

PROJET ERASMUS+: « I-YES » -

Improve Your Emotional Skills

Newsletter # 3

Summary

- Transnational meeting in Lisbon and results of the analysis report
- Progress on the intervention program
- Work in progress: seminar and test of mobile applications and collective activities.

Transnational meeting in Lisbon

Partners met as expected in order to share the questionnaires results, to have an overview of the work conducted in recent months and to prepare the work for the coming months.

The Romanian partners presented the main results of the questionnaires analysis and focus groups. Questionnaires have been completed by a total of 263 young people and 155 trainers. The focus groups enabled to collect data from 113 trainees and 38 trainers.

Quantitative and qualitative data analysis revealed needs and gaps in four processes:

- Self-control and especially control of negative emotions;
- Academic interest: while students tend to assimilate problems to teachers (eg, teachers' lack of involvement in the classroom, methods and content without interest), teachers have mainly assimilated problems to negative peer influence.
- Self-awareness: problems are often related to a lack of self-esteem or self-confidence.
- Well-being at school: students are much less satisfied with their experiences at school than those related to other situations in their social life.

Emotional problems interfere with school performance. Indeed, socio-emotional skills have a significant impact on behaviour and academic perceptions. Training of socio-emotional skills is most often associated with improved positive attitudes in school (e.g., interest in school) and a decrease in negative school behaviours (e.g. truancy). Socio-emotional skills with the greatest impact are:

- Perseverance: higher perseverance was associated to decreased light and serious behavioural problems and to increased interest in school and well-being at school.
- Self-control: self-control is associated to decreased severe behaviour problems and to increased interest in school and well-being at school.

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- Self-esteem: good self-esteem was associated to increased academic interest and well-being at school.

Other variables were also found to be key indicators:

- Perception of school atmosphere. Students who feel a negative atmosphere at school tend to report more serious behaviour problems, while students who perceive a more positive atmosphere in school report a stronger interest in school activities and report largest well-being at school.

- Perception of parents' support. This datum was one of the most important inhibitory factors for negative behaviour at school, meaning that stronger parents' support leads to fewer behavioural problems.

- Perception of teachers' behaviour. This datum was one of the most important related to interest and well-being at school. In other words, when students perceive their teachers as more encouraging with respect to their efforts, they are happier and more interested in school

The intervention program

Based on these results, I-YES partners have worked on the intervention program. They discussed about their professional practices and in particular the ones related to developing the skills below.

skills related to personal skills	1. Emotional skills	1. Naming different emotions (to identify and to understand one's own feelings)
		2. Emotion management (to manage strong emotions and their expression in a constructive manner - self management - self-discipline)
	2. Self-awareness	1. Developing self-perception
		2. Having a clear perception of one's own habits, strengths, weaknesses, thoughts, beliefs
	3. Self-confidence	1. Developing and fostering self-confidence
	4. Strategic planning	1. developing strategic planning, goal orientation, set priorities to reach the goals
		2. Problem solving
		3. Time management
skills related to relationship with the others	5. Empathy	1. Understanding other's people emotions
		2. Learning how to put oneself in other people's shoes,
		3. Developing trust
	6. Communication skills	1. Learning to listen -reproducing what has been taught
		2. learn to communicate effectively ideas/problems
7. Conflict management	1. Conflict resolution	
	2. Negotiation	

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skills related to wider world	8. Team building	1. Setting clear work/group aims
		2. Improving climate of cooperation
		3. Taking and sharing responsibilities
		4. Increasing group motivation to reach aims
		5. Developing leadership
	9. Respect of others	1. Diversity awareness /cultural awareness

The aim is to establish an innovative program with outdoor activities and mobile applications to develop the above 9 skills. During an online meeting, partners have decided to test:

- three mobile apps related to emotional skills, communication skills and respect of others,
- three common group activities,
- and three activities related to the remaining skills and linked to own organisation needs.

From June to September French and Greek partners worked on content and technical implementation of mobile apps. The apps are particularly attractive and will soon be available!

Work in progress

Trainers of each partner training centre are to be trained for the implementation of the intervention program. Innovative program to be tested on young people from October 2016 onwards!

Each partner will hold a dissemination seminar in his/her own area. To be continued in the next Newsletter!