



## **Te.D2 – THERAPY DOG HANDLER:**

**development of a certified  
training course for dog  
handler in the AAI  
according to the  
Ecvet procedures**



# Common Adaptation Report

## All Partners

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## **Introduction**

Te.D2 – Therapy dog handler project aims at developing a training course for therapy dog handlers in the field of Animal Assisted interventions (which involve animal assisted therapy – AAT, activity – AAA and Education – AAE).

All countries participating to this project, Romania, Italy, Malta, Portugal, Lithuania and Spain, starting from the initial training course for therapy dog handlers provided by one of the Project Partners (ULSS 7 Pedemontana) had to adapt it to their own reality taking into account legislation framework (where one exists), training courses regulations, target groups, possibility to find professionals and to have them cooperating with them within the project development, exc.

The document we provide here below is the *common adaptation report*. A sort of summary of all countries' work to highlight the adaptation process main focuses and difficulties for each Partner.

After the common adaptation report, we are also listing all countries' adaptation reports to give everybody a complete and specific overview on each partners' adaptation development process.



# Common Adaptation Report

## Partners involved

Partners involved in the adaptation process were:

- *Social Health Local Unit ULSS n. 7 "Pedemontana" - ITALY*
- *Vasiliada Association - ROMANIA*
- *The Geminarie Group - MALTA*
- *Asociación Social Asocrom - SPAIN*
- *Escola Profissional do Alto Lima, CIPRL - PORTUGAL*
- *Public organization "Education, Research and Consultancy Center" – LITHUANIA*

## Target Group

All Partners individuated a target group to which address the piloting course of Te.D.2 Project. Target group of adaptation process is mainly **unemployed people** with some interesting differences for each country:

In Romania for example, which beneficiaries are long-term unemployed or inactive people (registered or not), one of the minimum requirements to access to the program is a clinically healthy condition.

The Maltese Partner individuates as its target group asylum seekers, refugees and those qualifying for international protection living in the open community but also women over 40 and disadvantaged people including children and youths.

In Spain, people over 45 years old, in the area of long-term unemployed people, have the priority to access the program.

Portugal, while addressing the course to unemployed people like most of Partners, specifies a preferential initial area of study in the Health field or Social Work and Guidance field. Portugal also mentions a preferred attitude for future beneficiaries of the program which is 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. Lithuania individuates its target group in unemployed people or in those looking for a job after finishing studies or simply willing to change their job but also to those interested in AAI filed or registered in Lithuanian Labour exchange.

Most countries also specifies that one of the requirements needed to enter the program is a minimum level of education (mandatory school).



## **Learning Outcomes**

Learning outcomes in all countries are similar and all of them relate to the possibility that this course will offer to investigate the world of Animal Assisted Interventions.

Piloting course will give addressees the needed tools and education to possibly re-enter the labour market as dog handlers in AAI.

Moreover, it will aim at demonstrating that AAI (i. e. AAT, AAA and AAE) are an innovative and effective way to implement lasting social, emotional, cognitive, physical, spiritual and psychological changes in people whom benefits from it.

Participants, among other things, will learn the importance of team working as the starting point for efficient Animal Assisted Interventions on people in need.

## **Description of Process**

Starting off from the Argo curriculum implemented by the Italian Partner ULSS 7, some themes were chosen in order to give addressees a wide knowledge of the dog and its potential as a partner in therapy, for example:

- Dog breeds – specific behaviour
- Dog behaviour towards humans
- Human-Animal bond and its therapeutic applications
- Characteristics of dog communication
- Dog health and wealth issues

In the process, practical training and individuation of best practices as an example of what an AAI can be and how can be led had an important role in all countries.

Most partners mentioned to have kept into account the national legislation or situation (where a real legislation about AAI is missing) regarding AAI in their country.

Moreover, specialists', professionals' and stakeholders' research and points of view were very relevant as a starting point to develop the process of adaptation as it was the cooperation with NGOs already operating in the field of AAI, Universities and special bodies taking care of unemployed people.

In Portugal, nonetheless, part of the adaptation process was the identification of dog handler's professional profile and specific training needs to it related.

The program was adapted also in accordance to ECVET technical specifications.

## **Resources Needed**

For most Partners the resources needed to adapt the course were similar. Regarding human resources these below were listed:

- Te.D2 Team;
- Course Coordinator;



- Psychologist;
- Professional Educator;
- Veterinarian;
- AAI expert / Dog Trainer;
- technician - expert in ECVET / EQF;
- suitable dogs for AAI training (health and behavioral requirements).

Most partners also mentioned the need of a:

- Trainer - expert in adult training;
- Technician – specialist in developing design of adult training;
- Labour market, marketing and work placement expert in order to build an appropriate training course aligned with Te.D2 project aims.

Besides human resources, some partners individuated also material needs as:

- DVD concerning descriptive case studies and video case studies;
- Video modelling to learn the operational techniques / styles within the Dogs Assisted Interventions setting;
- 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...);

## **Changes Implemented and Reasons**

Main changes made to the initial Argo course were common for most Partners. Considering the target group of mainly unemployed people and migrants (Malta) it was necessary to adapt the course in order to give beneficiaries also some general information regarding labour market and the possibility to re-enter it. This kind of information was given through special experience-based modules able to provide the students the appropriate competences for a good integration in a specific working context (Romania, Italy, Portugal, Lithuania). Also soft skills were included in the curriculum such as competences of entrepreneurship, proactivity, active job searching techniques, team-working, learning to learn methods, interpersonal and communication skills and also assertiveness, flexibility, creativity, initiative, work ethic, respect for differences, and resilience (Romania, Portugal). Some specifications related to the last regional Guide Lines were also added (Italy). In Italy, due to the experience regarding the first edition of Te.D project, it was decided to



increase beneficiaries' motivation towards the contents and the aim of the course, by asking them to pay a subscription fee.

The Lithuanian partner chose to engage different specialists: instead of geriatricians and psychiatrists they involved psychologists in their team.

Other changes (all partners) regard the different planning of the course (total of hours, hours per day).

### **Problems met during Adaptation Process**

At the beginning the main obstacle was that partners had very different levels of experience concerning AAI and very different possibility to develop a training course in this field.

Also, for some Partners (Romania, Portugal, Spain) one of the main issue was the lack of a national legislative framework to regulate this form of therapy to use as a starting point for the adaptation process.

Another common problem for these countries it was to find a way to adapt the curriculum in order to follow EQF standards and to answer ECVET requirements. The ECVET certification system is not equally known and developed in all partners' countries and this made the adaptation process more difficult for these partners.

Another partner (Lithuania) mentions the difficulty in finding experts (psychologist and dog trainers) available for this kind of activity due to their lack of experience and to work load that the curriculum demands.



# Single Partner's Adaptation Report

## Romania

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| <b>ORGANISATION</b>                  | Vasiliada Association  |
| <b>CONTACT DATA</b>                  | <p>Contact person: BOBOC Mihai Sorin,<br/> e-mail: <a href="mailto:sorin.boboc@AsociatiaVasiliada.ro">sorin.boboc@AsociatiaVasiliada.ro</a><br/> Phone: +40749.402.142<br/> Fax no. +40251.521.040<br/> <a href="http://www.AsociatiaVasiliada.ro">www.AsociatiaVasiliada.ro</a></p> <p>Address: Fratii Buzesti Street, no. 20, 200381, Craiova, Dolj, Romania</p>   |
| <b>TARGET GROUP/<br/>CONTEXT</b>     | <p>People from the target group can be part of the following categories of beneficiaries:</p> <ol style="list-style-type: none"> <li>1. Long-term registered unemployed; whether it is young unemployed - 16 - 24 years or an adult unemployed - 25-64 years;</li> <li>2. Person looking for a job;</li> <li>3. Inactive person;</li> <li>4. Long-term unregistered unemployed; whether it is young unemployed - 16 - 24 years or an adult unemployed - 25-64 years;</li> </ol> <p>The documents required for the target group:</p> <ul style="list-style-type: none"> <li>• Sworn statement of belonging to the target group - according to Annex;</li> <li>• certificate from public employment or unemployed copy book;</li> <li>• Certificate / Certificate Extras REVISAL or ITM and tax bodies that have no taxable income.</li> </ul> <p>Minimum conditions of access to the program relative to the degree:</p> <ul style="list-style-type: none"> <li>• High school baccalaureate diploma;</li> </ul> <p>Medical opinion in order to exercise the activity:</p> <ul style="list-style-type: none"> <li>• Apt / clinically healthy.</li> </ul> |
| <b>CONTENT/LEARNING<br/>OUTCOMES</b> | <p><b>1ST DAY</b></p> <ul style="list-style-type: none"> <li>• Enrollment;</li> <li>• Presentation of the course structure and TeD2 project and the</li> </ul>   |



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|  | <p>professional features of the dog handler, Te.D2 team;</p> <ul style="list-style-type: none"><li>• IAA, History and development, representative of the Health Ministry</li><li>• Knowledge of professional skills and profiles: motivations and expectations, Te.D2 team ;</li></ul> <p><b>2ND DAY</b></p> <ul style="list-style-type: none"><li>• Construction of mutual trust relationship: meeting the different held by a Psychologist;</li><li>• Health requirements of pets involved held by a Vet;</li><li>• First Aid. held by a Vet.</li></ul> <p><b>3RD DAY</b></p> <ul style="list-style-type: none"><li>• Sensorial system of the dog, Vet;</li><li>• Behavioral requirements, Vet</li><li>• Working with dogs in Pet Therapy. Practical work, Te.D2 team</li><li>• Working in group: strengths and weaknesses in group work relating to the professional training path provided, Te.D2 team</li></ul> <p><b>4TH DAY</b></p> <ul style="list-style-type: none"><li>• IAA: from demand of intervention to the draft of the project: connecting training activities to the working context, Te.D2 team;</li><li>• Dog morphology: functional types and connection to character, attitudes and functions, Dog trainer;</li><li>• AAI and dog welfare. Systems of stress monitoring of the dog, Dog trainer;</li></ul> <p><b>5TH DAY</b></p> <ul style="list-style-type: none"><li>• Dynamics of communication-relationship, principles of relation-cooperation. held by a Dog trainer</li><li>• Communication: principles and practice held by a dog trainer</li><li>• Communicate with others within the working context, Te.D team</li></ul> <p><b>6TH DAY</b></p> <ul style="list-style-type: none"><li>• Welfare in the relationship dog-trainer. held by a Psychologist and a Veterinarian</li><li>• Approaches and interaction with the animal. held by Dog trainer</li><li>• Play, cooperation and motivation in activities. held by Dog trainer</li></ul> <p><b>7TH DAY</b></p> <ul style="list-style-type: none"><li>• History of the relationship man-animal, between research and</li></ul> |
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|                                      | <p>fantasy, professional educator</p> <ul style="list-style-type: none"> <li>• Evolution of the relationship man-animal, professional educator</li> </ul> <p><b>8TH DAY</b></p> <ul style="list-style-type: none"> <li>• Intervention areas: cognitive, emotional, relational. Psychologist</li> <li>• Practical work. held by Te.D2 team</li> <li>• Possible areas of job placement in relation to the personal professional plan, Te.D2 team</li> </ul> <p><b>9TH DAY</b></p> <ul style="list-style-type: none"> <li>• Intervention areas: behavior, movement. held by a Physiotherapist</li> <li>• Practical work, Te.D2 team;</li> <li>• Possible areas of job placement in relation to the personal professional plan, Te.D2 team;</li> </ul> <p><b>10TH DAY</b></p> <p>Legal and insurance aspects within AAI, Te.D2 team;<br/>         Methods and instruments for active search of the job, work law, Curriculum Vitae, job interview, Te.D2 team;<br/>         Witnesses of the production world: working environments and environmental training: schools, day care centers, residential homes, rest homes, hospitals, external setting. held by Te.D2 team;</p> <p><b>11TH DAY – 12TH DAY</b></p> <p>Practical internship. Te.D2 team.</p> |
| <p><b>DESCRIPTION OF PROCESS</b></p> | <p>In the ARGO curriculum adaptation process, developed by the Italian partners within the project, the two experts involved took into account a range of information, namely:</p> <ul style="list-style-type: none"> <li>• National situation in Romania, about animal assisted therapy (TAA) animal assisted activities (AAA);</li> <li>• Main national trends;</li> <li>• Best practices Identified, in Romania;</li> <li>• Views of stakeholders, gathered in the research carried out in the project;</li> <li>• Specialists in classic therapy - psychological;</li> <li>• Specialists in adult training;</li> </ul> <p>In adapting training curricula, it was taken into account by national</p>   |



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|   | legislation related with adult training.  |
| <b>RESOURCES NEEDED</b>                           | Human resources in the adaptation process: <ul style="list-style-type: none"> <li>• Trainer - expert in adult training;</li> <li>• Technician – specialist in developing design of adult training;</li> <li>• Psychologist;</li> <li>• Te.D2 management team;</li> </ul>  |
| <b>Changes implemented and reasons.</b>           | <p>Within the adaptation process, the project management team had one main objective, namely: <i>“to develop in Romania a new, fully functional training course that can help the local initiative in AAI”</i>.</p> <p>The ARGO course has the added value that was developed by the project partner from Italy, country that has at least 20 years of experience. In this case, ARGO course has the benefit that it is fully functional and adapted to beneficiaries needs.</p> <p>The experts adapted some information in the Knowledge of professional skills and profiles: motivations and expectations part and Methods and instruments for active search of the job, work law, Curriculum Vitae, job interview.</p>   |
| <b>Problems met during the adaptation process</b> | <p>The experts involved in the adaptation process, faced two main issues:</p> <ol style="list-style-type: none"> <li>1. total absence of national legislative framework to regulate this form of therapy. All the therapy activities are regulated by procedures and regulations developed by different NGOs who practice this activity. In Romania there is only legislation relating to stray dogs and modalities for holding dangerous dogs;</li> <li>2. adaptation process following the EQF standards and be certified by the ECVET system; in Romania, ECVET system is not fully functional, like in other European counties; more than that, within the partnership continues for the project are different levels of understanding the ECVET implementation.</li> </ol> |



## Italy

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| <b>ORGANISATION</b>                             | <i>ULSS n.4 "Alto Vicentino"<br/>dal 01.01.2017 ULSS n. 7 "Pedemontana"</i>  |
| <b>CONTACT DATA</b>                             | <i>Dr. Ivano Scorzato</i>  |
| <b>TARGET GROUP/<br/>CONTEXT</b>                | <i>Unemployed people</i>   |
| <b>CONTENT/LEARNING<br/>OUTCOMES</b>            | <i>Aim of the piloting is to offer beneficiaries an important tool for their possible relocation in the labour market as dog handlers in AAI.</i>  |
| <b>DESCRIPTION OF<br/>PROCESS</b>               | <i>Taking as starting point the Argo project, we chose modules regarding knowledge of the dog either for what concerns its species-specific behavior or the relation with humans, communication and relation characteristics, health issues and dogs' well being (stress, disease, good practices of management), giving also much space to dogs' education in AAI and then a in-depth part related to AAI and their application in different fields of care.</i>                        |
| <b>RESOURCES NEEDED</b>                         | <i>Other than Te.D2 staff and teachers with specific knowledge and competences in AAI we needed to involve also an expert of market research, marketing and recruitment through temp agencies. Working in net with agencies and bodies that deal with work placement it was possible to acquire useful information and tools in order to build a training path aligned with Te.D2. project aims.</i>   |
| <b>CHANGES<br/>IMPLEMENTED AND<br/>REASONS.</b> | <i>Due to the particular goal of the project, it was necessary to add some modules regarding orientation and support in order for the training to be a tool able to provide also general information about labour market and to improve beneficiaries' employability. These are experience-based modules and their contents are linked to the transition from school life to working life and for those who need to re-enter the labour market they represent a possibility to think</i> |



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|   | <p><i>about their personal changing project.</i></p> <p><i>Even though the sectorial context of the course for dogs handlers, it's not only about developing technical skills in the AAI field but also about providing competences for a positive re-inclusion in a working context and, in general, in the labour market.</i></p> <p><i>There were also included some topics as the recent italian guide lines for AAI require.</i></p> <p><i>Motivations to apply for this kind of course must be very high and important, it's not sufficient to be unemployed or to "love animals".</i></p> <p><i>The path requires some relational skills, ability to self involve in the course and a minimum of business skills. For this reason, also considering the previous experience with the first edition of Te.D, we decided to ask a small subscription fee.</i></p> |
| <b>PROBLEMS MET DURING THE ADAPTATION PROCESS</b> | <i>None</i>  |



## Malta

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| <b>ORGANISATION</b>                  | The Geminarie Group  |
| <b>CONTACT DATA</b>                  | 604, St. Joseph High Street, hamrun, Malta<br>Tel: +356 21436384<br>Mob: +356 79871663<br>Email: <a href="mailto:info@geminariigroup.org">info@geminariigroup.org</a>  |
| <b>TARGET GROUP/<br/>CONTEXT</b>     | Asylum Seekers, Refugees and those qualifying for international protection living in the open community;<br>Women over 40<br>Disadvantaged groups including children and youths  |
| <b>CONTENT/LEARNING<br/>OUTCOMES</b> | Animals play a critical role in helping people live healthy lives. In our training we will demonstrate that Animal-assisted therapy, activities and learning can bring about deep and lasting social, emotional, cognitive, physical, spiritual and psychological changes.   |
| <b>DESCRIPTION OF<br/>PROCESS</b>    | <p style="text-align: center;"><u>Units:</u></p> <p>Theoretical in class lessons to deepen the theoretical part; Practical training with the dog to learn the educational and relational model • Simulation of AAI setting • Video modelling to learn the operational techniques/styles within the AAI setting,</p> <p>Duration: 10 Units spread on 30 days.</p> <ul style="list-style-type: none"> <li>• Introduction to the Human-Animal Bond and its therapeutic applications</li> <li>• History of AAT/AAA and multi- cultural implications</li> <li>• Key concepts in HCAB</li> <li>• Institutional and clinical AAT/AAA</li> </ul> |



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|   | <ul style="list-style-type: none"> <li>• How to become an AAT/AAA practitioner; Career opportunities</li> <li>• How to organize an AAT/AAA program</li> <li>• Selecting animals for AAT/AAA; Protecting the welfare of animals</li> <li>• How to conduct an animal-assisted visit</li> <li>• AAT/AAA with children and youth / disadvantaged groups/ migrants</li> <li>• Future Growth and opportunities of AAT/AAA in Malta</li> </ul> |
| <b>RESOURCES NEEDED</b>                           |   |
| <b>Changes implemented and reasons.</b>           |   |
| <b>Problems met during the adaptation process</b> | <p><i>Locally we did not meet any problems. We have established a very good working relationship with one of Malta's specialist in the field and we will be working together during the training/piloting.</i></p>  |



## Portugal

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| <b>ORGANISATION</b>                  | Escola Profissional do Alto Lima, CIPRL   |
| <b>CONTACT DATA</b>                  | <p>Address:<br/>Rua Dr. Joaquim Carlos Cunha Pimenta, Apartado 102<br/>4970-457 Arcos de Valdevez, Portugal</p> <p>Phone: +351 258 520 320</p> <p>Fax: +351 258 520 329</p> <p>Contact Person: Mrs. Célia Nunes</p>   |
| <b>TARGET GROUP/<br/>CONTEXT</b>     | <p>The course is aimed at unemployed people whose initial area of study is in the Health field or Social Work and Guidance field.</p> <p>Access requirements:</p> <ul style="list-style-type: none"> <li>- Secondary level of education (minimum level of education);</li> <li>- Initial studies (professional qualification) in one of the following training fields (preferably): <ul style="list-style-type: none"> <li>▪ Health;</li> <li>▪ Social Work and Guidance.</li> </ul> </li> <li>- Being unemployed (proved by a document of a competent organism);</li> <li>- Previous experience in working or dealing with animals (not mandatory);</li> <li>- Motivation and interests in the AAI field;</li> <li>- Ease of dealing with animals, especially dogs;</li> <li>- Respect for differences and empathy with children, elderly and people with physical and mental disabilities.</li> </ul> |
| <b>CONTENT/LEARNING<br/>OUTCOMES</b> | <p>Training Programme for the Piloting:</p> <p><u>1st day</u></p> <ul style="list-style-type: none"> <li>▪ Enrollment</li> <li>▪ Presentation of the Course:</li> </ul>   |



- 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

#### 7<sup>th</sup> 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

#### 8<sup>th</sup> 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

#### 9<sup>th</sup> day

- Intervention areas: behavior, motor
- Practical work:  
behavior and motor interventions
- Possible areas of job placement in relation to the personal professional plan

#### 10<sup>th</sup> day

- Working environments and environmental training: schools, day care centres, residential homes, rest homes, hospitals, external setting
- Practical activity in working environment

#### 11<sup>st</sup> day

- Being proactive in the labour market: entrepreneurship and active job search techniques
- Soft Skills for the long-run labor market success

#### 12<sup>nd</sup> to 14<sup>th</sup> day



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|                                      | <ul style="list-style-type: none"> <li>▪ Practical internship</li> </ul>   |
| <p><b>DESCRIPTION OF PROCESS</b></p> | <p>In Portugal, the adaptation of the Argo course was carried out by taking into account a set of variables:</p> <ul style="list-style-type: none"> <li>- research about national policies and legislation concerning AAI;</li> <li>- review of specialized literature and main national trends concerning AAI in Portugal;</li> <li>- 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:             <ul style="list-style-type: none"> <li>▪ interviews / surveys to organizations that are developing AAI;</li> <li>▪ 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;</li> <li>▪ interviews / surveys to stakeholders in AAI field.</li> </ul> </li> </ul> <p>The field research contributed to obtain important information very useful for:</p> <ul style="list-style-type: none"> <li>- identification of the Dog Handler's professional profile and identification of the professional skills and soft skills that the Dog Handler must have;</li> <li>- identification of specific training needs in terms of knowledge and skills concerning AAI.</li> </ul> <p>The adaptation process of the course respected the following pedagogical processes:</p> <ol style="list-style-type: none"> <li>1. Pedagogical process of adaptation the training programme in accordance to national needs and national reality.</li> </ol> |



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|                                | <p>2. Pedagogical process of designing the training programme in accordance to ECVET technical specifications.</p>   |
| <p><b>RESOURCES NEEDED</b></p> | <p>Human Resources mobilized during the adaptation process:</p> <ul style="list-style-type: none"> <li>- Technician expert in Educational Sciences (experience in the design and development of training programmes);</li> <li>- Technician expert in ECVET;</li> <li>- Researcher;</li> <li>- Te.D2 Team and AAI expert.</li> </ul> <p>Human Resources needed for the piloting process:</p> <ul style="list-style-type: none"> <li>- Te.D2 Team;</li> <li>- Course Coordinator;</li> <li>- Psychologist;</li> <li>- Professional Educator;</li> <li>- Veterinarian;</li> <li>- AAI expert / Dog Trainer.</li> </ul> <p>Technical and Pedagogical Resources, Materials and other Resources needed for the piloting process:</p> <ul style="list-style-type: none"> <li>- Dogs suitable for AAI training (health and behavioral requirements);</li> <li>- Training manual;</li> <li>- DVD concerning descriptive case studies and video case studies;</li> <li>- Video modelling to learn the operational techniques / styles within the Dogs Assisted Interventions setting;</li> <li>- Intervention plan examples for case studies;</li> <li>- Training room equipped with all materials and technical-pedagogical resources;</li> <li>- Outside space suitable for practical sessions and training with dogs;</li> <li>- Clickers, prize bags for dogs, several objects used to train</li> </ul> |



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|   | <p>dogs (balls, arches, toys...);</p> <ul style="list-style-type: none"> <li>- 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).</li> </ul>   |
| <p><b>CHANGES IMPLEMENTED AND REASONS</b></p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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,</p> |



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|  | <p>assertiveness, flexibility, creativity, initiative, work ethic, respect for differences, resilience, etc.</p> <p>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.</p>   |
| <p><b>PROBLEMS MET DURING THE ADAPTATION PROCESS</b></p> | <p>Difficulties and weaknesses met during the adaptation process:</p> <ol style="list-style-type: none"> <li>1. The partnership countries have different levels of development concerning the theoretical and practical points of view of AAI;</li> <li>2. Absence of national legislation and national policies concerning AAI and there are no recognition of professional qualifications concerning AAI.<br/> <p>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.</p> <p>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.</p> <p>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.</p> </li> <li>3. The partnership countries have different levels of knowledge and development concerning the requirements for ECVET implementation, such as, 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</li> </ol> |



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, qualifications are currently organized by reference to the EQF levels, 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 National Coordination Point for the implementation of ECVET, since March 2012.

Briefing concerning unfavorable conditions in the country (Portugal)



to the implementation of some ECVET's technical specifications:

- The current Training Referential/Framework are still input-oriented.

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 current VET curricula still don't have an associated credit system. 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.



## Lithuania

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| <b>ORGANISATION</b>                  | Public organization “Education, Research and Consultancy Center”   |
| <b>CONTACT DATA</b>                  | Renata Baltrimienė and Laura Aširovienė<br>“Education, Research and Consultancy Center”<br>Website: <a href="http://www.ercc.lt">www.ercc.lt</a><br>Mob. +37061061090; +37060354433<br>Email: <a href="mailto:baltras@gmail.com">baltras@gmail.com</a> ;   |
| <b>TARGET GROUP/<br/>CONTEXT</b>     | <p>The course is addressed to people interested in implementing a training path to learn the skills of a PET TRAINER in the Assisted Animal Interventions (AAI), training pairs of dogs-trainers having the necessary theoretical and practical tools to operate within the teams that deal with AAI:</p> <ul style="list-style-type: none"> <li>- 10 long term unemployed people;</li> <li>- Students finished the studies and can't find a job;</li> <li>- People who wants to change their job;</li> <li>- People who are interested in AAI;</li> <li>- People registered in Lithuanian Labour Exchange.</li> </ul>                               |
| <b>CONTENT/LEARNING<br/>OUTCOMES</b> | <ul style="list-style-type: none"> <li>▪ Participants after finishing piloting training course will get the understanding of Animal Assisted Interventions (AAI);</li> <li>▪ Participants will learn how to work in a team (a psychologist, dog trainer and veterinary) and will work together to provide therapeutic sessions that help people with varying health and social care needs to develop, progress, improve and recover. E.g. dementia, autism, premature babies, physical disabilities mental ill health.</li> <li>▪ Will get theoretical and practical learning with the dog to learn the educational and relational model;</li> </ul> |
| <b>DESCRIPTION OF<br/>PROCESS</b>    | First of all we translated the Argo Curriculum into Lithuanian language. In March we started the search for organizations specializing in this field which would be able to provide aid in organizing the training. Klaipėda University, The Lithuanian university of Health Science and Labour Exchange has agreed to cooperate with us. Every module has bred discussed, the number of   |



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|  | <p>hours and variety of specialists needed in order to have the courses held. Since Klaipedos university specializes in social sciences they are particularly interested in psychological and pedagogical topics which could be covered by the professional lecturers. Faculty of Veterinary Medicine of the Lithuanian university of Health Science specializes in veterinary surgery and profesional food safety. Therefore they are interested in communication with dogs, their training, psychology and animal behavior. They are the experts in this area that is why we contacted them in order to cooperate.</p> <p>There is a special consulting program in the Labour Exchange for the youth who have dropped out of the labour market. Leaflets and brochures have been shared and information presented for those interested in AAI courses.</p> <p>Experts have analysed the ARGO program and determined the number of hours needed for the participants to obtain the necessary information, skills and competences.</p> |
| <p><b>RESOURCES NEEDED</b></p>                           | <p>Training room; clients with dogs; finance; lectors (psychologists, dog trainer, vet, educational psychologist).</p>   |
| <p><b>Changes implemented and reasons.</b></p>           | <p>Following the EQF standards/ECVET qualification and according to the knowledge of Lithuanian region about the Assisted Interventions with Animals and also according to the current regulations that are in Lithuania we made some small changes in Argo course. We reduced hours of training for Piloting course and instead of Geriatrician we invited psychologists. Our educational psychologist will take part instead of educator and psychiatrist. All necessary specialists were find for the courses. Moreover, all information is very important for training unemployed people to start working as dog handlers for the use in the public health organisation, Rest house, Associations of AAI and will be adapted individually.</p>   |
| <p><b>Problems met during the adaptation process</b></p> | <p>Due to the work load, specific theme and the lack of experience have refused to cooperate. However, we found a psychologist who is interested in this field and works with the clients having various types of disabilities. AnoTher difficulty we have encountered with us the problem of finding a professional dog trainer who prepares dogs for therapies since it is a rather new field.</p>   |



## Spain

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| <b>ORGANISATION</b>                  | Asociación social Asocrom   |
| <b>CONTACT DATA</b>                  | <p>Address:</p> <p>Villarroel Street number 10<br/>         Zip code: 08011<br/>         Town: Barcelona<br/>         Country: Spain</p> <p>Contact Person: Mr. Florin Gaiseanu Tutuleasa</p> <p>e-mail: <a href="mailto:presidente@cocitre.org">presidente@cocitre.org</a><br/>         Phone: 0034 93.423.9133<br/>         Fax no. 0034 93.423.9133<br/> <a href="http://www.asocrom.org">www.asocrom.org</a><br/> <a href="https://www.facebook.com/asocrom">www.facebook.com/asocrom</a></p>   |
| <b>TARGET GROUP/<br/>CONTEXT</b>     | <p>The target group is basically unemployed people who complains the legal requirements.</p> <p>Access requirements:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- secondary level of education (minimum level of education)</li> <li>- people looking for a job being the same if they are receiving benefits from the Government or not.</li> <li>- long-term unregistered unemployed (more than 2 years)</li> <li>- the people who have more than 45 years old, they have priority.</li> <li>- The age it's not mandatory.</li> </ul> |
| <b>CONTENT/LEARNING<br/>OUTCOMES</b> | <p><b>1ST DAY</b></p> <ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Presentation of the course</li> <li>• <b>INTRODUCTION TO ANIMAL ASSISTED THERAPY (TAA)</b></li> </ul>  |



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|  | <p>Concept of animal assisted therapy (TAA)</p> <p>Historical evolution of the TAA</p> <p>Benefits of TAA</p> <p><i>Recipients of TAA</i></p> <ul style="list-style-type: none"><li>- Old people</li><li>- Prison centers</li><li>- Mental health</li><li>- People with disabilities</li></ul> <p><b>2ND DAY</b></p> <ul style="list-style-type: none"><li>• <b>PROFESSIONALS IN TAA</b><br/>The therapeutic team</li></ul> <p>Professional Profiles</p> <p><i>Occupational therapist</i></p> <ul style="list-style-type: none"><li>- Psychologist</li><li>- Monitor or monitor education and free time</li><li>- Dog trainer</li></ul> <p><b>3RD DAY</b></p> <ul style="list-style-type: none"><li>• <b>TAA PROFESSIONAL SOCIAL AND COMMUNICATION SKILLS</b><br/>Teamwork and teamwork</li></ul> <p><i>Personal and social skills</i></p> <ul style="list-style-type: none"><li>- Inborn Skills</li><li>- Behaviors learned</li></ul> <p><i>Social skills needed to work as a team and deal with the patient</i></p> <ul style="list-style-type: none"><li>- Initiative</li><li>- Leadership</li><li>- Coordination</li></ul> |
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- Collaboration
  
- Empathy
- Flexibility
- Assertiveness
- Other techniques
- Communication skills*
- Barriers in communication
- Strategies and guidelines for effective communication
- Active Listening*
- Concept, utilities and advantages of effective listening
- Signs and warning signs
- Attitudinal components of effective listening
- Technical skills of effective listening
- Errors in Effective Listening

#### **4TH DAY**

- **THERAPY DOG**

What is assisted dog therapy?

Dogs of assistance: therapy dog

Therapy Dog Features

*Methods of selecting the therapy dog*

- Method of selection of the puppy
- Method for selecting the young or adult dog

#### **5TH DAY**



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|  | <ul style="list-style-type: none"><li>• <b>SOCIAL BEHAVIOR OF THE DOG AND THE MORPHOLOGICAL CONDITIONS OF CONDUCT</b></li><li>- Domestication: origin and evolution</li><li>- Territory: social organization</li><li>- Social order</li><li><i>Socialization: dog development</i></li><li>- Human-dog bond</li><li>- Communication</li><li>- Ethnology: canine breeds</li><li><i>Morphology: parameters of identification and classification of canine breeds</i></li><li>- Ethnicity: Carea castellano manchego</li><li>- Ethnicity: Carea leonés</li><li>Dog skills</li></ul> <p><b>6TH DAY</b></p> <ul style="list-style-type: none"><li>• <b>FACTORS OF MODIFICATION OF DOG CONDUCT. HIS LEARNING</b></li><li>Biology, genetics and behavioral ecology</li><li><i>The dog's senses and their influence on behavior</i></li><li>- The vision</li><li>- The sense of smell</li><li>- The ear</li><li>- Touch and taste</li><li>Non-associative learning: habituation and sensitization</li><li><i>Associative learning: classical conditioning and instrumental conditioning</i></li><li>- Classical conditioning</li><li>- Instrumental conditioning</li></ul> |
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|  | <p><i>Social learning</i></p> <ul style="list-style-type: none"><li>- Phases of learning</li><li>- The stimuli</li><li>- Latency</li><li>- The Association</li></ul> <p>Adaptive specializations of learning</p> <p><i>Animal cognition: perception, memory and communication</i></p> <ul style="list-style-type: none"><li>- Perception</li><li>- Memory</li><li>- Communication</li></ul> <p><i>Motivation, emotion, intelligence, and instinct</i></p> <ul style="list-style-type: none"><li>- Motivation</li><li>- Emotions</li><li>- Intelligence</li><li>- Instincts</li></ul> <p><b>7TH DAY</b></p> <ul style="list-style-type: none"><li>• <b>VALUATION OF NON-DESIRED CONDUCTS, CORRECTIVE SUSCEPTIBLES</b><br/>Interpretation of dog's body language<br/>Recognition of conduct as unwanted</li></ul> <p><i>Evaluation of unwanted behaviors. Acquisition of behavioral information</i></p> <ul style="list-style-type: none"><li>- Owner</li><li>- Animal</li><li>- Environment where you live and daily regime</li><li>- Relationships</li><li>- Reactions to people / animals</li></ul> |
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|  | <ul style="list-style-type: none"><li>- Training</li><li>- Response to manipulation</li><li>- Previous experiences, etc.</li></ul> <p><i>Recognition of unwanted behaviors generated by a health pathology</i></p> <ul style="list-style-type: none"><li>- Repetitive behaviors</li><li>- Self-mutilation / excessive licking</li><li>- Inappropriate evacuation, etc.</li></ul> <p><i>Identification of abiotic / biotic factors causing undesirable behavior</i></p> <ul style="list-style-type: none"><li>- Biotic factors</li><li>- Abiotic factors</li><li>- Interspecific and intraspecific relationship Identification of the reason for unwanted behavior Methods of elimination of unwanted behaviors</li><li>- Classical conditioning</li><li>- Operant conditioning</li><li>- Principle of Premack</li><li>- Positive and negative reinforcement</li><li>- Conditioned boosters</li><li>- Positive and negative punishment</li><li>- Systematic Desensitization</li><li>- Habitación</li><li>- Sensitization</li><li>- Extinction of conduct</li></ul> <p>Identification of the type of aggression and its corresponding treatment</p> <p><b>8TH DAY</b></p> |
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|  | <ul style="list-style-type: none"><li>• <b>VALUATION OF UNDESIRED BEHAVIORS RELATED TO EMOTIVITY</b><br/><i>Techniques for modifying unwanted behaviors related to emotion</i><ul style="list-style-type: none"><li>- Training of the responsible person</li><li>- Modification of the environment</li><li>- Behavioral modification of the animal</li></ul><i>Symptoms that may lead to unwanted behavior</i><ul style="list-style-type: none"><li>- Mictues and feces</li><li>- Anxiety</li><li>- Excessive barking</li><li>- Destruction of objects</li><li>- Problems of sociability</li></ul><i>Pathologies that may generate aggressive behavior</i><p>Dolores</p><ul style="list-style-type: none"><li>- Infectious processes</li><li>- Alterations in the estral cycle of the dog</li><li>- Nervous system disorders</li></ul><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></li></ul> <p><b>9TH DAY</b></p> <ul style="list-style-type: none"><li>• <b>ELIMINATION OF UNDESIRED CONDUCTS</b><br/><br/>Aggressive Behavior Modification Techniques<br/>Training Materials<br/>Safety materials for performing aggressive behavior modification work<br/>Dog Training Schedule<br/>Place of training<br/>Hierarchy<br/>Actions in the family environment to improve dog behavior<br/>Anticipation to unwanted behavior<br/>Evaluation of the work of the owner in terms of progress<br/>Adjusting tasks according to progress<br/>Progress Report</li></ul> <p><b>10TH DAY</b></p> <ul style="list-style-type: none"><li>• <b>BASIC CONTROL AND TRAINING TECHNIQUES</b><br/><i>Basic Obedience Exercises and Corrections</i><ul style="list-style-type: none"><li>- March to the side</li><li>- Forward gears with direction and speed changes</li><li>- Sitting position</li></ul></li></ul> |
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|  | <ul style="list-style-type: none"> <li>- Lying position</li> <li>- Adoption of different positions, prior verbal order</li> <li>- Collection and retrieval of objects</li> </ul> <p><i>Basic Obedience Exercises with the Free Dog</i></p> <ul style="list-style-type: none"> <li>- March to the side</li> <li>- Forward gears with direction and speed changes</li> <li>- Sitting position</li> <li>- Lying position</li> <li>- Adoption of different positions, previous verbal order, distance</li> <li>- Permanence in the different positions under the influence of distractions</li> <li>- Go to the call command</li> <li>- Collection and recovery of objects</li> </ul> <p><b>11<sup>TH</sup> DAY – 15<sup>TH</sup> DAY</b></p> <ul style="list-style-type: none"> <li>• Practical internship</li> </ul> |
| <p><b>DESCRIPTION OF PROCESS</b></p>           | <p>In Spain, the adaptation of the Argo course was carried out by considering variables such as:</p> <ul style="list-style-type: none"> <li>- literature about national and local policies regarding AAI and TAA</li> <li>- our research and interviews with the professionals in the TAA field to understand the needs in this field.</li> <li>- collaboration with the local and national NGO's specialized in AAI / TAA</li> <li>- best practices identified and also related in our national report</li> </ul> <p>The adaptation process has respected the ECVET technical specifications.</p>   |
| <p><b>RESOURCES NEEDED</b></p>                 | <ul style="list-style-type: none"> <li>- technician - expert in ECVET / EQF</li> <li>- Te.D2 Team and AAI / TAA expert</li> <li>- researcher</li> <li>- social educator</li> <li>- trainer of trainers</li> </ul>  |
| <p><b>Changes implemented and reasons.</b></p> | <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</p>   |



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|  | <p>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> <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><b>Problems met during the adaptation process</b></p> | <p>To answer the demands and recommendations of the Copenhagen Declaration, <b>Spain</b> started to work in the development of a <b>National Qualifications Framework</b> (the Spanish Framework of Qualifications, MECU) and its correspondence to the <b>European Qualifications Framework (EQF)</b>, going through all levels of education.</p> <p>The MECU is the result of the <b>National Catalogue of Professional Qualifications</b> (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 <b>National Institute of Qualifications (INCUAL)</b>, 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</p> |



centre coordinated with the European Framework.

Nevertheless, there is an alignment between the EQF and the NQF in Spain (MECU):

| EQF | CNCP        | Degree (in Spanish) |
|-----|-------------|---------------------|
| 1   | 1           | Workman             |
| 2   |             |                     |
| 3   | 2           | Middle technician   |
| 4   |             |                     |
| 5   | 3           | Higher technician   |
| 6   | 4           | Degree              |
| 7   | 5           | Master              |
| 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)**.