RESEARCH REPORT

"Assessment of the attitude and the perceptions of youth relating to their needs, concerns, expectations, motivation and readiness about life change/ improvement"

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▶ OPERATIONAL DEFINITIONS

- **Social problem –** A real or hypothetical situation, inappropriate to the values of a substantial number of people, who agree to act in order to change the situation.

- **Teenage/adolescence –** refers to the age when substantial changes happen and sexual maturity is reached. This is the age between childhood and adulthood. It is a period of immense biological, psychological and social change.

- **The age of maturity –** The age between 18 years old and 25 years old may reflect another stage of one's life. This period may be marked as a transitional time period. The individual is not an adolescent, but has not yet attained the role of an adult. To reach the maturity s/he needs to establish a new relationship with the world. Since the cognitive abilities of a mature person are different, their behaviour is different too. Individuals do not show careless behaviour but increase their level of **self-control** and **compliance** with social norms.

- **Employment –** This implies the professional orientation and training: being engaged in different works; accepting working conditions which relate to the work distribution, the way work is conducted, the rewards, social help, discipline or termination of employment contract.

- **Unemployed –** are all persons of working age, within the economically active population, who meet these requirements during the referral time:
  - *Are unemployed, but ready to work*
  - *Are seeking a job*

- **Social services –** imply the entirety of services offered to individuals, families and groups in need, who are not able to afford their life's needs to maintain, develop and rehabilitate individual possibilities to overcome with the resources available, their emergent or chronic needs.

- **Social justice –** implies the way in which resources and opportunities are distributed to individuals and social groups. Major criteria of social justice are the law, merits and needs.

- **Local government unit** – means the municipality or commune, where the beneficiaries exercise the right to social services or other responses to known needs.

- **Living sources –** imply all monetary means or in kind revenue, which enable one's living to be more than survival.

1 Executive summary

Youth, like the whole of society, are facing various and complex daily challenges. The latest political and socio-economic developments in the country boosted the problems of youth by exposing them to unemployment, crime, prostitution and exploitation. As such, some youth are either excluded or at risk of being excluded, therefore they are in need of special protection and of multiple services shaped to their specific needs.

Before 1990, poverty and other related social problems, such as unemployment, the lack of health and education services were not available (at least not officially). The concept of vulnerability as a form of denial and exclusion from basic human rights, had not a practical and institutional value. Nowadays, these kinds of problems affect most groups of the population, but specifically they affect young people.

In this context, Mary Ward Loreto supported the study of "Assessment of the attitude and the perceptions of youth related to their needs, concerns, motivation, readiness and expectations about life: the need for change/improvement". This study is in order to have a clear picture about this phenomenon.

This study focuses on:

- Making clear the situation of youth within their own reality, by considering their opinions related to above mentioned issues, as well as the opinion of the representatives in institutions with a special significance for youth, such as education, health, religion, police and local government bodies.

- Exploring the relationship of youth with the labour market and social systems; exploring how youth interact with them.

- Identifying needs and challenges faced by youth in accessing the information related to quality provision and approaches of the services relevant to this age group.

- Identifying the motivation and readiness of youth to change/improve their life conditions.

The methodology of the study is a mixed one; as such it is a combination of quantitative and qualitative research methods. To achieve its aim and objectives the study was based on relevant instruments such as questionnaires, semi-structured interviews applied with representatives of above mentioned local government bodies and focus group discussions with youth.

The study was based on the kind of literature that relates to the needs of youth and given opportunities for relevant interventions. Additionally youth-employment was studied in relationship to the legal, political and strategic framework.

The aim of the study:

This study aims to explore thoughts, attitudes and perceptions of youth related to opportunities and challenges which they face in order to be successful in the labour market, in interpersonal relationships and in integrating successfully into the social world of adulthood.

Through this aim, the enhancement of youth capacities is intended to build their social skills and to develop their full potential, by supporting them according to their social, economic, and political life and in developing their personal, familiar, social and national development.

The overall objective of the study:

The overall objective of the study is to assess the situation of youth, to identify problems and the challenges which they face in the labour market and to develop afterwards due recommendations for holistic structured interventions with the participation of youth themselves.

Specific objectives:

- Identifying the needs and challenges of youth;
- Exploring the motifs and readiness of youth to improve/change life conditions;
- Increasing their own level of awareness of their rights and the importance of education;
- Identifying best cooperation' practices, to guarantee and offer support services for this target group;
- Supporting youth to enhance and enrich their employment capacities, so they deepen their role in society and contribute to the improvement of the situation in the country.

Research questions

- *What are the perceptions and attitudes of youth in relation to their social reality?*
- *What are the major problems, challenges that youth are facing nowadays, measured through their own viewpoints?*
- *What are the motives of youth and their readiness to improve/change life conditions?*
- *What are the ways and practices which help them in addressing their multi-faceted needs?*

Restrictions of the research

The research has the following restrictions:

- The study is conducted only in some areas of Albania , regardless that questionnaires are distributed and filled in all regions of the country.

- One restriction relates to the lack of studies of this kind in the country, which provide arguments and discussions on the issues of this research. After the literature review, the researcher concludes that there is a shortage of in-country literature relating to issues youth are facing and about their motivation and readiness to change their life conditions.

- Another restriction relates to the subjectivism of respondents, while discussing sensitive issues, such as needs, motifs, and their relationship to the systems with which they interact.

Ethical considerations

Ethical considerations deliberated in this research are no different from ethical considerations in other equivalent researches. Thus, throughout the process, steps were undertaken to ensure that all ethical standards were properly applied. The formal agreement with involved institutions was ensured at the initiation phase of the study. The aims of the study, the voluntary way of participation, as well as the choice to withdraw from participation were discussed and agreed with participants before they were required to fill in the questionnaires or to be interviewed. Names of participants, who contributed to the data collection remain confidential throughout the entire study. Participants were informed that data from this study will be presented as an integral part of the entire document and that these data will be used for scientific purposes only.

This research may be classified as of the first of its kind conducted in Albania. It includes recommendations, so organisation and governmental institutions can address the issues of young people, to ensure inclusion and protection of the rights of this target group, in order that youth can benefit from various services and improve/change their socio-economic situation.

The research is of special importance, not only for being one of the fewest in its field, but for providing relevant information to understanding the psychology of youth, and a philosophy for changing their living reality. This will make them participants in decision making processes, so they can contribute to improve the socio-economic situation in their communities.

The research findings confirm that youth as a target group are increasingly facing real problems in the labour market and that they are exposed to various barriers of employment.

The research recommendations lead to:

- Policy makers and policy implementers at local and national level, need to develop realistic strategies to develop employment services in communities, to design interventions and ways for their implementation, in order to improve the life conditions of youth through interlinking all of this with youth interests.

- The representatives of important institutions in the lives of youth, such as the family, school, and society, need to identify problems and concerns related to youth behaviour. This will help to identify the youth skills which need to be oriented and adapted in a suitable manner, so they can rely on their own abilities and capacities. Also they need to be helped to become participants in decision making processes which produce changes in their lives.

Recommendations of this research lead to the improvement of the socio-economic situation of youth; to their empowerment to undertake initiatives; leading to the importance of active participation in labour market.

2 Introduction

Young people have the potential to be a great source of mature human development and key agents in social, economic and technology progress of the country. The way current policies address their challenges, needs and potential, affects social, economic, welfare and longevity circumstances of future generations. The reality of Albanian young people nowadays is challenging our society.

After the country was opened to the world and inner transformation processes were underway towards a society based on institutions and mechanisms of market economy, young people were faced with new social and health issues and threats. In Albania, as in other countries, they form a social group with manifold potential influence in the actual and future development of the country. In Albania, young people live generally in a society gripped by a political, economic and psycho-cultural crisis, which is a deep, prolonged and a multi-sided one. The aspirations of young people to build their future based on the same life standards as their peers. in developed European countries, are confronted by limited opportunities and a challenging reality.

Young people represent the largest group of skilled labour, be it in rural or urban areas. Nevertheless, their skills and energy do not necessarily guarantee them appropriate employment because there are limited employment opportunities available.

Employment of young people is a very complex issue which deserves special attention. In Albania, there is not enough statistical data to show the real situation about inclusion or exclusion of young people from the labour market. The few data available show that two in every three young Albanians are unemployed. According to ILO statistics, the official unemployment in Albania is 20-21%. Young people, equally as the major part of the Albanian society, are affected by the unemployment phenomenon. Especially challenging is the employment situation and opportunities for young people living in rural areas.

Unemployment statistics are also reaching the highest peaks in developed countries and in Eastern Europe. At the end 2009, there were 81 million unemployed young people between 15 and 24 age group. According to official records of ILO the labour market was favourable up to 2007. Up to 2007, unemployment was continuously decreasing in most of the regions. Ten years ago, with the beginning of the global economic crisis, the number of unemployed young persons increased by an annual average of 200 thousand people. In 2009 only, the number of unemployed persons increased to 6.7 million (ILO, February 2014).

On the other hand, internal migration, informality of the labour market, the lack of adequate policies to promote youth employment and the discrepancy between

education and the labour market, creates an unfavourable situation for the employment of young people.

There are various factors explaining this situation, of which the most important is the economic one. There are many other factors directly related to the labour market, such as qualification, flow of information, willingness to work, education, tradition and other factors of a social and physiological nature in certain communities.

Confrontation with new models of psychological-cultural development, with unexpected changes in social behaviour, with high unemployment, criminality and crisis of values, forms some of the issues that affect the vulnerability of young people. In the framework of these new social processes and phenomenon, the number of young unemployed people was constantly increasing, hence becoming a challenge to be solved by a variety of systems such as governmental bodies, business community, civil society, international institutions, local community and young people themselves.

On the other hand, the massive migration from rural to urban areas, especially, from north-east to central and coastal areas of the country, and from remote zones and small towns to big cities, led to an emergence of new sharp economic and social problems. Migrant people face issues of unemployment, integration to an urban life style, living and housing hardship, property conflicts etc. As such, young people who face integration hardship in urban life are prone to criminality and delinquent behaviour. Furthermore the drastic demographic movements have broken down the traditional networks of family, tribal and community support and protection, limiting the opportunities of youth and their families to access quality social services and increasing the risk of social and economic exclusion.

In order to attain a clearer picture of this situation, this study focused on identification of needs, potential and real motivation of young people which will actively enable them to participate in social life.

3 Literature

3.1. General considerations on the characteristics of adolescence and early adulthood.

Adolescents and youth nowadays are living in a world burdened by challenges, uncertainties, absences and chaos which has a direct significant impact on their everyday life. In such conditions, it is very important to understand the characteristics of adolescents and early adulthood. This would help to understand their physical, social, and cognitive development and to know their living context and how they develop their experiences. This aspect plays an important role in this stage of life, for e.g. at the age of 12 adolescents become conscious of their social situation (*Coleman, 2007*); at the age of 14 and following they develop self-identity, a sense of interaction with educational institutions (both negatively and positively) while peers become very important (*Fine, 2004*); at the age of 17 adolescents are very close to completing their education and soon they need to make choices, either to move into further education or to be employed. Viewed from this perspective, it is important to understand the real situation of youth, factors that may influence or not their transition to the world of adulthood, and how non-participation, unemployment and inadequate education affect that development. All these are reflected in the behaviour of youth and are considered important factors which interact with family models, norms, social values, expectations etc. According to ecological theory (*Bronfenbrenner 2004)* "we have good reasons to believe that the growth of population, globalisation, new technologies and other rapid changes, will rebuild the concepts of the adolescent and the young person, in different manners" "*(Larson 2002).*

3.2. Psycho-social and cognitive development in adolescence

The sense of self-identity is developed in adolescence, including recognition of a number of personal moral and ethical values, such as the perception of self knowledge and self-esteem. Psycho-social and cognitive development in adolescence is better understood divided in three major periods which include:
• Early adolescence (11 to 14 years old),
• Middle adolescence (15 to 17 years old),
• Late adolescence (18 to 21 years old).

Each of these adolescent development stages represents new changes in cognitive, emotional and social skills. According to Piaget the adolescent determines incredible progress in cognitive development by encompassing the use of abstractive, logic and idealistic thinking skills. Piaget explains that at this stage, individuals go

beyond concrete experiences and use abstractive and more logic thinking. As part of abstractive thinking, adolescents develop the images of idealistic circumstances and start expecting the opportunities that the future can offer. These changes don't take place in a vacuum, emphasises Sullivan (1953), they happen in a socio-cultural context. Eriksson (1968) introduced an important theory in psychology of development, known as "Eight stages of the life-span", according to which, development takes place during the entire life. In each of these eight stages, the individual experiences a crisis, but if s/he overcomes it successfully s/he passes to the next stage. T

he fifth stage of development which corresponds with the adolescence (Identity versus Identity Confusion), practically takes place from 10 to 20 years old. At this stage adolescents can explore new roles and increased level of responsibility in building the sense of personal identity. Adolescents also experience internal conflict and confusion on the way to determine who they are and how they will adjust with the surrounding world. At this stage, parents need to allow adolescents to explore many roles and different paths inside the same specific role. If the adolescent explores new roles in a healthy way and follows a positive path in life, then s/he will develop a positive identity. If the development of identity at adolescents is pressed on by parents, they have no opportunities to adequately explore many roles, thus their route to a positive future is not defined and identity' confusion will rule in their lives. Nowadays, the internet offers a virtual environment, where anonymity is preserved, by offering opportunities to adolescents to explore different aspects of their own identity *(Wartella et al., 2004)*.

Marcia developed further Erickson's theory of identity, which considers identity as a process. Marcia developed an interesting approach to measure the identity' status during any moment in adolescence *(Marcia, 1966, 1976)*. Exploration and commitment were the key to identify the moment when adolescents were developing their identity.

According to Marcia, exploration occurs when an adolescent participates in the selection and decision making processes, related to relationship development issues, life style, religious and work. It is a process of active search and discovery. Conversely, the commitment becomes the acceptance of a certain aim, life plan and implies taking over individual responsibility for choices in life and one's own actions. Empirical studies suggest that, identity' development starts in adolescence but a coherent identity is not typically developed before reaching the late adolescence *(Nurmi, Lerner, & Steinberg, 2004; Reis & Youniss, 2004; Waterman, 1999)*.

The Theory of social learning was developed by Albert Bandura *(Bandura & Ross 1961)*, through a hypothesis that learning as humans is obtained through observation, imitation and modelling. The inventive experiment "Bobo Doll" *(Bandura & Ross 1961)* studied the aggressive behaviour of pre-school children. The achieved results led to the conclusion that aggressive behaviour can be learned through observation.

3.3. Characteristics of early adulthood (youth)

It is difficult to define precisely that stage of life when early adulthood or youth begins. Different theorists seek to define early adulthood (youth). Buhler (1933) includes adolescence and youth in one category. He suggests that this life stage includes the age from 15 to 25 years old. During this period, many people focus on developing their identity and idealistically struggle to accomplish their ideals. Levinson and his colleagues (1974) divided early adulthood in very small stages. They emphasised that during the development process of a life structure, people go through stable and sustainable periods, divided by short transition periods.

The widely used criterion to define adulthood as an individual with the alternating roles, which includes taking new responsibilities and duties.

Eric Ericson argues that until this stage is completed but also during the path to adulthood, adolescents are challenged by identity development crisis and confusion of roles. This includes efforts to try being various people and choose one of them. Adolescents who can resolve this crisis are prepared to go ahead in their path of development.

- Erikson stresses that those adolescents/youth that cannot develop their identity face difficulties with interpersonal skills. They remain isolated throughout their entire life and react in a stereotypical manner.

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Issues to consider:

One indicator of adulthood is the completion of studies. To define adulthood, a psychological point of view needs to be considered. Being an adult demands establishing a new relationship with the world. For as long as the cognitive skills of an adult are different, his/her behaviour is also different. Individuals refrain from reckless behaviour and appear to have developed more self-control and compliance with social norms.

According to Ericson the main duty of adulthood is to face intimacy and isolation.

- Years between 18 and 25 years old reflect a different stage of one's life. This time period can be considered a transition period. The individual is not anymore an adolescent but has not yet received the roles of an adult.

- The transition depends on the culture and a series of psychological factors. Some of them are: completion of education, full time employment, marriage and creating his/her own home, and becoming a parent.

The relationship with the labour market

The question: "what will you become when you grow up?" gets a special importance at this stage of an individual's life. Selecting the profession is related to their own identity: "who are you?"

The first efforts to be employed are made at this age, through partial commitments in productive activities, profitable for the family and for the young person him/herself. Youth are able to identify adequate strategies to get a certain job and to monitor the effectiveness of the selected strategy, they have more abilities to select the most important information for them, and to prioritise needs.

• *At this stage of life, youth study more effectively and remember precisely the reality surrounding them.* The new characteristics of thinking provide more cognitive strength to youth. But not all of them use these skills effectively, thus not developing their self-autonomy and self-independence, and facing multi sided problems to integrate in the youth world.

Some adolescents and youth cannot adjust to the new requirements and responsibilities of their age. Thus, some of them react in unhealthy ways. Usually these involve dependency on narcotic substances, mental health problems, delinquent behaviour etc. (Haxhiymeri, E. 2011).

3.4 An overview of the situation of young people

Albania is quickly progressing with its reforms to the new system of market economy, yet the problems and economic hardship inherited from the past, as well as those emerging nowadays from the prolonged and difficult transition, seriously persist. Of these unemployment remains critical, and there is criminality, abuse of substances, disrespect of the law, lack of tolerance, and school abandonment.

4 METHODOLOGY

This research was conducted through a combination of qualitative and quantitative research methods. The processing and presentation of results through the use of different research methods, leaves room to think and reflect in an objective manner. Comparative data as well as the perception of different actors form the most interesting aspects of the study.

This research is an organised effort of MWL to conduct a holistic assessment of the situation of young people and the key problems they face, in order to enable them to share in the overall social inclusion.

Other methods used to collect information

- Discussions with employees of the National Employment Service and representatives of the Labour Office of the region of Tirana,
- Literature review of Albanian and foreign literature relevant to research topic,
- Legal documents,
- The Constitution of the Republic of Albania,
- The Human Rights Declaration,
- Millennium Development Goals,
- Resources from the internet.
- Employment Strategy, 2007-2013

Subjects of the study

Subjects of this study were young people living in cities and villages of Tirana, Shkodra, Durresi, Lezha, Berati, Korca, Saranda, Gjirokastra, Elbasani, Dibra, Kukësi and Fierit regions; representatives of the local government institutions, such as health, education, police, religions in these regions; and community elders in the selected communities.

Quantitative component of the study: consisted in the administration of a structured questionnaire directed to 1008 participants.

Qualitative component of the study

Focus group discussions were organised to collect detailed information about youth perceptions, stands and viewpoints related to their challenges to participate in the labour market and to encourage changes at individual, family and social level.

Focus group discussions encouraged interviewees to discuss openly, in order to get compound information about sensitive issues that concern young people. Through these interviews, participants were able to encourage each other to express ideas and thoughts. 15 focus group discussions were carried out; 5 were carried out with male participants only, 5 others with female participants only and 5 others with mixed participants (male and female).

A clear picture of issues relating to the employment situation of youth, challenges they face, their motivation and readiness to change their life conditions is obtained from information received in interviews and focus group discussions conducted.

Table 1: reflects the distribution of focus group discussions carried out in areas where study was conducted.

No.	Region
1	**Bajram Curri (Tropoje)**
2	**Tirana**
3	**Lushnja**
4	**Saranda**
5	**Lezha**

Semi structured interviews were organised to obtain ideas and opinions from representatives of the institutions with a significant impact on youth. Through semi structured interviews the assessment, analyses and interpretation of the approaches, viewpoints, ideas and suggestions of interviewees were carried out.

25 interviews with key people were conducted. Interviews with local actors who have a significant role in lives of young people was a very important source of information in this study. These interviews were particularly important, not only for being a direct source of information, but they contain an analysis of the information obtained. All interviewees have at least some years of experience in the sectors they contribute to and offer a complete depiction of the issues, based on their professional experience.

Table no. 2 presents the number of representatives from different institutions involved in the study

Table 2

	Education employees	Health employees	Policemen	Community elders	Representatives of religious institutions	Representatives of local governmental bodies	NGO employees	Employing offices
No	5	5	4	1	5	2	1	2

Table no. 3

No.	Region
1	Bajram Curri (Tropoje)
2	Tirana
3	Lushnja
4	Saranda
5	Lezha

Table no. 3 segregates the interviewees by regions where the study was conducted

The main aim of qualitative data analyses was to review and organise the quantity of information obtained from the interviews and focus group discussions. This meant that issues and interpretations obtained could address the questions raised by this research. After reading carefully the entire information collected by interviews and focus group discussions, the data was analysed and synthesised.

Transcripts were structured in an easy-to-read way so they could generate enough space for necessary comments. A list of codified topics and concepts was developed. This was carried out through identifying the connection among categories, through grouping the issues and classifying them according to generalisation levels, so they could create a hierarchy of main issues and sub-issues. Once the researcher made herself familiar with data collected, she classified them into meaningful units. As such, it was followed with the identification of those information elements which relate to one another in a meaningful way, in order to codify them afterwards.

5 THE RESULTS

5.1. The analyses of the qualitative data obtained from focus group discussions with young people

The research identified the many sided nature of the needs and problems of young people, through interviews conducted with them. In addition, shortages and gaps in current policies and legislation were identified in the fields of employment, education and other problems faced by young people. Gaps and shortages reflect the missing vision and perspective of local governance strategy. They are not responding to the real needs of youth in particular and to the communities in general. These problems relate to youth empowerment and training so they can enter into the labour market and can avoid exclusion from society.

1. The analyses and interpretation of information obtained from focus group discussions

Young people's viewpoints related to the importance of supportive systems in their life

The majority of interviewees state that family and church are the two most reliable and important institutions and where young people can seek support.

> *"I seek support from my family only, and nobody else. Perhaps, this is because I have always perceived family as a source of support" (female participant, focus group discussion, rural area).*

> *"Church helped us with goods and offered to organise young people, and generally all people, in the village, in a better way" (male participant, focus group discussion, rural area).*

They state that family has performed the essential functions of meeting their social, educational and health care needs. Interviewees recognize that families, regardless of their composition, social class, race or ethnicity, play an important role in meeting their needs and are their only fellow travellers on route towards adulthood.

They acknowledge that the process of help/support seeking is conditioned by the following factors:

- the fear that probably they will not find this support/help;

- the hesitation that they might be considered as vulnerable if they accept the "needy" status;

- Hesitation, in directing their request to other systems, in case a favour may be asked in return, such as bribery. "I did not ask anyone to help me apart from my family, since I don't believe that someone supports you nowadays. Even if s/he does it, I don't think it is a sincere help/support, it is for you to give something back in return" (male participant, focus group discussion, urban area);

- Lack of trust that the problem can be resolved. "I don't trust other people. People just want to profit from our weaknesses, they want to see us in the worst situation, so it is worthless to ask help from them. The family is the only true support in the time we are living";

- The feeling of embarrassment from prejudices.

Youth find the family as the only trustworthy system, thus they seek help at first from this system.

> *"Any time I need something, first I seek help in my family. No one can better support us than our family" (female participant, focus group discussion, rural area).*

The process of seeking help is often hindered by traditional models inherited from the past, according to which "family problems should remain inside the family". Issues considered sensitive should be discussed and addressed only in the small family, since discussing them outside this system may bring out new problems. This way of thinking is stronger for the female members of the family.

> *"It is not good if our problems are heard by others" (female participant, focus group discussion, rural area).*

Positive experiences with supportive systems

Youth also have positive experiences which affirm their trust in friendship as an important system to rely on, especially girls, who find a valuable support in their peers, when they encounter any need or problem of a psycho-social nature. Youth state that in specific cases they don't easily find understanding and support from their families, due to stigma and prejudices, while friendship is more supportive and helpful to solve their problems.

> *"It is somehow difficult to ask for help in the family, because they don't understand each of our concerns" (female participant, focus group discussion, rural area)*

> *We cannot discuss always with our family, because they cannot understand us. They have a different mentality from ours" (female participant, focus group discussion, rural area).*

Worth emphasising is that some female participants in focus group discussions, were hesitant to speak out about their systems of support. They hesitate to accept their problems and to have sought help to resolve them. As such they appear to be socially restrained and isolated from their surrounding systems, as well as lacking interaction and cooperation from these systems.

The role of police service in the community

Interviewees state that the role of police in the community is still invisible and undefined. This explains why youth do not approach this service when they need support, apart from extreme cases. Regarding the system represented by the community elder, youth state that they refer to this system only in cases when they need any official document. Thus they don't perceive this as a support system in addressing and resolving their complex needs and problems.

> *"We meet the community elder only when we need any document, but not for any other reason" (male participant, focus group discussion, urban area).*

The perceptions of young people about the nature and type of problems they face, as well as about their level of commitment to address these problems

Youth assessed their specific and general issues. They prioritised these issues by the importance and effects they produce in their own lives. Regardless that young people represent an independent "social group", they don't remain unaffected by general issues concerning social life in Albania. Youth state they are affected by various problems and suffer from the combination of these problems, such as unemployment, poor education, lack of supportive services, low capacities, low incomes, inappropriate housing, lack of socio-cultural activities, constant exposure to violence and criminality, and other related social and family problems. As such they often find themselves in a vicious cycle which is difficult to break. Some youth experience the consequences of social exclusion thus lessening their ability to confront problems and tough familiar circumstances, opportunities to break the cycle of exclusion and to take part in the future, in the overall social inclusion.

Some youth display characteristics of other types of social exclusion such as: no participation, isolation, withdrawal, lacking a perception of the opportunities and choices which life offers. This expands their vicious cycle and diminishes the likelihood of changing the situation.

Unemployment is accepted by almost all interviewees as a critial social problem, which challenges their lives in various ways.

> *"Unemployment is a problem for everyone. From unemployment originate all other problems" (male participant, focus group discussion, urban area).*

The high level of unemployment is perceived by youth as one of the biggest problems, especially for those youth who were graduated and are waiting to be integrated into the labour market. They state that the Albanian labour market offers very limited opportunities for young people, and as such becomes a barrier to their active participation. They say that the system of training and formation to prepare them for the "labour market" is inadequate. As a result of the shortages and by aiming for a better future, many young people find emigration as the final alternative to change their situation. On the other hand, some youth think that if they had some skills and

experiences in a specific area, they would be less at risk of being socially excluded in their communities and their socio-economic situation would change.

Youth counted a considerable number of problems emerging from poor level of education, such as in the education infrastructure, there is a lack of didactic materials in schools, teacher qualifications and skills, the presence of various textbooks for the exact same subject, the stereotypic and prejudging attitudes, the lack of an academically stimulating environment at home, in school and society, the lack of an inclusive school curriculum which can address the needs of each individual.

> *"It is a real mess with school books nowadays. For e.g. my cousin and I, regardless that we are at the same age, both attending the 11th grade, use different textbooks to study" (young female, focus group discussion, urban area).*

They also realise that their problems and challenges originate from the lack of cooperation among different sectors, lack of dialogue, especially when employees of the same institution have different political viewpoints, becoming thus a real hurdle in building the dialogue, compromise, and in taking important decisions for youth.

The Perception of Youth regarding Opportunities for Change.

From the majority of young people, emigration is perceived as an important way to reduce the unemployment level. According to them, emigration increases financial resources and improves the individual, family and social status of youth, and therefore it becomes part of their aspirations. Some youth find emigration as a temporary solution, as a means to be empowered, so in the future they can contribute to the development of the country.

> *"I would emigrate, but only temporarily. Once I make some money I would return back here, in my village to invest the money, because I have everybody here. At least I can help my family and my country" (male participant, focus group discussion, rural area)*

Many young people find education an important instrument, to achieve social change. They highly appreciate the importance of education in their life, but they state that they could not actively participate in an education system which faces many challenges, limiting their likelihood to benefit from a qualitative education adapted to their specific needs and abilities.

Worth mentioning is that girls participated more actively in this study, compared to boys, by emphasising the idea that girls and women's education is particularly important, given their social reproductive role. "*If you are educated, you are more likely to be employed and to have a different life from our mothers' lives, to give birth to fewer children, to enable them to grow up healthily and educate them*". They find education as a means to achieve a higher social status in the family and society.

Almost all youth find education as a bridge to connect them with labour market. "If you are educated, you are prepared for an inflow into the labour market. Moreover,

educated boys and girls are more likely to be accepted in the labour market. Youth highlighted the idea that lack of meritocracy, underestimation of their skills and capacities, social injustice, high level of corruption, nepotism, politicization of all institutions and disregard of the legal framework, hinders employment of youth so creating dependency on their families and becoming members of the informal economy/labour market.

Youth aspire for a different life, but according to them that cannot be achieved without the strong support of governmental bodies, family encouragement and the change of community psychology.

> *I would like to see many changes happening. I would like to see prosperity around me, to see more employment opportunities, and this would produce an economically better country. Those who would enable this are people themselves, by working hard. They need to love things they do and work with passion. The government ought to create employment opportunities. "Activities can be organised to increase cooperation" (female participant, focus group discussion, urban area).*

> *The society ought to change, also its mentality. For e.g. boys find it difficult to stay with girls because of the prejudices (male participant, focus group discussion, rural area).*

At one side stand the prejudicial and traditional model' with related complications. On the other hand, it's the lack of tolerance, positivism, understanding and effective communication, which hinder cooperation and interaction among the community members, especially with youth.

> *I think that a good communication helps to solve the problems. It would have been nice to live in a more positive society. But it is easily noticed that the society is loaded with negativity. (female participant, focus group discussion, rural area).*

Youth often have expressed the concerns about their relationship with parents and then arguments which may arise in the family. Parents often have high expectations for their children, especially for young men, emphasising the demands that relate to gender roles. So they expect from their male-children to provide financially for the family, regardless that such expectations are in contradiction with real opportunities to be employed and with the capacities of youth themselves.

> *"The common sense should be there at some point. Parents should understand us more and we also should listen and understand them. They (especially fathers) shouldn't blame us for being old enough to work, but have no job, when it is so clear that employment opportunities are so scarce. On the other hand we mustn't ask from parent excessive expenses since we know the financial situation of our family" (male participant, focus group discussion, rural area).*

Youth accept that one of their duties is completion of their parents' expectations. They don't like in any way, to disappoint their parents, who believe that their children will be the ones who will change the family situation. These demands often exert pressure

on youth, as they face the many challenges in accomplishing their aspirations and their integration into the labour market.

> *Families have great trust and consequently have high expectations from us. Thus, we need to give the maximum to justify this trust" (male participant, focus group discussion, rural area).*

5.2. Analyses of the qualitative data obtained from interviews with key people

During June-July 2014, 25 interviews were carried out with participants from urban and rural areas in different regions of the country, who directly or indirectly work with or for youth. In order to understand the employment situation of young people and to understand the issues faced by this category, participants were requested to *describe the situation of young people, their needs and challenges and factors that hinder their employment.*

1. The assessment of the unemployment situation

Almost all interviewees stated that unemployment in their communities "is crossed-legs sat" (note: a traditional expression implying the high level of unemployment).

For young people unemployment is a massive phenomenon, which obviously is affecting not only the individuals but also families and the society. Opportunities for employment are either none or very limited, particularly, in rural areas. The fact that many youth in areas where the study is carried out, are beneficiaries of an unemployment payment schema, is an indication of the lack of employment opportunities and of youth exclusion from the labour market. According to statements of interviewees, unemployment often influences increasing crime occurrences, since youth who can't ensure incomes from an officially permitted job, may seek illegal ways to afford their vital needs.

> *"There are so many unemployed youth and rare are those who work. There are limited employment opportunities in our area as well. In rural areas, the likelihood of young people engaged with work, is with the agricultural and livestock in their families, but not in an organised official employment system" (educational employee, rural area).*

As a consequence of the lack of professional commitments, youth become addictive to gambling and abusive substances, making these phenomena a reality in these communities.

> *"The only potential commitment is farming. If there are no agricultural works to do, young people wander around… it's either farming or playing pool" (health sector employee, rural area).*

Interviewees, through their successive statements conducted in different regions, complete the overall image of the employment situation in their regions. They accept the scarce employment opportunities for young people, which often are seasonal type of jobs, random, unsustainable and short-term ones. This makes youth a group of people at risk with many sided needs.

> *"In communities where we operate, the employment situation is miserable. In some areas there is an extremely low level of unemployment. We see young people engaging either in agricultural or in livestock works, which are small enough to feed a family (not able to even trade products in the market). They are also working in construction works, if they are lucky enough to find such a job". (NGO employee, urban area)*

> *"Many young people engage in collecting sage, which is often the only source of incomes. The unemployed youth are often those who work in seasonal jobs, such as waiters in the summer season" (NGO employee, urban area).*

2. Obstacles to youth employment

When asked about factors that hinder youth inflow in the labour market, interviewees list various contributing factors to unemployment: discrepancy between youth education/training and labour market demands, lack of information about the most required professions in labour market, inadequate qualifications; lack of cross-sector cooperation, lack of active programs to promote employment; failure in implementation of a legal framework; lack of socio-cultural activities; poor education; school abandonment; the use of narcotic substances; presence of prejudices; myths and stereotypes; misuse of leisure time; lack of working discipline; irresponsibility to manage own life; lack of will to take initiatives; loss of hope; high level of corruption; lack of a clear perspective for the future; pessimistic thoughts; mismatch between expectations and reality; lack of employment services in communes; geographical distance (from the labour office)

Inner motifs and the readiness of youth

All interviewees accept that youth must take individual initiatives, to advance their inner motivation to work, and to take responsibilities in order to change their current situation.

Interviews conveyed the concern that youth increasingly prefer to live "a quiet life", "without commitments and responsibilities", "without troubles and difficulties", "without tiredness and sacrifices". As such, the number of youth who had not developed plans, objectives, priorities and time limits to achieve their future ambitions is increasing. So they are living a passive, disoriented life without aims and subsequently a meaningless one.

> *"There is a lack of will to work. Often, young people seek to gain anything easily, without much effort". For e.g. 2-3 young men asked to work in road maintenance. But as observed they didn't like it and they didn't do it properly" (representative of a religious institution, rural area).*

The interviewees claim that there are some negative attitudes that young people developed towards labour especially towards those jobs which involve physical effort and are therefore labelled as "second hand jobs". This attitude keeps them away from employment and raises unrealistic expectation to get jobs they cannot do with the skills and qualifications they have.

> *"Developing the conviction to get rich soon and with no effort, especially after the '90s, lead to an "anti- physical work" attitude. Anyhow, it is observed that youth are returning back to performing physical jobs in building farms, agricultural or livestock works, especially in planting citrus trees" (representative of a religious institution).*

The interviews reveal that one reason that keeps young people from being employed, relates with youth tendency to be ' picky' about some job categories.

> *"They are also 'picky' about work they want to do, for e.g. I hear "I don't want to do this job, this is not for me" (representative of a religious institution, rural area).*

Another concern raised in interviews relates to unwillingness of youth to reach independency and autonomy. They seem to feel comfortable with financial dependency from their families and don't make any attempts to challenge it, they seem to be satisfied with little.

> *"We made attempts to employ youth in factories and other private businesses, but they are always unhappy. Some of them even quitted and preferred to live with family incomes" (representative of local government, urban area).*

Failure in implementation of regulations and standards by employers

Another hindrance for youth employment is related to the failure in implementation of technical regulations, failure in implementation of legal framework and other related contemporary standards by employers. Young people often feel they are being exploited by employers, are victims of work accidents by which they are frightened therefore they withdraw, and as such accept to live in miserable family life conditions.

Other reasons encountered are the lack of appreciation for work and the professions, the low wages and inequities in the labour market.

The interviewees realise that recruitment criteria set by different public or private institutions can become a great barrier. These criteria, sometimes unachievable, restrict youth opportunities to apply and be recruited in different sectors. They long for working experience, knowing foreign languages, having management and effective communication skills, etc. Attainment and practice of these skills should be an integral part of education and the school curriculum, of family philosophy and

community approaches, in order to make youth adapt to the labour market demands and its constant changes.

> *"Penalizing conditions should not apply to youth, for e.g. job experience is required in vacancy announcements. But the working experience has always a starting point, thus the opportunities for youth must not be hindered by such requirements and they should be provided with the opportunity to develop their skills and abilities"* *(community elder, rural area).*

Recruitment processes based on political viewpoints is also a factor that keeps young people under motivated to seek a job.

The impact of existing stereotypes on the importance of education

From responses, it is clearly noticeable that there is the stereotype according to which "education has no significant importance in one's employment". This stereotype decreases the young people willingness to actively participate in educational processes and this deminishes their results in education, consequently limiting opportunities to inflow in the labour market. In addition, the lack of positive experiences and practice of skills, capacity and meritocracy based employment, decreases youth initiative and motivation to participate in the labour market.

Interviewees emphasised that poor education, problems with textbooks, and poor qualification of teachers decreased the importance of educational institutions in the process of preparing and developing individuals for the labour market.

> *"School should be more demanding, the school and teacher of old days has disappeared"* *(employee in local government, urban area).*

The lack of professional practices during the school years

Some interviewees explain the impact that lack of active professional practices in institutions or various sectors of economy has in preparing youth to inflow into the labour market. The lack of materials and equipment in school cabinets and labs hinders the student preparation to develop some specific professional skills, by keeping them away from the labour market and decreasing their chances to get a job.

They accept that massive resignations professional/vocational schools or enrolment based on an inaccurate set of criteria, form other reasons to reduce youth employment opportunities. Even those young people who attend professional/vocational schools show low interest and have poor school results.

> *"Youth nowadays learn nothing compared to older generations, when school curriculum included wood processing workshops and other handicrafts, and when students conducted learning practices in enterprises of different sectors. Some of those students were employed in these working places once they finished their schooling"* *(education employee, urban area).*

The influence of peers

Interviewees also count the influence of peers in the employment process. Those young people, who profited from informal or illegal labour, become a great negative pressure on their peers. They are pessimistic and show loss of hope to their peers, who instead want to realise their dreams and aspirations through legal forms of labour.

The influence of gender stereotypes and roles

All interviewees report that gender stereotypes and roles are often a hindrance to girls' employment in the labour market, as also in their progress in education, or to taking initiatives that require concrete commitment and participation in society. This affirms that gender discrimination exists in various forms. For young women it is difficult to get employed for it could affect their dignity and moral image. Parents, especially fathers and brothers, don't support young women's participation in the labour market, in order to keep them away from stigma and gender discrimination. This also relates to different social expectations for boys and girls, influencing as such the development of gender roles and stereotypes, perceiving girls as care providers for children and only inside the house. Meanwhile boys are perceived as money providers at home and outside home as "the head of the family".

> *"Girls are often not given employment opportunities due to the existing mentality. Family is very often the obstacle to allow them to work" (health sector employee, rural area).*

> *"There are responsible parents, but there are also parents who penalise, especially their girls. As for boys, parents try harder to educate them properly but they hesitate to do the same for girls, influenced by the mentality and prejudices. The mentality hurts a lot" (education sector employee, rural area).*

> *"I am bringing a concrete example: my sons don't allow my daughter to work (regardless that she has graduated in nursing), because–they say- if she works, she will be seen as immoral. We live to be seen as good persons to the others and don't care for ourselves" (health sector employee, rural area).*

The importance of promoting the volunteer work

Some interviewees emphasised the importance of volunteer work as a bridge to be connected with the labour market. In the past, volunteer work was a common practice in Albanian society. It was used as an effective way to face various problems emerging in difficult circumstances of our history. Voluntaring was naturally and widely perceived as one of the most typical forms of joint work, as a collective community support, while now this practice has totally vanished. Unfortunately as a consequence of the abuse of volunteering during the totalitarian communist regime, as well as from the latest occurrences which violated the ethical and legal norms, the spirit of volunteering has shrunk. There is a decrease in the will to work and this is destroying the culture of work. There are highly required skills needed in the labour market today.

The interviewees state that there are some random attempts to reactivate volunteering with young people, but these attempts remain unstructured and disorganised, therefore having a very limited impact.

> *"Our organisation promoted initiatives where youth could work initially as volunteers in summer camps organised for young kids"* (NGO employee, urban area).

The interviewees didn't hesitate to count among various hindrances, the withdrawal, closure, disconnection of young people with the world of art and culture whilst they tried to motivate the young people to be open to change.

The influence of unemployment in the increase of delinquent behaviours.

Participants, who were asked about the influence of unemployment in the increase of delinquent behaviours and crime occurrences at youth, accepted that the majority of youth get involved in criminal acts due to poverty, lack of socio-cultural activities, school abandonment, lack of positive social life, isolation, and feeling of exclusion.

> *"Unemployment directly influences the increase of delinquencies and other inappropriate behaviours such as light drugs' use or gambling"* (police station employee, rural area).

> *They state that many young people in conflict with the law, need to be re-educated in order to rebuild their future and become part of the labour market. This is often impossible, since there are no schools or centres to offer reintegration services. "There are no re-education institutions for minors. A minor may ' misconduct' but the lack of re-education may disable their return to normal life" (police station employee, rural area).*

The consequences of the migration phenomenon

In some remote areas, respondents generally state that there are no opportunities to include young people in employment services or in related supportive programs, since they are migrants and lack the official registration/documents. This hampers their inclusion in supportive programs.

> *"The vacant land of the commune cannot be offered to engage youth doing some work. Also social assistance and support is not available for them because we are not from this place"* (community elder, rural area).

The influence of unrealistic expectations

The interviewees stated that in some cases young people don't adapt to the labour market, since their ambitions for a type of education and employment, does not meet their abilities.

> *"The level of education they have, does not help. It is noticed that youth have a tendency to target far beyond their real abilities. For e.g. someone's average mark*

is 7 but still s/he wants to study in university and to become a medic" (education sector employee, rural area).

"They aim to get good jobs quickly. Young people aim to find a well-paid job in the profession they are graduated" (community elder, rural area).

Some interviewees perceive a youth tendency to study at universities as a factor that hampers or limits their opportunities to develop certain professional skills or to develop their talents and special gifts. Often, youth attend universities merely to follow the dominant trends, but not led by special interests to invest in a certain professional education or to inflow in the labour market with required skills and abilities.

"In different professions qualifications are needed. It is easier for a qualified professional to find a job than for a young person regardless of the two university degrees s/he holds. And they (youth) just run after universities without considering the abilities and gifts they have" (community elder, rural area).

The influence of the individual exclusion in problem solving and in addressing own needs

Almost all interviewees share the same opinion related to youth's perception about their role in solving or addressing employment needs. According to them, it is the duty and responsibility of the institutions, organisations or their interacting systems, to offer solutions for their problems. This approach affirms the strong dominance of the mentality prevailing from the old "communist" period in Albania when the responsibility of the individual was minimal compared with the high commitment and responsibility of the government to meet the needs of the people, by complying as such with socialist principles dominating at that time.

"They expect Church to solve their financial problems, while our duty is to Evangelise" (representative of a religious institution, rural area).

"They are spoilt, they always expect from others. We are not in communism anymore, if you don't move, you are lost, you can't wait and expect" (education sector employee, urban area).

The results produced by the absence of cross-sector cooperation and connection with community

The interviewees emphasise the lack of inter-mediation services, which would coordinate and adjust the contribution of every system to bring benefits for youth employment.

Some interviewees support the idea that the lack of co-operation among community members, local government units, responsible institutions, NGOs that work to promote employment in communities, end by diminishing those few opportunities available for youth employment.

"It lacks the co-operation and co-ordination among inhabitants, institutions and the market. For e.g. the dairy built with a priest's financial support, is at risk of bankrupting because the villagers don't accept to sell the milk at a cheaper price than the black market" (representative of a religious institution, rural area).

More than half of interviewees, especially those from rural areas, count another obstacle in youth employment which relates to the support of public services for community members, so families can establish new businesses or other types of economic activities, which later can be organised in collective networks of businesses.

"The division of tasks is lacking. A linkage with the government is needed so villagers can feel being supported. It would have been helpful if every family or 2-3 families together conduct only one certain economic activity/task, but it shouldn't be as it is now…. families do everything themselves (livestock, agriculture, processing, trading etc.). (Community elder, rural area)

The influence of myths and prejudices

Some of the interviewees accept that youth themselves become an obstacle to seek support and co-operate with one-another. They face difficulties to share concerns and needs with each other, to discuss their own experiences or practices which they think might serve as opportunities to inflow in labour market. This may relate to inherited models according to which, personal issues and problems remain inside the family and should not be shared with others. Moreover, the existing mentality, myths, of shame, timidity, stigma, self-prejudice and feelings that others are not willing/interested to listen to your issues and problems, or might tease you, impedes youth courage to share thoughts, concerns and opinions, or to seek help and support from their peers.

"Only a few youth are co-operative. Usually they face difficulties to share thoughts and experiences with other people. It is difficult for them and they are too timid to express themselves in the group. Often, when they start talking, they are interrupted by peers, who (regardless of correcting the previous speaker) say nothing" (representative of religious institution, rural area).

The influence of the lack of investments from public and private sector

Interviewees state that the lack of investments in the country is one of the factors which stimulate youth unemployment; it does not make space for youth to exhibit their values and abilities, impedes their development and makes them face various economic hardships.

"There are no investments, private or public. Where are youth going to work? (health sector employee, urban area).

3. The assessment of abilities and capacities of youth to be employed

The interviewees assessed the capacities and abilities of youth to inflow in labour market. There are especially the representatives of religious institutions, who show trust in youth, and emphasise the importance of stimulating and promoting them.

> *"They are skilful, they have lots of abilities and capacities, but they need to be shown the "how-to" way, they need support, since they may not be able to make it on their own. (representative of a religious institution, urban area).*

> *"Youth have much capacity and ability to work, because they are physically strong and mentally very intelligent, but they lack proper education which complies with labour market demands. There are not many opportunities for youth. The few jobs offered are either being a waiter in a bar or operator in a call centre (education sector employee, urban area).*

> *"They have amazing capacities. They are masters in their own professions, because they have worked abroad in many professions. An indication of this is our village. Every building and all the maintenance is done by professionals in our village" (community elder, rural area).*

4. The approach towards employment services and sources of information

Youth were asked if they are informed about sources of information and counselling services related to their career, employment, professions, assessment of their real needs, promotion of employment programs, searching the labour market, professional training, intermediation services etc. These questions aimed at obtaining youth opinions and assessing the information they have about employment services available in their communities and about sources and ways they get the relevant information.

The interviewees stated that employment services are commonly offered by employment offices in their communities, or from different NGOs and religious institutions. They also stated that school curriculum especially in some specific subjects is a good source of information. They also receive relevant information in training courses, in individual or group counselling, or in media.

Youth receive information about the labour market through various ways, such as internet, leaflets, web-sites, different fairs organised, from school subjects, TV programs, newspapers etc. These sources equip them with necessary information relevant to employment seeking.

> *"Youth receive information from many sources such as:*
> *- employment websites,*
> *- Introducing themselves in labour offices,*
> *- Through vacancy announcements or direct contact with employers etc.*
> *(Representative of local government, urban area)*

"There is a subject in class 9 named "Education about career". Teachers work individually with students especially with those in the highest class of high school, so they can have a clear orientation about their career. Regardless, teachers very often face youth resistance when they suggest something" (representative of an education institution, rural area).

Employees interviewed tell about employment programs issued by the government through official governmental decisions, and benefits that youth may have from them. They also say that youth can get information about such programs, while they are still attending school but according to interviewees, youth lack motivation and a will to access such information.

Employment offices and services are another supportive system which can improve the situation of youth. Interviewees mention the support of educational institutions in preparing youth to inflow in the labour market, to be oriented and counselled about their career, by identifying their special gifts. In some cases, internal policies in educational institutions become a reason for school abandonment by youth, and as such labelling them in the socially excluded category prone to delinquent behaviour.

"Youth show lack of interest in education, but this is also a school related problem because schools often solve problems by expelling them from institutions" (police station employee, rural area).

At the same time, a concern raised relates to approaches used by employment services which are found useless by youth. Interviewees state that employment services must develop policies and active programs for youth employment, which need to directly influence the youth situation.

The approach to health services

Interviewees were asked how they perceive the connection between health services, the influence of healthy life style and condition in employment. They state that youth don't address their health problems when needed, but only in emergency cases. They accept the presence of some barriers that hinder youth such as their trust in health personnel, such as the poor health culture, as well as their belief that sensitive health issues are not to be shared. *Interviewees state that especially young men are resistant to seek advice or information from health personnel due to the mentality.*

"Youth don't carry out routine check-ups and underestimate their health problems. They say: I'll visit the doctor whenever the problem becomes really serious, but not in every case" (health sector representative, rural area).

"I have conducted awareness raising meetings with girls, but boys don't participate. In contrary, they find their participation ridiculous" (health sector representative).

Supportive systems

The influence of religious institutions

Interviewees consider the religious institutions as one of the most important supportive system for youth, in communities where these institutions are present. In almost all interviews it is stated that churches and community religious congregations play an important active role in informing and raising awareness of youth about employment related issues, ways how to seek employment, ways how to empower themselves professionally, how to face the labour market, such as by teaching foreign languages, organising vocational courses (tailoring, cooking, embroidery, etc.) as well as by cultivating and promoting civic education. Worth mentioning is that youth define the role of religious institutions as of a special importance in their lives, especially related to the increase of the spiritual development, hope and trust.

The family as a supportive system

The family remains the most important institution playing an irreplaceable role for youth to cultivate the culture of work, to promote youth educational aims, to develop the needed abilities and skills so they can easily integrate into society by complying with contemporary social standards and demands.

Cross-sector co-operation and co-ordination

The interviewees were asked about the contribution that institutions or systems they know which address and handle issues relating to youth employment. This would help obtain a clear understanding about practices and models of cross-sector co-operation in the support of youth.

> *"We have constantly offered support, such as engaging youth in activities through volunteer work, and in their seasonal employment, by responding to our community needs. There have been cases when we offered job opportunities and aimed to employ youth, without having a real need but just to encourage them (representative of a religious institution, rural area).*

> *"We supported and paid school expenses of some youth from poor families which cannot afford the education of their children. We also covered expenses of vocational courses or university studies for some youth" (representative of a religious institution, rural area).*

> *"While implementing any project, the commune prioritises the employment of youth living in our community. This is done through the labour/employment office. The only opportunity we have to employ youth is when we are backed up by the budget for any project or in seasonal jobs" (community elder, rural area).*

> *"In any public investment, especially when it is supported by donors, community members are the beneficiaries. For e.g. when the Association of Forests and Pastures*

Users implements its projects, being those seasonal ones, the local community members are employed, primarily youth" (community elder rural area).

The interviewees were asked about the opportunities for cross-sector co-operation, and about the level of co-operation among the related institutions and participants, about challenges hindering this co-operation and about their relevant recommendations.

They noted that cross-sector co-operation and effective information sharing is a must to offer and guarantee employment opportunities for youth, to enable them to be integrated into the labour market, and to support them to develop healthy behaviour.

Interviewees appreciate the contributions of each respective system and the division of roles and responsibilities in order to find the right solutions.

"School, police, municipality, health institutions, youth themselves, their families and the entire community need to be aware of the importance of this co-operation. It is easier to solve the problems collectively (employee of the local government, urban area).

The interviewees inform about the successful experiences of cross-sector co-operation in respect to youth employment promotion and through programs designed on this rationale.

"I employed many youth, for e.g. in banks, tailoring enterprises, bars etc. As expected they were registered as unemployed and completed the required documentation. I think I have been successful in this direction" (employee in the labour office, urban area).

"We cooperate with the labour office, which has direct connections with businesses. We operate as a triangle of co-operation: municipality, labour office, business community" (employee of local government, urban area).

The influence of myths in co-operation development

Police employees were asked about barriers that hinder co-operation. They note that there are myths and prejudices about the police figure, which often keeps youth away from services offered by the police force and from seeking help and support. In addition, the absence of a suitable environment inside the community, keeps policemen away from concerns of everyday life, away from understanding the community members' psychology and consequently away from offering them help.

"There is not any space (for e.g. an office) in the community. Such environment, would help to defeat the mentality that police are present either when one is in conflict with the law or when there is something to be spied upon. The policeman needs to be present in the community without having any incident. He needs to be part of the community" (police station employee, urban area).

"The police role is mostly an advisory role. Our programs are based on the law. Anyhow, we carry out individual counselling, information sharing and awareness raising meetings, mainly in high schools" (police station employee urban area.).

Employees of local NGOs, participating in this research, emphasised the importance of summer schools for youth. Summer schools ought to be organised in co-operation with various actors and sectors, so youth can receive information, develop special skills and gifts, and overcome the educational gaps they may have.

Some interviewees state that there are examples of effective and successful cooperation in some sectors, for e.g. co-operation between education and police institutions on issues of safety and security, prevention of narcotic use etc. But there are still no activities directly related to employment and preparation for the labour market.

From interviews conducted with representatives of the police institution it is easily noticed that the philosophy of "policing as part of community" is still a new unconsolidated viewpoint and practice. It still needs to be elaborated and developed as a real and tangible practice. That requires the co-operation with other sectors in order to produce substantial results for the youth employment process.

Worth mentioning in this section is the fruitful co-operation among health sector and civil society organisations, mainly in issues related to reproductive health, undesired pregnancies, sexually transmitted diseases, smoking, use of alcohol etc.

Complications and barriers that hinder youth access to different systems

Community elders state that they feel powerless to help and support youth employment. They have no power or competence to be a substantial part of the community support for them.

> *"The only competence I have is to make requests. I asked to provide the free land for the inhabitants. If it is not possible to provide them the ownership to this land, then at least they can use it for a long time. I directed to commune any complaints I received from inhabitants, but I didn't get any answer and I see no commitment or any clear perspective that the commune can do something for this village" (community elder, rural area).*

Viewpoints related to the solution of unemployment concerns

The majority of interviewees are concerned that many youth don't realise that they can be employed in the country, on the contrary youth find emigration to neighbouring countries as an option. Emigration is for them an opportunity to address their needs and problems, by applying sometimes the use of illegal forms of it. Interviewees often accept that, in a situation where there are no clear alternatives to ease the socio-economic situation of youth, the only way out is emigration.

> *"There are not many job vacancies. Only those youth who emigrate can build their future" (representative of a religious institution, rural area).*

The influence of gender characteristics in employment

Interviews with policemen on youth employment, note an increasing tendency of youth to find employment in the police force. Predominantly this is related to characteristics of male gender role which presume males as employees in police profession, so they feel "powerful" and "almighty". Lately there have been cases of female recruitment attempts, which testifies the increased level of awareness to female gender role as a labour force which promotes social development.

> *"When we received applications for new recruitments, there were 500 applications from our region. This indicates that youth find the police force an employment opportunity" (police station employee, urban area).*

> *"There is an increased number of females recruited as police women. This is overcoming, somehow the prejudice around female presence in the police force and increased opportunities for gender equity in the labour market" (police station employee, urban area.).*

> *"Youth are realising that, rather than having a passion for such a profession, the prevailing aspiration is to be "powerful".... and not merely in a professional way" (police station employee, urban area.).*

5.3. THE ANALYSES OF QUANTITATIVE DATA

The structure of the quantitative component of the research

The quantitative component of the study is designed as a descriptive research. Research is used to describe the phenomenon and to summarise them. By using descriptive research it is aimed at obtaining an accurate measurement of specific issues, relating to the perceptions of youth about the life style changes, education, emigration, labour market, criminality etc.

The methodology used in this component of the study is quantitative research method. The methodology is selected as the most relevant one for the topic of the study and for the research questions. The technique used is to collect data in the survey. The survey is one of the most important measurement techniques applicable in social studies. It is generally applied to make assessments about thoughts, opinions and feelings. The survey may be specific and restricted, or it may be used to cover wider and more global issues. A survey consists in pre-selected questions directed to a sample of respondents. Survey types may be divided into two kinds: questionnaires and interviews. In this micro study, the questionnaire with structured questions is used.

Questions of the questionnaire

The first question is: Which are the perceptions of youth about life conditions, indicators that promote the improvement of life conditions, indicators which lead to unemployment, problems that cause the criminality and youth perception about leisure time?

The second question is: How do female and male youth perceive factors that may change the economic situation?

The third question is: How do female and male youth resident in rural and urban areas, perceive the advancement of education as an opportunity to improve their economic and social situation?

The fourth question is: What is the perception of male and female youth, resident in rural and urban areas, regarding emigration as an opportunity to improve life conditions?

The fifth question is: What is the perception of male and female youth, resident in rural and urban areas, and from different educational backgrounds, regarding migration as an opportunity to improve economic and social situation?

The sixth question is: What is the perception of male and female youth, resident in rural and urban areas, and from different educational backgrounds, regarding root causes of criminality?

The seventh question is: What is the perception of male and female youth, resident in rural and urban areas, and from different educational backgrounds, regarding the use of alcohol and narcotic substances?

The eighth question is: What is the perception of male and female youth, resident in rural and urban areas, and from different educational backgrounds, about gambling?

The ninth question is: What is the perception of male and female youth, resident in rural and urban areas, and from different educational backgrounds, about leisure time?

The tenth question is: What is the perception of male and female youth, resident in rural and urban areas, regarding their financial independence from their own family?

The population and the sample of the study

The population of this study is composed of youth resident in cities and villages of Tirana, Shkodra, Durrësi, Lezha, Berati, Korça, Saranda, Gjirokastra, Elbasani, Kukesi, Fierit and Dibra. The sample is composed of 1008 respondents, extracted from the given population through the **convenience sampling** technique. Based on this technique, cases are selected on the basis of age, to create a sample that meets specific criteria(Cohen, L, Manion, L & Morrison, K.(2005) The main criterion used to select the cases in this study has been the age of the respondents.

The instrument and its reliability

Data collection in this study is conducted based on an instrument which contains several sections. Its first section requires demographic information related to age,

gender, residence, education background, employability, income generation and health issues.

Through the use of Likert scale, in its second section, the instrument collects the youth perceptions about a variety of life dimensions, such as, their perceptions about life conditions, factors that can lead to improvement of life conditions, factors that can lead to unemployment, factors that lead to criminality and their perceptions about leisure time etc. By using Linkert scale the youth perceptions are collected in five different levels of agreement, starting from "strongly disagree" to "strongly agree". To calculate the scale' points that measure the perception of youth for each of the indicators, proceed in this way: the average varying from 1-2.33 shows a low perception of the youth related to indicators used in this scale; the average varying from 2.34 – 3.66 shows the medium level of youth perception related to indicators used in this scale; and an average varying from 3.67 – 5.00 shows a high level of youth perceptions related to indicators used in the instrument. To measure the internal reliability or consistency of the scale, the Crombach's alpha coefficient is used. The values found have been interpreted based on Cortina, J.M (1993)[1].

The table below interprets the reliability of the scale used in this study. Table No. 1, shows that, 1008 respondents participated in the study, while only 944 cases were considered valid for the analyses. From table No. 2, the value of Crombach's alpha coefficient for 30 indicators of the instrument, resulted to be α = .669. This value can be interpreted as an internal questionable consistency of the instrument that was used for data collection.

Table No.1: number of cases

Case Processing Summary

		N	%
Cases	Valid	944	93.7
	Excludedª	64	6.3
	Total	1008	100.0

a. Listwise deletion based on all variables in the procedure.

Table No 2. Crombach's alpha coefficient of the instrument used in the study

Reliability Statistics

Cronbach's Alpha	N of Items
.669	30

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1. Cortina, J.M (1993), the values of Crombach's alpha are read like this: values of α ≥ 0.9, are assessed as "excellent", values of 0.8 ≤α ≤0.9 are assessed as "good", values of 0.7 ≤ α ≤ 0.8 are assessed as "acceptable", values of 0.6 ≤ α ≤ 0.7 are assessed as "questionable", values of 0.5 ≤ α ≤ 0.6 are assessed as "poor/weak", values of α ≤ 0.5 are assessed as "acceptable".

Data collection

Data collection was conducted over a 3 ½ month's period, starting in March, following in April, May and in the two first weeks of June 2014. It took place in the cities and villages of Tirana, Shkodra, Durrësi, Lezha, Berati, Korça, Saranda, Gjirokastra, Elbasani, Kukësi, Fieri and Dibra regions.

Permission has been received from institutions prior to initiating the study, regarding the administration of questionnaires from youth in these institutions.

At first the participants were introduced to the aims of the study. Participants were informed that data deriving from this study will be used for the study purposes only and will remain confidential. Participants were required afterwards to complete the questionnaire voluntarily and openly. Some of the youth were not willing to participate and were dismissed from the venue where the questionnaires were administered. The questionnaire was completed by participants in a period of 25 to 45 minutes. It is worth emphasising that all participants completed the instrument individually and independently, and any interference from external factors was excluded. After they completed the questionnaire, the participants were thanked for their contribution.

Data analyses

Data was initially copied in a page of SPSS 19 program. Data was cleaned afterwards and checked for any loss of information. The 0.05 statistical validity was used throughout the statistical analyses.

The table below shows a summary of the questions, indicators and statistical analyses used in the study.

Table No 3. Questions, indicators and statistical analyses of the study

Questions of the study	Respective indicators	Statistical analyses
1. What are the perceptions about life conditions, about indicators that can lead to an improvement of life conditions, about indicators that lead to unemployment, about the problems that cause criminality and the perceptions about leisure time?	- Life conditions - Indicators that lead to the improvement of life conditions - Indicators that cause unemployment - Problems that cause criminality - Perception about leisure time	Residency indicators
2. How do male and female youth perceive factors that change the economic situation?	- Age - Economic situation	Descriptive statistics

3.	What is the perception of male and female youth, resident in rural and urban areas, about advancement of education as an opportunity to improve economic and social situation?	- Age - Residence - Education background	Descriptive statistics
4.	What is the perception of male and female youth, resident in rural and urban areas about emigration as an opportunity to improve life conditions?	- Age - Residence - Education background - Emigration	Descriptive statistics
5.	What is the perception of male and female youth, resident in rural and urban areas, with different educational background about migration as an opportunity to improve economic and social situation?	- Age - Residence - Education background - Migration	Descriptive statistics
6.	What is the perception of male and female youth, resident in rural and urban areas, with different educational background about factors that lead to criminality?	- Age - Residence - Education background - Root causes of criminality	Descriptive statistics
7.	What is the perception of male and female youth, resident in rural and urban areas, with different educational background about the use of alcohol and narcotic substances?	- Age - Residence - Education background - The use of alcoholic and narcotic substances	Descriptive statistics
8.	What is the perception of male and female youth, resident in rural and urban areas, with different educational background about gambling?	- Age - Residence - Education background - Gambling	Descriptive statistics
9.	What is the perception of male and female youth, resident in rural and urban areas, with different educational background about the use of leisure time?	- Age - Residence - Education background - The use of leisure time	Descriptive statistics
10.	What is the perception of male and female youth, resident in rural and urban areas, about financial independence?	- Age - Residence - Financial independence	Descriptive statistics

Findings of the study

This chapter describes the findings of this study. Initially the findings related to demographic characteristics of the study are discussed. Afterwards, findings related to questions of the study are discussed.

Demographic findings of the sample

Participants by their age

Table No 4. The age of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 15 years old	141	14.0	14.0	14.0
	16-20 years old	624	61.9	61.9	75.9
	21-25 years old	226	22.4	22.4	98.3
	26-30 years old	13	1.3	1.3	99.6
	Over 30 years old	4	.4	.4	100.0
	Total	1008	100.0	100.0	

Table No.4 shows that the majority of respondents belong to the age group of 16-20 years old (61.9%), followed by the group of 21-25 years old (22.4%) and the group age of less than 15 years old (14%). The minority of respondents belong to the group age of 26-30 years old (1.3%) and to the group age of over 30 years old (0.4%). It is obvious that the vast majority of respondents belong to the group age of 16-20 years old; therefore persons who are passing from adolescence to early adulthood form the core of this study sample.

The below graph provides this view:
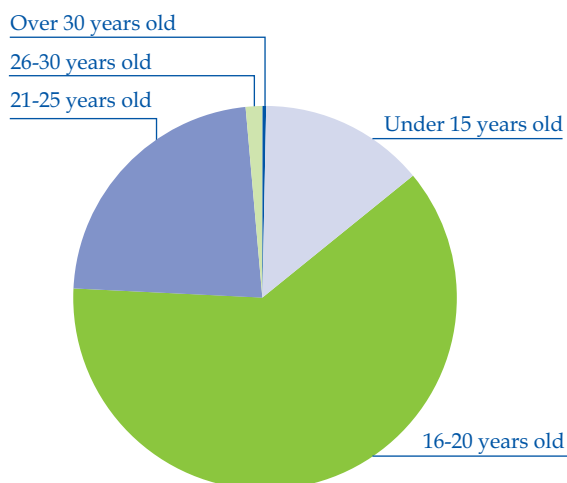
Graph No 1. Participants by age

Below the gender related analysis was done. Analyses have been afterwards conducted again, based on the combination of the respondents by gender. Table below (No.2) shows the age of participants segregated by their gender.

Table No.5 Age of participants segregated by gender

Gender of the participants			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	16-20 years old	3	100.0	100.0	100.0
Female	Valid	Under 15 years old	64	12.1	12.1	12.1
		16-20 years old	317	59.9	59.9	72.0
		21-25 years old	140	26.5	26.5	98.5
		26-30 years old	6	1.1	1.1	99.6
		Over 30 years old	2	.4	.4	100.0
		Total	529	100.0	100.0	
Male	Valid	Under 15 years old	77	16.2	16.2	16.2
		16-20 years old	304	63.9	63.9	80.0
		21-25 years old	86	18.1	18.1	98.1
		26-30 years old	7	1.5	1.5	99.6
		Over 30 years old	2	.4	.4	100.0
		Total	476	100.0	100.0	

Table No. 5 shows that 3 respondents in the group age of 16-20 years old, did not define their gender; female respondents at the age of 16-20 years old are the vast majority of respondents of the sample (317 or 59.9%); there are 140 (26.5%) female respondents at the age of 21-25 years old; there are 64 (12.1%) female respondents at the age of less than 15 years old; and there are 2 (0.4%) female respondents at the age of over 30 years old. As regards distribution of male respondents the table shows that male respondents from the group age of 16-20 years old form the vast majority of male respondents of the sample (304 respondents or 63.9%); there are 86 (18.1%) participants at the age of 21-25 years old; there are 77 (16.2%) participants at the age of less than 15 years old; there are 7 (1.5%) respondents at the age of 26-30 years old; and there are 2 (0.4%) respondents at the age of over 30 years old. It is obvious from the table, that males at the age of 16-20 years old form the vast majority of both male and female respondents. In the findings' section, a special focus will be given to segregation of result by gender of the respondents. There are a total of 529 female respondents and 476 male respondents who participated in the study.

Table No.6 shows that 4 respondents of the age 16-20 years old and 3 respondents at the age of 21-25 years old did not define their residence. The vast majority of participants at the age of 16-20 years old, resident in the city, form the highest percentage of the sample (413 respondents or 62.6%); there are 150 (22.7%) respondents age of 21-25 years old resident in the city; there are 82 (12.4%) respondents at the age of less than 15 years old resident in the city; there are 11 (1.7%) respondents at the age 26-30 years old resident in the city; and there are 4 (0.6%) respondents at the age over 30 years old resident in the city.

Table No. 6 Age of the participants segregated by residence

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	16-20 years old	4	57.1	57.1	57.1
		21-25 years old	3	42.9	42.9	100.0
		Total	7	100.0	100.0	
Urban	Valid	Less than 15 years old	82	12.4	12.4	12.4
		16-20 years old	413	62.6	62.6	75.0
		21-25 years old	150	22.7	22.7	97.7
		26-30 years old	11	1.7	1.7	99.4
		Over 30 years old	4	.6	.6	100.0
		Total	660	100.0	100.0	
Rural	Valid	Less than 15 years old	59	17.3	17.3	17.3
		16-20 years old	207	60.7	60.7	78.0
		21-25 years old	73	21.4	21.4	99.4
		26-30 years old	2	.6	.6	3
		Total	341	100.0	100.0	100.0

The vast majority of the participants who are resident in the village are those in the age group 16-20 years old, with 207 respondents or 60.7% of the sample. There are 73 (21.4%) respondents in the 21-25 years old; there 59 (17.3%) respondents at the age of less than 15 years old; there are 2 (0.6%) respondents at the age of 26-30 years old, while there are no respondents who are resident in the village, at the age of over 30 years old. In both cases, it is observed that the highest percentage of the respondents, resident either in the villages or in cities, is formed by respondents of the age 16-20 years old. Therefore, in the finding section of the study, a high consideration will be given to differences of results coming out from respondents that are resident in the cities from those resident in the villages.

Gender of the participants

Table No 7. Participants by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Females	529	52.5	52.6	52.6
	Males	476	47.2	47.4	100.0
	Total	1005	99.7	100.0	
Missing	System	3	.3		
Total		1008	100.0		

The table above (No.7) shows that 3 of the respondents did not define their gender, 529 respondents (or 52.5%) are female respondents and 476 respondents (47.2%) are male respondents.
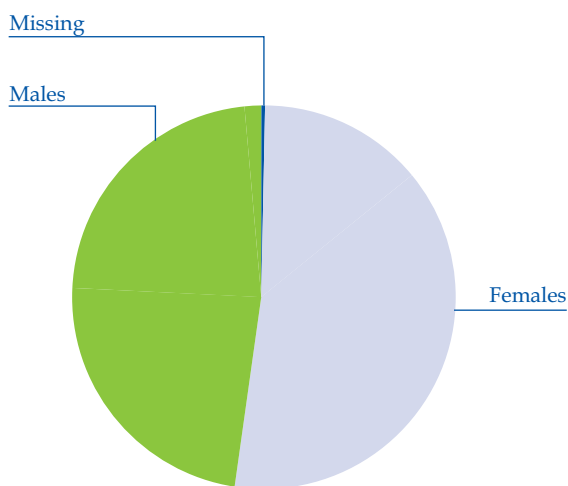
Graph No 2. Participants segregated by gender

Participants by residence

Table No.8 Participants by residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	City (urban)	660	65.5	65.9	65.9
	Village (rural)	341	33.8	34.1	100.0
	Total	1001	99.3	100.0	
Missing	System	7	.7		
Total		1008	100.0		

Table above (No.8) shows that, out of 1008 respondents, 7 of them did not define their residence is in the city or in the village. 660 (65.5%) of the respondents live in the city and 341 (33.8%) of the respondents live in the village.

We need to consider here, that the number of participants from the region of Tirana include also participants from rural and informal areas surrounding the city of Tirana such as Paskuqan, Babrru, Kamëz, Institut, Bathore, Breglumas (They form about 19.33 % e of the youth from urban areas)

Below there is an analysis conducted with data collected from respondents who are resident in the villages and in the cities, segregated by their gender.

Table No.9 shows that 3 respondents who are urban residents did not define their gender. 376 (71.1%) female respondents are urban residents and 147 (27.8%) female respondents are rural residents. There are also 281(59.0%) male respondents who are urban residents and 194 (40.8%) male respondents who are rural residents. It will be particularly interesting to compare findings of this study related to specific questions of this study (coming out from female respondents who are urban residents with those

Table No. 9 Gender of participants segregated by residence

Participants by gender			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Urban	3	100.0	100.0	100.0
Female	Valid	Urban	376	71.1	71.9	71.9
		Rural	147	27.8	28.1	100.0
		Total	523	98.9	100.0	
	Missing	System	6	1.1		
	Total		529	100.0		
Male	Valid	Urban	281	59.0	59.2	59.2
		Rural	194	40.8	40.8	100.0
		Total	475	99.8	100.0	
	Missing	System	1	.2		
	Total		476	100.0		

coming from female respondents who are rural residents. It will also be interesting to make an equivalent comparison for male respondents who are urban residents with those who are rural residents.
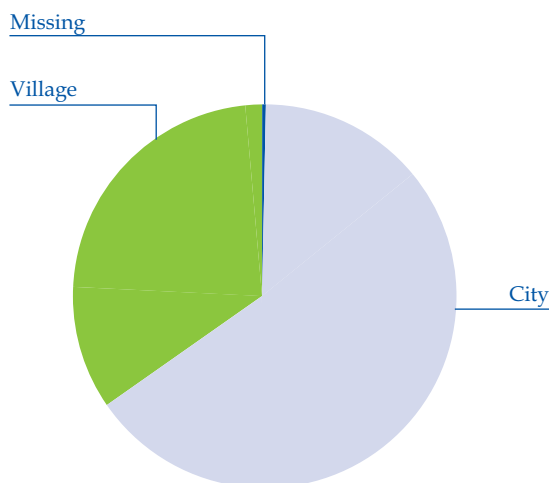
Graph No 3. Residence of participants

Educational background of participants

The table No.10 shows that out of 1008 respondents, there are 6 (0.6%) who have completed elementary education; 165 (16.4%) respondents who have completed basic education; 504 (50.0%) respondents who have completed secondary education; 93 (9.2%) respondents who have completed professional education; 204 (20.2%) who have university degree; and 25 (2.5%) respondents who have a post university degree. In the following section, the differences in viewpoints of respondents from various educational backgrounds will be assessed, as relates to specific questions of this study.

Table No.10 Educational background of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary education	6	.6	.6	.6
	Basic education	165	16.4	16.5	17.2
	Secondary education	504	50.0	50.6	67.7
	Professional education	93	9.2	9.3	77.0
	University degree	204	20.2	20.5	97.5
	Post-university degree	25	2.5	2.5	100.0
	Total	997	98.9	100.0	
Missing	System	11	1.1		
Total		1008	100.0		
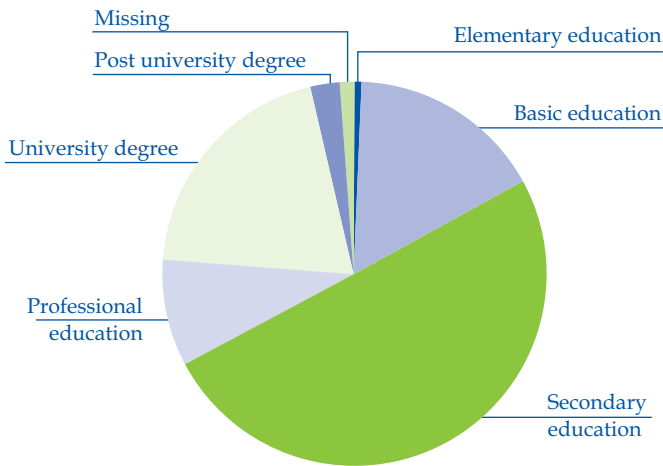
Graph No. 4 Educational background of participants

The table No.11 shows that 2 respondents with a secondary educational background and 1 respondent with professional educational background did not define their gender. The highest percentage of female respondents is the percentage of those with a secondary educational background with 48.4% of the sample (256 respondents); the second place belongs to female respondents with university educational background who form 27.2% of the sample (114 respondents); after them rank those with basic educational background with 11.5% of the sample (61 respondents); followed by those with professional educational background who form 7.0% of the sample (37 respondents); those with post university educational background who form 4.0% of the sample (21 respondents); and in the last place, those with elementary educational background who form 0.6 of the sample (3 respondents).

As relates to male respondents, the highest percentage of the sample is formed by those with secondary educational background 51.7% (246 respondents); followed by those with elementary educational background who form 21.8% of the sample (104

Table No.11 Educational background of participants segregated by gender

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Secondary education	2	66.7	66.7	66.7
		Professional education	1	33.3	33.3	100.0
		Total	3	100.0	100.0	
Female	Valid	Elementary education	3	.6	.6	.6
		Basic education	61	11.5	11.7	12.3
		Secondary education	256	48.4	49.0	61.3
		Professional education	37	7.0	7.1	68.4
		University degree	144	27.2	27.6	96.0
		Post university degree	21	4.0	4.0	100.0
		Total	522	98.7	100.0	
	Missing	System	7	1.3		
	Total		529	100.0		
Male	Valid	Elementary education	3	.6	.6	.6
		Basic education	104	21.8	22.0	22.7
		Secondary education	246	51.7	52.1	74.8
		Professional education	55	11.6	11.7	86.4
		University degree	60	12.6	12.7	99.2
		Post University degree	4	.8	.8	100.0
		Total	472	99.2	100.0	
	Missing	System	4	.8		
	Total		476	100.0		

respondents); by those with university educational background who form 12.6% of the sample (60 respondents); by those with professional educational background who form 11.6% of the sample (55 respondents); by those with post university educational background who form 0.8% of the sample (4 respondents); and in the last place by those with elementary educational background who form 0.6% of the sample (3 respondents). Data in this table show some interesting variations.

Therefore, in both cases, for male and female, the predominant educational background remains in the secondary education one (48.4% at females and 51.7% at males). For female respondents, the second biggest group of respondents are those with a university degree (27.2), and then comes the third group, those respondents who have completed basic education (11.5%) and in the fourth place stand those who have completed professional education (7.0%). There is a clear difference in male respondents. For them males with basic education rank in the second place (21.8%) right after male respondents with secondary education background. In the third place rank male respondents with a university degree (12.6%) and in the fourth place rank male respondents with professional educational background (11.6). Apparently female respondents intend to pursue education beyond secondary education, compared to male respondents who tend 2-3 times less to attend university. Worth adding, for male respondents there is a higher number of those with basic educationalll background (104 respondents or 21.8%) compared to female respondents (61 respondents or 11.5%),

thus male respondents have a tendency of twice more than female respondents to interrupt education once they complete basic education. Another finding is that male respondents are those who mostly attend professional education (55 respondents or 11.6%) rather than female respondents (37 respondents or 7.0%), thus male respondents are apparently oriented towards attaining a certain profession.

School attendance level of participants

Table No.12. School attendance level of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I attend school	861	85.4	88.0	88.0
	I dropped out of school	28	2.8	2.9	90.9
	I completed my education	89	8.8	9.1	100.0
	Total	978	97.0	100.0	
Missing	System	30	3.0		
Total		1008	100.0		

The above table (No. 12) shows that 30 respondents (3.0%) did not provide any answer to the question related to school attendance. 861 respondents (85.4%) claim to "attend education", 28 respondents (2.8%) claim that "they have abandoned school" and 89 respondents (8.9%) claim to "have completed school". Apparently respondents who drop out from school are in a very limited number, therefore the tendency remains with the respondent's will to complete a certain level of education and to carry on afterwards to the next level of education.
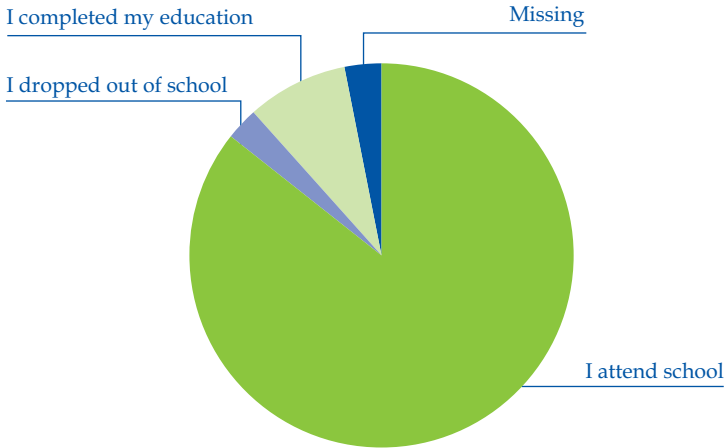
Graph No.5. Level of school attendance

Employment status of participants

Table No.13. Employment status of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed	148	14.7	15.4	15.4
	Unemployed	810	80.4	84.6	100.0
	Total	958	95.0	100.0	
Missing	System	50	5.0		
Total		1008	100.0		

The above table (No.13) shows that 50 respondents (5.0%) did not respond to the question related to employment status, 148 respondents (14.7%) state to be "employed" and 810 respondents (80.4%) state to be "unemployed".
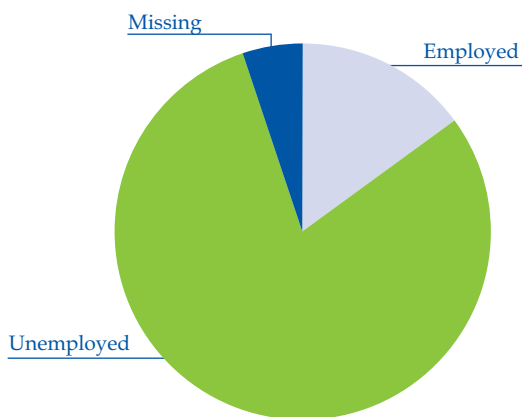
Graph No.6 Employment status of participants

Table No.14. Employment status of participants segregated by gender

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Employed	1	33.3	50.0	50.0
		Unemployed	1	33.3	50.0	100.0
		Total	2	66.7	100.0	
	Missing	System	1	33.3		
	Total		3	100.0		
Female	Valid	Employed	66	12.5	13.3	13.3
		Unemployed	432	81.7	86.7	100.0
		Total	498	94.1	100.0	
	Missing	System	31	5.9		
	Total		529	100.0		
Male	Valid	Employed	81	17.0	17.7	17.7
		Unemployed	377	79.2	82.3	100.0
		Total	458	96.2	100.0	
	Missing	System	18	3.8		
	Total		476	100.0		

Table above (No.14) shows that there is only one "employed" respondent and another "unemployed" one, who did not state their gender. Employed female respondents form 66 or 12.5% of the sample, while unemployed female respondents form 432 or 81.7% of the sample. As for male respondents, there are 81 or 17.0% employed male respondents and 377 or 79.2% unemployed male respondents. Apparently, the highest percentage of respondents is unemployed. The percentage of employed male respondents (17%) is higher than that of employed female respondents (12.5%), thus male respondents appear to have more employment opportunities compared to female respondents.

Table No.15 Employment status of participants segregated by residence

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Employed	1	14.3	25.0	25.0
		Unemployed	3	42.9	75.0	100.0
		Total	4	57.1	100.0	
	Missing	System	3	42.9		
	Total		7	100.0		
Urban	Valid	Employed	102	15.5	16.1	16.1
		Unemployed	530	80.3	83.9	100.0
		Total	632	95.8	100.0	
	Missing	System	28	4.2		
	Total		660	100.0		
Rural	Valid	Employed	45	13.2	14.0	14.0
		Unemployed	277	81.2	86.0	100.0
		Total	322	94.4	100.0	
	Missing	System	19	5.6		
	Total		341	100.0		

Table above (No.15) shows that 3 unemployed respondents and 1 employed respondent did not state their residence. Only 102 (15.5%) urban residents are employed, while the vast majority of them, 530 urban respondents (80.3%) are unemployed. As for rural resident respondents, only 45 of them (13.2%) are employed, while the vast majority of them, 277 respondents (81.2%) are unemployed. There is no major differentiation amongst percentages of employed (or unemployed) rural resident respondents, compared to urban resident respondents.

Current status of participants' income

Table No. 16 shows that the vast majority of respondents (627 or 62.2%) state to "have no incomes". For 72 respondents (7.1%) the income level is 0-5.000 ALL/month, for 47 respondents (4.7%) the income level is 5.001-10.000 ALL/month, for 70 respondents (5.9%) the income level is 10.0001-20.000 ALL/month, and for 69 respondents (6.8%) the income level is over 20.000 ALL/month.

Table No.16 Income status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No incomes	627	62.2	70.8	70.8
	0-5000 ALL/month	72	7.1	8.1	79.0
	5001- 10000 ALL/month	47	4.7	5.3	84.3
	1000 1 -20000 ALL/month	70	6.9	7.9	92.2
	Over 20000 ALL/month	69	6.8	7.8	100.0
	Total	885	87.8	100.0	
Missing	System	123	12.2		
Total		1008	100.0		

Missing
Over 20000 ALL/month
10001-20000 ALL/month
5001- 10000 ALL/month
0-5000 ALL/month
No incomes
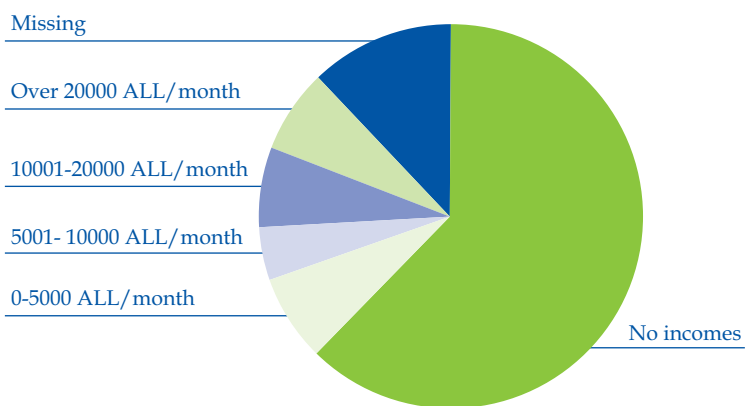
Graph No.7 Current income status

Table No.17 shows that 3 respondents (1 respondent states to "have no incomes" and 2 respondents whose income level is 5.001-10.000 ALL/month) have not stated their gender.

323 female respondents (61.1%) state to "have no income", for 37 female respondents (7.0%) the income level is 0-5.000 ALL/month, for 25 female respondents (4.7%) the income level is 5.001-10.000 ALL/month, for 36 female respondents (6.8%) the income level is 10.001-20.000 ALL/month, and for 29 female respondents (5.5%) the income level is over 20.000 ALL/month.

As regards male respondents, 303 of them (63.7%) state to "have no income". For 35 male respondents (7.4%) the income level is 0-5.000 ALL/month, for 20 male respondents (4.2%) the income level is 5.001-10.000 ALL/month, for 34 male respondents the income level is 10.001-20.000 ALL/month, and last, for 40 respondents (8.4%) the income level is over 20.000 ALL/month.

Table No.17 Income status of participants segregated by gender

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	No incomes	1	33.3	33.3	33.3
		5001- 10000 ALL/month	2	66.7	66.7	100.0
		Total	3	100.0	100.0	
Female	Valid	No incomes	323	61.1	71.8	71.8
		0-5000 ALL/month	37	7.0	8.2	80.0
		5001- 10000 ALL/Month	25	4.7	5.6	85.6
		10001 -20000 ALL/Month	36	6.8	8.0	93.6
		Over 20000 ALL/Month	29	5.5	6.4	100.0
		Total	450	85.1	100.0	
	Missing	System	79	14.9		
	Total		529	100.0		
Male	Valid	No incomes	303	63.7	70.1	70.1
		0-5000 ALL/Month	35	7.4	8.1	78.2
		5001- 10000 ALL/Month	20	4.2	4.6	82.9
		10001 -20000 ALL/Month	34	7.1	7.9	90.7
		Over 20000 ALL/Month	40	8.4	9.3	100.0
		Total	432	90.8	100.0	
	Missing	System	44	9.2		
	Total		476	100.0		

Table No.18 Income status of participants segregated by residence

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	No incomes	2	28.6	50.0	50.0
		10001-20000 ALL/month	2	28.6	50.0	100.0
		Total	4	57.1	100.0	
	Missing	System	3	42.9		
	Total		7	100.0		
Urban	Valid	No incomes	389	58.9	67.1	67.1
		0-5000 ALL/month	51	7.7	8.8	75.9
		5001- 10000 ALL/month	38	5.8	6.6	82.4
		10001-20000 ALL/month	50	7.6	8.6	91.0
		Over 20000 ALL/month	52	7.9	9.0	100.0
		Total	580	87.9	100.0	
	Missing	System	80	12.1		
	Total		660	100.0		
Rural	Valid	No incomes	236	69.2	78.4	78.4
		0-5000 ALL/month	21	6.2	7.0	85.4
		5001- 10000 ALL/month	9	2.6	3.0	88.4
		10001-20000 ALL/month	18	5.3	6.0	94.4
		Over 20000 ALL/month	17	5.0	5.6	100.0
		Total	301	88.3	100.0	
	Missing	System	40	11.7		
	Total		341	100.0		

Table (No.18) shows that, 4 respondents who state to "have no income" and 2 other respondents whose income level is 10.001-20.000 ALL/month, have not stated their residence. 389 urban resident respondents (58.9%) state to "have no income". As for the rest of urban resident respondents, the income level of 51 respondents (7.7%) is 0-5.000 ALL/month, for 38 respondents (5.8%) the income level is 5.001-10.000 ALL/month, for 50 respondents (7.6%) the income level is 10.001-20.000 ALL/month and for 52 respondents (7.9%) the income level is over 20.000 ALL/month.

As regards rural resident respondents, there are 236 of them (69.2%) who state to "have no income". For 21 respondents (6.2%) the income level is 0-5.000 ALL/month, for 9 respondents (2.6%) the income level is 5.001-10.000 ALL/month, for 18 respondents (5.3%) the income level is 10.001-20.000 ALL/month, and for 17 respondents (5.0%) the income level is over 20.000 ALL/month.

Income level segregated by employment status

Table No.19 Income level segregated by employment status

Employment status			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	No incomes	19	38.0	57.6	57.6
		0-5000 ALL/month	4	8.0	12.1	69.7
		5001- 10000 ALL/month	2	4.0	6.1	75.8
		10001-20000 ALL/month	4	8.0	12.1	87.9
		Over 20000 ALL/month	4	8.0	12.1	100.0
		Total	33	66.0	100.0	
	Missing	System	17	34.0		
	Total		50	100.0		
Employed	Valid	No incomes	11	7.4	7.9	7.9
		0-5000 ALL/month	18	12.2	12.9	20.9
		5001- 10000 ALL/month	23	15.5	16.5	37.4
		10001-20000 ALL/month	44	29.7	31.7	69.1
		Over 20000 ALL/month	43	29.1	30.9	100.0
		Total	139	93.9	100.0	
	Missing	System	9	6.1		
	Total		148	100.0		
Unemployed	Valid	No incomes	597	73.7	83.7	83.7
		0-5000 ALL/month	50	6.2	7.0	90.7
		5001- 10000 ALL/month	22	2.7	3.1	93.8
		10001-20000 ALL/month	22	2.7	3.1	96.9
		Over 20000 ALL/month	22	2.7	3.1	100.0
		Total	713	88.0	100.0	
	Missing	System	97	12.0		
	Total		810	100.0		

Employment status segregated by educational background

Table No.20 Employment status segregated by educational background

Employment status			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Basic education	7	14.0	14.9	14.9
		Secondary education	26	52.0	55.3	70.2
		Professional education	3	6.0	6.4	76.6
		University degree	11	22.0	23.4	100.0
		Total	47	94.0	100.0	
	Missing	System	3	6.0		
	Total		50	100.0		
Employed	Valid	Elementary education	3	2.0	2.1	2.1
		Basic education	18	12.2	12.4	14.5
		Secondary education	47	31.8	32.4	46.9
		Professional education	16	10.8	11.0	57.9
		University degree	46	31.1	31.7	89.7
		Post university degree	15	10.1	10.3	100.0
		Total	145	98.0	100.0	
	Missing	System	3	2.0		
	Total		148	100.0		
Unemployed	Valid	Elementary education	3	.4	.4	.4
		Basic education	140	17.3	17.4	17.8
		Secondary education	431	53.2	53.5	71.3
		Professional education	74	9.1	9.2	80.5
		University degree	147	18.1	18.3	98.8
		Post university degree	10	1.2	1.2	100.0
		Total	805	99.4	100.0	
	Missing	System	5	.6		
	Total		810	100.0		

Table above (No.20) shows that the highest percentage of employed participants is formed by those with secondary education (31.8%) and after them, from participants with university background (31.1%). The same trend follows the group of unemployed participants. Those with secondary education background form 53.2% of the sample, followed by 18.1% with university background.

Health status of participants

Table No.21 Health status of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have health problems	96	9.5	9.6	9.6
	I don't have health problems	906	89.9	90.4	100.0
	Total	1002	99.4	100.0	
Missing	System	6	.6		
Total		1008	100.0		

Table No.21 shows that 96 respondents or 9.5% of them have some kind of health problems and 906 respondents or 89.9% of them don't.
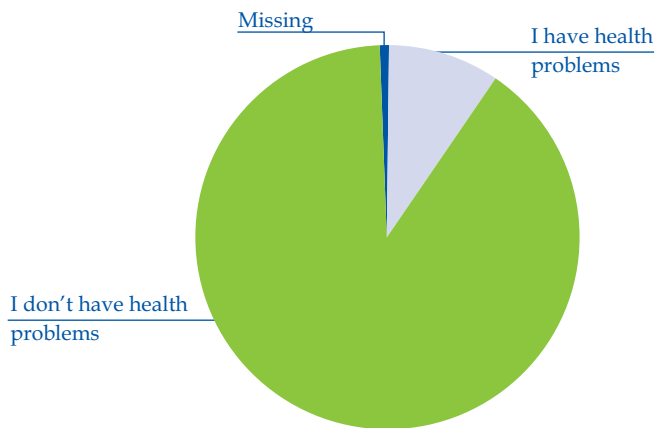
Graph No.8. Health status of participants

Health status of participants segregated by employment status.

Table No.22 Health status of participants segregated by employment status

Health status			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Employed	1	20.0	20.0	20.0
		Unemployed	4	80.0	80.0	100.0
		Total	5	100.0	100.0	
I have health problems	Valid	Employed	17	17.9	18.7	18.7
		Unemployed	74	77.9	81.3	100.0
		Total	91	95.8	100.0	
	Missing	System	4	4.2		
	Total		95	100.0		
I don't have health problems	Valid	Employed	130	14.3	15.1	15.1
		Unemployed	732	80.6	84.9	100.0
		Total	862	94.9	100.0	
	Missing	System	46	5.1		
	Total		908	100.0		

Findings and discussions related to research questions

Findings and discussions for the first question: *What are the perceptions of youth about life conditions, about indicators that promote the improvement of life conditions, indicators that cause unemployment, about the problems that cause criminality and youth perception about leisure time?*

The residence' and variation' indicators were used to respond to this question. As mentioned previously in the methodology section, an average falling under the spectrum of 1 -2.33 shows a low level of youth' perceptions related to the analysed indicators. An average falling under spectrum of 2.34 - 3.67 shows a medium level of youth' perception related to analysed indicators. An average falling under spectrum of 3.68 - 5.00 shows a high level of youth' perception related to analysed indicators.

Let us examine all indicators which are related to the residence indicator. The results of the first sub-indicator "Work in the place of origin improves living conditions", with $\bar{x}$ =4.12 which means there is an average falling between the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the second sub-indicator "Completing a vocational training course changes the socio-economic life", with $\bar{x}$=3.92 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the third sub-indicator "Local governmental bodies support respondents to find jobs", with $\bar{x}$ =3.95 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the sub-fourth indicator "Further education facilitates the improvement of socio-economic situation", with $\bar{x}$ =4.56 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the fifth sub-indicator "Emigration is the solution to change own life", with $\bar{x}$=3.59 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The results of the sixth sub-indicator "Migration is the solution to change one's life", with $\bar{x}$=3.58 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The table below encompasses the results of all these six sub-indicators, which relate to the residence indicator (Table No.23).

Table No. 23 Residence indicator with its six sub-indicators (indicators 1 to 6).

	N	Explanation	Std. Deviation
Work in the place of origin improves living conditions	1007	4.12	1.00
Completing a vocational training course changes the socio-economic life	1006	3.92	1.02
Local governmental bodies support respondents to find jobs	1006	3.95	1.18
Further education facilitates the improvement of socio-economic situation	1004	4.56	.82
Emigration is the solution to change own life	1006	3.59	1.15
Migration is the solution to change own life	1007	3.58	1.12
Valid N (list wise)	1000		

Table No.24 Residence indicator with its six following sub-indicators (indicators 7 to 12)

	N	Explanation	Std. Deviation
Marriage improves living conditions	1006	2.66	1.28
The usage of family resources supports the business	1004	4.22	.91
Unemployment is a consequence of the local labour market' shortage	1001	3.89	1.12
Unemployment is a consequence of the unwillingness to work	1007	2.89	1.42
Unemployment is a consequence of the lack of necessary qualifications	1007	3.63	1.24
Unemployment is a consequence of the community prejudices	1004	2.65	1.35
Valid N (list wise)	991		

The results of the seventh sub-indicator "Marriage improves living conditions", with $\bar{x}$=2.66 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The results of the eighth sub-indicator "The usage of family resources enables the business", with $\bar{x}$ =4.22 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the ninth sub-indicator "Unemployment is a consequence of the local labour market' shortage", with $\bar{x}$ =3.89 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the tenth sub-indicator "Unemployment is a consequence of the unwillingness to work", with $\bar{x}$ =2.89 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The results of the eleventh sub-indicator "Unemployment is a consequence of the lack of necessary qualifications", with $\bar{x}$ =3.63 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The results of the twelfth sub-indicator "Unemployment is a consequence of the community prejudice", with $\bar{x}$ =2.65 which means there is an average falling within

the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

Table No.25 Geographical/residence indicator with its six following sub-indicators (indicators 13 to 18)

	N	Minimum	Maximum	Explanation	Std. Deviation
Criminality derives from the lack of a positive model in the family	1005	1	5	3.91	1.16
Criminality derives from approaches of a negative social model	1006	1	5	4.18	.96
Criminality derives from poverty and unemployment	1005	1	5	4.11	.99
The use of drug and alcohol brings consolation from current problems	1005	1	5	2.99	1.54
Gambling is a solution to economic/emotional /psychological problems	1007	1	5	2.83	1.50
Spending leisure time through non-activities (such as watching TV. listening music, using computers, playing	1005	1	5	3.27	1.41
Valid N (list wise)	1003				

The results of the thirteen sub-indicator "Criminality derives from the lack of a positive model in the family", with x̄ =3.91 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the fourteenth sub-indicator "Criminality derives from a negative social model", with x̄ =4.18 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the fifteenth sub-indicator "Criminality derives from poverty and unem-ployment", with x̄ =4.11 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the sixteenth sub-indicator "The use of drug and alcohol brings consolation from current problems", with x̄ = 2.99 which means there is an average falling within the spectrum of 2.34 -3.67, which shows that youth' perception related to this indicator is medium.

The results of the seventeenth sub-indicator "Gambling is a solution to economic/emotional /psychological problems", with x̄ = 2.83 which means there is an average falling within the spectrum of 2.34 - 3.67, which shows that youth' perception related to this indicator is medium.

The results of the eighteenth sub-indicator "Spending leisure time on non-sportive activities (such as watching TV. listening music, using computers, playing cards etc.)", with x̄ =3.27 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

Table No.26 Residence indicator with its six following sub-indicators (indicators 19 to 24)

	N	Mean	Std. Deviation
Spending leisure time in sport activities with friends	1004	4.26	.87
Health problems can be solved through traditional medications	1001	3.09	1.28
Health problems can be solved through health care system	1001	4.67	.73
Young age does not have health problem and does not need health care	1001	1.91	1.34
Concerns and problems are discussed and remain within the family	1004	3.49	1.40
Concerns and problems can be shared with frie	983	3.32	1.18
Valid N (list wise)	969		

The results of the nineteenth sub-indicator "Spending leisure time on sportive activities in the company of one's friends", with $\bar{x}$ =4.26 which means there is an average falling within the spectrum of 3.68-5.00, shows that youth' perception related to this indicator is high.

The results of the twentieth sub-indicator "Health problems are resolved through traditional methods of healing", with $\bar{x}$ =3.09 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The results of the twenty-first sub-indicator "Health problems are resolved through formal health system", with $\bar{x}$ =4.67 which means there is an average falling within the spectrum of 3.68-5.00, shows that youth' perception related to this indicator is high.

The results of the twenty-second sub-indicator "People at a young age do not have health problems therefore do not need medication", with $\bar{x}$ =1.91 which means there is an average falling within the spectrum of 1.00-2.33, shows that youth' perception related to this indicator is low.

The results of the twenty-third sub-indicator "Problems and concerns are discussed only internally in the family", with $\bar{x}$ =3.49 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The results of the twenty-fourth sub-indicator "Problems and concerns can be discussed/shared with friends", with $\bar{x}$ =3.32 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The results of the twenty-fifth sub-indicator "Confessing the truth helps to feel better", with $\bar{x}$=4.44 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the twenty-sixth sub-indicator "One should have a role model in life", with $\bar{x}$ =4.28 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

Table No.27 Residency indicator with its six following sub-indicators (indicators 25 to 30)

	N	Explanation	Std. Deviation
Confessing the truth helps to feel better	1006	4.44	.83
One should have a role model inlifee	1005	4.28	.94
People should be open minded to seek help	1004	4.40	.82
Problem solving skills depend onone'ss special abilities or gift	1005	3.33	1.19
Financial independence develops a healthy personality	1004	3.71	1.14
Prejudice and discrimination leadtooisolationnanddpassivityy	1005	4.18	1.07
Valid N (list wise)	997		

The results of the twenty-seventh sub-indicator "People should be open minded to seek help", with x̄ =4.40 which means that there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the twenty-eighth sub-indicator "Problem solving skills depend on one's special abilities or gift", with x̄ =3.33 which means there is an average falling within the spectrum of 2.34-3.67, which shows that youth' perception related to this indicator is medium.

The results of the twenty-ninth sub-indicator "Financial independence develops a healthy personality", with x̄ =3.71 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

The results of the thirtieth sub-indicator "Prejudice and discrimination lead to isolation and passivity", with x̄=4.18 which means there is an average falling within the spectrum of 3.68-5.00, which shows that youth' perception related to this indicator is high.

Findings and discussions for the second question: How do female and male youth perceive factors that change the economic situation?

The table No.28 shows a slight differentiation in the perception of female and male respondents related to completion of professional education as a means to change the socio-economic situation. There are 25.0% of female respondents who "strongly agree", and 49.1% of the female respondents who "partially agree". For male respondents, there are 36.1% of them who "strongly agree" and 40.8% who "partially agree". Apparently less female respondents compared to male respondents, believe that completion of professional education is a way to change their socio-economic situation

The table No. 29 shows an apparent differentiation among responses of female respondents with those of male respondents, relating to the perception of youth about the role of local governmental bodies in facilitation of acquiring a job. There are 42.0% female respondents that "strongly agree" and 32.7% who "partially agree", while there are 42.9% male respondents who "strongly agree" and 26.5% who "partially agree". It

is noticeable that female respondents have a stronger perception related to the role of local governmental bodies in the acquiring of a job, compared to male respondents.

Table No.28 Youth perception related to completion of professional education

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Disagree	3	100.0	100.0	100.0
Female	Valid	Strongly disagree	19	3.6	3.6	3.6
		Partially disagree	36	6.8	6.8	10.4
		Undecided	81	15.3	15.3	25.8
		Partially agree	260	49.1	49.2	75.0
		Strongly agree	132	25.0	25.0	100.0
		Total	528	99.8	100.0	
	Missing	System	1	.2		
	Total		529	100.0		
Male	Valid	Strongly disagree	19	4.0	4.0	4.0
		Partially disagree	29	6.1	6.1	10.1
		Undecided	61	12.8	12.8	22.9
		Partially agree	194	40.8	40.8	63.8
		Strongly agree	172	36.1	36.2	100.0
		Total	475	99.8	100.0	
	Missing	System	1	.2		
	Total		476	100.0		

Table No.29 Youth perception related to the role of governmental bodies

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Undecided	3	100.0	100.0	100.0
Female	Valid	Strongly disagree	34	6.4	6.4	6.4
		Partially disagree	36	6.8	6.8	13.2
		Undecided	64	12.1	12.1	25.3
		Partially agree	173	32.7	32.7	58.0
		Strongly agree	222	42.0	42.0	100.0
		Total	529	100.0	100.0	
Male	Valid	Strongly disagree	21	4.4	4.4	4.4
		Partially disagree	45	9.5	9.5	13.9
		Undecided	78	16.4	16.5	30.4
		Partially agree	126	26.5	26.6	57.0
		Strongly agree	204	42.9	43.0	100.0
		Total	474	99.6	100.0	
	Missing	System	2	.4		
	Total		476	100.0		

Findings and discussions related to third question: *How do female and male youth, both rural inhabitants and urban inhabitants, perceive the advancement of education as an opportunity to improve one's economic and social situation?*

Table No.30 Male and female youth perception related to advancement of education as a means to improve social and economic life.

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Undecided	1	33.3	33.3	33.3
		Partially agree	1	33.3	33.3	66.7
		Strongly agree	1	33.3	33.3	100.0
		Total	3	100.0	100.0	
Female	Valid	Strongly disagree	4	.8	.8	.8
		Partially disagree	9	1.7	1.7	2.5
		Undecided	17	3.2	3.2	5.7
		Partially agree	96	18.1	18.2	23.9
		Strongly agree	401	75.8	76.1	100.0
		Total	527	99.6	100.0	
	Missing	System	2	.4		
	Total		529	100.0		
Male	Valid	Strongly disagree	9	1.9	1.9	1.9
		Partially disagree	17	3.6	3.6	5.5
		Undecided	36	7.6	7.6	13.1
		Partially agree	111	23.3	23.4	36.5
		Strongly agree	301	63.2	63.5	100.0
		Total	474	99.6	100.0	
	Missing	System	2	.4		
	Total		476	100.0		

The table above (No.30) shows an apparent differentiation in the perception of female and male respondents as relates to advancement of education as a means to improve socio-economic life. There are 75.8% of female respondents who "strongly agree" and 18.1% who "partially agree", while there are 63.2% male respondents who "strongly agree" and 23.3% who "partially agree". Obviously, female respondents appreciate more than male respondents the role of education as a means to improve socio-economic situation.

Table No.31 shows a slight differentiation among responses of rural and urban residents, as relates to their perception of education as a means to improve socio-economic life. There are 67.4% of rural respondents who "strongly agree" and 22.9% who "partially agree", while there are 70.9% of urban respondents who "strongly agree" and 19.5% who "partially agree". There is a slight differentiation among the responses of rural and urban residents, as relates to their perception of education as a means to improve socio-economic life.

Table No.31 Perception of male and female youth, both rural inhabitants and urban inhabitants, related to the role of education as a means to improve socio-economic life.

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Agree	1	14.3	16.7	16.7
		Strongly agree	5	71.4	83.3	100.0
		Total	6	85.7	100.0	
	Missing	System	1	14.3		
	Total		7	100.0		
Urban	Valid	Strongly disagree	10	1.5	1.5	1.5
		Partially disagree	12	1.8	1.8	3.3
		Undecided	38	5.8	5.8	9.1
		Partially agree	129	19.5	19.6	28.8
		Strongly agree	468	70.9	71.2	100.0
		Total	657	99.5	100.0	
	Missing	System	3	.5		
	Total		660	100.0		
Rural	Valid	Strongly disagree	3	.9	.9	.9
		Partially disagree	14	4.1	4.1	5.0
		Undecided	16	4.7	4.7	9.7
		Partially agree	78	22.9	22.9	32.6
		Strongly agree	230	67.4	67.4	100.0
		Total	341	100.0	100.0	

Findings and discussions for the fourth question: What is the perception of male and female youth, both rural and urban inhabitants, regarding emigration as an opportunity to improve life conditions?

The table No.32 shows a slight differentiation in the perception of male and female respondents related to the perception they have about emigration as a means to improve their lives. There are 19.7% of female respondents that "strongly agree" and 42.9% who "partially agree", while there are 24.8% of male respondents who "strongly agree" and 35.7% who "partially agree". The sum of percentages for "strongly agree" and "partially agree" responses gives 62.6% for females, and 60.5% for male respondents. Female respondents appreciate emigration as a means to improve life conditions, slightly more than male respondents.

Table No. 33 shows a slight differentiation among rural and urban respondents, as relates to the perception they have of emigration as a means to improve life conditions. There are 25.5% of rural respondents who "strongly agree" and 39.9% who "partially agree", while there are 20.5% of urban respondents who "strongly agree" and 39.2% who "partially agree". The sum of percentages for "strongly agree" and "partially agree" responses shows that for rural respondents it forms 65.4% of the total number of rural respondents, while for urban respondents it forms 59.7% of the total number of urban respondents. Apparently, rural respondents are more likely to emigrate rather than urban respondents; therefore rural respondents have a higher positive perception of emigration as a means to improve live, compared to urban ones.

Table No.32 The perception of male and female youth about emigration

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Undecided	2	66.7	66.7	66.7
		Strongly agree	1	33.3	33.3	100.0
		Total	3	100.0	100.0	
Female	Valid	Strongly disagree	27	5.1	5.1	5.1
		Partially disagree	73	13.8	13.8	18.9
		Undecided	97	18.3	18.4	37.3
		Partially agree	227	42.9	43.0	80.3
		Strongly agree	104	19.7	19.7	100.0
		Total	528	99.8	100.0	
	Missing	System	1	.2		
	Total		529	100.0		
Male	Valid	Strongly disagree	36	7.6	7.6	7.6
		Partially disagree	55	11.6	11.6	19.2
		Undecided	96	20.2	20.2	39.4
		Partially agree	170	35.7	35.8	75.2
		Strongly agree	118	24.8	24.8	100.0
		Total	475	99.8	100.0	
	Missing	System	1	.2		
	Total		476	100.0		

Table No.33 The perception of youth rural and urban residents related to emigration

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Disagree	2	28.6	33.3	33.3
		Undecided	1	14.3	16.7	50.0
		Partially agree	2	28.6	33.3	83.3
		Strongly agree	1	14.3	16.7	100.0
		Total	6	85.7	100.0	
	Missing	System	1	14.3		
	Total		7	100.0		
Urban	Valid	Strongly disagree	45	6.8	6.8	6.8
		Partially disagree	92	13.9	13.9	20.8
		Undecided	129	19.5	19.5	40.3
		Partially agree	259	39.2	39.2	79.5
		Strongly agree	135	20.5	20.5	100.0
		Total	660	100.0	100.0	
Rural	Valid	Strongly disagree	18	5.3	5.3	5.3
		Partially disagree	34	10.0	10.0	15.3
		Undecided	65	19.1	19.1	34.4
		Partially agree	136	39.9	40.0	74.4
		Strongly agree	87	25.5	25.6	100.0
		Total	340	99.7	100.0	
	Missing	System	1	.3		
	Total		341	100.0		

Findings and discussions for the fifth question: *What is the perception of male and female youth, rural and urban respondents, and those from different educational backgrounds, regarding migration as an opportunity to improve their economic and social situation?*

Table No.34 Perception of male and female youth related to migration

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	1	33.3	33.3	33.3
		Undecided	2	66.7	66.7	100.0
		Total I	3	100.0	100.0	
Female	Valid	Strongly disagree	28	5.3	5.3	5.3
		Partially disagree	51	9.6	9.6	14.9
		Undecided	89	16.8	16.8	31.8
		Partially agree	258	48.8	48.8	80.5
		Strongly agree	103	19.5	19.5	100.0
		Total	529	100.0	100.0	
Male	Valid	Strongly disagree	44	9.2	9.3	9.3
		Partially disagree	51	10.7	10.7	20.0
		Undecided	101	21.2	21.3	41.3
		Partially agree	193	40.5	40.6	81.9
		Strongly agree	86	18.1	18.1	100.0
		Total	475	99.8	100.0	
	Missing	System	1	.2		
	Total		476	100.0		

Table above (No.34) shows an obvious differentiation among responses of female and male respondents related to their perception of migration as a means to change their lives. There are 19.5% of female respondents who "strongly agree" and 48.8% who "partially agree", while for male respondents there are 18.1% who "strongly agree" and 40.5% who "partially agree". The sum of percentages for "strongly agree" and "partially agree" responses shows that for female respondents it forms 68.3% of the total number of female respondents, while for male respondents it forms 58.6% of the total number of male respondents. Apparently, female respondents have a higher consideration of migration as a means to improve life conditions, compared to male respondents. The table below provides a comparison of the results related to the perception about emigration and migration:

	Emigration' indicator (the sum of "strongly agree" and "partially agree" responses)	Migration' indicator (the sum of "strongly agree" and "partially agree" responses)
Female respondents	62.6%	68.3%
Male respondents	60.5%	58.6%

From the comparative table above, there are some obvious findings:

• "Migration" is preferable to "emigration" for female respondents.

- "Emigration" is preferable to "migration" for male respondents
- The results of "emigration" indicator show that female respondents are slightly more in favour of emigration (with +1.1%) compared to male respondents, therefore, female respondents prefer emigration almost equally with male respondents.
- The results of "migration" indicator show that female respondents are significantly more in favour of migration (with +9.7%) compared to male respondents, therefore, female respondents prefer migration considerably more than male respondents.

Table No.35 Perception of urban and rural resident youth related to migration

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	2	28.6	28.6	28.6
		Undecided	2	28.6	28.6	57.1
		Partially agree	3	42.9	42.9	100.0
		Total	7	100.0	100.0	
Urban	Valid	Strongly disagree	41	6.2	6.2	6.2
		Partially disagree	70	10.6	10.6	16.8
		Undecided	126	19.1	19.1	36.0
		Partially agree	303	45.9	46.0	81.9
		Strongly agree	119	18.0	18.1	100.0
		Total	659	99.8	100.0	
	Missing	System	1	.2		
	Total		660	100.0		
Rural	Valid	Strongly disagree	30	8.8	8.8	8.8
		Partially disagree	32	9.4	9.4	18.2
		Undecided	64	18.8	18.8	37.0
		Partially agree	145	42.5	42.5	79.5
		Strongly agree	70	20.5	20.5	100.0
		Total	341	100.0	100.0	

The table above (No.35) shows a considerable differentiation in responses of rural and urban respondents, related to their perception about migration as a means to change life conditions. There are 20.5% of rural respondents who "strongly agree" and 42.5% who "partially agree", while there are 18.0% of urban respondents who "strongly agree" and 45.9% who "partially agree". The sum of percentages for "strongly agree" and "partially agree" responses shows that for rural respondents this forms 63.0% of the entire number of rural respondents, and it forms 63.9% of the entire number of urban respondents. The table below provides figures on the comparison of "emigration" vs. "migration" phenomenon, by using data provided from urban and rural respondents:

	Emigration' indicator (the sum of "strongly agree" and "partially agree" responses)	Migration' indicator (the sum of "strongly agree" and "partially agree" responses)
Rural respondents	65.4%	63.0%
Urban respondents	59.7%	63.9%

This comparison table helps to come out with findings below:

- Rural respondents are more likely to prefer "emigration" rather than "migration";
- Urban respondents are more likely to prefer "migration" rather than "emigration";
- The results of "emigration" indicator, coming from rural respondents, are slightly different from the results of the same indicator, coming from urban respondents (+5.7%). Thus, rural respondents are more likely to emigrate compared to those from urban areas;
- The results of "migration" indicator, coming from rural resident respondents , are slightly different from the results of the same indicator, coming from urban respondents showing that urban inhabitants are slightly more likely to migrate compared to rural inhabitants (+0.9%).

Table No.36 The perception of youth from different educational backgrounds, related to emigration

Education background			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	1	9.1	9.1	9.1
		Partially disagree	3	27.3	27.3	36.4
		Undecided	3	27.3	27.3	63.6
		Partially agree	4	36.4	36.4	100.0
		Total	11	100.0	100.0	
Elementary education	Valid	Partially disagree	1	16.7	16.7	16.7
		Undecided	1	16.7	16.7	33.3
		Partially agree	2	33.3	33.3	66.7
		Strongly agree	2	33.3	33.3	100.0
		Total	6	100.0	100.0	
Basic education	Valid	Strongly disagree	14	8.5	8.5	8.5
		Partially disagree	12	7.3	7.3	15.8
		Undecided	31	18.8	18.8	34.5
		Partially agree	65	39.4	39.4	73.9
		Strongly agree	43	26.1	26.1	100.0
		Total	165	100.0	100.0	
Secondary education	Valid	Strongly disagree	36	7.1	7.1	7.1
		Partially disagree	48	9.5	9.5	16.7
		Undecided	101	20.0	20.0	36.7
		Partially agree	232	46.0	46.0	82.7
		Strongly agree	87	17.3	17.3	100.0
		Total	504	100.0	100.0	
Professional education	Valid	Strongly disagree	10	10.8	10.9	10.9
		Partially disagree	8	8.6	8.7	19.6
		Undecided	18	19.4	19.6	39.1
		Partially agree	38	40.9	41.3	80.4
		Strongly agree	18	19.4	19.6	100.0
		Total	92	98.9	100.0	
	Missing	System	1	1.1		
	Total		93	100.0		

University degree	Valid	Strongly disagree	11	5.4	5.4	5.4
		Partially disagree	27	13.2	13.2	18.6
		Undecided	33	16.2	16.2	34.8
		Partially agree	99	48.5	48.5	83.3
		Strongly agree	34	16.7	16.7	100.0
		Total	204	100.0	100.0	
Post university degree	Valid	Strongly disagree	1	4.0	4.0	4.0
		Partially disagree	3	12.0	12.0	16.0
		Undecided	5	20.0	20.0	36.0
		Partially agree	11	44.0	44.0	80.0
		Strongly agree	5	20.0	20.0	100.0
		Total	25	100.0	100.0	

The comparison of perceptions among different respondents from different educational backgrounds related to migration will be carried out based on the sum of "strongly agree" and "partially agree" responses for the same indicator. The table below shows the results for this indicator, segregated by educational background of the respondents:

	Migration' indicator (the sum of "strongly agree" and "partially agree" responses)
Respondents with elementary educational background	66.6%
Respondents with basic educational background	65.5%
Respondents with high school educational background	63.3%
Respondents with professional educational background	60.3%
Respondents with university educational background	65.2%
Respondents with post-university educational background	64.0%

The graph below is based on data withdrawn in the table above.

From the graph above, it is evident that the migration indicator downgrades when the education level increases and reaches its lowest peak when the education background of respondents corresponds with professional education. This indicator starts upgrading its values again afterwards. The most important finding of this study, related to migration indicator, is that respondents with professional education background are the least interested in migrating compared to the rest of the respondents, regardless of their level of educational background. Therefore, these respondents are more likely inclined to remain in their place of origin and tend to set up their life in their homeland compared to respondents from groups with a different educational background.

Migration' indicator (the sum of "strongly agree" and "partially agree" responses)
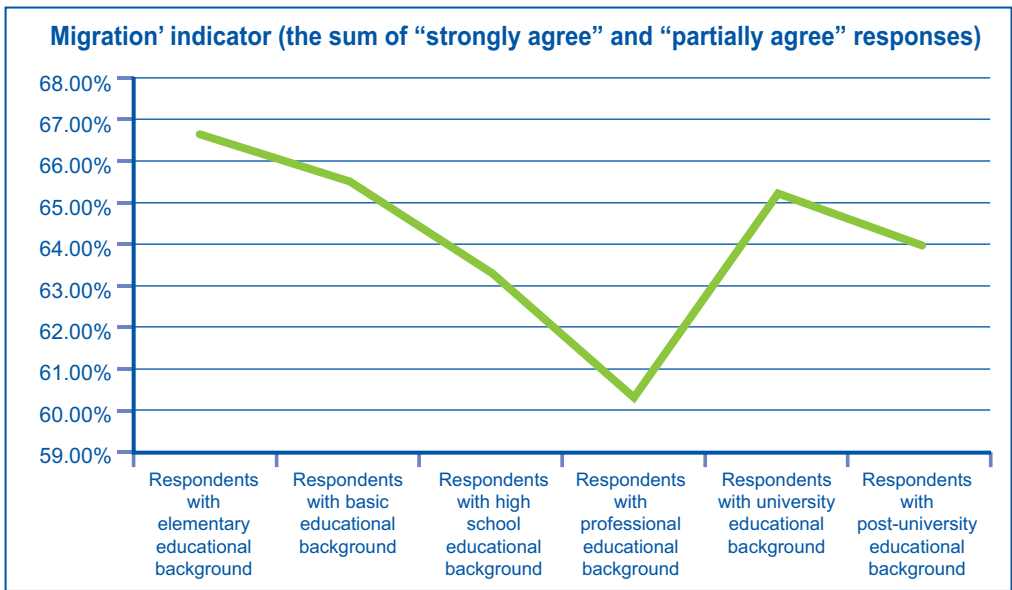
Findings and discussions for the sixth question: What is the perception of male and female youth, both urban and rural resident, from different educational backgrounds, regarding root causes of criminality?

Table No.37 The perception of male and female youth about the root causes of criminality

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Undecided	1	33.3	33.3	33.3
		Partially agree	1	33.3	33.3	66.7
		Strongly agree	1	33.3	33.3	100.0
		Total	3	100.0	100.0	
Female	Valid	Strongly disagree	15	2.8	2.8	2.8
		Partially disagree	27	5.1	5.1	8.0
		Undecided	48	9.1	9.1	17.1
		Partially agree	220	41.6	41.7	58.8
		Strongly agree	217	41.0	41.2	100.0
		Total	527	99.6	100.0	
	Missing	System	2	.4		
	Total		529	100.0		
Male	Valid	Strongly disagree	18	3.8	3.8	3.8
		Partially disagree	27	5.7	5.7	9.5
		Undecided	38	8.0	8.0	17.5
		Partially agree	208	43.7	43.8	61.3
		Strongly agree	184	38.7	38.7	100.0
		Total	475	99.8	100.0	
	Missing	System	1	.2		
	Total		476	100.0		

Table No.37 shows that, as regards the perception about criminality as a consequence of poverty and unemployment, there are 41.0% of female respondents who "strongly agree" and 41.6% who "partially agree", while there are 38.7% of male respondents who "strongly agree" and 43.7% who "partially agree". The sum of "strongly agree" and "partially agree" indicators shows that both female (with 82.6%) and male (with 82.4%) respondents have a very similar perception about criminality as a consequence of poverty and unemployment.

The table No.38 shows that, regarding the perception of the root causes of criminality, there are 37.1% of urban respondents who "strongly agree" and 45.0% who "partially agree", while there are 44.9% of rural respondents who "strongly agree" and 38.4% who "partially agree". The sum of "strongly agree" and "partially agree" indicators shows that respondents, both from urban (with 82.1%) and rural (with 83.3%) areas have a very similar perception of criminality as a consequence of poverty and unemployment.

Table No.38 The perception of rural and urban resident youth about the root causes of criminality

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	1	14.3	16.7	16.7
		Partially agree	1	14.3	16.7	33.3
		Strongly agree	4	57.1	66.7	100.0
		Total	6	85.7	100.0	
	Missing	System	1	14.3		
	Total		7	100.0		
Urban	Valid	Strongly disagree	22	3.3	3.3	3.3
		Partially disagree	36	5.5	5.5	8.8
		Undecided	59	8.9	9.0	17.8
		Partially agree	297	45.0	45.1	62.8
		Strongly agree	245	37.1	37.2	100.0
		Total	659	99.8	100.0	
	Missing	System	1	.2		
	Total		660	100.0		
Rural	Valid	Strongly disagree	10	2.9	2.9	2.9
		Partially disagree	18	5.3	5.3	8.2
		Undecided	28	8.2	8.2	16.5
		Partially agree	131	38.4	38.5	55.0
		Strongly agree	153	44.9	45.0	100.0
		Total	340	99.7	100.0	
	Missing	System	1	.3		
	Total		341	100.0		

Table No.39 The perception of youth from different educational backgrounds about root causes of criminality

Education background			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Undecided	3	27.3	30.0	30.0
		Partially agree	3	27.3	30.0	60.0
		Strongly agree	4	36.4	40.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Elementary education	Valid	Strongly disagree	1	16.7	16.7	16.7
		Partially agree	4	66.7	66.7	83.3
		Strongly agree	1	16.7	16.7	100.0
		Total	6	100.0	100.0	
Basic education	Valid	Strongly disagree	9	5.5	5.5	5.5
		Partially disagree	13	7.9	7.9	13.3
		Undecided	16	9.7	9.7	23.0
		Partially agree	59	35.8	35.8	58.8
		Strongly agree	68	41.2	41.2	100.0
		Total	165	100.0	100.0	
Secondary education	Valid	Strongly disagree	17	3.4	3.4	3.4
		Partially disagree	26	5.2	5.2	8.5
		Undecided	45	8.9	8.9	17.5
		Partially agree	217	43.1	43.1	60.5
		Strongly agree	199	39.5	39.5	100.0
		Total	504	100.0	100.0	
Professional education	Valid	Strongly disagree	4	4.3	4.3	4.3
		Partially disagree	4	4.3	4.3	8.7
		Undecided	5	5.4	5.4	14.1
		Partially agree	39	41.9	42.4	56.5
		Strongly agree	40	43.0	43.5	100.0
		Total	92	98.9	100.0	
	Missing	System	1	1.1		
	Total		93	100.0		
University degree	Valid	Strongly disagree	2	1.0	1.0	1.0
		Partially disagree	10	4.9	4.9	5.9
		Undecided	15	7.4	7.4	13.3
		Partially agree	99	48.5	48.8	62.1
		Strongly agree	77	37.7	37.9	100.0
		Total	203	99.5	100.0	
	Missing	System	1	.5		
	Total		204	100.0		
Post university degree	Valid	Partially disagree	1	4.0	4.0	4.0
		Undecided	3	12.0	12.0	16.0
		Partially agree	8	32.0	32.0	48.0
		Strongly agree	13	52.0	52.0	100.0
		Total	25	100.0	100.0	

To make a comparison of the perceptions of criminality, in relation to the educational background of respondents, the sum of "strongly agree" and "partially agree" responses will be used for the criminality indicator. The results of this action are reflected in the table below:

	Criminality' indicator (the sum of "strongly agree" and "partially agree" responses)
Respondents with elementary educational background	83.4%
Respondents with basic educational background	77.0%
Respondents with high school educational background	82.6%
Respondents with professional educational background	84.9%
Respondents with university educational background	86.2%
Respondents with post-university educational background	84.0%

Data from table above are used to design the graph below:
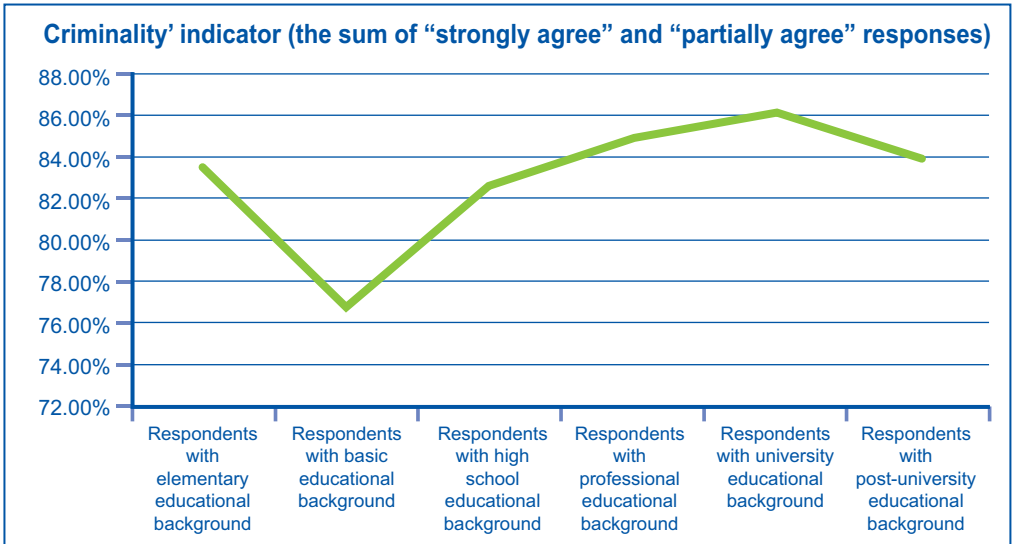
The graph above shows that the perception of criminality as a consequence of poverty and unemployment is high for the vast majority of respondents (from 77.0% to 86.2%), regardless of their educational backgrounds. The lowest level of perception remains at respondents with basic educational background (with 77.0%), nevertheless this percentage is still high enough to maintain the trend of the overall perception of the respondents.

Findings and discussions for the seventh question: *What is the perception of male and female youth, both rural and urban residents, from different educational backgrounds, regarding the use of alcohol and narcotic substances?*

Table No.40 The perception of male and female youth regarding the use of alcohol and narcotic substances

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Strongly disagree	1	33.3	33.3	33.3
		Partially agree	1	33.3	33.3	66.7
		Strongly agree	1	33.3	33.3	100.0
		Total	3	100.0	100.0	
Female	Valid	Strongly disagree	123	23.3	23.3	23.3
		Partially disagree	52	9.8	9.9	33.2
		Undecided	57	10.8	10.8	44.0
		Partially agree	162	30.6	30.7	74.8
		Strongly agree	133	25.1	25.2	100.0
		Total	527	99.6	100.0	
	Missing	System	2	.4		
	Total		529	100.0		
Male	Valid	Strongly disagree	167	35.1	35.2	35.2
		Partially disagree	61	12.8	12.8	48.0
		Undecided	66	13.9	13.9	61.9
		Partially agree	108	22.7	22.7	84.6
		Strongly agree	73	15.3	15.4	100.0
		Total	475	99.8	100.0	
	Missing	System	1	.2		
	Total		476	100.0		

The table above (No.40) shows that, as regards the perception about "the use of alcohol and drugs as consolation for current problems", there are 25.1% of female respondents who "strongly agree" and 30.6% who "partially agree", while there are 15.3% male respondents who "strongly agree" and 22.7% who "partially agree". The sum result of both "strongly agree" and "partially agree" responses, shows that for female respondents (55.7%) the perception related to this phenomenon is higher compared with the one of male respondents (38.0%).

Table No.41 shows that related to the perception of "the use of drugs and alcohol as consolation for current problems", there are 20.0% of urban respondents who "strongly agree" and 28.9% who "partially agree", while there are 22.0% of rural respondents who "strongly agree" and 22.9% who "partially agree". The sum of "strongly agree" and "partially agree" indicators stands at the level of 48.9% for urban respondents and at 44.9% at rural respondents, therefore urban respondents have a higher perception of the use of alcohol and drugs as a consolation for current problems.

Table No.41 The perception of rural and urban resident youth related to the use of alcohol and narcotic substances

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	2	28.6	33.3	33.3
		Partially disagree	2	28.6	33.3	66.7
		Partially agree	2	28.6	33.3	100.0
		Total	6	85.7	100.0	
	Missing	System	1	14.3		
	Total		7	100.0		
Urban	Valid	Strongly disagree	172	26.1	26.1	26.1
		Partially disagree	74	11.2	11.2	37.3
		Undecided	90	13.6	13.7	51.0
		Partially agree	191	28.9	29.0	80.0
		Strongly agree	132	20.0	20.0	100.0
		Total	659	99.8	100.0	
	Missing	System	1	.2		
	Total		660	100.0		
Rural	Valid	Strongly disagree	117	34.3	34.4	34.4
		Partially disagree	37	10.9	10.9	45.3
		Undecided	33	9.7	9.7	55.0
		Partially agree	78	22.9	22.9	77.9
		Strongly agree	75	22.0	22.1	100.0
		Total	340	99.7	100.0	
	Missing	System	1	.3		
	Total		341	100.0		

Table No.42 The perception of youth from different educational backgrounds related to the use of alcohol and narcotics.

Niveli i shkollimit			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Aspak dakort	6	54.5	60.0	60.0
		Pjeserisht dakort	2	18.2	20.0	80.0
		Plotesisht dakort	2	18.2	20.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Fillor	Valid	Aspak dakort	1	16.7	16.7	16.7
		Pjeserisht jo dakort	1	16.7	16.7	33.3
		Pjeserisht dakort	3	50.0	50.0	83.3
		Plotesisht dakort	1	16.7	16.7	100.0
		Total	6	100.0	100.0	
Nentevjeçar	Valid	Aspak dakort	63	38.2	38.2	38.2
		Pjeserisht jo dakort	15	9.1	9.1	47.3
		I pavendosur (I lekundur)	21	12.7	12.7	60.0
		Pjeserisht dakort	31	18.8	18.8	78.8
		Plotesisht dakort	35	21.2	21.2	100.0
		Total	165	100.0	100.0	

I mesem i pergjithshem	Valid	Aspak dakort	139	27.6	27.6	27.6
		Pjeserisht jo dakort	55	10.9	10.9	38.5
		I pavendosur (I lekundur)	60	11.9	11.9	50.4
		Pjeserisht dakort	138	27.4	27.4	77.8
		Plotesisht dakort	112	22.2	22.2	100.0
		Total	504	100.0	100.0	
I mesem profesional	Valid	Aspak dakort	28	30.1	30.4	30.4
		Pjeserisht jo dakort	15	16.1	16.3	46.7
		I pavendosur (I lekundur)	13	14.0	14.1	60.9
		Pjeserisht dakort	20	21.5	21.7	82.6
		Plotesisht dakort	16	17.2	17.4	100.0
		Total	92	98.9	100.0	
	Missing	System	1	1.1		
	Total		93	100.0		
I larte	Valid	Aspak dakort	46	22.5	22.7	22.7
		Pjeserisht jo dakort	25	12.3	12.3	35.0
		I pavendosur (I lekundur)	24	11.8	11.8	46.8
		Pjeserisht dakort	69	33.8	34.0	80.8
		Plotesisht dakort	39	19.1	19.2	100.0
		Total	203	99.5	100.0	
	Missing	System	1	.5		
	Total		204	100.0		
Pasuniversitar	Valid	Aspak dakort	8	32.0	32.0	32.0
		Pjeserisht jo dakort	2	8.0	8.0	40.0
		I pavendosur (I lekundur)	5	20.0	20.0	60.0
		Pjeserisht dakort	8	32.0	32.0	92.0
		Plotesisht dakort	2	8.0	8.0	100.0
		Total	25	100.0	100.0	

To compare the perception of respondents related to use of alcohol & narcotics as a consolation for the existing problems, and to make a correlation of perceptions with educational background of the respondents , the "use of Alcohol/narcotics" indicator has been used, which practically is the sum of "strongly agree" and "partially agree" responses. The results are presented in the table below:

	The use of alcohol & narcotics' indicator (the sum of "strongly agree" and "partially agree" responses)
Respondents with elementary educational background	66.7%
Respondents with basic educational background	40.0%
Respondents with high school educational background	49.6%
Respondents with professional educational background	38.7%
Respondents with university educational background	52.9%
Respondents with post-university educational background	40.0%

The graph below is designed based on data in the table above:

The use of alcohol & narcotics' indicator (the sum of "strongly agree" and "partially agree" responses)
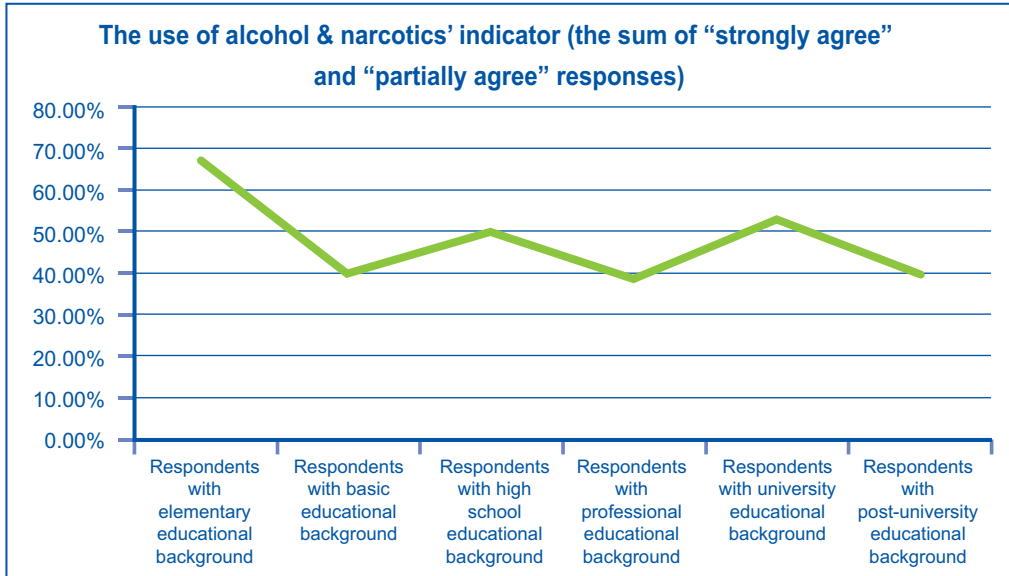
This graph shows that, excluding respondents with elementary educational background who form a very small percentage of the sample, all the rest of the sample, regardless of the educational background, have a positive perception of the use of alcohol and narcotics as consolation to their problems, with percentages that vary from 38.7% to 52.9%. This implies that an average of 45% of the entire sample has a positive perception in this regard which is a concerning finding.

Findings and discussion for the eighth question: What is the perception of male and female youth, both residents in rural and urban areas, from different educational backgrounds, about gambling?

Table No.43 shows that related to the perception of "gambling as a solution to economic/ emotional/psychological concerns", there are 18.0% female respondents who "strongly agree" and 29.3% who "partially agree", while there are 13.9% male respondents who "strongly agree" and 22.5% who "partially agree". The sum of "strongly agree" and "partially agree" responses forms 47.3% of the entire sample for female respondents and 36.4% of the sample for male respondents. The comparison of these results shows that female respondents have a stronger belief of "gambling as a solution to economic/ emotional/psychological concerns" compared to male respondents.

The table No.44 shows that related to the perception of youth about "gambling as a solution to economic/emotional/psychological concerns", there are 15.9% of urban respondents who "strongly agree" and 27.4% who "partially agree", while there are 17.9% of rural respondents who "strongly agree" and 22.9% who "partially agree". The sum of "strongly agree" and "partially agree" responses forms 43.3% of the sample at urban respondents and 39.9% of the sample of rural respondents. Those living in

urban areas have a stronger perception of gambling as a solution to their problems, compared to their peers from rural areas.

Table No.43 The perception of male and female youth about gambling

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Undecided	1	33.3	33.3	33.3
		Strongly agree	2	66.7	66.7	100.0
		Total	3	100.0	100.0	
Female	Valid	Strongly disagree	150	28.4	28.4	28.4
		Partially disagree	65	12.3	12.3	40.7
		Undecided	63	11.9	11.9	52.7
		Partially agree	155	29.3	29.4	82.0
		Strongly agree	95	18.0	18.0	100.0
		Total	528	99.8	100.0	
	Missing	System	1	.2		
	Total		529	100.0		
Male	Valid	Strongly disagree	162	34.0	34.0	34.0
		Partially disagree	69	14.5	14.5	48.5
		Undecided	72	15.1	15.1	63.7
		Partially agree	107	22.5	22.5	86.1
		Strongly agree	66	13.9	13.9	100.0
		Total	476	100.0	100.0	

Table No.44 The perception of youth residents in rural and urban areas, about gambling

| Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	3	42.9	42.9	42.9
		Partially disagree	1	14.3	14.3	57.1
		Partially agree	3	42.9	42.9	100.0
		Total	7	100.0	100.0	
Urban	Valid	Strongly disagree	200	30.3	30.3	30.3
		Partially disagree	88	13.3	13.4	43.7
		Undecided	85	12.9	12.9	56.6
		Partially agree	181	27.4	27.5	84.1
		Strongly agree	105	15.9	15.9	100.0
		Total	659	99.8	100.0	
	Missing	System	1	.2		
	Total		660	100.0		
Rural	Valid	Strongly disagree	109	32.0	32.0	32.0
		Partially disagree	45	13.2	13.2	45.2
		Undecided	51	15.0	15.0	60.1
		Partially agree	78	22.9	22.9	83.0
		Strongly agree	58	17.0	17.0	100.0
		Total	341	100.0	100.0	

Table No.45 The perception of youth from different educational background about gambling

Education background			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	4	36.4	36.4	36.4
		Partially disagree	1	9.1	9.1	45.5
		Undecided	1	9.1	9.1	54.5
		Partially agree	5	45.5	45.5	100.0
		Total	11	100.0	100.0	
Elementary education	Valid	Strongly disagree	2	33.3	33.3	33.3
		Undecided	1	16.7	16.7	50.0
		Partially agree	2	33.3	33.3	83.3
		Strongly agree	1	16.7	16.7	100.0
		Total	6	100.0	100.0	
Basic education	Valid	Strongly disagree	62	37.6	37.6	37.6
		Partially disagree	17	10.3	10.3	47.9
		Undecided	22	13.3	13.3	61.2
		Partially agree	32	19.4	19.4	80.6
		Strongly agree	32	19.4	19.4	100.0
		Total	165	100.0	100.0	
Secondary education	Valid	Strongly disagree	159	31.5	31.5	31.5
		Partially disagree	71	14.1	14.1	45.6
		Undecided	62	12.3	12.3	57.9
		Partially agree	133	26.4	26.4	84.3
		Strongly agree	79	15.7	15.7	100.0
		Total	504	100.0	100.0	
Professional education	Valid	Strongly disagree	21	22.6	22.6	22.6
		Partially disagree	12	12.9	12.9	35.5
		Undecided	14	15.1	15.1	50.5
		Partially agree	26	28.0	28.0	78.5
		Strongly agree	20	21.5	21.5	100.0
		Total	93	100.0	100.0	
University degree	Valid	Strongly disagree	55	27.0	27.1	27.1
		Partially disagree	30	14.7	14.8	41.9
		Undecided	33	16.2	16.3	58.1
		Partially agree	58	28.4	28.6	86.7
		Strongly agree	27	13.2	13.3	100.0
		Total	203	99.5	100.0	
	Missing	System	1	.5		
	Total		204	100.0		
Post university degree	Valid	Strongly disagree	9	36.0	36.0	36.0
		Partially disagree	3	12.0	12.0	48.0
		Undecided	3	12.0	12.0	60.0
		Partially agree	6	24.0	24.0	84.0
		Strongly agree	4	16.0	16.0	100.0
		Total	25	100.0	100.0	

To compare the perception of respondents about "gambling as a solution to economic/emotional/psychological concerns", and to make a correlation of perceptions with educational background, the "gambling" indicator was used, which practically is the sum of "strongly agree" and "partially agree" responses. The results are presented in the table below:

	Gambling indicator (the sum of "strongly agree" and "partially agree" responses)
Respondents with elementary educational background	50.0%
Respondents with basic educational background	38.8%
Respondents with high school educational background	42.1%
Respondents with professional educational background	49.5%
Respondents with university educational background	41.6%
Respondents with post-university educational background	40.0%

The graph below is designed based on data in the table above:
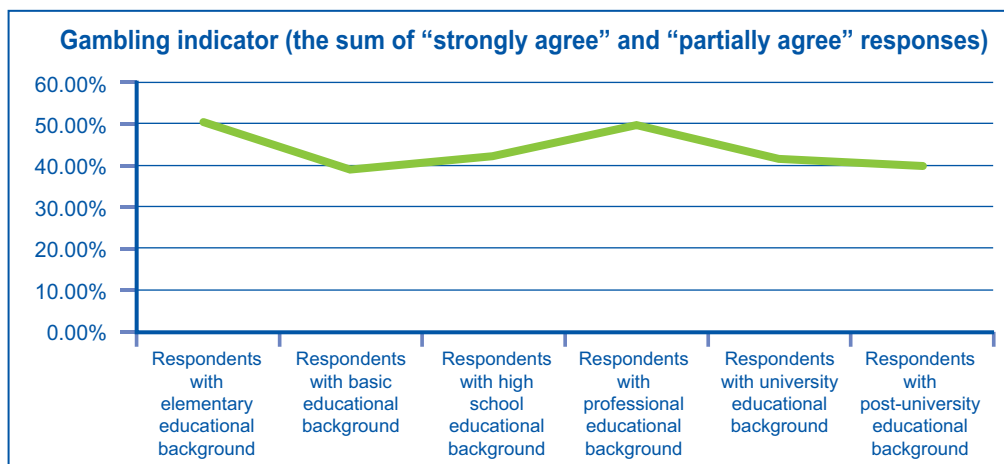
The graph above shows that regardless of their educational background, all respondents (with percentages that vary from 38.8% to 50.0%) perceive gambling as a solution to their economic/emotional/psychological concerns. This means that an average of 45% of the sample, perceive gambling as a 'solution' to their problems. It's worth pointing out that there are almost identical results drawn from two indicators: "gambling as a 'solution' of economic/emotional/psychological concerns" and "the use of alcohol and narcotics as a 'solution' to current problems". Similarity of the results presented in both tables, implies that all respondents have the same perception regarding gambling, the use of alcohol and narcotics as 'solutions' for their problems.

Findings and discussions about the ninth question: What is the perception of male and female youth, resident in rural and urban areas, from different educational backgrounds, about leisure time?

Table No.46 The perception of male and female youth about leisure time

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Strongly disagree	1	33.3	33.3	33.3
		Undecided	1	33.3	33.3	66.7
		Partially agree	1	33.3	33.3	100.0
		Total	3	100.0	100.0	
Female	Valid	Strongly disagree	87	16.4	16.5	16.5
		Partially disagree	84	15.9	15.9	32.4
		Undecided	51	9.6	9.7	42.1
		Partially agree	194	36.7	36.8	78.9
		Strongly agree	111	21.0	21.1	100.0
		Total	527	99.6	100.0	
	Missing	System	2	.4		
	Total		529	100.0		
Male	Valid	Strongly disagree	80	16.8	16.8	16.8
		Partially disagree	86	18.1	18.1	34.9
		Undecided	59	12.4	12.4	47.4
		Partially agree	140	29.4	29.5	76.8
		Strongly agree	110	23.1	23.2	100.0
		Total	475	99.8	100.0	
	Missing	System	1	.2		
	Total		476	100.0		

The table above shows the perception of youth about "leisure time needs to be spent on non-sportive activities, such as watching TV, listening music, using computers and playing cards". There are 21.0% of female respondents who "strongly agree" and 36.7% who "partially agree", while there are 23.1% of male respondents who "strongly agree" and 29.4% who "partially agree". The sum of "strongly agree" and "partially agree" responses forms 57.7% of the sample of female respondents and 52.5% for the sample of male respondents. These results show that female respondents have the more positive perception of spending leisure time on non sportive activities, compared to male respondents.

The table No.47 shows that regarding the perception about "spending leisure time on non-sportive activities, such as watching TV, listening music, using computers and playing cards", there are 21.7% of urban respondents who "strongly agree" and 33.9% who "partially agree", while there are 22.3% of the rural respondents who "strongly agree" and 32.6% who "partially agree". The sum of "strongly agree" and "partially agree" responses forms a 55.6% of the sample of rural respondents and 54.9% for the sample of urban respondents. Therefore, urban respondents tend to have a slightly stronger perception of this indicator compared to those from rural areas, anyhow the difference is quite a minor one.

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Table No.47 The perception of youth urban and rural residents about the leisure time

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Partially disagree	3	42.9	50.0	50.0
		Undecided	1	14.3	16.7	66.7
		Strongly agree	2	28.6	33.3	100.0
		Total	6	85.7	100.0	
	Missing	System	1	14.3		
	Total		7	100.0		
Urban	Valid	Strongly disagree	106	16.1	16.1	16.1
		Partially disagree	112	17.0	17.0	33.1
		Undecided	74	11.2	11.2	44.3
		Partially agree	224	33.9	34.0	78.3
		Strongly agree	143	21.7	21.7	100.0
		Total	659	99.8	100.0	
	Missing	System	1	.2		
	Total		660	100.0		
Rural	Valid	Strongly disagree	62	18.2	18.2	18.2
		Partially disagree	55	16.1	16.2	34.4
		Undecided	36	10.6	10.6	45.0
		Partially agree	111	32.6	32.6	77.6
		Strongly agree	76	22.3	22.4	100.0
		Total	340	99.7	100.0	
	Missing	System	1	.3		
	Total		341	100.0		

## Table No.48 The perception of youth from different educational background related to the use leisure time.

Education background			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	2	18.2	20.0	20.0
		Partially disagree	3	27.3	30.0	50.0
		Undecided	1	9.1	10.0	60.0
		Partially agree	1	9.1	10.0	70.0
		Strongly agree	3	27.3	30.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Elementary education	Valid	Partially disagree	2	33.3	33.3	33.3
		Undecided	1	16.7	16.7	50.0
		Partially agree	3	50.0	50.0	100.0
		Total	6	100.0	100.0	
Basic education	Valid	Strongly disagree	26	15.8	15.9	15.9
		Partially disagree	21	12.7	12.8	28.7
		Undecided	15	9.1	9.1	37.8
		Partially agree	50	30.3	30.5	68.3
		Strongly agree	52	31.5	31.7	100.0

		Total	164	99.4	100.0	
	Missing	System	1	.6		
	Total		165	100.0		
Secondary education	Valid	Strongly disagree	85	16.9	16.9	16.9
		Partially disagree	81	16.1	16.1	32.9
		Undecided	58	11.5	11.5	44.4
		Partially agree	171	33.9	33.9	78.4
		Strongly agree	109	21.6	21.6	100.0
		Total	504	100.0	100.0	
Professional education	Valid	Strongly disagree	15	16.1	16.1	16.1
		Partially disagree	18	19.4	19.4	35.5
		Undecided	8	8.6	8.6	44.1
		Partially agree	25	26.9	26.9	71.0
		Strongly agree	27	29.0	29.0	100.0
		Total	93	100.0	100.0	
University degree	Valid	Strongly disagree	37	18.1	18.2	18.2
		Partially disagree	41	20.1	20.2	38.4
		Undecided	25	12.3	12.3	50.7
		Partially agree	72	35.3	35.5	86.2
		Strongly agree	28	13.7	13.8	100.0
		Total	203	99.5	100.0	
	Missing	System	1	.5		
	Total		204	100.0		
Post university degree	Valid	Strongly disagree	3	12.0	12.0	12.0
		Partially disagree	4	16.0	16.0	28.0
		Undecided	3	12.0	12.0	40.0
		Partially agree	13	52.0	52.0	92.0
		Strongly agree	2	8.0	8.0	100.0
		Total	25	100.0	100.0	

The sum of "strongly agree" and "partially agree" responses at groups of respondents from different education backgrounds, helps to compare their perceptions about the "spending leisure time throu non-sportive activities, such as watching TV, listening music, using computers and playing cards" indicator. Results are shown in the table below:

	Leisure time' indicator (the sum of "strongly agree" and "partially agree" responses)
Respondents with elementary educational background	50.0%
Respondents with basic educational background	61.8%
Respondents with high school educational background	55.5%
Respondents with professional educational background	55.9%
Respondents with university educational background	49.0%
Respondents with post-university educational background	60.0%

The graph below is designed based on data in the table above.

Leisure time' indicator (the sum of "strongly agree" and "partially agree" responses)
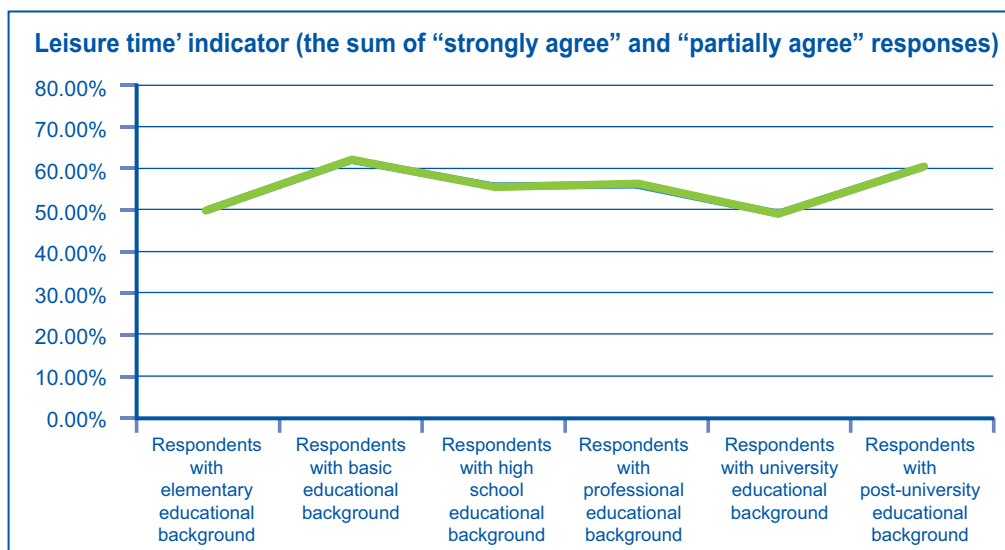
The graph above shows that all the respondents with an average percentage of 55% (min. 49.0% to max. 61.8%) have a positive perception about "spending leisure time on non-sportive activities, such as watching TV, listening music, using computers and playing cards". An interesting finding is that respondents find the "use of alcohol and narcotics as a 'consolation' to current problems" about 10% less helpful than "spending leisure time on non-sportive activities, such as watching TV, listening to music, using computers and playing cards".

Findings and discussions about the tenth question: What is the perception of male and female youth, habitants in rural and urban areas, regarding their financial independence from own family?

Table No.49 The perception of male and female youth about financial independence

Gender of participants			Frequency	Percent	Valid Percent	Cumulative Percent
.	Valid	Partially agree	2	66.7	66.7	66.7
		Strongly agree	1	33.3	33.3	100.0
		Total	3	100.0	100.0	
Female	Valid	Strongly disagree	23	4.3	4.4	4.4
		Partially disagree	41	7.8	7.8	12.2
		Undecided	76	14.4	14.4	26.6
		Partially agree	219	41.4	41.6	68.3
		Strongly agree	167	31.6	31.7	100.0
		Total	526	99.4	100.0	
	Missing	System	3	.6		
	Total		529	100.0		

Male	Valid	Strongly disagree	38	8.0	8.0	8.0
		Partially disagree	59	12.4	12.4	20.4
		Undecided	104	21.8	21.9	42.3
		Partially agree	172	36.1	36.2	78.5
		Strongly agree	102	21.4	21.5	100.0
		Total	475	99.8	100.0	
	Missing	System	1	.2		
	Total		476	100.0		

The table No.49 shows the perception of respondents about "financial independence develops a healthy personality", there are 31.6% of female respondents who "strongly agree" and 41.4% who "partially agree", while there are 21.4% of male respondents who "strongly agree" and 21.4% who "partially agree". The sum of "strongly agree" and "partially agree" responses forms 73.0% of the sample of female respondents and 57.7% of male respondents. Apparently female respondents have a much stronger perception related to the fact that "financial independence develops a healthy personality" compared to male respondents.

Table No.50 The perception of youth resident in rural and urban areas, related to financial independence

Residence			Frequency	Percent	Valid Percent	Cumulative Percent
	Valid	Strongly disagree	1	14.3	16.7	16.7
		Undecided	1	14.3	16.7	33.3
		Partially agree	2	28.6	33.3	66.7
		Strongly agree	2	28.6	33.3	100.0
		Total	6	85.7	100.0	
	Missing	System	1	14.3		
	Total		7	100.0		
Urban	Valid	Strongly disagree	36	5.5	5.5	5.5
		Partially disagree	64	9.7	9.7	15.2
		Undecided	108	16.4	16.4	31.6
		Partially agree	255	38.6	38.8	70.4
		Strongly agree	195	29.5	29.6	100.0
		Total	658	99.7	100.0	
	Missing	System	2	.3		
	Total		660	100.0		
Rural	Valid	Strongly disagree	24	7.0	7.1	7.1
		Partially disagree	36	10.6	10.6	17.6
		Undecided	71	20.8	20.9	38.5
		Partially agree	136	39.9	40.0	78.5
		Strongly agree	73	21.4	21.5	100.0
		Total	340	99.7	100.0	
	Missing	System	1	.3		
	Total		341	100.0		

The table No.50 shows that related to the perception about "financial independence develops a healthy personality" there are 29.5% of urban respondents who "strongly

agree" and 38.6% who "partially agree", while there are 21.4% of the rural respondents who "strongly agree" and 39.9% who "partially agree". The sum of "strongly agree" and "partially agree" responses forms 68.1% of the sample of urban respondents, and 61.3% of rural respondents, therefore, urban respondents tend to have a stronger perception about the fact that "financial independence develops a healthy personality".

▶ Conclusions of quantitative component of the research

This study took into consideration the opinions of 1008 youth about their life conditions, factors which can improve these conditions, opportunities provided by education, problems related to criminality, their stand relating to the use of alcoholic and narcotic substances, the way they spend leisure time and their perception about financial independence. In this study, a total of 1008 respondents participated, out of whom 529 females (52.5%), 476 males (47.2%) and 3 (0.3%) who did not state their gender.

Respondents of this study are: 1) those of 16-20 years old (61.9%), 2) those aged 21-25 years (22.4%), 3) those under 15 years (14.0%), 4) those age 26-30 years (1.3%), and 5) those over 30 years old (0.4%).

660 respondents (65.5%) live in urban areas (cities) and 341 respondents (33.8%) live in rural areas (villages), while only 7 respondents (0.7%) did not state the place they live.

If we segregate the participants according to education, there are 11 respondents (1.1%) who did not state their educational background, 6 respondents (0.6%) who completed only elementary education, 165 respondents (16.4%) who completed basic education, 504 respondents (50%) who completed secondary education, 96 respondents (9.2%) who completed professional education, 204 respondents (20.2%) who graduated at university and 25 respondents (2.5%) who have a higher university degree.

As regards school attendance, there are 861 respondents (85.4%) who attend education, 28 respondents (2.8%) who interrupted their education and 89 respondents (8.8%) who completed their education.

Employment wise, there are 140 respondents (14.7%) who are employed, 810 respondents (80.4%) who are unemployed and 50 respondents (5.0%) who did not state their employment status.

Conclusions of the first question: *What are the perceptions relating to life conditions:- what leads to improved life conditions, what are the causes of unemployment, what is the cause of criminality and what is the perception of leisure time?*

To respond to this question the residency variation indicators are used. Statistical analysis results show that related to the seventh indicator (marriage improves life conditions), the $\bar{x}$ =2.66, implies that this average falls within the range 2.34-3.67, which shows that the perception of youth is at a medium level for this indicator.

Related to indicator number 22, "The young do not have health problems and therefore do not need medication", $\bar{x}$ =1.91, which shows that this average falls within the range 1.00-2.33, which shows that the perception is at a low level for this indicator.

As for the rest of the indicators, youth have a high perception since the average falls within the range of 3.68-5.00

Conclusions of the second question: *How do female and male youth perceive factors that may change their economic situation?*

A slight differentiation is observed between the perceptions of male and female respondents, that relate to their belief that completion of a professional education changes the socio-economic situation. It is also observed that more females than males are in favour of following a professional education, as a means to change their socio-economic situation.

Conclusions of the third question: *How do female and male youth, from rural and urban areas, perceive the advancement of education as an opportunity to improve their economic and social situation?*

Quite a big differentiation is observed between the perceptions of male and female respondents as related to education, as a means to improve their socio-economic situation. It is also observed that there are more females than males who are in favour of education as a means to improve their socio-economic situation.

Conclusions of the fourth question: *What is the perception of male and female youth, from both rural and urban areas, regarding emigration as an opportunity to improve life conditions?*

There is a slight differentiation between the perception of male and female respondents relating to their perception of emigration as a means to change their lives. There are 19.7% female respondents who "strongly agree" and 42.9% who "partially agree", while there are 24.8% of male respondents who "strongly agree" and 35.7% who "partially agree". Apparently, there are female respondents who are more likely to favour of emigration as a means to improve life conditions.

There is a slight differentiation in the perception of respondents living in rural areas with those living in urban areas as regards emigration as a means to improve life conditions. There are 25.5% of respondents from rural areas who "strongly agree" and 39.9% who "partially agree", while there are 20.5% of respondents from urban areas who "strongly agree" and 39.3% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is at the level of 65.4% from rural areas, and 59.7% from urban areas. Therefore, respondents from rural areas are more likely to emigrate in order to improve their life conditions, compared to those living in urban areas.

There is clear differentiation in the perception of female and male respondents relating to migration as a means to improve life. There are 19.5% female respondents who "strongly agree" and 48.8% who "partially agree", while there are 18.1% male respondents who "strongly agree" and 40.5% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 68.3% for female respondents, and 58.6% for male respondents. Therefore, female respondents are more likely to be in favour of migration as a means to improve life, compared to

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male respondents.

The comparison of emigration vs. migration is shown in the following findings:
- Female respondents are more likely to "migrate" rather than "emigrate".
- Male respondents are more likely to "emigrate" rather than "migrate"
- "Emigration" indicator' result is slightly more in favour of female respondents compared to male respondents with a differentiation of +1.1%, though female and male respondents have almost the same level of preference to emigrate.
- "Migration" indicator result is apparently in favour of female respondents compared to male with a differentiation of 9.7%, hence female respondents are more likely to migrate than male respondents.

Conclusions of the fifth question: *What is the perception of male and female youth, from both rural and urban areas, with different educational backgrounds, regarding migration as an opportunity to improve economic and social situation?*

The most important finding of this research is that respondents who have a professional educational background are the least likely to migrate, compared with the rest of respondents, whether they have a better or worse educational background. Thus, respondents with a professional educational background are those who prefer to remain in their birthplace and build their lives there, rather than the other groups of respondents.

Conclusions of the sixth question: *What is the perception of male and female youth, from both rural and urban areas, with different educational backgrounds, regarding the root causes of criminality?*

Criminality, as a consequence of poverty and unemployment, is perceived by female respondents of whom 41.0% "strongly agree" and 41.6% "partially agree", while 38.7% of male respondents 'strongly agree" and 43.7% "partially agree". This means that a total of 82.6% of female respondents perceive criminality as a consequence of poverty and unemployment compares with the total of 82.4% of male respondents. Thus both gender-groups have almost the same perception about criminality.

Relating to the perception of criminality as a consequence of poverty and unemployment, there are 37.1% of respondents from urban areas who "strongly agree" and 45.0% who "partially agree"; while there are 44.9% of respondents from rural areas who "strongly agree" and 38.4% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 82.1% for respondents from urban areas and 83.3% of respondents from rural areas, hence both groups have a similar perception about the phenomenon of criminality as a consequence of poverty and unemployment.

Apparently the educational background of respondents does not affect their opinion about the phenomenon of criminality. The vast majority of respondents (from 77.0% to 86.2%), regardless of their educational background, believe that criminality is a

consequence of poverty and unemployment. The lowest level of this perception/belief remains with respondents with a basic educational background (77.0%), which is still a high percentage though it does not affect the general trend of the respondents' perception.

Conclusions of the seventh question: *What is the perception of male and female youth, from both rural and urban areas, with different educational backgrounds, regarding the use of alcohol and narcotic substances?*

It is observed that in relation to the use of drugs and narcotics as a 'consolation' to current problems, there are 25.1% of female respondents who "strongly agree" and 30.6% who "partially agree", while there are 15.3% males who "strongly agree" and 22.7% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 55.7% for female respondents and 38.0% for male respondents. Hence, female individuals mostly believe that the use of alcohol and narcotic substances is as 'consolation' for current problems compared to male respondents.

In relation to rural and urban respondents, there are 20.0% from urban areas who "strongly agree" and 28.9% who "partially agree" that the use of alcohol and narcotic substances is seen as 'consolation' for current problems, while there are 22.0% from rural areas who "strongly agree" and 22.9% who "partially agree".

The sum of these figures (results of "strongly agree" and "partially agree" responses) is 48.9% from urban areas and 44.9% from rural areas, therefore respondents from urban areas mostly tend to see the use of drugs and narcotics as 'consolation' for their problems.

Excluding respondents with only an elementary educational background, who form a minor part of the entire sample, the rest of the respondents (from 38.7% to 52.9%) have a similar perception about using alcohol and narcotics to find consolation for their problems. This implies that an average of 45% of respondents perceive the use of alcohol and narcotics as a 'consolation' for their problems.

Conclusions of the eighth question: *What is the perception of male and female youth, from both rural and urban areas, with different educational backgrounds, about gambling?*

As regards the perception of "gambling as a solution for economic/emotional/physiological problems", 18.0% of female respondents "strongly agree" and 29.3% of them "partially agree", while 13.9% of male respondents "strongly agree" and 22.5% of them "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 47.3% for female respondents and 6.4% for male respondents. The comparison of these percentages, shows that female respondents have a much stronger perception of "gambling as a solution for economic/emotional/physiological problems" compared to male respondents.

For the same indicator, there are 15.9% of respondents from urban areas who "strongly agree" and 27.4% who "partially agree", while there are 17.0% respondents from rural areas who "strongly agree" and 22.9% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 43.3% of respondents from rural areas and 39.9% respondents from urban areas. Thus, respondents from urban areas have a stronger perception of "gambling as a solution for economic/emotional/physiological problems" compared to those from rural areas.

It is noticed that all respondents, regardless of their educational background, with percentages that vary from 38.8% to 50.0%, have a perception of "gambling as a solution for economic/emotional/physiological problems". This implies that an average of 45% of respondents perceive "gambling as a solution for economic/emotional/physiological problems". It is quite interesting to find out that data coming out from "the use of drugs and narcotics as a consolation for current problems" indicator is almost identical with those coming out from "gambling as a solution for economic/emotional/physiological problems" indicator. Similarly data revealed in the respective tables and graphs of these two indicators, leads to the conclusion that respondents have an equal perception relating to both, "the use of alcohol and narcotics" and "gambling".

Conclusions of the ninth question: *What is the perception of male and female youth, from rural and urban areas, with different educational backgrounds, about leisure time?*

As regards the perception of "leisure time spent on non-sportive activities, such as watching TV, listening to music, using computers and playing cards"- 21.0% of female respondents "strongly agree" and 36.7% "partially agree", while there are 23.1% of male respondents who "strongly agree" and 29.4% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 57.7% for female respondents and 52.5% for male respondents. The comparison of these results, shows that female respondents have a much stronger perception of "spending leisure time on non-sportive activities, such as watching TV, listening music, using computers and playing cards" compared to male respondents.

It is noticed that for the same indicator, there are 21.7% of respondents form urban areas, who "strongly agree" and 33.9% who "partially agree", while there are 22.3% of respondents from rural areas who "strongly agree" and 32.6% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 55.6% respondents from urban areas, and 54.9% at respondents from rural areas. The differentiation in the perception of the two groups of respondents is insignificant.

It is noticed that all respondents, regardless of their educational background, give results that vary from 49.0% to 61.8%, for "leisure time should be spent on non-sportive activities, such as watching TV, listening music, using computers and playing cards". This implies that an average of about 55% of respondents perceive positively the fact that "leisure time should be spent on non-sportive activities, such as watching TV,

listening music, using computers and playing cards". It is interesting to find out that data received from the perception of respondents about the way they spend their leisure time is about 10% lower than those received from the perception of "gambling".

Conclusions of the tenth question: *What is the perception of male and female youth, from rural and urban areas, regarding financial independence from their own family?*

As regards the perception that "financial independence helps to develop a healthy personality", there are 31.6% female respondents who "strongly agree" and 41.4% who "partially agree", while there are 21.4% of male respondents who "strongly agree" and 36.1% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 73.0% for female respondents and 57.5% for male individuals. This comparison leads to the conclusion that female individuals tend to believe more in financial independence as a way to develop a healthy personality, compared to male respondents.

It is noticed that for the same indicator, there are 29.5% respondents from urban areas who "strongly agree" and 38.6% who "partially agree", while there are 21.4% respondents from rural areas who "strongly agree" and 39.9% who "partially agree". The sum of these figures (results of "strongly agree" and "partially agree" responses) is 68.1% for respondents from urban areas and 61.3% for respondents from rural areas, thus urban residents tend to perceive financial independence more positively compared to rural residents.

There is a high level of stigma and discrimination relating to some professions, thus youth who work in these professions feel ashamed to talk and discuss their work.

6 CONCLUSIONS

The study highlighted the following:

- According to perceptions of youth and of representatives from the institutions, young people constantly face social, political, economic, moral and psychological challenges.

- Youth often feel hopeless and have pessimistic feelings about their future and life conditions; they don't trust the implementation of governmental policies and programmes.

- Youth face various barriers to integrate into social life. These barriers emerge from the lack of effective policies, from the lack of access to services and qualitative service provision, inadequate professional skills and qualifications, high level of stigma and prejudice, gender discrimination, discrimination in the work place, lack of support, disregard of their rights, disregard of the law, nepotism etc.

- Unemployment is widely accepted as a huge social problem expressed by all youth interviewees and it affects all aspects of their lives.

- Youth lack concrete mechanisms to help them face poverty, unemployment and other social problems affecting their families. They are also not prepared to manage risks that emerge from their current risky situation.

- Those few youth that have some job experiences, state that jobs they tried. and their demands are not suited to their personality. This indicates a lack of a real employment system which serves everyone by meeting individual aspirations.

- Young women participants in the research, tend to appreciate more the support provided by local government bodies, compared to male participants. As a result they are more likely to seek help. This process is analysed as influenced by gender characteristics and related to gender roles.

- Problems currently faced by the educational system such as: poor education, quality of teaching, teacher preparation, the lack of inclusive curriculum, lack of interaction with other systems, are considered as key factors contributing to the social exclusion of young people.

- Low awareness of the importance of education as a supporting factor in the labour market has negative effects on youth.

- The lack of adequate educational facilities impedes youth from being prepared to respond to the labour market.

- The lack of active professional practice in different businesses, or inside educational institutions, strongly decreases the opportunities to develop professional abilities and skills. This does not help in supporting youth to face the challenges of the open competition in the labour market.

- Youth graduated in professional/vocational schools are more likely to believe that they can change the socio-economic situation by making use of their professional capacities in the communities where they live vs. living in another city or region of the country.

- Interviewed young women are more likely to value education as a very important and influencing instrument in their lives, compared to young men.

- Very often youth do not have the proper orientation towards labour market demands, they don't have the necessary information, so they remain unemployed and develop financial dependency on their families or from social assistance and unemployment schema.

- According to youth, taking personal responsibility for defining their life route is important, as well as being familiar with social and political factors, so they can accomplish life changes.

- The presence of an old and outdated tradition according to which employment and financial welfare of people is a government responsibility, harms the vitality of people and deteriorates the responsibility of youth to overcome the barriers to the labour market and to afford the living costs.

- Stereotyping traditional attitudes that derive from characteristics of gender roles for boys and girls, appear to be the cause of young women's exclusion from labour market and social life.

- Gender roles impose unrealistic demands and expectations on young men, as money makers and active contributors in family incomes, by putting unbearable pressure and making huge demands.

- In the majority of cases, youth find emigration as the only alternative to improve their family and personal life. It should be noted that some of them prefer temporary emigration, then when they wish, they can return home and establish different businesses.

- The most important supportive systems in the lives of youth is the family system and religious institutions, which are present in areas where the study was carried out.

- Young people are unwilling and show no initiative to participate in decision making processes that affect their lives.

- Youth from rural areas are more likely to find emigration as a good opportunity to improve their quality of life, compared to youth living in urban areas. Youth in urban areas find migration as a way to improve their living reality.

- Female participants are more likely to find migration as a way to change their lives, compared to male participants.

- The differences between the mentality of parents and youth produce arguments about certain phenomenon and is the source of different expectations they have of one another.

- Young people desire to be considered as adults, and to have equal rights and responsibilities in and out of the family.

- Youth seek the understanding and tolerance of parents. They need their parents support to achieve their full potential, in compliance with their age development and requirements.

7 RECOMMENDATIONS

Based on these research findings, recommendations relating to establishing and strengthening services that develop youth independence, that empower their initiative to face challenges of competition in a free society.

- The family, educational institutions and society need to generate opportunities so youth can use their full potential, skills, contributions and values to contribute to effective, holistic and sustainable development of the entire society.

- To strengthen the supportive and protective legal and institutional mechanisms in order to ensure equity in education, labour market and more generally in the lives of youth. To enforce the implementation of a legal framework that promotes participation and inclusion of youth in the labour market, is a requisite in improving the situation of youth.

- To empower youth so they increase participation in decision making processes, and in awareness raising activities that boost their contribution in improvement of life situation.

- To promote and encourage youth economic empowerment in order to increase their opportunities for professional training and employment.

- To promote equitable access for girls in qualitative education and labour market.

- To improve the situation of youth at risk of social exclusion, through increasing their access to qualitative education, social, and health services, and by diminishing attitudinal and institutional barriers.

- To boost the role of media in supporting the needs of youth so they can handle life challenges.

- To increase the representation of youth in the labour market through encouraging them to attend vocational/professional education.

- To organise long-term and short-term vocational training courses in different professions.

- To support the community in changing its attitude and behaviour towards young people, in order to build up trust and appreciation of them, for their individuality and for the skills they hold. To that end, community members must be encouraged to share their experiences with youth.

- To increase co-operation among businesses, public institutions and community so that youth access to vacant job positions increases, contributing to youth social inclusion.

- To raise awareness about behaviour and attitudinal change in the community, so the tolerance, mutual understanding and suitable communication is established and improved.

- To promote and encourage the volunteering of youth as an important practice in development of youth themselves and of the country.

- To promote initiatives that appreciate meritocracy of youth, their abilities, gifts, and skills.

- To enforce the implementation of a legal framework of participation and inclusion of youth in labour market as a requisite for changing the current situation of youth.

- To encourage cross-sector co-operation as an indispensable condition that ensures social integration of young people.

- To organise socialising and entertaining activities in order to develop self-esteem and self-confidence of children and youth and to identify the strengths and interests of youth.

- To coordinate employment services with other sectors in order to address the actual employment needs of young people.

- To organise awareness raising campaigns with the participation of the media, to develop and distribute informative materials, to organise individual and group counselling sessions with youth, to organise information sharing sessions with parents and to organise peer to peer education activities in order to increase the level of information for youth about health, employment, education, decision making, and about their rights in the labour market.

- To organise workshops, information sharing meetings and role-play with young people in order to equip them with skills and knowledge about job seeking, CV writing, anger management, referring and addressing their own needs, and seeking support.

- To organise activities that help in the identification of talents, gifts, abilities and individualities of young people and plan concrete interventions to develop such qualities afterwards.

- To support families, especially those in rural areas, to establish and strengthen family or collective businesses in agriculture, livestock, tourism and other sectors.

- To organise fairs where youth can show their knowledge, abilities, capacities, gifts and talents in various areas.

- To organise creative and entertaining activities that are of interest to youth.

- To promote social values and norms and civic education.

- To offer psycho-social counselling and support for youth, in order to provide them with opportunities to overcome the challenges they face. To increase the level of inclusion and to develop positive self-esteem and self-confidence.

- To provide career advice for professional development, gender equity issues, as well as on reproductive, mental and emotional health.

- To empower and consolidate the family environment as well as the social and community based supportive systems, so youth have sustainable supportive systems to rely on, and learn to use appropriate manners in life.

- To inform employers of trained youth through various ways, such as organising visits to businesses, institutions, getting youth engaged in voluntary work or with a minimal salary which can serve as small financial motivations.

- To conduct activities which reduce the frustration level of youth when they face labour market, free market economy, and heterogeneity of population. To conduct different group activities in order to reduce isolation of young individuals such as games, concerts, theatres etc.

- To organise activities focusing on the presentation of youth as an important source of energy, creativity and as the vision of the local community, such as publishing a TV spot, a documentary, a newspaper, magazine, exhibition, workshop etc.

- To organise different lobbying activities with the participation of different institutions and the community, where youth can be represented as " agents" of social change.

- To organise social enterprises with focus on the promotion of values and skills of young people, based also on regional specificities and customs.

- To develop a database for young people, in order to organise the information about number of unemployed young people, of job seekers, of self-employed youth, of drug users, of youth in conflict with the law, of those who attend school or not, of vocational and other training they have attended. This database would be particularly important to identify and efficiently address youth individual needs.

- To conduct additional research focusing on psycho-social needs of the young people, alongside studies conducted on the economic situation, in order to design holistic intervention programmes in compliance with their specific needs.

- To conduct a baseline in the same districts after some years (3 or 4 years)

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9 ANNEXES

ANNEX 1

The guide of focus group discussions

Focus group modality: introduction of participants to the study and the role of the focus group discussion; explain the importance of participant's opinions for the study and for the work that organisation will conduct based on this study; start the group discussions on the issues presented in the list below; introduce and agree to respect the group rules such as mutual respect, allowing participant equal time to talk, avoiding interruptions while discussing etc.; keeping notes about inputs coming from participants; thanking participants for their time and commitment.

Presentation of the project.

List of issues to be discussed:

1. In what circumstances you have requested the support of your family members, friendship, policeman of your community, community elder, local government bodies, priest, nun, or any other person? Can you describe any case? If you asked for such support, how have you been supported? If you didn't ask for such support, what kind of factors impeded you?

2. Did you have any personal issue lately, be it of a personal, family or friendship level? If yes, what was your contribution to address or resolve it? What can you say about the contribution of the other systems?

3. What would you do differently in your life? What people and systems could contribute so that you accomplish these desired changes? Do you think that the change depends on you or not? If yes, is the change related to your job, your contribution, your performance, your behaviour or attitude? What should government do about this? Your family? Friends?

4. What are the factors that would influence the improvement of your life conditions? Do you think that emigration, migration, establishment of your own business in your home place, advancing your education and vocational training, trading or other activities can influence this change?

5. How do you envision your future? What are the factors that define your future? Where do you foresee yourself in the future?

6. Did you have any working experiences which you defined as successful? If yes, why were they successful?

7. What is the way that the organisation or the community can support you?

8. How do you find the role of church, TV, friendship related to these issues?

9. What do you suggest to increase the co-operation with your families, friendship, local government bodies and other organisations, so you can accomplish your personal aims?

10. What kind of relationship do you have with your parents? How would you define your relationship with them? What relationship do you have especially with your mother, father? Do you think there is room for improvement? How?

11. How do you find the trust that your family has in you? What are the expectations of your family about you? What do you think about these expectations?

12. Do you find yourself capable of undertaking initiatives in order to accomplish the change you aspire to in life?

13. What do you do if your rights are violated? Where do you complain/report the violation? Can you share a real case with us?

14. If you live in a rural area (village) and have some land, what would you do to increase the income for yourself and the family? Can you share a real case? Can you tell us who might be your co-operators to achieve your aim? What would you ask for and from whom?

ANNEX 2

The guide to interview the community elder

Section I

1. How do you find the employment situation for youth in the area you live?

2. Can you share with us the obstacles that youth face to flow into the labour market?

3. Are there any employment services available in the community where you live?

4. Are youth offered adequate information about employers, such as for e.g.:
    - Information and advice about jobs, how to direct your request for employment
    - Guide to employment, how to assess your needs, and how to develop your career/profession
    - Information about training organised for this purpose
    - Information about other organised interventions in the labour market
    - Information about other inter-mediation services

5. What are the ways that youth can find information about the labour market?

6. How do youth get informed about the employment legislative framework?

7. Are youth offered advice about careers and professions and who does that?

8. Are youth of your community enrolled in the unemployment payment schema?

9. Do youth approach you to seek jobs or to share their concerns and needs about employment?

10. Are there any interventions from the local government or different NGOs which promote employment through co-operation with employers, or through other possible ways?

Section II

11. How do you assess the abilities and capacities of youth in your area, to flow into the labour market?

12. How do you find the role of education in the employment process and its related issues?

13. Do you think that youth have sufficient motivation and commitment to flow into the labour market?

14. According to your opinion what are the needs of youth as related to inflowing in the labour market?

15. What could youth or family contribute to this process? What are the potential professions for which youth can be trained?

16. What is the institution/system/organisation or congregation that can help youth in the employment process?

17. Can you share any of your experiences of co-operation with institutions/agencies/ organisations that operate in your community, relating to youth employment?

18. How can local government bodies help in this regard? What might be their contribution?

19. How can NGOs, congregations or non-governmental agencies help in this regard?

20. What strategies or methods do you suggest to resolve the youth employment issues in your community?

21. What can be your own contribution as a community elder in this regard?

ANNEX 3

The guide to interview the municipality/commune employee

1.   What are the main challenges that youth face in your community?

2.   How would you assess the employment situation of youth?

3.   What are the factors that hinder youth employment?

4.   What services are offered by the Employment Office of your institution?

5.   Does your institution provide services that are required by employers such as:
     • information and advice relating to employment
     • guidelines about employment, assessment of professional and career development needs, employment plan of action
     • offer training and other interventions in the labour market
     • offer inter-mediation services

6.   How do youth get the information related to the labour market?

7.   How do youth get information about employment legislative framework?

8.   Are youth offered advice about career development?

9.   What are the existing policies and programs that promote temporary or long-term employment?

10. Is there any intervention to promote employment or to open new job places through co-operation with employers or through other diferent strategies?

11. Are youth enrolled in unemployment payment schema?

12. Is there any strategy that your institution is implementing to decrease the number of youth that are benefiting from unemployment payment schema and to help them enter the labour market?

13. Are there any youth coming to seek jobs in your institution?

14. Are youth registered as unemployed in the labour offices?

15. What is the contribution of your institution relating to youth employment? What are the current policies or strategies developed by your institution or by other agencies and bodies to support youth employment?

16. Can you share with us a successful experience relating to the employment issue?

17. What do you suggest to increase the number of youth that inflow into the labour market?

18. What should be the role of governmental institutions in this process?

19. How can you help the educational institutions?

20. How can you help the civil society organisations?

21. How can youth contribute to this process?

22. What can be the role of the community?

ANNEX 4

The guide to interview the health sector employee

1. How would you assess the employment situation of youth in your area?

2. How would you define the relationship of youth with your institution?

3. How would you generally define the health situation of youth?

4. What are health needs and issues for which they usually come to your institution?

5. How do youth address their health needs in your institution?

6. Do you think there are barriers that hinder youth from accessing health institutions?

7. In your opinion, what are barriers that youth face to overcoming the labour market demands?

8. How would you assess youth potential and skills to face the labour market demands?

9. How do youth get the information about health issues, family planning and other health related issues?

10. Does the unemployment status of youth limit their opportunities to receive adequate health care service?

11. Does your institution promote health care as a way to increase youth opportunities to face labour market demands, and how?

12. Can you share with us a successful experience of co-operation with youth in increasing their information and awareness of the importance of health to boosting working abilities?

13. What are your suggestions for improving the employment situation of youth?

ANNEX 5

The guide to interview the education sector employee

1. How would you assess the level of students' preparation to face labour market demands?

2. In your opinion, what are the challenges for youth to flow into the labour market and where do they originate from?

3. Are students informed about the services that local governmental bodies or other agencies and structures offer relating to employment? If yes, how?

4. What are the ways and methods offered by the educational institution to orient youth towards a good career and the labour market?

5. How useful is the school curriculum to accomplish this aim?

6. How supportive are parents?

7. What are your recommendations in support of youth employment?

8. What can be the contribution of youth themselves in this process?

9. What can your institution offer in this regard?

10. What should change in education so students can receive adequate knowledge, abilities and skills to adapt to labour market demands?

ANNEX 6

The guide to interview the religious institution representative

1. How would you assess the youth employment situation in the community where you operate?

2. What is your perception relating to the abilities and skills of youth to flow into the labour market?

3. What are the challenges that youth face to flow into the labour market?

4. How would you classify the needs of youth to flow into the labour market?

5. What do you think are the factors that keep young people away from the labour market?

6. What are the supportive systems that can help in this process? Where can youth address their employment needs?

7. How can your institution help youth to flow into the labour market? What can your institution offer relating to the preparation of youth to enter in the labour market? What does your institution offer relating to their vocational training?

8. What are the actual programs of your institution in support of youth long or short term employment? Is there any intervention to promote employment and to open new job places through co-operation with employers or through other ways?

9. How would you assess the role of your insitution in counseling and orienting youth towards their career?

10. Can you share with us a sucesful experience of co-operation with other institutions relating to employment of youth?

11. How do you see the contribution of your congregation in this regard? How can you co-operate with this project to support employment opportunities for youth and in what professions?

12. How do you think that the youth employment process was supported by being part of your congregation?

13. What do you think education can do in this regard?

14. How can family help?

15. How much are youth participating in activities organised by you and what is the rate of their participation compared to those of other age groups?

16. What are the expectations of youth from your institution relating to their employment?

17. What are your sugestions for improving the employment situation of youth in your community?

ANNEX 7

The guide to interview the representatives of
police force in communities

1. What are the issues that youth face in your community?

2. How would you define the employment situation of youth in your community?

3. How does unemployment influence the increase of delinquent behaviour of youth?

4. What is the perception of youth about the role, the profession and the figure of the police? How do they envisage this figure: as a supportive system, as an authoritarian figure, as a professional that offers a service as many other professionals do?

5. What are youth expectations of your institution?

6. What is the rate of youth employment in your institution?

7. Do youth see employment in your institution as an employment opportunity for the future?

8. Is there any program, project or initiatives of your institution in co-operation with other institutions, to increase youth opportunities to flow into the labour market?

9. Can you share with us a successful co-operation experience with other institutions and agencies in support of their employment?

10. What is your perception about the abilities and skills of youth to flow into the labour market?

11. What are programs that you implement to keep youth from committing inappropriate behaviour and to encourage them to flow into the labour market?

ANNEX 8

QUESTIONNAIRE

The questionnaire below identifies the opinions relating to the needs and problems that youth face, as well as their motives and willingness to change their lives. Please fill in the questionnaire in the most honest way. The information you provide will remain fully anonymous and will be used for research purposes by MWL organisation.

Thank you for your cooperation!

Section I Demographic information

- Age: _____
- Gender ☐ F ☐ M
- Residency: ☐ city ☐ village
- What is your educational background:

  ☐ elementary, ☐ basic education, ☐ high education,

  ☐ professional/vocational education, ☐ university degree,

  ☐ post university degree
- Are you attending school ☐
- Have you abandoned school ☐
- Have you completed your education ☐
- Are you employed: ☐ **YES** ☐ **NO**
- What is your income:

  ☐ 0, ☐ 5000, ☐ 10 000, ☐ 20 000, ☐ other, please specify_____
- Do you have health problems ☐ **YES** ☐ **NO**

Section II

Do you agree with the statements below?	In each statement, please circle only one of the numbers in squares below				
1. Everyone can change their life conditions for him/herself, for own family by working in his/her city/village	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
2. If you complete a vocational training you can change your own economic and social situation	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
3. Local government bodies (municipality, commune, labour offices, church, NGOs) can help individuals to find a job/to improve their life condition	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
4. Advancement of education provides opportunities to improve economic and social situation of the individual	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
5. Emigration is a way to change life	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
6. In-country migration is a solution to change life	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
7. Marriage helps to improve life conditions	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
8. By using the family resources (land, livestock, and any other property), youth can have opportunities to establish businesses in order to help themselves and their families.	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)

9. The status of unemployment comes as a result of absence in the labour market in the area/ community	Strongly agree (5)	Agree (4)	Undeci- ded (3)	Disagree (2)	Strongly disagree (1)
10. The status of unemployed is a result of unwillingness to work	Strongly agree (5)	Agree (4)	Undeci- ded (3)	Disagree (2)	Strongly disagree (1)
11. The status of unemployed is a result of inadequate education and training	Strongly agree (5)	Agree (4)	Undeci- ded (3)	Disagree (2)	Strongly disagree (1)
12. The status of unemployed is a result of customs and prejudices of the community	Strongly agree (5)	Agree (4)	Undeci- ded (3)	Disagree (2)	Strongly disagree (1)
13. Problems with criminality and inappropriate behaviour derive from the lack of a positive family model (e.g. domestic violence, conflicts, arguments, strong debates etc.).	Strongly agree (5)	Agree (4)	Undeci- ded (3)	Disagree (2)	Strongly disagree (1)
14. Problems with criminality and inappropriate behaviour derive from negative social models	Strongly agree (5)	Agree (4)	Undeci- ded (3)	Disagree (2)	Strongly disagree (1)
15. Problems with criminality and inappropriate behaviour derive from poverty, unemployment and shortage of living means.	Strongly agree (5)	Agree (4)	Undeci- ded (3)	Disagree (2)	Strongly disagree (1)
16. The use of drug and alcohol brings consolation from current problems.	Strongly agree (5)	Agree (4)	Undeci- ded (3)	Disagree (2)	Strongly disagree (1)

17. Gambling is a solution to economic/emotional / psychological problems	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
18. Leisure time ought to be spent on non-sportive activities (such as watching TV. listening music, using computers, playing cards)	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
19. Leisure time ought to be spent on sportive activities in the company of friends	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
20. Health problems are resolved through traditional methods of healing	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
21. Health problems are resolved through formal health care system	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
22. People of young age do not have health problems therefore do not need to consult the doctor	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
23. Problems and concerns are discussed only internally in the family	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
24. Problems and concerns can be discussed/shared with friends	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)
25. Confessing the truth helps one to feel better	Strongly agree (5)	Agree (4)	Undeci-ded (3)	Disagree (2)	Strongly disagree (1)

26. One should have a role model in life	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
27. People should be open minded to seek help in different systems	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
28. Problem solving skills depend on one's special abilities or gift	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
29. Financial independence develops a healthy personality.	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
30. Prejudice and discrimination lead to isolation and passivity	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)

Additional questions to be asked of all groups of interviewees

- As to your viewpoint what are the needs and problems that youth face nowadays?

- What is youth perception about their role in improving and changing their situation?

- What are the opportunities offered nowadays to youth so they can change their living reality?

- What different systems can be offered by institutions, the surrounding environment in this regard?

- What are the barriers that youth face to become socially included?