

Introduction

According to the World Health Organization (WHO), comprehensive health is the physical, emotional and social welfare state of an individual. It is important that every person has a healthy body, a mind in shape and to adapt and develop in an appropriate way with the environment. Nowadays the place that health occupies inside the Curriculum has steadily increased but it is not enough. To that end, more resources and efforts should be devoted to integral education for covering all fields needed to the full development of every citizen.

Title of this Good Educational Practice
<i>Comprehensive Health Blog</i>
About the experience (Country, city, Institution, academic year, total hours of the activity or complete course)
<i>Course held at the CEPA IN Gijón, Asturias, Spain, during the whole academic year.</i>
Such studies, or type of training in this Good Practice (educational level or type of course)
<i>First aids training for Primary Basic Education I and II, Course for obtaining the Secondary Education Degree, Course for access to low vocational training(after Primary Education)</i>
Descriptive keywords that define this Good Practice
<i>Climate of coexistence at school, guidance about physical health as well as psychological</i>
Goals and competences
<i>.Improve level of social integration. Improve students' motivation. Improve students' self-esteem Ability to analyze concepts, ability to self-learning, ability to generate new ideas, ability to control aspects related to the students' health, ability to apply knowledge into practice, basic skills for management technologies and information, ability to solve problems and to make decisions.</i>
Brief summary
<i>It deals with reflecting in the blog all the activities developed in the Centre related to comprehensive health: Wall charts about food, illnesses provoked by an inappropriate diet, exercise, etc. as well as chats and conversations about health. Emotional health was worked too assertiveness, self-esteem by the means of texts, videos, conferences, creating a better climate inside the class.</i>
Students' profile (women and men's number, ages approx., occupation, educational initial level)
<i>In this case all the students mentioned above took place in this good practice. Varied groups mainly unemployed from 18 to 30 and from 40 to 50 years old. Almost 60% of the students are studying Mandatory Secondary Education. Active workers, retired people, short time unemployed, long time unemployed, immigrants, people with a disability.</i>
Staff involved in this Good Practice; and their level of participation (teachers, guidance, other institutions ...)
<i>Management Team and specific teachers, Counseling Team, teacher staff meeting, The Red Cross, Popular University, Oviedo University. The influence of the different institutions was appropriate and plenty.</i>
Methodology (phases of activity, types of activities carried out, spaces used, etc.)
<i>Firstly different activities are carried out in the class then, the results are hold in the blog. Currently this activity continues taking place in our Centre. The main contents are related to physical and emotional health. The main activities developed are: meetings, chats, blog, wall charts, texts working, visits, etc. Lectures, self-study, collaborative work in large group, in small group, using ICT resources. Great and small class, at home, on-line via internet.</i>
Attitudes and Values
<i>Ethical commitment, concern for quality, achievement motivation. Work to achieve a good quality of life in good physical condition as well as psychological.</i>
Assessment implemented
<i>Continuous assessment and written final assessment</i>
Weaknesses or difficulties
<i>Eradicate bad healthy habits from students and teachers.</i>
Strengths or success

The topic is very interesting for all the students because it directly affects their well-being

A GOOD EDUCATIONAL PRACTICE from CEPA GIJÓN

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Introduction

Education at all levels is a key part of the integration process for migrants. Two areas of particular importance are language learning and adult learning.

Learning a language is often the first step towards becoming part of a new country, culture and community. Helping migrants speak the local language is vital for their entry into the job market.

Adult learning is crucial for migrants as they may require different skills from those that they used in their countries of origin for their new careers. It can also help equip people working with migrants with intercultural awareness and competences, easing the integration process for everyone involved

Title of this Good Educational Practice
<i>Spanish training for Immigrants</i>
About the experience (Country, city, Institution, academic year, total hours of the activity or complete course)
<i>Course held at the CEPA IN Gijón, Asturias, Spain from 2005. A total amount of 8 hours a week divided in morning and afternoon classes.</i>
Such studies, or type of training in this Good Practice (educational level or type of course)
<i>Early years of Primary Education (Basic training I), about titling Primary Education (Basic training II), Course about our country's language and culture, Basic cultural training.</i>
Descriptive keywords that define this Good Practice
<i>Intellectual development, development of Key competences, diversity and multiculturalism, ethical commitment.</i>
Goals and competences
<i>Development of basic skills, climate of coexistence at school, improvement of organizational aspects inside the school, Syllabus: goals, subjects, objectives, contents, students' and teachers' assessment, teaching methodology and grouping, students' academic guidance, students' career guidance.</i> <i>The main objectives are to improve level of social integration, the level of employability, the academic results and the students' motivation.</i> <i>This good practice is related to the ability to analyze concepts, to self-learning, to adapt to new situations and to generate new ideas. Ability to work in an international context.</i> <i>Basic skills for management technologies, ability to solve problems and make decisions.</i>
Brief summary
<i>This subject consists of introducing spanish language and culture through different activities using ICT.</i>
Students' profile (women and men's number, ages approx., occupation, educational initial level)
<i>30 men and 20 women within La Calzada and Pumarín. The ages are about 18 to 30 and 30 to 40 years old. 80% of the students are unemployed and 20% with a temporary job. The level of studies is very low. 90% without any studies. International immigrants, Ethnic minorities, long time unemployed.</i>
Staff involved in this Good Practice; and their level of participation (teachers, guidance, other institutions ...)
<i>Management team, specific teachers, counselling team and teachers staff. Red Cross, Accem, Refugee help, Popular University, training schools. The influence of these institutions was plenty and appropriate.</i>
Methodology (phases of activity, types of activities carried out, spaces used, etc.)
<i>This good practice was started up in 2005. The course is divided into 30 sessions centered in a specific topic. Other way the students can access the tests on-line to practice with freedom. The main contents are related to Spanish vocabulary and expressions which help them to understand and use our language. Activities with flash cards to describe and make dialogs as well as activities on-line.</i> <i>Self-study, autonomous and collaborative work, use ICT as a resource, troubleshooting, individual tutoring.</i> <i>Activities in great class, on-line via internet, specific rooms with small groups</i>
Attitudes and Values
<i>Appreciation of diversity and multiculturalism. Ability to work in an international context. Take into account the value of efforts and the respect of the norms.</i>
Assessment implemented
<i>Continuous assessment, final written test, final oral assessment, co-evaluation or peer evaluation students.</i>
Weaknesses or difficulties

Idiomatological barrier and irregular students' attendance.

Strengths or success

Give an opportunity to the students so that they can integrate into the employment world.

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Spanish Educational System takes into account adult people education as we can see in our current educational law LOMCE 8/2013, 9th December. The main objective is to allow adults to get the appropriate academic level to live in society as active citizens.

Title of this Good Educational Practice

E-learning platform for Mandatory Secondary Education

About the experience (Country, city, Institution, academic year, total hours of the activity or complete course)

Course held at the CEPA IN Gijón, Asturias, Spain during the whole academic year. The total amount of hours is three hours a week per field: Technological scientific, Communicative and Social fields.

Such studies, or type of training in this Good Practice (educational level or type of course)

Mandatory Secondary Education

Descriptive keywords that define this Good Practice

Intellectual development, Communicative skill, Mathematical competence, Computer ICT skills development, Syllabus program: objectives, subjects, Students' assessment, Students' academic guidance, Autonomous work and Learning (L2L).

Goals and competences

Improve the level of employability, the academic results and the students and teachers' motivation. This good practice is related to the ability to analyze concepts, to self-learning, to adapt to new situations, to generate new ideas as well as the ability to organize and plan. Other practical skills developed were: the ability to apply knowledge into practice, basic skills for management technologies, skills for management information, ability to solve problems and make decisions.

Brief summary

E-learning platform with all the subjects needed to facilitate adult people a distance education to get the minimum degree in our Country.

Students' profile (women and men's number, ages approx., occupation, educational initial level)

In this case it was a group of 120 people, 85 women and 45 men with a medium age of 40. 60% of students worked in not specialized jobs while the other 40% was unemployed. 60% had reached Primary degree and the other 40% didn't finished Mandatory Secondary Education

Staff involved in this Good Practice; and their level of participation (teachers, guidance, other institutions ...)

Management Team and specific teachers. Local associations which work with vulnerable people. Training schools and gypsy associations. In this specific case the influence of the Educative administration and private institutions was appropriate and it was minimum in the case of other public institutions.

Methodology (phases of activity, types of activities carried out, spaces used, etc.)

This platform was started up in 2009-2010. The integration of new contents was done in 2010-2011. The creation of new communicative means in 2011-2012. Renewal and improvement of the platform from 2012-2013. Main contents: Mandatory Secondary Education Curriculum. The main practical activity carried out was: Use the platform as a learning tool.

The methodology used was: self-study, use of ICT resources, troubleshooting, individual tutoring.

Spaces used: great classroom, at home, on-line via the Internet.

Attitudes and Values

The attitudes and values developed were: to concern for quality, achievement motivation, show good attitude when using ICT, improve self-esteem through success.

Assessment implemented

Continuous assessment and written final assessment

Weaknesses or difficulties

The main difficulty found while implementing this good practice was the low level of the students registered.

Strengths or success

The strength was focused on explaining with clarity how the platform works so that the students can face the different subjects with a certain degree of autonomy.

Observations: It is proved the success of this good practice within the number of people who got the qualification.