

RESULTS OF SURVAY DATA ANALYSIS

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Extending Social Educators Competences/ ESEC Nr. 2018-1-PL01-KA204-051126



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RESULTS OF COMPARATIVE ANALYSIS

This document contains a comparative analysis of the survey conducted by four project partners from Latvia, Italy, Greece, and Spain. Poland colleagues submitted the data in a different format, which could not be used for this particular method.

The survey results obtained were encoded. The results were processed using SPSS 25.0 software.

Social Educators/Social Workers/Teachers

At first, Cronbach's alpha test was performed to determine the internal consistency of the survey. In this case $\alpha = .907$, which is a good coefficient.

Kolmogorov–Smirnov test results were $p < .05$, which is why nonparametric tests were used in data analysis.

The response distribution was analysed and statistical significance of differences depending on the country was determined using the Kruskal–Wallis test.

202 respondents were surveyed: 47 respondents from Greece, 27 respondents from Latvia, 20 respondents from Spain and 108 respondents from Italy.

The most common reasons for not attending educational courses are lack of time (93 cases) and cost (70 cases), followed duration (62 cases), expertise of trainers (47 cases) and lower level of content (27 cases).

Statistically significant differences between countries are summarized in the Table 1 (red - the highest ranking, blue - the lowest ranking).

Table 1 Statistically significant differences ($p \leq .005$) between countries in opinion, what prevent the participation in parent training courses

Reason	p	Mean Rank			
		Greek	Latvia	Spain	Italy
Cost	.000	68.65	88.94	86.70	121.68
Time	.000	57.15	111.11	145.90	110.18
Expertise of trainers	.001	97.34	81.74	83.05	111.67
Duration	.000	145.71	77.98	80.60	91.01
Lower level of content	.022	89.64	98.67	97.55	108.10

Social educators/social workers/teachers evaluated their experience in parent-training activities. Used the Likert scale from 1 to 5, where 1 – “very poor”; 2 – “poor”; 3 – “fair”; 4 – “good”; to 5 – “very good”. The average evaluation and differences between countries are summarized in Table 2 (red - the highest ranking, blue - the lowest ranking).

Table 2 Self-assessment of experience in parent-training activities of social educators/social workers/teachers

Statement	Mean	p	Mean Rank			
			Greek	Latvia	Spain	Italy
Satisfaction of the experience	2.28	.000	123.46	133.74	113.95	81.58
Training methodology	2.18	.000	126.02	138.22	105.38	80.93
Use of online tools	1.80	.000	130.56	155.19	84.20	78.63
Socialization with parents	2.34	.000	132.96	134.26	105.85	78.81
Effectiveness on parents	2.20	.000	135.72	138.24	101.45	77.43
Acquisition of new knowledge	2.32	.000	119.31	145.61	108.03	81.51
Impact on your personal awareness	2.32	.000	125.43	136.26	103.98	81.94

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 – “I completely disagree”; 2 – “I somewhat disagree”; 3–I neither agree nor disagree; 4–I somewhat agree; to 5 – “I very agree”. The average evaluation and differences between countries are summarized in Table 3 (red - the highest ranking, blue - the lowest ranking).

Table 3 Respondents' assessment of statement (Mean, statistically significant differences by country)

Statement	Mean	p*	Mean Rank			
			Greek	Latvia	Spain	Italy
Parent-training aims at creating or improving competence of participants	4.28	.035	98.38	85.93	130.78	101.33
Online learning-tools can increase parents participation	3.52	.000	127.51	113.56	114.78	83.61
A parent-training process aims at improving the awareness of participants about their problematic situations	4.30	.027	92.28	89.26	131.30	103.06
Parent-training participation can be increased using online learning-tools	3.53	.000	128.20	127.91	112.95	81.16
The most important skills of a parent training trainer is the ability to communicate	4.26	.638	99.99	113.33	95.05	100.39
Participants should socialize and work together	4.25	.027	121.20	105.09	91.85	93.81
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.11	.518	101.37	111.09	111.98	97.22

* if $p \leq .005$, the differences are statistically significant

Social educators/social workers/teachers made a self-assessment of their actual skills or competences and the relative importance of these skills or competences. The average evaluation is summarized in Table 4.

Table 4 Self-assessment of skills or competences

Actual (Mean)	Ability/Competence	Importance (Mean)
3.19	Deep expertise in the area to train	4.34
3.02	Ability to work in a collaborative online environment	3.69
3.35	Competence in teaching parents new skills	4.29
3.88	Skills to accept suggestions/feedback from the parents	4.42
3.51	Competence in teaching parents emotional communication skills	4.45
3.40	Ability to analyze Parent Implementation and Provide Corrective Feedback	4.25
3.40	Strategies for Evaluating Parent and Child Progress	4.37
3.51	Fluency in Presenting Information and Giving Feedback	4.32
3.27	Knowledge of the Empirical and Conceptual Basis of Intervention	4.35
3.59	Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.46
3.49	Setting goals and selecting strategies for parent education	4.50

Using the Kruskal–Wallis test, it was determined whether there are statistically significant differences by country.

Statistically significant differences ($p \leq .005$) between countries in self-assessment of actual skills or competences see Table 5.

Table 5 Statistically significant differences ($p \leq .005$) between countries in self-assessment of actual skills or competences

Ability/Competence	p	Mean Rank			
		Greek	Latvia	Spain	Italy
Ability to work in a collaborative online environment	.000	114.47	112.15	141.60	84.96
Competence in teaching parents new skills	.004	93.22	112.83	140.60	95.03
Skills to accept suggestions/feedback from the parents	.007	109.00	101.56	135.08	92.00
Fluency in Presenting Information and Giving Feedback	.002	93.40	118.04	138.63	94.01

No statistically significant differences between countries in self-assessment of actual skills or competences were identified in other cases.

Statistically significant differences ($p = .000$) between countries in self-assessment of the relative importance skills or competences is only one cases - in *Ability to work in a collaborative online environment* assessment: the highest ranking is for respondents from Greek (Mean Rank 124.28), the lowest – for respondents from Italy (Mean Rank 86.05).

Parents

At first, Cronbach's alpha test was performed to determine the internal consistency of the survey. In this case $\alpha = .749$, which is a good coefficient.

Kolmogorov–Smirnov test results were $p < .05$, which is why nonparametric tests were used in data analysis.

The response distribution was analysed and statistical significance of differences depending on the country was determined using the Kruskal–Wallis test.

155 respondents were surveyed: 30 respondents from Greece, 20 respondents from Latvia, 30 respondents from Spain and 75 respondents from Italy.

The most common reasons for not attending educational courses are lack of time (85 cases) and cost (64 cases), followed duration (24 cases), expertise of trainers (19 cases) and lower level of content (17 cases).

Statistically significant differences between countries are summarized in the Table 6 (red - the highest ranking, blue - the lowest ranking). .

Table 6 Statistically significant differences ($p \leq .005$) between countries in opinion, what prevent the participation in parent training courses

Reason	p	Mean Rank			
		Greek	Latvia	Spain	Italy
Time	.013	67.63	101.50	84.32	73.35
Duration	.004	66.00	66.00	84.08	83.57

No statistically significant differences in other cases.

Parents were offered to evaluate their experience in parent education activities. Likert scale from 1 to 5, where 1 means 1 – “very poor”; 2 – “poor”; 3 – “fair”; 4 – “good”; to 5 – “very good”. The average evaluation and differences between countries are summarized in Table 7 (red - the highest ranking, blue - the lowest ranking).

Table 7 Parents' self-assessment of experience in educational activities*

Statement	Mean
Satisfaction of the experience	2.98
Contents of the training	2.84
Competence of trainers	3.01
Socialization with other parents	2.93
Beneficial effects	2.97
Acquisition of new knowledge	2.93
Impact on personal awareness	3.06

* No data from Greek

Statistically significant differences between countries are summarized in Table 8 (red - the highest ranking, blue - the lowest ranking).

Table 8 Statistically significant differences between countries in parents' self-assessment of experience in educational activities*

Statement	p	Mean Rank		
		Latvia	Spain	Italy
Contents of the training	.033	62.48	47.98	67.63
Competence of trainers	.044	70.73	44.00	67.01
Acquisition of new knowledge	.016	71.58	46.63	65.69

* No data from Greek

No statistically significant differences in other cases.

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; to 5 – “I very agree”). The average evaluation are summarized in Table 9.

Table 9 Respondents' assessment of statement

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.05
Online learning-tools can increase parents participation	3.54
A parent-training process aims at improving the awareness of participants about their problematic situations	3.97
Parent-training participation can be increased using online learning-tools	3.38
The most important skills of a parent training trainer is the ability to communicate	4.29
Participants should socialize and work together	4.12
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.02

The differences between countries are summarized in Table 10 (red - the highest ranking, blue - the lowest ranking).

Table 10 Statistically significant differences between countries in parents' assessment of statement

Statement	p	Mean Rank			
		Greek	Latvia	Spain	Italy
Online learning-tools can increase parents participation	.000	113.08	105.93	71.87	58.97
Parent-training participation can be increased using online learning-tools	.000	93.85	98.85	86.97	62.51
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	.009	95.78	75.58	87.87	67.59

No statistically significant differences in other cases.

Parents were asked to assess the skills or competences obtained by an educator (1 – “not applicable”; 2 – “unnecessary”; 3 – “fair necessary”; 4 – “quite necessary”; 5 – “very necessary”). The average evaluation is summarized in Table 11

*Table 11 Skills and competences obtained by educators (assessed by parents)**

Ability/Competence	Mean
Deep expertise in the area to train	4.41
Ability to work in a collaborative online environment	3.21
Competence in teaching parents new skills	4.25
Skills to accept suggestions/feedback from the parents	4.41
Competence in teaching parents emotional communication skills	4.41
Ability to analyze parent implementation and provide corrective feedback	4.26
Strategies for Evaluating Parent and Child progress	4.08
Fluency in presenting information and giving Feedback	4.08
Knowledge of the empirical and conceptual basis of intervention	4.02
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.27
Setting goals and selecting strategies for parent education	3.93

* No data from Greek

The differences between countries are summarized in Table 12 (red - the highest ranking, blue - the lowest ranking).

*Table 12 Statistically significant differences between countries in skills and competences obtained by educators (assessed by parents)**

Ability/Competence	p	Mean Rank		
		Latvia	Spain	Italy
Deep expertise in the area to train	.007	64.60	46.95	68.99
Ability to work in a collaborative online environment	.002	87.18	64.58	55.92
Ability to analyze parent implementation and provide corrective feedback	.003	70.83	44.80	68.19
Strategies for Evaluating Parent and Child progress	.021	58.63	49.57	69.54

* No data from Greek

No statistically significant differences in other cases.

Stakeholders

At first, Cronbach’s alpha test was performed to determine the internal consistency of the survey. In this case $\alpha = .828$, which is a good coefficient.

Kolmogorov–Smirnov test results were $p < .05$, which is why nonparametric tests were used in data analysis.

The response distribution was analysed and statistical significance of differences depending on the country was determined using the Kruskal–Wallis test.

54 respondents were surveyed: 10 respondents from Greece, 2 respondents from Latvia, 10 respondents from Spain and 32 respondents from Italy.

The most common reasons for not attending educational courses are lack of time (35 cases) and cost (26 cases), followed expertise of trainers (10 cases), duration (6 cases), and lower level of content (4 cases). No statistically significant differences between countries.

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; 5 – “I very agree” (see Table 13).

Table 13 Respondents' assessment of statement (Mean, statistically significant differences)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.63
Online learning-tools can increase parents participation	3.28
A parent-training process aims at improving the awareness of participants about their problematic situations	4.50
Parent-training participation can be increased using online learning-tools	3.41
The most important skills of a parent training trainer is the ability to communicate	4.43
Participants should socialize and work together	4.26
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.30

No statistically significant differences between countries.

Respondents were asked to evaluate the relative importance of the skills or competences required by the parents' educator (1 – “not applicable”; 2 – “unnecessary”; 3 – “fair necessary”; 4 – “quite necessary”; 5 – “very necessary”). The average evaluation is summarized in Table 14.

Table 14 The relative importance of the skills or competences required by the parents' educator (assessed by stakeholders)

Ability/Competence	Mean
Deep expertise in the area to train	4.44
Ability to work in a collaborative online environment	3.74
Competence in teaching parents new skills	4.57
Skills to accept suggestions/feedback from the parents	4.74
Competence in teaching parents emotional communication skills	4.74
Ability to analyze Parent Implementation and Provide Corrective Feedback	4.52
Strategies for Evaluating Parent and Child Progress	4.52
Fluency in Presenting Information and Giving Feedback	4.46
Knowledge of the Empirical and Conceptual Basis of Intervention	4.48
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.57
Setting goals and selecting strategies for parent education	4.59

The differences between countries are summarized in Table 15 (red - the highest ranking, blue - the lowest ranking).

Table 15 Statistically significant differences between countries in the relative importance of the skills or competences required by the parents' educator (assessed by stakeholders)

Ability/Competence	P	Mean Rank			
		Greek	Latvia	Spain	Italy
Deep expertise in the area to train	.014	39.00	39.00	24.55	24.11
Ability to work in a collaborative online environment	.001	43.10	39.50	25.35	22.55
Knowledge of the Empirical and Conceptual Basis of Intervention	.008	36.50	39.00	16.60	27.38
Setting goals and selecting strategies for parent education	.031	23.25	36.00	18.90	30.98

No statistically significant differences between countries in other cases.

RESULTS OF THE QUESTIONNAIRE (THE GREEK CASE)

Social Educators/Social Workers/Teachers

47 respondents were surveyed: 38 women, 8 men, and 1 respondent did not wish to state his gender. 3 respondents in this group were aged between 18 and 25, 15 respondents were between 26 and 35, 14 respondents were between 36 and 45, 10 respondents were between 46 and 55, and 5 respondents over 55. 4 respondents are social educators, 2 – social workers, 34 are teachers, 6 respondents stated that they had a different kind of position, and 1 respondent did not wish to state his position.

The respondents had different education levels: 1 respondent had a secondary school education, 30 had a Bachelor's degree, 14 had a Master's degree, 2 respondents stated that they had a different kind of education.

1 respondent had no work experience, 1 respondent had less than one year of work experience, 9 had 1 to 5 years, but 35 respondents had more than 5 years of experience, and 1 respondent did not wish to state his work experience.

The most common reasons for not attending educational courses are duration (35 cases), followed expertise of trainers (9 cases), lack of time (1 case), cost (1 case), and lower level of content (1 case).

Social educators/social workers/teachers evaluated their experience in parent-training activities. Used the Likert scale from 1 to 5, where 1 – “very poor”; 2 – “poor”; 3 – “fair”; 4 – “good”; to 5 – “very good”. The average evaluation is summarized in Table 16.

Table 16 Self-assessment of experience in parent-training activities of social educators/social workers/teachers (Greek)

Statement	Mean
Satisfaction of the experience	3.13
Training methodology	3.06
Use of online tools	2.57
Socialization with parents	3.47
Effectiveness on parents	3.32
Acquisition of new knowledge	3.13
Impact on your personal awareness	3.23

No statistically significant differences were found in the responses of social educators/social workers/teachers depending on the profile (position, age, gender, education, work experience).

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 – “I completely disagree”; 2 – “I somewhat disagree”; 3–I neither agree nor disagree; 4–I somewhat agree; to 5 – “I very agree”. The average evaluation are summarized in Table 17.

Table 17 Respondents' assessment of statement (Greek)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.23
Online learning-tools can increase parents participation	4.00
A parent-training process aims at improving the awareness of participants about their problematic situations	4.13
Parent-training participation can be increased using online learning-tools	4.00
The most important skills of a parent training trainer is the ability to communicate	4.12
Participants should socialize and work together	4.53
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.15

Statistically significant differences between age in the evaluation of the statement *Participants should socialize and work together* ($p=.004$): the highest evaluation are social educators/social workers/teachers from 18 to 25 years old, and 46 to 55 years old, and over 55 years (in all cases Mean Rank 31.50), the lowest – from 26 to 35 years old (Mean Rank 16.17).

Statistically significant differences between level of education in the evaluation of the statement *Participants should socialize and work together* ($p=.017$): the highest ranking is for respondents with other kind of education (Mean Rank 30.25); the lowest ranking is for respondents with Secondary school (Mean Rank 20.00).

No statistically significant differences by position, gender, work of experience.

Social educators/social workers/teachers made a self-assessment of their actual skills or competences and the relative importance of these skills or competences. The average evaluation is summarized in Table 18.

Table 18 Self-assessment of skills or competences (Greek)

Actual (Mean)	Ability/Competence	Importance (Mean)
3.47	Deep expertise in the area to train	4.45
3.28	Ability to work in a collaborative online environment	4.11
3.23	Competence in teaching parents new skills	4.15
4.00	Skills to accept suggestions/feedback from the parents	4.45
3.66	Competence in teaching parents emotional communication skills	4.60
3.30	Ability to analyze Parent Implementation and Provide Corrective Feedback	4.04
3.30	Strategies for Evaluating Parent and Child Progress	4.30
3.36	Fluency in Presenting Information and Giving Feedback	4.30
3.17	Knowledge of the Empirical and Conceptual Basis of Intervention	4.38
3.51	Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.49
3.49	Setting goals and selecting strategies for parent education	4.57

Using the Kruskal–Wallis and Mann–Whitney test, it was determined whether there are statistically significant differences in the evaluations according to social educators/social workers/teachers (position, age, gender, education, work experience).

Actual

Statistically significant differences between gender in the evaluation of the statement *Knowledge of the Empirical and Conceptual Basis of Intervention* ($p=.015$): men score higher (Mean Rank 33.63) than women (Mean Rank 21.37).

No statistically significant differences by position, age, level of education, and work experience.

Importance

Statistically significant differences by age:

- ✓ *Ability to analyze Parent Implementation and Provide Corrective Feedback* ($p=.042$): the highest evaluation are social educators/social workers/teachers from 18 to 25 years old (Mean Rank 38.00), the lowest – from 46 to 55 years old (Mean Rank 18.15);
- ✓ *Knowledge of the Empirical and Conceptual Basis of Intervention* ($p=.026$): the highest evaluation are social educators/social workers/teachers from 18 to 25 years old and over 55 years (in both cases Mean Rank 33.50), the lowest – from 26 to 35 years old (Mean Rank 16.57);
- ✓ *Setting goals and selecting strategies for parent education* ($p=.040$): the highest evaluation are social educators/social workers/teachers from 18 to 25 years old and over 55 years (in both cases Mean Rank 32.00), the lowest – from 26 to 35 years old (Mean Rank 17.13).

Statistically significant differences between gender in the evaluation of the statement *Competence in teaching parents emotional communication skills* ($p=.042$): women score higher (Mean Rank 25.01) than men (Mean Rank 16.31).

Statistically significant differences by level of education in the evaluation of the statements *Skills to accept suggestions/feedback from the parents* ($p=.020$): the highest ranking

is for respondents with a Master's degree (Mean Rank 31.50), the lowest ranking is for respondents with Secondary school (Mean Rank 3.00).

No statistically significant differences by position, experience.

Parents

30 respondents were surveyed: 24 women, 5 men, and 1 respondent did not wish to state his gender. 25 respondents are parents, 2 – relatives, 3 – family friends.

4 respondents were between 26 and 35, 19 respondents were between 36 and 45, 4 respondents were between 46 and 55, 2 respondents over 55, and 1 respondent did not wish to state his age.

The respondents had different education levels: 10 respondents had a secondary school education, 13 had a Bachelor's degree, 3 had a Master's degree, 3 respondents stated that they had a different kind of education, and 1 respondent did not wish to state his level of education.

1 respondent had no work experience, 1 respondent had less than one year of work experience, 3 had 1 to 5 years, 23 respondents had more than 5 years of experience, and 1 respondent did not wish to state his work experience.

The most common reasons for not attending educational courses are lack of time (16 cases) and cost (12 cases), in 1 case lower level of education.

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; to 5 – “I very agree”) (see Table 19).

Table 19 Respondents' assessment of statement (Greek)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.37
Online learning-tools can increase parents participation	4.53
A parent-training process aims at improving the awareness of participants about their problematic situations	3.90
Parent-training participation can be increased using online learning-tools	3.83
The most important skills of a parent training trainer is the ability to communicate	4.37
Participants should socialize and work together	4.17
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.43

Statistically significant differences between position in the evaluation of the statement *Parent-training aims at creating or improving competence of participants* ($p=.023$): relatives score higher (Mean Rank 22.50), the lowest for family friends (Mean Rank 4.50).

No statistically significant differences by gender, age, level of education, work experience.

Stakeholders

10 respondents were surveyed: 7 women, 3 men. 1 respondent is an employer of Social services, 7 are managers of social services, 2 - employees of a Social enterprise.

9 respondents were between 46 and 55, and 1 respondents over 55. Age differences will not be considered in the future

The respondents had different education levels: 5 had a Bachelor's degree, 5 had a Master's degree.

5 respondent had work experience 1 to 5 years, but 5 respondents had more than 5 years of experience.

The most common reasons for not attending educational courses are cost (3 cases), lack of time (7 cases).

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means "I completely disagree"; 2 – "I somewhat disagree"; 3 – I neither agree nor disagree; 4 – I somewhat agree; 5 – "I very agree" (see Table 20).

Table 20 Respondents' assessment of statement (Greek)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.70
Online learning-tools can increase parents participation	3.70
A parent-training process aims at improving the awareness of participants about their problematic situations	4.70
Parent-training participation can be increased using online learning-tools	3.50
The most important skills of a parent training trainer is the ability to communicate	4.40
Participants should socialize and work together	4.60
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.60

Statistically significant differences by level of education:

- ✓ *Parent-training aims at creating or improving competence of participants* ($p=.050$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 7.00); the lowest ranking is for respondents with Master's degree (Mean Rank 4.00);
- ✓ *A parent-training process aims at improving the awareness of participants about their problematic situations* ($p=.050$): the highest ranking is for respondents with a Master's degree (Mean Rank 7.00); the lowest ranking is for respondents with a Bachelor's degree (Mean Rank 4.00).

No statistically significant differences by position, gender, and work experience.

Respondents were asked to evaluate the relative importance of the skills or competences required by the parents' educator (1 – "not applicable"; 2 – "unnecessary"; 3 – "fair necessary"; 4 – "quite necessary"; 5 – "very necessary"). The average evaluation is summarized in Table 21.

Table 21 The relative importance of the skills or competences required by the parents' educator (assessed by stakeholders from Greek)

Ability/Competence	Mean
Deep expertise in the area to train	5.00
Ability to work in a collaborative online environment	4.70
Competence in teaching parents new skills	4.50
Skills to accept suggestions/feedback from the parents	4.90
Competence in teaching parents emotional communication skills	5.00
Ability to analyze Parent Implementation and Provide Corrective Feedback	4.60
Strategies for Evaluating Parent and Child Progress	4.80
Fluency in Presenting Information and Giving Feedback	4.20
Knowledge of the Empirical and Conceptual Basis of Intervention	4.90
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.30
Setting goals and selecting strategies for parent education	4.50

Statistically significant differences ($p=.050$) by gender in assessment of statement *Setting goals and selecting strategies for parent education*: the highest ranking is for men (Mean Rank 8.00), the lowest – for women (Mean Rank 4.43).

No statistically significant differences by position, work experience, and by level of education.

RESULTS OF THE QUESTIONNAIRE (THE LATVIA CASE)

Social Educators/Social Workers/Teachers

27 respondents were surveyed: 26 women, 1a man. Gender differences will not be considered in the future.

4 respondents are social educators, 15 – social workers and 8 – teachers.

7 respondents were between 26 and 35, 4 respondents were between 36 and 45, 12 respondents were between 46 and 55, and 4 respondents over 55.

The respondents had different education levels: 12 had a Bachelor's degree, 12 had a Master's degree, 3 respondents stated that they had a different kind of education.

1 respondent had less than one year of work experience, 4 had 1 to 5 years, but 22 respondents had more than 5 years of experience.

The most common reasons for not attending educational courses are lack of time (16 cases) and cost (6 cases), followed low level of content (3 cases), duration (23 cases) and in one case – expertise of trainers.

Social educators/social workers/teachers evaluated their experience in parent-training activities. Used the Likert scale from 1 to 5, where 1 – “very poor”; 2 – “poor”; 3 – “fair”; 4 – “good”; to 5 – “very good”. The average evaluation is summarized in Table 22.

Table 22 Self-assessment of experience in parent-training activities of social educators/social workers/teachers (Latvia)

Statement	Mean
Satisfaction of the experience	3.44
Training methodology	3.37
Use of online tools	3.30
Socialization with parents	3.52
Effectiveness on parents	3.37
Acquisition of new knowledge	3.78
Impact on your personal awareness	3.56

No statistically significant differences were found in the responses of social educators/social workers/teachers depending on the profile (position, age, education, work experience).

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 – “I completely disagree”; 2 – “I somewhat disagree”; 3–I neither agree nor disagree; 4–I somewhat agree; to 5 – “I very agree”. The average evaluation are summarized in Table 23.

Table 23 Respondents' assessment of statement (Latvia)

Statement	Mean	statistically significant differences (p<.05)			
		by position	by gender	by level of education	by work experience
Parent-training aims at creating or improving competence of participants	4.07				
Online learning-tools can increase parents participation	3.81				
A parent-training process aims at improving the awareness of participants about their problematic situations	4.19				
Parent-training participation can be increased using online learning-tools	4.00				
The most important skills of a parent training trainer is the ability to communicate	4.44				
Participants should socialize and work together	4.33				
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.30				

No statistically significant differences were found in the responses of social educators/social workers/teachers depending on the profile (position, age, education, work experience).

Educators made a self-assessment of their actual skills or competences and the relative importance of these skills or competences. The average evaluation is summarized in Table 24.

Table 24 Self-assessment of skills or competences (Latvia)

Actual (Mean)	Ability/Competence	Importance (Mean)
3.37	Deep expertise in the area to train	4.26
3.26	Ability to work in a collaborative online environment	3.93
3.59	Competence in teaching parents new skills	4.41
3.93	Skills to accept suggestions/feedback from the parents	4.37
3.56	Competence in teaching parents emotional communication skills	4.30
3.67	Ability to analyze Parent Implementation and Provide Corrective Feedback	4.37
3.33	Strategies for Evaluating Parent and Child Progress	4.26
3.81	Fluency in Presenting Information and Giving Feedback	4.33
3.07	Knowledge of the Empirical and Conceptual Basis of Intervention	4.00
3.81	Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.41
3.56	Setting goals and selecting strategies for parent education	4.30

Using the Kruskal–Wallis and Mann–Whitney test, it was determined whether there are statistically significant differences in the evaluations according to social educators/social workers/teachers (position, gender, education, work experience).

Actual

Statistically significant differences ($p = .049$) by position was found in the evaluations of the statement *Deep expertise in the area to train*: the highest evaluation are teachers (Mean Rank 19.50), the lowest – social workers (Mean Rank 11.40).

No statistically significant differences by age, level of education, experience.

Importance

No statistically significant differences by position, level of education, experience, age.

Parents

20 respondents were surveyed: 19 women, 1 man. Gender differences will not be considered in the future.

19 respondents were parents, 1 respondent – a relative. Position differences will not be considered in the future.

1 respondent in this group was aged between 18 and 25, 6 respondents were between 26 and 35, 9 respondents were between 36 and 45, 4 respondents were between 46 and 55.

The respondents had different education levels: 2 respondents had a secondary school education, 10 had a Bachelor's degree, 2 had a Master's degree, 6 respondents stated that they had a different kind of education.

1 respondent had no work experience, 2 respondents had less than one year of work experience, 1 had 1 to 5 years, but 16 respondents had more than 5 years of experience.

The most common reasons for not attending educational courses are lack of time (12 cases), followed cost (6 cases) and expertise of trainers (2 cases).

Parents were offered to evaluate their experience in parent education activities. Likert scale from 1 to 5, where 1 means 1 – “very poor”; 2 – “poor”; 3 – “fair”; 4 – “good”; to 5 – “very good”(see Table 25).

Table 25 Parents' self-assessment of experience in educational activities (Latvia)

Statement	Mean
Satisfaction of the experience	3.25
Contents of the training	3.05
Competence of trainers	3.60
Socialization with other parents	3.70
Beneficial effects	3.75
Acquisition of new knowledge	3.50
Impact on personal awareness	3.70

Using the Kruskal–Wallis test, it was determined whether there are statistically significant differences in the evaluations according to respondent profile (age, level of education, and work experience).

Statistically significant differences ($p = .028$) by age in the statement *Satisfaction of the experience* assessment: the highest ranking is for respondents aged from 18 to 25 (Mean Rank 19.00) and for respondents aged from 46 to 55 (Mean Rank 15.50); the lowest – for respondents aged 36 to 45 (Mean Rank 7.11).

No statistically significant differences were identified in other cases.

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; to 5 – “I very agree”) (see Table 26).

Table 26 Respondents' assessment of statement (Latvia)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.05
Online learning-tools can increase parents participation	4.35
A parent-training process aims at improving the awareness of participants about their problematic situations	4.30
Parent-training participation can be increased using online learning-tools	3.95
The most important skills of a parent training trainer is the ability to communicate	4.10
Participants should socialize and work together	4.40
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	3.95

Statistically significant differences ($p = .035$) by age in the statement *Parent-training aims at creating or improving competence of participants* assessment: the highest ranking is for respondents aged from 18 to 25 (Mean Rank 17.50) and for respondents aged from 46 to 55 (Mean Rank 15.50); the lowest – for respondents aged 36 to 45 (Mean Rank 7.11).

No statistically significant differences were identified in other cases.

Parents were asked to assess the skills or competences obtained by an educator (1 – “not applicable”; 2 – “unnecessary”; 3 – “fair necessary”; 4 – “quite necessary”; 5 – “very necessary”). The average evaluation is summarized in Table 27.

Table 27 Skills and competences obtained by educators (assessed by parents from Latvia)

Ability/Competence	Mean
Deep expertise in the area to train	4.25
Ability to work in a collaborative online environment	4.10
Competence in teaching parents new skills	4.15
Skills to accept suggestions/feedback from the parents	4.30
Competence in teaching parents emotional communication skills	4.15
Ability to Analyze Parent Implementation and Provide Corrective Feedback	4.35
Strategies for Evaluating Parent and Child Progress	3.90
Fluency in Presenting Information and Giving Feedback	4.25
Knowledge of the Empirical and Conceptual Basis of Intervention	3.95
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.35
Setting goals and selecting strategies for parent education	4.10

No statistically significant differences were identified by respondents' profile.

Stakeholders

Only 2 respondents were surveyed. Differences by profile will not be considered in the future.

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; 5 – “I very agree” (see Table 28).

Table 28 Respondents' assessment of statement (Latvia)

Statement	Mean
Parent-training aims at creating or improving competence of participants	5.00
Online learning-tools can increase parents participation	4.00
A parent-training process aims at improving the awareness of participants about their problematic situations	4.00
Parent-training participation can be increased using online learning-tools	4.50
The most important skills of a parent training trainer is the ability to communicate	3.50
Participants should socialize and work together	4.50
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.00

Respondents were asked to evaluate the relative importance of the skills or competences required by the parents' educator (1 – “not applicable”; 2 – “unnecessary”; 3 – “fair necessary”;

4 – “quite necessary”; 5 – “very necessary”). The average evaluation is summarized in Table 29.

Table 29 The relative importance of the skills or competences required by the parents' educator (assessed by stakeholders from Latvia)

Ability/Competence	Mean
Deep expertise in the area to train	5.00
Ability to work in a collaborative online environment	4.50
Competence in teaching parents new skills	5.00
Skills to accept suggestions/feedback from the parents	5.00
Competence in teaching parents emotional communication skills	5.00
Ability to analyze Parent Implementation and Provide Corrective Feedback	5.00
Strategies for Evaluating Parent and Child Progress	5.00
Fluency in Presenting Information and Giving Feedback	5.00
Knowledge of the Empirical and Conceptual Basis of Intervention	5.00
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	5.00
Setting goals and selecting strategies for parent education	5.00

RESULTS OF THE QUESTIONNAIRE (THE SPAIN CASE)

Social Educators/Social Workers/Teachers

20 respondents were surveyed: 17 women, 3 men. 5 respondents in this group were aged between 26 and 35, 10 respondents were between 36 and 45, 4 respondents were between 46 and 55, and 1 respondent over 55.

5 respondents are social educators, 7 are social workers, 2 – teachers and 6 others.

The respondents had different education levels: 14 respondents had a Bachelor's degree and 6 had a Master's degree.

1 respondent had no work experience, 2 respondents had less than one year of work experience, 4 had 1 to 5 years, but 13 respondents had more than 5 years of experience

The most common reasons for not attending educational courses are lack of time (18 cases), cost (4 case), lower level of content (2 cases). And in 1 case - expertise of trainers.

Social educators/social workers/teachers evaluated their experience in parent-training activities. Used the Likert scale from 1 to 5, where 1 – “very poor”; 2 – “poor”; 3 – “fair”; 4 – “good”; to 5 – “very good”. The average evaluation is summarized in Table 30.

Table 30 Self-assessment of experience in parent-training activities of social educators/social workers/teachers (Spain)

Statement	Mean
Satisfaction of the experience	2.55
Training methodology	2.20
Use of online tools	1.35
Socialization with parents	2.40
Effectiveness on parents	2.15
Acquisition of new knowledge	2.40
Impact on your personal awareness	2.30

Statistically significant differences ($p=.041$) by position in assessment of statement *Satisfaction of the experience*: the highest ranking is for social worker (Mean Rank 15.36), the lowest – for teachers (Mean Rank 7.00).

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 – “I completely disagree”; 2 – “I somewhat disagree”; 3–I neither agree nor disagree; 4–I somewhat agree; to 5 – “I very agree”. The average evaluation are summarized in Table 31.

Table 31 Respondents' assessment of statement (Spain)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.65
Online learning-tools can increase parents participation	3.80
A parent-training process aims at improving the awareness of participants about their problematic situations	4.70
Parent-training participation can be increased using online learning-tools	3.65
The most important skills of a parent training trainer is the ability to communicate	4.15
Participants should socialize and work together	4.15
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.25

Statistically significant differences by work experience in the evaluation of the statement *Online learning-tools can increase parents participation* ($p=.033$): respondents with experience less than a year score higher (Mean Rank 14.25), the lowest – for respondents with experience 1 - 5 years (Mean Rank 3.75).

No statistically significant differences by position, gender, and level of education.

Social educators/social workers/teachers made a self-assessment of their actual skills or competences and the relative importance of these skills or competences. The average evaluation is summarized in Table 32.

Table 32 Self-assessment of skills or competences (Spain)

Actual (Mean)	Ability/Competence	Importance (Mean)
3.25	Deep expertise in the area to train	4.40
3.85	Ability to work in a collaborative online environment	3.85
4.05	Competence in teaching parents new skills	4.60
4.35	Skills to accept suggestions/feedback from the parents	4.65
4.00	Competence in teaching parents emotional communication skills	4.50
3.45	Ability to analyze Parent Implementation and Provide Corrective Feedback	4.20
3.60	Strategies for Evaluating Parent and Child Progress	4.50
4.15	Fluency in Presenting Information and Giving Feedback	4.50
3.60	Knowledge of the Empirical and Conceptual Basis of Intervention	4.20
4.00	Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.55
3.90	Setting goals and selecting strategies for parent education	4.50

Using the Kruskal–Wallis and Mann–Whitney test, it was determined whether there are statistically significant differences in the evaluations according to social educators/social workers/teachers (position, age, gender, education, work experience).

Actual

No statistically significant differences by position, age, gender, level of education, and work experience.

Importance

Statistically significant differences ($p=.037$) by gender in the evaluation of the statements *Competence in teaching parents emotional communication skills*: the highest ranking is for woman (Mean Rank 11.38); the lowest – for men (Mean Rank 5.50).

No statistically significant differences by position, age, level of education, and work experience.

Parents

30 respondents were surveyed: 17 women, 12 men, and 1 respondent did not wish to state his gender. 1 respondent in this group were aged between 18 and 25, 4 respondents were between 36 and 45, 19 respondents were between 46 and 55, and 1 respondents over 55. 5 respondents did not wish to state their age.

The respondents had different education levels: 5 respondents had a Secondary school education, 18 had a Bachelor's degree, 5 had a Master's degree, 2 respondents stated that they had a different kind of education.

2 respondents had no work experience, 2 respondents had less than one year of work experience, 2 had 1 to 5 years, 23 respondents had more than 5 years of experience, but 2 respondents did not wish to state their work experience.

The most common reasons for not attending educational courses are lack of time (24 cases) and cost (9 cases), duration (8 cases), lower level of contents (8 cases), and expertise of trainers (6 cases).

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; to 5 – “I very agree”) (see Table 33).

Table 33 Respondents' assessment of statement (Spain)

Statement	Mean
Satisfaction of the experience	2.50
Contents of the training	2.13
Competence of trainers	2.17
Socialization with other parents	2.67
Beneficial effects	2.30
Acquisition of new knowledge	2.13
Impact on personal awareness	2.47

Statistically significant differences by level of education:

- ✓ *Satisfaction of the experience* ($p=.016$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 19.14); the lowest ranking is for respondents with Master's degree (Mean Rank 6.80);
- ✓ *Contents of the training* ($p=.038$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 18.81); the lowest ranking is for respondents with Master's degree (Mean Rank 8.10);
- ✓ *Socialization with other parents* ($p=.021$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 19.28); the lowest ranking is for respondents with Master's degree (Mean Rank 7.20);
- ✓ *Acquisition of new knowledge* ($p=.013$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 19.47); the lowest ranking is for respondents with Master's degree (Mean Rank 7.00);
- ✓ *Impact on personal awareness* ($p=.031$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 18.69); the lowest ranking is for respondents with Master's degree (Mean Rank 6.60).

No statistically significant differences by position, age, gender, level of education, and work experience.

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; to 5 – “I very agree”) (see Table 34).

Table 34 Respondents' assessment of statement (Spain)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.07
Online learning-tools can increase parents participation	3.50
A parent-training process aims at improving the awareness of participants about their problematic situations	3.97
Parent-training participation can be increased using online learning-tools	3.70
The most important skills of a parent training trainer is the ability to communicate	4.27
Participants should socialize and work together	4.13
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.27

Statistically significant differences by work experience in the evaluation of the statement *Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills* ($p=.031$): the lowest – for respondents aged 36 to 5 (Mean Rank 10.79), in other group Mean Rank 20.00.

Statistically significant differences by gender:

- ✓ *A parent-training process aims at improving the awareness of participants about their problematic situations* ($p=.021$): women score higher (Mean Rank 17.85) than men (Mean Rank 10.96);
- ✓ *Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills* ($p=.016$): women score higher (Mean Rank 17.88) than men (Mean Rank 10.92).

No statistically significant differences by position, level of education, and work experience.

Parents were asked to assess the skills or competences obtained by an educator (1 – “not applicable”; 2 – “unnecessary”; 3 – “fair necessary”; 4 – “quite necessary”; 5 – “very necessary”). The average evaluation is summarized in Table 35

Table 35 Skills and competences obtained by educators (assessed by parent from Spain)

Ability/Competence	Mean
Deep expertise in the area to train	4.03
Ability to work in a collaborative online environment	3.37
Competence in teaching parents new skills	4.27
Skills to accept suggestions/feedback from the parents	4.33
Competence in teaching parents emotional communication skills	4.30
Ability to Analyze Parent Implementation and Provide Corrective Feedback	3.80
Strategies for Evaluating Parent and Child Progress	3.77
Fluency in Presenting Information and Giving Feedback	3.93
Knowledge of the Empirical and Conceptual Basis of Intervention	3.77
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.17
Setting goals and selecting strategies for parent education	3.53

Statistically significant differences by position:

- ✓ *Strategies for Evaluating Parent and Child Progress* ($p=.040$): the highest ranking is for parent Mean Rank 16.50), the lowest ranking is for relatives (Mean Rank 4.25);
- ✓ *Setting goals and selecting strategies for parent education* ($p=.030$): the highest ranking is for parent Mean Rank 16.56), the lowest ranking is for family friends (Mean Rank 3.25).

Statistically significant differences by gender:

- ✓ *Competence in teaching parents emotional communication skills* ($p=.042$): women score higher (Mean Rank 17.47) than men (Mean Rank 11.50);
- ✓ *Strategies for Evaluating Parent and Child Progress* ($p=.005$): women score higher (Mean Rank 18.50) than men (Mean Rank 10.04);
- ✓ *Setting goals and selecting strategies for parent education* ($p=.031$): women score higher (Mean Rank 17.71) than men (Mean Rank 11.17).

Statistically significant differences ($p=.037$) by level of education in the evaluation of the statements *Strategies for Evaluating Parent and Child Progress* ($p=.036$): the highest ranking is for respondents with a Master's degree (Mean Rank 23.70); the lowest ranking is for respondents with other kind of education (Mean Rank 7.00).

No statistically significant differences in other cases.

Stakeholders

10 respondents were surveyed: 3 women, 7 men. 1 respondent – official of the public/municipal service, 2 – heads of the public/municipal service, 4 social business managers and 3 – others.

1 respondent were between 26 and 35, 2 respondents were between 36 and 45, 5 respondents were between 46 and 55, 1 respondent over 55, and 1 respondent did not wish to state his age.

The respondents had different education levels: 4 had a Secondary school level, 4 had a Bachelor's degree, 2 respondents stated that they had a different kind of education.

All respondents had more than 5 years of experience.

The most common reasons for not attending educational courses are lack of time (10 cases), in 2 cases – cost.

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; 5 – “I very agree” (see Table 36).

Table 36 Respondents' assessment of statement (Spain)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.80
Online learning-tools can increase parents participation	3.50
A parent-training process aims at improving the awareness of participants about their problematic situations	4.50
Parent-training participation can be increased using online learning-tools	3.60
The most important skills of a parent training trainer is the ability to communicate	4.50
Participants should socialize and work together	4.50
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.20

No statistically significant differences by position, age, gender, level of educations, and work experience.

Respondents were asked to evaluate the relative importance of the skills or competences required by the parents' educator (1 – “not applicable”; 2 – “unnecessary”; 3 – “fair necessary”; 4 – “quite necessary”; 5 – “very necessary”). The average evaluation is summarized in Table 37.

Table 37 The relative importance of the skills or competences required by the parents' educator (assessed by stakeholders from Spain)

Ability/Competence	Mean
Deep expertise in the area to train	4.30
Ability to work in a collaborative online environment	3.60
Competence in teaching parents new skills	4.50
Skills to accept suggestions/feedback from the parents	4.60
Competence in teaching parents emotional communication skills	4.70
Ability to analyze Parent Implementation and Provide Corrective Feedback	4.20
Strategies for Evaluating Parent and Child Progress	4.40
Fluency in Presenting Information and Giving Feedback	4.40
Knowledge of the Empirical and Conceptual Basis of Intervention	3.90
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.30
Setting goals and selecting strategies for parent education	4.00

No statistically significant differences by position, age, gender, level of educations, and work experience.

RESULTS OF THE QUESTIONNAIRE (THE ITALY CASE)

Social Educators/Social Workers/Teachers

108 respondents were surveyed: 96 women, 12 men. 5 respondents in this group were aged between 18 and 25, 33 respondents were between 26 and 35, 44 respondents were between 36 and 45, 21 respondents were between 46 and 55, and 35 respondents over 55.

The respondents had different education levels: 7 respondents had a secondary school education, 44 had a Bachelor's degree, 26 had a Master's degree, 31 respondents stated that they had a different kind of education, [vairums gadījums High school](#).

1 respondent had no work experience, 8 respondents had less than one year of work experience, 22 had 1 to 5 years, but 77 respondents had more than 5 years of experience

The most common reasons for not attending educational courses are lack of time (59 cases) and expenses (59 cases), followed by lecturer's competence (36 cases), duration (23 cases) and low level of content (22 cases).

Social educators/social workers/teachers evaluated their experience in parent-training activities. Used the Likert scale from 1 to 5, where 1 – “very poor”; 2 – “poor”; 3 – “fair”; 4 – “good”; to 5 – “very good”. The average evaluation are summarized in Table 38.

Table 38 Self-assessment of experience in parent-training activities of social educators/social workers/teachers (Italy)

Statement	Mean
Satisfaction of the experience	1.57
Training methodology	1.49
Use of online tools	1.17
Socialization with parents	1.55
Effectiveness on parents	1.44
Acquisition of new knowledge	1.58
Impact on your personal awareness	1.62

No statistically significant differences were found in the responses of social educators/social workers/teachers depending on the profile (position, age, gender, education, work experience).

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 – “I completely disagree”; 2 – “I somewhat disagree”; 3 – “I neither agree nor disagree”; 4 – “I somewhat agree”; to 5 – “I very agree”. The average evaluation are summarized in Table 39.

Table 39 Respondents' assessment of statement (Italy)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.29
Online learning-tools can increase parents participation	3.18
A parent-training process aims at improving the awareness of participants about their problematic situations	4.32
Parent-training participation can be increased using online learning-tools	3.19
The most important skills of a parent training trainer is the ability to communicate	4.25
Participants should socialize and work together	4.12
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.02

Statistically significant differences between position in the evaluation of the statement *Parent-training participation can be increased using online learning-tools* ($p=.018$): the teachers give the highest evaluation (Mean Rank 94.75), whereas the social workers give the lowest (Mean Rank 29.50).

Statistically significant differences by gender in the evaluation of the statements:

- ✓ *The most important skills of a parent training trainer is the ability to communicate* ($p=.037$): the highest ranking is for woman (Mean Rank 56.16); the lowest – for men (Mean Rank 41.21);
- ✓ *Participants should socialize and work together* ($p=.001$): the highest ranking is for women (Mean Rank 56.77); the lowest – for men (Mean Rank 36.38).

Statistically significant differences by level of education in the evaluation of the statements:

- ✓ *Parent-training aims at creating or improving competence of participants* ($p=.026$): the highest ranking is for respondents with a Master's degree (Mean Rank 58.12); the lowest ranking is for respondents with Secondary school (Mean Rank 48.64);
- ✓ *A parent-training process aims at improving the awareness of participants about their problematic situations* ($p=.002$):): the highest ranking is for respondents with a Master's degree (Mean Rank 60.40), the lowest ranking is for respondents with Secondary school (Mean Rank 28.93);
- ✓ *Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills* ($p=.007$): the highest ranking is for respondents with a Master's degree (Mean Rank 54.15), the lowest ranking is for respondents with Secondary school (Mean Rank 49.43).

Statistically significant differences by work experience in the evaluation of the statements:

- ✓ *Online learning-tools can increase parents participation* ($p=.004$): respondents with experience less than a year score higher (Mean Rank 73.25), the lowest – for respondents with experience more than 5 years (Mean Rank 48.63);
- ✓ *Parent-training participation can be increased using online learning-tools* ($p=.045$): respondents with experience 1-5 years score higher (Mean Rank 66.48), the lowest – for respondents with experience more than 5 years (Mean Rank 50.42).

No statistically significant differences by age.

Social educators/social workers/teachers made a self-assessment of their actual skills or competences and the relative importance of these skills or competences. The average evaluation is summarized in Table 40.

Table 40 Self-assessment of skills or competences

Actual (Mean)	Ability/Competence	Importance (Mean)
3.01	Deep expertise in the area to train	4.31
2.68	Ability to work in a collaborative online environment	3.42
3.21	Competence in teaching parents new skills	4.26
3.73	Skills to accept suggestions/feedback from the parents	4.38
3.35	Competence in teaching parents emotional communication skills	4.42
3.36	Ability to analyze Parent Implementation and Provide Corrective Feedback	4.31
3.42	Strategies for Evaluating Parent and Child Progress	4.41
3.38	Fluency in Presenting Information and Giving Feedback	4.29
3.31	Knowledge of the Empirical and Conceptual Basis of Intervention	4.44
3.50	Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.44
3.39	Setting goals and selecting strategies for parent education	4.52

Using the Kruskal–Wallis and Mann–Whitney test, it was determined whether there are statistically significant differences in the evaluations according to social educators/social workers/teachers (position, age, gender, education, work experience).

Actual

Statistically significant differences ($p = .011$) by age was found in the evaluations of the statement *Setting goals and selecting strategies for parent education*: the highest evaluation are social educators/social workers/teachers (Mean Rank 69.60) from 46 to 55 years old, the lowest – from 26 to 35 years old (Mean Rank 40.56).

Statistically significant differences by level of education:

- ✓ *Skills to accept suggestions/feedback from the parents* ($p=.033$): the highest ranking is for respondents with a Master's degree (Mean Rank 62.73), the lowest ranking is for respondents with Secondary school (Mean Rank 34.43);
- ✓ *Competence in teaching parents emotional communication skills* ($p=.027$): the highest ranking is for respondents with other education (Mean Rank 66.74), the lowest ranking is for respondents with Bachelor's degree (Mean Rank 45.47);
- ✓ *Ability to analyze Parent Implementation and Provide Corrective Feedback* ($p=.000$): the highest ranking is for respondents with other education (Mean Rank 68.56), the lowest ranking is for respondents with Secondary school (Mean Rank 33.50);
- ✓ *Strategies for Evaluating Parent and Child Progress* ($p=.000$): the highest ranking is for respondents with other education (Mean Rank 66.22), the lowest ranking is for respondents with Bachelor's degree (Mean Rank 40.13);

- ✓ *Fluency in Presenting Information and Giving Feedback* ($p=.000$): the highest ranking is for respondents with other education (Mean Rank 67.13), the lowest ranking is for respondents with Secondary school (Mean Rank 40.93);
- ✓ *Knowledge of the Empirical and Conceptual Basis of Intervention* ($p=.001$): the highest ranking is for respondents with other education (Mean Rank 67.60), the lowest ranking is for respondents with Bachelor's degree (Mean Rank 41.19);
- ✓ *Teach by using concrete, positive examples; provide supporting materials to illustrate examples* ($p=.000$): the highest ranking is for respondents with other education (Mean Rank 71.24), the lowest ranking is for respondents with Bachelor's degree (Mean Rank 41.89);
- ✓ *Setting goals and selecting strategies for parent education* ($p=.042$): the highest ranking is for respondents with other education (Mean Rank 65.23), the lowest ranking is for respondents with Secondary school (Mean Rank 46.21).

Statistically significant differences by experience:

- ✓ *Strategies for Evaluating Parent and Child Progress* ($p=.038$): respondents without experience score higher (Mean Rank 74.50), the lowest – for respondents with experience 1-5 years (Mean Rank 38.09);
- ✓ *Fluency in Presenting Information and Giving Feedback* ($p=.011$): respondents without experience score higher (Mean Rank 78.00), the lowest – for respondents with experience 1-5 years (Mean Rank 36.57).

No statistically significant differences by position, gender.

Importance

Statistically significant differences by gender in the evaluation of the statements *Ability to analyze Parent Implementation and Provide Corrective Feedback* ($p=.048$): the highest ranking is for woman (Mean Rank 56.42); the lowest – for men (Mean Rank 39.13).

Statistically significant differences by level of education:

- ✓ *Competence in teaching parents new skills* ($p=.004$): the highest ranking is for respondents with a Master's degree (Mean Rank 65.81), the lowest ranking is for respondents with Secondary school (Mean Rank 24.07);
- ✓ *Skills to accept suggestions/feedback from the parents* ($p=.033$): the highest ranking is for respondents with a Master's degree (Mean Rank 66.85), the lowest ranking is for respondents with Secondary school (Mean Rank 31.50);
- ✓ *Strategies for Evaluating Parent and Child Progress* ($p=.007$): the highest ranking is for respondents with a Master's degree (Mean Rank 68.92), the lowest ranking is for respondents with Secondary school (Mean Rank 35.00);
- ✓ *Fluency in Presenting Information and Giving Feedback* ($p=.014$): the highest ranking is for respondents with a Master's degree (Mean Rank 62.17), the lowest ranking is for respondents with Secondary school (Mean Rank 37.79);
- ✓ *Knowledge of the Empirical and Conceptual Basis of Intervention* ($p=.026$): the highest ranking is for respondents with a Master's degree (Mean Rank 62.67), the lowest ranking is for respondents with Secondary school (Mean Rank 36.57);
- ✓ *Teach by using concrete, positive examples; provide supporting materials to illustrate examples* ($p=.014$): the highest ranking is for respondents with a Master's

degree (Mean Rank 64.67), the lowest ranking is for respondents with Secondary school (Mean Rank 27.29);

- ✓ *Setting goals and selecting strategies for parent education* ($p=.019$): the highest ranking is for respondents with a Master's degree (Mean Rank 64.35), the lowest ranking is for respondents with Secondary school (Mean Rank 41.07).

No statistically significant differences by position, age, experience.

Parents

75 respondents were surveyed: 46 women, 29 men. 4 respondents in this group were aged between 18 and 25, 5 respondents were between 26 and 35, 14 respondents were between 36 and 45, 25 respondents were between 46 and 55, and 25 respondents over 55.

The respondents had different education levels: 29 respondents had a secondary school education, 3 had a Bachelor's degree, 12 had a Master's degree, 31 respondents stated that they had a different kind of education.

16 respondents had no work experience, 3 respondents had less than one year of work experience, 5 had 1 to 5 years, but 51 respondents had more than 5 years of experience.

The most common reasons for not attending educational courses are lack of time (46 cases) and cost (37 cases), duration (17 cases), lower level of contents (11 cases), and expertise of trainers (11 cases).

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means "I completely disagree"; 2 – "I somewhat disagree"; 3 – I neither agree nor disagree; 4 – I somewhat agree; to 5 – "I very agree") (see Table 41).

Table 41 Respondents' assessment of statement (Italy)

Statement	Mean
Satisfaction of the experience	3.12
Contents of the training	3.07
Competence of trainers	3.18
Socialization with other parents	2.84
Beneficial effects	3.00
Acquisition of new knowledge	3.05
Impact on personal awareness	3.07

Using the Kruskal–Wallis and Mann–Whitney test, it was determined whether there are statistically significant differences in the evaluations according to respondent profile.

Statistically significant differences ($p= .010$) by experience *Socialization with other parents*: respondents with work experience less than a year score higher (Mean Rank 55.00), the lowest – for respondents with experience 1-5 years (Mean Rank 17.70).

No statistically significant differences were identified in other cases.

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means "I completely disagree"; 2 – "I somewhat disagree"; 3 – I neither agree nor disagree; 4 – I somewhat agree; to 5 – "I very agree") (see Table 42). Using the Kruskal–Wallis and Mann–Whitney test, it was determined whether there are statistically

significant differences in the evaluations according to social educators/social workers/teachers (position, age, gender, education, work experience).

Table 42 Respondents' assessment of statement (Italy)

Statement	Mean
Parent-training aims at creating or improving competence of participants	3.19
Online learning-tools can increase parents participation	2.93
A parent-training process aims at improving the awareness of participants about their problematic situations	3.91
Parent-training participation can be increased using online learning-tools	2.92
The most important skills of a parent training trainer is the ability to communicate	4.32
Participants should socialize and work together	4.01
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	3.77

Statistically significant differences by age:

- ✓ *A parent-training process aims at improving the awareness of participants about their problematic situations* ($p=.010$): the highest ranking is for respondents aged from 46 to 55 (Mean Rank 46.04); the lowest – for respondents aged 26 to 35 (Mean Rank 15.90);
- ✓ *Participants should socialize and work together* ($p=.039$): the highest ranking is for respondents aged from 18 to 25 (Mean Rank 49.63); the lowest – for respondents aged 36 to 45 (Mean Rank 25.32).

Statistically significant differences ($p=.006$) by gender *Parent-training aims at creating or improving competence of participants*: men score higher (Mean Rank 43.04) than women (Mean Rank 30.00).

Statistically significant differences by level of education:

- ✓ *A parent-training process aims at improving the awareness of participants about their problematic situations* ($p=.026$): the highest ranking is for respondents with a Master's degree (Mean Rank 48.25); the lowest ranking is for respondents with Secondary school education (Mean Rank 29.29);
- ✓ *Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills* ($p=.014$): the highest ranking is for respondents with other education (Mean Rank 45.82); the lowest ranking is for respondents with Master's degree (Mean Rank 23.50).

Statistically significant differences ($p=.003$) by experience in the statement *A parent-training process aims at improving the awareness of participants about their problematic situations* assessment: the highest ranking is for respondents with working experience more than 5 years (Mean Rank 43.91), the lowest for respondents with working experience 1 – 5 years (Mean Rank 16.50).

Parents were asked to assess the skills or competences obtained by an educator (1 – “not applicable”; 2 – “unnecessary”; 3 – “fair necessary”; 4 – “quite necessary”; 5 – “very necessary”). The average evaluation is summarized in Table 42

Table 43 Skills and competences obtained by educators (assessed by parent from Italy)

Ability/Competence	Mean
Deep expertise in the area to train	4.52
Ability to work in a collaborative online environment	2.91
Competence in teaching parents new skills	4.27
Skills to accept suggestions/feedback from the parents	4.47
Competence in teaching parents emotional communication skills	4.52
Ability to Analyze Parent Implementation and Provide Corrective Feedback	4.41
Strategies for Evaluating Parent and Child Progress	4.25
Fluency in Presenting Information and Giving Feedback	4.09
Knowledge of the Empirical and Conceptual Basis of Intervention	4.13
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.29
Setting goals and selecting strategies for parent education	4.04

Statistically significant differences by level of education:

- ✓ *Competence in teaching parents new skills* ($p=.034$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 56.50); the lowest ranking is for respondents with Secondary school education (Mean Rank 30.50);
- ✓ *Ability to Analyze Parent Implementation and Provide Corrective Feedback* ($p=.013$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 54.00); the lowest ranking is for respondents with Secondary school education (Mean Rank 31.84);
- ✓ *Teach by using concrete, positive examples; provide supporting materials to illustrate examples* ($p=.027$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 57.00); the lowest ranking is for respondents with Secondary school education (Mean Rank 30.93);
- ✓ *Setting goals and selecting strategies for parent education* ($p=.023$): the highest ranking is for respondents with a Bachelor's degree (Mean Rank 59.00); the lowest ranking is for respondents with Master's degree (Mean Rank 26.17).

Statistically significant differences by experience:

- ✓ *Ability to work in a collaborative online environment* ($p=.044$): respondents with over 5 years of work experience score higher (Mean Rank 42.26), the lowest – for respondents with work experience less than a year (Mean Rank 19.67);
- ✓ *Ability to Analyze Parent Implementation and Provide Corrective Feedback* ($p=.021$): respondents with over 5 years of work experience score higher (Mean Rank 42.73), the lowest – for respondents with work experience 1 – 5 years (Mean Rank 25.50)

No statistically significant differences in other cases.

Stakeholders

32 respondents were surveyed: 22 women, 9 men. 7 are managers of social services, 20 - employees of a Social enterprise, 5 – others.

5 respondents were between 26 and 35, 16 respondents were between 36 and 45, 7 respondents were between 46 and 55, and 4 respondents over 55.

The respondents had different education levels: 3 had a Bachelor's degree, 22 had a Master's degree, 6 respondents stated that they had a different kind of education, 1 respondent did not wish to state his education level.

1 respondent had work experience 1 to 5 years, but 31 respondents had more than 5 years of experience. Differences by experience will not be considered in the future.

The most common reasons for not attending educational courses are cost (20 cases) and lack of time (17 cases), followed expertise of trainers (10 cases), duration (5 cases), and low level of content (4 cases).

The respondents were offered statements, which had to be evaluated on the Likert scale from 1 to 5, where 1 means “I completely disagree”; 2 – “I somewhat disagree”; 3 – I neither agree nor disagree; 4 – I somewhat agree; 5 – “I very agree” (see Table 44).

Table 44 Respondents' assessment of statement (Italy)

Statement	Mean
Parent-training aims at creating or improving competence of participants	4.53
Online learning-tools can increase parents participation	3.03
A parent-training process aims at improving the awareness of participants about their problematic situations	4.47
Parent-training participation can be increased using online learning-tools	3.25
The most important skills of a parent training trainer is the ability to communicate	4.47
Participants should socialize and work together	4.06
Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills	4.25

Statistically significant differences by age:

- ✓ *A parent-training process aims at improving the awareness of participants about their problematic situations* ($p=.021$): the highest ranking is for respondents over 55 years (Mean Rank 23.00); the lowest – for respondents aged 26 to 55 (Mean Rank 8.40);
- ✓ *The most important skills of a parent training trainer is the ability to communicate* ($p=.038$): the highest ranking is for respondents over 55 years (Mean Rank 23.50); the lowest – for respondents aged 26 to 55 (Mean Rank 11.50).

Statistically significant differences by gender:

- ✓ *A parent-training process aims at improving the awareness of participants about their problematic situations* ($p=.045$): the highest ranking is for men (Mean Rank 20.39), the lowest – for women (Mean Rank 14.20);
- ✓ *Participants should socialize and work together* ($p=.035$): the highest ranking is for men (Mean Rank 17.78), the lowest – for women (Mean Rank 15.27).

Statistically significant differences ($p=.014$) by level of education in assessment of statement *Participants should socialize and work together*: the highest ranking is for respondents with a Bachelor's degree (Mean Rank 26.50); the lowest ranking is for respondents with Master's degree (Mean Rank 13.34).

No statistically significant differences by position.

Respondents were asked to evaluate the relative importance of the skills or competences required by the parents' educator (1 – “not applicable”; 2 – “unnecessary”; 3 – “fair necessary”; 4 – “quite necessary”; 5 – “very necessary”). The average evaluation is summarized in Table 45.

Table 45 *The relative importance of the skills or competences required by the parents' educator (assessed by stakeholders from Italy)*

Ability/Competence	Mean
Deep expertise in the area to train	4.28
Ability to work in a collaborative online environment	3.44
Competence in teaching parents new skills	4.59
Skills to accept suggestions/feedback from the parents	4.72
Competence in teaching parents emotional communication skills	4.66
Ability to analyze Parent Implementation and Provide Corrective Feedback	4.56
Strategies for Evaluating Parent and Child Progress	4.44
Fluency in Presenting Information and Giving Feedback	4.53
Knowledge of the Empirical and Conceptual Basis of Intervention	4.50
Teach by using concrete, positive examples; provide supporting materials to illustrate examples	4.72
Setting goals and selecting strategies for parent education	4.78

Statistically significant differences ($p=.043$) by age in assessment of statement *Teach by using concrete, positive examples; provide supporting materials to illustrate examples*: the highest ranking is for respondents aged 46 to 55 and over 55 (in both cases Mean Rank 20.00), the lowest – for respondents aged 26 to 35 (Mean Rank 9.60).

Statistically significant differences ($p=.023$) by gender in assessment of statement *Setting goals and selecting strategies for parent education*: the highest ranking is for women (Mean Rank 17.64), the lowest – for men (Mean Rank 12.00).

No statistically significant differences by position and by level of education.

RESULTS OF THE QUESTIONNAIRE (THE POLAND CASE- prepared by JKPU)

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ERASMUS+ Strategic Partnership Project "Extending Social Educators Competences/ESEC IO 1" 2018-1-PL-KA204-051126

Data analysis and research results from Poland based on structured interviews on:

1) parents, 2) social educators/social workers/teachers, and 3) stakeholders

1. Parents

We interviewed 30 individuals - 28 parents and 2 relatives whose age ranged from 30 to 51. The majority of the group was female - 20 persons, 7 individuals - male, and 3 interviewed persons preferred not to answer the question about gender. The level of education in the group was not homogeneous and it showed diverse data at its every stage. Holders of two kinds of diplomas of higher education amounted to 16, out of which 11 had a Bachelor's degree - in other words, a degree of *licencjat* in the Polish terminology which is conferred on the completion of the first-cycle study programme. Meanwhile, 5 responders had a Master's degree - in other words, a degree of *magister* in the Polish terminology which is conferred on the completion of the second-cycle study programme. Secondary education was completed by 10 persons. Other 3 from the group declared just only the completion of primary school, and 1 person has not finished primary education. Work experience of the interviewed sample gave evidence of more than 5 years in the case of 24 persons, 2 responders reported from 1 to 5 years experience, 1 responder circled less than a year option, and 3 individuals had none work experience at all. The participation in a parent-training course was prevented mainly by "time" - 23 answers, or "cost" - 10 replies. "Expertise of trainers" and "duration" were marked by 2 participants, respectively. "Lower level of contents" was reported as an impediment by just only 1 responder. Sometimes, there appeared multiple choices of the reasons why participation in a parent-training course wasn't possible.

As regards types of children's disabilities, data showed a broad spectrum of categories: attention-deficit/hyperactivity disorder (ADHD) - 5 children, autistic spectrum disorders (ASD) - another 5, Down syndrome - also 5. The rest of the interviewed group gave evidence of multiple behavioural, emotional and social disorders of their children.

Statements related to one's experience in a parent-training activity (1st table in the questionnaire) were reported by 26 responders - 4 persons have not participated in this kind of activity. The interviewed group used a complete list of suggested values for their answers. However, the majority of responders focused on the last three values for specific statements: "fair", "good" or "very good". The distribution of the circled values was, as follows:

- "Satisfaction of the experience": "very poor" - 3 answers, "poor" - 3, "fair" - 9, "good" - 9, "very good" - 2
- "Contents of the training": "very poor" - 1 answer, "poor" - 1, "fair" - 10 answers, "good" - 5, "very good" - 9

- "Competence of trainers": "very poor" - 3 answers, "fair" - 1 answer, "good" - 12 answers, "very good" - 10
- "Socialization with other parents": "fair" - 6 answers, "good" - 13, "very good" - 7
- "Beneficial effects": "very poor" - 1 answer, "poor" - 4 answers, "fair" - 6, "good" - 9, "very good" - 6
- "Acquisition of new knowledge": "very poor" - 2 answers, "fair" - 5, "good" - 9, "very good" - 10
- "Impact on personal awareness": "very poor" - 2 answers, "fair" - 11, "good" - 6, "very good" - 7

The evaluation of the second group of statements related to a parent-training activity (2nd table in the questionnaire) also reflected disproportional choices of the suggested options, with a particular stress put on the last three values: "I neither agree nor disagree", "I somewhat agree" or "I very agree". The specific distribution of the circled values was, as follows:

- "Parent-training aims at creating or improving competence of participants": "I completely disagree" - 2 answers, "I neither agree nor disagree" - 2, "I somewhat agree" - 12, "I very agree" - 14
- "On-line learning tools can increase parents' participation": "I completely disagree" - 2 answers, "I somewhat disagree" - 5, "I neither agree nor disagree" - 5, "I somewhat agree" - 12, "I very agree" - 6
- "A parent-training process aims at improving the awareness of participants about their problematic situations": "I completely disagree" - 3 answers, "I neither agree nor disagree" - 11, "I somewhat agree" - 5, "I very agree" - 11
- "Parent-training participation can be increased using on-line learning tools": "I completely disagree" - 3 answers, "I somewhat disagree" - 3, "I neither agree nor disagree" - 8, "I somewhat agree" - 6, "I very agree" - 10
- "The most important skills of a parent training trainer is the ability to communicate": "I completely disagree" - 1 answer, "I somewhat disagree" - 4 answers, "I neither agree nor disagree" - 5, "I somewhat agree" - 9, "I very agree" - 11
- "Participants should socialize and work together": "I completely disagree" - 1 answer, "I somewhat disagree" - 1, "I neither agree nor disagree" - 1, "I somewhat agree" - 10 answers, "I very agree" - 17
- "Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills": "I completely disagree" - 2 answers, "I somewhat disagree" - 4, "I neither agree nor disagree" - 3, "I somewhat agree" - 9, "I very agree" - 12

The interviewed group - when evaluating the expected ability/competence of a parent-training trainer (3rd table in the questionnaire) used a wide spectrum of values, with a particular emphasis on the last three options: "fair necessary", "quite necessary" or "very necessary". The specific distribution of the circled values was, as follows:

- "Deep expertise in the area to train": "not applicable" - 1 answer, "unnecessary" - 1, "fair necessary" - 2 answers, "quite necessary" - 5, "very necessary" - 21

- "Ability to work in a collaborative on-line environment": "not applicable" - 5 answers, "unnecessary" - 3, "fair necessary" - 9, "quite necessary" - 5, "very necessary" - 8
- "Competence in teaching parents new skills": "not applicable" - 1 answer, "unnecessary" - 1, "fair necessary" - 4 answers, "quite necessary" - 10, "very necessary" - 14
- "Skills to accept suggestions/feedback from the parents": "not applicable" - 1 answer, "unnecessary" - 2 answers, "fair necessary" - 10, "quite necessary" - 4, "very necessary" - 13
- "Competence in teaching parents emotional communication skills": "not applicable" - 1 answer, "unnecessary" - 5 answers, "fair necessary" - 9, "quite necessary" - 3, "very necessary" - 12
- "Ability to analyze parent implementation and provide corrective feedback": "not applicable" - 2 answers, "unnecessary" - 2, "fair necessary" - 4, "quite necessary" - 14, "very necessary" - 8
- "Strategies for evaluating parent and child progress": "not applicable" - 3 answers, "unnecessary" - 2, "fair necessary" - 6, "quite necessary" - 10, "very necessary" - 9
- "Fluency in presenting information and giving feedback": "not applicable" - 1 answer, "fair necessary" - 9 answers, "quite necessary" - 6, "very necessary" - 14
- "Knowledge of the empirical and conceptual basis of intervention": "not applicable" - 1 answer, "unnecessary" - 1, "fair necessary" - 7 answers, "quite necessary" - 13, "very necessary" - 8
- "Teach by using concrete, positive examples; provide supporting materials to illustrate": "not applicable" - 1 answer, "fair necessary" - 4 answers, "quite necessary" - 12, "very necessary" - 13
- "Setting goals and selecting strategies for parent education": "not applicable" - 1 answer, "unnecessary" - 3 answers, "fair necessary" - 5, "quite necessary" - 11, "very necessary" - 10

2. Social educators/social workers/teachers

We interviewed 10 social workers whom we recruited from a group of participants of a specialized training course in the field of "social work" that is run by the Faculty of Social Sciences of the Janusz Korczak Pedagogical University in Warsaw.

We conducted interviews with already professionally active social workers whose age ranged from 35 to 43. All of them were female. They were holders of two kinds of diplomas of higher education: 3 of them had a Bachelor's degree, meanwhile 7 of them had a Master's degree (for Polish terminology see page 1 of this text). Their work experience ranged from 1 to 5 years - 2 responders; up to more than 5 years - 8 responders. The participation in a parent-training course was prevented by different reasons, among which "time", in general, was the predominant one - 7 answers. Other indicated impediments were: "duration" - 5 answers, cost - 1 answer, "expertise of trainers" - 1 answer, "lower level of contents" - 1 answer.

Data for the evaluation of one's experience as a trainer in a parent-training activity showed that 8 out of 10 responders participated in this activity, and evaluated their experience in the following way (1st table in the questionnaire):

- "poor" - related to "use of on-line tools" - 2 answers;
- "poor" - related to "effectiveness on parents" - 1 answer.

The rest of values (1st table in the questionnaire) oscillated from "fair" to "good" and "very good". The distribution of values was, as follows:

- "Satisfaction of the experience": "fair" - 3 answers, "good" - 1 answer, "very good" - 4 answers
- "Training methodology": "fair" - 2 answers, "good" - 4, "very good" - 2
- "Use of on-line tools": "fair" - 3 answers, "good" - 1 answer, "very good" - 2 answers
- "Socialization with parents": "good" - 4 answers, "very good" - 4
- "Effectiveness on parents": "fair" - 2 answers, "good" - 1 answer, "very good" - 4 answers
- "Acquisition of new knowledge": "good" - 4 answers, "very good" - 4
- "Impact on your personal awareness": "fair" - 2 answers, "good" - 3, "very good" - 3

For further statements related to parent-training activities (2nd table in the questionnaire), a value "I completely disagree" was attributed just only twice to the following statements: "on-line learning tools can increase parents' participation" - 1 answer, and "parent training participation can be increased using on-line learning tools" - 1 answer.

A value "I somewhat disagree" was circled just only twice for the statements: "the most important skills of a parent-training trainer is the ability to communicate" - 1 answer, and "participants should socialize and work together" - 1 answer.

The rest of the statements (2nd table in the questionnaire) were rated in the following way:

- "Parent-training aims at creating or improving competence of participants": "I neither agree nor disagree" - 1 answer, "I somewhat agree" - 1, "I very agree" - 8 answers
- "On-line learning tools can increase parents' participation": "I neither agree nor disagree" - 5 answers, "I somewhat agree" - 4
- "A parent-training process aims at improving the awareness of participants about their problematic situations": "I somewhat agree" - 4 answers, "I very agree" - 6
- "Parent-training participation can be increased using on-line learning tools": "I neither agree nor disagree" - 2 answers, "I somewhat agree" - 6, "I very agree" - 1 answer
- "The most important skills of a parent training trainer is the ability to communicate": "I neither agree nor disagree" - 1 answer, "I somewhat agree" - 3 answers, "I very agree" - 5
- "Participants should socialize and work together": "I somewhat agree" - 5 answers, "I very agree" - 4
- "Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills": "I somewhat agree" - 8 answers, "I very agree" - 2

When evaluating one's ability/competence (3rd table in the questionnaire), "low level" was circled five times by the same interviewed person, and it related to: "ability to work in a collaborative on-line environment", "competence in teaching parents new skills", "ability to analyze parent implementation and provide corrective feedback", "strategies for evaluating parent and child progress", and "teach by using concrete, positive examples; provide supporting materials to illustrate". Such evaluation appeared to be unique for the whole sample. The answers usually oscillated from "fair level" to "medium level" and "high level", and they were distributed, as follows:

- "Deep expertise in the area to train": "fair level" - 2 answers, "medium level" - 5, "high level" - 3

- "Ability to work in a collaborative on-line environment": "fair level" - 3 answers, "medium level" - 3, "high level" - 3
- "Competence in teaching parents new skills": "fair level" - 3 answers, "medium level" - 5, "high level" - 1 answer
- "Skills to accept suggestions/feedback from the parents": "fair level" - 2 answers, "medium level" - 3, "high level" - 5
- "Competence in teaching parents emotional communication skills": "fair level" - 2 answers, "medium level" - 6, "high level" - 2
- "Ability to analyze parent implementation and provide corrective feedback": "fair level" - 2 answers, "medium level" - 4, "high level" - 3
- "Strategies for evaluating parent and child progress": "fair level" - 4 answers, "medium level" - 4, "high level" - 1 answer
- "Fluency in presenting information and giving feedback": "fair level" - 2 answers, "medium level" - 6, "high level" - 2
- "Knowledge of the empirical and conceptual basis of intervention": "fair level" - 4 answers, "medium level" - 5, "high level" - 1 answer
- "Teach by using concrete, positive examples; provide supporting materials to illustrate": "fair level" - 3 answers, "medium level" - 2, "high level" - 4
- "Setting goals and selecting strategies for parent education": "fair level" - 4 answers, "medium level" - 4, "high level" - 2

The importance of one's ability/competence (3rd table in the questionnaire, cont.) was valued once as "very unimportant", and it related to "ability to work in a collaborative on-line environment". The answers were seldom rated "somewhat unimportant". They usually oscillated from "neither important nor unimportant" to "somewhat important" and "very important", and they were distributed, as follows:

- "Deep expertise in the area to train": "somewhat unimportant" - 1 answer, "neither important nor unimportant" - 1, "somewhat important" - 2 answers, "very important" - 6
- "Ability to work in a collaborative on-line environment": "somewhat unimportant" - 1 answer, "neither important nor unimportant" - 3 answers, "somewhat important" - 5
- "Competence in teaching parents new skills": "somewhat unimportant" - 2 answers, "neither important nor unimportant" - 1 answer, "somewhat important" - 3 answers, "very important" - 4
- "Skills to accept suggestions/feedback from the parents": "neither important nor unimportant" - 2 answers, "somewhat important" - 3, "very important" - 5
- "Competence in teaching parents emotional communication skills": "neither important nor unimportant" - 3 answers, "somewhat important" - 4, "very important" - 3
- "Ability to analyze parent implementation and provide corrective feedback": "somewhat unimportant" - 2 answers, "neither important nor unimportant" - 3, "somewhat important" - 4, "very important" - 2
- "Strategies for evaluating parent and child progress": "neither important nor unimportant" - 2 answers, "somewhat important" - 4, "very important" - 4

- "Fluency in presenting information and giving feedback": "neither important nor unimportant" - 1 answer, "somewhat important" - 3 answers, "very important" - 6
- "Knowledge of the empirical and conceptual basis of intervention": "somewhat unimportant" - 1 answer, "neither important nor unimportant" - 2 answers, "somewhat important" - 3, "very important" - 4
- "Teach by using concrete, positive examples; provide supporting materials to illustrate": "neither important nor unimportant" - 1 answer, "somewhat important" - 4 answers, "very important" - 5
- "Setting goals and selecting strategies for parent education": "neither important nor unimportant" - 2 answers, "somewhat important" - 3, "very important" - 5

3. Stakeholders

We increased the number of stakeholders from 10 to 18 in order to get a wider perspective of their professional activities. Thus, our sample consisted of 10 employees of social services, 4 managers of social services, 1 manager of a social enterprise, 1 teacher, 1 psychologist and 1 social educator. Their age ranged from 34 to 68. The majority of the group was female - 14 persons, 2 individuals - male, and 2 interviewed persons preferred not to answer the question about gender. All of them were holders of the diploma of higher education - Master's degree amounted to 17, meanwhile 1 participant had Bachelor's degree (for Polish terminology see p.1 of this text). Work experience of the interviewed sample gave evidence of more than 5 years, except for 1 person which did not provide information in this regard. The participation in parent-training course was prevented mainly by "time" - 12 answers, or "cost" - 4 choices. Two participants marked "duration" as an impediment.

The interviewed stakeholders evaluated statements related to parent-training activities (1st table in the questionnaire) using a complete list of suggested values. It means that their opinions were to a great extent considerably diverse. At the same time, it needs to be stressed that a huge majority of options fell on the last two values: "I somewhat agree" and "I very agree". The specific distribution of the circled values was, as follows:

- "Parent-training aims at creating or improving competence of participants": "I completely disagree" - 1 answer, "I neither agree nor disagree" - 1, "I somewhat agree" - 4 answers, "I very agree" - 12
- "On-line learning tools can increase parents' participation": "I completely disagree" - 3 answers, "I somewhat disagree" - 4, "I neither agree nor disagree" - 1 answer, "I somewhat agree" - 8 answers, "I very agree" - 2
- "A parent-training process aims at improving the awareness of participants about their problematic situations": "I completely disagree" - 1 answer, "I somewhat agree" - 7 answers, "I very agree" - 10
- "Parent-training participation can be increased using on-line learning tools": "I completely disagree" - 4 answers, "I somewhat disagree" - 3, "I neither agree nor disagree" - 4, "I somewhat agree" - 6, "I very agree" - 1 answer
- "The most important skills of a parent training trainer is the ability to communicate": "I completely disagree" - 1 answer, "I somewhat disagree" - 1, "I neither agree nor disagree" - 2 answers, "I somewhat agree" - 4, "I very agree" - 10

- "Participants should socialize and work together": "I completely disagree" - 1 answer, "I somewhat disagree" - 1, "I neither agree nor disagree" - 3 answers, "I somewhat agree" - 6, "I very agree" - 7
- "Parent training is a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills": "I completely disagree" - 1 answer, "I neither agree nor disagree" - 2 answers, "I somewhat agree" - 7, "I very agree" - 8

The evaluation of the importance of the ability/competence (2nd table in the questionnaire) possessed by a parent-training trainer depicts relatively uniform opinions from the part of the interviewed participants. Similarly to the evaluation of the above-ranked statements, a major focus lies down on the last two values: "somewhat important" or "very important". The distribution of circled options showed the following evidence:

- "Deep expertise in the area to train": "somewhat unimportant" - 1 answer, "somewhat important" - 3 answers, "very important" - 14
- "Ability to work in a collaborative on-line environment": "very unimportant" - 3 answers, "somewhat unimportant" - 2, "neither important nor unimportant" - 4, "somewhat important" - 5, "very important" - 4
- "Competence in teaching parents new skills": "neither important nor unimportant" - 1 answer, "very important" - 17 answers
- "Skills to accept suggestions/feedback from the parents": "somewhat unimportant" - 1 answer, "somewhat important" - 4 answers, "very important" - 13
- "Competence in teaching parents emotional communication skills": "somewhat important" - 1 answer, "very important" - 17 answers
- "Ability to analyze parent implementation and provide corrective feedback": "somewhat unimportant" - 1 answer, "neither important nor unimportant" - 1, "somewhat important" - 7 answers, "very important" - 9
- "Strategies for evaluating parent and child progress": "neither important nor unimportant" - 1 answer, "somewhat important" - 9 answers, "very important" - 8
- "Fluency in presenting information and giving feedback": "somewhat important" - 2 answers, "very important" - 16
- "Knowledge of the empirical and conceptual basis of intervention": "somewhat important" - 9 answers, "very important" - 9
- "Teach by using concrete, positive examples; provide supporting materials to illustrate": "neither important nor unimportant" - 1 answer, "somewhat important" - 4 answers, "very important" - 13
- "Setting goals and selecting strategies for parent education": "neither important nor unimportant" - 1 answer, "somewhat important" - 6 answers, "very important" - 11.