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COMMUNITY INTERVENTION TOOLKIT

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1 INTRODUCTION

This project result is strongly oriented around the idea to produce '*Staff Guidelines on Community Intervention for Youth Workers*', and its aim is to include tools, resources and strategies having a form of 'compendium' addressed at youth workers exercising their role at different social services or disability organisations to overcome the mismatches in their current intervention strategies.

The compendium is tightly linked with the specific project objective '*Develop resources to promote personal development, autonomy and resilience of young persons with complex needs and PWFO (persons with fewer opportunities) to promote pathways of engagement with the system*' as well as with other project objectives. Literature suggests that **early outreach intervention** strategies are essential for a successful integration of young people with complex needs in the labour market, the community and society.

The outreach to the above mentioned target population is at the core of this project results as it is based on research and elaboration of different strategies used across project countries and wider, bringing together a range of different approaches, tools and resources, operating also as "staff guidelines" **where professionals can benefit and adapt their interventions and current ways of working** to address specific characteristics of the target groups in an improved way.

Although intervention modes and work reality of professionals working with the target groups differ between the countries, this result has taken an approach to summarise on different community based and direct interventions – finding similarities and differences will help professionals in updating their way of working by knowing that modes of implementing different approaches can be tailored made, using the specifics from other countries.

In the following chapters the following elements are presented:

- Research approach developed
- Data and results per country
- Conclusion and Recommendations section (staff guidelines)

2 RESEARCH APPROACH AND RESULTS PER COUNTRY

In the first stages of research work done, the project consortium clearly defined differences and similarities between the PR1, PR2 and PR3.

First and most important was to understand different working realities of project partners within their own countries (Belgium, Denmark, Slovenia, Spain, France) to define and set some milestones to understand what is common and what this specific project result aims at when talking about the **target group**.

Within the **PR1 Mapping Cross-Sectorial Skills & Competencies from Young Workers** the following elements have been taken into account:

- Youth workers and other professionals work with the target group in different settings (social work in public and private/NGO institutions, educational facilities, other),
- Different elements of their scope of daily work need to be observed (e.g. a social worker is in a different role than a community worker, teacher, etc),
- Defining a glossary of most important terms, that define elements of skills needed to work with the target groups (e.g. Acceptance of others, Assertiveness, Cooperative Attitude, Planning, etc.)

Also, the milestones of **PR2 Methodology** have been taken into consideration concerning target groups of the project:

- Young people have the right to express their opinions - this implies that the methodology should provide guidelines, advice and tools for professionals to be able to promote, collect and finally analyse the opinions, desires and interests expressed by the young people,
- Young people have the right to access free education (including ideation of new tailor-made training paths, supporting networks on that matter),
- Young people have the right to work and be employed (guaranteed by social inclusion and independent living in connection with skills, competencies and knowledge that the target group has developed during their lives).

Last but not least, also the expected impact of **PR3 Community Intervention toolkit** has been taken into account within research and compilation of data to build on recommendations and conclusions:

- Provision of improved careers advice, guidance & assessment,
- Help and support in transition statuses within employment, education and health or support services,
- Enabling mentorship schemes or strategies to support individuals to develop their own goals or increase their resilience as they deal with setbacks,

- Promoting intervention that builds on emotional skills and the ability of the person to manage their own situation and their mental health,
- Increase engagement with the natural network of support.

Since PR3 is tackling *tools, resources and strategies* to form a compendium with a practical value and instant insertion into practice (even if in an adapted manner concerning sector, scope of work and specifics of project countries), the understanding of all above was set within the following main emphasis:

- **TOOLS:** (defining type of work/initiative, methodologies used...)
- **RESOURCES** (financing mechanism, level of implementation...)
- **STRATEGIES:** (target groups specifics and other...)

To achieve the main aim of the PR3 as a Compendium, two forms of data gathering have been developed: **research on best practice** and existing initiative research within national circumstances (29 documents provided) and **Focus groups** as a research tool in order to bring together professionals and community working with the target group for a simple feasibility study as well as evaluating the potential impact of the tools and resources gathered (16 documents submitted).

INITIATIVE(s)	
Type	Please mark/choose: <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work • Initiative/policy programme • Mobile intervention • Other: please specify
Target group of the project covered:	
Scope/level of implementation	Please mark/choose: Local/municipal Regional National EU Level
Financing/support to the selected type of initiative	
Name (original & translation to EN)	
Webpage/info	
Brief description (Aim, goals, duration...)	
Type of work/intervention done and/pr planned	
Methodology used	

Figure 1: Template for best practice and existing initiative research within national contexts (see Annex 1)

The data was explored beforehand in the Focus Group implementation in order to achieve maximum impact and potential of live sessions and professionals' getting together, as well as achieve discussion in-between them to also evaluate

their needs (the Focus group questionnaire and template for reporting are included in Annex 2).

Research approach was structured in a qualitative way, with well thought elements of what the project and project consortium need to achieve:

- Benefiting from each other's knowledge / professionals widening horizons on potential adaptation of their work,
- Understanding different pathways and methodology of intervention,
- Understanding the financial support background of the initiatives and tools that could work well in their own country and how to address the built up of the national support for such initiatives.

2.1 BELGIUM

BEST PRACTICE EXAMPLES GATHERED

No. 1

INITIATIVE(S)	
Type	Please mark/choose: Project Educational programme Information/counselling service Community intervention/street work Initiative/policy programme Mobile intervention Other: Research/campaign
Target group of the project covered:	General population – but also can specifically apply to young people and children. The ABCs of Mental Health is the first universal research-based public mental health promotion initiative in Denmark. The goal of the ABCs is to support active and meaningful communities by creating the best possible conditions and environments for mental health and wellbeing. This initiative has proved to be applicable and suitable in various settings such as kindergartens, elementary schools, sports clubs, and more.
Scope/level of implementation	Please mark/choose: Local/municipal Regional National EU Level
Financing/support to the selected type of initiative	The project is funded by The ABC of mental health is supported financially by Nordea-fonden.
Name (original & translation to EN)	The ABC of mental health
Webpage/info	https://www.sdu.dk/en/sif/forskning/projekter/abc_for_mental_sundhed https://psychology.ku.dk/abc/
Brief description (aim, goals, duration...)	Duration: September 2018 – March 2022 Objectives:

	<p>The ABC of mental health is a comprehensive, population-wide program with a strong evidence base, universal principles of mental health and well-being, and success in implementation abroad.</p> <p>The project contributes with evidence on how to promote mental health and well-being for individuals and across organisations, municipalities and associations in Denmark. The project has run for a two-year pilot phase. Experiences from the pilot phase will form the basis for the next phase which runs from 2018-2021. In this phase, the project will disseminate nationwide. The evidence gained from the project will also contribute to national recommendations on mental health promotion.</p> <p>ABC for mental health has three sub-messages that form the basis for the project:</p> <p>Act – do something active, Belong - do something with someone, Commit - do something meaningful.</p> <p>The ABC of mental health is the Danish adoption of Act-Belong-Commit developed by Mentally Healthy WA, Curtin University, Australia.</p>
Type of work/intervention done and/or planned	<p>The ABC of mental health is an evidence-based framework for mental health promotion. It consists of:</p> <ul style="list-style-type: none"> • Universal intervention and information (i.e. targeting the entire population) encourages individuals to engage in mentally healthy activities. • Partnerships with organisations to support and increase mental health promoting activities. This includes training of staff and volunteers in the ABC of mental health framework.
Methodology used	<p>The methodology used involved, forming a campaign following consultations and studies with the Danish population.</p>

No. 2

INITIATIVE(S)	
Type	<p>Please mark/chose:</p> <p>Project</p> <p>Educational programme</p> <p>Information/counselling service</p> <p>Community intervention/street work</p> <p>Initiative/policy programme</p> <p>Mobile intervention</p> <p>Other:</p>
Target group of the project covered:	<p>Young people from elementary school to high school.</p>

Scope/level of implementation	Please mark/choose: Local/municipal Regional National EU Level
Financing/support to the selected type of initiative	The project is funded by Horizon 2020 research and innovation programme
Name (original & translation to EN)	Building social and emotional skills to boost mental health resilience in children and young people in Europe (BOOST Project)
Webpage/info	www.boostproject.eu
Brief description (aim, goals, duration...)	<p>Duration: The project, launched in January 2018, has a duration of 4 years.</p> <p>Objectives: The overall aim of the BOOST project is to develop, implement, and test a new SEL-based population approach to promote mental health and well-being in primary school children.</p> <p>The approach will then be implemented in mainstream school environments and academic teaching by class-teachers themselves. This will ensure school acceptance of the approach and it will indirectly target many more children.</p> <p>Through this cascade effect, the overall aim of increasing resilience and mental well-being in large and diverse populations of children will be obtained.</p>
Type of work/intervention done and/or planned	<p>This will be achieved through the development of a new approach to integrate social and emotional learning (SEL) in teachers' pedagogical skills and classroom interaction, and by the design of a tool for organisational development to facilitate implementation and uptake of the approach in classrooms, schools and among school owners. This holistic combination of teacher's empowerment and organisational development will go beyond the current models for social and emotional learning (SEL), and will be referred to as the "BOOST approach"</p> <p>The target population of the BOOST approach are primary school children, and the end users are schools and teachers who will use the tools developed in the project. To ensure the relevance of the BOOST approach in a wide range of European contexts, the approach will be developed, implemented and tested in three different European settings in Poland, Spain and Norway.</p>

Methodology used	<p>The development of the BOOST approach will involve the young themselves (primary school children) as well as school owners, teachers, policy makers (Modum Municipality and Buskerud County Municipality) and a multidisciplinary team of researchers from the fields of education (Poznan University of Physical Education), psychology (University of Córdoba), public health, and economics (SINTEF). This is to ensure the relevance, acceptability, organisational and political strength of the intervention, as well as to increase the potential for scaleup and sustainability of the intervention locally, regionally, nationally and internationally. The end users of the BOOST approach are schools and teachers, but the target population are primary school children. In order to ensure that the approach is relevant and suitable in a wide range of European contexts, it will be developed, implemented, and tested in three different European settings in Poland, Spain and Norway.</p>
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No. 3

INITIATIVE(s)	
Type	<p>Please mark/choose:</p> <p>Project</p> <p>Educational programme</p> <p>Information/counselling service</p> <p>Community intervention/street work</p> <p>Initiative/policy programme</p> <p>Mobile intervention</p> <p>Other:</p>
Target group of the project covered:	Young people in schools and professionals that work with them.
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional</p> <p>National</p> <p>EU Level</p>
Financing/support to the selected type of initiative	N/A
Name (original & translation to EN)	PREVENTING BULLYING AND REDUCING VIOLENCE AMONG MINORS IN SLOVENIA – Skupaj+ and Universidad de Sevilla
Webpage/info	https://eucpn.org/document/preventing-bullying-and-reducing-violence-among-minors-in-slovenia-skupaj
Brief description (aim, goals, duration...)	<p>Duration:</p> <p>The project started in October 2018 and concluded on 20 July 2020, when platform SKUPAJ+ has been enabled for wide practitioners' use.</p>

	<p>The Ministry of Education, Science and Sport (MESS) and the Ministry of the Interior of the Republic of Slovenia, Police – were responsible for the project. They also had the participation of the Department of developmental and educational Psychology of the University of Seville, Spain.</p> <p>Objectives: The rise of physical and psychological violence among minors (in real or virtual sphere), especially within the school environment, has become a cause of social concern over the last years. Scientific research has shown evidence of its negative impact on individuals' health, on the psychological adjustment of minors and on teachers' welfare, for they are also often victims of this violence. It has also proven its interference on the teaching-learning process and on the school climate. Violence among minor peers has therefore been widely recognized as a problem of public health. It is of utmost importance therefore, to address the issue of bullying among minors in early phases and to empower first-line practitioners with effective tools to combat and prevent bullying in any form in order to protect the victims of bullying in the first place and to deter the perpetrators from use of physical or psychological violence.</p> <p>The General Objective of this action is to mitigate the phenomenon of bullying in Slovenia. The specific objective is to support the Slovenian authorities to improve the national strategic plan to prevent and address school bullying and violence among minors in the educational, family and social-community contexts.</p> <p>Therefore, Skupaj+ aims to prevent bullying and violence among minors by focusing on the early phases of violence. Furthermore, it also supports the first-line practitioners with effective tools to prevent and manage bullying issues, such as school counselling services and a training strategy for relevant stakeholders.</p>
<p>Type of work/intervention done and/or planned</p>	<p>Along with the main objective of mitigating the phenomenon of bullying in Slovenia, project resulted in outputs as follows:</p> <ul style="list-style-type: none"> ● Analysis of the different expressions of bullying and other types of violence among minors in Slovenia. ● Review of existing good practices and gap analysis of the system to prevent and address school violence and bullying. ● Recommendations for the upgrade of the national strategic plan to prevent and combat bullying and violence among minors, including specific guidelines and protocols.

	<ul style="list-style-type: none"> Recommendations and technical support for the design of an awareness campaign - Implementation of training of trainers following the design of a training strategy for relevant stakeholders.
Methodology used	<p>The project was planned in order to prepare a national strategic plan for the prevention of violence against minors in Slovenian schools, in the family and social context, and to identify risks and preventive factors that will be useful for the final improvement of existing preventive and intervention measures. A similar approach can be taken by other countries, thus ensuring solid strategic approach and action planning.</p> <p>Carrying out targeted awareness-raising to potential perpetrators of violence was designed to deter them from acting so. Being aware of the consequences of violence can be one of the key messages that young people need to receive and accept.</p>

No. 4

INITIATIVE(s)	
Type	Please mark/choose: Project Educational programme Information/counselling service Community intervention/street work Initiative/policy programme Mobile intervention Other:
Target group of the project covered:	School students, teachers, senior leaders, governors, parents, learners, and the wider community.
Scope/level of implementation	Please mark/choose: Local/municipal Regional National EU Level
Financing/support to the selected type of initiative	It is funded by the Welsh Government and hosted by Public Health Wales.
Name (original & translation to EN)	The Adverse Childhood Experiences Hub Wales
Webpage/info	https://acehubwales.com/what-we-do/
Brief description (aim, goals, duration...)	Duration: Was established in 2017 and ongoing

<p>Type of work/intervention done and/or planned</p>	<p>The ACE Hub Wales has worked with a range of sectors since 2017 including housing, policing and criminal justice, youth work services and sport. From the outset, one of the priorities has been to support the development of a Whole School Approach to Mental Health and Wellbeing, and to ensure that every school in Wales is ACE aware, inclusive and trauma-informed, helping children to flourish and have the best start in life. With specific funding from the Welsh government, we have worked with primary and secondary schools across Wales, delivering specific training to ensure that everyone involved in and within the school setting have an awareness of ACEs and are able to confidently respond to trauma.</p>
<p>Methodology used</p>	<p>This inclusive approach has engaged teachers, senior leaders, governors, parents, learners, and the wider community, with impressive results. At one secondary school, we saw a 48% improvement in pupil attendance following training on ACEs and a trauma informed approach, as well as improved wellbeing outcomes for staff. In a primary school working in a trauma informed way, there had been no pupil exclusions in over 17 years. All schools in Wales have had the opportunity to have in-person training and can access all resources online for free. Research has been carried out: https://phwwhocc.co.uk/resources/?filter-keywords=ACEs&filter-year&filter-team&filter-type&rp=1</p>

No. 5

<p>INITIATIVE(s)</p>	
<p>Type</p>	<p>Please mark/choose: Project Educational programme Information/counselling service Community intervention/street work Initiative/policy programme Mobile intervention Other:</p>
<p>Target group of the project covered:</p>	<p>The project is aimed at the youngsters and pupils on the one hand and on the other hand at the professionals of the youth sector such as schools, associations, or pupil guidance centres in the city of La Louvière. Other partners such as the local police also take part in the actions.</p>
<p>Scope/level of implementation</p>	<p>Please mark/choose: Local/municipal Regional National EU Level</p>

<p>Financing/support to the selected type of initiative</p>	<p>The project is funded by:</p> <ul style="list-style-type: none"> • the city of La Louvière; • the Strategic Security and Prevention Plan, for the training and printing of the brochures (a strategic security and prevention plan is an instrument of the Ministry of the Interior at the disposal of the municipalities, to help them to set up a local prevention policy); • funds granted by the regional Walloon-Brussels Federation.
<p>Name (original & translation to EN)</p>	<p>"100% Respect - campaign against bullying and cyberbullying" ("100% Respect - campagne de lutte contre le harcèlement et le cyberharcèlement")</p>
<p>Webpage/info</p>	<ul style="list-style-type: none"> • https://www.lalouviere.be/ma-ville/enseignement/enseignement-communal/actualites/le-cyber-harcelement-a-l2019ecole-l2019affaire-de-tous • https://eucpn.org/document/100-respect-campaign-against-bullying-and-cyberbullying
<p>Brief description (aim, goals, duration...)</p>	<p>Duration: The agreement with the University of Mons covers the period from 1/9/2020 to 30/6/2022 but the project is planned for the long term. The project is therefore still ongoing and will continue to evolve.</p> <p>Objectives: 100% Respect is a project carried out in the city of La Louvière in Belgium. It emphasises the multi-level character of bullying by including educational, psychological and judicial aspects in its activities. 100% Respect provides training for youth professionals and psycho-pedagogues to help them detect as well as prevent (cyber)bullying. The training helps the involved actors to set up anti bullying mechanisms, such as regulated discussion areas, where children can freely discuss their experiences and learn to manage conflicts in a non-violent way. Another example are training courses for partners (e.g. police officers). These sessions consist of pedagogical mechanisms to effectively prevent bullying.</p>
<p>Type of work/intervention done and/or planned</p>	<p>The training allows actors to set up anti-bullying mechanisms such as the creation of regulated discussion areas, where children can speak freely about what they are experiencing and learn to manage their conflicts in a non-violent way, and disciplinary councils. School infrastructure is also subject to modification, particularly in the school playgrounds.</p> <p>An application for reporting (cyber) bullying situations is offered to school students.</p>

	<p>Finally, the anti-bullying process proposed in this project is a global process linking educational, psychological and judicial aspects.</p> <p>Training for teachers, educators, members of the support services (PMS, family planning, AMO, PSE, etc.) as well as the police services so that these professionals in contact with children and young people are made aware of the problems of bullying and able to deal with them.</p>
<p>Methodology used</p>	<p>The project has several phases:</p> <p>a) Training courses for the partners Nearly 200 people, divided into 7 distinct groups according to the type of institution to which they belong, attended the training courses between November and January 2021. These training sessions consisted of developing the various pedagogical mechanisms for preventing bullying and cyberbullying and providing the necessary tools for their implementation. Following the training sessions, the participants were invited to implement this in their school/institution. Training sessions were also given to officers from the local police, who were trained in the judicial aspects of bullying and cyberstalking cases, in connection with the Cyber Help application. In order to ensure continuous follow-up to the implementation of the tools, 4 frequently asked questions sessions were set up between March and June 2021, in which all partners were invited to participate. This formula allows for a more individualised and essential support. New training sessions are also planned for new partners at the end of 2021 and in 2022.</p> <p>b) Implementation of anti-bullying measures</p> <ol style="list-style-type: none"> 1. The regulated discussion areas give each child the opportunity to speak freely about what he/she is experiencing and learn to manage the conflicts in which he/she is involved without violence. 2. The disciplinary council constitutes a real exercise in citizenship as it reproduces the forms of democratic communication such as they are provided for in the legal world in order to promote the application of the rights and duties of each person, taking into account the needs of the whole community. The idea is not to punish but above all to help the pupil improve his/her behaviour in society. 3. The regulated playgrounds: The idea is to adapt the playground by reserving for each type of activity a place that is both specifically designed and clearly defined. This means concretely dividing the playground into several areas that are each painted in different colours with specific rules, and arranging the areas with appropriate

	<p>furniture and rules. On the one hand, this formula makes it possible to reduce accidents and, on the other hand, to avoid gender splits.</p> <p>c) The Cyberhelp application Once schools have been equipped with educational bullying prevention tools, they can be equipped with the "Cyberhelp" application. This application, which is intended for youngsters and pupils, enables anyone to report a situation of bullying to the school, in particular by sending a screenshot of the cyber-bullying situation.</p>
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No. 6

INITIATIVE(s)	
Type	Please mark/chose: Project Educational programme Information/counselling service Community intervention/street work Initiative/policy programme Mobile intervention Other:
Target group of the project covered:	Young people between the ages of 13 and 25 in secondary education and senior secondary vocational education.
Scope/level of implementation	Please mark/choose: Local/municipal Regional National EU Level
Financing/support to the selected type of initiative	Trimbos Institute
Name (original & translation to EN)	Happyles: depression prevention in young people
Webpage/info	https://www.trimbos.nl/english/
Brief description (aim, goals, duration...)	<p>Duration:</p> <p>Objectives:</p> <p>Happyles is a classroom intervention to promote well-being and happiness and to prevent depression symptoms in young people between the ages of 13 and 25 in secondary education (VO) and senior secondary vocational education (MBO).</p> <p>The aim is to promote the mental resilience of young people from a positive perspective and to prevent the development of depression. The lessons make young people aware of how they feel and receive tips and exercises that can help them feel better.</p>

<p>Type of work/intervention done and/or planned</p>	<p>Happyles is based on ideas from positive psychology and assumes the young person's own strength. It focuses on strengthening protective factors in the young person himself and in the environment. Happyles covers, among other things:</p> <ul style="list-style-type: none"> ● discussing topics such as feeling happy and unhappy; ● awareness of the influence of thinking and doing on feeling; ● awareness of making contact and what it can do to you; ● future plans and dreams; ● avoiding conflict through conversational skills; ● dealing with and solving experienced problems.
<p>Methodology used</p>	<p>Four lessons: Happyles consists of four lessons. The first and last lesson are in class. The second and third lessons are partly classroom and partly online lessons (e-learning) that the young people follow in class. The four lessons are preferably offered during the mentor hours (VO) or study career guidance hours (MBO). The trainers use various active methods and the e-lessons contain various assignments, tips and videos. Each lesson lasts approximately 45 minutes.</p> <p>Happyles test: During the second lesson, the young people complete an online Happyles test. The questions are about how the young person has felt or behaved in recent weeks. The questions focus on feelings of well-being and depression, and are based on validated questionnaires. The questionnaire is intended to identify any gloomy complaints.</p> <p>Talk to each student: After the series of lessons, the trainer conducts an individual discussion with each student. The trainer uses the results of the completed Happyles tests. The conversations usually last ten minutes per student. The trainer asks how the student has experienced Happyles and discusses the results of the Happyles test. When it appears that a young person is not doing as well, for example due to complaints of gloom, the young person and the trainer can discuss whether follow-up steps are desirable. If the student gives permission, this will be done as much as possible in coordination with the mentor and the support team of the school. If desired, the trainer can refer to support within or outside the school.</p>

No. 7

<p>INITIATIVE(S)</p>	
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Type	Please mark/chose: Project Educational programme Information/counselling service Community intervention/street work Initiative/policy programme Mobile intervention Other:
Target group of the project covered:	Young people over the age of 13 and adults.
Scope/level of implementation	Please mark/choose: Local/municipal Regional National EU Level
Financing/support to the selected type of initiative	Provided by the City of Helsinki and The Social Services, Health Care and Rescue Services Division, City of Helsinki are the responsible services
Name (original & translation to EN)	Mental Health Service Unit Mieppi
Webpage/info	https://www.hel.fi/en/health-and-social-services/health-care/mental-health-services/mental-health-service-unit-mieppi
Brief description (aim, goals, duration...)	Duration: Objectives: Mental health services for all young people over the age of 13 and adults in Helsinki.
Type of work/intervention done and/or planned	The low-threshold Mental Health Service Unit Mieppi offers discussion support for promoting mental well-being. Mieppi serves all people over the age of 13 and its services are free of charge. The Mieppi service units are located in Haaga, Kalasatama and Myllypuro. You can visit any unit, regardless of where you live. Mieppi employs mental health professionals whom young people can talk to either in person or remotely. Confidential discussion over 1–5 sessions will relieve your mind. Mieppi is intended for all young people over the age of 13 and adults.
Methodology used	Helsinki registers around 150 visits a week to their free mental health service, 'Mieppi'. Of these, most are between 20 and 24 years old. The low-threshold service started in November 2019, offering

	appointments with professionals digitally, via a chat, by phone, or in-person. (https://eurocities.eu/latest/a-silent-pandemic/)
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No. 8

INITIATIVE(s)	
Type	Please mark/choose: Project Educational programme Information/counselling service Community intervention/street work Initiative/policy programme Mobile intervention Other: Information programme
Target group of the project covered:	Online platform for professional educators.
Scope/level of implementation	Please mark/choose: Local/municipal Regional National EU Level
Financing/support to the selected type of initiative (200 words max.)	N/A
Name (original & translation to EN)	HAPPINESS IN THE CLASSROOM
Webpage/info	https://www.gezondleven.be/settings/gezonde-school/mentaal-welbevinden-op-school/gelukindeklas
Brief description (aim, goals, duration...) (200 words max.)	Duration: Objectives: Happiness in the classroom is a multi-component intervention for teachers in both primary and secondary education. The basis is an online platform ('Happiness in the classroom'), which is part of our general Healthy Schools-website. The platform contains a broad array of information and ready-made materials to use in the classroom. Major aim is helping teachers to implement (non-)curriculum activities that stimulate the development and training of mental health strategies and skills.
Type of work/intervention done and/or planned	Following elements can be found on the website: <ul style="list-style-type: none"> • Accessible information for teachers on mental wellbeing and mental health competences (what is mental wellbeing, which competencies are needed to promote it and how to do this in educational contexts = mental health literacy, based on the

	<p>'happiness triangle' [a general model for mental health promotion in Flanders])</p> <ul style="list-style-type: none"> • Information for teachers regarding promotion of mental wellbeing in the class and broader context (classroom climate, self-care for teachers, working with a team of teachers, ...) (including a.o. short knowledge clips for experts, simple tools and referral to more in-depth sources of information)- offering a basis for working on mental wellbeing all year long. • Educational package – introducing mental wellbeing / and the happiness triangle (building blocks of mental wellbeing, competences and strategies). The package contains lessons for 5 different age groups (6-8, 8-10, 11-12, 13-15 and 15+); for each age group there are two separate lessons, offering teachers the choice to apply either an inductive or a deductive approach. Focus of the educational package is on (limited) age-appropriate knowledge transfer regarding mental wellbeing.
Methodology used	N/A

FOCUS GROUP REPORT

Category 1 (Demographics) Please summarize the demographic data of participants to Focus group: No. of participants, field of profession, types of organisations they work in , any other relevant personal data collected within the process.

We have conducted two methodologies; 1-1 interviews and group discussions. The total number of people that have participated was eleven people (two males and eight females). The age scope of them was 30 to 55.

Males: 2

Females: 8

Age: 30-55

Methodology: 1-1

Person 1 (participated in 1:1 discussion)

Person 1 is an Early Years Intervention Officer with a city council in England. As part of her role, she works with early years children between the ages of 0-5 years. She provides additional support for children with SEND (Special Educational Needs and Disability) and liaises with parents (and family), teachers, and other professionals to meet their needs. She is responsible for the day-to-day implementation of the Special Educational Needs and Inclusion Policy, to ensure that children with Special Educational Needs are fully included in the early years settings.

Person 2 (participated in 1:1 discussion)

Person 2 is a Clinical Psychologist for an organisation which offers specialist youth care in approximately 30 locations in the Netherlands. Support is provided to children and well as their families, for 8-weeks. This includes trauma therapy for parents and children as well as support when reintegrating into society (e.g., home and school life).

Person 3 (participated in 1:1 discussion)

Person 3 works as a trainee enhanced psychological practitioner in Scotland. She therapeutically supports young people who meet the criteria for adult psychological therapies services. This includes teenagers from 18 years and onwards (sometimes 17-year-olds qualify here if they are NEET). The young people she supports are referred by General Practitioners (GPs) and often present mild to moderate anxiety as well as common learning difficulties (such as dyslexia).

Person 4 (participated in 1:1 discussion)

Person 4 is a Clinical Psychologist and Researcher (focused on social media impacts on the mental health of young people) and based in Romania. She works with young people between 18-27 years, as part of her private practice and delivers clinical psychology/psychotherapy services.

GROUP DISCUSSION

Person 5 (participated in focus group meeting)

Person 5 works for the Belgium division of a global charity protecting children who have lost parental care, or who are at risk of losing it. They work to provide long-term family-like care, education, and healthcare, for children without parental support.

Person 6 (participated in focus group meeting)

Person 6 works for an organisation based in Ireland focused on youth mental health. They offer online and in-person advice across the country and support to youth between 12-25 years. They also provide information on ways to cope and the skills to be there for young people, to families, educators, and those who support young people's mental health. Using collective power, knowledge, and expertise, they make sure that youth mental health is a national and local priority.

Person 7 (participated in focus group meeting)

Person 7 works in a psychiatric centre based in Gent, Belgium, that provides tailor-made inpatient, outpatient and mobile care and treatment to people with psychosocial, psychological, or psychiatric problems.

Person 8 & 9 (they participated in focus group meeting)

Persons 8 & 9 work for the same association based in Brussels, Belgium, which is made up of families from different cultural backgrounds and countries. They mainly work with migrant families and have a team of adult and youth leaders who design, organise, and carry out various activities. They work with children, young people, families of various origins and with their own and unique migratory journey. Moreover, they collaborate with professionals in various fields: sociologists, psychologists, nutritionists, agronomists, educators and artists...

Person 10 (participated in focus group meeting)

Person 10 works for an NGO, based in Brussels that is dedicated to helping pregnant women, mothers and children facing particularly difficult living conditions and who do not have the

means to satisfy the basic vital needs of their family. They support families without income with basic necessities for the children such as clothes, toys and school supplies as well as psychosocial support and activities. They help more than 400 families each year, 600 of whom are children. The families who come to them for help are often families living in very precarious conditions, where health is often the last thing on their minds.

TOTAL: 10	
Males: 2	Females: 8
Age scope: 30-55 years old	
Types / scope of profession of participants	
<ul style="list-style-type: none"> - Coordinator or director of youth resources or services: 0 - Support professional for the technicians of the youth resources or services: 5 - Other: Psychologist: 5 	

**Category 2 (Youth reality, resources and services) –
Please summarize the main findings and conclusions**

The challenges the young people have:

- **Long waiting times** are a big challenge. Young people are often not aware of services that are accessible to them (e.g., community-based services).
- For parents or young people with a migrant background there is often **linguistic inaccessibility**.
- **Common challenges faced by young people** include anxiety and depression, adjusting to the workplace or school, relationships problems, increased time on social media, substance abuse and experiences of violence in the home.
- **Generational differences** in the workplace were another difficulty mentioned.
- Young people usually **receive minimal follow up** support. Interventions should also **include the wider community and schools**. For example, schools sometimes continue to 'label' and treat an individual differently and at times communicate that they "don't have enough time to give them attention" (Person 2).
- In many cases, parents prevent or prolong their child(ren) from receiving support, due to **stigma, misinformation, and discrimination**, which is widespread amongst the community. For example, parents may be reluctant to accept that their child has special needs, because of fear that their child will be placed in a 'special schools' (Person 1). Correspondingly, young people have increasingly been referring to unreliable social media platforms (e.g., TikTok) to self-diagnose.
- **Lack of capacity/high turnover of professionals that work with vulnerable young people:** due to lack of funding and limited staff, teachers do not have time to give attention to children with SEND. Person 1 and 7 both mentioned that there is often a high turnover, as many people feel the pay does not reflect the work they do. Person 7 also stated that in his region, it is difficult to find professionals that want to or are therapeutically skilled enough to do the job, due to demands of role(s) and lower salaries.
- **Funding:** the process for getting funding can be lengthy (Person 1 & 2). There is not enough investment in mental health support. In Romania, for young people to access 10 free therapy sessions, they must get permission from their General Practitioner and if they want more, they must re-ask (Person 4). Similarly, in the Netherlands the local council decides if individuals will be granted money to access mental health care, which differs from physical care (which is informed by insurance).
- **Lack of tailored support for minority groups:** lack of support to minority groups LGBTQIA+, refugees and migrants (including undocumented immigrants) were a few examples provided. Person 2 also mentioned that there is not enough diversity amongst staff that support the young people. Person 10 shared that due to lack of residency papers, many families are only entitled to basic health assistance.

Category 2 (Training needs of professionals) - Please summarize the main findings and conclusions

- **Training on how to support families and wider communities of youth:** Several participants shared the importance for supporting the families and wider communities of young people, as this often directly impacts the mental health of youth. Person 1 shared that working with families is difficult, when you are supporting a young person with complex needs, she said "as a professional I work to support the child, but I find myself having to support the families too". She expressed the need for coordinated work with professionals that specialise in supporting families.

- **Adequate safeguarding training:** Person 1 shared when dealing with so many families, it is difficult to thoroughly carry out safeguarding. She suggested it would be good to have more training to deal with things that are unexpected as well as training on how to talk with parents and families. The same person shared that she often notices more than one young person with complex needs, after being called to support one youth.
- **Training for all professionals that work with young people:** Participants shared that all professionals that work with young people should receive training on mental health.
- **Mental health specialist in schools:** Person 1 & 4 shared that all schools (primary, secondary, university) should have a dedicated mental health focal point, to support staff and ensure young people receive mental health support throughout the mental health continuum (from good mental health to severe mental health problems).

(Best practices) - Please summarize the main findings and conclusions

- **Training for professionals and families:** Person 1 shared that their local council provides training for teachers to have better understanding e.g., on SEND, provisions to understand a child's needs. Every nursery has a SEN coordinator, and that person would talk to the teacher and advise on training that can help the needs of the children. Person 5 also shared they worked on a project that pushed for professionals and caregivers to be trained on trauma.
- **Assessment & self-guided help/co-creation:** Person 3 shared that to identify the needs of the young people, they usually carry out a 45-minute mental health assessment as part of the first meeting with the individual. Based on the outcome of that meeting, she either develops tailored mental health support interventions or refers the individual to other services. Regarding support interventions, they are guided self-help, which requires collaborating with the young person, e.g., when formulating a plan. Person 1 shared that they also develop support [Education, health and care plans \(EHCP\)](#), which last until the youth is 16, with them and regularly review the plan and its targets in co-creation with the young person.
- **Flexibility when working with youth:** Person 3 shared that it is important to offer flexible timing and options for attending appointments, as this takes pressure off of young people. They shared that they use platforms such as [Near Me](#) and [Attend Anywhere](#).
- **School policies:** Person 1 shared that schools have 'codes of conduct' to ensure children with SEND (Special Educational Needs and Disability) receive the support they need. Each school has a SEND person e.g., SENCO/family coordinators – which are in charge of making specific personalised plans for each child.
- **GPs (Primary Carers) sharing alternative support options:** Participants shared that GPs are often a first point of contact for vulnerable young people, so it is essential for GPs to be informed about alternative options and educate themselves on different support mechanisms, especially community-based support systems.

- **Increasing mental health literacy:** Increasing mental health literacy through awareness raising interventions was a common point raised in the group discussion as well as 1:1 interviews.
- **OverKop (Belgium):** Person 7 shared [OverKop](#). Young people up to the age of 25 can simply walk in and out of an OverKop house and do all kinds of fun activities. It is a safe place where they can find a listening ear and where they can call on professional therapeutic help, without being labelled.
- **Participation Framework (Ireland):** The [Participation Framework](#) is a resource that provides guidance for decision-makers on the steps to take in giving children and young people a meaningful voice in decision-making. The framework supports departments, agencies and organisations to improve their practice in listening to children and young people and giving them a voice in decision-making. It is underpinned by: The United Nations Convention on the Rights of the Child (1989), The United Nations Convention on the Rights of Persons with Disabilities (2006) and The National Strategy on Children and Young People's Participation in Decision-making.
- **Bru-Stars (Belgium):** Welcome to the [Bru-Stars](#) is the Brussels mental health network for children and adolescents created as part of the new mental health policy. The Bru-Stars network supports the development, fulfilment and recovery of children and adolescents in the Mental Health sector, while respecting their well-being and their fundamental rights.

Summary of findings – provide a short SWOT* analysis of all results processed during general overview/focus groups/interviews?

Final conclusions and thoughts?

Strengths:

- Professionals are finding ways to share learnings and best practices.
- Professionals convey the need for a system change, a shift towards a community-based support system and collaboration with young people to address their mental health needs.
- Mental health support services are adapting to reflect the needs of young people.
- Professionals are co-planning/co-designing alongside those they are supporting, to guarantee the best outcomes possible.

Weaknesses:

- The system does not enable adequate holistic services.
- There are differences in support services at European, national, regional and local levels.
- Lack of awareness of community-based support services, where it does exist.
- Support services are fragmented
- Referral or signposting to other services are often dependent on professionals that come in contact with young people.

Opportunities:

- Project research and training are being implemented by experts to encourage the modification of mental health support mechanisms.
- Awareness raising initiatives can support an increase in mental health literacy.

- Connecting different initiatives focusing on supporting vulnerable young people at all levels, to encourage collaboration and sharing of experiences, rather than reinventing the wheel.

Threats:

- Capacity of professionals that support vulnerable young people is already limited and demands for support are increasing.
- Lack of early intervention increases risk of poor/declining mental health.

FINAL CONCLUSIONS:

The participants' interventions have revealed several interesting conclusions. First and foremost, the consistent shortage of resources to adequately address the physical and mental health, as well as personal development of young people, stands out. This lack of resources is reflected in various services, such as education and healthcare, with both users (especially minority groups) and professionals experiencing the consequences. In the educational context, it can be noted that the lack of staff to properly monitor and provide appropriate support to students with special educational needs not only hinders treatment but also prevents further harm to their individual progress. In both cases, the scarcity of resources leads to increased pressure on professionals, resulting in stress and chronic exhaustion, leading to "burnout".

However, all of the above does not absolve society and individuals from responsibility, both at a personal/professional and family level. In some cases, professionals themselves, due to lack of knowledge about available resources, fail to connect users with the established channels for their treatment. In other cases, families, driven under cultural barriers, prevent their children from receiving care out of fear of stigmatisation or discrimination.

As a solution, there is a call for an increase in the budget allocated to these two pillars of the welfare state. This would enable the presence of professionals with mental health-related knowledge within educational institutions, as well as enhance the training of teachers in psycho-pedagogical skills to effectively engage with young people and their families. Therefore, some of the measures cited as good practices are directed towards these objectives.

2.2 DENMARK

BEST PRACTICE EXAMPLES GATHERED

No.1

INITIATIVE(s)	
Type	Please mark/choose: Project Educational programme Information/counselling service Community intervention/street work Initiative/policy programme Mobile intervention Other: Research project
Target group of the project covered:	Young people from elementary school to high school.
Scope/level of implementation	Please mark/choose: Local/municipal (Aarhus) Regional National EU Level
Financing/support to the selected type of initiative	The project is funded by the Novo Nordisk Foundation.
Name (original & translation to EN)	<i>Giv de unge ordet</i> in Danish and "Give the youth a voice" in English
Webpage/info	https://givdeungeordet.dk , https://www.scienceathome.org/community/blog/corona-minister-in-action/
Brief description (Aim, goals, duration...)	Duration: 1 January 2020 to 31 June 2023. Objectives: "Give the youth a voice" aims to rethink research communication on mental health, data and technology use. The project has both a developmental and a research component, and the ambition is to create: 1. Interactive communication products in collaboration with young people. Based on several case studies, we are developing animations, a podcast series, games and an exhibition at the Science Museums at Aarhus University.

	<p>2. New knowledge on research communication -we are investigating the development work in terms of research, focusing on a) the potential and limitations of communication products to support research communication and learning about mental health, b) co-creation between researchers, developers and young people.</p>
<p>Type of work/intervention done and/or planned</p>	<p>CoronaGoHome In "CoronaGoHome" we focus on the mental health of young people during the corona pandemic. The aim is to explore how the corona crisis challenges young people's lives and how young people cope with these challenges. In collaboration with young people, we will develop advice on how to maintain and strengthen mental health as a young person in everyday life during the pandemic.</p> <p>Body and data In "body and data" project we collaborate with young people to develop an exhibition at the Science Museums at Aarhus University about body awareness, data and technology use. The exhibition will be part of the existing exhibition "Dear body, difficult body", which focuses on the body and body ideals through time.</p> <p>Young in Aarhus In the "young in Aarhus" project we work with the youth schools in Aarhus municipality to identify needs to strengthen mental health. Based on these needs, we will collaborate to develop different activities that can support research-based communication on mental health.</p> <p>Corona game as a dialogue tool The game can be used to support dialogue with and between young people. In the game, young people themselves experience being the "Corona Minister" and can make the decisions that can have a big impact on people's mental health, economy and civil rights. The game illustrates how decisions during a pandemic have a major impact on many societal parameters and affect the daily lives of all of us. For researchers, it is also about exploring new ways to better engage with young people.</p>
<p>Methodology used</p>	<p>The methodology is based on the co-production approach: co-creation between researchers, developers and young people.</p>

No.2

INITIATIVE(S)	
Type	<p>Please mark/choose:</p> <p>Project</p> <p>Educational programme</p> <p>Information/counselling service</p> <p>Community intervention/street work</p> <p>Initiative/policy programme</p> <p>Mobile intervention</p> <p>Other:</p>
Target group of the project covered:	<p>This option is given to young people under the age of 25 who have not completed a qualifying youth education and who, at the time, Production schools may only admit a participant with a state grant who is not qualified to start such education, or who have dropped out of a youth education programme.</p> <p>when the Youth Guidance Centre has assessed and identified that the young person belongs to the target group of the production schools.</p>
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional</p> <p>National</p> <p>EU Level</p>
Financing/support to the selected type of initiative	<p>The production schools are primarily financed by the state through a taximeter funding system in the form of grants to cover operational and building costs.</p>
Name (original & translation to EN)	<p>"Produktionsskole" in Danish and "Production Schools" in English</p>
Webpage/info	<p>https://eng.uvm.dk/upper-secondary-education/production-schools</p>
Brief description (Aim, goals, duration...)	<p>Duration: Under normal circumstances, the individual pupil is entitled to a maximum of one year at a production school. This includes present and earlier courses at the same or other production schools.</p> <p>Objectives: The aim of the initiative is to qualify and mature a preventive municipal offer targeting mentally vulnerable young people aged 13-25 and parents of mentally vulnerable young people. The aim is to reduce the number of young people with mental health problems and to help mentally vulnerable young people to receive help in the least intrusive way and in a coherent process, so that they and their families remain connected to everyday life with school, leisure activities, family, education and</p>

	<p>work. As part of the project, an application pool has been announced for the development of a preventive offer for the target group. The application pool is for municipalities that want to develop their efforts towards mentally vulnerable young people in close cooperation with the National Board of Health and Welfare and an external evaluator. 9 municipalities have received support through the pool in the period December 2019 - December 2022. During the period, the municipalities work to develop services that, among other things, must be open and have a central, coordinating function in relation to other relevant services.</p>
<p>Type of work/intervention done and/or planned</p>	<p>The pedagogical theory and practice of the production schools is built around activities in various workshops, taking a point of departure in practical work and problem-solving combined with instruction in theory, with a view to genuine production and sales. The professional standard at the workshop is used as an educational tool to contribute to the development of personal and social competencies. In addition, the school offers teaching in general subjects in order to prepare the participants to commence a regular youth education programme.</p> <p>Up to one third of a school-based programme can be spent on teaching, education programmes and courses that are established by means of, or pursuant to, an educational Act. This can consist of, for example, general subjects at an Adult Education Centre (VUC) or part of the basic programme at a vocational college.</p> <p>A general rule is that, pupils attending a production school for more than three months must take part in a programme of minimum two and maximum five weeks that grants credits and is aimed at a qualifying education and training programme, for example vocational education and training (EUD). Participants also have the opportunity for work experience placement for 4 weeks per half year, that they have commenced.</p>
<p>Methodology used</p>	<p>The pedagogical theory and practice of the production schools is built around activities in various workshops, taking a point of departure in practical work and problem-solving combined with instruction in theory, with a view to genuine production and sales.</p>

No.3

INITIATIVE(S)	
Type	<p>Please mark/chose:</p> <p>Project</p> <p>Educational programme</p> <p>Information/counselling service</p> <p>Community intervention/street work</p> <p>Initiative/policy programme</p> <p>Mobile intervention</p> <p>Other: Tool for professionals</p>
Target group of the project covered:	<p>Motivational Interviewing (MI) is a widely used approach to facilitate behaviour change and is successfully applied to a wide range of target groups and issues.</p> <p>MI is originally an approach developed for use with people with alcohol-related problems. Over time, the approach has become widely used in a wide range of psychosocial problem areas such as: substance misuse, criminal behaviour, health issues (e.g. lifestyle changes related to lifestyle diseases) and general risk behaviours.</p> <p>MI is conversation-based and therefore it is important that this conversation is highly personalised to the client. This is particularly true if the client is, for example, a young child, a person with a developmental disability, a person with dementia or a person with language difficulties.</p> <p>In relation to young people over 12, MI is particularly effective with those who have substance misuse problems. Furthermore, there are promising findings suggesting that MI can help young people in relation to:</p> <ul style="list-style-type: none"> ● Practising safe sex ● Diabetes management ● Engage in cognitive behavioural therapy in relation to OCD and bulimia
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional</p> <p>National</p> <p>EU Level</p>
Financing/support to the selected type of initiative	<p>There are a number of different providers of MI courses, supervision and quality assurance in Denmark at a variety of prices.</p>

Name (original & translation to EN)	"Motiverende samtale" in Danish and "Motivational interview" in English
Webpage/info	<p>https://sbst.dk/tvaergaende-omrader/virksomme-indsatser/dokumenterede-metoder-boern-og-unge/om-virksomme-indsatser-til-boern-og-unge/motiverende-interview</p> <p>https://motivationalinterviewing.org/motivational-interviewing-resources</p> <p>https://motivationalinterviewing.org/sites/default/files/MATCH.pdf</p>
Brief description (aim, goals, duration...)	<p>Duration:</p> <p>Objectives: Motivational Interviewing (MI) is an approach to strengthen a person's inner motivation for change.</p>
Type of work/intervention done and/pr planned	<p>Motivational Interviewing (MI) is a widely used approach for facilitating behaviour change and is used with success Theory and methodology of Motivational Interviewing.</p> <p>Motivational Interviewing (MI) is a client-centred and guiding approach that aims to increase readiness to change a particular inappropriate behaviour.</p> <p>MI is rooted in a humanistic and client-centred approach. The method places great emphasis on the therapist's ability to form a collaborative relationship with the client and guide the client towards appropriate change through open-ended questions, reflections, acknowledgements and summaries.</p> <p>MI has been an established treatment method in Denmark for about 15 years. There are currently about 30 members of the Motivational Interviewing Network of Trainers (MINT).</p> <p>There is no MI certification, but an internationally recognized course can give a person membership of the Motivational Interviewing Network of Trainers. The course is called Train New Trainers (TNT).</p>
Methodology used	<p>MI techniques include:</p> <ul style="list-style-type: none"> ● Use open-ended questions ● Make reflective statements ● Emphasize client autonomy ● Highlight client strengths and progress ● Be optimistic about the client's ability to effect change.

	<ul style="list-style-type: none"> The MI method can be used by many different professional groups and no specific qualifications are required for staff to start learning the method.
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No.4

INITIATIVE(s)	
Type	<p>Please mark/choose:</p> <p>Project</p> <p>Educational programme</p> <p>Information/counselling service</p> <p>Community intervention/street work</p> <p>Initiative/policy programme</p> <p>Mobile intervention</p> <p>Other:</p>
Target group of the project covered:	Teachers, mentors, guidance counsellors, managers and other staff who have daily contact with children and young people in primary schools.
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional (Southern Denmark)</p> <p>National</p> <p>EU Level</p>
Financing/support to the selected type of initiative	The offer is for free. Financed by the state.
Name (original & translation to EN)	<p>In English: Course: Mental health and well-being of children and young people in primary school</p> <p>In Danish: Kursus: Psykisk sundhed og trivsel hos børn og unge i folkeskolen</p>
Webpage/info	https://psykinfo.regionsyddanmark.dk/born-og-unge/born-unge-og-mental-trivsel-pa-folkeskoler-efterskoler-og-ungdomsuddannelser/tilbud-til-folkeskoler

<p>Brief description (aim, goals, duration...)</p>	<p>Duration: Implemented intervention in the region of Denmark.</p> <p>Objectives: There can be many causes of unhappiness, but psychological stresses and challenges of varying nature and severity can be significant factors. Anxiety, depression, ADHD, self-harm, autism, school refusal, stress reaction and others are words and terms often heard in connection with deprivation.</p> <p>As a teacher, counsellor, or other person who meets the young person in everyday life, one can rightly wonder how best to support the good culture of well-being at school and thus also the young person. There is an increasing demand for knowledge and tools to deal with and support young people in the challenges they may face.</p> <p>PsychInfo in the Region of Southern Denmark has for many years had a special focus on children, young people and mental health. The aim is to help create knowledge, understanding, change and improvement in relation to particularly vulnerable children and young people. How do we ensure that we, on the one hand, identify and understand the young people who need help and, on the other hand, avoid stigmatising young people who are just going through a temporary strain? How do we ensure that we think holistically, and that young people are understood in the context of the challenges they face?</p> <p>We want to help put mental health and well-being on the agenda and therefore have offers aimed at teachers and other professionals who have daily contact with children and young people in primary schools. There are two different offers, aimed at 0-6th grades and 7-10th grades respectively.</p>
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<p>Type of work/intervention done and/or planned</p>	<p>PsychInfo offers 4 different training modules of 2 hours duration for teachers, educators and other professionals who have daily contact with children in grades 0-6 and young people in grades 7-10.</p> <p>Content: <u>Definition of mental health and well-being</u> How do we define the terms and how do we understand and work with the grey areas between deprivation and mental illness? What is our responsibility and what belongs elsewhere? How do we ensure common language, common understanding and common direction in everyday life?</p> <p><u>Diagnoses</u> Concrete knowledge about mental illness, focusing on the challenges and difficulties that the diagnosis brings in a school context. Teaching is adapted to the needs and wishes of each school.</p> <p><u>Young people as carers</u> Many young people find themselves challenged at home, for example by a family history of mental illness. This can be a very heavy burden, which can affect the young person's well-being and thus also the ability to maintain focus on youth life, schooling and social relationships. The young person is often preoccupied with thoughts about how things are going at home and concepts such as responsibility, guilt and shame are very important to them.</p> <p><u>School absenteeism</u> Absenteeism is a growing problem and there is rarely a simple explanation or reason why a pupil does not attend school. The teaching will focus on the underlying causes of truancy and related interventions. There will be a particular focus on how professionals can help to support young people back to stable schooling.</p>
<p>Methodology used</p>	<p>Not described.</p>

No. 5

<p>INITIATIVE(s)</p>	
<p>Type</p>	<p>Please mark/chose: Project Educational programme Information/counselling service Community intervention/street work Initiative/policy programme</p>

	<p>Mobile intervention</p> <p>Other:</p>
Target group of the project covered:	Teachers, mentors, guidance counsellors, managers and other staff who have daily contact with young people in education at upper secondary schools and similar institutions.
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional (Southern Denmark)</p> <p>National</p> <p>EU Level</p>
Financing/support to the selected type of initiative	The offer is for free. Financed by the state.
Name (original & translation to EN)	<p>In English: Course: Mental health and well-being of young people in education</p> <p>In Danish: Kursus: Psykisk sundhed og trivsel hos unge under uddannelse</p>
Webpage/info	https://psykinfo.regionsyddanmark.dk/born-og-unge/born-unge-og-mental-trivsel-pa-folkeskoler-efterskoler-og-ungdomsuddannelser/tilbud-til-ungdomsuddannelser
Brief description (aim, goals, duration...)	<p>Duration: Implemented intervention in the region of Denmark.</p> <p>Objectives: Studies show that many young people are unhappy. There can be many causes of deprivation, but mental vulnerability or mental illness of varying nature and severity is cited as a major factor.</p> <p>In their daily work, professionals may legitimately have doubts about how best to support young people with these challenges. There is a growing need for knowledge and tools.</p> <p><u>Target group for our services</u> Teachers, mentors, student counsellors, managers and other staff who have daily contact with young people in education at secondary schools, FGUs and similar institutions.</p> <p><u>Purpose</u></p>

	<p>To create dialogue about mental health, psychiatric diagnoses and well-being in your educational setting Focus on well-being and relationships Offer concrete knowledge and inspiration based on your experience and knowledge.</p> <p>Educational institutions are different and have different needs. Therefore, the content of the offer can be tailored accordingly. There will always be a meeting where content, expectations and time perspective are agreed.</p>
<p>Type of work/intervention done and/or planned</p>	<p>Description of modules</p> <p><u>Module 1: Mental health and well-being in youth education</u> In everyday life, it can be difficult as a staff member to detect when students are not thriving. When psychological distress occurs, there will often be a smooth transition from well-being to distress to possible mental illness.</p> <p>Many young people may feel sad or anxious at times. There are many nuances at play in young people's lives, and this module focuses on what you, as an educational setting, can be aware of.</p> <p>The module aims to create a dialogue about mental health and deprivation in secondary education.</p> <ul style="list-style-type: none"> • What signs of distress should educators and other staff be aware of when working with young people? • How can young people be supported in education if there are signs of distress? • Where can further help and support be found? <p><u>Module 2: Knowledge of psychiatric diagnoses</u> Some young people have a psychiatric diagnosis or are mentally vulnerable, which may affect their education.</p> <p>It is useful for professionals to know about the different challenges that a diagnosis or mental vulnerability can bring in order to support the student's well-being, learning and achievement.</p> <p>This module provides concrete knowledge about different psychiatric diagnoses and the challenges they may pose in an educational context.</p> <ul style="list-style-type: none"> • How can diagnoses such as anxiety, autism, depression, ADHD, personality disorders, etc. affect the young person's ability to learn?

	<ul style="list-style-type: none"> ● How can young people with psychiatric diagnoses or mental vulnerability be supported in an educational context? ● How can the learning environment be organised in the most appropriate way? <p><u>Module 3: What can you do for mentally vulnerable learners?</u> It can be difficult in a busy life to find time to translate good intentions into concrete changes in practice. This module is an opportunity to create a dialogue on how you can concretely ensure a good well-being and learning environment for vulnerable pupils, the classroom and the educational site as a whole.</p> <p>The content will be agreed with the school and may include:</p> <ul style="list-style-type: none"> ● What areas do you think are important to focus on in relation to well-being? ● How can you achieve optimal well-being? ● How can you be open about mental health challenges to break down taboos? ● What concrete actions can be taken and how? <p><u>Module 4: Visit by a ONE OF US Ambassador or "Borrow a Living Book"</u> There is an opportunity to visit a ONE OF US ambassador who will tell his or her personal story. The story is about being in education and at the same time having to live with a psychiatric diagnosis or mental vulnerability. The focus will be on the needs that can arise during education and how these can be supported.</p>
Methodology used	Not described.

FOCUS GROUP REPORTS

Category 1 (Demographics) Please summarize the demographic data of participants to Focus

group: No. of participants, field of profession, types of organisations they work in , any other relevant personal data collected within the process.

We have conducted a focus group interview, in which three people participated. Within the participants, two were males and one was female. The age range of the participants were 27 to 33.

Males: 2

Female: 1

Age: 27-33

Person 1: Works in the rap academy, works with young people who face difficulties. Typically works with young girls.

Person 2: Teacher at the rap academy - works with young people who are at risk of becoming criminals.

Person 3: Teacher at the primary school: special classes. He works with young people with difficulties at school, mental health difficulties.

TOTAL: 3

Males: 2

Female: 1

Age scope: 27-33 years old

Types / scope of profession of participants

- Other: Counselling worker/Educator/Teacher: 3

Category 2 (Youth reality, resources and services) – Please summarize the main findings and conclusions

The challenges the young people have:

It appears from the interviews that the young people have many different issues (breakups, problems at home, conflicts at home, mental issues and disorders, criminality).

Also, one of the participants mentions that the national reports are stating that more and more young people are not feeling well and are struggling with their mental health (anxiety, depression and stress).

"Boys who have to be boys, girls who have a hard time socialising with other girls, someone who doesn't have the courage to get up in the morning and someone who doesn't want to live"

Also, the participants highlighted that it is very different from child to child, but if the child is not diagnosed then it is difficult to help because they do not get extra help, they get as much help as those who are not struggling. It can be difficult to make all the children feel good as more resources are needed. It is really important to listen to the child and hear what they need.

Resources and Services

One of the participants was a rap teacher at *Rap akademiet*, which is a club where young people, who are at risk of becoming criminals, can express themselves through rap and meet other young people in the same situation.

At the primary school, there are "special classes" as part of the special educational assistance in primary schools, which includes:

- special educational needs advice to parents, teachers or others whose intervention has a significant impact on the pupil's development
- special teaching materials and technical aids necessary for the education of the pupil
- teaching in primary school subjects and areas organised with special regard to the pupil's learning conditions
- education and training in functional skills and working methods to help the pupil to cope with his disabilities
- personal assistance to cope with practical difficulties in school
- especially organised activities.

However, the participants highlighted that they do not have the optimal work environment as they lack resources after primary school to properly attend the youth, and that is why they start to suffer from a lot of stress due to this lack of human and economic resources.

Category 2 (Training needs of professionals) - Please summarize the main findings and conclusions

Psychological skills

The participants agreed that it is very important to know and develop different psychological skills in order to deal with the youth, because, as they said, each case is unique, so you as a professional need to be prepared to do different types of approaches to connect with your

subject. Yet paradoxically, one of the participants mentioned he did a course on conflict management, but he did not feel it helped him a lot.

They also mentioned that it could be great to get more material on how to teach the young person to navigate through social media, and how to be a human being in modern society.

"But ideally - they want to teach young people life skills, navigate the SoMe, and how to navigate as a human being in today's late modern society."

(Best practices) - Please summarize the main findings and conclusions

Narrative pedagogical approaches:

The professional shares personal stories about herself to encourage the young person to also share their personal stories in order to find out if they are struggling with something. This methodology is based on the idea that the most fundamental thing when working with troubled youth is that you need to obtain and maintain a great relationship and trust as breeding ground for youth to open up and to thrive.

Nevertheless, the two other participants did not agree with this way of working as they said that you, as a professional, need to take care of yourself and have certain boundaries with your youth to keep a professional distance. However, they agreed that it is really important to be flexible in the approach because there is no one-size-fits-all model. That is why your approach needs to be tailored to the youths' needs. With some young people you need to set clear boundaries, but with others you need more freedom and loose boundaries.

As best practices in schools, they mentioned a methodology called "situated learning" which is based on the creation of an immersive learning environment in which children are confronted with real-life situations to improve different competences and values such as cooperation, creativity, critical thinking, etc.

Moreover, teachers usually deal with important matters on a one-to-one basis, so the student feels in a more secure environment.

Summary of findings – provide a short SWOT analysis of all results processed during general overview/focus groups/interviews?

Final conclusions and thoughts?

Strengths:

- Professionals demonstrate a great capacity for empathy towards young people.
- Some of the methodologies used by teachers are a perfect example of a student-centred approach, which is really good to connect with the students in a personal way and boost their motivation.

- Teachers tend to deal with important situations in a face-to-face manner, respecting the privacy of the youth.

Weaknesses:

- It is recognised that there is a cultural gap between young people and the professionals that work with them, making it harder to deal with.
- The situation of some youngsters is very worrying as they are in a very vulnerable condition. Their problems at home are hard to deal with from a professional point of view but not impossible.

Opportunities:

- The creation of some mentioned institutions is a good example of adapting to the youth's needs and can be a very suitable tool to guide them along an appropriate path.
- Professionals demonstrate self-awareness of their capabilities and limitations, which helps them engage in a process of self-criticism to improve in areas that need development.
- Narrative pedagogical approaches are a powerful tool that needs to be widespread for its benefits.

Threats:

- There is a need for more professionals working with vulnerable young people. The lack of resources is very worrying as the healthcare situation becomes more demanding.
- If professionals lack knowledge about the cultural gap differences and fail to adapt their methodology through new approaches (such as ICT, for example), they will not be able to fulfil their professional duties.

FINAL CONCLUSIONS:

Young people are facing difficulties of various natures, some of which are coming from their family or home situations, making it harder to address. Additionally, there is a significant problem with lack of resources (both human and economic) that hinders professionals from effectively performing their job and puts a lot of pressure on caregivers.

In this scenario, youngsters do not feel that the system is optimally supporting them and they are tired of receiving more education and materials when that is not what they seek.

On the other hand, professionals want their working environment to improve, and most of them agree on the necessity of enhancing their psycho-pedagogical skills to engage with young people and understand their worldview. They are fully aware that each youngster has their own specific singularities, which is why there is no one-size-fits-all model when approaching them. Furthermore, as a caregiver, it is important to take care of oneself and establish boundaries with your youth, maintaining a distinction between personal and private matters.



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2. 3 FRANCE

BEST PRACTICE EXAMPLES

No. 1

INITIATIVE(s)	Youth Resource (organisation) through its House for Teenagers section
Type	<ul style="list-style-type: none"> - Project - Educational program - Counselling or information service - Street work or community intervention - Other: Social intervention
Target group of the project covered:	The PAEJ unconditionally welcomes teenagers and young adults aged between 11 to 25 years old and/or any person of the social circle (parents, other family members, other caretakers). In addition to a non-discrimination principle (on the basis of gender, race, language, housing), professionals do not require young people make an appointment, but to simply push the door open. They can come in whatever their personal situation is and as they are.
Scope/level of implementation	<p>Local Municipal County Regional National</p> <p>PAEJs constitute a national network. In Tarn-et-Garonne (82nd county), the House for Teenagers is working on opening more offices and making itself more accessible, especially to young teenagers living in remote areas.</p>
Financing/support to the selected type of initiative	<p>Multiple sources for funding:</p> <ul style="list-style-type: none"> - CAF (stands for <i>Family Allowance Fund</i>, since 2011) - Municipalities - Inter-municipalities associations, through their Youth policies - County Council - Regional Agency of Health
Name (original & translation to EN)	<p>Office for Welcoming and Listening to Young People and Parents</p> <p>Literally: <i>Point</i> = Office; <i>Accueil</i> = Welcome; <i>Ecoute</i> = Listening; <i>Jeunes</i> = Young People; Parents (PAEJ)</p>
Webpage/info	https://www.mda82.org/mda-82/
Brief description (aim, goals, duration)	<p>Duration: Permanent</p> <p>The PAEJ is first of all meant to be a safe space for young people aged between 11 to 25 years old, their family members and other close ones. They can come and freely chat about any topic or ask</p>

	<p>any question regarding their lives with professionals. This means that lying or leaving out information about one's situation does not make the doors close in front of them. Professionals aim to build quality relationships based on trust, and keep an attitude of "letting things happen" by themselves.</p> <p>General objectives include the following:</p> <ul style="list-style-type: none"> - Prevent falling outs or help improve relationships between young people, their families and social circles, their hobbies (arts, sports, others), the schooling system or their work environment; - Help solve difficulties that are housing or health related; - Promote and highlight young people's accomplishments and hobbies, create spaces where they feel confident in expressing themselves in their own voices, whether through art or other media; - Defend young people's fundamental rights by explaining them to themselves (preventing self-censorship and belief that support services "are not for them") and to services, institutions and professionals so they can work towards inclusive practices.
<p>Type of work/intervention done and/pr planned</p>	<p>PAEJ teams are interdisciplinary. In Tarn-et-Garonne county, social workers and coordinators work together with external actors (addictologists, psychologists). On site, they offer a variety of services to meet young people's needs, down to the most essential ones:</p> <ul style="list-style-type: none"> -Access to health: sanitaries, showers, washing machine, hygiene products and menstrual protections -Access to food: food bank, breakfast -Access to digital tools: phone, computer with an internet connexion, copy machine, printer -Access to rights and opportunities: facilitating access to social aids, going away for the holidays, carrying out school or personal projects -Others: luggage items, school equipment <p>Activities are also outward-looking. Through its national network, PAEJ has a voice in governance bodies to push youth policies towards innovative initiatives. Its local network is composed of community or institutional partners which were selected because they offer at least one support service to young people specifically. The PAEJ thus makes sure it can facilitate service users' access to these services.</p>
<p>Methodology used</p>	<p>PAEJs rely on different strategies and attitudes to make themselves known and build relationships with young people in the county. First, professionals are attached to the principle of unconditionality as a guideline to welcome and listen to teens and young adults. They try to maintain wide and varied opening hours, in order to</p>

	<p>meet the needs of very different youngsters. They also try to be respectful of the ways they use their voices by adopting active listening attitudes. Furthermore, young people do not need to sign any papers or state their identity to access the premises.</p> <p>The national PAEJ network seeks to become more accessible to remote areas. The 82 PAEJ is working to open other offices in towns other than Montauban, and draws inspiration from the 46 PAEJ to maybe create a mobile team to travel around and meet teens directly in public places, using informal discussions. Their goal is to become part of their daily environment.</p>
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No. 2

INITIATIVE(s)	Experimental project at the request of the Departmental Council of Tarn-et-Garonne
Type	Other: Mobile interventions: Professionals work directly with young people in their own home or in any relevant place they live and socialise
Target group of the project covered:	Very young adults (aged between 18 and 21 years old), who for any reason, have had to live under the care of the French child protection services until their majority. Some were born in other countries and/or do not speak French.
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional / Departmental</p> <p>National</p> <p>EU Level</p> <p>County (<i>Départements</i> in France is a specific geographic scale)</p>
Financing/support to the selected type of initiative	Overall endowment given by the County Council (responsible for anything regarding youth and education) and the DDTESPP (stands for County Direction for Employment, Work, Solidarities and the Protection of Populations)
Name (original & translation to EN)	D'Jaz
Webpage/info	https://www.udaf82.fr/8480-institution-familiale.htm#par61796
Brief description (aim, goals, duration)	<p>Duration: Permanent</p> <p>In France, foster care ends when protected children turn 18 years old. This forces them to become fully autonomous and independent 8 to 10 years before their peers. They need to have secured a source of income and housing, know how to take care of themselves and handle all aspects of daily life. As of today, 40% of people living in the street have been through foster care.</p>

	<p>Experiences in foster care are often chaotic. Children are moved around without consent or being given any explanation, to which is added, for foreign children, traumatic experiences of abuse and violence at the hand of human traffickers. All these issues and difficulties are seldom addressed, and are the causes for psychosocial problems, insecurities, anxieties and other mental health related problems, that hinder their access to services and their personal transition into adulthood.</p> <p>D'Jaz is a support service dedicated to these young adults as they are asked to leave child protection services, and who, because of their personal history, are highly vulnerable.</p> <p>Professionals offer a wide range of individual and adapted interventions, to support these young people in growing their material and psychological autonomy, and building a future that feels safe and right for them.</p>
<p>Type of work/intervention done and/pr planned</p>	<p>A wide variety of interventions already are or are being implemented:</p> <p>Self-portrait: Tool currently under development for young people to use : it should help them identify milestones and accomplishments, skills they have (whether useful for professional work or acquired through a hobby), needs and difficulties, and plans they may have.</p> <p>Individual interviews: Professionals lead individual meetings to identify the kind of support each young individual needs most.</p> <p>Early interviews focus on questioning past experiences and their impact on their behaviour. It was observed that some of them tend to revolve around the same patterns that keep them from seizing opportunities. For example, they may miss appointments repeatedly because of poor self-esteem.</p> <p>Educational support: Interventions seeking to make sure young individuals are autonomous and confident enough that they can take on any responsibilities on their own, regarding their home, health, employment, social and citizen participation.</p> <p>Mental health care: Consultations with a psychologist for young individuals to question patterns of behaviour and other defence mechanisms.</p> <p>Group workshops: Activities planned for young individuals to discover digital tools and build up their skills, as well as getting to know each other and encourage peer support.</p> <p>Review board: Meetings for professionals to coordinate support efforts and come up with co-created solutions to complex problems."</p>
<p>Methodology used</p>	<p>"The project rests on three main pillars:</p>

Person-centred approach: All support offered is adapted to each young individual's personal needs and difficulties.

Upholding consent: Nothing is done without young individuals' knowledge, presence and active participation.

Direct intervention: Appointments are made directly where young individuals live and socialise, as a way to break away from traditional bureaucratic approaches and best adapt to their specific needs."

FOCUS GROUP REPORT

Category 1: Demographics

9 people have participated in this focus group, amongst which were **6 women** and **3 men**.

2 participants have joined remotely using Zoom, and the **7 remaining participants** have met in one of the biggest meeting rooms at the Udaf 82.

Of the 9 participants, **5 are executive directors or coordinators** of services or institutions, **1 is an accountant**, **1 is a psychologist**, **1 is a social coordinator** and **1 works in a youth dedicated service**. 3 out of 9 participants are Udaf 82 employees, and the remaining 6 work for partner organisations, who are members of the Udaf 82 network.

The distribution above, in which management and administrative roles make up for half of the contributors, can be explained by the fact that professionals who work directly with young people, may have had too much of a busy schedule in December, and were unable to come. It is likely that the conversations may have been influenced by these factors.

TOTAL: 9	
Males: 3	Females: 6
Age scope: N/A	
Types / scope of profession of participants	
- Coordinator or director of youth resources or services: 5	
- Support professional for the technicians of the youth resources or services: 1	
Other: Accountant: 1	
Psychologist: 1	
Social coordinator: 1	

Category 2 (Youth reality, resources and services) – Please summarize the main findings and conclusion

The question of describing young people's situation led participants to discuss how their services work and are funded, as if their own difficulties were the primary cause for their users'. It was necessary to refocus on young people several times.

Participants regret the double stigma young people suffer from. When they mention working with them, they are met with praise for their courage in facing "difficult" or "complicated" populations. Youth rhymes with "problematic". It is also how young people are talked about in the news or youth policies.

They face other discriminations on the basis of disabilities, origin, gender, where they live and academic performance. In the county, 30% of young people (18-30 years old) live in poverty. These representations impact young people's self esteem. According to

participants, “having fewer opportunities” is a self-perception. Young people **believe** they “have less opportunities (...), possibilities and a reduced action range.”

Furthermore, young people **do not have the same support systems** as others. Participants agree that lack of opportunities stems from lack of support. It takes more than simply existing for a service to be known and used by those who need it most. For example, services are concentrated in the bigger cities. Some young people may need to travel there, perhaps regularly, to get help in submitting requests to access their rights. No mistakes are allowed! They cannot “experiment and learn something”, as their rights get denied or interrupted. Only a few are “thick-skinned” enough to react and correct the situation themselves. The number of young people in the county who are not regular service users, are about to be evicted and/or have a consequent lease debt has doubled since 2020.

As for **services**, participants painted a bleak landscape. Difficulties rise less from professionals’ skills or lack thereof, but from the structural organisation of services and their (non-)working as a network.

They first expressed disappointment in the fact that elected representatives and decision makers responsible for allocating resources do not seek to question negative identity stereotypes they have on youth, which can (dis-)inform their decisions in refusing to create or in interrupting creative programs.

These “misconceptions” stem from the very way medical and social services are organised. “Young People” are sliced into “problems” (social, medical, school related, etc). Problems are then distributed to relevant services to be taken care of, mostly separately. Attempts to understand a situation as complex are still rare and met with suspicion.

Proof is that coordinators have started to appear. They aim to encourage professionals to meet, share information and organise collectively. This last element highlights that, despite a somewhat dark portrayal, participants are optimistic in their capacity to work as a network. They trust their ability to innovate and, if given appropriate spaces, to “grow stronger”.

Category 2: Professionals’ needs in terms of training

Despite not having the time to go in depth as to how, participants have identified new skills they would like to acquire and to what end(s).

In order to improve young people’s situation first, participants would like to be able to define and help “**developing young people’s power to act**” or in other words, to actively contribute to their empowerment. However, they struggle to understand it and thus, work efficiently on it and agree with colleagues on how.

Besides **building up their knowledge**, participants would like to **communicate well and a lot** on young people’s skills, accomplishments and empowerment. They would like to facilitate the creation of spaces, in which young people and themselves as professionals

can feel confident in “using their own voices” and be heard by society up to the “highest spheres”, where decisions are made, in order to help **transform their representations**. However, they tend to feel powerless in doing so, as much in terms of opportunity then in terms of skills.

Participants wrapped things up by questioning their **ability to make their services accessible** to young people, and not only from a materialistic point of view. A lot of factors can hinder young people from accessing services.

Geographical ones first: as services workers, participants try to find solutions in order to extend their physical field of intervention to rural and remote communities, and/or where seeking help from social services may be difficult. Limits switch to **human**: participants find they need more tools to build trusting relationships with inhabitants, coordinators and animators in some areas. They recall organising workshops and training sessions for them, through which they were successfully able to bring back young people and/or their families facing difficulties to their services. They see it as a possible lever to work on **outreach**.

Best practices

Participants have identified the following best practices as possible solutions for both young people and services:

- **Platform for Youth Support (2022)** is piloted by the [Raison des Ados](#). It provides support to families whose child(ren) have disabilities and have to juggle multiple appointments regularly by coordinating actors' interventions.
- **Ostal (“house” in Occitan) Platform** is piloted by the [ADIL](#). It is a website which seeks to facilitate young people's access to housing. In one tab, owners and renters can post small ads. Another tab is dedicated to giving legal advice to young people (letter templates), and another to sharing information with young people and owners for them to identify other useful services. One final tab is a blog, used to communicate on events organised specifically for local youth (parties, meetups, festivals, etc).
- **“Youth Celebrates Film Making” Festival** is piloted by the *Maison des Ados* and the *GEM Ado*. Both organisations support young people in shooting short films (animated or not), which are then screened during an event co-hosted by the County Council. The festival seeks to highlight young people's creativity and their efforts in carrying out such a demanding project.
- **Youth Ideas (*Idées de Jeunes, IDJ*)**, is a grant ranging from €100 to €1000, awarded by a jury to a young individual or a group of young people to carry out a project they have submitted a candidacy file for. The jury meets twice a year to review projects, reduce or raise the amount, and justify all its decisions by issuing recommendations.

Summary of findings – provide a short SWOT analysis of all results processed during general overview/focus groups/interviews? Final conclusions and thoughts?

Strengths:

- Some workshops towards different social agents are having a huge positive impact on the issue.
- Professionals recognise the areas they need to improve in order to perform their functions better and show an innate interest in doing so.
- Some of the aforementioned resources play a fundamental role in the family reconciliation of those with vulnerable members by actively guiding them through the different processes to be carried out.
- The professionals are working to make accessible all resources available even though they are facing too many difficulties.

Weaknesses:

- Not knowing how to connect with young people shows that there is a gap created by a generation gap. If this issue is not addressed correctly, it will fail to connect with the user.
- The network of services is not working properly.
- Young people with fewer opportunities suffer double stigma, which makes it harder to work with and reach them to help them.

Opportunities:

- If practitioners acquire the necessary tools to connect with young people, they will be able to empower them more effectively.
- Empowerment of the youth can make a big change on the image that society has of themselves.
- It is very satisfying to know that there are currently certain programmes focused on young people that help them to maintain or achieve their autonomy and economic independence while favouring the development of different competences and values.

Threats:

- Professionals are more focused on what they lack rather than what they can do to revert the situation.
- Young people are believing in the misconception that society has created of them, affecting their own trust.
- The network of services could fail any moment if the professionals do not innovate and adapt themselves to their context.

FINAL CONCLUSIONS:

Overall participants share a general tendency to attribute external factors as the main cause of all problems, or at least, for the lack of appropriate response to them. They acknowledge that were it not for their own dedication (beyond ordinary duties), the network of services would be less efficient. Despite this, they maintain optimism in the system's capacity to refine and improve, although it would require that professionals across services commit to the task. The first step to this improvement would be to give

greater importance to targeted populations' experience and first-hand knowledge of their needs.

Speaking of, participants mentioned young people's experience of discrimination from society in general, especially those in vulnerable situations. This is due to a self-perpetuating process in public discourse to paint a negative and pessimistic image of young people, their lives and their abilities, which affects their self-esteem. Participants share the belief that empowering young people can effectively help the latter in breaking down these cultural barriers and become role models for their peers in the process.

Some programs and services -both private and public- are moving in this direction. This transformation gives participants hope and confidence the situation can still be reversed. However, they lack concrete and appropriate tools to empower young people.

2.4 SLOVENIA

BEST PRACTICES GATHERED

No.1

INITIATIVE(s)	
Type	<p>Please mark/chose:</p> <ul style="list-style-type: none"> ● Project ● Educational programme ● Information/counselling service ● Community intervention/street work ● Initiative/policy programme ● Mobile intervention ● Other: please specify
Target group of the project covered:	<p>Young people with special needs (up to the age of 29) who have:</p> <ul style="list-style-type: none"> ○ disorders in mental development, ○ blindness and low vision or impairment of visual function, ○ deafness and hard of hearing, ○ speech and language disorders, ○ mobility impairment, ○ long-term illness, ○ autistic disorders and ○ emotional and behavioural disorders, <p>and who are found to have greater problems and obstacles in the transition to the labour market and employment.</p>
Scope/level of implementation	<p>Please mark/chose:</p> <p>Local/municipal Regional National</p>
Financing/support to the selected type of initiative	European Social Fund, Ministry of Labour, Family, Social Affairs and Equal Opportunities
Name (original & translation to EN)	PREHOD MLADIH (Transition of youth)
Webpage/info	<p>https://prehodmladih.si/</p> <p>https://prehodmladih.si/en/?</p>
Brief description (aim, goals, duration)	<p>YOUTH TRANSITION (1.1. 2018 till 31.08. 2022) is a project aimed at providing professional assistance to young people with special needs in making the transition to the next level of education or to the labour market easier. It is a project created with the aim of influencing the greater social inclusion of young people with special needs and creating a unified support environment as an interface between school and the labour market for the empowered entry of young people with special needs into the labour market.</p>

	<p>The purpose of the project is:</p> <ul style="list-style-type: none"> ○ to influence greater social inclusion of young people with special needs and ○ to contribute to the creation of a unified support environment as an interface between the school and the labour market for the empowered entry of the target group into the labour market. <p>In this way, it makes it easier for young people with special needs to enter the world of work.</p>
<p>Type of work/intervention done and/pr planned</p>	<p>An integrated model of services for the transition of young people with special needs to the labour market, which facilitates this transition and reduces the risk of social exclusion and, consequently, the emergence of poverty. As part of transition projects, the following type of work was performed:</p> <ul style="list-style-type: none"> ○ Recruiting users from the target group and work on creating an individual plan. ○ Motivating users to participate, empower them and monitor them during their active transition to the labour market. ○ Cooperation with both parents and professionals at schools or other institutions in which users are involved. ○ Offering the possibility to get to know the real world of work, and cooperate mostly with employers, who provide support in involving users. ○ At all times, if necessary, working/cooperating with other institutions important for the transition of young people to the labour market. ○ Development of an integrated model of helping young people in the transition to the labour market. ○ Establishment of a support network of stakeholders who are important and can influence the transition of young people.
<p>Methodology used</p>	<ul style="list-style-type: none"> ● Individual planning for inclusion (interview, evaluation, goal setting, personalised plan) ✓ collecting data about the user and the environment through interviews with the user, parents, and professionals ✓ review and analysis of the available documentation ✓ preparing a comprehensive evaluation of the user's functioning ✓ selection of appropriate and operationalized long-term and short-term goals ✓ selection of appropriate activities, methods, and techniques to achieve the set goals ✓ preparation of an individual transition plan based on the obtained data ✓ evaluation of the individual transition plan

	<ul style="list-style-type: none"> ● Motivating, empowering and monitoring users during the active transition from school to the labour market (team work, contact search and connections establishments, search for employers, connecting/cooperating with other institutions outside of consortium and within consortium). ✓ creating a profile of abilities and interests ✓ analysing strengths and weaknesses ✓ presentation of employment opportunities based on the profile of abilities and interests ✓ learning skills necessary for active job search ✓ developing work skills and competences necessary for effective work ✓ learning procedures and work methods ✓ gaining experience and knowledge from a specific professional field ✓ developing work habits
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No. 2

INITIATIVE(s)	
Type	<p>Please mark/choose:</p> <ul style="list-style-type: none"> ● Project ● Educational programme ● Information/counselling service ● Community intervention/street work ● Initiative/policy programme ● Mobile intervention ● Other: please specify
Target group of the project covered:	<p>Young people between 15 and younger than 29, with the following status:</p> <ul style="list-style-type: none"> ● dropped out of school and registered with as unemployed <p>OR</p> <ul style="list-style-type: none"> ● registered as "other" job seekers (persons whose employment contract/status is running out and needs assistance within new employment search)
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional</p> <p>National</p>
Financing/support to the selected type of initiative	European Social Fund
Name (original &	PUM-O+: Projektno učenje mlajših odraslih / Project learning of young adults

translation to EN)	
Webpage/info	https://www.ess.gov.si/iskalci_zaposlitve/programi/usposabljanje_in_izobrazevanje/pum-o https://www.mocis.si/pum/
Brief description (aim, goals, duration)	The aim of the program is to develop the potential of vulnerable young people for successful integration into the labour market, education and society in general. The program runs every day of the year, from Monday to Friday. Participants can join for 10 months or until the set goals are met.
Type of work/intervention done and/pr planned	<ul style="list-style-type: none"> • project work (e.g. video, music, newspaper...) • interesting activities (sports, music workshops, creative workshops, workshops for personal growth, workshops on topics of interest to young people, cooking workshops, trips...) • individual learning projects (studying for exams, graduation, visits to companies, career orientation, acquisition of specific knowledge and competences, job search activities, development of interests and creativity...)
Methodology used	<p>Offering help to discover professional and personal interests, overcoming learning difficulties and offering help in times of need. Motivation activities to continue education and find a job, creating life goals, offering learning support, socialisation and making new friends, group work/discussion about topics that interest young people, discovering talents and developing creativity. Open methodology offering possibility to:</p> <ul style="list-style-type: none"> • stay at a programme with the goal of eventually returning to school or finding a job. • joining other programs that help to get a job. • At the end of the programme a person gets a certificate of what they did and achieved in the program, what they know and learned.

No. 3

INITIATIVE(s)	
Type	<p>Please mark/chose:</p> <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work • Initiative/policy programme • Mobile intervention • Other: please specify
Target group of the project covered:	The IdA Programme – Integration through Exchange is aimed at youth and young adults who for various reasons have difficulties in gaining a foothold on the labour market. It seeks to enable or help young people with occupational start-up problems but also persons with disabilities to

	<p>enter or re-enter the labour market:</p> <ul style="list-style-type: none"> • Youth with no school-leaving qualification (e.g. school dropouts) • Youth with no training place • Youth who have completed school-based vocational training • Training dropouts • Young single mothers
Scope/level of implementation	<p>IdA ended in 2014 and its successful aspects have been taken up in the new Federal ESF Integration Directive (<i>ESF-Integrationsrichtlinie Bund</i>). However, news of its success spread to other Member States who wanted to understand how it could be adapted to their own context and needs. A Transnational Learning Network on Mobility (TLN Mobility) was set up in 2013 among 15 Member States, and its four working groups agreed on common parameters on eligibility, target groups, quality and implementation structures (Germany and cooperating organisations i.e. Spain - Young people from other European countries, Spain, France, Sweden and Austria, have also benefited from this: https://www.yes-forum.eu/fileadmin/user_upload/docs/Projects/2002-2014/IDA/2014_01_21_report.pdf)</p>
Financing/support to the selected type of initiative	European Social Fund from 2007 to 2013
Name (original & translation to EN)	The IdA Programme – Integration through Exchange
Webpage/info	https://ec.europa.eu/esf/main.jsp?catId=67&langId=en&newsId=2496
Brief description (aim, goals, duration)	In the IdA Programme’s traineeships abroad, young people discover themselves and their abilities and they gain recognition. The exchange, however, also promotes close networking among the partner organisations at home and abroad. Dialogue with transnational partners and colleagues from partner projects abroad gives them an insight into the different social or educational systems, working cultures or approaches, in employment policy, for example.
Type of work/intervention done and/pr planned	Skills development is the prime concern of the participants, the young people and adults. The project and the joint programme as a whole are focused on the European dimension.
Methodology used	The participants are given the chance to experience and reflect on Europe in its cultural and social diversity. Transnational skills development can also enable the institutions involved to sharpen their profiles – a programme that promotes partnership and fosters mutual understanding.

FOCUS GROUP IMPLEMENTATION

Category 1 (Demographics) Please summarize the demographic data of participants to Focus group: No. of participants, field of profession, types of organisations they work in, any other relevant personal data collected within the process.

Within the implementation of the FG, the following demographic data are summarised below:

Male participants: 4

Female participants: 11

Age scope: 28 – 57 years old

Types / scope of profession of participants:

- Coordinator or director of youth resources or services: 3
- Support professional for the technicians of the youth resources or services: 7
- Other: Counselling worker, Educator / Teacher (5)

TOTAL: 15

Males: 4

Females: 11

Age scope: 28-57 years old

Types / scope of profession of participants

- Coordinator or director of youth resources or services: 3
- Support professional for the technicians of the youth resources or services: 7
- Other: Counselling worker/Educator/Teacher: 5

Category 1 (Youth reality, resources and services) – Please summarize the main findings and conclusions

Whitin discussion on this category, it has to be emphasised that all the participants have expressed that when talking about Youth with complex needs, it really needs to be taken into account **what settings professionals work in.**

Non- formal youth work & and work for young people usually happens in youth centres that operate as either private of public non-for-profit organisations and the level of service offered within these settings really depends on the level and amount of financing set for everyday work (funding for such service is established through municipality budget, EU funding and/or donations in some cases). Level of interest or better to say, field and need related or oriented financing usually depends on national and even more municipal priorities in the field of youth.

Within the public scope (i.e., schooling system), the vocational schools / secondary schools include a counselling service that handles students in distress, school related and

personal problems etc. In case where such a school operates / includes also supporting housing / secondary school dormitories, a special educator profile is available within daily life of students. However, these profiles also connect to outside public professional services like system of social work networks and parents – a safety network is the primary feature within this scope of work since whenever there is a minor included or has problems, parents are the responsible up till the age of 18 and the support and counselling work includes also parents.

Third type of organisation represent a complex network of organisations that cover also **employment elements and career counselling** and help within labour market positioning whereby the most vulnerable among young people (up to approx. 29 years of age) are offered public support schemes (aimed at potential employers to open labour market for entrance of young person's searching for their first employment – it is a financial incentive). These organisations include national network of Employment Services, Business support organisation (development agencies and other) who run national or EU funded programmes and schemes for supporting entrance into labour market.

Category 2 (Training needs of professionals) - Please summarize the main findings and conclusions

Within national circumstances, described as summary in Category 1, a thread line can be drawn when examining the training needs. It is not so much about the specific training needs as such – all professional profiles that work with young people have a high demand on professional education & exams, needed to be able to work anywhere in the above-mentioned categories and work. For example, a teacher cannot perform his/her job if he/she did not pass a specialised exam. The same goes i.e., for social workers in the national system.

However, the professionals stated that even though the country has a complex system of support networks and public jobs / NGOs, the needs and problems of young people tend to be getting more and more complex. Early interventions in mental health support or early mental health interventions are on the rise. The Covid 19 pandemic has influenced mental health of young people in many ways – uptake in anxiety and panic attack within the population, previously not symptomatic or with undetected symptomatic (also loose of will power, resignation etc.). For young people dealing with disability the situation is not better concerning pandemic affects – students who need more support or who receive additional educational support for a better inclusion into vocational training, have even worse chances of adapting to new reality of school from home, practical and work-based learning and using the peer support as a factor of mental health.

It was noticed that training needs expressed could be summarised as putting more effort and importance to understand and connect safety networks, support services

(public/private) and boost financial support to education of professionals (financial resources for specialised education on that matter in public system are scarce), putting more efforts also into regular exchange between different initiatives (to better react within new and arising complex matters).

(Best practices) - Please summarize the main findings and conclusions

It always depends on the perspective of the country, to look at the best practice - the conversation was not so much focused around concrete cases in everyday work but rather on what already helped to different profiles and was as such underpinned as best practice.

One example with great results is already described in the section of best practices examples in Slovenia ("Prehod mladih"). On the other hand, many have already heard about MIRA – national programme of mental health. The MIRA program is the National Mental Health Program, which, as the first strategic document in the Republic of Slovenia, comprehensively addresses and regulates the field of mental health. The program links existing and adds new services and structures to meet people's mental health needs. The main focuses of the program are the strengthening of mental health and the prevention and comprehensive treatment of mental disorders. With this purpose, it connects the services of all responsible sectors, i.e., health care, social care, education and training. The goal of the program is to establish a good supportive environment in all areas of mental health care. It tries to bring services closer to users and encourage them to seek help early, thus reducing institutionalisation in the field of mental health (<https://www.zadusevnozdravje.si/o-programu/opis-programa/>)

Another long established best practice connected to counselling/presentation of vocational and secondary school training is: <https://www.informativa.si/> - <https://www.informativa.si/?lang=en> The event started in 2009 and is to this day the largest nationwide pre-information day, which takes place four weeks before the official information days (February 17 and 18) and thus presents an overview of the educational programs available in Slovenia and in abroad - from secondary schools to higher education and postgraduate programs, further education and training, language courses, lifelong learning, etc.

Within the scope of conversation, it was easier and more effective to elicit some of the known facts/data in order to check participant uptake in using the knowledge and platform that offers a variety of data within each profile to look for their specific training needs.

Best practice methodology detected can be described as early intervention and support network building, defining a multidisciplinary orientation, tailored to needs.

Summary of findings -provide a short SWOT analysis of all results processed during general overview/focus groups/interviews? Final conclusions and thoughts?

Strengths:

- The State is taking care of the Youth through different means such as public bodies and third sector organisations, creating a health and employment support network.
- Professionals are able to detect and analyse problems in their context.
- Increasing efforts are being made to identify and mitigate previously overlooked signs of mental illness.
- Practitioners are aware of different best practices that are proving useful, which shows their involvement for finding the matching approach to address complex needs.

Weaknesses:

- Some networks working with young people require strengthening their financial support to improve services and reach more people in need.
- Resources are not evenly distributed among different parts of the country.

Opportunities:

- Early detection and treatment of mental illnesses can save and significantly improve the situation of those suffering from such pathologies.
- Professionals understand that cooperation among themselves in terms of sharing resources and best practices is a key element for service improvement.
- There are many initiatives running that are protecting the (fair) employment of young people, or taking into account their mental health state.
- Active work with students on career counselling helps to reduce the risk of school failure.

Threats:

- The system can leave certain groups or conditions unattended depending on its political agendas, which is an element that reinforces inequalities.
- The increase in demand for mental health services in recent years requires the State to invest more resources or there may be a serious deterioration in society.
- Regional dispersion of some services and sometimes the budget possibilities make it harder to reach young people and help them.

FINAL CONCLUSIONS:

The resources provided by the State to meet the needs of vulnerable young people are proving to be quite efficient, as acknowledged by the professionals working within the sector. This is due to the internal improvement efforts of the mechanisms and objectives maintained by the Slovenian government itself, as well as the high level of demand it places on its professionals to be part of it, ensuring their professionalism.

Thus, the care network has been built with the participation of different stakeholders, ranging from public to private entities, including third-sector organisations. The synergies among these entities are facilitating the provision of (even preventive) care to users, which is crucial given the significant increase in mental health conditions since 2020 following the COVID-19 pandemic, particularly affecting young people. This cooperation is seen not as a necessity, but as a requirement to maintain the high level of care demonstrated by various organisations. However, professionals admit that there is still room for improvement in terms of coordination, funding, design, and equitable distribution of available resources to support vulnerable young people at the national level.

In the Slovenian case, perhaps the concern lies not so much in the lack of resources or the professionals' training deficiencies, but rather in politically designed objectives that may discriminate against certain groups and/or pathologies by considering them outside of their agenda.

2.5 SPAIN – CATALONIA / SUPPORT GIRONA

BEST PRACTICES GATHERED

No. 1

INITIATIVE(s)	
Type	<p>Please mark/choose:</p> <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work • Initiative/policy programme • Mobile intervention • Other: please specify <p>We have chosen two alternatives because, in fact, the <i>Friendly House</i> programme is an educational programme promoted by University of Girona but, also, a community intervention where the students share their flats and cooperate with people with moderate intellectual disabilities to facilitate their social inclusion.</p>
Target group of the project covered:	Young people with mild or moderate intellectual disabilities that, at the same time, experience difficulties to develop an independent living or, at least, find obstacles to progress in their emancipation process.
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional</p> <p>National</p> <p>EU Level</p>
Financing/support to the selected type of initiative	Public funds.
Name (original & translation to EN)	(In catalan) Pis Amic / (In English) Friendly House
Webpage/info	<p>Compromís Social > Àrees > Inclusió > El nostre "Pis Amic" (udg.edu)</p> <p>https://www.udg.edu/es/compromis-social/Arees/Inclusio/El-nostre-Pis-Amic</p>

	<p>https://www.udg.edu/en/compromis-social/Arees/Inclusio/El-nostre-Pis-Amic</p>
<p>Brief description (aim, goals, duration...)</p>	<p>Duration: from 18 of September of 2022 to 23 of June of 2023</p> <p>Objectives:</p> <ul style="list-style-type: none"> a) Promote the autonomy and emancipation of the young people with disabilities. b) Teach people with disabilities how to manage the housework and to respect their responsibilities. c) Promote these socials and communicative skills that they need to live with their peers/families (or to live independently when they desire that). Above all, they have to learn to resolve their conflicts, manage their emotions and behaviours and to reach agreements with their flatmates.
<p>Type of work/intervention done and/or planned</p>	<ul style="list-style-type: none"> a) Previous meetings to establish and reinforce relationships based on the reciprocal confidence and empathy between university students and young people with disabilities (the professionals of the Foundation Astrid 21 provide support to resolve the possible conflicts and misunderstandings between two target groups). b) The university students receive training and educational courses from the Foundation Astrid 21 to understand aspects of the intellectual disabilities and to take into account their circumstances, skills and difficulties to manage the problems related with their disabled flatmates. c) During the home tasks and other shared activities, the university students are role models. And the young people with disabilities learn by observing how they manage their daily obstacles and respect their responsibilities and, at the same time, take into account their skills and strengths to realise their tasks. d) Students and young people with disabilities organise their daily routine jointly (mainly, dialoguing and making cooperation plans). Also, they decide what spaces and how much time they have to share to exchange knowledge, experiences and activities. Therefore, through the practice, these two groups learn about themselves but, above all, deconstruct stereotypes.

Methodology used	<p>a) The methodology employed is based on the co-production approach and, in this case, that consists of the direct participation of the young people with disabilities.</p> <p>b) Also, we consider that the learning process, implicit in this project, is based on the Social Learning Theory and in the methodology developed by Albert Bandura.</p>
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No. 2

INITIATIVE(S)	
Type	<p>Please mark/chose:</p> <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work • Initiative/policy programme • Mobile intervention • Other: please specify.
Target group of the project covered:	<p>Young people (16-25 years) that have abandoned their studies prematurely. Often, the young people with complex needs experience difficulties and high levels of frustrations in the normalised educational system. The Schools of Second Opportunities are focused on these groups that have many problems finding a job without the necessary professional skills and competencies.</p>
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal Regional National EU Level</p>
Financing/support to the selected type	<p>Local and European funds.</p>
Name (original & translation to EN)	<p>(In catalan) Escoles de Segones Oportunitats / (In English) Schools of Second Opportunities.</p>
Webpage/info	<p>Escola Municipal de Segones Oportunitats Educació Ajuntament de Barcelona</p>

	<p>https://ajuntament.barcelona.cat/educacio/es/mas-de-16-anos/educacion-lo-largo-de-la-vida/escuela-municipal-de-segundas-oportunidades</p>
<p>Brief description (aim, goals, duration...)</p>	<p>Duration: The educational and training programs have a duration of 24 months.</p> <p>Objectives:</p> <ul style="list-style-type: none"> a) Facilitate the acquisition of professional skills and reinforce those that the young people already have developed minimally. b) Promote that the young people, especially the individuals with few opportunities and that live under social exclusion, return to the ordinary educational and training system. c) Increase the motivation, self-esteem and self-efficacy of the young people that have suffered negative experiences both in the schools and, also, in the labour market. d) Provide information and counselling to the young people to facilitate- and encourage- that they find a job that satisfies their needs and, also, help them to reach the necessary economic balance to develop an independent living in their community. e) Involve the families, enterprises and communities in the educational and training process to establish coherent support structures and intervention mechanisms.
<p>Type of work/intervention done and/or planned</p>	<ul style="list-style-type: none"> a) Training activities to ensure that the young people have essential skills and competencies to continue their educational itineraries. b) Information and counselling activities that allow the young people know what educational and labour options and opportunities they have and which are more recommendable given their strengths and desires. c) Establish Individualised Work Plans to identify how the young people's needs, strengths, and objectives change through the intervention. Also, the program should be adapted and, as the European Commission remarked, the training intervention should not mimic the problems and lack of the ordinary system. d) Support during the decision making to facilitate that the young people overcome their educational and labour challenges.

<p>Methodology used (200 words max.)</p>	<p>a) The program looks for the direct intervention of the young people defining their own training itinerary.</p> <p>b) The program identifies the young people's needs, professional aims and desires to adapt the training contents to them. In fact, the most important is to adapt the educational and training courses to the young people.</p> <p>On the other hand, the Schools of Second Opportunities should identify the strengths, difficulties and social circumstances of each young person to adapt the educational processes ensuring the success of the intervention. Therefore, all the interventions and training actions have as a starting point the young person using the person-centred approach.</p> <p>c) At last, the program establishes mechanisms to guarantee the co-production between the professionals and the young people. This means that, in the Schools of Second Opportunities, the young people choose what services they will receive and, event, co-define jointly to the professionals the learning actions emphasising the development of specific professional skills.</p>
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No. 3

<p>INITIATIVE(s)</p>	
<p>Type</p>	<p>Please mark/chose:</p> <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work • Initiative/policy programme • Mobile intervention • Other: please specify.
<p>Target group of the project covered:</p>	<p>Young people (minors and, mainly, young adults) that have had legal problems and, given those, have performed judicial measures in community or, even, they are carrying out these measures. Moreover, this program encompasses these young adults that, a time ago, lived in residential services. In any case, the young people have the same need: how to achieve an independent living and develop, correctly, an emancipation process.</p>

<p>Scope/level of implementation</p>	<p>Please mark/choose: Local/municipal Regional National EU Level</p>
<p>Financing/support to the selected type of initiative (200 words max.)</p>	<p>Private funds.</p>
<p>Name (original & translation to EN)</p>	<p>(In Spanish) 'Programa de Acompañamiento a la Emancipación' / (In English) Accompaniment Program to the Emancipation.</p>
<p>Webpage/info</p>	<p>Proyecto de Acompañamiento a la Emancipación (PAE) (fundacionamigo.org)</p>
<p>Brief description (aim, goals, duration...)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> a) Provide <i>Socializing Resources</i> –and support structures- to the young people, ensuring that they know how to resolve their daily problems and how to overcome the challenges that they will find throughout their adult lives. Even professionals will teach the young people different strategies to prevent, face and resolve the social conflicts that they could have with their families, friends and community. These tools contemplate, for example, strategies to manage their negative feelings and tolerate certain frustration. Remember that this project tries to prevent behavioural problems, aggressive reactions and, furthermore, impulsiveness. b) Increase the motivation, self-esteem and self-efficacy of the young people that have suffered negative experiences. c) Provide information and counselling to the young people to facilitate- and encourage- that they find a job that satisfies their needs and, also, help them to reach the necessary economic balance to develop an independent living in their community. <p>Consequently, this project acts on three fields: support to the young people to ensure that they find a home where develop an independent living (residential support), give information and counselling to guarantee that they find a job, in dignified conditions (labour support), and promote the</p>

	<p>emotional and, in general, psychological well-being (therapeutic support).</p>
<p>Type of work/intervention</p>	<p>a) From shared flats (provided by the foundation Amigó), the professionals will support the young people to realise their daily tasks. This means that the young adults, before undertaking an independent living, will have professional support to know how to carry out the housework and how to organise their routines. Therefore, this project encompasses guidelines and recommendations about how the young people should keep their homes clean and satisfy their basic needs.</p> <p>b) Teach skills and competencies to look for a job. Even, transmit and rehearse strategies to resolve social conflicts and how to face professional difficulties. The young people need to have tools to face stressful situations without reacting with violence or impulsiveness.</p> <p>c) This project promotes the respect of the rules and responsibilities. The young adults will learn how to make decisions, respecting in all the cases the social norms and the rights of the people. This premise assumes that the young adults will train their social skills to understand the rules that govern their communities, and, above all, they will develop the social empathy and tolerance (thanks to the therapeutic support that they will receive).</p> <p>d) Finally, there will be community activities to reinforce the relationships between the young people, their families and their neighbours.</p>
<p>Methodology used</p>	<p>a) The program looks for the direct intervention of the young people defining their own training itinerary.</p> <p>b) The program identifies the young people's needs, professional aims and desires to adapt the training and therapeutic contents to them.</p> <p>On the other hand, the project identifies the strengths, difficulties and social circumstances of each young person to</p>

	<p>adapt the educational processes ensuring the success of the intervention.</p> <p>Therefore, all the interventions and training actions have as a starting point the young person using the person-centred approach.</p> <p>c) At last, the program establishes mechanisms to guarantee the co-production between the professionals and the young people. This means that the young people choose what services they will receive and, event, co-define jointly to the professionals the learning actions emphasising the development of specific professional skills.</p>
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No. 4

INITIATIVE(s)	
Type	<p>Please mark/choose:</p> <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work • Initiative/policy programme • Mobile intervention • Other: please specify.
Target group of the project covered:	<p>People that live in the streets under high social exclusion levels and a deep poverty. And these social groups that experience enormous difficulties to access the housing network. Between these groups, we find young people that have distressing problems to satisfy their most basic needs, including the right to live independently in their own home with the rest of needs covered.</p>
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional</p> <p>National</p> <p>EU Level</p>

Financing/support to the selected type of initiative	<p>European funds.</p>
Name (original & translation to EN)	<p>(In Catalan) Top House- Cap a Serveis d’Habitatge Centrats en la Persona a Europa. (In English) Top House- Towards Centered Person Housing Service in Europe.</p>
Webpage/info	<p>Top House Support (supportgirona.cat) https://supportgirona.cat/es/projectes/top-house https://supportgirona.cat/en/projectes/top-house</p>
Brief description (aim, goals, duration...)	<p>a) Develop and use a tool to analyse the people’s housing needs. Thus, the professionals will be able to identify what are the main barriers and obstacles that the young adults find throughout their lives.</p> <p>b) Develop and use a tool to analyse the support needs that the social groups, under social exclusion risk, express.</p> <p>In fact, both kinds of needs are linked because most of these young adults need to make decisions –receiving the necessary advice- to achieve their professional and economic objectives. Only thus, they will be able to find their own house.</p> <p>c) Develop a Compendium of guidelines to build a network based on the cooperation between professionals, public organisations, stakeholders, families and, in general, the young people’s neighbourhoods. It is essential to consider, as a fundamental part of this networking, the cross-sectoral collaboration.</p> <p>d) Finally, teach how to analyse the specific situations, adopting a centred-person approach and therefore considering the young people’s needs, aims and opportunities to promote the co-production of the materials.</p>
Type of work/intervention done and/or planned	<p>Activities to analyse the support and housing needs of the young adults. Research how to identify the realistic needs and social conditions of the groups with fewer opportunities to develop independent living and access to the housing market. Finally, and as we have explained in objectives, design tools to gather data.</p> <p>a) Training activities to capacitate and empower the professionals, providing them the necessary tools and strategies. This training includes a deep and detailed explanation about how the project partners observe the</p>

	<p>people with housing and support needs and, also, the fundamentals of the used methodology.</p>
<p>Methodology used</p>	<p>a) Interventions based on co-production approach, considering above all that the young people are actors that can make decisions and should define their own life projects and fix their objectives.</p> <p>b) The methodology consists of promoting and reinforcing the resources of the community –from a general perspective- to facilitate that the groups in risk of social exclusion receive more and adapted support. This means that the professionals will learn to work considering the community environment of the young people with complex needs. Often, as this project indicates, the young adults have forgotten some social resources and relationships that they could use to overcome their obstacles and resolve their problems.</p>

FOCUS GROUP REPORT

Reporting the focus groups results:

Category 1 (Demographics) Please summarize the demographic data of participants to Focus group: No. of participants, field of profession, types of organisations they work in, any other relevant personal data collected within the process.

Below is a summary of the demographic data encompassed within the FG implementation:

Male participants: 6

Female participants: 10

Age scope: 28 – 50 years old

Types / scope of profession of participants:

Social workers and supporters: 10

Psychologist: 2

Lawyer: 1

Criminologist and project developer: 1

Political Scientist and social researcher: 1

Economic assistant (PWD): 1

TOTAL: 16	
Males: 6	Females: 10
Age scope: 28-50	
Types / scope of profession of participants	
<ul style="list-style-type: none">- Social workers and supporters: 10- Psychologist: 2- Lawyer: 1- Criminologist and project developer: 1- Political scientist and social researcher: 1- Economic assistant (PWD): 1	
Category 1 (Youth reality, resources and services) – Please summarize the main findings and conclusions	

Among the ideas highlights of the focus group, mention was made of the fact that the **young people need to establish an affective bond** because that gives them emotional balance and security. As it is seen, it is considered a requirement to ensure the success of any posterior intervention. Therefore, the professionals need to build and maintain these links with reference figures so that they can guide and advise them in stressing moments. It is very important to construct a net of support that allows the young people to feel helped when they have to overcome barriers or learn from their failures.

The participants have described how the young people with disabilities can establish the first contact with their future support professionals, identifying three different scenarios:

- The young people look for help to resolve their problems and to face their daily challenges by themselves
- The families (and the social environment) ask help without listening the refusal of the people with complex needs to accept support. In fact, some young individuals interpret the help gestures as unnecessary and undesirable intrusions.
- Finally, some young people could accept to search for support after being influenced and/or coerced by their reference figures.

As for the services provided to the young people with disabilities and complex needs, the professionals propose that **they should be flexible**. Therefore, these services have to be adapted to the social reality, needs and routines of the attended people. We cannot demand that the young people, including those that have behavioural, emotional and cognitive problems, adapt previously their habits to the requirements and schedules imposed by the organisations. This leads to the need to establish a system where different social actors participate and official institutions intervene to find new ways of cooperation and collaboration.

Another important idea highlighted is that it is essential to **work with the families**, empowering them by providing the right tools and coping strategies. Thus, indirectly, we would be supporting these young individuals that need our help even if they had not had accepted their problems and difficulties. Many professionals think that the families need emotional support to encourage them to manage and resolve the conflicts and taut situations that they have with the young people. The participants affirm that, sometimes or even frequently, the *Plans of Support* do not contemplate the role that the families could play supporting the young people and promoting the trust between these young adults and the professionals. Therefore, unanimously, the participants emphasise that the families can help them to design and implement strategic actions, facilitating the communication and reinforcing the links with the young people. In conclusion, we highlight that the families are a social resource, but, at the same time, they will need our attention and professional counselling.

Category 2 (Training needs of professionals) - Please summarize the main findings and conclusions

The professionals consider that it is necessary to have some social skills in order to better perform their profession by establishing a bond between both parties. Some of those skills & knowledge are the respect of the **young people' vital space** above all, **communicative skills** like **non-verbal communication body language** or **active listening, critical thinking to identify activities that help the young people to learn to manage their emotions and to further develop their skills** (activities to manage the conflicting situations and to prevent clashes) and to know how to simplify the information for the youngsters in order to enable their reasonable decision-making, and digital competencies.

Regarding active listening, it was mentioned that it is not optional, because the young people need to express their desires and need to feel listened to. This is why it is very important to design a form to collect biographical data about the youngster and describe their social circumstances, so they can work on the issues from a more holistic approach. It is also very important not to let our prejudices and stereotypes influence us while collecting data. This is a previous step for **making a coherent strategic plan** (collecting skills, strengths, weaknesses and problems).

(Best practices) - Please summarize the main findings and conclusions

The following practices have been collected from our organisations:

As we mentioned, it is a good practice to **write all the biographical details of the user in order to have a more inclusive and wider perspective of the situation** and, thus, we can provide a better advice service. We also should **complement the explanations given with pictograms and illustrations** to make sure that the youngster is understanding what the professional is telling them (simplifying the information) so they can make reasoned decisions.

The professional mentioned that the **new technologies such as digital platforms and apps are essential to help the young people to resolve their problems and realise their projects**. In fact, their job placement could depend on their digital knowledge and on their ability using new technologies. Moreover, the Internet could be a source of knowledge to which the young people could resort to clarify their doubts, broaden their options and engage healthy relationships with professionals of support and friends.

Summary of findings – provide a short SWOT* analysis of all results processed during general overview/focus groups/interviews?

Final conclusions and thoughts?

Strengths:

- Professionals recognise the importance of building and keeping a bond of trust with their users to make any successful intervention.
- The necessary skills and competences pointed out as vital are: social skills; respect the vital space (proxemics), non-verbal communicative language, active listening, ...; critical thinking; digital competencies)
- Use of digital platforms and apps, internet in general, as they are essential tools to connect with younger people.

Weaknesses:

- Some young people refuse to be helped when the family or the professionals try to help them.
- Plans of support do not take into account emotional support for the familiars.

Opportunities:

- Having a bond of trust with the youngster can be a very powerful tool to reach the young people. Thus, developing communicative and psychological skills are a prerequisite.
- When youngsters feel integrated into the support system, they are more likely to receive help and learn from their mistakes.

- Creating some reference figures is key to reaching young people, as some of them only seek help from their peers.
- The professionals think that if the service provided is flexible and adapts to the social reality, needs and routines, it will be easier to connect with the youngsters and have a positive intervention on them.
- If the professional works on their active listening they will be able to make a coherent strategy from a person-centred approach that allows them to have data with biographical details.

Threats:

- Young people try to solve their problems and challenges on their own, which sometimes ends badly because they are not equipped with the necessary tools to deal with reality successfully.
- The network system needs to find new ways of cooperation and collaboration to provide help to the young people.
- Without working closely with families, a great ally will be lost.

Final conclusions:

There are several quite interesting conclusions that we should highlight: on one hand, it can be said that professionals perceive a generational cultural difference between "society and young people." This does not mean it is something entirely new, but the mastery of the elements that these young people use to communicate, specifically the use of the internet, is of great importance if one wants to establish contact with them. In many cases, these young individuals reject the attention from professionals and their own family members as they see it as interference in their freedom, seeking refuge in third parties and their peer groups.

Hence, it is crucial for both professionals and family members to possess communicative tools and competencies that enable them to break through the barriers of indifference, fear, or aggression that young people often erect as a means of self-protection against the perceived loss of their freedom.

Therefore, in this study, the availability or lack of resources/services does not appear as the main factor defining the issue/reality we face. Instead, it is the professional themselves who argue that with better training in certain competencies, they could effectively utilise the resources at their disposal to carry out their professional activities. Moreover, armed with this knowledge, they could even develop new pillars or support systems, such as the invaluable assistance of empowered family members equipped with the necessary tools.

2.6 SPAIN – ANDALUSIA / COCEMFE SEVILLA

BEST PRACTICE EXAMPLES

No. 1

INITIATIVE(s)	
Type	<p>Please mark/chose:</p> <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work • Initiative/policy programme • Mobile intervention • Other: please specify <p>This methodology developed by Convive CEPAIM Foundation encompasses at the same time: educational programme, counselling service and community intervention.</p>
Target group of the project covered:	<p>Young people in a situation of vulnerability and/or ex-guardianship, with the aim of offering a shared accommodation resource, with training-labour and counselling and economic support, in a normalised environment, in order to facilitate their preparation to live independently through the development of individualised, group and community itineraries.</p>

<p>Scope/level of implementation</p>	<p>Please mark/choose: Local/municipal Regional National EU Level</p>
<p>Financing/support to the selected type of initiative</p>	<p>Public funds. Collaborating entities:</p> <ul style="list-style-type: none"> • Department of Social Inclusion, Youth, Families and Equality. Regional Government Junta de Andalucía • Regional Government of Aragon. Department of Citizenship and Social Rights • General Directorate for Social Services and Social Innovation. Regional Ministry of Social Policies, Families, Equality and Birth Rate. Regional government of Madrid community. • Regional government of Generalitat de Catalunya. • Consorci de Serveis Socials de Barcelona. Barcelona city council
<p>Name (original & translation to EN)</p>	<p>(In Spanish) Línea metodológica de intervención con juventud en situación de vulnerabilidad y/o extutela – CONVIVE CEPAIM / (In English) Methodological line of intervention with young people in situations of vulnerability and/or ex-guardianship - CONVIVE CEPAIM Foundation</p>
<p>Webpage/info</p>	<p>https://www.cepaim.org/areas-actuacion/intervencion-con-jovenes-y-familias/proyectos-de-intervencion-con-juventud-en-situacion-de-vulnerabilidad-y-o-ex-tutela/</p>
<p>Brief description (aim, goals, duration...)</p>	<p>General objective:</p> <ul style="list-style-type: none"> • The general objective of these projects is to offer young people in a situation of vulnerability and/or ex-guardianship, a shared accommodation resource, with training-labour and economic support, in a normalised environment, in order to facilitate their preparation to live autonomously through the development of individualised, group and community itineraries. • This line of intervention is complemented by other projects, aimed at prevention, which do not include accommodation resources although they do work on some of the intervention objectives included in the emancipation and preparation for adult life itinerary. For example, the project ORIENTA EL EJIDO, whose general objective is to promote interest in education and the link to the educational system of students at risk or in a situation of absenteeism.

	<p>Methodology</p> <p>This line of action comprises projects with a common methodological framework, integrates individual, group and community methodologies, and incorporates the gender and intercultural perspective and the intervention approach based on Human Rights.</p> <p>The methodology, on which the project is based, is called 'Tramway Model, transit to adult life' (In Spanish 'Modelo Tranvía, tránsito a la vida adulta'). It consists of a methodological model of intervention with young people in situations of vulnerability and/or ex- guardianship, which integrates individual, group and community methodologies, and incorporates the gender and intercultural perspective and the intervention approach based on Human Rights.</p> <p>It includes the analysis of the dimensions of exclusion: educational, labour, relational, economic, health, political-participatory, residential and territorial.</p> <p>It is a methodology developed by the Cepaim Foundation, crystallised after the research project 'In search of a place of my own. Ex-guardianship youth, territory and rights'.</p>
<p>Type of work/intervention done and/or planned</p>	<p>The Cepaim Foundation has developed numerous projects and activities since it was created as an entity in 1994. It is in 2002 when the first pre-autonomy flats for immigrant and autochthonous young people were started, as well as the 'Programme of residential equipment for minors in situation of pre-autonomy flats for immigrant and autochthonous young people, as well as the programme of residential equipment for minors in situation of difficulty and/or social conflict.</p> <p>Among some of the projects and intervention for emancipation developed by this methodological approach are:</p> <ul style="list-style-type: none"> ● Project for intervention with ex- guardianship youth (Consejería de Igualdad, Políticas Sociales y Conciliación Junta de Andalucía) ● "ITACA" project for intervention with ex- guardianship youth (Comunidad de Madrid. Consejería de Políticas Sociales, Familias, Igualdad y Natalidad). ● Comprehensive long-stay reception project for young migrants without family references (Generalitat de

	<p>Catalunya. Departament de Treball, Afers Socials i Famílies. Convocatoria IRPF)</p> <ul style="list-style-type: none"> ● Accommodation and educational counselling programme for young people aged 18 to 21 at serious risk of social exclusion (Comunidad de Madrid. Consejería de Políticas Sociales, Familias, Igualdad y Natalidad). ● Employment services for 5 places for ex-guarded young people (felip II flat), for the 2020 financial year, subscribed by the Cepaim Foundation and the Barcelona Social Services Consortium. ● Accompaniment in adult life (Consortio La Garrotxa) (Departament de Treball, Afers Socials i Famílies de la Generalitat de Catalunya). ● Comprehensive long-stay reception project for young migrants without family references (Generalitat de Catalunya. Departament de Treball, Afers Socials i Famílies. Convocatoria IRPF) ● I see, I feel, I act: Program for the prevention of violence between equals. (Generalitat valenciana. Vicepresidencia y conselleria de Igualdad y políticas inclusivas. (IRPF))
<p>Methodology used</p>	<p>Summarising this methodological framework, these projects converge in the following methodological perspectives:</p> <ol style="list-style-type: none"> 1. The methodology is crossed by the incorporation of the gender perspective, the perspective of community intervention and the approach based on Human Rights. 2. The individual, group and community diagnosis as a starting point for the proposal of an itinerary with a person. 3. The person is at the centre of the intervention, from a position of co-responsibility and empowering their autonomy, as the main actor of their life and their process of change and their emancipation itinerary (Individualised Educational Project). 4. Community work, in Network, with the public-private network of the territory, with the aim of coordinating the intervention and fostering a united community. 5. Support in the access, in conditions of equality and non-discrimination, to the resources to which they are entitled, especially when they are in a situation of special vulnerability.

	<p>6. Special coordination with training and employment resources, favouring access to quality educational opportunities that favour their autonomy and future inclusion in the labour market.</p> <p>7. Promotion of links with the territory, as part of the development of their social and community life.</p> <p>8. Importance of the psychosocial development of people and promotion of reference figures with whom they can identify.</p> <p>9. The promotion of innovation, the detection of good practices and the promotion of lines of research in the field, which allow us to maintain and improve the quality of care for children, their families and the community of which they form a part.</p>
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No. 2

INITIATIVE(s)	
Type	<p>Please mark/choose:</p> <ul style="list-style-type: none"> ● Project ● Educational programme ● Information/counselling service ● Community intervention/street work ● Initiative/policy programme ● Mobile intervention ● Other: please specify.
Target group of the project covered:	<p>Young people with disabilities (19-29 years) that have abandoned their studies prematurely or those who finished their studies but do not have employment. Both groups are NEETs. JOVENES CAPACES project are focused on these groups that have many problems finding a job without the necessary professional skills and competencies.</p>
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional</p> <p>National</p> <p>EU Level</p>
Financing/support to the selected type of initiative	<p>European Social Funds. Through the call under POEJ-Operational Programme for Youth Employment and Uno a Uno program. ONCE Foundation</p>

Name (original & translation to EN)	JOVENES CAPACES
Webpage/info	<p> https://cocemfesevilla.es/ https://www.fundaciononce.es/es/convocatorias-de-ayudas/poej-uno-uno-2022-2023 https://cocemfesevilla.es/cocemfe-sevilla-desarrolla-un-curso-de-formacion-de-operario-de-almacen-y-carretilero-para-jovenes-con-discapacidad </p>
Brief description (aim, goals, duration...)	<p> Programme: Uno a Uno. ONCE Foundation (European Social Fund – POEJ) Project nº: P2077-2021 CAPACES Duration: From 01/09/2021 to 30/06/2022 Nº direct beneficiaries: 10 the disabilities they had were sensory (hearing impairment), intellectual/cognitive disability and multiple disabilities (sensory and physical). Location: Seville and province </p> <p> Objectives: </p> <ul style="list-style-type: none"> • To equip young people with disabilities with the right skills to improve their employability. • To provide qualified job opportunities for young people with disabilities. • Promote equal opportunities. • To promote the overcoming of prejudices and stereotypes towards young people with disabilities in the business world. • To provide young people with disabilities with a real opportunity to have an independent life. <p> Target group: Young people with disabilities who neither study nor work, their ages range from 19 to 29 years old, preferably who have had no or very little experience in the labour field, with the need for training in skills for access to the labour market. </p>
Type of work/intervention done and/or planned	<p>1. Job orientation: individual and group orientation sessions were held.</p> <p>Through the social worker and the orientation technician, in the first reception of the participants, it was determined what their expectations were regarding the programme and</p>

	<p>their expectations in the labour market, as well as the training offered in the programme.</p> <p>Subsequently, with each of the participants, we worked on those aspects that were marked out in the programme:</p> <ul style="list-style-type: none"> o Analysis of the labour market. o The participant's own profile was worked on so that he/she could recognise his/her own strengths, interests, skills and weaknesses. o The professional profile and the skills and technical competences necessary for its development have been specified. o Preparation of documentation for the active search for employment: curriculum vitae, cover letter, etc. o Tools for self-orientation have been provided. o Guidelines have been provided on how to face a job interview. <p>During the development of the programme, each participant has attended a minimum of 10 orientation sessions, either individually or collectively.</p> <p>2. Training in transversal competences: Workshops developed in the programme: decision-making, interpersonal communication, flexibility, time management, leadership, creativity and problem solving, responsibility, teamwork and working towards objectives.</p> <p>3. Training in technical skills: 160 hours of training, warehouse operator + forklift + food handler, which were carried out with the training company Insertia. The topics covered during the training were as detailed in the project: warehouses as a company strategy, product analysis, warehouse operations, handling equipment, product management and assortment at the point of sale, commercial product packaging techniques, checkout, complaint handling, bar coding, means of payment, food handling and forklift operation. The participants were certified as warehouse operators, forklift operators and food handlers.</p> <p>4. Work experience in companies: once the theoretical training was finished, the participants did their work experience in the company with which the agreement was initially signed, DREAMLOVE. During the internships, all the participants have gone through different positions in order to learn and develop the</p>
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	<p>skills acquired during the theoretical training, reception of goods, preparation of orders, stock management and control, packaging, replenishment...</p> <p>5. Labour intermediation: The curriculum was updated with the participants, including the new training acquired, and they were put in contact with some job offers that have been proactively sought by the technician who has developed this function, as well as offers that we have received in our Federation. They were also provided with information on different job search platforms, as well as information on how to make a self-candidate.</p> <p>The result of effective employment was 50% of the participants. They are currently working in these jobs.</p>
<p>Methodology used</p>	<ul style="list-style-type: none"> • The program looks for the direct intervention of the young people defining their own training itinerary and labour market opportunities. • The program identifies the young people's needs, professional aims and desires to adapt the training contents to them. In fact, the most important is to adapt the educational and training courses to the young people. <p>We identify the strengths, difficulties and social circumstances of each young person to adapt the educational processes ensuring the success of the intervention.</p> <p>Therefore, all the interventions and training actions have as starting point the young person using the person-centred approach.</p> <ul style="list-style-type: none"> • At last, the program establishes mechanisms to work in cooperation with companies and establishing an adaptative process to the job for these people. Technicians and social workers accompany to young people during the first days in the job.

No. 3

<p>INITIATIVE(s)</p>	
<p>Type</p>	<p>Please mark/chose:</p> <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work

	<ul style="list-style-type: none"> • Initiative/policy programme • Mobile intervention • Other: please specify.
Target group of the project covered:	Generation COCEMFE' is an audio-visual initiative on YouTube starring young people with physical and organic disabilities from COCEMFE's Associative Movement.
Scope/level of implementation	Please mark/choose: Local/municipal Regional National EU Level
Financing/support to the selected type of initiative	Ministry of Health, Consumption and Social Welfare. Spanish Government and private funds
Name (original & translation to EN)	ES: Generación COCEMFE EN: COCEMFE Generation
Webpage/info	https://www.cocemfe.es/generacion/
Brief description (aim, goals, duration...)	<p>Duration: from 2019 to the present</p> <p>Objectives:</p> <p>'Generation COCEMFE' is an audiovisual initiative on YouTube starring young people with physical and organic disabilities from COCEMFE's Associative Movement. Through their personal experience and everyday life, they bring the reality and concerns of young people with disabilities closer to the general public with the aim of establishing the necessary dialogue to advance equal opportunities, participation and the real exercise of their rights.</p>
Type of work/intervention done and/or planned	<p>'Generation COCEMFE' uses social media as a means to eliminate prejudices and stereotypes against young people with disabilities.</p> <p>On the other hand, people with physical and organic disabilities participating in the program receive training on effective communication and how to create content to produce positive impacts to the audience.</p> <p>Also, the young people participating in the program experience a process of empowering and increasing their</p>

	<p>self-esteem at the same time they participate in a process of making the disability visible to the society.</p> <p>The first COCEMFE Generation (2019) was made up of seven people who played an important role in raising public awareness of the reality of young people with disabilities: Álvaro Abellán 'Abesa', a sportsman from Murcia who showed what life with cystic fibrosis is like; Igneida Ramírez, an activist from the Dominican Republic who defended in her videos the change in the social image of people with disabilities; Pol, a student from Barcelona and comic book artist who was committed to giving visibility to congenital heart disease; Enrique Bernabéu, a healthcare worker, writer and singer who showed off his positivity and resilience in all the videos; Virginia, from Seville, student and traveller, showed what 'Life on Wheels' is like; Juanda, from Lugo, lover of "black humour" and student, who opened many minds in relation to people with severe disabilities; and Esther Laforge, social worker from France and Seville, who ironically defended the independent life of people with disabilities.</p> <p>Other 5 youtubers with disabilities are creating content in this project now.</p> <p>Through the project the participants were trained as youtubers and guidelines were produced. These guideline on 'Guide for your YouTube videos. Steps to create impactful content and captivate your audience.' Are available at (Spanish version):</p> <p>https://www.cocemfe.es/wp-content/uploads/2020/11/Guia-youtubers-COCEMFE-2020-prottegida.pdf</p>
<p>Methodology used</p>	<p>The methodology consists of link motivation and training in communication skills to give the young people with disabilities the opportunity to fight against the prejudice and participate actively in the society to claim for their rights.</p> <p>The methodology of the project is based on Storytelling, which consists of transmitting an idea in a very simple way, as if you were telling a story, with its beginning, development and outcome. the most important steps of this methodology are:</p> <ol style="list-style-type: none"> 1. Synthesise what is important: when telling a story you must transmit your idea or concept by talking about a

	<p>problem or need. You need to focus your message on what is most important to the listener.</p> <p>2. Engage the listener: capture their attention as much as possible with an engaging and different story that contextualises the need.</p> <p>3. Convince the listener: people always remember a story more easily than a logical statement or an assertion. Tell a simple story to get your listener involved and used to the new and unfamiliar!</p>
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No.4

INITIATIVE(s)	
Type	<p>Please mark/chose:</p> <ul style="list-style-type: none"> ● Project ● Educational programme ● Information/counselling service ● Community intervention/street work ● Initiative/policy programme ● Mobile intervention ● Other: please specify.
Target group of the project covered:	People with intellectual disabilities and VET professionals
Scope/level of implementation	<p>Please mark/choose:</p> <p>Local/municipal</p> <p>Regional</p> <p>National</p> <p>EU Level</p>
Financing/support to the selected type of initiative	Erasmus+ KA202 Strategic Partnerships for vocational education and training
Name (original & translation to EN)	VALUEABLE-The European Network of intellectual disability-friendly hospitality employers
Webpage/info	Valuable: Promoting Intellectual Disability-Friendly Hospitality (valueablenetwork.eu)
Brief description	Duration: From 15/09/2019 to 14/07/2022

<p>(aim, goals, duration...)</p>	<p>Objectives:</p> <p>The main need addressed by the Value-able project is the high unemployment rate of people with intellectual disabilities (ID) in Europe. All people with disabilities face a high risk of unemployment but people with intellectual disabilities are by far the most disadvantaged group with disabilities. The Valuable network is intended to fight against such a situation of inequality. Its members are hospitality companies which include people with ID within their workforce.</p> <p>In order to address the shortage of employment opportunities of Europeans with ID, the objective was and still remains: enhancing the access of European citizens with ID to VET and employment in the hospitality sector, through long- lasting collaborative partnership between VET agencies and employers.</p> <p>The specific purposes were:</p> <ul style="list-style-type: none"> •Enhanced access to training and employment opportunities in the hospitality sector through the Valueable European network . •Increased capacity of both VET providers and hospitality companies to operate in collaboration aiming at job inclusion of people with ID <p>Partners:</p> <ul style="list-style-type: none"> • Associação Portuguesa de Portadores de Trissomia 21 - Portugal • Az Ertelmi Fogyatekosok Fejlodeset Szolgalo Magyar Down Alapitvany Hungarian Down Foundation- Hungary • DOWN ESPAÑA-FEDERACIÓN ESPAÑOLA DE INSTITUCIONES PARA EL SÍNDROME DE DOWN-Spain • Hamburger Arbeitsassistentz GmbH - Germany • NH Italia S.p.A – Italy <p>Results:</p> <ul style="list-style-type: none"> * One protocol for the involvement of large hotel/rest chains in the Valueable network as facilitators of job inclusion. It has already been signed by 5 chains * One protocol to strengthen partnerships between VET providers and hospitality organisations. 12 VETs accredited * One HACCP course, in 7 languages, available for free on www.valueablenetwork.eu Tested by more than 100
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	<p>people with ID</p> <p>* E learning for VET professionals, in 7 languages, available for free on www.valueablenetwork.eu. Attended by 18 learners</p> <p>Other results</p> <p>The Valueable network is extended in 7 European countries and has 130 members.</p>
<p>Type of work/intervention done and/or planned</p>	<p>Among the activities and action developed within Valuable project are:</p> <p>1) Design, development, testing and diffusion of:</p> <p>a. a protocol for the involvement of large hotel/restaurant chains in the Valueable network.</p> <p>b. An accreditation protocol for would- be Valueable VET providers with learning resources attached.</p> <p>c. An HACCP training scheme in a plain language and adapted to the profile of trainees and workers with ID, in agreement with hospitality companies and certification entities.</p> <p>d. An e learning for hospitality staff about job inclusion of people with ID).</p> <p>2) 9 VET professionals , from 5 countries, attended a blended learning course on job inclusion of people with ID, which included a seminar in Rome with field visits.</p> <p>3) 20 people with ID had an internship in their own countries and 10 people with ID went abroad to have a three week - internship in a hotel of the Valueable network.</p> <p>4) 2 webinars for managers of hotels and restaurants belonging to hospitality chains have taken place.</p>
<p>Methodology used</p>	<p>The project aims to break barriers and open doors for an accessible and inclusive society for people with Intellectual disabilities. The project aims at designing, developing, testing, delivering, as well as diffusing a training method with the goal of enhancing the learning process of people with Intellectual disabilities willing to work in the hospitality business. The project provides the development of advanced educational tools specifically designed for hotel tutors (videos on ways to improve the tutor-trainee with DS relationship) and innovative App for Valuable workers with learning materials (pocket interactive resources) for youngsters with ID who will achieve an internship at a hotel and gain knowledge, skills, and competencies to perform the tasks of selected job</p>

	<p>positions. This App illustrates tasks and provides tools and resources useful in the workplace.</p> <p>It will create a European network of “friendly hotels”, which – in agreement with Vocational Education and Training (VET) providers – will host internships/placements of people with Down syndrome, according to quality process rules and adopting the tools developed within the project. Hotels participating in the network and willing to systematically provide work opportunities to persons with Down syndrome implementing the established code of conduct will be awarded with a label. Through these activities, the Omo project will contribute to facilitate access of European people with Down syndrome to VET in the hotel sector, enhancing the creation of long-lasting collaborative partnerships between VET agencies (mainstream schools and disability associations) and hotel employers.</p> <p>Also, within the project an international certification was created. Valuable handing opportunities is an international certification given to those companies that belong to the European network of socially responsible hotels and restaurants, comply with the specific national legislation and offer opportunities of professional advancement to people with intellectual disabilities, by providing internships and/or job opportunities according to the rules of the Valuable Code of Conduct.</p> <p>This certification was registered and have 3 levels:</p> <ul style="list-style-type: none"> ● BRONZE: The bronze version certifies specific conditions and actions aimed to include without any discrimination and the provision of internships to people with intellectual disabilities. ● SILVER: The silver version requires a further engagement: fixed term contract (minimum 3 months) or permanent job for at least one worker with intellectual disability. ● GOLDEN: The golden version is granted to those employers who hire at least one worker with an intellectual disability and act as ambassadors of the Valuable trademark.
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No. 5

INITIATIVE(s)	
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<p>Type</p>	<p>Please mark/choose:</p> <ul style="list-style-type: none"> • Project • Educational programme • Information/counselling service • Community intervention/street work • Initiative/policy programme • Mobile intervention • Other: please specify.
<p>Target group of the project covered:</p>	<p>NEETs The project is focused on young people who are NEET who are facing several barriers to employment which makes their social participation more difficult. All strategies foreseen in the project are designed with the goal to support this target group and to engage them in the project. NEETs will be directly involved in multiplier events like the focus groups and will further be involved in the impact evaluation and dissemination events.</p> <p>Professionals Professionals will be directly involved in multiplier events such as meetings with the network of community stakeholders, the national seminars and the European Conference. The model developed as part of the project will aim to work at a cognitive, behavioural and job-specific level. At a cognitive level it aims to give support and guidance, involving the use of logical, intuitive and creative thinking. At the behavioural level it will develop key competences in order to increase, for example, their emotional stability and decision-making abilities. At the job-specific level it will focus on promoting contacts with the world of work among participants</p>
<p>Scope/level of implementation</p>	<p>Please mark/choose:</p> <p>Local/municipal Regional National EU Level</p>
<p>Financing/support to the selected type of initiative</p>	<p>Erasmus+ KA202 Strategic Partnerships for vocational education and training</p>
<p>Name (original & translation to EN)</p>	<p>NEETS IN ACTION - Community Networking for Integration of Young People in NEET Situation</p>
<p>Webpage/info</p>	<p>https://neetsinaction.eu/</p>

**Brief description
(aim, goals,
duration...)**

Duration: From 01-09-2017 to 31-10-2020

Objectives:

As youth unemployment is a problem at national and European level, the project has the goal to engage young people who are NEET in order to promote youth employment and prevent the social exclusion of young people.

Possible approaches include upgrading their employability skills, addressing skills mismatches and increasing their work experiences in their local communities.

By involving local partners in the career guidance of young people who are NEET the project wants to re-engage young people from socio-economically disadvantaged backgrounds, while focusing on areas with particular low levels of educational achievement and employment.

The most relevant topics addressed by the project are social inclusion, entrepreneurial learning and labour market issues.

Expected results of the project are that participants learn important social and entrepreneurial as well as soft and life skills.

Project phases: preparation, implementation, follow up, dissemination, closure.

Partners:

- CAMARA MUNICIPAL DE LISBOA – Portugal
- Fondazione Centro Produttività Veneto - Italy
- FUNDACION RONSEL – Spain
- ISOB INSTITUT FUR SOZIALWISSENSCHAFTLICHE BERATUNG GMBH – Germany
- TAVISTOCK INSTITUTE OF HUMAN RELATIONS LBG - United Kingdom

Results:

* O1. Good practises of social inclusion:

- [O1-A3 Identification of social intervention measures](#) – Networks of community support for NEETs: good practices from Europe
- [O1-A4 Synthesis Report: Community Networking for NEET Integration](#) - Towards a Common European Model: Guidelines for Practice and Recommendations for Policy.
- Good Practices of Social Inclusion targeted at Young People in the Partners' Countries

	<p>* O2.Model of intervention targeted at NEETS:</p> <ul style="list-style-type: none"> ● O2-A1 Intervention Model - conceptual development <ul style="list-style-type: none"> ○ O2-A2 Creation of tools for action ○ O2-A4 Testing the Model and Tools, Guidelines ○ O2-A5 Reporting of the testing phase... <p>* O3.SOCIAL INCLUSION AND DEVELOPMENT</p> <ul style="list-style-type: none"> ● Guide > For social inclusion and development of local partnerships for employability of young people who are currently NEET <p>*O5. A COMMUNITYBASED INTERVENTION MODEL</p> <ul style="list-style-type: none"> ● Promoting NEET’s social inclusion: a community-based intervention model - Training standard for implementation <p>See much more at: https://neetsinaction.eu/outputs/</p>
<p>Type of work/intervention done and/or planned</p>	<p>There were several actions underlying these overall aims. These included:</p> <ul style="list-style-type: none"> ● IDENTIFICATION OF THE STATE OF THE ART AND GOOD PRACTICES OF SOCIAL INCLUSION (using work-based learning strategies) targeted at YP in partners’ countries; ● DESIGN, CONCEIVE AND DEVELOP A MODEL OF INTERVENTION relevant to the partners countries; ● PILOT APPLICATION of the methodology at local level in PT, ES and IT; ● AWARENESS MEETINGS in the context of the project to EXCHANGE EXPERIENCES and identify best practices already in place; ● Validation of the model through a LOCAL MULTI-STAKEHOLDER approach and to EVALUATE THE IMPACT of the model; ● Reinforce and match the role of different local/regional stakeholders to find the best means of optimization, and increase the NETWORKING CAPACITY, with a view to enhance NEETs social inclusion and employability.
<p>Methodology used</p>	<p>To achieve these aims and objectives, the project produced 4 IOs, organised 3 focus groups (30 part), several ME (networking activities (193 part) + 3 national seminars (127 part) in PT, ES and IT + 1 European final Conference (72 part)), 6 TMP (90 part), 2 LA (C1, with 13 and C2 with 37 part.), a dissemination strategy and a solid evaluation plan, and impacting directly 615 target groups</p>

	<p>representatives, more 171 than foreseen in the project application. The partnership worked cooperatively to develop a model of intervention, test it in 3 partner countries (PT, ES and IT) and evaluate its impact. The intervention combined innovative elements designed to address key local needs in target countries, with an evidence review of EU and national literature and existing good practices identified in partner countries.</p>
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FOCUS GROUP REPORT

<p>Category 1 (Demographics) Please summarize the demographic data of participants to the Focus group: No. of participants, field of profession, types of organisations they work in, any other relevant personal data collected within the process.</p>	
<p>We have conducted two focus groups; one within our own professional staff (which corresponds to Urban) and the other with rural professionals. The results are as follows:</p>	
<p><u>FG.1 Urban</u></p>	<p><u>FG.2 Rural</u></p>
<p>Total participants: 10</p> <ul style="list-style-type: none"> - Male participants: 1 - Female participants: 9 	<p>Total participants: 18</p> <ul style="list-style-type: none"> - Male participants: 7 - Female participants: 11
<p>Age scope: 28 – 55 years old</p>	<p>Age scope: 28 – 65 years old</p>

Types / scope of profession of participants:

- Technician of youth resources or services: (6)
- Technician working not only and mainly for the youth (4)

Types / scope of profession of participants:

- Coordinator or director of youth resources: (10)
- Technician of youth resources or services: (5)
- Support professional for the technicians of the youth resources or services: (2)
- Technician working not only and mainly for the youth (1)

TOTAL: 28

Males: 8

Females: 20

Age scope: 28-65 years old

Types / scope of profession of participants

- Coordinator or director of youth resources: 10
- Technician of youth resources or services: 11
- Support professional for the technicians of the youth resources: 2
- Other: Technician working not only and mainly for the youth: 5

In terms of methodology, we used a varied set of methodologies to collect the data; from passive (leaving them to carry out their discussions within our active participation) to active (in which we guided the debate with our own enquiries). Then we have analysed these results through a process of critical-comparative analysis with the help of our audience.

Category 1 (Youth reality, resources and services) – Please summarize the main findings and conclusions

We have been discussing the reality of the youth, and we have come to the conclusion **that in order to understand the current situation we have to go back to more contemporary historical events such as the economic crisis of 2008-2014 and the COVID-19 pandemic.**

The economic crisis had **detrimental effects on young people's professional and personal development.** It resulted in increased unemployment rates, economic inequalities, delayed autonomy from the family home, declining marriage and birth rates, migration to areas with better job prospects, higher dropout rates from higher education, and overwhelmed resources and services aimed at mitigating the crisis.

On the other hand, the effects of the COVID-19 Pandemic **increased noticeably the existing challenges faced by young people.** It severely affected their physical and

mental health and hindered their social development. The restrictions and social distancing measures led to a lack of traditional socialisation processes and increased reliance on virtual relationships, contributing to dissociative behaviours and a decline in family and social cohesion.

As a result, the professionals said that all of these factors, which are interrelated, have led to the **emergence of situations of greater vulnerability that especially affect the most disadvantaged sectors** (young people and people with disabilities among them).

The economic situation has also deteriorated the pillars of the welfare state, having a great impact on both health and education. Professionals are concerned about the reduced presence of resources aimed at alleviating the effects of social inequalities, as well as the causes that lead to them, with less guidance and information for citizens. It has been suggested that the resources dedicated to education are behind the failures that the education system has been dragging along for several decades.

Category 2 (Training needs of professionals) - Please summarize the main findings and conclusions

It has been said that **ongoing training of professional staff in matters such as knowledge about the type of services and supports they can refer to** when working with different types of users is crucial. In that way, they will provide a quality service that is adapted to the changes taking place in society.

They also call for **more practical training in social work**, as currently only the basics of theory are taught.

Regarding skills, they pointed out that social skills such as communication or psycho-pedagogical are needed to be trained. Two in particular are essential: motivation and empathy. In short, **the psychological skills of professionals need to be strengthened.**

(Best practices) - Please summarize the main findings and conclusions

Some of the good practices collected are the following (note that we will refer to the name of the organisation and/or the project's name):

- [ANTARIS](#). This is a therapy and reintegration support association. In it, the peers themselves periodically train others in a subject in which they are experts.

- [Salesianos.SMX](#). Sporting activity was used as a means of attracting young people and instilling religious values. What should be highlighted here is how a whole series of infrastructures and their own means were made available free of charge to young people as a way/strategy to carry out a project to create certain values (in this case religious values).

Projects:

- [Diverza](#). This is a project through which a whole series of activities are carried out in which the users are moved around their place of origin in order to give them greater visibility and transmit values related to inclusion. As they have mentioned to us, the main barrier is the perennial struggle against the stigmatisation of people with disabilities in the rural world, a stigma whose origin can be found primarily within the families themselves, who refuse to recognise that their children have problems or try to hide it. Other activities are related to the active search for employment where they are taught how to make their own curriculum, etc. and put them in contact with companies/associations that are looking for this type of profile so that they can be interviewed for a job.

- [Empower youth without limits](#). The aim of this project is to increase the competencies of young people with limited abilities and special needs related to disabilities, which in turn could increase their chances of getting a job. In the project, we involved young people in the process of learning appropriate social skills and soft skills aimed at social participation. Through the knowledge gained throughout the project, we further guided the participants to organise their own activities, which were related to the integration of people with disabilities in society. The implementation of this project lasted 18 months.

To do it, a series of actions were developed:

- Create at least one group of representatives of young people with disabilities for the purpose of dialogue with decision-makers.
- Develop proposals to be forwarded to the authorities.
- Develop training aimed at improving the communication skills of these young people with the objective of empowering them to talk to representatives of public administrations and political actors especially linked to decision-making on actions for people with disabilities.

The project was an incredible success of participation of young people with disabilities and we also fulfil the objective to make the disabilities visible in a positive way. See much more here:

<https://cocemfesevilla.es/en/european-programs/empower-youth-without-limits>

Summary of findings – provide a short SWOT* analysis of all results processed during general overview/focus groups/interviews?

Final conclusions and thoughts?

At the end of the focus groups, we put all the ideas together through a SWOT, obtaining the following results:

Strengths:

- Personal and professional involvement with a multidisciplinary balance that allows a holistic approach. They know their relevance as a point of reference to help vulnerable people.
- As they are self-aware of their relevance, strengths and limitations, they tend to work together with other professionals to ensure the best outcome.

Weaknesses:

- There are needs of specialised training in areas such as psychology to better work with the users, and also knowledge on the resources that the own professionals can provide to their users.
- It is pointed out that the educational system needs to be revised.
- It is really necessary to check on the work of State employees, because they sometimes are not taking their position seriously due to diverse reasons (lack of motivation, burnout...).

Opportunities:

- These types of reflections are positive and it helps to grow professionally by sharing methodologies and tools at a local-international level.
- It would be good to make managers aware of the need for continuous training-recycling.

Threats:

- The young people are becoming increasingly passive.
- It is also noticeable that there is no balance between public and private organisations; there is a lack of coordination and follow-up among them, no sharing links that access to the resources...
- Inaccessibility to the resources due to digitalisation of it since COVID-19.
- To connect with the youngsters, professionals need to learn how to connect with them because there is a cultural gap.

Final conclusions:

We are living in an era where there are increasing pockets of marginalisation. There are multiple factors, but we could point out two especially: the economic crisis from 2008-2014 and the pandemic from COVID-19. Both have had a very marked negative impact which is not only perceived through the effects generated in the economy (increased social inequalities, lack of employment, economic instability, fewer resources dedicated to aspects such as education, health, etc.), but have also permeated other layers more related to the cultural sphere. This means that, during this period, we have witnessed paradigmatic changes in the way young people relate to each other due to the conditioning factors to which society has been subjected, such as the lack of physical interaction during certain

times, isolation, or the growth in the use of communication technologies such as social networks as a means of establishing effective-professional relationships.

As a major effect, mental health problems (anxiety, depression) have skyrocketed while resources, which had already been reduced, have shown themselves to be clearly insufficient. All this has led to greater personal and professional demotivation among young people, as they feel very helpless because of its pessimistic prospects for the future. Professionals also mentioned that there is now a considerable lack of maturity which is confirmed by other symptoms such as greater impulsivity due to the lack or absence of a mechanism to control their emotional states, hence the existence of greater stress, dropping out of school, conflicts...

This is why it is asked by professionals to have more formation on how to deal with young people from a psicopedagogic point of view, and make that formation more practical than theoretical.

3 CONCLUSIONS AND RECOMMENDATIONS

We will present the main conclusions and recommendations. This section consists of two subsections. The first subsection provides a summary of the conclusions drawn from the information gathered during the research and analysis process that has been carried out throughout this document, corresponding to PR3. The second part addresses the final recommendations.

Preliminary Note:

We need to make an important note to understand how the treatment of all the information we are about to present has been conducted. Firstly, we are aware of the influence of different variables on the obtained results and, consequently, on their potential application. These variables are mainly related to the context in which the participants are involved. Their analyses will be imbued with aspects such as culture or professional category to which the subjects belong, as well as their life experiences, personal characteristics, and abilities. Therefore, acknowledging the vast differences between countries from a cultural, social, and political perspective is essential to understand the reflection of concerns, issues, and solutions presented by each partner country.

The following table represents some of the main factors to be taken into account in our analysis:

	Belgium	Denmark	France	Slovenia	Spain		
					Andalusia	Catalonia	TOTAL
Population	11.5 M	5.8 M	67.7 M	2.1 M	8.5 M	7.9 M	47.4 M
Urban	98%	88%	81%	49%	74%	83%	81%
Rural	2%	12%	19%	51%	26%	17%	19%
Area	30,689 km ²	42,931 km ²	551,695 km ²	20,273 km ²	87,268 km ²	32,114 km ²	505,994 km ²
Density	372/km ²	136/km ²	122/km ²	103/km ²	97/km ²	243/km ²	94/km ²
GDP per capita	\$51.247	\$68.000	\$43.569	\$29.291	\$20.601	\$32.635	\$31.223
Unemployment	5,6%	4,2%	7,4%	4,2%	18,3%	10,4%	12,15%
% GDP education	11,2%	11,9%	9,7%	11,2%	/	/	8,9%

Image 1. Table. Participation by country. Sources: UNESCO, WORLD BANK, WHO, UNICEF, INE. Link: <https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS?locations>. Own elaboration

The grid above can help the reader make sense of many situations that we will encounter, such as the presence and distribution of resources and services among countries, professional training, and other aspects related to socioeconomic issues.

That being said, let's examine the participation of professionals by partners in the research (PR1+PR3), which will help us formulate the final recommendations in the investigation (PR1+PR3). The total number of professionals involved has been 169.

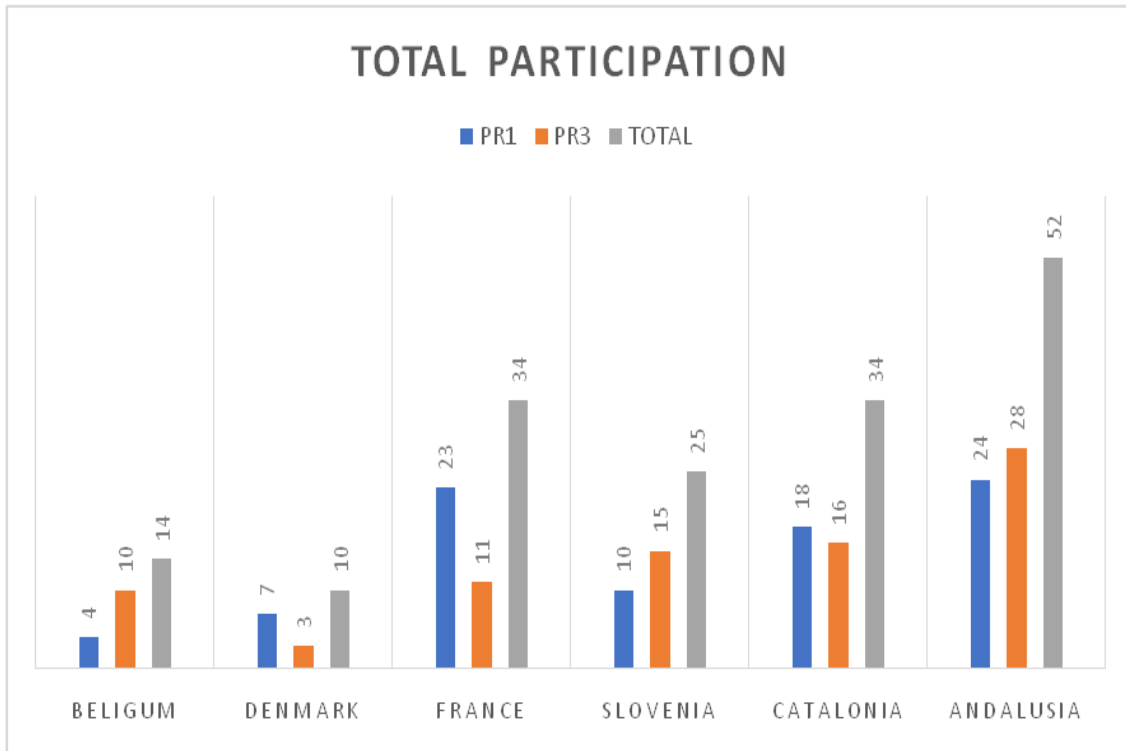


Figure 2: Bar chart. Participation in the overall investigation by partners. Own elaboration

3.1 Conclusions

As we have seen, the construction of PR3 has involved a research and analysis process divided into two distinct phases; the collection of best practices and the conduct of focus groups.

3.1.1 Best practices collection

In the first phase, each partner has contributed knowledge about a series of best practices, including aspects such as the type of action, its objectives, whether it has a physical or digital product (such as a manual or informational guide), its duration, the level of implementation (ranging from local to national or European), the target audience, the funding sources, and finally, the intended recipients of the action. The result obtained is **29 examples**, to which **16 additional examples** were extracted during the focus groups (**45 in total**).

To facilitate the management of this vast amount of information, a categorisation was performed to allow for easier and more accessible searching. Therefore, among the professionals involved in this project, we conducted a workshop in which we reorganised all this information based on the guiding criteria of **typology of content** and **functionality**. While the first one divides *the nature of the content* into *resources/tools* and *approaches/methodologies*, the second focuses *on the purpose of the action* and takes into account the context, with three categories; **preventive** (before the young person is disengaged from a full and effective social life, such as not being in education and/or not being in the labour market, among others), **reducing** (measures taken afterwards and aiming at improving or redirecting the personal situation of vulnerable individuals), or **mixed-hybrid actions** (can be used interchangeably at both stages).

In addition, we have incorporated two categories that refer to both a very specific context and a target audience to facilitate the search by topic.

Therefore, the result is as follows:

TYPE	FUNCTION	#Tags	Target Group	NAME	SUMMARY
Tools & Resources	Preventive	<ul style="list-style-type: none"> - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Educative community (teachers) 	<i>Course on mental health and wellbeing of young people in primary education</i>	<p>Course funded by the Danish State for secondary school teachers to learn how to identify aspects related to students' mental health.</p> <p>[Danish]</p> <p>https://psykinfo.regionsyddanmark.dk/born-og-unge/born-unge-og-mental-trivsel-pa-folkeskoler-efterskoler-og-ungdomsuddannelser/tilbud-til-folkeskoler</p>
		<ul style="list-style-type: none"> - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Educative community (teachers) 	<i>Course on mental health and wellbeing of young people in secondary education</i>	<p>Course funded by the Danish State for secondary school teachers to learn how to identify aspects related to students' mental health.</p> <p>[Danish]</p> <p>https://psykinfo.regionsyddanmark.dk/born-og-unge/born-unge-og-mental-trivsel-pa-folkeskoler-efterskoler-og-ungdomsuddannelser/tilbud-til-ungdomsuddannelser</p>
		<ul style="list-style-type: none"> - Competencies - Education in values - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Children - Teenagers 	<i>'Give the Youth a voice'</i>	<p>The aim is to facilitate the research communication on mental health, data and technology use. It provides a number of tools for teachers (including different methodologies).</p> <p>https://www.scienceathome.org/community/blog/corona-minister-in-action/</p>
		<ul style="list-style-type: none"> - Competencies - Crime prevention - Education in values 	<ul style="list-style-type: none"> - Educative community 	<i>Preventing bullying and reducing violence among minors</i>	<p>To prevent bullying and violence among minors by focusing on the early phases of violence. Furthermore, it also supports the first-line practitioners with effective tools to prevent and manage bullying issues, such as school counselling services and a training strategy for relevant stakeholders.</p>

		<ul style="list-style-type: none"> - Mental health - Pedagogical 			https://eucpn.org/document/preventing-bullying-and-reducing-violence-among-minors-in-slovenia-skupaj
		<ul style="list-style-type: none"> - Competencies - Education in values - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Educative community 	<i>The adverse childhood experiences Hub Wales</i>	<p>The priority is to ensure that all schools are aware, inclusive and trauma-informed, helping children to flourish.</p> <p>https://eucpn.org/document/preventing-bullying-and-reducing-violence-among-minors-in-slovenia-skupaj</p>
Reducing		<ul style="list-style-type: none"> - Competencies - Education in values - Socio-occupational counselling 	<ul style="list-style-type: none"> - Young 	<i>D' Jaz</i>	<p>Social study focused on the support provided by social professionals to vulnerable young people (orphans) aged 18 to 21 to assist them in their transition to adulthood.</p> <p>[French]</p> <p>https://www.udaf82.fr/8480-institution-familiale.htm#par61796</p>
		<ul style="list-style-type: none"> - Competencies - Education in values - Pedagogical - Socio-occupational counselling 	<ul style="list-style-type: none"> - Young (NEETs) 	<i>'IdA' programme ('Integration durch Austausch')</i>	<p>Educational programme for young NEETs (unemployed young people who are not receiving training) that aims to increase their employability through an exchange programme in which they are monitored by professionals. It is a shock therapy where they develop their skills and acquire values.</p> <p>https://ec.europa.eu/esf/main.jsp?catId=67&langId=en&newsId=2496</p>
		<ul style="list-style-type: none"> - Competencies - Education in 	<ul style="list-style-type: none"> - Young (NEETs) - Adults 	<i>'NEETS in Action'</i>	<p>This project aims to reintegrate NEETs into the labour market and improve their social inclusion. To this end, different measures are carried out, such as awareness-raising</p>

		<ul style="list-style-type: none"> values - Mental health - Socio-occupational counselling 	<ul style="list-style-type: none"> - Educative community (teachers) 		<p>campaigns among the population, training in psychological and social communication skills (among others), education in values, socio-occupational counselling, establishment of employability networks, etc.</p> <p>https://neetsinaction.eu/</p>
		<ul style="list-style-type: none"> - Competencies - Education in values - Socio-occupational and socio-sanitary counselling - Youth crime prevention 	<ul style="list-style-type: none"> - Young 	<i>'PAE' project</i>	<p>Project that supports the autonomy of young people in vulnerable situations and who have had or are involved in criminal proceedings. Actions are carried out in different areas such as personal autonomy training, training, socio-labour orientation and therapeutic support.</p> <p>[Spanish]</p> <p>https://fundacionamigo.org/pae/</p>
		<ul style="list-style-type: none"> - Competencies - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Young - Adults 	<i>Production Schools</i>	<p>The goal of these private institutions is to provide training to young people who have not completed basic secondary education, equipping them with competencies necessary for the job market.</p> <p>https://eng.uvm.dk/upper-secondary-education/production-schools</p>
		<ul style="list-style-type: none"> - Competencies - Education in values - Socio-occupational counselling 	<ul style="list-style-type: none"> - Young (NEETs) 	<i>'Second chance Schools'</i>	<p>A municipal school offering a socio-educational service to help young people between 16 and 21 years of age to retrace their educational path. They receive a personalised apprenticeship, where they develop their skills.</p> <p>[Spanish]</p> <p>https://ajuntament.barcelona.cat/educacio/es/mas-de-16-anos/educacion-</p>

					lo-largo-de-la-vida/escuela-municipal-de-segundas-oportunidades
		<ul style="list-style-type: none"> - Competencies - Disability - Pedagogical - Socio-occupational and socio-sanitary counselling 	<ul style="list-style-type: none"> - Educative community 	<i>'Top House'</i>	<p>Training programme that trains professionals who work with disabled or vulnerable groups to achieve the best possible performance in their functions as socio-labour councillors in relation to the autonomy and independence of people.</p> <p>https://supportgirona.cat/en/projecte/s-top-house/continguts</p>
	Mixed-hybrid	<ul style="list-style-type: none"> - Competencies - Digital competencies - Disability - Education in values 	<ul style="list-style-type: none"> - Young 	<i>'COCEMFE Generation'</i>	<p>This is an initiative that supports the promotion (and training) of young people with disabilities to visualise their situation and their daily lives as a means of achieving normalisation and full inclusion in society.</p> <p>[Spanish]</p> <p>https://www.cocemfe.es/generacion/</p>
		<ul style="list-style-type: none"> - Competencies - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Educative community (teachers) 	<i>'Happiness in the classroom'</i>	<p>Help teachers to implement curriculum activities that stimulate the development and training of mental health strategies and skills.</p> <p>[Dutch]</p> <p>https://www.gezondleven.be/settings/gezonde-school/mentaal-welbevinden-op-school/gelukindeklas</p>
		<ul style="list-style-type: none"> - Competencies - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Teenagers - Young 	<i>'Happyless'</i>	<p>It is a classroom intervention to promote well-being and happiness and to prevent depression symptoms in young people.</p> <p>https://www.trimbos.nl/english/</p>

		<ul style="list-style-type: none"> - Mental health - Socio-sanitary counselling - Shelter house 	<ul style="list-style-type: none"> - Young - Adults 	<p><i>'MDA-PAEJ 82' programme</i></p>	<p>Shelter house that opens its doors to individuals aged 11 to 25 (or their families) where they are attended by professional counsellors and psychologists.</p> <p>[French]</p> <p>https://www.mda82.org/mda-82/</p>
		<ul style="list-style-type: none"> - Mental health - Social-sanitary counselling - Pedagogical 	<ul style="list-style-type: none"> - Adults - Young - Educative community (teachers) 	<p><i>Mental health and wellbeing counselling service for children and young people</i></p>	<p>Place that offers counselling for parents, youth, and education professionals in the field of mental health.</p> <p>[Danish]</p> <p>https://psykinfo.regionsyddanmark.dk/born-og-unge/born-unge-og-mental-trivsel-pa-folkeskoler-efterskoler-og-ungdomsuddannelser/tilbud-til-folkeskoler</p>
		<ul style="list-style-type: none"> - Mental health - Socio-sanitary counselling 	<ul style="list-style-type: none"> - Adults - Young 	<p><i>'Mieppi Unit'</i></p>	<p>Free mental health treatment service for people over 13 years of age.</p> <p>https://www.hel.fi/en/health-and-social-services/health-care/mental-health-services/mental-health-service-unit-mieppi</p>
		<ul style="list-style-type: none"> - Competencies - Disability - Education in values - Pedagogical - Shelter house - Socio-occupational and socio-sanitary 	<ul style="list-style-type: none"> - Young - Adult 	<p><i>'Pis Amic' Programme (Friendly House)</i></p>	<p>An initiative that puts a university student in contact with a young person with a disability in which a mentoring relationship is established for both parties while they live together in the university residence.</p> <p>https://www.udg.edu/en/compromis-social/Arees/Inclusio/El-nostre-Pis-Amic</p>

		counselling			
		<ul style="list-style-type: none"> - Competencies - Disability 	<ul style="list-style-type: none"> - Young (SEN) 	<p><i>'POEJ' Programme</i></p>	<p>Vocational training courses for young people with disabilities under 30 years of age aimed at improving their employability.</p> <p>[Spanish]</p> <p>https://www.fundaciononce.es/es/cnvocatorias-de-ayudas/poej-uno-uno-2022-2023</p>
		<ul style="list-style-type: none"> - Disability - SEN attention - Socio-occupational counselling 	<ul style="list-style-type: none"> - Educative community 	<p><i>'Prehod Mladih' Project (transition to youth)</i></p>	<p>A project that provides professionals with assistance to better equip young people with special needs and help them in their transition to adulthood. The web portal offers Slovenian guidance material.</p> <p>https://prehodmladih.si/en/</p>
		<ul style="list-style-type: none"> - Competencies - Disability - Education in values - Mental health - Pedagogical - SEN attention - Socio-occupational counselling 	<ul style="list-style-type: none"> - Young (SEN & NEETs) 	<p><i>'PUM-O+' Programme</i></p>	<p>Educational programme adapted for SEN between 15 and 29 years of age in order to assist them in their graduation and vocational training. The programme has a person-centred approach, with a strong pedagogical and psychological focus. That is why analytical, communicative, social and psychological competences are worked on a lot.</p> <p>https://www.mocis.si/pumo-2/</p>
		<ul style="list-style-type: none"> - Competencies - Disability - Education in 	<ul style="list-style-type: none"> - Young - Adults - Educative community 	<p><i>'VALUABE'</i></p>	<p>Training course for people with intellectual disabilities to improve their employability in the hospitality sector. There are also courses to improve the management skills of managers to work with this type of</p>

		<p>values</p> <ul style="list-style-type: none"> - Pedagogical 			<p>staff.</p> <p>https://www.valueablenetwork.eu/</p>
		<ul style="list-style-type: none"> - Competencies - Crime prevention - Education in values - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Educative community 	<p><i>'100% respect-campaing against bullying and cyberbullying</i></p>	<p>It provides training for youth professionals and psycho-pedagogues to help them detect as well as prevent bullying.</p> <p>https://eucpn.org/document/100-respect-campaign-against-bullying-and-cyberbullying</p>

TYPE	FUNCTION	#Tags	Target Group	NAME	SUMMARY
Approaches & Methodologies	Preventive	<ul style="list-style-type: none"> - Education in values - Pedagogical 	<ul style="list-style-type: none"> - Educative community (teachers) 	<i>'BOOST' Project</i>	<p>Development of a new approach to integrate social and emotional learning (SEL) in teachers' pedagogical skills and classroom interaction.</p> <p>www.boostproject.eu</p>
	Reducing	<ul style="list-style-type: none"> - Competencies - Disability - Pedagogical - Socio-occupational counselling 	<ul style="list-style-type: none"> - Young - Adults - Educative community 	<i>Cepaim 's project 'Methodological line of intervention with young people in situations of vulnerability and/or ex-guardianship</i>	<p>Methodology developed to promote comprehensive care for vulnerable people and help them in the transition to adult life with a gender, intercultural and human rights-based perspective.</p> <p>[Spanish] https://www.cepaim.org/areas-actuacion/intervencion-con-jovenes-y-familias/proyectos-de-intervencion-con-juventud-en-situacion-de-vulnerabilidad-y-o-ex-tutela/</p>
	Mixed-hybrid	<ul style="list-style-type: none"> - Competencies - Digital Competencies - Disabilities - Education in values 	<ul style="list-style-type: none"> - Young & disability (YPWD) 	<i>'COCEMFE's Generation'</i>	<p>This is an initiative that supports the promotion (and training) of young people with disabilities to visualise their situation and their daily lives as a means of achieving normalisation and full inclusion in society.</p> <p>[Spanish] https://www.cocemfe.es/generacion/</p>
	Mixed-hybrid	<ul style="list-style-type: none"> - Competencies - Drugs & rehabilitation - Education in values - Mental Health 	<ul style="list-style-type: none"> - Educative community 	<i>'Motivational Interviewing (MI)'</i>	<p>Pedagogical approach (using interviews as a tool) designed to be used by professionals dealing with individuals with addiction issues.</p> <p>[Danish] https://sbst.dk/tvaergaende-omrader/virksomme-indsatser/dokumenterede-metoder-</p>

		- Pedagogical			boern-og-unge/om-virksomme-indsatser-til-boern-og-unge/motiverende-interview
		- Mental Health - Pedagogical	- Jóvenes - Adultos - Educative community	<i>'The ABC's of Mental Health'</i>	How to promote mental health and well-being for individuals and across organisations, municipalities and associations. https://psychology.ku.dk/abc/

Image 3. Table. Best Practices collected. Own elaboration

The obtained result provides a compilation of best practices that encompass a range of tools & resources, and approaches & methodologies (with their different TG strategies) with proven success. These can serve as a source of inspiration and knowledge in achieving the objectives set for this project. Of the 29 good practices collected, 24 are resources or tools while 5 are approaches or methodologies. In terms of functionality, we have 6 preventives, 10 mitigants and 13 mixed best practices, the latter number being more than 44% of the final number reported.

3.1.2 Focus Groups summary

This was the second phase of PR3, which involved each entity conducting a series of focus groups with professionals to carry out further research and analyse the results. It is important to note that the methodologies used and the number of sessions varied. Some cases involved a total of 2 focus groups, such as in the Andalusian case, while others included a combination of individual interviews and expert meetings, as was the case in Belgium. Regarding the methodologies, they were diverse. As mentioned before, they included individual interviews and group discussions using cooperative, project-based learning (ABP), and gamified approaches. The gamified methodology, in particular, was designed by Support Girona as part of PR2 and was successful in its pilot test.

The total number of participants was 83 professionals (25 males, 56 females, and 2 non-binary individuals), ranging in age from approximately 27 to 65 years. In terms of percentages, the distribution was as follows:

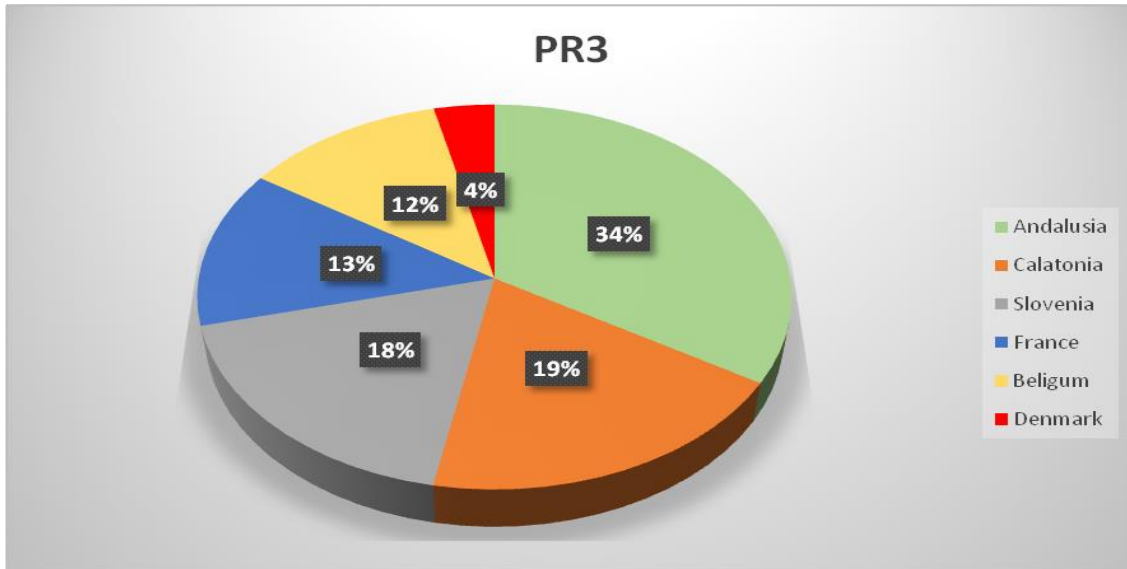


Image 4. Pie chart. Participation by country. Own elaboration

Analysing the composition of the previous image, we can infer that the final participation recorded in the focus groups has not been equitable among the partners. The Spanish partners represent 53% of the total, in contrast to the Danish partners who represent only 4%. As we mentioned in the previous notes, this can result in certain analyses, issues, and solutions being more prevalent than others statistically. However, it is important to note that the diversity of opinions has been recorded and is a positive element.

Now, let's take a look at the professional affiliation of the participants in percentage:

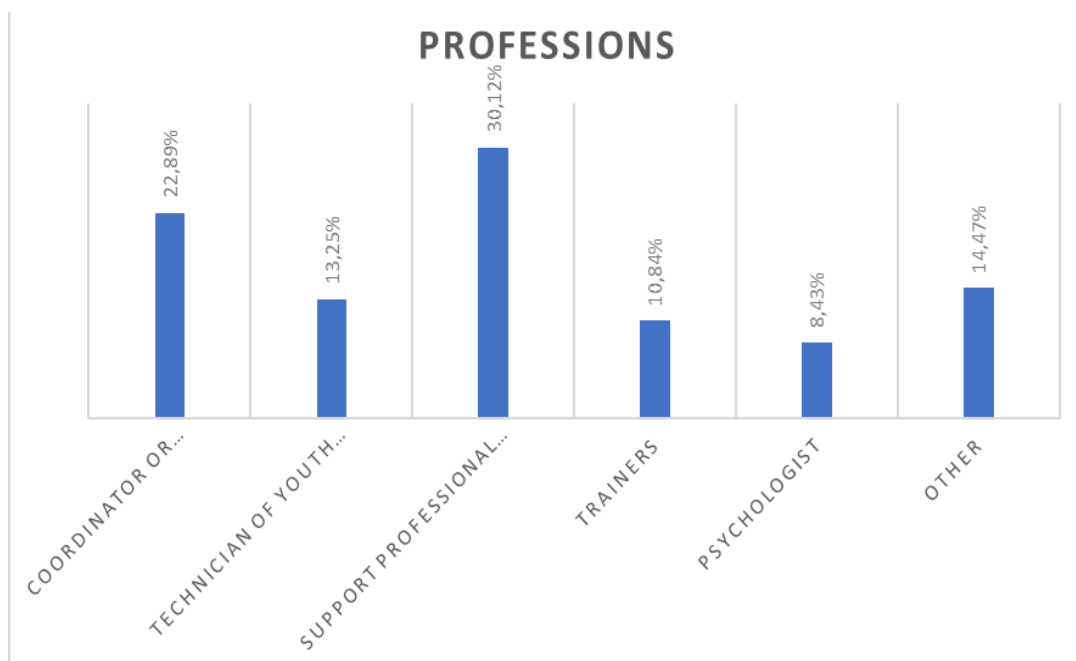


Image 5. Bar chart. Professions percentage. Own elaboration

By professional categories, the majority (53%) consists of "support professionals for youth resource technicians" (30.12%) and "coordinators or directors of youth resources" (22.89%). These numbers are significant as they indicate that the participants in these focus groups are professionals who work closely with the subjects of study and therefore have knowledge of their circumstances. This explains why the received analyses and suggestions tend to be predominantly practical. However, it is worth noting that over 19% of the professionals are related to the fields of psychology or training/education, which explains why these two areas have had a significant influence on the conclusions, as we will see later on.

In this second section, the following issues have been addressed; discussion on the current situation of young people, available resources and services, training needs for professionals working with them, and finally, analysis and sharing of known best practices (with references to those mentioned in PR1). The entire process concluded with the development of a brief SWOT analysis on the possibilities that services and professionals face in their professional work given the described context throughout the process.

Thus, the situation of the previous sections is described as follows:

3.2.2.1 Current situation of young people:

The majority of the experts have pointed out these statements:

- The study group is highly complex due to the multidimensional causality of their situation, including socio-economic problems such as family breakdown, conflicts at home, lack of resources, criminality, and psychological difficulties related to various mental health issues (including anxiety, stress, and depression), which result in disruptive behaviours, among others.
- The mental health situation of the social fabric is deteriorating significantly, as indicated by national reports (particularly for our study group). This correlates with the worsening of welfare state services due to the economic crisis since 2008 and, in particular, the events related to the COVID-19 pandemic.
- Understanding the individuality of the subjects and providing personalised attention is crucial to firsthand knowledge of the needs of young people. Preventive diagnosis is the most effective tool in avoiding or exacerbating the situations we may face.

Other statements that have been extracted include:

- The negative perception of society regarding these young people has a significant impact on the deterioration of their self-conception and their

possibilities, limiting themselves and being limited in the process. Moreover, young people with particularly few resources or belonging to minorities based on gender, race, religion, sexual orientation, etc., face a double stigma.

- There is a generational gap that greatly hinders the interaction between family members/professionals and young people. The latter tend to reject impositions and authority, seeking their own fulfilment through digital media, which sometimes seriously hampers their decision-making. At the same time, there is a reflection at the family level, as there is less cohesion among its members.
- Despite the aforementioned, young people need to establish stable affective bonds. These bonds often form between peer groups, as they reject the assistance of adult third parties, considering it an intrusion on their freedom. Hence, it is important for professionals to acquire the necessary knowledge to establish and maintain this type of connection with their users.

3.2.2.2. Available resources and services:

The majority of professionals have indicated that there is a problem with both human and material resources, which has a collateral effect on the services provided. This is particularly evident in educational institutions and healthcare settings, where:

- Due to limited financial and material resources, teachers cannot provide adequate attention to students with special educational needs (NEEs), which hampers the motivation and well-being of both students and teachers. The latter also feel particularly mistreated by the system, as they bear the responsibility of addressing existing deficiencies, leading to additional stress that contributes to the development of "burnout" syndrome and anxiety.
- Resources and support for mental health are particularly insufficient. It has highlighted the need for increased presence of professionals with expertise in relevant fields such as mental health and special education, both in schools and other spaces. The availability of such professionals would contribute to a more comprehensive support system for young people, addressing their specific needs effectively.

Other noteworthy considerations include:

- The distribution of resources is concentrated in large cities, leaving rural areas unprotected.
- On a positive note, the support network remains more functional thanks to the aforementioned work of professionals, as well as the actions promoted by private organisations and the third sector. In fact, there is a call for increased

investment in these types of entities, as they demonstrate greater efficiency in dealing with the target group through their commitment.

- Greater flexibility in services is proposed as a means to attract young people and closer collaboration with family members as key allies.

3.2.2.3. Training Needs for Professionals Working with Youth:

The main training needs identified for professionals working with youth are as follows:

- Developing the social and communication skills of professionals to establish an individualised person-centred approach. This includes enhancing interpersonal, digital, communication, and critical thinking skills, which are highly valued in improving the communication process between professionals and young people.
- Training on empowering young people, which requires acquiring psychological skills along with critical and analytical thinking criteria.
- The need for materials that address topics such as teaching young people how to navigate social media and how to be part of modern society.
- Increased training in psychology for professionals across the sector to enhance the quality of service.

Other important considerations include:

- Conducting awareness campaigns, especially targeting professionals working with youth, to challenge preconceived negative stereotypes and break the transmission of these negative values within society.
- Advocating for professional education that emphasises practical training over traditional models focused solely on theoretical content.

3.2.2.4. Analysis and sharing of known good practices:

In this section, the participating professionals have illustrated a whole series of known good practices of various kinds, which we can classify as follows:

TYPE	FUNCTION	#Tags	Target Group	NAME	SUMMARY
Tools & Resources	Preventive	- Socio-occupational Counselling	- Children - Young	<i>'Informative' Event</i>	Information event for young people and children where educational programmes available in Slovenia and other countries are presented. https://www.informativa.si/?lang=en
	Reducing	- Disability - Mental Health - Pedagogical - Socio-sanitary Counselling	- Young - Adults - Educative Community	<i>'Mira' Programme</i>	The MIRA programme aims at early care, prevention and treatment of mental health problems, connecting services, professionals, documentary resources, etc. [Slovenian] https://www.zadusevnozdravje.si/o-programu/opis-programa/
		- Socio-occupational Counselling	- Children - Young	<i>'Ostal' Platform, ADIL</i>	Initiative to encourage access to housing for young people, putting landlords and interested parties in contact with each other and providing legal advice to both. It also disseminates and promotes events so that young people can participate in them. https://www.adil82.org/
- Competencies - Education in values - Pedagogical		- Young	<i>'Youth celebrates film Making'</i>	Film festival organised by social organisations where young people can present their projects and compete for a prize. [French] https://www.mda30.com/candidature	

					-festival-cine-2022/
Mixed-Hybrid	<ul style="list-style-type: none"> - Mental Health - Socio-sanitary Counselling 	<ul style="list-style-type: none"> - Children - Young 	<i>'Bru-Stars'</i>	<p>A mental health network for children and adolescents in Belgium.</p> <p>http://www.bru-stars.be/en/</p>	
	<ul style="list-style-type: none"> - Disability - Education in values - Socio-occupational Counselling 	<ul style="list-style-type: none"> - Children - Young - Adults - Educative Community 	<i>'Diverza' Project</i>	<p>Social inclusion project to help people with disabilities to normalise their situation within their community, carrying out awareness-raising actions and actively seeking employment.</p> <p>[Spanish]</p> <p>https://fuentesdeandalucia.org/el-ayuntamiento-presenta-el-proyecto-diverza-un-nuevo-enfoque-para-los-recursos-y-servicios-destinados-a-las-personas-con-capacidades-diferentes/</p>	
	<ul style="list-style-type: none"> - Disability - Mental Health - Pedagogical - SEN attention - Socio-occupational Counselling 	<ul style="list-style-type: none"> - Children - Young - Adults - Educative Community 	<i>'EHCP' (Education health and care plan)</i>	<p>A professional will help to co-create a centred plan that defines the goals of the person and how he can reach them. This plan needs to be reviewed yearly or under other type of circumstances.</p> <p>https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx#:~:text=An%20education%20health%20and%20care%20plan%20(EHCP)%20is%20a,to%20overcome%20barriers%20to%20learning</p>	
	<ul style="list-style-type: none"> - Competencies - Disabilities 	<ul style="list-style-type: none"> - Young 	<i>'Empower Youth without limits' Project</i>	<p>Social inclusion project whereby young people with special needs and disabilities were trained in competencies and soft skills to</p>	

		<ul style="list-style-type: none"> - Education in Values - Socio-occupational Counselling 			<p>increase their employability while being protagonists in their awareness-raising activities.</p> <p>https://cocemfesevilla.es/en/european-programs/empower-youth-without-limits</p>
		<ul style="list-style-type: none"> - Disability - Mental Health - Socio-sanitary Counselling 	- Young	<i>'Near Me' Platform</i>	<p>Video call service offered to be attended by a health professional. This avoids patient travel and makes it easier in many cases to attend these appointments thanks to its greater flexibility.</p> <p>https://www.nearme.scot/</p>
		<ul style="list-style-type: none"> - Mental Health - Shelter House - Socio-sanitary Counselling 	- Young	<i>'OverKop'</i>	<p>Young people up to the age of 25 can use these points as places of refuge where they will find professionals to help them or other people in a similar situation.</p> <p>[Dutch]</p> <p>https://www.overkop.be/wat-overkop</p>
		<ul style="list-style-type: none"> - Competencies - Pedagogical 	<ul style="list-style-type: none"> - Teenagers - Young 	<i>'Projets de Jeunes: IDJ' (Youth Project)</i>	<p>Project that financially rewards young people's entrepreneurial ideas.</p> <p>[French]</p> <p>https://www.tarn-et-garonne.gouv.fr/Actions-de-l-Etat/Jeunesse-sport-et-vie-associative/Projets-de-jeunes-IDJ-un-soutien-technique-et-financier-pour-des-jeunes-de-11-a-28-ans</p>
		<ul style="list-style-type: none"> - Disability - Socio-occupational Counselling - Socio-sanitary 	<ul style="list-style-type: none"> - Young - Adults 	<i>'Raison des Ados' (Teenager reason)</i>	<p>Support platform for families with children with disabilities for counselling.</p> <p>[French]</p> <p>http://www.resado82.com/le-</p>

		Counselling			reseau/association-la-raison-des-ado
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TYPE	FUNCTION	#Tags	Target Group	NAME	SUMMARY
Approaches & Methodologies	Preventive	/	/	/	/
	Reducing	/	/	/	/
	Mixed-hybrid	<ul style="list-style-type: none"> - Competencies - Education in values - Pedagogical 	<ul style="list-style-type: none"> - Children - Young - Adults 	<i>'Los Salesianos' Educational Sport</i>	<p>The Salesians' educational sport project is based on the use of sport as a means of transmitting values and training in skills.</p> <p>[Spanish]</p> <p>https://www.salesianos.edu/pastoral-juvenil/deporte-educativo/</p>
		<ul style="list-style-type: none"> - Pedagogical 	<ul style="list-style-type: none"> - Educative community (teachers) 	<i>'Narrative pedagogical approaches'</i>	<p>Educational approach in which the teaching of specific content is structured through a narrative from which knowledge is extracted.</p> <p>https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=3869&context=tqr</p>
		<ul style="list-style-type: none"> - Competencies - Mental Health - Pedagogical 	<ul style="list-style-type: none"> - Educative community (teachers) 	<i>'Participation framework'</i>	<p>An approach that serves to enhance the active listening skills of practitioners so that this has an impact on the participation of children and young people in the decision-making process.</p> <p>https://hubnanog.ie/participation-framework/</p>
	<ul style="list-style-type: none"> - Pedagogical 	<ul style="list-style-type: none"> - Educative community 	<i>'Situated Learning'</i>	<p>Educational method based on creating meaningful learning contexts where students develop competency-</p>	

			(teachers)	<i>Methodology'</i>	based learning. It is characterised by the use of cooperation, teamwork, and analytical methods. https://www.sciencedirect.com/science/article/abs/pii/B0080430767024426
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Image 6. Table. Focus Group Best Practices collected. Own elaboration

It is noteworthy that, of the 16 good practices collected in the focus groups, almost all have a mixed-hybrid function (12 = 75%), with more than 18% and 6% applicable during the phases defined as "reducing" and "preventive" respectively. In terms of type, tools & resources account for 75% of all, while approaches & methodologies account for 25%.

3.2.2.5. SWOT:

We are going to present a summary of the results regarding the SWOT analysis. For this purpose, we have conducted a statistical analysis on the SWOTs created by each partner to highlight the most frequently repeated ideas.

Strengths:

- Professionals are co-planning/co-designing alongside those they are supporting, to guarantee the best outcomes possible
- Professionals are able to recognise the field of improvement
- Mental health support services are adapting to reflect the needs of young people
- Professionals convey the need for a system change; a shift towards a community-based support system and collaboration with youth people to address their mental health needs
- Professionals are finding ways to share learnings and best practices

Weaknesses:

- Lack of services in general, more noticeable in the rural areas
- Support services are fragmented or not well distributed through the country
- There are differences in support services at European, national, regional and local levels.

- The professionals do not know how to connect with the youngster because of the cultural gap

Opportunities:

- Professionals demonstrate self-awareness of their capabilities
- Connecting different initiatives focusing on supporting vulnerable young people at all levels, to encourage collaboration and sharing of experiences, rather than reinventing the wheel.
- Methodology appropriate (person-centred)

Threats:

- Capacity of professionals that support vulnerable young people is already limited and demands for support are increasing
- Professionals are working really hard to keep up against all limitations they are facing. If they burn out, their system could seriously deteriorate.
- The network system needs to find new ways of cooperation and collaboration to provide help to the young people.
- Need to learn regarding cultural gaps to connect with the youngsters

3.2.2.6. Final conclusions summary:

The ideas from the 83 professionals who have participated in PR3 can be summarised as follows:

- The lack of resources is a major problem
- The professionals feel they would need more time to cope everything they have to do (lack of human and economic resources) and that is the origin of their stress
- The youngster does not feel that the system is supporting them optimally: they do not want more education and materials
- Young people are facing many difficulties and that puts a lot of pressure on the caregivers
- The mental health problems have increased since the pandemic from 2019
- There is cultural gap between professionals and young

- Professional needs to improve their knowledge about resources and psycho-pedagogical skills
- Families need to be educated in order to break the cultural barriers
- There is consensus on the importance of empowering young people to achieve self-realisation, but it is not clear exactly how and which tools are needed.
- The caregiver professions have to be very flexible and tailor to the youths' needs
- The coordination between professionals and network services is key
- The professionals tend to blame on the external factors

Therefore, to conclude this section, it can be said that professionals, in general, have highlighted the lack of resources as the main negative factor. This not only affects the services and resources that can be provided to young people but also has an impact on the professionals themselves by increasing workloads to unhealthy levels. This leads to stress, anxiety, and the well-known "burnout" syndrome.

However, the problem does not only lie in the available resources and services but also in the efficiency of the network that provides and distributes them. It is essential to have greater involvement, organisation, and collaboration from public, private, and third-sector institutions.

From a professional perspective, there is a call for improvement in psycho pedagogical skills for both trainers and those who work with young people in order to effectively connect with this audience. In fact, one of the key points that has been emphasised is the existence of an intergenerational cultural gap. Young people (aged 15 to 29), born in the digital era, have different ways of relating, expressing themselves, and different goals/values compared to the professionals who usually serve them. Generational differences have always existed, which created a barrier in dialogue between the parties. However, the current conditions we face today, following the 2008 economic crisis and the COVID-19 pandemic, have seriously altered certain pre-existing realities. Reports indicate an increase in mental health problems among the population in recent years. This is also reflected in how people interact, with a certain loss of the sense of community as individualistic attitudes increase to avoid social contact. If we add to this socioeconomic deterioration and the weakening of the welfare state pillars due to the consequences of the economic crises in recent years, we can understand that the context in which we find ourselves requires approaches, methodologies, and resources adapted to this situation.

Having said the above, some professionals have specifically pointed out that young people feel unheard or poorly served by the system, as it often offers them training and materials without considering their opinions or needs. The influence of

professionals and counsellors is vital, hence the demand for greater presence (and flexibility) of these human resources within schools and other institutions. However, when these professionals do not apply an appropriate person-centred approach, they can lead families/legal guardians and/or young people to make decisions that may prove to be misguided over time. Investing in vocational education & training (VET) can be one of the key preventive strategies against academic failure for this type of student, as it involves a more practical type of activity that is linked to kinesthetic knowledge.

However, there is still some resistance (in some cases) from society in general, and particularly from families, to accept this type of career due to unfounded prejudices that have become ingrained in the collective mindset, seriously harming the reputation of this sector. Fortunately, the current trend and context are leading vocational education to regain its place in society as a future career option. Therefore, it is also necessary to work with families to change this stigmatisation, and greater dissemination of the benefits of opting for such professions is expected from public entities.

In connection with the topic of families, they are considered (along with professionals and trainers representing the aforementioned institutions) as another fundamental pillar for the education of young people. A lack of discipline and respect towards authority figures can often begin within the family, eventually leading to a series of routines and behaviours that are harmful both to the young person and to the overall coexistence. Therefore, it is essential for family members to have the tools to address and redirect these types of situations.

3.2 Recommendations

After conducting an analysis of the conclusions, we present the following suggestions so that professionals can make the best possible use of this document when developing the **action plan**.



The action plan, as we know, would be the ultimate goal of the intervention. This plan must be elaborated with the necessary and obligatory participation of the user due to legal and methodological justifications that we have discussed throughout the third statement.

Therefore, to enable the existence and success of this plan, collaboration between both parties is required in the following aspects:

Professional

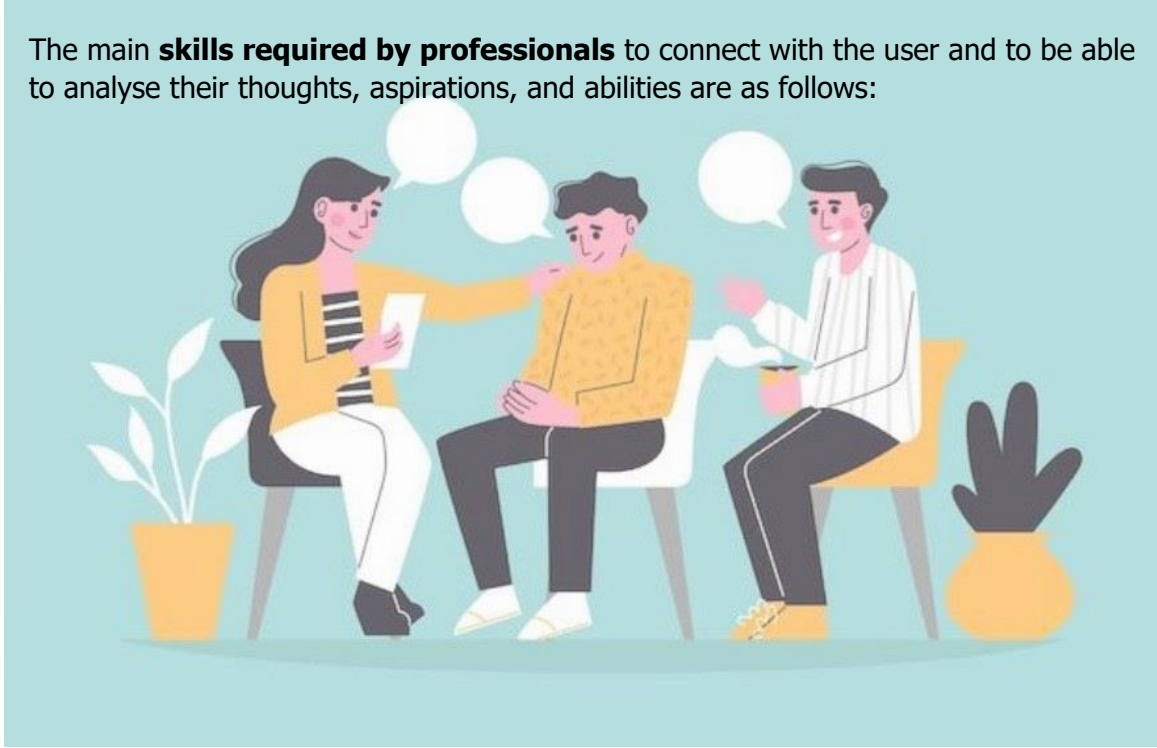
- Understand the personal situation of the user being attended to (family context, previous history, goals & objectives of the person).
- Recognise the abilities (competencies, skills and knowledge) and tools that the requesting person has access to.
- Have adequate knowledge of the legislative framework, resources and social services available.
- Ensure that the aforementioned points are correctly linked through an action plan co-created with the user.

Young

- Be able to recognise their own abilities (competencies, skills and knowledge) and the tools available in their context.
- Be able to self-assess one's own capabilities (having a critical opinion).
- Establish and define their personal objectives.
- Work on the areas requiring co-designed intervention in the action plan.



The main **skills required by professionals** to connect with the user and to be able to analyse their thoughts, aspirations, and abilities are as follows:



- ★ Empathetic listening as a tool to establish essential connections between the parties, allowing the inquiry of relevant information. This, in turn, helps form our professional opinion by seeking the motivational aspect of the proposals throughout our intervention (remember the importance of maintaining a person-centred approach).
- ★ Having the necessary knowledge in psychology to recognise and distinguish different emotions and moods, making the user aware of the impact of their actions.
- ★ Knowing how to conduct a SWOT analysis for the user, describing and linking present needs with personal objectives/goals and available tools.
- ★ Enhancing the necessary skills to achieve self-determination and autonomy for individuals.

- ★ Understanding the different mechanisms in the teaching-learning process (approaches-methodologies). The aim is to significantly improve this process, ensuring effective communication between parties and reinforcing its motivational nature.

As **for the user**, they should be able to acquire the skills and competencies to:



- ★ Express and understand their feelings and thoughts.
- ★ Create future plans considering available tools and personal motivations.
- ★ Take responsibility for their own actions.
- ★ Recognise and possess the necessary skills to maintain an independent life.

"Finally, it is crucial to emphasise the need for professionals to be aware of (and stay updated on) and inform the user about the available services and tools, as well as the legal framework that governs them. This knowledge is one of the essential components required to create a good action plan, as it provides possible solutions to the identified needs, whether in terms of counselling, knowledge acquisition, competencies, or infrastructure.

This underscores the relevance of producing and presenting this guide, as it compiles some of these resources in the form of projects, programs, platforms, or scientific research currently in effect and/or have proven their effectiveness in the past. Consequently, they serve as reliable tools to inspire and guide professionals. The

information contained within, as detailed earlier, has been organised following criteria to enhance its accessibility and usability.

Therefore, you can search among them based on your preference:



Image 13. Bar chart. Organisation of the Toolkit provided. Own elaboration

That said, the final annex, which includes all known good practices, is as follows (note that they are listed in alphabetical order according to the name of the practice):

TYPE	FUNCTION	#Tags	Target Group	NAME	SUMMARY
Tools & Resources	Preventive	- Mental health - Pedagogical	- Educative community (teachers)	<i>Course on mental health and wellbeing of young people in primary education</i>	Course funded by the Danish State for secondary school teachers to learn how to identify aspects related to students' mental health. [Danish] https://psykinfo.regionsyddanmark.dk/born-og-unge/born-unge-og-mental-trivsel-pa-folkeskoler-efterskoler-og-ungdomsuddannelser/tilbud-til-folkeskoler
		- Mental health - Pedagogical	- Educative community (teachers)	<i>Course on mental health and wellbeing of young people in secondary education</i>	Course funded by the Danish State for secondary school teachers to learn how to identify aspects related to students' mental health. [Danish] https://psykinfo.regionsyddanmark.dk/born-og-unge/born-unge-og-mental-trivsel-pa-folkeskoler-efterskoler-og-ungdomsuddannelser/tilbud-til-ungdomsuddannelser
		- Competencies - Education in values - Mental health - Pedagogical	- Children - Teenagers	<i>'Give the Youth a voice'</i>	The aim is to facilitate the research communication on mental health, data and technology use. It provides a number of tools for teachers (including different methodologies). https://www.scienceathome.org/community/blog/corona-minister-in-action/

		<ul style="list-style-type: none"> - Socio-occupational Counselling 	<ul style="list-style-type: none"> - Children - Young 	<i>'Informative' Event</i>	<p>Information event for young people and children where educational programmes available in Slovenia and other countries are presented.</p> <p>https://www.informativa.si/?lang=en</p>
		<ul style="list-style-type: none"> - Competencies - Crime prevention - Education in values - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Educative community 	<i>Preventing bullying and reducing violence among minors</i>	<p>To prevent bullying and violence among minors by focusing on the early phases of violence. Furthermore, it also supports the first-line practitioners with effective tools to prevent and manage bullying issues, such as school counselling services and a training strategy for relevant stakeholders.</p> <p>https://eucpn.org/document/preventing-bullying-and-reducing-violence-among-minors-in-slovenia-skupaj</p>
		<ul style="list-style-type: none"> - Competencies - Education in values - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Educative community 	<i>The adverse childhood experiences Hub Wales</i>	<p>The priority is to ensure that all schools are aware, inclusive and trauma-informed, helping children to flourish.</p> <p>https://eucpn.org/document/preventing-bullying-and-reducing-violence-among-minors-in-slovenia-skupaj</p>
	Reducing	<ul style="list-style-type: none"> - Competencies - Education in values - Socio-occupational counselling 	<ul style="list-style-type: none"> - Young 	<i>D'Jaz</i>	<p>Social study focused on the support provided by social professionals to vulnerable young people (orphans) aged 18 to 21 to assist them in their transition to adulthood.</p> <p>[French]</p> <p>https://www.udaf82.fr/8480-institution-familiale.htm#par61796</p>
		<ul style="list-style-type: none"> - Competencies - Education in 	<ul style="list-style-type: none"> - Young (NEETs) 	<i>'IdA' programme (Integration)</i>	<p>Educational programme for young NEETs (unemployed young people who are not receiving training) that</p>

		<ul style="list-style-type: none"> values - Pedagogical - Socio-occupational counselling 		<p><u><i>durch Austausch)</i></u></p>	<p>aims to increase their employability through an exchange programme in which they are monitored by professionals. It is a shock therapy where they develop their skills and acquire values.</p> <p>https://ec.europa.eu/esf/main.jsp?catId=67&langId=en&newsId=2496</p>
		<ul style="list-style-type: none"> - Disability - Mental Health - Pedagogical - Socio-sanitary Counselling 	<ul style="list-style-type: none"> - Young - Adults - Educative Community 	<p><i>'Mira' Programme</i></p>	<p>The MIRA programme aims at early care, prevention and treatment of mental health problems, connecting services, professionals, documentary resources, etc.</p> <p>[Slovenian]</p> <p>https://www.zadusevnozdravje.si/o-programu/opis-programa/</p>
		<ul style="list-style-type: none"> - Competencies - Education in values - Mental health - Socio-occupational counselling 	<ul style="list-style-type: none"> - Young (NEETs) - Adults - Educative community (teachers) 	<p><u><i>'NEETS in Action'</i></u></p>	<p>This project aims to reintegrate NEETs into the labour market and improve their social inclusion. To this end, different measures are carried out, such as awareness-raising campaigns among the population, training in psychological and social communication skills (among others), education in values, socio-occupational counselling, establishment of employability networks, etc.</p> <p>https://neetsinaction.eu/</p>
		<ul style="list-style-type: none"> - Socio-occupational Counselling 	<ul style="list-style-type: none"> - Children - Young 	<p><u><i>'Ostal' Platform, ADIL</i></u></p>	<p>Initiative to encourage access to housing for young people, putting landlords and interested parties in contact with each other and providing legal advice to both. It also disseminates and promotes events so that young people can participate in them.</p>

		<ul style="list-style-type: none"> - Competencies - Education in values - Socio-occupational and socio-sanitary counselling - Youth crime prevention 	- Young	<u>'PAE' project</u>	<p>Project that supports the autonomy of young people in vulnerable situations and who have had or are involved in criminal proceedings. Actions are carried out in different areas such as personal autonomy training, training, socio-labour orientation and therapeutic support.</p> <p>[Spanish]</p> <p>https://fundacionamigo.org/pae/</p>
		<ul style="list-style-type: none"> - Competencies - Mental health - Pedagogical 	- Young adults	<u>Production Schools</u>	<p>The goal of these private institutions is to provide training to young people who have not completed basic secondary education, equipping them with competencies necessary for the job market.</p> <p>https://eng.uvm.dk/upper-secondary-education/production-schools</p>
		<ul style="list-style-type: none"> - Competencies - Education in values - Socio-occupational counselling 	- Young (NEETs)	<u>'Second chance Schools'</u>	<p>A municipal school offering a socio-educational service to help young people between 16 and 21 years of age to retrace their educational path. They receive a personalised apprenticeship, where they develop their skills.</p> <p>[Spanish]</p> <p>https://ajuntament.barcelona.cat/educacio/es/mas-de-16-anos/educacion-lo-largo-de-la-vida/escuela-municipal-de-segundas-oportunidades</p>
		<ul style="list-style-type: none"> - Competencies - Disability - Pedagogical - Socio-occupational and socio-sanitary 	- Educative community	<u>'Top House'</u>	<p>Training programme that trains professionals who work with disabled or vulnerable groups to achieve the best possible performance in their functions as socio-labour councillors in relation to the autonomy and independence of people.</p> <p>https://supportgirona.cat/en/projecte</p>

		counselling			s/top-house/continguts
		<ul style="list-style-type: none"> - Competencies - Education in values - Pedagogical 	- Young	<i>'Youth celebrates film Making'</i>	<p>Film festival organised by social organisations where young people can present their projects and compete for a prize.</p> <p>[French]</p> <p>https://www.mda30.com/candidature-festival-cine-2022/</p>
	Mixed-Hybrid	<ul style="list-style-type: none"> - Mental Health - Socio-sanitary Counselling 	<ul style="list-style-type: none"> - Children - Young 	<i>'Bru-Stars'</i>	<p>A mental health network for children and adolescents in Belgium.</p> <p>http://www.bru-stars.be/en/</p>
		<ul style="list-style-type: none"> - Competencies - Digital competencies - Disability - Education in values 	- Young	<i>'COCEMFE Generation'</i>	<p>This is an initiative that supports the promotion (and training) of young people with disabilities to visualise their situation and their daily lives as a means of achieving normalisation and full inclusion in society.</p> <p>[Spanish]</p> <p>https://www.cocemfe.es/generacion/</p>
		<ul style="list-style-type: none"> - Disability - Education in values - Socio-occupational Counselling 	<ul style="list-style-type: none"> - Children - Young - Adults - Educative Community 	<i>'Diverza' Project</i>	<p>Social inclusion project to help people with disabilities to normalise their situation within their community, carrying out awareness-raising actions and actively seeking employment.</p> <p>[Spanish]</p> <p>https://fuentesdeandalucia.org/el-ayuntamiento-presenta-el-proyecto-diverza-un-nuevo-enfoque-para-los-recursos-y-servicios-destinados-a-las-personas-con-capacidades-</p>

					diferentes/
		<ul style="list-style-type: none"> - Disability - Mental Health - Pedagogical - SEN attention - Socio-occupational Counselling 	<ul style="list-style-type: none"> - Children - Young - Adults - Educative Community 	<i>'EHCP' (Education health and care plan)</i>	<p>A professional will help to co-create a centred plan that defines the goals of the person and how he can reach them. This plan needs to be reviewed yearly or under other type of circumstances.</p> <p>https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx#:~:text=An%20education%2C%20health%20and%20care%20plan%20(EHCP)%20is%20a,to%20overcome%20barriers%20to%20learning</p>
		<ul style="list-style-type: none"> - Competencies - Disabilities - Education in Values - Socio-occupational Counselling 	<ul style="list-style-type: none"> - Young 	<i>'Empower Youth without limits' Project</i>	<p>Social inclusion project whereby young people with special needs and disabilities were trained in competencies and soft skills to increase their employability while being protagonists in their awareness-raising activities.</p> <p>https://cocemfesevilla.es/en/european-programs/empower-youth-without-limits</p>
		<ul style="list-style-type: none"> - Competencies - Mental health - Pedagogical 	<ul style="list-style-type: none"> - Educative community (teachers) 	<i>'Happiness in the classroom'</i>	<p>Help teachers to implement curriculum activities that stimulate the development and training of mental health strategies and skills.</p> <p>[Dutch]</p> <p>https://www.gezondleven.be/settings/gezonde-school/mentaal-welbevinden-op-school/gelukindeklas</p>
		<ul style="list-style-type: none"> - Competencies - Mental health 	<ul style="list-style-type: none"> - Teenagers - Young 	<i>'Happyless'</i>	<p>It is a classroom intervention to promote well-being and happiness and to prevent depression symptoms in young people.</p>

		- Pedagogical			https://www.trimbos.nl/english/
		- Mental health - Socio-sanitary counselling - Shelter house	- Young - Adults	<i>'MDA-PAEJ 82'</i> <i>programme</i>	Shelter house that opens its doors to individuals aged 11 to 25 (or their families) where they are attended by professional counsellors and psychologists. [French] https://www.mda82.org/mda-82/
		- Mental health - Social-sanitary counselling - Pedagogical	- Young - Adults - Educative community (teachers)	<i>Mental health and wellbeing counselling service for children and young people</i>	Place that offers counselling for parents, youth, and education professionals in the field of mental health. [Danish] https://psykinfo.regionyddanmark.dk/born-og-unge/born-unge-og-mental-trivsel-pa-folkeskoler-efterskoler-og-ungdomsuddannelser/tilbud-til-folkeskoler
		- Mental health - Socio-sanitary counselling	- Young - Adults	<i>'Mieppi Unit'</i>	Free mental health treatment service for people over 13 years of age. https://www.hel.fi/en/health-and-social-services/health-care/mental-health-services/mental-health-service-unit-mieppi
		- Disability - Mental Health - Socio-sanitary Counselling	- Young	<i>'Near Me' Platform</i>	Video call service offered to be attended by a health professional. This avoids patient travel and makes it easier in many cases to attend these appointments thanks to its greater flexibility. https://www.nearme.scot/
		- Mental Health	- Young	<i>'OverKop'</i>	Young people up to the age of 25 can use these points as places of

		<ul style="list-style-type: none"> - Shelter House - Socio-sanitary Counselling 			<p>refuge where they will find professionals to help them or other people in a similar situation.</p> <p>[Dutch]</p> <p>https://www.overkop.be/wat-overkop</p>
		<ul style="list-style-type: none"> - Competencies - Disability - Education in values - Pedagogical - Shelter house - Socio-occupational and socio-sanitary counselling 	<ul style="list-style-type: none"> - Adults - Young 	<p><i>'Pis Amic' Programme (Friendly House)</i></p>	<p>An initiative that puts a university student in contact with a young person with a disability in which a mentoring relationship is established for both parties while they live together in the university residence.</p> <p>https://www.udg.edu/en/compromis-social/Arees/Inclusio/El-nostre-Pis-Amic</p>
		<ul style="list-style-type: none"> - Competencies - Disability 	<ul style="list-style-type: none"> - Young (SEN) 	<p><i>'POEJ' Programme</i></p>	<p>Vocational training courses for young people with disabilities under 30 years of age aimed at improving their employability.</p> <p>[Spanish]</p> <p>https://www.fundaciononce.es/es/convocatorias-de-ayudas/poej-uno-uno-2022-2023</p>
		<ul style="list-style-type: none"> - Disability - SEN attention - Socio-occupational counselling 	<ul style="list-style-type: none"> - Educative community 	<p><i>'Prehod Mladih' Project (transition to youth)</i></p>	<p>A project that provides professionals with assistance to better equip young people with special needs and help them in their transition to adulthood. The web portal offers Slovenian guidance material.</p> <p>https://prehodmladih.si/en/</p>
		<ul style="list-style-type: none"> - Competencies 	<ul style="list-style-type: none"> - Teenagers 	<p><i>'Projets de Jeunes: IDJ' (Youth)</i></p>	<p>Project that financially rewards young people's entrepreneurial ideas.</p>

		- Pedagogical	- Young	<i>Project)</i>	[French] https://www.tarn-et-garonne.gouv.fr/Actions-de-l-Etat/Jeunesse-sport-et-vie-associative/Projets-de-jeunes-IDJ-un-soutien-technique-et-financier-pour-des-jeunes-de-11-a-28-ans
		- Competencies - Disability - Education in values - Mental health - Pedagogical - SEN attention - Socio-occupational counselling	- Young (SEN & NEETs)	<i>'PUM-O+' Programme</i>	Educational programme adapted for SEN between 15 and 29 years of age in order to assist them in their graduation and vocational training. The programme has a person-centred approach, with a strong pedagogical and psychological focus. That is why analytical, communicative, social and psychological competences are worked on a lot. https://www.mocis.si/pumo-2/
		- Disability - Socio-occupational Counselling - Socio-sanitary Counselling	- Young - Adults	<i>'Raison des Ados' (Teenager reason)</i>	Support platform for families with children with disabilities for counselling. [French] http://www.resado82.com/le-reseau/association-la-raison-des-ado
		- Competencies - Disability - Education in values - Pedagogical	- Young - Adults - Educative community	<i>'VALUABE'</i>	Training course for people with intellectual disabilities to improve their employability in the hospitality sector. There are also courses to improve the management skills of managers to work with this type of staff. https://www.valueablenetwork.eu/
		- Competencies	- Educative	<i>'100% respect-</i>	It provides training for youth professionals and psycho-

		<ul style="list-style-type: none"> - Crime prevention - Education in values - Mental health - Pedagogical 	community	<i>campaign against bullying and cyberbullying</i>	<p>pedagogues to help them detect as well as prevent bullying.</p> <p>https://eucpn.org/document/100-respect-campaign-against-bullying-and-cyberbullying</p>
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TYPE	FUNCTION	#Tags	Target Group	NAME	SUMMARY
Approaches & Methodologies	Preventive	<ul style="list-style-type: none"> - Education in values - Pedagogical 	<ul style="list-style-type: none"> - Educative community (teachers) 	<i>'BOOST' Project</i>	<p>Development of a new approach to integrate social and emotional learning (SEL) in teachers' pedagogical skills and classroom interaction.</p> <p>www.boostproject.eu</p>
	Reducing	<ul style="list-style-type: none"> - Competencies - Disability - Pedagogical - Socio-occupational counselling 	<ul style="list-style-type: none"> - Young - Adults - Educative community 	<p><i>Cepaim's project 'Methodological line of intervention with young people in situations of vulnerability and/or ex-guardianship</i></p>	<p>Methodology developed to promote comprehensive care for vulnerable people and help them in the transition to adult life with a gender, intercultural and human rights-based perspective.</p> <p>[Spanish] https://www.cepaim.org/areas-actuacion/intervencion-con-jovenes-y-familias/proyectos-de-intervencion-con-juventud-en-situacion-de-vulnerabilidad-y-o-ex-tutela/</p>
Mixed-Hybrid	<ul style="list-style-type: none"> - Competencies - Digital Competencies - Disabilities 	<ul style="list-style-type: none"> - Young & disability (YPWD) 	<p><i>'COCEMFE's Generation'</i></p>	<p>This is an initiative that supports the promotion (and training) of young people with disabilities to visualise their situation and their daily lives as a means of achieving normalisation and full inclusion in society.</p>	

		- Education in values			[Spanish] https://www.cocemfe.es/generacion/
		- Competencies - Education in values - Pedagogical	- Children - Young - Adults	<i>'Los Salesianos' Educational Sport</i>	The Salesians' educational sport project is based on the use of sport as a means of transmitting values and training in skills. [Spanish] https://www.salesianos.edu/pastoral-juvenil/deporte-educativo/
		- Competencies - Drugs & rehabilitation - Education in values - Mental Health - Pedagogical	- Educative community	<i>'Motivational Interviewing (MI)'</i>	Pedagogical approach (using interviews as a tool) designed to be used by professionals dealing with individuals with addiction issues. [Danish] https://sbst.dk/tvaergaende-omrader/virksomme-indsatser/dokumenterede-metoder-boern-og-unge/om-virksomme-indsatser-til-boern-og-unge/motiverende-interview
		- Pedagogical	- Educative community (teachers)	<i>'Narrative pedagogical approaches'</i>	Educational approach in which the teaching of specific content is structured through a narrative from which knowledge is extracted. https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=3869&context=tqr
		- Competencies - Mental Health - Pedagogical	- Educative community (teachers)	<i>'Participation framework'</i>	An approach that serves to enhance the active listening skills of practitioners so that this has an impact on the participation of children and young people in the decision-making process. https://hubnanog.ie/participation-framework/

		- Pedagogical	- Educative community (teachers)	<i>'Situated Learning Methodology'</i>	<p>Educational method based on creating meaningful learning contexts where students develop competency-based learning. It is characterised by the use of cooperation, teamwork, and analytical methods.</p> <p>https://www.sciencedirect.com/science/article/abs/pii/B0080430767024426</p>
		- Mental Health - Pedagogical	- Young - Adults - Educative community	<i>'The ABC's of Mental Health'</i>	<p>How to promote mental health and well-being for individuals and across organisations, municipalities and associations.</p> <p>https://psychology.ku.dk/abc/</p>

Image 14. Final Table of Best Practices collected. Own elaboration