MPOW

Empowering and inclusive model to create an experience

of a supportive community for NEET youngsters

WP3 - Surveys Report

SOSPED

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Summary

Introduction

During the MPOW project, a survey of young people was carried out from January 2024 to April 2024. The Survey gathered 382 questionnaires.

The research joined 134 boys an 217 girls; 25 reported as "other" gender and 10 youngs preferred not to say. Fig.1 shows the differences between Italy, Portugal, Czech Republic and Finland:

Table 1 – Number of respondents of the surveys by Country and target

| Country	Number of questionnaires from Young	Number of questionnaires from Professionals
CZ	96	43
FI	110	103
IT	84	96
PT	92	34
Total	**382**	**276**

The presentation of the results is organised in this way:

1) a first part provides the results obtained from the survey among young people in the four countries, highlighting the differences that emerged in the different geographical and cultural contexts

2) a second part focuses on the questions young people ask professionals and those they meet in the course of their social life (community centres, day centres) with particular reference to the characteristics they would like to match with their needs. In this part, the answers from professionals are also reported, in order to compare the expectations of both addressees of this survey on what it means to act to strengthen the sense of community.

3) a third part is devoted to the characteristics of the professionals reached by the survey, again considering the differences between the countries involved in the MPOW project.

1. SURVEY RESULTS AMONG YOUNG

The research included 134 boys and 217 girls; 25 were reported as "other" gender, and 10 young people preferred not to say. Fig.1 shows the differences among Italy (IT), Portugal (PT), the Czech Republic (CZ), and Finland (FI).
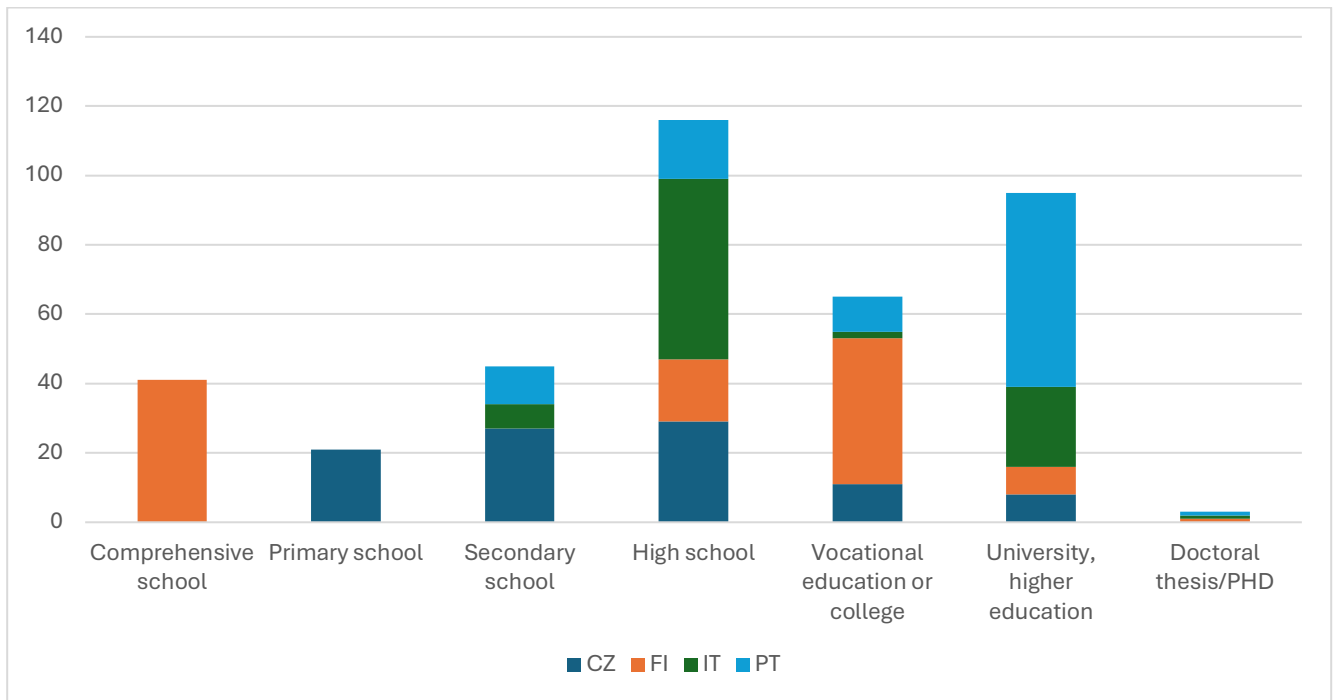
1.1 Young People Profile

Fig.1 – Distribution of young people by gender and country.
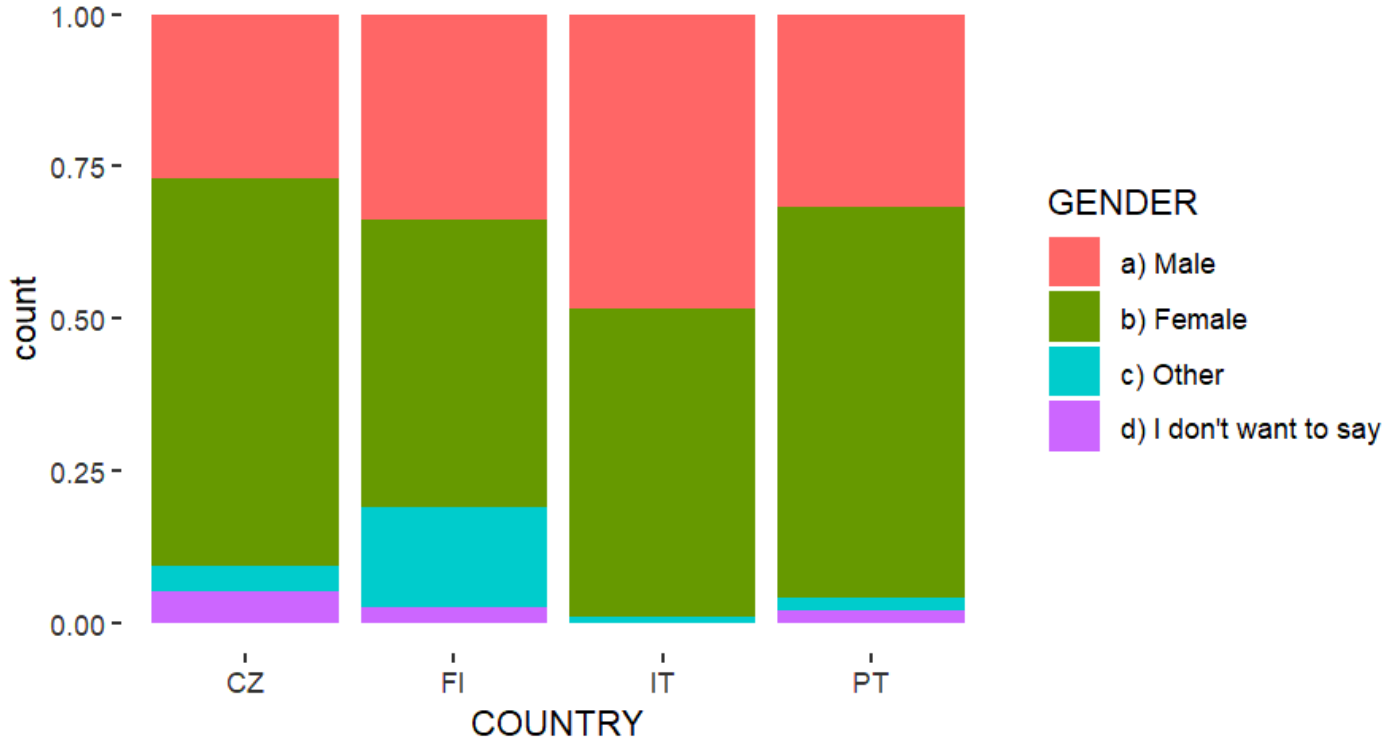
As Figure 1 shows only in FI, CZ and, less, in PT, young people prefer to define themselves as "other" or "not to say". In Italy, this gender identity is primarily binary.

Fig. 2 -Title of study, by country (absolute values)

Most of the respondents have a high-medium level of education, namely in IT and CZ. It is worse to explain that in FI, the 40 respondents who have a comprehensive school are almost the same number as in the other countries where the questionnaire allowed to split into "primary school" and "secondary school."

Fig. 3 – Discontinuity at school, by country and age class (absolute values)
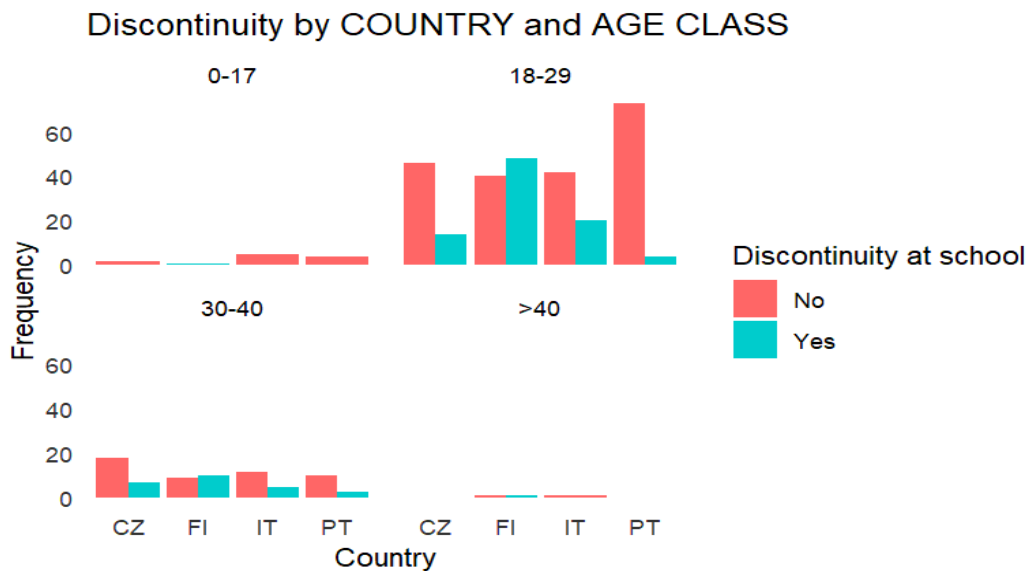
Since the majority of the interviewers are between 18 and 29 years old, they are the most represented group in this figure. The chart allows one to observe how discontinuity at school is distributed geographically.

FI has a higher frequency of individuals in the "18-29" age group compared to other countries, which shows a high rate of discontinuity during the school year. IT and CZ, but especially PT, highlight more regular pathways during school age.

The following figure shows why young people interrupted the schools.

Fig.4 - Why did you interrupt your studies? Responses by countries (absolute values)
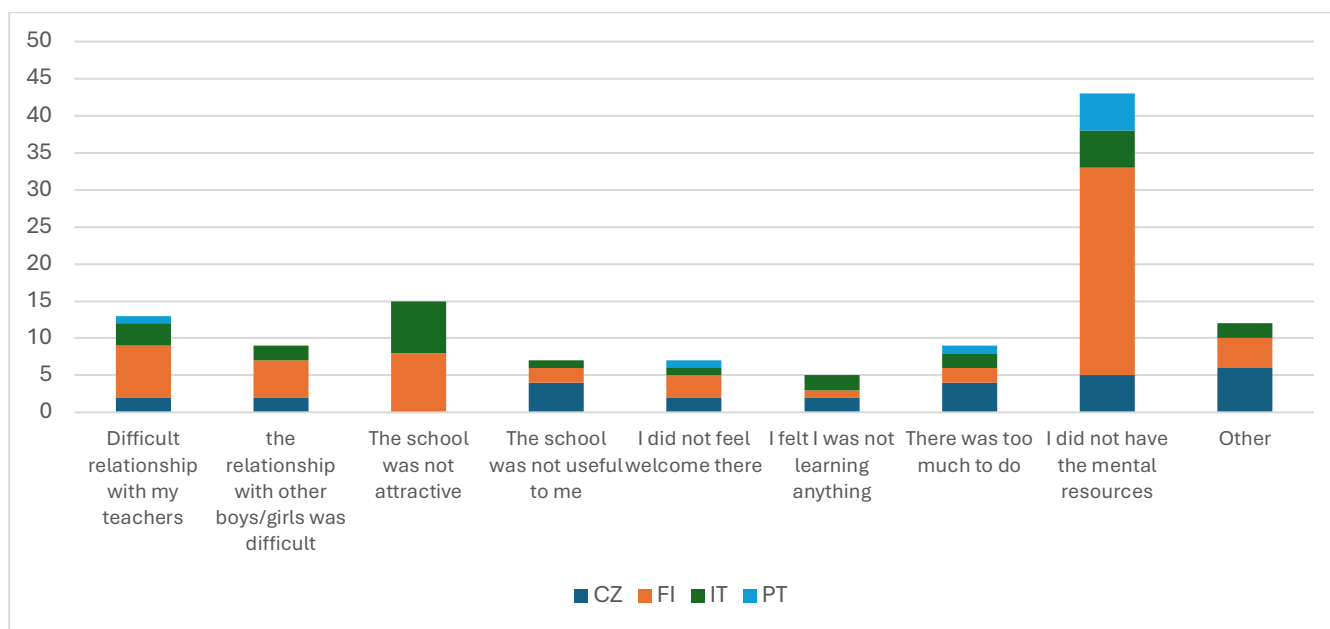
Looking at the responses, the main reasons for the school's interruption are linked to the mental resources and the school's low attractiveness (especially in IT).

Some respondents consider the school unsuitable for their purposes, and sometimes, the relationship with the teachers and other boys/girls is considered one of the main causes of this discontinuity.

Most are currently studying, but in all countries, they also work part-time (14.2%) and full-time (19.9%). 17.1% of the cases describe themselves as unemployed. Comparing this data with the previous one, we can check the number of NEETs: Lots of them have not completed school and consider their situation as unemployed.

Table 2 – Young's life condition by country (absolute values)

Life condition	Country				
	CZ	FI	IT	PT	Total
I work full time	31	2	9	35	77
I work part-time	13	8	19	15	55
Studying or going to school	20	12	30	40	102
I am unemployed	8	34	19	5	66
I am on parental leave	9				9
I am on sick leave	2	9			11
I am undergoing rehabilitation	6	26	3		35
I am retired	1	9	1		11
Other	6	10	4		20
Total	**96**	**110**	**85**	**95**	**387**

Most of the respondents live with parents, but if we analyse the situation for each country, the overview changes substantially: in Finland, 60,9% of young people interviewed live alone, and in the Czech Republic, more than 1/3 lives with a boyfriend/girlfriend/partner.

Table 3 – With whom young people live, by country (absolute values)

With whom do You currently live?	Country				
	CZ	FI	IT	PT	Total
With parents	31	18	63	63	**175**
With relatives	9	2	4	4	**19**
With other young people (in family accommodation, social hostel, etc.).	6	7	6	10	**29**
With a boyfriend/girlfriend/partner	36	16	5	14	**71**
Alone	14	67	7	5	**93**
Total	**96**	**110**	**85**	**95**	**387**

1.2 Social contact

The questionnaire allows us to measure the respondents' "friendship" and their social connectivity by asking the level of agreement (1 for strongly disagreement and 5 for strongly agreement) on a list of statements concerning social life. We will analyse the answer for each statement the questionnaire has proposed.

Fig. 5 – Level of agreement among young people: "I have many friends", by country (absolute values)
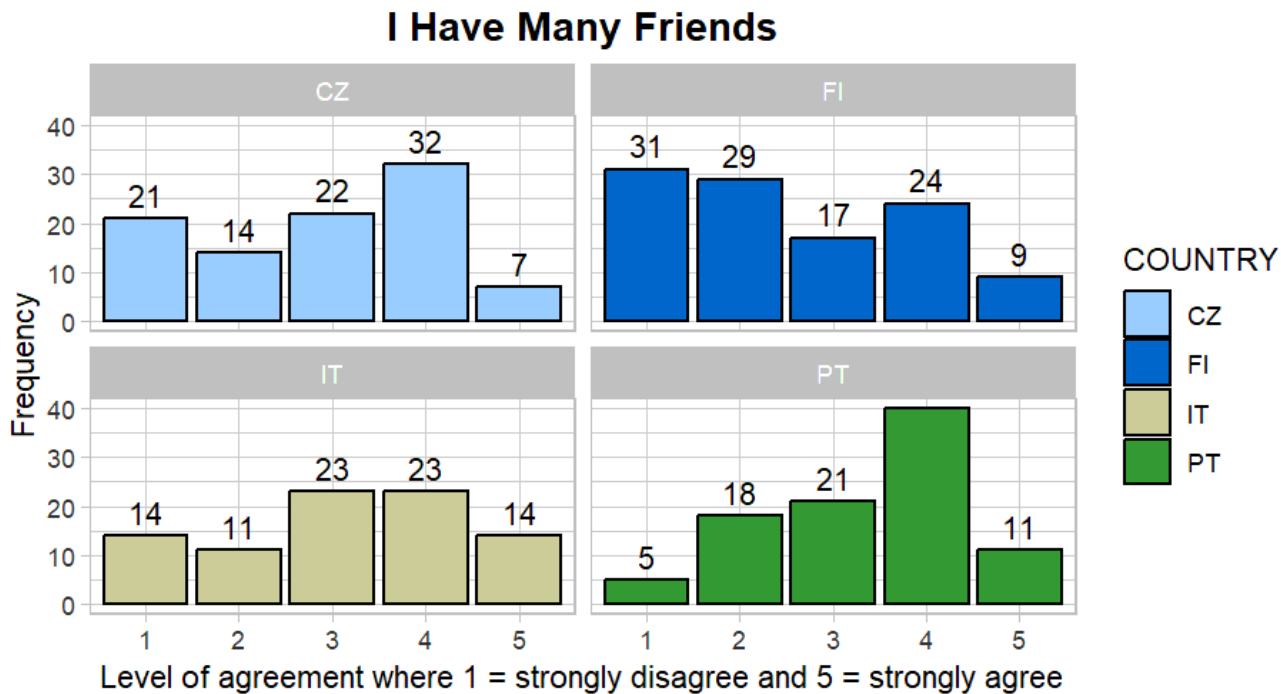
There is a significant heterogeneity among respondents. While PT and the same cases in IT agree or strongly agree with having many friends, CZ and FI suggest disagreement.

Many PT respondents feel they have a broad social circle, indicating a strong sense of social connectivity. This could suggest compelling social networking opportunities or supportive social environments."

Fig.6 – Level of agreement among young people: "I have one or two close friends", by country (absolute values)

I have one or two close friends
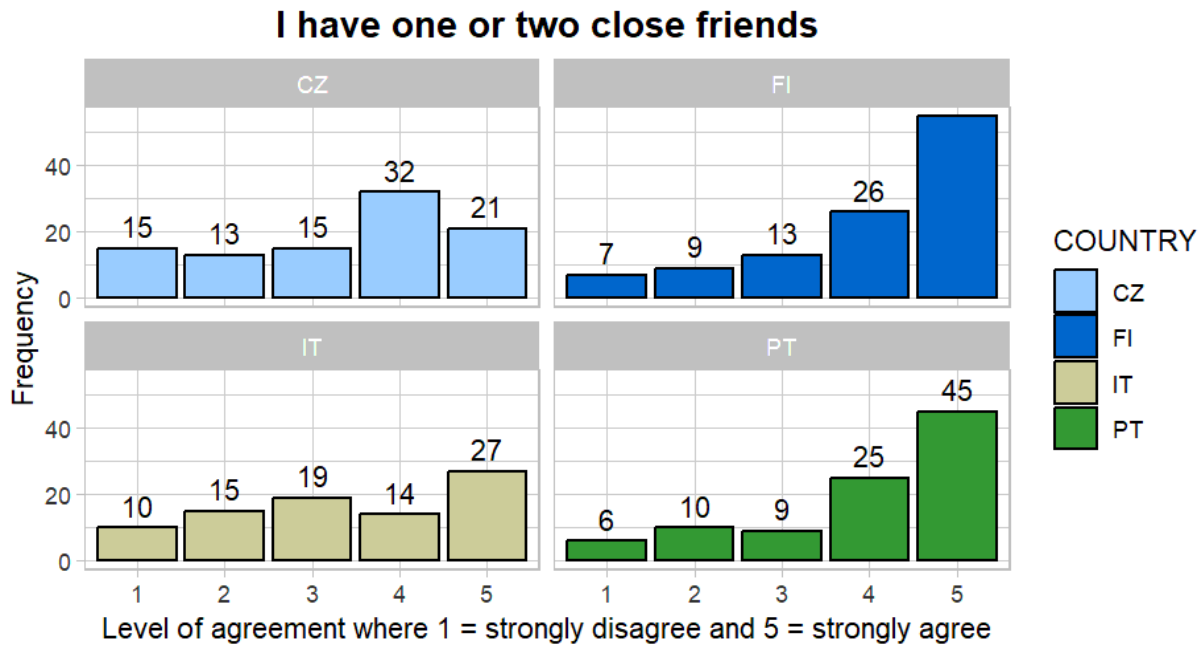
A high mean suggests that having close friends is common, which often indicates the quality of friendships over quantity. The figure shows a high level of agreement on having one or two close friends, suggesting that while many respondents have a broad network, they also maintain intimate, supportive relationships, which are crucial for personal support.
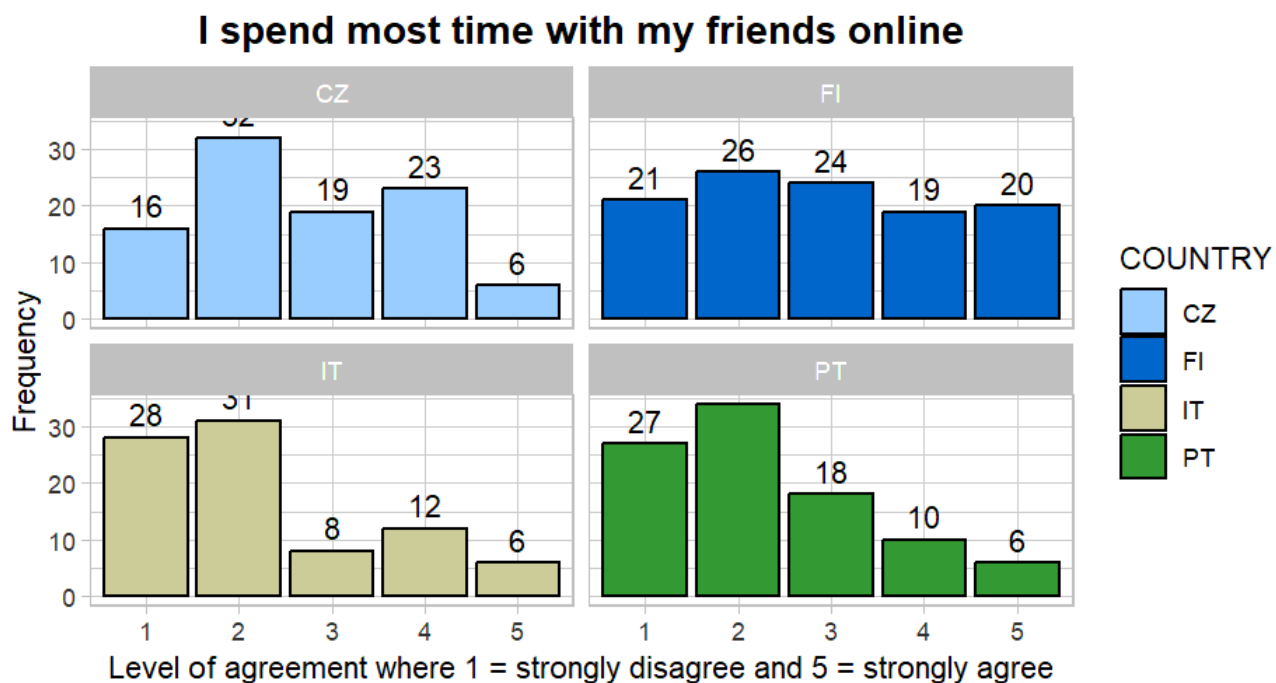
Fig.7 – Level of agreement among young people: "I spend time with my friends face to face", by country (absolute values)

I spend time with my friends face to face
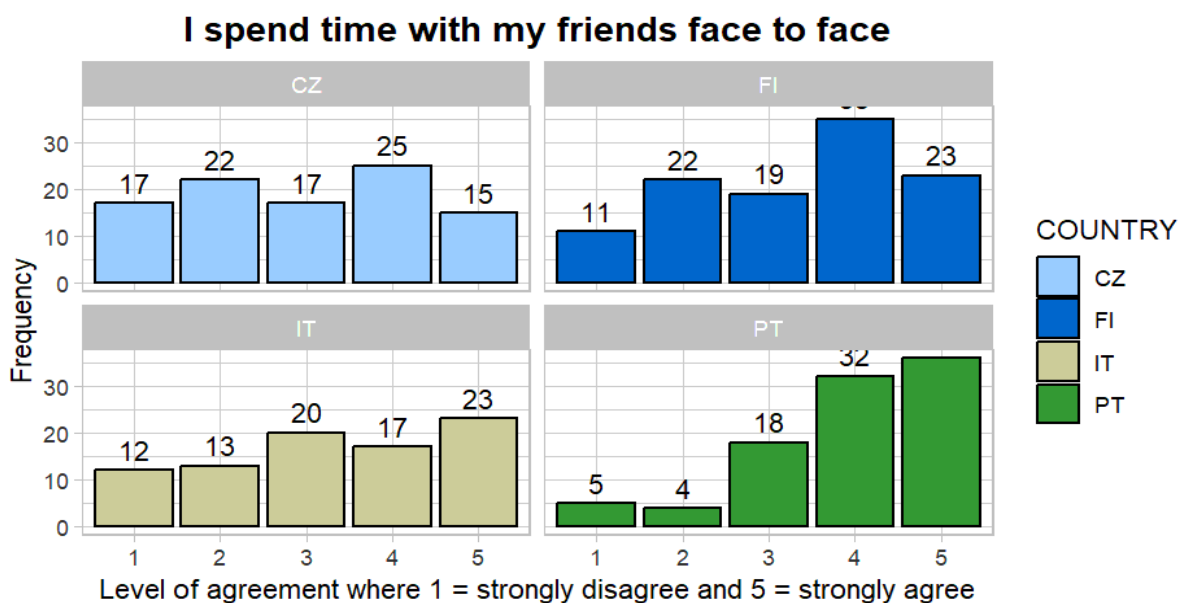
Face-to-face interactions are less prioritized despite the rise of digital communication.

The figure shows as well as the heterogeneity of the level of agreement. Only in FI and PT respondents seem to value personal interaction, reflecting traditional social habits despite the prevalence of online communication platforms, despite IT and CZ where the level of agreement seems very different among young people.

*Fig.8 – Level of agreement among young people: "I spend the most time with my friends online", by country (absolute values)*

Regarding this statement, there is a lower mean score in IT and PT, which indicates a shift towards digital interactions.

A significant number of respondents don't spend time with friends online, highlighting the low relevance of digital platforms in maintaining social connections.

Fig.9 – Level of agreement among young people: "I spend a lot of time with my friends", by country (absolute values)

I spend a lot of time with my friends
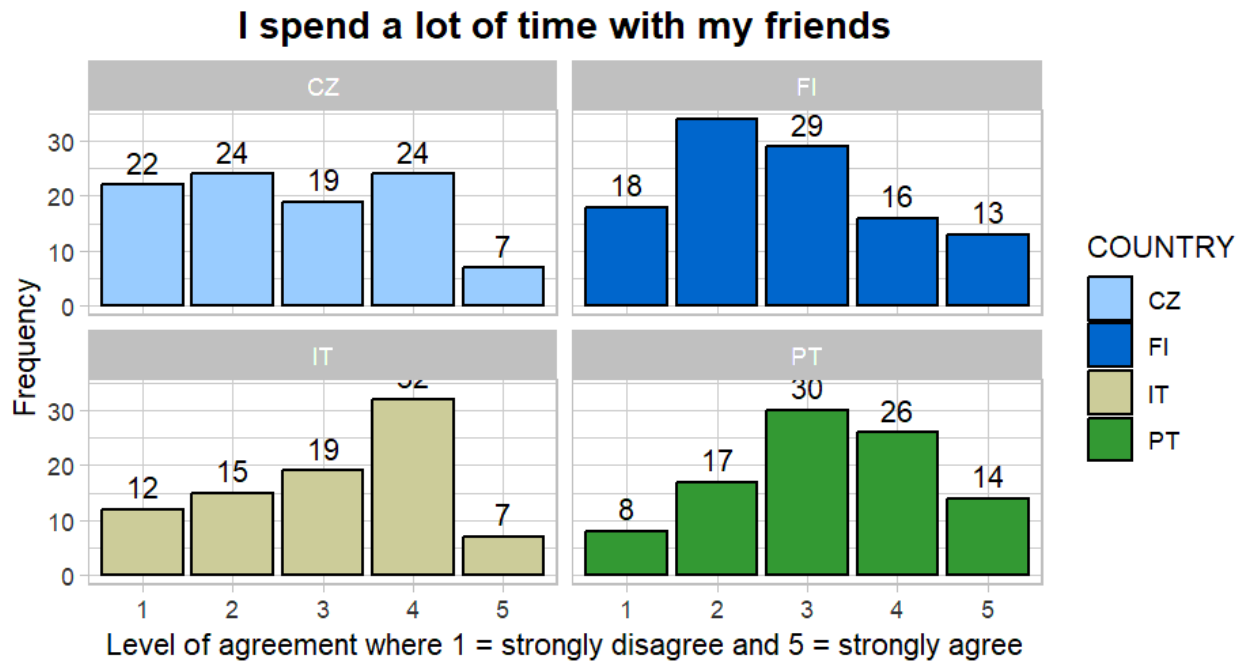
Consistent high scores in IT and less in PT suggest strong engagement with friends, reflecting a priority on social life.

The data shows that spending time with friends is a high priority, pointing to a balanced lifestyle where social interactions play a crucial role. In FI and CZ, the situation is pretty different, where the level of agreement of young people seems lower.

Even if respondents spend little time with friends, they seem to have no desire to boost their social life with friends, as the following figure shows, except for PT and FI.

Fig.10 – Level of agreement among young people: "I would like to spend more time with other young people", by country (absolute values)

I would like to spend more time with other young people
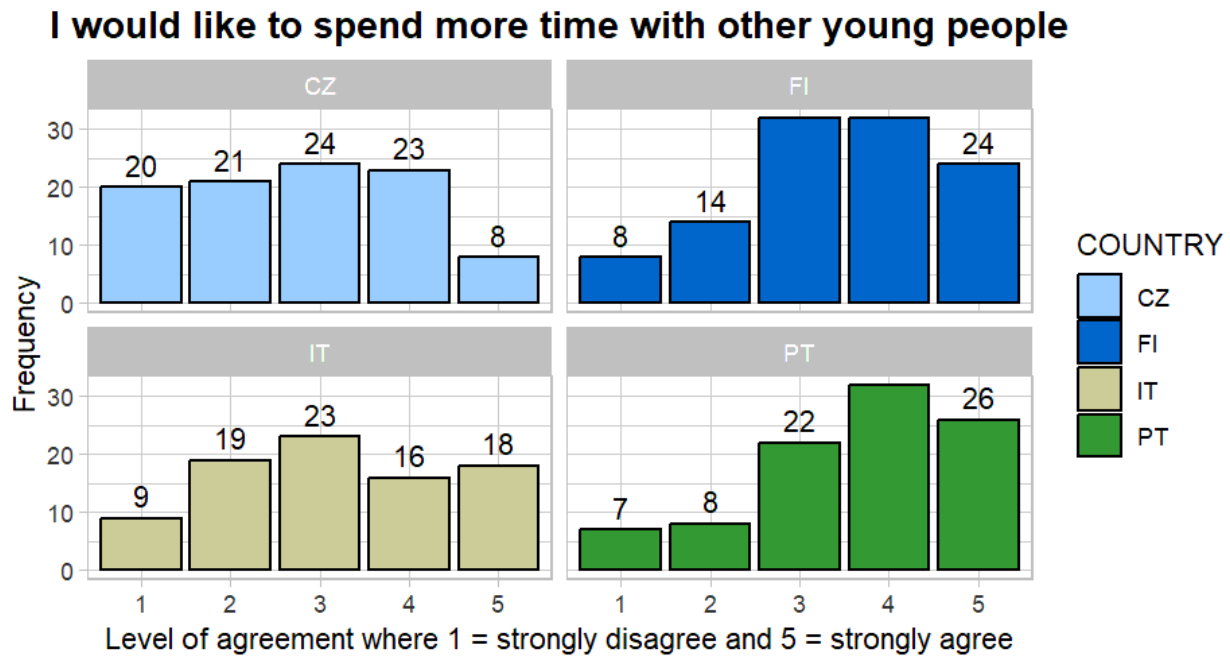
High scores indicate a desire for increased socialization opportunities.

A desire to spend more time with peers may suggest unmet social needs or an interest in expanding current social circles, but it seems that this feeling is only spread in PT and CZ.

Fig.11 – Level of agreement among young people: "There are facilities where I can spend free time with friends", by country (absolute values)

There are facilities where I can spend free time with friends
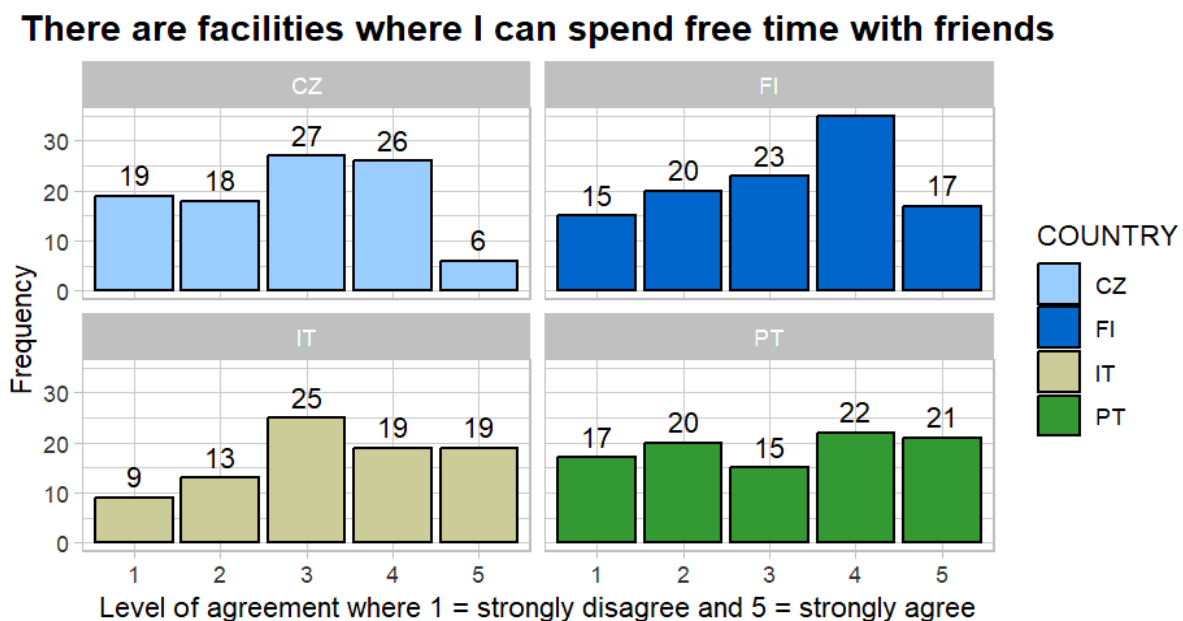
This question can reflect good or bad community infrastructure that supports social activities.

Only in FI do young people agree regarding local facilities. The answers, also in that case, don't show a strong level of agreement, which indicates that communities are not clearly perceived to be supportive of social activities which can enhance quality of life and social cohesion.

General analysis of this question suggests that most respondents don't have an established social network. Efforts to maintain and enhance this network, such as community events and social activities, can be, indeed, beneficial.

The differences between digital and face-to-face Interaction vary greatly between countries and among young people. Encouraging face-to-face meetings while leveraging online platforms can provide a holistic approach to socialization.

The respondents don't provide a strong position regarding infrastructure and opportunities. Nevertheless, this question highlights the importance of local facilities that encourage social gatherings and recommends any improvements if respondents express a need for more such facilities, as the MPOW project provides.

We have also tried to calculate a correlation matrix of statements and countries. The results are reported below.

Fig.12 – Correlation matrix level of agreement of statement and country.
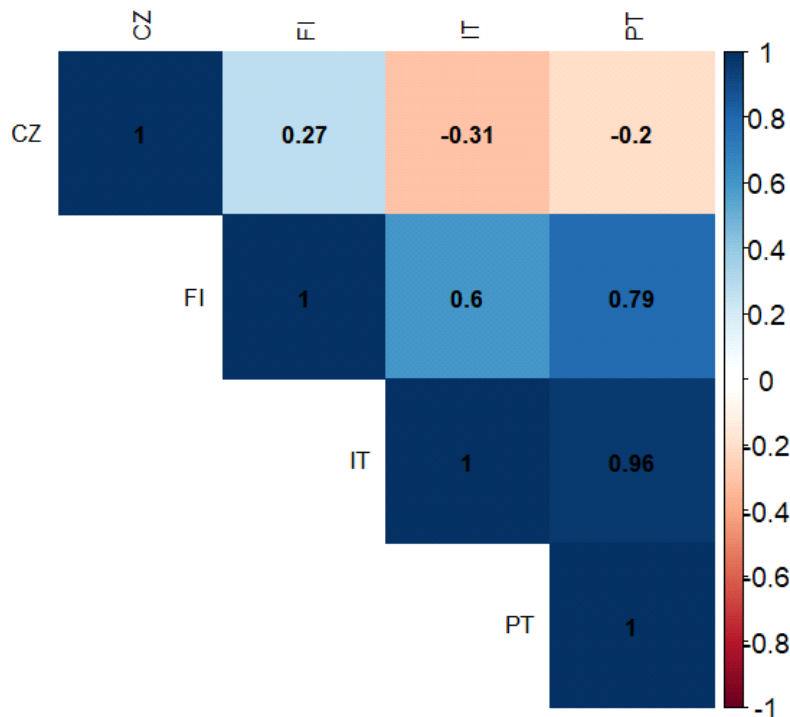
There is a strong positive correlation (0.79) between Finland and Portugal in their responses to the statements. This indicates that the perceptions or experiences related to the behaviour's statements are quite similar between these two countries. If people in Portugal feel a certain way about the statements, people in Finland tend to feel similarly.

There is a strong positive correlation as well (0.96) between Italy and Portugal.

A negative correlation between CZ, IT and PT (respectively -0.31, and 0.2), suggests an inverse relationship. When respondents from CZ rate the behaviours statements highly, respondents from IT tend to rate them lower, and vice versa. This indicates differing perspectives or experiences between these countries.

Overall, the correlation matrix reveals that some countries have very strong correlations in their responses, indicating similar attitudes or behaviours related to the statements. In contrast, other countries show weaker or even negative correlations, suggesting divergent views or experiences.

This analysis could imply that cultural, social, or contextual factors might influence how differently or similarly these countries perceive the behavioural statements.

The correlation matrix shows varying degrees of alignment between the responses of different countries regarding the statements about community influence and support. Countries like PT and FI demonstrate a strong positive correlation, suggesting similar attitudes towards the behaviours discussed. On the other hand, the weak correlation between IT and CZ implies differing perceptions or experiences in these contexts. These insights are valuable for designing region-specific strategies and understanding cross-cultural differences in perceptions of community and support.

1.3 What do young people do?

Fig. 13 – What the young people do often, by country (absolute values)
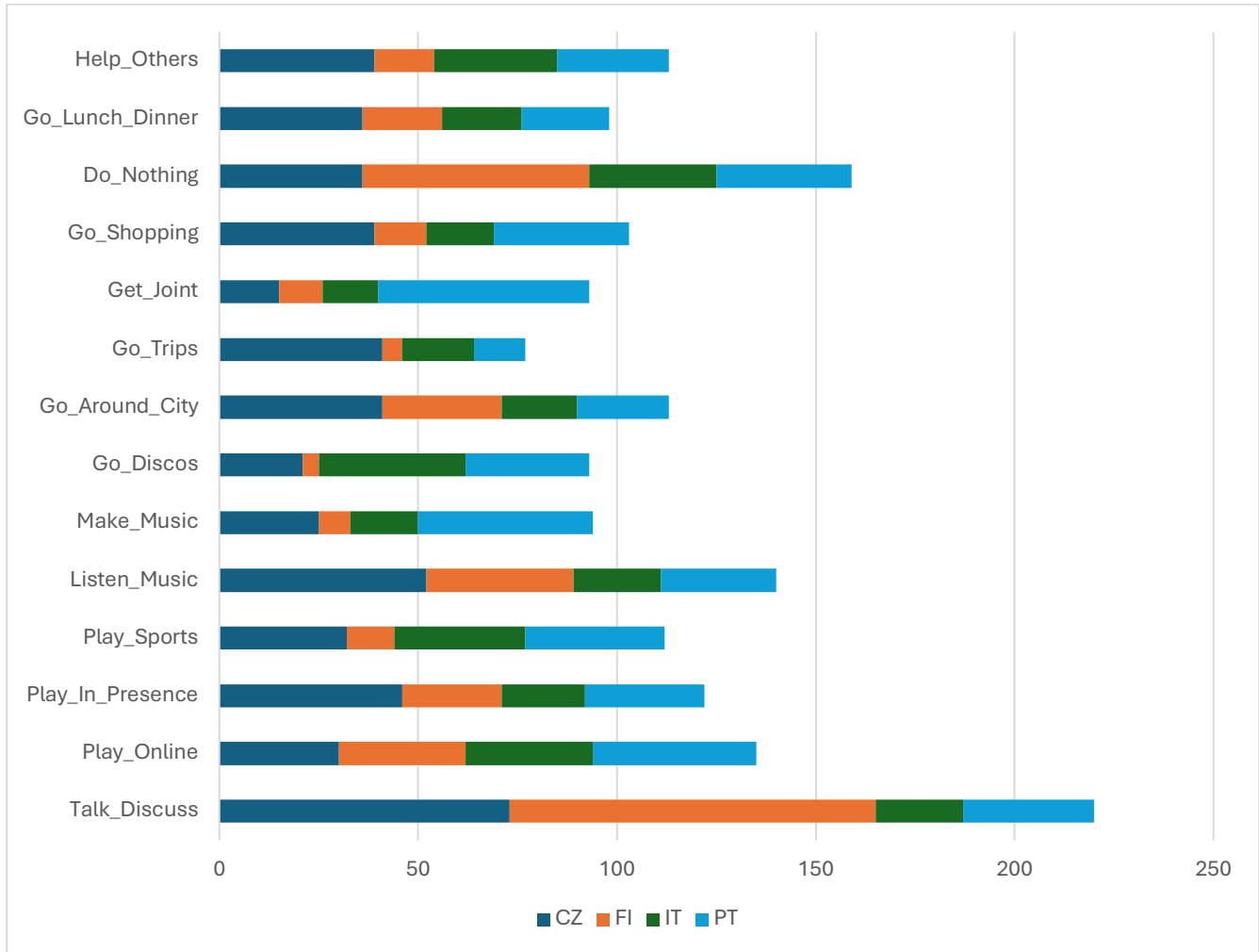
Social Interaction Trends

Across all countries, activities like talking and discussing with friends (Talk_Discuss) are highly frequent, indicating that they are commonly done often. This suggests that conversation remains a central aspect of social interaction among young people.

Digital vs. Physical Play

There is a noticeable difference in the median scores for playing online (Play_Online) and playing in presence (Play_Presence). For countries like CZ, the median for Play_Online might be higher than Play_Presence, indicating a stronger preference for digital interaction.

Music and Entertainment

Activities such as listening to music (Listen_Music) have a median score closer to 1, showing they are very frequent among young people, while activities like making music (Make_Music) have lower medians, indicating they are less frequent. This could highlight that while music consumption is universal, music production is less common.

Youth Rest and Relaxation

The high median score for Do_Nothing might reflect a cultural emphasis on rest and relaxation among young people. This could suggest that downtime is highly valued and seen as an essential part of social interactions. The high median score for 'doing nothing' among young people suggests a recognition of the importance of unstructured time in fostering relaxation and mental well-being. This could indicate that young people value the presence and company of their friends without the need for constant activity.

Social Bonding through Simplicity

Spending time together without engaging in specific activities can strengthen social bonds, as it allows individuals to connect more authentically without distractions.

Young people in the surveyed countries seem to enjoy the simple act of being in each other's company without the pressure of planned activities. This indicates that friendship and connection are valued more than the activities themselves, promoting a strong sense of camaraderie and emotional support.

Lack of Accessible Activities

A high score could also point to a lack of accessible or appealing activities available for young people, potentially highlighting an area for community development or investment.

The prominence of 'doing nothing' as a common activity might suggest a gap in available leisure activities or facilities for young people. Communities could consider investing in more diverse and accessible social and recreational options to enrich the youth's social experiences.

In a fast-paced world, the preference for 'doing nothing' could reflect the need to disconnect from digital overload and constant stimulation. The preference for unstructured social time can reflect a growing trend among young people to disconnect from the digital world and embrace mindfulness and presence. This indicates a conscious shift towards balancing digital engagement with real-world interactions. There are also economic constraints that could limit the ability to engage in other activities, leading to more time spent 'doing nothing'. These constraints may influence the high median for 'doing nothing,' as financial constraints limit the ability to engage in

costlier activities. This underscores the importance of providing affordable leisure options for young people to enhance their social experiences.

Looking at how this correlates with factors like stress levels, economic status, or access to recreational facilities, we can also comment that further insight into the reasons behind this preference may be further investigated.

These interpretations provide a multifaceted view of the data, helping to understand young people's social dynamics and cultural attitudes towards unstructured time with friends. Adjust these comments based on the context provided by your data and any other relevant insights you have gathered.

Risk and Safety Behaviors

Activities such as getting a joint (Get_Joint) and doing nothing (Do_Nothing) might have higher median scores, indicating these activities are everyday. This could reflect the overall perception and attitude towards these behaviours, highlighting areas for targeted educational campaigns on substance use.

Social and Community Engagement

Activities related to social responsibility, like helping others (Help_Others), show varying medians in some countries, but the frequency is lower compared to the other activities. This suggests that it is possible to do more to build a strong community and service-oriented mindset in certain cultures.

Shopping and Leisure

Go_Shopping and similar leisure activities might have a varied median across countries, reflecting lifestyle and economic access differences.

Country-Specific Insights

Czech Republic: Young people in the Czech Republic frequently listen to music and play it in presence, having lunch and dinner together with medians close to 1. This suggests a cultural inclination towards having activities with other friends face to face.

In Italy, the frequency for play sport and go disco, indicating that social gatherings around having of their social lives.

In Finland having discussion shows the opportunity for these young people to share opinions and ideas which is very important for the growing and the development of social competences.

Portugal: The frequency for activities like makes music or going to discos is higher compared to other countries, suggesting that they have the opportunity to make some activities together.

1.4 When I need to talk, who is the person?

This survey question has been very relevant for the purpose of the project.

The question was: " *If you have a problem, I would talk about it with (only one answer)*".

Fig. 14 - "If you have a problem, I would talk about it with (only one answer), by country (absolute values)
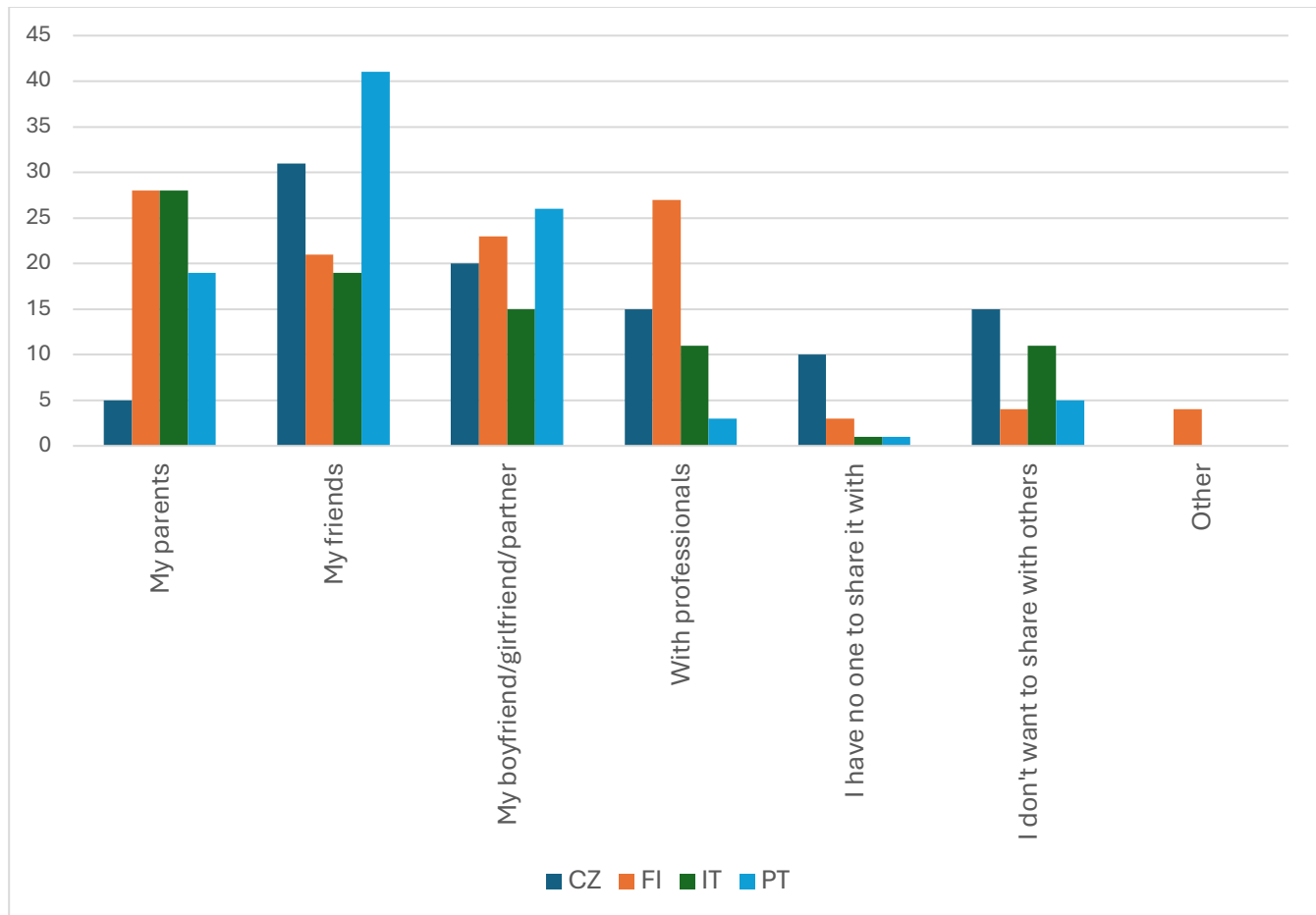
Significant number of respondents prefer talking to their parents in IT and FI which means there is strong family bonds and trust within the family unit.

The preference for discussing problems with parents highlights the strength of family relationships and the trust young people place in their family members as reliable sources of support and guidance.

In PT and CZ, young people are highly inclined to confide in friends. This underscores the importance of peer support networks, where shared experiences and mutual understanding form a critical support system.

Preference for partners can reflect the emotional closeness and trust within romantic

relationships. Confiding in a romantic partner indicates a level of trust and intimacy that is central to their relationship, highlighting the role of partners as key emotional supporters, which is relevant for PT and FI.

A notable share of FI young people selected professionals, which might indicate an openness to seeking external, unbiased advice or a lack of suitable support within the personal network.

The choice to consult professionals for personal issues suggests an awareness of the benefits of expert guidance and a proactive approach to mental health and problem-solving.

Those who choose not to share their problems might prefer privacy or self-reliance, or they might lack trust in available support systems. This happens especially in CZ and IT.

The decision to refrain from sharing problems points to a preference for privacy or self-management may reflect a desire for independence or a lack of trust in their support networks.

A low percentage of respondents feel that they have no one to talk to about their problems. This highlights a potential area for intervention, indicating the need for improved access to social support and mental health resources. It suggests that there are fields of intervention where the MPOW project provided support and indications.

1.5 Youth and the perception of their role in the community

Another relevant area of investigation in the survey was the perception of the role that young people feel they have in society and community.

Fig.15 – Inclusion (True or False)? Respondents by country (absolute values)
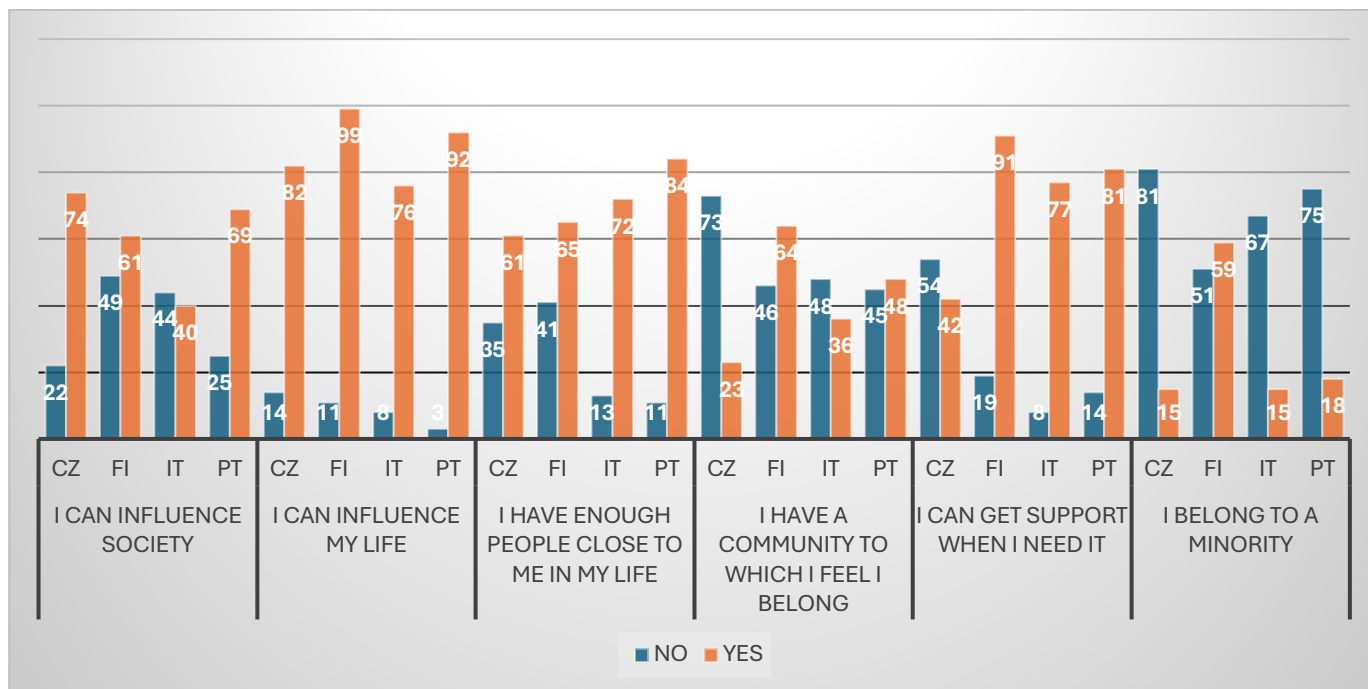
"I can influence society."

Many respondents answered "yes" to this statement, except IT: it suggests a strong sense of empowerment and belief in their ability to affect societal change.

CZ, FI and PT's positive response rates than IT might indicate that people in those countries feel more empowered or have more opportunities to engage in societal influence.

A high sense of influence can indicate strong civic engagement and a well-functioning democratic environment. On the other hand, low levels of perceived influence might highlight areas where social or political systems could be improved to foster greater participation and agency.

"I can influence my life."

A strong majority of "yes" responses suggest that individuals feel they have control over their personal lives and decisions. There are no specific differences among countries. Feeling able to influence one's own life is crucial for mental well-being and satisfaction.

"I have enough people close to me in my life."

A higher number of "yes" responses in PT and IT indicates that individuals feel well-supported and have a strong network of close relationships. In CZ and FI are slightly "no" responses: it might suggest social isolation or lack of supportive connections.

Variations across countries can also shed light on social cohesion and the availability of support networks. Adequate social support is crucial for emotional and psychological well-being. The MPOW project has provided some suggestions and practical interventions with high levels of "no" responses that could benefit from community-building initiatives or social support programs to address feelings of isolation.

"I have a community to which I feel I belong."

This statement of "no" responses might point to social fragmentation or lack of community integration. Among all countries, the low sense of community can suggest efforts to improve community engagement and inclusivity that might be beneficial in areas with lower levels of perceived belonging.

Among all the countries less connected to their community based on factors such as location, socio-economic status, or cultural background.

"I can get support when I need it."

A majority of "yes" responses indicate that young people reached by the survey feel they have access to necessary support systems. There are no variations by country. Access to support is critical for managing stress and overcoming challenges.

"I belong to a minority. If you answered yes to what…"

This question is more specific and requires follow-up, and only in FI have some young people replied "yes." It may indicate recognition of minority status, and the follow-up details can provide insights into the types of minorities people belong to and their experiences.

Recognising and addressing the needs of minority groups is important for fostering an inclusive society. Data on minority experiences can inform policies and practices to improve inclusion and equity.

General Comments and Trends

Look for patterns in the responses there's a general trend of higher "yes" responses to questions about influence and support. It highlights widespread sense of community empowerment and quite good access to community resources.

1.6 The well-being of young people

This part of the questionnaire has been devoted to investigating the level of well-being of young people by using the question: *"How often do you feel (Always - Often - Sometimes - Rarely - Never)"* for the following statement:

1. Calm and relaxed

2. Full of energy and positivity

3. Sad

4. Cheerful

5. Courageous

6. Strong

7. Happy

8. Scared or anxious

9. Lonely

10. Other (specify)

We provide the answers, breaking them down for each country.

Fig.16 – Level of agreement of statement "calm and relaxed", by country (absolute values)
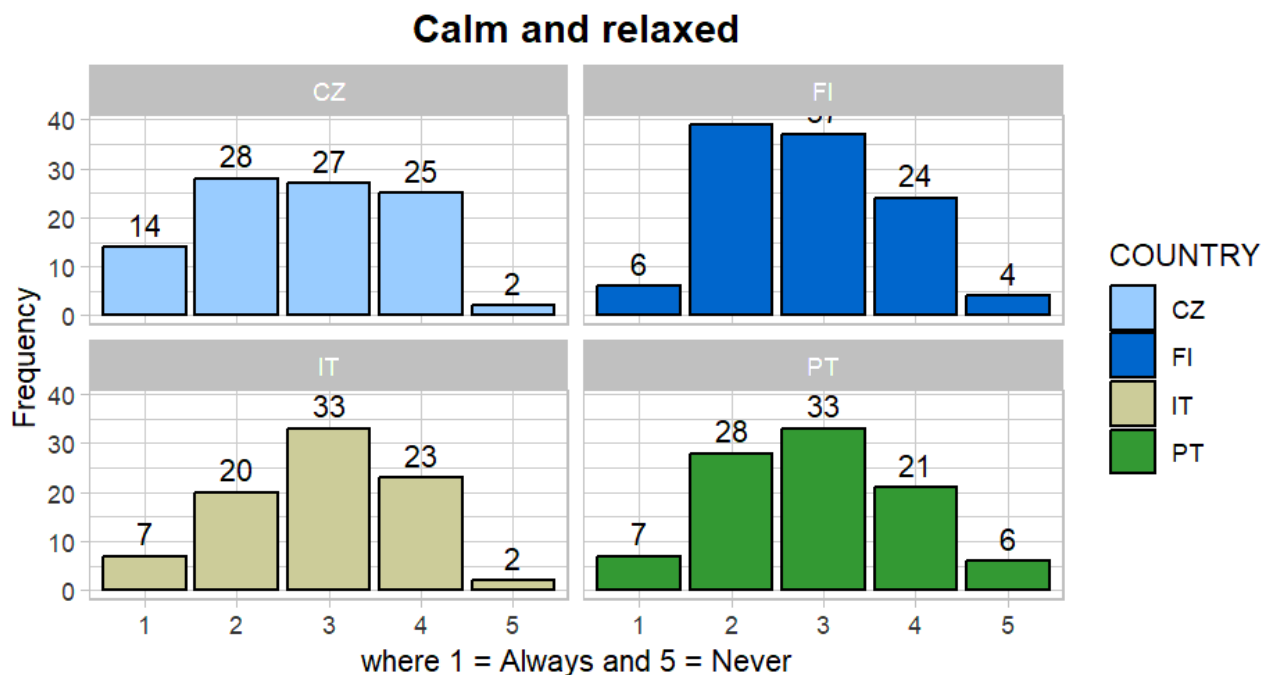
A significant number of respondents frequently feel calm and relaxed, among all the countries. It suggests that they have effective mechanisms for managing stress and potentially benefit from supportive environments. Moreover, there are lots of young people who declare to feel sometimes calm and relax, describing some areas of weakness, that should be investigate in dept, especially if we compare this answer with the following statement.

Fig.17 – Level of agreement of statement "full of energy and positivity", by country (absolute values)

Full of energy and positivity
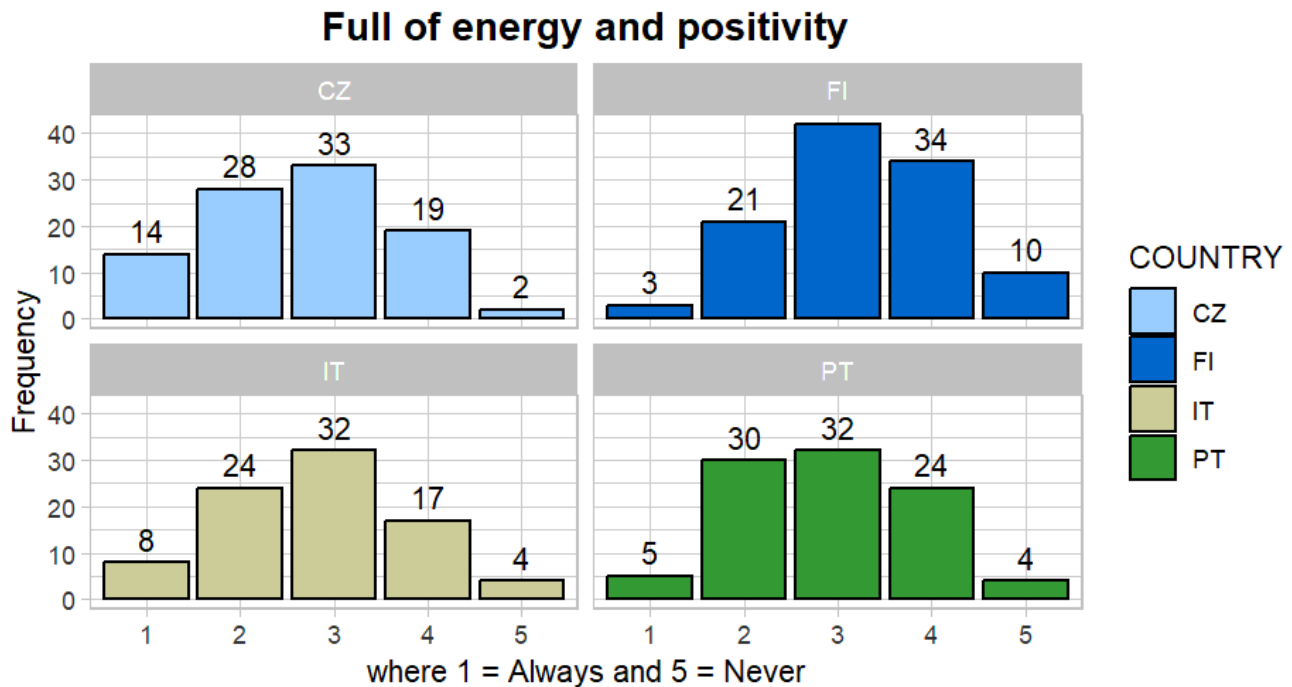
Respondents who often feel energetic and positive are likely engaged in activities that inspire and motivate them, but in this case, more of them prefer to reply "Sometimes". There are some differences among countries, but generally speaking, we can consider that a very low rate among them feel never in that statement. The frequent feeling of energy and positivity among respondents reflects their engagement in activities that foster motivation and enthusiasm.

Fig.18 – Level of agreement of statement "sad", by country (absolute values)

SAD

where 1 = Always and 5 = Never
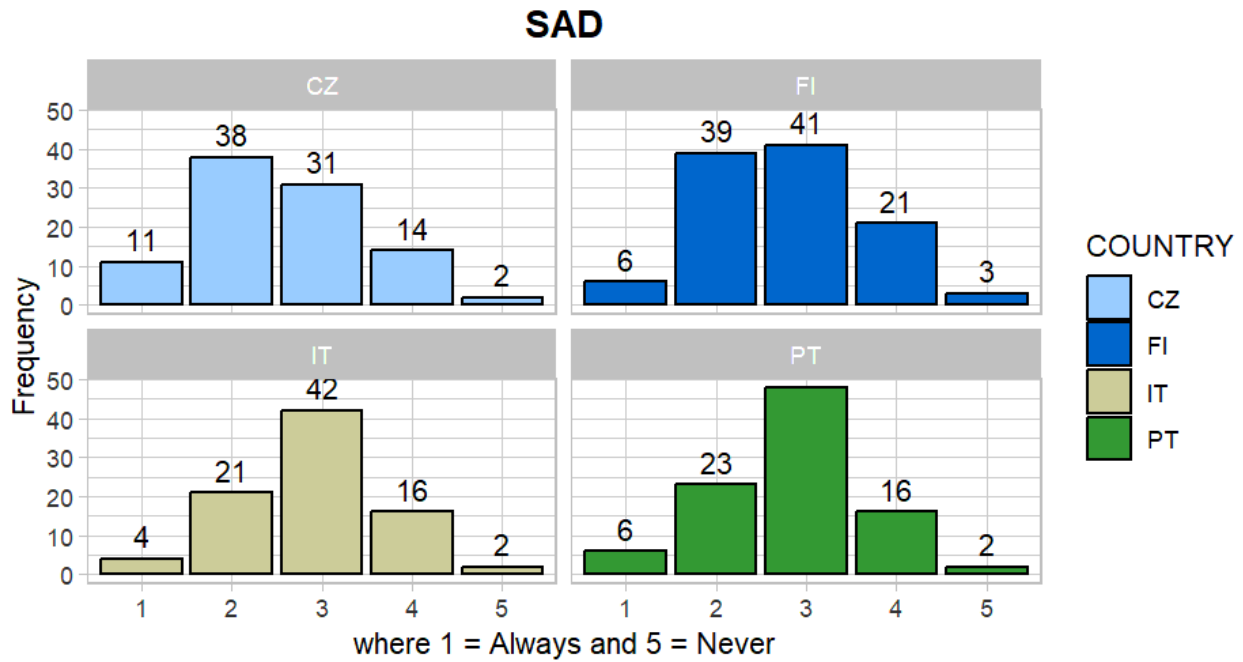
Sadness is frequently reported: it indicates underlying mental health issues or external stressors. A notable occurrence of sadness highlights the need for mental health support and strategies to address potential stressors affecting young people.

Fig.19 – Level of agreement of statement "cheerful", by country (absolute values)

Cheerful

where 1 = Always and 5 = Never
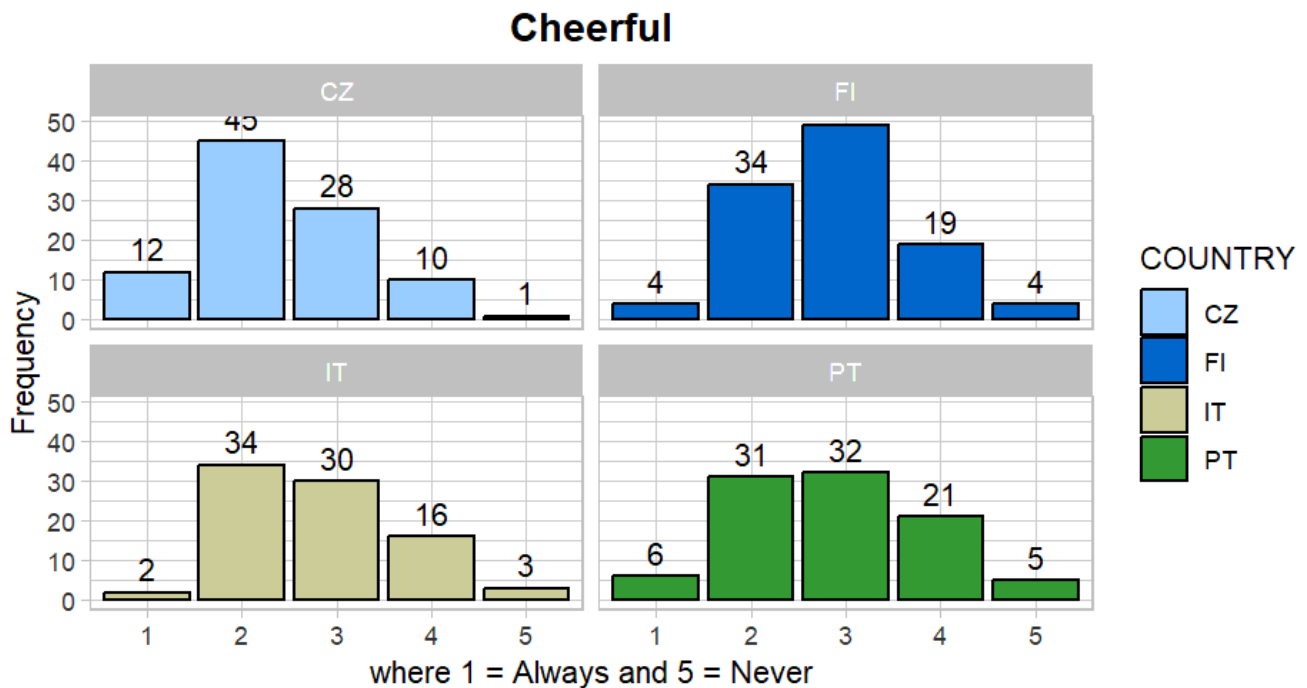
At the same time lots of respondents has reported pretty high levels of cheerfulness that suggest satisfaction with personal circumstances and social relationships.

Fig.20 – Level of agreement of statement "courageous", by country (absolute values)
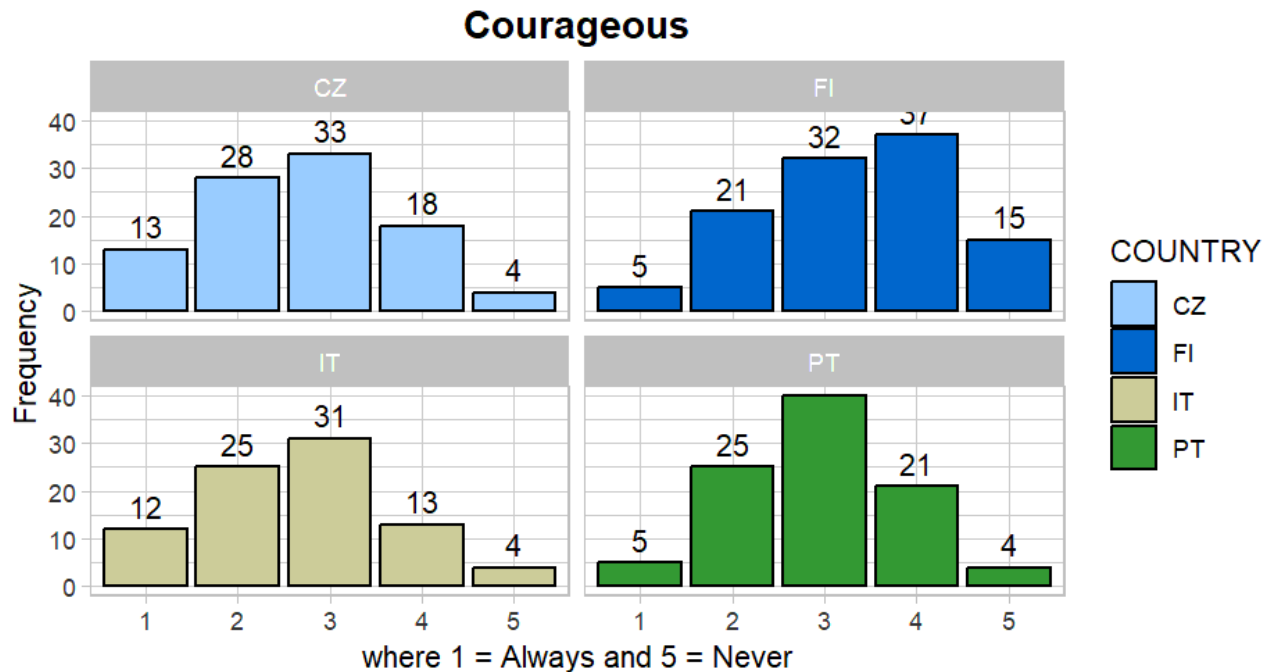
Feeling courageous frequently indicates a level of confidence and willingness among respondents to embrace challenges and opportunities. However, we can observe some differences among countries regarding feelings of courage. Even if in IT, PT, and CZ, the trend seems quite similar, with the preponderance of "sometimes," in FI, it seems some respondents prefer to consider themselves rarely or never courageous, which may be linked to confidence in facing challenges or pursuing new opportunities.

Fig.21 – Level of agreement of statement "strong", by country (absolute values)
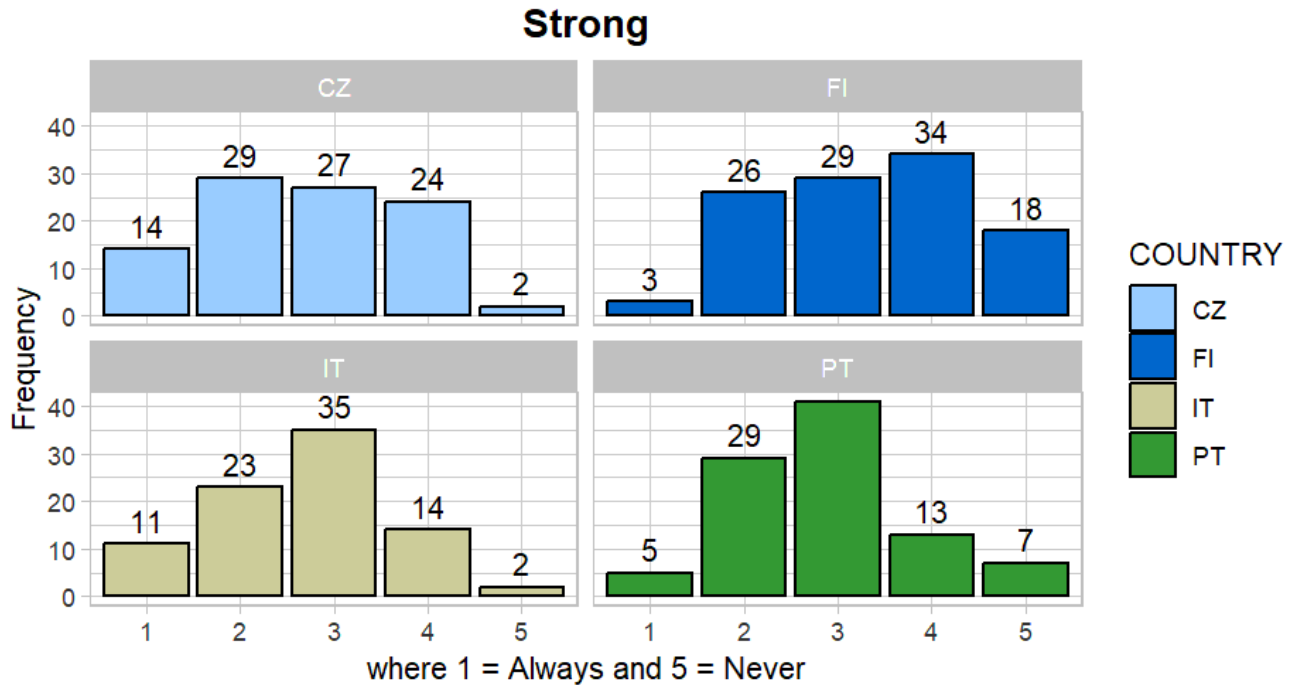
Strong

Respondents in PT, IT and CZ often and sometimes feel strong, which means having a positive self-image and a sense of resilience. On the other hand, confirming the trend recorded before, FI respondents prefer to consider strong rarely or never. The strength expressed by respondents reflects a positive self-image and resilience, enabling them to navigate life's challenges effectively.

Fig.22 – Level of agreement of statement "happy", by country (absolute values)
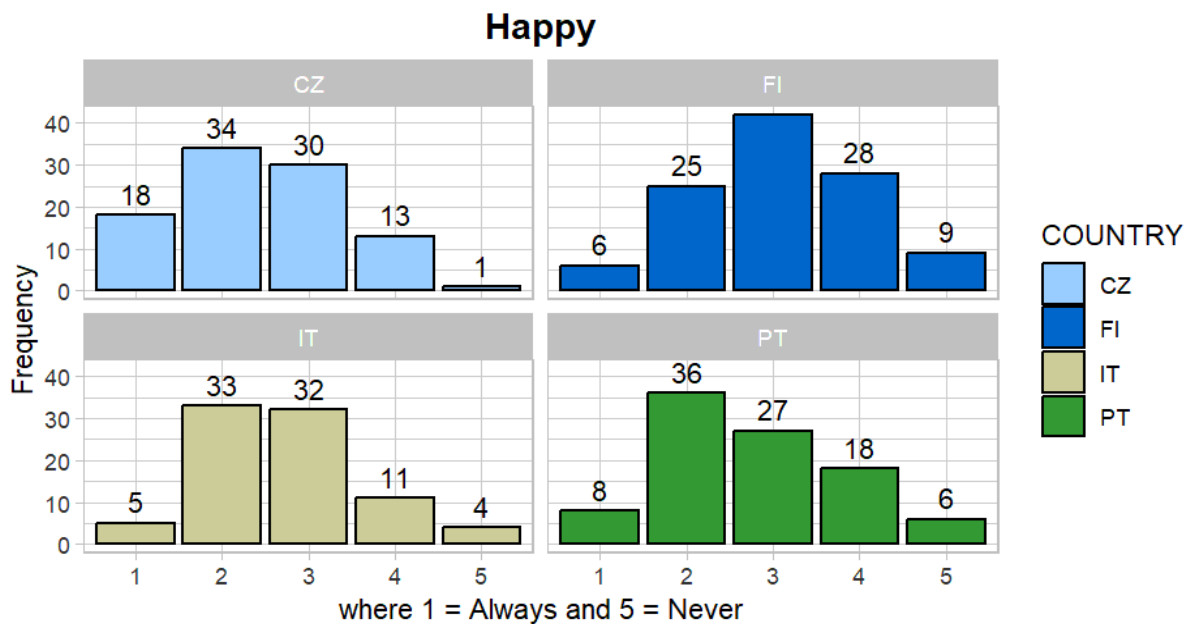
Happy

High happiness levels are often associated with overall life satisfaction and positive experiences. This is true in all countries, but slightly less so in FI, where people tend to feel happy to a lesser extent than in other countries.

Fig.23– Level of agreement of statement "scared or anxious", by country (absolute values)

Scared or anxious

where 1 = Always and 5 = Never
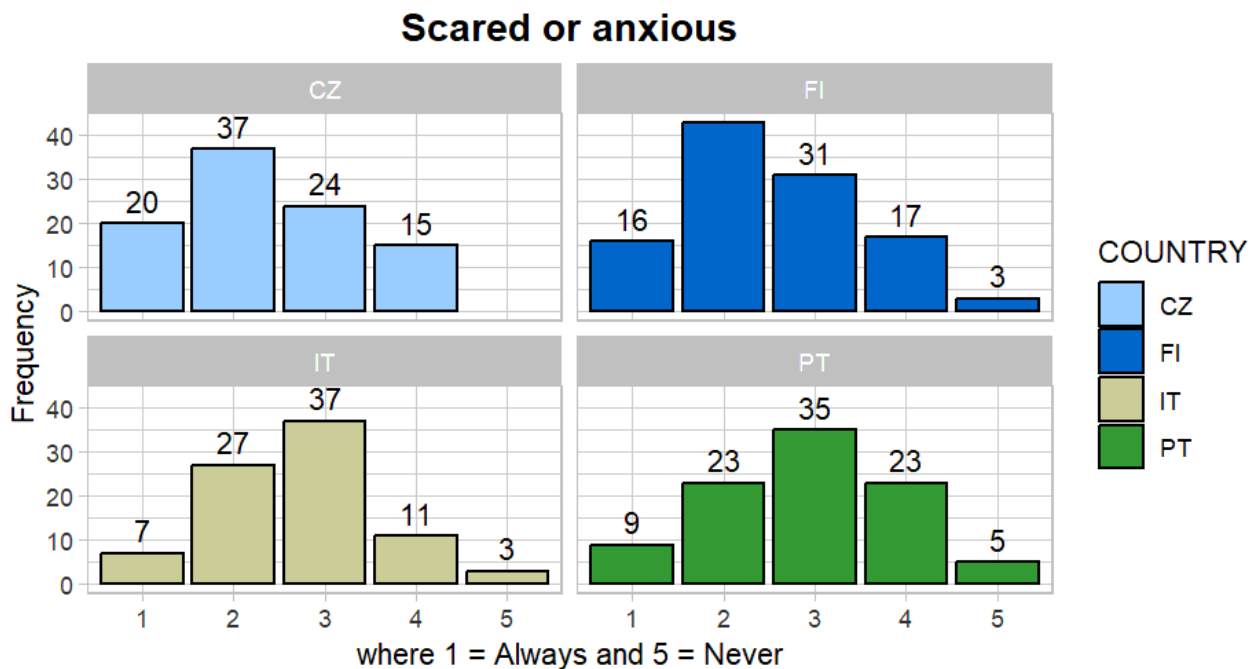
As the plot bar shows, we can observe pretty high levels of fear or anxiety that indicate stress, uncertainty, or mental health concerns. It implies that the need for interventions aimed at reducing stress and addressing mental health should be better addressed among all countries.

Fig.24 – Level of agreement of statement "lonely", by country (absolute values)

Lonely

where 1 = Always and 5 = Never
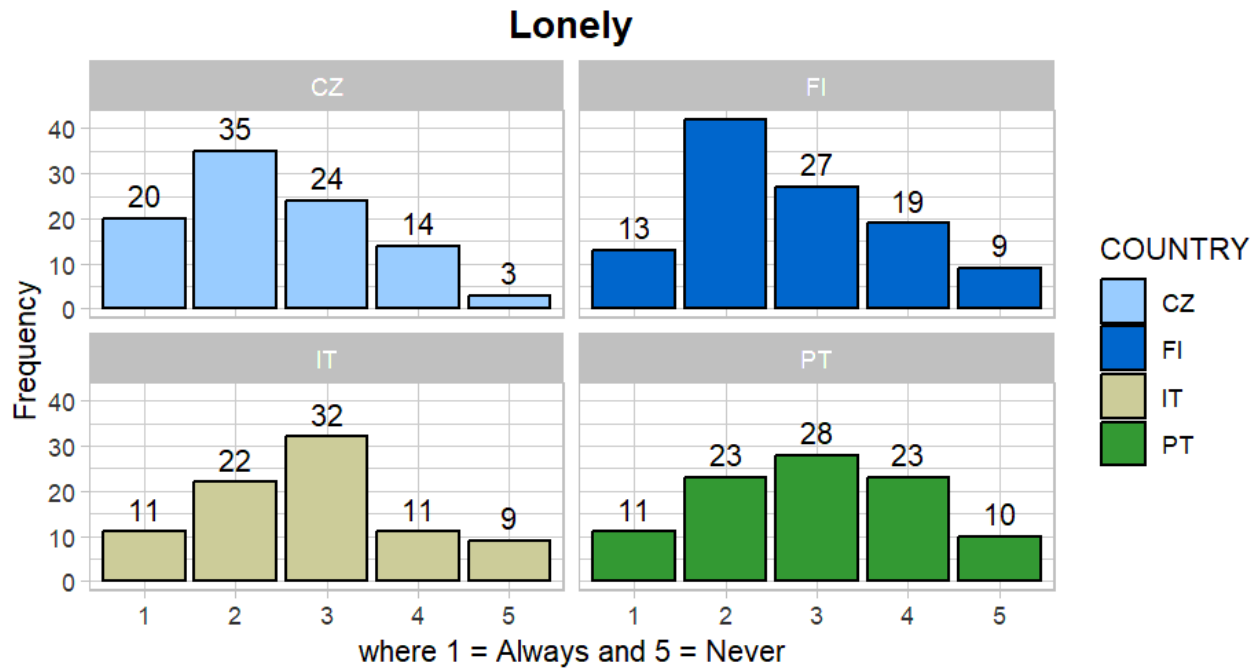
Loneliness is more frequent among young people, but in particular among FI respondents, compared with the others. It can indicate a lack of meaningful connections. In that respect, the MPOW project has tried to respond to social isolation, emphasizing the importance of fostering meaningful connections and community support.

The "OTHER" responses are similar to the previous statement, and during the elaboration, they were translated into the previous ones.

1.7 Wellness of young people

The bar chart below illustrates the distribution of responses for three key items—"Meaningful Things," "Good Relationships," and "Opportunities for Fulfilment"—across various countries.

Fig.25 - Do you have enough in your life…? (options yes/no). Respondents by country (absolute values)
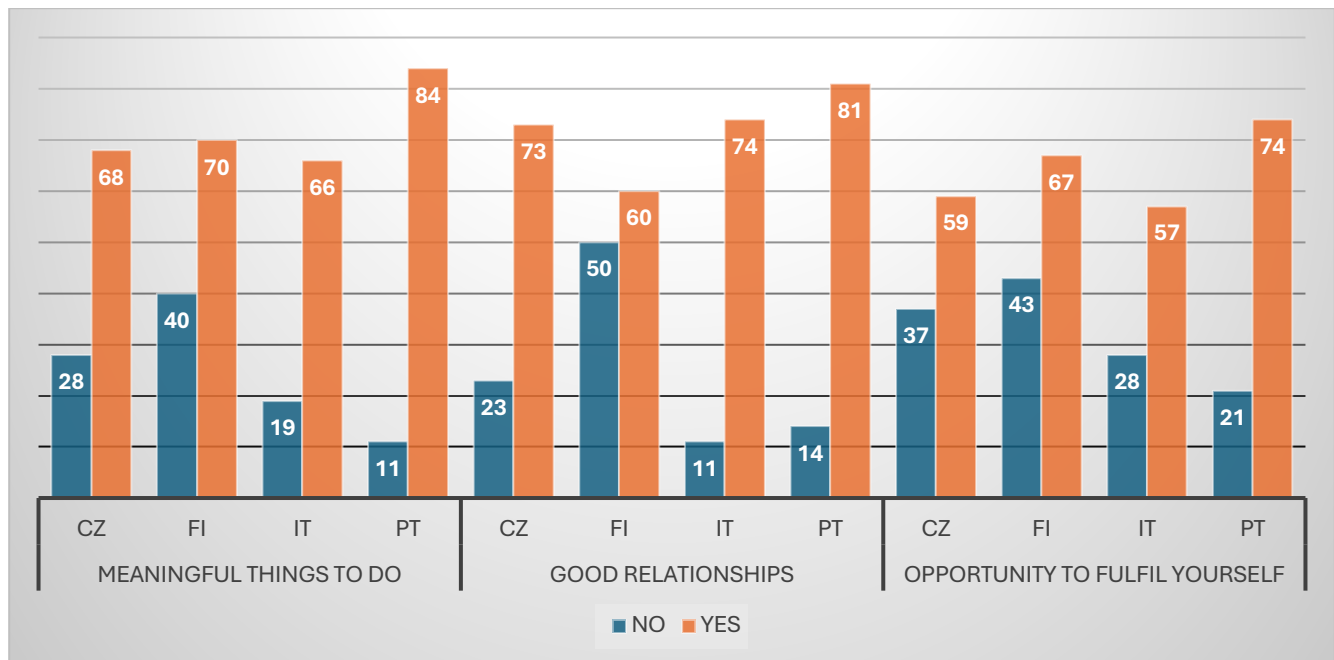
The bar plot reveals how often respondents answer "yes" or "no" to each item across different countries. The "yes" bars are significantly taller than the "no" bars, it indicates a positive sentiment towards that item.

By comparing the height of the bars for each item, it is possible to see which aspects are most frequently agreed upon or disagreed with. For example, if "Meaningful things to do has higher "yes" counts in many countries compared to other items, this might suggest a general agreement on general wellness.

Each facet shows the distribution for a specific country. Differences between countries can be highlighted, such as if "Good relationships" responses are less negative in one country than others. This might indicate cultural or socio-economic differences in how people perceive opportunities for having a good relationship.

Patterns: Look for patterns such as whether PT consistently has higher "yes" responses across all items. This could indicate that respondents in this country generally feel more positively about the aspects being evaluated.

Looking at "Opportunity to fulfil yourself" is considered among all countries not completely achieved: it might suggest issues or challenges specific that could be explored further.

Meaningful Things: the responses indicate that there is a predominant agreement (higher "yes" responses) regarding having meaningful activities in life across most countries. Notably, Portugal shows the highest frequency of "yes" responses, suggesting that respondents in this country generally find their activities meaningful compared to respondents in other countries.

Good Relationships: The data suggests that respondents in Finland are slightly negative about their relationships, as evidenced by the taller "yes" bars compared to other countries. This could reflect more robust social networks or support systems in these regions.

Opportunities for Fulfillment: Responses across countries vary slightly, which might indicate perceived deficiencies in opportunities for personal fulfilment in these regions. Further qualitative research could explore these issues to understand the underlying causes.

Overall, the chart highlights regional differences in perceptions of meaningful activities, relationships, and opportunities for personal growth. These insights can help tailor interventions or policies to address specific needs and improve overall well-being.

1.8 Risky or illegal behaviour

The survey data provides insight into self-reported engagement in risky or illegal behaviours. The responses indicate varying levels of engagement, with some behaviours being more common than others.

Fig 26 – Have you never? Respondent by country (absolute values)
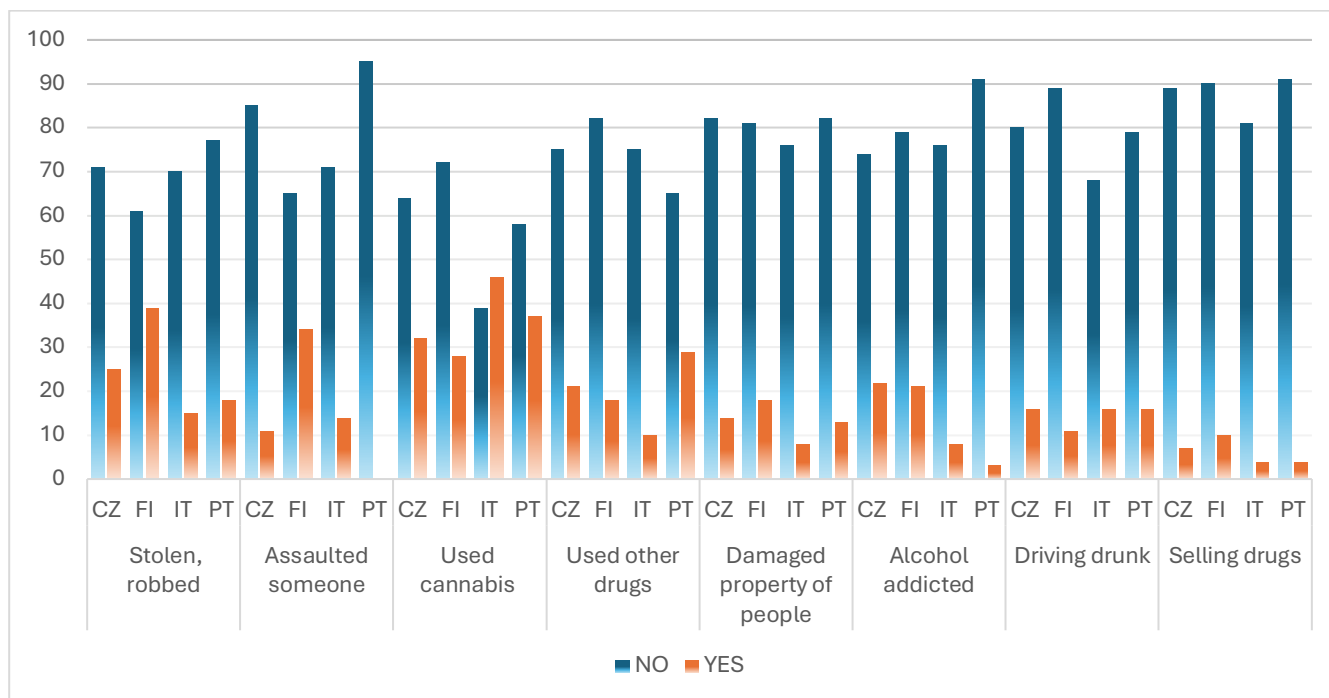
Prevalence of Behaviours

A relatively small percentage of respondents admitted to selling drugs, indicating that such behaviours are not widespread among the sample.

Reports of assault are also low, with some exceptions for FI. It suggests that physical aggression is not a prevalent issue for most respondents.

Cannabis use is reported more frequently than the use of other drugs, reflecting broader societal trends in the normalisation of cannabis.

A concerning number of respondents report issues with alcohol addiction and driving under the influence, highlighting areas for potential intervention. This behaviour is also confirmed by the last question of the survey, as reported.

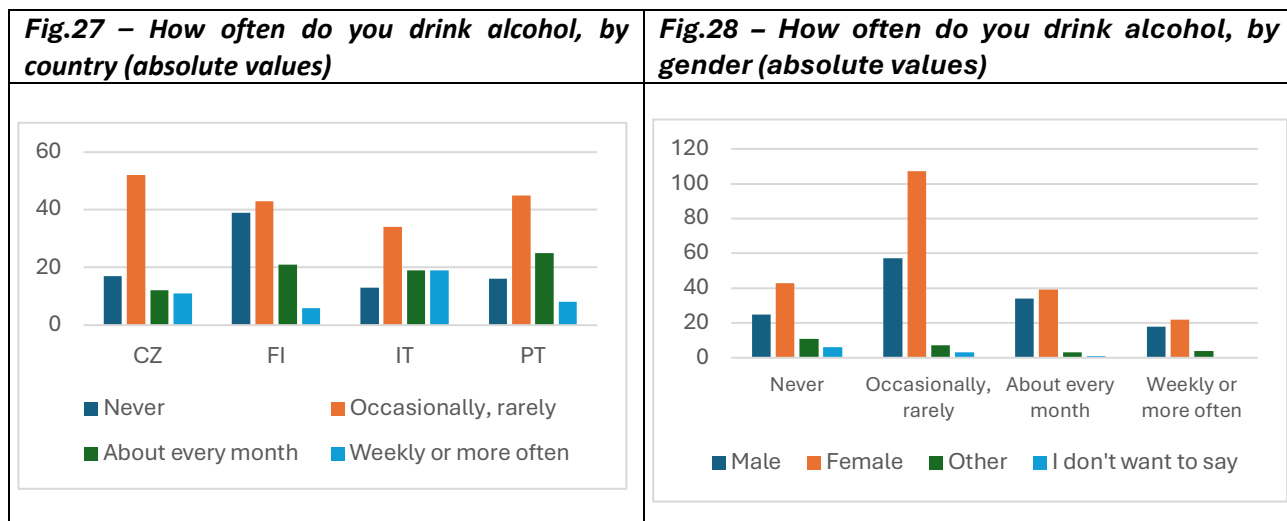Incidences of property damage are relatively low, suggesting this behaviour is not shared.

Some respondents admit to having stolen or robbed in their life, which may reflect both a "grouping activities" and a specific reluctance to disclose such behaviours.

Cultural factors or regional laws influence the prevalence of certain behaviours. Moreover, the data underscores the need for targeted public health initiatives, particularly around substance use and driving under the influence, to reduce associated risks and promote community safety.

We should consider the self-reporting bias: It's important to consider, indeed, the potential for self-reporting bias, where respondents may underreport behaviours due to social desirability or fear of repercussions.

Develop and implement intervention programs targeting high-risk behaviours identified in the survey, focusing on education and support. Adopting the MPOW approach, using a community-empowering approach, might be more effective for engaging young people in addressing these issues.

Engaging communities, as the MPOW project suggests, by discussing the findings to raise awareness and foster collective action towards reducing risky behaviours seems the central and right way to address these issues.

| *Fig.27 – How often do you drink alcohol, by country (absolute values)*	*Fig.28 – How often do you drink alcohol, by gender (absolute values)*

As abovementioned, cultural and social factors affected differently the behaviour in consuming alcohol, but also gender. No specific differences emerge among the age classes.

Girls report more occasional alcohol consumption than boys, but when the consumption is regular (every month), the gender differences diminish.

1.9 The sense of community among young people

A Section of the questionnaire has been focused on the sense of "community" among young people. As the following figure shows, most of them relate to the question *"What are the three most important characteristics of a community*?", highlighting the "feeling to be myself in the community" in all Countries and the need to be safe. The other characteristics are open communication and the need to find a relaxed atmosphere.

Fig 29 – The most important characteristics of a community, by country (absolute values)
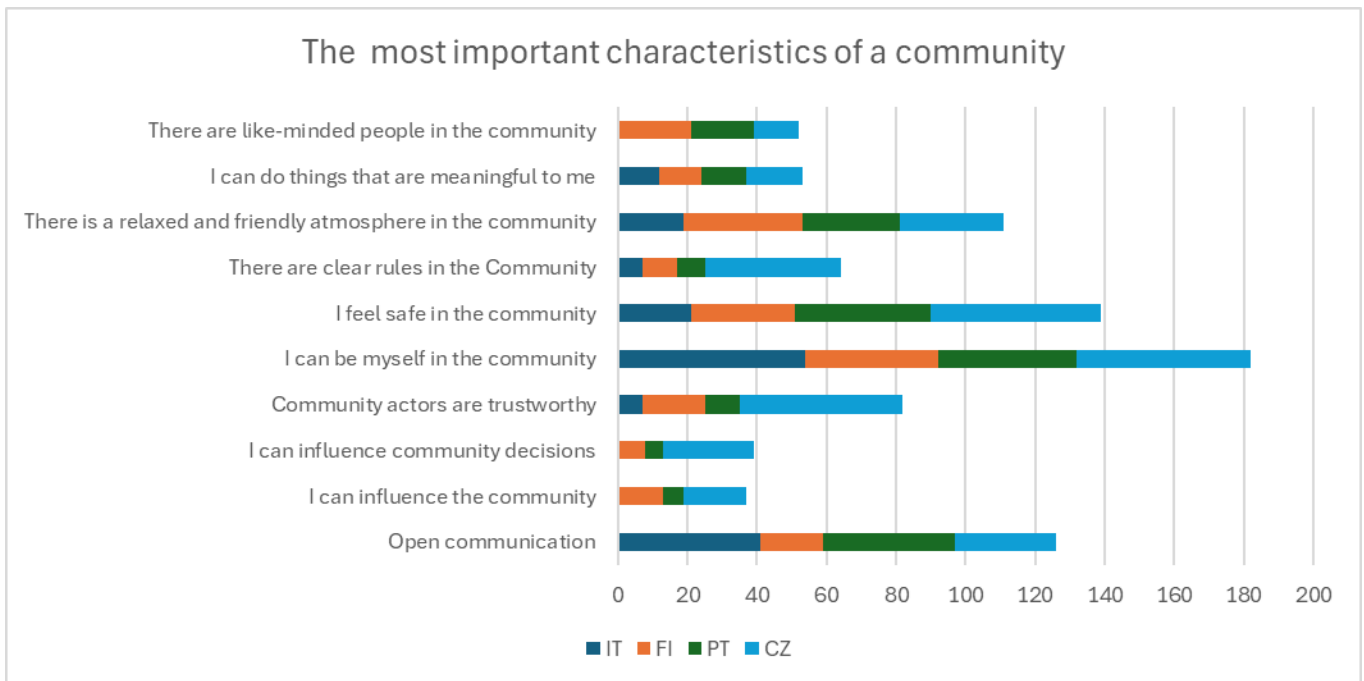
Being Oneself in the Community is the most crucial statement among the respondents. The ability to be oneself within the community indicates a strong preference for inclusivity and acceptance. The high value placed on being oneself within the community emphasises the need for inclusivity and acceptance, allowing individuals to express their true identities.

The second item more frequently selected is "*Feeling Safe in the Community*". Safety is often a primary concern, indicating that physical and emotional security is a fundamental requirement for community members. The importance of feeling safe underscores the basic need for physical and emotional security within the community, fostering a sense of belonging.

The third more frequently selected item is "*Open communication"*: respondents value transparency and dialogue as essential components of a strong community. The emphasis on open communication suggests that respondents view transparency and effective dialogue as critical to building trust and cohesion within the community.

"Relaxed and Friendly Atmosphere" has also been chosen among young people. A relaxed atmosphere fosters social interactions and community engagement, suggesting a preference for a welcoming environment. In our case, the desire for a relaxed and friendly atmosphere highlights the importance of creating a welcoming environment that facilitates social interactions and community engagement.

Trustworthy Community Actors are one of the favourite answers, especially among CZ young people. Trust is foundational for community relationships; thus, its importance signifies a need for reliable and honest community leadership. The trustworthiness of community actors is highlighted as a crucial characteristic, underscoring the importance of integrity and reliability in leadership roles.

The statement "*Clear Rules in the Community*" is very interesting for young people, even if it was not their favourite. Preference for clear rules suggests that structure and order are viewed as essential for a well-functioning community, but the survey shows that this is not a priority among them.

Meaningful Activities and Like-minded people items have been chosen more or less in the way among the respondents, with significant differences among countries. Opportunities for meaningful activities are valued as they provide purpose and engagement within the community. The importance of meaningful activities reflects a desire for engagement and purpose, allowing individuals to contribute positively to their community. Moreover, the presence of like-minded individuals (that FI has chosen more), suggests a preference for shared values and common interests within the community. The preference for like-minded people indicates a desire for shared values and common interests, which can strengthen bonds and collaboration within the community, as the MPOW project has boosted.

"I can influence the community" has a lower incidence rate: the respondents feel a weak desire for agency and active participation. The desire to influence the community reflects a need for empowerment and participation, indicating that respondents value not having a voice in community matters.

2. WHAT YOUNG PEOPLE DEMAND FROM THOSE WHO SUPPORT THEM

In this section of the report, we start to present results connected to the needs of young people when they go to community centres or support centres. They were asked what characteristics they would like to meet with the operators working with them. And what responses they found at the services.

This section also reports the results of their projections for the future and how these intertwine with those of the professionals dealing with young people.

This part of the link between the survey of young people and the survey of professionals will then lead us to the third part of the research, which focuses on the characteristics of the professionals who are interviewed and their specific demands in working with young people.

The young interviewer has been asked: *"think about professionals working with young people, e.g. in hobbies, school, social or health care. What qualities do you consider most important"?*

The results reported in the figure below underline the relevance of the ability to understand, reliability, care, and patience.

Fg.30 – Qualities of Professionals that young people consider the most important. (Total of the respondents)
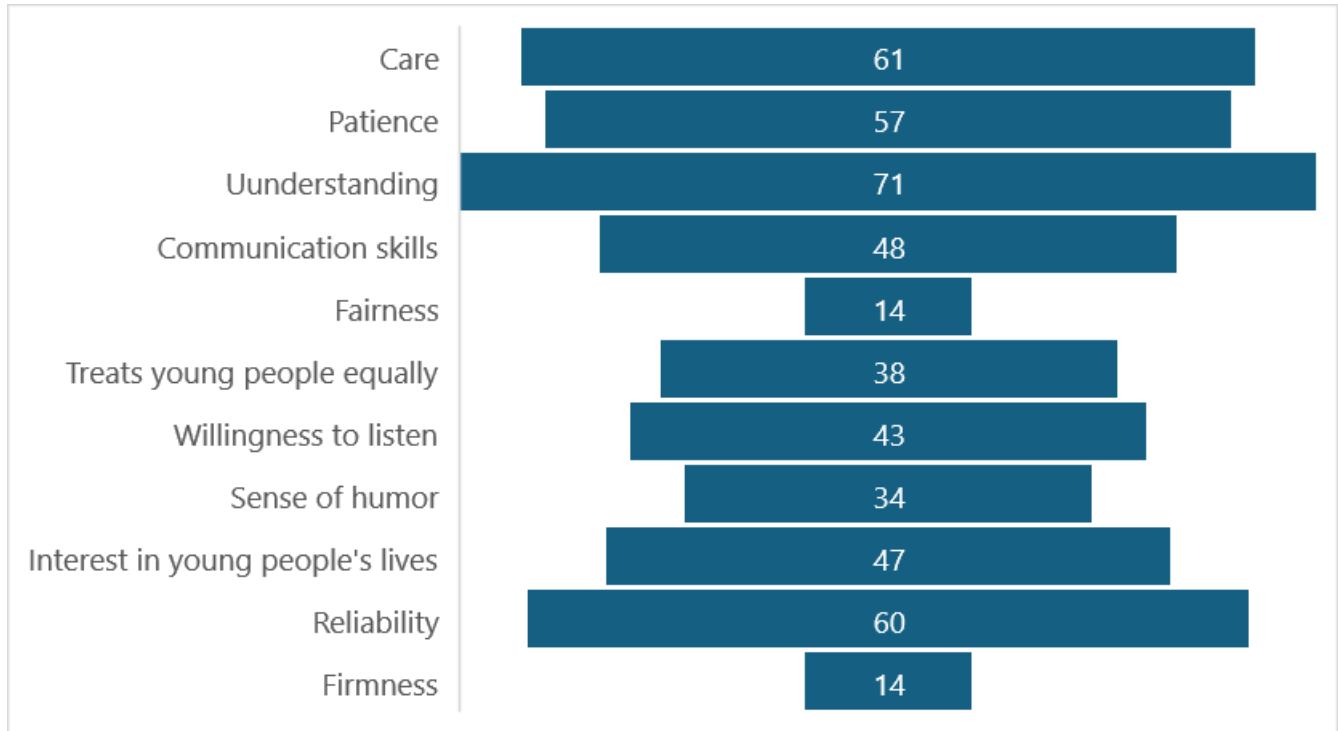
During the survey, young people were encouraged to express their personal meaning of "*belonging to a community*" freely.

The results appear consistent with those found in other steps of the MPOW Project (e.g., case stories, video interviews, etc.).

The most recurring words, in fact, confirm some decisive factors in young people's experiences: **such as feeling accepted and included, listened to and reassured about one's ideas, loneliness, and individuality**. Many underline the aspects of socialisation, sharing, and aggregation, but also the possibility of choosing when and how to be together with others (the right distance).

In many responses, the decisive role of the context/service to which the young person adheres is recognized as important in finding meaning in their daily lives and feeling supported in moments of difficulty.

Furthermore, reference to the **transformative possibilities of belonging to a community appears consistently: working together to improve things, being able to influence choices and decisions, being able to feel like protagonists, and actively contributing.**

In a more isolated but still significant way, factors are mentioned that we could define as more referring to moods and emotional elements such as "happiness", "friendship", and "intimacy".

There are not particularly significant differences in the different countries of the partnership.

For FI, the responses that refer to the term "acceptance" seem to obtain a clear majority (around 30% of the responses refer to this specification) and a more fantastic explicit reference to the role of peers.

For the CZ, "inclusion" is the most frequently used term (around 20%), together with participation and solidarity.

Even for PT and IT, the meaning of community refers to the terms of "inclusion" and "acceptance." However, the aspects of cooperative work and doing together seem to take on greater space.

Finally, some definitions that have been collected and are reported in full are emblematic:

"... a community can be a second family that helps and supports you",

"Human beings, as social beings, need to live in a community to feel fulfilled. Without community and any emotional support, we are much more prone to mental health problems associated with loneliness."

The other open questions in the questionnaire concern the compilation of the "other" field about some questions and, in particular, the specification of which reasons led to the interruption of the school career, the specification of a possible "minority" to which the young feels he belongs, the specification of what the young person thinks he has achieved by being part of a community.

In general, the answers to this series of questions are not very consistent numerically, but considering the project's specific focus, they provide some inputs of great interest in terms of quality and content.

Above all, young Finnish people who participated in the entire survey in a higher numerical manner overall provided the most significant number of open answers.

For example, it is of particular importance to ascertain what the children reported regarding the reasons why their school careers were interrupted.

Numerous answers are provided by the young, in which they underline factors of inadequacy on the part of the school system, such as "because the school was not attractive," "*I didn't learn anything,*" "*it wasn't useful to me,*" or complex relationships with teachers and with the other students.

Some mention phenomena of discrimination and isolation (e.g. I left school "*because I didn't feel welcome there*"), signs of a context that fails to represent and make people perceive a welcoming community.

It is striking, however, the frequency of responses that testify to a sort of "internalisation" of the

cause of school failure by the children themselves, such as, for example, "because I didn't have cognitive/mental resources", that is, the impossibility of benefiting from school in based on their mental health conditions which would be the basis of the interruption.

There are no significant differences in this regard in the perception of young people in the different countries: among the respondents in FI, a vision seems to prevail in which it is the young people who feel inadequate for school and not vice versa, while in the other countries (including Italy) appears more precisely an explanation of inadequacy attributed to the school system which does not seem to provide adequate answers and is perceived as stimulating (es. *"the school was not attractive"*). However, as mentioned above, these are numerically small responses that perhaps reveal trends, but it is impossible to make definitive considerations.

Another topic of interest concerns young people's perception of belonging to a minority.

In this regard, many refer to it as a "gender" minority, in some cases also specifying LGBTQ+, trans, homosexual, etc.

Also striking is the number of those who feel they belong to a minority by referring to a typology/diagnosis grouping (e.g. autism spectrum, Asperger's, ADHD, etc.). We believe that this testifies, on the one hand, to the significance that the specific disorder and suffering assumes in the person's life, but on the other hand, also to the heaviness of the diagnostic system that leads the person to identify with their own "illness".

Less frequently, but essential on a testimonial level, references appear to other issues such as migration or the perception of belonging to a minority based on religious factors (Czech Republic).

Finally, the answers to what young people think they have achieved by feeling part of a community, in a fairly transversal way between the different countries (Finland, Italy, Czech Republic, and Portugal), appear to fully overlap with what the young people themselves expressed regarding the definition of community.

In fact, the keywords that seem to return are above all those of acceptance and inclusion expressed in different ways. The analysis of the content of the answers, however, seems to bring out more clearly the support and protection functions that the community carries out: much more frequent are the terms of friendship, mutual support, the possibility of increasing self-esteem, cooperation, and teamwork.

 Finally, the reference to community support concerning the world of work deserves to be highlighted (found among young Italians and Portuguese)

It is also relevant to report here some results about what young people think about their future and whether those perspectives meet the professionals 'perspectives.

The young people reached by the survey provided a vision of their future centred mainly on

"organizing their thoughts," which is probably linked to making decisions, preparing themselves to achieve goals, or simply understanding complex issues more clearly.

Fig.31 – For my future, I would like to…, by country (absolute values)
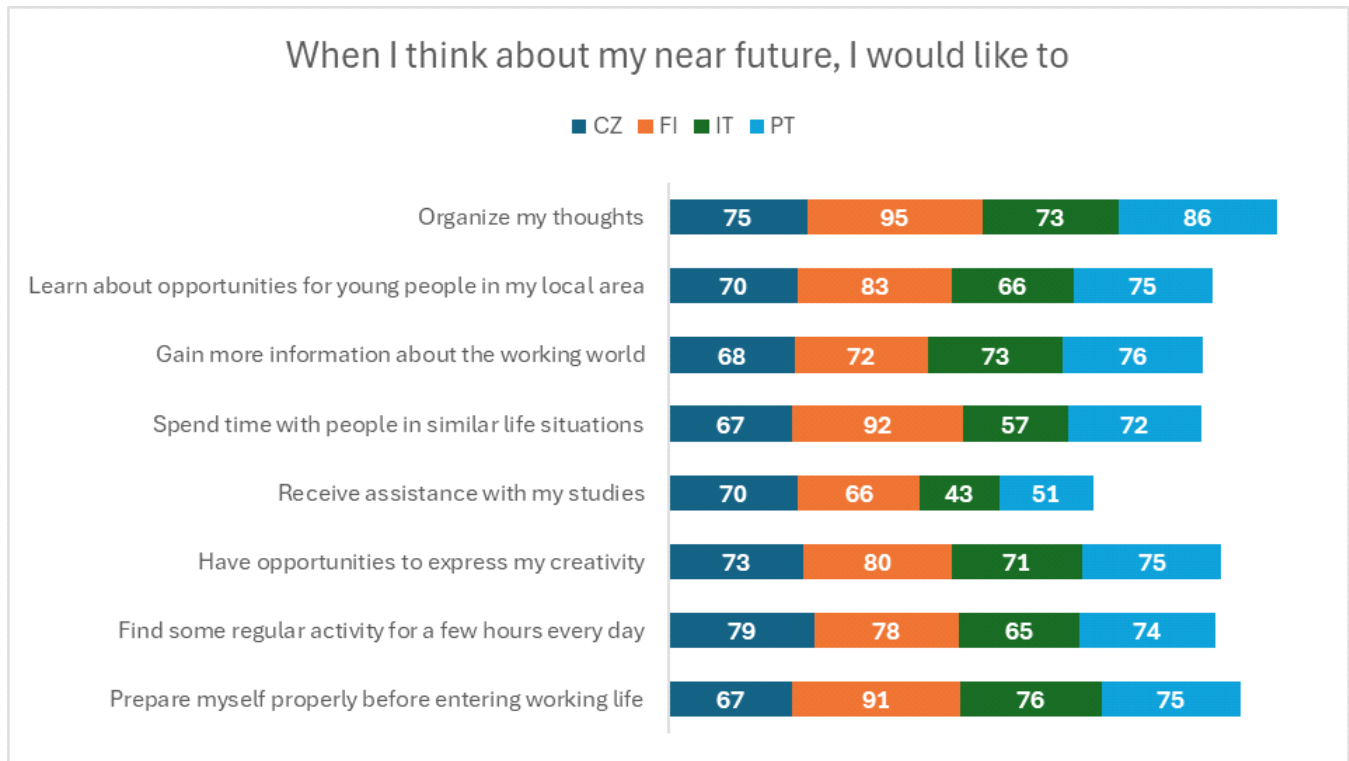
One of the questions in the professionals' questionnaire invited the respondents to give their opinion concerning which activities should be strengthened to decisively improve the conditions of youthful distress/NEET. The following figure shows there is a strong agreement among practitioners in all four countries to consider emotional and social skills as competencies that should be more widely deployed to meet the needs of young people.

Fig.32 - Activities that professionals consider should be strengthened to decisively improve the conditions of youthful distress/NEET, by country (absolute values)
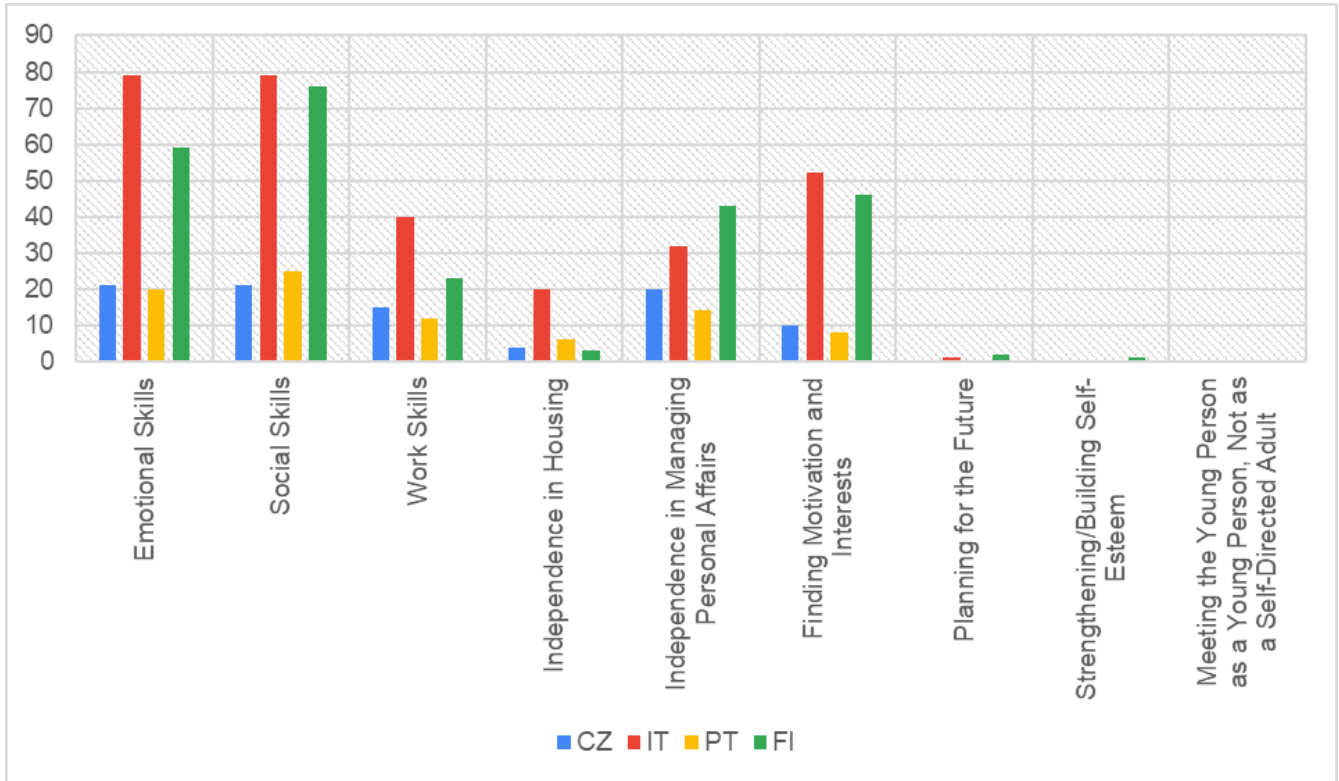
3. THE RESULTS AMONG PROFESSIONALS

3.1. Professionals' profile

The gender distribution in the survey indicates that most respondents identify as female among all the countries), with a smaller proportion identifying as other gender categories]. This distribution could reflect characteristics of gender distribution among social services and school services where women are predominant.

Fig.33 – Distribution of professionals by gender and country (absolute values)
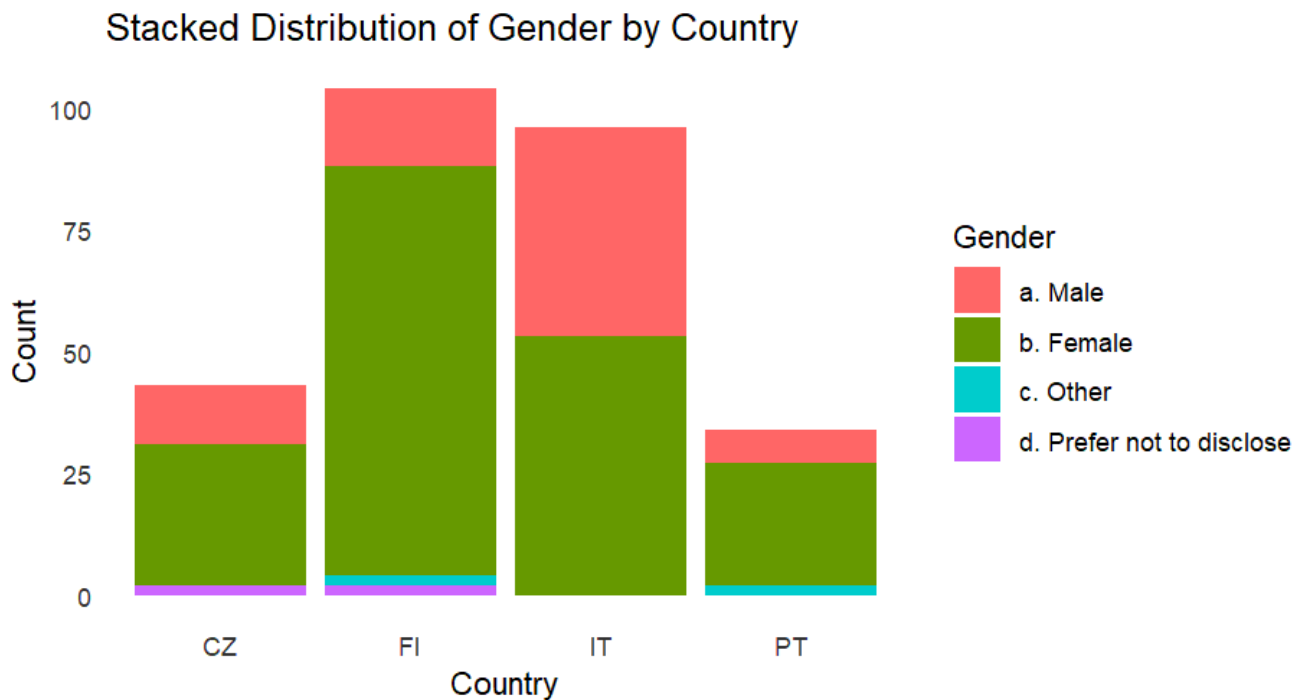
The professionals the survey has reached are predominantly from the 30—and 45-year-old class. Only in IT are the respondents very old: they are, in fact, concentrated in the 56-year-old class.

Fig.34 – Distribution of professionals by age classes and country (absolute values)

Distribution of Age Classes by Country
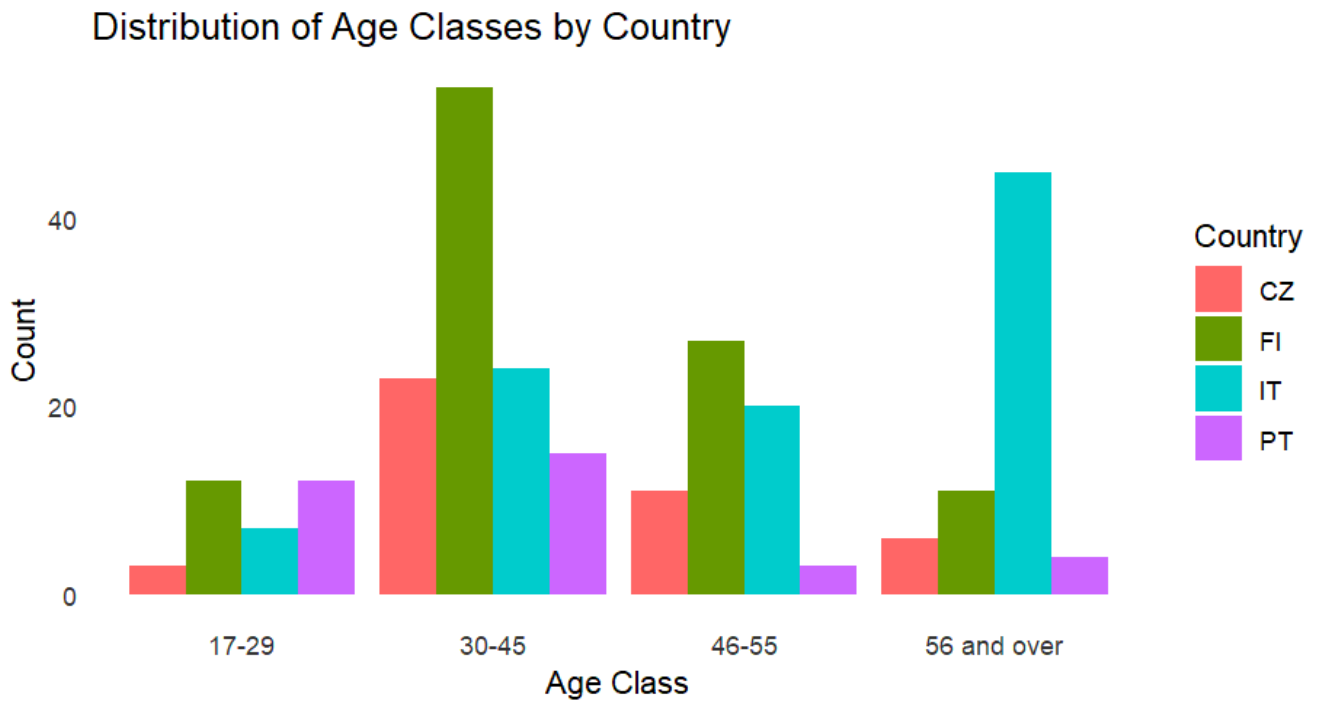
Looking at the title of the study of the sample, we observe that the educational background of respondents reveals a diverse range of qualifications, with most participants having completed a University /higher education or having got the PhD. Notably, there is a significant representation of individuals with high school and vocational education, which suggests a high level of expertise within the professional community.

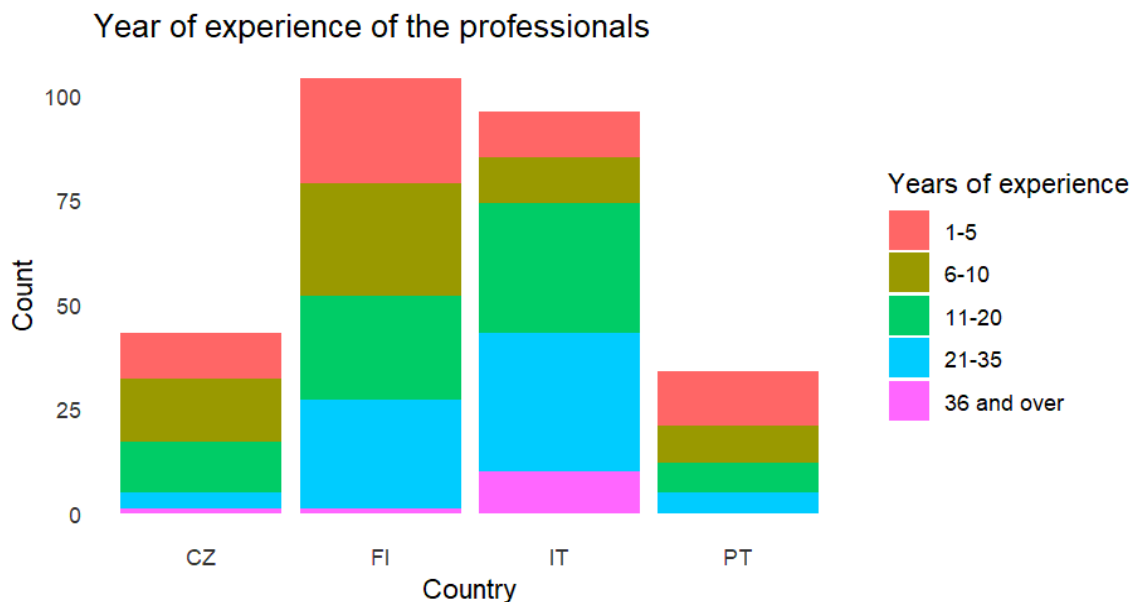*Fig.35 – Distribution of professionals by titles of study and country (absolute values)*

Stacked Distribution of Study Titles by Country
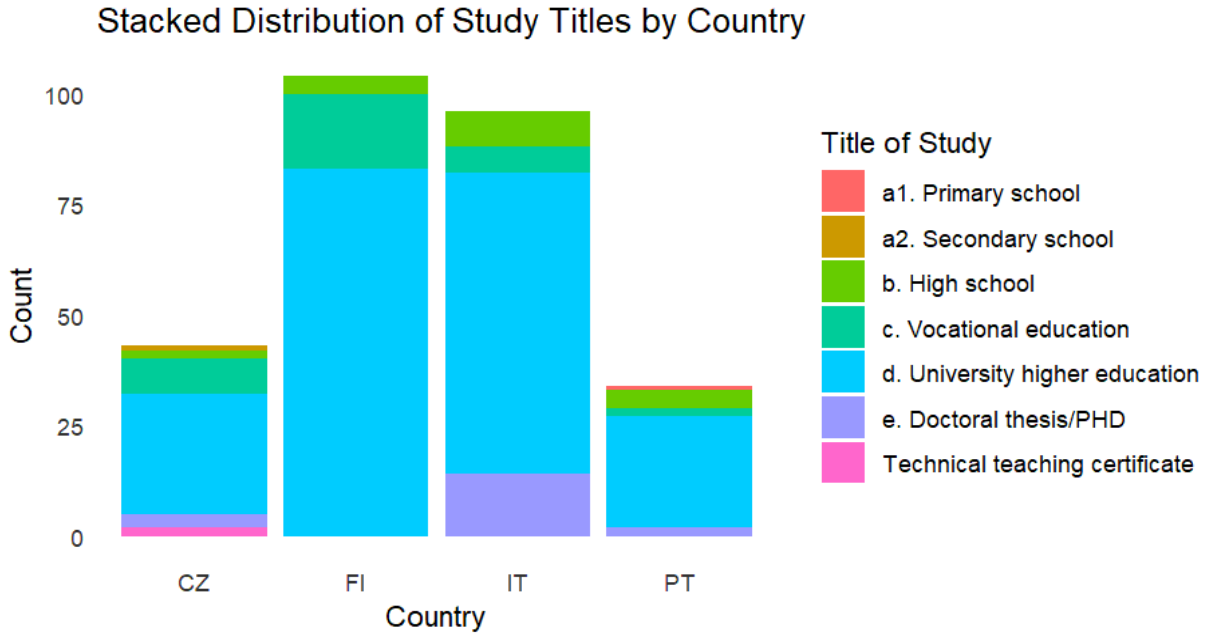
This level of expertise is also confirmed by the professional's years of experience, as the following box plot shows. The survey indicates that most professionals have been working with young people for more than 35 years. This level of experience may contribute to a more seasoned approach to addressing youth needs. However, it also highlights the need for ongoing professional development to keep pace with evolving challenges. Generally speaking, the distribution of years of experience among countries seems very homogeneous.

Fig.36 – Distribution of professionals by years of experience and country (absolute values)

Year of experience of the professionals

The distribution across work sectors shows a substantial number of professionals employed in the public sector, suggesting a reliance on private sector for youth. The incidence of the NGOs are as well quite relevant.

Fig.37 – Distribution of professionals by sector of activity and country (absolute values)
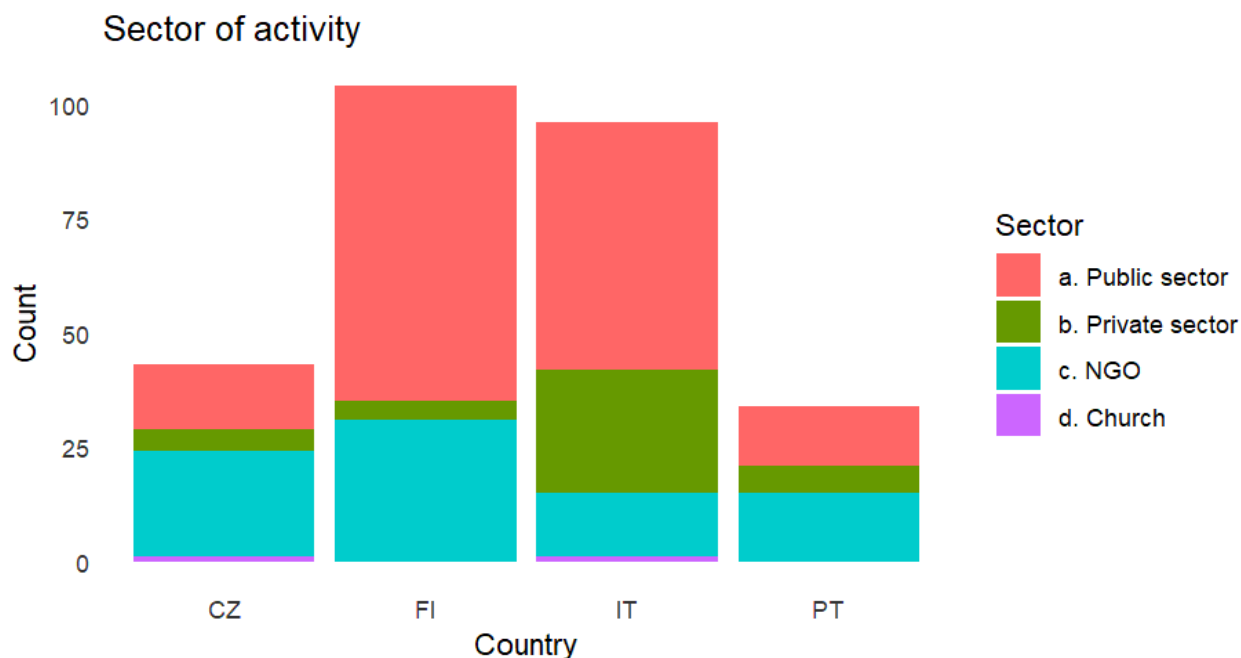
The data highlights a focus on "City youth Centre" for FI, "Public social and health sector" for IT and CZ and more various type of services for PT. The distribution reflects the characteristic of the service that has been reached by the survey.

The distribution of professionals working with different age groups reveals a diverse focus across various life stages. For instance, if a significant proportion of professionals work primarily with "young adults" (18-29 years old), it indicates a strong emphasis on development and issues pertinent to this age group, which is mainly related to finding a job and defining own social role in a community/society. Issues such as transition to independent living and career development are the priority at this stage of life. Meanwhile, if there is a notable percentage working with 'Children (0-12 years)', it highlights a proactive approach in early childhood development and education. Conversely, a relative portion of the professionals who work with" youth 13-17 years old" suggest a specific approach, catering to a wide range of needs across different needs of the young at this stage.

Fig.38 – Distribution of professionals by age group target and country (absolute values)
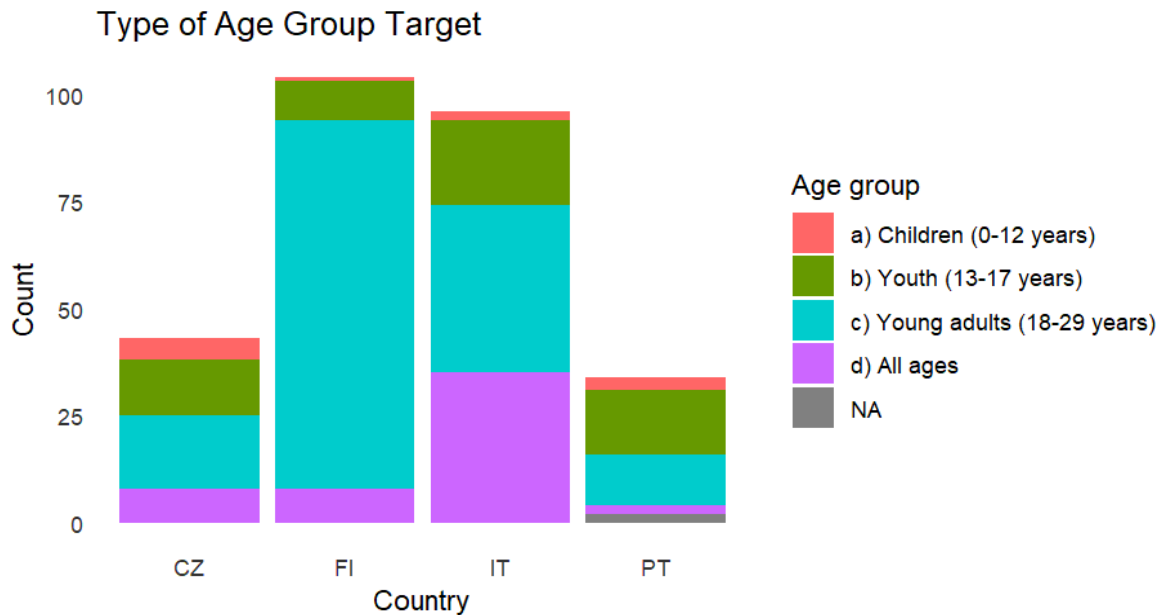
The concentration on certain age groups may influence the type of services provided. For example, a focus on 'Youth (18-29 years)' means that professionals are addressing issues related to social development. Conversely, a focus on 'all ages', as PT shows considerably, indicate a need for versatile strategies that address a range of developmental stages and challenges.

Among those working with youth and young adults, there is a notable specialisation in addressing specific challenges. For instance, a high percentage of professionals focus on 'NEET youth' (Not in Education, Employment, or Training), especially in FI, CZ and PT. It suggests targeted efforts to engage and support young individuals who are at risk of social exclusion. Similarly, a focus on 'youth with mental health disorders' indicated by IT respondents implies a commitment to addressing mental health challenges that are increasingly recognised among young populations.

The diversity in target groups within youth and young adults, such as 'neuropsychiatric features (Nepsy)' and 'mental health disorders', underscores the complexity of needs among this demographic. They are specifically indicated by CZ professionals, and it suggests that professionals not only address general developmental issues but are also equipped to handle specific and often more nuanced challenges.

One of the survey questions was devoted to understanding which factor is relevant for professionals to deliver a service targeting young people. The following Figure shows the result, reporting all the answers where the respondents considered "A lot" the item's relevance.

Due to the disproportion of the respondents' numbers, the figure reports the percentage rate of the' a lot' response out of the total number of respondents in the country.

3.2. Professional skills that can be required

Flexibility and Adaptability. The data shows that 'Flexibility' and the 'Capacity to adapt services to the concrete needs of young people' are rated highly by the PT respondents. This emphasises the importance of dynamic and responsive service models that can cater to the diverse and evolving needs of young people. It also suggests that IT service providers should focus on creating flexible programs that can easily be adjusted based on feedback and changing circumstances. Still, probably this is exactly what doesn't happen in this type service in IT.

Clear Rules and Structure: While flexibility is important, 'Very clear rules' also received significant attention, also from IT. Actually, in FI is considered one of the important issues, together with CZ. This indicates a balanced approach where structure and clarity are essential to providing a stable environment for young people. Clear guidelines can help young people understand expectations and build trust in the services provided.

Opportunities for Influence and Participation. Opportunities for young people to influence the service' is seen as a critical factor. This highlights the value of participatory approaches that empower young people to have a say in the services they receive. By involving young people in decision-making processes, services can become more relevant and effective for all the countries.

Empathy and Peer Support: High ratings for 'Empathy' and the 'Importance of peer support', scored among all countries, underlines the necessity of creating supportive and understanding environments. Services that foster empathy can better connect with young people while leveraging peer networks can enhance the effectiveness of support systems by fostering a sense of belonging and shared experience.

Networking and Collaboration: Ability to be networked with other systems' such as schools and employment services is highly valued, indicating that integrated and collaborative approaches are crucial for comprehensive support. By connecting with existing systems, services can provide holistic support that addresses various aspects of a young person's life.

Skill Development. The importance of 'Technical/professional skills' and 'Interpersonal skills' highlights the dual focus on equipping young people with both hard and soft skills necessary for success. Services should aim to offer programs that not only provide practical skills but also foster communication, teamwork, and emotional intelligence. This is especially underlined by FI.

Access and Responsiveness. Factors such as 'Low barriers to access services' and 'Ability to respond to current needs' emphasise the need for accessible and timely interventions. Reducing

bureaucratic hurdles and staying attuned to the latest trends and challenges facing young people can make services more approachable and effective. All the countries seem to agree on this issue but with particular emphasis expressed by IT.

Political Awareness and Participation. Ability to raise young people's political awareness and level of participation in public life' suggests a recognition of the importance of civic engagement. Encouraging political awareness can empower young people to become active participants in their communities and advocate for their needs and interests. This is particularly relevant for PT and FI.

The survey results highlight a multifaceted approach to services targeting young people, emphasising flexibility, clear rules, and opportunities for influence. Key priorities include empathy, peer support, skill development, and networking with other systems. Ensuring accessibility and responsiveness while fostering political awareness and participation are also crucial elements. These insights can guide service providers in creating comprehensive programs that address the diverse needs and aspirations of young people.

3.2.1 The characteristics of professionals

The questionnaire has been aimed at investigating which are the resources that are enable professional to carry out targeted empowerment interventions.

The first question asked to the professionals: "*In your opinion, to be appropriate for the needs of young people, which of the following characteristics must a practitioner have?*". The following figure represents a "heatmap" of the categories.

Fig.39 - *Areas of skills professionals consider appropriate for the needs of young people, by country (absolute values)*

As the figure shows, there are some tendencies that are possible to find among countries. The

"**area blue**" is more related to adaptation, familiarity, and questioning oneself which belong to a psychological aspect, and it seems predominantly in IT. The "**area brown**" is more connected to the social characteristics of the professionals, such as the ability to engage with youth, give and receive feedback and assess actions as needed, which is more relevant in FI. The "**area green**" is linked to engaging youth, making decisions and increasing youth participation, which is more developed among PT professionals. Finally, the "**area pink**" pertains to the solidity due to the years of experience, theoretical, practical training and teamwork skills. This area is common in all countries. Respondents from CZ (who have replied to this question using not the criteria of the priority in choosing only three characteristics but giving a score at all of the criteria) are distributed among all the areas.

3.3. Future perspectives

A relevant section of the questionnaire has been focused on the future performance and perspective of services aimed at supporting young people and the core competencies that the professionals need to develop in relation to future challenges.

One of the questions asked professionals their opinion about the future of the phenomenon of youthful distress/NEETs.

The figure below shows the answers. The data reported the incidence percentage for each country in order to standardise the responses.

Fig.40 – The future of the youthful distress/NEET by Country (percentage values)
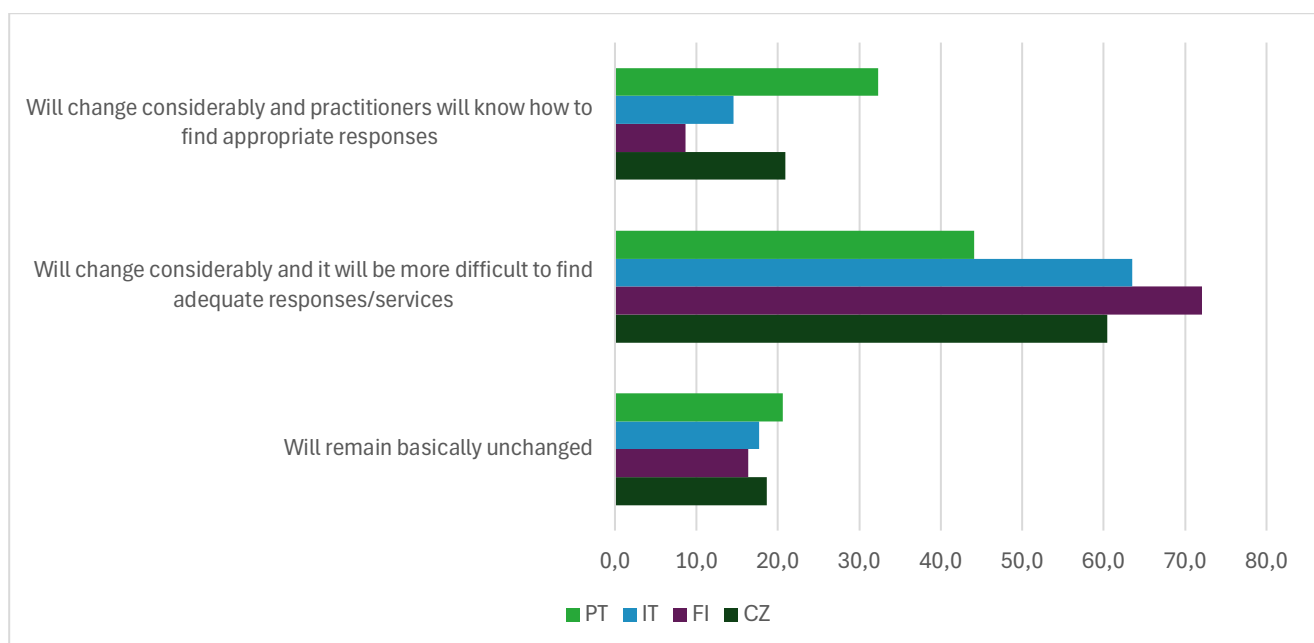
If a significant number of respondents believe the phenomenon will change considerably and become more difficult to address, this reflects concerns about emerging socioeconomic factors, such as technological disruptions, economic instability, or evolving educational demands. It suggests a need for proactive strategies and innovation in service delivery.

A relevant part of PT and CZ respondents belief that practitioners will be able to find appropriate responses to the changes in youthful distress indicates confidence in the adaptability and competence of those working in youth services. This perspective highlights the importance of training, resource allocation, and professional development to equip practitioners to deal with new challenges.

Long-term Impact of COVID-19. The pandemic has had a significant impact on youth employment and education. Observations related to whether these challenges will persist or evolve can provide insights into how societies are recovering and adapting post-pandemic. Based on the prevalent views, recommendations can be made for future actions, such as strengthening community support networks, improving access to mental health services, or investing in educational reforms that align with anticipated societal changes. In that senso the project has allowed to make targeted interventions for supporting young people.

As regards challenges, what are the activities on which they should mainly focus in the coming years. Looking at the following Figure, several key themes emerge.

Fig.41 - In the coming years, practitioners should mainly, by country (percentage values)
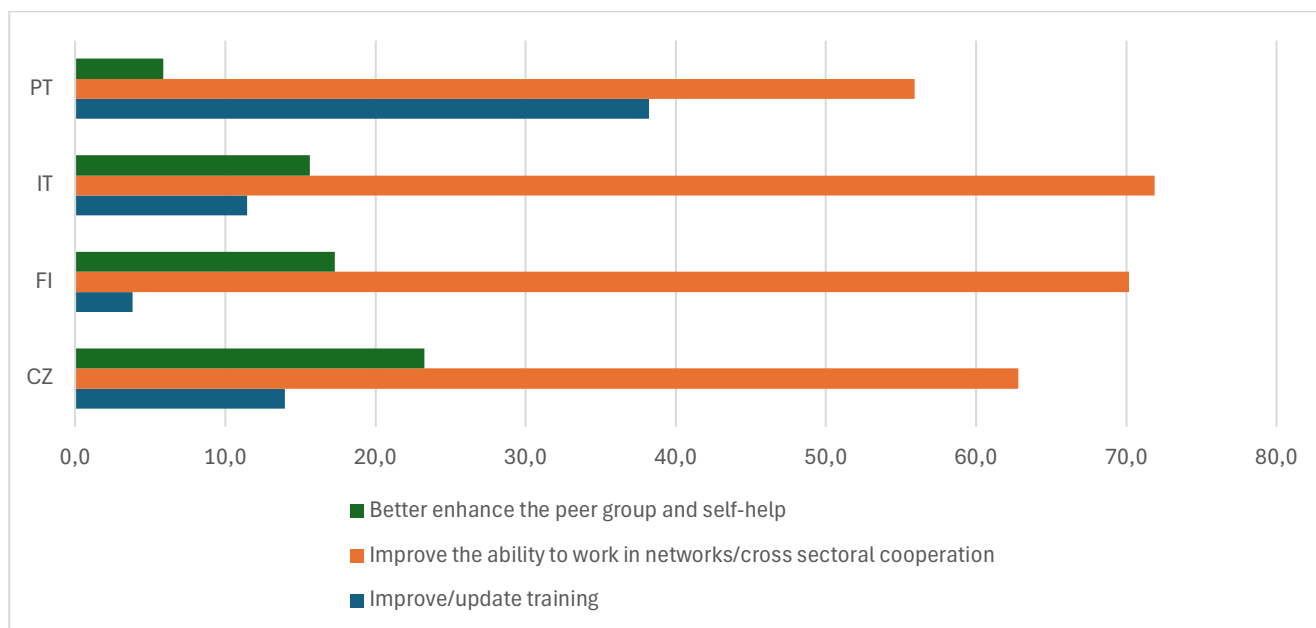
Many respondents may see continuous professional development as crucial. This suggests recognising the rapidly changing nature of youth work, the need for up-to-date knowledge, and the skills necessary to effectively engage with young people.

PT respondents focus on updating training, which implies the need to keep pace with new trends, technologies, and methodologies in youth services. Practitioners may be required to understand digital tools, social media dynamics, and contemporary challenges young people face.

All the respondents recognise the importance of collaborative approaches, where practitioners from different fields (education, health, social work) work together to provide comprehensive support to young people. Improving network cooperation suggests the need to overcome barriers between different sectors and facilitate seamless service delivery for young people.

Emphasis on cross-sectoral cooperation can also highlight the need for effective referral systems, ensuring young people receive the most appropriate support from various services.

CZ respondents underlined more than other countries "better Enhance the Peer Group and Self-Help." They believe in empowering young people to support each other, which can be effective in building resilience and fostering a sense of community. Focusing on peer groups and self-help can reflect the importance of promoting self-efficacy and encouraging young people to take active roles in their development and support networks, as the MPOW project did. This approach can be about fostering strong community connections and enabling young people to build support networks among their peers.

Generally speaking, the responses reflect diverse needs and priorities among practitioners, indicating that a one-size-fits-all approach may not be suitable. Instead, a combination of these strategies may be necessary.

These comments can be used to frame discussions around policy development, training programs, and strategic planning for services targeting young people. It reflects both the need for professional development and the importance of innovative, collaborative approaches in addressing the complex needs of youth populations.

At the same time, this section of the questionnaire asked about the factors to be strengthened in order to improve the conditions of youthful distress/NEET decisively.

The results of the answers is shown in the figure below.

Fig. 42 - Factors to be strengthened to decisively improve the conditions of youthful distress/NEET, by country (absolute values)
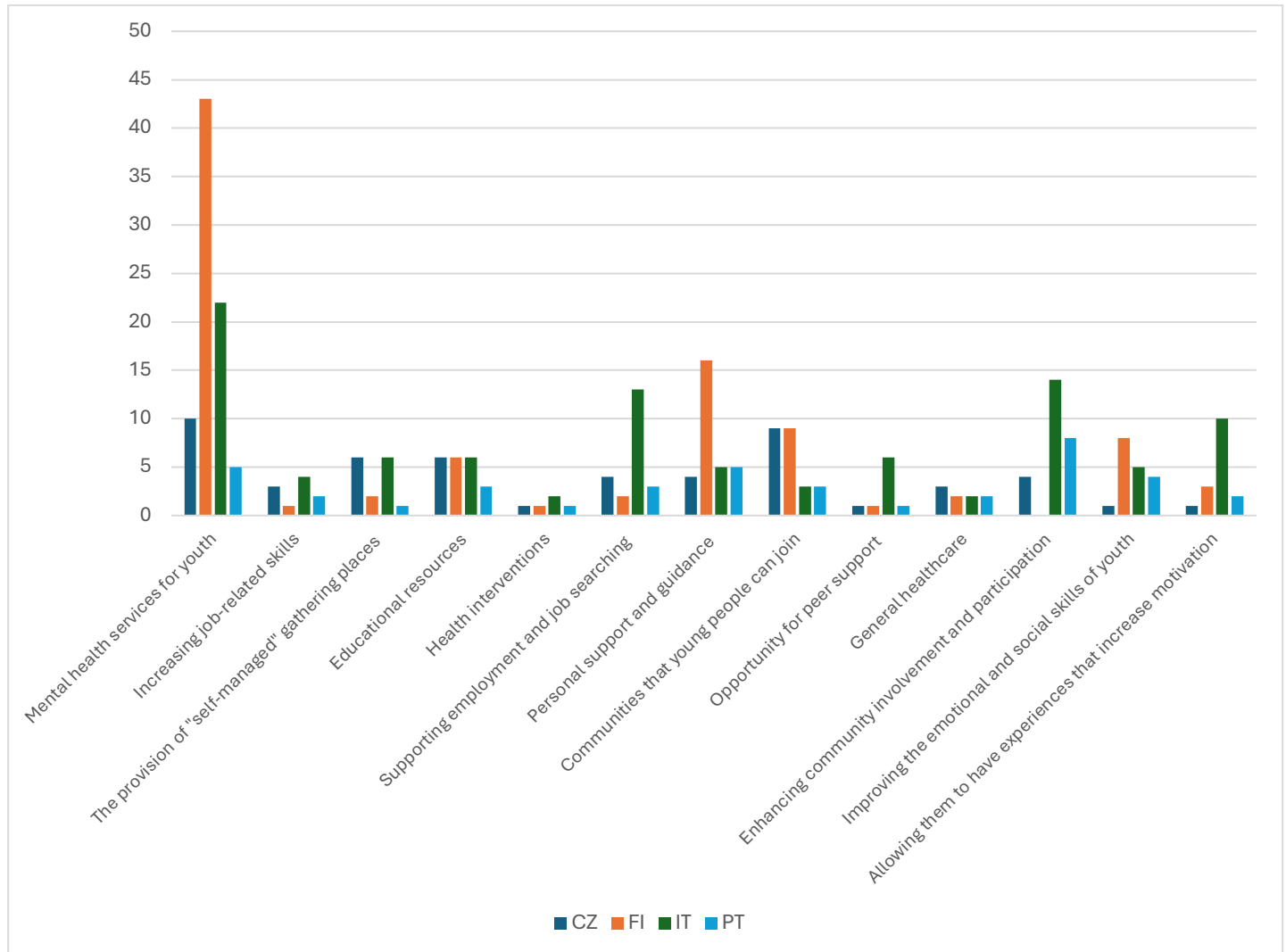
The emphasis on clinical and mental health services among all the countries suggests a recognition of the growing mental health challenges faced by young people. Providing access to therapy, medication, and other mental health resources can be crucial for addressing underlying issues contributing to NEET status.

This choice reflects a broader understanding of health that encompasses both physical and mental well-being, emphasising the need for comprehensive healthcare solutions for young people.

A relevant part of the respondents (namely in IT) points out on employability increasing job-related skills indicates a strong belief that employability is key to reducing NEET rates. This involves vocational training, apprenticeships, and skills development to prepare young people for the labour market.

Respondents may see the need to align educational and training programs with the evolving demands of the job market, ensuring that young people have the necessary skills for future careers.

FI professionals have also chosen "*Personal support and Guidance",* which indicates the importance of providing personalised support and guidance to young people, addressing their unique needs and challenges. Personal support can include mentorship programs and counselling services that offer guidance and support to young people.

PT respondents highlight "Community Involvement". Enhancing social engagement and interaction suggests the importance of integrating young people into community activities and events, promoting active participation and involvement. Developing emotional and social skills is crucial for helping young people navigate their personal and professional lives, fostering resilience and adaptability.

The respondents also selected "Motivational Opportunities." This implies that providing opportunities that inspire and motivate young people can be key to their engagement and development, offering experiences that encourage growth and learning.

The diverse agreement on the range of options highlights the need for a holistic approach to addressing youthful distress and NEET status, encompassing mental health, employability, education, social engagement, and more.

The responses suggest the importance of collaboration between different sectors and stakeholders to create integrated, comprehensive support systems for young people.

3.4. What does the sense of community mean, and what does "welcoming" mean

3.4.1. Structural features

The last part of the questionnaire focused on the structural features that have been welcomed for a community targeting young people. Based on the frequencies expressed by the respondents, the "***A numerical consistency that is not excessive***" item appears frequently chosen across multiple responses in different countries, indicating that maintaining a balanced number of participants or consistency is a common concern.

"*Extensive outdoor spaces that can be used for group activities*" are also highlighted. This suggests that access to large outdoor areas for group activities is a significant priority.

"Complete and 'thought-out' equipment". This phrase is cited multiple times, highlighting the importance of having well-planned and comprehensive facilities or equipment.

Also "*Located in urban and non-isolated environments*" has been selected that reflects a preference for facilities or programs that are situated in accessible, non-isolated urban settings.

"*A suitable number of participants*": this is another common theme, indicating a focus on having an appropriate number of participants in programs or activities, as well as "*Efficient technical equipment",* which indicates that efficient and effective technical equipment is a valued aspect across the different languages.

From the dataset, the key themes revolve around having a balanced number of participants, access to adequate outdoor spaces, comprehensive facilities, urban accessibility, and efficient equipment. These priorities highlight what respondents across various countries view as important for successful youth programs or initiatives targeting NEETs.

3.4.2 Characteristics of the service for a good "welcoming" to young people

Another question aimed to gather information among professionals about characteristics that a service/community must have to be "welcoming" to young people.

The most frequently cited phrases focus on several key areas:

Transparency in Communication: this is often mentioned, indicating that clear and open communication is essential for youth engagement.

Youth Can Influence Community Activities: this is a common theme, suggesting that empowering youth to shape community activities is highly valued.

Youth Can Influence Community Decision-Making. Another frequently cited aspect highlights the importance of involving youth in decision-making processes.

Youth Feel Safe in the Community: This is repeatedly mentioned, emphasising the need for a safe environment where youth can participate without fear.

Clear Community Rules: it appears multiple times, showing the importance of having well-defined guidelines to maintain order and clarity.

Youth Can Engage in Meaningful Activities. This phrase is commonly cited, pointing to the need for engaging and purposeful activities that interest the youth.

Empowerment and Influence. Many responses emphasise the importance of allowing youth to influence community activities and decision-making. This empowerment fosters a sense of ownership and responsibility among young people.

Safety and Inclusivity. Ensuring that youth feel safe and can be themselves in the community is crucial. A safe and inclusive environment encourages participation and engagement.

Clear Communication and Rules. Transparency in communication and clear community rules help in building trust and maintaining order within the community.

Meaningful Engagement. Providing opportunities for youth to participate in meaningful activities keeps them engaged and can positively impact their development and well-being.

Accessibility. Easy access to community resources without bureaucratic barriers is essential for youth participation, ensuring that they can join and contribute effortlessly.

These themes reflect a holistic approach to creating supportive and empowering environments for young people, promoting their active involvement in community life.

Last question of the questionnaire asked to investigate among professionals their opinion about this issue*: "What is a community built on?"*

The Figures below show the factor that respondent consider "very important" and "not at all important".

Fig. 43 - Factors to build a community, by country and level of importance (absolute values)
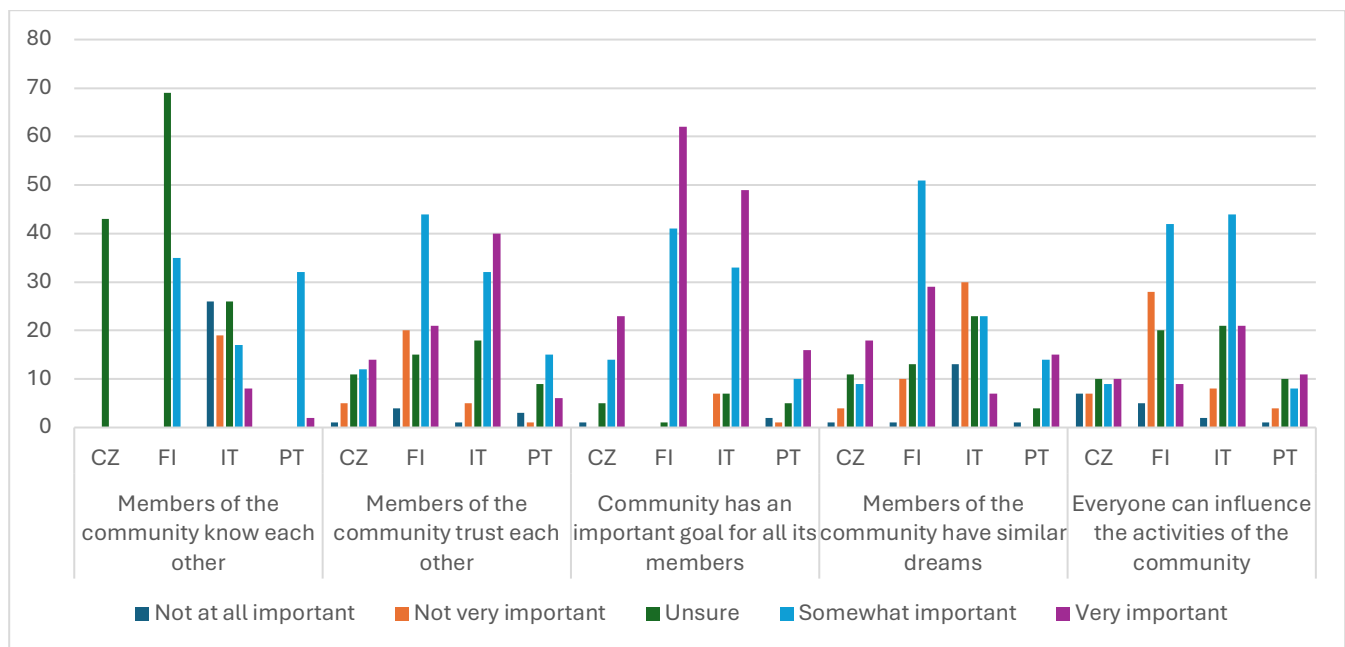
Knowing each other helps to build familiarity, which can foster a sense of belonging and solidarity among community members. When people are acquainted, they are more likely to communicate effectively, collaborate, and support each other. Nevertheless, this item is not considered as important to build a community. In large or diverse communities, in fact, it might be difficult for all members to know each other (for example con IT or CZ) personally. Therefore, communities might need to create opportunities for interaction through events or activities to enhance this aspect.

Members of the community trust each other. Trust is a fundamental component of any successful community. It enables cooperation, reduces conflict, and builds a positive environment where members feel safe and supported. Trust encourages openness and sharing of ideas and resources. Building trust requires time and consistent effort. Any breach of trust can damage relationships and require significant effort to rebuild, as all respondents underline.

Community has an important goal for all its members. A shared goal gives community members a common purpose, which can unite them and motivate collective action. It can also help align resources and efforts towards achieving that goal, enhancing the community's impact and effectiveness. Defining a goal that resonates with all members might be challenging due to diverse interests and needs. It requires effective communication and consensus-building, as respondents have highlighted also in other parts of the questionnaire.

Members of the community have similar dreams. Sharing similar dreams or visions for the future can strengthen the community by providing a common direction and fostering empathy and understanding among members. It can also enhance the sense of identity and belonging within the community.FI, CZ, and PT respondents consider this item relevant. Meanwhile, IT respondents have another vision.

Everyone can influence the activities of the community. Allowing all members to have a say in community activities promotes inclusivity and empowerment. It encourages engagement and participation, making members feel valued and respected. This democratic approach can lead to more innovative solutions and a stronger sense of ownership. Regarding this sentence, the answers of the respondents were heterogeneous. Indeed, ensuring that everyone has an equal opportunity to influence community activities requires mechanisms for participation and decision-making that are fair and accessible. In that sense, it seems coherent with other answers to the questions.

3.4. Some final remarks

Observing the answers provided by the professionals, we can see that a holistic approach adopted by all can be glimpsed. Building a strong community involves balancing different elements touched by the questionnaire. All the respondents provided a vision where the community's resilience and cohesiveness are based on recognising and accommodating diversity. While shared goals and dreams can unify, it's crucial to acknowledge and include diverse perspectives and needs. Effective communication is critical across all aspects, as it facilitates understanding, trust-building, and the achievement of shared goals. Engaging members through various channels and activities can help maintain a vibrant and dynamic community.