

Teacher Training Materials

Deliverable R2A3



Co-funded by
the European Union



Parents Engage

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Deliverable information

Project acronym	PARENTS ENGAGE: Building bridges between schools and migrant and refugee parents in Europe
Project title	Parents Engage
Project timeframe and duration	01.02.2022-01.02.2024
WP	PR2
Task	Result 2/A3 Teacher Training Materials
Deliverable	Teacher Training Materials
Status	Final version
Version number	1.0
Deliverable responsible	CESIE
Dissemination level	public
Due date	
Date of submission	

Project coordinator

Organisation	Stichting International Parents Alliance - IPA
Email	info@parentsinternational.org
Postal address	Van Leijenberghlaan 415-1, 1082 GL Amsterdam, the Netherlands

Version history

Version	Date	Author	Description
1.0	07.07.2023	Christina Galani, Bruna Giunta, Luca Laszlo, Ioanna Ntali, Eszter Salamon	First full version, used at the LTTA
2.0		Christina Galani, Bruna Giunta, Luca Laszlo, Ioanna Ntali, Eszter Salamon	Revision after the LTTA

Author list

Name	Organisation
Ioanna Ntali	GOETHE-INSTITUT ATHEN
Christina Galani	STIMMULI FOR SOCIAL CHANGE
Bruna Giunta	CESIE
Luca Laszlo	IPA
Eszter Salamon	IPA
Paschalia Leventi	CSI
Diego Gormaz	TUD FACE
Ercan Küçükarslan	BOSEV



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The Parents Engage project

Parents Engage is an Erasmus+ project that aims to reinforce teachers' skills in fostering productive relations with migrant and refugee families, to support them to be involved in their children's schooling, and to tackle Early School Leaving (ESL) and help disadvantaged migrant and refugee children in primary and secondary education.

The **core objectives** of Parents Engage project are:

1. to capitalise on the experiential knowledge of civil society organisations working with migrants and refugees by researching and evaluating relevant innovative practices.
2. to provide evidence-based teacher training for enabling educators to promote parental engagement at school so as to improve the academic performance of children and avoid possible early school leaving of refugee and migrant students that can negatively impact their smooth inclusion and progress at school (considering the primary and secondary education level in each participating country).
3. to reach out to migrant and refugee parents, providing tailored supportive materials for increasing their engagement in their children's schooling.

The project is taking place in the Netherlands, Cyprus, Germany, Greece, Italy, and Turkey bringing together partners with high expertise and extensive experience in inclusive migrant education and parental involvement. In particular, the project's **consortium team** consists of the following partners: Stichting International Parents Alliance - IPA (project coordinator, the Netherlands), Buyuk Ortadogu Saglik Ve Egitim Vakfi – BOSEV (Turkey), Center for Social Innovation LTD (Cyprus), CESIE (Italy), Stimmuli for Social Change (Greece), Goethe-Institut Athen (Greece/Germany), TUD FaCE – Technische Universität Dresden (Germany).

Parents Engage pays attention to the enhancement of teachers' capacities to design effective responses for school–family links, by informing and strengthening refugee and migrant parents to be actively involved in their children's education. For this goal to be achieved, the project focuses on addressing the multiple needs of the following **target groups**:

1. Teachers: by providing consolidated tools and training materials effectively improving their professional development with special focus on parental engagement and their migrant students.
2. Parents: by leveraging the knowledge and initiatives already carried out by civil society organisations in collaboration with schools on parents' engagement in school education and school system in a mobile application.
3. Students: by boosting their parents' engagement, thus contributing to a safe and more inclusive environment, and enabling their more effective school integration.

The Teacher Training Materials by the Parents Engage project support professional educators of all school levels to build bridges between schools and migrant and refugee parents in Europe.

Considering the increased flow of migrant and refugee populations since 2015 in Europe, schoolteachers face difficulties in working within multicultural environments, while striving to enhance the education of underprivileged migrant and refugee students who face the threat of Early School Leaving (ESL). As such, school staff need to respond effectively to these challenges and be trained in multicultural environments on how to support these students and their parents. The project focuses on the provision of consolidated tools and training materials for the teaching staff, supporting their professional development effectively.

The handbook contains a full training primarily designed to support teachers to enhance parental engagement in schools with a special focus on migrant and refugee families. It includes a series of interactive, face-to-face and self-reflective activities developed to strengthen the teachers' capacities to design effective responses for school-family links. It follows different innovative educational approaches and methodologies, including the use of Action Research Methodology, that suggest a new focus on ways to connect migrant and refugee families with schools.

How to use the handbook

If you are a school teacher of any level in a multicultural school, struggle to communicate with parents and want to create a collaborative learning opportunity together with your colleagues, this handbook is for you. If you are an educator that focuses on non-formal education and wish to create grassroots change in parental engagement, this handbook is for you. If you work in a civil society organisation in the field of child protection or humanitarian crisis response, this handbook is for you. If you are a parent or parent leader who has the opportunity to train teachers in the school of your child, this handbook is for you.

This handbook is designed to help you. It will support you to deliver your own training in your school or community and will contribute to yours' and your trainees' professional development. You may have participated in one of the trainings that took place in the Netherlands, Cyprus, Germany, Greece, Italy or Turkey and you are familiar with the content. If you think you need additional help or information, you can contact the project partner in your country or the project coordinator.

The Netherlands: Parents International, Luca Laszlo
luca@parentsinternational.org

Cyprus: Center for Social Innovation, Chrysa Skampeltzi
chrysa.skampeltzi@csicy.com

Germany: TUDFaCE, Thomas Kohler
tkoehler@tudface.de

Greece: Goethe-Institut Athen, Ioanna Ntali
ioanna.ntali@goethe.de

and STIMMULI, Christina Galani
christina.galani@stimmuli.eu

Italy: CESIE, Bruna Giunta
bruna.giunta@cesie.org

Turkey: BOSEV, Ercan Küçükarslan
ekucukarslan@gmail.com



Before starting organising the training we advise you to reflect on your own experience in order to better understand your needs that led you to this training. Although the handbook is designed to be delivered as a whole program, you may focus on the activities that mostly respond to your needs. The training modules are independent but communicate with each other when the training is delivered as designed.

How to organise a successful training

It is important to take the diverse background, experience and expectation of the training participants into consideration. The handbook offers learner-centred methods and tools. If you don't implement the full training, you may consider including activities in your programme that engage participants and promote active learning, like icebreakers or warmups. Remember that the training is not just a presentation. You can use interactive tools and methods other than the ones suggested by the programme that require participants to have read about the topics beforehand.

Perfect planning prevents poor performance

This section aims to help you plan the training. You have to make sure you take all the different factors into consideration: date, time, venue, number of participants, communication, and in-training materials.


First you have to set your date, time and venue. After that you need to attract participants. There are different communication channels available that you can use, although a mix of communication channels is the best strategy.

Digital Channels

Word of mouth has always been the most successful promotional method with social media serving as the digital version of word of mouth. Here are recommended steps to approach your audience: (a) prepare a digital leaflet or a digital banner to advertise your training, (b) make a list, if you do not already know, of the digital platforms (e.g. Facebook groups) your target groups use, and (c) post an invitation. Don't forget to send out a *newsletter* to your colleagues and collaborators. If you have the capacity, send a press release to spread the word beyond your community.

Traditional Channels

If you have the capacity, print a few posters and put them in strategic places. Make some phone calls to your close collaborators to invite them to the training and ask them to share the event with their professional and social circle.

 Remember that word of mouth is one of the most effective marketing methods.

CHECK LIST	
Set a date, time and venue	
Prepare all materials and handouts	
Prepare a (digital) invitation	
Advertise and promote the training	
Confirm participation one day before the training	
Prepare the venue	
Review the materials	
Prepare an evaluation form	

Before the training session, you have to read the handbook thoroughly and explore different links and suggested external resources. It is important you understand each module and the purpose of each activity. It is also important to manage the training with a certain flexibility to better accommodate the participants' needs.

Creating a safe and welcoming environment for all participants to freely express their thoughts and ideas without fear of judgement should be your priority. Ensure that participants understand that no question is considered trivial, embrace inclusivity, value diverse perspectives, and, above all, encourage everyone to fully enjoy the training experience.

When you lead the training you will need to keep in mind your trainees, their own experiences and the environment they work at.

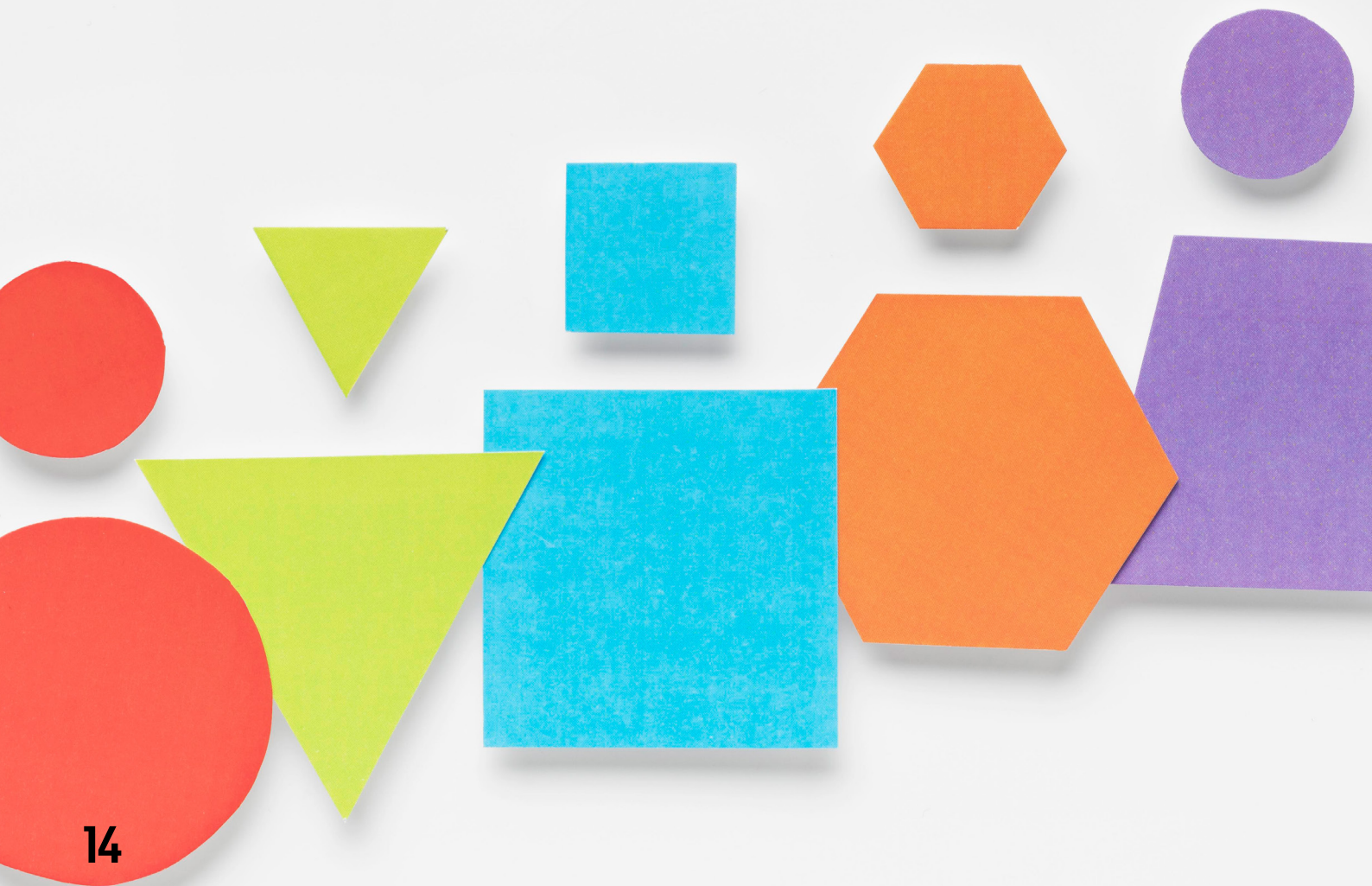
Be ready to make continuous changes, if a discussion is very engaged, allow the participants to use some extra time, and if a topic was already discussed in detail, feel free to skip some exercises. Allow your participants to continuously reflect on the activities, and take the feedback into account as you proceed with the exercises for a positive experience for everyone.

Good!
Luck!

MODULES	TIME
MODULE 1 - INTRODUCTION	65'
1.1 Getting to know each other	15'
1.2 Mutual introduction of the schools participants come from	40'
1.3 Short introduction of the Parents Engage project	10'
MODULE 2 - PARENTAL ENGAGEMENT	280'
2.1 Collect any activities that parents are part of at your school	10'
2.2 Understanding the notions of parental involvement and parental engagement	10'
2.3 Ladder of Participation	30'
2.4 Parental engagement in school	105'
2.5 Parental engagement and the role of teachers in learning	120'
2.6 Lucifer Harvest	5'
MODULE 3 - CHALLENGES IN ENGAGING PARENTS WITH MIGRANT OR REFUGEE BACKGROUND	255'
3.1 Differences in educational and cultural backgrounds	200'
3.2 Teachers' attitudes and skills	25'
3.3 Linguistic challenges	20'
3.4 Harvest	10'
MODULE 4 - BEST LOCAL SOLUTIONS	325'
4.1 Human Spring	10'
4.2 Opinion line	15'
4.3 Can you fix that?	20'
4.4 Spaghetti challenge	30'
4.5 Conflict resolution case study	60'
4.6 Places and spaces we learn	45'
4.7 Supporting parents to feel more welcome at school	45'
4.8 Action research methodology	60'
4.9 Successful Education Plan (SEP)	40'
MODULE 5 - CLOSING	10'
5.1 Harvest	10'

FACE-TO-FACE TRAINING

MODULES



MODULE 1 - Introduction

1.1 Getting to know each other

ACTIVITY 1.1: Toss-a-Name game

15'

DESCRIPTION

This is an icebreaker activity. It reverses the traditional name toss with a physical activity that makes the participant feel more comfortable and kicks off the training. It aims to create a safe game to find out who is who in the room.

MATERIALS

Ball

HOW TO APPLY THIS ACTIVITY

Step 1

Arrange the group in a circle.

Step 2

One person starts off by saying their name, and tossing the ball to another person in the circle.

Step 3

That person then in turn says their name, and tosses the ball to someone else who has not yet received the ball.

Step 4

That continues until everyone in the circle has received the ball once.

Generally, the objective is to pass the ball around the circle without dropping it. If the ball is dropped, the group restarts until the round is completed without dropping.

Alternatives:

You can also introduce multiple balls with different rules, where the participants have to say where they are from, or the name of the person they are throwing it to. If you have more than one ball in play, it is an excellent tool to demonstrate how teachers need to multitask in the classroom and split their attention.

Note: If the participants know each other already, you may choose another activity of your choice that helps participants to “arrive”, to tune into training mode.

1.2 Mutual introduction of the schools participants come from

ACTIVITY 1.2: Mutual introduction

40'

DESCRIPTION

This is an introductory activity. It aims for the participants to get to know each other (better) professionally and the reason why they joined this training. It also promotes active listening, as the information received has to be repeated.

MATERIALS

Piece of paper and pen (if participants request it)

HOW TO APPLY THIS ACTIVITY

Work in pairs, everybody makes an interview. After that, everybody introduces their interviewee's school/personal challenge by standing behind the person they have interviewed. You can encourage them to share an especially challenging aspect of working with migrant parents.

1.3 Short introduction of the Parents Engage project

10'

DESCRIPTION

Parents Engage is an Erasmus+ project that aims to reinforce teachers' skills in fostering productive relations with migrant and refugee families, to support them to be involved at their children's schools improving education, and to tackle Early School Leaving (ESL) and help disadvantaged migrant and refugee children in primary and secondary education.

The core objectives of Parents Engage project are:

to capitalise on the experiential knowledge of Civil Society Organisations (CSOs) working with migrants and refugees by researching and evaluating relevant innovative practices.

to provide evidence-based teacher training for enabling educators to promote parental engagement at school so as to improve the academic performance of children and avoid possible early school leaving of refugee and migrant students that can negatively impact their smooth inclusion and progress at school (considering the primary and secondary education level in each participating country).

to reach out to migrant and refugee parents, providing tailored supportive materials for increasing their engagement in their children's schooling.

Parents Engage pays attention to the enhancement of teachers' capacities to design effective responses for school-family links, by informing and strengthening refugee and migrant parents to be actively involved in their children's education. For this goal to be achieved, the project focuses on addressing the multiple needs of the following target groups:

Teachers: by providing consolidated tools and training materials effectively improving their professional development with special focus on parental engagement and their migrant students.

Parents: by leveraging the knowledge and initiatives already carried out by CSOs in collaboration with schools on parents' engagement in school education and school system in a mobile application.

Students: by boosting their parents' engagement, thus contributing to a safe and more inclusive environment, and enabling their more effective school integration.

The outcomes of the project are the following:

Result 1: Identification, collection, assessment, and analysis of existing innovative educational initiatives

Result 2: Development of Parents Engage online platform, including interactive training materials for teachers and a small-scale pilot in school of each country

Result 3: Creation of a mobile application with informational packages for parents

Result 4: Digital storytelling videos of teachers' and refugee and migrant parents' experiences with parental engagement in school

Result 5: Policy recommendations for migrant and refugee parental engagement in schools

The Teacher Training Materials by the Parents Engage project support educators of all school levels to build bridges between schools and migrant and refugee parents in Europe. Parents Engage is taking place in the Netherlands, Cyprus, Germany, Greece, Italy, and Turkey bringing together partners with high expertise and extensive experience in inclusive migrant education and parental involvement.

MODULE 2 - Parental Engagement

2.1 Collect any activities that parents are part of at your school

ACTIVITY 2.1

10'

DESCRIPTION

This activity is designed to take stock of what is already happening at school by both celebrating the efforts teachers are already making and critically reviewing the activities in need of improvement.

MATERIALS

Pen and paper

HOW TO APPLY THIS ACTIVITY

Step 1

Participants individually, or if there are more people from the same school in pairs, write a list of all school activities that parents are part of in any way.

Step 2

Participants then rate give a ranking of 1-5 (1-not successful - 5 very successful) to these activities depending on how well they feel they are working. An activity is successful if it has reached the goals set by the person or organisation that designed the activity, but the participants are invited to express their own opinion on the activities.

Step 3

The groups (or individuals) share their activities and plenary discussion follows on why some activities are successful while others are not.

You can also make it visual by asking the participants to put each activity on a separate post-it and put them up on a large scale of 1 to 5 that you put on the wall. It is also helpful to discuss which methods are wide-spread and which are unique. It also gives the possibility to compare the popularity of an activity to their level of success.

Ensure that participants keep the paper or post-it containing the list of activities, as it will be used throughout the day's work.

2.2 Understanding the notions of parental involvement and parental engagement

ACTIVITY 2.2.1 What is engagement, what is involvement

10'

DESCRIPTION

“A school striving for family involvement often leads with its mouth – identifying projects, needs, and goals and then telling parents how they can contribute.” In contrast, “a school striving for parent engagement leads with its ears – listening to what parents think, dream, and worry about. The goal of family engagement is not to serve clients but to gain partners.” Larry Ferlazzo

INVOLVEMENT	ENGAGEMENT
Who	
Parents	Parents and children + family and community
Responsibility	
School with teaching in centre	Schools, parents, learner with learning in centre
How	
School initiative, formal meetings	Flexibility of form and timing
Communication	
One-way school to home	Two-way, use of technology

MATERIALS

Handout or digitally shared copy of the above
Activities (list of post-its) collected in the previous activity

HOW TO APPLY THIS ACTIVITY

Step 1

Participants work with the same activities that they collected in the previous activity. After a short explanation by the trainer of the difference between parental involvement and engagement, they choose which activities can be considered involvement and which engagement.

Step 2

In case there is no activity that they assign to engagement or if they have very few, they can brainstorm briefly on possible ones.

2.3 Ladder of Parental Participation

ACTIVITY 2.3.1 Introducing the Ladder of Parental Participation

15'

DESCRIPTION

This activity is aiming at introducing the Ladder of Parental Participation. It was designed using the Ladder of Citizen Participation by Shelly Arnstein of 1969, and it was also inspired by the Ladder of Child Participation by Roger Hart (1992). It was developed by the experts of Parents International.

MATERIALS

A copy of the Ladder of Participation or a slide to be projected.

Examples in a handout or for the trainer to read them out:

The school leader holds a meeting for all parents at the beginning of the school year – 1

Parents are asked to provide coffee and cake for the jubilee event of the school – 4

Parents decide to organise a fundraiser event on the occasion of the school jubilee, using the school premises – 7

The school leader chooses a parent to represent the school at a municipal national holiday commemoration – 2

A parent is invited to all teacher meetings, but not offered any preparation or preliminary information before the meetings – 3

The school board consists of an equal number of representatives of teachers, parents and students, and makes decisions about school budget, events, the organisation of the school day, curriculum, etc - 8

ANNEX I

Ladder of parent participation (Step 1)

Bibliography for ladder:

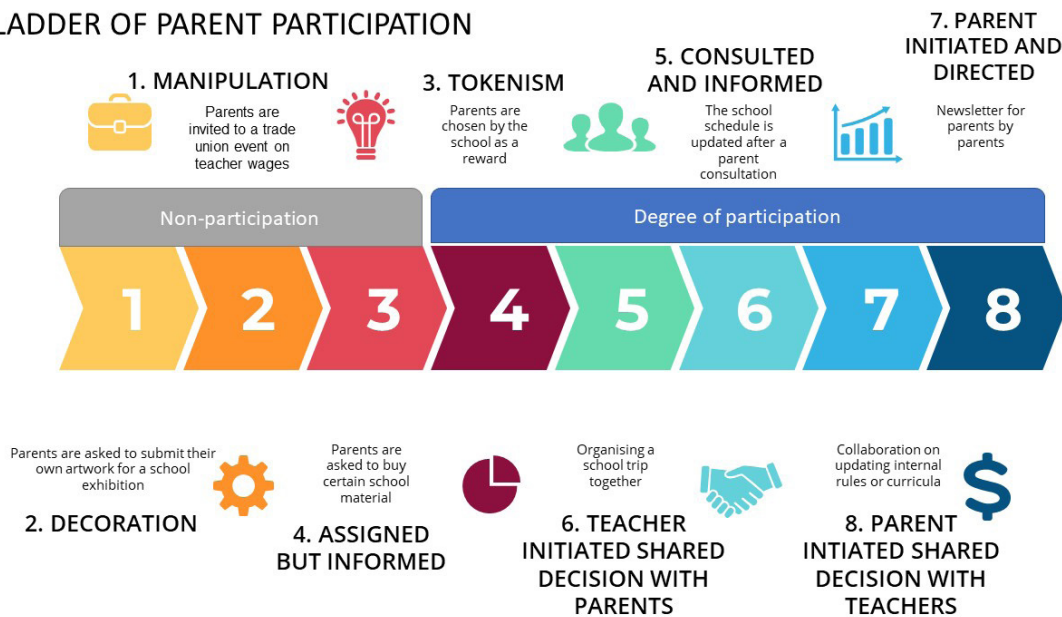
www.researchgate.net/publication/332066297_A_Ladder_of_Citizen_Participation

&

www.unicef-irc.org/publications/100-childrens-participation-from-tokenism-to-citizenship.html

ANNEX II

LADDER OF PARENT PARTICIPATION



List of examples (Step 2)

1. The school leader holds a meeting for all parents at the beginning of the school year
2. Parents are asked to provide coffee and cake for the jubilee event of the school
3. Parents decide to organise a fundraiser event on the occasion of the school jubilee, using the school premises
4. The school leader chooses a parent to represent the school at a municipal national holiday commemoration
5. A parent is invited to all teacher meetings, but not offered any preparation or preliminary information before the meetings.
6. The school board consists of an equal number of representatives of teachers, parents and students, and makes decisions about school budget, events, the organisation of the school day, curriculum, etc.

HOW TO APPLY THIS ACTIVITY

Step 1

Introduce the Ladder and check that the differences between various levels are understood.

Step 2

Read, project or hand out the examples, and ask the participants to identify what level they are (remove the numbers before handing them out or projecting them).

Step 3

Discuss if there is a difference between the participant's guess and reality.

ACTIVITY 2.3.2 Utilising the Ladder of Parental Participation

15'

DESCRIPTION

Participants will have the opportunity to evaluate their own practices against the Ladder and come up with new ideas.

MATERIALS

The list of their own activities with parents

HOW TO APPLY THIS ACTIVITY**Step 1**

Participants are asked to form groups of 3 or 4 (depending on the total number of participants).

Step 2

Ask them to work in pairs and come up with activities that are level 6, 7 or 8 – at least one for each level. You can skip this if all participants had examples for all three most participatory levels.

2.4 Parental engagement in school

ACTIVITY 2.4.1: Draw the hard-to-reach parents

20'

DESCRIPTION

The goal of this activity is to make teachers reflect on their own preconceptions of parents and make them conscious about existing prejudices. It is a group exercise, lasting 20 minutes (10 minutes drawing, 10 minutes group presentation and discussion).

MATERIALS

Flipchart paper for every group and coloured markers or pencils.

Alternative use of materials

This exercise can be done with different art forms, such as using play-doh, LEGO or any creative material that is available.

HOW TO APPLY THIS ACTIVITY

Step 1

Participants are asked to form groups of 3.

Step 2

Participants are asked to draw the hard-to-reach parent in their school.

Step 3

Discussion to follow on what inspired the different graphical elements (clothes, gender, what they are holding in their hands, etc.). Keep an eye and discuss any graphic elements that might be based on prejudice (cigarette, a certain piece of clothing, jewellery).

ACTIVITY 2.4.2: Parental engagement situations**60'****DESCRIPTION**

The goal of this group activity is to think about common situations in schools and try to understand the motivation of parents behaving a certain way when interacting with school, and how an education professional can address it to encourage parental engagement.

The following statements, excluding the first one, derive from the United Nations' Convention on the Rights of the Child (UNCRC). The UNCRC is an international human rights treaty that defines the civil, political, economic, social, health, and cultural rights of children. The Convention consists of 54 articles and its primary objective is to address the fundamental needs of children and support their holistic development. At its core is the recognition that every child possesses inherent and essential rights.

www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

MATERIALS

Paper and pen

HOW TO APPLY THIS ACTIVITY

The trainer lists the statements and the participants individually mark on a piece of paper whether they believe the statements are true or false.

After the participants mark the statements true or false, they discuss with the rest of the group why they chose a certain answer.

ANNEX I - STATEMENTS and answers

1. All parents want the best for their children.

True, although sometimes families might not know how to support their children well, and they need some help to find alternatives that truly serve the best interest of the child.

2. Teachers know more about the children than parents.

False, parents are always the experts of their children and by sharing information with the teachers they can work together for the best interest of the child.

3. It is the parents' responsibility to engage in their children's learning.

True, but it is the school's responsibility to support them in ways to do this.

4. It is the schools' responsibility to find a way to reach all parents.

True, schools are professional educational institutions, so they need to make the first step in engaging parents, even those hardest to reach.

5. It is best if parents and teachers talk about the children without them present.

False, it is best to follow the "nothing about them, without them" principle.

6. It is the teacher's responsibility to know about the family situation of all of their students.

True, while this might be very difficult in certain cases, the children's family background is key to understanding their behaviour and the kind of support they need.

7. Some families just don't care about school.

True, however that doesn't mean they don't care about learning, just that many of them had bad experiences with school. Teachers can support them in understanding the role of school in the learning of children and welcome those parents who don't feel comfortable at school as well.

8. The families arriving in Europe should adapt their parenting to the local values.

False, there is no right way to parent, and while children's rights should be protected, if the teacher attaches the families culture instead of trying to understand it and seeing merit where there is some, they won't be able to form the supportive relationship with the family that is in the best interest of the child.

9. If the parents don't speak a common language with the teachers the children can be used as interpreters.

False, generally it is not a good idea to use children as interpreters, instead try to reach out to another parent, or community member to help.

10. Children should change themselves to fit in the school.

False, an inclusive school needs to change to accommodate the whole of the student body as it is, instead of moulding the children to fit in.

ANNEX II - STATEMENTS without answers

1. All parents want the best for their children.

2. Teachers know more about the children than parents.

3. It is the parents' responsibility to engage in their children's learning.

4. It is the schools' responsibility to find a way to reach all parents.

5. It is best if parents and teachers talk about the children without them present.

6. It is the teacher's responsibility to know about the family situation of all of their students.

7. Some families just don't care about school.

8. The families arriving in Europe should adapt their parenting to the local values.

9. If the parents don't speak a common language with the teachers the children can be used as interpreters.

10. Children should change themselves to fit in the school.

ACTIVITY 2.4.3: Pathways to engage refugee and migrant parents in school

25'

DESCRIPTION

This activity is aimed at triggering trainees (i.e., trained teachers) to discuss and identify together methods that can promote and enable refugee and/or migrant parents to be effectively engaged in the schooling process of their children. The participants will be invited to think of various approaches: on the one hand those that are more participatory (irrespective of their experience) and those that are not participatory.

Benefits: it is about an interactive process for facilitating an open dialogue and sharing of knowledge and ideas among participants with the aspiration to create a living network of conversation for future action or reflect on false strategies that do not work well until now.

Form of activity: Physical activity, it is suggested to be applied in groups.

MATERIALS

Paper and pen, cards with home learning situations, scissors (eg. cooking, taking care of a younger sibling or pets, gardening, assembling furniture, cleaning, religious rituals, telling family stories, reading a bedtime story)

HOW TO APPLY THIS ACTIVITY

Step 1

The facilitator will first divide participants into groups. It has to be explained that in the following activity they need to consider that migrant and refugee parents may not understand and speak the language of instruction, and they may not be willing to come to the school – and that needs to be accepted. They may also work long hours and not be available at times when the school usually requires or asks parents to be available. Another principle to consider: never “use” children as translators. If they are engaged in an activity together with their parents, they have to be engaged as themselves. The participants are encouraged to think outside of the box – outside of the school facilities.

The challenge in this activity is the following one:

The first group will discuss and write down in a big paper or on a flipchart ways, approaches, methods that foster the participation of foreign parents in school activities and students' education. (Active participation, Engagement)

The second group will reflect on methods that are helpful but more passive in terms of parental engagement in the sense that they are usually initiated by teachers/schools without the consultation of parents. (Passive participation, Involvement)

Available time: 10 minutes of discussion and making notes.

Step 2

The next step is that one or two representatives of one group share(s) their thoughts and notes to the other group and express(es) personal stories or examples (if any) from their experience within their school as educators, that is to say what methods their school community most times utilises by their school. As an additional task in this step, the trainer can ask some participants which of the shared methods they would like to further leverage and why.

Available time: 15 minutes

Examples that the facilitator can use as prompts to help participants if they have difficulty in inventing ideas:

Participatory methods: community events where parents, irrespective of their cultural background can organise together an activity or design a common goal for the future, focus groups, school tours, group discussions

Non-participatory methods: parents receive updates or information but they do not actively participate or engage with school activities and community, such as phone calls, information of parents about the student's progress and learning via email or through a third party (e.g., an interpreter)

2.5 Parental engagement and the role of teachers in learning

ACTIVITY 2.5.1: Where and what we learn

30'

DESCRIPTION

The goal of this activity is to draw attention to all the different places where we learn, and how learning at home can support learning at school.

MATERIALS

Paper and pen, cards with home learning situations (eg. cooking, taking care of a younger sibling or pets, gardening, assembling furniture, cleaning, religious rituals, telling family stories, reading a bedtime story)

HOW TO APPLY THIS ACTIVITY

Step 1

Participants are asked to list five things they are really good at (e.g. cooking, speaking a foreign language, drawing etc.), then they are asked to think about where they have learned these. The facilitator may want to make it visual and ask people to group them: learnt informally from parents/grandparents, friends; learnt at school; learnt non-formally (youth organisation, private lessons, church activity, etc.). If necessary, there can be an explanation on the difference between informal and non-formal learning.

Step 2

Participants then pick cards of home learning situations (e.g. cooking a dish, taking care of pets, changing diapers, setting up the wifi, etc.). First they are asked to make a catalogue of what a child learns in that situation, and try to come up with ways that these skills could be utilised in their own (subject) class.

Step 3

Participants then pick one topic they teach about in their classes, and have to come up with at least one activity that parents can do with their kids at home (not homework) that would support the learning of this topic at school. The activity needs to be something that any parent regardless of their level of education can perform with their children.

ACTIVITY 2.5.2: Parents are the primary educators

20'

DESCRIPTION

The goal of this activity is for teachers to understand what the role of parents as primary educators means. It is a two-part activity, focusing on the two parts of this notion: parents as the first and most impacting educators.

It's crucial to highlight that primary educators for children are their parents, teaching fundamental skills like walking and talking. When referring to parents, it's important to note that this doesn't exclusively mean biological parents.

MATERIALS

Flipchart paper, felt-tip pen, small pieces of paper (can be recycled) or post-its, pens.

The trainer(s) may use more or different situations than the ones mentioned above.

HOW TO APPLY THIS ACTIVITY

Step 1

Participants are asked to list knowledge, skills and competences a child will have when they enter school by taking turns and everybody saying one area out loudly. The trainer is putting each down on individual pieces of paper. If basic things such as walking, talking or saying their names are missing, the trainer can remind the participants of them.

Step 2

When the participants run out of ideas, the papers are distributed evenly among small groups of 3-4 people, and they have to group them according to where and from whom children have learnt it. The aim is to realise that most of the skills and knowledge is from parents/family. As a conclusion, the trainer reminds the participants that parents are identified as primary educators of their children as they are the first educators – and it is part of this role.

Step 3

The trainer introduces the second part of the definition: according to research, parents have the biggest impact on the learning outcomes of their children up to the age of 10-12. It can also be mentioned that at that age this role is taken over by the peer group, and it is never the teacher's influence that is primary. He/she reminds them that it is not about helping with schoolwork, but about their influence on the children's attitude to learning that is primarily based on the parents celebrating learning and being genuinely interested in all aspects of their children's learning.

Step 4

The last part of the activity is a brainstorming on how teachers can support this. The trainer has to be alert to remind the brainstorming participants that they mustn't assume that the parents can read their letters, do homework together with children or buy things.

ACTIVITY 2.5.3: Building trust with hula-hoop	30'
DESCRIPTION	
<p>This is a physical activity.</p> <p>The goal is to discuss how collaboration makes things easier.</p>	
MATERIALS	
Hula-hoops	
HOW TO APPLY THIS ACTIVITY	
<p>Participants stand in a circle holding hands. One person has a hula-hoop on them like a cross-body bag. They have to pass around a hula-hoop without letting their hands go.</p> <p>The facilitator measures the time then encourages them to try again faster. Do at least 3 rounds, and discuss what happened. At first go, people usually try alone, and by the second round they start helping each other, which makes the round much faster.</p>	

ACTIVITY 2.5.4: Building trust with role playing	20'
DESCRIPTION	
<p>The goal of this activity is to understand how a teacher expects the parent to behave in certain situations and how it can have an impact on their assumptions about them, and subsequently on their communication with parents or certain groups of parents.</p>	
MATERIALS	
<p>Scissors, multiple situations.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The child gets a bad mark at school • The parent did not send in the required amount of money for the school excursion • The child does not have the necessary equipment for the PE lesson • The school nurse finds head lice in the class (again) • The child is caught smoking after school • The child bullies a classmate • The child stole sweets from a classmate • The parent slaps a classmate for bullying their child • An expensive mobile phone disappears from class • The classroom window is broken • The parent storms into school because the child got a bad mark 	

- The school psychologist has evidence that some children are cutting themselves as an after-school activity
- The teacher receives threatening messages from a parent
- The parents argue about Christmas gifts for the head teacher
- The parents argue against the Nativity play in the school
- The parents object to using Google Classroom for school activities

HOW TO APPLY THIS ACTIVITY

Play the role of the parent (e.g. a lot of homework, grade that is unfair, child doesn't understand what was explained at school, school equipment missing, schoolbag very heavy).

When the situations are played, the others listen for anything related to trust or prejudice.

The following role play activity can be added:

Step 1

The participants form groups of three: one plays the parent, one is the child, the third is the teacher.

Step 2

The facilitator asks them to imagine the following situation:

The child goes home in the afternoon. The parent is waiting for the child and is very angry, because the teacher called to say that the child did not go to school that day.

Step 3

The participants are asked to act out this situation. Each character can say and ask whatever they think.

Repeat. In the next round, the parent becomes the child, the teacher becomes the parent, the child becomes the teacher. They act out the same situation, asking and saying whatever they think (it can be a completely new story with new explanations.)

Final step

How did the change of perspective change your feelings, acts, explanations? The groups share their experience with everybody.

ACTIVITY 2.5.5: Building trust with blind game**20'****DESCRIPTION**

The goal of this activity is to illustrate what it feels like to completely rely on someone, and what it feels like to have someone completely relying on you. It shows how communication needs to adapt depending on how the recipient is reacting to the instructions.

MATERIALS

Piece of fabric/scarf to cover the eyes, various objects of various sizes (bags, plates, chairs, pens, etc.)

HOW TO APPLY THIS ACTIVITY

Participants form pairs. The facilitator arranges chairs and other obstacles in the room to form an obstacle course. One member of each pair is blindfolded, the other (the leader) can only use their voice to guide them. No touching is allowed. The leader should pay attention that the blind does not touch the obstacles. The facilitator can move around the obstacles after the blindfold is on and while the blindfolded half of the pair is already trying to navigate the obstacle course to make the game more difficult. Next, the pairs change roles.

2.6 Lucifer Harvest

ACTIVITY 2.6.1: Lucifer Harvest

5'

DESCRIPTION

This activity is to provide an opportunity for everyone to share, while also limiting the time, forcing them to keep their input brief.

MATERIALS

Boxes of matches - check before use: the matches should be the regular size, not longer than 4 cm, and they should burn properly (some safety matches are too safe and stop burning at the head already)

Glass of water

HOW TO APPLY THIS ACTIVITY

All participants light a match, and can talk as long as it is lit leaving enough time to light the match of the person standing next to them answering the question: *What was new for you today?*

The facilitator walks from talker to talker offering them the glass to drop their match once they finish talking.



MODULE 3 - Challenges in engaging refugee and migrant parents

3.1 Differences in educational and cultural backgrounds

ACTIVITY 3.1.1: Identity Wheel

40'

DESCRIPTION

The Identity Wheel is an activity that fosters parental engagement in recognizing their social identities and contemplating the different circumstances that make those identities more apparent or profoundly experienced. It also explores how these identities influence the way others perceive or treat them. This activity guides educators to complete the Identity Wheel by specifying various social identities, such as race, gender, sex, ability, disability, sexual orientation, and more. Furthermore, it prompts them to further classify these identities based on which ones hold greater significance in their own self-perception and which ones matter most in how others perceive them.

MATERIALS

Handouts of the Identity Wheel (provided as Annex 1 at the end of activity)

Identity Wheel Reflection Questions (provided in Step 2)

HOW TO APPLY THIS ACTIVITY

Step 1

The facilitator welcomes the class and provides an overview of the activity: students (or teachers as participants at a pilot level) will consider their social identities critically, reflecting on how they shape and inform their lives.

The facilitator provides the handout 'Social Identity Wheel' (from Annex 1) and asks participants to do the activity on their own.

Duration of Step 1: 5 minutes for the welcome and 10 minutes for each participant to answer the reflection questions.

In the individual session, each participant should reflect on their identities. Each box on the wheel represents a different facet of identity. Each participant should write in each box of the wheel the number that corresponds with each sentence below, as it relates to a particular identity facet:

1. Identities you think about most often
2. Identities you think about least often
3. Your own identities you would like to learn about
4. Identities that have the strongest effect on how you perceive yourself
5. Identities that have the greatest effect on how others perceive you

Example: if a participant thinks about their ethnicity most often and it is also an identity he/she would like to learn about, they will enter 1 and 3 into the “ethnicity” text box of the Wheel (provided in Annex 1).

The facilitator should have in mind to print the image of Identity Wheel and to have as many copies of the picture as the number of participants.

Step 2

Next, in pairs or small groups participants discuss the outcomes using the following reflection questions (approximately 15’):

Identity Wheel Reflection Questions

1. Which aspects of your identity did you mark as particularly meaningful to you? Why?
2. Which aspects of your identity did you mark as less meaningful? Why?
3. Why do you think about some aspects of your identity more than others?
4. Which aspects of identity hadn’t you thought of before completing this activity?
5. What aspects of your identity do you think are apparent to parents? Which aspects may they not perceive as readily?
6. How do you think your identities impact your interaction with migrant and refugee parents?

Step 3

After the discussion in groups, in plenary the groups give feedback to each other and have a short discussion about the activity (approximately 10’).

Note for the facilitator: you may need more time than expected for this activity. In most groups there is a longer discussion, especially about the race category. For the discussion it is important to remind people that even if they consider themselves “colourblind” or totally inclusive e.g. when it comes to gender or religion, all the identity elements can have an impact on how others see them. It is also important to understand that it might not be the identity elements that are the most important for them that have the biggest impact on how others see them.

The activity was inspired by the ‘*Social Identity Wheel*’ of the University of Michigan.

Sources:

Michigan State University, Center for Service-Learning and Civic Engagement. “Social Identity Wheel.” and from the University of Michigan, Ann Arbor, College of Literature, Science, and the Arts. “Social Identity Wheel” 2017.

ANNEX 1

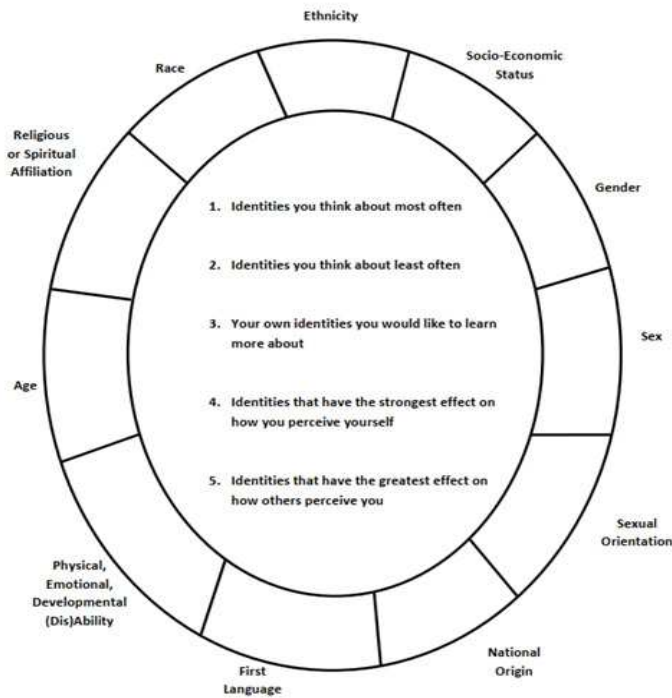
Handout of the Identity Wheel

The facilitator can print the Identity Wheel presented below as an example or can download it for free from the following link:

<https://drive.google.com/file/d/1w7yo6ljyS0pnvEO-BOrE7Aohmaa9n5Jf/view>.

Ethnicity

1, 3



ACTIVITY 3.1.2: Comfort zone with a twist

35'

DESCRIPTION

The aim of the activity is to explore the notions of comfort zone, learning/challenge zone and panic zone, and to come up with ideas to avoid falling into the panic zone.

MATERIALS

2 ropes or similar (chalk if done outside)

List of situations (provided in each step)

HOW TO APPLY THIS ACTIVITY

Step 1

The facilitator sets up 3 circles using a rope or chalk and explains that the inner circle is our comfort zone where we feel safe and confident, the middle one is the challenge or learning zone where we need to make an effort to be successful, but the stress is doable, and the outer circle is the panic zone where we are often unable to deliver due to too high pressure. Most teachers will be familiar with this. The facilitator uses the general situations to intrigue participants' curiosity by reading the situations one by one and asking everybody to tell him/her spontaneously in which zone they feel once they listen about this situation or how they would deal with it in real life if such a situation comes up. Duration: 10 minutes.

General situations:

- talk to a mass of people
- dress a bleeding wound
- talk to an angry parent
- pet a spider
- cooperate with a strict teacher
- comfort a crying child
- plan a wedding for a hundred people
- apply for a scholarship
- visit the headmaster's office
- make an official complaint
- sing publicly
- attend the school ball or similar celebration

Step 2

The facilitator reads the specific situations one by one. If there are people in the panic zone, he /she takes note of it.

Duration: 5 minutes.

Specific situations:

- having to speak to a mother who (together with her child) has just learned that her husband was killed in action
- go to a mosque to talk to the parents of your Muslim students
- being invited to the refugee camp where students you teach and their families live
- having to explain to a strongly-built father why their child failed
- having to collect newly arrived migrant children's previous school credentials for school administration
- deal with a conflict around a compulsory swimming lesson

Step 3

Next, the facilitator asks participants to work in pairs or small groups, and come up with supportive measures for the panic zone situations (only the Specific ones), and share them with others.
Duration: 10 minutes.

Step 4

In the last step, the facilitator hands out the 'Parent situations' and explains to the participants that these might be typical 'panic zone' situations for migrant parents. He /she asks them to work in pairs or small groups, and come up with alternatives that may move the situation to the Learning Zone.
Duration: 10 minutes.

Parent situations:

- meeting the teacher of your child without having a common language
- enrolling your child in school the week after you arrive to a country
- receiving a letter from the teacher demanding you to visit her in the school
- receiving a letter from the teacher demanding you to visit her in the school during your working hours

At the end participants express their feelings or opinion about the benefits they gained from this activity.

Image adapted from: Psychology spot. (n.d.). Panic Zone: How to get out of it stronger?

<https://psychology-spot.com/panic-zone-get-out/>

ACTIVITY 3.1.3: Recognising Stereotypes

20'

DESCRIPTION

The aim of this activity is to encourage teachers to self-reflect on stereotypes and inherent cultural prejudices that might have consequences in the presence of differences in the educational and cultural backgrounds of refugee and migrant families compared to the rest of the school community.

MATERIALS

Pens
Sheets of paper
List of questions and statements

HOW TO APPLY THIS ACTIVITY

Step 1

The facilitator gives a list of statements to the participants and asks them to take some time to think about what they experience in their daily work alongside their students.

Note: Give more time than required to avoid participants feeling too much pressure during the reflection phase.

List of questions and statements:

What nationalities does your class consist of?

What is most challenging for you when dealing with a student from another country?

When a child with a migrant background arrived in your class, I thought that ...

But now I know that

Are there attitudes or behaviours that you have had difficulty accepting?

Are there attitudes or behaviours that are still difficult for you to understand?

Which ones? Why?

Step 2

After the time required, the facilitator asks them to share, if they wish, their collected thoughts with the whole group.

Note for the facilitator: Remember and remind participants that there are no right or wrong positions; there are only different points of view due to the different social, cultural and economic contexts from which one comes. Try to ensure that by this time in the training they feel it is a safe space where they are welcome and not judged to share anything.

ACTIVITY 3.1.4: Identify Challenges

15-20'

DESCRIPTION

The goal of this activity is to encourage teachers to self-reflect on the school situation and/or incidents, and consider the differences in educational and cultural backgrounds refugee and migrant families have with the rest of the school community.

MATERIALS

Pen and paper – if the activity is carried out as a face-to-face activity, then you will also need tables and chairs.

HOW TO APPLY THIS ACTIVITY

The format is flexible for this activity. It can be applied either physically or online.

As a face-to-face activity:

The facilitator provides teachers with the instructions, by giving them 10 minutes to reflect and write their own experience. Then, he/she brings the responses into the group and discusses for 5 or 10 minutes (depending on how much interest participants will show) different approaches and possible actions with participants.

As a self-paced activity:

The facilitator downloads the activity, by printing the whole activity in order to be able to work on it at their own pace and time. He/she tries to take actions based on the observations.

Annex 1 provides 2 self-reflection activities. Either as face to face or as self-reflection activity, both paradigms.

ANNEX 1

SELF REFLECTION SITUATION 1

Consider children and their families from migrant or refugee backgrounds within your school. What languages do they speak and what are the parents' educational levels? Consider the differences in the educational and cultural backgrounds these families have as compared to the rest/majority of the school community. Make a list of actions you should undertake to enhance better communication with a) parents from migrant and refugee background, among b) all school parents, c) other stakeholder and school community members, such as other educators, school head, local community.

SELF REFLECTION SITUATION 2

Have you ever understood, witnessed, or become aware of a situation in which a parent of migrant or refugee background in your school was reluctant to be involved or take action in their child/children's school life?

Please consider what developmental aspect or educational need was addressed, how were difficulties overcome, and who or what resources were fundamental to support the child, their family, or professionals:

Developmental aspect/educational need:

Actions or ways to overcome difficulties:

Who should play an important role:

Developmental aspect/educational need:

Actions or ways to overcome difficulties:

Who should play an important role:

Developmental aspect/educational need:

Actions or ways to overcome difficulties:

Who should play an important role:

ACTIVITY 3.1.5: Communication

30'

DESCRIPTION

The goal of this activity is to map the communication channels with parents, exploring what can possibly be a difficulty with migrant parents and how we can find alternative solutions.

MATERIALS

Pen, coloured post-its

HOW TO APPLY THIS ACTIVITY

Step 1

Participants are working individually or if there are multiple teachers from the same school in pairs. They are asked to create a list of all the communication channels they are currently using with parents, write every channel on a single post-it, and stick it on the wall or a board. Duration: 10 minutes

Step 2

The trainer reads out the different channels listed, removes duplicates, and randomly hands out an even number of channels to the pairs or individuals. Their task is to list the pro and contra arguments for using that channel, with a specific focus on their effectiveness with migrant parents. Duration: 10 minutes.

Step 3

The participants present their arguments, plenary discussion follows. If there is no used channel identified as suitable with migrant and refugee parents, participants can brainstorm for appropriate ones. Duration: 10 minutes.

ACTIVITY 3.1.6: Dealing with conflict

15'

DESCRIPTION

The goals of this activity are to motivate participants to reflect on 1) the definition of conflict, 2) typical responses from their side ahead of a conflict, 3) strengths when dealing with conflicts and 4) better and more peaceful ways of dealing conflicts.

MATERIALS

Pens, pencils, A4 papers

Handouts of questions in Annex 1 (at the end of this activity).

Note: if you print them on the same sheet, cut the sheets up and hand out the questions step-by-step.

HOW TO APPLY THIS ACTIVITY

Step 1

All participants receive a copy of the interview questions and they interview each other for 5 minutes (they use the questions of Annex 1- Step 1).

Step 2

After 5 minutes one person in each pair goes over to the next pair's place, people share the outcomes of their interviews with a member of another pair using the questions provided in Annex 1 - Step 2.

Step 3

Participants come together in groups of 4 and discuss the following question for 5 minutes. To wrap up each group comes up with 2 potential positive outcomes of conflict, the facilitator lists them on a flipchart paper on the wall.

ANNEX 1

Step 1- questions:

How do you define conflict?

.....
What is your typical response to conflict?

.....
What is your greatest strength when dealing with conflict?

.....
If you could change one thing about the way you handle conflict, what would it be? Why?

.....
What is the most important outcome of conflict?

Step 2 - questions

Were your partner's perspectives different from your perspective?

.....
What were some things you learned by considering another's perspective?

.....
Does discussing conflict like this makes it "less scary"? In what ways?

.....
Is conflict good or bad?

.....
What are some ways in which conflict is detrimental to the team?

.....
What are some ways in which conflict enriches the team?

Step 3- questions:

How does the definition of conflict affect the way we think about conflict?

.....
What are some negative consequences of conflict?

.....
What are some positive outcomes of conflict?

ACTIVITY 3.1.7: Pictures of trauma and conflict

40'

DESCRIPTION

The goal of this activity is to illustrate the different types and severity of trauma people can be exposed to.

MATERIALS

Printed pictures illustrating different incidents of physical trauma, mental trauma and protective factors, tables, space with lights. They are provided in Annex 1 at the end of the activity.

HOW TO APPLY THIS ACTIVITY

Step 1

Participants work in small groups. Each group gets a set of some pictures from those provided in Annex 1. They have to group the pictures in any way they want. The pictures show images of physical trauma (accident, wound, broken bones), mental trauma (fear, abuse, crying) and protective factors (friendship, sports, family, nature). A picture that shows child poverty can be interpreted in several ways. They make the grouping for 5-7 minutes.

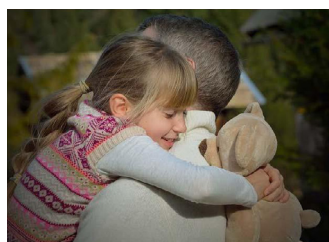
Step 2

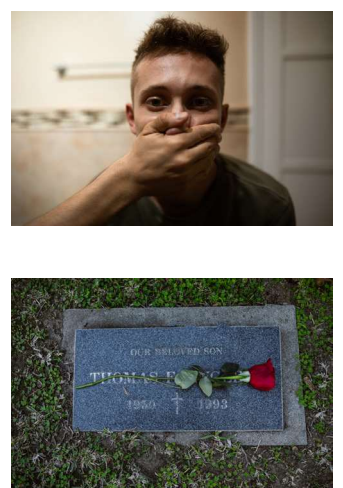
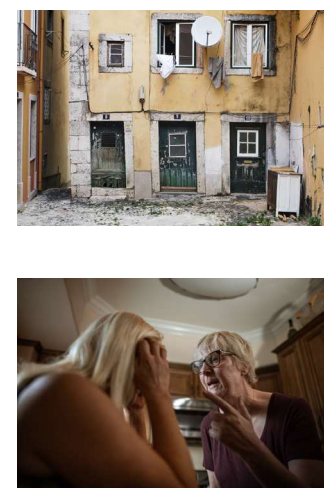
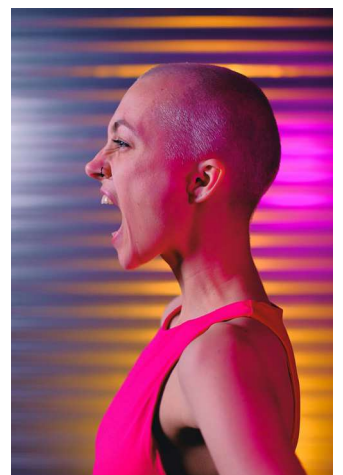
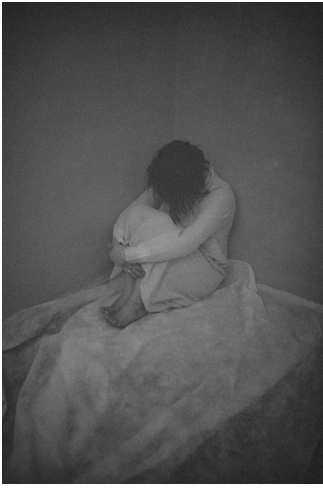
Next, each group explains their ideas of grouping the images. The facilitator asks them to complete the possible traumas with their own experiences. For this session the groups will need about 10 minutes.

Step 3

Next, the groups are asked to focus on the picture where angry parents chastise at a child. The participants discuss all together how they would intervene if it would happen to see a scene like that in their school. What useful ways of better communication can they think of to help parents discipline their child without hurting them at socio-emotional level? Are the parents angry at the child or are they just angry and cannot control their own feelings?

ANNEX I - images





ACTIVITY 3.1.8: Short “lecture” about trauma

15'

DESCRIPTION

The goal of this activity is to explain to participants how trauma affects brain development, its implications on behaviour, how it might be detected, and what can be done about it.

MATERIALS

Flip chart with flip chart pen

HOW TO APPLY THIS ACTIVITY**Step 1**

Using the images, the trainer/ facilitator explains how different parts of the brain are responsible for certain things and how experiencing trauma during the development of these parts of the brain (order of development: Brainstem, Diencephalon and Cerebellum, Limbic, Cortex) can cause a long lasting effect, that can be misinterpreted for bad or strange behaviour. (Images 2 and 3). Therefore the right question to ask is not this: “what’s wrong with this child?” but this: “what happened to this child that caused them to act this way?”

Step 2

Dr. Bruce Perry defines trauma as any pattern activating your stress response system that leads to an alteration of how the system functions. There are no details specifying what qualifies an event as traumatic or how the behaviour is connected to the event. His definition refers to any experience and an effect that looks different from person to person. (E.g. babies in refugee camps cannot learn to crawl, because the floor is dirty, and that later affects their fine motoric skills, and they have difficulties drawing or writing). The timing is crucial as well, because that part of the brain that is in development at that moment will be affected most.

Step 3

Image 4: While it is very difficult to identify at a later stage what trauma has caused a certain behaviour or difficulty mastering a skill, there are some strategies that can be implemented as a way to counter these traumas. Ultimately the most important thing is the complete change of approach that focuses on the cause instead of the symptom. The earlier the intervention of trying to counteract the effects of trauma happens, the better, as children who have suffered from a traumatic event have much lower resilience, and the traumas happening to them later will have greater impact over time. Children who had smaller traumas happening to them and/or have a trusted, supportive circle around them to help recover have a higher level of resilience, and can “bounce back” after traumatic events a lot easier. Ideally it is the family and peers who are primarily part of this trusted circle, but it is crucial for the school 1) to highlight this role of the family -and peers-, and 2) to support and collaborate with them.

These videos might be helpful for the trainer to be more prepared for the lecture, or you can chose to share it with the participants, or even watch it together:

Stress, Trauma, and the Brain: Insights for Educators--The Neurosequential Model

https://www.youtube.com/watch?v=_3is_3XHKKs

Stress, Trauma, and the Brain: Insights for Educators--How Stress Impacts the Brain

<https://www.youtube.com/watch?v=COMwl2akgqM>

Stress, Trauma, and the Brain: Insights for Educators--The Power of Connection

<https://www.youtube.com/watch?v=oEIS6AGwuxU>

Stress, Trauma, and the Brain: Insights for Educators--Regulating Yourself and Your Classroom

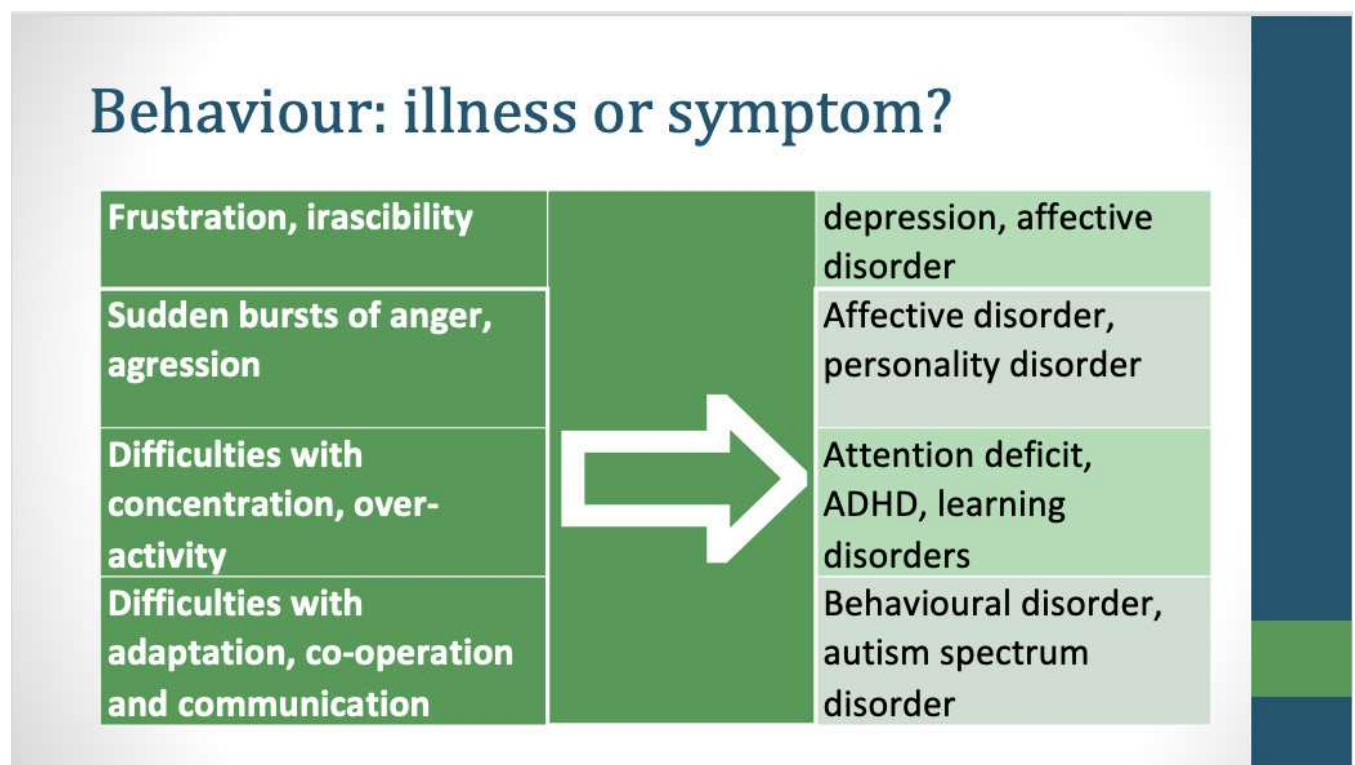
<https://www.youtube.com/watch?v=nqW2Xv16bWw>

Stress, Trauma, and the Brain: Insights for Educators--Educator Strategies for the Classroom

<https://www.youtube.com/watch?v=cNzkyFPA7Lc>

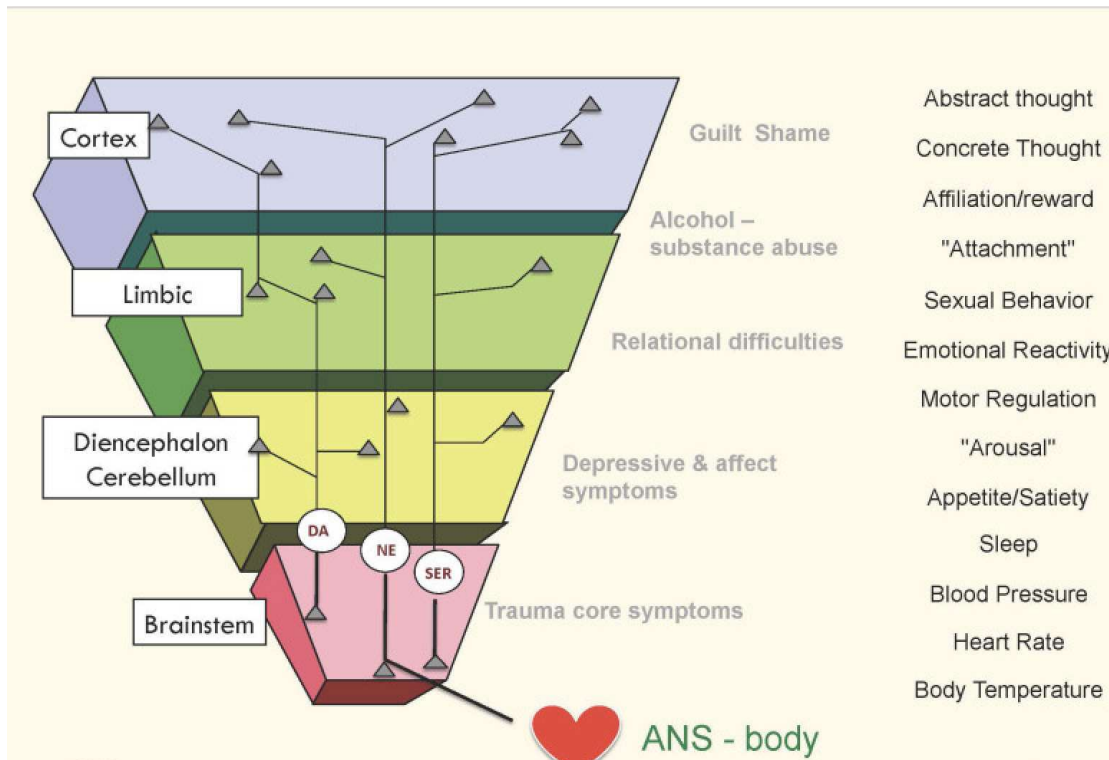
ANNEX 1

Image 1



Source: Pressley Ridge Magyarország Alapítvány

Image 2



Source: Bruce D Perry, MD, PhD 2010-2013

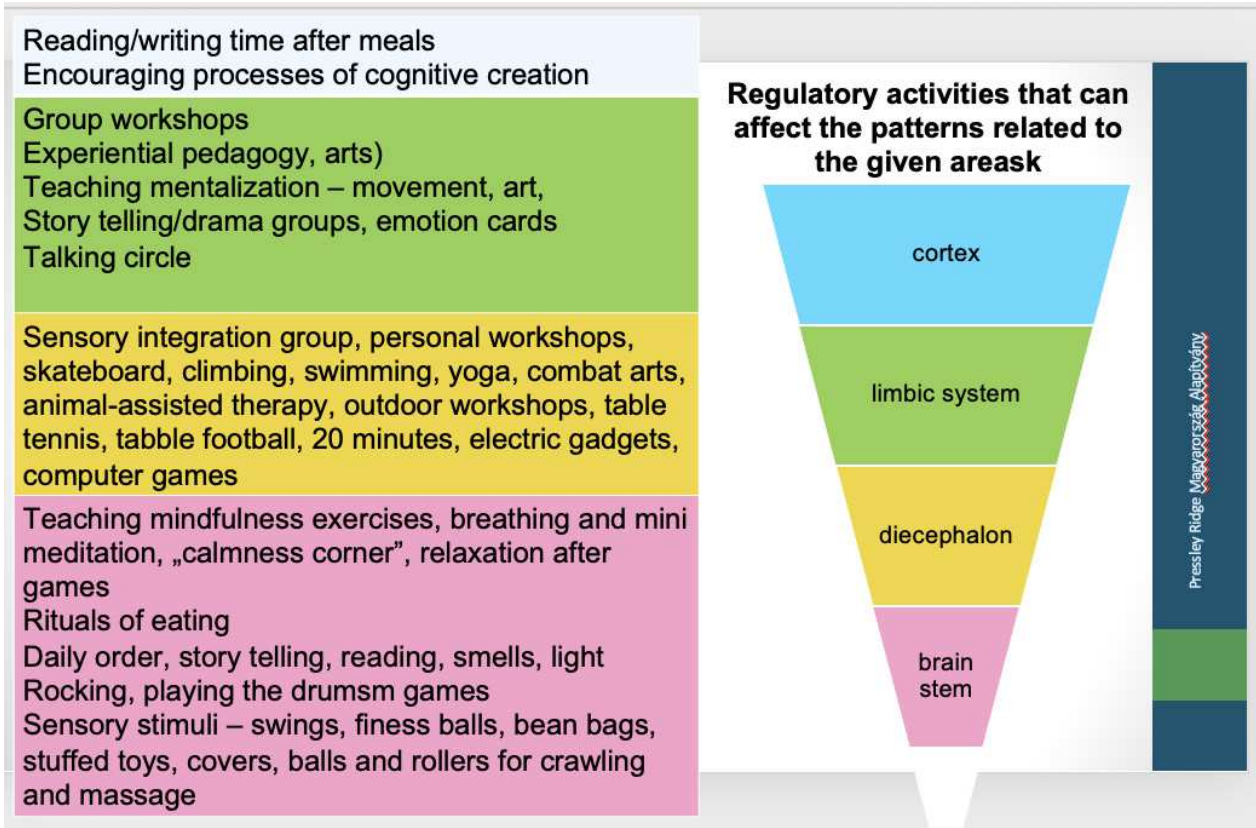
Image 3

<p>Devours books Keeps daydreaming, easily distracted</p>	<p>Damage to the given functions can be recognized in characteristic patterns of behaviour</p>
<p>Attachment difficulties, excluded Frequent change of sexual partners Difficulties with expressing their own emotions and recognizing, interpreting those of others, misinterpreting, becoming numb</p>	
<p>Motor skills: awkward/ very skilled in one given field Always listening, very attentive, noticing even the slightest changes and reacting</p>	
<p>Hunger/satiety– hardly eating, very choosy, eating all the time and everything sleeping – difficulties with going to sleep and waking up, sleep rhythm disordered Pulse – usually very high due to anxiety Body temperature – always cold or always hot or these two keep changing suddenly</p>	

Pressley Ridge Magyarország Alapítvány

Source: Pressley Ridge Magyarország Alapítvány

Image 4



Source: Pressley Ridge Magyarország Alapítvány

3.2 Teachers' attitudes and skills

ACTIVITY 3.2.1: Time for empowerment!

25'

DESCRIPTION

The goal of this exercise is for teachers to be self aware of the skill palette necessary for successful parental engagement, to feel empowered, and to become equipped with tools on how to improve their weaknesses.

MATERIALS

Paper, pen, tables, chairs

HOW TO APPLY THIS ACTIVITY

Step 1

The facilitator divides participants in groups of 4.

Step 2

In every group participants create a list of skills they think are important to have for successful parental engagement (for example communication skills, or digital skills, empathy, etc. Duration: 5 minutes.

Step 3

The groups discuss what skills from their list they know already and what they still struggle with, ranking the list. Duration: 10 minutes

Step 4

Groups then pass their ranked list to another group, where they come up with suggestions on how the less-developed skills (especially those skills that were ranked difficult) can be better obtained and/or practised. Duration: 10 minutes.

3.3 Linguistic challenges

ACTIVITY 3.3.1: Exploring linguistic diversity

15-20'

DESCRIPTION

The objective of this activity is to raise awareness of linguistic diversity within somebody's own mother tongue and the importance of diversity awareness. By stimulating empathy the aim is to deepen the participants' understanding of the linguistic register of the people they are involved with.

MATERIALS

Pens, sheet of paper

Annex I (provided at the end of the activity)

HOW TO APPLY THIS ACTIVITY

This is a face-to-face activity that can be done in one or more groups.

Step 1

In pairs, participants are asked to collect as many words linked to the pictures provided in Annex I as they can. They can use their smartphones or tablets for this. The words can be regional or slang words, but they have to be in their mother tongue.

Step 2

Each participant is asked to highlight one word pronounced by the other participants that

1. they have not heard before,
2. they use regularly, but they think others do not use often,
3. they think migrant parents would struggle to understand.

Step 3

After a short explanation that linguistic diversity is not necessarily about people speaking different languages, participants are asked to work in pairs and translate the paragraph provided in Annex 1 into a simple version in their own language that a person who may not have the linguistic register necessary to grasp this paragraph can understand.

Step 4

At the end, a few volunteers share what they found interesting or challenging in this task.

Conclusion - debriefing

Linguistic diversity is present in multilingual as in monolingual classrooms. Parents that are not proficient in the language of the country of arrival often struggle with the teachers' linguistic register or with the technical linguistic register of the subject taught at school. This happens not because they do not have the knowledge of the issue discussed but because their different linguistic background could make it difficult for them to grasp the sense. Then, it is important to adapt the *linguistic register* to the language level of the person you are talking with and to consider asking for the help of a linguistic mediator if needed.

The activity was inspired by the following manual: Training Manual – Training on Inclusion for School Leaders and Teachers, <https://www.inclusiveschools2.net/download.html>

ANNEX I

Step 1: Images

Image 1



Image 2



Image 3



Step 2 - Question for participants

Which words come to your mind when you see this image? Share your thoughts by expressing as many words as are thinking at the moment.

Step 3 - Example of text for translation into the same language for non-professionals by participants in different languages:

Competence-based learning empowers learners to understand the competences they need to master to achieve their goals, progress through learning processes without time constraints, explore diverse learning opportunities, collaborate in learning activities with communities of peers and mentors, create learning artifacts that represent their competences, reflect on their own learning achievements and see what they've mastered, what they still need to accomplish, and where to improve.

Paragraph adapted from:

<https://blog.blackboard.com/3-key-characteristics-of-competency-based-learning>

Images of Step 1 were retrieved and downloaded from the following link:

<https://www.freepik.com/search?format=search&query=refugee%20studets%20school%20>

<https://www.freepik.com/search?format=search&query=refugee%20students%20communication>

3.4. Harvest

ACTIVITY 3.4.1: Emotions harvest

10'

DESCRIPTION

This activity is a harvesting activity aiming at understanding feelings.

MATERIALS

Bear Cards are downloadable from the following link (pp. 12-13): <http://iskolapszichologiai-modszertani-bazis.elte.hu/wp-content/uploads/2015/08/TheBearCardsBooklet.pdf>

HOW TO APPLY THIS ACTIVITY

Step 1

The facilitator puts all cards on a table. Participants stand in a circle. On their prompt, everybody chooses a card that best reflects their answer to the question: How do you feel after the training? (Another free version of the card is also available for download, but this one doesn't have the name of the emotion on the card and gives more room to interpretation.)

Step 2

All participants are asked to share what they choose by showing the card and naming the emotion, and also to say why. If the picture doesn't show the emotion they say, others can challenge them by asking why they think the bear symbolises and the emotion they projected into it. It is important that sharing is voluntary. If somebody wants to opt out, they can.

Note: If the facilitator has not printed the cards, he/she can replace this activity with a body sculpture using the same prompt: Make a sculpture of your body that shows how you feel after the training.

ANNEX 1 - bear cards

The 48 Bears

1 2 3
18 17 16 15 14
19 20 21 22 23
38 37 36 35 34
39 40 41 42 43

12

44 45 46 47 48

13

MODULE 4 - Best Local Solutions

4.1 Human Spring

ACTIVITY 4.1

10'

DESCRIPTION

The objective of this activity is the building of trust between training participants.

MATERIALS

None

HOW TO APPLY THIS ACTIVITY

The group members are asked to pair up with similar sized teammates. The pair has to face each other, with elbows bent, hands up and palms facing toward each other. Instruct them to touch their palms together and gradually lean towards each other so that they eventually hold each other up. Everyone is asked to move their feet further and further back, so that they have to depend solely on their partners to remain standing. You can ask the participants to switch partners to see if they can go further apart to set a new record. The pair with the highest distance between their feet wins, or if you want to eliminate competition for some reason, add up everyone's distances for a grand total.

4.2 Opinion Line

ACTIVITY 4.2

40'

DESCRIPTION

The aim of this activity is to allow training participants to share their opinions and to illustrate the diversity of opinions in certain, possibly controversial topics. It is therefore intended to open up a debate, starting from the participants' positioning in the space without declaring any right or wrong.

MATERIALS

List of statements

HOW TO APPLY THIS ACTIVITY

Step 1

In the activity participants are invited to stand or move along the line depending on their level of agreement (from total agreement to total disagreement) with a number of statements. One end of the line represents total agreement with a statement while the opposite end of the line represents total disagreement. All the points in-between represent different degrees of agreement or disagreement.

Therefore everyone's view will fall somewhere on the line. There are no right or wrong answers.

The statements may be adapted depending on the training's environment. Do not use more than 3-4 statements in your training to allow time for discussion.

Some statements you can use are:

- Problem solving starts with communication.
- When communicating with somebody, you should focus on what they say.
- If you want a solution to your problem, you should communicate it clearly.
- Parenting is the most difficult job in the world.
- Not all school subjects are equally important.
- You can apply the same teaching method with all children.
- Some people are not fit to be parents.
- The minority should always adapt to the majority.
- Schools should focus more on the wellbeing of children over their academic knowledge.
- Religion has no place in school.
- Teachers should be a figure of authority in the classroom.

Step 2

Ask people at the two extreme ends of the lines to explain their point of view, or ask for volunteers to share.

Step 3

At the end of the activity debrief the participants:

- How many changed their positions after hearing others' opinions?
- What led them to change their minds?
- What have they learned from the activity? Is it straightforward to identify the elements of a quality education?

4.3 Can you fix that?

ACTIVITY 4.3

20'

DESCRIPTION

This is a group activity to reflect on and find solutions for common attitudes of parents and teachers that stand in the way of successful cooperation.

MATERIALS

Printed list of statements, pen

HOW TO APPLY THIS ACTIVITY

The trainer introduces the exercise:

As a teacher you might hear parents grumbling about the attitude of teachers. But you might also be a parent and then you have surely experienced that teachers tend to have strong views on how parents behave. However, without one group understanding the views of the other, it is difficult to cooperate for the best interest of the child.

As a teacher, you are the professional who is responsible for tackling these problems. On the printed paper you will find a list of frequent complaints both from parents and teachers. Read them through with your group and suggest practical solutions.

Parents say:

- Teachers only send home bad news;
- Teachers don't make parents feel welcome;
- Teachers don't do what they say they will;
- Parent-teacher conferences are routine and unproductive;
- Teachers teach too much without thinking/in a mechanical manner ;
- Teachers care more about discipline than teaching.

Teachers say:

- Parents don't seem interested in school;
- Parents don't show up;
- Parents promise, but they don't follow through;
- Parents only pretend to understand;
- Parents do their children's work for them;
- Parents worry too much about how the other kids are doing.

4.4 Spaghetti challenge

ACTIVITY 4.4

30'

ACTIVITY DESCRIPTION

This is a planning and team work activity.

The task is simple: in eighteen minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one metre of cello tape, one metre of string, and one marshmallow. The marshmallow needs to be on top and the structure needs to hold it for at least 30 seconds.

MATERIALS

20 spaghetti sticks per team

One metre of tape per team

One metre of string

One marshmallow per team

A measuring tape to measure the height of the structures.

HOW TO APPLY THIS ACTIVITY

Step 1

Create teams of four participants, explain the task below and run the challenge.

Step 2

Emphasise the following details of the instructions:

Build the tallest freestanding structure: The winning team is the one that has the tallest structure measured from the table top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.

The entire marshmallow must be on top: The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.

Use as much or as little of the kit: The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper bag as part of their structure.

Break up the spaghetti, string or tape: Teams are free to break the spaghetti, cut up the tape and string to create new structures.

The challenge lasts 18 minutes: Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.

Ensure everyone understands the rules: Don't worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.

Step 3

After the clock runs out, ask everyone in the room to sit down so everyone can see the structures. Measure the structures and announce the winning team.

Step 4

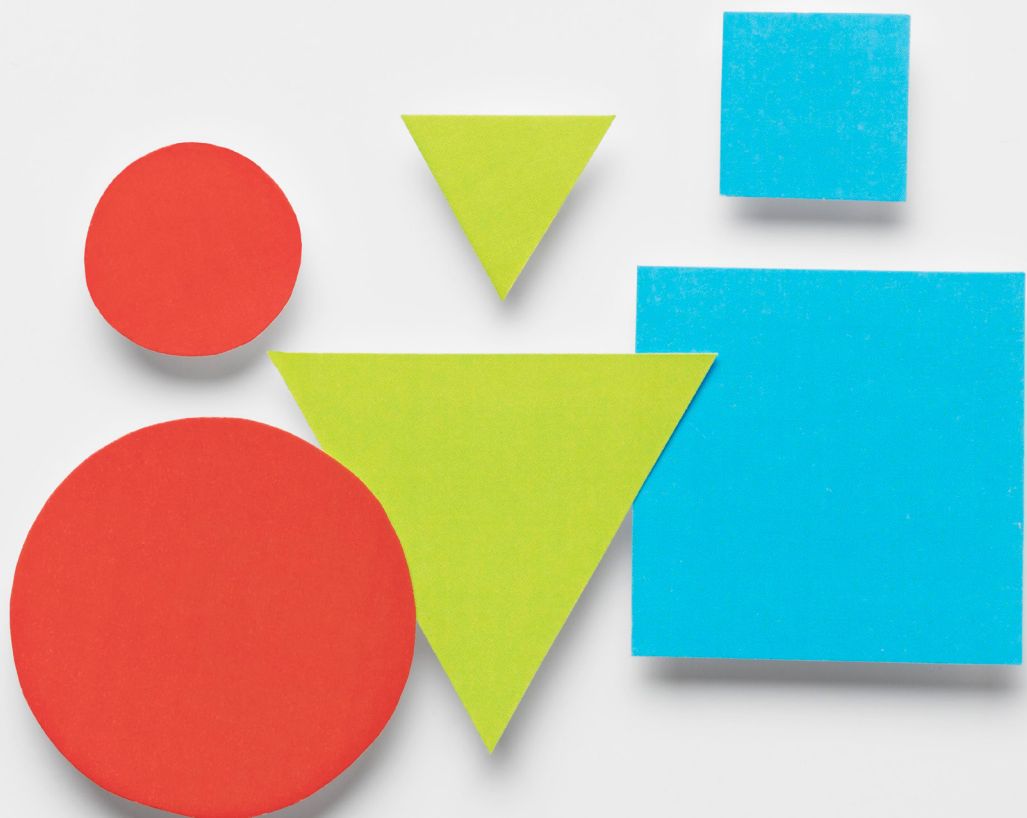
After the challenge is finished, move on with the debriefing discussion.

You can use these questions:

- What was the strategy of the team?
- What was your role in the team?
- What worked well in your team?
- What would you improve next time in your team's work?
- What are the advantageous aspects of your role? (that you usually take)
- What are the disadvantageous aspects of your role? (that you usually take)
- What learning would you take away from this exercise?

At the end of the activity, you can introduce participants to the work of Tom Wujec who has done this activity with hundreds of groups, and what he has found is that the worst at it were a group of top managers, but once you put a personal assistant in the group, their output becomes significantly better.

You can also ask participants who they think the best were according to Wujec's research. The correct answer is kindergarten children.



4.5 Conflict resolution

ACTIVITY 4.5

20'

ACTIVITY DESCRIPTION

The objective of this activity is to improve teachers' skills to successfully manage multicultural contexts and overcome possible sources of conflict/understanding by applying different solutions and practical exercises.

The method on which it is based is that of "case study," a social research method particularly suitable for dealing with complex situations, which makes use of the tool of analysis first, and discussion later, to find possible shared solutions that come up when managing intercultural contexts and dealing with possible conflicts.

The presence of a facilitator is recommended for the final brainstorming phase.

MATERIALS

- Case study (Annex I)
- Reflective questions sheet (Annex II)
- Blank sheets, pens, flipchart
- Tips to deal with cultural conflicts (Annex III)

HOW TO APPLY THIS ACTIVITY

Step 1

Participants are asked to read individually the case study (Annex I).

Step 2

One of the participants reads it aloud.

Step 3

The facilitator starts introducing the reflection questions (Annex II) by writing them on a flipchart and giving participants a few minutes to reflect on "What went wrong in the story." Each participant can write down their thoughts on a sheet of paper.

In this time the facilitator can share with the group what happened in the case study analysed:

The teacher initially interprets the situation as a consequence of the students' shyness and later doesn't directly ask Karima for an explanation. He is confused and decides to address Karima's parents. The teacher does not apply an intercultural approach and analyses the situation from his own cultural perspective.

Karima's parents do not ask for clarification neither from the teacher nor from Karima. They do not think their cultural good manners can be misinterpreted, causing some uneasiness in Karima's integration.

Step 4

The facilitator initiates the collective brainstorming phase in which all participants present their ideas.

ANNEX I

CASE STUDY

Background

The event occurred in a professional school for tourism in Palermo, where following the increase of third country national students new inclusive measures have been introduced.

Karima is 16 years old and arrived in Italy one year ago due to the poor economic situation of her family. Her father had some friends in Palermo, who moved a few years before and managed to find a job there. Karima was worried about starting a “new life” but already knew a few words of Italian since she likes foreign languages and is doing her best to feel part of the new country.

You, as a teacher, are putting all your efforts to favour her inclusion. Her results are quite good so far. Yet, some misunderstandings may emerge from this continuous path of personal growth and reciprocal adaptation.

Situation:

You are a history teacher and you just started working in a new school. One of your students, Karima, is from Morocco. She is good at school and her Italian is gradually improving. She enjoys spending time with her classmates, though she never looks in your eyes when you are speaking to her. You don't pay too much attention; she must be shy.

After one month, the situation has not changed. You start wondering whether you inadvertently did something wrong, used some offensive words or if she just doesn't like you. You hope that the Theatre course she is following outside school will help her become less shy.

One day, at the parent-teacher meeting, you decide to talk to Karima's parents. They still don't speak Italian well, but you manage to exchange a few words. You just tell them that you are satisfied with Karima's academic progress but she seems to have some problems in her approach to older people. Her parents are very surprised; they apologise for this and promise to talk to her.

In the following weeks, Karima seems to be afraid of you. She totally avoids eye contact and spends less time with her classmates.

You decide to talk with a student who seems to be Karima's best friend. She explains: “Karima really appreciates you as a teacher. This is the reason why she avoids looking in your eyes. Once she told me that in her culture you don't look an elderly person in the eye as a sign of respect.”

ANNEX II

REFLECTIVE QUESTIONS

- What went wrong?
- Have you ever experienced something similar?
- How would you react in the same situation?
- What competencies do you need to develop?
- Do you try to foster conversations about other cultures?
- How can you increase students' interest in other cultural contexts?
- Do you generally involve students' parents?

ANNEX III

TIPS TO DEAL WITH CULTURAL CONFLICTS

Get interested in the cultural background of your students, try to discover more about their past experiences.

Involvement of parents: if there is something wrong with a student, it is important to involve parents. Yet, this involvement should rather prevent such situations. Extra-curricular activities may help foster dialogue and improve the level of inclusion of the whole family.

Favour conversations and exchange in the classroom: try to stimulate students' curiosity about other cultures; ask for clarifications when needed; offer more opportunities for team work.

Active listening: Pay attention to what your students are saying verbally or non-verbally. Don't be shy to ask them to repeat: this will make them feel heard and valued. Try to discover students' passions and choose the right topics to involve them in conversation.

Interaction with colleagues: before drawing any conclusion, exchange your doubts and worries with your colleagues. They may share the same concerns or have more information than you.

Extra-curricular activities: get closer to your students and involve other actors, improve peer-to-peer connections and stimulate youngsters' interest in different themes, eventually increasing their willingness to participate more in society as active citizens.

4.6 Spaces and places for migrant parents

ACTIVITY 4.6

45'

ACTIVITY DESCRIPTION

The goal of the activity is to encourage teachers to reflect on the physical spaces and places within their school or classroom environment and how they can be more inclusive and accommodating for migrant parents. By engaging in self-reflection and planning, teachers can increase awareness, enhance cultural responsiveness, improve accessibility and communication with the aim to encourage parental involvement and collaboration with parents. It is a face-to-face activity that can be implemented during group work and a discussion.

MATERIALS

- Sheets of paper for planning
- Post it notes for ideas and self-reflection
- Pens & markers
- Whiteboard for planning

HOW TO APPLY THIS ACTIVITY

Step 1

Take a moment to reflect on the physical spaces and places within your school or classroom environment and how they impact the engagement and inclusion of migrant parents.

Step 2

Consider the following questions and write down your responses:

How are the physical spaces within your school or classroom currently designed and organised to accommodate the needs of migrant parents?

Are there any specific challenges or barriers that migrant parents might face in accessing and navigating these spaces?

How do the physical spaces reflect the cultural diversity and experiences of migrant parents?

Are there any cultural or language-related considerations that should be taken into account when designing spaces and places for migrant parents?

What are some examples of inclusive practices and physical adaptations that can enhance the engagement of migrant parents in these spaces?

Reflecting on your past experiences, what changes or improvements can be made to the physical spaces to better meet the needs of migrant parents?

How can you involve migrant parents in the process of designing or adapting spaces to ensure their perspectives are considered?

Step 3

Based on your reflections, brainstorm ideas and strategies to create inclusive spaces and places for migrant parents. Consider the following aspects:

Physical layout and accessibility: How can you rearrange the space to be more welcoming and accessible for migrant parents? Are there any physical adaptations needed?

Visual representations: How can you incorporate diverse cultural representations, languages, and symbols in the spaces to create a sense of belonging for migrant parents?

Communication resources: What resources and materials can you provide in different languages to assist migrant parents in navigating the spaces? How can you ensure clear and concise communication?

Parental involvement opportunities: How can you design spaces to encourage parental involvement and engagement, such as comfortable seating areas for discussions or designated spaces for parent-teacher meetings?

Collaborative spaces: How can you create spaces that promote collaboration and dialogue among parents, including spaces for parent-led workshops or support groups?

Step 4

Develop an action plan based on the ideas generated. Set specific goals, prioritise strategies, and determine a timeline for implementing the changes or adaptations to the physical spaces and places within your school or classroom.

Step 5

Share and discuss your reflections and action plan with colleagues or administrators, seeking their input and support in implementing the changes.

4.7 Supporting parents to feel more welcome at school

ACTIVITY 4.7

45'

DESCRIPTION

The goal of the activity is to help teachers understand the reasons that might hinder parents with a migrant background, in a new context, from interacting with the school institution. This is an activity that stimulates reflective thinking and can be done face-to-face and online and implemented in groups.

MATERIALS

- Flipchart
- Pen
- Sheet of paper
- Post-its
- Annex I

HOW TO APPLY THIS ACTIVITY

Step 1

Participants are asked to discuss and answer the following questions aimed at hypothesising possible problems that a migrant parent may face in relation to the school their children attend.

In this phase the facilitator will lead the discussion in brainstorming mode.

What factors limit or inhibit foreign parents' approach to the school?

What are the real obstacles?

What are the prejudices?

Which factors of the education system may be difficult to understand and purely anchored in the value systems of the country of arrival?

You will find some examples of questions and/or problems that foreign parents may encounter when arriving in another country in the handout below (Annex I).

The facilitator can introduce them in Step 1 and then give this outline to individual participants or small groups formed in Step 2.

Step 2

Based on the problem analysis developed in the first plenary phase, participants individually answer these questions.

Participants are provided with the handout

Questions:

What changes can be made to overcome the barriers and challenges?

How can the community help this inclusive process and overcome the barriers and challenges parents find when enrolling their children in a school in the host country?

Which of these obstacles need to be solved centrally by institutions and which can be addressed by the school community (teachers, other parents, parents who have been in the country of arrival longer).

The aim is to understand in what term the school community can intervene in support of parents and how to systematise possible solutions by acting on a practical level.

Step 3

After this analysis participants return to the plenary and share their thoughts.

ANNEX I

Questions and/or problems that foreign parents may encounter when arriving in another country

Type of school

- How can I choose the type of school for my children?
- What types of schools are available for children aged 6-13?

Enrolment

- What is the enrollment process?
- How can I appeal if my child did not get into the educational institute I wanted them to attend?

Language

- Are there free majority language(s) courses available for me or my child?
- Is the school obliged to provide mother tongue education to my child?
- If there is no mother tongue education in school, where can my child get it?

Special Education Needs

- Where can I turn for help if my child has disabilities?
- Where can I turn for help if I know/suspect that my child has learning disorders?
- Where can I turn for help if I know/suspect that the regular curriculum is too easy for my child?

Cost

- Do I have to pay for the education in the school?
- Do I have to pay for anything else in the school?

Parents rights and obligations

- What are the rights of parents in school?
- What are the obligations of parents in school?

4.8 Action Research Methodology

ACTIVITY 4.8

60'

DESCRIPTION

The goal of this activity is to introduce a participatory and collaborative methodology that helps professionals to develop evidence-based interventions to better engage parents they have difficulties engaging.

It is a reflective process that empowers educators to improve their teaching practices, focused on individual needs and fosters collaboration and learning among practitioners.

MATERIALS

Printed templates and steps, pens

HOW TO APPLY THIS ACTIVITY

Step 1

The trainer introduces the methodology and its benefits.

You can follow the steps described in Annex I.

Step 2

Identify the focus area and design the action research project

The trainer may choose to divide the participants into smaller groups or to present this activity as an individual activity.

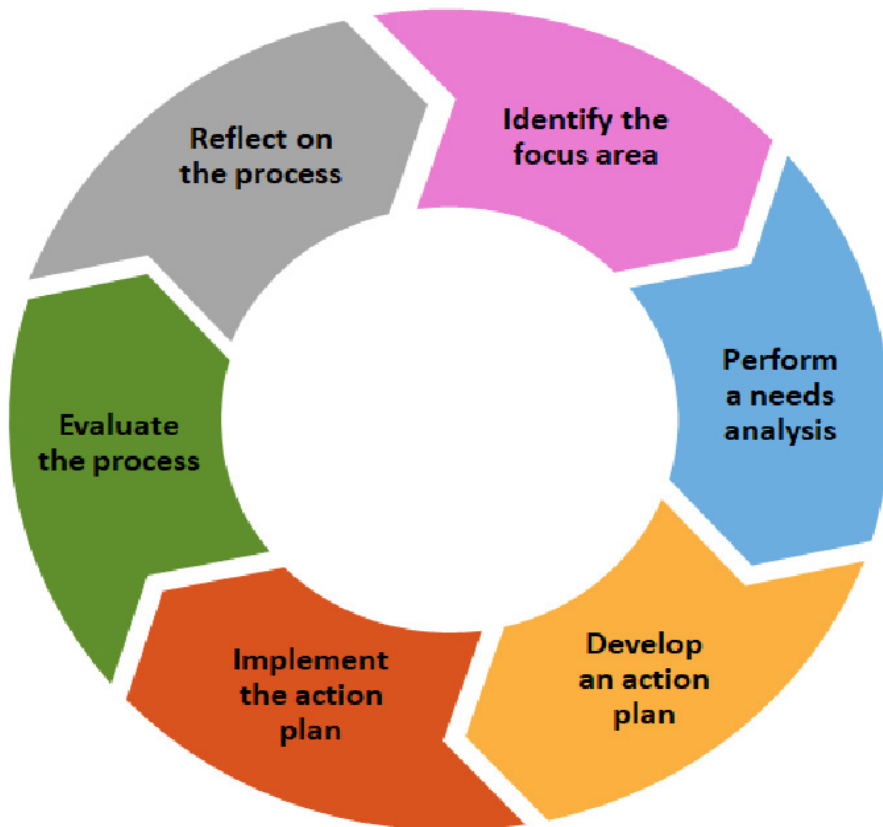
Through the template you can find in the Annex II the trainer invites participants to identify the main focus area that they feel needs to be addressed and the general areas they feel have diverse needs that can be addressed by a project.

Depending on the group to be worked with, the trainer may decide whether to give the participants a ready-made list of needs and challenges to be analysed or may give them 10 minutes (variable time depending on the size and heterogeneity of the group) to brainstorm about the challenges they faced in their work.

They will then decide which one to analyse most by choosing the one they find most interesting or the one they have in common.

Step 3

At the end of the activity, participants are invited to volunteer presenting their developed plan and those who are listening, based on the tested method, act as peer reviewers and ask questions or issues.



- Identify the focus area.
- Perform a needs analysis.
- Develop an action plan.
- Implement the action plan.
- Evaluate the process.
- Reflect on the process.

ANNEX II

ACTION RESEARCH PROJECT

Identify a need or needs that can be solved through an action research project. Start your project and organise the information in the following template.

Action research project

Name	Give your project a name.
Focus area	Describe what is the main focus area that you feel needs to be addressed
Needs analysis	<p>Identify and describe the key components of a needs analysis in action research.</p> <p>Here are the key components of a needs analysis in action research:</p> <p>Problem Identification</p> <p>Data Collection that can involve various data collection methods, such as surveys, interviews, observations, document analysis, or a combination of these.</p> <p>Stakeholder Involvement</p> <p>Data Analysis</p>
Action plan	<p>Describe objectives, goals, resources and times for the action research project.</p> <p>Remember: the objectives should be achievable and measurable</p>
Implementation of the action plan	Describe the main findings during the implementation process.
Evaluation of the process	<p>Describe the main results of the evaluation process.</p> <p>Throughout the implementation phase, constant monitoring is to be carried out, progress is to be assessed regularly, feedback is to be gathered and necessary changes are to be made.</p>
Reflection on the process	Reflect on the process; identify and describe what worked, what didn't, and what can be improved for future actions.

4.9 Successful Education Plan (SEP)

ACTIVITY 4.9

40'

DESCRIPTION

The goal of this exercise is to remind teachers of the professional responsibility of engaging with all parents (not only the migrant and refugee ones, or parents of children with a certain challenge), even those that have not yet been reached and give them an action plan template to use, that enables careful planning.

MATERIALS

Printed templates and steps

Pens

HOW TO APPLY THIS ACTIVITY

The trainer introduces the task:

If you want to introduce the practice of parental engagement in your school community in a way that is beneficial for all stakeholders and has long-lasting effects, you need to plan it well.

On the sheets of paper you will find the necessary steps you need to take together with your team of colleagues. Remember that while you personally might have excellent practices and sufficient knowledge, for a significant change it is necessary to include all stakeholders (this means listening to children's and parents' voice as much as gaining the support of the school leadership and the non-teaching staff).

Read through the steps, discuss it with your group and then fill out the template.

Try to plan for the span of a school year.

Templates

Step 1 / Think

1. Define what goals we want to achieve.

Consider what we need to do to improve educational success in our educational community and what objectives must be defined to meet these needs.

2. Remember that we have experience and competencies.

We know what to do and who could work with us and help us.

3. Consider what we need.

Resources, people, skills, time, etc. What else? Should we learn something before starting?

Step 2 / Organise

1. How will we disseminate outputs to reach all families?

Let them know what we want to build. What do we tell the families? What do we want to ask of them?

2. How do we distribute the work?

Do we form a commission? What time availability do we have? And skills? Do we have allies within the community?

3. What timetable do we propose?

Both for meetings and for the activities we do. How often should we meet: weekly, monthly? When do we start?

Step 3 / Act

1. Communicate. Maintaining communication and coordination with the rest of the educational community always helps us, though the beginnings can be difficult.

2. Share the experience. It will be very useful for communicating the results to the rest of the family, strengthening links with the educational community, inviting people not yet involved, etc.

3. Learning. We learn by doing and sharing all that we discover! If something does not go right the first time, we must remember that we are learning by doing! Do not be afraid to change or make a mistake.

Step 4 / Evaluate

1. Results. What have we achieved and what have we not? Why? How do we feel?

2. "Lessons learned." What have we learned from this whole experience? What has it brought us individually and collectively, as parents' organisation?

3. The future. Now what do we do? Do we continue our successful educational actions? Do we want to add more fields, modify some aspects, and continue this first experience of educational success?

ANNEX I

SEP Template

1. Detected needs	
2. Specific objective/s	
3. Level of participation (use the Ladder of Participation for this)	
4. SEP/s	
5. Resources needed	
6. Participants and target groups	
7. Dissemination	
8. Timetable	
9. Expected results	
10. Evaluation	
11. Detected needs	

MODULE 5 - Closing

ACTIVITY 5.1 HARVEST

10'

DESCRIPTION

This activity is designed as a final recap and reflection on the whole training.

MATERIALS

No materials necessary

HOW TO APPLY THIS ACTIVITY

The trainer thanks everyone for their active participation at the training and introduces this final activity.

Step 1

The participants sit in a circle, with the trainer(s) included.

The trainer asks the following questions in order and anyone is free to answer.

What was the most empowering moment of this training?

What are the changes that you will implement starting from the first day of teaching upon your return to your school?

What do you feel you still need help with to successfully engage parents in your school?

What activities did you like and which ones you didn't and why?

What would you change?

GLOSSARY

Case study (Activity 4.5)	<p>A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context.</p>
Comfort zone (Activity 3.1.2)	<p>a situation or position in which a person feels secure, comfortable, or in control of their environment, experiencing low levels of anxiety and stress.</p> <p>Adapted from the following sources</p> <p>https://www.thefreedictionary.com/comfort+zone</p> <p>https://en.wikipedia.org/wiki/Comfort_zone</p>
Conflict (Activity 3.1.6)	<p>i) a serious disagreement and argument about something important.</p> <p>ii) a state of mind in which you can find it impossible to make a decision.</p> <p>Adapted from the following source:</p> <p>https://www.collinsdictionary.com/dictionary/english/conflict</p>
Cultural background (Activity 4.5)	<p>The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.</p> <p>Adapted from www.igi-global.com/dictionary/ipad/</p>
Cultural conflict (Activity 4.5)	<p>Cultural conflict is a type of conflict that occurs when different cultural values and beliefs clash. Broad and narrow definitions exist for the concept, both of which have been used to explain violence (including war) and crime, on either a micro or macro scale.</p>
Linguistic register (Activity 3.3.1)	<p>In linguistics, the register is defined as the way a speaker uses language differently in different circumstances.</p> <p>Adapted from the following source:</p> <p>https://www.thoughtco.com/register-language-style-1692038c</p>
Multicultural context (Activity 4.5)	<p>The sentence multicultural context refers to a society that contains different cultural or ethnic groups. People live next to each other, but each cultural group does not necessarily have engaging interactions with others and has cultural norms distinct from others.</p> <p>Adapted from https://springinstitute.org/whats-difference-multicultural-intercultural-cross-cultural-communication/</p>
Panic zone (Activity 3.1.2)	<p>a situation in which a person feels particularly uncomfortable, helpless, disoriented and defenceless.</p> <p>Adapted from the following source:</p> <p>https://psychology-spot.com/panic-zone-get-out/</p>

Parental Engagement (Module 2)	<p>is parents' active and meaningful participation in children's education at home and at school. It is based on an equal partnership between parents and professional educators and thus results in a greater commitment and ownership of action than parental involvement.</p>
Trauma (Activity 3.1.8)	<p>Bruce Perry defines trauma as any pattern activating your stress response system that leads to an alteration of how the system functions (mentioned also in step 2 of the activity).</p> <p>Alternative definition for trauma: someone's response following an event that psychologically overwhelms them, often resulting in shock, denial, and changes in the body, mind, and behaviour.</p> <p>Adapted from https://psychcentral.com/health/what-is-trauma#definition</p>
Parental Involvement (Module 2)	<p>This term focuses on parent participation in children's education, especially the role they play in their children's educational institutes. In this form of participation institutions involve parents INTO something that already exists, the initiative is with them, not the parents.</p>



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Project Number: 2021-1-NL01-KA220-SCH-000034479

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2021-1-NL01-KA220-SCH-000034479