



# CO-ART

Project Number 2023-1-ES01-KA210-SCH-000151665

## Common European Report

## Workshops for teachers



**Co-funded by  
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# INTRODUCTION



As part of the Co-ART project's efforts to enhance communication skills in education, a series of teacher workshops were implemented across schools in Spain and Ireland. This phase of the project proved to be both impactful and inspiring, showcasing strong engagement, meaningful implementation, and a clear appetite for further professional development among educators.



# Implementation Overview

In both Spain and Ireland, the workshop structure followed a cascading model where two lead teachers per school received initial training and then transferred their knowledge to colleagues. This model was highly effective in both countries, reaching approximately 43 teachers in Spain and 48 in Ireland.

Across the nine participating schools, the five Co-ART activities—Round Table Debate, The Bell Game, Dramatization (Role Play), Communication Bottle Game, and Shared Story Game—were not only well received but enthusiastically implemented in classroom settings.

# Participating schools

The Co-ART teacher workshops were successfully implemented across nine schools in two European countries.

In Spain, the partner Villafuente collaborated with four schools, each of which selected two teacher coordinators to lead the internal dissemination of the training:

- CEIP José de la Torre y Del Cerro (Córdoba)
- CEIP Averroes (Córdoba)
- CEIP Alcalde Pedro Barbudo (Córdoba)
- CPR Vía Augusta Villaharta (Villaharta)



In Ireland, the partner I&F engaged with five primary schools, where teacher leaders played a key role in cascading the Co-ART activities among their colleagues:

- Educate Together Stepside (Dublin)
- St. Patrick's National School, Rathfarnham (Dublin)
- Ballyroan Boys National School (Dublin)
- Holy Child National School, Ballyogan (Dublin)
- St. Fergal's National School, Bray (Wicklow)





# Impact and Teacher Feedback

The response from teachers in both countries was overwhelmingly positive. In Ireland, an impressive 92.9% of teachers expressed strong confidence in their communication abilities following the workshops. Spanish teachers also reported high confidence levels, with 75% feeling very confident and another 16.7% somewhat confident.



# Impact and Teacher Feedback

Teachers consistently complimented the clarity, relevance, and versatility of the Co-ART methods. Activities such as Role Play and the Shared Story Game stood out for their ability to engage students creatively and inclusively. The Communication Bottle Game also earned praise for being fun and adaptable, promoting quick thinking and participation.





# Impact and Teacher Feedback

Educators reported that the activities not only aligned well with their daily practices, such as active listening, teamwork, and clear language, but also introduced fresh, engaging strategies that re-energized classroom communication.

Notably, all five Co-ART activities received top ratings for effectiveness in both countries.





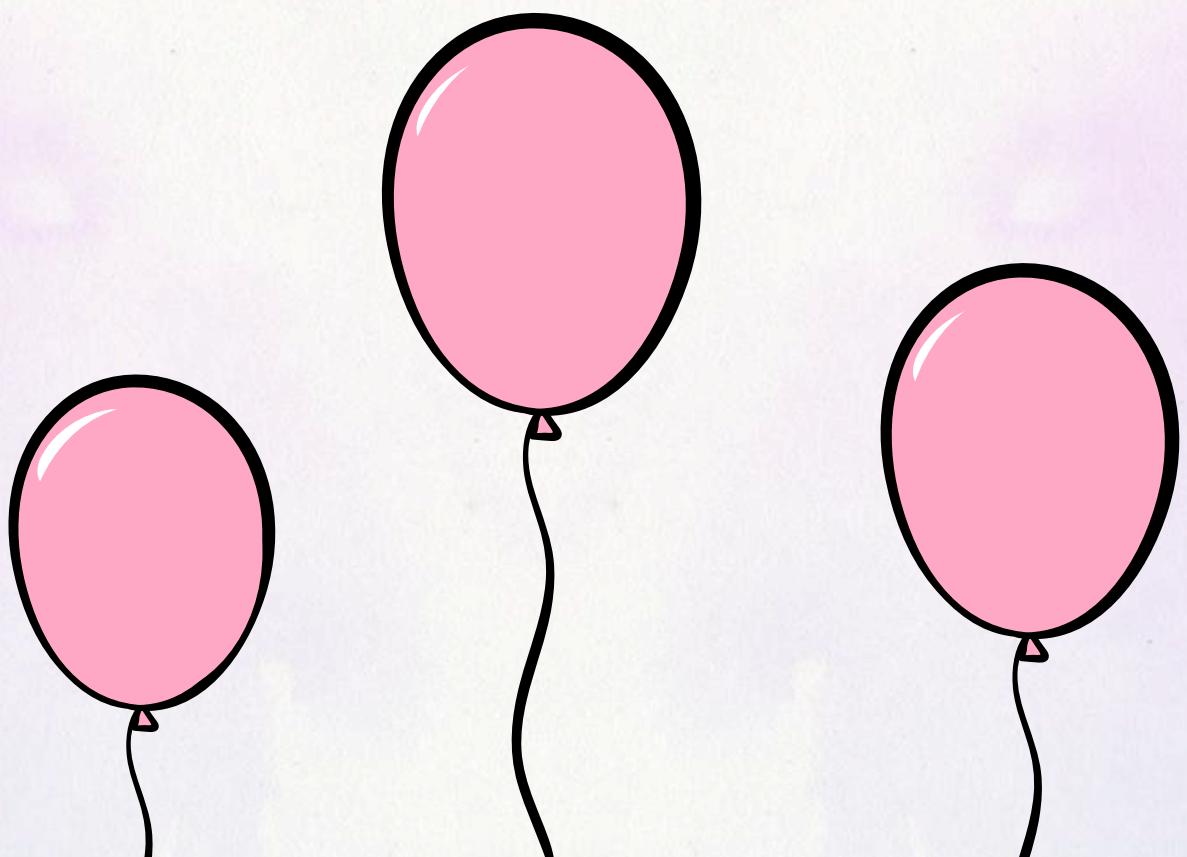
# Innovation and Local Adaptations

Teachers demonstrated creativity in adapting and expanding on the Co-ART toolkit. In Spain, educators suggested enriching the Round Table Debate with emotional scaffolding and used a ball to support turn-taking in storytelling. They also introduced games like “Communication Maze” and “Broken Telephone” to complement the official activities.



# Innovation and Local Adaptations

Irish teachers shared their own innovations, such as “Word Relay,” “Message in a Balloon” and “The Secret Sketcher,” reflecting a commitment to student-centered learning. These additional tools enhanced the workshops' impact and underscored the value of flexibility and creativity in communication-based education.





# Future Training Needs

The workshops revealed a clear demand for continued professional development. Teachers in both countries expressed interest in more training opportunities, with preferences varying between online and in-person formats. This eagerness to keep learning highlights the relevance and momentum of the Co-ART approach.







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# CONCLUSIONS

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The Co-ART teacher workshops successfully fostered a deeper understanding of effective communication in the classroom, while also empowering teachers with practical, enjoyable tools they could easily integrate into their practice. The enthusiastic uptake and high ratings across both Spain and Ireland reflect the quality of the materials and the commitment of educators to meaningful, student-focused learning. The project not only delivered on its goals—it sparked a wave of creativity, collaboration, and curiosity that will continue to ripple through classrooms long after the final workshop.



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# CONCLUSIONS

**Irish and Spanish teachers implementing the Co-Art proposed games**



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