



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

Training Needs Analysis
Finland

1. Aims of the Research Methodology

The objective of the Art4inc project is to use a unique blend of different artistic disciplines to develop bespoke training resources that support key competence acquisition among the growing migrant communities in Europe. To achieve this, partners will consider the in-service training needs of educators to enable them harness the full potential of these alternative methodological approaches.

The emphasis of the in-service training programme will be to ensure that adult educators, migrant support workers and any other potential intermediaries are:

- a) properly trained to use different artistic disciplines for basic skills acquisition and confident to further develop these approaches in the future;
- b) comfortable working with embedded-learning and enquiry-based learning methodologies;
- c) fully bought in to the benefits that on-line learning can bring and yet fully aware of the risks that pertain in on-line environments;
- d) able to safeguard against possible negative on-line factors.

Partners will work closely with their research control groups to identify the key elements to be addressed in the in-service training programme for adult educators and migrant support workers supporting the integration of adult migrants. To that purpose, partners will conduct a Training Needs Analysis (TNA).

The questions where answers were searched by training need analysis are follows:

- which are the pedagogic skills that the Adult Educators working with migrants and migrant support workers need, in order to be able to efficiently work with non-traditional embedded-learning approaches using different artistic disciplines?
- how can we make the Adult Educators working with migrants and migrant support workers to capitalize on the ubiquity of new on-line learning environments?
- which are the different roles of Adult Educators working with migrants and migrant support workers in these environments?
- which are/should be the new educational environments that the new arts-based, media-rich and interactive basic skills acquisition resources proposed by Art4Inc will potentially bring to Adult Educators working with migrants and support workers, into the learning process they deliver to migrants?

Partner name and country: Innoventum, Finland

A. Findings of the desk-based research

<p>Name of the best practice (maximum 1 line)</p>	<p>Dig It – Digital Storytelling meets the world of work</p>
<p>Link where the practices can be accessed or practice's identification data: (maximum 3 lines)</p>	<p>http://digitedu.org/</p>
<p>Brief description of the best practice (maximum 35 lines)</p>	<p>DIG IT – project aims to empower students and teachers, raise students' awareness of their character and abilities, to improve their IT and digital skills while working on Digital Storytelling, to raise attainment of under-achieving students, to increase the knowledge of the labor market and broaden their horizons about the variety of jobs available.</p> <p>DIG IT will ensure access to the transnational training events on an equal basis, especially for individuals at risk of being excluded and from disadvantaged backgrounds. The opportunity to participate in the project workshops and mobilities is especially given to those students that have challenges in staying at school, have less opportunities to participate in multicultural activities, have economical challenges to participate or feel insecure to travel alone.</p> <p>The results will be seen in changes in individuals; in the way they work, collaborate in everyday life and also in an international environment. The process of empowerment in individuals includes encouraging, and developing the skills for self-sufficiency, independent decision making and in the way how students approach learning.</p> <p>The project benefits such as advanced use of digital tools and especially adaptation of the use Digital Storytelling model, which will be maintained and spread in the partner network as well as outside the network. Handbook of Digital Storytelling is a way to create sustainability.</p>
<p>How can this best</p>	<p>Adaption of the use Digital Storytelling model is easy to target group of</p>

<p>practice be used in Art4Inc? (maximum 4 lines)</p>	<p>Art4Inc.</p>
<p>Name of the best practice (maximum 1 line)</p>	<p>Tähtikartta (Star Map) 2017 - in North Karelia</p>
<p>Link where the practices can be accessed or practice's identification data: (maximum 3 lines)</p>	<p>http://kaupunginteatteri.jns.fi/ohjelmisto/tahtikartta</p>
<p>Brief description of the best practice (maximum 35 lines)</p>	<p>The Star Map 2017 provided workshops for schools, a summer theatre festival, a theatre group starting in the fall 2017, and a documentary theatre show for the small stage of Joensuu Theatre. The partners were Joensuu District Multicultural Association, North Karelia Social Security Association, Paihola Reception Center (for refugees and asylum seekers) and Lukkarila Kodit Oy (home for unaccompanied child refugees). The project was funded by the Ministry of Education and Culture.</p> <p>The central theme of the project was the Civil War in Finland as compared to today's events. During the project, a community-based process carried out with the young and immigrants and refugees of North Karelia and two performances was completed in the autumn 2017: a performance made by young people in the province and a documentary theatre show on a small stage.</p> <p>"Star Map 2017" was launched in the spring 2017 through a workshops aimed at high schools and secondary schools, where young people could explore their own relationship to subjects with the art-based methods. Young people's ideas emerging from workshops was used as material in the Joensuu City Theatre productions in autumn 2017.</p>
<p>How can this best practice be used in Art4Inc? (maximum 4 lines)</p>	<p>The model of letting different people explore a significant national subject together by means of theatre (or another artistic approach) helps in integration to society and culture in new country.</p>

<p>Name of the best practice (maximum 1 line)</p>	<p>Able Art Club</p>
<p>Link where the practices can be accessed or practice's identification data: (maximum 3 lines)</p>	<p>http://www.minnihirvonen.net https://www.minnihirvonen.net/aag https://www.minnihirvonen.net/aag-2</p>
<p>Brief description of the best practice (maximum 35 lines)</p>	<p>Able Art Group is a multi-lingual dance collective that consists of people from different ethnic backgrounds, integrating people with and without disabilities. Its working processes are guided by the principle of collaborative encounters.</p> <p>Collectively they ponder upon the various forms of domination through dance improvisations, contemporary circus and discussions: What meanings are associated with the term authority? What kind of power do we need? Who has authority and who doesn't?</p> <p>Able Art Group operates in North Karelia, bringing together different kinds of art forms and people, in order to promote an atmosphere of equality and acceptance through the means of community art. At the core is its belief in the power of art as a source to raise the standards of humanity, care and hope.</p>
<p>How can this best practice be used in Art4Inc? (maximum 4 lines)</p>	<p>Whole idea of this integrated group is exemplary so ideas of this kind work can be adapted in every country. Minni Hirvonen can be used as an advisor in field of dance.</p>

B. Findings from field-based research (interviews)

Please present (in 4-6 pages) the centralised/summarised findings from the interviews that you applied to Adult Educators working with migrants and to migrant support workers, by using the template below:

Average age of the interviewees. The youngest and the eldest age.	Eldest 55, youngest 32								
The gender split (how many males and females)	All females (5)								
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):</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td></td> <td></td> </tr> </tbody> </table> <p>Cities: Joensuu</p>	NGOs:	Training centres	Authorities:	Other (specify):	3	2		
NGOs:	Training centres	Authorities:	Other (specify):						
3	2								
Role of the interviewees in the institution:	<p>a) Manager 2</p> <p>b) Adult Educator (trainer of adults) 2</p> <p>c) Migrant support worker 1</p> <p>If so, please specify (<i>i.e. tutor, mentor, counsellor</i>): counsellor</p> <p>d) Other (<i>please specify</i>):</p>								
Average length of the interviewees' service in this role (<i>months or years</i>). Shortest and longest.	<p>Longest 14 years</p> <p>Shortest 5 years</p>								
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?	<p>Yes 5</p> <p>No</p>								
If they answered "Yes" to the question above, which artistic <u>disciplines</u> they use (<i>i.e. drama, music, etc.</i>)?	Dance. drama, digital storytelling, video, music								
If they answered "Yes" to the question above, what <u>activities</u> they perform by using artistic disciplines?	In orientation period and later in their studies the Digital Storytelling method for example helps students identify and understand their background and analyse their life situation. Making short films about the surrounding world helps them understand and								

	analyse where they are at the moment. Film and radio projects enhances their and the native students understanding of each other and also gives important tools for working together.												
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?	Open mindness, risk-taking skills, ability to be able to do deep self-examination and soul searching. Co-operational and co-ordinating skills to find the right partners to work with. Capability to recognise prior skills and experiences. Capability to listen and hear. Knowledge of different cultures and pedagogical approaches. Holistic approach to learning.												
Do the interviewees have these pedagogical skills?	They have but they are not sure if students share their opinion.												
	<table border="1"> <thead> <tr> <th><i>Skill</i></th> <th><i>Number of answers</i></th> </tr> </thead> <tbody> <tr> <td><i>Knowledge of different cultures</i></td> <td>5</td> </tr> <tr> <td><i>Holistic approach to learning</i></td> <td>1</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	<i>Skill</i>	<i>Number of answers</i>	<i>Knowledge of different cultures</i>	5	<i>Holistic approach to learning</i>	1						
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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 0 They are interested to deepen their knowledge because don't feel ever being enough learned.												
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>)?													
Do they use non-traditional embedded-learning approaches (<i>i.e. embedded-learning and enquiry-based learning approaches</i>) in your activities?	Yes 5 No												
If they answered "Yes" to the question above, what non-traditional embedded-learning	Team coaching, project work, group work, functional methods												

approaches they use?	
Are they comfortable when they use these approaches? Please overall justify their answer.	Yes 5 No In Finland teachers and educators are encouraged to use new approaches and methods.
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>)?	On- line learning is normal part of learning nowadays. Answers have studied the on-line pedagogics, but because development in this field is so fast they feel that they never know enough. The greatest challenge is in the management / superior levels, who do not understand the principals of on-line learning.
Which are, in their opinion, the different roles of Adult Educators working with migrants and Migrant Support Workers in these on-line learning environments?	Educator is a coach and a person that walks the path with the learners. In on-line learning the presence of a coach is as important as in F2F learning.
Which do they think the benefits of using on-line learning environments are?	On-line learning emphasizes equality and gives the learner a freedom to execute studies where ever.
Do they consider that there are any risks in using on-line environments?	It might leave out learners without necessary technical skills.
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?	Constant presence, coaching, feedback There are always skills to learn and specially learn from other educator's experiences.
What kind of new educational environments arts-based, media-rich and interactive would they like the Art4Inc project bring to them?	This question was felt too difficult, one answer was videos
What resources arts-based, media-rich and interactive for the basic skills acquisition of their migrants would they like	<ul style="list-style-type: none"> - Sharing experiences with other educators and artists - Learning new methods and techniques - Being introduced to new approaches and ideologies - Meet "revolutionary" thinkers

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?	No answers

Identified Learning Outcomes

- On-line pedagogics for effective use of online environments
- Peer-to-peer learning about different online courses
- Pedagogical approaches to functional methods
- Coaching instead of teaching

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