



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

Training Needs Analysis  
Spain

## 4. Template for the local Training Needs Analysis Reports

Partner name and country: DECROLY, SPAIN.

### A. Findings of the desk-based research

<p><b>Name of the best practice</b> (maximum 1 line)</p>	<p><b>HABIBIS “HILO UNIVERSALE”- HABIBIS “UNIVERSAL THREAD”</b></p>
<p><b>Link where the practices can be accessed or practice’s identification data:</b> (maximum 3 lines)</p>	<p><a href="https://www.facebook.com/HABIBIShiloUniversal/">https://www.facebook.com/HABIBIShiloUniversal/</a> <a href="http://comunidadesolidaria-ca.com/index.html">http://comunidadesolidaria-ca.com/index.html</a></p>
<p><b>Brief description of the best practice</b> (maximum 35 lines)</p>	<p>Habibis “Hilo Universal” is a creative and integrating project developed by a group of women from Syria recently arrived in Cantabria as refugees, together with their families. In this sense, this project is coordinated by volunteers from Cantabria Actúa (Cantabria Acts), a supportive community, and it is focusing its efforts on refugee women in Cantabria.</p> <p>The he main goal of the project is to give space to women who cannot access to the labour market or have problems in their personal development. That is, it arises from the need to create spaces for coexistence, learning and self-management, given the perceived difficulties of development and access to the labour market, so it was created with the aim to facilitate their empowerment and development and, at the same time, to favour their integration in the labour market.</p> <p>The project be could defined as a kind of tailoring shop, where these women make different clothes for children, design and make special cases for mobile phones, tablets, books, etc. All that products, are considered as solidary, and they can be acquired through a donation income to the project (they inform about the assessed cost of the different products). The donation has an impact as an integral donation to the project and to their own personal development.</p> <p>Besides, with the volunteers from Cantabria Actúa organize intercultural meals. That meals allow sharing experiences and an in-depth knowledge of different cultures, which encourage the integration.</p>
<p><b>How can this best practice be used in Art4Inc?</b> (maximum 4 lines)</p>	<p>This activities could be used for storytelling where this refugees explain their trips and even it is possible, through the drama, represent their reality and the experiences that they have lived before arriving our country. All of that promote the understanding and the empathy.</p>

<b>Name of the best practice</b> <i>(maximum 1 line)</i>	<b>PLIS SERVICIOS. TALLERES BRUMAS</b>
<b>Link where the practices can be accessed or practice's identification data:</b> <i>(maximum 3 lines)</i>	<a href="http://www.plisservicios.com/">http://www.plisservicios.com/</a> Development of the project: <a href="http://www.plisservicios.com/descargas/Plis_Servicios_El_Diario.pdf">http://www.plisservicios.com/descargas/Plis_Servicios_El_Diario.pdf</a>
<b>Brief description of the best practice</b> <i>(maximum 35 lines)</i>	<p>Plis Servicios is a company of social nature, whose challenge is to become an effective instrument in the field of labour insertion through the provision of quality services, putting our social object in value. The initiative is promoted by the Cantabrian Association of Struggle against Unemployment (Youthful Workshops Brumas), which main aims is the social and professional insertion of people in situations of risk, conflict and/or social exclusion.</p> <p>The main goal of this labour project of social integration is to recover the dignity of people in risk of exclusion making them active citizens. For that, they have developed this company which is focused on cleaning vehicles and purification works. Nowadays, the company is expanding towards a new market with the ecological paper, which comes from the recycling cellulose of tetra brick containers.</p> <p>Plis Servicios is based on two pillars:</p> <ol style="list-style-type: none"> <li>1) The dignity of the person as worker. The company take care for their workers, with the design of personalized insertion itineraries that provide them with knowledge and skills, which together with work experience allow them to access the ordinary labour market, reinforced and prepared.</li> <li>2) The quality service to their clients. Offering quality services and converting them into allies to transform the environment and make it more sustainable.</li> </ol> <p>For achieving the first pillar, people who join this company receive training in competitions socio-labour (communication, teamwork, productivity, initiative, personal image) and personal (self-esteem, management of community resources, domestic management, family life).</p>
<b>How can this best practice be used in Art4Inc?</b> <i>(maximum 4 lines)</i>	We can use the techniques proposed in this project to work with the participants that develop self-esteem skills, communication, teamwork, etc. that has been previously commented.

<b>Name of the best practice</b> (maximum 1 line)	<b>LACAMPA, A SPACE FOR THE MEETING</b>
<b>Link where the practices can be accessed or practice's identification data:</b> (maximum 3 lines)	<a href="https://www.facebook.com/Proyectolacampa/">https://www.facebook.com/Proyectolacampa/</a> <a href="https://www.caritas.es/santander/qhacemos_programaas_proyectoInfo.aspx?Id=52">https://www.caritas.es/santander/qhacemos_programaas_proyectoInfo.aspx?Id=52</a>
<b>Brief description of the best practice</b> (maximum 35 lines)	<p>Lacampa is an intercultural social project by Cáritas (the official organization of the Catholic Church in Spain for charitable and social action, instituted by the Spanish Episcopal Conference). It describes itself as a space for meeting and interaction where everyone can build a new society based on respect and diversity.</p> <p>The objective is to dignify the phenomenon of migration by generating a space for welcome, encounter and mutual knowledge between immigrant and native people; in such a way, that people participate in constructing a more just, humane, free and prosperous society. For that, it has settled two main aspects:</p> <ol style="list-style-type: none"> <li>1) <u>Cultivate Interculturality</u>, because meetings with other people and with other cultures is positive and people can enrich themselves by accepting the different one, and letting themselves be welcomed by he/she.</li> <li>2) <u>Dignify the phenomenon of immigration</u>, because everything possible must be done to adequately welcome the immigrants who are in the society. In that sense, it is important to collaborate, to raise awareness of the need to directly influence the causes of immigration, making them known, encouraging co-development actions and international cooperation and to report everything that undermines the dignity of the person in relation to immigration</li> </ol> <p>For this they perform various activities that allow to enhance attitudes that enrich each other with personal and cultural interaction. Some of them are:</p> <ul style="list-style-type: none"> <li>- <u>Trips/Excursions</u>, where people spend a full day together that makes easier to remove part of the prejudices.</li> <li>- <u>Talks on different current issues</u>, where they remove the linguistic barriers thought an attitude of listening, achieving spaces where people can express themselves.</li> <li>- <u>Workshops</u>, for children and adults. Volunteers show their manual skills in them, and the most popular is the cooking one.</li> <li>- <u>Day of...</u>, as the Book Day, where each one tells a story about their country, expresses something of their experience or reads a piece of their favourite book while the rest of people listen. Other days are focused on celebrations from different countries.</li> </ul>
<b>How can this best practice be used in Art4Inc?</b> (maximum 4 lines)	We can make use of the work techniques proposed by this project in all those varied activities that are organized in this environment, mainly in the development of personal learning workshops and attitudes.

## 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.	Average age: <b>37.6 years old</b> . Youngest: 28 years old. Eldest: 64 years old.								
The gender split (how many males and females)	6 female 0 male								
The distribution of types of the current work place of the interviewees. List of cities:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #D3D3D3;"> <th style="width: 25%;">NGOs:</th> <th style="width: 25%;">Training centres</th> <th style="width: 25%;">Authorities:</th> <th style="width: 25%;">Other (specify):</th> </tr> </thead> <tbody> <tr> <td>5</td> <td></td> <td></td> <td>1 (Foundation and Study Centre)</td> </tr> </tbody> </table> <p>Cities: Santander, Torrelavega, Gijón</p>	NGOs:	Training centres	Authorities:	Other (specify):	5			1 (Foundation and Study Centre)
NGOs:	Training centres	Authorities:	Other (specify):						
5			1 (Foundation and Study Centre)						
Role of the interviewees in the institution:	<p>a) Manager</p> <p>b) Adult Educator (trainer of adults)</p> <p>c) Migrant support worker <b>3</b> If so, please specify (<i>i.e. tutor, mentor, counsellor</i>): <b>2</b> Social workers; <b>1</b> Educator of unaccompanied foreign minors</p> <p>d) Other (<i>please specify</i>): <b>3</b> <b>1</b> Responsible for the Employment Service; <b>1</b> Psychologist specialising in intervention with minors in risk of exclusion; <b>1</b> Coordinator of Childhood and Family Programme.</p>								
Average length of the interviewees' service in this role ( <i>months or years</i> ). Shortest and longest.	Average length of the current job: <b>64.6 months</b> Shortest: 1 month (previously several years working with young people at risk of social exclusion). Longest: 20 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 <b>4</b> No <b>2</b>								

<p>If they answered “Yes” to the question above, which artistic <u>disciplines</u> they use (i.e. drama, music, etc.)?</p>	<ul style="list-style-type: none"> <li>- <i>Dance and Cultural activities.</i></li> <li>- <i>Art, Drama. Visit art expositions, museum, attend to the theatre, concerts.</i></li> <li>- <i>Music.</i></li> <li>- <i>Painting.</i></li> </ul>								
<p>If they answered “Yes” to the question above, what <u>activities</u> they perform by using artistic disciplines?</p>	<ul style="list-style-type: none"> <li>- <i>Henna workshops, intercultural meals, and dance exhibition at the end of the year. All of that allows to understand different cultures and customs, so it develops the empathy and facilitates the inclusion.</i></li> <li>- <i>Use the techniques as visitors. They visit several art expositions and museum. Also they attend to the theatre, concerts. The visits allow people to discover the city, integrate in it and know the possibilities that it offers for leisure and free time with a low financial cost.</i></li> <li>- <i>Use of videos with music or cartoons for improving the understanding or relations. Young people in risk feel more comfortable, and it is easier to understand their thoughts or feelings because it enhance the relationship.</i></li> <li>- <i>In therapeutic work, use collages, pictures and images for supporting the communication understanding. And the role-playing for gaining social skills. The use is intuitive and facilitate the communication, focus the attention on and avoid the distraction.</i></li> </ul>								
<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>	<ul style="list-style-type: none"> <li>- <i>It is necessary an empathic, highly motivated and flexible person, that is, with adaptive capacity.</i></li> <li>- <i>He/she should have a great vocation of service, and also be able to disconnect after work from problems of the people.</i></li> <li>- <i>It is necessary to know the disciplines and training.</i></li> </ul>								
<p>Do the interviewees have these pedagogical skills?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Skill</i></th> <th style="text-align: center;"><i>Number of answers</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>Empathy/motivated/flexible</i></td> <td style="text-align: center;"><b>1</b></td> </tr> <tr> <td style="text-align: center;">No</td> <td style="text-align: center;"><b>3</b></td> </tr> <tr> <td style="text-align: center;">I do not know/I cannot appreciate</td> <td style="text-align: center;"><b>2</b></td> </tr> </tbody> </table>	<i>Skill</i>	<i>Number of answers</i>	<i>Empathy/motivated/flexible</i>	<b>1</b>	No	<b>3</b>	I do not know/I cannot appreciate	<b>2</b>
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<p>If they answered “No” to the question above, would they be</p>	<p>Yes <b>5</b> No <b>0</b></p>								

interested in attending a training to acquire them?	
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 <b>2</b> No <b>4</b>
If they answered “Yes” to the question above, what non-traditional embedded-learning approaches they use?	<ul style="list-style-type: none"> <li>- <i>Use of cooperative and inclusive learning as “cooperative teams”.</i></li> <li>- <i>Research studies, where they should look for information; constructivist pedagogy during the class; non-formal learning dynamics (games for create groups); watching short films.</i></li> </ul>
Are they comfortable when they use these approaches? Please overall justify their answer.	<p>Yes <b>2</b> No <b>4</b> (They do not use them).</p> <p><i>They are enjoyable for the educator and for the “students”. Besides, although sometimes the results are not as expected, and it takes longer to achieve them, once you have achieved the goals, they remain in the long term and are better internalized.</i></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 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> )?	<p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>- <i>It is essential and should be basic.</i></li> <li>- <i>They are really suitable for people that work and have a difficult timetable.</i></li> <li>- <i>Very useful for educators, because they save time and allow the use in any place and time.</i></li> <li>- <i>Practical and efficient when contain high quality resources.</i></li> <li>- <i>Without necessity of being in the same place at the same time more people can participate, and courses could be for more people at same time.</i></li> <li>- <i>Videos and all multimedia resources make the course more enjoyable, comfortable and easier for people that do not speak properly a language.</i></li> </ul> <p><b>Negative:</b></p>

	<ul style="list-style-type: none"> <li>- <i>Some people could not have access to that online resources (especially migrants).</i></li> <li>- <i>It is more enriching if the learning is one part online and another part in-face.</i></li> <li>- <i>Some platforms could be more difficult to use.</i></li> <li>- <i>You have to be really constant and you have to work by yourself, without any human contact.</i></li> <li>- <i>It is necessary to have special skills for using them.</i></li> </ul>
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><i>Educators:</i></p> <ul style="list-style-type: none"> <li>- <i>Should be a facilitator or a guide for carrying out the activities.</i></li> <li>- <i>They have an important role for developing the online contents, or choosing the more suitable resources or detecting necessities.</i></li> <li>- <i>Should support and monitor the migrants are not discouraged and that they can solve the linguistic problems.</i></li> </ul>
Which do they think the benefits of using on-line learning environments are?	<ul style="list-style-type: none"> <li>- <i>They provide access to more people.</i></li> <li>- <i>The impersonal character of the online medium facilitates the expression of your personal experiences.</i></li> <li>- <i>Availability (any time or place).</i></li> <li>- <i>Free courses or at least cheaper.</i></li> <li>- <i>Speed, each one could decide their learning pace.</i></li> <li>- <i>They allow to create a community for sharing experiences and knowledge.</i></li> </ul>
Do they consider that there are any risks in using on-line environments?	<ul style="list-style-type: none"> <li>- <i>Create opportunities for schemes of fraud and deception.</i></li> <li>- <i>Problems with security and data protection, especially personal details.</i></li> <li>- <i>Lack of motivation because you are alone, without partners.</i></li> <li>- <i>Lack of physical contact.</i></li> </ul>
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?	<ul style="list-style-type: none"> <li>- <i>Explain a set of initial rules and norms that guarantee the proper use of the technology.</i></li> <li>- <i>The possibility of report behavioural patterns and comments that would not be justifiable in terms of ethics or morals.</i></li> <li>- <i>Offer a proper privacy and security terms.</i></li> <li>- <i>Offering training for users.</i></li> <li>- <i>Using chats and group activities.</i></li> <li>- <i>Should be self-motivated.</i></li> </ul> <p><i>Most of interviewees think that have basic skills, so they should improve them.</i></p>
What kind of new educational	<i>Storytelling; Drama, Music, Paint</i>

environments arts-based, media-rich and interactive would they like the Art4Inc project bring to them?	
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><i>Theory, practice and results from a research for the storytelling; the drama, the music, and the paint.</i></p> <p><i>Strategy or resources for solving the problems arisen for linguistic barriers.</i></p> <p>* Several interviewees would prefer know the offer for selecting after that.</p>
Do they want to add something in relation to the need of skills of Adult Educators working with migrants and migrant support workers?	<p><i>It is a really interesting topic.</i></p> <p><i>It is necessary open the eyes to different disciplines and approaches.</i></p>

## Identified Learning Outcomes

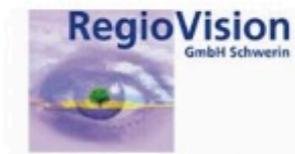
During this time we have noticed that, in general, the artistic disciplines are not used in Spain. In our opinion, the main reason for that lack of use, is that these disciplines are unknown not only by the general public, but also by the Adult Educators working with migrants and Migrant Support Workers.

During the interviews, we detected that these workers are really involved, and worried about the real inclusion of the migrants. In that sense, although they have not enough knowledge for applying these artistic disciplines, they are really interested in non-formal approaches, strategies and/or methodologies.

Therefore, based upon the foregoing, we establish the following Learning Outcomes for Adult Educators working with migrants and Migrant Support Workers:

- Learners will be able to apply the art disciplines with all the migrants, regardless of the age of the people, and also the genre.
- After highlighting the gamification as a non-formal approach, the learners will be able to apply it with all the migrants, regardless of the age of the people, and also the genre.
- Adult Educators and Migrant Support Workers will be able to reinforce the use of non-formal approaches as different cultural parties, intercultural meals or tourism around the cities with the use of storytelling, drama and music during these parties.
- The educators will develop job searches and apply specific programs for language learning with adult people, especially if they are men who have a family to support. In that sense, after the program they will be able to develop a lesson plan to integrate the storytelling in their language programs.
- One of the main outcomes will be that the Adult Educators and Migrant Support Workers will perceive the artistic disciplines as one of the most important and powerful tools for promoting a real inclusion of foreign people in our society.

# art4inc



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