Youth Participation and Solidarity

Handbook for Students and Teachers of Social Professions

edited by
Elżbieta Bielecka

wydawnictwo adam marszałek

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Preface

Elżbieta Bielecka

Youth is the crucial category of European Union citizens, accounting for around 14 percent of the population. According to Eurostat data, almost every third young person is at risk of poverty and exclusion, which indicates the need for diagnostic and methodological actions in the field of opportunities for and threats to the young generation development. Considering new challenges (intensification of globalization, technological development, variability of social structures caused by the effects of migration), it should be stated there is a parallel, contemporaneous need to redefine factors threatening and supporting the development of today's youth. An in-depth reflection on broadly understood educational and social initiatives undertaken in this area was undertaken as a part of the International Project SOCIAL PROFESSIONS FOR SUPPORTING YOUTH IN A EUROPEAN SOLIDARITY CONTEXT under EU Erasmus+ Strategic Partnership for Higher Education Programme.

Klaipeda University (Lithuania), Latvian Christian Academy (Latvia), Malmö University (Sweden), the University of Warsaw (Poland), and the University of Bialystok (Poland) – the coordinator undertook the implementation of the project, which goal was defined as the improvement of the didactic offer addressed for students of support professions who would start working with young people in difficult or crisis situations in the future. The attention was paid to implementing the assumptions of the concept of Positive Youth Development, especially by strengthening positive resources supporting the development and education of young people. In particular, the project drew attention to identity building based on the principle of communitarianism, volunteering, involvement in the life of local communities, and pro-social activity (with particular emphasis on the issue of multiculturalism in contemporary societies).

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In the first stage of the project, research on the status of young people in partner countries was carried out, permitting the diagnosis of problems and identifying available resources. The publication SP-YOUNG Discourse of Cross-Border Situation (Comparative Analysis) is available on the project website http://young.uwb.edu.pl. Next, the researchers developed a complex educational module for undergraduate level students in youth work consisting of a curriculum that would be implemented in partner institutions (the syllabus of twelve themes of the course "Integrative Work with Youth" – Annex 1). The handbook Youth Participation and Solidarity (Study Handbook) and an anthology Youth Participation and Solidarity (Youth Work Reader) for lecturers and students of social professions will be essential teaching aids. The first presents current factors supporting and disrupting the development of young people, strategies to deal with contemporary threats in line with the idea of globalism (think globally act locally). The second study is a theoretical commentary on youth from a socio-cultural, socio-ecological, and socio-political perspectives. The project's crowning achievement is a summer school and a conference that foster the exchange of educational experiences of students and academic teachers and promotion of the effects of joint work.

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Introduction

Youth Participation and Solidarity – Threats and Problems Solving

Danuta Lalak

This handbook is a diagnostic and methodological publication. It is based on desk research on youth from interdisciplinary (social and pedagogical) and trans-national perspectives. The authors applied an innovative approach to analyzing social problems, considering the experiences of different countries – project partners. The handbook is designed as an analysis (performed from many different perspectives) of the threats to youth development and the related risk factors, as well as the opportunities for solving social problems. It is addressed to students and lecturers of social professions-related courses.

The handbook discusses various areas and contexts in which adolescents and young adults function in the contemporary world (social, cultural, political). The leading perspective is the practical side of social aid and the educational and implementative aspect of social policy. The purpose of this publication is to contribute to the development of professional skills in the students of the following social professions[1]: social work, social pedagogy, social rehabilitation, as well as school counselors, vocational advisors, assistants of persons with disabilities, probation officers, carers in social rehabilitation institutions and others.

The concept of this book is derived from the understanding of various social problems, such as existential problems, civilization threats and risks, social challenges, and new social needs, which are a part of the process of youth growth (particularly youth from risk groups). Another main idea is the focus on problems associated with personal and social youth development and the strategies of coping with the contemporary crises and threats, both global and local. The concept of global communities is not limited to national politics, but it also affects young people's ideas and choices. Global forces, such as the Internet, introduce new conditions for discovering civil

1 Other English-language terms include: helping professions, social helping professions.

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identities. The experiences and development practices of young people allow them to build social relations in peer groups, families, and local communities. Therefore, in the globalization context, young people participate in and witness the transformation of cultural habits and reorganization of local communities.

The studies of socialization (Carter, 2014; International Guide on the methodology of street work, 2008) indicate that the time between the ages of 15 and 24 is the most important for forming attitudes and identity. Adolescents are susceptible to new events and circumstances and open to new ideas. This sensitivity extends to economic, social, and political issues. Work with young people is not merely a task for schools and educational institutions, but it is also a challenge for social policy, and youth work.

Many various factors threaten the development of children and youth. We can observe a socialization shift from the real world toward online communities, practically beyond any social or institutional control (Castells, 2015). This results in the absence of any models or authority and, at the same time, makes it impossible to build a stable identity and a positive self-image based on universal values (tolerance, respect for diversity, solidarity, participation, responsibility). Such individual threats are accompanied by barriers to development and limited opportunities in this area resulting from external factors of political, economic, and cultural nature. Consequently, the values associated with participation and solidarity, which constitute the foundation of civil society, are not sufficiently reflected in the life needs of young people, do not define their moral attitudes and development perspectives (Flanagan et al., 2015).

At present, a whole range of new threats occurs, in addition to those that have always been there (e.g., crime, violence, addictions, dropping out of the educational system). The relatively new phenomena include intensifying migration of young people, who leave their countries of origin to look for better opportunities of life and development elsewhere, even though they often have no guarantees or protection in the host country. At the same time, the country of origin has limited possibilities of representing their interests internationally. We can observe the cultural conflict around the values and the image of citizens and communities with our own eyes. The global culture framework, which is mainly based on the Western culture, is associated with entrepreneurship, respect, and citizenship. However, their practical implementation requires modern legal procedures, systemic solutions, and a transformation of the mind frame. Such transformation usually takes time. Therefore, we can observe a discrepancy between faster technological development and slower moral progress. It is a probable source of the identity crises among young people and their feeling lost on the net, resulting in the increased frequency of mental disorders, depression, suicides, and risky behavior. The new threats also include an inadequate educational offer for young people who feel out of place at school, in the family, or the workplace. Educated young people are also at risk of precarity since they cannot find work that matches their skills due to the structural

dysfunctions of the job market and the employment policy, which is unfavorable for this group.

Social workers, pedagogues, educators, and therapists are on the front line of the battle with the adverse effects of these processes. For these professional helpers, the knowledge of social phenomena has practical importance as a source of the skills needed to understand and support the social groups and individuals in crisis. They are the addressees of this handbook which is a form of a teaching aid. It is the outcome of the cooperation between five academic teams working on the project entitled SOCIAL PROFESSIONS FOR SUPPORTING YOUTH IN A EUROPEAN SOLIDARITY CONTEXT under EU Erasmus+ Strategic Partnership for Higher Education Programme. The process of its development is outlined in the syllabus for students (Annex 1). The syllabus was prepared to improve the educational offer and, consequently, help develop the students' competences and prepare them for working with young adults from risk groups who are in a difficult or critical situation. The leading idea is the implementation of the Positive Youth Development assumptions, particularly by the consolidation of resources, supporting development, and education of young people.

The handbook consists of three parts. The first one, entitled "General Characteristics of Youth problems – Youth Policy in the Context of EU and National Legislation", consists of five chapters:

- Implementation of youth policy at the EU, national and local level;
- Youth participation and engagement in global and local issues;
- General characteristics of youth problems regarding well-being, welfare, and poverty;
- Vulnerable lives and the value of reflection in action;
- Youth, family, and solidarity of generations.

The second part, "Social Exclusion *vs.* Inclusive Education", consists of the following chapters:

- (Un)employment *vs.* well-being;
- Social-pedagogical strategies shaping attitudes of openness and counteract exclusion;
- Education and training in the context of lifelong learning;
- Socio-cultural resources in solving social problems.

The third part, "Risk *vs.* Protective factors", contains chapters on the following issues:

- Well-being, risk behavior, and health – encountering young people by applying the art of empathy in a social work context;
- Encountering young people by applying the art of empathy in a social work context;
- Cyberthreats and cyberbullying in the context of the prevention strategies;
- Understanding juvenile delinquency.

The structure and contents of the individual chapters are transparent. The handbook has a simple and user-friendly form. Each chapter directly refers to presenting a particular issue in the syllabus and contains a theoretical introduction, presentation of the state of knowledge on the issue, some specific topics, objectives, and teaching methods. Each chapter contains a theoretical introduction based on English-language literature, available to students from all countries participating in the project. The individual chapters include examples of good practices, questions for consideration, and examples of exercises for students. Each chapter is accompanied by literature (mainly in the English language), comprising books, articles, and reports available online.

The summary is an attempt at a critical reflection on the approach to the individual topics and the possibility of implementing the particular issues in work with students.

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I
General Characteristics of Youth Problems – Youth Policy in the Context of EU and National Legislation

1. Implementation of Youth Policy at the EU, National, and Local Level

Elvyra Acienė and **Alona Rauckiene-Michaelsson**
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The theme *Implementation of Youth Policy at the EU, National, and Local Level* covers the following topics:

• Introduction • The EU Youth Strategy 2019–2027 • Main characteristics of European Youth Goals • The Law on the Fundamentals of Youth Policy of the Republic of Lithuania (Youth policy in SE, Pl, LV) (2003, No. 119–5406; 2005, No. 144–5238) • Main directions of Youth policy: 1. Ensuring the interests of young people in different areas of public policy (education and science, culture, sport, work and employment, housing, health); 2. The development of youth works as a specific youth policy area (non-formal youth education and self-education) to enable young people to learn from experience • Main principles of Youth policy implementation: Parity and subsidiarity; Participation and information; Self-governance, autonomy, and volunteering; Interdepartmental coordination, communication, and cooperation • Main institutions of implementing social policy in countries of partners in the context of integration (national and local) youth policy. •

The aim of the theme is:

• to reveal the goals of youth policy by presenting approaches to the formulation of youth policy strategy. The lecture analyzes the youth policy of recent years in the context of global problems by assessing the content of European youth goals and solidarity • to disclose national and local level youth policy in the context of main social problems. Youth policy can be described as a set of systems and tools to facilitate the personal maturity and successful integration of a young person into society •

The assumed effects will be realized using the following learning/teaching methods:

• lecture • seminar • presentations of students • analysis of documents •

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Introduction

What is the Youth Policy? Youth policy is a strategy implemented by public authorities to provide young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change (Council of Europe CM/Rec(2015)3).

Youth policy is a special policy designed to improve young people's living conditions and opportunities and support their equal possibilities to participate in economic, social, and political life. Youth, however, can be seen and described in various ways, which result in different youth policy strategies, which can be different in various national and regional contexts. According Järvinen & Silvennoinen (Policy Seminar of YOUNG_ADULLLT in Lisbon, February 11, 2019), „Youth policy has various tasks covering many areas of social policy such as housing, health care, education, and work. In the EU youth strategy for 2018–2020, the main objectives are to provide more and equal opportunities for young people in education and the job market and encourage young people to actively participate in society. These strategic objectives of European youth policy and other lifelong learning policies are connected with promoting economic growth and guaranteeing social inclusion. Even though these aims are often seen as interlinked, there is tension between them, which is reflected in how the implementations based on these aims create different understandings and constructs of their target groups".

The Council of Europe promotes youth policies based on human rights and democratic standards, opportunity-focused, involve young people in their formulation and implementation, create conditions for learning, opportunity, and experience and are based on robust data collection. The European Union supports policies that create more opportunities for young people through its youth strategy, improving their access and full participation in society. Such policy frameworks also value the role of youth work and non-formal learning, stress the importance of a cross-sectoral approach, and emphasize the need for evidence and dialogue with young people (Youth Policy Essentials, 2019, p. 9).

EU Youth Policy has two main objectives:

- to **provide more and equal opportunities for young people** in education and the job market;
- to **encourage young people to actively participate in society**.

The Youth Policy objectives are achieved through:

- **specific youth initiatives**, targeted at young people to encourage non-formal learning, participation, voluntary activities, youth work, mobility, and information;
- **'mainstreaming' cross-sector initiatives** ensuring youth issues are considered when formulating, implementing, and evaluating policies and actions in other fields with a significant impact on young people, such as education, employment, or health and well-being.

The EU Youth Strategy 2019–2027

EU youth cooperation can build on 30 years of experience, starting with a funding programme and since 2001 supported by policy cooperation. The Council adopted the current framework for European cooperation in the youth field, also known as the European Union (EU) Youth Strategy (2009) for 2010-2018. This framework was divided into three-year work cycles with main directions: education and training; employment and entrepreneurship; health and well-being; participation; voluntary activities; social inclusion; youth and the world; creativity and culture. After each cycle, there was an evaluation of implemented priorities by EU Council monitoring.

The Commission now proposes to renew the EU Youth Strategy for 2019-2027. "Building on the experiences and decisions of the cooperation in the youth field in the past years (Commission Communication on Investing in Europe's Youth (COM(2016)940)), Council Conclusions on strategic perspectives for European cooperation in the youth field post-2018, May 2017) the European Union Youth Strategy 2019–2027 aims at tackling existing and upcoming challenges young people are facing all over Europe. The EU Youth Strategy provides a framework of objectives, principles, priorities, core areas and measures for youth policy cooperation for all relevant stakeholders with due regard for their respective competences and the principle of subsidiarity" (Resolution on the European Union Youth Strategy 2019–2027, 2018, p. 2)

The EU youth strategy (2019–2027) focuses on three areas:

ENGAGE: Fostering youth participation in democratic life.

CONNECT: Bringing young people together across the EU and beyond to foster voluntary engagement, learning mobility, solidarity, and intercultural understanding.

EMPOWER: Supporting youth empowerment through quality, innovation, and recognition of youth work.

The strategy fosters youth participation in democratic life (engage); it promotes voluntary engagement, learning mobility, solidarity, and intercultural learning (connect) and supports youth empowerment through quality, innovation, and recognition of youth work (empower). The strategy intends to reach out to all young people and make EU programmes more inclusive for those with fewer opportunities.

This strategy reflected new proposals answering to challenges of Youth and invite to dialogue.

Structured Dialogue under the title "Youth in Europe: What's next?" decision-makers, young people, and researchers jointly collected topics that were relevant for young people through an EU-wide consultation and clustered them into 11 areas. As a result of this participatory process which involved young people from all over Europe, the **11 European Youth Goals** were developed (European Youth Portal). They reflect the views of European youth and represent the vision of those active in the Structured Dialogue.

General Characteristics of Goals of EU Youth Dialogue:

- Connecting EU with Youth,
- Equality of All Genders,
- Inclusive Societies,
- Information & Constructive Dialogue,
- Mental Health & Wellbeing,
- Moving Rural Youth Forward,
- Quality Employment for All,
- Quality Learning,
- Space and Participation for All,
- Sustainable Green Europe,
- Youth Organizations & European Programmes.

National and Local Level of Youth Policy

Youth policy has been developed in Lithuania for more than 20 years. Lithuania has a legal framework and institutional framework on youth policy formulation and implementation. The principles, areas, organization, and management of youth policy have been established. Programmes to promote initiatives by young people and youth organizations are being implemented to create the conditions for young people to participate actively in an open and democratic society. In addition, relations of non-governmental youth organizations with state and municipal institutions are being strengthened. Support from EU structural funds and programmes is provided. Youth policy can be described as a set of systems and tools to facilitate the personal maturity and successful integration of a young person into society. According to Article 4 of the

Law on the Fundamentals of Youth Policy of the Republic of Lithuania, "youth policy is a targeted action that addresses youth issues and aims to facilitate the development of a young person personality and integration of young people into society, as well as activities aimed at society understanding and tolerance of young people and in their groups" (*The Law on the Fundamentals of Youth Policy of the Republic of Lithuania (Youth policy in SE, Pl, LV) (2003, No. 119-5406; 2005, No. 144-5238)*).

> Youth policy develops in two main directions: ensuring the interests of young people in different areas of public policy – education and science, culture, sport, work and employment, housing, health, etc. and the development of youth work as a specific youth policy area – non-formal youth education and self-education aimed at enabling young people to learn from experience and experiment (volunteering, autonomy, self-management).

Youth activities "reach" young people in their spare time when they are "out of family", "out of class/lectures", and "out of work". The area employs professionals who work with young people, educate youth leaders, focus on youth initiatives, develop and conduct civic, cultural, and social projects. NGOs working with young people, local and religious communities, informal youth groups are among independently working and decision-making institutions. Non-formal youth education can (and should) be provided by government-established non-formal education and cultural institutions, such as multifunctional centers, open youth centers, sports centers, cultural centers in district offices.

Main Principles of Youth Policy Implementation:

- **Parity and subsidiarity**. It means that state and municipal authorities, bodies, and youth organizations are equally represented. Decisions are made at the most effective level;
- **Participation and information**. It means that state and municipal institutions and bodies inform young people on issues that are of relevance to them and in a form that is acceptable and appropriate, besides, youth-related issues are addressed through youth participation;
- **Self-governance, autonomy, and volunteering**. It means that young people have the freedom to choose their activity area, formulate their goals, participate actively in it, and are responsible for the results achieved; they set the means, form, responsibilities, and evaluation of the settled objectives;
- **Interdepartmental coordination, communication, and cooperation**. It means that state and municipal authorities and institutions communicate

and cooperate in youth-related matters. Lithuanian youth organizations communicate and cooperate with Lithuanian and foreign youth organizations as well as other natural and legal persons.

Main Institutions of Implementation of Youth Policy

The most important institution implementing social policy in Lithuania is the Ministry of Social Security and Labor. The mission of the Ministry of Social Security and Labor is to implement effective labor and social protection policies to create quality employment opportunities and ensure social security, family well-being, and social cohesion in society. However, the problem of social exclusion of young people should be addressed at several levels, both among young people themselves (in families) and at municipal and national levels. The Department of Youth Affairs has implemented a project in the framework for implementing the EU project "Development of an Integrated Youth Policy. Youth policy is integrated when interdepartmental and intersectional cooperation is in place, a shared database on young people and the institutions are settled and functioning, the priorities of different institutions are aligned, human and material resources that address youth issues are mobilized. All 60 Lithuanian municipalities have been surveyed according to the same methodology. In addition, three fundamental youth problems have been highlighted: youth unemployment, migration, and employment. These problems correlate with the attitude of young people toward a family and affect the health of young people.

Good Practice

European level. An integral part of youth work policy is the document "EUROPEAN SOLIDARITY CORPS GUIDE"(2019). The European Union is built on solidarity, a shared value that is strongly felt throughout European society. Solidarity defines the European project and provides the necessary unity to cope with current and future crises by holding a solid moral ground. Solidarity provides a clear compass to guide the European youth in their aspirations for a better Union.

Young people need easily accessible opportunities to engage in solidarity activities, which could enable them to express their commitment to the benefit of communities while acquiring useful experience, skills, and competences for their personal, educational, social, civic, and professional development, thereby improving their employability.

The European Solidarity Corps brings together young people to build a more inclusive society, supporting vulnerable people and responding to societal challenges. It offers an inspiring and empowering experience for young people who

want to help, learn and develop and provides a single-entry point for such solidarity activities throughout the Union.

It opens up more and better opportunities covering a broad range of areas, such as integrating migrants, environmental challenges, preventing natural disasters, education, and youth activities. It also supports national and local actors in their efforts to cope with different societal challenges and crises.

The European Solidarity Corps also aims to complement the efforts made by the Member States to support young people and ease their school-to-work transition under the Youth Guarantee1 by providing them with additional opportunities to make a start into the labor market in the form of traineeships or jobs within their respective Member State or across borders.

The activities of the European Solidarity Corps support the objectives of the newly adopted EU Youth Strategy for 2019–2027, which encourages young people to become active citizens, agents of solidarity, and positive change for communities across Europe, inspired by EU values and a European identity.

National level. Each country has to know the situation on the national level. Extensive research has been conducted both in major Lithuanian cities Vilnius (2012-2013), Kaunas (2019), Klaipėda (2015), and regions (60 municipalities in 2016). In addition, three key youth problems have been highlighted: **youth unemployment**, **migration**, and **employment**.

The findings correlate with the findings of the audit conducted in 2016 and confirm that youth policy is an integral part of social policy. The most important institution implementing social policy in Lithuania is the Ministry of Social Security and Labor. The mission of the Ministry of Social Security and Labor is to implement effective labor and social protection policies to create quality employment opportunities and ensure social security, family well-being, and social cohesion in society. However, the problem of social exclusion of young people should be addressed at several levels – among young people themselves (in families) and at municipal and national levels. The Department of Youth Affairs has implemented a project in the framework for implementing the EU project "Development of an Integrated Youth Policy". Youth policy is integrated when interdepartmental and intersectoral cooperation is in place, a shared database on young people and the institutions are settled and functioning, the priorities of different institutions are aligned, human and material resources that address youth issues are mobilized. All 60 Lithuanian municipalities have been surveyed according to the same methodology.

Challenges related to youth policy:

- Youth policy is developed based on political ideologies or current interests, at times becoming a tool for maintaining political power, not considering the situation, needs, or rights of young people;

- When youth policy is defined and implemented, different agencies or public authorities do not work together, even if they target young people about problems linked with several policy domains;
- Young people are not involved in shaping youth policies. If and when young people are involved, the policy agenda is already set. Their input is not taken into account or the participating young people are not considered representative;
- Professionals working with/for young people, such as youth workers, youth counseling and information officers, or educators, are insufficiently trained;
- The outreach of youth policy is problematic. Programmes do not reach those they are designed for, or the target group definition is too narrow and there is little for young people in general (Youth Policy Essentials, 2017, revised 2019).

One of the main tasks of the project "Social Professions for Youth Education in the Context of European Solidarity" is to find practical strategies for combining theoretical and political guidelines for youth policy implementation in programmes of training of social professions.

TASKS FOR WORKSHOPS

(SEMINAR, STUDENTS' PRESENTATIONS, ANALYSES OF DOCUMENTS)

TASK 1 – How is youth policy at the European level connected to youth policy at the national one made between European, national and local levels of youth policy? How does the State support the delivery at the local level?

TASK 2 – What legal basis governs youth policy in your country? What youth policy structures exist in your country?

TASK 3 – What main challenges for youth policy do you see in your country/region? What main questions should those responsible for youth policy prioritize in your country/region?

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A website dedicated to the European Youth Goals, with version in various European languages http://www.youthgoals.eu

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2. Youth Participation and Engagement in Global and Local Issues

Katarzyna Szorc
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Youth participation is not an end in itself,
but a means to achieve positive changes in young
people's lives and to build a better society
Żaneta Goździk-Ormel

The theme *Youth Participation and Engagement in Global and Local Issues* will cover the following topics:

• Youth participation • Participation levels • Participation strategies • inclusion • exclusion • Positive Youth Development • citizenship • solidarity •

The aim of the theme is:

• to increase students' awareness of the state and condition of participation within the EU and its member states level in the following dimensions: social, civic (voluntarism) and political • to clarify and critically reflecting on meaningful youth participation at the local, national, and European levels • to reflect on the skills competences needed to be able to perform as active and critical citizens who can contribute positive social change to contemporary local and global issues • to draw students' attention to exclusion, the causes and effects in particular, from this process • searching for the possibilities of practical implementation of the Positive Youth Development pillars in preventing exclusion and enhancing inclusive participation •

The assumed effects will be realized using the following learning/teaching methods:

• brainstorm • presentation • mini-lecture • discussion • critical thinking • desk research • reflection • problem-solving method •

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Introduction

Participation is essential to building a healthy, strong, and sustainable democracy and is fundamental to social organization and cohesion. As such, participation must be amused and practiced by everyone and all social groups regardless of gender, age, regional, socio-economic background, and other characteristics of their members. Institutions within the European Union continually emphasize the importance of youth inclusion to foster young people's active citizenships, enhance their integration and solidarity, and strengthen their contribution to the development as individuals and citizens, the development of the democracy, and the society they live in. Whereas exclusion results in little or no engagement in these significant areas of development. Considering the impact, one should be aware of what participation means and what makes it so important. It is a way for young people to collect views on local and global issues and bring them into discussion and influence them.

Youth participation and engagement in local and global affairs are crucial to build a democratic society. Young people should be allowed to act and have real influence in decision-making since their youngest age, not just later in life, to be effective. At the beginning of the XXI century, the European Council emphasized creating space for young people to influence local public matters (Revised European Charter on the Participation of Young People in Local and Regional Life, 2003). Everyone involved in the broadly understood education of young people is responsible for organizing this space. These tasks are dealt with in education (schools of all levels) and involve local government organizations. Leaving aside various "participation" theories, it is worth noticing that the authors of the charter see that participation understood as being an active citizen is "about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society" (Revised European Charter on the Participation of Young People in Local and Regional Life, 2003, p. 7).

As the authors of Political Participation and EU Citizenship: Perceptions and Behaviours of Young People (2013) stress, it is not true that young people are not willing to participate in local and global affairs. However, the methods of youth participation have changed. Presently, political involvement (also of young people) focuses on more temporary, individual activities, less associated with traditional social divisions. Through the new participation methods, young people can experience more direct influencing political decisions (Dalton, 2008; Sloam, 2013).

Youth participation and involvement are associated with the work on critical thought development. Critical thinking is a foundation for a thoughtful problem analysis (Glaser, 1942, pp. 409–410). It involves the knowledge of logical thinking methods and affects the thinking process itself. Moreover, "critical thinking is seen as a complex process of a given problem analysis that involves broad spectrum of

skills and attitudes" (Cottrel, 2011). There is unambiguous proof that critical thinking people use meta-cognitive activities to a bigger extent, particularly high-level planning skills and strategy evaluation (Kelly & Ho, 2010). These skills are required by young people that would like to be involved in local and global activities.

Theoretical and Practical Problems

Youth Participation

One should notice that there is no one superior definition explaining the term. As stressed by Theis (2010, p. 344), sole participation is an "empty vessel that could be filled with almost anything which in turn is one of the reasons for its popularity". Youth participation is often understood as a prolonged process in which young people involve themselves in actions and decision-making that concern and influence their lives as individuals and groups (Hart, 1992; Chawla, 2001; Percy-Smith & Thomas 2010). Thomas (2007, p. 206) gives two main ideas of participation.

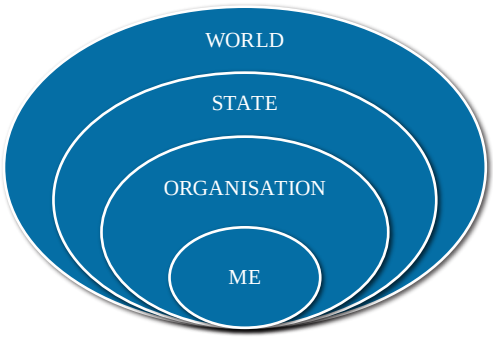
> (…) one that sees it in terms of social relations and another which sees it in terms of political relations. There is a discourse of children's participation that is predominantly social – that speaks of networks, of inclusion, of adult-child relations, and of the opportunities for social connection that participatory practice can create. Alongside this, there is an alternative discourse that is more or less overtly political – that speaks of power, and challenge, and change".

The researchers are observing growing unrest of public opinion concerning the "youth participation deficit" in European societies (Bečević & Dahlstedt, 2021). Young people do not adequately participate in economic, social, and political life what in turn is perceived as a threat to the sole foundation of democracy. Considering the transformation of Western Europe into growing socio-economical and ethnocultural segregation, one could see the urgent need to analyze youth participation. Presently, young people have unequal access to resources what creates all sorts of divisions – spatial, material, and symbolic. Applying this phenomenon to a citizenship theory, it is noticeable that the concept of youth participation is seen through social exclusion.

Understanding the participation of young people in a broader social concept means appreciation and critical analysis of political and economic environment that shape their life on the basic level. It turns out that neither "youth" nor "participation" exist in a socio-political vacuum.

Participation Levels

The concept of young people's participation is usually realized on three levels that do not contradict themselves and do not exclude themselves either.



Pic. 1. Participation levels. Based on: Youth Partnership & Participation

Source: https://4-h.org/wp-content/uploads/2016/02/youthpart.pdf

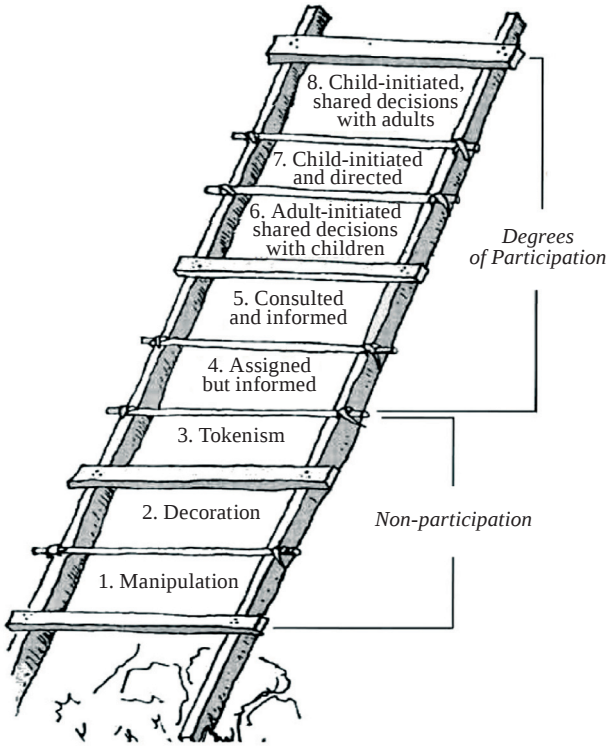
The First Level (Me) – Personal – is expressed in the acceptance of the rights of young people to be included and informed of the decision that affects their lives (i.e., in family life, state welfare, or services for the youth).

The Second Level (Organization) – refers to enforcing the rights of young people to make their own decision in politics, projects, and programmes that aim to provide full participation in state operations (i.e., involvement of young people in counsel or management roles in youth projects).

The Third Lever (State) – General – refers to young people as state citizens who have the right to fully participate in social, cultural, and economic life (i.e., participation of young people in education, employment, or politics).

The Fourth Level (World) – Global – recognizes the rights of young people to participate in socio-cultural decision-making processes on a global level. It is vital to accept Giddens' perspective that global processes are not the only ones that tighten relations and increase in co-dependency on a global level but also the world in which others experience the effects of our actions and we experience global problems (Giddens, 2007, p. 97).

There is a well-grounded Roger Hart's concept of youth participation called "The Ladder of Participation".



Pic. 2. The Ladder of Participation

Source: Hart, R.A. (1992). *Children's participation: From tokenism to citizenship.* Florence, Italy: United Nations Children's Fund International Child Development Centre.

Roger Hart's original 1992 illustration of the Ladder of Children's Participation from *Children's Participation: From Tokenism to Citizenship.* The model features eight "rungs" that describe the characteristics associated with different levels of decision-making agency, control, or power that can be given to children and youth by adults.

Hart's typology of children's participation is presented as a metaphorical "ladder". Each ascending level represents increasing levels of child agency, control, or power. Moreover, the eight "rungs" of the ladder represent a continuum of power that ascends from *non-participation* (no agency) to *degrees of participation* (increasing levels of agency).

The first three levels ("manipulation", "decoration", and "tokenism") are associated with climbing from the "non-participation" level. The middle levels (assigned/consulted and informed) consist of a space where young people are given specific tasks and informed how and why they are involved in a given project. There, the young people express opinions about the projects and programmes created and man-

aged by adults. The youth is also informed how their input will be considered and about the results of the decisions made by adults.

The three last levels are a sort of a challenge for adults working with young people to make their experience genuinely participating. Participation that constitutes adult-initiated, shared decisions with children occurs when adults initiate participatory projects but share decision-making authority or management. Participation that is child-initiated and directed occurs when children and youth conceptualize and carry out complex projects by working cooperatively in small or large groups. Participation that constitutes child-initiated shared decisions with adults occurs when children – though primarily teenage youth in this case – share decision-making authority, management, or power with adult partners and allies (Hart, 1992).

Harry Shier presented another perspective of youth participation. A difference is that this model does not have anything equivalent to the three lowest rungs on Hart's ladder: 'manipulation', 'decoration', and 'tokenism', labeled together as levels of non-participation. It is an alternative model based on five levels of participation: 1. Children are listened to. 2. Children are supported in expressing their views. 3. Children's views are taken into account. 4. Children are involved in decision-making processes. 5. Children share power and responsibility for decision-making. In addition, three stages of commitment are identified at each level: 'openings', 'opportunities', and 'obligations' (Shier, 2001).

Participation Strategies

Participation of young people can be divided into several types of dependency regarding to whom the actions are directed, how the young people contact other participants of social life, the structure level of youth participation, and how the participation is brought into effect. Jans and De Becker (2002) suggested that in an analysis of youth participation, one should pay attention to the direction of said participation – inward and outward. "Inward" participation assumes that young people influence their world through interaction with the workers and youth organizations. On the other hand, when young people, in cooperation with youth workers, youth organizations, and other social life participants, undertake actions which influence does not limit itself to the world of youth, we deal with "outward" participation.

Another issue is the direct or indirect involvement of young people in participation in social affairs. When interactions between the youth and other participants of social life take place without the help of mediators, we can speak of "direct" participation. In turn, when representatives (youth workers or youth organizations) mediate young people's contact with other participants of social life, we speak of "indirect" participation. Then, some other person speaks on behalf of young people and represents them.

The level of structure is also a significant factor in the process of participation. In case of highly structuralized participation, the interactions between young people

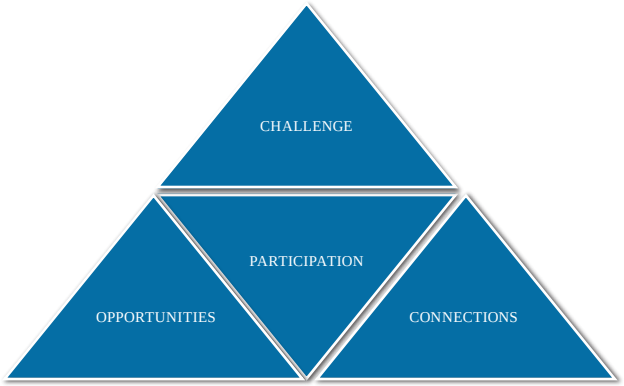
and other participants of social life occur along previously created "channels" of which the example could be the youth of student councils. Such forms of structuralized participation have their benefits – they allow the youth to prepare well and participate in creating rules and youth policy. In case when contacts between young people and other participants of social life are not previously defined, we deal with a less structuralized participation. There are advantages as well – due to its spontaneous character, this model fits the world of young people much better. That said, it must be noted that this spontaneous form of participation tends to pass and "burn out" rather quickly.

Jans and De Becker (2002) stress the importance of whether participation is a process or a result. Working with young people, much attention is paid to stress the process, stressing the importance of gathering common experience and a group process. Such "process" attitude can be very supportive for the participation of young people because it encourages the creation of conditions where young people feel a better connection with each other. However, it should be kept in mind that the specific result of a project can be equally stimulative for the participation of young people as the process itself. A balanced approach to both process and result always depends on a specific group and the work context. Then, when the group does not feel adequately integrated, the role of the process should be prioritized. In turn, when young people strongly identify themselves with facing a challenge, the importance of the result is more valid.

A variety of different strategies and approaches will ensure that a variety of different young people can participate. Gill Westhorp (1987) of the Youth Sector Training Council of South Australia identified a six-stage continuum of youth involvement. This continuum does not imply that more or less control is better, just that the options exist and that some will be more appropriate in some situations than others. It should be noted that the continuum poses a series of questions that must be answered to ensure genuine participation by young people. The questions include articulating aims, framing the level of participation, selecting target group/s, delineating participants' support needs, exposing barriers, and executing evaluation strategies. These questions focus on the mechanics of participation and emphasize the level of participation necessary (Howard et al., 2002, p. 5).

Another approach presents the theory of a participation triangle. According to this theory, a dynamic equilibrium between three dimensions (challenge, opportunities, and connection) is required for the active participation of young people.

Challenge stimulates participation. A challenge can constitute all the personal and social issues young people find attractive and want to get involved. To reach success in inspiring participation, we should suggest activities that are sufficiently challenging for young people. However, it should be remembered that what we perceive as a challenge might not be perceived as such by young people.



Pic. 3. Participation triangle

Based on: http://czytelnia.frse.org.pl/media/uczestnictwo-mlodziezy-pajp-czesc-1-pdf-89503-0.pdf

Opportunities strengthen a faith that young people are up to facing a challenge, use their abilities and that their actions will bring change. Their ability to cause a change considerably influences the level of involvement. By opportunities, we understand knowledge, experience, skills, intuition, and familiarity with specific strategies.

Young people can benefit from the challenge only when they are allowed to use their skills. The extent of the challenge and abilities are interconnected. On one side, participation requires realizing the need to achieve something, to make a change. On the other hand, to do so, there are specific competences required. Both of these things should be dynamically balanced. The lack of opportunities can be frustrating due to a lack of sense of the action taken. That is why realistic planning and goal setting is important – success always is an additional stimulant to increase one's involvement.

Connections mean that young people should feel bonded and supported by other people, institutions, ideas, social movements, and organizations to work together to meet a specific challenge.

Aiming to promote participation, one should consider the way those three aspects, "challenge – opportunities – connections", relate to a specific target group. By referring to the context of the work, we should define a common challenge, consider how to extend existing opportunities, and solidify relationships between young people and other participants of social life.

Resources

In his research, Jacek Pyżalski (2017) looks into the involvement of young people in positive actions, i.e., those that aid the development of a young person and

have a positive impact on others. Considerations about a common philosophy where young people are thought about in categories of risk and following limits, in the context of social research and practice, are given new concepts presenting positive aspects of youth activity.

It turns out that the participation of youth in local and global matters can bring about many personal and social benefits. One of the pioneers of this concept that refers to Positive Youth Development, Richard Lerner (2005), points that it grows out of the last stage of research on adolescence characterized by a system approach to development, interest in applicable solutions and cooperation with experts and focus on salutogenic aspects of development. The concept of positive development formulated by Lerner and others (after: Ostaszewski, 2014) is notable. It points to five fundamental fields that complement each other. They contain the following elements:

- Social skills – necessary to properly deal with school education and later in professional work;
- Positive self-esteem – is associated with the sense of self-efficiency and self-acceptation;
- Bonds with imminent surrounding – understood as family and peers also in the context of formal and informal groups;
- Moral development status – that enables ethical functioning, internalization of norms, and axio-normative judgment of own conduct;
- Respect for others – expressed by an adequate level of empathy and proper relations with others.

GOOD PRACTICES

In a modern approach to building participation and involvement of young people in local and global matters, one should focus on the following issues:

- **increasing interest and involvement of young people in public matters** on a local level (participation in school council, university, neighborhood),
- **supporting local communities through the development of democratic skills** (workshops of democratic skills for young people),
- **integration and stimulation of a local community** that enables the establishment of permanent, multi-generation and open for challenges of the future community (joint actions of students and lecturers – workshops and projects),
- **raising awareness and broadening knowledge of young people concerning international progress**, particularly in order to help to understand global interrelations between communities of developed states and developing ones,

- **encouraging critical reflection on responsibility for international progress** as well as encouraging personal involvement and informed actions to fight poverty in the world (critical thinking workshops),
- **making young people accustomed to situations where state officials such as academic teachers, teachers, counselors respect their rights**, take their opinions into account in a decision-making process, make themselves accountable and for their actions, and are transparent in their activities,
- **draw the attention of young people to the issues such as human rights, global poverty, and climatic changes** (global education workshops, analysis of the Convention on Human Rights),
- **evaluation visits** – visiting other universities conducted by researchers where a focused interview is given to representatives of students' council and academics.

Achieving youth participation and engagement in global and local issues, goals, we must first:

- learn to talk openly with all participants in the educational process (student, lecturer, dean, local government employee, politician, etc.),
- joint evaluation of student's capabilities in the context of active participation and involvement in local and global matters,
- diagnose critical thinking skills in areas of informal activity for the benefit of local and global matters,
- integration of a local community (students, local government).

A coordinator of the activities should integrate the community, build positive connections, support youth involvement, and inspire them in their activities.

EXERCISES:

EXERCISE 1 – *Definition of participation*

MATERIALS: large sheets of paper (flipchart), marker pens for each participant

COURSE: participants are given a task to create a "definition of participation" using 50 words at maximum. At first, it is done individually, next in groups of four, then of eight to finally get together and agree on one definition with the whole group. Then, the definition is presented and put down on a flipchart. After that, the participants

are presented material entitled Participation Definitions which they can comment upon in the context of created definition.

EXERCISE 2 – *Kingdom of youth participation* (Modified version of Oxford Debate)

MATERIALS: props (crowns, marshal staff, jester hat) for the "Kingdom Council", ribbons of flipchart paper, markers

COURSE: the kingdom marshal introduces participants into the debate's context, proclaiming that they are citizens of a kingdom where the Council considers youth participation. Due to a lack of knowledge and authority to make that decision himself, he invites others to give some advice. The participants are then divided arbitrarily into two sub-groups. Each group prepares arguments for and against said participation, puts them down on the paper ribbons, and then presents subsequently. Next, they are sent to the Kingdom Council, which is supposed to make a decision. The Council is yet still undecided hence the debate commences. Since the Kingdom Council cannot make the final decision, the participants are requested to join those with the same mind. The Kingdom Council, faced with the majority supporting youth participation, decides to pass the law of said participation in the Kingdom.

EXERCISE 3 – *Hart's Ladder of Participation*

(adaptation of the method presented in: http://czytelnia.frse.org.pl/media/uczestnictwo-mlodziezy-pajp-czesc-1-pdf-89503-0.pdf)

MATERIALS: tasks description for each group; a prepared station with materials: cardboard, matches, glue, colored paper, scissors, blindfolds.

COURSE: the group is divided into four smaller groups. Each group participants have to agree who is going to play adults and youth. All receive instructions on how to build a model of an ecological amusement park. People acting as adults are also given a description of behaviors and attitudes that should be expressed in a given situation. Each of the four simulations presents a different level from the "Hart's participation ladder". The first level represents manipulation; the second represents fake participation; the third level refers to a situation where the initiative rests on adults, but the decisions are made in cooperation with the youth; the fourth level is a project initiated and managed by the youth where the adults only support them.

DESCRIPTION: You are participating in a project of making an ecological amusement park. The significant issue of this project is cooperation with a group of young people. The task is to prepare a model (a unique model) of an amusement park. You can use matches, matchboxes, glue, tape, and paper. Everything should be built on a cardboard base.

SITUATION 1.
ADULTS: Your goal is to promote your brand (your colors are red and green) and cooperate with a chosen bar (restaurant). There should be a car park for the nearby bar on the park site with a mini funfair for children. In the future, the funfair is expected to provide the main financial support for your organization. You want to take advantage of the young people to only build the fence of your design. You do not inform the young people of your goals. The only thing you do is signing a participation list.
YOUTH: You are young ecologists. You have heard that the organization you contacted received financial grants to build an ecological amusement park. You have lots of ideas and you are willing to get involved in the model design.
ADDITIONAL SUGGESTIONS: you are blindfolded throughout the whole task.

SITUATION 2.
ADULTS: Your goal is to promote your brand (your colors are red and green). You want to pay your specialists and to make a high-quality model design, so for the final version of the model, you hire one of your designers. You invite young people for consultation only to suggest the name of the park. You explain that all other decisions must be made on the organization's management level. You make the model according to your design.
YOUTH: You are young ecologists. You have heard that the organization you contacted received financial grants to build an ecological amusement park. You have lots of ideas and you are willing to get involved in the model design.
ADDITIONAL SUGGESTIONS: you are blindfolded throughout the whole task.

SITUATION 3.
ADULTS: You want to strengthen your position in the local community. You think that such a park will be needed. You are after several talks with professionals and have several design offers: a. skate park, b. nature educational paths, c. hedgerow maze. You invite young people (representatives of a local community) to choose the project. You inform about project objectives and the time for the realization. After the consultation, you join in model construction under your supervision.
additional suggestions: you can remove blindfolds from the young people's eyes.
YOUTH: You are young ecologists. You have heard that the organization you contacted received financial grants to build an ecological amusement park. You have lots of ideas and you are willing to get involved in the model design.
ADDITIONAL SUGGESTIONS: you are blindfolded throughout the whole task.

SITUATION 4.
ADULTS: You are aware of the group of reliable, young ecologists in your local community. You are going to transfer the grant you received to that group – in matters of design, realization, and financing. Your role will be limited to supporting this group

of young people when asked. You should tell them about the objectives of the project (making a model).
youth: You are young ecologists. You have heard that the organization you contacted received financial grants to build an ecological amusement park. You have lots of ideas and you are willing to get involved in the model design.
During the whole simulation, each group work will be watched by an observer (coach). After the models are finished, they are presented, and then a debate commences about the process of "participation" experienced by each group.

EXERCISE 4 – *Hart's Ladder of Participation*

(adaptation of a method presented in: http://czytelnia.frse.org.pl/media/uczestnictwo-mlodziezy-pajp-czesc-1-pdf-89503-0.pdf)
MATERIALS: a ladder with eight rungs (made of rope, sticks, drawn on a flipchart, colored label with the names of each rung of participation, pre-prepared "diamond cards" for each participant, and a tape.
COURSE: a coach presents specific levels of the participation ladder in random order and briefly describes them. At the first stage, the task is to identify which level refers to their group from the former simulation. Then, they try to decide on which level of the ladder they can place "their own experience", and then they together decide on the sequence of each level.

At the following stage, participants receive diamond cards to put down examples of their organization's projects. The cards are then attached to "Hart's ladder" on specific rugs of participation (according to the assessment of which level of participation was realized in a given action or project). Selected people talk about their projects from various levels of the participation ladder. In the end, participants receive the material "Participation ladder".

EXERCISE 5 – *Keys of participation*

MATERIALS: balls made of paper, basket for each group
COURSE: The exercise consists of half an hour short "theme blocks" dedicated to the following keys of participation: communication, trust, motivation, feedback.
COMMUNICATION: each person in the group imagines holding a small object in hand (for example, a bead, mosquito, strawberry, etc.). In the beginning, each tells the others what they are holding, and the list of the objects is written on a flipchart. They all participants start moving around the room, making "exchanges" of their imagined objects. They give away their object taking the object of a partner. The task is to make as many exchanges as possible in a limited time. The game's mechanics (chaos, speed, communications noise) causes some objects to "miraculously" multiply and some to vanish.

trust: the participants stand in pairs, back-to-back. Leaning against each other, they have to find a position that will allow them to keep balance and be comfortable for each person in a pair. They can later change position, rocking left or right, trying to keep the balance.

motivation: the group is divided into three smaller teams. Each group chooses a contender, a coach, and spectators. The task of a contender is to throw a paper ball into a basket placed behind them. The contender throws the ball behind – not knowing where the basket is. The coach's task is to instruct the contender to give him direction, basket placement, and technique to succeed. The spectators gathered around encourage contenders to continue.

feedback: the group sits in a circle with an empty chair in the middle. A leader explains that the chair will be taken by a person who will ask for some feedback information. After a while, another coach sits on a chair and starts asking neutral questions at first: "Did you sleep well tonight?", "How do you like the food here?" moving then to a more personal question: "How do you like my clothes?", "How do you like my teaching style?"; "Do you think we could be friends?" and the likes.

After the exercise is finished, it is reflected upon, and then the feedback is given to the participants.

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3. General Characteristics of Youth Problems Regarding Well-Being, Welfare, and Poverty

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The theme will rise the following topics:

• Structural characteristics regarding youth well-being, welfare, and poverty • Theoretical and professional perspectives on social exclusion, vulnerability, and young person identity • Examples of social interventions and cross-system collaborative practices •

The aim of the course is:

• to acquire knowledge of basic concepts and terms related to well-being, welfare, and poverty • to recognize and discuss actual issues regarding structural and individual conditions of social vulnerability • to identify and analyze the importance of authoritative, developmental, and preventive models of social work practice • to improve skills on social pedagogical work with youth, specifically methods that can strengthen the clients' influence and participation •

The assumed effects will be realized using the following methods of teaching:

• seminar, lectures, and students' participation in reflective learning discussions • small projects on situational case study methodology • reflection on the scientific text and course materials •

Introduction

The term „youth" originates from a Latin word and means to 'grow up'. It is a period of life between a time of puberty and maturity. In literature, the period varies and ranges mainly between 12–24 years. The concept of young may be difficult to operationalize as it is used differently in different countries, and many individual

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indicators can be dependent on general contours of societal segments, e.g., political systems, legislation, citizen rights, support networks, restrictions imposed by the economy, societal conditions, arenas for social support, possibilities to equal participation, inclusion, etc. The United Nations defines youth in formal statistics as persons between the ages of 15–24. Although the period is linked to the biological process of development and aging, it is also important to focus on the social process of the transitions to adulthood, independence, and societally interplay of a person's life and their choices to affect the future. Emotionally they feel lost and torn between their dependence on their parents and their disdain for their parents, joined with their pull to their peer group along with significant anxiety about not fitting in and not knowing what they want.

It can be a phase of changes and stress during which childhood personalities are broken up and new ones are formed. It is connected to physical characteristics, including changes in the body, mental characteristics, including reasoning power but limited by experience, and emotional time characterized by searching for personal identity. The essential entry to adolescence in this period is being a more independent individual and part of social communities. The young peoples' lives begin to narrow and deepen in connection to the broader area of employment, home life, workshop, and service to humanity.

This course theme highlights central aspects connected to general youth problems regarding well-being, welfare, and poverty.

General Characteristics of Youth Problems Regarding Well-Being, Welfare, and Poverty

In the past, the wealth of nations was considered to be based on natural resources, such as fertile soil or oil wells. Today, it is the citizens' creativity, knowledge, and initiative that gives wealth. Society is a regulated community. In the creation of social community, different theoretical perspectives are highlighted. Whereas subjective understanding of the social world was once shaped by class, gender, and neighborhood relations, today, everything is presented as a possibility.

On the theoretical level, these courses of events are identified by sociologists as a process of **individualization** (Giddens, 1991), replacement of industrial society by new modernity challenged by uncertainties, and constantly confronted by risks (Beck, 1992). Today, people are subjected to **uncertainties** that were not part of day-to-day life for previous generations within this risk culture. It is illustrated, among other things, by the fact that manual solutions are being replaced by digital transformation, smartphones, and other advanced technologies development of artificial intelligence and that we live in a time where all human intelligence is online. Technology is becoming an increasingly integral part of our lives. Another important sociological perspective that highlights thinking about the individual and

society is grounded on classic concepts established on *Gemeinschaft* and *Gesellschaft*. Bauman (2000), in his book *Liquid modernity*, highlights the interpersonal relationships of modern life as **fluid communities**, where volatility presupposes that the individual takes responsibility when entering and leaving different communities. Bauman selects five of the basic concepts which have served to make sense of shared human life. These are centered on emancipation, individuality, time/space, work, and community. These areas help to understand occurring changes in people's modern lifeworld. For example, actual societal changes and the stresses of life during the pandemic societies with restrictions on distance, isolation, and closed societies can be understood as changes in the relationship between the individual and society, that society moves away from a social togetherness based on gemeinschaft and places high responsibility on the individual to take obligation for the well-being of others.

For many people, **welfare** is the central social, economic, and political category in the rise of the modern welfare state (Dychawy Rosner, 2019). Among the most effective interventions for welfare efforts are perhaps contributions to reducing income inequality and health risks. Welfare efforts aim to create diverse patterns of social provision reducing income inequalities and spreading the fruits of economic growth. In Sweden, such as in other European countries, according to the Social Services Act (SFS, 2001, p. 453), the local authorities and municipalities have the ultimate responsibility for ensuring that individuals receive the support and assistance they need. However, actual research shows that welfare cuts have had adverse effects on people who face precarious socio-material conditions (Nordberg, 2019; Samzelius, 2020).

Actual issues regarding structural and individual conditions

Yong peoples' experiences may shape an individual's level according to cultural and societal perspectives. Living prerequisites and developmental opportunities depend on physical, biological, psychological, societal, and environmental conditions. Contemporary general life experiences of young people in post-modern societies affect relationships with family and networks and helpers (Dychawy Rosner, 2016a), educational experiences, experiences regarding availability for the labor market, leisure, lifestyles, and establishment as independent young adults (Furlong & Cartmel, 1997).

Relevant questions in youth well-being and welfare can also be connected to the **health-related stigma**, for example, possibilities or access to care, financing, and organizational priorities that are influenced by managing social care. It can be policies affecting people with HIV/AIDS, mental illness, or social services for youth with neuropsychiatric diseases such as ADHD.

The practical implications and the kinds of interventions may vary considerably from one difficulty to another. It can be about counseling, individual or group

interventions aiming to minimize vulnerability and enhance resilience in response to stigmatizing encounters or stressful situations.

Education has come to play an increasingly prominent role in young people's lives transitions. The legal minimum school-leaving was raised, new forms of educational models were introduced, and moves were made to teach young people with special needs within mainstream schools. The establishment of a learning society in which people face a continual need to develop their skills is important how young meet the demands of acquiring knowledge in rapidly changing social situations such as, for example, pandemic situations attributed to poor choices on the part of educational development.

Effects from diverse living adaptations during the pandemic and a **distant lifestyle** have begun to be documented in young people's experiences and various environments. During the pandemic, people have isolated themselves in small clusters and nuclear families. Swedish Schools Inspectorate's presented the actual report of the survey regarding distance education at 119 upper secondary schools in the spring of 2021. The report is based on interview responses from the principals and 407 students. The results show that almost seven out of ten students think they learn more in traditional teaching at school than in distance education (Skolinspektionen, 2021). The results show that almost seven out of ten students think that they learn more in traditional teaching at school than in distance education. The results also show that the girls felt more overlooked than the boys. While close to a third of the boys state that the teachers always noticed when they needed help, the proportion among the girls is only one-fifth. Six persons out of ten also thought that their mood was negatively affected during the distance studies. It applies to a greater extent to girls than boys, both in terms of mental health and physical health. It is one of the examples that the social composition of educational systems differentiated gender patterns to be still operating in society. The report shows an example of reproducing inequalities in the school system. Through the 1970s, 1980s, and 1990s, female participation in higher education increased rapidly, partly reflecting their growing success within schools. After all, universities and colleges have remained skewed toward young people from relatively privileged social backgrounds.

> While relatively few young people have to cope with difficulties steaming from disease or poor physical health during adolescence, there is evidence that social conditions of high modernity are reflected in deterioration in mental health which are manifest in different ways among males and females (Furlong & Cartmel, p. 80).

According to recent figures from the European Public Health Agencies, young people have the highest prevalence of mental illness among all age categories. Despite

this, there are few effective treatments for the sickest teenagers. The causes of mental state – what goes on inside a person: emotions, thoughts, driving forces, needs, and desires – can vary from biological, psychological to psychosocial, and socially interactive. Everything that happens inside us humans and around our world that we need to understand to make other people's behavior understandable is part of our metallization processes to create order and makes life meaningful (Fonagy & Allison, 2014). Many psychological and psychosocial concepts are included in the process of metallization, such as emotional intelligence, empathy, insight, metacognition, or the theory of mind, sound in developmental psychology. Mindfulness is used in social work in connection with treatment meetings, relational metallization, and the development of epistemic confidence with young clients.

There is a large body of literature highlighting a connection between the experience of unemployment and **mental health problems**. While there is some evidence for increased risks of psychosocial disorders among young populations, it is important to stress that the majority move into adolescence and adulthood with their physical, social, and mental health intact. Yet some forms of behavior such as alcohol and illegal drugs consumption, crime, and tendency to engage in unprotected sex and sexually transmitted diseases may have consequences for long-term ill-health. A study focusing on adolescents' (16–24 years) **exposure to crime** in close relationships showed that almost every fifth young person (23% of girls and 14% of boys) has been subjected to violations, restrictions on freedom, threats at some point in their lives, assault or sexual offenses by current or former partner/relative (Axell, 2018). The perpetrator usually is a peer of the opposite sex. If the investigation of exposure to violence shows a need for shelter placement, the municipalities are looking for suitable housing that suits the individual circumstances. However, research has shown differences in the support that the social services in different municipalities locally and internationally offer, for example, regarding the processing and scope of the support.[1]

With a shortage of mainstream **job opportunities** for young people they take volatile. Many European countries introduce Young Opportunities Programmes providing training schemes, workplace internships, contact days with local labor markets, etc. Other efforts support a diversity of experiences and skill development aiming at job finding in the service sector. The vulnerability associated with shrinking manufacturing, migration, and growing ethnic minorities also continue to be cause for concern to educational qualifications, unemployment rates, poor integration, and

1 See for example:
- Sweden's National Women's Helpline https://kvinnofridslinjen.se/en/
- EU international Policy Office, https://www.europarl.europa.eu/RegData/etudes/STUD/2020/658648/IPOL_STU(2020)658648_EN.pdf
- WHO, https://www.who.int/news-room/fact-sheets/detail/violence-against-children
- Lancet, 2009. https://www.kau.se/files/2017-09/Child%20malteratment%20Lancet%203%20jan%202009.pdf

socio-economic inequalities. Due to highly localized co-expats, **young migrants** spend their future life building in the areas of socio-economic disadvantages with a neighborhood of shared or similar social background (Dychawy Rosner, 2016b).

In a rapidly changing social world, young people can find it difficult to construct a stable **social identity**. They may have no clear picture of what the future holds and experiment with diverse lifestyles. Economic, political, and demographic factors may affect school-to-work transition and transitions from parent home to independent living. Furlong and Cartmel (1997) portrayed that whereas young people's identity was previously shaped in occupational settings and seen as class-based generational solutions, contemporary youth culture adopts visual styles, looks, images, consumption of clothing and expresses them through musical tastes, leisure styles, etc. Young people's leisure choices with a range of activities and lifestyles highlight the process of youth culture and is an essential mechanism for individualization. It is suggested that the changing transitional process in the establishment of adult identity may lead to a negative impact on mental health, e.g., an increase in stress which generates a rise in suicide, eating disorders, and psychological disturbances.

STUDENTS TOOLBOX

Theoretical and professional perspectives

Students will relate their learning to analyzing real problems and discuss:

Situational analysis

- Some reflections on practical advice in encountering clients
- Reflections on prevention and building relationships.
- Reflections on how to create network and support around clients' needs and development

Workshops on preventive interventions

Workshop and small group project on preventive interventions (case analysis using *Examples of strategic solutions in preventive social pedagogy in social work practice scheme* (Dychawy Rosner, 2017, p. 30).

How to intervene in a particular situation will depend on many factors. The extent to which social work practice is operationalized and translated into action involves making sense of the broader legal and social policy issues and certain contexts of operationalization and potential range. It is therefore important for social workers to have an understanding of the social context of their work. Another important point is to recognize that young people may individually experience their life course in

different ways as a result of personal social circumstances, possibly disability, level of dependency, psychological and existential dimensions (e.g., course of identity or sense of self) that have to be considered (Thompson, 2005).

As a social worker, at the beginning of treatment, it is not uncommon to be met with high anxiety, worry, desperation, as well as some hostility and unusual critical attitude. It can be from the youth or the guardian. When a family member is unwell, the whole family is usually in crisis. It may be due to an insecure and socially burdened environment that the youth is exposed to bullying, rejection from certain people in the environment or mental illness, etc. After a completed survey of the situation and analysis of available resources at the societal, institutional, and individual levels, it is vital to establish good collaboration alliances with clients. It does not matter which treatment method you choose if you do not have the family and young people on the train. The accommodating and supportive approach needs to be combined with a concretization of the individual family's and the individual's situation to reach a good alliance. Therefore, it is necessary to be clear that the purpose of the first conversations is to delineate the youth's problems and try to deepen the understanding of these difficulties to choose the proper treatment and social interventions in the right way. Important elements can be about creating alliances and engaging the teenager, for example, through a participation model. Another approach can be to open up for metallization processes (Fonagy & Allison, 2014) by, for example, library treatment using the therapeutic power of the film or literature. Below are presented examples of some inputs for models that can be applied in social work practice.

Basis for Students' General Discussion in Small Groups and Formulation of Matters Relevant to Social Work Practice Regarding Structural Youth Living Conditions

Acknowledged areas such as:

- Establishment of learning society
- Modern technology and IT – in school and working life
- Creation of new lifestyles wishing speed and comfort linked to, e.g., spheres of leisure and consumption
- Changing employment context and job sectors
- Unemployment has become a typical part of a labor market transition for young people, including university graduates
- Perception of risk is socially and culturally constructed as different types of behavior are socially constructed and affected by experiences and norms associated with their social groups
- Other…

See also Dychawy Rosner, 2016a; 2016b.

It is good to think of starting points in **low-affective treatment** (Hjelskov Elvén & Abild, 2015) to maintain relationships and achieve treatment goals. Then, among other things, the following principles of the professional approach are included:

- **to take responsibility for the situation**,
- **to make realistic demands**,
- **to show respect and empathy**,
- **to consider emotions and their power**,
- **to have a kind attitude**.

One can use Harry Shier's **participation model** (2001) to structure social interventions with vulnerable young participants and increase participation. The model is a kind of practical guide on how to concretize the content of the Convention on the Child's Right to participate and a possibility to influence their situation. The model strives to make visible the ability of individuals to be involved in a certain context based on the conditions that exist within a specific helping organization and living environment.

The model is based on five different levels (Shier, 2001)

1. The child/young persons are listened
2. The child/young person receives support to express their opinions, views, and wishes
3. The child/young person's views are considered
4. The young person involves in the decision-making process
5. The young person shares influence and responsibility for decision-making

The first level is about being listened to, the second about getting support to express their opinions and views, and the third is about these views being important in assessing and planning actions. Level four involves youth in decision-making, while level five is about sharing power and responsibility for decision-making with the person involved. This model usually is also applied in professional work with young people having disabilities and diverse intellectual impairments. Recognizing the individuality of each client and family means creating different expectations and methodologies to meet different needs. Some may need support in their communicative and interpretative skills, and some may need more help in their collaborative skills. Seeing the differences and adopting needs requires elaboration of intervention materials, resources, and collaborative professional methodologies.

The therapeutic power of literature has also become practical activity and a research area related to reading for health promotion and personality development. Library therapy emerged as a term in the 1920s at American military hospitals,

where soldiers reading fiction seemed to recover quicker from war trauma than others. The use of books also fitted in with an enlightenment ideal. It was also the task to develop social pedagogical approaches as an interactive social work treatment and social pedagogical stakes. There are still applied models of shared reading groups, circles of conversations about existential questions, and creating rooms for narrative sharing of life experiences (Lennon-Dearing, 2013).

The best conversations do not necessarily come from the one who is most read, but the most available one.

„You should pull the telephone jack and inflate the rubber madrassas. You will interpret my tears and speak understanding with me..." (quotes from a verse).

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4. Vulnerable Lives and the Value of Reflection in Action

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The theme will rise the following topics:

• Structural characteristics regarding youth vulnerability and reflection in action • Theoretical and professional perspectives on social exclusion, vulnerability and encountering young clients • Examples of social interventions and reflection in action •

The aim of the course is:

• to acquire knowledge of basic concepts and terms related to reflective practices regarding well-being, welfare, and poverty • to recognize and discuss actual issues regarding individual conditions of social vulnerability • to identify and analyze the importance of authoritative, developmental, and preventive models of social work practice • to improve skills on reflective social work with youth •

The assumed effects will be realized using the following methods of teaching:

• seminar, lectures, and students' participation in reflective learning discussions • small projects on situational case study methodology • analysis of the scientific text and course materials •

Introduction

The primary purpose of higher education is to create critical thinking people. Critical thinking can then function as a filter and support in those situations within social work that are perceived as just routine-filled and predictable. The practitioner must be good at practicing problem-solving in their everyday professional life. These actions sometimes can be difficult to put into words as social work is mainly about

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empathy (empathy and ethics) and experiential knowledge of the social problem. Therefore, I believe that the main role of education is to create what can be described as a reflective practitioner. A reflective practitioner can allow himself to take a step back to see and think about what needs to be done, gain perspective on the situation, and be present in the event itself.

In recent decades, a meaningful discussion has developed about the importance of reflecting for the professionals who work with change processes and problem-solving in different human activities. In one respect, reflection is about metacognition, how individuals explore their cognitive processes, and the strategies they use to organize their learning and acquire knowledge. Metacognition involves both the thinking of one's cognition during learning and the reflection of thought activity. In another respect, reflection is about how individuals explore the ideas and ideas that people develop about their own and others' thoughts, feelings, ways of reasoning, etc. It is about "everyday theories" about how people in everyday life "explain" human behavior and social phenomena. That knowledge is essential for social workers because they function as internal guides or work models for understanding and managing the social response. Particular emphasis will be given to learning and dealing with stereotypical construction, categorization, and attributions in a multicultural society.

Basic Theoretical Starting Points

The starting point for this reasoning is Donald Schön's (2003) concepts of "reflection-in-action" and "reflective practitioners" and what he works with in the text *The reflective practitioner: how professionals think in action*. His thoughts on theory and practice have been of great importance to professionals in human care since the 1980s. A reflective practitioner allows himself to ask himself and his surroundings, is a careful observer, and documents diligently.

What does reflection mean, and what is it that characterizes a "reflective person"? In general terms, reflection has to do with learning, thinking, getting knowledge, and using it. In everyday life, we acquire knowledge through different "intelligences", in different strategies, and information processing channels, and we use these intelligences all the time, usually simultaneously and almost always mechanically, without noticing what we are doing (Gardner, 1983; Schön, 1991). The core point in reflective processes is the subjective experience that it is precisely I who is involved in something, that "something happens that is a difference". The act of reflection is an experience, a recording of an awareness-raising act. I suddenly become aware that I have a perception that I am learning something and acquiring new knowledge. It is a psychological experience. The act of reflection on the psychological experience of applying knowledge and skills in practice thus means working. A recording of an awareness-raising act is, however, a process and a work and can never be defined as something that has been achieved forever, but a recording

act presupposes its opposite: to let go. Reflection should always be conceptualized regarding intuition-based learning methods and seen as ongoing training in creating a "combination" and an interplay between different ways of thinking and the ability to quickly shift from one approach to another.

STUDENTS TOOLBOX

Social Work is Action

Theory and practice are intertwined in all practical actions. What theories are the basis? Social theory in the broadest sense, politics, and values are important, but the key is to act, do something, and intervene! Structures and inequality. There are two parallel concepts within the idea of reflective practice. It is reflective practice and critical reflection. What is the difference between being reflective and being critically reflective? To reflect is to think, to think carefully. To critically reflect is more than to express criticism in a situation, for example: I am critical of your behavior.

A critical reflection in social work means considering how society is constructed and how power becomes important in the situation. It goes beyond immediate and emotional reactions. It requires knowledge of society and humanity, its values and goals, and the social policy landscape.

Reflective practice	Critical reflection
Thinking things through carefully	Critical thinking
Reflective practice	Critical reflection
The reflective cycle: Experience-reflection-action	Critical processes: Reflexivity-deconstruction-critical social theory

Social Work in Action

The tendency to fall back on templates and ready-made concepts. Methods and guides can be a support, but we must think about and critically examine what we think to see other solutions. A reaction to the clients based on their world of life – through reflection.

Reflection	Critical reflection
What happened?	How well did I do?
How did I compare with previous experience?	What could I have done better?
How did I do?	What could I have done differently?

How do we become critical in practice?

- Examine the case in detail from several different perspectives through a reflexive approach to avoid risks and open up opportunities.
- The case must be contextualized, put into theoretical contexts, and evaluated regarding other phenomena.
- Develop an overview so that everyone involved can understand the meaning of the situation.
- Present the assessment to an audience, such as a workplace meeting, a family council that can participate or influence understanding or re-evaluation.

Critical reflection is not just about thinking critically, but social work requires action – that is, critical in practical actions. Grammatically, the word valuation is a noun but derives from the verb to value or esteem. It is easy to think that we apply values or have certain values in practice, but what do we do when we practice values? Reinforcement of categorization creates vulnerability and stigma.

- How do we know when we need to intervene?
- How do we value the information we receive?
- What knowledge do we take on board?
- Who is exposed?
- How do we value the vulnerability of others?
- What are the consequences?

Reflective Practices

The risks to social work are that we tend to see categories characterized by prejudices and stereotypes rather than individuals.

Critical reflection is not:

- critique negative comments,
- acquired knowledge through therapy,
- negative feedback,
- critique.

Critical reflection is instead:

- **more than one way of understanding practice and man**,
- **holistic interpretations**,
- **entry into developing practice theory**,
- **a way to design and implement internship-based research teams**.

A reflective practitioner can handle new situations that include uncertainty, instability, and conflict without being afraid. She/he regards them as characteristics of reality and everyday life. He/she can create meaning and context in these situations that look foggy, those that Schön calls "undetermined zones of practice". The creation takes place in interaction with the situation, and the situation changes as a result.

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5. Youth, Family, and Solidarity of Generations

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The theme will cover the following topics:

• Attitudes to family change in the context of various processes emerging in the development of postmodern society. Factors of family institution modernization • Social-economic and other factors profoundly influence youth's marital behavior (priorities of youth: a stable working place for make a career, ensure material stability, the deepness of individualization) • Attitude to the family: European research that allowed to identify how young people tend to evaluate family phenomenon (genetic family): parents' interrelations, distribution of roles, the satisfaction of their relations with their parents, time parents devoted to their upbringing, parents' role in solving fundamental life questions • Analyze the problem of generations in the context of the solidarity paradigm •

The aim of the theme is:

• to reveal the attitude of youth toward family in the context of social challenges and approaches to intergenerational dialogue. It is supported by an analysis of the concepts of the family presented by researchers in various fields • keywords: family, solidarity of generations, youth's marital behavior, "unfriendly" environment of market economy, family policy, emigration •

The assumed effects will be realized using the following methods of teaching:

• lecture • seminar • presentations of students •

Introduction

Many scientists relate factors of family institution modernization with changes in the social-economic environment that occurred in the 1990s and are continuing. They are: economy shake-up, transition to market relations, decay of standard of living and differentiation between the society levels, unemployment, salary which

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does not provide satisfactory living conditions, the wave of economic emigration, etc. These phenomena negatively influenced demographic development in many European countries and caused matrimonial and procreated changes in behavior (Stankūnienė et al., 2003; 2011). It is emphasized that the state has not yet created an effective and consistent social policy that could effectively influence demographic tendencies connected with family.

The sequence of priorities changes as well. At first young people want to find a working place, to make a career, obtain possessions. We face the deepness of individualization as well. Difficult adaptation under competitive conditions makes young people reconsider the character of interpersonal relations. They start treating their partners very rationally, at times even in a consumer-oriented way. The possibility of getting financial, practical, and social help is not very big due to the older generation's long participation in the labor market and objective historical factors. At the same time, it should be mentioned that social-economic factors influence the youth's behavior not separately, but together with social-psychological factors: with an approach to values, attitudes to different phenomena, images, ideas, systems of needs, etc. The nature of psychological phenomena is usually related to micro-surrounding features that influence young people directly. The most important among those features are genetic (parental) features.

When solving family policy strategic planning tasks and creating preparation for the family programmes, it is important to evaluate all the factors that influence family transformations. It is emphasized that society's attitude toward the institution of family is becoming more modern, but at the same time, ambivalent tendencies have been recognized. Some people, especially the representatives of the older generation, seek to save the traditional family, but the younger generation chooses the forms of living together which might be defined as the description of the modern family: living together without marriage, partnership at a distance rejecting common housekeeping, giving birth to illegitimate children, etc.

Reasons for Global Family Transformation

- A market economy creates an "unfriendly" environment for the family
- Independence from each other (physical and social destruction, risk of divorce)
- Women situation in the labor market
- Cultural understanding of love relationships
- Consumer culture ("basket" principle)
- Technology (contraception)
- Pluralism of modern society (absence of social sanctions)
- Postponement of marriages
- Unequally changing gender roles
- Poor public literacy (conflict resolution strategies, communication skills)
- The devalued significance of the institute of marriage

Assumptions of Family Institute Stabilization

According to McDonald (2002), Heitlinger (1991), and Maslauskaite (2005), family support policy must have three main components: financial stability; support for parents in reconciling work and family; cultural and social measures to support children and motherhood/fatherhood.

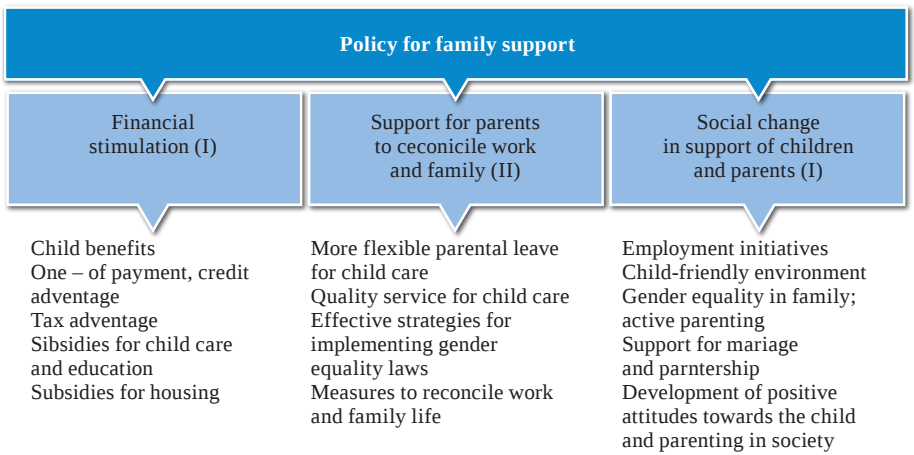

Fig. 1. Model of family support policy

Source: McDonald, 2002; Heitlinger, 1991; Maslauskaitė, 2005.

Interconnection Between Unemployment, Emigration, and Family

A young person's behavior depends on many social, economic, demographic, political, and cultural factors that are closely interrelated. In order to integrate young people into the labor market, it is essential to consider young people one of the most problematic labor market groups and foresee the strategies of solving the problem of their unemployment.

Today, globalization and an open economy lead to unemployment and emigration that cannot be wholly prevented and stopped because their causes are manifold. In a market economy, the issue of continuous employment is difficult, as there always is temporary unemployment when people temporarily lose their jobs, change them, etc. Economic, social, political, geographical, or other reasons may determine the decision to emigrate. It is noted that it is not only the country's economic situation that greatly influences the growth of emigration. Social security, protection, and cooperation between individual countries also have a significant impact on the increase in emigration.

Unemployment is one of key problems in macroeconomics. Many people who have lost their jobs become deprived of their regular income, suffer from low living standards, and feel psychological discomfort. Therefore, the problem of unemployment is the subject of political and economic discussions. High unemployment is one of the major 21st century economic and social problems in Europe and many countries worldwide. Unemployment relates to complex economic and social problems that directly and strongly affect individuals and a country. In terms of economics, unemployment is the devastation of public resources and the destruction of living conditions of unemployed people, especially young people. Today, one of the most important problems in the labor market relates to human resources, especially when referring to young people who start their economically active lives. Although Lithuania pays great attention to the integration of young people into the labor market, the shortage of young and skilled workforce in the country is becoming more and more evident, youth unemployment issues project into social exclusion or emigration. The less training an applicant employee needs and the better his skills conform to the requirements necessary to perform the duties, the better position he takes in the waiting line. Young people are just starting their work, so they do not have enough experience. Being at the end of the waiting line, young people have fewer opportunities to be accepted for better-paid work or even be employed, so they choose the way of emigration.

Attitude of Young People to Family

According to Kabalova and Jihlavec (2015), the resource of potential for good and meaningful living, not only for the present but also – and above all – for future generations, is found in a family. Family is the environment where one can find the option and resource of a free relationship to each other, dignity, trust, and self-confidence.

Changes in traditional family basis and its tendencies to become more modern are analyzed and discussed from different aspects by sociologists, psychologists, teachers, and others in their works. There is no unambiguous definition either in everyday life or in the academic field of what "family" is (Nave-Herz, 2003).

Research that analyzes family transformation problems has been recently done in EU countries. It is emphasized that society's attitude toward the institution of family is becoming more modern, but at the same time, ambivalent tendencies have been recognized. Some people, especially the representatives of the older generation, seek to save the traditional family, but the younger generation chooses the forms of living together which might be defined as the description of the modern family: living together without marriage, partnership at a distance rejecting common housekeeping, giving birth to illegitimate children, etc.

Many authors relate factors of family institution modernization with changes in the social-economic environment that occurred in the middle of 20 century and are continuing. They are: economy shake-up, transition to market relations, decay

of standard of living and differentiation between the society levels, unemployment, salary which does not provide satisfactory living conditions, the wave of economic emigration, etc. These phenomena had a negative influence on demographic development in Europe.

Social-economic and other factors have a profound influence on youth's marital behavior. Young people who have not started or have just started individual life have to decide how they will transform the cycle "family-job-leisure". There are presumptions that under conditions of market economics, the attitude toward family values changes entirely. The sequence of priorities changes as well. At first young people want to find a working place, to make a career, obtain possessions. We face the deepness of individualization as well (Stankūnienė et al., 2003; 2005). Difficult adaptation under competitive conditions makes young people reconsider the character of interpersonal relations. They start treating their partner very rationally, at times even in a consumer-oriented way. The possibility of getting financial, practical, and social help is not very big due to the older generation's long participation in the labor market and objective historical factors. At the same time, it should be mentioned that social-economic factors influence the youth's behavior not separately, but together with social-psychological factors: with an approach to values, attitudes to different phenomena, images, ideas, systems of needs, etc. The nature of psychological phenomena is usually related to micro-surrounding features that influence young people directly. The most important among those features are genetic (parental) features.

When solving family policy strategic planning tasks and creating preparation for the family programmes, it is important to evaluate all the factors that influence family transformations. That encouraged many scientists to analyze the problem of generation solidarity, which has not been analyzed enough.

The mechanisms of social acquisition determine that a big part of experience obtained in genetic family consciously or subconsciously is brought into the own future family image and later into the behavior in the family. According to M. Bowen (1984), the model of relations in the genetic family gives a possibility to predict the model of relations which a young person will apply in his family relations end even pass onto the next generation. Negative or positive experiences, a system of values, and the range of feelings that have been taken from the genetic family become guidelines to spouses' interpersonal relations, children's upbringing, the structure of roles, etc. It is a direct presumption to implement generation solidarity.

Scientists are interested in youth's attitude toward the family. Projects and researches allowed to identify how young people tend to evaluate their genetic family: parents' interrelations, distribution of roles, the satisfaction of their relations with their parents, time parents devoted to their upbringing, parents' role in solving fundamental life questions, etc. According to statistic data analysis, there are not easy to estimate, if the evaluation of parents' interrelations influences the satisfaction of relations between parents and children and deliberate decision to choose parents' family as the model of their future family.

According to Acienė and Čepienė (2013), values of genetic families are still being reflected by young people. The attitude toward genetic families is mainly positive, which provides hope that lots of traditional family features will be passed onto the future family basis.

That is why empiric studies that analyze the family image are meaningful and valuable not only from the academic perspective but also from the practical one. The state and the society have to know which direction family institution will develop, what the nearest perspectives of its development are, what influence social policy has on demographic policy, and how important the expanded family model is for surviving the traditional family. Summarizing the youth approach toward family, we want to highlight that youth considers family as a value.

The Problem of Generations in the Context of the Solidarity Paradigm

Model of solidarity of generations (6 dimensions).

- **Communication solidarity** (ways and frequency of family communication of different generations).
- **Consensus solidarity** (the coincidence of opinions, values, and orientations of several generations of family members; degree of intergenerational consensus).
- **Normative solidarity** (expectations regarding the responsibilities between children and parents; norms of behavior regulating the importance of the shared values of the family).
- **Functional solidarity** (circulation of support between different generations of family members – instrumental help, personal care, and emotional support).
- **Intimacy solidarity** (feelings and evaluation of relationships with family members – trust, emotional closeness).
- **Structural solidarity** (a structure of interaction possibilities of several generations that reflects the territorial distance between family members).

Source: Bengston, 2001.

From the perspective of the intergenerational solidarity paradigm (communication solidarity, consensus solidarity, functional solidarity, intimacy solidarity, normative solidarity), a positive experience of interpersonal relationships is an important normative guideline for making key family continuity decisions and designing one's life direction and aspirations, including close relationships with parents. Kraniauskienė (2013) assumes that functional and normative solidarity is an expression of intergenerational harmony. Assessing the content of the dimensions of solidarity between

generations makes it possible to model strategies for social professions specialists on how to work with the family and improve the family's social policy.

TASKS FOR WORKSHOPS
(SEMINAR, STUDENTS' PRESENTATIONS)

TASK 1. Is your genetic family an example of how to model your family life? Which dimensions of generation's solidarity were dominant in your family environment?

TASK 2. How do you understand the solidarity of generations? How many generations of your family are in a relationship?

TASK 3. How do you imagine your life after 25 years?

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II
Social Exclusion *vs.* Inclusive Education

6. (Un)employment *vs.* Well-Being

6.1. Unemployment and Youth Policy Issues in the Context of European Solidarity

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Latvian Christian Academy, Latvia

6.2. Employment and Entrepreneurship

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The theme on unemployment will cover the following topics:

• General characteristics of youth employment and unemployment situation in Europe: national situation analysis, labor market statistics (PL, SE, LT, LV) • Anthropological portray of a young person in the situation of anthropological, sociological, and ontological risks in modern society • Structural challenges and causes for youth unemployment and inactivity: Economic, political conditions of unemployment created by the state and society. Social conditions: social inclusion, financial situation, level of education and career opportunities, work experience, segmentation of labor markets, the transition from school to work • Impact of unemployment on the **social development** of young people. Unemployment as a precondition for **poverty** and the **social exclusion** of young people: Social causes of unemployment: social conditions of the family, education, cultural differences, health problems, economic barriers, geographical conditions; Youth employment promotion policies and measures in the EU. Opportunities for solidarity, mobility, and participation. Integration of young people in the labor market • It will be introduced how the EU and its Member States have been promoting entrepreneurial competences among young people as a pathway to taking an active part in society, the role of youth work in fostering entrepreneurial learning • European Solidarity Corps aims to complement the efforts made by the Member States to support young people and ease their school-to-work transition under the Youth Guarantee by providing them with additional opportunities to make a start into the labor market in the form of traineeships or jobs within their respective Member State or across borders •

The aim of the theme is:

• to explain basic theories and research that describes youth unemployment in Europe and analyze the anthropological crisis of young people in modern society and labor market • to

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analyze general characteristics of youth employment and unemployment situation in Europe (national situation analysis), structural challenges of the labor market, the effect and quality of education, youth migration, as well giving anthropological portray of a young person in the situation of anthropological, sociological and ontological risks in modern society • acquire knowledge of basic concepts and terms related to structural challenges for youth unemployment and inactivity, e.g., economic, political conditions of unemployment created by the state and society, and social conditions: social inclusion; financial situation; level of education and career opportunities; work experience; segmentation of labor markets; transition from school to work • skills of analyzing the impact of unemployment on the social development of young people, and youth employment promotion policies and measures in the EU as opportunities for solidarity, mobility, participation, and integration of young people in the labor market • to disclose young people values, aspirations, goals, plans in the context of their professional career (experience of youth job centers) • work at home as a precondition to start a professional career (experience of different countries) • in the context of equal opportunities, we will assess the opportunities for young people with disabilities to participate in the labor market in the context of social policy (employment service and vocational integration) •

The assumed effects will be realized using the following methods of teaching:

• lectures, seminars, discussion methods • case study, workshop • analysis of the scientific text and educational material • presentations of students •

6.1. Unemployment and Youth Policy Issues in the Context of European Solidarity

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Introduction

One of the European Union's priorities of development is to promote youth employment. The national labor force surveys (Hoffman, 2011) show that since 2008 the youth unemployment rate has risen in all EU countries (Hughes & Borbély-Pecze, 2012).

In the EU-27 in 2019, there were 2.8 million unemployed persons aged 15–24 and 18.2 million persons of that age group in the labor market, according to the EU labor force survey. It gives a youth unemployment rate of 15.1% (*Youth unemployment*, 2021).

In the EU and the euro area, unemployment, in general, has been on the rise since 2008, which is due to the economic crisis which caused bankruptcy and financial trouble for many employers, and thus led to considerable job loss, fewer job offerings, and consequently, to a rise of the unemployment rate. Older workers struggle to find new jobs despite their experience, and young graduates struggle to find new jobs

because they have none. The number of unemployed persons worldwide is projected to rise. It is not down to the economic crisis alone, but the industrial automation of processes previously performed by workers and rising population figures (*Unemployment*, 2021; *Youth unemployment rate in EU Member States*, 2021).

The EU is facing a new challenge related to the so-called "lost generation" and solving the status of this generation in the global aspect. The role of youth is undeniable, and countries have to revise political positions related to the young generation because the discontent of youth can become a major force for changing political regimes. If there are no attempts to solve the problem of youth unemployment, we might expect economic and political instability in the EU and the world in the future (Martincova, 2012).

Youth employment is one of the EU's most pressing problems to deal with. In the current economic and financial crisis, the lack of job opportunities has affected young people more than any other group in society. Consequently, young people are faced with social problems. They cannot successfully integrate into the labor market to ensure their future stability and build their life in the future.

Analyzing various aspects of the labor market, youth employment and unemployment problem, and social inclusion will be analyzed in Poland, Sweden, Lithuania, and Latvia.

General characteristics of youth employment and unemployment situation in Europe: national situation analysis, labor market statistics (PL, SE, LT, LV)

National situation analysis regarding **youth employment** and **unemployment** situation in Europe is demonstrated in statistical parts of each country report (PL, SE, LT, LV) and presents data and information of the current situation of young people in each country. Relying on Eurostat data and Eurobarometer surveys, the population targeted is young people between 18 and 24. Each report reveals the current situation according to 11 European Youth Goals identified in Europe's Council Resolution on the EU Youth Strategy 2019–2027. The strategy strives to improve policy decisions concerning their impact on young people across all sectors, notably employment, education, health, and social inclusion.

One of the goals is **Quality employment for all**. Young people are suffering from high youth unemployment, precarious and exploitative working conditions as well as discrimination in the labor market and the workplace. The lack of information and relevant skills for future employment prevents young people from fully integrating into the labor market. Thus, measures need to be taken to ensure quality employment for all. The **goal is** to guarantee an accessible labor market with opportunities that lead to quality jobs for all young people. **Targets are following**: 1) Create quality jobs which guarantee fair working conditions, working rights and

the right of living wage for all young people; 2) Safeguard social protection and healthcare for all young workers; 3) Guarantee fair treatment and equal opportunities for all young people to end discrimination in the labor market; 4) Ensure equal opportunities for all young people to develop the necessary skills and gain practical experience to smoothen the transition from education to the labor market; 5) Guarantee the recognition and validation of competencies acquired through internships, apprenticeships and other forms of work-based learning, as well as volunteering and non-formal education; 6) Ensure involvement of young people and youth organizations as equal partners in the development, implementation, monitoring and evaluation of employment policies at all levels; 7) Ensure equal access to quality information and adequate support mechanisms to prepare young people for the changing labor market and future of work (The European Union Youth Strategy 2019–2027).

Employment and an individual's professional life play a vital role in ensuring equal opportunities for all individuals and contribute to the participation of citizens in the economic, social, and cultural life (Grinevica & Rivza, 2015).

Youth unemployment in the European Union and its Member States is affected by the transition of young adults from formal education to labor. The majority of 15-19-year-olds are predominantly in formal education, and there is a steep rise in participation in the labor market between the ages of 15 and 24. Young people in formal education are also employed or unemployed, so there is an overlap between the labor market and education (Participation of young people in education and the labor market, 2021).

Definition of youth unemployment and participation of young people in education and the labor market

- An **employed person** is a person aged 15 and over who during the reference week performed work, even if just for one hour a week, for pay, profit, or family gain, or had a job or business from which he/she was temporarily absent due to illness, holiday, industrial dispute or education and training.
- An **unemployed person** is not employed, is currently available for work, and actively seeking work. The same definitions apply to young people just as they do to any other age group.
- The EU-27 population of 15–24 years old persons is divided into three groups: young people that were *employed*, *unemployed*, and *outside the labor force*. In 2019, youth unemployment was 2.8 million; young persons outside the labor force was 28.1 million; and employed youth was 18.2 million (Youth unemployment, 2021).

Structural challenges and causes for youth unemployment and inactivity

In the 1980s, youth unemployment had become a severe problem in industrialized countries, in which labor markets developed rapidly, for the first time. The problem arose from a lack of jobs (Clark & Summers, 1982). Today, globalization and an open economy lead to unemployment and emigration that cannot be completely prevented and stopped because of various causes. In a market economy, the issue of complete and continuous employment is difficult, as there is always temporary unemployment when people temporarily lose their jobs, change jobs, etc. Economic, social, political, geographical, or other reasons may determine the decision to emigrate. It is noted that it is not only the country's economic situation that significantly influences the growth of **emigration**. Social security, protection, and cooperation between countries also greatly impact the increase of emigration (Rauckienė-Michaelsson & Acienė, 2020).

Youth unable to find a job after education can be perceived as inefficient human capital with the possibility of deterioration in employment, which could contribute to an individual's **social exclusion**. At the same time, youth unemployment is problematic not only for the unemployed but also for the economy as a whole.

Unemployment is considered a broad **macroeconomic problem** associated with job absorption, wasting of human resources, the labor market's performance, the success of the economic policy, and even the risk of inflationary pressures. Unemployment has the hidden potential to become a significant and serious social problem of society. Young people might be trapped in lower limits of the labor market with lower qualification opportunities, lower wage levels, and poor prospects for better jobs. This fact might in the future lead to long-term unwillingness to find a job, even to a risk of **social exclusion** by society (Novak & Darmo, 2015).

Depending on the reasons for unemployment, various unemployment types are distinguished: *temporary*, *latent*, *hidden*, *long-term*, *short-term (frictional)*, *natural*, *moderate*, *structural*, *cyclical*, *seasonal*, *voluntary* and *involuntary*, and *institutional unemployment*. In the context of youth unemployment, one of the most "dangerous" types of unemployment is structural unemployment (Rauckienė-Michaelsson & Acienė, 2020; Grinevica, 2016).

Youth unemployment is affected by social factors such as *social inclusion* and *social exclusion*, *level of education* and *career opportunities*, *work experience* or *lack of it*, etc. Youth unemployment is closely linked to successful participation in society.

Main causes of youth unemployment:

- **Economic, political conditions of unemployment** (created by the state and society);
- **Social conditions of a family** (low social skills, young parents, one parent family, disadvantaged family, etc.);

- **The effect of education** (low-skilled, not educated);
- **Social competencies of young people** (low personal and professional growth);
- **Cultural differences** (national or ethnic minorities);
- **Health problems** (chronic or mental health problems, disability);
- **Economic barriers, geographical conditions** (young people in rural areas, availability of transport, etc.) (Grinevica & Rivza, 2018).

Impact of unemployment on the social development of young people. Unemployment as a precondition for poverty and social exclusion of young people

Economic, political, social, and cultural factors that affect unemployment

- The **economic** factors affecting unemployment are export and import, number of enterprises, financial situation, wage level, supply of and demand for goods and services.
- The **political** factors affecting unemployment are political stability, the relationship between public authorities and entrepreneurs, the relationship between educational institutions and businesses, as well as relations with other countries' regions.
- The **social** and **cultural** factors involve the level of education, previous work experience, health, social adaptation, personal characteristics, and labor market demand for the profession of the individual.

The key risk groups of youth at unemployment

- NEETs – young people who are not in education, employment, or training.
- Youth from large families and single-parent families.
- Youth from families where parents have a low level of education.
- Young people after parental leave.
- Youth with residence in a remote area.
- Youth from families with low income.
- Disabled persons and persons with mental disorders.
- Young persons released from the place of detention.
- Young unemployed and long-term unemployed persons.
- Ethnic minorities (including Gypsies).
- Youth with a low level of education and without practical skills (Griņeviča, 2021)

Youth employment promotion policies and measures in the EU. Opportunities for solidarity, mobility, and participation

Investing in Europe's Youth (2016 EC Communication)

The European Commission's initiative *Investing in Europe's Youth* outlines measures to boost youth employment, improve and modernize education, increase investment in skills of young people, and enhance better opportunities to learn and study abroad. The initiative covers four key areas of critical importance for young people: *employment*; *studying and working abroad*; *education and training*; *solidarity* and *participation*. Regarding employment, The Youth Guarantee and the Youth Employment Initiative were launched in 2013. There are 1.6 million fewer young unemployed in the EU since 2013 and 900,000 fewer young people not in employment, education, or training. Around 9 million young people took up an offer, the majority of which were offers of employment.

Youth Guarantee, Youth Employment Initiative

The Youth Employment Initiative (YEI) is the main EU financial resource to support the implementation of Youth Guarantee schemes until 2023. Provides support to young people living in regions where youth unemployment was higher than 25%. The Youth Employment Initiative exclusively supports young people who are not in education, employment, or training (NEETs), including the long-term unemployed or those not registered as job-seekers. It ensures that young people can receive targeted support in parts of Europe where the challenges are most acute. The YEI funds the provision of *apprenticeships*, *traineeships*, *job placements*, *further education leading to a qualification*. Under the Youth Guarantee, measures to ensure that young people up to the age of 25 receive a good quality offer of employment, continued education, an apprenticeship, or a traineeship within four months of leaving school or becoming unemployed. More than 7.5 million young people under 25years old are currently not in employment, education, or training (NEETs).

Implementation of Youth Guarantee programmes in Latvia

- Measures are focused on **building up basic professional skills** needed in the labor market and being responsive to changing labor market demand and on career counseling (Non-formal training programmes; Vocational education programmes).
- Measures provide **financial support for subsidized workplaces**, labor mobility, competitiveness, and gaining work experience (Youth workshops).
- Measures are focused on **developing entrepreneurial competences**, so that the youth are ready to start up businesses or become self-employed persons (First work experience; First work experience in NGOs) (Griņeviča, 2021).

European Solidarity Corps, Quality Framework for Traineeships

The **European Solidarity Corps** allows participants to be placed with a project either for *volunteering*; *a traineeship*; *an apprenticeship*; a *job* for 2 to 12 months. **The Quality Framework for Traineeships** set out key principles for the design and delivery of apprenticeships at all levels and recommends 22 quality elements for traineeships outside formal education which can be incorporated in national legislation or social partner agreements. Together, these elements provide guidelines on how to provide high-quality learning content and fair working conditions so that traineeships support education-to-work transitions and increase the employability of trainees. The QFT highlights the importance of transparency regarding compensation, social security coverage, and hiring chances.

Integration of young people into the labor market

A young person's behavior depends on many social, economic, demographic, political, and cultural factors that are closely interrelated. It is essential to consider young people one of the most problematic groups and foresee strategies to solve their unemployment problem to integrate young people into the labor market (Rauckienė-Michaelsson & Acienė, 2020).

Unemployment in the regional context. Regional development is taken into account in the development and implementation of unemployment reduction measures. Activity in the labor market in regions is different from it in cities. In regions and towns, the proportion of the economically active population is lower, which increases unemployment and the duration of unemployed persons in unemployment. Also, the tools are different, with which it is more effective to struggle with unemployment in the regions or major cities. There is a need to identify the main drivers for reducing unemployment in the regions and major cities.

The most efficient methods that encourage young people to find a job is as follows:

- job search support provided by the family and acquaintances by recommending the young people to some institution or company;
- self-employment or business start-ups;
- the involvement of youth in unemployment support programmes (Grinevica, 2016).

Unemployment in the national context. According to the World Bank's Development Report, some conditions would encourage young people to find a job and not become unemployed. Good work for young people contributes to long-term investment by providing employment for a more extended time. Two approaches can be used to ensure a reasonable level of education and promote economic productivity.

- Firstly, to promote employment by involving young people in EU projects, stimulating ***the creation of sustainable and formal jobs***. In countries where high shares of informal employment form a major barrier to upward mobility and economic progress, policies should be designed to create more enterprises in the formal sector that offer formal jobs. It can be addressed through economic policy reforms, such as the abolition of bureaucratic business registration procedures, tax reforms to encourage investment in the private sector, and the creation of a formal start-up support system. This system can be maintained by providing employment protection barriers between fixed-term work and self-employment.
- Secondly, the possibility to ***bring academic education closer to the private sector*** to be able to ensure the acquisition of academic education, closer to the needs of the private sector, the academic learning process must be oriented to the labor market needs by providing ***internship opportunities*** for employers within the curriculum, acquiring specific work experience (work-based learning). Governments responsible for funding academic education can require public universities to modify academic curricula accordingly (Biavaschi et al., 2013). Also, that kind of recommendation will be useful to realize in Latvia, Lithuania, Poland, and Sweden, because then intellectual capital for entrepreneur interests will be built, developing the employability and productivity of young people (The World Development Report, 2013).

Work-Based Learning – in dialogue with the professional field entrepreneurs

- The Cabinet of Ministers of the Republic of Latvia on 15 June 2016 approved Regulation No. 484 "Procedures for Organizing and Implementing Work-Based Learning".
- The vocational education institution organizes and implements work-based learning for a learner who implements an individual work-based curriculum with an entrepreneur under a licensed vocational education programme, after which the professional qualification is obtained.
- The licensed educational program includes an educational programme implementation plan, which determines the number of educational programmes implemented as work-based learning at a company to be at least 25 percent of the total amount of the educational programme in vocational education.

Work-Based Learning (vocational education institution)

- Closer cooperation with companies in the sector, finding out the requirements of employers
- Students trained according to the requirements of the industry

- Developing students' understanding of the interaction of theory and practical skills
- Students' motivation to learn is increasing; an opportunity to prove oneself in the labor market
- The company and the student can enter into a contract on remuneration during the student's WBL; opportunity to earn already during the studies
- Getting a job offer before graduation and sign an employment contract
- Graduates are qualified technicians with good practical skills in production who, after graduation, receive a workplace in the company of their internship (Brante, 2021; European Training Foundation, 2018)

Employment, entrepreneurship, and social capital. The levels of youth employment, unemployment, and inactivity are influenced mainly by the macro-economic situation, but they may also have important root causes in the structural characteristics of school-to-work transitions. These structural factors include, among others, unsatisfactory outcomes of education and training systems, segmentation of labor markets affecting young people in particular, as well as the low capacity of public employment services to provide tailored services to young people and limited outreach to young people in the most vulnerable situations. Such a situation requires exploration of other channels of employment, e.g., ***social entrepreneurship*** using youth social capital. Social capital provides many benefits for communities and individuals, including increasing health and community cohesion. In terms of young people, these benefits are centered on educational outcomes and transition to work.

Summarizing the research done on the concept of youth social inclusion into the labor market, our position on active inclusion is to improve the educational system for creating favorable preconditions enabling youth to create jobs, thus preparing them for the modern business world and practices. Active inclusion means enabling every citizen, notably the most disadvantaged, to fully participate in society, including having a job. Active inclusion has become difficult because COVID-19 created national restrictions regarding the labor market and no possibility of receiving adequate income together with help to get a job (European Commission, 2020). Therefore, it requires maintaining a holistic approach to ensuring the implementation of all the mentioned factors and activities.

Employment promotion scenarios for unemployed youth

- Employment promotion scenarios for unemployed youth by the Analytic Hierarchy Process.
- To determine the most appropriate development scenario for unemployed youth employability in Latvia, there was used a hierarchy analysis method (The Analytic Hierarchy Process) established by the American scientist Thomas L. Saaty.

- The analytic hierarchy process provides a way to sort the alternatives.
- Issues arising from the practice: What is the best alternative to the combination? Which priority has the most valuable asset?

Applicable scenarios for promoting youth employment

SCENARIO 1: The scenario for contributing to youth business development. The attraction of European Union funds for youth self-employment and business financing and establishing a dedicated financial and administrative support programme at the state development finance institution "Altum".

SCENARIO 2: (*the second most optimal one*): The scenario of cooperation between educational institutions and entrepreneurs. The interest of entrepreneurs to prepare competitive labor market specialists.

SCENARIO 3: (*the most optimal one*): The scenario of collaboration between national institutions and entrepreneurs who employ young people (Work-Based Learning at Vocational Schools).

SCENARIO 4: The EU participation scenario. The EU's interest in growth contributes to the efficient use of EU funds in youth mobility activities organized by the State Employment Agency (Grinevica, 2016).

Practicing close cooperation between educational institutions and entrepreneurs could facilitate the growth of youth employment.

Social engagement of young people in Europe. From the social perspective, the EU has its own youth strategy to engage, empower, and connect young people from all European countries. The work of young volunteers is organized through campaigns and social media. *Caritas Network* is greatly supported and realized to invest in young people relationships all over EU. Not only the Covid-19 lockdown large number of young people took the streets to manifest solidarity between people. Young volunteers became welcoming "buddies" for migrants and refugees trying to build their life in a new country. Volunteers organized "living libraries" to raise social awareness and activities of mutual support. "We have to pay serious attention to the benefits of European values and values of *Caritas* that shows that young people are active not only for solidarity values but also for a goal to create the challenge for life together. Furthermore, we must pay attention to this mission – to let them grow as human beings by expressing love to others", says Pope Francis. Therefore, relationships between youth and civil society organizations are reciprocal (Zarzynska, 2020).

Young people by themselves bring innovative approaches and challenges to activities and labor. There are three points of importance to involve young people in a meaningful way:

1) *Clarity and partnership* – are very important in defining the role and tasks of young people in the organization. Young people must understand very clearly what is expected from them and how they can contribute to take responsibility for their engagement;
2) *Ownership* – Empower, do not overpower. Give young people responsibilities. Make sure that their voice has a tangible impact on the organization. Creating transparent structures (like youth councils or even seats in executive bodies) may help in proving that the voice of the youth is not only welcomed but also has an agency;
3) *Capacity building* – by maintaining a high degree of organizational professionalism to allow young people to gain new skills and develop personally.
4) *Inclusion* – European youth is exceptionally diverse in the sense of their life situation and personal context. Therefore, while creating opportunities for young people to engage, we should make sure that we will reach those various groups. That we listen and adapt to the needs of the youth and raise awareness about their circumstances (Zarzynska, 2020).

6.2. Employment and Entrepreneurship

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Increasing youth employment is central to the European Union's employment policy, within the context of the Resolution on the European Union Youth Strategy 2019–2027–Adoption. The EU's role is to promote youth employment and entrepreneurship. The EU and its member countries work together to:

- Address the concerns of young people in employment strategies;
- Invest in the **skills** employers look for;
- Develop **career guidance** and counseling services;
- Promote opportunities to **work and train abroad**;
- Support **quality internships/apprenticeships**;
- Improve **childcare** and shared family responsibilities;
- Encourage **entrepreneurship**.

Youth entrepreneurship is high on the EU political agenda as a tool to combat youth unemployment and social exclusion and stimulate innovation among young people.

Key actions:

- A new initiative is the European Solidarity Corps, which aims to create opportunities for young people to volunteer or work in solidarity related-projects that benefit communities and people around Europe.
- A Quality Framework for Traineeships has been set up to propose guidelines for traineeships outside formal education to provide high-quality learning content and fair working conditions.
- Entrepreneurship is a key competence in the European Reference Framework on Key Competencies for Lifelong Lear ning (2018).
- Youth work and non-formal learning play an important role in developing young people's creative and innovative potential, including entrepreneurial skills.
- The EU Youth Strategy Council Resolution on a Renewed Framework for European Cooperation in the Youth Field (2018-2027) includes creativity and entrepreneurship among its eight fields of action;
- The importance of youth entrepreneurship is stressed in the Council Conclusions on Promoting Youth Entrepreneurship to Foster Social Inclusion of Young People (2014). Special attention is paid to 'social entrepreneurship' that combines a social and entrepreneurial dimension; highlights the need to ensure educators and employers are more aware of the value of non-formal learning, to improve partnership work and cross-sector innovation, and to enhance the ability of adults working directly with young people;
- Report of European Commission "Working with young people: the value of youth work in the European Union" (2014) confirms the impact of youth work in areas including entrepreneurship and culture, by developing transversal skills, exercising skills in practice, and increasing cultural activities which influence young people's creativity[1].

Integration of Youth with disabilities into the labor market

According to J. Ruškus, the reasons for the short employment opportunities for the disabled are complex: institutions are not adapted for people with disabilities, information about vacancies and competitions for their employment does not always reach the disabled, employment procedures are inaccessible and indirectly discriminatory. It is observed that the majority of employers have no knowledge about the abilities of people with disabilities and do not believe that they will be able to do the job well. There is also a perception that people with disabilities cannot be equal members of the labor market because of their disability, that they will not do their

1 See all the documents in the References section.

job as well as healthy people can. According to J. Ruškus, employers often believe that the disabled are only an additional responsibility and more duties for them and the team. It is often unreasonably thought that when a person with a disability is hired, the work environment will have to be adapted to his or her needs, but the truth is that not all people with disabilities need something special – it all depends on the type and nature of the disability.

The European Platform for Rehabilitation (EPR) is a network of European providers of rehabilitation services to people with disabilities and other disadvantaged groups. EPR members deliver services in vocational training and education, reintegration of service users into the open labor market and improvement of their employability, physical rehabilitation, and social care. (https://www.epr.eu/)

Case management is used to provide services for people with disabilities.

A new initiative is related to case managers advising people with disabilities and dealing with the long-term unemployed integration into the labor market. Case managers are best placed to help clients with employment as they are aware of the specifics in particular areas and, therefore, can address various concerns to the integration into the labor market.

It is essential that, not only at the European level but also at the national level, EU countries have coordinators in their governments responsible for the participation of young people in the labor market and their integration into society.

By 2020 the coordinator position was established in 28 EU countries. (For coordinators in Lithuania, Latvia, Poland and Sweden see List of Youth Guarantee coordinators: https://ec.europa.eu/social/BlobServlet?docId=11490&langId=en)

When it is presenting youth work, entrepreneurial initiatives should also mention activities of **National Labor** market agencies (Labor market institutions: public employment services, "volunteer labor corps" (concerns young people), employment agencies, training institutions, "social dialogue institutions, institutions of local partnership; Youth labor center; State Employment Agency; The National Agency for Youth (every country follow EU strategy, but implementation is on the national level).

The counselors of labor market agencies deliver the following professional services:

- provide information for young people under the age of 29 on the key issues of the labor market;

- help to find the right job or vocational training institution faster;
- provide open-source information, recruitment mediation, counseling and professional guidance services;
- pursue to improve social and job adaptation of young people.

The activities carried out by labor market agency in cooperation with social partners include:

- organization of events for young people and the delivery of these events;
- sightseeing tours to companies;
- career fairs;
- organization of training seminars and conferences and their delivery;
- participation in the activities of councils and committees that deal with youth employment issues;
- project development and implementation;
- promotion and publicity of volunteering, provision of volunteering placements;
- consultations in the preparation of information materials or methodical publications;
- dissemination of good practice.

EXERCISES

TASK 1. Methodological youth employment and entrepreneurship interpretation in the context of theories (discrimination theory, segmentation theory, and theory of human capital).

TASK 2. What main challenges for youth policy do you see in your country/region in the context of employment and entrepreneurship? What do you think about work at home (remote work) for the young generation?

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7. Social-Pedagogical Strategies Shaping Attitudes of Openness and Counteract Exclusion

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The theme on strategies shaping attitudes of openness and counteract exclusion will cover the following topics:

• Concept of social exclusion • Process of social exclusion • Groups at risk of exclusion • Strategies for counteracting exclusion – social inclusion: Inclusive education; Community education; Partnership and cooperation • Examples of international strategies to counteract exclusion •

The aim of the theme is:

• to deepen students' knowledge of the issues of social exclusion on the example of theory and practice • to develop students' competences in understanding and identifying marginalized individuals, groups, and environments • to develop the ability to develop and apply various strategies and implement programmes aimed at the active and effective promotion of social inclusion • to improve team and project work skills •

The assumed effects will be realized using the following methods of teaching:

• seminar lectures • brainstorming, discussion method • situational method, case study • project method • problem-solving method •

Introduction

Poverty and inequality are not choices made by individuals. They are a direct result of politics, economic policies, and relatively permanent social divisions. Counteracting exclusion, combating prejudices and stereotypes and shaping tolerant attitudes require comprehensive activities and educational programmes addressed to

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the entire (global) society as well as a strategy of action at the local level. The educational programme should include expanding knowledge about culturally different, discriminated, and negatively stereotyped groups. The educational programme should include empathy and the ability to adopt another person's perspective; recognizing "hate speech", identifying the sources and mechanisms of social intolerance and verbal violence, and disseminating the concept of "recognition". The policy of "recognition" is a challenge for contemporary societies. Hate speech in the public sphere, especially in ideological messages, deepens the processes of social exclusion, the hallmarks of hate speech, specially formulated in harsh language, with high emotional potential in ideological messages.

One of the ways to counteract exclusion is to promote diversity, democratic and solidarity values, partnership at the international and local level, and the implementation of programmes and strategies for social inclusion.

Social Exclusion

It is important to define the meaning and scope of the concept of social exclusion. We shall start with the concept of poverty that has historically preceded social exclusion. People who could not fully participate in society existed in all historical periods representing various forms of poverty. It was no coincidence that they were associated with a very low social status. The term exclusion has appeared in the 1990s (Belcer, 2013, p. 10).

The concept of social exclusion was used for the first time in a document of the European Commission from 1988. A year later, the term was used in the preamble to the European Social Charter. It proclaimed that opposing social exclusion is very important because it maintains social solidarity. The concept of social exclusion has been accepted in Europe. Since the 1990s, it has been gaining more and more importance both at the national and international levels. The term had an immediate impact on policies and programmes developed in Europe.

Social exclusion means the lack or restriction of opportunities to participate, influence, and take advantage of basic public institutions and markets that should be accessible to all, especially the poor. Social exclusion also means fewer opportunities for future generations to change the situation, as it very often happens that the children of excluded people are themselves excluded. Social exclusion consists of not taking the usual and socially accepted life path or falling out of it. It applies to individuals, families, or groups of the population. However, it is worth noting that it is synonymous and sometimes interchangeable with such terms as marginalization, poverty, social disability, deprivation, insecurity, and helplessness.

Social exclusion may be understood as an accumulation of negative processes in the economy, politics, and society, which gradually distances and places persons, groups, and communities in a position of inferiority to centers of power, resources, and prevailing values (Esvill, 2003).

Process of Social Exclusion

Children and adolescents from environments at risk of social exclusion very often drop out of the education system, very rarely complete their studies, and are promoted socially and financially. They inherit the status of their parents. Paradoxically, the problem of social exclusion is not diminishing and is even escalating. Migration processes are an excellent example.

The process of social exclusion can be illustrated on the example of migration. Those who can migrate are usually not the most excluded or poorest people in their country. Most often, they have the experience, knowledge, and skills they acquired in their own country. They very often have links with previous migrants (migration networks). These resources are usually underestimated and exploited from the host country's perspective. The people who are likely to migrate are not usually the most excluded or the poorest in the area, but people who have received some training, have skills that they use in their own country, and often have links with previous migrants (migration networks). Nevertheless, from an international point of view of the host country, they are considered poor and are often excluded. When they arrive, they are most likely in a precarious economic situation. They are likely to be excluded because they do not know the host country's language, customs, communication mechanisms, and cultural codes.

In a practical sense, social exclusion can be understood as a cumulative and complex process of alienating people, groups, and communities. It can happen in the field of economy, politics, and society. Exclusion as a social product is becoming more and more visible, although it is becoming more and more opaque because of difficulties in identifying the causes (Estvill, 2003).

Groups at Risk of Exclusion

Areas of social exclusion related to poverty:
• exclusion from the sphere of work • exclusion from the sphere of education, culture, and access to information • spatial exclusion, including homelessness • migrants, foreigners • poorly educated/low qualifications people • homeless • unemployed • handicapped • chronically and mentally ill • children from large families • children from single-parent families • children growing up outside the family • young people from rural areas • drug/alcohol addicted • LGBT • victims of family life pathology • women outside the labor market • single women raising children • elderly • people

leaving correctional institutions • controversial individualists/people perceived as dangerous • social groups are considered to be inconvenient and threatening • and others… •

Strategies For Counteracting Exclusion – Social Inclusion

Inclusive Education
Inclusive education is a modern approach in the education process, which aims to increase the development opportunities of students. It consists in ensuring optimal conditions for the development of individual potential. The goal of education understood in this way is full inclusion in the social life of people, regardless of differences, among others, in health, fitness, origin, religion.

In this approach to education, diversity is perceived as a valuable resource for social and civilization development. Research shows that learning in culturally diverse groups gives students many benefits – it strengthens their chances in the labor market and leads to professional success. In addition, it develops empathy that favors building interpersonal relationships.

Remaining requirements to make inclusive education happen:
- preventing discrimination/ intercultural education,
- protection from violence and abuse,
- preventing excluding children with disabilities,
- individual education plans for children with disabilities setting out and support they need,
- opportunity for life within the community,
- support with mobility,
- access to health care,
- correction and rehabilitation.

The concept of inclusive education also includes intercultural education. Intercultural education aims to help students of all cultural and social groups develop to function effectively in culturally diverse societies. Most nation-states and societies around the world are characterized by cultural, ethnic, and linguistic diversity. One of the challenges faced by pluralist democratic nation-states is to ensure that cultural and ethnic groups can preserve the elements of their communal cultures (Uszyńska-Jarmoc & Dudel, 2013)

Community Education
Community education covers development programmes and social development work with individuals and groups in their communities using a range of formal and informal methods. The common feature is that programmes and activities are developed in dialogue with the community. The goal of community education and development is to develop the abilities of individuals and groups of all ages through their efforts to improve the quality of life. The main feature is their potential to participate in democratic processes of a participatory and civic nature. Community education covers all the professions and approaches dealing with curricula and development in local communities, not educational institutions. Community education is an example of non-formal education, most often carried out in local projects.

Community education is an effective way to improve the quality of life and education. It enriches the traditional roles of educational institutions, organizations, and businesses, creating relationships between home, school, and community. Programmes and activities are developed in dialogue with communities and participants. Environmental education aims to develop the skills of individuals and groups of all ages through activities to improve the quality of life. Examples include projects in the field of environmental education, infrastructure development, and supporting disadvantaged groups. Some elements of community education are community involvement in the change process and efficient use of resources.

Example of practical solutions – street work

Street work aims to work alongside the individual or in their communities, listening to the service user and providing informal social support to promote social change. Using a dialogical approach, solutions are co-created rather than imposed (Loredo & Hill, 2018). Street work promotes social inclusion, but only at the pace of the service user and then only on their terms. Building on the premise of low-threshold support, a central aim of street work is to develop a helping relationship based on mutual social learning and education. Social workers and community-based practitioners need to find organizations that allow them to meet up and discuss street work as a practice, and there are many platforms locally, regionally, and internationally. The Social Work Action Network, the Federation of Detached Youth Workers, and Dynamo International are all functional networks that offer space to reflect on practice and meet other like-minded practitioners seeking to challenge the dominant modes of practice. Through cooperation, reflection, discussion, seeking out allies, and building networks, we can begin to re-imagine community-based social work practice.

Partnership and Cooperation
Partnership means an agreement between institutions, organizations, business entities, and sometimes individuals. They can be understood as a specific type of cooperation characterized by a common goal, voluntary participation, risk, profit and responsibility sharing, and joint work. This task is carried out by public entities, NGOs, volunteers, and private individuals.

An example of an organization promoting an international partnership is United Way (https://www.unitedway.org/). Foundation United Way is one of the oldest international charity organizations in the world, which has been operating in the United States for 126 years. United Way is an example of a recognized international charity that brings together business people, people of science, culture, and art with the idea of supporting people in difficult situations. United Way is present in 41 countries around the world which, using many years of experience and applying the applicable standards, respond to the needs of local communities by inviting people from different backgrounds to joint action. Aid areas that have focused attention on United Way are Education, Social Welfare, and Health. United Way improves lives by mobilizing the caring power of communities worldwide to advance the common good (mission).

Example of practical solutions
– Activities of the United Way Poland Foundation

The mission of the Foundation in Poland is to initiate and co-create a movement of partnership cooperation of people of all social circles to increase the living standard of people in difficult conditions. One of the foundation's elements is the long-term social programme "Partnership for Children", which answers such social problems as poverty and, above all, children's poverty.

The programme aims to support the development opportunities and education of children from environments at risk of social maladjustment and marginalization. The idea is to enable them to fully participate in society. Parents of children from low-income families cannot finance the activities stimulating the child's development and often do not see such a need. Foundation aims to equalize opportunities by financing additional classes that help catch up at school, develop interests and talents, and widen knowledge.

The programme "Partnership for Children" includes a strategy aimed at equalizing children's development and educational opportunities in three areas, such as direct help to children, strengthening the social welfare system, and activating local communities to help children (Belcer & Wojnarowska, 2015).

Examples of International Strategies to Counteract Exclusion

European Strategies to Counteract Exclusion

Europe 2020 strategy SMART AND SUSTAINABLE DEVELOPMENT INCLUDING SOCIAL INCLUSION/A strategy for smart, sustainable, and inclusive growth (adopted by the European Commission in 2010).

The aim of the project:

- supporting student mobility and improving the situation of young people on the labor market,
- ensuring high levels of employment,
- investing in skills,
- fighting poverty and modernizing labor markets,
- training and social protection systems to help people anticipate and cope with change and build a cohesive society.

The point is for every citizen to have open opportunities throughout his life. If we want to increase the participation rate, strategies to increase gender equality will be needed.

UNESCO Strategies to Counteract Exclusion

The MOST (Management of Social Transformations Programme https://en.unesco.org/themes/social-transformations/most) has created a clearing-house which, through a database, gathers examples of best practices in combating exclusion that are innovative, give added value, have lasting effects, and are replicable. It is key to fostering positive social change toward inclusive and sustainable development.

EXERCISE

TOPIC: Biographical experiences of young migrants – interpretation and understanding of the cultural context

TASKS FOR THE TRAINER/ACADEMIC TEACHER: present a short introduction to the grounded theory, discuss the rules of conducting a biographical interview; discuss the issue of the so-called "Biographical truth"; method of content analysis.

TASKS FOR STUDENTS: interview a foreigner (young man 18–24 years old from a close or distant cultural area); prepare a transcription and prepare a preliminary interpretation of the content according to the scheme: What? How? Why?

WHAT?: pragmatic layer of the interview – presentation of the course of events as it was presented by the interviewer, his life story.

HOW?: an interpretative layer of the interview – characteristics of the internal experiences and experiences of the interviewer, according to the principle of "following",

not "coming out before". Viewing life history "through the eyes of the experiencing subject".

WHY?: an understanding layer of the interview – confrontation of the researcher's own culture with the norms, traditions, and goals of the culture represented by the immigrant. Reinterpretation of the concept of "biographical truth" in a cultural context, different from the classic true/false scheme.

SUMMARY: discussion moderated by the teacher or student

SUPPLEMENTARY MATERIALS: The film "We and They" Educational material on belonging and identity. The film was made by Migration Matters. https://www.youtube.com/watch?v=x8XQFC4RuHU

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8. Education and Training in the Context of Lifelong Learning

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The theme on education and training will cover the following topics:

• state and condition of formal education (schooling) as well as non-formal, informal education, and lifelong learning at the EU and its Member States level (scales, dropouts, accessibility, etc.) • causes and consequences of exclusion in education • inclusive and emancipatory role of youth education • possibilities of practical implementation of the PYD elements for inclusive educational and social work with youth (promote bonding and different competences – social, emotional, cognitive, behavioral, and moral, foster clear and positive identity, provide recognition for positive behavior and prosocial involvement) • examples of good practices in the application of PYD elements in youth education •

The theme aims to:

• increase students' awareness of the state and condition of education at the European and its Member States levels • expand knowledge about the causes and consequences of exclusion in education • develop students' reflection on the inclusive and emancipatory role of youth education based on Positive Youth Development (PYD) assumptions • prepare students to apply the theoretical framework of PYD to inclusive educational and social work with youth •

The assumed effects will be realized using the following methods of learning and teaching:

• lecture • discussion • workshop • brainstorm • presentation • case study • project method • desk research • analysis of the scientific text, film, and other educational material •

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Introduction

The Council of Europe presents a complex approach toward education. In the narrow sense, education is defined as "the process by which society transmits its accumulated knowledge, skills and values from one generation to another". It refers more to schooling, which concerns the transfer and accumulation of knowledge into pupils and students. This phenomenon was described by Paulo Freire (1973) as 'banking' – making deposits of knowledge. In this approach, it is assumed that learners are passive recipients. They absorb the transmitted content and are treated as objects. Illich (1973) warned of undesirable side effects of compulsory education on populations. He argued that part of the "hidden curriculum" of education as an institution was to "school" people into becoming consumers of the services of experts and accepting that experts were the source of valuable knowledge. He argued that this unconscious "schooling" served to diminish people's sense of self-reliance and autonomy.

In the broad sense, education may include any act or experience that has a formative effect on a person's mind, character, or physical ability. It has a fundamental influence on the capabilities and potentials of individuals and communities to achieve development and social and economic success. It is one of the critical factors for development as well as for empowering people. Education provides people with knowledge and information and contributes to building a sense of self-esteem and self-confidence and realizing one's potential. This broad understanding of education is similar to how this phenomenon is captured in the assumptions of the Positive Youth Development (PYD) approach while educating the young generation, educators (teachers, social pedagogues, social workers, etc.) should pay more attention toward such categories as promoting bonding and different competences, fostering clear and positive identity, providing recognition for positive behavior and opportunities for prosocial involvement.

On the one hand, the education process is about transferring the existing knowledge and values, developing skills necessary for living and working in the modern world, as well as shaping competences, creating opportunities for experiencing, developing potential, and looking for opportunities to increase psycho-social well-being both, for individuals and societies.

Basic Terms Connected to the Topic

Formal education (schooling) – is provided by the educational institutions and training centers of a country. This continuous process is organized by public organizations or recognized private institutions at distinguished stages from primary to university education. It is structured in terms of learning objectives, academic goals, class timings, and duration of the programme of study in formal education. It is based on a curriculum designed to achieve a degree or professional qualification recognized by the relevant national educational authorities.

Key characteristics of formal education:

- A specified curriculum that sets out what should be taught and learned
- Conducted by an adequately prepared and trained teacher or group of teachers at a particular institution
- Assessment and certification of individual students' learning outcomes.

Non-formal education – is an organized educational process alongside mainstream education and training systems and does not typically lead to certification. Individuals participate voluntarily, and the individual is usually aware that (s)he is learning – unlike in informal learning. In the case of non-formal youth education, it often takes place in youth organizations and is articulated through learning in groups, interactive, participatory, and experiential methodologies (Fennes & Otten, 2008).

Key characteristics of non-formal education:

- Well planned outside the school system
- Open-ended educational system
- No need for a structured curriculum and formal assessment within the course
- Participatory learning and self-learning
- No need for certification
- Without age and time limits.

Informal education – is a natural and spontaneous way of learning from experience by participating in everyday situations and relations. This form of education is not institutionalized and takes place during interactions in the family, a peer group, work, leisure activities, etc.

In the case of youth, informal education is characterized as 'the learning that flows from the conversations and activities involved in being members of youth and community groups and the like' (Jeffs & Smith, 2005, p. 5). Youth informal education mainly occurs while observing and copying others, undertaking different activities, meeting people, having conversations with them, and sharing experiences. While 'doing things' together important is 'being with' young people within the usage of own personality, knowledge, skills, values to build a meaningful relationship with youth.

Key characteristics of informal education (Marsick & Volpe, 1997):

- Routine – integration with daily routines
- Jolt – internally or eternally triggered
- Sub-conscious – not highly conscious
- Accidental – haphazard and influenced by chance
- Inductive – a process of reflection and action
- Linked to learning to others (Gross, 2009).

Training – is a planned process used to change attitudes, knowledge, skills, and behavior through the learning experience to achieve effective performance in a specific activity or range of activities. In the work context, its purpose is to develop the abilities of individuals and satisfy the current and future needs of the organization (Beardwell & Holden, 2001).

Lifelong learning – captures the simple idea that requires humans to learn significantly across the different phases of their lifespan to flourish in the contemporary world. This idea contrasts sharply with the view that an appropriate quantum of learning during childhood, and in some cases into the early years of adulthood, would be sufficient for a productive life. The basic idea that humans of all ages can and, increasingly, need to, benefit from ongoing learning was embedded in each one of the clusters of related concepts that gained prominence in international policy circles: lifelong education (UNESCO, Council of Europe), lifelong learning (UNESCO), recurrent education (OECD), and education permanente (Council of Europe) (Hager, 2012).

Lifelong learning is often linked with the term **learning society** – a society that will be so organized to provide (maximum) learning opportunities for each of its members and value a broad range of that learning (Field & Leicester, 2000, p. xvii).

Questions for discussion:[1]

1. What is the state and condition of (formal, non-formal, and informal) education and training in your country?
2. What is the state and condition of (formal, non-formal, and informal) education and training in your country compared to the results of the European average?
3. What should be the balance between formal non-formal and informal education and training to become a social professional?
4. Which inclusive and exclusive factors can be distinguished in education and training?
5. What are the consequences of the rise in educational attainment?

Developing Elements of Positive Youth Development (PYD) for Inclusive Formal, Non-Formal, and Informal Education as well as Training:

- **Promote bonding** – young people learn to establish social relations with different groups in which they participate

1 The current data on the state and condition of education and training at the EU and its Member States level (scales, dropouts, accessibility, etc.) should be previously analyzed to prepare for the discussion.

- **Promote different competences** – through education, youth develops, e.g., social, emotional, cognitive, behavioral, and moral competences
- **Foster a clear and positive identity** – young people establish the internal organization of a coherent sense of self
- **Provide recognition for positive behavior** – youth participating in different types of education discovers what is desired or unacceptable
- **Provides opportunities for prosocial involvement** – during education, youth should have the opportunity for undertaking roles that are meaningful and deliver positive results for the group or larger community

Promote bonding – young people spend a relatively long time in families, schools, and other non-formal education institutions. These are where they learn to establish social relations, e.g., with family members, peers, teachers, or educators. In the current situation, in which education is affected by the COVID-19 pandemic and the need to teach and learn online, the consequence is a limitation of interpersonal contacts, which may affect emotional and social comfort and well-being.

Promote different competences: social, emotional, cognitive, behavioral, and moral – as the goal of education is the overall development of the human personality, individual competences constitute a developmental outcome. Achieving specific goals requires the integration of individual competences by young people.

Foster clear and positive identity – is defined as "the internal organization of a coherent sense of self" (Catalano et al., 2004, p. 106). Young people establish their identity due to individual, social and cultural contexts. During the education process, they discover their potentials as well as areas that need improvement. By referring to and comparing to other participants in the education process, they discover who they are/becoming in the socio-cultural circumstances.

Provide recognition for positive behavior – at institutions where education takes place, young people are determined, and the school environment reacts to which kind of behavior is desired and what is not acceptable.

Provides opportunities for prosocial involvement – during adolescence, young people need to experience opportunities for interaction and collaboration with positively oriented peers, undertaking meaningful roles, and delivering positive results for the group or larger community.

Ways of Implementing PYD Approach Toward Youth Education and Training – Strategies and Good Practices

Several strategies and good practices can be used to develop young professionals' knowledge, attitude, skills, and competences for better work with youth:

Promote Bonding

- **promotion of physical and psychological safety** – the basic condition necessary to build bonds with others is to ensure a sense of security in the immediate environment of young people, namely in the family, peer group, school, and community environment. Families, schools, and local facilities must be safe and free from dangerous, illegal, and immoral activities.
- **establishment of the predictable environment** – for developing relationships, young people, except security, need certain circumstances in which they operate such as predictable environment, clear and consistent rules, clear boundaries, precise and adequate expectations, and an appropriate balance between the firmness of assumptions and their flexibility.
- **development of intimate relations** – key elements for building and sustaining supportive relations by youth concerns communication based on respect, being close to others, feeling warm and care from those who are important as well as readiness to obtain guidance and feedback from members of the family, peers, teachers, etc.
- **create possibilities to belong** – like everyone else, youth need to belong to different social groups, regardless of sex, gender, ethnicity, culture, disability status. Regarding membership, young people build their socio-ecological identity and perceive their possibility of inclusive functioning to socialize according to applicable norms and develop cultural competences.

Promote Different Competences: Social, Emotional, Cognitive, Behavioral, And Moral

- **P.A.T.H.S.** (Positive Adolescent Training through Holistic Social Programmes – fosters all mentioned competences) is a popular teaching package on developing all youth competences in schools (Shek et al., 2012). Different studies revealed that the PATHS teaching package has a positive impact on developing students' competences and reducing delinquent behavior (Shek & Yu, 2011).
- **make fair environment** – (fosters moral competence) making as fair as possible environments is crucial in the case of youth who are less mature and vulnerable to different temptations.
- **building a positive learning environment** – (fosters social competence) is characterized by social support from significant others: parents, teachers, peers, and the general public. The important values in those environments are: taking care of others, social justice, peace, respect, and responsibility.

- **developing creative and critical thinking** – (fosters cognitive competence) – in the case of cognitive competence, it is vital to introduce creative and critical thinking methods and provide opportunities to master them by students.
- **promoting emotional education** – (fosters emotional competence) – as students' achievements are related to emotional states, it is important to pay attention to youth emotional stability during education. Emotional education can be conducted in various ways: "classroom instruction, extra-curricular activities, or curricular-based programs" (Lau & Wu, 2012).

Foster a Clear and Positive Identity

- **evaluation of oneself** – can influence identity formation, emotions, and related performance (Harter, 1999). As a tool for evaluation of oneself, Borba's Esteem Builders Curriculum can be used. Borba (1989) emphasized five components of authentic self-esteem: (a) security, the feeling of solid assuredness; (b) selfhood, the feeling of self-worth, and accurate identity; (c) affiliation, the feeling of belonging and social acceptance; (d) mission, the feeling of purpose; and (e) competence, the feeling of self-empowerment and efficacy.
- **fostering exploration and commitment** – adolescents in their life course experience both life opportunities, but they also struggle with different challenges. Taking part in this exploration process promotes understanding of in-depth and multidimensional appraisal of own experience, builds up stress coping strategies, and enhances problem-solving efficiency (Marcia, 2007).
- **reducing self-discrepancies** – during the identity development process, youth experiences discrepancies between individual and socio-cultural identities as well as real, self-perceived, ideal, or perceived by others self. Those discrepancies may increase different psycho-social risks. Protective factors should be enhanced to prevent those emotional and behavioral problems. As family and school are the two most influential development contexts for youth, we should develop opportunities, support, rules, values, expectations, and recognition they give to the youth.

Provide Recognition for Positive Behavior

- **stimulation and affective rewards** – young people are stimulated by significant others and friends by their presence, attention, and responsiveness, whereas affective rewards concern interpersonal warmth manifested by respect, praise, sympathy, and affection given to youth by those important to them.
- a necessary condition for prosocial involvement is **giving youth unconditional positive regard and acceptance**. According to Rogers (1951), young

people's behavior and experiences are guided by one basic striving in life: the fundamental tendency to develop all capacities so that the adolescents' functioning is enhanced, thereby generating positive behavior, but they have to feel being respected and unconditionally accepted by their relatives, friends, and members of development environments.

- **contagious effect of positive behavior** – when youth witness that significant others recognize positive behaviors (e.g., parents or teachers) by, for example, praising good academic results as a consequence of hard work. While recognizing this mechanism, they are more motivated to follow a similar track (Bandura, 1986).

Provides Opportunities for Prosocial Involvement

- **invitation to benefit others** – it comes from those who are closely related to youth development environments, such as family members, classmates, or peers, who can motivate adolescents to undertake prosocial involvement, e.g., volunteering.
- **act as prosocial models** – significant others, including adults and peers, manifesting prosocial involvement, may strengthen the involvement of young people in work for the benefit of others.
- **socialization experience** – parents' values, affection, and discipline play an important role in encouraging youth to benefit others, warm parenting, sympathy, and prosocial moral reasoning facilitates a higher level of emotional sensitivity and prosocial involvement (Carlo et al., 2011). Other socialization agents such as peers and teachers also play a significant role in undertaking prosocial actions by young people. Youth perception of teachers' and peers' expectations of benefiting others, pursuits their prosocial behavior.
- **cultivation of prosocial involvement as an element of school culture** – the school can influence the students' involvement in prosocial activities if the teachers promote the concepts of connectedness and cooperation between the members of the school and local environment institutions with opportunities for prosocial involvement.

EXERCISE EXAMPLE

EXERCISE 1 – *Implementing good practices based on PYD assumptions into youth work*

THE EXERCISE AIMS to develop students' abilities to design good practices and activities empowering youth for local needs based on PYD assumptions
MATERIALS: flipchart, markers

The group of the students is divided into five teams. Each team gets one element of PYD assumption that they will deal with in developing ideas for implementing activities and good practices to work with young people in local context and conditions. The proposed elements of the PYD model relate to:

- promote bonding;
- promote different competences: social, emotional, cognitive, behavioral, and moral;
- foster clear and positive identity;
- provide recognition for positive behavior;
- provides opportunities for prosocial involvement.

Students in groups will design proposed activities and good practices that they propose to undertake in their future professional work with young people with considering specificity, needs, and circumstances of their local communities. Those activities will strengthen youth resources, including developing the mentioned skills, empowering youth, and creating opportunities to achieve full potential in youth development. Students write down their ideas of activities and good practices on the flipcharts and present them to the group. The role of the teacher and the students is to give feedback on the activities and good practices that were presented.

EXERCISE 2 – *Support youth identity discoveries*

THE EXERCISE AIMS to create opportunities for students to make valuable self-discoveries in positive feedback from the group and the teacher.
MATERIALS: pieces of paper, pens
Students work in a circle. They receive a piece of paper, which they sign with their name and surname. Then they pass it on to the person on the right side. Students will be asked to write positive feedback about each participant in the class. Thanks to this exercise, students will be able to make valuable self-discoveries, which can help them find out their strengths and positive things about who they are in social perception. Additionally, as identity evolves and develops over a lifetime, it is important to encourage students to view themselves positively, which will benefit them during their whole life. After giving the written feedback, students fold the piece of paper to cover his entry and passes it to the person sitting on the right side. When each participant receives his/her piece of paperback, students will read quietly received feedback. Students are willing to comment on the group's forum about their feelings after the received feedback.

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9. Socio-Cultural Resources in Solving Social Problems

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The course *Socio-cultural Resources in Solving Social Problems* will cover the following topics:

• socio-cultural resources and elements of the socio-cultural environment of young people • social networks, social trust • empowerment (empowerment approach) • positive relationships in the family and environment • solution-focused brief therapy, good lives model, the conservation of resources theory; positive youth development approaches • professional and personal skills of social service representatives • programmes based on socio-cultural resources •

The course objectives are as follows:

• increasing students' awareness of the role and importance of socio-cultural resources in youth development • developing practical skills for identifying and building individual, institutional, and environmental resources • familiarizing students with the empowerment approach and its application in the work of social services and social professions in the context of solving social problems, especially preventing the social exclusion of marginalized individuals and groups • improving teamwork skills •

The assumed effects will be realized using the following learning/teaching methods:

• workshop (brainstorm, presentation, mini-lecture, discussion, role play) • problem-solving method • case study • analysis of the scientific text •

Introduction

Young people seek control over their lives; however, the social status that they will ultimately achieve depends on their ability to deal with developmental tasks faced by them in daily life. The time of entering adulthood is usually characterized by

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the ability to form strong emotional relationships outside the generative family and seek one's place in the system of social relations. Nevertheless, due to technological changes, demographic trends, discrimination, social exclusion, fake news, and populism, which impact jobs, skills, or the functioning of our democracies is yet unknown, many persons struggle with uncertainty toward their future. They need to be resilient and capable of adapting to such challenges more than ever before. They should acquire skills necessary to build affluent, democratic, and coherent societies in Europe and elsewhere (Communication from the Commission, 2018). The tasks of the representatives of social professions include facilitating empowerment and using socio-cultural resources in solving social problems.

Building social capital is an integral part of the social integration process. It implies the processes (such as building a network of social relations) that promote trust rather than fear and hatred and make it possible to solve conflicts of interest without violence (Ferguson, 2008, p. 10). Therefore, social capital refers to networks of social relations that may provide individuals and groups with access to resources and support (Policy Research Initiative, 2005, p. 6). As Aristotle observed 2,400 years ago, people by nature are social creatures. Therefore, social trust is the basis of the relations between an individual, a group, and other components of society (Know, 2019, p. 19). In contrast, social support protects the individual from various negative aspects regarding their mental and physical health.

Renewed social agenda: Opportunities, access and solidarity in 21st century Europe (Renewed social agenda, 2008) prepared by the European Union recommends building a coherent policy of social integration based on a participatory approach, consisting of launching measures aimed to encourage the full participation of persons and families in community life, including both earning an adequate income, employment, as well as unrestricted access to goods and services. In the literature, a direct link can be found between personal adaptation and socio-economic status. The authors claim that the subjective assessment of one's own life is a consequence of the situations that have occurred and at the same time constitutes a psychological aspect of the quality of life.

Resource and deficit issues have been present in the literature for at least several decades and have been studied by many researchers. A variety of disciplines, perspectives, various models of work proposed and implemented by representatives of social professions to support an individual or a group may only be signalized here in a selective manner.

Theoretical and Practical Problems

The models of work with an individual/group are regularly subjected to thorough analyses to assess their effectiveness and efficiency. While searching for an answer to the question of what support measures bring the expected results, the attention

of theoreticians and practitioners is directed to the evidence-based practice trend. Among the numerous proposals for working with youth, the Solution Focused Approach, the Good Lives Model, the Conservation of Resources Theory, or the Positive Youth Development approach should be noted.

I will begin a discussion of their role and the resulting possibilities of solving the socio-cultural problems of young people by outlining the idea of empowerment.

Empowerment and Resources

Recent activities of social services require adopting an idea that will respond to the challenges of today's world and, on the other hand, will provide a coherent framework for designing detailed solutions. *Empowerment*[1] is such an idea.

> *Empowerment* means striving to empower people so that they have the strength and competences to decide about matters necessary to them with a sense of dignity and justice.

Moreover, according to academic research, supportive action is the most effective when it is targeted, among other things, at the specific problems of a given client, taking into consideration his or her resources (both individual and family) and the social and cultural context. Knowledge of the role of social and cultural capital makes it possible to identify the sources of aid and support available in the immediate environment. Identifying these sources is a part of the set of professional skills of the representatives of social services.

Empowerment, like social capital, is closely related to human capital, i.e., shaping the knowledge and skills which contribute to better participation, greater decision-making power and control, and transformative actions (Beresnevièiûtë, 2003, p. 103). Therefore, the relevant literature points out that the activating approach combined with the customized provision of services ensures the most effective assistance for people in crisis or socially marginalized.

> **The primary aim of social professions is to help activate appropriate resources and skills to enable a change in the person's functioning. Restoring the ability of individuals and social groups to participate fully in social life is consistent with the idea of empowerment – the key condition of effective work with another person**.

1 To Polish-language readers, I recommend the magazine *Empowerment on the policy of active integration*, published in 2013–2014, edited by Mirosław Grewiński, published by Local Activity Support Center, Warsaw.

External support provided by institutions and services is addressed in particular to individuals and social groups who find themselves in a difficult position for the following reasons (among others):

- unforeseen personal circumstances (e.g., an accident, illness, death of the sole breadwinner);
- a chronic illness, disability, or handicap (physical or mental);
- difficult socio-economic conditions (lasting poverty, unemployment, risk of homelessness);
- dysfunctional behavior (drug addiction, alcoholism, violence);
- lack of knowledge and helplessness of parents in matters of care and upbringing and running a household.

Failure to act in the early phases of a crisis leads to the accumulation of unfavorable socio-cultural factors affecting the present and future functioning of the individual.

To achieve the goals of empowerment, first we need to:

- learn to talk openly with social work clients and then move on to;
- joint assessment of the client's capabilities in the context of their resources (psycho-biological and socio-economic).
- We need to change our way of thinking about the people we help to fully engage and establish proper relations and cooperation.
- The supporter must be flexible, maintain frequent contact, build bonds, and establish constructive relations with the supportive environment.

The practice of empowerment involves rejecting or diminishing the role of the pathogenetic approach focused on deficits and turning to potentials – resources[2] inherent in the individual and his/her environment (with particular emphasis on family resources).

Resources – in a multifaceted and broad sense, play a central role in coping with everyday challenges and life crises, and, therefore, our mental and physical health and well-being depend on their availability and use. Resources are potentials (both personal and related to an individual's social environment), the use of which makes development and survival possible.

2 The concept of "resources" comes from economics and management and has gradually been adopted by the social sciences since the 1970s.

The task of social service workers is to discover and activate the personal and social resources of people seeking help and show them methods for managing them.

Researchers of the problem propose various typologies of resources, including:

- **Objective resources** – are the characteristics of a given situation or a specific person, which external observers assess as positive.
- **Subjective resources** – it is an individual assessment of a given individual and its interpretation of a given context and his/her abilities.

Subjective resources are of key importance for the functioning and implementation of specific goals because they serve as a basis for an individual to define his/her goals and implement specific actions (Petzold, 1997).

In the literature on the subject, the concept of resilience is also widely described – it emphasizes the importance of a person's inner strength, which allows an individual to get back on track and even become stronger, and find a way to help others. We are also dealing with a kind of transgression, i.e., the ability to go beyond oneself and overcome one's limitations when people who need support turn into people who support others despite their weaknesses. Inner resilience is essential for this transgression; not everyone finds such strength in themselves.

Therefore, professionals working with an individual or a group should:

- analyze both spiritual and social space of their functioning (including interests, abilities, motivations, needs, goals, desires, perseverance, beliefs, values, knowledge, education, social competences, interpersonal relations, physical features, financial resources);
- help discover new resources;
- help create conditions for their use.

  The professionals should be flexible; they should maintain frequent contact, build bonds, and establish constructive relations with the supportive environment.

  It is vital to focus on the family as the most important element of the person's living environment.

Family resources – are a reservoir of energy and positive potentials that help people meet their basic needs, achieve important personal goals, and overcome crises.
It is a set of all internal and external elements of an individual's family environment conducive to his/her development.

The **internal family resources** include (Kulesza, 2017, p. 32):

- **individual resources** (e.g., education of parents and other family members, intelligence, self-confidence, sense of humor, optimism, pro-social skills, health status, a system of values, resistance to stress);
- **systemic resources** (e.g., family structure, parenting styles, emotional ties, problem-solving skills, adaptability, good communication, good family climate, involvement in family life, trust, values, family rituals, family traditions);
- **economic resources** (e.g., income, housing conditions, home furnishings).

The **external family resources** include:

- **informal resources** (e.g., relationships and ties with neighbors, relationships with friends, relationships with extended family, relationships with a peer group, network of contacts with the local community);
- **formal resources** (e.g., relationships and potential links with the school, relationships and potential links with the police, relationships and potential links with NGOs, relationships and potential links with state organizations).

Cooperation with the family
When planning work with the whole family and assessing its condition, it is important, if possible, to do it with the participation of the family members.
To develop an assistance plan, we must assess the functioning of the family, taking into account its resources, difficulties, potential threats, and development opportunities.
Working with the family, we must look both from the perspective of the entire system (i.e., the system of dependency relations between its members) and from the individual people who require support focused on their specific needs.

Due to the limitations of the text size, the study does not cover all the resources that are important in supporting young people in their living environment. Extending

the material by adding socio-cultural resources, such as the peer and neighborhood group, local community, institutions, and non-governmental organizations operating within a specific environment, would be advisable.

Solution-focused Approach

The Solution-Focused Approach has roots in the family systems theory, social constructionism, and M. Erickson's utilization approach (Chojecka, 2020, p. 2). This approach is developed in various help contexts addressed to various groups of recipients, and therefore it can be modified in various ways.

- The ground for any deliberate action is a diagnosis, making it possible to capture the risk factors and reinforcing factors. The diagnosis is understood as a definition of the needs relating to the immediate future of the client. It is the needs of the client that should set the direction of the work.
- It should be used as a basis for selecting social measures tailored to the needs and capabilities of a specific individual. However, these actions will not be sufficient if the person does not want to make the change, so it is recommended that efforts are made to strengthen (or perhaps first stimulate) their internal motivation.

The role of the therapist is to help the individual discover his/her resources, to help them once again believe in their ability to make things happen, but also to seek new solutions or work with useful exceptions to encourage the person to do more of what has already brought positive results (Isebaert, 2017, pp. 39–40).

- When constructing the measures, it is necessary to select methods that will allow the introduction and exercise of pro-social behavior in situations arranged for training purposes and the natural environment. From the point of view of evidence-based practice, it is important to recognize, reinforce, and praise any small positive changes that individuals make in their behavior. The process of change is also supported by an environment appreciating the individual's efforts, which is why it is important to create a network of support consisting of both relatives and members of informal groups or professionals from various fields, with whom the individual could maintain close satisfactory relations.

Good Lives Model

In working with an individual who has problems with adequate functioning, the assumptions of the Good Lives Model[3] can be used (Ward et al., 2007, pp. 87–107).

- Working with the individual is based on strength because it (a) takes personal value commitments and areas of expertise seriously and (b) seeks to equip him/her with the internal and external resources to promote these interests in ways that are socially acceptable and personally fulfilling (Thakker, 2014).
- When this approach is applied to preventive actions or to working with people at risk, individuals should be encouraged to satisfy their basic needs in a pro-social way. Instead of simply instructing them how to proceed, they should be informed how to avoid certain dangers.
- One of the unique characteristics of the GLM approach to work with the individual is how it integrates attention to risk management with the enhancement of the individual level of well-being.

It requires the therapists to capitalize on a number of the individual's strengths, such as creativity and knowledge, to create a possible good life plan to establish stronger levels of community connection and relatedness.

Conservation of Resources Theory

Stevan Hobfoll's Conservation of Resources Theory (COR) offers a broad understanding of both resources and their importance in dealing with stress. It assumes that human adaptation is closely related to the resources a person has, and the loss of such resources creates a risk to the proper functioning of the person. The acquisition or loss of resources is therefore fundamental to the quality of life.

Hobfoll suggested a list of 74 resources that are important for achieving life satisfaction and divided them into the following four categories:

- object resources,
- condition resources,
- personal characteristics,
- energy resources (Modrzyński & Radoń, 2020, pp. 323–324).

3 The GLM is an example of a positive psychological approach to the treatment of sexual offenders, mainly committing sexual crimes against children. The GLM is a strengths-based model including the dual objectives of encouraging offenders to work toward their goals while managing their risks for reoffending.

Resource Conservation Rules:

- loss of resources is disproportionately more perceivable than gain. People who have many resources at their disposal have a greater chance to gain and, at the same time, are less likely to lose resources.
- people must regularly invest in them and gain new ones and compensate for any losses to prevent the loss of resources. Resource limitation increases the risk of loss, and the initial loss determines the possibility of future losses.

According to Hobfoll's theory, **individuals have been endowed with resources disproportionately (not equally) for social, economic, and biological reasons. Therefore, the effectiveness of resource use varies from one individual to another**, determining the differences in coping with stress.

Positive Youth Development

The science of adolescent and young adult development provides theory and evidence suggesting a joint and mutually reinforcing set of soft skills or personal qualities that foster success and predict development in various areas of life. Practical circumstances such as the interrelatedness of how skills are learned and expressed, as well as youth's preferences for programming, which provide opportunities for learning useful skills instead of focusing on the avoidance of risky behavior, provide further rationale for a common approach to holistic programming skills of young people (Gates et al., 2016, pp. 11–12).

The authors of the *Key Soft Skills for Cross-Sectoral Youth Outcomes* report[4] mention skills which are most likely to increase odds of youth success, namely:

- social skills,
- higher-order thinking skills,
- self-control,
- positive self-concept,
- communication skills,
- empathy,
- goal orientation (Gates et al., 2016, p. 3).

Soft skills development forms an integral part of the **Positive Youth Development** approaches by nurturing individual strengths that enable youth to negotiate multiple

4 This report aims to identify the basic soft skills likely to contribute to positive outcomes in the important areas of young people's life, such as employment, prevention of violence, and sexual and reproductive health (SRH). According to the hypothesis tested in this study, a common set of soft skills leads to positive outcomes in many areas.

contexts and relationships. The emergence of this perspective has many roots, ranging from academic research and the voices of youth workers to the discussion of national policies and the launching of funding initiatives designed to promote the healthy development of youth and families (Lerner, 2005, p. 11). Since the 1990s, the youth development field has been transformed by a theoretical shift away from preventing problems toward promoting positive outcomes.[5]

Positive Youth Development engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential. PYD approaches to build skills, assets, and competences; foster healthy relationships; strengthen the environment; and transform systems (definition developed by USAID's YouthPower Learning) (Hinson, 2016, p. 10).

Positive Youth Development emphasizes cultivating individual strengths and providing contextual support throughout the family, educational, and community institutions that will facilitate a successful transition to adulthood.
It is about developing resources and engaging young people.

A developmental systems approach, which forms the theoretical basis of PYD, assumes that when young people learn self-regulation and making positive decisions, they can negotiate the relationships in their environment for optimal development. A well-functioning young person naturally avoids or minimizes negative, risky behaviors in all areas and contexts in which he/she interacts.

Practitioners report that young people prefer to attend programmes that teach them useful skills that will help them in their lives, rather than those that tell them to avoid a specific problematic behavior. Soft skill-based programming is likely to be more effective simply because it attracts and retains young people engaged in learning and practicing useful skills. Moreover, skills interact with and support each other, leading to new or higher-level skills (Gates et al., 2016, pp. 12–13).

In summary, the theory of PYD, which has emerged in the adolescent development literature, argues that if young people have mutually beneficial relations with other people and institutions from their social world, they are on the path to a hopeful

5 I would like to recommend the Youth Power Action website https://www.youthpower.org/youthpower-about-page

future marked by positive contributions to self, family, community, and civil society. These young people will develop (Lerner, 2005, p. 12).

Good Practices

Positive Youth Development Model

Traditionally, schools and researchers have often focused on a deficit model of working with youth, which means they focused on what was wrong with students rather than what was right. The asset model focuses on what is right with a student and builds on these pre-existing assets and strengths (Developmental Assets, 2014).

This programme is based on the Positive Youth Development Model, a strengths-based approach to working with students by viewing them as "at promise" rather than at risk. The 40 developmental assets offer a set of benchmarks for positive child and adolescent development (ages 12 to 18). The assets highlight the crucial roles families, schools, congregations, neighborhoods, youth organizations, and other communities play in shaping young people's lives (Search Institute website, 2003).

The Search Institute in Minnesota provides a theoretically-driven, empirically-tested model that may guide child and youth care workers in formulating interventions that target these important developmental assets. Developmental assets list useful or valuable components or qualities of children and youth and their experiences.

Developmental assets are organized into two categories, each including 20 such assets. External Assets focus on positive experiences that adolescents receive from the people and institutions in their lives. Students who report having these assets feel cared for and cared about. A community's responsibility for its youth does not end with the provision of external assets. Internal assets are equally important because a similar commitment to nurturing internal qualities that guide choices and create a sense of centeredness, purpose, and focus is needed. Indeed, shaping internal dispositions that encourage wise, responsible, and compassionate judgments is particularly important in a society that rewards individualism. Individuals who possess such assets feel good about themselves and about what they can do.

Forty building blocks of healthy development – known as **40 Developmental Assets for Adolescents** help young people grow up healthy, caring, and responsible (Search Institute in Minneapolis, 2015).

Among external assets was distinguished:

- Support: 1. Family Support, 2. Positive Family Communication, 3. Other Adult Relationships, 4. Caring Neighborhood, 5. Caring School Climate, 6. Parent Involvement in Schooling
- Empowerment: 7. Community Values Youth, 8. Youth as Resources, 9. Service to Others, 10. Safety.

- Boundaries & Expectations: 11. Family Boundaries, 12. School Boundaries, 13. Neighborhood Boundaries, 14. Adult Role Models, 15. Positive Peer Influence, 16. High Expectations.
- Constructive Use of Time: 17. Creative Activities, 18. Youth Programmes, 19. Religious Community, 20. Time at Home.

Among internal assets was distinguished:

- Commitment to Learning: 21. Achievement Motivation, 22. School Engagement, 23. Homework, 24. Bonding to School, 25. Reading for Pleasure.
- Positive Values: 26. Caring, 27. Equality and Social Justice, 28. Integrity, 29. Honesty, 30. Responsibility, 31. Restraint.
- Social Competences: 32. Planning and Decision Making, 33. Interpersonal Competence, 34. Cultural Competence, 35. Resistance Skills, 36. Peaceful Conflict Resolution.
- Positive Identity: 37. Personal Power, 38. Self-Esteem, 39. Sense of Purpose, 40. Positive view of personal future.

Schools can assess the developmental assets of their students by administering the Search Institute's survey, which can be found on their website (www.search-institude.org). Before that, schools must survey their students to determine which assets are the priorities in their population. They must also ensure that parental involvement is a high priority, and parents are encouraged to participate in presentations or workshops to educate and motivate school and community leaders. As part of this programme, schools are provided with materials for assessing the assets of all their students, as well as materials for teaching or improvement of the availability of external resources within the school or community.

The programme has been adopted by various community programmes, agencies, and schools, and it should ideally be adopted by all human services and education agencies across the community. The developmental assets of the Search Institute represent a way of conceptualizing adolescent development that focuses on a student's strengths rather than weaknesses. The 40 identified assets provide benchmarks that significantly predict students' success in several different areas, including academics and social pursuits. The Search Institute provides evidence that this model is a positive alternative to pointing out students' flaws by allowing them to identify and capitalize on their positive attributes.

Conclusions for Practitioners – Representatives of Social Professions

In the modern approach to working with a person requiring support, the emphasis is mainly on:

- **activating young people and promoting their independence** by expanding and strengthening their competences and making resources available;
- **a person receiving support should be treated as an autonomous being**. Therefore, support must not be understood as doing things for a person, i.e., replacing that person in performing tasks resulting from their social role. It would lead to the so-called learned helplessness, which, like the lack of support, hinders development and, paradoxically, may also lead to risky behavior. Therefore, two criteria determine the value of social support: to what extent the help provided allows a given person to solve the problem effectively, and at the same time to what extent it activates their resources and prepares them to cope with an analogous situation in the future independently;
- **mobilizing the individual to self-help** causing lasting positive changes in the life of the individual, and thus not being limited to providing emergency help;
- **systemic approach** justifying the need for the **multidimensional perception of a specific problem situation** and searching for potential solutions in all spheres of individual and social life;
- **an activating approach with the individualization of service provision**. The literature on the subject indicates that the most effective form of assistance to socially marginalized people are active integration instruments, including activities aimed at increasing job opportunities (vocational activation instruments), supplementing education (educational activation instruments), improving health and quality of functioning in the family and community (instruments of health activation), helping to overcome social isolation and indicating ways to engage in society (instruments of social activation);
- **dedicated forms of support** – the choice of concepts and means must be thoroughly justified, as each case is different and requires careful consideration;
- **building a local system for counteracting social exclusion**. A holistic approach is needed both at the central and local level, establishing strategic partnerships and coalitions (state administration, local government, non-governmental organizations, and the private sector) to develop effective methods of assistance and ways of working with young people with many problems.

EXERCISES

Individual work

EXERCISE 1 – *My resources*

MATERIALS: sheets of paper, pens

COURSE: read the instruction: "Imagine that a wise angel is sitting on your shoulder from the moment you are born. His task is to see all the positive and strong sides of your personality and your external resources. Imagine the angel now dictating a list of your resources. Write down everything and make a list of your resources".

Now consider the following questions:

- Which of your character traits do you value the most and would like them to continue influencing your approach to life?
- Which external resources do you use most often? Why?

Do not throw this list away. You will use it during the next workshops.

Group work

EXERCISE 2 – *Implementation of the principles of social assistance*

MATERIALS: large sheets of paper, marker pens

COURSE: Divide the group into smaller teams (4–5 people). Ask the groups to write down the rules of social work (professional help) that they know. After completing the work, lead a discussion inspired by the following questions:

Version A: What principles and values should people who provide help follow concerning the client? Which of them demonstrate a subjective approach to the client?

Version B: Take a look at the sheet from Exercise 1 ("my resources"). Which of them will help you to work effectively with young people from risk groups?

EXERCISE – *Tree*

MATERIALS: large sheets of paper, marker pens

COURSE: Divide the group into smaller teams (4–5 people).

The teams draw a tree with a clear division into trunk and branches. Each team's task is to determine the features, properties, interests, abilities, goals, values its participants share, and the individual attributes of individual persons. The team notes the similarities on the trunk, and the unique features are entered as individual branches of the tree.

The teams present their trees to everyone so that each person can speak at least once.

At the end of the presentation, everyone thinks about the professional areas in which individual traits can be used and adds them to the appropriate branches of the tree.

In conclusion, the leader initiates the discussion with the following questions:

Was it easier to identify similarities or individual characteristics? How did you feel during the presentation?

EXERCISE – *Cases*

MATERIALS: large sheets of paper, marker pens

COURSE: Divide the group into smaller teams (4–5 people).

Version A: Give each group an individual case in which a young person requires support or social intervention. Each group discusses its case looking for the best solutions. In this exercise, you can use the resources indicated in the 40 Developmental Assets for Adolescents model. Each group presents its case.

Version B: Give each group cards with three individual cases in which a young person requires support or social intervention. In this exercise, you can use the resources indicated in the 40 Developmental Assets for Adolescents model. Each group discusses each case looking for the best solutions. The groups present their solutions, comparing them with the proposals of other groups.

EXERCISE – *Time Capsule*

MATERIALS: sheets of paper, pens

COURSE: read the following instruction: "You have been asked to contribute to the development of the contents of a time capsule. Write or draw your message that will help people survive after a catastrophe".

Students present their Time Capsules to the whole group.

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III
Risk vs. Protective Factors

10. Well-Being, Risk Behavior, and Health

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The theme will cover the following topics:

• Well-being, risk behavior and health – general trends, concepts, and terminology • Social determinants of health and research related to social interventions • Trends in mental ill-health of young people • Mental ill-health and destructive behavior • Mental ill-health and suicide • Techniques and approaches in social work practice – protective, preventive, cross-systems collaborative, and relations building approaches •

The aim of the course is:

• to acquire knowledge of basic concepts and terms related to well-being, risk behavior, and health • to reflect on health prevention, autogenic and social pedagogical work with youth, specifically methods that strengthen the client's participation and influence • to recognize and analyze issues relevant to social interventions with youth concerning structural conditions, risk behavior, addiction problems, and mental ill-health • to increase skills for planning client-centered practices •

The assumed effects will be realized using the following methods of teaching:

• students active participation and dialogues during seminar lectures • brainstorming, discussions, and analysis concerning study materials • dialogical case study workshops within minor students' projects processed in small groups • workshops implementing reflection scheme method in case analysis (Dychawy Rosner, 2021) •

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Introduction

It is historically evident that health and well-being are an important outcome of social conditions and the state of medical knowledge. For example, infective diseases among babies, children, and adults, often were called diseases of poverty because most of the victims were malnourished poor. In contrast, many of the contemporary diseases are considered diseases of welfare. There is historical evidence that disease patterns change systematically over time concerning social and economic development and how industrialization eliminated the major diseases of the nineteenth century, e.g., the modern rise of population, social and economic development (Bonner, 2017). These changes appear to have been gradually taking place during pre- and post-war periods in Europe of a longer run. For example, reduced infertility and infective diseases among babies, children, and adults, often called the disease of poverty because most of their victims were poor and malnourished. In contrast, the diseases that have taken their place in the twentieth century are called diseases of civilization. If social welfare benefits ad not existed, European societies would be completely different, having unequal health and social care outcomes (McMichael, 2006). The capacity of welfare regimes strives to improve health, reduce poverty and inequality.

According to the World Health Organization (WHO), **health** is a 'state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'. In addition, WHO qualifies mental well-being as a 'state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community' (WHO, 2004; 2018). This definition emphasizes the interdependence of physical and mental welfare, stressing that feeling well is not just a physical experience but also a process of subjective judgment.

Health outcomes are not simply a product of access to, or the practices of health care and services. European societies possess resources and facilities of which previous generations might only have dreamt. However, there is attention in contemporary societies to social illness, such as suffering from stress, cancer, heart disease, stroke, respiratory disease, and more (WHO, 2018). All of these may be strongly affected by our style of living and living conditions. Unhealthy habits like extensive alcohol or other drugs, intake, and overeating, similarly point to more issues of today social, collective, and existential needs. In recent years, there have also been attempts to understand the health congruencies of social inequalities and lifestyle choices. It provides a perspective on the social determinants of health and well-being (Bonner, 2017).

Social Determinants of Health

How people deal with various life's changes has been explored within a range of disciplines, which have contributed to understanding the social determinants of health. According to the WHO Commission on Social determinants of health, the concept of social determinants of health can be understood as the social and economic circumstances in which people are born, grow up, live and age, which determine the health status of individuals or populations. These circumstances are shaped by broader forces, such as economics, social policies, and politics. This concept is paid wide attention as public health strategies are influenced by the economy, sociology, and societal features exploring the factors highlighting health instead of disease.

Social determinants acknowledge the interconnectedness and interdependence of socio-economic, cultural, environmental, living and working conditions, social and community networks, and lifestyle choices that contribute to a person's health and well-being (Bonner, 2018; WHO, 2000).
– Young person's well-being influences by a spectrum of environmental, socio-economic, cultural, social networks, and lifestyle choices

Perspectives on social determinants of health open for an interdisciplinary approach to understanding the key social, psychological, and cultural factors that impact health, well-being, and social function or dysfunction. Researchers such as Antonovsky (1996) have integrated the positive health concept into **salutogenic** thinking giving attention toward positive conceptualization of health instead of pathogenic health thinking. The developed model of salutogenesis is an analytical approach and is specified through health promotion, being oriented toward resources and positive health. When comparing social factors, there is a clear relationship between poor health outcomes and social inequalities.

There is a significant consensus within available research that health inequality is characterized by complexity and relates to social, material, and childhood circumstances such as family situation, financial resources, housing, or living in deprived communities.
– The time as a youth and young adult is characterized by rapid physical, social, and psychological development. Behaviors established during this period also affect health in adulthood. Efforts to promote good living habits among young adults are thus a good investment.

Trends in Mental Health of Young People

Studies from economic recessions indicate deteriorated mental health among young people. For example, in Sweden during the 1990s, there was likely mental ill-health caused by increasing economic stress. There is a clear risk that the corona pandemic will lead to increased unemployment and financial stress and largely affect young people's mental health. The view of mental illness has changed, especially in recent years, both what mental illness is and who can be affected. All, starting with the process of birth, expect adverse life experiences. The mental illness of children and young people is growing simultaneously as our prosperity increases, such as neuropsychiatric diagnoses that place higher demands on society's support. Current surveys show that in 2010, an average of one student in each high school class, one in twenty-five students, had sought care for mental illness and received a diagnosis in the style of anxiety, depression, ADHD, or autism. By the end of the decade, that number had more than doubled. Twice as many also took antidepressants.

The large increase in mental illness thus does not seem to be due to an increase in severe mental illness, such as schizophrenia or bipolar disorder. Then it is due to something else that has changed in society since the eighties and to more people daring to seek help. At the same time, question marks are surrounding all this care and medication. Antidepressants have a rather low effect on young people, while at the same time, they can increase the risk of suicidal thoughts the National Institute of Public Health (Folkhälsomyndigheten, 2018).
The question for reflection is – if the doubling of antidepressants solves the growing problems? What are your ideas about mental health problems?

In 2018, a study was conducted by the Swedish Public Health Agency, with the name: "Why has mental illness increased among children and young people in Sweden?" It turned out that the most prominent was a question about performance anxiety and distrust of own capability. In recent decades, the bar for achievement in society has been significantly raised.

A British study found that almost 13 percent of children and young people under 19 have some type of clinical illness that requires professional action. Not all these children and young people have a psychiatric illness. They, however, need help. Unfortunately, there is a lack of adequate efforts at the primary care level, such as the health center, where we usually take our children if we think something is wrong.

The National Institute of Public Health (Folkhälsomyndigheten, 2018) measures this in the study *School children's health habits in Sweden*. There, mental illness was measured with eight questions: Are you usually depressed, nervous, irritated, have

difficulty sleeping? Do you usually have pain in the stomach, head, back, dizziness? Students must answer "yes", if they have had at least two of the problems each week for six months. By that measure, mental illness among young people has doubled since the 1980s; every third fifteen-year-old girl suffered from mental illness then, every other today. Every sixth fifteen-year-old boy, every third today. The study replicates in 42 western countries every four years. In the latest survey from 2018, Sweden is in the top 10 list of the countries where most fifteen-year-olds suffer from mental illness. When the same students put a number on how happy they are with their lives, Sweden ends up in 33rd place out of 42 – one step behind Slovakia and one step ahead of Russia, but thirty places behind our neighbors Denmark, Finland, and Norway. It has been called an avalanche of mental illness. Even if the study only measures signs of mental illness, not actual mental illness, Sweden's young people feel worse today than in the eighties.

Mental Ill-Health and Self-Destructive Behavior

In the first years of life, the human's task is to connect with his parents, explore the world around him, and develop language, attachment behavior, and communication. Research shows that children who, for example, have experienced many separations create a negative model of their relationships with other people. These children may develop a disorganized attachment. They preferably, but not always, have parents who belong to different so-called risk groups with mental illness, addiction, or violence and parents who expose their children to physical or mental neglect.

Attachment and the ability to socio-emotional connections are important in childhood and during adolescence, in adulthood, and from a multi-generational perspective. Nordic welfare states have **defamiliarized** welfare responsibilities concerning caring for children and the elderly, resulting in virtually identical employment rates for men and women (Dychawy Rosner, 2016). Hoverer, for a range of reasons, the counterfactual problems of an individual need occurs, as services often provide in response to more collective needs. The dismantling of psychiatric care that has taken place in many western countries means for patients in psychiatric institutions and exclusion that often ends with homelessness and life on the streets.

In contemporary societies, **the prevalence of eating disorders** is increasing, as well as **depression**, **anxiety**, and **risk behavior**. Studies show gender differences where girls respond more strongly to trauma than boys and show more symptoms, which can often be important in the long run. However, girls find it easier to talk about their feelings and experiences. For example, it is four times more common for boys to take their own lives, which may be because they are struggling with traumatic events and other problems in their loneliness.

Known features that may affect the ordinary course of development may be due to the **accumulation of risk factors** such as separations, mental illness, use of drugs, and socio-economic difficulties. The importance of social media for mental health issues has also been discussed, where both a reduction in physical contact and verbal communication can be important, as well as the risk of comparing oneself with others, has increased. The increased unemployment among young people leads to exclusion, which can also lead to increased drug use.

Mental Ill-Health and Suicide

Recent reviews of the health of young people from Western societies suggest that the predominant causes of illness relate to psychosocial risk rather than physical disease.

- Suicide rates in young people have increased during the last decades. Suicide can have many causes. Mental illness is the most significant cause and the ultimate consequence of mental illness can be suicide. Every year, around 1,500 people take their own lives in Sweden. Of these, around 170 are under 25 years of age. The number of suicide attempts is at least ten times higher. Suicide is the leading cause of death among men between the ages of 15 and 44 in Sweden.

Being suicidal is often a temporary condition that can be overcome. The vast majority of young people who take their lives have signaled this in one way or another before. However, it is often diffuse signals that are easy to miss. First and foremost, signs of depression are something that needs to be taken seriously. A social worker needs to act for the person to get help. Typically, the person withdraws and does not want to participate as much in social contexts. It is also common for the person to sleep worse and show signs of anxiety. Decreased appetite may be another sign. A person who has lost the desire to live loses the drive and curiosity for life. What used to be fun is no longer fun. Everything feels sluggish and can feel pointless. It is difficult to look ahead and especially to believe that there will ever be any change. The person experiences himself as a burden that only weighs down his surroundings. A series of studies also found parental discord associated with suicide attempts among young people and people with histories of childhood sexual abuse (Beautrais, 2000).

A depressed person often is unable to act. However, once the depression wears off, their energy can return, bringing with it the greater risk of suicide. It is relatively common for teenagers to think about suicide and existential issues. If such thoughts lead to a suicide attempt, they must be taken extremely seriously as an expression of severe emotional problems (KI 2021). Beautrais (2000), reviewing research in

Australia and New Zealand regarding risk factors and suicide, found that the strongest risk factors for youth suicide are mental disorders such as affective disorders, substance use disorders, and antisocial behavior. Other odds for suicide were low income, poverty, and those from disadvantaged backgrounds who dropped out of school. Another set of risk factors for suicide comprises individual and personal causes, including genetic, biological, and personality features.

The young person's abuse of tobacco, alcohol, illicit drugs, other drugs, or additional destructive behavior is not uncommon then cause professional and public concern (Gilvarry, 2000). The drug problems have evolved within European society and vary across different countries, although around 20 percent of all people starting drug treatment in the EU report cannabis as their primary drug use. Cocaine is the second most commonly used illegal drug. Addictions expose young people to risky behavior, a considerable risk for ill-health, HIV infection, hepatitis C, risky sexual practices, antisocial personality disorder, and drug/abuse dependence (McKeganey, 2011). It is a sign in itself that something is not good, but it is also life-threatening to resort to such strategies because, in the long run, they only lead to poorer self-esteem, perhaps feelings of guilt and shame, and lower the threshold for acting impulsively and drastically.

Data concerning the prevalence and trends show the use of a range of substances in different countries, cultures, and different groups (Gilvarry, 2000). Several studies indicate that alcohol or drugs use is encouraged and expected among many peer groups as the "Boys thing to do", etc. abusing peer clusters or clusters of young from socio-economic disadvantaged areas. Studies report that young people are developing a harmful pattern of so-called recreational polydrug use, combining alcohol, cannabis, cocaine, and ecstasy in a personally damaging way. Substance use develops mainly during a transitional phase to adolescence when a person must navigate through new terrain in fracture of traditional moral authority.

Many factors associated with increased risk of abuse include broad contextual and individual, such as neuropsychological deficits and a wide range of individual family and social factors. Family factors have been noticed by family structure, functioning, and parental substance abuse. This complexity manifests the abuse dependence criteria, the influence of associated mental and physical health problems and the confounding effects of different ideologies, political agendas, cultural differences, and attempts to frame definitions and diagnostic criteria. Applying this lens to the clients who chronically abuse diverse substances, it is important to adopt cultural competence in treatment and prevention. Over the last decades, drugs policy and debate have been influenced by the concept of pragmatism. It largely consists of an acceptance of the certainty of illegal drug use and a determination to adopt measures that in various ways make drug use less harmful but do not, for the most part, seek to address drug use as an immoral behavior (McKeganey, 2011).

Key discussion questions and situational analysis

- Is drug use primary a health issue or a criminal justice matte?
- Should drug treatment services aim to get drug users off drugs or enable them to use their drugs with lower levels of harm?
- Should drug use or drug users be stigmatized in an attempt to limit the further spread of illegal drug use or this to victimize an already vulnerable and marginalized group?
- What should be the approach of your profession in tackling the drugs problem?

Source: adapted from McKeganey, 2011.

Techniques and Approaches in Social Work Practice

Social support and access to good social relations and social capital have long been considered a protective factor for health and social work. The support theoretically divides into four categories: ***emotional***, ***instrumental***, ***evaluative***, and ***information-based***. During adolescence and adult life, different actors have different meanings for a person's development. There is a hypothesis that social support from peers and peers becomes more important in adolescence, and support from parents is of secondary importance. Psychosomatic disorders occur to a greater extent among boys and girls who have difficulty talking to both their parents.

Work with young people must be based on specific conditions for relationship-building interaction with the client and for his/her important stakeholders. When working with youths, social workers need to encounter their clients through conversation, dialogue, and meetings by making different perspectives visible and putting them in a possible change perspective. **Dialogue** competence and **relationships building** manifest themselves by behaving in group discussions and individual tutoring therapy sessions. Relationship building is partly about the direct interaction in the relationship work where the social worker uses himself to communicate with the client in the treatment situation. However, it is also about the interplay between treatment work and different institutional conditions, conditions, and goals that characterize the field of activity (Ruch et al., 2010). Since the mutual exchange of thoughts and feelings ultimately rests on man's ability to transcend himself and gain insight into other people's consciousness (empathy), the individual's consciousness is not only subjective but partly also intersubjective (Goffman, 1967).

- Obvious ingredient in social work practice is to quickly make risk **assessments**, collaborate with other actors (for example, family/significant others,

educational settings, psychiatry, etc.) around the youth and offer advice and consultations.
- It is also very important to initiate **preventive work** models such as working with self-esteem and to elevate it in several contexts. Many young **people will talk** on an existential level, especially after crises and disaster experiences have occurred. Essential to practice is also to identify, map and support **protective factors**.
- Some examples of protective factors are support of good social ability, positive self-image, and trusting **relationships**.
- Dialogue perspective, empathy, and **dialogue competence** can be trained. (please see next section).

The environment needs to detect and identify warning signs if there are signs of depression, irritation, difficulty sleeping, and depression.

STUDENTS TOOLBOX

Students will relate their learning to analyzing real problems and discuss:

Situational analysis
- Some reflections on practical advice in encountering clients
- Reflections on prevention and building relationships.
- Wow to create network and support around clients' needs and development

Workshops using reflective learning
- Workshop and small group project on case analysis using *Thought and reflection scheme* Dychawy Rosner (2021)

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11. Encountering Young People by Applying the Art of Empathy in a Social Work Context

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The theme on empathy training in social work professions will cover the following topics:

• the phenomenon of empathy and close related phenomenon – terminology • mainstream empathy and a phenomenological suggestion for the concept of empathy • the role of phenomenological empathy training when encountering the clients' needs • student points for reflection and some practical training •

The aim of the theme is:

• to acquire knowledge of basic concepts and terms related to empathy and close related phenomena • to increase skills and recognize the possible effects of mainstream empathy in professional situations • to increase skills to recognize the possible effects of phenomenological empathy training in a practical context related to social work • to improve listening skills as a way of understanding the client •

The assumed effects will be realized using the following methods of teaching:

• seminar lectures, description • phenomenological empathy training • brainstorming, discussion method, role play • observation, analysis of the scientific text, film, and educational material •

Introduction

What is empathy? Can you train and develop your empathy? What are the points of doing so? Can you train empathy in a telephone or online context? The short answer to these questions is yes. I work as a teacher at Malmö University and have since

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2015 taught, trained both students and professional social workers as well as psychiatric nurses in empathic listening. It is done by (in contrast to a mainstream analysis of empathy) instead, applying a critical and influential phenomenological analysis of the concept of empathy. This idea of empathy has recently been described as "basic empathy" (Fernandez & Zahavi, 2020).

The phenomenological perspective emphasizes the importance of following the **other** person's expression of meaning in the face-to-face situation. The phenomenological perspective from the so-called "second-person perspective", i.e., that my interpersonal understanding already begins in my social perception of the other.

I once listened to a YouTube lecture by a Swedish psychiatrist named Johan Cullberg (2012) about his experiences of his clinical work with people with psychosis experiences. What caught my interest was the importance of the therapeutic alliance in the meeting with the client. He did this with a painting example to illustrate the importance of this in psychosocial treatment work. He said something along the lines of an alliance with the client is as important to psychosocial treatment as the sterility in an operating room (Cullberg, 2012).

As a social worker, this has hung with me ever since. The relationship with the client is a cornerstone of social work practice and building a relationship with a client is part of the art of social work. A good start in building a relationship with the client is to empathetically listen to the client. It sounds obvious, but there is a risk that empathic listening is taken for granted. Empathy is an important building block in social work practice, which everyone agrees on, researchers and practitioners. What empathy is and how it is theoretically described differs markedly depending on whom you ask or read. It not only becomes important in theory but also in practice, in the meeting with the client. Therefore, we need to take a closer look at this and thus not take relationship building and empathy for granted.

Mainstream Empathy

- Perceptions that empathy is about simulating, "walking in the shoes of the other" whereby the experience of the other is imagined as if were mine, reflected upon and then projected back to the other.
- "**Thinking and feeling into the other person's situation**" entails many different problems in practice.
- Another mainstream empathic perspective is 'feeling with' the other. Whereby the receiver of the experience connects what has been expressed with their own corresponding feelings, professionally known as affective resonance (Zahavi, 2010b).

One of these is that it becomes problematic to separate my experience from the other. For example, suppose I meet a client who is very sad about being in the middle of a separation from his partner, and I have to think/feel in that situation at the same time as I go through a separation full of sadness and frustration. In that case, this will create problems by maintaining the boundary between my own experience of my separation and my contemplative/hypothetical client hypothetical experience of the client's separation experience.

An additional potential problem with this **way of understanding the other** is the validity of my hypothetical experience. How well can this reflect and understand the other's situation? The other person's situation may be perceived as "unsimulationable", for example, a longer prison stay, and then the social worker's attempt to "think/feel into the other person's situation" may be an offensive experience for the client. It also places unreasonable demands on the social worker's capacity for imagination. However, if the social worker himself has an experience of being in prison, then can one understand and find it easier to understand the other's situation? It can certainly sometimes be appropriate that if you as a social worker share if you have had a similar experience as your client, but just because we have been through the same thing, experiences of the situation can be completely different. The problem of not distinguishing between oneself and the client remains.

Important professional approach:
We need to put our experiences aside and curiously concentrate on the client's experience to understand his needs.

Empathy from a Phenomenological Perspective

Phenomenological empathy can be described as an "other-directed-intentionality". To be empathic is to focus on the experience of other, here and now in the face to face context (Englander, 2015; Englander & Folkesson, 2014; Gallagher, 2008; 2012; Gallagher & Zahavi, 2012; Zahavi, 2001; 2010b; 2011).

Therefore, focusing on the other person's expression of meaning becomes a starting point for the concept of empathy. Staying in this direct social perception also enables the origin of an interpersonal understanding of the other as the other, instead of an attempt to simulate oneself in a hypothetical situation (Gallagher & Zahavi, 2012). The phenomenologists, therefore, question the starting point of empathy based on the professional's reaction, which then leads to simulation or theorizing and instead points to the understanding of the other as that it already begins in the perception of the other – or better, the presence of the other's meaning. The perception refers to focusing on something other than oneself and in perception,

which in relation to empathy as interpersonal understanding, means that one has a focus on someone other than oneself – i.e., the **other-person experience** (from a second-person-perspective).

> The phenomenological proposal points to the possibility that we can directly attend to and experience the other person's emotional state without having a corresponding emotional state ourselves.

For example, I do not have to feel happy and enthusiastic to understand that you are. I may instead be upset because of my understanding of why you are happy and enthusiastic. In other words, you do not have to match "happy and enthusiastic" to be able to understand that you are, but I can directly attend to it, i.e., I can "see" it immediately as it presents itself in your expression.

Perspectives and Standpoints

- As Zahavi (2010b) shows, in a phenomenological perspective of empathy from a **second-person perspective**, a **distance is maintained between myself and the other**, without becoming an objectifying and theoretical perspective in the third person.
- Thus, phenomenologists believe that we do not need to be emotionally affected in order to be empathetic. It does not mean that the phenomenological perspective advocates an incorporeal, cognitive empathy but points to the conditions for distinguishing whose experience is whose.
- Within the phenomenological perspective, it is argued that I can have access to and experience other subjects and that this is possible to do in different ways.

When I experience the other person's facial expressions and meaningful actions, I experience another subjectivity. I do not simulate, imitate, read projections from the other, but I experience the other (Zahavi, 2010b). My understanding of the other may be the opposite of my reaction to the other, as I may be afraid when the other is angry. If I were to imitate the other's feelings unconsciously, the line between me and the other would be blurred, and I would thus have a hard time seeing the difference between myself and the other as if I was "infected" emotionally by the other (Zahavi, 2010a). The experience in the "other-person perspective" constitutes difference or asymmetry, making me as an experiential subject understand that I am me and the other is the other within the framework of interpersonal understanding (Zahavi, 2010b). The similarity is the basis that allows you to understand the differ-

ence, not that we are two different selves that are then united in a matching process through simulation (Gallagher & Zahavi, 2012). In other words, we can recognize expressions of meaning when we see them because, on an intersubjective basis, we are already united and understanding. Relationships do not need to be built by simulating the other's experiences, but instead a genuine presence toward the other's expression of opinion (Englander, 2015).

From a phenomenological perspective, **empathy** is described as a basic, non-reducible form of intentionality directed at the experience of the other (Zahavi, 2010b). It is about understanding other, experiential subjects, focusing on the other and not on myself.

Based on the phenomenological definition of empathy, Englander (2014, 2015) has developed a phenomenological psychological empathy training (FPE) where comprehension is included, but within the framework of a phenomenological attitude through a phenomenological empathic (psychological) reduction. This type of phenomenologically based empathy training has made it possible to practice a "second-person perspective" in conversation, which contrasts the psychological mainstream perspective.

STUDENTS TOOLBOX – PHENOMENOLOGICAL EMPATHY TRAINING (FPE)

- The FPE training aims to enable and facilitate the social worker to be genuinely present to the client's experience, important to note is that genuineness and the curious attitude require both concentration and authenticity from the social worker.

Phenomenological psychological empathy training (FPE) (Englander, 2015, Englander & Folkesson, 2014) aims to guide the participant to approach empathy and interpersonal understanding from a phenomenological perspective. The specific phenomenological perspective is based on Zahavi's (2001; 2010a; 2010b; 2012) and Gallengers' (2008; 2012) analyzes of empathy and **interpersonal understanding**.

The main purpose of the training is to guide the participant to shift their focus to the other's expression of something, where intentionality (i.e., the experience of something) can be uncovered and described within the framework of the interaction between professional and client (Englander, 2014). By parenthesis-setting your third-person perspective and your reaction within the phenomenological psychological reduction, you open up for an empathic reduction where treatment of the

other follows a "second-person perspective" where compliance with the other is prioritized to reach an interpersonal understanding.

- The first step in learning is to gain an **intellectual understanding** of empathy and the phenomenological psychological perspective. "Mainstream" ideas about empathy and other related concepts are also presented to contrast the phenomenological analysis of empathy. The importance of the first step is to create the conditions for a background and a language that can be used for the next step.
- The second step contains a **series of practical exercises** where the phenomenological perspective is embodied within the framework of empathy training seminars. The second step means that the participant is given the task of recording and transcribing a five- to ten-minute-long conversation where they relate empathetically to someone. The conversation is then played back and analyzed with the course leader at the next empathy training session.
- One of the goals of the second step is to make visible and confronted with their previous perception of what empathy is for something, both theoretically and practically. A common notion of empathy is a version in which imitation/simulation leads to understanding the other. A practical consequence of this is that the participant wants to **understand the other's situation**, ***but in fact they focus more on themselves*** then on the other.

A common perception is that you, as an empathizer, must deliver an interpretation or a theoretical explanation for the other person's situation and/or a good solution to his or her problem. In such a situation, the empathizer's focus is on factual content is based on his theoretical understanding and thus follows a third-person perspective. It needs to be (**in a respectful way**) noticed by the participant.

The practical, experiential part of learning in the phenomenological attitude begins with making visible where the participant's focus ends up in an empathic conversation, for example, on oneself or the factual content. In the phenomenological attitude, one is trained to make an effort to maintain one's focus on the expression of meaning from the other. You want to try to follow and understand what the other person is expressing by putting your relationship to the content (e.g., simulation or theoretical understanding) within a so-called 'mental parenthesis' and instead try to maintain your focus on and thus follow the other person's meaning.

When the focus is primarily on the other, one can attend to and describe the other's expressions of meaning as it is given in the situation face to face. The conversation leader gives suggestions on how this can be expressed and described within the empathic (psychological) reduction framework in step two of the training.

The third step in training can focus on reflecting on lessons learned from the first and second training steps in an attempt to integrate theory and practice from the previous two steps actively.

Students will relate their learning to analyzing real problems and discuss:

Situational analysis

- Some reflections on fundamental concepts – approaching the client by parenthesizing "second person perspective" (Englander, 2014).

Workshops using phenomenological empathy training

- Working with empathy training sessions. The task will be repeated so that a trained person will have practical experience of adopting a phenomenological attitude when encountering clients.

Discussion and Reflections Related to Contemporary Issues

The pandemic and it forced the basic empathy training online has worked better than expected. It opens up for a much greater availability than before. However, it also means new challenges.

Phenomenology has historically written extensively and discussed interpersonal phenomena such as empathy, sympathy, emotional sharing, etc. (Zahavi, 2010a) as direct face-to-face interactions, but has not written to the same extent about them in an disembodied online-context.

In Phenomenology, a distinction is made between the lived-body and the physical body. It can be argued that interpersonal interaction and phenomena's like empathy and sympathy don't have to be limited to the actual placement of the physical body. This is because the lived-body is intertwined with and extends into the world (unlike the physical body that ends where the skin ends). However, physical bodily presence is not a prerequisite for interpersonal interaction. An example of this is a zoom meeting where empathic interaction can take place, despite the physical body's actual location. Empathy is not limited to a face-to-face situation it is indeed possible in a online-situation (Fuchs, 2014).

We can have interactions with others characterized mainly by an encounter with a physical body rather than a "lived-body", examples of this are a surgeon who cuts out an appendix or a tattoo artist who tattoos a tribal on someone's arm. These encounters are with, in the moment, subjectless physical bodies, but both the surgeon and the tattoo artist can quickly change their presence and then empathetically meet and perhaps sympathetically comfort a lived body that feels pain.

We can experience and train empathy and sympathy within the framework of an online format, even though we do not meet face to face in a traditional sense. However, it is also to argue that it "**disappears something along the way**" in online face-to-face compared to traditional face-to-face, interaction becomes different.

Despite these difficulties, there is growing potential for training empathy online. Face-to-face interactions are one of several opportunities for empathy, but not the only one. It has been shown, among other things, with the COVID-19 experiences and online transition for empathy training. One reason for this is that empathic meetings are also possible online; they do not have to occur face-to-face. Even though it will be different, it is possible. We are able to parenthesis and accommodate a specific layer within the framework of our inherent ability to change attitudes toward the subject. If a person freezes in the image, we understand that the person did not suddenly become silent and still as an expression of meaning. This ability makes it possible to train basic empathy and, by extension, practical online social work. The practical application is not pure and strict as in training, but more like a professionally balanced hybrid between **different ways of listening and empathetically responding** with the client. An important aspect that the training adds is an increased awareness of how you as a social worker can attend to the client in different ways, you do not take empathic listening for granted, but you can now more consciously choose how to respond and work with the client.

FPE can serve as an important tool for developing in its professional approach, in its practice of the art of social work, both face to face and in an online context.

EXAMPLES OF REFLECTIONS FOR STUDENTS

1. Explain a situation where the social worker's empathy does not have to be pro-social within the framework of practical social work.
2. What opportunities can you see for FPE within the framework of your practical/future social work?
3. What limitations can you see about the practical application of FPE?
4. There are many definitions of empathy and sympathy that abound in different contexts. Below is a link to an influential idea. Watch the movie-link. How does this relate to the phenomenological analysis of the concept? https://www.youtube.com/watch?v=1Evwgu369Jw&t=6s
5. How do empathy and sympathy relate to each other?
6. What more concepts do you think will be important in building relationships with the client?
7. When can sympathy play an important role in a professional context?
8. What do you think about what disappears or becomes different in an online context compared to a face-to-face situation?
9. Do you think that it can be a disadvantage for practical social work if it takes place online?
10. Do you think that it can be an advantage for practical social work if it takes place online?

Additional Readings

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12. Cyberthreats in the Context of the Prevention Strategies

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The course on cyberthreats will cover the following topics:

• The phenomenon of cyberthreats – terminology • Criminal law protection against cyber threats • The scale and specificity of the phenomenon • Diagnosing threats • Risk factors • Harmful content. Grooming. Cyberbullying. Sexting. Abuse, computer, and Internet addiction. Pathostreaming • Factors restricting threats (competences supporting positive behavior) • Positive opportunities for using the Internet • Strategies, procedures, methods, and techniques preventing threats • Prevention programmes •

The aim of the course is:

• to acquire knowledge of basic concepts and terms related to cyberthreats; on types and forms of threats created by modern technologies • to increase skills to diagnose the conditions, types, and effects of cyberthreats • to develop skills to develop and apply various strategies and procedures, methods and techniques aimed at active and effective prevention of threats resulting from inappropriate and premature use of modern technologies • to improve teamwork skills •

The assumed effects will be realized using the following methods of teaching:

• seminar lectures, description • brainstorming, discussion method • situational method, case study • project method • role play • observation • analysis of the scientific text, film, and educational material •

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Introduction

Progress in modern technologies allows for the satisfaction of developmental needs specific to adolescence, such as the desire for sensations, pleasure, and curiosity. We can communicate much easier, use information, and access knowledge. At the same time, we must see the dangers associated with modern technological developments, the victims of which are more and more often young Internet users, including the risk of cyberbullying, behavioral dependencies, and the maintenance of sexual and pornographic relationships. These threats are an important object of interest among parents, educators, psychologists, and psychiatrists (Ling & Haddon, 2008; Vandebosch et al., 2013).

Therefore, cyberspace is not only a technical construct but a dynamic phenomenon created by people participating in it.

Cyberspace – is a "time-dependent set of interconnected information systems and people/users interacting with these systems"[1].

In addition to many educational benefits and an attractive form of spending time, the Internet brings many possible risks and potential threats to its young users, referred to as cyberthreats.

Cyberthreat – a threat related to the use of electronic communication means, mainly the Internet.

The main cyberthreats that young people may face are mentioned:

- **Cyberbullying** – aggressive, deliberate act committed repeatedly over a long time, by a group or person, using electronic forms of contact, against a victim who cannot defend himself (Smith et al., 2013).
- **Addiction to the Internet, telephone and computer** – is characterized by excessive and uncontrolled use of the Internet, telephone and computer, accompanied by a change in mood, irritability, inability to control the time of using the medium, which in turn begins to interfere with everyday life, work, interpersonal contacts (Beard, 2005; Young, 1998).
- **Harmful and illegal content** – is materials related to the presentation of aggression, pornography, or content inciting behavior harmful to health or inciting hostility or hatred (Bochenek et al., 2014).

1 http://www.ccdcoe.org/articles/2010/ Ottis_Lorents_CyberspaceDefinition.pdf

- **Sexting** – digital production of sexually suggestive or explicitly erotic images and their distribution via mobile messages or the Internet on social networks (Lee & Crofts, 2015).
- **Grooming** – a series of behaviors of the perpetrator, including establishing contact with the victim, gaining her trust using manipulative techniques, and consequently creating a sexual relationship with her, leading to sexual abuse (Bielski, 2013).
- **Pathostreaming** – is broadcasting live broadcasts bearing the hallmarks of various types of pathology (Siedlanowski, 2008).

Cyberbullying happens when someone repeatedly makes fun of or harasses someone else online *via* e-mail or text messages or when they post something on the Internet about someone they do not like (Hinduja & Patchin, 2012). The perpetrators of this form of violence can reach a vast audience in the same age group, unlike the traditional form of mobbing, where the audience is usually limited. Compared to most traditional forms of harassment, the cyberbullying person may be less aware or utterly unaware of the consequences of their actions (Lubkina & Marzano, 2014). Many researchers point out that the experience of cyberbullying at different stages of adolescence (or throughout the period) negatively affects brain development and has many negative consequences for young people's psychosocial development (McLoughlin et al., 2020). Therefore, cyberbullying is a serious problem as it is unlikely that the use of electronic communication technologies by children and adolescents will be limited (Kowalski & Limber, 2007).

Addiction to the Internet, telephone, computer – this phenomenon consists in excessive and uncontrolled use of the Internet, telephone, and computer. The first problem of Internet addiction was noticed in 1995 by a psychiatrist from New York, Ivan Goldberg (Jakubik, 2002). In English-language literature, next to the name proposed by Goldberg – "**Internet addiction disorder**" terms are used "Internet addiction syndrome" or "Internet abuse". In Poland, the term "Internet addiction syndrome" is used, which was proposed by a psychiatrist and psychologist Andrzej Jakubik (2002).

The determinants of addiction to the Internet, telephone, and computer include socio-cultural factors (e.g., demographic factors, Internet access, and acceptance), biological vulnerabilities (e.g., genetic factors, abnormalities in neurochemical processes), psychological predispositions (e.g., personality) (Winkler & Dörsing 2011). Addiction to the Internet, telephone, and computer is related to, among other things, the level of emotional sensitivity or a tendency to depression (Young & Rodgers, 1998). Armstrong, Phillips, and Saling (2000) showed a relationship between addiction and low self-esteem.

Symptoms of the Internet, telephone, and computer addiction include: using the Internet, telephone, and computer in an increasing amount of time, the occurrence

of malaise, nervousness, irritability, aggression, depression when breaking contact with the medium, unsuccessful attempts to stop using the telephone, computer or the Internet, an attempt to limit the time spent, including lying to parents about the actual time spent with the medium, limiting other activities, neglecting duties and real relationships, preoccupied thoughts about the content presented in the media, the emergence of interpersonal conflicts in connection with the use of the medium (Beard, 2005).

Harmful and illegal content is what is prohibited by law. In Poland, the provisions of the Penal Code are primarily applicable. Polish law prohibits, among others:

- storage or possession of pornographic content with the participation of a child under 15,
- disseminating and publicly presenting pornography involving a person under 18,
- disseminating and publicly presenting pornography related to the presentation of violence or the use of an animal,
- promoting totalitarian regimes, spreading hatred toward an individual or a social group due to their origin, culture, religion or because of their non-denominational status,
- inducement to commit a crime.

Harmful (including illegal) content in the viewer may cause anxiety, anxiety, long-term depressed mood, depression, sleep disturbances, concentration disorders, as well as excessive and unnatural interest in sexuality and the formation of a distorted image of reality (Livingstone & Smith, 2014; Bochenek et al., 2014). When it comes to sexual threats, the risk of exposure to pornography, sexual messages, or contact with strangers increases during adolescence (Livingstone et al., 2011). Risk factors of exposure to the harmful effects of this type of threat include personality factors (sensation seeking, low self-esteem, psychological difficulties), social factors (lack of parental support, peer norms), and digital factors (online practices, digital skills) (Livingstone & Smith, 2014).

Sexting – means sending naked pictures or short videos of sexual nature to another person. Typically, the transmission of such material takes place *via* a mobile phone, computer, and the Internet. We can distinguish two types of behavior here: the spontaneous taking of a photo or short film and voluntary sending to a person with whom the sender does not have a sexual relationship; spontaneous taking of one's photo or film (or consent to perform this activity by a trusted person) and voluntarily sending or handing over to a person (boyfriend, girlfriend) with whom the sender has a sexual relationship (Ronatowicz, 2014). Sexting is now common in groups of teenagers, most often for flirting, showing love, affection, and trust, and establish-

ing sexual relationships. In extreme cases, it can be used to persecute and humiliate those who decided to take part in it, especially by disseminating photos to friends, uploading them to the Internet, or otherwise sharing them with a broad audience (Lopez, 2011). Such activities may lead to cyberbullying, which occurs when one person or group undertakes actions aimed at intimidating, humiliating, or harming an individual participating in the sexting procedure using materials often voluntarily provided by them (Bębas, 2015).

Grooming – otherwise known as child seduction, is a phenomenon consisting of preparing a child for sexual abuse. The offender can assume a caring role, befriend the child, and even use his position of trust and authority to care for the child and/or the child's family. These individuals deliberately build relationships with adult members of the child's family or look for a child whom adults supervise less. In extreme cases, criminals may use threats and physical force to sexually assault or abuse a child (Pollack & Maclver, 2015). It turns out that virtual reality allows to build sexual relationships and express sexual behavior that would never be possible in the real world (Martellozo, 2012). Moreover, the scale of the grooming phenomenon is much greater than the official statistics indicate (Dąbrowska, 2018).

Pathostreaming – is a real-time Internet broadcast containing vulgar, obscene, and violent content (Kmieciak-Goławska, 2009). The following content categories can be distinguished within pathostreaming:

- Alko-streaming (the name drunk-streaming also appears in the press discourse) – drinking alcohol during a stream.
- Violence-streaming – streaming various types of violence; physical violence: live beatings, verbal violence: racist content, incitement to violence, threats, insults, etc.
- Sex-streaming – streaming of situations in which there are various sexual deviations, including acts bearing the hallmarks of pedophilia.
- Daily-pathostreaming – streaming of everyday life, emphasizing broadcasting the so-called smoke[2] (Bek, 2019).

Streams are broadcast live and cannot be accessed after the end of the broadcast unless the material is archived. In addition, because many of the videos feature criminal events, content administrators and online platform owners often remove such content from the web. So far, there has been little work on the phenomenon of pathostreaming, which is because this is a new issue, and it is not generally known whether it is of a temporary nature (Bek, 2009).

2 Smoke – The most spectacular streaming events, often staged or provoked. Usually, these are fights, drinking alcohol or taking drugs, provoked quarrels, etc. Fumes are quite popular because they increase the number of donations.

Ways of Preventing Threats in Cyberspace – Good Practices

For parents, teachers, researchers

- **scientific research** – conducting research on threats in cyberspace on large research groups (including longitudinal research) and researching children and adolescents who have been using modern technologies for a long time, as well as those who are just starting to use technological devices. The research would aim to learn about various aspects of this phenomenon, including risk and resilience factors, the harm related to threats, to identify new threats, as well as to develop conclusions and recommendations for parents and specialists working with children and adolescents;
- **educational activities** – acquiring knowledge about the types, causes, and effects of threats in cyberspace through training, workshops, and independent literature;
- **the scale of the phenomenon** – gaining knowledge about the extent of the problem (cyber threats) at school or in the family (e.g., collecting data through questionnaires and/or interviews conducted with students to find out about the situation at school as well as collecting data on awareness of the teaching staff and parents about the existence of such events in their school or family and their competence in solving the discussed problems;
- **time limitation** – parents limiting the time for which their children can log on to the computer or telephone;
- **game access control** – selection of games appropriate to the age of children;
- **allowing or blocking specific programs and websites**, including the use of commercial and free parental control software, thanks to which parents can limit the time they use the phone, computer and the Internet, and control the types of websites and programs their children visit, by blocking undesirable ones;
- **cooperation of parents, teachers, and specialists with children and adolescents**, including talking about threats, determining the risk and scale of the phenomenon, jointly working out effective solutions, supporting children, and helping in difficulties.

For children and adolescents

Educating children and adolescents, i.e., providing information on threats, presenting types of threats and ways of dealing with threats in cyberspace, by:

- training, workshops and discussion panels,
- meetings with specialists and educators,

- using peer support groups to promote positive interactions online, such as organizing lessons where older students learn and share experiences with younger ones.

Purpose of educational activities:

- showing the role of the computer, telephone, and the Internet in meeting the needs of children and young people at various stages of development;
- acquisition of technical competences allowing to recognize harmful content available on the Internet;
- learning the techniques of diagnosing telephone, computer, and Internet addiction;
- learning about the psychological consequences of the abuse and misuse of the telephone, computer, and the Internet as well as various types of games;
- developing the skills of verifying a personal computer and a telephone in terms of the legality of the software and the nature of the stored data;
- getting acquainted with methods of counteracting dangerous behaviors, e.g., related to violence, pornography, sexual abuse;
- getting to know the specifics of the functioning of a social networking site before creating a profile on it (about controlling access to personal data; about keeping the password secret; about caution when dealing with people known only on the Internet; about responsibility for information and published photos);
- learning about the legal consequences of cybercrimes;
- showing the role of significant people (parents, siblings, guardians, teachers) in media education (Tomczyk, 2014).

EXERCISE EXAMPLE

TOPIC: Preparing a board game for children and youth-related to cyberthreats.
OBJECTIVES: developing creativity, consolidating knowledge about cyberthreats.
COURSE: • Divide the group into smaller teams (3–4 people). The teams' task is to present a board game aimed at the age group selected by the team. The thematic scope should be related to cyberthreats, while the assumptions – goal, rules, tasks, graphics are optional and depend on the team's ideas. • Present ideas in the group forum. • Play one of the board games selected by the group.

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13. Understanding Youth at Risk and Juvenile Delinquency

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The theme youth at risk and delinquency will cover the following topics:

• Youth at risk • Risk behavior • Juvenile delinquency • Social prevention • Restorative justice • Positive Youth Development • Sociocultural risk factors • Sociocultural protective factors • Reintegration • Social inclusion •

The aim of the theme is:

• to empower students in developing competences in understanding the phenomenon of youth at risk and juvenile delinquency • to increase students' competences to identify local, national, and European resources useful in work with youth at risk in Positive Youth Development context • to develop students' awareness of restorative justice idea in youth work, its aims, legal background, strategies, and practical solutions • to improve students' competences in teamwork •

The assumed effects will be realized using the following learning/teaching methods:

• Lectures • Discussions • Text analysis • Problem-solving method • Workshop (case studies, brainstorm) •

Introduction

Adolescence is a specific period of human development in which dilemmas related to creating identifications that enable successful entry into adulthood should be solved. It is also a period of specific risks faced by young people. Failure to overcome these challenges can significantly affect the life cycle of young people, contributing to delinquency. Proper interventions (especially based on the restorative justice) are

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an important factor that minimises criminogenic needs and increases chance for successful reintegration and social inclusion.

Risk behavior

Acquiring adaptive skills is a unique personal experience during adolescence. Young people strive to maintain homeostasis and reduce experienced tensions; they must also adopt rules, norms, and behavioral patterns typical for their group. If an adolescent does not fit into the assigned and imposed social roles (and if the community identifies such fact), such a person is perceived as "problematic".

Problem behavior is not only a value judgment but also a set of behaviors specific to adolescence, which are contrary to social norms. They are perceived by society as a cause for concern and often become a reason for taking attention. Importantly, as soon as we reach the age of majority, these behaviors are no longer considered a problem and become legal or acceptable.

On the other hand, risk behavior is viewed in part as a result of problem behavior. In broad terms, these are bad habits and habits that compromise the functioning of a person in the health (both somatic and psychological) and socio-cultural dimensions. They often are sequential and complex (i.e., using illegal psychoactive substances increases the risk of health, legal consequences related to possessing an illegal substance, conflicts with parents, or school dropout). The problem intensity depends on the "probability of loss or benefit", which is a consequence of the analysis of potential gains and losses, but also the results of the system: risk versus protective factors.

Risk behavior can transform into anti-social behavior. This activity is characterized by a violation of social norms, rights of other people; they are manifested by aggression, crime, use of violence against others, use of psychoactive substances, or dropping out. Anti-social behavior can be an individual feature; it persists during adolescence but sometimes is noticed in adulthood. In criminological terms, they are related to committing crimes because judicial institutions do such human activity. It can take the form of adolescence-limited anti-social behavior when adolescents grow out of anti-social activity and positively react to social rehabilitation interventions. Otherwise, life-course-persistent anti-social behavior is their particular form and is characterized by resistance to preventive and therapeutic interactions, interventions, and social rehabilitation. Such adolescents are referred to as multiple problem youth because they exhibit cumulative anti-social activity: they commit crimes, use drugs, have mental problems.

Youth at risk

Youth at risk is perceived from several perspectives, paying attention to the following categories:

- **School dropout** (student who leaves school before graduation and before completing a curriculum).
- **Substance use and addiction** (drug use and abuse described by: the frequency of use, the quantity typically used, the variety of substances used at the same time (polydrug use), the social context in which drugs are used, and the emotional state of the user.
- **Teenage pregnancy, sexually transmitted infections**, including human immunodeficiency virus (HIV), and **risky sexual behavior**.
- **Juvenile delinquency and youth violence**.
- **Youth suicide**.

In recent years, the growing importance of cyber activities related to the mentioned risks has been emphasized (cyberbullying, sexting, etc.).

Youth at risk can be described from the perspective of four basic forms:

- **Minimal Risk** – concerns adolescents who play the role of students, who have very good relations in the family, coming from families with above-average socioeconomic status. The essence of the risk means that it is impossible to talk about risk absence because, at any time, they may have to deal with an unexpected threat or a problem situation (e.g., loss of an important person).
- **Remote Risk** – The risk is not real, but its probability is possible. It is due to the presence of statistically and environmentally conditioned factors. Low socioeconomic status, limited access to education, and poorly developed infrastructure are the factors faced by young people who display risky behavior.
- **High Risk** – It concerns situations in which external and environmental factors (dysfunctions in the family, low quality of educational services in the environment) correlate with the adolescent's attitude, manifested in specific behaviors and emotions. It may have an externalizing (aggression, violence, provocative behavior) or internalizing (excessive withdrawal, anxiety) dimension. It may also be manifested in the lack of social skills or mental problems. Both areas are of heterogeneous cause-effect character and constitute a serious background for the occurrence of risk behaviors.
- **Imminent Risk** – Individual features manifested in externalizing or internalizing behaviors are seen in gateway behaviors – initiatory forms of activity that are the starting point for more serious deviant errors. Experimenting with psychoactive substances is the gateway to drug abuse. Aggressive behavior is the beginning of violence problems. The gateway behavior does not guarantee the emergence of serious problems in the future, but the occurrence of imminent risk is considered a challenge for intervention treatment.

Socio-cultural risk and protective factors

Risk behaviors and delinquency may be analyzed on several levels. First, attention is paid to the personal features that determine individual behavior (excessive excitability or withdrawal conditioning inadequate reactions and behaviors). The next important area is the patterns of activity or roles that adolescents express in their relations to family members and the closest. These are the foundations of morality, values, and religiosity, but also, this is the area for (im)moral foundation of risk behaviors. According to the literature, positive relationships with the family (parental authority built on close relationships, closeness, contacts, support, parental control, or shaping pro-health behavior) are perceived as protecting factors.

The growing importance of new social structures in teenagers' lives: peers (boyfriends/girlfriends, friends, schoolmates, colleagues from the yard) and representatives of institutions with whom he has contact is the next important regularity of adolescence. They can be a source of role conflicts, manifested about dropout and truancy, violent behavior, or drug use. In this dimension, the sense of support and care, as well as a positive attachment to school or identification with pro-social peer groups, are indicated as protective factors

There are also factors indirectly influencing the risk behavior and delinquency (e.g., extended working time of a parent complicating parental control, limited possibilities for pro-social activities in the environment, insufficient availability of social service representatives resulting in a low level of control in the so-called inferior district). On the other hand, activities that minimize the scale of behavior contrary to the norms (e.g., promoted by the authorities street work programmes or developing active forms of leisure) are perceived as protective factors. They can influence adolescents' activity with peers from the yard, school, or with family.

On a macro scale, the factors shaping the adolescents' activity are the goals and values binding in society, models of family functioning or economic conditions, patterns of help or professional activity applicable in a given community, do they perceive themselves as members of the socially excluded community, underclass or open locality ready to support cooperation with social welfare and educational institutions.

Therefore, the quality of adolescence and youth education in the mentioned areas (Damon, 2004; Jenson et al., 2013; Kurtines et al., 2008; Lösel & Bender, 2014) are shaped by:

1) contact with institutions in the local environment manifested in accessibility to institutions (especially educational), recreation opportunities;
2) relationships and ties in the environment that indirectly affect the performance of social roles (income, economic difficulties, unemployment, threat of social exclusion);
3) norms and collective efficacy shaping formal and informal mechanisms of social control in the local environment.

These risk and protective factors, as well as the mentioned areas, are crucial for a youth work project devoted to identifying youth at risk of a problem.

Social prevention and rehabilitation

According to contemporary analyses and studies on social prevention, two key theoretical assumptions are crucial for youth work: Positive Youth Development (PYD) and Evidence-Based Practice (EBP). PYD is a model of perception of adolescence in general, devoted to the development of the full potential of adolescents based on environmental resources, youth activation in the decision-making process, and promoting actions aimed at positive changes in the community. The second concept (EBP) is especially linked with the "What Works" idea – a concept whose goal is to reduce juvenile delinquency based on empirically established facts enabling the optimal management of environmental resources and institutions in working with juveniles.

The following methods should be indicated in detail as part of the prevention in the environment:

1) organizing the local environment,
2) peer groups as a social structure creating a positive peer culture,
3) youth leaders' promotion,
4) behavioral-cognitive methods in teaching psychosocial competences (including Aggression Replacement Training),
5) street work,
6) mediation,
7) restorative justice.

Preventive actions should be organized on the resources of the local environment, in line with the principle of perceiving isolative forms of youth work as a final solution. Before such solutions are applied, all possible measures should be taken to protect the juvenile against incarceration and the stigma of a criminal. It is expected that parents or legal guardians will be made more aware of their responsibility for the minor, and they should be involved in the youth work and offer their help and support. When it is advisable, they can participate in courses and training for parents.

A special challenge is to provide minors deprived of their liberty to maintain and/or build pro-social relations with the open environment under the principles set out in the United Nations Rules for the Protection of Juveniles Deprived of Their Liberty (1990). According to this document, a minor should guarantee the detainee the implementation of the social integration process. Juveniles should participate in activities supporting their return to society, family, education, work, and pro-social activity in local communities.

In turn, the preparation for the minor to leave the social rehabilitation facility should begin on the first day of her/his stay. The diagnosis of needs and risk assessment should be the first steps taken for the re-adaptation and reintegration to meet the minor's needs in terms of education, employment, financial independence, health, housing needs, relations with family, and the environment.

Actions from prevention to reintegration are also included in the Recommendation of the Committee of Ministers of the Council Europe on new ways to fight juvenile delinquency and the role of juvenile justice. According to this document, the justice system's main goals and youth work should be preventing crime and recidivism, rehabilitating and re-adapting juvenile offenders, and meeting victims' needs and interests. They should be perceived as part of a broader juvenile delinquency prevention strategy and consider the broader environmental context: family, school, neighborhood, and peer groups. Such a perspective maximizes minors' desistance. Practically, several methods are indicated as successful, based on PYD and EBP preventive and rehabilitative treatments, i.e.:

- Early Identification and Assessment,
- Home Visiting Programmes,
- Parent Training / Education Programmes,
- Family/Parent Support Groups,
- Multisystemic Therapy,
- Mentoring Programmes,
- Tutoring Programmes,
- Local Crime Reduction Programmes.
- Restorative justice

The basic aim of restorative justice is to restore understanding and doing justice. It is based on the assumption that risky and delinquency behaviors are harmful to the development of individuals and society, for victims and their rights to express experienced suffer and to articulate their specific needs. The restorative justice idea is to make perpetrators bear responsibility for and make good the harm done to the victim. If the perpetrators are actively involved in this process, they should get the support they need to restore and – in effect – leading them to a good life free from the effects of previous mistakes. This activity is possible thanks to the involvement of local resources: family, school, community, organizations, and institutions. It ensures a peaceful resolution of conflicts and strengthens the democratization of societies. Usually, it is non-formal. It allows to settle the effects of risky behavior at the family or school level without applying criminal law measures and enables the problem to be resolved, redressed, and further functioning in the community of the perpetrator and the victim. According to the UN policy, it is a key tool for social prevention and minimizing juvenile delinquency, based on local resources used following the "Win-Win" strategy.

EXERCISES

EXERCISE 1 – *Risk Measure*

MATERIALS: markers, sticky sheets, large sheets of paper.

THE EXERCISE AIMS to gather participants' information on the current risks experienced by young people.

The group of students is divided into teams of 4–5 people. Each team has a set of sticky cards with literature-based risk names (i.e., school dropout, drug use, drug abuse, teenage pregnancy, sexually transmitted infections, (HIV), risky sexual behavior, juvenile delinquency, youth violence, youth suicide, plus cyberforms, like cyberbullying, sexting, etc.) and a sheet of paper with a scale containing the risk levels (minimal, slight, average, high, very high). In reference to data and reports, they develop own scales of risks, present them on the forum, and discuss with other teams.

EXERCISE 2 – *Restorative justice – wishful thinking or rightful alternative?*

MATERIALS: markers, sticky sheets, large sheets of paper.

THE EXERCISE AIMS to empower students' knowledge about restorative justice in EU countries

The student group is divided into 4–5 person teams. Team members analyze the text of Recommendation CM / Rec (2008) 11 of the Committee of Ministers to member states on the European Rules for juvenile offenders subject to sanctions or measures (https://www.refworld.org/pdfid/4a7058c02.pdf) and create a simple list of recommendations important in youth work with minors. Recommendations are written on sticky sheets. Sheets are pinned on a large sheet of paper divided into three fields (positive, neutral, negative), reflecting students' opinions about each recommendation. Discussion.

In the next stage, the group is divided into 2–3 person teams. w Based on the literature (Research and Selection of the Most Effective Juvenile Restorative Justice Practices in Europe: Snapshots from 28 EU Member States) and internet resources, each team analyses restorative justice practices in the selected EU country (alternatively, they may be randomized). Each team prepares a poster reflecting restorative justice policy, practices, or problems with implementation in the selected country.

Finally, students create a gallery of posters. After analysis and reflection, a joint discussion on the possibilities and limitations of acting and promoting restorative justice.

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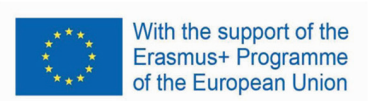
STUDY MODULE PROGRAMME (SYLLABUS)

was prepared as part of the project:
"Social Professions for Supporting Youth in a European Solidarity Context"
(2019-1-PL01-KA203-065091)

Partners:
University of Białystok (Poland)
Klaipeda University (Lithuania)
Latvian Christian Academy (Latvia)
Malmö University (Sweden)
University of Warsaw (Poland)



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Course Title in English: Integrative Work with Youth
Course title in Partners' National Languages:
Lithuanian: Integratyvus darbas su jaunimu
Swedish: Integrerad socialt arbete med unga
Polish: Zintegrowany moduł pracy z młodzieżą
Latvian: Integratīvais sociālais darbs ar jauniešiem

Course Prerequisites (to be completed by an institution that implements the syllabus)
Department:
Course group:
Academic term:
Course edition coordinator:

COURSE OBJECTIVES

Reflection and rethinking of current challenges and problems in youth work are crucial from a broad academic perspective. Such an analysis relates to situations that pose threats and risks and reinforce resources that strengthen local communities and societies' personal development and well-being. Additionally, it allows developing and empowering the flexible and creative attitude of future youth workers – young professionals working with young people in the spirit of European solidarity.

This course aims to strengthen the competences of students of social professions for integrative and holistic work with youth. It empowers future youth workers to support and educate adolescents as active members of local, national, and transnational (European) communities.

This course includes the issues crucial to developing a professional role, such as relations with clients and the need for a professional ethical approach and the educational area. Additionally, attention is paid to ideological connections and interrelationships between contradictory or incompatible situations, different institutional and systemic logics, and positions from both a short-term perspective, as well as a long-term customer-oriented approach.

The course aims to form the basis for a deeper understanding of the development and specificity of EU countries' approaches to knowledge, skills, and attitudes to be incorporated into youth work. An additional aim is to reflect on the relationship between theory and practice in youth work and implement innovative methods to strengthen European solidarity among young people. This course consists of 5 sections and 13 themes that promote students' reflective learning and the gradual development of holistic strategies while supporting clients in complex social contexts.

COURSE SUMMARY

Students of social professions need to think and act creatively and efficiently to be prepared for future work with young people. In addition, they need to consider interconnections and interrelations between contradictory or vulnerable life situations and positions from the clients' short and long-term perspectives. During the studies, they have to learn how to become system-thinkers working with young people. The vital aspect is distinguishing the most vulnerable youth groups and developing targeted methodologies when encountering their needs.

Strategies of critical thinking and evidence-based education, cooperative studies, and case analysis methods enable a teacher in the study process to motivate students and stimulate their activeness, strive for positive results both from the quality of the degree level and the development of their professional career. Therefore, students need to be able to consolidate the gained competences of innovative teaching (learning) as a lifelong learning strategy. The course module is designed for the students to be prepared for the future development of the EU and motivating students to recognize the prior knowledge, skills, and attitudes to integrate them into the work with young people.

Course themes respond to nowadays challenges and enable deeper professional reasoning and reflection. The innovation of the module reveals itself in the concept of integrative work with youth. Anthropological access makes it possible to develop practical strategies for solving problems in a holistic, contextual approach.

COURSE MODULE LEARNING OUTCOMES

- show an ability to assess and apply knowledge on social problems of young people in the EU Member States;
- demonstrate understanding of human rights and social justice legislation in the context of national and international youth policy;
- develop an ability to understand and diagnose youth needs and difficulties;
- develop an ability to work with various groups of young people in analyzing the origins of the problem in terms of existing social conditions;
- proof reflective assessment of social problems in the community and ability to act in uncertain situations;
- develop an ability to communicate, collaborate and work with young people in an interdisciplinary team;
- proof ability to develop new ideas or adapt to new situations, to make team decisions in difficult situations by managing confidential information within the framework of ethical principles and understand the importance of youth solidarity in the EU's development perspective.

SYLLABUS SECTIONS AND THEMES

No.	Sections	Themes
1	Youth Policy in the Context of EU and National Legislation; General Characteristics of Youth problems	1.1. Implementation of youth policy at EU level 1.2. Implementation of youth policy at the national and local level (example of Lithuania, Poland, Latvia, Sweden) 1.3. Youth participation and engagement in global and local issues 1.4. General characteristics of youth problems regarding well-being, welfare, and poverty
2	Social Exclusion / *vs.* Inclusive Education	1. 1.1. Education and training in the context of lifelong learning 1.2. Youth, family, and solidarity of generations 1.3. Cyberthreats and cyberbullying in the context of the prevention strategies
3	(Un)employment /*vs.* Well-Being	1.1. Unemployment and youth policy issues in the context of European solidarity 1.2. Employment and entrepreneurship
4	Prejudice / *vs.* Tolerance	1.1. Socio-cultural resources in solving social problems 1.2. Educational strategies to shape attitudes of openness and counteract exclusion
5	Risk / *vs.* Protective Factors	1.1. Well-being, risk behavior, and health 1.2. Understanding juvenile delinquency

DESCRIPTION:

educational profile (module) and programme, type of course, area and discipline of science, study year/semester, preliminary requirements, the number of teaching hours divided into learning activities, teaching methods, ECTS scores, total student workload, quantitative ratios.

Profile of studies – general/academic.
Form of studies – full-time/part-time
Level of studies – Bachelor
Type of subject – obligatory subject (basic module)/ facultative course
Field of science – social sciences (interdisciplinary)
Year of study/semester – (depends on curriculum)

Erasmus exchange programme
Prerequisites – none
1 ECTS= 26,6 hours
Course volume in credits up to 5 ECTS (133 hours maximum)
NOTE: Every University has a formula for how to divide hours. It depends on semester duration and the number of academic contact hours per week.

Teaching/Learning Methods
Theoretical lecture, seminar, workshop brainstorm, presentation, mini-lecture, discussion, critical thinking, desk research, reflection, a problem-solving method, study visits, situational method, case study, project method, role play, observation, analysis of the scientific text, film and educational material, oral presentation and individual writing.

Chosen working methods should include independent students' work and selected group method(s).
References
Additional Literature
On the Project website: http://young.uwb.edu.pl/index.php/resources
Assessment Methods and Criteria recommended forms of passing the course: an examination or a test
Teachers responsible for implementing the syllabus decide on chosen assessment methods regarding the forms of work with students.

Course coordinator
Drafted on title/degree, name, and surname

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ANNEXES

Summaries of the 12 themes (5 sections) of the course "Integrative Work with Youth"

Project SP-Young
"Social Professions for Supporting Youth in a European Solidarity Context"
(2019-1-PL01-KA203-065091)

Partners:
University of Białystok (Poland)
Klaipeda University (Lithuania)
Latvian Christian Academy (Latvia)
Malmö University (Sweden)
University of Warsaw (Poland)

SECTION 1

Youth Policy in the Context of EU and National Legislation. General Characteristics of Youth Problems

1.1. Implementation of Youth Policy at the EU Level
1.2. Implementation of Youth Policy at the National and Local Level (Example of Lithuania, Poland, Latvia, Sweden)
1.3. Youth Participation and Engagement in Global and Local Issues
1.4. General Characteristics of Youth Problems Regarding Well-Being, Welfare, and Poverty

1.1. Implementation of Youth Policy at the EU Level

Elvyra Aciene, Alona Rauckiene-Michaelsson (Klaipeda University)

SUMMARY Youth policy is a strategy implemented by public authorities to provide young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of society and agents of change (Council of Europe CM/Rec(2015)3). It allows young people to be actors of democracy, integrates into society, and, in particular, plays an active role in both civil society and the labor market. The key measures of youth policies are to promote citizenship learning and the integrated policy approach.

THE AIM is to reveal the goals of youth policy by presenting approaches to the formulation of youth policy strategy. The lecture analyzes the youth policy of recent years in the context of global problems by assessing the content of European youth goals and solidarity.

WITHIN THE THEME we disclose European Youth Goals: the aim of the 6th cycle of the EU Youth Dialogue – Youth in Europe: What is next? which took place in 2017/2018 – was to collect young people's voices and contribute to creating the EU Youth Strategy 2019-2027. As a result, eleven European Youth Goals were developed. These goals reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue: • Connecting EU with Youth • Equality of All Genders • Inclusive Societies • Information & Constructive Dialogue • Mental Health & Wellbeing • Moving Rural Youth Forward • Quality Employment for All • Quality Learning • Space and Participation for All • Sustainable Green Europe • Youth Organizations & European Programmes •

The EU Youth Strategy should contribute to realizing this vision of young people by mobilizing EU level policy instruments and actions at the national, regional, and local levels by all stakeholders.

KEYWORDS EU youth strategy, EU youth dialogue, European youth goals, solidarity

LEARNING/TEACHING METHODS theoretical lecture, seminar, presentations of students

REFERENCES

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the youth field: The European Union Youth Strategy 2019-2027 (2018/C 456/01). https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2018:456:FULL

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1.2. Implementation of Youth Policy at the National and Local Level (Example of Lithuania, Poland, Latvia, Sweden)

Elvyra Aciene, Alona Rauckiene-Michaelsson (Klaipeda University)

SUMMARY Youth policy has been developed in Lithuania for more than 20 years. Lithuania has a legal framework and institutional framework on youth policy formulation and implementation. The principles, areas, organization, and management of youth policy have been established. Programmes to promote initiatives by young people and youth organizations are being implemented to create the conditions for young people to participate actively in an open and democratic society. In addition, relations of non-governmental youth organizations with state and municipal institutions are being strengthened, support from EU structural funds and programmes is provided.

THE AIM is to disclose national and local level youth policy in the context of main social problems. Youth policy can be described as a set of systems and tools to facilitate the personal maturity and successful integration of a young person into society.

WITHIN THE THEME will be introduced the Law on the Fundamentals of Youth Policy of the Republic of Lithuania (2003, No. 119-5406; 2005, No. 144-5238. Youth policy is being developed in two main directions: ensuring the interests of young people in different areas of public policy (education and science, culture, sport, work and employment, housing, health) and the development of youth work as a specific youth policy area (non-formal youth education and self-education aimed at enabling young people to learn from experience. Youth policy in Lithuania is implemented by the following principles: Parity and subsidiarity; Participation and information; Self-governance, autonomy, and volunteering; Interdepartmental coordination, communication, and cooperation.

The most important institutions implementing social policy in Lithuania are the Ministry of Social Security and Labor and the Department of Youth Affairs. The lecture will focus on integrated (national and local) youth policy.

KEYWORDS national youth policy, youth policy principles, integrated youth policy

LEARNING/TEACHING METHODS theoretical lecture, seminar, presentations of students

REFERENCES

Dėl demografijos, migracijos ir integracijos politikos 2018–2030 metų strategijos patvirtinimo (On the Approval of the Demography, Migration and Integration Policy 2018-2030) LR seimo nutarimas, 2018 m. rugsėjo 20 d. Nr. XIII-1484. https://e-seimas.lrs.lt/portal/legalActPrint/lt?jfwid=-5aaxldoi&documentId=fbb35e02c21811e883c7a8f929bfc500&category=TAD

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1.3. Youth Participation and Engagement in Global and Local Issues

Marta Kuczyńska (University of Bialystok)

SUMMARY Participation is considered essential to building a healthy, strong, and sustainable democracy and is fundamental to social organization and cohesion. As such, participation must be amused and practiced by everyone and all social groups regardless of gender, age, regional, socio-economic background, and other characteristics of their members. Institutions within the European Union continually emphasize the importance of youth inclusion to foster young people's active citizenships, enhance their integration and solidarity, and strengthen their contribution to the development as individuals and citizens, the development of the democracy and the society they live in. At the same time, exclusion results in little to no engagement within these significant areas of development. Taking the impact into account, one should be aware of what participation means and what makes it so important. It is a way for young people to collect views on local and global issues and bring them into discussion and influence them.

THE AIM is to increase students' awareness of the state and condition of participation within the EU and its member states level in the following dimensions: social, civic (voluntarism), and political. The theme intends to clarify and critically reflect on meaningful youth participation at the local, national, and European levels. Students will reflect on the skills and competences needed to perform as active and critical citizens who can contribute positive social change regarding contemporary local and global issues. In addition, students' attention will be paid to exclusion, the causes and effects in particular, from this important process.

WITHIN THE THEME students will be provided with a theoretical and practical understanding of participation, including its features, forms, conditions, spheres, and structure. Particular attention will be paid to searching for the possibilities of practical implementation of the Positive Youth Development pillars in preventing exclusion and enhancing inclusive participation. The application of the PYD approach is aimed to foster youth participation in students' professional careers.

KEYWORDS youth participation, inclusion, exclusion, Positive Youth Development, citizenship, solidarity

LEARNING/TEACHING METHODS brainstorm, presentation, mini-lecture, discussion, critical thinking, desk research, reflection, problem-solving method, study visits

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https://youthforeurope.eu/

Political Participation and EU Citizenship: Perceptions and Behaviours of Young People. (2013). https://ec.europa.eu/assets/eac/youth/policy/documents/perception-behaviours_en.pdf

1.4. General Characteristics of Youth Problems Regarding Well-Being, Welfare, and Poverty

Irena Dychawy-Rosner (Malmo University)

SUMMARY It is acknowledged that social vulnerability creates at the complex intersection of economic, social, cultural, and individual conditions. It relates to age, gender, class, ethnicity, sexuality, and the ability of the body to function. It may be not just a lack of financial resources but insufficient resources in several areas of living conditions.

THE AIM is to make students aware of and increase knowledge about theories and research related to social work with young people who are in social ill wealth and vulnerable social or socio-economic situations. The learning content will focus on developing student's ability to formulate issues relevant to social work with young people regarding structural conditions, socio-economic vulnerability, risk behavior, addiction problems, and factors relevant to social exclusion and young person identity.

WITHIN THE THEME particular attention focuses on social services, preventive social work, and cross-system collaborative practices operating in socio-culturally exposed areas. Particular focus is on concepts that put the client in the center of the intervention process. Essential insights in this concept are about people shaped and socialized through social systems and the barriers to participation or integration between participatory and established authoritative structures. Examples of empowerment and normalization, case studies, and good practices will be illuminated during this topic.

KEYWORDS Social services and society, social vulnerability, pedagogical social work, collaboration

TEACHING/LEARNING METHODS self-study, theoretical lectures, seminars, processing in small groups, workshops, oral presentations and individual writing

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SECTION 2

Social Exclusion vs. *Inclusive Education*

2.1. Education and Training in the Context of Lifelong Learning
2.2. Youth, Family, and Solidarity of Generations
2.3. Cyberthreats and Cyberbullying in the Context of the Prevention Strategies

2.1. Education and Training in the Context of Lifelong Learning

Emilia Żyłkiewicz-Płońska (University of Białystok)

SUMMARY Education process is not only about transferring the existing knowledge and values, developing skills necessary for living and working in the modern world, but it is also about developing competences, creating opportunities for experiencing, unlocking potentials and looking for opportunities to increase psycho-social well-being, both, for youth and societies they live in. On the contrary, lack of educational resources may increase the risk of social exclusion perceived as unemployment, poverty, youth delinquency, shorter lifespan, dependence, etc.

THE AIM is to increase students' awareness of the state and condition of education at the European and its Member States level and expand knowledge about the causes and consequences of exclusion in education. Particular attention will be paid to the students' reflection on the inclusive and emancipatory role of youth education based on Positive Youth Development (PYD) assumptions. Additionally, it is important to prepare students to apply the theoretical framework of PYD to inclusive educational and social work with youth.

WITHIN THE THEME issues related to the state and condition of formal education (schooling) as well as non-formal, informal education, and lifelong learning at the EU and its Member States level (scales, dropouts, accessibility, etc.) will be addressed. Particular attention will be paid to searching for the possibilities of practical implementation of the PYD elements for inclusive educational and social work with youth (promote bonding and different competencies – social, emotional, cognitive, behavioral and moral, foster clear and positive identity, provide recognition for positive behavior and prosocial involvement). Examples of good practices in applying PYD elements in youth education will be analyzed during the course.

KEYWORDS education and training, lifelong learning, vulnerability, inclusion, PYD

LEARNING/TEACHING METHODS brainstorm, presentation, mini-lecture, discussion, critical thinking, desk research, reflection, problem-solving method

REFERENCES

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2.2. Youth, Family, and Solidarity of Generations

Elvyra Aciene, Alona Rauckiene-Michaelsson (Klaipeda University)

SUMMARY Many authors relate factors of family institution modernization with changes in the social-economic environment that occurred in the 1990s and are continuing. They are economy shake-up, transition to market relations, decay of standard of living and differentiation between the society levels, unemployment, salary which does not provide satisfactory living conditions, the wave of economic emigration, etc. Social-economic and other factors have a profound influence on youth's marital behavior. There are presumptions that under conditions of market economics, the attitude toward family values changes totally. The sequence of priorities changes as well. At first young people want to find a working place, to make a career, obtain possessions. We face the deepness of individualization as well. That encouraged us to analyze the problem of generation solidarity, which has not been analyzed enough.

THE AIM is to reveal the attitude of youth toward the family in the context of social challenges and approaches to intergenerational dialogue. It will be supported by an analysis of the concepts of the family presented by researchers in various fields.

WITHIN THE THEME will be introduced European research that allowed us to identify how young people tend to evaluate their genetic family: parents' interrelations, distribution of roles, the satisfaction of their relations with their parents, time parents devoted to their upbringing, parents' role in solving fundamental life questions, etc.

Attitudes to the family change in the context of various processes emerging in the development of postmodern society. Maslauskaitė (2005) identifies these reasons in an extensive globalization discourse ("unfriendly" environment of market economy, the role of women in the labor market, aspects of consumer culture in family communication, the devalued meaning of the marriage institute, birth, divorce, and cohabitation issues, etc.) and looks for ways to stabilize transformations in family life through family support policies.

KEYWORDS family, solidarity of generations, youth's marital behavior, "unfriendly" market economy environment, family policy, emigration.

TEACHING/LEARNING METHODS theoretical lecture, seminar, presentations of students

REFERENCES

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2.3. Cyberthreats and Cyberbullying in the Context of the Prevention Strategies

Aneta Domżalska (University of Warsaw)

SUMMARY The advance in the development of modern technologies enables us to fulfill the developmental needs characteristic of adolescence, such as the eagerness for feelings and curiosity. Simultaneously it is also associated with the formation of threats, the victims of which are younger and younger Internet users.

THE AIM is to increase students' awareness of threats created by modern technologies. Particular attention will be paid to the diagnosis of the conditions, types, and effects of cyberthreats. Additionally, it is important to prepare students to develop and apply various strategies and procedures, methods, and techniques to prevent threats resulting from inappropriate and premature use of modern technologies.

WITHIN THE THEME issues related to the types of cyberthreats (harmful content, grooming, cyberbullying, pato streaming, sexting, internet abuse and computer addiction) will be addressed. The course covers the causes and effects of these threats and presents the scale and character of these phenomena. Furthermore, the analysis of selected preventive-educational programmes in preventing and combating threats in cyberspace in selected countries will be conducted.

KEYWORDS Cyberthreats, cyberbullying, grooming, internet abuse and computer addiction, preventive-educational programmes

LEARNING/TEACHING METHODS mini seminar lectures, description, brainstorming, discussion method, situational method, case study, project method, role play, observation, analysis of the scientific text, film and educational material

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SECTION 3

(Un)employment vs. *Well-Being*

3.1. Unemployment and Youth Policy Issues in the Context of European Solidarity
3.2. Employment and Entrepreneurship
3.3. Unemployment and Youth Policy Issues in the Context of European Solidarity

3.1. Unemployment and Youth Policy Issues in the Context of European Solidarity

Skaidrite Gūtmane (Latvian Christian Academy)

SUMMARY Understanding of youth unemployment requires a holistic approach that combines an analysis of the anthropological crisis of young people in modern society and labor market, structural challenges of the labor market, the effect and quality of education, youth migration and youth policies of youth employment promotion, as well as understanding the social and spiritual development of young people affecting increasingly polarized trajectories for young people today, their integration in society.

THE AIM is to explain basic theories and research that describes youth unemployment in Europe.

WITHIN THE THEME there will be presented general characteristics of youth employment and unemployment situations in Europe (national situation analysis, labor market statistics) and an anthropological portray of a young person in the situation of anthropological, sociological, and ontological risks in modern society. The lectures will introduce structural challenges for youth unemployment and inactivity, e.g., economic, political conditions of unemployment created by the state and society, and social conditions: social inclusion; financial situation; level of education and career opportunities; work experience; segmentation of labor markets; transition from school to work. The lectures will analyze the impact of unemployment on the social development of young people (social causes of unemployment), and youth employment promotion policies and measures in the EU as opportunities for solidarity, mobility and participation.

KEYWORDS unemployment, youth and labor market, social development of young people, anthropological portray of a young person, youth policies.

LEARNING/TEACHING METHODS teaching takes the form of lectures, seminars, workshops and presentations of students.

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3.2. Employment and Entrepreneurship

Elvyra Aciene, Alona Rauckiene-Michaelsson (Klaipeda University)

SUMMARY The general decline in labor market engagement among young people has continued in the past years. That is partly because young people are spending more time in education, which is helping ensure that the future labor force will be better skilled and able to cope with the transformations in the world of work brought about by new technologies. However, it also reflects a significant degree of labor under utilization as approximately one-fifth of young people worldwide are not in employment, education, or training. Other challenges requiring a strong policy response include persisting gender gaps in the labor market, the prevalence of informal employment, which affects more than three-quarters of young workers, and working poverty, which affects almost one-third. The fact that millions of young people worldwide would emigrate permanently, if they had a chance, highlights the urgent need for policy-makers to tackle the labor market barriers and precarious conditions at work faced by young people in many countries.

THE AIM is to reveal the reasons for the non-participation of young people in the labor market and its consequences for their quality of life and participation in public life. Also, young people's values, aspirations, goals, plans will be disclosed in the context of their professional careers. In the context of equal opportunities, we will assess the opportunities for young people with disabilities to participate in the labor market in the context of social policy (employment service and vocational integration).

WITHIN THE THEME will be introduced how the EU and its Member States have been promoting entrepreneurial competences among young people as a pathway to taking an active part in society, the role of youth work in fostering entrepreneurial learning. European Solidarity Corps also aims to complement the efforts made by the Member States to support young people and ease their school-to-work transition under the Youth Guarantee1 by providing them with additional opportunities to make a start into the

labor market in the form of traineeships or jobs within their respective Member State or across borders. The activities of the European Solidarity Corps support the objectives of the newly adopted EU Youth Strategy for 2019-2027 years which encourages young people to become active citizens, agents of solidarity, and positive change for communities across Europe, inspired by EU values and European identity.

KEYWORDS employment, entrepreneurship, youth and labor market, European solidarity, emigration, equal opportunities

LEARNING/TEACHING METHODS theoretical lecture, seminar, presentations of students

REFERENCES

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SECTION 4

Prejudice vs. Tolerance

4.1. Socio-Cultural Resources in Solving Social Problems

4.2. Social-Pedagogical Strategies Shaping Attitudes of Openness and Counteract Exclusion

4.1. Socio-Cultural Resources in Solving Social Problems

Elżbieta Bielecka (University of Warsaw)

SUMMARY The source literature demonstrates that the approach combining activation with the individual provision of services is the most efficient aid for persons in crisis or socially marginalized. Therefore, one of the key tasks of social professionals is helping to activate the relevant resources and skills to change the way of functioning of such social groups. Restoring the ability of individuals and social groups to fully participate in social life is consistent with the concept of empowerment – the key requirement of effective work with people.

THE AIM is to increase the students' awareness of the role and importance of social and cultural resources in youth development. Another purpose of the course is to develop the practical skills needed to identify and build institutional, group and individual resources, as well as to familiarize the students with the empowerment approach and its application in social work in the context of problem-solving, in particular preventing the social exclusion of marginalized individuals and groups.

WITHIN THE THEME the priorities include gaining knowledge and practicing skills of identification/activation/enhancement of social and cultural resources of young people, social bonds, positive relations in the family and the local community. Presenting the assumptions of, e.g., Solution-Focused Brief Therapy, Good Lives Model, The Conservation of Resources Theory, Positive Youth Development approaches and good practices of working with young people in crisis. The practical tasks performed during the course will involve diagnosing the needs and the development of recovery or preventive plans based on young people's social and cultural resources.

KEYWORDS socio-cultural resources, empowerment, preventing social exclusion of marginalized individuals and groups, professional and individual skills

LEARNING/TEACHING METHODS workshop (brainstorm, presentation, mini-lecture, discussion, role play), problem-solving method, case study, analysis of the scientific text

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4.2. Social-Pedagogical Strategies Shaping Attitudes of Openness and Counteract Exclusion

Danuta Lalak (University of Warsaw)

SUMMARY We live in a time that is only apparently open to cultural diversity and all forms of diversity. Prejudice and intolerance are inscribed in the functioning of the most developed societies. It is due to the escalation of conflicts on a global scale. They are both internal (ideological, political, worldview differences) and external (xenophobia, aversion to immigrants, struggle for domination).

THE AIM is to familiarize students with the forms and sources of intolerant behavior, to discuss and implement educational programmes promoting inclusion and cultural diversity. As a consequence, it leads to respect for human rights and the promotion of diversity as a value in social life. It is also about deepening the perspectives of understanding the phenomenon of intolerance, promoting democratic and solidarity values, and disseminating the concept of "recognition".

WITHIN THE THEME students are prepared to work with people who are culturally different, representatives of minority groups. Conflict resolution, communication, and understanding basic cultural differences will be developed. During the course, students learn about the sources of intolerance and prejudices (ignorance, fear of dissimilarity) and the most important factors reducing hostility toward other groups (trust, contacts with representatives of minority groups, positive attitudes toward diversity). The tasks carried out during the course are: expanding knowledge about culturally different and negatively stereotyped groups; strengthening empathy and the ability to adopt perspectives, recognizing "hate speech", identifying the sources and mechanisms of public intolerance and verbal violence; disseminating the concept of "recognition".

KEYWORDS (group-focused enmity), intolerance, hate speech, recognition, prejudice, cultural differences, homophobia, xenophobia

LEARNING/TEACHING METHODS brainstorm, presentation, mini-lecture, discussion, critical thinking, desk research, reflection, problem-solving method, case study, workshop

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SECTION 5

Risk vs. *Protective Factors*

5.1. Well-Being, Risk Behavior, and Health
5.2. Understanding Juvenile Delinquency

5.1. Well-Being, Risk Behavior, and Health

Irena Dychawy-Rosner (Malmo University)

SUMMARY It is historically evident that health and well-being are an important outcome of bio-medical factors, social conditions, and the state of social inequality. In recent years, there have been attempts to deal with health consequences of social inequalities in young populations in European countries and youth lifestyle choices, development of social networks, prosocial behavior, and the motivation to benefit and learn from a supportive environment.

THE AIM is to make students aware of and increase knowledge about theories related to social determinants of health and research related to social interventions with young people who expose risk behavior such as abuse, mental ill health, risk behavior, or violence. The learning content will focus on developing student's ability to formulate issues relevant to social work with young people regarding structural conditions, socio-economic vulnerability, risk behavior, addiction problems, and mental ill health.

WITHIN THE THEME particular attention will be put on social practices, preventive social work, and cross-system collaborative practices. Particular focus is on concepts that put the client in the center of the intervention process regarding protective factors. Essential insights in this concept are about people shaped and socialized through social systems and the barriers to participation or integration between participatory and established authoritative structures.

KEYWORDS health well-being and society, social vulnerability, pedagogical social work, collaboration

LEARNING/TEACHING METHODS self-study, lectures, seminars, workshops, oral presentations and individual writing

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5.2. Understanding Juvenile Delinquency

Krzysztof Sawicki (University of Białystok)

SUMMARY Adolescence is a specific developmental period linked with (beyond the development of potentials and possibilities) a high risk of antisocial behavior and juvenile delinquency. This specific vulnerability is an effect of biopsychological changes (described as maturity), seeking new interesting reference groups or individuals, testing adult social roles, or internalizing norms and values from culture and society. These contexts create a patchwork of the new possibilities, limitations, and risks for human development during adolescence.

THE AIM is to empower students in developing competences in understanding the phenomenon of youth at risk and juvenile delinquency. In particular, it concerns identifying symptoms, understanding the causes, analyzing dynamics, and taking initiatives to minimize them in the individual, group, or environmental dimension. It is linked with implementing the current state of knowledge about youth at risk, juvenile delinquency, and restorative justice, with the special attention on the European recommendations, and theoretical background (Positive Youth Development and Evidence-Based Practice).

WITHIN THE THEME special attention is paid to understanding how "juvenile" as a status is defined in the EU countries (regarding age level, forms of risk behavior, diagnostic procedures in the EU in general and in member states). Especially EU recommendations like European Rules for juvenile offenders subject to sanctions or measures will be taken into account with the special attention on their implementation in member states, perceived as a space for youth work related to preventive, interventive, therapeutic, and rehabilitative treatments.

KEYWORDS Youth at risk, juvenile delinquency, risk and protective factors, social rehabilitation, Positive Youth Development, Evidence-Based Practice

LEARNING/TEACHING METHODS Lectures, discussions, critical thinking, problem-solving method, case studies and study visits

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