

## CLOSER – Rethinking Social Inclusion

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

Country: Georgia

Organisation: Shida Kartli Regional Development Centre	Survey conducted by: Lasha Khmaladze, Davit Japaridze
Date: 25/01/2016 - 03/12/2016	

### INTRODUCTION

The survey was conducted as the introductory activity of the erasmus+ strategic partnership's project: CLOSER – Rethinking Social Inclusion. Aim of the survey was to find out skills and competences of individuals (mainly youth workers) and organizations working in the field of social inclusion. Results and findings of the survey will be used to work out the programme of international training of multipliers in the field of social inclusion. In order to receive maximally comprehensive responses two types of survey methods were used: online questionnaire with likert questions for individuals and face to face interviews with the representatives of the organizations.

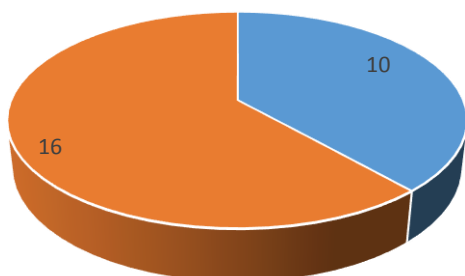
### PARTICIPANTS

Every individual and organization throughout Georgia were allowed to take part in the survey. Information was spread by social media, web-page and e-mail notifications. Finally, 26 individual responses were received online and 4 interviews with the representatives of organizations were conducted. Below are diagrams of individual responses according to their gender, age, working status, work experience in the field and area of social inclusion in which they are involved.

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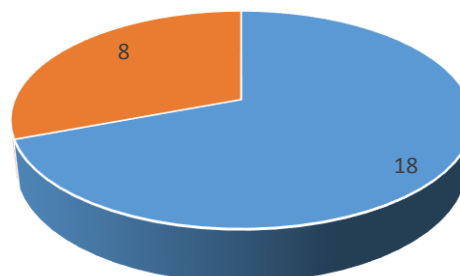
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Gender



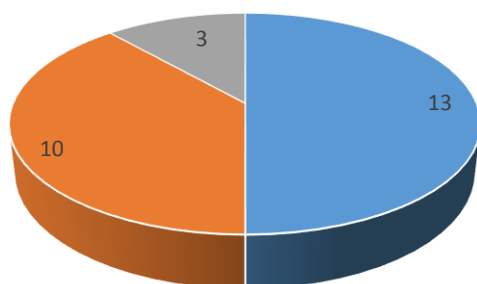
■ Male ■ Female

Working Status



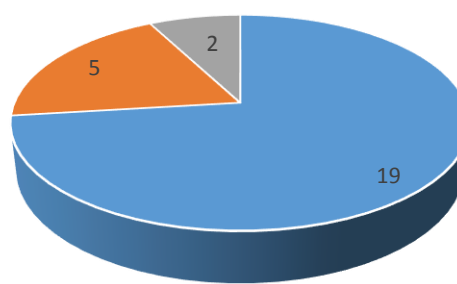
■ Professional ■ Volunteer

Age



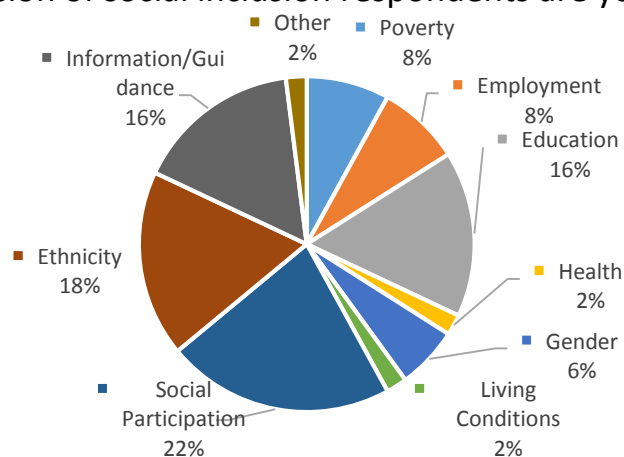
■ 18-30 ■ 30-45 ■ 45+

Years of experience in the field



■ 0-5 ■ 5-10 ■ 10 and more

Dimension of social inclusion respondents are you involved



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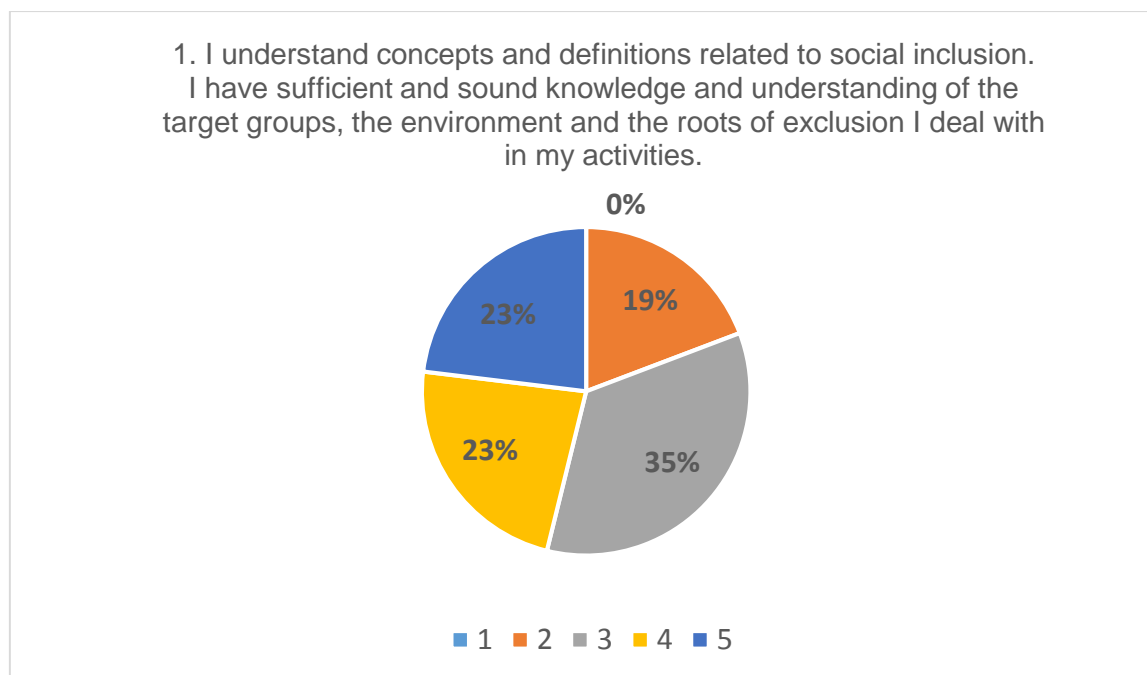
## Methodology

Two different data collection techniques were used during the survey. First: online questionnaire with likert questions for individuals that aimed to find out skills and competences of individuals, mainly youth workers involved in the field of social inclusion. Second, face to face interviews with the representatives of the organizations. This type of survey method was chosen, because it makes able to ask a follow-up questions, thereby to get a complete information about organizations working methods, strategies and their qualification and professionalism. Information about survey was disseminated by social media and by e-mails through our partner organizations.

Here is a URL to the online questionnaire: <https://docs.google.com/forms/d/1QeVXF-JrN9il3ri-FEySesfUJviLAGawgNCsgvqinTg/viewform>

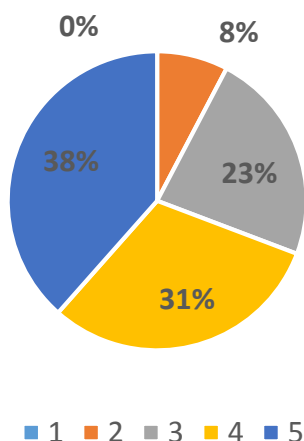
## DATA COLLECTED (charts and comments of the surveyed questions)

Here are results of the online questionnaire, where 1 means - strongly disagree, 2 – disagree, 3 - neither agree or disagree, 4 – agree and 5 – strongly agree.

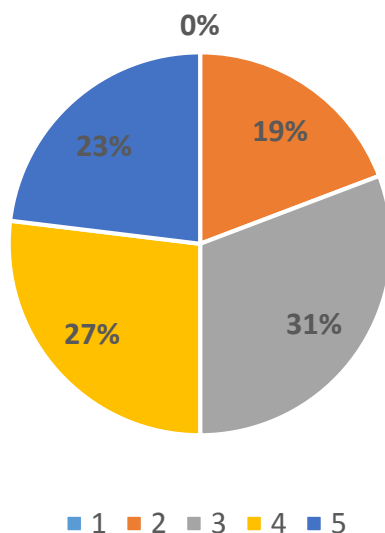


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2. In my work, I ensure consistency with vision of diversity and social inclusion. I promote diversity as a strategic strength to be maintained and reinforced. I understand specificities of different cultures, groups and individuals and treat them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

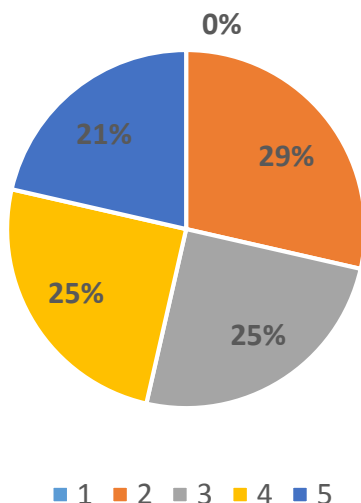


3. I am able to advocate the diverse needs and concerns of the groups endangered by social exclusion.

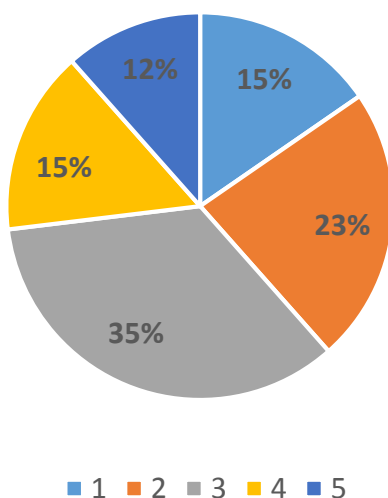


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4. I am aware of the local, national, EU and international contexts and developments in social inclusion, related policies, standards and norms (legislation) and I am able to apply them in my work.

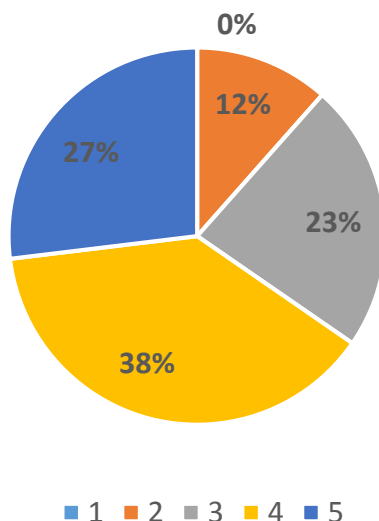


5. I am able to participate in the drafting of social inclusion strategies and contribute to formulating social inclusion policies.

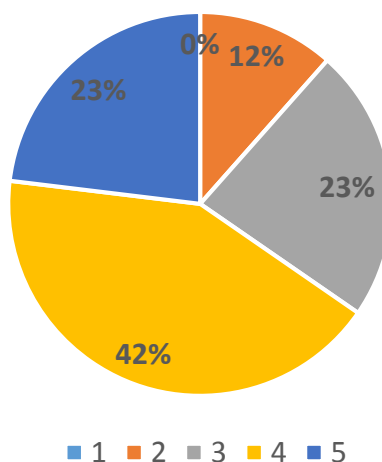


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6. I understand the team structure, team roles, cooperation in the team and the different styles and types of leadership.

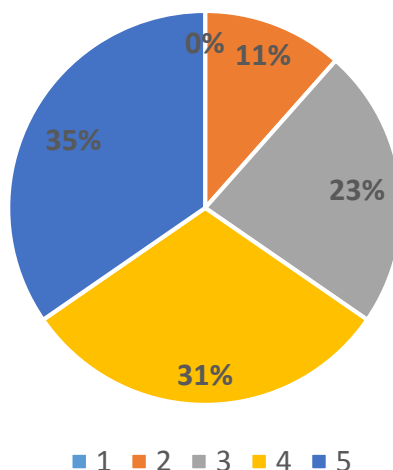


7. I can identify conflict and the parties involved, analyze the potential causes of conflicts, tools and strategies for conflict resolution and can use them depending on the type of conflict and the specifics of the parties.

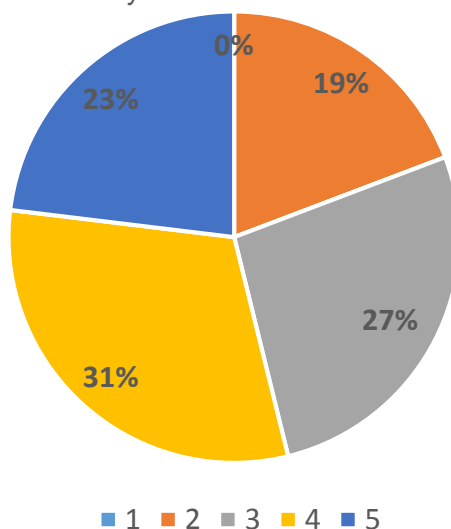


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8. I am able to communicate effectively.

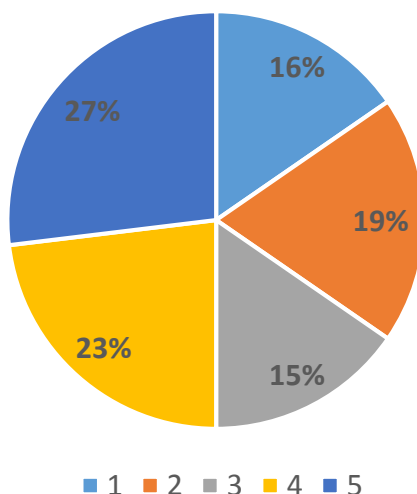


9. I understand the principles of discussion, facilitation and can use the methods and ways to involve members of the group.

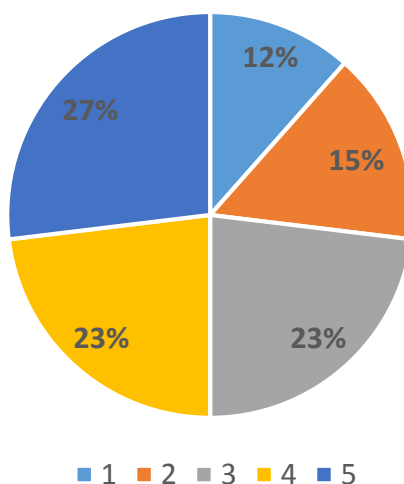


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10. I am aware of verbal and non-verbal communication and can use it in an appropriate way.



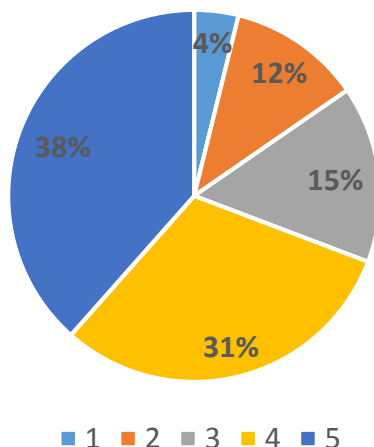
11. I recognize effective forms of feedback and can use it with respect to a particular situation.



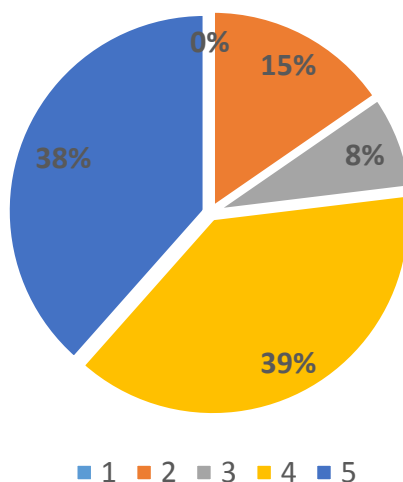
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12. I have good persuading skills, I am able to convince others to take appropriate action and to discuss and reach a mutually satisfactory agreement.

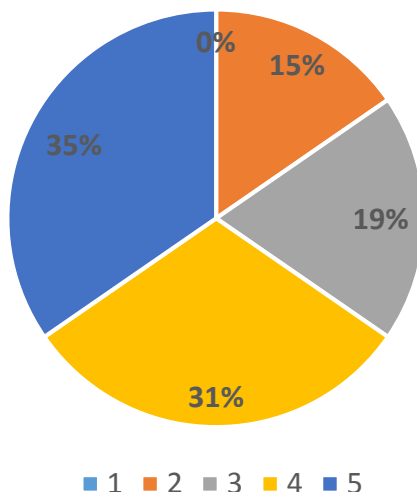


13. I have good negotiating skills, I am able to negotiate in difficult situations and settle differences

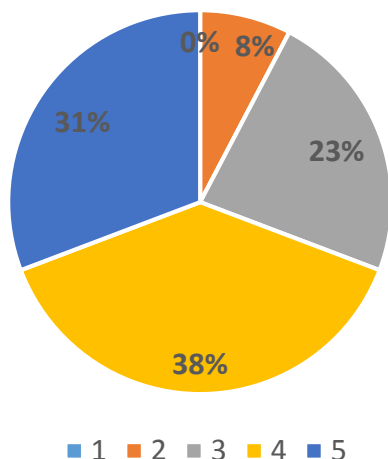


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14. I know and can select the appropriate presentation techniques and technologies according to the needs and abilities of the target group.



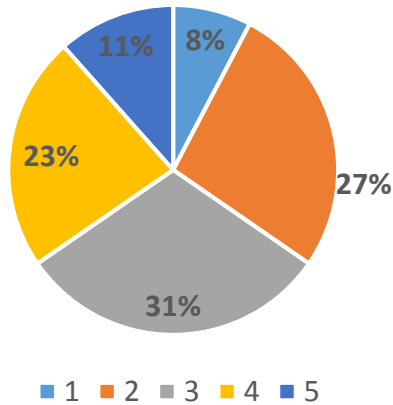
15. I understand the importance of networking in social inclusion actions. I can identify key players and partners for my organisation, make the most of events and see opportunities of the existing network and new contacts.



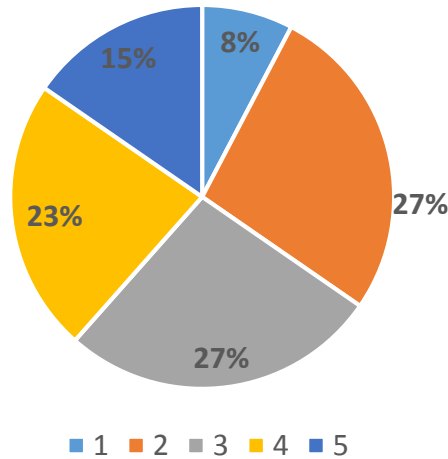
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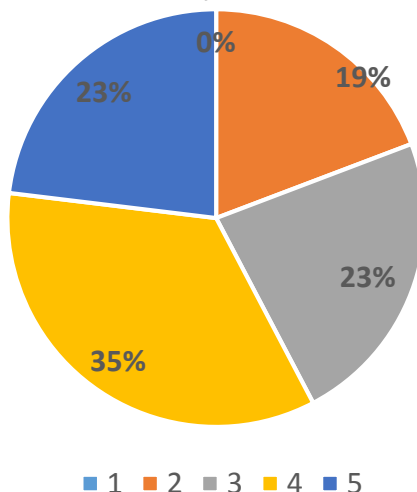
16. I am able to apply marketing strategy to promote our vision, organisation and programme as a valuable resource to the community and a viable partner. I have a basic knowledge of public relations, promotion, advertising.



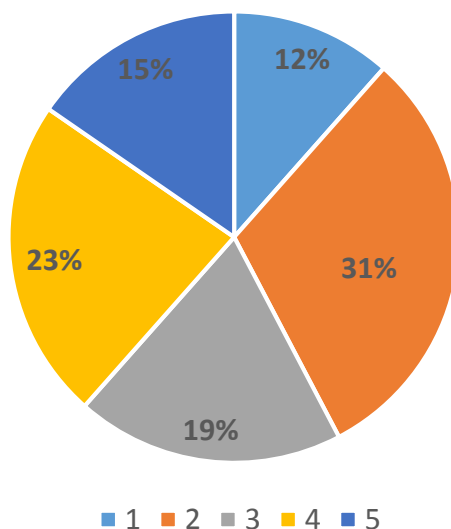
17. I can plan, implement and evaluate a campaign including setting targets, choosing appropriate tactics, methods and channels, including up-to-date tools such as newsletters, blogging, social networking.



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



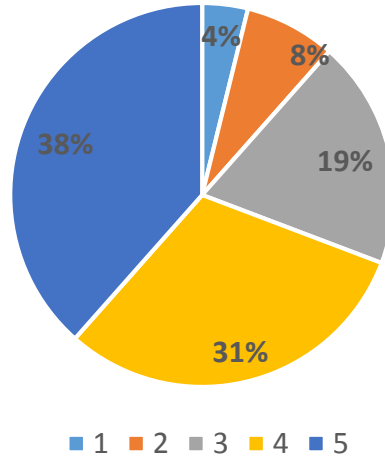
19. I can prepare project documentation. I am able to identify potential financial source for the activities.



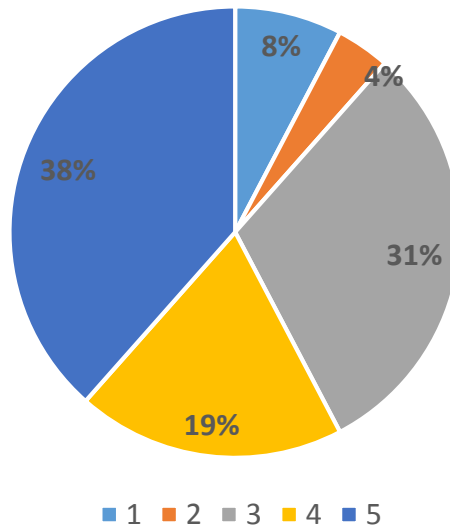
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20. I recognize the importance and opportunities offered by non-formal learning in social inclusion. I know different methods and techniques and can use them depending on the goal of a learning activity, the target groups and their needs, including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

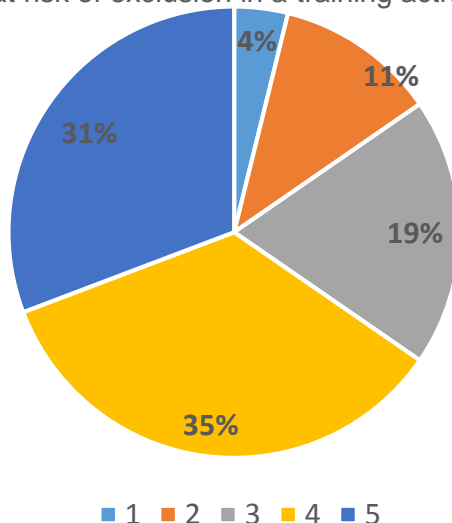


21. I can design a training programme, implement it and apply evaluation methods.

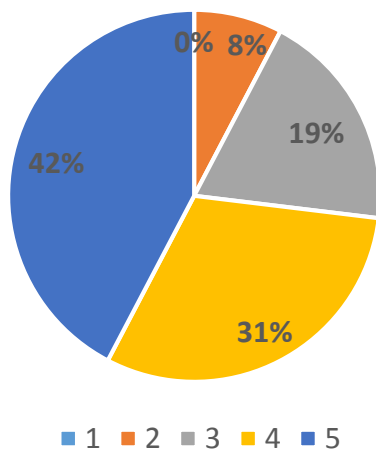


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22. I know how to cope with difficult situations when there are people at risk of exclusion in a training activity.

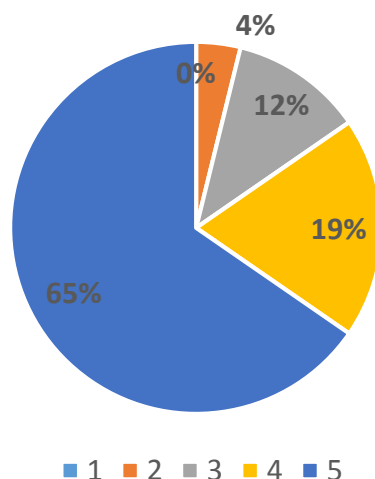


23. I have sufficient knowledge of other cultures (history, values, politics, economics, communication styles, values, beliefs and practices) and sensitivity towards cultural stereotypes.



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



### SUMMARY (main findings, synthesis of the survey)

The survey showed that majority of respondents have an excellent (35%) or good (23%) knowledge of concepts and definitions related to social inclusion, knowledge of target groups, environment and roots of exclusion (Q1). Also, majority of respondents confirm their dedication to the promotion of diversity. 38% of respondents understand specificities of different cultures, groups and individuals and treat them with respect, tolerance and understanding (Q2). However, only 23% are able to advocate the diverse needs and concerns of the groups endangered by social exclusion (Q3).

Only 21% declares an excellent knowledge in the area of national and EU contexts and legislation of social inclusion (Q4) and only 12% have an excellent (15% good, 35% average, 23% fair and 15% poor) ability to participate in the drafting of social inclusion strategies and policies (Q5).

Survey showed average skills in more specific areas, as 38% of respondents have a good knowledge of team structure (Q6), 42% have a good competences in conflict resolution (Q7), 31% understand principles of discussion and facilitation well (Q9), 35% declares that they have an excellent communication skills (Q8) and 27% of them have an excellent knowledge of verbal and non-verbal communication and can use it in an appropriate way (Q10). Moreover, 27% recognize effective forms of feedback (Q11), 38% have good persuading skills (Q12) and 38% have good negotiating skills, too (Q13). Also, majority of respondents can select the appropriate presentation techniques according to the needs

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of the target group and 31% of them understand the importance of networking in social inclusion actions and can identify key players and partners for their organization (Q14,15).

Results of the questions relating the implementation of campaign, marketing strategy and project management showed relatively low competences: only 11% have an excellent competences (31% average) to use marketing strategy to promote their activities (Q16); 15% have an excellent competences (27% average) in implementation and evaluation of campaign(Q17); a better picture is showed in the area of project management, where 23% declare to have excellent and 35% good knowledge (Q18), but only 15% can prepare excellently project documentation and identify potential financial source for the activities, when majority of respondents (31%) have a fair competences in this area (Q19).

Much better situation is revealed in the area of non-formal learning in the social inclusion, where majority of respondents recognize the importance and opportunities offered by non-formal learning in social inclusion. 38% of them have an excellent and 31% good knowledge of different methods and techniques and can use them depending on the goal of a learning activity, the target groups and their needs (Q20). Moreover, 38% of respondent stated that they can excellently design a training programme, implement it and apply evaluation methods (Q21), when 31% have an excellent skills to cope with difficult situations when there are people at risk of exclusion in a training activity (Q22).

High level of competences is shown in the final part of the questionnaire, where 73% of respondents have an excellent or good knowledge of other cultures (history, values, politics, economics, communication styles, values, beliefs and practices) (Q23) and 65% declares excellent skills of working effectively with a diverse range of people and can deal effectively with all races, nationalities, cultures, disabilities, ages, and genders (Q24).

### ***Results of interviews with the representatives of organizations:***

There were 6 open questions used during the interviews with the representatives of organizations. As survey showed, organizations are mainly involved in the following areas of the social inclusion: education, gender, social participation, employment and ethnicity.

From the first question we found out that three from four interviewed organization use participatory and inclusive principles in their activities. However, only one organization has a clear social inclusion strategy, when others are guided by more general rules and values determined by their organization. Three of them defines long-term outcomes, when one has only short-term plans that are renewed in every three months. All of the interviewed organizations use some of innovation practices that are mainly related to the non-formal education. However, none of them has a written strategy for volunteering as an important component in social inclusion actions, but two of them have a concrete work direction regarding this issue.

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## CONCLUSIONS/RECOMMENDATIONS

The survey showed that persons involved in the social inclusion activities have a good general knowledge of the field. Particularly, they declare excellent knowledge of other cultures and are able to work effectively with all races, nationalities, cultures, disabilities, ages, and genders. The survey showed high level of competences in the area of non-formal learning, including: designing the training programme, implementing and evaluating it and have a sufficient knowledge of different methods and techniques.

Average competences are shown in the area of conflict resolution and understanding principles of discussion and facilitation. The survey also revealed that respondents have an average knowledge of project management. However, the survey revealed lacks of competences in the following areas: marketing strategy; implementation and evaluation of campaign; prepare project documentation and identify potential financial source for the activities; national and EU contexts and legislation of social inclusion; drafting of social inclusion strategies and policies; advocate the diverse needs and concerns of the groups endangered by social exclusion; It is recommended training to be focused on these areas, where low and average competences are revealed.

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