



Erasmus+ project “Extending Social Educators Competences”  
ESEC Project Nr. **2018-1-PL01-KA204-051126**

## **RECOMMENDATIONS REPORT: (ALL PARTNERS)**

### 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  
ESEC Erasmus+ ESEC Nr. 2018-1-PL01-KA204 051126  
Include, Thessaloniki 25/5 - 3/6 2020

#### **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  $\alpha$ ) the experience gained by include after the implementation of the ESEC training program and  $\beta$ ) the feedback from the 5 evaluations forms



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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



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## TRAINING COURSE RECOMMENDATIONS

*Ecoistituto del Friuli Venezia Giulia (Italy)*

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### **ESEC training course - Recommendations**

#### **Abstract**

These recommendations are the result of the training course experience carried out within the ESEC project.

They are based on the comments and suggestions of the training course participants and concern the organization, implementation, and delivery of the ESEC training course.

Social educators and social volunteers were the targets of this training course.

It was thought of as a face-to-face and e-learning course, but the COVID-19 pandemic changed this teaching-learning strategy in a distance strategy.

Accordingly, one of the main issues that emerged in preparing the training course was the transformation of the face-to-face and blended learning activities in distance learning and e-learning activities. Indeed, due to the COVID-19 pandemic and the ensuing lockdown, it was impossible to hold the training course in a face-to-face modality.

The workload to prepare and hold lessons at a distance was quite high. Trainers needed to revise the teaching-learning content adapting it to web conferencing tools (Microsoft Teams and Skype).

The other issues encountered in transforming the training course were:

- How to interact in an online environment;
- How to optimize the scheduling of the learning activities.

Ecoistituto tackled the above issues dividing the 25 participants in four groups and scheduling the learning activity according to the needs and preferences of learners.

To evaluate the training course, Ecoistituto prepared a questionnaire that was submitted to all participants. All participants claimed to be very satisfied with the training experience, and most of them declared that they improved their competence and skills.



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## TRAINING COURSE RECOMMENDATIONS

*Rēzekne Academy of Technologies – RTA (Latvia)*

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### **Parenting Science: Communication with Parents**

#### **C. Recommendations**

##### **Abstract**

These recommendations are based on the experience and reflections of the participants of the ESEC project courses that have been conducted by Rēzekne Academy of technologies. More detailed evaluation of the worked-out program and activities of the project are provided in part A. *Evidence-based guidelines*. The recommendations consist of several sub-chapters to provide more detailed reflection on the activities, materials, and feedback on the focus of the courses that have been appreciated by the course participants in Latvia. RTA have suggested the part of the ESEC course *Parenting Science: Communication with Parents* in line with the methodological conception that communication alongside with cooperation is a fundamental basis of human individual development and central to initiate the children’s activities, practice behaviour in a cultural context, and implement positive parenting. The conception of the session follows the idea that achieving by the parent educator qualities appropriate for implementing positive parenting is a starting point of assisting parents, as well as the pre-condition to have the conception/idea of the program implemented and objectives completed.

The content of the activities represents three focusses of activities or phases of the development of communication skills or competencies: (a) initiating communication, (b) self-evaluation and improvement of the specific communication skills appropriate for creating positive parenting, (c) improving skills of an active listener.

Teaching methodology includes and highlights introduction of the workshop format of courses and the mode of the hands-on and workshop sessions to implement positive parenting, peculiarities of covering the activities in the total on-line format and forced by Covid-19 context, prior preparing for the upcoming session, instruction on how to manage the whole session to overcome emotional obstacles. The course educator should follow the leading idea of evaluation by commenting the pedagogical reason of each step to help parent educators understand the decisive impact of self-evaluation and evaluation on the improvement of their communicative competence: (a) the lens of self-evaluation is the most effective form of educational activities and these should open the whole session; (b) in this case it is a suggested by the program table



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that covers the skills necessary for positive parenting and holding an appropriate mindset; (c) individual features or other qualities that participants of the session self-evaluate. To conduct a session of positive parenting self-evaluation and evaluation should open the session to function as an integrating component of the process; this also closes the session and serves as a basis for further planning of parent and parent educator individual development, preferably in cooperation.

The suggested by the ESEC program structure of the recommendations that are oriented to ‘the most useful ...’ needs a comparative investigation and at least several repeated sessions of the courses to choose an evidence-based ‘the most’. These recommendations are based on a productive experience collected during limited by the project program sessions, mainly based on the participant subjective evaluation that reveals a progress in their skills and attitudes where participant achievements are compared to their previous quality of skills and attitudes.



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## TRAINING COURSE RECOMMENDATIONS

*Janusz Korczak Pedagogical University – JKPU (Poland)*

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### **Supporting parents of children with behavioral, social or communicational difficulties**

#### **ESEC training course - Recommendations**

##### **Abstract**

JKPU organized and implemented training course that has been prepared by all partners of the ESEC Project. 25 participants, educators, teachers, social workers and parents took part in the course in Poland between 13th May to 5<sup>th</sup> June on the Moodle e-learning platform, using distance learning tools (ie. Skype and Power-point slides). Information on the course was exchanged between participants by communicating platforms and social media Facebook, Messenger, Whatsapp.

There were 4-5 small groups of learners. Distance learning lessons lasted 40- 45 minutes.

Topics of the units were:

*Emotional Interaction, The Project course on Communication with professionals and educators, Family Disruption, Reducing stress, Preventing and responding to sexual abuse of disabled children, Parent-training and evaluation processes, Motivating Parents self care, The project course on Family Disruption, Parenting Science: "Theories and practices". Communication with Parents, Self Evolution.*

All participants were females, as majority of educators in Poland are. Majority holds BA diploma and 70% are pending MA in education. No participant held basic education.

Satisfaction level was 97%.

62 % maximized their expectations.

3% did not improve skills and competences.

Training course was directed to the common focus groups. Learning units had to be adjusted to Polish conditions:

- a) content transformations due to specific parents’ and educators needs in Poland,
- b) organizational strategies applied due to specific locally derived needs,



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c) teaching methodologies used following the participants’ educational needs because of pandemics.

The recommendations resulted of:

- experience received after implementation of ESEC training program and units;
- feedback from 17 evaluations forms sent by participants;
- final global evaluation of the course.

Polish participants mostly were interested in *Emotional Interaction, Motivating Parents self care*.

After the training course participants recommended:

- *Extending range of topics to enlarge the possibility of choices;*
- *Assessment and measurement of expectations should be introduced before course begins;*
- *Clear rules on distribution and dissemination of on-line materials;*
- *Encouraging more flexibility of the content of the training course at each country;*
- *Terms, language and examples used in online learning sometimes were too analytical and academic, therefore online materials were not easy to apply. It is recommended to simplify units, use less scientific style. It would help an acquisition of these skills for their practical application in handling situations.*
- *Organizing “after Covid” meetings between partners and exchanging own experience inviting participants and educators.*
- *Creating more opportunities and platforms for exchanging national and local experience of parents with children of special needs, educators, teachers, care givers, counselors, especially after pandemics.*
- *Polish society still lacks positive change of attitude towards families of kids with special needs. Working on the strategy of social change is recommended .*
- *An appreciation, respect and more empathy from trainers towards trainees.*
- *Establishment of interaction in online environment between trainer and participants.*
- *Encouragement of trainees to create own record of their practical exercises or solutions (blogging, vlogging...etc.)*
- *Evaluation or assessment forms through online tools.*

Using remote tools of learning and e-learning platforms in Poland is not a popular solution, teachers mainly send various forms for individual work. The proposition of ESEC courses offers interesting interactive materials of which trainees were quite satisfied.



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The recommended tools are:

**Zoom**

**Microsoft Teams**

**YouTube** is also used. Students indicate that re-playing a lecture or lesson is very useful. Teachers provide internet links (films, radio programs, press articles).

**Moodle-online learning platform**

**SuiteGoogle**

**Classroom**

**Docs, Sheets, Slides, Forms**

**Jamboard**

**Gmail**

**Drive**

**Calendar** – share/create calendars for institution or class members.

**Sites**

**Hangouts Meet**

**Groups**

**Vault**

Google launched *Teach from Home*, a central hub to support distance learning. It includes training, tools and resources from across Google for Education for on-line education.

**Recommendations regarding content of training course.**

TED website provides video-based lessons organized by age and subject, video series organized by topic, and blogs. Learners can sign up for a daily lesson plan that span all subjects and groups. Lessons are self-paced and pre-designed, organized into categories - watch, think, dig deeper, discuss.

Enlarging the ESEC course with exchanging experience, opinions, discussions of partners and participants will disseminate the content and ideas and popularize the practical idea if the ESEC training course.



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## TRAINING COURSE RECOMMENDATIONS

*Mancomunidad de la Ribera Alta – MANRA (Spain)*

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### **The project course of Emotional and Social Skills:**

#### **Emotional Interaction and Family Disruption**

*The peculiarity of the 2020 session has been introduced by the pandemic that has changed the plans of the sessions and the whole project – the activities and communication with the course participants had to take place totally on-line even within the country. The project organizers had to modify the prepared organizational settings and materials for this format, as well as conducting sessions and activities.*

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#### **Abstract**

The Recommendations Report consist of description of chapters developed by partners to provide more detailed information about evaluation, considerations and suggestions that are based on the 2020 session of parent educators developed in each country, within the framework of the European project Erasmus + ESEC “Extending Social Educators Competences”. This report contains all the information based on evaluation of the training course and parents’ of participants’ recommendations concerning the design and implementation of the training activity, regarding the training course held in Alzira that has been conducted by the MANRA ESEC project group. In this document it is presented the project course of “*Emotional and Social Skills: Emotional Interaction and Family Disruption*”, with the aim of the completion of a training course organized by the Mancomunidad de la Ribera Alta (Spain).

First of all, the report reveals the *most useful learning units* developed through the training course, with basis on the comments and points of view collected of participants and/or parents, or opinions of especially. It is important to remain that the training course’s content is about *Emotional and Social Skills: Emotional Interaction and Family Disruption*. Thus, this information is collected based on the impressions of the participants and parents, regarding what has been of most interest and usefulness in terms of learning units and based on the acquisition of social skills based on emotional interaction, and also skills based on the learning to manage situations of family disruption.

In addition, the report contains information about the *more useful teaching methodology*, by incorporating the different perspectives of the participants and parents in the course, process and development of the training course. The most useful methodology for the participants will



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be the one with which they feel most comfortable and familiar, as well as the one that allows them to carry out the training course correctly based on their availability and the reconciliation times on a personal level.

Furthermore, in the document are also explained the *more useful materials* and so *more organization issues* regarding the content implemented into the training course developed by MANRA and in order to establish the necessary adaptations to organize a positive and enriching development of the training course taking into account the current situation. Besides, the report contains also information about the *duration of the training course* and materials regarding *alternative content* used and included into the content of the training activity for the development of the parent training course organized by MANRA.