# TOGETHER AGAIN

P R O J E C T

## Task 1.2

## Common report Focus Group
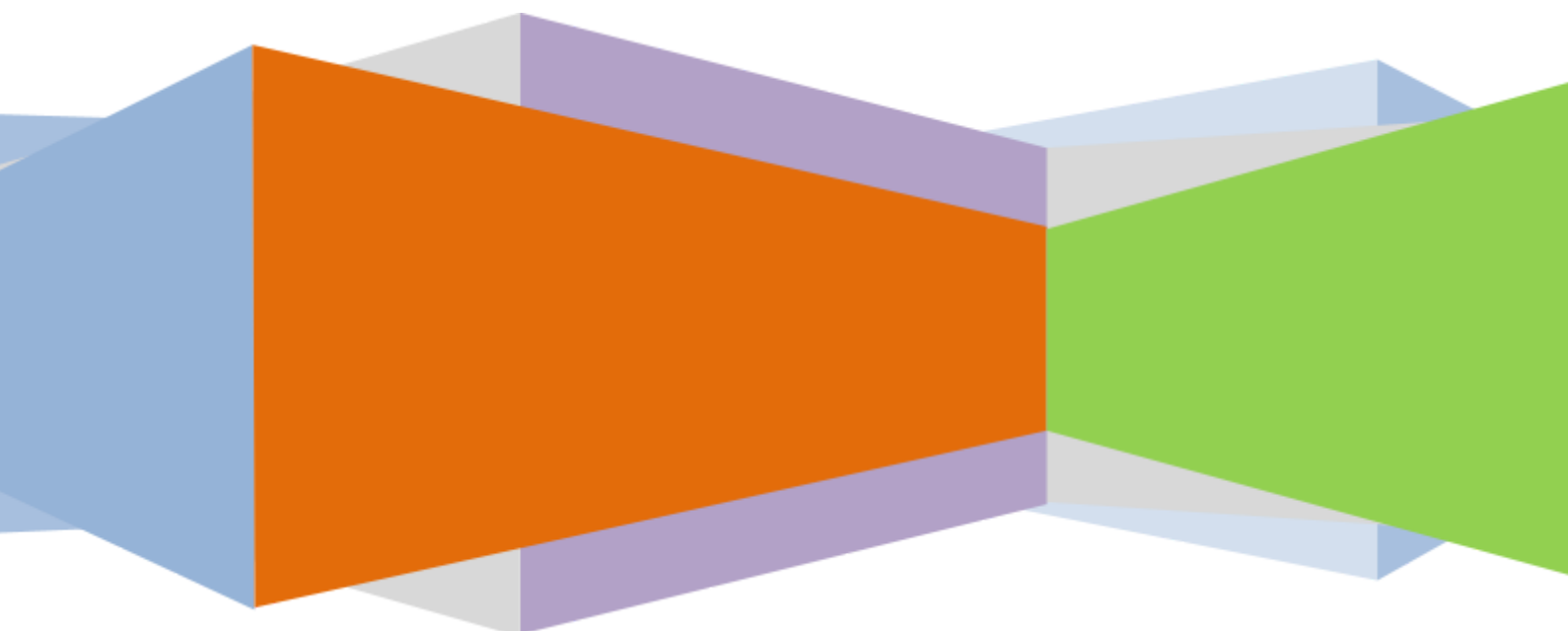
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# 1 Project TOGETHER AGAIN

TOGETHER AGAIN: Practical techniques for relearning interpersonal relationships and fostering psychosocial development in the post-Covid 19 era (número proyecto) is an Erasmus+ project in the field of School Education. The consortium consists of two types of organisations: training providers and secondary schools. Both profiles have encountered during the current school year the difficult reality in which TOGETHER AGAIN wants to be part of the solution. The Erasmus+ project was approved and funded in 2021 under the coordination of:

- I Liceum Ogólnokształcące im.Władysława Orkana w Limanowej & ARID (Poland)

- INDEPCIE & Seneca School (Spain)

- 4th april & 93rd "Alexander Teodorov - Balan" Secondary school (Bulgaria)

- CEDA Slovakia Nitriansky kraj & Základná škola, Fatranská 14 (Slovakia).

The project addresses the need for the educational community to coordinate the return to face-to-face education and the recovery of interpersonal relationships at a critical time for the protagonist. The educational centres, including the entire educational community (teachers, students, parents) have had to experience the gradual return to normality after months of confinement and distance from face-to-face classes. After long months of separation and absence, we have realised the need to know how to relate to each other, to harmonise interpersonal relationships and to generate healthy bonds.

As UNICEF points out, "the pandemic is not only compromising our physical health. It also affects our mental health, particularly that of the most vulnerable, including children and adolescents. And it is urgent that we adults review this point, because 25% children and adolescents who have suffered isolation due to Covid-19 have depressive and/or anxiety symptoms. According to experts, it is still too early to fully assess the emotional, social and educational repercussions, but some research is already emerging. According to Miguel Hernández University (UMH), more than 85% of parents of children aged between 3 and 18 (in Spain, Italy and Portugal) noted changes in the emotional state and behaviour of their children, with the most common symptoms being difficulty concentrating (77%), lack of interest and boredom (52%), irritability (39%), worry and family arguments (30%), anxiety (28%), as well as agitation, nervousness, feelings of loneliness, restlessness...".

Despite everything, adolescence is a period in which peers are the great reference and source of satisfaction. For this reason TOGETHER AGAIN is focused on teachers and secondary school students, 12-16 years old as a target group because socialisation becomes one of the main pillars of adolescent development.

Each partner organised workshops in their respective secondary schools and involved educational professionals who have responded a series of open questions defined below:

### Questions for discussion:

1. *What has been your professional and personal experience after the school re-opening? Is it particularly difficult to leave work on the job?*
2. *What challenges have arisen in the school curriculum?*
3. *How are the relationships with the students and between students?*
4. *What kind of measures or programmes are being developed at the school after covid-19?*
5. *What knowledge do you have about the concept of emotional intelligence?*
6. *How do you work on EI at school? Is there training in this area and what is it like?*
7. *Personal contribution*

# 2 Background

Following the first steps of the Project Result 1, the consortium partners have developed a series of Focus Groups in their different countries by inviting educational actors from each secondary school, chosen for their participatory and knowledge profile and their familiarity with the project topic.

The Focus Groups were held in four secondary schools in each country participating in the consortium (Poland, Spain, Bulgaria and Slovakia). These meetings were conducted in face-to-face or virtual meetings in which all participants were present, the project was explained, and the questions were discussed.

These debates have provided an opportunity to investigate teachers' experiences, attitudes, feelings, opinions and reactions to returning to school after the post-Covid 19 era and an opportunity to become aware of the problems and obstacles they are encountering in the educational community.

# 3 Profile of participants

In each Focus Group between 6 and 15 people participated, all of whom showed interest and were participative. They are education professionals such as primary and secondary school teachers, school principals, school psychologists, special and social pedagogues.

# 4 Analysis of results

1. *What has been your professional and personal experience after the school re-opening? Is it particularly difficult to leave work on the job?*

**Poland**

The participants have stated that they had to master many new competences in a short time, remote teaching forced them to change their working methods, forms of contact with other teachers, parents and, above all, students. **Each participant confirms that their family/professional relationships and well-being suffered a lot after returning to school.**

**After reopening the school, more than half of the focus group felt joy, a desire to return to normality**. All of them expressed their concern about the way in which those students who were not active in distance learning were catching up. Lack of continuity and systematic learning in high school is a big problem. They stated that there is a large **dependence on the level of frustration and fear of these students about tests, especially in A-level exam subjects.** The boundaries between school and private life have been blurred during distance learning.

During distance learning - especially at the beginning when it was introduced - teachers were in contact with students much more often. In addition, after the lessons were over, they also spent time acquiring the necessary skills for distance teaching, prepared the appropriate materials in a way that made it possible to use them online, or consulted with parents and other school staff. **All these factors made educators extremely overburdened. Moreover, living**

**and working at home, they increasingly experienced the blurring of the boundaries between work and rest.**

The teacher is still unable to leave work at work. At school, they focus on catching up, rebuilding relationships, after classes with individual talks with students and parents, and at home preparing documentation and subsequent classes. After the pandemic, the distance between teacher-parent and students shortened. However, they still demand total availability. It is very difficult to reconcile, especially with family life.

**Spain**

Most teachers have stressed that after the post-covid 19 era **they experienced emotions of uncertainty, insecurity and the need to socialise.** The participants have stated that they were very uncertain and afraid of a new situation that involved risk both for themselves and for the rest of the group.

Participants said that It was difficult to stop thinking about them when you left work, but in general, **the participants expressed that the return to school was a very positive experience** and one of adaptation in terms of methodologies, grouping and content to be worked on.

**Bulgaria**

The Focus Group shared that social isolation has affected everyone at the schools and it caused time for all of them to adapt. **Participants have stated that teachers and students were very uncertain of a new situation**. There was a risk of infection, but aims to return to the present form of learning, provokes teachers and students to adapt, looking for and testing behavioural patterns that do not always turn out to be correct or constructive.

In general they share the idea that most of the **students have lost a lot of the habits related to school**. Their behaviour is very static and passive. In order to be able to optimise the results of their work, during the additional catching up of gaps in students' knowledge, they systematically spent more time in their preparation for classes and the selection of educational techniques and approaches, that make them systematically continue to work from home. Despite the uncertainty and all the difficulties, **all participants in the study share the satisfaction and the need to resume face-to-face learning.**

**Slovakia**

Participants said that it was difficult to go back to the same situation in school, as students stopped preparing regularly for classes and the work system was different.

They noted that the adaptation of the students after returning to school was complicated and led to problems of socialisation. They also add that students found it more difficult to find motivation to learn and to perform at school.

In this regard, one of the participants stated that **students needed to be encouraged to interact, creating situations in which they could communicate and re-establish social relationships. As a consequence after the confinement, problems of depression, anxieties and socialisation arose in the young people.**

*2. What challenges have arisen in the school curriculum?*

In **Poland**, the teachers tried to repeat the material discussed during distance learning, but it is not fully possible, because the core curriculum must be implemented systematically. It is also difficult to adjust the working methods to the group of students (there is one in each class) with special, individual educational and upbringing needs. Unfortunately, there is also no time for other exam adjustments. Each teacher had to adapt the forms and content of teaching to the matura exam requirements. The school promoted all outdoor activities - recreational and sightseeing trips using covid procedures. Unfortunately, the needs are greater than the opportunities.

In **Spain**, participants have had to face the appearance of **emotional and mental health difficulties** such as anxiety, eating disorders, OCD, self-harm or isolation, etc, which they underline already existed but which have worsened with the period of confinement. They also highlight certain **difficulties in learning and group readaptation** due to the security measures according to the covid-19 protocol, which had repercussions on group work and led to a lack of social relations.

It is interesting to note that two of the teachers have pointed out that in some cases there are pupils who have improved academically after returning to the classroom. After the lockdown experience, it has helped them to focus on their studies.

The Focus Group pointed out that it was a challenge at the curricular level not to be able to carry out cooperative work teaching methods. And they mention that the **students felt less autonomous** after so many months of confinement and the influence of their families.

**Bulgaria** states that **teachers face difficulties in communicating with students and the appearance of emotional and mental health difficulties**. Such as irrational refusal to follow rules, eating disorders, weak self-discipline, impulsiveness, inability to cope with one's own emotions, neglect of other people's emotions, high situational anxiety, agression and apathy.

All participants have shared that they observe a **reduced concentration of attention in students**, their colleagues and themselves. They also observe **loss of habits for school duties and lack of sustainable personal commitment and interest to the learning process**, as well as to extracurricular activities and sports.

**Slovakia** highlights **mastering online education** such as new programs, applications, **different timing** of student´s and teacher´s work, **Curriculum effectiveness**, the need to reorganise curricula with regard to importance, efficiency, practical applicability.

From the point of view of teachers, they lack a basic orientation in general issues, such as natural intelligence, awareness. And an **emotional upbringing,** where students can share their social and emotional experiences on a regular basis.

*3. How are the relationships with the students and between students?*

In **Poland**, several long-term school closures significantly affected students' social skills. Direct contact with pupils has been lost and the feeling of being part of society has deteriorated. Despite the efforts of schools and their support organisations, the effects of this isolation are inevitable.

After the pandemic, there have been many cases of dysfunctional families at school, which manifest themselves in: overprotection of parents, transferring the responsibility for the child's upbringing and solving their problems to the school, verbal aggression, demanding attitude, "shame" before visiting a psychologist or psychiatrist with the child, also the escape from problems into alcohol.

The Focus Group dedicated more attention to relationships with students and between students. The participants point out:

- After returning to school young people have **lost motivation and are only interested in social networks**
- They have **a problem with systematic work**
- **Creativity has decreased**
- They have **an increasing problem with logical and abstract thinking**
- **Analysis and synthesis of information,**
- There has been **a significant loss of friendships**
- They have **less sense of belonging to a group**
- Students complain of **a deteriorated mood, discouragement and tiredness**, and openly admit to being addicted to mobile phones and games, and do not accept the reality.

In **Spain**, all participants stated that **relations between teachers and students have been very close**, and during the period of confinement **they have kept in touch through technological devices**.This established a very special bond and brought them closer to each other, easing their stress levels and anxiety. The students asked them for help.

**The relationship between students was more complex, as it was more limited** and when they returned to the classroom they could not socialise much due to the covid-19 health measures. In addition, the teachers emphasised that the students knew how to relate to each other better through electronic devices.

In the case of **Bulgaria**, the vast majority have said that after distance learning in an electronic environment, **relationships with students have deteriorated and relationships between students have changed dramatically.**

- Student and teacher relationships: Most of the participants have shared the feeling of lost authority over the students. They blame the long online learning and artificial communication in a rather informal setting as the reasons for this, and think it is caused by the inability to meet the needs of a child or a youth through the monitor. The participants say that this interconnection is impossible online, as a consequence they see the deteriorating teaching and the lack of interest among students.

- Relationships between students: The participants in the study are united in the statement that there are serious communication deficits between students. Once they have adopted online communication, they demonstrate resistance to real

communication. There is passivity, lack of enthusiasm associated with sports and extracurricular activities.

In **Slovakia**, one of the participants has expressed that **relationships are friendlier and smoother**, even after returning to school. Upon returning to school, **students had problems with social relations and adaptation, but they report that everything went back to normal afterwards.**

The Focus Group reported that relationships between teachers have been quite affected by the numerous quarantines, and others have had to replace them at work, which has been quite exhausting. There is more conflict among the students because they are less tolerant and receptive. The return to school was a difficult process for students and teachers, but they emphasise that relations are good, but a bit more complex between students.

### 4. What kind of measures or programmes are being developed at the school after covid-19?

The participants in the workshops mentioned the following measures after the return in the schools:

| POLAND |
| --- |
| ● Focuses on the best possible preparation of students for the A-level exam |
| ● An educational program in which there is room for the integration of the class team |
| ● Activity of interest clubs and the implementation of interesting school projects |

| SPAIN |
| --- |
| ● The safety measures and protocols established by the government have been followed |
| ● Emotional education in students in a cross-cutting manner, assertive communication and values such as respect and health education |
| ● Training courses on mental health have also been carried out for teachers at the school |
| ● The entrepreneurship programme as the core of activities and actions within the plans |

| BULGARIA |
|---|
| <ul><li>Project based activities, where the students have worked in small groups</li><li>Extracurricular classes and activities on different school subject</li><li>Art-workshops and charity bazaars</li><li>Theatre spectacles</li><li>Excursions</li><li>Programs connected with:<ul><li>➔ Lowering the stress and aggression among the students</li><li>➔ Emotional intelligence and empathy</li><li>➔ Tolerance and communication</li><li>➔ Consultations and individual work with student</li><li>➔ Individual plans for the students with specific needs</li></ul></li></ul> |

| SLOVAKIA |
|---|
| <ul><li>Greater emphasis on hygiene and disinfection of the environment. Different ICT programs are being used more in education, and teachers are forced to continue to develop their skills in ICT.</li><li>Preventive programs for students' adaptation, support of cooperation in classes or support of class climate.</li><li>Preventive programs aimed at socialisation, sensitization. Many activities are focused on spending time together outside of learning, e.g. playful activities, trips, events where children can experience joy together, laughter.</li><li>In the school, the support team has been strengthened by several teaching assistants, a social pedagogue and a school psychologist. In this way, they try to identify students who need individual care, tutoring and apply preventive activities in as many classes as possible.</li><li>Prevention programs. They discuss values, attitudes, emotions, what has changed in their lives and tackle specific topics that the team itself proposes.</li></ul> |

### 5. What knowledge do you have about the concept of emotional intelligence?

In **Poland**, the knowledge of Emotional Intelligence among teachers is rather negligible. They only have a very general awareness of what it is, one teacher conducted an educational lesson on this subject using the resources of the Internet and it was her own initiative. Training centres do not offer interesting training in this area.

In **Spain**, they have a good understanding of the concept of emotional intelligence and have studied courses on emotional education. All of them believe that better emotional management would help to cope with certain situations and to improve students' interpersonal relationships.

In the case of **Bulgaria**, all participants have agreed that the application of emotional intelligence has a positive impact on the students, on the overall school process and their personal lives, but only one of them has been part of academic training on the topic.

According to their answers, emotional intelligence and its development could provide a strong foundation for building much healthier interpersonal relationships in the classroom and school. Healthier interpersonal relationships can lead to optimisation of everyone's communication and exchange, motivation, engagement, which in turn will lead to a more fulfilled implementation of the social, educational and educational function of school education.

In the Focus Group carried out by **Slovakia**, the opinions of the participants are varied, with some claiming that they have knowledge of the subject through school psychology or university education and others that they have no direct experience, only direct knowledge. Most of the participants emphasise that emotional intelligence is crucial in this area for the development of learners.

One of the participants explains that he works on it in group sessions but also individually with the students. He teaches them to communicate effectively, to listen to others, to express themselves so that others understand them.

### *6. How do you work on EI at school? Is there training in this area and what is it like?*

In general terms, all participants in the Focus Groups identified the importance of social and emotional skills for students. In the case of **Poland** and **Slovakia**, participants highlighted that they do not have much knowledge or training in this area, and they do not know if there is any training in emotional intelligence. Focus group participants in Slovakia emphasised that they implement prevention programmes based on topics such as effective communication, empathy, resilience, teamwork, conflict resolution with students.

In the Focus Groups of **Bulgaria** and **Spain**, participants highlighted that they work on emotional intelligence in a transversal way, across subjects and educational levels, by carrying out various activities in the classroom through storytelling, mindfulness activities and entrepreneurship projects. Participants from both countries have attended additional courses and call for more training in this area because they believe it will have a significant impact on students' lives and their future.

### *7. Personal contribution*

Something that was repeated in the personal contributions from each country in the consortium was the need for specific training and useful resources on emotional intelligence, which they consider would be very useful for the development of socio-emotional skills in students. In fact, some of them work on the skills in a cross-cutting way or through programmes, but teachers call for additional training programmes with a more practical approach.

As we can extract from what was described in each Focus Group, they mentioned that due to the Covid-19 pandemic, many professionals were overwhelmed by the workload and the excess of responsibilities. For this reason, the participants called for more emotional education for all agents in the educational community. The following are highlights from each participating country:

### **Poland**

Many teachers made a lot of effort to help young people survive the most difficult times, they acquired many new skills, especially digital ones, and participated in webinars and workshops in a very short time. However, extending teachers' working time, excess responsibilities and the lack of direct support from professionals in crisis situations require the implementation of an integrated

program rebuilding disturbed relationships and competences after the period of isolation.

**Spain**

Participants have expressed that they would like to have specific training and useful resources on emotional intelligence, which they consider would be very useful. They mentioned that the training could be practical and not just based on theoretical concepts. All participants stated that they consider emotional intelligence essential in schools due to the benefits it generates in students, therefore, training in this area complements not only their teaching work, but also on a personal level

**Bulgaria**

The professionals from the Focus Group were united and stated the need to include additional training programs with a practical focus and the need for tools to solve difficulties of different nature that they encounter in their work.

According to their answers, Bulgaria define following desired topics and areas of psychosocial training:

➔ Tools and approaches for development of interpersonal relations between teacher-teacher, teacher-student, teacher-parent
➔ Tools and approaches for development soft skills
➔ Tools and approaches for developing assertive behaviour
➔ Tools and approaches for developing and improving skills and competencies for dealing with stress and stressful situations with positive attitude
➔ Tools and approaches for personal development that ensures effectiveness in communication and impact with different personality types
➔ Tools and approaches for developing resource management skills - time and behaviour management, self-control, self-esteem, discipline
➔ Tools and approaches for developing positive thinking patterns and attitude and giving feedback by non-violent communication.

They asked the survey participants to rank the following 5 skill groups starting from what is most of interest to their professional and personal efficiency and improvement.

The following choice was made among them, which in their opinion would lead to the most positive and constructive interaction in the professional environment of the teacher and in the work with students:

- 87% of them indicate "Interpersonal competencies: Empathy, Interpersonal relations, Social responsibility";
- 73% of them indicate "Decision-making skills - problem solving; objectivity of reality; impulse control";
- 67% of them indicate "Stress Management Skills - Flexibility; Stress resilience and coping strategies; Optimism";
- 40% of them indicate "Self-expression - Self-concept, Emotional self awareness, Self-realisation"
- 27% of them indicate "Self-perception - Assertiveness"; Emotional expression; Objectivity".

**Slovakia**

- It is necessary to be sensitive to the manifestations of children, many consequences appear over time. Especially introverted children with a tendency to anxiety experience a return to normal more difficult.

- It is definitely necessary to address topics such as resilience, regeneration of mental and physical strength, tolerance. It would also be useful to educate everyone at school in various relaxation techniques.

- There is definitely a lack of emotional education, or just hours where children could release emotional pressure, talk about what they need…

# 5 National conclusions

The national conclusions of the workshops held by every partner are the following:

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- Participants expressed that **distance learning has been a difficult, even traumatic experience**, which requires a lot of time to overcome its negative effects. And it is stressed that **necessary measures should be taken to help the educational community.**

- The professionals who took part in the workshop stressed that **the period of confinement has led to problems of social exclusion, mental problems and delays in curricula after working at a distance**. In addition to difficulties in maintaining motivation, limited social contacts and trust towards teachers, or family problems. Therefore, they point out that professional help, targeted activities and the creation of a support programme are essential, which they point out goes beyond the competences of the school and should therefore start with a group of experts.

- The school community needs stability and mutual trust. To ensure this, recommendations should be formulated in the form of scenarios of teaching models in three modalities: distance, hybrid and stationary, specifying recommended methods of work and organisation of didactic classes, sanitation and number of hours in each of the three cases.

- **Distance learning has highlighted the importance of the school's educational function for young people** and should be taken into account especially after the return to stationary work. In the dedicated space, which are the educational hours, teachers and trainers can additionally carry out less intensive activities than in the training and workshop processes. For this purpose, prepared scenarios of educational lessons should be created, especially in the first weeks of the school year, by providing teachers with appropriate tools and solutions.

- During the months of distance work, few institutions offered professional help to teachers in the form of workshops or psychological or therapeutic consultations, especially in the field of emotional intelligence. **It should be ensured that every educator receives training in EI** because it is essential to strengthen the teaching staff in the areas in which the most difficulties have been revealed.

### Seneca school & INDEPCIE (SPAIN)

- **Good relationships between teachers and students**, which generated well-being and strong bonds in situations that affected students' mental health. Relationships between students were more complex, due to lack of socialisation at a critical stage of adolescent development.

- **Emotional intelligence in the school curriculum is essential for all participants**. They have argued that it is a key component that generates well-being and happiness in students, as well as greater effectiveness in learning and the development of personal relationships, which translates into higher performance in all aspects of life.

- Participants stated that **the return to the classroom was a period in which they experienced feelings of uncertainty** about their new ability to adapt, **stress** about the new challenges and **insecurity** due to the spread of the virus. In general, the participants emphasised that **the return was a very positive experience** and that they were looking forward to socialising with their students and classmates, as well as providing quality education, in terms of methodologies, grouping and content to be worked on.

- Most of the professionals involved suggested finding new methods and programs. **There are not enough specific training programmes in Emotional Intelligence**. These training could provide a range of resources about to include soft skills in order to adjust to the needs and interests of the new generations and to know how to relate to each other, to harmonise interpersonal relationships and to generate healthy bonds

### 4th april & 93rd "Alexander Teodorov - Balan" Secondary school (Bulgaria)

- **The Post Covid era was and still is a challenging period for the students and their teachers**. All of them had to adapt fast to new situations where emotional intelligence (EI) plays a major role to cope with new situations, to understand and to manage their own feelings, and to understand the feelings of others.

- The participants are from different schools, but all of them shared **the common need for training, practical courses and additional programs focused on the development of EI.** They stated that EI is the base of trust and good communication and behaviour culture between the teachers and students, as well as students-students.

- All of the pedagogical specialists agreed that **the integration of the EI in the school programs and adapted tools and practices could have a great impact on the socioemotional development of the students and teachers**, and will improve their well-being.

- According to the participants, **all of the topics and challenges they face could be influenced positively by developing their own EI skills**. It will not only give them a new point of view and perception of their own and students' behaviour, but it will help them to develop sustainable, more positive, efficient and flexible attitudes in atypical challenging situations in their professional and personal life.

## CEDA Slovakia Nitriansky kraj & Základná škola, Fatranská 14 (Slovakia)

- **Adaptation of students to the regime after the reopening of schools**

Students stopped preparing for classes regularly, the system of work was different, they had to renew relationships that were broken. After returning to school, many students experienced negative emotions, depression, anxiety, and became more introverted; in some cases, there was an increase in aggression or, conversely, apathy. Students need positive incentives: They need encouragement, to initiate a situation where they could effectively communicate.

- **Main challenges**

Online education, adaptation of curricula, promotion of emotional education to a greater extent, support of natural intelligence of students, awareness of students.

- **Personal relationships**
  - ➔ Teachers - Students: in general, it can be stated that the relationships have improved, relationships have become friendlier, more personal, more partnership.
  - ➔ Students - Students: sometimes there were problems in terms of friendships and tolerance, weakened mutual contacts, increased aggression in classes.
  - ➔ Teachers - Teachers: broken personal relationships (frequent absences of colleagues and necessary extra work instead of them) partial alienation (lack of personal contacts during quarantine, no team building activities)

- **Recommendations and observations regarding Emotional Intelligence**

Many participants have no minimal knowledge and experience with the concept of Emotional Intelligence. Some participants have sufficient knowledge of EI acquired mainly during university studies and psychosocial courses - they try to further develop this knowledge and experience and apply it in school, among students and teachers.

As for further education in the field, there are only a few courses available, some participants are not aware of any educational activities in the area. Such courses and training definitely need to be developed in the future.

It is necessary to address topics such as resilience, regeneration of mental and physical strength, tolerance, and develop programs in various relaxation techniques. There is also a need to introduce emotional education in schools.

# 6 Conclusions of the workshops

The main objective of Project Result 1 is to create a handbook for Secondary teachers on social emotional competences and a toolbox (20 practical tools) for teachers on interpersonal skills. We can use the following conclusions as a basis for creating the tools.

1. The majority of participants suggest finding new methods and programmes. There are not enough specific training programmes in Emotional Intelligence (EI) for students. These trainings could provide a series of resources to adjust to the needs and interests of the new generations and to know how to relate, harmonise interpersonal relationships and generate healthy bonds.

2. According to their answers, the challenges they face after the post-COVID 19 era could be positively influenced by the development of their own EI skills. Participants believe that it can offer them a new view and perception of their own and learners' behaviour and help them to develop sustainable, more positive, efficient and flexible attitudes in atypical challenging situations in their professional and personal lives.

3. Some professionals involved point out that online tools have been a good substitute for personal interaction during the Covid-19 pandemic, but agree that it has led to a number of problems affecting mental health, personal relationships and delays in following the school curriculum. The majority agree that going back to school is a necessary and positive change, but at the beginning they experienced moments of uncertainty and fear about the spread of the virus. Fear and anxiety increased during this time, leading to stress and exhaustion. This highlights the need to create new scenarios that allow for quality education.

4. After returning to school, the effects of the confinement were reflected in the behaviour of the students. All participants have highlighted that students were mentally affected and experienced negative emotions, depression, anxiety and became more introverted; in some cases, there was an increase in aggressiveness or, on the contrary, apathy.

5. In this line, there were many cases of students who stopped preparing for classes regularly and the system of work was different. It should be noted, that in the case of teacher-student relationships were closer, as teachers have been very supportive during the confinement and online learning. Relationships between students were more complex, due to the lack of socialisation at a critical stage of adolescent development. Therefore, young people need positive incentives and encouragement to initiate a situation where they can communicate effectively.
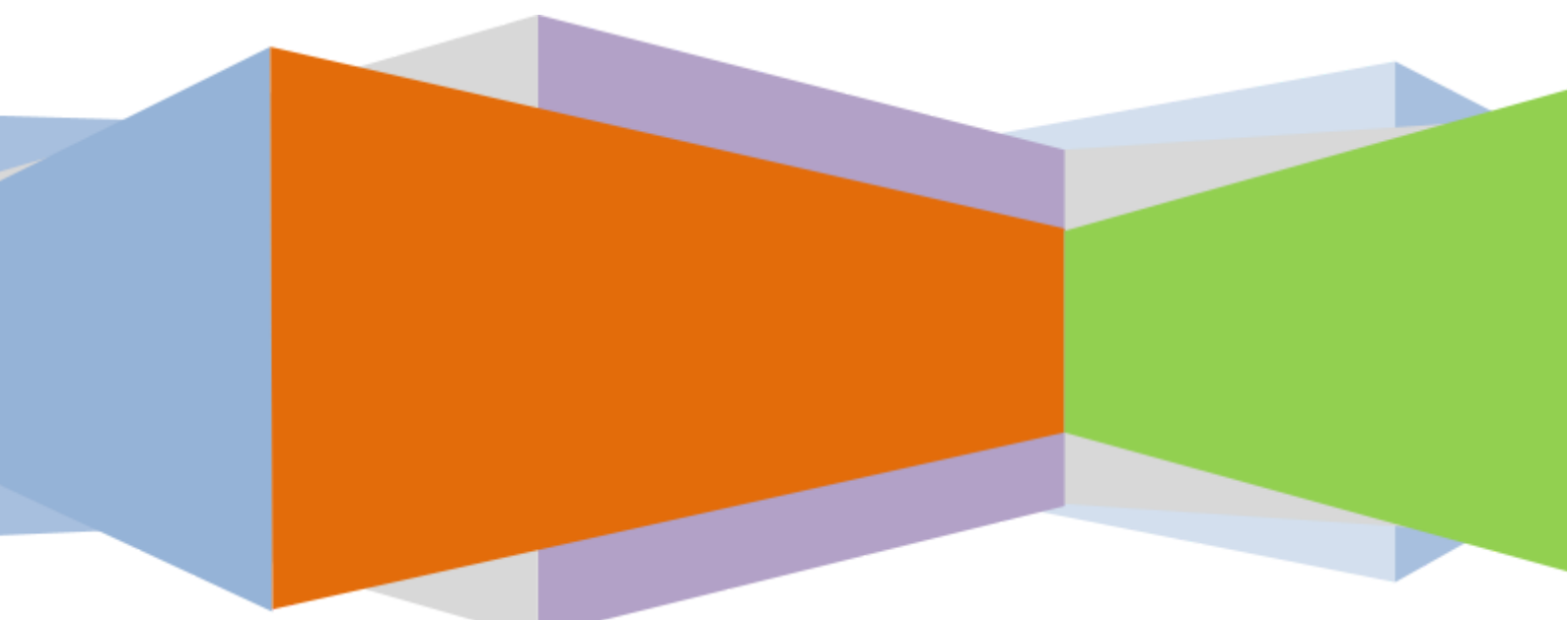
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P R O J E C T