



**Erasmus+/Youth
and European Solidarity Corps
beneficiaries - Investigating
whether they include young
people with fewer opportuni-
ties in their projects**

Table of Contents

Introduction	5
Erasmus+ / Youth and European Solidarity Corps.....	6
Young people with fewer opportunities.....	11
<i>2022: European Year of Youth with a focus on young people with fewer opportunities.....</i>	13
OBJECT OF THE INVESTIGATION	14
Research methodology	14
<i>Implementation of surveys.....</i>	15
<i>RELIABILITY OF THE REPLIES.....</i>	16
<i>LIMITATIONS OF THE INVESTIGATION</i>	16
Presentation of questionnaire responses	17
<i>Organizations</i>	17
<i>Young people with fewer opportunities</i>	18
PRESENTATION OF RESULTS.....	19
Presentation of results - questionnaire - organizations	19
<i>Profile of Participants.....</i>	19
Type of organization	20
Turnover of the last year	20
Size of Human Resources Organization.....	21
Percentage of employees who have been employed by the organisation for more than three (3) years.....	22
Percentage by age group that participated in your projects.....	22
Percentage of young people with fewer opportunities who were employed by the organisation before joining the project	23
Percentage of youth workers with fewer opportunities employed by the agency after joining the plan.	24
The organisation has previously implemented projects (e.g. events, workshops) for young people with fewer opportunities ?	25
If you have implemented projects, as mentioned in the previous question, please answer how many participants were involved in the projects implemented by the organisation and related to raising awareness of the target audience on issues for young people with fewer opportunities	26
Please indicate if you have done any kind of cooperation/cooperation for the implementation of the above projects?.....	27
To what extent are the organization and its infrastructure friendly to young people with fewer opportunities?	27

To what extent is the organization involved in issues concerning young people with fewer opportunities?	28
What sources does the organisation use to inform itself on issues concerning young people with fewer opportunities	28
The organisation has a corporate social responsibility policy	30
Measures taken in the organisation, following the projects it has participated in, to make it friendly to young people with fewer opportunities	30
Projects	34
How does your organisation reach out to young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps projects?	34
Other ways your organisation has used to reach out to young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps projects?.....	36
Has your organization designed a strategic plan to reach out to young people with fewer opportunities?	39
If so, to what extent has your organisation developed a strategic plan to reach young people with fewer opportunities?.....	40
What practices/policies are adopted by your organisation to include young people with fewer opportunities in your activities?	40
Implementing projects for the participation of young people with disabilities	45
To what extent do you consider that the projects you had implemented to involve young people with disabilities were responsive to the participants?	45
In which Action of the Programmes are the projects in which young people with disabilities participated?.....	46
What support measures have you taken to prepare these young people to participate in your projects?.....	48
How did the support measures you took in preparing these young people to participate in your projects pay off?.....	51
What practices do you use to support these young people in the implementation of your projects?.....	51
Techniques adopted by the organization to raise awareness among young people with fewer opportunities?	54
How far have the practices you have put in place to support these young people in the implementation of your projects paid off?.....	55
What support measures do you take to support these young people after their participation in your projects?	56
How much did the support measures you took after the participation of young people in your projects pay off?	58
To what extent are young people with disabilities involved in all stages of the life cycle of the projects of the Programmes involved?	58
PRESENTATION OF RESULTS - YOUNG PEOPLE WITH FEWER OPPORTUNITIES	60
Demographic data	60
Sex	60
The age group you belong to.....	60
Young people with fewer opportunities are young people who are at a disadvantage compared to their peers because they face one or more exclusion factors and barriers. Do you face any of the following barriers?	61
Family situation	62

Level of Studies	62
Have you worked in the last 3 years ?	63
Annual income before your participation in Erasmus+/Youth or European Solidarity Corps projects	64
Participation in Projects	64
Which Programme have you participated or are you participating in?	64
In which Programme Action(s) have you participated or are you participating?	66
Through which organisation was the Programme implemented?	67
To what extent are the organisation you were involved in the project and its infrastructure friendly to young people with fewer opportunities?	69
To what extent that the organization has relevance, on issues concerning young people with fewer opportunities?	69
How did the organisation approach you to participate in the Erasmus+/Youth and European Solidarity Corps programmes?	70
Please identify any other ways the organisation has used to reach out to you to participate in the Erasmus+/Youth and European Solidarity Corps programmes?	72
To what extent do you consider that the practices /policies adopted by the organization to include young people with fewer opportunities in its projects have contributed?	73
Which of the following obstacles did you encounter in joining the Programme?	73
Other obstacles you may have encountered in joining the Programme	74
What was your role within the project you were or are involved in?	75
Which of the following methods has the organization adopted to empower young people with fewer opportunities?	77
To what extent are you satisfied with the organisation's awareness of issues related to supporting young people with fewer opportunities	78
Benefits gained from your participation in Erasmus+ / Youth and European Solidarity Corps projects	79
Did the Erasmus+/Youth and European Solidarity Corps projects help you find a job?	79
What were the benefits you gained from your participation in the Programme and what was your experience?	80
To what extent do you consider that you have benefited from your participation in the Erasmus+ / Youth and European Solidarity Corps Programmes ?	84
Which of the following did your participation in the Erasmus+ / Youth and European Solidarity Corps Programmes help you to do?	84
Please give suggestions for improvements regarding the outreach and inclusion of young people with fewer opportunities in future Erasmus+/Youth and European Solidarity Corps projects?	86
CONCLUSIONS	89
BIBLIOGRAPHY.....	92
ANNEX 1: QUESTIONNAIRE	93
<i>Questionnaire for Grantees.....</i>	<i>93</i>
Profile of Participants	93
Projects.....	96
Implementation of Plans for the participation of young people with disabilities	97
<i>Questionnaire for Young People with fewer opportunities</i>	<i>100</i>

<i>Demographic data</i>	100
Participation in Projects	101
Benefits gained from your participation in Erasmus+ / Youth and European Solidarity Corps projects.....	103

Introduction

The Programmes aim to promote equal opportunities and access, inclusion, diversity and fairness in all its projects. Organisations and participants with fewer opportunities are at the heart of these objectives. The plan takes them into account and makes mechanisms and resources available to them. In developing their plans and activities, organisations should take an inclusive approach so that these plans and activities are accessible to a wide range of participants.

To this end, the National Agencies are equally crucial in supporting projects to make them as open as possible to inclusive diversity. Building on the general principles and mechanisms at European level, National Agencies will develop inclusion and diversity plans to address as far as possible the needs of participants with fewer opportunities and to support organisations working with these target groups in their national context. At the same time, the SALTO resource centers supporting the implementation of the Programmes are also key actor in promoting and implementing inclusion and diversity measures, in particular in terms of knowledge gathering, the design and implementation of capacity building activities for National Agency staff and Programme beneficiaries.

The "Erasmus+ / Youth and European Solidarity Corps" is the youth component of the European Union's Erasmus+ Programme (2014-2020). It aims to develop young people's key competences and promote active citizenship, intercultural dialogue, social inclusion, solidarity and participation in democratic life and the labor market, in particular through increased learning mobility opportunities for young people, youth workers and others active in youth work and youth organisations. **Particular emphasis is placed on the inclusion of young people with fewer opportunities (YPFO) in the Programmes.**

The Programmes support the learning mobility of young people (e.g. through youth exchanges or voluntary projects) or youth workers and others active in youth work and youth organisations (e.g. through training and networking activities). In addition, the Programmes support cooperation for innovation and exchange of good practices,

as well as activities contributing to policy reform (e.g. through projects encouraging dialogue between young people and policy makers).

The following survey assesses how the beneficiaries of the Erasmus+ / Youth and European Solidarity Corps programmes during the period 2014-2020 and the years 2021-2022 have implemented projects on the theme of inclusion and diversity and/or have included young people with fewer opportunities in their projects, and what their local impact is (for Greece).

Erasmus+ / Youth and European Solidarity Corps

Erasmus+ is the EU programme for education, training, youth and sport for the period 2021-2027. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality inclusive education and training, as well as informal and non-formal learning, in fact equip young people and participants of all ages with the qualifications and skills needed for their effective participation in democratic society, intercultural understanding and successful transition to the labor market. Building on the success of the Programme in 2014-2020, Erasmus+ is stepping up its efforts to increase the opportunities offered to more participants and a wider range of organisations, focusing on its qualitative impact and contributing to more cohesive, greener and better digitally prepared societies.

European citizens will need to have more of the knowledge, skills and competences needed in a rapidly evolving society that is becoming increasingly mobile, multicultural and digital. Staying in another country to study, learn and work should become commonplace and everyone should have the opportunity to learn two languages other than their mother tongue. The Programme is a key component to support the objectives of the European Education Area, the Digital Agenda for Education 2021-2027, the EU Youth Strategy and the EU Work Programme for Sport (2021-24).

As the COVID-19 pandemic has shown, access to education is proving more than ever necessary to ensure rapid recovery while promoting equal opportunities for all. In the context of this recovery process, the Erasmus+ Programme takes on a new inclusive

dimension, supporting personal, socio-educational and professional development opportunities for people in Europe and beyond, with the aim of leaving no one behind.

The Programmes, in order to increase the quality results of their projects and ensure equal opportunities, will reach more and effective people of different ages and from different cultural, social and economic backgrounds. The main concern of the Programmes is to reach people with fewer opportunities, including people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties. In this context, the Programmes will also encourage participants, particularly young people, to become involved and active in civil society, raising their awareness of the common values of the European Union. The Programmes will continue to empower young people and encourage their participation in democratic life, in particular by supporting activities linked to the European Year of Youth 2022, announced during the State of the Union address in September 2021.

In addition, the development of digital skills, as well as the development of competences and skills in areas with a long-term perspective, such as climate change, clean energy, artificial intelligence, robotics, big data analysis, etc. are essential for Europe's future in terms of sustainable growth and cohesion. The Programmes can make an important contribution to stimulating innovation and bridging the knowledge, skills and competence gap facing Europe. EU businesses need to become more competitive through talent and innovation. This investment in knowledge, skills and competences will benefit individuals, organizations, institutions and society as a whole, contributing to sustainable growth and ensuring equality, prosperity and social inclusion in Europe and beyond.

Another challenge concerns the Europe-wide trends of limited participation in democratic life and the low level of knowledge and awareness of European issues that have an impact on the lives of all European citizens. Many people are reluctant or find it difficult to participate actively in the life of their community or in the political and social life of the European Union. Strengthening the European identity and the participation of young people in the democratic process is crucial for the future of the

European Union. This issue can also be addressed through non-formal learning activities aimed at enhancing young people's skills and competences and their active participation in society.

In line with the European Union's priorities to make its economy sustainable, projects should be developed in an environmentally friendly way and should incorporate ecologically oriented practices in every aspect. Organisations and participants should take an environmentally friendly approach when preparing their projects, which will encourage them to discuss and inform themselves about environmental issues, make them think about what can be done at their level and help them to find alternative greener ways of implementing their activities.

Supporting and facilitating transnational and international cooperation between organisations in the fields of education, training, youth and sport is essential for empowering individuals through the acquisition of more basic competences, reducing early school leaving and recognizing the competences acquired through formal, non-formal and informal learning. The Erasmus+ programme facilitates the circulation of ideas and the transfer of best practice and expertise, as well as the development of digital competences, thus contributing to the achievement of high quality education while strengthening social cohesion. It is one of the most visible and successful programmes of the European Union. It builds on the achievements of more than 30 years of European programmes in the fields of education, training, youth and sport, covering both the intra-European and international dimension of partnerships.

In order to implement these principles, an inclusion and diversity strategy is being designed, covering all areas of the Programme, to facilitate access to funding for a wider range of organisations and improve outreach to more participants with fewer opportunities. This strategy also sets out a framework for such projects, supported through the Programme, which aim to address inclusion and diversity issues. It also aims to overcome the barriers that different target groups may face in accessing similar opportunities within and outside Europe.

The European Union is also based on solidarity, a common value shared by all of European society. Solidarity defines the European vision and provides the unity needed

to tackle current and future crises by adopting a strong moral basis. Solidarity is a compass that guides the young people of Europe in their aspirations for a better Union.

Young people need easily accessible opportunities to participate in solidarity activities, enabling them to express their commitment to communities, while gaining useful experience and skills for their personal, educational, social, cultural and professional development and for their growth as active citizens, thus improving their employability.

The European Solidarity Corps brings young people together in a less inclusive society that supports the vulnerable and addresses social and humanitarian challenges. It is an experience that offers vision and strength to young people who want to help, learn and develop, but also provides a single entry point for solidarity activities both across the Union and beyond its borders.

The Programme offers more and better opportunities, covering a wide range of areas such as migrant integration, environmental challenges, natural disaster prevention, education and youth activities, cultural heritage preservation, and humanitarian aid. It also provides support to national and local actors in their efforts to address various social challenges and crises.

The European Solidarity Corps, by broadening its scope to cover volunteering activities in support of humanitarian aid operations, provides assistance in emergency situations and helps provide help, relief and protection where it is most needed. In this way, it contributes to addressing not only social needs not met in Europe, but also humanitarian challenges in third countries.

The activities of the European Solidarity Corps promote the objectives of the European Union's Youth Strategy 2019-2027, which encourages young people to become active citizens, agents of solidarity and positive change for communities across Europe, inspired by EU values and a sense of European identity.

The European Solidarity Corps builds on the achievements of more than 25 years of European youth and solidarity projects, in particular the success of the European

Voluntary Service, the EU Voluntary Humanitarian Aid Initiative and the previous European Solidarity Corps which ran from 2018 to 2020.

The EU Youth Strategy is the framework for EU cooperation on youth policy in 2019-2027, within which the EU will make the most of its potential. EU youth cooperation aims to address current and upcoming challenges for young people across Europe and provides a framework of objectives, principles, priorities, key areas and measures for youth policy cooperation for all stakeholders.

An important aspect of the EU Youth Strategy is the 11 European Youth Objectives⁵, which were developed in the context of the EU Youth Dialogue through a participatory approach involving decision-makers, young people and researchers. These Youth Objectives present a vision of a Europe that enables young people to reach their full potential. They identify cross-cutting issues affecting young people's lives and highlight the challenges that need to be addressed. Among other things, the youth objectives seek inclusive societies, space and participation for all and quality employment for all young people. The EU Youth Strategy should contribute to fulfilling this vision for young people by mobilising policy instruments at EU level, as well as projects at national, regional and local level by all stakeholders.

The EU Youth Strategy is based on three main areas for action:

- *ENABLE*
- *CONNECTION*
- *ENDORSEMENT*

In the context of ENABLE, the EU's youth strategy aims at a meaningful participation in society, as well as economic, social, cultural and political participation of young people. The strategy seeks to promote young people's participation in democratic life, supports their involvement in society and in the community and aims to ensure that all young people have the necessary skills to be active members of society.

In the context of CONNECTION, the EU Youth Strategy supports opportunities for young people to gain direct experience of exchange, cooperation and civic participation in a European context.

In the context of ENDORSEMENT, the strategy aims to support youth work, in all its forms, as a catalyst for youth empowerment across Europe.

In 2022, the European Solidarity Corps will also contribute to the European Year of Youth, as announced in the State of the Union address in September 2021, and will look for possible synergies with new initiatives in this field.

Currently, the policy framework for volunteering is mainly defined by the 2008 Council Recommendation on the mobility of young volunteers⁶. This Recommendation aims to remove barriers to volunteering in Europe by raising awareness, increasing capacity to provide volunteering opportunities, reducing barriers to participation, particularly for disadvantaged groups, and increasing recognition of the skills acquired. During 2022, it should be replaced with updated policy guidelines.

The voluntary humanitarian aid projects of the European Solidarity Corps will be guided by the European common understanding of humanitarian aid and will seek to contribute to enhancing the effectiveness and efficiency of the Union's humanitarian aid, in accordance with the principles of Good Humanitarian Donorship. International humanitarian and human rights law will be promoted.

Young people with fewer opportunities

The list of these potential barriers, which are listed below, is not exhaustive and is intended to provide a reference point for taking measures to increase accessibility and reach people with fewer opportunities. These barriers can make it difficult to participate, both as independent factors and in combination with each other:

- **Disabilities:** They include physical, mental, intellectual or sensory deficiencies that may make it difficult, in interaction with various barriers, for a person to participate fully and effectively in society on an equal basis with others.
- **Health problems:** Barriers may be due to health problems including serious illness, chronic illness or other physical or mental health problems that prevent participation in the Programs.

- **Barriers related to education and training systems:** people who find it difficult to perform in education and training systems for various reasons, early school leavers, people out of education, employment or training (EET) and low-skilled adults may also face barriers. Although there are other factors that may play a role, these learning difficulties, while they may also be linked to personal circumstances, arise mainly because of an education system that creates structural constraints and/or does not fully take into account the specific needs of individuals. Individuals may also face barriers to participation when the structure of the curricula makes it difficult for them to move abroad for learning or training purposes as part of their studies.
- **Cultural differences:** Although cultural differences may be perceived as barriers by people of any background, they can particularly affect people with fewer opportunities. These differences can create significant barriers to learning in general, and even more so for people from immigrant or refugee families - particularly for newly arrived immigrants - people from ethnic or minority groups, sign language users, people with language and cultural integration difficulties, etc. Exposure to foreign languages and cultural differences when participating in any kind of Programme activities may discourage individuals and somewhat limit the benefits of their participation. Also, these cultural differences may even prevent potential participants from applying for support through the Programme, which is an overall barrier to entry.
- **Social barriers:** Social adjustment difficulties, such as limited social skills, antisocial or risky behaviour, (ex)criminals, (ex)drug addicts or alcoholics, or social marginalisation can be a barrier. Other social barriers may be due to the family environment, for example where a person is the first in the family to have access to higher/tertiary education, or is a parent (especially in a single-parent family), a carer, provides for the family's livelihood, or is an orphan, or has lived or is living in an organization.
- **Economic barriers:** Economic disadvantages, such as low living standards, low income, the need for learners to work to support themselves, dependence on the welfare system, long-term unemployment, precariousness or poverty,

homelessness, debt or financial problems, etc., can be a barrier. Other difficulties may be due to the limited portability of services (particularly support to people with fewer opportunities) that have to 'move' with participants when they move to a distant location or, even more so, abroad.

- **Barriers due to discrimination:** Barriers may arise as a result of discrimination on the basis of gender, age, ethnic origin, religion, belief, sexual orientation, disability or cross-cutting factors (a combination of two or more of the above-mentioned discriminatory barriers).
- **Geographical barriers:** Living in remote or rural areas, on small islands or in remote/outermost regions³, in urban suburbs, in areas with fewer services (limited public transport, inadequate facilities) or in less developed areas of third countries, etc., can be a barrier.

2022: European Year of Youth with a focus on young people with fewer opportunities

The European Parliament (2022: European Year of Youth with a focus on young people with fewer opportunities, e.g.) confirmed its decision to organise youth-focused activities and initiatives in all Member States in 2022.

The European Year of Youth 2022 focuses on restoring positive prospects for young people in Europe affected by the impact of the COVID-19 pandemic.

The designation of 2022 as the Year of Youth means that increased efforts will be made to include youth priorities in relevant EU policy areas and at every level of the decision-making process.

MEPs supported the decision with 604 votes in favour, 25 against and 68 abstentions.

The European Year of Youth will aim to involve young people in key consultation processes (such as the Future of Europe Conference) and other public policies at EU,

national and local level. Thanks to pressure from MEPs, there **will be a particular focus on young people with fewer opportunities and on tackling mental health issues.**

OBJECT OF THE INVESTIGATION

On the basis of the above EU commitment. commitment to empowering young people with fewer opportunities, the present research was carried out, the subject of which is the way in which the bodies funded by the European Erasmus+/Youth and European Solidarity Corps Programmes, which aim to provide opportunities for young people and strengthen their European identity, adopt good practices in their work, and what is the impact of these practices in Greece, i.e. whether these bodies adopt the rationale of the European Commission. How far do these organisations adopt the EU's concept of levelling social inequalities and act accordingly, incorporating it into the daily life of their business?

Research methodology

The present survey was conducted among the organisations participating in the Erasmus+/Youth and European Solidarity Corps European Programmes in the years 2014-2020 and 2021-2022. In order to explore the value added by businesses and young people with fewer opportunities, a questionnaire was chosen as the most appropriate method of data collection, which includes a series of structured questions, the majority of which are closed-ended, while the 5-point disagreement-agreement (dipole) scale was used for some questions. The choice of this question format was based on efficiency, flexibility, interest, homogeneity in the questionnaire and, most importantly, suitability for data processing. Furthermore, it was deemed necessary to formulate some questions in an open-ended format, through which respondents would be able to express their views and unfold their thinking. Prior to the development of this research tool and in order to make it technically sound, the

objective of the survey was defined and specified, the most appropriate method of data collection was chosen, and the characteristics of the respondents were taken into account, so that the most appropriate words and the most appropriate way of formulating the questions were chosen, so that the questions would be clearly formulated and understood by all users. Particular attention was paid to the structure of the questionnaire, i.e. the layout of the questions, which is considered of paramount importance for the degree of public response, in order to lead to a successful and correct survey.

Implementation of surveys

The surveys were addressed to participants and project leaders/team members of projects funded by the Erasmus+/Youth and European Solidarity Corps programmes through the National Youth and Lifelong Learning Foundation (I.NE.DI.VI.M). The surveys covered :

- Grant beneficiaries of the Erasmus+ / Youth and European Solidarity Corps programmes in the period 2014-2020 and the years 2021-2022 (31-question questionnaire)
- Young people with fewer opportunities who have participated/are participating in Erasmus+ / Youth and European Solidarity Corps projects implemented/are being implemented in the period 2014-2020 and the years 2021-2022 (25-question questionnaire)

In principle, invitations to the surveys were sent to participants and project leaders/project team members with a duration of activity between two and eleven months prior to the invitation to participate in the survey. The minimum two-month interval between the end of activity and the survey was created to provide responses after a phase of potentially strong emotions immediately following the project experience and after a period of potential reflection, thus making it possible for project leaders/team members to be active.

RELIABILITY OF THE REPLIES

The reliability of survey responses was assessed in comparative ways during all survey cycles, which showed a high degree of reliability of the responses of the participants and project leaders. On the one hand, this was done through questions on age, gender and activity type, for which actual data were available. Responses were unique to both participants and project leaders according to the email that entered the browser.

In addition, the high discipline of participants and project leaders/team members who to a high degree (between 85% and 95% of those who participated in the online survey) completed a large part of the questionnaire suggests a high degree of reliability.

Overall, it can be assumed that most of the data used for the analysis after data cleaning comes from respondents who answered the questions knowingly, seriously and to the best of their knowledge.

LIMITATIONS OF THE INVESTIGATION

The questionnaires and technical procedures complied with the Data Protection Regulation. The participants and project managers in the European Commission's IT tools were more restricted than before and, in principle, could only be used for research purposes if active consent was given by the respective individuals. On the one hand, this led to a reduction in the sample of participants and project leaders, resulting in smaller subgroups, which could affect the validity of the respective results. On the other hand, this could imply bias, because it is possible that those who give consent are less representative of the population as a whole. Since data on the total population is not available, the representativeness of the response sample in relation to the total population of participants and project managers cannot be analysed in detail. For the same reason, weighting cannot be meaningfully introduced.

For some types of activity, the samples are rather small or too small for comparison. This applies in particular to project managers for many countries and, in terms of activity types. Therefore, the respective variations and comparisons should be considered with caution.

In addition, the sample of respondents is probably not representative, e.g. in terms of gender and age (female participants are probably over-represented, older participants are probably over-represented) - probably due to differences in response behaviour. Possible differences in outcomes should be investigated in further analyses and studies.

Presentation of questionnaire responses

In this regard, in order to carry out this survey, which, as mentioned above, concerns the way in which the organisations receiving grants from the Erasmus+/Youth and European Solidarity Corps programmes, it was decided to prepare and complete two (2) questionnaires, one of which was addressed to the organisations and the other to the participants.

Organizations

On the one hand, the questions that were put to the organizations concerned first of all the type of organization, the size of the human resources and the annual budget of the organization.

At the second level, the questions focused on any projects taken by the organisation for the period 2014-2020 and the years 2021-2022 to raise awareness of the target audience, the number of participants in these projects, as well as the percentage of these projects organised at local level and whether there was any kind of cooperation

and/or synergy for their implementation, as well as the attraction of young people with fewer opportunities.

Further, there were questions about how the organisation reaches out to young people with fewer opportunities (e.g. information/awareness campaigns, relevant mobilisation projects etc.) to participate in the Erasmus+/Youth and European Solidarity Corps Programmes and the organisational commitment of the organisation to friendly practices towards young people with fewer opportunities.

In addition, the questions asked concerned the ways in which the stakeholder has designed a strategic plan to reach young people with fewer opportunities, the practices/policies adopted to include young people with fewer opportunities in your plans, and the difficulties you have encountered in reaching young people with fewer opportunities.

Also, a series of questions specifies whether projects involving young people with disabilities have been implemented, which projects these projects are part of and what support measures have been taken. But also what practices have the organisation put in place to support these young people during the implementation of the project, so that young people with disabilities are involved at all stages of the life cycle of the project in which they participate.

Finally, suggestions were sought on the support that organisations implementing projects involving young people with fewer opportunities can receive to facilitate and improve their work.

Young people with fewer opportunities

On the other hand, the questions asked of young people with fewer opportunities from the respective organizations concerned, on the first level, general demographic data, such as their age and status.

They were also asked about the Programmes and what action they participated in, their role in the project in which they participated, how and through what means the

Programmes were communicated to them, and how the organisation approached them to participate in its project.

We also focused through questions on the benefits they gained from their participation in the project and how their experience was, while suggestions for improvement were made regarding the approach and inclusion of young people with fewer opportunities to participate in future projects implemented under the Programmes.

PRESENTATION OF RESULTS

The aim of these two (2) aforementioned questionnaires was to cover as many aspects as possible of the specific issue, i.e. awareness-raising on issues of young people with fewer opportunities, and for this reason it was chosen to split between organizations and participants two (2) separate questionnaires, in order to have an overall assessment of the European Erasmus+/Youth and European Solidarity Corps Programmes.

The questionnaires are presented in Annex 1.

Presentation of results - questionnaire - organizations

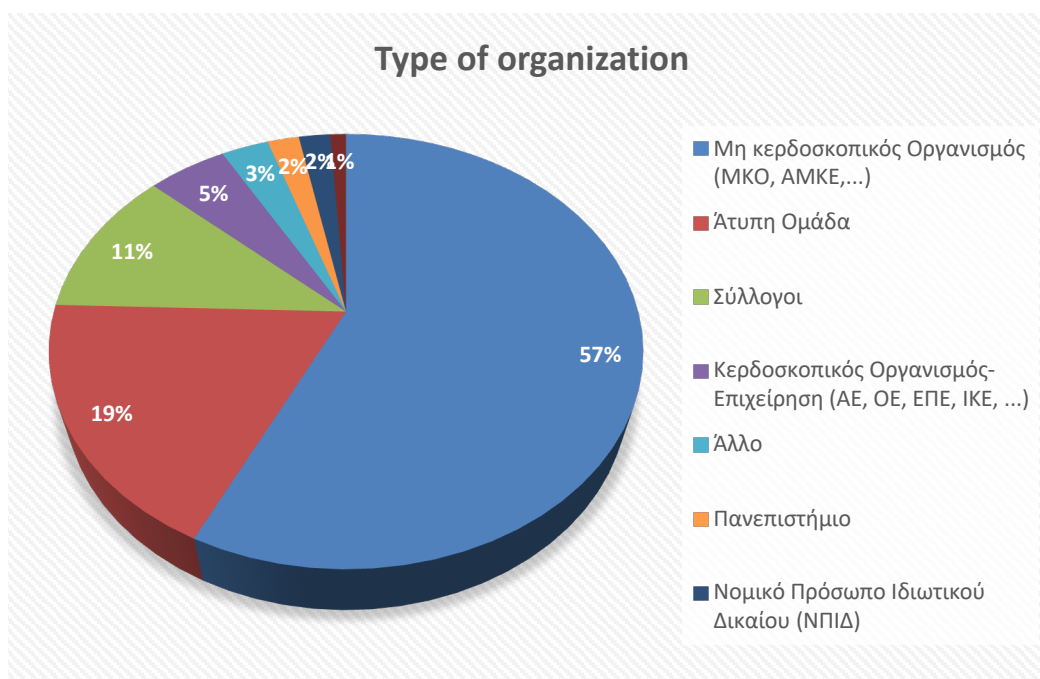
Profile of Participants

The first section of the questionnaire for Erasmus+ / Youth and European Solidarity Corps grantees for the period 2014-2020 and the years 2021-2022, aimed to investigate the profile of the participants, focusing mainly on the type of organisations and size, with human resources and annual budget as parameters. This data contributes not only to capture the general profile but also to draw useful conclusions about the correlation between these variables and the general attitude towards policies friendly to young people with fewer opportunities.

Type of organization

As shown in the graph below, the majority of the participating organisations are Non-Profit Organisations (NGOs, NGO's,...). The presence of Informal Youth Groups is also important.

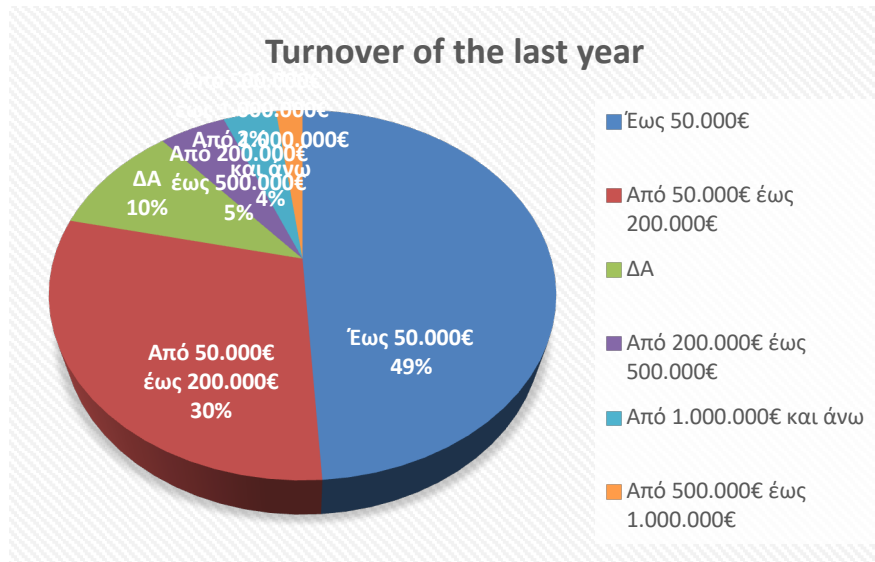
Type of organization	Percentage
Non-profit organisation (NGO, NGO, NGO,...)	56%
Informal Group	18%
Associations	11%
For-profit Organisation - Business (SA, LLC, LLC, EIA, IKE, ...)	5%
Other	3%
University	2%
Legal person governed by private law (NPI)	2%
Legal Person of Public Law (NPO)	1%



Turnover of the last year

As shown in the table below, the majority of the participating organizations (**48%**) have a turnover in the last year of **up to 50.000€**, while about **80%** of the organizations have a turnover of less than 200.000€ per year.

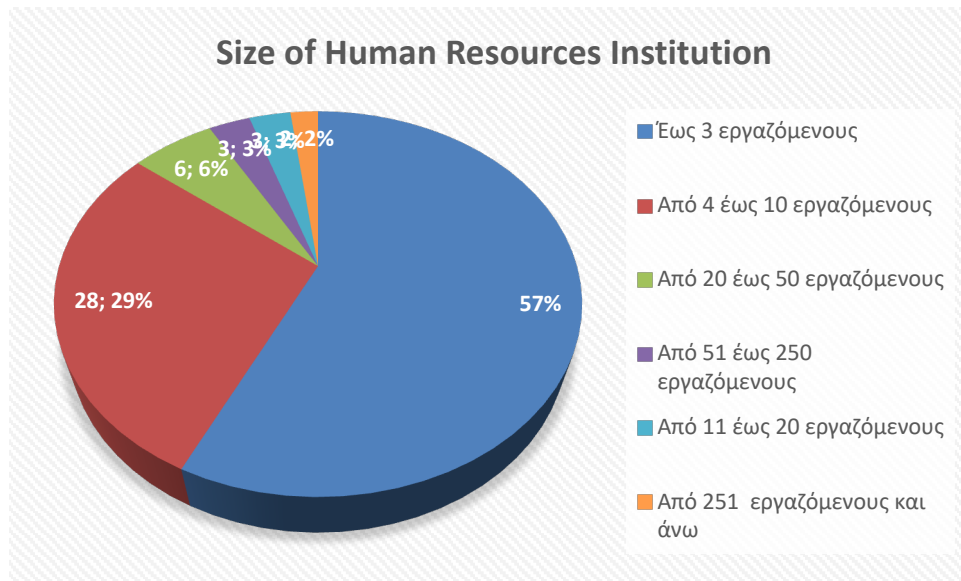
Turnover of the last year	Percentage
Up to 50.000€	48%
From 50.000€ to 200.000€	29%
MA	10%
From 200.000€ to 500.000€	5%
From 1.000.000€ and above	4%
From 500.000€ to 1.000.000€	2%



Size of Human Resources Organization

As shown in the table below, the majority of the participating organisations are small and very small i.e. they have less than 10 employees while more than **(50%)** have up to 3 employees.

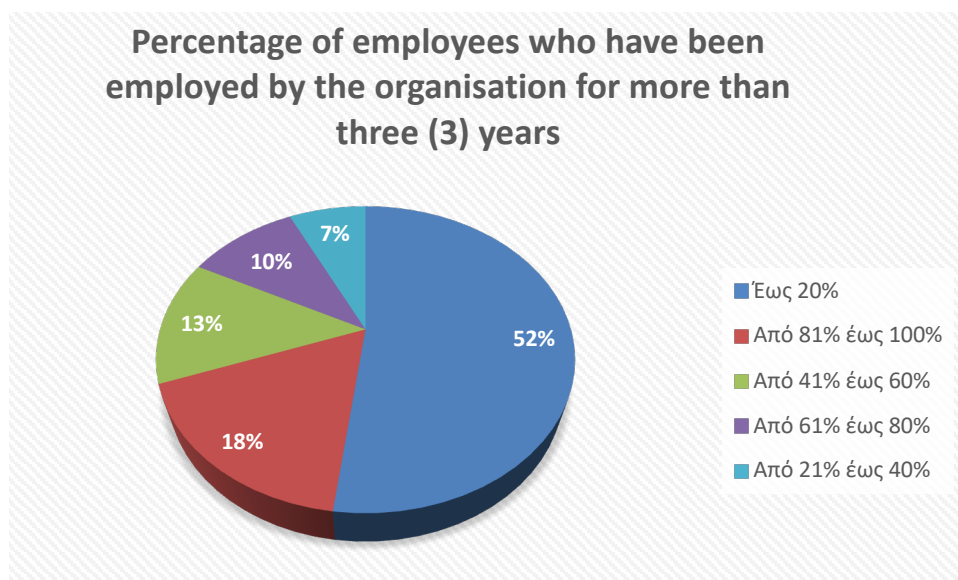
Size of Human Resources Organization	Percentage
Up to 3 employees	56%
From 4 to 10 employees	28%
From 20 to 50 employees	6%
From 51 to 250 employees	3%
From 11 to 20 employees	3%
From 251 employees and above	2%



Percentage of employees who have been employed by the organisation for more than three (3) years

As shown in the table below, the majority of the participating organisations do not have permanent staff.

Percentage of employees who have been employed by the organisation for more than three (3) years	Percentage
Up to 20%	51%
From 81% to 100%	17%
From 41% to 60%	13%
From 61% to 80%	10%
From 21% to 40%	7%

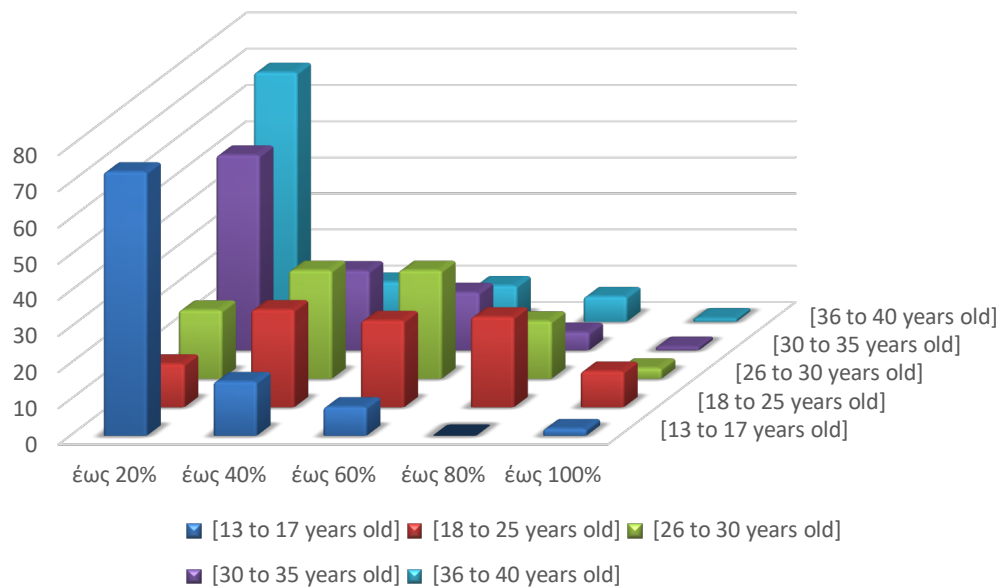


Percentage by age group that participated in your projects

As shown in the table below, the majority of participants are between 18 and 30.

	up to 20%	up to 40%	up to 60%	up to 80%	up to 100%
[13 to 17 years old]	73%	15%	8%	0%	2%
[18 to 25 years old]	12%	27%	24%	25%	10%
[26 to 30 years old]	19%	30%	30%	16%	3%
[30 to 35 years old]	54%	22%	16%	5%	1%
[36 to 40 years old]	69%	11%	10%	7%	1%

Percentage by age group that participated in your projects

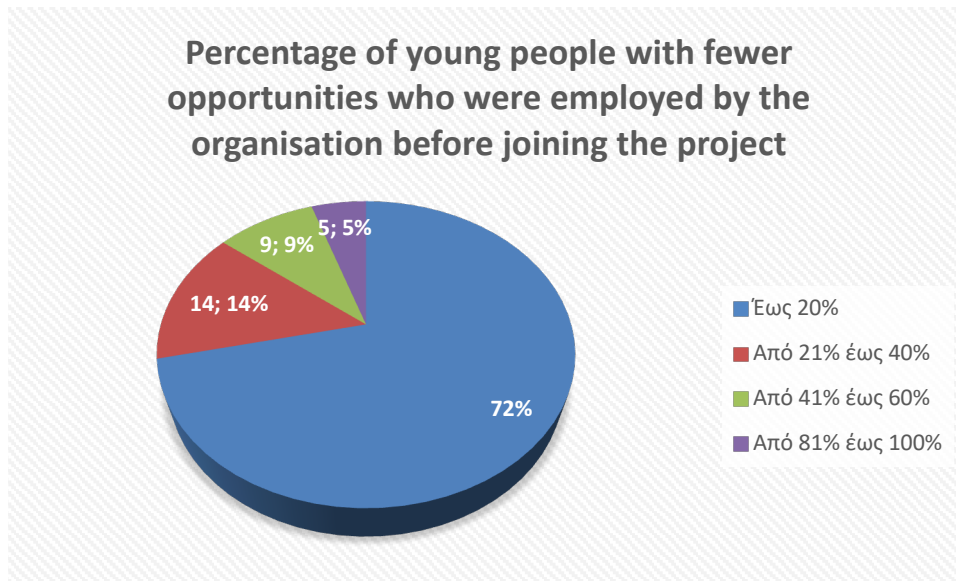


Percentage of young people with fewer opportunities who were employed by the organisation before joining the project

As shown in the table below the majority of participating organisations did not employ young people with fewer opportunities (70%), and less than 20% of its employees are young people with fewer opportunities .

If we correlate this with the size of the agencies' employees (see question above) then we conclude that the number of young people with fewer opportunities employed by the participating agencies is between 0 and 1.

Percentage of young people with fewer opportunities who were employed by the organisation before joining the project	Percentage
Up to 20%	70%
From 21% to 40%	14%
From 41% to 60%	9%
From 81% to 100%	5%

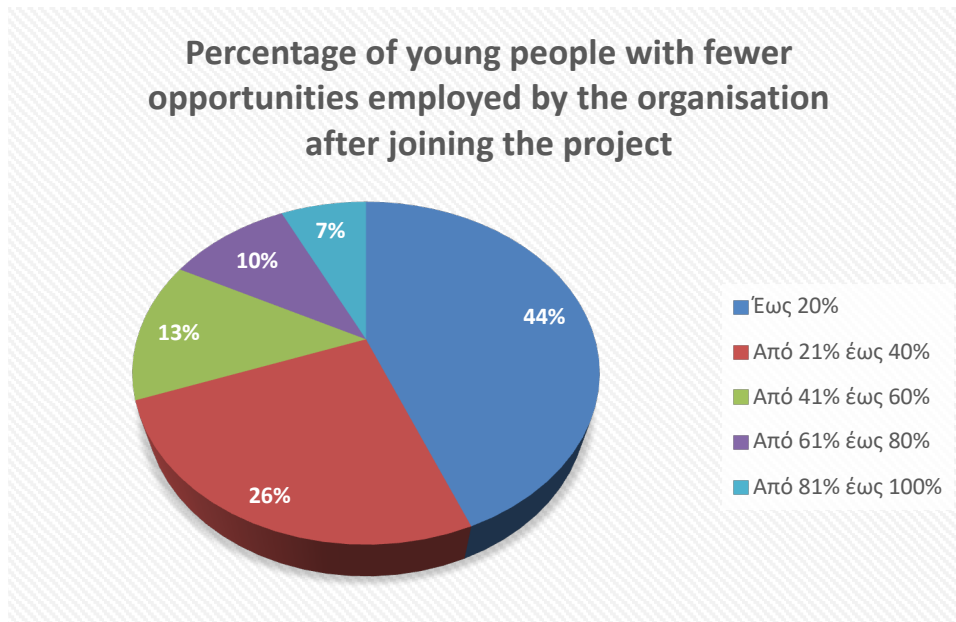


We observe that the majority of less than 20% of the workers employed by companies are young people with fewer opportunities.

Percentage of youth workers with fewer opportunities employed by the agency after joining the plan.

After the Programmes we see a downward trend in the negative rates of young people with fewer opportunities employed by the organisation, **giving us optimistic signals and that the momentum the project wanted to achieve is moving in a positive direction by eliminating stereotypes.**

Percentage of young people with fewer opportunities employed by the organisation after joining the project	Percentage
Up to 20%	43% ↓
From 21% to 40%	25% ↑
From 41% to 60%	13% ↑
From 61% to 80%	10% ↑
From 81% to 100%	7% ↑



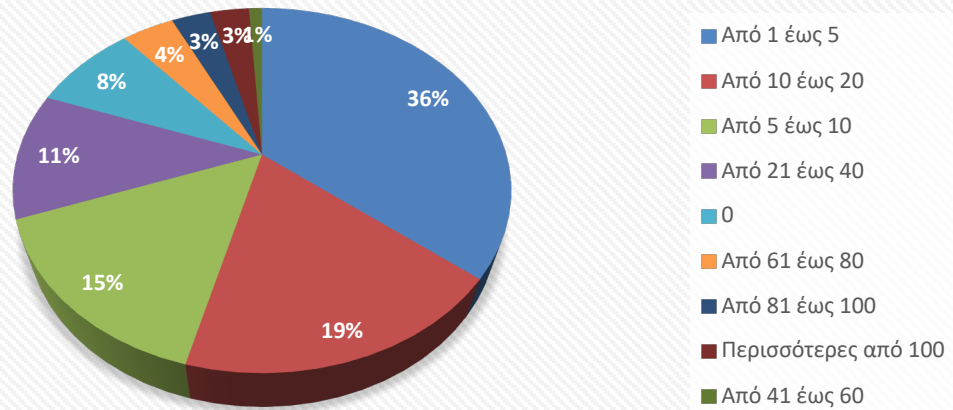
Combined with the previous question, we observe that the percentage of employees employed by companies is normalized, although the maximum is still below 20%.

The organisation has previously implemented projects (e.g. events, workshops) for young people with fewer opportunities ?

Most of the organisations have experience of implementing projects (e.g. events, workshops) for young people with fewer opportunities in the past.

The organisation has previously implemented projects (e.g. events, workshops) for young people with fewer opportunities	Percentage
From 1 to 5	35%
From 10 to 20	18%
From 5 to 10	15%
From 21 to 40	11%
0	8%
From 61 to 80	4%
From 81 to 100	3%
More than 100	3%
From 41 to 60	1%

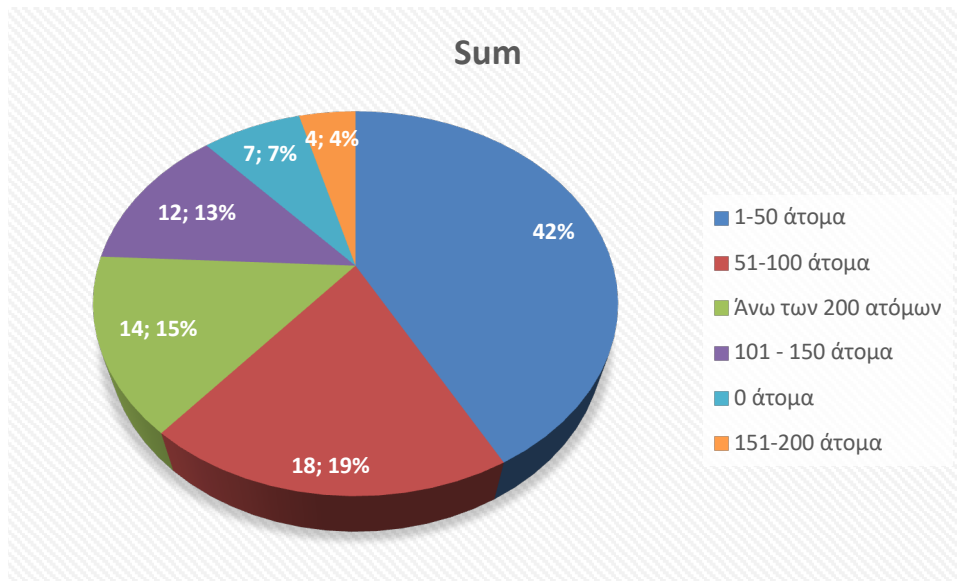
The organisation has previously implemented projects (e.g. events, workshops) for young people with fewer opportunities



If you have implemented projects, as mentioned in the previous question, please answer how many participants were involved in the projects implemented by the organisation and related to raising awareness of the target audience on issues for young people with fewer opportunities.

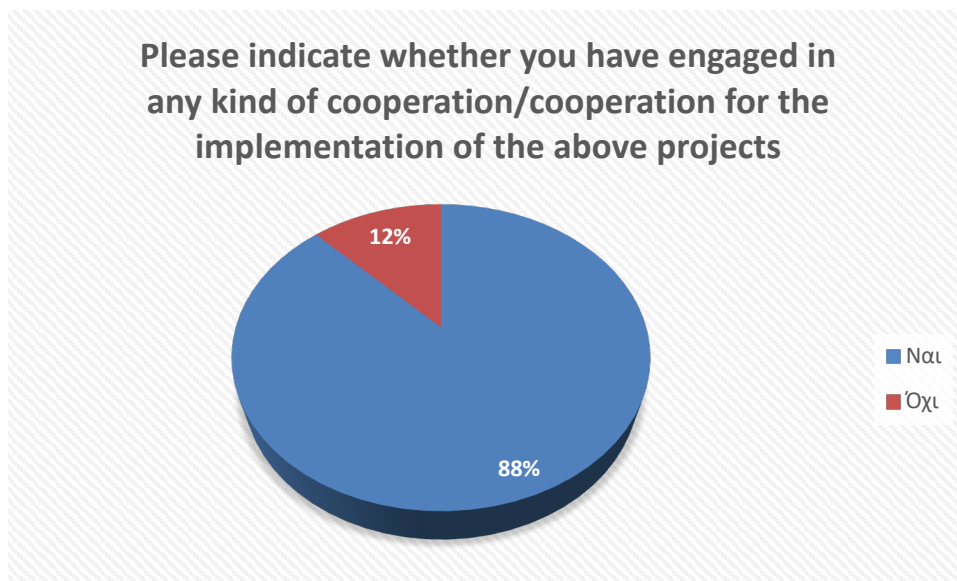
As shown in the table below, the majority of the participating organisations have implemented projects related to raising awareness of the target audience on issues for young people with fewer opportunities, while **(50%)** of the projects had less than 50 participants.

If you have implemented projects as mentioned in the previous question, please answer how many participants were involved in the projects implemented by the organisation and related to raising awareness of the target audience on issues for young people with fewer opportunities	Percentage
1-50 persons	40%
51-100 persons	18%
Over 200 people	14%
101 - 150 people	12%
0 people	7%
151-200 persons	4%



Please indicate if you have done any kind of cooperation/cooperation for the implementation of the above projects?

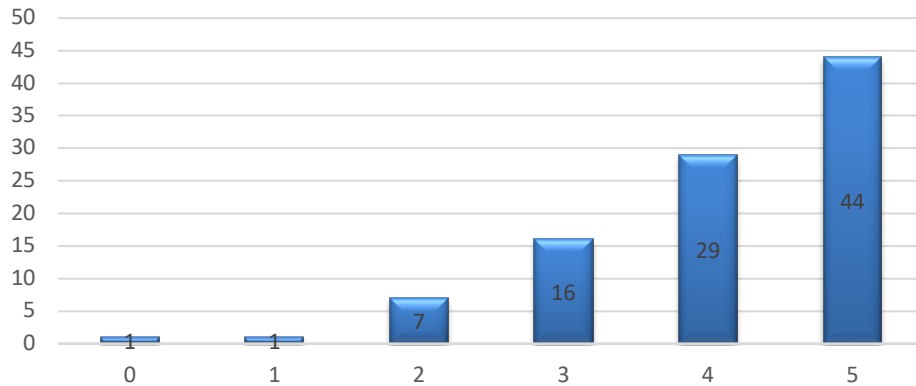
The majority (88%) of organisations do not engage in any kind of cooperation/synergy to implement the above projects.



To what extent are the organization and its infrastructure friendly to young people with fewer opportunities?

Most of the organizations have infrastructure friendly to young people with fewer opportunities.

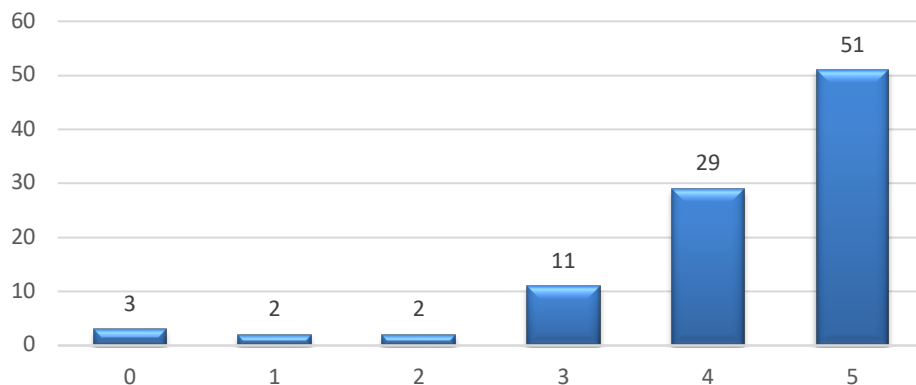
To what extent are the institution and its infrastructure friendly to young people with fewer opportunities?



To what extent is the organization involved in issues concerning young people with fewer opportunities?

Most of the actors are involved in issues concerning young people with fewer opportunities.

To what extent is the institution involved in issues concerning young people with fewer opportunities?

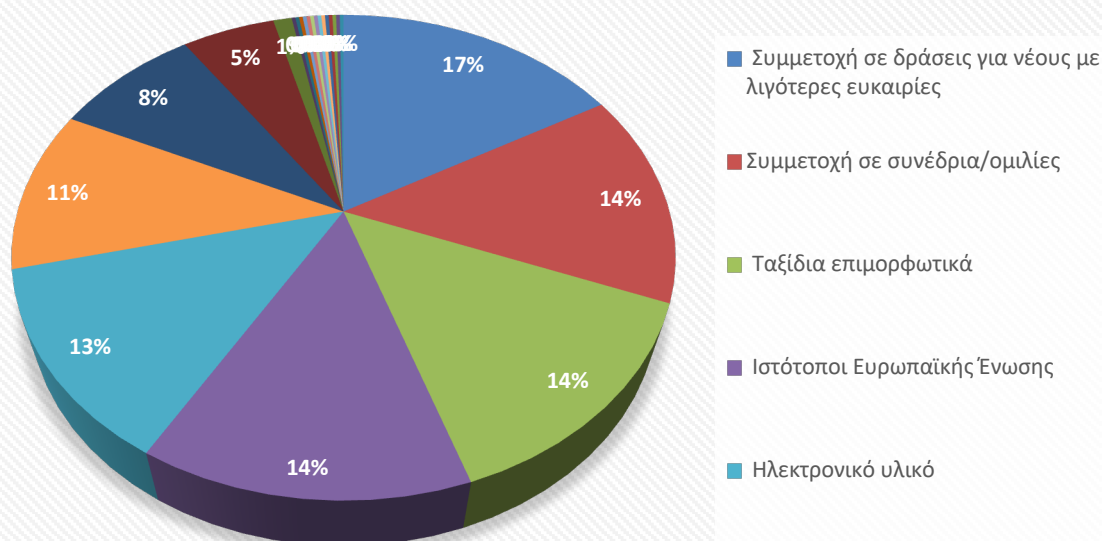


What sources does the organisation use to inform itself on issues concerning young people with fewer opportunities .

The main sources of information used by stakeholders on issues concerning young people with fewer opportunities are: Participation in projects for young people with fewer opportunities (**16.7%**), Participation in conferences/speeches (**14.3%**), Educational trips (**13.9%**), European Union websites (**13.6%**), Electronic material (**12.8%**), and Studies - surveys (**10.8%**).

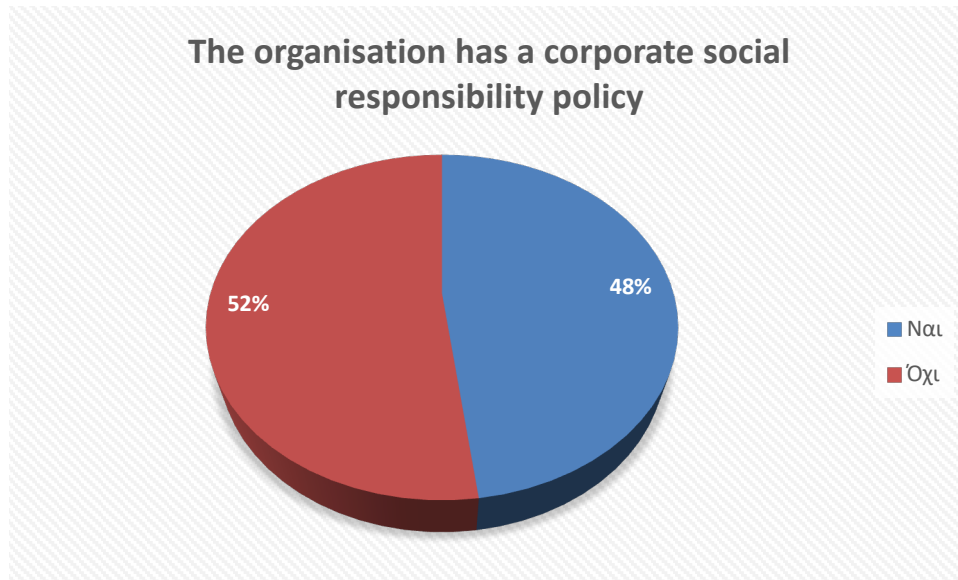
Line tags	Line tags
Participation in projects for young people with fewer opportunities.	16,7%
Participation in conferences/speeches.	14,3%
Educational trips.	13,9%
European Union websites.	13,6%
Electronic material.	12,8%
Studies - surveys.	10,8%
Printed material.	8,4%
Electronic material.	5,4%
Participation in projects for young people with fewer opportunities.	1,1%
Trainings - self-education.	0,2%
Support with a Greek Sign Language interpreter.	0,2%
Visits to Creative Employment Centres for children and young people.	0,2%
Cooperation with the University of Ioannina.	0,2%
Training course KA1.	0,2%
Direct discussions with young people themselves with fewer opportunities.	0,2%
Social evenings.	0,2%
We have not made any update.	0,2%
European projects.	0,2%
European Union websites.	0,2%
Purchase of the products they produce.	0,2%
Exhibitions of works created by young people.	0,2%
Participation in their activities.	0,2%
Cooperation and consultation with parents.	0,2%

Which sources does the institution use for information on issues concerning young people with fewer opportunities?



The organisation has a corporate social responsibility policy .

Most organisations do not have a corporate social responsibility policy.



Measures taken in the organisation, following the projects it has participated in, to make it friendly to young people with fewer opportunities .

We list all the answers since each has its own weight.

**Promoting our purpose and values in an environment with people of different ages and occupations, giving equal opportunities to all participants.
Social responsibility and concern without discrimination (color, age, experience) and participation in activities with the ultimate goal of uniting them musically and socially**

1. Use of New Technologies to attract young audiences
2. Use of a mobile car unit (van) to inform citizens in inaccessible and isolated areas.
3. Making printed and electronic materials available to geographically excluded citizens
4. Participation in European Youth Mobility Programmes abroad
5. Organising workshops/conferences to inform young people about opportunities for education, sport, volunteering and work.

Dissemination.

Update.

Universal accessibility in all contexts.

Social activities and evenings with young people with fewer opportunities, games for developing digital skills (kahoot games), possibility to participate in more Erasmus KA1, KA2 mobility projects abroad, language courses, local Hubs, funding of these with our participation of young people with fewer opportunities in order to participate in a mobility programme abroad, in terms of travel costs.

Adapting activities to enhance inclusiveness.

Develop more projects for young people with fewer opportunities.

Open and transparent procedures for selecting participants and helping young people at every step and in every need.
Open structure, accessibility .
Improving accessibility, digital upgrading of facilities, staff training.
We learned how to approach people from vulnerable social groups more empathetically and effectively. We also gained considerable experience in how to integrate these people within the context of the activities and together with the other participants.
We will not refuse such participation. We will adjust our procedures on the basis of this.
Given the nature of the organisation and the projects it implements, especially in the post-covid era, online projects and meetings have become part of our everyday life, in which young people with fewer opportunities participate.
We didn't have volunteers with fewer opportunities.
Commit to involving more young people with fewer opportunities in our projects Support these young people in their preparation.
It creates targeted partnerships with organisations that may have young people with fewer opportunities in their ranks and reaches out to them in the field.
Creating relevant infrastructure.
Constant cooperation with Greek Sign Language interpreters.
Various activities which helped the integration of young people with fewer opportunities. One activity we did as an informal group in the city of megacities was a step forward with questions that we created ourselves.
Dissemination of information to relevant bodies.
Priority is always given to involving young people with fewer opportunities in the organisation's activities. The organisation is also based in a rural provincial area as well. Of course, from our recent observation, there are many commonalities between rural towns and rural cities. Therefore there is a great need for projects in rural towns as well, where of course, young people have more options but limited horizons.
They work with us.
Awareness-raising activities and visits to associations and organizations.
Accessibility-inclusion projects at festivals and events organised by the organization (translators, sign language, subtitles, audio description, accessible spaces).
Inclusion projects in Lamia, Kamena Vourla and Moschochori Fthiotida in order to strengthen team spirit and social harmony, absolutely equal opportunities for participation in European Programmes.
Free participation in exchanges with coverage of extra costs. Organisation of free training events. Local employment projects.
Free participation in seminars and cultural events.
We are open to new inclusivity partnerships, training of staff and volunteers on inclusivity, finding accessible spaces to run our Programs and also a seminar by you on inclusion of people with disabilities.
Training to partners.
Encouraging participation, continuous updating of participation opportunities, running a workshop.
Information and encouragement following personal face-to-face meetings to participate; picking them up from remote places of residence in staff cars, or paying for tickets to participate.
Updating the political approach of the organisation and reorganising procedures.
Information for local young people by our volunteers.
Awareness-raising events in poor neighbourhoods.
Strengthening techniques to reach young people with fewer opportunities.
Connecting secondary school youth with entrepreneurship (locally and nationally) and using art as a communication tool.

Because we are an NGO that works mainly with volunteers, we are not able to make our space or our website friendly to young people with fewer opportunities.
Because our structures/space are not suitable for people with disabilities we avoided, for their comfort, to select these people.
Train members and partners in methods and tools used to develop activities with young people with fewer opportunities.
Working next to a refugee temporary shelter, and inviting people staying in the camp/refugees to offer volunteer positions of European solidarity corps to these people in particular. Still, outreach through interpersonal communication channels that the organization has established over the years.
-Asking young people individually what their needs are so that their real needs can be met; - Psychological support; - Buying tickets for people with financial difficulties to participate in Erasmus+ projects; - Working with partners in other countries to effectively meet the needs of young people with fewer opportunities; - Prioritising young people/youth workers with fewer opportunities to participate in youth exchanges/training programmes.
We apply good practices from partners and implement local projects based on the needs of young people.
We have mentored, we have trained in Inclusion Programs, we have developed inclusion policies.
Since the beginning of its operation in 2005, Amke IASIS has been operating structures and services of psychosocial support, which are primarily of an inclusive nature - while it organizes awareness-raising activities on social issues, addressed to the general public. Through the Erasmus+ and European Solidarity Corps Programmes, in which it has participated over the years, the organisation aims to exchange good practices and develop innovative tools and methodologies, and to apply them to its structures and services, aiming to develop the knowledge and skills of its beneficiaries, staff and volunteers - including young people with fewer opportunities.
The main action of our organisation concerns young people with fewer opportunities and especially those with disabilities.
Travel expenses were covered when physical meetings were held.
None.
Mainly through a questionnaire.
Greater dissemination of the opportunities that exist.
Greater participation by them.
Greater inclusiveness. Network of people with fewer opportunities and priority participation in our activities We brought together people with geographical barriers from different areas of the mountainous Karditsa, in order to exchange ideas and practices.
Accessibility and inclusion measures regarding the theoretical and practical participation of young people in the organisation (translation, audio description, mobility accessibility, financial support).
We have reduced the cost of participation to zero and increased the benefits during the local workshops. In addition, we financially assist participants of international meetings by purchasing their tickets in advance when it is documented that they cannot afford it.
Be receptive to people with psychiatric experience - involve people with fewer opportunities in project meeting trips - involve chaperones.
Promote projects that are for everyone, communicate with young people via email for upcoming projects , and take projects online.
Inclusion in all areas (work, social relations, etc.)

Kinitiras has always been open and accessible to everyone regardless of age, organization type, race, disability. Young refugee children have taken part in activities and dance and theatre classes in the past, young people from rehabilitation centres and young people with limited financial means. The Ekplixi action bringing dance and theatre into schools has travelled to schools on a pro bono basis to bring everyone into contact with the performing arts.

The organisation targets its services to minors and young adults with addictive behaviour problems.

Our organisation gives absolute priority to the recruitment of young people with fewer opportunities for the implementation of its projects. Also young people with fewer opportunities have absolute priority in participating in these projects. We have also started a partnership with a career guidance counsellor specialised in vulnerable social groups.

Our organisation integrates disability, impairment or vulnerability within all its activities with the main aim of making the disability or vulnerability invisible. Our engagement with the issue of people with fewer opportunities is one of the key components of the genesis of the organisation's creation in 1999 and we have continued steadily to this day.

The organisation has a non-discrimination policy, social inclusion is one of the objectives of the organisation.

We have a specific internal manual on how we do inclusion to achieve our goals.

Our activities are aimed exclusively at people with fewer opportunities.

Participants always in a child over 50-60% are people with fewer opportunities. This has always been the policy of the organization and this is already widely known. We have done extensive in-person outreach through participation in educational organization events, talking about the opportunities open to all potential beneficiaries. We assist participants financially by making it easier for them to get tickets as this is often a barrier to participation for those with fewer opportunities. We never ask, or have ever asked, for money from any of our participants for their participation in Programs or overseas assignments. We encourage participation in information events about the Programme.

Organising activities in a way that is achievable by people with learning difficulties, open to people regardless of gender, social class, culture, religion etc., providing personalised mentoring aimed at the learning process and review.

We encourage more and more young people to get to know the ERASMUS Programmes, explain the opportunities they offer, and support their participation financially.

More opportunities for cooperation .

More comprehensively.

We have adapted our activities so that they are accessible to all interested parties.

Access to digital material, organisation of workshops and conferences.

accessibility, themes, education.

Accessibility, support, methods.

Accessibility, friendly environment, open call.

Strive to improve the quality of community activities for young people with fewer opportunities.

Try to offer services with open access, develop partnerships with teachers working with young people with fewer opportunities, personalised mapping of young people's needs and formulating proposals to suit their needs.

We try through marketing projects to bring awareness/sensitization to more young people with fewer opportunities

We always try to invite people with fewer opportunities.

We try to include more and more diverse people.

Provide guidance and offer broad support at all stages of the project (pre-departure, during the project and after the participant's return); - Work with organisations specialising in supporting young people with fewer opportunities.
Personal meetings.
Support for young people with fewer needs before, during and after the project, mentors for people with fewer needs, financial support for travel during the project.
Discussion and regular communication in order to correct and supplement the services to meet their specific needs for support, i.e. Greek Sign Language interpreter, visualized material, promotion of information material, etc.
Participation in all projects by 70% of young people with fewer opportunities.
Inclusion of equal opportunities.
Working with a sociologist.
Collaborative practices for the implementation of innovation projects.
Ongoing and continuous support and mentoring of the young people who participated in the projects. Dissemination of the results of the projects through presentations, publications (printed and electronic), production of audiovisual material.
We designed Programmes (KA1) which are friendly for people with fewer opportunities, especially groups with cultural differences, NEETs, people with social difficulties (LGBTQIA+) and people with family problems.
The measures had already been taken prior to participation in the projects.
The project has helped to increase our partnerships with other organisations both locally and at European level, providing more opportunities for young people with fewer opportunities.
Friendly routes for people with disabilities.
Use of questionnaires when registering for projects.
Use of sign language and braille.
Building an appropriate communication profile, meeting young people, giving as many opportunities as possible to people with fewer opportunities and supporting them continuously.

Projects

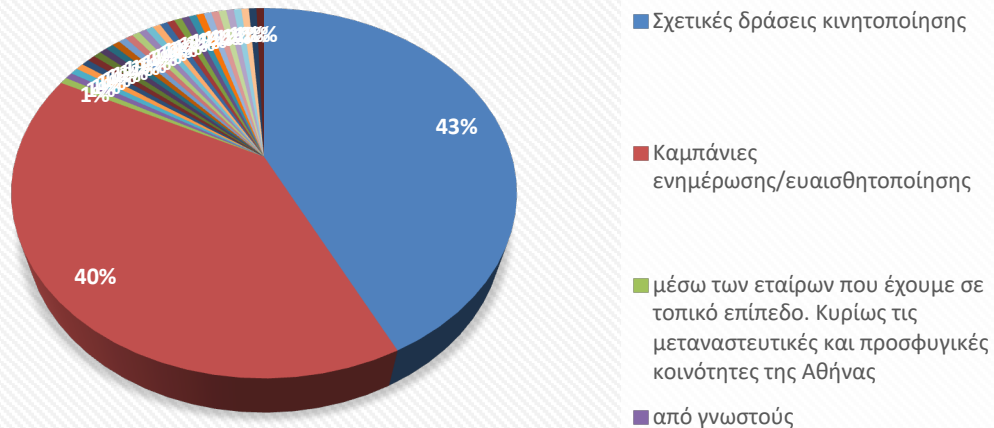
How does your organisation reach out to young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps projects?

The main methods used by organisations to reach young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps projects are "Relevant mobilisation projects" (43%) and "Information/awareness-raising campaigns" (40%). A number of other techniques used are listed below.

How does your organisation reach out to young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps projects?	Percentage
Related mobilisation projects.	43%
Information/awareness campaigns.	40%

Through the partners we have at local level. Mainly the migrant and refugee communities in Athens.	1%
From acquaintances.	1%
Personal relationships/acquaintances.	1%
From the requests we receive for participation.	1%
Friends and social media.	1%
From organisations that also work with young people with fewer opportunities.	1%
The organization implements the EU Europe Direct Western Macedonia project.	1%
Through the Municipality.	1%
Mouth to mouth and through stakeholders.	1%
Interpersonal communication channels.	1%
Local events.	1%
Communication and cooperation with other bodies.	1%
Via instagram.	1%
Workshops.	1%
Hospitals.	1%
Young people report their need every time.	1%
Word of mouth.	1%
Panhellenic projects of short duration (evenings of young artists.	1%
University.	1%
And we evaluate it.	1%
Seminars and trainings etc.	1%
By posting the material on social networks.	1%
We work with two organizations where young people with fewer opportunities live.	1%
By posting on social networks.	1%
By phone or in person.	1%
With formal invitations and regular electronic communication.	1%
Festival of Inclusive Culture.	1%
Via social media: FB.	1%
Through the CONNECT YOUR CITY Mobile Application operated by our organization.	1%
Through our network.	1%

How your organisation reaches out to young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps projects



By correlation of the answers



Analysing the above answers we observe that

- "Information/awareness campaigns", together with "Related mobilisation projects" 50%
- while only (without any other action) "Related mobilisation projects" the percentage reaches 28%
- while only (without any other action) "Information/awareness campaigns" the percentage reaches 22%

Other ways your organisation has used to reach out to young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps

projects?

Line tags
- Provision of free digital skills development seminars
- Free use of computers in a Municipality room for a few hours a week.
1) Use of a network of European and Greek partners
2) Individual counselling.
Focus groups , research, youth initiatives aimed at activating young people.
Internet.
Open calls, cooperation with organisations working with young people with fewer opportunities
Social media.
Social media.
Social media and updates and info days at universities.
Training courses and EVS projects.
Develop partnerships with key people and organizations (teachers, associations, etc.) who have direct relations with young people with fewer opportunities and get to know them directly through them.
Word of mouth or social media platforms.
We have not made moves to reach out to people with fewer opportunities.
Creating a platform with open call - including the specific skills required each time.
Publishing on relevant sites and approaching organisations for partnerships.
We are a large group and this helped to ensure that each volunteer in the informal group talks about their Erasmus+ experience on a daily basis.
Updates on social media platforms.
Information through peers from past participants.
Information in neighbourhoods and informal youth groups.
Outreach in schools through our members/volunteers who are teachers to other teachers and students.
Information for Parents' Associations with children with disabilities.
Updates of structures working with young people with fewer opportunities.
Visits to places frequented by young people with fewer opportunities.
Announcements , associations , youth organisations.
Contact with volunteers.
4 Communication and cooperation with specific organisations that work with people with fewer opportunities, for example, the Lighthouse of the World, IASIS, social kitchen Thessaloniki, Positive Voice etc.
Communication through communication channels e.g. social media.
Training seminars.
Visits to associations and organizations.
The previous external good testimony from our participants. Also through our website.
Social networks.
Social networks.

Through social media, through verbal dissemination, through friends, through the Secondary Education of Achaia and the University of Patras, by the young people themselves orally by bringing their friends and fellow students or classmates to the Institute, and through the AISEC organization of the University of Patras.

By raising awareness of the opportunities offered by the Erasmus+/Youth and European Solidarity Corps projects and their potential impact on their autonomous integration.

Through activities .

Through the EU Portal.

Social media.

Through sport.

Through projects and the operation of CONNECT YOUR CITY Youth Centres in general, through major promotional, information and awareness-raising projects such as the Connected we Stand Festival that we organise on an annual basis, and of course through social media (social media) and the CONNECT YOUR CITY Mobile Application that our organisation operates.

Through questions mainly in questionnaires.

Through the prison social service.

Through the social services we work with.

All our projects concern people with fewer opportunities including young people.

Our projects are many, see website > projects.

Organization of workshops, workshops, get-to-know-you workshops.

We always contact and inform the high schools in our area to participate in our projects\Programmes.

PASS Platform.

They are also approached through the Sports Clubs in which they participate, in the teams and groups they have created themselves and in the places of education and work.

Personal letters or e-mails to inform them.

In partnership with other organisations that know our field and bring us in touch with young people with fewer opportunities. We work a lot at 1-1 level building a relationship of trust with the individuals concerned and stay in touch to explore how best to meet their needs through their participation in Erasmus+/Youth and European Solidarity Corps projects.

Word of mouth from our partners who belong to this category and through social media platforms.

Participation in relevant projects and networking.

Participation in working groups.

Participation in the community, cooperation with organizations .

Participation of schools in projects as associated partners.

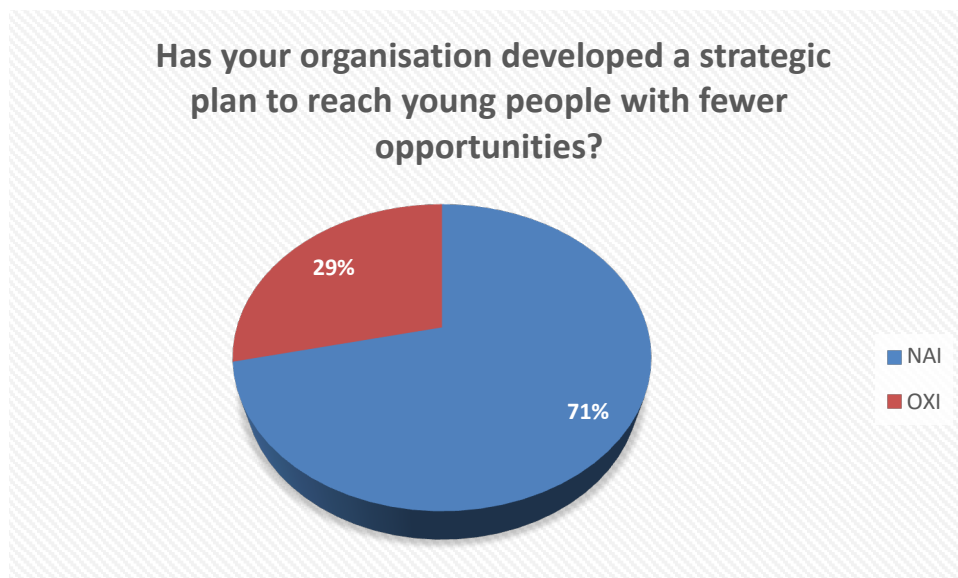
Cooperation with Primary and Secondary Education and the University of Western Macedonia.

in collaboration with the pedagogical department of the University of Ioannina.

Cooperation with local associations and other organisations and bodies such as schools, IEK, universities.
Work with local organisations working with young people with fewer opportunities.
Cooperation with Municipality services.
Cooperation with deaf associations in Greece and abroad.
Synergy with the Municipality of Larissa (Mayorality of Social Policy, Mayorality of Culture and Sciences), cooperation with the Deaf Association of Larissa, cooperation with the Association of Friends, Parents and Guardians of People with Autism of Larissa, etc.
Synergies.
Synergies with organisations that are not active in Erasmus+/Youth and European Solidarity Corps and inclusion of their youth in our programmes.
Above.
Local youth participation, long-term cooperation in the village
Implement activities in remote areas to reach young people living there.
Support in finding escorts.

Has your organization designed a strategic plan to reach out to young people with fewer opportunities?

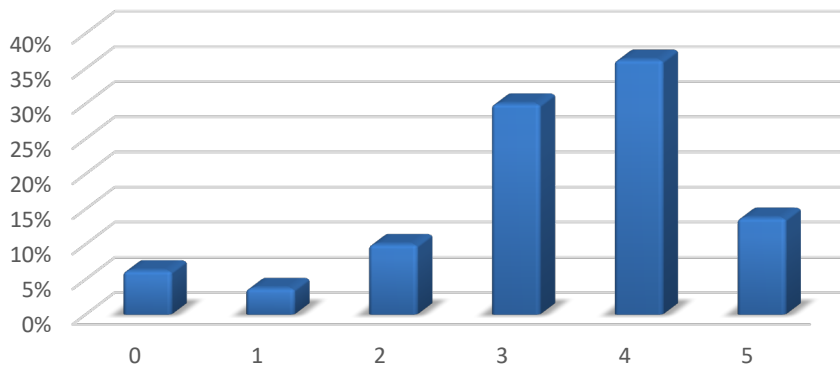
From the chart below we can see that a large percentage of the organizations have a strategic plan to reach young people with fewer opportunities, but we should not be complacent, as 30% have not prepared themselves accordingly.



If so, to what extent has your organisation developed a strategic plan to reach young people with fewer opportunities?

In correlation with the previous question we find that not only the (30%) who had not prepared themselves accordingly, but also those who had designed a strategic plan to reach young people with fewer opportunities were not fully prepared.

If yes, to what extent has your organisation developed a strategic plan to reach young people with fewer opportunities?



What practices/policies are adopted by your organisation to include young people with fewer opportunities in your activities?

Answers

- People-centred approach

- Empowerment of socially vulnerable groups

- Support for participation even in cases where the participant is unable to participate due to financial problems.

- Raising awareness in the local community about the participation of all young people in the community;

- Incentives for families with fewer opportunities to encourage their children to get involved in the community.

1) Training programmes.

2) Workplace training workshops.

3) Vocational guidance counselling.

European programmes, e.g. Erasmus+, where young people from the region of Western Macedonia and beyond have the opportunity to travel abroad to train on various topics.

Public calls, inclusion activities, creating joint events.

They were mentioned in a previous question.

Mentioned above.

Directly informing the news in question.

Participants are selected who have never or rarely been out of their region, and have also never been in an intercultural nature. It is true that there are still some stereotypes, based on religion, culture, gender are evident among young people. Therefore, our organisation offers an excellent opportunity to offer a range of targeted activities that will have a lasting impact on participants. Youth workers selected to participate in our projects will be chosen based on their learning and developmental needs. 50% of the total number of participants face different

barriers. Therefore, project activities are carefully designed to have maximum impact on the selected participants. We have designed specific evaluation criteria on the basis of which an equal number of male and female candidates will be selected. In terms of gender balance, our primary objective will be to select those participants who will benefit most from the project, whether they are male or female. Through the selection process we will ensure gender balance.

Language support, financial facilitation.

We have no specific practice.

Creating a safe environment, providing financial assistance (booking tickets for training missions directly from our organisation to avoid any burden on the participant), preparatory meetings before participation in a Programme and ongoing communication for assistance/psychological support.

Creating new structures such as the youth centre and the child, adolescent and family support centre.

Now in our third decade on the cultural map of Greece, we have created a common ethos that unites us and gives us a goal and strength to act as artists and as people, either in the context of the Kinitiras network or independently.

Our projects are in some way directly or indirectly connected to social awakening through art exploring issues of social justice, equality, democracy and ecology.

We prioritize good personal relationships and the human face of our professional interprojects. At Kinitiras there is respect for diversity and space is given for all voices to be heard.

We foster extroversion and cooperation which fosters cultural exchange as well as the exchange of ideas and good practices.

We maintain an open policy to their participation in projects without restrictive, exclusionary criteria.

Different and more creative methods of integrating them.

We prioritise participation for young people with fewer opportunities.

Awareness-raising projects mainly in education and training of.

Projects with common points of interest/common denominators (agri-tourism, culture, sport, vocational rehabilitation)

We are community cohabitating people with disabilities, and we support people with fewer opportunities however not with the ESC program.

We are constantly looking for practices that can work, especially after the pandemic the communication channels have changed, the approach to young people has changed and this makes it particularly difficult to work with young people.

Training (workshops by experts, seminars, 1 to 1 learning, alternative methods to socialise people and integrate them into the social-musical community).

Experience (friction with the subject matter as well as participants are invited to participate in activities, professional opportunities).

Training our staff to be able to reach out to and attract people with fewer opportunities who attend our activities as equal students. Specialist research and preparation based on the EU guides. Specialist support during volunteering.

Active participation in Programmes, activities etc., information.

Social media updates and second chance schools.

Updating and testing.

Information via social media.

Information through networks and face-to-face visits.

Informing them about the benefits they can have through their participation

Encouraging them to participate in our various projects and involving them in the planning and development of projects.

Information, financial facilities for paying their tickets, meetings to boost their self-esteem and confidence.

Contact with associations of people with fewer opportunities.

Extra preparation and help for young people with fewer opportunities

We visit organizations for people with fewer opportunities and inform about our activities.

Raising awareness in the local community.

Opportunities to participate in projects, educational activities

The support and social inclusion of vulnerable groups, including young people with fewer opportunities, or young people at risk of social exclusion, is among the company's Statutory Objectives, and therefore all our structures, services and projects are inclusive.

- Strong focus on inclusiveness and diversity in all projects of the organisation
- Full accessibility of projects/accommodations etc
- Possible adjustment of the work schedule, if necessary, based on individual needs.
- Daily presence of a coordinator in the action to support the participants
- Provision of Greek courses and mentoring aimed at their cultural integration
- Cooperation with support organisations specialising in the support and participation of young people with fewer opportunities.

New projects.

Art workshops, sports workshops, summer camps, youth exchanges, participation in training seminars, e-mentoring to support participants in the educational platforms

Awareness campaigns .

Efforts are being made to promote the active participation of young people with fewer opportunities.

We keep in touch with our participants who come from disadvantaged backgrounds, and with their organisations, and prioritise their participation in our activities. Furthermore, some of our projects are designed together with our participants to meet their needs.

We build partnerships with organizations and informal groups of migrants and refugees and work with them to design a project that will interest and mobilise them and at the same time be within the framework of our organisation's principles. We mainly address those people who have settled in Greece, have legal documents and express the desire to try to become equal members of the local community.

Mainly working with other established agencies already working with young people with fewer opportunities.

Members of our organization speak Greek sign language and many deaf participants accept to participate in programs and activities involving both deaf and hard of hearing people.

Through trainings and projects young people are included in our organisation and create future projects themselves.

One practice/policy is the organization of Social Impact Days that aim to showcase the importance of the social impact that students have on the local community while helping to make society more inclusive. This initiative aims to promote volunteering opportunities to international students in order to give them experience in this area, while also giving back to society through their projects. In this way we inform people with fewer opportunities that they too have the possibility to participate in ERASMUS+ Programmes even with more financial support or even with escorts in case of need.

<https://www.esn.org/siem> <https://www.esn.org/mapped>
<https://esn.org/news/esn-organises-social-inclusion-days-advocate-social-engagement-student-mobilities>
<https://siem-project.eu/>
<https://www.esn.org/socialerasmus>
<https://socialerasmus.org/>
<https://exchangeability.esn.org/>
<https://exchangeability.eu/>

To be informed about our future projects through traditional means of communication (radio , online newspapers , posters in the city).

Our organisation works primarily with and for young people with disabilities.

Our agency has a 14 page form outlining the practices and roadmaps with the inclusive processes we use. These practices are shared with staff and volunteers. Our main tool is the use of coaching and mentoring.

Our organisation has already been founded by young people with fewer opportunities and we hold information events on every occasion.

Our activities are aimed only at people with fewer opportunities.

Our activities are designed by us in collaboration with a coach specialised in special education to be accessible to all children regardless of disability. Some of the activities are in physical format, some are supported by digital media and some are entirely digital. They are also all free of charge so that people with financial difficulties can participate.

The policies/practices we adopt:

-Workshops and/or meetings with a physical or online presence, Local Hubs, seminars or other events/ social evenings at a local level, which create space for young people to inform, dialogue and actively participate in issues that affect their daily lives, interacting with each other.

-meetings also take place when we have Erasmus Europeans' visits to KA2 projects, job shadow, during which we have a supporting team of volunteers: another team for energisers, another team for guided tour of our city, another team for technical support, another team for dissemination of the Projects in social networks, another team for presentation, for project preparation.

-#Erasmusdays event every October, every January we organize a day of dissemination of our Erasmus+ Programmes, and our volunteers present their participation, their experiences , the added value of the projects with photos or videos.

-Organising youth participation in TV/radio shows.

-Webinars, in Covid times, with various online participation tools, for activities implemented in the framework of a Project.

-It is important to stress that we have a pleasant/ youthful space, in the Institute's offices accessible/ open to all young people, and with fewer opportunities and with disabilities.

Financial support, use of appropriate means for people with disabilities, cooperation with specialists in the fields of mental health and social inclusion.

As we have already answered, we are looking to have an open channel of communication, in every way and with multiple projects, with young people who have fewer opportunities.

Non-formal learning frameworks aware of the vulnerability and care of people with fewer opportunities, mapping of social networks, activities in areas where young people with fewer opportunities live, personalised meetings with young people with fewer opportunities, trying to reach parents of children with fewer opportunities and supporting them in sending their children to participate in the activities.

We reach out to young people who we know are facing problems, especially financially, and try to help them to take part in Programmes.

Costing.

Integration practices through peer-learning. g

Non-discrimination practices and policies, open procedures for all, mentoring and peer support before, during and after the projects in which they participate, incentives for participation.

Accessibility and inclusion practices derived from European models of inclusion.

Exchange programmes abroad, priority is given to young people with fewer opportunities to participate.

Accessibility, information on projects, active participation .

**-Reaching out to people with fewer opportunities through their peers/friends and inviting them to our activities;
asking people with fewer opportunities on an individual level what their needs are so that their real needs can be met and not what we might assume in general terms.
-Buying tickets for people who were experiencing financial difficulties
-Helping to find suitable routes/insights
for people with geographical barriers -Close and/or online meetings
-Preparing for the multicultural dimension of the projects
-Psychological support and encouragement
-Adequate and repetitive information.**

Invitations to participate in projects and activities.

Invitations to seminars, information campaigns, participation in new projects.

**We try as a group to include young people not only from the city we live in but generally young people who live quite far away.
We have made difference Skype calls to help young people who live in more remote areas such as Komotini, Thessaloniki. We got in touch with Pomaks from Komotini who did not know what Erasmus+ is and through various online activities and workshops we explained to them what it is and after that we sent them to some mobility projects abroad and by going back to their homes they put us in touch with more people from their city so that they all learn the magic of Erasmus+. Due to Covid-19 we managed to do much less than we had planned but soon we have come up with different ideas such as going back to a difference language school in Megara (previously we went to a language centre in Loutraki) and doing some activities we found from salto with children aged 13-18. We will also prepare some article with the experiences through all the exchanges that we have sent participants and publish it in the local newspaper as well as on the social media of the megas.**

Personal involvement of our members, active participation, networking and creativity for our future projects.

Clear reference to our intention to include people with fewer opportunities in our social media profiles.

Each project submitted by our organisation includes sections on diversity/disability and young people with fewer opportunities and young people or those working with young people with fewer opportunities are invited to participate. In those projects where we are involved as partners and where the themes allow, we also include issues related to young people with fewer opportunities. We also organise meetings (teleconferences and workshops) and recreational activities.

Seminars and workshops.

In the team we target young people without excluding anyone who wants to learn. We rely on giving equal opportunities to all with an emphasis on those who say they have less.

Targeted information campaigns, cooperation with social services of municipalities and local PSAPs. Participating in networks and partner organisations that have target groups of young people.

Participation in fully-funded exchange programmes with a chaperone, online projects for access for people excluded due to geographical barriers, free workshops.

Inclusion of people with mental illness in the activities of the organisation.

Inclusion through sport.

Meetings with young people with fewer opportunities.

Cooperation with relevant bodies schools Community centres.

Cooperation with the local Municipality and the Region.

Cooperation with bodies with experience.

Partnerships with organisations targeting people with fewer opportunities .

Collaborative practices for implementing innovation projects.

Continuous monitoring of similar practices by other bodies. Use feedback from previous evaluations and discussions.

Usually, with the organisations we work with in each Programme, we define a general profile of people with fewer opportunities, so that the right selection can be made in the first stage. This profile is created after discussion and communication with each partner agency.

We choose them each time according to the situation.

The main field of our activities concerns adults including young people with fewer opportunities.

Local involvement of young people, long-term cooperation in the village, motivation, good examples, starting from an early age, building trust, etc.

They are clearly given the free right of participation, appropriate training and the provision of knowledge, the freedom of movement and action by themselves and the creation of projects for these people.

Consultancy & Advisory Services Therapeutic Intervention, Professional Counselling, Mentoring, Training.

Submission to projects and projects through NSRF and Fair Development Transition Plan - Green Fund.

Support in every possible way, equal opportunities, respect for diversity.

Support, information and outreach to disadvantaged groups.

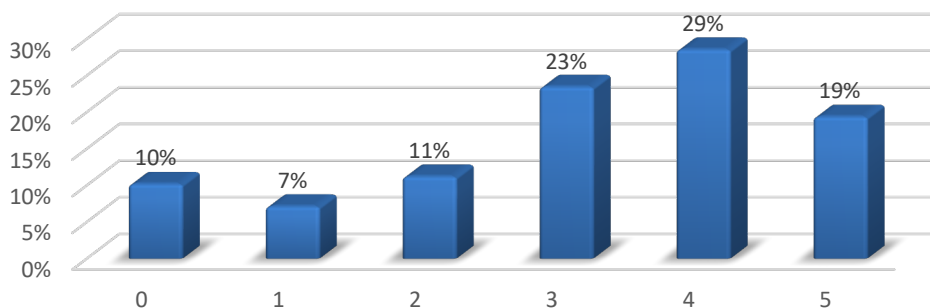
Various tools such as briefings with digital material are used to promote and develop a sense of empathy for young people with fewer opportunities. Many young people's experiences from previous projects are presented.

Implementing projects for the participation of young people with disabilities

To what extent do you consider that the projects you had implemented to involve young people with disabilities were responsive to the participants?

From the chart below we see that less than (50%) of the projects that had implemented projects to engage young people with disabilities were responsive to participants.

To what extent do you consider that the projects you had implemented for the participation of young people with special needs responded to the participants?



In which Action of the Programmes are the projects in which young people with disabilities participated?

In which Action of the Programmes are the projects in which young people with disabilities participated?
Case studies, training seminars, participation in groups.
Erasmus.
Erasmus+.
Erasmus + Key Action II strategic partnership.
Erasmus plus KA1 KA2 and others.
Erasmus+.
Erasmus+ (KA1- Learning Mobility of Individuals)
Erasmus+ (KA1 and KA2) and Creative Europe
Erasmus+ ,Workshops
Erasmus+/Youth and European Solidarity Corps.
Erasmus+ KA1.
Erasmus+ Youth.
Erasmus+ youth .
Erasmus+ Youth Exchanges.
Erasmus+ Youth Exchanges and ESC voluntarism projects.
Erasmus+, youth workers.
Erasmus6+ Youth.
ESC.
ESC .
ESC, R1.
Esc31, KA1.
European Solidarity Corps.
European Solidarity Corps Solidarity.
ESA (European Solidarity Corps), KA1 Key Action, KA2 Key Action and KA3 Key Action.
KA1.
KA2 Strategic Partnerships.
Solidarity & volunteering projects.
Solidarity project .
Solidarity Projects.
Sports.
YOUTH EXCHANGE.
Youth exchange .
Youth exchange TC.
Youth exchanges.
Youth exchange.
Youth Exchanges.
Youth Exchanges, Seminars and European Solidarity Corps.
Key Action 1: Learning mobility of individuals.
BDM1 (Erasmus+).
I'm not sure I understand the question.
we have not yet had disabled people participating in the Program.
we have not had young people with disabilities in projects we have implemented.
We have not included young people with disabilities but only those with fewer opportunities.
We have not yet implemented it.
We have not implemented any Action from the EU Programmes involving young people with disabilities.

We have not implemented any action involving young people with disabilities.
We have not implemented Programmes for young people with disabilities only for young people with fewer opportunities.
It is not clear to me what you mean by special needs.
It varies depending on the Programmes.
Inclusion projects through art, participation of young people in social and artistic events.
Innovation projects.
Action 1 - Youth Exchange.
If special needs = fewer opportunities, then in a European Solidarity Corps Action.
Voluntary Solidarity Programmes.
Educational workshops.
Educational Activities - Practical Training - Participation in the organization of projects.
Awareness raising.
European Solidarity Corps.
European Solidarity Corps and Erasmus+.
European Solidarity Corps and youth exchange in the European Solidarity Corps.
KA1.
KA1 .
KA1 - Youth Exchanges.
KA1 (Youth & Higher Education), KA2 (Youth & Higher education).
KA1 Youth Exchanges.
KA1, KA2.
KA1, KA2, KA3.
ka1, ka2,ka3 ESC.
Ca1152.
Art workshops, sports workshops, summer camps, youth exchanges, participation in educational seminars.
Public benefit activities.
Our organization has participated in the implementation of projects 1. 1. In the framework of Erasmus+ Key Action 1 Youth Exchange, where people with mental retardation and mental disorders, and/or with mobility problems have participated 2. In the framework of Erasmus+ Key Action 2 Strategic partnerships, in order to develop innovative educational / diagnostic tools for people with special needs and of course in the exchange of good practices. 3. Under Erasmus+ Sport, aiming at the social inclusion of people with physical/mental disabilities and vulnerable groups in general through sport. 4. In the framework of the Erasmus+ European Voluntary Service /European Solidarity Corps - Volunteering Project, where young volunteers have supported young people with disabilities.
The project activities that young people with special needs were included in are workshops/seminars and training sessions in schools.
Young people with fewer opportunities were mainly involved in solidarity projects. We have included participation of young refugees in volunteering projects which have not yet taken place due to coronavirus.
European Project NEOLIA 2005 Folklore meets Progressive.
Culture accessible to all.
European Solidarity Corps solidarity programmes .
No way.
In Programs KA152 and KA153.
In E+ KA1 and KA2.
In the training seminars.
In their "special beauty", the aim of the Programme was to socialise people with disabilities (either through procedures - or through projects) and to integrate them into our society as equals.

In the current action we are planning a youth exchange involving young people with disabilities.
Our awareness-raising activities include all young people as all young people, and not only young people, have special needs.
At European Solidarity Corps.
Participation and design of the Programme.
Inclusion.
Solidarity project.
School education and digital transformation.
The courses that we run under the Programme are accessible to young people with special needs.
The projects we have implemented so far have not had young people with special needs.
Local activities, youth exchanges, volunteering activities, ESC...
Psychological support .

What support measures have you taken to prepare these young people to participate in your projects?

What support measures have you taken to prepare these young people to participate in your projects?
0
<ul style="list-style-type: none"> - Preparatory meetings with participants before departure to clarify all the details of the Activity. - Cross-cultural preparation. - Detailed Travel Instructions (including airport transfers). Assistance to participants to find the cheapest means of transport and book their tickets. - Provision of travel insurance for participants. Support participants in obtaining insurance or a European Health Card - Gather information on the health and well-being of participants and take appropriate action to address any health problems or special requirements identified, dietary requirements - Additional support for participants who have rarely or never been abroad.
1) Assessment and needs assessment sessions.
<ol style="list-style-type: none"> 1. Support in finding escorts and Programme. 2. Planning the trip. 3. Face-to-face meeting to meet and prepare chaperones and youth. 4. Availability for ongoing support throughout the Program.
Strong monitorship, help on the subject.
Immediacy, communication with relevant organisations, open calls, support, etc.
Depending on the need of the participants, we proceeded with preparation workshops.
<p>Safe transport of children. Communication and information for parents about the Group Programs (groups of up to 6 children). Parent groups (parent volunteers who participated supportively). covid-19 test, explicitly adhering to the instructions given (use of masks, distances, activities mainly outdoors). First aid boxes and qualified personnel for its use.</p>
People from our organisation helped the young people in all their matters.
Language preparation, insurance, cultural information, financial facilitation.
Creating a safe and secure isocratic environment.
Inter-saving meetings, full information and provision of information and material, guidance, support whenever needed, even financial and especially psychological.
Interpreter.

Interpreters , assistants , accessibility check.
Sign language interpreters throughout the Programme. In the recent Programmes we have not had people with disabilities in the activities.
Facilitation of travel and accommodation by using appropriate other means and facilities. Support of an accompanying person. Develop a climate of equal participation.
Facility to find tickets and plan the trip.
Special instructors, special movement, special education instructors.
Advance information and empowerment before their participation in the Programme.
Empowerment and strengthening. Involvement at local level.
updates with their interpreter.
Advance information and diversification of projects.
Information, exploration of needs.
Awareness-raising projects, drawing up specific projects just for them.
Information meetings.
Rental of equipment and equipment that favoured accessibility.
Specialised surveys to understand the participant's skills and needs, and specialised individual meetings with each of the participants.
Contact with participants and hosting organisations, recruitment of escorts.
Communication with the family of people with disabilities.
The relevant material and the daily implementation schedule were sent in time. They were also informed about the practical issues of accommodation, food and the general philosophy of the Programme. A Greek sign language interpreter was provided for deaf youth, while for youth with other types of disabilities an escort was provided.
We've prepared the place. The mentors were always there for the participants.
raising awareness of a volunteer team.
Raising awareness as well as applying techniques to reconnect with learning in the field.
We have detailed procedures for the inclusion of young people with fewer opportunities in our activities regarding the educational process, support in travel, life in Greece, etc.
Electronic and face-to-face communication and cooperation with relevant schools, headmasters, parents of children and host organisations / questionnaires of expectations before each action.
We will receive : Young people will come with their escorts.
We made preparation calls with participants and communicated the needs of these participants with partner organizations.
All the specificities and needs of these participants were taken into account, such as issues in communication, adaptation and mobility.
Long-term preparation, meetings, local activities, motivation, inspiration, examples of good practice.
Mentor.
Mentor, days dedicated to the simulation of some activities, workshops.
So far we have not had any participation of young people with special needs, except for individual cases of developmental disorder which was not a problem for participation in our activities and some people with learning difficulties which were not a problem because of the different methods used to cover different learning needs. So the sample is extremely small to draw a safe conclusion. For this reason the scores on the questions about people with disabilities are fictitious.
In any case, the facilities we use are accessible for people with mobility difficulties and in our team there are also 2 people specialized in special education and school psychology who are always available to act supportive in case of participation of people with special needs.
N/A.
Our organisation has experience in supporting people with disabilities gained through its activities.
Our projects are universally accessible to all people.

Young people with special needs who have participated in our projects, whether they are beneficiaries of our organisation, who are either accommodated in our structures or served by our services, as well as beneficiaries of other, cooperating civil society organisations. Since they were beneficiaries, they already receive support from the psychosocial service of either our own or the partner organizations, and through them, the preparation for their participation in the respective action was made.

Financial.

Any we were asked by the same people.

Regarding the participation of young people with disabilities, we have currently not implemented any projects that have involved them.

More psychological support , but we do not have many young people with special needs, but more young people with fewer opportunities.

Framing , seminars , introductory workshops.

Full knowledge of the needs of young people with each type of disability, the participation of young people in the design of activities according to their own abilities and wishes, adapting the programme according to their abilities and learning through movement, through games, through art through non-formal activities based on their needs/adjustments. Using special techniques and tools, communication techniques, and support from a team of specialists (doctors, psychologists, social worker, sociologist, sociologist, special educators and collaboration with specialists who are the reference persons of these young people and good collaboration with parents.

Full information and analysis of their needs, preparatory meetings between the team to create a nice collaborative atmosphere.

A series of seminars, online and in person, on new technologies and 3D printing were held and model products were designed.

Prevention for social justice and participation for all.

Customized information.

Accessibility .

Accessibility everywhere .

Accessibility, Social Workers.

We made sure that every part of the Programme, from accommodation to day-to-day service, was completely participant-friendly. There were also volunteers from the organization who were tasked with the duty of facilitating these people.

Strive for their socio-economic integration.

Personal preparation talks .

A series of trainings on technology and information about Solidarity Corps' activities.

Meetings, briefings, introduction of team members, preparation of material.

Interviews, information, briefing, guardians' information.

Cooperation with their sending organisation. Specific preparation with the support of a sociologist.

We worked with cultural mediators and mentors from the countries of origin of young people with fewer opportunities, organised joint meetings with representatives of their communities, and trained the staff implementing the projects, using the materials created by the global networks (SCI & CCIVS) and SALTO for the integration/integration of young refugees and migrants in projects developed under the European Programmes supporting youth mobility.

We usually plan to create a cohesive and well-communicated group of participants so that everyone feels safe. Online meetings before the first contact between participants is one of the most important things we Schedule.

Frequent communication with our European partners, drafting joint agreements with the young people and partners which include: information on the conditions of the Programme, the support they will receive and their obligations as participants.

Support from partners to empower young people to become active participants.

Information and support in terms of recording their learning objectives and creating a learning plan.

Our offices are fully accessible.

The projects we have implemented so far have not had young people with special needs.

we assign them specific tasks always with the support of someone they trust; we have open communication to answer their questions. we work with the social worker of their organisation.

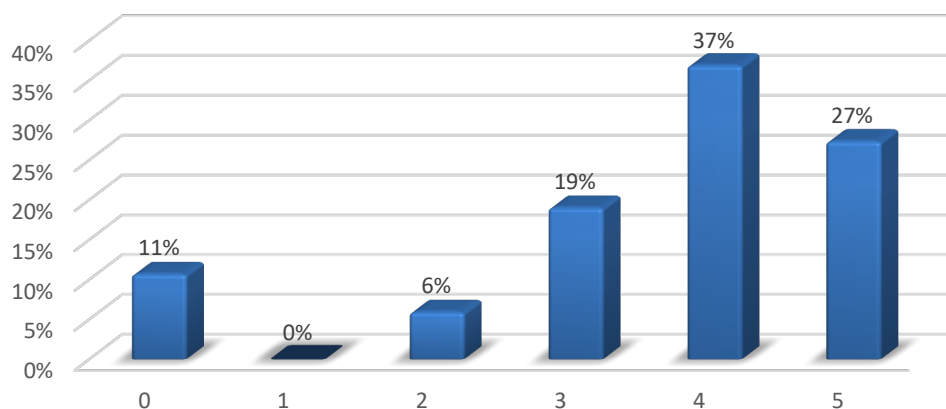
Psychological support, thorough information .

Psychologists working in our organisation. Youth workers with years of experience.

How did the support measures you took in preparing these young people to participate in your projects pay off?

From the chart below we see that at a high level (**more than 60%**) the support measures you took in preparing these young people to participate in your activities paid off.

How much did the support measures you took in preparing these young people to participate in your projects pay off?



What practices do you use to support these young people in the implementation of your projects?

Please list what practices you use to support these young people in the implementation of your projects

- Trainers are available during breaks and free time and after the end of the mobility and will provide additional support, guidance and mentoring to participants;
- Assurance - 24-hour access to a representative to provide logistical/linguistic support and ensure participants are integrated into the local environment;
- Appointment of a Health and Safety Officer to review and approve all health and safety measures, including risk assessments;
- Implementation of an emergency plan
- Ongoing support at all levels (psychological, financial, etc.)
- Encouragement and motivation. -
- Stimulating a sense of socialisation and team spirit.

- 1) Accessibility.
- 2) Inclusion practices.
- 3) Support practices.

<p>1. Financial literacy / basic concepts of entrepreneurship / Online Courses (Playful). 2. Addressing bullying in children with autism / application of art therapy principles. 3. Inclusion of children and their families from marginalized environments / Hubs / Guide. 4. Inclusion of refugee children with the decision making method. 5. Use of art as a tool for inclusion and personal expression / local workshops.</p>
<p>1. In the Erasmus+ Key Action 1 Youth Exchange, where people with intellectual and mental disabilities and/or mobility problems have participated, there has always been an accompanying person, where at least one member of the staff of the organization, namely from the psychosocial service. 2. Within the Erasmus+ Key Action 2 Strategic partnerships, in order to develop innovative educational/diagnostic tools for people with disabilities and of course in the exchange of good practices - the tools are also developed by the scientific staff of the organization, and they organize their pilot implementation in the target group. 3. In the context of Erasmus+ Sport, with the aim of social inclusion of people with physical/mental disabilities and vulnerable groups in general through sport, there was always a chaperone, where they were members of the organization's staff, namely from the psychosocial service and medical or paramedical staff. 4. Within the Erasmus+ European Voluntary Service /European Solidarity Corps - Volunteering Project, where young volunteers have supported young people with disabilities - volunteers and beneficiaries, supervised and supported by professionals, the managers of the Structures and Services.</p>
<p>Mentors/psychologists during the KA1 youth projects.</p>
<p>Purchase and use of material and technical equipment necessary for the participation of young people, medical coverage and care throughout the duration of the Programmes, use of facilities and premises friendly to young people with special needs.</p>
<p>Depending on the case, we also involve the parents of the young people in the process.</p>
<p>I referred to the previous field.</p>
<p>People in our organisation helped the young people in all their matters.</p>
<p>Individual support, accessibility.</p>
<p>This was necessary, one person from the organisation was precisely responsible for supporting these participants.</p>
<p>Creation of infrastructure at the University's premises, seminars.</p>
<p>Live discussion and communication. We stress that we do not have many young people with special needs, but more young people with fewer opportunities.</p>
<p>Face-to-face meetings, preparation, support.</p>
<p>Through action, participation, utilization of collective intelligence, warm welcome and management of multiculturalism in Greece and abroad, etc.</p>
<p>Ongoing mentoring sessions and we are there for whatever the volunteer needs to have a person to talk to.</p>
<p>Ongoing contact with an agency mentor specialist with young people with fewer opportunities and, if necessary, a social worker or psychologist.</p>
<p>Accompaniment, interpretation, accessibility and inclusion projects.</p>
<p>Information, theoretical training, practical training, supervision.</p>
<p>Informative and detailed infopack, support with an interpreter, contact with other participants from previous Projects, (peer to peer), at least 2 people with disabilities to be more motivated.</p>
<p>Specialized online material, personalized meetings, individual meetings, with the guidance and support of external experts and staff of our organization, trekking and training workshops within the organization.</p>
<p>Choosing spaces and activities that are friendly to them.</p>

We only worked with people with intellectual and sensory disabilities to assign them a volunteer role or to accept them as participants in our Programmes. Only one of our European Programmes was with AMEA.

Although we are experts in this subject, we have never had a Programme approved again that had an AMEA so we have not submitted a similar Programme since 2018.

We limited ourselves to vulnerable groups and people with fewer opportunities.

As a rule, Ease in Flow includes in all its activities the element of an inclusive culture and whether or not the Programme is grant-funded, the co-inclusion of disabled and vulnerable populations is an end in itself for us.

We've prepared the place. The mentors were always there for the participants.

Since they did not participate, we could not implement good practices.

we have mentioned above.

Daily or weekly feedback meeting on any problems they encountered while participating in the activity.

Good practices of education and integration in groups.

Art workshops, sports workshops, summer camps, youth exchanges, participation in educational seminars.

During the projects, the practices used were inclusive, so that no person felt isolated. Participation in groups helped a lot to make these people feel part of the group.

Support closure, meetings, reflection, evaluation.

Mentor throughout.

Mentor, prepare space for needs, train staff to meet the needs of participants.

N/A.

Yes.

Financial facilitation, language mediation.

All participants in all activities under this project throughout its duration will be treated fairly regardless of race, gender, nationality, sexual orientation or age. A diverse and inclusive project is one that makes everyone, regardless of who they are or what they do for the project, feel equal and feel supported in all activities. The scope of the project and its features ensures that everyone has equal opportunity to contribute and influence every part and level of an activity, and in addition through belonging to ensure that everyone feels safe and their individuality is brought out. Accessibility to all areas has been considered and as such we can assure that everyone is easy to access.

No.

Non-discrimination practices and policies, open procedures for all, peer and peer support, meetings of young people with group leaders and their mentors.

Information on the Youthpass

certificate and implementation of creative experiential workshops aimed at developing skills through non-formal learning methodologies and tools.

Adaptation of the Programme to the needs of the participants.

Tailored information and non-formal learning tools to enhance inclusiveness .

Personal invitation to the projects.

In ESC we provide mentors and trainers, in mobility we support them with specific activities and with leaders who have experience in supporting young people.

Parental involvement in a close range visible to the child, so that children and parents feel safe and can develop their character.

Games and activities with alternative education methods in open public spaces.

Workshops on people's rights and equality through play and audiovisual material; carrying out basic procedures (shopping, internet use, asking questions, using ATMs, cleaning, etc.).

Collaborative problem-solving and learning practices in the field.

Continuous feedback and daily evaluation.
Continuous monitoring and feedback.
We usually plan to create a cohesive and well-communicated group of participants so that everyone feels safe. Online meetings before the first contact between participants is one of the most important things we Schedule.
Always accompanied by agency volunteers, face-to-face sessions to address issues that may arise.
They are accompanied and supported by a person they choose and trust; we give them time and space to express themselves, to create, to complete the work we assign them; we provide all financial and logistical support.
Escorts, appropriately designed spaces and use of technology. Also the planning of the activities will be done to ensure inclusiveness, which is our goal.
frequent meetings, enhanced support with a cultural mediator/mentor, always working together with international volunteers and members of our organisation.
The projects we have implemented so far have not had young people with special needs.
Telephone communication with host organisations, escorts and young people to ensure the active participation of both.
Support from qualified staff. Suitably trained escorts.
Support for participants from members of the organisation.
Support on hardware they need and human support.
Use of an interpreter specifically for deafblind people and their inclusion in the general group.
Psychological support and empowerment of autonomy.

Techniques adopted by the organization to raise awareness among young people with fewer opportunities?

The main techniques adopted by organisations to raise awareness among young people with fewer opportunities are Participation in groups (24%), Meetings and Workshops (23%), Lectures (23%), Participation in training seminars (18%).

Techniques adopted by the organisation to raise awareness among young people with fewer opportunities	Percentage
Participation in groups.	24%
meetings and workshops.	23%
Lectures.	23%
Participation in training seminars.	18%
Case Studies.	9%
Support from cultural mediators and mentors.	0%
Youth Exchange.	0%
Focus groups.	0%
Communication and exchange of views through social networks.	0%
Living library.	0%
Information and awareness raising.	0%
Social media campaigns.	0%
Like the Connected We Stand Festival.	0%
And the CONNECT YOUR CITY Mobile Application.	0%
Through promotional projects.	0%

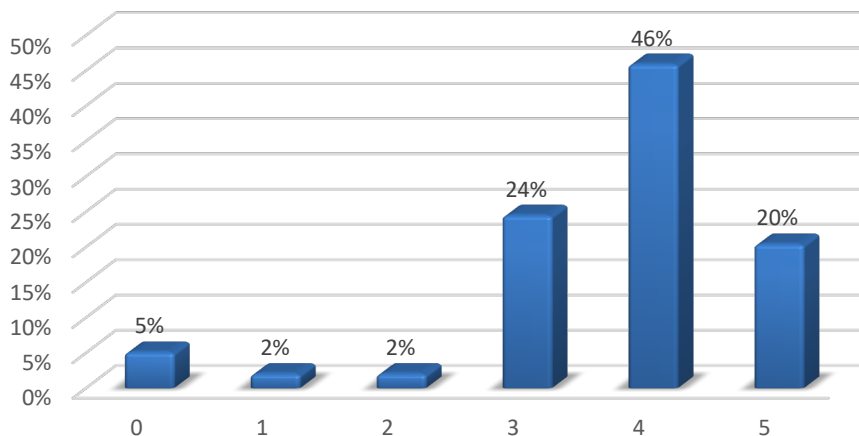
If we check the answers together we see that they use more than one technique at the same time:

- Lectures, **together with** meetings and workshops, **together with** participation in groups, **and together with** participation in training seminars (28%)
- Lectures, **together with** meetings and workshops, **together with** group participation, **together with** participation in training seminars, **and together with** Case Studies (18%)
- Lectures, **together with** meetings and workshops, **and together with** group participation (16%)
- Lectures, **together with** meetings and workshops, **and together with** Participation in training seminars (6%)
- Lectures, **together with** meetings and Workshops, **and together with** Group Participation, Case Studies (5%)

How far have the practices you have put in place to support these young people in the implementation of your projects paid off?

From the chart below we see that positive opinions overwhelmingly predominate.

How far have the practices you have put in place to support these young people in the implementation of your projects paid off?



What support measures do you take to support these young people after their participation in your projects?

What support measures do you take to support these young people after their participation in your activities?

- 1) Integration practices .
- 2) Support practices.

1. Satisfaction questionnaires.
2. Communication and collaboration with schools to continue good practices.
3. Communication with municipality and district for sustainability of projects .

1. A one-to-one follow-up meeting was held with the participants to share about their experience and to realise what the experience meant to them.
2. An evaluation of the Programme was done with the participants and the host organization on the preparation and participation of the young people.
3. Suggestions for improvement for the host and host organization were made.

N/A.

Permanent calls, continuation in the group.

Youthpass, offboarding .

Depending on the disability.

In general, we do not work in areas that we cannot support due to logistical infrastructure and facilities. E.g. we do not support wheelchair cases or severe forms of autism as we do not have the appropriate facilities and associated space and equipment available. We only focus on cases where we are able to meet 80-100% of their needs.

Evaluation.

Reporting at individual, group and programme level. Support and mentoring for reflection, identification and recording of learning outcomes and developed skills.

People from the organisation helped the young people in all areas.

Individual support.

We have not implemented any Action from the EU Programmes involving young people with disabilities.

Creating a communication network and encouraging future projects.

Availability for coaching, mentoring and accompaniment meetings for any new needs or ideas.

Ongoing contact with an agency mentor specialist with young people with fewer opportunities and, if necessary, a social worker or psychologist.

We maintain an open line of communication with them so that they understand and see our real interest in their participation and we keep them informed about new Programmes both locally and internationally.

Exploring priorities, mental resilience and empowerment.

Sign language interpreters and accessible spaces.

we place particular emphasis on preparing participants through training sessions and motivating them for a continuous engagement with the organisation and the happenings in the Programme.

Organise many meetings online so that they are easily accessible to all.

Networking capability

We are in touch, answer their questions and facilitate when possible. There is usually no feedback so the following question cannot be answered.

We had very few people with disabilities.
Active participation in other Programmes and support and information for young people who want to participate.
Continuous updates through the use of social media.
Integration in social networks and personal communication with the child and the parent.
Activities in the form of play and oral assessment of the . Activities and oral presentation of the activity by the participants (parents and children).
Safe transport of children.
Inclusion in the various groups of the SMouTh (young people, artists, trainees, etc.).
Specialised training , training.
We've prepared the place. The mentors were always there for the participants.
Opportunities for scalability .
We have dedicated meetings with them to provide the support that each team needs.
Guidance to help them find their feet, all kinds of help and support, face-to-face and online meetings to assess their needs and experience.
Good contact with young people, we are a reference centre and support young people in their needs.
Understanding and awareness.
We keep in touch, we monitor the progress of these people with questionnaires and calls.
Through sports media such as Sport for All.
With ongoing projects.
mentor, social media contact.
After each action, our beneficiaries are supported by the psychosocial service, as before the action.
After our projects, young people with fewer opportunities join an online group that we maintain for all participants. There the community manager communicates new opportunities for these individuals. In case of non-response she contacts them personally and encourages them to re-engage in Programs she feels fit their profile.
Financial and psychological support.
Encourage participation in dissemination projects, networking.
Monitoring of learning , support for their integration.
Monitoring, strengthening cooperation.
A series of seminars, online and in person, on new technologies and 3D printing were held and model products were designed.
Preparation before and after the youth exchange, support during and sending experienced leaders to support these young people.
Effort to continue the action.
In contact with their organisations I guess, we will continue to work together.
Seminars , introductory workshops.
Feedback meetings and anonymous questionnaires to evaluate their experience.
Meetings, evaluation, space to share with others, local activities, follow-up.
Cooperation for the evaluation of the action.
-Continuous communication and encouragement to participate in other activities - Feedback on their participation experience and improvement of our practices.
Continuous communication to highlight new needs and the results of each Programme, space and support for each young person to design and implement their own idea/action.
We continue to support them in subsequent projects and activities that they choose to do.
Follow up communication and follow ups from them.

Continue to communicate with them and record the change resulting from their participation in the Programme.

Continuous contact .

We tend to keep a good communication with all participants and create a cohesive "community" of young people who find motivation to further communicate and engage with the theme of each Programme.

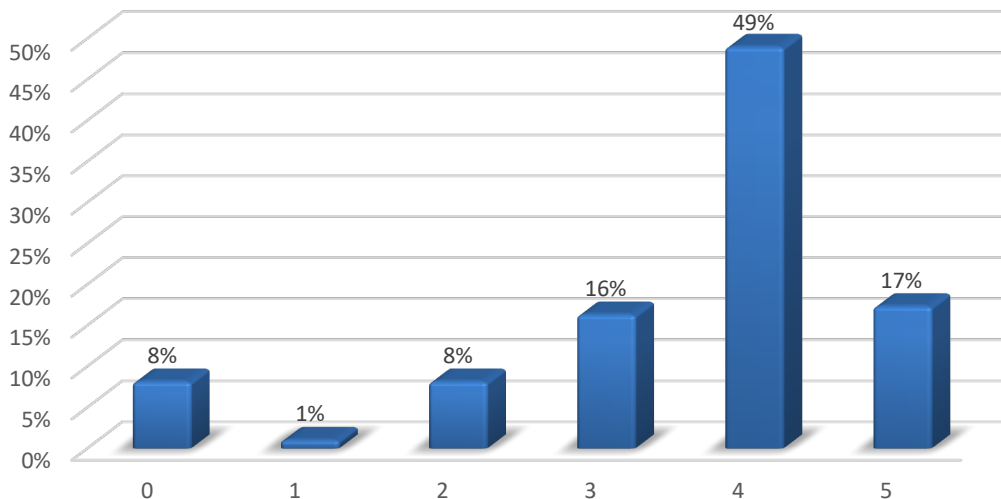
We invite them to meetings and projects to talk about their experience and share their feelings. It is like a celebration with these young people at the centre.

Supporting measures taken into account are the dissemination of results so that more young people are involved in such projects.

How much did the support measures you took after the participation of young people in your projects pay off?

From the chart below we see that positive opinions overwhelmingly predominate.

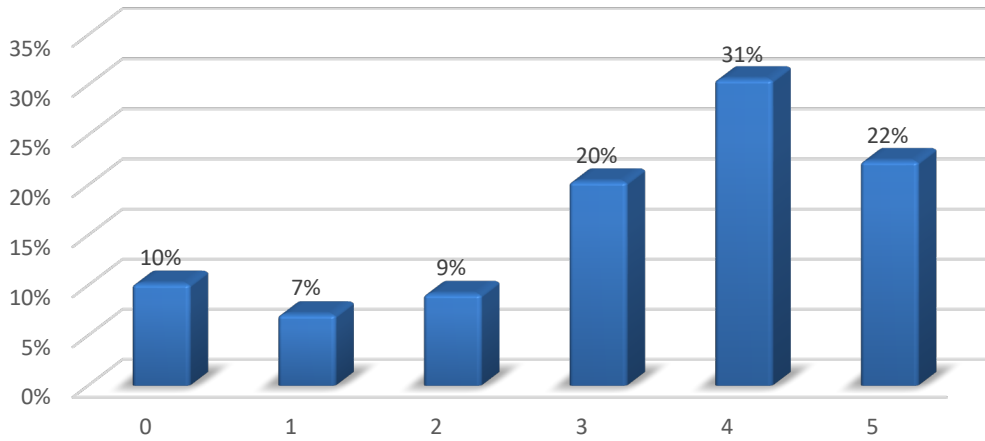
How much did the support measures you took after the participation of young people in your projects pay off?



To what extent are young people with disabilities involved in all stages of the life cycle of the projects of the Programmes involved?

From the chart below we can see that positive opinions predominate overwhelmingly, but the (26%) of young people with special needs who are involved to a limited extent in all stages of the life cycle of the projects of the Programmes they participate in is not negligible.

To what extent are young people with disabilities involved in all stages of the life cycle of the projects of the participating programmes?



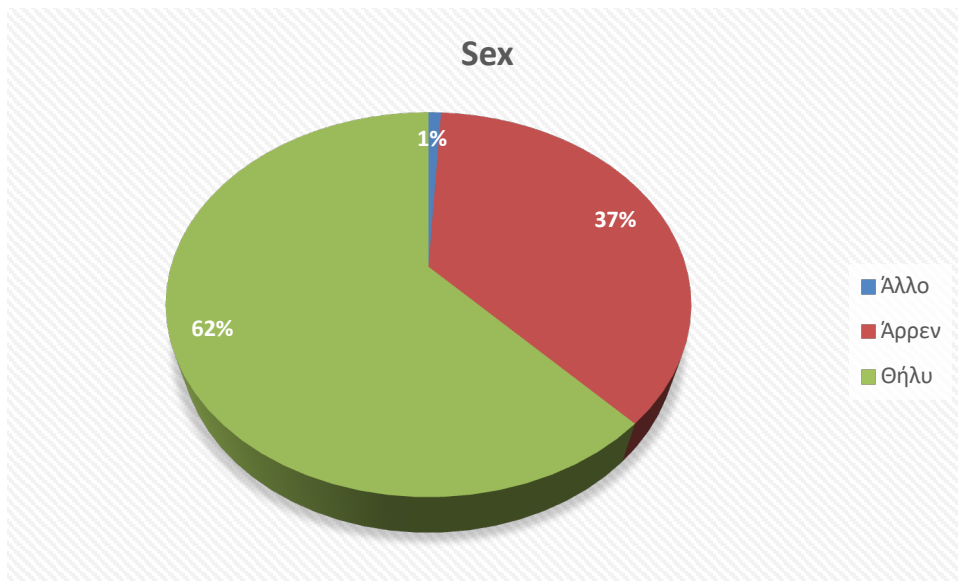
PRESENTATION OF RESULTS - YOUNG PEOPLE WITH FEWER OPPORTUNITIES

Questionnaire for young people with fewer opportunities who have participated / are participating in Erasmus+ / Youth and European Solidarity Corps projects implemented / are being implemented in the period 2014-2020 and the years 2021-2022

Demographic data

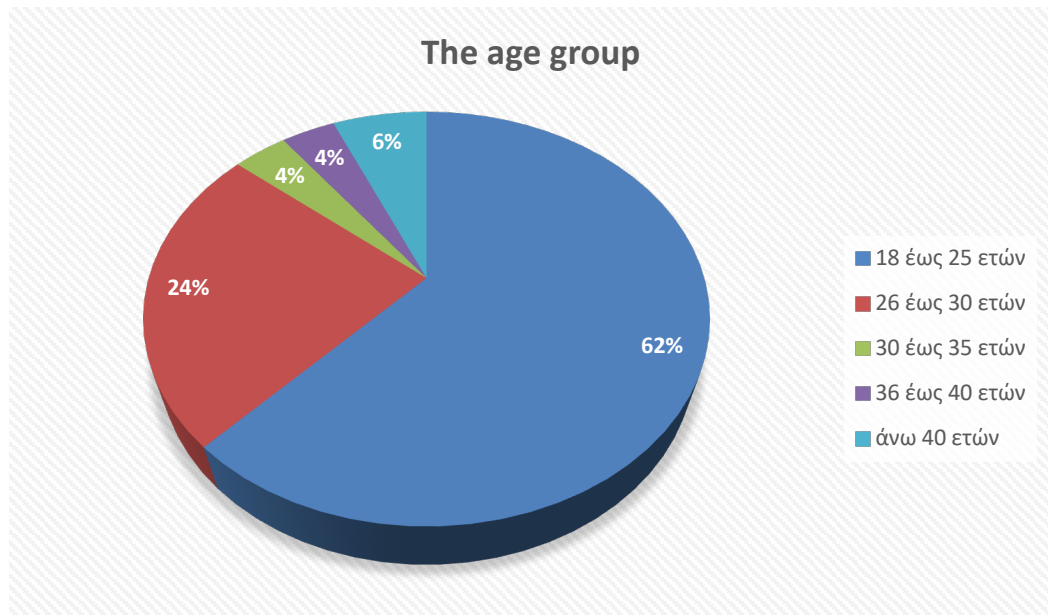
Sex

The graph below shows that the majority of young people with fewer opportunities who have participated/are participating in Erasmus+ / Youth and European Solidarity Corps projects implemented/are being implemented in the period 2014-2020 and the years 2021-2022 are women (62%).



The age group you belong to

Participants are predominantly in the age group up to 30 years old (86%) with a predominant group of 18 to 25 years old (67%) as shown in the graph below.

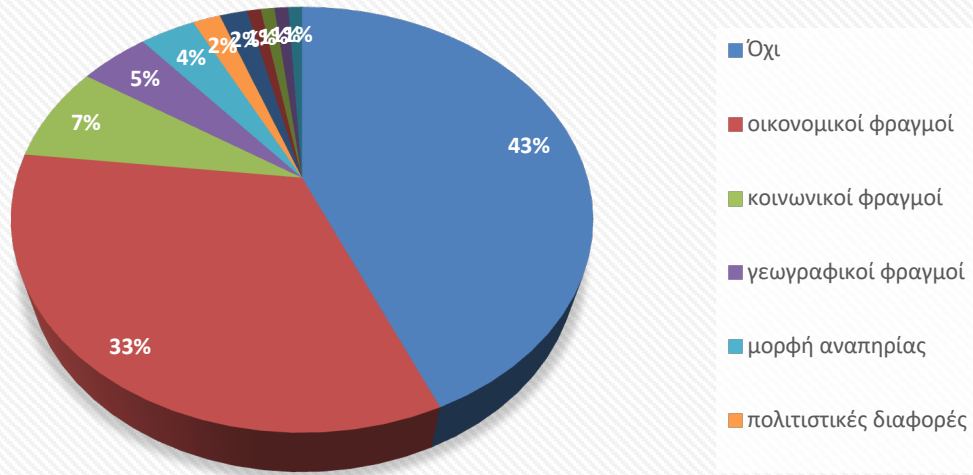


Young people with fewer opportunities are young people who are at a disadvantage compared to their peers because they face one or more exclusion factors and barriers. Do you face any of the following barriers?

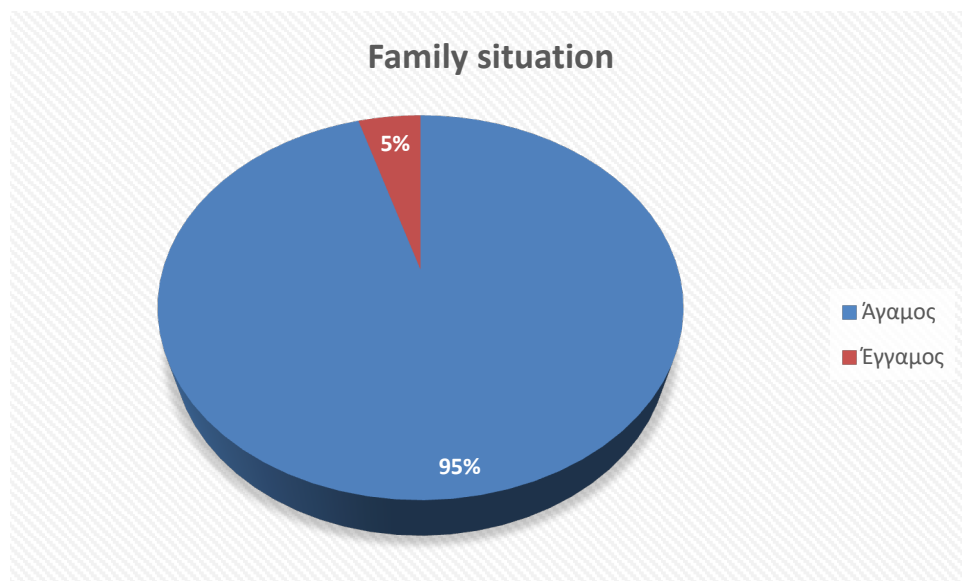
Looking at the responses we see that a large percentage of the young people who participated did not face any disadvantage compared to their peers (43%), while the main problem they faced was financial barriers (33%), social barriers (7%), geographical barriers (5%) and **only (4%) some form of disability**.

Young people with fewer opportunities are young people who are disadvantaged compared to their peers because they face one or more exclusion factors and barriers. Do you face any of the following barriers	Percentage
No.	43%
Economic barriers.	33%
Social barriers.	7%
Geographical barriers.	5%
Form of disability.	4%
Cultural differences.	2%
Because of immigration.	2%
Economic, social.	1%
Social barriers and health problems.	1%
Educational difficulties	1%
Economic barriers, social barriers, educational difficulties .	1%

Young people with fewer opportunities are young people who are disadvantaged compared to their peers because they face one or more



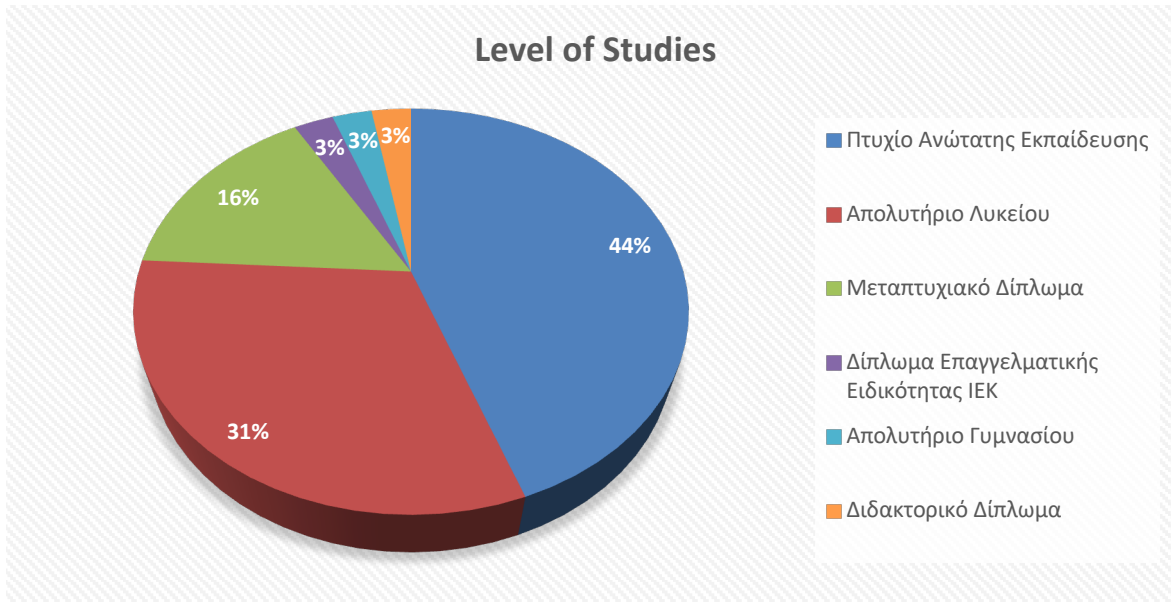
Family situation



Level of Studies

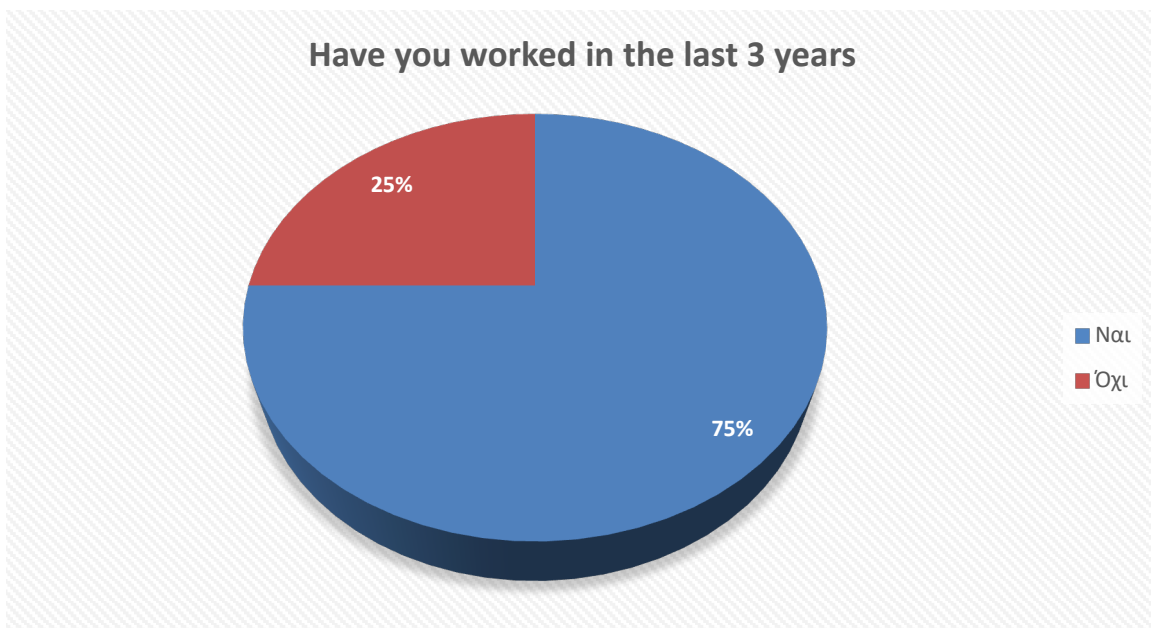
The table below shows that those who participate in the Programmes have at least a Bachelor's degree in Higher Education and above (63%).

Level of Studies	Percentage
Degree in Higher Education.	44%
High school diploma	31%
Postgraduate Diploma	16%
Diploma of Vocational Specialty IEK	3%
High School Diploma	3%
Doctoral Degree	3%



Have you worked in the last 3 years ?

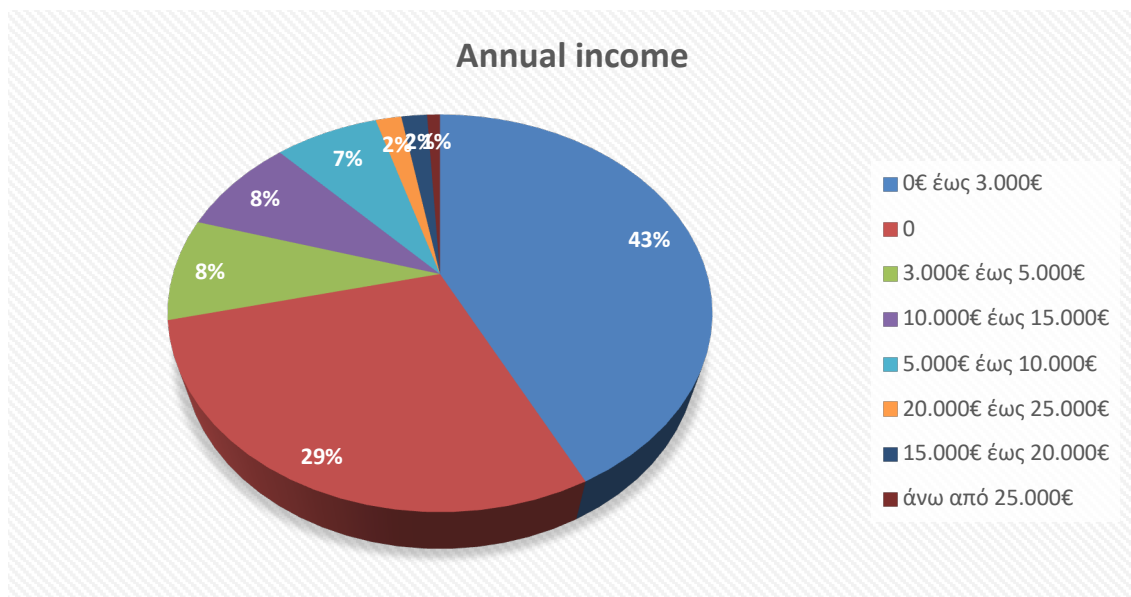
The chart below shows that the vast majority (75%) of young people have worked in the last 3 years .



Annual income before your participation in Erasmus+/Youth or European Solidarity Corps projects

Correlating the previous answer with the table below we see that although the vast majority (75%) of young people have worked in the last 3 years their incomes are below the poverty line by (80%).

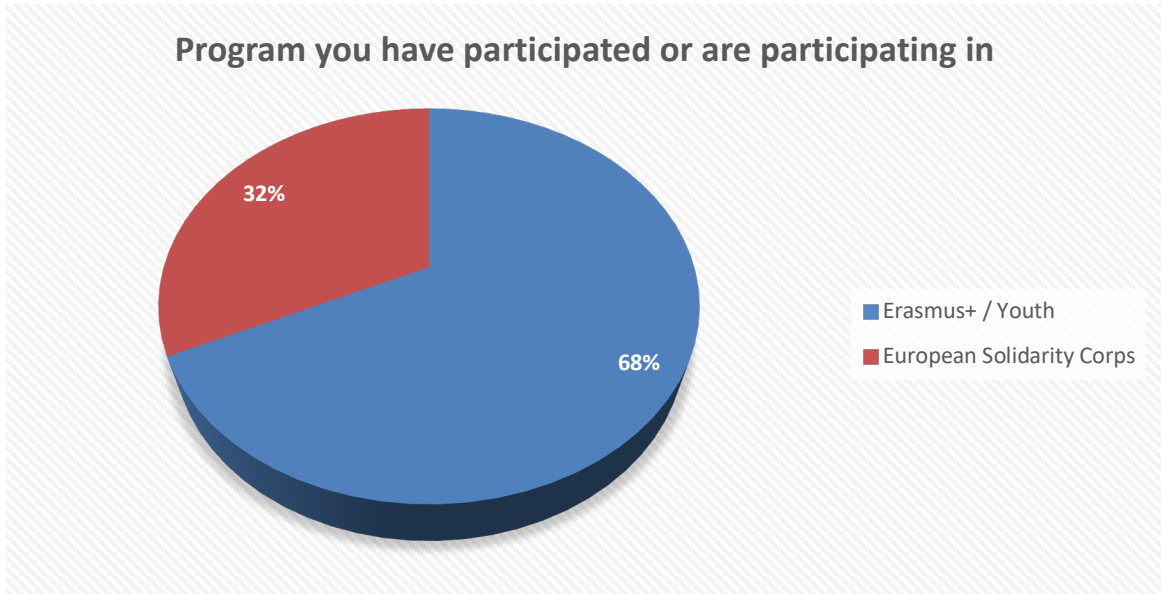
Annual income before your participation in Erasmus+/Youth or European Solidarity Corps projects	Percentage
0€ to 3.000€	43%
0	29%
3.000€ to 5.000€	8%
10.000€ to 15.000€	8%
5.000€ to 10.000€	7%
20.000€ to 25.000€	2%
15.000€ to 20.000€	2%
more than 25.000€	1%



Participation in Projects

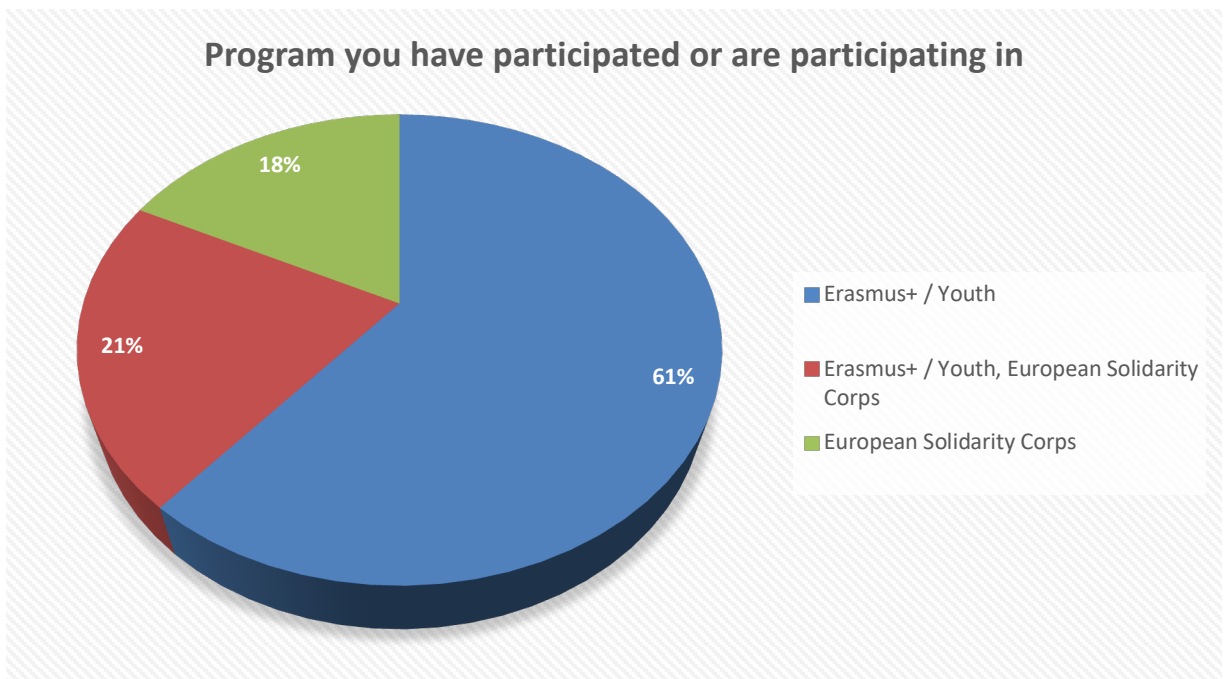
Which Programme have you participated or are you participating in?

Which Programme have you participated or are participating in	Percentage
Erasmus+ / Youth.	68%
European Solidarity Corps.	32%



Making a correlation of the responses given by young people **(21%) participated and Erasmus+/Youth, together with European Solidarity Corps**

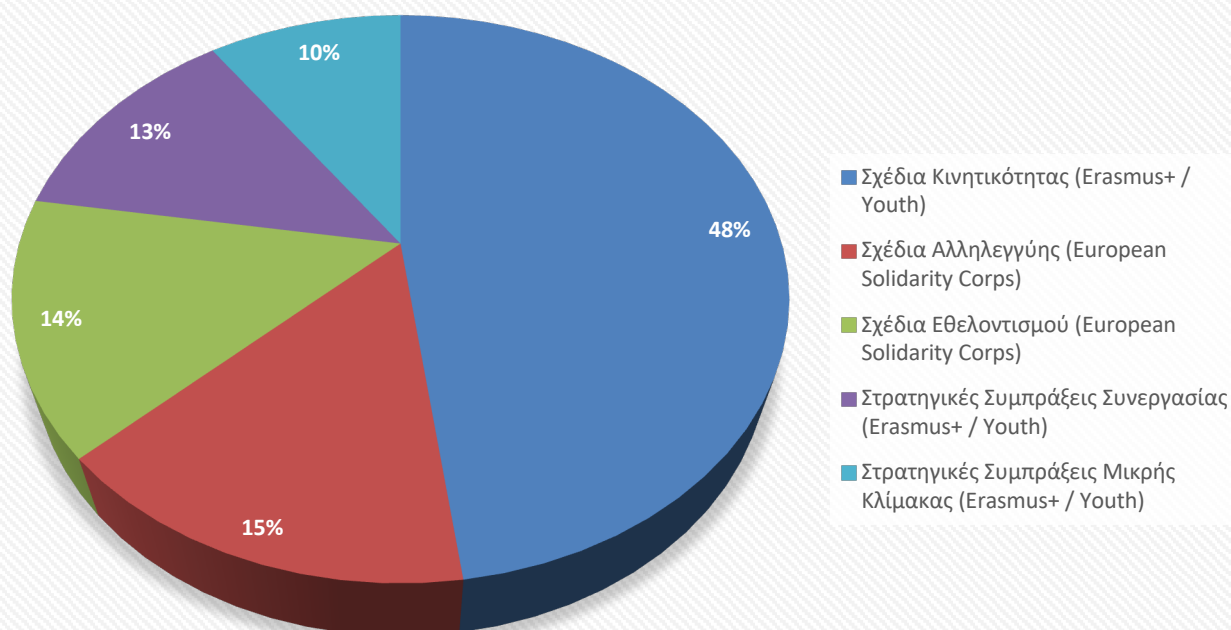
Program you have participated or are participating in	Percentage
Erasmus+ / Youth.	61%
Erasmus+ / Youth, together with European Solidarity Corps.	21%
European Solidarity Corps.	18%



In which Programme Action(s) have you participated or are you participating?

In which Programme Action(s) have you participated or are you participating?	Percentage
Mobility projects (Erasmus+ / Youth).	48%
Solidarity projects (European Solidarity Corps).	15%
Volunteer projects (European Solidarity Corps).	14%
Strategic Partnerships (Erasmus+ / Youth).	13%
Small Strategic Partnerships (Erasmus+ / Youth).	10%

Projects of the Programmes you have participated or are participating in



We note from the correlation table below (in green) that there is a percentage of up to (33%) young people who participate in more than one Action, while (66%) of young people participate in only one Action.

In which Action(s) of the Programmes have you participated or are participating	Percentage
Mobility projects (Erasmus+ / Youth).	43%
Solidarity projects (European Solidarity Corps).	10%
Strategic Partnerships (Erasmus+ / Youth).	7%
Volunteer projects (European Solidarity Corps).	6%
Mobility Projects (Erasmus+ / Youth), Volunteering Projects (European Solidarity Corps), Solidarity Projects (European Solidarity Corps).	5%
Mobility projects (Erasmus+ / Youth), Solidarity projects (European Solidarity Corps).	5%

Mobility projects (Erasmus+ / Youth), Small Strategic Partnerships (Erasmus+ / Youth).	5%
Mobility schemes (Erasmus+ / Youth), Small Strategic Partnerships (Erasmus+ / Youth), Strategic Partnerships for Cooperation (Erasmus+ / Youth).	5%
Mobility projects (Erasmus+ / Youth), Volunteering projects (European Solidarity Corps).	4%
Mobility schemes (Erasmus+ / Youth), Strategic Partnerships (Erasmus+ / Youth).	3%
Mobility projects (Erasmus+ / Youth), Small-scale Strategic Partnerships (Erasmus+ / Youth), Strategic Partnerships (Erasmus+ / Youth), Voluntary projects (European Solidarity Corps).	2%
Mobility projects (Erasmus+ / Youth), Strategic Partnerships (Erasmus+ / Youth), Voluntary projects (European Solidarity Corps), Solidarity projects (European Solidarity Corps).	1%
European Solidarity Corps (European Solidarity Corps), European Solidarity Corps (European Solidarity Corps).	1%
Mobility Projects (Erasmus+ / Youth), Small Strategic Partnerships (Erasmus+ / Youth), Volunteering Projects (European Solidarity Corps), Solidarity Projects (European Solidarity Corps)	1%
Small Strategic Partnerships (Erasmus+ / Youth), European Solidarity Corps (European Solidarity Corps)	1%
Small Strategic Partnerships (Erasmus+ / Youth)	1%
Mobility Projects (Erasmus+ / Youth), Small-scale Strategic Partnerships (Erasmus+ / Youth), Strategic Partnerships (Erasmus+ / Youth), Voluntary Projects (European Solidarity Corps), Solidarity Projects (European Solidarity Corps)	1%
Mobility Projects (Erasmus+ / Youth), Strategic Partnerships (Erasmus+ / Youth), Volunteering Projects (European Solidarity Corps)	1%

Through which organisation was the Programme implemented?

Through which organization the Programme was carried out
Hellenic youth participation
Second tree
Kinitro
Roes cooperativa
Kinitro ngo
Roes cooperativa
Hellenic youth participation
Ahaiko Institute of Adult Education
Achaia institute
Kinitro
Ahaiko Institute of Adult Education
Solidarity tracks
Dream team
Flows
Esn greece
Achaia adult Education Institute
Flows cooperativa
Ahaiko Institute
Achaic institute
Erasmus student network greece

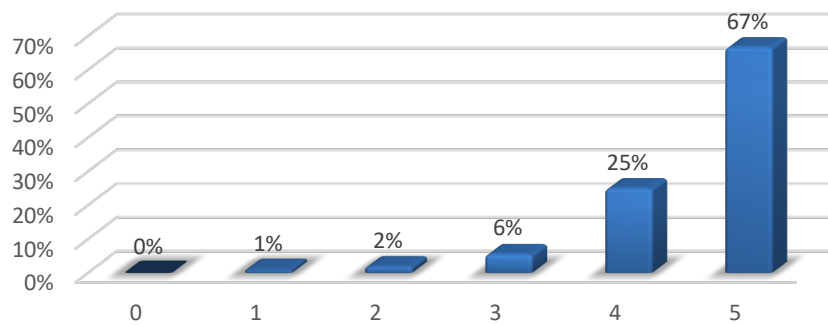
Achaia adult education institute
Dream team
European solidarity corps
Achaia adult education institute
Faros tou kosmoy & kids
Ahaiko Institute of Adult Education
Farros tou kosmou
University of Thessaly
For youth
Roes coop
Fractality
roes cooperativa
Go alive
Youth waves 4 youth
Go alive, greek odysseus educational boat
Informal youth group the portal
Esn greece
Ahaiko Institute of Adult Education
Cet croatia
Routes of discourse
Hellenic youth participation/hyp
Engine
Hives project, Greece
Pythia common.s.p.
Hopeland
His go alive
Hopeland + active rainbow
4youth non formal group
I. NE. DI. BIM / fractality
Roes cooperative, the hives project,
Inplanet
Abroadship
Kids in action
Usb, beacon of the world and Kids in action
Kids in action
Youthtopia
Kinitiras
Informal youth group "Gate"
Kinitiras
Informal youth group "the gate"
4youth
Dreamteam gr
CET platform hellas
Ahaiko Institute of Adult Education
Kinitro erasmus
Municipal cultural movement
Greek consumer organisation of Florina
Kinitro, gym, inter alia, youth horizon
INEDIVIM
Lighthouse of the world
KINITRO in Greece in cooperation with MINE Vaganti in Italy
KIRKO, Kids in Action
Pythia joint stock company.

Kissamos social spot
Dreamteam AMKE
Pythia sce
Couperativa flows
Recreativity
Epioni
Roes
Church

To what extent are the organisation you were involved in the project and its infrastructure friendly to young people with fewer opportunities?

From the chart below we can see that the vast majority of organizations had friendly infrastructure.

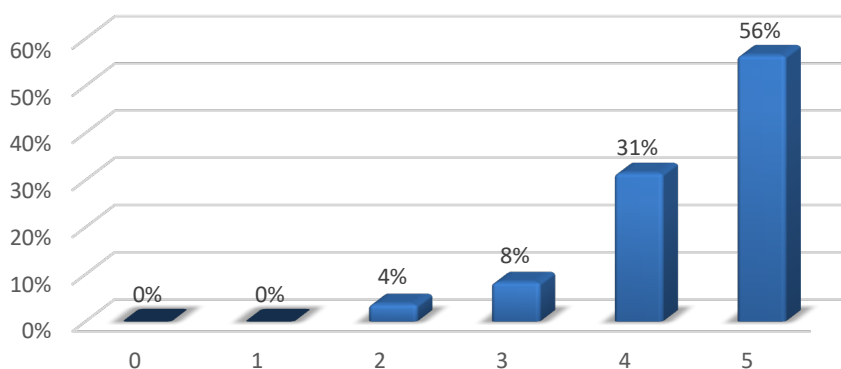
To what extent is the organisation you participated in the project and its infrastructure friendly to young people with fewer opportunities?



To what extent that the organization has relevance, on issues concerning young people with fewer opportunities?

Participants agreed that the actors were relevant, on issues concerning young people with fewer opportunities.

To what extent that the institution has relevance, on issues concerning young people with fewer opportunities



How did the organisation approach you to participate in the Erasmus+/Youth and European Solidarity Corps programmes?

The dominant answers on how the organisation approached young people to participate in the Erasmus+/Youth and European Solidarity Corps Programmes were Relevant mobilisation projects (40%) and Information / Awareness Campaigns (38%).

How did the organisation approach you to participate in the Erasmus+/Youth and European Solidarity Corps programmes?	Percentage
Related mobilisation projects.	40%
Information/awareness campaigns.	38%
Personal Communication .	2%
social media.	1%
through interpersonal contacts.	1%
offer of courses.	1%
Via Facebook.	1%
Email.	1%
Education .	1%
Through his action in my community.	1%
Educational projects.	1%
I knew a person who worked at Second Tree before I joined.	1%
Information workshops.	1%
Possible job location.	1%
Through announcements on his social media.	1%
Orally.	1%
Through shared volunteers.	1%
I was already a member of another local group and was also personally informed.	1%
Through mutual friends.	1%
Through a friend .	1%

Facebook .	1%
I was initially asked to be an ESC Mentor so I started and learned first hand what the experience is like.	1%
I was offered to participate in Projects that I was interested in.	1%
Community of partners and partner organisations.	1%
Personally from previous acquaintance .	1%
Social evenings.	1%
Frequent meetings with young people.	1%
On the recommendation of an acquaintance.	1%
Social Media.	1%
Social Media (Facebook).	1%

Correlating the answers given we see that:

- Related mobilisation projects (28%)
- Information/awareness campaigns (24%)
- Information/awareness campaigns, together with Related mobilisation projects (22%) were used simultaneously

How did the organisation approach you to participate in the Erasmus+/Youth and European Solidarity Corps programmes?	Percentage
Related mobilisation projects.	28%
Information/awareness campaigns.	24%
Information/awareness campaigns, Related mobilisation projects.	22%
Personal Communication .	3%
Through interpersonal contacts.	2%
I was offered to participate in Projects that I was interested in.	1%
Through mutual friends.	1%
I knew someone who works at Second tree before I joined.	1%
Via Facebook.	1%
Information/awareness campaigns, I was already a member of another local group and was also personally informed.	1%
Through a friend.	1%
Information/awareness campaigns, frequent meetings with young people, information workshops, social evenings.	1%
Orally.	1%
Social media.	1%
Through announcements on his social media.	1%
Information/awareness campaigns, Related mobilisation projects, social media, email	1%
Through shared volunteers.	1%
Information/awareness campaigns, Related mobilisation projects, Education .	1%
Through his action in my community, offering courses.	1%
Information/awareness campaigns, Related mobilisation projects, Educational projects.	1%

I was initially asked to be an ESC Mentor so I started and learned first hand what the experience is like.	1%
Facebook .	1%
Personally from a previous acquaintance.	1%
Relevant mobilisation projects, Community partners and partner organisations.	1%
Social Media.	1%
Information/awareness campaigns, Related mobilization projects, Social Media (Facebook).	1%
Possible job location.	1%
On the recommendation of a well-known .	1%

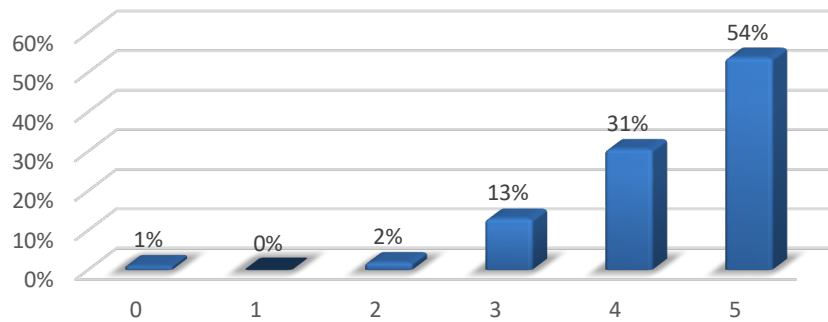
Please identify any other ways the organisation has used to reach out to you to participate in the Erasmus+/Youth and European Solidarity Corps programmes?

Please identify any other ways the organisation has used to reach out to you to participate in the Erasmus+/Youth and European Solidarity Corps programmes
Facebook .
Facebook, istagram .
Instagram and Facebook.
Online workshop.
Personal contact.
Social media.
Social media, email.
Social media: FB, INSTAGRAM.
Direct contact.
Direct communication with individuals .
I don't know any others.
Live devil and information and invitation to events under such Programmes.
Dissemination of past Erasmus+ projects and projects involving friends and acquaintances.
Facebook ads.
Voluntary projects.
Educational projects .
Easy and regular updates so that no one hesitates to participate.
With social media.
Through social media, especially Facebook.
Via email.
Through his Facebook page.
After my first contact with the organisation, they approached me for projects that they thought were right for me.
Presentation.
Personal contacts and training programmes.
Personal contact.
Personal communication _social media.
Seminars, artistic activities.
Local awareness and empowerment projects, role sharing.

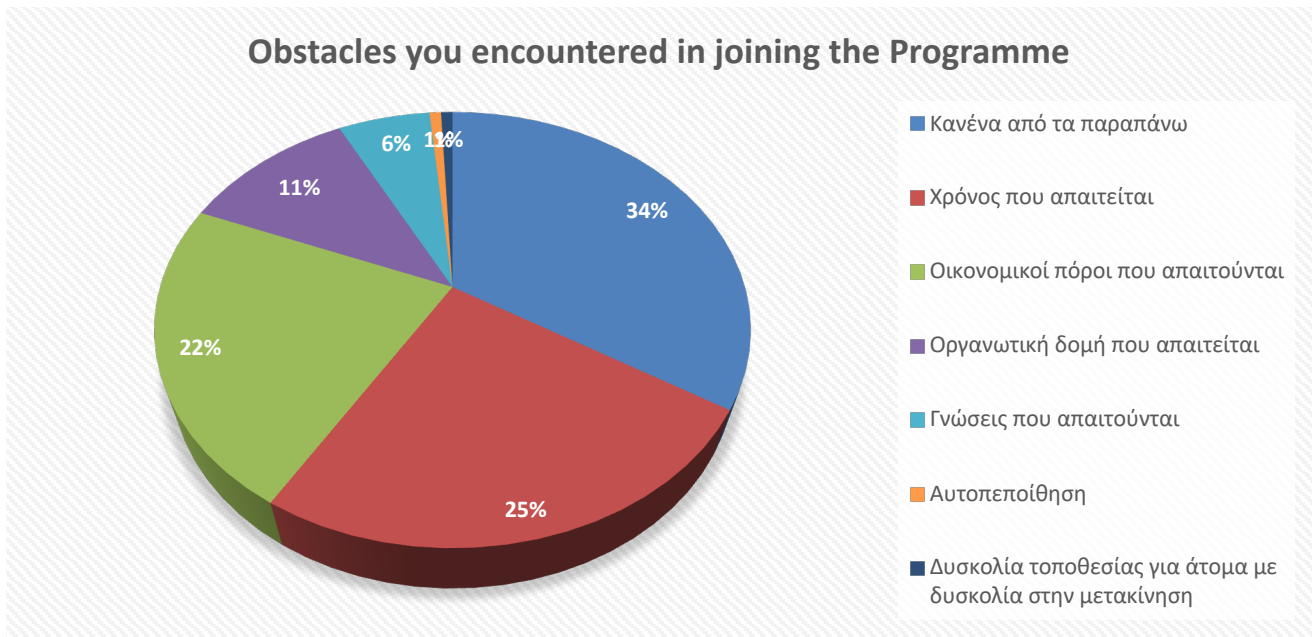
To what extent do you consider that the practices /policies adopted by the organization to include young people with fewer opportunities in its projects have contributed?

The figure below shows that there are no negative opinions on the practices/policies adopted by the agencies in order to include young people with fewer opportunities in their projects.

To what extent do you consider that the practices/policies adopted by the organisation in order to include young people with fewer opportunities in its projects have contributed?



Which of the following obstacles did you encounter in joining the Programme?



As shown in the table below, more than (30%) had encountered more than one barrier (green) during their integration in the Programme and overall about (59%) had at least

one barrier with the main ones being Time required, Financial resources required and Organisational structure required.

Which of the following obstacles did you encounter in joining the Programme?	Percentage
None of the above.	41%
Time required.	15%
Financial resources required.	15%
Time required, Financial resources needed.	7%
Organisational structure required.	6%
Time required, Knowledge required.	4%
Time required, Organisational structure required.	3%
Knowledge required.	2%
Organisational structure required, Financial resources required.	2%
Time required, Organisational structure required, Knowledge required, Financial resources required.	1%
Location difficulty for people with mobility difficulties .	1%
Financial resources required, None of the above.	1%
Time required, Organisational structure required, Financial resources required.	1%
Knowledge required, Financial resources needed.	1%
Organisational structure required, Confidence .	1%

Other obstacles you may have encountered in joining the Programme

Other obstacles you may have encountered in joining the Programme
Languages and intercultural dialogue.
Financial.
Toxic working environment ESC.
Aviation issues .
Immediacy in communication in order to provide some details about the mobility action sooner.
Geographical proximity to other participants.
Language differences.
I didn't feel confident to speak English at first.
I did not face but obstacles.
I did not encounter any obstacles.
I didn't know English well and it was a bit difficult to communicate.
Time availability.
I found it difficult to socialise with the other members of the Greek group - something that changed when I attended the live exchange.
Difficulty in finding support staff and volunteers.
Difficulty in moving.
Lack of experience.
Lack of organisation/ proper support and information.
Fortunately none, they helped me a lot from the organization.
I have financial problems, but the organisation was willing to cover my transport costs up to the maximum amount allowed, so I can participate in Youth Mobility Programmes!
The wait due to COVID-19 .
Language.

Funding for transport is very low, and ticket prices have increased enormously.
I think there was a difficulty in getting everyone to bond together as a team.
None, the main obstacle is my financial situation, as I am currently unemployed.
Social skills .
Mainly economic.
Moving from one region to another, as I am young with geographical exclusions.
I was asked for an entry fee of 30 euros for participation.
The time required for the ideal organisation, as well as the knowledge needed to achieve the objectives of the programme.
The venue where the Programme takes place is not accessible to people with disabilities.
Organisation and information from the host country ..
No, mainly the time from when we wrote the application until it was approved and the Programme started, which affected our team.
Providing food for people with gluten intolerance .
Limitations in the realisation of creative ideas
Involvement of other children.
Combination with studies, chronicles .
The extra expenses I have to make for the trip and how to cover the running costs while I'm not working.
Travel organization from my island.
Hygiene, nutrition , and non-excellent knowledge of languages.
Mileage .
Use of Computer Programs.
Timeframe of the project, language skills.

What was your role within the project you were or are involved in?

What was your role within the project you were or are involved in?
Active member .
1. Participating in an exchange abroad through Erasmus +
2. Youth Worker/Project Manager in a European Solitary Crops Project
Circus for everyone .
Coach.
Publisher.
English teacher.
English, maths and teacher workshops for children aged 8-16.
Coordinator.
From simple team member (helping on projects) to team/project manager.
Team Leader.
I helped plan and run trips for our participating scouts.
Participant.
Participant in the activities.
Participant and team leader in the Erasmus+ Programme.
Scout Program Assistant.
Social media & event planning.
Social Media Manager and rhetoric art instructor.
Team Leader.
Team leader in a youth exchange called "Outventure".
Team Leader.
Youth leader, trainer, facilitator, participant, volunteer, coach Youth worker.
Simple participant .
Team leader of the Greek delegation.
Secretary General.

Knowledge from my country
Disseminator in Youth Exchange Programme.
Conducting workshops, responsible social media.
Conducting workshops, engaging in sub-groups for joint awareness and information activities.
Volunteer.
Voluntary social media awareness on the impact of fast fashion on people and the environment.
Volunteer, organizer.
Excursions.
Trained and educated .
Trainee.
Researcher/trainer.
Beneficiary youth.
I was a participant.
I was a member of the organizing team from the beginning to the completion of the project.
I was an active member of one of the 5 groups that we formed through creative workshops and under the guidance of a facilitator a presentation that included the material we worked on.
I was a mentor in a volunteer programme between Greece and Spain with a 24-month duration and as a volunteer in ESC Projects.
I was part of the core organizing team and helped the smooth running in coordination, facilitation, dissemination and reporting.
Sometimes a simple participant, sometimes a team leader and recently a volunteer manager.
Mainly organisational.
Member.
Member of the team .
Member of the organizing team.
Volunteer to help the organisation as much as possible.
To meet new people and cultures during the Programmes and to gain experience and know-how in the field of non-formal education.
Attend and create workshops on Social Chirko.
My main role was and is the right image of our community , our country and our organization.
My role was that of a participant, a member of the team that went abroad with the erasmus+ mobility programme.
All members were equal. Some were more dynamic and others not so much. I think I belonged more to the second group.
Organization of workshops and performance.
Organizer, trainer and trained.
Monitoring and active participation .
I participated in activities.
Participating and Chief.
Participating, coordinator .
Participant/coordinator/team member .
Participant/group leader.
We participate in news exchange .
Participant- participant.
Youth Exchange participant.
Participation in awareness-raising groups to empower young people with fewer opportunities.
Participation in the experiential workshop.
Co-organizer.
Most of the time I was involved as a team leader.

Dancer.

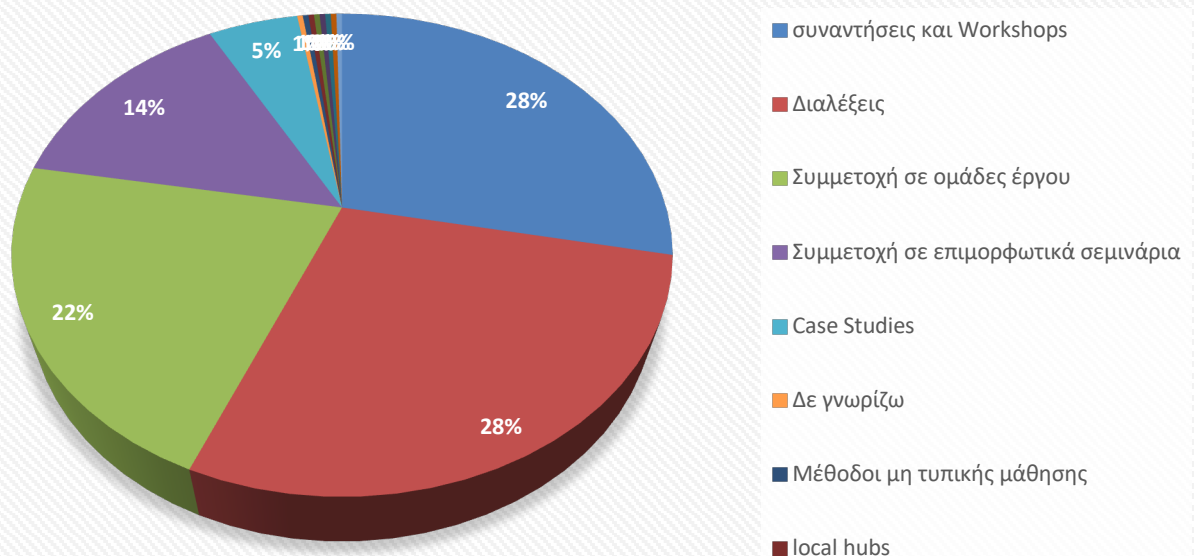
As an erasmus+ training participant.

Which of the following methods has the organization adopted to empower young people with fewer opportunities?

From the table below we can see that the methods adopted by the organisations to empower young people with fewer opportunities are Meetings and Workshops (28%), Lectures (28%), Participation in project groups (22%) and Participation in training seminars (14%).

Which of the following methods has the organization adopted to empower young people with fewer opportunities?	Percentage
Meetings and Workshops.	28%
Lectures.	28%
Participation in project teams.	22%
Participation in training seminars.	14%
Case studies.	5%
Non-formal learning methods .	0%
Local hubs.	0%
Blended mobilities.	0%
Online empowerment games (e.g. Kahoot).	0%
Meetings with other young people and members of the organisation.	0%
Non-formal learning methods.	0%

Which of the following methods has the institution adopted to empower young people with fewer opportunities?



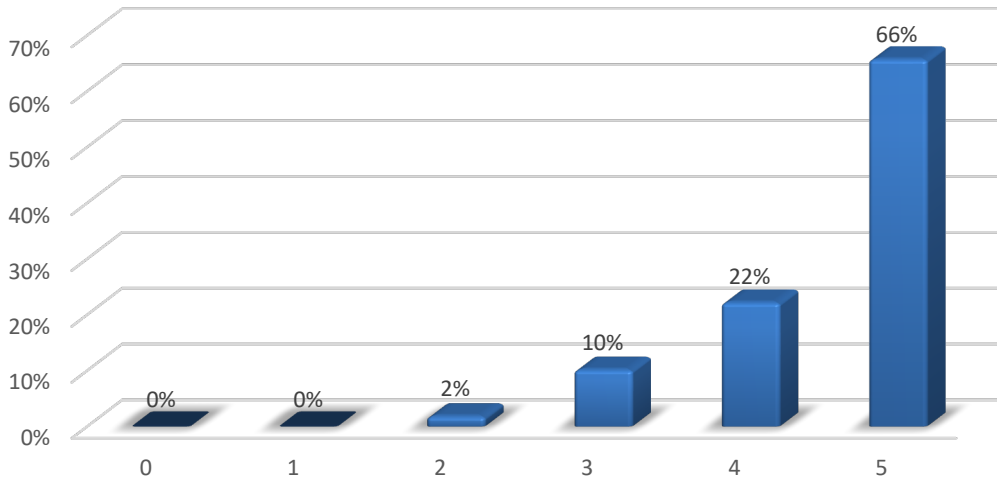
Correlating the answers we see, in green, that organisations use more than one method to empower young people with fewer opportunities

Which of the following methods has the organisation adopted to empower young people with fewer opportunities ?	Percentage
Lectures, meetings and workshops.	25%
Lectures, meetings and workshops, Participation in project groups, Participation in training seminars.	17%
Lectures, meetings and workshops, participation in project groups.	15%
Participation in project teams.	9%
Lectures, meetings and workshops, participation in training seminars.	8%
Lectures, meetings and workshops, Participation in project groups, Participation in training seminars, Case Studies.	6%
Participation in project teams, Participation in training seminars.	3%
Participation in training seminars.	3%
Lectures, meetings and workshops, participation in project teams, Case Studies.	3%
Participation in project teams, Participation in training seminars, Case Studies.	2%
Participation in project groups, Participation in training seminars, Case Studies, Non-formal learning methods.	1%
Lectures, meetings and workshops, participation in project teams, blended mobilities.	1%
Case studies.	1%
Lectures, meetings and workshops, participation in project groups, non-formal learning methods.	1%
Lectures, meetings and workshops, Participation in project groups, Online empowerment games (e.g. Kahoot), Meetings with other young people and members of the organisation.	1%
Participation in project teams, Case Studies.	1%
Lectures, Meetings and Workshops, Case Studies.	1%
Lectures, meetings and workshops, participation in project groups, local hubs.	1%

To what extent are you satisfied with the organisation's awareness of issues related to supporting young people with fewer opportunities

The figure below shows that there are no negative opinions about the agency's awareness of supporting young people with fewer opportunities

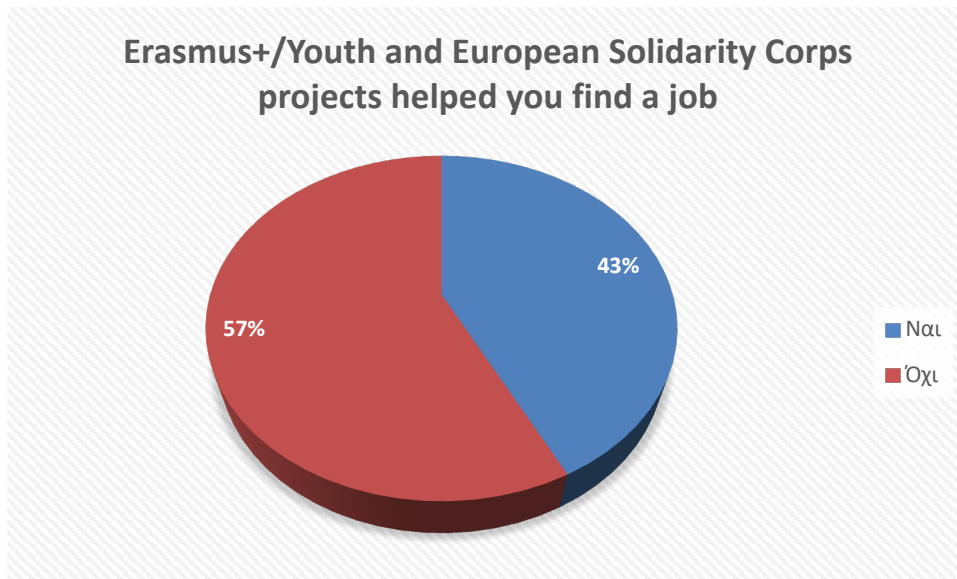
To what extent are you satisfied with the Awareness raising of the institution on issues of support for young people with fewer opportunities?



Benefits gained from your participation in Erasmus+ / Youth and European Solidarity Corps projects

Did the Erasmus+/Youth and European Solidarity Corps projects help you find a job?

The figure below shows that the Erasmus+/Youth and European Solidarity Corps projects did not help young people to find a job by 57%, while they helped them by 43%.



What were the benefits you gained from your participation in the Programme and what was your experience?

What were the benefits you gained from your participation in the Programme and what was your experience?
I developed my sociability, improved my English language skills and gained new knowledge.
<ol style="list-style-type: none"> 1. Networking with new people . 2. Finding out about other opportunities. 3. Gaining new knowledge and new skills.
End of the language barrier . Meet amazing people. Meet other cultures. To know myself a little more. To gain knowledge about Europe, the European Programmes.
Experience in the field of humanitarian work.
I saw myself better and how I can use my knowledge and put it into practice.
The sense of European citizenship.
I gained a lot of experience working with children.
I met many people from other countries and made many friends.
I was able to meet a wide range of people with many different interests/passions/skills. In addition, I was able to learn more about the functioning of grassroots organisations and the refugee context - both topics I am very interested in.
It was a great experience. I learned to work with people from other parts of the world.
Social media skills and knowledge, communication skills.
I learned how to cooperate.
I met new people, visited new places.
More self-confidence, openness to differences, multilingual ability.
It's not over yet.
I felt comfortable speaking English, met people from different countries, travelled and learned a lot of things.
Interaction with people from other countries, application of educational tools.
Interacting with different people and cultures. New knowledge about sustainability and eco-communities (this was the main theme of the Programme). Knowledge and new beautiful experience concerning the non-formal learning methods used in the training. Overall it was an experience that provided me with diverse skills that influenced my life on different levels and afterwards.
Open to all, Receptive to diversity, Love, Psychological upliftment. Unique benefits that cannot be described in words.
Employability.
I gained knowledge on the subject of the Programme and had the opportunity to meet people from different countries.
Acquiring knowledge and friends, improving foreign language and socialization.
First of all, the most important thing is that I met people from other countries from whom I learned their culture. Also through interacting with different cultures I began to social-drink to a great extent. In addition, it is worth emphasizing through the Programs from the knowledge they offered I started to share and they also helped me in my life.
Increasing social contacts, acquiring knowledge and skills.
My social skills improved and I met people from all over the world.
We improved many of our skills, we became a team, we gave back to society in a way that would have been impossible without the Programme.
Knowledge , networking , personal development , assistance in professional areas.
Meeting and contacting future partners , acquiring knowledge, improving skills , improving foreign language.

I met people with the same sensitivities and interests as me, I met friends of the heart and not only, I learned to use Design Programs e.g. for Facebook/Instagram posts, I became more creative and more responsible, I enriched my CV.
I met remarkable people who will stay in my life, I became aware of issues I didn't know much about before, I developed social and organisational skills.
I met new people, learned about teamwork, how to function as a member and much more.
I met new cultures, made friends from all over the world, gained awareness of children with special needs. It was a great experience, one of the best I have ever had, I would do it again without a second thought!!!
I met new people with an appetite, I found new people with common goals, we gained knowledge about human rights.
Knowledge of the subject matter (LGBTI community), as well as additional skills through the activities (e.g. use of powerpoint).
Creative content, teamwork .
Intercultural exchange.
Intercultural communication and thinking, new language skills, non-violent communication, leadership skills.
Connecting with other interested young participants and groups to implement projects.
Connecting with individuals and organisations to work as a trainer in the future and be inspired to start my own organisation.
I became more social, I improved my speech in a foreign language like English, I learned things about the culture of other participating countries. It was a full and memorable experience.
In addition to the contact with different cultures and people , I had the opportunity to learn to write Erasmus+ Programmes myself.
Life experience, friendships, networking .
Experiences.
I was very empowered by the contact with the team and the trust I was given to express my ideas and see them implemented. I felt very productive and motivated to act and change society to the extent that I can! I feel grateful for this experience!
Empowering communication, social, digital, etc. skills, strengthening self-confidence.
Enhancing adaptability.
I felt like I was offering.
Great experiences, I managed to break down barriers that I previously thought were huge, such as the language and the different culture and cultural diversity that exists. I improved my skills in terms of communicating with other people.
Contact with other people.
Contact with new cultures.
Communicating with others through non-verbal communication.
Communicating with different peoples and people, networking with people with common interests and concerns, knowledge and experience.
Finding a job, developing hard and soft skills, widening the social circle, meeting new peoples, cultures. Meeting extraordinary people and support from them on every level!
The experience of an Erasmus+ programme opens up new horizons, helps a person to make new contacts and gain important knowledge on the mobility topic. The development of foreign languages, especially English, is also important, as it is used on a daily basis. Provided that there is always good organisation and chemistry between the participants, Erasmus+ Youth Programmes are very successful!!!
My experience was very good. The Programmes were well organised and the structures were good. These apply to me who had no knowledge on the circus, someone who had experience might have wanted to gain something more specialised. The benefits I gained were
Networking ,knowledge on social circus and circus in general and broadening my horizons.
My experience was very beautiful. I consider myself very lucky to have been given such an opportunity, as we came in contact with other cultures, created and discussed together in order to educate ourselves and at the same time become better artists and better people. Moreover, I believe that my participation in the Programme can also help me in finding a job as it enriches my CV.

The communication and cooperation with other people and the exchange of ideas with these people regarding the circus arts.
I came into contact with other cultures and civilisations and saw things from a different perspective. I learned things about myself that I didn't know and discovered that I like to travel.
As the curtain falls and the cycle of workshops on the art of rhetoric and the creation of the Speech Pathways comes to an end, I am overwhelmed by emotions and memories. A year ago, the vision of a group of students to introduce rhetorical art to as many people as possible and to push them to discover themselves and their particular abilities took its first steps with enthusiasm, passion and a common goal : to found alternative experiential education.
The role of a rhetorical arts instructor is a great responsibility, but it is also a means of mutual learning. Indeed, during the workshops we organized in the framework of the Speech Pathways, the spontaneous and free expression of ideas of all attendees was encouraged, the needs of the group were recognized, a positive and safe environment for exchanging opinions, documenting arguments and structured discussion was created, but most importantly, the foundations for the creation and brainstorming were laid.
The feelings one receives through such workshops are invaluable. Being a group, instructors and students together, sitting in a large circle, we exchange thoughts, promote active listening, improve our communication skills and critical thinking, but above all we cooperate and form friendly bonds. Here the feeling of a group prevails, a group that is bonded, that acts and creates as "one", just as it happened in the Speech Pathways cycle.
Looking back on the unique moments we experienced, I feel grateful to be a member and part of the vision of Word Pathways. My experience has been a great Pathway of self-improvement and learning and a journey of challenge and creation.
Cultivating skills .
Nothing substantial.
Amazing benefits I improved my English, gained organisational skills, met new friends, got to know new countries and new places and cultures, gained many skills: sociability, developed imagination and initiative.
Breaking down stereotypes, intercultural dialogue.
I was invited for the first time to collaborate with other people in order to create an artistic work through the performing arts. Through this process you learn a lot about yourself and the different approach each member takes. You gain a lot from working with many different people in the context of a creative project.
Social .
Social interaction, exchange of ideas .
Socialisation .
Socialisation, self-esteem, empowerment, cognitive skills.
Socializing, making new friends, improving foreign language.
We learned about the culture and cultural interests of other peoples and most importantly we acted as a team and socialized.
They helped me to integrate into both Greek and European society. Be more aware of the opportunities for young people. I made some friends and I felt included.
Through my participation in the Programme I gained a lot of knowledge and cultivated my awareness of sexuality and people's boundaries. I met, interacted and collaborated with very nice people either within the group or from other organisations we worked with in the context of some workshops.
Participating in this project has been a safe environment for me.
Through the Programme I was able to develop my personal skills such as communication, cooperation, teamwork and at the same time I socialised with young people from all over Europe, widened my circle and developed my self-esteem.
Having never been abroad before, I was struck by how easily I connected with other kids from other countries with so much in common.
Unique experiences with unique people from different backgrounds. Knowledge, projects and experiences that changed the way of thinking.
I was able to find a job, to get to know myself and through this to get to know those around me, to travel, to meet new people with different cultural roots.

I was able to socialize and have a family of 30 people that I still talk to to this day. I gained important knowledge in facilitating activities for young people.
Communicate more easily and I learned to cooperate.
New acquaintances, cultures and lifestyles.
New ideas, open your horizons, gain useful tools and knowledge.
Organisational skills, getting to know volunteering, socialising .
Organisational and social skills, leadership skills , contacts.
Environment, knowledge , psychology positive.
More ideas for participating in Projects and developing my potential, a different perspective on everyday life, broadening my social circle, additional knowledge and material for my CV. Interacting with people from other countries and becoming aware of common problems and concerns.
Many contacts that help mainly in the psychological field but also ideas regarding the professional part. Above all inspiration for change.
Many new knowledge and skills, ability to manage a multicultural environment, social and language skills as well as a variety of information on the situation in other countries on business culture and environment issues.
Practical knowledge of setting up Youth Exchange Programmes.
Personally I grew a lot, gained more confidence, gained knowledge and a circle of very meaningful contacts (the other members of the Programme). Professionally I grew as I learned how to work in a team, learned some tools in relation to promoting events, got in touch with Programme management and European application writing and got to know better how an organisation works.
Personal development .
Personal improvement, increased self-confidence, socialisation.
Personal development.
Personal development/responsibility/socialisation/risk .
I would definitely single out personal development in a wide range of psychology and of course language practice in a multicultural environment like this.
Working with people from all over the world, creating a European identity. Very important: Learning how easy it is for someone to start their life and in a city abroad.
Collaborations with action groups and organizations.
In summary, I gained knowledge, memorable experiences, improved my soft skills, became aware, motivated. My experience was very enjoyable, fulfilling and meaningful. Despite the short duration of the Programmes, I participated in many useful and interesting workshops, and I met many interesting and active young people from different European countries.
Coexistence with people of different ages and professional backgrounds Greater ease of adaptation and seeking to step out of my safety zone.
The benefits are in many areas. Personal, professional and social! It helped me to develop my skills in an inclusive and safe environment, greatly expanded my circle of acquaintances and all of this contributed to me finding the job I wanted! Consequently, the experience that KINITRO Programs have provided me with has far exceeded my expectations.
The benefits were manifold, starting with the wonderful contacts, which enrich the experience anyway. The knowledge I gained from the Programme as well, as well as the interaction and ideas generated within the erasmus were invaluable thanks to the pluralism, thanks to the participants from different countries. Additional benefits in terms of communication skills, foreign languages, self-confidence etc. were definitely there. All in all it was an excellent experience.
The benefits that I have gained from my participation in various Erasmus+ and ESC projects are that I have developed my personal and professional skills. I have been able to strengthen my CV through Youthpass certificates, and as a result I have been able to enrol in postgraduate programmes. I also became more sociable, as I had to work with people of different ages. I also broadened my cultural load as I talked to young people with fewer opportunities from different socio-economic backgrounds.
The benefits I got from the Erasmus+ Programmes are quite a lot as they have helped me in my personal life and in my education I also learned to be more independent and autonomous and I got out of my safety zone a lot of times It is an excellent experience

because you get to know cultures and different people with different personalities you also travel a lot and gain a lot of experiences for your career.

The Programme has strengthened my experience of cooperation between European partners and provided me with new knowledge.

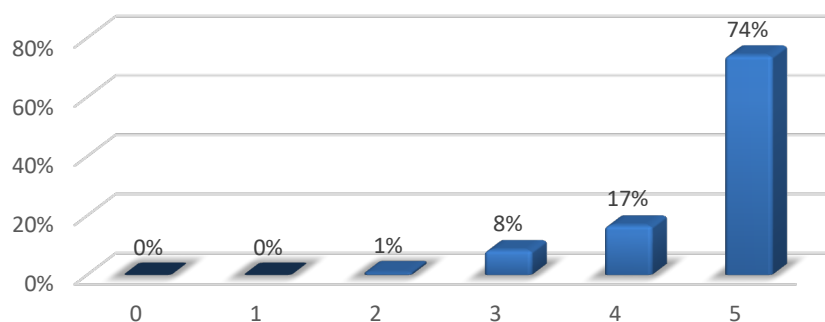
The Programme helped me to become aware of its problems, which touch on issues of contemporary everyday life and social pathogenesis. My experience was fascinating, I came into contact with people with a common moral code and a shared vision of change.

Friendships with people from the same country and different ones that lasted and I visited them afterwards. Environmental knowledge and awareness.

To what extent do you consider that you have benefited from your participation in the Erasmus+ / Youth and European Solidarity Corps Programmes ?

All the young people who participated in your Erasmus+/Youth and European Solidarity Corps projects had a positive experience and consider that they benefited from them.

To what extent do you consider that you have benefited from your participation in the Erasmus+ / Youth and European Solidarity Corps programmes?

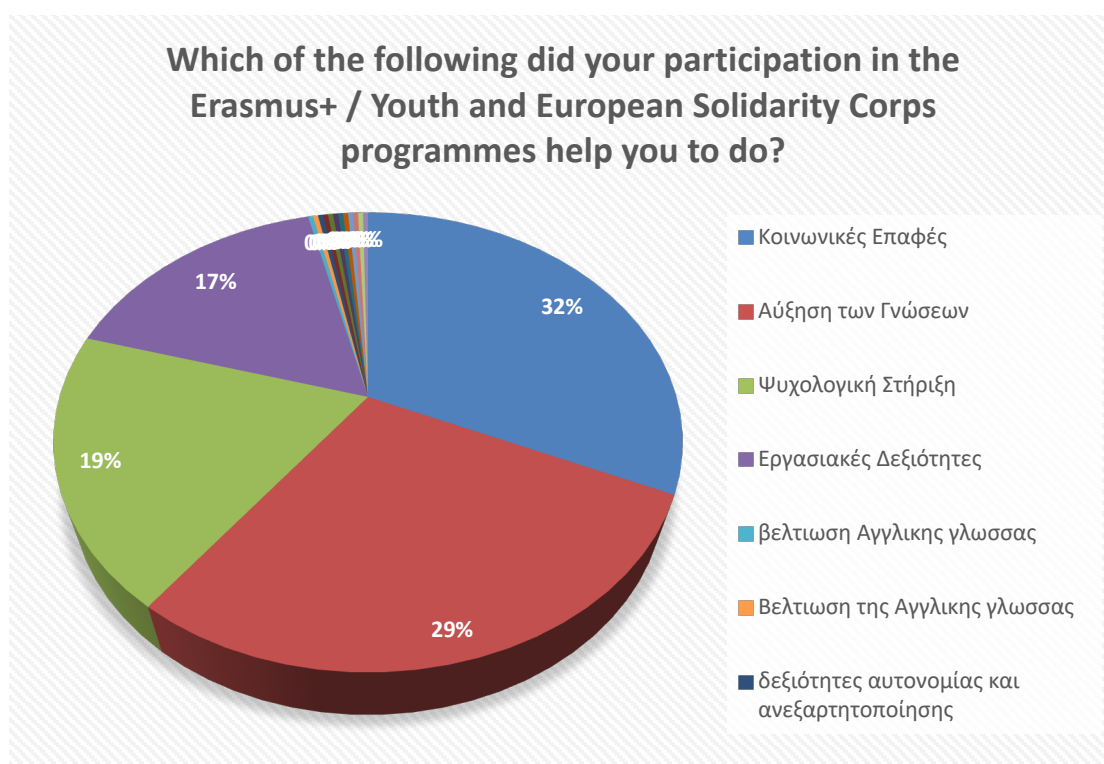


Which of the following did your participation in the Erasmus+ / Youth and European Solidarity Corps Programmes help you to do?

The predominant answers on what the participation in Erasmus+ / Youth and European Solidarity Corps helped with are Social Contacts (32%), Increased Knowledge (29%), Psychological Support (19%) and Job Skills (17%), while other answers were also given as shown in the table below.

Which of the following did your participation in the Erasmus+ / Youth and European Solidarity Corps programmes help you to do?	Percentage
--	------------

Social contacts	32%
Increasing Knowledge	29%
Psychological support	19%
Work skills	17%
Improving the English language	0%
Autonomy and independence skills	0%
Communication with other cultures	0%
Easier exit from the comfort zone	0%
Improving the English language	0%
Self-awareness	0%
Mobility in many European countries	0%
Sociality	0%
Meetings and networking	0%
Contact and acquaintance with other polities	0%
Skills	0%



The correlation of the answers results in the following in green

Which of the following did your participation in the Erasmus+ / Youth and European Solidarity Corps programmes help you to do?	Percentage
Increasing Knowledge, Work Skills, Social Contacts, Psychological Support.	33%
Increase of Knowledge, Social Contacts.	17%
Increase of Knowledge, Social Contacts, Psychological Support.	13%
Increasing Knowledge, Job Skills, Social Contacts.	11%
Social contacts.	8%
Social contacts, psychological support.	6%
Increasing Knowledge, Job Skills.	2%

Increasing Knowledge.	2%
Increase of Knowledge, Work Skills, Social Contacts, Psychological Support, Easier exit from the comfort zone.	1%
Increase of Knowledge, Psychological Support.	1%
Increase of Knowledge, Social Contacts, Psychological Support, Normalization, Improvement of English language, Mobility in many European countries.	1%
Increase Knowledge, Skills, Contacts and networking.	1%
Work skills, social contacts, psychological support.	1%
Increase of Knowledge, Work Skills, Social Contacts, Psychological Support, Self-awareness.	1%
Increase of Knowledge, Work Skills, Social Contacts, Improvement of English language, contact and acquaintance with other cultures.	1%
Increase of Knowledge, Social Contacts, Psychological Support, autonomy and independence skills.	1%
Increase of Knowledge, Social Contacts, improvement of English language, communication with other cultures.	1%

Please give suggestions for improvements regarding the outreach and inclusion of young people with fewer opportunities in future Erasmus+/Youth and European Solidarity Corps projects?

Suggestions for improvement regarding the outreach and inclusion of young people with fewer opportunities in future Erasmus+/Youth and European Solidarity Corps projects
I think the approach has been very successful so far.
More projects and initiatives for young people with fewer opportunities.
Targeted communication with specialised organizations in the relevant fields, involvement of specialised trainers to support these young people.
They are very good - I don't know how to improve them.
Prohibition of the amount of participation by organizations.
Simplifying the language and avoiding terminology, organising seminars on writing applications and overall mobility opportunities especially for young people with fewer opportunities.
Increase in related funding.
Improving the financial support for our travel, because of the price tag.
Language support.
Unfortunately, the time it takes to announce the results of solidarity projects complicates the circumstances and discourages many young people from participating. In our group, for example, this led to a prolonged feeling of waiting and frustration and thus some people lost motivation. So I would suggest that evaluation procedures should be as short as possible.
It is possible that some people with fewer opportunities may feel disadvantaged within a group. It might help to introduce coordinated games and activities of getting to know and assigning tasks to each member to push them to take initiative in the early days of each Programme. In this way, the Programme starts with each member having already placed a stone in the project and thus sealing the parity in the other group meetings and activities.
Information through social media and various campaigns.
Integration of the Programmes in schools with mandatory updating 3 times a year. It is unheard of in 2022 that children in Greece do not know what erasmus+ is.
While there is a lot of information available, people are not yet as knowledgeable on the subject of erasmus+ Programmes and need constant updating. Basically my suggestion would be to keep up the good work they are doing!

I wish you to grant us more money for the trip.
Communication via Social and in person.
Communicate the organisation's fewer opportunities issues before a project activity so that people with fewer opportunities know that they too can participate with ease.
Easier access and wider information and communication of upcoming Programmes.
Increased funding can allow more flexibility for organisations in terms of the organisation of the Programmes and the quality of the training they offer to participants. I believe that this is the biggest problem facing any organisation.
The financial coverage of transport costs should be provided by the organization for young people with financial difficulties, since they will be covered anyway.
I would like to be more financially supportive to people with financial difficulties
I would like there to be more themes.
It would be very helpful to target partnerships that would promote the Programmes, in order to have an even greater impact on social reality!
I think that projects should be taken locally in the places where young people who cannot afford to move to a big city are located.
Perhaps if something more organised was done in areas where information on European issues is hard to reach.
Perhaps deduct the cost of participation.
Perhaps a greater amount of expenditure is justified for young people with fewer opportunities.
Better dissemination of the Programmes, through educational structures (school, university) and online through social media.
Better dissemination and information of young people at national level, in various ways. I perceived that many young people from countries like Romania, Italy or even Georgia were better informed about such Programmes and making their lives easier by using the opportunities presented by applications through Social Networks.
Better information for young people in order to increase the number of participants in such Programmes which can only be beneficial to each individual.
Campaigns and campaigns aimed at disseminating the Programmes, in particular by the participants themselves.
Campaigns in schools and public spaces under the auspices of organisations and INEDIBM
None.
Structures such that the Programme is accessible to people in wheelchairs.
By working with relevant bodies, we could make European Programmes increasingly accessible so that there are indeed equal opportunities.
Larger amounts available for transport .
Greater presence on social media and collaboration with sponsors and TV/radio channels to provide information on a wider scale
Greater integration of art in these programmes.
Greater and more dynamic visibility.
Greater financial support .
More funding.
A larger budget and for solving feeding problems and not offering expired food.
Reduction of bureaucratic procedures.
Through a school environment more children/young people could learn and join in.
Through social media.
One suggestion for improvement is for organisations to set a compulsory "participation fee" for young people to participate in Mobility Programmes. It is really sad and unacceptable that a young person should have to pay (with cash that is NOT refundable and probably not legally recorded anywhere) to participate in Erasmus+/Youth and European Solidarity Corps Programmes. Therefore, my suggestion is that organisations should be audited around this. From a simple search on Facebook on the various websites that exist for participation in such Programmes, such as "Erasmus+ youth (only for Greeks or residents of Greece)" you can see from the Programme announcements that there are systematically organisations asking for

20€ up to 60€+, which means that organisations following this "policy" are not proactive to young people with less opportunities.
Notes: KINITRO is not part of these organizations and is completely opposed to this "policy" I mentioned above.
To have more frequent Programmes and to be informed so that we can tell other children to participate.
Create Programs for children living in orphanages!!!!
Erasmus programmes or student exchanges should be introduced in all schools to motivate children to travel, to feel equal to others and to have more opportunities for social inclusion.
To set a ceiling for participation for the same participant per year (as is the case for mobility in higher education and adult education).
There should be more promotion on social media to make the Programmes better known. Also there may be some places with specific criteria which will only be targeted to young people with less opportunities.
I think they are already doing a very good job.
Organizations should find people who want to get involved with volunteering and people who feel a bit closed and passive within the society because through these Programs these people become more active in the community and help other people through these Programs. Also organizations should invest in technology and know-how and organizations should have their own health professionals such as psychological and social workers because support for these vulnerable groups because they all feel a bit closed and passive within the society because through these Programs these people become more active in the community and help other people through these Programs. Also organizations should invest in technology and know-how and organizations should have their own health professionals such as psychological and social workers because support for these vulnerable groups because they all feel a bit closed and passive within the society.
More Workshops.
More Awareness raising programmes on social exclusion etc.
More Programs.
More projects and communication to help young people learn.
More opportunities for young people in Erasmus programmes.
More opportunities, the right approach to young people, the right information in different areas of the Programme.
More workshops like this one on new resources.
More places .
More information campaigns in schools about the possibilities offered by these programmes, especially for high school students. Greater visibility in social media.
More regional projects by the agency in cooperation with the action groups.
More immediacy and perhaps simplification of procedures by collecting supporting documents.
More dissemination on social networks, advertising, information in schools and universities.
More information.
More information .
More communication to vulnerable groups financial exemptions from any participation costs.
Easier website .
I think it's already quite protective.
20% of participants to be people with fewer opportunities in each Programme (a target that could be achieved with more funding in Programmes that incorporate a higher percentage of people with fewer opportunities).
Delivering Programmes also in places where there are likely to be young people with fewer opportunities.
Accessible spaces for people with mobility problems, psychological support

Youth outreach through social media mainly tik tok for younger ages ,information visits to universities, local workshops open to all with a short Q&A session to help participants understand the process and participate in mobility abroad!
Frequent posting on social media.
Inclusion plan for people with disabilities/ or for people on the autism spectrum/opportunities for choice/listening to people with specific experiences.
The ERASMUS+ programme is very helpful for all of us, teachers and students, but it also needs more funding because of the economic crisis.
There are many refugees in the camps who do not know about youth opportunities in Greece and Europe. It is a good idea to try to reach out to them and help them get involved.
Mandatory participation of people with fewer opportunities in Erasmus+ programmes (at least half of the people in each project).
Perhaps more promotion of the Programmes is needed so that more young people learn about them.

CONCLUSIONS

According to all the above and after studying all the answers given by the participants we come to the following conclusions.

For Erasmus+/Youth and European Solidarity Corps grantees in the period 2014-2020 and the years 2021-2022, the profile of the organisations and their size in terms of human resources and annual budget could identify the majority of them as **micro-enterprises since both their annual turnover is below 50.000€ and the number of staff is below 10 employees, namely Non-profit Organization (NGO, NGO, NGO,...) in 56%, and less than 5% are large enterprises** participating in the project. Recall that only 5% of enterprises in Greece are large and very large enterprises.

We also see that the majority of the participating organisations did not employ young people with fewer opportunities by (70%) and there is a shift in this after the Programme reducing it to (43%). Most of the organisations state that they have experience of implementing projects (e.g. events, workshops) for young people with fewer opportunities in the past but this is not confirmed since the participation in these projects by (50%) has less than 50 participants, this may also be related to the fact that the majority (88%) of the organisations for the implementation of these projects do not

The main methods that organizations use to reach young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps

projects are "Relevant mobilisation projects" (43%) and "Information/awareness-raising campaigns" (40%), while at the same time they use "Information/awareness-raising campaigns" together with "Relevant mobilisation projects" by (50%). In general, a large percentage of the organizations have a strategic plan in terms of reaching young people with fewer opportunities, but we should not be complacent and since 30% have not prepared accordingly. By correlating the questions we can see that it is not only the (30%) who had not prepared accordingly but also those who had designed a strategic plan towards reaching young people with fewer opportunities were not prepared to the maximum extent. The main techniques adopted by the actors to raise awareness of young people with fewer opportunities are Participation in groups (24%), Meetings and Workshops (23%), Lectures (23%), Participation in training seminars (18%).

Regarding the participation of young people with disabilities, we find that less than (50%) of the participants responded to the projects they had implemented. We note that in the end, the young people with disabilities who manage to participate manage to involve all stages of the life cycle of the projects of the Programmes overwhelmingly prevail, but the (26%) of those who do not manage to do so is not negligible. Also, most of the organizations have infrastructures friendly to young people with fewer opportunities , answered both organizations and young participants.

First of all, we see that the majority of young people with fewer opportunities who have participated/are participating in Erasmus+/Youth and European Solidarity Corps projects implemented/are being implemented in the period 2014-2020 and the years 2021-2022 are women (62%), while when asked what age group participated in the projects the majority of participants are between 18 and 30, answered both the organizations and the young participants. Looking at the responses we can see that a large percentage of the young people who participated did not face any problems of location compared to their peers by (43%), while the main problem they faced were financial barriers (33%), social barriers (7%), geographical barriers (5%) and **only (4%) some form of disability**. To the profile of the young people it should be added that those who participate in the Programmes have at least a Degree in Higher Education and above by (63%), with the vast majority (75%) of the young people having worked in the last 3 years but their incomes are below the poverty line by (80%) we note that according to the statistical service in Greece this does not exceed 29.5% which shows that the main barrier faced by the participants in the Programmes is financial.

Finally, the dominant answers on how organisations approach young people to participate in the Erasmus+/Youth and European Solidarity Corps Programmes are Relevant mobilisation projects (40%) and Information / Awareness Campaigns (38%) while (22%) both were used simultaneously.

Also the methods adopted by the organizations to empower young people with fewer opportunities are Meetings and Workshops (28%), Lectures (28%), Participation in project groups (22%) and Participation in training seminars (14%) which did not help young people to find a job by 57% and helped them by 43%.

We also observe that participation in the Erasmus+/Youth and European Solidarity Corps programmes has helped young people's Social Contacts (32%), Increased Knowledge (29%), Psychological Support (19%) and Job Skills (17%).

BIBLIOGRAPHY

- Retrieved from 2022: European Year of Youth focusing on young people with fewer opportunities: <https://www.europarl.europa.eu/news/el/press-room/20211210IPR19216/2022-europaiko-etos-neolaias-gia-tin-enischusiton-neon>
- Implementation guidelines - Strategy for inclusion and diversity under Erasmus+ and the European Solidarity Corps: https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_el
- United Nations Convention on the Rights of Persons with Disabilities: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- Let's help SMEs to go circular, September 2018, kpmg.com, Part of the project: Boosting the circular economy amongst SMEs in Europe
- https://europa.eu/youth/strategy_el.
- <https://eur-lex.europa.eu/legal-content/el/TXT/?uri=CELEX:52018DC0269>.
- https://europa.eu/youth/strategy_el.
- https://ec.europa.eu/echo/partnerships/relations/ghd_en.

ANNEX 1: QUESTIONNAIRE

Questionnaire for Grantees

Questionnaire for grantees from the Erasmus+ / Youth and European Solidarity Corps Programmes for the period 2014-2020 and the years 2021-2022

Profile of Participants

1. Type of organization

1. Associations
2. Legal Person of Public Law (NPO)
3. Legal Person under Private Law (NPI)
4. Public Benefit Enterprise OTA
5. Non-profit organisation (NGO, NGO, NGO,...)
6. For-profit Organisation - Business (SA, LLC, LLC, EIA, IKE, ...)
7. University
8. Informal Group
9. Other

2. Turnover of the last year

1. Up to 50.000€
2. From 50.000€ to 200.000€
3. From 200.000€ to 500.000€
4. From 500.000€ to 1.000.000€
5. From 1.000.000€ and above
6. MA

3. Size of Human Resources Organization

1. Up to 3 employees
2. From 4 to 10 employees
3. From 11 to 20 employees
4. From 20 to 50 employees
5. From 51 to 250 employees
6. From 251 employees and above

4. Percentage of employees who have been employed by the organisation for more than three (3) years

1. Up to 20%
2. From 21% to 40%
3. From 41% to 60%
4. From 61% to 80%
5. From 81% to 100%

5. Percentage by age group that participated in your projects

	έως 20%	έως 40%	έως 60%	έως 80%	έως 100%
13 έως 17 ετών	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 έως 25 ετών	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26 έως 30 ετών	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30 έως 35 ετών	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36 έως 40 ετών	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Percentage of young people with fewer opportunities who were employed by the organisation before it joined the scheme

1. Up to 20%
2. From 21% to 40%
3. From 41% to 60%

4. From 61% to 80%

5. From 81% to 100%

7. Percentage of young people with fewer opportunities employed by the organisation after joining the Programme

1. Up to 20%

2. From 21% to 40%

3. From 41% to 60%

4. From 61% to 80%

5. From 81% to 100%

8. Has the organisation implemented projects (e.g. events, workshops) for young people with fewer opportunities in the past?

1. 0

2. From 1 to 5

3. From 5 to 10

4. From 10 to 20

5. From 21 to 40

6. From 41 to 60

7. From 61 to 80

8. From 81 to 100

9. More than 100

9. If you have implemented projects as mentioned in the previous question, please answer how many participants were involved in the projects implemented by the organisation and related to raising awareness of the target audience on issues for young people with fewer opportunities

- 0 people
- 1-50 persons
- 51-100 persons
- 101 - 150 people
- 151-200 persons
- Over 200 people

10. Please indicate if you have done any kind of cooperation/cooperation to implement the above projects?

- Yes
- No

11. To what extent are the organization and its infrastructure friendly to young people with fewer opportunities?

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. To what extent is the organization involved in issues concerning young people with fewer opportunities?

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Which sources does the organization use for information on issues concerning young people with fewer opportunities?

- Participation in conferences/speeches
- Electronic material
- Studies - surveys
- Printed material
- European Union websites
- Educational trips
- Participation in projects for young people with fewer opportunities
- Other...

14. Does the organisation have a corporate social responsibility policy?

- Yes
- No

15. Measures taken in the organisation, following the projects it has participated in, to make it friendly to young people with fewer opportunities

.....
.....
.....
.....

Projects

16. How does your organisation reach out to young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps projects?

- Information/awareness campaigns
- Related mobilisation projects
- Other...

17. Other ways your organisation has used to reach out to young people with fewer opportunities to participate in Erasmus+/Youth and European Solidarity Corps projects?

.....

18. Has your organization designed a strategic plan to reach out to young people with fewer opportunities?

- YES
- NO

19. If so, to what extent has your organisation developed a strategic plan to reach young people with fewer opportunities?

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What practices/policies are adopted by your organisation to include young people with fewer opportunities in your activities?

.....

Implementation of Plans for the participation of young people with disabilities

21. To what extent do you consider that the projects you had implemented for the participation of young people with special needs responded to the participants?

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. In which Action of the Programmes are the projects in which young people with disabilities participated?

.....

.....
.....

23. What support measures have you taken in preparing these young people to participate in your projects?

.....
.....
.....
.....

24. How much did the support measures you took in preparing these young people to participate in your projects pay off?

0 1 2 3 4 5

25. What practices do you use to support these young people in the implementation of your projects?

.....
.....
.....
.....

26. Techniques adopted by the organization to raise awareness among young people with fewer opportunities?

- Lectures, Meetings and Workshops
- Participation in groups
- Participation in training seminars
- Case Studies.
- Other...

27. How far have the practices you have put in place to support these young people in the implementation of your projects paid off?

0 1 2 3 4 5

28. What support measures do you take to support these young people after their participation in your activities?

.....
.....
.....
.....

29. How much did the support measures you took after the participation of young people in your projects pay off?

0 1 2 3 4 5

30. To what extent are young people with disabilities involved in all stages of the life cycle of the activities of the Programmes involved?

0 1 2 3 4 5

Questionnaire for Young People with fewer opportunities

Questionnaire for young people with fewer opportunities who have participated/are participating in Erasmus+ / Youth and European Solidarity Corps projects implemented/are being implemented in the period 2014-2020 and the years 2021-2022

Demographic data

1. Sex

1. Arren
2. Female
3. Other

2. The age group you belong to

1. 18 to 25 years old
2. 26 to 30 years old
3. 30 to 35 years old
4. 36 to 40 years old
5. over 40 years old

3. Young people with fewer opportunities are young people who are at a disadvantage compared to their peers because they face one or more exclusion factors and barriers. Do you face any of the following barriers?

- No
- form of disability
- health problems
- economic barriers
- social barriers
- cultural differences
- geographical barriers
- due to immigration
- educational difficulties
- discrimination under Article 21 of the EU Charter of Fundamental Rights
- Other...

4. Family situation

1. Unmarried

2. Married

5. Level of Studies

1. Primary school leaving certificate

2. High School Diploma

3. Certificate of Vocational Training

4. High school diploma

5. Diploma of Vocational Specialty IEK

6. Degree in Higher Education

7. Postgraduate Diploma

8. Doctoral Degree

6. Have you worked in the last 3 years?

Yes

No

7. Annual income before your participation in Erasmus+ or European Solidarity Corps projects

1. 0€

2. 0€ to 3.000€

3. 3.000€ to 5.000€

4. 5.000€ to 10.000€

5. 10.000€ to 15.000€

6. 15.000€ to 20.000€

7. 20.000€ to 25.000€

8. more than 25.000€

Participation in Projects

8. Which Programme have you participated or are you participating in?

- Erasmus+ / Youth
- European Solidarity Corps

9. In which Programme Action(s) have you participated or are you participating?

- Mobility projects (Erasmus+ / Youth)
- Small Strategic Partnerships (Erasmus+ / Youth)
- Strategic Partnerships (Erasmus+ / Youth)
- Volunteer Projects (European Solidarity Corps)
- Solidarity Projects (European Solidarity Corps)
- Other...

10. Through which organization was the Programme implemented?

.....
.....
.....
.....

11. To what extent are the organisation you were involved in the project and its infrastructure friendly to young people with fewer opportunities?

0 1 2 3 4 5

12. To what extent that the organization has relevance, on issues concerning young people with fewer opportunities?

0 1 2 3 4 5

13. How did the organisation approach you to participate in the Erasmus+/Youth and European Solidarity Corps programmes?

- Information / awareness campaigns
- Related mobilisation projects
- Other...

14. Please identify any other ways the organisation has used to reach out to you to participate in the Erasmus+/Youth and European Solidarity Corps programmes?

.....
.....
.....
.....

15. To what extent do you think that the practices/policies adopted by the organisation to include young people with fewer opportunities in its projects have contributed?

0 1 2 3 4 5

16. Which of the following obstacles did you encounter in joining the Programme?

- Time required
- Organisational structure required
- Knowledge required
- Financial resources required
- None of the above
- Other...

17. Other obstacles you may have encountered in joining the Programme

.....

.....

.....

.....

18. What was your role within the project you were or are involved in?

.....

.....

.....

.....

19. Which of the following methods has the organization adopted to empower young people with fewer opportunities?

- Lectures, Meetings and Workshops
- Participation in project teams
- Participation in training seminars
- case studies
- Other...

20. To what extent are you satisfied with the Awareness raising of the organization on issues of support for young people with fewer opportunities?

0 1 2 3 4 5

Benefits gained from your participation in Erasmus+ / Youth and European Solidarity Corps projects

21. Did the Erasmus+/Youth and European Solidarity Corps projects help you find a job?

- Yes**
- No**

22. What were the benefits you gained from your participation in the Programme and what was your experience?

.....
.....
.....
.....

23. To what extent do you consider that you have benefited from your participation in the Erasmus+ / Youth and European Solidarity Corps programmes?

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


24. Which of the following did your participation in the Erasmus+ / Youth and European Solidarity Corps programmes help you to do?

- Increasing Knowledge
- Job Skills
- Social Contacts
- Psychological Support
- Other...

25. Please give suggestions for improvements regarding the outreach and inclusion of young people with fewer opportunities in future Erasmus+/Youth and European Solidarity Corps projects?

.....
.....
.....
.....



 **Erasmus+/Youth
and European Solidarity Corps
beneficiaries - Investigating
whether they include young
people with fewer opportuni-
ties in their projects** 