



*Kartik Malik*

Focus on International Migration n° 3

# Guide of recommendations

## How to manage diversity in education, labor market and health?

recerCaixa

Program RecerCaixa 2011

**UAB**

Universitat Autònoma de Barcelona  
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CER-Migracions

# **GUIDE OF RECOMMENDATIONS.**

## **How to manage diversity in education, labor market and health?**

Research project: RECERCAIXA. *Youth in immigrant families in Catalonia: interculturality management for social cohesion (2012-2014)*

RecerCaixa Program. RecerCaixa 2011

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**Focus on international migration** és una col·lecció d'accés obert promoguda i coordinada pel **CER-Migracions** de la UAB, centre de recerca interdisciplinària per a l'estudi de les migracions internacionals. L'objectiu de la col·lecció és consolidar un espai online de divulgació acadèmica que permeti fer arribar a la comunitat científica i al públic general interessat, treballs inèdits individuals i col·lectius que suposin rellevants aportacions teòriques, empíriques i/o metodològiques per a l'estudi de les migracions internacionals.

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*Guide of recommendations. How to manage diversity in education, labor market and health?*

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## I. Presentation

A team of researchers, part of the CER-Migrations and specialists in migration studies from a wide range of disciplinary backgrounds, has elaborated this guide of recommendations. The CER-Migrations is a research center of the UAB, founded in 2009 and focused on interdisciplinary research in international migrations. The guide is oriented to public and private organizations, such as civil society organizations and public administrations, more specifically to all those organizations and groups that represent the citizens of Catalonia. Its aim is to provide tools in order to promote the social cohesion among the Catalan youth.

The recommendations presented here are the result of a qualitative research carried out between 2012-2014, titled *Youth in immigrant families in Catalonia: interculturality management for social cohesion*. In this research, 'life trajectories' and 'transition into adulthood' have been studied involving young people aged between 18 and 25 years with familiar experiences of immigration, and with familiar origins

from Morocco, Romania and Ecuador. Three relevant fields in their life trajectories have been analyzed: education, labor market and health.

The analysis of the turning points of their trajectories, as well as the barriers and opportunities they meet in their transition into adulthood, have allowed identifying the three lines of action that drive the recommendations. Ultimately, these are orientations aimed to foster successful educational trajectories, facilitating to these youths the incorporation into the labor market and to maximize scenarios of access and satisfactory use of the information and health services. The goal is to foster that these youths advance towards their transition into adulthood on an equal basis, especially in a situation strongly marked by the economic, social and political crisis.

Furthermore, the present guide provides examples of good practices which promote social cohesion and integration of young people from immigrant family background.

## Methodology and results of the research

This research has been developed by using a set of techniques regarding data collection and analysis, such as the exploitation of secondary sources, focused interviews to experts and in-depth interviews to young people with immigrant family experiences (Morocco, Romanian and Ecuadorian), in two municipalities: Badalona and El Vendrell. These two localities were selected as they constitute models sufficiently different in size, productive structure, impact of the economic crisis, as well as different migrant settlement patterns and policies oriented to immigrant populations. Both are municipalities with a significant settlement of population from non-EU countries where policies oriented to social cohesion and integration of these collectives have been developed during the last decades.

In order to understand the political actions of the two selected local administrations, 26 local professionals were interviewed working in immigration and social, labor and health

insertion, as well as social workers and educators.

On the other hand, with the purpose of studying life trajectories and transition pathways to adulthood of youth with family experiences of immigration, 41 depth interviews were carried out to young people with family origins from Morocco, Romania and Ecuador, aged between 18 and 25 years and residents of Badalona and El Vendrell, who were born in Catalonia or had arrived with their parents before the age of 14 years.

At the last stage of the research, two participative workshops were conducted in order to disseminate the results to technicians and professionals of the administration of the two localities, which allowed direct discussion about the meetings with regional agents involved in the management of diversity. The main conclusions of these workshops have been reflected in the present **Guide**.

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## II. Strategies developed for youth in immigrant families

During these two years of intensive research and interdisciplinary teamwork, it has been possible to identify specific actions that encourage the diversity management as a cross-cutting dimension in social policies. Thus, our research contributes to the social cohesion, providing an analytical view to the life of the youth from immigrant families, by identifying: key aspects for the achievement of successful educational trajectories, their incorporation into the labor market, as well as a satisfactory access and use of the information and health services, with an special emphasis on sexual and reproductive health (SRH).

By youth from immigrant families, we refer to those youth who has been educated in the Catalan educational system, with educational trajectories more or less long, depending on the age of arrival. At the time of the interview, most of the targeted population were enrolled either into the university, or into higher or intermediate vocational training programs. Part of the sample dropped out of studying and others had done so during the economic growth, thanks to the facilities offered by the labor market in that moment. With the economic recession, these young people had rejoined the educational system. Therefore, we are deal-

ing with educational trajectories very different with one another, with a variability that is also present among autochthonous youth.

Regarding the labor market, the immigrant population has been strongly marked by the economic crisis, and more specifically the younger ones. Many interviewees combine work and studies, with the consequent difficulties that this entails. Some of them either study or work, and others are unemployed.

In the health field, the interviewed youths present very similar patterns to the rest of youths of the same age in Catalonia and the rest of Spain, regarding conducts, lifestyles and risky behaviors. In general, they are very well informed about how to look after their health and aware of methods for preventing sexually transmitted infections (STI) and SRH, though they do not always put them into practice. Most of them enjoy good health, but occasionally some of them admit consuming excessively addictive substances, such as tobacco, alcohol or other drugs, or engage in sex without protection, risky behaviors which could condition their future.

As a result of the research, the following individual and collective strategies developed by the interviewed youth have been identified:



## The more qualifications, the better occupation

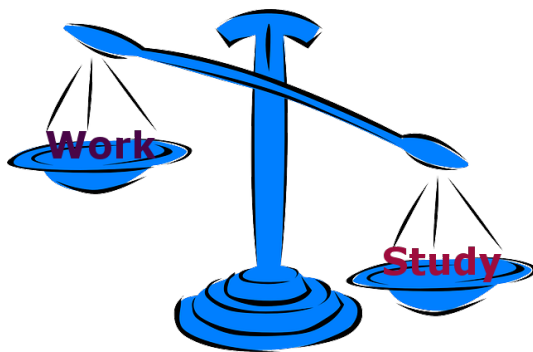
Youth give value to obtain academic qualifications to face their future employment.

A shared belief by these young people is giving credit to the education as an economic and labor integration tool, in order to avoid exploitation and discrimination as well as relying on the educational investment as a guarantee of social mobility. The majority of the inter-

viewees consider absolutely necessary to obtain qualifications to have a minimal chance to enter the labor market, either in low-to-intermediate or highly skill job positions. It must be highlighted that those of them who are university students will be, after graduating, the first generation of their families that count on higher education degrees.

## Combining studies and job: an investment for the future

The job search process, often informal and using social networks (family and friends), allows many of the interviewees to continue or extend their educational qualifications, avoiding to prematurely give up the chance for better jobs in the future.



Traditionally, combining studies with job is a distinctive feature of the working classes. Although this strategy cannot be generalized among the participants of the study, it appears to be an important part of their edu-

cational trajectories. Most young people who combine job and studies are doing so because of economic needs, rather than motivated by achieving emancipation. Their commitment to job is mostly subsidiary and complementary to the educational trajectory. Therefore, regardless of how many hours they spend and regardless of the job intensity, working is perceived as the means whereby they can study in family economic contexts that do not allow full time study.

*I was studying for the baccalaureate in the evening, starting classes at half past five, and I was leaving work at five o'clock. Well, I had to go quickly to be at class, and I was always late to first class... but always. I also missed a lot at school because I worked many hours. One month I was working 12 hours and, of course... I was leaving home... from 8 am to 8 pm... getting there at last hour, that is to say... I was missing 4 lessons [every day]. Trofink, 23 years.*

## **To Get a Job : an experience that can count**

The informal networks of family and friends and the internship opportunities of several educational organizations represent, for the interviewed people, key strategies for entering either the formal or the informal labor market.

Most youth are not familiar with the existing institutional devices in finding a job or they manifest lack of trust regarding their efficiency; and those who used them in some way perceive them as useless. However, in some cases they recognize that these institutional devices can provide information about job offers. In the light of this situation, the studied youth use other alternative mechanisms to incorporate into the labor market. These mechanisms allow them to access their first jobs, although often on informal basis, such as serving customers in a family commerce, caring for children or as seasonal workers in jobs related to hostelry. It is also remarkable the importance of the professional internships for some of the studied trajectories. This is the case of Alejandro, 22 years old, who was hired for 3 months by a construction company where he carried out an internship as part of his vocational training degree.

Despite the current economic situation and its direct impact, we have identified a positive predisposition among these young people towards entering the labor market. In this sense, they express some optimism about their future and many of them imagine themselves working in the middle term.

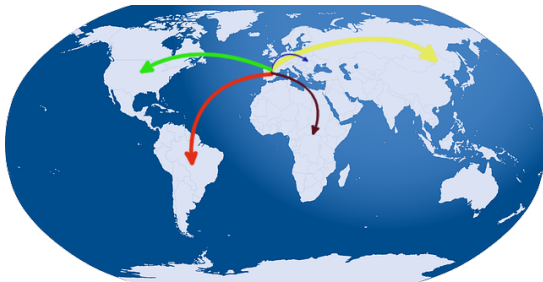
*In five years I hope to be already working in a financial entity, I don't know if banking, financial one or whichever. Yeah, working soon. Maikel, 20 years.*

*If everything goes well, [I see myself] with work. Still studying... I don't think so. If I studied, perhaps it would be for two or three years more, but not longer. But with work, and hopefully emancipated... I hope Paula, 21 years.*

Thus, most part of the interviewees enter the labor market under informal, temporary and precarious conditions. Besides, they use and stay in touch with their contacts, hoping that they can be useful in the future in order to keep progressing in their professional careers.

## The onward migration and the return to Spain as strategies of job-searching

The family migrant trajectory and the networks (family and community members residents in other European countries) they count on, can become a work-related alternative for the population studied.



The intercultural and linguistic competences developed because of their migratory background leads them to consider the possibility of shaping onward migrations as a viable strategy of employability, in the short or middle term. This intention is often accompanied by the availability of tangible and symbolic resources, such as languages or relatives living abroad, which differentiate them from their peers.

*In France, of course in France... I suppose that I will be working, won't I? Because it is high time... The fact is that you can find a job very quickly in France, in the airport. I see myself in the airport, there... in Check Out, you know? But I don't know... Alegria, 20 years.*

## Healthy lifestyle: be physically and mentally healthy

The participants in the study are males and females who perceive themselves with good health and having quite healthy lifestyles. They relate the concept of health to the absence of illnesses, being well, with no health problems, and being physically and mentally healthy. Most of them believe it is necessary looking after oneself to preserve good health by avoiding risky behaviors.

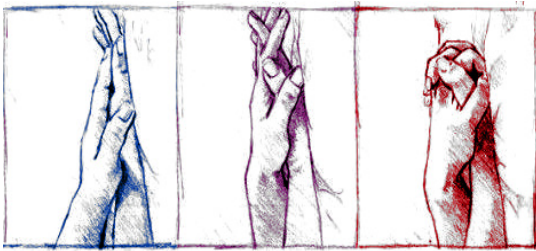
They state that a healthy person is someone who practices some sport, eats healthily and takes precautions when having in sex. Healthy is a person who knows to the tools of prevention and does not make excesses. E.g. Adam is 22 years old and practices athletics:

he considers himself a healthy person because he practices some sport and neither smokes, drinks nor takes drugs. Others, like Stephania, take the following stand:

*A healthy person is someone who neither drinks nor smokes; who doesn't get anything into. Well, I drink when I go to parties, having one or two cubatas [mixed alcoholic drink], or three. And smoker, to be honest, sometimes... never... perhaps from time to time I'm so glad and happy and I say "give me one" and that's all... I don't drink every day or all the weekends. Stephania, 23 years.*

## Being together: a relationship between equals

The interviewees consider the following values as essential in their stable relationships: respect, trust, friendship, love, companionship, responsibility, stability, sincerity, support, complicity and communication. Helping, listening... as well as peace, love and having a happy family are also important to them.



In general, they share the idea that stable and formal relationships should be between

“equals”, in the sense of equality between boys and girls, and that decisions should be made together through dialog. Both boys and girls admit that girls are more active in this process:

*She decides. I let her lead me, Trofink 23 years.*

*I do the accounting because he is busy, and we women want to have everything controlled, Carla, 22 years.*

They perceive their relationships are different of those of their parents, though this aspect is linked to the life span development and it will change over time, as they grow up. All of them value that nowadays there is more freedom and so foster the beginning of relationships at a very young age.

## Knowledge and use of health services

They are familiar with the general health services, mainly the primary care practice centers (CAP – Centro de Atención Primaria) and the regional Hospital, in an emergency. They use them whenever they need, mostly in case of illness and seldom for prevention. Generally speaking, according to their assessment they have not had problems after the entry in force of the new regulations and provisions regarding the access of immigrants to health care, nor do they know anyone who has encountered any difficulty because of this issue. Overall, their

experience as users is regarded as very positive. Although they are familiar with the healthcare services and the health system, and also according to the data provided by the Public Health Agency (Agencia de Salud Pública, 2011), some young people part of our sample are not aware of specialized services, such as SRH centers (Sexual and Reproductive Health), and most of them do not usually use them. In fact, they rarely refer to the need for these services and resources. Whenever they know them, they use them; this is mainly the case of females.

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## III. Recommendations

**As youths with family experiences of immigration consider training as an economic and labor integration tool, and the educational investment as a facilitator of social mobility, it is necessary to develop actions to support their trajectories**

### GUIDELINES

**To boost support programs and processes of academic and professional orientation among youth and families in order to inform about opportunities offered by the several qualification and training options**

- To recognize the support and value that immigrant families provide to education, in the frame of youths' own projects, and boost, among families and youths, accompanying processes of schooling and orientation about the educational and professional current offer available. To consider, both the existence and scope of individual and familiar expectations, as well as the academic and labor opportunities offered by the several qualification and training options.
- To boost a systematic and deepened training regarding awareness among educational

agents, focused on making visible conditions that foster success and educational continuity among youths of immigrant families, a context that questions school and social representations as well as existing prejudices and preconceptions.

- To develop actions and training modalities that allow combining studies with work, one situation that appears in most educational trajectories of youths of immigrant families. Become aware that this situation responds to economic needs of the family, rather than to emancipation reasons, and turns out to be auxiliary and complementary to the educational trajectory.
- To offer economic supports and scholarships to youth in more vulnerable position, in order to boost successful educational tra-

jectories and to fight **the early exit from the educational system, the discouragement and the demotivation.**

- To set up programs that, despite the budget cuts promoted by the public administrations and the decreasing number of schooling support projects and educational services, do not undermine their responsiveness or harden the conditions to access social benefits, reducing the opportunities of youth in immigrant families.

By way of example, some educational institutions have developed their own pro-

grams of economic and academic support. Thus, *Associació Amics del Fontseré (Friends Association of Fontseré)* is an initiative launched by an educational institution with the purpose of providing financial support to youth who want to continue post-compulsory education (training cycles and baccalaureate) and who cannot afford it due to economic limitations<sup>1</sup>.

<sup>1</sup> For more information, see <http://www.ieseduardfontseré.net/2013/09/beques-amics-del-fontseré/>

**Regarding the impact of the school results, as the group of peers arises as an important element for the trajectories of all these youths, in both negative and positive terms, it is necessary to develop dynamics that promote the school link among the student body**

## GUIDELINES

**Boosting processes which lead towards the accumulation of positive social capital and which promote pro-academic dynamics for group cohesion that facilitate the link with the school**

- To make possible that school activities, for youth in immigrant families, take place in normalized environments, rather than in segregated spaces that in spite of being apparently built as safer and closer to their needs, evidence the need to perform an inclusive response by the institution
- Educational institutions should take into account the potential impact of articulating organizational technologies. The educational segregation at school through classifying class-groups by academic level, or the existence of specific devices for attending students of foreign origin are factors that have a negative impact on their academic trajectories. Become aware, at school centers, that segregating by educational levels can also become a barrier to maintain their friendship networks, negatively affecting the continuity of the relationship and the reification of stereotypes.
- To promote that the teaching staff, at the stage of both primary and secondary education, provides reception and attendance to new students in a coordinated and comprehensive manner, beyond the tasks performed by tutors or teachers of specific attention.
- By way of example, name the project *Companyia de Teatre* of the Institut *Pablo Ruiz Picasso*<sup>2</sup>, an initiative that, from the educational center, aims to achieve a specific and rigorous work through the application of a multidisciplinary approach and added

<sup>2</sup> For more information, see [http://www.xtec.cat/iespicasso/teatre\\_2007/traj.htm](http://www.xtec.cat/iespicasso/teatre_2007/traj.htm)

social and academic requirements – that serve as a guide for youths living in a context of social vulnerability.

- To boost networking among educational NGOs from the region and encourage the use of public services available for the overall population, in the aim of enhancing pro-academic dynamics towards group cohesion, out of school time, and promoting the school link among students of immigrant origin.

By way of example, name the program *formació i circ social de l'Ateneu Popular 9 barris*<sup>3</sup> (*training and social circus*) as well as the

project *Teixint cultures: elaboració de contes bilingües d'arreu del món*<sup>4</sup> (*Weaving cultures: elaboration of bilingual tales from worldwide*).

The first one is a proposal of artistic training and education in values, aimed at transforming the person and their most immediate environment and addressed to youths of secondary education. The second one is a program based on the called dual-language experiences, well known in Canada as well as in numerous Anglo-Saxon countries, a program that seeks to recover the oral tradition of immigrant families.

3 For more information, see <http://www.ateneu9b.net/content/lateneu-popular-de-nou-barris>

4 For more information, see <http://teixintcultures.wordpress.com/projecte-teixint-cultures/origen-del-projecte/>

**Since a portion of unemployed youth corresponds to the profile of youths with low levels of qualifications achieved, who have remained outside of the educational and training systems, it is necessary to implement programs and actions that promote their job-placement and/or their return to the educational system**

## GUIDELINES

**To set up programs and actions through the education and the employment training which reinforce not only the qualification of these youth, but also other basic and transversal competencies, as well as their motivation, self-confidence and self esteem**

- To encourage the coordination between institutions and local authorities with the purpose and effect of setting up stable devices that can identify youth who drop out of the education system prematurely, and offer, from a holistic approach, services and programs that meet the specific needs of each youth.
- To develop youth-oriented actions which can enhance the qualification and employ-

ability of those who are unemployed and have not finished the Obligatory Secondary Education (ESO). These actions should include devices that offer professional certificates and professional and emotional (motivation, self-esteem, etc.) resources; in order to re-engage them in the formal training and/or increase their job-placement opportunities.

By way of example, the program *Suport Intensiu a la Inserció Laboral dels Joves (Intensive Support to the Job-Placement of Youth)*, driven by IMPO (Institut Municipal de Promoció de l'Ocupació)<sup>5</sup>, as well as the program *Els Joves per l'Ocupació (Youths for Employment)*, implemented in El Vendrell

5 For more information, see <http://www.impo.cat/>

by initiative of the *Servei d'Ocupació de Catalunya* (cofounded by the European Social Fund)<sup>6</sup>, combine training to boost the development of basic competences through professionalizing paths and internships.

- In the aim of enhancing the **connection between employers and professional training, and improving the youth's motivation, we recommend to bring together (incorporate/ join forces with)** partners from the business community who can assume an important part of the training stage. In the case of specific youth of immigrant origin with certain profiles, the com-

mitment of entrepreneurs to this training is key for their later job-placement, mainly to overcome the discrimination of which they may be victims during the selection process.

By way of example, the initiative *École de la 2ème chance* (E2C) (School of the “Second Chance”)<sup>7</sup>, driven by the city council of Marsella in 1997, as a pilot program for the European Commission, retrieves the apprenticeship and reinforces **the connection between entrepreneurs and professional training in the aim of re-engaging youth who dropped out the education system early.**

6 For more information, see <http://www.leina.org>

7 More information of this experience is available at [http://citiesofmigration.ca/good\\_idea/second-chance-school/](http://citiesofmigration.ca/good_idea/second-chance-school/)

**Many youth in immigrant families count on limited and little diversified social networks, which makes them difficult to access the labor market beyond those sectors where a large part of their parents' generation had been concentrated (e.g. construction, hostelry, domestic service, etc.). Thus, they also perceive discrimination when opting for a job (especially those of Muslim descent). Therefore, it is necessary to innovate tools of social intervention, that promote relationships, in order to overcome these barriers**

## GUIDELINES

**To boost the social and professional mentoring<sup>8</sup> as an intervention tool that provides individualized support to youth with exclusion risk and without enough network for finding a job, and who often have to cope with discrimination processes (for ethnical and religious reasons, etc.) when accessing a job**

- To encourage, from the administrations, that SMEs becomes involved locally in men-

toring projects to youth with social exclusion risk, which allow bringing them closer to the everyday work of a company, and thereby enhancing their self-esteem and motivating them to continue training and developing all their potential. The project “*CoachExit*”, driven by the Fundació Exit, addressed to corporate volunteering of socially responsible companies, represents an example of this initiative<sup>9</sup>.

8 More information, documentation and bibliography about mentoring are available at <http://www.mentoriasocial.org>

9 For more information, see <http://www.fundacionexit.org/proyecto-coach/>



- To incorporate professional internships in all the training and educational devices, in order to bring youth closer to the labor market, and foster the direct contact with businesses, who are involved in their training, allows overcoming discrimination barriers.
- To boost actions that promote increased awareness, understanding and appreciation of the diversity management and the social inclusion within the labor market.

**Since a part of youth in immigrant families consider the onward migration as a strategy of personal development or even exclusively as a job search, and many of them can make use of their personal resources linked to their origin, as well as family and community resources abroad to which they have access to, it is necessary to give value to their intercultural competencies in order to be capitalized by them in a globalized world**

## GUIDELINES

**To enhance the intercultural and linguistic competencies of these youth, in the aim of extending their possibilities of employability and implementing programs of international projection on their own**

- To promote the certification of languages spoken by the youths in order to be recognized and valued in the professional context.
- The creation of information and/or advice services for youth with a project of emigration, re-emigration or return to the country of origin. In this sense, by way of example, it is interesting to mention the application in the field of action that has had the SAIER, *Servei d'Atenció a Immigrants, Emigrants i Refugiats (Care Service for Immigrants, Emigrants and Refugees)*, one of the reference services in Barcelona for the reception of newcomers and the integration of immigrant population. The “new” SAIER has embodied, within their service portfolio, advice to the overall Barcelona population about emigration themes, in order to suit the current flows of mobility<sup>10</sup>.
- To train youth in immigrant families, with successful trajectories, to offer advice to other young people. This action would require, at a local level, the establishment of orientation devices that draw upon the intercultural competencies of youth who have experienced migration processes in person or through their families and who have acquired a range of intercultural competencies related to their experience (joining a context that is linguistically, socially and culturally different). The role of trainers would turn them into role models among other youth of immigrant origin and would help to reduce their social stigmatization.

<sup>10</sup> See the informative triptych at <http://www.bcn.cat/novaciudadania/pdf/saier/SAIER.fullet.ca-es.pdf>

**Although youths who participated in the research show a good health, it should be taken into account that risky behaviors are common. Such practices occasionally or continuously performed are not recognized as dangerous situations, as they believe that their impact is minimal. For this reason it is essential to implement programs and perform actions that promote healthy lifestyles**

## GUIDELINES

**To boost health programs in the school, beginning with primary education, aimed at the prevention of risky behaviors related to substance use and the promotion of healthy lifestyles**

- To provide cross-cutting/transversal training in schools and high-schools regarding all the aspects related to health, nutrition, sport, sedentariness, etc., in order that children and adolescents integrate these practices into their daily life and associate them to a good maintenance of health.
- To raise awareness of the consequences of substance use and risky behaviors, in general. In this regard, it is important to inform and train children and youth about the harmful effects of drugs, as well as the consequences of their use in the middle and long term. It is important to highlight the risks to face the minimization they make of them.
- With the aim of avoiding unwanted pregnancy and sexually transmitted diseases, to inform and train about sexuality and sexual intercourse, since these appear at early age, and they are brief and often chained. To train in protection measures and provide available material resources to youths.
- To train families, at both educational and health centers, about adolescents' and children's health, risky behaviors, and mental and psycho-emotional health. The participation of families in the prevention of risky behaviors is important to foster dialog between them and awareness among all.
- Early detection of cases that require specific attention, regarding the emotional stress entailed by migration processes, toxic relationships or use of substances.
- It is fundamental to establish coordinating teams between health and educational centers in order to design programs, interventions and evaluations, accordingly, and to foster the youths' and teenagers' participation in the design of activities aimed to them.

**As sexual intercourse has an early beginning, there are frequent changes of partner and there is low perception of risk, it is necessary to train youths from early ages about the affection and the prevention in order to make them able to develop stable and sporadic relationships and sexual intercourse without risk**

## GUIDELINES

**To provide sexual education since secondary education, taking into account the cultural and intercultural diversity, as well as those aspects regarding stable relationships: affection, respect, feelings, pleasure**

- To educate about stable relationships from a vision that includes pleasure, feelings, emotions and affection, fostering communication, respect and peer relationships, by developing transversal programs to prevent gender-based violence.
- To deploy specific programs to prevent pregnancy and Sexually Transmitted Infections (STI) by the proper use of contraception methods, informing and training about the several contraception methods and providing them.
- Specific training and sensitization about STI, specifically about HIV/AIDS, to eradi-

cate the social stigma that entails the disease and all those affected by it.

- Coordination between all the NGOs involved in Sexual and Reproductive Health (SRH) and STI prevention, together with local institutions, to join efforts and generate synergies through the action, updating and customizing the local policies (interventions) regarding SRH and STI.
- To provide continuous training to professionals of education by professionals of the health field in terms of preventing risky behaviors and fostering healthy relationships.
- Youth's participation through the entire process of the provided programs: design, development and assessment. Moreover, to involve them actively in the preparation of the program's materials.

**As centers specialized in Sexual and Reproductive Health are unknown and rarely used, it is necessary to design tools which ensure youth's access and use of SRH resources**

## GUIDELINES

**To establish and make visible public local resources, customized to youths' needs and designed through their participation, which take into account the cultural diversity**

- To design programs with participative and innovative methodologies to bring the SRH

near youths and teenagers, and that prioritize prevention of STI and adolescent pregnancy.

- To perform a direct attention to the youth, with flexible access and without the presence of their parents, whenever youth re-

quire it, ensuring the continuous attention to those youths who need it.

- To derive to specialists when the situation requires so, with no waiting lists and with an effective communication between professionals that avoids loops and excessively long waiting times.
- To design informative brochures for distribution in educational centers aimed to youths and parents, immigrant associations, youth centers, etc., so that youths and families from the locality receive them.
- To design informative websites to disseminate information about SRH, STI and prevention methods, so that youths have access to quality information and they can make use of it.
- To make visible SRH attention centers and bring them closer to the youth by outreach campaigns, which can be disseminated from the educational centers, primary care practice centers, local organizations and authorities. These must be nearby and participative services.
- The coordination and networking between health centers, educational centers and NGOs which work with the youth, in the aim of avoiding duplicated interventions and optimizing human and material resources.
- To evaluate resources and activities in order to implement improvement actions, and systemically data collection, gathering so evidences of youths' context and reality.

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