



Éducation et culture
Éducation et formation tout au long de la vie
LEONARDO DA VINCI



**Education and culture
Life long education and training
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EUROPEAN TRAINING FOR SOCIAL EDUCATORS
EDUC-EUROPE

**A HUMANE AND PROFESSIONAL TRAINING CENTRE BASED ON
ENCOUNTERS BETWEEN OTHERS AND INTERCULTURAL OPENESS**

TRAINING HANDBOOK

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Hand-book

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END GOALS :

Constructed by the Educ-Europe network's partner training institutions and employers, the training offered aims at training professionals who

- Are open to social and educational issues beyond their national borders
- Are capable of understanding intercultural issues better thanks to personal experience in going beyond their own cultural and linguistic borders
- Are sensitive to the diversity of national environments and educational practices
- Are aware of their shared professional identity and able to work in inter-professional teams and in international networks
- Wish to engage in, with northern and southern countries, educational opportunities for persons in difficulty

A EUROPEAN TRAINING ADAPTED TO DIFFERENT NATIONAL CURRICULA

The training is organized around three strands :

- **Teaching based on international socio-educational questions**
Accessible by e-learning
- **A training placement beyond national borders (a minimum of three months)** in Educ-Europe's partner institutions, in Europe or in a southern country :
 - Educational assistance is assured by the training programme Tutor, who has been immersed in educational follow-up procedures, and by a site field instructor in the host country.
 - Linguistic and cultural preparation, focused on practical and professional objectives, is assured before departure by training agencies; reinforcement programmes are also organised during the period abroad, if necessary.
- **Research work**
Individually, or preferably in an international team of two or three people, the research work in every case leads up to an individual presentation before a jury. This oral defence will also allow a personal balance sheet of the foreign training programme to be carried out.

The partner training agencies work in such a way that their component parts are integrated into the different national curricula and avoid work overload.

At the end of their professional training study path, students able to gain a national diploma and a European certificate co-signed by Professional training centre and university partners.

The European module gives rise to 30 ECTS in total, training programme and individual work included.

The four cornerstones of training

- The analysis of intervention contexts in their specificities and their common points
- Reflection on what it means for a social educator to be socially committed, in his relationships with others and the world s/he contributes to building
- An open approach to the social work and education professions and pooling skills to be put at the service of persons in difficulty
- Assisted personal and professional development which includes gaining self-awareness in dialogue with others, a re-interpretation of experience and ethical sensitivity.

The 6 main educational objectives (or the types of skill targeted)

The definition of these educational objectives allows for

- An assurance of the European Module's internal coherence, in connecting in a multi-disciplinary way the different forms of teaching and the beyond national borders training programme
- The integration of what the European Module has delivered into an all-round professional training course that is enriched by it

1. Understanding of the (inter)national contexts and the shared socio-educational stakes
2. Analysis of a social work organisation in its national context, involvement in its institutional dynamic, its missions and its project
3. The practical and educational links in specialised interventions
4. Managing a socio-educational project and working in an international and multi-professional team

TRANSVERSALS

5. Personal and professional development, self-training
6. Linguistic and inter-cultural communication

Comments

1) Project structuring:

For each of the themes retained, the hand-book specifies the end goals, the main and underlying objectives, and offers a plan for a structured project. It aims to integrate what the different themes deliver into an educational whole which illuminates the problematics and benchmarks which the different European democracies have in common and offers keys to understanding the differences.

2) The first four themes, retained by the Brussels steering committee, are not restrictive and new themes can be added. The Barcelona steering committee added a 5th : the fight against social exclusion.

It falls to the group charged with this 5th theme to draw up the corresponding handbook, based on the model used for the first four, outlined below.

TRAINING HANDBOOK

TEACHING PROGRAMMES

Theme 1 : Markers for understanding social policies in Europe and the administrative and legal intervention frameworks

End goals

- Understanding the meaning of the general evolution of social policies in Europe, in terms of shared values and the evolution of socio-educational needs on an international level
- Mastering the keys to understanding the points in common and the differences between countries, at the level of policy and legal and administrative frameworks
- Knowing how to situate actions within the framework of an institution, in taking into account its specificities and the national context it is embedded in.

TRAINING OBJECTIVES – Skills targeted	PROJECT CONSTRUCTION AND CONTENT
<p>5 - Understanding the goals of the teaching programme offered</p> <ul style="list-style-type: none"> - Constructing your own training project <p>1- Understanding of the (inter)national contexts and the shared socio-educational stakes</p> <p>1.1 Knowing the reference points common to European countries in terms of human rights, children’s rights, the rights of handicapped people, the fight against social exclusion and inequality</p> <p>1.2 Becoming fully aware of the common challenges</p> <p>1.3. Identifying the main themes of the evolution of European social policies</p>	<ul style="list-style-type: none"> - Summary - Introduction : the project’s training targets, organisation and content, individual and team work offered <p>I. INTERNATIONAL PERSPECTIVES</p> <ul style="list-style-type: none"> - A reminder of, and extracts from, the important reference works (international charters and conventions, recommendations by legal authorities, the Council of Europe, UNESCO, UNICEF, European Commission programmes - Summarising articles (and key indicator figures) on ageing in Europe, people at risk, children in danger, the phenomenon of isolated migrant minors - A multi-disciplinary approach showing the main converging trends of social, medico-social, educational and insertion policies (e.g. users rights, educational integration of handicapped people, etc.)

<p>1.4 Knowing how to identify the common and different points between countries and to situate better, through comparison, the characteristics of your own country (the student chooses at least two countries, his own and the training programme host country)</p> <p>2 – Analysis of a social work organisation, in its national context</p> <p>2.1. Knowing how to identify and re-position the characteristics of a social work organisation, its missions, its plan and its constraints, within its national context</p>	<p>II. A CLOSE UP ON SOME COUNTRIES AND INSTITUTIONS</p> <p>A sub-dossier by partner country :</p> <ul style="list-style-type: none"> - Key notions and essential historical reference points concerning the administrative organisation, the policy and legal frameworks of socio-educational action <p>For each country, a description of the host institution for the training programme beyond national borders :</p> <ul style="list-style-type: none"> - status, missions and specific Project, the types of public it works with, the forms of administrative and financial engagement, partners
<p>5- Personal development and self-training</p> <p>Knowing how to compare, reformulate what one has learnt, ask questions, and go beyond the preconceptions of your own national culture</p>	<p>EDUCATIONAL GUIDE :</p> <ul style="list-style-type: none"> - Questions to guide reading and comparison; - Referral to complementary websites and reading - Self-evaluation tools - Suggestions for Research Work

TRAINING HANDBOOK

TEACHING PROGRAMMES

Theme 2 : Working with families within the framework of child and youth protection

End goals :

- Understanding the meaning of working with families in socio-educational action plans, the diversification of intervention methods and the changes in the social educator profession they involve
- Knowing how to analyse the different procedures in their respective cultural contexts, their ethical and scientific foundations
- Learning how to confront experiences and how to make the most of their benefits and difficulties in terms of your own training

TRAINING OBJECTIVES - skills targeted	PROJECT CONSTRUCTION AND CONTENTS
<p>5 - Understanding the goals of the teaching programme offered</p> <ul style="list-style-type: none"> - Constructing your own training project <p>1- Understanding of the (inter)national contexts and the shared socio-educational stakes</p> <p>1.1 Assimilating the European democracies common reference points in terms of children's rights.</p> <p>1.2 <i>Absorbing the keys to understanding the different national cultures</i>: understanding the cultural and historical foundations of the relationships between families, state and social work institutions, from one country to another</p> <p>1.3 <i>Understanding the evolution of intervention contexts</i>: social policies and legal frameworks, the sociology of the family and socio-educational needs</p> <p>1.4 <i>Learning to construct reference points for action</i> :</p> <ul style="list-style-type: none"> - Developing ethical sensitivity - Knowing how to interrogate intervention methods in terms of their scientific and ethical foundations 	<ul style="list-style-type: none"> - Summary - Introduction : the dossier source (extracts from the October 2007 conference proceedings) and training aims, organisation and content, the individual and team work offered <p>I. INTERNATIONAL PERSPECTIVES</p> <ul style="list-style-type: none"> - United Nations Convention on the Rights of the Child - The diversity of national contexts and awareness of their evolutions: a comparative approach (France-Germany) - Challenges and ethical reference points in the face of social precarity - New holistic approaches taking into account the family, in its various configurations, its history, its needs and resources, in order to construct with it modes of intervention and adapted support.

<p>2- Analysis of a social work organisation (status, missions, project)</p> <p>3- The practical and educational links in specialised interventions</p> <p>4- Managing a socio-educational project and working in an international and multi-professional team</p>	<p>II. CLOSE UP ON VARIOUS EXPERIENCES</p> <p>Selection of family based work experience, in relation with the themes broached in the workshops :</p> <ul style="list-style-type: none"> - A quick presentation of the carrier institution in its national context - End goals of the action plan put in place, the type of people concerned, characteristics, the professionals involved, methods and tools - Case studies - What experience provides, relationships between families and professionals, professionals amongst themselves, problems and questions, the role of the educator, required skills and attitudes
<p>5- Personal and professional development, self-training</p> <ul style="list-style-type: none"> - Intellectual capacities : being able to compare, to make links between different interventions, to build knowledge and re-interpret what has been learnt, to question oneself - Capacity for professional self-training: being capable of saying in what terms such or such an external contribution examines and enriches your experience, and does or does not re-appraise the image you have of your profession 	<p>II. EVOLUTION OF THE SOCIAL EDUCATOR PROFESSION AND THE TRAINING STAKES</p> <p>The conference's main conclusions</p> <hr/> <p>EDUCATIONAL GUIDE :</p> <ul style="list-style-type: none"> - Questions on texts and documents to guide reading and comparison; - Referral to complementary sites and reading - Self-evaluation tools - Suggestions for Research Work

TRAINING HANDBOOK

TEACHING PROGRAMMES

Theme 3 : Diversity of religions and beliefs and the educational stakes in modern multicultural societies

End goals :

- Knowing how to encounter the Other in all its different dimensions, in respecting its culture, its beliefs and spiritual desires
- To deepen the educator's sense of responsibility in the service of a person's development and his/her autonomy in exercising rights and freedoms
- From one country to another, understanding the way in which social work institutions, secular or denominational, express their own identities, in respect of national legislation and the people they work with; and the concrete questions an educator may be confronted with.

TRAINING OBJECTIVES - skills targeted	PROJECT CONSTRUCTION AND CONTENTS
<p>5 - Understanding the goals of the teaching programme offered</p> <ul style="list-style-type: none"> - Constructing your own training project <p>1- Understanding of the (inter)national contexts and the shared socio-educational stakes</p> <p>1.1 Understanding in what way religions and spiritual beliefs respond to the quest for meaning integral to human beings; knowing the European democracies common values and principles, basing individual and collective rights within this domain</p> <p>1.2 Developing basic knowledge of the major religions and beliefs ; developing a spirit of open-mindedness, curiosity and respect in terms of beliefs that are not your own</p> <p>1.4 Analysing what is at stake in a 'Living Together' based education and in supporting people on the path towards their autonomy, confronted by different forms of violence and the risks of individual freedoms being alienated.</p>	<ul style="list-style-type: none"> - Summary - Introduction : the dossier's training aims, organisation and content, individual and team work offered <p>I. INTERNATIONAL PERSPECTIVES</p> <ul style="list-style-type: none"> - An anthropological approach to religion and spiritual beliefs - Philosophical and historical key points to understand the significance of the shared principles of tolerance, freedom of religion, freedom of association and freedom of conscience, in the construction of European democracies - An overview of the major religions and spiritual beliefs (Catholicism, Protestantism, Judaism, Orthodoxy, Islam, Buddhism, animism, agnosticism, and atheism), historical, cultural, theological or philosophical reference points + a short bibliography for further reading. - A short research project. E.g. ask students to note down from the daily news examples of violent behaviour linked to ethnic and religious stereotypes. - A psycho-sociological approach to the phenomenon of 'Sects' : articles allowing for an understanding of the needs they respond to and the concept of 'Dangerous Threat'.

<p>1.4. Absorbing the legal and historical key points to understand the diversity of the links between State and Churches or 'Communities' in Europe; sociological reference points to classify the factors of change in the religious landscape, links to institutions and spiritualities. (the student chooses at least 3 countries: 2 in Western Europe and 1 in Eastern Europe)</p>	<p>II. A CLOSE UP OF SOME COUNTRIES AND INSTITUTIONS</p> <p>- A sub-dossier by partner country - and transversal questions Allowing the student to classify the different notions of 'secularity' (France, Spain, Germany, Belgium), the factors involved in change (immigration, new links with traditional churches, New Age), the specificities of Eastern countries (Poland, Romania)</p>
<p>2- Analysis of a social work organisation (status, missions, project)</p> <p>- <i>Knowing how to analyse an institutional plan, in terms of its fundamentals and its end goals</i> Understanding the ways in which social work institutions, secular or confessional, express their own identities in terms of their status and culture in respect of the national legislation they are embedded in and in terms of respecting the people they work with and their families' cultures of belonging and freedom of conscience</p>	<p>A sub-dossier by Institution Presentation of the institutional project showing how it tackles these questions.</p> <p>- in France, the Fondation d' Auteuil, the work of the church (Catholic) acknowledged for its public usefulness. - in Germany, the CJD (a Christian organization of Protestant origins) - in Belgium, the HEB De Fré, which is secular - etc.</p> <p>E.g. Fondation d'Auteuil Show how the foundation, in terms of the double status it has, takes in students of all sensibilities, distinguishes between the teaching of religion (at school) and religious teaching (optional), pastoral activities for everyone (viewed as a way of opening up to others, education in citizenship and solidarity) and catechism lessons.</p>
<p>3- The practical and educational links in specialised interventions</p> <p>- Knowing how to situate educational practices in their context and their end goals - Knowing how to identify actors, the steps to be taken and the relevant tools</p>	<p>In each sub-dossier, an example of an educational step taken</p> <p>E.g. 'Human and Spiritual Awakening' at the Fondation d'Auteuil</p>
<p>4- Managing a socio-educational project and working in an international and multi-professional team</p> <p>- Classifying the questions educators are faced with in managing groups and leading collective life activity groups, in constructing and following up a project for the person they work with in connection with his family</p>	<p>In each sub-dossier, 1 example of complex educational situations, 1 or 2 case studies E.g. 1 : Ramadan within the Foundation's classrooms E.g. 2 : conflicts between parents over whether their child should enrol in catechism lessons or not.</p>
<p>5 - Personal and professional development, self-training</p> <p>- Intellectual and capabilities and attitudes : know how to step back, interrogate one's own ideas, knowing how to re-interpret what has been learnt, the questions that one asks oneself, new curiosity that this re-thinking has inspired. - Capacity for professional self-training: being capable of saying in what terms this work of reflection allows the educator's responsibility to be better situated</p>	<p>EDUCATIONAL GUIDE :</p> <p>- Questions on texts and documents to guide reading and comparison; - Referral to complementary websites and reading - Self-evaluation tools - Suggestions for Research Work</p>

TRAINING HANDBOOK

TEACHING PROGRAMMES

Theme 4: The meaning of the educational action and the ethics of modes of intervention

End goals :

- Knowing how to situate the ethical questions linked to the role of educational
- Knowing how to question the ethical dimensions of your own professional practices

TRAINING OBJECTIVES - skills targeted	PROJECT CONSTRUCTION AND CONTENTS
<p>5 - Understanding the goals of the teaching programme offered</p> <ul style="list-style-type: none"> - Constructing your own training project <p>1- Understanding of the (inter)national contexts and the shared socio-educational stakes</p> <p>1.1 Understanding the role of ethical consideration, :</p> <ul style="list-style-type: none"> - The reasons for the considerable place taken by ethical questions in modern societies - Providing yourself with the philosophical reference points to classify notions which are often confused - Knowing how to enrich your general culture to understand better the different perspectives inherited from philosophical traditions, ethical conflicts, and the areas in which ethical questions are put into play (the private, intersubjectivity, the social) <p>1.2 Knowing in what terms ethical questioning directly concerns the sense the professional gives to his/her actions and educational role.</p>	<ul style="list-style-type: none"> - Summary - Introduction : the project's training targets, organisation and content, individual and team work offered <p>I THE ROLE OF ETHICS AND THE IMPORTANCE OF SENSITIVITY</p> <ul style="list-style-type: none"> - Article throwing light on the rise of ethical questions today: the erosion of shared reference points that guide the actions carried out, (maxims linked to the main traditions, words of wisdom), the scientific and technological developments which raise new questions and cause ethical committees to multiply. - Explain the notion of <i>social morality</i> (laws, rights, duties), <i>deontology</i> (deontological codes and charters), <i>ethics</i> (whose role is not to establish a lexicon of duties, displayed in practical morality, but to guide actions taken by <i>questioning</i> the fundamentals and values on which they have based their legitimacy). - Some classic texts, along with explanations, and key concepts: the <i>good life</i> (which refers to that which gives meaning to existence), <i>duty</i> (which refers to a sense of duty in as far as it is the effect of the imperative of law in subjectivity) – Aristotle, Kant. Classify 3 notions: the <i>Law</i>, the <i>Contract</i> (the fruits of a consensus which is mutually engaged in as far as precise actions are concerned), and <i>Alliance</i> (which engages people over time). - Team work: a rereading of Sophocles' <i>Antigone</i> – exercise in making judgments based on personal examples of people making difficult decisions, examples of ethical dilemmas. <p>II THE MEANING OF SOCIAL ACTION AND THE ETHICS OF THE ROLE OF EDUCATION</p>

<ul style="list-style-type: none"> - Knowing how to question your own conceptions of your own profession, and the sense you make of it - 1+ 6 : Comparing different definitions of the Profession on the basis of their common points - Knowing how to question what concept of human beings they are based on <p>1.3. Knowing how to identify the implications of this concept of human beings and concept of the educational role from the point of view professional ethics</p> <ul style="list-style-type: none"> - Understanding in what terms they raise questions about the view the educator has of people in difficulty, their view of the educator, and his/her social engagement - Knowing how to weigh up changes in the status of the 'user', and of the conception of the social , medico-social and socio-educational services sector professions, on an international scale - Understanding in what terms raising ethical questions concerns every relational configuration within the role of education * The intersubjective relationship between the professional and the assisted person * The professional's relationship with himself: his own knowledge / power, his desires, his fears, his concepts, his convictions, his relationship with suffering, his life journey, his practices * Inter-professional relationships * Relationships between institutions * The relationship between educational end-goals and the mechanisms and tools set in place to achieve them - Knowing how to position the professional's educational responsibility and classify the ethical implications of complexity 	<ul style="list-style-type: none"> - Put into perspective 2 or 3 definitions of the Profession, in different countries (original text and translations) - Throw light on the basics of anthropology, and the ethics of the Subject on which the role of education rests and which defines its aims. <ul style="list-style-type: none"> • The presupposition that each person is capable of developing, learning, autonomy, socialization, insertion • The assistance essential to this development: inter-subjective relationships, integral to the educational role • The fundamental value of <i>a human being's inalienable rights</i> (Universal Declaration of Human Rights), a person's uniqueness which is irreducible to any classification = the rejection of exclusion, marginalisation, forms of determinism, the acceptance that a person's unpredictability lies within the realms of the mysterious - An historical approach showing the evolution of the concept of social work and the status of the 'user': from assistance to the relationship between aid and follow up support, from an 'object' of care, surveillance and reform to the actor within his life plans, to someone who is or is not a subject in his own right. <ul style="list-style-type: none"> Legal approach: extracts of the main laws defining 'user's' rights (3 examples from 3 European countries). - Give an outline of the different dimensions of the Subject that ethical considerations must consider: the assisted person as subject with rights laws, as a speaking subject, a political subject (a citizen or future citizen), a social being (inscribed in an emotional and relational history), a unique person (and fellow human being), a desiring subject and one with plans that need assistance over time. - Introduce the various questions that will be further developed in the next chapters. - Neither the doctor nor the educator is obliged to get results. The educator's responsibility is to create favourable conditions for the person in difficulty's development, which cannot be pre-programmed. In the face of the complexity of a human being and the process of development, assistance counts on the professional's humility and confidence, self-critical distance, acceptance of uncertainty and taking into consideration the necessary different views
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<p>2- Analysis of an institution's project and involvement in its institutional dynamic, its missions, its plans</p> <ul style="list-style-type: none"> - Knowing how to identify the ethical dimensions involved in an institution's educational Project, the vision of humanity that it promotes, and its notions of collective responsibility. - Understanding in what terms ethical considerations concern a professional's responsibility as a subject within his/her own actions, capable of answering for his/her actions, as a stakeholder within collective responsibility, and as a speaking subject capable of being pro-active. - Knowing how to question, in a team, the compatibility between the institution's Project and the means put in place to bring it about: knowing how to anticipate situations of institutional abuse; knowing how to contribute to creating the conditions of collective life and the places of exchange favourable to its fulfilment and the exercising of its rights <p>3- The practical and educational links in specialised interventions</p> <ul style="list-style-type: none"> - Knowing how to build an ethical stance in relationships with the people the institution works with: constructing ethical sensitivity reference points, being capable of evaluating and changing your behaviour - Learning how to identify, in a team, the ethical dimensions involved in daily educational activity and the relationships between professionals - Knowing how to question the ethical dimensions involved in your professional practice 	<p>III ETHICS IN EDUCATIONAL PRACTICES</p> <p>A. Ethics in the establishment's project</p> <ul style="list-style-type: none"> - Another look at the training programme dossier (DC2- the host institution's educational project) and questions allowing the student to identify the vision of humanity that underpins it and the values it expresses. <p>B. A professional's ethics in relation to the institution and the work team</p> <ul style="list-style-type: none"> - The educator's actions are embedded within the framework of the institutional project which responds to social demands expressed by different ordering and financial parties. But the professional is not a mere underling. Throw light on the notion of 'skill', in the singular (autonomy / taking initiatives). - Examples of supervision procedures, research institutes, evaluation tools; the limits of certain <i>Quality orientated</i> procedures based on purely rational criteria. <p>C. Professional ethics in relationships with people in difficulty</p> <ul style="list-style-type: none"> - To go deeper into the question of the connection with Authority, ability to listen, the notion of 'appropriate distance', the risks involved in wishing the other well, etc.; throw light on the areas of ethical tension, e.g. between the duty to protect / the respect for autonomy or privacy, concerns for the person / concerns for the common good, respect for 'freedom' / the role of back up support in the learning of collective rules... - Demonstrate the significance of the procedures of the collective analysis of educational situations and practices, and of different perspectives: give examples of ethical debates on a practical decision to be taken (a sanction, monitoring internet use, etc.) - Throw light on the stakes of power, the role played by the unconscious in intersubjective relationships (introduction to transactional analysis) <p>D. Professional ethics in choosing intervention methods and teaching methods</p> <p>Reference points to examine the foundations and end-goals of various forms of pedagogy and education, some (behavioural) aiming at normalization / some, 'new schools', 'institutional pedagogy', where the subject is treated as a person in his own right in terms of his abilities to innovate</p>
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<p>4- Managing a socio-educational project and working in a multi-professional team</p> <ul style="list-style-type: none"> - Mastering the rules concerning sharing information and their limits. - Knowing how to make a diagnosis without reducing the person to a 'case' that needs treating. - Knowing how to classify the risks of turning the person into an 'object' within a specialisation of services and expertises, knowing how to work with different perspectives, and to ensure the continuity of a support structure - Knowing how to play a mediating role in conflicts between professionals, professionals and families, to identify the mediator's ethics. 	<ul style="list-style-type: none"> - explain the ethical principles of confidentiality and the notion of a shared secret - Show the relevance, relativity and the limits of typologies, narrow down the foundations of systemic procedures, more holistic, resituating the person within a network of family links, the tools which allow the actors to reclaim their history - Give examples, in one country or another, of the mechanisms put in place in order to prevent the person being split up into multiple services and representatives, and to ensure a personalised support structure over time. - Pin down the basics of mediation, the mediator's ethical stance. Give examples of conflict and mediation procedures.
<p>5- Personal and professional development, self-training</p> <ul style="list-style-type: none"> - Knowing how to make links between theoretical attributes and concrete situations - Knowing how to give examples of a critical rereading of your own experiences, know how to share the questions you ask yourself 	<p>III ETHICS IN THE TRAINING OF EDUCATORS</p> <ul style="list-style-type: none"> - Examples of training procedures in terms of ethical questions in 2 or 3 of the network's schools. <hr/> <p>IV EDUCATIONAL GUIDE :</p> <ul style="list-style-type: none"> - Questions to guide understanding; - A short further reading bibliography - Suggestions for Research Work

TRAINING HANDBOOK

TRAINING PLACEMENT BEYOND NATIONAL BORDERS

End goals :

- Developing communication and inter-cultural understanding skills
- Promoting professional mobility, exchanges and the transfer of know-how
- Promoting personal and enabling a better understanding of the inter-cultural problematics through the personal experience of changing countries
- Giving a taste for organising international education co-operation for people in difficulty

TRAINING OBJECTIVES Skills targeted by every programme	OBJECTIFS DE FORMATION Complementary skills linked to the training placement beyond national borders
<p>5- Personal and professional development, self-training</p> <ul style="list-style-type: none"> - Knowing how to construct your own training plan : <p>Before departure, knowing how to define, with the site field instructor, the programme's precise objectives within the overall training path, knowing how to get informed about the required written work (training programme report or record book) and the evaluation procedures</p>	<p>5.</p> <ul style="list-style-type: none"> - Knowing how to construct your own training plan : - Mastering the Educ-Europe programme Guide - Knowing how to get informed about the host country, preparing a departure for X months <p>6- Linguistic communication and inter-cultural understanding</p> <ul style="list-style-type: none"> - Mastering the basic's of the host country's language ; knowing how to practice, in a team, its use in everyday life - Mastering basic professional vocabulary
<p>1- Understanding of the (inter)national contexts</p> <ul style="list-style-type: none"> - Knowing the social intervention frameworks in your own country 	<p>1+ 6</p> <ul style="list-style-type: none"> - Knowing the social intervention frameworks in the host country (Theme 1, axe 1.4 : dossier of the country concerned, to be read in your own language and that of the country) - Knowing how to identify the shared and different points with your own country - Understanding their specificities in their cultural and historical dimensions <p>Mastering the specific vocabulary, the names of the major institutions, the main acronyms</p>

<p>2- Analysis of a social work organisation, within its national context, involvement in its institutional dynamic, its missions, its project</p> <ul style="list-style-type: none"> - Knowing how to get informed (before departure) about the host institution (status, the public the institution works with, missions, plan) - Knowing how to ask (once in place) questions to understand the placement establishment's organisation and institutional running, its relationships with its partners; knowing how to identify the actors - Knowing how to situate yourself and your actions in an institutional framework 	<p>2+ 6</p> <ul style="list-style-type: none"> - Knowing the host Institution (Theme 1 and 2, axe 2., to be read in your own language and that of the country - Idem - Knowing how to get informed about the rights and limits of trainee status in the host country; knowing how to identify potential differences with your own country, knowing how to adapt
<p>3- The practical and educational links in specialised interventions</p> <ul style="list-style-type: none"> - Knowing how to establish an educational relationship with people and groups : Knowing how to be available, listen with goodwill, observe each person's behaviour, intervene in cases of conflict; knowing how to regulate your personal involvement, position yourself as a responsible contact person - Knowing how to use the acts of daily life as supports in learning the rules of collective life and of autonomy - Knowing how to suggest and lead group activities promoting the development of people's capabilities and their socialisation 	<p>3+ 6</p> <ul style="list-style-type: none"> - Knowing how to observe the way the 'foreign trainee' is perceived by the public the institution works with, the different attitudes they have towards him; knowing how to make the most of your own linguistic difficulties to make them confident, help them to express themselves, to reformulate their remarks; knowing how to build correct professional distance in avoiding solving your linguistic difficulties by an emotional closeness (camaraderie, familiarity) which does not help the person to thrive - Knowing how to observe and question different practices, knowing how to adapt - Knowing how to share your know-how with the public the institution works with and with the professional team <p>Knowing how to observe, question and appropriate new activity techniques</p>

<p>4- Managing a socio-educational project and working in an international and multi-professional team</p> <ul style="list-style-type: none"> - Knowing how to develop, get running and make available for evaluation a specialised educational project: <p>Knowing how to co-operate with other professionals in the department, knowing how to analyse educational situations and put observations into perspective, formulate suggestions, knowing how to participate in meetings (listen, give your point of view, respect the rules of confidentiality)</p> <ul style="list-style-type: none"> - Knowing how to conceive and set up a socio-educational project adapted with the people concerned 	<p>3+ 6</p> <ul style="list-style-type: none"> - Knowing how to situate yourself in a professional relationship with other members of the team, daring to ask questions and ask for explanations and advice - Knowing how to provide a fresh look, and provide ideas and examples for educational action from your own country - Knowing how to conceive, put forward and set up, with the national team, a group project (exchanges with your own country, or another)
<p>5- Personal and professional development, self-training</p> <ul style="list-style-type: none"> - Knowing how to develop your personal autonomy in daily life: living far from those closest to you, take initiative, assume responsibilities - Knowing how to develop intellectual and professional mobility: adopting an attitude of openness and curiosity, knowing how to go beyond your own cultural preconception, and adapt to a new cultural environment; knowing how to transfer knowledge and know-how, knowing how to learn from the other - Knowing how to evaluate yourself: knowing how to analyse your difficulties and resources, your learning stages and the gains of this experience in personal and professional terms 	<p>DOCUMENTS AND TOOLS</p> <ul style="list-style-type: none"> - Educ-Europe training placement guide - Professional bilingual dictionary - Documentation of the host institution and the placement establishment, a list of original experiences which could be the subject of a specific study¹ <p>PEDAGOGICAL GUIDANCE</p> <ul style="list-style-type: none"> - Regular discussions with the Tutor - A visit by the off-site field instructor to the host country - On returning, a discussion drawing up a report of the training placement with the country of origin's off-site field training instructor

¹ The training placement beyond national borders could offer the opportunity to observe and take on board educational steps and methods of social intervention the students will not see elsewhere: a shared list of these experiences should be planned ahead.

EVALUATION TOOLS

	TEACHING PROGRAMMES	TRAINING PLACEMENT ABROAD	RESEARCH WORK
Instructions	Choose at least two themes	Carry out the required written work in the country of origin (training placement report or record book)	Choose between: - A training placement on-site investigation or a similar approach (description of an educational approach and interviews with the actors) - A documentary dossier structured around a socio-educational question with an international dimension (work suggested as an extension of one of the courses or on another theme) - A chapter integrated into the professional dissertation showing how the question dealt with is approached in another country
Evaluator and evaluation support	Interview with a training instructor. It must ensure that the main targeted skills (indicated in the hand-book) have been acquired *	Periodical discussions with the Tutor. Their aim is to guide the way towards a formative evaluation Tools : - throughout the educational journey : the training programme hand-book opens up widely paths for reflection (to be used with suppleness) - at the end of the training programme: the guide to 'Drawing up a Report' is focused on the 4 areas the student's progress will be appraised in (the workplace, relationships with the people the institution works with, working in a team; inter-cultural understanding	Presentation before a jury of two people (preferably international) NB : When the research work has been carried out as a team (notably for documentary or investigative research), each person's work must be specified and the oral defence will be individual*.
ECTS : 30	3 by dossier	18	6

***These two oral evaluations (teaching and Research Work) can be replaced by a single oral multi-disciplinary test before a jury of two people : students must show how the theory they have acquired and their individual work, confronted by on the ground experience, have fed their reflection and maximised their personal and professional development.**