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Handbook
Training Needs Analysis

Romania
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Training Needs Analysis Report

Partner name and country: UPIT, Romania

A. Findings of the desk-based research

<p>Name of the best practice (maximum 1 line)</p>	<p>NiCER – Innovative Methods for Integration of Young Refugees</p>
<p>Link where the practices can be accessed or practice's identification data: (maximum 3 lines)</p>	<p>http://aidrom.ro/english/index.php/portfolio/nicer/</p>
<p>Brief description of the best practice (maximum 35 lines)</p>	<p>The NiCeR project had a two-year objective that started in December 2015. Its aim was empowering refugee youth through performing art workshops as well as fostering a welcoming culture and intercultural education through awareness campaigns in the cities where they live. 30 young refugees and locals have come together, created and performed a musical, based on their personal stories and the testimonies of their families. On top of the creative workshop, language classes and cross-cultural training provided them the tools they need to understand each other and be part of the city where they live.</p> <p><u>Project Objectives:</u></p> <ul style="list-style-type: none"> • Strengthen youth participation in cultural and social life at the local level • Develop their creativity, self-esteem and socialisation • Empower and give a voice to young refugees • Promote exchanges and friendships between refugees and locals • Promote tolerance and mutual respect • Provide a creative space and languages skills • Go beyond stereotypes <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Creative writing and theatre workshop: 4 months, 4 hours/week, guided by a theatre instructor: intercultural icebreakers to get to know each other, writing the screenplay, dialogues, songs of the musical, acting and performing class: distribution of roles, rehearsals, choreography, create costumes, set up the scenery, lights, sound and props 2. Language and cross-cultural training: 4 months, 2 hours/week, guided by a language teacher: locals share songs and stories from their country with the refugees through role Play 3. Production of a trans-European documentary on the project 4. Awareness campaign in primary and secondary schools in the Timisoara area. The project took place in Timisoara and was replicated in 6 European partner cities: Rome, Brussels, Sevilla, Berlin, Liverpool and Nicosia. <p><u>European Partners:</u> CIOFS – Lead Partner (IT), Alfea Cinematografica Pisa</p>

	(IT), MCCS Commune de Molenbeek (BE), IIT Bucharest (RO), RARe Studio Liverpool (UK), Citizens for Europe (DE), KISA Cyprus (CY), Pluralis ASBL (BE), Fundaci3n Juventud y Cultura (ES)
How can this best practice be used in Art4Inc? (maximum 4 lines)	Organising art workshops for cultural and intercultural education and integration. The workshops should be guided by a theatre instructor. They are useful also for language acquisition and building friendship between refugees and locals.

Name of the best practice (maximum 1 line)	<i>Migration and Human Rights MIDO Fourth Edition 2014</i>
Link where the practices can be accessed or practice's identification data: (maximum 3 lines)	http://ladocluj.ro/festival-migratie-si-drepturile-omului-mido-editia-a-iv-a-eveniment-integrat-in-programul-zilele-clujului/
Brief description of the best practice (maximum 35 lines)	<p>The program of the festival was organized under the aegis of the League for the Defence of Human Rights, the Cluj Branch member of the International Federation for the Defence of Human Rights, based in Paris, supported by other partners.</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Coaching of interculturality. Drawings on the asphalt, representing the flags of the immigrant communities present in the program. Each drawing is associated with the state anthem participating in the program, played on a tape (radio cassette). 2. Concert of Latin American music and dances. 3. Traditional Indian and Pakistani dance, music and songs. 4. A Latin American dance session. 5. Cultivation promotion, Movie evening. 6. Living library. Public Debate on the Integration of Immigrants in Cluj-Napoca with the participation of the local population. Each migrant community had at least "one book" (one person) in the living library, which talked about how it feels in Cluj-Napoca, how it sees the relationship with the majority population. There were also books of the majority population (civil servants with responsibilities in the field of migration, volunteers in integration projects) who talked about how they feel in the presence of aliens. The dialogue was broadcasted live by a local television. 7. Multi cultural evening. The evening of assessing the participation of migrant communities in their projects and those for the municipality. 8. "Promotion of Cultures", Folk art exhibition, photography, painting, etc.
How can this best practice be used in Art4Inc? (maximum 4 lines)	Organising local activities for migrants: urban art, traditional intercultural concerts and dancing evenings, movie night and also folk and art exhibition. It could provides both the occasion to present the migrant's national specific and to become integrated in the local community.

<p>Name of the best practice (maximum 1 line)</p>	<p><i>SALUT – Home is where we live!</i></p>
<p>Link where the practices can be accessed or practice's identification data: (maximum 3 lines)</p>	<p>http://www.icarfoundation.ro/salut-home-is-where-we-live-a-new-icar-project/</p>
<p>Brief description of the best practice (maximum 35 lines)</p>	<p><i>How many of us know the secrets of the Lebanese pita bread? Or the legends behind wearing the sari by women in India? Could we make the difference between Syrian and Turkish traditional motifs?</i></p> <p>Studies and barometers on migrant integration in Romania show that, in general, the attitude of Romanian citizens is predominantly positive as far as foreign citizens are concerned, but warn about the fact that Romanians have little information on the number of migrants, their countries of origin, their customs and culture. In order to rectify this situation, ICAR Foundation and its partner, the Romanian Peasant Museum, invited those interested to take part in the project <i>SALUT – Home is where we live!</i>, meant to build bridges between the migrant and local communities and the other way around. The project was attempting at breaking knowledge and prejudice barriers and at bringing together the two groups around common values, such as tolerance and multicultural understanding, respect for human rights, equity and non-discrimination.</p> <p><u>Project objectives:</u></p> <ul style="list-style-type: none"> • Raising public and media awareness on asylum and migration issues, through an 8-months project featuring information campaigns and a competition for the press • Promoting social inclusion of migrants and multicultural understanding between Romanians and migrants by organising and encouraging their active participation in multicultural activities for 8 months <p><u>Activities:</u></p> <ul style="list-style-type: none"> • A competition for journalists on topics of tolerance and integration of migrants • Projections of artistic films and documentaries on topics related to asylum and migration • Traditional craft workshops organised by migrants • Multicultural fair <p>The project lasted for eight months (1 July 2015 – 29 February 2016) and was funded through the EEA 2009 – 2014 grants, within NGO Fund in Romania.</p>
<p>How can this best practice be used in Art4Inc? (maximum 4 lines)</p>	<p>Thematic activities for migrants and locals, such as project of artistic films, traditional craft workshops, with live representations and multicultural fairs, where locals and migrants sell together specific items.</p>

<p>Name of the best</p>	<p><i>INTEGRA - Migrants' Integrating Kit - Basic Language for Dealing with</i></p>
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<p>practice (maximum 1 line)</p>	<p><i>Financial Matters</i></p>
<p>Link where the practices can be accessed or practice's identification data: (maximum 3 lines)</p>	<p>http://integra-project.eu</p>
<p>Brief description of the best practice (maximum 35 lines)</p>	<p>The project aimed to work with the social partners in communities of immigrants and financial institutions to create a European network bringing together relevant institutions to support the immigrants from partner countries facilitating their integration into society.</p> <p><u>Project objectives:</u></p> <ul style="list-style-type: none"> • Using theatre and role play techniques with immigrant communities for the development of basic linguistic skills in financial sector • Introducing financial terminology in a creative, interactive and attractive way <p><u>Activities:</u></p> <p>Two sets of workshops were developed and made available to communities free of charge; firstly, workshops aimed at training members of migrant communities to conduct the 'Language Skills Training Workshops' and secondly, the actual 'Language Skills Workshops' conducted with new members of migrant communities and using drama and theatre to develop basic language skills for dealing with financial matters.</p> <p>The drama techniques and exercises used in the project have been successful in building confidence, imparting language skills and practicing techniques in dealing with banks, credit unions, government departments etc. A crucial aspect to the work has been 'training the trainers' – the identification of potential trainers in the migrant and immigrant communities and teaching them to conduct the workshops themselves. Six training workshops were conducted with six trainers representing the migrant community, domestic workers and refugee and asylum seekers from Ukraine, Eritrea, South Africa and the Central Asian country of Uzbekistan.</p> <p>What really helped was the active learning model being used in the drama workshops. A workshop on 'Opening a Bank Account', for instance, would begin by using a drama game, the 'Energy Circle', to introduce key words relating to the topic. This would be followed by two physical games, 'Walk in Pairs' and 'Bomb and Shield' to develop concentration and group and spatial skills. Finally, the workshop participants would prepare a short improvisation using words and phrases from a prepared handout on the particular topic. They would divide into pairs or groups of four to perform the improvisations and then discuss the issues raised. Alternatively, having read the handout, the group would perform or read a short play script prepared by the theatre company on the theme of 'Opening a Bank Account', followed by a discussion.</p>
<p>How can this best practice be used in Art4Inc?</p>	<p>A core aspect of the project is using drama to support integration for migrants and it proved the value of the drama exercises and how they can be applied to many other areas of life and education, therefore this project could be a good example of successfully adapting the methodologies of drama and theatre to</p>

(maximum 4 lines) | explore issues related to education.

B. Findings from field-based research (interviews)

Centralised/summarised findings from the 8 interviews that we applied to Adult Educators working with migrants and to migrant support workers are rendered below:

Average age of the interviewees. The youngest and the eldest age.	Average age of interviewees: 49.7 years The youngest interviewee: 32 years The eldest interviewee: 70 years			
The gender split (how many males and females)	3 females, 5 males			
The distribution of types of the current work place of the interviewees. List of cities:	NGOs:	Training centres	Authorities:	Other (specify):
	6	1	1	---
	Cities: Pitești (3), Drăgănu (2), Curtea de Argeș (1), Brașov (1), Bucharest (1)			
Role of the interviewees in the institution:	a) Manager	3		
	b) Adult Educator (trainer of adults)	3		
	c) Migrant support worker	1		
	If so, please specify (<i>i.e. tutor, mentor, counsellor</i>):			
	1 Cross cultural mediator			
	d) Other (<i>please specify</i>):			
	1 Clerk working on combating illegal migration			
Average length of the interviewees' service in this role (<i>months or years</i>). Shortest and longest.	Average length of service: 11.25 years Shortest service: 6 months Longest service: 25 years			
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	3		
	No	5		
If they answered "Yes" to the question above, which artistic <u>disciplines</u> they use (<i>i.e. drama, music, etc.</i>)?	Music (3 interviewees) Drama (theatre) (2 interviewees) Literature (1 interviewee)			
If they answered "Yes" to the question above, what <u>activities</u> they perform by using artistic disciplines?	Activities: <ul style="list-style-type: none"> • Learning songs together (which help to bring people together without taking into consideration their country, race or backgrounds). • Playing theatre (because people try to get into their role and it does not matter where they come from or what their 			

	<p>conditions are).</p> <ul style="list-style-type: none"> • Music and drama to describe/show cultural traditions (because these activities helped migrants’ personal creativity or performance, helped better communicate with them and forged a connection with them, appealed to their cultural side). These activities occurred in informal spaces. <p>They learned about these experiences:</p> <ul style="list-style-type: none"> - through different courses in Erasmus plus programs; - from other people’s experiences; - by reading and looking for improvement in their activities; - from tutorials, books and other online resources. <p>These activities are preferred for making the learners more sensitive and for helping them understand the national specific features.</p>
<p>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?</p>	<p>All the interviewees consider that empathy is necessary for each adult educator.</p> <p>Other skills mentioned by the interviewees:</p> <ul style="list-style-type: none"> - open minded, the ability of understanding and analysing the cultural and individual specific features (3 interviewees); - lack of prejudices, communication skills, flexibility, adaptability, emotional intelligence, the ability of identifying the artistic preferences/gifts of the learners, the ability of combining the traditional teaching methodology with new, interactive methodology and/or e-learning, the ability of choosing effective teaching methodology to lead to harmonizing the cultural differences (2 interviewees); - esthetical abilities with the role to develop observation spirit, ability to capture changes (2 interviewee); - intellectual education, moral education - problem-solving and enquiry skills, experiential learning / practical learning skills, skills for group work and cooperative learning, skills to integrate artistic disciplines in teaching (1 interviewee); - listening skills, opening toward accepting, learning and respecting ideas, perceptions, habits that are different than yours (1 interviewee). - classroom management skills (create a learning environment that is open, challenging, engaging, motivating); - inclusive teaching skills (how to address the needs of students with different backgrounds, learning styles and abilities); - the use of artistic disciplines for basic skills acquisition in the view of migrants’ educational and social inclusion.
<p>Do the interviewees have these pedagogical skills?</p>	<p>Yes: 3 interviewees No: 2 interviewees I do not know: 3 interviewees</p>

<p>If they answered “No” to the question above, would they be interested in attending a training to acquire them?</p>	<p>Yes: 4 interviewees No: 2 interviewees No answer: 2 interviewees</p>
<p>If they do not want to attend a training to acquire the missing skills, 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>)?</p>	<p>Those who said they do not want to participate in training have the following arguments: one of them said he has the necessary skills he mentioned above, the other is a representative of the authorities and he has to perform a standard activity, so he would not be able to use a different methodology in his working with migrants.</p>
<p>Do they use non-traditional embedded-learning approaches (<i>i.e. embedded-learning and enquiry-based learning approaches</i>) in your activities?</p>	<p>Yes: 2 interviewees No: 6 interviewees</p>
<p>If they answered “Yes” to the question above, what non-traditional embedded-learning approaches they use?</p>	<p>Most of the respondents do not use such approaches, but those who do emphasized that they apply problematisation of some aspects regarding Romanian civilization and multicultural perspectives, gamification, learning platforms through which they try exploring themes like family, food, household and other essential topics through exciting/ playful activities.</p>
<p>Are they comfortable when they use these approaches? Please overall justify their answer.</p>	<p>Yes: 2 interviewees No: --- No answer: 6 interviewees One of the interviewees argued that she uses such approaches often enough, so it is a usual activity.</p>
<p>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 they agree with them, do they like them, do they use them, do they have the needed skills to feel comfortable when using them, can they efficiently use them etc.</i>)?</p>	<p>On-line learning and the new on-line learning environments are considered to be necessary and effective nowadays. Among the advantages, the interviewees mentioned that the on-line environment surpasses the concept of space distance, as many learners work or live far away from the training centre. Another important advantage is the immediate feedback and the fact that the learners have the opportunity to use a familiar means. One of the interviewees said that she uses these online learning environments, while the others said they do not use them, but all of them consider these online environments and online learning very efficient and useful. One of those who do not use them mentioned that he knows about an online training programme to learn the Romanian language which produced very good results. Another interviewee said it takes time to learn on-line and she does not use them too often, so she preferred not to give any opinion. Even those who use them stated that there is always room for better, thus</p>

	<p>learning how to efficient use on-line learning environments would be welcome.</p>
<p>Which are, in their opinion, the different roles of Adult Educators working with migrants and Migrant Support Workers in these on-line learning environments?</p>	<p>After accepting the online environment as a useful tool, the adult educator should play both the role of a <i>teacher</i> in media (tele-teacher) and the role of a <i>mediator in transmitting the information</i>, as the online environment is open. His/her role also involves creating an environment favourable to communication, to the interaction between educator and learners, to creating an informational support adapted to the learners' requirements and needs. Also, the adult educator has an important role as <i>promoter</i> of the values of tolerance and solidarity and <i>guide</i> of the migrants towards their integration in society.</p> <p>With a view to the specific of the learners, who are migrants, the role of the educator should focus on getting the immigrant familiar to the social and cultural background of the host country, on supporting the immigrants to learn about asking/ getting the basic services.</p> <p>The role of the migrant worker is basically to <i>get to know the list of migrant's needs</i> and to identify solutions and communicate them to the migrant.</p> <p>Last but not least, both the adult educators and the migrant workers should be able to <i>create</i> and <i>use</i> online and electronic tools.</p>
<p>Which do they think the benefits of using on-line learning environments are?</p>	<p>The main benefits mentioned by the interviewees are:</p> <ul style="list-style-type: none"> - An immediate connection and easy access, regardless location and time of studying - An immediate feedback to specific needs - An interaction between remote participants - Free access to learning resources - Accessibility to learning unconditioned by physical presence at a given time and place - A permanent adjustment of the content and methodology, according to the characteristics of the learners - Passing over the communication barriers - Learning at own pace - Quick and efficient communication of pretty much information - More time to study - Lower costs for both education providers and for trainees - Faster learning, adaptability, understanding, trust in themselves and their teachers - Possibility to access the resources repeatedly and at any time - Comfort for both education providers and for trainees
<p>Do they consider that there are any risks in using on-line environments?</p>	<p>In general, the answers show that the interviewees consider the main risk is generated by the lack of face-to-face, affective/empathic interaction between learner and educator (social</p>

	<p>interaction – with fellow students, which can be helpful for study purposes; or with the instructor – online students may have to wait for hours for the instructor to reply to their questions). Other risks could be related to the security of the system (online students with computer or Internet problems will be unable to complete their assignments or exams as required), difficulty to understand everything and not easy to discuss and change opinions; online environments being impersonal, may give rise to misunderstandings that may not be clarified immediately. The interest/motivation of certain participants could be loosened and they might not complete the whole learning content (online students who know they can do the class at “their own pace” may procrastinate).</p>
<p>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?</p>	<p>The negative aspects of the online environment can be dealt with by a correct management and strict procedures for the use of online platforms, by providing an immediate feedback. Another opinion mentioned to use interesting contents, applications, practical exercises and case studies which to be combined with modern teaching and evaluation methodology in order to manage the potential negative aspects of the online learning environments. One efficient way to manage the potential negative aspects is to ask for feedback of the content, including additional items.</p> <p>The necessary skills for this could be accepting the online environment, developing the ICT and HTML skills and knowledge, as well as the management of online learning environments. The educator should also have emotional intelligence and analytical abilities for the social and political aspects of the background.</p> <p>In general, the interviewees consider they have these skills (or part of them), but they need to improve them.</p>
<p>What kind of new educational environments arts-based, media-rich and interactive would they like the Art4Inc project bring to them?</p>	<p>The suggestions offered in the interviewees’ answers focus on the platforms for interactive presentation of Romanian customs and traditions (in general, learning about the host country language, behaviours and customs). One interviewee is interested in learning how to use the online Google instruments. Other mentioned Video and Artistic embedded programs like some YouTube channels, sites and software.</p>
<p>What resources arts-based, media-rich and interactive for the basic skills acquisition of their migrants would they like the Art4Inc project bring to them?</p>	<p>It would be interesting to use the online learning environment for teaching cookery, music or Romanian language. Also, drawing and animations can provide the skills to succeed in this growing, Game Art program and practical-artistic trainings. The interviewees also mentioned virtual tours of museums.</p>
<p>Do they want to add something in relation to the need of skills of Adult Educators working</p>	<p>The interviewees have had nothing to add, they considered the interview was consistent and covered all topics of interest, allowing them to provide their views on envisaged topics...</p>

with migrants and migrant support workers?	
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Identified Learning Outcomes

Based on the field-based research that we performed, we could identify the following Learning Outcomes that the Art4Inc project could/should address within the “*Training Programme and Handbook*”.

Thus, the adult educators working with migrants and migrant support workers should be able to:

- apply modern new teaching and evaluation methodological approaches, involving online learning;
- deal with the cultural differences between migrants’ communities and host communities;
- combine traditional and modern approaches of teaching artistic disciplines;
- use of artistic disciplines for basic skills acquisition in the view of migrants’ inclusion;
- use more effective certain online learning environments (i.e Google instruments, YouTube, Game Art programme, etc.) based on artistic disciplines;
- propose new methodological approaches according to the specific of the learners and their needs;
- develop and use skills in empathy;
- develop and apply esthetical abilities (with the role to develop observation spirit and ability to capture changes);
- use efficiently the communication skills;
- display/show flexibility and adaptability to new learning environments;
- develop listening skills, opening toward accepting, learning and respecting ideas, perceptions, habits that are different than yours;
- apply the artistic disciplines in teaching Romanian language, cookery, music, customs and traditions;
- create a learning environment that is open, challenging, engaging, motivating;
- address the needs of students with different backgrounds, learning styles and abilities.

References:

1. NiCER - *Innovative Methods for Integration of Young Refugees* (2018, January 22). Retrieved from <http://aidrom.ro/english/index.php/portfolio/nicer/>
2. *Migration and Human Rights MIDO Fourth Edition 2014* (2017, December 18). Retrieved from <http://ladocluj.ro/festival-migratie-si-drepturile-omului-mido-editia-a-iv-a-eveniment-integrat-in-programul-zilele-clujului/>
3. SALUT - *Home is where we live!* (2018, January 8). Retrieved from <http://www.icarfoundation.ro/salut-home-is-where-we-live-a-new-icar-project/>
4. INTEGRA: *Migrants' Integrating Kit - Basic Language for Dealing with Financial Matters* (2018, February 4). Retrieved from <http://integra-project.eu>

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