

„Report summarizing the diagnosis of barriers, needs and defining deficit social competences of adults with fewer opportunities - living in peripheral areas”

Country Poland

Smartly For Competences

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Introduction

The study was prepared by the "CRAS" Association - Center for the Development of Social Activity. Concerning the project entitled "Smartly for competences" implemented under the Erasmus+ Program (KA220-ADU-Cooperation Partnerships in the Adult Education Sector). The report is the result of activities undertaken as part of Work Package No. 2 – „Diagnostic workshops". This is one of three studies, the other two are prepared by Partners from Italy and Romania.

The aim of the activities carried out under package 2 was:

- Learning about the barriers and needs of participants in terms of their social competences,
- Defining a catalog of the most deficient social competences for the target group.

The report summarizes diagnostic activities, describes the diagnostic methodology and the methods, techniques and work tools used. The obtained data and conclusions and recommendations based on them were presented.

1. Description of the diagnosed group

According to the project assumptions, the target group with which the CRAS Association works are adults with fewer opportunities - living in peripheral areas (rural areas and/or small towns and/or post-industrial places, including cities losing their socio-economic functions, areas with difficult access to for education).

For recruitment purposes, a classification related to the degree of urbanization was used, i.e. DEGURBA. The most peripherally located areas in the Podkarpackie Voivodeship were considered to be the DEGURBA 3 area, i.e. the communes and cities: Czarna, Lutowiska, Ustrzyki Dolne, Domaradz, Dydnia, Haczów, Jasienica Rosielna, Nozdrzec, Brzyska, Dębowiec, Jasło - rural commune, Kołaczyce, Krempna , Nowy Żmigród, Osiek Jasielski, Skołoszyn, Tarnowiec, Chorkówka, Dukla, Korczyna, Rymanów, Wojaszówka, Jaśliska, Besko, Bukowsko, Komańcza, Sanok - rural commune, Tyrawa Wołoska, Zagórz, Zarszyn, Baligród, Cisna, Lesko, Olszanica, Solina , Chłopice, Jarosław - a rural commune, Laszki, Pa Głosiów, Pruchnik, Radymno - a rural commune, Rokietnica, Roźwienica, Wiązownica, Cieszanów, Horyniec Zdrój, Lubaczów - a rural commune, Narol, Oleszyce, Stary Dzików, Wielkie Oczy, Bircza, Dubiecko, Fredropol , Krasiczyn, Krzywczka, Medyka, Orły, Przemyśl - a rural commune, Stubno, Adamówka, Jawornik Polski, Kańczuga, Przeworsk - a rural commune, Sieniawa, Tryńcza, Zarzecze, Cmolas, Majdan Królewski, Niwiska, Raczków, Dzikowiec, Białobrzegi, Łańcut - commune rural, Rakszawa, Żołynia, Iwierzycy, Ostrów, Sędziszów Małopolski, Wielopole Skrzyńskie, Dynów, Błażowa, Chmielnik, Głogów Małopolski, Hyżne, Kamień, Lubenia, Sokołów Małopolski, Świlcza, Trzebownisko, Tyczyn, Czudec, Frysztak, Niebylec, Strzyżów, Wiśniowa, Brzostek, Dębica - a rural commune, Jodłowa, Pilzno, Żyraków, Grodzisko Dolne, Kuryłówka, Leżajsk - a rural commune, Nowa Sarzyna, Borowa, Czermin, Gawłuszowice, Mielec - a rural commune, Padew Narodowa, Przeclaw, Radomyśl Wiejski, Tuszów Narodowy, Wadowice Górne , Harasiuki, Jarocin, Jeżowe, Krzeszów, Ulanów, Bojanów, Pysznica, Radomyśl nad Sanem, Zaklików, Zaleszany, Baranów Sandomierski, Grębów.

Diagnostic workshops were planned for 36 people (3 groups x 12 people on average). The recruitment of participants was carried out in February and March 2024. The applications were formally verified.

Ultimately, 37 people (34 women and 3 men) took part in the diagnostic workshops.

2. Subject, methods and tools of diagnosis

As part of the second work package, activities were carried out aimed at:

- diagnosis of social competences of workshop participants,
- identifying barriers and needs of participants in terms of social competences,
- collecting materials on the basis of which reports will be prepared regarding the diagnosis of barriers and needs and identifying deficit social competences among the target group.

The project refers to the social competences included in the Recommendation of the Council of the European Union of 22 May 2018 on key competences in the lifelong learning process (2018/C 189/01).

The following skills were analyzed:

1. constructive communication in various environments,
2. showing tolerance,
3. expressing and understanding different points of view,
4. negotiating and reaching compromises,
5. coping with stress and frustration,
6. team work,
7. assertiveness,
8. creating a climate of trust and the ability to empathize
9. overcoming prejudices, expressing respect for people, their diversity and needs,
10. identifying your own possibilities,
11. critical thinking,
12. decision-making,
13. defining and setting goals,
14. motivating yourself to act.

Design Thinking workshops were chosen as the diagnosis method because it allows for a thorough understanding of the participants' problems and needs.

The project partners jointly developed a workshop outline (Appendix No. 1). When planning classes, the specificity of target groups was taken into account, giving each partner the opportunity to freely select work techniques.

The workshop was planned taking into account the stages of the design thinking process, i.e.: empathization, needs diagnosis, idea generation and prototyping.

The workshop began with a survey that assessed the level of social competences possessed by the participants.

A survey questionnaire was used, consisting of 26 closed questions relating directly to selected social competences (appendix no. 1 to the workshop outline). Each participant completed the form independently.

The objectives of the meeting, the roles of the leader, and the rules and norms applicable during work were presented.

The trainers carried out exercises related to group integration. This element was introduced to increase the sense of security and create a positive atmosphere conducive to active cooperation.

In accordance with the design thinking method, participants created personas (fictitious characters who belong to the same group, i.e. they are adults living in peripheral areas). The person's data was determined, including their names, age, place of residence, interests, social and professional situation.

Personas were created to help participants identify needs and barriers in the area of social competences. Referring to a fictional character is easier than talking about yourself.

The next element of the meeting was a team exercise, which was selected to suit the specificity of the groups, in accordance with the assumptions of the scenario. A different exercise was used in each workshop. The task involved the development and implementation of a game, staging a fairy tale and a training game related to the cooperation of various social entities.

After the team work stage, a summary was made in the form of a moderated discussion. Reference was made to all social competences included in the diagnosis. The moderator encouraged all participants to comment on the needs, barriers and level of individual social competences.

Participants shared their opinions on the conclusions of the group work. They also referred to their functioning in everyday life.

To collect more extensive statements, the presenter used previously prepared personas.

The last element of the meeting was generating ideas. Participants wondered how adults can increase social competences. Particular attention was paid to competencies that, according to the participants, were the least developed in the group.

During the workshops, in order to deepen the diagnosis, the observation method was used. The classes were conducted by two people, which enabled obtaining more diagnostic data. The presenters' observations and conclusions were used in the report.

3. Analysis of diagnosis results

The diagnosis results were described separately for each of the 14 selected competencies. The description includes conclusions from observations of behavior during workshops, conversations with participants and analysis of survey results.

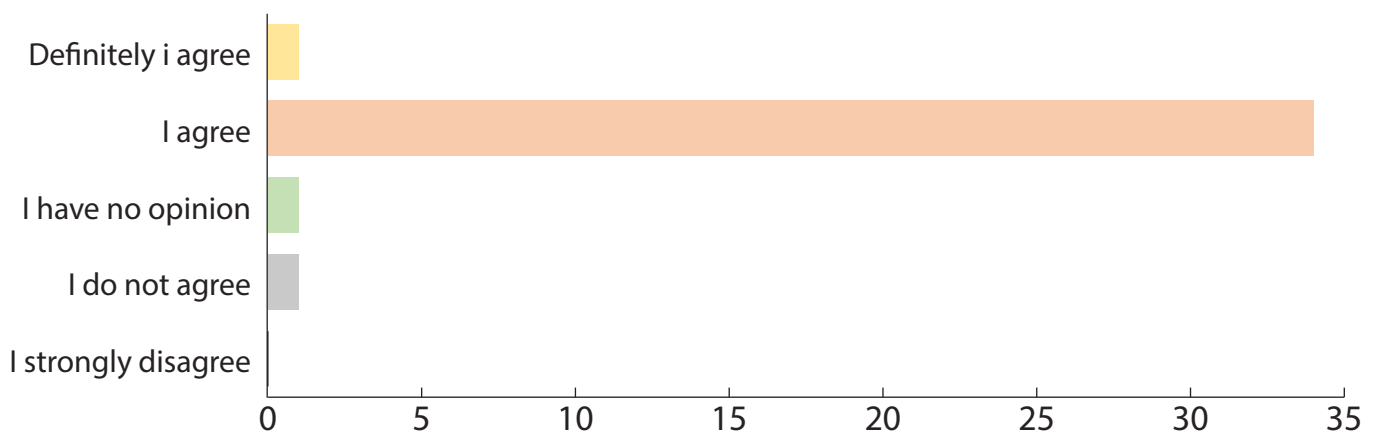
3.1 Ability to communicate constructively in a variety of environments

Workshop participants highlighted constructive communication as one of the most important social competences. They emphasized that it is significant on various levels of human functioning.

During the moderated discussion, participants described their communication skills as high. They noticed that they made it easier to work together to complete a group task. In their opinion, communication skills were the most useful skill influencing the effectiveness of cooperation.

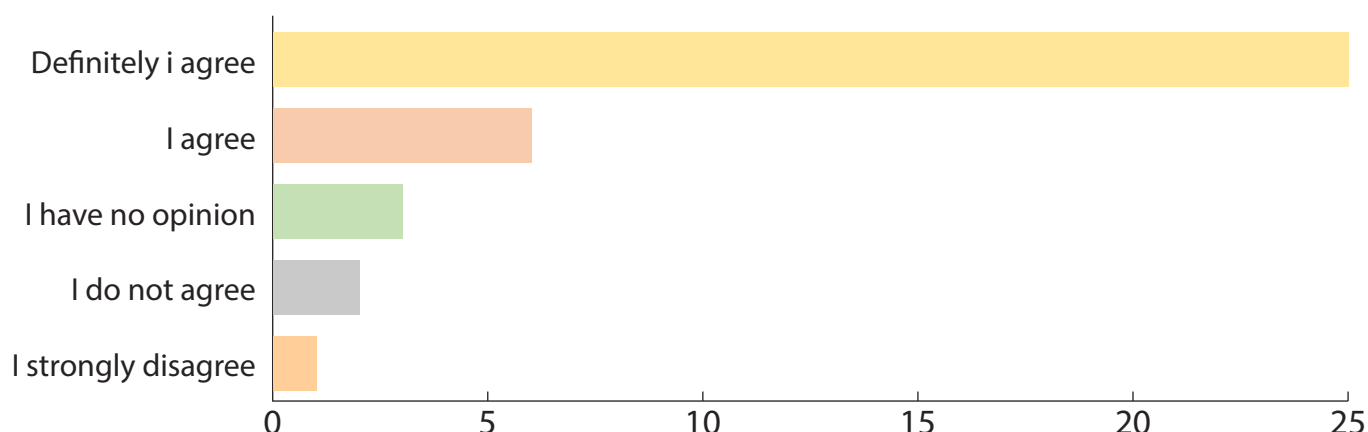
In the survey, 35 people described their own constructive communication skills as well-developed, which constitutes approximately 95% of the group.

Graph no. 1: I believe that my communication skills are well developed.



The respondents assess their ability to communicate with people with different views as high. The responses are summarized in the chart below.

Graph no. 2: I can effectively talk about politics and religion even with people with different views



During the conversation, participants noticed differences in communication depending on the situation and circumstances. It is easier for them to communicate with people similar to them in terms of age, views, place of residence, origin, etc. For some people, communicating in unknown, different environments is associated with feeling stress, strong emotions and general discomfort.

The participants' opinion is consistent with the observations made by the instructors. In all workshop groups, participants performed well in communicating. High abilities in this area influenced making joint decisions, effective negotiations, solving tasks, and promoted a positive atmosphere.

It was noticeable that the participants used clear and understandable language. They formulated their messages precisely. They were able to construct feedback that demonstrated mutual understanding. They used both verbal and non-verbal communication. Particular diversity in terms of the selection of appropriate and various channels for transmitting information could be observed during the first workshops, when the participants were preparing a staging of the fairy tale.

Communication errors were noticeable among individuals. They concerned imposing one's own opinion, crossing interpersonal boundaries and interrupting other people's statements. However, this did not have a significant impact on the group's work and the effectiveness of implementing common tasks.

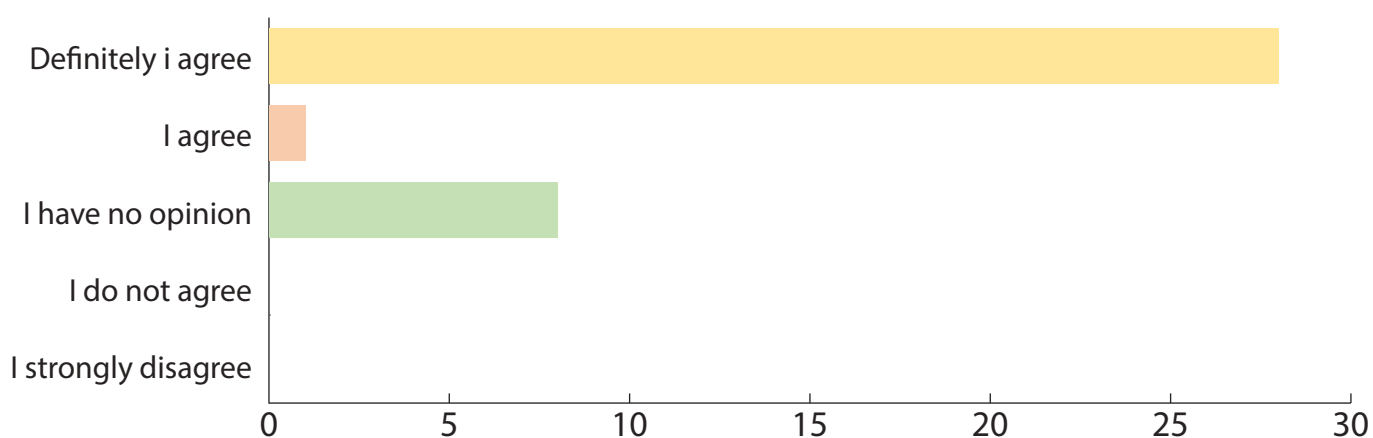
Taking into account the opinions of participants and workshop leaders, the level of constructive communication skills should be considered high.

3.2 Showing tolerance

During the workshops, participants were asked to share how they understood the concept of "tolerance". From the statements it can be concluded that tolerance is identified with the correct treatment of other people with whom we deal. It is a way of behaving and relating to others that allows us to function together.

Most participants declare that they are highly tolerant towards others (29 people indicated this answer in the survey). The remaining 8 respondents replied that they had no opinion on this matter.

Graph no. 3: I am a person who shows high tolerance towards others.



During the discussion, participants declared high tolerance towards various differences. However, several people, despite their previously declared lack of prejudice, expressed their opinions:

“Well, actually, I'm tolerant, but these Ukrainians are too much. When necessary, we helped and took sandwiches to the border. But now it's too much. Have you seen what kind of cars they have? Better than us!”, “I accept everything, but I prefer not to deal with Ukrainians”, “This war could end already. We would get rid of these Ukrainians.” The specificity of the statements may result from the border location of the towns from which the workshop participants came. There is still a noticeable aversion to people of Ukrainian origin in these areas.

In the opinion of the presenters, participants want to be considered understanding, open and tolerant people. However, it can be assumed that in reality it is different. The statements show that the respondents remain tolerant of people from their close circle. They tolerate various people in their environment, including those who violate generally accepted social norms, and for them it is not a problem to function with, for example, people who abuse alcohol in public places or use violence. The community in which they live is highly hermetic due to its peripheral location. There are rarely circumstances that require showing the declared high tolerance towards otherness. In the event of an influx of the Ukrainian minority, this level turned out to be high only in the first weeks of accepting refugees.

The declarative level of tolerance in the group is high. The actual picture is difficult to clearly assess.

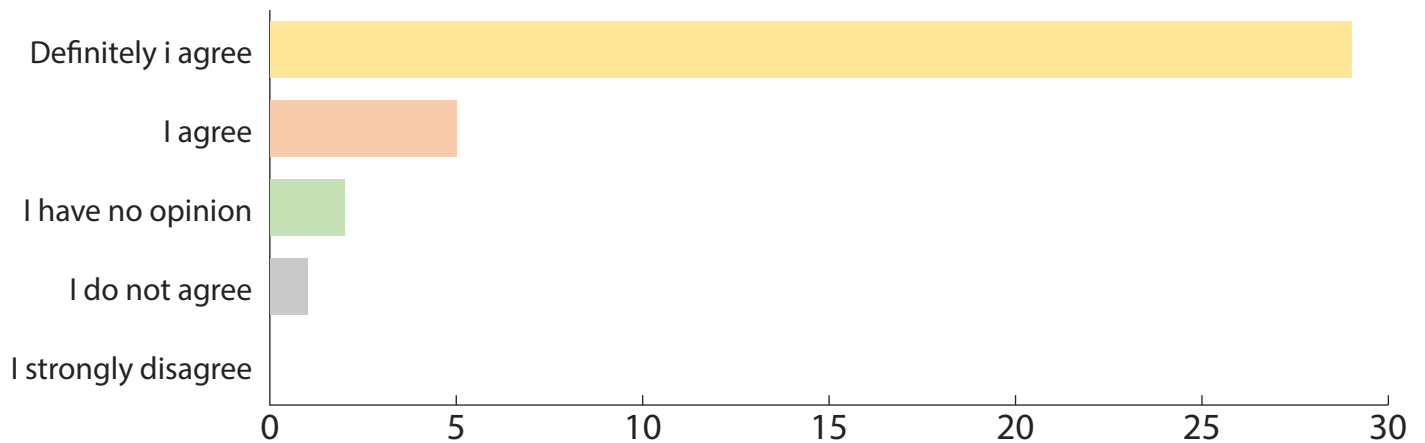
3.3 Expressing and understanding different points of view

People who took part in the workshops have well-developed skills in expressing and understanding different points of view. During tasks requiring the externalization of one's own opinions and views, freedom of expression was noticeable. Participants willingly shared their observations, even if they were diametrically different. The group's reaction to individual statements demonstrated understanding and acceptance of different opinions or beliefs.

According to the leaders, there were no people in the group who could be diagnosed with difficulties in this area.

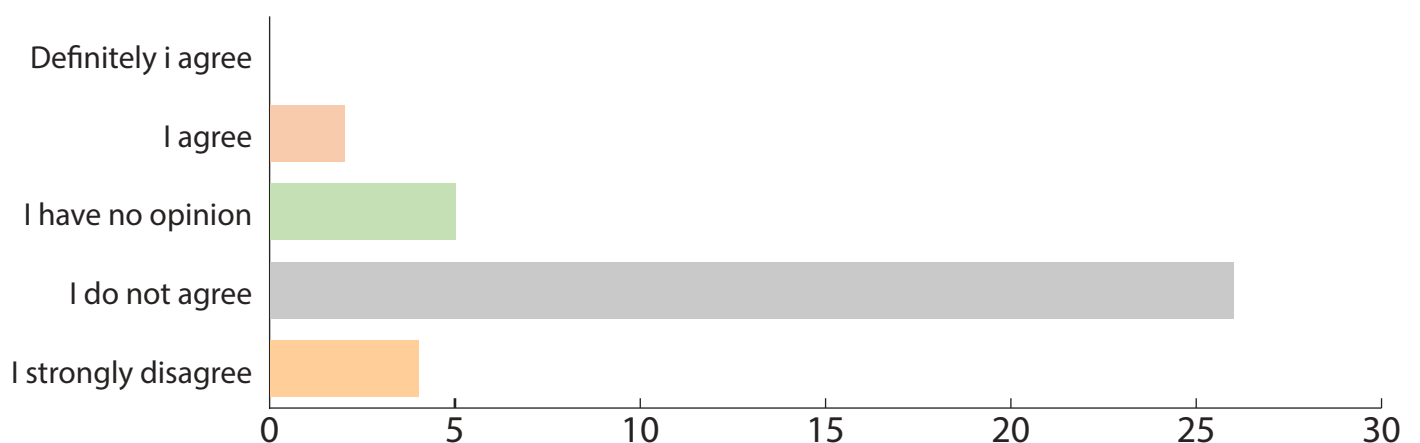
The survey results reflect observation. People felt that they were able to express their opinions in the company of people who disagreed with them (34 people held this opinion).

Graph no. 4: I can express my opinions in the company of people who disagree with me.



The majority of respondents - over 80% - do not agree with the statement: "I usually do not speak up in a group of people who have different views than me." Five people have no opinion on this matter. Only 5% confirm that they do not speak up when they are around people expressing different views.

Graph no. 5: In a group of people who have different views than me, I usually do not speak up.

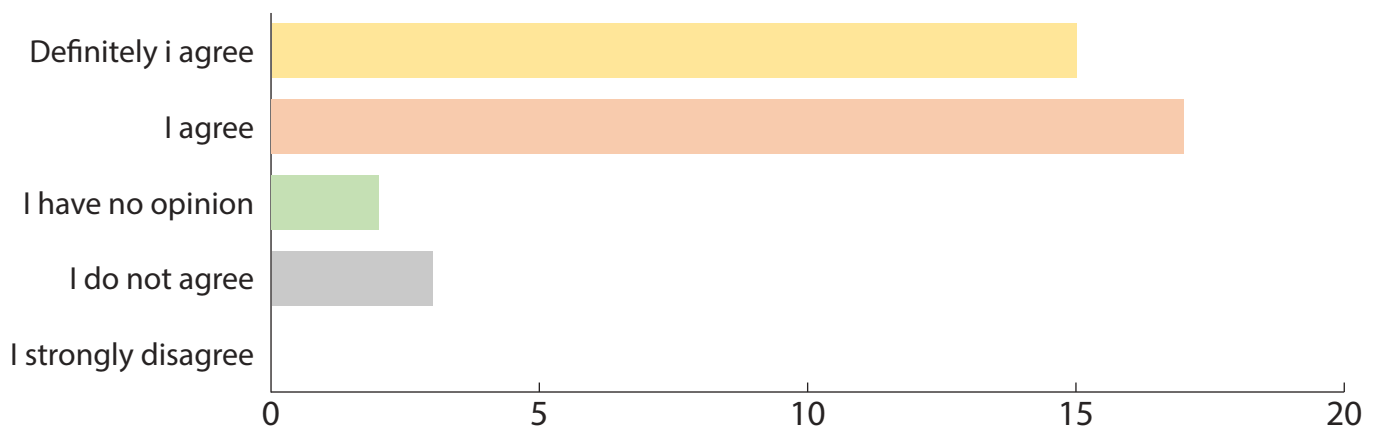


Based on observations of behavior, verbal declarations of the respondents and their opinions contained in the surveys, it should be concluded that the participants' skills in expressing and understanding various points of view are highly developed.

3.4 Negotiating and reaching compromises

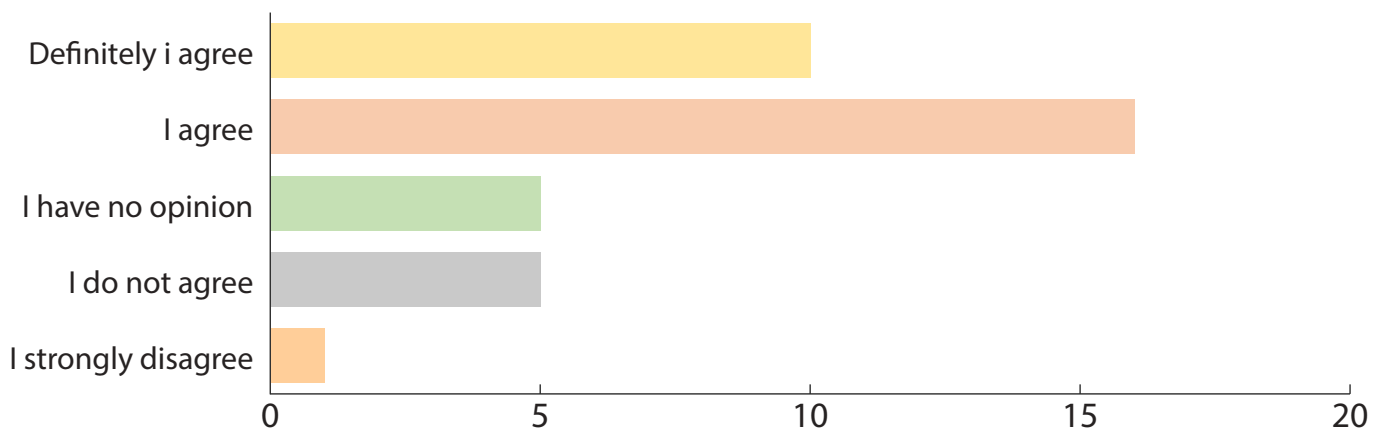
According to the Participants, their abilities to negotiate and reach compromises are high. The vast majority of people consider themselves to be good negotiators, 87% of respondents expressed this opinion. Three people have different opinions and do not consider themselves good negotiators.

Graph no. 6: I am a good negotiator



In problematic situations, over 70% of respondents try to reach a compromise. 19% of respondents do not do this.

Graph no. 7: When I solve a problem, I try to compromise.



The instructors assessed that during the workshop participants used their negotiation skills and were able to reach a compromise.

An example of using these skills in practice was establishing a common vision and developing a concept for staging a fairy tale by the first group. During the exercise, people were focused on cooperation and searching for solutions. In the first phase of work, two ideas were generated. This divided the group into supporters and opponents of each of them. Despite different ideas, there was constructive communication and everyone was given the opportunity to express their views. There was a noticeable interest in learning the opinion of the opposing party. The participants gave rational arguments, trying to convince them to accept their ideas, and based on them, one of the concepts for further work was selected.

Another example of the use of negotiation skills was a task related to the need to achieve one's own goals in an exercise involving the role of various social entities. The participants had to communicate in order to jointly achieve each of their goals. The group achieved success by using their social skills.

The level of skills related to negotiating and reaching compromise in workshop groups was considered high.

3.5 Dealing with stress and frustration

The level of ability to cope with stress and frustration in workshop groups is lower. Participants openly declare that I often cannot cope with difficult situations relating to my personal life, social and professional activities.

Stress and frustration especially affect the emotional sphere, manifesting themselves in general anxiety and fear, and sleep disorders. Individual people indicated physical ailments. They mentioned, among others: abdominal pain, excessive sweating, hand tremors, problems with concentration.

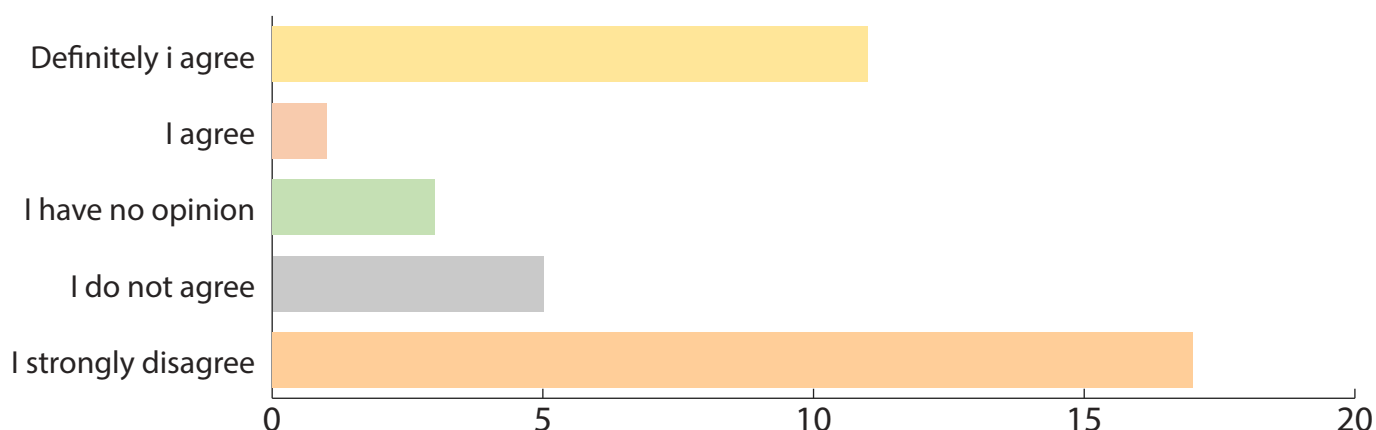
Stressful situations demotivate participants, discourage them from taking action, and influence them to make unfavorable and irrational decisions.

During the workshops, in the "Axis of competences" exercise, which involved ranking social competences from the most to the least developed, in two workshop groups the competence related to coping with stress and frustration was indicated as the least developed.

Observing the participants' behavior, it was noticed that even talking about stressful situations caused anxiety.

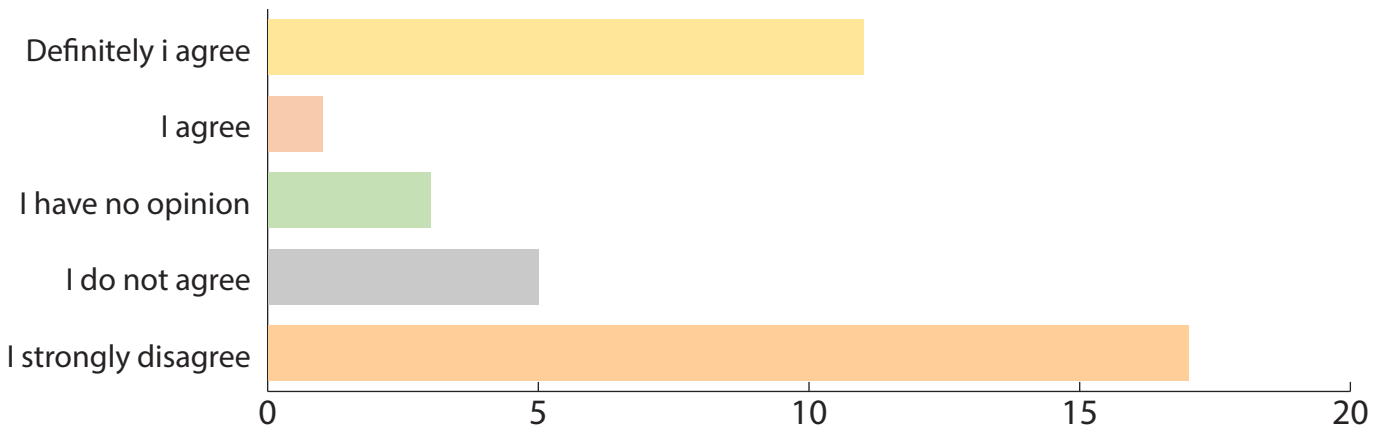
In the survey, only 12 people said that they cope well with stress and frustration, 22 participants disagreed with this opinion.

Graph no. 8: I deal well with stress and frustration.



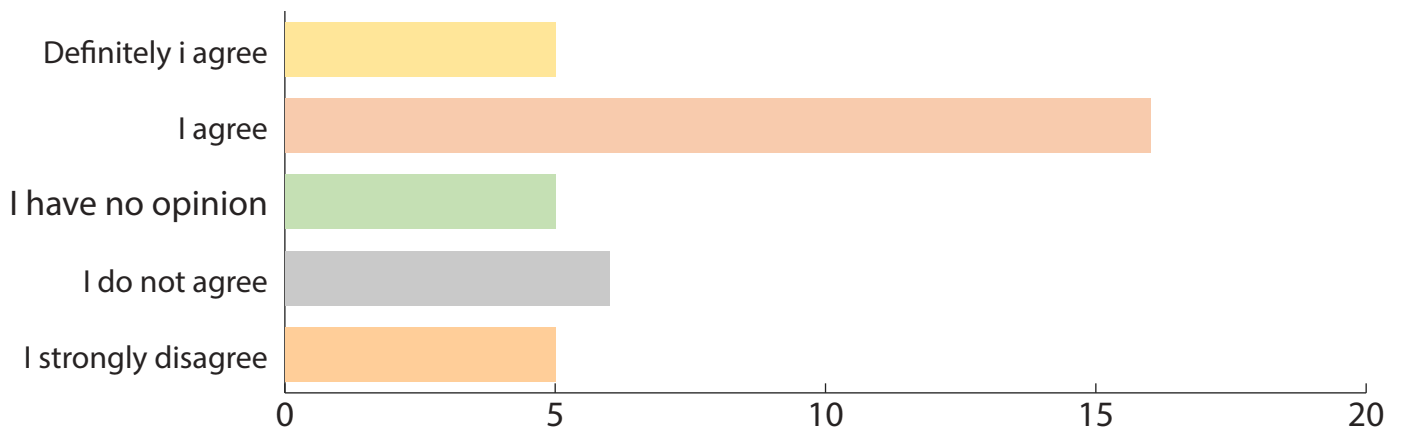
More than half of the respondents (54%) find it difficult to remain composed and calm in stressful situations. 32% of respondents disagree.

Graph no. 9: In difficult situations, I am composed and calm.



As many as 57% of the group reacts to frustration with anger and upset. 11 people do not react this way when faced with frustration.

Graph no. 10: When I encounter an abstacle that prevents me from archieving my goals, I get angry and upset.



Based on the opinions of participants expressed in the survey and discussion, as well as information obtained from the workshop leaders, the level of skills in coping with stress and frustration was determined as moderate.

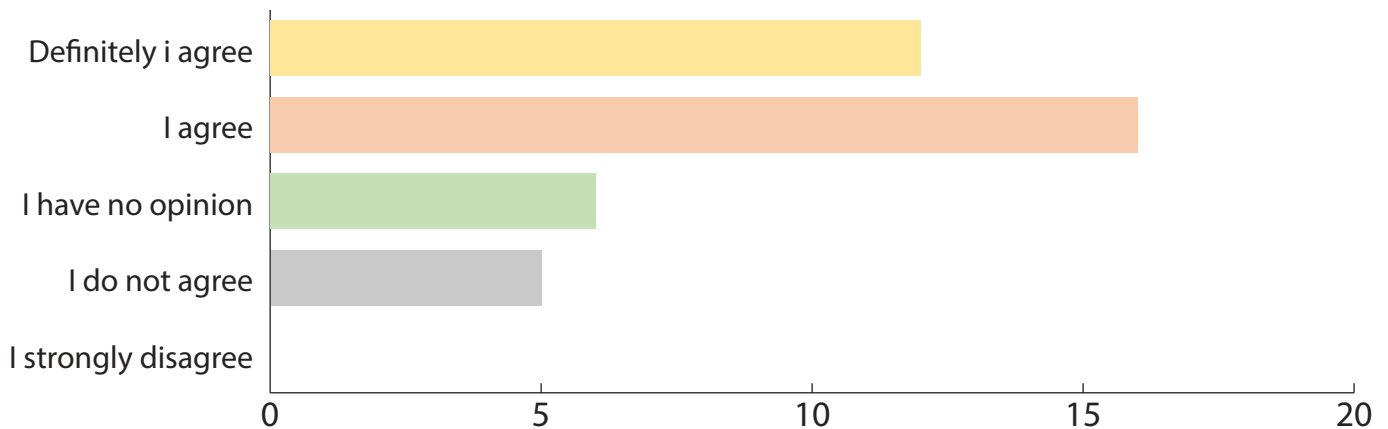
3.6 Teamwork

The participants are people for whom working in a team is not difficult. They work well with others and willingly carry out tasks that require cooperation. In their opinion, this form of work increases operational efficiency and the chance of achieving success. Participants feel better in projects carried out together with others. The reasons for this situation are the distribution of responsibility among all team members, less stress, and greater energy to act due to mutual motivation.

The participants' behavior during the diagnostic workshops clearly showed greater interest and commitment in teamwork. Working in a group was better and more effective than tasks requiring independent action.

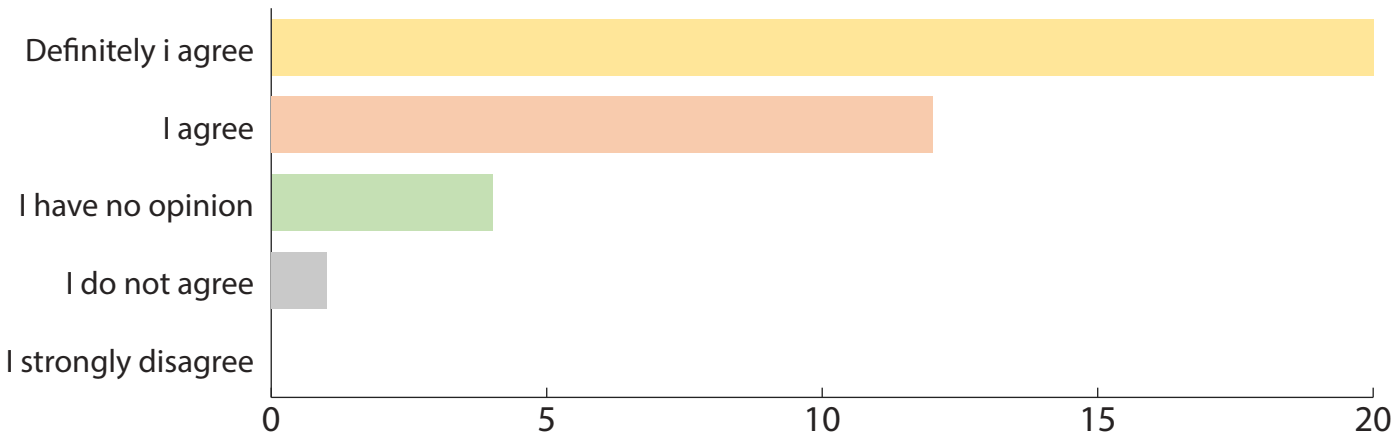
In the survey, participants emphasized that they do well in teamwork, only a few people prefer to perform tasks independently. In most cases, it was concluded that working in a group is more effective and working together brings satisfaction.

Graph no. 11: When I work in a group, I am effective and satisfied



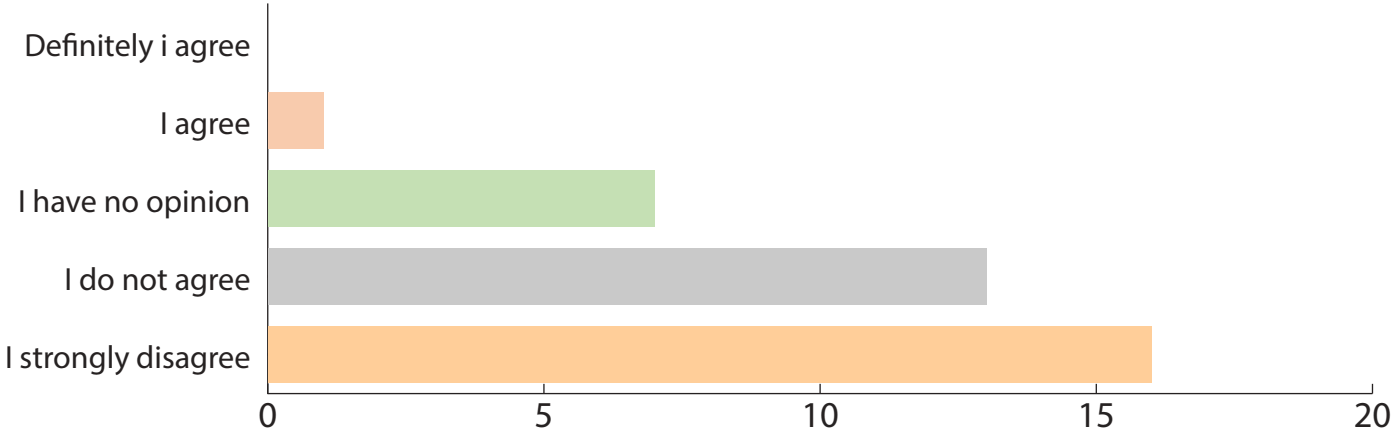
The vast majority of participants, over 86%, believe that they are good at teamwork. Only one person expressed a different opinion.

Graph no. 12: I believe I am good at teamwork.



The respondents prefer teamwork, and cooperation with others is not difficult for most of them.

*Graph no. 13: I prefer working independently.
Collaborating with others is difficult for me.*



To sum up, the skill level associated with working in a group is high.

3.7 Assertiveness

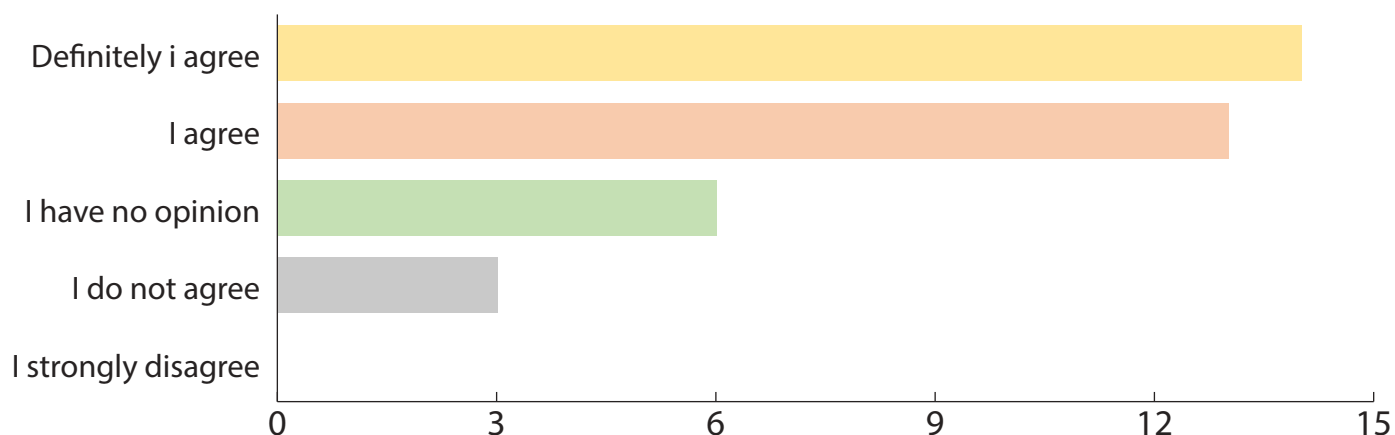
Assertive behavior was discussed during the workshops. In all groups, participants declared that they could behave assertively. Many people use techniques of this type of behavior, consciously using messages that are helpful and consistent with the assumptions of assertiveness.

Participants emphasize that they are assertive, but their behavior depends on the context, the people they interact with, the situation, and sometimes even their mood. Some people admit that there are situations in which they decide to submit. This is due to conscious choice, but also to avoid confrontation. In a casual conversation, it was jokingly pointed out that they sometimes behave aggressively and use verbal violence, especially towards partners and other family members.

While carrying out joint tasks, it was noticeable that the participants communicated effectively, presented their own opinions, and were able to express criticism and opposition with respect to others. They used messages typical of assertive attitudes. Individual people adopted a submissive attitude, giving up the implementation of their own ideas in favor of others - this behavior could be observed especially in the task related to the development of a board game.

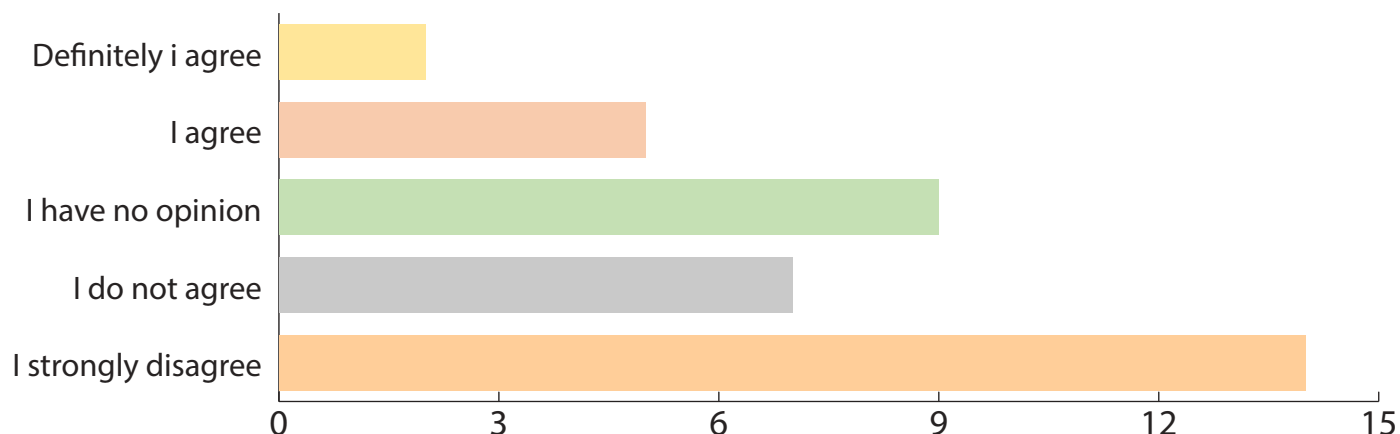
Participants in the survey claim that they can express their own opinions directly, even if others do not agree with them (73% of respondents hold this opinion).

Graph no. 14: I can usually express my opinions directly, even if others disagree.



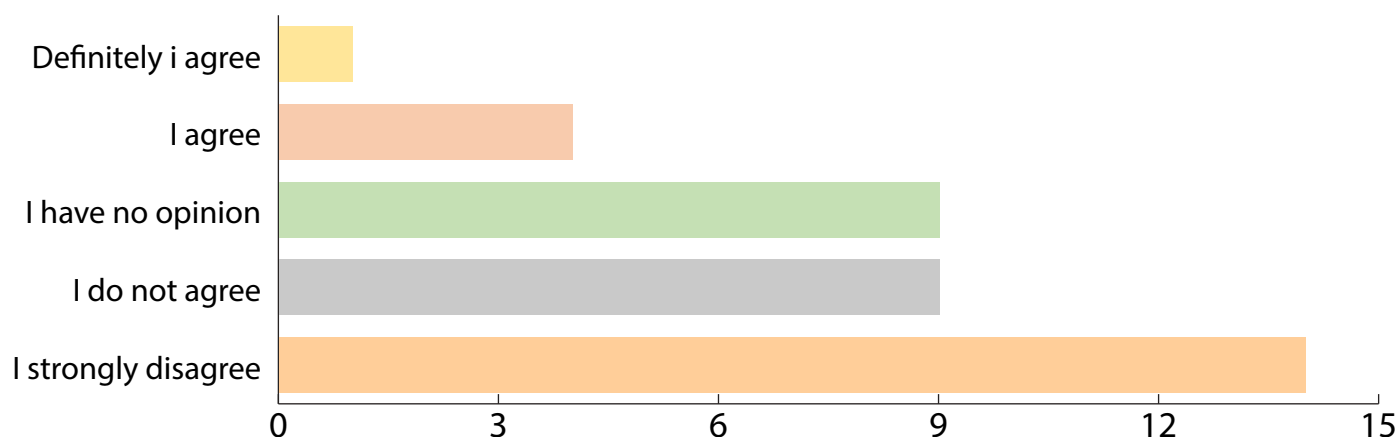
7 people admit to compliant behavior, while over 56% of respondents do not consider themselves submissive.

Graph no. 15: I am a person who gives in often.



Several participants believe that in some situations they sometimes lose their temper and treat people badly. The majority of people, over 62%, deny such behavior.

Graph no. 16: In some situations I sometimes lose my temper and behave badly towards people.



The ability of assertive behavior in the studied group is developed at a moderate level. There is a noticeable large difference between the level of skills presented by individual people.

3.8 Creating a climate of trust and the ability to empathize

Participants are able to build trust in relationships with others. They believe that it is much easier for them to do this among people they know. It is a bit more difficult in an environment that is unfamiliar and new to them. They then need more time because they are not able to build direct and free relationships right away.

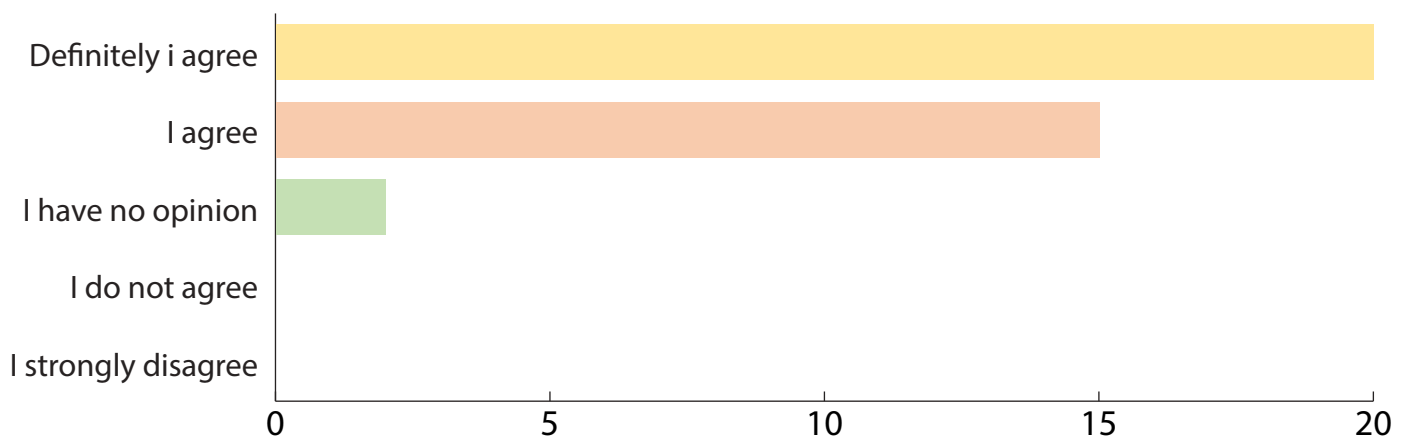
Most describe themselves as empathetic. The group included people with a very high level of empathy who use their altruistic attitudes and pro-social behaviors on a daily basis in voluntary activities. These people are active in non-governmental organizations working to support other people or act as guardians of dependent people. Three workshop participants had a heated discussion, considering themselves empathetic, despite their clearly lower level of ability to understand the other person's point of view and look at reality from that person's perspective.

Observing the behavior of the Participants at work, it was possible to notice that individual people cared about a good atmosphere, helped each other, treated each other in a friendly, direct manner, with understanding and attention to others. While working together, the participants showed mutual respect.

The survey included questions regarding the analyzed issue. The charts below summarize the responses.

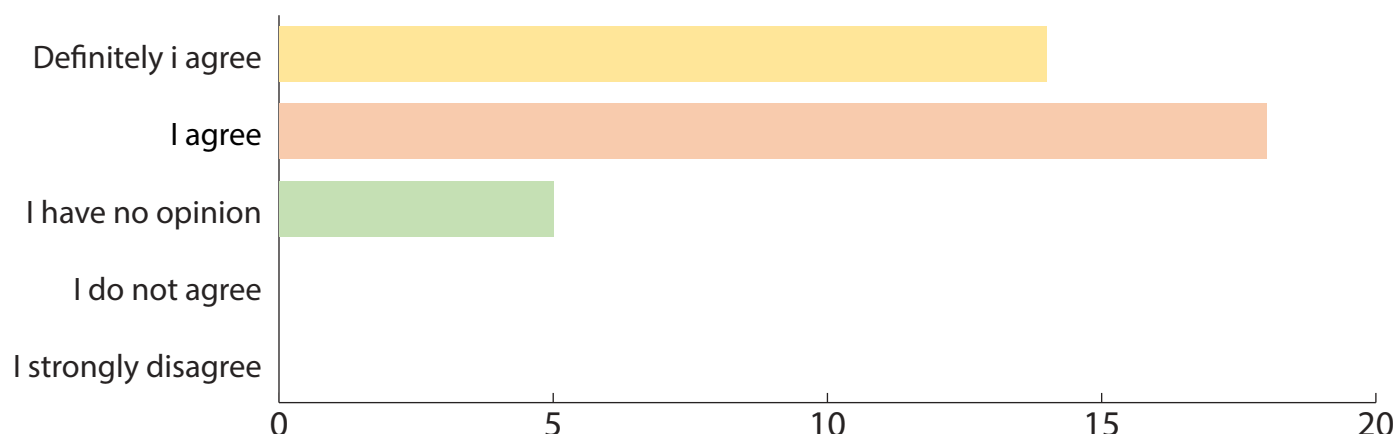
The vast majority of respondents admit that they care about a good atmosphere in the group

Graph no. 17: I can empathize with other people's situations.



In the group, as many as 32 people declare that they can empathize with other people's situations.

Graph no. 18: I can empathize with other people's situations.



Creating a climate of trust and the ability to empathize in people undergoing diagnosis remains at a moderate level. Participants declare that they are empathetic people and say that they are able to build a positive atmosphere. However, they display attitudes and behaviors of this kind towards selected groups. They do not show empathy towards, for example, national minorities.

3.9 Overcoming prejudices, expressing respect for people, their diversity and needs

During the workshops, participants were talked to about prejudices against people of different cultures and nationalities, coming from different groups, including: people with disabilities, addicts, sexual minorities.

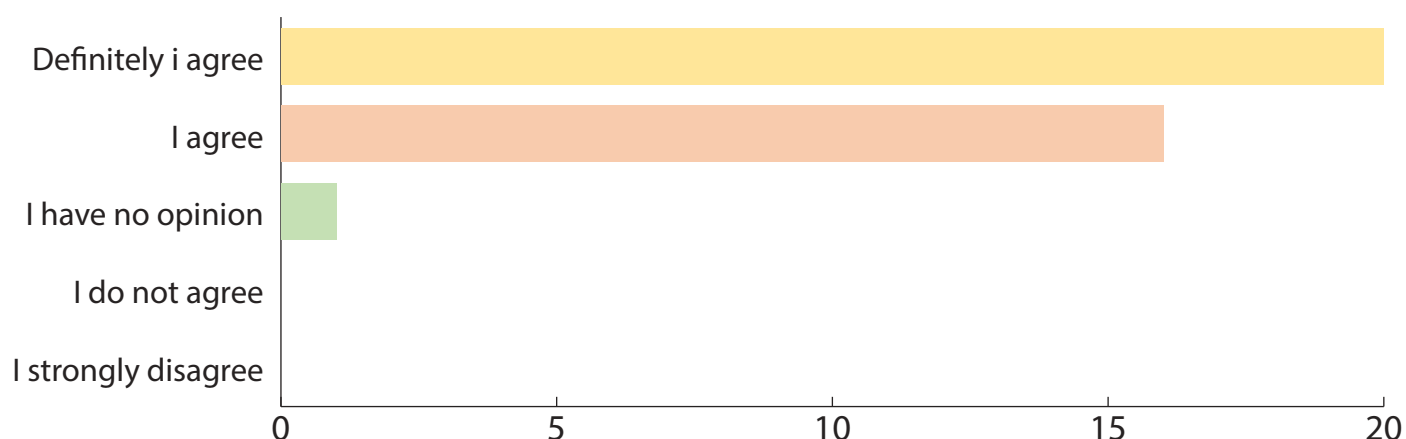
Observing the participants during the discussion, one could notice great emotional involvement, controversial statements, jokes, and non-verbal messages proving that prejudices against otherness are strongly rooted. The participants themselves admit that they have a negative attitude, especially towards people of Ukrainian origin and homosexual people. Most of those present declared that they would not like to be in the company of people belonging to these groups.

You could hear statements such as: "I can't imagine that my child could be LGBT or some other homo, nobody knows", "I hope that my children will not find Ukrainian husbands", "you say that because you are not prejudiced". , and I wonder what would happen if a homosexual came here or you were to talk to a Ukrainian here. The participants referred to the old times, citing the negative opinion of their grandparents about their Ukrainian neighbors and the common existence of both nations. They considered the stereotypes passed on for many generations in the border areas regarding the negative image of Ukrainians to be correct. The statements show that most participants remain uncritical towards stereotypes. Low awareness of stereotypical thinking strengthens the negative approach to "others".

There is also great reluctance towards sexual minorities. Such people were spoken of with contempt or even ridicule. The reluctance could be noticed during the staging of the fairy tale. The costumes of the "actors" were associated with the clothing style of LGBT people, drag queens, referring to them with derision.

Participants express less prejudice towards other groups, including people with disabilities, people of other nationalities than Ukrainian, religious minorities and people with addictions

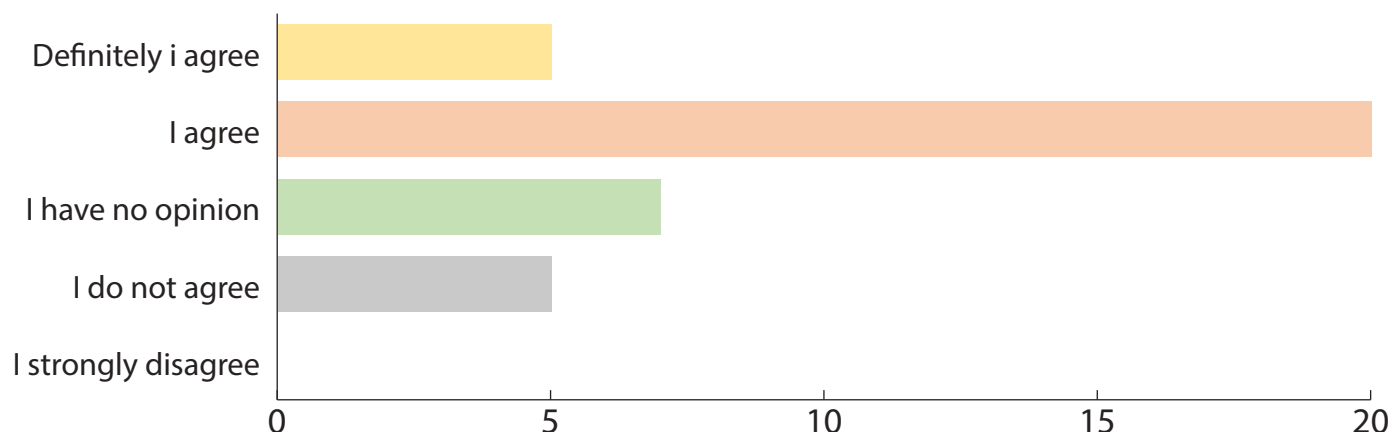
Graph no. 19: I respect other people, their diversity and needs.



In response to the question: "It doesn't bother me that people are different, e.g. they come from different countries, cultures", most people agreed with this opinion (20 people marked the answer I agree, 5 people strongly agree), and only 5 people did not agree.

The others had no opinion.

Graph no. 20: It doesn't bother me that people are different, e.g. they come from different countries or cultures.



When asked directly, participants assess their skills in overcoming prejudice as high. However, the conversation and observation of behavior show that in practice it is different.

The level of competence in this area can be described as low.

Those present at the workshops verbalize negative beliefs, especially towards sexual minorities and people of Ukrainian origin.

Statements about minorities were characterized by negative emotions. There was a clear distinction between groups: our own (WE) and strangers (THEY).

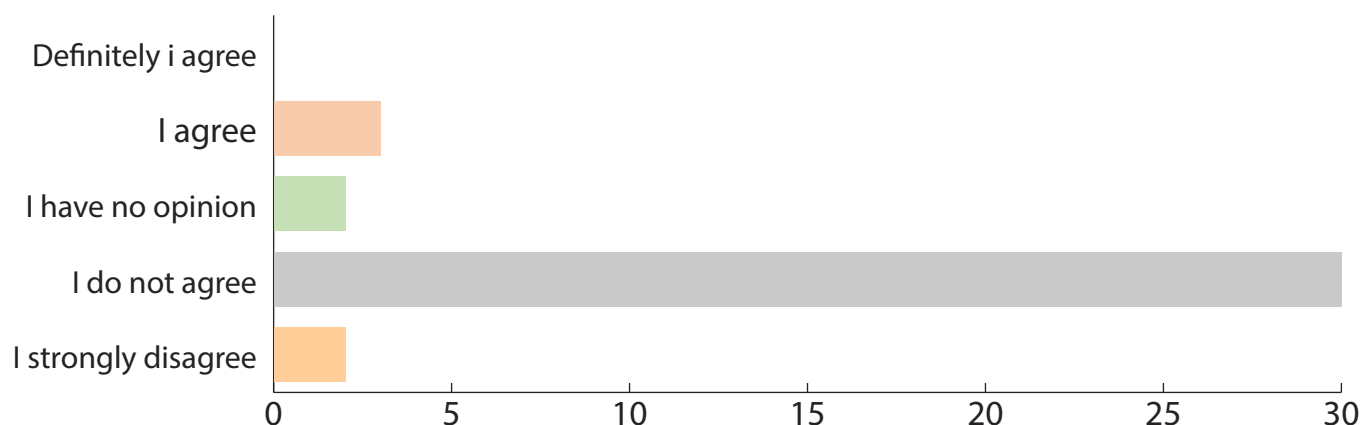
Prejudices were also expressed through behavior, both presented during meetings and described by referring to everyday situations. A dismissive attitude towards others, expressing aversion to diversity, failing to notice the needs of unacceptable social groups is associated with showing disrespect.

3.10 Identifying your own opportunities

Workshop participants have difficulty identifying their own possibilities. This is confirmed by the survey results. Thirty respondents said they disagreed and 2 people strongly disagreed with the statement: "I know myself and my own capabilities well."

Three people decided that they knew themselves and their own capabilities. The others have no opinion on this. The answers provided are shown in the chart below.

Graph no. 21: I know myself and my own capabilities well.



The participants of the workshops found it difficult to identify their strengths and weaknesses, rank the values they follow, and describe their own aspirations.

During the discussion, participants emphasized that identifying their own capabilities was a problem for them. People noted that it was difficult for them to evaluate themselves while maintaining objectivity and adequacy. Some people noticed that in their everyday life they do not have the opportunity or motivation for self-reflection, and in their opinion it is not necessary. In their opinion, assessing one's own capabilities is associated with high emotional costs, and working on expanding one's insight into oneself is very burdensome. They associate it mainly with therapy and meetings with a psychologist.

3.11 Critical thinking

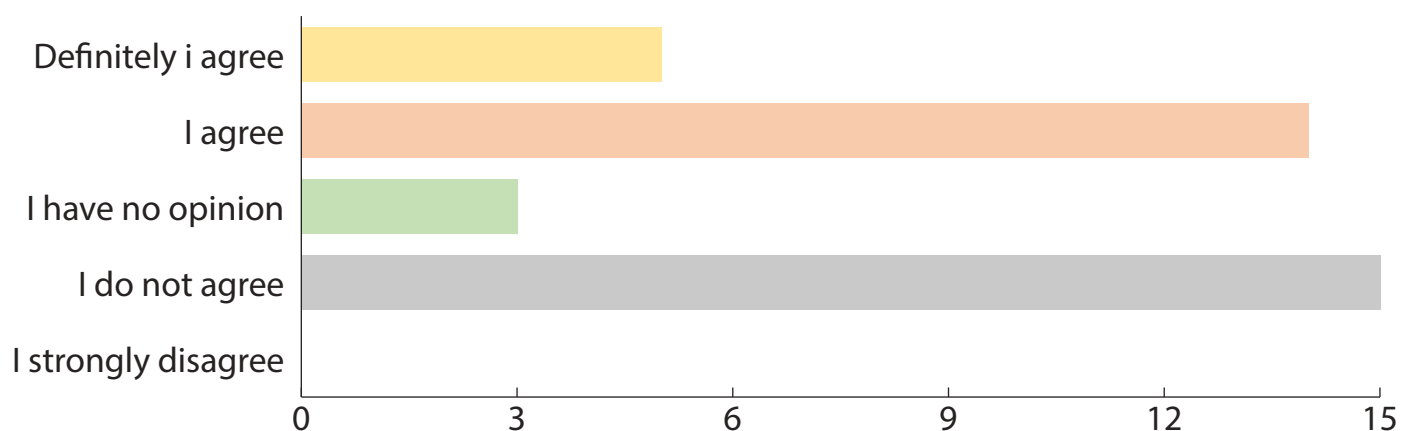
Participants' opinions on critical thinking skills are divided. Half of the people present at the workshops said that it was difficult for them to evaluate the information and opinions they received and to conclude which of them were true and which were wrong. It was emphasized that in today's times, where access to information is very wide, data selection is difficult. Participants said: "How do I know who and what to believe? New theories about

the same things appear every two days!", "I make decisions based on my heart. It has never let me down."

Some people believe that they can think critically. It is not difficult for them to select and objectively evaluate information. The following statements could be heard: "I always try to analyze information logically, I look for arguments and only then I draw conclusions.", "I rely on proven facts and opinions. They matter to me."

Similar opinions result from the answers to the question: "When making decisions, I consider various arguments and try to assess the situation objectively. 14 people agree with this statement, 5 strongly agree, 15 people disagree. The others have no opinion.

Graph no. 22: When making decisions, I consider various arguments and try to assess the situation objectively.



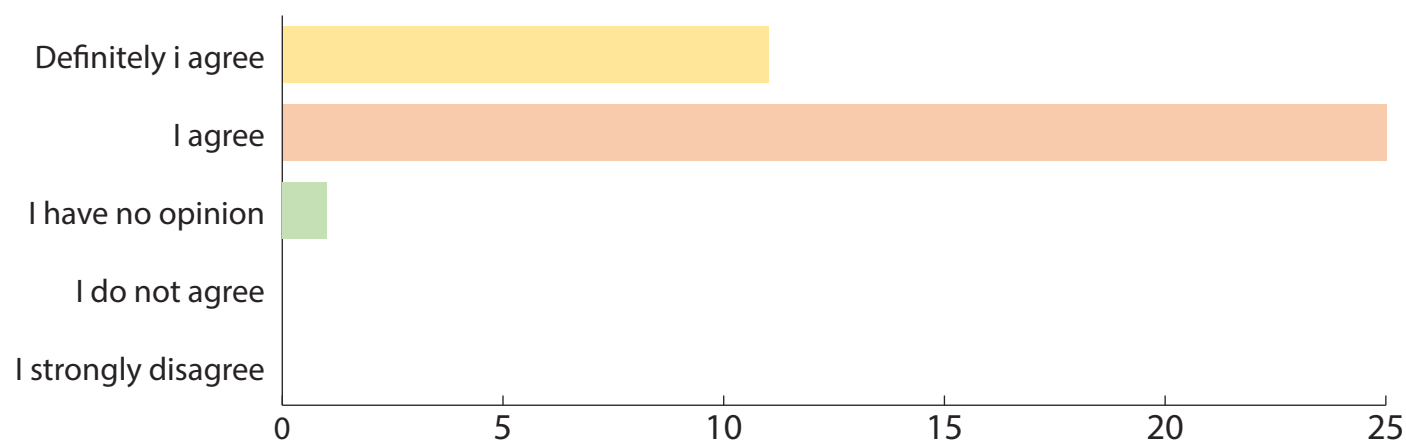
Observing the use of critical thinking skills in workshop work, it can be concluded that this competence is developed by the Participants at a moderate level. The groups included people who used critical thinking efficiently.

There were also those who found it difficult

3.12 Decision-making

Participants believe that they have no difficulties making decisions. In surveys, over 97% of people share this opinion. The chart below shows the answers provided.

Graph no. 23: I don't have difficulty making decisions.



During the workshops, participants made decisions many times. This was not a problem in all workshop groups. Some, mostly unconsciously, used elements of individual stages of this process. Problems were analyzed, available solutions were identified and the best options were selected based on consensus.

There were noticeable differences between group and independent decision-making. In situations requiring joint decisions, the selection of options was faster.

Some people expressed the opinion that they had difficulty making decisions. It was emphasized that the need to make choices on unimportant matters is often the most difficult. Additionally, participants noticed that emotions had a significant impact on their decision-making. This process is more difficult when we are nervous, scared, under pressure, e.g. of time or people.

Based on the results of the survey, observations and opinions of the Participants, it can be concluded that the level of decision-making skills is moderate.

3.13 Defining and setting goals

During the workshops, the topic of defining and setting goals was discussed. Participants unanimously share the opinion that setting goals and planning are important elements of our lives. Without them it would be difficult to achieve anything. Most people today try to organize their own lives by implementing meticulous and conscious action plans.

Participants were asked about their knowledge of the principles of defining goals. About 30% of people can plan according to the goal setting methodology. These people make sure that the goals are measurable, time-bound and realistic. They are aware of the importance of motivation in implementing plans and achieving success.

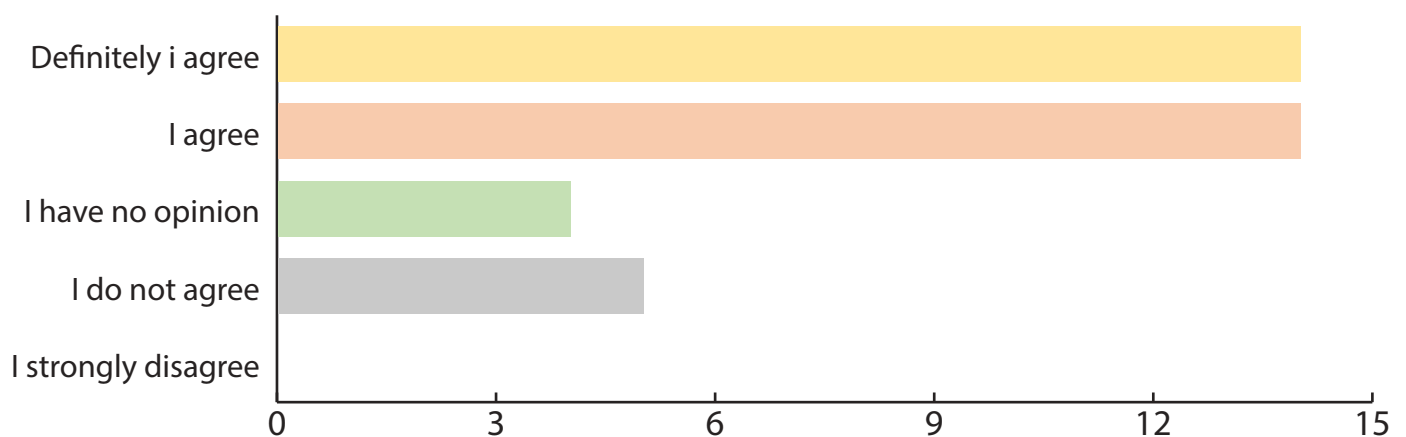
Some of those present, when setting goals, are guided by intuition and good practices developed by themselves. They recognize that despite the lack of professional knowledge, their actions are effective.

During the workshop, participants used their knowledge and intuition to plan joint work. They effectively set goals that were achieved.

In the survey, most people confirmed that they could set goals - 28 people expressed such a belief. 14% (5 people) are of the opposite opinion.

The chart below shows the distribution of the answers provided.

Graph no. 24: I can set my own goals.

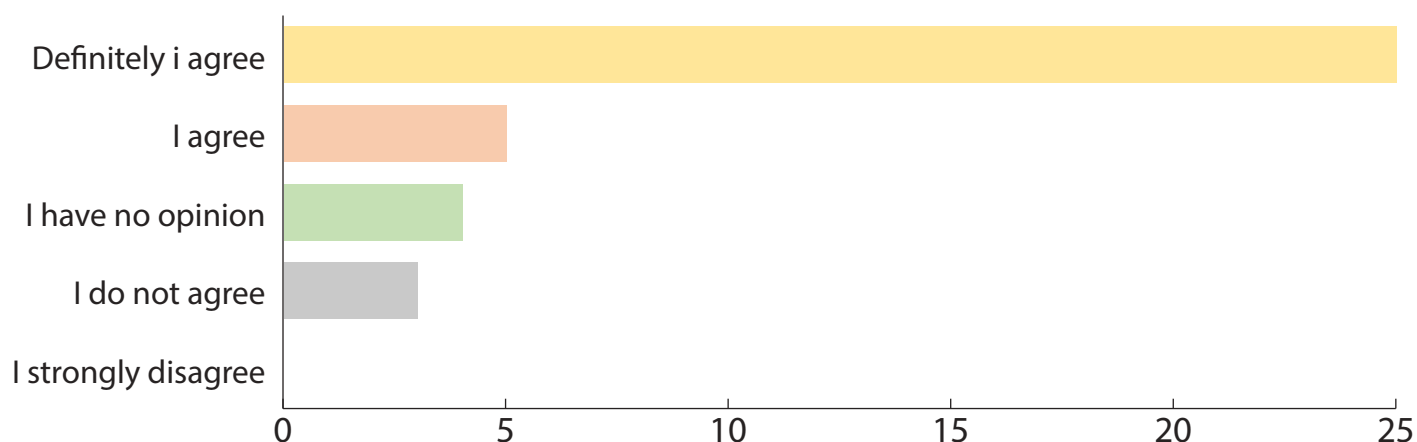


The collected material shows that the respondents are highly aware of the validity of defining and setting goals. In various areas of their private and professional life, they try to determine their own needs on an ongoing basis and formulate action plans aimed at satisfying them. The participants' level of skills related to defining and setting goals is high.

3.14 Motivating yourself to take action

The vast majority of workshop participants, expressing their opinions in the survey, believe that they are highly motivated people. This is confirmed by over 80% of respondents (30 people). Some people, i.e. 8% (3), do not agree with the statement: "I am a highly motivated person." The rest marked the answer: I have no opinion.

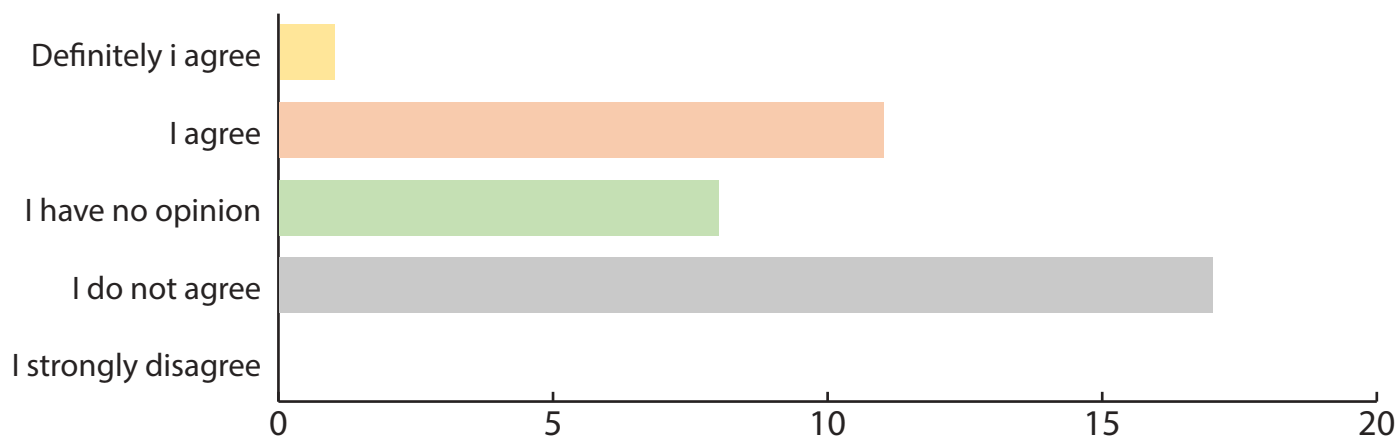
Graph no. 25: I am a highly motivated person.



Several people admit that when they encounter obstacles in achieving their goals, they withdraw - 12 answers.

17 people expressed different opinions. The rest had no opinion on this.

Graph no. 26: When I encounter obstacles in achieving my goal, I withdraw.



In the discussion, participants confirm that they belong to a group of people with high or moderate motivation. Their willingness to act depends on the activities they have to perform.

It is easier for them to engage in activities that give satisfaction and are pleasant for them. Therefore, the respondents are willing to participate in social activities, take part in activities related to the development of their interests and volunteering.

Some people notice a correlation between setting and defining goals and motivation. They emphasize that if we choose our goals correctly, our commitment to achieving them and motivation are very high.

While participating in the workshops, there was a strong commitment to the activities and mutual motivation.

Based on the opinions of the Participants and their observations in action, it can be concluded that the level of motivation to act in this group is high.

4. Conclusions and recommendations, including barriers and needs

Based on the analysis of data collected during the diagnosis, the level of social competences of adults with fewer opportunities was assessed - (37 people living in peripheral areas).

The surveyed group is diverse in terms of the level of competences it possesses. Some of the skills are mastered by the Participants at a satisfactory level, others can be described as deficient.

The analyzed competencies were divided into three groups. Competencies were distinguished: highly developed, moderately developed and low developed.

The table contains a list of competencies taking into account their level in the studied group.

<i>Competencies developed at a high level</i>	<ul style="list-style-type: none">- <i>Constructive communication in various environments,</i>- <i>Expressing and understanding different points of view, negotiating and reaching compromises,</i>- <i>Teamwork,</i>- <i>Defining and setting goals</i>- <i>Motivating yourself to act,</i>
<i>Competencies developed at a moderate level</i>	<ul style="list-style-type: none">- <i>Showing tolerance,</i>- <i>Coping with stress and frustration</i>- <i>Assertiveness</i>- <i>Creating a climate of trust, the ability to empathize,</i>- <i>Critical thinking,</i>- <i>Decision-making,</i>
<i>Competencies developed at a low level</i>	<ul style="list-style-type: none">- <i>Overcoming prejudices, expressing respect for people, their diversity and needs,</i>- <i>Identifying your own possibilities</i>

From the data it can be concluded that the general level of social competences in the study group is heterogeneous. Two competencies were rated as low developed, six were classified as moderate, and five were highly developed.

The conclusions from the research analysis indicate that adults with fewer opportunities (those living in peripheral areas) should primarily strengthen competences related to:

- Overcoming prejudices, expressing respect for people, their diversity and needs,
- Identifying your own possibilities.

It is also advisable to work on the following competencies:

- Showing tolerance,
- Coping with stress and frustration,
- Assertiveness,
- Creating a climate of trust, the ability to empathize,
- Critical thinking,
- Decision-making.

Based on the opinions of the participants and the observations of the leaders, it is possible to define barriers and needs that affect the level of social skills in the target group.

The causes/barriers influencing the reduced level of social competences include local, cultural and social conditions.

Local conditions are related to the place of residence in peripheral areas. Living in areas far from large urban centers is not conducive to cosmopolitan and progressive views and more tolerant attitudes towards minority and commonly marginalized groups.

Non-standard behavior, appearance, nationality and different lifestyles may be less tolerated here.

The culture and beliefs existing in the local community are also important. In hermetic communities, it is more difficult to change beliefs about "otherness" passed down from generation to generation. In the group in which the diagnosis was carried out, particular reluctance expressed towards people of Ukrainian origin results from socio-cultural conditions. There are numerous stereotypes contributing to prejudice and lack of respect.

Being in a small environment where most people know each other personally and are connected by direct family, social or professional relationships is not conducive to having and expressing different opinions or critical thinking. Participants indicated that they did not want to stand out, avoided openly expressing their beliefs, and protected themselves against misunderstanding by others.

The respondents indicate that limited access to information and opportunities for self-development and education are a major barrier for them. They notice that there are no educational activities for adults organized in their area. None of the respondents took part in activities aimed at personal development.

Most people confirm that they have adapted to the situation they find themselves in, experience stagnation and do not decide to change. The vast majority of respondents

declare low faith in their own abilities, lack of self-awareness and awareness of their own competences.

In the study group, there is a noticeable need to strengthen social competences, especially those which, as diagnosed, are at a low and moderate level.

Based on the idea generation stage during the workshops, it is recommended to carry out educational activities aimed at increasing social competences. Participants emphasized that they would like to take part in activities that:

- will not be conducted using delivery methods, e.g. in the form of lectures or presentations,
- will enable participatory participation of participants, promoting involvement and high activity,
- provide attractive content, e.g. classes that develop interests (participants mentioned photography, choreography, theater, culinary, and handicraft classes),
- equip them with skills that will be useful in everyday life,
- will create the opportunity to share their own experience,
- will be conducted in a friendly atmosphere, with respect for each other, without judgment.

The aim of the second work package called "Diagnostic workshops" was to diagnose the social competences of the target group.

Thanks to the collected materials, barriers, needs and the lowest level of social competences were identified.

The opinion of the participants and the conclusions from observations coming from those conducting the diagnosis confirm that an important condition for a person's contentment and life satisfaction is mastering social skills.

Our lives are connected with the influence and behavior of other people, groups and communities. Skillful social coexistence with others is an important condition for proper functioning of a person in various situations.

According to the participants, people cope with life differently depending on the level of their social competences. It was also noticed that high social competences of residents contribute to the efficient functioning of entire local communities. Therefore, in terms of both individual and community benefits, it is worth developing social competences. We will deal with this in subsequent work packages.

Appendix No. 1

WORKSHOP OUTLINE - DIAGNOSIS OF SOCIAL COMPETENCES			
PARTICIPANTS:	<ul style="list-style-type: none"> - Poland: 36 adults living in peripheral areas (12 people x 3 groups). - Italy: 36 adults with low level of education (12 people x 3 groups). - Romania: 36 adults with disabilities (12 people x 3 groups). 		
FORM OF CLASSES:	<ul style="list-style-type: none"> - Diagnostic workshops conducted using the design thinking method. 		
TECHNICAL CONDITIONS:	<ul style="list-style-type: none"> - It is recommended to conduct the workshops in a room that allows participants to move freely. The preferred arrangement allows the leader and participants to sit in a circle, with access to the tables. 		
WORKSHOP OBJECTIVES:	<ul style="list-style-type: none"> - Diagnosis of social competences of workshop participants. - Recognition of participants' barriers and needs in terms of personal competences - Collecting materials on the basis of which reports will be prepared regarding the diagnosis of barriers and needs and identifying deficit personal competences among the target group. 		
COURSE OF THE MEETING			
EXERCISE	TIME	DESCRIPTION	METHODOLOGICAL GUIDELINES
Questionnaire.	15 minutes	The classes begin with participants completing a survey questionnaire (Appendix No. 1: survey questionnaire) regarding their opinions about their own social competences.	The survey should be distributed to participants before the group introduction stage begins and the leader is introduced.
Introduction to classes	15 minutes	<p>The presenter briefly introduces himself. Describes his role, goals and topic of the meeting.</p> <p>Presents applicable group rules and norms. He writes them down on a flipchart.</p>	

		<p>Sample rules:</p> <ul style="list-style-type: none"> • Discretion – we do not reveal details about who did or said what during classes to people outside the group; • We are obliged to respect and tolerate each other’s autonomy (we do not put pressure, we do not judge, we do not interpret) • We allow everyone to keep their own opinion (we do not discuss, we do not convince someone that someone is wrong); • We focus on what is happening „here and now”; we are not talking about absentees; • Only one person always speaks, we speak one by one (one speaks - the rest listens); • Obstacles have priority if someone is disturbed by something in external conditions, e.g. it is stuffy, or they feel significant a discomfort, e.g. they have a headache and want to take a pill, they talk about it openly and take appropriate actions. 	
Integration.	30 minutes	<p>Group integration exercises are selected each time according to needs.</p> <p>In the case of groups composed of people who know each other, we suggest that each participant briefly introduce himself and tell a few sentences about himself.</p> <p>In the case of groups composed of people who have not had contact with each other before, it is advisable to introduce an additional exercise.</p> <p>In this case you can use:</p> <p>Exercise 1 „Interview in pairs”</p> <p>People can freely choose pairs.</p> <p>They are divided into person A and B. The task of person A is to provide person B with as much information about themselves as possible. Person B’s task is to remember as much of this information as possible.</p>	

		<p><i>After 5 minutes, the participants switch roles.</i></p> <p><i>The instructor suggests the scope of information you need to obtain:</i></p> <ul style="list-style-type: none"> • <i>Interlocutor's interests,</i> • <i>What a person does most often on Sunday morning</i> • <i>What subject at school is most interesting to a given person,</i> • <i>Who the person would like to be in the future,</i> • <i>If a person could conjure up an education and a job for themselves, what would it be?</i> <p><i>On the forum, each person provides at least five of the most interesting information they have learned about their partner.</i></p>	
		<p><i>Exercise 2 „Name and adjective”</i> <i>The leader introduces himself by giving his name and an adjective that describes him, starting with the first letter of his name, e.g. cheerful Wiola, joyful Renata, ambitious Asia, etc. Then he asks people to do the same.</i></p> <p><i>Exercise 3 „Tree”</i> <i>The moderator divides the participants into two groups. Each group draws the outlines of a tree on a large flipchart. The participants' task is to write down 10 things inside the tree that connect them (what everyone in the group likes, dislikes, has or does not have), e.g. we all like summer, none of us has a dog.</i></p> <p><i>Then, the group's task is to write, outside the outline of the drawn tree, 5 things that are specific only to a given person from the group, e.g. only he was on vacation, only he can sew. Next, we list the differentiating features for each member of the group. After the groups finish their work, they present their results in the forum.</i></p>	

<p><i>Creating personas.</i></p>	<p><i>30 minutes</i></p>	<p><i>Participants are given the task of creating personas.</i></p> <p><i>A persona is a fictional character representing a person who belongs to the same group from which the participants of the classes come, i.e. adults:.</i></p> <ul style="list-style-type: none"> <i>• living in peripheral areas,</i> <i>• low level of education</i> <i>• with disabilities</i> <p><i>The persona can be described, drawn, pasted, e.g. from newspapers.</i></p> <p><i>The Group establishes contractual arrangements for persons:</i></p> <ul style="list-style-type: none"> <i>• first name and last name</i> <i>• domicile,</i> <i>• age,</i> <i>• interests,</i> <i>• who does he live with</i> <i>• professional activity,</i> <i>• what problems it faces,</i> <i>• what he likes to do</i> <i>• what are his goals, desires, needs,</i> <i>• what is she happy about, proud of etc.</i> <p><i>The group presents the created persona. The leader places it in a visible place.</i></p>	<p><i>The created persona will make it easier for Participants to identify their needs and needs and barriers in the area of social competences.</i></p> <p><i>For many people, talking directly about themselves is difficult. Referring to a fictional character that reflects the characteristics of the group will make the job much easier.</i></p> <p><i>In each country, a persona is created that is consistent with the target group.</i></p> <p><i>In the case of groups consisting only of women, we create a female persona.</i></p> <p><i>In the case of groups consisting only of men, we create a male persona.</i></p> <p><i>In the case of mixed groups, we create two personas – male and female.</i></p>
<p><i>Task for the group.</i></p>	<p><i>120 minutes</i></p>	<p><i>Exercise suggestions:</i></p> <p><i>Exercise 1</i></p>	<p><i>The exercise is the main part of the workshop. It should be adapted to the group's capabilities. Please remember that when implementing it, participants should use how the greatest number of social competences.</i></p>

	<p><i>The group's task is to develop and create a game (board, card, etc.). The theme of the game is to promote the area where the participants live. It may be the entire region, a selected area or a specific town.</i></p> <p><i>The game must have:</i></p> <ul style="list-style-type: none"> • <i>instructions explaining the rules,</i> • <i>board, cards or other game elements,</i> • <i>a short description of how the game will contribute to the promotion of the selected area.</i> <p><i>Participants are provided with auxiliary materials, including: colored and white paper, cardboard, tapes, glue, scissors, paints, tissue paper, newspapers, and plasticine.</i></p> <p><i>The task can be considered completed when the group presents the game and its premise to the leader and a short game takes place.</i></p> <p>Exercise 2</p> <p><i>The group is to prepare stagings of any well-known fairy tale, e.g. „Little Red Riding Hood”, „Cinderella”, „Puss in Boots”. The presenter provides the following guidelines:</i></p> <ul style="list-style-type: none"> • <i>the performance must last at least 10 minutes,</i> • <i>all participants must take an active part in the presentation of the fairy tale,</i> • <i>the content of a well-known fairy tale can be modified, e.g. by adding additional characters or changing the ending,</i> • <i>a necessary condition is the creation of scenography and costumes,</i> • <i>the performance may be e.g. a puppet show or a musical.</i> 	<p><i>The instructor can choose one of the proposed exercises or use his own.</i></p> <p><i>After explaining the rules and course of the exercise, the leader's role should be limited down to a minimum. The leader observes the work and tries to draw his own conclusions about the level of individual social competences.</i></p> <p><i>What is important is the independent work of participants and their use of various social competences to complete the task.</i></p> <p><i>The leader supports the participants if necessary.</i></p>
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		<p><i>Participants are provided with auxiliary materials, including: colored and white paper, cardboard, tapes, glue, scissors, paints, tissue paper, newspapers, plasticine, sticks, fabric ribbons, props, materials.</i></p> <p><i>After finishing their work, the participants present the prepared story to the group forum.</i></p> <p>Exercise 3</p> <p><i>The leader divides the group into 5 teams. He divides the roles and hands out forms that describe them - one form for one team. He gives the order: "You represent 5 different social entities. According to the description of the situation included in the forms, you must achieve the goals of "your" organization. For this purpose, consider the possibility of cooperating with other entities that are in this room.</i></p> <p><i>The exercise can be considered completed when the participants report that they have reached a consensus or when they jointly decide that cooperation is not possible.</i></p> <p><i>Participants receive supporting materials, including: colored and white papers and markers</i></p>	
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<p>Summary</p>	<p>60 minutes.</p>	<p>The leader begins a summary of the participants' joint work. He asks you to share your reflection.</p> <p>Stage 1 Moderated discussion Conducts moderated discussions in which he can use questions:</p> <ul style="list-style-type: none"> • To what extent did you manage to complete the task? • Are you satisfied with the results of your work? • What made it easier for you to work together? • What made the work more difficult? • What competencies were useful in performing the task? • What competencies were insufficient or missing when carrying out the task? • Which competencies would be worth increasing? <p>If the participants are not willing to participate in the discussion or their statements are laconic and sparse in content, the moderator may refer to the developed personas. Participants should then be asked to imagine that these personas took part in the exercise and asked to answer in relation to the personas.</p> <p>Stage 2 Competence axis The leader puts tape on the floor/wall. Marks the "100%" symbol at one end and the "0%" symbol at the other end. Participants receive 16 A4 sheets of paper with competencies listed (Appendix No. 3: competencies). The leader asks the participants to place their competencies together on a line, illustrating their level while performing a common task.</p> <p>After completing the exercise, the instructor asks additional questions to obtain information about the reasons why some competencies are more and others less developed. What barriers and needs do adults have in this regard?</p>	<p>The summary will consist in the a competencies they used while working together to complete the task, what their level is, which competencies should be strengthened, etc.</p> <p>Based on his own observation of the participants, the leader draws conclusions about the barriers, needs and most deficient social competences.</p>
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		<p>Stage 3 Brainstorming – generating ideas <i>Participants together think about ideas on how adults can improve social competences while learning „indirectly“. The group focuses on the competencies that it assesses as least developed. The teacher asks you to indicate the topics of the classes that would be interesting and would contribute to the growth of competences.</i></p>	
Additional exercises		<p>Exercise suggestions:</p> <p>Exercise 1 <i>The leader stands up and performs a simple movement - e.g. clapping. Then the next player repeats the move and adds his own. Every person in the group does the same. The game is played without words, and if someone says even a word, they are out of the game.</i></p> <p>Exercise 2 <i>One person leaves the room and the others choose an adjective, e.g. slow. When the person comes back, they have to guess a given adjective, so they ask everyone to behave in that way. Then the exercise is repeated with another adjective.</i></p> <p>Exercise 3 <i>We divide the group into three teams. The leader shows a cup and explains that the teams' task will be to come up with as many unconventional uses for the cup as possible. Groups work on time. The leader measures 3 minutes, and the groups write down on pieces of paper the different uses of the cup (e.g. ashtray, flowerpot, measuring cup for loose products, spittoon, earring, hat, spatula, etc.). After 3 minutes measured by the trainer, the groups finish their work. They then take turns reading one use of the cup at a time. If the cup's use is identical, it is removed from the lists of those groups in any of the other groups. Only applications that appear on the sheet of one group remain undeleted. The group that finds the most original ideas for using the cup wins the game.</i></p>	<p><i>Exercises are an additional form of work during the workshop. Whether they will be used depends on the host. They can be used to improve the atmosphere during a meeting, increase the level of commitment and concentration or integrate the group. It is worth using them in situations when participants show a decrease in energy and willingness to work.</i></p>

		<p>Exercise 4 <i>The leader asks the participants to construct a building together by joining together and adopting characteristic positions. They can be: a suspension bridge, a ship, an antenna, a temple, a library.</i></p> <p>Exercise 5 <i>The leader asks the participants to imitate the movements of various birds, such as a duck, a pigeon or a crane, by moving around the room and imitating sounds.</i></p> <p>Exercise 6 <i>The presenter asks each participant to introduce themselves by providing three pieces of information about themselves. These can be stories from the past, achievements, character traits. Of these, two pieces of information should be true and the third piece should be false. The group's task is to guess which of the presented information is false. If the group does not express consensus, a vote may be introduced. At the end, the person speaking explains what information was true and what was not.</i></p>	
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Appendix No. 1: survey questionnaire

QUESTIONNAIRE

Read the following sentences carefully. Consider how well they describe you and your behavior. Write an answer from 1 to 5, depending on whether you agree or disagree with the statement:

1	2	3	4	5
<i>I strongly disagree</i>	<i>I do not agree</i>	<i>I have no opinion</i>	<i>I agree</i>	<i>Definitely I agree</i>

No	QUESTIONS	RESULTS
1	<i>I believe that my communication skills are well developed.</i>	
2	<i>I can effectively talk about politics and religion even with people with different views.</i>	
3	<i>I prefer working independently. Collaborating with others is difficult for me.</i>	
4	<i>In a group of people who have different views than me, I usually do not speak up.</i>	
5	<i>When I solve a problem, I try to compromise.</i>	
6	<i>When I encounter obstacles in achieving my goal, I withdraw.</i>	
7	<i>I am a good negotiator.</i>	
8	<i>In difficult situations, I am composed and calm.</i>	
9	<i>I deal well with stress and frustration.</i>	
10	<i>I believe I am good at teamwork.</i>	
11	<i>I can usually express my opinions directly, even if others disagree.</i>	
12	<i>In some situations I sometimes lose my temper and behave badly towards people.</i>	
13	<i>I am a person who gives in often.</i>	
14	<i>I care about a good atmosphere in the group.</i>	

15	<i>I can empathize with other people's situations.</i>	
16	<i>I respect other people, their diversity and needs.</i>	
17	<i>It doesn't bother me that people are different, e.g. they come from different countries or cultures.</i>	
18	<i>I know myself and my own capabilities well.</i>	
19	<i>When making decisions, I consider various arguments and try to assess the situation objectively.</i>	
20	<i>I don't have difficulty making decisions.</i>	
21	<i>I can set my own goals.</i>	
22	<i>I am a highly motivated person.</i>	
23	<i>I am a person who shows high tolerance towards others.</i>	
24	<i>I can express my opinions in the company of people who disagree with me.</i>	
25	<i>When I encounter an obstacle that prevents me from achieving my goals, I get angry and upset.</i>	
26	<i>When I work in a group, I am effective and satisfied.</i>	

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