριακό. Επειδή εργάζομαι για το Κυπριακό και τα θέματα με τα οποία ασχολούμαστε αμφισβητούν την ηγεμονική αφήγηση που τροφοδοτεί τη σύγκρουση, αυτό μπορεί να δημιουργήσει κάποιες προκλήσεις. Αυτές οι προκλήσεις είναι η συμμετοχή της νεολαίας ειδικά, της νεολαίας που ζει εκτός Λευκωσίας τόσο στο Βορρά όσο και στο Νότο, η οποία έχει λιγότερη αλληλεπίδραση με τη σύγκρουση σε σύγκριση με κάποιον που ζει στη Λευκωσία. Ένα άλλο ζήτημα είναι αυτό της χρηματοδότησης, όπου οι πόροι για δικοινοτικές πρωτοβουλίες μπορεί να είναι λίγοι με μεγάλο ανταγωνισμό γύρω τους.</p> <p>4. Εργάζομαι για την υποστήριξη περίπου 30 λεσχών νεολαίας σε αγροτικές περιοχές της Κύπρου, αλλά δεν μπορώ να έχω καθημερινή επαφή μαζί τους. Τους επισκέπτομαι μία φορά κάθε τρεις μήνες ή επικοινωνώ μαζί τους μέσω τηλεφώνου. Οι λέσχες νέων διοικούνται από εθελοντές που δεν μπορούν να δεσμευτούν πλήρως για την ανάπτυξη των λεσχών νέων τους.</p> <p>5. διδασκαλία χορού σε εφήβους και νέους ενήλικες σε σχολή χορού &amp; διδασκαλία ψυχολογίας σε πανεπιστημιακό πλαίσιο</p> <p>6. Εργάζομαι σε τοπικό σχολείο και σε ιδιωτικό ινστιτούτο όπου η πλειοψηφία (80-90%) των μαθητών είναι μετανάστες ή πρόσφυγες από τη Συρία, το Λίβανο, τη Ρουμανία και το Ισραήλ. Αντιμετωπίζουν οικονομικούς περιορισμούς και έτσι και το σχολείο έχει περιορισμούς σε υλικούς και οικονομικούς πόρους</p> <p>7. Έχω συνεργαστεί με ομάδες που ανήκουν σε μειονότητες ή προέρχονται από οικογενειακό περιβάλλον όπου υπάρχει βία ή τραύμα</p> <p>8. Περιορισμένες ευκαιρίες και πρόσβαση ειδικά για νέους με μεταναστευτικό υπόβαθρο</p> <p>9. ισότητα για όλους ανεξαρτήτως θρησκείας, χρώματος δέρματος και διαφορετικών απόψεων και αξιών</p> <p>10. Αειφορία και ηθική της μόδας, εκπαίδευση, συν-σχεδιασμός και συνεργασία, κοινωνικός σχεδιασμός, οικολογία, ανθρώπινα/εργατικά δικαιώματα, εκδηλώσεις/ανταλλαγές ρούχων, ενεργοποίηση/δημιουργία της κοινότητας, μηδενικά απόβλητα/αστική γεωργία, κομποστοποίηση, αυτάρκεια.</p>
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Αριθμός έργου 101089746

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	<p>Περιορισμοί: χρόνος, ενέργεια, κίνητρα, χρήματα και αυτοδυναμία</p> <p>11. Δουλεύω κυρίως με εφήβους ηλικίας 13-23 ετών διδάσκοντας χορό μέσω μη τυπικής μεθοδολογίας. Ορισμένοι από αυτούς προέρχονται από ένα πιο προνομιούχο περιβάλλον και άλλοι είναι άτομα με λιγότερες ευκαιρίες. Πολλοί από αυτούς αγωνίζονται να βρουν τη θέση τους στην κοινωνία και αναζητούν ένα χώρο χώρο που να ανήκουν</p> <p>12. μη τυπική μάθηση ή κατάρτιση. περιορισμοί σε πόρους και εκπαιδευτικά σεμινάρια (κυρίως όσον αφορά την κουλτούρα της εταιρείας)</p> <p>13. - Εκπαίδευση με νέους 11-12-18 εκπαιδευτικές δραστηριότητες</p> <ul style="list-style-type: none"> <li>- Ο νόμιμος κηδεμόνας είναι το κράτος</li> <li>- Διαγενεακές ομάδες</li> <li>- Ημιεξαρτώμενοι νέοι</li> <li>- Στέγαση πρόγραμμα ημιεξαρτημένης διαβίωσης</li> </ul> <p>Ρόλος:</p> <ul style="list-style-type: none"> <li>- Να σχεδιάζουν και να οργανώνουν τα πρακτικά πράγματα της ζωής τους</li> <li>- Βοήθησε στην οικονομική παιδεία με κοινωνικούς λειτουργούς και επιχειρήσεις κοινής ωφέλειας</li> </ul> <p>14. Συνεργάζεστε με Κύπριους (Τ/Κ και Γ/Κ) όχι αποκλειστικά, οι οποίοι συνήθως ανήκουν στη μεσαία τάξη και πάνω, θεωρούνται λευκοί.</p> <p>15. Προώθηση της ποικιλομορφίας, της ισότητας στην Κύπρο μεταξύ της κοινότητας.</p>
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**1.2 Αιτίες του  
κοινωνικού  
αποκλεισμού  
των νέων**

1. Διακρίσεις, Έλλειψη εκπαίδευσης και δεξιοτήτων, Έλλειψη κοινωνικής υποστήριξης
2. Το σύστημα εκπαίδευσης
3. Η αιτία του κοινωνικού αποκλεισμού των νέων στην Κύπρο, κατά τη γνώμη μου, μπορεί να αποδοθεί στην κουλτούρα στην οποία οι νέοι, ιδιαίτερα μέσω του εκπαιδευτικού συστήματος, δεν ενθαρρύνονται να συμμετέχουν σε νεανικές δραστηριότητες. Επίσης, την ίδια στιγμή η γνώμη της νεολαίας δεν λαμβάνεται υπόψη και τις περισσότερες φορές υποβαθμίζεται από τους θεσμούς και όταν χρησιμοποιείται παίρνει μια μορφή συμβολισμού.
4. Υπάρχει έλλειψη πληροφόρησης σχετικά με τις ευκαιρίες και δεν υπάρχουν αρκετοί εργαζόμενοι στον τομέα της νεολαίας που να αναπτύσσουν προγράμματα και δραστηριότητες στις αγροτικές περιοχές.
5. μεταναστευτικό υπόβαθρο, κοινωνικοοικονομική κατάσταση, διαβίωση σε μη αστικές περιοχές
6. Από τη δική μου οπτική γωνία, στο πλαίσιο της εργασίας μου, ο κοινωνικός αποκλεισμός προέρχεται από το γεγονός ότι οι ντόπιοι προτιμούν να πηγαίνουν σε άλλα κοντινά σχολεία, καθώς το σχολείο ονομάζεται "γκέτο" και είναι κατασκευασμένο σε μια λεγόμενη πλούσια γειτονιά. Ένας άλλος λόγος αποκλεισμού είναι ότι οι άνθρωποι αποκλείονται κατά κάποιο τρόπο από τη θρησκεία και τις εθνοτικές τους συνήθειες, καθώς το πρωτόκολλο του σχολείου δεν ενισχύει τα εθνοτικά τους δικαιώματα να μην συμμετέχουν σε τοπικές εκδηλώσεις αν δεν θέλουν ή αλλιώς το προσωπικό επικρίνει κατά κάποιο τρόπο τις συνήθειές τους. Αλλά αυτή η αιτία, κατά τη γνώμη μου, δεν προέρχεται μόνο από το εσωτερικό. Προέρχεται από τα πρωτόκολλα, τις πολιτικές και τις ενέργειες που κάνει το υπουργείο. Υπάρχουν και άλλες αιτίες κοινωνικού αποκλεισμού, που αφορούν καθημερινά ζητήματα κατά τη διάρκεια της εκπαίδευσης των μαθητών και προέρχονται επίσης από τους γονείς τους, το περιβάλλον στο οποίο ζουν και τους ίδιους τους μαθητές. Μερικά προβλήματα που καθορίζουν τον αποκλεισμό μπορεί να είναι, η έλλειψη αποδοχής όσον αφορά την οικονομική και εθνοτική διαφορά μεταξύ των συνομηλίκων, κάτι που προέρχεται από τους ενήλικες - ντόπιους ή μη - και όχι από τα παιδιά. Σε γενικές γραμμές, ο κοινωνικός αποκλεισμός είναι ένας ευρύς τομέας και οι γενικές αιτίες θα πρέπει να προσδιοριστούν σε μια περαιτέρω κοινωνικοοικονομική ανάλυση.
7. Οι διακρίσεις, η φτώχεια, το φύλο, ο σεξουαλικός προσανατολισμός, καθώς πιστεύω ότι έχουν σημαντικό αντίκτυπο

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στον τρόπο με τον οποίο αντιμετωπίζονται οι άνθρωποι.

8. Ρατσισμός, περιορισμένες ευκαιρίες, φτώχεια, επικοινωνιακό χάσμα, διακρίσεις λόγω εθνοτικής καταγωγής, διαφορετικής γλώσσας, αναπηρίας, σεξουαλικότητας.

9. μεροληψία των φύλων, διαφορετικοί τρόποι ζωής και απόψεις

10. Υπάρχουν ορισμένες (ξεπερασμένες) κοινωνικές προσδοκίες όσον αφορά την πρόοδο/ την καριέρα/ την οικογενειακή ζωή, την έλλειψη ευκαιριών για τους ντόπιους, την έλλειψη κατανόησης των αναγκών/ της ποιότητας ζωής, τις μεταφορές, την αστική κινητικότητα, την οικολογική και πολιτιστική συνείδηση. Υπάρχει επίσης προπαγάνδα/ τρομολαγνεία, διαφθορά, ανάπτυξη ελιτίστικων υποδομών (μαρίνες/ ουρανοξύστες) που οδηγούν σε αύξηση των ενοικίων. Οι πόλεις γίνονται απλησίαστες για τους ντόπιους/ μαζική έξοδος καλλιτεχνών και νέων με υψηλή ειδίκευση/ μόρφωση.

11. Πιστεύω ότι έχει να κάνει με την περιορισμένη πρόσβαση στην ευελιξία και τις διαφορετικές προοπτικές της ύπαρξης. Οι νέοι τείνουν να ακολουθούν τις τάσεις είτε όταν αυτές οι τάσεις δεν τους εκφράζουν απαραίτητα, και προσπαθούν να προσαρμοστούν σε αυτές. Θεωρώ ότι το εκπαιδευτικό σύστημα δεν παρέχει αρκετά παραδείγματα από όλο τον κόσμο και ποικιλία στις μεθόδους μάθησης, κάτι που κάνει πολλούς νέους να αισθάνονται αποκλεισμένοι επειδή δεν μπορούν να ακολουθήσουν το τυπικό σχολικό σύστημα και δεν αισθάνονται ότι εκπροσωπούνται στο πλαίσιο.

12. εκπαίδευση

13. - Οι πολιτισμικές διαφορές είναι το ίδιο πράγμα  
- Ο πολιτιστικός κανόνας για τους Κύπριους είναι ο εθνοτικός αποκλεισμός  
- Η ένταξη είναι αδύνατη στην Κύπρο

14. - Ρατσισμός  
- Δεν είναι αρκετά καλή η αντανάκλαστική εκπαίδευση των πρώτων ετών  
- Έλλειψη εθνικών πολιτικών για την κοινωνική ένταξη και ενσωμάτωση  
- Σύνδρομο μιας μικρής χώρας

15. Αμόρφωτοι άνθρωποι, στενόμυαλοι άνθρωποι, κλειστές και κλειστές κοινότητες που δεν αφήνουν κανένα περιθώριο για ανάπτυξη ή μόρφωση. Καμία αποδοχή σε νέους πολιτισμούς ή ανθρώπους.

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1.3 Επιπτώσεις  
των πανδημιών  
Covid

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1. Τα μέτρα κοινωνικής αποστασιοποίησης, τα λουκέτα και οι καραντίνες έχουν περιορίσει την ικανότητα των ανθρώπων να κοινωνικοποιούνται και να αλληλεπιδρούν μεταξύ τους, οδηγώντας σε αισθήματα μοναξιάς και απομόνωσης.
2. Επαφή και ανθρώπινη αλληλεπίδραση
3. Η μόνη επίδραση που βλέπω να έχει η πανδημία τόσο σε μένα όσο και στους φίλους μου είναι ο πληθωρισμός, ο οποίος είναι προϊόν του σημερινού πολέμου στην Ουκρανία. Αλλά φυσικά αυτό δεν είναι προϊόν ενός ιού αλλά των οικονομικών συστημάτων που έχουν δημιουργηθεί παγκοσμίως.
4. Αδυναμία κινήτρων & απαισιοδοξία για το μέλλον
5. Δεν αισθάνομαι ότι σήμερα η πανδημία COVID επηρεάζει τη ζωή μου σε σημαντικό βαθμό.
6. επηρεάστηκε πολύ οικονομικά, κοινωνικά, ψυχικά, με όλους αυτούς τους τρόπους με αρνητικό τρόπο. Ως άτομο που ήθελε να παραμείνει σε ισορροπία κατάφερα με κάποιο τρόπο να παραμείνω θετικός, αλλά οι συνθήκες ήταν πολύ δύσκολες. Όπως και για τους συνομηλίκους μου, οι σχέσεις αποσυνδέθηκαν με πολλούς τρόπους λόγω των ψυχικών ανασφαλειών που προέκυψαν από το φόβο, την οικονομική αστάθεια και άλλους δευτερεύοντες παράγοντες.
7. Η κοινωνική απομόνωση και οι κανόνες καραντίνας επηρέασαν ψυχικά και κοινωνικά εμένα και τους συνομηλίκους μου.
8. Τεράστιος κοινωνικός αντίκτυπος (αλλά όχι μόνο), τον οποίο ακόμη επεξεργαζόμαστε, σε σχέση με την επικοινωνία μας με τους άλλους και την ύπαρξή μας ως σώματα σε δημόσιους και ιδιωτικούς χώρους.
9. Κοινωνικές αλληλεπιδράσεις με συνομηλίκους και συναδέλφους
10. Είχαμε μια πολύ αυστηρή καραντίνα/ τρομολαγνεία, οι μισθοί μειώθηκαν, άνοδος της πιο δεξιάς πολιτικής και καταστολή του λόγου, η τοπική βιομηχανία σε σύγχυση, υψηλότερο κόστος ζωής. ή ανάγκη για κοινωνικοποίηση, οι άνθρωποι αγκαλιάζουν περισσότερες καλλιτεχνικές εκδηλώσεις/ γίνονται πιο ανοιχτόμυαλοι/ ενδιαφέρονται περισσότερο για τις τέχνες και την ευημερία
11. Έχει επηρεάσει σημαντικά τη ζωή μου και τους συνομηλίκους μου. Ειδικότερα ως καθηγητής χορού, ήταν μια μεγάλη πρόκληση καθ' όλη τη διάρκεια εκείνων των χρόνων, κάτι που αποτέλεσε σημείο καμπής για τις συνολικές μεθόδους διδασκαλίας, τις επιχειρήσεις κ.λπ. Επιπλέον, οι νέοι χρειάζονταν περισσότερη ψυχική υποστήριξη και αισθάνθηκα υπεύθυνη για την παροχή εργαλείων. Αυτό δεν ήταν απαραίτητα κακό, καθώς ήταν μια καλή ευκαιρία να ασχοληθώ με θέματα που προηγουμένως ήταν

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		<p>νέους, μπορούσα να δω πόσο χαμένοι ένιωθαν, καθώς πολλές από τις προγραμματισμένες εμπειρίες τους ακυρώθηκαν, όπως και η αναμενόμενη φοιτητική ζωή.</p> <p>12. τόσο διανοητικά όσο και αργότερα σωματικά. φαίνεται ότι το covid έφερε πολλά συναισθήματα/καταστάσεις/προκλήσεις στην επιφάνεια. αισθάνομαι ότι όλοι ξαφνικά ανέπτυξαν αυτόν τον "Φόβο" για τα πάντα. ταυτόχρονα εκπλήσσομαι τόσο πολύ από το γεγονός ότι η ανθρωπότητα βρίσκει έναν τρόπο να προχωρήσει. 3 χρόνια μετά το covid και κάναμε τόσα πολλά.</p> <p>13. - Ακόμα πιο περιθωριοποιημένοι - Ακόμα πιο κοινωνικά αποσυνδεδεμένοι - Δεν ένιωθαν άνετα να χρησιμοποιούν την τεχνολογία για να παραμένουν συνδεδεμένοι ή είχαν πρόσβαση στην τεχνολογία</p> <p>14. - Απομάκρυνση από την προσωπική επαφή, κοινωνικοποίηση - Τους στέρησε τη δυνατότητα κάθε είδους συλλογικής δραστηριότητας.</p> <p>15. Το Covid με έκανε να σέβομαι και να εκτιμώ τον χρόνο μου πολύ περισσότερο από ποτέ, με έκανε να θέλω να επικοινωνώ περισσότερο με τους ανθρώπους.</p>
<b>2. Δέσμευση των νέων: η κατάσταση</b>	<b>2.1 Εκπαίδευση για την ενεργό συμμετοχή των πολιτών</b>	<p>Συμφωνώ απόλυτα: 0%</p> <p>Συμφωνώ: 6,7%</p> <p>Ούτε συμφωνώ ούτε διαφωνώ: 53,3%</p> <p>Διαφωνώ: 33,3%</p> <p>Διαφωνώ απόλυτα: 6,7%</p>
	<b>2.2 Πρωτοβουλίες για τους ευάλωτους νέους</b>	<p>Συμφωνώ απόλυτα: 0%</p> <p>Συμφωνώ: 33,3%</p> <p>Ούτε συμφωνώ ούτε διαφωνώ: 40%</p> <p>Διαφωνώ: 20%</p> <p>Διαφωνώ απόλυτα: 6,7%</p>
	<b>2.3 Ευκαιρίες λήψης αποφάσεων &amp; ενεργού συμμετοχής</b>	<p>Συμφωνώ απόλυτα: 0%</p> <p>Συμφωνώ: 13,3%</p> <p>Ούτε συμφωνώ ούτε διαφωνώ: 60%</p> <p>Διαφωνώ: 26,7%</p> <p>Διαφωνώ απόλυτα: 0%</p>
	<b>2.4 "Θεσμικοί ρόλοι" για την ενεργό συμμετοχή των νέων</b>	<p>Συμφωνώ απόλυτα: 0%</p> <p>Συμφωνώ: 13,3%</p> <p>Ούτε συμφωνώ ούτε διαφωνώ: 40%</p> <p>Διαφωνώ: 26,7%</p> <p>Διαφωνώ απόλυτα: 20%</p>

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<b>3. Ηγετικές δεξιότητες και ικανότητες</b>	<b>3.1 Αξιολόγηση ικανοτήτων και δεξιοτήτων</b>	<p>-Υπευθυνότητα: 6,7% - Χρήσιμη:6,7%</p> <p>-Επικοινωνία: 13,3% - Χρήσιμη:6,7%</p> <p>-Δημιουργικότητα: Απαραίτητη:83.3% - Απαραίτητη:80% - Σχετική:6.7% - Χρήσιμη:13.3%</p> <p>-Ηθική συμπεριφορά: Οριακή:6,7%</p> <p>-Ηγεσία: 13,3% - Οριακά:13,3%</p> <p>-Αυτοδιαχείριση: Απαραίτητη:73,3% - Σχετική:20% - Άχρηστη:6,7%</p> <p>-Αντοχή: 13,3% - Χρήσιμο: 26,7% - Οριακό: 53,3%: 6.7%</p> <p>-Αίσθηση πρωτοβουλίας και επιχειρηματικότητας: Απαραίτητη:46,7% - Σχετική:26,7% - Χρήσιμη:13,3% - Οριακή: 6,7% - Άχρηστο: 6,7%</p>
	<b>3.2 Αξιολόγηση ικανοτήτων</b>	<p>-Υπευθυνότητα: Πρέπει να βελτιωθεί:40% - Δεν είμαι σίγουρος:6,7%</p> <p>-Επικοινωνία: Πρέπει να βελτιωθεί:46.7%</p> <p>-Δημιουργικότητα: Πρέπει να βελτιωθεί:40%</p> <p>-Ηθική συμπεριφορά: Πρέπει να βελτιωθεί:20%</p> <p>-Ηγεσία: Πρέπει να βελτιωθεί:66.7%</p> <p>-Αυτοδιαχείριση: 73,3% - Δεν είμαι σίγουρος: 6,7%</p> <p>-Αντοχή: 66,7% - Δεν είμαι σίγουρος: 6,7%</p> <p>-Αίσθηση πρωτοβουλίας και επιχειρηματικότητας: 46,7% - Πρέπει να βελτιωθεί:46,7% - Δεν είμαι σίγουρος:6,7%</p>

<p><b>4. Βέλτιστες πρακτικές</b></p>	<p><b>4.1 Βέλτιστες/καλές πρακτικές</b></p>	<p><b>(εάν ναι) Περιγραφή των καλών πρακτικών και των δυνατοτήτων βελτίωσης.</b></p>	<p>53,3% Έχουν συμμετάσχει και 46,7% Δεν έχουν συμμετάσχει αλλά ενδιαφέρονται για μελλοντικές δράσεις</p> <ol style="list-style-type: none"> <li>1. Τοπική μπάντα πορείας</li> <li>2. YEU Ακτιβισμός</li> <li>3. Η ομάδα μου και εγώ αναπτύξαμε και υλοποιήσαμε δραστηριότητες που παρείχαν στους νέους των αγροτικών περιοχών την ευκαιρία να χρησιμοποιήσουν τις εικαστικές και παραστατικές τέχνες για να αναλύσουν και να αμφισβητήσουν θέματα της καθημερινής τους ζωής. Μέσω αυτών των διαδικασιών, είχαν την ευκαιρία να αναπτύξουν τη δημιουργικότητά τους, την κριτική σκέψη και τις τεχνικές τους δεξιότητες. Ορισμένα από τα εργαστήρια περιλαμβάνουν την τέχνη του δρόμου, το θέατρο, τη φωτογραφία και τη δημιουργία ταινιών.</li> <li>4. ως φοιτητής bsc έχω συμμετάσχει σε πολλά προγράμματα ενδυνάμωσης των νέων, ως μεταπτυχιακός φοιτητής έκανα τη διατριβή μου σχετικά με την πολιτική για τη νεολαία της Κύπρου και κατά τη διάρκεια των ετών, έχω γράψει εκπαιδευτικά προγράμματα για τους ενδιαφερόμενους φορείς της νεολαίας, και τα τελευταία 3 χρόνια, ενώ βρισκόμουν σε καραντίνα, έχω ιδρύσει τη δική μου πρωτοβουλία σχετικά με την ενδυνάμωση των νέων που ονομάζεται "itshumanlypossible".</li> <li>5. Ταξίδια Erasmus/ εργαστήρια και σεμινάρια που διοργανώνονται από τοπικές ΜΚΟ. (Ταξίδι στη Βιέννη με θέμα τη μη βίαιη επικοινωνία και τη σχεδιαστική σκέψη, σεμινάριο ακτιβισμού και ενδυνάμωσης της νεολαίας σε τοπικό επίπεδο)</li> <li>6. Το συνολικό πεδίο εργασίας μου μέσω των καλλιτεχνικών στοιχείων της κουλτούρας χιπ χοπ, που συμβάλλουν στην ομαδική εργασία, στην επινοημένη εργασία, στην ανάμειξη γενεών, στην κριτική σκέψη και στην αμφισβήτηση των υφιστάμενων δομών εξουσίας. Αυτό περιλαμβάνει την ανάπτυξη δεξιοτήτων, καθώς και την καθοδήγηση.</li> </ol> <p>Μέσω έργων που ιδρύονται από ευρωπαϊκά και άλλα</p>
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Αριθμός έργου 101089746

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		<p>προγράμματα, με θέματα που ενδιαφέρουν τους νέους. Ως υπεύθυνος έργων στο YEU Cyprus, στοχεύουμε να βασιστούμε στις πραγματικές ανάγκες των νέων. Αυτό που θα μπορούσε να βελτιωθεί είναι ακόμα περισσότερος χρόνος που θα μπορούσε να αφιερωθεί στους νέους.</p> <p>7. - Στέγαση ημιεξαρτώμενων ατόμων</p> <p>- Ανανακαίνιση, διακίνηση, στέγη για ασυνόδευτους</p> <p>Καλή πρακτική:</p> <p>- Ιστορίες επιτυχίας από το καταφύγιο. Νεαρά μέλη που έκλεισαν τα 18 και ενσωματώθηκαν πολύ πιο εύκολα από ότι θα ήταν από την υποστροφή της υποστήριξης και της αγάπης</p> <p>- Ένα πραγματικά καλό επίπεδο εκπαίδευσης από την κατανόηση και το υπόβαθρό τους</p> <p>Θα μπορούσε να βελτιωθεί:</p> <p>- επίπεδο της κοινότητας πρέπει να έχουμε μεγαλύτερη επίγνωση της ανάγκης να κάνουμε τους νέους ανθρώπους με αγάπη μέρος κάθε συζήτησης.</p> <p>Όχι για έργα.</p> <p>- μέρος κάθε συζήτησης και πολιτικής απόφασης</p> <p>- επίσης, πρέπει να ληφθούν υπόψη όλα όσα ακολουθούν: τα δυνατά και τα αδύνατα σημεία τους</p> <p>8. Δέσμευση με ΜΚΟ όπως το Sistema Cyprus</p> <p>Καλή πρακτική:</p> <p>- Προτρέπουμε τους μαθητές να γίνουν εθελοντές εκπαιδευτές σε μια κοινοτική ορχήστρα που ευνοεί τα μη προνομιούχα παιδιά με την εκμάθηση μουσικής</p> <p>Θα μπορούσε να βελτιωθεί:</p> <p>- Περισσότερες πρωτοβουλίες, περισσότερες εκδηλώσεις κ.λπ.</p>
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Αριθμός έργου 101089746

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5. Άλλα	5. Άλλα	<p>Σημειώσεις/προτάσεις:</p> <ol style="list-style-type: none"> <li>1. Οι ερωτήσεις είναι πολύ συγκεκριμένες, αλλά για έναν λειτουργό νεολαίας ή ένα άτομο στην εκπαίδευση, θα μπορούσαν να χωριστούν για να πάρουν απαντήσεις σχετικά με συγκεκριμένα πλαίσια και ομάδες ατόμων. Επίσης, καθώς ο κοινωνικός αποκλεισμός ορίζεται από διάφορους τρόπους, νομίζω ότι αυτοί οι τρόποι θα μπορούσαν να συμπεριληφθούν με κάποιο τρόπο στις ερωτήσεις για να βοηθήσουν τον συμμετέχοντα να απαντήσει περισσότερα πράγματα. π.χ., καθημερινή ζωή, επικοινωνία μεταξύ των ανθρώπων, καθημερινές συνήθειες.</li> <li>2. - Πρέπει να λάβουμε υπόψη το εθνικό υπόβαθρο - Τοπικός προσανατολισμός στις ερωτήσεις του ερωτηματολογίου</li> <li>3. Δώστε στους νέους καθοδήγηση και κίνητρα για να συμμετάσχουν στην οικοδόμηση της κοινότητας</li> </ol>	
	Πρόσθετες πληροφορίες:		
	Σημειώσεις:		

**Παράρτημα 2\_Πλέγματα αξιολόγησης της έρευνας πεδίου\_Συνεντεύξεις σε νέους στην Κύπρο**

<b>Πλέγμα αξιολόγησης: (νέοι στην Κύπρο)</b>	
<b>Πληροφορίες για τον υπεύθυνο της συνέντευξης:</b>	
<b>Όνομα συνεντευκτή:</b>	Andriana Lagoudes & Styliana Baghdhadie
<b>Εταίρος του έργου:</b>	The Hub Λευκωσία
<b>Δεδομένα του ερωτώμενου:</b>	
<b>Ηλικία:</b>	16-18 ετών: N°0
	19-21 ετών: N°1
	22 - 25 ετών: N°5
	26 - 29 ετών: N°0
	30 - 32 ετών: N° 0
	33 - 35 ετών: N° 0
<b>Φύλο (N°):</b>	M 1 F 5
<b>Κύριες Εθνικότητες::</b>	50% Κύπριοι - 50% Έλληνες
<b>Κύριοι τομείς (τομέας σπουδών, απασχόληση):</b>	50% εργαζόμενοι - 50% φοιτητές πανεπιστημίου/κολλεγίου
<b>Ερώτηση αριθ.</b>	<b>Κοινά θέματα</b>

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<b>1. Ανάλυση πλαisiού</b>	<b>1.1 Γενικά χαρακτηριστικά τοπικό πλαίσιο</b>	<ul style="list-style-type: none"> <li>- Κατάγομαι από την Κύπρο - η οικογένειά μου μπορεί να χαρακτηριστεί πατριαρχική, παρόλο που οι γυναίκες στην οικογένειά μου έχουν ισχυρές απόψεις και χαρακτήρες. Τα πρότυπα που τίθενται για τα αδέρφια μου σε σύγκριση με εμένα και την αδελφή μου διαφέρουν σε μεγάλο βαθμό, καθώς θεωρούμαστε πιο ώριμοι και υπεύθυνοι. Ωστόσο, αυτό δεν αποτέλεσε ποτέ εμπόδιο για την ακαδημαϊκή και επαγγελματική μου εξέλιξη. Τον τελευταίο μήνα μετακόμισα στο Λουξεμβούργο για πρακτική άσκηση- εκεί ανέπτυξα την ανεξαρτησία μου και αντιμετωπίζομαι ως ισότιμη με τους συνομηλίκους μου, ανεξάρτητα από το φύλο τους.</li> <li>- Παίρνω επίδομα από το κράτος για τις σπουδές μου</li> <li>- Ζω στην Κύπρο και είναι σκατά</li> <li>- ευχαριστημένος με τους πόρους χωρίς ισχυρούς περιορισμούς</li> <li>- Διαχειριστής μέσω κοινωνικής δικτύωσης</li> <li>- Δημοκρατία</li> </ul>
	<b>1.2 Προκαλεί εκπαιδευτικές ευκαιρίες</b>	<p>4 άτομα απάντησαν ότι δεν υπάρχουν περιορισμοί για εκπαιδευτικές ή επαγγελματικές ευκαιρίες.</p> <p>2 άτομα απάντησαν θετικά στην ερώτηση:</p> <ul style="list-style-type: none"> <li>- Τα μεταπτυχιακά έχουν δίδακτρα, ακόμη και στα δημόσια πανεπιστήμια της Κύπρου. Οι μισθοί είναι χαμηλοί σε σχέση με το κόστος ζωής.</li> <li>- Έχουμε μόνο 2 ελεύθερα πανεπιστήμια, οπότε οι επιλογές είναι περιορισμένες.</li> </ul>

	<b>1.3 Επιπτώσεις της πανδημίας Covid</b>	<ul style="list-style-type: none"> <li>- Η αναγκαστική καραντίνα προκάλεσε πολλά κοινωνικοψυχολογικά προβλήματα. Αισθάνομαι ότι χάσαμε κάτι από τα νιάτα μας.</li> <li>- Έκανε τους ανθρώπους πιο αντικοινωνικούς</li> <li>- Κοινωνικός αποκλεισμός</li> <li>- Εκτός από τις προφανείς συνέπειες , όπως η μείωση των ευκαιριών απασχόλησης, τα οικονομικά προβλήματα και ο αρνητικός αντίκτυπος στη δικτύωση, το COVID έχει αφήσει το σημάδι του σε όλους ψυχολογικά. Με τον ένα ή τον άλλο τρόπο όλοι είχαν μια άσχημη εμπειρία είτε από την καραντίνα είτε από τη διάγνυσή της. Ο τρόπος με τον οποίο συμπεριφερόμαστε δημόσια δεν θα είναι ποτέ ο ίδιος.</li> <li>- κατά τη διάρκεια της πανδημίας υπήρξε μεγάλη αύξηση του άγχους, της οικονομικής αστάθειας και της συνολικής ευημερίας</li> <li>- Έχασα 2 χρόνια από τη ζωή μου</li> </ul>
<b>2. Δέσμευση των νέων: η κατάσταση</b>	<b>2.1 Εκπαίδευση για την ενεργό συμμετοχή των πολιτών</b>	<p>Συμφωνώ απόλυτα: 16,7%</p> <p>Συμφωνώ: 16,7%</p> <p>Ούτε συμφωνώ ούτε διαφωνώ: 50%</p> <p>Διαφωνώ: 16,7%</p> <p>Διαφωνώ απόλυτα: 0%</p>
	<b>2.2 Πρωτοβουλίες για τους ευάλωτους νέους</b>	<p>Συμφωνώ απόλυτα: 16,7%</p> <p>Συμφωνώ: 16,7%</p> <p>Ούτε συμφωνώ ούτε διαφωνώ: 50%</p> <p>Διαφωνώ: 16,7%</p> <p>Διαφωνώ απόλυτα: 0%</p>
	<b>2.3 Ευκαιρίες λήψης αποφάσεων &amp; ενεργού συμμετοχής</b>	<p>Συμφωνώ απόλυτα: 0%</p> <p>Συμφωνώ: 33,3%</p> <p>Ούτε συμφωνώ ούτε διαφωνώ: 50%</p> <p>Διαφωνώ: 16,7%</p> <p>Διαφωνώ απόλυτα: 0%</p>
	<b>2.4 "Θεσμικοί ρόλοι" για την ενεργό συμμετοχή των νέων</b>	<p>Συμφωνώ απόλυτα: 0%</p> <p>Συμφωνώ: 0%</p> <p>Ούτε συμφωνώ ούτε διαφωνώ: 33,3%</p> <p>Διαφωνώ: 50%</p> <p>Διαφωνώ απόλυτα: 16,7%</p>

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3. Ηγετικές δεξιότητες και ικανότητες	3.1 Αξιολόγηση ικανοτήτων και δεξιοτήτων	-Υπευθυνότητα: Απαραίτητη:83,3% - Σχετική:16,7% -Επικοινωνία: Απαραίτητη:100% -Δημιουργικότητα: Συνάφεια: 16,7% -Ηθική συμπεριφορά: Οριακή:16,7% -Ηγεσία: 33.3% - Σχετική:33.3% - Χρήσιμη:33.3% -Αυτοδιαχείριση: Απαραίτητη:50% - Σχετική:33,3% - Χρήσιμη:16,7% -Αντοχή: Απαραίτητη:83.3% - Σχετική:16.7% -Αίσθηση πρωτοβουλίας και επιχειρηματικότητας: Απαραίτητη:50% - Σχετική:16,7% - Χρήσιμη:33,3%
	3.2 Αξιολόγηση ικανοτήτων (αποκτηθείσες δεξιότητες)	-Υπευθυνότητα: Πρέπει να βελτιωθεί:50% - Δεν είμαι σίγουρος:16,7% -Επικοινωνία: Πρέπει να βελτιωθεί:33.3% -Δημιουργικότητα: Πρέπει να βελτιωθεί:33.3% -Ηθική συμπεριφορά: 16,7% - Δεν είμαι σίγουρος:33,3% -Ηγεσία: Πρέπει να βελτιωθεί:83.3% -Αυτοδιαχείριση: Πρέπει να βελτιωθεί:83,3% -Αντοχή: - Πρέπει να βελτιωθεί:50% -Αίσθηση πρωτοβουλίας και επιχειρηματικότητας: 66,7% - Δεν είμαι σίγουρος:16,7%
4. Βέλτιστες πρακτικές	4.1 Βέλτιστες πρακτικές	- ακτιβιστικές δράσεις - ανταλλαγές νέων erasmus - βαθιά εστίαση στον τρόπο με τον οποίο οι δεξιότητες που διδάσκονται μπορούν να εφαρμοστούν στη σημερινή κοινωνία - να φύγετε από το πρόγραμμα με καθήκοντα που μπορούν να αναληφθούν και σαφείς στόχους Σπουδές Erasmus
	Σημείωση της γνώμης του υποκειμένου της συνέντευξης*:	
	Σημειώσεις:	

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