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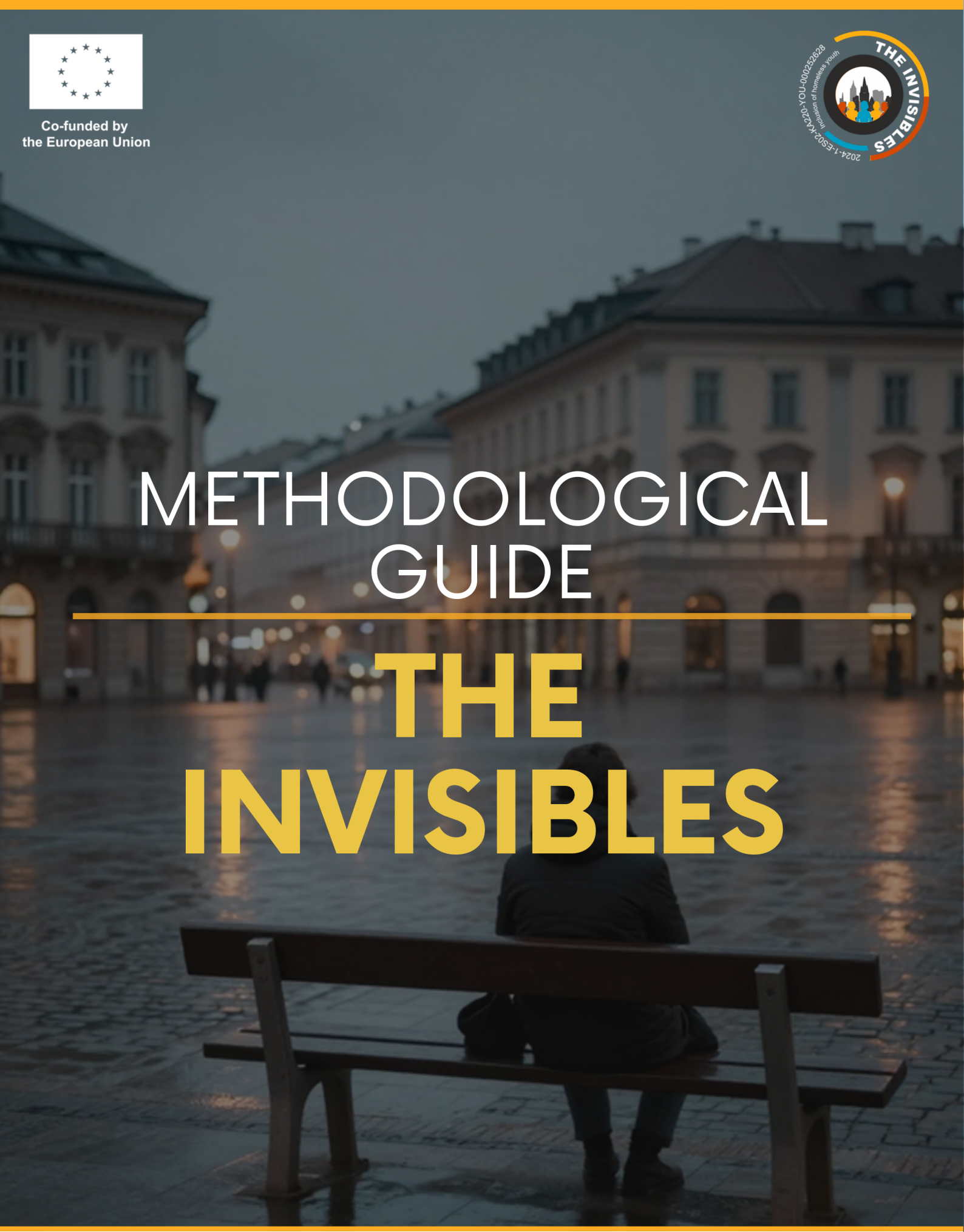
2024-1-ES02-KA220-YOU-000252628

METHODOLOGICAL GUIDE

THE INVISIBLES



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This document is the result of the Erasmus Plus project “THE INVISIBLES: INNOVATIVE TECHNOLOGY AND NON FORMAL DIGITAL TRAINING TO REACH THE INCLUSION OF HOMELESS YOUTH.” This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information it contains.

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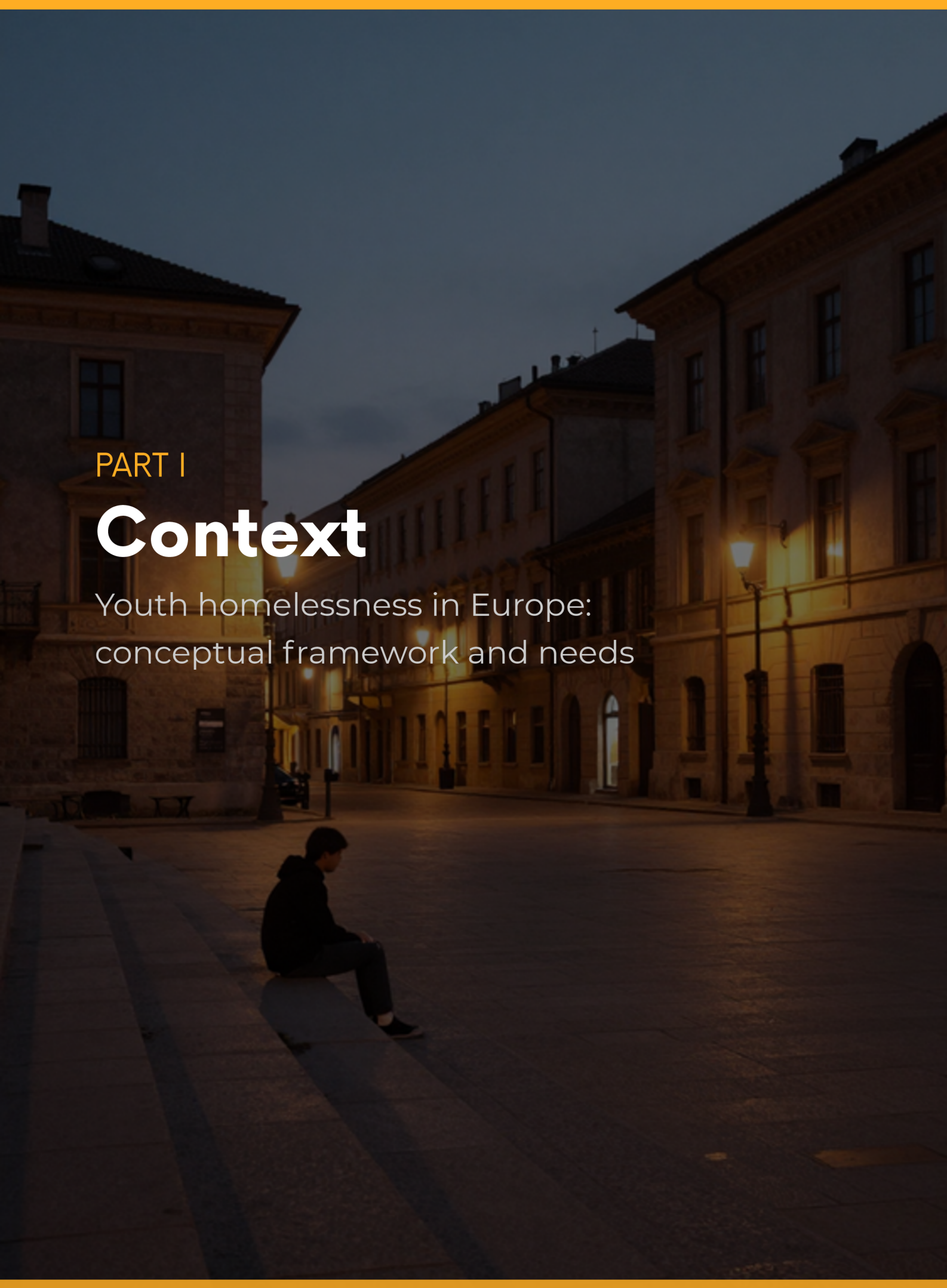


PART I

Context

Youth homelessness in Europe:
conceptual framework and needs

1.1. Context of Youth Homelessness in Europe

21,1%

Most of the homeless people are under 30 years old

35,4%

growth among 2012 and 2022

51.1%

of homeless people is under 45 years old (Spain)

Available data show that youth homelessness is a growing and particularly worrying phenomenon. In Spain, according to the National Institute of Statistics (INE), 21.1% of homeless people are under 30 years old. According to studies by FEANTSA and EAPN, this number can double. Homelessness is increasingly common among young people, with an increase of 35.4% between 2012 and 2022 (INE, Survey on Homeless People, 2022).

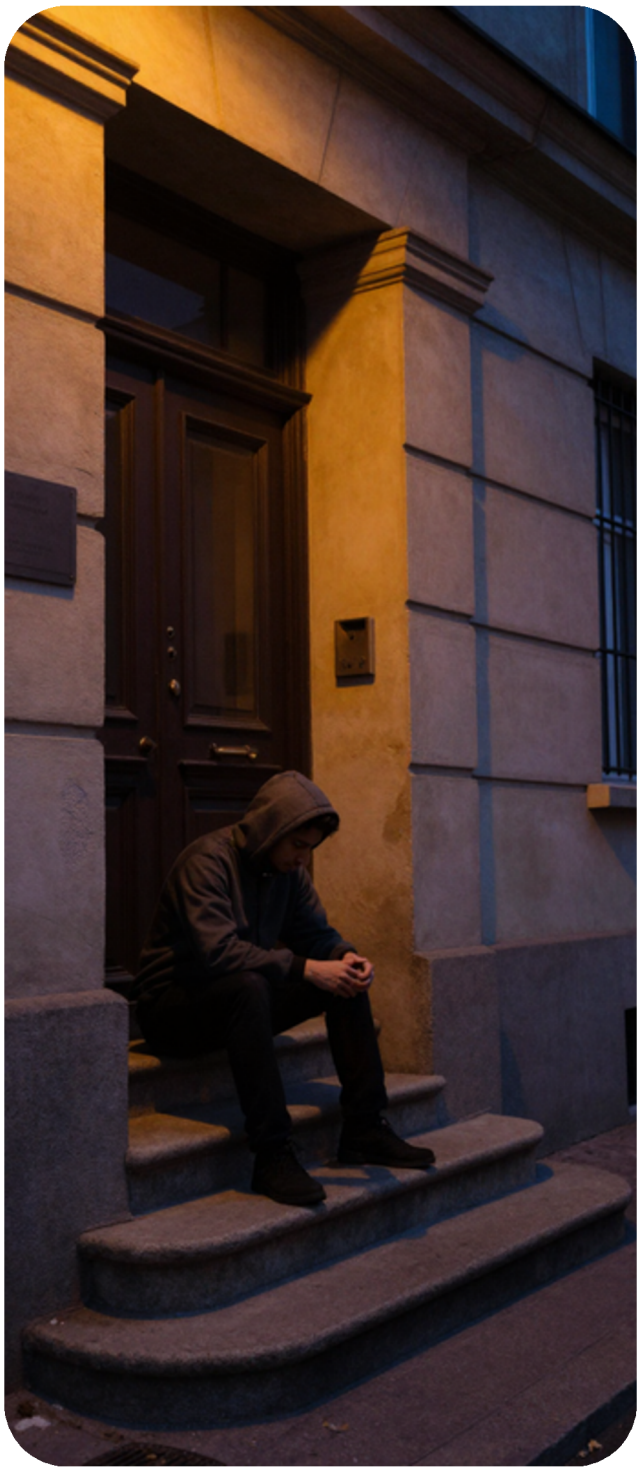
At the European level, currently more than 25% in Europe (United Nations Free & Equal) of the 4,000,000 homeless people in Europe (according to data from the European Parliament in resolution 2020/2802), 50.1% have Spanish nationality and almost a third are young people aged 18 to 30.

The situation of these young people (over 18 years old) varies greatly depending on the country they are in and their country of origin. According to the National Institute of Statistics (INE) in Spain, 51.1% of homeless people are under 45 years old. Among the homeless foreign population, there is a higher proportion of young people between 18 and 29 years old (68% compared to 34.3% of Spaniards).

According to a 2022 study published by FEANTSA[1], young people between the ages of 18 and 29 represent between 20% and 30% of the homeless population. These young people find themselves on the streets due to a combination of factors (including a history of poverty, abandonment, displacement, or loss of family).

According to FEANTSA Youth's 2022 report "Youth Work to Make Housing First for Youth...WORK!"[1] homelessness does not only mean sleeping on the street or living in a shelter, but is a form of exclusion that prevents young people from enjoying their right as citizens to adequate, safe, stable and dignified housing.

It should be noted that this concept does not include any young person who still lives with their family or who, for economic reasons, cannot buy a house or rent a room or apartment.



Homelessness arises when the ability to choose disappears. That is, when a young person loses control over where they live, depends on unstable or imposed solutions, or finds themselves at risk of losing their housing without having alternatives.

> ***FEANTSA YOUTH points out that the key is not the absence of a roof over one's head, but the absence of a home in terms of autonomy, stability, and security.***

There are many examples that illustrate this situation. For example, young people who are forced to string together periods of "couchsurfing," that is, the practice of "surfing" or jumping from couch to couch or house to house to have a place to sleep temporarily in the homes of friends or relatives without any guarantee of being able to continue in the medium or long term.

Another example is that of young people who must rely on temporary or emergency resources such as shelters, hostels or reception centers.

When we talk about homeless youth, we are referring to a diverse group whose experiences do not match the image of adult homelessness.

Analyzing the context of youth homelessness involves recognizing that it is a phenomenon with its own characteristics, distinct from adult homelessness, and that it requires intervention methodologies adapted to its reality. Factors such as age, the transition to independent living, the absence of support networks, economic and administrative barriers, and multiple forms of discrimination decisively influence their trajectory and their possibilities for social inclusion.

In this context, profiles such as the following are often identified:

Deinstitutionalized youth

Those who, upon reaching adulthood, must leave the social services system without support networks, with insufficient income or unstable housing alternatives.

Young people rejected by their families

They are young people who have been expelled from their homes or who have had to flee from them due to discrimination, intolerance, LGBTQ+phobia, among other causes.

Young migrants and refugees

They are young people who have had to leave their countries due to conflicts, wars... and who face various obstacles such as complex administrative processes, situations of cultural isolation, language barriers...

Young people fleeing violence and abuse

Especially young women who are escaping from contexts of gender violence or family abuse.

1.2. Marco Conceptual

When we talk about homelessness, it cannot be understood solely as the absence of housing, but as a dynamic process of extreme social exclusion. It involves several factors:

STRUCTURAL

- The housing market
- The inefficiency and ineffectiveness of social protection models or support systems
- The job market
- The laws and social policies of the territory
- The opportunities of the social context.

RELATIONAL PROBLEMS

- Family conflicts
- Community conflicts
- Breakdown of family and community networks.

PERSONAL LIFE SITUATIONS

- Physical and mental health
- Life trajectories marked by vulnerability.

Bearing this in mind, homeless people constitute a highly heterogeneous group, with diverse and changing life paths and differentiated needs among those who suffer this situation.

This diversity of situations requires flexible, graduated responses adapted to the different moments of the exclusion process, as well as avoiding rigid categories.

This leads to problems when it comes to performing a profile analysis, which is why one of the ways to unify criteria was the creation of the ETHOS typology.

The FEANTSA ETHOS typology is a key tool for understanding different situations of residential exclusion. This typology is especially useful for street outreach teams.

Usefulness of the ETHOS typology

For street intervention teams, the ETHOS typology facilitates:

> The identification of priority profiles and situations.

> Planning realistic intervention itineraries.

> Coordination with residential and community resources.

ETHOS – European Typology on Homelessness and Housing Exclusion

Categoría conceptual		Categoría operativa		Situación residencial		Definición genérica
Sin techo		1	Personas que viven a la intemperie	1.1	En espacio público o externo:	Viviendo en las calles o espacios públicos sin un albergue que pueda definirse como vivienda
		2	Personas en alojamiento de emergencia	2.1	Albergue nocturno:	Personas sin un lugar habitual donde residir que hacen uso de albergues o centros de alojamiento de muy baja exigencia
Sin vivienda		3	Personas que viven en albergues y centros para gente sin hogar/alojamiento temporal.	3.1 3.2 3.3	Albergues para sinhogar Alojamiento temporal Alojamiento Transitorio Asistido	Donde se trata que la estancia sea corta
		4	Personas en albergues para mujeres	4.1	Alojamiento en albergue para mujeres	Mujeres alojadas por malos tratos y donde se intenta que la estancia sea a corto plazo
		5	Personas en alojamiento para inmigrantes	5.1 5.2	Alojamiento temporal/Centros de acogida Alojamiento para trabajadores inmigrantes	Inmigrantes de acogida o en estancia a corto plazo debido a su estatus de inmigrante
		6	Personas que saldrán de internamiento en instituciones	6.1 6.2 6.3	Instituciones penales Instituciones médicas Instituciones infantiles/hogares	No tenían vivienda antes de salir Se quedaron más tiempo del necesario por no tener vivienda No tienen vivienda (ej.18 cumpleaños)
		7	Personas que reciben ayuda a largo plazo (por sinhogarismo)	7.1 7.2	Atención residencial para personas sin hogar Vivienda asistida para personas antes sin hogar	Alojamiento a largo plazo para personas que necesitan ayuda, a menudo gente que antes era sin hogar (normalmente más de un año)
	Vivienda insegura	8	Personas que viven en alojamiento inseguro	8.1 8.2 8.3	Temporalmente con familia/amigos Sin alquiler legal Ocupación ilegal de terreno	Viviendo en un vivienda normal aunque no el usual lugar de residencia debido a falta de vivienda Ocupación ilegal de un lugar Ocupación de un terreno sin derecho legal
		9	Personas que viven amenazadas por el desahucio	9.1 9.2	Orden dictada (alquiler) Embargo (propiedad)	Ordenes de desahucio operativas La hipoteca va a ser ejecutada
		10	Personas que viven bajo amenazas violentas	10.1	Incidentes denunciados policialmente	La policía toma medidas para garantizar un lugar seguro para las víctimas de violencia doméstica
	Vivienda inadecuada	11	Personas que viven en estructuras temporales/no convencionales	11.1 11.2 11.3	Casas móviles Edificios no convencionales Estructuras temporales	No pretenden que sea la vivienda habitual Autoconstruido como chabolas o chozas Estructuras semipermanentes como chabolas
		12	Personas que viven en viviendas inadecuadas	12.1	Edificios ocupados no aptos para habitar	Definidos como no habitables por la ley
		13	Personas que viven en lugares masificados	13.1	Superan la ley nacional sobre masificación en viviendas	Por encima de las normas nacionales de hacinamiento

Nota: la estancia a corto plazo se define normalmente como menor a un año; a largo plazo más de un año.
Esta definición es compatible con las definiciones del censo como recomienda el informe UNECE/EROSTAT de 2006

ETHOS Table: European Typology of Homelessness and Residential Exclusion (FEANTSA).

1.3. Modelo CONTINUUM OF CARE

When we talk about the Continuum of Care model (the ladder model), we must recognize that it has historically been one of the most widely used approaches in providing care to homeless people, especially in the European and Spanish contexts. Despite the criticism it has received in recent decades and the emergence of alternative models such as Housing First, the Continuum of Care remains a key reference point for resource allocation, as it currently forms the basis of the traditional care system in most regions, particularly in open-environment interventions and in low- or no-demand facilities for the person being cared for.

This Continuum of Care model is based on the idea that social and residential inclusion is a progressive process, requiring the gradual improvement and overcoming of different demands and stages.

This way of intervening with homeless people is traditionally called the ladder model because these stages are usually organized in the form of "steps", which go from attending to basic needs to access to independent housing.

Fundamental principles

1

Progressiveness of the inclusion process

Generate inclusion pathways that range from basic requirements such as self-care and meeting basic needs, to requirements such as personal administrative self-management, management of relational issues, or training and development requirements for professional performance.

2

Gradual acquisition of skills

The person takes as a reference the accompanying professionals in their itineraries and carries out actions of emotional management and social skills, which are more abstract aspects and require a stable relational link between professionals and users.

3

Conditionality in the itinerary

The consideration in the social inclusion pathway or in the support for life project management: conditionality and compliance with requirements in certain phases.

4

Ongoing professional support

Constant monitoring by professionals who accompany the person throughout their social and residential inclusion process.

In the case of homeless youth:

In the case of young people, the progressive increase in the demands of the program is especially relevant, as many of the young people served have not completed the basic socialization processes that adults go through. The initial phases of the program should focus on meeting basic needs and learning daily habits related to self-care, living together, and managing time and tasks.

The requirements should be incorporated progressively, linked to personal and administrative self-management, such as:

01

The processing of documentation

02

The management of economic resources

03

Managing institutional appointments or actively participating in their own intervention plan

Later on, the requirements may be geared towards:

01

The training

02

Job placement

03

Preparation for an autonomous life, understanding emancipation as a supported process and not as an immediate goal.

Ongoing professional support

The role of the professional takes on a significant relational dimension, especially when young people lack stable adult role models.

Ongoing professional support is always a central element in interventions with homeless youth. Unlike other groups, young people may lack stable adult role models due to circumstances such as inherited family exclusion, giving the professional's role a significant relational dimension.

This support involves a constant and consistent presence, combining emotional support, educational guidance, mediation, and follow-up. The professional relationship allows for the maintenance of change processes that, in many cases, are characterized by advances and setbacks, specific crises, and difficulties in managing frustration.

Furthermore, continuous support facilitates coordination between the different resources of the itinerary (street intervention, residential resources, training, employment) ensuring a perception of continuity and coherence on the part of the young person.

Skills Acquisition

The acquisition of personal and social skills is one of the central pillars of the Continuum of Care applied to homeless youth. In this population, intervention is not solely focused on resolving housing issues, but rather on the comprehensive development of skills for adult life.

Emotional management

Impulse regulation

Social skills

Conflict resolution

decision making

Many of these skills—emotional management, impulse control, social skills, conflict resolution, and decision-making—are abstract in nature and are not acquired through formal instruction, but rather through sustained relational processes. In this sense, support professionals become significant role models, facilitating implicit learning, modeling behaviors, and building a positive adult identity.

Personal stability

It is not measured by the absence of crisis

Personal stability in young people is not measured solely by the absence of crises, but by their progressive ability to anticipate consequences, take responsibility, and ask for help when needed. This process requires ample time, tolerance for mistakes, and an educational approach that understands experimentation and error as part of learning.

Key: Long timeframes, tolerance for error, and an educational approach that understands experimentation and making mistakes as part of learning.

1.4. Obstacles and needs of youth homelessness in Europe

Young people experiencing homelessness face a range of obstacles that directly affect their access to fundamental rights, their emotional well-being, and their autonomy. While not all young people experience the same barriers or in the same way, it is common for several factors to combine. Below, we present the main obstacles they face:

ECONOMIC OBSTACLES

Lack of economic resources is one of the difficulties faced by homeless youth; irregular income, lack of savings in many cases, dependence on government aid are some of the situations that prevent them from accessing decent housing.

LACK OF SUPPORT NETWORKS

Although not all homeless youth face this obstacle, many have become homeless after experiencing difficult family environments, broken relationships, or a lack of adult role models to guide and support them. Many of these young people, as explained in the previous section, have had to flee their homes or have been expelled due to discrimination, LGBTQ+phobia, gender-based violence, and other forms of discrimination. Therefore, they lack support networks at both the institutional level (public welfare systems) and the personal level (family, friends, etc.).

DISPLACEMENT

For many homeless youth, especially those who have had to flee their countries due to conflict or war, displacement is a direct consequence of this situation. The experience of fleeing their countries and being separated from their families often forces these young people to constantly restart their search for resources, break ties, and adapt time and again to new environments. Furthermore, the interruption of social inclusion and intervention programs by associations and NGOs sometimes leads to a lack of rootedness.

BARRIERS TO HOUSING ACCESS

Furthermore, it should be noted that the housing situation in many European cities adds to the economic obstacles for these young people, as prices are very high (requiring a deposit of one or two months' rent, the current month's rent, a month's rent in advance, etc.) and access requirements are increasingly stringent, including demands for documents proving regular payments. Added to this are the prejudices many people hold against homelessness, creating an even greater difficulty in finding decent housing and escaping their situation of homelessness.

DIFFICULTIES IN ACCESSING EMPLOYMENT

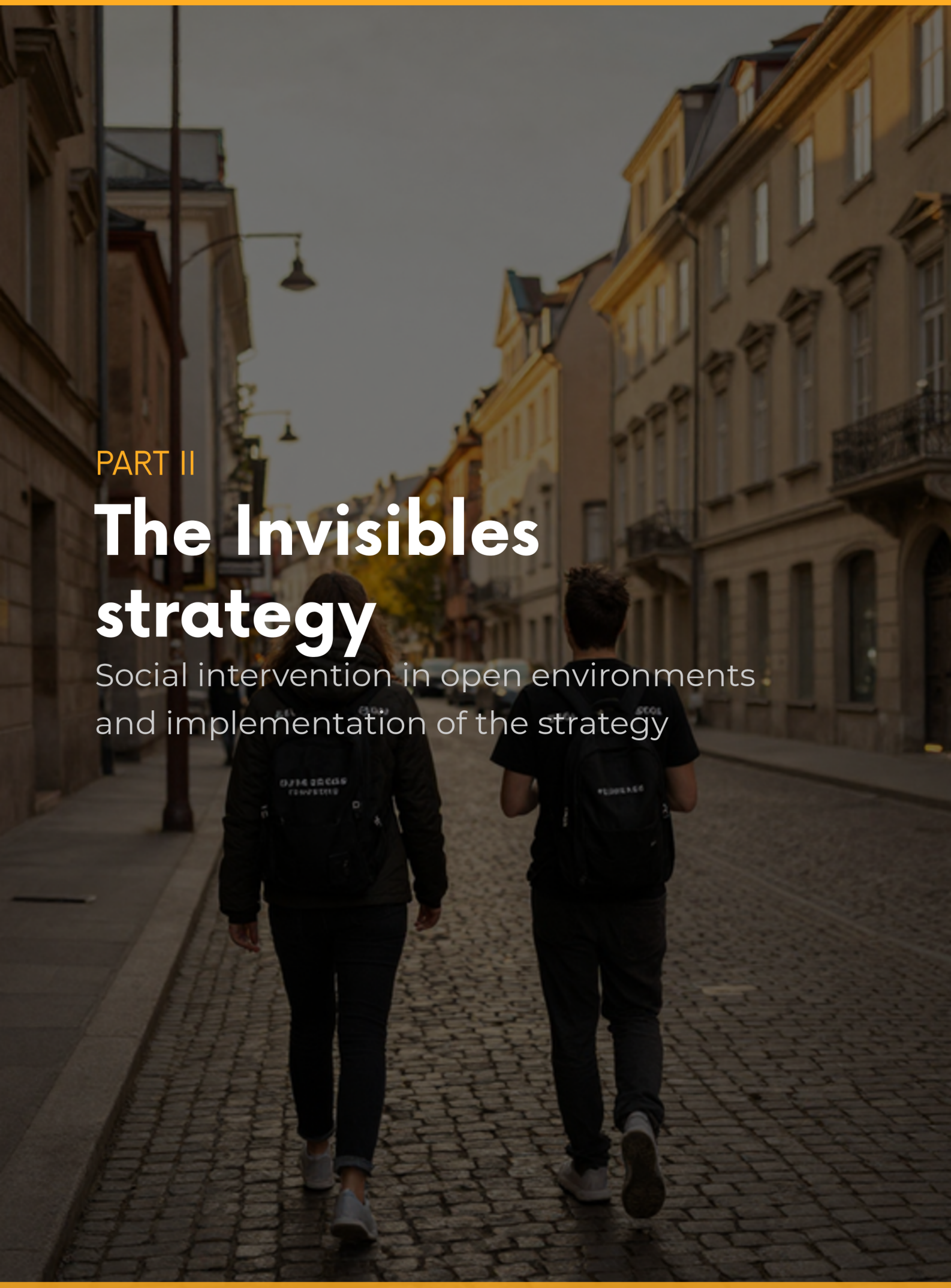
These difficulties may be due to several factors related to other obstacles they face: lack of housing, irregular administrative situations, lack of formal education... However, the absence of formal employment considerably reduces the ability of these young people to access decent housing.

LINGUISTIC BARRIERS

For some of these young people, not knowing the language of their host country presents an immediate barrier to daily life, hindering communication with essential services, social workers, administrative procedures, healthcare professionals, and employers, as well as making it difficult to participate in community activities. These are young people with the capacity to learn new languages, and with great enthusiasm, but they require support to overcome these barriers.

MULTIPLE DISCRIMINATION

Young people experiencing homelessness often face multiple layers of discrimination: age, origin, gender identity, sexual orientation, immigration status, etc. Although young people can suffer discrimination regardless of their housing situation, it is often intensified for young people experiencing homelessness, as they are frequently wrongly associated with problematic behavior, irresponsibility, or other societal stigmas surrounding homelessness. All of this can lead to difficulties accessing opportunities and housing, and negatively impact their emotional well-being.



PART II

The Invisibles strategy

Social intervention in open environments and implementation of the strategy

In order to fully understand the situation of young people experiencing homelessness, as well as their needs and how we respond to them, we must consider the generic aspects of social intervention with homelessness, since we are not talking about a homogeneous population that shares common characteristics, but rather the common characteristic that they share among themselves regardless of whether they are young, women, disabled or elderly, is the lack of a home.

Intervention with homeless youth is situated at the intersection of residential exclusion, structural poverty, health problems, loss of social networks, and limitations of social protection systems.

For this reason, we understand that intervention with homeless youth is one of the most complex fields of social action/social intervention, as it lies at the intersection of residential exclusion, structural poverty, health problems, loss of social networks, and the limitations of social protection systems. Intervention models not only guide professional practice but also serve as a compass and guide for social action and professional practice with this population group and its specific circumstances.

This guide aims to provide a practical framework, grounded in theory and supported by concrete examples, for intervention with homeless youth using THE INVISIBLES strategy. It is intended for professionals in social work, social education, social integration, psychology, and other disciplines involved in direct social intervention.

Addressed to:

Social work **Social education** **Social integration** **Psychology** **Other disciplines**

A practical framework, theoretically grounded and with practical examples implemented, for intervention with homeless youth using THE INVISIBLES strategy.

2.1. Strategy Description

THE INVISIBLES is a methodological strategy for social intervention in open settings designed to promote the inclusion of homeless youth through the integration of non-formal education, technological innovation, and collaborative work among professionals from different disciplines. The strategy responds to the need to adapt intervention processes to the current reality of this group, incorporating the AI-INCLUSION system as a central component, expanding the range of services offered, and facilitating continuous access to resources and support services.

Technology does not replace social intervention, but rather complements it, expanding the possibilities of care and promoting greater autonomy for participants.

Unlike traditional intervention models, THE INVISIBLES incorporates technology as a cross-cutting element throughout the entire support process. The strategy is implemented using the AI-INCLUSION device, an artificial intelligence-based technological solution designed to facilitate young people's access to information, resources, and support services, while simultaneously reinforcing the intervention provided by professionals. In this way, technology does not replace social intervention, but rather complements it, expanding the possibilities for support, fostering ongoing communication, and promoting greater autonomy for participants during their inclusion process.

Phases of the intervention itinerary

In accordance with the Transition Scale Intervention Model in the Fight against Homelessness, THE INVISIBLES structures the intervention process in a journey composed of three progressive phases that accompany the young person from attending to their most immediate needs to their social and labor inclusion.

1

Phase 1: Primary Care
First phase of primary care, focused on reception and coverage of basic needs

2

Phase 2: Social Integration
Second phase aimed at promoting social integration processes

3

Phase 3: Job training
Third phase aimed at developing skills and job training processes through non-formal education methodologies.

In all of them, the AI-INCLUSION device constitutes the technological support that facilitates accompaniment, communication between young people and professionals and continuous access to resources and services throughout the intervention process.

THE INVISIBLES represents a new approach to the inclusion of homeless youth by integrating social intervention, non-formal education, and technological innovation into a single methodological strategy. The combination of the AI-INCLUSION platform with the coordinated work of social workers, youth workers, technology organizations, researchers, and the young people themselves enables the development of more accessible, continuous support processes tailored to the real needs of this group, strengthening their autonomy and promoting their social and professional inclusion.

2.2. Principles of social intervention in open environments

Social intervention in open environments is the starting point of THE INVISIBLES strategy. Through this approach, outreach teams establish initial contact with homeless youth in their own communities, beginning a support process based on trust, respect, and active participation. This initial contact allows teams to understand each young person's reality, identify their needs, and build the necessary connection to begin an inclusion pathway tailored to their individual circumstances.

In this context, the AI-INCLUSION device complements face-to-face intervention, facilitating the continuity of support and access for young people to resources and support services beyond the moments of direct care.

The Street Team Intervention

Within the framework of street intervention, it fulfills key functions:

1. **Detection and contact**

   Detection and contact with people experiencing homelessness. Professionals identify and approach people in this situation, demonstrating an interest in understanding their realities and carrying out close, hands-on work, capable of detecting immediate needs and providing faster responses than the wait-for-demand model.

2. **Initial assessment**

   Initial needs and risk assessment. An initial needs and risk assessment can be carried out in the field of action itself, allowing the detection of situations that are not possible to detect in closed spaces and allowing the person to be seen in the environment and their relationship with it.

3. **Accompaniment**

   Support in the first steps of the process.

Outreach in the community represents the initial contact, serving as the gateway between the social services system and the most disconnected homeless individuals. Its purpose is not merely to refer them to resources, but to build a professional relationship based on trust, respect, and recognition of their personal autonomy.

Detection, presence and professional linkage

Street outreach does not begin with a continuous professional presence, allowing social workers to approach individuals and make themselves visible in the community with the primary goal of building a relationship based on trust. Numerous studies agree that people with long histories of homelessness exhibit a deep distrust of institutions, stemming from previous experiences of rejection, punishment, or abandonment, as well as from interventions heavily focused on reciprocal obligations and the temporary nature of resources for meeting basic needs.

Following the principles of this model, the individual must recognize the team as a stable support system. Low or no demands beyond respect for professionals, civility, and a non-directive approach (horizontal intervention) and respect for individual timelines are key principles.

Professional intervention focuses on gradual contact, active listening, observation of the context, and identification of unmet basic needs. These technical approaches to building rapport should not be forced or rushed, as premature contact aimed at referral can generate resistance and disrupt the process, giving the impression that the intention is to provide a quick response rather than to try to understand the person's reality and perspective on their problems and expressed needs.

Shared assessment and diagnosis

Once a successful approach has been made, and when we have a clear indication of having established a minimal connection, a phase of social assessment begins. This phase should be understood as a gradual and dynamic process, constantly evolving and ongoing throughout the time we provide care to individuals. In street outreach, the assessment is not made at a single point in time or using rigid instruments, but rather through the accumulation of information gathered during daily interactions.

The objective is to understand in a systemic way the overall situation of the person, such as: their residential/housing history, their physical and mental health status, possible substance use, the existing social network and previous experiences with social protection systems, the reasons why they lack support or a home, the time in that situation or the times they have ended up in a situation of homelessness.

The social diagnosis should be shared within the team and, as far as possible, with the individual, avoiding paternalistic approaches. This approach fosters co-responsibility and reduces the risk of inappropriate interventions. This is called co-diagnosis.

We understand social co-diagnosis to mean:

The co-diagnostic process is based on comprehensive listening, encompassing classic empathic listening, double listening (the narrative process within the interview), and constructive listening. This three-pronged approach expands the possibility of conversations that not only focus on difficulties or problems but also consider what is working and the coping strategies people are using to resist and overcome challenging situations. Secondly, it constantly considers the strengths of individuals and families—the sum of knowledge, skills, competencies, abilities, experiences, dreams, hopes, hobbies, and relationships that individuals and families possess throughout their history and life story. Exploring strengths provides opportunities for dialogue that focuses on possibilities, self-esteem, resilience, support systems, and exceptions, thus enabling a shared exploration of the past and present.

Coverage of basic needs and low-demand resources

Meeting basic needs—food, hygiene, rest, and health care—should not be interpreted as an end in itself, but as a necessary condition to initiate processes of greater stability.
In these centers, interventions typically revolve around leisure activities and rebuilding relationships. Leisure is a key element in establishing relationships with the beneficiaries: daily newspapers and occupational workshops are often used as intervention tools because they do not generate rejection and facilitate participation and activity, thus helping to overcome the inertia that often accompanies people in situations of severe social exclusion. Interventions take place between working in the common area and brief meetings in the office or on the street.

Low-threshold resources help reduce the harm associated with homelessness and offer a safe space from which to continue intervention. The role of the outreach team is key in facilitating access, mediating with resources, and providing emotional support to the individual during a time that often generates anxiety and resistance.

Experience shows that simply having access to the resource does not guarantee continuity. Therefore, intensive follow-up at this stage is essential to prevent early dropouts.

Social support and situation containment

Forgetting the preventive character it also has, both with people who have just arrived on the street as well as those who arrive there due to other circumstances (disoriented elderly people, newly arrived immigrants, runaway children and adolescents, etc.), hence its direct relationship with social urgency.
In any case, it must be a team effort (with a dedicated space, away from the street, where objectivity, interdisciplinarity, support, supervision, backing, self-affirmation, etc., can be fostered). Everyone involved must conduct a comprehensive assessment and apply a networking methodology that includes the various organizations involved in the process. Aspects such as approachability, naturalness, trust, common sense, individualization, recognition of the other's dignity, respect, patience, commitment, creativity, consistency, continuity, imagination, flexibility, and sincerity must be inherent to social action in the street, with the aim of promoting the autonomy of the person being supported.

One of the actions involved in outreach work with homeless people is to provide companionship in order to build a connection between the individual and the outreach team. The goal is for the person to look forward to the team's visits. Establishing this connection allows the team to understand the various life experiences the person has on the streets. The team's presence should be a positive influence that, over time, can catalyze processes of improvement. And it is from this established connection that the person will decide whether or not they want to take steps toward improving their situation.

Conclusions and key points for professional practice

- Prioritize engagement and continued presence in the territory.
- Adjust the demands to the person's life stage.
- Document the intervention without excessive bureaucratizing it.
- Strengthening coordination between resources as the core of the Continuum of Care.
- Incorporate spaces for self-care and professional supervision.
- Assume the non-linearity of the processes as an inherent part of the intervention.
- Prioritize linkage over immediate referral.
- Adjust the rhythms to the person.
- Strengthen inter-institutional coordination.
- Taking care of professional teams.

2.3. Implementation of THE INVISIBLES strategy

THE INVISIBLES strategy is developed through an intervention itinerary structured in three progressive phases that accompany the young person from attending to their most immediate needs to their social inclusion and the strengthening of their opportunities for personal and professional development.

This itinerary is based on the principles of social intervention in the open environment described above, maintaining as essential elements the creation of a bond of trust, respect for individual rhythms, personalized accompaniment and the active participation of young people in their own inclusion process.

The strategy incorporates the AI-INCLUSION device as a tool to support the work of social entities, expanding the possibilities of accompaniment, facilitating the continuity of intervention beyond face-to-face meetings, and promoting easier access to resources, services, and opportunities adapted to the needs of each young person.

In this way, each phase of the program incorporates the AI-INCLUSION device progressively and in a manner adapted to the stage of the process the young person is at. Its use does not replace the intervention carried out by outreach teams and professionals from social service organizations, but rather complements it, reinforcing support and promoting greater autonomy throughout the inclusion process.

Intervention plan: three progressive phases

1

Phase 1 - Primary Care

- The link is established.
- Urgent needs are met.
- When there is a minimal relationship of trust, AI-INCLUSION is presented and access to the application is facilitated.
- The goal is not for the young person to use all the functionalities, but to begin to familiarize themselves with the tool and be able to maintain contact and access basic information.

2

Phase 2 - Social Integration

- AI-INCLUSION is becoming a commonly used tool.
- The young person begins to use it with greater autonomy to access resources, information and services while continuing face-to-face support.

3

Phase 3 - Training and inclusion

AI-INCLUSION is used as a way to access the resources and materials developed in the project to promote non-formal education processes, skills development and preparation for social and labor inclusion.

AI-INCLUSION does not replace social intervention, but rather complements it and reinforces the young person's autonomy.

01

Phase 1

Attention to Immediate Needs

Social emergency and crisis intervention

The first phase of THE INVISIBLES strategy aims to establish initial contact with the young person, address urgent social needs, and build the necessary connection to begin the inclusion process. During this stage, the intervention focuses on the active presence of the outreach team, the initial needs assessment, and the development of a trusting relationship based on respect and personalized support. Once this initial connection is established, and when the young person's circumstances allow, the AI-INCLUSION program can be gradually incorporated as a complementary tool to reinforce the continuity of support.

> *The intervention focuses on the active presence of the street team, the initial assessment of needs, and the building of a relationship of trust.*

Intervention in social emergencies involves crisis intervention, where the team's role is understood to be an assessment of the situation and a rapid response aimed at reducing the stressful events affecting the young person experiencing homelessness. This approach recognizes situations that arise unexpectedly for individuals and is based on an assessment of social vulnerability criteria, such as homelessness, gender, illness, lack of support, housing insecurity, violence or abuse, loneliness, eviction, or being a minor. The goal is to coordinate quickly and effectively, reducing response time to these situations and serving as a support system for those affected and a facilitator in these circumstances.

We talk about and emphasize the preventive effect of intervention in crisis situations because this type of intervention prevents greater exclusion problems from arising in young people suffering from homelessness, with the main goal of reducing the chronicity of the street situation in the young person.

People experiencing homelessness or social emergencies should be assessed and guided, trying to offer a quick and tailored response to their needs by going to the location and conducting on-site assessments and interviews (on the street itself).

This outreach team is responsible for monitoring and conducting street outreach, assessing each individual's situation and, based on the diagnosis, establishing an intervention plan tailored to their specific needs. This plan prioritizes needs while always considering each individual's vulnerability (gender, health status and any deterioration, time spent on the streets, knowledge of available resources and the surrounding environment, among other factors). Each individual will be monitored according to the outreach team's established methodology, which comprises four phases: initial contact, assessment, intervention agreement, and housing intervention.

1. Linkage **2. Diagnosis** **3. Intervention Agreement**

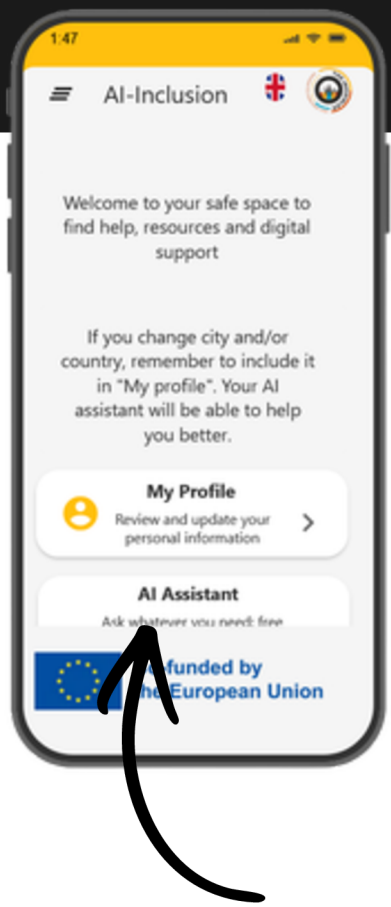
The bonding phase can begin within the first phase or stage of social integration, as Darío Pérez Madera points out, in the "Initial Contact" phase, which comprises actions such as: Creating Bonds, Reducing Harm, and Social Contact and Support towards the Care/Reception Network. Emphasis is placed on the bond created at the beginning of the intervention. This bond is then reinforced by the bond built during the intervention process (as reflected by the RAIS Foundation in "An Office Without Doors"): "The bond (...) is built in the development of the relationship."

The intervention phase, with a duration adapted to the characteristics of the young person being assisted, enables, among other things, the provision of basic services (hygiene, food, etc.) which complement the intervention and social support. In some cases, support from other specialized networks (addiction treatment, mental health, healthcare, etc.) may also be required. The street intervention process may conclude with referral and transfer from street intervention professionals to centers and resources within the homeless support network or supervised housing.

AI-INCLUSION in the first phase

Once an initial connection has been established and the young person agrees to begin a support process, the team can gradually incorporate the AI-INCLUSION device. During this first phase, artificial intelligence enables the young person to easily express their needs using their own language and receive immediate guidance toward the resources, services, and information best suited to their situation (food, shelter, clothing, social support, etc.). In this way, the device complements in-person intervention, ensuring that access to information and resources is not solely dependent on the presence of the outreach team.

The guidance offered by AI-INCLUSION, based on artificial intelligence, does not replace the assessment carried out by the professional team. Its function is to interpret the queries that the young person makes in natural language and offer personalized guidance towards the resources, services, and information that best meet their situation, facilitating independent, simple access tailored to their needs.



Detection methods

Through the Street Outreach Team, using its various operational methods, young people experiencing homelessness will be identified, and an assessment, guidance, and response will be provided to address their needs from the moment of identification until they complete, or not, an inclusion plan developed in collaboration with the individual. This action is considered an incident, and it marks the opening of a case in the internal database. We define an incident as being opened when the young person is located, an initial interview is conducted, and the technical team assesses whether or not they meet the intervention profile. This identification can be carried out in various ways, which we standardize as follows:

1. Own: by the person who approaches the team to explain their request and their situation, as well as by the team that detects them in a homeless situation during the various outings, prospecting...
2. Citizen notice: understanding that a notice is received from a citizen about the homelessness of a person to request that intervention be possible with him.
3. Municipal Social Services: Either by referral of the case or because they detect the need for intervention by the Street Team, from the primary care social workers or from the technical inclusion teams.
4. Security Services: When the notices for intervention are made from the National Police, Local Police, Firefighters, Civil Guard, Security of other resources.
5. Other Entities: When the channeling is carried out through other third sector entities.
6. Health Services: When the referral is received from hospitals or health centers.
7. Cleaning or municipal services: When other municipal services alert authorities to a person's homelessness. (civil protection, municipal cleaning, garbage collection, etc.)

Completion of Phase 1

This first phase concludes when the young person has established a minimal connection with the intervention team, an initial assessment of their situation has been carried out, and their most urgent needs have been addressed. From this point onward, and always respecting the individual's pace and wishes, a more stable inclusion pathway can begin. In this pathway, the AI-INCLUSION program will play an increasingly active role as a support tool, facilitating ongoing access to resources, services, and information tailored to the young person's needs.

Ultimately, the primary focus of this outreach team in this phase is to build relationships and connections by providing ongoing support to the young participants in the project, establishing themselves as role models. This continuous support aims to develop social skills and empower them to overcome their homelessness. The team provides guidance on available resources, accompanies young people to these resources, assists with administrative procedures, and provides transportation and support for personal matters (ID cards, passports, medical appointments, transfers to alternative accommodation, etc.). They also support young people who already have accommodation in local resources and centers, preventing unnecessary travel and promoting their connection to local services and community resources.

PHASE 1

Example of good practice

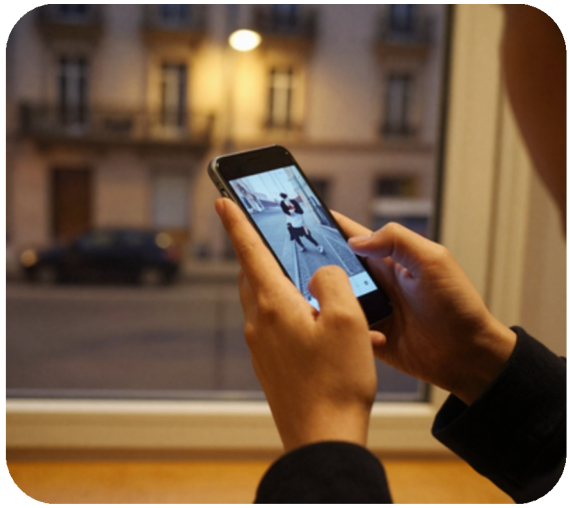
During a routine night patrol, the Street Team received a call from a citizen alerting them to a young woman sleeping in a doorway in the city center. The call indicated that the young woman appeared disoriented and had been involved in a violent argument earlier that day. The team immediately went to the location.

Upon arrival, a 19-year-old woman was found alone, with no visible belongings, and showing clear signs of emotional exhaustion. The intervention began with a gentle approach, without rushing. The officers introduced themselves, explaining who they were and what they were doing there. The primary objective was not to resolve everything, but to reduce the tension of the moment and ensure her immediate safety.

An initial on-site assessment is conducted, taking into account criteria of social vulnerability: homelessness resulting from eviction from the family home, lack of a support network, status as a young woman, recent experience of domestic violence, and lack of awareness of available resources. The young woman expresses fear of spending the night on the street and states that she has no one to turn to.

> *"The primary objective is not to resolve everything, but to reduce the tension of the moment and ensure their immediate safety."*

Coordinated response

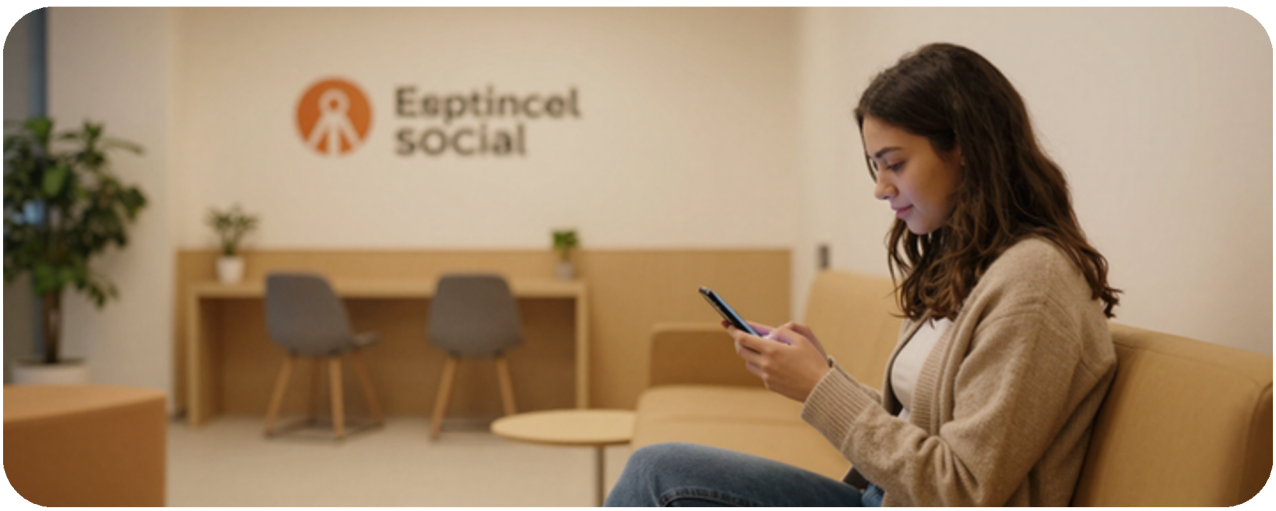


From the intervention site itself—the street—the team activates a rapid and coordinated response. They contact the municipal emergency shelter by phone, while simultaneously offering emotional support to the young woman. They validate her account, acknowledge her distress, and reinforce the idea that she is not alone.

While awaiting confirmation of a placement, the team maintains a presence. They talk. They listen. They nurture the relationship from the very first contact. There is no pressure. No decisions are imposed. Finally, an immediate placement is confirmed. The team physically accompanies the young woman to the facility, preventing her from having to travel alone and facilitating her initial interaction with the center's staff.

Introduction to AI-INCLUSION

Before the intervention ends, the team introduces the young woman to AI-INCLUSION as a support tool she can use independently throughout her inclusion process. With the professional's help, she conducts an initial consultation to learn about available resources and test how the application works. In this way, the young woman has an accessible resource from the outset that she can continue to use whenever she needs information, even outside of service hours or if she moves to a different city or organization.



Linking and monitoring

The following day, the Street Team re-establishes contact. An incident is recorded in the internal database after the initial structured interview, confirming that the young woman meets the intervention profile. This initiates the engagement phase, reinforcing support and mitigating the impact of the crisis she experienced. The approach involves simple yet crucial actions: continuous listening, clear communication, and consistent presence.

In the following weeks, the process moves into the diagnostic phase, delving deeper into her personal, administrative, and social circumstances. The need for psychological support, basic legal guidance, and assistance with processing personal documents is identified. All of this is structured through an intervention agreement developed in consultation with the young woman, respecting her pace and decision-making capacity.

At the same time, the team coordinates with other specialized resources within the network (municipal social services and youth psychological support), avoiding duplication and ensuring a coherent intervention. The young woman actively participates in the process. She feels supported. She feels valued.

This intervention, brief at the outset but sustained over time, has a clear preventative effect. It prevents homelessness from becoming chronic, reduces exposure to further violence, and facilitates a transition to a more stable path of social inclusion. The Street Outreach Team is establishing itself as a leading resource, not only in emergency situations but also throughout the process.

Ultimately, this practice reflects how a swift, local, and coordinated response to a crisis can become the first step toward profound change. Because intervening promptly, on the ground, and with purpose is also a way to prevent exclusion.

02

Phase 2

Social Integration of Homeless Youth

The second phase of THE INVISIBLES strategy aims to promote the social integration of young people through ongoing support that fosters their active participation, strengthens their skills, and consolidates an inclusion pathway tailored to their needs. In this stage, the AI-INCLUSION tool becomes an integral part of the intervention process, serving as a regularly used support resource.

Each individual will be monitored according to the methodological intervention of the street team, understanding 4 phases: Linking, diagnosis, intervention agreement and habitability intervention.

Ongoing support in developing social skills and empowering individuals to overcome homelessness. This includes providing guidance on available resources, accompanying them to these resources, assisting with administrative procedures, and providing transportation and support for personal matters (ID cards, passports, medical appointments, transfers to alternative accommodation, etc.). We also support individuals who already have accommodation in local resources and centers, preventing unnecessary travel and promoting their connection to local services and community resources.

The main objectives are: to avoid setting "ambitious" goals and instead focus on maintaining minimum standards of coexistence (respect). The key to these objectives is that the user makes small changes that represent progress in their personal situation, rather than setting ultimate goals such as social integration, since the circumstances in which they access these resources do not make this possible at that moment and could significantly increase their feelings of frustration and hostility.

Pedro Cabrera's Rating Scale

Using the scale for assessing the impact of homelessness on the individual by Pedro Cabrera:

PSH LEVE

Time spent on the street less than 6 months.
Maintains a social support network (friends, family...) Working or recent work history.
Non-serious health conditions. No consumption, starting or reduced consumption time.

PSH MODERATE

Time on the street between 6 and 18 months.
Fragile support network.
Long-term unemployed, engaged in informal economic activities, but maintains an interest in employment.
Serious health conditions, but with adherence to treatment.
Long history of consumption, but maintains or has maintained contact with the care network.

PSH GRAVE

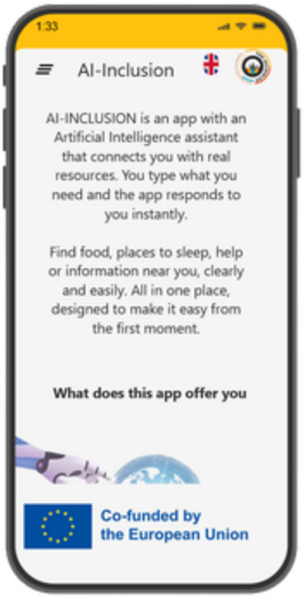
Time on the street between 18 and 30 months.
Little or no contact with family, and the social network is limited to the marginal sphere.
Unemployed and hasn't worked in a long time.
Serious health conditions without adherence to treatment.
Long history of consumption.

VERY SEVERE PSH

Time on the street exceeding 30 months.
Without a family or social support network.
Jobless.
Serious health conditions (without health network).
Long history of consumption.
Uprooting.

AI-INCLUSION in phase 2

During this phase, the young person begins to use AI-INCLUSION gradually and independently, complementing the support provided by the organization. The device uses artificial intelligence to interpret the young person's queries in natural language and offer personalized responses tailored to their situation and context. In this way, access to information no longer depends on the young person having prior knowledge of existing resources or knowing how to locate them, fostering more independent and accessible use.



Practical example:

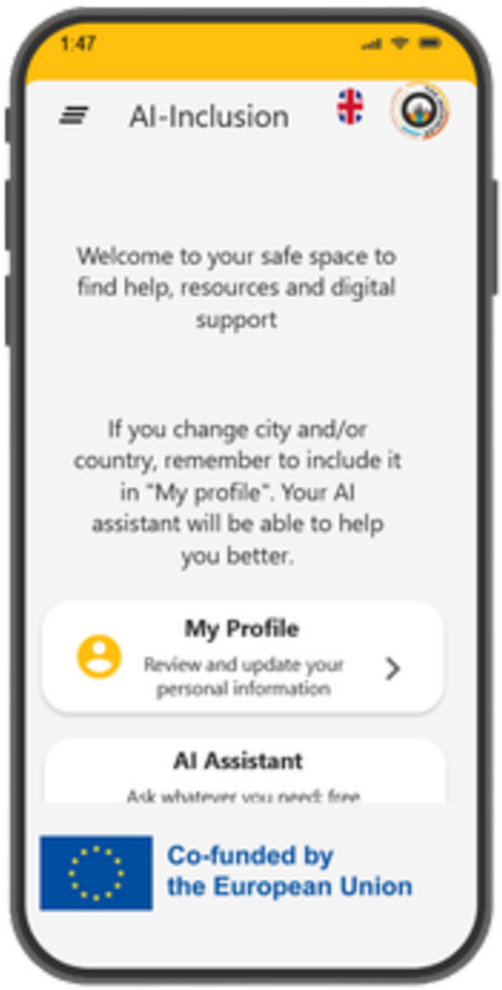
For example, a homeless young man in Alcázar de San Juan, Spain, needs a place to eat. He opens the AI-INCLUSION app on his mobile phone, logs in, accesses the AI assistant, and types "I want to eat." The artificial intelligence interprets the query and directs him to the free resources available at that moment that are tailored to homeless people in his area.

Our goal is to eliminate technological barriers and offer intuitive, direct, and useful digital support that facilitates inclusion. AI-INCLUSION simplifies a task that can be complicated for these young people: knowing what resources exist, which ones are operational, and which one is best suited to their particular situation.

AI-INCLUSION becomes part of the young person's daily life.

The continued use of AI-INCLUSION helps young people incorporate the search for information and resources as a regular practice within their inclusion process, reinforcing their ability to make decisions, solve everyday needs and function more autonomously in their environment.

Unlike the first phase, where the device is incorporated as initial support to the intervention process, during the social integration phase AI-INCLUSION becomes part of the young person's daily life, promoting continued use that progressively strengthens their autonomy.



Key points for the implementation of Phase 2

1. Promote a progressively autonomous use of the AI-INCLUSION device.
2. Accompany the young person during the first consultations until they gain confidence in the tool.
3. Promote AI-INCLUSION to complement face-to-face work, preventing it from replacing direct contact with the team.
4. Use the device to facilitate access to resources and information between face-to-face interventions.
5. Periodically review with the young person how they are using the tool and resolve any difficulties they may have.
6. Adapt the use of the device to the time of the itinerary and the level of autonomy of each participant.

PHASE 2

Example of good practice

The first contact with Carlos happens almost by chance. The team frequently sees him in the same area, sitting on a bench near a supermarket. At first, they barely exchange a word. He says hello, accepts a hot coffee, little else. There are no direct questions. There's no rush.

We are in the linking phase.
During the first few weeks, the support focuses on the basics: consistent presence, brief conversations, regular schedules, and keeping small commitments. One day he might ask for help renewing his health insurance card. Another day, he might simply express his gratitude for the team's visit. These are simple requests, but enough to begin building trust.

Based on these initial informal interviews, a preliminary assessment of his situation is made. Carlos has been living on the streets for about a year. He maintains sporadic contact with a sister, although the relationship is fragile. He has been unemployed for some time but has expressed interest in finding work. He has a chronic health condition that he is receiving irregular treatment for and a long history of substance abuse, which is currently under control. According to the Pedro Cabrera scale, his situation falls within the category of moderate homelessness.

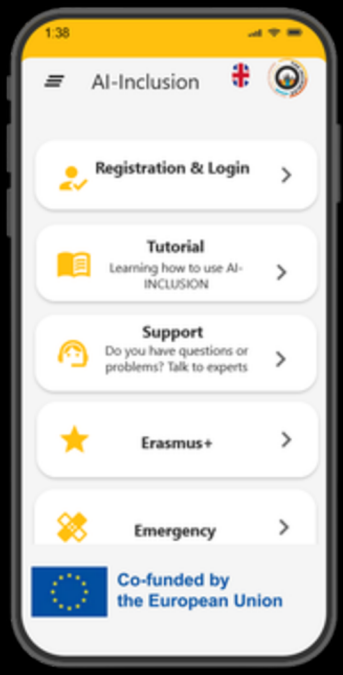
With the connection established, the process moves to the diagnostic phase. Interviews are conducted outdoors, in familiar locations. His history, personal resources, and limitations are explored in depth. Major changes are not discussed yet. The focus is on what is possible, on what can be done immediately.

The team sets very specific objectives, far removed from long-term goals that could lead to frustration. Maintaining respect in shared spaces. Attending medical appointments. Notifying staff if unable to attend. Small gestures that, in reality, represent significant progress. When Carlos begins to recognize the value of the support, the pre-contemplation phase of the inclusion plan begins. The team explains, without imposing, what resuming contact with primary social services would entail. It is emphasized that this is a right, not an obligation. Questions are answered. He is accompanied to the first appointment. The team doesn't replace him; it accompanies him.

> Little by little, Carlos is beginning to take on a more active role. His basic administrative status is being regularized. His ID card renewal is being processed. A referral to the health center is being arranged to improve his adherence to treatment. Basic social skills are being reinforced: asking for things respectfully, expressing discomfort without aggression, and accepting basic rules of coexistence.

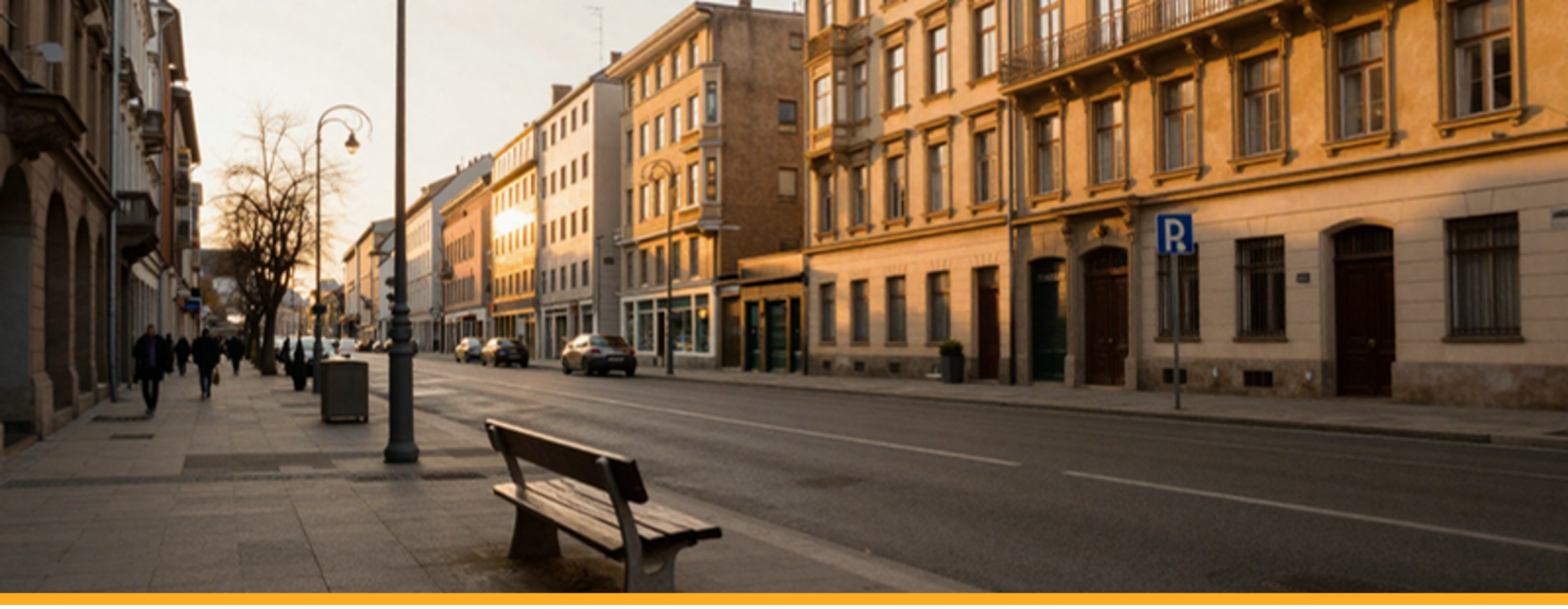
AI-INCLUSION in the itinerary

At this stage, Carlos begins to use AI-INCLUSION regularly as a complement to the support provided by the Street Team. He consults the application to locate nearby resources. The team progressively reinforces his independent use, incorporating the tool as a daily support within his inclusion plan.



Action phase

We thus enter the action phase.
Carlos has been granted alternative accommodation. The Street Outreach Team continues to monitor his situation, avoiding unnecessary travel and facilitating his connection to local resources. They assist him with errands, but also encourage him to handle them independently when possible. The goal is not to do things for him, but to do them with him.



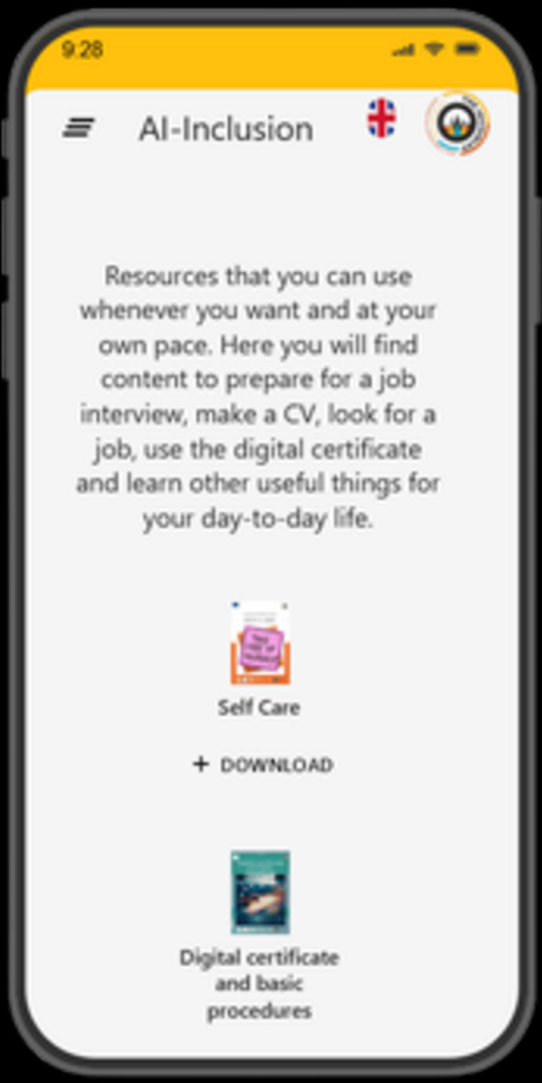
In this process, there are setbacks. Days when they don't show up. Missed appointments. Moments of use. These are identified as relapse phases, not failures. The team reviews the plan, strengthens the bond, and adjusts the goals. Without recriminations. Without threats of breaking up. Over time, and gradually, the closure phase is addressed. The relationship transforms. The focus shifts to established resources. The Street Team consciously and with support gradually withdraws, avoiding dependency and strengthening the community network.

This intervention doesn't aim for spectacular results. It seeks stability. Respect. Small, sustained changes over time. And that, in contexts of homelessness, is already good professional practice.

03

Phase 3

Non-Formal Training



The third phase of THE INVISIBLES strategy aims to promote personal autonomy and social and labor inclusion of young people through a non-formal training process adapted to their needs.

AI-INCLUSION in Phase 3

At this stage, the AI-INCLUSION device becomes the gateway to the educational resources developed within the framework of the Erasmus Plus project “The Invisibles”, allowing each young person to easily access practical content that reinforces their inclusion process in 4 important areas

1. Support in the area of health

2. Support for administrative procedures

3. Inclusion and support

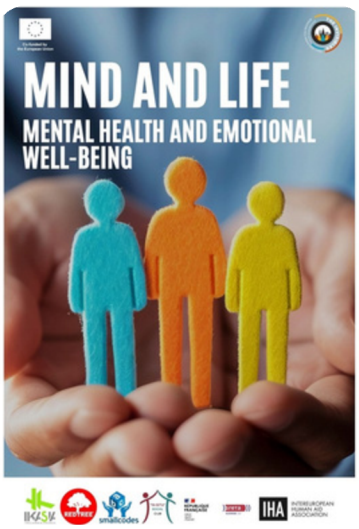
Job readiness

Support in the health area

Supporting the user with medical appointments, managing appointment documentation, or accompanying them to clinics, hospitals, rehabilitation centers, and follow-up appointments with the addiction unit team at the Mancha Centro Hospital in Alcázar de San Juan (Ciudad Real). The aim is to gain an understanding of the individual's health, recognizing that living on the streets leads to a worsening of their health conditions. It is crucial to educate them on social skills related to self-care and understanding the importance of managing health problems, adherence to treatment for mental health issues, adherence to treatment for chronic illnesses, etc.

With the aim of reinforcing this support process, within the framework of the E+ The Invisibles project we have developed digital resources that can be used both during the intervention and autonomously by the young people themselves through the AI-INCLUSION device.

Available resources:



Mental health and emotional well-being

Addictions: Self-Care and Available Resources

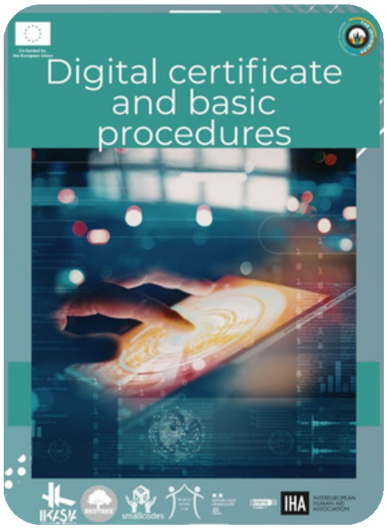
Food, hygiene and self-care

Assistance with administrative procedures

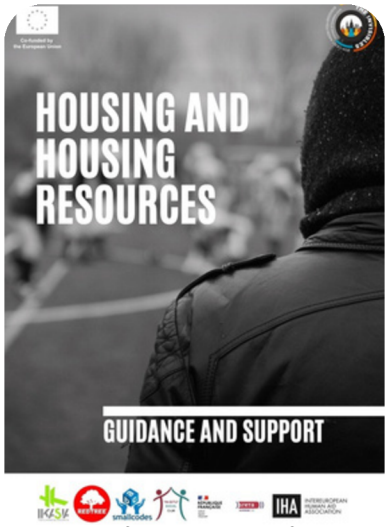
The individual will receive support with administrative procedures, either through technical assistance as deemed necessary, to provide guidance and assistance in managing these administrative processes. In the case of Spain, support will be provided for registering with the municipality, emphasizing compliance with the March 2015 Resolution of the Undersecretary, which publishes the January 30, 2015 Resolution of the Presidency of the National Institute of Statistics and the Directorate General for Coordination of Powers with the Autonomous Communities and Local Entities, regarding technical instructions to municipalities on managing the municipal register. Chapter III, Special Cases of Registration, Article 3.3. The registration of homeless individuals will allow for registration on the street, provided there is a social inclusion plan in place with a defined schedule and notifications can be delivered to the person within a reasonable timeframe. The team will then coordinate with social services to address and monitor these situations of homelessness.

Available resources:

Basic economics and money management



Digital certificate and basic procedures



Housing and housing resources

Rights, legal support and protection

Inclusion and support

Social skills training for homeless youth is a key tool in the socio-educational interventions carried out by outreach teams. It's not just about imparting knowledge; it's primarily about creating experiences.

The content covered is usually adapted to the group and the stage of life of each young person. There are no fixed formulas. Common themes include verbal and non-verbal communication, active listening, appropriate expression of emotions, empathy, assertiveness, and respect for one's own and others' boundaries.

Available resources:

Integration advice

Language inclusion

Community activities and healthy leisure

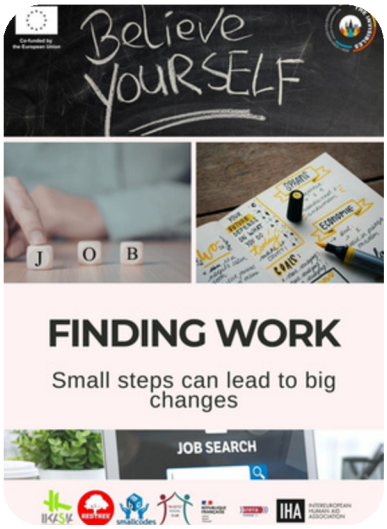
Support networks and positive relationships

Job readiness

Once personal and social skills have been strengthened, the training process is progressively oriented towards the development of skills related to employability, facilitating that young people know about training opportunities, prepare their resume and prepare their entry into the labor market or other experiences of active participation.

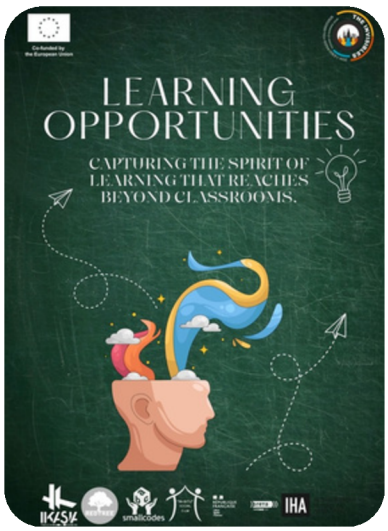
Available resources:

CV



Finding Work

Volunteering at an NGO



Learning Opportunities

PHASE 3

Example of good practice

The team has known Lucía for months. She's 22 and alternates nights on the streets with very brief stays at friends' houses. She's not always reachable. Sometimes she disappears for days. Other times, she persistently tries to contact the team. The relationship isn't straightforward. It never is.

From the outset, the professionals understand that any training must begin with example. With how one speaks. With how one listens. With how one manages conflicts without raising one's voice. Lucía observes more than it seems. She learns without anyone explicitly telling her.

One of the first areas of intervention is healthcare. Lucía has a mental health diagnosis and a treatment plan that she doesn't follow regularly. Not for lack of interest, but due to disorganization, fear, and a deep distrust of the healthcare system. The team doesn't rush things. They start with something simple: reminding her of an appointment. Accompanying her to the health center. Waiting with her.

During these journeys, basic social skills are practiced, even if they aren't explicitly named as such. How to ask for information at the counter. How to express discomfort without becoming defensive. How to tolerate waiting. Small, everyday scenes that, for Lucía, represent a great effort. Little by little, the team learns about her medical history, her limitations, and her fears. The importance of self-care is reinforced, not through moralizing, but through shared experience. They talk about what happens when medication isn't taken. How the body also sends warning signals. That taking care of oneself isn't about giving up, but about persevering.

At the same time, support begins for administrative procedures. Lucía is not registered. Without registration, there are no rights. The team explains to her, step by step, the possibility of registering her address. They coordinate with municipal social services and create a short inclusion plan that gives meaning to the process. The day they go to the town hall is not easy. There are nerves. There is mistrust.

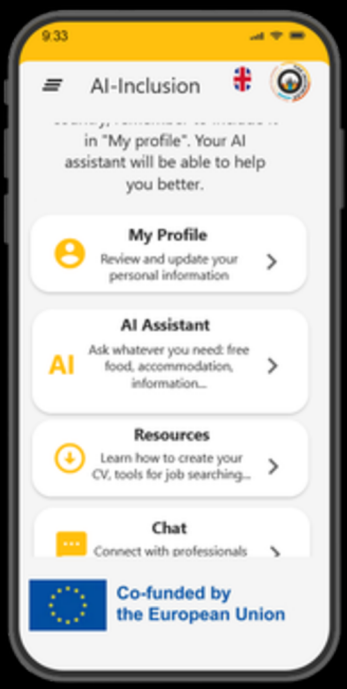
> *The team doesn't speak for her. They support her. They're present. They model a way of relating to management that's neither aggressive nor submissive. Simply firm and respectful. Lucía leaves with the feeling that she was able to do it. And that matters.*

Throughout the process, Lucía also participates in social skills training workshops, both individual and group sessions. Some are more structured and take place in an open setting. Others arise spontaneously on the street, in the middle of a tense conversation or after a conflict with another young woman. One group workshop focuses on managing frustration. Another on assertive communication. Role-playing exercises are used. Real-life situations are acted out: requesting a medical appointment, living in a shelter, setting boundaries without being aggressive. Sometimes they laugh. Sometimes it hurts. Mistakes aren't corrected with judgment, but with support. The team doesn't assume a position of superiority. They facilitate. They observe. They adjust the pace. They recognize the survival strategies Lucía has developed on the street, even if they aren't always effective in other contexts. The goal isn't to erase them, but to expand upon them.

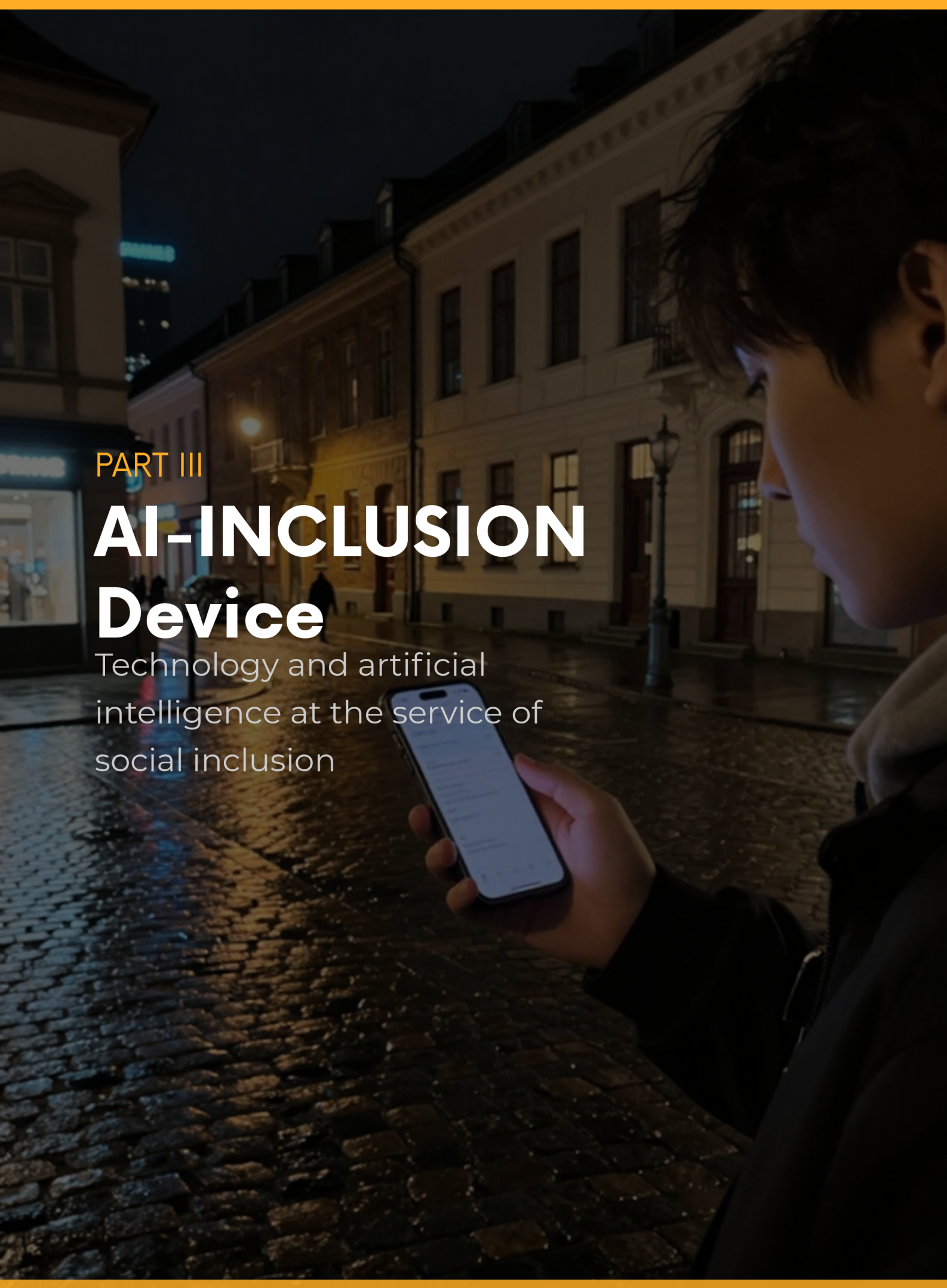
Thanks to this ongoing support, the demands increase gradually, never abruptly. Setting unattainable goals that would only generate frustration and potential relapses is avoided. First, maintaining respect in shared spaces. Then, attending appointments. Later, maintaining a basic routine. Lucía doesn't leave the streets overnight. There are setbacks. There are moments of feeling stuck. But there is also clear progress: greater adherence to treatment, less conflict, and a greater ability to ask for help without exploding. The team is still there, as a point of reference and a source of support.

AI-INCLUSION as an everyday tool

As the weeks went by, Lucía began using AI-INCLUSION independently as part of her learning process. Through the application, she accessed, whenever she needed, the educational resources developed in THE INVISIBLES project, which allowed her to expand her knowledge and strengthen skills related to self-care, social inclusion, employability, and other areas relevant to her inclusion process. By being able to consult this content independently and at any time, her training was no longer limited to in-person sessions but became an integral part of her daily life.



This best practice demonstrates that accompanying someone is not directing them. It's walking alongside them. Being an example. Building social skills from everyday life, from relationships, and from shared experiences. Because, for many homeless young people, learning to take care of themselves, to manage paperwork, or to interact without fear is the first step toward reintegrating into the world.

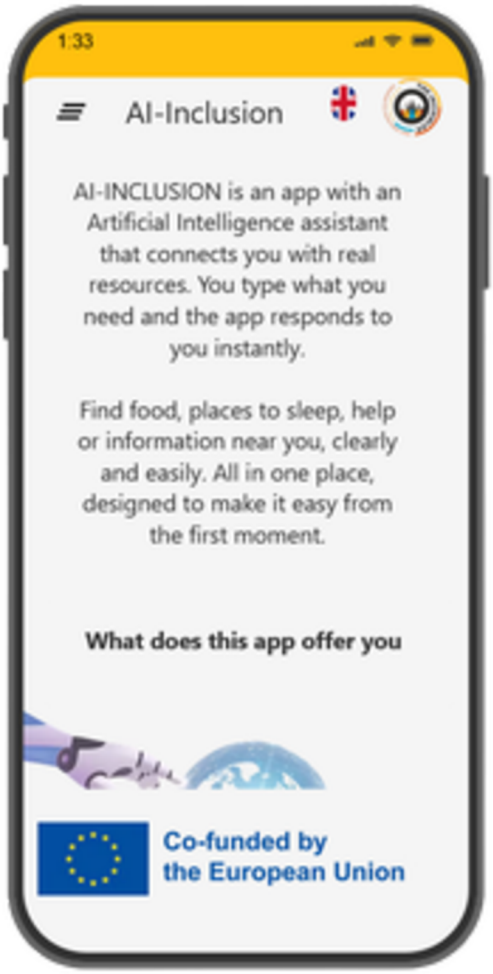


PART III

AI-INCLUSION Device

Technology and artificial intelligence at the service of social inclusion

3.1. What is AI-INCLUSION?



AI-INCLUSION is a free mobile device based on the use of Artificial Intelligence to quickly and easily identify the needs of homeless youth and offer them the resources and materials they need in real time.

Our goal has been to eliminate technological barriers and offer intuitive, direct, and useful digital support that facilitates inclusion. AI-INCLUSION simplifies a task that can be complicated for these young people: knowing what resources exist, which ones are active, and which one is best suited to their specific situation.

Practical example:

For example, a homeless young man in Alcázar de San Juan, Spain, needs a place to eat. He opens the AI-INCLUSION app on his mobile phone, logs in, opens the AI assistant, and types "I want to eat." The AI knows to offer him places in Alcázar de San Juan where he can eat for free, places that are open and available to people experiencing homelessness (soup kitchens, etc.).

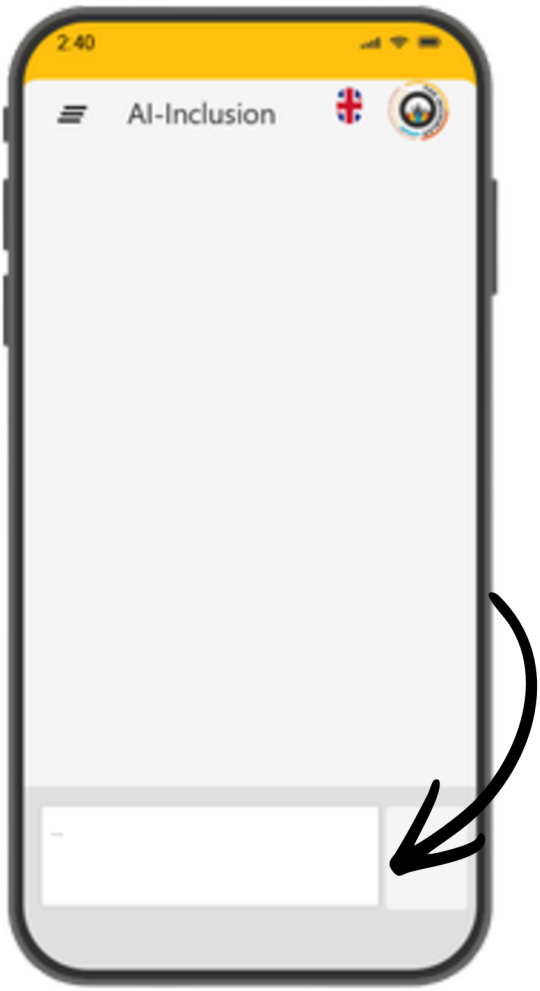
3.2. AI-INCLUSION as a tool for the inclusion of homeless youth.

AI-INCLUSION contributes to the inclusion of homeless youth through:

FACILITATING ACCESS TO SUPPORT RESOURCES AND SERVICES

Many young people experiencing homelessness are unaware of the resources available for housing, food, clothing, social support, and how to access them. This difficulty is more common when they arrive in a new city where they lack support networks or haven't yet had contact with social service organizations and NGOs that can help them.

In this sense, AI-INCLUSION, through an Artificial Intelligence Assistant (AI ASSISTANT) developed specifically within the framework of the Erasmus Plus project “The invisibles”, helps these young people to find the resources they need without the need for complex prompts or knowledge of how to talk to an Artificial Intelligence.



PROMOTING PERSONAL AUTONOMY

Outreach teams and social workers from social service organizations, NGOs, and other agencies carry out essential and ongoing work supporting young people experiencing homelessness. This work can be strengthened when these young people have the tools to access information and resources independently.

In this sense, AI-INCLUSION allows them to access resources and information adapted to their needs autonomously, acquiring a more active role in their inclusion process and progressively strengthening their ability to make decisions and function in their environment.

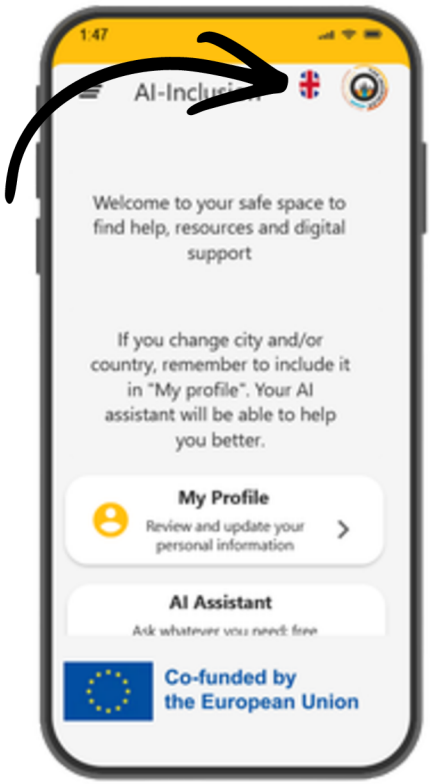
REDUCING TECHNOLOGICAL BARRIERS

AI-INCLUSION has been designed so that any young person experiencing homelessness can use it without needing any technological skills. They simply need to write what they need (food, shelter, clothing, help, etc.) in natural language, avoiding complex internet searches or the need to know how social services work beforehand. Taking into account the context and needs of these young people, the AI will analyze their situation and offer them a list of free resources that best suit their circumstances, facilitating easier and more direct access to information.

They simply need to write what they need in natural language.

REDUCING LANGUAGE BARRIERS

Language barriers are one of the main obstacles for many young migrants and refugees experiencing homelessness.



Available in 12 languages:

- English
- Spanish
- German
- French
- Italian
- Greek
- Arabic
- To get
- Russian
- Ukrainian
- Turkish
- Kurmanji

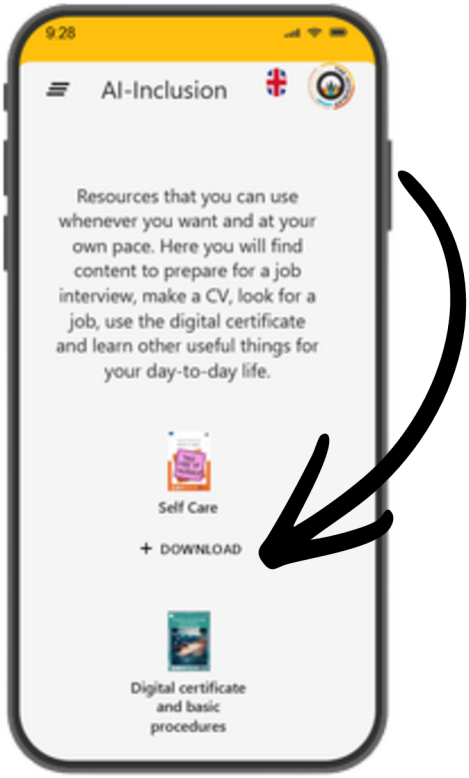
Thanks to this, it allows each young person to interact with the assistant in a language they understand and access information in a much more accessible way.

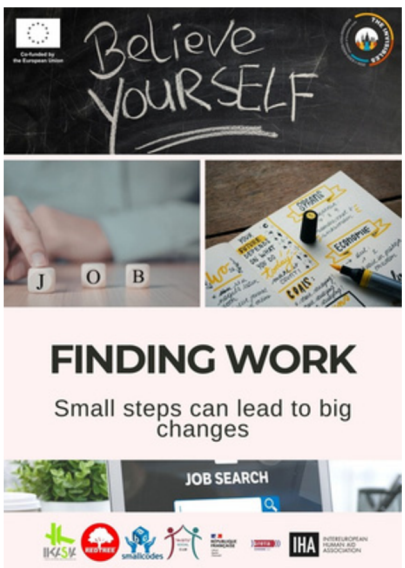
PROVIDE CONTINUOUS SUPPORT FOR IN-PERSON INTERVENTIONS

AI-INCLUSION complements the work done by outreach teams and social workers, offering a readily available support point and facilitating access to ongoing information and resources for every homeless youth. AI-INCLUSION strengthens the support process by facilitating access to information, reducing barriers, and expanding support options across various in-person interventions.

FACILITATING ACCESS TO DIGITAL SUPPORT RESOURCES

AI-INCLUSION facilitates access to 15 asynchronous and autonomous digital resources developed within the framework of the E+ project “The Invisibles” that empower homeless youth to face challenges such as facing a job interview, using a digital certificate, gaining self-confidence, learning to write a CV, looking for work...





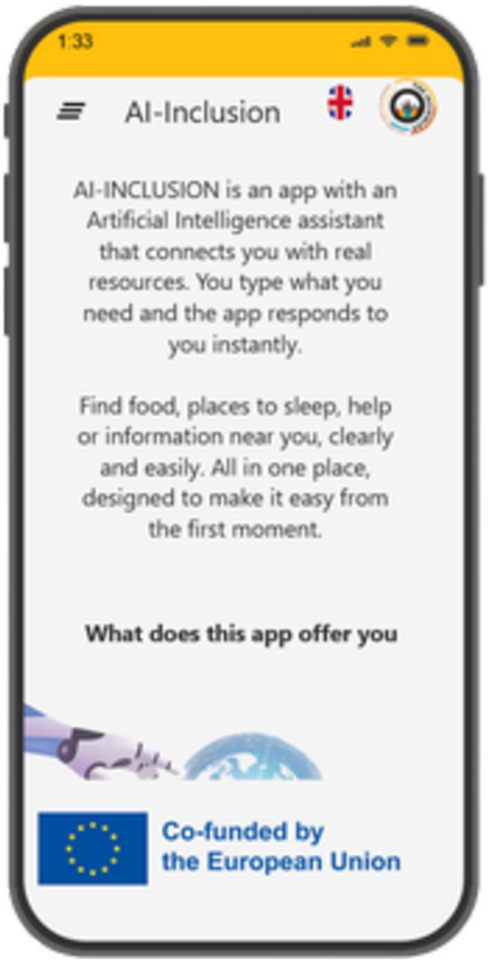
CUSTOMIZE ACCESS TO INFORMATION

Each young person has different circumstances, needs, and priorities. AI-INCLUSION analyzes the query and adapts the information offered to the user's context, avoiding generic responses and providing more relevant recommendations for each situation.

CONTINUOUS SUPPORT

The inclusion processes for homeless youth are often marked by displacement, changes of residence, or interruptions in contact with social services. AI-INCLUSION allows young people to continue accessing information and resources independently, regardless of their location or the organization supporting them, thus facilitating greater continuity in their inclusion process.

Unlike the many general-purpose Artificial Intelligences that exist today, AI-INCLUSION has been developed to respond to the specific needs of homeless youth, focusing all its functionalities on the social, personal and labor inclusion of these young people.



PART IV

The Erasmus+ program

Education, training, youth and sport for the period 2021-2027

What is Erasmus+?

Erasmus+ is the EU's program for education, training, youth, and sport for the period 2021-2027. Education, training, youth, and sport can make a fundamental contribution to helping address socio-economic changes, the main challenges Europe will face until the end of the decade, and to supporting the implementation of the European political agenda for growth, jobs, equity, and social inclusion.

Combating high levels of unemployment, especially among young people, is one of the most urgent tasks for European governments. Too many young people are leaving school prematurely, running a high risk of unemployment and social marginalization. The same risk threatens many adults with limited skills. Technologies are changing the way society operates, and it is essential to ensure that they are used to their full potential. EU businesses need to become more competitive through talent and innovation.

Inclusion and active citizenship

Europe needs more cohesive and inclusive societies that enable citizens to play an active role in democratic life. Education, training, youth employment, and sport are key to promoting shared European values, fostering social integration, promoting intercultural understanding and a sense of belonging to a community, and preventing violent radicalization. Erasmus+ is an effective instrument for promoting the inclusion of people from disadvantaged backgrounds, including recent migrants.

Social capital and youth empowerment

Another challenge relates to developing social capital among young people, empowering them, and increasing their capacity to participate actively in society, in line with the provisions of the Lisbon Treaty to "promote the participation of young people in democratic life in Europe." This issue can also be addressed through non-formal learning activities, which aim to improve young people's skills and competencies, as well as their active citizenship. Furthermore, it is necessary to provide youth organizations and young workers with training and cooperation opportunities to develop their professionalism and the European dimension of youth work.

Educational systems and youth policies

Well-run education and training systems and youth policies provide people with the skills required by the labor market and the economy, while enabling them to play an active role in society and achieve personal fulfillment.

> *"Reforms in education, training and youth can strengthen progress towards these goals, based on a shared vision between policymakers and stakeholders."*

Erasmus+ Programme Design

The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently utilize Europe's talent potential and social assets within a lifelong learning framework, linking support for formal, non-formal, and informal learning in the fields of education, training, and youth. The Programme also enhances opportunities for cooperation and mobility with Partner Countries, particularly in higher education and youth.

Lifelong learning:
formal, no formal e informal.

European dimension in sport

In accordance with one of the new elements introduced in the Lisbon Treaty, Erasmus+ also supports activities aimed at developing the European dimension in sport, promoting cooperation among the bodies responsible for sport. The Programme fosters the creation and development of European networks, providing opportunities for cooperation among stakeholders and the exchange and transfer of knowledge and expertise in different areas related to sport and physical activity. This enhanced cooperation will have a markedly positive impact on developing the potential of European human capital by helping to reduce the social and economic costs of physical inactivity.

Europe 2020 Strategy

The Programme supports actions, cooperation and tools consistent with the objectives of the Europe 2020 Strategy and its flagship initiatives, such as Youth on the Move and the Agenda for new skills and jobs.

Youth in Motion

The Programme also contributes to achieving the objectives of the Strategic Framework for Education and Training for European cooperation in Education and Training and the European Youth Strategy through Open Methods of Coordination.

Investing in the future of Europe

This investment in knowledge, skills and competencies will benefit individuals, institutions, organizations and society as a whole by contributing to growth and ensuring equity, prosperity and social inclusion in Europe and beyond.

More information at: https://www.injuve.es/

Co-funded by
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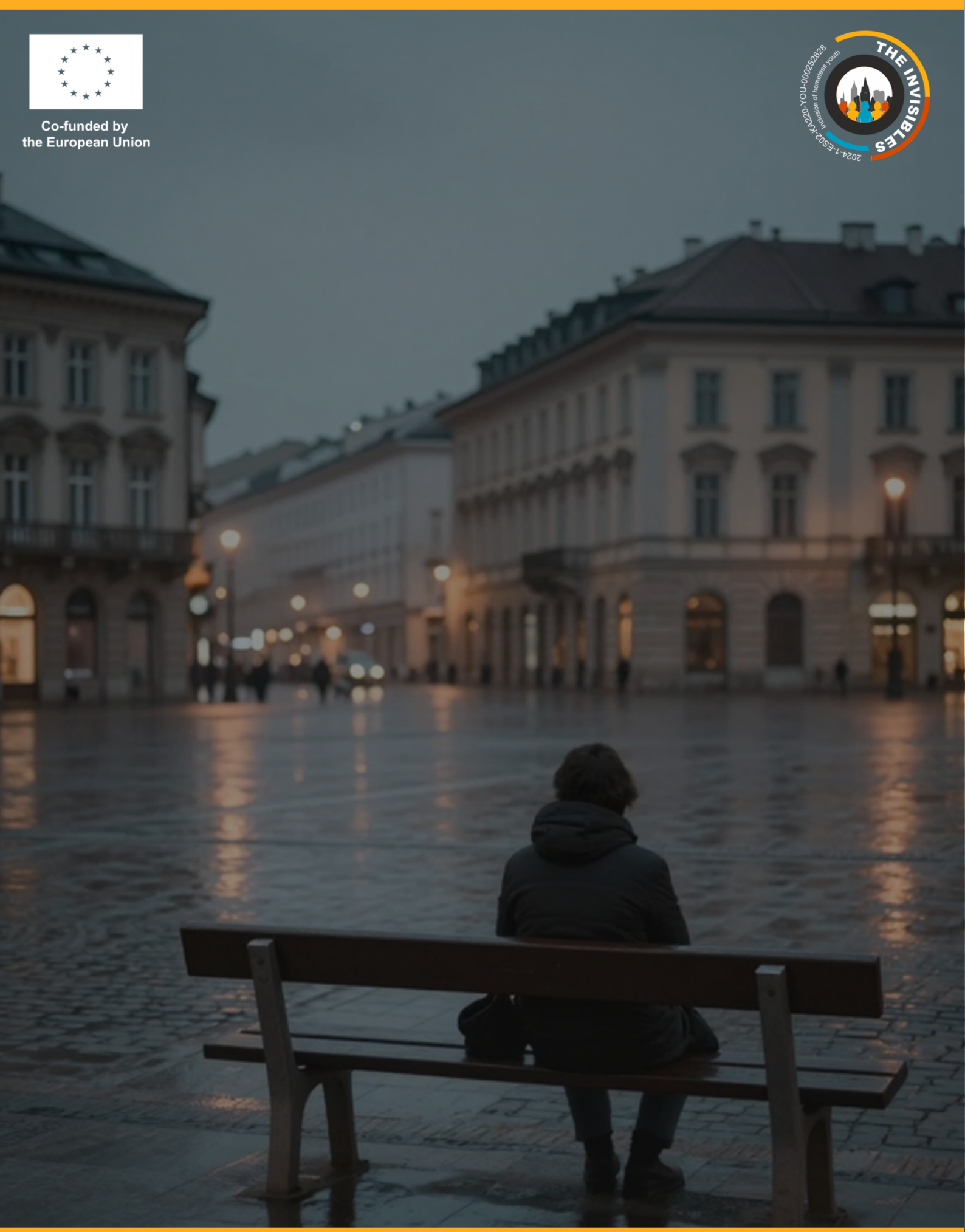
THE INVISIBLES

2024-1-ES02-KA220-YOU-000252628

Inclusion of homeless youth



IKASIA TECHNOLOGIES

REDTREE

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"IN-SITU" SOCIAL C-LM

RÉPUBLIQUE FRANÇAISE
Liberté
Égalité
Fraternité

greta AUVERGNE

IHA INTEREUROPEAN HUMAN AID ASSOCIATION