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<http://www.iyes-project.eu>



## *I-YES Improve Your Emotional Skills (2015-2017)*

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### **O3 – Summary Innovative intervention program – test**

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## 1. INTRODUCTION

This report was developed to present the results and conclusions of the testing of the Intellectual Output 2: *Innovative Intervention Program*. According to the results collected in this stage it is possible to verify what effect this testing had on trainees, if they perceived some changes in their behaviour or perception on social and/or emotional competencies. The analysis of reaction from students and trainers/trainers will allow us to better understand if some improvements of the Intervention Program are necessary, or what can be made to better adapt the program to the target group and its specific contexts in order to improve its tools.

The evaluation covers three aspects: the quality of the tool, the overall value of the training, and specific outcomes identified by the participants.

Within this report we will present the most relevant conclusions of the testing of the Intervention Program piloting. For detailed evaluation data, each national report can be consulted on the I-YES project website.

## 2. DEVELOPMENT OF THE INTERVENTION PROGRAM PILOTING

Each partner was responsible to organise the piloting on their organisations, involving trainees and trainers, incl. trainees at the risk of failure, trainees with very low social and emotional competences, and students having only a low academic performance.

As it was not possible that all partners tested all the activities, it was decided that all partners should at least test in common 3 activities, select other 3 according to their target needs and also pilot the 3 online courses incl. its activities. Thus the strategy defined by the consortium allowed testing globally 21 activities plus the 3 online modules. For more information, please see the I-YES Intervention Program.

Each partner applied the Intervention Program according to their own context, the most suitable ways for his company, and his target group. In several sessions it has than been tried to select the activities that cover most of the skills of the Intervention Program and need to be worked on in groups of youngsters, tackling the most common issues faced by their organization.

The selection of the activities for the testing was done based on only one fundamental principle: the maximization of the socio-emotional competency and its skills covered by the activities. Partners tried to go for complementarity rather than redundancy. The most

important tool for making this selection was the table that blends all the activities and the soft skills (see I-YES Intervention Program).

At the end of the piloting, trainers and teachers that were involved were asked to fulfil a questionnaire to assess the impact of the I-YES Intervention Program so that we could consider what necessary improvements are still needed.

This allowed us to collect the following information:

For trainers / teachers on

- I-YES Intervention Program;
- training activities;
- content of the 3 online courses (lesson plan, lesson, scenario and activities);
- online platform itself;
- use of I-YES Intervention Program;
- changes on youngsters' behaviour after attending the I-YES Intervention Program.

For learners on

- I-YES Intervention Program; - theoretical contents of the I-YES Intervention Program;
- the developed activities in the classroom;
- online platform;
- impact of the piloting on learners behaviour and self-esteem (according to their feedback).

In total **195 trainees** were involved in the testing of the I-YES Intervention Program. Their ages were between 14 – 28, 11 of them were over 30 years old.

### 3. CONCLUSION

In the overall it can be said that the piloting has been performed with success. The conditions of execution have been respected (numbers of trainees and activities) despite all the constraints that can occur in such comprehensive evaluations (dealing with the organizations diversities and dynamics, the trainers/trainers schedule and availabilities, trainees timing (most of them preparing or facing internship time) and motivation...) everything has been carried out in the best possible way.

In an attempt to summarize trainers/teacher feedback, it can be said that I-YES Intervention Program was largely accepted by them. The feedback was very encouraging, and it has to be noted that this program had also a positive effect on them, as they mentioned that it raised

their awareness for the importance of development of social and emotional competences on youngsters. Some of them never thought about the importance of the improvement of social, emotional, and behavioural competences for trainees' development and academic performance. Thus it was very helpful to promote their understanding of how to develop these skills systematically within subject lessons.

The activities tested during the piloting received a good feedback from trainers/teachers as they are activities that are crucial for develop social and emotional skills of student in order to support them that they achieve better academic performance and improved attitudes and behaviours, such as increased motivation to learn, deeper commitment to school, better classroom behaviour, and reduced emotional distress.

All the activities gathered a good feedback, showing that they reached the purpose in general. Nevertheless on some points even recommendations were made to better apply them.

With regard to the online courses, in trainers/teachers' opinion they appear as something very innovative having a good quality. The main points that are a little concerning are the language used and the complexity of the information. As a consequence trainers/teachers that will deliver these courses must be prepared to deconstruct the concepts and information in more simple ones, so that trainees can understand them more easily and learn with it.

According to professionals' feedback, it can be affirmed that the I-YES Intervention Program is useful. As it allowed youngsters to get out of their comfort zone to interact with colleagues in a different and more intimate way, it also created several moments for discussion and sharing emotions, thoughts, and other points of views. It can be said that behaviours inside the classroom changed, like for example their attitudes towards themselves, towards others, and their position within a group.

The I-YES Intervention Program was also considered a transversal program, useful for other target groups, for example for adults and other types of training programs linked to customer's and/or patient's relationships and teamwork.

Relating to the learners' feedback, the I-YES Intervention Program and its contents were very interesting for them and it pushed them to interact with the colleagues in a way it would not have happened without the testing of the program. It helped them to strengthen the cohesion within the group. But the best was that their mood has been high in every session and after the completion of the training youngsters even asked for more activities and even more time to carry them out.

Some trainees agreed that the program helped them to better know each other and to create connections while having good communication, better management of their emotions, and discovery of others. Most of the target group found the programme interesting, funny, and enjoyable for teamwork.

As a result the activities were very well evaluated and appreciated very much by the youngsters. Furthermore it was possible to notice some impact in the target group, because they were "forced" to interact with colleagues and they felt enthusiastic, having more openness to speak and share is thoughts and emotions, showing more cooperativeness.

The piloting of the online platform was performed on different timings and with several groups. The feedback collected is very disparate, because some of it was collected in the first platform testing, as an alpha test, where trainees found many bugs, mistranslations, errors... due to the complexity of the task. All of this was communicated to the responsible partner for the development of the tool, and a lot of improvements were done to overpass this situation. Afterwards the feedback improved considerably during the last testing.

Thus finally all in all trainers found the platform very accessible and easy to manage and navigate. Only its format could be more suitable to the target group. Another minor issue would be that the images and sounds where not considered to fit very well.

The contents, besides of useful and interesting, where also a bit difficult to understand as the language used was considered very high level and difficult for young trainees. The same can be said about the length of the texts as they are too long, something which might not be considered that stimulating for the trainees. This unveils that it would be important to simplify the content and also that it should be transformed in a more innovative content.

The feedback on the actives was in average positive, but trainees felt that activities where not always easy to perform and to understand. But it also has to be said that the instructions and feedback sent by the platform were improved during the testing second phase, so the experience could became more satisfactory.

In a general overview, after analysing trainers/trainers and students feedback the I-YES online platform was considered in general a very good tool, a trainees' centric tool, where the teacher works only as a facilitator and trainees discover and master new concepts.