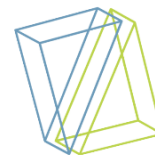




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HIDDEN  
DIMENSIONS

Együttható Egyesület

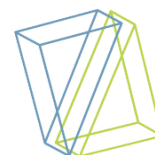
HIDDEN DIMENSIONS OF INCLUSION IN THE YOUTH SECTOR

2020-2-HU01-KA205-079072

Melinda Szentpétery-Nagy  
06. 09. 2021



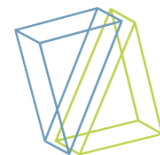
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## 1. Project summary

### 1.1 Introduction

Association Co-Efficient has a wide range of experience/expertise of involvement young people living with disabilities into local and international actions/learning experiences. Inclusion of young people living with disabilities is a main horizontal objective of our daily work, promoting the Independent Living Movement and empowering young people to be more self-sustainable and active citizens along the way.

Our experience is that there is little emphasis on involving young people living with disabilities into European mobility schemes; according to data supplied by Hungarian NA a meagre 1,9% of the total number of participants were of special needs in KA105 projects hosted in Hungary in 2019.

Young people living with disabilities are often deprived of community activities and less willing to mobilise which affects their social status and environment on the long run. Educational institutions are trying to integrate these young people with limited success, limitations being inflexible pedagogic framework, lack of qualified experts and lack of proper and barrier-free environment.

Thus, youth work seems to be an adequate tool for fostering social inclusion and active citizenship of people living with disabilities. However - as available statistical data suggests - accessibility of mobility schemes and youth NGOs in general are limited. Why? What key stakeholders – grassroots, youth services, NGOs, NAs, policy makers, networks and resource centres – should do to improve accessibility?

Our project seeks to find the answer by conducting an empirical research and formulating policy recommendations.

The project would focus on assessing barriers in existing youth work infrastructures – defining barriers as wide as possible. The partnership would work on gathering data, knowledge from professionals working on the field.

### 1.2 Partners

#### **Együttható Egyesület**

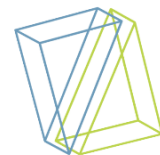
Együttható was founded by social professionals and enthusiastic young volunteers in 2010 to promote non-formal learning, innovative community services and a new way of thinking in youth work. We believe in the power of community which gives personal goals, encourages for cooperation and provides support for its members. We firmly believe that society develops through autonomous, supportive communities following a bottom-up approach. We believe integration can be successful when the community - as well as programs, and spaces- is open to all; if everyone has the chance, to participate, if everyone has the place, and an role according to their endowments.

#### **United Societies of Balkans**

U.S.B. is a non-profit, NGO in the field of youth work, human rights and intercultural dialogue in Thessaloniki, Greece.

The organisation was founded in 2008 by a group of active young people who wanted to address the social issues which affect the youngsters in the Balkans and Eastern Europe. The vision and aim of the organisation is to promote youth empowerment, participation in





economic and political life, youth mobility, voluntarism and human rights.

### **Nevo Parudimos Association**

Nevo Parudimos is a non-profit apolitical organization which was founded by a group of teachers, Roma activists and Roma students from Caras-Severin county, in the South-West of Romania in 2008. The aim of the Nevo Parudimos association is to decrease the economic, social, educational and cultural differences in the society.

#### 1.3 Relevance of the topic

In our experience, young people living with disabilities, or young people with complex needs, find it difficult to move away from the security of their homes, and have little access to communities that can affect their entire lives, their social status and, ultimately, their living conditions.

In Hungary this situation due - in part - to the lack of a harmonious transition between school life and the labour market with adequately funded human services. Amongst the problems we can mention education with rigid structure, and the lack of preparation for adult life, and the lack of therapeutic services which - anyway - usually focus on the basic skills needed to life.

In addition, there are still few truly 'disability-friendly' jobs and community spaces. The attitude of the society makes families raising their SEN children in a closed, isolate, protective circle. Therefore, youth work is an excellent field, a good tool for promoting the social integration and active participation of people who have complex needs.

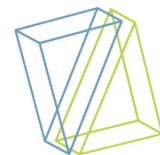
Youth work is also one of those human services that is underfunded or mostly project-based, making it impossible to provide long-term support to our target group: young people living with disabilities. However, E + programs support the different youth programs and mobility, but in our experience youth organizations are afraid of involve young people with complex needs.

All young people would have the opportunity to participate, if the aim of youth work would be the followings:

- building young people's confidence
- supporting the development of their skills to empower them to build their personal and social relationships
- providing new experiences that are challenging
- providing a learning opportunity in which young people acquire knowledge and develop their skills
- supporting young people to think critically, to be able to take risks by considering the consequences, to make their decisions responsibly
- helping young people become more aware of social issues and develop a sense of solidarity
- helping young people to exercise their will and to be involved in decision-making processes that affect their lives, their active citizenship and assistance in its completion
- paying attention to and listening to what young people have to say.

In comparison, in 2018, a total of 55 young people with complex needs have been participated in E + programs as recorded in the mobility tool provided to us by Hungarian NA. There is presumably a complex reason for this low number, which we would like to explore with a research in our program.





#### 1.4 Implementation of the project

During the project in three EU countries:

- 1) we will conduct survey with 50 youth organizations per country (at least 150 youth worker in each country) with a questionnaire,
- 2) in 20 cases, we would conduct in-depth interviews with the leaders of selected youth organizations, based on the results of the questionnaires and analysis of organisational documents,
- 3) we will publish a research report and policy proposals, based on the results,
- 4) based on the results, using the intellectual products created during the project, we initiate a professional dialogue with the youth services through conferences and intensive communication increasing the accessibility of their youth services.

In the course of research, we examine the strategies implemented by the organization in its youth work, and the respondent's disability-related attitudes.

Our goal is to make recommendations that reflect the perspectives of youth organisations, which can be formulated at national and international level of policy making.

#### 2. Conceptualisation

Although we conduct a research about professionals in youth work, it is nevertheless unavoidable to clarify the conceptual framework. We need to cover the exact definition of subjects of the research, the explanation of the aspects of this research, and the presentation of the indirectly studied groups.

##### 2.1 Youth work in Hungary, Romania and Greece

On European level, youth work is a practical part of youth affairs, where problems of young people encountered in research, in youth policy solutions and methods encountered into everyday life. According to this interpretation of youth work, it can also take place within the framework of the formal education system, if the participation in the given activity is voluntary, and based on non-formal methods that contribute to the personal, social development of the young people. From this point of view youth work can be done by those who are responsible for planning of funding of youth organizations, the system of youth offices whose controlling the administration or those experts whose are working on training requirements, and politicians whose are working on the regulations, and on the laws which provides frameworks for youth activities (Nagy, 2016 refers to European Commission 2015).

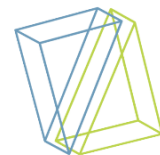
##### **Hungary**

In Hungary, youth work stems from social work and social pedagogy. The activity of social pedagogy - which is result of a bottom-up development and basically from the beginning of its formation, it has embraced the disadvantaged strata of society - can be considered the basis of youth work, but the spirit of social work - instead of pedagogical hierarchy, partnership between client and professional - determines its character. Related to this is the out-of-school community life – cultural houses, scouting, Pioneer Organization of the Socialist Youth Union, club life - which also carried French animation techniques (Nagy, 2016).

From the '90s to '00s, youth information counselling offices operated, and after 2010 more youth information counselling offices were established, later Integrated Community Service Spaces were formed, then followed them the Program for the Future of the New Generation (Új Nemzedék Jövőjéért Program) with contact points for youth in 2013. Within the framework of the latter program, the state's youth policy objectives appear (Dombóvári, 2017; Új Nemzedék Jövőjéért Program, 2012).

In Hungary there is no law on youth, because policy makers thinks youth policy is strongly attached to other bigger policy areas, but there is National Youth Strategy like in every other member of EU (Új Nemzedék Jövőjéért Program, 2012; YouthWiki, 2021).





The overall aim of the National Youth Strategy „is to 'help exploit the resources young people possess and support the social integration of age groups', which is to be implemented through the system of horizontal and specific aims.” (YouthWiki, 2021)

“The range of youth issues at both EU and Member State level in sectoral policies requires a cross-cutting approach. Youth policy cannot move forward effectively with other sectors without coordination. On the other hand, youth policy in many areas, such as child and family policy, education, gender equality, employment, housing and health can contribute to results. Member States should consider cross-sectoral policy-making at national level. Cross-sectoral cooperation should also be developed among local and regional actors, as these are essential for the implementation of youth strategies to achieve this.” (Új Nemzedék Jövőjéért Program, 2012 refers to European Council COM [2009] 200, p. 15)

Principles and aims of the Strategy from 2007:

- development of young people for better integration into the adult society,
- maintaining services which are supporting the integration, participation, solidarity, creativity, transparency, subsidiarity, etc.
- forming the European and Hungarian identity, beyond borders (YouthWiki, 2021).

From the point of view of the Strategy adult life, and integration means for a youth to have own family (children), to be self-sufficient and solidary (YouthWiki, 2021).

The Program for the Future of the New Generation strengthens the principles of NYS.

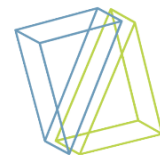
Different organizations – which we were introduced before- do not form a unified network, although there are overlaps and connections amongst them; for example, ISZOSZ (National Association of Youth Service Providers) or the attempts of the Elizabeth Youth Fund (later in the text) to bring together organizations and youth referents in a platform. Probably because of the different principles that apply between self-sustaining NGOs and organizations supported by the state budget.

The quality assurance standard for youth information counselling offices is provided by EYRICA (Dombóvári, 2017). The European Youth Information and Counselling Agency (ERYICA) was established in 1986, following a recommendation adopted by the first European Colloquium of Youth Information Centres (ERYICA, 2020). “The Council of Europe Recommendation 90/7 of the Committee of Ministers on “Information and Counselling to be Provided to Young People in Europe” gave further political support for the development of youth information and counselling services. By 1991, 471 youth information centres were counted in 18 countries. The first European Youth Information Charter was adopted in 1993, which was the first European level quality assurance document in youth information and counselling, and which defines the values and principles of our work ever since.” (ERYICA, 2020)

Youth information aims to:

- provide reliable, accurate and understandable information;
- give access to different sources and channels of information;
- give an overview of the options and possibilities available on all relevant topics;
- help young people sift through the information overload they face today;
- ensure that young people are aware of all the rights and services available to them and how to access them;
- provide support in evaluating the obtained information and in identifying its quality;
- guide young people in reaching their own decisions and in finding the best options open to them;
- offer different channels of communication and dialogue in order to support young people in their search for information and knowledge; and
- contribute to the media & information literacy of young people (ERYICA, 2020).





The youth information and counselling centres have the following characteristics:

- they are specifically designed to respond to the needs of young people;
- they are open to all young people without exception, without an appointment;
- they provide information on a wide range of subjects, in a variety of forms, prepared both for young people in general and for groups of young people with special needs;
- the information that they provide is practical, pluralistic, accurate and regularly updated
- they operate in a way which personalises the reception of each user, respects confidences and anonymity, provides a maximum of choice and promotes autonomy;
- when necessary, they refer the user to a specialised service like careers guidance: studies and scholarships, jobs and training, general health matters, relationships and sexuality, social security benefits, rights of young people, consumer rights, legal advice, European opportunities for young people, youth activities and exchanges (ERYICA, 2020).

Ádám Nagy (2016) thinks that youth work is “a pedagogical tool, which itself is a multifaceted and multi - valued exercise on diverse topics which seeks to reach a wide range of young people in an arc from unstructured activities to planned programs” (Nagy, 2016 refers to Coussée, 2009, p. 123).

According to Coussée (2008) “youth work is a polyvalent and multi-faceted practice. It takes place in a wide range of settings, it varies from unstructured activities to fairly structured programmes, it reaches a large diversity of young people, touches a lot of different themes and is on the interface with many other disciplines and practices. This versatility is one of the strengths of youth work. Young people grow up in very different situations. Youth work has the power to respond in a flexible way to this diversity”.

Youth work can exist in youth organizations, youth centres; we can see the street work as a type of social work with the youth, adventure parks, community programs, youth counselling, etc (Nagy, 2016 refers to Thole, 2000).

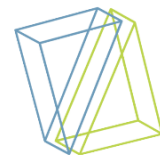
In the opinion of Ádám Nagy (2016) there are common features of these services which describe the characteristics of youth work:

- supports the self-organization of young people and helps them prepare them for self-organization; youth work creates the place, the time, the framework for them to be together
- explicitly encourage questioning, autonomy, autonomous approach of young people
- personalised services, available voluntarily, and there are no definitive, expected outcomes or indicators of it
- low-threshold services which available in anonymous way
- the professionals in this type of work does not have a direct influence on the processes like a teacher, or social worker because there is no necessary schedule to follow, there are no predetermined goals
- „guidance without dictation” (Nagy, 2016, p. 124).

“Youth work in Hungary fits the discontinuous traditions of youth policy. Its contemporary understanding and infrastructure were created by Mobilitás National Youth Service a long time ago. Since 2013, most of the methodological support and knowledge base of youth work can be found in the Elisabeth Youth Foundation Nonprofit Ltd. (Erzsébet Ifjúsági Alap), hereinafter referred to as Elisabeth Youth Fund or EYF], which is the legal successor of the New Generation Centre since 2020. Since 2003 different forms of formal youth worker education have been in existence, but the prestige and recognition of the youth profession are still incomparable to other fields of education.

There is no official definition of youth work in Hungary. The National Youth Strategy (Nemzeti Ifjúsági Stratégia) refers to youth work as one of the youth services that play a key role in the





development of youth. In recent government documents, youth work (following the changes in the name of the education programme) is often understood in the context of community coordination.

Nowadays, youth work in Hungary seems to have three directions:

1. Grassroots youth communities exist at the local level, with small scale.
2. There are NGOs and civil organisations, some of them with long history (including the scouting movement and other religious youth organisations) active in the field. These are project-funded mostly by EU grants.
3. And there is the public infrastructure, youth referents in local governments, and the contact points, and state funded NGO-s which mainly connected to the Elisabeth Youth Fund (Erzsébet Ifjúsági Alap) which is trying to serve as the methodological background to all youth work or related to the mandatory youth activities of the municipal governments (YouthWiki, 2021).

There is no standalone national strategy for youth work. Still, the National Youth Strategy does have a subchapter that calls for better recognition of youth work, development of the set of criteria of local governmental youth work and the strengthening of the educational objectives of youth work.

The current youth worker education is on BA level; however, the name of the programme does not contain youth work. The Youth Community Coordination specialisation of the Community Coordination BA (Közösségszervezés BA) programme serves as the formal educational background to youth work.” (Youth Work, YouthWiki, 2021)

In reality like we will see in the case of Romania, the small youth NGOs operation are unpredictable, because of the lack of continuous financing, and because the support of the operation of these are up to the decision of the local authorities.

As a result, the activities are mainly limited to project implementation, and in our opinion, the classic youth work described above – introduced by Ádám Nagy - cannot be realized.

### **Romania**

In the 20<sup>th</sup> century in Romania there were similar events, and similar organisations emerged in the same time as in Hungary, but with slightly different functions.

In 1912 started the scouting movement, and at the end of the '30s the movement was forced to merge into the Youth Guard (Străjerii) (Mitulescu, 2014 in Taru, Coussée, & Williamson, 2014).

In the early '30s started to strengthen the social pedagogical framework (Spiru Haret, Dimitrie Gusti) which tried to stop the migration of young people from villages to cities and provide alternatives locally (Mitulescu, 2014).

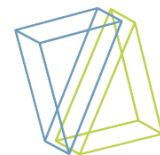
Gusti had two main ideas, on one hand, to strengthen village schools and promote experience based learning, and on the other hand, to channel the volunteer work of university students to support children, youth in the villages and alleviate rural poverty. In the end, he could not realize his idea because of World War II (Mitulescu, 2014).

After the war, the communist regime promoted a labour-based society. The regime did not differentiate by age; sometimes asked young people to participate voluntarily, more often involved them by force, to rebuild the country. In the meantime until the end of the era, the Communist Youth Union was formed which had the same task as before, to build the structure of the Country in the frame of so-called Youth yards (Mitulescu, 2014).

In the 1980s, the first youth clubs linked to communist ideology were formed, but they were unable to attract young people, so after the change of the system instead of reorganising of them, they were abolished (Mitulescu, 2014).







French animation techniques have also appeared in Romania, offering occasional, sporadic opportunities for young people, especially in camp conditions in the summer. Until the late 1990s, there was no framework of youth club life by the organisation of the state, which was again abandoned in the next few years. According to Mitulescu (2014), from this point on, there is no official, state-supported network engaged in youth work in Romania.

However, between 2015-2020 there were an existing National Youth Policy Strategy, the responsible for the implementation were the Ministry of Youth and Sport (National Youth Policy Strategy 2015-2020 in Romania, YouthWiki, 2021)

“Youth work has been mainly defined through the National Youth Law (no. 350/2006), but through the function of the youth workers – supporting and guiding young people – than in trying to come up with a clear definition of the field (youth work). The national definition or understanding of youth work is mainly set through describing the profession of youth worker through the National Occupational Standard set in 2012. The youth worker is the one who mobilizes young people in order to develop the life skills and behaviours, stimulating the associative life and cooperation among young people and facilitating their participation to the community life. Youth workers act as the resources for young people, for organizations and communities, delivering a wide range of activities and services such as information, guidance and support for young people, facilitating their social integration and their personal evolution within the context of enhancing human, cultural diversity and promoting active citizenship. Those activities take place within a general project of an organization (non-governmental or governmental – local or central organization that has responsibilities in the field of youth), facilitating their learning process and contributing as well to the development of the relevant youth policies.” (Youth work in Romania 2021, YouthWiki, 2021)

According to YouthWiki in 2020 National Council For Youth (NCFY) was established with 50 NGO whom have the task to appear as the counsellor of the ministry in Youth policy. Youth representative bodies if they operate, they do not receive a predictable, adequate level of state support. Where these bodies exist and operate, it is up to local governments to decide whether or not to provide support (Youth work in Romania 2021, YouthWiki, 2021).

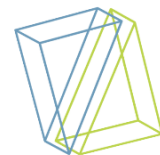
### **Greece**

In Greece, the roots of youth work date back to the 19th century and can be found in the development of social care, and in the development of schooling system, but there is no independent, comprehensive literature about it. The first two declared youth organizations were the YMCA (for men) and the YWCA (for women) with Greek Christian root. Mainly these organisations aim were to try to socialize young people in a conservative, and in a Christians way; they also provided them hostels, entertainment, schooling, different informal and non-formal activities like excursions and camping (Giannaki 2014 in Taru et al., 2014).

Scouting also was starting in the beginning of the 20<sup>th</sup> century, their free time activities were highly valued by the Greek state, and it was the most popular out-of-school activity until 1939. In the meantime, the National Youth Organization (EON) was founded, which was openly spread fascist ideology with national values. In 1939 it had 500.000 young member, which made them the biggest youth organisation in Greece. Not surprisingly, because by the law of 1939 required all of the youth organizations to merge into the National Youth Organization. The membership was voluntary, on the other hand teachers from school must took their students to introduce the organisation to them, also people who were public servants must enrol their children into EON. Because of the lack of the voluntary participation the organisation didn't manage to make real effect on the members, and it was abolished when Germans invaded the country in 1941. From this point the next generation of youth initiatives were mostly motivated by political ideologies - like Democratic Youth Movement – to fight against dictatorship (Giannaki, 2014).

After the fall of dictatorship there were introduced a new infrastructure for youth in 1975; the General Secretariat for Youth was founded by the socialist party. Under this institution





many youth clubs were formed, and different informal and non-formal activities could exist for the support of young people (cultural educational programmes in schools, programmes for the support of young entrepreneurs and young farmers, information campaigns on issues of mental and body hygiene, helpline for young people, youth week in the rural areas, student's government, career guidance, etc.) (Giannaki, 2014).

In Greece according to Giannaki (2014) there is no youth law, but there are different regulations which cover the well-being of young people and youth work, also she mentions in her paper that there is no official statistic about numbers of youth workers. However, several organisations work on this field and provide different opportunities all over Greece. "The range of activities that are self-consciously described as youth work is extensive, and includes health, social support, counselling, education and training, personal development, information, career services, and so on. .... youth work is mainly related to leisure time activity – that is, artistic and cultural programmes, outdoor recreation, sports, and so on – providing a space for youthful experimentation and cultural development." (Giannaki 2014, p. 100)

According to Giannaki (2014) before 2014 in Greece there were many different institutions on the field of youth work which were downsized because of the economic crisis:

- General Secretariat for Youth
- The Institute for Youth
- Regional and local government's youth programs
- NGO's – on the youth work field there were 270 in 2007, and there is the institutional umbrella the National Youth Council which was established in 1998, nowadays called Hellenic National Youth Council (HNYC homepage, <http://www.esyn.gr>, 2021; Giannaki, 2014)

On YouthWiki there are no information about the recent youth policies; according to the page of OECD: "The government has a cross-sectoral Strategic Framework for the Empowerment of Youth for 2017-27, which is designed to set the principles and objectives of youth policy in Greece. The Action Plan for the Youth Guarantee is being updated to reflect the reinforced Youth Guarantee, and will likely have an increased emphasis on strengthening outreach of employment services to vulnerable groups." (OECD Policy responses to Coronavirus, <https://www.oecd.org>, 2021)

#### 2.1.1 Who is the youth worker?

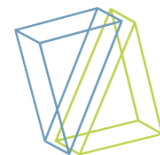
In Hungary between 2003 and 2016, youth work as an independent profession was available not as a tertiary education but as a two years long higher vocational education on Universities. From 2016 it was merged into the Community coordination BA with three possible specializations: Cultural Community Coordinator, Youth Community Coordinator, Human Developer. Possibly these changes caused a relapse in the applicants' number ([www.felvi.hu](http://www.felvi.hu), 2021; Nagy, 2019).

According to Ádám Nagy (2019) youth work as an independent profession can be learned in several Western-European countries and youth work can be found on different levels of tertiary education.

For reasons of length, we only give briefly three definitions here, which may show similarity and difference from country to country.

According to the previous introduction of the development of the profession and previous requirements of the exams in Hungary, "youth worker is a professional whose tasks are to activate young people by social and cultural methods, to protect their interests, to support local society and local communities. Youth worker tasks are between subcultural groups building and maintaining contacts and helping to build dialogue. The youth worker task is to help (endangered) young people with counselling, to support their placement in the labour market. Its activities can be done in social, public cultural institutions, as well as in the civil





sphere in different fields and organizations.” (Horváth, 2017 refers to edict of SZMM, 15/2008. (VIII. 13., p. 200)

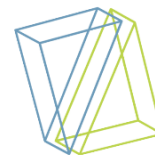
In Romania according to YouthWiki (2021) youth worker main roles are to activate, to involve young people in a community and to support them in their skills development. Not many English sources are available on this topic.

According to Marius Dontu<sup>1</sup> youth workers have wide skillset: “The first one is the ability to inform young people, what means informing them on various activities, advantages and rights that they have, and opportunities like international exchange projects or opportunities that might help their careers. The second one is projecting the standard for personal and professional development, which means talking to them and helping them find their own personal and professional path. Another competence is supporting the process of non-formal learning among young people, which involves activities that should teach them how to take decisions by themselves, solve problems, have initiatives, get involved and be active. The fourth competence is developing cooperation within the community, which means that youth workers, based on the problems that they identify inside the groups of young people, propose types of services or interventions at community level.”(Pleșea, 2018 in Radio Romania International)

In Greece 2017 - despite of the long history of youth work- there were national debate about the role of youth workers which was triggered by the wave of refugees from Syria. The Greek government recognised youth work as a national priority because the cooperation between youth work and formal education helped lot of refugee children to integrate in local schools. The result of the debate was that the government accepted the Greek translation of youth worker (Σύμβουλος Νέων – youth consultant) which was developed by an NGO of youth workers. According to this paper youth consultant has an important role in intercultural, and non-formal learning, on the other hand different aspects moreover a type of social caring seems to appear, because the youth consultant role sometimes more of a social worker or caregiver who regularly build relationship with the family of the child, regularly accompany children to school, or from the school to home for the sake of integration (Drosopoulos, 2017). We interpret this in a different way; the care giver method developed because of the insufficient welfare system (Teloni, 2011), which was not be able to provide the necessary help for those in need.

If we return to youth work we don't see clearly the lines of youth work, and youth workers in Greece in the mentioned '17-'27 strategy (Antoniou, Galani, Giannaki, & Magkou, 2018). In the The Socio-economic Scope of Youth Work in Europe (2008) Greek “youth workers help young people to gain the skills to develop and lead sessions for other young people, an approach known as peer education. A non-exhaustive list of youth services in Greece includes, for example, career services, youth information, youth associations and participation education for young people with fewer opportunities, cultural education/cultural programmes, and social care services.”(*The Socio-economic Scope of Youth Work in Europe*, 2008, p. 25)





In the figure below we collected the common and important elements about youth workers' tasks in all of the three countries based on our findings.

### 2.1.2 Target group of the youth work

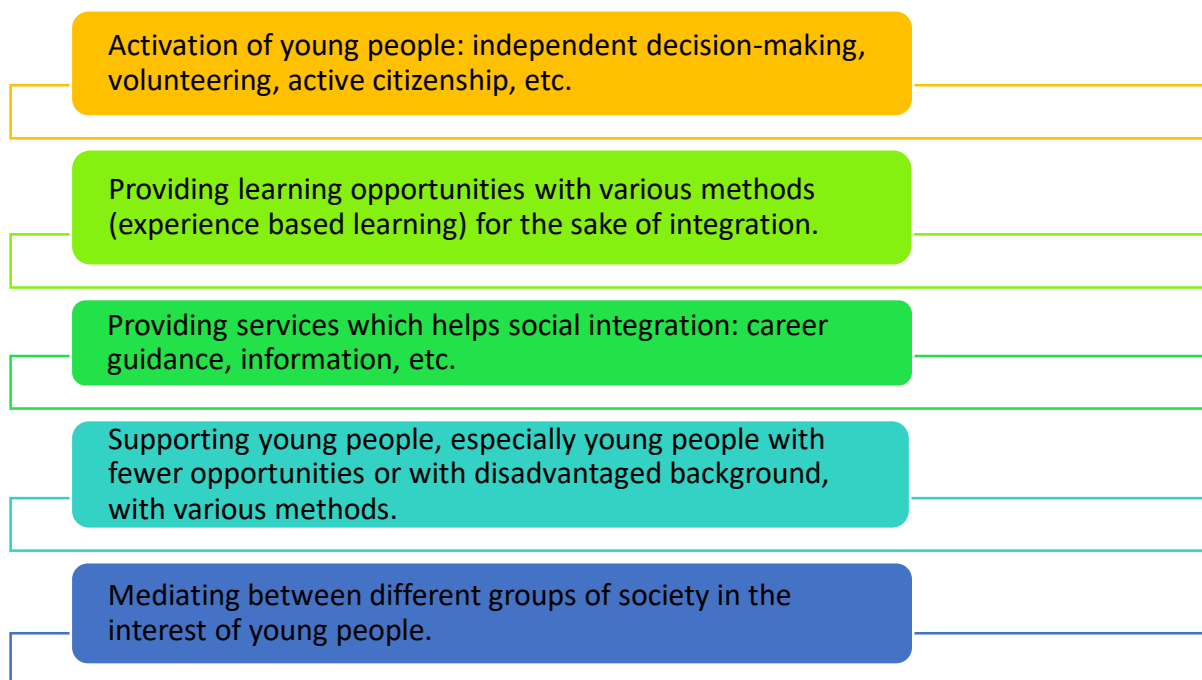


Figure 1. The youth worker tasks in Hungary, Romania and Greece

Based on our findings in different youth strategies, and official documents we can state that youth work's target group is usually between the age of 15 and the age of 30.

In Hungary the National Youth Strategy (2009-2024) says "the target group of the Strategy - with its broad interpretation – lasts from the appearance of the peer groups to taking responsibility for others". The strategy says its usually between 8-30, however if we're approaching from a professional point of view we should keep in mind there are individual differences between the people („...Hogy általuk legyen jobb!" *Nemzeti Ifjúsági Stratégia 2009-2024*, 2009, p. 6).

In Romania the target group of youth work is defined by the users of the youth services provided by the local organisations which is between the age of 14-35 (YouthWiki, 2021; *Strategia Națională în domeniul politicii de Tineret (2015-2020)*, 2015).

In Greece the National Youth strategy isn't defined the age of the youth group, however in the introduction of the document they offer the policy for implementation of support of people from the age of adolescent to young adulthood (Antonίου et al., 2018).

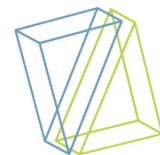
### 2.2 People living with disabilities

On the 1th figure we can see those collected five aspects of the youth work which could be very useful for young people with disability. Before we elaborate about the needs of people with disability, we introduce the needs-based concept, which is also can be considered a part of the debate about the appropriate addressing of disabled people (Könczei & Hoffman, 2017; Dunn & Andrews, 2015).

#### Young people with complex needs

The needs-based concept seems for us to connect to the idea of intersectionality, which will not be presented in detail here. Intersectionality is a concept of inequality, which argues that inequality is multidimensional, so a person can be discriminated against due to several factors e.g. a female girl with intellectual disability and with Roma origin. In this sense, this





person has four characteristics that make her a victim of oppression (Sebestyén, 2016). Intersectionality essentially followed and at the same time contributed to the development of identity policies (Goethals, De Schauwer, & Van Hove, 2015). Criticisms of intersectionality, in turn, suggest primarily that the structures of oppression have become invisible as a result of fragmentation (Csányi & Kováts, 2020).

As we will see, the needs-based approach goes beyond the state of the person and basically approaches the phenomenon of disability from the side of accessibility.

“The types of problems and needs that young people categorized as having complex needs have can vary. In short, complex needs is a term that is used to categorize people or families with multiple and intersecting needs, a group of young people that often is presented as ‘a challenge to services’ (Valentine, 2016 cited by Almqvist & Lassinantti, 2018). The term complex needs indicate multiple social vulnerabilities or difficulties such as poverty, unemployment, abuse, crime and mental or physical disability which occur simultaneously and intersect in different ways.” (Spratt, 2011 cited by Almqvist & Lassinantti, 2018)

For example, in their book of Köncei and his colleagues (2015), they mention that people with high support needs are those who have multiple disabilities. The needs-based concept is approaching from the social model’s point of view, which focuses on the person accessibility of the aspects of the life. How we use language has significance, as one form of expression of oppression is language use itself.

The concept is a relative approach to the state of the person, since in some ways the need for support is relative considered if we compare to ‘average’. However, it is not discriminatory because only indicates the degree of need, but does not include a difference in quality (Köncei, Hernádi, Kunt, & Sándor, 2015).

The needs-based or assistance-based model made it possible to see for professional caregivers, and families, that the right of self-determination can't depend from the persons' ability of taking care of own needs. The concept stands for the independent living, self-governance and self-advocacy; in this case professional helpers or caregivers ‘act like tools without own will’ for the purpose of communication. Often middle-class professionals states that possession of power as question is meaningless for a person who has sever disability because this could be the smallest problem in line of difficulties, but this opinion – so-called professionalism- always contains the possibility of abuse of strong external control over a person's life instead of self-determination (Köncei et al., 2015 refer to Garner & Sandow 1995, Steiner 1999) Instead of professionals representing ‘the repressive normality’, the stakeholders should have voice. *In this discourse empowerment provide the fields for building abilities in the environment of equality, partnership without the idea of that the responsibility of one's development is the professional's task* (Köncei et al., 2015).

## 2.3 Social inclusion

### 2.3.1 Education

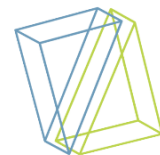
The Joint Inclusion Report 2001 highlighted there is growing evidence about positive effects of early integration of people with complex needs; in the mainstream institutions children with atypical development are more likely to acquire general - and professional knowledge, skills which needed to succeed in the labour market (Kópatakiné Mészáros, Mayer, & Singer, 2006).

In Greece so called one-track approach exists in education system, which means inclusive education for most of the children, except those who have sever disability and can't be involved in the mainstream schooling (Koczor & Németh, 2010).

Later on we'll see in reality we can't state there is one-track approach in Greece.

According to the data of European Agency of Special Needs in 2016, 71,7% of SEN children were in mainstream primary schools (ISCED 1-2) in Greece (EASNIE, 2021). According to Eurydice from 2018 in Greece there is a compulsory pre-primary schooling system from 4-5





years old, after this level the primary school last 6 years, then they can go to lower secondary education which is compulsory for 3 years. Compulsory education lasts until the age of 15, but it can be longer for SEN children until the of 19 (EASNIE, 2021, Eurydice 2021). However special education system also is available for SEN children by a committee. The special education system levels are built in the same way as mainstream schooling. The pre-primary education starts later, from the age of 7. The primary education can be longer for them with an additional year (Eurydice, 2021). "Special education school units are equal to the corresponding schools of primary and secondary education and vocational training. As a result, the certificates they award are equal to those awarded by the corresponding schools of primary and secondary education and vocational training. The only exception is the special vocational education and training workshops (EEEKs). Despite the fact that attendance is compulsory for secondary education, the certificates they award are not equal to the corresponding lower secondary education schools." (Eurydice, 2021)

In Hungary the two-track approach exists. Less children can participate in mainstream education, but the numbers are growing because of the regulations which try to guarantee the integrated education. In 2018, 66,8% of the SEN children were integrated, in 2019 the SEN children's number was 72% on ISCED 1-2 level (Kállai & Mile, 2021; KSH.hu, 2021). On the other hand because of the different traditions of the Hungarian education system, many studies highlighted the problems of the integrated education: mainly these are about the lack of knowledge and experience of teacher with SEN children (Kállai & Mile, 2021).

Attitude surveys show that teachers are more accepting of students with sensory -, or with physical disabilities than students with intellectual disabilities and / or autism. In the case of autism or psychological developmental disorder, the ability to learn was also questioned by teachers (Pongrácz, 2017 refers to Glaubman és Lifshitz, 2001; Lifshitz, Glaubman és Issawi, 2004; Szabó, 2016).

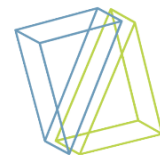
The attitude is a type of relation – in our case - towards student with special needs in class. There are three elements in attitude:

1. Cognitive: knowledge which includes what one knows about the condition, for example, and the relevant pedagogy knowledge as well.
2. Affective: the educator's emotions and emotional reactions to a specific type of disability
3. Conative: the teacher's behaviour with the learner including hidden dimensions (Szabó, 2016 refers to Atkinson, 2003)

Regarding attitudes, research has found that they prove to be persistent. Behaviour is strongly influenced by attitudes when an individual has gained relatively recent experience with the particular subject of the attitude. At the same time, researches about attitude have found that attitude towards to something or someone can be measured if the person has thought of the topic and therefore has a definite position (Pongrácz, 2017 refers to Nguyen, 2001; Glasman és Albarracín, 2006).

In the project of Moonwalk (2020) we conducted an online non-representative research amongst teachers, and special educators (N=90) with the scale of Attas-mm translated by us to Hungarian (Gregory & Noto, 2012). We've found that most of the respondents didn't support integration of children with mild or moderate disability. In the questionnaire we didn't mention the type of the disability. Many of the respondents said they support the two-track type education system (N=70), and even that many of them (N=55) believe that social skills can be developed efficiently in an inclusive environment, still they believe in the efficiency of segregated special education (N=56). Most of the respondents didn't agree with the cease of special education schools (N=70). Behind the data we've been found about the support of inclusion that there is no clear effect just because ones' have knowledge in the field of special pedagogy, but there would be a great desire to learn in practice about differentiation in teaching, so how to handle those situations in daily life which comes from





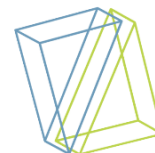
inclusion (N=74) (Moonwalk project, 2020). The outcome of our research also confirms the results of a study that says that teachers cannot “translate” the knowledge which they have acquired in their study to everyday life. The higher education and their trainings provide information about SEN’s children integration, however, they don’t know how to use these in practice of differentiated teaching (Pető & Ceglédi, 2012).

In Hungary the transition from school to labour market is hindered because the career guidance service is not available in the schools. It is one of the services of the Pedagogical assistance services network. In case of need of guidance between 12 and 25 age children or young people can go to the Pedagogical assistance services to provide them counselling, or schools can ask their help to organise career guidance classes in place, or the teacher can participate in personal consultancy about career guidance (Fővárosi Pedagógiai Szakszolgálat, 2021). Career counselling is just one of their many activities, so it is clear that this institute can do their tasks to a limited extent. Other activities include: special pedagogical counselling, early childhood development and care, expert committee activities, educational counselling, speech therapy, conductive pedagogical care, physiotherapy, school psychology, kindergarten psychological care, and care for highly talented children and students (15/2013. (II. 26.) EMMI).

In Romania according to Eurydice we can talk about two-track type education system within the possibility of full or partial integration in mainstream schools, and there are special schools in the system. In each county at least two mainstream schools involve students with SEN, so we can state that SEN children mainly go special schools (Eurydice, 2021). Based on the data of statista.com in 2019 most of the children with special needs went to special schools, approximately 40% participated in integrated education (Sava, 2021). According to Ilinca Gradea (2018) in Romania people’s behaviour started to change, mostly young people started to be more accepting in the case of disability, but we can conclude from the interviews of teachers that they support the existence of special schooling. It could not be otherwise, those who work in special schools receive higher salary. Obviously, the intention of the legislator was to involve students with special needs in higher quality education, and to make this challenge more attractive to teacher. In addition to the benefits, differences in salary can also be a factor hindering integration which is not concluded in this document.

“The strongest forms of segregation are created by special schools, their negative effects of which are recognized by many, but there are even more who are interested in maintaining them. Teachers in mainstream schools because they don’t have to suffer with those whom they think are unteachable children. Teachers in special schools because they have an existential interest in the survival of these institutions, the parents of majority, because their children at school do not have to meet those children whom they try to avoid in all other situations, and even the parents of the minorities children because they don’t expect much from the school system anyway, but they want to meet the mandatory minimum in safer conditions.”(Feischmidt & Vidra, 2011, p. 90)





### 2.3.2 Transition to labour market

Going back to the topic of labour market integration, the following figures (figure 2.) show how the employment of people with disabilities developed in each country within the EU (Jordan & Prideaux, 2018).

We can clearly see that labour market representation of people with disabilities is low in our countries, even under favourable legal conditions. In many countries the state tries to provide chance for work with on the basis of quotas and if the employer does not employ a person with disability, it pays a penalty in the form of taxes. Still, we can state many of the employers decide not to employ people living with disability or they favor those who needs less adaptation from the side of company, mostly people with impaired health (Komjáthy, 2021; Balázs-Földi, 2018). Some of the researchers found that the positive side of employing people with disability from the companies point of view that these people mostly loyal. These companies mention as positive outcome that they get easier funding from the state, and they have better recognition from the society. However, they see more disadvantages from the employment of people with complex needs, because they don't function in the same way, they have barriers because of their state, their employment cost more than the employment of a 'typical' person, and usually they have lower level of education. Furthermore, one of the study states that the public sector produces worse data than the for-profit sector in the employment of people with disability. Most of the studies mention that there is high relevance of the attitude-forming trainings in the companies, their effect on the participants made changes in the company towards disability. However, many of the companies would have need further support *for free of charge* in attitude-forming, rehabilitation counselling, and trainings about information connecting to disability (Balázs-Földi, 2018).

We can state that where the investment is higher in the education, and in the employment of vulnerable groups there'll be higher the level of integration and there'll be higher the numbers in employment of people with disability.

In 2009 in Romania the public expenditure on education as a percentage of GDP was 3,8%, in Greece it was 4,1%, and in Hungary it was 5,4%, in Sweden it was 6,8%. In Sweden in 2009 and 2018 we can see they invested more in the level of ISCED 0 (kindergarten), and less on the higher schooling levels except tertiary education.

In Hungary, Greece, Romania there are no available data about the investments on the level of ISCED 0 in 2009, but these countries spent much less on early development comparing to Sweden in 2018 (European Commission, 2019a, 2019b, 2019c, 2019d). Amongst many reasons, early development in Kindergarten contributes to a more accepting society, and because of the flexibility of the child in this age it can have a great impact on academic

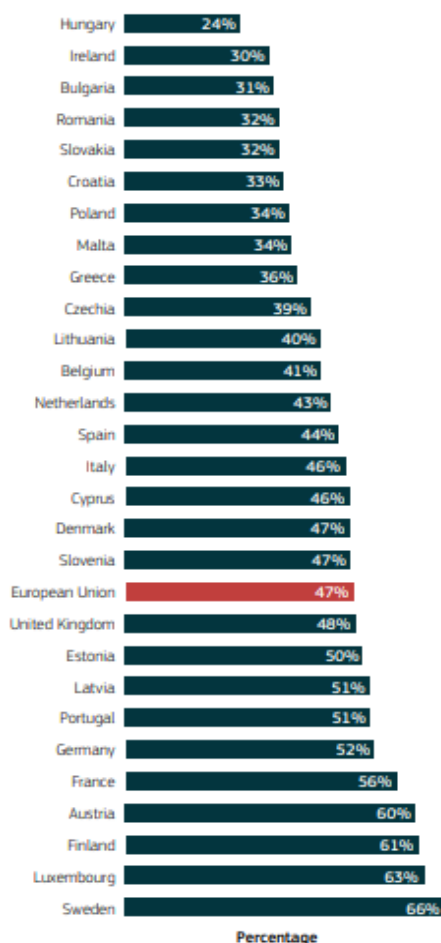
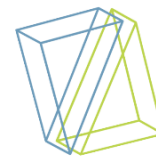


Figure 2. Employment rate for people with disabilities; V. Jordan, R. Prideaux (2018), Access to quality education for children with special educational needs, Luxembourg: Publications Office of the European Union, 2018, p. 2







development (Lundqvist, Allodi Westling, & Siljehag, 2016). In Sweden there is one-track education system, which means only those children go to special school who have severe disability which hinders in high level the participation in mainstream education. In special schools compulsory schooling provided for 10 years, the last two years of these are devoted to career guidance, preparing the students to continue their studies, helping them to get vocational training in a workplace until they finish their vocational studies, etc. In every school there is counsellor who provides career guidance to smooth the transition. In higher education there is a possibility to receive special pedagogical support which includes from extra teaching to mentoring, lots of different services (Eurydice, 2021).

Gradea (2018) mention in her paper amongst many reasons one of the barrier of integration the lack of support of transition from school to labour market in Romania. "No matter how many students with intellectual disabilities are successfully integrated into the mainstream system, if they do not have equal access to employment or housing opportunities after graduation, inclusive initiatives will have been implemented in vain. For students graduating from special schools, the prospect of marginalization is even more omnipresent because diplomas from special schools are not considered as valuable as those from mainstream schools. In the case of severe disabilities, post-school occupation is especially problematic." (Gradea, 2018, p. 24) Gradea (2018) states that the solution could be find outside of schools, in youth programs.

We shouldn't push the responsibility of integration on the youth work and NGO sector, but doubtless, youth work could play bigger role in facilitating integration where public services are insufficient.

According to Dunás-Varga (2021) in Hungary there is a very similar situation in accessibility. The Hungarian state intends to increase the number of people in secondary education with vocational qualifications through dual training. This mainstream vocational schools aren't part of the public education, instead of that they have different maintainer: "In initial vocational education and training, 238 different professions are taught in 381 member institutions within the framework of 44 VET centres, maintained by the Ministry of Information and Technology." (Eurydice, 2020). However, the National Vocational Training Strategy classifies the training institutions that provide secondary education *only for SEN students* as an area of public education, thus in reality excluding SEN students from dual training and obtaining vocational qualification. Later on this will be a barrier of labour market integration in their case (Dunás-Varga, 2021).

If we observe the data about participation in tertiary education in Hungary (figure 3.), it can be seen that higher education isn't available most of the young people with complex needs. Their numbers have slowly increased, however in general the participation in tertiary education was decreasing in the past years. Laki (2021) states that the reason of the low participation of SEN students in tertiary education is that many of them finish their secondary education without proper certificate which necessary to the admission in higher education.



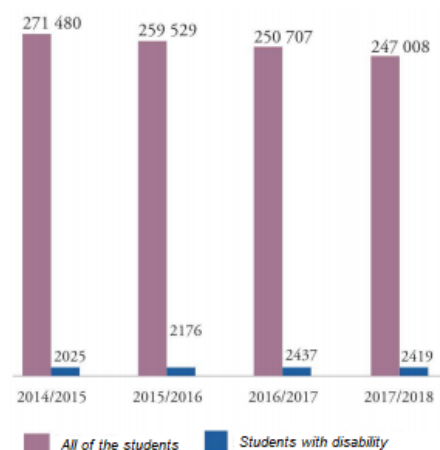


Figure 3. Total number of students of educational institutions (per persons), 2014–2019, source: Laki, 2021 in *Fogyatékos emberek a 21. századi magyar társadalomban, Tanulmánykötet Bánfalvy Csaba tiszteletére* (2021), p.89

#### 2.4 Disability in youth work context

Youth work – as we mentioned before- explicitly supports the development of competences that contribute to self-determination, so public support for youth work should be a fundamental principle with sectoral neutrality.

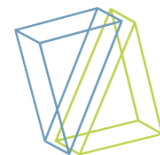
According to a Hungarian study in 2009, 44.1% of young people with complex needs do nothing; sit, watch TV, eat, bathe, etc. In these families - where nothing happens to them- with a per capita income well below the minimum subsistence level, they are the ones who receive no external help. 41.4% are slightly better off, more active, simply because they receive more help from their family, neighbours and environment. 14.5% overall where there is activity because young people are receiving development, families are investing more in development (Petri & Verdes, 2009).

Youth programmes are not equally accessible to young people with complex needs and we can state that more severe the condition is more marginalised is the person. If only we refer the relevant international declarations, laws and documents which promote equal access for all, we can state this exercise is against all of those declarations (Petri & Verdes, 2009).

For example, in 2008 in the Youth in Action Programme an association for people of intellectual disability (ÉFOÉSZ) implemented a programme entitled "Our voices matter", which aimed to bring young people with intellectual disabilities closer to decision-makers. These young people were already involved in their programme of group work to support the development their advocacy skills. The authors of the study say: "In terms of social impact, there are no features beyond the meeting." The author of the study also writes that the purpose and expectations of the YIA programme were greater than the openness to young people's views in politics, and that the visibility of the whole programme and the participation of the National Agency were insufficient (Elek, 2011).

We would add that this 5.1 programme was implemented as the advocacy training in segregated groups, while advocacy always works in a diverse society. Of course their activities are necessary in order to test themselves later on in an inclusive environment. However, youth work is built on diversity, inclusive groups with different professional toolkit. According to the Beyond Disabilities European Mobility for All booklet in the past years there were few international youth project which involved young people with complex needs, if we compare the number of the implemented project – which can be found on the National





Agencies' pages- it's less than acceptable (*Beyond Disabilities European Mobility for All!*, 2016).

In Erasmus+ projects there aren't compulsory quotas to involve young people with disability. One of the main areas of these youth projects is social inclusion of people with fewer opportunities (*Erasmus+ Programme Guide, Version 3 (2021): 12-05-2021, 2021*).

"People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme. (*Erasmus+ Programme Guide, Version 3 (2021): 12-05-2021, 2021, p. 321*)"

*However, because of the wide possibilities of interpretation of what fewer opportunity is, the project will mainly involve those who need less assistance and less support by their view. We conclude this from the facts about inclusion in education system, if we look back at that chapter, it is clear that where the system thinks in a two-track model, so there is the possibility of segregation. Even where the principle of integration is more prevalent we can see that students with more severe or multiply disabilities are excluded from integration. It can also be seen in the behaviour of the system's representatives; teachers are in many cases not in favour of integration due to methodological unpreparedness and attitudes.*

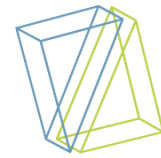
#### 2.4.1 Attitudes toward disability in social care

If we recall the experiences of children and young people with disabilities about the world, there can be no question that the task of youth work is to support inclusion, yet it can be said that the obstacles of inclusion in youth work are poorly mapped. That is why we must reach out for the researches about social work too.

In Hungary we can state there is low representation of researches about attitudes towards disability amongst social workers, or youth workers. Balázs-Földi (2018) in her dissertation made a research in public sector, especially social care system context in Hajdú-Bihar county. 75.1% of the interviewed employees of the social care system acquired knowledge about disability during their studies, 66.8% about health impairment which can alter work ability, and 43.7% worked previously with a person with disability, 61.1% with a person with health impairment. Most of the respondents answered that people with disability are able to work with support. *Those respondents who thought they aren't able to work at all (12,5%) mostly were in younger age, below 35.* Those employees who learned about disability in their education tend to think more positively about working ability of people with complex needs, but those who didn't learn about disability had worse opinion about the working ability of people with disability. Balázs-Földi in her dissertation tries to map the deeper strata of attitudes, and asks questions about the possibility of relationships with a person with disability, the results show that employees in social care can't imagine to be married with someone with disability, only just 16,8% of them. Furthermore, the result of the analysis shows us that their acceptance towards people with disability are fake in many ways, and it comes from professional- and social pressure, and ethical expectations towards them. They expressed their opinion more openly about people with health impairment, and they gave gradually worse rating about their ability to work. *In their view people with disability need constant support like a patient, and this point of view mixed with the social model, which says that obstacles front of people with disability is raised by the community* (Balázs-Földi, 2018).

In 2015 in a study in US, researchers made an attempt to develop a scale to measure attitudes of social workers towards disability. The scale was developed because there were critiques which highlighted the problems of the availability of disability-related courses in social workers' university study. In the measured sample the developers found that there is



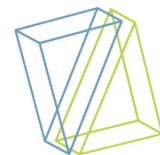


no significant difference along gender towards disability amongst social worker students, on the other hand only the 14% of the sample declared themselves a man. The researchers didn't find correlation between attitudes and personal experience with a person with complex needs, however they find correlation between positive attitudes and care for someone with disability, and between the positive attitudes and working with someone with disability, put more simply, the latter two are more positively related to attitudes, because of the deeper and longer relationship (Cheatham, Abell, & Kim, 2015). In our project, we try to explore the factors and attitudes that hinder inclusion in youth programs based on these last two mentioned study.

### **Summary about our findings regarding literature**

1. Ongoing funding vs. project funding: Funding difficulties to prevent long-term support for young people with complex needs, the numbers of projects should be high to be self-sufficient in a case of non-governmental organisation who wants to employ professionals, not just volunteers. Youth work is a profession, and there are aspirations to develop this profession. Becoming a profession enables high-quality services and predictable support for the target group.
  2. Youth programs - based by project funding -demand higher involvement in a shorter period from the implementers, which is taking away their capacity from the general services, daily operation with longer extent, which are usually not founded by the state.
  3. In Hungary, Greece, and Romania there are differences how the youth sector was developing. We can state that in Greece and Romania there is more impact on the youth policies from the side of the grass root organisations, in Hungary nowadays youth strategy and policies regarding young people is initiated by the state.
  4. Because of the lack of higher education training on the field of youth work, the experts mainly come from different areas for example education, social work, etc. We can conclude that youth work is placed between pedagogy and social work by the definitions. The differences in the educational background of youth workers provide colourful, diverse services on the other hand it could provide lower quality. For example, it can mean in the case of disability: lack of information about people with disabilities and their needs, lack of working experience with people with disabilities, methodological unpreparedness, and inadequate attitudes, etc.
1. The complex knowledge and the complex problems of involving a person with disability are not worth the hassle in short term projects even if it's financed by the project. The concept of 'fewer opportunity' is too wide, so it favours the inclusion of young people whom requires less energy expenditure by their view in the project-funded programs.
  2. Many times because of the lack of knowledge, experience, and the attitudes they may misjudge the need for support of a young person with disability, which can otherwise only be ascertained personally in a long term mentorship. This is how long-term programs are linked to short-term projects. If you have time to get to know someone, then you can involve them in a program that suits their needs.
  3. Age: Young people can provide programs for young people that are mostly relevant because they'll reflect on the real needs of young people in their topics, but the chance to have any kind of relationship with a person with disability come with the age. Because of the lack of experience in school, in work and other part of life why would they want to involve young people with disability in their project?
  4. External factors: The social participation of people with complex needs is still low, this is also due to the attitudes of employers and because of this there are low numbers of buildings, services which are accessible for everyone on a fair price. According to the built





environment which is necessary for inclusion, other tools for an accessible environment are missing. Many times these can't be financed by youth projects e.g. barrier-free accommodation for large groups in smaller town, however bigger cities' attractions can distract participants; personal assistants who can take part in longer programs, because this profession also requires special knowledge, and many of them have daily job on this field with different many clients with disabilities who can't afford to lose their assistant for a week or two; or a sign language translator who can translate between participants on local and / or international language, and sign language; preparation of materials for facilitated communication; etc.

### 3. Hypothesis

1. We assume that youth workers are not prepared for involving young people with disabilities into E+ projects, because their daily youth services are inaccessible for young people with disabilities.
2. We assume that youth organizations don't have the resources to ensure accessibility, so young people with disabilities do not participate in their services.
3. We assume that the lack of experience and the lack of knowledge with young people with complex needs has a negative effect on attitudes, which is related to the low number of young people with disabilities in E+ projects.

### 4. Methodology

#### 4.1 Subject of the research and tools

Based on the conceptualisation we'll use three types of methods to mapping youth organisations in Hungary, Greece and Romania.

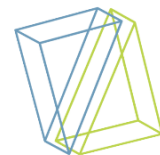
1. Anonym online questionnaire in survio.com based on three studies with instruments which measured attitudes of social workers (Balázs-Földi, 2018; Cheatham és mtsai., 2015, Gregory, Noto 2012). – filled by at least 150 youth worker
2. Document analysis of 20 youth organisation of the emergence of a strategy for involving people with disabilities.
3. Based on the results of the questionnaire, and the document analysis we conduct interviews along the analysed data with 20 leaders of youth organisations (chairman, chairperson, executive director, managing director etc.).

First we compile a list of organizations whose primary target group is young people, and it will primarily - but not exclusively- comprise those who implement E + youth programs in our countries. In the list we collect their names, phone number, email address, and a name of a contact person. We would like to draw their attention to our questionnaire via phone, so we can get the name of the contact person, in this way we can refer to the contact person via email, or phone in the event of an insufficient number of respondents and we can encourage completion.

At the end of the questionnaire part of research we must have **at least** 150 completed questionnaires in each country, filled by employees of youth organisations who meets with description of youth worker in the chapter 2.1.1.

We use the firstly formulated list to select those 20 youth organisation who'll participate in the document analysis. The selection process is based on randomisation we want to reduce distortions during the measurement, and it also serves to eliminate bias. Randomization is achieved by putting the names of the organizations in a hat and pulling out that 20 which we are examining.





Data collection to document analysis:

- research on the internet
- asking via email or phone from the contact person of the organisation

If the examined organisation doesn't want to provide the necessary documents, we can pull out another name from the hat. And continue this until we collected the necessary documents, which are the following:

- foundation document
- public benefit report in 2019 (before COVID to observe the offline implemented programs)

A computable table is created based on predefined criteria and codes, which are presented in final in an aggregate anonymized textual analysis.

As a final step, based on the questionnaire and document analysis, we compile a set of questions for the interviews of the leaders of the organizations. We prepare as a summary an anonymized narrative report about the results of the interviews.

#### [4.2 Expected outcomes](#)

At the end of the research phase, the partners prepare a research report about the summarized results; 1 research report per country with 70 page.

#### [4.3 Schedule of the research](#)

##### **Planned deadlines:**

List about the organisations - 30-09-2021

Questionnaire part – 31-01-2022

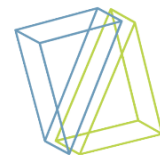
Analysation of the questionnaire, summary in written form – 31-05-2022

Document analysis, summary in written form – 31-07-2022

Conducted interviews – 31-10-2022

Final research report - 01-03-2023

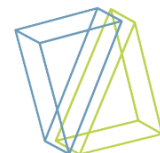




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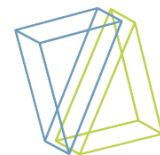
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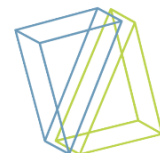
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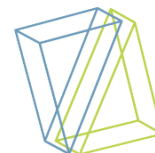
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Other reference:

**Moonwalk project 2018-2020 - Research - Teachers' attitude towards inclusion, Együttható Egyesület**

6. Endnote

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<sup>i</sup> Expert in Schultz Consulting Romania, one who were supported the recognition of youth work by law.

