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FRAMEWORK SURVEY



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1. INTRODUCTION

The project involves EU institutions working with youth and aims to share and to test a model of youth growth within their community. The model aims to identify and to implement positive rites of passage involving young people and youth workers/ educators, making participants aware about the disregarded role of rites of passage, by designing and improving shared “rites of passage experiences” that foster a positive sense of community (ROPE) (Blumenkrantz & Goldstein 2010 “Rites of passage as framework for community interventions with youth” www.gjcopp.org and www.rope.org).

The project promotes the cooperation of institutions working with young people and improving the participation of adolescents in designing significant growth experiences in line with their personal values, cultural heritage, and with a shared EU approach to the transition towards adulthood. For this reason, the project aims to work with adolescents through a community-based approach, focusing on training about life skills. In this perspective, the project can represent both a measure of prevention and intervention. This is possible by involving adolescents in identifying and designing the ROPE from their perspective, in a way that involve all community, so it is more inclusive and foster the community organizing and active participation of the whole local community.

The first direct targets involved are youth workers and professionals in youth associations, youth clubs etc. Every intellectual output will be realized involving these social actors. They will be involved as target of the dissemination activities, while some of them will be involved during activities as both stakeholders and experts about the topic.

The aim of the project is to create a method that gives a new importance to rite of passage in adolescence to foster a sense of belonging and the participation of young people in the life of the community. The target of the project is the 16 to 19 years-old and the reference adults. In each country involved, 45 adults and 300 adolescents are involved.



The project plans to work in two phases:

1- The first phase is an action-research in which we discuss with young people and adult stakeholders (educators, teachers, school headmaster, school counsellors etc.) the meaning of rite of passage experience to become adults involved and satisfied with the community;

2- The second phase in which a model of development is implemented in a shared way that values what emerged in the first phase.

In the first phase, which was held from February to June '18, we identified the significant community organizations for young people in the area, such as schools, youth centers, vocational training centers, youth and parents 'organizations to deepen the theme through the thematic focus groups and interactive workshop.

Furthermore, with the support of these organizations the young people to be involved were identified.

On the basis of findings of the focus groups, questions to be addressed for the interactive workshops with the classes and informal groups of adolescents have been identified.

2. AIMS

- Identify the perception of adolescents on the rites of passage;
- Identify the perception of significant adults on rites of passage;
- Identify the relationship between rites of passage and sense of community, empowerment and participation of adolescents.

3. METHOD

The method used to conduct the survey is **qualitative**, as it is the most suitable to extrapolate concepts and meanings related to the theme of rites of passage. Collecting participants 'stories about events after which they felt adults, opinions and meanings have been extrapolated.



4. MAIN EXPLORED AREAS

Events that marked transition to adulthood, personal meanings, skills and knowledge involved, events that made other people consider the transition, relational effect of the events, community values, and transformative experiences for youth, relationship between rites of passage and community values.

5. PARTICIPANTS

The participants were chosen based on the sample available in the selected areas. We tried to maintain the balance of the population in compliance with the criterion of maximum inclusion (i.e. respecting the principles of balance by gender, age, sexual orientation, religious, ethnic and cultural).

In each country the participants are so divided:

FOCUS GROUPS:

- **Romania:** 4 with adults (45 participants: high school teachers, university professors, educators, head of schools, parents, school inspectors, primary school teachers, school counsellors and 1 with adolescents (18 high school students from „Vasile Alecsandri” High School Iasi)
- **Greece:** 2 with adults (27 participants: youth workers, high school teachers, parents, social workers, adult educators) and 2 with adolescents (20 high school students, ECTE, Rethimno)
- **Italy:** 6 with adults (47 participants: outreach workers, mentors and professionals, high school teachers, parents’ associations of high schools) and 1 with adolescents* (16 participants: This focus group it is realized to test topic also with adolescent, in order to organize the survey with high school students)
- **Spain:** 2 focus groups with adults (31 participants: (high school directors, teachers, social and street educators <outreach workers>, nurses, social workers, community workers, NGO professionals, community-based adolescent programs, professionals, municipality workers, sport trainer) and 2 with adolescents (13 participants: adolescents from a community theatre activity, adolescents from Espai Jove Program)



INTERVIEWS:

- **Romania:** 3 with adults (a social worker from Community Assistance Service, a human resources manager from a multinational organization which has internships for youth and a psychologist)
- **Greece:** 2 with adults (the head of Department for Education, Lifelong Learning & Employment at Region of Crete and a school counsellor)
- **Italy:** 2 with adults (7 participants from voluntarism associations)
- **Spain:** 3 with adults (Director of the Community Action Service at Barcelona City Council, Director of the Espai 12@16 at Poblesec, Community Nurse in charge of adolescents programme at Anna Ravel High School)

SURVEY:

- **Romania:** 220 high school students from “Vasile Alecsandri” High School Iasi
- **Greece:** 11 workshops with 229 high school students, 2o General Lyceum of Rethimno
- **Italy:** 12 workshops with 216 school students from various 3 High Schools and 1 Association of the city of Florence; the total numbers of adolescents involved it is 232 (with the 16 the participated at focus group)
- **Spain:** 229 participants (high school students, theater students, adolescents in the community)



6. TOOLS

The tools used with adults were focus groups and semi-structured interviews. The meetings were audio-recorded and transcribed.

The thematic discussion areas are:

- Could you identify an event after which you felt yourself as an adult (transition already occurred from childhood to youth; Individual Past ROPE)
- What event in your life made other people consider you as an adult? (transition already occurred from childhood to youth; Shared Past ROPE)
- What are the main transformative experiences that could help youth in growing up? How are you planning to support them in this experience? (supportive role of significant adults)

With adolescent we used participatory meetings in order to involve youth in the subsequent phases of the project and to collect their opinions by means of a questionnaire.

The draft of the meeting with high school classes is:

- Presentation of the researcher and of the project;
- Presentation of students (using warm-up and ice-breaking activities);
- Collection of a positive ROPE by means of post-it;
- Drama situation: group sculpture representing a ROPE emerging from post-it
- Individual survey: close ended questions filled by means of “kahoot!” mobile application and open-ended questions by an ad-hoc form;

1. *Can you imagine an experience that would make you feel an adult?*
2. *Have you thought about why you chose this experience?*
3. *Are there specific knowledge or skills relevant to this experience?*
4. *Are there any specific values that dictate this experience?*
5. *Can you support someone younger who will experience the same adult experience?*
6. *Can you imagine an experience that would make people around you see you as an adult?*
7. *Can the community support adulthood experiences?*
8. *Are there any values that you consider useful to govern the adulthood experiences created by the community?*



The necessary information for privacy was given and school institutes have informed parents and collected authorization to process data. The research protocol, the method, the administration techniques and the analysis were conducted in respect of gender, age, cultural, ethnic and religious differences.

7. OVERALL CONTENTS

In all the countries it emerges that the moment after which they felt more adult is linked to a greater acquisition of responsibility, described as awareness of the consequences of their choices on themselves and on others and in the sense of taking care of oneself and of others. Other meanings are related to greater autonomy and independence from adults, in economic, housing and movement terms, but also in terms of future planning.

The main stories refer to staying home alone, taking care of younger siblings, moving around the city on their own, on economic autonomy and also to theoretical and technical training to acquire useful skills to find work.

Other common events that emerge in each country and between young people and adults are linked to critical events in their lives such as road accidents, surgical operations, parents' divorces and family losses. In Romania there is a specific factor linked to the migratory phenomenon for reasons of work of the parents, which implies a separation and therefore a greater assumption of responsibility by adolescents.

Other experiences are linked to the curiosity, the desire to discover new things that lead to a greater sense of freedom. These are experiences that involve a certain assumption of risks, an adventure in which one must put oneself to the test before the danger, often even represented by the unknown, rather than by real threats to personal safety.

Travels alone or with friends carried out for holiday or work reasons, but also for study or sporting internships, are the most significant examples in this regard.

The path to individual growth and the acquisition of a mature personal and social identity is also realized thanks to the comparison with the others who belong to their phenomenal field: friends, as regards to the generational relationship, and parents and teachers, for the intergenerational one.

The first stage of the rite of passage, the "separation" is intended as an autonomous differentiation from the dominant family and social culture. But in this there is identification, a reflection in the



group of the peers. The experiences are carried out with friends, classmates and teammates, with whom one reflects and refines the positive sense of self.

This is the liminality phase, that is, transition is not made of isolation, but of sharing an initiation path carried out together with the group of peers. Through these events, meant as "trials", knowledge, skills and abilities are put to the test, which is oriented towards the future, making people feel stronger and more satisfied, even more able to control and determine events. The stories of adults speak for example of friendships and loves that have been created thanks to those events. In order to be able to define real rites of passage, it is necessary an acknowledgment by the adults of the community, this is the phase of incorporation. For example, parents or teachers seem to provide trust and confidence to young people for the first time through the granting of the freedom to travel alone, but also by considering young people on the same level in discussions on important social issues, or by asking them to organize activities for the community (voluntarism) independently, without their control.

The social system must then acknowledge these acquisitions with a celebration that formalizes the entrance into the adult world. Among the commonly reported examples we found the driving license, the 18 years-old birthdays and the high school diploma.

From the point of view of the social structure present when adults were teenagers (30 to 50 years ago) and the one of today's adolescents, the main difference is that the economic possibilities were minor and that all countries had been recently involved in the Second World War. There were less freedom of expression of one's own inclinations and opinions (both political and sexual for example), there were more job opportunities, as we were in a phase of economic growth, but it was also a more defined society in rigid terms and differentiated by roles, social categories and implicit and exploded rules. The sense of openness and expansion of space and time were very different, with the advent of globalization and information technology, there is a greater possibility of access and exchange to very distant information. One of the main differences when comparing intergenerational experiences is that in the stories of nowadays young people is way less present the reference to ideal and spiritual dimension.

The rite of passage is important and has common characteristics in every age and in different territorial and cultural contexts. The phases are always those of separation, transition and incorporation and also the type of events refer to universal meanings. Without personal, relational, environmental, social and spiritual dimensions rites of passage tends to be perceived as incomplete and fail to have the propulsive force for the improvement of the person and its context. When they are



present, however, it is possible to go in the direction of development of a greater sense of belonging to the community.

An intervention of community organizing aimed to enhance the value of rites of passage for youth in a community must therefore take into account the interaction between the systems / groups present in the local community, putting, narrative terms, into circulation the stories of the different generational and cultural groups recreating a common feeling that transcends the individual and small group dimensions to become universal, focusing actions towards a common goal of social improvement.



8. NATIONAL REPORTS



8.1 ROMANIA



Research question 1: How adults perceive the process of growing up?

THEMATIC NETWORK 1

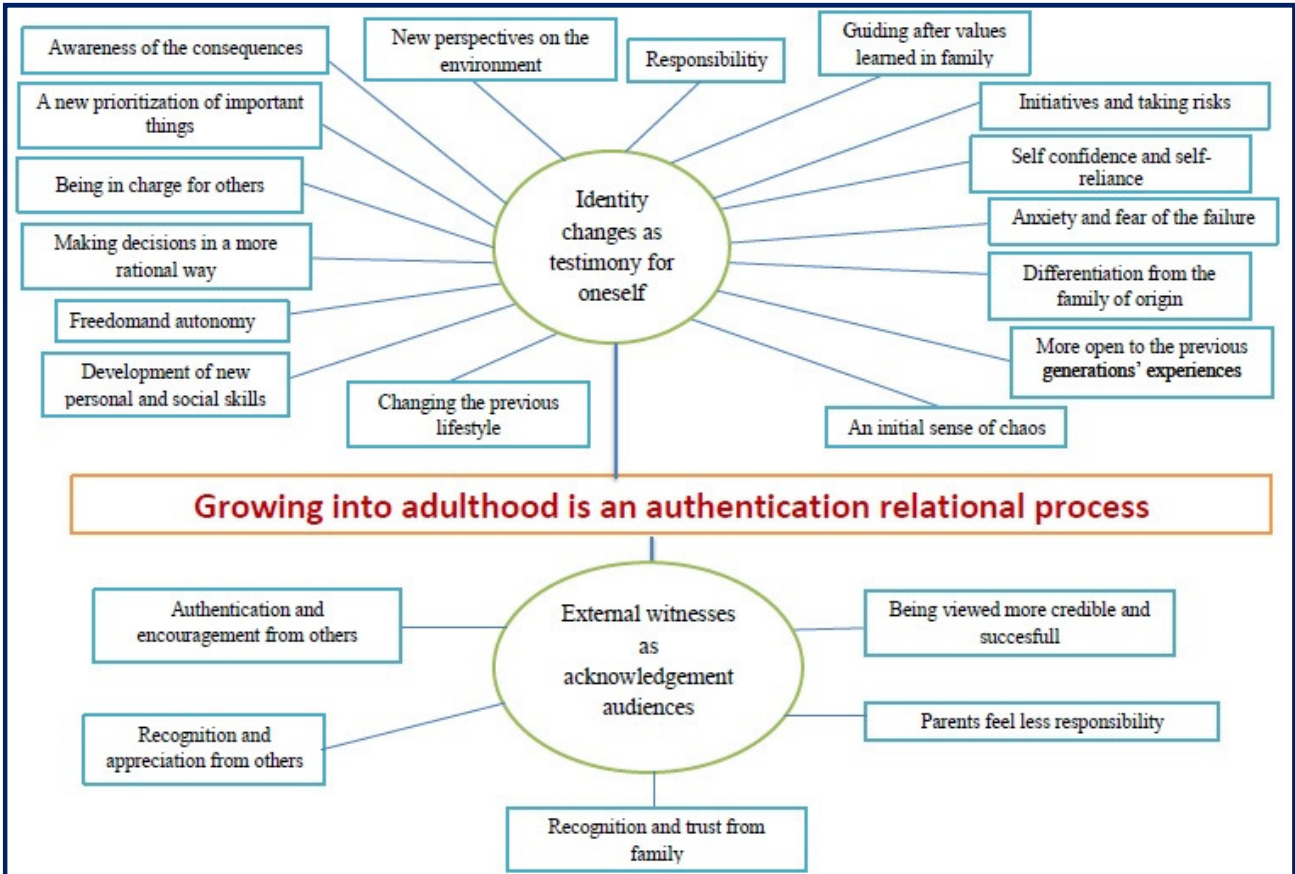
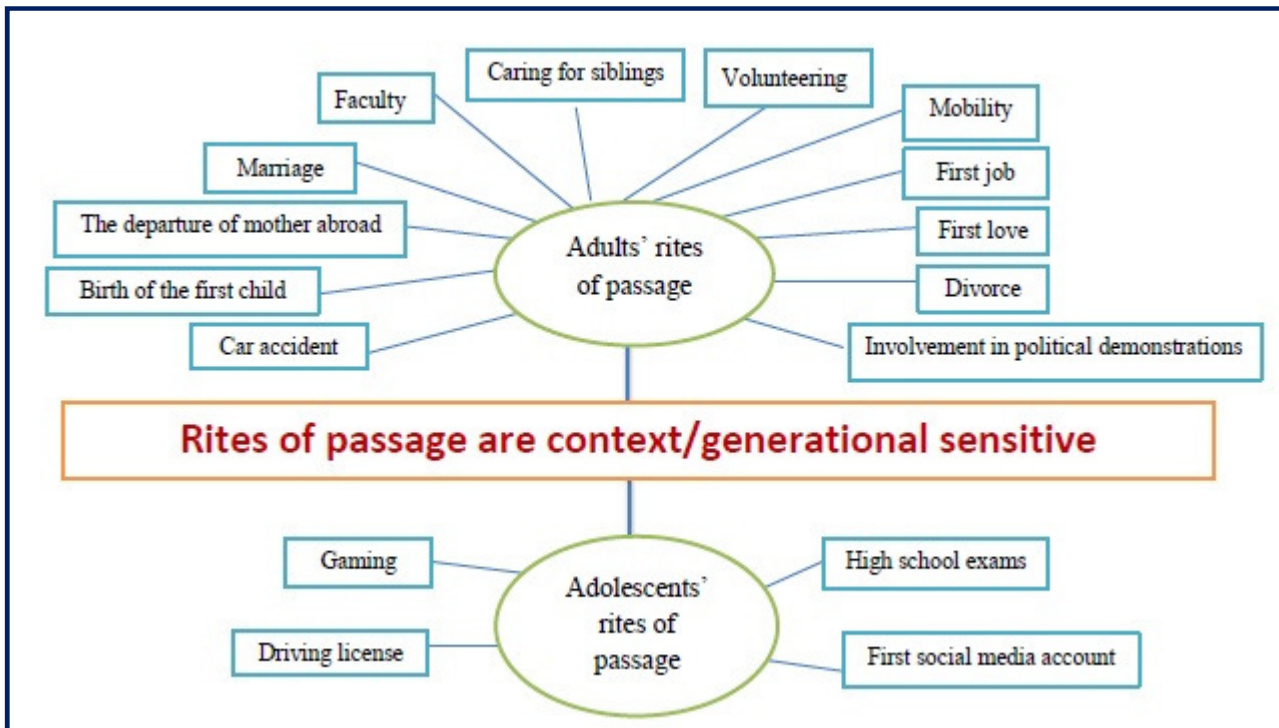


Fig. 1 - THEMATIC NETWORK 1- Adults



THEMATIC NETWORK 2



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Fig. 2 THEMATIC NETWORK 2 – Adults

THEMATIC NETWORK 3

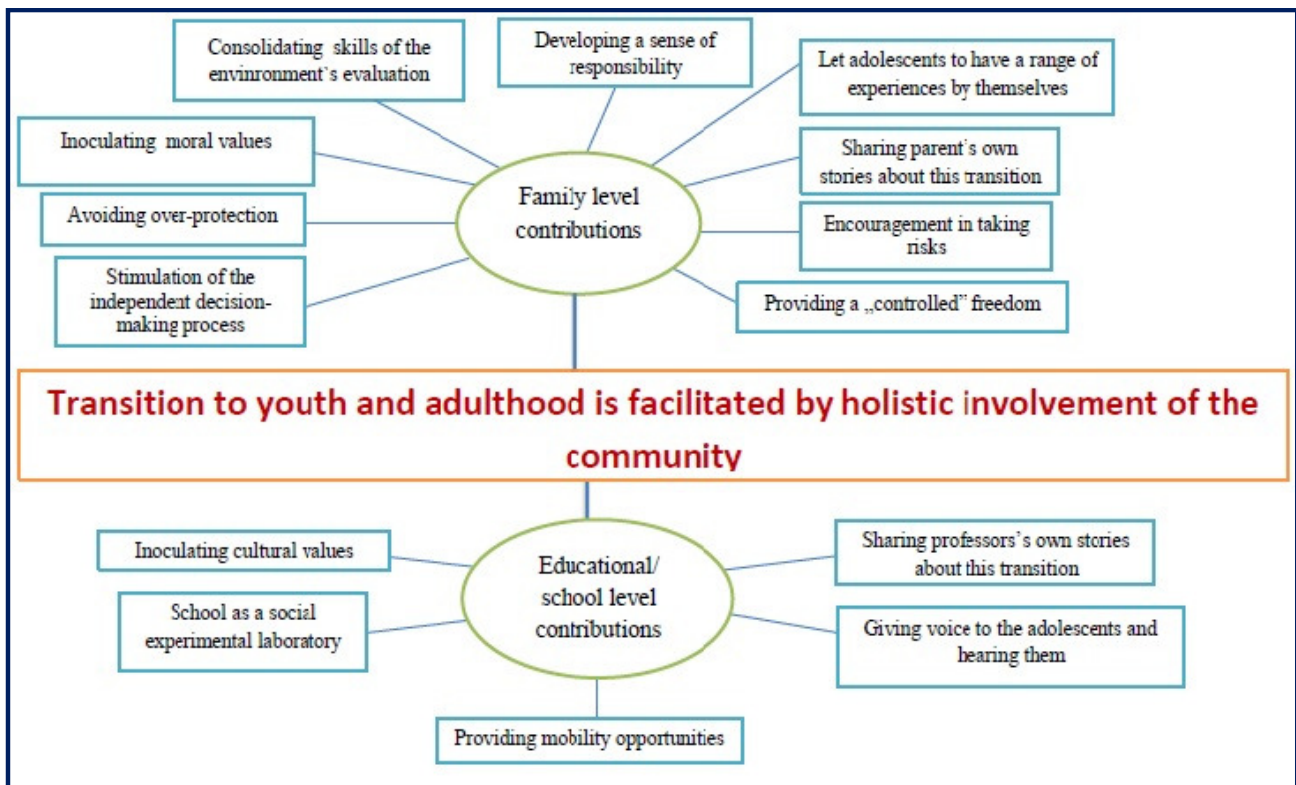


Fig. 3 - THEMATIC NETWORK 3 - Adults



THEMATIC NETWORK 4

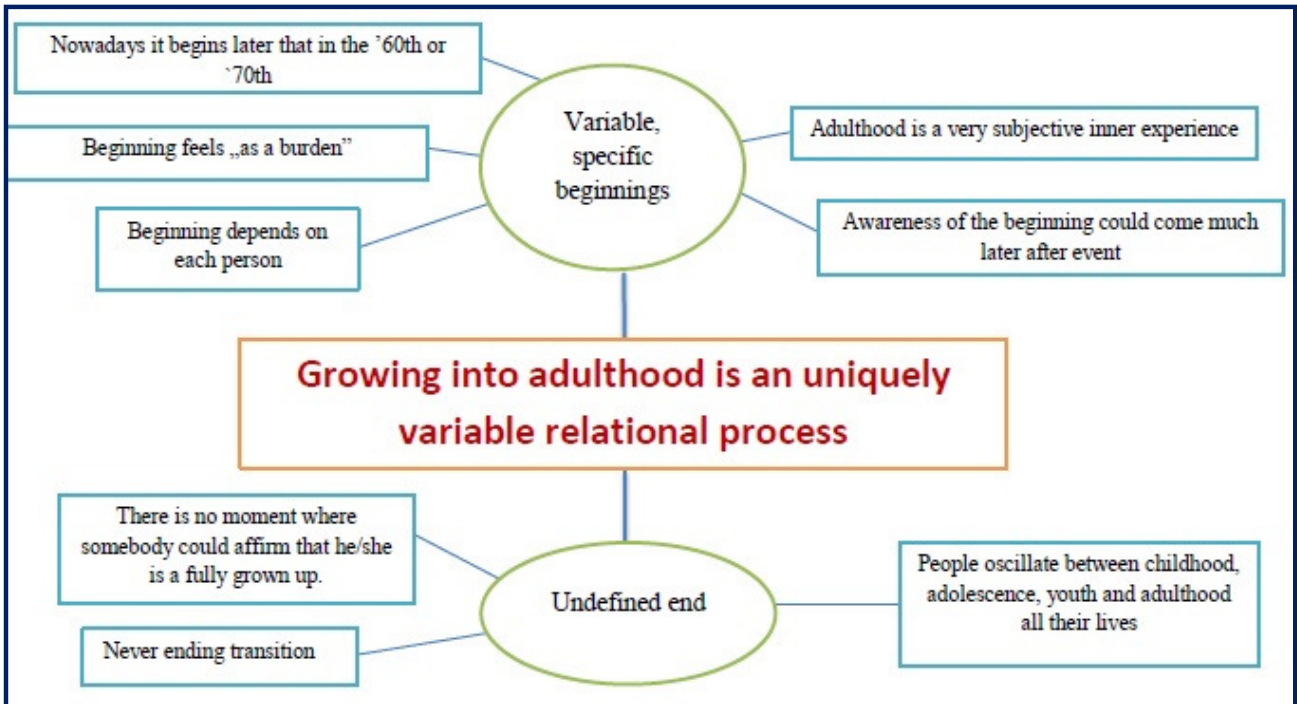


Fig. 4 THEMATIC NETWORK 4 - Adults

GLOBAL THEMES	ORGANIZING THEMES	BASIC THEMES	QUOTATIONS
Thematic Network 1			
Growing into adulthood is an authentication relational process	Identity changes as testimony for oneself	Development of new personal and social skills	<p><i>“Suddenly, you have to cook by yourself, wash your clothes, and manage your money. You have to learn all of these...”</i></p> <p><i>“Suddenly, you have to have social skills. Be very careful how to talk, with whom... Rules began to have consequences”.</i></p>
		Making decisions in a more rational way	<i>“You have to make choices, thinking about a lot... like effects on others, on you”</i>
		Being in charge for others	<i>“Before this, I was crossing the streets anywhere I wanted; after I gave birth I began to cross the streets only on pedestrian crossing. I know I have to live because I am in charge”.</i>



		Awareness of the consequences	<i>"In that moment I said to myself: <You are a grown up now. You have to be responsible for your actions, you have to be very careful about what are you talking because things could be awful for some colleagues>. After 2 days we were called to the Student House. Some representatives from the Communist Party came and scolded us for our manifestation".</i>
		Changing the previous lifestyle	<i>"From that moment I gave up my behavior as rebel adolescents who made unforeseeable and foolish things. I was a grown up".</i>
		A new prioritization of important things	<i>"I changed my priorities. I became another person... I gave up my timidity... I became more open, caring about myself, paying more attention to the important things in my life"</i>
		Self-reliance and self confidence	<i>"I concluded that I am the only person that could solve my problems" "After this experience I began to have more self-confidence. I mean I was there and I succeeded... I survived"</i>
		Freedom and autonomy	<i>"I associated this Erasmus mobility with maturity, freedom, autonomy taking into account that for the first time in my life I left country for 6 month without any friend or any colleague"</i>
		New perspectives on the environment	<i>When you are a grown up you see environment in a different way. You have another perception. Of course, age has a big role. You have a different perception on the events of your adult life. You can feel the effect of the environment that you couldn't feel while you were adolescent.</i>
		Guiding after values learned in the family	<i>"I was taught to be independent, to express my opinions, to be assertive, to be aware of the consequences of my behavior. These were and still are my guiding principles".</i>



		More open to the previous generations' experiences	<i>"I started to understand all pieces of advice my parents have given to me. Only in that moment I began to really understand them."</i>
		Initiatives and taking risks	<i>"This mobility helped me to understand that I can handle it, I can take risks. I wanted to see how it would be and I began to have initiatives, more and more"</i>
		Anxiety and fear of the failure	<i>"Now, I realize that I had an inner fear of failure. If I made a mistake, no one would've been there to help me "</i>
		An initial sense of chaos	<i>"Everything went upside down. Nothing was the same anymore"</i>
		Responsibility	<i>"When I had my first child I felt a sense of big responsibility. I had to fully take care of a new life"</i>
		Differentiation from the family of origin	<i>"It was a good rite of passage for me. My mother departure helped me to live my life".</i>
	External witnesses as acknowledgement audiences	Authentication and encouragement from others	<i>"One day my teacher asked me if I was taking care of myself. I answered affirmative and she was surprised and admiring in a way. This helped me. I felt that I can handle this"</i>
		Recognition and appreciation from others	<i>"They called me I fighter. No one before had called me like this".</i>
		Being viewed more credible and successful	<i>"They told me: <You had changed, you had succeed...>"</i>
		Recognition and trust from family	<i>"At the beginning my mother was surprised and perplexed. Then she had told me that she had confidence that I, now, am able to raise a child. She knew that everything would be ok".</i>
		Parents feel less responsibility	<i>"After this, my parents became more relaxed and started to behave as kids... In a way they let the guard down"</i>



GLOBAL THEMES	ORGANIZING THEMES	BASIC THEMES	QUOTATIONS
Thematic Network 2			
Rites of passage are context/generational sensitive	Adolescents' rites of passage	Driving license	<i>"Now, for high school students driving license is the most important rite of passage into adulthood"</i>
		High school exams	<i>"A sign of maturity are final high school exams"</i>
		First social media account	<i>„First social media account, of course... Facebook, Instagram, Twitter"</i>
		Gaming	<i>"They have rites of passage into virtual world like gaming' accounts"</i>
	Adults' rites of passage	Car accident	<i>"A car accident was a rite of passage into adulthood"</i>
		Birth of the first child	<i>"After I had given birth my first child I suddenly felt as an adult".</i>
		Marriage	<i>"For me was marriage. A lot of adults' responsibilities"</i>
		Faculty	<i>"When I went to the Faculty"</i>
		Caring for siblings	<i>"I felt as a grown up at 13 years my old. My parents were working and I had to be <the boss> for my brothers in the afternoons. "</i>
		Mobility	<i>"For me was the moment of my mobility in France. I was 21 years old and it was leaving the country for my first time... responsibility and fear"</i>
		First job	<i>"When I got my first job"</i>
		First love	<i>"When I felt in love for the first time, in the high school"</i>
		Involvement in political demonstrations	<i>"The event of such called <political demonstration> was a maturity shock for me. Especially, when the authorities showed us the consequences"</i>



		Departure of mother abroad	<i>"I understood that I had to act as an adult after my mother departure abroad. I was by myself"</i>
		Divorce	<i>"When I realize that I am into a single-parent family"</i>
		Volunteering	<i>„My first volunteer activity when I saw the harshness of life working with children from social disadvantaged families"</i>
GLOBAL THEMES			
ORGANIZING THEMES		BASIC THEMES	
QUOTATIONS			
Thematic Network 3			
Transition to youth and adulthood is facilitated by holistic involvement of the community	Family level contributions	Stimulation of the independent decision-making process	<i>"If a 12-13 years old adolescent is stimulate to make his own decisions, at a level he can manage, this would facilitate transition to adulthood"</i>
		Inoculating moral values	<i>"Adolescents deserve to learn moral values from their values. Later these values will guide them through life"</i>
		Avoiding over-protection	<i>"If we continue to protect them from different reasons, adolescents will have the expectations to be protected all their lives".</i>
		Encouragement in taking risk	<i>„We have to let them as much as possible to take risks. Of course, at a level he can manage"</i>
		Consolidating the skills of the environment's evaluation	<i>"Scanning the external environment is an important life skill because this give the opportunity to see things from another perspective"</i>
		Developing a sense of responsibility	<i>"Any context that makes them to exercise the responsibility, that makes them to take a decision and assume the consequences"</i>
		Let adolescents to have a range of experiences by themselves	<i>"Let adolescents to experiment by themselves without you to be there for help".</i>



		Sharing parent's own stories about this transition	<i>„These kind of discussion every parent should have with his kid“</i>
		Providing a „controlled“ freedom	<i>“Adolescents have to be free but you have to be there to monitor and surveille. But carefully... they don't have to notice you“</i>
	School level contributions	Inoculating cultural values	<i>“Talking about teachers, I think they had to transmit culture, authentic culture. Being in contact with culture, adolescents will turn into an amazing adult“</i>
		School as a social experimental laboratory	<i>“Talking about adolescents and schools, I think that the more diverse experiences adolescents have the more they learn. In the end all of these experiences lead to maturity and spiritual enrichment“</i>
		Providing mobility opportunities	<i>“Erasmus is such an experience where he should solve the problems by himself. Going in a foreign country, learning new things, developing new skills, surviving, these are the advantages of a mobility“</i>
		Sharing professors' own stories about this transition	<i>“I've seen that adolescents need to interact with the <human part> of the teachers. Maybe we should tell our stories of growing up for being an example for our students. Showing that it is a difficult road, but not impossible. Maybe these stories of success should be heard“.</i>
		Giving voice to the adolescents and hearing them	<i>“It's important to send them the message that they are heard and valued, and understood“.</i>



GLOBAL THEMES	ORGANIZING THEMES	BASIC THEMES	QUOTATIONS
Thematic Network 4			
Growing into adulthood is an uniquely variable relational process	Variable, specific beginnings	Beginning depends on each	<i>"Adulthood begin earlier for some and later for others"</i>
		Beginning feels as "a burden"	<i>"I felt that it is not fair. It came too early. I had to make choices and take decision for which I wasn't ready".</i>
		Nowadays it begins later that in the '60th or '70th	<i>"You remember.. we were pioneers. We had a lot of adults' responsibilities"</i>
		Adulthood is a very subjective inner experience	<i>"It was like an inner feeling. My husband had not realized that I was different"</i>
		Awareness of the beginning could come much later after event	<i>"I wasn't aware that moment: <I am a grown up and I should handle this>. Now, I am realizing that the Erasmus mobility was my rite of passage into adulthood"</i>
	Undefined end	There is no moment where somebody could affirm that he/she is a fully grown up	<i>"I am questioning myself now. And I have to admit I could not say that I am a grown-up"</i>
		Never ending transition	<i>"Maturity is a process that last all our life"</i>
		People oscillate between childhood, adolescence, youth and adulthood all their lives	<i>"I have an assumption that every day we are children, adolescents and adults. We manage to be between this stages of life"</i>

Table 1. Adults' perceptions Thematic Networks



Research question 2: How adolescents perceive the process of growing up?

THEMATIC NETWORK 1

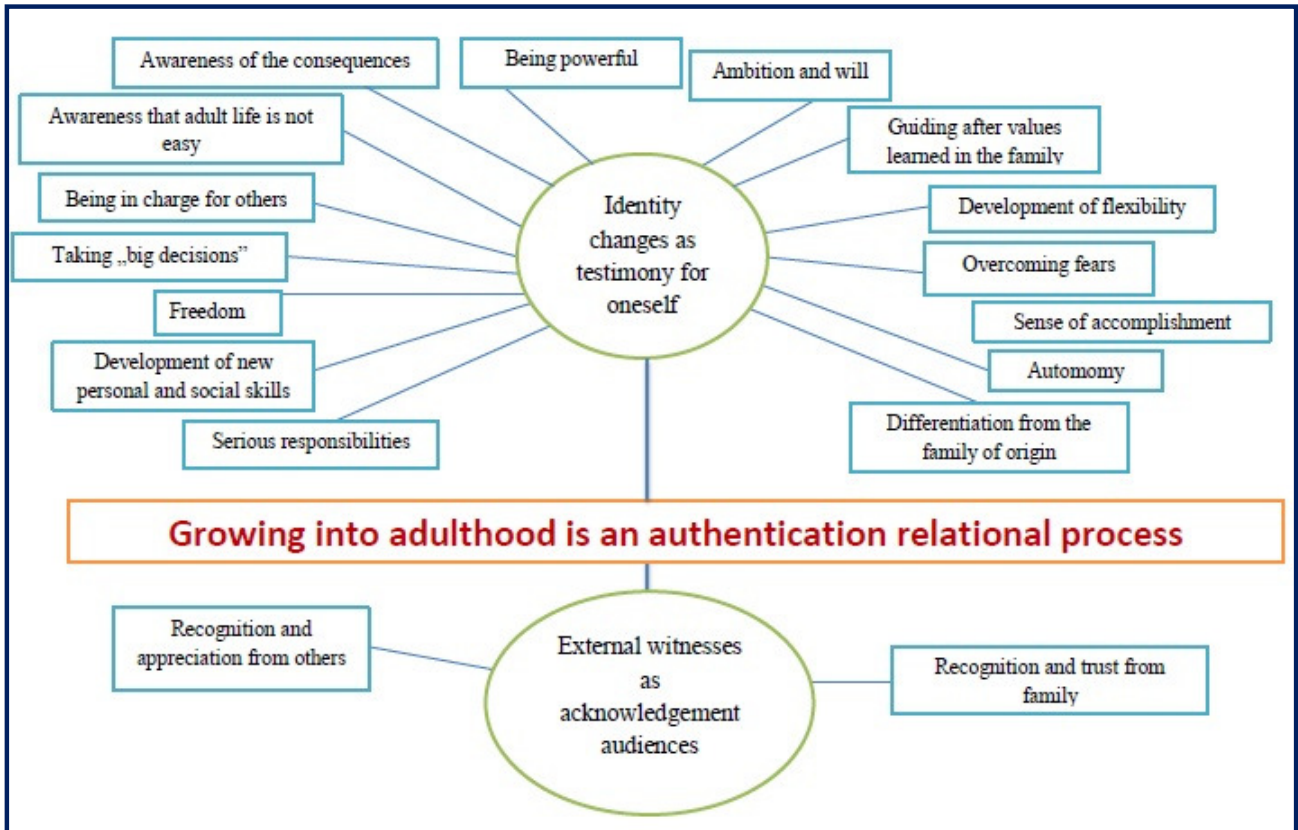


Fig. 5 - THEMATIC NETWORK 1 – Adolescents



THEMATIC NETWORK 2

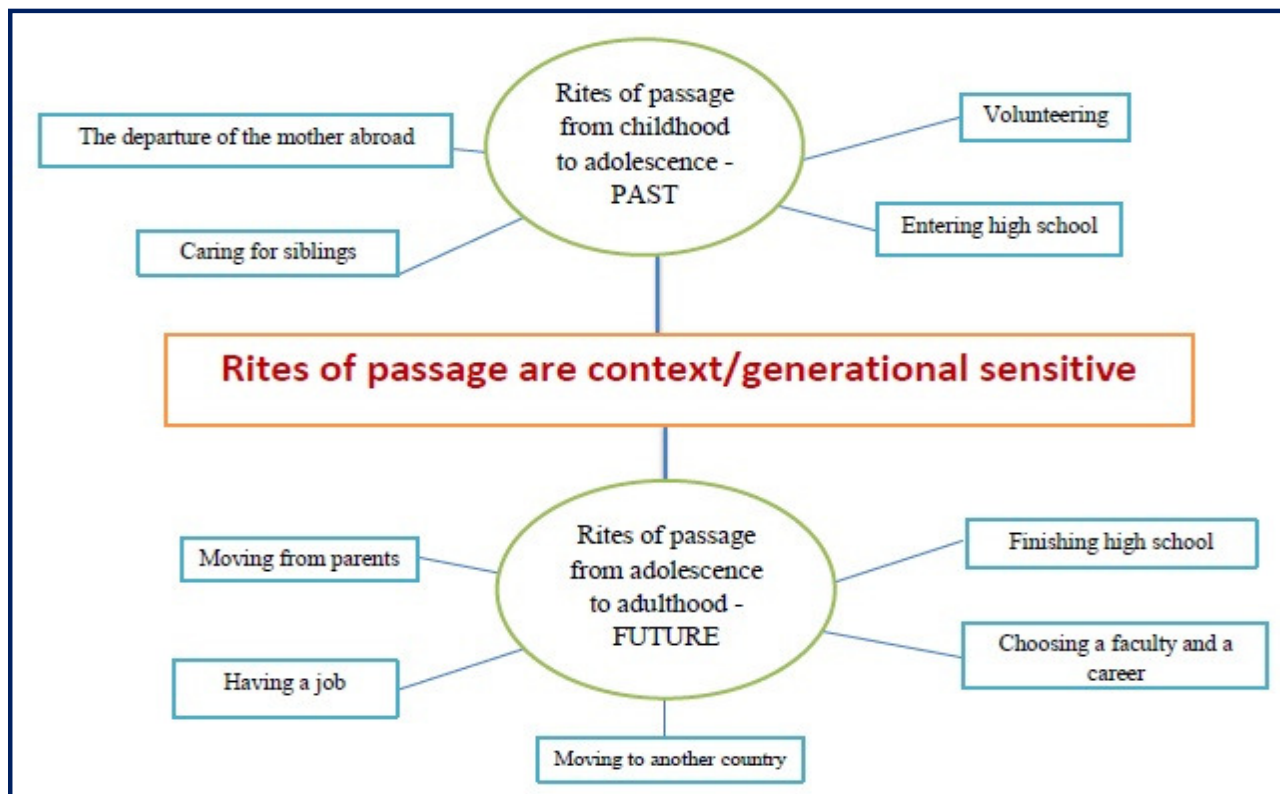


Fig 6 - THEMATIC NETWORK 2 - Adolescents

THEMATIC NETWORK 3

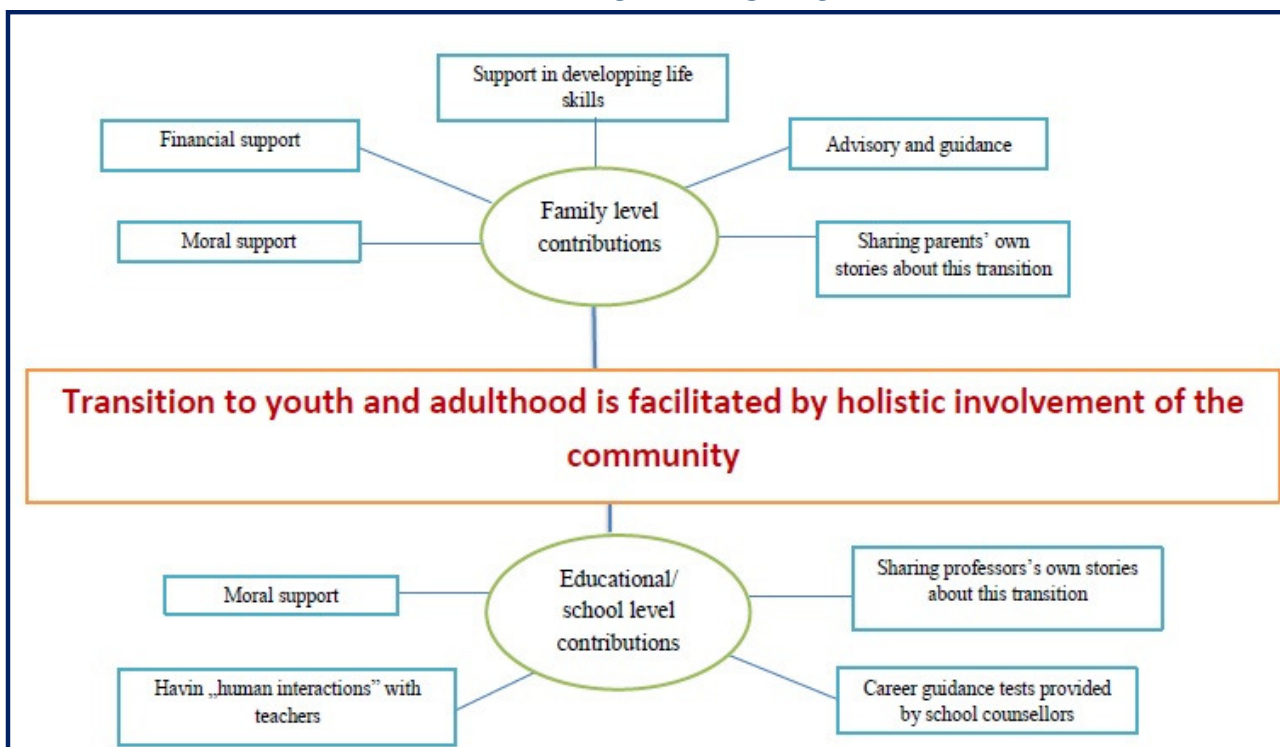


Fig. 7 - THEMATIC NETWORK 3 – Adolescents



THEMATIC NETWORK 4

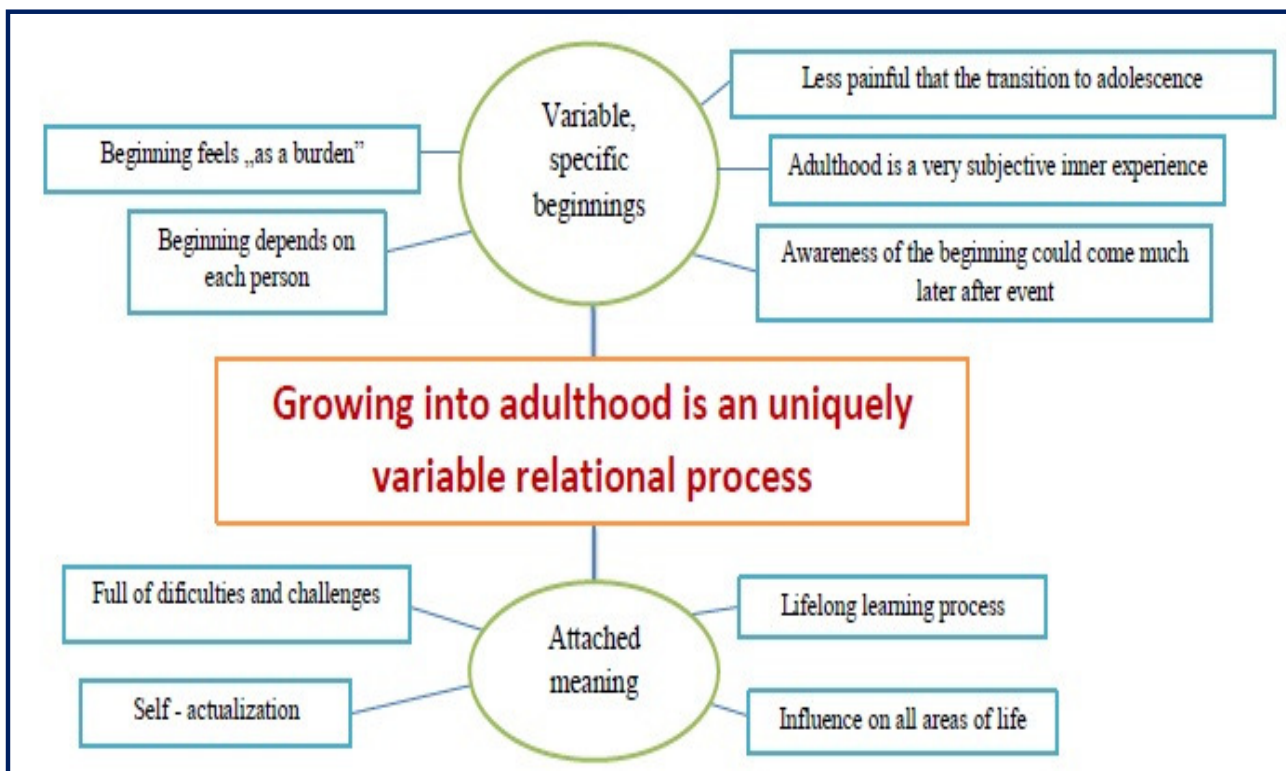


Fig. 8 THEMATIC NETWORK 4 – Adolescents

GLOBAL THEMES	ORGANIZING THEMES	BASIC THEMES	QUOTATIONS
Thematic Network 1			
Growing into adulthood is an authentication relational process	Identity changes as testimony for oneself	Development of new personal and social skills	<i>“I learnt how to cook, how to do the laundry, how to clean the house and a lot other things”</i>
		Taking „big decisions”	<i>“When you are an adult you are in the situation to take important decision as choosing a career. It is sort of the biggest decision in the life”.</i>
		Being in charge for others	<i>“I had to offer support and take care of the rest of my family as sister, father... in a way these were new responsibilities”</i>



		Awareness of the consequences	<i>"If you promise something you have to do what you have promised...anyway you have to bear the consequences"</i>
		Awareness that adult life is not easy	<i>"Life is not easy and pink. We have to transform it and from a negative situation make a positive one"</i>
		Being powerful	<i>"I had to be powerful to support others family members"</i>
		Ambition and will	<i>"Being in a volunteer position I had to demonstrate that I had had ambition and will"</i>
		Freedom	<i>"Maturity can be a decision made by me without influences from others, as parents, and have the sense that I want this 100%... it is freedom..."</i>
		Development of flexibility	<i>„You have to be or become flexible because everyone expect this from you"</i>
		Guiding after values learned in the family	<i>"Education I received from my parents which shaped my personality... this helped... I think"</i>
		Overcoming fears	<i>"Being in high school and meeting new people, learning how to communicate better helped me to overcome fears as public speaking"</i>
		Sense of accomplishment	<i>"Making a choice just by myself would give me a sense of accomplishment and a sense of being a growing up"</i>



		Autonomy	<i>"Living alone or maybe in other country would give me a sense of independence and autonomy"</i>
		Serious responsibilities	<i>"As an adult you have a lot of very serious and important responsibilities, as choosing a career, having a job, paying bills, having kids"</i>
		Differentiation from the family of origin	<i>"Being away from parents, don't have to ask their permission for everything, being by yourself"</i>
	External witnesses as acknowledgement audiences	Recognition and appreciation from others	<i>My friends were saying: "you do a lot of things, you are as an adult". I felt that they valued my development.</i>
		Recognition and trust from family	<i>My mother, I think, acknowledges my change. She saw that she could trust me... that I can manage the house and the school and I did.</i>
GLOBAL THEMES	ORGANIZING THEMES	BASIC THEMES	QUOTATIONS
Thematic Network 2			
Rites of passage are context/generational sensitive	Rites of passage from childhood to adolescence - PAST	Departure of mother abroad	<i>"Surely, when my mother went abroad I understood that I am not a child anymore"</i>
		Caring for siblings	<i>„When my mother left I had to take care of my sister. I was <a mother> now"</i>
		Volunteering	<i>"Doing volunteer work made me feel as almost an adult"</i>
		Entering high school	<i>"I think transition to high school"</i>



	Rites of passage from adolescence to adulthood - FUTURE	Moving from parents	<i>"Surely, when I will move from my parents and I will have to manage all the things by myself"</i>
		Having a job	<i>"First job"</i>
		Moving to another country	<i>„Maybe when I will decide to move to another country"</i>
		Finishing high school	<i>„First rites of passage is finishing the high school and passing the exams"</i>
		Choosing a faculty and a career	<i>„That serious moment when you have to choose a career"</i>
Thematic Network 3			
GLOBAL THEMES	ORGANIZING THEMES	BASIC THEMES	QUOTATIONS
Transition to youth and adulthood is facilitated by holistic involvement of the community	Family level contributions	Moral support	<i>"Very important help in this transition is moral support"</i>
		Financial support	<i>"Also, financial support. At this age we can't be financial independent"</i>
		Support in developing life skills	<i>„Letting us to do volunteering, take part in different workshops and courses, learn English and other stuff"</i>
		Advisory and guidance	<i>"We need to be softly guided. I know we have to learn by ourselves but if we are guided what we have to learn the outcomes are better"</i>
		Sharing parents' own stories about this transition	<i>"...from my point of view their experiences are very important. We want to know them"</i>



	School level contributions	Moral support	<i>“Moral support, especially from the teacher who is in charge with our classroom. She knows us better, so she can help better”</i>
		Having „human” interactions with teachers	<i>“Teachers could let us to be closer to them, to have a special relationship with the human being beyond the role of the teacher. I don’t know. Maybe each student has such a relationship”</i>
		Career guidance tests provided by school counsellors	<i>“Those tests which school counsellor gave to us were very useful. They shed a light on our possible future careers”</i>
		Sharing professors’ own stories about this transition	<i>„I think it would be useful to learn about our teachers’ rites of passage”</i>

GLOBAL THEMES	ORGANIZING THEMES	BASIC THEMES	QUOTATIONS
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Thematic Network 4

Growing into adulthood is an uniquely variable relational process	Variable, specific beginnings	Beginning depends on each	<i>“I think this process could be longer or shorter with an early or late beginning... it depends”</i>
		Beginning feels as “a burden”	<i>„Now I realize that it began too early and was too painful”</i>
		Less painful than the transition to adolescence	<i>“It isn’t as <sharp> as the rite of passage from childhood to adolescence”</i>
		Adulthood is a very subjective inner experience	<i>„I think that each person perceives adulthood in his own way”</i>



		Awareness of the beginning could come much later after event	<i>"Only now I am realizing that my growing up process began at 12 years old"</i>
	Undefined end	Full of difficulties and challenges	<i>"Growing into adulthood isn't an easy process, but is a possible one through overcoming our fears and pushing our limits"</i>
		Self - actualization	<i>"Through this process we are becoming better persons and we are more satisfied with what we are doing"</i>
		Influence on all areas of life	<i>"Being more responsible at home I felt that I became more responsible as a person and I got involved in a range of activities at school"</i>
		Lifelong learning process	<i>„I think we are learning to be adults all our life"</i>

Table 2. Adolescents' perceptions Thematic Networks



Results and conclusions:

The relational becoming of the process of transitioning from childhood to adulthood is underlined by all themes suggesting a relational identity definition. Accordingly, the adult identity may be described as migrating from earlier identity descriptions, shaped and sustained by interactions with others and culture.

We identified a number of four global themes after analyzing focus groups with **adolescents and adults**:

- T1. Growing into adulthood is an authentication relational process;*
- T2. The rites of passage are context/generational sensitive;*
- T3. Transition to youth and adulthood is facilitated by holistic involvement of the community;*
- T4. Growing into adulthood is a uniquely variable relational process.*

T1. Growing into adulthood is an authentication relational process

We identified two organizing themes that are similar for the both target groups. Organizing theme *identity changes as testimony for oneself* has a number of common basic themes as: *development of new personal and social skills, being in charge for others, awareness of the consequences, development of flexibility, guiding after values learned in the family, freedom, responsibility, differentiation from family of origin.*

Organizing theme *external witnesses as acknowledgement audiences* has a number of common basic themes as: *recognition and appreciation from others, recognition and trust from parents.*

T2. Rites of passage are context/generational sensitive

We identified two different sets of organizing themes. Adolescents talked about *rites of passage from childhood to adolescence – PAST* and *Rites of passage from adolescence to adulthood – FUTURE*. Adults presented their perception about *adolescent's rites of passage* and shared experiences of *adults' rites of passage*.

Adolescents' experienced rites of passage and envisaged rites of passage are similar to those lived by the adults as *the departure of mother abroad, volunteering, having a job, choosing a faculty and a career, caring for siblings.*



The actual and envisaged rites of passage of adolescents are different from the perception adults have about adolescents' rites of passage as *driving license, gaming or first social media account*.

T3. Transition to youth and adulthood is facilitated by holistic involvement of the community

Organizing themes *family level contributions* and *educational/ school level contributions* are similar for both target. *Family level contributions* has commonalities in basic themes as *moral support, financial support, support in developing life skills, advisory and guidance, parent's own stories about this transition*.

Most actions defined by adults are included in adolescents' expectations. *Educational/ school level contributions* have similarities in basic themes as *moral support, having „human interactions“ with teachers*. Overall, it is equilibrium between the needs and expectations of adolescents and understandings and actions of adults.

T4. Growing into adulthood is a uniquely variable relational process.

We identified one common organizing theme *variable, specific beginnings* with similar basic themes like the *beginning depends on each person, the beginning feels „as a burden“*. Adolescents consider this rite of passage *less painful than the transition to adolescence*. Adults consider that this is an *inner subjective experience which nowadays begins later*.

Another organizing theme provided by adolescents *attached meaning* has basic themes as *full of difficulties and challenges, self-actualization, lifelong learning process, influence on all areas of life*. Another organizing theme provided by adults *undefined end* has basic themes like *never ending transition, there is no moment where somebody could affirm that he/she is a fully grown up, people oscillate between childhood, adolescence, youth and adulthood all their lives*.



Survey

	YES	NO	SUM
1. <i>Can you imagine an experience that would make you feel adult?</i>	165	55	220
2. <i>Have you thought about why you chose this experience?</i>	109	111	220
3. <i>Are there specific knowledge or skills relevant to this experience?</i>	150	70	220
4. <i>Are there any specific values that dictate this experience?</i>	149	71	220
5. <i>Can you support someone younger who will experience the same adult experience?</i>	200	20	220
6. <i>Can you imagine an experience that would make people around you see you as an adult?</i>	188	32	220
7. <i>Can the community support adulthood experiences?</i>	156	64	220
8. <i>Are there any values that you consider useful to govern the adulthood experiences created by the community?</i>	101	119	220

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Table 3. Survey

Rites of Passage Experiences	
Expressing my opinions	2
Helping relatives going through a loss	2
Making choices	9
Erasmus mobility	7
Taking decisions	15
Volunteering	19
Taking care of others	21
Planning an event/trip	12



Rites of Passage Experiences	
Going through a parents' divorce	3
Mother's disease	4
Having a job	22
Resolving problems	9
Driving license	13
Having a boyfriend	9
Being alone at home for couple of days	17
Babysitting	16
Not being mature	9
Departure of mother abroad	5
Entering high school	4
A parent's death	2

Table 4. Rites of Passage Experiences

More reflections:

Are there adults who need to exercise communication skills and create contexts for sharing with their own adolescents in order to render their evolving conceptions about life and identity visible to each other?

The similarity of own ROPEs of adolescents and adults indicate an early meaning-making expertise of adolescents which is preserved during adulthood. Transitioning identities have similar pathways at all ages. The difficulty of adults to represent adolescents' ROPEs may signal the difficulty to adapt to the technological and societal changes to adults, nowadays, in Romania.



8. NATIONAL REPORTS



8.2 GREECE



KEY WORDS

Wings, Freedom, Parents' gaze, Exams, Travel abroad, Moving out, Living alone, Marriage, Pregnancy, Job, Time – Money Management, Sexual Intercourse, Driving License, Options, Possibilities, University, Love, Disease, Accident, Responsibility, Decision Making, Maturity, Prioritizing, Expertise, Death, Pain, Trust, Independence, Suitcase, Courage, Pride, Fear, Joy, Solidarity, Obligation, Companionship, Sexuality, Discovery, Stress, Knowledge, Mission, Desire, Obstacles, Self awareness, Functionality, Goal Setting, Risk, Protection, Differences, Distance, Unsecure, Mourning, Transition, Growth, Mobility, Strengths, Sudden, Need, Solution, Consequences, Transformation, Friendship, Guilt, Stereotypes, Normal, Productivity, Caring, Morality, Intimacy, Pressure, Diversification, Marginalization, Self discovery, Dialogue, Gender, Body, Disappointment, Identity, Initiative, Critical Thinking, Dignity, Support, Direction, Uncertainty.

Meaning Making:

Success – Failure

Procedure – Event

Burden – Freedom

Stability – Experimentation

Emancipation – Normalization

Resilience – Vulnerability

Connection – Solitude

Individually – Socially oriented

Subjectivity – Objectivity

Alliances – Hostility

Gain – Loss

Fulfillment – Disappointment

Autonomy – Loneliness

Collaboration – Confrontation

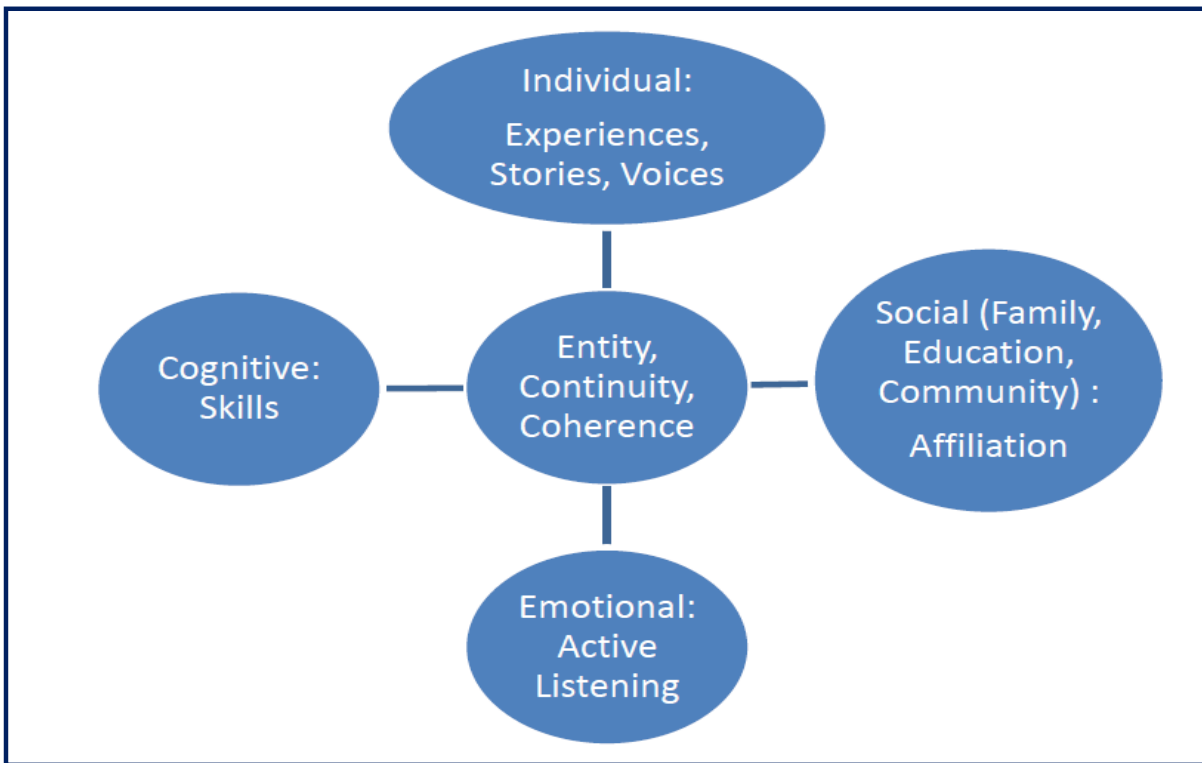
Flexibility - Deregulation

Will – Weakness



A. Transition to adulthood

as part of (cultural, gender, professional, national) identity construction



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The way we describe the coming of age experience is a way to describe ourselves. Becoming an adult is part of becoming who we are and our self-image is being influenced by the experience we choose to share as main transitional to adulthood experience. In order to construct a coherent adult identity we need to validate our personal story through the social interaction. The meaning of our experience is being defined in a social context. Significant aspects of our experience(s) are cognitive (knowledge, skills gained) and emotional (our voice to be heard) in relation to the (cultural, national, economic, gender biased) framework in which the experience took place.

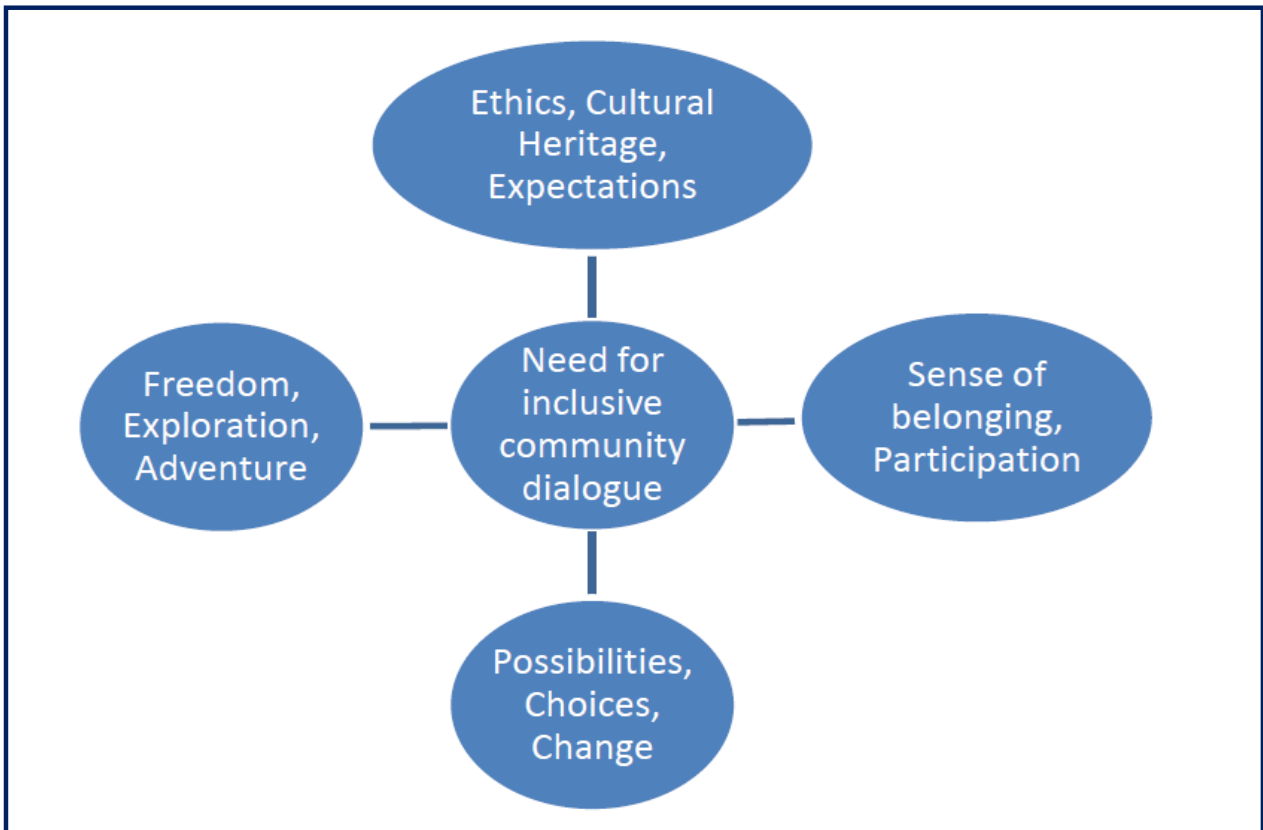
“It taught me to believe in myself, not to give up easily, the difficulties come for the strong ones! Also taught me, not to worry about anything or anyone, it may sound a little selfish, but no one will love us more than we love ourselves!”

“I experienced it as a battle with loneliness with the diffuse feeling that there is no stable point anywhere. Getting out of this process I had discovered more possibilities in the world and I felt more compassionate towards other people. I don’t want to be resentful anymore”

“I am not a girl who will make a big revolution against my parents, teachers or society. I am just waiting to pass the exams and leave for Athens. This is who I am; this is how I am getting older”



B. The contradiction / correlation between personal and community values



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It takes a village to raise a child... under the condition that the community framework embraces diversity. Becoming an adult strikes a balance between the need of belonging to a group (being acknowledged as equal and appreciated) and the desire for exploration and experimentation. Transition to adulthood requires a community involvement as long as cultural heritage and social expectations are transmitted in accordance to a flexible framework where change is accepted as inevitable.

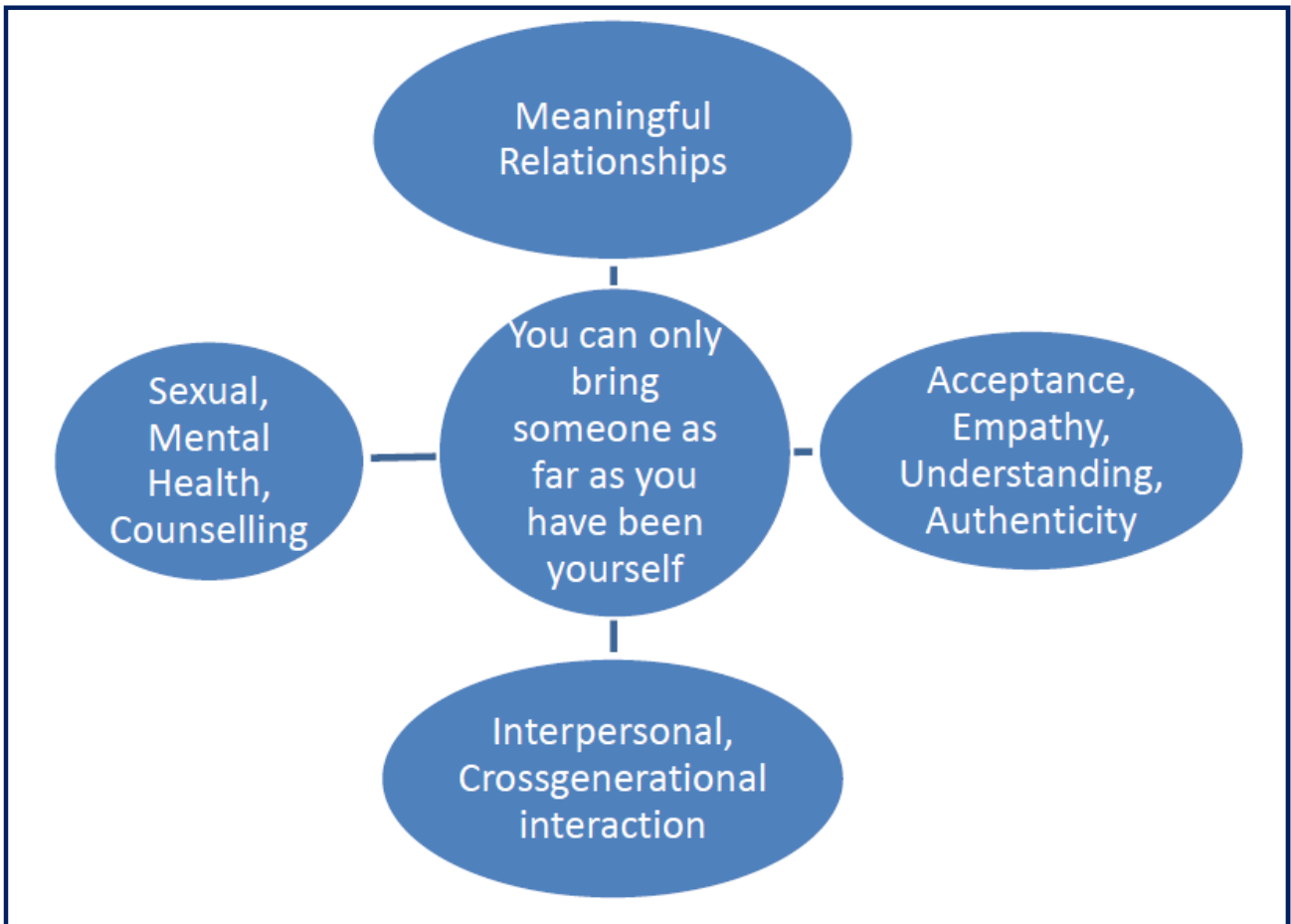
“Will somebody talk about drugs after all? It used to be part of adulthood experience for years...”

“I remember my anxiety about my sexual orientation and my first sexual intercourse. I didn’t consider myself as a rebel; I just wanted to know, to experiment. I will never let my children feel so stressed and isolated”

“I was very lucky to have my brother and a teacher who is now my friend. I did what I did because back then seemed right. That was what I believed. Nobody told me that maybe compassion or solidarity are important”.



C. Need for education of youth professionals (Competences enhancement)



Both adults and adolescents agree that all the partners involved in the transition to adulthood should be aware of their important role and engage in a meaningful relationship. Teachers, parents, youth workers should invest in personal and professional development, gaining counselling skills and establish an attitude governed by authenticity and empathy. Becoming an adult means being able to interact, to communicate feelings and thoughts in a relational context which foster mutual understanding, experience exchange and transparency.

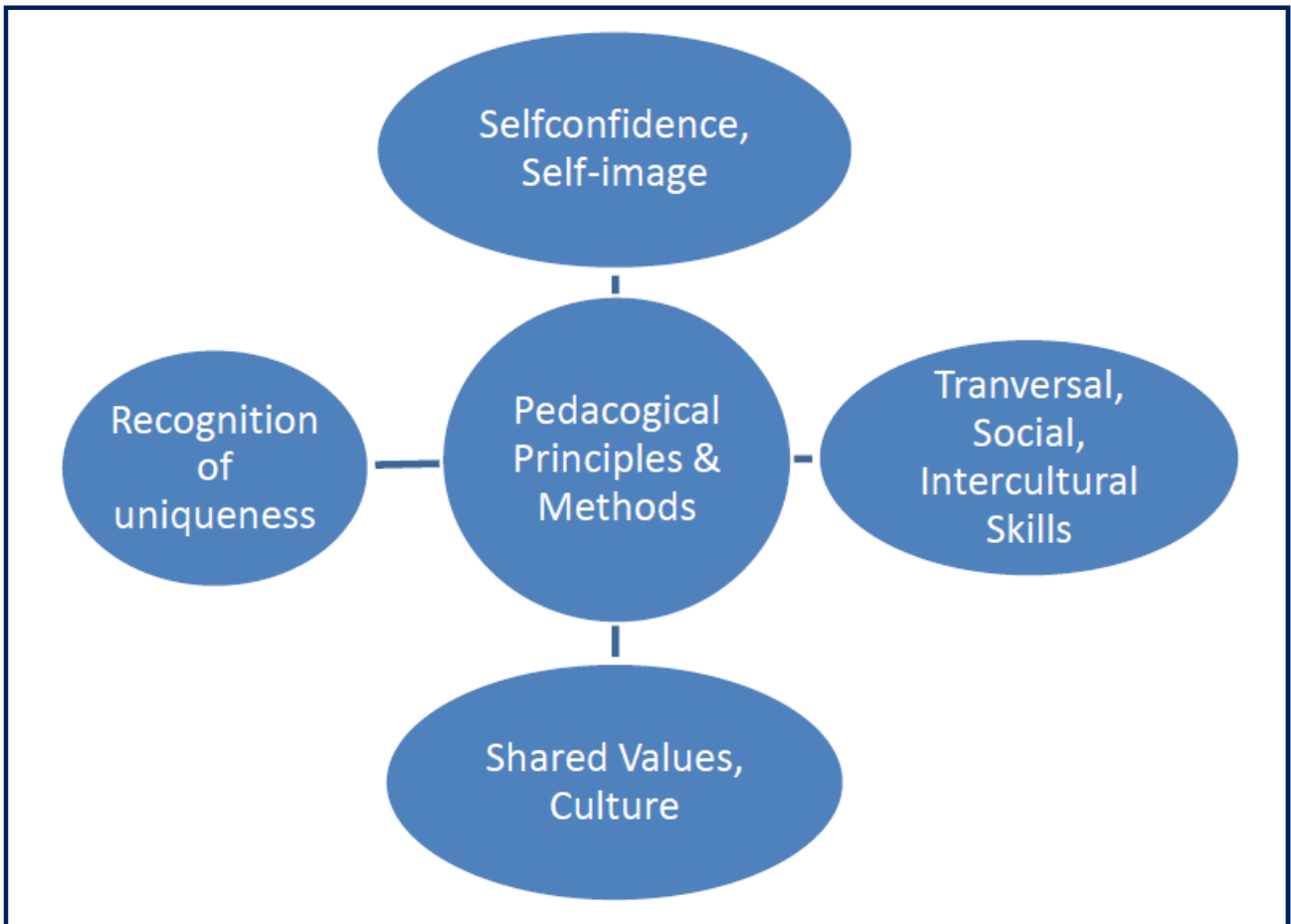
“It was very important for me that she (my mother) shared her own story”

“We support when we do not judge, we do not advise when we do not patronize others. I was feeling alone but all I needed was someone that could listen and tell me that everything will be fine”

“I wish we had an educational system not so conservative concerning love and sexual intercourse. A family open to conversation, without fear. A church that does not prohibit premarital relationships and incriminate young people. Free people who fall in love freely but responsibly in front of human life”.



D. ROPEs create a context of informal (social and emotional) learning



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Adulthood is a subjective experience part of personal and social evolvement, influenced by community values. Becoming an adult means taking responsibility of oneself in a stressful though libertarian way, understanding and integrating personal and community values and fostering transversal skills (communication, conflict management). Becoming an adult is part of becoming the person we want to be. In this way, it is a lifelong learning process, a continuum which integrates the childhood values into a new adult identity which always transforms and expands.

“Even now, I am not sure what adulthood means... I feel that I’ m still growing, still learning... just moving from one stage to another. You ask me when I felt adult; I ask you when did you feel mature...”

“I remember the way my father looked at me. It was like...You did it right! Well done! Let’s see your next step... Will you succeed again or... He still looks at me like that”

“All the things I learned, all the skills I gained during that trip... Sometimes I remember myself and it gives me courage... I suppose it was the beginning of a self-discovery process that still goes on....”



Survey

	YES	NO	SUM
1. <i>Can you imagine an experience that would make you feel adult?</i>	175	26	201
2. <i>Have you thought about why you chose this experience?</i>	159	45	204
3. <i>Are there specific knowledge or skills relevant to this experience?</i>	171	32	203
4. <i>Are there any specific values that dictate this experience?</i>	154	40	194
5. <i>Can you support someone younger who will experience the same adult experience?</i>	188	22	210
6. <i>Can you imagine an experience that would make people around you see you as an adult?</i>	163	31	194
7. <i>Can the community support adulthood experiences?</i>	102	96	198
8. <i>Are there any values that you consider useful to govern the adulthood experiences created by the community?</i>	94	102	196

Table 1. Survey

Rites of passage experience	
Responsibility (Being responsible for myself)	64
Freedom (Being able to decide for myself)	63
Discovery / Self Discovery/ Experimentation	58
Independence (First Job, Money making, Living / Travelling alone)	56
Time/ money Management	55
Respect (from / to others)	44



Rites of passage experience	
Trust	40
Self-confidence (authenticity, not afraid of being my elf)	39
Taking care of others	39
Safety / Stability / Support	39
Love	32
Acceptance Tolerance (from / to others)	29
Courage	28
Self-awareness	28
Honesty	17
Romance / Sexuality	16
Flexibility	14
Mentoring (sex education, empathy, understanding)	13
Friendship	11
Connection to others / Relationships	10
Joy / Pleasure	4
Goal Setting	4

Table 2. Rites of Passage Experiences



8. NATIONAL REPORTS



8.3 ITALY



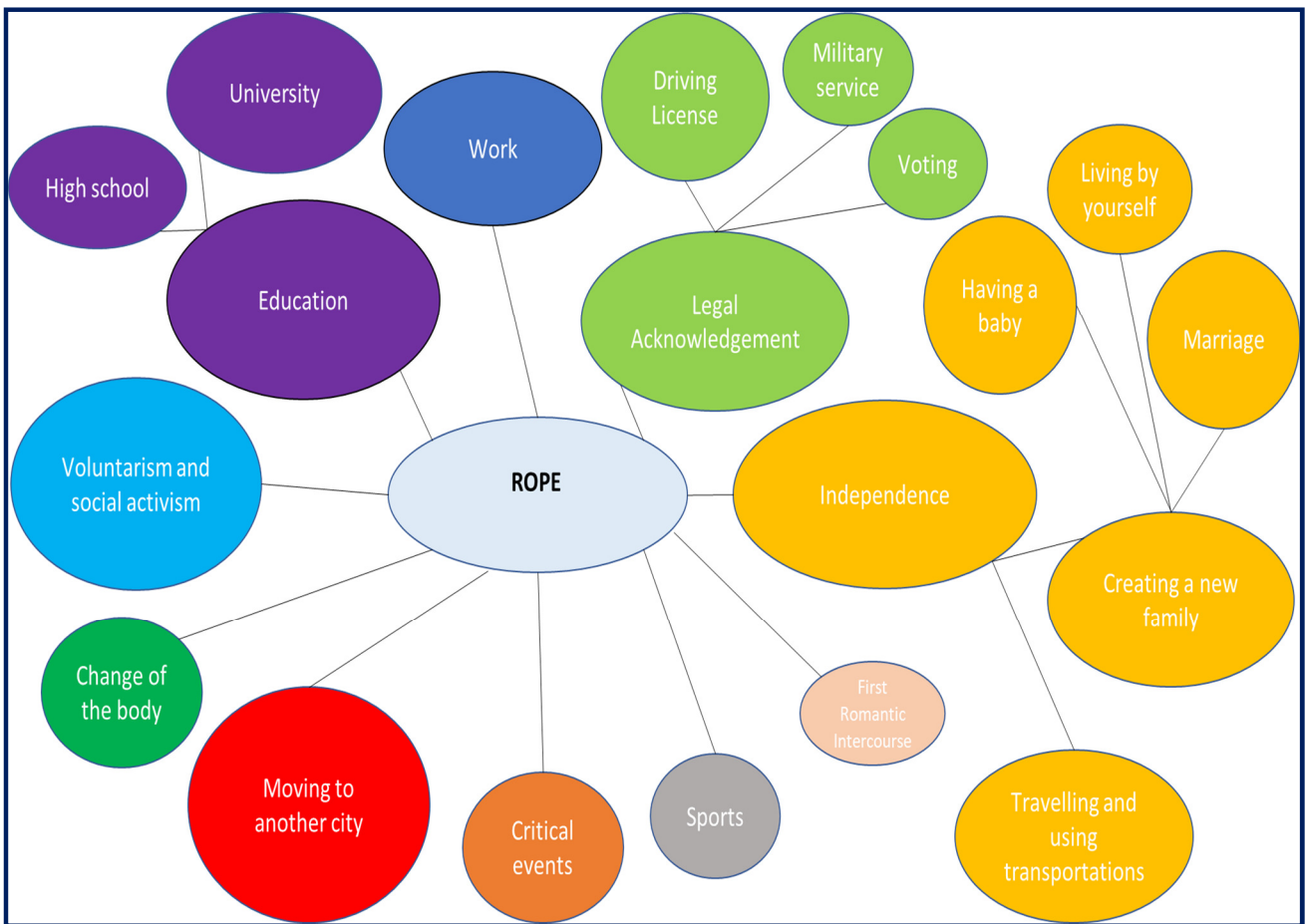
Focus groups and interviews with adults of the community

A total number of 54 adults have been involved during this phase:

Focus group	Participants
Outreach workers, mentors and professionals	12
Technical Institute - Teachers	3
Vocational Institute - Teachers	4
High school and technical Institute - Teachers	4
Vocational Institute - Parents	4
High school and technical Institute - Parents	16
Interviews	Participants
Voluntarism - Retiree-grampas	3
Voluntarism - Retiree-grampas	4
TOTAL	54



A. The rite of passage experience (ROPE)

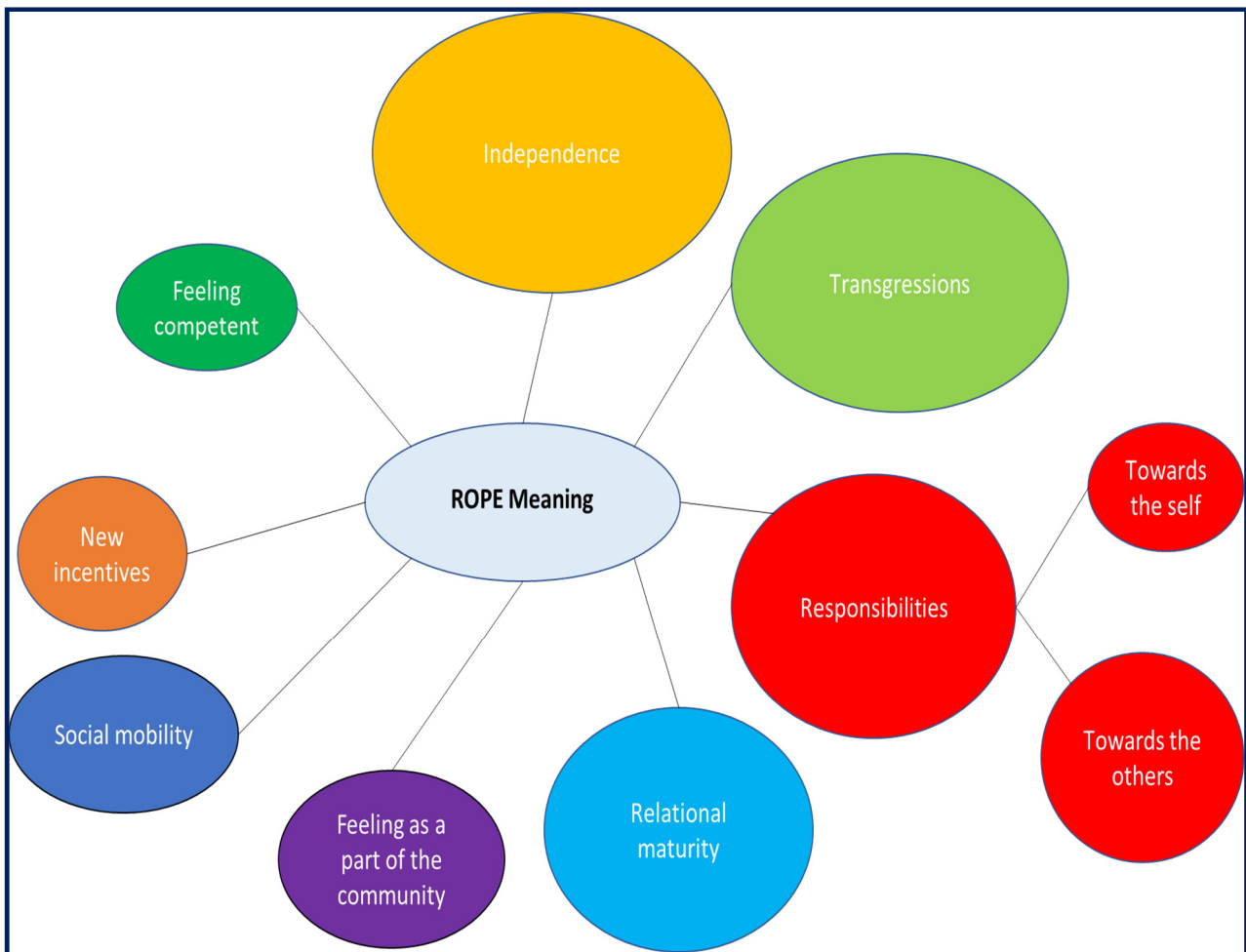


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As shown in the network, the main rite of passage experience referred by adults is connected with the development of independence (codes are reported in the network with a bigger size depending on their frequencies). Moving independently to reach schools, driving and creating a new family are examples of this code. Legal acknowledgement (i.e. driving license, voting, and military service) is also significantly reported. Change in participants' lives also emerges such as moving to another city, involvement in voluntary associations and in social activism. Other ROPEs related to education are also declared as significant (i.e. going to the university or to the high school).



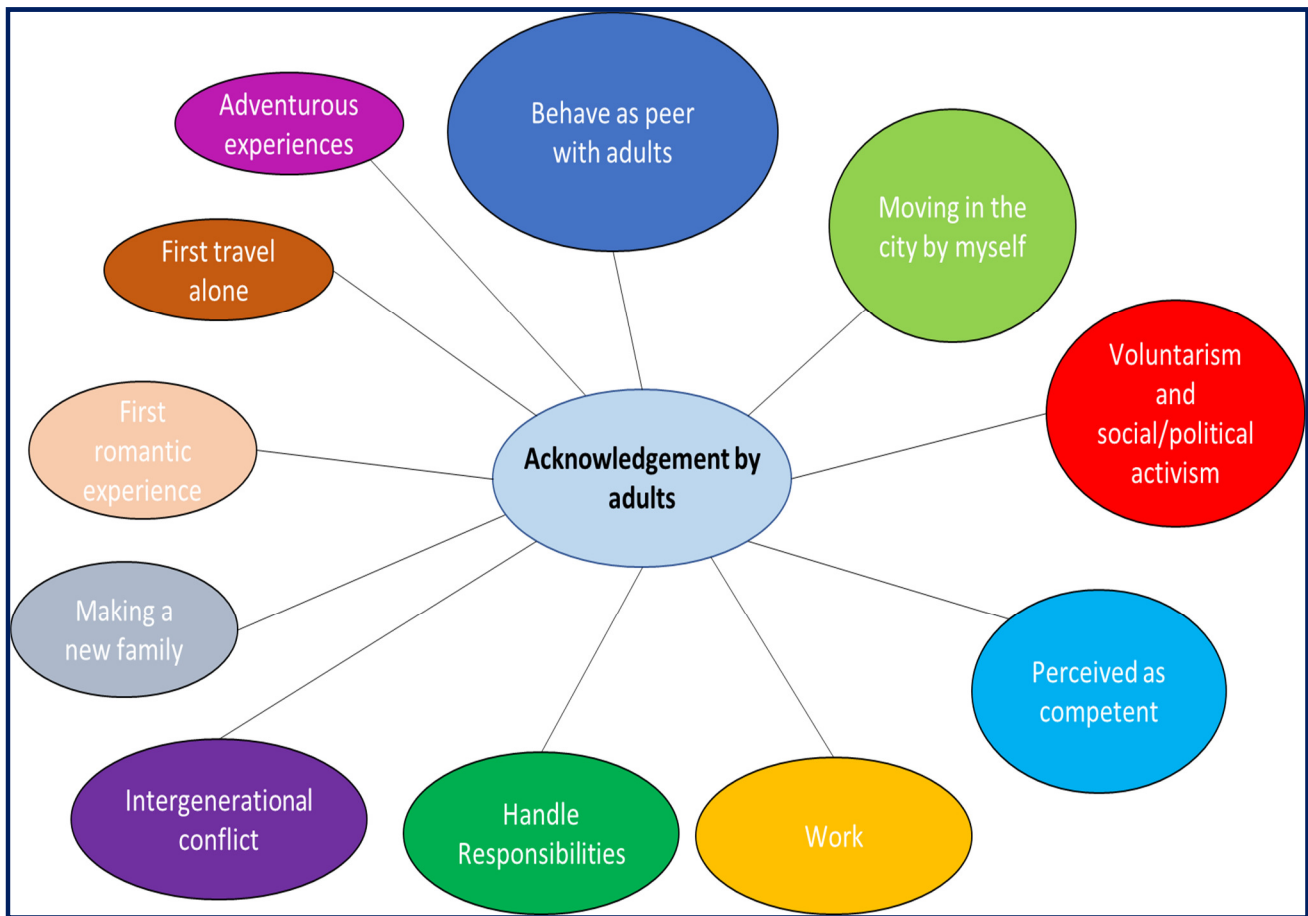
B. ROPE meaning



Independence, intended as autonomy and freedom of choice, is the more frequent meaning associated to ROPEs, together with the identification of new responsibilities towards the self and towards the others. Transgressive experiences are also reported, in particular related to social activism (demonstrations and confrontation with the police) that were extremely common during the 60s and 70s in consequence of social and political campaigns in Italy.



C. Acknowledgement by adults



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The relational component it's really frequent since the acknowledgement by adults was really important in participants' experience. Providing freedom, giving the possibility to have new experience as a journey abroad or the experience in voluntarism or even the possibility to be home-alone, are reported as important acknowledgement by adults during participants' adolescence. Being recognized as competent and being able to handle responsibilities as working or organizing independently activities for the community was also recognized as ROPEs. Intergenerational conflict, perceived as very usual in that period, was also perceived as a relational approach to acknowledge adulthood: the economic boost happened during those years made possible for many adolescents to have a higher education and this was perceived as an important feature for fostering social change and social redemption, acknowledging important competencies to youth.

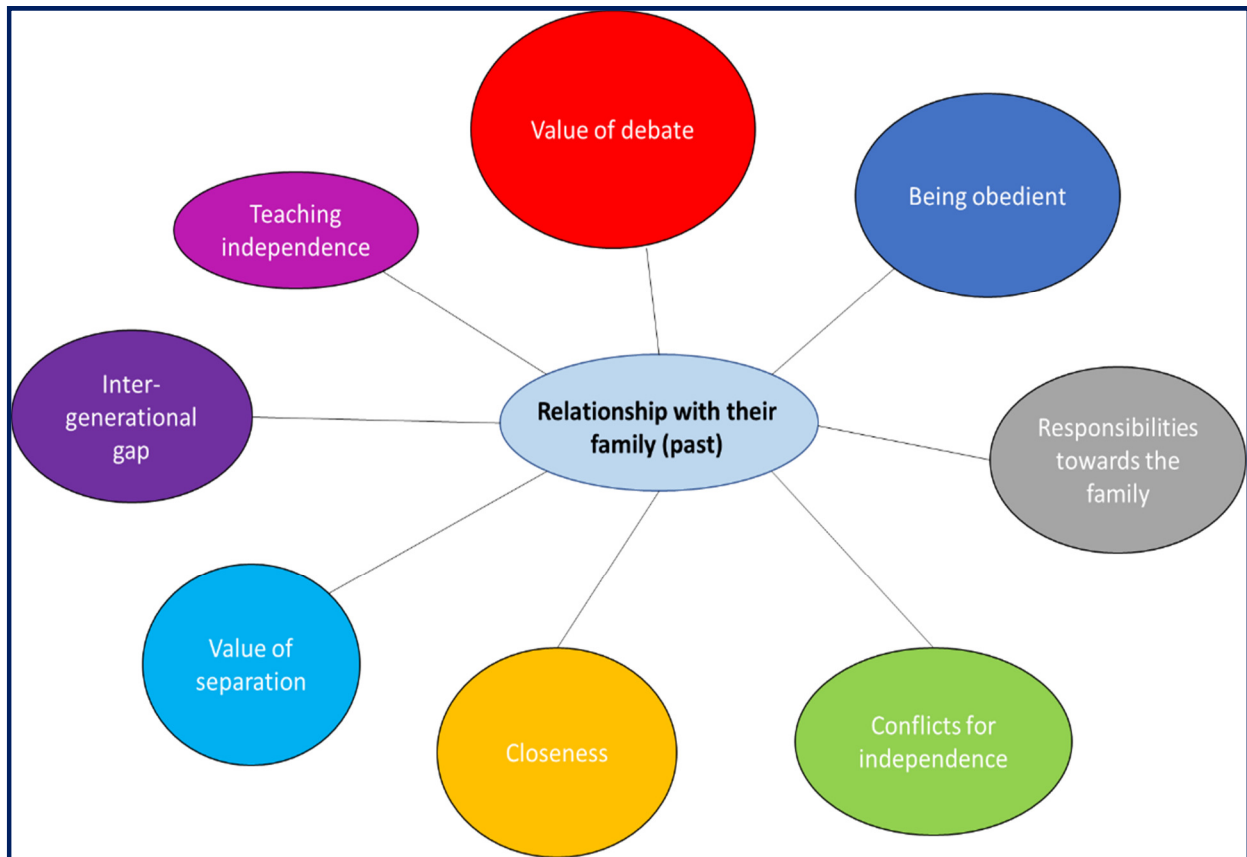


D. Adults involved in identity change



In the network above is shown how important the family system was considered in those years: grandparents, parents, siblings were really tied and had a great importance in developing adulthood. In particular, older siblings are considered peers and with them a lot of participant had their first experience of independence, while taking care of the younger siblings of the family. Grandparents are considered really important and the testimony of the history of the community (especially by the narration of World War II, after which partisans were seen as heroes of the community). Peers are also considered important in the developing of the self and of the sense of belonging to a community.

E. Relationship with the family



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As advanced before, family was fundamental in both education and in the teaching of cultural, political and religious values. Providing responsibilities in important activities for the family and by taking care of siblings and grandparents the family provided support and closeness in difficult moments. An important feature is the belief of providing independence by separating youth lives from those of parents earlier than nowadays.

F. Differences and Similarities (comparing adolescence now and then)

Participants also expressed their point of view on the differences between their and contemporary generations. Main perceived differences are related to the economic and cultural background: the coming of technologies makes for nowadays youth easier to communicate without the need to meet physically in the community. They are concerned about the fact that economic wellbeing did not meant more professional opportunities and faith in the future for contemporary adolescents. Contemporary adults are perceived as more concerned about safety, providing less autonomy and



trying to have more control on their children’s lives and compensating with more economic support and extra-curricular activities, like sports.

Roles are perceived as more fluid and this make intergenerational gap perceived as softer, creating less occasions for confrontations between adults and adolescents. On the other side this creates less role-model for nowadays youth than in the past. As stated in an interview: *“We had a really simple society, so we tried to make it complex. Nowadays society is really complex, so people want to make it simple!”*

Differences	Similarities
<i>Adults are less authoritative</i>	<i>Adolescents give value to legal acknowledgement</i>
<i>Adults spend less time with adolescents</i>	<i>Adolescents have the need to avoid control (by technologies)</i>
<i>Adolescents have less sense of belonging to the community</i>	<i>Adolescents give value to competences</i>
<i>Adolescents have less responsibilities</i>	<i>Adolescents transgress</i>
<i>Adults wants more control over adolescents</i>	
<i>Adolescents “aiming low”</i>	
<i>Adolescents have less social involvement</i>	
<i>Adolescent transgress less (too much freedom)</i>	
<i>Adolescents have less conflicts with adults</i>	
<i>Adolescents give more value to appearance</i>	
<i>Adolescents have a different idea of time (too much technology)</i>	
<i>Adolescents give less value to experience</i>	



Good practices

Participants agree that adults need to be more involved in debating with youth, dedicating more time to debate (even in conflictual ways, seen as positive when oriented to social change) with them and providing them value. Being a model for bravery and coherence is also seen as crucial, teaching youth how to make the society better. Celebrating adolescents' competencies and starting from their passions and interests are also seen as crucial to work with them in an effective way.

Good Practices to work with adolescents
<i>Create debate</i>
<i>Provide responsibilities</i>
<i>Self-engagement of adults</i>
<i>Create strong relationships (even conflictual)</i>
<i>Teach how to learn from defeats</i>
<i>Respect</i>
<i>Teach how to negotiate with society</i>
<i>Teach the value of hard work</i>
<i>Build trust everyday</i>
<i>Celebrate their competencies</i>
<i>Start from their passions and interests</i>
<i>Be a model for coherence and bravery</i>
<i>Take risks</i>
<i>Stimulate social activism</i>
<i>Provide competencies</i>



Meeting with adolescents

Survey	Participants
Vocational Institute	64
Technical Institute	88
High School and Technical Institute	62
Drop-out Adolescents	10
TOTAL	216

51

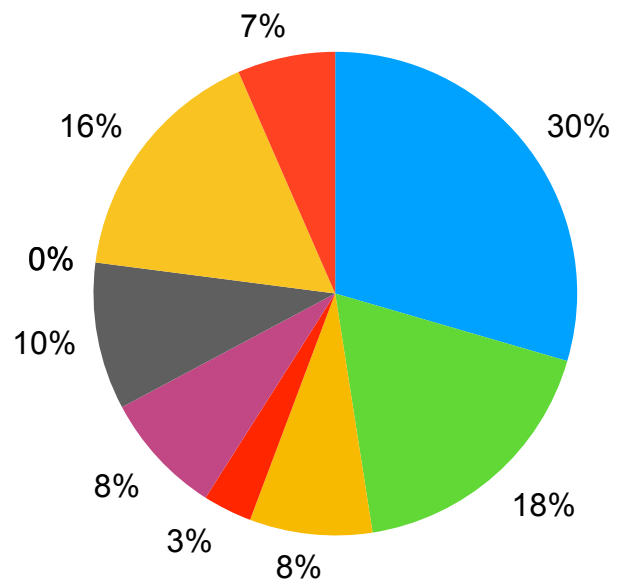
Individual Rite of Passage: post it sessions

As regards to the contents of the *post-it sessions*, answers were grouped in the following categories.

	Vocational Institute	Technical Institute	High School and Technical Institute	Drop-out Adolescents
Independence	18	30	16	1
Responsibility	11	15	2	1
Legal acknowledgement	5	7	9	1
Religious Rope	2	0	0	1
Travelling (and using transportations) alone	5	9	1	0
Critical events	6	0	1	1
Change of the body	0	3	1	0
Transgressions	0	3	1	1
Work skills	10	4	3	1
Cultural enrichment	4	4	1	0



- Independence
- Responsibility
- Legal acknowledgement
- Religious Rite
- Travelling (and using transportations) alone
- Critical events
- Change of the body
- Transgressions
- Work skills
- Cultural enrichment



In every session, adolescents recalled as the most frequent event/rite of passage to the first time they had the opportunity to have a trip alone (i.e. without their parents) or when they managed to stay at home alone. Other events mentioned were linked to responsibility, such as taking care of oneself and others. For example, taking care of the younger brothers, making choices autonomously or taking part in discussions at the same level as adults. Others recalled the importance of having a job for the first time, of receiving a salary, or having an internship as significant experience to become adults. Other rites of passage are related to the legal acknowledgement of the coming of adulthood, such as having the 18th birthday, the driving license or the possibility to vote. Some adolescents referred to religious rituals, such as the first Ramadan, their marriage or being a wedding witness of honor. Some adolescents also talked about critical events, such as the death of a relative, receiving a surgery or even the divorce of parents. Some referred to change of their body, as shaving for the first time, or getting a tattoo. Some adolescent also talked of transgressive acts, as being stopped by police as a result of an illicit action, or smoking or drinking alcohol.

It is important to note how, as they report, the moment of transition is represented by the first time in which that particular experience happened. In their stories they expressed feelings as curiosity mixed with concern, desire to experiment and discover new things and new features of themselves: "*The first time I shaved myself*". "*The first time I took a trip from only*" "*The first day of high school*",

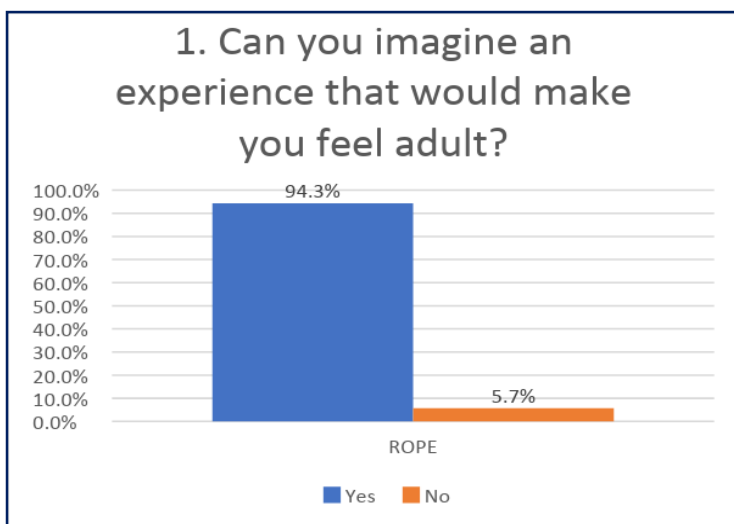
there is always an aspect of unknown that leads to a certain risk of failure. The fact that these experiences were carried out in an independent way made them important, because they felt more mature, responsible and free. Another important aspect is the acknowledgement by the people around, especially their parents: "The first time my parents asked my opinion about an important choice", but also grandparents or family friends "The first time I smoked the cigar with my grandfather", and also peers.

Rites of Passage: "Kahoot!" sessions

The questionnaire was composed of 8 closed-ended questions ("yes" or "no" answers), to which the participants had to answer through the application "Kahoot!". For each of the questions, participants were also asked to provide the explanation to their answers in an open-ended format. After each question was answered, the application processed the data, showing immediately the results of the survey. The questions and the answers were shown on a big shared screen, so that the groups could have an immediate feedback on the answers and a discussion was immediately activated between them.

Questionnaire Results

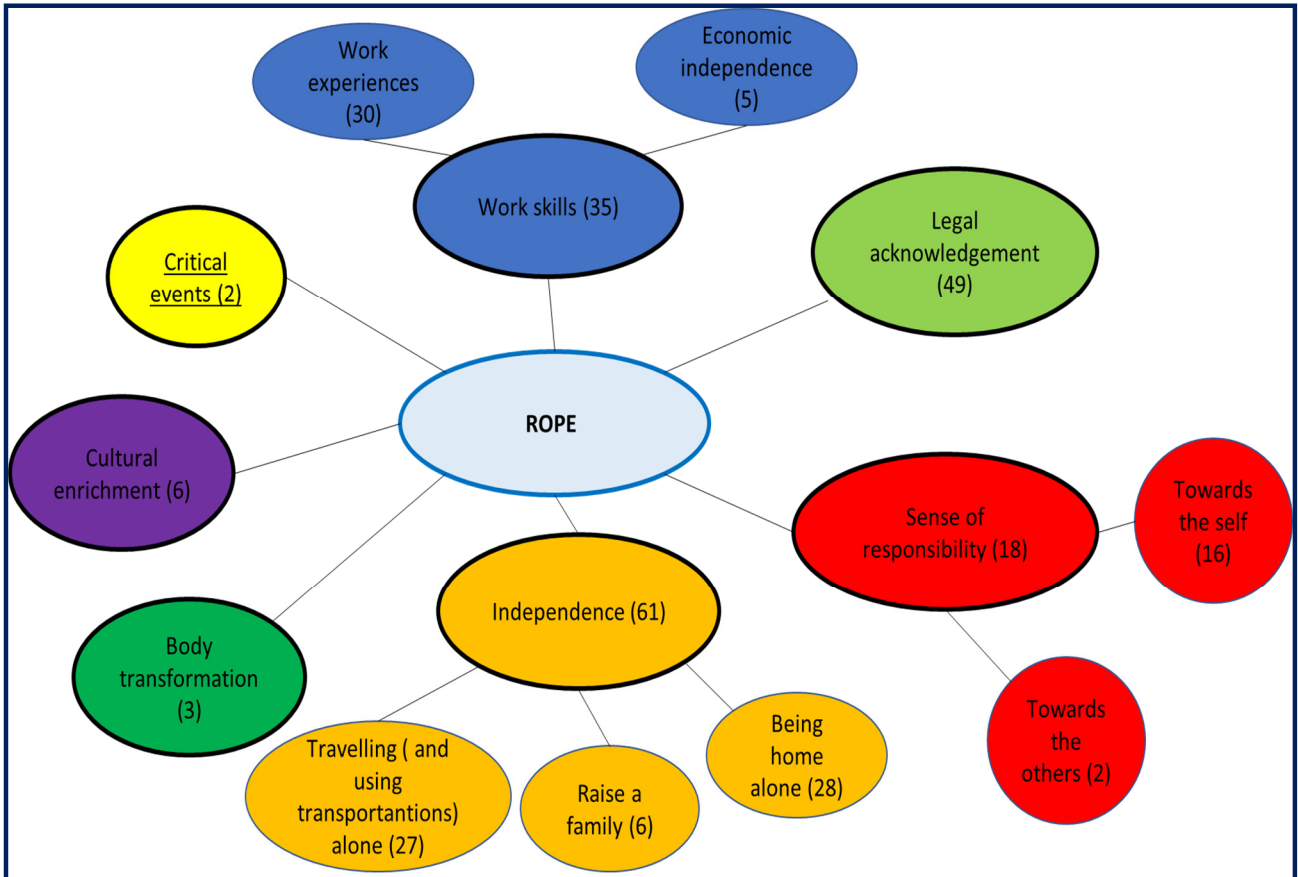
Question 1 was "Can you imagine an experience that would make you feel adult?" shown a 94,3% of "yes" and "5,7%" of "no", with a total of 210 participants.



In the open-ended answers participants had to describe what were experiences they were referring to. Most of the participants referred to autonomous experiences (examples within brackets), in particular to the experience of living alone ("being at home alone"; "when I will have my own home"; "raising a family") or to the experience of traveling or using transportations alone ("the first time I took the bus alone"; "my first trip abroad without my parents").

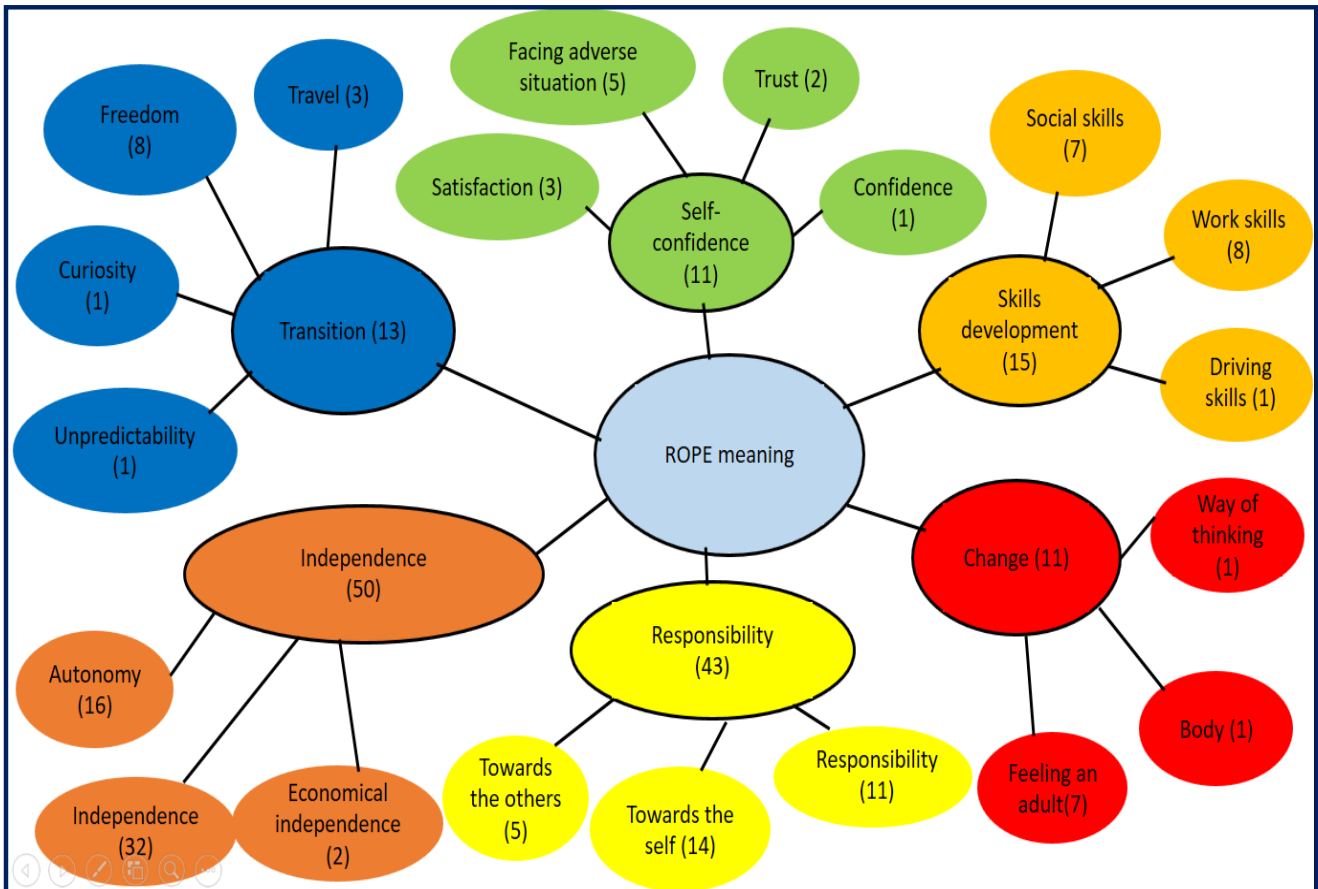
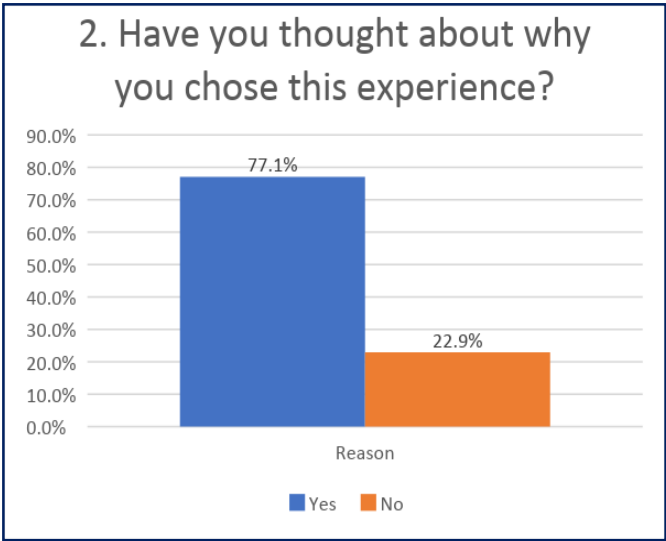
The aspect of the legal acknowledgment of becoming an adult is very important, like having the 18th birthday, obtaining the driving license or the identity documents, as well as the

possibility of signing documents "*the first time I signed*". Other quotes referred to work skills and economic independence. Other examples regards the responsibility towards their selves, such as "*deciding alone*" or towards the others ("*helping others*", "*the first time I looked after my brothers*"). Moreover, the events related to the education and the school achievements ("*the third-year exam*"; "*going to university*"). They also talked about changes and manipulation of the body ("*when I had a piercing*") and about critical events ("*a mourning in the family*").

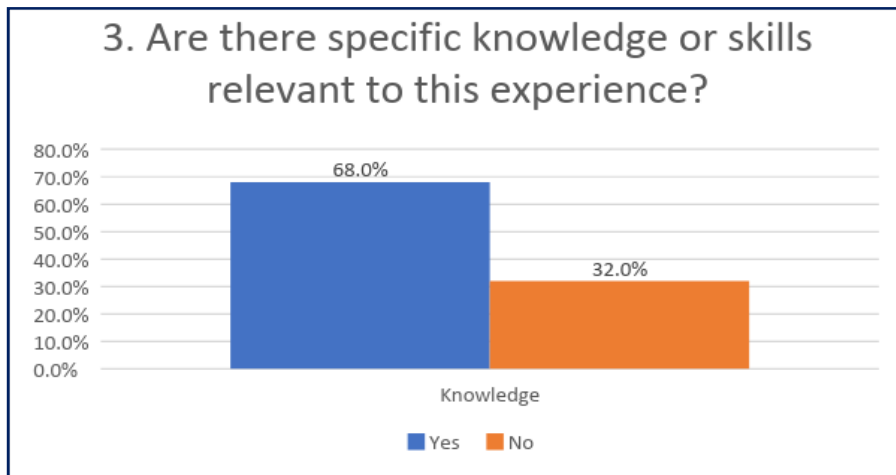


Question 2 was “Have you thought about why you chose this experience?”. Answers provided 77,1% “yes” and 22,9% of “no”.

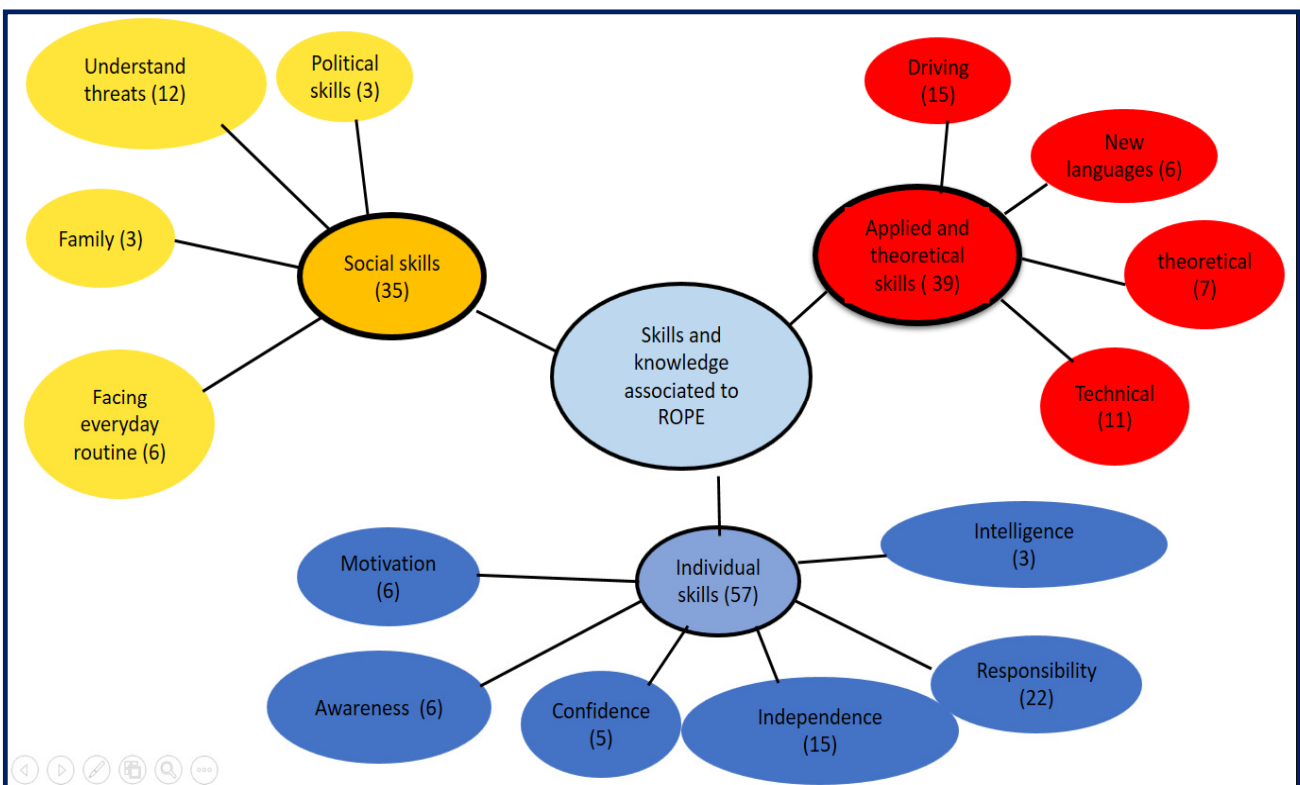
The meaning given to the experience described in the answers to the first questions were referred to the feeling of being more independent from the family: feeling more responsible, as being able to "influence society", "being treated as an adult" or "take care of myself" and understanding that behaviors have "great consequences on the lives of others". They also talked about the development of skills such as "learning new things", “become more confident about myself”, or "being able to face difficult situations". They also described the changes on their body, in their way of thinking and, in general, of facing others and society.



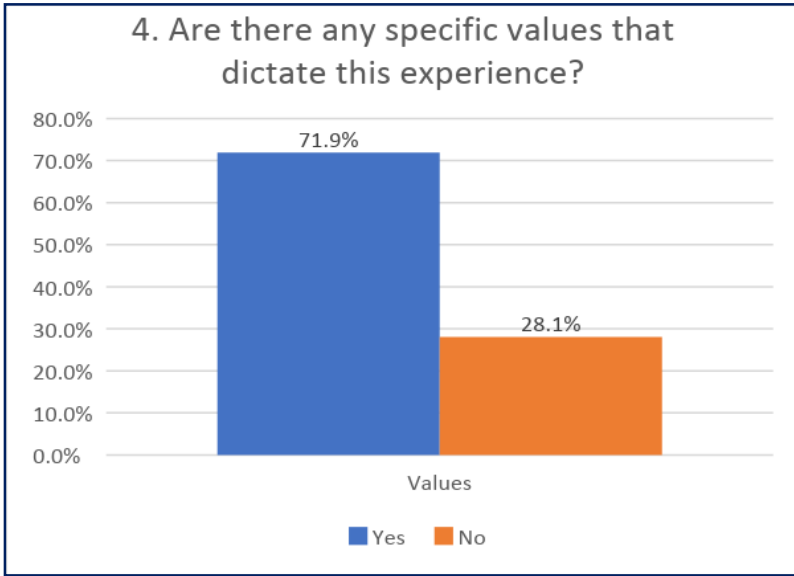
Question 3 was "Are there any knowledge or skills that have a relevant role in this experience?". Adolescents answered with 68% of "yes" and 32% of "no".



Skills and knowledge referred to personal skills such as intelligence and awareness ("learning my limits and being able to overcome them"; "knowing how to win people's trust"), motivation ("desire to know"), empowerment ("respect for the others"), confidence ("greater self-confidence") and freedom ("feeling free and independent "); other enrichments are theoretical and practical knowledge, such as "learning foreign languages" or "driving the car or the motorbike" and those referred to social life ("knowing how to behave with the parents"; "knowing the problems of society").



Question 4 was "Are there any specific values that can guide you in this experience?". 71,9% of the adolescents answered "yes" and 28,1% "no".

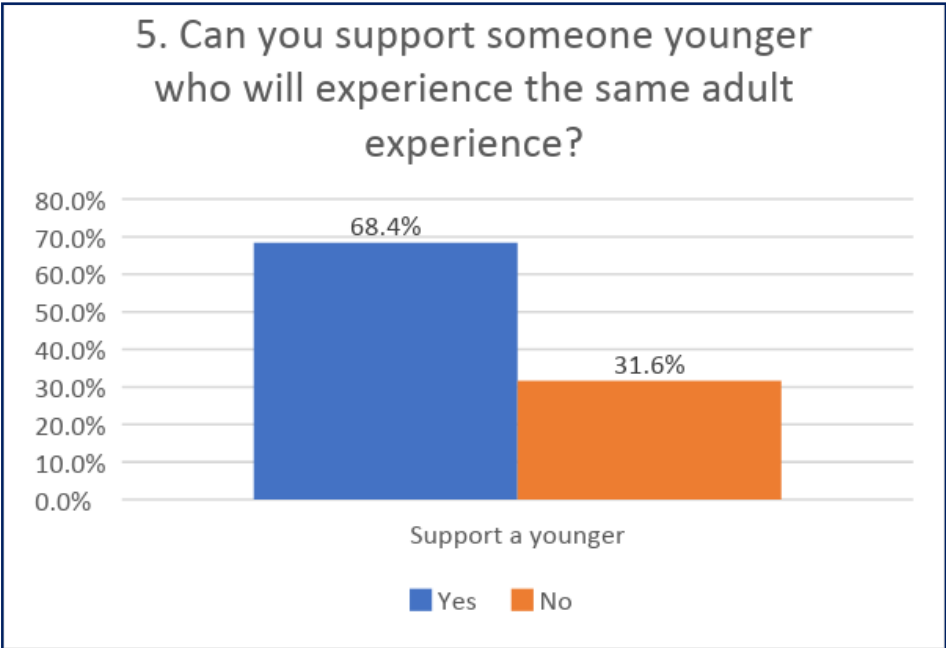


A word-cloud is provided below to show the results of the open-ended answers to this question. The most frequent words appear as bigger in the picture. As it can be seen, "responsibility", "family", "autonomy", "freedom" and "independence" but also "mutual helps", "respect" and "friendship" were the most frequent values for this target group.

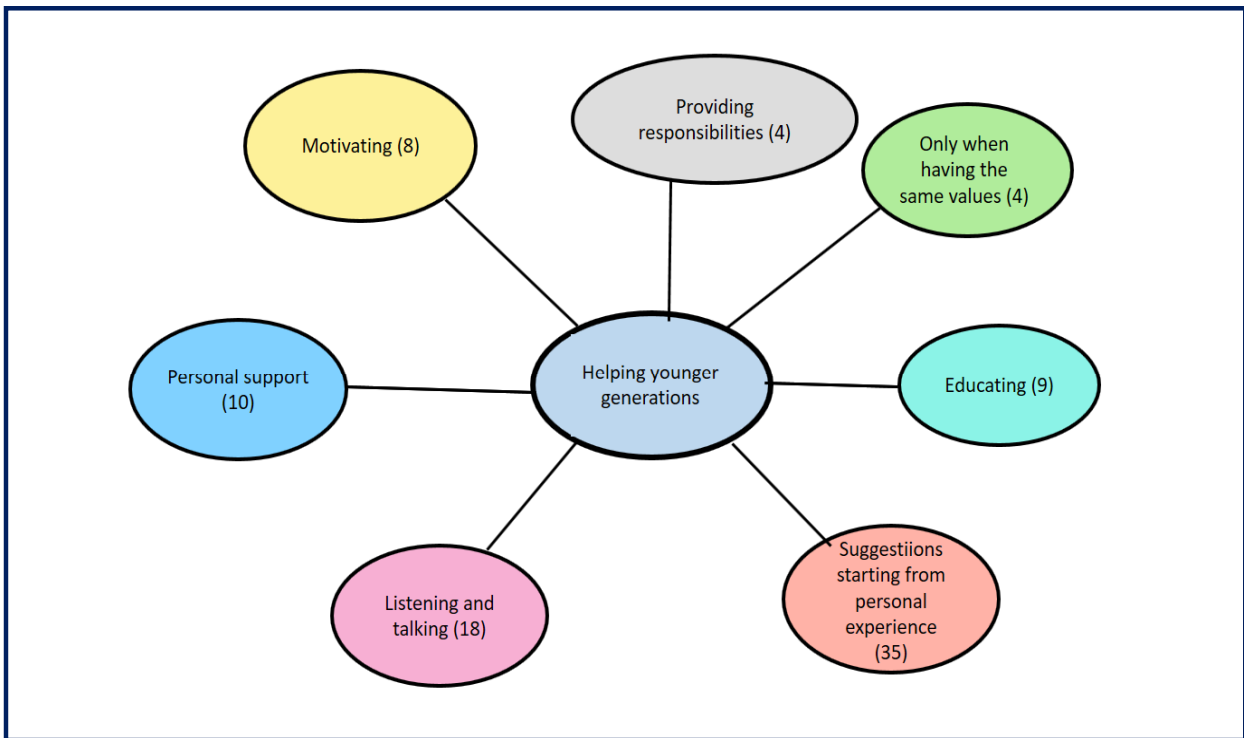


Question 5 was "Can you support someone younger who will experience the same adult experience?". Participants answered "yes" in 68,4% and "no" in 31,6%.

In the open-ended answers, they report that they could support younger people mainly through their experience ("*giving advices starting from my experience*"), motivating and with personal help ("*helping him to get up when falling*"; "*trying to identify myself with*

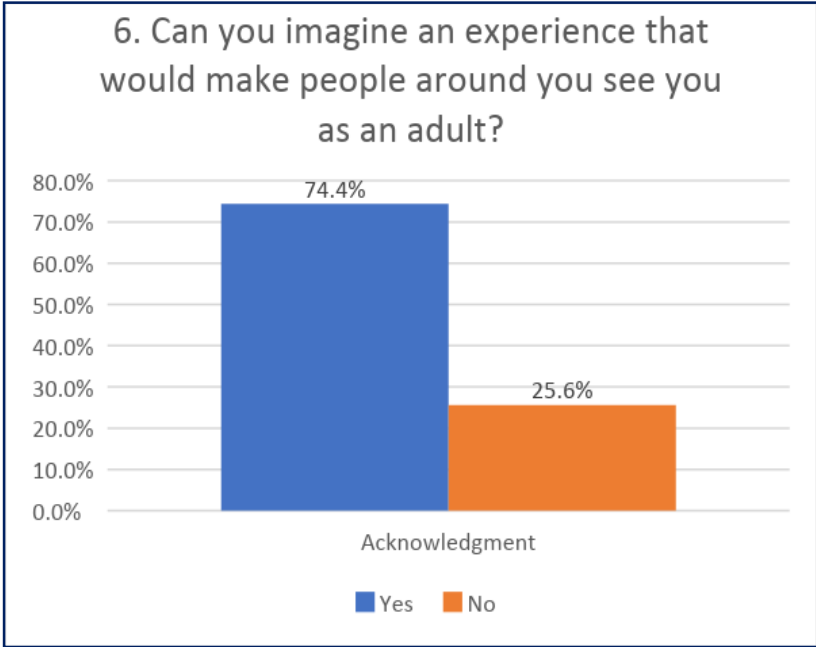


him"), but also by teaching specific skills ("*timing of the bus*") and by providing responsibility ("*to keep their head on their shoulders*"). Someone also expressed that it would be able to help only those who have a concordance of values with him.

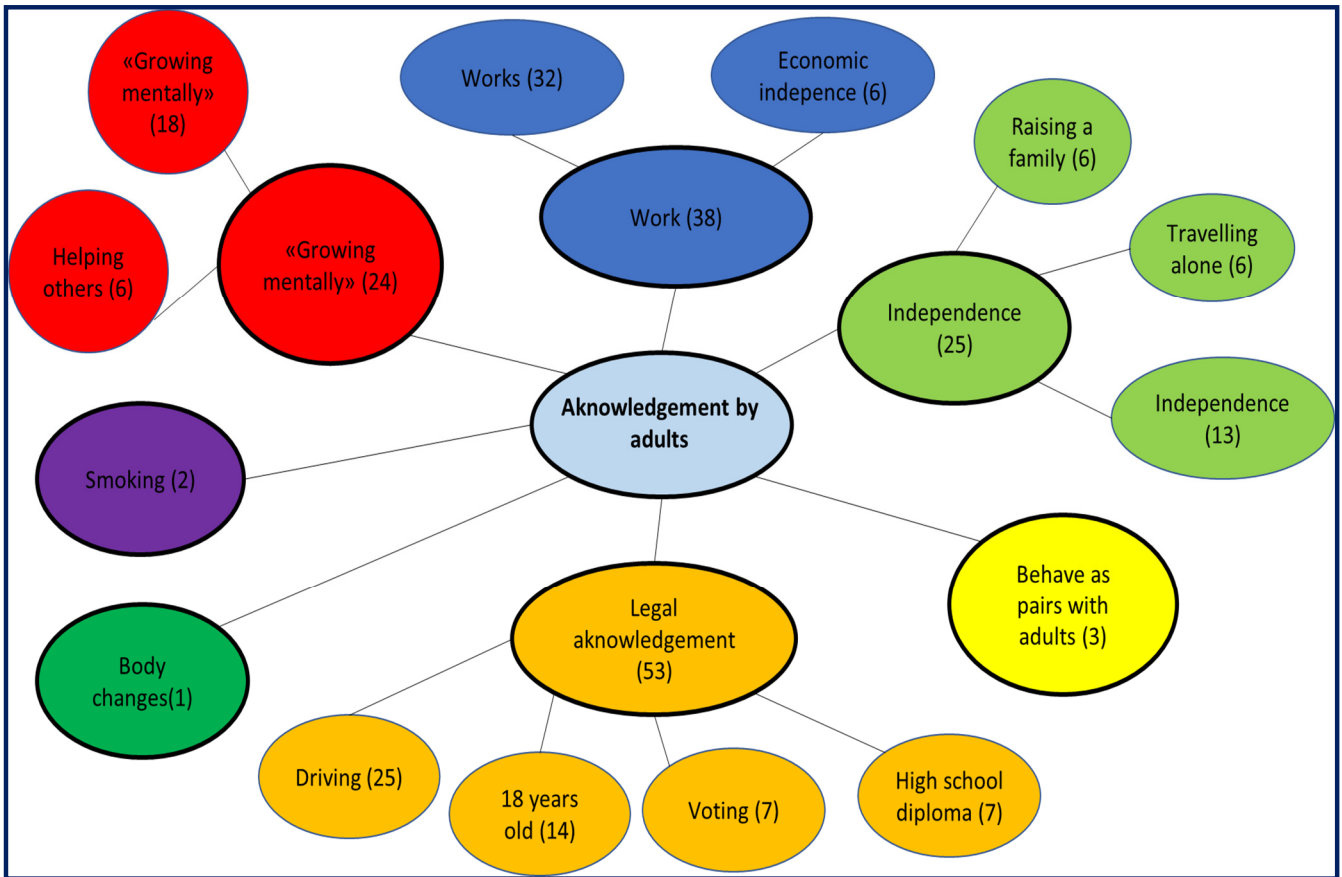


Question 6 was “Can you imagine an experience that would make people around you see you as an adult”. Answers provided a 74,4% of “yes” and a 25,6% of “no”.

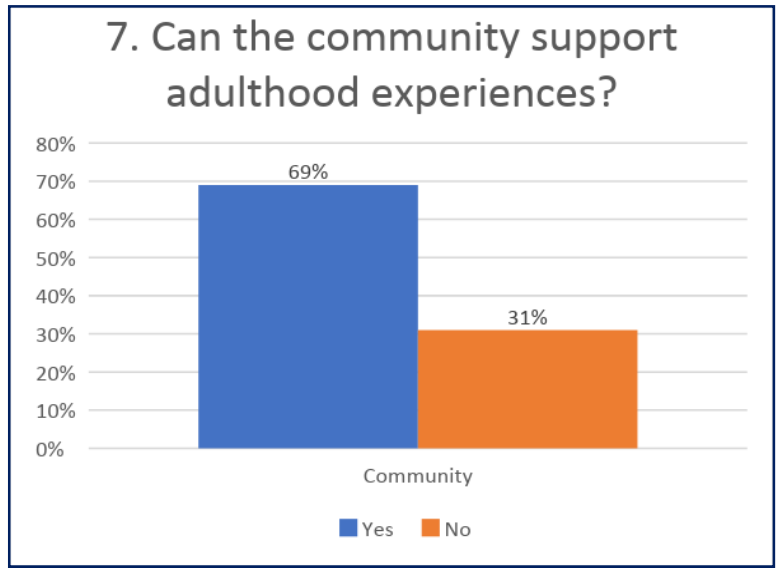
Most of the participants referred to the legal acknowledgement, the 18th birthday, the driving li-



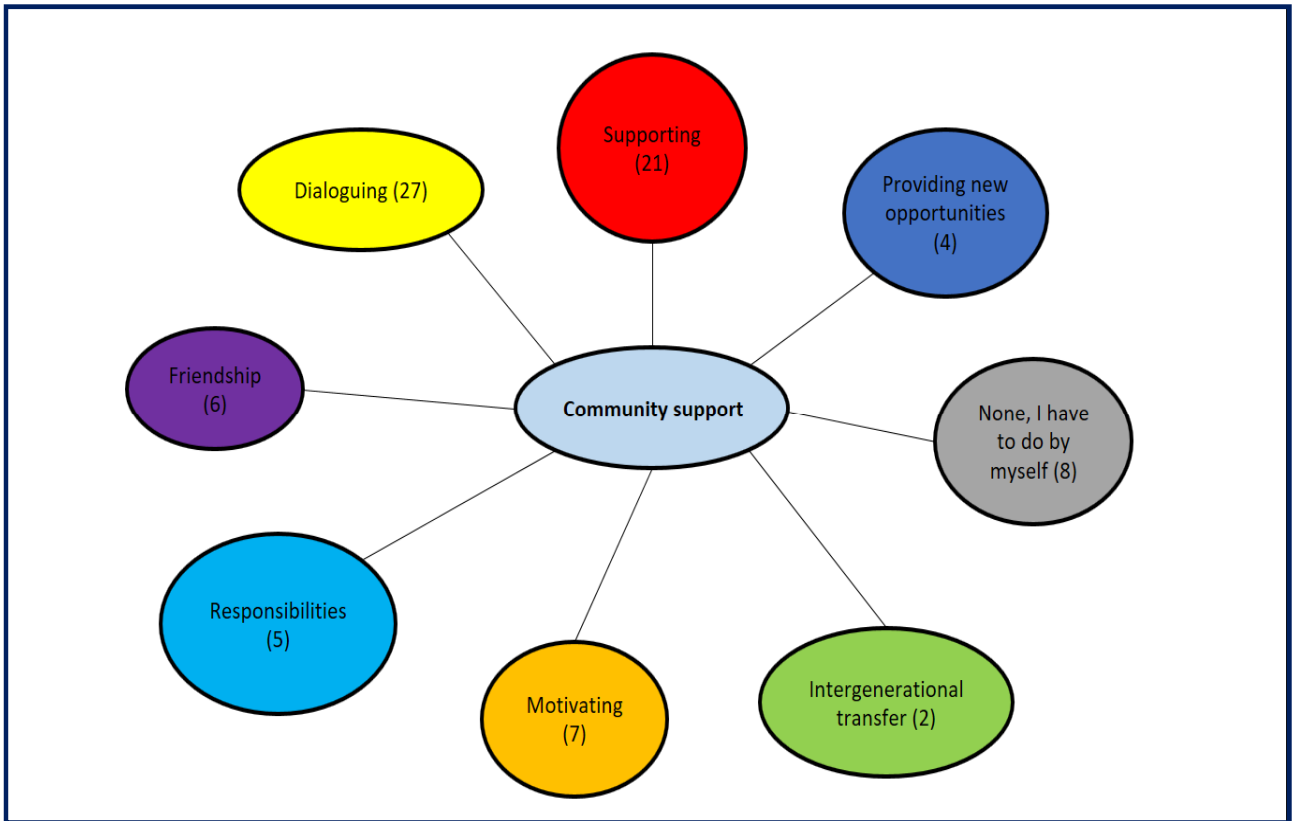
...cense, and the possibility to vote; secondly, they talked about economic and working independence, autonomy (“*making a family*”; “*getting married*”) and travelling alone. But also of growing mentality as “*doing good acts to others*” or “*making the right decisions*”. In two cases we talked about risky behaviors like smoking and in one of the body change.



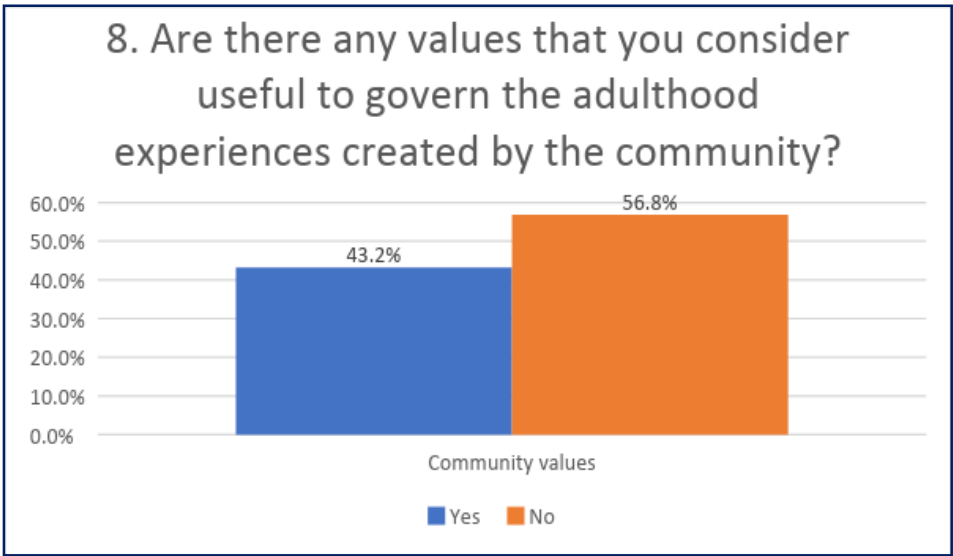
Question 7 was “Can your community support the transition to adulthood?”. Answers report 69% of “yes” and 31% of “no”.



Most of the participants referred to the fact that the community can provide an opportunity to dialogue and compare skills. It can also support ("supporting me in my choices"; "giving me satisfaction"), and provide opportunities through the "generational change" ("the possibility of having spaces for youth"; "leaving more space for young people") and through job opportunities.



Question 8 "Are there any values of your community that you think are useful to govern the adulthood experiences created by the community?" provided a total of 43,2% of "yes" and 56,8 "no".



Most participants referred to values related to responsibility, respect, solidarity, friendship, mutual help and family, as described in the network below.

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8. NATIONAL REPORTS



8.4 SPAIN



ADOLESCENTS: PERCEPTIONS ABOUT THE TRANSITION TO ADULTHOOD, COMING OF AGE.

There are many differences between coming of age experiences among sub-communities present in the community settings.

- “Some of my cousins at the age of 16 were already working, they had a salary, they were independents pretty young...”
- “I was born in Morocco, I came at 7 or 8. Everything is different here”.
- “You can come of age in some life dimensions but, at the same time, feel child in others”.
- “I can perceive if a person is more or less mature, but I found really hard perceiving maturity in myself, because I don’t know in which point or level of maturity I am”.
- “To feel that I’ve grown up I need to get a job. Sometimes I need money, buy something with my own money and I don’t want to ask my parents for it. I want to get a job and achieve it by myself. For example, I want to get the driving license and I need money for it”.
- “Finding a job is going to make a big difference in me...”
- “Be aware of what is wrong or not. To know what you do correctly and what you don’t. Being able to respect other people and yourself. Self-control”.

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ADOLESCENTS: SIGNIFICANT EXPERIENCES OF ADOLESCENTS ON THE RITES OF PASSAGE-ADULTHOOD INITIATION.

Changing peer-friend’s groups because school change

- “I think I came of age when I changed my studies, from studying secondary at high school to where I am now. I changed my friends. I had been always at the same school, and when I changed, I had to tell myself: Well, I will meet new people, all of them older than me...and start thinking like them, with a more mature mentality”.



Tragedies

- “My parents are divorced, and I have assumed more responsibilities living always with my mother. More responsibilities at home, working at home”.
- “We’ve had family issues since I was little. I’ve been living with my mother because my father wasn’t there for different reasons. 4 years ago I started entering in shelters because of my mother (...), and I’ve been through things that made me grow up, like being a whole week without my mother and knowing anything about her. At present I perceive it as a common or normal thing, although I know it isn’t.”
- “When my cousin passed away. We had same age, and she died of cancer. It was hard for me because we enjoyed every summer together”.
- “I had 2 dogs, and when we had to sacrifice one of them, I suffered a lot”.

Migration experiences

- “I was born in Morocco; I came at 7 or 8. Everything is different here. (...) I don’t have my family here, only my parents (...), but a friend explained me how things work here, she was the one who helped me”.

Educational challenges

- “With my final project at school, a research project in which I worked on a personal subject. And it helped me to know and contact with different people, collaborate on a religious diversity project, know different points of view and perspectives, to open up to the community...”
- “Studying the course of leisure monitor, which teaches you about responsibilities”.
- “Right now, because I’m going to end secondary education and I think it’s going to be a crucial change in my life, and I must make the right decisions”.
- “I have to come to good decisions, so as not to regret the rest of my life. I’m ending secondary education and I have to choose what to do.”



Being able to rent or buy your home, living the nest.

- “Being able to become independent, being able to buy my own things through studies, work experiences, a job...Travelling...”

Psychosocial experiences.

- “Sharing experiences with people from different cultures (...) that I’ve never imagined of. Knowing about how things work there and comparing it with how we work on things here”.
- “I had to tell my parents everything I was going to do; I felt the obligation to do it. I became being upset because my family is very big, and when I asked something to my mother, she had first to tell my brothers, and then to my father...a chaos. So I suddenly decided: I’m going to do whatever I want, whenever I want to. And due to it, I started things, started at different projects...I don’t ask or wait for permission (...). I inform you, I tell you what I’m going to do, but it’s me the one who makes the decision about doing or leaving things”.
- “Some years ago I wasn’t aware about things, I wasn’t mature enough. However, at present is different; and being at my last years in high school, I realize which things or decisions are better for me, and which ones aren’t. I do value things now”.
- “Now I have more responsibilities, and I feel that a lot of things have changed in me: personally, within me, about the way I think; and also on a physical way”.

Make mistakes

- “Be aware of what is wrong or not. To know what you do correctly and what you don’t. Being able to respect other people and yourself. Self-control”.

Civic engagement experiences

- “I founded a great support in my theatre classes”.
- “I also started on a European project, a phase apart from my studies. It was an experience that made me acquire some skills such as getting other points of view, other perspectives, different ways of being”.



Having a job

- “My uncles have a restaurant, and every weekend I work there helping them. I feel proud of myself about getting and earning my money. It is not a great job, but sometimes my friends can’t go out because they don’t have money. A job makes you value money, and it’s mine. Is not the same if someone gives you the money. I feel older when I get my own money.”
- “I’m trying to get a job and leave my parent’s home, but it’s hard to find one while I’m studying. I’m also trying to get the driving license, because they ask for it at any job offer”.

ADOLESCENTS: COMMUNITY MEMBERS THAT PLAYED A SIGNIFICANT ROLE THROUGHOUT INITIATION EXPERIENCES.

Peers-friends

- “I think, sincerely, that is important to have a real friend; a friend who tells you things directly. Someone who knows you well, because he/she will understand you although you don’t know how to explain yourself. He/she judges you, but for your own good”.
- “My best friend, who has been always present at bad times”.
- “My family is very traditional, boring; so they are not the ones I open up myself with. Never”.
- “Friends can help you to see things from another point of view, for example, when you are angry with a teacher”.

Family

- “My cousins are like my siblings, I need to join them every week”.
- “I remember my mother fighting always as a single mother with her kids; waking up at 5.00 am for work. She has never needed someone else, and I think I’m like her”.
- “My brother. We help each other. He complements me and I complement him.”



- “Family is going to be there

Young centers

- “I founded a great support in my theatre classes”.
- “Our neighborhood’s young center. It has been a great opportunity for me. Also the theatre classes, because our teacher has been an educator for me, she knows me since I was very little, and her accompaniment has been very necessary for me. I think that participating on a young center gives you those tools: a companion/carer, a referent, a person who trust in, who can give offer tools to carry on/continue forward and who can make you see things from a different perspective”.
- “They (educators) are wherever you need them, and they know your skills, your development, the things you like the most or less; they inform you if they know about something you could be interested in; if they perceive you have some kind of difficulty on something, they try to work on it with you...”.
- “The director of the young people’s center knows a lot of things, he can help you (...) we are used to him, and we trust them, and he gives us advices”.

People with experience

- “Someone experienced, it doesn’t have to be an adult. (...) Someone who has been through it, who knows about the subject or area. Not an adult, but an experienced person”.



ADOLESCENTS:

IDEAS AND SUGGESTIONS TO ENHANCE POSITIVE COMMUNITY-BASED RITES OF PASSAGE WITH ADOLESCENTS.

Confident-trust based relations with professionals and adults

- “I ask for experience, for honesty. Someone who tells you what he/she thinks even though it hurts you. Better to hurt rather than doing it badly”.
- “A person who trust in. A person who doesn’t judge you”

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ADULTS:

PERCEPTIONS ABOUT THE TRANSITION TO ADULTHOOD. COMING OF AGE

Rebelliousness is often connected with coming of age.

- “I started smoking drugs and cigarettes very young, but I think it was because it was related to an adolescent- rebelliousness atmosphere. I don’t remember it as an adult-experience, but a way of rebelling towards my parents.”

It’s not the same “Feeling as an adult” that “becoming an adult”

- “One thing is when you stop being a child, and another when you feel adult. In between there are about 15 years apart.”
- “It’s different to feel older, than actually being it”.
- “When I started working as a waiter I felt I became an adult, but I was 16 and I wasn’t an adult. I earned money, but lived at home.

Differences between present and past adolescents

- At present adolescence is stretching on, right? Years ago, the adolescent era was more evident.

Perception that there are cultures and countries that facilitate better than others coming of age

- “There are countries or cultures that encourage young people to travel alone and leave home. I remember when I was 18 the modern parents of my friends who told



them to go on an Interrail or Erasmus experience. Or the young Germans, who their parents kick them out of their homes.”

ADULTS: SIGNIFICANT EXPERIENCES OF ADOLESCENTS ON THE RITES OF PASSAGE. ADULTHOOD INITIATION.

First couples and sexual experiences

- “When I first had my first couple, and had my first sexual experience”

First time you can go out at night without any time constraining

- “I remember a lot the first time I had no hour limit to come back home at night, the feeling of “I’m 18, I’m responsible, and I have my own money. I can come back home whenever I want””.

First time you have to pay a fine

- “I remember the first time police putted me a fine and then I thought: I’ve come of age now, this is what being an adult means in this society”.

First time your parents give the key of the car

- “I remember the first time I travelled with my friends, crossing the whole country, camping with my father’s car. Taking my parents car...I felt a huge responsibility”.

First experiences of economic independence

- “The first time I got a job. I worked in a bar, making sandwiches, and that gave me certain independence, I had money –not that much-, but some”.

First drug use experiences

- “Smoking the firsts cigarettes at High School’s corridors, showing the need of being or becoming a part of a group... Now I’m addicted to it”.

First travelling experiences

- “My first travel with my boyfriend at the age of 18. I told my mother I wanted to go on holidays to the USA with this American boy. Of course, my parents didn’t agree



with the idea, but I insisted on it, because I was 18, and as an adult with money, I will leave. So we went to Florida, I felt a real adult person.”

Transition to new educational stage

- “Arriving at University, leaving High School”.
- “There are a lot of students that fear leaving the nest of High School. In our center we have students with many problems, but they still come to classes, we don’t have an absenteeism problem, so we suppose it is a comfortable area for them, they feel at ease. Leaving this comfort zone is very difficult for them: their friends, their neighborhood...We are aware of it because when we recommend some students to change from high school to professional studies, they insist on staying in high school”.

Starting being aware of danger

- “When I was in real danger lost in the forest, with no phone; a moment where you realize that nobody is there to save you”.
- “Experimenting danger: sleeping alone, or when you realize you’ve taken too many drugs”.

Leaving the nest. Moving to your own place

- “Moving to another bedroom. First, I was in a room next to my mother’s, and then I changed to another on the other side of the house”.
- “I have shared bedroom with my sister for years, and I remember when my parents told me I was going to have my own bedroom, I was very excited”.
- “When I moved from my parent’s and start living with a friend”.

Legal coming of age experience

- “My first travel with my boyfriend at the age of 18. I told my mother I wanted to go on holidays to the USA with this American boy. Of course, my parents didn’t agree with the idea, but I insisted on it, because I was 18, and as an adult with money, I will leave. So we went to Florida, I felt a real adult person (...). I had the money for the



ticket, so I didn't care about my parent's reaction or decision, I was 18. So finally they told me: It's ok, go on, try it and let's see how it goes".

Having driving license

- "I think getting the driving license was an important moment. I got it when I was 19, when everybody already had it. Being able to drive was a synonym of freedom."

Military service

- "When I did the military service. You enter into an unknown world, where everyone shouts you and you don't understand why. It was a big hit, but also a learning."

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When you have to behave as an adult

- "I was 15 or 17 and I had to fix and change a heater. I had to become the *man of the house*".
- "When you have to take care of functions or roles that doesn't correspond you; when you have to take care of your family, for example".

Rebelliousness feeling towards parents/society

- "I started smoking drugs and cigarettes very young, but I think it was because it was related to an adolescent- rebelliousness atmosphere. I don't remember it as an adult-experience, but a way of rebelling towards my parents."
- "The first moment you stand firm and reject your parent's decisions. For example, when I wanted to go to the Pyrenees with my friends and my parents told me: you will freeze, you will get lost, you may choose another destination. But we stood firm and we leave for 6 days.
- "The moment you stay firm towards your parents and you do something because you want to, because I have it so clear that I'm going to confront you".

Experiences of loneliness

- "When I had my Erasmus experience in Florence, a travel that I made alone. I had everything organized, but once I was there, I founded very difficult to find somewhere to live in, and on those days I had a lot of fears: What if I can't find a room?"



What if I have to go back to Spain? I felt that I was really alone, and when the loneliness is not just a punctual experience, is when you realize what coming of age means.”

- “The adolescent doesn’t want to feel alone, but there comes a moment that what you want is just the opposite, to live experiences on your own, and you start caring less about the group”.

ADULTS: COMMUNITY MEMBERS THAT PLAYED A SIGNIFICANT ROLE THROUGHOUT INITIATION EXPERIENCES

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Family

- “I’ve never had to fight to do what I wanted to do. I have felt the support of my family. I’ve been to university because my parents paid for it. It’s about the security of not having to ask for anything.
- “My adolescence was easy thanks to my parents, and because there was a responsibility for which they gave me freedom, I went out, I travelled ... But I also worked what I could, I continued with my studies, I respected the limits and the implicit rules. You have a responsibility and you assumed it, you commit yourself and you do it”.

Peers-friends

- “The support of your friends. I ended living in Madrid when I was 16 to come to Barcelona, and leaving my friends at that time was the worst thing my parents could do to me. I had a little depression that passed quickly. Your family at that time do not care, you watch them as old people who want to manipulate you. The ones that really matter are friends, friends are family.”

Couples

- “My couple. And it was important that my parents gave me permission (to travel with him), because I was determined to leave, but I didn’t want to argue with them”.

Influencers



- “The influencers. It’s a huge theme, that we (adults) don’t understand. We must get to understand how having a lot of followers work and then, use it positively. My son follows a youtuber since he was 8 years old, a really positive influencer in this case.”

Professionals that rely on empowerment and trust-based relationships

- “Teenagers need more trust-spaces. There are some young centers that adolescents refuse to leave because they found it is a place where they can vent their problems; problems that you wouldn’t explain to your teachers, nor to your parents, but to an educator. A place where you can stay and feel comfortable”.

School teachers

- “I had my friends, my girlfriend, my parents, my uncles ... but they were people who rotated. The parents are always by your side, but you are also against them. I remember, for example, teachers as neutral adults who help you when you need it”.

ADULTS: IDEAS AND SUGGESTIONS TO ENHANCE POSITIVE COMMUNITY-BASED RITES OF PASSAGE WITH ADOLESCENTS.

Perception that adolescents are not fully aware about the community setting.

- “When you are a teenager, what do you care about? I was thinking that, when I was an adolescent, I don’t know if I was aware of the community value of the environment, friends, family...”

Facilitate processes to promote participation and active roles.

- “I remember that next to my school there were different spaces where we met friends: the table football, the arcade ... we had identified different places to meet people. Spaces like these are not the same as a bench where you spend your time smoking. It is our responsibility to offer positive things in this kind of spaces.”

Rely on community-based programs and projects

- “To have a place to meet. Now there are many resources, and when you arrive to these sites you also find an adult who knows how to channel your paranoia. I feel



that young people are increasingly aware of it and are joining in more activities. It is important how we approach these activities, and to be attractive to young people.”

Enhance responsibility among the participants

- “We have to give responsibility to leisure activities. Avoiding a meaningless and consumerist leisure. We have to create workshops in which young people take some responsibility for something, and where they assume the role of a responsible person.”

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Specific goals, short time actions

- “I think we're looking for quick results. We asked our young people what they wanted to do, and decided on a hip hop festival. The young people created this festival for 8 months, but some of us believed that we would not be able to finish it if we didn't insist on the young people that much. We assume that it is so, and I think that it is not so important doing things quickly, but that they do it themselves.”

Overflow virtual interactions in favor to face-to-face experiences

- “I am afraid of the tendency to do everything online, which has positive and negative aspects. We need experiences and links to go beyond the virtual. There is no emotion. The experiences must be face-to-face, to be able to get excited, angry ... but not through the screen”.

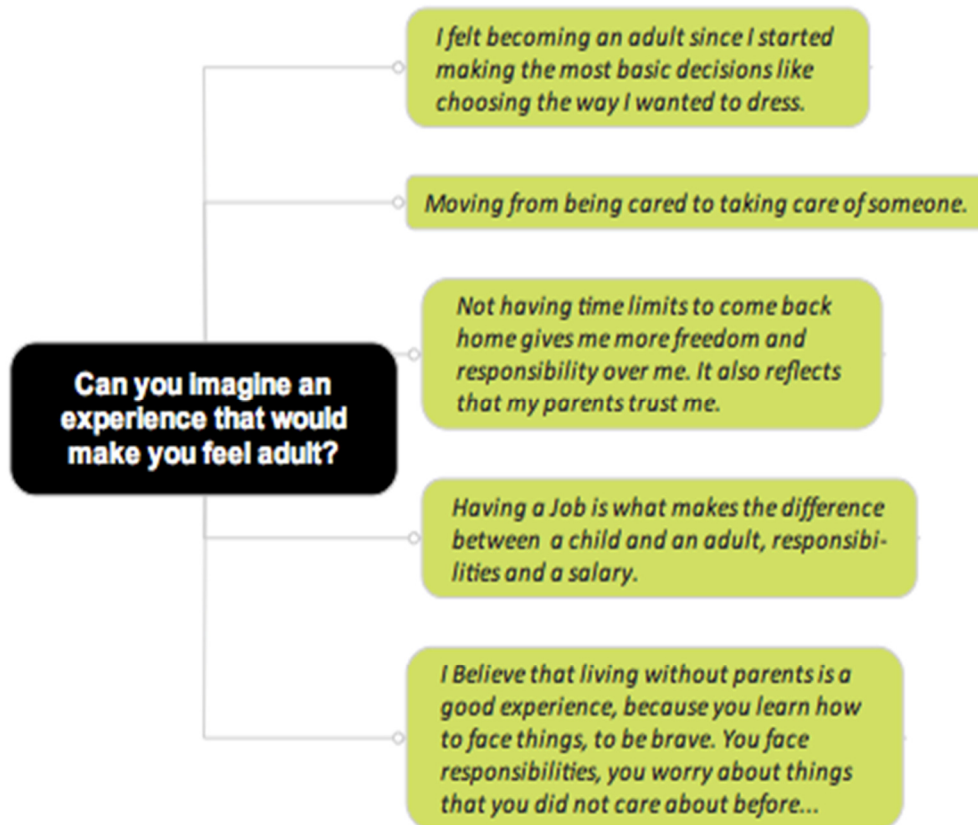
Facilitate diverse and positive models

- “For me is essential to have models different from those they have at home”.
- “We know 2 or 3 young people who are the oldest of the group and who came from Morocco when they were children. They didn't speak Spanish or Catalan, but they took the reins and now they do many things that they didn't before, and sometimes we tell other young people to talk to them. They are positive references, a little older and who have taken a step forward in their lives.”



Survey

These are some of the significant literal extracts of the survey sessions to each question we worked on:



Have you thought about why you chose this experience?

- I have more responsibilities and fewer limits.*
- I see more difficulty in things and more tasks than before.*
- Because socially it is perceived as a matter of adults.*

Are there specific knowledge or skills relevant to this experience?

- Knowing how to manage your own money. Sometimes I find difficult knowing how to share it among family, friends and for oneself.*
- Knowing how to take care of yourself.*

Are there any specific values that dictate this experience?

When you become an adult you have to learn how to tolerate diversity, because you start relating to more people than you did before.

Responsibility, commitment and effort are the basic pillars to start changing your life. Indispensable for every adult.

The flexibility, to take on different challenges and adapting to them.

The more patience you have, the better you do things.

Being able to accept frustration as a part of life, while you continue fighting for your goals and knowing that there are several ways to reach them.

Be responsibly free.

Being responsible and following the rules so society can trust you.



Can you support someone younger who will experience the same adult experience?

Yes, explaining examples but at the same time leaving a space for their own initiative.

Explaining them how they should not be treated by others, and letting them to discover and explore their surroundings.

Guiding, but without saying or choosing what they should do.

I would tell him not to be impulsive; that it is necessary to think more and to become aware that things are difficult in this phase.

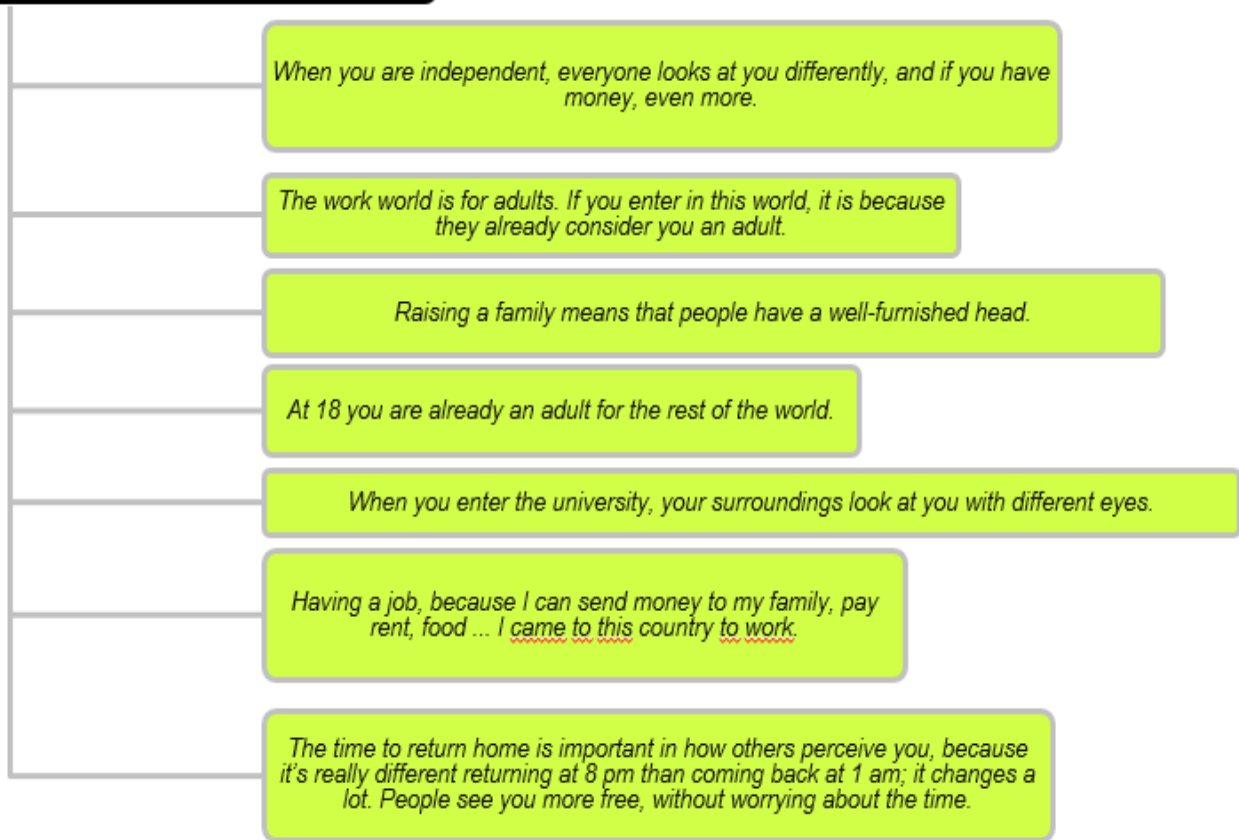
Tell him that the most important thing is to study. There is time for everything and it is important not to pretend to cover everything at once.

Giving advice, but supporting and respecting the decision of the other person.

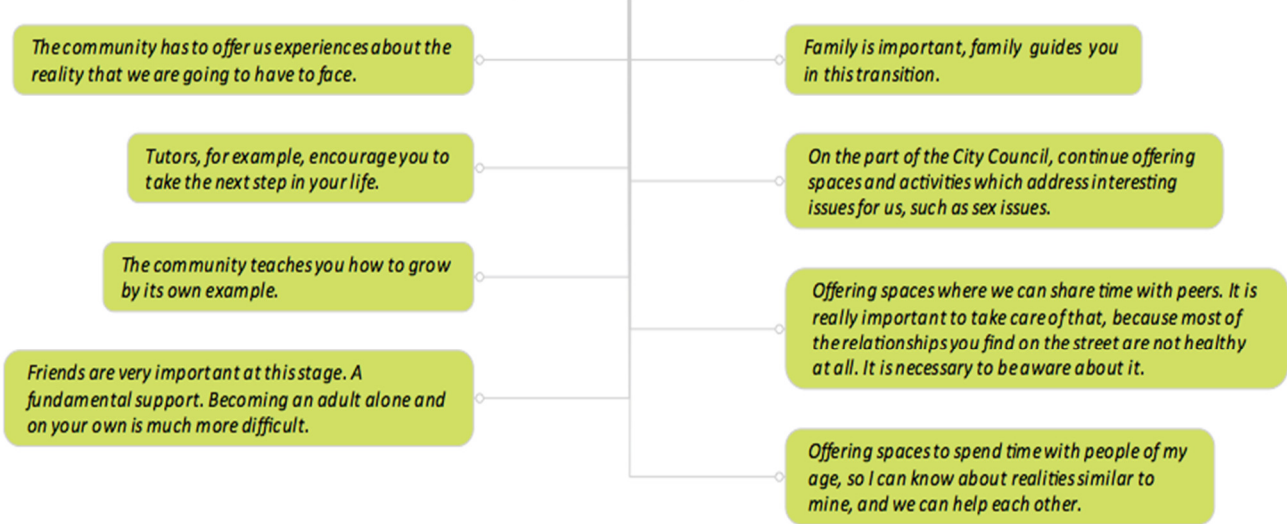
I would tell them to learn to be patience. Telling them that freedom is easy to achieve but that it is necessary to have confidence with your mother and adults of reference.



Can you imagine an experience that would make people around you see you as an adult?



Can the community support adulthood experiences?



Are there any values that you consider useful to govern the adulthood experiences created by the community?

Hope. My family always says "you can do it", "don't give up", and they give me a lot of support which really helps.

Family will be always there. Their confidence is for real.

The relationship with my community. I feel very close to my neighbourhood and I feel that everyone can help me.

My family has always instilled me the value of responsibility.

In my religion (Muslim), community has great value. My religion gives me the bases on what is right and wrong, and it helps me to be a better adult.

The sacrifice has been always present in my environment. Helping is to giving others your time, and that is always a sacrifice.



Where we meet the participants?

IES Consell de Cent	120
IES Anna Ravell	16
IES El Bosc de Montjuïc	13
IES XXV Olimpiada	8
Institut del Teatre	3
Others (on the street*)	69
TOTAL	229

IES: Secondary Educational Centre.

Sample description - participants



GENDER	Total	%
Female	126	55,0
Male	98	42,8
Other	5	2,2
Total	229	100



AGE	Total	%
15 years	59	25,8
16 years	55	24,0
17 years	64	27,9
18 years	33	14,4
19 years	17	7,4
20 years	1	0,4
Total	229	100

GRADE	Total
2º ESO*	1
3º ESO	19
4º ESO	64
1º Bach	79
2º Bach	36
Formative and professional cycles.	13
University	3
Doesn't work/Has finished studies.	10
Has a job	2
Doesn't answer	2
Total	229

*Had to repeat the year.

ESO= Secondary Obligatory Education. // Bach= High Secondary School.

126 girls and 98 boys participated at the surveys, most of them between 15 and 17 years old and currently studying at High School.



Results - quantitative data

Kahoot Experience

Question	YES	NO	SUM	No answer*
Can you imagine an experience that would make you feel adult?	217	12	229	0
Have you thought about why you chose this experience?	197	21	218	11
Are there specific knowledge or skills relevant to this experience?	183	23	206	23
Are there any specific values that dictate this experience?	132	64	196	33
Can you support someone younger who will experience the same adult experience?	191	35	226	3
Can you imagine an experience that would make people around you see you as an adult?	188	38	226	3
Can the community support adulthood experiences?	167	32	199	30
Are there any values that you consider useful to govern the adulthood experiences created by the community?	84	99	183	46

*Because they didn't want to, or didn't have time to answer.



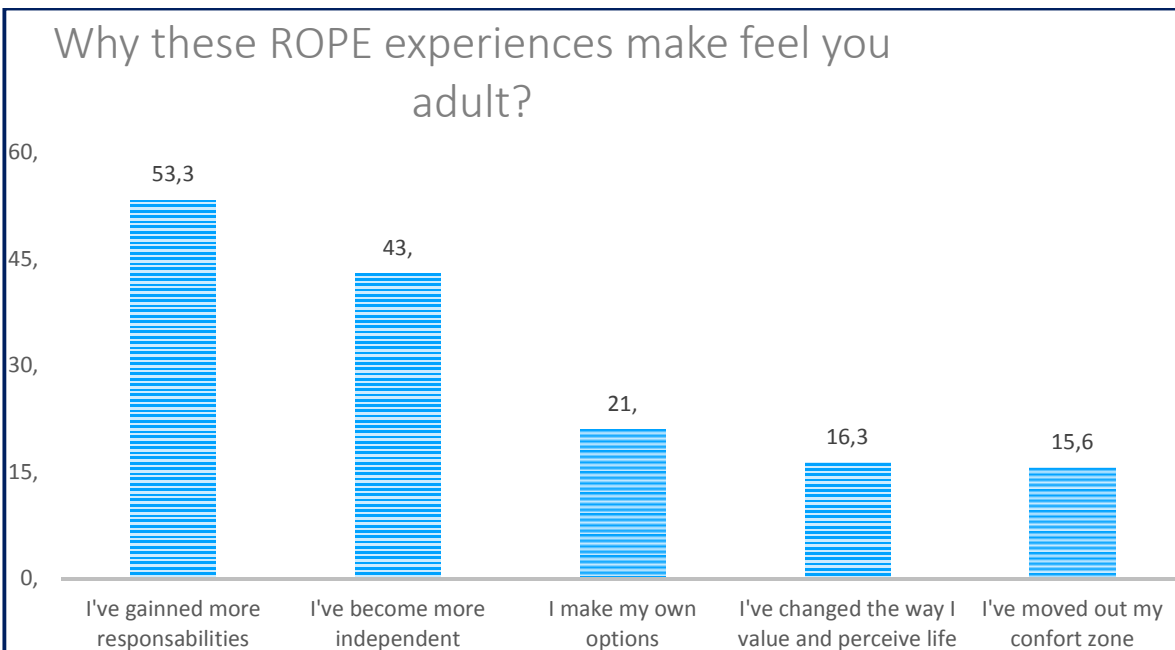
ROPE Experiences

ROPE Experiences	Female	Male	Others	Total
First work experience.	45	37	2	84
Feeling more responsibilities.	38	23	4	65
No having a fixed timetable to come back home.	34	26		60
Face life problems by myself.	34	23	3	60
Physical changes.	27	24	4	55
Taking care of others.	38	16		54
Going to a new Educational centre.	29	16	3	48
Gaining economic independence.	23	18	2	43
My first travel with friends.	27	8		35
The death of someone close to you.	20	13		33
Having my own room at home.	17	11	1	29
First experience with toxic substances.	11	5		16

Among other results, in this table are shown the most repeated ROPE experiences participants mentioned. Top 4 ROPE experiences are: First work experience, to feel having more responsibilities, being able to come back home later, or facing life problems by myself.

There is a significant gender difference in the experience about having to take care of others. In this case, girls more than boys, identify this experience more frequently as an experience of transition to adulthood.





**The number indicates the percentage of total participants that shared the answer (it was a multioption question)

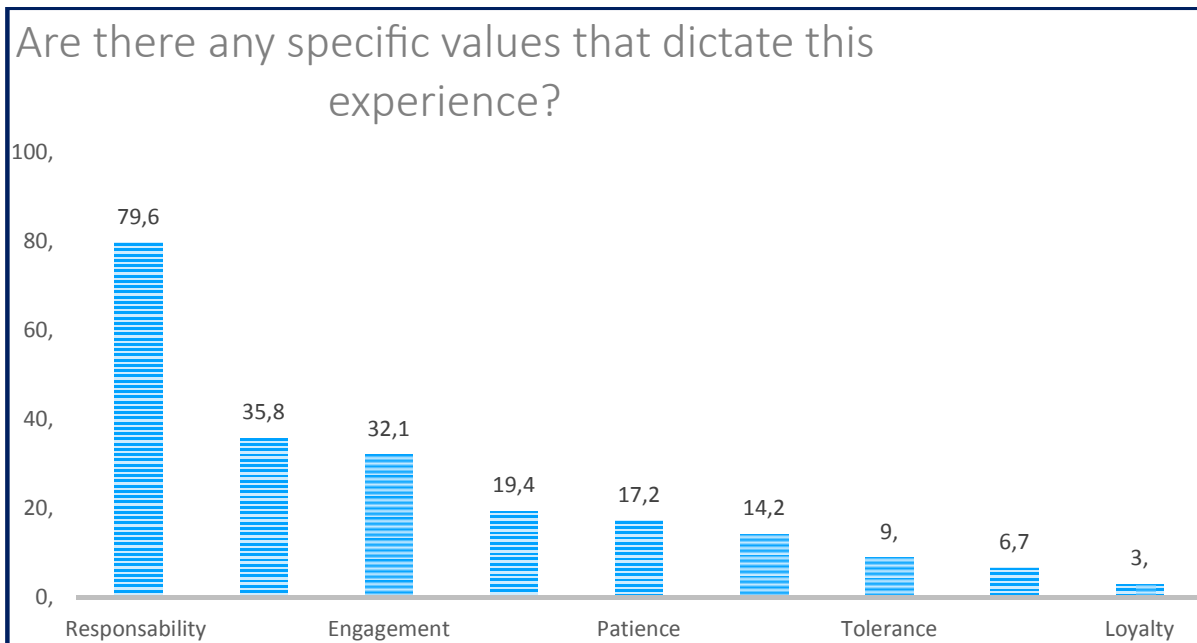
Most of the participants, between other reasons, feel that the experiences mentioned before have made them come of age because they have gained more responsibilities and because they have become more independent.



**The number indicates the percentage of total participants that shared the answer (it was a multioption question)



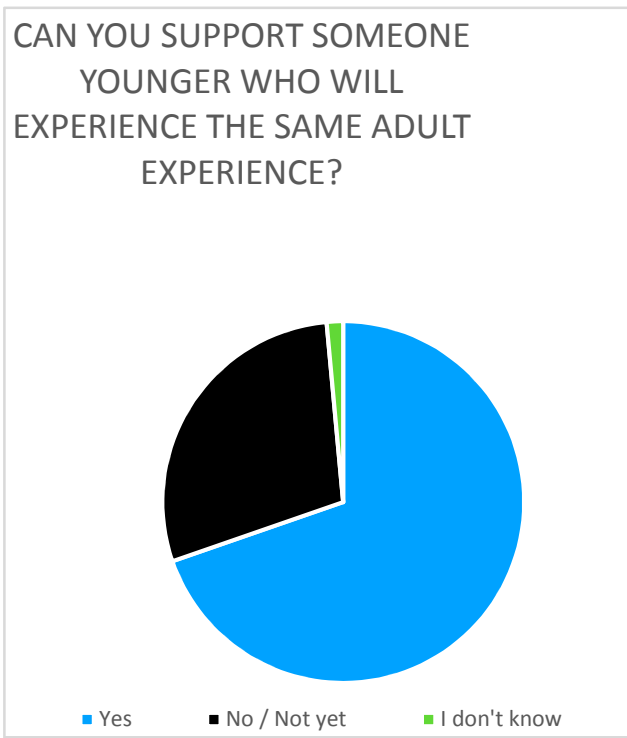
Participants indicated that having the capacity of making decisions, and having organisational skills are both important knowledge to have to undertake these type of experiences.



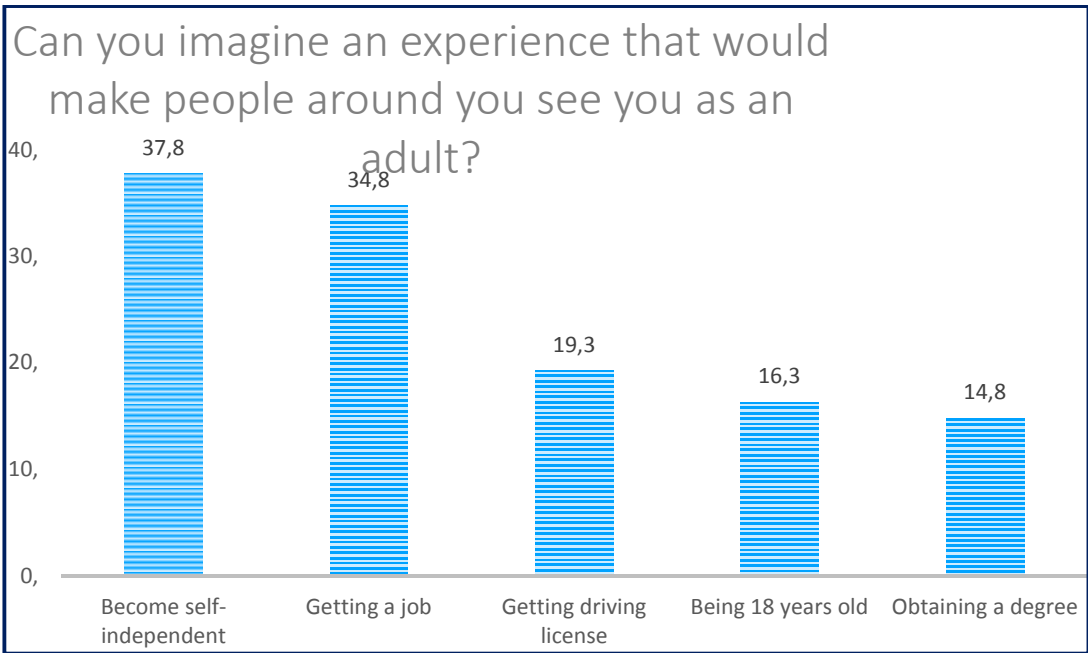
**The number indicates the percentage of total participants that shared the answer (it was a multioption question)

The value that adolescents identify in order to dictate these ROPE experiences is the responsibility; followed by striving, engagement and overcoming.



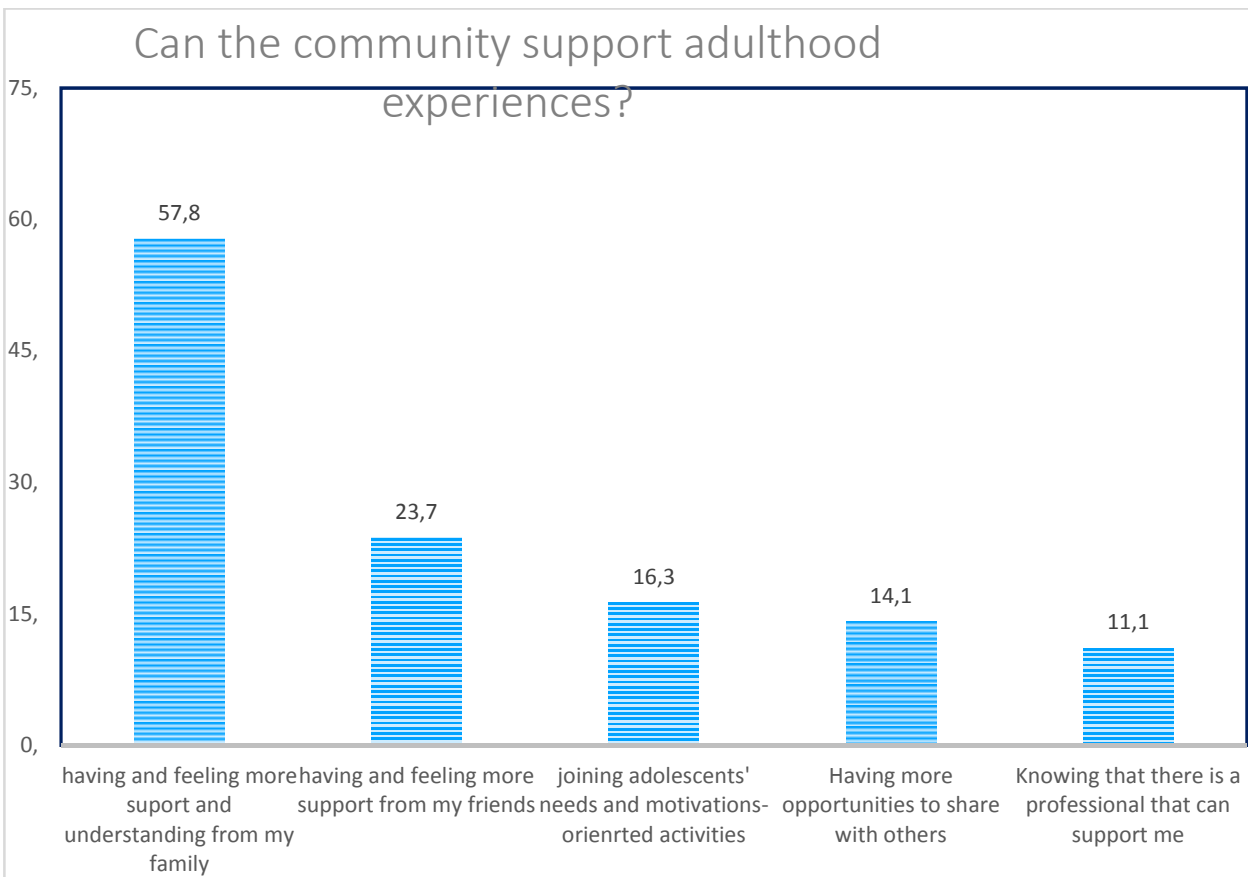


69,62% think that they can or could support someone younger to face the same adult experiences. 28,8% thinks he/she is not ready yet or that they cannot.



**The number indicates the percentage of total participants that shared the answer (it was a multi-option question).

Participants consider that becoming self- independent and getting a job are both the top experiences that adults perceive as experiences about coming of age.



**The number indicates the percentage of total participants that shared the answer (it was a multioption question).

Most of the participants identify that the main community support is family understanding as a way to undertake ROPE experiences (57,8%).

