



FINE AT SCHOOL

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## 4.2 TRAINING PATH FOR PARENTS TRANSNATIONAL REPORT

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WP4: EUROPEAN PEDAGOGICAL MODEL FOR INCLUSIVE  
EDUCATION

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## 1. Overview of Parents Training implemented

The Training Path for parents were implemented as part of WP4, as a mean to ensure a synergic approach and to work with families, parents and caregiver to foster the well-being of pupils and students in school and prevent early school leaving.

The Training Path for Parents **objectives** were:

1. Raising awareness regarding ESL and the importance of the development of emotional intelligence, social skills and self-esteem in children as a form of ESL prevention.
2. Develop in parents and caregivers the awareness and skills to support the development of emotional intelligence in their children;
3. Develop parents/caregivers emotional self-awareness and emotional skills.

The **target group** was composed by parents and caregivers of pupils enrolled in primary and secondary schools.

In each country, partners were supposed to carry out at least 3 workshops involving a total number of 100 parents. The **methodologies** used belong to participatory learning, knowledge sharing and non-formal education such as role-playing, group discussion and analysis of case of study.

The objectives and topics explored during the training path, according to the Training Plan (D13) were the following:

### WORKSHOP 1 – THE IMPORTANCE OF EMOTIONAL SKILLS

The workshop aimed at leading parents on understanding what emotional intelligence is and why it is important to their children’s development. They also understood they played an important role in developing emotional intelligence in their children and they explored way for supporting the development of emotional intelligence in their children.

The main contents explored during the implementation of the workshop were:

1. What is emotional intelligence?

What is emotional intelligence and how much it is important in school experience and in children’s life.

2. Emotionally intelligence parenting: developing self-awareness



How parents can promote, with care and guidance, emotional intelligence in their child/children. Raising emotionally intelligent children starts with being an emotionally intelligent parent. How emotionally intelligent parents recognize and manage their own feelings and handle their emotions in an appropriate manner to provide a positive role model. Tips to achieve emotionally intelligent parenting.

3. Recognize emotions

How parents can help children to give a name to feelings and emotions.

**WORKSHOP 2 – EMOTIONAL INTELLIGENCE FOR SCHOOL**

The workshop aimed at supporting parents on promoting the listening skills, problem solving and empathy in their children.

The main topics covered by the workshop were:

1. Working as a part of a society

How children can work as part of the society. How parents can reinforce positive behaviours in their child. How children can understand how their behaviour affects those around him and develop empathy for others.

2. Developing listening skills

How parents can help children to develop good listening skills, to be tuned in to the environment around them and to have the skills to react appropriately to that environment.

3. Developing problem solving skills

How parents can learn not to try to solve problems for children and to not give them the opportunity to try for themselves. How parents can nurture children into confident and independent adults who can make a meaningful contribution to the world.

How children can develop a problem-solving attitude as a fundamentally creative activity that allows them to experience a sense of “process” which will result in an inner self-management system. How parents can encourage children to brainstorm a variety of ideas in order to develop resilience and flexibility.

4. Empathy for others

How parents can teach children to be empathetic helping them to appreciate that other people have feelings and we need to acknowledge their feelings. How parents can give to children the tools to be aware of both their own and other people’s feelings.

Raising children's awareness about their own feelings and those of the people around them and helping them to make better choices about how they respond in social situations.

### **WORKSHOP 3 – DEVELOPING POSITIVE SOCIAL SKILLS**

At the end of this workshop parents were able to understand the importance of modelling correct behaviour, help their child to resolve conflict. The main contents were:

1. Children's relations with peers as the key of their happiness

How children, playing with their peers, develop their language, how to negotiate, how to compromise and to trust. How parents can assist their children to have positive social skills and to be accepted by their peers.

2. The importance of manners

How parents can understand that manners are the means by which a child is judged by society and they demonstrate respect for others, a consciousness of other people's feelings and help to build positive social relations.

How parents can teach and require their children the basic good manners (greeting people, saying "goodbye", saying "please" and "thank you", saying "sorry", offering to help, clearing up, showing appreciation when someone has done something kind. Waiting their turn, listening to others).

3. Having friends to visit and visiting friends

How parents can manage play-dates at the house and help children to positively experience friends' houses visits.

4. Helping children resolving social conflict

How parents can give to children tools to resolve their difficulties without causing damages to their self-worth or that of those around them.

How parents can make children sure they can talk to them about anything.

How parents can understand and help children in case of bullying events.

5. The importance of modelling behaviour

How parents can be positive role models for their children. How parents can model good behaviour to their children and contribute to their feeling a sense of pride in their parents and building respect.

## 2. Results from partner countries

Below, the main findings from Parents' Training implemented in each partner country are summarised:

### ITALY

In Italy, TUCEP in cooperation with TATICS, organized a total number of 4 training paths for parents involving 103 participants, according to the Training Plan which expected at least 3 workshops per country. Since the large number of requests and interest expressed by a lot of parents, especially during the pandemic, an additional workshop online was organized in February 2021.

The first two workshops took place physically between April and May 2019 inviting mainly parents of children attending schools involved in the FAS activities, but also parents interested to the training' topics. Each workshop included three meetings held by experts in pedagogy and psychology covering the following topics: emotional intelligence and how to develop parents' listening skills; life skills and their role in preventing discomfort; how parents can teach empathy to their children; how to respect the feelings of others through proper use of the Internet.

Although the restrictions due to the Covid-19 pandemic slowed down the implementation of training activities in general, the FAS partners immediately moved the third workshop originally planned in March 2020 to online mode in the month of May.

The Covid-19 pandemic, which has forced most children to attend school lessons remotely, has not only severely limited their social time, but has also created great psychological difficulties and discomfort in many children, exposing them to the risk of leaving school as never before. Many parents, concerned about this situation, learned about the training organised within the framework of the FAS project and requested the opportunity to participate. In this regard, an additional online training was organised in February 2021 including 2 meetings aimed at helping parents to develop their children's emotional competences. Taking into account the increased use of the Internet and digital technology in education due to the Covid-19 pandemic, the trainers considered it appropriate to integrate the topic of emotional skills development with the issue of cyber-bullying as a means of preventing discomfort and early school leaving.

Number of participants – parents taking part in the workshops:

1. 1<sup>st</sup> workshop (23/04/19-09/05/19) – 17 participants (TUCEP, Perugia)

2. 2<sup>nd</sup> workshop (15/05/19-29/05/19) – 16 participants (TUCEP, Perugia)
3. 3<sup>rd</sup> workshop (15/05/20) – 17 participants (online)
4. Additional workshop (16/02/21-23/02/21) – 53 participants (online)

## SPAIN

Reaching out and involve parents was extremely difficult, and it was made even harder by the break of the COVID19 pandemic. Euroaccion faced very little response from parents and caregivers. It must be taken into account that the FAS project was implemented in cooperation with schools that have between their rank pupils coming from difficult situation or at risk of social exclusion.

It was possible for EUROACCION to implement 3 parents training paths for a total of 8 events, seeing an average participation of 10 to 15 parents and caregivers, in total 39 parents and caregiver took part in the FAS Training path for Parents.

Below, the information concerning the events is summarised:

|    | Place                     | Number of participants | Dates    |
|----|---------------------------|------------------------|----------|
| 1. | Traperos de Emaus, Murcia | 15                     | 02.10.19 |
| 2. | Traperos de Emaus, Murcia | 12                     | 09.10.19 |

|    | Place               | Number of participants | Dates    |
|----|---------------------|------------------------|----------|
| 1. | IES Gil de Junteron | 14                     | 11.11.19 |
| 2. | IES Gil de Junteron | 13                     | 18.11.19 |
| 3. | IES Gil de Junteron | 10                     | 25.11.19 |

|  | Place | Number of participants | Dates |
|--|-------|------------------------|-------|
|--|-------|------------------------|-------|



|    |                   |    |          |
|----|-------------------|----|----------|
| 1. | CEIP Vincente Ros | 10 | 24.01.20 |
| 2. | CEIP Vincente Ros | 8  | 27.03.20 |
| 3. | CEIP Vincente Ros | 6  | 06.04.20 |

The break of the COVID19 pandemic halted the planned training paths with other three schools, two of which involved in the WP5 testing. Unfortunately, even if EUROACCION attempted to move such events online – this option was met with no positive response from schools’ headmaster and parents, who were overwhelmed and unable to commit to take part in the project activities. EUROACCION tried then to launch an open online call for parents and caregivers but, due most likely the exceptional circumstances at the time, the response was minimal - with only a few people expressing interested in participating.

In the parents training paths implemented, the participants discussed pupils’ wellbeing in school at the importance of nurturing social skills and skills for life in their development. The three events focused on three main topics: emotional intelligence and well-being; social skills and skills for life, self-esteem and resilience in pupils. The activities and discussion were sparked by presenting results from the FAS Field Research and based on the guidelines for Training for Parents developed by the consortium. Parents were invited to reflect on how they can support the development of their children and provided with some methods to help them better understand the process they children are undergoing.

Euroaccion faced difficulty in having a consistent response when reaching out to the target group and it was impossible to create groups with so many participants available to commitment for the whole training. After the break of the COVID19 pandemic it was possible for EUROACCION to move online the meetings already planned with one of the groups. Nonetheless, no virtual adaptation was possible for new groups due to the lack of positive response from the target groups, due to the highly challenging circumstances.

## POLAND

In Poland 3 workshops for parents were organised. The first one took place on 30.01.2020 in the primary school in Bobrowniki. This workshop was in the form of face-to-face meeting. The next two workshops (on 25.11.2020 and 09.12.2020) were organized on-line (due to Pandemic of Covid-19 and restrictions in Poland – it was impossible to organize face to face workshops that time).

Number of participants – parents taking part in the workshops:

5. 1<sup>st</sup> workshop (30.01.2020) – 45 participants
6. 2<sup>nd</sup> workshop (25.11.2020) – 25 participants
7. 3<sup>rd</sup> workshop (09.12.2020) – 52 participants

In total in all three workshops took part 122 parents of students.

The workshops were led by two trainers: Aneta Orska (psychopedagogue) and Dorota Piskorska (psychologist).

The recruitment process of participants was different in case of the first workshop and the second/third workshops. For the first workshop we invite parents of students from one school (Primary School in Bobrowniki). The school was chosen as the students of it took part in the first output of the project – survey, and teachers took part in piloting of pedagogical model. Regarding the second and third workshops we send the invitation for all schools in Voivodeship of Łódź and any willing parent could take part in these workshops. We wanted to reach as many interested in the topic parents as possible.

Regarding the selection process for teachers/trainer leading the workshops we were focus on their expertise and experience (especially regarding working with young people/students and in the area of developing Emotional Intelligence and Social Competences)

## BULGARIA

In Bulgaria Training Path for Parents were organized via Zoom on the following dates: 23.08.2019; 18.09.2019; 21.10.2019. There were 118 parents that participated. The discussions included the following topics:

### 1. What is emotional intelligence?

What is emotional intelligence and how important it is in the school experience and in children's lives.

### 2. Emotionally intelligent parenting: developing self-awareness

How parents can promote, with care and guidance, the emotional intelligence in their child / children.



The methodologies used were basically Case study, Roleplay, Group discussion, etc.

Based on the feedbacks from all parents participating to the training path, a general satisfaction was achieved. The activities are useful for the children and easy to understand and implement. It can be observed good mood and positive attitude.

Some parents believe that children prefer the activities to be interactive like different types of games, quizzes, which make them pro-active.

In conclusion, these kind of model and practices should be implemented more widely as they unlock the children`s imagination, make the learning process more exciting, they enlarge their abilities, skills and knowledge, make them eager to learn more and happy to communicate with each-other. These activities develop the participants` ability to cooperate in groups, develop skills of creative thinking and integration.

### 3. Conclusions and recommendations

In conclusion, partners managed to reach a large group of parents (382 participants) even though several factors did not make it easy to involve such a number of participants.

One of the main challenges was represented by the difficulty in finding parents available to commitment for the whole training. It must be taken into account that the project was implemented in cooperation with schools with notable percentage of their population being composed by children coming from families at risk of social exclusions (especially in Spain). Another problem faced was the limited literacy of parents with a migratory background, which prevented them from understanding the relevance of the training and consequently to enrol it.

Last but not least, the pandemic represented a big challenge in order to re-schedule the training already planned physically at schools or partners' headquarters.

However, the great interest and need to be trained on emotional intelligence is emphasized by the number of participants, especially on-line workshops, which are currently the only possible form of meetings in a larger group - over 50 people were attracted to the final workshop. Summing up, despite only Spain faced some difficulties in recruiting parents for the abovementioned reasons, we can consider these workshops successful. The participants expressed their interest in the subject, listened willingly and were engaged in discussion, shared their experiences.

Participants of the workshops were satisfied with the received information and proposed activities. Collected questionnaires administrated via google form or other tools allowed partners to collect feedback from participants concerning the following areas: Well-being of students, social relations at school, Learning styles, Life skills and Social and emotional competences. According to some of parents there was an improvement in these areas according to other it stays at the same level. We need to remember the specific time and circumstance of workshops for parents. Those workshops took place during pandemic times when at schools in partner countries only on-line learning was possible. This aspect changed the position of students regarding social and emotional competences. As parents said this aspect is extremely important for them nowadays, that's why they see a big need of such workshops. According to some of the situation of students in the areas mentioned in the feedback is even worse than it had been before pandemic.

Furthermore, the online meeting represented a resource to brainstorm and look for resources to use in order to ensure the well-being of their children through this very difficult time and tackle the unique challenges connected to the distant schooling



The FAS Model and activities presented were well received and parents confirmed the importance of social skills and skills for life for a successful personal and academic development.

The basic suggestion that arises after the implementation of the workshops for parents is the need to constant work with this target group of the project. The parents themselves emphasized the role and importance of such meetings for them, especially in a pandemic situation, where they are often the only persons influencing the social development of their children. Also, the emotional development of children is significantly disturbed during a pandemic (no contacts with other peers, disturbed contacts, online contact only, etc.) and parents are often the only ones that can see the problem and take action to support their children. The participants of the workshops themselves agreed that each opportunity to discuss these topics, learn something, and above all information about practical activities or exercises that they can realize with their children at home, is invaluable for them.