

Abstract

This thesis aims to help uncover the context of church socio-educational work with youth in Czech Republic. It emphasizes the lecturer, who puts the education into practice, and it deals with mentoring as a tool for development of this lecturer. The thesis considers mentoring as a beneficial approach with regards to progress of lecturers, who work with christian youth. The thesis has a theoretical-empirical character. The theoretical part focuses on definition of church socio-educational work with youth and follows with some insight into the requirements for a lecturer, who puts it into practice. It makes use of four various theoretical perspectives, which are Social pedagogy, Christian youth education, volunteering and Pedagogy of leisure time. Finally the theoretical part examines mentoring of this lecturer with regards to previous findings.

The research part investigates the phenomenon of mentoring in a specific environment of church socio-educational work with youth. It does so in order to find out the impacts that mentoring has on a development of a lecturer from the viewpoint of mentors and lecturers of the programme. The case study analyzes in-depth interviews based on grounded theory principles. The main findings include the fact, that in the eyes of the participants, mentoring is beneficial in personal as well as in professional aspect. The main importance in the personal aspect is that thanks to mentoring, lecturers grow into mature and stable personalities. From the professional point of view, we could observe the development of social skills, achieved mainly through group mentoring and action-learning. In general, the progress of the lecturer depended on self-reflection and willingness to learn from both the lecturer's and the mentor's side. Openness, authenticity, trust and taking part on mutual partner communication also proved beneficial. On the other hand, crossing the borderlines of the mentor-lecturer relationship was one of the main risks. Separating the personal and professional areas proved to be controversial for mentoring. Finally the thesis suggests recommendations to improve mentoring as a tool for development of a lecturer under given circumstances. All findings presented in the thesis can serve as a basis for future elaboration of a methodology for church socio-educational work with youth in Czech Republic.