

# Youth Policy and Participation (YOYO)

Potentials of participation and informal learning in young people's transitions to the labour market. A comparative analysis in ten European regions



## Short Description of Cases Study Agencies

### PORTUGAL

<b>Country</b>	Portugal
<b>Place</b>	Lisbon
<b>Name of Project / Organisation</b>	Príncipes do Nada (Princes of Nothingness)
<b>Type of Organisation</b>	Involving several organisations
<b>Type of Measure / Course / Project</b>	Programa Nacional de Luta contra a Pobreza (National Program to Fight Poverty)
<b>Target Group</b>	Gypsy Community in Carnide (Lisbon)
<b>Objectives</b>	To promote an integrated intervention with the Gypsy Community of Vale do Forno, to solve their basic needs such as food, health, education, and housing and, at the same time, to promote social, cultural, economical competencies and skills, in articulation with the surrounding environment.
<b>Content / Methods</b>	Development of a work with Gypsy families; creation of a “Youth Club”, to involve and follow young school leavers engaged in marginal and pre-criminal activities; to give support to children and young people still attending school, by activities such as karate, dance, music, reading and writing studios, especially connected to the gypsy culture; solving various housing problems; search for economic alternatives for these families’ income; valorisation of the Gypsy culture. For school leavers there are special classes to make them achieve a diploma or qualification equivalent to those obtained in the regular school system. Professional competencies are also developed.
<b>Aspects of Participation</b>	Emphasising many activities of the Gypsy culture, they establish connections with other Gypsy communities. By promoting cultural events they bring together the surrounding population. The activities organised within this project try to bring together this community and general population by taking these young people out of their daily routines and sharing each others activities.
<b>Aspects of Informal learning</b>	Dance and music of the Gypsy culture. Development of writing and reading skills, alongside with regular school. Discussing specific problems related to this community and particularly related to young women, sharing experience with non-gypsy women. Development of personal skills through group discussions, dance, clothing design.
<b>Relation to Transition System / Youth Policy</b>	Trying to fight school dropout by providing alternative curricula to young people. Involving them in extra-curriculum activities and preventing them from engaging in risk trajectories by giving them alternative tasks related with their culture.
<b>Reasons for Selection / Relev. for YOYO</b>	Because it deals with a Gypsy community and specially with young people, trying to give them alternatives to their usual path not disregarding their culture.

<b>Country</b>	Portugal
<b>Place</b>	Sintra (Lisbon)
<b>Name of Project / Organisation</b>	Aldeia de Santa Isabel (Village of Santa Isabel)
<b>Type of Organisation</b>	Santa Casa da Misericórdia de Lisboa
<b>Type of Measure / Course / Project</b>	Integration of disadvantaged young people through a intergeneration project; various supports
<b>Target Group</b>	Disadvantaged young people
<b>Objectives</b>	Aldeia de Santa Isabel is a village where different generations live and share different things. This project deals with elderly people as well as with children and young people. People suffering from abandon, physical/affective isolation, battering or orphans. The interchange among the elderly and the young aims to promote both their integration in the community supporting each other and sharing/changing experiences and experiencing mutual learning.
<b>Content / Methods</b>	Professional training is the main activity developed in Aldeia de Santa Isabel and aimed at young people. Young people benefit from it by learning a profession. Nevertheless they share common spaces with the elderly and have a major role in keeping this village in good conditions. Social skills are also a concern and so there are activities thought to prepare young people for life outside this village/centre.
<b>Aspects of Participation</b>	Taking part in all aspects of life in a village/community, sharing experiences with a different generation and learning from it.
<b>Aspects of Informal learning</b>	Informal learning is done through the interchange between generations. Taking part of this centre's life, with people of different ages is an enriching experience for all residents. Also increasing self-esteem and social competencies.
<b>Relation to Transition System / Youth Policy</b>	By giving these young people a chance to learn a profession and to proceed with their studies. There is also a program to integrate young people in the labour market after completing their training. Several enterprises working in the region provide jobs for them (90% rate of employability). Support to young people in their way to autonomous lives.
<b>Reasons for Selection / Relevance for YOYO</b>	The interchange between generations and the profits to obtain from it. How can it influence transitions. How do transitions take place with this young people with particular problems of social exclusion.

<b>Country</b>	Portugal
<b>Place</b>	Lisbon
<b>Name of Project / Organisation</b>	BATOTO-YETO DUMDUMBA
<b>Type of Organisation</b>	Informal non profit making organisation
<b>Type of Measure / Course / Project</b>	Non institutional with several supports
<b>Target Group</b>	Disadvantaged African young people aged 7 to 17
<b>Objectives</b>	By being a part of a dance and music group they establish contact with their African origins. This is done through cultural activities such as dance and music. At the same time increase self-esteem, perseverance and discipline.
<b>Content / Methods</b>	To be a part of this “family”, young people must have academic success. School achievement is the condition to be part in the dance and musical group. This includes participating in rehearsals as well as performances in several shows. Also workshops of African music and dances. Weekly rehearsals.
<b>Aspects of Participation</b>	Young people involved in these projects have contact with their African origins. They learn aspects of their cultural contexts through dance, music, tales and traditions. At the same time they must present academic achievement as a condition to participate in these activities. Taking part in many national and international performing arts events is also a form of participation for these young people.
<b>Aspects of Informal learning</b>	Dance, music, individual success by stimulating artistic skills. Increased understanding and knowledge of their ethnic origins, participation. Young people learn to learn by teaching each other in this group.
<b>Relation to Transition System / Youth Policy</b>	Keeping contact with their cultural roots, young African people are encouraged to proceed in a successful academic career and to achieve higher levels of qualification. This way they create conditions to overcome their disadvantaged positions and create new and better opportunities of integration in active life.
<b>Reasons for Selection / Relevance for YOYO</b>	The positive results obtained by this project and its originality. The fact that they work in very degraded neighbourhoods. Their methods to make young people participate in cultural activities and at the same time achieve academic success. The large number of children involved.

## ITALY

<b>Country</b>	Italy
<b>Place</b>	Palermo
<b>Name of Project / Organisation</b>	“From play to work”
<b>Type of Organisation</b>	ARCIRagazzi Palermo – Sicily. ARCIRagazzi is a nation-wide educational association founded in 1981. It is aimed at enhancing the rights of children and young people and at increasing time and areas in which young people, together with adults, can improve their life quality and environment.
<b>Type of Measure / Course / Project</b>	<b>Type of project: Multidimensional project</b> 1) Permanent experimentation workshops (theatre, courses of ceramics, computer, music, murales, puppet theatre). The workshops have close contacts with the schools and the shopkeepers of the districts involved 2) Two Youth centres (with playroom for several plays and games) managed and organized by young people. 3) The project promotes: district parties, meetings, concerts, exhibitions, shows, and animated events, periodical researches and interventions on participation and on youth situation.
<b>Target Group</b>	<b>Target group:</b> Young people between 12-25 years, living in 2 districts of Palermo characterized by poverty, high mafia density, and a strong lack of social and public structures/services. Many children leave early the school and are often involved in the local micro-criminal bands.
<b>Objectives</b>	<b>Objectives:</b> to give alternatives to social and cultural poverty and to a context, which is often aggressive and indifferent; to give recreational and cultural chances to young people, promoting their personal qualities and resources; to start initiatives aimed at their socialization and personal growth
<b>Content / Methods</b>	<b>Methods:</b> animation, mediation and supervision, networking, community work; use of performing arts (theatre, music, video, painting etc.)
<b>Aspects of Participation</b>	<b>Aspects of participation:</b> Activities are fully organised and managed by young people, who also are totally involved in the evaluation meetings. The goal is to enhance as much as possible the self-management of activities.
<b>Aspects of Informal learning</b>	<b>Aspects of informal learning:</b> The basic concept is to begin from play activities of the workshops in order to enhance and let emerge the unknown resources of young people involved and their desire of learning and creating. (They speak of “ <b>pedagogy of desire</b> ”). A new association has been built: “Impresa pedagogica del lavoro” (Pedagogical concern of work), made up of professionals (artisans, photographers, musicians, actors, consultants, programmer) who give to the young people important motivations towards learning and experimenting.
<b>Relation to Transition System / Youth Policy</b>	<b>Relation to Youth policy</b> The project began with the benefits of act 216/91 for measures in favour of minors at risk of involvement in crimes. (Dipartimento Affari Sociali) The project is consistent with the principles which have been expressed in the recent Youth Plan.
<b>Reasons for Selection / Relev. for YOYO</b>	<b>Reasons for relevance for YOYO:</b> It's important to involve a project from the South, since the big differences at economical, cultural and social level existing between North and South. In Sicily the concept of participation takes another meaning: the mafia reality represses every participation and autonomy. Young people have to fight hardily to riappropriate their social space.

<b>Country</b>	<b>Italy</b>
<b>Place</b>	<b>Campagnola</b> (District of Reggio Emilia)- North
<b>Name of Project / Organisation</b>	Youth Centre
<b>Type of Organisation</b>	Association
<b>Type of Measure / Course / Project</b>	<p><b>Type of project:</b> This centre has been promoted by young people themselves 8 years ago.</p> <p>It consists in:</p> <ul style="list-style-type: none"> <li>➤ Youth Information Centre</li> <li>➤ Musical room</li> <li>➤ Phono-library managed by young people themselves: it's possible to have CD, video, and cassette on free loan.</li> </ul> <p>Young People organize concerts (3 or 4 jazz meetings every year), are involved in ecological activities and participate at Youth for Europe Project (Dassel-Germany and Crete Island).</p>
<b>Target Group</b>	Young People 15-24 years
<b>Objectives</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1)To offer an alternative way of life (instead of apathy and indifference)</li> <li>2)To stimulate guys forcing them to be active and creative</li> <li>3)To build up a “sense of community”</li> </ol>
<b>Content / Methods</b>	Networking (Local institutions, schools, young people, associations of parents), techniques of animation, supervision.
<b>Aspects of Participation</b>	<p>The Centre has been promoted by young people, with a remarkable process of participation.</p> <p>It has not to be intended like an institutional service but as an on-going project developed by ideas and initiatives of the young people.</p> <p>Another interesting participation process is represented by the creation of a formal association, which should assure a stronger level of autonomy.</p> <p>In the near future every area (sector of activity) will be managed by one or two young responsible.</p>
<b>Aspects of Informal learning</b>	Learning of abilities and competence in several fields: music, language (European exchange) , I.C.T, project management
<b>Relation to Transition System / Youth Policy</b>	Youth project at a local level
<b>Reasons for Selection / Relevance for YOYO</b>	<p>The project is closely related to the social context and is based on the key concept of participation.</p> <p>It offers youngsters many opportunities to live different kind of experiences (above all in the field of arts) to meet their interests and empower their self esteem.</p> <p>We think it shall be interesting to analyse the passage from a Youth Centre to a real association</p>

<b>Country</b>	Italy
<b>Place</b>	Turin - North of Italy
<b>Name of Project / Organisation</b>	Progetto “Giovani e Periferie” (Youth and Suburbs)
<b>Type of Organisation</b>	Municipality in cooperation with youth-work social cooperatives, youth centres of city districts.
<b>Type of Measure / Course / Project</b>	Participative project in terms of empowerment and active citizenship in the context of local youth policies, community development and urban re-generation
<b>Target Group</b>	Young people between 15-25 years, living in 4 zones of Turin with big social problems (high rates of school wastage, poor social extra-familiar relations, implosion in micro-groups with self-protective functions, youth tribalism, few self-organised and consumption-free initiatives, loosing the sense of citizenship and giving up the fight for civil rights, looking for alternatives based on micro-violence and micro-criminality)
<b>Objectives</b>	re-generation and development of four suburban districts ; creation of social and cultural “workshops” for young people; training and job creation for young people in the field of self-maintenance of public buildings in the districts (repairing works, green belts, etc.); training and job creation for young women in the field of care works.
<b>Content / Methods</b>	local scenario workshop (short term scenarios have been developed and on these scenarios all the social actors and all stakeholders concentrate their commitments), animation, mediation and supervision, networking
<b>Aspects of Participation</b>	Young people have been involved in so called “tavoli di lavoro” (work-tables) where they developed, together with associations of the Third Sector and local authorities, <b>pilot-projects</b> , based on “youth protagonism”: prevention in this sense has to give up the hopes of the “salvation” role of experts and to create the premises for the involvement of youth in planning and implementing.
<b>Aspects of Informal learning</b>	Young people are seen as bearers and producers of culture.
<b>Relation to Transition System / Youth Policy</b>	The Project is connected with: <ul style="list-style-type: none"> <li>• the Action Plan of the Environment Ministry called "Città sostenibili delle bambine e dei bambini" (Sustainable cities of children),</li> <li>• the activities of the Youth Department of the Municipality</li> </ul>
<b>Reasons for Selection / Relevance for YOYO</b>	See above

**DENMARK**

<b>Country</b>	Denmark
<b>Place</b>	Aarhus
<b>Name of Project / Organisation</b>	Open Youth Education
<b>Type of Organisation</b>	Formal and non-formal education on the level of High School/gymnasium
<b>Type of Measure / Course / Project</b>	Formal and non-formal education on the level of High School/gymnasium
<b>Target Group</b>	Young people with difficulties with normal formal educational systems/Youth marginalised
<b>Objectives</b>	To have a youth education in an alternative way
<b>Content / Methods</b>	Formal education, and self-chosen courses/activities
<b>Aspects of Participation</b>	Choosing educational trajectory, choosing courses, influence on literature, subjects of interest etc.
<b>Aspects of Informal learning</b>	Organising the form of education in cooperation with education counsellors, cultural activities, pulling together biographical and educational development.
<b>Relation to Transition System / Youth Policy</b>	Formal education – underlining formal qualifications necessary to further education.
<b>Reasons for Selection / Relevance for YOYO</b>	<p>As an example of formal education, this selection serves as an example of how opportunities are present in untraditional educational settings. The possibilities for the individual young person to get both formal and informal learning in this setting, depends heavily on the individual to seek, participate in and reflect the different opportunities given.</p> <p>The case is selected as a way to explicate how young people can be both in good and less good practice, depending on their way of looking at, participate in and make use of the variety of different activities possible in an educational setting.</p> <p>The good practice involves the individuals own interests, her ability and willingness of participating, socially and professionally</p>

<b>Country</b>	Denmark
<b>Place</b>	Copenhagen
<b>Name of Project / Organisation</b>	The Ecological Starters
<b>Type of Organisation</b>	Grassroot/semiprofessional project, funded by private funds, state and municipality
<b>Type of Measure / Course / Project</b>	Courses for unemployed, teaching, activist-activities, practical training courses and periodical employment (activation-programmes).
<b>Target Group</b>	Primarily Young people or secondarily unemployed, skilled or unskilled.
<b>Objectives</b>	To educate "Green guides", form activist groups, run ecological caf�es/catering and promote ecologist thinking/trading and living.
<b>Content / Methods</b>	Formal education, practical training and activities
<b>Aspects of Participation</b>	To form plans for courses, public activities and informational programmes. To make ecological foods and to participate in running an organisation from a NGO-perspective, to fundraise, negotiate and inform publicly.
<b>Aspects of Informal learning</b>	Negotiating in administrative/political issues, to organize activities, to run a small-scale business and to learn to plan and promote specific ideological messages. Informal learning includes getting in contact socially and to become liable regarding timing and budget-making etc.
<b>Relation to Transition System / Youth Policy</b>	The project is functioning in order to build transition from either poor or former educational background to further education or employment. At the same time the project is keeping young or unemployed people occupied.
<b>Reasons for Selection / Relevance for YOYO</b>	As one of a number of social and/or cultural projects running, this selection shows a bottom-up way of setting up activities focused on promotion of a single issue political/ideological idea. Activities are growing/expanding in an unpredictable way, as it changes with the actual people involved.

<b>Country</b>	Denmark
<b>Place</b>	Vesterbro, Copenhagen
<b>Name of Project / Organisation</b>	The Settlement – “The Christian Students Settlement.”/ The Girls and BoysHouse
<b>Type of Organisation</b>	Private social organisation, dealing with a variety of project for unemployed, shops, sports, counselling and youth-club activities.
<b>Type of Measure / Course / Project</b>	Similar to youth club, but without any specific activities and only open 2 days a week.
<b>Target Group</b>	Young local people – mainly with another ethnic origin than Danish.
<b>Objectives</b>	To help making everyday activities better – to qualify to everyday-life.
<b>Content / Methods</b>	To make space for young ethnic people, to meet, to be without parental surveillance and to talk about life in general. Secondly to set up activities asked for by the young people themselves.
<b>Aspects of Participation</b>	Participation is central in order to keep the place running. The place(s) depends on whether young people show up, asks for certain activities and engage in carrying out the plan.
<b>Aspects of Informal learning</b>	Informal learning is targeted through the fact, that the young people can learn from each other, from the leaders of the project(s) and through the engagement in the actual educational and or employment activities, in which the young people takes part.
<b>Relation to Transition System / Youth Policy</b>	The Girls- Boys Houses sat up, as a mediator between different ethnic backgrounds and a Danish reality in regards of both increasing and debating the young peoples future lives regarding education and employment. Through discussions and activities, the project(s) deal with integration of young ethnic people into a Danish society. As a mediator the House(s) are organized as Youth-clubs
<b>Reasons for Selection / Relevance for YOYO</b>	The ethnic multicultural objective is the main reason for selecting – but the private origin of the main project having polices and concepts of informal learning and participation are additional to this.

**IRELAND**

<b>Country</b>	Ireland
<b>Place</b>	Cork City
<b>Name of Project/ Organization</b>	Cork Simon Youth and Drugs Project
<b>Type of Organization</b>	Homeless Assistance (Voluntary Organization)
<b>Type of Measure/ Course/Project</b>	One to one assistance from youth worker in assisting homeless young people
<b>Target Group</b>	18-25 Yr. Old Homeless Young People at risk of or using drugs
<b>Objectives</b>	Engagement/Stabilization/Support towards re-integration with mainstream society. The ongoing core aim is to intervene so as to prevent the young person from falling into the cycle of homelessness, which is in some respects akin to institutionalization.
<b>Content/Methods</b>	Counselling, personal assistance in setting and achieving life goals (i.e. literacy, independent living)
<b>Aspects of Participation</b>	Full participation in setting and moving towards personal goals
<b>Aspects of Informal learning</b>	Development of life skills
<b>Relation to Transitional System/ Youth Policy</b>	This intervention is tasked with rescuing and then re-integrating some of the most marginalized and vulnerable youth in Cork City These young people, for whatever reason, are not in the transitional system; this intervention seeks to help them into this system.
<b>Reasons for Selection/ Relevance for YOYO</b>	The project focuses on the target group as individuals, and attempts to structure a support package specifically tailored for these individuals.

<b>Country</b>	Ireland
<b>Place</b>	Youghal, County Cork
<b>Name of Project/ Organization</b>	Youghal Youthreach County Cork Vocational Education Committee
<b>Type of Organization</b>	Early School Leavers Alternative Educational Project
<b>Type of Measure/ Course/Project</b>	A project that aims to give basic qualifications to early school leavers so as that they may continue on in education/training or enter the labour market with some basic qualifications.
<b>Target Group</b>	15 to 20 year old early school leavers.
<b>Objectives</b>	Achieve basic qualifications/prepare young people for labour market.
<b>Content/Methods</b>	Taught courses in various subjects (i.e. social skills, woodwork, catering)
<b>Aspects of Participation</b>	The project allows trainee participation in limited areas
<b>Aspects of Informal learning</b>	Chiefly role modeling. The ethos and emphasis of the project is far less formal than the mainstream educational system, the tutors are on first name terms with the young people and engage them on many levels.
<b>Relation to Transitional System/ Youth Policy</b>	The Youthreach Programme is the States primary response to early school leaving in this country <sup>1</sup> . It therefore forms a central plank in the Government's youth policy.
<b>Reasons for Selection/ Relevance for YOYO</b>	Youghal is a rural town, and the Youthreach caters for a largely rural population. This project offers us the opportunity to explore the differences between rural and urban interventions, as well as allowing us to study an example of the State's core response to early school leaving. The project does attempt to cater for young people on an individual level, and is an example of good practice in this area. It is also a more formal intervention compared to the other potential case studies. This would be quite useful in comparative analysis.

<sup>1</sup> The core aim of the Youthreach Programme is "to provide participants with the knowledge, skills and attitude required to successfully make the transition to work and adult life"(Youthreach Working Group, 1989, Youthreach Framework of Objectives, Dublin).

<b>Country</b>	Ireland
<b>Place</b>	Cork City
<b>Name of Project/ Organization</b>	Glen Action Project (GAP) Foroige
<b>Type of Organization</b>	Youth Organization
<b>Type of Measure/ Course/Project</b>	Youth Crime Diversion Project
<b>Target Group</b>	10-18 Yr Olds at risk of or involved in crime
<b>Objectives</b>	<i>“To enable the target group” “to integrate into the labour force in a systematic manner and to prevent them from becoming unemployable”<sup>2</sup></i>
<b>Content/Methods</b>	Standard Youth Work Programmes
<b>Aspects of Participation</b>	Group Decision Making
<b>Aspects of Informal learning</b>	Role-Modeling/Self esteem and Confidence building
<b>Relation to Transitional System/ Youth Policy</b>	This type of project assumes that intervention will either support youth in education/training or assist youth in re-entering the educational/training system.
<b>Reasons for Selection/ Relevance for YOYO</b>	This type of intervention has become a standard Govt. response to youth issues in marginalized areas. The on the ground practice is of a good standard, however the assumptions made about the young people need to be critiqued.

<sup>2</sup> Department of Justice, Equality and Law Reform, Garda Website;  
<http://www.irlgov.ie/justice/press%20Releases/Press-2000/pr-2510htm>

## WEST GERMANY

<b>County</b>	Germany (West)
<b>Place</b>	Munich
<b>Name of Project / Organisation</b>	La Silhouette
<b>Type of Organisation</b>	Vocational training project of “Young Women and Profession e.V.”
<b>Type of Measure / Course / Project</b>	Vocational training enterprise; Social youth work
<b>Target Group</b>	Young females with different ethnic background (african, turkish, afghan,...)
<b>Objectives</b>	Providing vocational training in the area of dressmaking for young females with low opportunities on the local labour market (12 places); Support and empowerment; space for their cultural origins; intercultural learning; space to negotiate femininity in-between different cultures
<b>Content / Methods</b>	Training with own curricula in close contact to dressmaker’s trade guild, officially acknowledged; in-house courses (language, literacy, schooling); support in problems with residence; in financial problems; in drug problems (e.g. co-contracts concerning therapy); general principles: re-assuring cultural origin by bringing in designs, fashion ideas from culture of origin; creating space to find out the appropriate cultural “mix” (identity-shaping);
<b>Aspects of Participation</b>	Participatory training atmosphere – small groups with 6 young females; weekly meetings of the whole enterprise where <i>all</i> aspects are discussed commonly (also decisions about new personnel) and <i>all</i> have the same say: in La Silhouette’s collections all ideas are welcome – no limits except extraordinary expensive material; own presentation of own collection (trainees on the catwalk); big publicity; trainees are already producing: training integrated in dressmaking, working for clients
<b>Aspects of Informal learning</b>	Learning from one another – learning to estimate the potentials of “difference”; Group learning in small training groups (social skills) The effect of “serious” work; the effect of creative work; the effect of becoming a formally acknowledged professional
<b>Relation to Transition System / Youth Policy</b>	Close contact to textile enterprise’s union (helps avoiding employment service for job search after training); Close contact to dressmakers trade guild – reshaping the form of exams; close contact to vocational school; engagement in local youth policy (Jugendhilfeausschuß);
<b>Reasons for Selection / Relevance for YOYO</b>	Differently organised vocational training, embedded in supporting structures which allow to react spontaneously on needs of participants; Very popular among young females due to attractiveness of fashion and credibility as regards non-racist atmosphere; no drop-outs; good success in entering labour market; Implicit participation

<b>Country</b>	Germany (West)
<b>Place</b>	Stuttgart
<b>Name of Project / Organisation</b>	Project “Door-Opener”
<b>Type of Organisation</b>	Non-profit charitable organisation, financed by the local administration, the national action plan for employment and the European Social Fund
<b>Type of Measure / Course / Project</b>	Outreach work and counselling for neighbourhood youth
<b>Target Group</b>	Young Women and Men with low school attainment aged 16-27 years (80 per cent from a non-German family)
<b>Objectives</b>	Providing guidance and counselling to those who aren’t reached by the Employment Service and other youth services
<b>Content / Methods</b>	Outreach work in co-operation with neighbourhood-based street workers
<b>Aspects of Participation</b>	Participation is meant as active participation of the young people in the counselling process and as a low institutional threshold towards the young people’s life style Participation is interpreted as active citizenship (e.g. participation in local youth forum, which as an institution usually is dominated by yp with higher education)
<b>Aspects of Informal learning</b>	<ul style="list-style-type: none"> <li>• Only informal forms of learning (group learning, project-oriented learning)</li> <li>• YP’s cultural and sports activities (facilitated by the street workers) are being used as forms of self-assessment</li> <li>• Competencies acquired in leisure activities is certificated</li> </ul>
<b>Relation to Transition System / Youth Policy</b>	The project is rather on the margins than in the mainstream of the German transition system, because it does not provide training or jobs itself. But it creates a direct link between companies offering training opportunities/training schemes and street work
<b>Reasons for Selection / Relevance for YOYO</b>	<ul style="list-style-type: none"> <li>• The open concept of street work makes the issues of motivation and participation central to the social work concepts applied.</li> <li>• Informal forms of learning are highly integrated in the concept.</li> <li>• Resources of youth work / street work like informality, voluntary character, embeddedness in youth culture and neighbourhood are linked to labour market transitions/transition system</li> </ul>

**EAST GERMANY**

<b>Country</b>	Germany (Saxony)
<b>Place</b>	Freiberg
<b>Name of Project / Organisation</b>	Shalom Saxony – Bohemia: documentation of the history, culture and tradition of Jews in the Saxon-Bohemian border region.
<b>Type of Organisation</b>	CJD Chemnitz (Christian Youth Village. Charitable Trust)
<b>Type of Measure / Course / Project</b>	Two year full time job combined with vocational training; long-term vocational re-orientation based on local or regional demand
<b>Target Group</b>	10 Recipients of welfare benefits of different qualifications aged 18 to 28 but without labour market experience
<b>Objectives</b>	Sensitisation against anti-semitism and racism, easing labour market integration through practical work experience and vocational training (Specialized employee for media and information services)
<b>Content / Methods</b>	Training (incl. internationally recognised <a href="#">European Computer Driving Licence (ECDL)</a> ), research, further education, counselling, intercultural social youth work
<b>Aspects of Participation</b>	Independent research and presentation of Jewish life and work in Saxony and Northern Bohemia
<b>Aspects of Informal learning</b>	Cultural, historical, multi media competences, public relations, documentation and presentation skills, specific knowledge of Germa-Jewish history and of the relevance of work against racism and anti-Semitism
<b>Relation to Transition System / Youth Policy</b>	Subject-oriented support and labour market orientation acknowledging previous (work and life) experiences, Sensitisation against anti-semitism and racism
<b>Reasons for Selection / Relevance for YOYO</b>	Combination of individualised further education, intercultural learning, regional network development and labour market integration
<b>Remark</b>	funded by Xenos (ESF)

<b>Country</b>	Germany (Saxony)
<b>Place</b>	Dresden
<b>Name of Project / Organisation</b>	Network: „Kompass-Job-In Club“ / “Job-Shop“ and “Lee(h)rlauf”
<b>Type of Organisation</b>	Council subsidiary
<b>Type of Measure / Course / Project</b>	Independent career advice, work placements and short-term jobs (financially supported by employment services), orientation and pre-vocational qualification
<b>Target Group</b>	Young people aged 15 to 25 with low or no income (registered or not registered unemployed, with or without school leaving certificates, welfare benefit recipients) interested in short term or fixed term contracts and no primary interest in permanent labour market integration
<b>Objectives</b>	Career advice and counselling, placements in short term jobs and training or education whenever necessary
<b>Content / Methods</b>	Low threshold and voluntary offers accepting the fact that for different reasons some young adults want to earn money without being interested in permanent jobs or training or do not claim the benefits they are entitled to. Close cooperation with the Compass-Job-In-Club, which offers independent or supervised internet search for training and employment places, career advice, counselling and advice in administrative matters.
<b>Aspects of Participation</b>	Choice in a situation usually (in Germany) characterised by no options and narrow scope of action, social-pedagogic and psychological support given on request
<b>Aspects of Informal learning</b>	Youth cultural meeting place, different work experiences mainly in secondary building trades, subsistence protection, bridging “waiting periods”, first moves towards re-integration into formal employment
<b>Relation to Transition System/ Youth Policy</b>	Non traditional and “open”/flexible way of labour market integration, career advice and counselling
<b>Reasons for Selection/ Relevance for YOYO</b>	One of only few examples of a (successful) institution not aiming at stringent and permanent labour market integration; unconditional acceptance of young peoples’ choices (no pedagogic back door), intensive networking with other related institutions.
<b>Remark</b>	Council and employment service supported network focussing on transitions and transition-related issues.

## UK – NORTHERN IRELAND

<b>Country</b>	UK/Northern Ireland
<b>Place</b>	Belfast
<b>Name of Project / Organisation</b>	‘Lifting the Limits’ A Community Leadership Programme for Young Mothers (Youth Action) – Northern Ireland
<b>Type of Organisation</b>	‘Lifting the Limits’ is an innovative programme for single mothers combining training and practical work (duration 18 months)
<b>Type of Measure / Course / Project</b>	
<b>Target Group</b>	young mothers aged 16 – 25
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Address the inequalities of training and barriers facing young mothers and support their inclusion into the employment world and life of community</li> <li>• Provide a model of training which combines personal and professional development with information Technology skills (IT) in preparation for the modern labour market</li> </ul>
<b>Content / Methods</b>	<p>Participants work with young mothers in their local communities, delivering accredited ‘Moving On’ modules and putting their training into practice. Two peer support workers are employed to support participants in their learning and outreach work in communities.</p> <ul style="list-style-type: none"> <li>• Salary of £5,821 .20 per annum for 8 young trainees</li> <li>• 18 hours per week training and outreach work</li> <li>• contributions towards childcare and travel for 8 trainees and a further 48 young mothers in outreach groups</li> </ul>
<b>Aspects of Participation</b>	Peer education, with participants training groups of young mothers in communities thereby creating a pathway of learning.
<b>Aspects of Informal learning</b>	
<b>Relation to Transition System / Youth Policy</b>	See above
<b>Reasons for Selection / Relevance for YOYO</b>	

<b>Country</b>	UK/Northern Ireland
<b>Place</b>	Belfast, Based in Winetavern Street (city –centre neutral location) Satellite locations in each of the training organisations Community & Youth Groups
<b>Name of Project / Organisation</b>	Opportunity Youth Belfast
<b>Type of Organisation</b>	Interagency partnership between: Training and Employment Agency North & West Belfast Health & Social Services Trust Community Training Organisations Multi-disciplinary team
<b>Type of Measure / Course / Project</b>	NB: 1 all female group and 1 all male group
<b>Target Group</b>	marginalised high risk youth affected by <ul style="list-style-type: none"> <li>• “The Troubles”</li> <li>• Live in highly disadvantaged and deprived areas</li> <li>• High unemployment, job prospects limited</li> <li>• No role model of working parent</li> <li>• School achievements minimal- literacy/numeracy problems</li> <li>• Consequently low self esteem; poor motivation</li> <li>• Home/Community Life likely to be unsupported and unfulfilling</li> <li>• Family problems are a feature of daily life for many</li> <li>• Lack of service provision for this age group- reduced to life on the streets</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To access a marginalised high risk client group and reward achievement</li> <li>• To empower young people to make informed choices about their current lifestyles</li> <li>• To enable young people to make the most of their potential (employment and other)</li> <li>• To encourage young people to make more effective use of health and social provision</li> </ul>
<b>Content / Methods</b>	<ul style="list-style-type: none"> <li>• Groupwork</li> <li>• Activities</li> <li>• Residentials</li> <li>• Information Guidance &amp; Advice</li> <li>• Mentoring</li> <li>• Youth Advice Centre</li> </ul>
<b>Aspects of Participation</b>	<p>To offer a holistic service to young people by young people for young people</p> <ul style="list-style-type: none"> <li>• Delivers a holistic Health and Social Awareness Programme using Peer Education supported by a Professional multi-disciplinary team</li> <li>• Offers an information and Guidance service</li> <li>• Offers an advocacy and mentoring service to those with most need</li> </ul>
<b>Aspects of Informal learning</b>	
<b>Relation to Transition System / Youth Policy</b>	
<b>Reasons for Selection / Relevance for YOYO</b>	

## NETHERLANDS

<b>Country</b>	The Netherlands
<b>Place</b>	Different places, mostly rural areas; on-the-job training takes place at Centerparcs holiday resorts
<b>Name of Project / Organisation</b>	Helicon
<b>Type of Organisation</b>	Grouping of secondary vocational schools (MBO), specialised in agricultural sector (nature, environment, agriculture, etc.); based in the province of Noord-Brabant, a mostly rural area in the south of the country. Provides day- and part-time education, provides courses and training within job-settings, develops new training methods and types of (alternative) qualifications.
<b>Type of Measure / Course / Project</b>	This particular project is aimed to develop new types of qualifications and new ways of obtaining them (via training-on-the-job)
<b>Target Group</b>	- (young) unemployed - job-switchers - school-leavers without a high enough starting qualification
<b>Objectives</b>	- Gaining work experience - Obtaining a diploma in an alternative way - Development of new qualifications for educational institutions
<b>Content / Methods</b>	The project involves work-experience places plus the obtainment of a real, formal diploma (which did not exist yet) as a swimming pool supervisor ('pool manager') Training takes place at Centerparcs resorts all over the country.
<b>Aspects of Participation and informal learning</b>	- Obtaining diploma in an alternative way; new ways to obtain qualifications for those who do not function well within formal educational settings - Learning on the job; so-called 'learning moments' integrated in workplace
<b>Relation to Transition System / Youth Policy</b>	- Part of national restructuring secondary vocational educational system / privatisation tendencies in education - Introduction of new types of education and ways of learning
<b>Reasons for Selection / Relevance for YOYO</b>	- Issues of informal and lifelong learning - (Re-) crediting of qualifications; competencies - groups at risk

<b>Country</b>	Netherlands
<b>Place</b>	Rotterdam, Utrecht (two of the major cities in the country), Zoetermeer
<b>Name of Project / Organisation</b>	Cityteam
<b>Type of Organisation</b>	Independent organisation, partly subsidised by local government and partly sponsored by private businesses
<b>Type of Measure / Course / Project</b>	Coaching project to lead young people (back) to school, into employment or providing assistance to participants in finding out what kind of education or work they want to follow or do. There are short (3 months) and longer trajectories (6 and 9 months) The 9-month trajectory involves a 3-month intern period at a company
<b>Target Group</b>	Young people, approx. between 15 and 25 (although no explicit age-barriers are mentioned: early school-leavers, unemployed, homeless, ex-convicts, etc. Some are also still in school but use Cityteam as a means of orientation for further education or the choice of a profession
<b>Objectives</b>	Supporting young people in helping themselves with regard to education, choosing a profession, the transition from school to work, getting out of unemployment, etc. Among other things, this is done by doing voluntary work for the community. Enrolment occurs on a voluntary basis; participants are picked on their motivation to enter
<b>Content / Methods</b>	Management and counseling based on American project City Year ('Putting idealism to work') and book 'the seven qualities of leadership' by S.R. Covey. Three important methods: pro-activity, livability, career.
<b>Aspects of Participation</b>	-stimulation of 'choice biography' among participants, self-responsibility, pro-activity -Most of the Cityteam office-space is 'owned' by the participants, they are responsible for it
<b>Aspects of Informal learning</b>	-behaviour rules, attitudes, social skills, to be upheld by participants, 'self-correcting' behaviour among participants -promoting motivation, self-responsibility and initiative -promoting realism in pursuing career-options
<b>Relation to Transition System / Youth Policy</b>	-Combating further social exclusion -Partly included in system, partly excluded from system of regular projects -Alternative method of career counselling (as an alternative to school counselling)
<b>Reasons for Selection / Relevance for YOYO</b>	-Participants are young people who are sometimes very distant from education and labour market: young people in risk groups -Very individualised counseling and coaching, integral approach -alternative (informal) ways of recruitment (f.e. flyer, networking) -Voluntary work as bridge between gaining work-experience and helping out the community -other reasons: see above

<b>Country</b>	The Netherlands
<b>Place</b>	Regional: province of Flevoland, partly rural, partly urban
<b>Name of Project / Organisation</b>	3 items: 1. Flevoland Starters Traject (FST) in Almere (town in Flevoland; more or less local project) 2. FST, regional coverage 3. 'Ondernemerschap als een reëel alternatief' (entrepreneurship as a real alternative; EQUAL program)
<b>Type of Organisation</b>	Voluntary cooperation between local and regional governments, employment agencies and private training companies
<b>Type of Measure / Course / Project</b>	Among other things a low threshold start-up service for beginning entrepreneurs, pre-trajectory
<b>Target Group</b>	Variable: Item 1: unemployed (young) people and starting or already started entrepreneurs who can be mediated relatively easily Item 2: in general similar but now also aimed at with less mediation opportunities (regional coverage) Item 3: in general similar but aimed at those with the least mediation opportunities (those (young) people who are at great distance of the labour market)
<b>Objectives</b>	Among other things: -exploiting untapped entrepreneurial resources in the region -integration of (young) people at a relatively great distance of the labour market -preventing long-term unemployment
<b>Content / Methods</b>	-Creating a protected environment -intensive and individualised approach -use of group-specific instruments -Support is contextual, 'shopping' between various institutions and instances
<b>Aspects of Participation and informal learning</b>	-Promoting participation through inclusion of participants in various evaluation activities, participation in design of (individualised) program, development of collective responsibility and individual empowerment.
<b>Relation to Transition System / Youth Policy</b>	The instances, training agencies etc. that are involved are already on the market. So, these projects are to be embedded in existing institutions but with new methods of working.
<b>Reasons for Selection / Relevance for YOYO</b>	-Helping to start up one's own business as a very 'modern' way of dealing with the prevention of long-term unemployment -groups at risk, those who are at great distance of the labour market

## SPAIN

<b>Country</b>	Spain
<b>Place</b>	Alfajar, small town near Valencia (20,000 inhabitants, including immigrants who arrived in the 60s/70s; town keeps on receiving immigrants from North Africa.
<b>Name of Project</b>	Infinite patience!
<b>Type of Organization</b>	Laboral platform working as a Social Cooperative in collaboration with town policies.
<b>Type of Measure/Project</b>	To place young people into the labour market.
<b>Target Group</b>	Local youth between 16 and 30 outside the school system and with difficulties to become socially included.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1.- To favour laboral insertion.</li> <li>2.- To avoid social exclusion.</li> <li>3.- To support groups with social difficulties.</li> <li>4.- To make townspeople aware through their participation in the closest social environment.</li> <li>5.- To create jobs for young people with difficulties.</li> <li>6.- To look for non-formal strategies of inclusion for socially-excluded young people and women.</li> </ol>
<b>Aspects of Participation</b>	Decisions are taken on a horizontal democratic level so that individual compromises encourage personal autonomy and collective compromise at the same time. The cooperative coordinates several projects of youth employment and participation. Each project works independently, but shares the same aims: social insertion, avoidance of risks of exclusion, participation in the town environment, and shared solidarity.
<b>Aspects of Informal Learning</b>	This platform encourages and favours all informal initiatives and strategies which allow their members to find new ways of looking for jobs.
<b>Relation to Youth Policy</b>	The different laboral and cultural initiatives of this cooperative are related to local and regional youth policies in collaboration with the Town Hall, the regional government (Generalidad) and with the Institute for the Youth.
<b>Reasons for Selection.</b>	<ol style="list-style-type: none"> <li>1.- This socio-laboral cooperative society has been working with the same aims uninterruptedly since 1985.</li> <li>2.- Its aims are always developed within a triple frame: local youth policies, avoidance of risks of exclusion, and respect for the natural environment.</li> <li>3.- Decisions are taken democratically by each individual member of the platform so that personal autonomy and collective compromise become indissolubly intertwined. The fact that this experience has been able to survive for 16 years must be considered an example of a Good Practice Case.</li> </ol>

<b>Country</b>	Spain
<b>Place</b>	Torrent: town near the city of Valencia (63,000 inhabitants) including a good number of immigrants who arrived in the 60s/70s. Nowadays this town keeps on receiving immigrants from North Africa and other areas.
<b>Name of Project</b>	Association Laura Vicuña (Drop out / Gender)
<b>Type of Organization</b>	Non-profit organization promoted by Hijas de María Auxiliadora (Salesianas), working within the context of the Land Valencia and specifically in the city of Torrent.
<b>Type of Measure/Project</b>	Since 1976 this project has answered the detected needs of youth and women with no economic resources with a series of activities in the field of labour orientation, insertion and training. More than 2,500 people have profited from the work of this centre in these 25 years.
<b>Target Group</b>	Local youth between 16 and 25 outside the school system and with difficulties to become socially included.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1.- To acquire basic professional abilities and skills.</li> <li>2.- To widen the training of the participants through the acquisition of those skills characteristic of a basic training.</li> <li>3.- To encourage motivation and autonomy in the process of job search.</li> <li>4.- To accomplish a real middle-term socio-economic insertion.</li> <li>5.- To develop the autonomy and to consolidate the personal maturity which allow and favour public participation.</li> <li>6.- To inform on issues of a general interest and to encourage personal thought and involvement.</li> </ol>
<b>Aspects of Participation</b>	The educational environment is characterised by the leading role of the addressees, a family spirit, daily work, an invitation to creativity and a cheerful atmosphere.
<b>Aspects of Informal Learning</b>	This association keeps in touch with the former participants in the programme and takes an interest in their present situation in order to offer them the chance of sharing their experience with other both former and new participants. In this way they can learn further strategies of looking for a job and consequently of finding one.
<b>Relation to Youth Policy</b>	The preventive nature of the programme helps the addressees to overcome risks and dangerous situations, to understand the full meaning of their youth, and to live their aspirations fully.
<b>Reasons for Selection.</b>	<ol style="list-style-type: none"> <li>1.- This socio-labour cooperative society has been working with the same aims uninterruptedly since 1976.</li> <li>2.- This association has repeatedly been nominated to different regional awards and recently received the “Club de Gerentes de Torrent” Award for the most efficient task developed in Torrent by a non-profit organization.</li> <li>3.- The wide range of initiatives and projects promoted by this association, always addressed at youth with difficulties of socio-economic insertion.</li> </ol>

<b>Country</b>	Spain
<b>Place</b>	Palma de Mallorca, Majorca (Barrio), capital of the Balearic Islands.
<b>Name of Project</b>	“ Pep-Pepes” Insertion of youth and immigrants.
<b>Type of Organization</b>	Labour platform working as a Social Cooperative in collaboration with town policies.
<b>Type of Measure/Project</b>	Participative project whose goal is the labour insertion of the youth. It includes training, insertion, and orientation.
<b>Target Group</b>	Local youth and immigrants outside the school system and with difficulties to become socially included.
<b>Objectives</b>	1.- To favour labour insertion. 2.- To favour labour training. 3.- Orientation and follow-up of the youth.
<b>Aspects of Participation</b>	The cooperative coordinates several projects of youth employment and participation. It favours the setting up of autonomous initiatives, but keeping social insertion and avoidance of risks as basic criteria.
<b>Aspects of Informal Learning</b>	This project encourages and favours all informal initiatives and strategies which allow their members to find new ways of looking for jobs.
<b>Relation to Youth Policy</b>	This labour cooperative is related to local initiatives and works in collaboration with the Town Hall and the Regional Government.
<b>Reasons for Selection.</b>	1.- The long tradition of this labour cooperative with a wide range of social programmes. 2.- Its aims are always developed within a triple frame: local youth initiatives, avoidance of risks of exclusion, and respect for the natural environment. 3.- This association works within a network of initiatives and associations in the Balearic Islands.

**ROMANIA**

<b>Country</b>	Romania
<b>Place</b>	Bucharest
<b>Name of Project / Organization</b>	“We want to become independent” Community Supporting Children (CSC)
<b>Type of Organization</b>	Non-governmental organization
<b>Type of Measure / Course / Project</b>	Project
<b>Target Group</b>	Children from Placement Centers
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ Supporting children to develop their capacity to live independently</li> <li>▪ Enhancing children’s motivation for participation</li> <li>▪ Improving training system and trainers’ performance in the Placement Centers</li> </ul>
<b>Content / Methods</b>	Training Skills transfer Role play Debates Experiments
<b>Aspects of Participation</b>	Children are involved in their preparation for the independent/adult life CSC volunteers get involved in supporting social inclusion of those children (civic participation)
<b>Aspects of Informal learning</b>	The project is based on informal learning, including peer education
<b>Relation to Transition System / Youth Policy</b>	Developing children’s capacity to manage their lives independently Supporting children transition to adult life
<b>Reasons for Selection / Relevance for YOYO</b>	The project is focused on young peoples missing family support in their transitions; community support through nongovernmental associations is being used instead

<b>Country</b>	Romania
<b>Place</b>	Odorheiu Secuiesc, Harghita County
<b>Name of Project / Organization</b>	Information and Counseling Services for Youth
<b>Type of Organization</b>	Partnership Local Council-Youth Foundation
<b>Type of Measure / Course / Project</b>	Project
<b>Target Group</b>	Young people aged 15-35
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ Keep young people informed on available opportunities for their individual accomplishment</li> <li>▪ Help young people to solve their day to day problems</li> <li>▪ Help young people to build up their adult identity and develop the sense of responsibility</li> <li>▪ Facilitate relationship between young people and institutions/organizations that provide youth related services and/or implement youth policies</li> <li>▪ Help young people to find their right place and role within society</li> <li>▪ Contribute to diminishing the disadvantages shoulded by young people because of their age or social position</li> <li>▪ Help young people to understand social processes and encourage their active involvement in these processes</li> </ul>
<b>Content / Methods</b>	<p>Guidance on how to find the information by yourself</p> <p>Providing information in a “self service” system</p> <p>User focused counseling</p> <p>Production and dissemination of specific information materials</p> <p>Information campaigns, mainly in schools and in rural/isolated areas</p> <p>Facilitation of contacts and relationships with institutions/organizations that might help young people with solving specific problems</p> <p>Case by case assistance</p>
<b>Aspects of Participation</b>	<p>Direct involvement of young people in information and/or solutions finding</p> <p>Participation of youth associations in community oriented projects</p> <p>Facilitation of social dialogue</p>
<b>Aspects of Informal learning</b>	The whole project is based on informal learning
<b>Relation to Transition System / Youth Policy</b>	<p>Most services are aimed at facilitating youth transitions; information on labor market and education prevail</p> <p>Partnership with local authorities in developing and implementing youth policies</p>
<b>Reasons for Selection / Relevance for YOYO</b>	<p>Odorheiu Secuiesc is located in a multiethnic area and the project is carried out by young people of both Romanian and Hungarian ethnic origins</p> <p>Information and counseling are crucial for youth transitions, as well as for participation</p>

<b>Country</b>	Romania
<b>Place</b>	Piesti, Arges county
<b>Name of Project / Organization</b>	SOLARIS
<b>Type of Organization</b>	Non-governmental youth organization
<b>Type of Measure / Course / Project</b>	Active measures for facilitating access on the labor market
<b>Target Group</b>	Young people under the risk of unemployment
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ Supporting young people to enhance their educational and vocational credentials and gain a foothold in the labor market</li> <li>▪ Developing and improving the vocational training system on nongovernmental basis</li> <li>▪ Providing integrated services that may help young people to better manage their transitions (information, counseling, training and retraining, job club etc.)</li> </ul>
<b>Content / Methods</b>	<ul style="list-style-type: none"> <li>▪ Direct contacts with the main actors on the labor market (main employers, main vocational training providers, young people looking for jobs, young graduates and close to graduation)</li> <li>▪ Creating and maintaining databases on potential employers and their needs, labor market demand, vocational training providers, funding opportunities etc.</li> <li>▪ Providing classroom and on-the-job training</li> <li>▪ Developing programs/projects, fund raising and implementation</li> <li>▪ Networking with other specialized organizations/agencies and research institutes</li> </ul>
<b>Aspects of Participation</b>	<ul style="list-style-type: none"> <li>▪ Training programs as well as information/counseling programs include education towards independent life as one of the focuses.</li> <li>▪ Participation of youth organizations in finding and implementing solutions to young peoples problems</li> <li>▪ Beneficiaries of SOLARIS programs who become volunteers multiply the involvement of young people in supporting social inclusion (civic participation)</li> </ul>
<b>Aspects of Informal learning</b>	Most of the organization's projects/programs are based on informal learning, including peer education
<b>Relation to Transition System / Youth Policy</b>	<ul style="list-style-type: none"> <li>▪ SOLARIS main objective is to support the improvement of transition system</li> <li>▪ It works closely with policy makers (local authorities, Ministry of Youth and Sports, Ministry of Labor and Social Solidarity, Ministry of Education and Research)</li> </ul>
<b>Reasons for Selection / Relevance for YOYO</b>	The organization is focused on facilitation of young peoples transitions to adult life, mainly through education and training; community support through nongovernmental associations