TEd2 PROJECT – ADAPTATION PROCESS QUESTIONNAIRE

Country: Portugal

ORGANISATION	Escola Profissional do Alto Lima, CIPRL
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TARGET GROUP/ CONTEXT	The course is aimed at unemployed people whose initial area of study is in the Health field or Social Work and Guidance field.
	
	Access requirements:
	- Secondary level of education (minimum level of education);
	- Initial studies (professional qualification) in one of the following training fields (preferably):
	  ▪ Health;
	  ▪ Social Work and Guidance.
	- Being unemployed (proved by a document of a competent organism);
	- Previous experience in working or dealing with animals (not mandatory);
	- Motivation and interests in the AAI field;
	- Ease of dealing with animals, especially dogs;
	- Respect for differences and empathy with children, elderly and people with physical and mental disabilities.

CONTENT/LEARNING OUTCOMES	Training Programme for the Piloting:

1st day

▪ Enrollment

▪ Presentation of the Course:

- expected learning outcomes;

- course structure;

- learning methodologies;

- entities involved and accreditation.

▪ Presentation of the Te.D2 Project

▪ Therapy Dog Handler:

- expectations on the emergency of a recognized professional profile

▪ Professional profile and professional skills of the Dog Handler in AAI

▪ Soft skills of the Dog Handler in AAI

2nd day

▪ History and evolution of the relationship man-animal

▪ AAI:

- History and Fundamentals;

- Development of the AAI at international and national levels.

3rd day

▪ The Dog:

- Morphology, anatomophysiology and biomechanics of the dog;

- Sensorial system of the dog.

▪ Behavioral requirements

▪ Principles of canine learning and canine training in Pet Therapy

4th day

▪ Development of mutual trust relationship: meeting the different

▪ Health requirements of pets involved

▪ First Aid

5th day

▪ Dynamics of communication-relationship, principles of relation-

	cooperation
	▪ Communication: principles and practice
	6th day
	▪ Welfare in the relationship dog-trainer
	▪ Approaches and interaction with the animal
	▪ Play, cooperation and motivation in activities
	7th day
	▪ AAI: from the demand of the intervention to the drawing up of the Project
	▪ Working in Team in AAI: from the Project design to the evaluation of the intervention
	▪ Monitoring dog welfare and stress prevention during AAI: operational examples
	8th day
	▪ Intervention areas: cognitive, emotional, relational
	▪ Practical work: cognitive, emotional and relational interventions
	▪ Possible areas of job placement in relation to the personal professional plan
	9th day
	▪ Intervention areas: behavior, motor
	▪ Practical work: behavior and motor interventions
	▪ Possible areas of job placement in relation to the personal professional plan
	10th day
	▪ Working environments and environmental training: schools, day care centres, residential homes, rest homes, hospitals, external setting

	▪ Practical activity in working environment 11st day ▪ Being proactive in the labour market: entrepreneurship and active job search techniques ▪ Soft Skills for the long-run labor market success 12nd to 14th day ▪ Practical internship
DESCRIPTION OF PROCESS	In Portugal, the adaptation of the Argo course was carried out by taking into account a set of variables: - research about national policies and legislation concerning AAI; - review of specialized literature and main national trends concerning AAI in Portugal; - field research conducted by EPALIMA in order to better understand the practices that are being implemented concerning AAI and to know the training needs of the professionals whose are working on. The field research involved: ▪ interviews / surveys to organizations that are developing AAI; ▪ interviews / surveys to organizations that have protocols with entities developing AAI. The therapists of the first organization accompany their patients (and in some cases they participate in the therapeutic process) to the organizations where the interventions takes place; ▪ interviews / surveys to stakeholders in AAI field. The field research contributed to obtain important information very useful for: - identification of the Dog Handler's professional profile and

	identification of the professional skills and soft skills that the Dog Handler must have; - identification of specific training needs in terms of knowledge and skills concerning AAI. The adaptation process of the course respected the following pedagogical processes: 1. Pedagogical process of adaptation the training programme in accordance to national needs and national reality. 2. Pedagogical process of designing the training programme in accordance to ECVET technical specifications.
RESOURCES NEEDED	Human Resources mobilized during the adaptation process: - Technician expert in Educational Sciences (experience in the design and development of training programmes); - Technician expert in ECVET; - Researcher; - Te.D2 Team and AAI expert. Human Resources needed for the piloting process: - Te.D2 Team; - Course Coordinator; - Psychologist; - Professional Educator; - Veterinarian; - AAI expert / Dog Trainer. Technical and Pedagogical Resources, Materials and other Resources needed for the piloting process: - Dogs suitable for AAI training (health and behavioral requirements); - Training manual; - DVD concerning descriptive case studies and video case studies;

	- Video modelling to learn the operational techniques / styles within the Dogs Assisted Interventions setting;
	- Intervention plan examples for case studies;
	- Training room equipped with all materials and technical-pedagogical resources;
	- Outside space suitable for practical sessions and training with dogs;
	- Clickers, prize bags for dogs, several objects used to train dogs (balls, arches, toys...);
	- Objects used in the daily routine of various target groups, in accordance to the case studies presented during the training programme (target groups: children, elderly, people with reduced mobility, people with various types of physical, motor or mental disabilities).
CHANGES IMPLEMENTED AND REASONS	The adaptation of the course to the Portuguese reality was made in order to ensure the development of knowledge, professional and technical skills within AAI, practical competences in dogs assisted interventions, and, on the other hand, provide opportunities for the development of a set of transversal skills considered important for the Dog Handler activity.
	For this Piloting Project for Dog Handler were selected modules related to: expectations on the emergency of a recognized professional profile on AAI; best practices on AAI both at international and national levels; history and evolution of the relationship man-animal; knowledge of the dog both from the behavioral point of view and in the interaction/relationship with man; the features of a mutual trust relationship; communication and interaction man-dog; health and welfare of the dog; approaches and interaction with the animal; play, cooperation and motivation in activities.
	It was introduced knowledge concerning the morphology,

	anatomophysiology and biomechanics of the dog, sensorial system of the dog and emphasis was given to the principles of canine learning and canine training in Pet Therapy. Considering the target group and the Te.D2 Project objectives, some mentoring sessions related to the (re)integration in the labour market were introduced, in order to develop in the learners competences of entrepreneurship, proactivity, active job search techniques, as well as a set of soft skills for the long-run labour market success, such as, teamwork, learn to learn, interpersonal skills, communication skills, assertiveness, flexibility, creativity, initiative, work ethic, respect for differences, resilience, etc. The adaptation of the Argo Course to the Portuguese reality resulted in a course of 98 hours, distributed by 14 days of training, including 3 days (21 hours) of a practical internship.
PROBLEMS MET DURING THE ADAPTATION PROCESS	Difficulties and weaknesses met during the adaptation process: 1. The partnership countries have different levels of development concerning the theoretical and practical points of view of AAI; 2. Absence of national legislation and national policies concerning AAI and there are no recognition of professional qualifications concerning AAI. In Portugal, there are no regulatory policies regarding AAT and AAA. These interventions are not properly recognized and professionally regulated. Consequently, there are no specific legislation and regulation about AAT in Portugal. Some studies recognize the importance of AAI and some professionals seriously try to carry out some Animal Assisted Interventions, but there is no regulation regarding AAT. A recognized professional to conduct Animal Assisted Interventions doesn't exist. The absence of any national directives has made the adaptation process more difficult because there is no guiding point at country

level. This aspect was felt at the level of the identification of learning outcomes associated to the professional profile of the Dog Handler, definition of the curricular programme, definition of the number of total hours of the course and access requirements to the training course.

3. The partnership countries have different levels of knowledge and development concerning the requirements for ECVET implementation, such us, alignment between EQF and NQF (or not), existence of a National Qualifications Catalogue (or not), existence of a national coordination point for ECVET (or not), definition of qualifications based on learning outcomes (or not), existence of a National Credit System for Vocational Education and Training (or not), previous projects in the country concerning ECVET good practices.

Briefing concerning favorable conditions in the country (Portugal) that can contribute to the implementation of some ECVET's principals:

▪ In December 2007, Decree-Law No 396/2007 created a National Qualification System (NQS), under the Vocational Education and Training reform, in which modularisation was introduced. Training modules are present at both lower and upper secondary level, in apprenticeships and in training programmes for those aged 18 and over who want to achieve academic and vocational qualifications.

▪ One of National Qualification System's main tools is the National Qualifications Catalogue (NQC), which aims to regulate and organize the dual certification offers regarding Vocational Education and Training, making them relevant and tailored to the requirements of enterprises and labour market.

The National Qualifications Catalogue (NQC) is developed in line with the implementation of the European Qualifications Framework (EQF) – Recommendation of the European Parliament and of the Council of 23 April 2008, on the EQF institution for Learning Lifelong

(2008 / C 111 / 01) – and also the National Qualifications Framework (NQF).

▪ In Portugal, <u>qualifications are currently organized by reference to the EQF levels</u>, through the entry into force of the National Qualifications Framework (NQF).

The National Qualifications Framework (NQF) is structured into 8 qualification levels. Each level is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level, in terms of knowledge, skills and attitudes.

▪ In Portugal, the *National Agency for the Qualification and Vocational Training (ANQEP)* is the <u>National Coordination Point for the implementation of ECVET</u>, since March 2012.

Briefing concerning <u>unfovorable conditions</u> in the country (Portugal) to the implementation of some ECVET's technical specifications:

▪ The <u>current Training Referential/Framework are still input-oriented</u>. It is under review at the moment. Since January of 2015, the National Agency for the Qualification and Vocational Training (ANQEP) is working in a framework in order to organize qualifications based in learning outcomes. But, for now, it isn't.

▪ The <u>current VET curricula still don't have an associated credit system</u>. Recently, the Article nr. 6 of the Decree Law no. 14/2017, establishes the creation of a National Credit System for Vocational Education and Training, however, it is still at an 'embryonic' stage and the professional qualifications still don't have credits associated with the curricular plan.