ARTE - D

Youth Social Inclusion through Digital Art

Desktop research on the state of art of Youth Work and its relation to Digital Art across Europe

Erasmus+ KA205 project number 2020-1-ES02-KA205-015598

Content

Introduction

This document is part of Intellectual Output 1 of the Erasmus + project number 2020-1-ES02-KA205-015598 "Arte-D: Youth Social Inclusion through Digital Art". It consists in a desktop research carried out by three European partners in their countries (Spain, Latvia and Republic of North Macedonia) on the state of art of Youth Work and its relation to Digital Art across Europe. It is the result of comparatively analyzing each national research.

This is based on

ArteD is an initiative born from the need identified by three youth organisations from different European countries of improving youth work and enhancing its capacity to become a social inclusion tool and a means of artistic expression. The COVID 19 pandemic has also shown that young people are strongly attached to new technologies, and are able to make the most of them and use them in a wide range of fields. In the same way, art has proven to have an essential role in our society, being a form of cultural expression, of personal expression and even an essential tool for mental health. Merging these two fields results in the concept of digital art, is still an undiscovered terrain, an artistic discipline with a promising future. ArteD seeks to emphasise motivation, active citizenship, belief in oneself and the empowerment of youth work as engines to improve the social inclusion for the youth.

The objectives of ArteD are mainly the training of youth workers in new techniques and strategies to work with NEETs to promote their social inclusion and access to the world of work through artistic expression with new digital formats. With this project, we intend to revalue the artistic and creative potential of young people, in a context in which educational trends, leisure and work of new generations go hand in hand with a technological and digital revolution.

Target groups

The training course will target directly:

- Youth workers: monitors, social workers, trainers and any other educators (professional or not) working with young people, especially with NEETS

Participating organisations:

OPEN EUROPE

The Association of Educational Services "OpenEurope" is a non-for-profit organisation with the main office in Reus (Catalonia, Spain) that aims to help young people and adults who work in youth related sectors participate in European programs.All projects and initiatives of our organisation aim to involve educators, teachers, professors, students and the whole community in carrying on projects and programs that seek a life-long learning process. Our programs are designed to develop the participants' communication, leadership and occupational skills.

VOLUNTEER CENTER BITOLA

Association for volunteerism VOLUNTEER CENTER BITOLA is a non-governmental youth organization founded by former EVS volunteers who have gained experience in youth work through participation in and coordination of various local and international projects in different European countries, located in Bitola, North Macedonia.
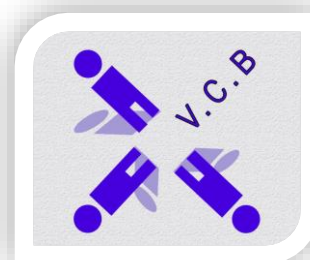
ZINI FOUNDATION

Foundation for Innovation and Education "Zini" is a new non-governmental organization in Latvia. Organization aim is to promote the development of innovation and education by providing equal opportunities to all society through involvement in all projects and activities of Zini Foundation. All activities that do Zini Foundation are aimed for society in order to society become more active, knowledgeable and inclusive

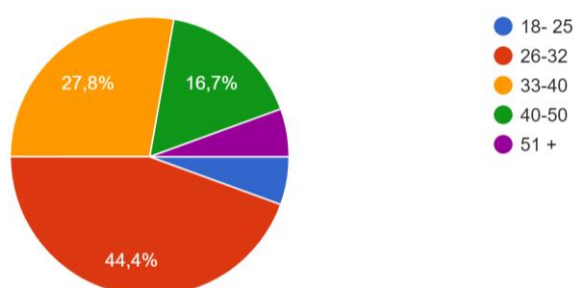# Results of the questionnaires to youth workers
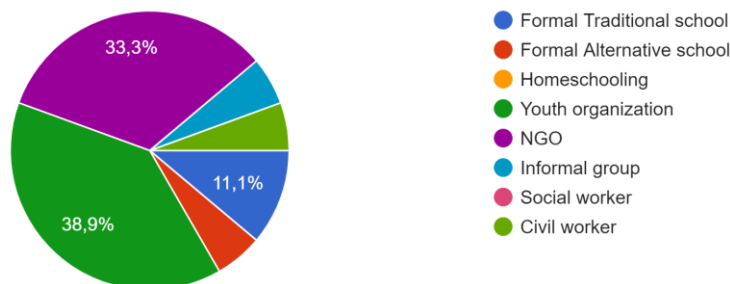
Introduction

Gender
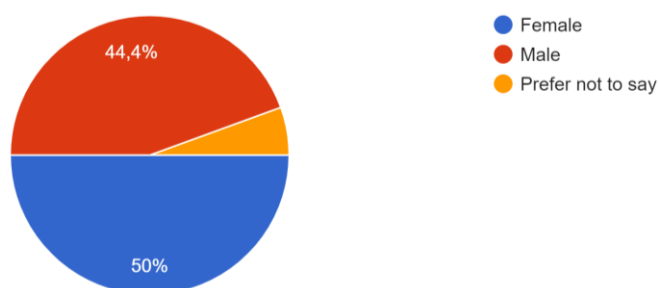
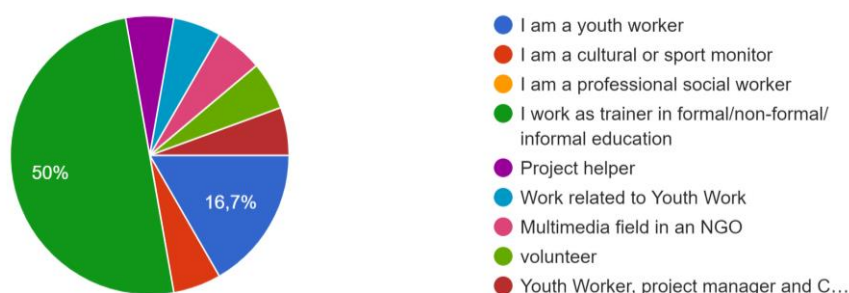50% of youth workers specified that they were female and 44.4% male.

Age

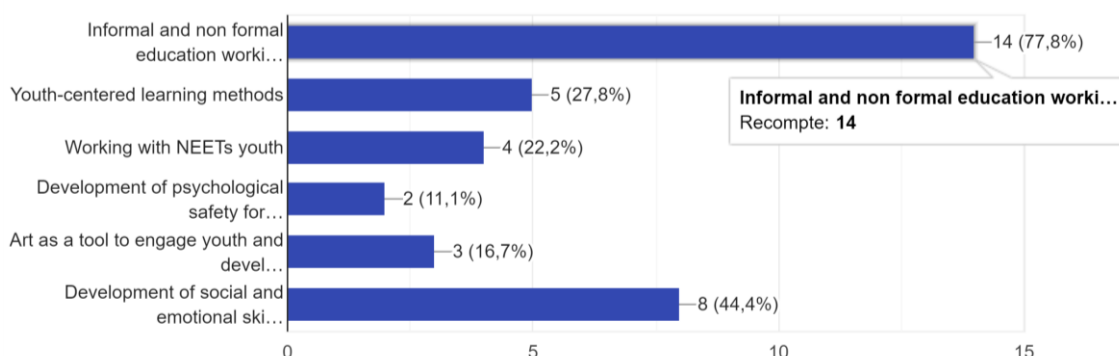The majority of youth workers are between 26 and 32 years old.

![Arte-D logo]

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Field of work

Legend:
- Formal Traditional school
- Formal Alternative school
- Homeschooling
- Youth organization
- NGO
- Informal group
- Social worker
- Civil worker

(33,3%, 38,9%, 11,1%)

Nearly 40% of youth workers are civil workers, while just over 30% work at NGOs.

Relation to youth work

Legend:
- I am a youth worker
- I am a cultural or sport monitor
- I am a professional social worker
- I work as trainer in formal/non-formal/ informal education
- Project helper
- Work related to Youth Work
- Multimedia field in an NGO
- volunteer
- Youth Worker, project manager and C…

(50%, 16,7%)

Half of all respondents who participate in youth work are volunteers.

Training path & and previous training

Informal and non formal education worki…	14 (77,8%)
Youth-centered learning methods	5 (27,8%)
Working with NEETs youth	4 (22,2%)
Development of psychological safety for…	2 (11,1%)
Art as a tool to engage youth and devel…	3 (16,7%)
Development of social and emotional ski…	8 (44,4%)

Informal and non formal education worki…
Recompte: **14**

Nearly 80% of youth workers have informal education in youth work.

- Complete study programme (degree or higher education) in youth work
- Vocational training
- Non-formal learning opportunity
- Specific courses related with youth education
- Self-study and volunteering
- Degree in education
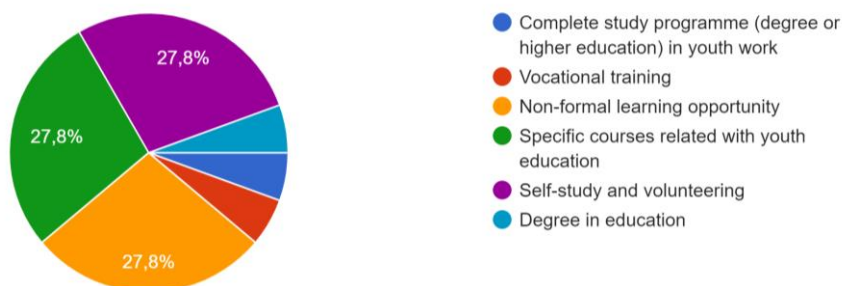
28% of respondents have experience volunteering, 28% have non-formal education and 28% have taken courses related to youth education.

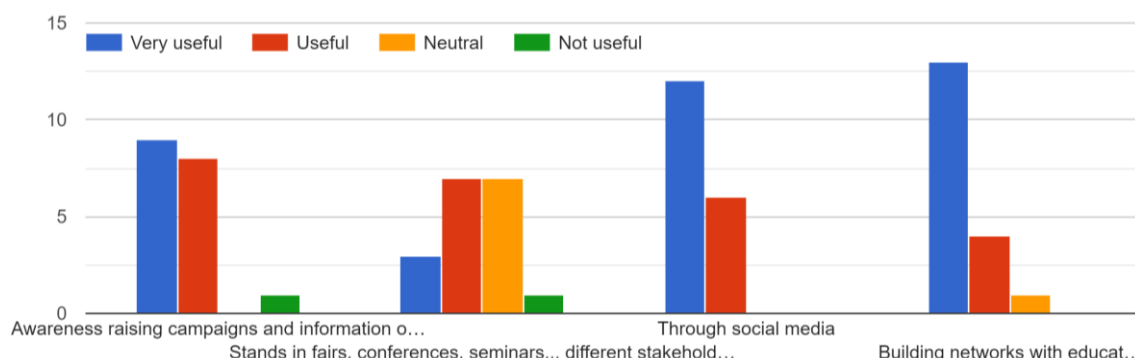<div style="background-color:#8098d0; text-align:center;">

Skills and Competences needed to be a Youth Worker dealing with NEETs

</div>

## In your opinion, which of the following competencies are necessary to work with NEETs?
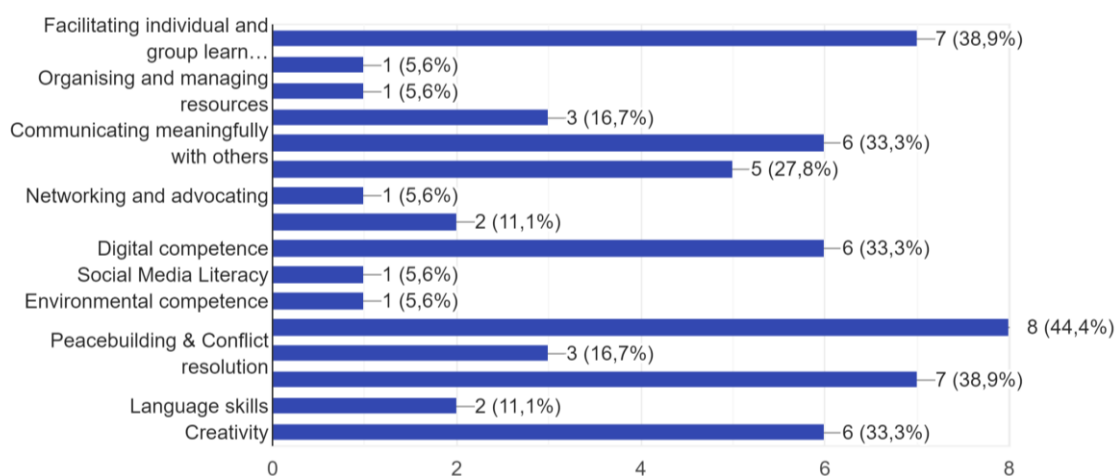
Peace-building and conflict resolution compentences were most valued when working with NEETs.

Which of these activities do you consider useful to identify and contact inactive youth?


Social media and networks through educators are considered some of the most useful ways to contact inactive youth.

Which of the following capabilities do you think are important to deal with when working with young people in NEET situation?
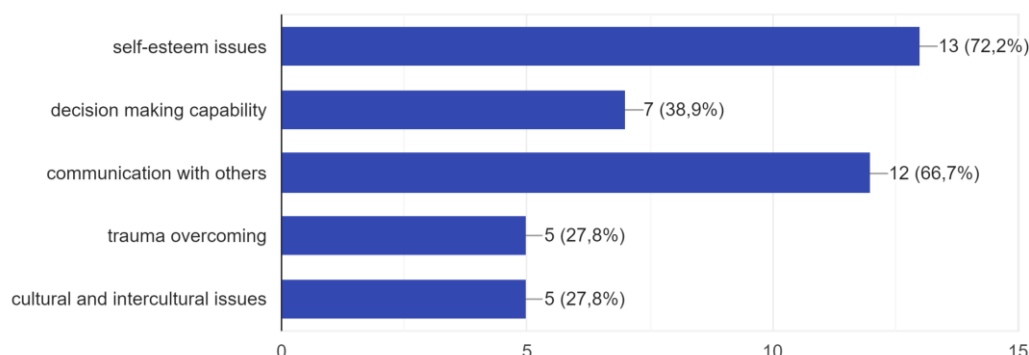

Youth workers value self-esteem issues and communication with others as the most important capabilities to address when working with NEETs.

Youth work has a unique potential to reach out to the most vulnerable ones and address their individual needs.
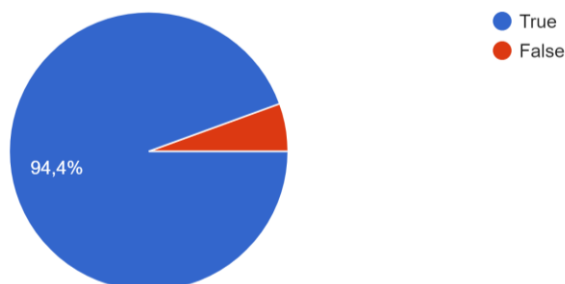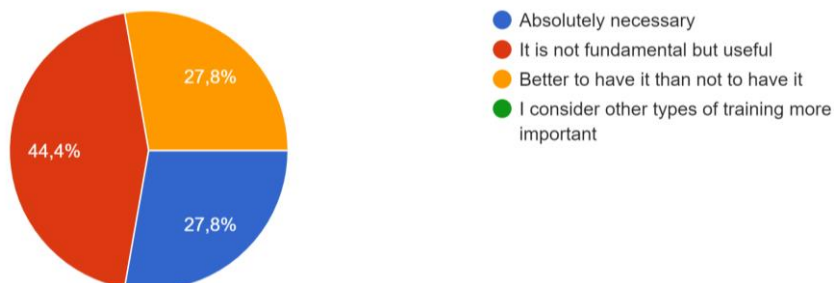

94.4% of respondents say that youth work has a unique potential to reach vulnerable NEETs and address their individual needs.

Do you think the digital tools are useful to engage or reach out young people in NEET situation?
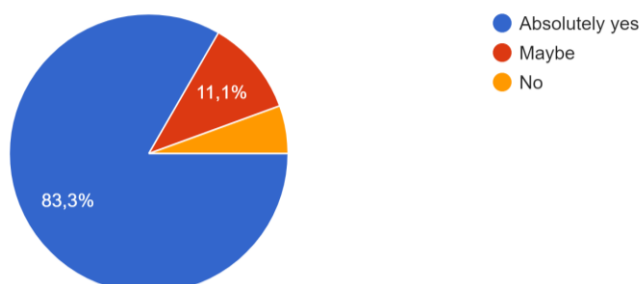
83.3% of respondents say that digital tolos are absolutely useful in reaching out to NEETs.

Do you think that a training basis in psychology and sociology is necessary to work with young people in NEET situation?

Legend:
- ● Absolutely necessary
- ● It is not fundamental but useful
- ● Better to have it than not to have it
- ● I consider other types of training more important

27,8%
44,4%
27,8%

44.4% believe that a background in psychology and sociology is not necessary, but useful when working with NEETs.

Creativity is a very valuable ingredient for working with young people in a NEET situation.

Legend:
- ● Absolutely yes
- ● Maybe
- ● No

11,1%
88,9%
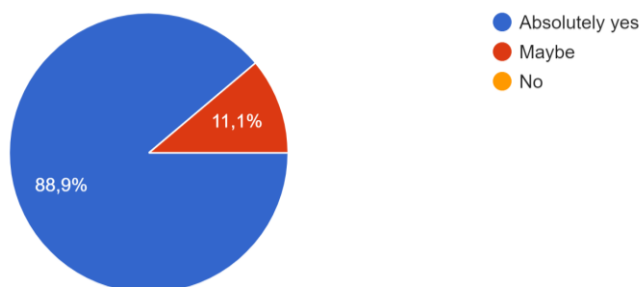
Nearly 90% of respondents said that creativity is absolutely a valuable part of working with NEETs.

Which of the following factors do you think contribute more to youth falling into the category of NEETs?
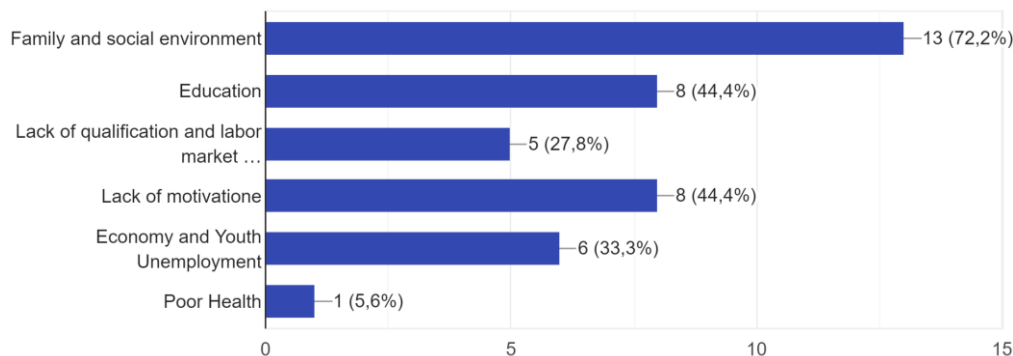
72.2% of youth workers consider family and social environment to play a significant role in terms of young people becoming NEETs.

Which of the following categories of young people do you think are more at risk of entering into the NEET situation?
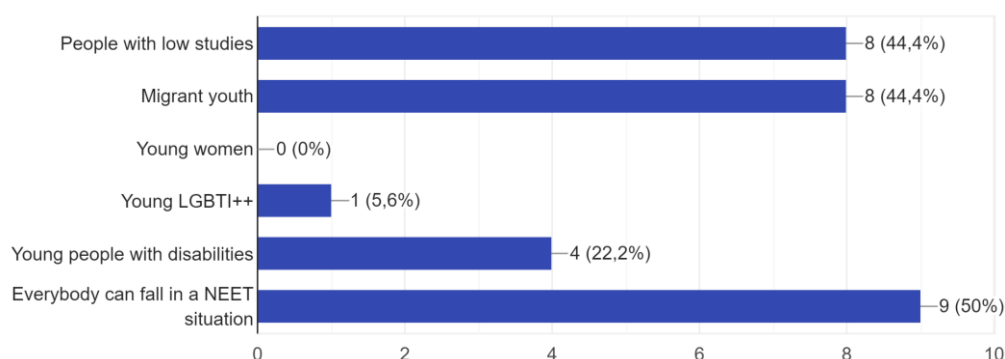
50% of youth workers think that anyone can become a NEET.

![Arte-D logo]

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Select which of the following skills most characterise you
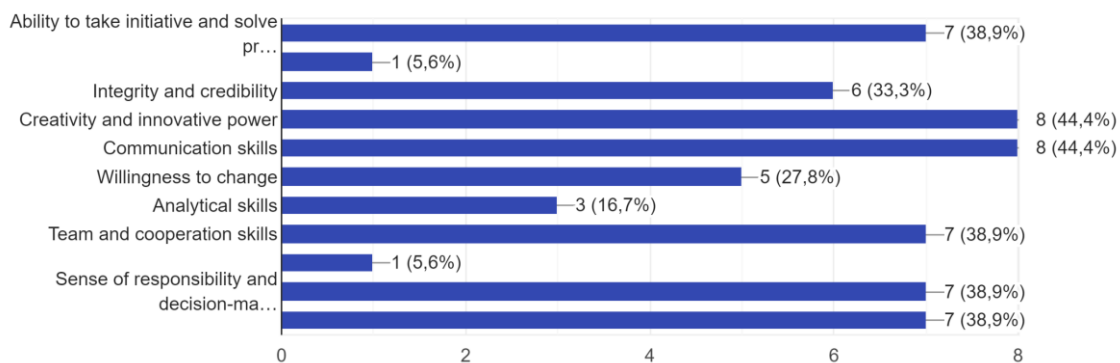
The majority of youth workers identify with the characteristics of creativity and innovative power and communication skills.

Do you consider social networks a valid tool to work with young people?
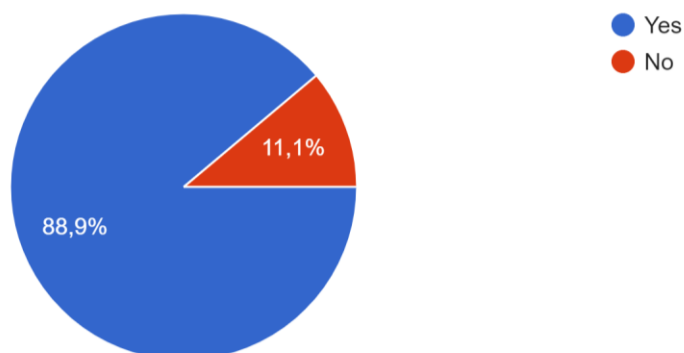
88.9% of youth workers consider social networks to be a valid tool when working with young people.

Arte-D

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Which of the following digital tools do you know?
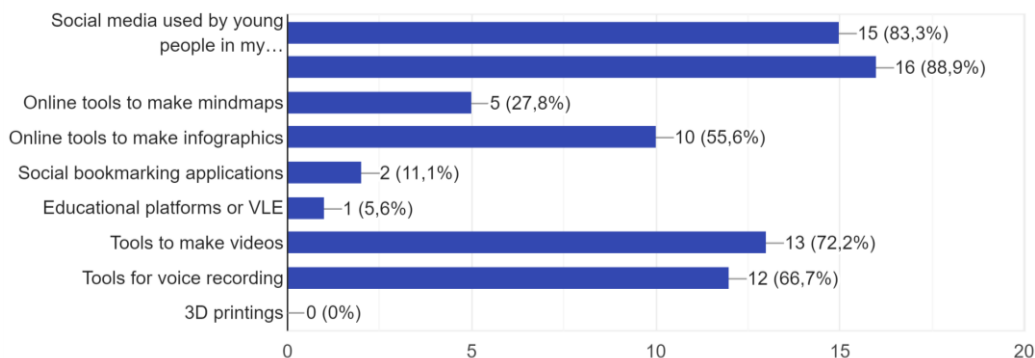
The majority of youth workers are familiar with social media used by young people.

In your opinion, could foreign language be an obstacle for the use of digital tools with people in NEET situation?

Legend:
- Yes, especially with young people with low studies
- Sometimes, but not so much
- I think there are plenty of options to overcome the obstacle
- Not at all, on the contrary digital tools can help to solve the problem
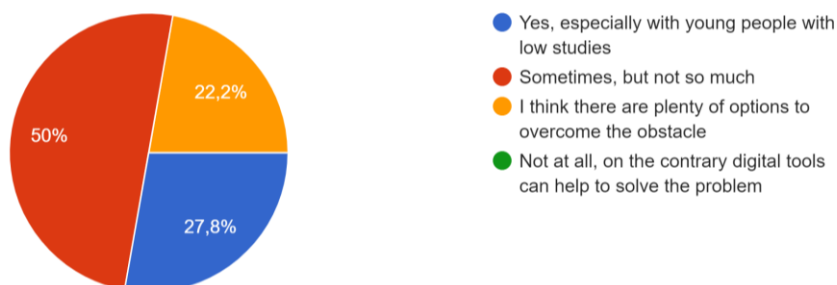
50% responded that foreign languages can sometimes be an obstacle when using digital tools, but not to a great extent.

General state-of-the-art of youth work

While youth work is often understood as everything related to youth and their education and transition to the labour market, in Spain, there is no legal definition of youth work. Some experts in the field define youth work "on the basis of three elements which belong to the same semantic field, but have different, although in some respects related dynamics." (R. Merino et al.) These dynamics include social movements, associations and other areas where young people consider themselves to be part of a social group.

Additionally, youth work can include social workers and social educators who work for national, regional and local administrations.

Thus, youth work can be related to the labor market, to the educational field, and it can also include voluntary work and social work, providing the youth involved are part of a larger social group.

The main areas of youth work in Spain are Education and Training, Employment and Entrepreneurship, Health and Well-being, Social Participation, Volunteering and Social Inclusion.

Latvia's youth work sector is still recovering from the Soviet Era, although now receives regulated guidance directed by the State Youth Initiative Centre, the Ministry of Education and Science, and the National Youth Council of Latvia, along with other NGOs. Much youth work is focused on voluntary and extracurricular activities, as well as hobby education.

The majority of Latvian youth workers are woman (88%), demonstrating the challenges in Latvia of getting young men involved in youth work. 81% of youth work participants have higher education, 13% have incomplete higher education and 6% have a lower level of education.

In the Republic of North Macedonia, the term 'youth worker' is generalized as someone who is engaged in the process of education and support of the development of young people, to reach personal and social potential and to be active in their communities. Youth work is not formally recognized as a professional field in North Macedonia, however 'youth worker' is listed as a professional profile by the Ministry of Labour and Social Policy of North Macedonia in their Occupation Standards.

Youth work in North Macedonia is primarily performed within the framework of NGOs, youth centres, city youth councils and the Youth and Sport Agency.

Competence models, assessment strategies and validation for professional development of youth work.

In a formal capacity, one competence model and assessment strategy is that proposed by Injuve, the Spanish Institute for Youth, which was founded in 1977. This organization is nationwide and also has international reach. The main responsibilities of Injuve are the "coordination and management of youth information services, the coordination and management of state and international competencies for youth mobility, training and leisure through the European Youth card, the coordination of the Youth in Action Programme, and the management of the European Voluntary Corps", along with other EU programs.

There are also 2-year courses for social services and socio-cultural animators offered by vocational schools, as well as "Management and coordination of educational leisure activities for children and young people" and "Stimulation of educational leisure activities for children and young people and Youth Informer."

There is also training for volunteers wherein they can receive certificates from adult education centres. Programmes like Incorpora from La Caixa foundation help people who have a high exclusion risk in finding a job, and Comienza Project in the Canary Islands helps people looking for jobs to develop new skills. Additionally there are some internships that have ECTS recognition and these can go on youth workers' CVs.

In Latvia, there are professional standards for Youth Affairs specialists. These define the responsibilities for youth workers' professional competences. The responsibilities include youth work implementation and evaluation, project and programme development and the promotion of voluntary work. Youth Affairs specialists must have 80 hours of training within two years from the day they begin working, and they must be able to analyze, evaluate and draft proposals for youth policy and strategies.

In North Macedonia, youth worker competencies are strengthened through non-formal education opportunities provided by youth centres, NGOs, the Youth Work Union and the Youth and Sport Agency. The Youth Work Union is the principal network of youth work providers in North Macedonia, and they are currently working to establish a national system to assess and improve the state of youth work in the country, in accordance with established regulations.

Characteristics of NEETs

NEETs include young people between the ages of 16 and 29 years who don't have a functional role of employment, study or family responsibility. NEETs in Spain are often overqualified for the jobs available.

There are various subgroups within the NEET population, each with its own set of experiences and needs. Two of the subgroups are the conventionally unemployed and opportunity seekers. The characteristics of the conventionally unemployed NEETs are that they are actively seeking employment. Opportunity seekers are seeking education and training opportunities according to their level of training.

Another subgroup are the unavailable, and these include young caretakers, and people with family responsibilities, or young people with illnesses or disabilities.

There are also the disengaged and voluntary NEETS. Disengaged NEETs are not seeking employment, even though they have no obstacles to employment, and voluntary NEETs have higher priorities than employment, such as travelling.

Other personal and family characteristics of NEETs include family socio-economic background, poor housing, poor economic situation, low level of studies, early school leaving, lone parenthood and teenage pregnancy, health problems, addictions, motivation, community and neighbourhood, migration.

One of the reasons that there are so many NEETS in Spain is because of the shortage of jobs resulting from the economic crisis in 2008. Additionally, high rates of adult unemployment cause higher rates of young NEETs.

With some exceptions, the majority of NEETs can be characterized by disadvantaged positions and a high risk of social exclusion.

In Latvia, NEETs are a diverse community facing a variety of obstacles to enter the job market or the education system. They are often individuals with low educational attainment and lacking foundational skills like reading, writing and maths.

In North Macedonia, one fifth of the young people in the country are considered NEETs, and the youth unemployment rate is twice the EU average. The majority of NEETs are long-term unemployed young people, and mostly between the ages of 25 and 20, with only primary education. They also tend to live in rural areas. Women tend to fall into the NEET category for lack of education or family obligations and young men because they are unmotivated to work or look for education and training opportunities.

National policies and strategies addressing the involvement of NEETs in the society

Injuve, which was created in 1977 at the beginning of the new democratic period, is the current youth organisation of the Spanish government. It's not the only youth organisation in Spain, however, it is among the most important as it has nationwide and even international reach.

Injuve is responsible for the coordination of youth information services, the coordination and management of youth information services, the coordination and management of state and international competencies for youth mobility, training and leisure through the European Youth card, the coordination of the Youth in Action Programme, and the management of the European Voluntary Corps, along with other EU programs.

In Spain, there is also Law 30/2015, which regulates the Vocational Training System for Employment, which promotes and accredits professional competences acquired through non-formal training or work experience. It also regulates former training procedures into the training system for employment through occupational certificates.

The Spanish Constitution, article 48, also says that "The public authorities shall promote the conditions for free and effective participation of youth in their political, social, economic and cultural development." This has become the establishment of the Spanish Institute for Youth, now in charge of validation and promotion of youth work.

There is also the Spanish NiNi Policy, or "Strategy for Job activation 2014-2016, and the Annual Plan for Employment Policy. The objective of these policies is to reduce the transitional time to employment for the unemployed via effective job service. The hope is that this will increase the employability among the young and vulnerable by guaranteeing equal access to professional training.

In Latvia, the Parliament has adopted the Youth Law, which aims to improve the quality of life of young people, by promoting their participation in social life and by supporting youth work. The State Youth Policy Programme also provides a basis for the current youth policy agenda in Latvia.

The Ministry of Finance of North Macedonia developed the Youth Guarantee, which addresses the involvement of NEETs in society. This concept guarantees young people that they will be offered an opportunity for employment, or education continuation, or training within four months of losing their job or finishing education. It is notable that North Macedonia is the first EU country to implement the Youth Guarantee policy.

Digital skills education

According to the European Commission, and the Digital Economy and Society Index, Spain ranks 11th out of 28 EU Member States overall. According to the report, around one in five people in Spain aren't online, and nearly half of all Spaniards lack basic digital skills.

In 2020, the Spanish government launched the Educa en Digital program, through an agreement between the Ministry of Education and Vocational Training, the Ministry of Economic Affairs and Digital Transformation and Red.es. The aim of the program is to support the digital transformation of education in Spain.

Meanwhile, according to a Eurobarometer survey, 43% of Latvians have basic digital skills and 24% are above the basic level. On the DESI, Latvia ranks in the 21st position.

In North Macedonia, in order to increase the level of digital education of students, a government project was implemented that supplied classroom computers for every student in every school in the country, along with a regulation requiring a minimum of 30% of the curriculum be delivered using ICT. Currently, there's a reform of primary education being developed by the Ministry of Education, which puts an emphasis on increasing digital literacy of students.

Artistic and creative skills education in your country

According to a study by the University of Girona, the pedagogic model is still centred on theory-based learning, as well as reinforcing memory based learning, and the accumulation of theory based knowledge. This positions the teacher as the primary source of information and lacking more practical methodologies that require creative and critical thinking.

Latvia is generally doing a good job promoting creative processes in education, industry and work. The number of people developing their creative skills grows more very year and the contribution of culture and creative industries to Latvia's national economy is increasing as well. Creative Latvia also has a new goal of preserving and developing the cultural capital in Latvia, through lifelong cultural education.

North Macedonia, however, paints a rather different picture. Formal education systems don't give creative and artistic skills enough attention, although private schools and non-formal educators are making an effort to increase levels of creative entrepreneurship and innovation in the classroom.

Conclusions

Art is an essential part of our lives as humans. Whether we use it in our jobs or we explore artistic opportunities in an extracurricular capacity, art has a positive impact on our mental health and our lives overall.

The Arte-D desktop research provides a summary of the current landscape of the relationship between youth work and art in three European countries: Latvia, Spain and the Republic of North Macedonia.

This research will serve the larger Art-D initiative in its goal to provide training for those involved in youth work. It will help with the implementation of initiatives to engage with young people and NEETs in these countries through creativity and the development of digital skills.

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Latvia

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Republic of North Macedonia

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- https://mia.mk/vo-tek-pri-avuva-eto-za-proektot-kreativnosta-na-delo/