



## International Erasmus + Training Course “Revitalizing Communities Through Youth Entrepreneurship”

2-11 April 2017

# Promoting Entrepreneurship Through Youth Work With Marginalized Young People, Refugees, Asylum Seekers and Migrants

This Booklet " **Promoting Entrepreneurship Through Youth Work With Marginalized Young People, Refugees, Asylum Seekers and Migrants**" was developed by participants of training course “**Revitalizing Communities Through Youth Entrepreneurship**” in 2017 in the context of “Erasmus Plus” Programme of European Commission.

Disclaimer: The views expressed in this publication do not necessarily reflect *the views of the European Commission or the European Union. The National Agency and the Commission are not responsible for any use that may be made of the information it contains.*

## Contents

About the Project.....	3
<i>Migrants, refugees and asylum seekers closed doors to labour market</i> .....	6
<i>Entrepreneurship as alternative to blocked labour market mobility</i> .....	6
<i>Refugees and asylum seekers face the greatest barriers to entrepreneurship</i> .....	7
<i>Policy Implications</i> .....	8
Understanding the young migrant/refugee in transition .....	8
Identity Wars.....	9
What Youth Work can do.....	10
Youthwork for Building Trust .....	11
Using Strengths-based approach .....	13
Employment and career development .....	14
Mapping obstacles, opportunities and resources for young people with fewer opportunities.....	16
Cultural Obstacles .....	16
Economic obstacles.....	18
Social obstacles .....	20
Educational Difficulties .....	23
Geographical obstacles .....	25
Final message for Young Entrepreneurs .....	30

## About the Project

Unemployment is a big challenge for Europe and neighboring countries. The unprecedented technological development and increased inter-dependence that the world is experiencing have not provided a solution to ones who are left outside the system, especially the young people with fewer opportunities who find it more and more difficult to meet the ever-changing labor market demands.



This problem has been aggravated given the current context concerning young migrants, refugees and asylum seekers in Europe. The frustration and disempowerment of the disadvantaged youth in general and these young migrants and asylum seekers in particular can breed low self-esteem, low motivation, cynicism and radicalization.

Within the framework of potential efforts and strategies to boost employment and job creation for young people, entrepreneurship is increasingly accepted as an important means and a valuable additional strategy to create jobs and improve livelihoods and economic independence of young people. It is an innovative approach for inclusion of young people with disadvantaged backgrounds, especially newly arrived migrants and refugees into society and today's changing labour markets.

Youth workers and youth leaders working directly with young unemployed people and disadvantaged youth among refugees/asylum seekers and migrants are uniquely positioned to inspire and empower youth to be creative, entrepreneurial and business minded through non-formal and informal activities and raise their self-confidence and enthusiasm which leads to promotion of entrepreneurial culture, higher awareness of personal empowerment and inclusion which, in its turn, prevents violent radicalization.

32 youth workers and youth leaders from 4 countries (Hungary, Armenia, Georgia and Turkey) participated in the 10-day international training course "Revitalizing Communities Through Youth Entrepreneurship" which took place in Yerevan, Armenia from 2-11 April 2017.

The international training course "Revitalizing Communities Through Youth Entrepreneurship" aimed to train and equip youth workers and youth leaders working directly with young unemployed people and disadvantaged youth from refugees/asylum seekers and migrants with essential entrepreneurial and business tools, methods and skills to enable them to contribute to tackling of the problem of unemployment among youth through quality youth work that promotes self-employment and entrepreneurial culture.

The training course was based on non formal learning methods and principles, intercultural dialogue and communication including group discussions, interactive presentations, participant's lead workshops, team work, etc. The methodology of the project stimulated active participation, sense of initiative and involvement of the learners. It aimed to create a learning space with better self-awareness and awareness of the needs and goals of the groups of young people they work with to enhance the results of the learning process and give birth to high quality projects led by the participants in the future. The project revealed the value of the Erasmus+ Programme as a tool for youth empowerment and raised awareness about Youthpass tool for supporting young people harness skills and personal growth through self-reflection and learning documentation.

Objectives of the training course were:

- Introduce youth entrepreneurship as a tool of fighting youth unemployment;
- Support youth workers in developing and sharing effective methods in reaching out to marginalized young people, refugees, asylum seekers and migrants, and in preventing racism and intolerance among youth;
- Learn to use youth work to empower youngsters to start their creative search for entrepreneurial opportunities;

- Learn to use non-formal education to support current and future job-seekers to be pro-active and able to apply entrepreneurial approach into career development;
- Explore ways for using youth work to bring alienated and marginalized youth back into the economic mainstream and giving them a sense of meaning and belonging; Helping address some of the socio-psychological problems and delinquency that arises from joblessness;
- Learn to use Youthpass and the Key Competences to support young people through creative process of skill harnessing, self-reflection and documentation of the personal learning process;
- Develop quality youth mobility projects to be applied under Erasmus+ Programme;
- Transfer knowledge and skills by developing and publishing online the booklet "Promoting Entrepreneurship through Youth Work With Marginalized Young People, Refugees, Asylum Seekers and Migrants"

## Mapping the reality

### *Migrants, refugees and asylum seekers closed doors to labour market*

- Humanitarian entrants to Europe experience greater socio-economic disadvantage in Europe than do other immigrants, particularly in the labour market.
- One-third of humanitarian entrant settlers remain unemployed after three years of settlement in Europe. When they do get jobs, humanitarian immigrants face what Hugo (2011: 109) calls 'occupational skidding', that is, they do not get jobs commensurate with their qualifications and generally end up working in low skill and low-paid occupations irrespective of their human capital
- Formal and informal discrimination blocks the mobility of refugees in the European labour market



### *Entrepreneurship as alternative to blocked labour market mobility*

- Immigrants from minority backgrounds have long experienced formal and informal labour market discrimination in Europe.
- In response to this blocked mobility many immigrant minorities turned to entrepreneurship, to establishing a small business, as a way of providing for their family, getting their children educated and escaping discrimination by becoming their own boss.



- These migrant enterprises were embedded in the family and in the immigrant (Diasporic) community.
- Most immigrant entrepreneurs were in micro or small businesses though a few rose to spectacular heights. Their European born children had European education and human capital, became professionals or got good jobs, so they generally shunned entrepreneurship.

### *Refugees and asylum seekers face the greatest barriers to entrepreneurship*

- They have no financial capital to start up a new business, not credit history, no assets to mortgage, and no security.



- Their educational qualifications are often not recognised in Europe and with no acknowledged human capital they can't get a job or, if they do, get one well below their ability.

• Most have no social networks of established family and friends to provide capital, advice and support, lacking the social capital that many non-refugee immigrant entrepreneurs in Europe have been able to draw on.

- Many did not have strong English-language fluency (ie they lacked linguistic capital)
- Newly-arrived refugees also have little or no knowledge of the rules and regulations and red-tape that all new entrepreneurs must overcome. They also had little familiarity with the local market and business opportunities, the informal knowledge the new entrepreneurs must possess.

### *Policy Implications*

- Entrepreneurship is a pathway to overcome blocked mobility in the European labour market for many refugees.
- Refugees have overcome almost insurmountable barriers to establish a business in Europe. Most of these business enterprises provide moderate incomes, get refugees off centre link payments, provide employment for other refugees and enable refugees to better provide for their families.
- Refugee entrepreneurs make important economic and social contributions to Europe.

## Understanding the young migrant/refugee in transition



Adolescence is the period of life for young people aged 12 to 20, or in some definitions, up to 25, and is understood as a time where young people experience significant physical, psychological and intellectual growth. These changes inform the development of a sense of

identity, including sexual identity. Recent research has also stressed that this is a period where the brain undertakes significant growth. Western theorists understand this period as a time where young people explore what kind of adults they want to be, for example: what roles they wish to take in society, what work they may wish to do, what relationships they wish to form, what kind of friendships they wish to have with peers, and how they wish to present themselves to others. In Western industrialised societies this is often a prolonged period. This is not necessarily always the case in other cultures, which may not even see adolescence as a significant stage or individualist aspirations as a marker of maturity.

Young people from migrant or refugee backgrounds will face the extra challenge of developing a bi-cultural or multicultural identity, and may find that the general expectations of Western society, where young people move to independence to pursue individual goals, is not always appropriate for them. Young people who have experienced trauma or loss may find their capacity to achieve what are considered normal development goals (e.g. developing a positive sense of self, developing good relationships with others or developing mastery in their chosen areas) is diminished by their trauma experiences.

## Identity Wars

Young people from refugee and migrant backgrounds often have to juggle the expectations of family and their cultural community with those of mainstream European society, which places high value on individual choice in terms of study, career and relationships. Young people from refugee and newly arrived backgrounds may have grown up in a cultural context where the wellbeing of



the whole family and community is prioritised above individual aspirations. As such, refugee and newly arrived young people are often juggling a range of pressures and complex relationships, negotiating family and cultural obligations and responsibilities while finding their own place in European society. Many young people can feel stimulated and capable as they negotiate multiple cultures, but in the context of having experienced trauma and facing systemic barriers, it can also feel like an enormous pressure. Some young people may experience this as rejection and for others, it may be retraumatising. It is important to be aware of the pressures that young people face and to affirm the skills and agility they demonstrate as multicultural young people.

## What Youth Work can do

Refugee and migrant young people benefit from a service response that incorporates the following approaches:

- Building trust and connection
- Applying a strengths-based approach
- Working in the family context
- Group work
- Advocacy to address systemic barriers.



Services also need to be aware of the recovery goals for young people who are refugees or who have had ‘refugee-like’ experiences. These include restoring a sense of safety, enhancing control, restoring attachment and connections to those who can offer support and care, and restoring identity, meaning, dignity and value. The way you deliver your service can begin to address some of these goals.

As with all youth work, group work can be a key engagement and trust-building tool in working with young people from refugee and migrant backgrounds and their communities. It provides a safe space for young people to get to know each other and those who are working with them. Successful group work is client-centred and acknowledges the needs of the individual while being mindful of group dynamics. As such, it may be gender-specific in order to meet the (cultural, religious or other) needs of young people – e.g. a young mum’s group, young women’s sporting group, etc.

Group work outcomes can include:

- Building trust as a basis for ongoing individual support;
- Increasing the connection between young people and their peers, support workers, family or community

- Building specific skills and knowledge – e.g. in relation to the arts, recreation, health, education and employment; and having fun, build self-confidence and improving wellbeing.

#### Advocacy to address systemic barriers

Young people and their families face a range of barriers in accessing European systems, including education, training and employment pathways, mainstream support services and the broader community

Given these barriers, youth work with young people from refugee and migrant backgrounds requires engaging in ‘multilevel’ advocacy. This advocacy can support young people/family members to access and remain engaged in services, and ensure that barriers or gaps in service provision are addressed. Youth workers can assist young people to navigate services, as well as provide support to other agencies to improve accessibility. This means being actively involved in local worker networks, resourcing other services or workers to understand and effectively respond to the needs of this client group, and providing policy advice at the local, state and national levels.

## Youthwork for Building Trust

Building trusting relationships and connection is particularly important for young people from refugee backgrounds who have experienced trauma prior to arrival in Europe. The following may be useful strategies for developing a trusting relationship with clients from refugee and migrant backgrounds:

1. Take time to spend with the young person and be flexible and responsive about where you meet. When meeting a young person for the first time, try to arrange for the person who made the referral to also be present. Give a young person the choice



about where to meet and meet where they feel comfortable and safe. Whenever desired by the young person or a family member, use interpreters.

2. Work to understand each individual's unique experience through careful and respectful listening. Learn about the young person's culture, be curious and take direction from the client. If they wish and in their time, listen to their story, hear about who they are and bear witness to their extraordinary experiences. Don't expect to get all the answers straight away. Be prepared to take time to build relationships - be patient, and listen rather than focussing on completing forms. Confirm their right to live free of violence and oppression and to enjoy a safe and secure life in Europe.

3. Work in a transparent and accountable manner. Provide the client with details about your role - communicate simply about what you do and don't have the capacity or power to do, and explain why you gather information and what you do with it. Also, provide information about who they can make complaints to and how they can source alternate services.

4. Explain that you are not a government service. This reduces fears of power and authority.

5. Use informal face-to-face contact with young people by, for example, accompanying clients to appointments. These can be valuable opportunities for informal conversations and relationship building.

6. Wherever possible, work to assist the young person to build connections with their family, friends and communities. This may involve support with communication, practical problem solving and linking with other services. It also often means attending community functions, seeking information about a particular ethnic community and supporting young people to design, develop and participate in social and recreational events.

7. Respect difference and sit with the discomfort of not always understanding. Whenever possible, give the time the client indicates they need.

8. Offer practical support. Young people and their families may need assistance with immediate issues like income support or school meetings before they are able to address other issues (e.g.,

family conflict). Practical assistance can help you demonstrate your role and build trust with a new client.

9. When the young person, or their family, directs you to do so, advocate with them and on their behalf in relation to: education, housing, employment, police and a other factors that impact on their lives. Work to empower them to advocate for change and achieve their goals, by attending appointments with them, assisting them to fill in forms and providing them with information about systems and services.

10. Remember that most young people are not interested in one-to-one traditional counselling models. Often 'counselling' takes place informally at impromptu moments, such as in the car, at Centrelink, etc. and after you have built a trusting relationship and demonstrated what you can offer.

11. Accept gestures of hospitality. Sharing food, a cup of tea or attending a community celebration are often culturally very important and fundamental to building trust.

## Using Strengths-based approach

Strengths-based approaches can be particularly significant in providing support to young people from refugee and migrant backgrounds. Good practice involves looking for and reflecting back strengths that emerge from the young person's story and experiences. Being curious about strengths within the young person's family can also be important in re-connecting the young person with family members. Finding and supporting the interests of the young person, such as recreational activities, can also be part of strengths-based support and can be a key factor



in building trust.

With a strengths-based approach in mind, effective youth work with this client group should therefore include the following components:

1. Develop a case plan in collaboration with the young person.
2. Identify and prioritise goals together, highlight their strengths or achievements.
3. Give young people the opportunity to build connection with other young people and have fun, to relax and build relationships with other young people. Affirm the skill and strength they exhibit in these life skills.
4. Wherever possible, work to assist the young person to build connections with their family, friends and communities, identifying the strengths and capacities their families and communities have exhibited.

Seek means for young people to gain skills and access resources they have identified they need. This may range from resume writing, using the internet, career guidance, to parenting skills. Affirm and celebrate young people's hopes and ambitions, while supporting them to make decisions that will give them the opportunity to succeed. A stepping stone approach may be a useful analogy.



## Employment and career development

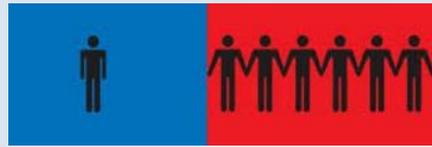
Employment is a key factor in the successful resettlement of refugees (Lauer, Wilkinson, Yan, Sin, & Tsang, 2012; O'Donovan & Sheikh, 2014). The overall integration and long-term employment outcomes of refugee youth are greatly impacted by the support they receive during their first years of

resettlement (Eide & Hjern, 2013). However, they are at greater risk for unemployment and often hold economically disadvantaged positions in their host countries (de Vroome & van Tubergen, 2010; Shutes, 2011; Marlowe & Elliott, 2014; UNHCR, 2013). Multiple and intersecting factors contribute to this situation; integrated and multi-level responses are required.

Career development and employment outcomes are a reflection of complex interconnected factors. Effective practices to support refugee youth must take into account the multiple individual, family, and contextual factors at play. Policies and programs that emphasize only short-term job attainment are limiting and serve to disadvantage these young people. Refugee youth and their families benefit from an integrated approach that takes into account their immediate employment needs as well as their longer-term hopes and aspirations. Moreover, involving youth in programming is motivating and builds further social capital.

## Mapping obstacles, opportunities and resources for young people with fewer opportunities

# Cultural Obstacles



### Lack of Proper Education

Cultural minorities don't have access to education, because they are segregated and excluded from the society. Besides, some of them are not interested to take courses, higher or even elementary education.

### Discrimination

It is based on the skin colour, prejudices (habitants don't trust foreigners), sexual orientations, religion.

### Language barriers

Young people speak different languages (not official language).

### Religion

Different religious groups practice their religion differently. The ceremonies or the religious habits can have different reactions inside diverse communities.

### Anti-Semitism

People bear prejudices to Jewish people historically.

### Issues connected to Roma people

They have separate community, society has



- To give free language (native) courses to minorities, so they can better integrate into society.
- Organize cultural fairs, festivals.  
<https://www.facebook.com/events/514491942022430/> (facebook event page about Istanbul cultural evening)  
<https://fifi.facebook.com/events/667305123343361/>
- Colourful restaurant event  
<http://www.istanbulcenter.org/> - Turkish different cultural events
- Trainings for youth from different countries – it is cross-cultural exchange, traveling, getting to know other cultures.  
[http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm) -
- Erasmus plus programme funded by EU. NGO-s working on cross-cultural communication. There are NGO's who share their expertise on cross-cultural communication and help young people to get in touch with different cultures via diverse events, festivals, exchanges. For Example Salto-Youth  
<https://www.salto-youth.net/> offers

negative approach to them. They have difficulties with adaptation to the society.

### **Lack of integration for immigrants**

Governments don't invest enough into integration of migrants

different training in different countries.

- There's a need of more financing and better competence for integration offices.
- Governments finance NGO's to do more cross-cultural exchanges.  
<http://www.ngomonitor.org/articles.php?type=funding>
- This is an article, which explains how and when government finances NGO-s to do their cultural trainings and programs.
- More active cultural centers.  
<http://www.louvre.fr/en-Louvre.fr> is an online platform in France, where you get to know more about the country and its culture.
- Mutual respect for each kind of culture, religion and generally for diversity.  
<http://www.un.org/en/documents/charters/chapter1.shtml> -- This is an article showing UN organization to implement mutual respect into people in any way.



## Economic obstacles

- young people with a low standard of living, low income, dependence on social welfare system in long-term unemployment or poverty
- young people who are homeless, young people in debt or with financial problems.



### **Poor education management, also related to the lack of part time jobs**

At this moment schools are providing a lot of mandatory courses to attend which enable the students to practice what they learn at school.

Also, the lack of part time jobs does not provide an opportunity for an extra income for the poor families.

Youth very often want to work to earn money for studying, but there are very few places with part time jobs for students. This situation stimulates youth unemployment

### **Poor opportunities for education**

Some people don't have enough money to be educated so they have to work instead of studying. They are stuck in the circle and it is hard to get out of it.

### **Poor opportunities for business and bank loans**

Many people who want to start a business, in many cases they need a bank loan, but usually they are rejected because of their



### **NGO**

There is a wide range of NGOs in every country that help the young people in certain fields.

### **State support**

Governments around Europe try to provide a support to the youth. For example, in Armenia if a student have good grades they have a chance for a discount according to the state support.

### **Internships and EU programmes**

EU hugely supports the youth through the variety of programs. The examples are ERASMUS Plus, European Voluntary Service, other types of Internships in universities and companies.

<http://www.ec.europa.eu/>

### **Scholarships**

Youth can receive the scholarship not only from university in their home country but also at the universities abroad. This gives a chance for youth to foster their skills abroad. <http://www.european->

family financial situation.

### **Poor youth education quality**

There is a segment of unemployed youngsters which is formed from people who come from rich families. Those have the possibility to provide their children all the money necessary to study. Still they lack the motivation to study and. So, the number of the young people in their early twenties who have no school or no idea of what they want to do with their lives and with no job increases.

### **Poor knowledge about managing finance**

Youth people don't know how to keep and coordinate their money. Even if the financial resources are available they don't know how to spend them to get the best profit out of it.

[funding-guide.com/](http://funding-guide.com/)

### **Charity**

Charity systems like Red Cross help people from developing countries. They send youth volunteers those countries to help people in their daily job and life. This is great experience for both sides involved.

<http://www.redcross.am/>

### **Awareness**

To sum up it one should be aware of the above existing solutions, because at this moment there is not enough transparency and a awareness level to support the solutions mentioned above.

# Social obstacles



- young people facing discrimination because of gender, ethnicity, religion, sexual orientation, disability, etc.
- young people with limited social skills or anti-social or risky sexual behaviours
- young people in a precarious situation
- (ex)offenders, (ex)drug or alcohol abusers
- young and/or single parents; orphans
- young people from broken families



## Addicted Youth

Alcohol addiction, drugs are connected with criminality and bad childhood, bad parenthood, bad entourage (anturaj). Youth use the last resources they have in order to get their hands on the „substance”, they have to steal from parents, friends, employees, some take up loans to buy drugs. When they do this it leads to criminal activity, environments, where their behavior gets emphasized, maybe idolized.

## Young immigrants

Even if the youth have good education in their home country their studies are not recognized



### Existing solutions

These work to some extent, for example the institutions that provide antidrug or alcohol treatment programs. Some of them do also downgrading of drugs. Fortunately these services are free of charge and are supported by government and angel foundations. But sadly Methadone for example decreases the life expectancy of users and the relapse rate is high.

### Possible solutions

We suggest more and free of charge rehabilitation programs in conjunction with motivational courses for addicts. We consider that substance addiction starts from psychological reasons. We suggest better education for youth in schools, for example „on the topic “How to tell if your child is addicted”

### Existing solutions

There are some integrations solutions in different countries, most of them are poorly known.

### Possible solutions

We suggest countries have to implement programs for

and they end up being stigmatized based on the skin colour, name, religion, ethnicity.

Because of poor social integration tools people get stuck in their own asylums, asylum community. There they speak the same language and relate only to others in their own situation.

### **Different Religion**

Because of the inability to live in a settlement which is well integrated some people are forced to move into suburbs where the cultural and religious practices are prominent. If you are raised in a community with a different religion when you enter society with this background you will be met with stigma

### **LGBT Youth**

People here are afraid to come out. Most still keep quiet because they don't want to be stigmatized. This is one of the biggest problems because of the stereotyping of society upon them. Once someone gets into this category it's impossible to get out.

### **Broken families and orphans**

Nobody's family is perfect. But

better hosting and integration of people who are already accepted as asylum seekers or refugees. Because most immigrants go somewhere else for a better life they need to be educated regarding how a better life functions, what the traditions and habits in different host countries or ethnic groups are. Because most migrants leave their countries and take all their wealth with them, it is important to help them access to basic financial or banking products, e.g. so that they can avoid being robbed.

### **Existing solutions**

People with different religions or beliefs have adapted to the culture of the host country they are currently living.

### **Possible solutions**

We suggest embassies should implement programs for cultural evenings. People need more information about religion. For example not all Muslims are jihadist, or if you are a jihadist it doesn't mean that that person is Muslim. There is a difference between religion, fanaticism and extremism.

### **Existing solutions**

There are many festivals, campaigns and parades that people see that not everyone is against them. Police is supporting them, not many people are hurt.

### **Possible solutions**

Sometimes parades provoke, so we need more balanced campaigns with less provocation.

### **Existing solutions**

There are social apartments for orphans, single parents receive contributions from the welfare system.

### **Possible solution**

We suggest the organization of courses regarding how to

some fathers are abusive, some mothers don't care about their children, their education and development. Most of us can't understand this even if our families are not perfect. If someone's family is badly broken it will lead to psychological problems

which in term can lead to criminality, substance abuse, lack of motivation for education and work.

### **Limited Social Skills**

This makes it harder to adapt to society which can and will lead to low self esteem. This can cause psychological issues which will lead to exclusion and social issues.

### **Young Single Parents**

There is huge economic and financial pressure. In case of a single mother, still in school there will be severe lack of resources: time, money, skills to deal with motherhood.

be a good parent, what parenting is. Introduce motivation programs for parents and orphans. For example scholarships.

### **Existing solutions**

Currently there are some existing programs for improving social skills, but they are not free, not so easily accessible, and are too focused on formal education. Trainers lack competencies on how to use non formal and informal education.

### **Possible solution**

We suggest a bigger focus on non formal and also informal learning activities, taking into account the different aspects of the person (personality, religion, culture).

### **Existing solutions**

In a small number of countries there are nurseries, where you can leave your child and go to school or to work. There are centers where you can live as a single mom, with some mentors. So called Crisis centers. Advocacy.md –Center for Legal Assistance for people with disabilities. <http://www.motivatie.md/index.php?l=ro> – Center „Motivation” for supporting people with disabilities.

### **Possible solutions**

We suggest a more tailored made approach with more psychological and financial support. Also to increase the safety of the mothers who are harassed by addicted fathers, or with some criminal record.



## Educational Difficulties

- young people with learning difficulties
- early school-leavers and school dropouts
- lower qualified persons
- young people with poor school performance



## Disability-related

- mental (intellectual, cognitive, learning)
- physical, sensory
- other disabilities



### Youth with learning difficulties

Young people with learning difficulties should be given equal chance to become part of the labour force and actively participate in programs designed for them.

When we are speaking about learning difficulties we mean dyslexia, dysgraphia, dyscalculia, dysortographia, ADHD, autism, Asperger's syndrome and more.

[http://www.ibe.unesco.org/fileadmin/user\\_upload/Inclusive Education/Reports/sinaia\\_07/romania\\_inclusion\\_07.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Inclusive_Education/Reports/sinaia_07/romania_inclusion_07.pdf)



#### Possible solutions:

- special teachers, study plans and special assistance
- after school activities
- no age limit for restarting school
- non formal education

#### Good practice:

- in the Czech Republic there are specialized teachers who are trained to teach people with special needs; help them with homeworks, create special study plans and tutor them.
- in certain countries like Romania and the Czech Republic volunteers from NGO help this community with their special needs.
- Below you can find a list of some of the programs that promote inclusive education at schools.
- Enabling Education Network

**Youth qualification**  
(low or high qualification)

- Regional Preparatory Workshop on Inclusive Education  
Eastern and SouthEasternEurope
- <http://www.projects-abroad.co.uk/volunteer-projects/care/>
- <http://factcheck.ge/en/article/inclusive-education-has-become-mandatory-for-every-public-school-in-georgia-since-2012/>

**Possible solutions**

- Provide recognition of Non-Formal education tools like Youthpass and Europass.
- Vocational trainings - Improve the requalification process and provide the necessary tools to gain skills for a job in a different field.

**Good practice**

- in the Czech Republic there are special programs for unemployed and low qualified youth such as sponsored trainee positions in companies.
- Short courses for those who cannot find a job in their field.
- in Georgia there is a charity system that helps youth with fewer opportunities by providing them financial support (onetime donations)
- <http://advancedelearning.com/index.php/articles/1020/en>
- <http://www.mes.gov.ge/?lang=eng>
- <http://www.mes.gov.ge/content.php?id=289&lang=eng>

**Youth with poor school performance and early school dropout**

**Possible solutions**

- non-formal education
- no age limit for restarting school
- summer camps
- NGOs that will work with youth with fewer opportunities

**Good practice:**

- <http://www.eenet.org.uk/resources/docs/trebu>

## Family issues

- missing family, missing motivation (social centers for children)
- negative record of behaviour from families
- lack of interest and support from family regarding studies
- transfer of negative behavioural patterns inside the family
- predetermined attitude towards education in certain social groups

[e.php](#)

- <http://www.projects-abroad.co.uk/volunteer-projects/care/>

### Possible solutions

- peer2peer trainings
- incentives for sending their kids to school

### Good practice

in the Georgia there are social workers who check on families in their homes and helping them with basics regarding upbringing and education mentor programs for disadvantaged youth by their peers

## Geographical obstacles

- young people from remote or rural areas
- young people living on small islands or peripheral regions
- young people from urban problem zones
- young people from less serviced areas (limited public transport, poor facilities, abandoned villages)



## Remote and Rural Areas

### **Low self-esteem. Lack of determination and motivation.**

People do not believe in themselves, they do not even want to try to change anything in their lives and communities. The cause of this is the lack of mentors and people to motivate and help them explore their potential.

### **Lack of job opportunities and low rate of investment**

From one perspective, even if there are investors that are willing to explore remote and rural areas for creating jobs, there is an artificial barrier. It is created mainly because of the unskilled labor force. From another perspective, the potential investors do not consider these areas worth of investment.

### **None or old infrastructure**

Situations are different from country to country. But, the main reasons are: corruption, money laundering, bureaucracy, lack of education, skills and abilities, no money to revive the infrastructure, lack of motivation and will to get out of the comfort zone. Also, no roads or roads in poor condition lead to a lack of interurban transportation sources.

### **Poor living conditions caused by bad habits**

There are villages that do not have electricity, water, public transport.

A certain category of young people do not want to work on changing their living

## **Investments / grants**

EU, donors, entrepreneurs and the government offer grants for developing and supporting agricultural sector (including agricultural industrialization), renewable energy, infrastructure and start-ups.

Georgia and Moldova support program:

<http://>

[eeas.europa.eu/delegations/georgia/documents/brochures/agriculture/enpard022013\\_ka.pdf](http://eeas.europa.eu/delegations/georgia/documents/brochures/agriculture/enpard022013_ka.pdf)

[http://europa.eu/rapid/press-release\\_BEI-14-23\\_en.htm](http://europa.eu/rapid/press-release_BEI-14-23_en.htm)

USIAD Support program in Georgia and Moldova:

[http://www.georgiano.ge/index.php?lang\\_id=2](http://www.georgiano.ge/index.php?lang_id=2) <http://www.aced.md/en/>

### **Infrastructure and logistics (water, electricity, transport, supplies)**

In order to bring rural parts closer to urban there are some governmental subsidies and economic stimulus like free economic zones that are mainly placed in the deprived areas. This is done for bringing investors in these parts in order to create more job places. Consequently, by investing there are also built roads and other facilities.

### **Service development and tourism**

In order to diversify the tourism sector, local authorities and entrepreneurs create, develop and promote different tourist attractions in unexplored rural areas,

conditions, because they are lazy. Another category of youth have bad habits as alcohol and drugs. They just waste their time on unimportant things. Also, there are no leaders who would bring initiative and motivate them to make a change. Another reason is inhibition. It is caused by the lack of cultural exchange and good examples, which might change their perception.

**No education and urbanization**

In some rural areas the quality of education is low. Nevertheless the teachers are not qualified and they do not use modern tools of teaching. Also, another reason is the inefficient curricula and lack of (new) didactical materials. The situation is getting worse year by year because of the decrease of active population, due to low birth rate, as well as out-flow to urban areas. Those that are used to this life style and have no wish to accept challenges and changes might find this experience difficult. Due to the gap in income among rural and urban areas, high education is sometimes unreachable.

**Lack of techniques and abilities**

Modern agriculture technique is expensive and costly to maintain. Another issue is lack of competence when operating agriculture tools. In ex-soviet countries, old agriculture techniques still exist, but are expensive to run.

both for locals and foreigners.

**Banks offer financial and educational programs**

Banks give support to people who otherwise wouldn't get banking products and trainings.

**Promoting the idea that living in rural area is good**

By establishing more enterprises in rural areas we can get more uniform distribution of job places which will bring an equilibrium on the labor market. Doing this, more enterprises will outsource their activities in rural area.

**Urban Areas**

**High requirements**

It is hard for young people to get a job.

**Educational and socio-economical projects (training centers)**

With support of SDC/DEZA, UNDP, East European Foundation, Caritas Switzerland, USA

Employees have high requirements such as experience and expertise in certain sectors, which makes it difficult for young people to join the labor force.

### **No grants**

Fewer grants are given to urban areas. EU programs and other donors mostly invest in rural areas.

### **Urbanization**

For a long time there has been a tendency to move from rural to urban areas. As infrastructure is more developed, the opportunity to get proper education is higher.

### **Concentration of people in ghettos and criminality**

Minorities do not get integrated into society, they do not learn the language of the country they live in and the probability for them to get into ghettos is higher.

In all big cities there exist gangsters and criminal groups. Mostly they appear because young people are not involved in any social or educational activities. In conjunction with this, unqualified youth find it difficult to get a good job.

### **Competition is high**

Due to overpopulation in big cities there are less jobs offered to qualified people.

### **Big traffic and lack of parking zones**

The overflow of urbanization leads to traffic jams. This problem is amplified by the lack of the modern parking infrastructure

Embassy, World Bank, UNICEF and Orange Moldova Foundation, an NGO from the North of Moldova is implementing projects for young people with fewer opportunities. They help them to start up, to get self-employed and/or to find a job.

<https://asociatiademos.wordpress.com/project/ele-noastre/>

### **Creating jobs**

Many multinational corporations open their offices in different cities. This way, they create jobs for young people.

Also, there are more and more start up possibilities that are helping young entrepreneurs to start own businesses, to create jobs and to be close to marketplace.

<http://businessportal.md/en/projects/finantare/>

### **Develop infrastructure in other cities**

The best way for developing infrastructure is increase the number of public transport from urban to rural areas and reduce prices for it. The other solution is build new underground parking spaces.

### **Ecological environment**

There are many possibilities how to make the environment better for example electric cars. Electric car is a car which doesn't need petrol, only electricity and this is more ecological. The same case is when people prefer using electric public transport then the buses and cars. In some towns is supported cycling by making

(underground and bunk parking zones).

**Pollution**

The increased urbanization has an impact on the industrial production. This causes high CO2 emissions. In combination with irresponsibility the environment suffers and the air quality in the cities is low.

cycle track.

# Final message for Young Entrepreneurs

Do young people view entrepreneurship as a viable career option? Not according to a recent analysis by *The Wall Street Journal* that showed that only 3.6 percent of households headed by adults younger than 30 owned stakes in private companies. This figure represents a 24-year-low in young entrepreneurs.

While media reports glamorize successful entrepreneurs such as Facebook CEO Mark Zuckerberg and Snapchat CEO Evan Spiegel, the *WSJ* article calls young entrepreneurs an “endangered species.”

Competition is tough. Capital is scarce. The environment rapidly changes. Education is expensive.

So what should society be telling young people about entrepreneurship?

## **1. Youth matters.**

It's been said, “The best time to plant a tree was 20 years ago. The second best time is now.” Many entrepreneurs say they wished they started on their path sooner.

Young people don't need to wait for an opportunity or idea to hit them. They need to start building their future now.

The sooner you start working toward a goal, the sooner your knowledge, experience and money start compounding. Later on in life, commitments can intrude.

## **2. Money adds up.**

It's easy to want to divorce notions about launching a business from capital requirements to inspire young people. But it's better to tell them how much money matters to a business so that they don't head into life blindfolded.

Many entrepreneurs finance their businesses on their own dime. A credit card can literally mean the difference between success and failure. Money, credit and funding matter to every kind of business.

## **3. Tenacity is significant.**

Young people might view certain businesspeople as somehow inherently different, especially outliers like Apple co-founder Steve Jobs or Tesla Motors CEO Elon Musk.

Everyone has ideas, creativity and skills. But not everyone applies them consistently toward goals. Geniuses go broke. Rich people lose their money.

The reality is that people are successful not because of what's bestowed them but rather what they do with the gifts they have. Young people need to look within, find their strengths and make the most of them.

#### **4. Education carries weight.**

Would Mark Zuckerberg have launched Facebook if he had dropped out of community college instead of Harvard? It's likely that instead of showering his business with massive amounts of capital, top venture capitalists wouldn't have met with him. The name brand of Harvard matters.

Yet education is just one part of a businessperson's path. Certain goals require education. Others don't at all. It's important to develop a realistic understanding of when and why education plays a role.

#### **5. Trends are significant.**

Entrepreneurship is now being taught like a subject. High schoolers and college kids around the country are developing ideas for businesses. It's not surprising that many of these ideas are for mobile apps. But unless you're launching an app right this second, apps are the past.

In the early days of app development, people developing, say, a fake beer-drinking simulation app probably made a million dollars. But now the competition for apps couldn't be higher.

Instead of focusing on today's framework for success, young people should be taught to pounce on and spot trends and think about the next 10 years instead of the past 10.

#### **6. Concrete problems count.**

A guy near me opened a business straight out of high school hauling away dirt. Everyone needing their property grounds leveled or cleared called him and he built up a big customer base. He then started selling the dirt.

Now that's a business model: He got paid twice -- and for dirt. Twenty years later, he's reaped a fortune.

With a media full of Zucks and Musks, young people might think successful businesses build only social-network, apps and rockets. The reality is all over, successful entrepreneurs have figured out how to turn dirt into gold. These stories should be shared. Entrepreneurship, above all else, solves problems. Look for problems and you'll find answers.



This Booklet " **Promoting Entrepreneurship Through Youth Work With Marginalized Young People, Refugees, Asylum Seekers and Migrants**" was developed by participants of training course " **Revitalizing Communities Through Youth Entrepreneurship**" in 2017 in the context of "Erasmus Plus" Programme of European Commission.

Disclaimer: The views expressed in this publication do not necessarily reflect *the views of the European Commission or the European Union. The National Agency and the Commission are not responsible for any use that may be made of the information it contains.*