



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

FUNDATIA PARADA

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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 investigate countries' 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 the countries 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 study focus 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 Romania, Romania, North Macedonia and Spain in the period of January-March 2020.



In Romania, 55 questionnaires were collected including

40 youth workers

15 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

FUNDATIA PARADA



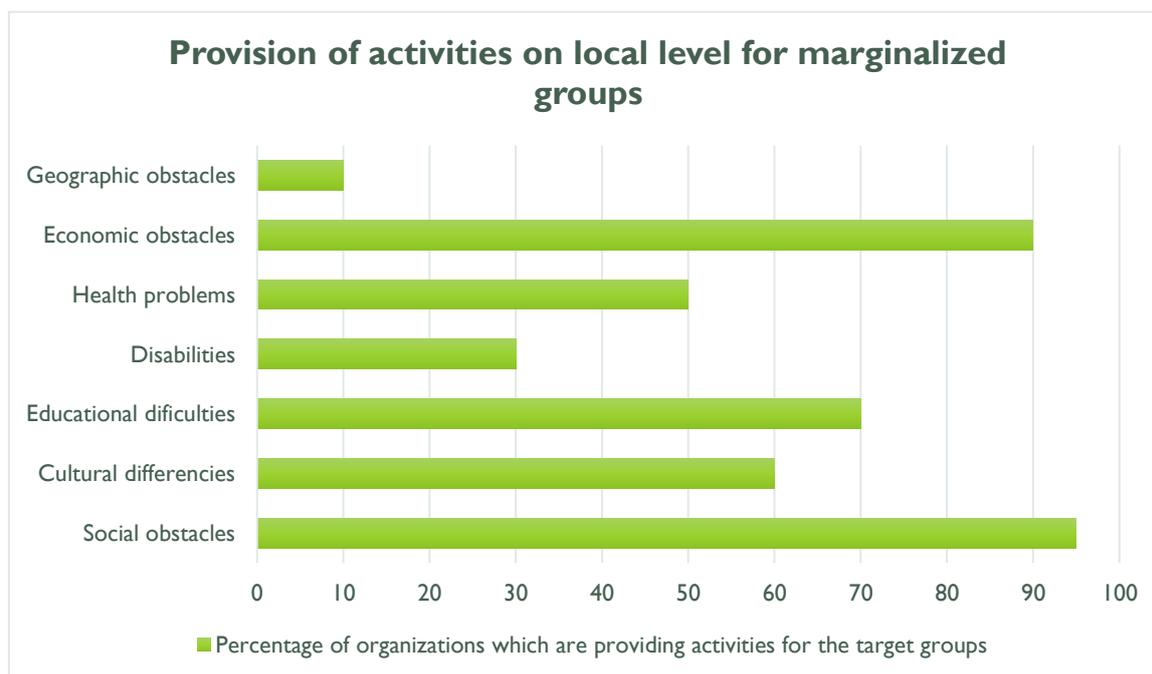
ANALYSES OF THE COUNTRY'S NEEDS IN TERMS OF YOUTH AND SOCIAL WORKERS SKILLS' NEEDS FOR REACH OUT ACTIVITIES TO MARGINALIZED YOUTH- STUDY ON YOUTH/SOCIAL WORKERS OR EDUCATORS

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 on the question 95 % (14) organizations are providing activities for people with social obstacles, 90% (13) of the organizations are providing activities for young people with economic problems, 70% (10) are providing activities for young people with educational difficulties, 60 (9) organizations are providing activities for young people with cultural differences, 50% (7) provide services for youngsters with health problems, 30% (5) organizations are providing activities for young people with disabilities , 10% (1) organizations are providing activities for youngsters with geographical obstacles.

As a conclusion to the provision of the activities for marginalized groups of young people in Romania **the biggest number of organizations are providing activities for young people facing social obstacles.**



Graphic no.1 Provision of activities for marginalized groups



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

| | | | |
|---|---|---|---|
| Street reach out activities for street children | Providing meals, food and night support for street children and homeless | Social circus for inclusion | Inclusion activities for Roma youngsters |
| Health support against HIV SIDA | Management of daily youth centres and centres for disabled | Drug addiction prevention | Erasmus + and Social funds project management |
| After school activities for vulnerable children | Awareness raising activities in Roma communities and marginalized rural areas | Awareness raising activities in schools | Summer camps for vulnerable children |
| Homeless support | Empowering activities for young vulnerable females | Distribution of hygiene materials in vulnerable communities | Working in Roma ghettos for education and health prevention |

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

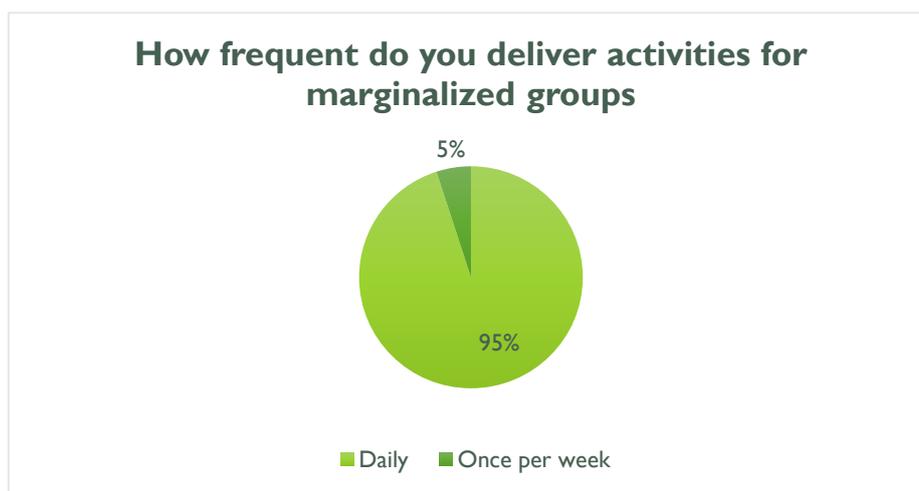
PRIMARELY TARGET GROUP WHICH THE ORGANIZATIONS ARE PROVIDING ACTIVITIES FOR

| | | | |
|-------------------------------------|-------------------|------------------|----------------------------|
| Fragile children and their families | Youngsters 15-30 | Roma communities | People with disabilities |
| Low skilled youngsters | Roma children | Street children | Urban neglected population |
| Elderly lonely people | Rural inhabitants | Young mothers | Low skilled youngsters |

Table no. 2 Primarily target group of the organizations

FREQUENCY OF THE ACTIVITIES DELIVERED FOR THE PRIMARLY TARGET GROUP

According to the answers provided 95% (14) of the organizations are providing daily activities for the specific target group, 5% (1) are providing weekly activities.



Graphic no.2 Frequency of the activities delivered for the primarily target group



TYPE OF ACTIVITIES THE ORGANIZATIONS ARE PROVIDING FOR THE PRIMARILY TARGET GROUP

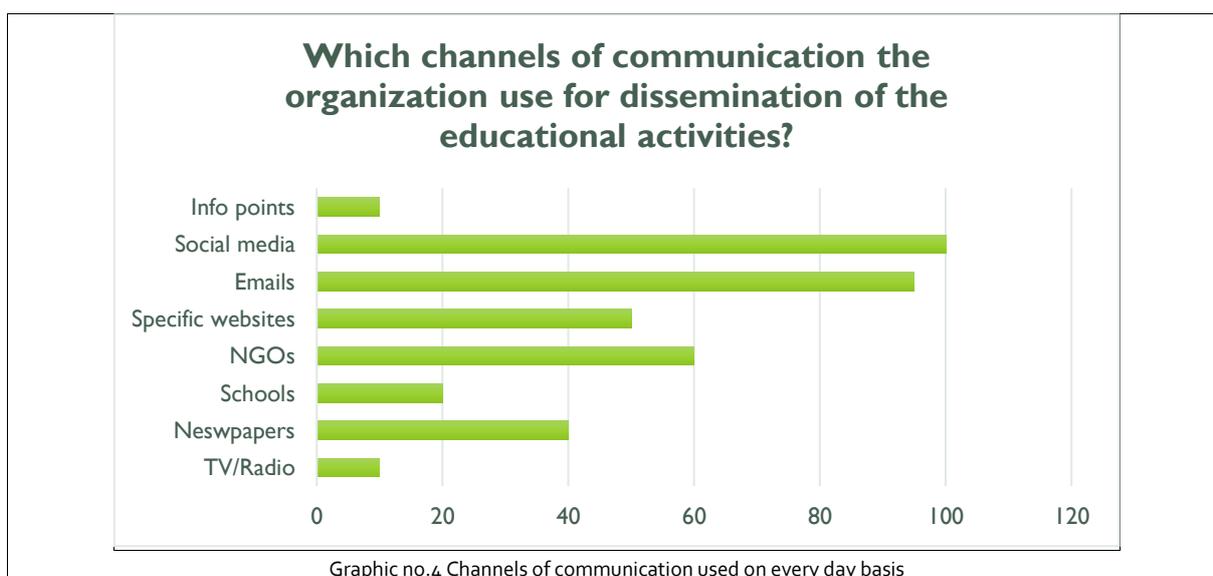
According to the answers provided on the question, 80 % (12) organizations are providing outreach activities, 70% (10) are providing outdoor activities, 60 % (9) are providing activities in the community/organizations' centres, 40 % (6) are providing Street work activities , 40% (6) are providing activities in the schools/institutions where the target group is, 20% (3) are providing activities in different places through workshops, trainings etc., 20% (3) are providing activities for preparing target groups for independent living.



Graphic no.3 Type of activities organizations are providing for the primarily target group

CHANNELS FOR COMMUNICATIONS THE ORGANIZATIONS USE ON EVERY DAY BASIS

According to the answers provided 100% (15) organizations are using Social Medias, 95% (14) daily use emails and newsletters, 60 % (9) are using NGOs channels, 50 % (7) are using specific websites , 40 % (6) are using newspapers ,20% (3)are using schools channels, 10 % (1) is using Infopoints, 10% (1) are using TV or radios.



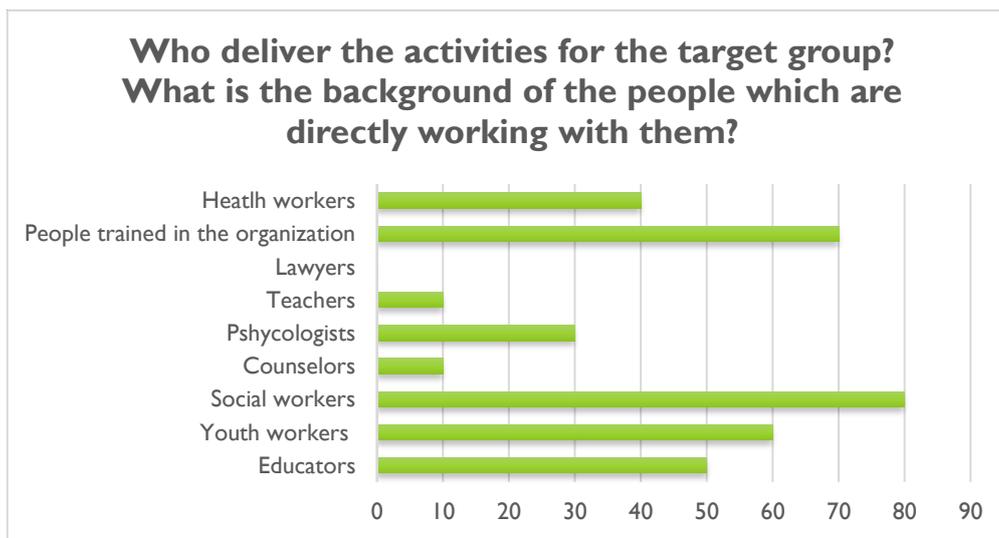
Graphic no.4 Channels of communication used on every day basis



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

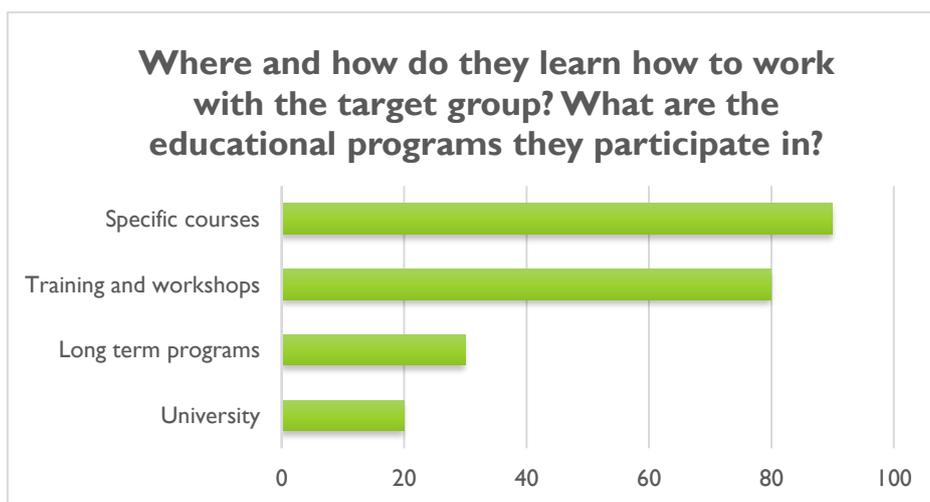
According to the answers provided on the question, 80% (12) of the organizations have been using social workers, 70% (10,5) have been involving people trained in the organization, 60 % (9) engage youth workers, 50% (7) are using educators, 40% (6) are using health workers, 30 % (2) use psychologists , 10% (1,5) are involving counsellors, 10% (1) involve teachers.



Graphic no.5 Background of the people implementing the programs for primary target groups

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

According to the answers provided on the question, 90 % (13) organizations offer to their workers updating and training courses at University level, 80 % (12) through Training Courses and workshops, 30% (4) in long term programs, 20% (3) at University level.

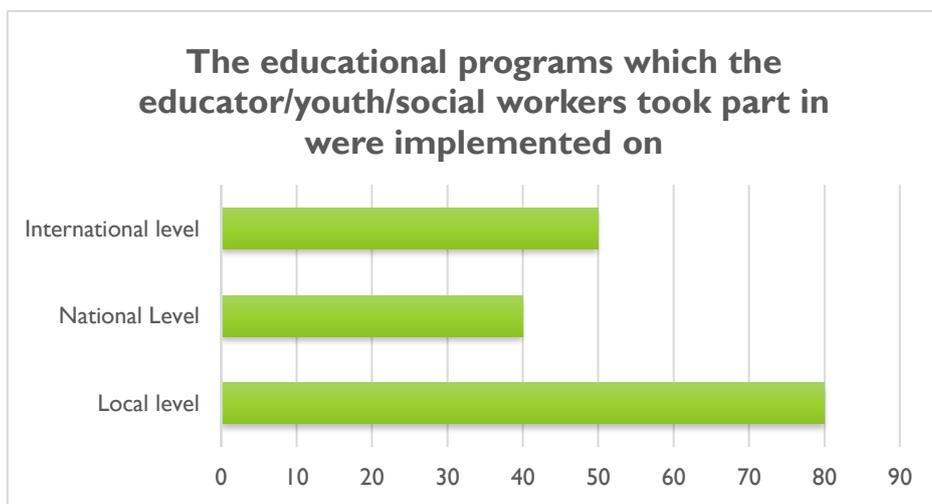


Graphic no.6 Learning opportunities for the people implementing the programs for the primarily target group of the organizations.



PLACES WHERE THE EDUCATIONAL PROGRAMS FOR LEARNING WERE IMPLEMENTED

According to the answers provided on the question, organizations eased the participation in educational programs for their staff at Local level 80 % (12), 40% (6) at National Level and 50% (7) at International level.



Graphic no.7 Places where the educational programs for learning were implemented for organizations' staff

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 on the question, 80 % (12) of organizations provide direct educational programs for their social workers and educators, the remaining 20% (4) do not provide any training.



Graphic no.8 Provision of educational programs for the youth/social workers or educators by the organizations

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

| |
|--|
| Internal trainings given by experienced staff with job shadowing periods in direct activities |
| Upskilling permanent trainings within federations and together with other Ngos |
| International trainings provided within Erasmus+ projects with European partners or partnerships |

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

| | | | |
|--|-----------------------------------|---------------------------------------|----------------------------------|
| Understanding of social needs for vulnerable clients | Observation | Problem solving | Empathy |
| Listening | Flexibility | Communication skills | Psychological skills |
| Sensitivity | Expertise | Knowledge of laws | Commitment |
| Humbleness | Attention | Sensitivity | Propensity for inclusion |
| Professional skills | Competencies in health prevention | Knowledge of drugs' addiction factors | Understanding of street dynamics |

Table no. 4. Skills and competencies of youth/social workers and educators for working with the target group



SECTION III LEGAL SITUATION IN THE COUNTRY

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

| |
|--|
| Very few services for homeless people and street children |
| Public residential centers for disabled people |
| Specific Offices, departments and placement services for Roma inclusion |
| After school programmes for reducing early-school leave |
| Programmes for regaining compulsory school classes (name of the programme A doua sansa). |
| Public interventions for extreme poverty situations in rural areas. |
| Social street works for poorest people |

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

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

| |
|--|
| Social loans for fragile numerous families and distribution of EU packets with food to poor families |
| Discounts on books' purchase for school students |
| Social benefits for youngsters employed through apprenticeship coming from a difficult social background |
| Reduction on traffic fees for retired people |
| Local supportive measures for people living in rural areas (such as support in wood purchase) |

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

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

What is the current situation in your country with the services offered by the non-governmental sector for the target groups?

| | | | |
|--|--|---|--|
| Young active NGOs especially in urban contexts | Night caravans for fragile and homeless people | NGOs very active in Erasmus+ programmes, including ESC | Individual support: food, clothes, shelters, hygiene |
| Literacy activities for Roma communities | Literacy activities for fragile youngsters | Guidance activities for job finding | Training activities for youth workers within national and EU programmes. |
| Health caravans moving in rural areas for basic medicine interventions | Awareness raising campaigns on social rights, education, access to information | Awareness campaigns on drug addiction's risks and sexual transmissible infections | Services delivered in daily educational centres |
| Services for disabled people including residential centres | Social protected environments for disabled people | Active campaigns about gender discrimination in society | Homeless centers |

Table no. 7 Services offered by the NGOs

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

According to your experience are there enough activities offered to support the overall well-being of the target group in your country?

| | | | |
|--|---|--|---|
| A great need of improvement in whole country | Services for homeless and street children | More health services in rural areas | More Campaigns against corruption, for example in health system |
| Promotion of a healthier life-style | A more eco-friendly approach | Services connected to recycling of waste | Additional services for education |

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

What is the benefit and impact on the community having the target group integrated in the community?

| | | | |
|-----------------------------------|---|-------------------------|-----------------------------------|
| An open-minded society | An inclusive society | Positive mind-change | Mixing cultures |
| A more respectful society | More workforce in the labour market | Intercultural exchange | Comprehension of European society |
| Contribution to local development | Skills development for low skilled people | Birth rate contribution | |

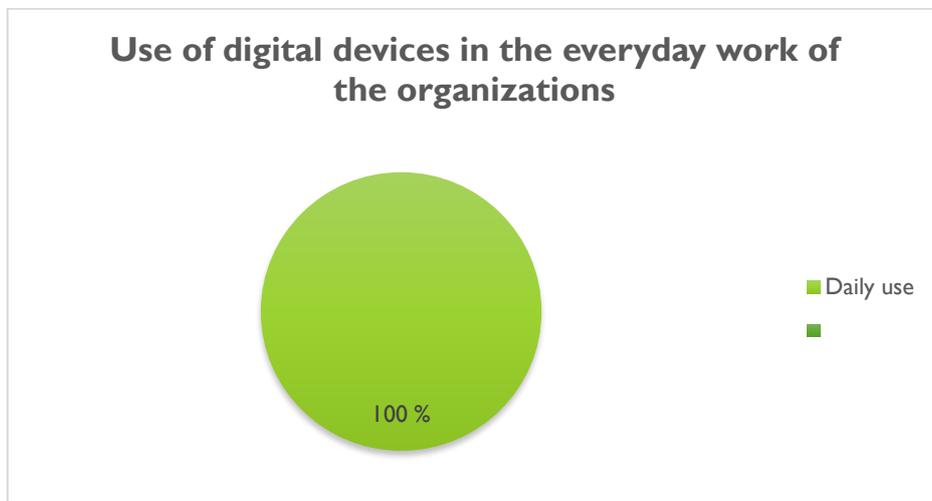
Table no. 9 Benefits and impact on the local communities



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 100% (15) of organizations daily use digital devices.



Graphic no.9 Use of digital devices in the everyday work of the organizations

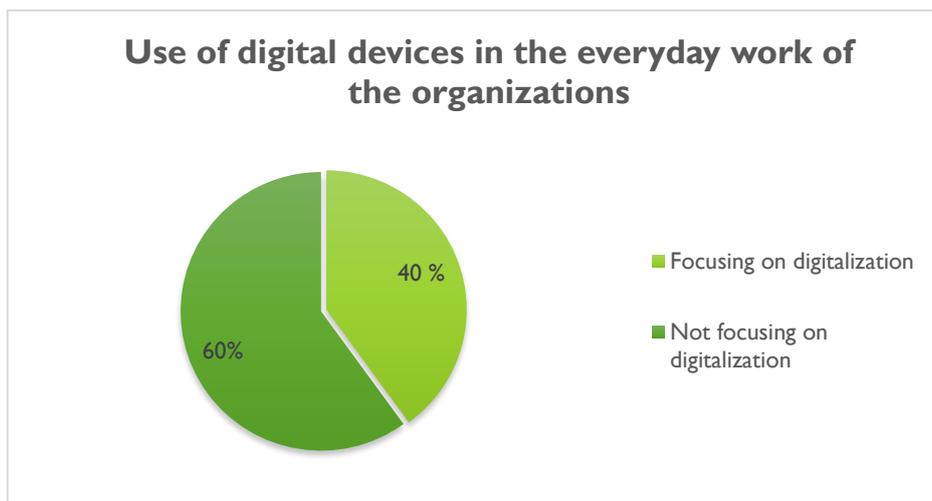
COMMONLY USED DIGITAL DEVICES IN THE EVERYDAY WORK OF THE ORGANIZATIONS

| | | | |
|----------------------|---------------------|-------------|------------------|
| Laptops | Computers | Smartphones | Video projectors |
| Camera for recording | Camera for pictures | | |

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 60% (9) of organizations do not focus at the moment on the integration of digitalization in the process of organizing, coordinating and monitoring of the activities while 40 (6) yes.



Graphic no.10 Focus on the integration of digitalization in the process of organizing, coordinating and monitoring activities and collecting data



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

| |
|--|
| Collection of data for our daily work for monitoring services and processes with clients |
| To fasten management processes |
| Internal and external sharing of documents |
| Simplifying processes and management rules |
| Exploiting data for external communication |
| Reduce wastes and efforts |
| To improve the overall organization set up |

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

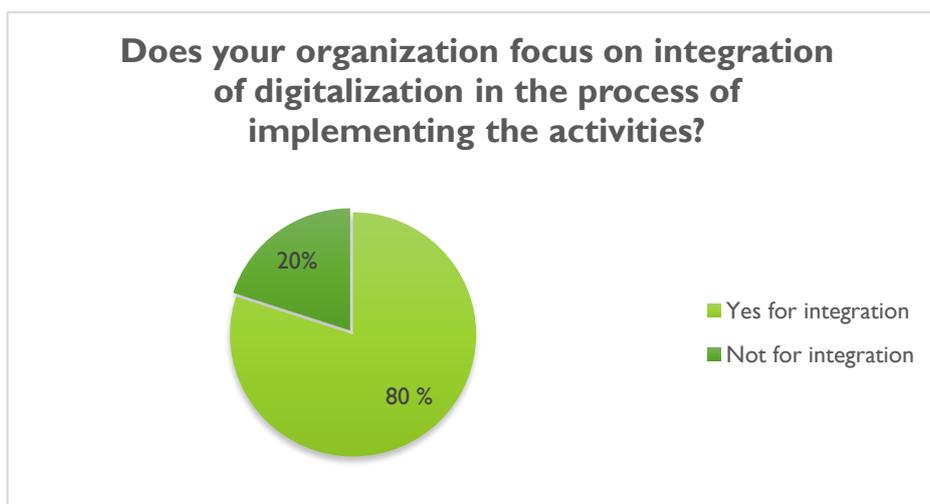
THE DIGITALIZATION IS IMPLEMENTED IN THE ORGANIZATIONS IN THE FIELDS OF

| |
|--|
| Communication with donors, partners, beneficiaries |
| Surveys of data for monitoring the impact of our interventions |
| Training of social and youth workers |

Table no. 12 Fields of digitalization

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

According to the answers provided on the question 80% (12) is willing to integrate digitalization in the process of implementing activities, 20% (3) do not consider it a priority.



Graphic no.11 Focus on the need of integration of digitalization in the process of implementing activities by the youth organizations

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

| |
|--|
| Data collection, information on clients and beneficiaries, internal statistics, donors and social services. |
| Filing social interventions approaches and methodologies in order to improve the impact on clients |
| Daily technical and financial management of financed projects and services |
| Support to clients thanks to digitalization of processes, for example for health programmes for beneficiaries. |

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



NEED FOR NETWORKING, TUTORING 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

According to the answers provided on the question 90% (13) answered positively to the question, 10% (1) said no.



Graphic no.12 Need for supportive tutoring chats for youth workers

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

According to the answers provided on the question 90% (13) answered positively to the question, 10% (2) no.

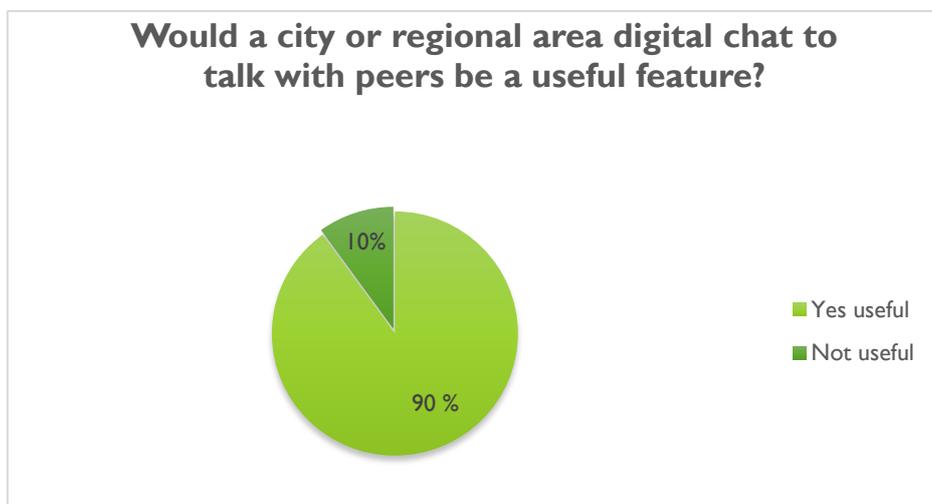


Graphic no.13 Need for supportive tutoring chats for youth workers



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

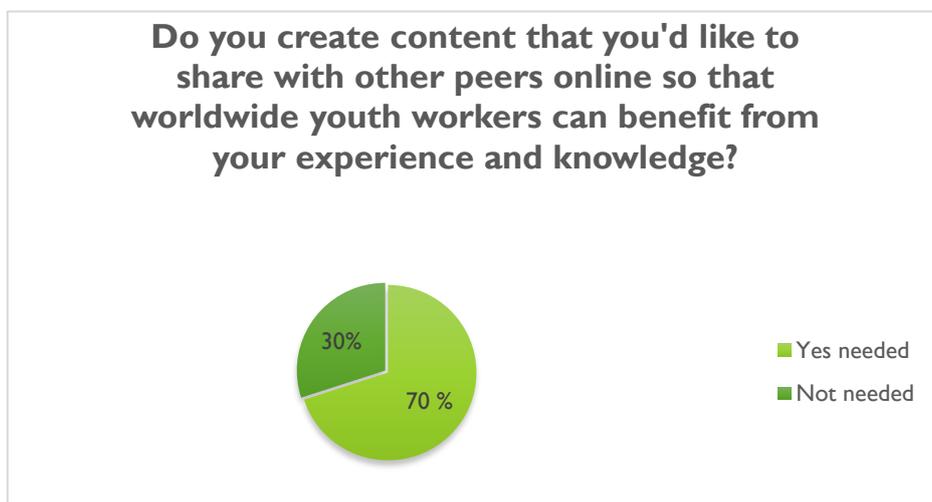
According to the answers provided on the question 90% (13) answered positively to the question, 10% (2) not.



Graphic no.14 Need for city or regional digital chat talk with peers

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

According to the answers provided on the question 70% (9) answered positively to the question.



Graphic no.15 Need for city a digital tool and place online for sharing contents

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

| | | | |
|--|--------------|-------------------|------------------|
| Thematic folders, files, reports and records | | | |
| Videos | Power points | PDF presentations | Youtube channels |
| Pictures | Audio text | Tutorials | Tik Tok |

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



USEFUL THINGS WHICH THE APPLICATION SHOULD INCLUDE

| |
|---|
| Repository of good practices in social and youth field |
| Tags for useful identification and speeding the search process |
| Direct information and link to youth and social workers and organizations |
| A forum for discussion with peers |

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



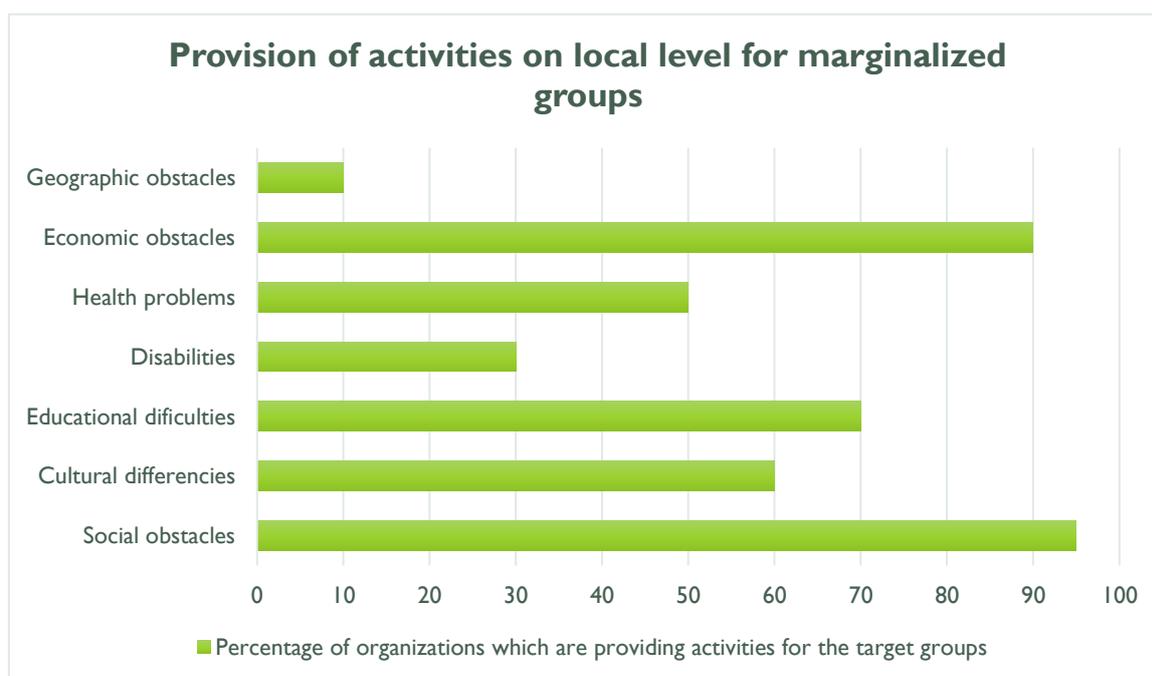
ANALYSES OF THE COUNTRY'S NEEDS IN TERMS OF YOUTH AND SOCIAL WORKERS SKILLS' NEEDS FOR REACH OUT ACTIVITIES TO MARGINALIZED YOUTH - STUDY ON YOUTH/SOCIAL WORKERS OR EDUCATORS

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 on the question 95 % (38) youth and social workers are providing activities for people with social obstacles, 90% (36) of youth and social workers are providing activities for young people with economic problems, 70% (28) are providing activities for young people with educational difficulties, 60 (24) are providing either activities for young people with cultural differences, 50% (20) provide services for youngsters with health problems, 30% (12) are working for young people with disabilities , 10% (4) organizations are providing activities for youngsters with geographical obstacles.

As a conclusion to the provision of the activities for marginalized groups of young people in Romania **the biggest number of organizations are providing activities for young people facing social obstacles.**

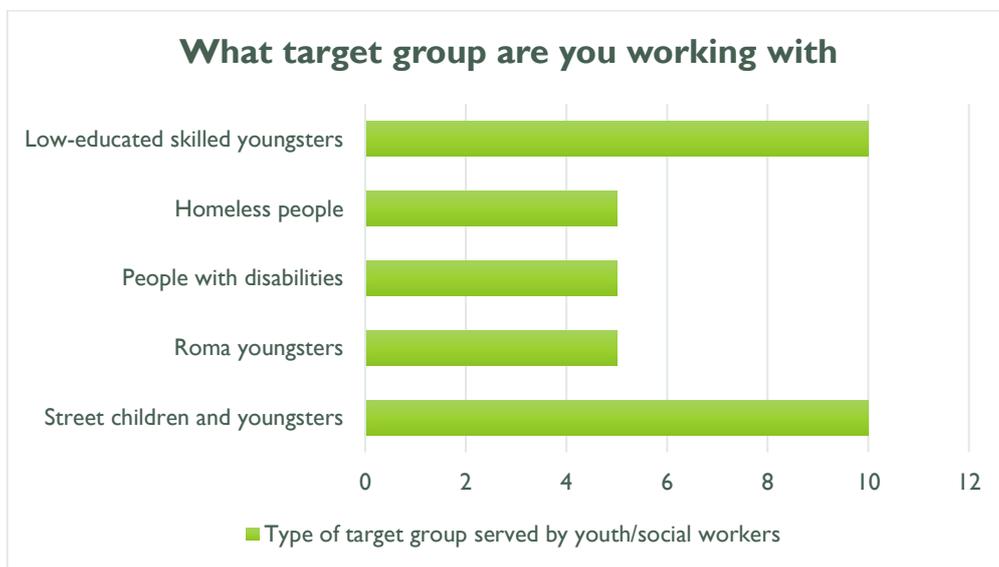


Graphic no.1 Provision of activities for marginalized groups



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

According to the answers provided on the question, 10 out of 40 youth and social workers do work with street children and youngsters, 10 with Roma youngsters, 5 with people with disabilities, 5 with homeless people, 10 with youngsters and beneficiaries with low-education and fewer opportunities.



Graphic no.2 Target group of work for youth workers

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 on the question, 80 % (32) youth workers are providing outreach activities, 70% (28) are involved in outdoor activities too, 60 % (24) are providing activities in the community/organizations' centres, 40 % (16) are providing Street work activities , 40% (16) are providing activities in the schools/institutions where the target group is, 20% (8) are providing activities in different places through workshops, trainings etc., 20% (8) are providing activities for preparing target groups for independent living.



Graphic no.3 Type of activities implemented by social and youth workers



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

| | | | |
|---|---|---|--|
| Street reach out activities for street children | Providing meals, food and night support for street children | Social circus | Inclusion activities for Roma youngsters |
| Health support against HIV SIDA | Management of daily youth centres and centres for disabled | Drug addiction prevention | Erasmus + and Social fund projects |
| After school activities for vulnerable children | Awareness raising activities in Roma communities and marginalized rural areas | Awareness raising activities in schools | Summer camps for vulnerable children |
| Homeless support | Empowering activities for young vulnerable females | Distribution of hygiene material | Working in Roma ghettos for education and health prevention. |

Table no. 16 Content of the activities provided for marginalized groups by the youth/social workers or educators



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

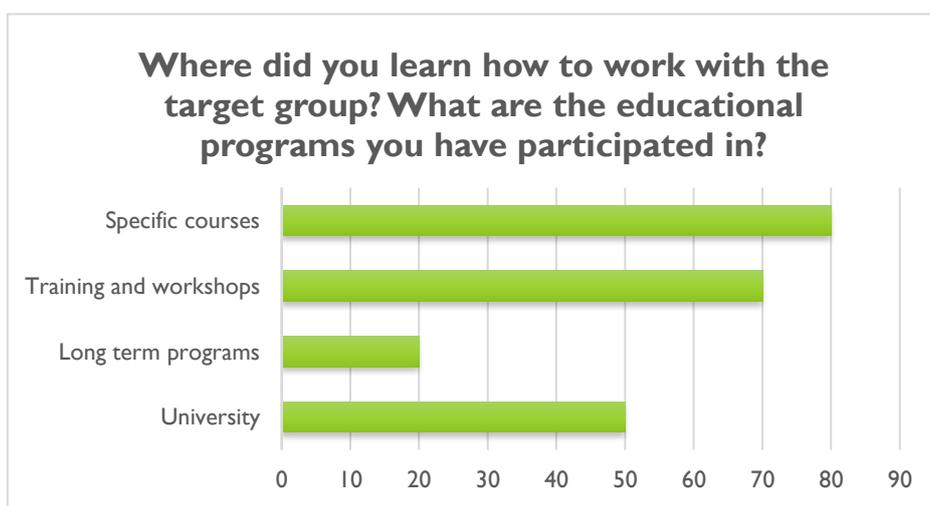
EDUCATIONAL BACKGROUND OF THE YOUTH/SOCIAL WORKERS OR EDUCATORS

| | | | |
|----------------------|--|------------------------------|---------------------------|
| Volunteer | University Degree in Romanian Literature | Social worker | Degree in science |
| Social circus school | Erasmus+ training courses | University | LLP programme |
| Degree in Philosophy | University of psychology | Internships at European NGOs | Degree in Social sciences |
| EVS | Leonardo internship | Degree in Informatics | Field experience |
| Degree in Medicine | Degree in Economics | Low secondary school | Nurse |

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

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

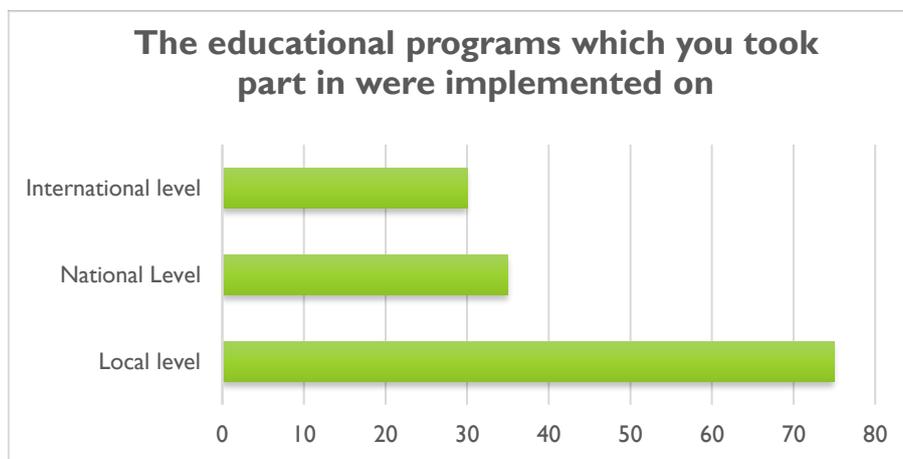
According to the answers provided on the question, 80% (32) of youth and social workers had learning opportunities through specific courses, 70% (28) also through trainings and workshops including social circus, theatre, Erasmus+, 50% (14) through university, 20 % (9) also through long term training programmes.



Graphic no.4 Learning opportunities for youth workers

PLACES WHERE THE EDUCATIONAL PROGRAMS FOR LEARNING WERE IMPLEMENTED

According to the answers provided on the question, 75% (30) of youth and social workers had learning opportunities at local level, 35% (14) at national level, 30% (12) at international level.



Graphic no.5 Places where learning was implemented

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

| | | | |
|---|-----------------|-------------------------|------------------------|
| Cirque du Soleil | Teatro Magro | FDSC | FONPC |
| Other Youth organizations | Cirque du Monde | Universities in Romania | High school in Romania |
| Romanian Erasmus+ Youth National Agency | Italian NGO | | |

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

| | | | |
|--|---|---|----------------------------------|
| Past experiences in street conditions | Community servant | Specific trainings for social mitigations | Non formal education experiences |
| University background | Volunteering experience | Training on psychosocial diseases | Background in education |
| Job shadowing with experienced educators | Social circus or similar non formal education | Background in social studies | |

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

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

| | | | |
|--------------------------------------|--|--|---|
| Reach out activities | Street actions for vulnerable children | Literacy activities for Roma children | Drugs prevention |
| HIV prevention campaigns | Social circus | Night caravans in urban areas for homeless | Reach out activities in rural areas |
| Supporting disabled people | Project designer and project manager | Trainer for youth and social workers | Awareness raising campaigns for children right protection |
| Empowering activities for Roma women | Social media manager | Social protection | Afterschool activities |

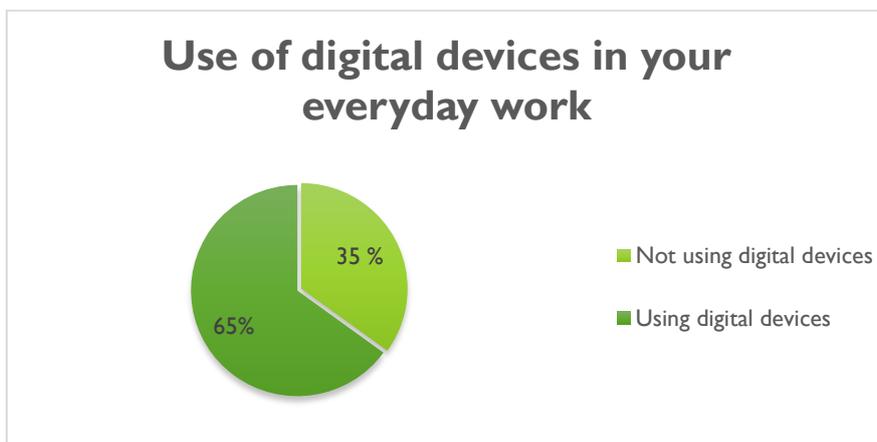
Table no. 20 Daily activities implemented by the youth/social workers or educators



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 on the question, 65% (26) of youth and social workers daily use digital devices for delivering their activities, 35% (14) do not.



Graphic no.6 Use of digital devices in everyday work

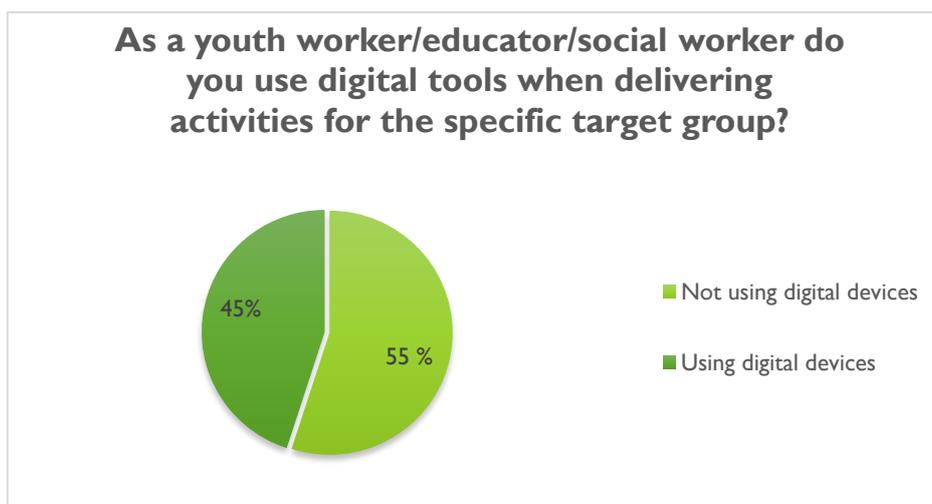
COMMONLY USED DIGITAL DEVICES IN THE EVERYDAY WORK OF THE YOUTH/SOCIAL WORKERS OR EDUCATORS

| | | | |
|--------|----------------------------|------------|---------|
| Laptop | Data collection programmes | Smartphone | Tablets |
|--------|----------------------------|------------|---------|

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 on the question, 55% (22) of youth and social workers do not use digital devices for delivering their activities to beneficiaries, 45% (18) do not.



Graphic no.7 Use of digital devices in everyday work with beneficiaries



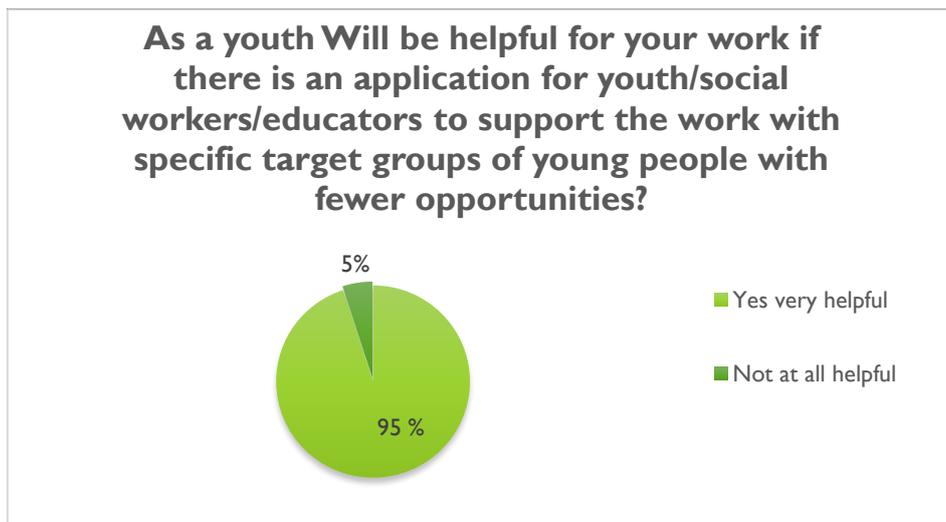
WAYS THE DIGITALIZATION IS USED IN THE PROCESSES OF IMPLEMENTING THE ACTIVITIES BY THE YOUTH WORKERS/EDUCATORS

| | | | |
|----------------|--------------|------------------|---------------------------|
| Video shooting | Photo camera | Video projection | Laptop for data recording |
|----------------|--------------|------------------|---------------------------|

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

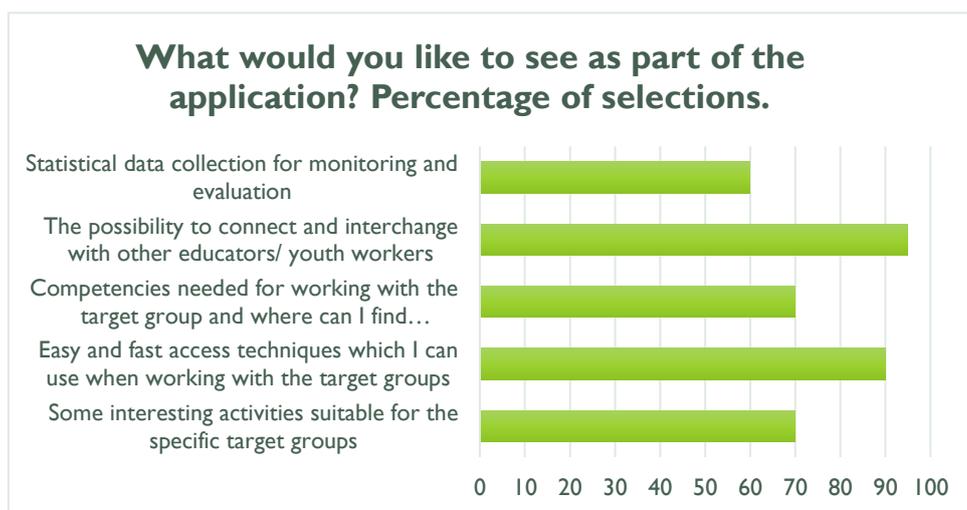
According to the answers provided on the question, 95% (30) of youth and social workers expressed a positive answer, 5% (10) do not think an application would be useful for their daily job.



Graphic no.8 Need for creation and use of an APPLication for youth/social 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:

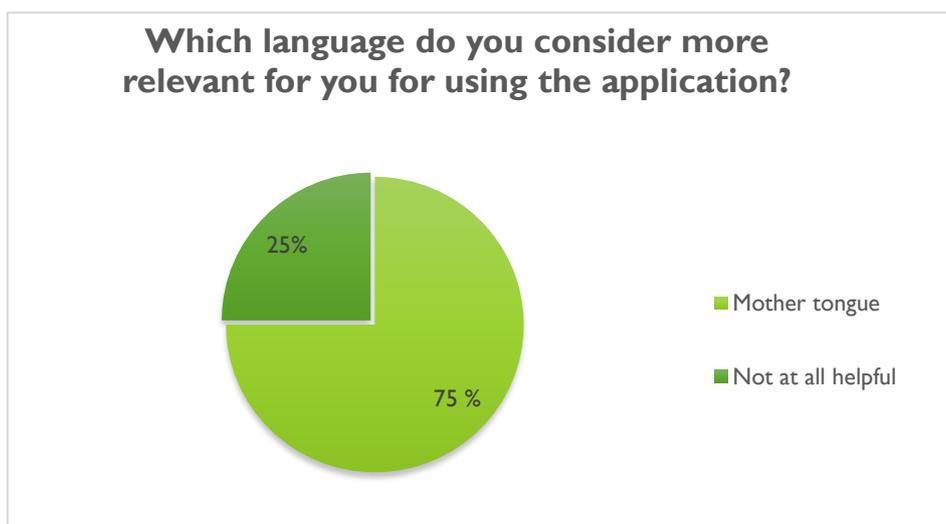


| | | | |
|---------------------|----------------------------|-----------------------|--------------------------|
| Data collection | Techniques for social work | Exchange of practices | Repository for documents |
| Technical documents | Community of workers | | |

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

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

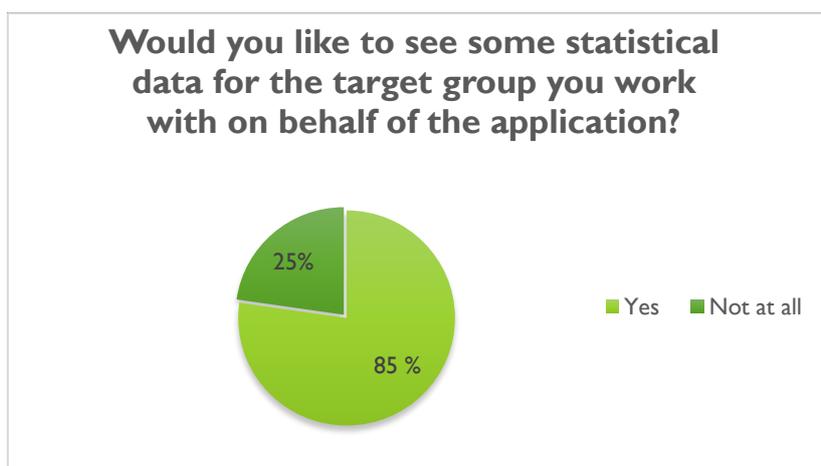
According to the youth/social workers or educators which answered the questionnaire, the language of the application should be: Mother tongue 75 % (30) and English for the 25 % (10) of youth workers.



Graphic no.9 Preferred language for the application

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

According to the youth/social workers or educators which answered the questionnaire, 85 % (34) would like to have displayed and process statistical data for their target groups, while 25 % (6) are not interested.

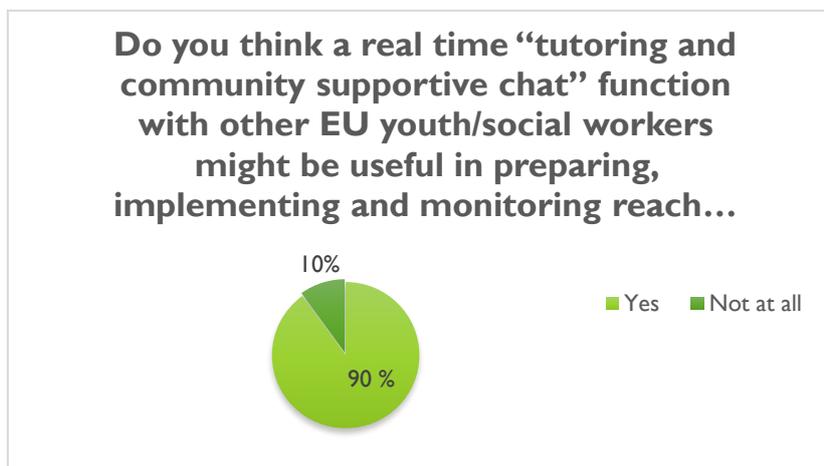


Graphic no.10 Need for statistical data for marginalized target groups



NEED FOR NETWORKING, TUTORING 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

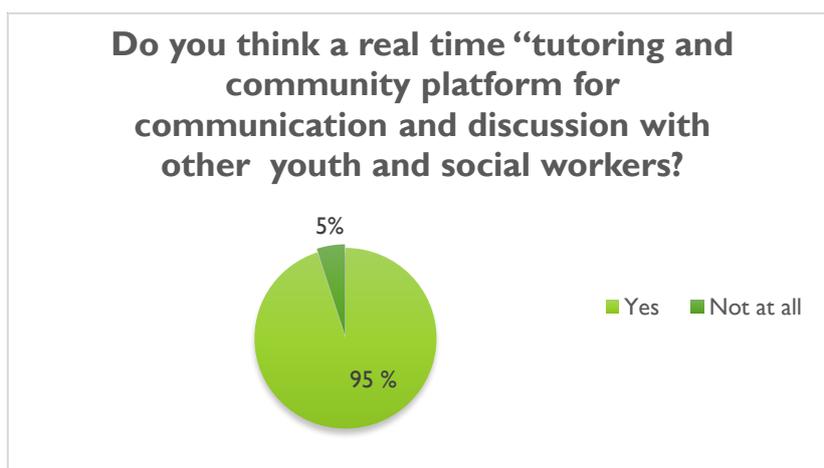
According to the youth/social workers or educators which answered the questionnaire, 90% (36) would appreciate to have a tutoring or community supportive chat with other European youth and social workers, while 10 % (4) are not interested.



Graphic no.11 Need for tutoring or supportive chat for youth and social workers and communities

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

According to the youth/social workers or educators which answered the questionnaire, 95% (38) would appreciate a platform for discussing with other European youth and social workers, while 5 % (2) are not interested.

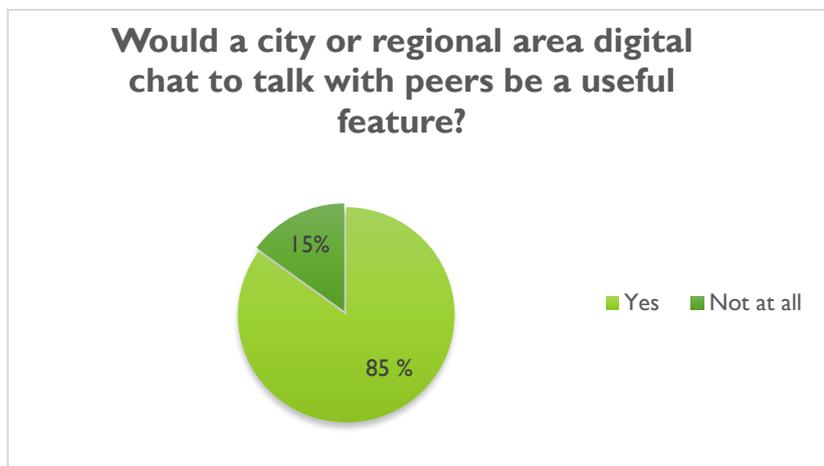


Graphic no.12 Need for a platform for communication and discussion with other youth and social workers.



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

According to the youth/social workers or educators which answered the questionnaire, 85% (34) would appreciate a regional platform for discussing with other youth and social workers, while 15 % (6) think an English and European level is fine either.



Graphic no.13 Need for city or regional area digital talk level between youth and social workers

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

According to the youth/social workers or educators which answered the questionnaire, 75 % (30) of them would be available to create and share digital contents with other European social/youth workers through the App.



Graphic no.14 Availability to create and share digital contents developed during daily work with other youth/social workers



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

| | | | |
|----------------|-----------|--------|--------------|
| Youtube Videos | Tutorials | Slides | Power points |
|----------------|-----------|--------|--------------|

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

USEFUL THINGS WHICH THE APPLICATION SHOULD INCLUDE

| |
|--|
| Repository for technical material |
| A European mapping of youth associations working on same social issues |
| A live chat for operators |
| A help button |
| Templates for interventions and monitoring tools |

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

