CLOSER – Rethinking Social Inclusion

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

Country:

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Date: 27/04/2016	

CONTENT

1. INTRODUCTION

The survey is part of the international project CLOSER – Rethinking Social Inclusion supported by the ERASMUS+ Programme. It´s goal is to map knowledge, skills and competencies of youth workers and organisations working in the area of social inclusion. The results of the questionnaire will be used for the development of an international training of multiplicators in this area.

2. PARTICIPANTS

Our sample was composed by 42 participants and sufficiently balanced: the 54,8% of the sample were female, the rest (45,2%) was composed by male participants)(figure 1).
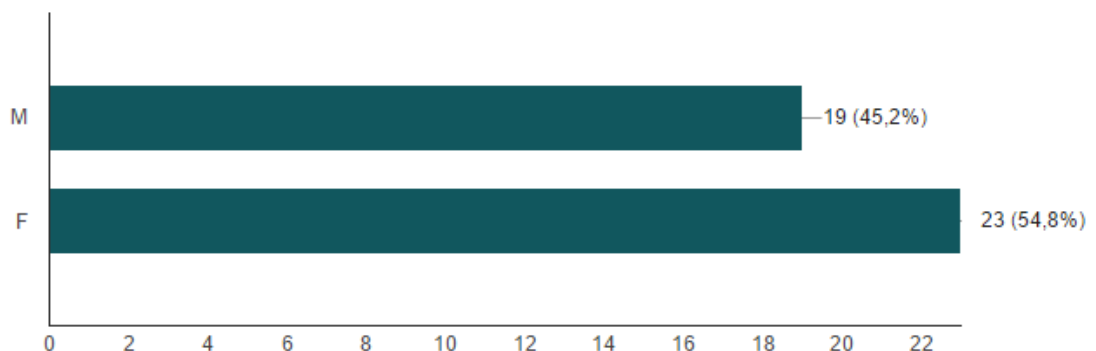

FIGURE 1

The mean of the age was 31 years old and the 37% of the sample is studying or they are graduated in law, economy, political science or international cooperation (figure 2);the 33% of the participants are pupils and study at the high school.
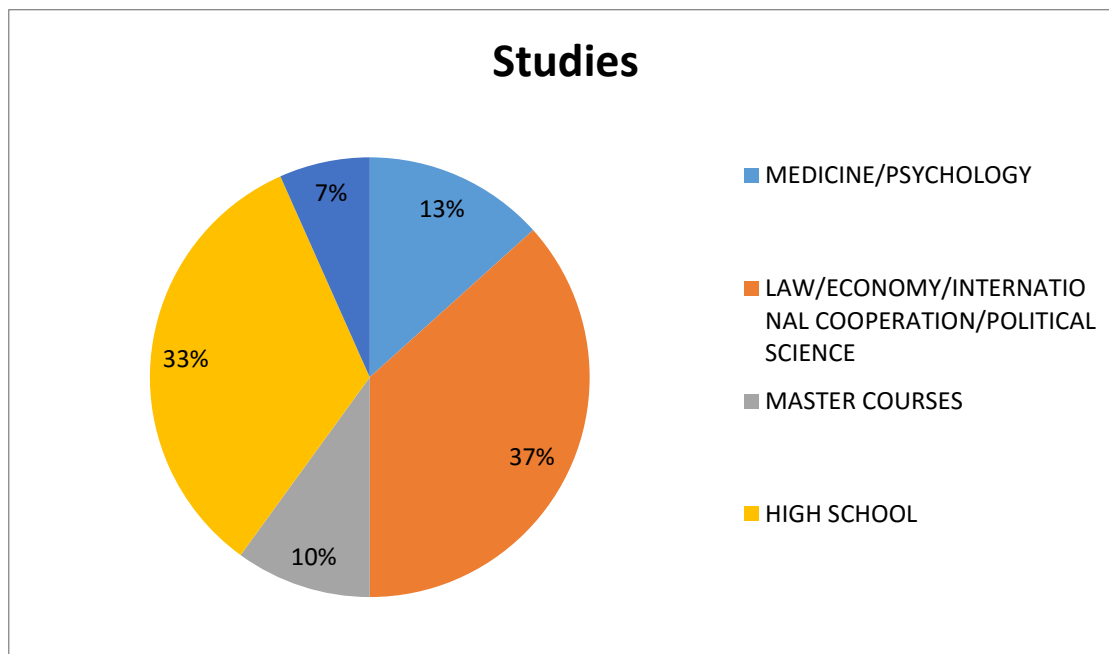
Studies

Legend:
- MEDICINE/PSYCHOLOGY
- LAW/ECONOMY/INTERNATIONAL COOPERATION/POLITICAL SCIENCE
- MASTER COURSES
- HIGH SCHOOL

Values shown: 13%, 37%, 10%, 33%, 7%

FIGURE 2

From the point of view of the working field, our sample is composed mostly from freelance workers (29%) and volunteers (29%). Is really interesting because to usually volunteers don't perceive money for their work but clearly those people use chielfy their time to volunteer (figure 3).
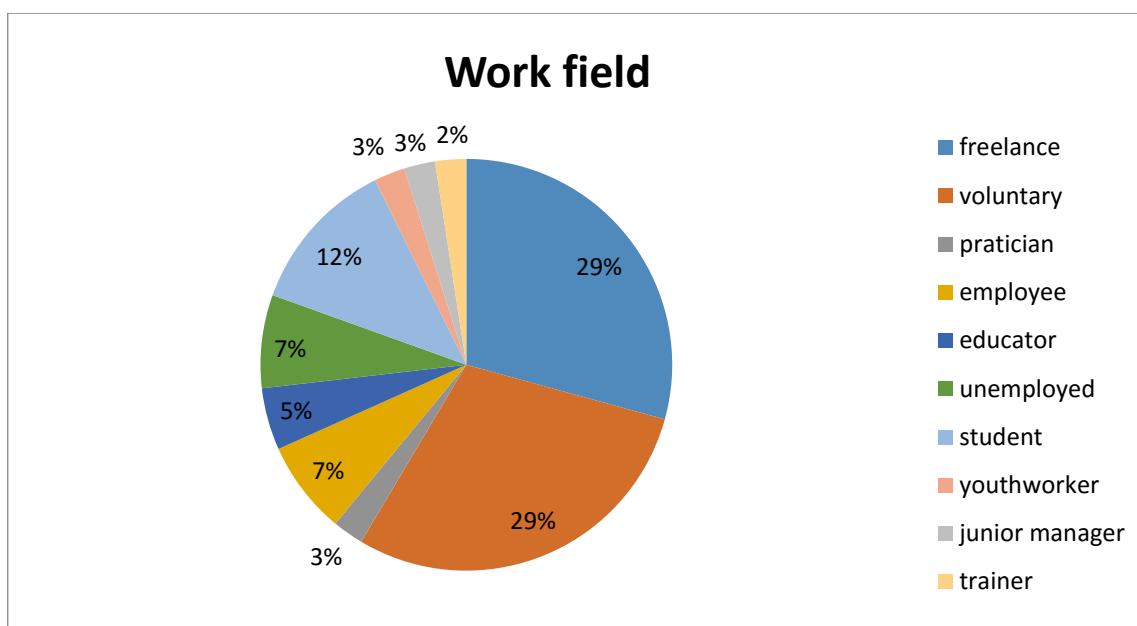
Work field

Legend:
- freelance
- voluntary
- pratician
- employee
- educator
- unemployed
- student
- youthworker
- junior manager
- trainer

Values shown: 29%, 29%, 3%, 7%, 5%, 7%, 12%, 3%, 3%, 2%

FIGURE 3

The survey's participants are mostly involved in the field of social participation (52%) and the 26% is involved in the education field. (figure 4). Finally, relevant is the involvement of our sample in the field of ethnicity and culture (12%).
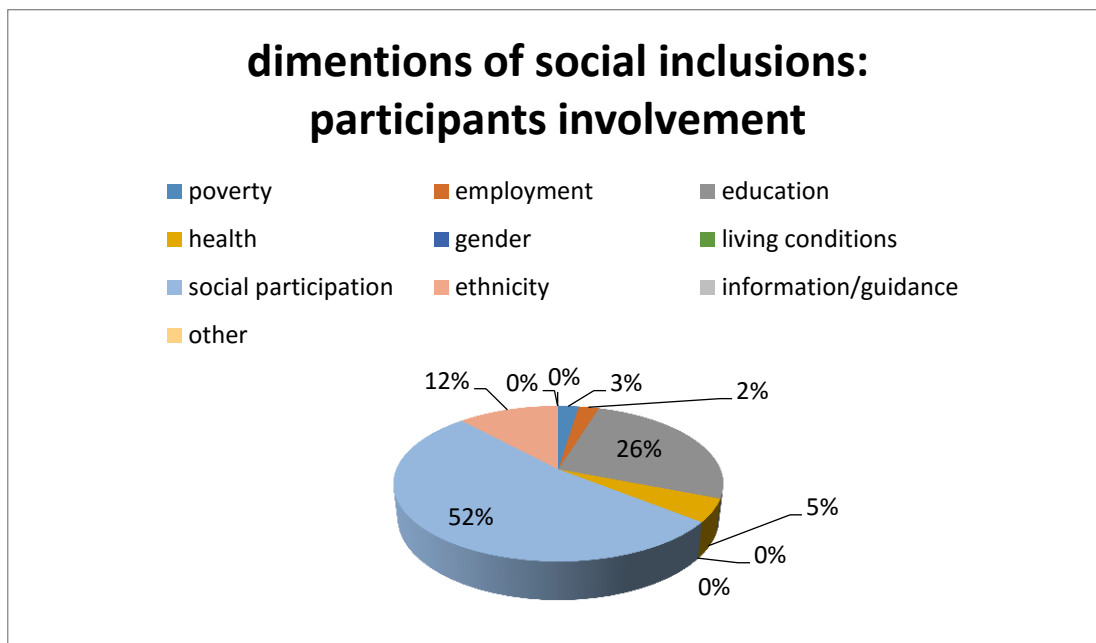
dimentions of social inclusions: participants involvement

FIGURE 4

The years of experience in the field of the youthwork have a mean of 7 years. It means that meanly our sample do it as volunteer and not as professionals.

3. METHODOLOGY

The survey was composed of 2 parts – both of them was online. The participants were invited to do it by mail and private messages. The questionnaire was available on this link: http://goo.gl/forms/Vg0w4t5Oqd . We received 42 answers. The data collection was anonymous but we gave the chance for the ones interested to receive the report by mail living the personal mail on the questionaire. The data were analized with Excel.

4. DATA COLLECTED

PART A – YOUTH WORKERS

Summarizing, we can say that our sample is composed by young people around 31 years old, volunteering in NGOs and mostly graduated in law, economic and political science and international cooperation. They don't recognize themselves as professional youth workers (in Italy we don't have a law that recognize this job) but their experience in youth work is around 7 years and the main field of action is the social participation. In this frame, we have to read the following data concerning competences and their recognition and plan the training activities.

To facilitate the comprehension of data analysis, please read carefully the table here below (table 1). It transforms the questions (and concept inside) in brief label in order to catch the data results and the indication we receive from that.

| Questions	Labels
1. 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.	Social inclusion: knowledge
2. 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 with respect, tolerance and understanding.	Diversity promotion and tollerance
3. I am able to advocate the diverse needs and concerns of the groups endangered by social exclusion.	Advocacy actions
4. 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.	Skills on politics of social inclusion
5. I am able to participate in the drafting of social inclusion strategies and contribute to formulating social inclusion policies.	Social inclusion planning and strategies
6. I understand the team structure, team roles, cooperation in the team and the different styles and types of leadership.	Team cooperation and leadership
7. 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.	Conflict management
8. I am able to communicate effectively.	Effective communication
9. I understand the principles of discussion, facilitation and can use the methods and ways to involve members of the group.	Facilitation and group discussions tools
10. I am aware of verbal and non-verbal communication and can use it in an appropriate way.	Verbal and non verbal communication
11. I recognize effective forms of feedback and can use it with respect to a particular situation.	Feedback skills
12. I have good persuading skills, I am able to convince others to take appropriate action and to discuss and reach a mutually satisfactory agreement.	Motivational communication
13. I have good negotiating skills, I am able to negotiate in difficult situations and settle	Negotiation skills

differences	
14. I know and can select the appropriate presentation techniques and technologies according to the needs and abilities of the target group.	Digital communication skills
15. 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	Networking skills
16. 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.	Marketing strategies abilities
17. 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.	Promotional compaign skills
18. 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.	Project planning skills
19. I can prepare project documentation. I am able to identify potential financial source for the activities.	Financial and project management skills
20. 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 mentoring, coaching, peer learning, etc.	Non formal education skills/knowledges
21. I can design a training programme, implement it and apply evaluation methods.	Training planning
22. I know how to cope with difficult situations when there are people at risk of exclusion in a training activity.	Social esclusion risk management
23. I have sufficient knowledge of other cultures (history, values, politics, economics, communication styles, values, beliefs and practices) and sensitivity towards cultural stereotypes	Knowledges on cultural topics and stereotypes
24. I'm able to work effectively with a diverse range of people, I can deal effectively with all races, nationalities, cultures, disabilities, ages, and genders	Work in mixed team

TABLE 1

We measured the modal value of each question and we compered it in one bar chart. The results show us that the less developed competences are: Marketing strategies abilities, Negotiation skills, Social inclusion planning and strategies, skills on politics of social inclusion and Advocacy actions skills. In the rate scale we used the value "3" means not poor or excellent but sufficient. Unfortunately we have not "control questions to understand the real meaning of these answers but we can dare to say that probably these skills less rated are also the less known (figure 5).
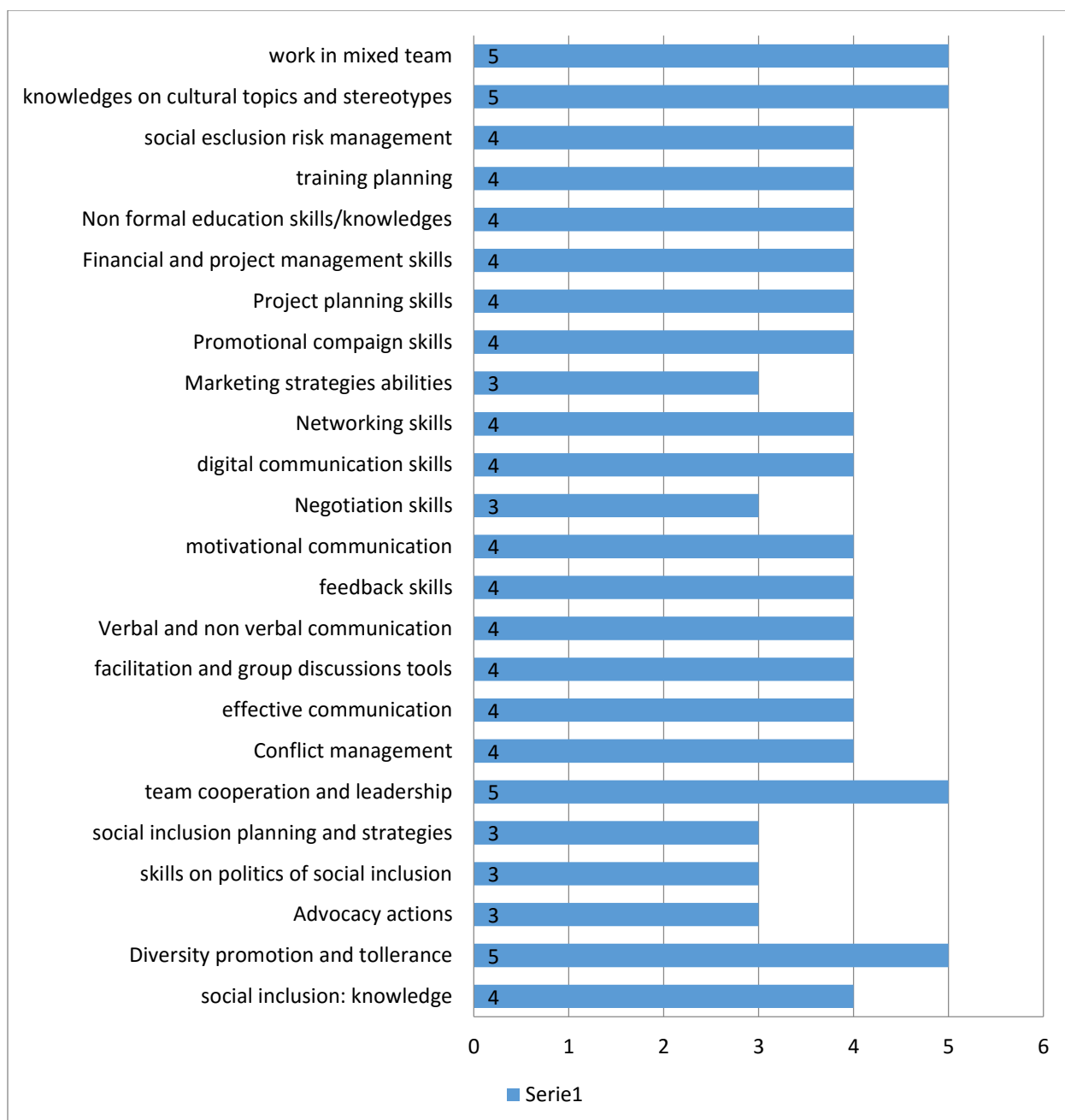
FIGURE 5

The main communication tools used by individual interviewed are social networks (28%) and mails (19%). But still, the face to face meeting are in a good percentage of usage (11%) (see the figure 6).
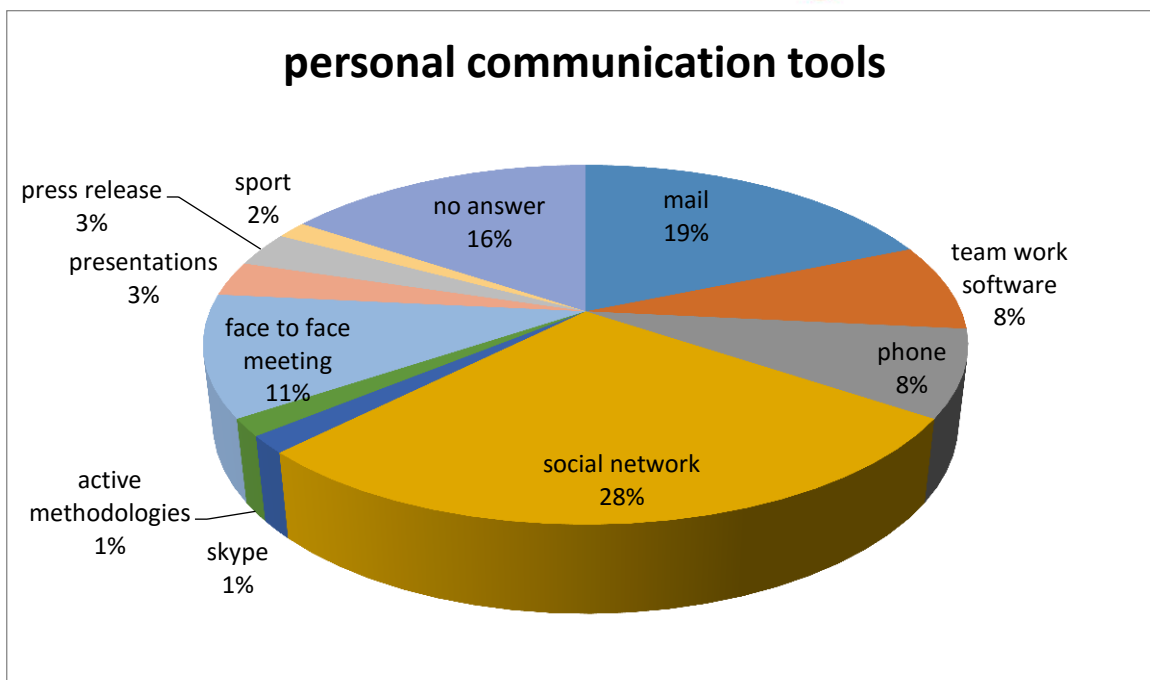
personal communication tools

FIGURE 6

The main part of the sample of the research answered negativelly to the question „Do you have a competence which you use in your practice in social inclusion activities and which is not mentioned above?" but we have 3 intersting competences for inclusion that could be understand as suggestions: Italian Sign Language skills, further languages skills and „community organizing"[1].
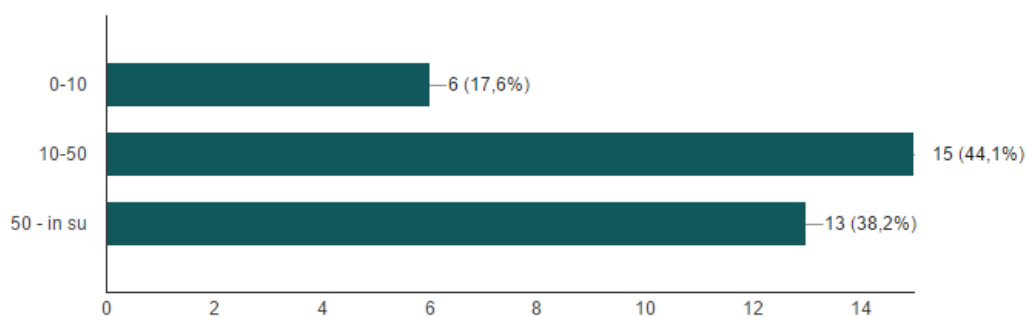
PART B- ORGANIZATIONS

We had from 34 answers to 16 for each question. It means that at least 16 people of the sample belong to the boarding group of his/her organization and know perfectly the strategies of the organization. We assume that the field of action of these organizations is mainly social participation and it is confirmed by the percentage of answers about it (48,2%).

Fields		
poverty	**0**	0%
employment	**0**	0%
education	**8**	24.2%
health	**2**	6.1%

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[1] Community organizing is a process where people who live in proximity to each other come together into an organization that acts in their shared self-interest. Unlike those who promote more-consensual community building, community organizers generally assume that social change necessarily involves conflict and social struggle in order to generate collective power for the powerless. (Wikipedia).

Fields		
gender	0	0%
living conditions	0	0%
social participation	16	48.5%
ethnicity	4	12.1%
information/guidance,	0	0%
other	3	9.1%

The 44,1% of the Organization interviewed have between 10 to 50 members, the 38,2% more then 50 members and only the 17,6% have up to 10 members (figure 7).

FIGURE 7

The main target groups of the organizations interviewed are: youth (32%), teenagers (15%) and children (12%) (see figure 8 below).
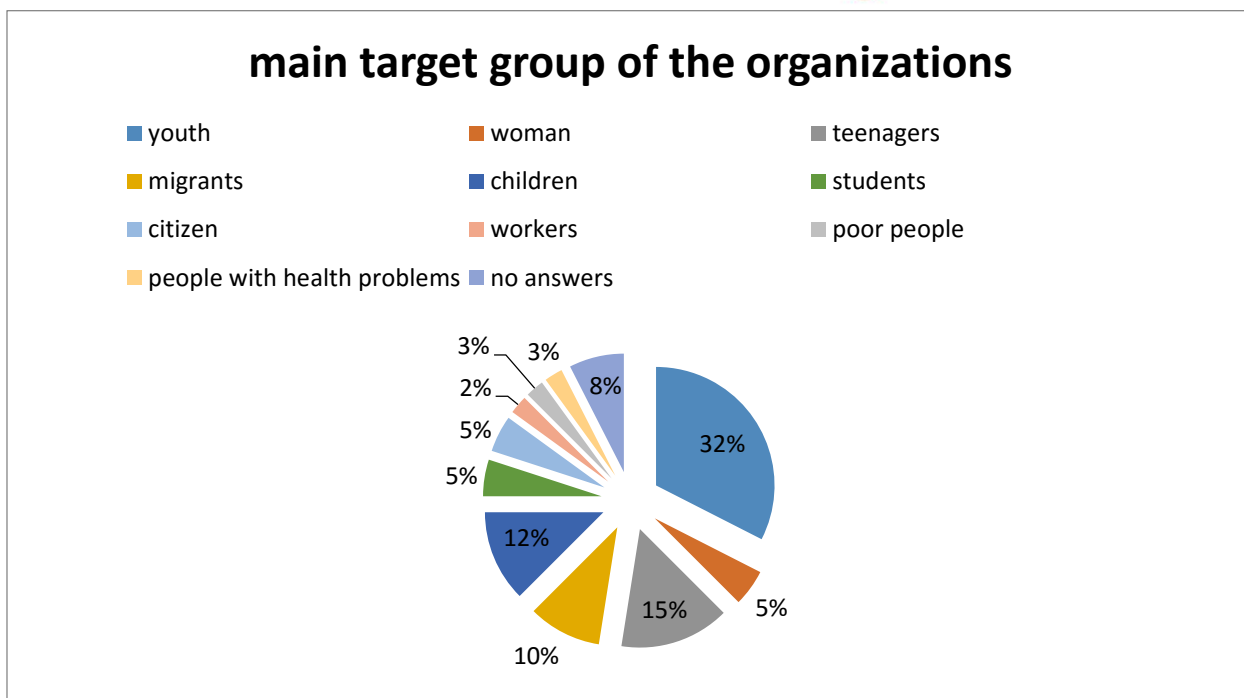
main target group of the organizations

- youth
- woman
- teenagers
- migrants
- children
- students
- citizen
- workers
- poor people
- people with health problems
- no answers

FIGURE 8

The 39,4% of the organization have between 5 and 10 years of experiences (figure 9).

0-5	**11**	33.3%
5-10	**13**	39.4%
più di 10	**9**	27.3%

FIGURE 9

The main activities of the organization interviewed are: international mobility and active citizenship (21%) and non- formal education with different topics (17%) (figure 10).
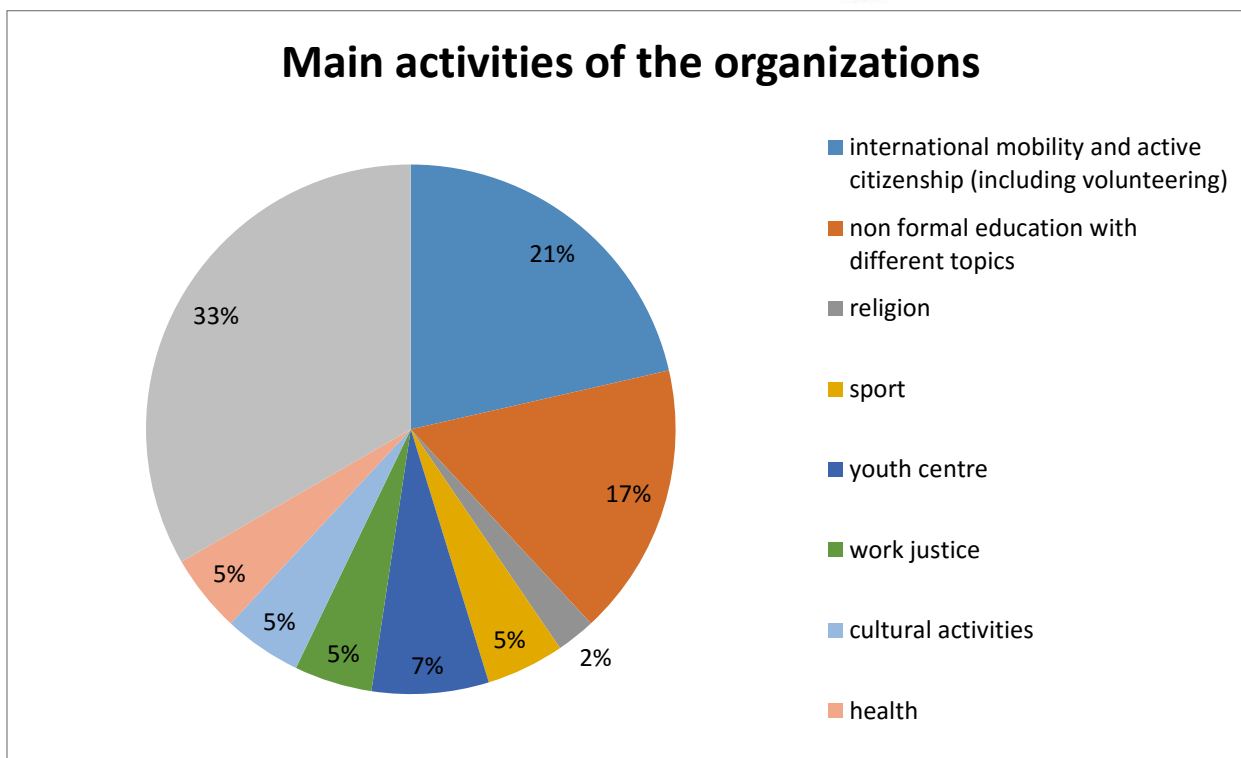
Main activities of the organizations

- international mobility and active citizenship (including volunteering)
- non formal education with different topics
- religion
- sport
- youth centre
- work justice
- cultural activities
- health

21%
17%
33%
5%
5%
5%
7%
5%
2%

FIGURE 10

The answers to the question "Does your organization apply participatory and inclusive principles in its activities? Please describe briefly" were really interesting. The 81% declare to apply the participatory and inclusive principles.
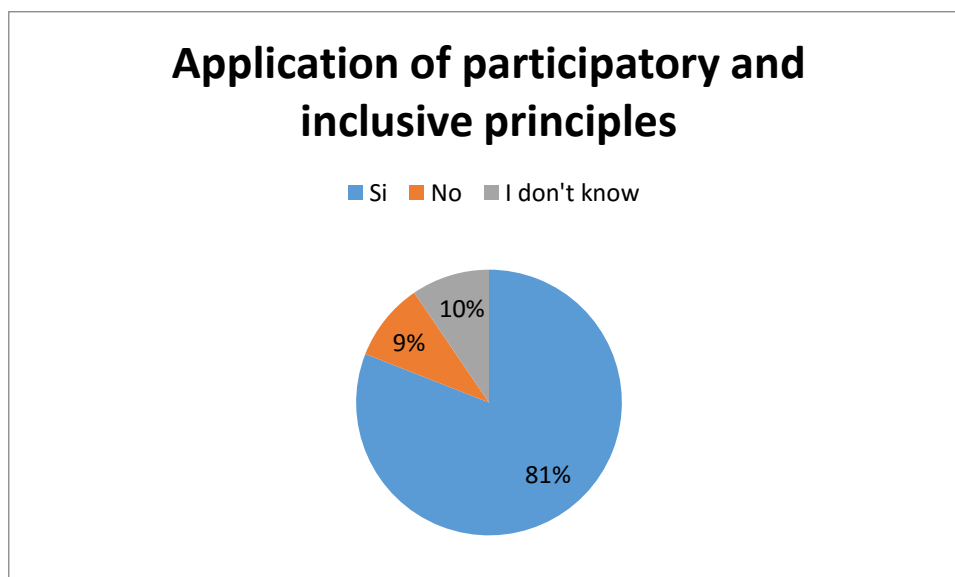
Application of participatory and inclusive principles

- Si
- No
- I don't know

10%
9%
81%

FIGURE 11

Centrum pre interkultúrny dialóg
Euro circle
giosef ITALY giovani senza frontiere
CEPS Projectes Socials Barcelona

The 56% of the organization have also and inclusion strategy really well detailed and strictly connected with the value, mission and main activities of the organization. Just few of them declare to have but they underline that it is implicit to the vision and value (11%).
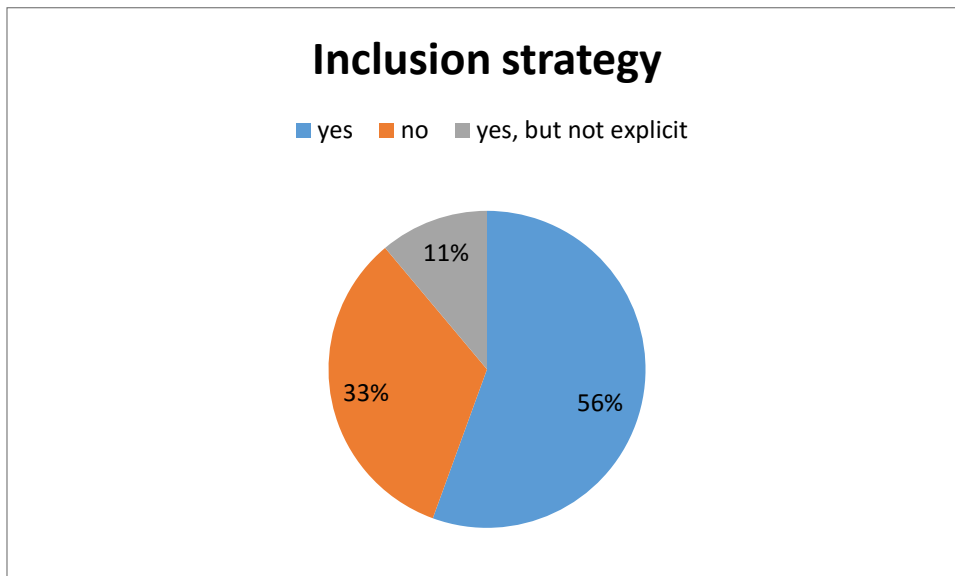
Inclusion strategy

■ yes ■ no ■ yes, but not explicit

FIGURE 12

They also have a clear idea about the long term results of the organization (65%) but an qualitative analysis not everybody have idea about how to measure it.
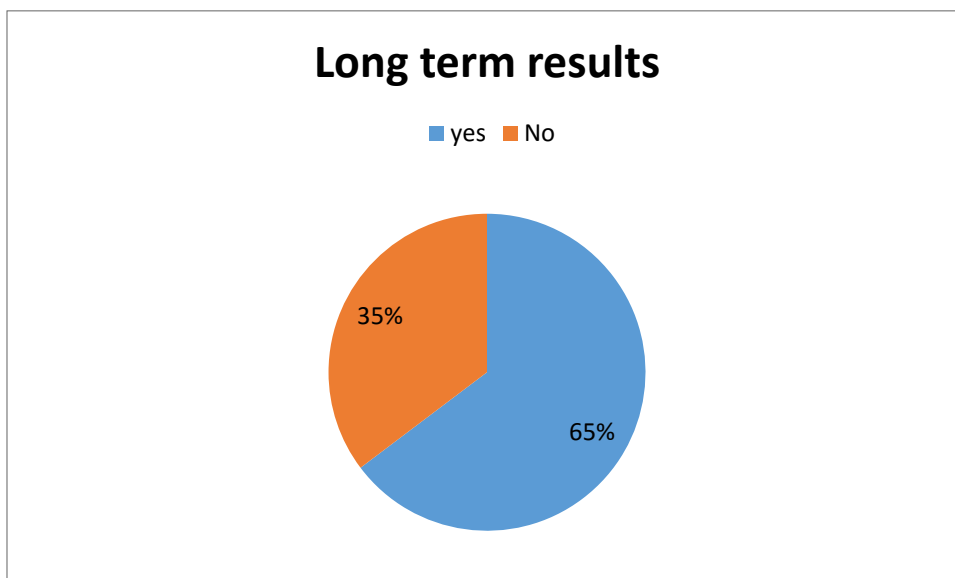
Long term results

■ yes ■ No

FIGURE 13

About the question on innovation practices, we have not a clear line of evaluation of the answer. Generally everybody think to do something innovative and it could be, because it is connected to the area where the association/organization is.

About volunteering, from a qualitative analysis of the answer we can say that the organization that have participated to the research are mainly composed by volunteers. So they are the driving force of all activities.

5. SUMMARY

The participants are 31 year old, mainly woman (54%) and, from the point of view of the working field, they are freelance workers (29%) and volunteers (29%). Is really interesting because to usually volunteers don't perceive money for their work but clearly those people use chielfy their time to volunteer. They have a master degree or they a high school degree. Their main work filed is social participation; tey use mainly the social network to communicate.

The results show us that the less developed competences in our sample, are: **Marketing strategies abilities, Negotiation skills, Social inclusion planning and strategies, skills on politics of social inclusion and Advocacy actions skills.** In the rate scale we used the value "3" means not poor or excellent but sufficient. Unfortunately we have not "control questions to understand the real meaning of these answers but we can dare to say that probably these skills less rated are also the less known.

Is really interesting the perception about the inclusion strategy in the organizations and the principles of inclusion applied. They recognize to have it but is really difficult to list what they do in practice. Is the same for the long term results: they don't know well how to measure it.

6. CONCLUSIONS/RECOMMENDATIONS

Please, ready with caution these results because it was not scored with a statistic program.