



(Erasmus+, Strategic Partnership for Adult education)

TEd2 PROJECT – ADAPTATION PROCESS QUESTIONNAIRE

Country: Spain

ORGANISATION	Asociación social Asocrom
CONTACT DATA	<p>Address:</p> <p>Villarroel Street number 10 Zip code: 08011 Town: Barcelona Country: Spain</p> <p>Contact Person: Mr. Florin Gaiseanu Tutuleasa</p> <p>e-mail: presidente@cocitre.org Phone: 0034 93.423.9133 Fax no. 0034 93.423.9133 www.asocrom.org www.facebook.com/asocrom</p>
TARGET GROUP/ CONTEXT	<p>The target group is basically unemployed people who complains the legal requirements.</p> <p>Access requirements:</p> <ul style="list-style-type: none">- to be registered at the National/Local Work Agency as an unemployed. This Agency depends on a Government. In the case of foreigners, they must prove a Spanish tax number and their studies must be homologated by the State- secondary level of education (minimum level of education)- people looking for a job being the same if they are receiving benefits from the Government or not.- long-term unregistered unemployed (more than 2 years)- the people who have more than 45 years old, they have priority.- The age it's not mandatory.
CONTENT/LEARNING OUTCOMES	<p>1ST DAY</p> <ul style="list-style-type: none">• Enrollment• Presentation of the course



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	<ul style="list-style-type: none">● INTRODUCTION TO ANIMAL ASSISTED THERAPY (TAA) Concept of animal assisted therapy (TAA) Historical evolution of the TAA Benefits of TAA <i>Recipients of TAA</i><ul style="list-style-type: none">- Old people- Prison centers- Mental health- People with disabilities <p>2ND DAY</p> <ul style="list-style-type: none">● PROFESSIONALS IN TAA The therapeutic team Professional Profiles <i>Occupational therapist</i><ul style="list-style-type: none">- Psychologist- Monitor or monitor education and free time- Dog trainer <p>3RD DAY</p> <ul style="list-style-type: none">● TAA PROFESSIONAL SOCIAL AND COMMUNICATION SKILLS Teamwork and teamwork <i>Personal and social skills</i><ul style="list-style-type: none">- Inborn Skills- Behaviors learned <i>Social skills needed to work as a team and deal with the patient</i>- Initiative- Leadership- Coordination- Collaboration - Empathy- Flexibility- Assertiveness- Other techniques <i>Communication skills</i><ul style="list-style-type: none">- Barriers in communication- Strategies and guidelines for effective communication <i>Active Listening</i>- Concept, utilities and advantages of effective listening
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	<ul style="list-style-type: none">- Signs and warning signs- Attitudinal components of effective listening- Technical skills of effective listening- Errors in Effective Listening <p>4TH DAY</p> <ul style="list-style-type: none">• THERAPY DOG What is assisted dog therapy? Dogs of assistance: therapy dog Therapy Dog Features <i>Methods of selecting the therapy dog</i><ul style="list-style-type: none">- Method of selection of the puppy- Method for selecting the young or adult dog <p>5TH DAY</p> <ul style="list-style-type: none">• SOCIAL BEHAVIOR OF THE DOG AND THE MORPHOLOGICAL CONDITIONS OF CONDUCT<ul style="list-style-type: none">- Domestication: origin and evolution- Territory: social organization- Social order <i>Socialization: dog development</i>- Human-dog bond- Communication- Ethnology: canine breeds <i>Morphology: parameters of identification and classification of canine breeds</i>- Ethnicity: Carea castellano manchego- Ethnicity: Carea leonésDog skills <p>6TH DAY</p> <ul style="list-style-type: none">• FACTORS OF MODIFICATION OF DOG CONDUCT. HIS LEARNING Biology, genetics and behavioral ecology <i>The dog's senses and their influence on behavior</i><ul style="list-style-type: none">- The vision- The sense of smell- The ear- Touch and taste
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	<p>Non-associative learning: habituation and sensitization <i>Associative learning: classical conditioning and instrumental conditioning</i></p> <ul style="list-style-type: none">- Classical conditioning- Instrumental conditioning <p><i>Social learning</i></p> <ul style="list-style-type: none">- Phases of learning- The stimuli- Latency- The Association <p>Adaptive specializations of learning <i>Animal cognition: perception, memory and communication</i></p> <ul style="list-style-type: none">- Perception- Memory- Communication <p><i>Motivation, emotion, intelligence, and instinct</i></p> <ul style="list-style-type: none">- Motivation- Emotions- Intelligence- Instincts <p>7TH DAY</p> <ul style="list-style-type: none">• VALUATION OF NON-DESIRED CONDUCTS, CORRECTIVE SUSCEPTIBLES Interpretation of dog's body language Recognition of conduct as unwanted <i>Evaluation of unwanted behaviors. Acquisition of behavioral information</i> <ul style="list-style-type: none">- Owner- Animal- Environment where you live and daily regime- Relationships- Reactions to people / animals- Training- Response to manipulation- Previous experiences, etc. <p><i>Recognition of unwanted behaviors generated by a health pathology</i></p> <ul style="list-style-type: none">- Repetitive behaviors- Self-mutilation / excessive licking- Inappropriate evacuation, etc. <p><i>Identification of abiotic / biotic factors causing undesirable behavior</i></p> <ul style="list-style-type: none">- Biotic factors- Abiotic factors
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	<ul style="list-style-type: none">- Interspecific and intraspecific relationship Identification of the reason for unwanted behavior Methods of elimination of unwanted behaviors- Classical conditioning- Operant conditioning- Principle of Premack- Positive and negative reinforcement- Conditioned boosters- Positive and negative punishment- Systematic Desensitization- Habitación- Sensitization- Extinction of conduct <p>Identification of the type of aggression and its corresponding treatment</p> <p>8TH DAY</p> <ul style="list-style-type: none">• VALUATION OF UNDESIRED BEHAVIORS RELATED TO EMOTIVITY <i>Techniques for modifying unwanted behaviors related to emotion</i><ul style="list-style-type: none">- Training of the responsible person- Modification of the environment- Behavioral modification of the animal<i>Symptoms that may lead to unwanted behavior</i><ul style="list-style-type: none">- Mictues and feces- Anxiety- Excessive barking- Destruction of objects- Problems of sociability<i>Pathologies that may generate aggressive behavior</i><p>Dolores</p><ul style="list-style-type: none">- Infectious processes- Alterations in the estral cycle of the dog- Nervous system disorders<p>Causes that can generate stress and lead to unwanted behavior</p><p>Desensitization programming</p><p>Assessment of the attitude of the owner related to unwanted behaviors</p><p>Advice to the owner of actions to improve unwanted behaviors</p><p>Behavior modification plan</p> <p>9TH DAY</p> <ul style="list-style-type: none">• ELIMINATION OF UNDESIRED CONDUCTS
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	<p>Aggressive Behavior Modification Techniques Training Materials Safety materials for performing aggressive behavior modification work Dog Training Schedule Place of training Hierarchy Actions in the family environment to improve dog behavior Anticipation to unwanted behavior Evaluation of the work of the owner in terms of progress Adjusting tasks according to progress Progress Report</p> <p>10TH DAY</p> <ul style="list-style-type: none"> • BASIC CONTROL AND TRAINING TECHNIQUES <i>Basic Obedience Exercises and Corrections</i> <ul style="list-style-type: none"> - March to the side - Forward gears with direction and speed changes - Sitting position - Lying position - Adoption of different positions, prior verbal order - Collection and retrieval of objects <i>Basic Obedience Exercises with the Free Dog</i> <ul style="list-style-type: none"> - March to the side - Forward gears with direction and speed changes - Sitting position - Lying position - Adoption of different positions, previous verbal order, distance - Permanence in the different positions under the influence of distractions - Go to the call command - Collection and recovery of objects <p>11TH DAY – 15TH DAY</p> <ul style="list-style-type: none"> • Practical internship
<p>DESCRIPTION OF PROCESS</p>	<p>In Spain, the adaptation of the Argo course was carried out by considering variables such as:</p>



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	<ul style="list-style-type: none">- literature about national and local policies regarding AAI and TAA- our research and interviews with the professionals in the TAA field to understand the needs in this field.- collaboration with the local and national NGO's specialized in AAI / TAA- best practices identified and also related in our national report <p>The adaptation process has respected the ECVET technical specifications.</p>
RESOURCES NEEDED	<ul style="list-style-type: none">- technician - expert in ECVET / EQF- Te.D2 Team and AAI / TAA expert- researcher- social educator- trainer of trainers
Changes implemented and reasons.	<p>On 12 November 2002, the <i>Council of the European Union</i> approved a <i>Resolution</i> on the promotion of enhanced European cooperation in Vocational Education and Training, which subsequently served as the basis for the declaration for the strategy for improving the performance, quality and attractiveness of VET.</p> <p>The <i>Copenhagen Declaration of 30 November 2002</i>, highlighted the priority of developing a credit transfer system in Vocational Education and Training, to promote the "transparency, comparability, transferability and recognition of competences and/or qualifications, between different countries and at different levels."</p> <p>The <i>Maastricht Communiqué of 14 December 2004</i>, on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET), has reinforced the need to give priority to the development and implementation of the <i>European Credit System for Vocational Education and Training</i>.</p> <p>The <i>Recommendation of the European Parliament and of the Council of 18 June 2009</i> created a <i>European Credit System for Vocational Education and Training</i> (ECVET) with the purpose to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification.</p> <p>Since then, the <i>European Credit System for Vocational Education and Training</i> (ECVET) has been developed within the framework of the European cooperation in Vocational Education and Training, under the guidance of the European Commission.</p>



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	<p>The course, for Spanish market, was adapted to provides the unemployed persons the adequate skills and knowledge for work with animals (dogs) in TAA.</p> <p>The course it's divided in two parts: theory and practice.</p>																					
<p>Problems met during the adaptation process</p>	<p>To answer the demands and recommendations of the Copenhagen Declaration, Spain started to work in the development of a National Qualifications Framework (the Spanish Framework of Qualifications, MECU) and its correspondence to the European Qualifications Framework (EQF), going through all levels of education.</p> <p>The MECU is the result of the National Catalogue of Professional Qualifications (CNCP) plus the Spanish Framework of Qualifications for Higher Education (MECES).</p> <p>The CNCP defines the qualifications of levels 1, 2 and 3, corresponding with levels 1-5 from the EQF, so all levels of VET (from Initial VET to Higher VET, in formal and informal education), whereas the MECES defines the qualifications corresponding to all levels of higher education (from 5-8 of EQF). The MECES was developed in 2011 to complete the MECU.</p> <p>The MECU (National Qualifications Framework) combines the CNCP and the MECES but the reference for the first one is the National Institute of Qualifications (INCUAL), dependent from the Ministry of Education, Culture and Sport and the reference of the second one is the National Agency for Quality Evaluation and Accreditation (ANECA), also dependent of the Ministry of Education. In this regard, one of the weaknesses of the Spanish System of Qualifications is that there is not a unique national centre coordinated with the European Framework.</p> <p>Nevertheless, there is an alignment between the EQF and the NQF in Spain (MECU):</p> <table border="1" data-bbox="512 1543 1418 1962"> <thead> <tr> <th>EQF</th> <th>CNCP</th> <th>Degree (in Spanish)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>3</td> <td>Técnico Superior</td> </tr> <tr> <td>6</td> <td>4</td> <td>Grado</td> </tr> </tbody> </table>	EQF	CNCP	Degree (in Spanish)	1			2			3			4			5	3	Técnico Superior	6	4	Grado
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7	5	Máster
8	Not defined	Doctor (PhD)

Source: INCUAL

In Spain, the **Ministry of Education, Culture and Sport – Sub directorate General for Guidance and Vocational Training** is the **National Coordination Point for the implementation of the European Credit System for Vocational Education and Training (ECVET)**.