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TRANSNATIONAL REPORT on
STUDY CIRCLES
FOR TEACHERS' TRAINING



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Table of contents

INTRODUCTION.....	4
STUDY CIRCLES: IMPLEMENTATION AND METHODOLOGY	5
OVERVIEW OF STUDY CIRCLE IMPLEMENTATION BY COUNTRIES	8
SPAIN.....	8
ITALY	13
POLAND.....	18
BULGARIA.....	22
CONCLUSIONS AND RECOMMENDATIONS.....	25



Introduction

The activities of Work Package 4 built up on the results of Work Package 3. According to the application, the teachers' training was implemented through study circles and peer learning methodologies and aimed at sharing experiences and opinions with reference to *European Pedagogical Model* developed by FAS partnership.

The **target groups** of the training were school masters, trainers, educators, teachers working with children in a direct and indirect way.

Through study circles for teachers' training partners involved school teachers and trainers in an educational path aimed at **sharing experiences, opinions and thoughts** with reference to **European Pedagogical Model**, its practices and tools developed by FAS partnership. The participating teachers **adapted the practices and tools** to their school environment, **building new didactic paths** to be embedded in school curricula for improving pupils' emotional and social competences and create learning environment based on inclusive didactics.

This action was complementary to the non-formal training paths that targeted parents (Task 4.3), giving them the opportunity to observe and follow the project activities, as well as to learn more about the reference didactic tools and how to propose them at home.

Finally, a learning community on-line was created to allow participants to interact among themselves on a supportive and friendly platform. Teachers involved during the Teachers' Training tested the methodology with pupils in their countries.

Furthermore, all partners were responsible for disseminating the activities on a public level and the knowledge gained through the participation in Study Circles exploited and disseminated in schools at national level.



Study Circles: implementation and methodology

Study circle activities were implemented in each of the participating countries (Bulgaria, Italy, Poland, Spain). The process for implementing the national study circles followed the tasks set out below:

1. Study Circles' target group

Partners totally involved **917** participants among the following target groups:

1. Primary school teachers
2. Secondary school teachers
3. Trainers and educators working with the identified target group of pupils
4. Teachers working directly and indirectly with the identified target group of pupils.

2. Study Circles objectives

In this activity teachers and educators learned to address and enhance diversity in the classrooms and to tackle inter-cultural conflicts and discrimination, resolve conflicts, transmit fundamental values, enhance active citizenship, create a tolerant school environment where nobody feels excluded through a participatory methodology.

The Study Circles **objectives** in reference to the Pedagogical Model were:

1. Sharing experiences, opinions and thoughts with reference to European Pedagogical Model
2. Adapt the practices and tools to the target group's specific school environment
3. Building new didactic paths to be embedded in schools' curriculums.

3. Study Circles methodology

The Study Circle activity combined the blended learning and peer learning methodology. This meant to arrange at least 3 meetings per study circle involving an appropriate number of participants so as to allow for interaction and discussion. Peer Learning implied that the same or similar target groups worked together on a specific topic.

Each partner provided a moderator/facilitator during the Study Circle to ensure that participants used the peer learning method.

- **The role of the Moderator/ facilitator**



The study circle was led by a facilitator who was impartial, who helped to manage the process, not necessarily being an “expert” or “teacher” in the traditional sense. The study circle leader created and developed the learning processes that stimulates and encourages the participants to actively look for knowledge. At the same time, the Study Circle leader was one of the members in the Study Circle working according to the agreements with the participants. The activities carried out by the Study Circle leader included:

- put the participants own development in focus and ask the right questions;
- emphasize the development of dialogue between the participants and encourage the participants to discuss solutions and ask questions among each other;
- develop the team spirit so the participants feel secure;
- strengthen the participants self-confidence;
- apply a common view on the process of knowledge which enable the participants to apply what they have learnt in everyday situations;
- make various options clear;
- encourage co-operation among the participants and prevent competition.

The role moderators were essential in facilitating the discussion. They were neutral to the comments and answers of the group. In particular, the facilitators carried out the following tasks:

- welcome the participants and make them feel comfortable;
- explain them the purpose of the group and set or agree with the group on the rules for discussion;
- be responsible to get all the participants to talk;
- summarize extensive and complex comments to make sure that everyone was able to follow the discussion.

- **The role of the participants of the study circles**

Participants were actively involved in all the work of the study circle. They worked in small groups including the Study Circle leader/facilitator. As opposed to conventional education that is based on a hierarchical model, in which the teacher disseminates knowledge from the top down, the study circle involved interaction in which all participants contributed.

Each study circle started with discussion materials that allow participants to see the issue from different points of view and to offer their personal experiences and ideas. Within the Study Circles participants were asked to talk about the questions the moderator was asking them, but also to get them involved in the discussion by rising



up questions by themselves. All participants had the responsibility to contribute and work actively in the group.

- **Topics discussed during the Study Circles**

The Study Circles topics and discussions were based on the FAS Educational Model with the aim to foster a learning process for teachers, to stimulate the discussion about the role of teachers in overcoming the obstacles and difficulties identified as well as how to adapt the FAS Educational Model into their school environment.

Particularly, the study circle discussions dealt with the relevant best practices collected by partners and included in the Educational Model in order to foster a debate within the target group about both, the overall Pedagogical Model, as well as the activities there contained.

- **Duration and frequency of the Study Circles**

Each partner country carried out 10 different Study Circle activities providing 3 meetings each, held physically or virtually depending on the COVID-19 countries restrictions which allow or not meeting in presence. Partners involved at least 15 teachers of primary and secondary junior schools. Each Study Circle had a total duration between 6 to 9 hours, divided in 3 meetings of 2 to 3 hours each.



Overview of Study Circle implementation by countries

An overview of the results from the national Study Circles of teachers' training is presented below. For each country, it is summarized information concerning the target groups involved, methodologies used, discussed topics, schedule and the main conclusions.

Spain

The Study Circles for teachers were implemented as part of WP4, as a mean to disseminate, feedback and reinforce the developed FAS Pedagogical Model as well as to foster understanding of ESL prevention through inclusive education to the professionals in the field of education.

According to the application, the teachers' trainings were carried out through the use of knowledge sharing methodologies and promoted peer to peer learning. Euroaccion adapted the methodology when faced with the impossibility of guaranteeing the participation of the same groups to three meetings, by constructing the flow of 3 events which could be both used consequentially or as stand-alone events.

The **target groups** involved were primary school teachers, secondary school teachers, trainers, educators, therapist, psychologist, social workers and tutors working in direct contact with pupils and students. Group of students enrolled in the Faculty of Education of the University of Murcia, in their last year, took also part in the activities.

The participants shared thoughts, opinions and comments on ESL and inclusive education in the Spanish formal educational system. They worked on their skills to foster the development of social skills and skills for life of their pupils and students. They gave valuable feedback on the FAS Pedagogical Model and debated and planned how to integrate this approach and methods in their school environment, building new didactic paths and opportunities for such methods to be used in the classrooms.

In Spain were carried out 27 events. In each event the group involved was an average between 10 to 20 people. It was very difficult for the organization to find participants able and willing to attend the whole process of 3 events so the methodology was adapted, and events were organized as stand-alone /independent. In total in Study Circle process took part 383 participants. The number refers to the total number of participants in all events, nonetheless some participants took part in more than one event.



The target groups were:

- Primary school teachers
- Secondary school teachers
- Trainers and educators
- Therapist, psychologist, social workers and tutors working in direct contact with pupils and students
- Last year university students enrolled in the Faculty of Education closing their education path to become future teachers.

The Study Circles **objectives** in reference to the Pedagogical Model were:

- Sharing experiences, opinions and thoughts about the FAS Pedagogical Model and inclusive education for the prevention of ESL;
- Discuss ELS prevention through emotional intelligence education as the crucial step for inclusive education;
- Adapt the practices and tools to the target group's specific school environment.

The Study Circle activity combined the methodology of blended learning and peer to peer learning. The methodology of Study Circle required 3 meetings involving a number of participants small enough to allow peer to peer learning. Euroaccion realized it was impossible to guarantee the consistency in participation throughout the 3 events of teachers and educators, who were highly busy in their work and most of them would not be available to participate in an activity requiring such commitment from their side. Euroaccion decided - to ensure the reach the required participation and meeting the project objective – to modify the methodological approach by constructing a set of 3 events each of which would capable to work as a stand-alone event. The study circle meetings were structured through topics and this would grant a meaningful process both for the participants involved in all three events as well as participants joining exclusively for one. Furthermore, such approach allowed some participants to take part in the three different events in different cycles. This structural approach also became crucial to allow activities to continue after the beginning of the COVID19 pandemic, when all the planned activities where initially stopped and then readapted to online implementation. A moderator/facilitator was present during the Study Circles to guide the process and promote knowledge sharing



Study Circles – organization of meetings and time of realization

Study Circle Events	Place	Number of participants	Dates
1.	CEIP Feliciano Sanchez, Cartagena	10	25.04.19
2.	CEIP Cuatro Santos, Cartagena	11	10.05.19
3.	CEIP San Felix, Cartagena	14	22.05.19
4.	Escuela de Ocio y Tiempo Libre, Murcia	8	20.09.19
5.	IES Miguel de Cervantes, Murcia	15	21.10.19
6.	IES Miguel de Cervantes, Murcia	15	21.10.19
7.	IES Miguel de Cervantes, Murcia	13	31.10.19
8.	IES Miguel de Cervantes, Murcia	25	09.12.19
9.	Casa della Piedra, Murcia	16	23.01.20
10.	Online	24	23.04.20
11.	Online	10	27.04.20
12.	Online	9	30.04.20
13.	Online	14	13.05.20
14.	Online	23	28.05.20
15.	Online	17	23.06.20
16.	Online	13	06.07.20
17.	Online	10	03.09.20
18.	Online	22	08.09.20
19.	Online	17	17.09.20
20.	Online	12	25.09.20
21.	Online	21	29.09.20
22.	Online	22	06.10.20
23.	Online	6	20.10.20
24.	Online	9	03.11.20
25.	Online	12	06.11.20
26.	Online	8	13.11.20



Study Circle Events	Place	Number of participants	Dates
27.	Online	7	20.11.20
Total number of participants: 383*			
*The number refers to the total number of participants in all events, nonetheless some participants took part in more than one event.			

Facilitators/Moderators:

- 1) Noemi Belmonte Sanz
- 2) Laura Lopez Gamez
- 3) Magdalena Jarmoc

Conclusions

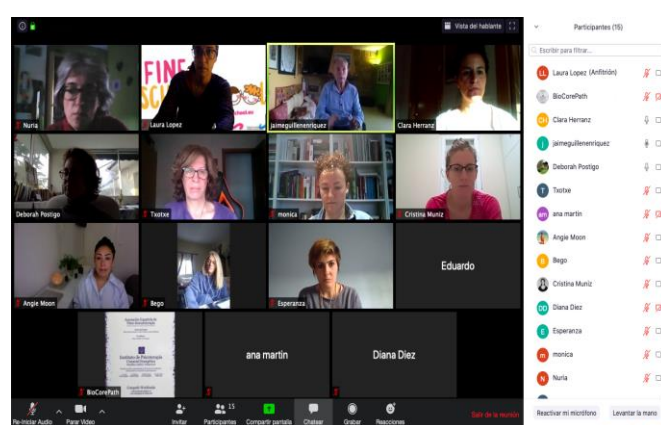
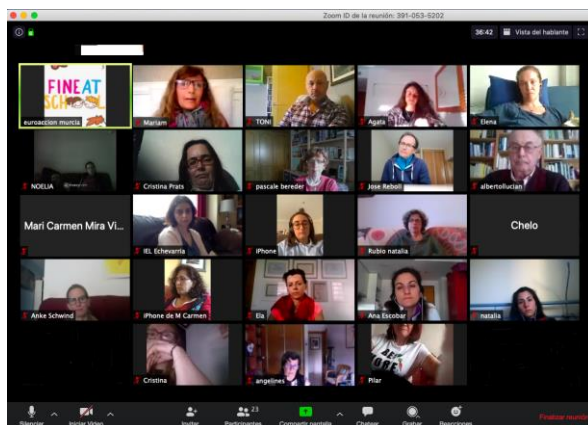
In total 27 events Study Circle were organized, and 383 participants took part in it. The number refers to the total number of participants in all events, nonetheless some participants took part in more than one event. Among the participants were primary school teachers, secondary school teachers, trainers, educators, therapist, psychologist, social workers and tutors working in direct contact with pupils and students. Group of students enrolled in the Faculty of Education of the University of Murcia, in their last year, were also involved. The greatest difficulty faced by EUROACCION was the impossibility to find participants able and available to take the commitment to participate to a set of 3 events. Faced with the impossibility to guarantee the consistency of the groups participating, Euroaccion decided - in order to ensure to meet the project objective – to modify the methodological approach by constructing the flow of 3 events which could be both used consequentially or as a stand-alone event.

Overall, participants show interests in the activities. Often, they were more interested in discussing the topic of emotional intelligence and development of pupils' social skills than in ESL. Early school leaving is perceived as a secondary issued, especially by primary school teachers. Nonetheless, participants were always on point and contributing with their experience and thoughts in the meeting. A general opinion which was expressed in many occasions, referred to the difficulties in integrating inclusive educational and activities such as the one proposed by the FAS Pedagogical Model during school hours. The lack of time and resources were presented as the two main obstacles to a reform of the formal educational system in a more inclusive direction. Regarding the contact with the families, teachers and educators don't feel in the position to also intervene in the family dynamics, if



not in case of child abuse by calling the social services. This implies in their opinion, as well as the one of tutors and social workers, a very difficult obstacle to overcome, because the children that most need support in developing their social skills and skills for life are in most cases coming from family that do not have the opportunity or ability to support them in their development or can do so only partially.

The feedback on the FAS Pedagogical Model was mostly very positive, and always valuable. It was pointed out the importance to have ready to use materials and activity to be able to refer to. They also found its structuring helpful and the activities relevant and effective.



Italy

TUCEP and Fondazione Alario implemented separately a total number of 30 events involving from 8 to 21 participants per event, a total of 230 participants from primary and secondary school. The methodology adopted by the partners was different based on the existing cooperation with the local schools:

TUCEP organised single thematic events to present and discuss the topics of the FAS pedagogical model such as early school leaving, emotional intelligence, the development of students' social and life skills and the educational role of parents in the development of these skills in children. TUCEP carried out a first part of events at its premises inviting teachers, headmasters and educators from local primary and secondary schools, while further events were carried out online due to the Covid-19 pandemic which did not allow for face-to-face meetings. As these were single thematic events, some teachers participated in more than one event depending on their level of interest and involvement in the topics discussed. This allowed a larger number of participants to be involved, without restricting them to attending 3 meetings.

As for Fondazione Alario, keeping in mind the stakeholders' interest during the 2 Information Workshops, they organized 7 Study Circles (including 3 events per circle) for teachers, non-formal peer training courses for primary and secondary school teachers, in collaboration with the following schools:

- IC Ascea
- IC CasalVelino
- IC Futani
- IC Omignano
- IC VallodellaLucania-NoviVelia.

The study circles were held face-to-face in January and February 2020 just before the lockdown due to the Covid-19 pandemic. Each Study Circle was divided into 3 meetings, for a total of 15 hours. Each meeting was held from 15:00 to 20:00. The Circles have been certified by the MIUR-Ministry of Education, University and Research on the platform S.O.F.I.A., to recognize training credits to teachers and so, as a result, to facilitate the registrations to the program.

The main **objectives** of the study circles implemented in Italy were:

- promoting well-being in the learning environment
- preventing the risk of early school leaving
- encouraging the development of pupils' emotional and social skills



- encouraging the adoption of new educational practices and pedagogical tools based on inclusive approaches
- integrating didactic knowledge with operational knowledge
- implementing flexible and culturally and educationally comparable learning methods
- encouraging individual learning styles
- establishing a link between the school, the family and the local community
- linking educational provision to cultural and social development.

Thanks to this training, teachers learned to:

- address and improve diversity in the classroom
- address and resolve intercultural conflicts and discrimination
- transmit the fundamental values of civil coexistence
- improve active citizenship
- create a tolerant school, in which no one feels excluded.

Study Circles – organization of meetings and time of realization

Study Circle Events	Place	Number of participants	Dates
1.	TUCEP, Perugia	9	24/01/19
2.	TUCEP, Perugia	10	28/01/19
3.	TUCEP, Perugia	9	04/02/19
4.	TUCEP, Perugia	8	11/02/19
5.	TUCEP, Perugia	16	25/03/19
6.	TUCEP, Perugia	13	13/05/19
7.	IC Vallo della Lucania, Salerno (group 01)	21	14/01/20
8.			17/01/20
9.			31/01/20
10.	IC Vallo della Lucania, Salerno (group 02)	21	15/01/20
11.			17/01/20
12.			31/01/20
13.	IC Casal Velino, Salerno	12	16/01/20
14.			23/01/20
15.			30/01/20



Study Circle Events	Place	Number of participants	Dates
16.	IC Futani, Salerno (group 01)	15	17/01/20
17.			24/01/20
18.			31/01/20
19.	IC Futani, Salerno (group 02)	15	17/01/20
20.			24/01/20
21.			31/01/20
22.	IC Ascea, Salerno	20	21/01/20
23.			22/01/20
24.			28/01/20
25.	IC Omignano, Salerno	15	23/01/20
26.			30/01/20
27.			06/02/20
28.	Online	12	13/07/20
29.	Online	16	02/09/20
30.	Online	18	09/09/20
Total number of participants: 230			

The Study Circles were led by expert educators who facilitated the discussion and encouraged experimentation, development and dissemination on field of the European Pedagogical Model for Inclusive Education.

Conclusions

The teachers were impressed by these new educational practices, that improve pupils' personal development, active citizenship and social integration.

The **main conclusion** reached by the study circles' participants is that early school leaving is not just about dropping out but is the consequence of a condition in which students fail to exploit their full learning potential. It is therefore necessary for students to meet their existential, communicative, relational and educational needs, to develop their motivation to study, to know their own learning style and to begin to master it. For this purpose, the main emerging recommendations concern:

- Increasing student involvement in the learning process together with the school and the community to prevent early school leaving.



- Focusing on the development of students' life skills through curricular and extracurricular activities
- Knowing how to manage the class and identifying potential problems and measures for individual student support, risk indicators related to the phenomenon of early school leaving.
- The emotional dimension of the curriculum and teacher training/upgrading.
- Approaches and tools for cooperation between stakeholders in the school system.

As results from the abovementioned recommendation, TUCEP developed a specific training course certified by the MIUR-Ministry of Education, University and Research addressed to all teachers at national level, aimed at defining and exploring approaches, tools and methodologies for the development of innovative pedagogical models to combat early school leaving.

The training activity will therefore focus on the introduction of life skills into the educational programmes, understood as an independent content, based on the emotional dimension of the curriculum, a new element in the world of education. The training will concretely support teachers in introducing into the curricula contents and tools aimed at enabling students to acquire emotional competences, through a kit of good practices, approaches and tools to be enhanced and adapted to different contexts.





Poland

Generally, the activities of Work Package 4 built up on the results of Work Package 3 and 2. According to the application, the teachers' training was realized through study circles and peer learning methodologies and aims at sharing experiences and opinions with reference to *European Pedagogical Model* developed by FAS partnership.

The **target groups** of the training were teachers, trainers, educators, teachers working with children in a direct and indirect way.

The aim of study circles for teachers' training was to involve school teachers and trainers in an educational path aimed at **sharing experiences, opinions and thoughts** with reference to **European Pedagogical Model**, its practices and tools developed by FAS partnership. The teachers were asked to **adapt the practices and tools** to their school environment, **building new didactic paths** to be embedded in school curricula for improving pupils' emotional and social competences and create learning environment based on inclusive didactics.

In Poland we have met with **11 Study Circle groups**. In the one Study Circle group was involved about **15 persons**, who were willing to attend the whole process of Study Circle with Peer Learning activity elements and the final workshop. **In total in Study Circle process took part 149 people** (but 6 of them took part in two Study Circles groups).

The target group was:

- Primary school teachers;
- Secondary school teachers;
- Trainers and educators working with the identified target group of pupils;
- Teachers working directly and indirectly with the identified target group of pupils.

The Study Circles **objectives** in reference to the Pedagogical Model were:

- Sharing experiences, opinions and thoughts with reference to European Pedagogical Model;
- Adapt the practices and tools to the target group's specific school environment;
- Building new didactic paths to be embedded in schools' curriculums.

The Study Circle activity was combined with the **methodology** of blended learning and peer learning. The methodology of Study Circle meant meeting multiple times and involving a number of participants that is not too high. A moderator/facilitator was present during the Study Circle to make sure the participants are using the peer learning method.



11 specific Study Circle activities providing 3 meetings each were realized. We realized one Study group more to achieve the required number of participants.

Study Circles – organization of meetings and time of realization

No. of Study Circle	Place	Number of participants	Dates
Study Circle no. 1	Pabianice	16	12.12.2019
			13.12.2019
			24.01.2020
Study Circle no. 2	Warszawa	15	7.12.2019
			8.12.2019
			12.01.2020
Study Circle no. 3	Łódź	15	14.12.2019
			15.12.2019
			18.01.2020
Study Circle no. 4	Pabianice	15	10.01.2020
			11.01.2020
			25.01.2020
Study Circle no. 5	Łódź	11	15.12.2019
			04.01.2020
			05.01.2020
Study Circle no. 6	Skierniewice	7	28.11.2019
			16.12.2019
			20.01.2020
Study Circle no. 7	Piotrków Trybunalski	13	20.10.2019
			17.11.2019
			29.02.2020
Study Circle no. 8	Piotrków Trybunalski	15	20.10.2019
			17.11.2019
			25.02.2020
Study Circle no. 9	Piotrków Trybunalski	15	20.10.2019



No. of Study Circle	Place	Number of participants	Dates
			16.11.2019
			28.02.2020
Study Circle no. 10	Skierniewice	15	21.09.2019
			16.11.2019
			15.02.2020
Study Circle no. 11	Skierniewice	12	17.11.2019
			01.12.2019
			15.02.2020
		Total number: 149	

Facilitators/Moderators:

- Teresa Janicka – Panek,
- Aneta Orska.

Conclusions

In 11 Circle study groups took part 149 of participants. Among them were teachers and headmasters both from primary and secondary schools, psychologist and pedagogues, trainers and educators. Participants were very interested in the topic of meetings and actively participated in them. As they said, it was an opportunity for them to share experiences and discuss students' well-being at school. Although in educational system there is a strong accent on developing Emotional Intelligence and Life Skills among young people, the opportunity to discuss and find new ideas was very valuable for our participants. Many of them started to implement activities with their students even between Circle Study meetings.

Their opinions and feedback were very valuable. The others planned the program flow for their schools or classes. As teachers said building and maintaining positive relations ships is very important– it influence the self-esteem of students as in this age peers are very important. Also, other aspects of EI are necessary to develop. Many groups also paid attention to the need of involving parents in this process. At the end participants of Study Circles underlined the need of spreading the idea of the project into other schools and in the educational environment.





Bulgaria

In July 2019 the Regional Administration of Pernik organized Study Circles involving a total number of 155 teachers from the following schools:

- 1) Secondary School "Geo Milev" - Tran;
- 2) 6 Secondary School "St. Cyril and Methodius" – Pernik;
- 3) Secondary School "Olimpiec" – Pernik;
- 4) X Primary School "Aleko Konstantinov" - Pernik;

During the study circles, teachers led by facilitators, discussed about the following topics based on the FAS Pedagogical model:

- Class integration, building positive relationships
- Expressing emotions/management of emotions/recognizing and identifying emotions
- Dealing with stress/Stress management
- Professional orientation
- Communication skills (including active listening)
- Motivation to learn/Learning difficulties
- Life skills
- Assertiveness and conflict management

Based on the feedbacks from all teachers that took part in the study circles, the following sub-skills were observed to must improve: 'Coping with stress', 'Cooperation among students', 'Live together and considering differences as a treasure, an opportunity of growing for everyone, 'Knowing what someone else is feeling', 'Being able to put yourself into another person's shoes, to understand them and provide support'.

Teachers were interviewed following the period of intervention. Two questions were asked from all the participating teachers: 'How useful do you find this pedagogical tool?' How well was the intervention received your colleagues/ teachers?' Some of the most interesting comments are cited here:

- Children have often been enthusiastic about this type of job, they greatly appreciate the activities that involve group dynamics
- It is important for children to "break" the study activities and make them more flexible and interactive.
- The games offered have led them to live a new dimension of school where you learn to live and not only to read or do technical activities.



- you need to understand how to make these interactive activities that are proposed.

Maybe it would be necessary to foresee daily "game sessions", like some of those proposed, which help the classroom to overcome some negative emotions and create a better relationship between students and between students and teacher.

The feedback from the learners shows that their impressions and feelings of the pilot experience is very positive and they have improved their social skills, personal skills, life skills, which will be implemented in their future work.

At the end of the study circles, participants provided suggestions concerning the policies which should:

- stimulate the constitution of multidisciplinary groups (teachers, parents, experts in the psychological area, experts in creative disciplines etc.) for a more complete reconstruction of biographical aspects;
- encourage the design and implementation of training activities involving actively the aforementioned groups in peer learning processes and the sharing of projects and programs;
- promote, especially through raising awareness of the school system, the expansion of educational environments, building together with parents and local communities, places (in physical and relational sense) for the development of social and emotional skills beyond the boundaries of the school institution;
- encourage shared projects with creative and cultural industries and with the world of sport;
- capitalizing on the experiences already developed, develop projects that involve "expert students" or "role models" in peer learning educational activities;
- actively involve families in pro-active monitoring activities (not mere surveillance) to be implemented both off-line and on-line;
- implement actions (mentoring and tutoring included) caring for targeted support to pupils also for inner talents' discovery and valorisation of positive attitudes.

In conclusion, the training of the teachers and learners developed their skills to teach students how to improve emotional literacy and better understand negative and positive emotions. The teachers learned how transfer the knowledge to students how to manage their emotions and how to act/react in negative situation in class. Self-regulation of one's



emotions, understanding the causes and the consequences of emotions were improved. The pupils and students also will develop their confidence and ability to solve perceived problems.



Conclusions and recommendations

According to the application, a total number of 40 study circles were implemented in the partner countries (120 single events) involving 917 school teachers, trainers, educators, experts working with children in a direct and indirect way.

All participants were very interested in the topic of meetings and actively participated in them. They were impressed by the new educational practices disseminated during the study circles and considered essential for improving pupils' personal development, active citizenship and social integration in order to prevent and combat the early school leaving phenomenon.

From the sharing of teachers' thoughts and discussions, it found out the importance **to focus on the topic of emotional intelligence and development of pupils' life skills** rather than in early school leaving issue. Actually, early school leaving is perceived as a secondary issue, especially by primary school teachers. It is not just about dropping out but is the consequence of a condition in which students fail to exploit their full learning potential. It is therefore necessary for students to meet their existential, communicative, relational and educational needs, to develop their motivation to study, to know their own learning style and to begin to master it. As teachers said building and maintaining positive relationships is very important: it influences the self-esteem of students as in this age peers are very important. But also, other aspects of emotional intelligence are necessary to develop.

As far as the **involvement of parents** is concerned, most teachers expressed their agreement. Anyway, in this regard some teachers and educators do not feel in the position to also intervene in the family dynamics, if not in case of child abuse by calling the social services. This implies in their opinion a very difficult obstacle to overcome, because the children that most need support in developing their social skills and skills for life are in most cases coming from family that do not have the opportunity or ability to support them in their development or can do so only partially.

The **feedback on the FAS Pedagogical Model** was mostly very positive, and always valuable. It was pointed out the importance to have ready to use materials and activity to be able to refer to. They also found its structuring helpful and the activities relevant and effective.

A general opinion expressed by teachers in many occasions is referred to the difficulties in integrating inclusive educational and activities such as the one proposed by the FAS Pedagogical Model during school hours. For this purpose, it is essential to support teachers in introducing into the curricula contents and tools aimed at enabling students to acquire



emotional competences, through a kit of good practices, approaches and tools to be enhanced and adapted to different contexts.

In conclusion, the main emerging recommendations concern:

- Increasing student involvement in the learning process together with the school and the community to prevent early school leaving.
- Focusing on the development of students' life skills through curricular and extracurricular activities
- Knowing how to manage the class and identifying potential problems and measures for individual student support, risk indicators related to the phenomenon of early school leaving.
- The emotional dimension of the curriculum and teacher training/upgrading.
- Approaches and tools for cooperation between stakeholders in the school system.

