Research Report - Social Inclusion Workers

Project Number
2021-1-ES01-KA220-VET-000034691

Contents

1. Summary

Project partners of the Follow-us – NEETs as Social Media Managers for SME's project agreed in undertaking a survey to discover through Social Inclusion Workers professional and personal experience, their level of Social Media literacy and their teaching and pedagogical skills to effectively develop a tailor-made course. A sample of 104 persons from different countries completed the survey. Data were collected through the use of a structured questionnaire, a copy of which is provided in the Appendix. The length of each survey was about 10 minutes. The questionnaire consists of several major parts to assess the following: participants profile, pedagogical expertise, digital literacy, and social media skills.

2. Background and Objectives

The aim of this questionnaire is to better understand the different profiles of the target group C (Socio Inclusion workers) to provide the most effective training that will meet their varying needs: type of Socio Inclusion worker and institution, teaching methods to use and which area of the course needs more time or emphasis. For that reason, socio inclusion workers were asked to specify their own profile and the profile of the institution, years of experience, courses offered by the institution and methods, and other specific questions regarding Social Media literacy.

3. Methodology and Process

In order to create an effective and structured questionnaire that focus on Socio Inclusion workers, 4 groups of questions were designed by following EU's "Effective Outreach to NEETs"[1] and "Sustainable activation of young people not in employment, education or training (NEETs)"[2]

1. Intro questions: these questions are to understand the participants profile and they were asked to specify their country, the size of the organization, their main role within the organization, and the main target group within the organization.

2. Pedagogical skills: these questions are to understand the teaching experience, if exists, of the social inclusion workers. Therefore, participants were asked to specify if they had ever provided training, years of teaching experience, knowledge of 7 different teaching methods, and the identification of activities that are more appropriate to develop Social Media Skills.

3. Questions about general subjects of the course: these are questions to identify the digital literacy of social inclusion workers, the availability of digital resources in the organization and their knowledge about social competences.

4. Questions about Social Media use, skills and knowledge. These were specific questions of social media that will help partners creating the syllabus of the course as frequency of use, reason for using social media, knowledge of fake news, and knowledge of different social media platforms.

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[1] https://ec.europa.eu/social/BlobServlet?docId=20118&langId=en

[2] https://op.europa.eu/es/publication-detail/-/publication/bce2914b-ec37-11e6-ad7c-01aa75ed71a1/language-en

Partners presented the questionnaire to Social Inclusion workers working at different types of organisations. Participants were asked to answer the questionnaire, while results were being monitored by project partners.

The results were deep analyzed using two software: Excel and SPSS. A statistical toolset was applied to see the results from different points of view according to the survey answers.

4. Results of the Questionnaire

4.1. Results by country

Respondents from Spain were the most numerous, as they represented 27% of the answers, followed by Poland with 21% of the answers, Germany with 18% of the answers, Romania (15%) and Italy with 13% of the answers. Respondents from Sweden (3%), Portugal (1%), Ireland (1%) and United Kingdom (1%) were less relevant in numbers but also showed interest in the topic. The interest from these countries comes from organizations who are part of the Second Chance Schools[3].
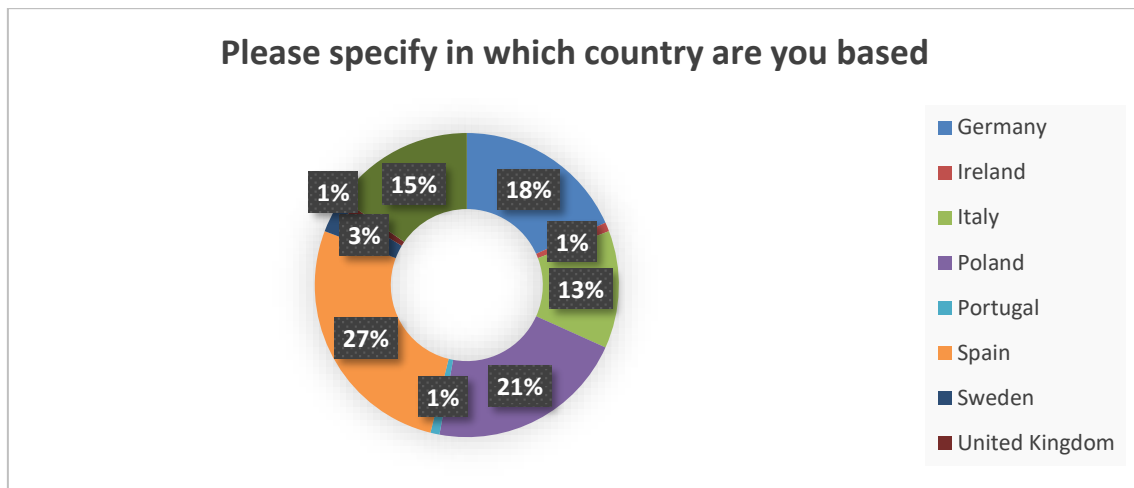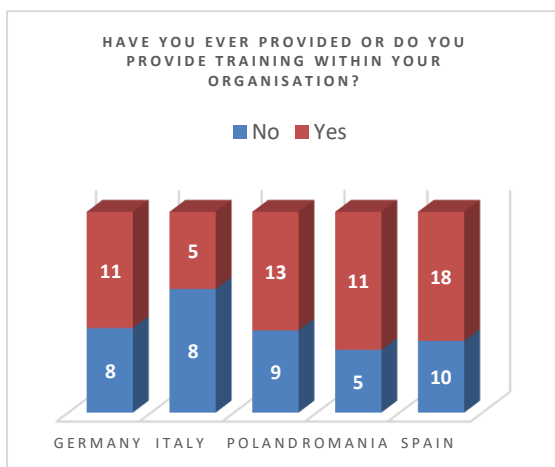

Figure 1. Results by country

When analyzing one of the most relevant questions by country *"Have you ever provided, or do you provide training within your organization?"* Spain, Germany, Poland and Romania show the same pattern, where more than 2/3 answered "yes" while only in Italy the "no" responses are more numerous than positives. All respondents from Sweden, UK and Ireland responded positively to the question.

Figure 2. Results by country: do you provide training?

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[3] http://www.e2c-europe.org/

4.2.   Results by size of the organization

The majority of the Social Inclusion workers belong to small organizations (from 10 to 50 employees), followed not so far by micro-organizations (less than 10 employees). These two groups together represent 64% of the answers and accounted with 67 out of 104 answers. 25% of respondents belong to medium-sized companies while only an 11% belong to medium-large/large organizations. This fact shows the presence of PES (public employment services), organizations that are spread all over the country or even Europe. This could be the case of Fundación Diagrama or Intermedia in Spain or the Second Chance Schools in Europe.
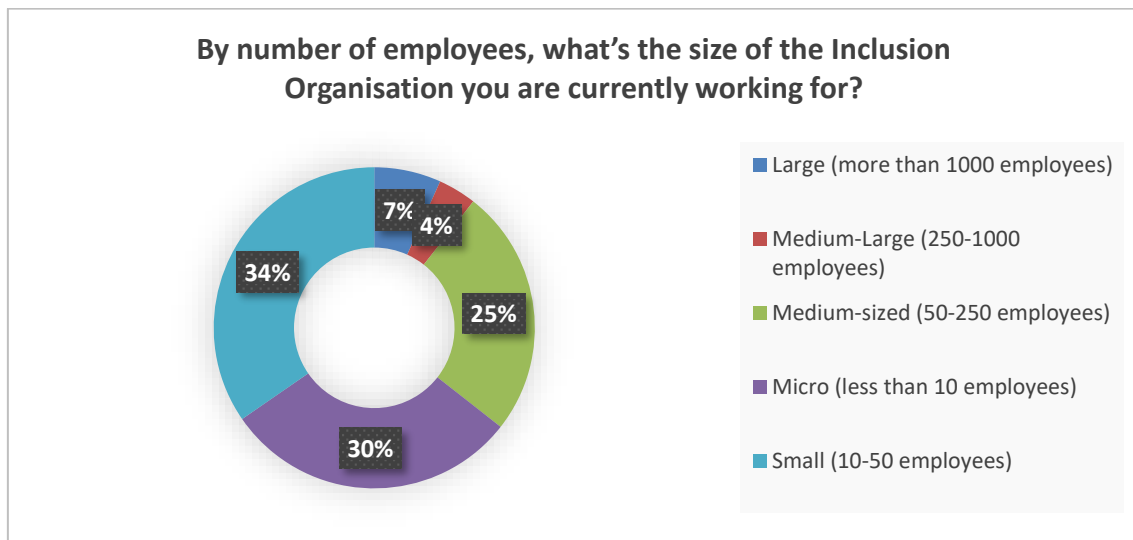

Figure 3. Results by size of the organization

4.3.   Results by role in the organization

Provide guidance and support was the most chosen task by social inclusion workers with 49 answers, followed by "provide training" with 38 answers. This shows the good need analysis carried out during the application stage of the project, where partners found out that Social Inclusion workers also provide training but are not skilled in the subject of social media. The rest of the options obtained similar number of answers (from 19 to 25), which shows their relevance but not priority.
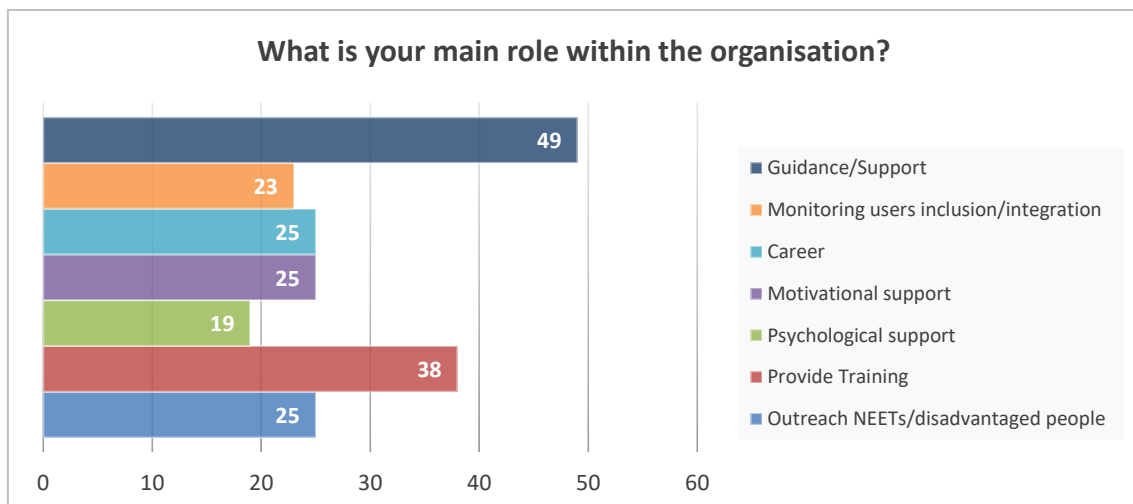

Figure 4. Results by role in the organization

4.4.   Results by target groups.

Results of respondents regarding the main target group of the organization show that more than 50% of the NGOs work directly with NEETs, followed by long-term unemployed (37 answers) and disadvantaged women (28 answers). All organizations contacted by project partners are directly or indirectly working together with NEETs, and therefore the results show how social workers identify their target groups; they can be NEETs but at the same time disadvantaged women, long-term unemployed or migrants.
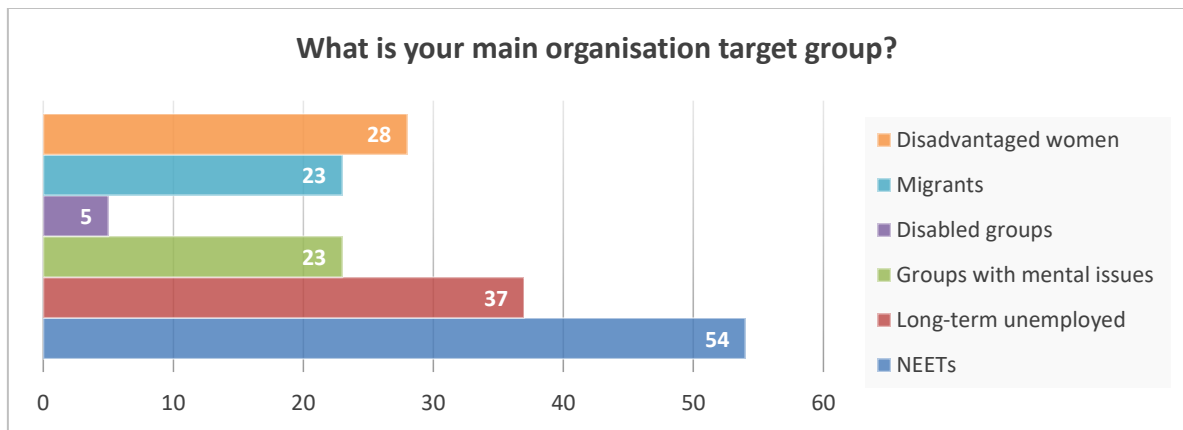

Figure 5. Results by target groups

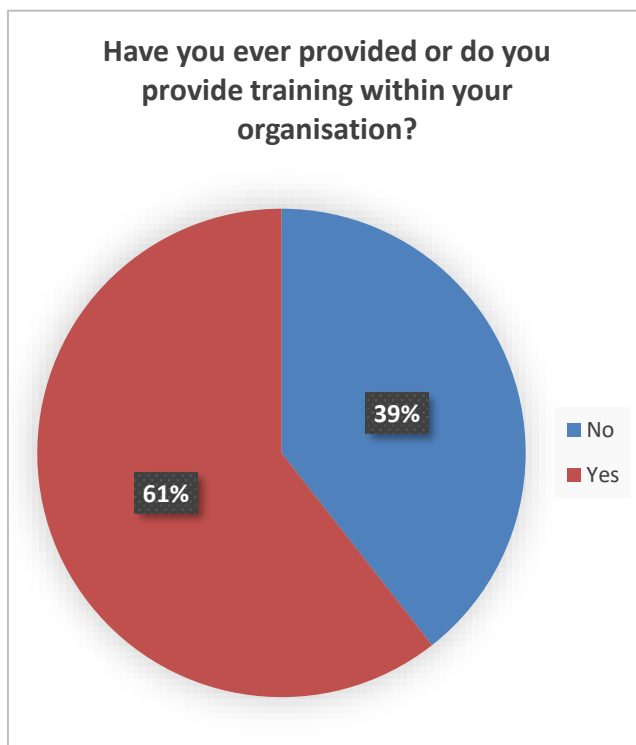## 4.5.   Results by teaching experience


Figure 6. Results by teaching experience

When analyzing the results by teaching experience of target group C, 61% of respondents stated that at least, they have already conducted one year of teaching activities. When asking to specify the duration of their teaching experience, the most numerous answers were 2, 5 and 7 years with 9 respondents each, followed by 1 and 4 years of experience with 6 respondents each. The third category with more votes was 3 and 20 years of experience with 5 votes. These results show how this target group will be ready to deliver the Follow-us programme for NEETs once Social Inclusion workers get upskilled with their tailor-made course.

If so, how many years of training experience do you have?

Years	Count
35 YEARS	1
25 YEARS	1
20 YEARS	5
17 YEARS	1
16 YEARS	1
15 YEARS	1
12 YEARS	1
10 YEARS	4
9 YEARS	2
8 YEARS	2
7 YEARS	9
6 YEARS	4
5 YEARS	9
4 YEARS	6
3 YEARS	5
2 YEARS	9
1 YEAR	6

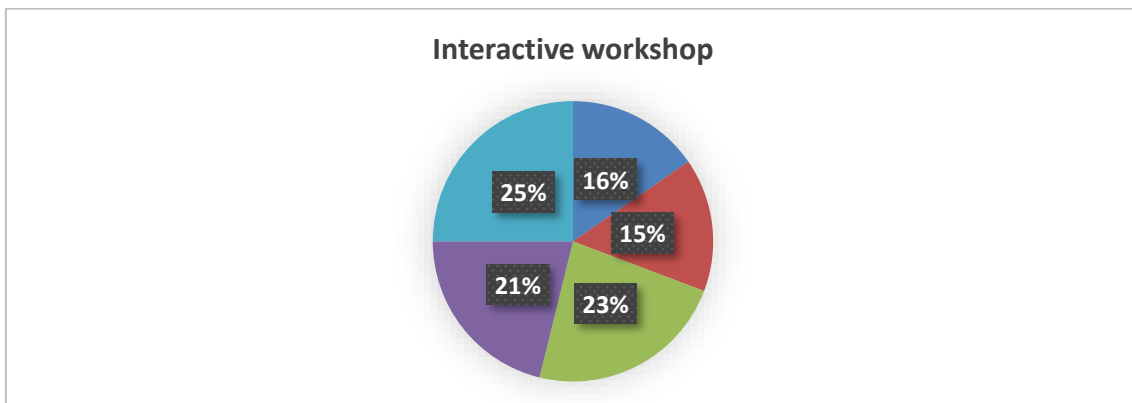*Figure 7. Results by years of teaching experience*

4.6.   Results by knowledge of teaching methods

The Follow-us programme for NEETs will incorporate innovative teaching methods that will motivate students from day 1. Therefore, knowing different resources in class is of important relevance. Participants were asked to answer their level of knowledge regarding direct instruction, flipped classroom learning, experiential learning, game-based learning, project-based learning, hands-on and interactive workshop by using the following scale.

■ Very Low Knowledge ■ Low Knowledge ■ Medium Knowledge ■ Strong Knowledge ■ Very Strong Knowledge
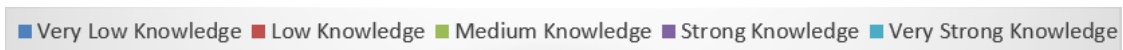
The results show that the most traditional methods (direct instruction and hands-on) are the most known where 58% and 70% of the respondents answered with "Very good and good knowledge" respectively.

More innovative methods like "flipped classroom learning approach", experiential learning and interactive workshop received more responses of "very low knowledge" and "low knowledge". These results will have to be considered when designing the UpSkill Course for trainers.

Interactive workshop

- 16%
- 15%
- 23%
- 21%
- 25%

Direct Instruction

Flipped classroom learning approach

Experiential learning

Game based learning

Project-based learning
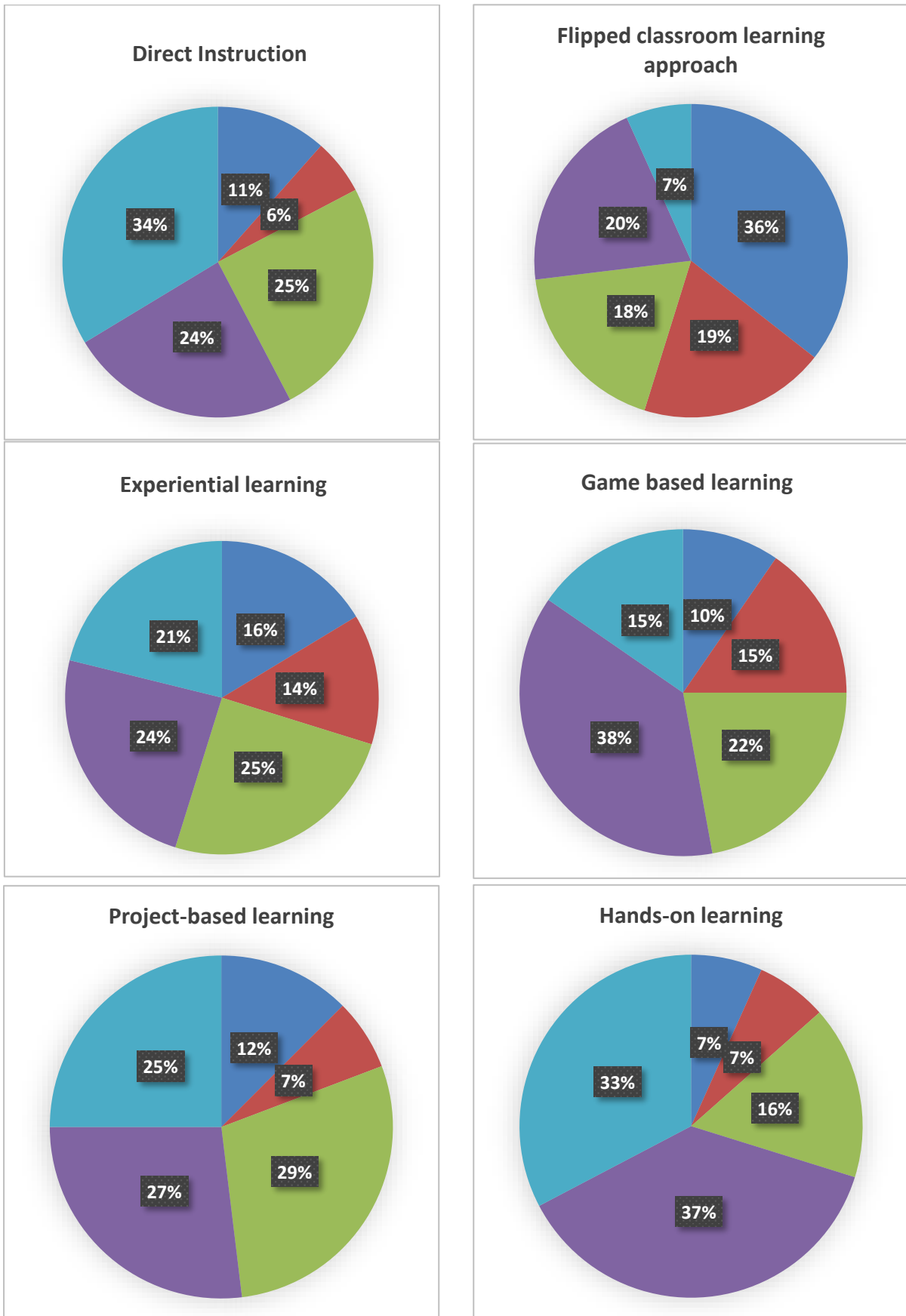

Hands-on learning

Figure 8. Results by teaching methods

When asking about the type of activities which are more suitable for developing Social Media Skills, 42% of respondents answered "Problem Solving tasks", followed by "you do" activities and "Research activities". The "other" responses included: "discussions" and "projects where students would create invented networks".
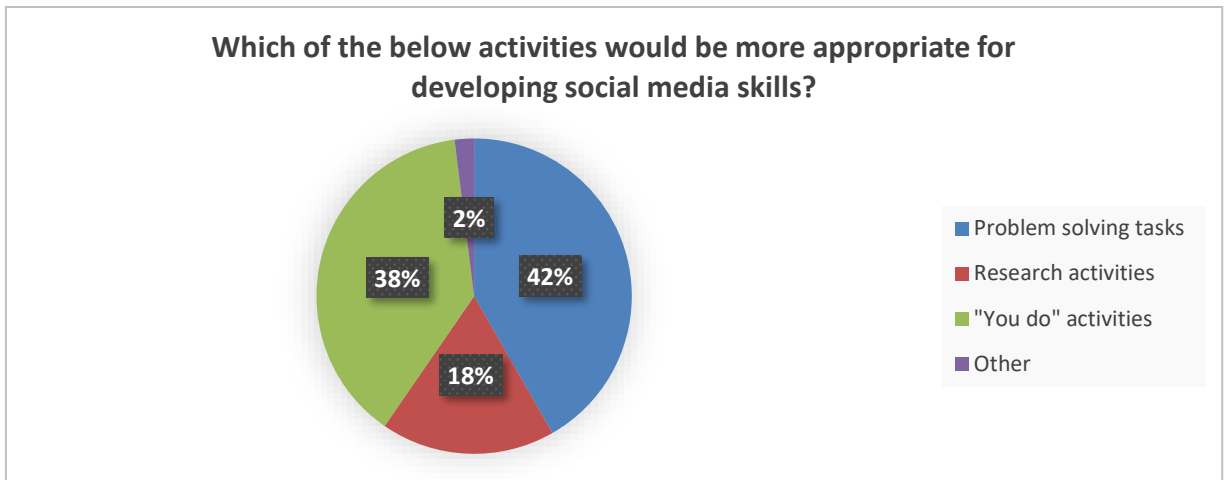
Which of the below activities would be more appropriate for developing social media skills?

- ■ Problem solving tasks
- ■ Research activities
- ■ "You do" activities
- ■ Other

42%
18%
38%
2%

Figure 9. Results by Social Media activities

4.7. Results by general subjects.

In the following group of questions, participants were asked to specify their level of digital literacy, the availability of digital skills in the organization, and which type of training regarding social competences the organization provides.

When asking, about the availability of digital tools in the organization, seems that all organisations are well equipped since 100 out of 104 have access to computers and 67 of them have access to smartphones. This fact will facilitate the training of both Follow-us trainers and students since both gadgets will be used within the training process.
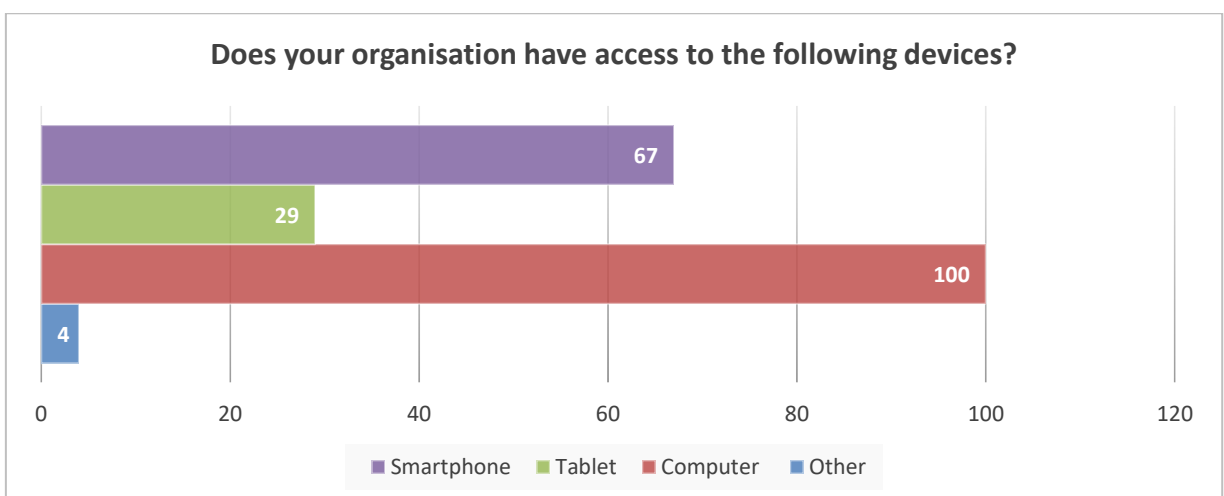
Does your organisation have access to the following devices?

67
29
100
4

■ Smartphone ■ Tablet ■ Computer ■ Other

Figure 10. Availability of Digital Tools within the Social Inclusion Organisation

In order to pass the Follow-us courses, participants need to be skilled in a range of digital tools and software. Therefore, social inclusion workers were asked to specify their level of competence of MS Office, Google docs, slides and spreadsheets, Google Drive or Dropbox, Image and Video editing and email. The results show a similar pattern between the knowledge of Google docs and Google drive/Dropbox, where 68% and 70% of respondents answered with "Strong knowledge" and "very strong knowledge" respectively. The least known digital skill was image and video edition, where 32% of the respondents answered with very low knowledge or low knowledge. Email was the winner where almost 100% of respondents stated that they have a very strong or strong knowledge of the tool, followed by MS office with 84% of the answers with the same statement.
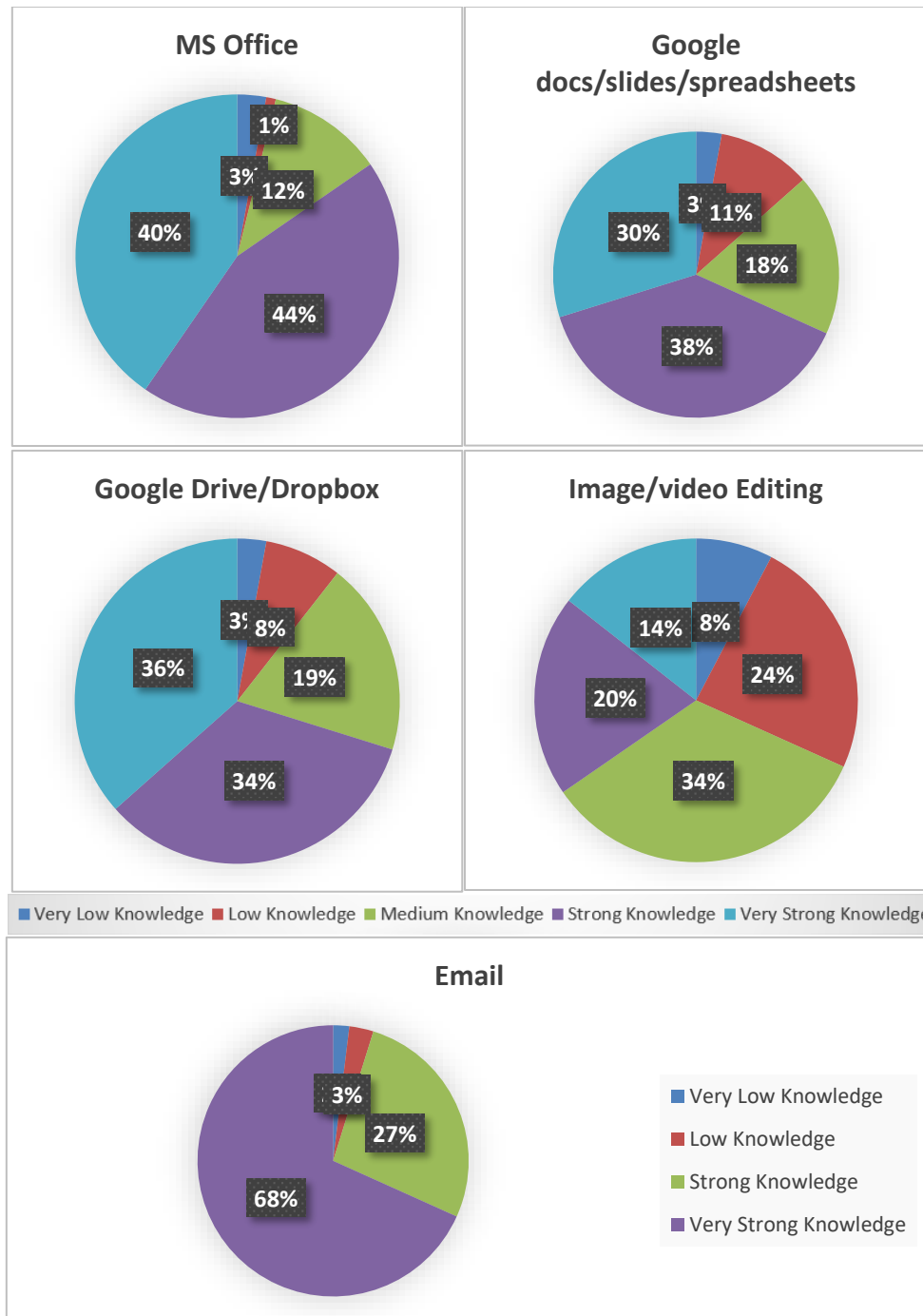

Figure 11. Knowledge of Digital tools

The results of the training regarding social competences show interesting results, as only 55% of the organizations provide training on this topic. Since social competences (e.g., soft skills) can be the key to access to certain jobs for NEETs, it should occupy a relevant part of both courses.
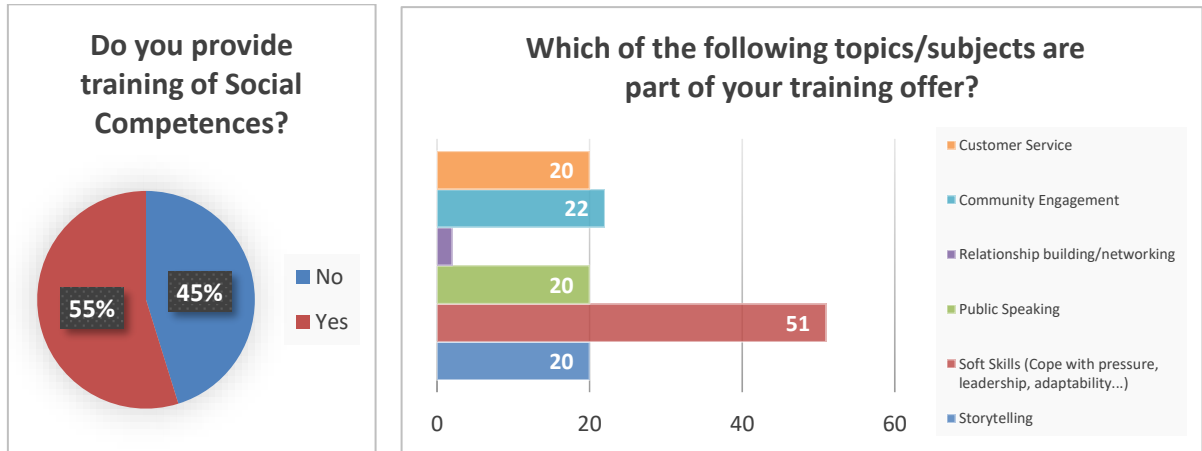

Figure 12. Social Competences training offer

The analysis of the results by training courses offered regarding social competences show a traditional pattern: almost half of the respondents chose soft skills, while customer service, community engagement, public speaking and storytelling only received from 20 to 22 votes. Relationship building and networking, a crucial skill for social inclusion only received 2 votes.

4.8.   Results by Social Media use.

In the following groups of questions, participants were asked to specify the use they make of social media, the frequency, and knowledge. When analizing the results of the frequency of use, it is clear that Social Inclusion workers make use of social media every day but only a 13% make a very regular use (8% use them a few times every hour, while 5% just once every hour).
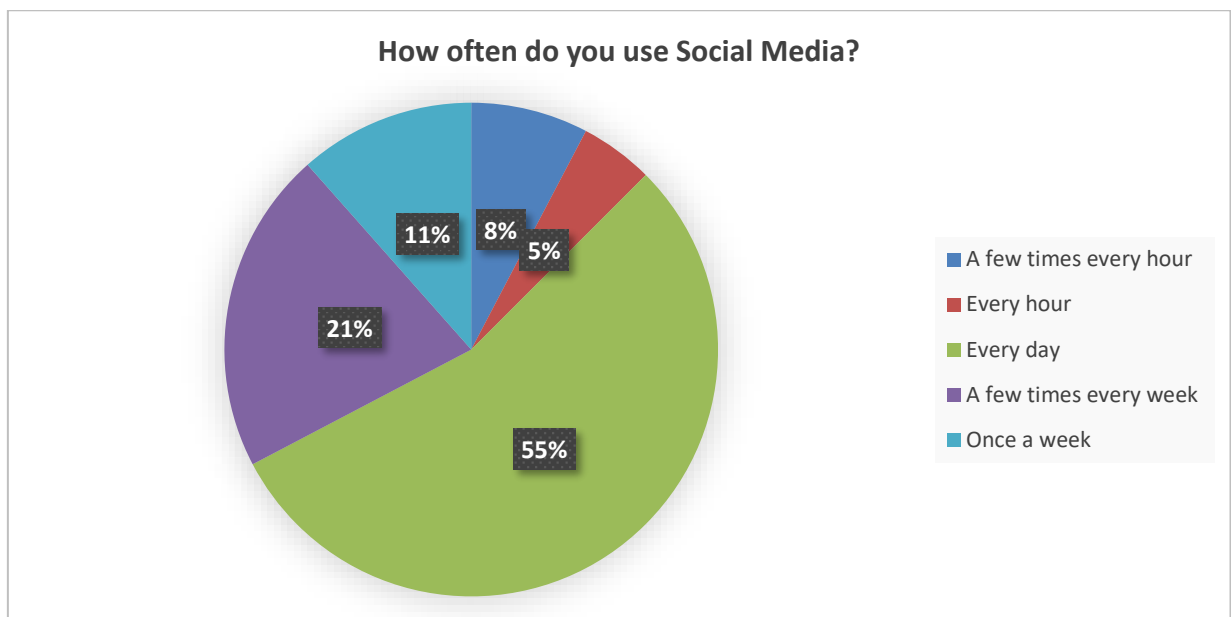

Figure 13. Results of Social Media Use: frequency

The reasons for using social media are more linked to be in contact with peers rather than supporting NEETs: 64 respondents out of 104 chose the option "they help me to stay on top of news, sports or events" and this was the most popular option. The second favorite option was "they enable me to maintain a connection with people who are important to my organization" while the third option was "they allow me to share my ideas and things I create with my colleagues". The three options with less answers should really be considered in the training course as they relate with NEETs social inclusion.
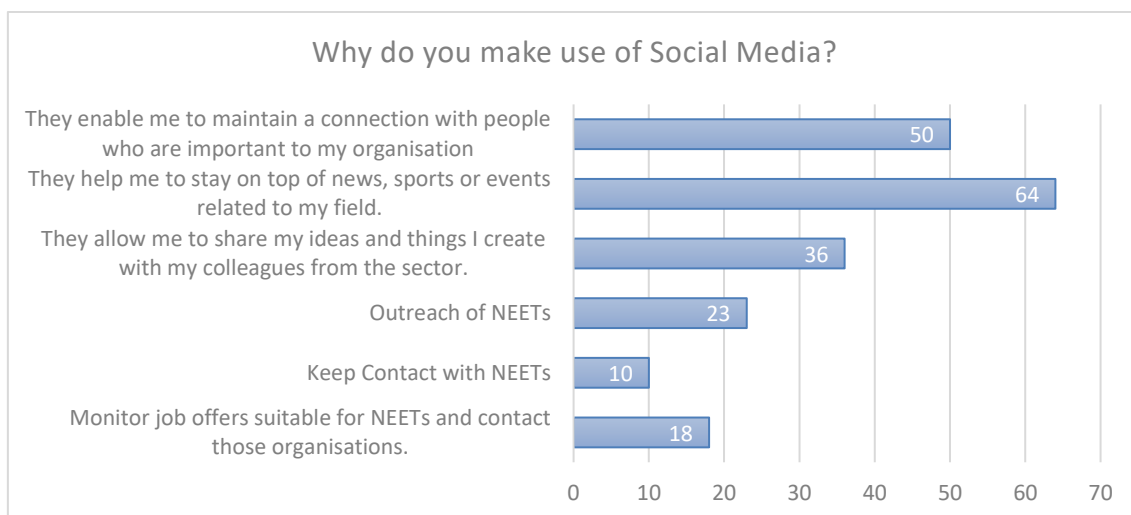

Figure 14. Results of Social Media use: reason

4.9.   Results by Social Media knowledge

In the last group of questions, Social Inclusion workers were asked to specify their knowledge about certain topics of social media. The first question relates to their competence to distinguish true from fake news on Social Media channels. Only 17% of the answers were negative while 83% of the respondents answered "yes".

These results should be analysed with a critical point of view, as sometimes, fake news can come from relevant sources and information can be trusted.
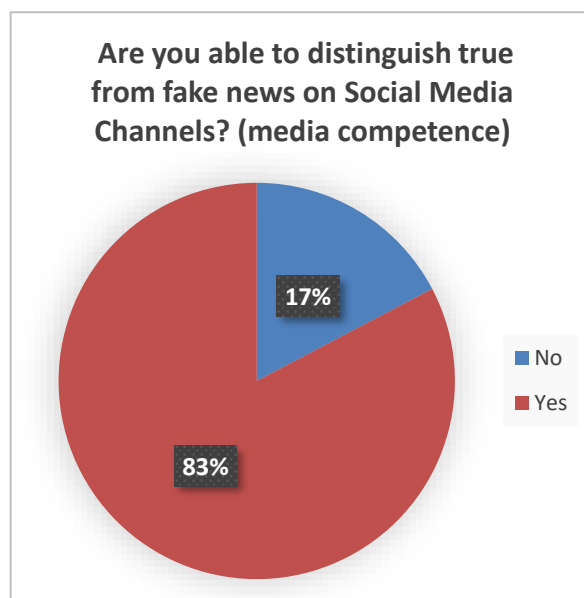

Figure 15. Knowledge of Fake news

Participants were asked to specify the level of knowledge of the different social media platforms. Facebook was the winner with 96 responses, followed by Youtube and Instagram with 87 and 79 answers respectively while relevant social media platforms for young people like Tik-Tok did not receive many answers (27 out of 104).
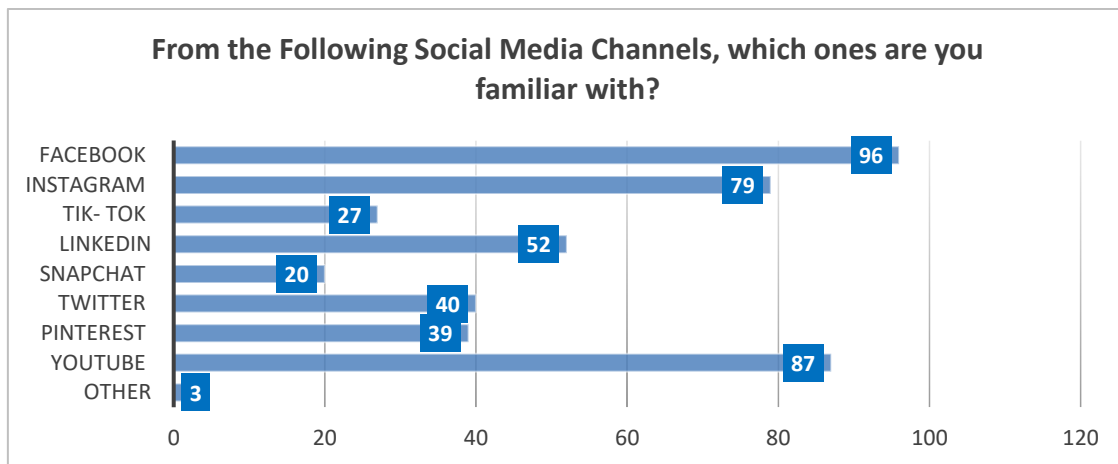

Figure 16. Knowledge of the different Social Media Platforms

On the other hand, participants were asked to identify which social media channel are more relevant for young people. Instagram was the winner with 96 votes, followed not so far by Tik-tok with 84 votes and Youtube with 60 votes.
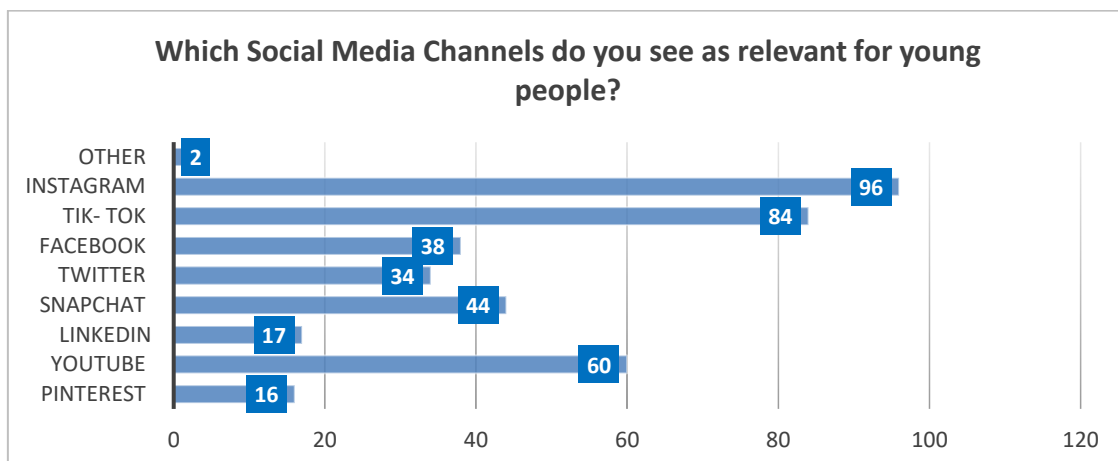

*Figure 17. Relevance of the Social Media platforms for NEETs training*

Finally, participants were asked to specify their knowledge regarding the 6 main subjects which will form the Follow-us courses, and the results were as follows:

- Advertising, and Analytics & Monitoring are the least known topics as in both cases, more than 50% of respondents answered, "very low knowledge or low knowledge".
- Create visual content and scheduling posts are unknown by 2/5 of the respondents.
- Posting Strategy and create text content are the most known subjects as 2/5 of respondents answered "very strong knowledge" or "strong knowledge" while 35% and 33% answered medium knowledge respectively.
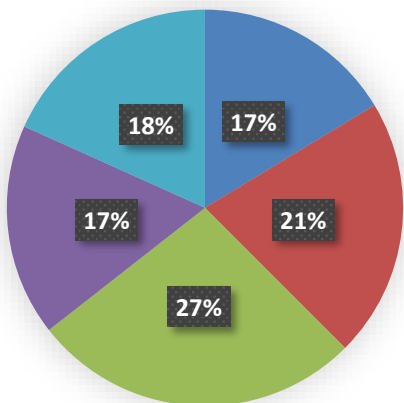
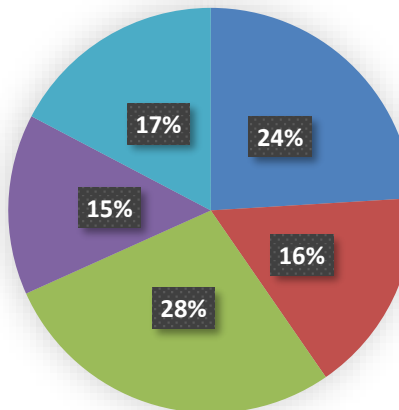## Posting Strategy (when to post, in which platform, target audience…)

- 14%
- 11%
- 35%
- 20%
- 20%
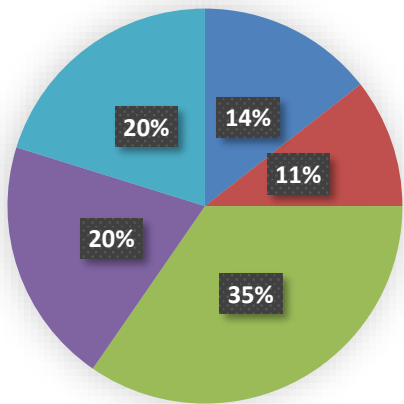
Create text content (use of hashtags, mentions, giving a value to a message…)

- 11%
- 12%
- 33%
- 26%
- 18%
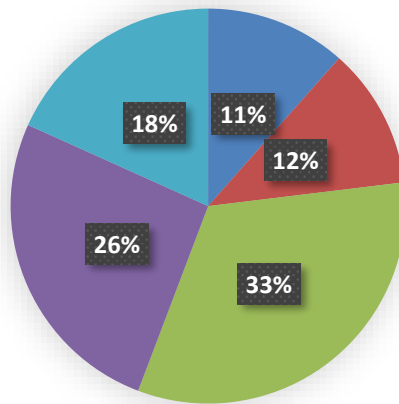
Create Visual content (image and video editing, use of Canva…)
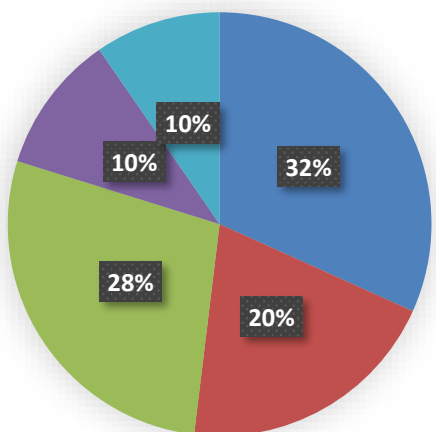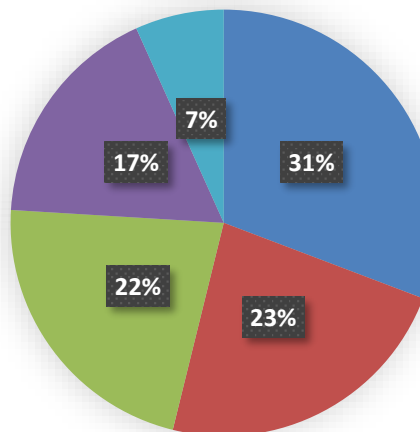
- 17%
- 21%
- 27%
- 17%
- 18%

Scheduling posts

- 24%
- 16%
- 28%
- 15%
- 17%

Advertising

- 32%
- 20%
- 28%
- 10%
- 10%

Analytics & Monitoring

- 31%
- 23%
- 22%
- 17%
- 7%

■ Very Low Knowledge ■ Low Knowledge ■ Medium Knowledge ■ Strong Knowledge ■ Very Strong Knowledge

- Research Report – Social Inclusion Workers

5. Conclusions

When designing the UpSkill trainer Course the following conclusions should be considered:

- Most social inclusion organisations are small in terms of staff employed.
- Provide guidance and training are the two main tasks carried out by Social Inclusion workers.
- 6 out of 10 social inclusion workers are providing or have provided training.
- 4 out of 10 social inclusion workers accounts with more than 5 years of teaching experience.
- Therefore, they will be capable to deliver the Follow-us training programme for NEETs after getting upskilled with a tailor-made course.
- Innovative methods like "flipped classroom learning approach", "experiential learning" and "interactive workshop" should be part of the Trainer UpSkill course.
- Almost 100% of the inclusion centres have access to digital devices.
- Social Inclusion workers have a good knowledge of digital literacy in more tradition tools but need training in new specific software.
- Social Inclusion workers might need training in how to deliver courses of social competences since the majority of organisations only provide courses of Soft Skills.
- 7 out 10 social inclusion workers make use of social media at least, every day.
- The reasons for using social media are more linked to be in contact with peers rather than supporting NEETs.
- Actions like "outreach of NEETs", "keep contact with NEETs" or "monitor job offers suitable for NEETs" should also be included in the course since these options were not highly selected in the survey.
- New Social media platforms (e.g., Tik-Tok and Snapchat) should be included in the Curriculum.
- Advertising, and Analytics & Monitoring are the least known topics and therefore should occupy a bigger part in the timeframe of the course.