



# ERASMUS+ KA1 STAFF MOBILITY COURSE CATALOGUE 2019- 2020

12 COUNTRIES, 14 GREAT LOCATIONS  
MORE THAN 30 QUALITY COURSES!

## From our team

### Dear Colleagues,

Thank you for your interest in DOREA Educational Institute, which main activities are focused on adult and youth personal and professional development. We believe that knowledge is the most powerful tool nowadays and lifelong learning is the force that makes continuous development in our society.

As DOREA's name came from Greek word "δῶρο" which means "a gift", we would like to give you educational gift. We believe also in Albert Einstein's idea: "Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty." Thus we invite you to combine knowledge and inspiration in your learning process together with us.

We offer you – teacher, professor, administrator, educators - to evaluate and choose the most fitted training courses, which are specifically designed for you, as well as the most suitable dates and locations.

We encourage you to explore the power of education, share good practices among colleagues and bring back knowledge to your co-workers, improve your English language, get to know foreign country's culture and become part of the Erasmus+ family: "Inspire and get inspired. Change lives, open minds."

DOREA team

# Why choose dorea?

## VARIETY

More than 30 unique training courses to meet the highest of professional needs.

## ALL AROUND THE EUROPE

14 great training courses' locations across the Europe.

## EXPERIENCE

Experience of 5 years in adult and youth personal and professional development through non-formal education: trainings, projects and other collaborative initiatives.



## EXPERTISE

Each course is specifically designed and delivered by an accredited professional. DOREA employs more than 40 trainers, coaches and teachers from the fields of sociology, occupational, clinical and educational psychology.

## FLEXIBILITY

Possibility of choosing convenient dates for the course in case of a group of 6 or more staff members from the same institution.

## NO HASSLE

3 course package options to choose from – from the "Basic" to "All in one" package that removes the hassle from the participants regarding the accommodation, subsistence, airport transfers, etc.

## SUPPORT

DOREA team can assist your organisation in applying for Erasmus+ programme funding and increase your chances to receive a grant.



DOREA Educational Institute



Dorea Educational Institute



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Dorea\_edu

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# 1. SECURING EU FUNDING FOR 2014 – 2020:



## DATES

2019

14 - 18 January 2019  
04 - 08 March 2019  
09 - 13 September 2019  
18 - 22 November 2019

2020

13 - 17 January 2020  
02 - 06 March 2020  
16 - 20 November 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.



## CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



## LANGUAGE

English



## DESCRIPTION

This is a Master class course designed for people involved in the preparation and submission of EU funded proposals. The participants will have the chance to acquire in depth knowledge of the key issues related to drafting a quality proposal that has increased chances to secure funding from any of the major programmes within the European Union.

### Main Aims:

- Drafting quality proposals for EU funding
- Development of business strategy for EU funded projects within an organisation

## LOCATIONS



Limassol, Cyprus  
Palermo, Italy  
Limassol, Cyprus  
Palermo, Italy

Limassol, Cyprus  
Palermo, Italy  
Palermo, Italy



## COMPETENCES TO BE ACQUIRED

### Specific objectives of the course are:

- Identification of suitable calls
- Establish the importance of guidelines and programme calls
- Identification of suitable partners and building the right network
- Key issues related to geographical coverage with the right selection of consortium partners
- Efficient drafting of proposals: the role of partners
- Drafting of budget and issues related to finances among the partners
- Show the importance of networking and lobbying
- Developing the business strategy related to EU funded projects



## TARGET GROUP

### DOREA recommends this course for:

- Governmental staff
- Officers and project managers responsible for EU funded projects
- Staff responsible for EU research funding
- Business development managers
- School principals and staff (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges and etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Non-governmental organization staff
- Trainers and other personnel involved in formal and non-formal education

”

Very interesting overview on how international funding is done and also a great collaboration on specific issues. I would recommend to participate in this

”

BY



## PROGRAMME

### Monday

Overview of EU programming period of 2014 – 2020

Key issues for EU and EC on project selection

Identification of suitable calls

### Tuesday

How you build the right partnership for a project proposal?

How you ensure the necessary geographical coverage through consortium?

How you identify weak points in your partnership?

### Wednesday

Drafting the proposal: who does what?

The role of partners in the drafting of the proposal

How you plan a time schedule for drafting a proposal?

### Thursday

Budgetary issues in a project proposal

Issues related to the financial commitment of partners

The importance of networking

The importance of lobbying after submission

Issues to be taken into consideration related to the business strategy on EU funded projects

### Friday

Cultural excursion in local area

**Register Now!**

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## 2. NETWORKING WEEK: ERASMUS+ / HORIZON2020



### DATES

2019

21 - 25 January 2019  
06 - 10 May 2019  
28 October - 01 November

### LOCATIONS



(Erasmus+ KA1/KA2) Limassol,  
Cyprus  
(Horizon 2020) Limassol, Cyprus

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

During this course participants will have the opportunity to combine the acquisition of new knowledge and state-of-the-art insight into major aspects of internationalization today, with project management for thematic approach in specific topic for Erasmus+ KA1/KA2, Horizon2020 (Environment and Climate Action, Transport, etc.). Networking week will target you to increase connectedness and complexity of partnership which fosters substantive ties among your possible partners.

#### Main aims

- Combine knowledge with practical application on networking skills that can be implemented in future events
- Convene a discussion among higher education institutions, schools, adult educational centres, or other organisations' specialists and administrators interested in creating new curriculum/cases, sharing project management approaches, and integrating the perspectives of experts and good practices into the classroom for debate and discussion



- Build up appropriate quality assurance and quality management processes and structures to ensure sustainability of internationalization activities.
- Share a high commitment to improving services.



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Share and develop project ideas into practice
- Receive practical knowledge and recommendations
- Develop your own project under the guidance of a trainer
- Share good practice among successful applicants for certain calls
- Increase cross-cultural and cross-sector collaboration



## TARGET GROUP

### DOREA recommends this course for:

- Governmental staff
- Officers and project managers responsible for EU funded projects
- Staff responsible for EU research funding
- Business development managers
- School principals and staff (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Non-governmental organization staff
- Trainers and other personnel involved in formal and non-formal education



## PROGRAMME

### Monday

Introduction and ice-breaking

Course objectives

What are the main tools of networking: theory and practice

Introduction of all participant organisations

### Tuesday

Day 1 overview

What are the key targets of European projects

Session of Good Practice – local organisations that are successful in project applications and management

### Wednesday

Day 2 overview

The milestones in Horizon 2020/Erasmus+

Project idea development workshop among participants

### Thursday

Day 3 overview

Communication tools with partners: in theory

Finalising project ideas developed during the week

End of course with certificates

### Friday

Cultural excursion in local area

**Register Now!**

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### 3. IMPROVING SCHOOL MANAGEMENT: FROM SINGLE PERSON TO A COMMON STRATEGY



#### DATES

2019

18 – 22 March 2019  
04 – 08 November 2019  
26 – 30 August 2019

2020

16 – 20 March 2020  
20 – 24 April 2020  
04 – 08 May 2020  
02 – 06 November 2020

#### LOCATIONS

Limassol, Cyprus  
Porto, Portugal  
Pisa, Italy

Limassol, Cyprus  
Pisa, Italy  
Limassol, Cyprus  
Porto, Portugal



#### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



#### LANGUAGE

English



#### DESCRIPTION

This course is dedicated to school leaders and their team members and designed to demonstrate, analyse tools for creating clear vision of the role of all elements of the organisation from single person to the strategy of whole school. Practical exercises will provide participants possibility to learn methods in creation “whole school approach”, share good practices of Human Resource Management, learn effective strategic planning, increase knowledge how to establish effective cooperation with parents, etc. All in, participants will be empowered to organize their own quality system.

##### Main Aims:

- Self-assessment of school management
- Gaining experience with strategic planning
- Increasing awareness of human resource management in schools
- Enhancing and developing communication skills, leadership foundations
- Sharing good practices on school teachers selection, integration and motivation methods
- Cooperating and learning in international context
- Learning effective methods and approaches in creating cooperation with parents
- Sharing experience in the area of school management
- Exchanging practices across Europe
- School improvement and quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

- Gain knowledge about the strategic school management
- Raise awareness of the role of leaders and team in school management
- Gain knowledge about effective use of resources in schools
- Learn tools of professional development of the teacher
- Learn to implement the “whole school approach”
- Increase capacity to cooperate on international level
- Improve managerial skills
- Improve communication and social skills
- Improve English language skills



## TARGET GROUP

### **DOREA recommends this course for:**

- School principals and management
- School academic staff (primary and secondary)
- School administrative staff
- Staff of adult education centres
- Government and policy makers



## PROGRAMME

### Monday

Introduction and ice-breaking

Presentation of schools – fair of possibilities for cooperation

Needs analysis and goal setting of schools

School inspection and self-evaluation

### Tuesday

Strategic planning and resource management

- Governance and school infrastructure

- Short- and long-term planning

- Development plan

Recruiting, preparing and retaining high quality educators

### Wednesday

Styles of educational leadership

Coaching and mentoring methods

Motivating your staff and enhancing productivity

### Thursday

Building effective parent-teacher partnership

Building effective parent-school partnership

Summary and course evaluation

Closing

### Friday

Cultural excursion in local area

**Register Now!**

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## 4. INCLUSIVE EDUCATION: FIGHTING SCHOOL SEGREGATION



### DATES

2019

11 - 15 March 2019  
27 - 31 May 2019  
30 September - 04 October 2019

2020

09 - 13 March 2020  
25 - 29 May 2020  
29 June - 03 July 2020  
28 September - 02 October 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



Porto, Portugal  
Limassol, Cyprus  
Pisa, Italy

Dublin, Ireland  
Barcelona, Spain  
Budapest, Hungary  
Pisa, Italy



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

School segregation is still an unfortunate reality in Europe today. Its negative consequences affect in particular Roma children, children with disabilities, children with a migrant background and other children due to their social or personal circumstances. Many European member states have adopted important measures to build more inclusive education systems and to guarantee the right of all children to education without discrimination. In practice, however, authorities at national and local level do not always abide by their obligations and often yield to pressure from different sources, including from school administrations, teachers and other professionals and from families. This course aims at raising awareness of inclusive education both at the administrative level (School principals, head teachers, etc.) as well as promoting parental participation in the school.

## Main Aims:

- Raising awareness of inclusive education
- Promoting parental participation in the school
- Adopting a school desegregation strategy
- Review the risks entailed by separate education
- Provide a set of recommendations for those involved in developing more inclusive education policies
- Promote the access to socialisation experiences outside the classroom – afterschool activities, youth camps, excursions, etc.



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific object of the course:

- Raised awareness of inclusive education
- Improved Communication and social skills
- Acquired knowledge of existing legislation of inclusive education
- Improved pedagogical tools and methods
- Improved strategic management skills
- Improved entrepreneurial skills in terms of creating educational products
- Improved English language skills



## TARGET GROUP

### DOREA recommends this course for:

- School principals and management
- School academic staff (primary and secondary)
- School administrative staff
- Staff of adult education centres
- Government and policy makers



## PROGRAMME

### Monday

Expectations and personal goals

Education as a Human Right

Assessing student from vulnerable groups needs

Classroom Desegregation Strategies - Setting clear targets and sufficient resources to implement them within a clear and an ambitious timetable

Homework – “Inclusive education in my country: legislation and practice”

### Tuesday

Legal frameworks for inclusive education

Balancing the distribution of students from vulnerable groups

Promoting parental participation in the school

Homework - “Learning vs teaching difficulties”

### Wednesday

Presentation of our scenarios with the subject “Learning Vs Teaching difficulties”

Group discussion: Regulating and monitoring school admissions

The architecture of the inclusive educational center (exercise)

McDermott and Varenne’s “Culture as Disability”.

Homework: “A one-day educational excursion schedule, including learners from vulnerable groups”

### Thursday

Fair of “Inclusive one-day educational excursions”

From “I want” to “I can”

Group presentations: Classroom Desegregation Strategies

### Friday

Summary and course evaluation

Feedback & certificates

Cultural excursion in local area

**Register now!**

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## 5. TACKLING EARLY SCHOOL LEAVING (ESL)



### DATES

2019

25 February - 01 March 2019  
20 - 24 May 2019  
23 - 27 September 2019  
25 - 29 October 2019

2020

24 - 28 February 2020  
18 - 22 May 2020  
21 - 25 September 2020  
23 - 27 November 2020

### LOCATIONS



Pisa, Italy  
Varna, Bulgaria  
Split, Croatia  
Prague, Czech Republic

Pisa, Italy  
Dublin, Ireland  
Barcelona, Spain  
Prague, Czech Republic

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Early school leaving (ESL) is one of the major challenges in education policy within the European Union. ESL is not only an obstacle to general economic growth and employment but also it also one of the reasons of poverty and social exclusion. Young dropouts are much likely to lack skills and qualifications, which leads to difficulties in entering and staying in labour market – working in low-skilled and often unstable jobs.

A lot of new policies has been adopted by EU to reduce ESL. One of EUROPE 2020 targets is that by 2020, the share of early leavers from education and training (aged 18-24) should be less than 10, however there is still a need for more effective measures.

The training course will focus on early school leaving (ESL) reasons and consequences, existing strategies, policies and measures to combat ESL as well as support teachers and student learning. During the training emphasis will also be given to involvement of all stakeholders – pupils, school, teachers, parents and local communities in order to create systemic whole school approach.



## Main Aims:

- Building capacity of educators
- Fight against education failure & early school leaving
- Inclusive approaches
- School's improvement & quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Increased understanding of various causes and consequences of early school leaving
- Increased knowledge of policies, strategies and measurements to prevent ESL
- Ability to recognise students that are at risk of dropout and take necessary measurement
- Improved knowledge on whole school approach
- Improved ability to motivate and engage students
- Enhanced ability to find and use different teaching and learning resources
- Exchange of the best practise in different countries and their educational systems
- Improved communication and social skills
- Improved English language skills



## TARGET GROUP

### DOREA recommends this course for:

- School principals and management
- School academic staff (primary and secondary)
- School administrative staff
- Staff of adult education centres
- Government and policy makers



## PROGRAMME

### Monday

Introduction and ice-breaking

Needs analysis and goal setting

Why is early school leaving (ESL) is a problem?

Early school leaving and inclusion - what has been done so far?

Early School Leaving (ESL): causes and consequences

### Tuesday -

EU Strategies and Policies

Prevention, intervention and compensation measures

ICT usage as a way to prevent ESL

The role of VET in preventing ESL

Sharing best practises and pedagogical approaches

### Wednesday

Early identification of the children who are at risk for drop-outs

Motivating and engaging students

Career counselling and providing guidance for students

Providing a second chance for early school leavers

### Thursday

Whole school approach

Building effective parent-teacher, parent-school partnership

Involving local community

How can I use gained knowledge & tools in practice? – action plan

### Friday – closing circles

Summary and course evaluation

Feedback & certificates

Cultural excursion in local area

**Register now!**

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## 6. PROMOTING STEM EDUCATION THROUGH TEACHER TRAINING



### DATES

2019

25 - 29 March 2019  
24 - 28 June 2019  
09 - 13 September 2019  
11 - 15 November 2019

2020

23 - 27 March 2020  
22 - 26 June 2020  
07 - 11 September 2020

### LOCATIONS



Prague, Czech Republic  
Palermo, Italy  
Porto, Portugal  
Limassol, Cyprus

Porto, Portugal  
Palermo, Italy  
Porto, Portugal

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Skills of STEM (science, technology, engineering and maths) are becoming increasingly important part in today's society. STEM-related careers are some of the fastest growing and best paid of the 21st century, and they often have the greatest potential for job growth.

Creating a solid STEM foundation through an integrated curriculum is the best way to ensure that students are exposed to science, technology, engineering and math maths throughout their educational career. It is also important for educators to have a skill set allowing them to inform students on STEM careers prospects, motivate them and to support them.

The 5 days training course will focus on enriching STEM curriculum through innovative activities for students, available learning and teaching resources as well as enriching educator's skills on engaging and motivating their students. The course will also explore the need to involve the local community and organisations.

The course is ideal for educators who teach STEM and want to further enrich their lessons. The training as well could be adapted for the beginners who would like to implement STEM curriculum in their schools.

## Main Aims:

- Building capacity of educators
- Fight against education failure & link learning and work
- Inclusive approaches
- Technological toolkits for educators
- Organisation's improvement & quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Improved knowledge about STEM and innovations
- Improved knowledge on various STEM activities for students
- Enhanced ability to find and use different teaching and learning resources
- Enhanced ability to design STEM curriculum and implement it in practise
- Enhanced ability to work on the process of STEM implementation
- Improved ability to motivate and engage students in STEM learning
- Improved communication and social skills
- Improved English language skills



## TARGET GROUP

### DOREA recommends this course for:

- School principals and management
- School academic staff (primary and secondary)
- School administrative staff
- Staff of adult education centres
- Government and policy makers



## PROGRAMME

### Monday

Introduction and ice-breaking  
Needs analysis and goal setting  
The Importance of STEM Education  
STEM and Innovation  
STEM 2026 Vision

### Tuesday

Learning activities for students (Blended learning, Project based learning, etc.)  
STEM-rich tinkering activities  
STEM classroom teaching and learning resources

### Wednesday

Enhancing and Reforming STEM curricula, pedagogy and assessment  
Promoting effective STEM Education in educational organisation  
Strengthening partnerships with local community and its key players

### Thursday

Enhancing Professional Development of Schools and Teachers  
Motivating and engaging students in the STEM  
Career counselling, providing guidance for STEM students  
How can I use gained knowledge & tools in practice? – action plan

### Friday

Questions and Answers session for final clarification  
Summary and the whole course evaluation  
Feedback and certificates  
Cultural excursion in local area

**Register now!**

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## 7. CYBERSECURITY EDUCATION FOR ONLINE SAFETY



### DATES

2019

24 - 28 June 2019  
25 - 29 November 2019

2020

30 March - 03 April 2020  
13 - 17 July 2020  
23 - 27 November 2020

### LOCATIONS



Limassol, Cyprus  
Limassol, Cyprus

Limassol, Cyprus  
Athens, Greece  
Limassol, Cyprus

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Cybersecurity is the body of technologies, processes, and practices designed to protect networks, computers, and data from attack, damage, and unauthorized access.

Nowadays, educators use technology every day, however, they do not always have enough knowledge and tools available to them to protect their personal and professional data from cyber-attacks.

5 days training course will help participants to understand online security, learn to recognise possible threats, defend from cyber-attacks, respond to emergencies as well pass the knowledge them forward to their colleagues/students. The training course will focus on areas vital to modern cybersecurity – malware, password security, encryption as well as the topic of emerging issue of cyberbullying will be discussed.

The course does not require any prior knowledge of computer security and is useful to anyone interested in improving the knowledge of cyber security and protection of digital information.

## Main Aims:

- Building capacity of educators
- Fight against education failure & link learning and work
- Inclusive approaches
- Technological toolkits for educators
- Organisation's improvement & quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Knowledge of basic cyber security terminology and common cybersecurity and data protection laws
- Knowledge of authentication mechanisms
- Ability to identify main malware types and their propagation
- Knowledge of malware infection prevention
- Knowledge of cryptography terminology and its applications
- Knowledge of firewalls, virtual private networks, intrusion detection and prevention tools
- Ability to identify security risks and prevent them from happening
- Knowledge how to recover from security failures
- Knowledge of cyberbullying: definition, detection, prevention & intervention



## TARGET GROUP

### DOREA recommends this course for:

- Governmental staff
- Officers and project managers responsible for EU funded projects
- Business development managers
- School principals and staff (primary and secondary)
- Staff of adult education centres
- Non-governmental organization staff
- Trainers and other personnel involved in formal and non-formal education



## PROGRAMME

### Monday

Needs analysis and goal setting

Definition of cyber security and its key elements

Existing legislation and EU Data Protection Regulation (ENISA, CERT)

Why people are the key to cyber security?

Cyber Security in Education

### Tuesday

Cyber security threats - keeping up to date

Authentication: passwords, access control, etc.

Malware: types of malware, preventing infection

Cryptography: types and application

Network security: firewalls, private networks, etc.

### Wednesday

Security risks: analysis and management

Identifying security threats – key things to look for

Recovering from attack/failure

Steps to take to prevent cyber security attacks

### Thursday

Cyber bullying: definition, key facts and research

Cyber bullying: detection, prevention & Intervention

How can I use gained knowledge & tools in practice? – action plan

### Friday

Summary and course evaluation

Feedback & certificates

Cultural excursion in local area

[Register](#)

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## 8. TOWARDS E-LEARNING: ONLINE COURSE DEVELOPMENT



### DATES

**2019**

29 April - 03 May 2019  
22 - 26 July 2019  
11 - 15 November 2019

**2020**

27 April - 01 May 2020  
20 - 24 July 2020  
09 - 13 November 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



Pisa, Italy  
Budapest, Hungary  
Limassol, Cyprus

Pisa, Italy  
Pisa, Italy  
Limassol, Cyprus



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

As the demand for online education continues to increase, educational institutions are faced with the challenge to adapt to learners needs and offer efficient, high-quality online courses.

Thus, this 5 days training course will cover the basic elements needed to design and create a successful online learning course - from generating ideas, discussing tools needed, to the final creation of online course. The course as well will introduce the advantages and challenges of teaching in online environment, assessing the online course and students' development and much more.

#### Main Aims:

- Building capacity of educators
- Fight against education failure & link learning and work
- Inclusive approaches
- E-learning development
- Pedagogy and didactics
- Technological toolkits for educators





## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Raise awareness of technological development in teaching and learning
- Improve the participants' personal and professional skills in teaching in online learning environment
- Improve the participant's knowledge about online course development
- Provide skills and tools to incorporate online courses in educator's everyday teaching
- Help the participants to identify the most suitable approaches in use of online learning courses
- Create a cross-cultural environment to discuss and exchange ideas with colleagues
- Improve participants' communication and social skills
- Improve participants' English language skills



## TARGET GROUP

### DOREA recommends this course for:

- Governmental staff
- Officers and project managers responsible for EU funded projects
- Business development managers
- School principals and staff (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Non-governmental organization staff
- Trainers and other personnel involved in formal and non-formal education



## PROGRAMME

### Monday

Introduction and course overview

Individual expectations

Online education - history of development, demand and important facts

Main strategies supporting e-learning implementation in education

Reflections of the day, discussion

### Tuesday

Principles of online course design - Identify the key components

Backward Design and Quality Matters (QM) Process

Generating ideas

Creating online course curriculum

Reflections of the day, discussion

### Wednesday

Platforms online course development (Moodle, D2L Brightspace, Eliademy, etc.)

Tools for recording and editing course material (Articulate, Camtasia, etc)

Recording and editing online course session

Reflections of the day, discussion

### Thursday

Teaching online vs teaching in a classroom

Teaching in online learning environment

Advantages and challenges of teaching online

Assessing course effectiveness and student's learning

Resources for a future learning

### Friday

Summary and course evaluation

Feedback & certificates

Cultural excursion in local area

**Register now!**

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## 9. DIGITAL STORYTELLING



### DATES

2019

20 - 24 May 2019

2020

03 - 07 February 2020  
19 - 23 October 2020

### LOCATIONS



Limassol, Cyprus

Limassol, Cyprus  
Limassol, Cyprus

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

The course aims to introduce educators to digital storytelling and explore the ways in which it can help to foster critical and interpretive thinking. The course will cover the key elements of digital story telling as well as provide a hands-on opportunity for participants to create their own digital stories. They will practice the necessary skills in order to be able to effectively use the gained knowledge and tools with their students.

#### Main Aims:

- Building capacity of educators
- Fight against education failure & link learning and work
- Inclusive approaches
- E-learning development
- Pedagogy and didactics
- Technological toolkits for educators



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Raise awareness of technological development in teaching and learning
- Enhance participant's critical understandings of storytelling, meaning making and all aspects of production
- Enhance participant's ability to identify the key ingredients involved in building compelling and meaningful stories
- Enhance participant's ability to structure and design effective narratives: style, genre and digital films
- Enhance participants skills on filmmaking techniques: sound, lighting, framing, interviewing
- Enhance participant's ability to produce digital story including editing and online distribution



## TARGET GROUP

### DOREA recommends this course for:

- Governmental staff
- Officers and project managers responsible for EU funded projects
- Business development managers
- School principals and staff (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Non-governmental organization staff
- Trainers and other personnel involved in formal and non-formal education



## PROGRAMME

### Monday

Introduction and course overview

Individual expectations

Discussion on what is Digital Storytelling?

Main strategies supporting digital storytelling implementation in education

Introduction/Use of digital storytelling in my organisation

Reflections of the day, discussion

### Tuesday

Digital Storytelling Process - What makes a good story?

Types of Digital Stories

Digital Storytelling in the Classroom

Ten elements of digital Storytelling

Common Storytelling making mistakes

Reflections of the day, discussion

### Wednesday

Unleash your creativity

Images and Copyright - Using High Resolution Images

Finding and Using Copyright-Free Music Tracks

Digital Audio Formats

Reflections of the day, discussion

### Thursday

Getting Started with Scriptwriting

Creating a Storyboard

Recording Narration

Free online tools for educators and students to use (apps, websites, web 2.0, etc.)

Resources for a future learning

### Friday

Summary and course evaluation

Feedback & certificates

Cultural excursion in local area

**Register now!**

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## 10. ANTI-BULLYING: SCHOOL STRATEGIES TOWARDS SUCCESS



### DATES

**2019** 11 - 15 February 2019  
10 - 14 June 2019  
07 - 11 October 2019

**2020** 10 - 14 February 2020  
08 - 12 June 2020  
05 - 09 October 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



Barcelona, Spain  
Budapest, Hungary  
Palermo, Italy

Barcelona, Spain  
Prague, Czech Republic  
Palermo, Italy



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This course aims to equip teachers, trainers and administrative staff of the schools with the essential skills, knowledge and competencies required for tackling the bullying phenomenon using a holistic approach. One of the main objectives is the practical introduction to the ENABLE programme and its implementation guidelines, through non-formal learning, group discussions, role-plays, etc.

#### Main Aims:

- Learning about the bullying phenomenon in order to be more capable to recognize and stop it immediately and to further develop intervention programs and techniques for the emotional release
- To understand the strategies used to excuse, justify or hide bullying and the impact on others
- To Identify strategies that will change the dynamic and move the situation forward
- To understand what works and how to adapt strategies to move towards success
- To create a positive climate in the classroom and school



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Identify the bullying cases
- React accordingly to the situation
- Identify strategies that will change the dynamic and move the situation forward
- Understand what works and how to adapt strategies to move towards success
- Create a positive climate in the classroom and school using the holistic approach of peers, parents, teachers.
- Use the tools of the ENABLE programme and the knowledge acquired to prevent and deal with the bullying cases.



## TARGET GROUP

### DOREA recommends this course for:

- Governmental staff
- Officers and project managers responsible for EU funded projects
- School principals and staff (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Staff of adult education centres
- Non-governmental organization staff
- Trainers and other personnel involved in formal and non-formal education



## PROGRAMME

### Monday

Introduction and course overview

Bullying phenomenon: The Different Types of Bullying at School

Introduction to ENABLE (European Network against Bullying in Learning and Leisure Environments) programme

The ENABLE implementation resource pack for students, teachers, parents and campaigners

Lesson planning (Lessons 1, 2 ,3)

### Tuesday

Bullying trends: Bullying and cyberbullying

Understanding cyber safety, cyberbullying and cyber wellness

Lesson planning (Lessons 4, 5 ,6)

### Wednesday

Observers' emotions and hesitancy.

The cycle of violence

Lesson planning (Lessons 7, 8 ,9)

### Thursday

Holistic approach: engaging the whole community, parents, teachers, young people and other stakeholders

Peer Support

The future of parental Engagement

Digital Parenting

Social and emotional skill development

### Friday

Summary and course evaluation

Feedback & certificates

Cultural excursion in local area

**Register now!**

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## 11. BRIDGING THE GAP BETWEEN ACADEMIA & INDUSTRY: COURSE FOR ERASMUS+ OFFICERS & CAREER ADVISORS



### DATES

**2019**

06 - 10 May 2019  
05 - 09 August 2019  
09 - 13 December 2019

**2020**

10 - 14 February 2020  
08 - 12 June 2020  
05 - 09 October 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



Palermo, Italy  
Palermo, Italy  
Palermo, Italy

Barcelona, Spain  
Prague, Czech Republic  
Palermo, Italy



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Mismatch between educational system and labour market is a challenging issue and in practice, this means 'introducing business governance into schools, proper careers advice with direct links to business, and measuring the success of schools and universities based on the employment outcomes of pupils'. Hence, this important and universal challenge can be solved not only through the changes of study processes, but also with the help of proactive initiatives, such as traineeship (volunteering/work placement). This is where the role of Erasmus+ coordinators and officers as well as career advisors in educational institutions becomes crucial.

#### Main Aims:

- Improvement of placement system in a HEI
- Career guidance and counselling of students
- Establishment of network with social partners
- Monitoring & Quality control of placement processes





## COMPETENCES TO BE ACQUIRED

### BY THE PARTICIPANT

#### Specific object of the course:

- Stress EU policy on various employment and social issues, such as: long-term unemployment, mobility, people and skills (including insights of Forum: University Business Cooperation).
- Support participants in development (rethinking) of placement organisation in a HEI.
- Develop participants' capacity to plan, organize, and monitor placement processes in a HEI.
- Introduce participants to the principles and concepts of partnership establishment with social partners.
- Raise participants' capacity to support students for skills 2020 development.
- Provide knowledge of effective training methods and use of them for student's career guidance.



### TARGET GROUP

#### DOREA recommends this course for:

- Directors and personnel of international offices (tertiary)
- Erasmus+ coordinators and officers
- Career advisors
- Social workers
- Directors/managers of business companies

”

Very interesting prepared course with a great trainer, which explained difficult things calmly and with passion.

”

”

Excellent delivery of the course, good examples and mixture of listening and

”



## PROGRAMME

### Monday

Introductions, Expectations, Objectives, Self and Pre-course Assessment using methods of non-formal education

Discussion on Youth skills developments including EU measures to tackle youth unemployment and challenges of HEI for EU2020.

A role of a supervisor: formal and non-formal attitude

### Tuesday

Developing future work skills 2020

Different forms of placement and integration of them in study curricula

Needs and fears of a future trainee

Guidelines and support of a trainee

### Wednesday

Looking for a partner: Typology of social partners and their characteristics

Motivation of participating parties

Costs and risks of participating parties

Dividing responsibilities between participating parties

Quality control and self-monitoring

### Thursday

Improving placement@home: using Six Thinking Hats by E. de Bono

Course evaluation and official closing

### Friday

Cultural excursion in local area

**Register now!**

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## 12. ICT FOR EDUCATORS : EMPOWER YOUR SKILLS



### DATES

2019

11 - 15 February 2019  
15 March - 19 April 2019  
12 - 16 August 2019  
02 - 06 December 2019

2020

10 - 14 February 2020  
27 April - 01 May 2020  
08 - 12 June 2020  
10 - 14 August 2020  
26 - 30 October 2020

### LOCATIONS



Athens, Greece  
Athens, Greece  
Barcelona, Spain  
Athens, Greece

Athens, Greece  
Athens, Greece  
Athens, Greece  
Barcelona, Spain  
Athens, Greece

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

In response to rapid changes in technology and methodologies of teaching tools, there is a need for radical change to take place for ICT to be fully exploited in teaching and learning. As stated in "Survey of schools: ICT in Education" teachers still believe that insufficient ICT equipment is the biggest obstacle of ICT use in many countries. However, training of teachers in ICT is rarely compulsory and most teachers devote spare time to private study. Thus this 5 days training course is focusing on providing the most important information and hands on practical tools that are needed for educators.

#### Main Aims:

- Building capacity of educators
- Fight against education failure and link learning and work
- Inclusive approaches
- Pedagogy and didactics
- Technological toolkits for educators
- School improvement and quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Raise awareness of technological development in teaching and learning
- Introduce overview of European policy in ICT use in education
- Improve the participants' personal and professional skills in teaching
- Provide skills and tools to incorporate ICT in educator's everyday teaching
- Enhance the participant's ability to adapt to changes
- Help the participants to identify the most suitable approaches in use of ICT
- Create a cross-cultural environment to discuss and exchange ideas with colleagues



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff
- Social workers
- Welfare personnel



## PROGRAMME

### Monday

Introduction and course overview, ice breaking, individual expectations

Discussion on what is ICT

Main strategies supporting ICT implementation in education

Support from education institution administration and the community

Role of the educator and its confidence and motivation

Introduction/Use of ICTs in my organisation

### Tuesday

Educators' subject knowledge influences how ICTs are used: technical abilities

Practical exercises in identifying benefits and challenges in using ICT

ICT tools in education: Input source, output source, and others

Smartboards

Practical exercises in creating animated slideshows

Web Conferencing/Meeting/Webinars

### Wednesday

Let's talk about social media: Facebook, Blogs, Websites, Forums, Podcasting, and others

Practical exercises in designing and creating a blog

Online information resources: encyclopaedia, libraries, journals, magazines, MOOCs

### Thursday

Combination of video, photo, and social media to teach

How can I use ICT tools in practice? – action plan

Summary and course evaluation

### Friday

Cultural excursion in local area

**Register now!**

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## 13. EDUPRENEURSHIP: ENTREPRENEURSHIP IN EDUCATION



### DATES

2019

28 January - 01 February 2019  
22 - 26 July 2019  
16 - 20 September 2019

2020

27 - 31 January 2020  
20 - 24 July 2020  
14 - 18 September 2020

### LOCATIONS



Thessaloniki, Greece  
Limassol, Cyprus  
Thessaloniki, Greece

Thessaloniki, Greece  
Limassol, Cyprus  
Thessaloniki, Greece

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Education institutions are under increasing pressure to become responsive to student needs and there is growing scrutiny of their role in local communities. By supporting entrepreneurs, institutions can broaden the student experience and make an economic and social impact. The EDUpreneurship training aims to make education more student-led, through implementation of entrepreneurship programs for students.

#### Main Aims:

- Understand key forces and challenges in the education sector creating opportunities for entrepreneurs
- Develop an approach to identifying promising opportunities for entrepreneurship-driven education tools and schools
- Determine ways to replicate, scale, and sustain successful educational enterprises



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

The course aims to equip those involved in education with tools that will enhance their competencies and skills in order to provide their students with the opportunity of developing their entrepreneurship skills. Having learnt those skills they will be able to facilitate entrepreneurship programs in their class as well as with their colleagues. Specific objectives of the course are:

- Advance understanding of essential elements of entrepreneurship and intrapreneurship
- Develop participants understanding of how cross-sectorial cooperation can support entrepreneurs
- Develop participants understanding of how they can make their classes more business oriented



## TARGET GROUP

### **DOREA recommends this course for:**

- Government and policy makers
- School principals and staff both academic and administrative (primary and secondary level)
- Academic and administrative staff of higher education institutions (universities, colleges , etc.)
- Staff of adult education centres
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff
- Entrepreneurs and people involved in start-ups
- Individuals who are interested in the topic - Entrepreneurship in education



## PROGRAMME

### **Monday**

Introduction and ice-breaking  
Entrepreneurship in Education  
Social Entrepreneurs in Education  
Entrepreneurs Catalyse System wide Change

### **Tuesday**

Building an ecosystem of support elements  
Creating entrepreneurs/intrapreneurs within the educational system  
Basic steps of business planning

### **Wednesday**

Basic steps of business planning  
Pitching ideas  
Linking the sectors and actors

### **Thursday**

Creating culture for entrepreneurs  
Building together – “Be an entrepreneur!”  
Summary and course evaluation  
Closing circles

### **Friday**

Cultural excursion in local area

”

Valuable experience – improving my personal qualities and teaching skills.

”

**Register now!**

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## 14. REFUGEES AND IMMIGRANTS:

### SOCIAL INCLUSION TO EU THROUGH NON-FORMAL EDUCATION



#### DATES

**2019**

25 - 29 March 2019  
17 - 21 June 2019  
28 October - 01 November 2019

**2020**

23 - 27 March 2020  
15 - 19 June 2020  
26 - 30 October 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

#### LOCATIONS



Limassol, Cyprus  
Limassol, Cyprus  
Palermo, Italy

Limassol, Cyprus  
Limassol, Cyprus  
Palermo, Italy



#### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



#### LANGUAGE

English



#### DESCRIPTION

The training course targets teachers and educators aiming development of their personal and social skills along with self-awareness regarding (dealing with) discrimination in everyday life, their work, and their societies. The main theme of the training will be focused on raising awareness of the realities, possibilities, and new tools for work with marginalized groups fighting social exclusion. Innovative and creative tools will be offered along with new concepts aiming at diversification of pedagogical approaches in dealing with marginalisation.

##### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Working with marginalised groups
- Fight against school failure and link school and work
- Inclusive approaches – Non-formal education
- Pedagogy and didactics





## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Exchange practices among teachers and educators from different countries on various aspects and perceptions of marginalization and inclusion, insights and values about youth work with marginalized groups
- Support participants in getting familiar with the concept of resilience and empowerment;
- Improve participants' competences in supporting empowering process with young people;
- Support participants in mastering new empowerment and resilience tools
- Develop new local and European projects for inclusion, that are aimed at raising young people's awareness of everyone's responsibility in tackling poverty and marginalization as well as at promoting the inclusion of groups with fewer opportunities.
- Increase ability to support individuals who face difficulties in being part of a team



## TARGET GROUP

### DOREA recommends this course for:

- Government & policy makers
- Personnel working with the refugees
- Refugees campus staff
- Immigration centre officers
- School principals and staff both academic and administrative (primary and secondary level)
- Academic and administrative staff of higher education institutions (universities, colleges and etc.)
- Staff of adult education centres
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### Monday

Introduction and ice-breaking  
Needs analysis and goal setting  
Team building activities  
Creating guidelines for effective teamwork  
Understanding marginalisation

### Tuesday

Refugees vs immigration – case study  
Non-formal learning approach – new tools for working with inclusion  
Experiential learning cycle – the mile in my shoes outdoor educational tool  
Communication as an essential tool: maintaining rapport with others, active listening and how to give and receive feedback.

### Wednesday

Getting familiar with the concept of resilience and empowerment  
Competences in supporting empowering process with young people  
Mastering new empowerment and resilience tool

### Thursday

Balance between self-awareness, empathy and objective perspective  
Effective goal setting  
Motivation for working with marginalized youth groups  
How can I implement what I have learnt into my professional and personal life  
Summary and course evaluation  
Closing circles

### Friday

Cultural excursion in local area

**Register now!**

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## 15. CLASSROOM MANAGEMENT: A SOLUTION FOCUSED



### DATES

**2019**

20 - 24 May 2019  
01 - 05 July 2019

**2020**

18 - 22 May 2020

If you have a group of 6 staff members or more. we can organise training at any convenient dates.

### LOCATIONS



Limassol, Cyprus  
Limassol, Cyprus

Limassol, Cyprus



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This course aim is to introduce a revolutionary approach of inclusive Classroom Management - WOWW - Working on What Works- Approach and equip participants with ways of creating environment, atmosphere and positive relationships between the teacher and students that are conducive to accomplishing the school mission, as well as reinforce the desire to make a difference in children's lives and to have a positive influence on their future.

#### Main Aims:

- Introduce participants to the principals and concepts of the WOWW Approach & the Brief Solution Focused Approach
- Equip participants with the tools to apply the WOWW Approach
- Combating failure in education
- Introduce participants in new positive ways of thinking and dealing with difficult situations in the classroom and school environment
- Raise the participants ability to create a supportive learning environment
- Building capacity of educators



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

Participants in the course will have the opportunity to get a basic training on the Brief Solution Focused Approach and get tools for applying the WOWW Approach in the classroom. Participants will learn the conceptual and practical foundation of WOWW as well as its underpinning relevant assumptions and beliefs. By the end of the course Participants will be equipped with knowledge and practice on how to manage the entire classroom and create solutions in the classroom in a close relationship with their students.

With their new acquired competences the participants will find an improvement of their personal and professional skills in teaching and dealing with pupils.



## TARGET GROUP

### **DOREA recommends this course for:**

- School principals and staff both academic and administrative (primary and secondary level)
- School counselors & career advisors
- School social workers and Psychologists
- Trainers and other personnel involved in formal and non-formal education

”

I would recommend DOREA as organization that provides trainings in a very high standards of quality!

”



## PROGRAMME

### **Monday**

Introduction

Best hopes from the training (Exercise)

WOWW Approach – The History & Benefits

Getting Trained: The Brief Solution Focused Approach

1. Theory 2. Exercises 3. Practice

Closing exercise

### **Tuesday**

Feedback and questions from Day 1

Getting Trained: The Brief Solution Focused Approach

(Continue from Day 1)

A meeting with a student (Working in pairs – Role play)

Role play in action

Discussion

### **Wednesday**

Feedback and questions from Day 2

Classroom Solutions: WOWW Approach – Introduction & Training

1. Theory 2. Exercises 3. Practice

Exercises and Discussion”

### **Thursday**

Feedback and questions from Day 3

Starting in the Classroom (Group Work with Role play)

Role play in action

Discussion

Closing & Feedback

### **Friday**

Cultural excursion in local area

**Register now!**

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## 16. TEAM WORK AS A MEANS FOR ENHANCING PRODUCTIVITY



### DATES

**2019**

28 January - 01 February 2019  
15 - 19 April 2019  
13 - 17 May 2019  
08 - 12 July 2019  
07 - 11 November 2019

**2020**

27 - 31 January 2020  
02 - 06 March 2020  
11 - 15 May 2020  
06 - 10 July 2020  
07 - 11 December 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### LOCATIONS

Limassol, Cyprus  
Limassol, Cyprus  
Barcelona, Spain  
Barcelona, Spain  
Porto, Portugal

Limassol, Cyprus  
Split, Croatia  
Barcelona, Spain  
Barcelona, Spain  
Split, Croatia



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

It will be shown to delegates how they can best appreciate the other team members and coach them to develop the skills they have in order to create a confident, relaxed, and constructive team. Experiential and group exercises demonstrate how to bring teams closer together by making communication more clear and direct.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure, link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement and quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Advance understanding of essential elements of effective team work
- Raise understanding of group dynamics and different roles in group
- Develop the skill of creating a supportive environment that fosters teamwork
- Raise understanding of communication process in the group and develop better communication skills
- Engage the participants in the process of creating guidelines for effective team work
- Increase the participants' awareness of their own behaviour in a team, strong points and areas of development
- Enhance the skill of giving and receiving feedback



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & welfare personnel
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff

”

This course helped me: personally to understand and encourage myself in difficult situations, professionally - to understand my team needs and to lead them.

”



## PROGRAMME

### Monday

Introduction and ice-breaking  
Needs analysis and goal setting  
Introduction to relaxation techniques in order to manage stress and create optimal learning state  
Creating guidelines for effective teamwork  
What makes team a team?  
Group dynamics – stages of team development

### Tuesday

Understanding of how we structure our reality through the filter of our subconscious mind  
The role of self-awareness and mindfulness to help to create desired outcome  
How to build and maintain rapport with others  
Active listening

### Wednesday

Practical experience and deeper understanding of group dynamics and roles in a team  
Energizing exercises

### Thursday

Aligning perceptual positions - practical technique to enhance our flexibility, wisdom and resourcefulness in teamwork  
Balance between self-awareness, empathy and objective perspective  
Inner state management – anchoring as a practical tool for bringing desired state in ourselves (e.g. confidence, creativity, empathy etc.)  
How to give and receive feedback  
Effective goal setting  
How can I implement what I have learnt in my professional and personal life  
Summary and course evaluation  
Closing circles

### Friday

Cultural excursion in local area

**Register now!**

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## 17. HANDLING STRESS AND AVOIDING BURNOUT



### DATES

**2019**

21 - 25 January 2019  
01 - 05 April 2019  
26 - 30 August 2019  
18 - 22 November 2019

**2020**

20 - 24 January 2020  
30 March - 03 April 2020  
24 - 28 August 2020  
16 - 20 November 2020

### LOCATIONS



Prague, Czech Republic  
Barcelona, Spain  
Limassol, Cyprus  
Budapest, Hungary

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Stress is inevitable. It walks in and out of our lives on a regular basis. Burnout is a mixture of professional exhaustion and disillusionment with other people, the organization, or the career, over the long term. Fortunately, there are many things you can do to minimize and cope with stress and learn how to avoid burnout.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure, link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement and quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Introduce holistic model of stress and raise understanding of stress causes, mechanisms and effects
- Raise understanding of how stress impacts teaching ability
- Provide the participants with practical tools for dealing with stress
- Reduce the consequences of stress (and develop healthy ways of dealing with everyday work demands)
- Prevent burn-out syndrome in educators
- Enhance emotional self-awareness
- Introduce practical tools for coping with difficult emotions
- Improve the participants' emotional balance
- Help the participants to identify their stress triggers and emotional triggers at work context and come up with new, more resourceful strategies



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



Very positive experience! Useful material presented relevant to my wellbeing and prevention of stress and burnout – right to the point! Definitely worth attending!



## PROGRAMME

### Monday

Introduction and course overview

Ice breaking

Individual expectations

What is stress?

Definitions

### Tuesday

Understanding the stress response (fight/flight versus prolonged stress)

Physical, emotional, mental and behavioural symptoms of stress

Relation between our thinking and stress

### Wednesday

Effective and ineffective ways of dealing with stress

Relaxation exercises that help to manage stress effectively– part 1

The impact of emotions on teaching and learning ability

### Thursday

Tools for dealing with disturbing emotions

Effects of stress in educational setting

Assessing your personal stress triggers

Changing not resourceful strategies

Self-talk awareness

Relaxation exercises - part 2

How can I be more mindful and resourceful in the classroom? – action plan

Summary, course evaluation and closure

### Friday

Cultural excursion in local area

**Register now!**

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## 18. PROBLEM SOLVING AND DECISION MAKING



### DATES

**2019**

21 - 25 January 2019  
08 - 12 April 2019  
15 - 19 July 2019  
23 - 27 September 2019

**2020**

20 - 24 January 2020  
06 - 10 April 2020  
13 - 17 July 2020  
21 - 25 September 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



Barcelona, Spain  
Prague, Czech Republic  
Limassol, Cyprus  
Limassol, Cyprus

Barcelona, Spain  
Prague, Czech Republic  
Limassol, Cyprus  
Limassol, Cyprus



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Learn to apply decision-making and problem-solving skills to reduce risk and choose the best course of action while strategically achieving objectives. The overarching aim of this particular course is to help participants develop soft skills and enhance understanding on conflict management, contempt and negativity.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure, link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement and quality evaluation





## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Enhance the potential and understanding on conflicts, contempt and negativity in the workplace
- Learn effective ways of engaging with others and dealing with unresolved issues
- Become more self-reliant and self-confident in dealing with conflict and crises
- Develop their self-reflection, communication, and creativity skills and discuss how they can be utilized in an educational context
- Help educators understand their own qualities, talents, differences and show how they can utilize them in education



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologists
- Trainers and other personnel involved in formal



I think I am more positive, at least I know I need to work on being more positive and focus on what is important. There are no problems only the different ways of seeing things!



## PROGRAMME

### Monday

Introduction and course overview"

Ice-breakers and expectations

Goal-setting for the course

What does each person bring into the group and into the process?

What are the needs of individual members?

### Tuesday

Skill building – effective communication

Learning to deeply listen

Defining problems in the educational workplace/setting

Understanding problem solving techniques that we can apply to these situations

### Wednesday

Working with difficult emotions

Understanding the decision making process and how to apply this to your problems

Identifying elements that stimulate creativity to deal with problems before they arise

### Thursday

Overcoming obstacles in the process of learning

Using our problem solving techniques to reach deployable decisions

Managing crises and handling change

Taking a toolkit that one can use and creating a vision for the future

Assimilation – taking what we need and leaving behind what we don't.

Summary, course evaluation and closure

### Friday

Cultural excursion in local area

**Register now!**

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## 19. TRAIN THE TRAINER



### DATES

**2019**

25 February - 01 March 2019  
27 - 31 May 2019  
15 - 19 July 2019  
30 September - 04 October 2019

**2020**

24 - 28 February 2020  
25 - 29 May 2020  
13 - 17 July 2020  
28 September - 02 October 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



Limassol, Cyprus  
Varna, Bulgaria  
Prague, Czech Republic  
Limassol, Cyprus

Limassol, Cyprus  
Barcelona, Spain  
Prague, Czech Republic  
Limassol, Cyprus



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This programme provides practical help to enable participants to grasp the mind set of an expert trainer. Appreciating the 'inner game' of beliefs and values is crucial when designing and running a training program. The course also covers six skills sets that are essential to facilitating dynamic and powerful training events.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure, link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement and quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Provide opportunity to reflect on what it means to be a "good trainer"
- Raise awareness of supportive and limiting beliefs and how they affect performance
- Build the participants' awareness of their own strengths
- Raise participants ability to create supportive learning environment
- Expand paradigm of a trainer and hence allow the participants to engage in new creative ways of teaching
- Provide techniques for identifying and handling unrealistic expectations both from oneself and others
- Provide tools for trainers' optimal self-care
- Provide techniques for improved trainer-learners communication



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff

”

I feel more confident of delivering training in myself!

”



## PROGRAMME

### Monday

Introduction and ice-breaking

Relaxation techniques to create optimal learning state

What does it mean to be a trainer?

What do you and others expect from you as a trainer

The importance of trainer's self-care

### Tuesday

What do you love about being a trainer? – Trainer's job made fun!

Trainer – learners communication

NLP communication model

Rapport with a group

Inducing learning state in a group

Identifying and changing ineffective communication

### Wednesday

The Art of Make-Belief - Trainer's supportive and limiting beliefs

Know what you are good at!

### Thursday

Accurate perception of your learners

Logical levels –practical tool for professional development of a trainer

Understanding group process

Handling "difficult students"

The art of public speaking

Different roles of the trainer

Anchoring technique for quick inner state management

Practical public speaking and giving feedback to each other

Summary (your reflections, your strengths, and next steps in your areas of development) and closure

### Friday

Cultural excursion in local area

**Register now!**

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## 20. IDENTIFY THE HIDDEN TALENT IN YOUR CLASSROOM



### DATES

2019

- 18 - 22 February 2019
- 22 - 26 April 2019
- 10 - 14 June 2019
- 16 - 20 September 2019

2020

- 17 - 21 February 2020
- 27 April - 01 May 2020
- 08 - 12 June 2020
- 14 - 18 September 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### LOCATIONS

- Limassol, Cyprus
- Limassol, Cyprus
- Porto, Portugal
- Pisa, Italy
  
- Limassol, Cyprus
- Limassol, Cyprus
- Porto, Portugal
- Pisa, Italy



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This unique programme aims to teach the participants to identify strengths and abilities of a pupil/youth that can be undetected in the formal educational environment. During this course participants will cover a range of teaching ideas and activities such as learner styles and multiple intelligences, using multimedia and modern technology to enliven lessons, motivate and encourage students to explore their talents and self- improvement.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure, link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement and quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Introduce new areas of teaching methodologies and accompanying techniques, using hands-on experiential methods
- Help teachers reflect on their own teaching methods, contexts and develop teaching skills
- Introduce awareness of technology and ICT in the classroom today
- Exchange pedagogical information and knowledge in a multi-cultural context
- Provide opportunity to give and receive feedback from other participants



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff

”

Course was interesting and professional, it made me think differently, and gave me new ideas and thoughts.

”



## PROGRAMME

### Monday

Welcome and introductions

Domestics of the programme

Setting our objectives for the week including how we will work together

Getting to know each other exercise

Most reliable measures of personality

Top five great strengths of each student

### Tuesday

Assessing the social-emotional competencies of children and adolescents from multiple perspectives

Personality profiling

Child's assets and strengths

Students' aspirations, activities, skills, and interests

### Wednesday

Helping students to discover their strengths (talents) and investing in their improvement and growth

Occupations and fields of study that match well with individuals' personality as classified according to six basic types

What specific actions should be taken by students and also how the people who surround them (parents, teachers, friends, etc.) can help them on exploiting their strengths to have the greatest possible benefit to their personal and student life

### Thursday

Determine the level of self-esteem in students ages 6 through 18

Plan reasonable academic, personal, or affective interventions

Identify specific areas of improvement

A measurement device in research studies investigating self - esteem and its associated constructs

### Friday

Cultural excursion in local area

**Register now!**

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## 21. UNDERSTAND YOURSELF, UNDERSTAND YOUR LEARNERS (ENNEAGRAM)



### DATES

**2019**

27 - 31 May 2019  
29 July - 02 August 2019

**2020**

20 - 24 January 2020  
25 - 29 May 2020  
27 - 31 July 2020  
07 - 11 September 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### LOCATIONS

Limassol, Cyprus  
Varna, Bulgaria

Palermo, Italy  
Limassol, Cyprus  
Palermo, Italy  
Palermo, Italy



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

The course is based on personality typology called Enneagram. The system describes 9 basic personality types with their specific motivations, values, strong points and challenges. The aim of the course is to introduce Enneagram model, and to enable the participants to apply the model in an educational setting.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure, link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement and quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Introduce and discuss 9 main sets of motivations, values and needs
- Enable participants to recognize their own type and be able to better utilize its strengths and deal with challenges
- Enhance participants ability to communicate effectively with different types of people
- Help the participants understand how different personality types react to stress
- Enhance participants understanding of the three intelligences – instinct, emotions and thinking
- Enable participants to take understanding of the needs of their learners to the next level



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff

”

Though provoking, very  
insightful, very useful course!  
Maybe even life -changing as it  
has helped to change my outlook  
on some things.

”

**Register now!**

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## PROGRAMME

### Monday

Introduction and ice breaking

Needs analysis and goal setting

Enneagram – practical tool for understanding oneself and others

9 personality types, sets of values, and strengths and challenges of the 9 types

### Tuesday

How people are motivated in 9 different ways

How different people react to stress and frustration

Social styles – assertiveness/dutifulness/withdrawal (exercises)

Recognizing my own type. Self-assessment (questionnaire, group exercises)

### Wednesday

Verbal and nonverbal cues that help to identify other people's type

How can I motivate my learners? (group exercises)

How to set a team that will optimally utilize interpersonal differences (group exercises and presentations)

How to give feedback to different types of learners

### Thursday

How can I help my learners to overcome their challenges and grow

“Difficult students” – how can we see deeper needs behind disruptive behaviour

Setting goals for personal and professional development

How will I use Enneagram in educational setting and in my personal life – future pace

Summary, course evaluation and closure

### Friday

Cultural excursion in local area

# 22. EMOTIONAL INTELLIGENCE



## DATES

**2019**  
18 - 22 March 2019  
13 - 17 May 2019  
19 - 23 August 2019  
14 - 18 October 2019  
09 - 13 December 2019

**2020**  
16 - 20 March 2020  
11 - 15 May 2020  
17 - 21 August 2020  
12 - 16 October 2020  
07 - 11 December 2020



## LOCATIONS

Budapest, Hungary  
Barclona, Spain  
Prague, Czech Republic  
Limassol, Cyprus  
Limassol, Cyprus

Budapest, Hungary  
Limassol, Cyprus  
Dublin, Ireland  
Limassol, Cyprus  
Limassol, Cyprus

If you have a group of 6 staff members or more we can organise training at any convenient dates.



## CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



## LANGUAGE

English



## DESCRIPTION

The course gives teachers the opportunity to enhance their understanding of emotional intelligence and how to apply that understanding in a teaching role in informal environment to help others to manage change and deal with stress.

### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure & link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement & quality evaluation





## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Enhance educators' emotional intelligence so they can communicate with learners more effectively, support their learning process better and become better leaders
- Provide methods for developing emotional intelligence in adults
- Raise understanding of the role of emotions in motivation and pursuing goals
- Provide tools for expanding self - awareness, self-control and self-acceptance
- Introduce methods for coping effectively with stress
- Enhance interpersonal (social) intelligence and interpersonal communication
- Provide tools for improving empathy



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



I've learned new things, developed new skills, and I believe I have more tools now to become a better teacher!



**Register now!**

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## PROGRAMME

### Monday

Introduction and ice breaking

Needs analysis and individual goal setting

What is emotional intelligence - presentation, pair work, individual work

The role of self-awareness and recognizing own emotions

### Tuesday

Recognizing emotions of others through calibration - presentation and pair work, study of examples that help participants identify their own emotions in different situations

Rapport - presentation and pair exercises

Active listening - discussion, case studies

The relation between thoughts and emotions - case studies, short films, exercises on how to recognise emotions

### Wednesday

How do we learn emotional responses and how can we learn new more supportive patterns? Presentation, discussion, pair work, role play

Understanding interpersonal diversity - pair and group work, followed by discussion and self-reflection

### Thursday

Balance between assertiveness, empathy and objectivity - presentation, discussion, application of the knowledge in working environment

Emotional intelligence in service of problem solving and creative thinking - discussion, individual exercises, self-reflection

How will I use Emotional Intelligence in my professional and personal life?

Summary, course evaluation and closure

### Friday

Cultural excursion in local area

## 23. INTERCULTURAL COMMUNICATION IN EDUCATION



### DATES

**2019**

18 - 22 February 2019  
29 April –03 May 2019  
19 - 23 August 2019  
21 - 25 October 2019  
02 - 06 December 2019

**2020**

17 - 21 February 2020  
27 April –01 May 2020  
17 - 21 August 2020  
26– 30 October 2020  
30 November - 04 December 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



Split, Croatia  
Prague, Czech Republic  
Varna, Bulgaria  
Split, Croatia  
Limassol, Cyprus

Split, Croatia  
Prague, Czech Republic  
Prague, Czech Republic  
Split, Croatia  
Limassol, Cyprus



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This course aims to equip teachers, trainers and office staff in universities and schools with the essential intercultural skills, knowledge and competencies required for working with international students. Emphasis is given to the influence of culture on the interpretation of the communication act and to the communication skills that enhance intercultural communication. After this course participants will be able to demonstrate understanding of personal, situational and cultural factors in intercultural communication.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure & link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement & quality evaluation



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Define and identify the key elements of interpersonal communication, culture, cultural systems, and global communication
- Compare and contrast cultures' values, beliefs, perceptions, and communication styles
- Recognise negative perception: racism, prejudice, negative stereotyping and ethnocentrism
- Analyse intercultural interactions and evaluate situations using intercultural communication skills
- Use the knowledge acquired to further develop one's cultural sensitivity



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff

”

The knowledge gained through the course will benefit me personally in my classes to help integrate students from minority cultures into more mainstream culture.

”

**Register now!**

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## PROGRAMME

### Monday

Introduction and ice-breaking  
Needs analysis, expectations and goal setting  
Understanding culture  
Introduction to interpersonal communication  
Components, characteristics and forms

### Tuesday

Culture and perception  
Beliefs, values, and attitudes  
Diverse cultural patterns  
Hofstede's cultural dimensions  
Practical experience and deeper understanding of the cultural dimensions  
Intercultural communication settings and education

### Wednesday

Energizing exercises  
Hall's high and low-context Languages  
Language and culture: importance and nature of language  
Language and meaning  
Language and co-cultures  
Nonverbal communication and culture  
Importance and functions of nonverbal communication (time, kinesics, proxemics)  
Case studies

### Thursday

Intercultural issues: prejudice, racism, and discrimination  
Dealing with cultural differences in education  
Culture shock – understanding and support  
Improving intercultural communication and self-perception  
How can I implement what I have learnt in my professional and personal life  
Summary and course evaluation  
Closing session

### Friday

Cultural excursion in local area

## 24. ENGLISH FOR EDUCATORS (LEVEL I)



### DATES

**2019**

04 - 08 February 2019  
22 - 26 April 2019  
10 - 14 June 2019  
29 July - 02 August 2019  
14 - 18 October 2019

**2020**

03 - 07 February 2020  
27 April - 01 May 2020  
08 - 12 June 2020  
03 - 07 August 2020  
12 - 16 October 2020

### LOCATIONS



Dublin, Ireland  
Dublin, Ireland  
Limassol, Cyprus  
Limassol, Cyprus  
Limassol, Cyprus

Dublin, Ireland  
Dublin, Ireland  
Dublin, Ireland  
Limassol, Cyprus  
Limassol, Cyprus

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### DURATION

25 hours language training



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This course is ideal for all educators (primary & secondary teachers, university staff (academic & admin), adult educators & trainers) who want to improve their level of spoken English. It aims to give participants a basic knowledge of reading, listening, spoken and written skills in a dynamic and communicative way, through individual pair and group work, pre-recorded and authentic texts. Course participants will be expected to use the range of resources available during the training and to communicate with native speakers wherever possible in order to develop cultural competence.

#### Main Aims:

- Improve communication skills in English
- Enhance self-confidence in spoken English in educational and business settings
- Seize opportunities for cooperation with peers at international level



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

**By the end of the course, delegates will:**

- Improve oral fluency in English
- Improve writing, pronunciation and reading skills in English
- Be capable of participating in business meetings where English is the working language
- Be able to attend international conferences and events



## TARGET GROUP

**DOREA recommends this course for:**

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges and etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff

”

A very useful and practical course with qualified teachers and in an exceptional place. Thanks to all the staff very much, they were all extremely kind and professional!

”



## PROGRAMME Monday

Introduction and course overview

Individual expectations – setting up week-long group task

Short presentation about English culture and language

Teaching techniques and methods: learning English. Pronunciation and accentuation

Introduction to basic grammar

Expanding vocabulary for educators

## Tuesday

Question and Answer session for clarification of methods and grammar discussed on day 1

Grammar session

Expanding vocabulary for educators

Learning techniques and methods: developing speaking skills while practising speaking in groups and pairs

Learning techniques and methods: developing listening and comprehensive skills using songs and videos

## Wednesday

Question and Answer session for clarification of methods and grammar discussed on day 2

Listening session

Expanding vocabulary for educators

Learning techniques and methods: developing reading skills using text books and story telling

## Thursday

Question and Answer session for clarification of methods and grammar discussed on day 3

Reading session

Expanding vocabulary for educators

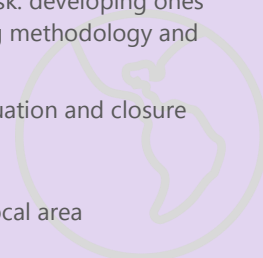
ICT in teaching languages: various methods and resources.

Carrying out weeks' task: developing ones' learning plan including methodology and materials

Summary, course evaluation and closure

## Friday

Cultural excursion in local area



**Register now!**

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## 25. ENGLISH FOR EDUCATORS (LEVEL II)



### DATES

**2019**

11 - 15 February 2019  
08 - 12 April 2019  
08 - 12 July 2019  
04 - 08 November 2019

**2020**

10 - 14 February 2020  
06 - 10 April 2020  
06 - 10 July 2020  
02 - 06 November 2020

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



Essex, United Kingdom  
Limassol, Cyprus  
Dublin, Ireland  
Dublin, Ireland

Dublin, Ireland  
Limassol, Cyprus  
Dublin, Ireland  
Dublin, Ireland



### DURATION

25 hours language training



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This course is ideal for all educators (primary & secondary teachers, university staff (academic & admin), adult educators, trainers & coaches) who want to improve their level of spoken English. It aims to give participants an intermediate knowledge of reading, listening, spoken and written skills in a dynamic and communicative way, through individual, pair and group work, pre-recorded and authentic texts. Course participants are expected to use the range of resources available during the training and to communicate with native speakers wherever possible in order to develop cultural competence.

#### Main Aims:

Improve communication skills in English

Enhance self-confidence in spoken English in educational and business settings

Seize opportunities for cooperation with peers at international level



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

**By the end of the course, delegates will:**

- Improve oral fluency in English
- Improve writing, pronunciation and reading skills in English
- Be capable of participating in business meetings where English is the working language
- Be able to attend international conferences and events



## TARGET GROUP

**DOREA recommends this course for:**

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff

”

Excellent delivery of the course;  
good examples and mixture of  
listening and interaction.

”



## PROGRAMME

### Monday

Introduction and course overview

Individual expectations – setting up week-long group task

Short presentation about English culture and language

Teaching techniques and methods: learning English. Pronunciation and accentuation

Introduction to basic grammar

Expanding vocabulary for educators

### Tuesday

Question and Answer session for clarification of methods and grammar discussed on day 1

Grammar session

Expanding vocabulary for educators

Learning techniques and methods: developing speaking skills while practising speaking in groups and pairs

Learning techniques and methods: developing listening and comprehensive skills using songs and videos

### Wednesday

Question and Answer session for clarification of methods and grammar discussed on day 2

Listening session

Expanding vocabulary for educators

Learning techniques and methods: developing reading skills using text books and story telling

### Thursday

Question and Answer session for clarification of methods and grammar discussed on day 3

Reading session

Expanding vocabulary for educators

ICT in teaching languages: various methods and resources.

Carrying out weeks' task: developing ones' learning plan including methodology and materials

Summary, course evaluation and closure

### Friday

Cultural excursion in local area

**Register now!**

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## 26. IMMERSION COURSE: SPANISH LANGUAGE



### DATES

**2019** 11 - 15 March 2019  
17 - 21 June 2019  
07 - 11 October 2019



### LOCATIONS

Barcelona, Spain  
Barcelona, Spain  
Barcelona, Spain

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### DURATION

25 hours language training



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

Spanish



### DESCRIPTION

The Spanish for Teachers immersion course is a specialized course for Spanish teachers (primary school, secondary school, university) wishing to improve language skills and refresh or develop teaching methods and strategies. The goal of this course is to provide educators with the tools they need to develop the written and oral proficiency of their students while providing them with new lesson planning techniques. The course has a strong emphasis on sharing experiences between participants and exchanging techniques and tools for teaching Spanish by collaboratively developing pedagogical sequences.



## Main Aims:

- This training program aims to improve teachers' didactical and language knowledge and practice
- To develop teaching strategies and facilitate effective learning of communication skills
- To discover new teaching materials and/or create material to use in class
- To access numerous suggestions of activities in all language skills
- To develop and improve one's own language and phonetics proficiency
- To immerse yourself in the language and culture you teach



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### By the end of the course, delegates will:

- Improved and boosted teaching skills
- Developed teaching strategies and techniques
- Improved communication and social skills



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### Monday

Introduction to the course

Ice Breaking – Getting to know each other

Needs analysis and goal setting

Exchange and analysis of one's own practices

Language - reading, writing, speaking; phonetic reinforcement and comprehension skills.

Elaboration of sequences in teams

### Tuesday

Introduction to teaching methods: 'Suggestopedia', etc.

Resources (art, music, games, methods, media, social networks, digital tools, APPs)

Analysis of practice from sequences using video materials

Elaboration of sequences in teams

### Wednesday

Simulations of classes

Session: How to motivate students. The use of Information and Communications Technology (ICT).

Demonstration and creation of pedagogical material / building sequences and curricula

Session: How to evaluate students.

Elaboration of sequences in teams

Reflection

### Thursday

Didactics initiation or reinforcement

Differentiated instruction

Innovative and practical demonstration of sequences and sessions

### Friday

Summary and course evaluation

Feedback & certificates

Cultural excursion in local area

[Register](#)

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# 27. IMMERSION COURSE: FRENCH LANGUAGE



## DATES

2019

- 04 - 08 February 2019
- 15 - 19 April 2019
- 05 - 09 August 2019
- 21 - 25 October 2019



## LOCATIONS

- Lyon, France
- Lyon, France
- Lyon, France
- Lyon, France

If you have a group of 6 staff members or more we can organise training at any convenient dates.



## DURATION

25 hours language training



## CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



## LANGUAGE

French



## DESCRIPTION

The French for Teachers immersion course is a specialized course for French teachers (primary school, secondary school, university) wishing to improve language skills and refresh or develop teaching methods and strategies. The goal of this course is to provide educators with the tools they need to develop the written and oral proficiency of their students while providing them with new lesson planning techniques. The course has a strong emphasis on sharing experiences between participants and exchanging techniques and tools for teaching French by collaboratively developing pedagogical sequences.

## Main Aims:

- This training program aims to improve teachers' didactical and language knowledge and practice
- To develop teaching strategies and facilitate effective learning of communication skills
- To discover new teaching materials and/or create material to use in class
- To access numerous suggestions of activities in all language skills
- To develop and improve one's own language and phonetics proficiency
- To immerse oneself in the language and culture one teach
- To create a forum for the exchange of ideas



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### By the end of the course, delegates will:

- Improved and boosted teaching skills
- Developed teaching strategies and techniques
- Improved communication and social skills



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers & Welfare personnel
- School Councillors/Psychologist
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### Monday

Introduction to the course

Ice Breaking – Getting to know each other

Needs analysis and goal setting

Exchange and analysis of one's own practices

Language - reading, writing, speaking; phonetic reinforcement and comprehension skills.

Elaboration of sequences in teams

### Tuesday

Introduction to teaching methods: 'Suggestopedia', etc.

Resources (art, music, games, methods, media, social networks, digital tools, APPs)

Analysis of practice from sequences using video materials

Elaboration of sequences in teams

### Wednesday

Simulations of classes

Session: How to motivate students. The use of Information and Communications Technology (ICT)

Demonstration and creation of pedagogical material / building sequences and curriculum

Session: How to evaluate students

Elaboration of sequences in teams

### Thursday

Didactics initiation or reinforcement

Differentiated instruction

Innovative and practical demonstration of sequences and sessions

### Friday

Summary and course evaluation

Feedback & certificates

Cultural excursion in local area

**Register now!**

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## 28. TEACHING & LEARNING OF ITALIAN LANGUAGE & CULTURE (LEVEL I)



### DATES

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This course is for absolute beginners. It aims to give participants a basic knowledge of reading, listening, spoken and written skills in a dynamic and communicative way, through individual, pair and group work, pre-recorded and authentic texts. The focus is on accuracy as well as on communication. Course participants will be expected to use the range of resources available during the training and to communicate with native speakers wherever possible in order to develop cultural competence.

This full-week course is designed for teachers and support staff and aims to improve knowledge and understanding of the target language and culture. The course methodology encourages participation, sharing of good practice, and reflection of teaching methodologies applied in the classroom.

#### Main Aims:

- Develop your language competence and cultural knowledge for all walks of Italian life and culture
- Develop knowledge and understanding of the Italian language
- Increase competence and confidence in using the Italian language
- Further develop knowledge and understanding of teaching techniques for specific groups and provide teachers with an array of ready-made teaching resources suitable for their pupils
- Provide an opportunity to share good practices and evaluate own teaching practice
- Provide an opportunity to work collaboratively in developing their own teaching materials to use in the classroom

### LOCATIONS





## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

**By the end of the course, delegates will have acquired capabilities to:**

- Understand short, simple messages and announcements
- Read short simple texts and find specific information
- Communicate in simple routine situations;
- Write simple notes, messages, and short personal letters.
- Pair and team work, focused listening, informal presentations, language awareness, cultural appreciation

By the end of the course, participants should be able to perform at Level B1+/B2 of the Common European Framework. Successful completion of this course unit will enhance your curriculum vitae and your employability by showing that you have a capacity to learn other languages



## TARGET GROUP

**DOREA recommends this course for:**

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers
- School Councillors/Psychologist
- Welfare personnel
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### Monday

Introduction and course overview

Individual expectations – setting up week-long group task

Short presentation about Italian culture and language

Teaching techniques and methods: learning Italian alphabet. Pronunciation and accentuation

### Tuesday

Question and Answer session for clarification of methods and grammar discussed on day 1

Grammar session

Expanding vocabulary

Teaching techniques and methods: developing speaking and listening skills while practising speaking in groups and pairs

### Wednesday

Question and Answer session for clarification of methods and grammar discussed on day 2

Grammar session

Expanding vocabulary

Teaching techniques and methods: developing reading skills using text books and story telling

### Thursday

Question and Answer session for clarification of methods and grammar discussed on day 3

Grammar session

Expanding vocabulary

ICT in teaching languages: various methods and resources.

Carrying out weeks' task: developing ones' teaching plan including methodology and materials

Summary, course evaluation and closure

### Friday

Cultural excursion in local area

**Register now!**

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## 29. TEACHING & LEARNING OF ITALIAN LANGUAGE & CULTURE (LEVEL I + II)



### DATES

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

This course is for intermediate level seekers. It aims to consolidate and to extend language skills acquired in Italian levels 1 and 2, through individual, pair, and group work, pre-recorded and authentic texts. The focus is on accuracy as well as on communication.

Course participants will be expected to use the range of resources available during the training and to communicate with native speakers wherever possible in order to develop cultural competence. This full-week course is designed for teachers and support staff and aims to improve knowledge and understanding of the target language and culture. The course methodology encourages participation, sharing of good practice and reflection of teaching methodologies applied in the classroom.

#### Main Aims:

- Improve your language competence and cultural knowledge for all walks of life in a Italian-speaking country
- Improve knowledge and understanding of the Italian language
- Increase competence and confidence in using the Italian language
- Further develop knowledge and understanding of teaching techniques for specific groups and provide teachers with an array of ready-made teaching resources suitable for their pupils
- Provide an opportunity to share good practice and evaluate own teaching practice
- Provide an opportunity to work collaboratively in developing their own teaching materials to use in the classroom

### LOCATIONS





## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

**By the end of the course, delegates will have acquired capabilities to:**

- interact in most everyday social situations with confidence and fluency in their use of the Italian language
- vary the tone and register of the oral and written texts they produce
- read simply-structured literary texts or articles in newspapers and periodicals
- use monolingual as well as bilingual dictionaries
- understand important aspects of Italian social and cultural history

By the end of the course, participants should be able to perform at Level B1+/B2 of the Common European Framework. Successful completion of this course unit will enhance your curriculum vitae and your employability by showing that you have a capacity to learn other languages and the desire to engage with other cultures.



## TARGET GROUP

**DOREA recommends this course for:**

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges and etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of Vocational Education and Training (VET) institutions
- Staff of adult education centres
- Social workers
- School Councillors/Psychologist
- Welfare personnel
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### Monday

Introduction and course overview

Individual expectations – setting up week-long group task

Short presentation about Italian culture and language

Expanding vocabulary

Revision of grammar knowledge

Teaching techniques and methods: improving speaking and listening skills through oral practice and the use of contemporary written, aural and audio-visual materials representing selected situations.

### Tuesday

Question and Answer session for clarification of methods and grammar discussed on day 1

Grammar session

Expanding vocabulary

Teaching techniques and methods: improving reading and writing skills through the use of contemporary written materials – short stories, articles and etc. dealing with aspects of contemporary Italian life and society.

### Wednesday

Question and Answer session for clarification of methods and grammar discussed on day 2

Grammar session

Expanding vocabulary

Teaching techniques and methods: exploring how some art work can be used to develop language skills

### Thursday

Question and Answer session for clarification of methods and grammar discussed on day 3

Grammar session

Expanding vocabulary

ICT in teaching languages: various methods and resources.

Carrying out weeks' task: developing ones' teaching plan including methodology and materials

Summary, course evaluation and closure

### Friday

Cultural excursion in local area

**Register now!**

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## 30. EXPLORE THE POWER OF DRAMA IN EDUCATION



### DATES

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Are You struggling to find a way to keep Your students' interested and motivated? Why not use elements of drama in every day school activities to make learning process both permanent and enjoyable? Artistic activities are very important for students' emotional, social and language development skills. These activities:

- provide great platform for exploring theoretical and practical aspects of foreign languages;
- stimulate authentic conversations that aim at developing conversational competence among foreign language learners;
- increase students' motivation, participation, confidence and fluency as well as communication through the body language;
- promote critical thinking, social awareness and understanding;
- increase cultural awareness;
- teach cooperation, empathy for others, decision making skills and encourages exchange of knowledge between the students;

During this course participants will learn how drama activities can be incorporated in the curriculum material - how concepts, ideas, events, and people can be dramatized through improvisation, pantomime, and playwriting to stimulate interest, convey knowledge, gain comprehension, and improve retention.

#### Main Aims:

- Building capacity of educators
- Fight against education failure & link learning and work
- Inclusive approaches
- Pedagogy and didactics
- Technological toolkits for educators
- School improvement & quality evaluation

### LOCATIONS







## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### Specific objectives of the course are:

- Create a cross-cultural environment to discuss and exchange ideas with colleagues
- Help the participants to identify the most suitable approaches in use of drama in their classroom
- Introduce new areas of teaching methodologies and accompanying techniques, using hands-on experiential methods
- Develop their self-reflection, communication and creativity skills and discuss how they can be utilized in an educational context
- Raise tolerance and appreciation of human diversity
- Raise awareness of sound and body language as personal tool of communication



## TARGET GROUP

### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges and etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of adult education centres
- Social workers
- School Councillors/Psychologist
- Welfare personnel
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### Monday

Introduction

Who is who

Best hopes from training (exercise)

What is drama? Theater, play, storytelling, etc.

The history and use of drama

The use and benefits of drama in education  
( for teachers + students)

Research

Drama and emotional intelligence

### Tuesday

Feedback and questions from day 1

Drama and emotional intelligence

(Continue from day 1)

Drama and the teacher (beliefs and thoughts).  
Because classroom is the reflection of the teacher

Video and exercises

Homework - "What kind of teacher I am"

### Wednesday

Feedback and questions from Day 2

Discussion: "What kind of teacher I am"

Its time for drama – getting ready

Ways of using drama in the classroom with exercises

Discussion

Homework: preparing my classroom drama curriculum

Reflection of the day

### Thursday

Feedback and questions from day 3

My classroom drama curriculum – with role playing

Closing and feedback

### Friday

Cultural excursion in local area

**Register now!**

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## DATES

If you have a group of 6 staff members or more we can organise training at any convenient dates.



## CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



## LANGUAGE

English



## DESCRIPTION

The course is a result of the findings of the Grundtvig multilateral project "Skills for True Wellbeing". The contents and methods have been piloted by 7 organisations in 6 countries and have proven to be beneficial for developing skills that have positive impact on the level of wellbeing of the participants.

The course is centered on two main topics: "healthy self" and "healthy relationships" and corresponding sets of skills: stress management and communication as a foundation for enhancing wellbeing in educators.

### Main Aims:

- Disseminate the findings of the "Skills for True Wellbeing" project
- Introduce holistic model of stress and raise understanding of stress causes, mechanisms and effects
- Raise understanding of how stress impacts teaching ability



## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

The course will provide theory necessary to understand the nature of stress as well as practical tools for managing stress and difficult emotions. The course will also provide simple models that can help to expand the participant's understanding of communication process as well as enhance their understanding of healthy relationships. They will also receive practical tools useful in managing their professional and personal communication.

## LOCATIONS



### Specific objectives of course are:

- Provide the participants with practical tools for dealing with stress
- Reduce the consequences of stress (such as poor health, absenteeism, lack of creativity, ineffective communication, inability to focus, more conflicts etc.) and develop healthy ways of dealing with everyday work demands
- Prevent burn-out syndrome in educators
- Enhance emotional self-awareness
- Introduce practical tools for coping with difficult emotions
- Improve the participants emotional balance
- Help the participants to identify their stress triggers and emotional triggers at work context and come up with new resourceful strategies
- Develop better understanding of the communication process
- Increase the skill of building rapport
- Enhance in the participants listening skill
- Provide practical tools for giving feedback
- Raise the participants self-awareness with regards to communication and relationships
- Point to the key elements of satisfying relationships: acceptance, respect, openness, authenticity and assertiveness
- Enhance the participants public speaking skill



### TARGET GROUP

#### DOREA recommends this course for:

- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Directors and personnel of international offices (tertiary institutions)
- Staff of Vocational Education and Training (VET) institutions
- Staff of adult education centres
- Social workers
- Welfare personnel
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### Monday

Introduction and course overview

Discussion on what is "True Wellbeing"

Let's talk about stress (Definitions, stress response, symptoms and etc.)

Stress at workplace - prevention is better than treatment

Relaxation exercises that help to manage stress effectively- part 1

### Tuesday

Effects of stress in educational setting

Assessing your personal stress triggers

Changing not resourceful strategies

Practical exercises for handling challenging situations-role play

### Wednesday

The impact of emotions on teaching and learning ability

Tools for dealing with disturbing emotions

How can I be more mindful and resourceful in the classroom? – action plan

Introduction to the subject of interpersonal communication and relationships

### Thursday

Non-verbal cues in communication – self awareness and understanding others

Feedback – how to give it as they want to receive it and how to receive it as a gift

Public speaking essentials

Summary and course evaluation

### Friday

Cultural excursion in local area

**Register now!**

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## 32. HEALTH AND SAFETY IN EDUCATIONAL INSTITUTIONS



### DATES

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

School principals, managers and teachers should know about health and safety when engaged in work or as future members of the workforce. This course will help participants to identify risks and hazards in school, as well as ones duties and responsibilities and to understand health and safety legislation.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure and link school and work
- Inclusive approaches
- Pedagogy and didactics
- School improvement and quality evaluation



### COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

This course provides the general knowledge and understanding required to understand and manage key elements of health and safety in educational institutions such as school, universities and adult education centres. The course can be attained by principles, managers and staff. By the end of the course, delegates will have acquired capabilities to:

- recognise safety and health hazards and assess risks in educational institutions
- apply key health and safety controls
- ensure that adequate health and safety training and supervision of staff is provided
- identify what actions should be taken when incidents involving injury or damage occur
- communicate effectively on safety and health issues

### The participants will:

- Appreciate the significance of health and safety (H&S)
- Know the legal requirements you need to abide to
- Understand your responsibilities
- Learn what a risk is and how to identify it in educational institutions
- Learn how to control risks in educational institutions
- Learn how to implement H&S measures easily and cost efficient
- Learn how to manage H&S and your personnel
- Learn how to investigate accidents and take measures to avoid same incidences



### TARGET GROUP

#### DOREA recommends this course for:

- Health & Safety personnel
- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges, etc.)
- Staff of Vocational Education and Training (VET) institutions
- Staff of adult education centres
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff

”

Great mixture of theoretical knowledge and putting this knowledge into practise! I would highly recommend to attend this course!

”



## PROGRAMME

### Monday

Introduction and ice-breaking

Course objectives, HSE Legislation and what is covered

Assessing Risks – what is risk assessment?

Legislation, duties and responsibilities , safety Statement

### Tuesday

Controlling risks (how to reduce risk, decide on risk control measurements, etc.)

What are the key parts of a health and safety management system (identifying hazards etc. )

### Wednesday

Investigating accidents and incidents – why and how?

Measuring performance - what is performance measurement about?

### Thursday

Active training and education for pupils

Staff training/Combined training

School OSH management – tools, policies, systems and participation

Using risk education to contribute to school safety management

### Friday

Cultural excursion in local area

**Register now!**

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## 33. FIRST AID AT WORK



### DATES

If you have a group of 6 staff members or more we can organise training at any convenient dates.



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Educational institutions are a common ground for injuries or illnesses. The provision of appropriate first aid in the workplace can contribute positively to maintaining life, minimizing the consequences of injury or illness and accelerating the time of convalescence. With the completion of this course participants will be able to provide adequate aid to the person in need until the advent of specialised care.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure, link school and work
- Inclusive approaches

### LOCATIONS





## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

### The participants will:

- Acquire the necessary knowledge to be able to manage an incident
- Acquire the confidence to step up and provide first aid to someone in need
- Recognise and determine life threatening conditions
- Treat an unconscious casualty
- Recognise and treat for shock
- Have the knowledge about:
  - Attending Respiratory obstructions
  - Performing CPR on an adult or child competently
  - Attending shock and heart attack
  - Bleeding management
  - Chest injuries and crush syndrome
  - Diabetes
  - Unconsciousness overview
  - Head Injury
  - Stroke
  - Poisons
  - Seizure



## TARGET GROUP

### DOREA recommends this course for:

- Health & Safety personnel
- School nurses
- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges and etc.)
- Staff of Vocational Education and Training (VET) institutions
- Staff of adult education centres
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### Monday

Introduction and ice-breaking  
 Course objectives, First Aid & HSE  
 Legislation—what is covered  
 What is first aid & and what are its aims  
 Primary survey  
 Secondary survey, action plans and recovery position

### Tuesday

Breathing problems / choking  
 Anaphylaxis  
 Asthma and hyperventilation  
 CPR detail, what, why and how  
 CPR practical application  
 Circulatory problems – shock & heart attack

### Wednesday

Control of bleeding – external, slings and dressings  
 Internal bleeding  
 Chest injuries and crush syndrome  
 Diabetes  
 Unconsciousness overview  
 Head injury  
 Stroke'

### Thursday

Poisons  
 Seizures  
 Burns  
 Skeletal injuries  
 Eye injuries  
 Duties of a first aider – legislation  
 End of course

### Friday

Cultural excursion in local area

**Register now!**

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## 34. MANAGING SAFELY



### DATES

If you have a group of 6 staff members or more we can organise training at any convenient dates.

### LOCATIONS



### CERTIFICATES

- Europass Mobility Certificate
- Certificate of Attendance
- Certificate of Obtained Competences



### LANGUAGE

English



### DESCRIPTION

Safety at work is fundamental and health and safety requires a committed management to be effective. Managing safely is suitable for managers, supervisors and any other responsible authority in any sector, and any organisation. It's designed to get managers up to speed on the practical actions they need to take to handle health and safety in their premises.

#### Main Aims:

- Career guidance and counselling
- Combating failure in education
- Fight against school failure & link school and work
- Inclusive approaches





## COMPETENCES TO BE ACQUIRED BY THE PARTICIPANT

This course provides the general knowledge and understanding required to manage key elements of health and safety in any workplace. By the end of the course, delegates will have acquired capabilities to:

- recognise safety and health hazards and assess risks in the workplace
- apply key health and safety controls
- ensure that adequate health and safety training and supervision of staff is provided
- identify what actions should be taken when incidents involving injury or damage occur
- communicate effectively on safety and health issues
- appreciate the significance of Health and Safety
- know the legal requirements you need to abide by
- understand your responsibilities



## TARGET GROUP

### **DOREA recommends this course for:**

- Health & Safety personnel
- School nurses
- School principals and staff both academic and administrative (primary and secondary)
- Academic and administrative staff of higher education institutions (universities, colleges and etc.)
- Staff of Vocational Education and Training (VET) institutions
- Staff of adult education centres
- Trainers and other personnel involved in formal and non-formal education
- Non-governmental organization staff



## PROGRAMME

### **Monday**

Introduction and ice-breaking

Course objectives, First Aid & HSE Legislation and what is covered

Introducing Managing Safely

Assessing Risks

How are risk assessments carried out?

### **Tuesday**

Controlling Risks

Understanding your responsibilities

What does the law require you to do?

How does the law work?

What are the key parts of a health and safety management system?

### **Wednesday**

Identifying Hazards

What are common hazards?

What can you do about common hazards

Investigating accidents and incidents

Why investigate accidents and incidents?

How do accidents and incidents happen?

How do you carry out an investigation?

### **Thursday**

Day 3 overview

Measuring Performance and auditing

Protecting our environment – impact, controlling pollution and waste

### **Friday**

Cultural excursion in local area

**Register now!**

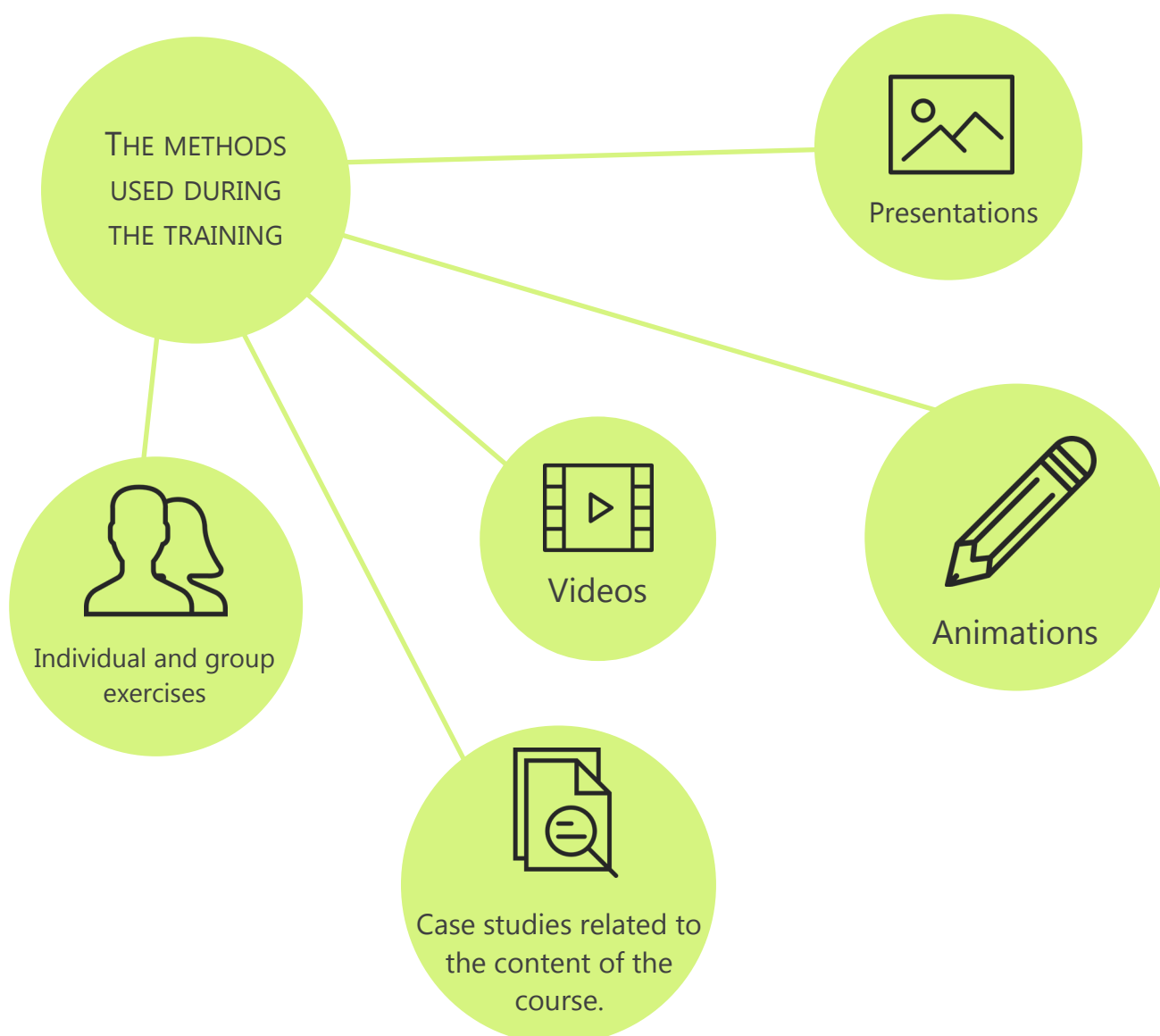
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# Methodology of the trainings

The main aim of the methodology of the courses is to keep participants actively involved in all the training course phases – before, during and after the training.

Thus, before the training course in order to customize the training course that will fit the needs of the participants the best, participants will be asked to fill in the “Expectation form” providing the information about their previous experience, needs, expectations and hopes from the training course. The participants will also receive preparatory material (if needed) which might include theoretical material with the important concepts to be presented during the course, tests, exercises, tasks, etc. If any questions would occur or some clarifications will be needed, participants will be encouraged to exchange feedback with the course organizers and the trainer.

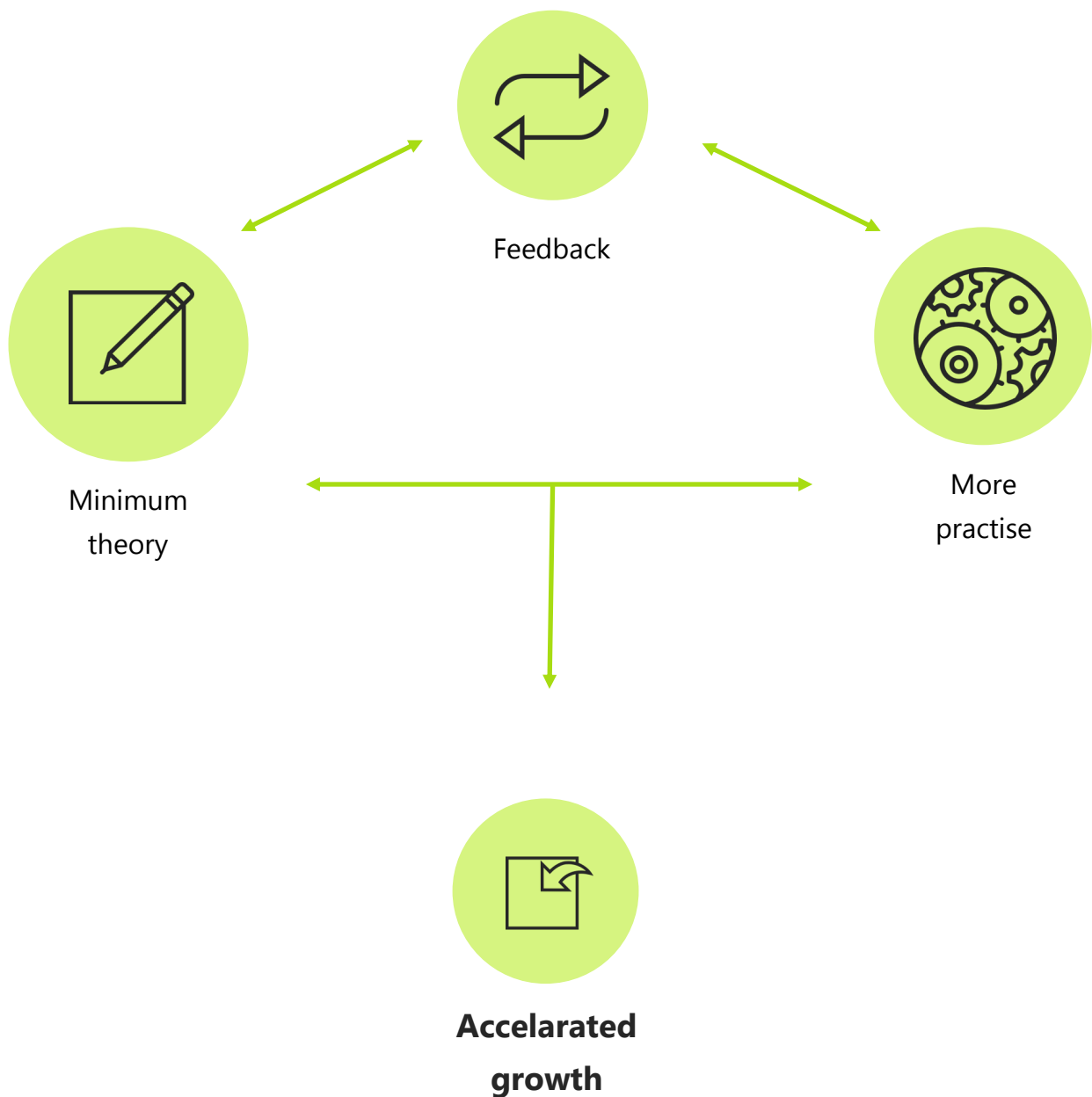
The methodology of the training courses includes learner-centered approach and utilizes self-learning methods. The aim of the training is not to produce ready-made solutions (passive learning), but to inspire the participants to search creatively for knowledge and effective solutions, which are connected with their needs and challenges (active learning). In this way the participants take responsibility for their own learning process and act as active partners of the training.



The participants will also receive hard copy materials that will be used during the course.

Relevant websites will be introduced to participants, that will enable them to further develop teaching skills and personal professional development. They will be encouraged to form a network in order to continue exchange of ideas and support each others. Up to 6 months after completion of the training course, the participants will have opportunity to ask for advice (via email or Skype) if they face obstacles in using the new skills or if they have any questions or concerns.

### **Methodology of trainings is based on a formula:**



# Funding Assistance

We are inviting School / Adult education institutions/ NGO's to take part in Erasmus+ programme and train your staff member. To increase your success rate, DOREA can support you during application period: from the idea to the application itself with our recommendations and reviews. Below you can see the steps that are important to follow for those who are planning to apply for Erasmus+ KA1 project:



## HAVE AN IDEA

- Analyse the need for all of your organisation
- Who has the biggest need for personal and professional development
- Relate it with strategy of organisation, local, national goals

## FIND THE RIGHT COURSE



- Choose the right course that will help you in reaching project targets
- Decide the number of staff members, who exactly will take part in mobility
- Decide on location and preliminary dates

- It is important to check if your organisation has PIC number
- If not – all procedures are not difficult and will not take you long



## REGISTER AT EU Login FOR PIC NUMBER



## FILL IN APPLICATION

- Follow Erasmus+ guide and guidelines for applicants
- Do not forget to arrange all documents in advance so not to have delays
- Consult with DOREA for improvement

## GET THE FUND



- Results of applications usually are announced May-August
- After you receive news, start the arrangements of staff mobilities



## IMPLEMENT YOUR STAFF MOBILITIES



## DO NOT GIVE UP IF NOT GRANTED

- If you have not been successful, improve the application and be prepared for the next call

For assistance do not hesitate to register and receive our support [here](#).

# Erasmus+ with dorea

Since 2014

## STAFF MOBILITY

Staff Mobility  
Courses Organised



306

Participants from all  
over the world



2358

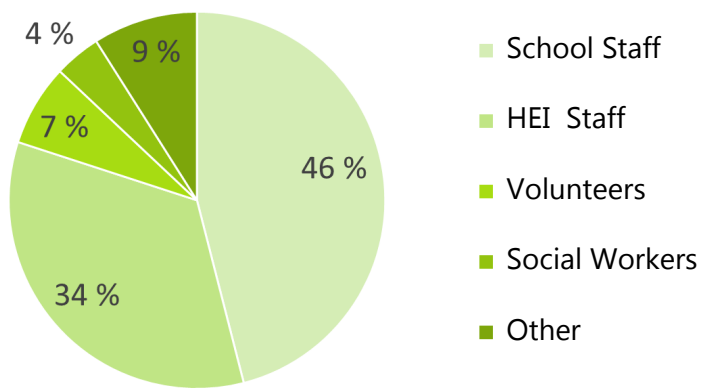
ERASMUS+ funding assistance  
provided to (organisations)



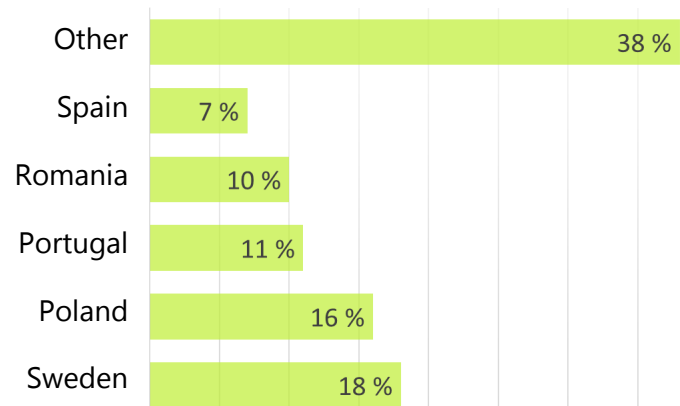
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## BACKGROUND OF THE PARTICIPANTS

### OCCUPATION



### COUNTRY



## TOP 5

### STAFF MOBILITY COURSES

1. English for Educators
2. Understand Yourself, Understand your Learners (Enneagram)
3. Team Work as a Means for Enhancing Productivity
4. Securing EU Funding for 2014-2020: The Key to Success
5. Emotional Intelligence

### COURSE LOCATIONS

1. Dublin, Ireland
2. Palermo, Italy
3. Barcelona, Spain
4. Prague, Czech Republic
5. Limassol, Cyprus

