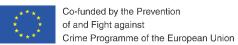


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Vladislava Vondrová is a social worker and head of the Pavlač low-threshold club. She has worked with children and young adults living in socially excluded localities in Brno since 2009. In the context of the European Fair Skills project she took the staff education course, helped implement workshops for Pavlač club clients and co-authored and edited the Country Brochure.

Explanation of the term Low-treshold organisation for children and youth

Social service for children and youth who find themselves in difficult personal situation, or they are endangered by such situation, and who do not look for standard forms of institutionalized help and care.

Services aim at building and keeping of relations, providing information, expert help, support and creation of conditions for social inclusion and positive change in way of living. It is outpatient or field social service of low-treshold character. The goal is to enable clients better orientation in their social environment, life situation and to create such conditions, in which clients could solve their unfavorable social situation.

See online Dictionary available here:

LTC – Low-treshold club (also less formal term for low-treshold organization for children and youth)

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INTRODUCTION

You are opening a brochure compiled as part of the European Fair Skills project (2015-2016), aimed introducing in the Central and Eastern European area themes often neglected in work with children and youth - discrimination, right-wing extremism, racism, homophobia etc.

The first part of the brochure introduces the European Fair Skills project, the project partners and project activities implemented in the Czech Republic. The second part describes the organisation called Ratolest Brno as one of the project partners contributing to the individual project activities and further continuing to use the community-oriented methods in preventive work with its clients. The next section of the brochure first lists and characterises all the programmes of Ratolest Brno, and then provides details on the low-threshold clubs "Pavlač" and "Likusák", mentioning their principles, objectives and specifics. Some examples are added as illustration of the way we work with children, youth and young adults in our low-threshold clubs.

We would like the brochure to help all those who are interested in obtaining an insight into the principles, options, contents and forms of social work with children, youth and young adults in low-threshold clubs.

EUROPEAN FAIR SKILLS



Exchange of proven procedures of strengthening of community prevention of group hostility, criminal acts of hatred and coercive right-wing extremism. In the past eight years Cultures Interactive (hereinafter CI) has developed and tested many different specific group (model) procedures and concepts of projects for target groups and various methods of community-oriented preventive work. Whether workshops for young people, education and training of experts, provision of advisory service and coaching to local civic society, political and administrative authorities (with the aim to make them act long-term against group hostility, criminality out of hatred and coercion and violence motivated by right-wing extremism), they required a holistic approach to the community as well as tailor-made offers to the various stakeholders.

When involved in the European Commission Radicalisation Awareness Network, CI contacted many providers of preventive care, especially those active in the area of right-wing extremism and religious fundamentalism. These contacts clearly revealed that preventive work had been especially poorly developed in the countries of Central and Eastern Europe. And yet those countries were found to have deeply-rooted discriminative approaches in some parts of society, manifested by actions of organised militant right-wing groups, anti-Semitic rhetoric, violence motivated by homophobia or attacks on Romany settlements.

That is why, in 2015, CI started cooperation with NGOs Kontiki Szakképző (Hungary), Eruditio Publica o.p.s. (Czech Republic) and REACH (Slovak Republic), launching a two-year project called European Fair Skills. The purpose of the project was the local introduction of approaches to community-oriented specific preventive work with target groups which have proved to be effective in Germany in various national contexts.

In cooperation with local partner organisations the project team aimed to introduce the following three sets of measures in each participating country:

- fair skills: facilitator training in culture teaching in the terrain of risk groups of adolescent youth;
- local de-radicalisation: further education of social workers, teachers and other parties in cultural work with youth for primary and secondary prevention;
- round tables: development of a regional network for the prevention of right-wing extremism with local governmental agencies, administrative authorities, civic society, social work facilities, schools etc.

With the same objective – transfer of knowledge and experience – our partner, the Friedrich Ebert Foundation (FES), introduced another training course on successful outcomes and methods of work with members of the right-wing scene in three countries. To assure stabilisation and extended cooperation in the given country CI also cooperates with the Open Society Foundation, OBSE (TMT), the Helsinki Committee, RAN and the European Forum for Urban Security (EFUS).

Project period: January 2015 - December 2016
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PROJECT ACTIVITIES IN THE CZECH REPUBLIC

Training Courses for People Working with Youth

During the two project years several workshops and training courses were held for people working with children and youth and touching on the themes of right-wing extremism, racism, xenophobia and intolerance in this context. Under the guidance of experienced lecturers, the series of Fair Skills workshops offered a practical exercise in methods used by the German partner, Cultures Interactive, and representing the foundation stone of the whole project. The courses taught principles of connection of youth subcultures with civic education and how to use youth sub-cultures in practice and build on them in approaches to clients. The Local De-radicalisation training in addition offered a chance to try new methods of group work with clients, showed how to speak with them about their attitudes and experience connected with life in the community and how to intervene. The workshops held during the course of the project period were attended by several dozen social workers of low-threshold facilities, probation and mediation service and educational organisations.

Workshops for Children and Youth

On the basis of obtained experience provided by the workshops and training courses the staff of the Brno low-threshold clubs "Pavlač" and "Likusák" (Ratolest Brno) organised a series of workshops for their clients to test the Fair Skills methodology. In the context of the project social workers could try the acquired knowledge and experience in practice. The workshops combined civic education and prevention of extremism with elements of youth sub-cultures such as graffiti, street art, box, electro music, beat box, hip hop, and social networks. The workshops were attended by several dozen children and young people from Brno, who were provided space for discussion, creative expression and personal development.

Round Tables

Project activities were also extended on other, mainly regional players, through round tables where aspects of education and work with youth in the context of prevention of extremism, racism and xenophobia were discussed. The two round tables served for exchange of experience among representatives of state administration, self-governing bodies, schools, social service organisations, educational institutions and academies.

PROJECT PARTNERS



Cultures interactive e.V. Berlin, Germany

Cultures Interactive e.V. (hereinafter CI) is a non-profit organisation seated in Berlin. Founded in 2005, CI is involved in a number of national and international projects and networks. CI develops and implements strategies and methods allowing for effective work in the field of prevention of group hatred, right-wing extremism and hostilities among youth. CI also offers education and training courses to teachers and multipliers working with youth and an advisory service and coaching to communities.

The methodology of the work of CI is anchored in work with youth sub-cultures. The history and background of youth sub-cultures such as hip hop, techno, skateboarding, parkour, punk, emo, goth, riot grrrl heavy metal, indies, rock and comics, video, photography, radio and graphic design are connected with aspects of civic and political education (team building, participation, conflict solving, prevention of right-wing extremism, democratic education, anti-racist approaches). Another aspect of CI work is group sociotherapy. In a safe environment young people can discuss their lives, experience and plans for the future. They are provided opportunities for training in communication skills and reflection of prejudices.

CI has defined three main objectives of their work:

1. Prevention and preparation for intervention: The target group is young people whose lives have been shaped by hostile ideologies, violence and non-democratic environments. CI helps these people change their attitudes and perspectives. CI organises school project days (CI mobile), training programmes (Fair Skills, Classic Club Cultures) and tailor-made workshops.

- 2. Skill building: Socially oriented concepts strengthen work with youth and civic society in structurally weak regions. CI has developed an integrated approach providing opportunities to children and youth to engage in civic participation and the formation of their own community in a democratic manner. This is the formation of a network acting preventively against right-wing extremism and coercion (KulturRäume2010). In an ongoing pilot project called Hako_reJu CI is testing a concept focused on the prevention of right-wing extremism in rural areas. The project also offers training courses for people working with youth with a focus on themes such as prevention of right-wing extremism, interventions, incidents stemming from group hatred, gender-oriented approaches, democratic education, and improvement of skills connected with human rights tolerance.
- 3. Knowledge combination facilitation of further development: In an effort to materialise its vision of professional work with youth based on human rights acceptance CI takes part in (inter)national activities aimed at the exchange of experience in the area of prevention, regional development and de-radicalisation (such as BIKnetz, Radicalisation Awareness Network, OSCE)

Contact cultures interactive e.V. Verein zur interkulturellen Bildung und Gewaltprävention Mainzer Straße 11 12053 Berlin

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ERUDITIO PUBLICA o.p.s. Brno, Czech Republic

ERUDITIO PUBLICA o.p.s. (EP) is a non-profit educational organisation founded in 2011. The principal activities of the organisation focus on research in the area of education, development of pilot projects and pilot themes in the educational area, import and export of innovative technologies and support of the application of modern technologies in the teaching process. The aim of EP is the reinforcement of the role of cultural environments in all forms of education. EP develops interesting, high-standard, useful and purposeful pilot projects. EP cooperates with a number of Czech and international organisations active in the areas of education, culture and technologies.

At present EP actively pursues the following themes:

- 1. Work in the area of prevention of extremism: for example, implementation of the Czech-German joint educational project called "Together against Extremism" in the context of which a new method of education and training of local authorities in how to manage hatred and xenophobia in their areas of responsibility has been developed (the project was subsidised by the Ministry of the Interior of the Czech Republic); and the educational project called "Neo-Nazi Propaganda", with the main aim of providing innovative educational materials and methods to secondary school teachers.
- 2. Work with communities and groups threatened by social exclusion: implementation of projects bringing education and community cohesion. EP supports social groups threatened by social exclusion and the people working with them. The projects develop their knowledge and skills in this area.

The projects and activities of EP are financed from grant schemes of Czech and foreign donors, national authorities and international institutions.



Friedrich Ebert Stiftung Bonn/Berlin, Germany

Friedrich-Ebert-Stiftung (FES) is the biggest and the oldest German political foundation supporting democracy and civic education. Its principal areas of activity include political and civic education, international development cooperation, research and scientific analyses in politics, assertion of social values, dialogue and exchanges between social and political players and granting scholarships to students and fresh graduates from German universities.

FES operates 107 offices with 617 employees and implements its activities in more than a hundred different countries. The office network is one of the major non-governmental global infrastructures supporting democracy and international dialogue on themes of international politics. FES supports employee unions, civic society and public institutions. Its activities are mostly state-funded with support from private funds and donors. FES also receives institutional subsidies from federal funds.

FES holds the EFQM mark "Committed to Excellence" (certified by the European Foundation of Quality Management).

Contact

Friedrich-Ebert-Stiftung
Hiroshimastraße 17 (Haus1)
Hiroshimastraße 28 (Haus 2)
10785 Berlin
Tel.+49 30 269 35-6

Friedrich-Ebert-Stiftung Godesberger Allee 149 53175 Bonn Tel: +49 228 883-0

www.fes.de



Kontiki vocational training Ltd Budapest, Hungary

Kontiki Vocational Training Ltd is a public non-profit organisation seated in Budapest. Kontiki operates a private school with around 300 pupils from the age of 15–25 years. The school provides education to pupils with special needs. The purpose of the lessons is to support the development of the pupils' skills and facilitate their integration into society and the system of education. The school uses alternative forms of education. It is involved in national and international projects in its field of activity.

The staff represents various professions, as Kontiki believes that people with different professional backgrounds can inspire each other. The founders and collaborators include general teachers, teachers working in special education, specialists in social areas, economists, IT experts, lawyers, environmentalists, anthropologists, psychologists, artists, mediators, experts in mental health, supervisors, administrators, engineers, acrobats, experts in communication, and documentarists. Some of them are focused on work with adolescents, others on work with adults and families of the adolescents. Kontiki claims inclusive education, therefore the school is open to pupils for the whole year regardless of their background. Every new pupil goes through a six-week initial programme orienting him or her into the system of education and the teachers and testing his or her competences. Later every pupil receives their own mentor to help him or her in their studies, in job selection, in the implementation of personal and work plans and the organisation of their individual study plans.

The CanHelp team is responsible for the mental health of the school pupils. The team members help pupils overcome social obstacles and manage conflicts and aggression and support their development. They also help maintain a positive atmosphere in the school.

In the course of its history Kontiki has contributed to various international projects focusing on individuals with different reasons for social exclusion (Open the Doors, CHRIS), inclusion, de-radicalisation at schools (European Fair Skills), professional education (Hamburg Model, Veste) and sustainability (Ökokapocs).

Contact KONTIKI SZAKKÉPZÖ 1107. Budapest Üllöi út 132 Hungary www.kontikizrt.hu



REACH Research and Education InstituteBratislava, Slovakia

REACH is a newly-established independent think tank seated in Bratislava. The institute focuses on themes such as extremism, radicalisation of public opinion and the formulation of de-radicalisation strategies.

REACH was founded as a joint initiative of young researchers and analysts with a common vision of the need for a bridge between academies and research institutions with knowledge and methods on the one side and civic society and policy makers on the other side. The primary objective of REACH is to contribute towards professional discussions on current political and social themes, to mediate dialogue between various players and to take part in research, analyses and recommendations for policy makers and civic society. All that with the aim to improve the quality of political decisions and contribute towards an improvement in civic society. The REACH institute supports policies based on research and data. It also supports cooperation between research institutions, academies, civic society and policy makers for the purpose of achieving positive changes in civic society, intra-society relations and political culture.

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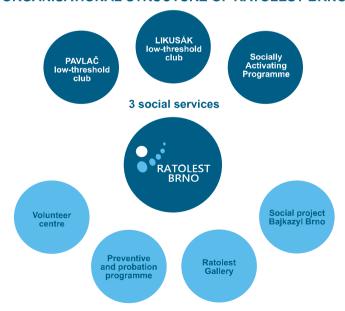
RATOLEST BRNO

Ratolest Brno gives children a chance to grow up in functioning families and helps young people to get away from a downhill slope. Our activities are based on prevention;, we successfully address the causes of problems as well as their consequences.

We professionally help children and young people address issues in the family, at school, in peer-to-peer relations and their surroundings. We provide prevention against drug addiction, sex, bullying and criminality. We tell them how to spend their leisure time sensibly. We try to help them with better social inclusion.

Ratolest Brno operates several programmes: three social services (Pavlač low-threshold club, Likusák low-threshold club and the Socially Activating Programme), a preventive and probation programme and a volunteer centre. It also manages the charity art project called Ratolest Gallery and the social project Bajkazyl Brno.

ORGANISATIONAL STRUCTURE OF RATOLEST BRNO



DESCRIPTION OF RATOLEST BRNO'S PROGRAMMES

FOR CHILDREN AND YOUTH

Likusák and Pavlač Low-Threshold Clubs

The Likusák low-threshold club (Likusák LTC) is open to children and young people from 12 to 26 years old living in or visiting Brno who find themselves in difficult life situations, sometimes caused by themselves and sometimes caused by others.

The Pavlač low-threshold club (Pavlač LTC) is open to children and young people from 6 to 26 years of age living in socially excluded localities in Brno which directly affects their lives.

Both clubs provide field, in-house and on-line services.

Preventive and Probation Programmes

The Preventive and Probation Programmes (PPPs), Change the Direction and Aristotle, are open to children and young people from 11 to 18 who have committed a crime or find themselves at the brink of illegality.

The PPPs work with individual clients and groups of clients, including in cooperation with the parents of clients. They cooperate with the Probation and Mediation Service of the Czech Republic with the aim to prevent recurring pathological behaviour of young people.

FOR FAMILIES WITH CHILDREN

Socially Activating Service for Families with Children

The Socially Activating Programme (SAP) is designed for families in difficult life situations with possible consequences including taking their child or children away from home to alternative care givers. These families often face more than one problem, most often in the areas of child upbringing and care, looking for a job, lack of finance or unacceptable housing situations. Social workers work with these families in their natural environment in the form of field work or in-office service. The purpose of the programme is to support and accompany the families on their way to the acquisition of the skills to create a safe and inspiring environment for the growth and development of their children.

FURTHER PROJECTS

Volunteer Work Centre

The Volunteer Work Centre (VWC) provides services to people interested in volunteer work in Brno and its close surroundings. The project networks the volunteers to organisations wishing to use volunteers in their activities. The VWC focuses on referring volunteers to organisations providing social service to threatened children, seniors or physically handicapped individuals.

Ratolest Gallery

The Ratolest Gallery is a charity art project with the guiding idea to "help by art". The Ratolest Gallery offers for sale works of art of beginning as well as established artists from Brno and its surroundings who want to support the work of Ratolest Brno through their paintings.

The purpose of the project is to promote the artists involved and to use the proceeds from sale of their paintings towards the support of the children and young people participating in the programmes of Ratolest Brno.

Bajkazyl Brno

Bajkazyl Brno is a social project of Ratolest Brno. Its seat is situated right below the main railway station in Brno in the place of former gambling halls and non-stop night clubs. Bajkazyl Brno is a combination of a café, a cycle workshop and a cultural space, all that with the added value of social work. This place provides training and job opportunities for clients of our two low-threshold clubs. Clients can acquire work skills, habits and experience that then help them to succeed on the job market in the future.

LOW-THRESHOLD CLUBS OF RATOLEST BRNO

Ratolest Brno operates two registered low-threshold clubs meeting the basic characteristics of low-threshold establishments for children and youth (hereinafter LTECY) but working with a different target group, which generates certain differences in the services provided.

WHAT WE HAVE IN COMMON

We offer 4 basic service types to our clients:

- contact with the service.
- professional social work,
- educational, preventive and teaching programmes,
- activating leisure-time activities.

Contact with the Service

This is the basic form of work of LTECY social workers, allowing children and young people to stay in the club without involvement in any structured activity, without the necessity to communicate with the social worker etc. In the field and on-line form this means contact with the social worker without the necessity to use any other service. Clients can also use the site equipment (PCs, books, football game board, hackies, etc.).

Professional Social Work

Professional social work in all forms in which it is provided focuses on providing opportunities to clients to fully develop their talents, enriching their lives and preventing their failure. Social work is aimed at the management of difficulties and initiating change. To achieve these objectives we use contact work situational interventions, advisory services, information services, help in crisis, work with close persons, mediation of other services, contact with institutions in favour of the client, group work and material provision.¹

¹ For example, printing papers for school lessons, borrowing a telephone (to settle an employment issue or call an office,), lending sports equipment etc.

Example: Today we had a meeting with a client addressing the threat of the loss of their apartment due to unplanned expenditure. In the context of this task we are now mapping the current situation, looking for options of fund raising, agreeing on accompanying to the food bank, housing and social department of the local council. The client is using the opportunity to search for information on the Internet, borrowing a telephone and agreeing a meeting with a member of the council housing department. The next meeting with her is scheduled for next week.

EDUCATIONAL, PREVENTIVE AND TEACHING PROGRAMMES

These programmes are prepared on the basis of the clients' mapped current needs and interests. Their themes are identified/opened by the clients themselves on the basis of their needs or offered by the social workers. They relate to the clients' current life situations (safe sex, addictive substances, gambling, alcohol, smoking,...).

The themes are discussed in clubs in the form of open discussions, discussions with experts, film shows, notice boards, questionnaires, thematic games, crosswords, word puzzles and harm reduction handoffs with the provision of brief information.

Example: The clients address relations to their club friends. We had a workshop scheduled for them on relations among friends. The clients were divided into two groups and developed "the ideal friend" from a list of features and a "friend they would not like to have". Then we discussed these two variants. Some posters from the workshop are on display in the club.

ACTIVATING LEISURE-TIME ACTIVITIES

Leisure-time activities are an important tool for client contact. They are organised by the clients themselves and we provide the background for their implementation. Some of the activities are co-developed by the clients and the social workers, or exceptionally by the workers without the participation of the clients. The purpose of these activities is to contact the clients and develop their talents and skills through various activities.

Club-house and outdoor leisure-time activities are an alternative of passive leisure-time activity. We mainly use them as a tool for establishing contact with the client.

Example: The boys from the club organised a board football tournament. We provided all necessary aids; the boys invented their own system of playing, agreed teams and opponents, and played the tournament.

Forms of work:

Both services are provided all-year-round in these three mutually interconnected forms:

In-house

- in the low-threshold club where the guaranteed rights and the rules to be observed create a safe environment for the client and for the staff,
- the clients come voluntarily and can talk intimately with the staff about their stories, the problems they face, support and help in the implementation of their own ideas,
- a space for meetings of the target group members (a substitute for a public meeting space).

Field

- regular presence of social workers in the streets with the aim to offer their services and available help and be in contact with those who, for some reason, do not like in-house service provision,
- the purpose is to search for and address children and young people in their natural environment, mediate regular contact with them with a field worker, offer them dialogue on various themes, provide information and support in difficult life situations.

On-line

- communication with clients over the phone or social networks,
- the purpose is to also be in contact with clients who cannot come to the club or meet field workers, either at all or at the moment (otherwise using these forms).

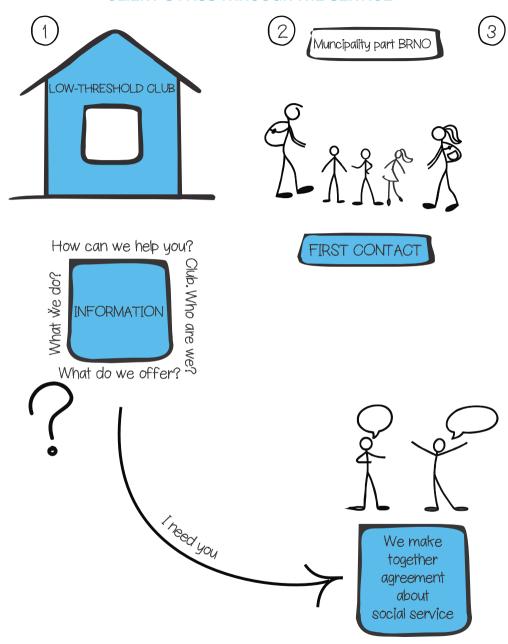
We provide these services in the form of individual and group work.

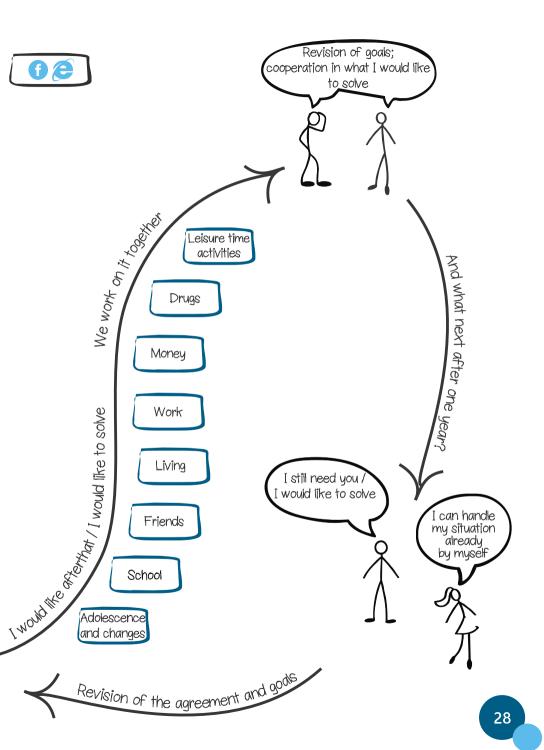
Principles of the Provided Services

What can our client rely on?

- to be taken "as he/she is",
- our interest in his/her opinion,
- that he/she can complain and we will try to help,
- that he/she can reject our help,
- that he/she can only provide his/her nickname,
- that he/she can believe us (no "about you without you"),
- that he/she can end the cooperation with us any time,
- free of charge service.

CLIENT'S PASS THROUGH THE SERVICE





WHAT WE DIFFER IN

How "Pavlač" and "Likusák" Low-Threshold Clubs Work

PAVLAČ low-threshold club

2 CLUBS

club for children 3–9 years of age club for children nad teenagers 10–18 years of age



1 FIELD SERVICE – STREET WORK

children and young adult 6–26 years of age excluded locality and Brno dormitories



INDIVIDUAL WORK WITH CLIENTS OVER 18

this age group is not offered the above-mentioned leisure-time activities



ACTIVITIES EXCEEDING THE FRAMEWORK OF SOCIAL SERVICE

tutorage and a PC classroom with teachers programme for pre-school children



1 CLUB

for clients 12-26 years of age



2 TEAMS OF FIELD WORKERS

in eight city quarters of Brno



clients over 21 cannot use leisure-time activities

LOW-THRESHOLD CLUB "PAVLAČ"

Characteristics of the Target Group of Pavlač LTC

The target group of the Pavlač LTC includes children and young people from 6 to 26 years of age living in socially excluded localities in Brno with a direct effect of social exclusion on their lives (low housing quality, low income, personally experienced discrimination and racism, their own unemployment or unemployment of their parents, poor health condition, public space etc.)² Our clients often address issues with their peers, at school, when looking for a job or an apartment to live in. They become victims of racism and discrimination. We address their problems and help their social inclusion.

Specific objectives of the Pavlač LTC following from the target group features:

- providing an opportunity for safe leisure-time activities,
- support for independence,
- preventive activitiesons,
- support in school work,
- strengthening of sociability,
- development of the necessary competences (functional literacy, ICT, communication etc.),
- cooperation with the parent as partner.

LOW-THRESHOLD CLUB "LIKUSÁK"

Characteristics of Target Group of Likusák LTC

The target group of the Likusák LTC includes children and young people in the age group 12–26 living in Brno and affected or threatened by adverse effects in the following areas: addictive substances, conflict behaviour, physical and mental health, sexual behaviour, social skills, family, school, job and voluntary work, peers and companies, partnership, leisure time, racism, xenophobia, sub-culture.

The service is not intended for individuals with a physical, sensory or combined handicap preventing their standard communication with the club staff and access to the club building and outdoor activities. The service can neither be used by individuals with an acute psychiatric disorder.

² For more information see, for example, the methodological handbook Opportunities for Mothers in Dormitories (2016). Available at: http://www.ratolest.cz/sites/default/ files/publikace/metodika_prilezitost_pro_matky_na_ubytovnach.pdf

Service objectives

The purpose of our work is to change the life of the client through:

- provision of knowledge and skills allowing his/her successful financial management and dealings with authorities and institutions,
- provision of knowledge of correct peer and family relations and the skills to establish and maintain them,
- help with the ability to behave in a sexually responsibly manner towards oneself and others and adopt the same approach to one's own physical and mental health,
- support of awareness of the risk of consummation of addictive substances and the ability to reduce their use,
- help in completion of school education and choice of the right school, orientation on the job market and the ability to find and maintain a job,
- provision of basic legal awareness, for compliance with social standards and avoidance of threatening behaviour towards oneself and others,
- mediation of dialogue between the target group and the community in relevant areas.

ONE DAY OF A SOCIAL WORKER...

One day of a club worker

Before the club opens the staff share their experience with clients and events of the previous day in the club and in the field. They discuss what their clients currently face, propose options of further work with the clients, exchange feedback etc. to tune up for face-to-face work with the clients coming that day. When the club opening time approaches, they prepare the space – switch on the computers and the music and wait for the first clients. Soon four boys arrive, two of them straight from school. They take a little rest after school work by playing board football while the third introduces a new friend coming to the club for the first time. The staff provide the newcomer with information about the service, where he is, what the club opening hours are, then he is shown around the space, introduced to the target group, the method of work and the services provided, the club house rules and the rights he has as a client. He is told that he can talk with the club staff about anything that is troubling him, that he is seeking advice about, that nothing is taboo here. Meanwhile a young woman comes and asks whether we could help her look for a job, preparation of her CV and motivation letter. She has just finished her secondary school education. We take her to the contact room equipped for individual work with clients, sit down at a PC together and open the right document template. We speak about her work experience, time limits, priorities, contracts. She leaves for a scheduled recruitment interview with a ready CV and the motivation letter. The boys are on Wi-Fi, they are bored and I suggest a football tournament with prizes for the winners. The boys think it would be a good idea, begin to organize the tournament and ask other children in the club whether they would be interested in taking part. Finally four teams with two players each are formed. We agree on the rules and the tournament begins. While the tournament is in progress a client arrives with her boyfriend and we talk about their relationship. She says she has not had her period. I suggest a pregnancy test to her, she agrees. We leave together to the contact room where I instruct her about the correct use of the pregnancy test, we talk about appropriate contraception and choose a gynaecologist for her. Finally the test is negative and the client sighs with relief. I suggest one control test in a couple of days and give her one spare set for that purpose. She thanks me and says she will visit the gynaecologist for contraception soon. The football tournament is ending, the winning team receives cinema tickets as a prize, all the participants are satisfied and propose a date for another tournament. Another client enters the club, asking for a cigarette in a loud voice. As everybody shakes their heads, he sits down on the sofa. I begin to talk with him about the negative effects of smoking, we speak about his motivation for smoking and possible change (and I provide feedback). From smoking we move on to alcohol and party drugs. Other clients join in the conversation and we discuss the risks of addictive substances. Everybody shares their experience. We speak about the symptoms of intoxication, types of drugs, risk of the development of addiction and combinations of different drugs and bad trips. The discussion is joined by a client taking pervitin regularly. He says he abstained for a couple of weeks but a few days before he had a relapse, and that he is thinking about therapy. I give him contact information about our associate service for addicts. I explain which service to use and motivate him for a visit and to start his way towards abstinence. As the club closing hour approaches, the clients leave. We part with the words: "Have a nice day and see you next time".

One day of a street-worker in the streets of the city

I have just settled yesterday's field matters with a colleague on duty with me. We have agreed on today's route. I pack my backpack, checking that I have enough leaflets about our service, information leaflets on various themes and visiting cards of associated services. Things for leisure time taken with us today include hackies, crosswords, slackline and a frisbee. I ask whether my colleague has scheduled an appointment with a client for today – we must include Vaňkovka today as we have a meeting with two of our clients there today. We will also visit new localities where we may meet new clients by chance.

When walking along the route where we usually meet our clients we meet a group of 3 boys and 2 girls. First we just talk about how they are today, then one of the girls asks about new crosswords and others join in. They all begin to solve crosswords on healthy lifestyle. The questions inspire a discussion about the risks of smoking marihuana, why some say it is super and others reject it as something very bad. We also talk about venereal diseases and one of the boys receives a condom from us and new information about where to have a free test or how to protect oneself against contagious diseases as a reward for participation in the discussion. After some time together we say goodbye and continue to our scheduled meeting with a couple currently addressing their fear of institutional care with which one of them is threatened. We also walk through new areas to see whether anybody is meeting and spending time there. The main theme of the meeting is the ordered institutional care. We try to calm the clients down and help them identify and process the emotions they feel. We map the situation about the stage the decision about institutional care is at and together make a plan of coping without losing senses. The result is a plan of activities that we all are able to do towards a successful resolution of the situation. As the situation was demanding one of the clients suggests a game of hacky to clear the mind. But even during the course of the leisure-time activity talk returns to the situation in the client's family and the reasons for the suggested institutional care. After we say goodbye we continue along the streets and parks of the city guarters. In one of the skate parks we meet a group of young people, half of them known

and half of them new to us. We ask them how they are and introduce ourselves to the unknown members of the group, introducing our service. One of them is interested in the theme of help with preparation for school, as he is just pondering about the application for secondary school studies and his parents cannot help him and his teacher has no time and he is not sure about correctness. We offer to look at the websites of various schools together, speak about options and look at some offers on the laptop. The others meanwhile talk with my colleague, watching the performances in the skate park. Some of the new group members take away our information material with contact data, telephone numbers and social network addresses. On the way back we walk past a deserted bus stop as the local officials told us young people often met there. This time there is no-one there, maybe next time.

One day of an online social worker

I switch my PC on and log onto the social networks where our club has its profile. We do not use many of them, just those we know are used by the vound people who are our clients. We periodically search for advertisements for voluntary work and share them with our friends - clients of the club. We also share interesting articles and information. Those who are our friends on the social networks discuss with us, ask for more information or share their experience and opinions. When online we also work on a chat/messenger. Anybody can talk with a member of our staff there, ask for information that can help or arrange a personal meeting. A client asks for advice on social benefits, telling us he has been without income for a while and is seeking help before he gets into trouble. He has no time to come in person so I send him links to offices where he can apply for the benefits. I explain what documents are needed for that purpose so that he has everything with him when eventually visiting them and when and where to go. I also offer to accompany him to the offices, Simultaneously I communicate in writing with another client trying to calm her down. She is worried about her friend who split up from her boyfriend a couple of days ago and now her crisis is culminating. She describes to me what has happened with her friend and that she would like to help her but does not know how. Together we try to understand what her friend is going through and what her feelings may be and I guide the client to empathy and how to find a way to help her friend. I assure her that she or both of them together can visit me any time and give her the address of a service specialising in these affairs. The client says goodbye a little calmer and I log out to return to my clients in the club.

One day of field work in dormitories

My colleagues and I are sitting in the office and putting together what to do today and what to remember on our visit to the dormitories. We make a list of contracts needing renewal, individual plans needing work on and sanctions we have to address.

Today we are to visit 4 dormitories, we agree on the route and what we need to take with us. We print colouring books, check the availability of flyers and visiting cards, and pack the container and forceps for picking up discarded injection material. We add jumping rods, chalks, sitting mats, paper and a pencil. The field tutor arrives. She packs her aids. We set off at 2:01 pm. On the way to the first dormitory we meet two clients who ask about whether the club is open now. We inform them that it is Monday, that we are on the way to the dormitories we visit on this day of the week, and tell them when the club is open. We walk along the river to see what is new. We notice that some cleaning has been done as a lot of the litter has been cleared away. After a couple of steps we find a discarded syringe which we pick up. We talk to the tutor about where we are going, what may be expected there and whether there were any clients interesting in tutoring in the field.

We wait some time in the first dormitory but after a while clients seeing us through the window run in. A couple of new children arrive with them, new to the dormitory. They ask what we have brought with us, and we offer things from our backpack. There is also some interest in the tutoring. The tutor finds out who needs what and starts by taking aside a client who needs to finish her homework, including some maths exercises that need to be calculated. My colleague and I part. We both draw with a piece of chalk on the peeling off pavement talking with the clients and listening to their news. Now and then I draw with the clients to get closer to them emotionally. The talk deepens. I learn that one client is going to move away with his brothers and sisters. We talk about his feelings, whether he is afraid of the new place or is looking forward to it. He says it is hard for him as it is the third time moving home in the last six months. We look for something that may be fine about the new situation. I give information about the dormitories we visit and that we can

continue to meet in his new place. A young girl moving in from another town joins our conversation. She begins to talk about what it was like in the other town, how they lived there. I must leave the conversation for a while to resolve a conflict over the pieces of chalk. After explaining our field rules the situation calms down. I return to the conversation. I learn that the young girl is finding it difficult to cope in her new class. She does not know anyone there. We talk about her former friends. She says she had many. But she is ashamed to start talking to new children, to ask them about anything. She is afraid that they will laugh at her, bully her, or attack her physically like before. We work on the theme of bullying and physical attacks. She talks openly about what used to happen to her and how she responded. I make use of the situation that we are new to each other and propose a game of introducing each other. I introduce our service and how it works and find out in return her age, name and what she is interested in. I produce the record of our oral agreement with pictograms and we go through it together. We agree on the target of our cooperation. In addition to the basic options she wants to learn how to respond to bullying and how to meet new friends in the new city. I give her a leaflet about our service and remind her of the club opening hours. It is half past three. We nod to each other with my colleague, it is time to go, we collect the lent things, finish our conversations and leave. On the way to the second dormitory we briefly reflect on what happened and note down fragments of the conversations we had. The colleague tells me what she resolved. She spoke with the administrator of the dormitory who asked what days we visited there. She introduced our service to two new children. She gave our contact information to a mother who wanted her daughter to start visiting us. And she led many small dialogues about funny as well as serious things. We approach the third dormitory and summarise briefly what to focus on and what themes to discuss. The first children run to us and more children are standing in the background waiting for us.

CONCLUSION

The brochure you have just read introduced to you the European Fair Skills project, Ratolest Brno as one of the project partners and the principles which the work of its low-threshold clubs is based on.

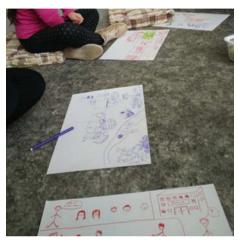
The European Fair Skills project has brought to the Central and Eastern European area a theme so far neglected in this region. The Czech Republic did not have effective programmes for the prevention of right-wing extremism and fundamentalism, racism and discrimination in work with children and youth. Thus the EFS project has brought important experience. The themes it worked with were known to both the clients and the staff of Ratolest Brno. People working in the low-threshold clubs meet both the aggressors and the victims. Thanks to the EFS project these people learned new techniques and methods of opening this theme with their clients and work on change.

We agree with the need for a holistic approach to these issues. Therefore community-oriented prevention, in harmony with the interests, needs and problems of our clients, allowed for the development of an interesting model of work with children and youth in the "Pavlač" and the "Likusák" low-threshold clubs. The cooperation of lecturers of the European Fair Skills project with the social workers of Ratolest Brno offered a synergic connection. The themes of the workshops were chosen to correspond to what the clients are interested in and respond to well (graffiti, street art, box, electro music, beat box, hip hop, and social networks). The social workers know their clients well and know how to approach them. The combination of these two things gave birth to workshops for youth tailor-made for the club clients with support of the methods and techniques brought in by an experienced organisation dealing in this area for many years.

Information about the project and about realized workshops available at our websites here: http://www.ratolest.cz/nase-prace/evropske-projekty/european-fair-skills

Photographs from our workshops

Workshops of the Pavlač low-threshold club









Workshops of the Likusák low-threshold club











Ratolest Brno, registered association, is a nongovernmental, non-profit organisation existing since 1995. Its mission is to help socially disadvantaged children, young people and whole families to address their unfavourable life situations or prevent them from enjoying the chance of a high living standard and social inclusion. The activities of Ratolest Brno support and develop volunteerism.