

**O1-A1: In-service
Training
Programme &
Handbook**

Training Needs Analysis
Czech Republic

The Local Training Needs Analysis Report

Partner name and country: Centrum Inspirace, z.ú., Czech Republic

A. Findings of the desk-based research

<p>Name of the best practice (maximum 1 line)</p>	<p>Tomáš Slavata – set a good example to disadvantaged young people</p>
<p>Link where the practices can be accessed or practice's identification data: (maximum 3 lines)</p>	<p>http://tomasslavata.cz/ http://tomasslavata.cz/projekty/ "It is important for children to give them some of adult person's time and show solid patterns in people who have been able to resist fate."</p>
<p>Brief description of the best practice (maximum 35 lines)</p>	<p>One of the most important values of the projects that Tomáš is trying to instill in children and young people is solidarity. It is important for children to perceive each other regardless of their financial (economic) and social status. Currently he focuses on several projects:</p> <ul style="list-style-type: none"> - Tomas Slavata's flagship is the Triathlon Tour - a series of triathlon races that have been held throughout the Czech Republic since 2011 for children between 7 and 18 years of age. This project involves both children from children's houses and children from normal families and brings them together naturally. Among other things, he helps to organize other children's competitions. Annually, there are up to 50 events for children that he organizes himself or co-organize. - In 2010, he founded an athletic club in Repa (a part of Prague), where children have a chance to taste the queen of sports in the Children's Athletic League. Over time, there have also been established sports classes and children have extensive sports education. - Together with actor and screenwriter Rostislav Novák, Tomáš Slavata created the La Putyka (a circus) – “Inspiration for Children” project, where LaPutyk show has been performed from December 2010 to children from children's homes. Children have a chance to become acquainted with the protagonists of the production and theatre backstage. - Through the organization of training sports camps in various disciplines (athletics, triathlon, mountain biking, running, swimming), Tomáš tries to give socially disadvantaged children the time and individual attention they need so much. - All year round Tomáš attends 70 talk shows throughout the Czech Republic both in children's homes and primary schools. He introduces his story to children and youth. He tries to find specific stories of these children with whom he tries to spend time and teach them that the handicap is no reason to give up their dreams.
<p>How can this best practice be used in</p>	<p>The Art4Inc project can use the form of motivation used by Tomáš Slavata -</p>

<i>Art4Inc?</i> (maximum 4 lines)	disadvantaged young people respond very well to personal examples and practices.
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<i>Name of the best practice</i> (maximum 1 line)	Work with disadvantaged young people by using art disciplines.
<i>Link where the practices can be accessed or practice's identification data:</i> (maximum 3 lines)	http://www.fddcr.cz/nejmilejsi_koncert
<i>Brief description of the best practice</i> (maximum 35 lines)	<p>The Federation of Children's Homes of the Czech Republic organizes annually a show of artistic activities of children from children's homes "The Beloved Concert". The nationwide final show is held with the support of the Ministry of Education, Youth and Sports and the sponsors' contributions, usually at the end of May.</p> <p>The nationwide - non-competitive - final is preceded by - competitive - regional rounds which are organized individually by children's homes. Children are striving for prestigious success through their annual performances in music, dance, musical and literary drama. The fact that there are extraordinarily talented children, such as conservatory students, speaks in favour for the quality of this event. Since 2005, theatrical performances - small stage forms – go from competitive regional rounds to a final show held in Prague.</p> <p>Young people are actively involved in this activity - with their educators (educators or social workers), they are preparing for individual performances throughout the whole year. Thanks to this active preparation, they develop their knowledge, abilities and skills they can use in everyday life in the future.</p>
<i>How can this best practice be used in Art4Inc?</i> (maximum 4 lines)	Within the framework of the project, it is possible to draw on the ideas that were created during the implementation of “Beloved concert” - various types of performances, literary works, etc.

<i>Name of the best practice</i> (maximum 1 line)	Work with disadvantaged young people by using video profiles, video training
<i>Link where the practices can be accessed or practice's identification data:</i> (maximum 3 lines)	Centrum evropské spolupráce s.r.o. (Centre for European Cooperation ltd.) implements in this project activities focused on disadvantaged young people, particularly on systematic preparation for their entry to normal life after leaving institutional care. This preparation is mostly interactive.
<i>Brief description of the best practice</i> (maximum 35 lines)	Within the framework of the preparation of disadvantaged young people for ordinary work and personal life, various forms of art therapy are used. Artistic activities such as portraits of personal coats of arms, creation of life maps; literary activities such as written essays, poems, short stories on various topics and other activities such as shooting short films, videos and self-presentations. Young professionals, instructors, lead young people through individual

	activities and help them but at the same time try to leave young people enough space for their own interpretation. The project places great emphasis on group cooperation.
<i>How can this best practice be used in Art4Inc? (maximum 4 lines)</i>	In the Art4Inc project it is possible to use all activities mentioned above as well as the experience gained during the implementation for the creation of methodology and work with the project target group.

B. Findings from field-based research (interviews)

Average age of the interviewees. The youngest and the eldest age.	The average age: 41 The youngest: 24 The eldest: 64								
The gender split (how many males and females)	Males: 2 Females: 8								
The distribution of types of the current work place of the interviewees. List of cities:	<table border="1"> <thead> <tr> <th>NGOs:</th> <th>Training centres</th> <th>Authorities:</th> <th>Other (specify): Children's homes</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>6</td> </tr> </tbody> </table> <p>Cities: Liptál, Uherské Hradiště, Vizovice, Valašské Meziříčí</p>	NGOs:	Training centres	Authorities:	Other (specify): Children's homes	4	0	0	6
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Role of the interviewees in the institution:	a) Manager 1 b) Adult Educator (trainer of adults) 3 - <i>trainer working with disadvantaged youth – 3 persons</i> c) Migrant support worker 0 d) Other (<i>please specify</i>): 6 - <i>social worker – 1 person</i> - <i>caregiver – 5 persons</i>								
Average length of the interviewees' service in this role (<i>months or years</i>). Shortest and longest.	Average length: 12 years The shortest length: 23 years The longest length: 1 year								
In their activities with migrants, do the interviewees use artistic <u>disciplines</u> for basic skills acquisition in the view of migrants' educational and social inclusion?	Yes 7 No 3								
If they answered "Yes" to the question above, which artistic <u>disciplines</u> they use (<i>i.e. drama, music, etc.</i>)?	<i>Aesthetic therapies - dramatherapy, bibliotherapy, music therapy, art activities</i>								
If they answered "Yes" to the	<i>Self-presentation, communication, conflict resolution</i>								

question above, what <u>activities</u> they perform by using artistic disciplines?													
In general, which pedagogical skills the interviewees think are necessary for an Adult Educator working with migrants or for a Migrant Support Worker, in order to efficiently support migrants' educational and social inclusion through the use of artistic disciplines?	<i>Professional pedagogical competence - pedagogical education and professional competences; empathy, adequacy, purposefulness, succession, communication ability/effective communication, psychological resilience, ability to keep discipline in the group</i>												
Do the interviewees have these pedagogical skills?	<table border="1"> <thead> <tr> <th><i>Skill</i></th> <th><i>Number of answers</i></th> </tr> </thead> <tbody> <tr> <td><i>resulting from pedagogical training</i></td> <td>8</td> </tr> <tr> <td><i>pedagogical experience skills</i></td> <td>7</td> </tr> <tr> <td><i>communication</i></td> <td>6</td> </tr> <tr> <td><i>mentoring</i></td> <td>3</td> </tr> <tr> <td><i>coaching</i></td> <td>3</td> </tr> </tbody> </table>	<i>Skill</i>	<i>Number of answers</i>	<i>resulting from pedagogical training</i>	8	<i>pedagogical experience skills</i>	7	<i>communication</i>	6	<i>mentoring</i>	3	<i>coaching</i>	3
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If they answered “No” to the question above, would they be interested in attending a training to acquire them?	Yes 5 No 5												
In they do not want to attend a training to acquire the missing, which were the reasons to answer so (<i>i.e. lack of time, lack of interest in these pedagogical skills, lack of trust in their effects and relevance, etc.</i>)?	<i>lack of time - work and personal occupancy; different priorities in further education</i>												
Do they use non-traditional embedded-learning approaches (<i>i.e. embedded-learning and enquiry-based learning approaches</i>) in your activities?	Yes 3 No 7												
If they answered “Yes” to the question above, what non-traditional embedded-learning approaches they use?	<ul style="list-style-type: none"> - <i>special pedagogical approaches in synergy with general pedagogical principles as well as alternative forms and methods of work in education of handicapped children – individual approach</i> - <i>in managerial practice with employees I use effective ways of communication and traditional ways of adult education</i> 												

Are they comfortable when they use these approaches? Please overall justify their answer.	Yes 3 No 0 <i>YES – I enjoy using them, they are fun for the teacher and for the learner. Alternative methods and forms of work while adhering to general pedagogical principles are enriching.</i>
What is their opinion about the on-line learning and the new on-line learning environments that nowadays are more and more used by educators (<i>do you agree with them, do you like them, do you use them, do you have the needed skills to feel comfortable when using them, can you efficiently use them etc.</i>)?	<i>- I do not use on-line learning activities, I'm rather supporter of traditional forms</i> <i>- for a particular target group (mature students with a true interest in education) are probably fine, they can make processes more effective then</i>
Which are, in their opinion, the different roles of Adult Educators working with migrants and Migrant Support Workers in these on-line learning environments?	<i>motivational and guide</i>
Which do they think the benefits of using on-line learning environments are?	<i>Anonymity, accessibility, process acceleration, time saving</i>
Do they consider that there are any risks in using on-line environments?	<i>yes - lack of control, cheating</i>
How would they manage/deal the potential negative aspects or risks of the online learning environments? What skills do they need for that? Do they have these skills or they need to acquire them?	<i>I do not have such skills, I do not want to gain them, I'm more for learning in an offline environment.</i>
What kind of new educational environments arts-based, media-rich and interactive would they like the Art4Inc project bring to them?	<i>I do not know</i>
What resources arts-based, media-rich and interactive for the basic skills acquisition of their migrants would they	<i>space, techniques, methods</i>

like the Art4Inc project bring to them?	
Do they want to add something in relation to the need of skills of Adult Educators working with migrants and migrant support workers?	<i>No answers</i>

Identified Learning Outcomes

Disadvantaged young people with whom we have been cooperating for a long time can be characterized by a low level of education - most of them have completed only basic education, exceptionally two years of vocational study.

They perceive the fact that they live in institutional care or half-way houses as their handicap which they try to solve in various unique ways.

They very often end unemployed because they do not see the reason and sense of being employed, and the following observed consequences of unemployment can be identified for everyday life and individual livelihoods of these young people:

- lack of financial sources to cover their expenses,

- prolonged dependence on support from parents or state institutions,
- postponement of self-reliance (males) or a rapid transition to maternity (women),
- disturbed structure of time during the day,
- more free time for friends,
- significant limitation of consumption and thus of social contacts,
- feelings of embarrassment, stigma,
- risk of integration within marginalized groups of people,
- a lower level of day-to-day activities and the inability to develop the acquired qualification,
- the devaluation of human and social capital,
- mental and health problems,
- the risk of socially pathological phenomena such as alcoholism or vandalism,
- the risk of institutional exclusion.

In order to facilitate the participation of disadvantaged young people, we consider very important to increase the following competencies:

- self-confidence and self-assurance,
- improving communication,
- self-presentation,
- obtaining a real self-reflection, self-assessment,
- focusing on the labour market
- financial and legal literacy.

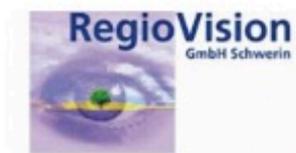
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