



Final Report

Intelligent Euregional Emotional Exchanges IE³-Project

March 2021 – March 2023



Intelligent Euregional Emotional Exchanges IE³

Table of contents

<i>Goals at the beginning of the project.....</i>	<i>3</i>
<i>M1 Kick-off meeting Aachen.....</i>	<i>4</i>
<i>M2 Meeting Herzogenrath.....</i>	<i>7</i>
<i>Train-the-trainer event Ljubljana.....</i>	<i>10</i>
<i>M3 Meeting Heerlen.....</i>	<i>12</i>
<i>M4 Meeting Jülich.....</i>	<i>14</i>
<i>M5 Final Meeting Hasselt.....</i>	<i>17</i>
<i>Some results of the quality assurance.....</i>	<i>24</i>

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Goals at the beginning of the project

Dropping out of school is a persistent phenomenon in Europe and is considered a real challenge. Personal frustration and an actual loss of potential employees for the job market are the main incentives for the participating partners to take part in this exchange. Earlier study trips on the theme of dropping out of school has increased the motivation when these study trips were complemented with workshops on the theme of Emotional Intelligence and the impact on school drop-outs. Exactly that is the reason for the 9 partners to take part in this exchange of good practices, directed by the Stichting Europese Beroepsopleidingen (Foundation for European Professional Education), HAST Hasselt (Belgium), Kätke Kollwitz BK Aken, Thomas Esser BK Eschweiler, BK Jülich, BK Alsdorf, BK Herzogenrath (all from Germany), STEP Ljubljana (Slovenia) en Stichting BVE Zuid Limburg VISTA college (the Netherlands). All schools involved are schools for secondary vocational education.

In particular the relation between emotional growth and dropping out of school is the trigger for the participating partners. They are all convinced that it is of the utmost importance that emotional intelligence training should be an integral part of the curriculum or should be part of guidance programs.

It is believed that in time, this will have a positive effect on the reduction of school drop-outs, will have a positive effect on students themselves and will improve the quality of his/her time at school and opportunities on the job market.

The goals have been formulated SMART and are concrete measurable. Furthermore they show a high degree of reality:

- Awareness concerning the importance of emotional intelligence;
- Recognizability in the curriculum and/or student guidance;
- A minimum of 2 teachers/coaches per school have been trained and thus can endorse their knowhow/skills;
- Every partner has made a start with carrying out a train-the trainer program on how to handle emotional intelligence;
- STEP, the Slovenian expertise partner, remains available for consultation.

In addition every partner has formulated individual goals. After all the starting position is different for each partner. The idea 'learning from each other' is leading from the start.

The exchange will consist of visits to each others schools and share know-how. Besides that the Slovenian partner will build in a training and a start will be made with a train-the trainer program.

Results of the already achieved goals will be shared during the last 2 meetings. At the final meeting relevant partners will be involved in the dissemination.

In time this exchange will lead to structural attention for emotional intelligence in curricula and/or guidance programs, reduction of school drop-outs, strengthening of the bond between Euregional partners and an increase of bilateral collaboration in the Euregio. Last but not least: This will advance the goal of Stichting EB, the bringing together of vocational education in the Euregio Meuse-Rhine.



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M1 Kick-off meeting Aachen

Wednesday, March 24th 2021

Handwerkskammer Aachen, Aachen, Germany

Introduction (Peter van Engelshoven)

The start of the exchange was different than planned. Due to measures surrounding Covid-19, the kick-off had to be postponed several times. It is good that today we can formally start and shift the focus to what this whole exchange is all about: reducing early school leaving through the implementation of emotional intelligence in the guidance and curricula of the participating institutes.

Roles within the partnership

- Stichting EB
 - projectmanagement
 - communicatiion
 - finances
 - reporting. Reports have to be sent to the National Agency. This will be a midterm report and the end report.
- BK Herzogenrath
 - quality assurance and monitoring: quality assurance is an important part of the exchange. The subsidy provider looks with us critically and for this it is necessary that we keep each other attentive and alert. Good quality control is essential. Stephan Schmitz explains this further in item 5.
- BK Jülich
 - final report internally: the formal reporting assignment lies with Stg EB. BK Jülich will provide an internal report. This will eventually provide a valuable substantive document for all partners.
- HAST/VISTA
 - quality training EI: both institutes monitor the quality of the training at STEP and the progress of the train-the-trainer processes after the STEP training.

Quality assurance (Stephan Schmitz)

Stephan indicates that the measurements are dual in nature. We measure an initial situation (0-measurement), an intermediate result (midterm) and an end result. In addition, questions are asked after each meeting. We can use the outcome to optimize the quality of preparation and content of subsequent meetings. Results of both survey forms are available almost immediately through the use of Google Forms. The PowerPoint Quality Assurance can be found in Google Drive.



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During the meeting, a try out is done with the questions of the 0-measurement. The results are NOT representative as a 0-measurement.

To-do-list partners (Ger Reichrath).

A to-do-list has been placed on Google Drive. It lists all actions that are necessary for the smooth running of the exchange. For each partner, it is indicated whether there is a task. When the task is completed, the Stichting EB sets the task assignment to 'green'. A green colour at 'READY' means that all partners have completed their assignment for that specific task.

Finances (Ger Reichrath).

The total financial statement and that per partner has already been sent to all partners at an earlier stage and is also available in Google Drive under Finances (ANNEX II - KA2 - Agreement Number: 2020-1-NL01-KA202-064513). Each partner receives € 250.00 per month for participation in this project. For practical reasons, Stichting EB has asked the partners for permission to proceed with the first payment by the end of November 2021 at the latest. In addition, the partners have agreed that the Stichting EB organises and pays for the entire trip to Slovenia centrally. Ger Reichrath will soon send an agreement to the contacts.

Communication strategy: IE³ website, Google Drive, Skype (Peter van Engelshoven).

The communication/information is done via a few lines:

- The Website IE³ is mainly intended for external contacts. The site is leanly decorated. The BUTTONS HOME, NEW, PARTNERS, ACTIVITIES, QUALITY ASSURANCE and CONTACT are available. The site can be accessed in 3 languages: Dutch, German and English. If one of the partners wants to publish something on the site it's necessary this is always done via the Stichting EB.
- Google Drive is set up as a platform for internal communication with the partners. Part of Google drive is set up as a platform for communication between partners (interactive). By April 1st, 2021, all partners will be able to access Google drive.
- Skype has been chosen as a platform for digital consultation.

Experiences HAST up till now. Mario Vandenhove shows de HAST-results

Mario Vandenhove presents what HAST has developed/implemented in the field of emotional intelligence in recent years. The PowerPoint is on Google Drive.



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Partner tasks for the next meeting.

- **Which people participate in this project on behalf of their own institute?**
 - Provide a list of names of people who will actually actively participate in the exchange per partner. So no more options but concrete names.
- **Inventory of activities, procedures, guidance, etc. to reduce early school leaving.**
- Deliver per partner.
- **Plan of dissemination.**
- Indicate per partner WHO, WHEN, WHY and HOW has been approached to participate in the exchange. Internally, people have already been approached and they are known. This question is mainly about the external partners. These can be schools (also general secondary education) but also other institutes/institutions that are interested in getting acquainted or working with EI.

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M2 Meeting Herzogenrath

Wednesday, June 16th 2021

Berufskolleg Herzogenrath, Herzogenrath, Germany



Introduction and welcome

On behalf of EB Foundation, the chairman Karl Winkels welcomes the participants to the meeting. He emphasizes the need for working together in the Euregion with regards to various topics. He expresses the hope this collaboration of during times of the coronavirus pandemic will not suffer any longer.

Peter van Engelshoven informs about the exit of BK-Eschweiler in the middle of the project. He stresses how unfortunate the exit is for the project and its partners. He considers leaving a project midterm as a violation of an unwritten rule of Erasmus+ work under which the institutes' reputation and trust in collaboration will, unfortunately, suffer.

He presents the minutes of the kick-off meeting on March 24th 2021 to which all participants approve of. He explains that the projects' working language will be English from now on to ensure proper communication and prevent misunderstandings.

Stephan Schmitz continues with informing the participants about the coronavirus safety measurements at Berufskolleg Herzogenrath. He explains that wearing a mask is mandatory and instructs the participants in performing a coronavirus self-test.

Stephan Schmitz explains the zero-measurements as an important milestone in ensuring quality and monitoring of the project. He sends the Microsoft Forms evaluation form for all participants. The evaluation form is filled in

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Preventing dropouts: Presentations

A series of presentations follows in which each institute (BKH, BKJ, Hast and VISTA) informs about their strategies and methods of preventing and dealing with early school leaving. The presentations can be found in the Google Drive folder.

Ger Reichrath explains the projects' task list. He stresses the importance of sticking to the deadlines and gives an overview of the tasks in the following weeks for each institute. The task list can be found in the Google Drive folder.

Ger Reichrath continues with the key facts and timeline about the training in Ljubljana in November 2021. He clarifies the foundations decision to use the bus as a means transportation. The information on the training can be found in the Google Drive folder.

Lunch and school-tour

After the lunch, Stephan Schmitz guides the participants through the school building of the Berufskolleg Herzogenrath. He presents the organization as both a full-time as well as part-time school for students in business and administration between the ages 15 and 25 with its additional programmes in education such as the international relationships, school social work and preventing addictions.

Workshop Ron van Achteren (ROC van Amsterdam)





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As a social worker for the ROC Amsterdam, Ron van Achteren provides a workshop about the instruments, tools and techniques for preventing early school leaving for the group. The workshop can be found in the Google Drive folder.

Conclusion

Peter van Engelshoven closes the meeting by thanking all participants. He thanks Ron van Achteren for his workshop and Stephan Schmitz for hosting the meeting at the Berufskolleg Herzogenrath.

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Train-the-trainer event Ljubljana

9th -11th November 2021

STEP Institute Ljubljana, Ljubljana, Slovenia



In November 2021 a wide variety of representatives from schools from three different countries took part in this study trip, including teachers, school principals, school social workers and special education teachers.

What they all had in common was that they view school-dropouts as a major challenge and are motivated to learn more about “Emotional Intelligence” as a promising way to face that phenomenon. Due to the different professions and roles represented in the school system, the problem could be viewed from different perspectives within the training.

The training was led by Andrej Juricko, the managing director and trainer of the STEP Institute. It required all participants to explore their own emotions and the ways they deal with them, both in everyday school life and in their private lives, and to share them with the group.

At the beginning, there were still a few inhibitions and uncertainties, but it soon resulted in a very trusting and positive atmosphere in which everyone was ready to share personal information. This was also shown by the monitoring of the seminar with the tool “Mentimeter”. The surveys showed a steady increase in trust within the group and interest in the topic.



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In the training, the theoretical basics of emotional intelligence were conveyed and worked out in various ways.

All participants shared their personal experiences from everyday school life, so that students' problems could be illuminated in detail. Numerous ideas to support the students were discussed and developed.

In addition to the ways to support and encourage the students, there were also numerous impulses for the participants to reflect on their own work. This applies to both, how we deal with the students and how we deal with professional demands and stress personally.

After the training, everyone involved showed great enthusiasm and high motivation to put the acquired knowledge into practice and implement it in everyday school life. The personal contacts made and the exchange between the participants are of great value for this future task.

This trip was an important component and a successful impetus for the preparation and implementation of "Emotional intelligence"-programs to prevent school-dropouts at the participating schools and beyond. Thus, the main goal of the journey was achieved.

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M3 Meeting Heerlen

Wednesday, March 30th 2022

VISTA College Heerlen, Heerlen, Netherlands



Introduction and welcome

Chairman Karl Winkels started the day with a word of. Attention has also been paid to the war between Russia and Ukraine.

Internationalisation at VISTA college

Subsequently, the internationalisation coordinator Jacky Craig gave a presentation about the vista college.

BK Jülich

René Esser then talked about how they have already introduced emotional intelligence into their curriculum. The idea is that each employee trains one other employee, which is why the project is expanded so slowly.



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Lunch

During the break, delicious flan was eaten, made by students of the baker course of the VISTA college. After the break,

BK Nord (Herzogenrath)

Stephan Schmitz and colleague talked about how they applied emotional intelligence in their work.

School-tour and lunch

The practice rooms of the hairdressers, the bakers and the theater were visited. The tour concludes at the VISTA restaurant run by hospitality students. They made and served a 3-course lunch.

HAST Hasselt, BK Aachen

After lunch, campus HAST and BK Aachen talked about what they are doing. In conclusion, VISTA-college told what they have already done around E.I, what they are currently working on and what the plans are for the future.

End of the meeting

Finally, there was a discussion with Andrej from the STEP Institute in Slovenia, tips were exchanged and advice was given. The day ends in the bistro of the VISTA college with a snack and a drink.

The presentations of each partner can be seen in the Google Drive folder of the M3 Meeting Heerlen.

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M4 Meeting Jülich

Wednesday, October 19th 2022

Berufskolleg Jülich, Jülich, Germany

Introduction and welcome

Deputy principal of BK Jülich Tilman Weid welcomed the guests.

The chairman of Meeting 4 Peter van Engelshoven gave a short overview about the state of play. He informed the participants, that the former chairman of EB Stichting Karl Winkels retired because of personal reasons. He briefly recalled the meeting on 15th March 2023 at Hast Hasselt and gave an overview of today's meeting.

Introducing BK Jülich by Nicole De Bus

The EU-coordinator Nicole De Bus reported on the international activities of the school. She also invited various students from different classes to an interview. In this, the students reported on their experiences during their internships in the Netherlands, Spain and France.

Interactive workshop “Coaching Atelier Monika Endner”

The coach Monika Ender showed the group various practical exercises to implement EI with the students. All exercises were tried out by the whole group, including exercises in perception and dealing with one's own emotions and values. In addition exercises for coping with stress and for dealing with difficult conversations.



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Implementation, T-t-T and Dissemination at BK Nord

Unfortunately, the BK Nord could not take part in the meeting.

Implementation, T-t-T and Dissemination at BK Jülich

BK Jülich started the EI-program at beginning of the school year with reception days for the selected new classes. The aim of these days was breaking the ice between the students and strengthening the class community. For this purpose, various materials were purchased and a room for the project was set up. Unfortunately, the reception days could only be held in the Home Economics classes. The other classes for Business and Administration will follow up later.

In various meetings the colleagues were informed about the contents of the EI-project and interested colleagues were trained. In addition to the already existing program, the colleagues use the elements from the EI-training individually. In the selected classes, the class teachers and social workers do the training. It's planned to establish a specific course for students, who are close to drop out. This course is realized in cooperation with the external partner "Sozialwerk Dürener Christen".

School-tour and lunch





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On the school tour, the group looked at different laboratories and rooms of various educational courses. First the laboratory of the heating and plumbing technicians was visited. Afterwards the laboratory for agricultural machinery mechatronics with various pneumatic and hydraulic experiments. Then the laboratory for the automotive mechatronics with various vehicles, such as an electric car or an Unimog was explained. Finally, the group visited the area of Home Economics classes. The group looked at the geriatric-training-room, the practice room for the bakery salespeople and finally the EI room, with the materials from the EI-project.

Lunch was prepared by a Home Economics class. Among other things, pumpkin soup, various snacks and mousse au chocolate as dessert were served.

Implementation, T-t-T and Dissemination at HAST Hasselt

Hast Hasselt has developed its own program to implement the content of the training in Ljubljana. This program will be tried out in a try out course EI this school year. There are also train-the-trainer events for the teachers, for this there is a cooperation with colleagues from VISTA college Heerlen. In addition, the program will be extended to the entire school community, which consists of several schools. Starting in the coming school year, all students +16 will be taught in Emotional Intelligence. The participation in this course will be confirmed with a certificate.

Implementation, T-t-T and Dissemination Käthe-Kollwitz BK Aachen

Käthe-Kollwitz Bk Aachen showed that the contents of the training course in Ljubljana were discussed at a teachers' conference. Based on this, the contents were included in the school curriculum. For this purpose, existing subjects were expanded to include the content and appropriate materials were purchased with the funds. Furthermore, contents and exercises from the subject "resilience" were presented.

Implementation, T-t-T and Dissemination VISTA college

In the past the EI-Team of VISTA already made workshops for colleagues and some classes. Currently the team is trying to expand the network with important partners. Cooperations with different internal partners or programs were agreed, to which the project can be linked. The program will be carried out in more classes. A close cooperation with Hast Hasselt is planned for the future. The team works on to achieve more attention for the program internally and to expand it.

Wrapping up M4 by Peter van Engelshoven

At the end of the meeting Peter van Engelshoven summed up the day. He went into all the points of the day again, highlighted the individual progress of all participants and closed the meeting.

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M5 Final Meeting Hasselt

Wednesday, March 15th 2023Campushast, Hasselt, Belgium



Welcome by

Rembert Henderix (general directors SGSQ):

Importance of motion to motion explained

Congratulations to the participants for the project

EB foundation can only continue to exist through the good cooperation of everyone.

Erik Laeremans and Inge Valkenborgh (directors HAST)

Welcome to everyone

Management support for the project

Habib El Ouakili (City Council Member for education Hasselt)

Support from the city of Hasselt.

Everyone must receive the necessary attention and support to make full use of the talent.

10 – 12% drop-outs in Hasselt

Importance of diploma emphasized. Any initiative that counteracts this is important.



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The city is already investing in the 'study choice market' for parents and students to make the right study choice. It is important to involve parents more with the children – improve the chances of success.

Project emotional intelligence is an example for several schools, intention to be able to roll this out in all schools of Hasselt.

Giving everyone the chance to succeed.

Cooperation with the city is there, they are curious about the results.

Heike Schwarzbauer (Chair Stg EB) is unfortunately absent for personal reasons.

EU Geschäftsstelle Köln

(partner of Stg EB and linking pin to Europe for German vocational schools)

Stephan Homeyer explains the role of the EU Geschäftsstelle today in futur partnerships for the Euregion. Important partner for the future.

Presentation of his job and his institute:

EU project is located in District Cologne. Works with department education at different levels (both at political level and coordinators at school)

Tasks: giving advice – supporting in connection with education (vocational education) – supporting projects at small and large schools – quality control.

There are 120000 students involved.

95% of vocational training is European.

30% of his school works together with EU (foreign internship) mobility projects both looking for partners and arranging everything for these students

Bringing the technical sector together with the economic sector – linking theory and practice (e.g. technotronics working together with administration) → projects to bring this together – bringing 2 schools together and having them work together was quite a challenge

Equal opportunities and inclusion project → important in Europe (refugees – integration – learning and training projects

Project on digitization

Inclusion and diversity Supporting teachers and professionals.

Collaboration with Maastricht (VET 4.0 project) → support digital competences of teachers.

New project engineering and buildings is coming.

Implementation at Hast

- Train the trainer (in cooperation with VISTA en Thomas Eerdeken)
- Sarah and Burcu (about try out educational material)

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- Mario and Katleen (about state of play implementation)
- Dissemination (in cooperation with external partners)

Process discussed from the start of the project to the future plans

Course for teachers and students has been developed and is now being tested. A

baseline measurement and intermediate measurement was made in which it is clear that there is a slight increase in the emotional intelligence of the students.

Feedback from students shows that they see the added value of the course and are also asking for more lessons about this.

Train the trainer for the partners – feedback from the teachers – feedback from external partners: they indicate that this is a good tool to make the students more aware and resilient.

Implementation VISTA by Elia, Laura and Sanne (Laura is absent due to maternity leave)

- **Throwback: 'vistacollege'**

Train the trainer course can be found in the 'database'

Link to emotional intelligence has become a topic in the 'vistacollege'

Training from May to June for interested teachers

Collaboration with vistahealth and vistavitaal

Workshops done with students

Pitched to the board/managers → see the importance of EI

- **At the moment**

Rolling out the project in the school's own school due to the size of the school

Announcement at the 'high school' → interesting but not yet clear what they can and will do with it.

Laura (maternity leave) will convey this to the teachers – is closer to the teachers.

Collaboration with Vista Vitaal → now pay attention to physical – also pay attention to mental health.

Promote through LinkedIn > networks at scale

Train the trainer → for teachers who are interested

Workshops in the 'education café' → 2x a year

Workshops in de 'innovation day'

Collaboration with Hast for train the trainer – connection with the teachers / practical level / thinking together

Both theoretically and practically applied to Hast's course – let the trainers experience it for themselves.

Trying to maintain the cooperation with Hast for the future.

- **Future plans**

Uncertain but hoping that the EI will get bigger at school

Depending on the policy – how they want it – financially?

Hope Vista facilitates it think differently how they can bring it in an alternative way.

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Andrej Juricko (STEP Institute)

Studies prove that EI have a positive effect, but it is slow – difficult to give figures – especially long-term results.

Many people need data to show that it is an added value → difficult to measure and prove.

You can't just focus on data.

Also a lot of added value for the teachers. Not just for students. More pleasant working environment – 'more competent' teachers also have a positive effect on teachers. Many benefits for burnout prevention.



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Implementation BK Jülich by Dunja and René (Dunja is absent)

EI remains an important topic on the agenda.

New director since November → is open to the topic and supports the project.

Students' emotional problems have grown since covid

Social workers are understaffed – overworked.

Implementation EI:

→ 1h/week in 1st semester for some classes

→ Project since Jan 'stellwerk' for students who are drop-out or are about to drop out

Trying to keep the connection with the students to avoid dropouts

Meet 1x/week in the EI room (use this material)

Some classes work with EI

→ starts in Dec 22 1h/week

→ escape room working on the group dynamics (getting acquainted with different emotions) – evaluation interview about this

→ provide material for a marble run (such as 'morhan code') to test stress level – how to deal with this

→ full-day workshops (Dunja)

- krav maga → physical exercises

- guest speaker (Olympic swimmer) about motivation and perseverance

'reception days' for new students to gain class bonding and trust.

- 2 days in the first week of school – introductory days/ trust games/ class binding

Train the trainer in May/June 2023 for other teachers + develop program so that the teachers do not have to invent everything themselves.

Partner with BK Nord → exchange ideas and collaboration with Melanie.

Partner external organization → 'social work Durener Christen → already working with EI

→ more material and course development

Implementation BK Nord by Melanie and Stephan

Many interested teachers but afraid of the extra work

Difficult to create a team

Focus on students

→ In who are going to continue studying

→ increase EI / coping strategy / conflict management

Internal:

→ database with lessons and material based on Ljubljana's training

→ digital and analogue leaflet

→ teacher conferences

External:

→ schools of Aachen meet 1x/m → brought to the agenda. Dissemination at home school must grow



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Euregio network: internship in Maastricht – networking with schools close to the border.

International programme to publicise projects

Lesson program prepared (lesson preparation) fully made → manual so that everyone gives the same and quality monitor the content and purpose of the lesson

Follow up

→ expand lesson preparations

→ expand database (type of library)

→ introduce EI to teachers in conferences. Critical view of teachers to expand EI

External: further expand with Sprungbrett – 9 schools are involved

Train the trainer cursus maken

→ snowball effect (start with 2 lkr – gradually expand) expand step by step

Implementation Käthe-Kollwitz-Schule BK Aachen by Birgit and Jonas

Unfortunately, the Käthe-Kollwitz-Schule BK Aachen could not take part in the meeting.

Quality assurance by Stpehan (BK Herzogenrath)

- 2 quality measurements
 - evaluation of the meetings that does not affect each other
 - evaluation of the project – effect of this project on each other – how we support each other and work together
- Project evaluation
 - baseline measurement – intermediate measurement – final measurement
 - Goal: make the importance of the project clear – feedback to be able to make adjustments (e.g. language barrier adjusted) about the project
- Final measurement carried out by Stephan
 - noticeable increase in owning and knowing the knowledge EI

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Conclusion of the project by Peter an Andrej

Feedback from EB foundation

- good preparation of EB, yet 2 schools have dropped out, reason for this is unclear
- Goals were set high – maybe too high?
- Train the trainer program: had hoped to stand further but encountered resistance from the schools/managements
- Setting goals more realistically → WP for EB
- Trying to reach as many partners as possible to spread EI

Substantive feedback by Andrej





- Everyone started with the same training in Ljubljana but everyone has found their own way to achieve a goal (different roads to Rome)
- Everyone uses their possibilities and opportunities
- Expectations were more uniform but everyone has sought their own way
Feasibility in every school – Complex topic → Everybody has done and accomplished a lot
- Determination and commitment of everyone is great



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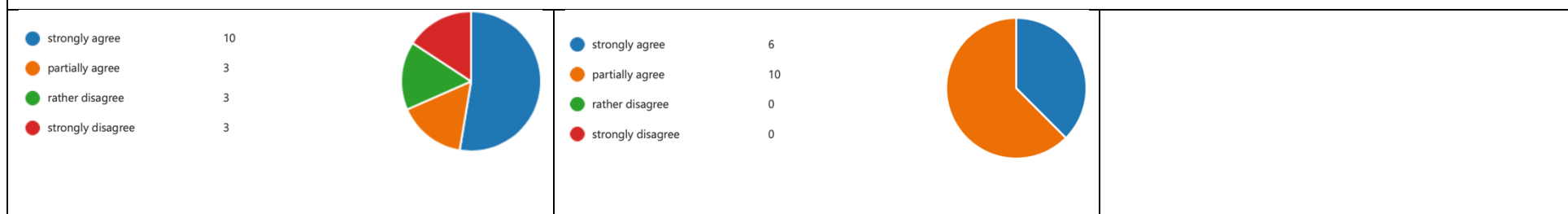
Some results of the quality assurance

For quality assurance, three measurements regarding the project goals were carried out during the period of the project. In a baseline measurement, the knowledge and skills of the participants with regard to the topic of emotional intelligence and its importance for schools were surveyed. The progress made and the skills gained by the project participants are made visible through the interim and the final measurement (not published yet, can be found in Google Drive later).

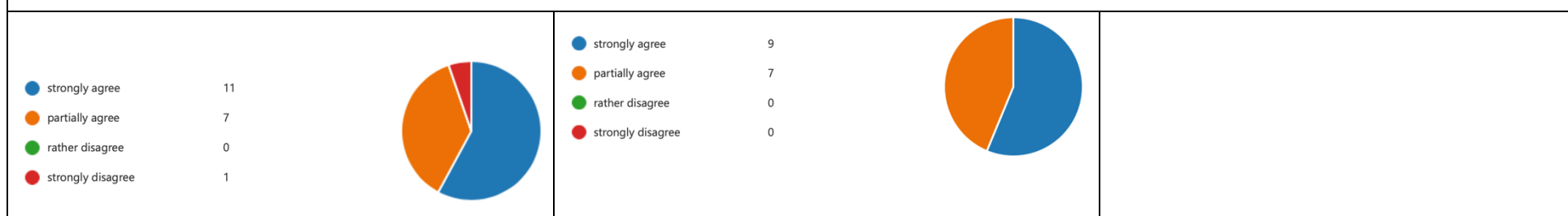
I have extensive theoretical knowledge about emotional Intelligence (EI), I understand the concept and its implications for education					
<ul style="list-style-type: none"> strongly agree partially agree rather disagree strongly disagree 	<ul style="list-style-type: none"> 7 5 4 3 		<ul style="list-style-type: none"> strongly agree partially agree rather disagree strongly disagree 	<ul style="list-style-type: none"> 10 5 0 1 	
I have built a wide repertoire of materials, methods and techniques for the development of EI skills and can apply them in practice.					
<ul style="list-style-type: none"> strongly agree partially agree rather disagree strongly disagree 	<ul style="list-style-type: none"> 3 9 4 3 		<ul style="list-style-type: none"> strongly agree partially agree rather disagree strongly disagree 	<ul style="list-style-type: none"> 7 8 1 0 	

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I am able to train my colleagues about instruments, methods and techniques that help to develop EI skills (train-the-trainer).

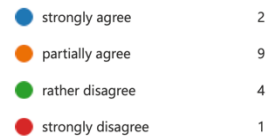
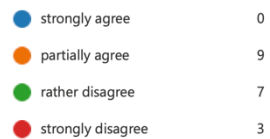


I recognize the individual need of developing EI skills at my organization.



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Goals for developing EI skills are sufficiently implemented in the curriculum of my organization.



I am able to convince participants of my organization about the necessity of developing IE skills.

