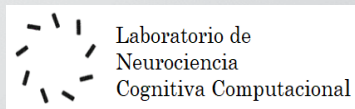


# *Presence in Education Program*

Surveys and interviews' synthesis of the training program for teachers and heads.



## Assessment devices

- **Emotional well-being scales (pre and post test - 101 answers)**

They investigate different constructs of individual well-being. The scales were administered before the beginning and after the end of the program, in order to identify possible changes in the individual well-being of the participants.

- **Final survey (134 answers)**

Once the program had been completed, a final survey sought the views of the participants on various aspects of it.

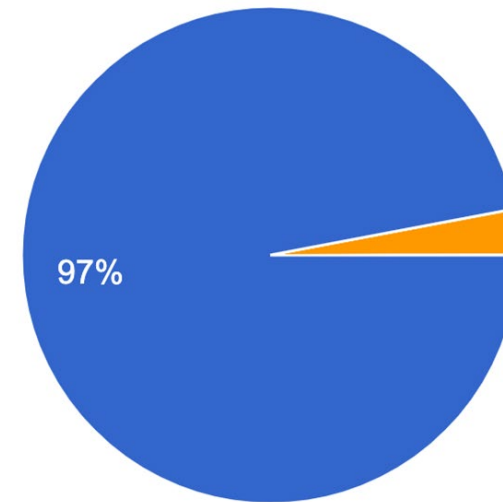
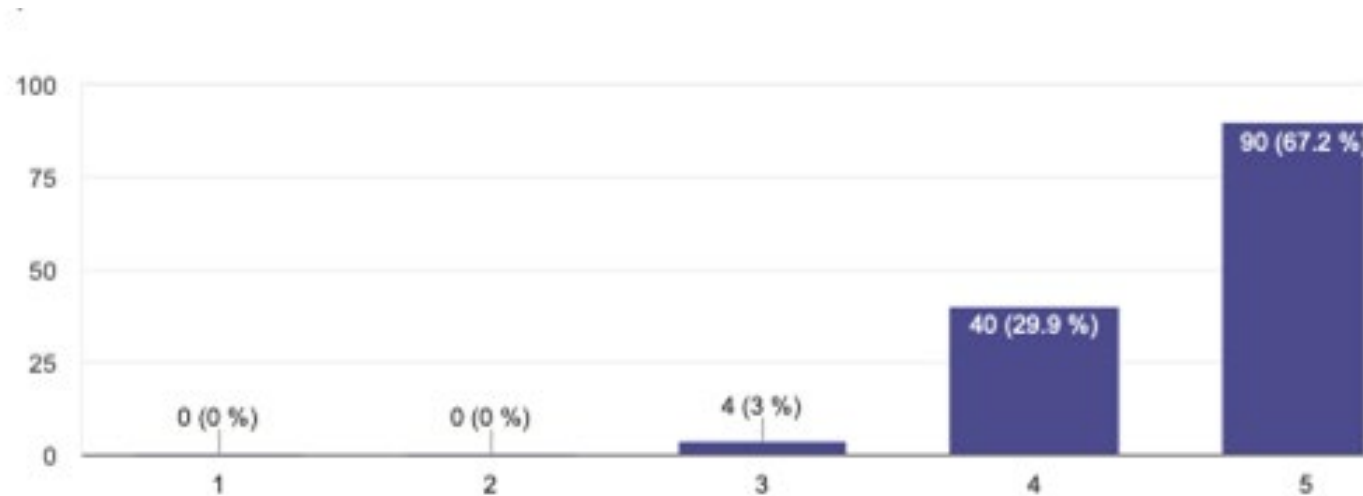
- **Participant interviews (15 interviews)**

In-depth interviews were conducted to complement the information derived from the survey and to retrieve the voices and opinions of the participants.



# Assessment of the proposal

- The vast majority of participants (97.1%) assign a high (29.9%) or very high (67.2%) rating to the program.
- 97% of participants would recommend the program to a colleague.

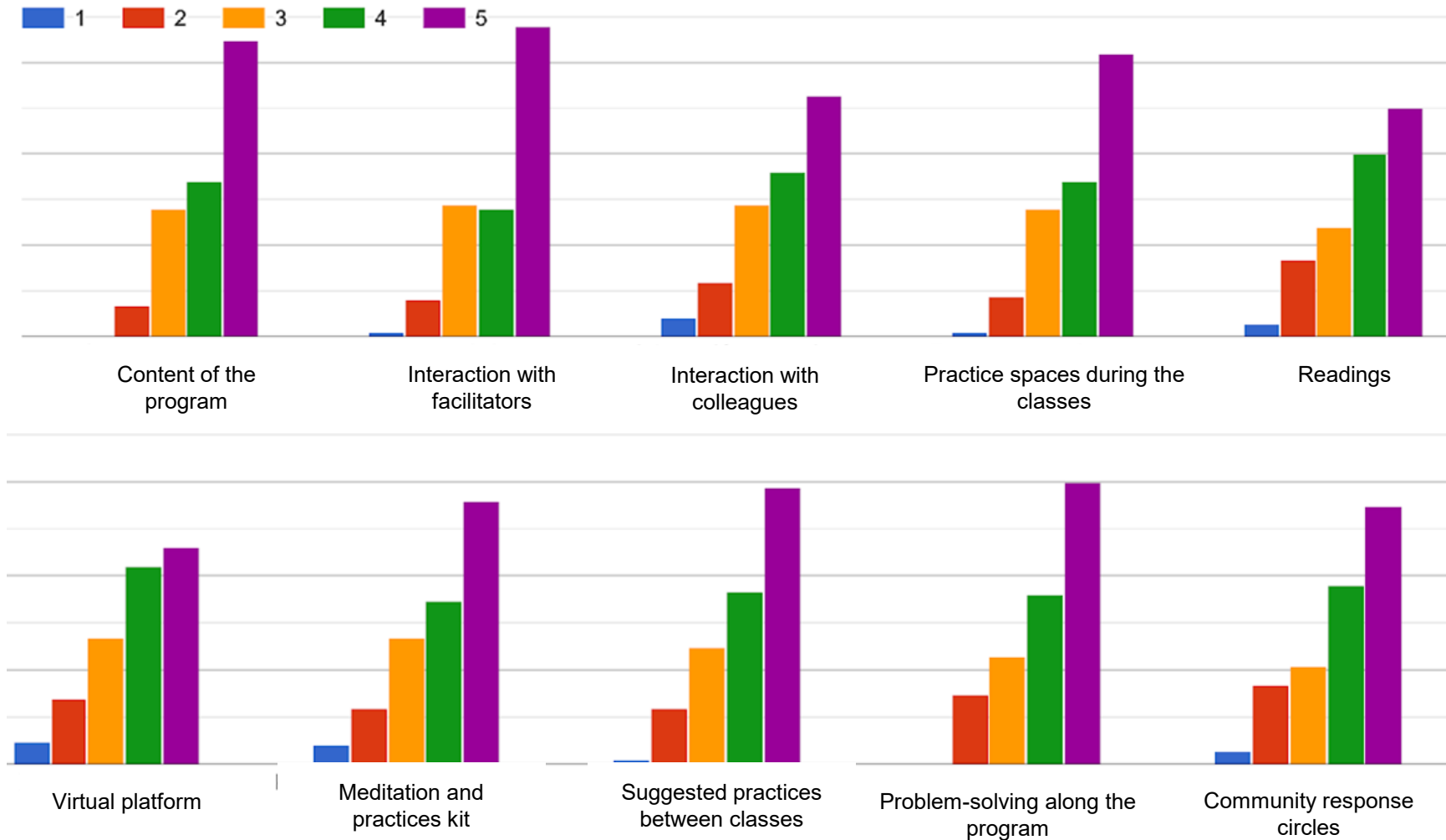


- Yes
- No
- Maybe



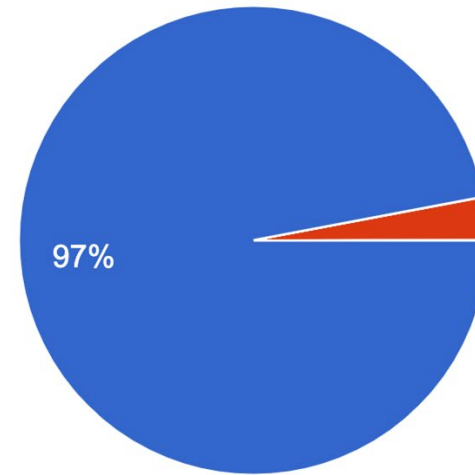
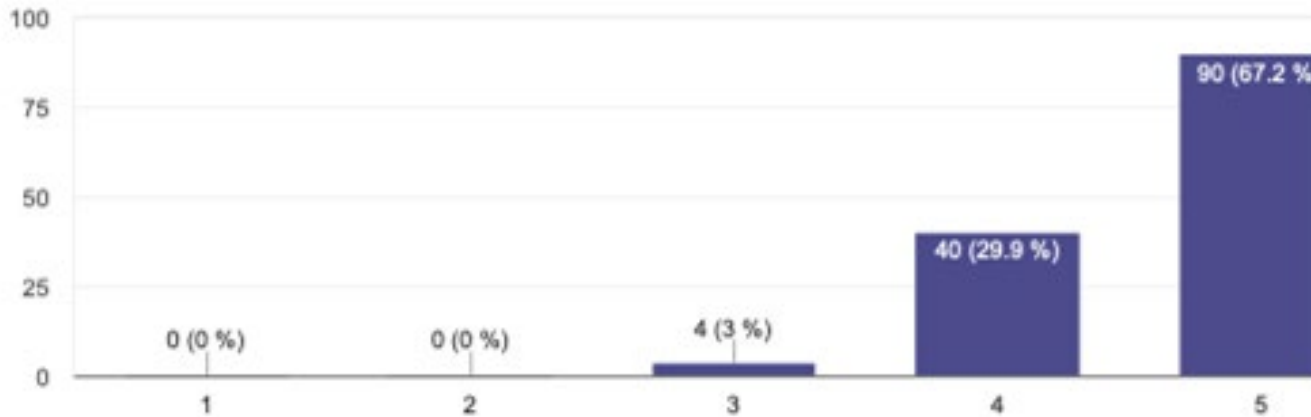
# Assessment of the proposal

- The interaction with facilitators, the content of the program and the practice spaces are the most valued aspects by the participants.



# Impact of the program

- 92% of the participants consider that they have more resources to manage their emotions after the program.
- 97% of participants believe that their individual well-being has improved after the program.

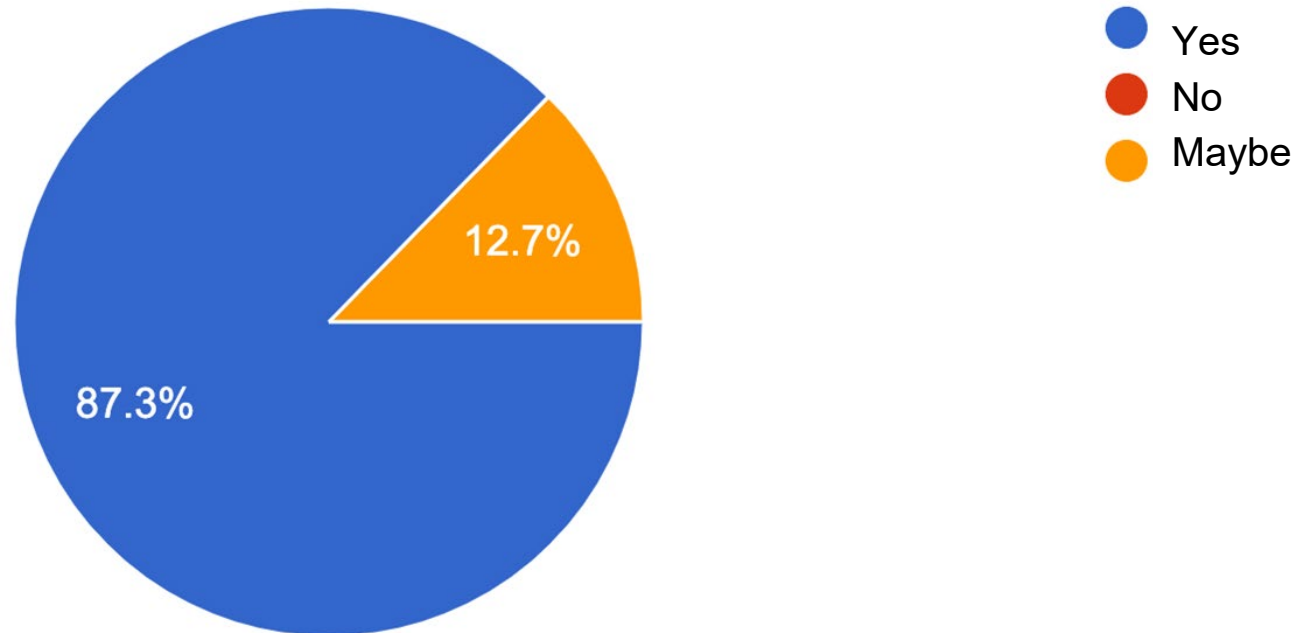


- My well-being is better
- My well-being is the same
- My well-being is worse



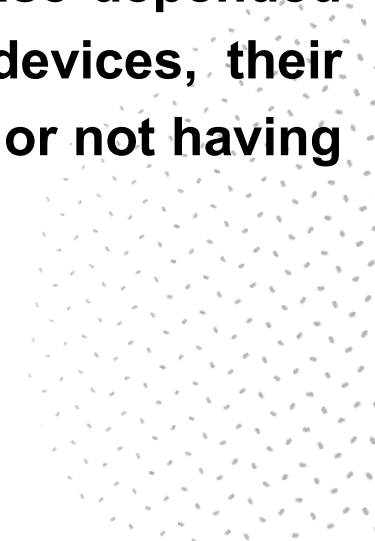
## Long-term sustainability

- **87% of the participants are willing to continue to exercise the practices acquired in the programme.**



# Participants' interviews: contents of the program

- **While some participants were familiar with the contents of the program, other participants found them completely new.**
- **A balance was perceived between theory and practice, in which practice served as a means of understanding theory.**
- **The interdisciplinary approach and the participation of specialists were valued.**
- **The exercise of the practices depended on the participants' motivation and discipline.**
- **The supporting material was concise and easy to understand. However, its use depended on the participants' circumstances, their possibility to have technological devices, their motivation and their personal resources to approach learning, such as having or not having certain study habits incorporated.**



# Participants' interviews: experience of the program

- **The possibility of interacting with other colleagues during the meetings was highly appreciated.**
- **Interviewees said that they would like the meetings to be longer, the program to have more meetings and a the next level.**
- **Virtuality was highly valued. Beyond the context, some participants argued that they were able to take the program because it was virtual.**





# Participants' interviews: experience of the program

- **The rapid response and readiness of the team to solve problems was appreciated.**
- **"The accompaniment of the facilitators was amazing".**
- **"The facilitators gave a special value to one's words".**
- **"The material is very rich but the most valuable thing is the attitude of the facilitators".**
- **"The tone of voice of the facilitators, the way they treat you makes you think "I wish I could be like that," they are an example of how things can be".**



# Participants' interviews: relevance of the offer

- **Participants highly valued this type of training given the pandemic.**
- **"The program was very relevant in this context. In my particular case it was a support, a therapy in the sadness that I went through".**



# Participants' interviews: impacts on individual well-being

- **There are noticeable impacts on individual well-being.**
- **"For the first time I take a program that makes me grow as a person".**
- **"I learned to see the other, to approach the other, to respect what happens to the other".**
- **"The awareness of oneself and the other is the core of the program. I learned to be aware".**
- **"I learned to put myself in the other's shoes beyond preconceptions. I learned contemplative practices and being present".**



# Participants' interviews: impacts on collective well-being

- **Some people said their individual changes allowed them to improve their interactions in institutional settings.**
- **They also found the Community Response Circles (CRC) to be an interesting methodology for addressing problems in school, as it allows to work on problems from multiple perspectives.**
- **"I have a lot of new knowledge to apply in everyday work".**
- **"I notice a change of perspective from teachers towards their students. They have more empathy, more compassion, more permeability. Even the students recognize changes in the teachers. It has generated a different institutional climate. As long as you think about something with an open mind to get involved as a person and as a professional, changes inevitably come to the classroom".**



# Participants' testimonies

- The program taught me to manage my emotions. It showed me that you can always change and live better and that your own well-being impacts on the others. I'd like this program to reach a lot of people who need it.
- Programs like this one are necessary because teachers are emotional and intellectual beings. *Presencia* has been really important for me, especially in a context like this.
- I feel and think that this program is essential for every worker because it allows them to know and take care of themselves, to manage their emotions, to value their own potential and to apply it taking into account the collective intelligence.



**THANK YOU!**



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# Presencia en Educación

