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# Extending Social Educators Competences ESEC

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**Interdisciplinary Network for Special & Intercultural Education**

**Include**

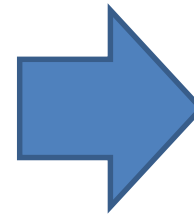
**Thessaloniki, Greece**

# ESEC Training Course & the Need for Evidence Based guidelines

ESEC Erasmus+ Training course is addressed to special / social educators to expand their skills in supporting Parenting Intervention for childhood behavioral disabilities

ESEC Erasmus+ Training course was designed with the cooperation of all partners but it was applied in partner's countries respecting the needs of the participants of each country

ESEC Erasmus+ Training course's content is common the implementation differentiates in each country.



It is of great interest

✓ what kind of differentiations each country proceeded and the reasons of these

✓ what was the results of these differentiations

✓ the teaching methodology that was used in each country under the COVID-19 condition

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# ESEC Training Course & the Need for Evidence Based guidelines



- ✓ Useful recommendations for clinical practice in Europe
- ✓ Special and social educations in Europe



# ESEC evidence-based guidelines

## Methodology

- ✓ incorporate a **systematic search** for evidence after the implementation of ESEC training program
- ✓ evaluate the quality of that **evidences**
- ✓ espouse **recommendations based** on the best available **evidence**

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# Methodology

Include sented Guidelines concerning the Structure of the Evidence based guidelines to all ESEC partners:

- ✓ **Content and content organization of the course** (with learning units have been selected to be taught face to face (platform) and with from individual learning and why In which order did you use the ESEC COURSE MATERIAL what content adaptations you did in order to meet your participants training needs difficulties encountered and solutions)
- ✓ **Organizational issues and strategies** (how did you conduct the participants how did you communicate during and after training course difficulties encountered and solutions )
- ✓ **Methodology** (teaching-learning modality, difficulties encountered and solutions)
- ✓ **Evaluation** (method, process , tools and results of the knowledge evaluation and method, **posses , tools and results of training course evaluation**)
- ✓ **Bibliography**
- ✓ **Annexes**
- ✓ **Important NOTE : Abstract (500-700 words) not included in 10 pages. Include will gather all abstracts and make a report so each partner to translate**



# Evidence based OUTPUTs

- ✓ Ecoistituto
- ✓ RTA
- ✓ MANDRA
- ✓ Include

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# Methodology

- ✓ *All partners managed to implement the training course although the COVID-19 pandemic raised many problems*
- ✓ *Due to lockdown restrictions changed the face to face modality to distance learning and e-learning*
- ✓ *Although they have changed the modality all partners preserved the original structure of the training course*

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# Methodology

- ✓ *The participants of the ESEC training course was 25 or more social educators/social workers in each country*
- ✓ *Specific Learning units of the ESEC program translated into national languages according to the special-social educator needs in each country*
- ✓ *Learners worked in groups to apply the acquired knowledge*
- ✓ *Shelf –assessment methods were used to evaluate the acquired knowledge of the participants*





# Guidelines

- ✓ Participatory learning that was used as a teaching methodology of ESEC training course proved to be effective for active participation
- ✓ Teacher-learner interaction, peer-to-peer interaction, and various audio-visuals materials in the form of video-based activities, case-studies and self evaluation tests were constantly encouraged participants to be actively involved in all the activities.
- ✓ 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

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# Guidelines

- All family support actions, as well as those related to parent and parent educator education *must be placed within a country's national, regional and local planning framework – this must become responsibility of the whole community*
- Quantitative and qualitative data from the final evaluation are encouraging concerning the content and methodology of the training course that was developed under the cooperation of partners.

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# Guidelines

- ✓ *Sharing experiences and inventory practices: the argument in support of analysis of the national contexts was also considered to be critical when implementing a successful practice in one location and adopting it in another.*
- ✓ Digital skills could be an parameter of inequitable that prevents participation

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# Guidelines

- ✓ Effective interventions should be based on a parental needs analysis and targeted at particular groups of parents.
- ✓ Focus could also be given on basic academic outcomes and on training in parenting skills.
- ✓ Parents are in need of specific and detailed guidance and understanding of the programme, and what they are expected to do when participating in them.
- ✓ Main outcomes of such a programme include parents' acknowledging that a problem exists, gaining knowledge and skills to manage children's behavior and the confidence and empathy to use these skills effectively.
- ✓ 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



# Thank you!

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