



Intelligent Euregional Emotional Exchanges IE³

(2020-1-NL01-KA202-064513)

Evaluation Training Ljubljana by STEP

Training IE³ T-t-T: Cracking the emotions 'code' was held in Ljubljana from 9th to 11th November 2021 in the duration of 20 pedagogical hours. Prior to the training we received information about training expectations. Key was detailed methodology of how to set up the train the trainer in emotional intelligence course. Students should learn how to feel emotions, what kind of person they are, techniques for adequate social behaviors and ways to improve their social skills. Training should transform the previous training (provided in March 2018) and make it much more practical, simple and suitable for the target group.

Participants were diverse. Some of them had a role of consultants, some were psychologists, majority were teachers, while others joined the training because the theme was interesting for them personally. Their expectations was more aligned: they wanted practical input that is easily used in schools, more focus should be put on the techniques than theory. Some searched for skills that can be used in everyday interactions with the students. They expressed strong need for networking and connections with the group. They were willing to provide their own experience, high level of enthusiasm, curiosity and dissemination opportunities. During the training those expectations and contributions showed in highly active participation, frequent use of questions, critical thinking and strong focus on personal experiences with different EQ themes.

The training was very experiential. The main idea was that teachers personally experiences all the tasks and exercises that will be later provided to their students. From the total of 114 of slides that were sent to the teachers, half of them were dedicated to practical exercises. Training was divided into nine big modules that can be implemented autonomously:

1. World of emotions – basic understanding of emotions and EQ.
2. Self – awareness – recognizing emotions in body, understanding the lack of feelings and strategies for deepening level of self – awareness.
3. Emotional crossroad – understanding interconnections of mind, body, feelings and behaviors and recognizing how that influences emotions.
4. Power of mind – understanding the role of dysfunctional thoughts, experiencing the fixed or growth mindset in difficult challenge.
5. Regulating emotions – how to influence emotions, naming non-familiar emotions and exploring new strategies for emotional regulation.
6. Finding the balance – how to calm down, practicing body relaxation, experiencing mindfulness techniques and exploring stress and anxiety management strategies.



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7. Growing through emotions – learning the basics of resilience, understanding the importance of savoring and discovering the motivation behind purpose.
8. Thriving in relationships – understanding the power of empathy and social skills, understanding the conflicts and finding conflict management solutions.
9. Intelligent communication – practicing I messages and active listening, helping people in troubling times.

Majority of exercises were 15 – 30 minutes long. The exception was Morhan code (fixed or growth mindset activity), which is STEP's simulation that takes up to 60 minutes to implement and reflect. For monitoring the current state of the participants feelings and engagement "Mindmeter" was used. Participants had to answer how they feel at the current moment and provide honest answers on five key dimensions. Results show they started training with curiosity, excitement and a bit of nervousness. After the tough simulation (Morhan code) they felt powerless, confused but also joyful and animated. The third measurement was done after meditation and participants felt happy, relaxed and satisfied. At the end of the training, enthusiasm, happiness and satisfaction were the dominant emotions. During the training connection with the group increased significantly (from 2,9 to 4,9). The same can be said for self- confidence (increase from 3,5 to 4,9). Results showed that participants are able to gain deep self – reflection. Their feelings changed according to the given activity. Training also strongly connected the group and gave them the power to do something positive when coming back to school.

If we consider the perspective of trainer, training was highly positive experience. The group is demanding: they want concrete answers on in-depth questions. They are also very rewarding: they show gratitude and positive emotions, so the training felt very live and mindful activity. Their main concerns were related to the implementation phase. Will they be able to provide high quality experience to their learners? Will system encourage systemic approach to emotional intelligence? How will they transfer knowledge into curricula and daily communication with the students? They felt empowered but also concerned about what can be changed in big organizations.