

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

Center for youth activism Krik

March 2020, Skopje

CONTENT

*Info for the project* ..... 2

**Intellectual Outputs:** ..... 3

Info for the study/analysis of the country`s needs in terms of youth and social workers skills` needs for reach out activities to marginalized youth ..... 4

Analyses of the country`s needs in terms of youth and social workers skills` needs for reach out activities to marginalized youth-study on youth/social workers or educators ..... 7

**Section I Activities delivered for marginalized groups on local level by youth organizations** ..... 7

**Section II Educational programs for youth/social workers and or educators working in the youth organizations**..... 12

**Section III Legal situation in the country**..... 16

**Section IV Digital tools on behalf of the youth organizations**..... 18

Analyses of the country`s needs in terms of youth and social workers skills` needs for reach out activities to marginalized youth-study on youth/social workers or educators ..... 26

**Section I Activities delivered for marginalized groups on local level by youth/social workers or educators** ..... 26

**Section II Educational programs for youth/social workers and or educators** ..... 29

**Section III Digital tools on behalf of youth/social workers or educators**..... 33



## INFO FOR THE PROJECT

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

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

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

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

### EXPECTED RESULTS AND LONGER TERM BENEFITS

- IO1 Research on youth workers' skills needs
- IO2 STRET-APP digital app
- IO3 Awareness raising campaigns in all countries on social issues and quality of youth work
- Two joint staff training events including a Social Art Festival Exhibition for dissemination purposes
- 4 multiplier events for disseminating project results and innovation



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

- Social disadvantage reduced.

#### INTELLECTUAL OUTPUTS:

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

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

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



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

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

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

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

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

The study is consisted of two different questionnaires:

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

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

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



In North Macedonia 63 questionnaires were collected including

37 youth workers

26 organizations



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

Center for youth activism Krik



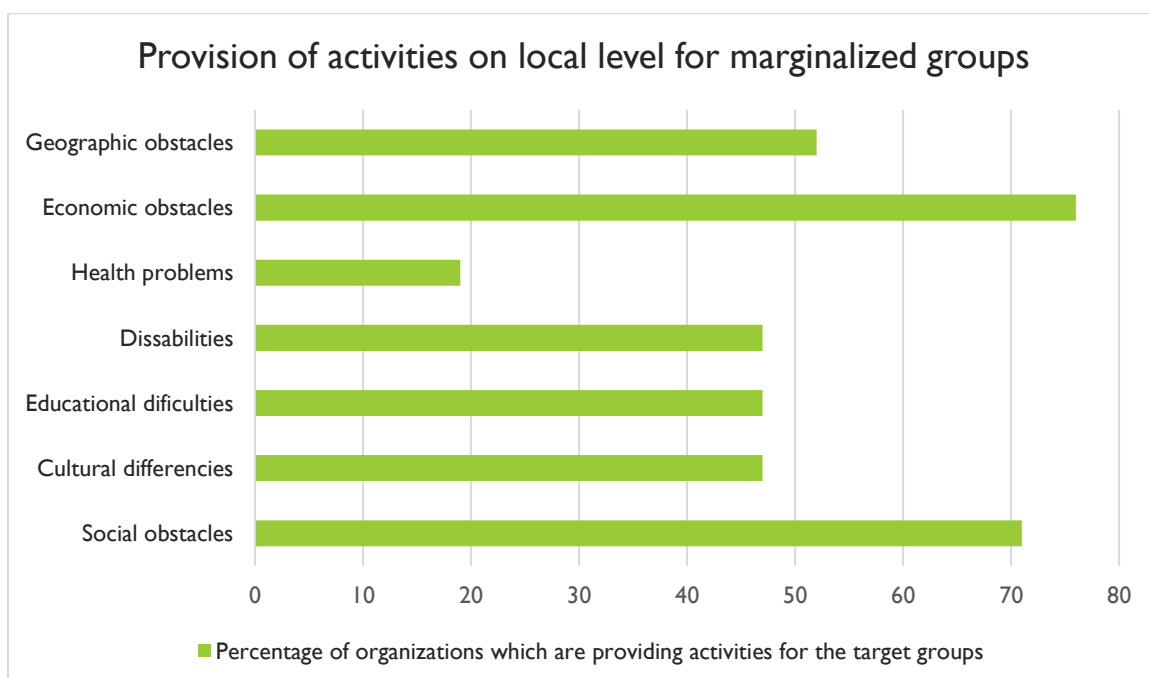
ANALYSES OF THE COUNTRY'S NEEDS IN TERMS OF YOUTH AND SOCIAL WORKERS SKILLS' NEEDS FOR REACH OUT ACTIVITIES TO MARGINALIZED YOUTH- STUDY ON YOUTH/SOCIAL WORKERS OR EDUCATORS

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

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

According to the answers provided to the question, 76,2% or 16 of the organizations are providing activities for young people facing economic obstacles, 71,4% or 15 of the organizations are providing activities for young people facing social obstacles, 52,4% or 11 organizations are providing activities for young people facing geographical obstacles, 47,6% or 10 organizations are providing activities for young people facing cultural differences, educational difficulties and young people with disabilities, 23,8% or 5 organizations are providing activities for young people facing health problems while 19% or 4 organizations are not providing activities for any of the marginalized groups of young people.

As a conclusion to the provision of the activities for marginalized groups of young people in North Macedonia, the biggest number of organizations are providing activities for young people facing economical obstacles.



Graphic no.1 Provision of activities for marginalized groups





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

According to the responses of the organizations, the activities that they are providing for the marginalized groups have the following content:

Education for children's rights	Psychosocial support	Employment programs	Trainings for youth workers
Scout program for reception centers for street children and children from socially disadvantaged families	Youth programs in special schools	Distribution of surplus food to vulnerable groups	Workshops in high schools on different topics
Intercultural evenings	Seminars	Students exchanges	Workshops for life skills
Debate clubs	Summer inclusive camps	Outdoor teaching	Volunteering activities
Mobility projects	Crafts workshops	Peer education programs	Scout camps

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

**PRIMARLY TARGET GROUP WHICH THE ORGANIZATIONS ARE PROVIDING ACTIVITIES FOR**

According to the responses of the organizations, they are providing activities for the following target groups:

High school students	Socially marginalized groups	Youth workers and youth work providers	Social workers working with marginalized groups
Young unemployed people	Young Roma people	Students of the Institute of Special Education and Rehabilitation	Students with disabilities
Children	Refugees	University students	Street children
Young people with disabilities	Children and youngsters coming from orphanage	Children with autism	Youngsters coming from rural areas

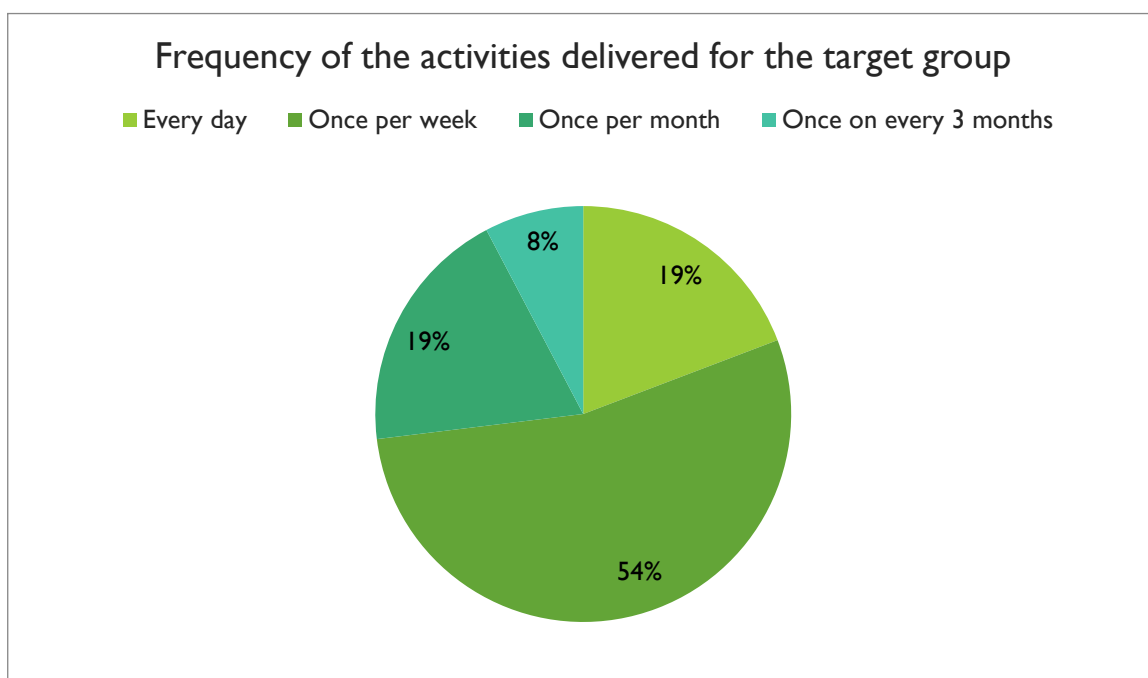
Table no. 2 Primary target group of the organizations



### FREQUENCY OF THE ACTIVITIES DELIVERED FOR THE PRIMARLY TARGET GROUP

According to the answers provided to the question, 54% of 14 of the organizations are providing activities once per week for the target group, 19% or 5 of the organizations are providing activities every day for the target group, 19% or 5 of the organization are providing activities once per month for the target group, and 8% or 2 of the organization are providing activities on every 3 months for the target group.

As conclusion to the frequency of the activities delivered for the target group, the biggest number of organizations are providing activities once per week.



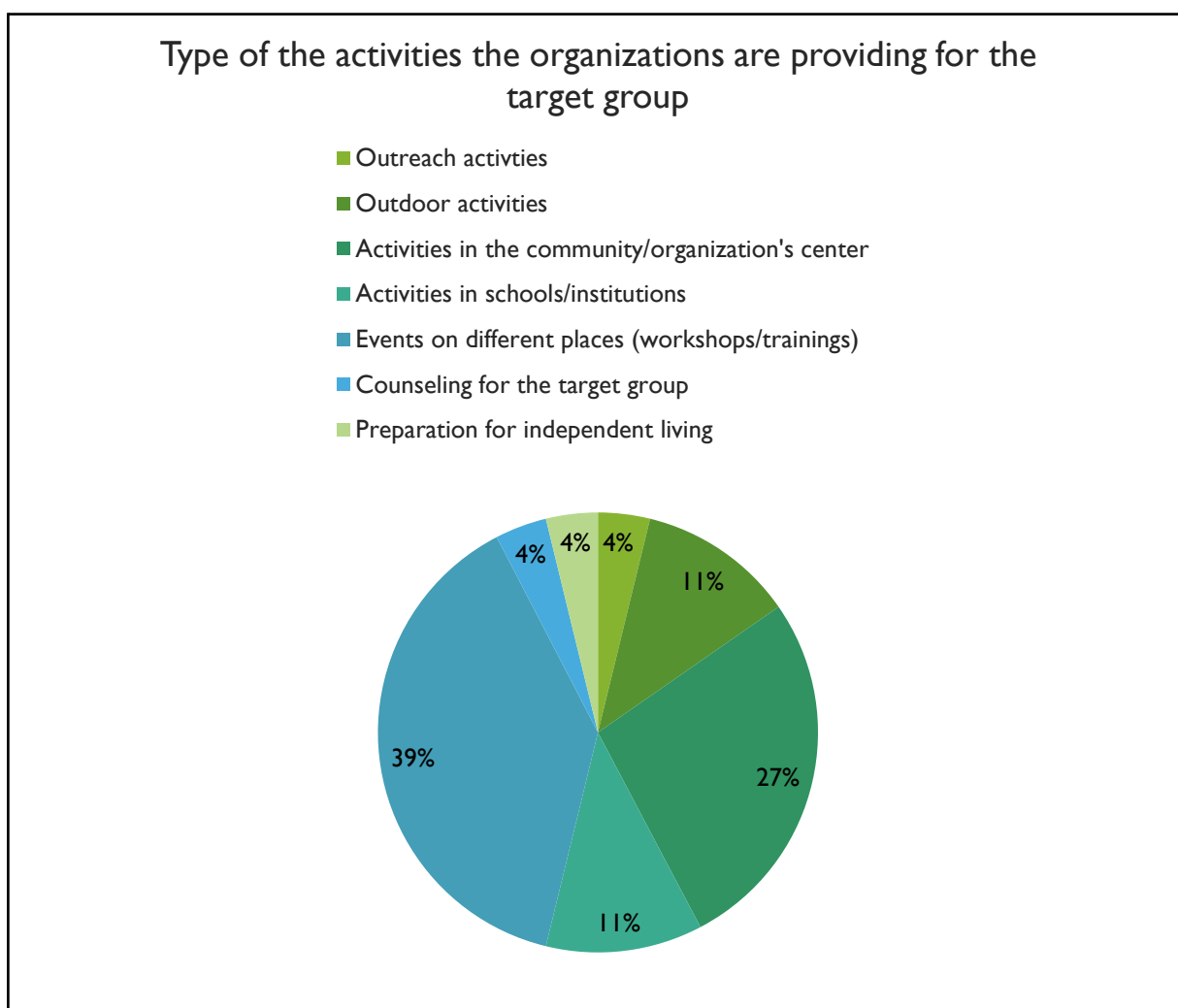
Graphic no. 2 Frequency of the activities delivered for the target group



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

According to the answers provided to the questions, 39% or 10 of the organizations are organizing events on different places, 27% or 7 of the organizations are providing activities in the community or in the organization's center, 11% or 3 of the organizations are providing activities in the schools or institutions, 11% or 3 of the organizations are providing outdoor activities, 4% or 1 of the organizations is providing counseling for the target group, 4% or 1 of the organizations is providing outreach activities for the target group, and 4% or 1 of the organizations is providing preparation for independent living for the target group.

As conclusion to the type of the activities the organizations are providing for the target group, the biggest number of the organizations are organizing events on different places (workshops/trainings).



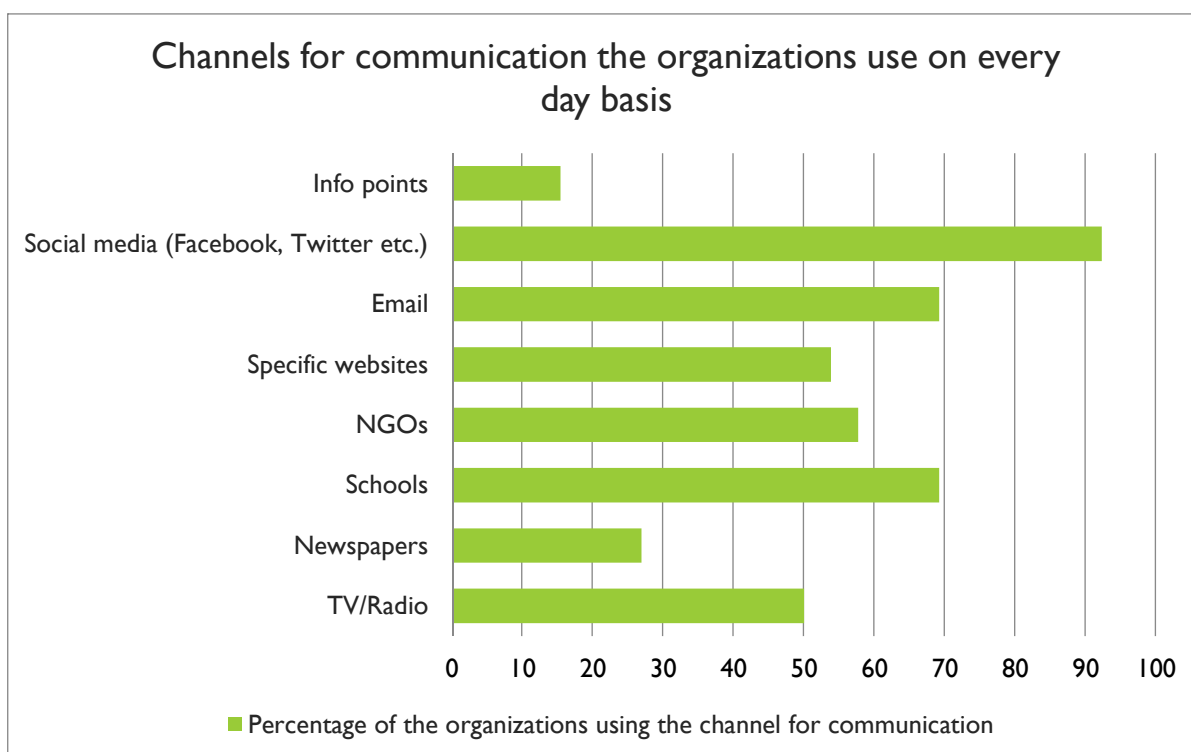
Graphic no. 3 Type of activities the organization are providing for the target group



**CHANNELS FOR COMMUNICATIONS THE ORGANIZATIONS USES ON EVERY DAY BASIS**

According to the answers provided to the question, 92.3% or 24 of the organizations are using social media as channel for communication, 69.2% or 18 of the organizations are using email, 69.2% or 18 organizations are using the schools as channel for communication with the target group, 57.7% or 15 of the organizations are using the other NGOs as a channel for communication, 53.8% or 14 of the organizations are using specific websites, 50% or 13 of the organizations are using as channel for communication, 26.9% or 7 of the organizations are using newspapers, while 15,4% or 4 of the organizations are using info points as channel for communication.

As conclusion to the channels for communication the organization use on every day basis, the most used channel is social media.



Graphic no. 4 Channels for communication the organizations use on every day basis

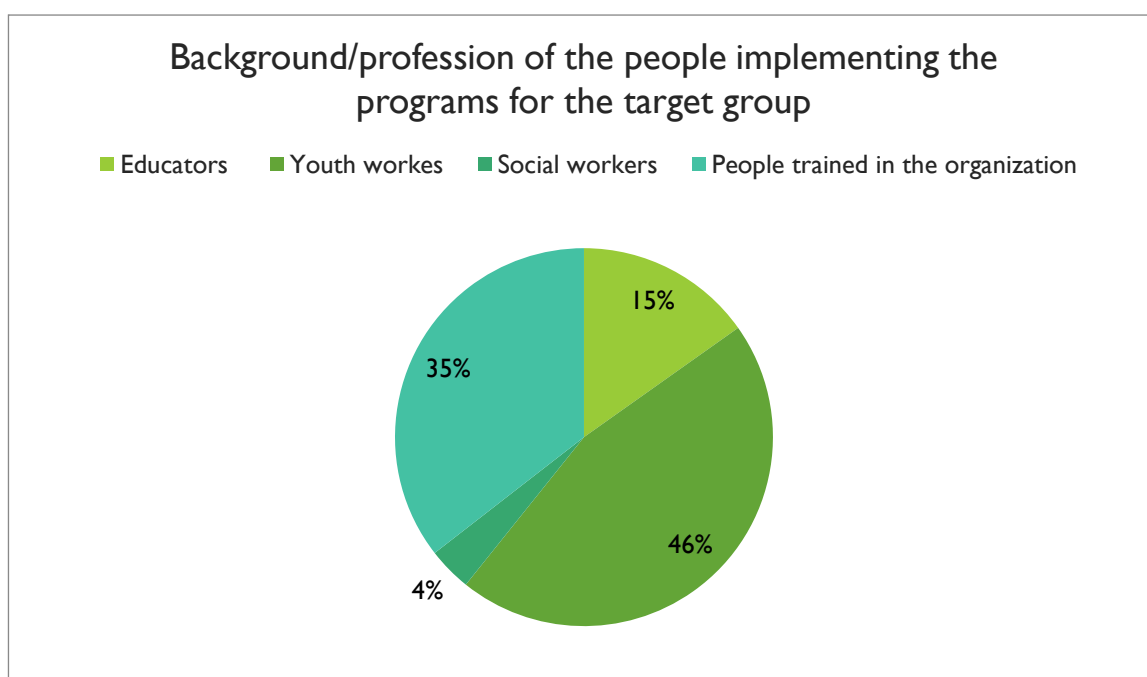


SECTION II EDUCATIONAL PROGRAMS FOR YOUTH/SOCIAL WORKERS AND OR EDUCATORS WORKING IN THE YOUTH ORGANIZATIONS

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

According to the answers provided to the question, 46% or in 12 of the organizations the people who are implementing the programs are youth workers, 35% or 9 of the organizations have trained the people who are implementing the programs for the target group, 35% or in 4 organizations people who are implementing the programs are educators, and 4% or in 1 organization social workers are implementing the programs for the target group.

As a conclusion for the background/profession of the people implementing the programs for the target group of the organization, in most of the organization, they are youth workers.



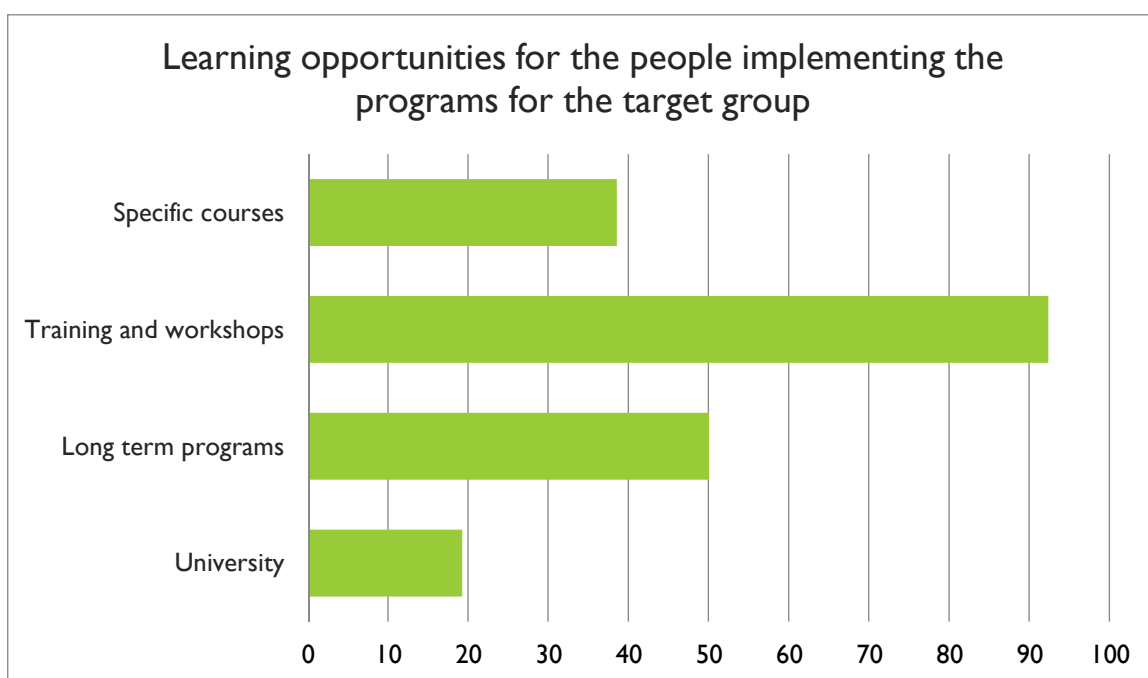
Graphic no. 5 Background/profession of the people implementing the programs for the target group of the organizations



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

According to the answers provided to the question, 92.3% or 24 of the organizations answered that their youth workers and educators learned how to work with the target group by participating on trainings and workshops, 50% or 13 of the organizations answered that their youth workers and educators learned how to work with the target group by participating in long term programs, 38.5% or 10 of the organizations answered that their youth workers and educators learned how to work with the target group from visiting specific courses, while 19,2% or 5 of the organizations answered that their youth workers and educators learned how to work with the target group from university.

As conclusion of the educational programs for the youth/social workers and educators, the biggest number of youth/social workers and educators from the organizations, learned how to work with the target group by participating on different trainings and workshops.



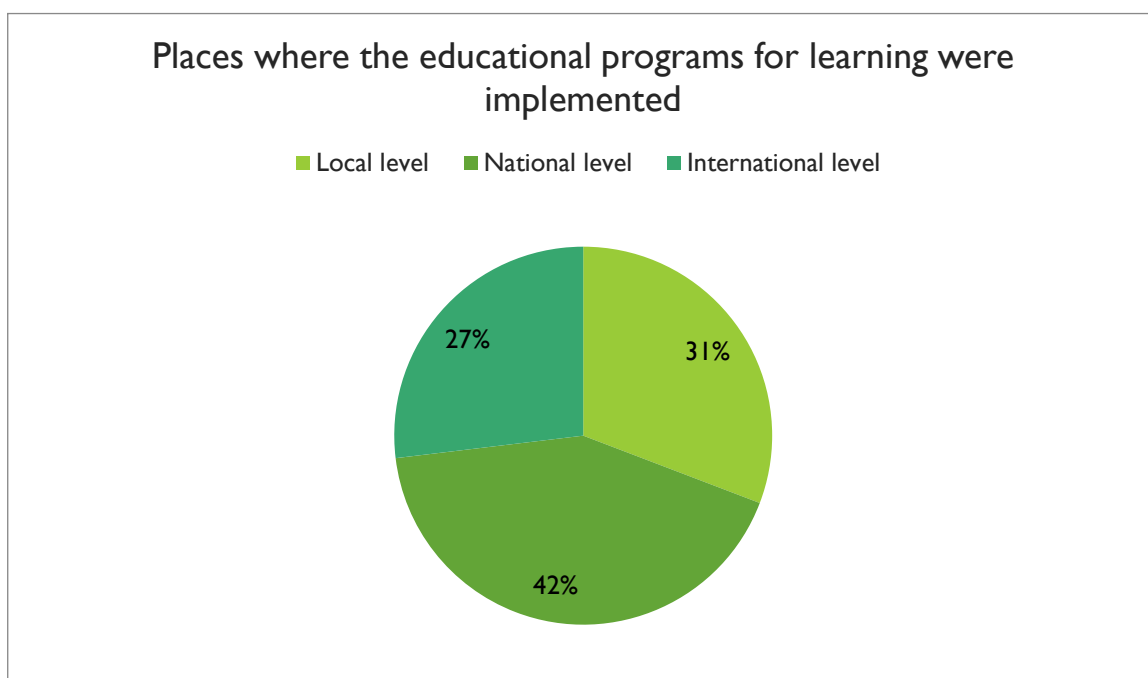
Graphic no. 6 Learning opportunities for the people implementing the programs for the target group



### PLACES WHERE THE EDUCATIONAL PROGRAMS FOR LEARNING WERE IMPLEMENTED

According to the answers provided to the question, 42% or 11 of the organizations implemented educational programs for learning on national level, 31% or 8 of the organizations implemented educational programs for learning on local level, and 27% or 7 of the organizations implemented educational programs on international level.

As a conclusion of the places where the educational programs for learning were implemented, the biggest number of organizations implemented the educational programs for learning on national level.

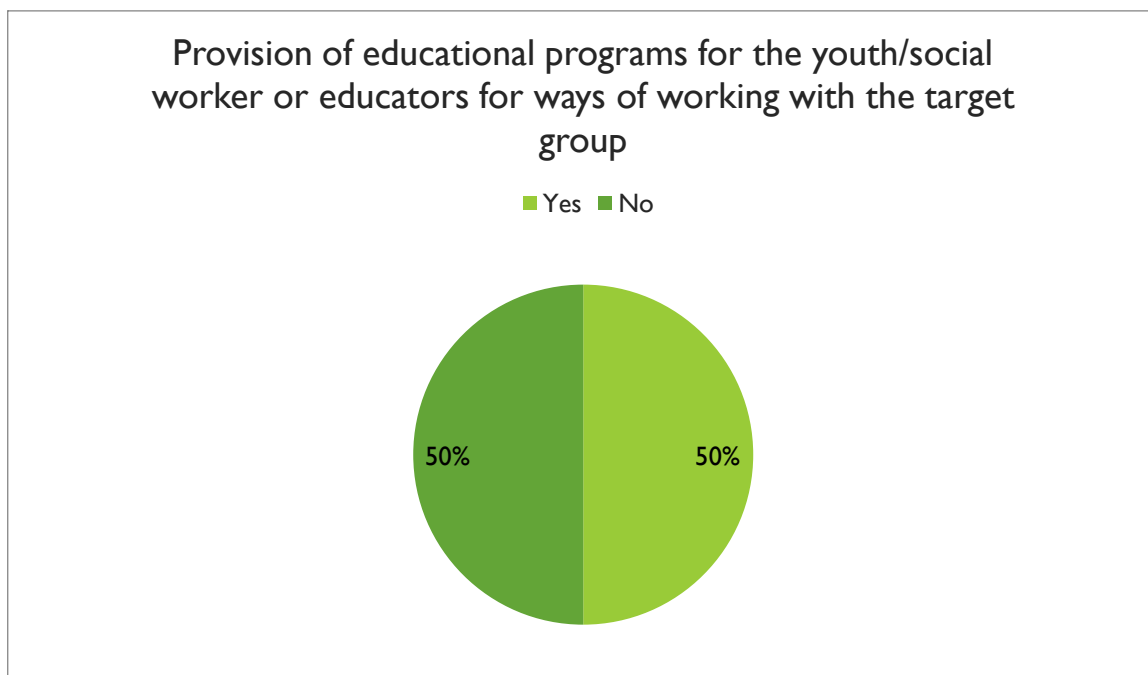


Graphic no. 7 Places where the educational programs for learning were implemented



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

According to the answers provided to the question, 50% or 13 of the organizations are providing educational programs for the youth/social workers or educators for ways of working with the target group, and the other 50% or 13 of the organizations are not providing educational programs for the youth/social workers or educators.



Graphic no. 8 Provision of educational programs for youth/social workers or educators working with the target group

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

The organizations are providing the following educational programs for youth/social workers and educators:

Leadership trainings	Academies	Long term education program for adults in the field of youth work	Seminars
Training for trainers	Training for mentors	Training for peer educators	Training for trainers for soft skills
Youth programs in special schools	Summer schools	Mobility projects	Training for peer educators
Online courses for youth workers	Webinars	Panel discussions on specific topic	Conferences

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





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

According to the responses of the organizations, they believe that every youth/social worker or educator should have the following skills and competences:

Communication skills	Leadership skills	Flexibility	Initiative
Emotional intelligence	Tolerance	Open mindedness	Presentation skills
Organizational skills	Team working skills	Advocacy skills	Information management
Group management	Needs analyses	Creativity	Critical thinking
Coaching skills	Conflict transformation	Self-management	Public speaking

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

### SECTION III LEGAL SITUATION IN THE COUNTRY

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

According to the responses of the organizations, National and local authorities are offering the following services for the target group:

Formal education	Free books for elementary and high school students	Free transportation for elementary students, high school students and university students	Technical and financial support to open or expand business
Support for community projects	Deinstitutionalization and decentralization	Opening youth centers on local level	Opening daily centers for people with disability
Scholarships	Providing personal assistants for students with disability	Grants for opening small business	Financial support for civil society organizations

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

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

According to the responses of the organizations, the target group has the following benefits from the services offered by the national and local authorities:

Formal education	Counseling for the target group	Providing information	Programs for employment and self-employment
Micro financing	Free bus transportation for students	Scholarships for students studying in the country and abroad	Discounts for culture and art events for the target group
Free textbooks for elementary and high school students	Financial support	Grants for opening small business	Financial support for parents with children with disability

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



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

According to the responses of the organizations, they are providing the following services for the target group:

Programs for self-development	Various types of activities for capacity building	Counseling for the target group	Psychological support
Mobility projects	Programs for professional development	Activities enhancing social integration	Employment and self-employment programs
Providing information for the target group	Re-granting for small projects	Trainings and workshops on different topics	Volunteering activities

Table no. 7 Services offered by the NGOs

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

According to the responses of the organizations, the target group need the following additional services provided by the NGOs and the Governmental organizations:

Social support for marginalized groups	Grassroots work with target group	Support for single parents	Activities for LGBTIQ+ community
Ensuring access for people with disability in institutions and public spaces	Providing bigger number of deaf interpreters in the health system	Self-employment programs for youngsters living in rural areas	Promoting socially useful work in areas where the number of inactive youth is bigger
Providing free workshops and trainings for teachers working with children with disability in regular schools	Modern educational system	Public health workshops in schools	Activities for Roma people

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

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

According to the responses of the organizations, the local community will have the following benefits and impact from the integration and inclusion of the target group on local level:

Social development	Active citizenship	Volunteerism	Increasing the level of critical thinking
Sustainable communities	Economic development	Professional growth	Self-advocacy
Taping the intellectual and expert potential from each individual	Reducing the rate of brain drain	Higher level of democratic participation	Social inclusion of marginalized groups

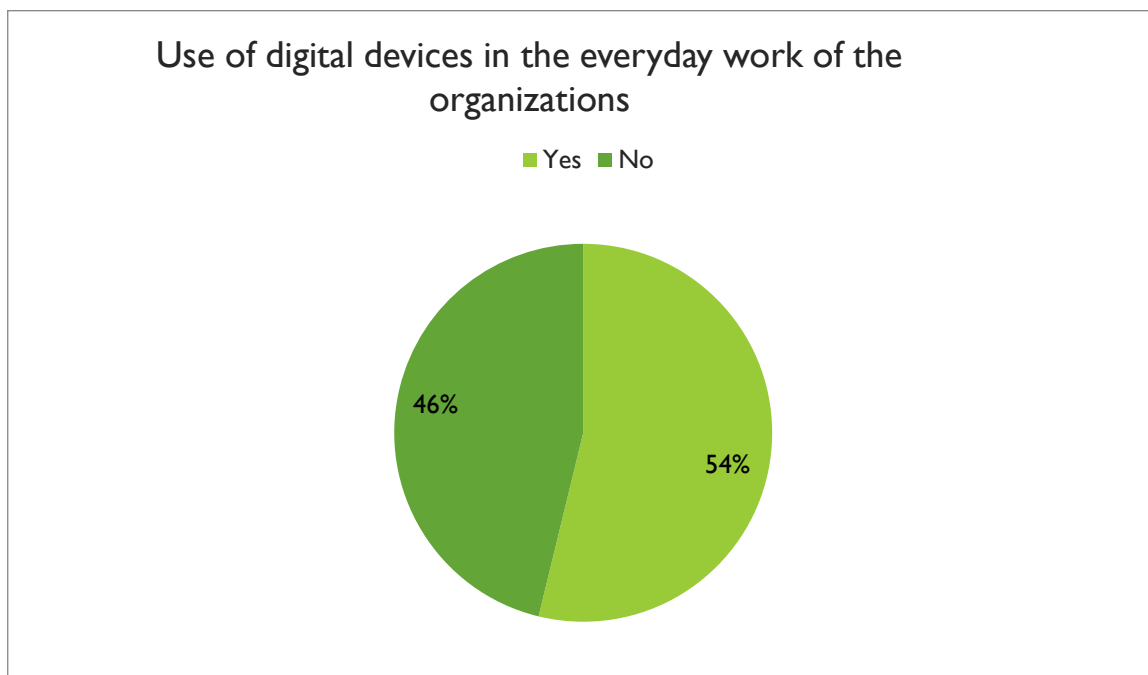
Table no. 9 Benefits and impact on the local communities



SECTION IV DIGITAL TOOLS ON BEHALF OF THE YOUTH ORGANIZATIONS

USE OF DIGITAL DEVICES IN THE EVERYDAY WORK OF THE ORGANIZATIONS

According to the answers provided to the question, 54% or 14 of the organizations are using digital devices in their everyday work, and 46% or 12 of the organizations answered that they are not using digital devices in their everyday work.



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

COMMONLY USED DIGITAL DEVICES IN THE EVERYDAY WORK OF THE ORGANIZATIONS

In their everyday work, the organizations are using the following digital devices:

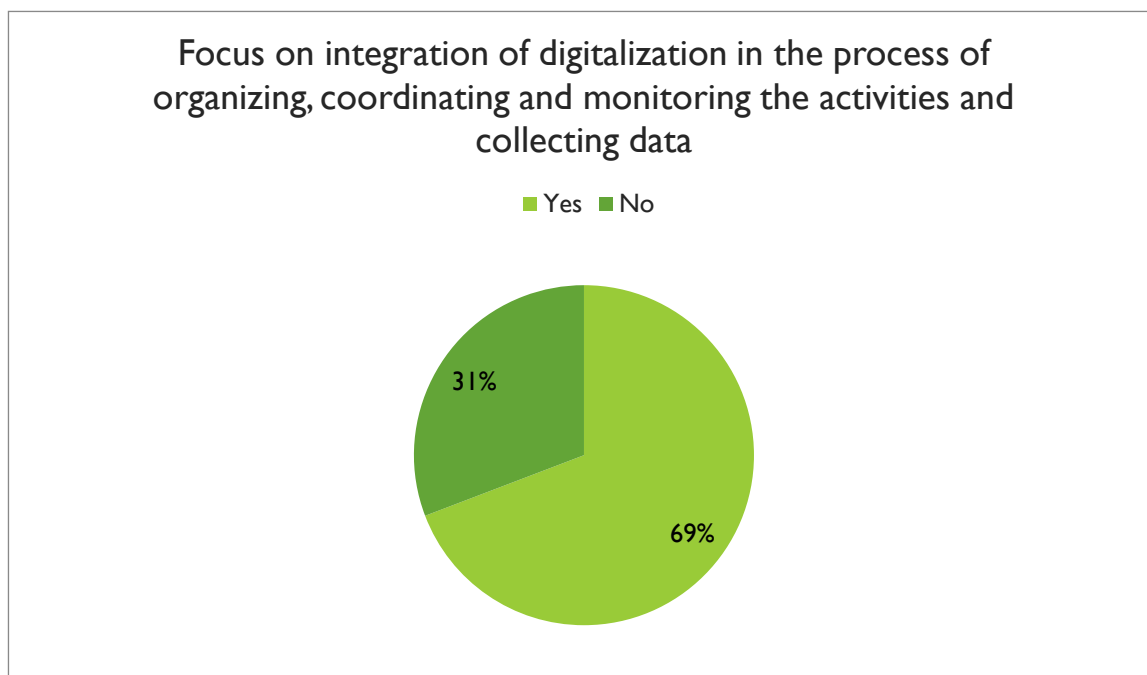
Laptops	Projectors	SMART boards	Smartphones
Printers	Camera	TV	3D pens
Coding robots	Social media	Applications	Tablets
Speakers	Headphones	Assistive technology devices	USBs

Table no. 10 Commonly used digital devices by the organizations



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

According to the answers provided to the question, 69% or 18 of the organizations are focusing on integration of digitalization in the process of organizing, coordinating and monitoring the activities and collecting data, and 31% or 8 of the organizations answered that integration of digitalization in the process of organizing, coordinating and monitoring the activities and collecting data is not their focus.



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

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

According to the responses of the organizations, the process of organizing, coordinating and monitoring the activities and collecting data can be supported by digitalization in the following ways:

Database for volunteers	Digital registration for membership	Dissemination of organization's work	Software tools for management
Online polls and questionnaires	Evaluation of activities	Document database	Online platforms such as: Google Drive, Trello, Slack, Dropbox etc.
Communication with partner organizations	Communication with the participants of the activities	Online platforms for applying projects	Online manuals and guidelines for working with the target group

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



THE DIGITALIZATION IS IMPLEMENTED IN THE ORGANIZATIONS IN THE FIELDS OF

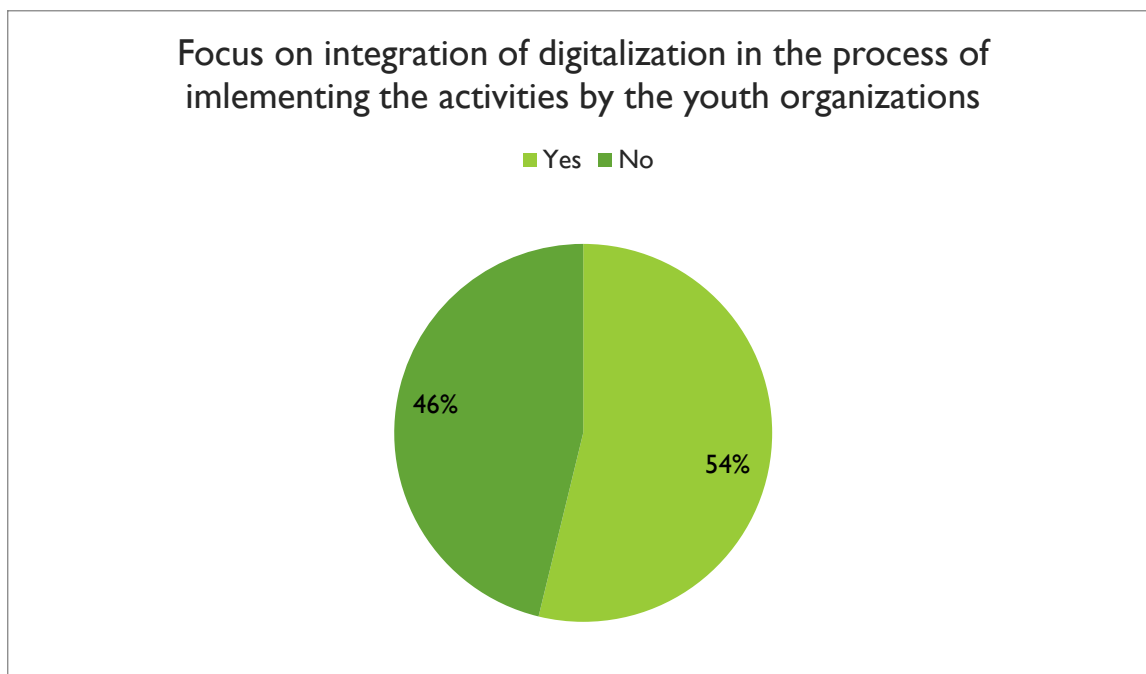
According to the responses of the organizations, the digitalization will be implemented in the following fields:

Webinars	E-courses	Social media posts	Educational games
Online evaluation of projects	Online meetings with partner organizations	Communication with participants of the activities	Finding online resources of information

Table no. 12 Fields where the digitalization is implemented in

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

According to the answers provided to the question, 54% or 14 of the organizations are focusing on integration of digitalization in the process of implementing the activities, and 46% or 12 of the organizations answered that the digitalization in the process of implementing the activities is not in their focus.



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



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

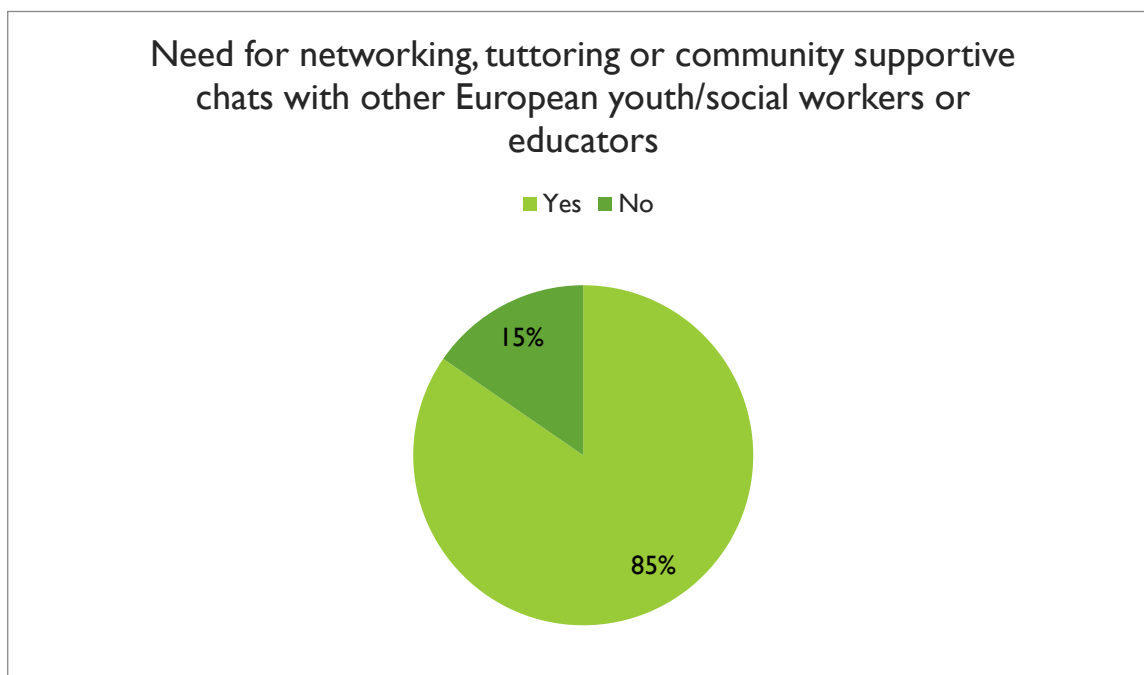
During the process of implementing the activities, the organizations are using the following ways of digitalization:

Webinars	Online challenges	E-courses for youth workers	Online magazines
Dissemination of project through video channels	Online gamification	Evaluation of projects	Using Doodle for scheduling meetings
Posting events on social media	Online trainings	Online tools for data processing	Online tools for assessment of public opinion

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

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

According to the answers provided to the question, 85% or 22 of the organizations think that there is a need for networking, tutoring or community supportive chats with other European youth/social workers or educators, and 15% or 4 of the organizations answered that there is no need for networking, tutoring or community supportive chats with other European youth/social workers or educators with the aim to support the process of preparing, implementing and monitoring the activities through digital platforms.

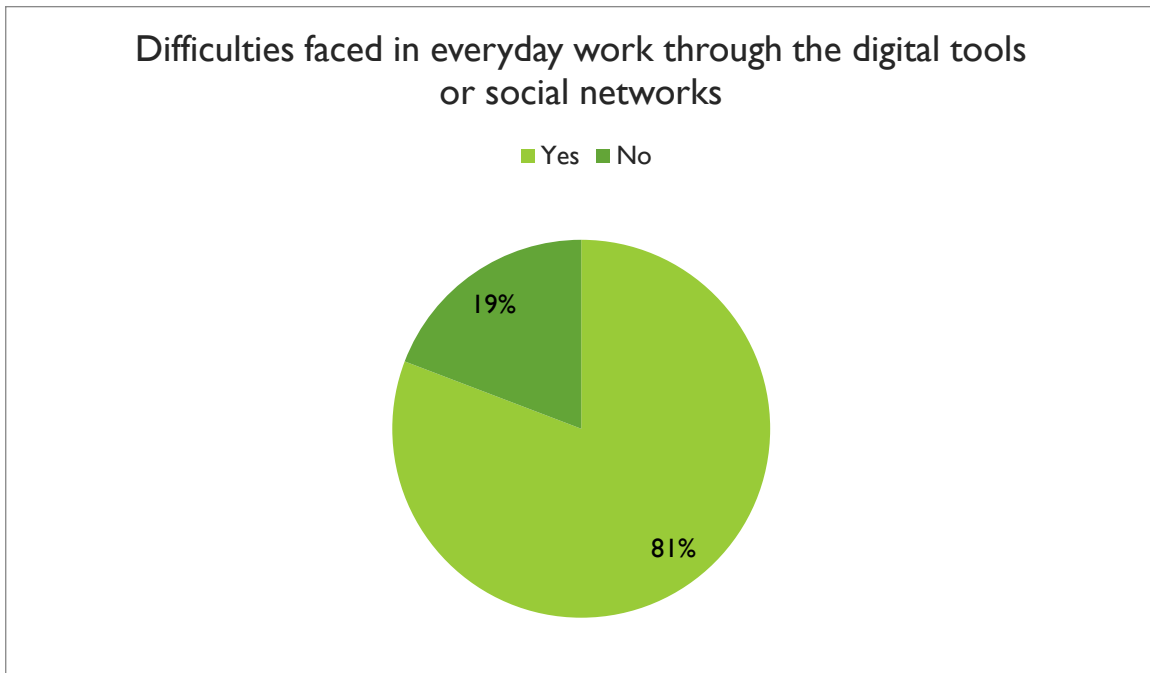


Graphic no.12 Need for networking, tutoring or community supportive chats with other European youth/social worker or educators



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

According to the answers provided to the question, 81% or 21 of the organizations think that a worldwide forum used between social workers would be useful to discuss with other peers of problems and solutions you deal with daily, and 19% or 5 of the organizations think that there is no need for that.

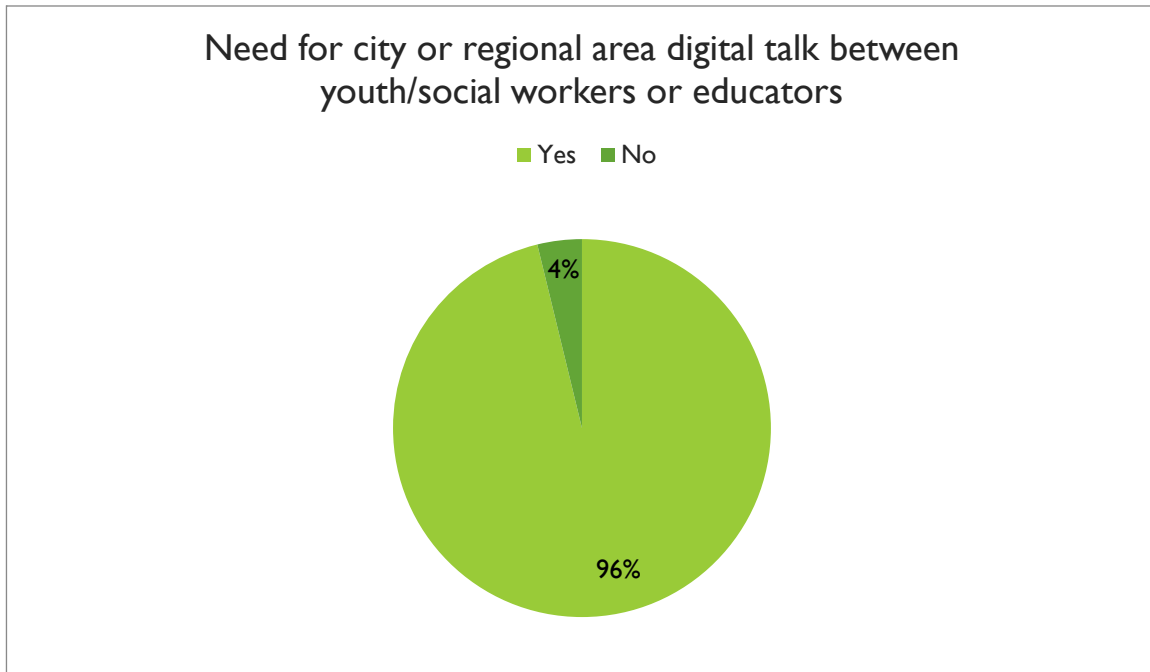


Graphic no.13 Difficulties faced in everyday work through the digital tools or social networks



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

According to the answers provided to the question, 96% or 25 of the organizations think that city or regional area digital talk between youth/social workers or educators can be useful, and 4% or 1 of the organizations thinks that there is no need for city or regional talk between youth/social workers or educators.



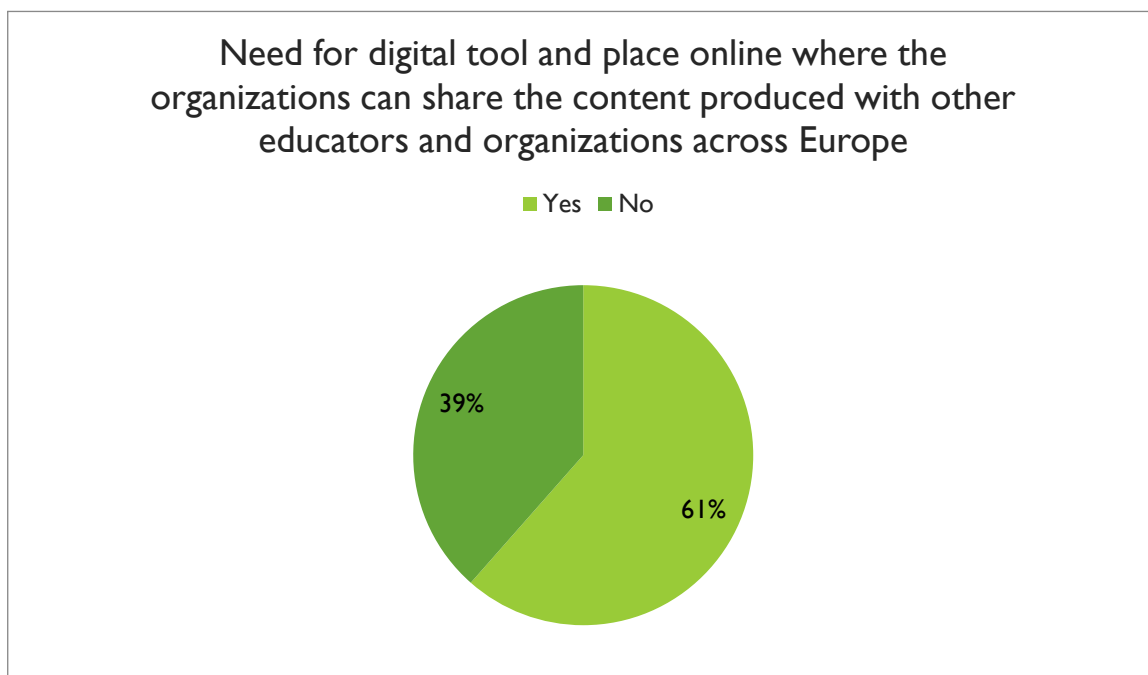
Graphic no.14 Need for city or regional area digital talk between youth/social workers or educators





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

According to the answers provided to the question, 61% or 16 of the organizations think that a digital tool and place online where the organization can share produced content, and 39% or 10 of the organizations answered that there is no need for a digital tool where the organizations can share the content produced with other educators and organizations across Europe.



Graphic no.15 Need for digital tool and place online where the organizations can share the content produced with other educators and organizations across Europe

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

According to the responses of the organizations, the content produced by the organizations will be in form of:

Videos	E-courses	Blogs	Articles
PowerPoint presentations	Online manuals	Photos	Tutorials
Case Studies	Interviews	eBooks	Social media posts
Quizzes and polls	Podcasts	Illustrations	Researches

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

### USEFULL THINGS WHICH THE APPLICATION SHOULD INCLUDE

According to the responses of the organizations, they are recommending the following things that the application should include:

Detailed information for the organizations	Enlarged text for visually impaired people	Option for call for partner organizations	Screen reader for blind people
--	--	---	--------------------------------

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



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

Center for youth activism Krik



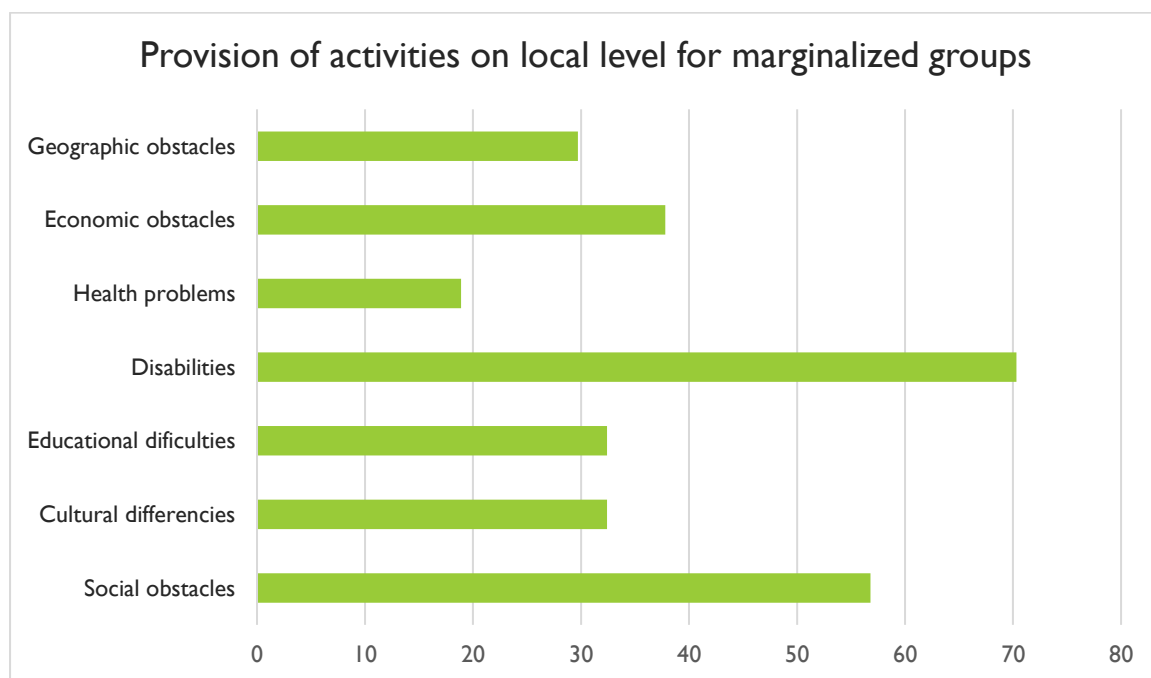
ANALYSES OF THE COUNTRY'S NEEDS IN TERMS OF YOUTH AND SOCIAL WORKERS SKILLS' NEEDS FOR REACH OUT ACTIVITIES TO MARGINALIZED YOUTH- STUDY ON YOUTH/SOCIAL WORKERS OR EDUCATORS

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

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

According to the answers provided to the question, 70.3% or 26 of the youth/social workers or educators are providing activities for people with disabilities, 56.8% or 21 of the youth/social workers or educators are providing activities for people facing social obstacles, 37.8% or 14 of the youth/social workers or educators are providing activities for people facing economic obstacles, 32.4% or 12 of the youth/social workers or educators are providing activities for people facing educational difficulties, 32.4% or 12 of the youth/social workers or educators are providing activities for people facing cultural differences, 29.7% or 11 of the youth/social workers or educators are providing activities for people facing geographical obstacles, and 18.9% or 7 of the youth/social workers or educators are providing activities for people facing health problems.

As a conclusion of the provision of the activities on local level for marginalized groups, the biggest number of youth/social workers or educators are providing activities for people with disabilities.



Graphic no.16 Provision of activities on local level for marginalized groups



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

According to the responses of the youth/social workers and educators, they are working with the following target groups:

Young people with disabilities	Medical students	Young people living rural areas	People who did not finished their primary or secondary education
Young people facing difficulties because of their sexual orientation	Young people which are not active in their community	Youngsters coming from the local community	Young people facing discrimination based on their gender, age, ethnicity, religion or sexual orientation
Ethnic minorities	Women living in rural areas	Young people with intellectual disability	Young Roma people
Children with autism	High school students	Children in poverty	Refugees

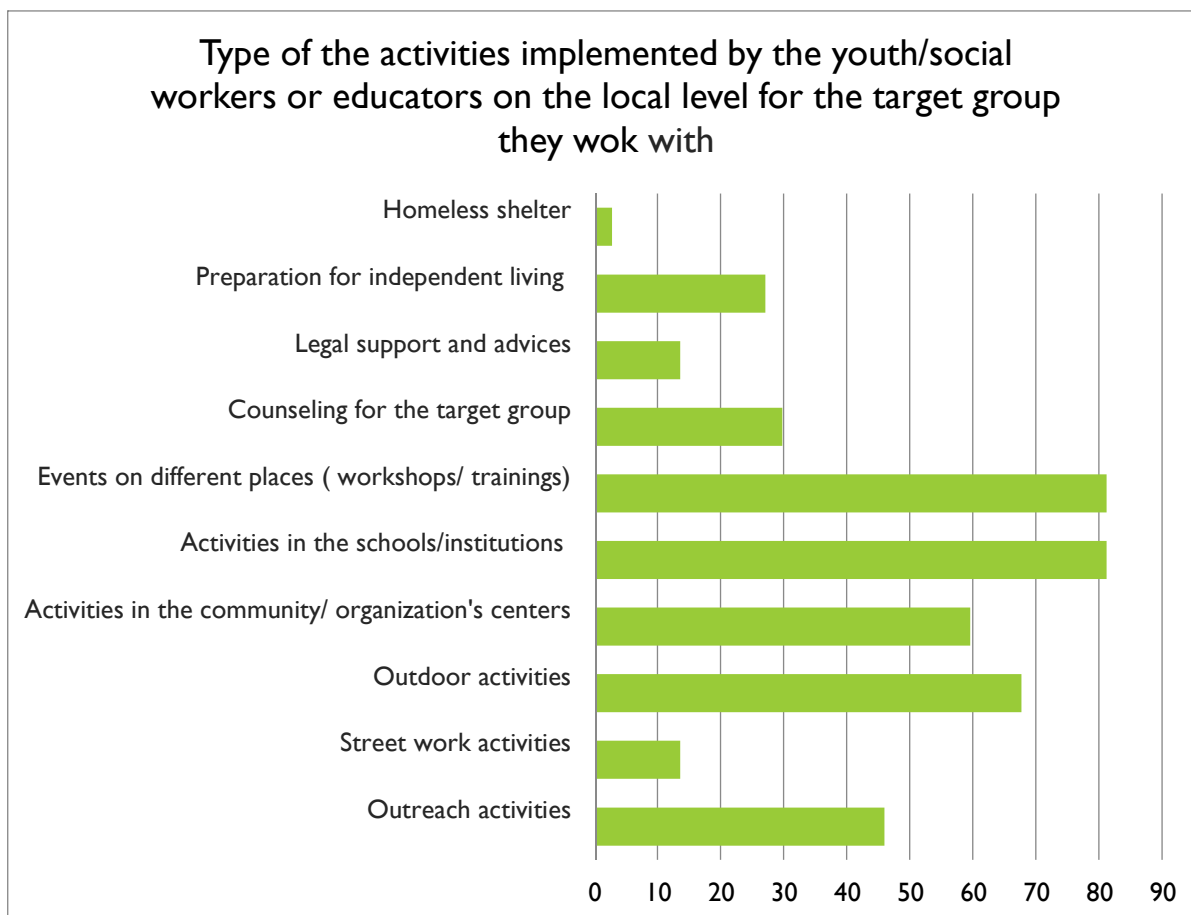
Table no.16 Target group which the youth/social workers or educators are working with



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

According to the answer provided to the question, 81.1% or 30 of the youth/social workers or educators are providing activities in schools or institutions, 81.1% or 30 of the youth/social workers or educators are organizing events different places in form of workshops or trainings, 67.6% or 25 of the youth/social workers are providing outdoor activities for marginalized groups, 59.5% or 22 of the youth/social workers or educators are providing activities in the community or in the organization’s center, 45.9% or 17 of the youth/social workers or educators are providing outreach activities, 29.7% or 11 youth/social workers or educators are providing counseling services for the target group, 27% or 10 of the youth/social workers or educators are providing activities for preparation for independent living, 13.5% or 5 of the youth/social workers or educators are providing legal support and advices to the target group, 13.5% or 5 of the youth/social workers or educators are providing street work activities, 2.7% or 1 of the youth/social workers or educators is providing activities in homeless shelter.

As a conclusion of the provision of activities on local level for different marginalized groups of young people by the youth/social workers or educators, the biggest number of youth/social workers are providing activities in schools or institutions.



Graphic no.17 Type of the activities implemented by the youth/social workers or educators on local level for the target group they work with



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

According to the responses of the youth/social workers and educators, the activities that they are providing for the target group have the following contents:

Peer education for mental health	Comprehensive sexuality education	Mobility activities	Inclusive workshops in special schools
Debate trainings	Anti-bullying, conflict resolution and discrimination workshops	Workshops with architecture students for improvement of the abandoned public spaces	Disability simulation in schools and public spaces
Non formal gatherings with the target group	Dance workshops	Volunteering actions in the local community	Scout activities
Summer inclusive camps	Self-advocacy workshops	Workshops with non-engaged youngsters	Creative workshops
Gender equality workshops	Theater workshops	Sexual and reproductive health education	Activities for self and professional development
Workshops for developing soft skills	Workshops for intercultural learning	Informative workshops in rural areas	Artivism workshops

Table no. 17 Content of the activities provided for marginalized groups by the youth/social workers or educators

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

**EDUCATIONAL BACKGROUND OF THE YOUTH/SOCIAL WORKERS OR EDUCATORS**

According to the answers of the youth/social workers and educators, they have the following educational background:

Volunteering experience	Teacher	Social worker	Bachelor degree in Law
Bachelor degree in Economics	Architecture student	Anthropology and ethnology student	Psychologist
Master degree in Political Science, Media and Journalism	Master Specialist of Strategic Managements	Theater pedagogical assistant	Master degree in Development and Conflict Analysis
Specialist in Youth Work and Development	Traffic technician	EVS volunteer	Systematic family counselor
Non formal education	Scout leader	Special educator and rehabilitator	Computer science and engineering student

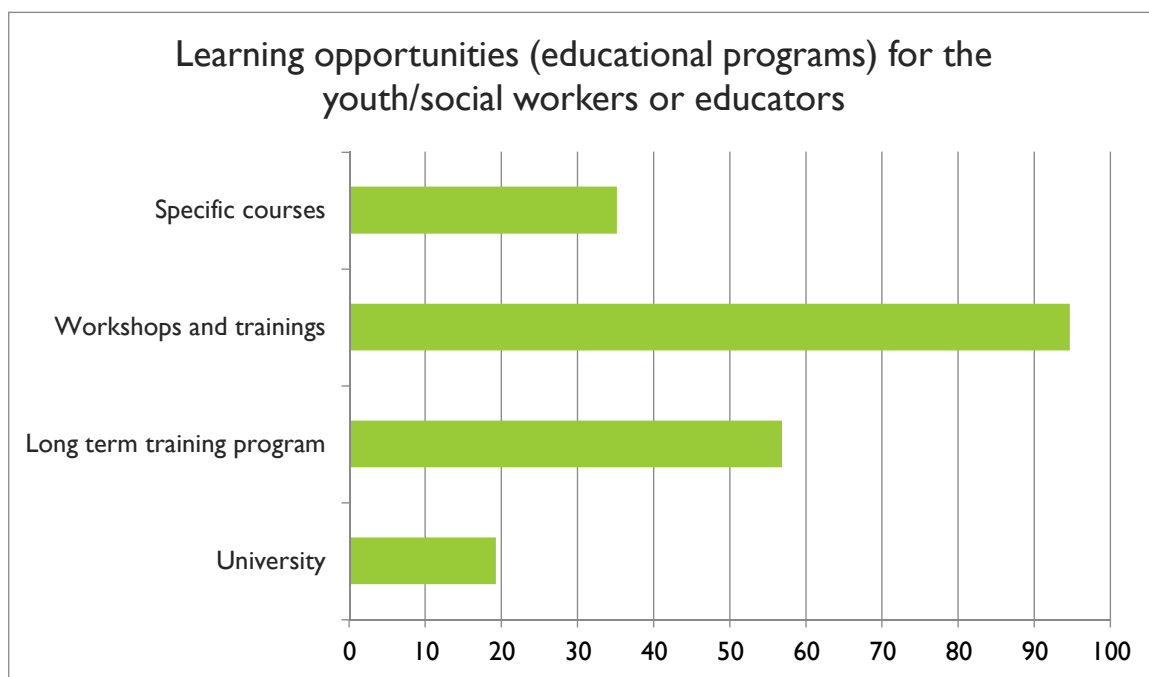
Table no. 18. Educational background of the youth/social workers or educators



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

According to the answers of the question, 94.6 % or 35 of the youth/social workers or educators learned how to work with the target group by participating on workshops and trainings, 56.8% or 21 of the youth/social workers or educators learned how to work with the target group by being part of a long term program, 35.1% or 13 of the youth/social workers or educators learned how to work with the target group by visiting specific courses, and 19.2% or 11 of the youth/social workers or educators learned how to work with the target group from university.

As a conclusion of learning opportunities for the youth/social workers or educators, most of the youth/social workers and educators learned how to work with the target group from participating in different workshops and trainings.

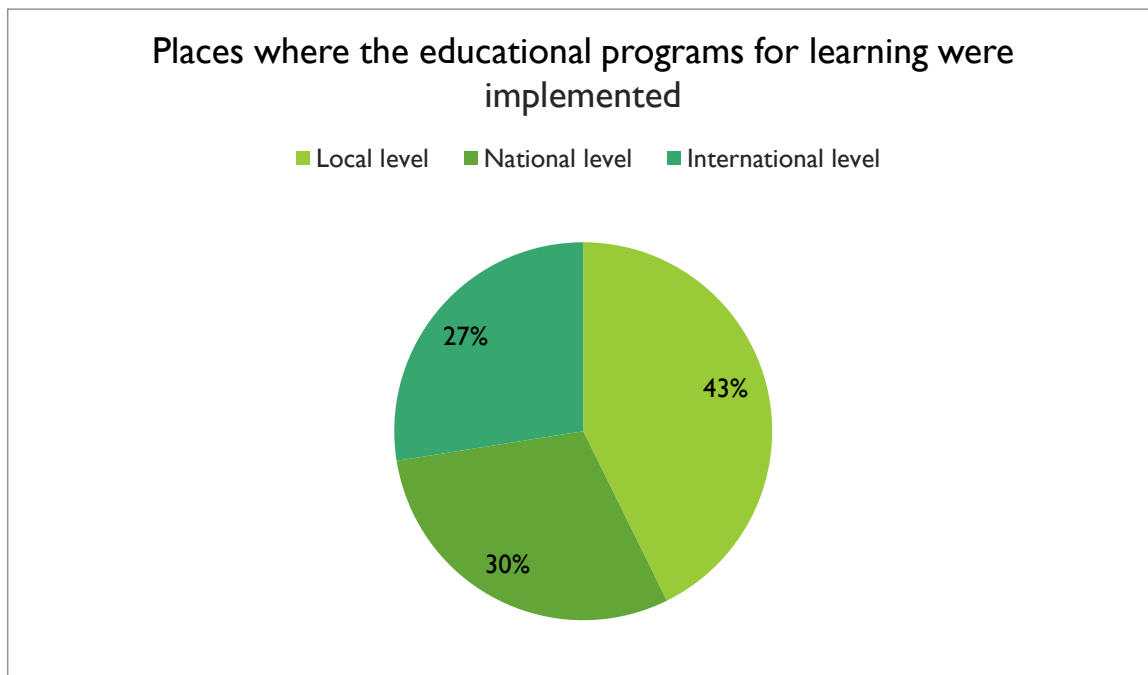


Graphic no. 18 Learning opportunities (educational programs) for the youth/social workers or educators



**PLACES WHERE THE EDUCATIONAL PROGRAMS FOR LEARNING WERE IMPLEMENTED**

According to the answers provided to the question, 43% or 11 of the youth/workers or educators are implementing activities on local level, 30% or 8 of the youth/social workers or educators are implementing activities on national level, and 27% or 7 of the youth/social workers are implementing activities on international level.



Graphic no. 19 Places where the educational programs for learning were implemented

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

The following institutions and organizations are providing educational programs for the youth/social workers or educators in North Macedonia:

YPEER Network	Scout Association of Macedonia	Peace Corps North Macedonia	Council of Europe
Ministry of education and science	EMSA Europe	Youth Can	Olde Vechte
World Vision	Center for youth activism KRIK	Saints Cyril and Methodius – University of Skopje	Loesje
NYCM	Union for Youth Work	Youth Educational Forum	The EU and CoE youth partnership

Table no. 19 Institutions which provide educational programs for youth/social workers or educators





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

According to the responses of the youth/social workers and educators, the educational background of each youth/social worker or educator should be in the following fields:

Social work	Teacher	Psychology	Formal education
Special education and rehabilitation	Non formal education	The educational background is not important	Pedagogy
Trainings and courses	Volunteering experience	Sociology	Family therapy

Table no. 20 Preferred educational background for the youth/social workers or educators

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

The youth/social workers and educators are implementing the following activities on daily basis:

English clubs	Meetings with participants from debate clubs	Outreach activities	Workshops in special schools
Online communication with the participants	Workshops for self-advocacy	Counseling sessions	Psychological sessions
Meetings with youth workers working on a youth program	Activities in youth center with the target group	Workshops for high schools	Crafts workshops
Sports activities	Meetings with volunteers	Peer education workshops	Updating the target group with information through social media

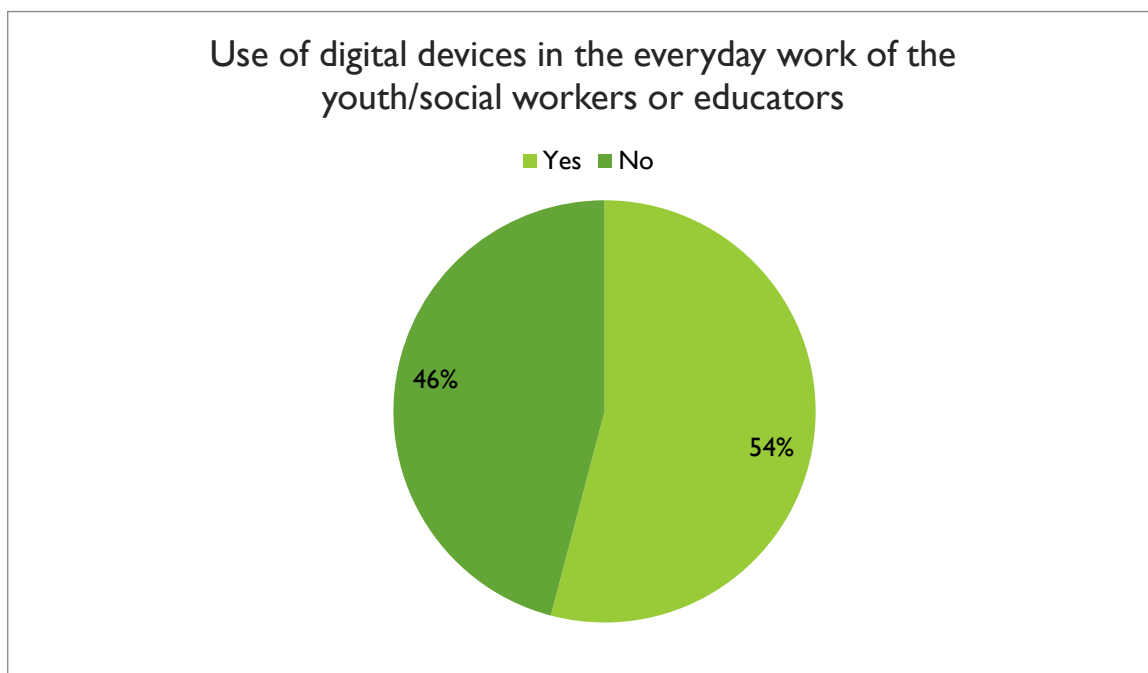
Table no. 21 Daily activities implemented by the youth/social workers or educators



SECTION III DIGITAL TOOLS ON BEHALF OF YOUTH/SOCIAL WORKERS OR EDUCATORS

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

According to the answers provided to the question, 54% or 20 of the youth/social workers or educators are using digital devices in their everyday work, and 46% or 17 of the youth/social workers or educators answered that they are not using digital devices.



Graphic no.20 Use of digital devices in the everyday work of the youth/social workers or educators

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

The youth/ social workers and educators are using the following digital devices in their everyday work:

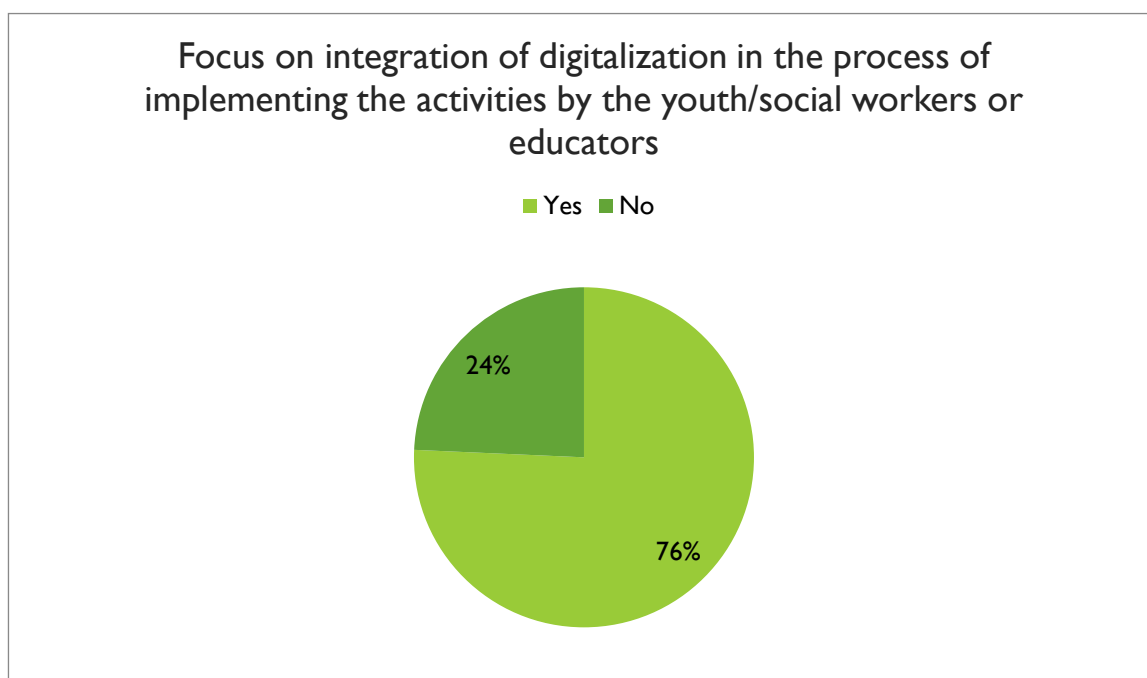
Computers	Mobile phones	Printers	Projectors
Smart boards	Tablets	Headphones	Speakers
Assistive technology devices	Video cameras	TVs	Scanners
CDs	Joystick	Microphones	USBs

Table no. 22 Commonly used digital devices by the youth/social workers or educators



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

According to the answers provided to the question, 76% or 26 of the youth/social workers or educators are using digitalization during the process of implementing the activities, and 24% or 11 of the youth/social workers and educators are not focusing on integration of digitalization in the process of implementing the activities.



Graphic no.21 Focus on integration of digitalization in the process of implementing the activities

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

According to the responses of the youth/social workers and educators, in the process of implementing the activities, digitalization can be used in the following ways:

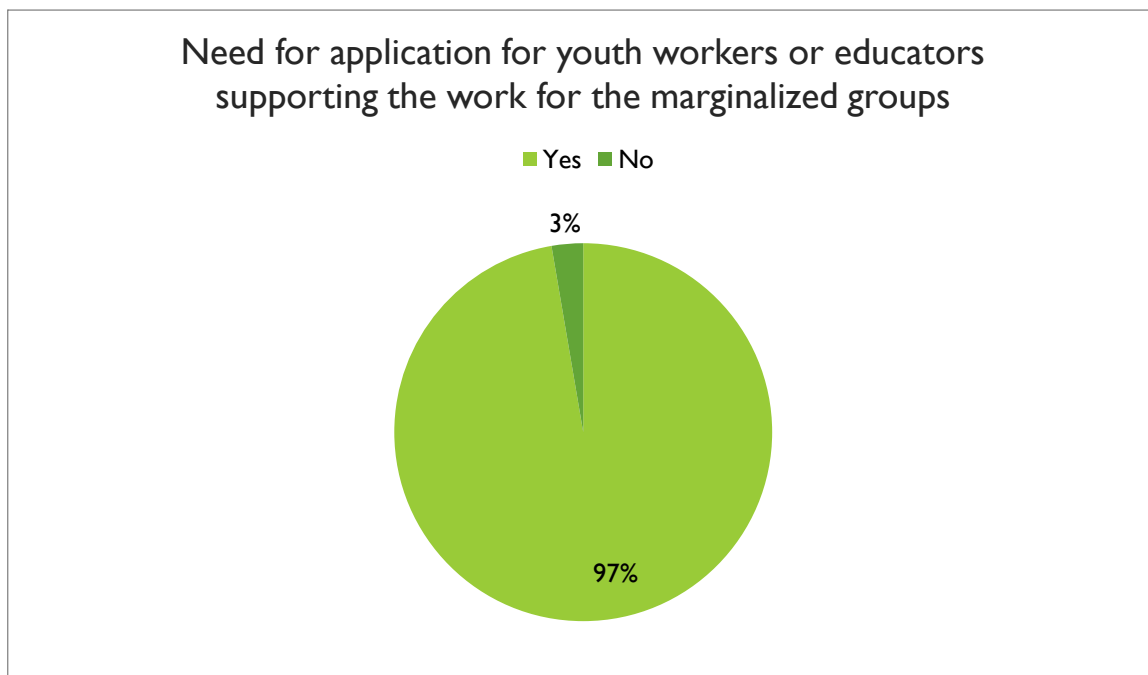
Presentations	Videos	Online courses	Google Docs
Quizzes	Youtube	Pictures	Communication with the participants
Social media	Prezi	Kahoot	Photoshop
Doodle	Using online tools for translation	Learning from distance	eBooks

Table no. 23 Ways how the digitalization is used in the implementation of the activities by the youth/social workers or educators



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

According to the answers provided to the question, 97% or 36 of the youth/social workers or educators agreed that there is a need for application supporting the work of the youth/social workers or educators for the marginalized groups, and 3% or 1 of the youth/social workers or educators, answered that there is no need for application which will support their work for the marginalized groups.



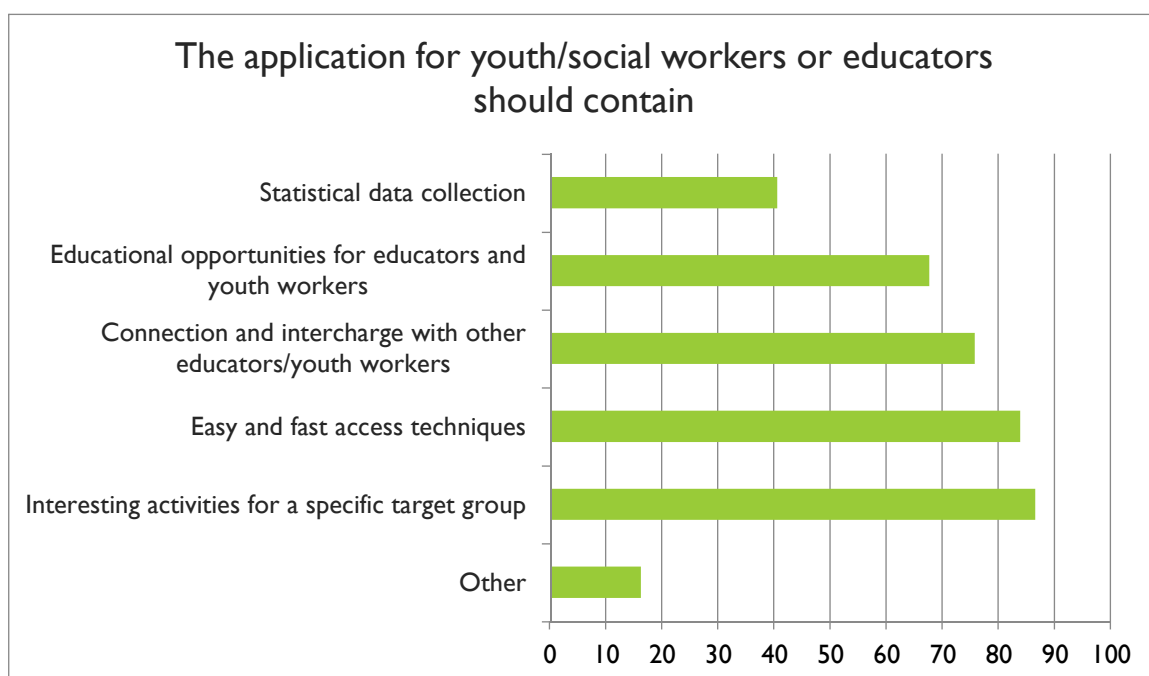
Graphic no.22Need for application for youth workers or educators supporting the work for the marginalized groups



**THE APPLICATION FOR YOUTH/SOCIAL WORKERS OR EDUCATORS SHOULD CONTAIN**

According to the answers provided to the question, 86.5% or 32 of the youth/social workers or educators answered that the application should contain activities for a specific target group, 83.8% or 31 of the youth/social workers or educators answered that the application should contain easy and fast access techniques, 75.7% or 28 of the youth/social workers or educators answered that the application should provide connection and interchange with other youth workers or educators, 67.6% or 25 of the youth/social workers or educators want to see educational opportunities for them in the application, 40.5% or 15 of the youth/social workers or educators answered that the application should contain statistical data collection, and 16.2% or 6 of the youth/social workers or educators answered that the application should contain something else.

As a conclusion of what the application for the youth/social workers or educators should contain, the biggest number of youth/social workers or educators answered that the application should contain activities for a specific group.

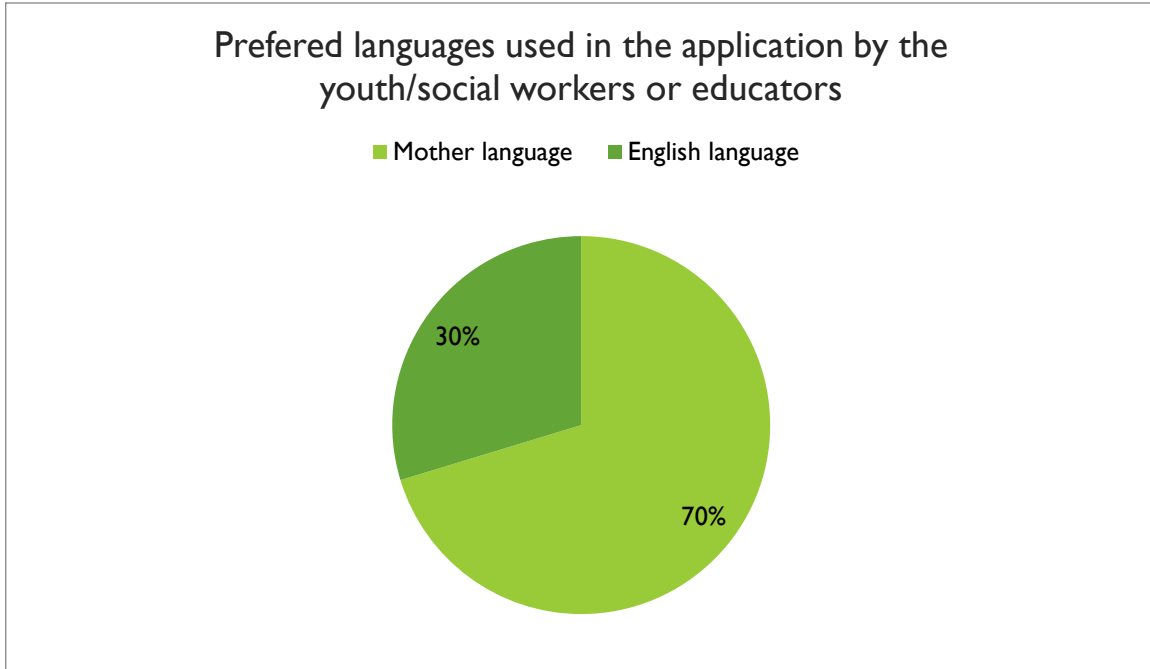


Graphic no.23 The application for youth/social workers or educators should contain



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

According to the answers provided to the question, 70% or 26 of the youth/social workers or educators prefer to be in their mother language, and 30% or 11 of the youth/social workers or educators prefer the application to be in English.

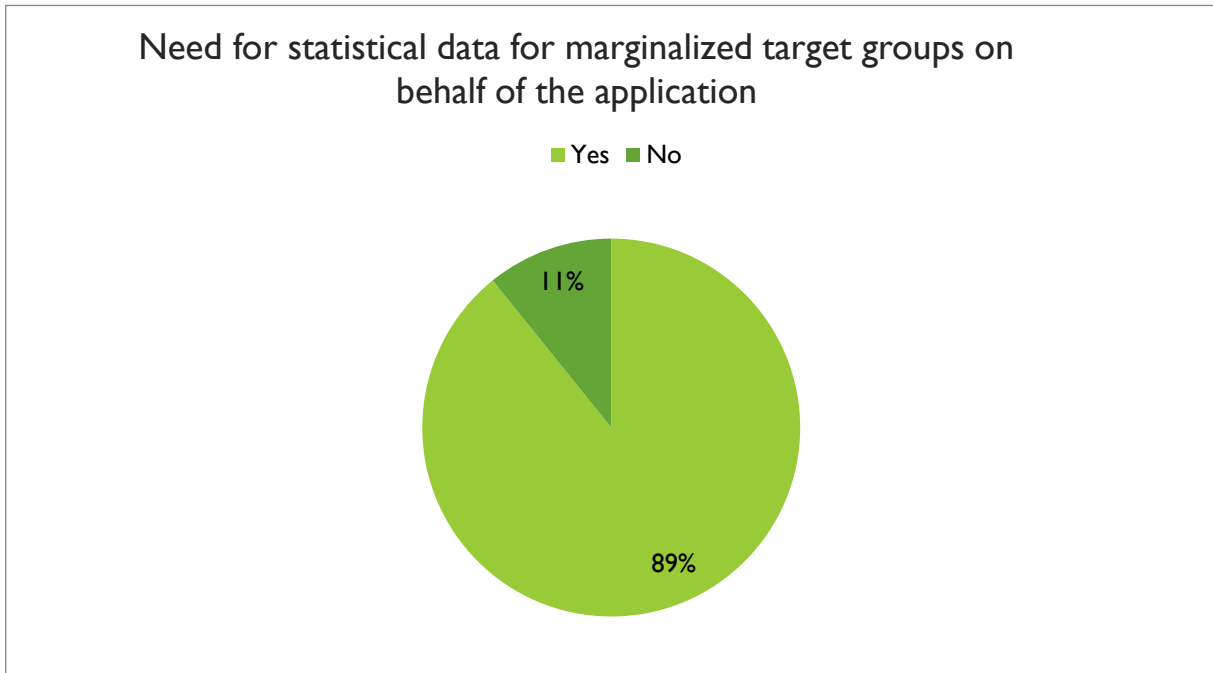


Graphic no.24 Preferred languages used in the application by the youth/social workers or educators



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

According to the answers provided to the question, 89% or 33 of the youth/social workers or educators answered that the application should contain statistical data for marginalized target groups, and 11% or 4 of the youth/social workers or educators answered that there is no need of statistical data for marginalized groups.

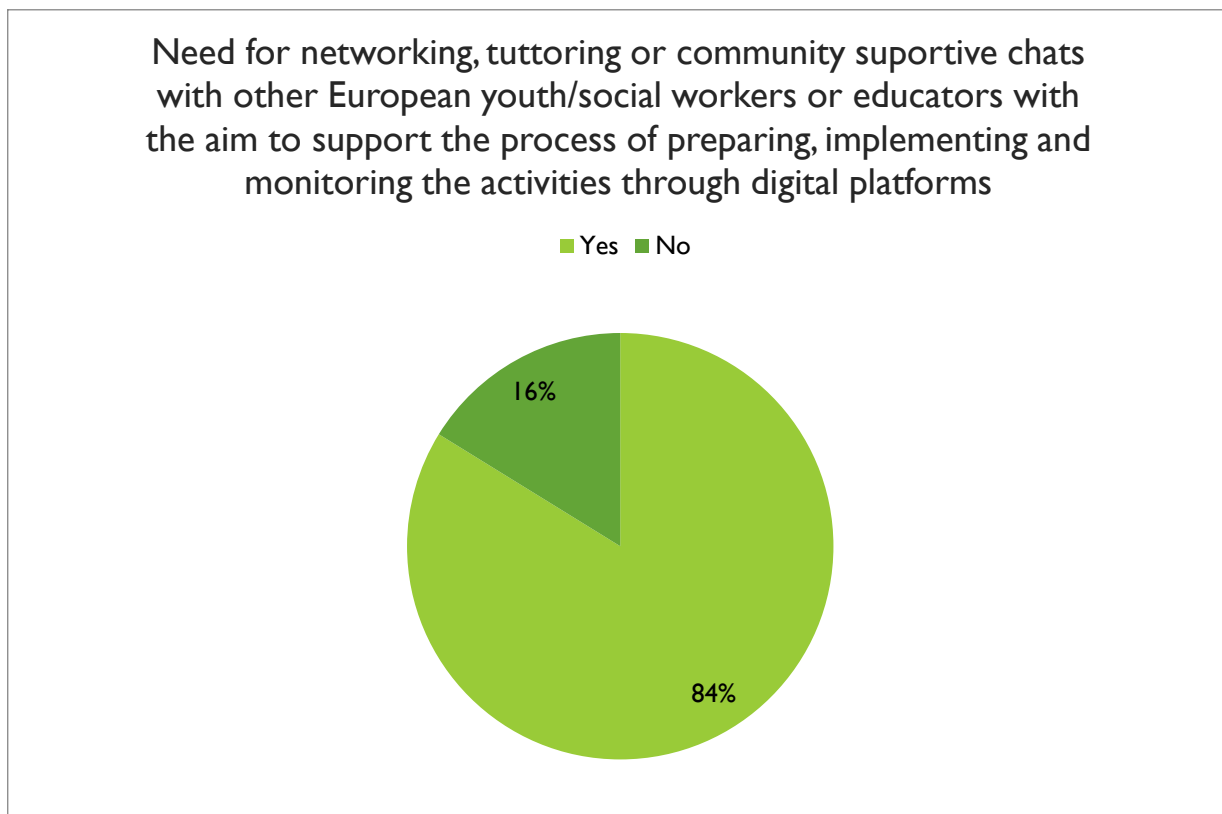


Graphic no.25 Need for statistical data for marginalized target groups on behalf of the application



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

According to the answers provided to the question, 84% or 31 of the youth/social workers or educators answered that there is a need for networking, tutoring or community supportive chats with other European youth/social workers or educators with the aim to support the process of preparing, implementing and monitoring the activities through digital platforms, and 16% or 6 of the youth/social workers or educators answered that there is no need for that.



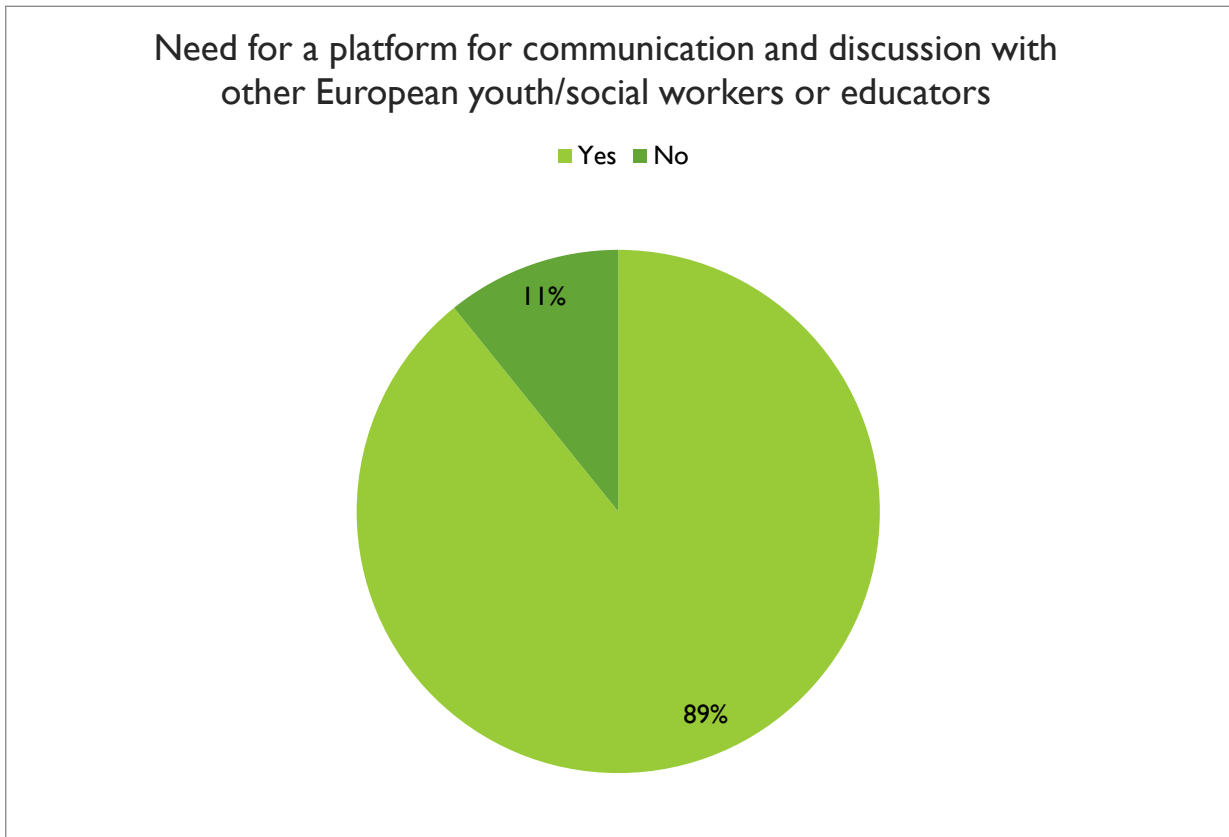
Graphic no.26 Need for networking, tutoring or community supportive chats with other European youth/social workers or educators with the aim to support the process of preparing, implementing and monitoring the activities through digital platforms





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

According to the answers of the question, 89% or 33 of the youth/social workers or educators think a platform for communication and discussion with other European youth/social workers or educators with the aim to discuss the solution and difficulties faced in every day work through the digital tool or social networks can be useful, and the other 11% or 4 of the youth/social workers or educators think that a platform is not needed.

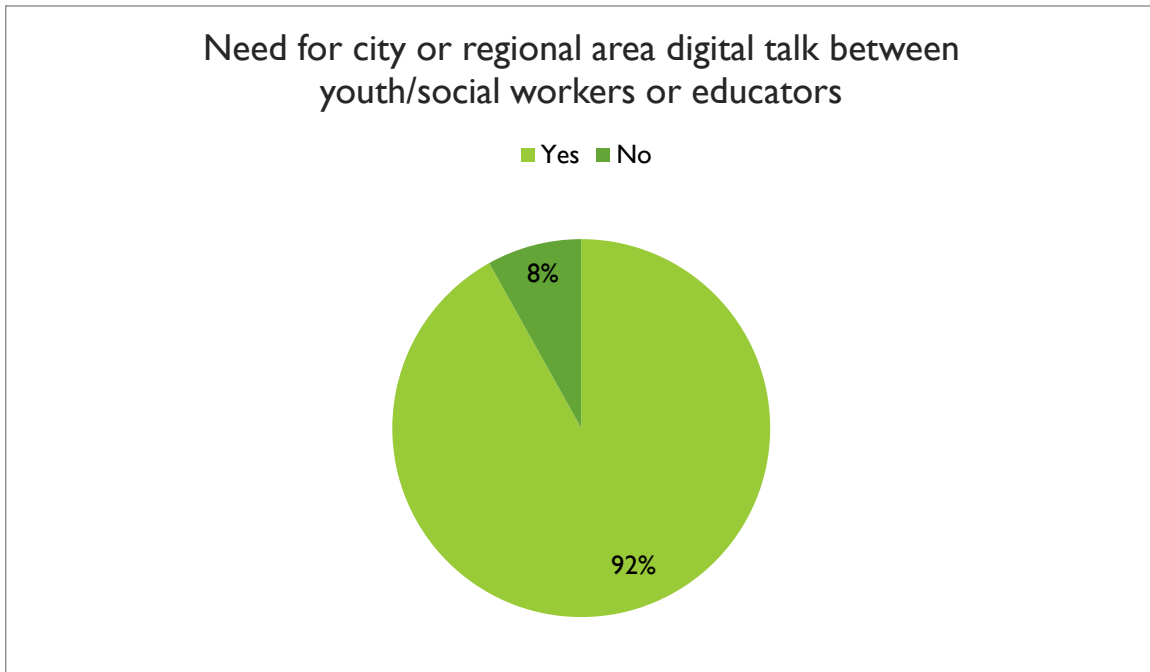


Graphic no.27 Need for a platform for communication and discussion with other European youth/social workers or educators



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

According to the answers of the question, 92% or 34 of the youth/social workers or educators agreed that there is a need for city or regional area digital talk between them, and the other 8% or 3 of the youth/ social workers or educators think that there is no need for that.

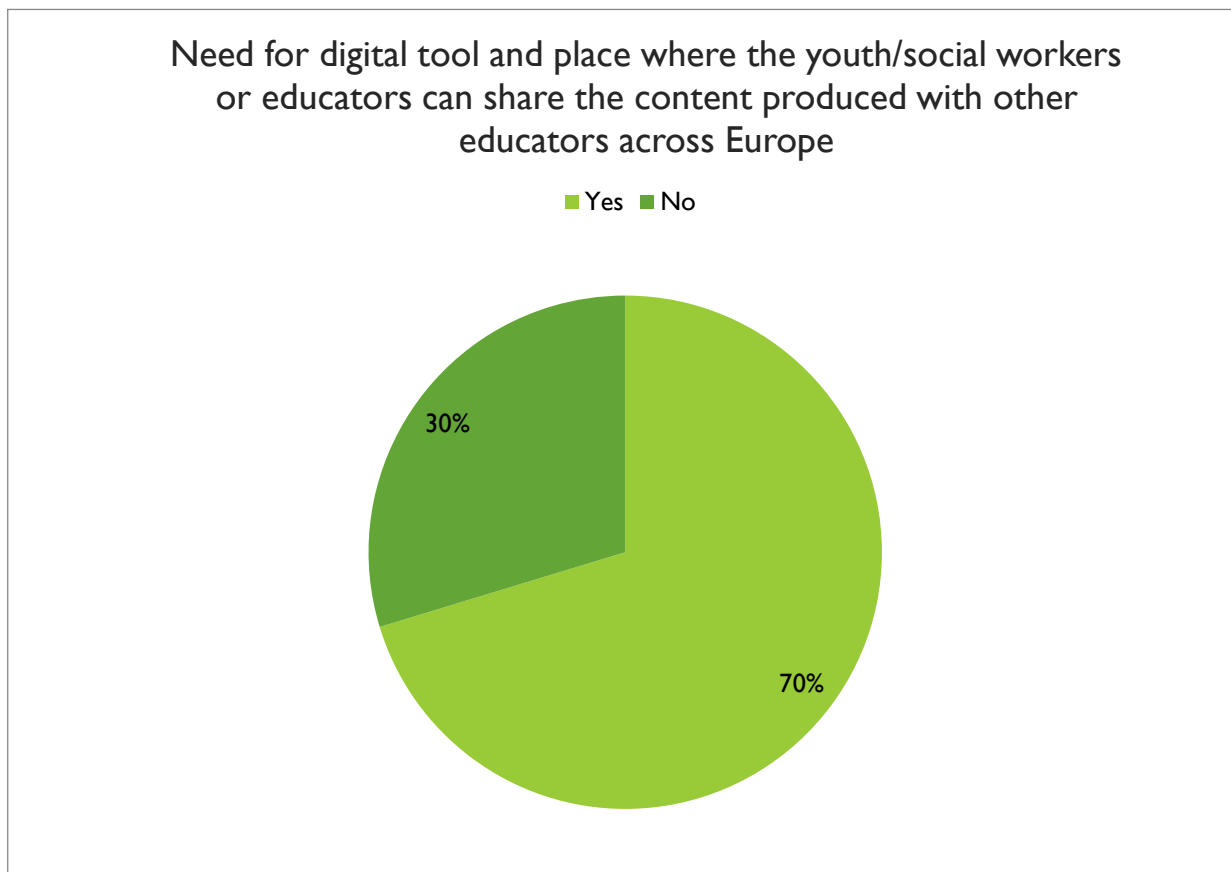


Graphic no.28 Need for city or regional area digital talk between youth/social workers or educators



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

According to the answers provided to the question, 70% or 25 of the youth/social workers or educators agreed that there is a need of a digital tool and place where they can share content produced with other educators across Europe, the other 30% or 12 youth/social workers think that there is no need for that.



Graphic no.29 Need for digital tool and place where the youth/social workers or educators can share the content produced with other educators

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

According to the responses of the youth/social workers and educators, the content produced by them will be in form of:

Articles	Tutorials for different activities	PowerPoint presentations	Session plans
Manuals	Videos	Research reports	eBooks
Social media posts	Photos	Educational games	Podcasts
Guides	Quizzes and polls	Slideshow	Photos

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



USEFULL THINGS WHICH THE APPLICATION SHOULD INCLUDE

According to the responses of the youth/workers and educators, they are recommending the following things that the application should include:

Individual profile accounts for youth workers and organizations	Exchange of experiences	Option for networking between organizations and youth workers working with the same target group	Option for downloading copyright free materials
---	-------------------------	--	---

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

