



COMMON EUROPEAN REPORT

Introduction

In the pursuit of enhancing Emotional Education, schools in the Czech Republic, Romania, and Spain organized workshops to engage teachers, school representatives, and students in meaningful discussions. These workshops, held in June and July 2023, aimed to explore expectations, experiences, and insights regarding Emotional Education, fostering a deeper understanding of its significance and potential impact.

Gymnázium Jiřího Gutha-Jarkovského in the Czech Republic hosted two workshops. The first, held on 5th June 2023, brought together teachers and headteachers, while the second, with nine student participants, focused on secondary school students. Similarly, 'William Shakespeare' High School in Timisoara (LTWS) organized two workshops in June and July 2023. The first workshop, on the 16th of June, involved 15 secondary school students, while the second workshop, on the 7th of July, included school representatives, teachers, a school psychologist, and a member of the Curricular Committee. Seneca School in Spain also hosted two workshops in June 2023. The first workshop, held on 14 June, welcomed twelve secondary school students, and the second workshop, on 19 June, included three teachers, one of whom was a school psychologist.

These workshops served as crucial platforms for capturing the diverse perspectives of teachers, school representatives, and students, providing invaluable insights into the importance of Emotional Education and its role in shaping the educational landscape in each country. The following sections of this report delve into the details and findings from these workshops, shedding light on the commonalities and distinctions in the approaches to Emotional Education in the Czech Republic, Romania, and Spain.

WORKSHOPS WITH STUDENTS

Workshops with secondary school students, organized in three European countries – the Czech Republic, Romania and Spain, bring us very valuable insights into their thoughts and needs. Through a collaborative exploration of their expectations and preferences, participating students shed light on the commonalities and distinctions that influence the design and implementation of emotional education programs. Their perspectives can serve as a guide to the development of meaningful and effective



emotional education strategies while highlighting the role of culture and individuality in shaping educational needs.

Common Trends

The student responses from workshops in the Czech Republic, Romania, and Spain reflect a shared consensus on several critical aspects of emotional education. These common trends underscore the universal importance of engaging activities, the value of group-based learning, and the significant role of technology in enhancing emotional intelligence.

1. *Engaging Activities/Resources*: Students across all three countries expressed a preference for engaging and enjoyable activities/resources that facilitate learning about emotions and developing social skills. These included workshops, group discussions, projects, interactive activities, and outdoor activities.
2. *Group Activities*: The majority of students in all countries favored group-based activities, emphasizing the importance of interaction with peers, bonding, and the opportunity to express and share emotions. Group activities were considered fun and conducive to learning.
3. *Incorporating Technology*: Students from all countries recognized the value of technology in their education. They proposed using online platforms, interactive games, digital tools, and devices like tablets or Chromebooks to make emotional education more engaging and entertaining.
4. *Desire for Emotional Education*: Students expressed a strong desire to study emotional intelligence as a subject in school, considering it a crucial social skill that positively impacts their well-being and academic performance.

Differences

Together with these commonalities, distinct viewpoints come to light, demonstrating how cultural and individual factors shape students' perspectives on emotional education. Variances in the preference for individual versus group activities, specific choices of technological tools and platforms, and differing notions of program length contribute to a nuanced understanding of the diverse needs and expectations of students in the realm of emotional education.

1. *Individual vs. Group Activities*: While most students preferred group activities, there were some who leaned towards individual activities, particularly those who considered understanding emotions to be a personal matter. However, even



some introverted students expressed an openness to group activities as a means of overcoming shyness.

2. *Specific Tools and Platforms:* Students from each country mentioned specific tools and platforms they preferred for incorporating technology into emotional education. For example, Czech students mentioned Omegle and AI friends, Romanian students referred to the Genially platform, and Spanish students discussed Chromebooks.
3. *Program Length:* While all students appreciated the value of emotional education, the desired program length varied. Some preferred a flexible "at-home" program, while others suggested a one-hour-per-week course throughout the school year. There was a consensus on the importance of ongoing emotional education in secondary schools.

In summary, students from the Czech Republic, Romania, and Spain share common preferences for engaging activities, group-based learning, and the use of technology in emotional education. They value the opportunity to study emotional intelligence as a subject. The main differences revolve around individual vs. group activities, specific technological tools, and program length. These diverse perspectives offer valuable insights for tailoring emotional education to students' needs and preferences.

WORKSHOPS WITH TEACHERS AND HEADMASTERS

Workshops with teachers and headmasters conducted in the Czech Republic, Romania, and Spain provide valuable insights into the perspectives of educators regarding the development and implementation of emotional education programs. These insights reveal both shared priorities and varying approaches to emotional intelligence, teaching methods, and curriculum integration.

Common Trends

Despite differing contexts and backgrounds, teachers and headmasters from all three countries share several common trends and priorities in emotional education.

1. *Importance of Emotional Intelligence Aspects:* Educators collectively emphasize the significance of multiple aspects of emotional intelligence. Social skills, communication, empathy, stress management, motivation, and critical thinking are recognized as crucial components of emotional education.



2. *Balanced Practical Tools:* Teachers across the countries acknowledge the importance of using well-balanced practical tools. They emphasize the need to choose teaching resources thoughtfully, considering factors such as the class collective, topic, objectives, and available time. A combination of resources, including written exercises, interactive activities, and multimedia content, is often preferred.
3. *Age-Appropriate Tools:* Recognizing the diverse age range of students, educators appreciate the need for age-appropriate practical tools. Younger students may require more guidance, while older students can handle more complex tools that encourage independence. Ensuring user-friendliness for each age group is deemed essential.
4. *Integration Within Curriculum:* Teachers and headmasters across countries envision various ways to integrate practical exercises into the existing curriculum. Options include creating elective courses on emotional intelligence, offering regular prevention programs led by school psychologists, and establishing extracurricular activities and clubs. Some educators also propose incorporating emotional education into different subjects and outdoor schools.
5. *Sharing Successful Practices:* Teachers and headmasters from all countries are open to sharing successful practical exercises and activities that promote emotional intelligence. This sharing can be achieved through workshops and discussions led by students who have benefited from emotional education training. Additionally, sessions with representatives from other schools can be organized to present the benefits of studying emotional intelligence and share examples of good practices.

Differences

Alongside these commonalities, variations exist in the perspectives of educators, reflecting the influence of cultural and individual factors.

1. *Customized Approach:* While educators concur on the importance of emotional intelligence aspects, their specific emphasis may differ. Some prioritize emotional self-awareness, while others underscore emotional self-regulation, motivation, and resilience.
2. *Teaching Method Preferences:* Teachers' preferences for practical tools may vary. Some find interactive activities more engaging for students, while others believe in a balanced approach, incorporating written exercises, multimedia resources, and interactive activities.



3. *Complexity for Diverse Student Abilities:* Teachers and headmasters express concerns about the complexity of practical tools, urging adjustments to match students' emotional maturity levels. They recommend starting with simple activities and progressing to more complex ones to ensure meaningful learning.
4. *Integration Approaches:* Educators propose various approaches to curriculum integration, such as cross-cutting integration into all subjects or interspersing activities throughout the school day. The specific approach varies based on the nature and focus of the school.
5. *Variations in Sharing Practices:* While the willingness to share successful practices is common, the methods and contexts for sharing these practices can differ among schools. Some favor student-led workshops, while others opt for formal sessions with other schools' representatives.

In conclusion, educators in the Czech Republic, Romania, and Spain united in recognizing the importance of emotional education. They share common priorities but differ in the emphasis on specific aspects, preferred teaching methods, and approaches to integration. These diverse perspectives collectively enrich the development and implementation of emotional education programs.

CROSS-CUTTING THEMES AND RECOMMENDATIONS

Across the Czech Republic, Romania, and Spain, the workshops with students and teachers revealed common themes and recommendations that can guide the development of emotional education programs. Teachers highlighted the importance of adapting teaching methods to accommodate students with diverse preferences, some preferring independent study while others thrive on interactive learning. Students expressed a desire for accessible platforms, project-based learning, and engaging, interactive activities in their emotional education journey. There was a consensus that lessons should be kept within one-hour durations to maintain student engagement.

Furthermore, all three countries showed strong support for integrating emotional intelligence into the school curriculum, recognizing the utility of a comprehensive handbook for teachers. The desire for cross-cutting integration of emotional education tools across various subjects was a recurring theme, emphasizing the need to tailor activities to the language level and difficulty that aligns with students' emotional maturity. In sum, these insights underscore the importance of versatile, adaptable emotional education programs that acknowledge the individuality of learners, promote



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interactive and dynamic activities, and facilitate cross-curricular integration to nurture students' socio-emotional skills and well-being.

Conclusion

In summary, the workshops in the Czech Republic, Romania, and Spain have provided us with important insights about Emotional Education. Students from these countries have shared their preferences, highlighting the importance of having various learning activities, including group and individual approaches, using technology, and keeping lessons reasonably short. Teachers have underlined the significance of fostering social skills, critical thinking, and user-friendly materials to ensure comprehensive Emotional Education. These insights illuminate the importance of considering both student and teacher perspectives in the ongoing quest for improved emotional intelligence and well-being.

In this collective journey, students and teachers alike have presented honest and constructive viewpoints that showed the evolving landscape of education, offering valuable guidance and inspiration for the continuous development and implementation of Emotional Education programs. Also pointed out to the growing need to prioritize emotional intelligence and socio-emotional skills in today's educational systems, fostering a deeper understanding of emotional education and its transformative potential for individuals and society as a whole.