



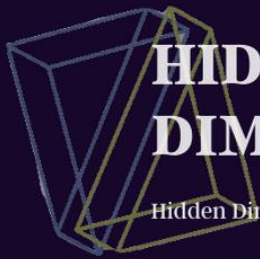
HIDDEN DIMENSIONS

**Hidden Dimensions of
Inclusion in Youth Sector**

RESEARCH REPORT

Romania

Association Nevo Parudimos



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Hidden Dimensions of Inclusion in Youth Sector



Erasmus+

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Romania



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1. Sample structure

The sample structure shows that 64,29% of the respondents are volunteering working with the study target group, while 19,05% are having additional services for young people among other general services. 15,48% of the respondents are not working for a specifically youth organization but we believe that their opinions are important for the actual study regarding different aspects because they represent practitioners in social working.

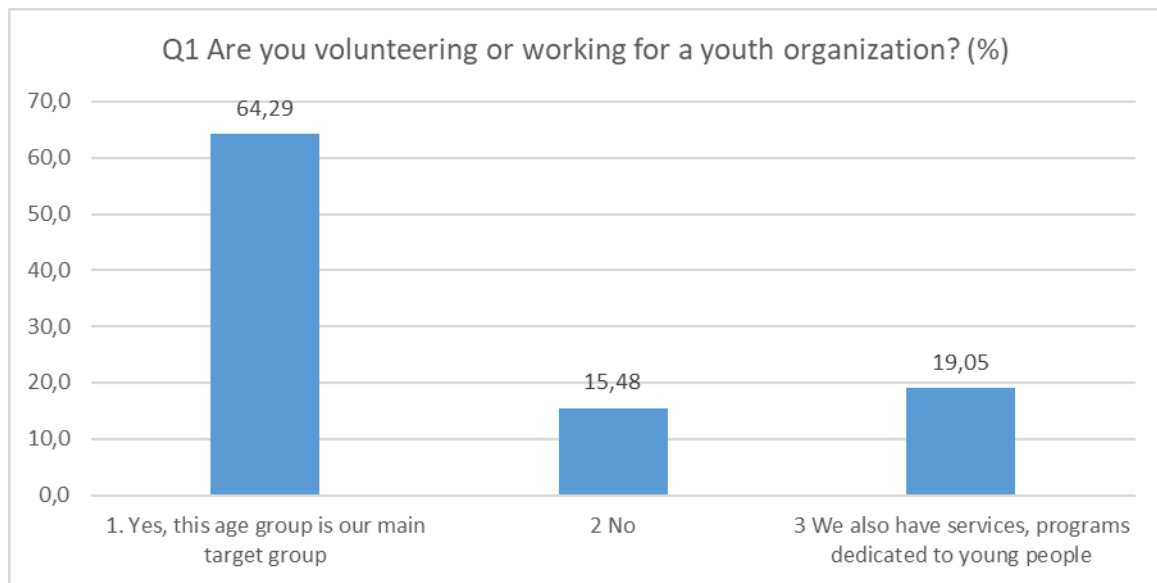


Figure 1

Over 54% are working less that 1 hour with people with disabilities while over 14% are investing significant effort towards this segment. Overall, we can state that almost half of the sample has experience working with people living with disabilities.

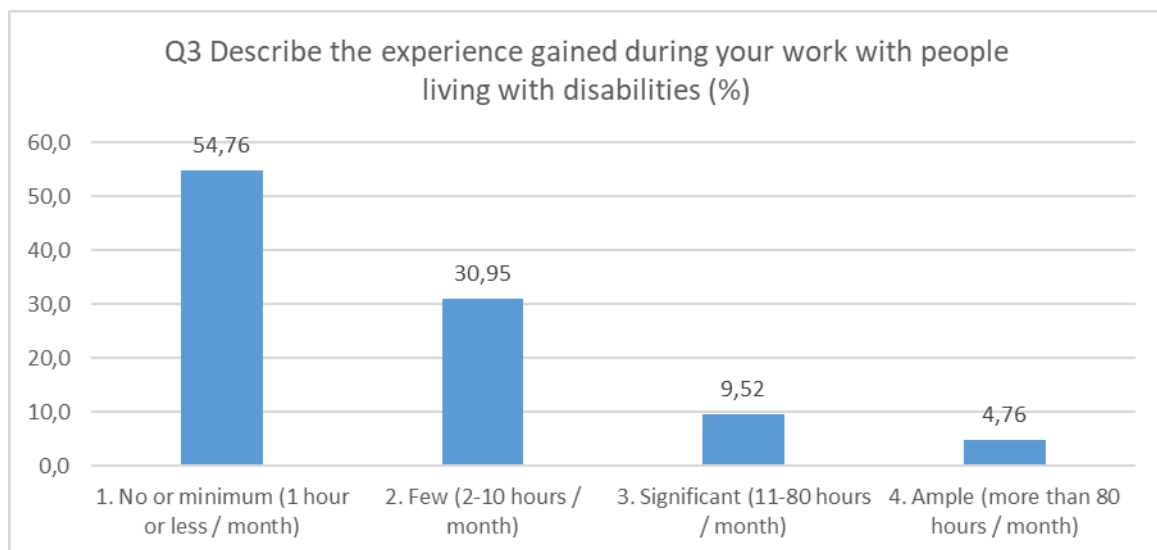


Figure 2

78,6% of the respondents are working for NGO (civil organizations) supporting the target group and 15,5% are working for a public institutions outside the mayor office. This means that they are belonging to decentralized organizations from the national level. It is important to understand that NGOs are having a very limited mandate to work with reduced target groups due to limits in their capacity.

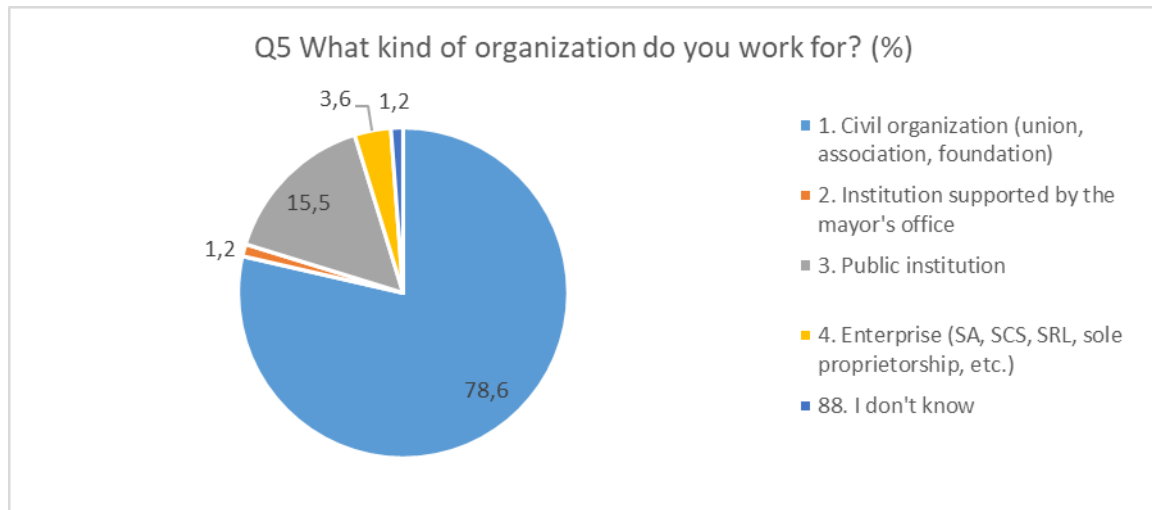


Figure 3

Almost two thirds of respondents are females and one third males, that is very close to the general social working structure in Romania, where social services are dominated by females.

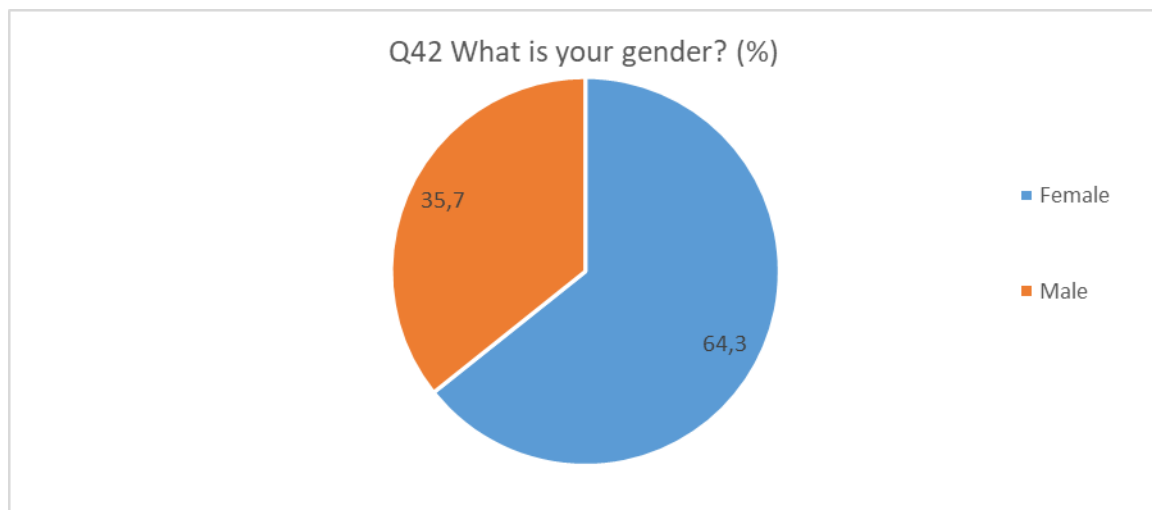


Figure 4

Age intervals are showing a very good distribution between respondents with the presence of youth workers and also seniors that can assure their long-life expertise in the field. For the moment there are no gaps that could create unsustainability of the social services for the future.

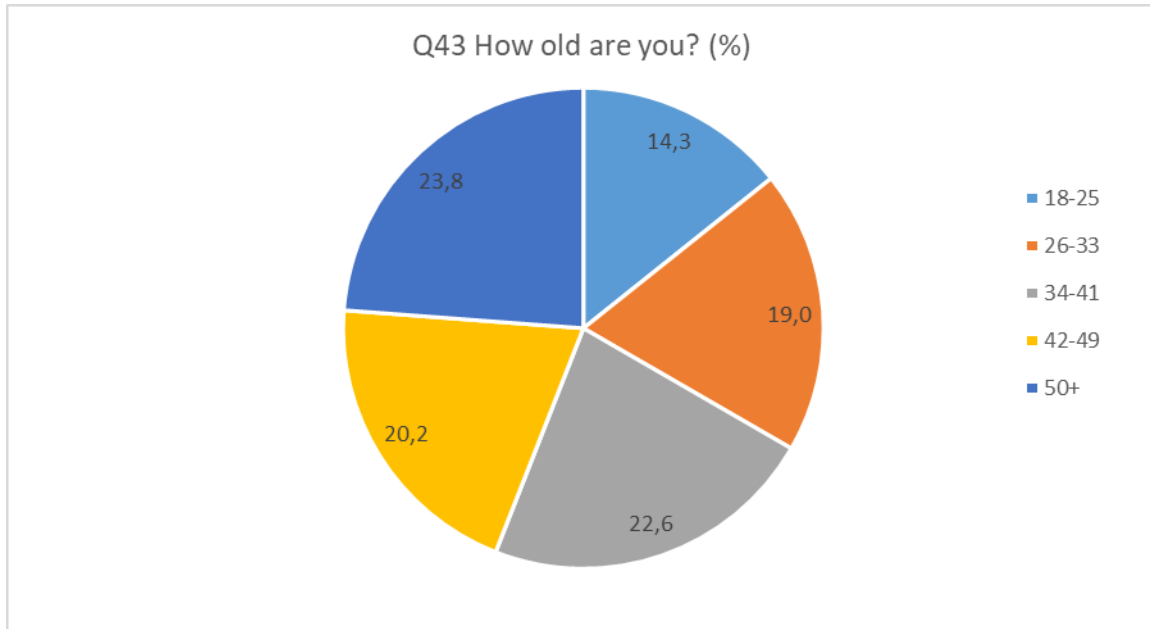


Figure 5

Since 94%, of the respondents are already University graduates this shows a clear pool of competences supporting the sector. The challenge for long term is to recruit also specialized staff to maintain the services and to cover all operations and activities from high school level.

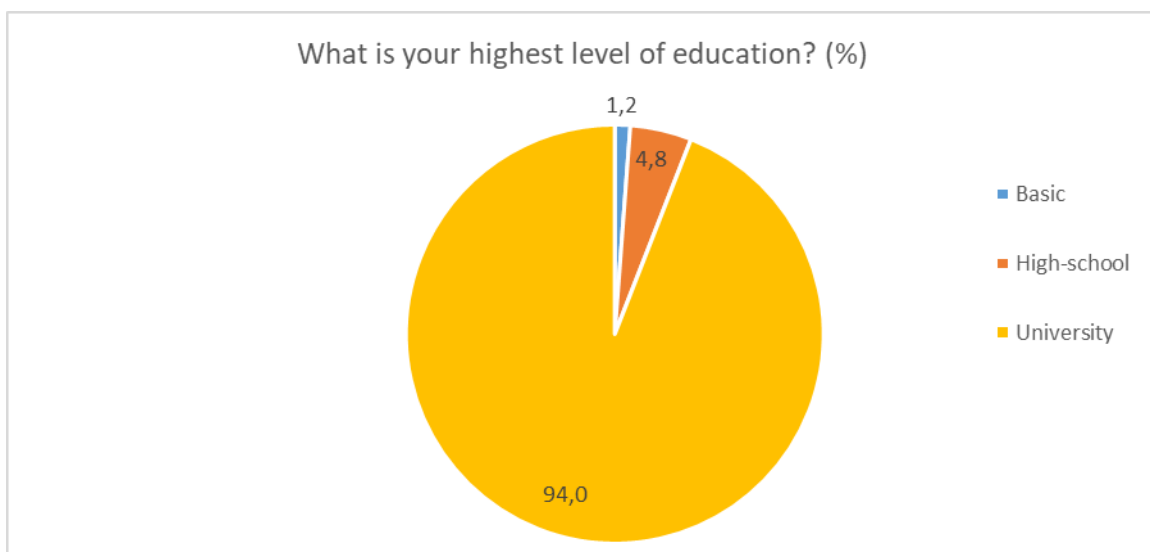


Figure 6

The actual position of respondents is dominated by management roles (63,1%) which is contributing with a good overview of the thematic studied.

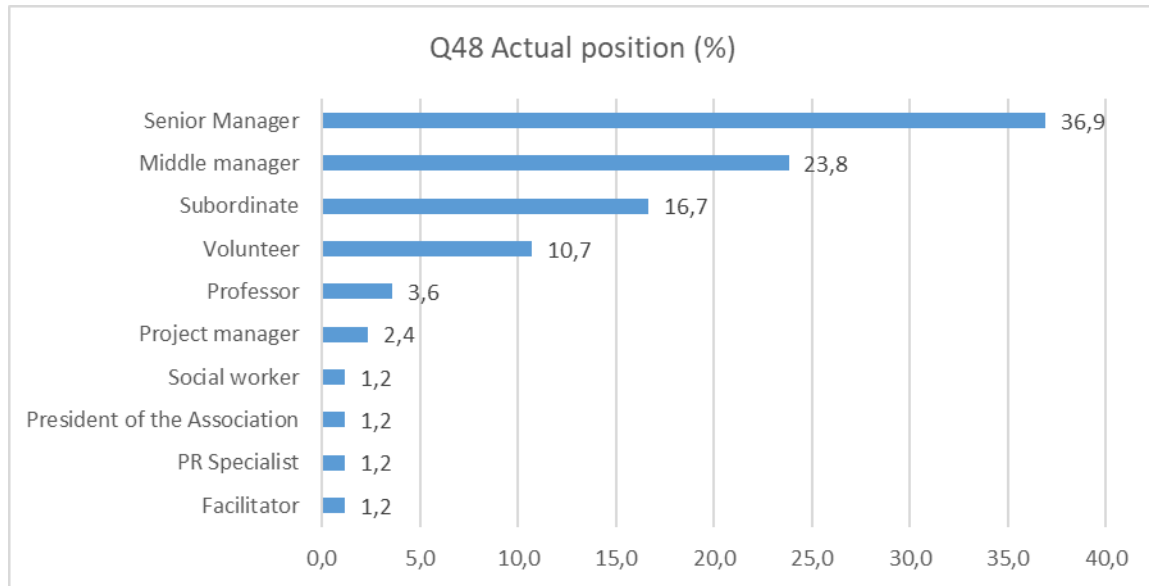


Figure 7

76,2% are not currently studying and the general representation on age segments is revealing that those that are now studying are present at all levels which shows the potential of long life learning.

		Q49 Are you currently studying at a school / are you a student at a higher education institution?		
		Yes	No	Total
Q43 How old are you?	18-25	9.5%	4.8%	14.3%
	26-33	2.4%	16.7%	19.0%
	34-41	4.8%	17.9%	22.6%
	42-49	3.6%	16.7%	20.2%
	50-	3.6%	20.2%	23.8%
Total		23.8%	76.2%	100.0%

Table 1

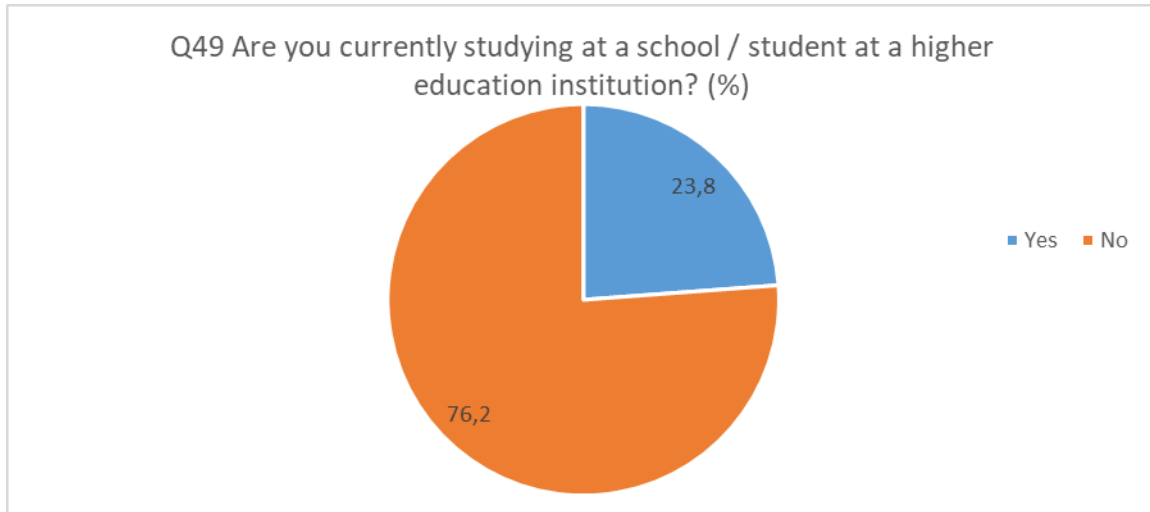


Figure 8

The respondent's expertise in working in the Erasmus + youth programs is showing a strong segment of 28,5% that already have over 12 years' experience. Overall, there is no evident gap in experience and the less experience segment (21,4%) has the advantage of an already existing knowledge that can be translated.

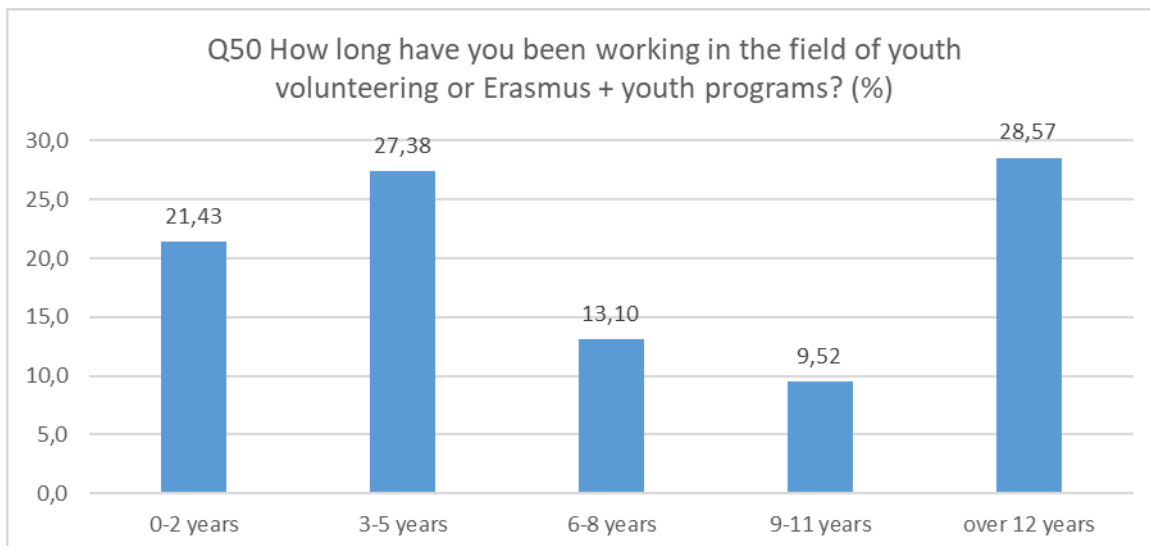


Figure 9

The distribution table shows that significant experience of Erasmus + is present as age level are increasing. There is a strong segment of 28,6% of respondents from organizations that accumulated over 12 years experience and have available staff from 26 years to 50+.

HIDDEN DIMENSIONS OF INCLUSION IN THE YOUTH SECTOR

		Q43 How old are you?					Total
		18-25	26-33	34-41	42-49	50-	
Q50 How long have you been working in the field of youth volunteering or Erasmus + youth programs?	0-2 years	8.3%	3.6%	3.6%	2.4%	3.6%	21.4%
	3-5 years	6.0%	8.3%	4.8%	6.0%	2.4%	27.4%
	6-8 years		4.8%	3.6%	2.4%	2.4%	13.1%
	9-11 years			6.0%	2.4%	1.2%	9.5%
	over 12 years		2.4%	4.8%	7.1%	14.3%	28.6%
Total		14.3%	19.0%	22.6%	20.2%	23.8%	100.0%

Table 2

72,6% of the respondents are working for communities with an average socio-economic status.

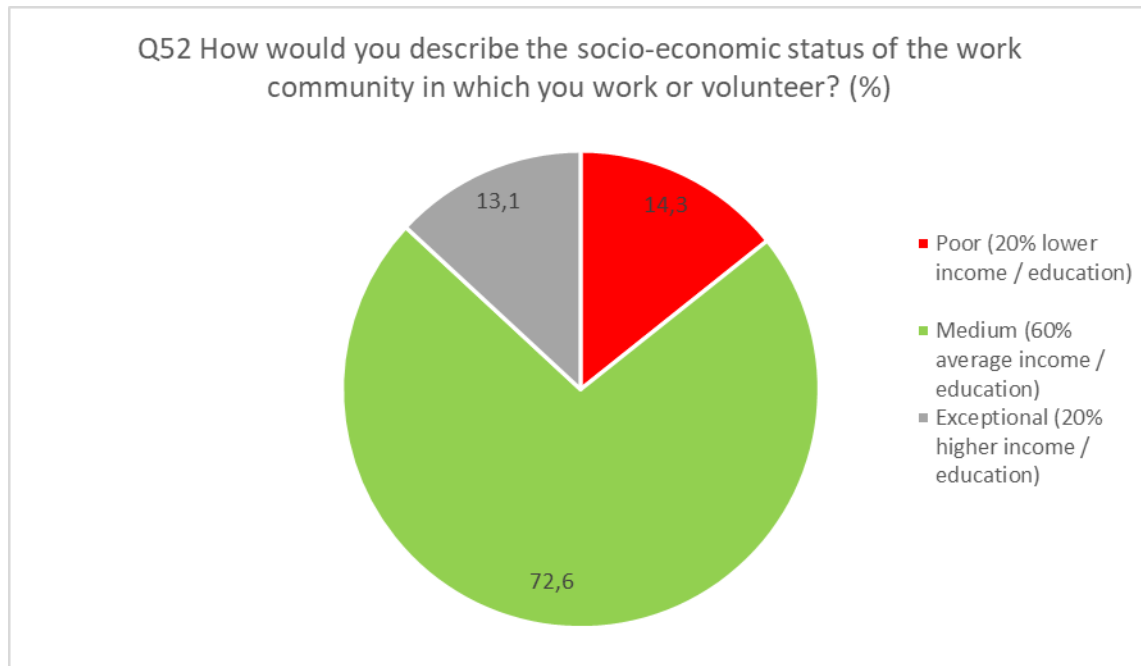


Figure 10

2. Definition of the target group

From the respondents perspective, 81% believes that the right term is a person living with disabilities 17,9% both terms like disabled person / person living with disability.

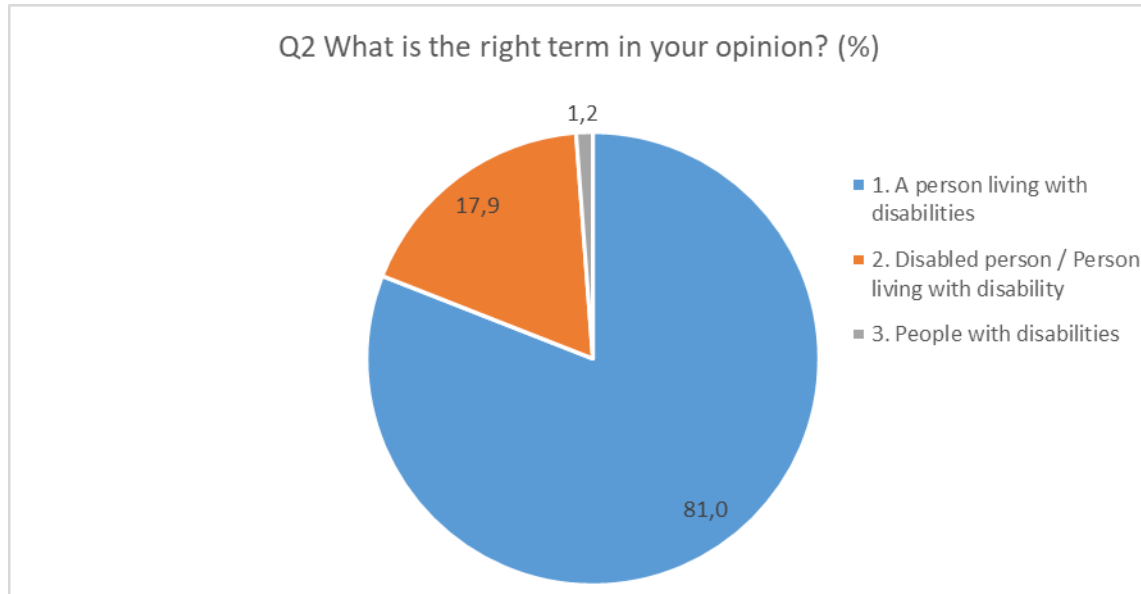


Figure 11

Regarding the best modern definition of people with disabilities the general sample is supporting the Hungarian definition used in 1998 (47,6%) and secondly the Romanian one 36,9% Law no. 448/2006. This is showing that the Hungarian definition covers better the existing realities that practitioners are used to.

<p>7,1%</p> <p>These are people with limited employment opportunities due to a chronic illness or physical, mental or psychological disability (person with special needs), provided that the disability reaches a severity of 50% ...</p>	<p>47,6%</p> <p>They are those people who suffer in the long term or permanently from sensory, communication, physical, intellectual, psychosocial deficiencies or any accumulation thereof, which, in interaction with environmental, societal and other significant barriers, restrict or prevent effective and equal participation in society.</p>
<p>8,3%</p> <p>They are those people who, due to the deficiencies or non-existence of their sensory abilities - especially visual, auditory -, locomotor and mental, respectively have significant communication problems, which is a permanent disadvantage in active participation in social life.</p>	<p>36,9%</p> <p>They are those people whose social environment, unadapted to their physical, sensory, mental, mental and / or associated deficiencies, totally prevents or limits their equal access to society life, requiring protection measures in support of social integration and inclusion.</p>

Table 3

3. Support services provided to the target group

Regarding the general categories of services provided, to young population, almost 60% is related to activation of young people, followed by learning opportunities (46,4%), support programs (40,5%) and social integration services (34,5%).

The reduced proportion of social workers and facilitators in the sample may explain the reduced services of supporting disabilities (16,7%) and mediation (13,1%).

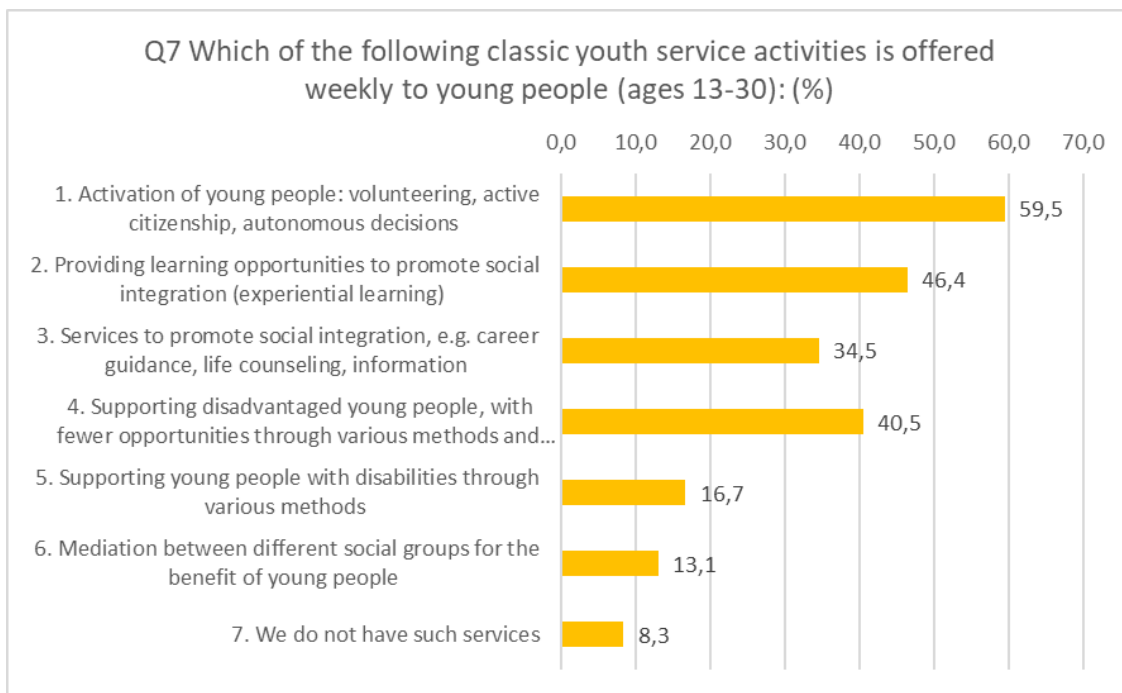


Figure 12

The main skills supported that are useful for the labor market are structured in four layers:

- main one regarding soft skills social and interpersonal skills (75%) and cultural (47,6%)
- technical skills like entrepreneurship (41,7%), digital skills (25%) and mathematical (7,1%)
- language skills namely foreign (36,9%) and mother tongue (17,9%)
- transversal skills like learning to learn (22,6%).

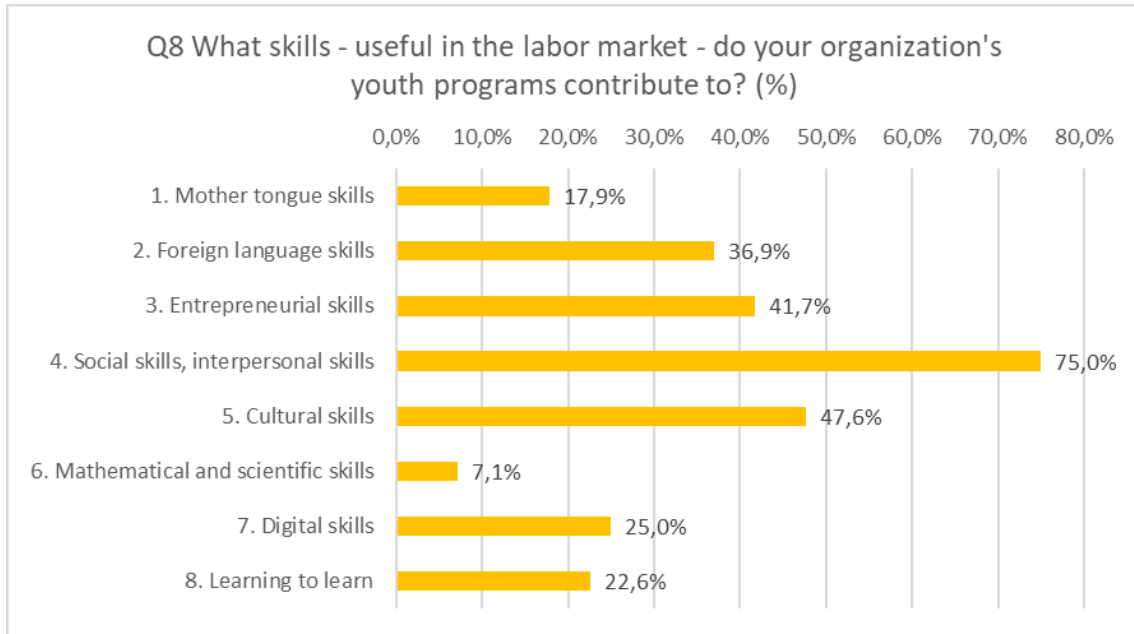


Figure 13

Regarding the effectiveness of programs to reduce unemployment by developing the social skills, over 80% are agreeing in this sense.

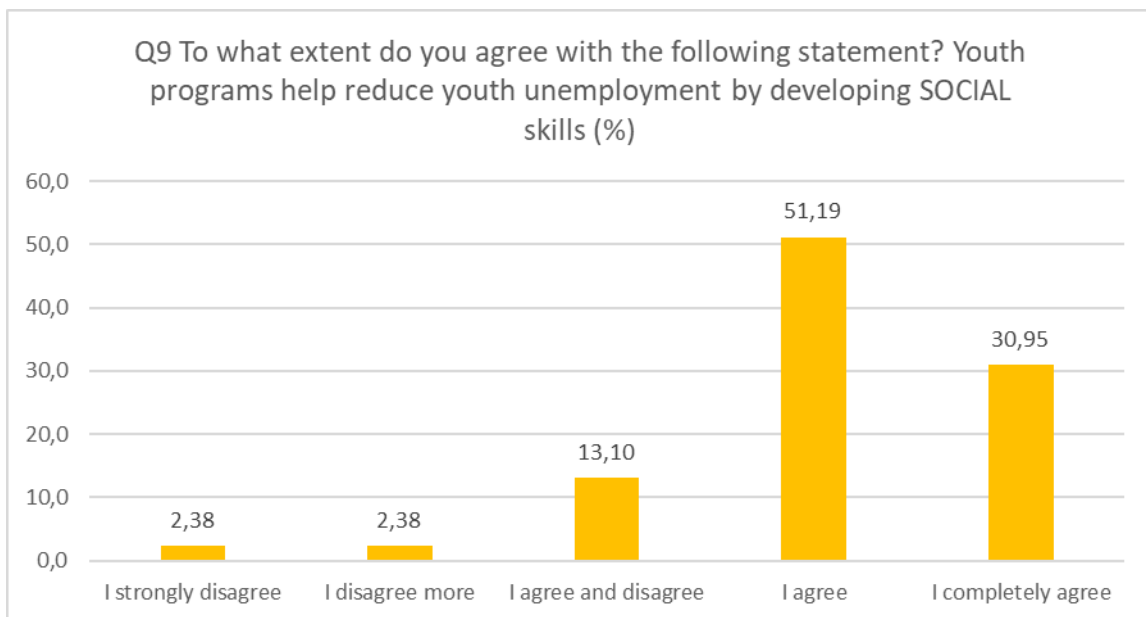


Figure 14

HIDDEN DIMENSIONS OF INCLUSION IN THE YOUTH SECTOR

The distribution of the answers are showing that this opinion is prevalent in the 3-5 years' experience segment and in the highly experienced of the Erasmus+ program.

		Q9 To what extent do you agree with the following statement? Youth programs help reduce youth unemployment by developing SOCIAL skills					Total
		I strongly disagree	I disagree more	I agree and disagree	I agree	I completely agree	
Q50 How long have you been working in the field of youth volunteering or Erasmus + youth programs?	0-2 years	1.2%		6.0%	9.5%	4.8%	21.4%
	3-5 years	1.2%		1.2%	17.9%	7.1%	27.4%
	6-8 years		1.2%	1.2%	7.1%	3.6%	13.1%
	9-11 years			2.4%	2.4%	4.8%	9.5%
	over 12 years		1.2%	2.4%	14.3%	10.7%	28.6%
Total		2.4%	2.4%	13.1%	51.2%	31.0%	100.0%

Table 4

Also, related to the type of community the respondents are in, the distribution of the answers are showing that this opinion is prevalent in the highly Medium (60% average income / education) communities and not in the poor ones. This shows the need of developing the general community for the programs to reach their potential.

		Q9 To what extent do you agree with the following statement? Youth programs help reduce youth unemployment by developing SOCIAL skills					Total
		I strongly disagree	I disagree more	I agree and disagree	I agree	I completely agree	
Q52 How would you describe the socio-economic status of the work community in which you work or volunteer?	Poor (20% lower income / education)		1.2%	3.6%	2.4%	7.1%	14.3%
	Medium (60% average income / education)	2.4%	1.2%	7.1%	41.7%	20.2%	72.6%
	Exceptional (20% higher income / education)			2.4%	7.1%	3.6%	13.1%
Total		2.4%	2.4%	13.1%	51.2%	31.0%	100.0%

Table 5

4. State and local community support

The needed financial support from public administration organization for classic youth services is present in only 26,2% of the respondents. This might create a problem on the long term regarding the sustainability of the services.

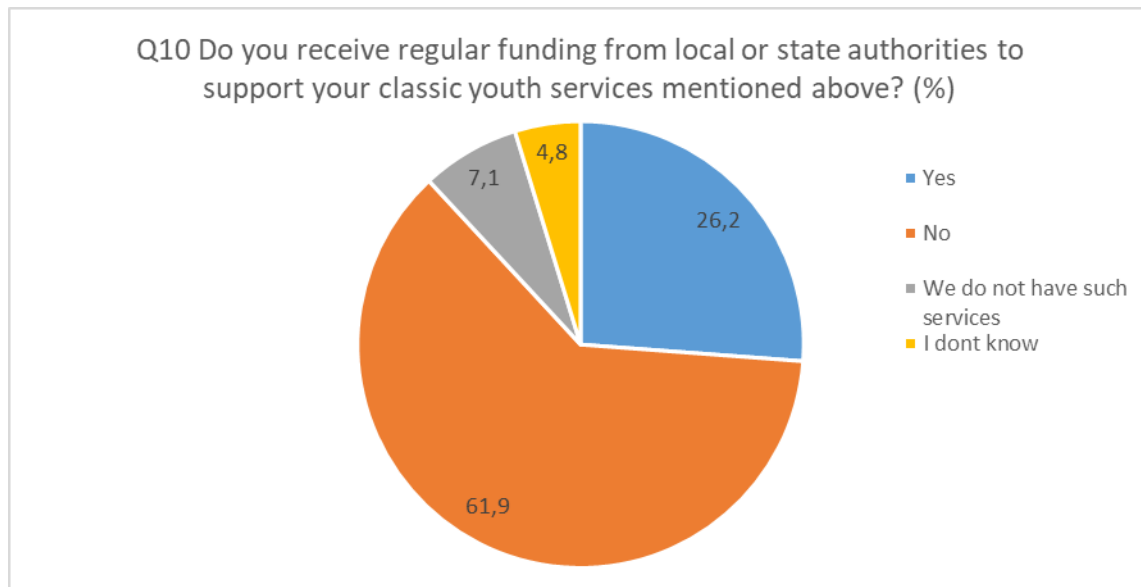


Figure 15

Only 14,3% of the respondents have their budget covered for at least half up to total support.

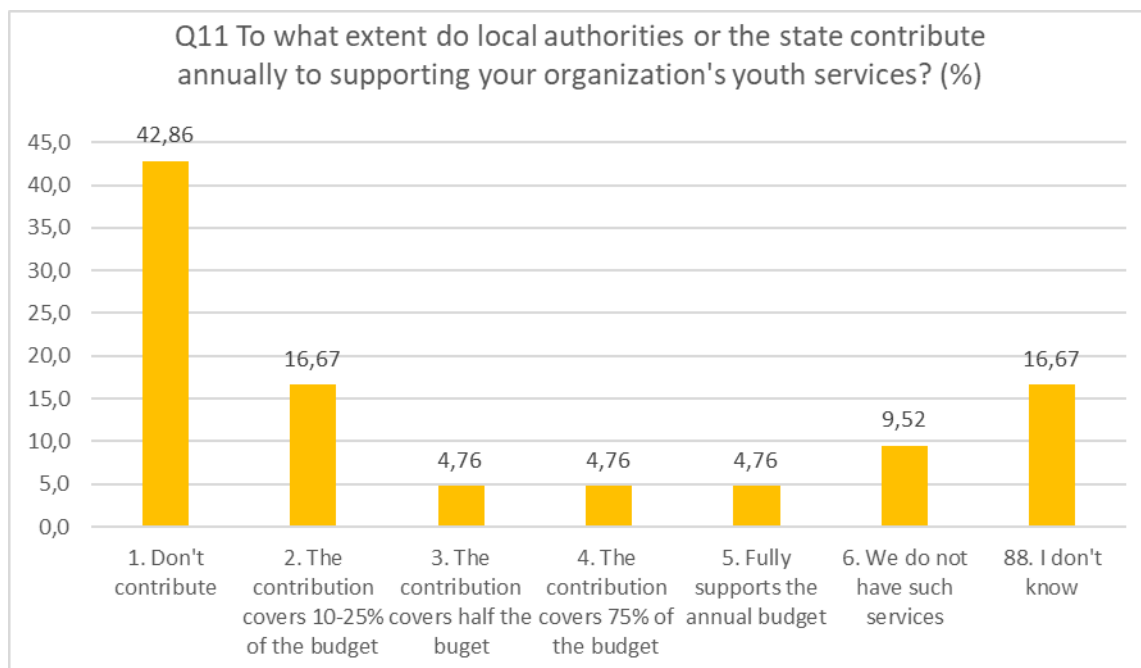


Figure 16

5. Target group characteristics and accessibility

The target group for which the services are targeted are mostly disadvantaged young people having a medium income/education level (47,6%) and below subsistence level (33,3%).

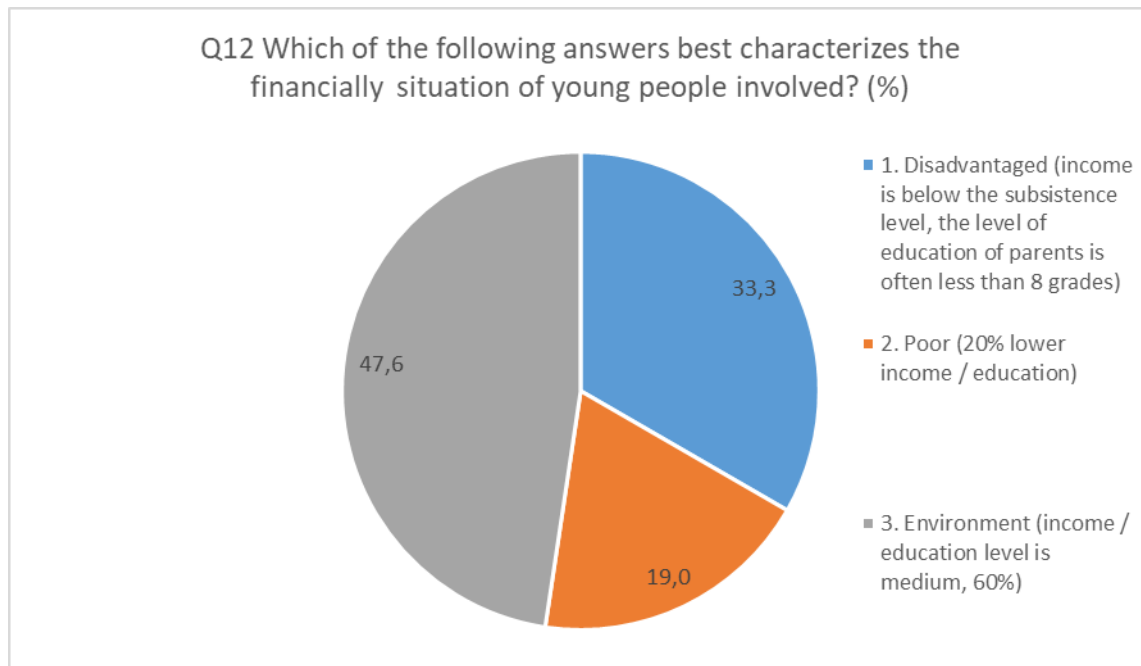


Figure 17

Regarding the programs implemented they are mostly targeting high school students (65,5%), young people of Roma origin (50%) and higher education students (44%). Only marginal interest is yet shown to refugees (6%).

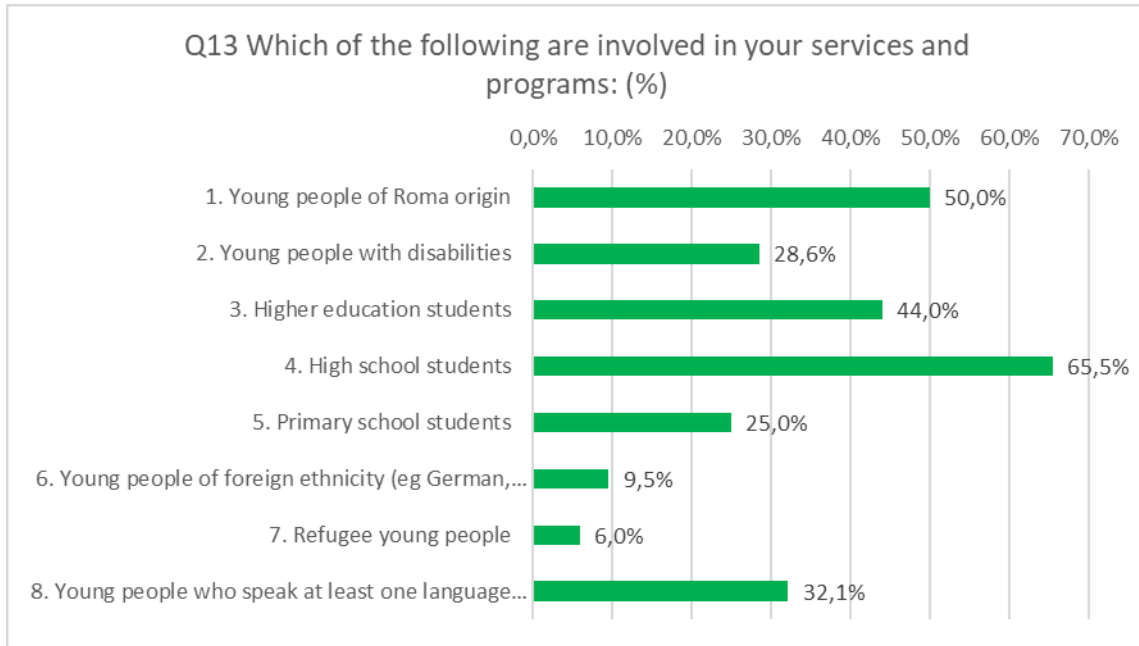


Figure 18

The accessibility is evaluated to be average for 50% and over 39% are appreciating a good accessibility.

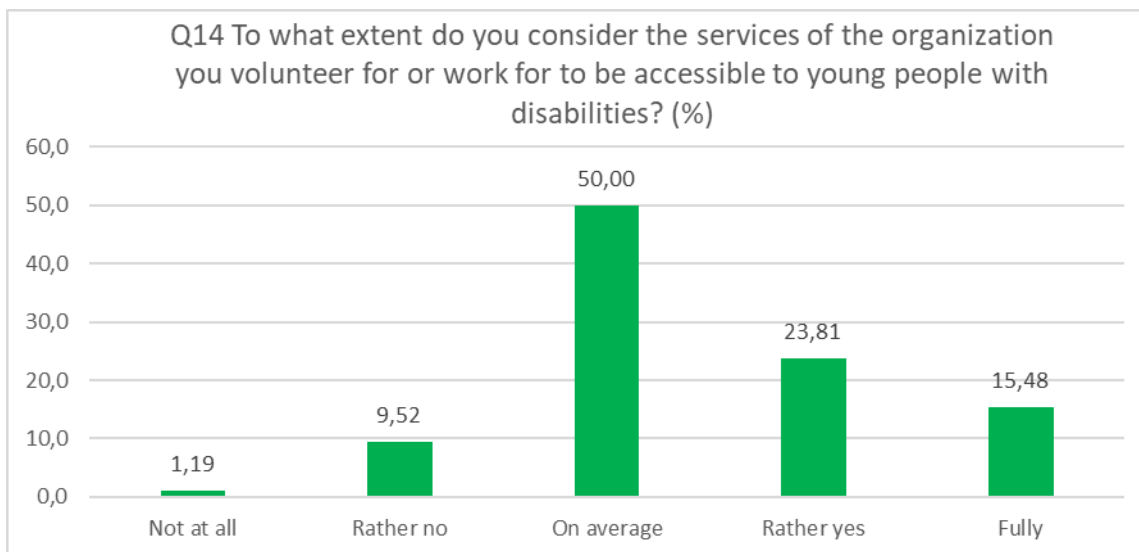


Figure 19

The reach regarding young people with disabilities is reduced to up to 5 people in the last 2 weeks for 21,4%, showing a less presence in this area. So even if services are available and accessible, there is a lack of market response and engagement to use the provided services.

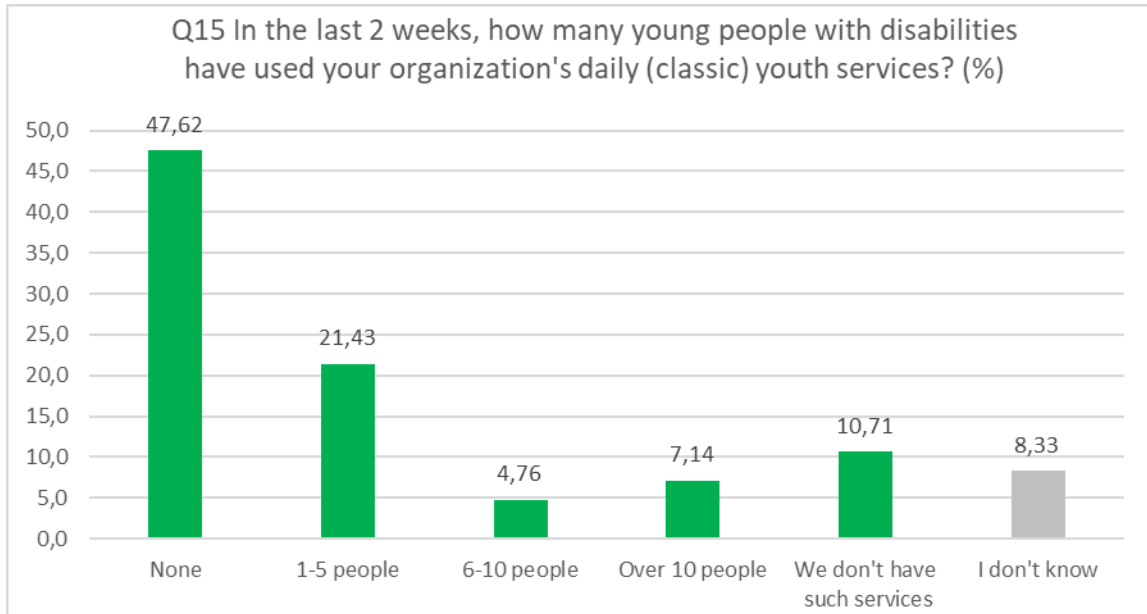


Figure 20

Despite lower reach for young people with disabilities generally 45% of respondents are highlighting the facilities for them.

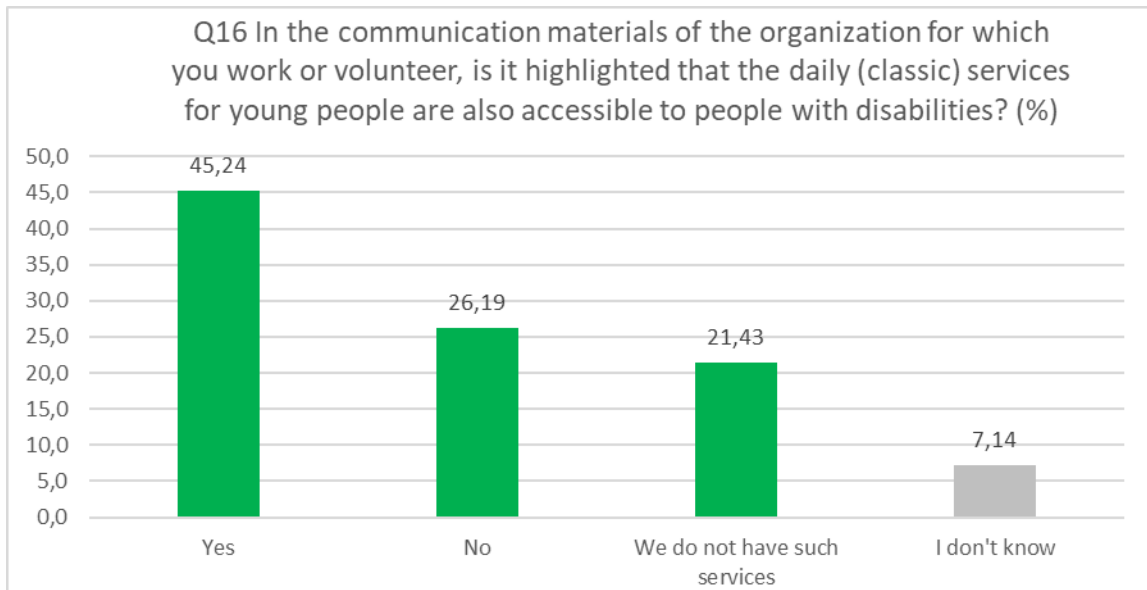


Figure 21

Physical facilities that need to be adapted in order to provide accessibility are mostly related to mobility: ramps (56%) and parking (29,8%). The second aspect refers to hygiene (25%) and education infrastructure like flowcharts and whiteboards (26,2%).

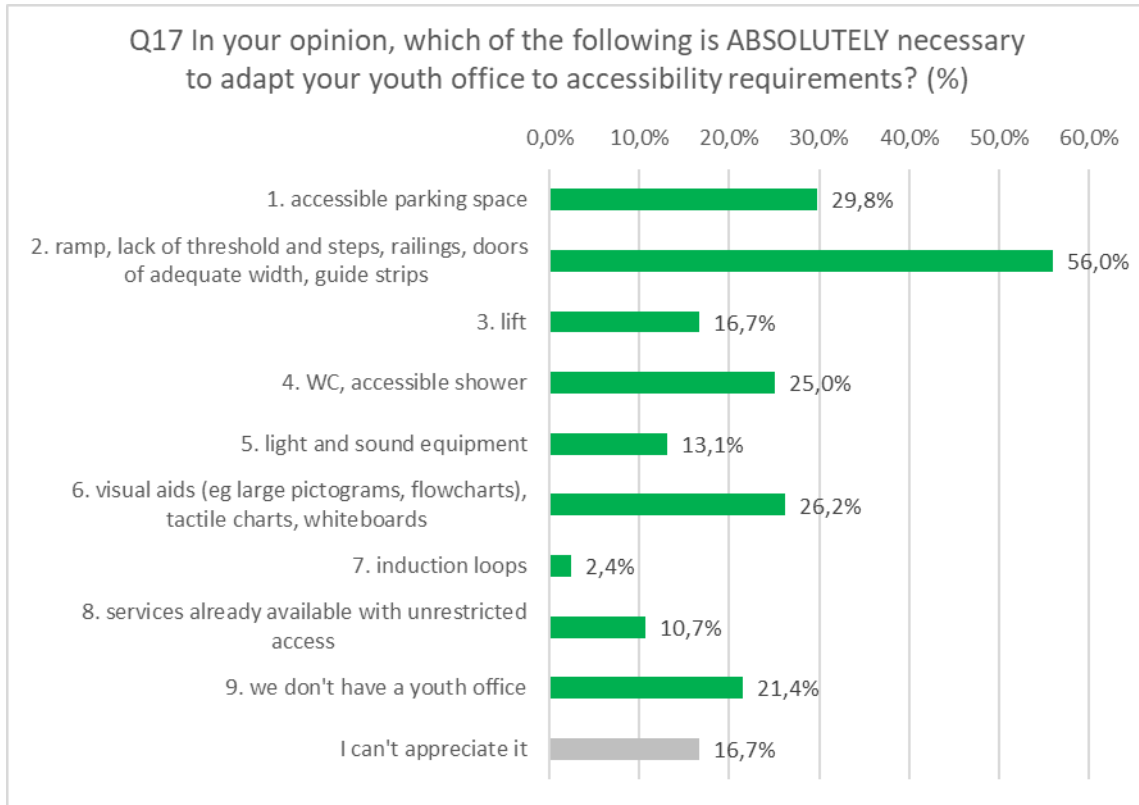


Figure 22

The general perception regarding the costs of such an investment is for 26,19% between 1500-3000 Euro.

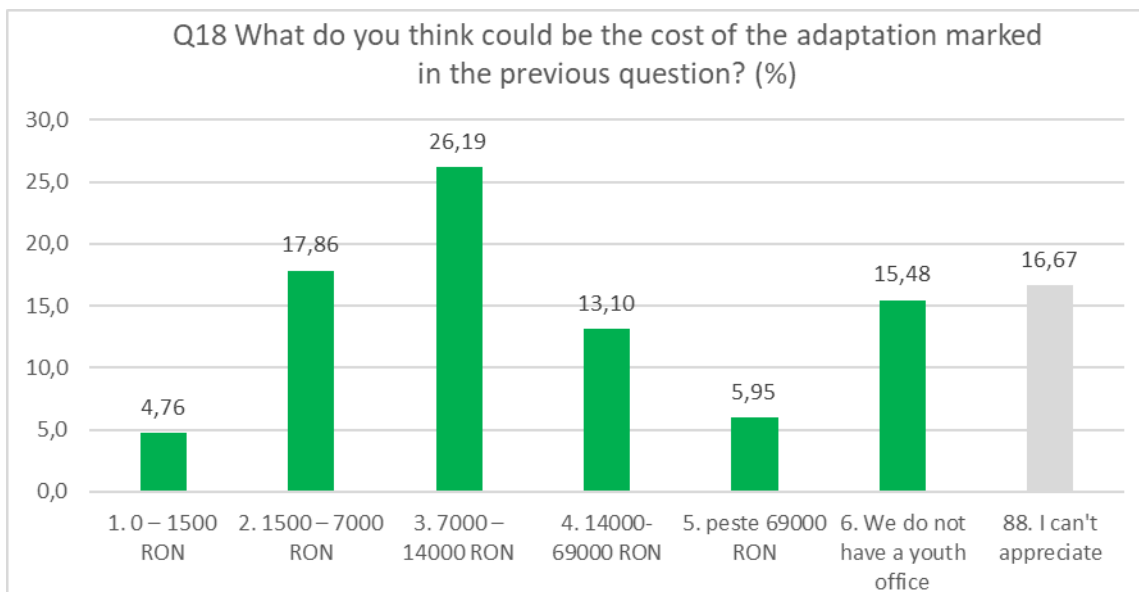


Figure 23

Only 6% are appreciating that their organization is having the necessary amount to generate the investment and only at basic level.

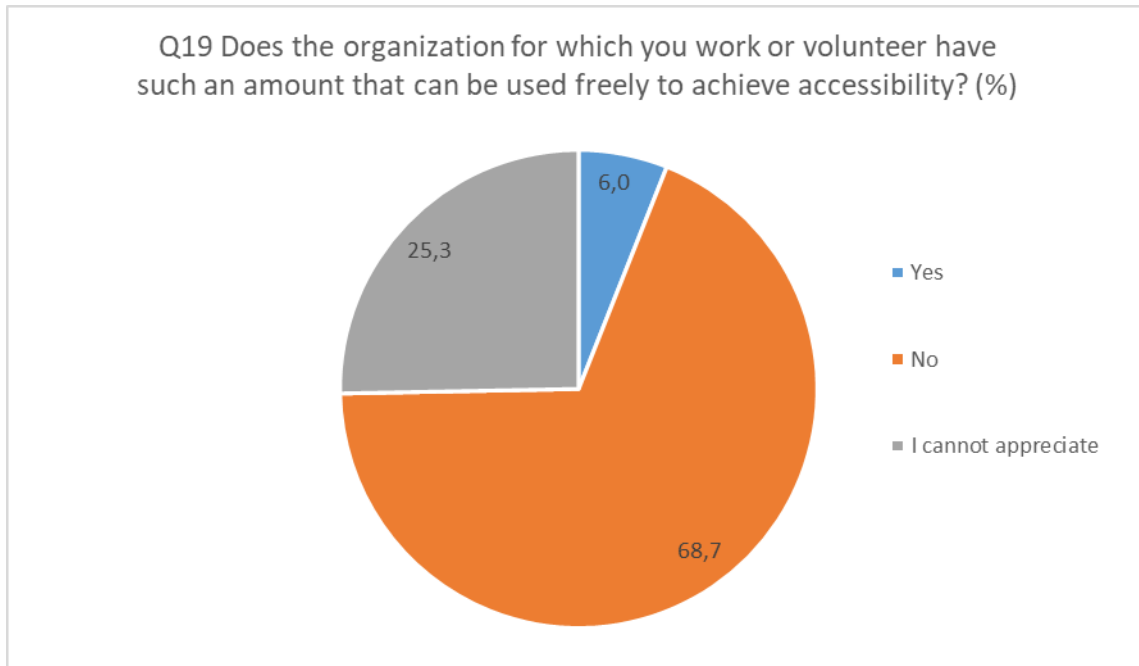


Figure 24

6. Internal staff capacity and target group needs

The main competence needs regarding the young people with disabilities are related to persons with experience and specific knowledge (73,8%) being seconded by specially trained experts (71,4%).

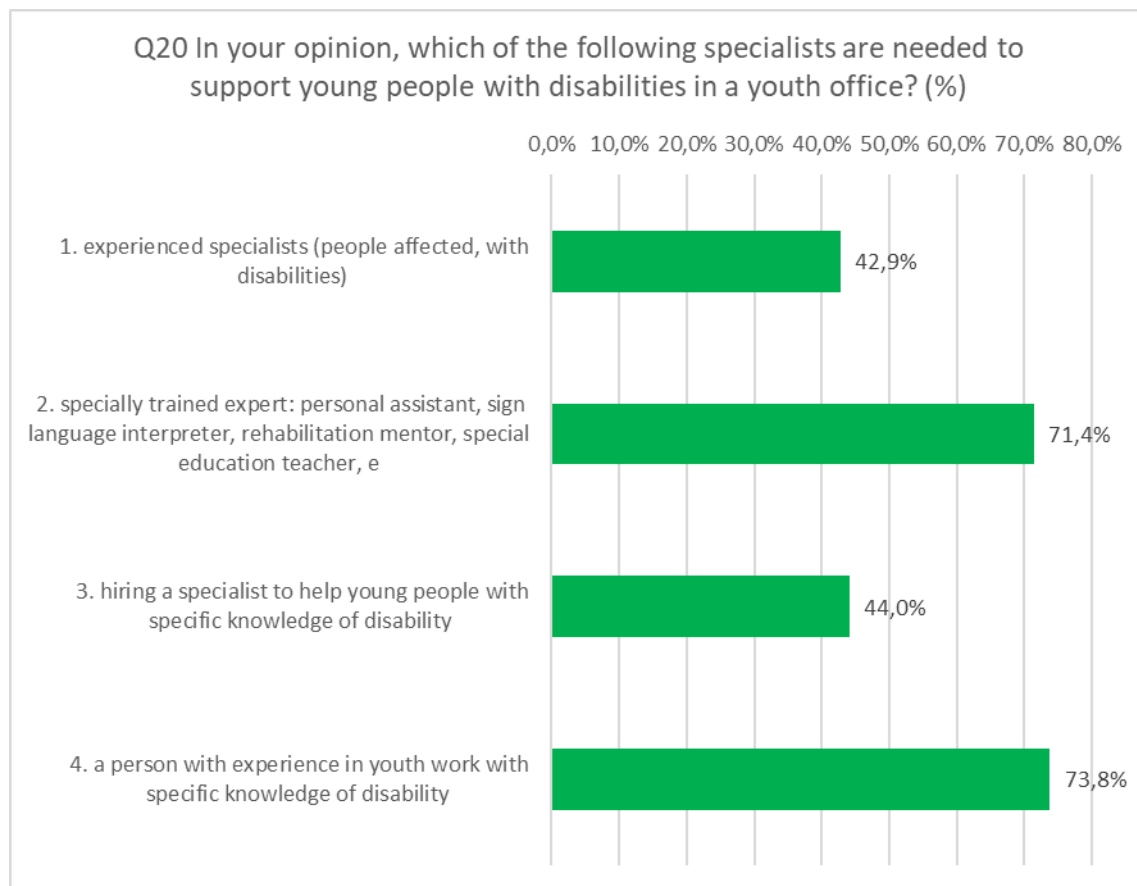


Figure 25

Regarding the competences that exists in the respondent organizations, among the volunteers, the chart is showing the 42,9% are considering that there is no need for the listed specialists.

A total of 46,4% are confirming the presence of volunteers having with experience in youth work with specific knowledge of disability.

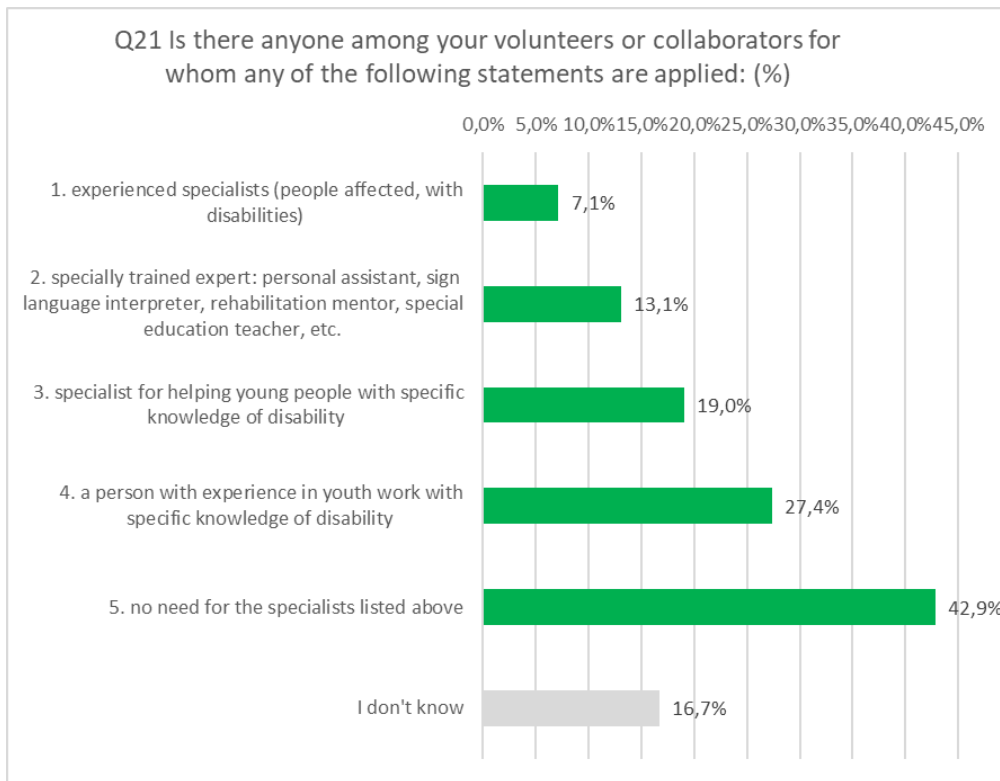


Figure 26

The following table is segmenting only that sub-sample that previously mentioned that there is no need for the specialists listed above. The distribution of those not needing specialists (yes answers) are segmented according to their experience in Erasmus+. Those organizations that have over 12 years' experience are not having this opinion. This means that organizations with lower experience tend not to need *Experts by Experience*. The chi-square test doesn't reveal a statistical significance in this sense but this possible hypothesis worth having in mind.

		No	Yes	Total
Q50 How long have you been working in the field of youth volunteering or Erasmus + youth programs?	0-2 years	11.9%	9.5%	21.4%
	3-5 years	13.1%	14.3%	27.4%
	6-8 years	7.1%	6.0%	13.1%
	9-11 years	6.0%	3.6%	9.5%
	over 12 years	19.0%	9.5%	28.6%
Total		57.1%	42.9%	100.0%

Table 6

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.847 ^a	4	.764
Likelihood Ratio	1.861	4	.761
Linear-by-Linear Association	1.207	1	.272
N of Valid Cases	84		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 3.43.

Table 7

7. Residential program challenges

Regarding the technical challenges of managing a residential program, 25% are mentioning that no people with disabilities have been participated in such a program even if only almost 6% are mentioning that they don't have such a service. The general experience of the sample is reduced to 1 to 5 beneficiaries of residential program for 32.14%. we can assume that such a service is rather marginal and not the main one.

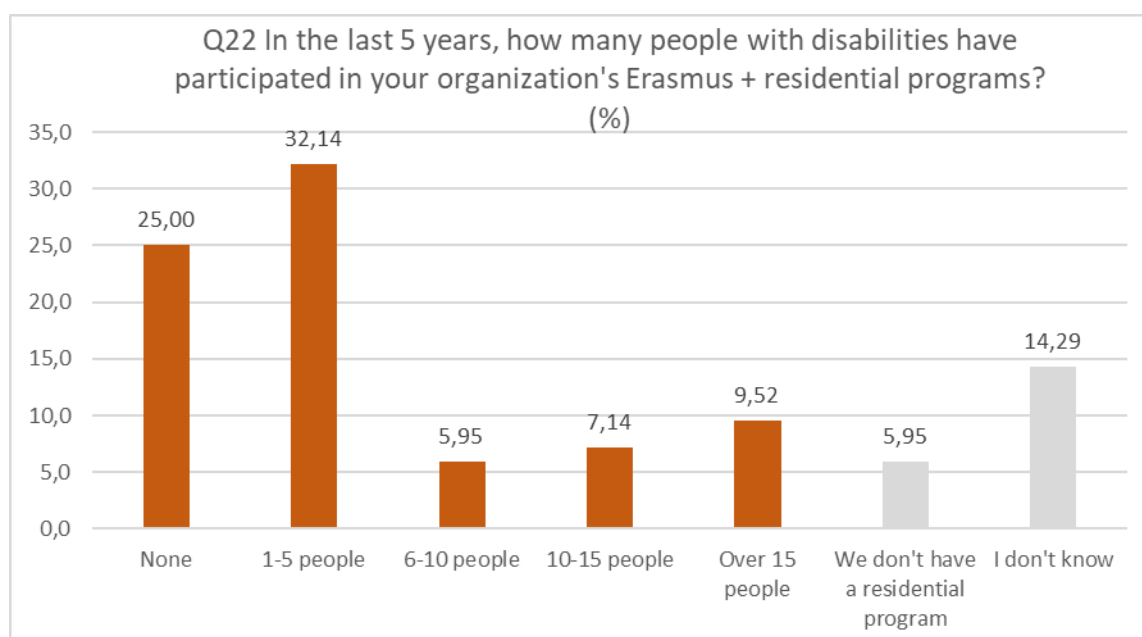


Figure 27

If we take only the segment of respondents that were able to evaluate the participation in the residential programme and those that didn't managed to implement, then we can observe that this services is more present (47,8%) in those organizations working with a medium economic status.

Q52 How would you describe the socio-economic status of the work community in which you work or volunteer?		Q22 In the last 5 years, how many people with disabilities have participated in your organization's Erasmus + residential programs?_		Total
		no participant in residential programme	able to evaluate	
Poor (20% lower income / education)	Count	3	7	10
	% of Total	4.5%	10.4%	14.9%
Medium (60% average income / education)	Count	15	32	47
	% of Total	22.4%	47.8%	70.1%
Exceptional (20% higher income / education)	Count	3	7	10
	% of Total	4.5%	10.4%	14.9%
Total	Count	21	46	67
	% of Total	31.3%	68.7%	100.0%

Table 8

Also, if we take only the segment of respondents that were able to evaluate the residential programme and those that didn't managed to implement, and we analyze their experience, than it seems that more active are those highly experienced experts (22,4%) and those with up to 5 years experience (19,4%).

Consequently we cannot assume that the presence of a residential program is related to experts experience.

Q22 In the last 5 years, how many people with disabilities have participated in your organization's Erasmus + residential programs?_

		no participant in residential programme	able to evaluate	Total	
Q50 How long have you been working in the field of youth volunteering or Erasmus + youth programs?	0-2 years	Count	4	8	12
		% of Total	6.0%	11.9%	17.9%
	3-5 years	Count	7	13	20
		% of Total	10.4%	19.4%	29.9%
	6-8 years	Count	2	6	8
		% of Total	3.0%	9.0%	11.9%
	9-11 years	Count	2	4	6
		% of Total	3.0%	6.0%	9.0%
	over 12 years	Count	6	15	21
		% of Total	9.0%	22.4%	31.3%
Total	Count	21	46	67	
	% of Total	31.3%	68.7%	100.0%	

Table 9

Implementing a residential programme is dependent on private accommodation since most of the organizations are not supported at local level. The chances of finding reasonable prices are being evaluated as average by 41,67%. Over 22% might have chances to find reasonable cost accommodation.

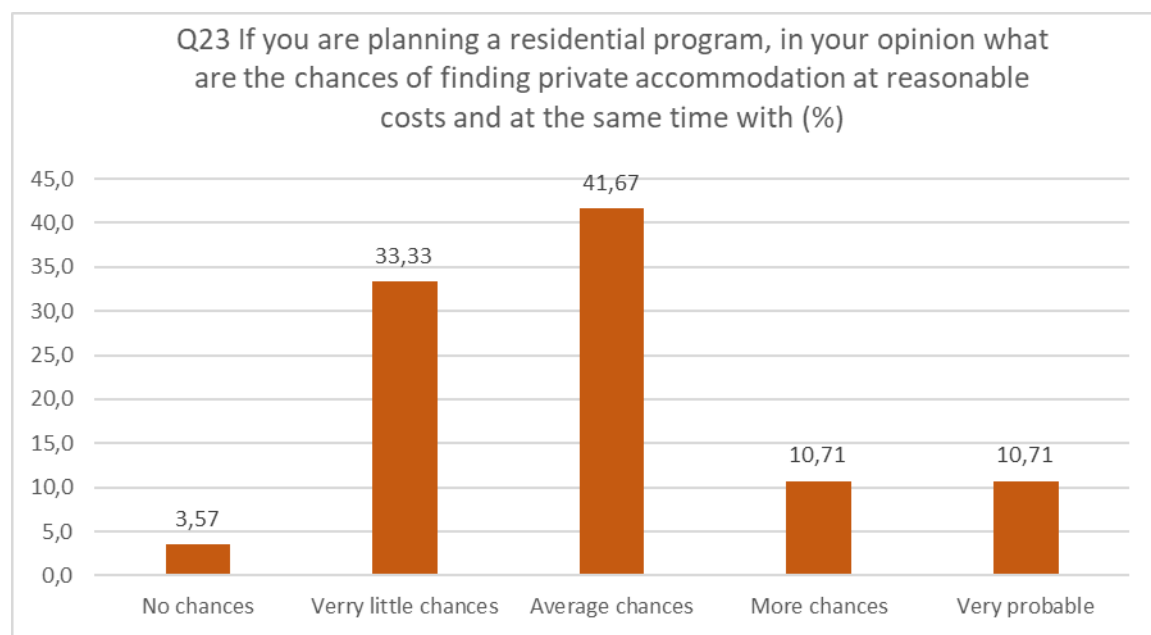


Figure 28

32,1% are actively searching for affordable accommodation for residential program, while the rest are rarely investing in this activity. 9,52% have no residential program yet so they could be a potential segment for the future if there will be a local support towards this type of services.

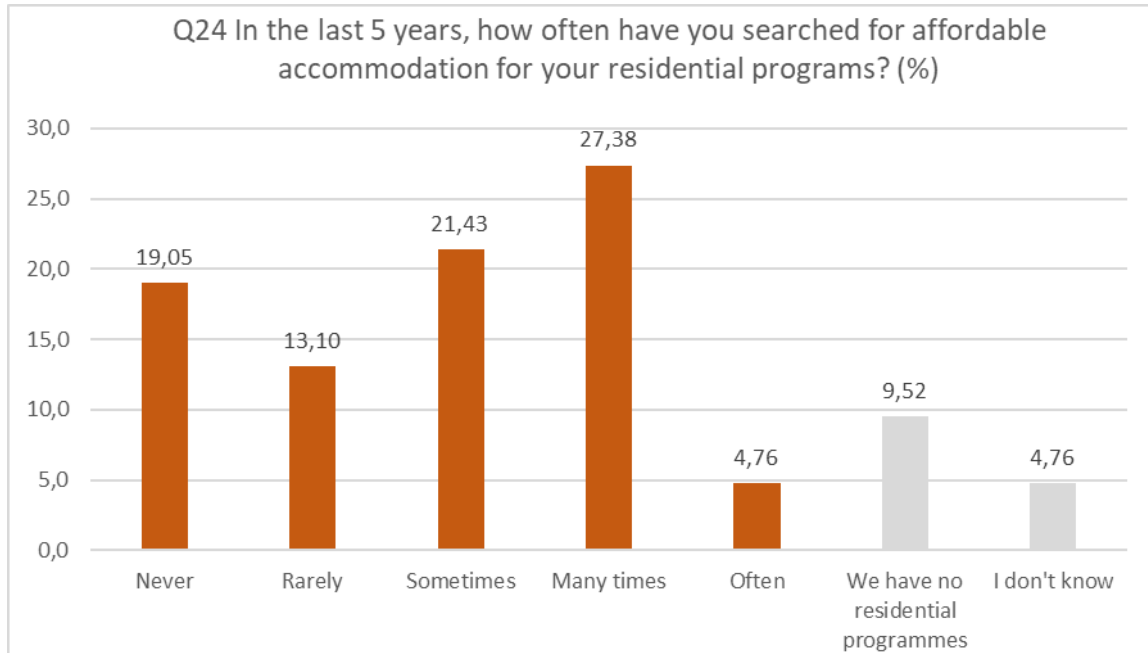


Figure 29

After taking out from the sample those that have no residential program and those that don't know about searching for affordable accommodation there have been performed a correlation between the remaining segment and Q23.

		Q24 In the last 5 years, how often have you searched for affordable accommodation for your residential programs?					Total
		Never	Rarely	Sometimes	Many times	Often	
Q23 If you are planning a residential program, in your opinion what are the chances of finding private accommodation at reasonable costs and at the same time with unrestricted access for a large group (30-40 people)?	No chances	2.8%					2.8%
	Verry little chances	12.5%	6.9%	9.7%	6.9%		36.1%
	Average chances	6.9%	4.2%	11.1%	15.3%	2.8%	40.3%
	More chances		1.4%	1.4%	5.6%	1.4%	9.7%
	Very probable		2.8%	2.8%	4.2%	1.4%	11.1%
Total		22.2%	15.3%	25.0%	31.9%	5.6%	100.0%

Table 10

The Spearman correlation coefficient shows a good positive correlation between the groups. This means that those that are actively searching for affordable accommodation and those that are estimating good chances of finding the right space.

	Q23 If you are planning a residential program, in your opinion what are the chances of finding private accommodation at reasonable costs and at the same time with unrestricted access for a large group (30-40 people)?	Q24 In the last 5 years, how often have you searched for affordable accommodation for your residential programs?	
Spearman's rho		Correlation Coefficient	.422**
		Sig. (2-tailed)	.000
		N	72
		N	72

** . Correlation is significant at the 0.01 level (2-tailed).

Table 11

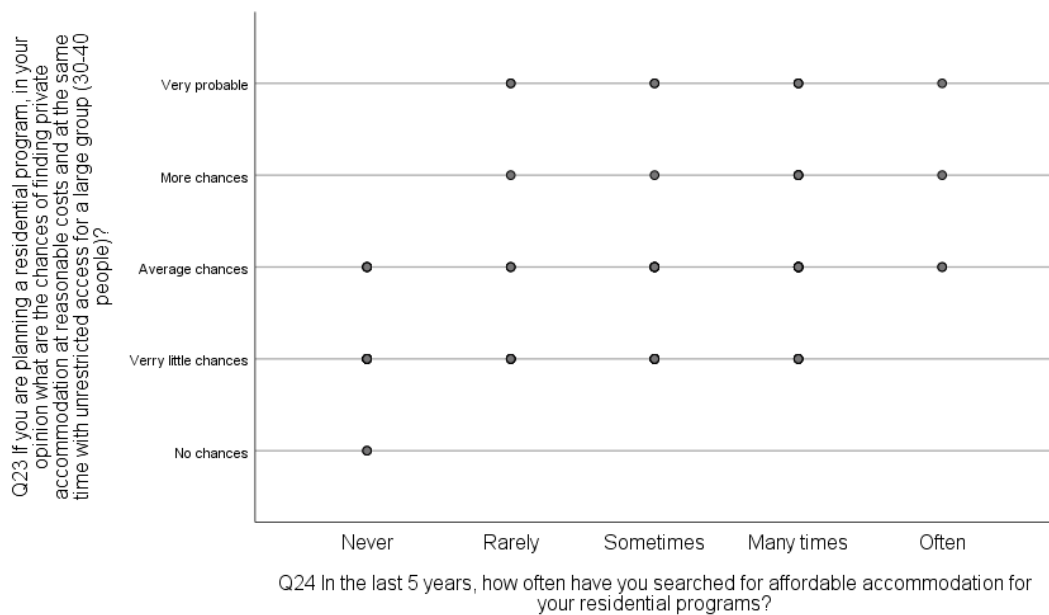


Figure 30

There are some requirements for the accommodation to be accessible and the main aspects taken into consideration are related to physical assets like ramps and doors (79,8%) hygiene access like WC and showers (61,9%) and parking place (42,9%). Generally the hierarchy is the same as in the case of Q17.

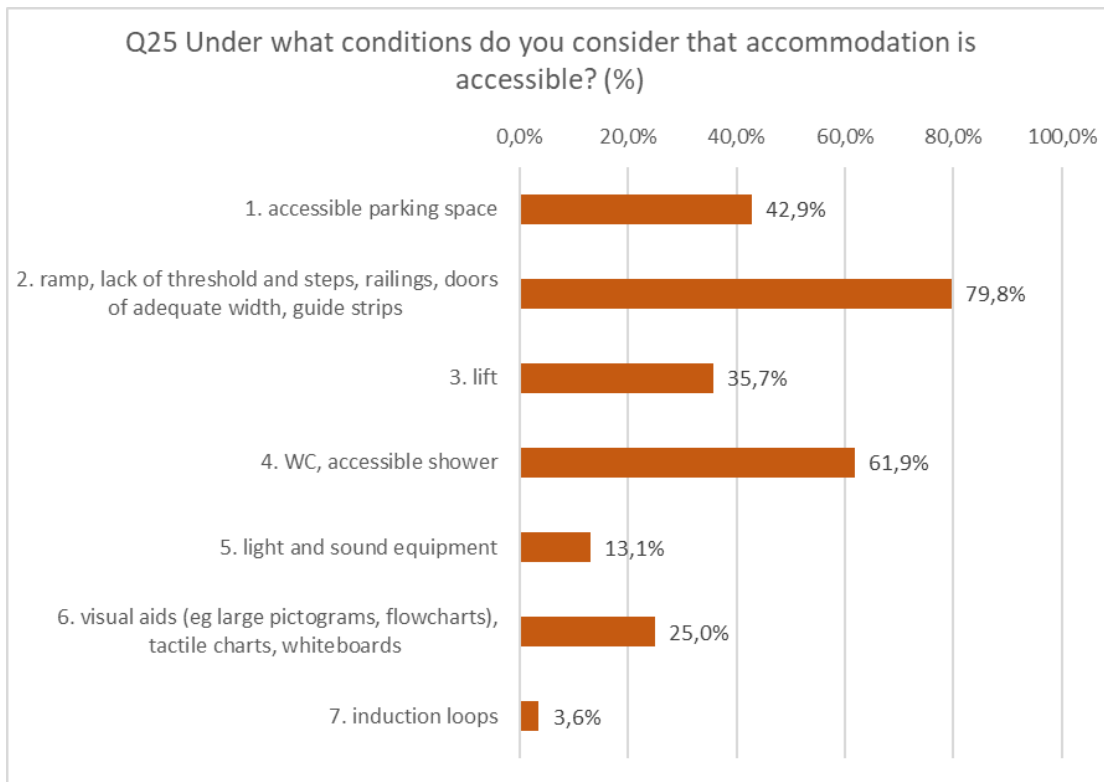


Figure 31

The skills needed to implement a residential program are mainly those directly linked with the needs of young people with disabilities: motivation (70,2%), engagement (61,9%) and methodology 56%. The more challenging aspects like ability to integrate into the community are not rated as much (28,6%) and this might be influenced by the low support received at local level.

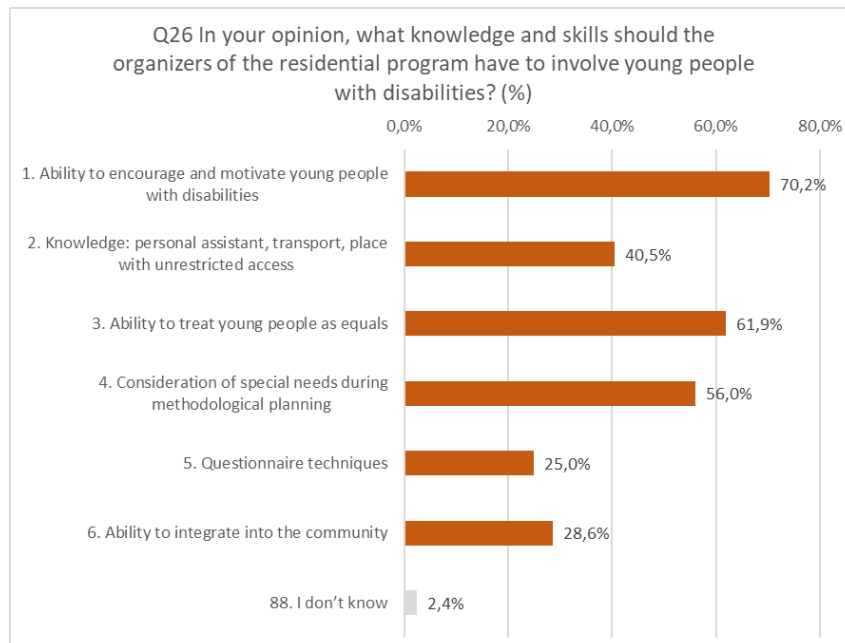


Figure 32

HIDDEN DIMENSIONS OF INCLUSION IN THE YOUTH SECTOR

Additional statistics have been performed regarding the major skill required for residential programme and the experience gained while working with people with disabilities. It shows that overall this skill is valued more by experts with minimum experience.

		Q26 In your opinion, what knowledge and skills ... 1. Ability to encourage and motivate young people with disabilities		Total	
		No	Yes		
Q3 Describe the experience gained during your work with people living with disabilities.	1. No or minimum (1 hour or less / month)	Count	9	37	46
		% of Total	10.7%	44.0%	54.8%
	2. Few (2-10 hours / month)	Count	11	15	26
		% of Total	13.1%	17.9%	31.0%
	3. Significant (11-80 hours / month)	Count	3	5	8
		% of Total	3.6%	6.0%	9.5%
	4. Ample (more than 80 hours / month)	Count	2	2	4
		% of Total	2.4%	2.4%	4.8%
Total		Count	25	59	84
		% of Total	29.8%	70.2%	100.0%

Table 12

Additional statistics have been performed regarding the community integration skill and the experience gained while working with people with disabilities. It shows that overall this skill is valued more by experts with minimum experience.

		Q26 In your opinion, what knowledge and skills ... 6. Ability to integrate into the community		Total	
		No	Yes		
Q3 Describe the experience gained during your work with people living with disabilities.	1. No or minimum (1 hour or less / month)	Count	32	14	46
		% of Total	38.1%	16.7%	54.8%
	2. Few (2-10 hours / month)	Count	20	6	26
		% of Total	23.8%	7.1%	31.0%
	3. Significant (11-80 hours / month)	Count	5	3	8
		% of Total	6.0%	3.6%	9.5%
	4. Ample (more than 80 hours / month)	Count	3	1	4
		% of Total	3.6%	1.2%	4.8%
Total		Count	60	24	84
		% of Total	71.4%	28.6%	100.0%

Table 13

8. Social acknowledgement and social acceptance

The following item (Q28) is willing to identify the social acknowledgement of respondent in evaluating a disabled person immediately or after a 10 minute conversation. The overall tendency shows a clear capacity to evaluate correctly the situation.

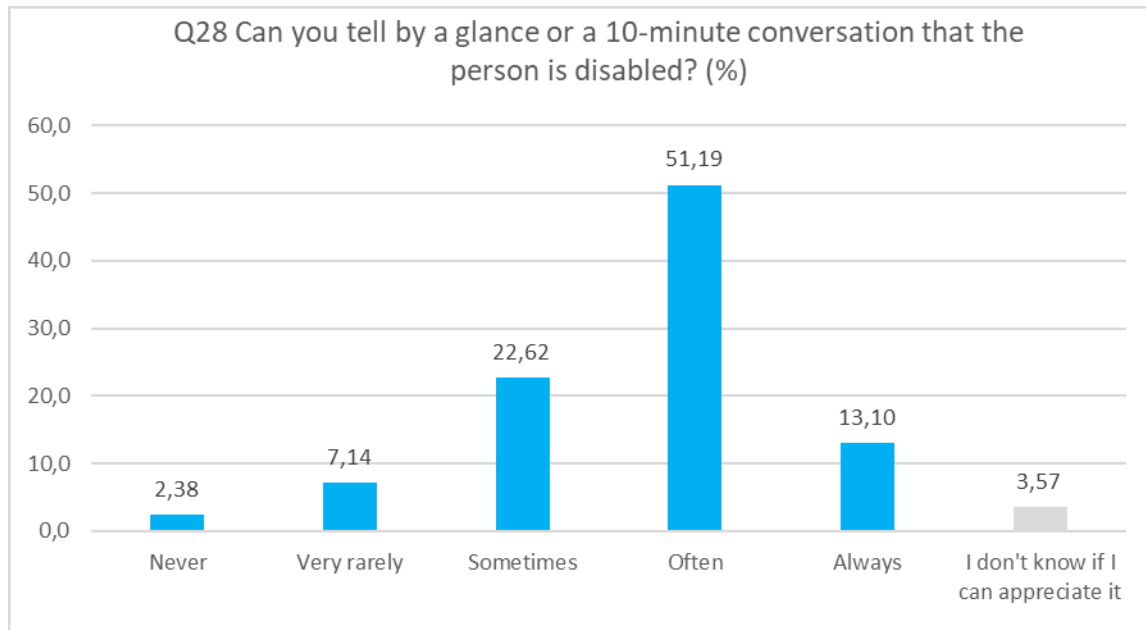


Figure 33

There have been made a statistical check regarding the gap in assessing a disabled person, and this gap is mentioned by experts that have up to 10 hours/ month experience in working with people with disabilities.

		Q28 Can you tell by a glance or a 10-minute conversation that the person is disabled?					Total	
		Never	Very rarely	Sometimes	Often	Always		
Q3 Describe the experience gained during your work with people living with disabilities.	1. No or minimum (1 hour or less / month)	Count	2	5	9	24	4	44
		% of Total	2.5%	6.2%	11.1%	29.6%	4.9%	54.3%
	2. Few (2-10 hours / month)	Count	0	1	8	13	3	25
		% of Total	0.0%	1.2%	9.9%	16.0%	3.7%	30.9%
	3. Significant (11-80 hours / month)	Count	0	0	2	4	2	8
		% of Total	0.0%	0.0%	2.5%	4.9%	2.5%	9.9%
	4. Ample (more than 80 hours / month)	Count	0	0	0	2	2	4
		% of Total	0.0%	0.0%	0.0%	2.5%	2.5%	4.9%
Total	Count	2	6	19	43	11	81	
	% of Total	2.5%	7.4%	23.5%	53.1%	13.6%	100.0%	

Table 14

Regarding the social acceptance of a disabled person, it seems that having a conjugal partner is the hardest to accept (56%).

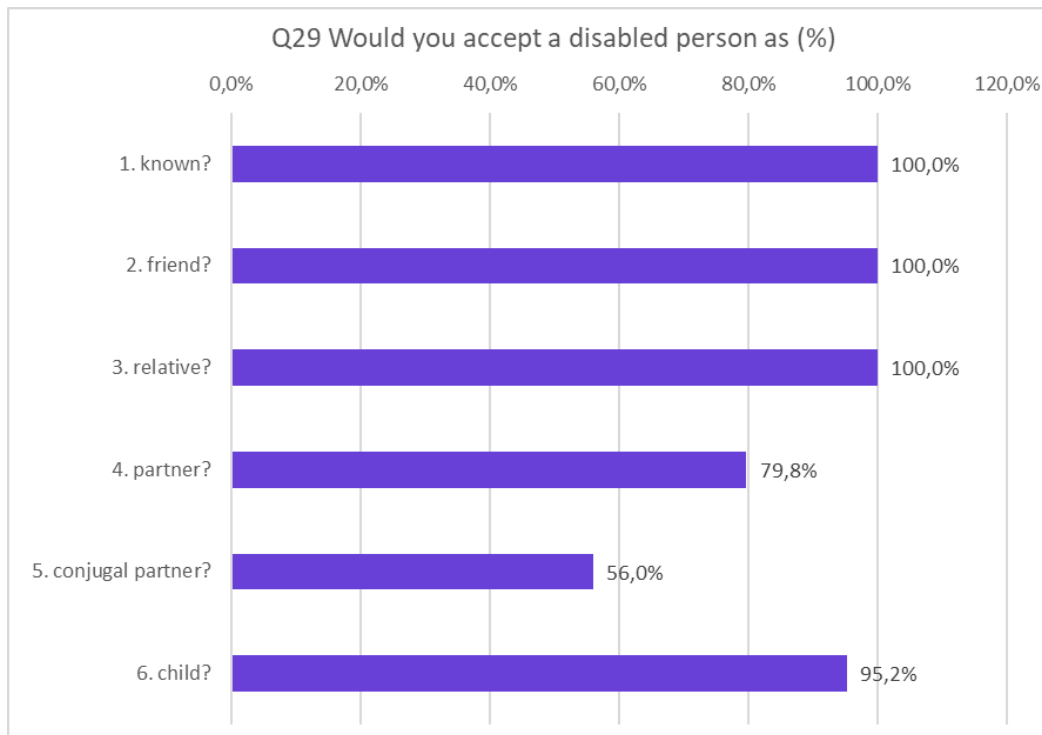


Figure 34

Regarding the disability that is affecting the most the young people it seems that those related to cognitive functions are cumulating the most votes: mental disability (70,2%), autism (42,9%) and psychosocial (42,9%).

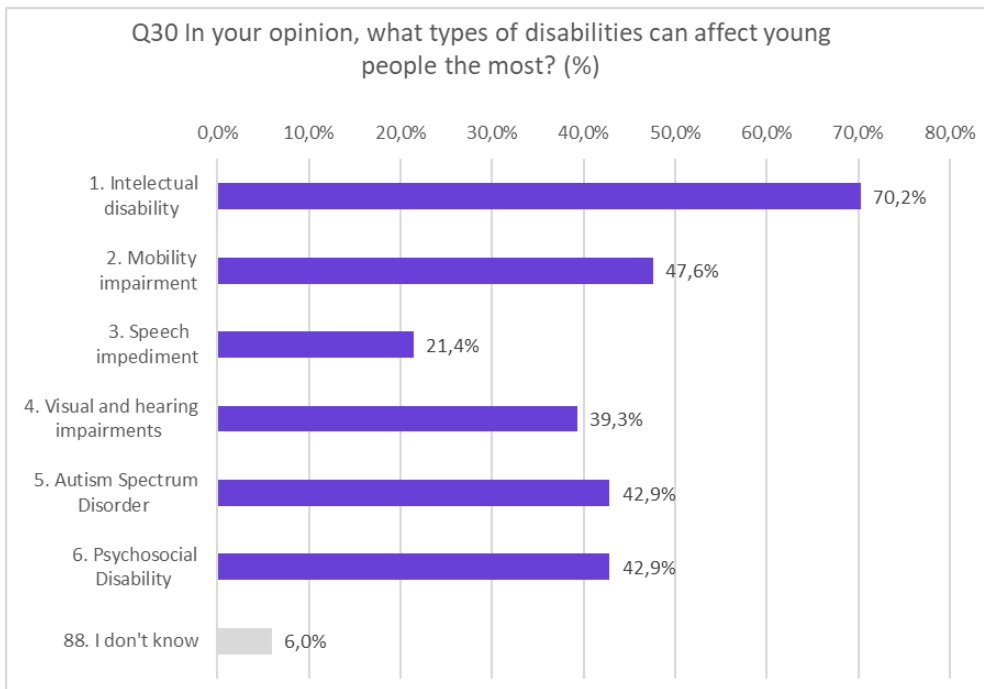


Figure 35

Most of the respondents are in direct contact one way or another with a person with disability: among friends (54,8%), where they are studying (35,7%), family (25%), neighborhood (20,2%) or their personal case (3,6%).

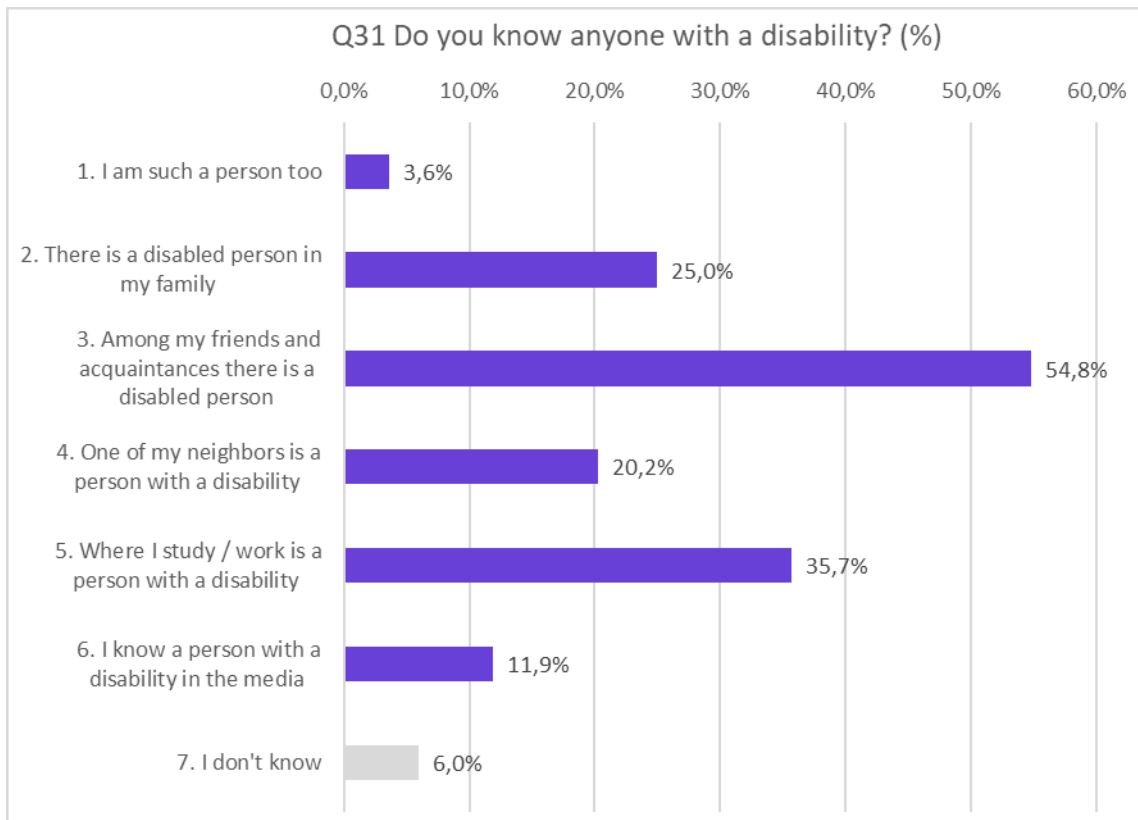


Figure 36

Experts are evaluating that the major area where disability is a problem is employment (91,7%) and consequently in the financial field (56%). Travel (54.8%) and education (53,6%) are on the second level.

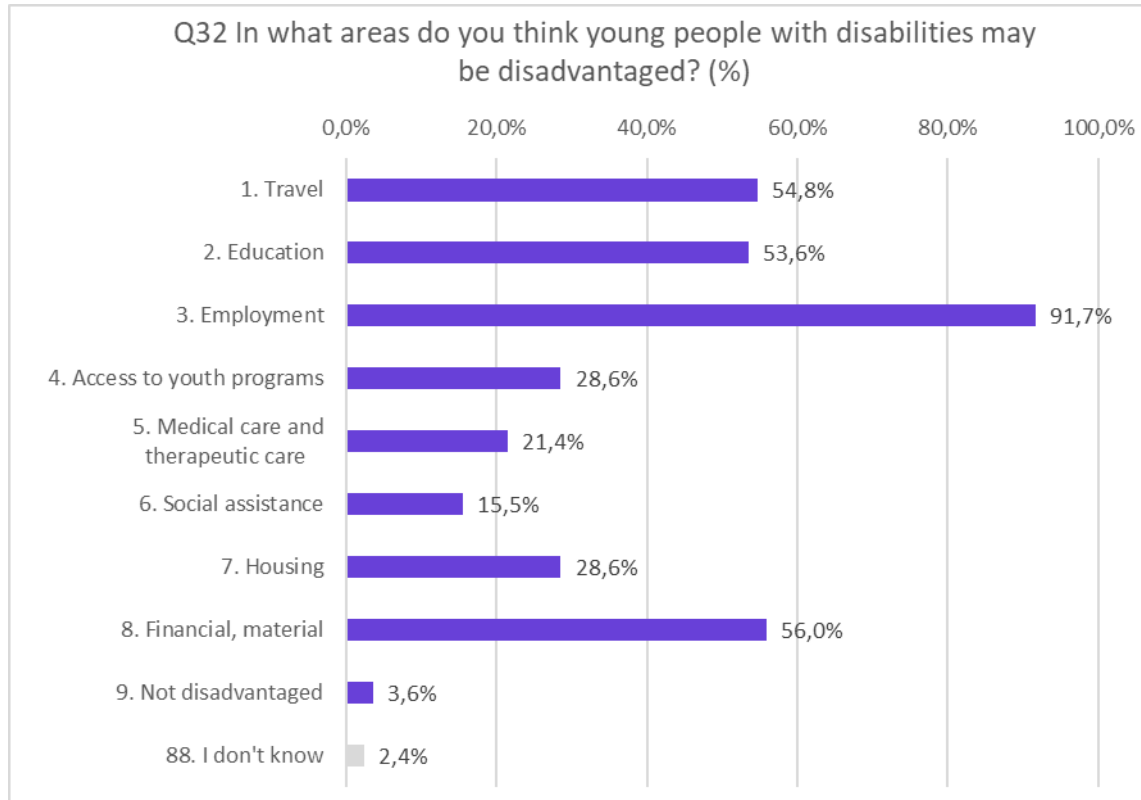


Figure 37

The needs for supporting young people with disabilities are not necessarily reflecting the structure of disadvantaged areas. Employment (88,1%) is maintaining the top position being followed by education (77,4%) while financial remains almost similar (52,4%).

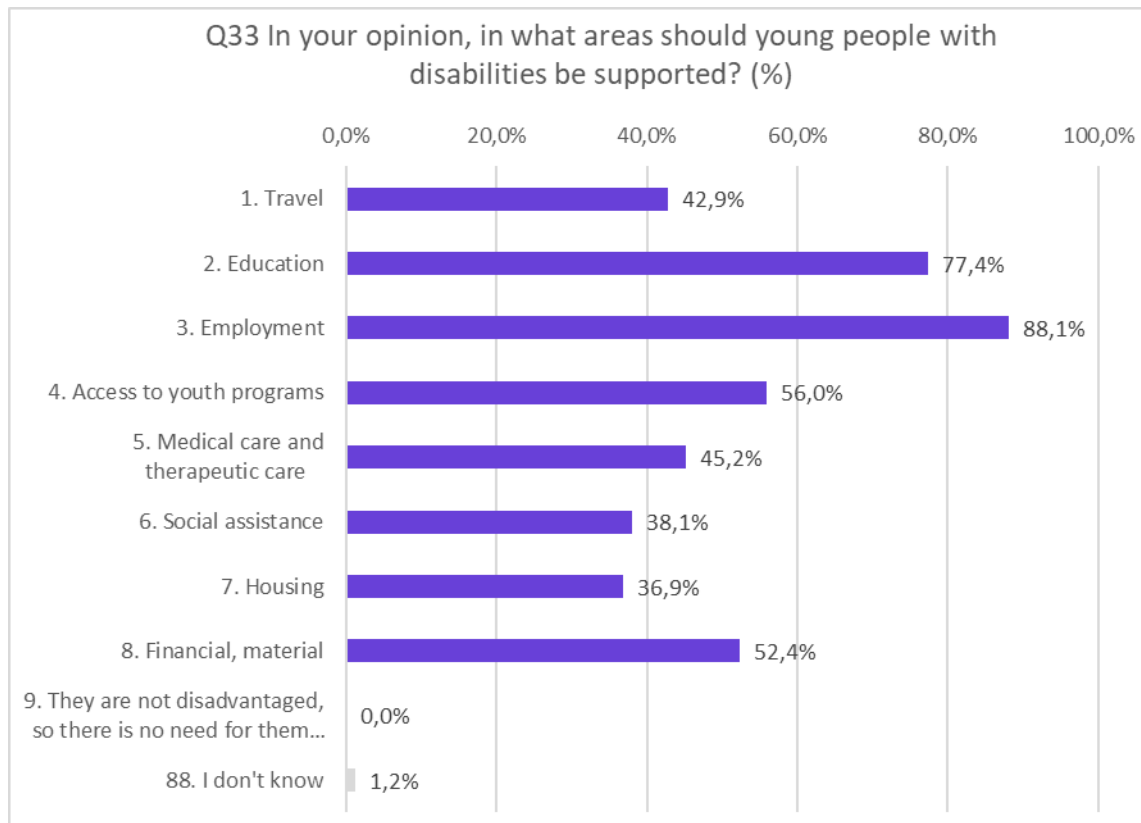


Figure 38

After crosstabulation processing the disadvantage in employment with the needed support in employment, the answers distribution is showing the general overlap of the answers.

		Q33 In your opinion, in what areas should young people with disabilities be supported? 3. Employment			
		No	Yes	Total	
Q32 In what areas do you think young people with disabilities may be disadvantaged? 3. Employment	No	Count	4	3	7
		% of Total	4.8%	3.6%	8.3%
	Yes	Count	6	71	77
		% of Total	7.1%	84.5%	91.7%
Total		Count	10	74	84
		% of Total	11.9%	88.1%	100.0%

Table 15

The chi-square test based on the two variables is significant showing the covariance between the two groups, but the covariance is affected by the low number of cases in the 3,6% cell. This means that even if there is an important overlap between the group that assess employment as a disadvantage and consequently are supporting measures in this area there is not a clear statistical significance in this sense.

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14.901 ^a	1	.000		
Continuity Correction ^b	10.567	1	.001		
Likelihood Ratio	9.619	1	.002		
Fisher's Exact Test				.003	.003
Linear-by-Linear Association	14.724	1	.000		
N of Valid Cases	84				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is .83.
 b. Computed only for a 2x2 table

Table 16

After crosstabulation processing the disadvantage in education with the needed support in education, the answers distribution is showing the convergence of 52,4% of the answers.

		Q33 In your opinion, in what areas should young people with disabilities be supported? 2. Education			
		No	Yes	Total	
Q32 In what areas do you think young people with disabilities may be disadvantaged? 2. Education	No	Count	18	21	39
		% of Total	21.4%	25.0%	46.4%
Education	Yes	Count	1	44	45
		% of Total	1.2%	52.4%	53.6%
Total		Count	19	65	84
		% of Total	22.6%	77.4%	100.0%

Table 17

The chi-square test based on the two variables is significant showing the covariance between the two groups, meaning that there is an important overlap between the group that assess access to education as a disadvantage and consequently are supporting actions in this area.

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	23.038 ^a	1	.000		
Continuity Correction ^b	20.596	1	.000		
Likelihood Ratio	26.393	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	22.764	1	.000		
N of Valid Cases	84				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.82.
 b. Computed only for a 2x2 table

Table 18

Regarding the organization that should take the responsibility of supporting the young people with disabilities the vast majority is pointing towards state/local authorities.

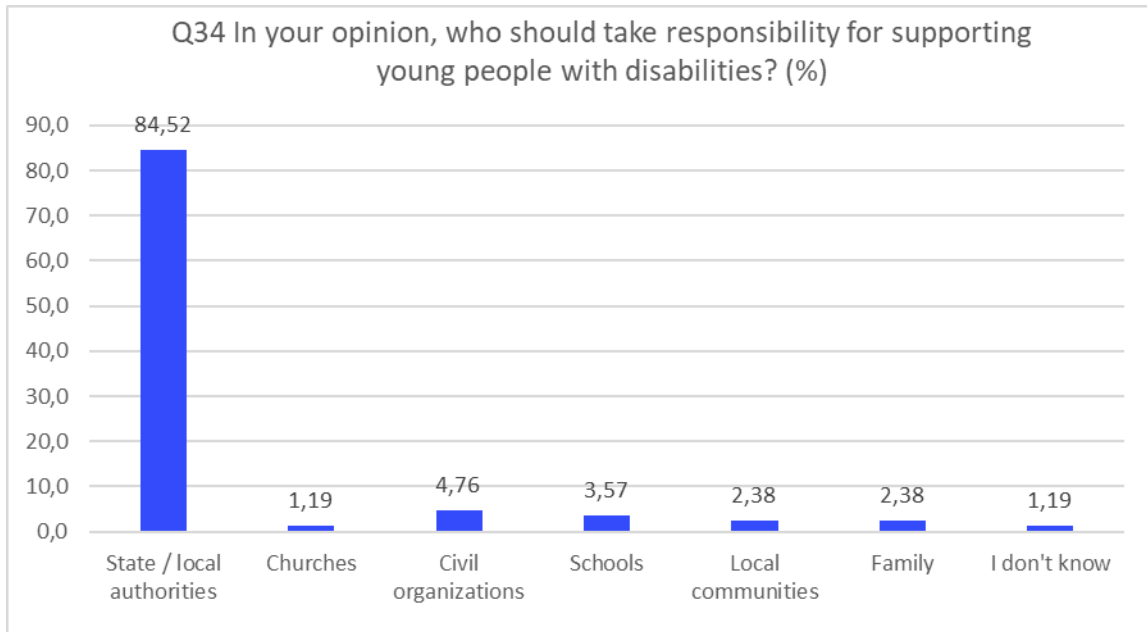


Figure 39

All respondents needed to evaluate the statement regarding the capacity of young people with disabilities to learn together with peers without disabilities and the general tendency is optimistic (60,4%) while 27,38% have a neutral attitude.

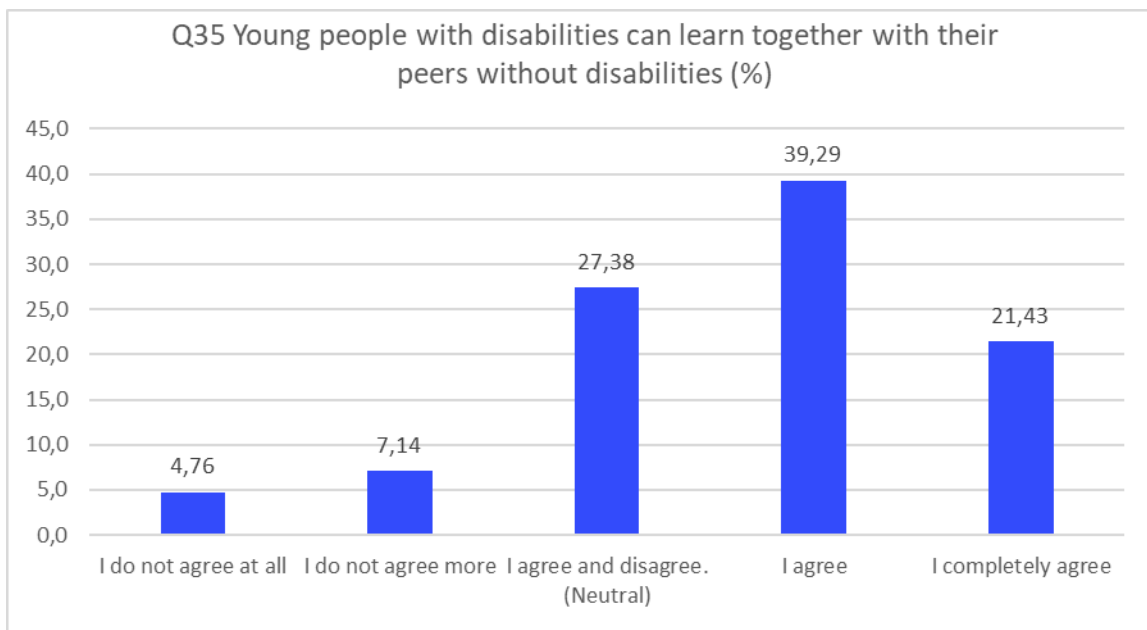


Figure 40

Regarding the work capacity, the general perception is improving and reaches 75% while 19% are maintaining a neutral opinion.

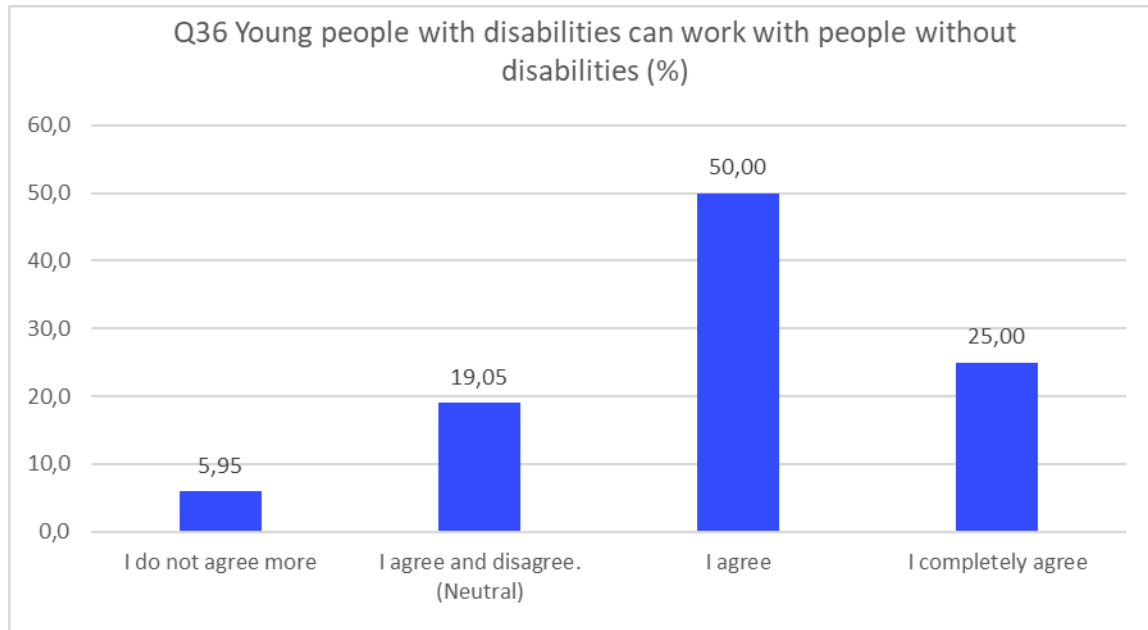


Figure 41

Learning social skills is the most important activity that respondents are vastly optimistic about it (89,3%).

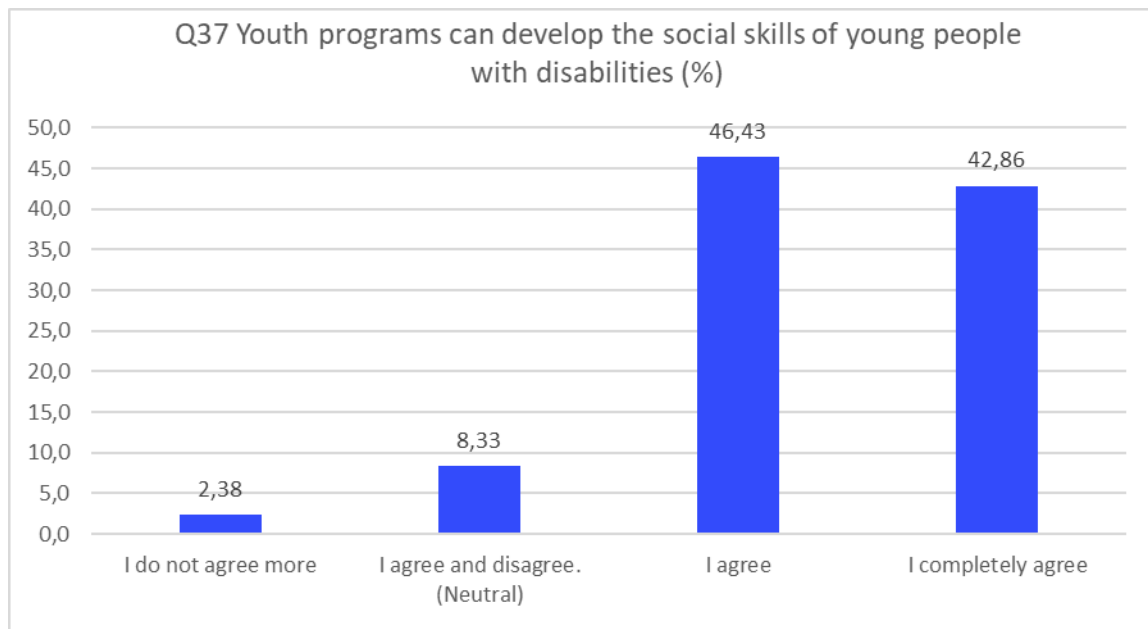


Figure 42

All these three types of activities have been analyzed from a correlation perspective and the tendency shows:

- a strong positive correlation between learning and working (0,695)
- a strong positive correlation between working and developing social skills (0,565)
- a good positive correlation between learning and social skills developing (0,407).

		Correlations			
		Q35 Young people with disabilities can learn together with ...	Q36 Young people with disabilities can work with .	Q37 Youth programs can develop the social skills ...	
Spearman's rho	Q35 Young people with disabilities can learn together with their peers without disabilities	Correlation Coefficient	1.000	.695**	.407**
		Sig. (2-tailed)	.	.000	.000
		N	84	84	84
	Q36 Young people with disabilities can work with people without disabilities	Correlation Coefficient	.695**	1.000	.565**
		Sig. (2-tailed)	.000	.	.000
		N	84	84	84

** . Correlation is significant at the 0.01 level (2-tailed).

Table 19

If we go deeper and correlate the statements with the respondents experience in in Erasmus+ programs some good positive correlations are present on learning and working. This means that there is an increased tendency to positively evaluate the two statements as experience is higher.

		Correlations	
			Q50 How long have you been working in the field of youth volunteering or Erasmus + youth programs?
Spearman's rho	Q35 Young people with disabilities can learn together with their peers without disabilities	Correlation Coefficient	.271*
		Sig. (2-tailed)	.013
		N	84
	Q36 Young people with disabilities can work with people without disabilities	Correlation Coefficient	.362**
		Sig. (2-tailed)	.001
		N	84

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 20

Additional statistics have been performed to check if the means regarding Q35, Q36, Q37 are different if we split the respondents according to some criteria. The following table is showing the comparative means according to two distinct groups those having no or just a minimum experience and the group of those having more experience.

		Q3 Describe the experience gained during your work with people living with disabilities (recoded)			
		N	Mean	Std. Deviation	Std. Error Mean
Q35 Young people with disabilities can learn together with their peers without disabilities	No or minimum (1 hour or less / month)	46	3.57	1.025	.151
	Experienced (more than 2 hours/month)	38	3.76	1.076	.175
Q36 Young people with disabilities can work with people without disabilities	No or minimum (1 hour or less / month)	46	3.80	.806	.119
	Experienced (more than 2 hours/month)	38	4.11	.831	.135
Q37 Youth programs can develop the social skills of young people with disabilities	No or minimum (1 hour or less / month)	46	4.24	.705	.104
	Experienced (more than 2 hours/month)	38	4.37	.751	.122

Table 21

The graphical statistical representation shows across all statements a more optimistic in the segment of experienced respondents.

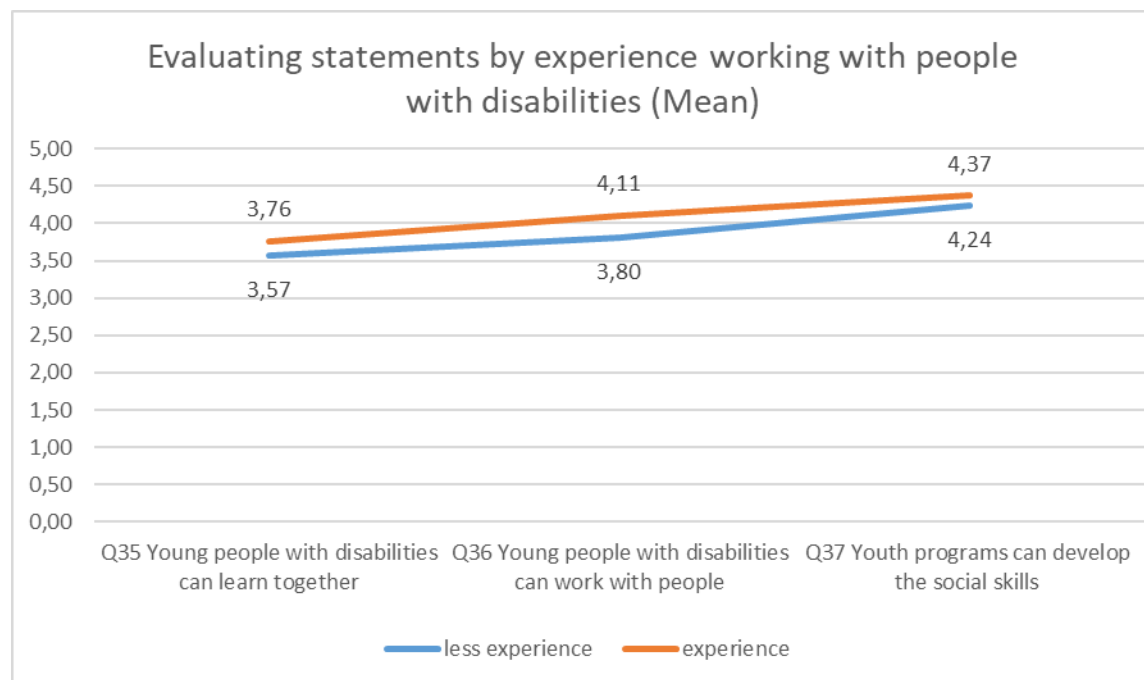


Figure 43

Running the T test for samples is showing that the difference of means across the two groups in the statement Q36 *Young people with disabilities can work with people without disabilities* is has no statistic significance even if it approaches the required level.

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Q36 Young people with disabilities can work with people without disabilities	Equal variances assumed	.005	.946	-1.679	82	.097	-.301	.179
	Equal variances not assumed			-1.674	78.066	.098	-.301	.180

Table 22

Additional statistics have been performed to check if the means regarding Q35, Q36, Q37 are different if we split the respondents according to the age criteria. The following table is showing the comparative means according to two distinct age groups those having up to 41 years and the group of those having over 42 years.

		Q43 How old are you?	N	Mean	Std. Deviation	Std. Error Mean
Q35 Young people with disabilities can learn together with their peers without disabilities	18-41		47	3.51	1.081	.158
	42-50+		37	3.84	.986	.162
Q36 Young people with disabilities can work with people without disabilities	18-41		47	3.83	.868	.127
	42-50+		37	4.08	.759	.125
Q37 Youth programs can develop the social skills of young people with disabilities	18-41		47	4.28	.743	.108
	42-50+		37	4.32	.709	.117

Table 23

The graphical statistical representation shows across all statements a more optimistic in the segment of over 42 years. Running the T test for samples didn't identify statistical significance based on the difference of means across the two groups.

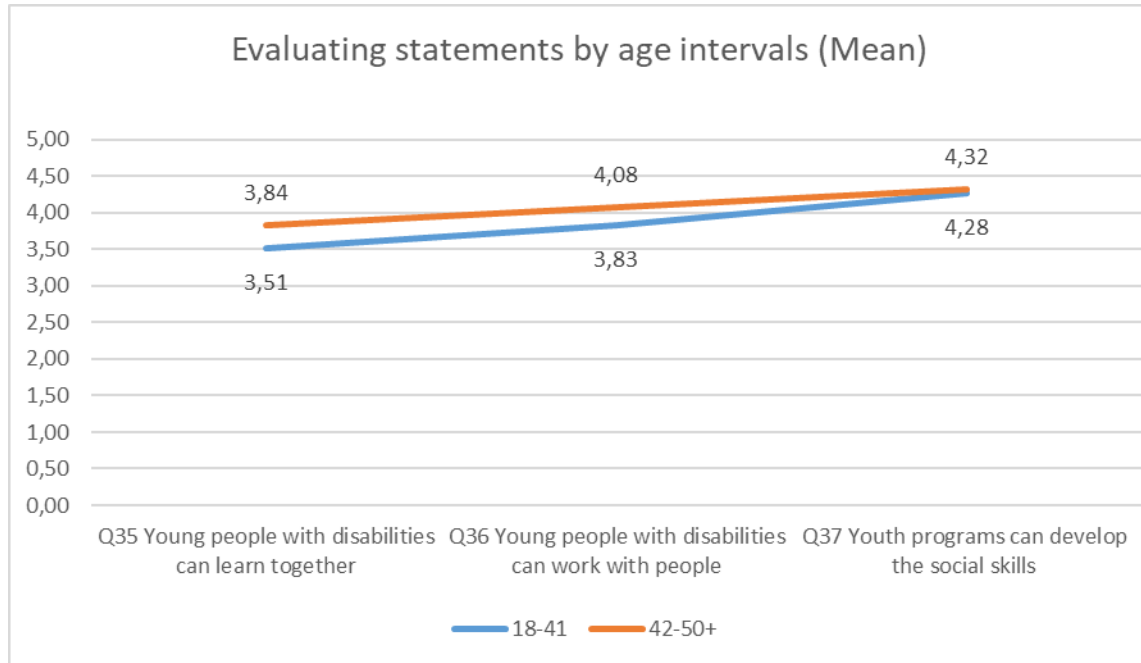


Figure 44

An additional hypothesis have been tested based on the overall experience in the field of youth volunteering or Erasmus + youth programs. The respondents group have been divided in those having a basic experience (0-5 years) and those being fully experienced (over 6 years).

	Q50 How long have you been working in the field of youth volunteering or Erasmus + youth programs?	N	Mean	Std. Deviation	Std. Error Mean
	over 6 years	43	3.88	.981	.150
Q36 Young people with disabilities can work with people without disabilities	0-5 years	41	3.68	.789	.123
	over 6 years	43	4.19	.794	.121
Q37 Youth programs can develop the social skills of young people with disabilities	0-5 years	41	4.17	.738	.115
	over 6 years	43	4.42	.698	.106

Table 24

The graphical statistical representation shows across all statements a more positive evaluation in the segment of experienced respondents.

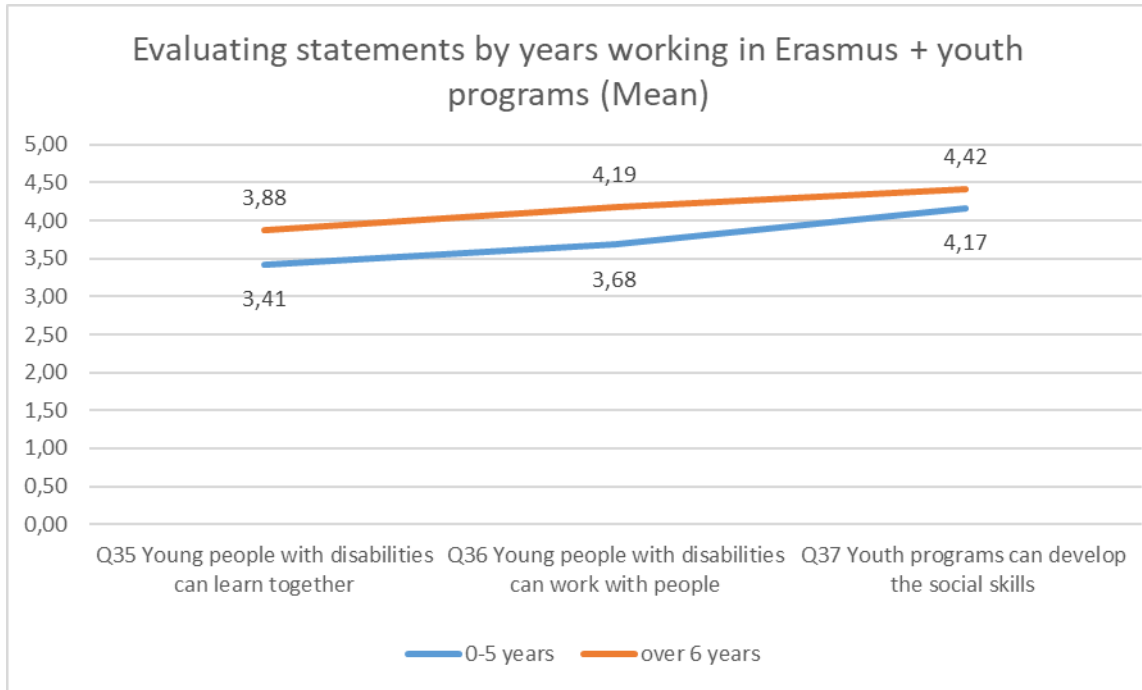


Figure 45

Running the T test for samples is showing that the difference of means across the two groups in the statements *Q35 Young people with disabilities can learn together with their peers without disabilities* and *Q36 Young people with disabilities can work with people without disabilities* are statistically significant since the T-test for equality of means has a significance below 0,05. This means that we reject the null hypothesis and we can state that the actual experience of respondents is creating a difference on how they relate to the two statements.

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Q35 Young people with disabilities can learn together with their peers without disabilities	Equal variances assumed	.989	.323	-2.094	82	.039	-.469	.224
	Equal variances not assumed			-2.089	80.504	.040	-.469	.224
Q36 Young people with disabilities can work with people without disabilities	Equal variances assumed	.151	.698	-2.912	82	.005	-.503	.173
	Equal variances not assumed			-2.912	81.864	.005	-.503	.173
Q37 Youth programs can develop the social skills of young people with disabilities	Equal variances assumed	.101	.751	-1.582	82	.118	-.248	.157
	Equal variances not assumed			-1.580	81.120	.118	-.248	.157

Table 25

9. Perceptions on service delivery regarding the target group

At practitioners level perception, the following statements which are touching the general methodological aspects, are showing that there is generally a common agreement that young people with disabilities need special services and this is a relevant youth activity. Over 50% are disagreeing that the target group should always be treated differently, and quite a moderate opinion that skills of young people with disabilities can develop in community with their peers (41%) and that the target group have different social needs (36,1%).

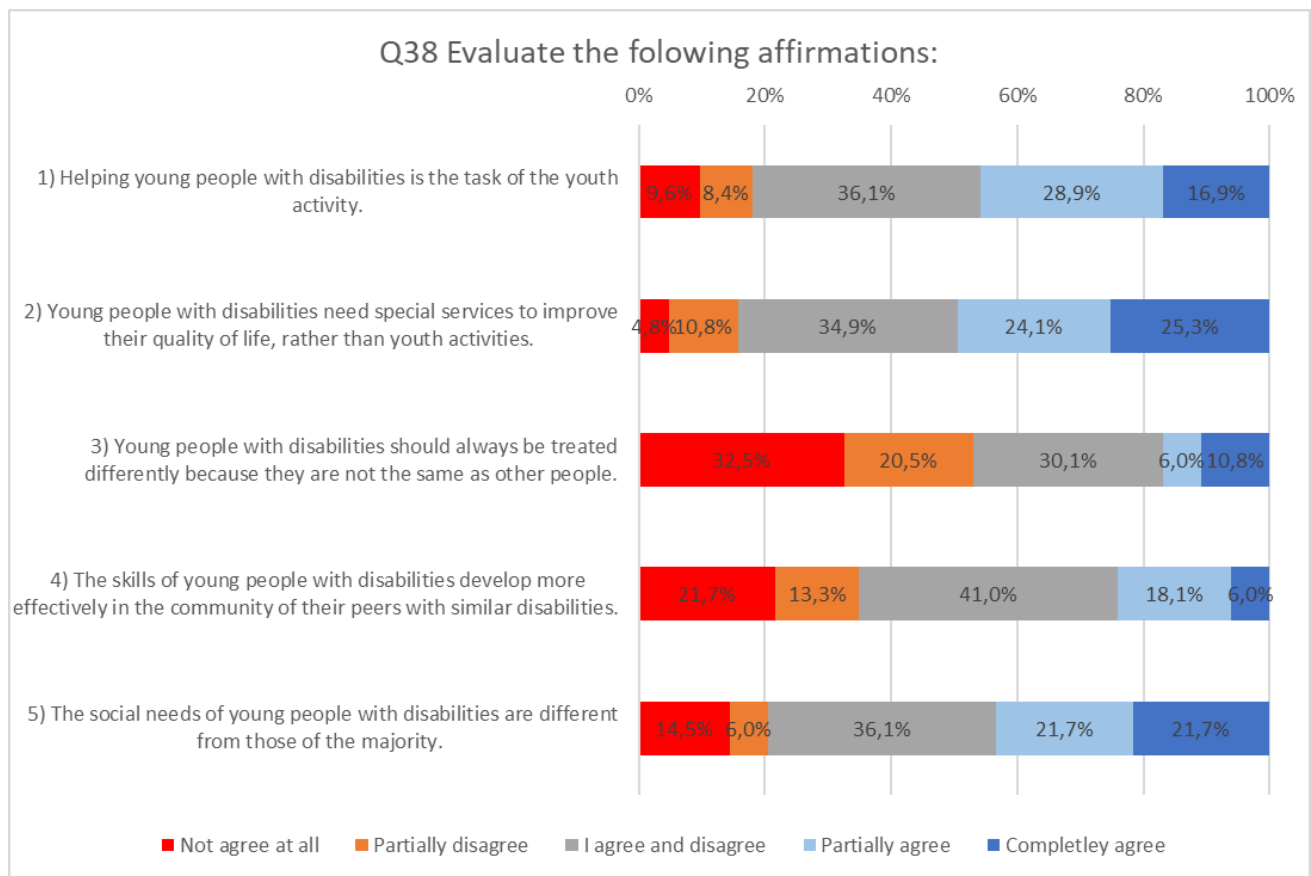


Figure 46

At practitioners level perception, the following statements which are touching the general approach are showing that below 30% do know on how to support a young person with disabilities, while 47,6% are having a moderate opinion.

65,5% are disagreeing that mixed group is recommended when working with the target group. Regarding the emotional aspects there is a general agreement that respondents are feeling good between people with disabilities (54,8%), there is empathy (57,1%) and ability to create a good atmosphere for the target group (56%).

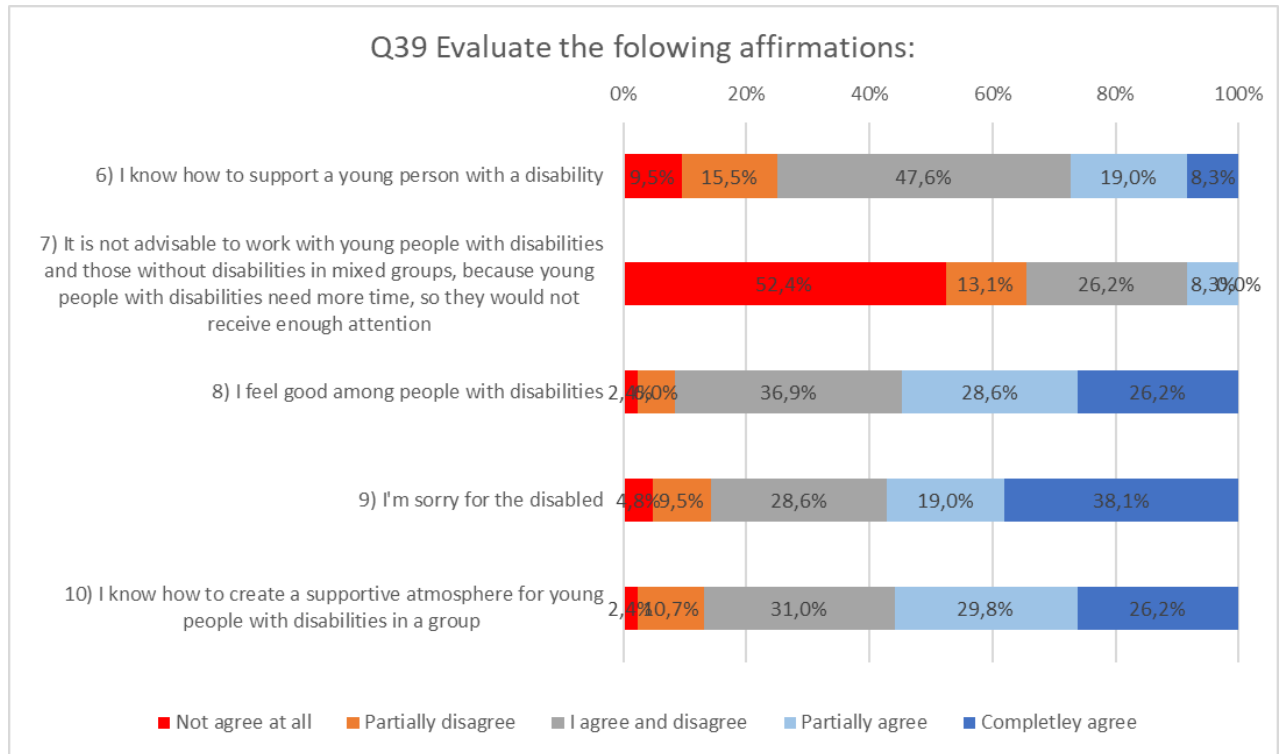


Figure 47

Regarding the general attitude respondents are not considering an inconvenient to work with people with disabilities (78.6%) and they don't feel a burden in this sense (53.6%).

Furthermore:

- 58,3% are positive related to their knowledge, skills and attitude towards the target group;
- 63,1% would feel happy to deal with young clients with disabilities;
- 73,8% are aware that it is important that those who deal with young people with disabilities also have special qualifications.

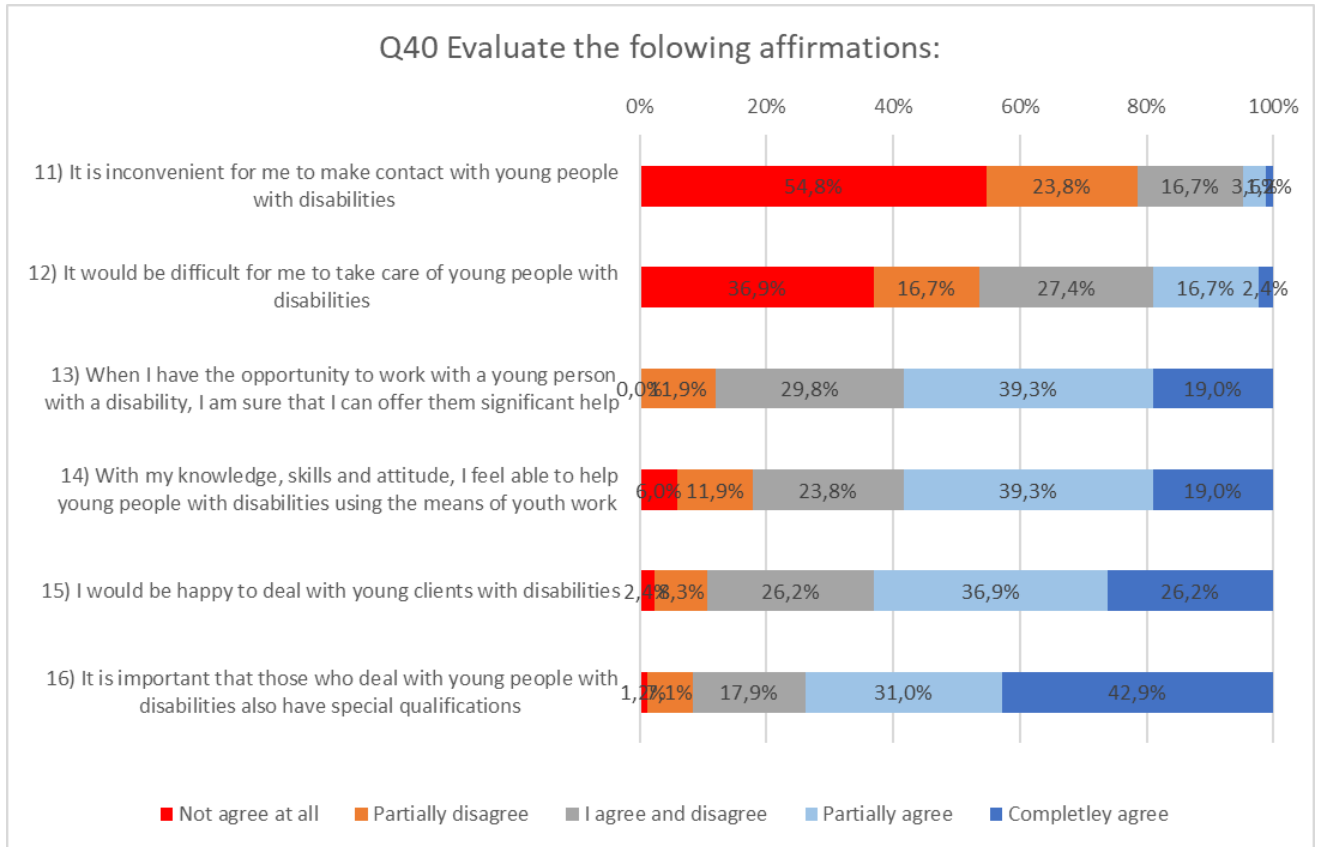


Figure 48

Statistical analysis is showing a moderate positive correlation between:

- the skills of offering significant help to the target group (0,279) and the experience in Erasmus+;
- the capacity of implementing youth work to the target group (0,274) and the experience in Erasmus+;

Correlations

		Q50 How long have you been working in the field of youth volunteering or Erasmus + youth programs?	
Spearman's rho	Q40 Evaluate the following affirmations: 13) When I have the opportunity to work with a young person with a disability, I am sure that I can offer them significant help	Correlation Coefficient	.279*
		Sig. (2-tailed)	.010
		N	84
Spearman's rho	Q40 Evaluate the following affirmations: 14) With my knowledge, skills and attitude, I feel able to help young people with disabilities using the means of youth work	Correlation Coefficient	.274*
		Sig. (2-tailed)	.012
		N	84

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 26

The general attitudinal opinions are also positively correlating:

- there is a strong positive correlation between ability to help and impact of the help (0,795) regarding the target group;
- there is a strong positive correlation between availability to help and ability (0,502) as well as impact (0,681).

		Correlations		
		Q40 Evaluate the following affirmations: 13) When I have the opportunity to work with a young person with a disability, I am sure that I can offer them significant help	Q40 Evaluate the following affirmations: 14) With my knowledge, skills and attitude, I feel able to help young people with disabilities using the means of youth work	
Spearman's rho	Q40 Evaluate the following affirmations: 13) When I have the opportunity to work with a young person with a disability, I am sure that I can offer them significant help	Correlation Coefficient	1.000	.795**
		Sig. (2-tailed)	.	.000
		N	84	84
	Q40 Evaluate the following affirmations: 15) I would be happy to deal with young clients with disabilities	Correlation Coefficient	.502**	.681**
		Sig. (2-tailed)	.000	.000
		N	84	84

** . Correlation is significant at the 0.01 level (2-tailed).

Table 27

Since division of experience in Erasmus + youth programs have been identified to be more homogenous, it have been applied this criteria to compare the means for all statements regarding Q38, Q39, Q40 items.

	Q50 How long have you been working in the field of youth volunteering or Erasmus + youth programs?	N	Mean	Std. Deviation	Std. Error Mean
Q38 Evaluate the following affirmations: 1) Helping young people with disabilities is the task of the youth activity.	0-5 years	41	3.17	1.302	.203
	over 6 years	42	3.52	.969	.149
Q38 Evaluate the following affirmations: 2) Young people with disabilities need special services to improve their quality of life, rather than youth activities.	0-5 years	41	3.49	1.052	.164
	over 6 years	42	3.60	1.211	.187
Q38 Evaluate the following affirmations: 3) Young people with disabilities should always be treated differently because they are not the same as other people.	0-5 years	41	2.56	1.415	.221
	over 6 years	42	2.29	1.175	.181
Q38 Evaluate the following affirmations: 4) The skills of young people with disabilities develop more effectively in the community of their peers with similar disabilities.	0-5 years	41	2.83	1.181	.184
	over 6 years	42	2.64	1.165	.180
	0-5 years	41	3.24	1.319	.206

HIDDEN DIMENSIONS OF INCLUSION IN THE YOUTH SECTOR

Q38 Evaluate the following affirmations: 5) The social needs of young people with disabilities are different from those of the majority.	over 6 years	42	3.36	1.265	.195
Q39 Evaluate the following affirmations: 6) I know how to support a young person with a disability	0-5 years	41	2.80	1.188	.186
	over 6 years	43	3.21	.833	.127
Q39 Evaluate the following affirmations: 7) It is not advisable to work with young people with disabilities and those without disabilities in mixed groups, because young people with disabilities need more time, so they would not receive enough attention	0-5 years	41	2.10	1.091	.170
	over 6 years	43	1.72	1.008	.154
Q39 Evaluate the following affirmations: 8) I feel good among people with disabilities	0-5 years	41	3.46	1.098	.171
	over 6 years	43	3.93	.856	.131
Q39 Evaluate the following affirmations: 9) I'm sorry for the disabled	0-5 years	41	3.93	1.127	.176
	over 6 years	43	3.60	1.256	.192
Q39 Evaluate the following affirmations: 10) I know how to create a supportive atmosphere for young people with disabilities in a group	0-5 years	41	3.68	1.150	.180
	over 6 years	43	3.65	.973	.148
Q40 Evaluate the following affirmations: 11) It is inconvenient for me to make contact with young people with disabilities	0-5 years	41	1.76	.916	.143
	over 6 years	43	1.70	.989	.151
Q40 Evaluate the following affirmations: 12) It would be difficult for me to take care of young people with disabilities	0-5 years	41	2.37	1.178	.184
	over 6 years	43	2.26	1.236	.189
Q40 Evaluate the following affirmations: 13) When I have the opportunity to work with a young person with a disability, I am sure that I can offer them significant help	0-5 years	41	3.34	.911	.142
	over 6 years	43	3.95	.844	.129
Q40 Evaluate the following affirmations: 14) With my knowledge, skills and attitude, I feel able to help young people with disabilities using the means of youth work	0-5 years	41	3.15	1.174	.183
	over 6 years	43	3.91	.921	.140
Q40 Evaluate the following affirmations: 15) I would be happy to deal with young clients with disabilities	0-5 years	41	3.51	1.121	.175
	over 6 years	43	4.00	.845	.129
Q40 Evaluate the following affirmations: 16) It is important that those who deal with young people with disabilities also have special qualifications	0-5 years	41	4.07	1.010	.158
	over 6 years	43	4.07	1.009	.154

Table 28

Running the T test for samples is showing that the difference of means across the two groups in the following statements are statistically significant since the T-test for equality of means has a significance below 0,05:

- Q39_8) *I feel good among people with disabilities*
- Q40_13) *When I have the opportunity to work with a young person with a disability, I am sure that I can offer them significant help*
- Q40_14) *With my knowledge, skills and attitude, I feel able to help young people with disabilities using the means of youth work*
- Q40_15) *would be happy to deal with young clients with disabilities*

Overall it means that the group with higher experience in Erasmus+ youth program is more positive in their capacity to help and generally have a more positive attitude towards the target group. The difference is statistically significant.

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Q39 Evaluate: 8) I feel good among people with disabilities	Equal variances assumed	3.274	.074	-2.179	82	.032	-.467	.214
	Equal variances not assumed			-2.166	75.632	.033	-.467	.215
Q40 Evaluate: 13) When I have the opportunity to work with a young person with a disability, I am sure that I can offer them significant help	Equal variances assumed	1.733	.192	-3.196	82	.002	-.612	.192
	Equal variances not assumed			-3.190	80.742	.002	-.612	.192
Q40 Evaluate: 14) With my knowledge, skills and attitude, I feel able to help young people with disabilities using the means of youth work	Equal variances assumed	4.422	.039	-3.312	82	.001	-.761	.230
	Equal variances not assumed			-3.293	75.849	.002	-.761	.231
Q40 Evaluate: 15) I would be happy to deal with young clients with disabilities	Equal variances assumed	5.434	.022	-2.259	82	.027	-.488	.216
	Equal variances not assumed			-2.244	74.326	.028	-.488	.217

Table 29

Finally, there is a 63,1% consensus among respondents that the target group is able to fulfill tasks related to work and study.

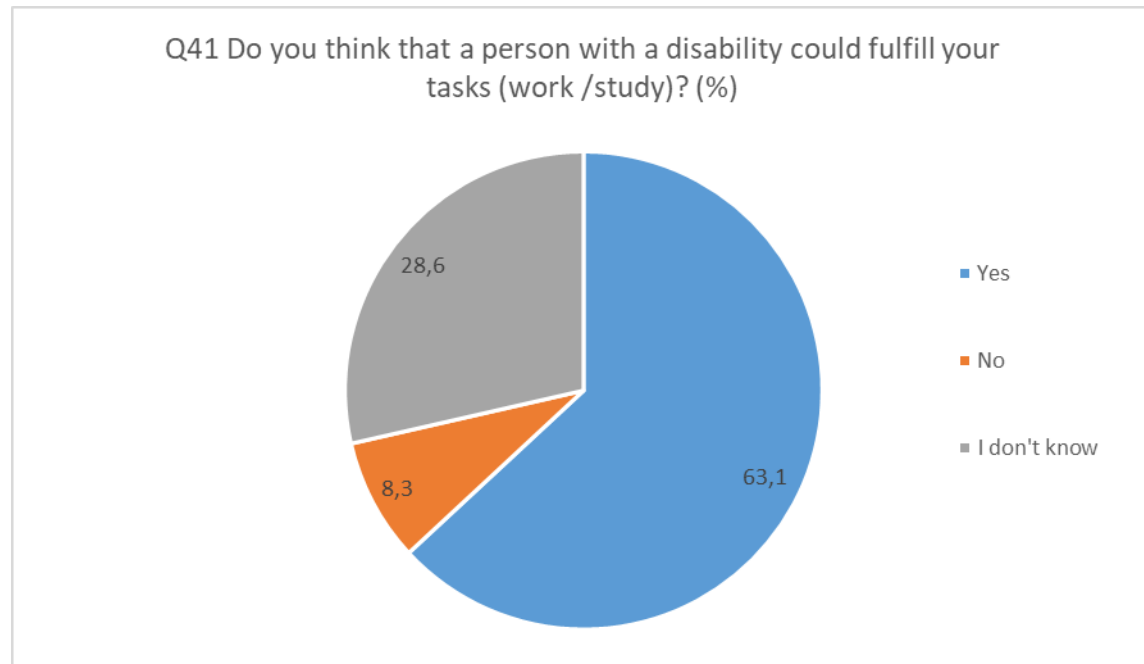


Figure 49

10. Motivation and self development

Inner motivation is triggered mainly by the noble work of helping others (86,9%) while 52,4% are appreciating the work climate and the content (diversified) that might help them personally to learn and grow.

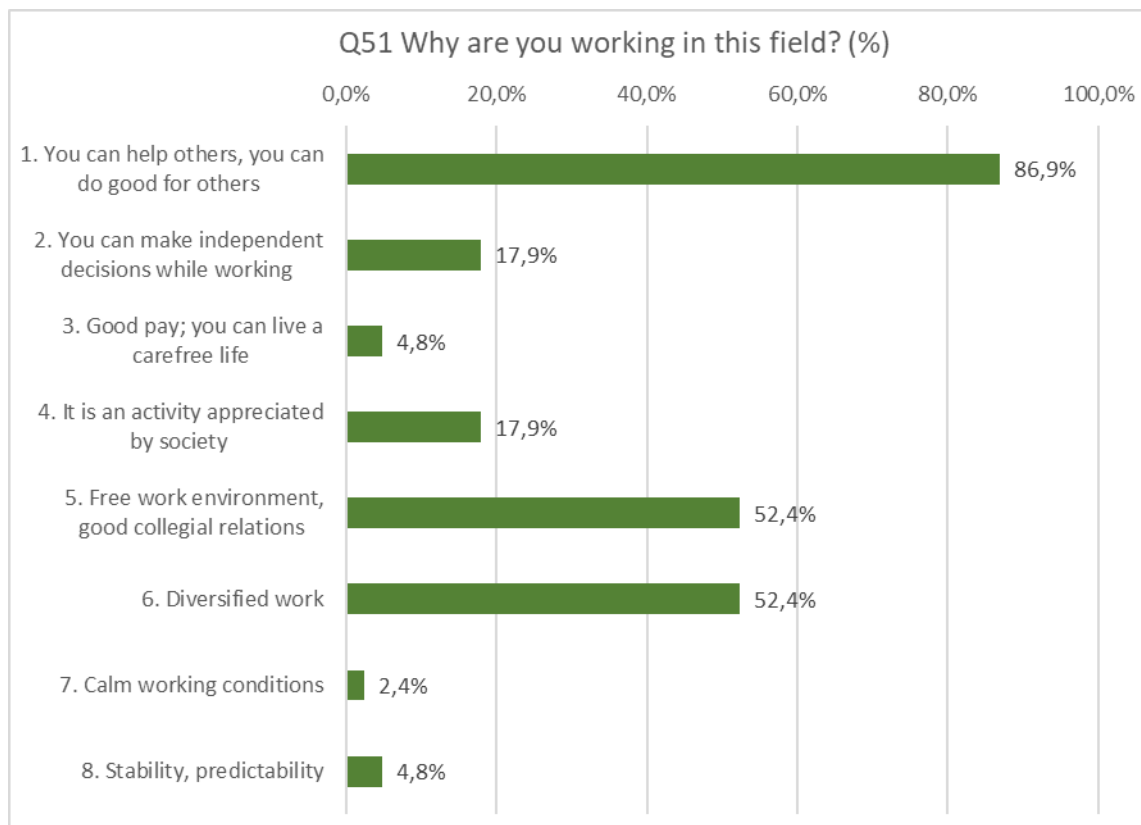


Figure 50

There is availability for 64,3% of respondents to participate in trainings that will increase their skills to involve people with disabilities in youth program, while 23,8% would like but they don't have time.

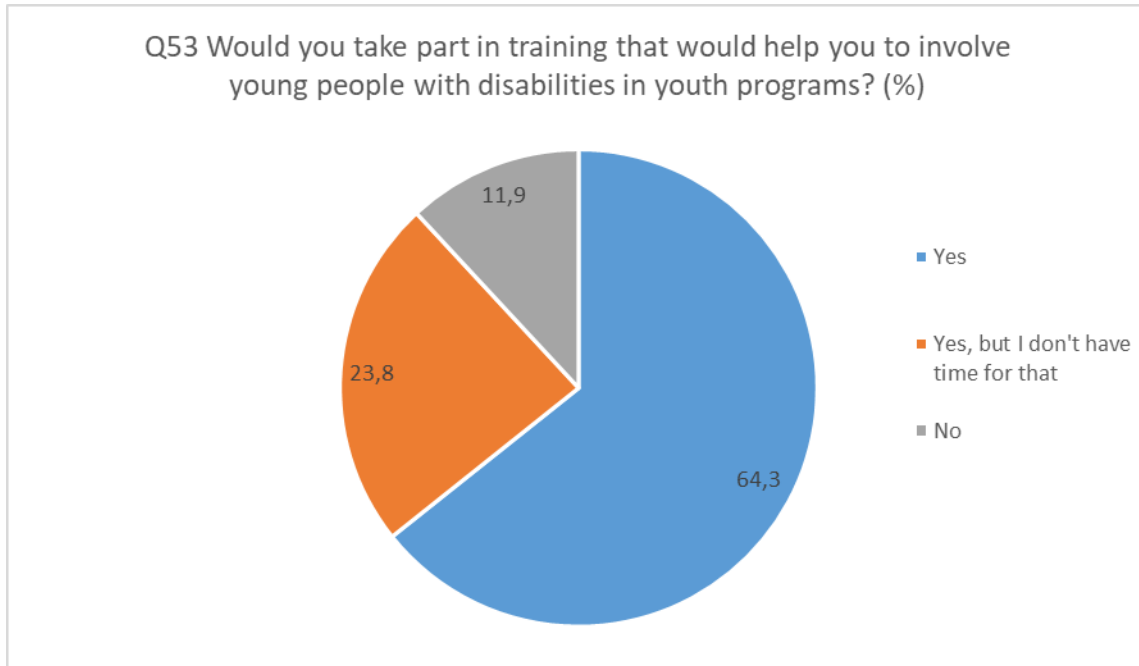


Figure 51

The statistical cross tabulation is showing that 58,3% that are motivated by their work in supporting others are willing to engage in training activities.

		Q53 Would you take part in training that would help you to involve young people with disabilities in youth programs?			Total	
		Yes	Yes, but I don't have time for that	No		
Q51 Why are you working in this field? 1. You can help others, you can do good for others	No	Count	5	3	3	11
		% of Total	6.0%	3.6%	3.6%	13.1%
	Yes	Count	49	17	7	73
		% of Total	58.3%	20.2%	8.3%	86.9%
Total		Count	54	20	10	84
		% of Total	64.3%	23.8%	11.9%	100.0%

Table 30

11. Hypothesis testing

Hypothesis 1 We assume that youth workers are not prepared for involving young people with disabilities into E+ projects, because their daily youth services are inaccessible for young people with disabilities.

39,3% are positive that their services are accessible towards young people with disabilities and 50% are having a moderate opinion so the **hypothesis is partially rejected**.

The main concern is that in the last two weeks 47,6% stated that none have been using the services and during the last 5 years 25% had no beneficiaries for residential programs.

Hypothesis 2. We assume that youth organizations don't have the resources to ensure accessibility, so young people with disabilities do not participate in their services.

There is a huge pressure on the organizations since only 26% can confirm that are receiving regularly funding support from local or state authorities.

Furthermore, over 70% are aware that there is a need for specialist when supporting the target group:

- specially trained expert: personal assistant, sign language interpreter, rehabilitation mentor, special education teacher;
- a person with experience in youth work with specific knowledge of disability.

While 56% of the respondents are stating that they need to adapt the access infrastructure and 68,7% are not having the necessary amount for investment **we can confirm the above hypothesis**.

Hypothesis 3. We assume that the lack of experience and the lack of knowledge with young people with complex needs has a negative effect on attitudes, which is related to the low number of young people with disabilities in E+ projects.

27,3% are positive about their competence in supporting the target group and 47,6% have a moderate attitude in opposition with 58,3% that have a positive attitude in helping young people with disabilities using the means of youth work.

HIDDEN DIMENSIONS OF INCLUSION IN THE YOUTH SECTOR

The general distribution shows that those respondents from organizations that have been engaged in the last 5 years in residential programs are more positively about their knowledge in supporting a young person with disability.

		Q39 Evaluate the following affirmations: 6) I know how to support a young person with a disability					Total	
		Not agree at all	Partially disagree	I agree and disagree	Partially agree	Completely agree		
Q22 In the last 5 years, how many people with disabilities have participated in your organization's Erasmus + residential programs?	None	Count	6	2	8	4	1	21
		% of Total	7.1%	2.4%	9.5%	4.8%	1.2%	25.0%
	1-5 people	Count	1	5	15	3	3	27
		% of Total	1.2%	6.0%	17.9%	3.6%	3.6%	32.1%
	6-10 people	Count	0	2	1	2	0	5
		% of Total	0.0%	2.4%	1.2%	2.4%	0.0%	6.0%
	10-15 people	Count	0	0	2	3	1	6
		% of Total	0.0%	0.0%	2.4%	3.6%	1.2%	7.1%
	Over 15 people	Count	0	0	5	2	1	8
		% of Total	0.0%	0.0%	6.0%	2.4%	1.2%	9.5%
	We don't have a residential program	Count	0	0	3	2	0	5
		% of Total	0.0%	0.0%	3.6%	2.4%	0.0%	6.0%
	I don't know	Count	1	4	6	0	1	12
		% of Total	1.2%	4.8%	7.1%	0.0%	1.2%	14.3%
Total	Count	8	13	40	16	7	84	
	% of Total	9.5%	15.5%	47.6%	19.0%	8.3%	100.0%	

Table 31

Furthermore, after taking out the cases of respondents where there is no residential program and those that do not know, the hypothesis have been tested by performing the Spearman correlation with several affirmations. The analysis performed involving the 67 remaining cases is showing that:

- There is a positive correlation between the increasing experience in Erasmus + and the increasing level of knowledge in supporting a young person with disabilities meaning that increased experience means higher levels of knowledge in a statistically significant manner (Spearman correlation coefficient value 0,296);
- There is a positive correlation between the increasing experience in Erasmus + and feeling good among young person with disabilities and even high levels of happiness (Spearman correlation coefficient value 0,479 and 0,424);
- There is a negative correlation between the increasing experience in Erasmus + and the increasing level of difficulty in taking care of a young person with disabilities meaning that increased experience means less of a burden in a statistically significant

manner (Spearman correlation coefficient value -0,380);

- There is a positive correlation between the increasing experience in Erasmus + and the increasing level of confidence in a statistically significant manner (Spearman correlation coefficient value 0,245).

Q22 In the last 5 years, how many people with disabilities have participated in your organization's Erasmus + residential programs?

Spearman's rho	Q39 Evaluate the following affirmations: 6) I know how to support a young person with a disability	Correlation Coefficient	.296*
		Sig. (2-tailed)	.015
		N	67
	Q39 Evaluate the following affirmations: 8) I feel good among people with disabilities	Correlation Coefficient	.479**
		Sig. (2-tailed)	.000
		N	67
	Q40 Evaluate the following affirmations: 12) It would be difficult for me to take care of young people with disabilities	Correlation Coefficient	-.380**
		Sig. (2-tailed)	.002
		N	67
	Q40 Evaluate the following affirmations: 14) With my knowledge, skills and attitude, I feel able to help young people with disabilities using the means of youth work	Correlation Coefficient	.245*
		Sig. (2-tailed)	.046
		N	67
Q40 Evaluate the following affirmations: 15) I would be happy to deal with young clients with disabilities	Correlation Coefficient	.424**	
	Sig. (2-tailed)	.000	
	N	67	

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 32

Taking into consideration these statistical findings we can confirm the hypothesis that the experience is positively correlating with knowledge experience is positively correlating with positive attitudes towards young person with disabilities. This means that the vice versa is also statistically significant, so low levels of experience correlates / has a negative effect on attitudes.

Being a 2-tailed correlations can also mean that behind the low participation in Erasmus

+ residential programs can hide reduced levels of proactive attitudes.