Fundación Escuela de Solidaridad & Proyecto KIEU

March 2020, Spain

ANALYSES OF THE COUNTRY`S NEEDS IN TERMS OF YOUTH AND SOCIAL WORKERS SKILLS` NEEDS FOR REACH OUT ACTIVITIES TO MARGINALIZED YOUTH-STUDY ON YOUTH/SOCIAL WORKERS OR

Street APP for Inclusion

CONTENT

INFO FOR THE PROJECT

STREET-APP 4 INCLUSION is a 24 months Strategic Partnership Innovation project in the area of YOUTH, focusing on Youth workers' capacity building processes for more effective inclusive reach-out activities for marginalized people.

The project wants to enter into the grass-root dimension in which the 6 partners daily operate, highlighting the social inequities still affecting vulnerable target groups like street children addicted to drugs, new migrants, youngsters with disabilities, Roma minors, orphans and abused children, isolated youngsters living in rural areas as well in neglected urban suburbs.

The transnational partnership moves from a common grass-root background and agreed on the MAIN OBJECTIVE of empowering and strengthening each partner methodology and digital competences of their youth workers for tackling common vulnerable target groups with effective reach-out activities based on creative approaches: social circus, social theatre and music, NFE.

Aim of the project is to improve with an innovative ICT tool, namely an interactive and supportive APP for youth workers working in field interventions, the quality and effectiveness of reach out activities for inclusion. A portable app displaying strategies for preparing social interventions, self-assessing it, and a real time portable tutorship for the community of youth workers dealing with disadvantaged beneficiaries and difficult environmental conditions. Free downloadable APP with a wide spreading potential across European community of youth and social workers and directly updated by real cases experienced by practitioners from EU organizations.

EXPECTED RESULTS AND LONGER TERM BENEFITS

- IO1 Research on youth workers' skills needs

- IO2 STRET-APP digital app

- IO3 Awareness raising campaigns in all countries on social issues and quality of youth work

- Two joint staff training events including a Social Art Festival Exhibition for dissemination purposes

- 4 multiplier events for disseminating project results and innovation

- Inspiration of New long-term effective policies on YOUTH and social inclusion by relevant national and EU policy makers

- Social disadvantage reduced.

INTELLECTUAL OUTPUTS:

O1 Research phase: analysis of each participating country's needs in terms of youth and social workers skills' needs for reachout activities to marginalized people - Research will focus on the current situation about marginalized groups (more specific for each country), do the organizations provide activities for marginalized groups, what are the needed skills and competences when working on outreach activities for marginalized groups, what are the legal situations in the countries, are there enough outreach activities for marginalized groups, what are the benefits and impact on the communities, what are the missing tools for effective activities with a specific focus on digital devices. The research will give an overview of the situations in the countries and will give directions and ease the work of the other project activities and development of following IOs. The research will stress also on Digital Competences of youth and social workers and the integration of digitalization within organizations' outreach activities

O2 Creation of an integrated APP for supporting youth workers on real cases outreach activities with a youth workers' community real time tutorship - Melazeta srl, task leader according to its IT skills, will create the STREET-APP, an interactive and supportive mobile APP for youth workers working in field interventions. The name STREET was inspired by the Street outreach activities on marginalized clients that most of partner organizations have been developing in the neglected areas of urban, suburban and rural areas in the 4 countries. The STREET APP will help establishing a community of youth and social workers for sharing real time tutorship and real cases experienced by practitioners from EU organizations which are directly involved in non-formal education and inclusion activities through creative outreach activities and street-units interventions.

O3 Public awareness campaigns and outreach activities for wide audience, organizations and relevant policy makers - O3 is a core output for the project aiming at reaching the widest audience, namely citizens, youth organizations, public bodies, NGOs and multipliers stakeholders at local, regional, national and EU level. The experienced IO lead, Fundatia PARADA will conceive awareness raising campaigns based on a tangible set of activities, events and contents. All developed messages will focus on the right for inclusion, respect of human rights for marginalized people sensitizing public opinion on social issues and Quality of youth work connected to outreach activities. The inspiring document will be Agenda 2030 and its development goals on Human rights respect and development and Right for Education for all.

INFO FOR THE STUDY/ANALYSIS OF THE COUNTRY`S NEEDS IN TERMS OF YOUTH AND SOCIAL WORKERS SKILLS` NEEDS FOR REACH OUT ACTIVITIES TO MARGINALIZED YOUTH

This study follows deep research about the situation with marginalized groups in the partner organizations countries. This research investigatecountries' needs in terms of youth and social workers skills' needs for professional development on outreach activities for marginalized clients.

The results of the study gives an overview of the situations in thecountries and directions in order to ease the work of the other project activities and development of following IOs of the project activities. The results of the studyfocus on Digital Competences of youth and social workers and the integration of digitalization within organizations' outreach activities.

The study focuses on the current situation about marginalized groups in the topics:

➢ activities provided for the target group by the organizations operating on local level;
➢ competencies the youth workers which are providing the activities have;
➢ legal situations with target groups in the countries;
➢ benefits and impact on the community;
➢ need for the use of digital devices and digital application.

The study is consisted of two different questionnaires:

-NGOs/institutions which are providing activities for the target group on local and national level and

-youth workers which are implementing the activities for the target group.

The study was implemented in Italy, Romania, North Macedonia and Spain in the period of January-March 2020.

Co-funded by the
Erasmus+ Programme
of the European Union

In Spain, 37 questionnaires were collected including

26 youth workers | 11 organizations

ANALYSES OF THE COUNTRY`S NEEDS IN TERMS OF YOUTH AND SOCIAL WORKERS SKILLS` NEEDS FOR REACH OUT ACTIVITIES TO MARGINALIZED YOUTH-STUDY ON YOUTH/SOCIAL WORKERS OR EDUCATORS

SECTION I ACTIVITIES DELIVERED FOR MARGINALIZED GROUPS ON LOCAL LEVEL BY YOUTH ORGANIZATIONS

PROVISION OF ACTIVITIES ON LOCAL LEVEL FOR DIFFERENT MARGINALIZED GROUPS OF YOUNG PEOPLE

According to the answers provided to the question, 90% or 9 of the organizations are providing activities for young people facing cultural differences, 80% or 8 of the organizations are providing activities for young people facing social obstacles, 80% or 8 organizations are providing activities for young people facing educational difficulties, 70% or 7 organizations are providing activities for young people facing economic obstacles, 60% or 6 organizations are providing activities for young people with disabilities, 40% or 4 of the organizations young people facing health problems and 40% or 4 with young people facing geographical obstacles.

As a conclusion to the provision of the activities for marginalized groups of young people in Spain, the biggest number of organizations is providing activities for young people facing cultural differences.

Provision of activities on local level for marginalized groups
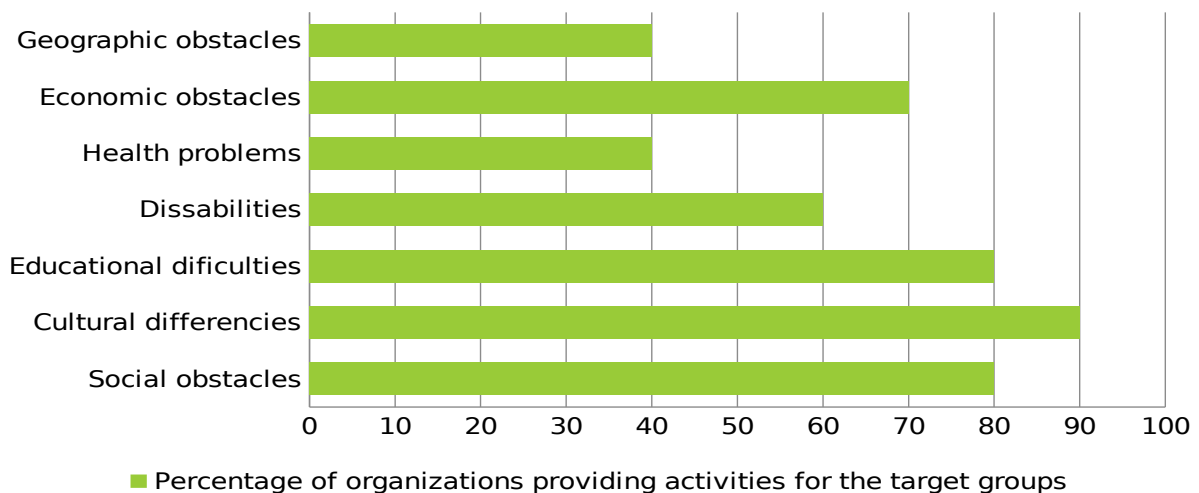
Graphic no.1 Provision of activities for marginalized groups

CONTENT OF THE ACTIVITIES IMPLEMENTED BY THE ORGANIZATIONS ON LOCAL LEVEL FOR MARGINALIZED GROUPS

Work with unaccompanied	Help with the spanish language to	Social and work orientation	International youth mobility

foreign minors	the foreigns		
European programmes for youth people	Local network with young people	LGTBI	Circus workshops
Help to the desestabilized families	Hosting people on risk of exclusion	Work on the home tasks	

Table no. 1 Content of the activities provided for marginalized groups by the organizations

PRIMARLY TARGET GROUP WHICH THE ORGANIZATIONS ARE PROVIDING ACTIVITIES FOR

Young people	Families	LGTBI	Infancy
Rural people	Social workers	Youth workers	Unaccompanied foreign minors
Young people with a hard reality	Economic dependients	Youngsters in risk	

Table no. 2 Primarily target group of the organizations

FREQUENCY OF THE ACTIVITIES DELIVERED FOR THE PRIMARLY TARGET GROUP

According to the answers provided to the question, 40% or 4 of the organizations are providing activities ones a week, 30% or 3 organizations are providing activities every day, 20% or 2 organizations are providing activities ones a month and 10% or 1 organization is providing activities once every 3 month.

As a conclusion to the frequency of the activities in Spain, the biggest number of organizations is providing them once a week.

Frequency of activities delivered

■ Every day   ■ Once a week
■ Once a month   ■ Once every 3 month

10,00 %
30,00 %
20,00 %
40,00 %

Graphic no. 2 Frequency of activities delivered

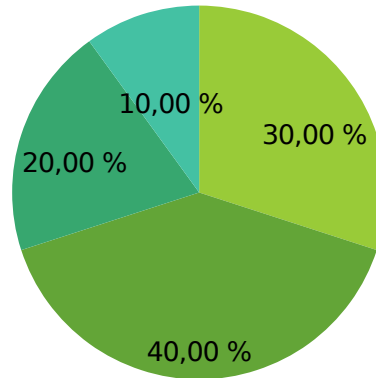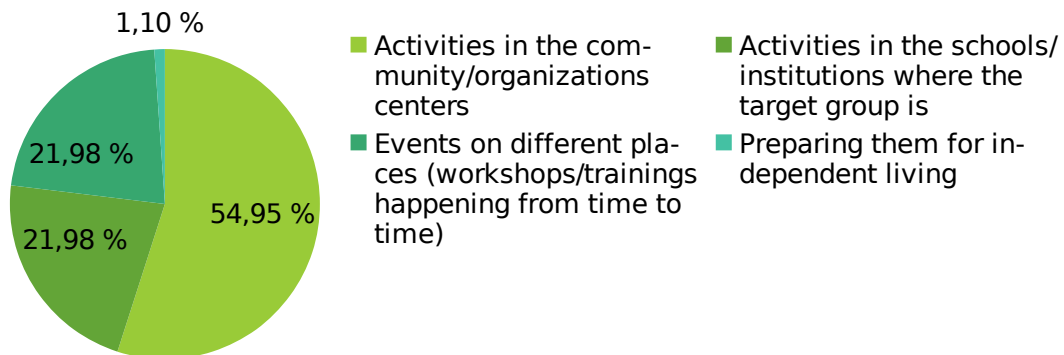### TYPE OF ACTIVITIES THE ORGANIZATIONS ARE PROVIDING FOR THE PRIMARLY TARGET GROUP

According to the answers provided to the question, 50% or 5 of the organizations are providing activities in the community/ organization centers, 20% or 2 organizations are providing activities in schools, 20% or 2 organizations are providing events in different places (workshops/trainings) and 10% or 1 organization is providing activities to prepare the target group for independent living.

As a conclusion to the frequency of the activities in Spain, the biggest number of organizations is providing activities in the community/ organization centers.

Type of Activities

1,10 %
21,98 %
21,98 %
54,95 %

■ Activities in the com-munity/organizations centers
■ Activities in the schools/ institutions where the target group is
■ Events on different pla-ces (workshops/trainings happening from time to time)
■ Preparing them for in-dependent living

Graphic no. 3 Types of activities delivered

10

CHANNELS FOR COMMUNICATIONS THE ORGANIZATIONS USES ON EVERY DAY BASIS

According to the answers provided to the question, 80% or 8 of the organizations are using social media for their communication, 70% or 7 of the organizations are using NGOs, 70% or 7 of the organizations are using specific websites, 70% or 7 of the organizations are using E-mail, 30% or 3 of the organizations are using Schools, 30% or 3 of the organizations are using Info Points, 20% or 2 of the organizations are using newspapers and 10% or 1 organization is using television/ radio.

As a conclusion to the frequency of the activities in Spain, the biggest number of organizations is using social media for communication

Communication Channels
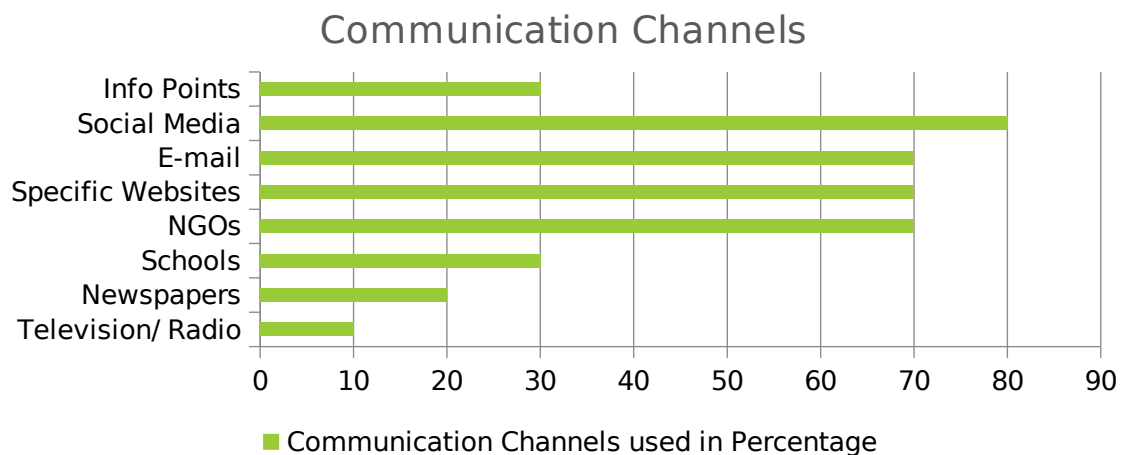
Graphic no. 4 Communication Channels used

SECTION II EDUCATIONAL PROGRAMS FOR YOUTH/SOCIAL WORKERS AND OR EDUCATORS WORKING IN THE YOUTH ORGANIZATIONS

BACKGROUND/PROFESSION OF THE PEOPLE IMPLEMENTING THE PROGRAMS FOR THE PRIMARLY TARGET GROUP OF THE ORGANIZATIONS

According to the answers provided to the question, in 50% or 5 of the organizations educators are implementing the programs, in 20% or 2 of the organizations it is people who are trained within the organization, in 10% or 1 organization it is youth workers, in 10% or 1 organization it is social workers and in 10% or 1 organization it is counselors.

As a conclusion to the background of the people implementing the programs for the primary target group in Spain most are educators.
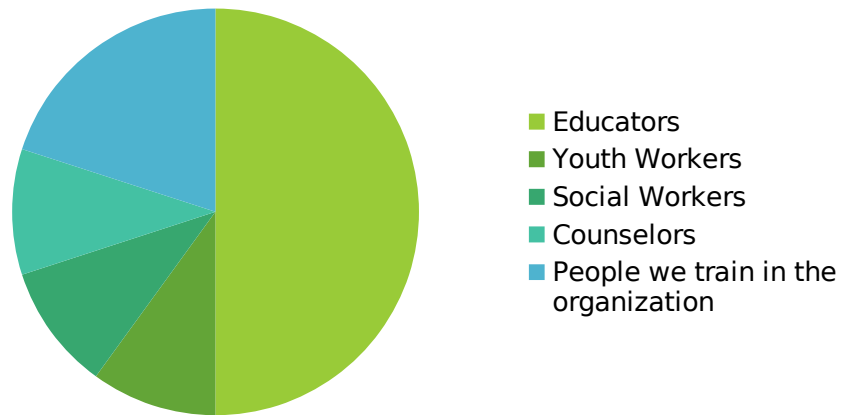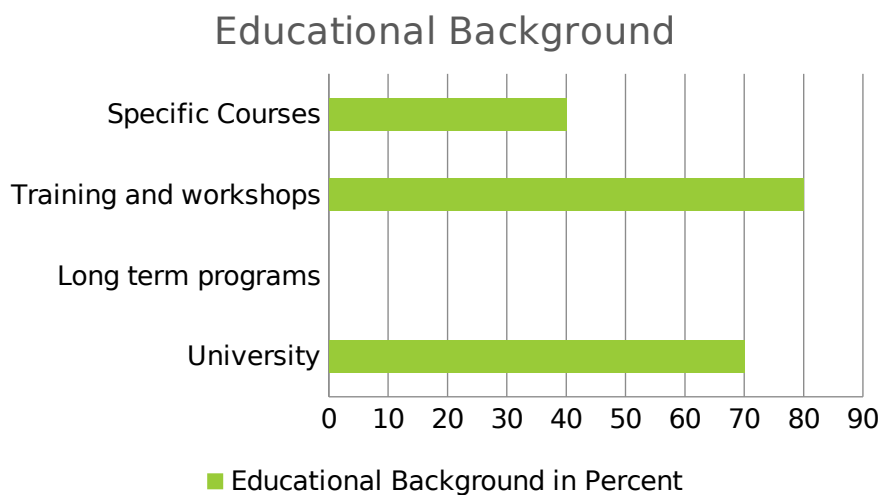
Graphic no. 5 Background of the people implementing the programs

LEARNING OPPORTUNITIES (EDUCATIONAL PROGRAMS) FOR THE PEOPLE IMPLEMENTING THE PROGRAMS FOR THE PRIMALRY TARGET GROUP OF THE ORGANIZATIONS

According to the answers provided to the question, in 80% or 8 of the organizations the workers have training and workshops as educational background, in 70% or 7 organizations they went to university, in 40% or 4 of the organizations they did specific courses and in none of the organizations did someone take part in long term training programs.

As a conclusion to the learning opportunities of the people implementing the programs for the primary target group in Spain, most are training and workshops.

Graphic no. 6 Educational Background of the people implementing the programs

## PLACES WHERE THE EDUCATIONAL PROGRAMS FOR LEARNING WERE IMPLEMENTED

According to the answers provided to the question, in 70% or 7 of the organizations workers learned on a local level, in 20% or 2 of the organizations they learned on an international level and in 10% or 1 of the organizations they learned on a national level.

As a conclusion to the places of educational programs in Spain, most are on a local level.

Places of Education

■ Local Level ■ National Level ■ International Level
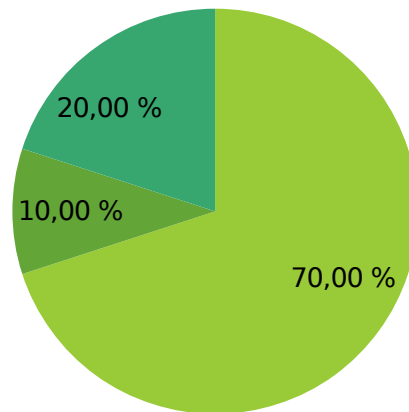
Graphic no. 7 Places of educational programs

PROVISION OF EDUCATIONAL PROGRAMS FOR THE YOUTH/SOCIAL WORKERS OR EDUCATORS FOR WAYS OF WORKING WITH THE TARGET GROUP BY THE ORGANIZATIONS WHICH ARE PROVIDING ACTIVITIES ON LOCAL LEVEL

According to the answers provided to the question, 70% or 7 of the organizations provide educational programs for their workers, 30% or 3 organizations do not.

As a conclusion to educational programs in the organizations in Spain, most of them provide it.

Does the organization provide educational programs?

■ Yes ■ No

30,00 %

70,00 %
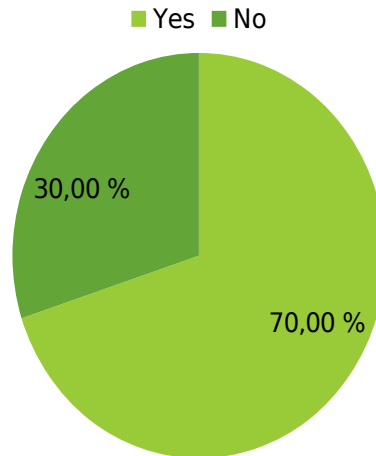
Graphic no. 8 Provision of educational programs by the organization

EDUCATIONAL PROGRAMS FOR YOUTH/SOCIAL WORKERS OR EDUCATORS PROVIDED BY THE ORGANIZATIONS ON LOCAL LEVEL

Internal education programs	Different local and international ways of learning	Practical work system	ERASMUS +
SALTO, net of international learning about youth work			

Table no. 3 Educational programs for youth/social workers or educators provided by the organizations

NEEDED SKILLS AND COMPETENCIES FOR THE YOUTH/SOCIAL WORKERS OR EDUCATORS IN ORDER TO WORK WITH THE TARGET GROUP

It is necessary more skills for the youth/social workers	Organization, teamwork, flexibility, innovation and permanent learning	Social skills	Communication and educative skills

Daily and independent life	Sensibility	Non formal education	Knowledges about european programmes and manage projects
Critical awareness	Languages	Empathy	Intercultural mediation
Groups leadership			

Table no. 4 Skills and competencies for the educators for working with the target group

SECTION IIILEGAL SITUATION IN THE COUNTRY

SERVICES OFFERED BY THE NATIONAL AND LOCAL AUTHORITIES FOR THE TARGET GROUP

Entertainment	Sport	Work formation	Mobility programs
Youth exchanges	Volunteer service	Psychology, legal and health following and counselling	Day centers
Youth centers	Adults education		

Table no. 5 Services offered by the National and local authorities

BENEFITS OFFERED BY THE NATIONAL AND LOCAL AUTHORITIES FOR THE TARGET GROUP

Formation	Independent life	Social and work inclusion	Better social reality
Education and socialization			

Table no. 6 Benefits offered by the national and local authorities

SERVICES OFFERED BY THE NON-GOVERNMENTAL ORGANIZATIONS FOR THE TARGET GROUP

Positive	Not enough	Social regression	

Table no. 7 Services offered by the NGOs

15

NEED FOR ADITIONAL SERVICES FOR THE TARGET GROUP IN GENERAL (PROVIDED BY THE NGOS AND THE GOVERNMENTAL ORGANIZATIONS)

More activities	More information	More work for the inmigrants	Facility to have a residence
New opportunities			

Table no. 8 Need for additional services by NGOs and GOs

BENEFIT AND IMPACT ON THE LOCAL COMMUNITY FROM THE INTEGRATION AND INCLUSION OF THE TARGET GROUP ON LOCAL LEVEL

Better convivence	Social cohesion	Knowledges about new cultures	Social values
Capacity for the work	Young people who wants to participate a learn new things like languages	Better life for the youngsters with less violence, crimes and thefts...	The community learn thing about the youngsters who participate in international projects
Equal society	No racism		

Table no. 9 Benefits and impact on the local communities

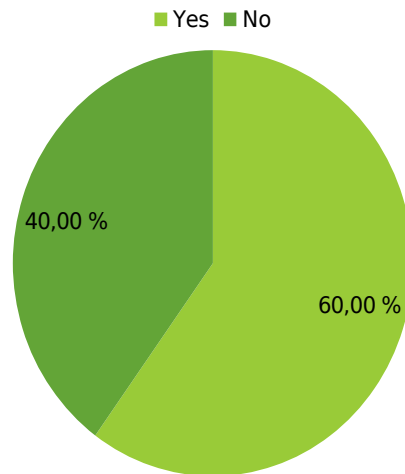## SECTION IV DIGITAL TOOLS ON BEHALF OF THE YOUTH ORGANIZATIONS

USE OF DIGITAL DEVICES IN THE EVERYDAY WORK OF THE ORGANIZATIONS

According to the answers provided to the question, 60% or 6 of the organizations focus on digital devices in their everyday work, 40% or 4 organizations do not.

As a conclusion to the use of digital devices in Spain, more organizations use them.

Focus on digital devices in everyday work

■ Yes ■ No

40,00 %

60,00 %

.

Graphic no.9 Focus on digital devices in everyday work

COMMONLY USED DIGITAL DEVICES IN THE EVERYDAY WORK OF THE ORGANIZATIONS

Computer	Mobile phone	Digitalized space for the work	Social media

Table no. 10 Commonly used digital devices by the organizations

FOCUS OF THE ORGANIZATIONS ON INTEGRATION OF DIGITALIZATION IN THE PROCESS OF ORGANIZING, COORDINATING AND MONITORING THE ACTIVITIES AND COLLECTING DATA

According to the answers provided to the question, 60% or 6 of the organizations focus on the integration of digitalization in the process of organizing, coordinating and monitoring the activities and collecting data, 40% or 4 organizations do not.

As a conclusion to the use of digital devices for organizing, coordinating, monitoring and collecting data in Spain, more organizations use them.

Focus on digitalization for organizing

■ Yes ■ No
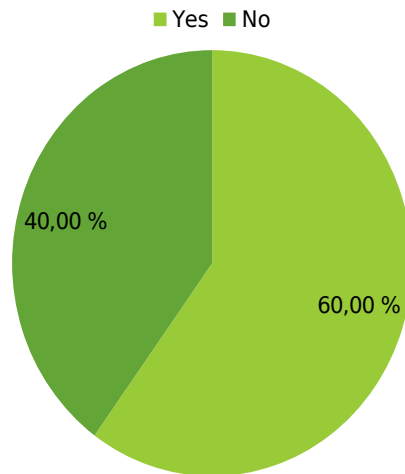
Graphic no. 10 Focus on digitalization for organizing

WAYS HOW CAN THE DIGITALIZATION SUPPORT THE PROCESS OF ORGANIZING, COORDINATING AND MONITORING THE ACTIVITIES AND COLLECTING DATA

These are the answers of the question: How can the digitalization support you in the process of organizing, coordinating and implementing the activities? Delete this part after you fill it

Organization of activities	Timetables	Make activities	

Table no.11 Ways how can the digitalization support the working processes of the organizations

THE DIGITALIZATION IS IMPLEMENTED IN THE ORGANIZATIONS IN THE FIELDS OF

These are the answers of the question: If yes tell us something more? (after the question: Does your organization focus on integration of digitalization in the process of organizing, collecting data, monitoring and coordinating the activities?)

| To realize games for study and learn	Direct communication with the young people	More implicated youngsters	

Table no. 12 Fields of digitalization

FOCUS ON INTEGRATION OF DIGITALIZATION IN THE PROCESS OF IMPLEMENTING THE ACTIVITIES BY THE YOUTH ORGANIZATIONS

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According to the answers provided to the question, 80% or 8 of the organizations focus on the integration of digitalization in the process of implementing activities, 20% or 2 organizations do not.

As a conclusion to the use of digital devices in the process of implementing activities in Spain, most organizations use them.

Digitalization for implementing activities

■ Yes ■ No
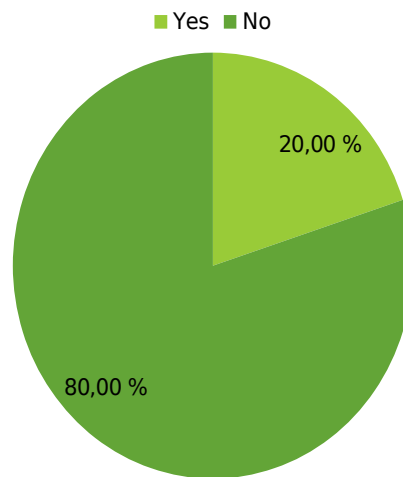
Graphic no. 11 Digitalization for implementing activities

WAYS THE DIGITALIZATION IS USED IN THE PROCESSES OF IMPLEMENTING THE ACTIVITIES BY THE ORGANIZATIONS

Better access to the information	Better communication and coordination	More easily and useful to do and share the activities	Help to work internationally

Table no. 13 Ways how the digitalization is used in the implementation of the activities by the organizations

NEED FOR NETWORKING, TUTTORING OR COMMUNITY SUPPORTIVE CHATS WITH OTHER EUROPEAN YOUTH/SOCIAL WORKERS OR EDUCATORS WITH THE AIM TO SUPPORT THE PROCESS OF PREPARING, IMPLEMENTING AND MONITORING THE ACTIVITIES THROUGH DIGITAL PLATFORMS

These are the answers from the question: Do you think a real timetutoring and community supportive chat function with European youth/social workers might be useful in preparing, implementing and monitoring reach out activities?

According to the answers provided to the question 100% or 10 organizations said that it would be useful.

Would an European real time chat be useful?

■ Yes ■ No

100,00 %
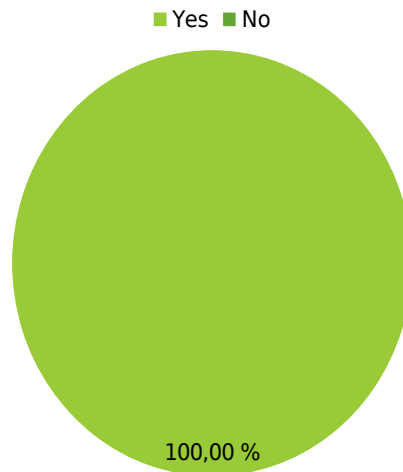
Graphic no. 12 Need of European real time chat

NEED FOR A PLATFORM FOR COMMUNICATION AND DISCUSSION WITH OTHER EUROPEAN YOUTH/SOCIAL WORKERS OR EDUCATORS WITH THE AIM TO DISCUSS THE SOLUTIONS AND DIFFICULTIES FACED IN EVERY DAY WORK THROUGH THE DIGITAL TOOLS OR SOCIAL NETWORKS

These are the answers from the question: Do you think a worldwide forum-like (or yahoo answers style) feature to be used between social workers would be useful to discuss with other peers of problems and solutions you deal with daily?

According to the answers provided to the question 100% or 10 organizations said that it would be useful.

Would a worldwide forum be useful?

■ Yes ■ No

100,00 %

Graphic no. 12 Need of worldwide forum

NEED FOR CITY OR REGIONAL AREA DIGITAL TALK BETWEEN YOUTH/SOCIAL WORKERS OR EDUCATORS

These are the answers to the question: Would a city or regional area digital chat to talk with peers be a useful feature?

According to the answers provided to the question 100% or 10 organizations said that it would be useful.
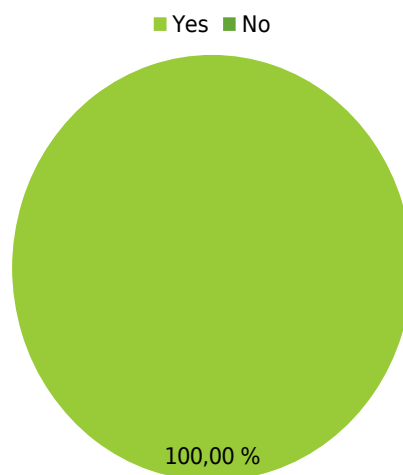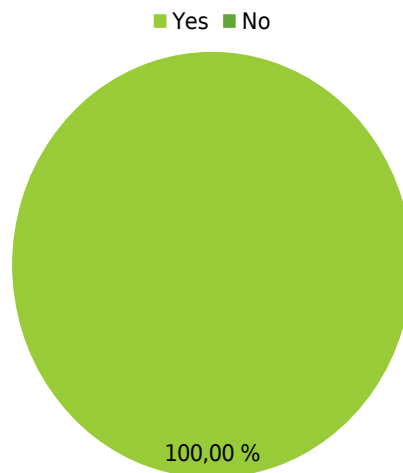
Would a regional chat be useful

■ Yes ■ No

100,00 %

Graphic no. 13 Need for a regional chat

NEED FOR A DIGITAL TOOL AND PLACE ONLINE WHERE THE ORGANIZATIONS CAN SHARE THE CONTENT PRODUCED WITH OTHER EDUCATORS AND ORGANIZATIONS ACROSS EUROPE

These are the answers to the question: Do you create content that you'd like to share with other peers online so that worldwide youth workers can benefit from your experience and knowledge?

According to the answers provided to the question, 80% or 8 organizations said that a digital tool to share content with other educators and organizations would be useful, 20% or 2 organizations were not interested in it.

As a conclusion, the majority of the asked organizations in Spain would like a tool to share content.

Do you create content you'd like to share

■ Yes ■ No

20,00 %

80,00 %
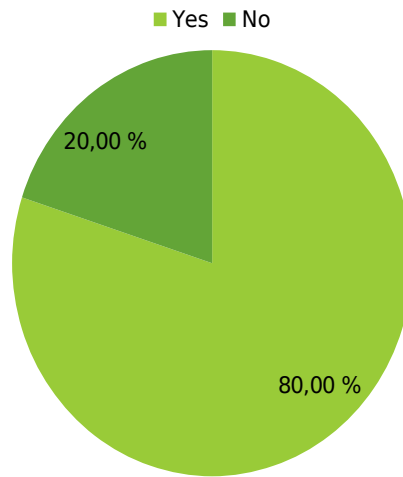
Graphic no. 14 Need for sharing content

FORMAT OF THE CONTENT PRODUCED BY THE ORGANIZATIONS WHICH THEY FEEL THE NEED TO SHARE WITH OTHER ORGANIZATIONS

Video	PowerPoint	Kahoot	Posters
Online platforms			

Table no. 14 Format of the content produced by the organizations

USEFULL THINGS WHICH THE APPLICATION SHOULD INCLUDE

Selective capacity			

Table no. 15 Recommended things for the application by the youth organizations

ANALYSES OF THE COUNTRY`S NEEDS IN TERMS OF YOUTH AND SOCIAL WORKERS SKILLS` NEEDS FOR REACH OUT ACTIVITIES TO MARGINALIZED YOUTH-STUDY ON YOUTH/SOCIAL WORKERS OR EDUCATORS

SECTION I ACTIVITIES DELIVERED FOR MARGINALIZED GROUPS ON LOCAL LEVEL BY YOUTH/SOCIAL WORKERS OR EDUCATORS

PROVISION OF ACTIVITIES ON LOCAL LEVEL FOR DIFFERENT MARGINALIZED GROUPS OF YOUNG PEOPLE BY THE YOUTH/SOCIAL WORKERS OR EDUCATORS

According to the answers provided no the question, 77% or 20 of the social/ youth workers are providing activities for young people facing social obstacles, 73% or 19 are providing activities for young people facing educational difficulties, 69% or 18 of the workers are providing activities for young people facing cultural differences, 65% or 17

for young people facing economic obstacles and also 65% for young people with disabilities, 42% or 11 of the workers are providing activities for young people facing health problems and also 42% for young people facing geographical obstacles, while 4% or 1 social worker is not providing activities for any of the marginalized groups of young people.

As a conclusion to the provision of the activities for marginalized groups of young people in Spain, the biggest number of social/ youth workers is providing activities for young people facing social obstacles.

Provision of Activities
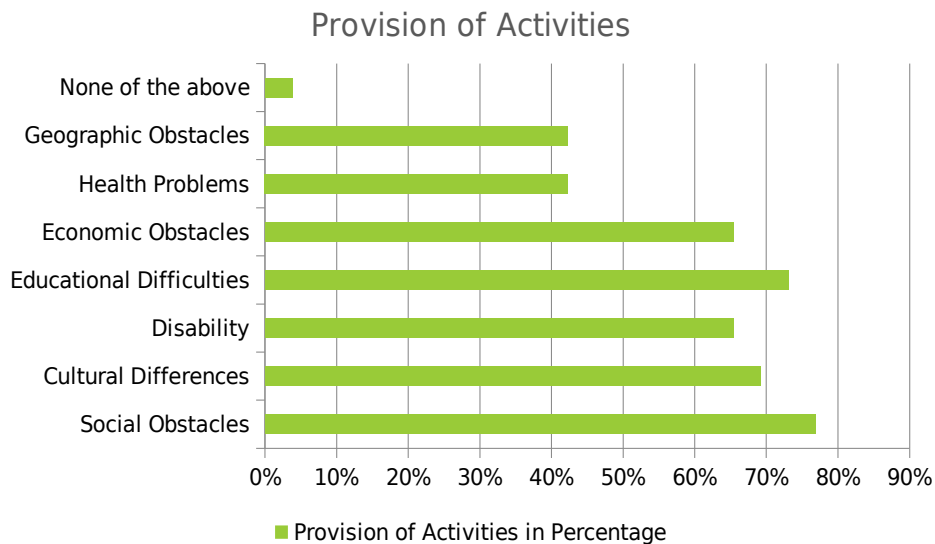
Graphic no. 15 Provision of activities

TARGET GROUP WHICH THE YOUTH/SOCIAL WORKERS OR EDUCATORS ARE WORKING

WITH

According to the answers provided to the question, 58% or 15 of the social/ youth workers are working with young people from various backgrounds, 19% or 5 are working with young immigrants and refugees, 12% or 3 are working with people with mental or physical disabilities or autism and 11% or 3 are working with families in vulnerable situations.

As a conclusion, the majority of the social/ youth workers asked in Spain are working with young people from various backgrounds.

Target Groups

■	Young immigrants and re-fugees
■	Families in vulnerable si-tuations
■	Young people with various backgrounds
■	People with mental or ph-ysical disabilities/ autism
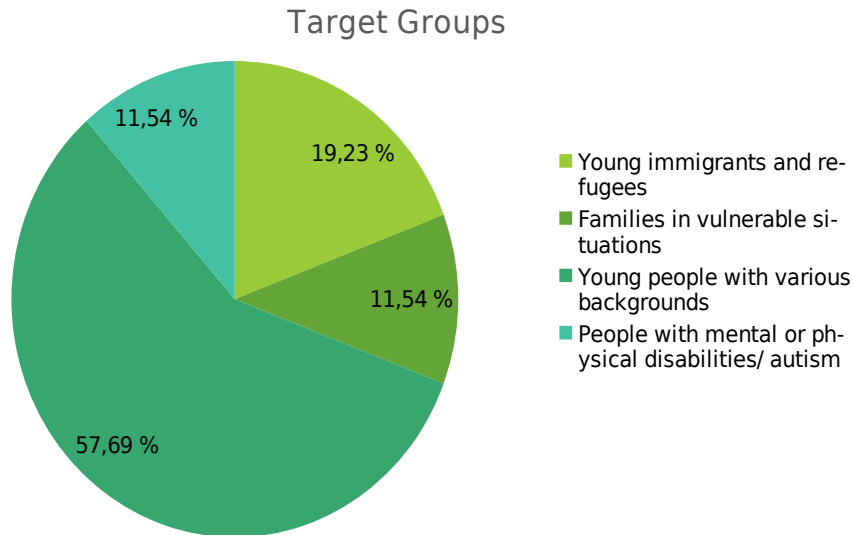
Graphic no. 16 Target groups

TYPE OF THE ACTIVITIES IMPLEMENTED BY THE YOUTH/SOCIAL WORKERS OR EDUCATORS ON LOCAL LEVEL FOR THE TARGET GROUP THEY WORK WITH

According to the answers provided to the question, 77% or 20 of the social/ youth workers are providing events in different places (workshops/trainings), 73% or 19 are providing activities in the community/ organization centers, 73% are providing outdoor activities, 58% or 15 social/ youth workers are providing activities to prepare the target group for independent living, 58% are providing activities in schools, 50% or 13 social/ youth workers are doing street work, 42% or 11 are providing counseling, 35% or 9 social/ youth workers are providing outreach activities, 12% or 3 are providing legal support and 4% or 1 person is providing homeless shelter.

As a conclusion to the types of the activities in Spain, the biggest number of social/ youth workers is providing events in different places.

Types of Activity

Graphic no. 17 Types of activities

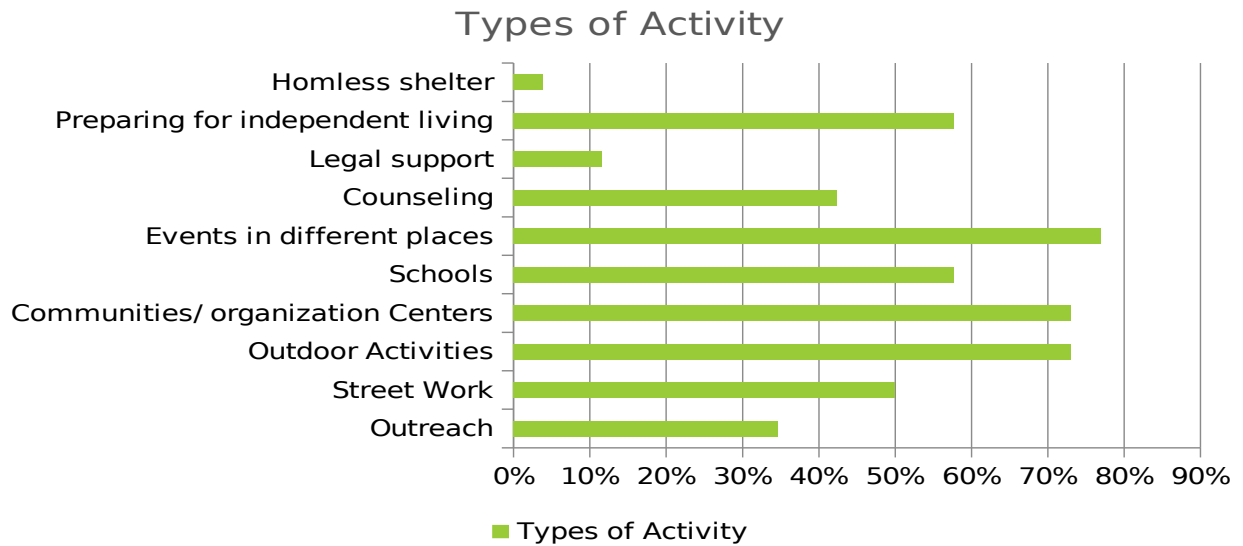## CONTENT OF THE ACTIVITIES IMPLEMENTED BY THE YOUTH/SOCIAL WORKERS OR EDUCATORS ON LOCAL LEVEL FOR THE TARGET GROUP THEY WORK WITH

We continue according to the tastes and motivation of the group to carry out the activities	Leisure activities with international values and activities	Our activities are focused on local development, both in the territory where we work and with the young people who come to the youth spaces we offer	Training in non-formal settings and entrepreneurship
The main objective is to give equal opportunities to all young people in the area, training, employment, volunteering and healthy leisure	Be aware of universal accessibility	Workshops and information activities on the opportunities in the Erasmus+ program	Work with all types of groups in different actions
Above all we focus on young people's leisure time, but we also do educational and job orientation work, search for opportunities, languages; we also work on education in values,	Youth information, non-formal education activities, sexual health, addictions, mobility, associationism, promotion of young artists, group cultural trips,...	Leisure and free time	Mainly leisure and free time activities, dynamization, advice, information, training and participation

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environmental, sexual, national and international geographic mobility through volunteering...			
Participó en grupos de apoyo al estudio y también tengo un grupo en el que me centro en prepararlos para conseguir una vida independiente pero siempre implicados con el desarrollo de su realidad más cercana.	Activities of an inclusive nature, training, prevention, referral to therapeutic activities, also of a recreational nature	Activities and support for the development of social skills and autonomy	All types
Tools in social and daily life skills, healthy living habits (hygiene, food, exercise...), emotional support, values, leisure and free time, among others.	Early and adult oriented sports activities.	Activities focused on leisure and learning through play	We organize stilts workshops with former guardians, we participate in marches and actions to raise public awareness
Accompaniment and support	Coordinate community activities, film forum, excursions	Through coordination with other resources, mutual referrals are also made between social services, organizations for judicial measures with minors, the addiction network, employment guidance, etc.	We mainly work on values, autonomy and the achievement of the formative preparation.
Coordinate Occupational Workshops, Leisure Activities, Film Forum	I'm currently doing a work of full inclusion. This work has consisted of signing up users to an ordinary football league.		

Table no. 16. Content of the activities implemented by the youth/social workers or educators

SECTION II EDUCATIONAL PROGRAMS FOR YOUTH/SOCIAL WORKERS AND OR EDUCATORS

EDUCATIONAL BACKGROUND OF THE YOUTH/SOCIAL WORKERS OR EDUCATORS

Higher Technique in Animation and Physical Sport Activities (TAFD) Technique in Social Integration (TIS) Social Education Degree student.	Art historian, art educator and leisure and recreation monitor. The work that I develop is voluntary and I started working with this group when I received an offer that specified that a youth group dependent on a school in Valencia needed monitors to attend to children and young people during school holidays	I have no academic background, I have started working together with social workers and participated in workshops	Teacher
University (Law, Social Work, Family Orientation)	I am a Socio-Cultural Animator finishing my degree in social education. I started as a monitor in an open environment program and became the coordinator of the prevention program. Currently I work with several programs, addictions, prevention and social urgency.	Early Childhood Education, Social Integration and studying Social Education	University Psychology
Superior technique of sports. Director of leisure and free time. Lifeguard. I was offered a work contract at the centre where I did my training. First as a monitor in a leisure association for people with disabilities. Later, as a caretaker in the residence service. At present I am a caretaker in a	Children's Teacher. The organization required a person who knew the control group and I volunteered to do so.	Leisure and free time monitor, social integration technician, social worker. Started working with the target group as a social integrator in a minors' centre	Higher Technician in Sociocultural and Tourist Animation. I started to work in my organization as a result of my volunteer actions within the association which were later linked to the specific studies I acquired.

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supervised home.			
Bachelor. I first volunteered for the organization and have been volunteering until the coordinator offered me a job.	Higher Technician in Social, Cultural and Tourist Animation. I started to work with young people in 2013 through the European Volunteering in Finland where I helped, collaborated and organized activities in different youth centers in Lappeenranta.	Audiovisuals. I did European volunteer work and through that I started to work with different groups.	Degree in International Relations
Graduate	Primary Education Teacher, ICTE mention, Expert in youth intervention and Leisure Time Monitor. I have been linked for a long time to work with minors, more focused on the field of Formal Education. I was attracted by the idea of being able to work from a more informal level; I was given the opportunity and since then, I have been walking in that direction.	Social Education and Higher Technician in Sociocultural Animation. Start as a monitor in camps	Social educator working as an informant and youth activist in a youth centre.
Through my membership in a Youth Association	I have a diploma in psychopedagogy, I am a leisure time coordinator and a socio-cultural animator	Vocational training module level III. I began my professional work as a community educator in 1989 in a neighbourhood marked by the social exclusion of its residents. At first we worked with our own projects aimed at children and their families. Even today, we are not recognized as a social educator, despite having started, in the 90s,	I am a social worker and I started working with young people in social exclusion and under protection as I have training in this field and it is an area that has always attracted my attention.

		the steps to create the diploma in Social Education and the creation of the School of Educators of Castilla La Mancha.	
Integrator and social educator	Degree in Social Education. I started to work in this field thanks to my university internship, which I did in the association I currently work for, although I had previously collaborated in Cáritas, giving weekly workshops in a prison (Herrera de la Mancha).		

Table no. 17. Educational background of the youth/social workers or educators

LEARNING OPPORTUNITIES (EDUCATIONAL PROGRAMS) FOR THE YOUTH/SOCIAL WORKERS OR EDUCATORS

According to the answers provided to the question, in 69% or 18 of the social/ youth workers have training and workshops as educational background, 62% or 16 did specific courses , 42% or 11 went to university and 35% or 9 took part in long term training programs.

As a conclusion to the learning opportunities of the social/ youth workers asked in Spain, most are training and workshops.


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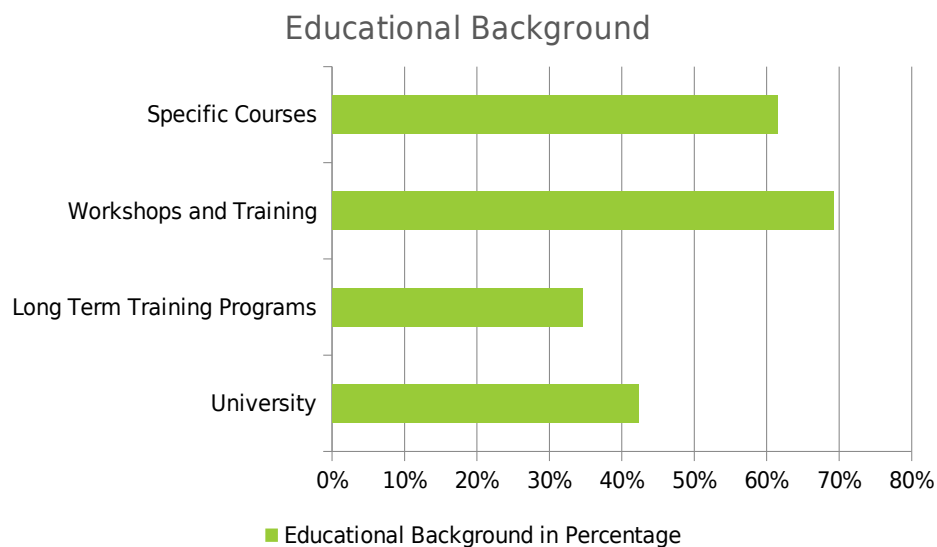
Graphic no. 18 Educational background

PLACES WHERE THE EDUCATIONAL PROGRAMS FOR LEARNING WERE IMPLEMENTED

According to the answers provided to the question, in 62% or 16 of the social/ youth workers had educational programs on a local level, 35% or 9 had programs on a local, national and international level, 27% or 7 of the workers had programs on a national level and 12% or 3 of them had programs on an international level.

As a conclusion to the educational programs of the social/ youth workers asked in Spain, most were on a local level.

Place of Educational Program

■ Place of Educational Program in Percentage
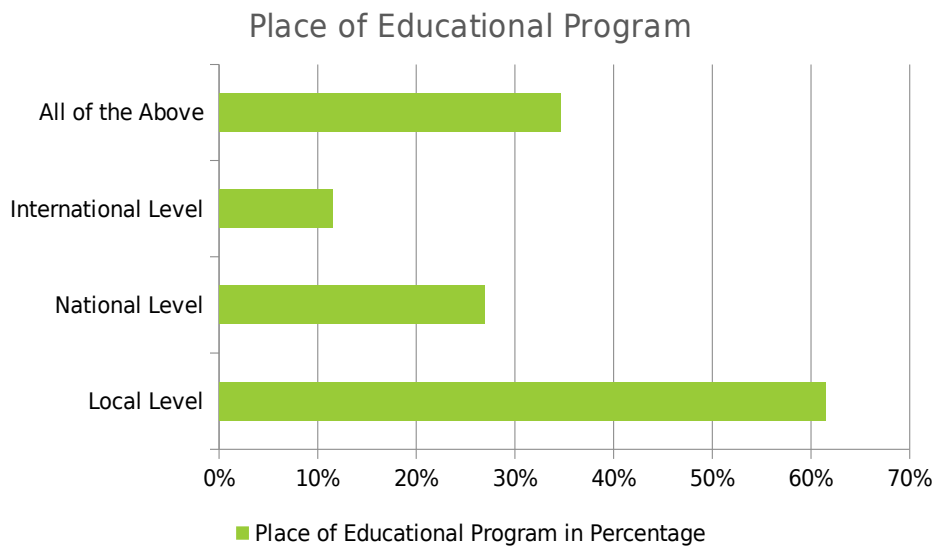
Graphic no. 19 Place of educational program

INSTITUTIONS WHICH PROVIDED THE EDUCATIONAL PROGRAMS FOR THE YOUTH/SOCIAL WORKERS OR EDUCATORS

Project Kieu in collaboration with other associations	Project Kieu, Canae, Simpelel , espacio kunantalo, in collaboration with other organizations at European level.	Project Kieu	Some activities were organized by Proyecto Kieu, the national agency, the European program Erasmus+
The European Union and ONCE	The activities are co-financed by the Erasmus+ program and organized mainly by Project Kieu ONHG	Administration, NGO	POEJ
Public administrations, youth work schools,	City Council of Sigüenza	City Council, JCCM and the Provincial Council of Albacete	The city council of Torrelodones and the community of

universities			Madrid
Albacete City Council Primary Care Social Services (SSAP)	Junta de Castilla La Mancha	The institution	Sometimes the association and sometimes the specific resource.
Levante UD Cent Anys Foundation. SENAD	St. Vincent Ferrer Imperial Orphan School	Local NGOs	Educators
University, NGO, Town Halls	Especially the Federation to which the entity and institutions of the public administration of social services, health and youth belong	Through the Formative Cycle, different associations, voluntary action, work training, etc.	Training Center
The very center where I work, the community of Extremadura (Jedes) and Spain (unified football Castellon)			

Table no. 18 Institutions which provide educational programs for youth/social workers or educators

THE EDUCATIONAL BACKGROUND OF THE YOUTH/SOCIAL WORKERS OR EDUCATORS SHOULD BE

University	Minimum, higher technician in Social Integration or Socio-cultural Animation.	Medium, high in social and conflict resolution skills	For me, experience is more important than formal education
Degree or professional training	Higher degree or university degree	More than the level of education, which obviously needs to be related to the social, are the skills and willingness of these groups as professionals.	It depends on the objectives you want to achieve, so will be the level.
Social health care for tasks related to personal care.	Occupational therapists to maintain the state of physical and cognitive abilities	Special education teachers to adapt the contents to the intellectual level of each student	Pedagogues to run the organization of these.
Sports technicians to organize/direct sports and leisure activities to achieve full inclusion of this group.	They must be socio-cultural and youth workers, community development, social educators	training is already regulated by the order to work in youth centers	High School

Higher vocational training	Diploma	At least one higher degree in any family in the educational branch of Socio-Cultural Community Services.	It depends on the case
Have knowledge about the target group and the social and economic context of young people	University studies, regulated training	The answer to this question depends a lot on what you want to achieve by working with the target group; it is not the same to work with this group by attending to their needs for leisure and free time as to work in the search for job opportunities, education or even training in the academic field (training cycles, ESO, High School, University,...)	None
It depends on the work with young people to be done, the group to which it is addressed and the job may be worth one level of education or another. Having a higher degree in family socio-cultural services and community or university degree. For example, for the subject of youth information, it would be necessary to have the skills obtained through the (SSCE0109).	It's not the most important thing	University graduate in project management, senior technicians in activities and street work and public information. For advice: university graduate	Training is to be tactful with young people and to listen to them. Bachelor level
Training is already regulated by the order to work in youth centers	Degree		

Table no. 19 Preferred educational background for the youth/social workers or educators

ACTIVITIES WHICH THE YOUTH/SOCIAL WORKERS OR EDUCATORS ARE IMPLEMENTING DAILY

Intervention with young people. Session design. Redesign of programs. Evaluation.	Correspondents, exchange, interest club, campaigns, talks	Information, advice, promotion and participation	Dynamization of youth groups
Investigation of possible cases of child neglect, mistreatment or abuse	Communication in social networks of the activities programmed in the youth information services.	Swimming pool	Meetings with young people to prepare international activities
Development of activities and training for their adult life	Analyze the evolution of the training I do.	Study and work	Those mentioned in previous questions, since they are practically routine activities.
Youth Theatre, English, exchange group meetings (the latter covering many topics at the social level, group unity, personal and community development...)	Educational leisure program	Planning, project management, campaigns and events. Communication plan	Meetings
That the target group know each other and know what each other's tastes are. Activities related to this topic.	It is sport-oriented. To develop a bond of belonging to the group, as well as to strengthen physical capacities.	Planning of recreational activities	Communication
Support and accompaniment	Coordinating community life	Project management, user support, planning, development and evaluation of activities and interventions, coordination meetings with resources and the team	Hygiene habits, school support, workshops on social skills, values, sports activities, conflict resolution or specific topics such as equality, addictions or sex education...

Table no. 20 Daily activities implemented by the youth/social workers or educators

SECTION III DIGITAL TOOLS ON BEHALF OF YOUTH/SOCIAL WORKERS OR EDUCATORS
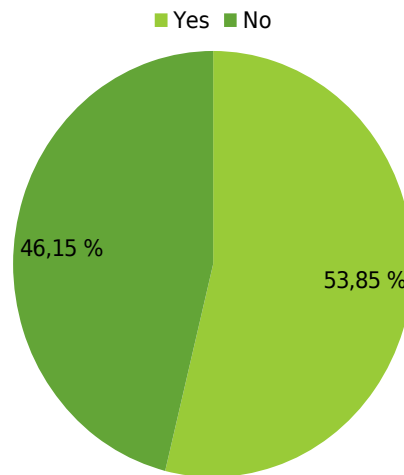
USE OF DIGITAL DEVICES IN THE EVERYDAY WORK OF THE YOUTH/SOCIAL WORKERS OR EDUCATORS

According to the answers provided to the question 54% or 14 of the social/youth workers use digital devices in their everyday work, 46% or 12 of the workers do not.

As a conclusion to the use of digital devices in Spain, a little more than half of the social/ youth workers asked are using them in their everyday work.

Use of digital devices in everyday work

■ Yes ■ No

46,15 %

53,85 %

Graphic no. 20 Use of digital devices in everyday work

COMMONLY USED DIGITAL DEVICES IN THE EVERYDAY WORK OF THE YOUTH/SOCIAL WORKERS OR EDUCATORS

It is fundamental and indispensable for carrying out projects, database tools, registers, material for activities, dissemination, etc.	Each intervention is recorded in the corresponding applications.	Many times the contact with the children is through networks, both to communicate and to organize ourselves and evaluation processes	communication and material development
Social networking and mobile applications	If I use my mobile phone to communicate with the target group and other organizations	The digital supports within the SSAPs are very useful and facilitate our actions.	Administration of social networks, databases, writing of solidarity projects and voluntary work.
Especially the use of Whatsapp to communicate with young people.	Talleres reglados online, subvenciones de otras	A computer and accessibility software for blind people	Young people use social networks all day, it is important that the youth

|	organizaciones		informer knows and uses these networks to be able to connect with them.
No, but my team of informants does	To play music for young people, the computer to search for courses or information that young people want.		

Table no. 21 Commonly used digital devices by the youth/social workers or educators

FOCUS ON INTEGRATION OF DIGITALIZATION IN THE PROCESS OF IMPLEMENTING THE ACTIVITIES BY THE YOUTH/SOCIAL WORKERS OR EDUCATORS

According to the answers provided to the question 65% or 17 of the social/youth workers focus on digitalization in the process of implementing activities, 35% or 9 do not.

As a conclusion in Spain more of the social/ youth workers asked are focusing on digitalization in the process of implementing activities.

Digitalization for Implementing Activities

■ Yes ■ No

34,62 %

65,38 %

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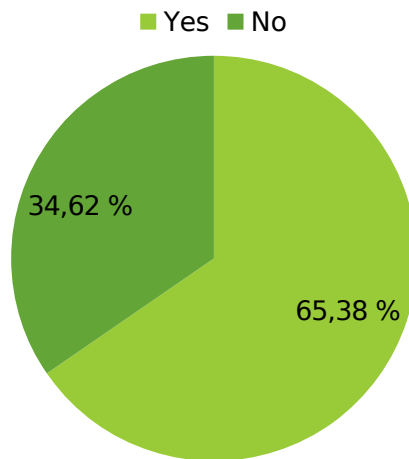
Graphic no. 21 Digitalization for implementing activities

WAYS THE DIGITALIZATION IS USED IN THE PROCESSES OF IMPLEMENTING THE ACTIVITIES BY THE YOUTH WORKERS/EDUCATORS

Social Networks and Bandomóvil	we use the internet as a tool to work with the group	The use of social networks, messaging programs brings together and helps	For example to carry the lists and be able to modify them we use digital devices or to

|		a more agile intervention depending on the case	manage a tournament we usually use applications that make you pairs.
Mobile phone, computer	Tools of the CLM youth program, tools from the Association and other organizations	Computer and projector	Not always. Sometimes I use NNTTs for the activities I do.
Kahoot works very well	They are used for the youth population in general and for very specific groups	They are used for digital literacy workshop, job orientation, radio podcast workshop, retro-projector, social networks, etc	For school support, for training sessions, for presentations, for celebrations, etc
I make the organization of the group I am going to take (vans, departure time, arrival time, kids coming, service coming...)			

Table no. 22 Ways how the digitalization is used in the implementation of the activities by the youth/social workers or educators

NEED FOR APPLICATION FOR YOUTH/SOCIAL WORKERS OR EDUCATORS SUPPORTING THE WORK WITH MARGINALIZED GROUPS

According to the answers provided to the question 100% or 26 of the social/youth workers asked in Spain wish for an application that supports their work with marginalized groups.

Need for an Application Supporting the Work
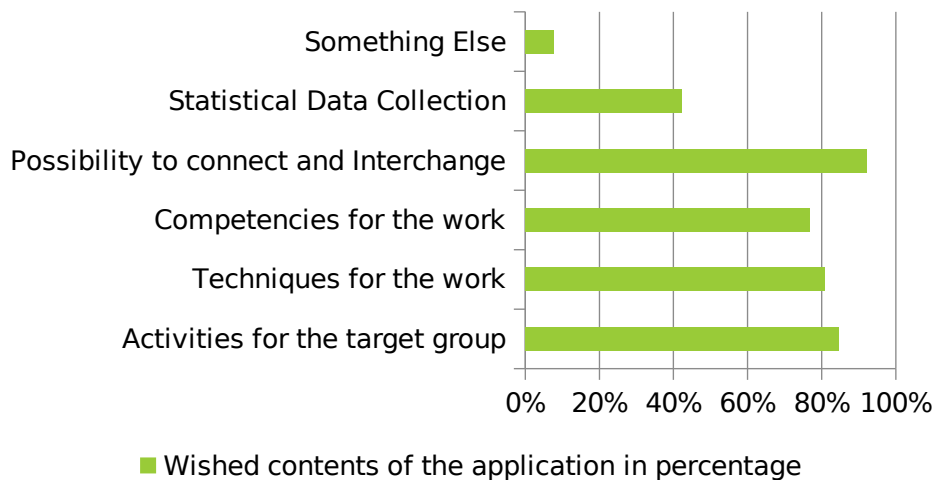
■ Yes ■ No

100,00 %
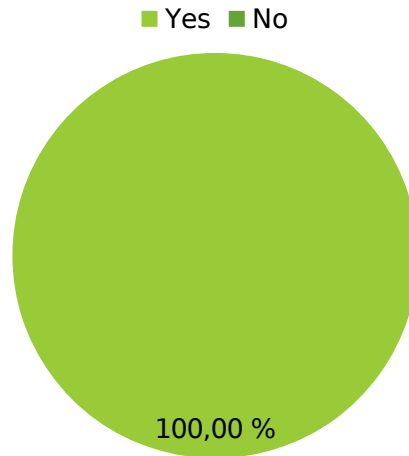
Graphic no. 22 Need for application to support work

THE APPLICATION FOR YOUTH/SOCIAL WORKERS OR EDUCATORS SHOULD CONTAIN

According to the youth/social workers or educators which answered the questionnaire, the application should contain the following aspects:

Wished Contents of the Application

Something Else	
Statistical Data Collection	
Possibility to connect and Interchange	
Competencies for the work	
Techniques for the work	
Activities for the target group	

0% 20% 40% 60% 80% 100%

■ Wished contents of the application in percentage

Graphic no. 23 Needed content of the application by the youth/social workers or educators

PREFERED LANGUAGES USED IN THE APPLICATION BY THE YOUTH/SOCIAL WORKERS OR EDUCATORS

38

According to the answers provided to the question, 88% or 23 social/youth workers wish for an application in their mother tongue, 8% or 2 social/youth worker in English and 4% or 1 person would prefer it in Spanish. (Here the results might be misleading, as it is probable that people with Spanish as their mother tongue have chosen to say "Mother tongue" instead of "Spanish").

Preferred Language for Application

■ Mother tongue ■ English ■ Spanish
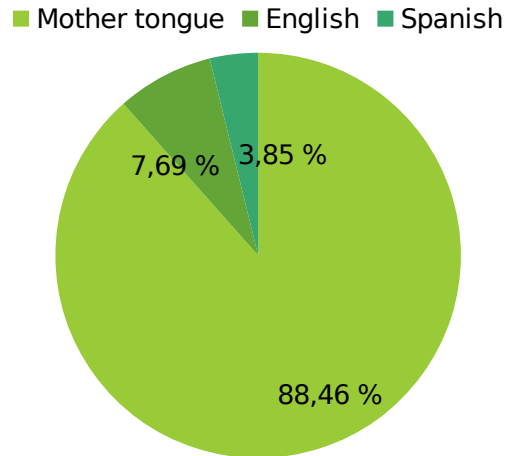
Graphic no. 23 Preferred language for the application

NEED FOR STATISTICAL DATA FOR MARGINALIZED TARGET GROUPS ON BEHALF OF THE APPLICATION

77% or 20 social/youth workers said statistical data for marginalized target groups would be useful, 23% or 6 said they do not need it.

As a conclusion, the majority of social/ youth workers asked in Spain consider an app with statistical data useful.

Need for Statistical Data

■ Yes ■ No

23,08 %

76,92 %
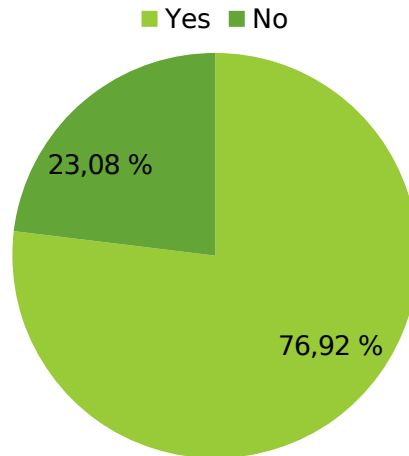
Graphic no. 24 Need for statistical data

NEED FOR NETWORKING, TUTTORING OR COMMUNITY SUPPORTIVE CHATS WITH OTHER EUROPEAN YOUTH/SOCIAL WORKERS OR EDUCATORS WITH THE AIM TO SUPPORT THE PROCESS OF PREPARING, IMPLEMENTING AND MONITORING THE ACTIVITIES THROUGH DIGITAL PLATFORMS

These are the answers from the question: Do you think a real time tutoring and community supportive chat function with European youth/social workers might be useful in preparing, implementing and monitoring reach out activities?

85% or 22 social/youth workers said that a real time tutoring and community supportive chat function would be useful, 15% or 4 said they do not need it.

As a conclusion, the majority of social/ youth workers asked in Spain consider an app with real time tutoring and community chat function to be useful.

Need for Networking

■ Yes **■** No

15,38 %

84,62 %
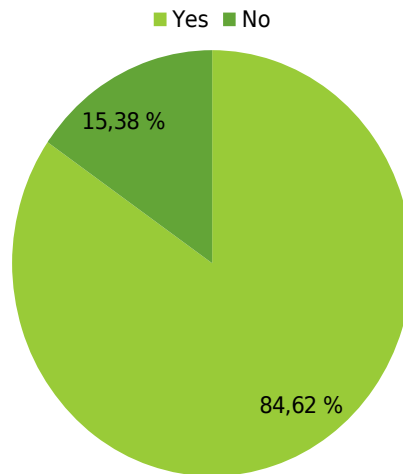
Graphic no. 25 Need for networking

NEED FOR A PLATFORM FOR COMMUNICATION AND DISCUSSION WITH OTHER EUROPEAN YOUTH/SOCIAL WORKERS OR EDUCATORS WITH THE AIM TO DISCUSS THE SOLUTIONS AND DIFFICULTIES FACED IN EVERY DAY WORK THROUGH THE DIGITAL TOOLS OR SOCIAL NETWORKS

These are the answers from the question: Do you think a worldwide forum-like (or yahoo answers style) feature to be used between social workers would be useful to discuss with other peers of problems and solutions you deal with daily?

77% or 20 social/youth workers said that a worldwide forum-like feature would be useful, 23% or 6 said they do not need it.

As a conclusion, the majority of social/ youth workers asked in Spain consider an app with a worldwide forum-like feature useful.

Need for Communication and Discussion

■ Yes **■** No

23,08 %

76,92 %
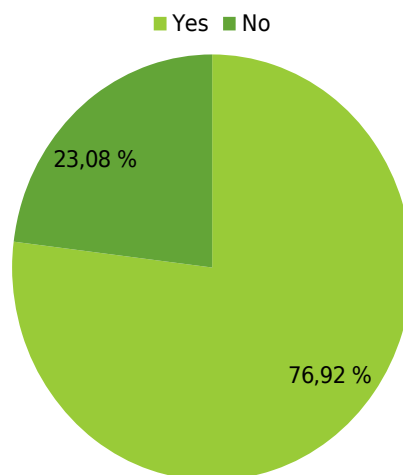
Graphic no. 26 Need for communication and discussion

NEED FOR CITY OR REGIONAL AREA DIGITAL TALK BETWEEN YOUTH/SOCIAL WORKERS OR EDUCATORS

These are the answers to the question: Would a city or regional area digital chat to talk with peers be a useful feature?

77% or 20 social/youth workers said that they would like a regional digital chat, 23% or 6 said they do not need it.

As a conclusion, the majority of social/ youth workers asked in Spain consider an app with a regional chat useful.

Need for Regional Digital Talk

■ Yes ■ No

23,08 %

76,92 %
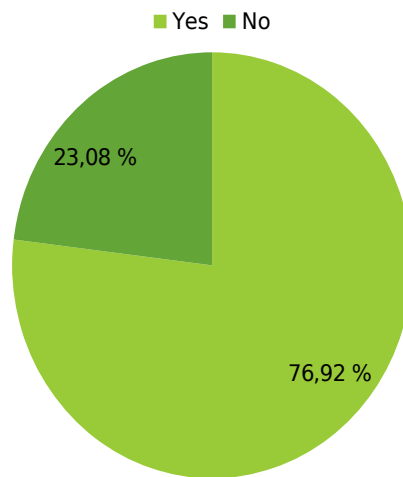
Graphic no. 27 Need for regional digital talk

NEED FOR A DIGITAL TOOL AND PLACE ONLINE WHERE THE YOUTH/SOCIAL WORKERS OR EDUCATORS CAN SHARE THE CONTENT PRODUCED WITH OTHER EDUCATORS ACROSS EUROPE

These are the answers to the question: Do you create content that you'd like to share with other peers online so that worldwide youth workers can benefit from your experience and knowledge?

65 % or 17 social/ youth workers said it they create content they'd like to share, 35% or 9 said that they do not have content to share.

As a conclusion, the majority of social/ youth workers asked in Spain have content to share with others.

Need for Sharing Content

■ Yes ■ No

34,62 %

65,38 %
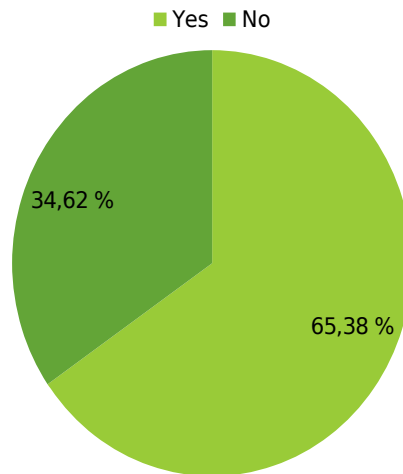
Graphic no. 28 Need for sharing content

FORMAT OF THE CONTENT PRODUCED BY THE YOUTH/SOCIAL WORKERS OR EDUCATORS WHICH THEY FEEL THE NEED TO SHARE WITH OTHER ORGANIZATIONS

Texts, prezis, videos	All mentioned	In text I would tell the experience and activities to be explained in other sites	Any kind of resource you can see that will work well in youth work.
Methodology for working with young people, results, games and dynamics for the group phases, virtual library of methodologies and tools for working with young people, etc.	Power point presentations, youth workshops	Power Point and audio	Presentations, texts,...
Text and video	All mentioned	Whatever it takes, whatever I do, I'll share it in any format.	Power Point
Video	PowerPoint, video, texts, share histories	PowerPoint, video	

Table no. 24 Format of the content produced by the youth/social workers or educators

USEFULL THINGS WHICH THE APPLICATION SHOULD INCLUDE

43

A space to tell success stories	That it is free and within everyone's reach (both on an intellectual level as on an economical level)	All	It is very difficult without having the application in physics to know what more is needed.
A forum for local/national/international volunteers through which they can access the volunteer positions to contact the host organisation, as well as a section for opinions and assessment where the volunteer tells about his/her experience where he/she is carrying out his/her functions so that when a person comes to the organisation he/she knows what is being done there.	A virtual library with a methodology for working with young people	Accessibility tools at different levels.	Above all I think it would be interesting for the different agents that work with this group within a community or region (for example La Sagra) which is where I work, to be connected, to know each other and be able to use similar resources, to know all the aids, opportunities, leisure options, etc that there are in our area and to be able to nourish ourselves from each other, to create something solid and to have, for example, an updated weekly bulletin that we can make use of.
Emotional skills techniques for work, for example. Case studies (real or not) with possible ways to proceed.	I think it would be nice to be able to share and ask questions that may arise, although on the other hand there are specific Facebook groups where other Youth Informers share their doubts, jobs, etc. It is also true that these groups are closed to registered centres and professionals.	Communication routes with the youth population by cities and areas of interest. Interactive maps	Performance techniques

Table no. 25 Recommended things for the application by the youth/social workers or educators