



TRAINING COURSE RECOMMENDATIONS

INCLUDE GREECE

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Supporting parents of children with behavioral, social or communicational difficulties

15 Hours course + 30 Hours individual study
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Abstract

In the context of ESEC Erasmus + project “Extending social educators competences”, Include in Greece Thessaloniki, organized and implemented the training course that has been prepared by the scientific cooperation of all partners that are being participate in the ESEC Project. 34 participants attended successfully the ESEC course under the include implementation. As it emerged from the data of the final evaluation after the completion of the seminar by the participants the evaluation of the satisfaction from the attendance of the seminar was positive at 100% with 78.8% of the participants agreeing that their expectations were maximized.

The training course, although it was based on common for all partners learning units was implemented with transformations: a) specific content transformations that was emerged from the specific parents’ and educators needs in Greece, b) specific organizational strategies that was applied due to specific locally derived needs c) specific teaching methodologies that was used following the participants’ educational needs due to the COVID-19 pandemic.

The recommendations have arisen as a result of α) the experience gained by include after the implementation of the ESEC training program and β) the feedback from the 5 evaluations forms made by the participants after their participation in the courses v) the global evaluation of the training course after the end of the seminar.

After the end of the training course important recommendations were emerged:

- *Extending discussion between partners and agreement in common educational needs of social educators between countries*
- *Flexibility in the focus of the content of the training course at each country*
- *Attitudes change*
- *Flexibility in the training mode*
- *Participatory learning method*
- *The full of empathy and understanding attitude of the trainers for the trainees*
- *The establishment of an online environment where the interaction between the trainer and the participants*
- A supportive, non-judgemental approach
- dialogue that was used was based on Socrates model
- the encouragement of the trainees to participate in experiential exercises
- The distribution of the learning modules into those that would be taught directly and those that would be suggested for individual study
- Educational material through power point after the course was helpful for the refreshment of knowledge
- Assessment material through Google forms

These recommendations are presented with analysis bellow:

1. Recommendations concerning the content of the training course.

- *Extending discussion between partners and agreement in common educational needs of social educators between countries.* The content of the training units designed and discussed between partners in one of the transactional meeting in Latvia. Partners in that meeting had the chance to discuss extensively and find common points from need analysis between the countries that was participated

in ESEC project. This discussion formulated essentially the basic pillars of the training course according to the common needs. By this way the training course met the needs of all countries.

- *Flexibility in the focus of the content of the training course at each country.* Flexibility in the selection of the content, the learning units, according to the needs of the educators and social volunteers in each country has a strongly relation with the degree of the satisfaction of participants in the training course that Include organized.

Behavioral difficulties and the Support of their parents are issues of great interest and importance for educators, school counselors and professionals in Greece. The training course in Greece it is needed to focus on the following areas where educators faces the most difficulties:

Designing a 7-step process to cooperate effectively with parents,

Communication skills necessary to encourage helpful intervention.

Emotional learning,

Parents network, professionals and educators network.

Quality of life and difficulties faced by families of children with adjustment, social behavior and communication difficulties. The experience of parents and siblings.

Supporting self-care, stress management and increase of emotional wellbeing.

- *Attitudes change:* Through the content the ESEC training course managed to change not only the knowledge background of the participants but their attitudes. The usage of Inductive and productive methods of reasoning were mobilized trainers to solve problems.

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“We gained not only knowledge but also attitudes towards parents. It was very important for us and for the parents we support as volunteers”

2. Recommendations concerning teaching methodology of the training course.

- *Flexibility in the training mode.* Covid -19 pandemic was truly an unexpected factor that would lead to the suspension, cancellation and postponement of the training program. This would have an adverse effect on the partnership as well as on the beneficiaries. The most helpful element that really supported our partnership and led to solution was partners' desire for consent, partnership cohesion and faith in the necessity of the training program for the social educators and parents of children with behavioral disabilities. Partnership's helpful element was the focus on solutions and on the success. All these characteristics led the partnership to be flexible and to suggest suitable and effective solutions. In particular because of covid-19 teleconference was selected as alternative mode for the training.

- *Participatory learning method.* Participants through participatory method were expressing their opinions concerning the content and the digital mode of the courses. Module was based on adult education strategies encouraging the participants to share and shape to progress of the discussion.

“Frequent conversations with participants and friends and everyone in a good mood”

- *The full of empathy and understanding attitude of the trainers* for the trainees. and the respect that was given were of the most encouraging for the participants to express themselves although eye contact and non-verbal communication were absent because of the distance learning mode.
- *The establishment of an online environment where the interaction between the trainer and the participants* and between the participants themselves, is active and continuous, supplemented with suitable learning materials, is the key feature for any distance learning program. Discussions, case studies



presentation, tasks to be solved, questions with short answers, feedback were some of the methods that the course based on in order to encourage participatory learning

- A supportive, non-judgemental approach is most likely to lead to parents internalizing and using tools provided by a programme aimed at supporting parenting skills.

“Given the remote implementation of the program, I was very pleased with both the contributors and the participants”.

- The most powerful teaching method was the dialogue that was used was based on Socrates model that let the participants to express their own knowledge and be aware of them and go on for maintain or change them
- Although the training course was a distant learning one, with the encouragement of the trainees to participate in experiential exercises e.g. breaths for stress management, body movements for relaxation, participants had the experience of the parents' needs through their participation.

3. Recommendations concerning organizational issues of the training course.

- The distribution of the learning modules into those that would be taught directly and those that would be suggested for individual study proved to be very functional. The level of opportunity given to each country to make its own distribution contributed significantly to make the learning process as adapted as possible to the learning needs of the participants of each country. This organizational strategy that was agreed between partners proved very effective in maintaining the unity and coherence of the content and at the same time increasing the possibility of adaptation in educational needs of participants in each country without altering the basic body developed by the partners and agreed between them.



4. Recommendations concerning material of the training course.

- Educational material through power point after the course was helpful for the refreshment of knowledge
- Assessment material through Google forms was really effective because made the assessments an easy and fun process

The success of the training course is reflected in the results of the ESEC training course evaluation

“The approach and content. Congratulations !!
Teaching methodology and material for thought and reflection.”

5. Recommendations concerning material of the training course

- Duration was ideal . 5 meetings 3 hours per meeting with participatory learning methodology were enough for the participants to learn the subjects as the results of the evaluation show.

6. Alternative material

- Encouraging participants to find alternative material through Google it is suggested

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