

SEED

School Emotional Education: The right practical way for teachers to teach emotional education in primary schools

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The “SEED” Project: from theory to practice!

Since the SEED project aims to provide primary school teachers with the most appropriate resources to improve **the mental well-being of young primary school students** through the use of modern, targeted **Emotional Education and Emotional Intelligence** activities and practices, **the practical application of the knowledge** conveyed through the Methodological Guide and the proposed classroom activities was the next important step in confirming the applicability of the project in real school life.

The SEED project’s piloting phase was implemented across **three partner countries—Latvia, Lithuania, and Turkey**—to evaluate the effectiveness of its training, methodological guide, and activity bank in enhancing emotional education (EE) and emotional intelligence (EI) within primary school settings.

The schools that have participated in the pilot phase are:

- **Vilaka State Gymnasium - Latvia**
- **Šiaulių r. Dubysos Aukštupio Mokykla – Lithuania**
- **Leyla Atakan İlkokulu – Turkey**

The evaluation process was designed to capture the perspectives of two key stakeholder groups:

1. **Students**, who experienced the emotional education activities directly in their classrooms.
2. **Teachers**, who participated in the SEED training programme and applied the methodologies in practice.

Feedback was collected using **standardised questionnaires** developed within the project framework.



The SEED piloting phase in **Latvia, Lithuania, and Turkey** has demonstrated that the project’s training, methodological guide, and activity bank are **effective in achieving and**, in many cases, **exceeding the performance benchmarks** set in the project’s monitoring framework.

➤ Student Outcomes

Across all three countries, students reported **notable improvements** in:

- **Awareness of emotions** and mental well-being.
- **Stress and anxiety reduction.**
- **Sense of inclusion.**
- **Engagement with activities**, indicating the programme is both enjoyable and meaningful.

These results confirm that SEED activities effectively foster a **positive emotional climate** in classrooms and are adaptable across different cultural and educational contexts.

➤ Teacher Outcomes

Teachers in all partner schools reported substantial gains in:

- **Knowledge** of EE/EI and relevant pedagogical approaches.
- **Non-formal teaching skills.**
- **Capacity to teach EI.**
- **Willingness to recommend** the programme to colleagues.



The pilot results, therefore, confirm that the SEED model is a scalable, high-impact approach to embedding emotional education in primary schools. The combination of well-structured training, adaptable methodological resources, and engaging activity design has proven effective in diverse contexts. Moving forward, the focus will be on consolidating these successes, refining dissemination strategies, and integrating best practices from each country into the final project outputs to maximise impact across the wider educational landscape.

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