

Evaluation was conducted by Radka Rubilina, PhD

evaluation 2018

georgia Art therapy studio

georgia Art therapy studio

evaluation

Donor:

**Caritas France**

Implementing partner:

**Caritas Georgia**

Duration of the project:

**2015 – 2017**

**2017 – 2019** (ongoing)

Evaluator:

Radka Rubilina, PhD

Evaluation conducted:

**May – June 2018**

The goal of the project:

**Psycho-social rehabilitation and integration of beneficiary children/youth in the society.**

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# Summary

The objective of the **Children and Youth Program is to** facilitate the upbringing of vulnerable children in a family environment, protecting them from abuse, neglect, exploitation and discrimination and ensuring their psycho-social rehabilitation and integration in the society.

The **Georgia Art Therapy Studio project** /ATS/ aims to provide qualified assistance to children through method of art therapy directed towards correction of psycho-emotional condition of children. Psychologist and physician are deeply involved in solving beneficiaries’ health and psychological problems.

**Common achievements**:

The project was successful in multi-year provision of psychological rehabilitation, social skills and professional skills development to children from vulnerable families: the main goal was achieved. Caritas Georgia became one of the three main providers of social services to the state Social Service Agency in Georgia, their work is regularly monitored and the quality of services is evaluated by the Social Service Agency as high. Beneficiaries have an opportunity to spend time after school in social-protected environment, receive psychological support and develop their professional skills.

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| Case study on social prevention: Caritas fills a significant gap between the state and vulnerable children |
| Interviewed social services providers (CSOs) and UNICEF representative underlined that 2 EUR per day per kid received from the Social Service Agency to support a child from a vulnerable family is not sufficient amount of money to run social work based on state financing. More state funding is focused on street children and victims of violence, but prevention of these cases stays underfinanced in Georgia. Though, multi-year Caritas Georgia’s efforts aimed at social prevention of kids supported by Caritas France fill significant gap in the Georgian social system. Caritas professional services fill the missing component between the state and beneficiaries (vulnerable kids) in the area of prevention. According the World Bank latest research on inclusion and exclusion in Georgia from 2017, unemployed and poor people make almost 50% of the most vulnerable categories of Georgian population for exclusion.[[1]](#footnote-1) Based on these facts, Caritas Georgia social preventive work runs in the most needed families in the country and should be extended to regions or to other categories of vulnerable individuals. |

**Evaluation criteria:**

**Relevance**: The goal of the project - psycho-social rehabilitation and integration of beneficiary children/youth in the society – is very relevant to the needs of the country. The families of unemployed and poor citizens constitute significant percentage of excluded groups in Georgia. The overall strategy of ATS intervention is consistent with the Caritas Georgia long-term operations in the country, with the Caritas Georgia Strategic Framework 2016-2020. The project activities are relevant to achievement of project objectives.

**Effectiveness**: Objective 1 (Children’s psychological and physical health is improved) aimed at rehabilitation was fully achieved thanks to changed methodology of a psychologist in 2018. The psychologist switched from the group therapy to individual therapy interviews and physical exercises/relaxation (e.g. by stuttering).

Objective 2 (Children have got basic/additional and vocational education) aimed at integration of children in the society was achieved in the case of beneficiaries under 18 years. Individual professional development of beneficiaries is ensured and encouraged by pedagogues by particulars workshops in ATS. During data gathering on motivation of the beneficiaries became clear, that former and current beneficiaries appreciate professional skills gained in ATS most of all. Responders were very motivated to use these skills on practice. The establishment of a social enterprise will strengthen the Objective 2.

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| **Evaluation criteria** | **Rate** |
| Relevance | High |
| Effectiveness | High |
| Efficiency | High |
| Impact | High |
| Sustainability | Rather high |

**Efficiency**: Human resources are relevant to everyday activities for 69 beneficiaries, taking into account the high level of individual work with kids and their parents. The project staff is very stable (very limited fluctuation of employees), with high ethical standards. That is reflected in the kids’ motivation to attend the ATS: teachers’ friendly attitude is the third most important reason why kids come to ATS. Monitoring of kids’ attendance makes the whole system transparent for the Social Agency and for Caritas France too.

**Impact**:

Impact on direct beneficiaries: Based on the findings, the motivation, practical skills and psycho-social skills were increased by the beneficiaries (kids). Diagrams in the Findings section show that professional skills development is the main reason for attending ATS for the kids, followed closely by staying in safe social environment (making friends, getting psychological support) and friendly attitude of teachers towards to children.

Impact on indirect beneficiaries:

* other kids: there are cases that direct beneficiaries bring to ATS also their siblings or friends with similar problems to receive support
* parents and relatives: family gets motivated about future of their kids when they follow children’s activities and achievements (certificates, excursions, travelling abroad).
* Socio-economic situation in the country: ATS program aims also on prevention of unemployment and social exclusion
* State know-how on social inclusion: the state gets important know-how on social inclusion, the transfer of knowledge goes through: 1. top-down approach (contracts on service provision, state regulation fulfilment – for example development of Individual plans for beneficiaries, electronic monitoring of beneficiaries’ attendance) and 2. bottom-up approach (through working groups established by development of policy papers, advocacy, regional committees, based on individual work with children in ATS)

**Sustainability**: The amount of ATS funding from Caritas France is similar from year to year, but in former years (till 2015) it was supported by other funds to offer more activities (tours, camps, visits in the regions, taking part in different contests and festivals). Nowadays, only ATS workshops are financed together with side activities held in Tbilisi. As preventive social work is underfinanced by the state, the donor’s financial support remains the main source of financing for the next years. The project team as well as the director of Caritas Georgia have developed a long-term vision of adding the social enterprise component which would gain some funds for ATS and the social enterprise itself. There are all preconditions to open such a social enterprise with the initial investment from Caritas France. The long-term sustainability of such an enterprise will be proved only after three – four years of existence and will depend on the sale manager’s skills to find its place on Georgian or international market.

In case of further financial support from Caritas France, no big changes to the ATS workshops should take place. The staff is very experienced and through the years, they developed very positive and effective attitude and communication towards beneficiaries. The deeper involvement of psychologist based on individual consultations is a great component that could be further developed (individualized documentation for each kid, individual cards in addition to individual plans required by the state agency). The team should work on internal improvement (structuralizing, monitoring, planning) with no big changes in the programmatic activities of the ATS workshops for better sustainability. The ATS team should focus on launching of the social entrepreneurship in the next years and in case of increased funding side events (tours, excursions) should be strengthened.

**Recommendations:**

**Strengthen the psycho-sociological component of the social entrepreneurship project proposal** /recommendation aimed at Caritas Georgia and Caritas France/. As an inspiration, it could be done through following activities:

* children with special needs, from social unprotected families or with minimal chance to enter university and obtain an academic degree should be the main target group for the SE
* each participant should have a contract, specifying the salary or in-kind contributions
* a contribution to their independent living or needs should be considered by Caritas, for example, part of the salary can be used for co-financing their rent, obtaining their own instruments, specialized trainings, etc. It should be fixed in a working contract so that the beneficiaries understand their input and kind/level/financial support from Caritas
* training on budgeting and money spending: most of the beneficiaries don’t have direct experience with budget planning and receiving cash, they must learn how to save money, how to open a bank account,
* training on avoiding “dept traps”: most of the non-banking credits are aimed at very poor people with minimal understanding of contracts and conditions of back-payments. Usually, they are approached by somebody offering a small amount of money in a credit, people sign it, spend money quickly and realize too late, that they should pay back twice or three times more than the real amount of the loan. Such a situation drives these persons under current stress, they try to get out of such a situation with another loans and after a few years they loos everything. Most of the really poor population in Europe ends in such “dept traps” and their future is under threat – of full social exclusion, of physical and psychical harassment or even assaults. It is very important to warn beneficiaries and explain them the system of loans, and such knowledge should be part of their financial literacy.
* arrangement of excursion to places where they could get a job in a future or where they can get an inspiration for their future professional developments: start-up firms, former beneficiaries who opened and run their own workshops, workshops in regions etc.
* training of family planning: the beneficiaries should get familiar with basic needs of a family – living, monthly income, trust, parenting, etc. It would be good to add a component of sexual education (to avoid promiscuity, diseases, what to do in cases of non-planned pregnancy, how to plan pregnancy and family establishment)
* All the beneficiaries should get psychological support during the whole period of their engagement in SE when needed

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| Case study: Leading children with psychological/physical or social problems to independent life |
| A former beneficiary (a boy over 18 years old) attended ATS and learned enameling very well. He refused to live with his family when he got 18, as he has serious psychological disabilities and there was only little understanding for his problems by his mother. When he got 18, Caritas hired him as a part-time cleaner and he was able to find additional job as a cleaner of lifts in a shopping center. Caritas doesn’t pay him money, but co-finances his every month rent. Thanks to such a long-term support, he was able to establish an independent life: despite of his serious psychological disability he is able to earn money, pay for his rent and attend well-known environment every day – Art Therapy Studio, where he assists to one of the pedagogues as a volunteer. Such an opportunity gives him feeling of safety – he is not lost in a big town, he has a place where people know him and he knows them. Such a multidirectional support of Caritas to one of ATS’s beneficiaries is a great example how to prevent vulnerable children from stigmatizing influence and lead them towards independent life. The idea of social entrepreneurship should follow such an example and offer multidimensional approach to children and young adults (in the age of 18-21) combining professional development with psycho-social support. |

**Individual cards introduction and maintenance** /recommendation aimed at Caritas Georgia/: each beneficiary of the ATS (both state-co-financed or fully financed by Caritas) has an individual plan. Such an individual plan is filled every half a year and gives a general understanding kid’s improvement in professional development. Individual plans (requested by the Social Service Agency) should be further individualized and completed by description of socio-psychological development of a beneficiary. Pedagogues and coordinators should observe and describe following information about each beneficiary: 1. social skills improvements, 2. emotional skills development, 3. artistic development, 4. professional development, 5. changes in the family 6. significant changes in behaviour

**Open showers** /recommendation aimed at Caritas Georgia and Caritas France/ to disposal for those beneficiaries, who have no direct access to water at their places of living. During evaluator’s visit of some families, about one half of them had no bathroom and some of them even no toilet in the room they lived. Kids from such families have sometimes specific smell and face to comments from other children. If they have a chance to get a shower before the workshops start that would be a great contribution to their social inclusion.

**More excursions, tours to the regions, summer camps or exhibition visits** /recommendation aimed at Caritas Georgia and Caritas France/ should be assured for beneficiaries, to give them a chance to develop their artistic skills and give them a chance to travel, as they usually don’t have this possibility in their families.

**Establish a workshop on sewing and haircutting for the parents of beneficiaries** /recommendation aimed at Caritas Georgia and Caritas France/: such workshops will contribute to: 1. establishment of closer contact to parents 2. involvement of bigger number of parents into the ATS activities 3. deeper support of parents to the kids

**Caritas director should gather the ATS staff and explain the changes related to planning and internal monitoring** /recommendation aimed at Caritas Georgia/. That would help to each of them to understand their role in the project, expectations from them related to own performance and the destructuralization taking place in the organization.

**Advocacy** should go in two directions /recommendation aimed at Caritas Georgia/: 1. achieve **increased state subsidies for beneficiaries** and 2. change the status of the organization to **be able to apply for funds from EU**

**Reporting** was significantly improved in the last years. As an inspiration for future reports, the evalautor would recommend following changes:

* shorten the background information poverty / problem description in regions: ATS workshops in regions were closed and as long as no activities are held in regions, this information is irrelevant to the project;
* connect the issues described in background to the work of ATS: domestic violence, insufficient social services etc.
* move from global description of beneficiaries’ improvements (graphs of psychological skills) to description of individual improvements (for example case studies, test the kids at the beginning of their attendance of ATS and at the end, in between only in case of need)

# List of abbreviations

ATS – Art Therapy Studio

SSA - Social Service Agency

SE - Social entrepreneurship

# Background

**Charitable Foundation “Caritas Georgia” has been engaged in the childcare sector since 1997. The goal of the Children and Youth Program is to** facilitate the upbringing of vulnerable children in a family environment, protecting them from abuse, neglect, exploitation and discrimination and ensuring their psycho-social rehabilitation and integration in the society.

The Youth Program of Caritas Georgia aims at psycho-social rehabilitation and integration of children in the society, meeting the basic needs of children in food, shelter, clothes, ensuring the children’s psychological and physical health, providing the children with basic/general/additional education and vocational/professional skills they can use in future for income generation.

Within the Youth Program, Caritas Georgia addresses the problems of children from socially unprotected families and children without parental care through different types of services. Currently, Caritas Georgia runs Daycare Centers in Tbilisi, Kutaisi (West Georgia), the villages of Arali and Vale (South-West Georgia) for children from poor families, Daycare/Night Centers and mobile groups in Tbilisi and Rustavi for children living and working on the street, 3 small-group homes for children without parental care (one of them an integrated environment for healthy children and children with disabilities), and Mother and Child Care Center in Tbilisi.

Program Target Group: 5-18 year-old children without parental care, children living and working in the street, children living below the poverty level, and socially unprotected young people up to the age of 23, children in the age between 0-10 years old and their mothers.

# Context

The strategy of intervention implies provision of qualified assistance to children for solving their health problems through the work of a professional psychologist and physician, as well as using a method of art therapy directed towards correction of psycho-emotional condition of children. Apart from that the children will be getting the vocational skills they can use in future for earning income.

**Overall objective of the project**: psycho-social rehabilitation and integration of beneficiary children/youth in the society.

**Objective 1**: Children’s psychological and physical health is improved

Activities under the Objective 1:

* diagnostic and correction activity to diagnose memory, attentiveness, concentration, etc. conducted by psychologist
* psychologist conducts individual consultations and group work with children
* psychologist provides the parents of the children with consultations in case of need
* parents have an opportunity to participate in art workshop activities
* psychologist gives consultations to art pedagogues
* art workshops of painting, decorative wood engraving and metal stamping, cloisonné enameling, ceramic and teqa/weaving are established with the purpose of using “art therapy” method for children’s psychological rehabilitation
* children are provided with lunch during the stay in the ATS
* physician working in Caritas House consults the children in case of health problems, provides the primary health care and redirects to health care institutions in case of need
* different sports activities and competitions are organized on the stadium of Caritas House.

This evaluation covers only the ATS component, not sport activities and competitions. The ATS was divided from Caritas House activities in 2015 and it continues as a separate project.

Objective 2: Children have got basic/additional and vocational education

Activities under the Objective 2:

* children get assistance with school subjects
* lessons are rendered in computer and English Language
* art specialists/pedagogues of decorative wood engraving, metal stamping, painting, cloisonné enameling are trained for working with children and conduct lessons in respective arts
* workshops are equipped with all necessary inventory and toolkits
* master-classes are organized in different regions of Georgia with the purpose of identifying the old unique techniques characteristic to the concrete region and involving the children into the practical work in the workshops of local artists
* Exhibitions are organized internally in Caritas House with participation of invited art specialists from the Academy of Art

Objective 3: Create job opportunities for ATS graduates in Social Enterprise and ensure its sustainability

This evaluation doesn’t cover the implementation of the Objective 3, as this part was moved to the later stage of implementation of the project (2018-19). Anyway, the proposals, ideas and steps taken to start implementation were taking into consideration during the evaluation. Recommendations on new project proposal focused on social enterprise opening were requested in the ToR and they are in the Recommendation section of this report.

# Methodology

Result-Based Evaluation was chosen as the most suitable approach for this assessment using the Theory of Change in practice. Both qualitative and quantitative data collection was applied with use of desk research, interviews, context indicators, coding, story-telling or case studies. The qualitative research and individual interviews prevailed.

Field mission took place after the desk research in May 2018 by evaluator Radka Rubilina. During the field mission and afterwards was applied the process of analyzing both qualitative and quantitative data. Total 30 persons were interviewed. Working languages for this evaluation were English, Georgian and Russian.

Objective for this evaluation were given in Terms of Reference, but key evaluation questions were developed during the first discussions with the donor (Caritas France). The key questions were:

* evaluate the impact on direct beneficiaries (children attending ATS)
* evaluate the attitude of parents towards to children’s activity in ATS
* evaluate the relationship between state bodies and ATS services
* provide recommendations on establishment of social enterprise as a follow-up of the ATS

# Findings

This chapter covers the findings related to key evaluation questions

### Key question 1: Impact on children in ATS

Children in the ATS start mostly with ceramics lessons for the first month or two. Only after such a “probation period” they get distributed in accordance with their interest to other workshops. Most of the drop off happens during the first month – kids decide if the requirements of the ATS are in line with their personality. During the “probation period”, psychological testing and the first individual meetings with psychologist (if needed) take place. The ATS requirements for attendance are clear: kids must come every day right after school and stay at least 4 hours. The system of electronic check in and check out was established to monitor the length of each kid’s visit in ATS. Kids are motivated to come every day through every month competition – who dropped less than one hour per month, becomes a small present. Beneficiaries and their parents were very proud of these presents and showed them to the evaluator. Kids were happy and honoured about receiving presents recognizing their aim to come and learn in ATS.

During the evaluator’s interviews with kids, they were very proud of their works and achievement in ATS. All former beneficiaries that were interviewed (5) were using their professional skills in their current life: **one girl** studied architecture and she underlined that she learned drawing in ATS and received addition training from her pedagogue in ATS to pass the exam; **one boy** living with his family showed the evaluator number of pictures of metal items made by himself – he gets orders from neighborhood to manufacture stands, hooks, hangers etc.; **one boy** opened his own workroom in his old garage, he started with wood engraving and he learned welding as an additional component to his production. He has his own business and produces ordinary items; **two boys** became volunteers in the ATS, come every day and serve as assistants to the teacher. One of them lives with his two brothers in a mother’s flat (financed by the family, but mother is not present, she lives abroad constantly), the other boy is able to live an independent life outside of his family thanks to his job as a cleaner. Caritas hired him as a part-time cleaner and co-finances this boy’s rent. This was crucial for him as he has serious psychological problems and without long-term support he would have no chance to live an independent life.

There is a flow of kids among the workshops – not every beneficiary is talented and wants to improve his/her art skills. Like this, they have an opportunity to learn more techniques and develop some common professional skills. Even if a kid rotates, he/she goes through the art therapy: kid learns how to start and finish his/her work, kids work together on one item, kid gets relaxed while working, learn how to help other or to accept help from others.

Set of standardized open-ended questions to each (former and current) beneficiary led to development of following graph. It mirrors the reasons why beneficiaries attend ATSand why it is important to each individual child:

Development of professional skills is a leading component in the beneficiaries’ reasons for attendance. During the interviews, the kids were very proud of their professional knowledge, some of them were very concrete while describing what they learned (“I can weld two metallic lines together”, “I can produce a metallic knife”) and most of them they underlined teacher’s support in elaboration of their practical skills.

### Key question 2: Parents’ opinion about ATS

During the interviews it became clear, that legislative framework in Georgia created barriers for Caritas project managers and coordinators to work closely with indirect beneficiaries of the project – parents and close relatives of the kids. It’s only a social worker, who has an access to families in difficult situation. Such a measure was taken on the level of law to avoid possible conflicts after a visit of any other NGO social worker.

Pedagogues and program coordinators are aware of this situation. The rely on telephone communication. Parents’ telephone has to be filled during the first meeting with a possible beneficiary to the form. In case of a conflict or changed behavior of a kid, pedagogues, psychologist and coordinators always prefer find a solution with the kid, contacting parents is considered as the second step in taking measures. During evaluator’s interviews, 5 of 7 parents stated, that they contact/get contacted by teacher or volunteer when their kid leaves the ATS. Also, 5 of 7 parents stated, they come to the parents’ evening in Caritas, where progress of their kid is discussed with a pedagogue. Project coordinators always contact parents when some beneficiaries leave ATS for more than two days a week. Usually, it takes about three weeks of negotiations between the coordinator and parents (relatives) to find out, what was the reason for dropping off and agreement on further involvement of the kid to ATS. The negotiations are much more effective when the parents know the ATS, so mostly they are contacted by phone, they are invited into the Caritas to see all the activities. If kids that dropped ATS come back again, the parents are encouraged to accompany them.

Set of standardized open-ended questions served to the evaluator to create a graph summarizing parents’ reasons for sending kids to ATS:

The most important issue for parents was taking their kid(s) out of street influence. Child’s provision with lunch was seriously underlined by 11% of families. The living conditions of 7 families visited by the evaluator were very poor. Only 3 families lived in more than one room – they had a two-room-apartment – but all of them were sharing the apartment with their grandparents (some of them were ill and required a lot of care). Only one family in a one-room-apartment had their own toilet for disposal, in three one-room-apartments was no water and no toilet (consequently – no bathroom). Improved psychological or social skills observed on their child (children) reported 15% of parents: the graph divides parents who explicitly underlined increased motivation of kids to learn, develop their skills and take part in contests (5%), as such a category underlined also the kids. Almost 11% of parents observed improvements in kid’s psycho-social behavior, like better concentration, calmer reactions, belief in own future.

### Key question 3: Relationship between state bodies and ATS

Most of the residential houses with children got re-structured and the process of de-institualisation took place during the last years. ATS is conceived as afternoon classes for children from vulnerable families and some beneficiaries receive voucher from the state as a social preventive state instrument to support these kids. The system of state support to vulnerable families starts with identification of possible beneficiaries made by social workers from the Social Service Agency /SSA/. SSA hires every year providers of different social services and Caritas Georgia is, according the Head of Guardianship and Social Program, one of the three main providers: SSA hires 15 providers in the current year, but most of the services are carried by Caritas Georgia, Children SOS and World Vision. Based on Social Service Agency identification of vulnerable children, the kids and kids’ subsidies are distributed among the service providers. In current situation, each kid enrolled in the state program, receives 7 Lari (2 EUR) per day. SSA requires an individual plan for each beneficiary enrolled in the state program and has a right to monitor funds spending any time. The ATS coordinators stated that state monitoring takes place about three / four times a year. The Individual plans must be in accordance with the requirements of the state. Induvial plans describe the learning topics and skills gained during last six months. Only minimal attention is paid to observation of individual improvements in psycho-social sphere.

Caritas, as a provider of social services to the SSA, is part of working groups for drafting new policies and laws. Caritas experience is transferred to the state through these working groups. Caritas and other NGOs are included into the referral mechanisms in case of domestic violence and Caritas together with other NGOs is a member of regional committee that takes decision on further steps taken in case of domestic violence.

The electronic monitoring of children’s attendance in ATS is a pilot project of the SSA that started in May 2018 as one of the monitoring components. The electronic receipts show clearly, if a kid spent 4 hours every day in Caritas/ ATS.

All interviewed NGOs and UNICEF representative underlined that 2 EUR per kid/day received from the SSA is not sufficient amount of money to run the work only based on state money. Donors involvement is necessary to run any day care center or ATS. Caritas Georgia fills this gap though prevention of social exclusion of children from vulnerable families, mostly the poorest ones. According the World Bank latest research on inclusion and exclusion in Georgia from 2017, unemployed and poor people make almost 50% of the most vulnerable categories of population for exclusion.[[2]](#footnote-2) Based on these facts, Caritas Georgia preventive work is focused on the most needed families in Georgia. All interviewed NGOs and UNICEF representative also underlined, that preventive work with children should be spread into regions, especially regional town. Due to lack of funds most of the regional programs were closed recently.

### Key question 4: Social enterprise as a follow-up of the ATS

This component was moved to the later phase of the project due to unclear vision of his particular component. The evaluator studied two project proposals submitted by Caritas Georgia to Caritas France in 2017 and 2018. Social enterprise was discussed intensively during individual interviews with program coordinators, managers and head of the Caritas Georgia. The main recommendation for the social enterprise consists in adding of deepened socio-psychologic component into the project. For more details see the Recommendations section of this report.

# Conclusions

This chapter analysis the findings in relation to objectives, results and evaluation criteria:

### Relevance

The goal of the project - psycho-social rehabilitation and integration of beneficiary children/youth in the society – is very relevant to the needs of the country. The families of unemployed and poor citizens constitute 42% of vulnerable population for exclusion. From this point of view, prevention of social exclusion as well as rehabilitation and integration should be extensively developed services in Georgian society. The overall strategy of ATS intervention is consistent with the Caritas Georgia long-term operations in the country, with the Caritas Georgia Strategic Framework 2016-2020 under the Priority II “Children and Youth Protection and Development: Goals 1 “Provide vulnerable children and youth with safe environment and ensure the basic needs” and 2 “Ensure that youth and children receive intellectual and spiritual development and preparation for independent life”. The project activities are relevant to achievement of project objectives, inclusion of the social enterprise component will strengthen the achievement of the Goal 2 in the Strategic Framework 2016 – 2020. Social enterprise component will have its own objective 3 in the next proposal.

### Effectiveness

**Objective 1** (Children’s psychological and physical health is improved) aimed at rehabilitation was fully achieved thanks to changed methodology of a psychologist, who switched from the group therapy to individual therapy interviews and physical exercises/relaxation (e.g. by stuttering). Psychologist’s individual approach is one of the crucial components of rehabilitation and should be further developed, for example through creation, maintaining and deep monitoring of individual cards.

**Objective 2** (Children have got basic/additional and vocational education) aimed at integration of children in the society was achieved in the case of beneficiaries under 18 years. During data gathering on motivation of the beneficiaries became clear, that former and current beneficiaries appreciate most professional skills gained in ATS. They are very motivated to use these skills on practice. The establishment of a social enterprise a logical step forwards to full achievement of the Objective 2.

The “young adults” (age category 18 – 21) are not direct beneficiaries of the ATS, because they are out of the child age category. As these people are not really independent and ready for their own carrier building, and some of them have to still overcome socio-psychological barriers, they still try to keep their contact with ATS. Some of them are active as volunteers helping pedagogues in workshops, visiting Caritas every day. Others get some Caritas’ support in socialization (co-financing their independent life), but the Caritas opportunities are very limited. All these activities strengthen the achievements under the Objective 2 , especially when “young adults” work as volunteers and serve as assistants to pedagogues in the ATS. Opening of a social enterprise would give young adults possibility to get social support and first practical skills on getting salary, budget planning, building of their independent life. Exclusion of young adults from Caritas’ programmatic work is a barrier and serious steps were observed by the evaluator to solve this obstacle as soon as possible.

Started process of deeper structuring inside the organization will improve planning and monitoring and will better mirror achievements of the objectives. Implementation of new planning and monitoring strategy is expected to start by the autumn 2018, so far, the overall strategy of Caritas Georgia for 2018 was developed, communication and fundraising department was established and some structural reporting enhanced.

### Efficiency

According the financial reports and evaluator’s observations, the project was carried out in a cost-effective manner. Regarding human resources, structural changes were made in ATS: two project coordinators were cut to one, but one position of psychologist active only in ATS was added. Following posts are included in the project at the moment:

* Project manager (30%)
* Psychologist (50%)
* Enameling pedagogue (100% in Art Studio: 50% as enameling pedagogue, 50% as felt and weaving pedagogue)
* Pedagogue of metal stamping/processing (65%)
* Wood engraving – (100%)
* Painting/Iconography (100%)

Described human resources are relevant to everyday activities for 69 beneficiaries, taking into account the high level of individual work with kids. The project staff is very stable (very limited fluctuation of employees), with high ethical standards. That is reflected in the kids’ motivation to attend the ATS: teachers’ friendly attitude towards kids is the third most important reason why they come to Caritas.

The socio-economic factors influence the project significantly. Insufficient state subsidies for social prevention of children at risk create unstable environment with necessarily of other funds investment, mostly through donors. Decrease of donors’ financing caused reduction of Caritas’ work in regions, which is alarming. Donor’s financial component is crucial for ATS, as the project covers children under the state protection program (with subsidies) and out of it (no subsidies from state).

Monitoring of kids’ attendance makes the whole system very transparent for the Social Agency and for donors too. The system of kids’ attendance in ATS is well developed. When a kid doesn’t appear more than 3 times a week, the kid is moved to “red list”. A pedagogue starts to identify the reason for such a behavior. Reasons are noted in the attendance list (checked by the evaluator). If the attendance doesn’t improve in two weeks, a project coordinator gets involved, establishes a telephone contact with parents or relatives, parents get an invitation to Caritas House and the negotiations start. The attendance is monitored very well, but the progress / regress of a kid in his/her socio-psychological development and learning have some gaps (for more information see Recommendation part of this report, creation of individual cards). These gaps are obvious and the team has already started taking steps for improvement of this situation.

### Impact

Key evaluation questions answered in the Findings cover the impact of the project towards to beneficiaries (kids), their parents (or close relatives) and state in detailed way.

Impact on direct beneficiaries: Based on the findings, the motivation, practical skills and psycho-social skills were increased by the beneficiaries (kids). Diagrams in the Findings section show that professional skills development is the main reason for attending ATS for the kids, followed closely by inclusion in safe social environment (making friends, getting psychological support, friendly attitude) and teachers’ friendly attitude towards children.

Activities conducted with kids were cut in the last two years because of the lack of funds, especially tours to regions with ATS beneficiaries, attendance of exhibitions and excursions, activities in regions. Broader scale of activities created multilateral effect on kids, was definitely beneficial and increased the overall impact on kids. A wish of broader activities underlined the state representative of the Social State Agency as well as the survey among beneficiaries – the wish of additional activities (two days trips to workshops of masters, tours to mountains and summer camps) was the main component in kids’ answers on improvement of the work of ATS.

Impact on indirect beneficiaries:

* other kids: there are cases that direct beneficiaries bring to ATS also their siblings or friends with similar problems, these newcomers go through introductory interview, their parents are contacted and in case of need, they become direct beneficiaries of ATS. If the social situation of the family is in risk they can also apply for the social subsidies and get registered by the SSA. In such a way the impact of the project is observed on other families in need, from neighborhood or from the school visited by direct beneficiaries.
* parents and relatives: parents get more motivated about future of their kids through certificates, excursions, travelling abroad (in the framework of complementary components funded from different sources)
* Socio-economic situation in the country: prevention of unemployment and social exclusion
* State know-how on social inclusion: the state gets important know-how on social inclusion, the transfer of knowledge goes through: 1. top-down approach (contracts on service provision, state regulation fulfilment – for example development of Individual plans for beneficiaries, electronic monitoring of beneficiaries’ attendance, etc.) 2. bottom-up approach (through working groups established by development of policy papers, advocacy, regional committees, etc.)

### Sustainability

The project team has been implementing such kind of projects for many years. This gave them an opportunity to draw lessons learned from their experience. The funding of ATS is almost the same from year to year, but in former years (till 2015) it was supported by other funds to offer more activities (tours, camps, visits in the regions, taking part in different contests and festivals). Nowadays, only the workshops are financed together with side activities held in Tbilisi. The project team as well as the director of Caritas Georgia have developed a long-term vision of adding the social enterprise component which would gain some funds for ATS and itself. There are all preconditions to open such a social enterprise with the initial investment from Caritas France. The long-term sustainability of such an enterprise will be proved only after three – four years of existence and will depend on the sale manager’s skills to find it’s place on Georgian or international market.

To guarantee stronger financial sustainability, EU fund should be achieved. For this it necessary to change the status of the organization (Caritas Georgia) and there are steps taken by the director to do so. As soon as the status is changed, EU funds could ensure existence of all complementary components focused on social inclusion and psychological rehabilitation.

In case of further financial support from Caritas France, no big changes to the ATS workshops should take place. The staff is very experienced and through the years, they developed very positive and effective attitude and communication towards beneficiaries. The deeper involvement of psychologist based on individual consultations is a great component that could be further developed (individualized documentation for each kid, individual cards in addition to individual plans required by the state agency). The team should work on internal improvement (structuralizing, monitoring, planning) with no big changes in the programmatic activities of the ATS workshops for better sustainability. The ATS team should focus on launching of the social entrepreneurship in the next years and in case of increased funding side events (tours, excursions) should be strengthened.

# Recommendations

### Social entrepreneurship /SE/

A pilot program on social entrepreneurship was already conducted for Caritas Georgia before the evaluated period with the support of Caritas Czech Republic (2010). Nowadays, ATS has chosen relevant beneficiaries, has professional instruments, experts, teachers’ assistants, has the all know-how. Caritas Georgia ordered a business firm to develop a business plan for such an entrepreneurship and got a pure business-oriented plan of work.

A social entrepreneurship is specific in implementation the socio-psychological component into the work: such institutions are established to incorporate work of people with different level of productivity: people with disabilities or special needs, psychologically handicapped people, IDPs or in this case – youth without real professional habits. The first plan developed by a business organization didn’t really reflect such an important component of the work. The second draft on social entrepreneurship submitted to Caritas France in February 2018 makes one step forward and contains very useful value chain (online shop, sales manager, etc), but it could be still deepened in the psycho-social dimension.

Though **the evaluator’s main recommendation to the Caritas Georgia is to strengthen the psycho-sociological component of the social entrepreneurship in the project proposal**. As an inspiration, it could be done through following activities:

* children with special needs, from social unprotected families or with minimal chance to enter university and obtain an academic degree should be the main target group for the SE
* each participant should have a contract, specifying the salary or in-kind contributions
* a contribution to their independent living or needs should be considered by Caritas, for example, part of the salary can be used for co-financing their rent, obtaining their own instruments, specialized trainings, etc. It should be fixed in a working contract so that the beneficiaries understand their input and kind/level/form of support received from Caritas
* training on budgeting and money spending: most of the beneficiaries don’t have direct experience with budget planning and receiving cash, they must learn how to save money, how to open a bank account, etc.
* training on avoiding “dept traps”: most of the non-banking credits are aimed at very poor people with minimal understanding of contracts and conditions of back-payments. Usually, they are approached by somebody offering a small amount of money as a credit, people sign it, spend money quickly and realize too late, that they should pay back twice or three times more than was the real amount of the loan. Such a situation drives these persons under current stress, they try to get out of such a situation with another loans and after a few years they loose everything. Most of the really poor population in Europe ends in such “dept traps” and their future is under threat – of full social exclusion, of physical and psychical harassment or even assaults. It is very important to warn beneficiaries and explain them the system of loans. Such knowledge should be part of their financial literacy.
* arrangement of excursion to places where they could get a job in the future or where they can get an inspiration for their future professional developments: start-up firms, former beneficiaries who opened and run their own workshops, workshops in regions etc.
* training on family planning: the beneficiaries should get familiar with basic needs of a family – living, monthly income, trust, parenting, etc. It would be good to add a component of sexual education (to avoid promiscuity, diseases, what to do in cases of non-planned pregnancy, how to plan pregnancy and family establishment)
* All the beneficiaries should get psychological support during the whole period of their engagement in SE when needed

### Direct beneficiaries

**Individual cards**: each beneficiary of the ATS (both state-co-financed or fully financed by Caritas) has an individual plan. Such an individual plan is filled every half a year and gives a general understanding on what each kid visited, how was doing in a workshop and if he/she reached some significant improvement in professional development. Individual plans (requested by the SSA) should be further individualized and completed by description of socio-psychological development of a beneficiary. Individual cards can be developed and maintained for each kid: pedagogues and coordinators would fill following information:

* on social skills of a kid
* emotional skills and development
* artistic development
* professional development
* changes in the family
* mood swings or significant changes in behaviour

Such an individual card should be interconnected with the psychologic card by the psychologist. Due to professional ethics, the psychological card should not become an open document, but if both components are in electronic form a system of approvals for reading psychological card of a specific beneficiary can be established to ensure better understanding of the socio-psychological situation of beneficiaries.

**More excursions, tours to the regions, summer camps or exhibition visits** should be assured for beneficiaries, to give them a chance to develop their artistic skills and give them a chance to travel, as they usually don’t have this possibility in their families.

Beneficiaries stated, they would welcome **more competitions** and they would like to get more diplomas. If this is possible for ATS, such a component could be strengthened.

It is necessary to **open showers** to disposal for those beneficiaries, who have no direct access to water at their places of living. During evaluator’s visit of some families, about one half of them had no bathroom and some of them even no toilet in the room they lived. Kids from such families have sometimes specific smell and face to comments from other children. If they have a chance to get a shower before the workshops start that would be a great contribution to their social inclusion.

### Indirect beneficiaries

Parents should get more involved into the ATS activities to be able to understand the work done with their kids in Caritas and support them in case of conflicts, dropping off the workshops and other issues. As it is hard to make them come to the ATS, it would be good to offer them a possibility of professional development through different workshops. One of the plans of the ATS team is to **establish workshop on sewing and haircutting for the parents of beneficiaries**. The evaluator can only encourage the Caritas staff to start such workshops which can contribute to: 1. establishment of closer contact to parents 2. involvement of bigger number of parents into the ATS activities 3. deeper support of parents to the kids

### Management and reporting

The announced reform on planning and internal monitoring should take place during the current year. Such a new approach towards own work can improve the systematic reporting and bring better developed indicators on own performance. Before are these changes applied, **the Caritas director should gather the ATS staff and explain the changes related to planning and internal monitoring which are directly connected to each of the team member**. That would help to each of them to understand their role in the project, expectations from them related to own performance and the destructuralization taking place in the organization.

The reports were significantly improved in the last years. As an inspiration for reporting of the ATS, I would recommend following changes:

* shorten the background information poverty / problem description in regions: ATS workshops in regions were closed and as long as no activities are held in regions, this information is irrelevant to the project;
* connect the issues described in background to the work of ATS: domestic violence, insufficient social services etc.
* move from global description of beneficiaries’ improvements (graphs of psychological skills) to description of individual improvements (for example case studies, test the kids at the beginning of their attendance of ATS and at the end, in between only in case of need)

### Advocacy

The advocacy should go in two directions: 1. achieve increase of state subsidies for beneficiaries and 2. change the status of the organization to be able to apply for funds from EU.

# Appendix

## List of interviews

|  |  |  |
| --- | --- | --- |
| Date | Interviewee | Discussed topic |
| 16/5 | Program coordinator and program manager  (group discussion)  David Karkarashvili, Nana Kukhalashvili | Division of responsibilities. development of program, funding and fundraising strategies, improvement since 2015, visibility, volunteering, partner organizations and similar programs in the country, visions for next years |
|  | Head of Guardianship and Social programs at the Social Service Agency  Mari Tsereteli | Role of Caritas Georgia programs in the state orders of social services, lessons learned transfer, working groups and policy papers developed, main providers of social services in the country |
|  | Program coordinator  individual interview | Understanding of division of work, team spirit, lessons learned, achievements, improvements, parents involvement |
|  | Program manager  individual interview | Understanding of division of work, team spirit, lessons learned, achievements, improvements, the level of systematization in the workload, monitoring and planning, parents involvement |
|  | Former program coordinator  Individual interview | Lessons learned, achievements, improvements, parents involvement |
|  | Pedagogue of drawing / iconography  Individual interview  Rusudan Oniani | Job description, lessons learned, personal achievements, program success/ weak points, space for improvement, contact with parents, individual plans, connection to psychologist, problem identification and solution searching |
|  | Former psychologist  Individual interview  Dali Litanishvili | Job description, lessons learned, personal achievements, program success/ weak points, space for improvement, contact with parents, individual plans, connection to pedagogues and coordinators, problem identification and individual psychological support |
|  |  |  |
|  | Current psychologist (from Jan 2018)  Individual interview  Besik Bogveli | Job description, lessons learned, personal achievements, program success/ weak points, space for improvement, contact with parents, individual plans, connection to pedagogues and coordinators, problem identification and individual psychological support |
| 17/6 | Child welfare and social protection specialist, UNICEF  Individual interview  Jaba Nachkebia | Cooperation with Caritas Georgia, state programs on social protection and prevention, state funding of social services – challenges and opportunities |
|  | Director of Caritas Georgia  Individual interview  Anahit Mkhoyan | Visions, strategies, re-structuralization of the organization, administrative reform, plans for next year, donor diversification and funding scheme |
|  |  |  |
|  | Program officer, World Vision  Individual interview  Nana Danelia | Cooperation with Caritas Georgia, complementarity, similar activities, state funding issues |
|  |  |  |
|  | Former beneficiaries (5)  Individual interviews:  Standardized questions for each respondent, no requirement of stating their full name and surname | Strong points of the program / weak points; space for improvement, lessons learned |
|  |  |  |
|  | Current beneficiaries (5)  Individual interviews:  Standardized questions for each respondent, no requirement to state their full name and surname | Strong points of the program / weak points; space for improvement, communication to parents |
| 18/5 | Parents of beneficiaries (7)  Individual interviews at their home  Standardized questions for each respondent, no requirement to state their full name and surname | Level of interest about kids, awareness about Art workshops activities, appraisal of kid’s development and activities in the framework of Caritas Georgia |
|  | School pedagogues (2)  Group interview  No requirement to state their full name and surname | Level of awareness about kids’ social situation, frequency of contact with Caritas Georgia or parents, social skills among other children |
|  | Pedagogue of English  Ani Gomareli | Job description, lessons learned, personal achievements, program success/ weak points, space for improvement, contact with parents, individual plans, connection to psychologist |
|  |  |  |
|  | Program coordinator  Individual interview  David Karkarashvili | Reasons for dropping out the program, measures taken, prevention  Monitoring conducted by state institutions |
|  |  |  |
|  | Lecturer at Academy of Art  Individual interview  Manane Kipiani | Former beneficiaries socialization in a new environment at Academy of Arts |
| 19/5 | Caritas Czech Rep. representatives (3)  Group discussion  Ekaterina Meskhrikadze (HoM) | Complementarity of projects, coordination, communication with Caritas Georgia |
| 21/5 | Project coordinator at the Nederland’s’ Embassy  Individual interview  Marina Rietweld | Social inclusion in Georgia and donors’ perspective of funding social sector |
|  |  |  |

## List of questions

Standardized questions for program coordinators, managers, pedagogues, psychologists:

* how would you describe your role in the work process/ in the team?
* what are your most significant achievements?
* what are the lessons learned gained during your working experience in Art Therapy Studio?
* what would you like to see improved?
* in your understanding, what does it mean for this program to be successful?
* in what cases you contact parents?
* can you describe the last case you contacted parents?
* what could be done to reach this target group?
* how do you contribute to the individual plans of beneficiaries?
* when something is changing with the kid – how is it reflected in his/her individual plan?
* what measures do you take if you see a regress in beneficiary’s behavior or knowledge?

Standardized questions for beneficiaries (both former and current)

* what do you learn/ learned here?
* tell me, what you learned here and you use it in your everyday life/home/school/work
* what do you like most here? why do you come here?
* what would you like to change?
* do your parents ask you about your activities here?
* do your parents have some items made by you at home?

Standardized questions for parents of beneficiaries:

* do you know where is your child in the afternoon after the school’s end?
* do you know what your child does there?
* do you have any items made by your child at home? can you show me?
* Is it good or bad that your child attends art workshops – give me reasons for your answer

## ToR

**ART THERAPY STUDIO**

**GEORGIA 2015-2017**

**Country Description**

The Republic of Georgia has a population of 3.8 million (around 25 percent of which are children/youth). Bordering Russia, Turkey, Azerbaijan and Armenia, the country is strategically positioned along the ancient Silk Route, connecting the West with Asia. The turbulent history of Georgia has significantly affected the country’s socio-economic situation.

Since 2009, every two years, UNICEF Georgia in partnership with the Social Policy Research Unit of the University of York, United Kingdom (UK) produces the Welfare Monitoring Survey, which examines the welfare of the population of Georgia. It is a biennial household survey covering all the Government-controlled regions of Georgia. The latest report examined the prevalence and distribution of consumption poverty, material deprivation, subjective poverty and social exclusion for 2015. The survey completed by 4,533 households showed that one in five children live in poverty in Georgia and one in six children live under the subsistence minimum.

**PROBLEM STATEMENT**

The situation of children in Georgia is serious: over 77 000 children/youth live below the extreme poverty line of GEL 2 per day. In general it can be stated that households with children are more likely to be poor than households without (26 vs. 18 per cent of households).

Poverty is one pushing factor that leads children/youth to start living/ working on the street; other contributing factors are violence in the family, drug abuse or alcoholism, unemployment of parents, homelessness or inappropriate housing conditions, death/ absence of one/ both parents and other family dis-functionality that make a great effect on many aspects of children/youth’s lives. All these factors make the children/youth more likely to spend nights (or live full-time) on the streets; it reduces the probability of school enrollment and increases the risk of dropping out of school. Most of them need to make money to sustain their livelihoods.

The problems that these children face in their early childhood are diverse. The majority of the children suffer from posttraumatic syndromes, having faced rather hard problems at their families, if any, or being exposed to different types of violence on the street. The children have lots of psychological problems. They are closed, shy, not able to communicate with other people, the degree of commotion in children is rather high, in some cases the children are very aggressive unable to cope with the negative emotions they have. Low self-esteem prevents them from keeping the adequate relationship with other people, get education. In some cases the encountered problems result in indifference and complete frustration. The rights of children to have a family and be brought up in loving and caring environment are violated in most cases. They live in very bad living conditions, their houses/dwellings are far from being suitable for living. In some cases the children together with their families are living in buildings of old factories, plants, bath-houses. They have no electricity, no heating in winter since the family cannot afford to pay for public utilities. The children do not get proper nutrition. In most cases the children do not get general education, since the family cannot afford to provide a child with school supplies, clothes, or the parents or/caregivers do not see the necessity for a child to go to school and get education. The acute problem is the ignorance of parents; there are cases when the parents/or caregivers are alcohol or drug users, in most cases being in conflict with the law and/or being in prison. Some parents have psychological/psychiatric problems.

The poverty is a crucial factor resulting in all these problems, which in its turn is related to a high rate of unemployment in the country and the hard economic situation.

As a result, the children are lagging in development. They do not know how to behave. Often they head to the street and get exposed to all types of violence and exploitation. They are begging, stealing, or selling some small items, get united with the street groups and gangs, start drinking, smoking, sniffing different toxic means, get involved into criminal activities, prostitution, often become victims of trafficking. The children become completely isolated from the society.

With the purpose of psycho-social rehabilitation of children with post traumatic syndromes, the Charitable Foundation “Caritas Georgia” established an Art Therapy Studio in 2000 uniting the workshops of carpet and kilim weaving, tapestry, teqa workshop, batik. In 2004, the mentioned project moved to Caritas House, where it was significantly enlarged. In 2006, with the kind assistance of Caritas France, Caritas Georgia established an Iconography Studio, which has been successfully functioning up today, uniting five art workshops: paining, decorative wood engraving, decorative metal stamping, cloisonné enameling, and drawing (assembling of sketches).

With the aim of addressing the mentioned problems of vulnerable children, the current project creates the opportunity for the children to undergo psychological and physical rehabilitation, get basic/additional and vocational education.

Presentation of the pROGRAMME and PARTNER

Thanks to the long-term practical experience of working with vulnerable children, Caritas Georgia has been considered as one of the expert service provider organizations in the childcare sphere. Together with other organizations and the Government of Georgia, Caritas Georgia works on streamlining the policy and childcare standards in order to more effectively meet the requirements in this sphere.

**Charitable Foundation “Caritas Georgia” has been engaged in the childcare sector since 1997. The goal of the Children and Youth Program is to** facilitate the upbringing of vulnerable children in a family environment, protecting them from abuse, neglect, exploitation and discrimination and ensuring their psycho-social rehabilitation and integration in the society.

The Youth Program of Caritas Georgia aims at psycho-social rehabilitation and integration of children in the society, meeting the basic needs of children in food, shelter, clothes, ensuring the children’s psychological and physical health, providing the children with basic/general/additional education and vocational/professional skills they can use in future for income generation.

Within the Youth Program, Caritas Georgia addresses the problems of children from socially unprotected families and children without parental care through different types of services. Currently, Caritas Georgia runs Daycare Centers in Tbilisi, Kutaisi (West Georgia), the villages of Arali and Vale (South-West Georgia) for children from poor families, Daycare/Night Centers and mobile groups in Tbilisi and Rustavi for children living and working on the street, 3 small-group homes for children without parental care (one of them an integrated environment for healthy children and children with disabilities), and Mother and Child Care Center in Tbilisi.

**Project brief description**

The strategy of intervention implies provision of qualified assistance to children for solving their health problems through the work of a professional psychologist and physician, as well as using a method of art therapy directed towards correction of psycho-emotional condition of children. Apart from that the children will be getting the vocational skills they can use in future for earning income.

**Art/Occupational Therapy Methodology**

“Art therapy” is a serious technique that uses the creative process helping to improve the mental health of clients. Art therapy can be used with children and adults to treat a wide range of emotional issues, including anxiety, depression, family and relationship problems, abuse and domestic violence, trauma and loss. Commonly found in hospitals and community centers, art therapy programs are based on the belief that the creative process is healing and life-enhancing. As they paint or draw, a skilled therapist can use the clients’ works of art and her approach to the process as springboards to help them gain personal insight, improve their judgment, cope with stress, and work through traumatic experiences.

**The goal of the project is the psycho-social rehabilitation and integration of beneficiary children/youth in the society. Strategic Objective 1: The children’s psychological and physical health is improved**

**Activities:**

· Diagnostic and correction activity to diagnose memory, attentiveness, concentration, etc. is conducted by psychologist.

· The psychologist conducts individual consultations and group work with children;

· The psychologist provides the parents of the children with consultations in case of need.

· The parents have an opportunity to participate in art workshop activities;

· The psychologist gives consultations to art pedagogues;

· Art workshops of painting, decorative wood engraving and metal stamping, cloisonné enameling, ceramic and teqa/weaving are established with the purpose of using “art therapy” method for children’s psychological rehabilitation.

· The children are provided with lunch during the stay in the Studio.

· The physician working in Caritas House consults the children in case of health problems, provides the primary health care and redirects to health care institutions in case of need.

· Different sports activities and competitions are organized on the stadium of Caritas House.

**Strategic Objective 2: The beneficiary children have got basic/additional and vocational education**

**Activities:**

· The children get assistance with school subjects.

· The lessons are rendered in computer and English Language;

· Art specialists/pedagogues of decorative wood engraving, metal stamping, painting, cloisonné enameling are trained for working with children and conduct lessons in respective arts;

· The workshops are equipped with all necessary inventory and toolkits;

· The master-classes are organized in different regions of Georgia with the purpose of identifying the old unique techniques characteristic to the concrete region and involving the children into the practical work in the workshops of local artists.

· Exhibitions are organized internally in Caritas House with participation of invited art specialists from the Academy of Art.

**Objectives of the evaluation**

The aim of the evaluation is to evaluate initial objectives and achieved results of the projects, to make a balance sheet of the common action and advocacy, highlight the impact of the project through an analysis grid on relevance, effectiveness, efficiency and sustainability of the project. **Some strong and operational recommendations are also expected to help to construct the next phase of the project with the preoccupation of creation of Social Enterprise to be able to employ some of ancient beneficiaries of Art Therapy Studio project.**

More precisely, the evaluator will:

· analyze the degree of realization of the projects (effectiveness)

· evaluate the impact of the activities implemented of the project

· establish strong recommendations to reinforce activities implemented

· establish recommendations for the creation of social enterprise

**Specific objectives of the evaluation:**

For this evaluation, basing on description of activities in the proposal, all financial and operational reports, published material and all other relevant source of information, will be evaluated/analyzed:

**1/ Relevance of the project:**

· Analyze relevance of the project activities to project objectives and results;

· Analyze relevance of the strategy in view of identified needs, available resources and context of intervention: appreciate the adequacy between the area of intervention and the main resources.

**2/Effectiveness and results (quantitative and qualitative results):**

· Are the project expected results fulfilled? Are the objectives reached?

· To which extend did the specific objectives support efforts for psycho-social rehabilitation and integration of beneficiary children in the society? Which factors contributed to the success and/ or underachievement of each objective?

· Are the targeted activities sufficiently well-defined and implemented in order to reach the project objectives? If the objectives were not achieved, would other activities have been more effective in reaching the projects objectives? Were objectives of the project coherent with implemented activities?

· What are the main obstacles or barriers that the project has encountered during the implementation period? Has the project been successful in addressing these obstacles?

· How different components of the project were interfering with each other? Were implemented activities under different components coordinated together and serving the same objective?

· On the basis of the project achievements and challenges, what follow-up actions can be recommended/ and considered necessary?

**3/ Efficiency in view of the human and financial resources**

· Were the resources and inputs converted to outputs in a timely and cost-effective manner?

· How was the allocation of human resources regarding planned activities

· Appreciate the effectiveness of the team; which skills are appreciated or lacked during the project?

· What were challenges and how the project team dealt with them?

· How was the coordination of the project like and how this coordination facilitated the implementation of the project?

· Was project activities planned efficiently?

· What external socio-economic and political factors affected the implementation of the project?

· How effectively were the project performances and results monitored?

**4/ Impact of the project**

· What was the added value of this project compared to similar projects in the country?

· What type of impact did the project have on their beneficiaries and relevant stakeholders? What do the beneficiaries and other stakeholders perceive to be the impact of the project?

· What observed changes in attitudes, capacities and institutions can be causally linked to the project interventions? Are these results, achievements and benefits likely to be durable?

· Can any unintended or unexpected positive or negative effects be observed as a consequence of the projects interventions?

**5/ Sustainability**

· Did the project team build a long-term vision and future strategy for the reintegration of vulnerable children reintegration in the society in Georgia, using the project’s lessons learnt and experience?

· What should have been done differently in order to guarantee sustainability?

· Assess the relationship building, communication, advocacy activities and how did it reinforce the capacities for the implementation.

· If possible, assess Caritas benefits of the project regarding visibility, local recognition and social network

· Identify the most important results, lessons learned, or best practices that should be considered if there is any opportunity to extend this program and what should be avoided in order to improve implementation.

· Give strong recommendations for the next phase of the project implementation and future strategies regarding employment of beneficiaries at the social enterprise of Art Therapy Studio. .

***Methodology***

The proposed methodology will allow a quantitative and qualitative analysis and take account of the following main steps:

**1-** **A preparatory phase** (2 days): Defining the scope of the evaluation and for studying the documentation.

**2-** **Field visits, interviews and presentation of findings** (6 days): These visits and interviews will be used for data collection. Presentation of the findings to the team of Caritas Georgia will be done during last day of the visit.

**3-** **Results Analysis** (1 days): Study of the quantitative and qualitative results achieved by gathering data, interviews, workshops and observations.

**4-** **Output of the evaluation** (2 days): Production of a final report on the impact of the whole project and how it reached its desired objectives compared to desired ones.

The approach will be participative with collective and individual consultations and interviews with the beneficiaries and other relevant interlocutors in the area, a reflection approach with involved Caritas and a consultation of the related documents.

Assessment Requirements

1. Contracting Authority

Secours Catholique – Caritas France is the sponsor of this evaluation. It signs the contract needed for the realization of the evaluation with the assessor.

1. Requested profile

The evaluator must fulfill the following requirements:

· Significant experience in child care projects

· Experience in coordination, management, design, implementation and monitoring of project.

· Solid knowledge of Post-Soviet countries

· Sociological skills

· Excellent communication and interpersonal skills

· Ability to write clear and relevant reports

· Understanding of the donors requirements

· Ability to work with short deadlines

· Impartial and independent of the parties

· Flexibility and adaptability

· Proficiency in English and preferably Georgian or French

1. Financial Means

The proposed budget should only include the fees. Travel and mission expenses will be reimbursed on the actual costs by Secours Catholique – Caritas France at the scale established and which will be transmitted to the chosen candidate.

1. Expected Deliverables

· A **scoping meeting** with project implementation managers

· **Presentation of the immediate results** at the end of the mission in order to provide focus for reflection for the field teams and local stakeholders, outlooks for the area development and also to stimulate a debate which could feed the writing of the final report.

· Submission of an **interim report**.

· Submission of a **final report**.

This final report will include:

Ø The **main report** (30 pages maximum) including the detailed results of the assessment related to the fixed objectives, the outlooks and the recommendations made by the assessor.

Ø An **annex** with the tables, charts and factual data needed for a better understanding of the report.

Ø An annex with recommendations on creation of social enterprise by Art Therapy Studio

Ø A **factsheet** with a general presentation and the key conclusions and recommendations for the future strategies.

All the documents should be delivered in English and both on paper and in an electronic version.

**Provisional Timetable of the Assessment**

· Deadline for receipt of tenders: 25 March 2018

· Announcement of the chosen candidate: 28 Mach 2018

· Beginning of the work, documentations and scoping meeting: 4 April 2018

· Field mission and interviews: 5 days within 9 and 27 April 2018

· Submission of the interim report: 2 Mai 2018

· Feedbacks from Secours Catholique – Caritas France on the interim report: 4 May 2018

· Submission of the final report: 7 May 2018

**Criteria for the assessor selection:**

The candidate is invited, knowing the present terms of reference, to make technical and financial propositions for the assessment realization (See Framework in Annex 1).

The selection will be based on the following criteria:

· The presentation of the issue and understanding of the subject

· The methodological approach proposed

· Qualifications, experiences and skills of the candidate

· Experiences in the region and regarding the project’s specific issues

· Details of prices and costs of the different services (Quote to be submitted)

· Timetable for the implementation of all services.

**HOW TO APPLY:**

**How to Apply:**

The methodological, technical and financial propositions (answering to the present Terms of Reference), limited to 7 pages, should be sent, with the candidate’s CV, to Secours Catholique, before 25 Mars 2018 by email to:

[missioncourteduree@secours-catholique.org](mailto:missioncourteduree@secours-catholique.org)

[elnara.petit@secours-catholique.org](mailto:elnara.petit@secours-catholique.org)

**Annex 1 : Framework for Application**

The answer to the Terms of Reference should be organized as following:

Ø **Understanding of the TOR**

This section will describe the understanding of the candidate regarding:

· About the presented Terms of Reference

· About the Project Background

· About the Project itself

Ø **Methodology**

This section will describe, among others:

* The proposed methodology to fulfill the assessment objectives (documented and reasoned presentation)
* Any other information useful to well understand the proposed method.

Ø **Assessor Profile**

This section will describe, among others:

* The profile of the candidate
* The strengths of the candidate

Ø **Annexes**

* The candidate’s CV
* The quote of the service including the wage/fees.

1. World Bank report on inclusion in Georgia, 2017:

   <http://documents.worldbank.org/curated/en/646811505229506094/a-country-social-analysis-overview> [↑](#footnote-ref-1)
2. World Bank report on inclusion in Georgia, 2017:

   <http://documents.worldbank.org/curated/en/646811505229506094/a-country-social-analysis-overview> [↑](#footnote-ref-2)