



Safe spAcEs For LEarning | SAFE

IO1.A2: Collection of Good Practices

Professional online training course for
"Childcare workers"



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SAFE SPACES FOR LEARNING



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Professional online training course for "Childcare workers"

A short presentation of the project:

Mini video tutorials were sent where it was possible to follow instructions on how to use the platform (both learners and teachers). Each learner was given a PC with a video camera and programs already installed to support the less experienced ones. The permanent presence of the tutor was useful for the constant monitoring of both the live presence and the support to teachers and for the resolution of various problems (misunderstandings or difficulties related to content, relationships with fellow learners and/or teachers). The sharing of informal moments was also useful (also supported by some teachers): the learners were asked to share their passions and skills with the rest of the group (cooking, yoga, sewing, etc...) creating moments of conviviality and internal mini-workshops. In the absence of a "safe space" it is difficult for people to open up to each other and let themselves be accompanied along the path of learning and education. I do not believe that the safe space can be considered a fixed and preconstructed space, it is born when in the relationship with the other person we make it fluid and mouldable according to the needs, the requests, the problems and the failures and successes of the person and his individual path. Being at a distance does not mean being distant.

Short presentation of the organization / association:

A safe space within a completely new and quite heterogeneous group of women who were not very familiar with IT tools and who had started a completely remote course was represented by the ability to build relationships and to ensure the presence of a tutor who was present and ready to be there.

Aspects that make this practice a good example of safe learning space:

A safe space within a completely new and quite heterogeneous group of women who were not very familiar with IT tools and who had started a completely remote course was represented by the ability to build relationships and to ensure the presence of a tutor who was present and ready to be there.

Exploring the cross-border transferability:

During the internship, the group of learners was divided into two subgroups and, in rotation, the two groups were given responsibility for the content to be addressed. This aspect was successful because it gave the learners the opportunity to



"participate actively" in the two subgroups, even if at a distance (parallel work in separate "rooms" and weekly collective briefing).

- Duration: Attendance was 4 days per week for the theory part and 5 days per week for the internship for a total of 360 days of theory and 240 days of internship. Due to Covid 19, both the theoretical training and the internship were all carried out in D.A.D.
- Target group: The classroom group consisted of 13 women aged between 22 and 59, while the work group consisted of 26 teachers and 1 tutor.

In any educational relationship, having a safe space is a fundamental prerequisite both for learning itself and for the relationship with others.

