

## CLOSER – Rethinking Social Inclusion

### National report from the survey of skills and competenced of youth workers in social inclusion

Country: FRENCH

Organisation: <b>Eurocircle</b>	Survey conducted by: <b>Sara TOSI</b>
Date: <b>April 14th 2016</b>	

## CONTENT

### 1. INTRODUCTION

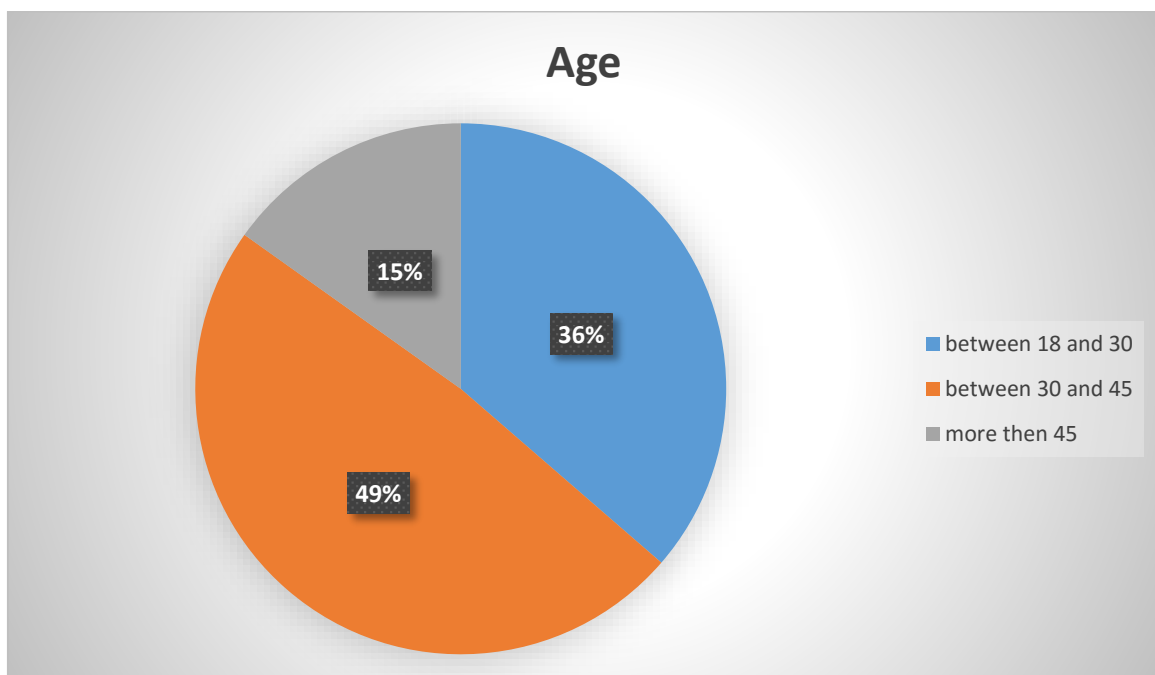
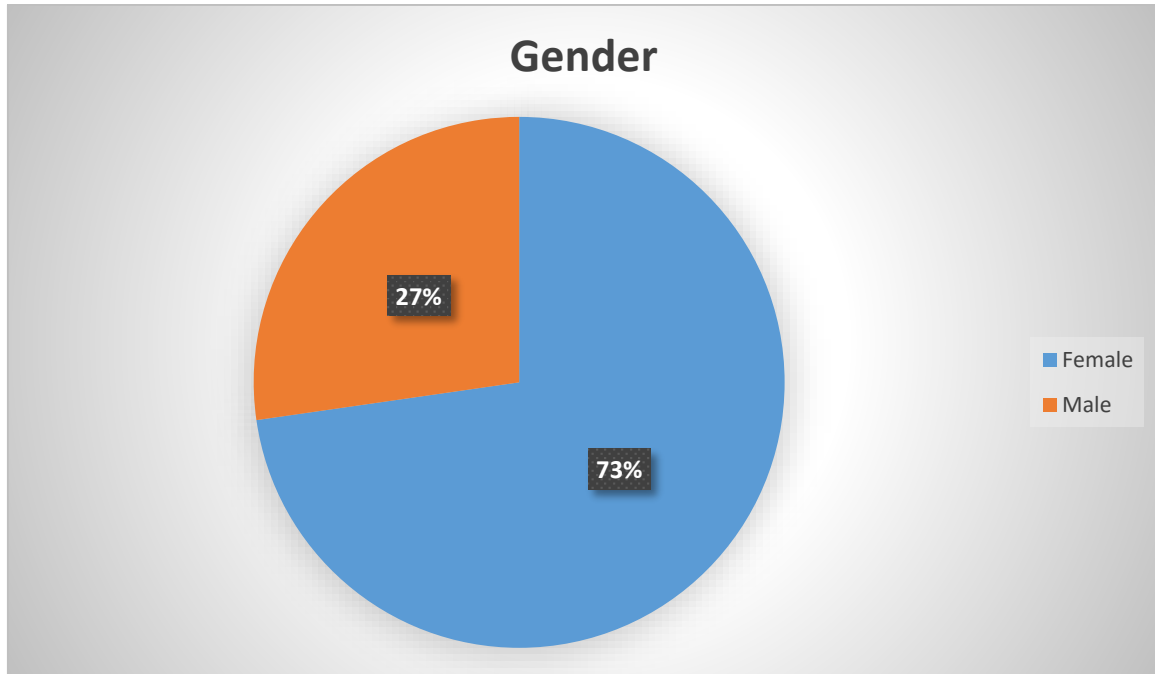
This Survey is the first step of the European project CLOSER – Rethinking Social Inclusion, it has been conducted in each partner country with the aim to find out skills and competences of youth workers working on social inclusion in each nation. The results of the four national surveys will serve as a basis for the conception of an international training activity direct to youth workers of each partner country that will take place in Marseille on September 2016. The French Survey was conducted from February 10<sup>th</sup> till April 14<sup>th</sup> 2016.

### 2. PARTICIPANTS

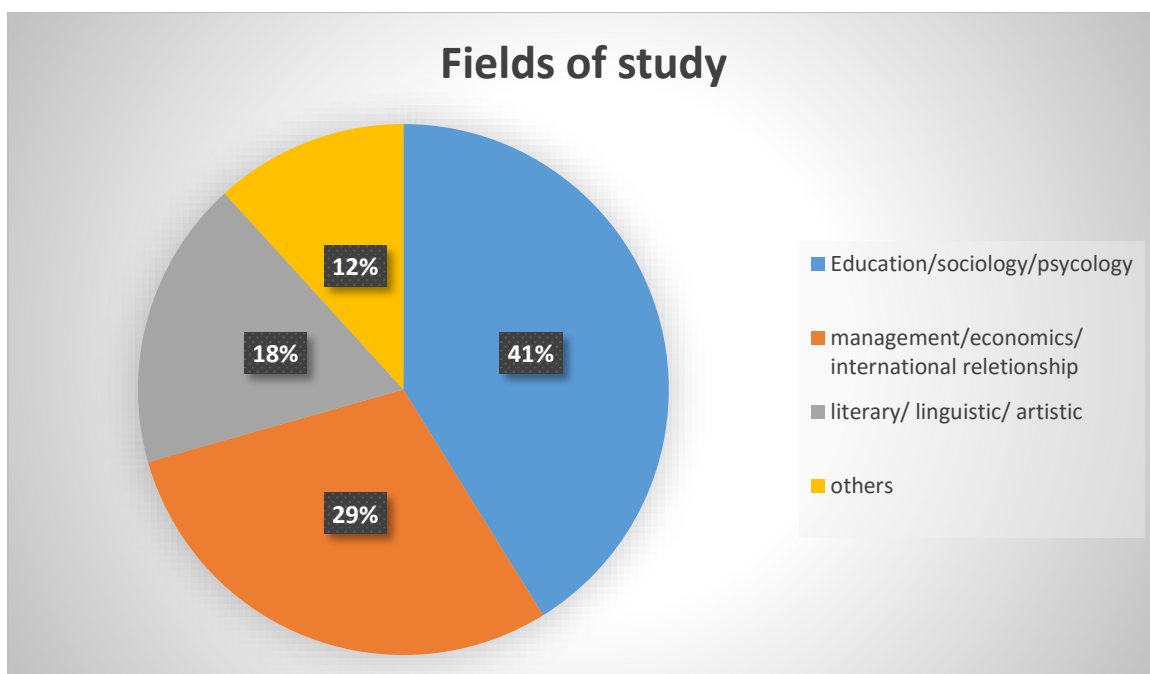
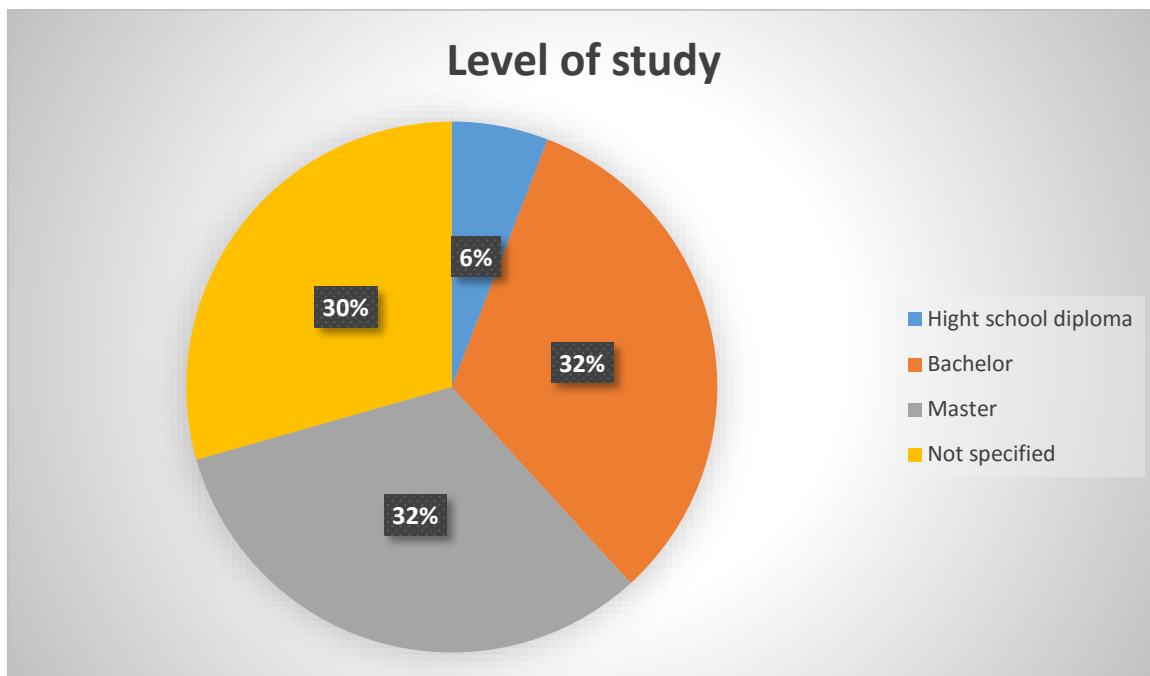
There have been 34 responses for youth workers and 12 for manager of youth workers organisations. All the participants actively work on the field of youth social inclusion in Marseille or his surroundings areas.

The 73% of the youth workers who participated at the survey are women, the age range is between 23 and 66, most part of participant are between 30 and 45 years old, the average is 35,2. The majority have a bachelor or master degree, most of them in the field of education, psychology or sociology. 82% of them have a professional status.

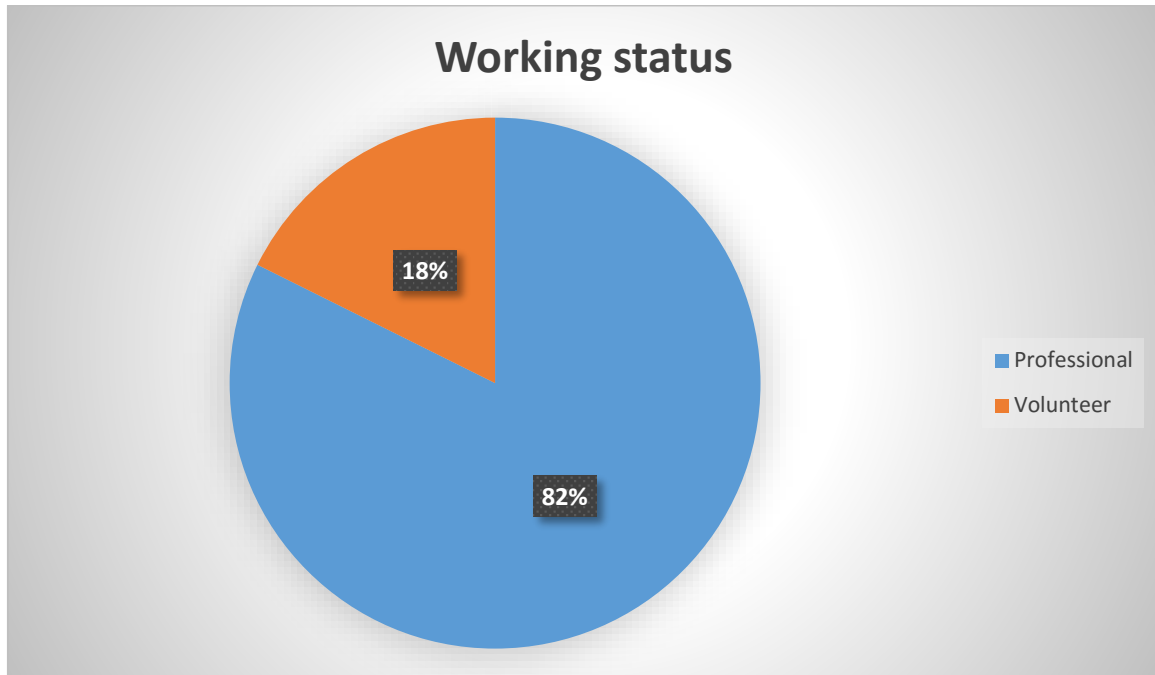
# YOUTH WORKERS



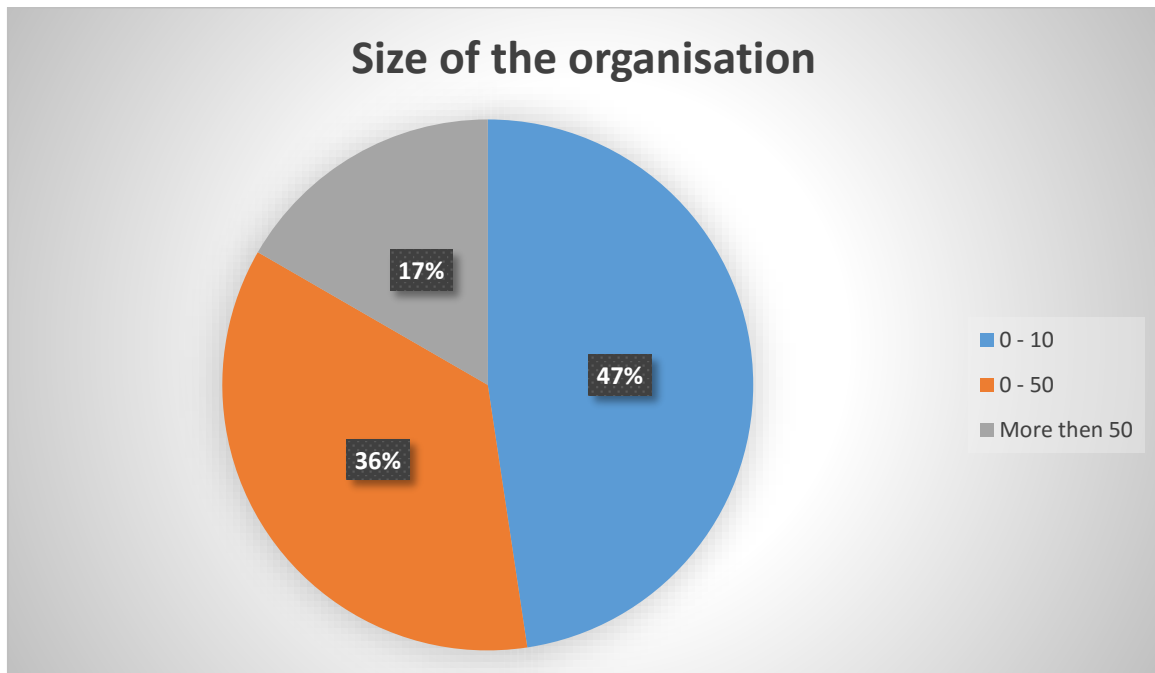
This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



## STRUCTURES WORKING IN THE FIELD OF SOCIAL INCLUSION



This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

### 3. METHODOLOGY

Two different forms were used for data collection:

one for youth workers

[https://docs.google.com/forms/d/1OaEnOwGeJfVsYv\\_jZowDiY -  
WoLCh7Ias800x6cL1pw/viewform?c=0&w=1](https://docs.google.com/forms/d/1OaEnOwGeJfVsYv_jZowDiY-WoLCh7Ias800x6cL1pw/viewform?c=0&w=1)

and the other one for managers of organisations

[https://docs.google.com/forms/d/1jD1C8LIDc3XcL21TeCBuLclfBTOLqokV5DT3q4mtsPk/viewform?c=0&  
w=1](https://docs.google.com/forms/d/1jD1C8LIDc3XcL21TeCBuLclfBTOLqokV5DT3q4mtsPk/viewform?c=0&w=1)

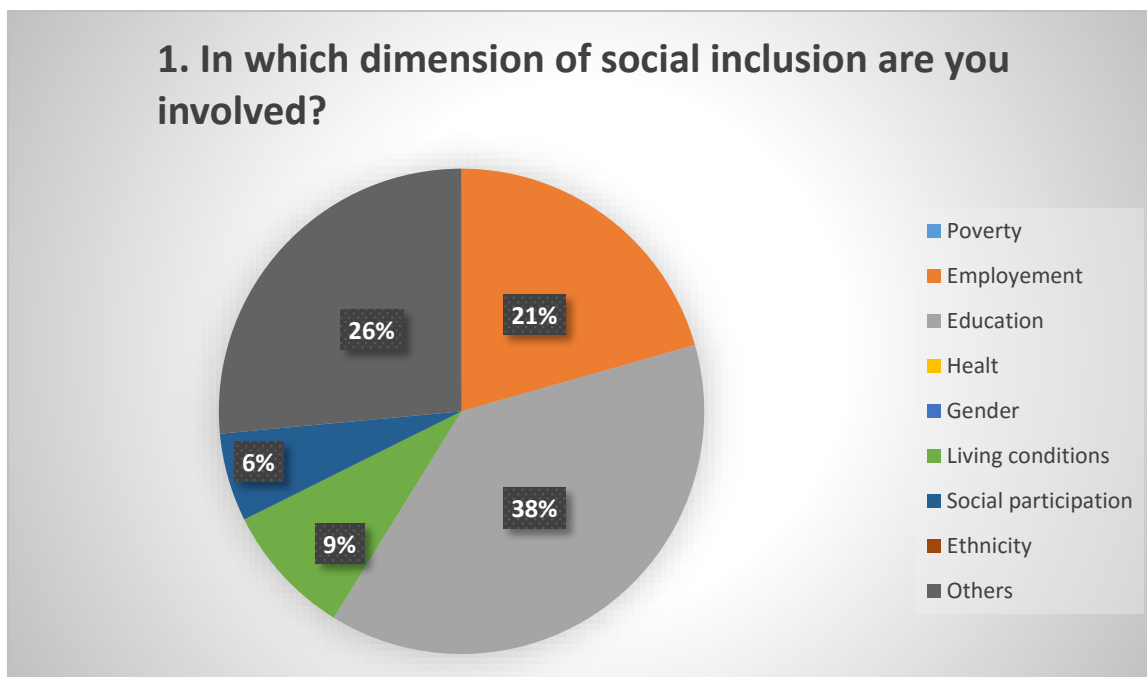
All the data were collected and elaborated via the e-form but we also had face to face interviews with managers of the organisations with aim to better explain the project.

Open answers question resulted more difficult to answer and some of them are limited and not enough exhaustive.

Every individual and organization working on social inclusion were allowed to take part in the survey. Information was spread by e-mail, web-page ([www.eurocircle.info](http://www.eurocircle.info)) Eurocircle's national newsletter (more than 800 contacts) and professional meeting with the concerned target group.

#### 4. DATA COLLECTED

### YOUTH WORKERS

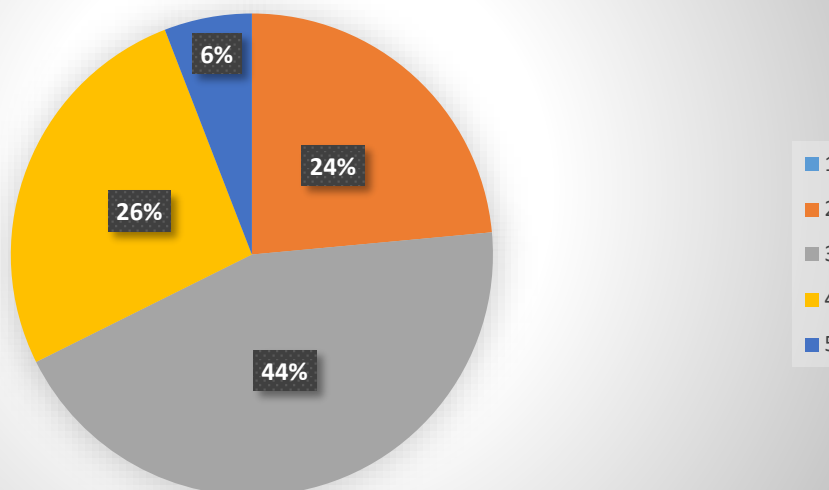


No one of the reached youth workers are directly involved in the following fields: poverty, health, gender.

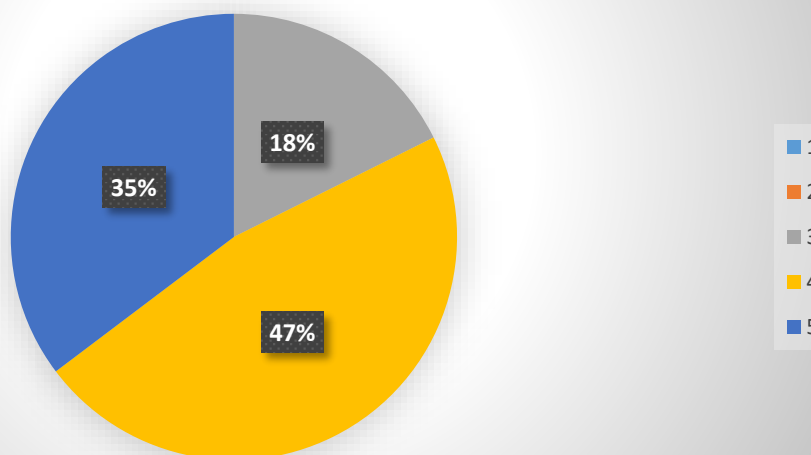
7 of the youth workers are involved in international mobility project and no formal education methods as tool of social inclusion, one of them works on Youth's Legal Protection and another in a Theatre company that use this art as a means to fight violence. Performing arts are often used as tools for social inclusion.

**Statements referring to competences in the area of social inclusion and youth work on the scale from 1 – 5 (1=poor, 5 = excellent)**

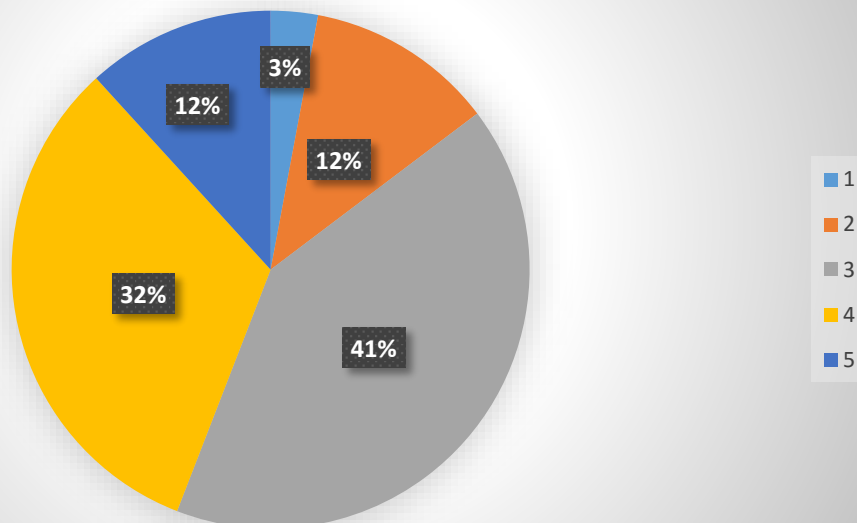
2. I understand concepts and definitions related to social inclusion. I have sufficient and sound knowledge and understanding of the target groups, the environment and the roots of exclusion I deal with in my activities.



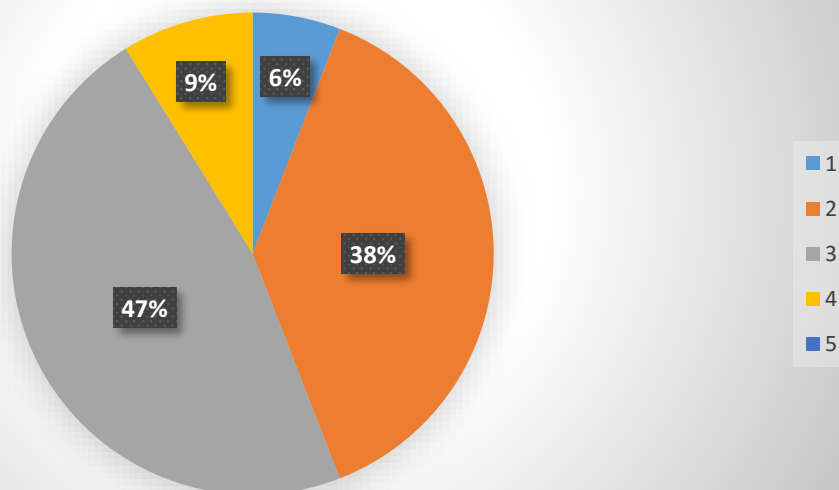
3. In my work, I ensure consistency with vision of diversity and social inclusion. I promote diversity as a strategic strength to be maintained and reinforced. I understand specificities of different cultures, groups and individuals and treat them.



4. I am able to advocate the diverse needs and concerns of the groups endangered by social exclusion.

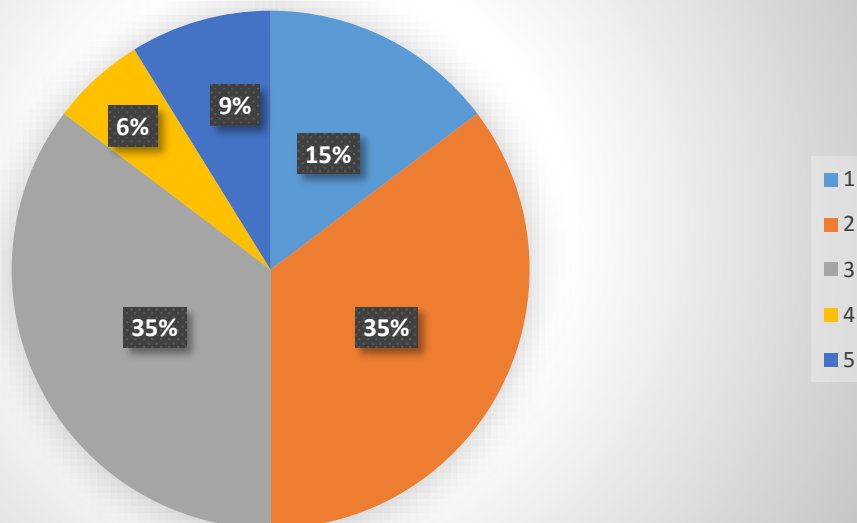


5. I am aware of the local, national, EU and international contexts and developments in social inclusion, related policies, standards and norms (legislation) and I am able to apply them in my work.

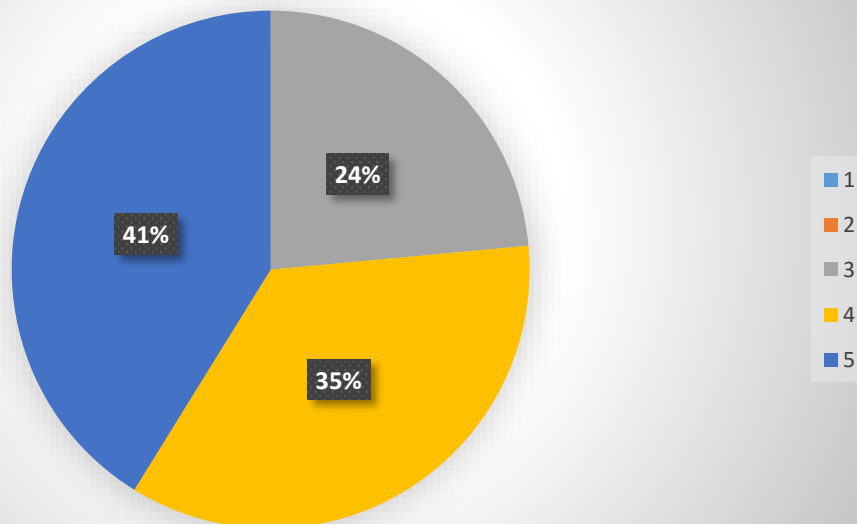




6. I am able to participate in the drafting of social inclusion strategies and contribute to formulating social inclusion policies.

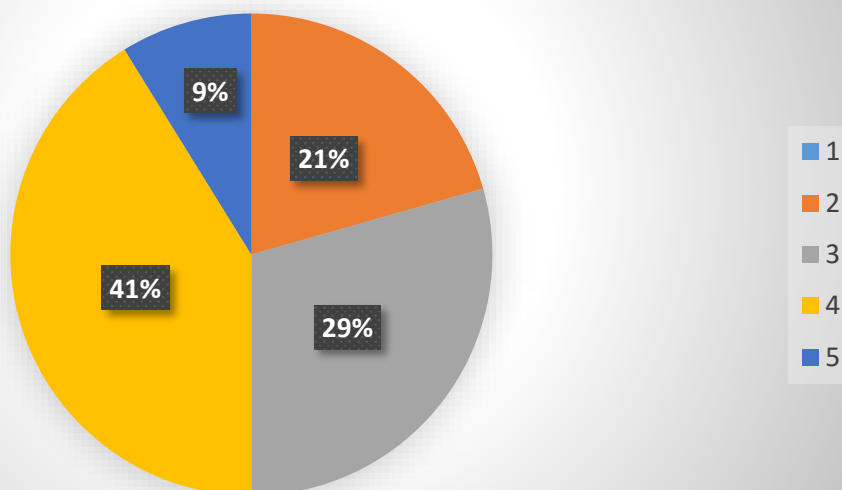


7. I understand the team structure, team roles, cooperation in the team and the different styles and types of leadership.

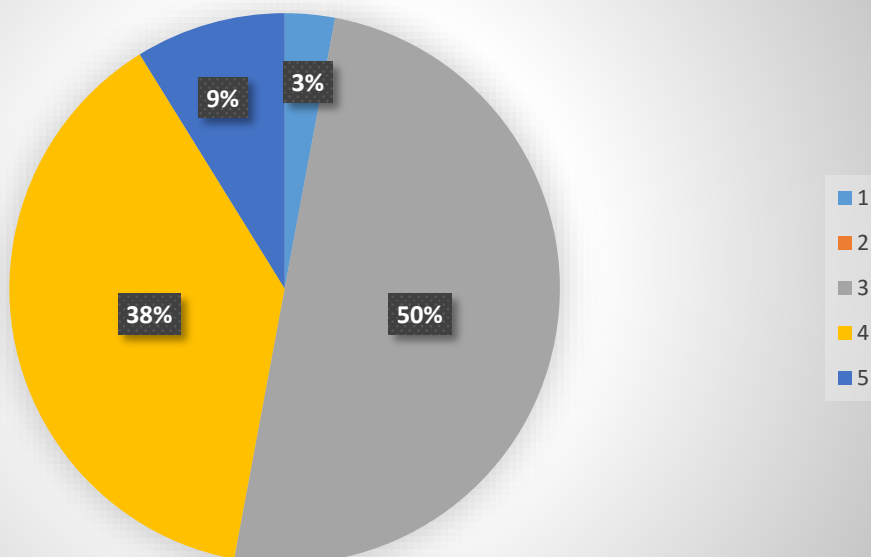


This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

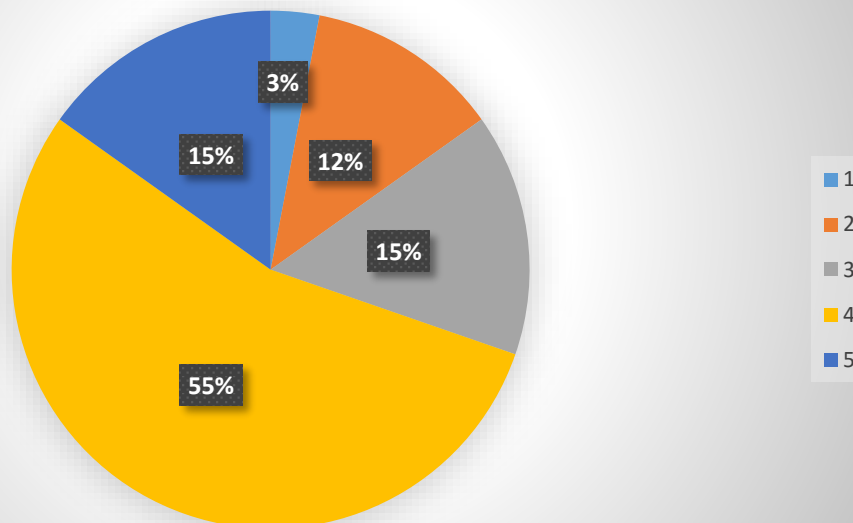
8. I can identify conflict and the parties involved, analyze the potential causes of conflicts, tools and strategies for conflict resolution and can use them depending on the type of conflict and the specifics of the parties.



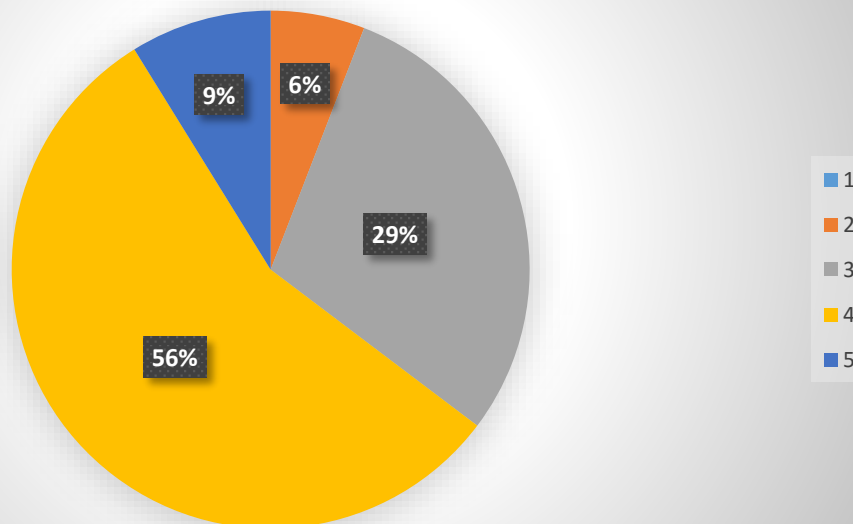
9. I am able to communicate effectively.



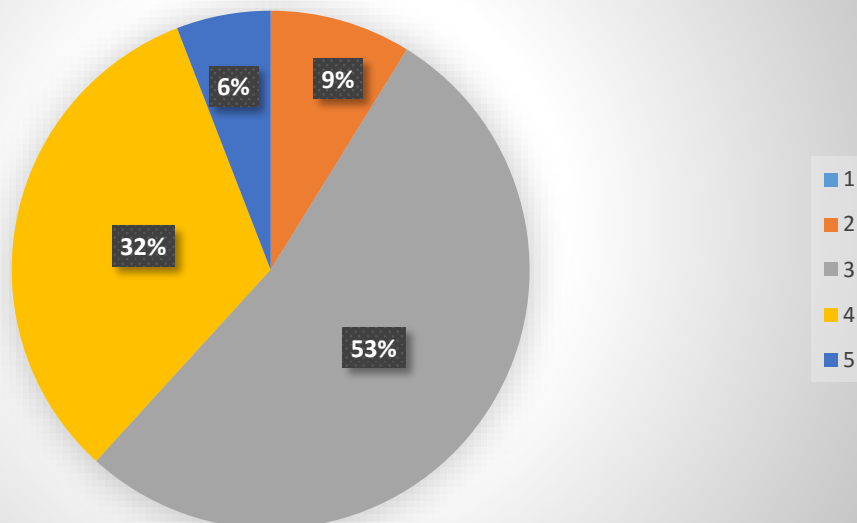
10. I understand the principles of discussion, facilitation and can use the methods and ways to involve members of the group.



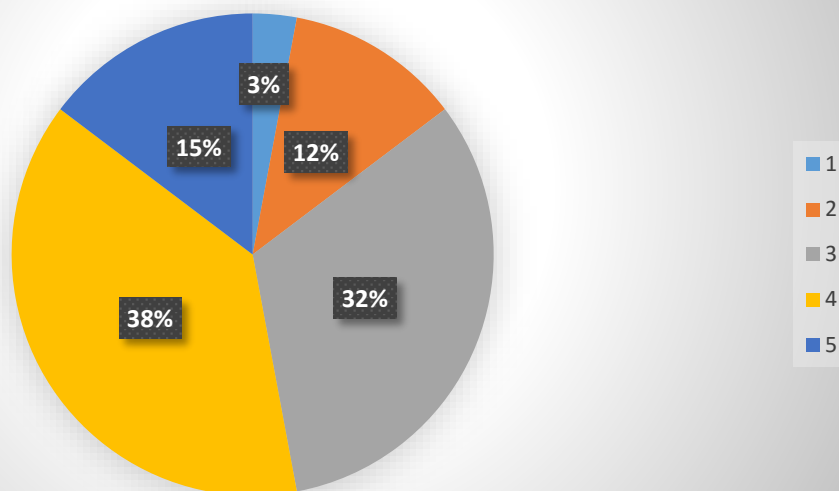
11. I am aware of verbal and non-verbal communication and can use it in an appropriate way.



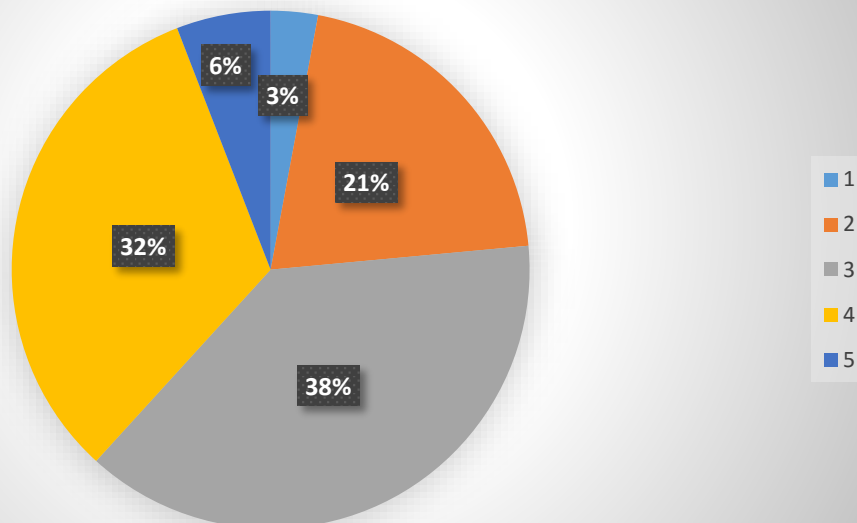
12. I recognize effective forms of feedback and can use it with respect to a particular situation.



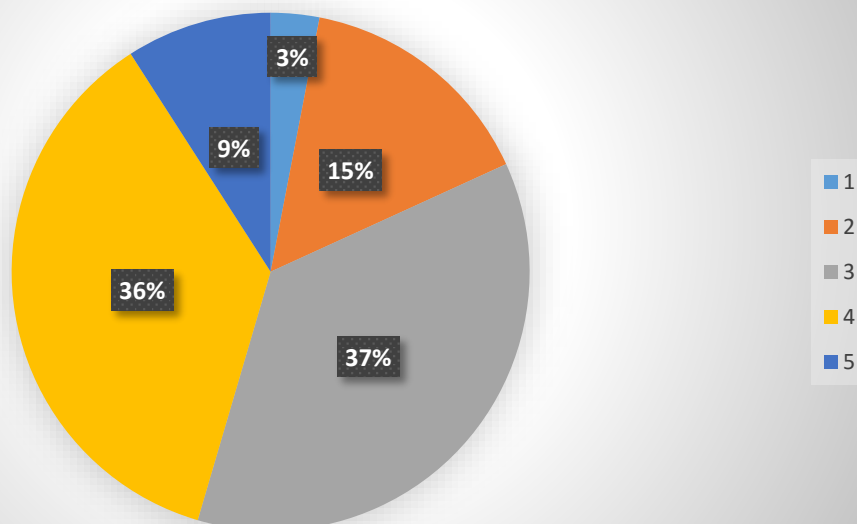
13. I have good persuading skills, I am able to convince others to take appropriate action and to discuss and reach a mutually satisfactory agreement.



14. I have good negotiating skills, I am able to negotiate in difficult situations and settle differences

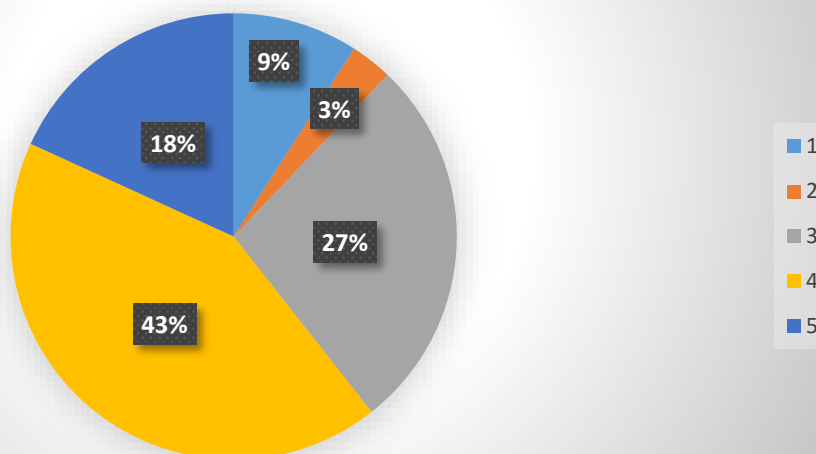


15. I know and can select the appropriate presentation techniques and technologies according to the needs and abilities of the target group.

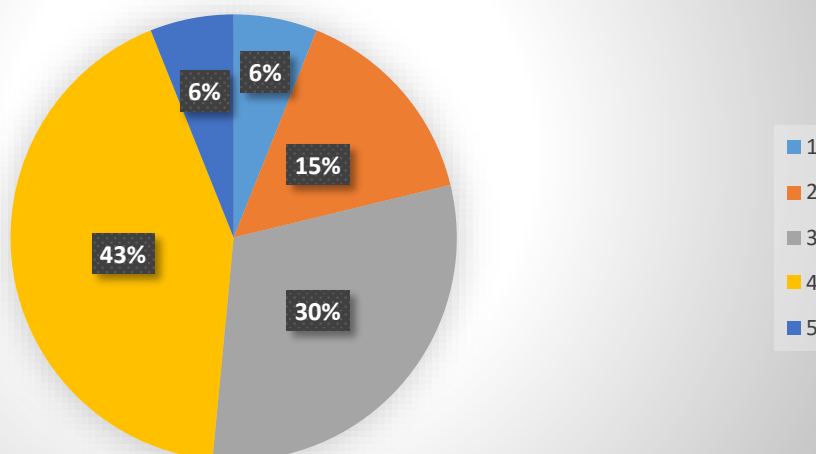


This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

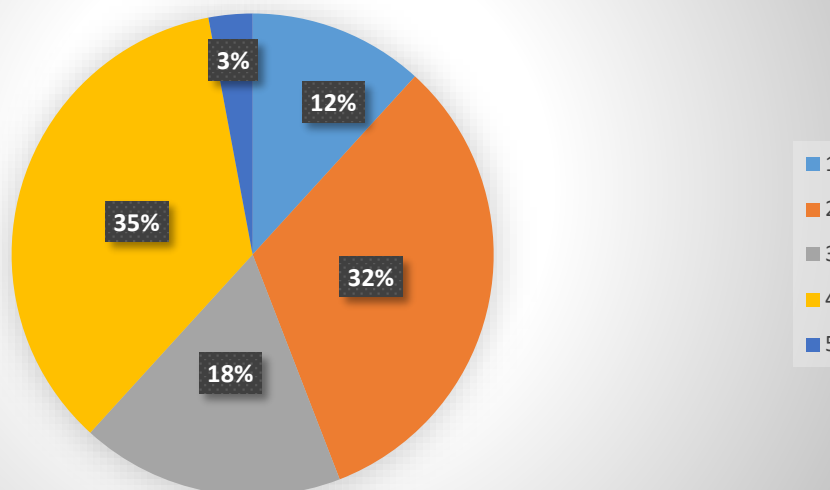
16. I understand the importance of networking in social inclusion actions. I can identify key players and partners for my organisation, make the most of events and see opportunities of the existing network and new contacts.



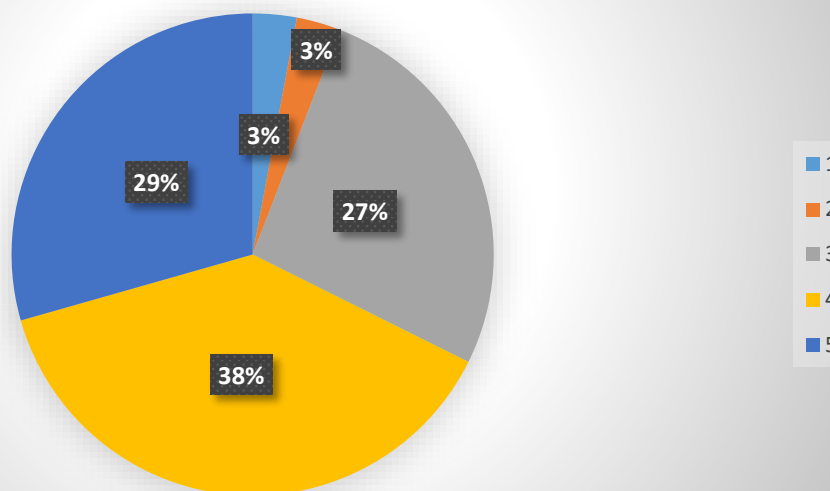
17. I am able to apply marketing strategy to promote our vision, organisation and programme as a valuable resource to the community and a viable partner. I have a basic knowledge of public relations, promotion, advertising.



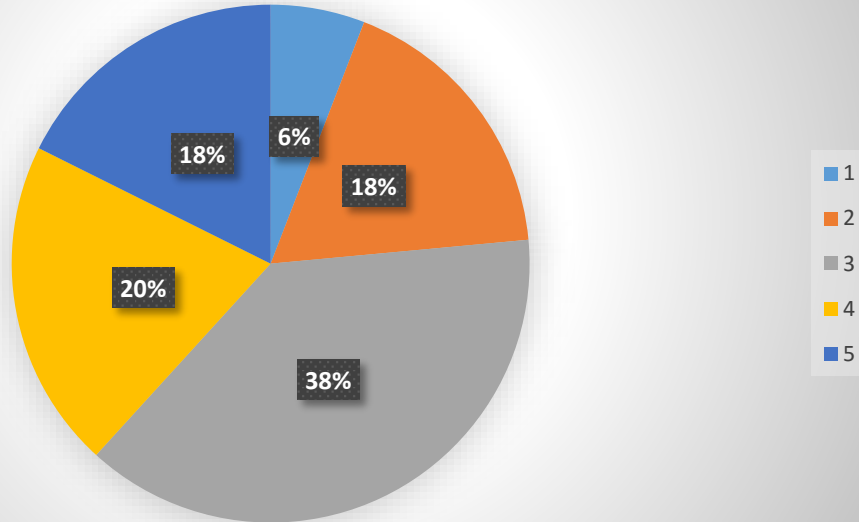
18. I can plan, implement and evaluate a campaign including setting targets, choosing appropriate tactics, methods and channels, including up-to-date tools such as newsletters, blogging, social networking.



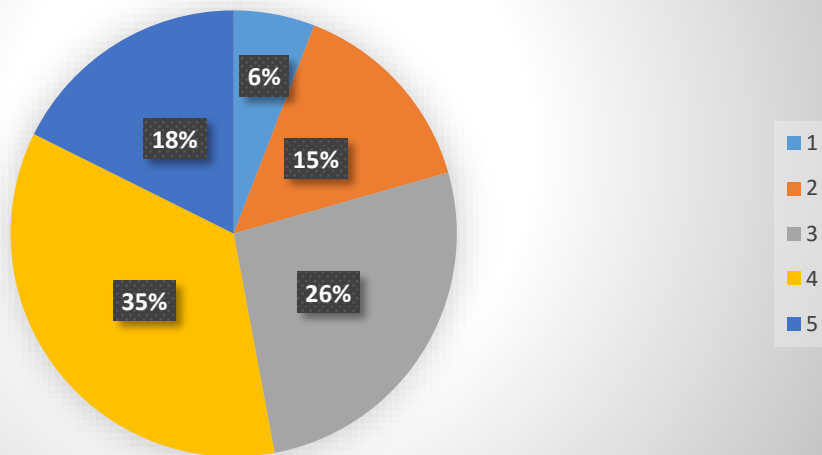
19. I know processes of project management and I apply them in my work. I can define, describe and plan the various stages of the project cycle.



20. I can prepare project documentation. I am able to identify potential financial source for the activities.

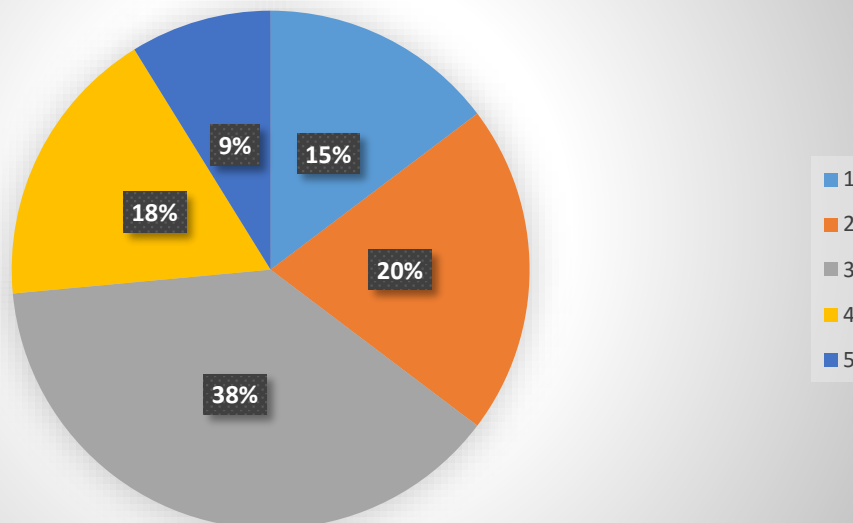


21. I recognize the importance and opportunities offered by non-formal learning in social inclusion. I know different methods and techniques and can use them depending on the goal of a learning activity, the target groups and their needs, including mentor

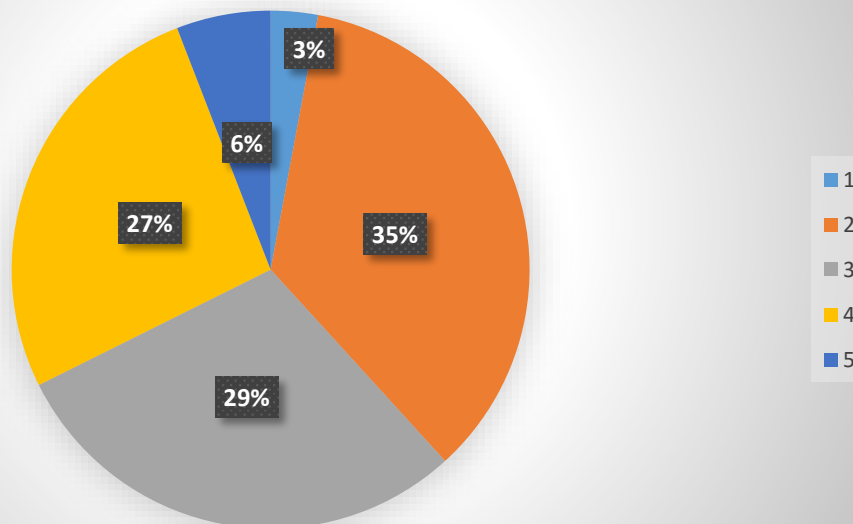




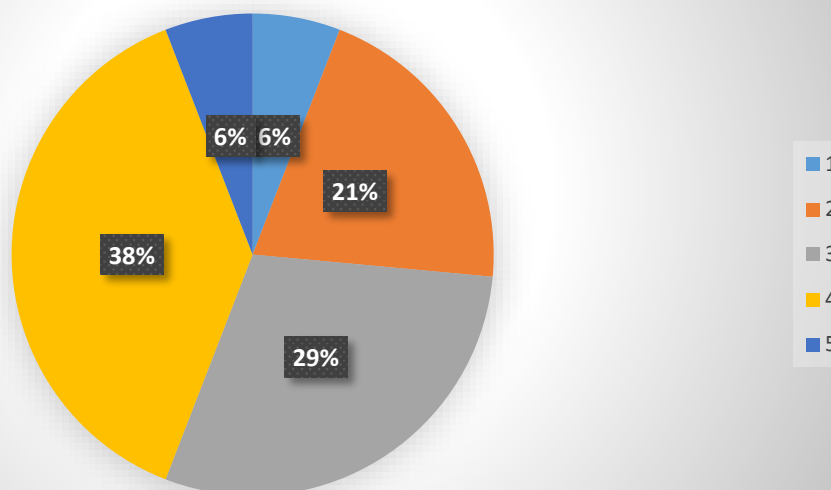
22. I can design a training programme, implement it and apply evaluation methods.



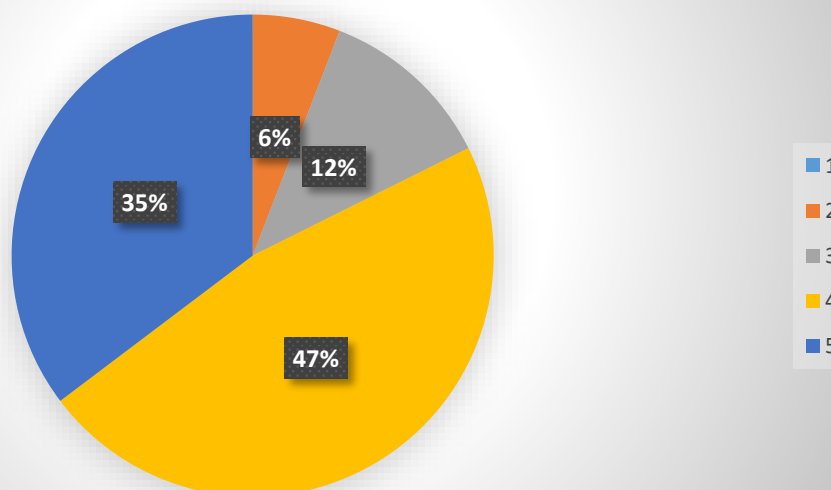
23. I know how to cope with difficult situations when there are people at risk of exclusion in a training activity.



24. have sufficient knowledge of other cultures (history, values, politics, economics, communication styles, values, beliefs and practices) and sensitivity towards cultural stereotypes.



25. Able to work effectively with a diverse range of people, I can deal effectively with all races, nationalities, cultures, disabilities, ages, and genders.



This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

## 26. Which communication tools do you use in your work and how?

Answers to this question were sintetichs and not exhaustive, participantts just answerd with a list of tools without explen how they use them and why.

E-mail, telephone, socials networks (facebook) and internet in general are the most used tools but the physical encounter, individual or collective, remains important.

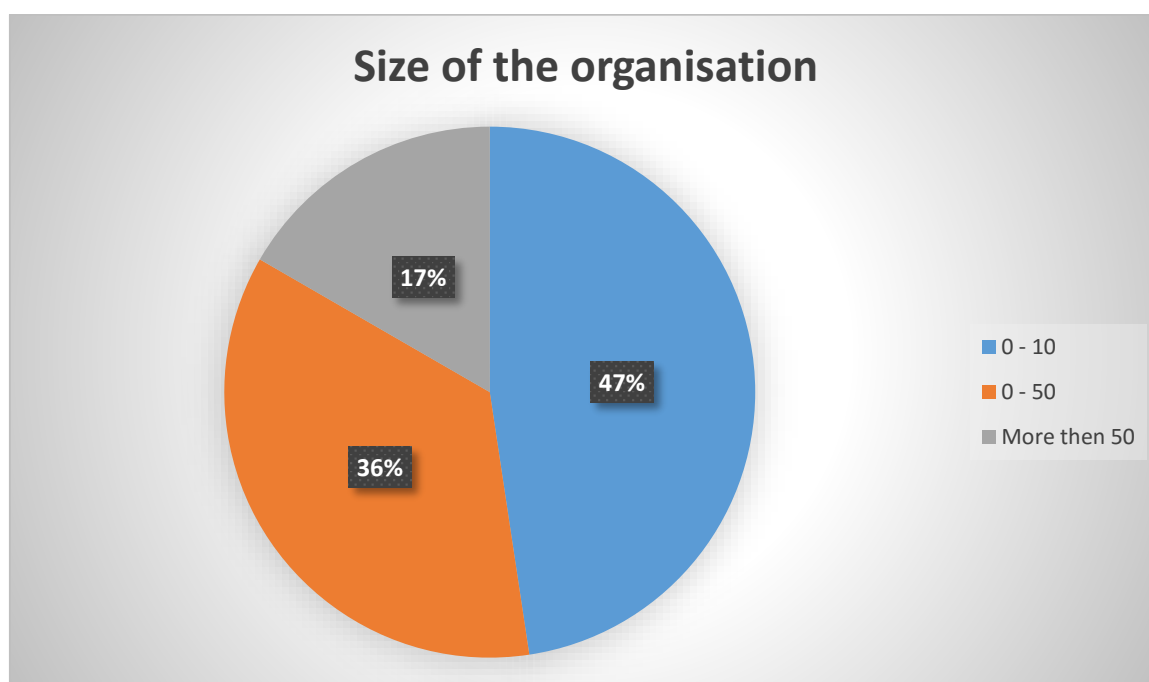
Others mentionned communication tools are: no-formal education methods, newsletter, skype, press, on-line plateforme.

## 27. Do you have a competence which you use in your practice in social inclusion activities and which is not mentioned above?

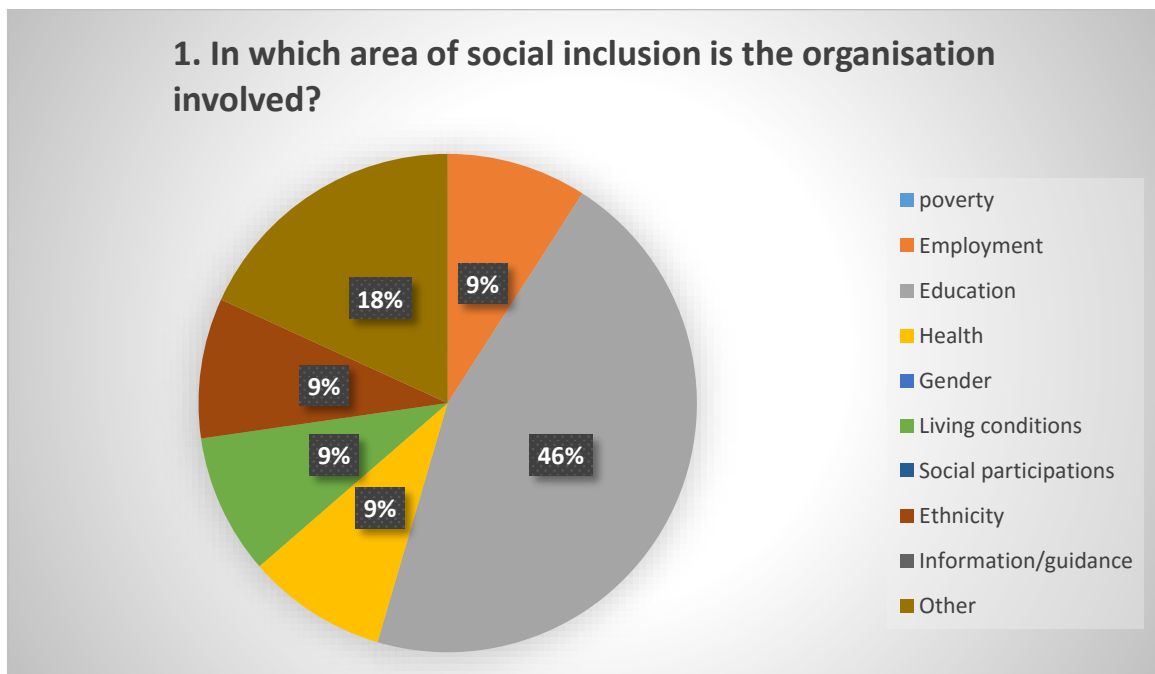
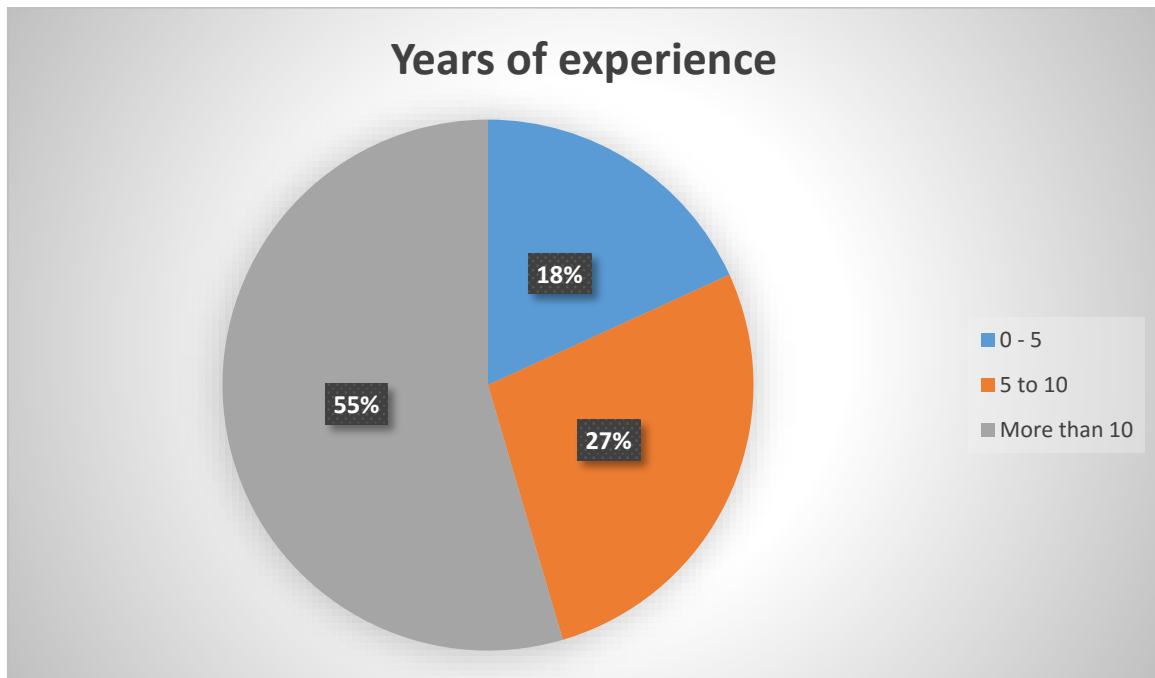
Most part of participants did not answer this question or declare not to have others specifics competencies.

Other competences are: listening and interpersonals skills, patiences,self control, motivation and helpfulness, adapation, body language, holistic practices and peer to peer interaction.

## STRUCTURES



This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

The majority of the concerned structures have more than 10 years of experience and work mainly in the educational field.

Mainly target group is youngsters and teenagers from all cultures and backgrounds, two organizations work mainly with children and one is open to all kinds of public.

Main activities are: socio-educational support, crime prevention, curricular and extracurricular activities, sociocultural activities, citizenship, environment, culture and intercultural dialogue.

### **Does your organisation apply participatory and inclusive principles in its activities?**

Almost all the organisations apply participatory and inclusive principles in its activities towards :

- advisory and speaking spaces
- Possibility to integrate the Board of the organizations
- consultation and collaboration spaces
- activities open to all public by applying the principle of non-discrimination
- proposal to actively participate in certain activities of the organization
- free membership and participation

### **Does your organisation have a clear social inclusion strategy?**

Only three organisations declare not to have a clear strategy. The others answered as follows:

- Educational projects, integration projects, projects for access to culture and leisure are the basic foundation of the inclusion path.
- Access to culture for everyone and everywhere, also in rural areas
- Access to basic knowledge for non-francophone people
- Fight against exclusion and discrimination

### **Have you defined long-term outcomes that govern your work?**

- Empowerment, social inclusion, civic involvement
- non-discrimination, individualization of coaching, and free services

### **Does your organization use innovation practices in your work? What has been your most innovative activity?**

- horizontal hierarchy and shared responsibility

---

This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

- Youth council
- Experimental mentorship for young migrants
- Writing workshop for French as a Foreign Language
- radio creation workshop
- social economy since 20 years
- co-construction of a project for the future for and with migrants

### **Does your organization have a strategy for volunteering as an important component in social inclusion actions?**

All the organisations recognize the importance of volunteering as a tools of civic growing but not all of them host volunteers in their daily work. Sometimes they prefer not to have volunteers for legal and privacy reasons or because they prefer to directly employed people with fewer opportunities. The organisations who host volunteers usually host them in the frame of the National Civic Service or European voluntary service.

## **5. SUMMARY**

The survey shows that 44% of the respondents have average knowledge of concept and definition related to social inclusion, 26% declare good knowledge and only 6% declare an excellent one (Q2).

82% of participants promote diversity as a strategic strength and understand specifics and differences (Q3).

44% declare to have good or very good capacity to advocacy need of marginalized people, 41% have sufficient knowledge (Q4).

Concerning local, national, European and international policies and legislation 47% declare have sufficient information, only 9% declare have a good knowledge and the rest have a lack of information (Q5).

We remark an important lack of competencies in active participation on social inclusion strategies, only 9% declare excellent knowledge and 6% a good one (Q6).

More positive is the situation about team working, roles and cooperation, most part of participants declare an excellent understanding, and no one feel a lack of knowledge in this area. (Q7).

50% of the participant can identify conflicts and the involved parties and are able to elaborate good strategies of resolution, other 50% has a lack of competencies (Q8).

On question related to the communication only 9% of the respondents says to have excellent skills, 38% say to have good skills and 50% average skills (Q9).

Most part of respondents (55% good and 15% excellent) can easily identify the principles of discussion and use methods to facilitate and involve members of a group (Q10).

Only 6% declare to have a lack of knowledge on verbal and no-verbal communication, all the others can use it in an appropriate way (Q11), 38% can provide good or excellent feedback, 53% have sufficient competences in the field and 9% have a lack of skills (Q12). More than a half of the respondents have good or excellent persuading skills (Q13), 38% have also good negotiation skills, 38% have an average capacity and 24% feel a lack of knowledge (Q14).

A majority of the respondents can choose the appropriate presentations techniques according with the needs of the target group (Q15) and 80% of them understand the importance of networking in social inclusion actions and 18% declare to have excellent skills on identifying potential partners and key players (Q16).

Only 6% have excellent skills but 43% have good ones to apply marketing strategy and promote vision of his structure, 30% have average skills and 21% feel a lack of knowledge (Q17).

The majority of the respondents have difficulties in planning, implementing and evaluate a campaign as well as setting target (Q18) but a good or excellent knowledge of processes of project management and they are able to easily apply them to their daily work (Q19).

Most of the respondents have at least an average capacity to prepare project documentation and identify potential financial source, 24% declare a lack of competencies on it (Q20).

More than 50% definitely recognize the importance of non-formal learning in social inclusion and have good or excellent knowledge of no-formal methods (Q21) but they don't feel comfortable on drafting training programs and evaluations methods (Q22).

38% do not feel able to cope with difficult situations when people at risk of exclusion is in a training activity (Q23).

Majority of the respondents have enough knowledge of others culture and sensitivity towards cultural stereotypes (Q24).

Definitely most of the survey's participants are able to work with a diverse range of people of different nationalities, cultures, disabilities, ages and genders, 35% of the respondents says to have excellent skills on this (Q25).

## 6. CONCLUSIONS/RECOMMENDATIONS

The result of the survey shows that the involved youth workers have an average knowledge of the area of social inclusion, but they have a good knowledge of the target group and good skills on dealing with diversity.

---

This project has been funded with the support from the European Commission (no: 2015-2-SK02-KA205-000608). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



The survey revealed a strong lack of knowledge in the draft of social and contribute to formulating social inclusion strategy. Also the 50% of the respondents have average or a lack of knowledge of conflict management tools, we think it should be important to organise a specific workshop on this during the training.

Part of the respondents also would need more tools for negotiation and communication.

The majority of the respondents doesn't feel able or enough confident to plan, implement and evaluate a campaign.

We also remark a lack of capacities on the preparation of projects documentation and on the identification of potential financial sources.

Majority of the respondents have difficulties in drafting a training activity plan and to know how to cope with difficult situation during a training, we think we should afford these thematic during our training. We also think we should provide the participant on no-formal methods that they could use on their daily work.

