

FINAL REPORT
OF TRAINING SESSION (C3) FOR STAFF THAT TRAIN ADULTS
WHO CARE FOR PRESCHOOL and PRIMARY SCHOOL CHILDREN
–PROJECT “WORD OF EMOTIONS ”

C3: short training event in SPAIN, GRANADA	
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1. Introduction

This document is a summary of training session for staff in Spain as a one of the part of implementation project under Erasmus + Programme Action KA2 adult education strategic partnership, project title: “ WORD OF EMOTIONS ”, project number: 2019-1-RO01-KA204-063537.

2. Information About The Entity In Charge Of The Training Activities

AGIFODENT is a centre for vocational training and adult education and deals with

- foreign language training
- career guidance and work-orientation
- training courses for lifelong learning and training on the job (especially in the ICTs)
- research activity in the field of education and vocational training

AGIFODENT works within Lifelong Learning Program and Erasmus+ Programme as sending organization, hosting and intermediary organization and organizes traineeships, vocational work placements and apprenticeships for students, graduates and NEETs within projects of transnational mobilities; AGIFODENT works to foster the transition from education to labor market and the development of human and social capital.

AGIFODENT also develops training courses, teaching assignments and job-shadowing for educational staff, such as educators, teachers, caring for children, trainers, guidance counselors, mentors, tutors of education.

AGIFODENT works closely with the public schools, cultural organizations, NGOs and other stakeholders of education and economic reality of the area by providing training services and language certification, consulting services for researching European and regional funds for training, services for the realization of educational events and europlanning; Agifodent has business and professional relationships with schools, vocational training centres and companies working in agriculture and food, automotive industry, construction, tourism and hospitality, care services and wellness.

In the last years AGIFODENT developed many projects of transnational mobility and strategic partnerships so it is an experienced organization active in the field of school and adult education. entrepreneurship education, social business, vocational education and training,

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Trainers

The training was held by the trainers of the Spanish partner from AGIFODENT Association:

Pres. Julio Jimenez Garcia

Prof. Antonio Paolo Miccoli

Prof. Mauricio Borgomio Fuentes Nieto

Prof. Maria Muñoz

3. Structure Of The Training Activities

The training session was planned as 30 hours training, 5 days per 6 hours average, more detailed agenda is:

Day 1, 22.02.2022

Trainer : Maria Muñoz

Topic :

- Briefing of training & cultural activities
- Presentation of participants' experiences and their conclusions after completing the pilot course for home care implemented by partner institutions
- First aid techniques and notions of safety in the domestic environment
- preschool and primary school child diseases
- Prevention of childhood diseases. Child hygiene.

In the first part she dedicated to unblocking manoeuvres, physiopathology of swallowing and airways obstructions, Heimlich manoeuvre, and how to act with conscious and unconscious child. In the second part topics such as burns in pediatric age, what to do and what not to do with wounds and in case of bleedings, were treated. The discussions on focused on pharmacological therapies and drugs administration and she examined procedures to act in case of poisoning.

In the third part she discussed various techniques for pharmacological therapy.

In the fourth part she trained participants about the correct nutrition for children with the right amount of each food component without omitting behavior to have in case of lack of appetite or obesity, supported by child's menu examples.

Day 2, 23.02.2022

Trainer: ANTONIO MICOLI

- Emotions, emotional intelligence and emotional awareness
- The emotional Intelligence: tools and techniques
- The role played by the emotions in the learning; Emotional alphabet
- Emotional awareness in teaching relation
- What are the functions of emotions?
- Exercises, games and routes to develop the basic emotional awareness education
- Teaching styles: how to use the languages of all the intelligences for learning
- Description of labs to develop a basic emotional awareness
- Basic elements of interpersonal communication

- Recognize and use suitable systems for communication and relationship

This part of the training focused on Emotions, where they originate, their communicative functions, with many psychology scientists references.

The second part of her training was about communication and its three fundamental aspects: verbal, nonverbal and para verbal. The register used, but even posture and clothes, volume and tone of language, are inseparable elements of the way we use to communicate with others and it is useful to know ourselves in order to become good communicators. The Gordon method was analyzed and it consists of techniques to improve communication within teacher-pupil relation to set constructive communication between them and among children themselves. Four techniques were analyzed and discussed.

Management of the emotions, the methods of problem solving and main styles of communication were treated as well.

Day 3, 24.02.2022

Trainer: ANTONIO MICOLI

- Child pedagogy in Montessori's method.
 - Exercises, games and routes to develop a good communication in personal relation; cases analysis
 - Techniques for animation for children
 - The assertive communication in educational and teaching relation
 - Exercises, games and routes to develop an assertive communication
 - Perceptive intelligences
 - Labs to learn what they are and how develop themselves in order to effective and emotionally intelligent relationships
 - Self-assessment test of perceptive intelligences: kinesthetic, visual and auditive ones
 - How to use the languages of all three intelligences to effectively communicate and learning
 - How to stimulate the various perceptive intelligences

The participants could appreciate the educational revolution of Montessori method with its 7 principles (Freedom, Self-discipline, Structure and order, Beauty, Nature and reality, Environment, Active learning).

The group went to visit a Montessori school where they had the chance to appreciate how the environment should be prepared and organized, distraction eliminated and child's intrinsic motivation protected. They had practical activity with Montessori techniques.

In the lesson was focused on the assertive communication in the child pedagogy and its role in creating awareness of the impact on children, making visible our way of practice, being reflective educators.

The playing time and its crucial role in childhood education were other important topics of the lesson.

Day 4, 25.02.2022

Trainer: MARIA MUNOZ

- International, national and regional acts for the protection and care of children.
- Civil and penal law: direct and indirect responsibility in the care for the children
- Employment contract and main rules governing the employment in care of children
- Network of territorial services and professional figures involved in the childcare
- In this lesson the trainer focused on a model for the analysis of legislation framework starting from International Convention on the Rights of the Child, and ending up to constitutional protection for children minors in Spain. The second part was mainly focused on civil and penal law, direct and indirect responsibility in the care for the children.
- In the second part the main rules that manage the employment in children-care was the main theme. Together with various type of childcares, types of contract were analyzed, duties of these professional figures were highlighted without overlooking the ethical aspects.
- Other part was dedicated to Network of territorial services and professional figures involved in the childcare (School, municipal nursery or kindergarten, associative and recreational centers, municipal recreation centers, aggregation centers, social centers) while the fifth chapter was about Media and ICT in home caregivers training instead.
- ICT offers working tools, in sharing and in cooperation, allowing teachers to "provide education" in an integrated manner, so the use of IT tools is widespread and welcomed by Government in Italy and at a European Union level.

Day 5, 26.02.2022

Trainer: JULIO JIMENEZ GARCIA

- Nonformal tools ,strategies and methods for educate adults who care/educate preschool and primary school children with socio emotional problems -Spanish expertise
- Visit in a center for children with disabilities from Granada
- Evaluation of the participants.Evaluation of participants will be made questionnaires ,focus group and practical activities
- Evaluation of the training by questionnaires, .
- Give the certificates of attendance.

4. Information About The Training Activities Developed

4.1 Venue And Dates Of The Training Sessions

Training was conducted from 22nd to 26th of December 2022 at Agifodent 's place, Cenes de la Vega, Granada, Spain.

4.2 Contents of the training

The course has the aim to respond to the adults and families with children with emotional problems that need to develop proper skills for children with emotional problems homecare and education in pre-school and primary school age; this adult is now alone to perform a complex task that is part of the family context and he/she comes into contact with delicate relationship and emotional balances; that's why his/her work cannot be improvised, but requires appropriate training.

A good preparation must give the tools to adults care givers for the skills to face any family scenario, be welcoming and creating initiatives to make relational and psychological well-being both to the assisted person and to family members.

4.3 Development Of The Training Session

Concerning the theoretical part, each trainer created course lessons with ppt support before the training and they created a learning evaluation test to distribute at the end of their lessons.

Information material has been sent before the training and slides and presentations were commented in class in order to create an encouraging environment for learners' questions. For what concerns practical training some activities were scheduled:

- -A visit to kindergarden of the Ave Maria Casa Madre : meeting with Director , teachers and children
- Practical activities , techniques and presentation of good practices for pre-school and primary school children education
- A visit to a Montessori school from Granada
- Workshop about the education system in Spain
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Moreover the group enjoyed cultural visits and visit of the city.

5. Satisfaction About The Training Sessions and evaluation of participants

Satisfaction about Content of the course

The average between all participants answers within this section is 4,66.

In particular the highest scores were given to “3) Correspondence of the achieved objectives compared to those described in the programme” and “5) Appropriateness of the dedicated time to every topic” which received a medium score of 4,9.

The item “Adequacy of covered topics compared to your level of the matter” received an average of 4,4 evaluation to the item and percentage of “5” (i.e. *completely satisfied*) is 80%.

Comments of participants:

- Rich information; useful, well organized
- Perhaps more time about some interesting subjects

Satisfaction about trainers of the course

The items evaluated for each trainer were:

- a. Knowledge of the topics dealt with
- b. Clarity, capacity of simplifying
- c. Adequacy of the use of the didactical material
- d. Coherence with the indicated program
- e. Availability for asking details and clarification
- f. Capacity for involvement and empathy



Final suggestions by participants (strengths and weaknesses):

- to insert few applications during theoretical contents
- well organized and the program touched every subject
- I expect more innovative programme
- The organization was complete so I don't have suggestions

6. Conclusion

The participants considered the organization of the course was good, suggestions were about a bigger space for lessons and activities, but the correspondence of the achieved objectives compared to those described in the programme was evaluated as adequate.

Trainers were evaluated generally professional and they received medium-high scores in the satisfaction evaluation.