



# Parental Involvement Guide

Good practice examples

Parenting Stand-up





“Children are educated by what the grown-up is and not by his talk.” – Carl Jung.

# Parenting Stand-up

---



Thank you to those who participated in this wonderful project!

---

## Contents

1.	WHAT IS PARENTING STAND-UP PROJECT? .....	4
2.	WHAT IS THE PROJECT ALL ABOUT? .....	4
3.	WHAT ARE THE PROJECT'S MAIN OBJECTIVES?.....	5
4.	WHO ARE THE ORGANIZATIONS INVOLVED IN THE "PARENTING STAND-UP" PROJECT? .....	5
A.	CECIS .....	6
B.	IMS.....	7
C.	FAPFEIRA .....	9
5.	WHAT WAS OUR METHODOLOGY? .....	10
6.	LEARNING – TEACHING- TRAINING ACTIVITIES .....	11
	<i>First LTT – Santa Maria da Feira, Portugal</i> .....	11
	Workshops and Activities .....	13
	Conclusions of the LTT week.....	18
	<i>Second LTT - Targu Jiu, Romania</i> .....	19
	Workshops and Activities .....	20
	Conclusions of the LTT week.....	25
	<i>Third LTT – Limassol, Cyprus</i> .....	26
	Workshops and Activities .....	26
	National and International Activities implemented by participants .	30
	Activity Title: <i>Education for health</i> .....	30
	Activity Title: <i>"Discovering soul through art"</i> .....	31
	Activity Title: <i>Financial Education</i> .....	32
	Activity Title: <i>Road safety education</i> - .....	33
	Activity Title: <i>Taxes in Parents' Associations training</i> .....	34
	Activity Title: <i>Emotional education</i> .....	35
	Activity Title: <i>Cultural differences in everyday life</i> .....	36
	Activity Title: <i>Life Education for youths</i> .....	37
	Activity Title: <i>Healthy Eating</i> .....	38
	Activity Title: <i>Let's make Cyprus green!</i> .....	39
	Activity Title: <i>Happiness in School</i> .....	40
	Activity Title: <i>Financial Education</i> .....	41
	Activity Title: <i>Yoga for well being</i> .....	42
	Activity Title: <i>Clean Beach Project</i> .....	43
	Activity Title: <i>Offering support in professional orientation</i> .....	44
	Activity Title: <i>Financial education</i> .....	45
	Activity Title: <i>Do you want to be my friend?</i> .....	46
	Activity Title: <i>Ecological activity</i> .....	47
	Activity Title: <i>Training the parents</i> .....	48
	Activity Title: <i>Clean the forest</i> .....	49
	Conclusions of the LTT week.....	50
7.	TESTIMONIALS .....	51
8.	CONCLUSION.....	56



## 1. What is Parenting Stand-up Project?

Parenting Stand-up is an Erasmus+ project, co funded by the European Union with a duration of two years , in which partners from three European countries collaborated together in a quest to identify the needs and obstacles in the field of parental involvement and to integrate parents in the educational processes that children undergo in the first part of their lives.

## 2. What is the project all about?

The project' overall goal is to increase the level of involvement and commitment of parents through sharing of experiences/best practices between partner organizations and specific cooperation/communication activities between staff and parents. The project has as target group parents from the partner organizations, with fewer opportunities very close to a situation of social exclusion: low skilled parents, poor financial situation and low social skills (in terms of communication, networking, cooperation, teamworking). The project offers the possibility for parents and staff from the partner organization to get involved in educational activities with children and young people, to cooperate and communicate in achieving a common goal. It aims to put the voice of the parent in foreground as an important tool that inspires changes that can benefit the child. In addition, it provides pathways to create a self awareness of parents on their needs and roles in relation with their children and their organizations.



### 3. What are the project's main objectives?

- To grow the level of **involvement** of 24 parents in activities while promoting active participation inside their organization
- To develop **capabilities** of 15 staff from the partner organizations to support parents' involvement and commitment
- To create a common parent **involvement program** and a booklet which to include working methodologies and learning **activities** in the direction of parent-
- To address soft skills like: **Communication** – oral, speaking capability, written, presenting, listening; **Interpersonal skills** – sociability, social skills, Positive attitude, Critical thinking, **Responsibility** – accountable, reliable, conscientious, common sense, **Teamwork** – cooperative, supportive, helpful, collaborative, **Work ethic** –willing to work, initiative, self-motivated, good attendance.
- To facilitate the exchange of experiences between the parents from the partner countries as well as promote intercultural communication.

### 4. Who are the organizations involved in the “Parenting Stand-up” project?

The partnership of the project involves three organizations from three different European countries: Centrul Pentru Educatie si Consultanta Instrumente Structurale (CECIS) from Romania who is also the lead partner and coordinator of the project, FAPFEIRA from Portugal, and IMS private school



from Cyprus. The partners were selected on the basis of complimenting each other's expertise for the successful implementation of the project.

### A. CECIS

Centrul Pentru Educatie si Consultanta Instrumente Structurale



CECIS is a non-profit association established in Romania, city of Tirgu Jiu, and was founded in 2010. Since 2012, CECIS is a foundation member of The European Non

Governmental Organization (ENGO) MV International (MVI) which is a global platform, a network of 18 European NGOs aimed at promoting participatory planning between NGO promoting the exchange of knowledge among professionals in the field of European design.

The main goals of CECIS are:

- Promotion and development of educational activities targeted to children, youngsters or adults from different social backgrounds
- Development and implementation of national and international projects focused on the promotion of human development, active participation and non formal education
- Promotion of cooperation activities between public and private sector in order to facilitate the exchange of best



practices, development of instruments for sustainable cooperation, increasing and consolidating the European dimension in education.

- Sustaining the dialogue between persons and institutions with different cultural background while promoting European identity and diversity.

Our areas of activities are related to:

- Trainings for different programs such as: personal development, teambuilding, management skills, emotional intelligence, creativity, outdoor activities.
- Thematic camps for children, youngsters and adults - personal development, sports, environmental education.
- Educational clubs for children and young people aged 6-22 years old on a variety of topics
- Parental education programs – in the forms of seminars, workshops, conferences, round tables and addressing different topics

### B. IMS

IMS Private School



IMS Private School is an innovative morning school approved by the Ministry of Education, designed to optimize the performance of students by employing a totally new curriculum and teaching methods, based on





many years of experience. It s a secondary school offering a programme with no educational precedent, the “Upper High School Programme,” under the official recognition of the Ministry of Education and Culture, which has recently endorsed it as a secondary school under its authority. The “Upper High School Programme” is a morning school curriculum, initiated in 2014, for students aiming at top universities. IMS educators have been working towards a new type of school for many years. Tapping into their experience, they shaped a school geared for university preparation; redesigned, innovated and taken a totally fresh approach that veers far away from the dated methods still widely in use by other educational institutions; restructured the GCSE and A level subject syllabi to a new kind of learning intended to inspire and motivate. It offers complete freedom in subject choice and is based on aptitude, so that a student’s abilities are not thwarted by age restrictions. IMS has already seen several students enroll at the age of 13 to begin studies at top ranking universities at the age of 16. Within this three year period students of IMS find themselves possessing a strong educational background of many GCSE awards and at least four A Level awards.

In addition, IMS puts en emphasis on the following areas:

- **Innovation in educational methods** - Focuses on the guided free selection of subjects for each student in the framework of their desired career development.
- **Excellence in Teaching** - The School ‘s educational system supports the creative thinking and learning in



- teaching modules by applying complimentary areas of knowledge to specific subjects.
- **Employment and social inclusion** - As part of its innovative research activity and its attempt to improve students' career profile and potential employability
  - **Research & Innovation** - In 2015, IMS Private School established the IMS – Research & Development centre, a non profit Organisation with a view to scientific and innovative excellence. Its main task is to develop research activity and prepare the school for participating and submitting research proposals.

### C. FAPFEIRA

Federation of Associations of Parents and Guardians of the County Santa Maria da Feira



FAPFEIRA was established on 6 February 1999 and is an institution of private law and public interest, non-profit, independent of any ideologies, political or religious, permanent cooperation with the Associations Parents, management bodies of educational communities, students and institution family creating and maintaining conditions for the effective participation of all in educational process in common is their responsibility and seeking to ensure that education of their children and students second process if standards recognized



by the Universal Declaration of Human Rights and the Declaration Rights of the Child in particular with regard to education, youth, science and culture, respecting the different currents of opinion and natural law.

The main aspirations of the association are:

- To contribute to an integrated participation of Parents and Guardians in Education.
- To establish the necessary dialogue and collaboration between the various members of the educational community, associations or other similar entities, local community, local authorities and other official bodies.
- To promote and assist in the local educational community initiatives.
- To make interventions in order to protect the cultural, moral and physical interests of students as well as the resolution of problems relating to education
- To intervene with sovereign bodies, authorities and institutions, to allow and facilitate the exercise of rights and fulfillment of duties fit to Parents and Guardians.
- Propose changes at policymaking level that promote the interests of children.

### 5. What was our methodology?

During the time span of the project, three (3) Learning – Teaching – Training took place, one in each partner country. The main goals of these LTT activities were:

1. To develop the capabilities of 15 staff from the partner organizations in order to support parents' involvement and commitment, as well as foster parental involvement.



2. To create a common parental involvement program and a booklet that includes working methodologies and learning activities in the direction of parent-child-organization cooperation.
3. To create opportunities where 24 parents and 15 staff from the partner organizations can learn that both parts have an important role in children's education,
4. To facilitate communication, cooperation and exchange of best practices between 24 parents and 15 staff from the partner organizations while promoting mutual learning between them.

### 6. Learning – Teaching- Training activities

#### **First LTT – Santa Maria da Feira, Portugal**

The first LTT took place in Santa Maria de Feira, Portugal, in April of 2018 with FAPFEIRA being the host organization and total number of 36 participants.

Parents and staff from Romania and Cyprus traveled to Santa Maria de Feira, which is located in the Aveiro district, 23 km away from the city of Porto. The duration of the LTT activity was one week, with participants having the opportunity to engage in activities aimed at empowering the theme of the mobility.





The objectives set for the Learning –Teaching- Training week were:

1. To get to know each other.
2. To identify the strengths and weakness in the relationship between parents-organization
3. To motivate and empower parents to take a more active role in their children's education.
4. To develop cooperation and communication between parents and staff
5. To offer positive examples of parental involvement and learn/share/discuss about key aspects related to parental involvement in the partner countries through study visits at relevant institutions
6. To learn how parental involvement is approached in different institutions.
7. To increase self-awareness and the ability to identify needs and come up with solutions in the field of parental involvement,
8. To exchange best practices on the topic by offering positive examples for parental involvement through the study visits.
9. To increase parents awareness on the benefits of parental involvement and share experiences with others on the topic.
10. To develop soft skills such as: interpersonal skills, communication skills, team working, self-motivation, networking skills.
11. To develop intercultural competences.

## *Workshops and Activities*

### **Active parenting Workshop**

This workshop had the purpose to help parents discover their parenting strengths and learn to build on them and seek to motivate parents in identifying specific stresses the family is experiencing and to gain a better understanding of the family's perceived barriers to involvement so as to better cater to their needs.

The role playing strategy used by the facilitator focused on the theme of parental alienation and children's rights.

The groups were divided in Nuclear Families, Blended Families, Extended Families and Single-Parents Families and assumed different roles and different situations involving the children.

After preparation and selection of characters/family, the participants presented their pieces to the others. In the end, everyone discussed the results where the coordinator focused the attention on the feelings involved, the implications of family relationships, their problems and differences.



## **Presentation of Partner organizations**

The participating organizations of the project presented themselves and the work that they do in the community and in society in general. Each partner talked about their area of expertise and what they aspire to bring to the project. The presentations were made with the use of power point presentations.

## **Workshop: Digital stories**

The digital stories workshop served as a way for all participants to get to know each other. Each participant had to record a short video presenting and talking about him/her self. The outcome of the



activity was extremely positive as it was a good way to break the ice amongst participants and elicited a wide range of emotions, due to the nature of some stories shared.

We would like to give the example of one of the participants who, as soon as her mother saw the Digital History video, could not contain her emotions, her relationship with her daughter and her grandchildren having changed drastically from that moment;

## Parenting Stand-up

---



As the Romanian group's story concluded, "It makes a difference in yourself; work less and spend more time with your children. They will follow you to the place where there is happiness".

### Round Table Needs and Solutions - First Session

Being Santa Maria da Feira a small historical town, FAPFEIRA chose to hold this activity at the local castle. This way, all the participants joined the guided visit to a local monument with the activities planned in the training.



Following the perspective of parents from the organizations, FAPFEIRA's facilitator guided the discussions and the learning process to identify strengths and weaknesses in the parent-organization relationship, for the purpose of elaborating on the solutions for parental involvement. Participants identified the needs and solutions







as part of the discussion and some of them are:

## **Needs:**

- Limited activities involving parents and children;
- Lack of human and material resources to carry out activities;
- Small spaces for too many needs;
- Lack of communication and institutions support;
- Lack of funds to support more activities for children and parents;
- Lack of support from public entities.

## **Solutions:**

- Educational benefits for parents and children
- Offer of educational activities based on personal development
- Providing for the creation of partnerships
- Communication
- Volunteering
- Quality time for the children
- Common objectives
- Satisfying parents' needs for better education
- The ability of organizations to adapt to the needs of their children
- Providing non-formal education
- Development of workshops for parents

## **Study visits - different stakeholders**

FAPFEIRA, as the host organization and as part of the LTT agenda, arranged study visits to relevant organizations in order for participants to experience the work that this



institutions perform on a daily basis, get new ideas and be presented with examples of good practices in a different country.

### **Visit to Santa Maria da Feira's Community Care Unit**

(Unidade de Cuidados na Comunidade SMF/ACES Feira-Arouca)

<http://acesfa.wixsite.com/home/noticiasantigas>

Here, participants learned about the projects the Unit develops in the parenting area, namely, Preparation Course for Childbirth and Parenting, Postpartum Recovery and Parental Education Course, Infant Massage Course, Breastfeeding Counseling, Follow-up of pregnant women and adolescent mothers.

### **Visit to Santa Maria da Feira's CPCJ**

(Comissão de Proteção de Crianças e Jovens)

This is a Commission for the Protection of Children and Young People who are in danger. Here the institution shared its experience on dealing with children and young people at risk, how to do the right thing and intervene, as well as ways of alleviating the pressure off of certain situations.

### **Visit to the Santa Maria de Lamas's Museum**

<https://www.facebook.com/museudelamas/>

<http://museu.colegiodelamas.com/>

The Museum of Santa Maria de Lamas offers to the public a set of dynamic options, which allows direct contact with the collections which make up such a rich and diverse offering. The Museum has in its Educational Service a high point in terms of theoretical and playful quality, giving the participant



an awareness of the art itself, its typological and thematic diversity, cultural heritage and its conservation. Throughout the school year, in addition to the permanent educational program, which highlights the activity "The Mystery of the disappearance of the cork oak", the Museum promotes thematic activities / visits (complemented or not with workshops), pedagogical games and workshops alluding to the blocks (Carnival, Easter and Christmas).

### ***Conclusions of the LTT week***

This first meeting of parents and staff of the three countries allowed the sharing of educational and cultural differences.

In the knowledge of the projects developed in one of the most entrepreneurial counties in the country, it was noticed the enthusiasm of the ideas that Romanian and Cypriot parents took from Santa Maria da Feira to their countries, in order to take on more active roles in their role as educators and the benefits that they can take from this involvement.

For one week, parents and staff established other levels of communication and were able to identify strengths and weaknesses in their relationships and improve common strategies for parental involvement.

A number of recommendations were also made with a view to improving parent-organization relations, and it was concluded that it is a matter of priority that parents and staff should communicate more, although there are indicators of examples of good practice.

## Parenting Stand-up

---



The partners proposed field work, parents training in the area of personal development, non-formal education for children with parental involvement (eg, product sales fairs with parents and children, first aid training for parents and children, common sessions of outdoor cinema, although with very basic means).

In addition, sport was indicated as an effective mean of involving parents and children, giving the example that in many schools, soccer coaches are the parents themselves, as well as the promoters of the organization of inter-school tournaments ; the commemorative days of the father and the mother, in which they are invited to go to school to participate in the activities developed and organized by the teachers and the children; the Carnival parade, which involves students of the county and their families...

## Second LTT - Targu Jiu, Romania

The second LTT, took place in Targu Jiu, Romania, on October 2018 with a total number of 32 participants. CECIS, the hosting organization, arranged the activities for the training week that took place.





The main objectives of the LTT were:

- To identify and define main elements that are crucial for active participation
- To increase the awareness of the participants among active participation and its benefits
- To identify motivations of the participants for active participation
- To elaborate a parental program with the involvement of staff

### ***Workshops and Activities***

#### **Workshop - Active participation and Benefits**

The workshop approached means of engaging with parents on the design and delivery of services to children, methods to reinforce the cooperation between parents and organizations, role playing and study cases. Topics addressed from parents perspectives were: reviews on barriers to active parenting and family involvement/participation identified in the previous meeting, home environment, how can I help, understanding different levels of collaboration and partnerships, models of parental participation.

Topics addressed from staff perspectives were: identification of inclusion assets by taking into account the diversity of situations (characteristics of parents - family's socio-economic status, parents schooling situation and the nature of the parent-child).

The group made an exchange of experiences and discussed the activities which were implemented by the organizations



involving the parents and also the parents have shared examples of how they were involved in different activities.

Benefits which were identified by the parents for active participation were:

- Self awareness (about the world, their children, themselves)
- Change behaviors (social responsibility)
- Education through models, improving respectful behaviors of the kids
- Better communication parent – school – ngo – child, good way to reduce bullying, violence
- Sharing good practices – getting other parents to be involved through the power of example
- Learning pedagogical methods to teach their children from the staff
- Create joy
- Socialize with other parents and spend time with the kids
- Sense of community to create – it is important to not feel alone
- Fighting for a cause in unity for the educational benefits of the kids
- Being more open-minded, better life, more qualitative and solid education
- Reach new tools to help the children
- Sharing parents interest for life skills development and less pressure on them at school

## Parenting Stand-up

---



Benefits which were identified by the staff for active participation were:

- React faster to children needs
- Parents are fully informed of the school system
- Resolving problems more effective
- Money – it is cheaper for the school/organization to have parents help in organising activities
- Information about the families and increased capacity to support the kids
- Influence to the school with better results for the kids



### **Workshop Barriers for active parent involvement (staff/parents)**

The workshop aimed to identify the barriers that hinder active parenting and active participation. Participants were given a set amount of time and were asked to think and write down what they consider to be barriers for active participation/parenting. After everyone finished with their

## Parenting Stand-up

---



thoughts, a group discussion took place where participants expressed their opinion and discussed with each other.

Barriers which were identified and discussed were:

- Not enough time for active involvement (both groups)
- Difficulty to approach parents that go through a divorce (staff)
- Sometimes parents do not know how to approach different situation (both groups)
- Staff should provide information to parents about teaching strategies and methods
- Institutions should be more flexible with teachers when it comes to be more pro-active and have initiatives to develop activities parents



## Parental Involvement Program

The activities were common with staff and began with brainstorming of proposals coming from both parts. The ideas were discussed and noted down. Afterwards,





participants were splitted in first round in international teams and in the second round in national teams. Each team had to create an Activity plan. After creating the plans, each team has presented their work in plenary and they have established the calendar for each activity proposed.

### Results

Six (6) international activity plans and eleven (11) national activity plans which were to be implemented between November 2018 - February 2019 in each partner country:

#### **International plans established were:**

- Ecological activity: clean the forest
- Training the parents
- First aid education in school
- Financial education for 1-13 years old
- Happiness project
- Support in professional orientation

#### **National plans established were:**

- Logistics: school yoga Sexual education
- Let s make Cyprus green!
- How to build a good relationship
- Recycle program
- Healthy eating
- School yoga
- Financial education
- Health education
- Sexual education



### ***Conclusions of the LTT week***

The second LTT week of the project concluded with participants expressing satisfaction about the overall experience and the exchange of knowledge. During the week, parents and staff from the partner organizations got the opportunity to share their experiences and concerns, which in turn lead to a successful and productive LTT week. Some indicators of the success of the LTT are the activity plans that were created with international collaboration during the implementation phase, all aiming at more active parental involvement. In addition, discussing about solutions that will help children have a better education and quality of life increased the motivation amongst parents to be more actively engaged in the process. It was also very empowering the fact that all participants from different ethnic and cultural backgrounds share the same concerns about their children, and how beautifully they collaborated and exchanged knowledge.





### Third LTT – Limassol, Cyprus

The third LTT week was held in Limassol, Cyprus, during March 2019, with a total of 45 participants. IMS R&D was the host organization for the week and arranged the agenda of the LTT according to the objectives of the mobility. More specifically, the project partners set the following objectives for the LTT in Cyprus:

- To share the experiences and practices upon local activities
- To elaborate on a sustainability plan for further activities
- To develop positive attitudes to the benefits and necessity of mutual cooperation
- To foster the understanding of parents about cooperation and partnerships while promoting mutual learning between them



### *Workshops and Activities*

#### **Report and evaluation of the local activities between parents**

Each partner presents their reports, followed by a debriefing of the participants. (National activities + International Activities)

## Parenting Stand-up



As it was established in the previous LTT in Romania, participants developed a parental involvement program with a schedule of activities that they had to implement during the following months. As a starting point, the project coordinator explained the expected outcomes of the activities to the participants in terms of increased participation of parents as well as motivation. At a first stage, the participants were divided into groups from different countries in order to discuss and evaluate the activities that had to be implemented on a **national** level. The mentioned activities were agreed upon on the previous mobility in Targu Jiu, Romania as part of the parental involvement program. The main goal of this activity was for the participants to share their experiences during the implementation of the activities and discuss the results and overall impact of the activities on a parenting level. The participants did so for both national and international activities.



## Parenting Stand-up

---



### **Presentation of the activities performed on national and international level by participants**

After the group discussions where parents shared their experiences, each country took the stand to present their



overall report of the activities implemented and share with everyone the conclusions and results achieved. The first country to present was Romania, followed by Portugal and then Cyprus. Each presentation was delivered orally with the help of visual aids (reports, pictures, powerpoint). The presentations covered the duration of each activity, the persons that participated in the implementation, overall methodology of completing the activity and achieved outcomes.



### **Roundtable Discussion: Sustainability plan of the project**

Since parental involvement requires a continuous and constant effort, it was important to discuss the sustainability of the project and its outcomes. Participants were placed in groups and were asked to discuss and share ideas on how they plan to continue the work after the project is finished. It was rewarding to see that all participants felt that the experience and knowledge they gained during the course of the project was beneficial for them and their children and everyone agreed that they feel more committed to be involved in the educational upbringing of their children. In addition, this commitment will enable them to continue implementing activities along with their children after the project is finished and continue working with the project organizations in disseminating and promoting the outcomes of the project.

### **Elaboration of the booklet**

The project partners worked on the preparation of the booklet which is meant to be an educational resource for parental involvement. The partners agreed on the format of the booklet and its overall content, and each partner shared his/her suggestions on what should be included in the booklet. Specifically, it was agreed that the booklet will contain the project overview, the profile of the organizations involved in the project, all the activities of the Learning – Teaching- Training weeks, the national and international activity reports, best ideas and sharing of good practices, testimonials from the participating parents and conclusions.

### ***National and International Activities implemented by participants***

(Parental involvement program)

As mentioned above, participants were asked to present the activities they had implemented, explaining the methodology and outcomes of each activity. Below, is a summary of all the activities performed by the participating organizations.

Activity Title: ***Education for health***

**Responsible:** Luminita Anoaica and Maria Chiliban

**Duration:** 1 hour and 30 minutes

**Objectives:** During the activity, the children will learn about several ways of healthy eating, what healthy eating means and how to keep themselves healthy through sport.

**Materials:** video, laptop, projector, paper, colored pencils.

**Results:** After completing the activity, children learnt to how have a healthy diet and to maintain a healthy life style. They learnt how to create their own food pyramid and a proper way to eat daily according to what they learnt during the activity. They also understood what they have to change in their daily diet. The children involved in this activity were taught that apart from maintaining a balanced diet, physical exercise is also important.



Activity Title: *“Discovering soul through art”*

**Responsible:** Popescu Ramona Ionescu Haidău Ana Daria  
Pistol Monica

**Duration:** 90 mins

**Objectives:** Identifying character traits, discovering emotions and desires through painting drawing

**Materials:** colored pencils, boards

**Results:**

- The children discovered character traits by choosing colors (Luscher Test);
- The children expressed – artistically - their vision about their families. Through the symbols they drew in the test “My family” , the emotions, the desires, and the anxieties of the little artists came off.





Activity Title: **Financial Education**

**Responsible:** Frățilescu Ramona , Nimară Mariana

**Duration:** 90 minutes

**Objectives:** The children will know:

- How money appeared
- Which are the Romanian banknotes and coins
- What does money represent
- Why do we need money
- Why it is important to save money

**Materials:** flipchart, colors, paper money, the short movie about money, worksheet, games.

**Results:** Children discovered how money became a part of our lives, why do we need them, how we use it, and why it is important to save money.



Activity Title: **Road safety education** -

**Responsible:** Candea Ana, Uzuru Liliana Lola, Cracui Valentina

**Duration:** 90 minutes

**Objectives:** Presenting general rules to respect as road users. Defining the terms used in road safety education

**Materials:** Presentation film, drawing, colors

Age group: 5 - 11 years

**Results:** The children found out about the general rules that must be known and respected as participants on the public roads.

They actively participated at the presentation by asking questions and presenting their own scenarios.

In the end, to show the degree of information acquired, the children colored the pictures with traffic signs and suggestive images related to the road safety education.



# Parenting Stand-up



Activity Title: ***Taxes in Parents' Associations training***

**Responsible:** Maria, Carla, Patrícia; Luminita; Yiota

**Duration:** 2 hours

**Objectives:** The Taxes in Parents' Associations training activity aimed to improve the impact of the associations work on the school communities by reinforcing some key areas and provide some management tools.

This action was also intended to help, enlighten, and prepare the leaders or future leaders of these associations in the support tasks for their children's school.

**Materials:** Powerpoint presentation, oral presentation, dialogue.

**Results:** 20 parents attended the event and had the opportunity to improve their organization management tools, and activities execution.



Activity Title: ***Emotional education***

**Responsible:** Sorlea Elena Ramona, Magdalena Vulpe, Stanca Simona, Persa Aida

**Duration:** 90 minutes

**Objectives:** To learn effective ways to manage emotions under stress;

**Materials:** Individual work charts, projector, “The sky of emotions”;

**Results:** Children talked about their feelings in various situations and learnt to deal with negative feelings (anger, envy, guilt). It created an open atmosphere in which they had the courage to talk about what they felt when they were offended and found together effective ways to settle conflicts in a constructive way. Role plays were the preferred activity of all, moments when they strengthened their knowledge of activity, practicing concrete ways out of a conflict situation or generating negative feelings. I also found that one of the children even had intense feelings of frustration and anger that affected his social and family life and I decided to have another date in a neutral setting with this child and his mother. The willingness to listen to both sides, generated joy and openness to correct the behavior of both of them. In conclusion, this lesson confirmed the need for children to be listened, understood, forgiven, and loved, as well as the importance of effective parental involvement in their lives



Activity Title: ***Cultural differences in everyday life***

Intercultural communication in school

**Responsible:** Irina Suvorova

**Duration:** 2 hours

**Objectives:** Helping teachers find the right way for building up relations between different nationalities in one class.

**Materials:** Own experience of international programs for kids

We had an audience of kids with ages between 6-12 years old and our seminar began with a small talk in order to get all kids interested in the activity. Soon enough, and through the use of games as a way to encourage communication, we had the kids trying to understand people from different cultures and different background than their own. The influence of culture in which children grow up is closely related to their behavior in the educational process and their perception of information.

Results: We had a lovely 2 hour session with the kids, in which they learnt to identify the differences of other cultures and in the same time make an effort to establish communication and friendship with children that come from a different background.



Activity Title: *Life Education for youths*

**Responsible:** Galiya Nezvanova and Marcel Meghari

**Duration:** 2 hours

**Objectives:** Education and get in contact with topics Personal Development, Financial Education, Entrepreneurship

**Materials:** 250 Books and 250 Audio Books and DVD

We collected and donated approximately 500 Books and Audio Books to a school library. Nearly all books and audio books are international bestseller in topics such as Personal Development, Creating Relationships, Financial Education, Entrepreneurship.

Dale Carnegie, Dr. Steven Covey, Tony Robbins, Robert Kiyosaki, Brian Tracy, Napoleon Hill, Dave Allen, John Gray... and many other bestselling authors.



Furthermore, we discussed with teachers about the importance of real life education to young children.

**Results:** Bring young people in contact with interesting, life-changing topics, which serve them in professional and personal life.

Activity Title: **Healthy Eating**

**Responsible:** Paulo Fortunato, Carla Gaspar

**Duration:** 2 hours

**Objectives:**

- Teach good eating habits
- Explain the importance of food (nutrition)
- Benefits of good nutrition for health
- Teach techniques to include foods that children do not eat in their everyday diet.

**Materials:** Powerpoint presentation, oral presentation, dialogue

**Results:** More than one hundred people attended the event: students, parents, teachers who all got the opportunity to learn about the benefits of good nutrition and how to implement changes in their children's diet.



Activity Title: *Let's make Cyprus green!*

**Responsible:** Marina Kuzmitskaya and Yulia Tremsin

**Duration:** 6 hours

**Objectives:** To plant trees along the sea coast of Cyprus (Aphrodite Hills area)

**Materials:** shovels, gloves, trees to plant (provided by the Department of Forest)

**Activity Development:**

- 4 Feb: coordinate with Department of Forest regarding procedure and fixing the date (24 Feb)
- 5 Feb: send email to all participants inviting to the event.
- 5 -9 Feb: Finding sponsor who'll pay for 100 tree plans and transportation to the place (Forex company)
- 20 Feb. Finalizing the list of participate (50 people), organizing buses to event, sending emails to all with final instructions and details.
- 24 Feb. Planting Day !

**Results:** We managed to plant 100 trees along the sea coast of Cyprus, an experience that it was so enriching and rewarding for everybody involved.





Activity Title: *Happiness in School*

**Responsible:** Ana Paulos, Valentina, Marcel

**Duration:** 1 hour and 30 minutes

**Objectives:** To help them to realize the well-being that physical exercise can provide

The activity was designed to carry out activities at school that made children and young people happy. As I attend to a Massage course, I thought on developing an initiative that had to do with this area. In that sense, I invited the 9th grade students to spend a few hours in a gym so that they could feel the well-being that physical exercise can provide. The space of a colleague, who kindly made it freely available, had a sauna and a massage space. After experiencing the equipment, the students could still, almost all for the first time, had a sauna and enjoyed a relaxing massage done by myself.

**Materials:** Positive attitude, massage bed, exercise equipment

**Results:** The students had an amazing time and kept expressing their appreciation for the activity. As stated before, it was the first time to experience this for almost all of them. Everyone had a smile on their face and that makes me feel that happiness at school was achieved!



## Activity Title: **Financial Education**

**Responsible:** Paulo, Sara

**Duration:** 1 hour and 30 minutes

**Objectives:** To help children understand the world of finance and how to effectively manage money

**Materials:** projector, oral presentation

**Results:** Children had an hour and thirty minute session on financial issues through a presentation that aimed to explain the inner workings of the financial world and equipped the children with the tools and knowledge necessary to excel in life and achieve their dreams and aspirations.



Activity Title: **Yoga for well being**

**Responsible:** Luís, Monica, Rui, Silvia

**Duration:** 1 hour

**Objectives:** To help children understand the effect of yoga exercise on the physical and mental self

**Materials:** yoga mats

**Results:** Parents and children had the opportunity to attend a yoga class and perform different exercises that aim to balance the mental and physical self. Throughout the activity, the yoga instructor explained some basic notions of yoga and why it could be beneficial to the overall health of anyone who decides to do yoga exercise. Those who participated express desire to continue attending classes in their personal lives, as they felt rejuvenated after the yoga session.



## Activity Title: *Clean Beach Project*

**Responsible:** Yulia, Pavlos, Yiota, Marcel, Galiya

**Duration:** 3 hours

**Objectives:** To clean Dasoudi beach in Limassol, an area where many trees form a small forest along the beach.

**Materials:** Trash bags, gloves.

The IMS team responsible for the activity organized a cleaning of the beach on a sunny Saturday in Dasoudi beach area of Limassol. Parents also brought their children to participate and the activity began with a discussion about the importance of having a clean beach and the negative effect that plastic waste has on our oceans today. The discussion was not only confined to environmental reasons but also economic, as Cyprus' economy relies heavily on tourism. After the discussion, we proceeded to clean the beach which covers a big area of land with great success.

**Results:** The activity was a major success as the team managed to clean a significant part of the beach, resulting in many filled trash bags.



Activity Title: **Offering support in professional orientation**

**Responsible:** Maria Chiliban

**Duration:** 1 hour and 30 minutes

**Objectives:** offering information about professions and providing support for choosing a job.

**Materials:** laptop and printer, handouts, the room.

Results: The children received materials with information regarding the topic. They had open discussion, shared experiences, asked questions and got answers. The feedback received was very positive and the children presented their favorite job at the end of the activity.



## Activity Title: **Financial education**

**Responsible:** Frăţilescu Mihaela-Ramona

**Duration:** 1 hour and 30 minutes

**Objectives:**

- to know the history of money;
- recognize Romanian coins and banknotes;
- to find information about the personalities on the faces of the Romanian banknotes;
- perform artistic works with the help of coins;
- perform role-playing games.

**Materials:** cash notes; calculator, projector, paper

**Activity Development:** The activity started with a game of knowledge "The Charming Fountain", in which the students had to imagine that they were extracting a thing, an object or a being and telling why they chose that thing. Then a presentation on the history of money took place. The children extracted from a box the question-money tickets, in which students divided into groups of 4 children responded to them. I presented the money-loving personalities. The students of the second class presented a play that has as its subject the money in human life, namely: "The Beetles of the greyhound" of Călin Gruia. In the end, the children have worked with the coins, which have been auctioned. Some of the students have spent all the false money on work, and others donated.





## Activity Title: *Do you want to be my friend?*

Part of project "The first educational acts of the child"

**Responsible:** Nimară Mariana Genoveva

**Duration:** 90 minutes

**Objectives:** How to discover: yourself, other children, the qualities of a friend, the behaviors of colleagues, and the importance of good relationships within the classroom and beyond.

**Materials:** power point presentation of the story "Do you want to be my friend?" by ERIC CARLE, pictures, colors, glue, labyrinth file, worksheet.

**Results:** The children have learned the importance of placing value on themselves or another child, what is true friendship, the qualities of a friend, what social relationships the students can establish between them in the classroom and outside of the classroom.



## Activity Title: **Ecological activity**

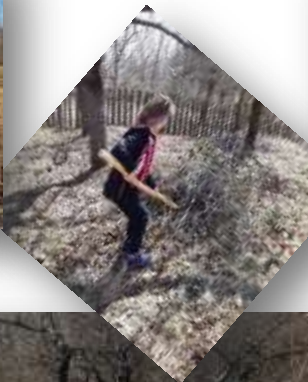
**Responsible:** Luis, Eunice, Liliana Uzuru, Yulia

**Duration:** 3 hours

**Objectives:** to teach children to respect the environment and be involved in ecological activities

**Materials:** gloves, garden tools

**Results:** Parents and children clean the garden; they have cut the branches to be recycled. We enjoyed the spring air, we have socialized and we spend nice time together. It was such a beautiful day. We hope to repeat such meetings in nature.





Activity Title: ***Training the parents***

**Responsible:** Anoaica Luminita

**Duration:** One and a half hour

**Objectives:** Involving parents in school activities as well as extra-curricular activities.

**Materials:** Classroom, good listening.

**Results:**

From the open discussions held with the mothers present during the activity, It became clear that parents must constantly adapt to society and to new changes, especially when it comes to the needs of their children.

The effects of involving the parents in the children's education are:

- Positives if parents leave room for autonomous decisions, if they focus on the process and if this is based on positive beliefs about the potential of the child;
- Negatives if they take the form of control, focused on the child and involving negative beliefs about the potential of the child.

Each child is unique, and being a parent is noble!



Activity Title: ***Clean the forest***

**Responsible:** Luís, Eunice, Liliana Uzuru, Yulia

**Duration:** 3 hours

**Objectives:** To develop an ecological activity by cleaning the forest and by understanding the importance of protecting our natural environment.

**Materials:** gloves, garden tools, trash bags

On a rainy Sunday morning, parents and children gathered to clean up a part of the forest in Santa Maria de Lamas, in Santa Maria da Feira municipality. The recommendation came from the voice of the daughter of one of the team's mothers, Eunice, who, every time she passed by the that piece of forest, by car, pointed, with dismay, at the scene of the accumulated garbage.

Several members of FAPFEIRA joined by other invited people through FAPFEIRA's web pages, spent the morning giving the example of how, together, a small group can make a difference in the community.

Results: Many trash bags collected and disposed to the proper place. It was very rewarding to see a smile on everyone's face when we finished cleaning the forest. Especially, the daughter of Eunice who was so proud about the work we performed together as a team.



### ***Conclusions of the LTT week***

The LTT week was deemed a success by all participants, as everyone felt that the week we had together was very productive and eye-opening. Through the activities presentations, participants exchanged knowledge and methods of parental involvement and a lot of productive discussions took place. Every activity presented was a spark for conversation amongst participants from different countries, all united with the same goal. Everyone was very motivated to contribute, creating bonds and new goals for the future. It was a exciting to see three different cultures blending and interacting together for a common goal, putting language barriers to the side. The LTT week managed to encourage parents to think more about what is best for their children and created memories that will last forever.





### 7. Testimonials

At the end of the third and final LTT of the project, participants were asked to share their thoughts and evaluate their experience in the project. Below, you can read some of the answers that participants gave.

"Thanks for the experience provided by "Parenting Stand up ...The exchange of experiences between parents from different countries provides a singular enrichment in the difficult task of being a father in our day. In this project, I was able to become more aware of the importance of the active participation of the parents in the whole process of formation / education of the children. Congratulations on the project, the organization, the commitment and all the hospitality."

"I am very glad that I decided to take part in this project. It provided a lot of new information and knowledge through the activities and gave me the motivation to be a more involved parent in my child's education. I really wish there are more projects like this one that bring people together for a kind purpose. I feel the willingness to be more active and my relationship with my children has changed for the better."



"The project was above all about the inclusion and exchange of different experiences of the several countries involved in this program such as Portugal, Cyprus and Romania according to educational and pedagogical situation within the project development and implementation to the appreciation of all educational community of each country."

"This project was very important because It gave us the opportunity to grow as a parent, as a member of the society and as a human being. The sharing of experiences and the development of these several activities allowed us to take conscious that we are many parents to fight for a promising future for our children."

"My experience in the project was very interesting and meaningful. I made new friends from other countries, but most importantly I had the chance to engage in productive discussions and activities focused on the theme of parental involvement. The sharing of knowledge between different countries was a unique experience because you realize that we are fighting for the same things"

## Parenting Stand-up



"Being part of this project it was very important to me as a parent and as professional. Be able to share our reality and the projects implemented in our schools, personally speaking, it was a big honor and a privilege. I would like to have the chance to share more ideas and knowledge and learn more about our colleagues' culture and education. Education means a lot in everyone's life as it facilitates children's learning knowledge and skills. It completely changes minds and personalities and helps to attain the positive attitudes. We must give importance to education and not to other wasteful things as it is the only source of real happiness in our life. We want to see our kids going toward success which is only possible through the good and proper education but also by keeping parents present in children's life."

"The dimension of this project with a focus on parenting, lead us to important questions between the three groups with totally different educational realities. Although, we found something in common: it is urgent to look carefully about the way the parenting is practiced and what consequences bring to our children and to future generations."

## Parenting Stand-up



"Parenting stand-up gave me the opportunity to grow myself in many aspects of life and to have a different outlook on things that concern children's education and the society. All the other colleagues were wonderful and the overall organization of events was excellent"

"I enjoyed that we communicated with each other easily, we spent time together, we discussed about our children and about their activities and we visited beautiful places. Personally, I learnt to work in a team, to listen carefully and have patience. Because of this project, I want to be more involved and perform many activities with my children"

"I really enjoyed this project. I think the activities were very interesting and made me wonder about many things in life. It was such an eye-opening experience that I will never forget"

"My whole experience in the project was very good. I learnt a lot about my self by interacting with new people and I had the opportunity to see new places and listen to different ideas regarding parental involvement."

## Parenting Stand-up



"This was a beautiful collaboration between three different nationalities. The way everyone approached the topic was excellent and we had a lot of discussions about active parenting. I believe that as parents we can make a big difference in our children's lives and give them energy to go further in life and achieve their goals."

A big thank you to the organizers! We achieved so many things though this project and have amazing memories. Parental involvement is important and we must make the time and effort to be together with our children and continue to educate them. Our children are the future."







### 8. Conclusion

The project “Parenting Stand-up” was created with a mission to bring parents and professionals together, in order to identify the barriers that hinder parental involvement and to think collectively for solutions that can enrich the life of children and young adults. In the two years that the project lasted, many things have been accomplished. The project managed to bring together people from different countries and subsequently different cultures to collaborate harmoniously, to communicate with each other and above all to establish friendships. It also raised awareness amongst the participants about the issues that need to be resolved or could be supplemented in daily life, and encouraged all participants to think outside of the box as creativity is essential in parental involvement. Moreover, participants felt valued and enriched, as the overall experience during the project delivered new knowledge and new methods of problem solving and better parenting. The project fulfilled all its goals and then some, as it provided experiences for each participant that will remain forever with them and will act as internal motivation to continue to be active about protecting the right to education and welfare for all children. The testimonials above are a small indication of the joy and pleasure of all participants that decided to dedicate time to this project in order to create something good for all parents and their children. This project has opened new doors and pathways to a stronger parental presence in all aspects of life and education, and we feel that this was only the beginning to bigger and greater things.



Thank you!