



Erasmus+

ITALIAN NATIONAL STUDY on strategic informal and non-formal competencies of social and educational professionals



Exchanging practices to recognize and validate competences of social and educational professionals.



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ComWork-Erasmus

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Introduction

This contribution gives an account of the Italian situation with respect to the matter of NEET, within the project "COM_WORK. Exchanging practices for recognize and validate competences of social and educational professionals "(Erasmus+ Program, funded by the European Community (early 2014, 2016 deadline project), move their steps with the objective of valuing and emergence of informal and non-formal skills of workers and women socio-educational sector, with a focus on workers engaged in services aimed at N.E.E.T. in order to enhance the employability and mobility of young Europeans).

The contribution is divided as follows:

- The first part provides an overview of what is offered at national level with a focus on the level of the Lazio region, as shown in the following paragraphs of this chapter;
- In the second part involves the construction of a qualitative research, aimed to enhance the characteristics of the phenomenon and intervention strategies employed so far, in the opinion of privileged witnesses chosen public and private contexts in which you perform enforcement actions; the search results are shown in Chapter 2.

1. Com-WORK: the N.E.E.T.

1.2 N.E.E.T. in the Italian context

N.E.E.T. is the English acronym of "Not (engaged) in Education, Employment or Training". It was used for the first time in July 1999 in a report by the Social Exclusion Unit of the Government of the United Kingdom, as a condition of classification for a particular population, aged between 16 and 24 years in Italy, for example, the use of the statistical indicator N.E.E.T. shall in particular include a broader master , whose age is between 15 and 29 years [3). According to Istat, in Italy, in 2009, the N.E.E.T. in the age group between 15 and 29 years were about 2 million (the 21.2 per cent). The Ministry of labour, starting from the Istat, has tried to draw the face of "nènè", neither workers nor students. Starting from the kind and the area of residence: more than half the 56,5 percent, consists of women who live in the

South (Naples, Brindisi, Catania and Palermo are the provinces with worst performance) and have a level of average low education level, average or more license diploma.

Most also has stopped looking for a job: the 57,7 percent of males Italian N.E.E.T. is idle, and if you look at the percentages of women the situation appears even more dramatic. Every hundred girls, 72 have resigned themselves to remain unemployed and not to enter the labour market. Also in this case the worst performance recorded in the South, with peaks that exceed the 80% in Campania.

1.3 The Italian law enforcement strategy of the phenomenon

From the formal point of view, spearhead of every type of intervention both at regional and national level is joining the Youth Guarantee scheme as dictated by the recommendation of the Council of the European Union. *"The term ' guarantee for young people ' refers to a situation where, within a period of four months from the beginning of unemployment or out of the formal education system, young people receive an offer quality work, continuing studies, apprenticeship or traineeship. An offer of continuation of studies might also include quality training programs leading to a vocational qualification recognised "*

The Italian Youth Guarantee scheme takes advantage of tools for monitoring and evaluating the implementation of interventions, referring always to the indicators set out in annex II to Regulation (EU) No 1303/2013, the "Italian implementation scheme of the Youth Guarantee" and in agreements between the Ministry and the regions. Relevant information for monitoring and evaluation to assess flow directly into the technology platform Ministero del Lavoro e delle politiche sociali that represents the data source. Other sources are those established by official statistics (Istat, Isfol, chambers of Commerce, observers management Inps archives).

The data available on the platform and available in the latest report updated April 24, 2015, highlight the registration of 530,000 youths with more than 270 thousand took over. Out of a total of young took over 270,914, are those to which 80,012 was proposed a measure.

Follows the table overall job opportunities published by the beginning of the project:

Overall job opportunities published by the beginning of the project (in terms of number of vacancy and places available) allocated for vocational qualification.

VOCATIONAL QUALIFICATION	VACANCY Number	JOBS Number
	Absolute Value	Absolute Value
Artisans, skilled workers and farmers	7.505	9.920
Suppliers of plant and machinery workers semi-skilled workers fixed and mobile	3.563	5.856
Employees	6.396	9.584
Legislators, managers and entrepreneurs	793	929
Intellectual professions, science and high specialization	6.750	8.212
Unskilled professions	1.981	3.741
Qualified professions in Commerce and services	5.494	10.250
Technical professions	16.249	21.300
TOTAL	48.731	69.792

At the same time, here is the breakdown of "take on responsibility" the national territory, by region of origin.

“Take on responsibility “ profiling by REGION and GENDER

Region of “take on responsibility”	MALE		FEMALE		TOTAL	
	Absolute Value	Percentage	Absolute Value	Percentage	Absolute Value	Percentage
01-PIEMONTE	3.486	2,5	2.704	2,1	6.190	2,3
02-VAL D'AOSTA	370	0,3	322	0,2	692	0,3
03-LOMBARDIA	12.287	8,8	10.015	7,6	22.302	8,2
04-TRENTO	998	0,7	872	0,7	1.870	0,7
05-VENETO	9.550	6,9	10.424	7,9	19.974	7,4
06-FRIULI VENEZIA GIULIA	2.996	2,2	3.476	2,6	6.472	2,4
07-LIGURIA	1.408	1,0	1.449	1,1	2.857	1,1
08-EMILIA ROMAGNA	10.656	7,7	10.832	8,2	21.488	7,9
09-TOSCANA	8.975	6,4	9.014	6,8	17.989	6,6
10-UMBRIA	3.672	2,6	3.422	2,6	7.094	2,6
11-MARCHE	6.346	4,6	6.399	4,9	12.745	4,7
12-LAZIO	10.710	7,7	10.443	7,9	21.153	7,8
13-ABRUZZO	5.039	3,6	4.732	3,6	9.771	3,6
14-MOLISE	730	0,5	646	0,5	1.376	0,5
15-CAMPANIA	13.038	9,4	10.455	7,9	23.493	8,7
16-PUGLIA	9.355	6,7	8.199	6,2	17.554	6,5
17-BASILICATA	3.828	2,8	3.647	2,8	7.475	2,8
18-CALABRIA	5.224	3,8	4.451	3,4	9.675	3,6
19-SICILIA	20.398	14,7	19.844	15,1	40.242	14,9
20-SARDEGNA	10.087	7,2	10.415	7,9	20.502	7,6
TOTALE	139.153	100,0	131.761	100,0	270.914	100,0

1.4 Regional intervention level

The Lazio Region were allocated Eur 137,197,164, to experiment with a new system of services and active labour policies. The financial resources allocated to the individual measures are indicated in May 2, 2014 Convention stipulated between the Ministry of labour and social policy and the region. For each measure were then allocated the following amounts:

- **Reception, taking charge, orientation** : 2.840.244,00 euros
- **Training**: 12,800,000 euros
- **Working Accompaniments**: 34,517,670 euros
- **Apprenticeship**: 9,140,000 euros
- **Extra curricular Internship, also in geographical mobility**: 29,617,250 euros
- **National Civil Service**: 3,540,000 .00 euros
- **Support to self-employment and self-entrepreneurship**: 6,500,000 euros
- **Transactional and territorial occupational mobility**: 2,542,000 euros
- **The employment Bonus**: 35,700,000 euros

Given the data presented shows however severe criticisms, as published by the informal monitoring of "the Republic of interns" and "Adapt" and the local and national news, resulted in a protest in March 2015 at the Lazio region. In Lazio the most kids who participate in extracurricular training activities is still not paid, as happens in most regions, while representing the only kind of offer made available by Ensuring young people.

The European Youth Guarantee scheme also provides for the definition of a training offer within four months of the conclusion of the service agreement with the employment centre. To date mainly relate to only offers internships and job offers are related to low qualifications submitted by temporary agencies. In Italy there are several temporary agencies that are accredited to ensure young and themselves as "private" contacts between young people and businesses. What you propose appear to still be in business or manual jobs in the hotel industry even in the face of young people with completely different in nature. Can receive but expected shares to Guarantee young people for the intermediation activities carried out in the presence of young people who

after four months of training course have not yet received reimbursement of monthly expected euro 400.00.

In order to improve the situation at the beginning of the year 2015 the Government intervened with two decrees: one to fix the system profiling of members in order to identify individual paths more coherent, and more to extend the employment bonuses to fixed-term contracts lasting less than six months and the professional apprenticeship.

These are definitions, data returned quickly from the internet sources and from current events. But who are really young, or is no longer so young N.E.E.T.? What are the services and people who try to intercept them and talk to them?

2. Qualitative research report

This report presents the results of the qualitative research carried out, based on the following themes:

- the identification of innovative processes in the construction of interventions and policies of facing up to the phenomenon of N.E.E.T.;
- the fit between local policies and lines of European address;
- the identification of strategies and good practices and services aimed at young people;
- the identification of formal and non-formal skills of operators working with N.E.E.T. required by the context of intervention and membership organizations;
- the perception of the phenomenon and its causes by the operators and how this aligns the competencies and learning processes the same services and operators involved.

To answer questions that research we had we chosen to listen to the various stakeholders of services at different levels: that of the policy direction, the coordination of services and territorial level, listening to direct those who work closely with young people.

To this end, 5 were carried out in-depth interviews, using the methodology of the interview focused and two focus groups.

The interviews were aimed at:

two public leaders: one in the municipality of Rome and the other employment Center (responsible for the latter's project "youth guarantee");

two coordinators of youth centres (located in peripheral contexts);

a head of the work orientation of a social cooperative.

The focus groups were aimed at the job orientation operators of educational services working with young people (street educational youth centers, family homes etc.).

Let's take account here of the findings from interviews and focus. In the annex the tools we used.

2.1 Who are N.E.E.T.?

One of the first themes with different interlocutors concerned the definition of the category of N.E.E.T., characteristics and homogeneity of the category. On the issue of category recognition seems to be a different look depending on the location from which you look at the reality. Who has a closer look at the top, under the programming level of policies and interventions, recognizing value categories. Most operators that operate a look from inside seem to recognize the boundaries of the category and to see her in a very fragmented.

It seems however out the paradox of a cataloguing of a category of young people based on what "do not and are not" rather than depending on what they are and do. In this regard, an operator that provides guidance to the work of young people in socio-educational nature argues: "in my opinion there is no such clear-cut classification of young people who are considered N.E.E.T., according to my experience it is not a " class ", but more of a " temporal ", is a period of transition," stalemate "between an experience (e.g. training or work) and another , so it's not a "homogeneous group" but "life stages" of individual people ". Also another operator who works in more traditional job orientation and that is also working in the frame of "Youth guarantee" stresses in a provocative: "The category is totally invented, is a rhetorical category that probably serves to justify shifting the responsibility for the problem outside the system, placing it in the motivation and inability to take action. A problem that is internal to the system in the labour market ". A further opinion critical of categorization comes from an educator who works with juvenile deviance: "I don't know if there are however generally N.E.E.T. when something good is not included then that you define in the negative" Finally we even as a coordinator of a youth centre emphasises the size category and tagging argues : "It's a word that labels, laying down that is something in relation to another. If qualification for young people as well, it means that I have them labeled. and but I don't think that there is a single human being that has totally absent training, considering what are the definitions of formal and non-formal learning. Life itself is education."

We have listened to different considerations from respondents who play a role as "high" and less of the front office, as if you could observe N.E.E.T. only within a closer look generalistae disappear instead in a more concrete

perspective but also necessarily partial. So tells us a leader of the municipality of Rome who for many years worked on the coordination of the Work orientation centres (C.O.L.): "I am sure that there are kids who, N.E.E.T. finished compulsory training does not register nor to the University or to Professional pathways nor looking for a job. Simply because, in these years, completely abandoned his studies in domestic areas are closed or social relations of friendly type, not working or training type. We had tangible proof and in the centres of work and orientation in this Common structure when you have guys who were seeking training opportunities but you are pulled back as soon as it was offered them the opportunity. In this way young people are back N.E.E.T. in all respects. This phenomenon is not an invention or a statistic, but a real data ". So even a Director of the Centre for responsible use to guarantee young people's projects breaks N.E.E.T. category into two broad areas.

One of these, perhaps to the level of activation, we couldn't even attributed it more fit in the category. In any case, however, gives for granted the functionality and appropriateness of the figure: "Distinguish between two types of N.E.E.T. The first I would call the "pure N.E.E.T., that is the guy who actually is" isolated "from a social point of view, stopped training and does not seek nor other training sessions nor work, lacks an overview, doesn't know how to use communication technologies (internet, etc.) to search for opportunity, does not know the employment centres and the possibility of orientation; is a "passive" accessing programs like Youth Guarantee if posted by others (parents, friends, etc.), and has little experience in relational field. The second type is the "smart" N.E.E.T. is looking for opportunity, knows enough structures, use good technology, tries to move between training and work experience (although insecure) and adapt to market demands, has realized that it must acquire relational tools."

This diversity of opinion on the ability of being adherent N.E.E.T. and explain social reality there questions not so much about the interpretative plan but rather operating on the ground. We wonder whether the category works to align policies and strategies. On this there appear to be differing approaches trachi lives more direct contact and who policies and program services. In any case, surely we are dealing with a category that is not homogeneous and therefore requires you to calibrate the interventions, strategies and operational skills depending on the variability of contexts that come together.

On the definition of the category several operators emphasize also that the expected age range should be expanded because very often the attitudes and problems you drag over 29 years and there are no many differences between some adults and N.E.E.T.. So says an operator of Col during the focus groups devoted to guidance counselors: "the age of N.E.E.T. for our experience is much broader and goes up to 30 years. Young people who have failed the University does not have formed, begin a myriad of jobs, learn to dealt with others but do not jobs focused. You wonder: "what is my project?".

2.2 At the root of the phenomenon

In focus groups with operators, in order to stimulate the discussion on the causes that are behind this phenomenon as nuanced and complex, we have built a demand stimulus with a special form. Tab we asked the participants to focus to allocate a percentage to the various possible causes of the phenomenon by making sure that in the end the total was 100%. Here are the possible causes inserted in the card:

- Socio-economic conditions
- Family
- School
- Subjective characteristics of the boys
- Structure of the labor market
- Other (to be determined)

Of course, you had no pretensions of an objective nature or representation, moving in an area of qualitative research but had the task of encouraging a discussion and collective considerations. But what emerges can accompany us on some thoughts.

The average figure that emerges from the administration of the card during the focus are as follows:

Variable	Percentage
Socio-economic conditions	14.3%
Family	23.6%
School	15%
Subjective characteristics	23.6%
Structure of the labor market	21.4%
Other	2.1%
Total	100%

It would seem that from operators point of view the most important causes for which you become NEET are those of a subjective and internal within the family, while less importance is given to the structural aspects, although the labor market seems to still have a significant impact. It is striking given low enough that the school instead in interviews with coordinators of community centers and managers interviewed is often expressed and, all in all, even in the discussion of the focus complains a difficulty linked to the operation of the school. It almost seems that the operators shots reflexively tied to operating culture that is attributed more value to those variables on which the operator works, the activation of the boy and in some cases the accompaniment of the family and other variables are perhaps perceived as constraints.

From what emerges from interviews and focus, in any case it is clear that just as there are many and different are the worlds crossed by NEET also the causes are different. Perhaps for this variety it is hard to attribute the causes homogenous and a ground on which to intervene, to address an issue which in itself contains more problems and more social and existential conditions. According to some 'all the operators that we have heard I NEET come from different social and cultural backgrounds, this is very definitely the condition of socio-economic and cultural deprivation but, as we remember a coordinator of a youth center: *"It is noted that the phenomenon affects people who come from families medium and medium high, not only those with cultural deprivation "*. What is common, however, a bit 'all experience is the encounter with the labor market and the education system, which should help the construction of a design process for the boy but that very often is an experience each time bankruptcy, tagging or simply poor and not stimulating.

Concerning the relationship between schooling and the difficulty of NEET it thinks there is much agreement between those who have a role of responsibility and planning as among those who deal directly with young people. As the head of the City in fact it reads more and the technical guidance of the school to the labor market of Rome, claiming *that: "You can not leave the schools without having a connection with companies, entrepreneurs, business . Offering opportunities to meet the school / work, for example, in training that includes walking technical, the benefit is revealed immediately tangible as the boys to experience what it means to*

the work, competence. Where the company is not present, the labor market, however there is one untying that consequently leads to early school leaving. "An educator instead emphasizes more the appearance of breaking the bond of trust, loss of common languages and the difficulty school to play a role in support and motivation of the educational nature: "Before the school had no need to adjust, it was" obvious ": not that she adapts to you, it's you that you adapt to her. It 'a "giant" standing still there, into which you enter. Today, something has changed in our thinking but not in the school, which continues to make judgments. The boy, however, says the teacher, "I can not evaluate him because he does not have certain characteristics." In my opinion, the school today has been "flushed out" of a question: has worked only on knowledge, not knowing how to do or be. A teacher who can not be or do, is out of the system of youth. Knowledge today, in the culture of Wikipedia or the Web, you give a damn a little '... And' more back instead on interpersonal skills, interactive group ... to school is no longer a culture front, I at school I saw only the nape of companion ... "

With respect to the labor market and access paths are placed two different issues: one part operators propose a theme linked to the meaning and conditions of employment for young people, while on the other there are questions about the paths of accompanying and gradualizzazione first work experience through the instruments of training, apprenticeship etc.

The first aspect is emphasized in particular by social workers that look like the work has gone from being a place of empowerment, autonomy and dignity of the acquisition in a place where they often live experiences and devaluing of hyper-exploitation, that forgiveness sense from the point of view of educational processes and growth of self-esteem. Tells an operator of a gathering of the outskirts of Rome: *"We also helped a guy" difficult "to find a job but then we wondered if it made sense for its growing work 8 hours a day for 18 €".* The operators speak of a work without quality without a design perspective that seems to follow the size of eternal present that young people NEET live, work that young people encounter does not turn passions no n calls "big business" and at the same time is not perceived as a fixed course or a "duty" as in the past.

The second theme concerns the routes mentioned accompanying gradual youth towards work, the "middle earth" protected between learning and work in Italy are not yet sufficiently developed, as we told the director of the

employment center, "... but I think the critical point is to "adjust" the relationship between training and work, for example, outline school-work (German model), or training of the first level, this in order to integrate young people in real places work (although in alternation) to enable them to know the labor market, its rules, and knowledge necessary to follow a path of growth, this approach to reduce the possibility that the end of a training the person "still" not having job opportunities and sufficient means of entry and transit in the state of NEET. "There is also a problem with the remote services for the insertion and orientation at work places of life and languages of the boys , a lack of confidence and so much information that it makes sense that those with problems often more job placement and training is precisely the one that does not access to services and that often does not know exactly: tell a mood of despondency operators Col: "The classical strategies (interviews, interventions in the classroom, lectures) are no longer entirely appropriate for engaging with young people, if there is a significant age difference between those who" offers "and" potential NEET ", this condition limits the very possibility of a dialogue, perhaps using "peer", presenting their experiences with their language, could represent a possible strategy, or reference figures "adult" but less "structured" and flexible in the report. " It almost seems that guidance counselors evoke a figure closer to the other figures that we hear, street educators¹ and operators of community centers² to address social issues that often use their own methodology of *peer education* but that, by contrast, do not necessarily have the skills and tools in terms of inclusion and job orientation.

¹ **The Street Work** born since the sixties looking for more contact with the marginalized and people in poverty, in reference to significant experiences developed in Latin America. In Italy since the eighties that the talk is significantly of street work in the social services and education The road is the place where operators become available, on an ongoing basis, trying to establish informal relationships with young people. The surgery is realized also depending on the project, with support activities guiding education, local services or simply directed to the care of the ball play-recreation and peer relationships.

² **The Centers for Youth Aggregation** are multifunctional spaces, reserved for young people, generally minors or at least young adults, where they can meet and spend time to develop skills in creative activity, cultural, recreational, information and training in the promotion of ease and prevent hardship. Places where, through support of young professionals, working aiming at the empowerment of youth skills using methods of planning from below, the participatory planning and peer-education.

However, there is one of the causes of the phenomenon also an inadequacy of the system of services that does not intercept or intercept in a cold and insignificant the NEET, so therefore can not affect the field of motivation and activation.

Then there are the dimensions related to the cultures and generational interaction between them, particularly the younger ones with the adult world. Especially for the children who live social and cultural contexts deprived and unstructured is the theme of the rule of continuity and planning which leads us witness a coordinator of a youth center: *"One of our guys there who test to enter the circuits such as school or work etc. but after a while 'is not resistant to the rules of the circuit itself ... the difficulty with the rules, with continuity and with the commitment that was required and perhaps even with the impersonality of the place was for them a great suffering ... being able to give the rules to our children is our first commitment because for them it is very difficult to be there. "While another educator in an almost provocative attempt to interpret reality from the point of view of young people and says:" These things lead them away from the culture of adults, which provides that a man barely able to understand and will become "slave". They probably refuse to stay in this thing, so I put the index, are "those strange ones out" until fall within the mainstream or dominant culture. They have the feeling of not belonging to anyone or anything, so try to find out from membership those contexts, even with the extreme research ". We speak here clearly those young people who often live contexts of social marginalization that come more in touch with the local educational services often placed in contexts so-called "at risk".*

2.3 Go up the river like salmon That is the coping strategies of the phenomenon

In order to bring out the skills and non-formal in place of the operators and the training needs of the same, an important issue faced in our research concerns the strategies used by the services to address the issues that the NEET put us ,. In this sense, it seemed interesting to explore the experiences of operators with respect to their relationship with the NEET. In the focus we tried to urge reflection on the life experiences by offering them some

metaphors that define the work with NEET. That is, we distributed them a card with a score of possible metaphors evoke different feelings and attitudes in the report. Metaphors "Hot" actually speak of a life of hardship and often helplessness of the operators who suffer so much the size of the project in-NEET as the inadequacies of the services. To the question: *"Working with NEET is a bit 'as ..."* metaphors prevalent **were: "Go up the river like salmon", "to be a doctor in the emergency room," "seek a way out of a maze and find yourself always to the starting point "or" do a puzzle with many pieces.** *"Working* with the static and the confidence in the world of education and work but also with the strength to listen that often schools, companies and institutions to the difficulties of young people often it raises operators faced with a sense of helplessness and worthlessness.

An experience that concerns probably more so those who work in guidance to the work by competing with a mandate which is to work integration and not only the motivation / activation of the boy. The theme of the projects and the future seems to return in the words of this educator that during the focus tells us: *"There is one thing that scares me a lot, is that the size of the dream for some kids there, there is no future, you can do any project of life ... but he at most plans tonight with who comes out. "One* dimension of this planning that affects a lot not only about the effectiveness of the strategies of the services and operators but also on the experience of operators themselves disarmed by a lack of future without which it is impossible to build such a project a professional life project. For extreme paradox, especially on the social side, the operators themselves working in a situation of absolute insecurity, in services extended by six months in six months, thus making it hard to even enter their own intervention in continuity planning. He tells an educator: *"How can I accompany a young man to build his life project or business if I myself can not have a stable because the mode of labor services (contracts etc.) Will not let me"?*

Among the successful strategies of the services it seems to emerge two major strands:

- Strategies that tend to cross a size relationship with the most significant elements of career guidance,
- Contact strategies in the area who do not expect the Neet but what can they go out to their places of life.

The first approach involves the intertwining of the educational dimension with aspects of its orientation and accompaniment at work, the signals in this regard seem to come from different types of service, he tells us about the head of the lines of a social cooperative talking about the strategies of excellence says: "In my view several excellent experiences in reality already existed and I refer to various youth centers which have long operated in a logical approach to the work, because somehow already acted on both the floor socializing and educational and orientation parallel to the floor, with the possibility of creating internships, but ironically the contraction of the funds available by municipalities and the "review" of how to conduct internships themselves have very little experience this ; You have somehow decided to invest in "mega-projects" (see Warranty young), penalizing local realities that still had built over time "networks" of employment fairly efficient and creating continuous "bureaucratic obstacles" to those who want to continue guidance and training. In the area of services of classic orientation seems to be a question of "relational strategies" to users richer and less rigid on the ground of the roles and mandates for institutional traders. So from the point of view of the Col officer of the City of Rome the interviewee who led them for many years, she emphasizes: "It is not easy for the boy entering the COL deal with operators. The latter are increasingly seen as an institution and the kids will always find a larger person with whom converse. Young people will turn giving her the operators and will result in a very formal. The operator will therefore have to break the ice of the formalism. We are you, in an institution, but we should be able to get the message that we are not here to give orders or to command than what young people should do. There is in a situation peer, peer-education. The first thing that service operators do is to let young people speak "freewheeling" trying not to be judgmental. And still insist operators Col: "The formal means not getting through to young people, to interview or talk about great values. You should find their language and take it as an example to teach something."

The second important strategy is that of territoriality meaning the ability to reach out to young people, imagining the services that we are not only waiting but who could locate its intervention on the territory interventions calibrating its specific characteristics. The importance of the territorial dimension for some young people it is witnessed by a coordinator of a youth center that explains; "There 's no knowledge of guidance services unless you walk to school, but must stay close to home, are guys who feel very localized

them in their neighborhood are someone out I'm nobody and so outside from their group, the identity seek in contexts that are familiar. "The strategies that work are therefore those that adapt to the contexts and specificity of Neet. In this sense emerge questions about the operational functionality of a category as wide as that of Neet that seems to be more a statistical category that working as an educator explains: "When I was a teacher if I am asked how to work with a Neet would say that is very vague, I should ask the social condition, how old, what it does, what kind of experiences did ... and then figure out what kind of project to do with him. "

2.4 A reflexive professionalism to really meet young people

In the research path, first of all, we tried to understand what were the competences and professional profiles required for entry. To do that we heard in the first instance those who have responsibility in the management of policies and local services. In guidance and educational services considered we found that almost always lacks an official definition of the entry professional profile. There isn't a profile responsible and recognized to act as guidance counselor or to work with young people in local services. Then in fact in educational services work many educators and other social profiles (as well as some operators untitled) and, in COL, work graduates in psychology or social sciences or humanities studies, but all of this is done without a clear definition in documental agreement. At the same time the profile professional of guidance counselor in the strict sense does not exist, so even if it would be difficult to find the right person. As one manager of Rome City explains: "The operators of COL of the City of Rome are the first in Italy as officials of the orientation at work or instructors for guidance, profile codified in 2002 at state level and is unique in Italy. To access that profile it was needed to access a selection process with adequate qualifications but actually still not coded. There are in fact professionals with degrees in economics or political science, and not only in sociology or psychology.

This is the first issue to be taken into account if we want to imagine to build a profile of skills appropriate for working with Neet and the emergence of the training needs of these workers. But there is a second issue that is clear: no formal basic education is in itself sufficient to deal with problems this job entails. Knowledge and techniques acquired in a university course are not

enough. About this seems very clear and perhaps challenging the opinion of a professional educator who coordinates a youth center: "In terms of formal qualifications, school and university are inadequate. They are related to theoretical or theorizing process. In the case of a professional educator who comes from Roman universities, he is completely inadequate for this work". Surely next to the need to define more precisely the entry profiles of services, a bit all people interviewed had talked about the need to work more on continual training, and in some cases also on ongoing supervision of processes. What is emerging is a profile that pertains to the family of reflexive professionalism, in which is fundamental the learning on-the-experience processes and the ongoing redefinition of strategies is fundamental

The reflective dimension is precisely the space that allows us to get to the bottom of things we do, the goals that we set and returns meaning to our actions and our efforts. It is extremely important in working with the people, because it allows us to make sense of a dense and complex matter, as that of relations, emotions and expectations among people.

When we speak of reflexivity we mean therefore, the ability to do of themselves, as individuals or as a group, the object of observation. Transferring reflective practice in youth work, we find that the operator must first observe himself in the relationship, listen his own emotional field, discover the deep reasons of his style and his choices, the assumptions, beliefs and values that drive it in everyday work. The "know thyself" of classical culture that Foucault explained to be tied hand in glove with the "heal thyself", become, then, professional tools operator and guide it towards a reflective attitude, to "put your hands in pocket "to understand what resources fielding

This reflexivity lives much in the subjective dimension, the ability to reflect-in-action, as on the ground of the working group or the overall organization; the bet is to recompose dualism think-do. "In professions that have to do with the relationship help the adherence with the model of technical rationality, based on the concept of experts, collides with the low level of generalization of knowledge and with the difficulty to define in just one way the problem to deal with. "

It's clear the limit of a profession nourished by technical rationality matrix positivist in a world increasingly uncertain, complex and mobile, where the answers to the needs make it practically impossible a strict repetition of intervention strategies and standardization of the expected results.

Reflective practice becomes, therefore, a powerful antidote against the risks of routinization of the practice and against stiffening technicist of professional identity. It accompanies a process of sense making to the social and educational work, both on the ground of the single report on the more comprehensive work. Imagine, how would Schon, to be in a reflexive professionalism helps us to feel part of a wider community of one specific service, a community of professionals who deal with the difficulties of young people to choose a path. It's true that reflexivity leads us to a "theory of the unique case" and that eschews any standardization, but then leads us to reflect on recurring elements, the common patterns that support our practices. Free the other, the beneficiary of the service from the cage of label standardized technique, and return to us the common size, the shared sense of our action, pedagogical assumptions and the compass that guides us, while maintaining different styles.

How does all this reasoning on reflective professionalism reflective in the field of helping professions concern our research? Answer us different operators, heard in the focus groups, which seem to describe the skills which are useful in their work as skills related to reflective professionalism and as a series of relational competences they have in "how to be" their founding pin. In a particularly suggestive manner, to the question "what do you consider core competencies in your experience to work with young people", an educator accustomed to work with youth problems answered: "For what concerns to me, I believe that the key is to destructure myself, I saw that to the extent that I was able to destructure myself it worked because the great difficulty is to get them talking ... The educator is the working tool so to the extent that I have been able to put myself bare not to scare and not scare talk about normal things... about life ... because they, young people, have in mind many technical words as planning, capacity, empowerment ... these things they know but they laugh, perhaps because those who said them has not been able to "touch inside" them ... I mean deconstruction when one knows many things, has many skills, knows many techniques, but when a young man is standing in front of him, he forgets all this ... not because they

are not useful... but they are metabolized in normal life, they go automatically into the relation, they does not become a technical structure "

A coordinator of the orientation area of a social cooperative insists on relation skills and also emphasizes the ability to act in informal spaces: *I think the core competencies must be in the area of welcome capacity and relationship, just because it is located at act with people "disoriented" (definition I prefer to Neet) and then you need a great welcome capacity and flexible acting, in a not-too much formal way and able to speak a comprehensible language. Operator should be a "mobile point reference ", to be "a tool" available to young people, in a logic of respect and listening. He should have skills that allow to act in non-formal environments (eg. bring them in companies, introduce them to people who already play the work they would take, and so on.). These are actions and competences very based on experience and practice.*

So the need to stay in places and use languages not too defined return also in the field of professional definition. "Take off his coat" or "deconstruct himself" or "be a mobile reference point" becomes a skill that pertains to a reflexive professionalism capable of reasoning but not for pre-packaged solutions capable of adhering to the various humanity of people they meet and the local cultures. Losing the setting without losing the role but knowing how to put it in brackets, work on different languages able to build a bridge and a bond of trust with young people, these seem to be the key skills operators speak about.

Also from the more formal context of the manager's job center that deals with Youth Guarantee comes a stress on the issue of languages: *"Surely it would be necessary to include young people with specific training, able to speak "language" more close to those of the young people who use the services".* Sums up the issue of relation skills an educator of youth center: *"The operator must be a person who welcomes, listens and know how to relate and plan in the medium and long term with a boy, should know to work in team and in network with other operators ... must be able to work in a team but also with groups of young people and not only with the single guy, being able to win the trust because without trust you can do nothing, if the kids do not feel to be "seen", understood and have no confidence ... because there is always a demand for attention, even when it seems, which is expressed by the behaviors and not always in words. The first step is related to relational*

skills. Then, are also useful technical skills of job-support but can be activated only if it is performed the welcome step”

The issue of trust and the suspension of judgment emerges a bit by all stakeholders as a key issue in order to work with Neet, but emerges how this skill to create a trusting relationship with the boy is a skill that can be acquired and not just as a human characteristic. So also the ability to act a relation in a Socratic sense, to bring out the needs and hardships proposals from the guy, the ability to implement methods of active listening. From the point of view of guidance services work that build their pact on job search before it on another, however, a guidance counselor poses a critical question about the issue of confidence: *“What are the skills needed to establish a trusting relationship with him? ... before even though there is an assumption, you have to share the value of the objective of the work you do ... if I did not believe that my work has a value tha the guy recognize and share, I could not build a trust relationship. But what gives value to my work? The ability to provide them with answers and in my case then help him find a job, but if this chance doesn’t occur because there is no kind of work?”* These thoughts make us reflect on the flanking relation with Neet we do in terms of guidance, because if the pact is bound to find work but we find no work they think to feel another betrayal. Here with the support of educators in focus group it was assumed the hypothesis that the first thing to do with Neet perhaps is not a pact on the job but on the activation, on the possibility to build a kind of project, to raise some passion starting from the impulse that listening and trust emotionally significant can give. Services are often used to think of having to work to meet the needs of young people, and we often forget the importance instead of desires, but very often it is the desires that trigger a project, creating motivation and are the ones that often Neet can not put into play and transfer on a project.

In conclusion of this reasoning on the skills and training needs of operators we try to make some assumptions of areas of expertise and in-depth training, which will be useful as we proceed in the project to identify answers and adaptations of training and non-formal. Obviously we deduce these assumptions of competence areas from the words of the operators and the strategies that have been identified as necessary in order to act effective paths with Neet, but did not reveal with this definition from the interviews and focus:

- Area of relational competences: welcoming, listening, communication and assertiveness;
- Area of culture and languages of young people
- area of team working and cooperation
- Area of leadership and project skills, activation of emotional process, building of flanking, Socratic and educational process
- Area of resilience and reflexive ability, management of emotions on the job, lateral thinking and personal deconstruction
- Area of local needs and networking (formal, not formal, social and economics)

Clearly the areas given here are not exhaustive, but should be read together with the knowledge and technical skills of its institutional basic training courses. There seems, however, to emerge as requirements related to the real context of work and skills that are not always, and not for everyone, are in training courses participated by the operators before they start to work. And in any case, these skills are built and calibrated in the work process and sometimes in their own workgroup and not just skills acquired upstream of the training process, so you can make more calibrated to the work context with Neet.

Finally we would like to say that the work with NEET is a job that requires complex and multifaceted skills, investing skills like know-to be, know-how and knowledge and also the ability to stay in organizational processes. A complex work to address a complex phenomenon, but retaking the metaphor chosen by many operators, if salmon are able to go up the river then it means that this is possible.

3. Key observers involved

In the research about strategic and informal and non-formal competencies used working with N.E.E.T. , were carried out:

5 in-depth interviews, to people with direction and coordination roles in public administrations and private services

2 focus group involving people working in orientation and educational services.

All of them works in Rome or its surroundings.

We had we chosen to listen to the various stakeholders of services at different levels: that of the policy direction, the coordination of services and territorial level, listening to direct those who work closely with young people.

INTERVIEWS INVOLVED:

- 2 public leaders (1 from Youth Guarantee programme and 1 from Municipality of Rome)
- 2 coordinators of youth centres (located in peripheral contexts);
- 1 head of the work orientation of a social cooperative.

Their professional profiles were:

- 2 professional educators
- 1 Sociologist
- 2 graduated executives

Gender and age:

- 3 women, 2 men, medium age between 45 and 50 years

FOCUS GROUPS INVOLVED:

- Totally 14 people, as follow:
- 5 COL (see 2.1 paragraph) and orientation services, linked to Youth Guarantee activities
- 8 local educational services workers
- 1 worker of youth civil service

Their professional profiles were:

- 5 guidance counselor
- 7 professional educatori
- 1 field operator (no degree)
- 1 philosophy graduated

Gender and age:

- 7 women and 7 men, medium age was 40 years.

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