EMPO WER YOU TH

Eurodiaconia

Connecting faith and social justice through action

Erasmus+

This project was implemented by

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Connecting faith and social justice through action

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WELCOME TO THE EMPOWER YOU(TH)! ONLINE TOOLKIT!

This toolkit has been developed in the course of the project "Empower You(th)! Training of innovative models and methods in youth work" supported by the EU programme Erasmus+. It is available as a downloadable pdf-version and an online version.

It wants to offer youth trainers a compendium of innovative approaches to youth work developed by seven diaconal organisations active in European youth work. During the project these organisations from Armenia, Belgium, Czech Republic, Italy, Kosovo, Norway, and Sweden exchanged their best practices, assessed them and thought about how each of their approaches could work in different country contexts and what would be needed for that. Those considerations are based on a research
paper on diaconal youth work in Europe that was carried out by DIAK (Diaconia University of Applied Sciences, Helsinki, Finland) prior to this project (available at Eurodiaconia).
What can a volunteer centre in a multicultural neighbourhood of Oslo learn from a youth centre in Kosovo? Would a summer camp organised in northern Italy work like this also in Armenia? What are the differences between the approach to youth work in the East of the Czech Republic and the approach in Sweden?

Those were some of the questions, the project partners discussed during several events. European youth trainers not only analysed their theoretical approaches, they also discussed their practical tools – their success factors and pitfalls. This online toolkit wants to offer an insight into these discussions and invites the reader to learn more about the outcomes, learn more about theoretical &

practical approaches to youth work from seven different country contexts. This toolkit is unique as it gathers approaches from different European Christian organisations beyond denominational borders in EU and non-EU countries to exchange and learn from their specific backgrounds; a spectrum on which a project solely focused on EU-countries could not deliver.

The toolkit is divided into three parts. First, it discusses societal challenges for young people in Europe today, reaching from unemployment to digitalisation, from European identity to migration. This section offers a European view of the diverse challenges young people are facing today, setting the scene for how innovative youth work can support youngsters on their way to adulthood.
Second, it will offer insights into theoretical approaches to youth work and how these models of youth work influence youth methods. The way a young person is seen by the youth worker will affect his/her actions to support that person. Concrete examples will illustrate this analysis.
Third, it offers an insight into how the participating organisations actually try to change the lives of young people to the better and what is needed for this. The reader will find information about selected methods, needed resources and also information about the implementing organisations, their size and background in order to assess if the presented methods and approaches would work also in different contexts.

The online version of the toolkit invites the reader to get active as well. You can test your knowledge about youth models, the methods presented and you are also invited to submit your own approach, your own methods to become part of this collection. Contact details

of youth trainers involved in the project will make it easy to get in touch to learn more about the methods.

We hope this collection of approaches to youth work will help youth workers in Europe to get inspired and to start exchange! European youth work is about learning from each other in order to better support the future of Europe: the youth.

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SOCIAL CHALLENGES

Multicultural Societies

This section picks up the topic of multicultural societies and will look into the reality of the co-existence of diverse racial, religious, social and cultural groups in Europe today. We will ask how attention to this diversity can help young people from all backgrounds to find their place in society and to contribute to a world free of discrimination and intolerance.

One important component to bear in mind regarding multicultural societies is the increase in international mobility, which has enabled young people to travel across Europe and beyond to undertake exchange programmes, volunteer abroad or participate in the Erasmus+ programme to study abroad for example. Despite the fact that this has provided young people with invaluable opportunities for learning different languages and cultures, and to enhance their skills and career prospects, it also requires young people to be prepared for such experiences. Demonstrating how to travel safely and be respectful towards other countries and cultures is a vital way to ensure young people are able to contribute to a diverse and multicultural society with the knowledge and skills to appreciate cultural difference and to make the most out of European exchange, mobility and volunteer programmes including EVS, EU Aid Volunteers and Erasmus+.

As well as international mobility and volunteer programmes among young people, the promotion of education, employment and access to vocational training is also an important factor in the theme of multicultural societies. The work that has been developed during our Empower You(th)! project has emphasized the need to enhance societal participation of under-represented groups of young peo-

ple. Marginalized groups of individuals, including ethnic, religious, sexual minorities or marginalized groups often find themselves unable to be fully involved in training, education and employment opportunities, either through not having the awareness of how to find these
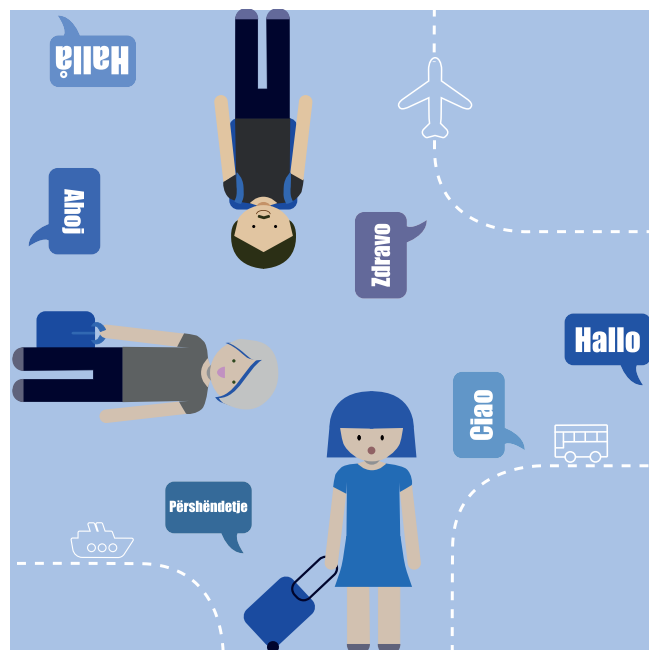
opportunities, or through not having the confidence to pursue them, or to understand how their skills match the job or training in question. Even worse, especially marginalized groups of young persons can be subject to criminal processes like human trafficking, they easier can become victims of sexual exploitation and forced labor.

The flux of migrants that have reached Europe's shores in recent years have unfortunately given those who were dissatisfied with an increasingly multicultural society the further motivation and wish to close our doors to those in need, and adopt nationalist and unwelcoming policies – this tendencies are increasingly found also among young people. The reality of migration, be it of third
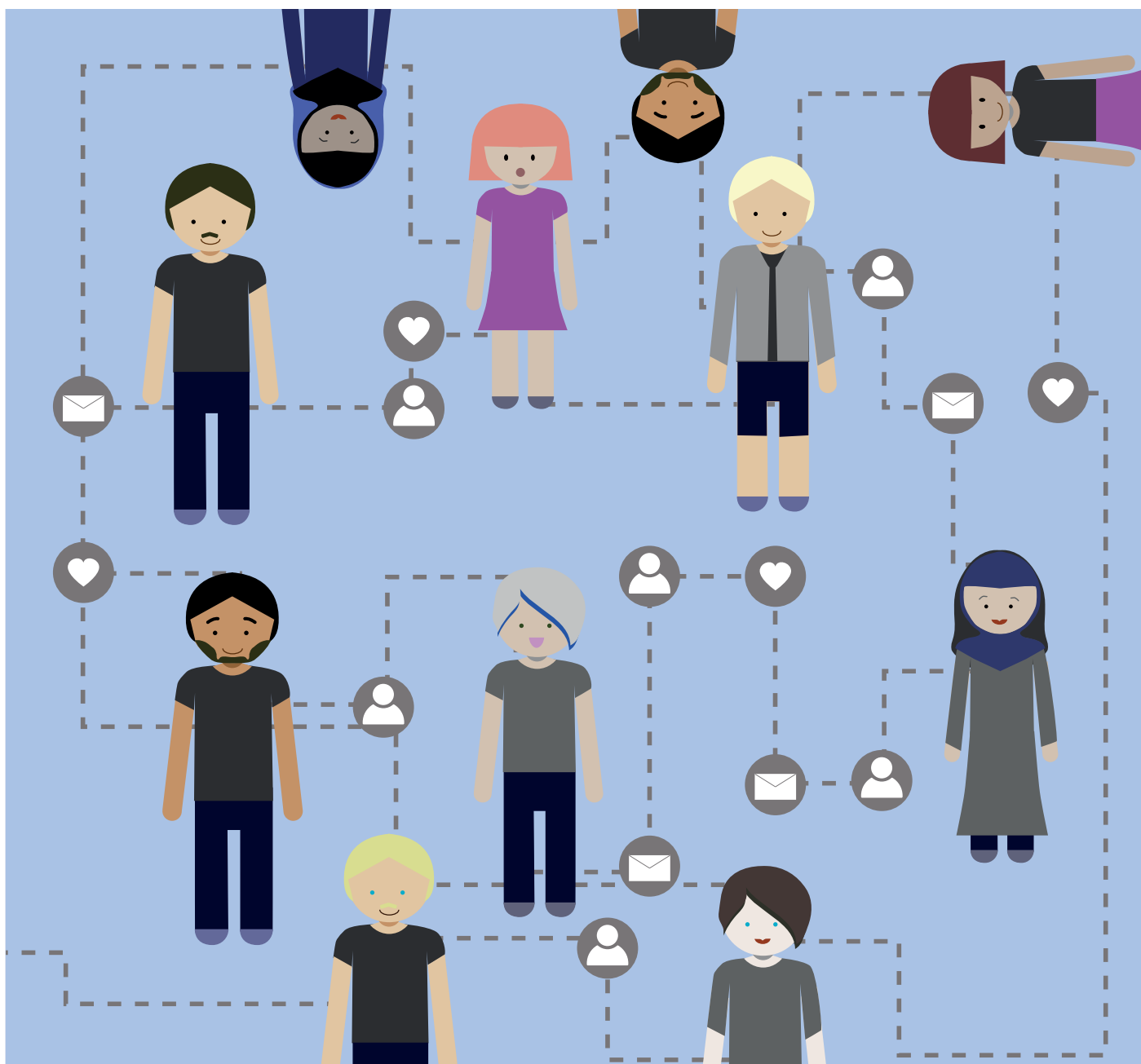
country nationals, refugees or mobile EU citizens, shows the need to make sure that pre-departure and pre-arrival support and access to basic services for new members of society are up to scratch. Eurodiaconia members working in the field of migration, including Empower You(th!) project partners from Sweden, Italy, Kosovo and Armenia see improved reception and welcome services would enable a smoother integration process for migrants and refugees. Suggestions from project partners envisage better welfare state regimes and provisions that allow migrants to have access to the basic services that would make social inclusion and community building an easier objective to reach – it will be crucial to bring young people from host communities and migrant communities together and foster social cohesion in order to build a common history together and avoid "othering" at the earliest possible stage. If new arrivals in European

societies had access to the services and support that would enable them to integrate successfully into the arrival communities, then segregation and hostility towards minorities could be lessened, and multiculturalism could be viewed more favorably by all.

Although we do see instances of diverse groups living harmoniously in Europe, the co-existence of cultures can also breed tension and intolerance e.g. also in schools. The threats posed by terrorism, the rise of far-right parties and the flux of migrants have seen discrimination, intolerance and xenophobia fueled. This intolerance and racism is often fueled by fear and ignorance of the 'other', whereby an individual or group is cast into the role of the 'other', or given the status of 'not one of us', splitting our community with a 'us' and 'them' mentality that breeds conflict instead of cohesion and respect. As such, fostering interethnic or interreligious dialogue between young people to foster respect, solidarity and understanding is of paramount importance, and ensuring enhanced awareness and understanding between ethnic and religious groups can improve the narrative and discourse that accompanies our diverse societies and avoid discrimination, hate and radicalisation.

Discrimination is often made on the grounds of ethnic, religious or sexual difference and in increasingly multicultural societies this is a key issue to be tackled to ensure social cohesion. When society is composed of various groups and cultures with differing traditions, norms and beliefs, the issue of gender equality often arises. Ensuring gender equality can be facilitated through understanding how to tackle gender-based discrimination and to encourage activism for gender equality among all groups. Encouraging young people of all cultures and ethnicities to get involved with activities that promote gender equality and empowerment for women and girls is an important step to tackling gender-based discrimination.

As diaconal organisations, then the religious component of our societies is often at the forefront of our minds. Through the course of our discussions among the Empower You(th)! project consortium, supporting young people in their search religious identity came back as a recurring theme. In our multicultural societies, the increasing existences of hate crime and violence in the name of religion lead many to move away, change or interpret their religion in problematic ways leading to confrontation. However, diaconal organisations across Europe are building the search for religious identity into their youth work, and bringing people of all faiths, beliefs and together for debate and dialogue. Through facing and acknowledging, rather than shying away from religion and its place in our societies, it is hoped that hate crime and radicalisation can be overcome.

Youth Unemployment

This part seeks to provide a deeper look at the causes of unemployment in Europe, especially among young people. By gaining a better understanding of which skills young people need to find a job, what employees are looking for, and how better signpost access to support and information, we hope to meet one of our project objectives to enhance opportunities for young people, in this case regarding integration into the labour market.

Recent years have seen a rise in flexible forms of work, however zero hours contracts and unpaid internships represent precarious forms of employment, with lacking stability, progression and regu-

lar income. Organisations that offer temporary and ad-hoc work for taxi drivers, food deliveries and store assistants may initially engage more young people in work contracts, however do not provide a steady amount of work, and often still see young people facing hardship and in work poverty. In addition, precarious and flexible work distort the statistics and figures on youth unemployment, leading to the assumption that a higher percentage of young people are in regular and secure jobs, and blurring the lines between employment and unemployment.

As well as flexible and precarious forms of work that are prevalent across Europe, there also exists a mismatch between employees and employers regarding the skills and qualifications required. With high levels of higher education attendance across Europe, we are seeing large numbers of young people graduate from University or training schools across the content. Nevertheless, the number of jobs available remains comparatively much lower than the number of young people searching, which in turn often leads young people to accept roles for which they are overqualified. As well as not being able to adequately use their skills, young people might not stay in such roles for long and further disrupts the labour market and employee retention and satisfaction rates. A lack of communication between business and academia in terms of what is expected by employees, and the skills that are being transferred and built in universities, aggravates this gap between the employers and those looking for employment. It also means that it is difficult to absorb young people into employment, because of the gap that exists between formal or non-formal education and the labour market.

Family or social background also have a role to play in terms of employment and young people's attitude towards work. The legacy of previous recessions or the continued disruption of the labour market during a young persons' upbringing can jeopardize young people's access to the labour market. Eurodiaconia members work with young people of various backgrounds, and they found that this phenomenon of multigenerational unemployment can be because young people's close ones are they themselves not in a position to provide advice or contacts for potential routes into employment, or may not have participated in further or non-formal education or training themselves. Secondly, young

people whose family members are not themselves in work are statistically less likely to themselves find work, either through lacking motivation or confidence brought about by sociopolitical instability or by feeling more secure on benefits. (Eurostat, 2017) Eurodiaconia members come from diverse social and political settings across Europe, and Empower You(th) project partners offer insight into the way that the national and historical

context has an immediate impact on employment. For certain countries where it is less common for women to be in full time employment, and where levels of employment among young women have historically been lower, or restricted to the service sector, for example in Kosovo and Armenia, then this legacy may remain for generations. Youth unemployment therefore represents not only a matter of access to jobs, qualifications and opportunities, but also relates to attitude and outlook on work which may change depending on the country context and must be kept in mind when trying to tackle the causes of youth unemployment.

In order to tackle youth unemployment, it is important to enhance knowledge and opportunities not just in relation to work and careers, but also in terms of non-formal education, training and volunteering as paths to employability. Young people are often seen as more attractive can-

didates for jobs if they have undertaken opportunities to enhance their skills and knowledge through formal training activities at local, national or international level. Regarding the latter, there
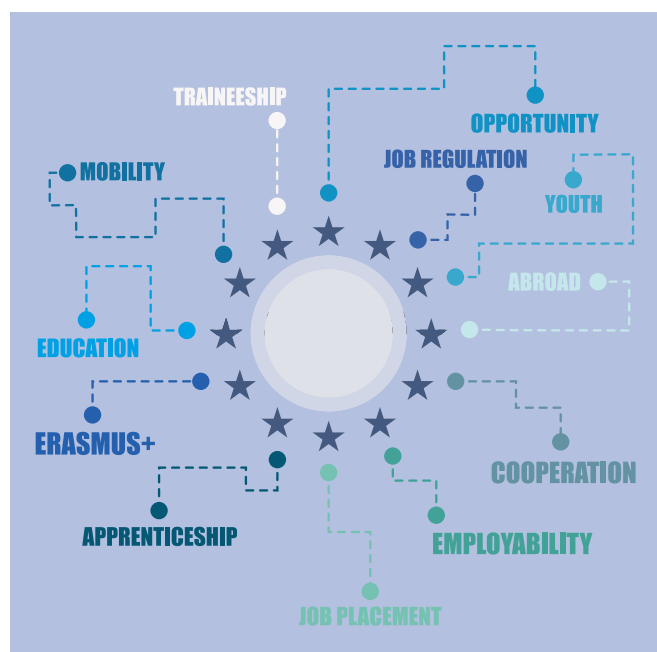
are several EU initiatives available for skills training, non-formal education and learning including the Erasmus+ which is the EU's programme to support education, training, youth and sport in Europe and will provide opportunities for millions of Europeans to study, train, gain experience and volunteer abroad. The European Solidarity Corps is the new European Union initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe. The Youth Employment Initiative supports young people who are not in education, employment or training (NEETs), including the long-term unemployed, through apprenticeships, traineeships, job placements and further education. These represent various initiatives at EU level to enhance employment prospects for young people

through training, however similar programmes also exist at local and national level, often managed by the National Agency or Ministry for Education in Member States, or the National Agencies for Erasmus+ in the country.

Following on the topic of international mobility with regard to youth unemployment, raises the question of urban and international youth migration. The permeability of European borders that has been fostered through enhanced cooperation between member states, and programmes like Erasmus+, has seen a rise in youth migration and mobility across the EU and beyond. When young people move to find work either abroad or in larger cities, this leads to a lack of investment in rural areas, and a decline in business and industry given a weaker work force. Further, international migration also brings into question not just the access to work, but the quality of it. There is an increasing move towards a standardization of regulation of jobs and employment across the EU, with the setting-up of European Qualifications Framework or Blueprint for Sectoral Cooperation on Skills to improve understanding and coherence on skills and competences. Nonetheless, there remains shortcomings in the implementation and monitoring of such tools and frameworks to ensure quality jobs and employment opportunities, which can see young people undertaking jobs abroad disappointed or with the varying quality of work in different settings, which can make future progression or development difficult. Further, given the lack of investment in rural areas, then young people returning home may find it difficult to reintegrate and to find roles, or even organisations, where they can adequately use their skills gained abroad. This in turn leads to a vicious circle, as young returnees often choose to then move to larger cities af-

ter time spent abroad, meaning even more of a decline in qualified and trained young people in rural areas. Steps taken to counter the problems linked to urban and international youth migration include enhanced opportunities for social enterprise and social innovation in rural areas to reinvest in local economies and activities through smaller scale activities. This is seen as one way to foster community cohesion and development to encourage young people to be change makers in their home communities through social innovation and through increased proactivity regarding their societal and community participation.

European Identity

This part will look into what European Identity can be for young people today, which aspects are the most relevant for their own understanding of being European and which European Identity we want to help young people to acquire through the project.

Identity is about people and their understanding of belonging. In a more and more globalized and interconnected world young people see themselves confronted with new challenges concerning multiple identities. They can, for instance, feel tangled between a local, national or European identity. How can we foster the perception of Europe as a common space of European citizens? Especially for children and young people, the capacity to form and maintain quality relationships is essential for how they function within society. Therefore, it is important to identify the key figures (parents, teacher, friends) and places of socialization (home, school, …) and acknowledge their important role in forming and contributing to a positive perception of Europe. The European integration process should be discussed more in-

tensively at young people's living environment, in the classroom and amongst friends in order to increase young people's feeling of being a European.

Education is a key factor that often sparks and enables young people's first engagement in democratic processes. However, identity building and strengthening of democratic values is not all about formal learning, but non-formal learning too, e.g. through peace movements and development aid movements. Civil Society Organisations like members of Eurodiaconia can offer valuable insights and possibilities to get engaged by creating personal experiences through their projects and daily work. Through that kind of engagement young people can get active themselves and see or feel the impact of European policy decisions on a local/personal level with their own eyes. Challenges remain in how to create European ownership, counter radicalisation or how to teach young people the importance of a united Europe as a guarantee for peace. The EU and its responsibility as a global actor and stability anchor for peace and democracy is not self-evident. Efforts must be made to ensure in the

socialization process that the historical background (e.g. World War II) is pointed out. Addressing these topics is the foundation of a European Identity. Today's adolescents are the last generation, who still has the chance to meet and experience contemporary witnesses from that time first-hand. In the future new forms of remembrance culture must be developed and strengthened to promote the common European culture and to keep the awareness of Europe's heritage alive.

Challenges exist in today's society in mobilizing young adults for any forms of (long term) engagement, so new forms of participation need to be found.

The Erasmus+ programme should be further expanded and extended to other target groups, especially from the less educated milieu. Being able to travel, get to know another country and language is one of the most important aspects in learning openness and reducing prejudices. Intercultural competence is one of the key factors in the development of a European identity and to prevent extremism.

Strengthening the European identity and sense of community does not mean abandoning one's national or local roots and traditions.

Thus, to live up to the guiding principle of Europe: united in diversity. European identity also means being aware of the European achievements. The young generation in particular is very conscious of these advantages and sees them as self-evident or can hardly imagine a return, such as, for example, the open borders, the Euro or the abolition of roaming charges. Identity is formed through the encounter and interaction with other people and to empower these possibilities for young adults needs to remain a major task.

European identity also means to assure the certainty and security of the European Union to young people. The awareness exists in large parts that the individual countries are too weak and are stronger together to stay competitive as a global player in world affairs. To be aware of European values and norms, such as Democracy, peace, free movement of goods and people is also something that is valued by that generation, when compared to other regions of the world.

To further strengthen the European identity, new and far-reaching offers and opportunities for people to connect need to be established across borders. The Eurovision Song Contest or the European Championships in Sport are good examples. Through the Erasmus+ project "Empower You(th)" another successful example of a youth exchange between young people and trainers can be seen. It is important to raise awareness and increase the accessibility of European programmes that already exist to make them more accessible also for more marginalized groups of young people, for instance the European Voluntary Service (EVS), the European Solidarity Corps (ESC) or the Erasmus+ programme. There is no need for costly new inventions rather smart improvement of good practices already in place.

Digitalization

This part will examine which aspects of digitalization today are the most challenging for young adults in Europe, how the digitalization of life affects the personal development and their interpersonal skills. Developing media literacy increases their employability and should be at the heart of young people's perception of European and Global developments.

Technology and globalisation are substantially transforming work. New professional categories are being created, some jobs are changing rapidly and require different skill-sets than they did a few years ago, and others are disappearing, shifting to new sectors or to other regions. Young people change jobs and move much more often than a generation ago. The average European worker has gone from having a job for life to having more than ten jobs in a career. Despite rising educational levels, the transition from education to work is an increasingly challenging one – in particular since the outbreak of the crisis and in the context of digitalization.
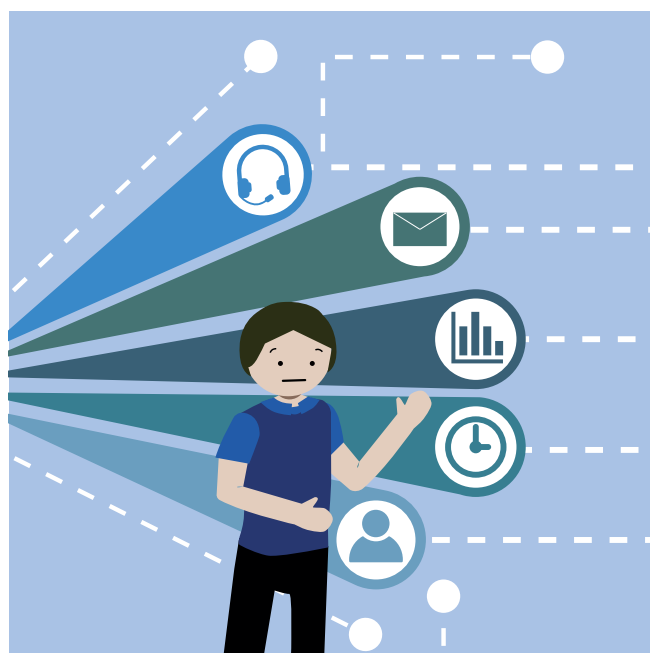
Technological change and digitalisation are likely to affect low qualified young workers the most as their jobs tend to be at higher risk of being replaced by artificial intelligence or robotics. They are also more likely to encounter a higher degree of difficulty in adjusting to changing jobs and tasks due to technological innovations. At the same time, technological change is expected to generate new and more productive jobs in Europe. Examples can be already found in the transport or accommodation sector with Uber vs. Taxis or Airbnb vs. Hotels. It will be a constant fight for and challenge to use the benefits of digitalization for the good of people, so that we don't build new forms of exploitation and inequality. Accessing these jobs will largely depend on skills and on wider conditions that en-able and facilitate young men and young women to take on and keep a job. Accessing these jobs will also be more difficult for some people than for others, making the need to address the various barriers to recruitment and hiring that remain, even more critical.

Whole economic areas are changing, and they continuously must adapt to be still competitive and productive. Young people have to adjust to the fact that more and more IT skills are being demanded and needed to be successful in the job market. In addition, they are demanded a high degree of flexibility. The increased number of working life transitions means young people need to be equipped for change, notably by updating their competences more regularly and developing new IT skills throughout

their lifetime.

Broad in scope, the digital revolution has not yet really captured the economy. But one has to be prepared for that: without fear, but with more initiative, empathy, creativity and the courage to change. Qualities that young people bring with them.

Challenges remain in the responsible and effective use of social media. How can we teach young people different skills concerning different topics, for instance, about the possibilities of social media (such as advocating for social change) and dangers of social media (such as cyber-bulling, extremist recruitment etc.)? Key will be the fostering and strengthening of critical thinking through media

literacy. Especially in the times of "fake news" the ability to differentiate and filter news is a fundamental skill. Media literacy education is a key competence for children and youth and is intended to promote awareness of media influence and create an active stance towards both consuming and creating media. By teaching young people to have a critical

eye towards media and to consume media in an informed way they learn how to interpret information and communicate more efficiently, which will impact their everyday lives. Media literacy should be mainstreamed through formal education and be an integral part of non-formal education in all countries of the European Union.

Furthermore, challenges exist in risks associated with the loss of relationship with the body, emotions, others and nature. Steps need to be implemented to support young people in maintaining their body-awareness, emotions, relationships, and healthy lifestyles despite virtual reality being a living environment today.

Challenges remain in countering terrorist propaganda and hate speech on the internet. Focus needs to be on (online) political and religious radicalisation prevention. To date, there are many initiatives and projects that focus on working with young people in schools, youth clubs and sports fields. Although valuable work is being done, there are also areas outside of public spaces where the mechanisms of this offline work no longer work: in the private rooms of teenagers, on their tablets and smartphones. Here, young people (often unconsciously) find extreme religious or political points of view. Regardless of the motivation to search for such content - these are as diverse as the young people themselves – the search on the internet almost always follows the same pattern: search for vague keywords and click on the first results, including controversial topics. This can be often a first step towards political and religious radicalisation.

Challenges remain in building the needed digital infrastructure, e.g. in fields of E-Governance and E-Learning so that young people can look into a prospective future. Investment into research &

development or high-speed broadband would be required to remove the investment backlog. New ways of interactive learning and IT skills (coding) should be represented in school curricula.

Otherwise there is a risk that the European younger generation falls behind other global powers and weaken their competitiveness towards them, by not preparing them for the future digital world. The aim should be to build knowledge societies that generate, share and make knowledge available to all members of the society and provides access to public services online. Young people sometimes have difficulties to make their voices heard in regard to topics of digitalization, because it is also a conflict between different generations and the fear of drastic changes, which is also seen in the current political discussions. Technology is often changing faster than the mindset of employers and workers. The generational conflict and the impacts between the so-called digital natives and the ones without that skills or comprehension needs to be minimized for the future.

YOUTH WORK MODELS

The development of a youth work models chart came as the result of a discussion session during the Online Toolkit Meeting, which took place on 12th and 13th September 2017 in Brussels, involving all project partners involved in the Empower You(th)! project. During the project session, the group discussed a text from Trudi Cooper entitled 'Models of youth work: a framework for positive skeptical reflection' which looks at different model frameworks of youth work developed over the last three decades. Project partners came to the conclusion that the Models presented by Cooper remained somewhat outdated, and needed to be updated and innovated to be applicable not only to contemporary youth work practices, but to the socio-political landscape of today's society, and to the problems faced by young people. With this in mind, the group developed a modified version, hereon referred to as the **Empower You(th) Model**. This model came about by compiling aspects of the models presented in Cooper's article on skeptical reflection, to create a framework they felt was a more serviceable model for their purposes and experience. The updated model largely took elements of the youth work models developed by Cooper and White in 1994, and also by Hurley and Treacy in 1993 (see Annex, p. 39). The Empower You(th) model retained the categories, or sub-models advanced in the Cooper and White model, namely Treatment, Reform, Advocacy and Empowerment, explained in further detail below. In each sub-model, the Empower You(th) model will begin from the perspective of a societal challenge faced by young people, for example digitalization or substance abuse. Taking this as a starting point, it will also look at the following categories,

through the lens of that particular problem: youth resources, societal resources, activity, values, skills, goals, and objectives.

The purpose of such an approach is to develop applicable and real-life scenarios within a theoretical framework for youth work, and to 'play out' genuine scenarios through these youth work models, to assess their suitability, as well as their relevance to contemporary challenges.

Treatment

The treatment sub-model sees young people as deviant and a social 'problem' in need of being controlled and reformed so as not to threaten social stability. Youth work therefore serves the purpose of disciplining young people through role models, preparing young people for adult roles and providing a structured programme.

Example for application:
The challenge that will be played out in the 'Treatment' sub-model will be the issue of substance abuse, explicitly alcohol problems, and we will play out the Empower You(th) model through this lens, following the table below. Taking this problem as a starting point, the relevant youth resources would include friends and family, school counsellors, community, self-help groups and low-threshold treatment programmes that offer services without trying to control substance intake. Societal recourses to support the young person and provide structure would be the police, the judiciary, social workers, curators, mental health facilities, and counselling programmes. Keeping the 'Treatment' sub-model in mind, the values expanded on would see drinking alcohol as bad, and forbidden for youth. Obeying the law and rules including age limits to sell and drink alco-

hol are therefore to be respected as the norm. To follow, youth work activities would be support sessions with an expert, cognitive behavioural therapy, progress rewards and incentives, punishment for breaking rules, and lectures on the consequences of substance abuse, and on future roles in society. This indeed supports the 'Treatment' perspective of seeing young people in need of discipline or reform to ensure societal stability and obedience. The aim of such interventions would need youth workers to possess the appropriate skills to set a good example for young people by demonstrating high standards of behaviour, and the ability to provide wholesome recreational activities by working with experts and professionals, in order to achieve the objective of stopping alcohol abuse among young people.

Reform

Reform stems from the view that young people may act in ways that harm society due to a disadvantage from their social environments, and so minor reforms are sought to ameliorate the hindrance experienced by certain groups. Those that cannot overcome these disadvantages should be offered support, and help should be given to those who are attempting to help themselves to ensure no one is disenfranchised.

Advocacy

In the advocacy sub-model, young people have problems obtaining their rights because they are not knowledgeable about these rights, or they do not possess the skills to acquire these rights; leaving them at a disadvantage. As such, youth work seeks to ensure young peo-

ple are aware of their entitlements and are supported to realise these rights. It also seeks to ensure bureaucratic systems are more balanced.

Empowerment

According to the Empowerment sub-model, the major challenge facing young people is that they do not possess enough power or control over their lives, and are deemed incapable of making their own decisions, or in need of protection. Youth work seeks to therefore give young people more control over their lives, and therefore adopts a more backseat role, allowing and encouraging young people to take action on their own behalf. During the discussion, project partners advised that caution should be exercised with regard to this model, given that rhetoric of letting young people do as they wish without intervention can be manipulated for undesirable causes or reasons.

APPLYING THE MODELS ON SPECIFIC EXAMPLES:

MODEL : TREATMENT

Challenge

Alcohol abuse

Youth resource

Friends	Family	Counsellors in schools	Lower threshold facility (Youth Centre)	Community (Churches, Mosques etc.)	Self-help groups

Society resource

Law   Police   Social workers   Curators   Mental hospitals   Counselling programs

Activity

Sessions with expert	Rewards for making progress (e.g. extra time for favorite activity)	Punishment for breaking rules (e.g. banning favorite activity)	Meaningful activities for spending time	Lecturing on consequences of drinking alcohol / norms of the society / future roles	Cognitive-behavioral therapy

Values

Norm by the society: alcohol drinking for youth is forbidden (rules within society – age limits for buying alcohol, punishments for sellers etc.)	Drinking alcohol is ethically wrong	Obeying the law and the norm

Skills

Team of experts	Ability to set a good example for the youth	High standards of personal behavior	Ability to provide integrated recreational activities for youth

Goals and Objectives

Stop drinking alcohol

MODEL : REFORM

Challenge

Digitalisation

Youth resource

Digital knowledge	Mental openness	Need to have a guide	Openness to non-formal methods

Society resource

School as educational environments	Good teachers and educational staff	Peer-Group

Activity

Workshops in schools

Values

Respect	Multiculturalism	Gender awareness	Positive attitude towards diversity

Skills

Creative thinking/ lateral thinking	Critical thinking/perspicacity	Effective communication	Interpersonal relationship	Self-awareness/ mindfulness	Assertiveness	Empathy
Equanimity	Coping with stress, trauma and loss		Resilience	Mental openness		

Goals and Objectives

Provide young people with a safe environment to use digitalization responsibly	Young people are digitalisation-savy	Young people use digital means to positively contribute to their community

MODEL : ADVOCACY

Challenge

European identity

Youth resource

Engaging in activities
and organizations

Awareness about
democratic values

Growing up in a peaceful
and united Europe

Society resource

UN-declarations/
HR-declarations.

School values
about democratic
perspective

Community
leaders

Peer-Groups

Activity

Education for adults
about child rights

Empower youth to
participate in com-
munity organization

Engage Child Im-
pact Assessment
into organizations'
decision chain

Values

Respect

Knowledge of
rights

Responsibility for
adults to listen to the
advocacy of youth

Social justice

Skills

An understanding of the complex-
ities of welfare and legal rights as
they affect young people

Informal "networking" skills
and contacts within bureaucra-
cy to "smooth" the process

Goals and Objectives

Increased advocacy for
political youth issues

Higher awareness
of democr. Values

Social inclusion for youth

MODEL : EMPOWERMENT

Challenge

Loneliness

Youth resource

Motivation   Leisure time   Will to act   Empathy   Power   Family

Society resource

Youth center   Volunteer center   School counsellors   Municipality   Congregations

Activity

Programs and   Volunteering   Recreational activities   Supportive mentoring
activities at
youth center

Values

Respect for one   Tolerance for   Dignity   Solidarity   Community
self and others   diversity

Skills

Self   Leadership   Independence   Social   Cooperation   Self-awareness
esteem   skills

Goals and Objectives

New friends   New skills   Becoming a part of society

YOUTH WORK METHODS

Slezska Diakonie:

About the organisation

Slezská Diakonie (SD) is a non-govern-mental non-profit christian-based organization providing services in the social field since 1990. It provides the services in the Czech Republic. SD runs more than one hundred various social services, which includes families, children and youth, elderly people, people with disabilities etc. SD employs about one thousand people. Since 2005 SD has hosted more than 20 international volunteers a year.

The low threshold facility Klub On Line is intended for children and youth from age 14 to 22 from the town of Karviná, who are in unfavorable social situation or in risk surroundings. Three people work in our facility and they are all responsible for the youth work, usually we host one international volunteer per year. We are closely associated with urban setting and communities in the town of Karviná. We offer safe space for individual solutions to the current situation. We also offer support that motivates young people to change and to take responsibility in their lives.

Name of the activity

Case work with youth - Focus on Motivational Interviewing.

Target Group (age range)

Young people from 14 to 22; (the activity is usable also for working with adults, addicted people, elderly - in general when working on client's change).

Resources needed: Human and financial resources, time and material

Human resources – youth workers need training in Motivational Interviewing, and should be qualified in social work (formal education).

Time - from 10 min (short intervention) to an hour.
Privacy – the interview between the client and the social worker should be held in a separate room or in a safe space by the client's choice.
No special material resources needed.

Rationale / Description of the activity

Motivational Interviewing in case work is a therapeutical method widely used in social practice. The method is based on the work of W. R. Miller and S. Rollnick and also on C. Rogers' client centered therapy (with elements of systemic therapy and CB therapy).
Basic ideas: collaboration, evocation, autonomy.
Basic principles: expression of empathy, developing contradictions, resistance, supporting the client's own capabilities.
Scheme of change process ("wheel of change") - six basic phases (by L. O. Prochaska, C. DiClemente: precontemplation, contemplation, decisions, actions, maintenance of changes, relapses).

Expected (learning) outcome
Support of client's inner motivation to change, empowerment of his soft skills.

What is the most positive aspect of this activity?
Finding and supporting the client's inner motivation to change and empowerment, close relationship (confidence, safety) between the client and the social worker.

It does not require any special arrangement and allows for operative decision making, flexibility and creativity, which can significantly contribute to the recognition and realization of exactly the pro-

cedure by which the client will step out of his unfavorable situation.

What is the biggest challenges of this activity?
It is a demanding approach in terms of professional amenities and personality dispositions of the social worker - the art of interviews, effective listening, the youth worker must be well aware of the possibilities, offers and missions of various institutions, so that he or she can provide the necessary service to his / her client.

What are the core skills and competences a youth trainer needs to implement the activity?
In order to create a good relationship with client, but also for the whole process of case work, it is essential to master the art of the interview.
Interviewing techniques:
Simple Acceptance Technique: Explaining that we are listening to the client. Also known as active listening.
Technique of capture and clarification: Capturing the subtext and respondent's feelings to what has just been said.
Paraphrasing Technique: It keeps the conversation at a lively and spontaneous level. The youth worker paraphrases (in his words) the respondent's testimony.
The technique of interpretation: It has its own time and place to choose carefully. A youth worker interprets the respondent's testimony.
Assurance technique: Helps eliminate barriers, especially among precarious respondents and sensitive topics.
Individual planning with client: Setting goals - how to achieve them (what can the client do, how can the youth worker support him or her, mapping, tracking the process, evaluating.

Why is your method innovative, worth replicating in different countries?

Working with client's own resources, inner motivation;
Wide use - from children and youth clients to seniors, parents, families, addicted people etc.;
Time variability - from 10 minutes (short intervention) to an hour (more than hour);
No special material resources needed;
No cultural, political, religion, race, gender or age borders;
Method open for your creativity, flexibility and operative decisions.

To which youth work model would you relate your activity the most? (Empowerment, Treatment, Reform, Advocacy)
Empowerment, client's change, inner motivation, decreasing clients dependence on services.

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Diaconia Valdese

About the organisation
The organization has 500 employees located throughout Italy. The youth department works in two areas of the country: Florence (urban context) and Piedmont (urban context in Turin, and rural in the area bordering France). About 20 volunteers per year are involved in working with young people from European countries (France, Germany, and Spain) and from non-European countries (e.g. India). Volunteers carry out a general training plan, as well as a specific training plan within the services in which they work.

Name of the activity
Giovani e Territorio

Target Group (age range)
0-29

Resources needed: Human and financial resources, time and material
The program is run by a project manager, 5 project officers and between 10 and 50 staff in relation to the activities and periods of the year.

Rationale / Description of the activity
Giovani e Territorio, through participatory planning with public bodies, local administrations, training agencies, churches, associations and companies, carries out programs and activities aimed at children, adolescents, young people and families, thus meeting the needs of about 3000 beneficiaries a year. It is based in Villa Olanda, Luserna San Giovanni (TO) and operates in the territory of the Metropolitan City of Turin. The program consists of several projects, in particular: 1. Summer educational camps (0-13 years); 2. Youth centers with international youth mobility (13-29 years); 3. Youth hostel; 4. Employment service (with particular attention to NEET's targets); 5. Learning support for students with difficulties; 6. Urban community center (Turin, in the multi-ethnic "Barriera di Milano" district).

Expected (learning) outcome
The expected learning outcomes are: 1. Strengthening of life skills (in particular: Emotion management; Effective communication; Effective relationships; Empathy; Creative thinking; Critical thinking; Making decisions; Solving problems); 2. Prevention of violence (in particular: xenophobia, homophobia, gender violence); 3. Prevention of early school leaving; 4. Strengthening of active and European citizenship; 5. Work and family reconciliation; 6. Strengthening of multi-cultural and multi-religious society; 7. Fight against unemployment.

What is the most positive aspect of this activity?
The creation of a network of places and opportunities in which the tools and methods of non-formal education aimed at children, young people and families, proves to be useful for strengthening social ties, citizenship competences, prevention of the risks of today's life.

What is the biggest challenges of this activity?
1. Bridging the gaps between specific services and places of support to the person, decreasing the phenomenon of social isolation, exclusion and the gap between rich and poor opportunities; 2. Support young people in the phases of growth most at risk; 3. Foster the development of a multicultural and inclusive society.

What are the core skills and competences a youth trainer needs to implement the activity?

They must have the following skills: 1. Ability to analyze social contexts; 2. Design and innovation capacity of projects and activities; 3. Ability to communicate with people (children, young people, teachers, parents, local administrators);

4. Social media management; 5. Autonomy.

Why is your method innovative, worth replicating in different countries?

The method is based on the integration of different activities starting from some common general objectives. It provides

the possibility to innovate continuously trying to anticipate the emerging needs of families and young people. It is replicable in any context with the following aspects present: complex thinking skills, case management and integration of resources.

To which youth work model would you relate your activity the most? (Empowerment, Treatment, Reform, Advocacy)
Empowerment.

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Church City Mission Oslo – Stovner Volunteer Centre

About the organisation
The Church City Mission Oslo employs about 1200 people in Norway of which a team of 15 employees is responsible for youth work, supported by 10 volunteer especially working in urban areas.

The Stovner Volunteer Centre is part of the Church City Mission Oslo and is located in a multicultural neighborhood of Oslo. The staff is set-up by 8 employees, of which 1-2 are responsible for youth work, supported by further 3-5 volunteers. The work of the center focusses both on rural and urban areas being located 13km outside the city center of Oslo.

Name of the activity
Forum Theater

Target Group (age range)
Youth between the age of 17-22 years old.

Resources needed: Human and financial resources, time and material
Human resources: 1 employee in a 40-80% position, trained in facilitating Forum Theatre.

Rationale / Description of the activity
Forum Theatre, as a method for youth work, have over the past five, six years been used in different ways at Stovner Volunteer Centre (and with other target groups in Church City Mission Oslo since 2008). In 2017/2018 it was used as a tool in our volunteer leadership program for youths between 17 – 20 years. This program has 8-10 workshops during a school year, and approx. 30-40 participants are attending. Forum Theatre and shorter Forum plays are used in order to strengthen the participants experiences due to the different topics. And in order to create a safe, open and creative space and sense of community. A comprehensive description of Forum Theatre can be found **here**.

Expected (learning) outcome
Learn more about communication.

Learn how to interact with other people in groups
Learn about own reactions
Learn how to share relevant experiences
Learn more about tolerance.

What is the most positive aspect of this activity?
It is group oriented, fun, interactive and something different and 'new' for most participants.

What is the biggest challenges of this activity?
To keep the group together from time to time.
Requires presence – and someone who knows the method.

What are the core skills and competences a youth trainer needs to implement the activity?
Knowledge of Forum Theatre.

Why is your method innovative, worth replicating in different countries?
The method can be used in order to facilitate meetings between youths with different backgrounds, but facing the same challenges. For example oppressive situations. Focus on areas were young people are prevented from 'taking action' or were they have been forced to act despite their own convictions.

To which youth work model would you relate your activity the most? (Empowerment, Treatment, Reform, Advocacy)
1.   Empowerment
2.   Advocacy

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Church of Sweden, Diocese of Västerås

About the organisation
Our diocese brings together about 40 parishes over a big geographical area. In this toolkit, we'll focus on the parish of Mora. It's a rather rural area with three employees who work in this particular project.

Name of the activity
Saint Michael and the Dragon

Target Group (age range)
Young people between 15-16 years.

Resources needed: Human and financial resources, time and material
A group of 20-25 pupils requires 2-3 leaders/pedagogues. Some leaders need training on radicalization-prevention/tolerance/social work. The project is a collaboration between the municipality, the local parish and the hockey club – so resources, venues and material can be shared in different ways.

Rationale / Description of the activity
The groups meet 1-2 times a month within the school framework. The group gathers pupils from a school where many are new in Sweden and the local junior hockey team. Themes and issues around identity, tolerance, xenophobia and values will be discussed within a safe space and with a common curiosity. The method is based on a narrative approach, i.e. through "time travels" to historic events in the local town to frame the work in a creative way.

Expected (learning) outcome
On a society level: Increase resilience against xenophobia and address radicalisation towards violent extremism.
On a personal level: Be the best version of myself in a new context.

What is the most positive aspect of this activity?
Collaboration and finding new perspective together and increased trust within a group.

What is the biggest challenges of this activity?
Patience and to keep all the participants together. The complex nature of the problems creates challenging situation inside and outside the group.

What are the core skills and competences a youth trainer needs to implement the activity?
The trainers need to be aware of how radicalisation processes work. They also need to create a method that does not push persons in a defendant and powerless position.

Why is your method innovative, worth replicating in different countries?
It's an attempt to approach radicalisation and xenophobia from a perspective of social inclusion. It tries to connect new groups and organizations to (better) work together. The project wants to address radicalisation starting from factors like populism in rural areas.

To which youth work model would you relate your activity the most? (Empowerment, Treatment, Reform, Advocacy)
Empowerment and Advocacy.

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World Council of Churches Armenia Inter-Church Charitable Round Table Foundation (ART)

About the organisation
15 employees, 4 project officers in charge of integrated community development, capacity building, emergency preparedness and response, conflict transformation.
20 youth workers in partner organizations.
The work of ART is focused on rural areas.

Name of the activity
Capacity and resilience building

Target Group (age range)
Young people without employment, from 16-30 years of age.

Resources needed: Human and financial resources, time and material
2 employees are engaged in conducting Project Cycle Management training and following-up with consultations for micro project design and implementation. Material and financial resources are needed for vocational training for young people in rural settings. Vocational courses are run in 10 community development centers. Expertise is needed on design and pilot testing of 'conflict transformation' trainings as a part of non-formal education in community development centers. Training of trainers for the method "Forum Theatre" as a participatory and awareness raising tool for youth work, inclusion and conflict transformation is needed.

Rationale / Description of the activity
ART delivers trainings on project cycle and project management to start up NGOs, which are initiated and managed by young people, and to Church related community development centers.
The implementing partners of ART help young people to acquire skills required by the labour market and soft skills related to conflict transformation.

Expected (learning) outcome
Improved employability among young people: young people gain skills required by labour market and secure living through service provision, self-employment or regular jobs.
Young people have skills to transform conflicts in their own settings in non-violent way.

What is the most positive aspect of this activity?
Young people strengthen their self-esteem and confidence according to their own abilities and act as multipliers.

What is the biggest challenges of this activity?
Young people feel disappointed with a general setback in socio-economic conditions and high rates for unemployment,

poverty and migration in the country. This affects undertaking self-initiatives.

What are the core skills and competences a youth trainer needs to implement the activity?
- Be inspiring and role model for others to follow.
- Ability to apply participatory approach in design, implementation, monitoring and reporting.

Why is your method innovative, worth replicating in different countries?
ART acts as a platform for interaction between different church related and secular stakeholders.
Income generation and employability activities assist people to overcome the feeling of helplessness and take a lead,

resume control over their lives.
ART activities in peace are directed to building youth capacity in conflict transformation and sustaining the knowledge on institutional level.

To which youth work model would you relate your activity the most? (Empowerment, Treatment, Reform, Advocacy)
Empowerment.

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Diakonie Kosova: Youth Centre

About the organisation

Diakonie Kosova in total have 95 employees, 7 social workers are dealing with youth work, 4 of them are especially trained youth workers. Diakonie Youth Center maintains a database of volunteers and a decision-making body for the youth center called Youth Forum. The Youth Forum has 15 members (from all the ethnicities living in Mitrovica such as Kosovo Albanians, Kosovo Serbs, Roma and Bosniak) and from this forum 7 regular volunteers are supporting the youth workers.

Diakonie Youth Center is located in the "border" between South Mitrovica (majority Albanians) and South Mitrovica (majority Serbs), and the Roma neighbourhood (Roma Mahalla) is 500 meters from the Youth Center. The majority of our clients are from rural areas. That's because these youngsters are particularly vulnerable and the Diakonie Youth Center is the only place where they feel accepted and can profit from the free offers (courses and activities).

Name of the activity

Interreligious Dialog activity:
One of the most successful activities on reconciliation, tolerance and conviviality-building (integration, reconciliation between Albanians and Serbs).

Target Group (age range)

Our target group is young people from all the ethnicities (Albanians, Serbs, Roma etc.) with the age from 14 - 21.

Resources needed: Human and financial resources, time and material

In this activity 2 youth workers and the Forum are engaged. Financial resources need to cover study visits, meetings, presentations and conferences.

Once a month we organize a meeting with those who are involved in the activity.

Once a month we organize debates and presentations.

Once in 3 months we organize study visits.

Once a year we organize a conference about interreligious dialogue.

Rationale / Description of the activity

Interreligious Dialog is an activity where young people from deferent ethnicities (religions) have the possibility to learn more about other religions. Religion in Kosovo shapes big parts of the traditions and the customs, and this gives young people the chance to better know their neighbors coming from others cultures and practicing different customs. In Kosovo the majority is Muslim followed by Orthodox, Catholics, Protestants and Dervish (Sufi).

There are strong stereotypes between these religions and that is one of the reasons why young people hesitate to build healthy relationships between each other.

The Interreligious Dialogue activity

helps. the youngsters to get directly in contact with the representatives from all the religions living in Kosovo and to have the possibility to directly ask and discuss the topic of religion in a tolerant and democratic spirit.

Once a month we organize a debate with clerics from all the religions. They give presentations about their religion and after we open the discussions to speak about and to clarify the doubts participants have about their religion.

Once in three moth we organize study visits with the Forum and other participants visiting the religions' centers in Kosovo (Mosques, Catholic churches, Orthodox churches, Protestant churches, Dervish Centers etc.) where young people have the possibility to see and to learn about others religions first-hand.

Expected (learning) outcome

The young people are more open and tolerant towards other religions, cultures and customs. Breaking down the stereotypes and the prejudices between them helps to fight radicalisation and can create new friendships.

What is the most positive aspect of this activity?

This activity has a positive impact in the society especially for this generation that is living in a time where conflicts overwhelm religious backgrounds.

What is the biggest challenges of this activity?

The state of Kosovo is not conscious of the importance of this kind of activities therefore they hesitate to support the Youth Centre.

What are the core skills and competences a youth trainer needs to implement the activity?

The youth trainer (youth worker) should have good storytelling skills in order

to build meaningful relationships as a method of dialogue. He/She should be open without any stereotype and prejudice about others religions.

Why is your method innovative, worth replicating in different countries?

We consider this method innovative because it gives young people the possibility to be involved directly in this process of dialogue with the stakeholders and with the institutions. No other NGO or state-run facility runs similar initiatives.

To which youth work model would you relate your activity the most? (Empowerment, Treatment, Reform, Advocacy)

Reform and Advocacy.

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Models upon which the Empower You(th) model is based on

Sociology: Hurley and Treacy (1993):

Sociology	Young Person	Programme
Character Building	Develops discipline and recognize role in society	Information on existing structures. Support moral values and prepare young people for roles in society
Personal Development	Prepared for active role in society, by developing through the transitional period of youth	Adopt tasks that come with 'youth' period: Personal responsibility, leadership, good social skills
Critical Social Education	Analyses and assesses inequalities/ alternatives Change their world if they choose	Explore personal experience for consciousness raising towards institutions/system
Radical Social Change	Marginalized and exploited, but able to change rules and bring about social transformation	Indoctrination of young people into revolutionary perspectives Social institutions as oppressive

Political: Cooper and white (1994):

Name	Political Tradition	Human Nature	Vision/ Goals	Values
Treatment	Conservative	Negative Deviant	Social Harmony	Social cohesion
Reform	Liberal	Reformable	Social mobility	Equality
Advocacy	-Social Democratic -Socialist -Liberal	-Positive -Reformable	-Social change -Expose Inequality -Individual rights	Social justice, Social Change Positive rights
Empower-ment	-Classical liberal -Anarchist	-Neutral -Positive	-Address imbalance -Take control -Grassroots	-Equality of social pow-er -Independ-ence

Erasmus+

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