

# InEmotion



## EMOTIONAL INTELLIGENCE

*EDUCATIONAL TOOL  
FOR DEVELOPING KEY COMPETENCES*



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The background features a vibrant, abstract composition. It includes several overlapping silhouettes of human heads in profile, rendered in soft, pastel colors like light blue, pink, and orange. These silhouettes are set against a backdrop of large, semi-transparent circles and arcs in various shades of blue, purple, and red. Some areas are filled with a pattern of small white dots, resembling a starry sky or a digital grid. The overall aesthetic is modern and artistic, with a focus on human form and color.

# **INTRODUCTION**

## INTRODUCTION

Modern societies of the 21st century are immersed in a growing complexity that implies great development and opportunities, but also certain costs and difficulties. Different studies that evaluate and compare the quality of life of both adults and children in different dimensions indicate that economic development, wealth and GDP are not always accompanied by similar levels of well-being and happiness. For example, a country like the United States with impressive levels of wealth and technological development has one of the lowest well-being rates in developed countries. Europe is not exempt from these contradictions and the population suffers serious physical and mental health problems, as well as psychological and social maladjustment such as suicide, violence, or addictions that have a very negative impact on the well-being of our society.

From this perspective, some countries have reacted by realizing that education in the 21st century must assume a double mission and educate both the head and the heart, the academic and intellectual side, but also the emotional and social side. In the United States, for example, one of the most active movements in this line of action is the CASEL organization that promotes Emotional and Social Learning in society (“Social and Emotional Learning” SEL; see [www.CASEL.org](http://www.CASEL.org)).

The SEL principles are proposed as an integrative framework to coordinate all the specific programmes that are applied under the assumption that most of the problems that affect people are caused by the same emotional and social risk factors. Therefore, the best way to prevent these specific problems would be through the practical development of emotional and social skills at the earliest age possible. That is, starting from childhood in school and continuing throughout the life cycle in both our personal and professional lives. SEL programmes are based on the concept of Emotional Intelligence developed by scientists Peter Salovey (Yale University) and John Mayer (University of New Hampshire) in 1990 and disseminated with great success by the popularizer Daniel Goleman in 1995.

Specifically, influenced by the works of professors Peter Salovey and John Mayer, we have the scientific explanation to a fact that we all witness on a daily basis: being brilliant academically does not always imply that professional and personal success is achieved. The academic training of an engineer, for example, develops his intellectual, spatial and abstract capacity, but not his emotional and social skills. However, usually, this professional will have to work with other people as a team and for this he will need to master these skills in an effective way.

For us, following the EI Model of Mayer and Salovey (1997), emotional intelligence is defined as: «Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth». In short, EI is specified in four basic skills:

- Perception and emotional expression: ability to perceive emotions, as well as the ability to express them properly.
- Emotional facilitation: ability to generate feelings and emotions that facilitate decision making and problem solving.
- Emotional comprehension: ability to integrate what we feel into our emotional knowledge.

- Emotional regulation: capacity for acceptance and emotional regulation, that is, being open to positive and negative emotional states, to reflect on the information that accompanies them, as well as being able to modify both one's own emotions and those of other people.

These abilities are linked to each other in such a way that for an adequate emotional regulation a good emotional understanding is necessary and, in turn, for an effective understanding we require an appropriate emotional perception.

Research on EI worldwide has focused on three main lines of interest:

- Construction of tools for the evaluation of Emotional Intelligence for adults, children and teenagers.
- Analysis of the impact of Emotional Intelligence in different areas such as: physical and psychological health, drug use, adaptation to stressful situations, interpersonal functioning, behaviors of aggression and violence, or well-being and happiness.
- Development of Emotional Intelligence improvement programmes for children, teenagers, and adults in different personal and professional contexts.

However, one of the main priorities is that the education of emotions be rigorously included in the education system as a priority in Europe. Recent international studies show that EI improvement programmes in schools have long-term positive effects on psychological adjustment, social relationships, disruptive and violent behaviors, as well as on people's academic performance. In this process, emotional education also has to inevitably consider the improvement of the EI of adults who did not have the opportunity to receive it during their initial or professional training.

21st century scientific knowledge provides us with the necessary and most effective arguments and tools to educate the emotional and social skills, both in childhood and in adult life. Therefore, educating emotions in Europe is not a utopia for the future, but a reality that is already happening in many schools that needs to be extended to the adult and professional world through political and social will.

Therefore, we are convinced that an explicit and rigorous development of the education of emotional and social aspects is the only way to create a developed and rich society, but above all a society with healthy and happy adults.





The background is a vibrant, abstract composition. It features several overlapping silhouettes of human heads in profile, facing right. The silhouettes are rendered in various shades of orange, red, and pink. A large, bright white circle is positioned in the center, overlapping the silhouettes. The background is filled with soft, flowing shapes in shades of blue, purple, and pink. There are also some patterns of small white dots on a red background in the upper right and lower right areas.

# **ORGANIZATIONS**

# INICIATIVA INTERNACIONAL JOVEN

Malaga, Spain



Iniciativa Internacional Joven was created in 2003 from a group of young people who, after participating in international programmes and activities, concluded that these experiences had been very important, contributing to their growth and generating positive changes in their lives.

The mission of the organization is to contribute to the integral development and improvement of the quality of life of citizens, mainly of youth. Its main objectives are:

- Promote the creation of plans, programmes and projects that have a beneficial impact on youth and favor their integration and development at different levels: training, employment, language learning, sports activities, intercultural activities, etc.;
- To improve the training of managers, technicians and other professionals who work with young people, youth itself and other people and entities involved with the youth collective.;
- Increase knowledge in the field of youth;
- Carry out actions that improve the coexistence and integration of people of different races, religions, origins, etc.;
- Contribute to development cooperation in the most disadvantaged countries and population sectors.

To achieve these aims, we carry out studies, activities, training courses, training programmes, personal and professional guidance, also cooperating with other public and private institutions.

We develop our activities at *Centro Sociocultural "El Cónsul"* and work at different levels (local and international). The main areas of activity of the entity are:

- Participation and Volunteering;
- Culture of Peace and Interculturality;
- Gender equality;
- Healthy life and sport;
- Art and Creativity;
- Personal development and entrepreneurship.

The methodology we use is based on non-formal education, liberation pedagogy and emotional intelligence.

Our association and its members, since its beginning, have participated directly or indirectly in important projects both nationally and internationally, and we have extensive experience, not only as participants but also as applicants, coordinators and trainers in seminars, training courses, long-term exchanges and projects in the field of youth and adult education, mainly on skills development, art, entrepreneurship, equality, innovative methodologies and social inclusion.



The University of Malaga (UMA) is a higher education institution founded in 1972. Currently, it has two campuses, more than 35,000 students, more than 2,400 professors, 23 faculties and institutes, 82 departments, 200 educational programmes (including 68 studies degree, 75 postgraduate and 34 PhD), 200 PhD thesis per year and 278 research groups. In addition, it has signed bilateral agreements with more than 550 universities around the world and actively participates in international, national, regional and private financing programmes. The University of Malaga is a member of more than 100 networks / associations.

The University of Malaga stimulates innovation and educational research by increasing the quality of its teaching staff and research groups through participation in international research projects, managed by the Research Results Transfer Office (OTRI), with the support and sponsorship of companies of the Andalusia Technology Park (PTA). The university has an orientation center dedicated to promoting the employability of students and young researchers by offering a broad services portfolio that includes academic and professional guidance, paid internships, collaborative scholarships, etc.

The University of Malaga meets the following quality standards: EFQM 200, EFQM 300, ISO 9001, ISO 14001, etc. It is also part of the campus of excellence "Andalucía Tech".

The Emotions Lab® of the Faculty of Psychology of the University of Malaga has been working on Emotional Intelligence (EI) and its relation with other relevant variables of people's well-being for more than twenty-five years. Since 1996, the following activities have been carried out:

- Development of R&D projects on the benefits of EI and its evaluation and training in different populations;
- Development of EI evaluation programmes in childhood, adolescence and adult population;
- Creation of intervention programmes to improve EI;
- Brief training courses for adults and university students in EI;
- Master's degree in EI;
- Management of a large number of doctoral thesis (more than 20) related to research, evaluation and intervention in EI;
- Coordination of the I and II International Congress of EI in Malaga (2005) and Santander (2007).

Dr. Pablo Fernández-Berrocal is the founding director of The Emotions Lab®, the 2012 vice president of the International Society for Emotional Intelligence and has published numerous scientific articles in journals of international and national impact, as well as popular science books.

Founded in 1911, the University of Porto is one of the largest institutions of higher education and research in Portugal. It has about 31,820 students (14% international), 2,300 academics (87% with a PhD) and researchers and 1,500 non-teaching employees. It has 14 Faculties, 1 Business School and 35 Research Units located on 3 campuses within the city of Porto. The University of Porto is responsible for 23% of the scientific articles produced throughout the country and is one of the institutions of higher education with better positioning in the national and international ranking: Times Higher Education 2017 (501-600); ARWU 2017 (301-400); QS 2017/18 (301); Leiden 2017 (143); NTU 2017 (232); and SCImago 2017 (207).

Internationalization is one of the pillars and strategic objectives of the university, together with the strong commitment to society and the consolidation of its social responsibility through volunteer projects and collaboration with local and regional civil associations in the organization of cultural, social and artistic activities. The University of Porto has coordinated and participated in different projects co-financed by the Erasmus + Programme. Erasmus Mundus projects had a great impact and contributed to the strengthening of their internationalization process and generated new opportunities for cooperation. The University of Porto has also worked and collaborated with higher education institutions from different countries in Africa, the Caribbean, the Pacific and Brazil.

The Faculty of Psychology and Education Sciences of the University of Porto (FPCEUP) was created in 1980 and currently about 1,500 students attend their degree, master and doctorate programmes and more than 1,000 people come every year to attend activities of vocational training in the fields of psychology and education. In addition, it has two R&D units financed by the Portuguese Science and Technology Foundation. Since 2011, the University has participated, as coordinator or partner, in more than 75 projects approved and financed within the framework of national and international programmes. This represents more than 9.5 million euros dedicated to financing research in the scientific areas of psychology and education sciences.

In July 2017, the Faculty of Psychology and Education Sciences hosted and organized the VI International Congress of Emotional Intelligence, whose organizing and scientific committee was chaired by associate professor Luísa Faria. She has developed and supervised research and has made more than 200 presentations in scientific meetings, publishing, at national and international level, in the fields of EI, the development of motivation, personal conceptions of intelligence and individual emotional self-efficacy and collective. Nowadays, she is currently director of the Faculty.

“MetaIntelligenze: Centro Studi Internazionale ONLUS” is a non-profit organization situated in the island of Sicily (Italy). Its purpose is to promote all kinds of intelligences by improving cognitive and emotional processes that allow people to achieve a harmonious development in their life. The entity emphasizes the resources, rather than the limits, of each person in order to raise awareness about their potential and the ability to manage cognition and emotions.

The activities of MetaIntelligenze ONLUS are especially aimed at people with fewer opportunities and at risk of exclusion due to their physical, mental, economic, social and family conditions. The priority target groups are children, as well as teenagers with different types of cognitive, sensory or learning disabilities, behavioral disorders and social disadvantages. At the same time, they also work with teachers, educators, psychologists and other professionals in the field of education to improve their professional skills.

The entity's main interests include EI, specific learning difficulties, multiple intelligences, artificial intelligence and educational robotics.

Among the main activities carried out by MetaIntelligenze, we can mention:

- Research and intervention projects in schools, communities and other contexts
- Psychoeducational assistance to people with fewer opportunities and / or at risk of social exclusion
- Support for the study and performance of homework for children and adolescents with learning difficulties
- Laboratory activities for children or adolescents with fewer opportunities
- Evaluation and diagnosis of learning problems
- Organization of multidisciplinary workshops, courses, seminars, online training, cultural events and conferences with national and international rapporteurs
- Production and publication of books, e-Journals and multimedia tools for teachers and other education professionals
- Promotion of exchanges with academics, apprentices, institutions and entities of other countries

In 2014, MetaIntelligenze ONLUS organized the first edition of the International Summer School "Emotional Intelligence for inclusive societies", under the sponsorship of the Department of Psychological, Pedagogical and Formative Sciences of the University of Palermo. While, in 2015, it organized the conference: "Inside Out o ...Meta? L'intelligenza emotiva nei contesti educativi", on the theory and practical implementation of EI in educational contexts. MetaIntelligenze Onlus currently has nineteen partners actively collaborating in the performance of the different activities: two university researchers, a researcher of the National Research Council, ten psychologists, a psychomotor therapist, a psychiatric rehabilitator; an ICT engineer and three school teachers.



La Università degli Studi di Palermo (UNIPA) is a consolidated cultural, scientific and educational presence in the center-west of the island of Sicily. The University title was granted by King Ferdinand II of Bourbon in 1806. Its 5 schools (Medicine and Surgery, which works in synergy with the General University Hospital, Polytechnic, Law, Social and Economic Sciences, Applied Sciences, Humanities and Cultural Heritage) and its 20 Departments cover the most important areas of contemporary scientific and technological knowledge.

About 122 courses are offered annually (first and second cycle), 44 masters and specializations and 23 doctoral courses, aimed at the formation of specific professional figures.

The Università degli Studi di Palermo is also present in the cities of Agrigento (Cultural Heritage Area), Caltanissetta (Medicine) and Trapani (Law, Agriculture and Medicine). The Dipartimento di Scienze Psicologiche, Pedagogiche e della Formazione (Department of Psychological, Pedagogical and Educational Science) was founded in 1987 and has a long history as an institution that provides high quality training and research programs in scientific and applied psychology. Its headquarters are located in an eight-story building on the university campus. Seven administrative officials and seventy-six academics work in the structure (eighteen full professors, twenty-one associate professors and thirty-seven researchers) and are active in all fields of psychology (developmental, cognitive, neuropsychological, clinical and social psychology), as well as in the fields of education and pedagogy.

For several years, the Department has been involved in educational projects and activities at national, European and international levels on psychology and education. In addition, the Department has extensive experience on IE and applied psychology to training. We can highlight the work of the researcher and professor Antonella D'Amico, member of the Scientific Board of The International Society for Emotional Intelligence and of the European Association of Cultural and Emotional Intelligence Projects, who is also the Scientific Director of MetaIntelligenze Onlus. D'Amico also develops research activities in the field of education and Emotional Intelligence applied to education, work, social contexts and has carried out with her team numerous studies and research on EI, publishing books, measurement tools and scientific articles. She teaches the subject "Emotional Intelligence: tools and techniques" at the University of Palermo.

The background features a collage of abstract shapes and colors. It includes silhouettes of human heads in profile, some facing left and some facing right. The colors are primarily warm tones like red, orange, and pink, with cooler tones like blue and purple. There are also patterns of small white dots and curved lines. A large, light-colored circle is centered on the page, containing the text.

# **PROJECT DESCRIPTION**

## PROJECT DESCRIPTION

“Emotional Intelligence, educational tool for developing key competences” is a strategic partnership in the field of adult education of twelve months that involves entities from three European countries (Italy, Portugal and Spain), being three institutions of Higher education and two non-profit organizations.

The main purpose of the project is to know how Emotional Intelligence works in different European educational spaces, exchange good practices and propose programmes that allow adult students to face the challenges of today's society.

The main **objectives** of the project are to:

- Know and exchange good practices, tools and methodologies on the topic of EI, which are being developed in different institutions and organizations related to the field of adult education
- Promote the analysis and thoughts on the creation of programs and modules where it is a transversal educational tool that facilitates the acquisition of basic key competences
- Improve the key competences of professionals in the field of adult education in order to develop higher quality work and promote their internationalization
- Create a European network of universities, schools, organizations, companies, etc. that use EI as an educational tool in order to promote cooperation and exchange of good practices between organizations from different countries of the programme.

The project consists of different phases, each one developed taking into account the need to directly involve the partner organizations and the participants so that they do not simply feel part of the project, but also protagonists.

The general methodology of this project was based on the pedagogical principles of non-formal education, the liberating pedagogy of Paulo Freire and Emotional Intelligence. In non-formal education, knowledge, values and ways of acting are transmitted through active participation, learning by doing, emotions and the interaction of diverse knowledge that generate a great educational wealth. It is a continuous and reflective process, a "learning to learn" that results in the acquisition of skills (knowledge, skills and attitudes) that are important for the personal and professional development of the participants.

Liberating education starts from the ideas of constructivism and encourages the reflection of consciousness about itself. Through dialogue, thought, and action, learners and educators have the possibility to express their beliefs, opinions, and knowledge, contributing to the discussion of critical thinking. With this type of education, the learner learns to understand the world and how it interacts with him. The learner is just a conscious subject of the world in constant evolution and its learning is more lasting since it encourages reflection and criticism.

Emotional Intelligence also takes into account the postulates of constructivism and puts emphasis on social and emotional learning. The exploration and control of our own emotions is proposed to understand, recognize and respect those of others, thus generating feelings of empathy. It is important to pay attention to the diversity of each person and their individual and emotional characteristics. The facilitator assumes a role of mediator, providing role models and promoting reflection and acquisition of emotional strategies.



The **general methodological** principles that were used in the development of the project were:

- Cooperation and teamwork to involve all the parties in the whole process, from preparation, to implementation and final evaluation. It has been an educational and participatory process, as well as lively and dynamic
- Interaction of the work of facilitators, experts, and other organizations and / or entities
- Adaptability in specific techniques and content based on the specific interests and needs of each reality
- Multilingualism: work in different languages adapted to communication needs
- Inclusion and interculturality: the contrast of ideas / experiences based on cultures and capacities.
- Use of ICT to facilitate contact; create a virtual network and support learning and exchange of experiences.

The **main activities** carried out within the framework of this project were:

- Transnational coordination meeting: partner organizations met in Porto (Portugal) during the month of November 2018 to specify strategies, work methodologies and details of activities (agreements between partners, evaluation tools, work systems and monitoring, visibility activities, etc.).
- Local Activities I: analysis on the inclusion of Emotional Intelligence in educational programmes, mapping and meeting with stakeholders and identification and compilation of good practices in each of the participating countries.
- Training Event: international training of Emotional Intelligence and key competences that took place in Palermo (Italy) from March 31 to April 6, 2019. The main objectives of the training were:
  - To improve the key competences of the participants in order to favor their personal and professional development
  - Offer and exchange good practices to use EI as a tool for the development of key competencies
  - Provide participants new knowledge and skills so they would feel able to implement projects and / or activities of better quality and more related to social needs
  - Promote cooperation and the exchange of knowledge, good practices and competencies between organizations of different types of three countries of the program
- Local Activities II: Creation of conclusions and proposals for improvement to include Emotional Intelligence in educational programs, visibility and dissemination activities. Making an book and video of the project.
- Final Meeting: final conference in Malaga (Spain) where the products and results of the project were presented to the local population and final evaluation meeting between the partner organizations.



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**EMOTIONAL  
INTELLIGENCE (EI)  
IN EACH COUNTRY**

## EMOTIONAL INTELLIGENCE (EI) IN EACH COUNTRY

During the first phase of the project, the partner organizations analyzed the incorporation and inclusion of emotional intelligence in different training programmes in the field of adult education at different levels (local, regional and national). The main instrument created to collect the information was an online questionnaire created jointly by the entities. The texts found below include similar information, although the contents have been adapted to the idiosyncrasies of each country and reality.

### SPAIN

#### The situation of Emotional Intelligence in Spain

Since 1990 that Emotional Intelligence was defined for the first time, a series of transformations have occurred in Spain so that this ability, focused on emotional development, is implemented in the different areas of our life (work, personal and social) and throughout our lifespan. Below are some of the actions carried out in our country to develop EI in different environments.

##### 1. Marcelino Botín Foundation

The Botín Foundation is based in the Spanish city of Santander. Among others, the purpose of this foundation is to develop social programmes, amid them the “Responsible Education” programme started in 2004. This programme is aimed at the physical, emotional, intellectual and social growth of Spanish schoolchildren. It includes students between 3 and 16 years old and teachers from Cantabria. It is done in collaboration with the Department of Education, Culture and Sports of the Government of Cantabria. This programme has generated a model that has been extended to a network of centers in Madrid, La Rioja, Navarra, Galicia, Murcia, Castilla y Leon and Aragon.

##### 2. . A programme for emotional and social learning in Gipuzkoa

Through the Diputación Floral de Gipuzkoa a social and emotional learning programme was developed in 2004. This programme was created with the purpose of being applied in different contexts, aiming to make society emotionally intelligent. It has two possible actions: awareness and training programmes and the evaluation of training needs in EI.

The first of the actions, the implementation of EI programmes has, been applied in the educational field in a number of schools, as well as in the family environment to mothers and fathers. The second of the actions focused on the evaluation of training needs in EI has been carried out in the organizational field (specifically in 5 companies) and in the socio-community field (workers with people at risk of social exclusion).

### 3. Government of the Canary Islands

Since 2014, the Canary Islands government has established the subject "Emotional and creativity education" as compulsory for students in first through fourth grade. These students receive 90 minutes a week of this subject at school. This initiative is of great importance for the implementation of EI as a tool since childhood and is serving as a model for other communities. For example, Murcia has begun to study the possibility of including this subject of free configuration in primary school.

### 4. University

We will talk next about two universities that are betting on the development of EI in their postgraduate courses.

On the one hand, we have the University of Malaga with a degree in psychology. Even though there is no specific training on EI in this degree, we must highlight two of its postgraduate degrees. First, the Master's Degree in General Health Psychology which has a specific subject on EI, "emotional intelligence and health". This subject is about the models, evaluation systems and training programmes in EI as a protective resource for health and well-being in different groups. It begins by explaining the role and importance of emotional skills as psychological resources involved in the development, maintenance and improvement of health and human well-being. Subsequently, the models and dimensions of EI are described. Then the different evaluation systems of these emotional dimensions are presented from self-reported, heteroinformed and based on emotional performance tests. Finally, the different training programmes on EI are explained, which are aimed at improving the well-being and quality of life associated with health in different groups with emotional deficits.

Secondly, and more importantly in relation to EI, there is the Master's degree in EI. This master's degree is related to the Emotions Lab® of the University of Malaga and is this year in its eighth edition. This laboratory has a significant number of scientific researches on EI and in various areas relevant to humans.

This Master's degree is awarded by the University of Malaga and backed by the Department of Basic Psychology of the Faculty of Psychology. It aims to train professionals of any branch in the development of emotional skills, following an experiential, dynamic and creative training for personal and professional development. This training complements the theoretical and scientific aspects with the intensive practical work led by an expert tutor. In addition, it provides the possibility of real practices in companies and public entities



On the other hand, at the University of Barcelona they also have two postgraduate courses focused on emotional education. Both postgraduate courses have been developed by the GROPE (Research Group on Psychopedagogical Orientation) of the Department of Research and Diagnosis Methods in Education (MIDE) of the University of Barcelona (1997) whose particular objective is to develop EI. This research group also has a wide variety of scientific publications in the field of psycho-pedagogical orientation and emotional education. First of all, since 2002 the postgraduate course in Emotional Education and Well-being is taught. This master's degree is intended for those graduates who are interested in teaching at any age (children, adolescents, university students, etc.), as well as any worker who is responsible for human resources or is and aid professional such as doctors, nurses, psychologists or lawyers, amongst others.

Secondly, and also hand in hand with GROPE, we find the Master in Emotional Intelligence and Coaching in the Work Environment. The purpose of this Master's degree is to develop the skills and competencies necessary to carry out human resources management based on EI, as well as prepare managers and human resources managers to help work teams cope with problems and face challenges.

## 5. INTEMO and INTEMO + Programme

The INTEMO and INTEMO+ programmes come from competitive projects financed by public entities. In the first case, the INTEMO programme is derived from an emotional education project funded by the Government delegation for the National Drug Plan.

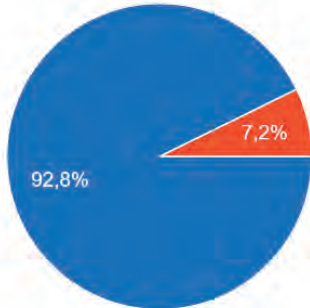
Likewise, the INTEMO + programme is the product of an excellence project of the Junta de Andalucía for the prevention of aggressiveness through the development of EI. These are programmes to improve the four branches of EI: perception, facilitation, understanding and emotional regulation. It is validated with adolescents between 12 and 18 years in the school environment. Each programme is made up of twelve sessions where the four EI skills are trained (three sessions for each skill). Also, the INTEMO + programme includes 2 more sessions designed to train the four skills together. The sessions are composed by 1 class of one hour and it was devised to apply it weekly for three consecutive months. In each session, a skill is worked through activities that can include games, role-playing or video forums, among others, and an activity is sent at home in order to generalize what they have learned in class to their daily lives. These two programmes have shown benefits in the psychosocial adjustment of adolescents.

## 6. Remo: Reload Emotions

In addition to the educational field, companies that aim to improve the EI of other labor sectors are also being developed. Remo is a company whose objective is to analyze the environment of organizations in order to implement EI programmes that increase their potential and improve the work environment. Specifically, Remo works with managers and intermediate positions to improve their leadership capacity. It also aims to improve the motivation of the teams to achieve an attitude conducive to the resolution of conflicts, of their own and of others, inside and outside the organization, and improve the working environment, job satisfaction and personal knowledge, among other things.

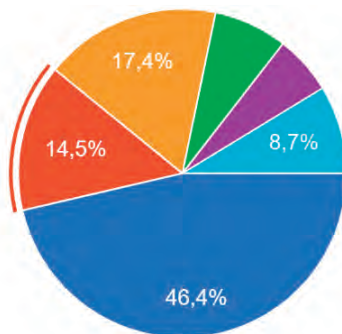
## Survey Data Collection

Regarding the data collected from the national survey carried out, we found 69 participants whose profiles are students, teachers, police officers, members of English academies, university professors, and researchers, among others.



Most participants had heard about EI (92.8% vs. 7.2%) in college, courses on emotions, books [especially Goleman's book (Goleman, 1995)], television, social networks or even talking with other friends.

Regarding the question about whether there are training programmes of EI in your organization, there are varied answers. Although the most prominent are never and sometimes.

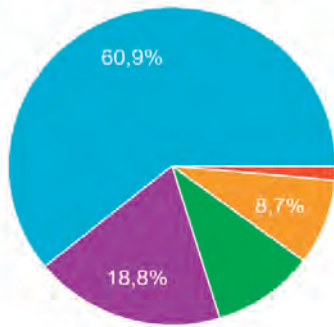


- 46.4% Never
- 17.4% Sometimes
- 14.5% Occasionally
- 8.7% Always
- 7.2% Frequently
- 5.8% Usually

In relation to people who use it and are asked about the results of these programmes, almost 30% of users point out that they have benefited from many improvements in different areas. People who declare that they have not had good results blame the lack of training, resources, knowledge, or even think that the programmes used have not followed a systematic organization.

Although many of the people who conducted the survey stated that they did not use training programmes, most do use some emotional strategies such as the use of active listening, empathy, emotional perception, anger management, motivation, emotional listening, among others. After using these strategies, they observe good results in tolerance to frustration, self-knowledge, emotional communication, and emotional well-being, among others.

Most participants (60.9%) think that using EI programmes in their organizations would improve the well-being of their employees and their users. In addition, it would also improve performance.



- 60.9% Yes
- 18.8% Very likely
- 10.1% Probably
- 8.7% Possibly
- 1.4% Probably not

As a consequence of these results we can highlight that:

- EI is a known concept.
- In most organizations, programmes to improve EI are not carried out.
- When these programmes are carried out and good results are not obtained, the cause lies in the lack of knowledge and resources.
- When strategies are used to improve EI, these strategies obtain good results in several areas.
- The results of this survey indicate that most people believe that EI improves personal well-being, the well-being of users of the organization and effectiveness.
- In addition, these results emphasize the importance of the creation of validated EI programmes that result in the overall improvement of organizations.

## The benefits of emotional intelligence

Since Mayer and Salovey systematically defined Emotional Intelligence in 1997 (Mayer & Salovey, 1990), many studies have been conducted to elucidate its benefits in a wide range of aspects relevant to life. If we really want to strengthen EI throughout the lifespan and in different areas of our lives (personal, social, work, etc.), we must first know what the benefits of it are. If we review the scientific literature, we can find an overwhelming number of studies aimed at the same objective. In order to specify, we will present some results of recent studies related to the most relevant areas of our daily life, such as mental and physical health, aggressive behavior, well-being, happiness and self-esteem.

One of the areas that most concern society and governments is mental and physical health, given its prevalence and its economic, social and even legal impact (Serrano-Blanco et al., 2017; Wittchen et al., 2011). There are many studies that have analyzed the relationship between these two variables and EI. Two meta-analysis show how those individuals with a higher EI have a better physical and mental health, especially with the latter (Martins, Ramalho, & Morin, 2010; Zeidner, Matthews, & Roberts, 2012).

Also, within mental health we can include a large number of disorders with different prevalence in our society, such as depression, anxiety or substance abuse (alcohol, tobacco, etc.) among others. Focusing specifically on each one of them, we can find, in the case of depression, how a recent review by Fernández-Berrocal and Extremera (2016) shows that low levels of EI are related to a greater depressive symptomatology, especially in men. With respect to anxiety, people who suffer from this pathology also have a lower level of EI (Lizeretti, Extremera, & Rodríguez, 2012; Resurrección, Salguero, & Ruiz-Aranda, 2014).



In addition, these results have not been found only with adults, but, along the life cycle, there are also benefits of high levels of EI over depressive and anxious symptoms (Abdollahi, Carlbring, Khanbani, & Ghahfarokhi, 2016; Navarro-Bravo, Latorre, Jiménez, Cabello, & Fernández-Berrocal, 2019). On the other hand, if we focus on substance abuse, we find studies that show that adolescents and adults with a higher EI, especially with a greater ability to regulate emotions, consumed less alcohol and tobacco (Hertel, Schütz, & Lammers, 2009; Lizeretti et al., 2012; Resurrección et al., 2014; Ruiz-Aranda, Fernández-Berrocal, Cabello, & Extremera, 2006).

Another aspect of marked importance for our society is aggressive behavior. More and more we hear terms such as bullying or mobbing referring to bullying that children and adults suffer in school and work, respectively. The prevalence of these behaviors is high and the consequences are unwanted (Averill, 2012; Gómez-Ortiz, Romera, & Ortega-Ruiz, 2017; Houston, Stanford, Villemarette Pittman, Conklin, & Helfritz, 2003; Zych, Ortega-Ruiz, & Del Rey, 2015; Zych, Ortega-Ruiz, & Marín-López, 2016). A systematic review carried out by García-Sancho, Salguero, and Fernández-Berrocal (2014) shows how, again, EI is negatively related to aggressive behavior in children, adolescents and adults.

That is, higher levels of EI are associated with less aggression in these populations. More recently, other studies reinforce this review and add interesting results (Gutiérrez-Cobo, Megías, Gómez-Leal, Cabello, & Fernández-Berrocal, 2018; Megías, Gómez-Leal, Gutiérrez-Cobo, Cabello, & Fernández-Berrocal, 2018; Shorey, McNulty, Moore, & Stuart, 2015). Specifically, through these studies, we can see which are the two most relevant skills of EI when it comes to protecting individuals from committing aggressive behaviors: perception and emotional regulation. Specifically, Gutiérrez-Cobo et al. (2018) found that the ability to perceive emotions reduced aggressive behavior through the reduction of negative affection (a variable related to aggressive behaviors); while emotional regulation had a moderating effect between this negative affection and aggressive behavior. Consequently, those individuals with a high negative affection, but with the ability to regulate their emotions, were less likely to be aggressive than those individuals with low emotional regulation.

Finally, it is also relevant to focus on positive variables such as well-being and happiness or self-esteem. In this way, there are also studies that have analyzed this relationship and found, again, a positive relationship with EI: that is, high levels of EI would be related to greater well-being, greater happiness and self-esteem (Rey, Extremera, & Pena, 2011; Sánchez-Álvarez, Extremera, & Fernández-Berrocal, 2016, 2019).

All these benefits analyzed a priori have resulted in the development of a series of trainings to improve EI. In Spain, the INTEMO and INTEMO + program stand out (Cabello, Castillo, Rueda, & Fernández-Berrocal, 2016; Ruiz-Aranda et al., 2013). These trainings that have been applied to teenagers have proven effective. Specifically, adolescents trained in EI through these programs diminished their aggressive behaviors, their anger and hostility; improved levels of empathy and psychosocial adjustment through less depressive and anxious symptoms, less stress and greater self-esteem. In addition, these results were maintained over time months after training (Castillo, Salguero, Fernández-Berrocal, & Balluerka, 2013; Ruiz-Aranda, Castillo, et al., 2012; Ruiz-Aranda, Salguero, Cabello, Palomera, & Fernández-Berrocal, 2012).

In conclusion and following the scientific studies mentioned, EI is a protective factor of aspects such as mental and physical health, aggressive behavior and variables as important for the human being as are self-esteem or happiness. Starting from this, and even knowing that EI is beginning to be known in our country and that there are some attempts to boost its development in schools, universities and companies, there is still a lot to systematically implement this tool that shows its potential throughout the life cycle and the different vital areas.

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# PORTUGAL

The literature has supported the empirical validity of positive associations between Emotional Intelligence and well-being, adaptation, satisfaction, improvement of academic performance and work performance in different life contexts (Bukhari and Khanam, 2016; Costa and Faria, 2015; Di Fabio and Kenny, 2016; Greenberg et al., 2003; Mavroveli and Sánchez-Ruiz, 2011; O'Boyle, Humphrey, Pollack, Hawver and Story, 2011; Sánchez-Álvarez, Extremera and Fernández-Berrocal, 2016). In this sense, there is a growing social and scientific recognition of the importance of being emotionally competent in a competitive and challenging society.

## Training on Emotional Intelligence in Portugal

Based on the consistent positive results in the field, the development of training programmes on EI has been gradually increasing in Portugal. However, most of the training programmes on EI developed, adapted or operationalized focus on children and adolescents of school age and / or academic context (Marques Pinto and Raimundo, 2016). In general, although EI is frequently mentioned as a set of important skills in competitive professional settings, few strategies that foster adult EI skills in the Portuguese context have been identified. In particular, most adult education in the field of EI is related to the Psychology and Education curricula, organizations' training in social and emotional competencies (for example, communication and assertiveness, leadership, coaching and conflict resolution) and personal development training included in organizational practices

## Training on Emotional Intelligence in Adults

### Education sector

In Portugal, most adult education is carried out in higher education courses (universities and polytechnic institutes) through formal education of theoretical and technical components, and through Vocational Education and Training which is eminently practical and provides job skills.

In the context of Higher Education, in Portugal the training in EI is carried out within the scope of Psychology and Education courses' curricula (and other courses of social sciences and humanities), mainly through theoretical teaching on issues related to intelligence and emotion theories. In addition, although some social and emotional workshops are offered within the framework of higher education courses and / or training education office, the number of practical courses is low and mainly focused on communication, coaching, leadership and problem solving strategies. Vocational education and training in Portugal is available for those who have completed at least nine years of schooling or equivalent training and it is mainly aimed at students with non-normative academic backgrounds who intend to have practical skills to enter the world of work. Vocational Training programmes include vocational, technological and artistic courses, educational centers / schools and second chance schools.

These programs are aimed at those who wish to obtain a professional qualification, as well as those who have dropped out or are at risk of dropping out of school. The network of the Vocational Training Center offers training courses and initial vocational training (both

theoretical and practical) to prepare young people to find employment or continue their education. The transition from Vocational Training programmes to tertiary education is assured (OECD, 2014). Characteristically, these types of courses base the training of their students in non-formal education, with a much higher level of practical and experienced training.

Non-formal education focuses not only on the development of strategies to promote the technical skills of students, but also on the improvement of their personal and interpersonal skills. In fact, non-formal education highlights the intrinsic motivation of the student, voluntary participation, critical thinking and democratic action (Council of Europe, 2018). Although the objective of Vocational Education and Training is to motivate adults to be more active and integrated citizens, the strategies remain diffuse if we consider training in Emotional Intelligence.

## **Organizational sector**

Today, the organizational sector is increasingly responsible for the development and updating of the personal and technical skills of individuals (Fredrickson, 2000). In fact, companies are beginning to more formally address the training of their employees. Portuguese labor legislation determines that employees are entitled to at least 35 hours of continuous training each year (Law 7/2009, Article 131/2, 2009). These numbers of hours are proportional to the duration of the contract, if it is less than one year. In addition, although companies can anticipate or postpone this number of hours for two years (Law 7/2009, Art. 131º / 6, 2009), they must guarantee this continuous training at least 10% of their employees each year (Law 7 / 2009, art. 131º / 5, 2009).

Although most companies integrate technical training within the scope of compulsory training, companies that have a structured development and training department and programmes based on the objectives of the institution sometimes intervene in personal and interpersonal skills training of employees: communication, assertiveness, leadership, training, problem solving, interpersonal relationship and emotional management. In this training usually the development of emotional intelligence skills is included. In these cases, the specific development and training department of the organization may offer the training or hire accredited training companies. In addition, national or larger companies often integrate practice programs to work the technical and personal skills of young people within the mission and specific objectives of the company. Specifically, this initiative is more common in financial institutions, energy companies, transportation and Information Technology, and is developed by the departments of human resources, development and training.

## **Third sector**

The third sector integrates associations, foundations, community and volunteer organizations and social enterprises. In Portugal, there are a large number of third sector organizations dedicated to achieving different social objectives (for example, health, poverty and inclusion, education, environment and ecology, human rights, family and aging) and most of them focus on social problems related to adults. At the national level, the majority of NGOs are associations (96%), followed by “Santa Casa de Misericórdia” (1.3%), foundations (2%) and

cooperatives (0.5%). 12.2% of national NGOs are represented in Porto (Fundação Calouste Gulbenkian, 2017). In this sector, people work on social problems, interpersonal and community well-being and attend more frequently the specific needs of other people, which tend to be a particularly demanding emotional environment. Although different initiatives and programs may arise to integrate and train people to work in these social organizations with particular characteristics, there is a lack of information related to the use of EI skills training.

## Analysis at local level: Porto

### Electronic form

Within the framework of the mapping of the existing trainings in Emotional Intelligence in the local context of Porto, 174 Portuguese, public and private organizations, representative of the educational, business and third sector areas were selected and contacted to collaborate in this stage of the project. In particular, 61 public organizations (35.1%) were selected, mainly from the educational and academic sector (22 higher education courses, 23 professional educational centers, 1 second chance school), public companies (6 companies), health institutions (4 hospitals) and national defense institutions (3 institutions).

Most of the mapping on Emotional Intelligence training was done in the private sector (N = 113; 64.9%).

In this context, 63 organizations from the third sector were selected, illustrating different social interventions (57 NGOs and 6 associations). In addition, 15 large companies that play a vital role in the local economic area (9 private hospitals, 7 Information Technology companies, 2 financial institutions, 2 in the pharmaceutical sector and 2 in human resources) and 9 unions, and professionals orders were chosen. In the private education sector, 10 institutions were considered. The different organizations were contacted through the official email of the institution and, when possible, by the available contacts of the development and training departments.

The request for collaboration consisted of filling out a brief questionnaire related to the organization's initiatives in the field of Emotional Intelligence training.

### Results

Of the sample of 174 organizations, only 17 (10.3%) collaborated with the project.

These organizations correspond to:

- Educational sector (13): 10 institutions of higher education and 3 professional schools, one of which is a second chance school.
- Organizational sector (2): 1 human resources and 1 professional union.
- Third sector (2): 1 humanitarian association and 1 private social solidarity institution.
- All participating organizations knew the concept of Emotional Intelligence (100%).
- 53% (N = 9) due to their basic training in psychology;
- 47% (N = 8) due to different trainings, seminars and scientific literature.
- In general, the organizations had knowledge of the Emotional Intelligence construct close to the theoretical dimensions:
- Ability to recognize and manage emotions, in oneself and in others, and to express them

adequately; ability to solve problems creatively and adapt to new situations.”

- An individual's ability to recognize emotional manifestations in himself and others, express them, understand them and integrate them into thinking, as well as knowing how to regulate them and deal with the emotions of other individuals."
- Emotional intelligence characterized as the ability to control emotions in the management of the individual's processes."
- Ability to recognize and adapt their own feelings in relation to others and circumstances."
- The ability of each to interact with other people."
- Emotional Intelligence training in organizations:
- 71% (N = 12) of the institutions never used training in Emotional Intelligence in organizations.
- 29% (N = 5) of the institutions stated that they used the training of Emotional Intelligence in their organizations, in particular a second chance school; three institutions of higher education and a private institution of social solidarity.

Strategies and initiatives on Emotional Intelligence identified by organizations:

- “Training sessions on emotion management for undergraduate students who participate in volunteer programs”.
- "Strategies for the development of active listening and reflection skills".
- “Intervention groups with users under the theme of Emotional Intelligence or Continuous/ Professional training of employees in the field”.
- “Activities that aim to develop Emotional Intelligence, most of the time through the use of the arts, but it is not part of a structured training program. These activities are carried out especially with students in the different training spaces, but also with the staff. They usually take part in team meetings and in the moments created for the training of trainers”.

Results obtained in the Emotional Intelligence training:

- 100% of the organizations that integrated strategies and activities to develop EI had «moderate results».
- Improvements identified:
- Knowledge (self and hetero);
- Stress management / frustration tolerance; prevention of burn-out;
- Emotional regulation; motivation;
- Identification of "vocabularies", "points of view" and "strategies";
- Better ability of students to identify and recognize emotions.

Whether or not the Emotional Intelligence training has been implemented, 12 of the 17 (71%) institutions used other strategies to promote the well-being of their clients / users:

- Intervention groups with users under the theme of EI; continuous / professional training of employees in the field.
- Share problem situations and get involved in the search for answers; Motivational strategies such as public and private recognition and positive discrimination directed at users / clients (adults and young people who neither study nor work) and employees.
- Personal development initiatives for all employees and university students.
- Personalized service to users / partners.
- Realization of different group dynamics, both with young people and with employees, about their own and heterogeneous knowledge, the development of personal and social skills

and problem solving, using techniques and strategies of sensory theater, psychodrama, theatrical image, forum theater or music and art therapy.

- Students currently have access to a life skills training program that, among other competencies, addresses problems related to emotions, through exercises to recognize emotions, understanding and attitudes towards them. It also addresses the difference between feelings and emotions, as well as managing them.
- In the case of students, there are structures at the university level that guarantee the existence of all the conditions for their physical, mental and social well-being. The faculty has also identified and monitored mechanisms for students with specific needs.
- In the case of teaching and non-teaching workers, in addition to the formal structures available at the University and in our faculty, there are mechanisms to promote their personal and professional training.
- In the case of patients, they have psychotherapeutic intervention focused on emotional processes.
- Promotion of events that reinforce the links between the different elements of the team.
- Leisure activities outside the work environment with the team.

The perception that the integration of these activities has had in the organization:

#### *High results*

Goodwill, volunteering and availability, individually or in groups, in the action / task to be carried out.

- Adhesion of new users / partners.
- Changes in posture, attitude and self-confidence.
- There are also marked changes in the way they begin to value what emotions mean, using that as an advantage and include those mentions in the speech. Expression of emotional tones that they did not know they had, that they began to value and seek to understand in themselves and in others, adjusting their attitudes towards what they feel and observe in others.

#### *Moderate results*

Among employees:

- Greater attitudes of availability and commitment;
- Greater self-knowledge-greater knowledge / understanding of youth and the consequent increase in empathy;
- Improvements in teamwork;
- Personal and professional training works as a motivating factor for their performance.
- General satisfaction.

Among Users / customers:

- Stress management / frustration tolerance, burn-out prevention, emotional regulation, motivation.
- In young people:
- Greater self-esteem / improvement of self-concept.
- Expression of ideas, emotions and opinions.



- Improvements in interpersonal relationships, both among colleagues and with technicians / trainers.
- Improvement of their well-being. We can see this, for example, in their academic path.

### *Low results*

- Due to lack of time or motivation to participate in activities.
- Among users / customers in terms of assistance and sense of responsibility and commitment to negotiated qualification channels.

However, the participating organizations were unanimous in considering Emotional Intelligence as a vital component in the welfare and performance of users / customers and employees:

- Could training in Emotional Intelligence improve the quality of your organization?  
37.5% undoubtedly; 43.8% most likely; probably 12.5%; 6.2% possibly
- Do you think that Emotional Intelligence training could improve the well-being of your employees?  
31.3% undoubtedly; 56.3% most likely; probably 12.4%.
- Do you think that emotional intelligence training could improve the quality of your employees' work?  
31.3% undoubtedly; 62.5% most likely; 6.2% probably.
- Do you think that emotional intelligence training could improve the well-being of your users / clients?  
31.3% undoubtedly; 56.3% most likely; probably 12.4%.
- Do you think that Emotional Intelligence training could improve the performance of your users / clients?  
25% undoubtedly; 56.3% most likely; 12.5% probably; 6.2% possibly

Globally, the organizations used only the positive-scale responses to assess EI's skills in their institution, reflecting that even when they do not have a structured plan to develop it, they consider it an advantage for well-being and performance of its workers and users / customers.

### **Interviews with stakeholders**

Three stakeholders were interviewed based on the mapping of the different institutions and the responses to the Electronic Form.

- Educational sector: a representative of Vocational Training Centre of the Textile, Apparel, Clothing Manufacturing and Wool Industries:

The need to address the emotional and social needs of the apprentices in a more intentional way is highlighted: established practices with this objective; develop specific training in the "human" dimensions.

- Educational sector: a representative of the Office of Support and Employability to Students

of the University of Porto and responsible for the development of a training program in soft skills (UPgrade):

The importance of addressing the requirements of organizations that need employees not only with technical skills (hard) but also with the growing need for soft skills is highlighted. At the same time, develop strategies to provide young adults with these social and emotional skills. It is important to spread these tools to achieve higher levels of participation and training.

- Third sector: a representative of a humanitarian institution

The representative believes that in each training the social and emotional aspects are explored within the technical procedure training. As far as she knows, there is no specific training on Emotional Intelligence or aspects related to it, but its development is necessary.

## Limitations

One of the main limitations we found in the mapping of Portuguese organizations that use training in EI was the non-response rate of the institutions. Especially in the business environment, considering both local and national institutions, this project could not include comments on the experience of these institutions. In addition, third sector institutions were also underrepresented in this study due to lack of documented information.

## Conclusions

In general, the results highlighted the growing importance that Portuguese institutions attribute to the development of capacities in EI. Although at the local level, not all institutions have implemented strategies or training to develop these particular skills, there is a common acceptance of the gain offered by Emotional Intelligence both for the well-being, motivation and satisfaction of users / customers and employees as for the overall quality of the organization. In this context, the educational field was the sector with the most examples of EI activities and related skills training, although the organizational sector had the most structured training programs.

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# ITALY

Emotional intelligence is a construct that has gained a prominent position in international literature in the last 20 years thanks to the early work of John Mayer and Peter Salovey and the popular work of Daniel Goleman. There is a big debate on the definition of emotional intelligence, but the indisputably more valid construct is the one proposed by Mayer and Salovey in 1990 and better defined in 1997.

According to the authors, emotional intelligence is a set of cognitive skills specifically addressed to elaborate emotional information, corresponding to the ability to perceive, use, understand and manage emotions.

Within this theoretical framework, a lot of research has been carried out in Italy in the past few years.

One of the first Italian tools for the promotion of EI is the multimedia software "Developing emotional intelligence" (D'Amico and De Caro, 2009) for children.

The software, distributed on CD-ROM, was created for different uses, not necessarily limited to the school context and consists of an assessment section and a training section.

The assessment section assesses the abilities of emotional perception through the recognition of facial expressions, listening to music and the interpretation of abstract figures. The ability to use emotions to facilitate cognitive activities, to understand emotions in their transformation and in emotional mixtures and to manage them on an intrapersonal and interpersonal level are evaluated. This section provides a result both to the operator and to the interested subject and can be used as a test-retest in training situations.

The training section consists of activities that allow the exercise of the subject on the four areas of the Mayer and Salovey model, providing feedback. Perception activities allow us to acquire the ability to discriminate fundamental emotions starting from faces or images. Activities on facilitation are divided into "Use" and "feelings": the former provide the ability to acquire the ability to use emotions based on the demands of everyday life or to achieve certain results; the second ones urge the child to reflect on the associations between emotions and sensations related to the different senses. Understanding activities propose situations that lead to reflection about the modification of the emotional state following certain external events and about the possible combination of emotions in complex emotions. Finally, the activities on comprehension propose various situations of emotional or personal interpersonal problem solving, calling the child to identify suitable strategies for coping with the situation. "Developing emotional intelligence" was also used within the experience conducted in 2009 in collaboration with colleagues Salerno, Gullo, Iaconopelli and Lo Coco, at the CeDiAI (Food Behavior Disorders Center). The results of the experience showed that once the training was completed, the children showed an improvement in the abilities of use, intrapersonal management, perception of emotions expressed in faces and understanding of emotions. Moreover, two experimental studies (D'Amico, 2018) demonstrated its effectiveness in THE promotion of children's emotional intelligence.

In 2012 and 2013 we realized the interesting "Edutainment I and II" projects, thanks to the collaboration between various bodies of the Sicily Region (for every detail it is possible to

consult the website [www http://edutainment.pa.itd.cnr.it](http://edutainment.pa.itd.cnr.it)). The EDUTAINMENTI project, from the synthesis of the terms education (learning) and entertainment (entertainment) aimed at the realization of research-action projects aimed at strengthening transversal competences (metacognitive, emotional and problem solving) also through technologies in first-class kids of lower secondary school. In particular, regarding emotional abilities, we have created the laboratory "meta-emotional intelligence and mindfulness: monitoring through mobile devices", thanks to the collaboration with Antonella Chifari, Gianluca Merlo, Anna Terminello and Pasquale Augello. During the workshop, work on Emotional and Meta-emotional Intelligence was integrated with the use of Mindfulness techniques, and with monitoring activities inspired by the rational emotional approach.

During 2013, the project saw its partial continuation in the EDUTAINMENT 2 projects. The project therefore had the dual objective of: 1) enhancing, through the experiential path, the levels of emotional intelligence and awareness of the teachers who took part; 2) guide the teachers in the realization of a didactic planning that takes into account the emotional dimensions treated during the course, for a direct impact on the school environment. A total of 51 professors of various levels in the province of Palermo took part in the training project and all of them, under our supervision of the experts, carried out one or more classroom activities with their students at school.

In these years, we made some advancement also under a methodological and theoretical point of view. Indeed, D'Amico and Curci (2010) realized the Italian version of the Mayer, Salovey and Caruso Emotional Intelligence test, and D'Amico (2013) realized the test IE-ACCME, the first Italian test for adolescents. The construction of the IE-ACCME test was also the basis for the development of the new construct of MetaEmotional Intelligence, which completes the previous construct of emotional Intelligence endowing it with that metacognitive dimension (awareness and monitoring) that makes individuals not only emotionally intelligent, but also able to use their emotional resources in life contexts.

All these experiences lead then to develop the method MetaEmozioni (D'Amico, 2018a; 2018b), that will be described in the section of good practices and that has been already applied in three pilot applications. The first application is carried out in the context of juvenile justice, thanks to a collaboration with the Social Services Office for the Minors of Palermo, with a group of adolescents included in the trial program (D'Amico et al., 2016); the second application involved a group of boys with specific learning disorder (D'Amico, Guastaferrò and Gambino, 2017).

More recently, thanks to the support by the Italian Guarantor Authority for Children and Adolescents, we also had the opportunity to apply the version of the method MetaEmozioni-Scuola specifically tailored for promoting school inclusion.

## Local Activities

EnAs part of this project, a national survey was conducted with the aim of assessing the use of training on emotional intelligence within companies.

It is important to underline that the survey is very limited and does not reflect what actually exists in Italy, due to the lack of answers of most companies contacted.

Most of the companies contacted, in particular those contacted by telephone, claimed to have no time to answer questions or were not interested in the topic of emotional intelligence. However, depending on the objective of Local Activities I, we created a questionnaire that have been sent to different organizations, such as:

- Enterprises
- University and educational centers
- Third Sector Organizations

The questionnaire was organized in different sections with the objective of analyzing the following areas:

- Description of the organization (work, users, employees, etc.)
- Levels of knowledge about Emotional Intelligence
- Levels of inclusion of training programs on emotional intelligence with employees.
- Levels of inclusion of specific strategies to improve employee welfare.
- Beliefs about emotional intelligence as a construction that can improve the well-being of employees and users in the organizational field.
- Before collecting all the data, we identify the organizations that might be appropriate for our purpose.

We consider the following Italian organizations:

- University orientation centers
- University placement centers
- Vocational training centers
- Employment offices
- Human Resources areas of different organizations (call centers, banks, etc.)
- Regional education delegations
- Company of the University Hospital (only in Palermo)
- Third sector organizations

Two modalities for collecting the data were created two modalities for collecting the data. In the first phase, we sent an email explaining the project and its objective. Inside the email there was a PDF questionnaire and a link to an online questionnaire form. After this, we started calling the organizations because we realized that nobody was responding to the mail. We sent about 700 emails and made approximately 300 phone calls.

No one responded to the email and only 14 organizations filled out the online form of the questionnaire after the telephone meeting.

The organizations that filled out the questionnaire were:

- Centro Atena (Rome): it is aimed at secondary and university students who need educational support to carry out the tasks assigned in the school and in the university to which they belong and for all those who need more detailed explanations on the topics discussed during class hours.
- CED Format (Palermo): it is a small private school.
- Formawork (Milan): provides professional training certificated at European level. The training offered, including the free one, is aimed at job placement or professional growth: training in the sectors of social health, security, catering, hotels and offices. They provide administrative assistance on how to open and operate a commercial or professional activity. They also offer employment orientation for people, interview preparation and

assistance in obtaining adequate interviews.

- Ecipa (Genoa): it is a vocational training center.
- University Hospital Company “Paolo Giaccone” (Palermo).
- University Sports Center (CUS Palermo).
- School of yoga monitors.
- SIGNUM cooperative consortium (Genoa): it is a vocational training center.
- Rehabilitation center: deals with developmental disabilities.
- IDI Study Center Association (Palermo): organizes courses in Administration, Finance and Control, Law and Legality, Computer Technology, Languages, Marketing and Communication, Project management and Human Resources for companies.
- Center for placement, orientation and tutoring services of the University of Palermo.
- Administrative staff of the University of Palermo.

The last two answers came from a university professor and an architect working in a small organization with 3 employees. These answers were not taken into account because they were incomplete and were not useful for our objectives.

A very interesting result is that the most of them have heard about Emotional Intelligence and believe that it is a construct that improves the well-being of employees and their performance at work, but nobody implements training on emotional intelligence with their employees in their company.



The following table summarizes the results obtained from the tabulation of the questionnaires (Table 1).

Organization	City	Staff	Users	Emotional practices
Centro Atena	Rome	Teachers	Students	None
Ced Format	Palermo	Teachers	Students	None
Formawork	Milano	Formadores/as	Students with low educational levels and foreign students	None
Ecipa	Genoa	Teachers	Students (artisans, unemployed minors)	Underaged students are involved in the training to improve their basic and citizenship skills: adult students are involved to improve their skills to relate
University Hospital Company "Paolo Giaccone"	Palermo	Health personnel	Patients	None
- University Sports Center	Palermo	Coaches and monitors	University students and athletes	None
School of yoga monitors.	-	Yoga monitors	Students	None
SIGNUM cooperative consortium	Genoa	Teachers	Students	None
Rehabilitation center	-	Health personnel	Children with developmental disabilities	RET (Rational Emotional Therapy; Ellis, 1956) with users.
IDI Study Center Association	Palermo	Teachers and Formadores/as	Company employees	None
Center for placement, orientation and tutoring services of the University of Palermo	Palermo	Administrative staff	University students and young graduates	None
Administrative staff of the University of Palermo	Palermo	Administrative staff	University students and young graduates	None
University professor	-	-	-	-
Architect	-	-	-	-



## Limitations

The biggest limitation of the survey carried out is represented by the data collection method. Often the use of electronic mail to send material that needs to be filled does not allow obtaining the expected result. For this reason, the choice to make phone calls has been diverted, which allow to create a more trustworthy relationship with the interlocutor and to better expose the objective of the investigation.

This fact probably did not allow the outline a profile adhering to the Italian reality, thus returning partial information.

## Conclusion

In the light of the experience gained and the results obtained from the survey conducted in Italy, it clearly emerges that there is a degree of interest and knowledge on the subject of emotional intelligence, which is still poor and needs strengthening. Alongside the companies that know the subject and, at best, apply emotional intelligence training, there are also managers of companies or small companies for which the subject is completely unknown and, even worse, undervalued.

An aspect that is lacking in the Italian corporate scenario is, in fact, the systematization of intervention protocols in various contexts, from the scholastic to the judicial, to the corporate and so on.

There are many projects promoted and financed by the government in terms of emotional intelligence, but, unfortunately, few of these interventions are systematized and included in company practice.

This causes a lack of homogeneity of interventions and good practices, both in qualitative and quantitative terms, an aspect that emerges from the results obtained during the investigation carried out during the local activities I. Furthermore, it emerged that the total absence of training of the most of those who conduct training on emotional intelligence carry the risk of working on dimensions that do not primarily concern with this concept.

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The background features a vibrant, abstract composition. It includes silhouettes of human profiles in shades of orange and pink, set against a backdrop of overlapping circles and shapes in various colors like blue, purple, and red. Some areas are filled with a pattern of small white dots. The overall aesthetic is modern and artistic.

# **STAKEHOLDERS**

# STAKEHOLDERS

According to Ed Freeman, the word “stakeholder” means “any group or individual that may affect or be affected by the achievement of the organization’s objectives” (Freeman, RE Strategic management: a stakeholder approach), while Bryson used a more complete definition: “One stakeholder is defined as any person, group or organization that may demand attention, resources or products from an organization or be affected by that product.” (Bryson, J. Strategic planning for public and non-profit organization).

From these definitions, we can consider as stakeholders, individuals, groups or organizations, who have some kind of relationship with our project, or whose interests can be positively or negatively affected by its implementation.

Stakeholder mapping is important for the success of our projects and / or activities. It is a starting point to develop strategies and obtain the necessary support, as well as to adequately manage expectations, maximizing positive influences and mitigating possible negative aspects.

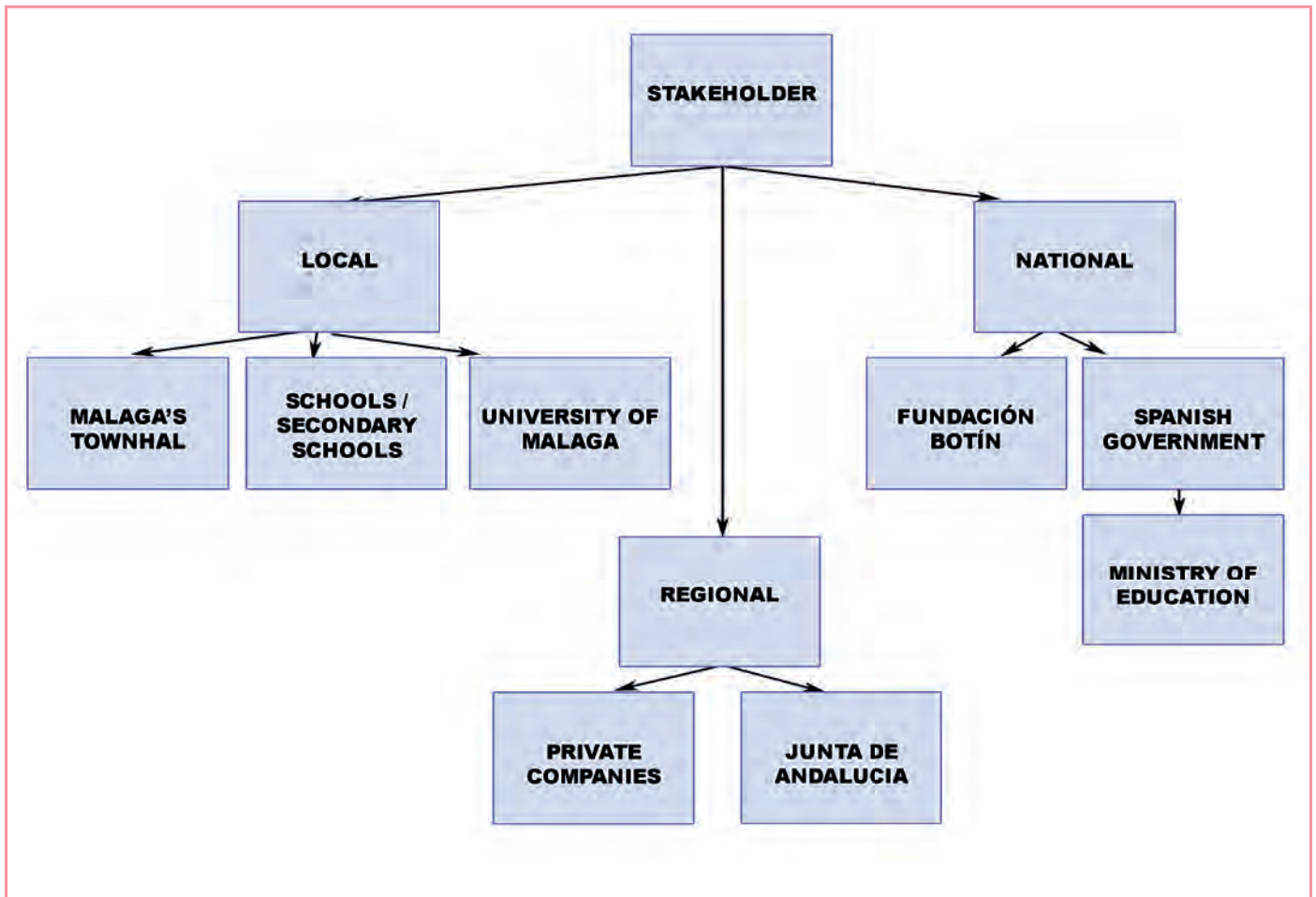
These strategies may include, for example:

- Suggest stakeholder participation in project activities or events;
- Communications to improve information about the project;
- Collaboration with third parties so they can positively influence one stakeholder;
- Mitigate negative actions on one stakeholder.

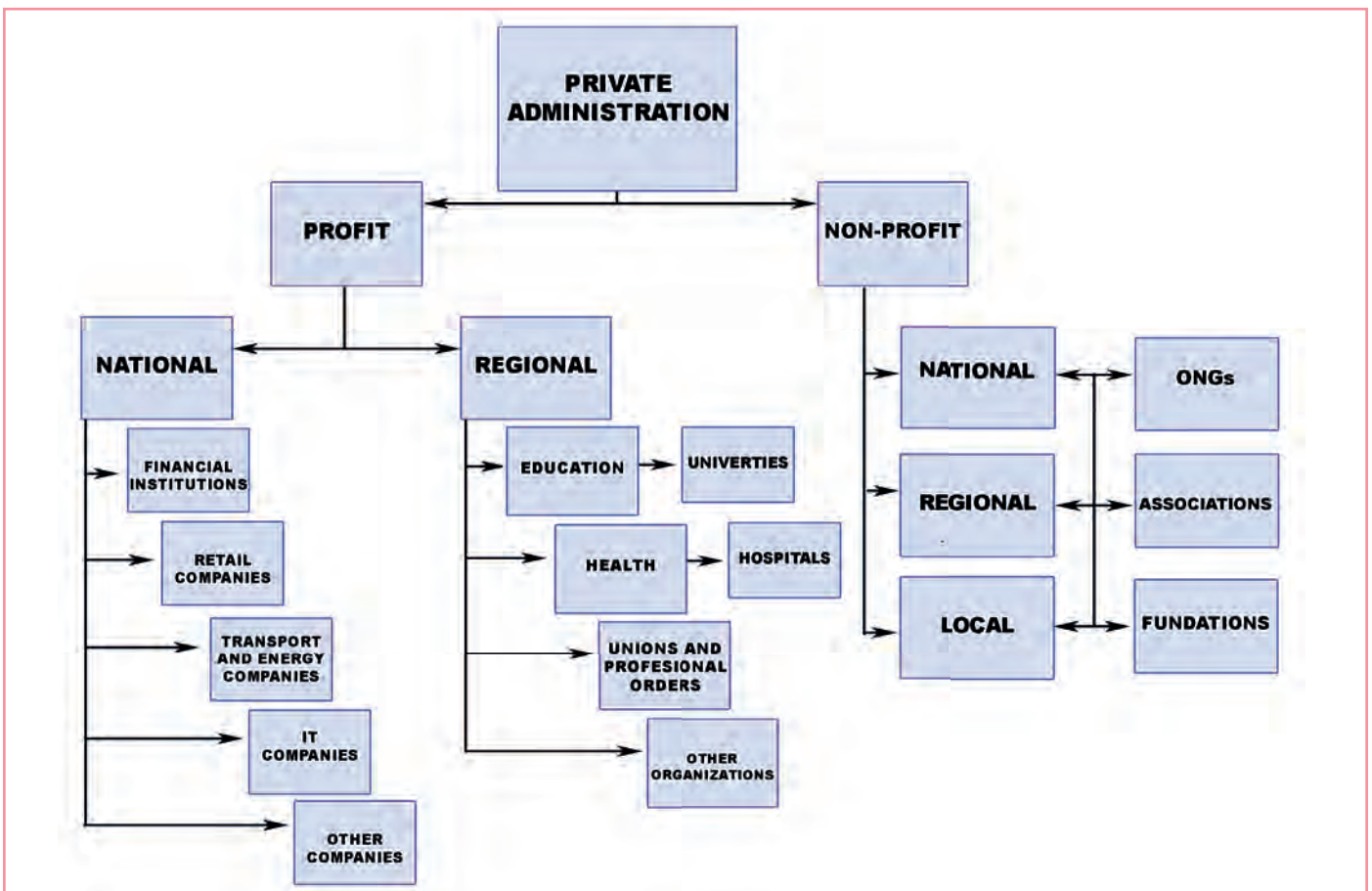
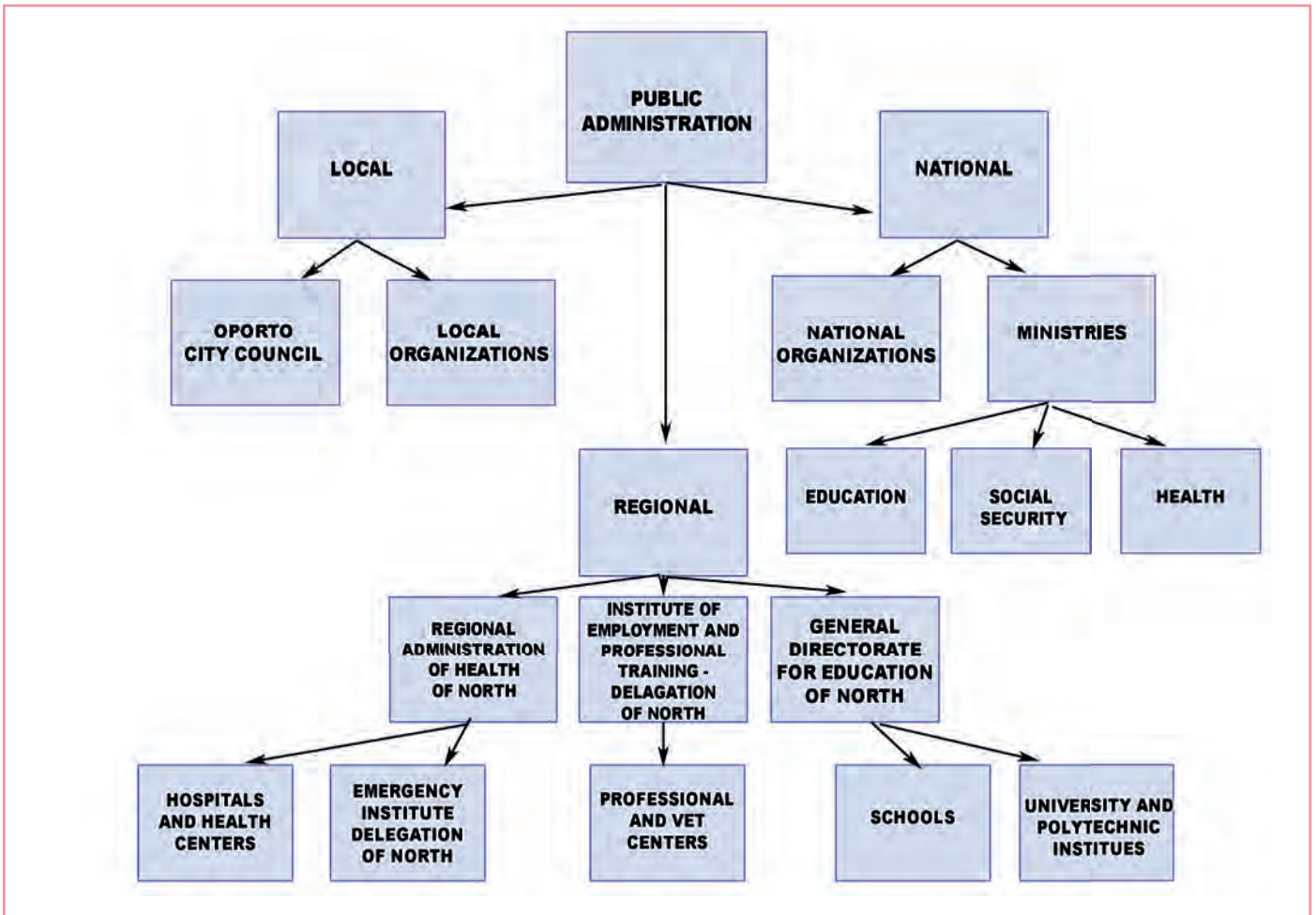
As stakeholder identification, we understand the specific definition of a person or organization, as well as the recognition of their degree of power and their possible interest in the project. The power or level of influence is the ability to influence the project and activities, its execution, definition, approval or any other basic aspect. The level of interest or positioning helps us understand if the actor is interested or not in the project.

The partner organizations identified and selected the most relevant stakeholders related to this project and its activities in their countries of origin. The collection of information on interested parties has been very useful and can also be used in the future for other activities and / or projects, always taking into account that mapping is a dynamic tool seen as the number, power and interest of stakeholders can change quickly.

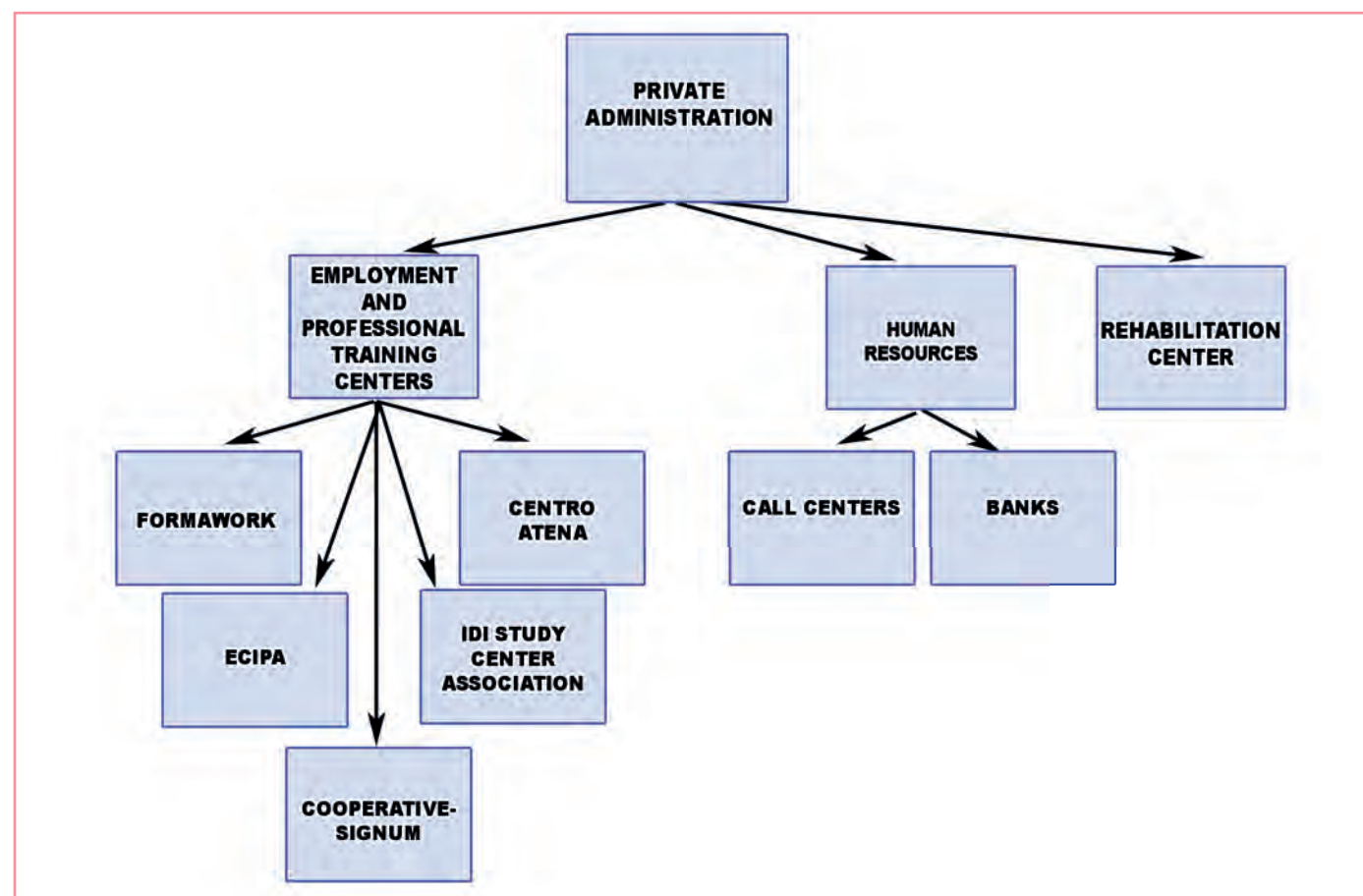
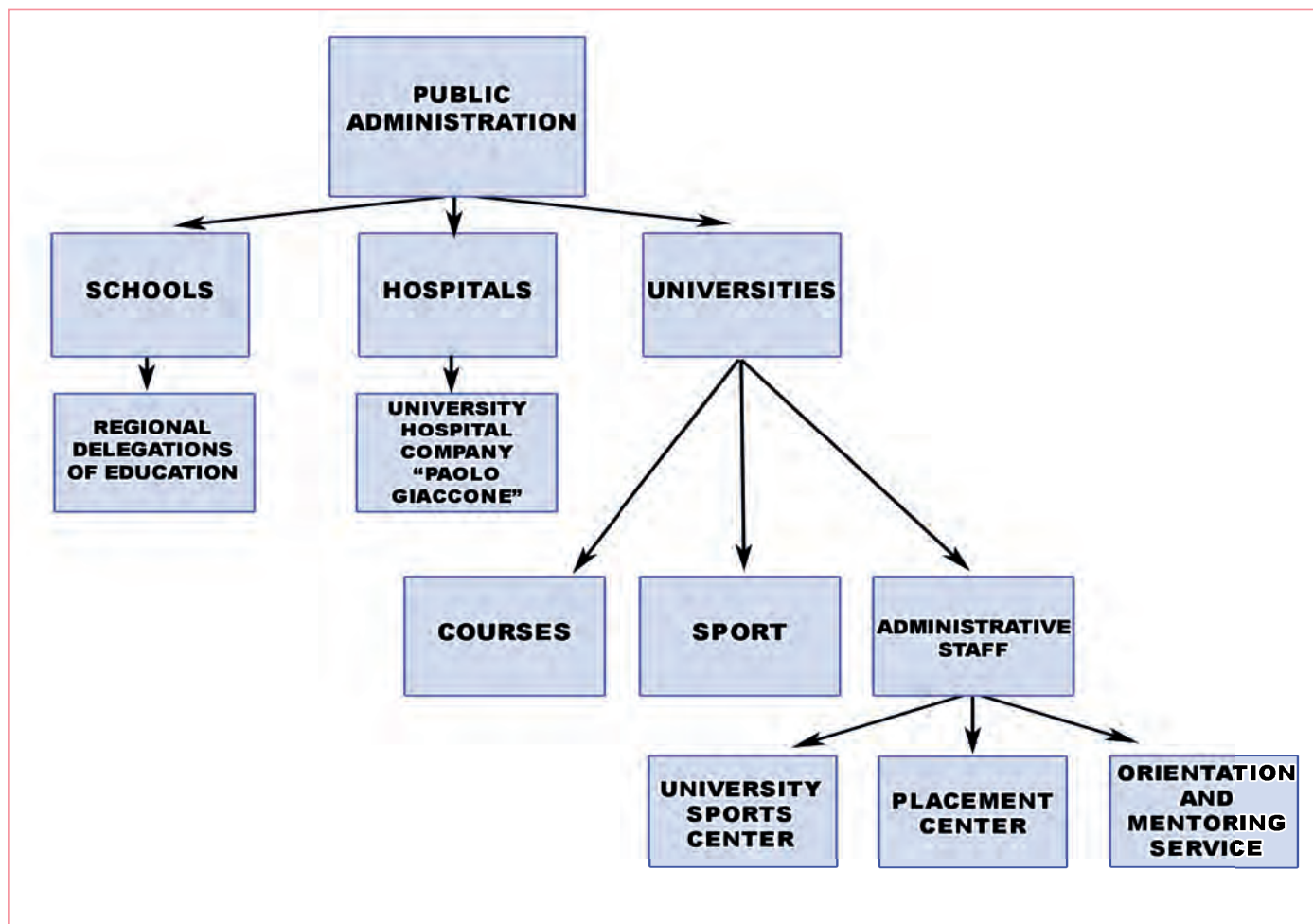
# SPAIN



# PORTUGAL



# ITALY



After having identified the project stakeholders, the partner organizations held meetings with people and institutions that they considered relevant in the fields of adult education and training, emotional intelligence, decision making, etc. During these meetings, the local coordinator presented the project “Emotional Intelligence, educational tool for developing key competences”, mentioned the support of the Erasmus + Programme of the European Union and analyzed the role of Emotional Intelligence and its inclusion in training programmes in the field of adult education.

In Spain, two meetings were held that took place at the University of Malaga. During the first meeting, Professor Pablo Fernández Berrocal and researcher Raquel Gómez Leal met with Soledad Santiago of the Botín Foundation, while Raquel Gómez Leal and Vicenta Ruiz de Remo, Emotional Intelligence SL, Senior Consultant and Programme Coordinators, participated in the second meeting of Emotional Intelligence. The topics discussed during both meetings were: *Importance of EI in Spain and emotional education, Training programs in Emotional Intelligence, Areas that improve EI and Elements necessary to have a good quality of life.*

Among the main conclusions of the meetings that took place in Spain, we can emphasize that EI should become a cross-cutting area of the CV and should work together at all educational levels. EI is of paramount importance with respect to everything and is essential because if there is an emotional block, one cannot learn, and its development in the teacher is a variable that intervenes in student learning.

In Portugal, the team in charge of the project met at the headquarters of the University of Porto with Alexandra Sá Costa, a member of the Directorate of the Delegation of Porto de la Cruz Roja, with José Manuel Castro, Director of the Modatex Vocational Training Center and with staff from the University of do Porto, in particular, Catarina Brandão, professor of psychology, and Fernanda Correia, responsible for the UpGrade program.

During the first meeting, after presenting the project in detail, the importance of EI in the Red Cross and the types of training offered to users, workers and volunteers were analyzed. The Red Cross provides technical training, essentially on medical emergencies, and its representative affirms that in each training the social and emotional aspects are explored. Although there are no specific trainings on EI, it considers its development in the entity necessary.

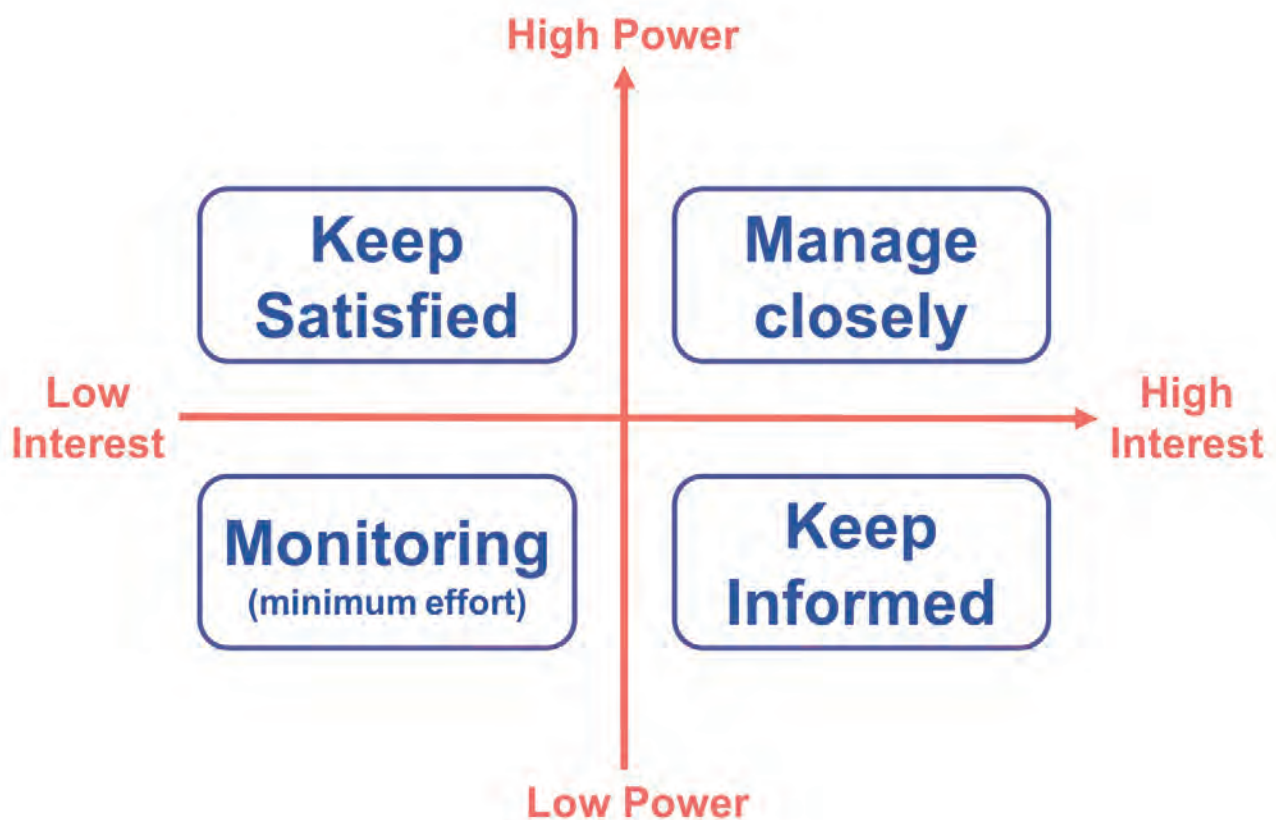
During the second meeting, both parties (Universidade do Porto and Modatex Vocational Training Center) presented the main activities they develop, including this project, and analyzed the characteristics of the students/employees. A decreasing number of people enter the education system and those who choose Vocational Training usually have previous problematic relationships with the educational context. Adults struggle particularly with learning new skills related to innovation and technology. Finally, we analyzed the importance of Emotional Intelligence and how to improve the situation through a personalized follow-up of the trainer / mediator, development of the skills of the trainer and a continuous reinforcement of actions, behaviors and learning. It is essential to develop the emotional skills of students and the “human” dimensions in adult education.

Finally, during the third meeting, the UpGrade program was presented which, based on the needs of employers’ organizations and the interest of promoting student soft skills, wants to



facilitate and support the entry of students into the labor market. The interventions performed and the selection criteria were explored and data collection to assess this program was identified as necessary to improve and maximize the intervention. It is also important to disseminate these tools to attain higher levels of participation and training.

In Italy, Martina Enea, from the MetalIntelligenze Onlus organizations, met with Patrizia Altavilla, Manager of the University Ospedaliera Azienda of Palermo. After presenting the project, its objectives, activities, organizations and the team, they analyzed the training that the hospital management offers to its workers and volunteers and the level of interest on Emotional Intelligence. It was concluded that there is a need to introduce some training on emotion management, since no person has specific competences on Emotional Intelligence. During the second meeting, Professor Antonella D'Amico of the Università degli Studi di Palermo met with Prof. Ornella Giambalvo and Prof. Rosa Di Lorenzo that are respectively responsible for the Placement and for the Guidance and Mentoring services of the University of Palermo, and with their collaborators, Corrado Tiralongo and Barbara Corleo. They talked about the opportunity to organize, in the future, a series of experiential workshop about EI for students attending different courses at university of Palermo, in order to allow them to improve their soft skills and to be more ready for the labour market.





The background features a vibrant, abstract composition. It includes several overlapping silhouettes of human profiles in various shades of orange, red, and pink. These silhouettes are set against a backdrop of large, soft-edged shapes in shades of purple, blue, and red. A prominent white circle is centered on the page, containing the main title. The overall aesthetic is modern and artistic, suggesting themes of diversity and human connection.

# **IDENTIFICATION OF GOOD PRACTICES**

## IDENTIFICATION OF GOOD PRACTICES

Each partner organization identified existing good practices at different levels, where EI has been included in training programmes in the field of adult education. They could select a project, an activity, a workshop or some specific methodology created or used by the organization itself or by a local partner. Also, all entities used the same tool to collect the necessary information.

## SPAIN

INTEMO AND INTEMO + PROGRAMMES	
Purpose	To train Emotional Intelligence skills: perception, use, understanding and handling of emotions.
Learning objectives	<ul style="list-style-type: none"> <li>• Perceive emotions.</li> <li>• Employ emotions.</li> <li>• Understand emotions.</li> <li>• Manage emotions.</li> </ul>
Instructions for the development of the tool (methodology and basic contents, methods and techniques)	<p>Each session is designed as follows:</p> <ul style="list-style-type: none"> <li>• Review of the previous session.</li> <li>• Explanation of the objective of the current session: development capacity.</li> <li>• Connection of the skill with real life.</li> <li>• Exercises to train the skill.</li> <li>• Summary of the session and its daily applications.</li> </ul> <p>The content of the Program is the four abilities of Emotional Intelligence: perception, assimilation, understanding and emotional regulation.</p> <p>General characteristics:</p> <ul style="list-style-type: none"> <li>• Encourage student participation (for example, games, role-playing, group activities, video, etc.) and the practice of skills in each session.</li> <li>• Try to connect the skills trained in each session with your work in the daily context.</li> <li>• Work in small groups throughout the program.</li> </ul>
Duration	Each programme has duration of 12 annual sessions of one hour per week.

Group size and characteristics	Approximately 25 teenagers. The programme can be adapted to other populations (adults, children, etc.).
Tools and materials– Environment and context	<ul style="list-style-type: none"> <li>• Tools and materials: games, role-playing, group activities, video, etc.</li> <li>• Context: A class with space for 25 participants.</li> </ul>
Created or adapted by	Created or adapted by: -Ruíz-Aranda, D., Cabello, R., Salguero, J. M., Palomera, R., Extremera, N., & Fernández-Berrocal, P. (2013) Cabello, R., Castillo, R., Rueda, P., & Fernández-Berrocal, P. (2016). <i>INTEMO + program. Mejorar la inteligencia Emocional de los adolescentes</i> . Madrid: Pyramid
Advice for facilitators	The book explicitly details all the steps and activities to be carried out.

### ReflejArte (REFLECTART)

Purpose	It is one of the tools of the programme designed to foster creativity and develop empathy, self-confidence, identification and emotional expression, decision making, self-control and social skills. Resource based on Visual Arts, helping students from 6 to 16 years old since 2006.
Learning objectives	<ul style="list-style-type: none"> <li>• Introduce aesthetic experience to knowledge processes: learn with meaning, emotion and expression.</li> <li>• Make contact with works of art and understand them in a fun and didactic way, using individual and group observation and the discovery of a variety of different concepts.</li> <li>• Develop socio-emotional attitudes and skills such as empathy, identification, active listening, respect for the opinions of others, assertiveness and creativity.</li> </ul>
Instructions for the development of the tool (methodology and basic contents, methods and techniques)	<p>Three consecutive and interdependent steps:</p> <ul style="list-style-type: none"> <li>• Motivational activity.</li> <li>• Session in the Exhibition Hall (CB)</li> <li>• Creative and collaborative work of the students.</li> </ul> <p>The result is shown in the exhibition: "We are Creative"</p> <ul style="list-style-type: none"> <li>• Step I: Participants work in the school before attending the session at the Botín Center with their teachers. The first activity involves families.</li> </ul>

	<p>The result is shown in the exhibition: "We are Creative"</p> <ul style="list-style-type: none"> <li>• Step I: Participants work in the school before attending the session at the Botín Center with their teachers. The first activity involves families.</li> <li>• Step II: The arts session takes place in the exhibition, using the emotions produced by art. "Visual thinking strategies" are used by mediators. Talk together about art, emotions and creativity with the students.</li> <li>• Step III: it takes place in schools. At this time, they talk about the concepts learned in the exhibition hall and express themselves creating their own work of art.</li> </ul>
Duration	Throughout the academic year.
Group size and characteristics	<p>Students from 6 to 16 years.</p> <p>The RE variables are strengthened at the primary and secondary levels using visual arts</p>
Tools and materials – Environment and context	<p>The work is divided into three consecutive and interrelated stages that revolve around an art exhibition.</p> <p>They connect recreational activities with the art exhibition selected and exhibited at the Botín Center.</p>
Created or adapted by	Botín Foundation's "Responsible Education" Program
Advice for facilitators	<ul style="list-style-type: none"> <li>• Before starting (Individual artistic work; group conclusions; family participation).</li> <li>• During the session (Visit to the art exhibition / Virtual art exhibition).</li> <li>• After the session (Collaborative artistic creation and final exhibition).</li> </ul>

<b>MENTORIA</b> <b>Tutoring in the Faculty of Psychology and Educational Sciences  of the University of Porto</b>	
Purpose	With the participation of students who already attend the different courses, and coordinated by a team of professors, MENTORIA aims to support new students from the first day they arrive at the university and stimulate, throughout the academic year , healthy practices in the experience of higher education.
Learning objectives	<ul style="list-style-type: none"> <li>• Support the students in solving any difficulty in the integration processes in the Faculty of Psychology and Education Sciences of the University of Porto (FPCEUP).</li> <li>• Promote feelings of personal well-being and belonging to the FPCEUP community.</li> <li>• Increase the quality of learning experiences provided by their frequency to the FPCEUP courses.</li> <li>• Promote the development of the potential of students, prevent school drop-out and promote academic success / progress.</li> <li>• Contribute to the development of relational skills.</li> <li>• Develop dimensions of study, research and intervention related to the integration and academic course of students.</li> <li>• Contribute to achieving a deeper research of global training and the strengthening of equity.</li> <li>• Promote in the student dynamics of coexistence, dialogue and daily cultural exchange.</li> </ul>
Instructions for the development of the tool (methodology and basic contents, methods and techniques	There is a tutoring room in the Faculty where almost all activities are carried out. Students can attend different activities organized by the tutoring, but they can also go to the tutoring room at any time they need it since there is a study room for students and mentors available at any time. Several activities developed by the tutoring are organized: individual support for students of the 1st year (follow-up of the students' first registration, academic tutorials), workshops (for example: vegan cuisine, yoga, ballet), socialization activities, cultural activities (Welcome parties for first year students, visits to the theater) and scientific events (I International Tutoring Seminar 2018).
Duration	Tutoring takes place throughout the academic year. The tutoring room is open every day during business hours.

Group size and characteristics	<p>Tutoring groups are composed by:</p> <ul style="list-style-type: none"> <li>• Students entering the different courses of the FPCEUP (tutored people);</li> <li>• Students who already attend FPCEUP and who volunteer to accompany their newly arrived colleagues during the academic year, promoting solidarity actions in higher education (mentors).</li> </ul> <p>In different activities, groups may have different sizes, for example, mentor and tutor, small groups like workshops and large groups as socialization activities or parties.</p>
Tools and materials - Environment and context	The activities are diverse, so different tools may be required. Vegan cooking workshop (for example, food and cooking items, oven); yoga (mats); welcome parties (food, music, group games), etc.
Created or adapted by	Developed by the Faculty of Psychology and Educational Sciences of the University of Porto in 2011/2012.
Advice for facilitators	Spreading of Tutoring work on social networks: <a href="https://www.facebook.com/mentoriafpceup">https://www.facebook.com/mentoriafpceup</a> <a href="https://www.instagram.com/mentoriafpceup/">https://www.instagram.com/mentoriafpceup/</a> <a href="https://www.youtube.com/channel/UCLR5XavOkjFQtJsIP0htH2A">https://www.youtube.com/channel/UCLR5XavOkjFQtJsIP0htH2A</a>

## UPGRADE

Purpose	UpGrade is a programme for the promotion and development of social skills (soft skills), which emerges as a response to the challenges of entering the labor market.
Learning objectives	<p>Contribute to personal and professional training that best suits the requirements of the labor market.</p> <p>Make participants aware of the importance of social skills as fundamental skills for the success of their personal and interpersonal performance and as a critical success factor in the business environment.</p> <p>Promote self-knowledge and a constructive and analytical analysis of their competencies with a view to becoming active subjects in the construction of their professional projects and career paths, promoting proactive attitudes towards the labor market and qualified training.</p>



	<p>Promote the “insertion” skills in the labor market of strategic planning and time management (especially through individual counseling / coaching and professional guidance);          Raise awareness among the participants about the importance of networks and business attitudes in their personal and professional projects.</p>
<p>Instructions for the development of the tool (methodological and basic contents, methods and techniques):</p>	<p>It is a programme aimed at employability and training of students, built under the motto of the development of personal and professional skills, being composed of two modules:</p> <ul style="list-style-type: none"> <li>• UpGrade: Explore Soft Skills: a free module of 5 sessions / conferences on skills and the process of transition to the labor market.</li> <li>• UpGrade: Work Soft Skills: module of 11 practical sessions on some social skills valued by the labor market and 7 hours of coaching and professional guidance (individual and group) with a registration fee.</li> <li>• Methodology:</li> <li>• Case studies (discussion and exchange of experiences, seeking to reflect on the concepts / competences of each session)</li> <li>• Moments in which the participants aim at self-knowledge (self-assessment / self-diagnosis, behavior assessment tools, etc., through which the participants critically and constructively analyze the level of development of their competencies). Practical exercises and brainstorming.</li> <li>• Group dynamics and role play (group or individual simulations that allow you to practice and evaluate the skills to be developed).</li> <li>• Auto online registration after each session (through moodle).</li> <li>• Group and individual training and training sessions (sessions will be carried out using the GROW method, so that participants can identify their objective (to promote their own employment), existing resources, difficulties and obstacles (and thus identify how to overcome them) and know and take advantage of the motivation and commitment to reach the goal.</li> </ul>
<p>Contents</p>	<ul style="list-style-type: none"> <li>• UPGrade Explore</li> <li>• "What is my talent?"</li> <li>• Machines vs. Humans - The Power of Competitions "</li> <li>• Personal marketing and career management</li> <li>• Communicate with impact - oral and written communication</li> <li>• Network construction and digital mindset.</li> <li>• UPGrade Work</li> <li>• UPGrade Work - inaugural session and welcome participants</li> </ul>

	<ul style="list-style-type: none"> <li>• Self-knowledge and development of personal power</li> <li>• Coaching and professional guidance</li> <li>• Emotional intelligence</li> <li>• Relationship and interpersonal communication</li> <li>• Effective group work and collaboration</li> <li>• Persuasion and negotiation</li> <li>• Problem solving and decision making</li> <li>• Adaptability and organizational adequacy</li> <li>• Storytelling: Tell your story!</li> </ul>
Duration	<ul style="list-style-type: none"> <li>• UpGrade explorer: 5 sessions - 9 hours</li> <li>• UpGrade Work: 11 sessions - 32 hours + 7 hours of individual coaching</li> </ul>
Group size and characteristics	<ul style="list-style-type: none"> <li>• UPgrade: Explore (social skills) - designed for students of all ages and study cycles and students of the University of Porto; limited to 120 participants (Right to receive a certificate with a participation in the module of 85%).</li> <li>• UPgrade: Work (social skills) - aimed at undergraduate students of the University of Porto who are unemployed and who have attended the UPgrade module: Explore (in at least 85% of the sessions). Limited to 28 participants (right to receive a certificate with a participation in the module of 85%).</li> </ul>
Tools and materials - Environment and context	<p>The activities are diverse, so different tools may be required. The UpGrade Explore should be performed in the auditorium and the UpGrade Work in meeting rooms suitable for working in small groups</p>
Created or adapted by	<p>Created or adapted by: Developed and promoted by the Office of Student Support and Employability of the University of Porto (GAEE), by the Organic Units of the University (through their representatives for the area of Employability and Career), with the support of the Organizational Psychology and Human Resources Unit (FPCEUP) and the Amadeu Dias Foundation.</p>
Advice for facilitators	<p>Website:  <a href="https://sigarra.up.pt/reitoria/pt/web_base.gera_pagina?P_pagina=1028488">https://sigarra.up.pt/reitoria/pt/web_base.gera_pagina?P_pagina=1028488</a></p>

# ITALY

D'Amico (2018) and collaborators created a set of methods for the promotion of emotional and meta-emotional intelligence. MetaEmotional Intelligence (MEI). MEI refers to the correspondence between the abilities of an individual in the emotional sphere and the system of beliefs and evaluations that the individual himself has about himself and his abilities in the emotional sphere (D'Amico, 2018).

MetaEmozioni, has been designed in different versions, in order to apply it in various contexts, such as the school, or the juvenile justice field with children and adolescents but it can have interesting applications even with adults in the academic, sports, work context or in all those contexts in which there is a condition of emotional distress or you simply want to promote skills and emotional awareness. Currently, the method has been declined in three versions: MetaEmozioni-Test & Training, MetaEmozioni-Training and MetaEmozioni-Scuola. They are described in the following sections.

<b>MetaEmozioni-Test &amp; Training (MetaEmotions- Test &amp; Training)</b>	
Purpose	MetaEmozioni Test & Training is a method for the promotion of emotional and meta-emotional intelligence in clinical or counseling contexts. Since the MetaEmozioni-Test & Training foresees the application and scoring of psychometric tests, it must be conducted or at least coordinated by psychologists, even if many of the activities can be carried out by other professional figures, however trained in the context of emotional intelligence.
Learning objectives	<p>MetaEmozioni Test &amp; Training 's has the twofold aim to promote in learners the metaemotional knowledge of their own emotional abilities, and to develop emotional intelligence skills, in the following areas:</p> <ul style="list-style-type: none"> <li>• Area of recognition and non-verbal expression of emotions: the activities planned in this area concern the recognition and expression of emotions through the face and through other non-verbal communication channels, such as gestures, proxemics and haptic. This type of activity stimulates not only emotional and meta-emotional intelligence, but also more generally non-verbal intellectual functioning. It is in fact known that the face is the bearer of very rich and complex non-verbal information, which only people with good non-verbal skills are able to decode.</li> <li>• Area of emotional synaesthesia: includes the evaluation on the perception of images and on sensations. The concept of emotional synaesthesia is also introduced, allowing people to experience it in practical sensory activities on touch, color, shape, sound and music, taste, smell, and multisensory integration.</li> <li>• Developing the skills of emotional synaesthesia can be useful to stimulate participants to reflect on all the emotionally charged information that comes from the outside world.</li> </ul>

	<ul style="list-style-type: none"> <li>• Area of the understanding of emotions: includes the evaluation on the blending and on the transformation (or changes) of the emotions. Activities focus on understanding the emotional lexicon and on the interconnection between thought and language, both from words that express simple and complex emotions (mixtures of various emotions). Specific activities induce participants to reflect on the transformations of emotional states as a result of changing situations.</li> <li>• Area of emotional management: includes activities on the management of emotions through behavior on the management of emotions through thought. Activities focus on simulations of emotional problem solving situations on a personal and relational level to verify individual coping styles. Role-playing methodologies are used, focus groups as well as some basic elements of second-and third-generation cognitive behavioral techniques (eg, reflections on thought restructuring or acceptance).</li> <li>• Area of genesis and use of emotions: another goal of MetaEmozioni is to introduce to participants the idea that emotions can be regulatory tools of the behavior, thinking and the same emotions, both on a personal and interpersonal level.</li> <li>• A first step may be to induce participants to select a range of "useful" emotions, that can help us to adopt behaviors appropriate according to the circumstances. Then, activities are aimed at helping participants to learn techniques for generating emotions useful for regulating behavior, thinking or emotional states.</li> </ul>
<p>Instructions for tool development (methodology and basic contents, methods and techniques):</p>	<p>MetaEmozioni-Test &amp; Training starts from the assessment of the meta-emotional Intelligence of the participants (beliefs, self-concept, ability and self-assessment of performance) and from the return of the obtained results, up to the realization of specific strengthening activities. The function of evaluation is not aimed, as in many clinical or research protocols, at verifying the effectiveness of the treatment, but rather aims to stimulate the meta-emotional reflection on one's own strengths and possible areas for improvement and becomes itself integral part of the processing.</p> <p>Assessment tools: IE-ACCME is used for children between 10 and 18 years of age. In fact, the optimal application of MetaEmozioni-Test &amp; Training is in this phase with adolescents, precisely because the IE-ACCME test offers all the information relating to beliefs, self-concept, skills and self-assessment of performance, necessary to start this self-cognitive path.</p>

However, experimental applications have already been carried out also with adults, and in particular with university students, combining the use of the Italian Version of the MSCEIT (Mayer, Salovey, Caruso, Emotional Intelligence Test, 2002) with some of the scales of the IE-ACCME. In particular, before completing the MSCEIT, participants are asked to fill in the CE and CME scales (which are currently being validated on adults) and also, similarly to what is provided in the IE-ACCME, at the end of each MSCEIT task you are asked to evaluate your performance.

In the case of children aged 7-10, a version of the IE-ACCME for children has been developed and is actually under standardization. Setting: MetaEmozioni-Test & Training can take place individually or in small groups. The optimal situation is obtained in the small group (5-10 participants).

The ideal setting to carry out the activities is a not particularly dispersive and sufficiently comfortable environment, where it is possible both to use the support of desks and chairs as well as an area with rugs or mats for body relaxation and breathing, or simply for sitting conversation in a circle, in a non-formal setting. It is also necessary that computers, projector, audio video system and various types of consumables are available for specific activities.

MetaEmozioni-Test & Training involves different phases:

- compilation of the test,
- discussion of the results,
- start of the self-monitoring through the emotional diary,
- realization of the meetings for the performance of the meta-emotional activities,
- final focus group.

The compilation of the test (phase 1) can be done collectively during a preliminary meeting to start the activities. The test can also be completed individually, in which case the members of the group can meet and get to know each other during the meetings dedicated to the activities. The discussion of the results (phase 2) is carried out after the testing phase, and it could be very significant for participants, and constitutes an essential step for improving meta-emotional Intelligence.

We then proceed with the start of self-monitoring (phase 3) through the "diary of emotions". Participants are then given the "diary of emotions" an instrument of great importance because it allows the subject to enter into connection with his emotional sphere, although in a first phase this does not happen in a completely automatic and natural way. The goal is to ensure that the participants acquire, as a consolidated and completely natural habit, that of "listening" to their emotions, knowing how to recognize them and being able to identify the levels of energy and pleasure.

	<p>The weekly diary requires the subject to monitor his emotional state every day, and at various times of the day (indicatively, in the morning, in the afternoon and in the evening), noting the mood they are feeling at that precise moment (eg anger, sadness, resignation, joy, euphoria, happiness, apathy etc.). I doing that, and according to the Russell circumplex model of emotions (1980) they have to reflect on the level of energy and the level of pleasantness of their emotional state, self-assigning a score from 0 (low energy and low pleasantness) to 10 (high energy and high pleasantness) to their own state. This method inevitably leads to greater understanding and awareness of one's prevailing emotional tone. Furthermore, although not explicitly requiring it, the use of the diary also stimulates reflection on the most frequent causes and on antecedents, internal or external to us, of the onset of specific moods, but also of all the consequences that an emotion generates.</p> <p>In phase 4, a series of meetings start. In each meeting, on a weekly basis, the first element of discussion will be the content of the diary of the previous week. In a circle time setting everyone will be invited to give an emotional account of the past week, with the level of detail or confidentiality that it considers most appropriate. Then participants are presented with specific activities in the five areas of the method.</p> <p>During the final meeting (phase 5), the participants carry out, in a metacognitive perspective, a balance of the route and the emotional skills developed. Subjects are offered a final evaluation questionnaire of the course, of the individual activities and of the tools used, of which participants are invited to list strengths and weaknesses. During the final meeting the participants are also asked to carry out a summary of the emotional progress that has been recorded over the weeks through the "diary".</p>
Duration	<p>The application of MetaEmozioni-Test &amp; Training should last 12 sessions at least. Two of these can be devoted respectively to the initial assessment and final focus group phases, and at least 10 to the activities in each of the training areas. Depending on the time available, in order to stimulate some skills more effectively, it is suggested to increase the number of training sessions.</p>
Group size and characteristics	<p>MetaEmozioni is not only addressed to people who have specific personality or emotional disorders, but in most people, children, adolescents, adults, who have not had the opportunity to reflect deeply on their beliefs about emotions, on the concept of themselves emotional, and on one's emotional abilities.</p> <p>It can be applied by psychologists in clinical practice and in numerous contexts, such as schools, juvenile centers, prisons, reception centers, therapeutic communities, family homes, public organizations, training centers, public administration, etc.</p>

Tools and materials - Environment and context	All the activities are described and contained in the webplatform MetaEmozioni Test & Training. For using them it is necessary to have a computer connected to internet for projecting slides, images or videos, and some other things. For some activities it is also necessary to use paper, pencils, etc.
Created or adapted by	Created by Antonella D'Amico and MetaIntelligenze ONLUS

<b>MetaEmozioni-Training (MetaEmotions- Training)</b>	
Purpose	MetaEmozioni Training is a method for the promotion of emotional and meta-emotional intelligence in educational context. It is only focused on the educational activities for improving emotional and metaemotional intelligence and can be applied by educators, pedagogues psychologists and other types of social workers.
Learning objectives	Since MetaEmozioni-Training may be used by educators, pedagogues psychologists but also by other types of social workers, whom can have different level of expertise in psychological area, it includes only the more simple activities drawn from the following first four areas of MetaEmozioni: <ul style="list-style-type: none"> <li>• Area of recognition and non-verbal expression of emotions</li> <li>• Area of emotional synaesthesia</li> <li>• Area of the understanding of emotions</li> <li>• Area of emotional management</li> </ul>
Instructions for tool development (methodology and basic contents, methods and techniques)	MetaEmozioni can take place individually or in small groups. The optimal situation is obtained in the small group (5-10 participants). The ideal setting to carry out the activities is a not particularly dispersive and sufficiently comfortable environment, where it is possible both to use the support of desks and chairs as well as an area with rugs or mats for body relaxation and breathing, or simply for sitting conversation in a circle, in a non-formal setting. It is also necessary that computers, projector, audio video system and various types of consumables are available for specific activities. Phases: MetaEmozioni-Training involves three phases: 1) start of the self-monitoring through the emotional diary, 2) realization of the meta-emotional activities, 3) final focus group.

Duration	The application of MetaEmozioni-Training should last 8 sessions at least, two for each area. Depending on the time available, in order to stimulate some skills more effectively, it is suggested to increase the number of training sessions.
Group size and characteristics	MetaEmozioni-Training can be applied and in numerous contexts, such as schools, juvenile centers, prisons, reception centers, therapeutic communities, family homes, public organizations, training centers, public administration, etc.
Tools and materials - Environment and context	All the activities of MetaEmozioni are described and contained in the webplatform MetaEmozioni-Training. For using them it is necessary to have a computer connected to internet for projecting slides, images or videos, and some other things. For some activities it is also necessary to use paper, pencils, etc.
Created or adapted by	Created by Antonella D'Amico and adapted by MetaIntelligence ONLUS

### Metaemozioni-Scuola (MetaEmotions at School)

Purpose	MetaEmozioni-Scuola is a method aimed at developing emotional ability and Emotional Intelligence in the school context, and to guide teachers and pupils in developing “Emotionally Inclusive Schools”.
Learning objectives	<p>MetaEmozioni Scuola has 5 learning objectives:</p> <ul style="list-style-type: none"> <li>• Discover the world of emotions through emotional literacy activities: in this area teachers and students are illustrated a series of activities that can be carried out in class to initiate emotional literacy courses. Similarly to MetaEmozioni Training, only the first four areas of the general method are used: 1) recognition and non-verbal expression of emotions; 2) emotional synaesthesia; 3) understanding of emotions; 4) management of emotions.</li> <li>• Create emotional inclusive environment: environmental psychology is taken into consideration to induce teachers and students to reflect on the role that aspects of the physical context, such as the classroom and school environments, exert on our wellbeing on our emotions and on the way in which we learn. A series of activities are suggested to be carried out with the direct involvement of students and families to improve the school environment.</li> </ul>



	<ul style="list-style-type: none"> <li>• Building tools, materials and methods for emotionally inclusive schools: teachers and pupils are guided in the creation or selection of documentation tools and materials that facilitate the construction of emotionally inclusive schools and in particular: an emotional diary, an emotional thermometer; an emotional status to be displayed in the classroom and a bibliographical selection of stories or stories; a filmographic selection for the creation of a themed cineforum.</li> <li>• Transforming traditional teaching strategies into emotional-mediated teaching strategies: teachers and students are guided on the choice and use of specific methodologies, such as storytelling that allow the emotions to become a tool for learning.</li> <li>• Becoming ambassadors of emotional intelligence outside the school: a series of strategies are he suggested to teachers an pupils in order to convey the themes and contents that gradually emerge during the activities at school, also in the extracurricular context, for example: use of the emotional diary in the family or involvement of families in the realization of some phases of the journey (preparation of the physical environment, realization of the instruments, sharing of storytelling methods for home study, etc.)</li> </ul>
Instructions for tool development (methodology and basic contents, methods and techniques)	<p>Teachers participate in training-experiential workshops to become "ambassadors" of emotional intelligence in their schools.</p> <p>They are then provided with online activities and guidelines and with tutoring by psychologists trained on the method</p> <p>Teachers become part of the MetaEmotion community, helping to disseminate the method and to improve it.</p> <p>All the activities take place at school and involving all the class, sometimes dividing pupils in subgroups.</p>
Duration	The method should last all the school year, with at least one activity per week.
Group size and characteristics	The class group
Tools and materials - Environment and context	<p>All the activities of MeteEmozioni Scuolaare describer and contained in the webplatform MetaEmozioni-Training.</p> <p>For using them it is necessary to have a computer connected to internet for projecting slides, images or videos, and some other thinks. For some activities it is also necessary to use paper, pencils, etc.</p>
Created or adapted by	Created by Antonella D'Amico and MetaIntelligenze ONLUS



The background features a collage of abstract shapes and colors. On the right side, there are silhouettes of people's heads in profile, facing right. The background is composed of various shades of blue, purple, orange, and red, with some areas containing a pattern of small white dots. A large, light-colored circle is centered on the page, containing the text.

# **IMPROVEMENT PROPOSALS**

## IMPROVEMENT PROPOSALS

Some aspects related to the acquisition of key competences through Emotional Intelligence were analyzed, such as their applicability, knowledge, training programmes, expansion, results, etc., in the areas of intervention of the partners of this project. We have reflected from each of the partner countries on what would be the proposals to improve the knowledge of the general population, the training of educators, the expansion and inclusion of emotional intelligence in educational programmes, both system regulated education, as well as other adult education programmes, professional training, associations, etc.

In this section we present the proposals for improvement according to the data obtained in the surveys carried out, the interviews with experts, as well as the analysis made by the teams of professionals from each partner organizations of the three countries that participated in this project. Surely there will be many other aspects to improve, but after a few months of investigation and approximation to the reality of each of the participating countries we can offer proposals for improvement that are the starting point for the social, communicative and emotional skills of the population, especially of adult education.

### **Spanish partners (University of Malaga and Iniciativa Internacional Joven):**

- Achieve EI as a subject in primary education in the rest of Spain.
- Implement EI as a subject in early childhood education.
- Train teachers who must teach in IE.
- Include in the elementary and early childhood education the training course in EI.
- Develop specific material for the training of current and future teachers.
- Develop systematic evaluations to analyze the benefits of the implementation of the subject in schools.
- Develop audiovisual material to share the benefits and importance of EI with the public.
- Implementation of two levels of training in EI similar to language accreditations. The first level would correspond to the initial level (EI1) and the second level would be the advanced level (EI2).
- Create a teacher specialized in emotional education for secondary education, similar to specialists in other subjects (eg English).

### **Portuguese partner (University of Porto)**

Educational context / Higher education:

- Invest more in the development of social skills (in which we include socio-emotional skills) in the context of higher education and disseminate them.
- Continue with existing projects (for example, at the University of Porto - the UPGrade project and the FPCEUP the Mentoria (Mentorship).
- Introduce the rule that all students of any of the faculties have to take at least 3 credits in the field of social skills / emotional intelligence, mandatory for all graduate courses at the University of Porto.

Third sector and organizations:

- Offer continuous training on EI certified by the official College of Psychologists, for workers of social centers, organizations, etc.

## Italian partners (University of Palermo and Metainteligenze)

### Educational systems:

In consideration of the current situation of the Italian education system, which does not include the figure of the school psychologist, or tutors or mentors in cross-class management roles, the introduction of EI culture must pass for the training of all teachers, main and support, of all levels, as already indicated in the method of "MetaEmozioni Scuola".

From an organizational point of view, you could identify a reference teacher and organize intensive training courses for these teachers in the different schools. These trainers would be supported by an online platform with all the necessary resources for training (video lessons, teaching material In-depth reading, operation cards, evaluation tools, etc.). In addition, each teacher / contact person will be in charge of the training of the colleagues of the school to which they belong and thus transfer the knowledge and skills learned using the resources of the online platform. In this way, each teacher could effectively add in their lessons activities aimed at emotional literacy and, also, to transform the didactics into an emotionally mediated disciplinary teaching.

At the university level, it would be convenient to follow up on the proposal launched by this project together with the job placement center of the University of Palermo, to organize courses of emotional intelligence open to all students of the University that are heading towards the world of work.

### Organizational contexts, third sector:

- The well-being and productivity of an organization (public authorities, companies, schools, etc.) goes beyond the psychological well-being and emotional capacities of stakeholders and employees and, in general, of workers. Therefore, it is necessary to provide training moments.
- The project is designed to provide a series of experiences aimed at both the members of the working groups and the managers / leaders to support them in their work:
- Creation of a positive and shared emotional atmosphere within the working group.
- Acquisition of emotional competences, as a factor in the protection of psychosocial risks (work stress, exhaustion, workplace harassment, etc.).
- The management of tasks, functions and responsibilities in the work context.

### Society:

For an effective dissemination of EI it would be necessary to involve society as a whole, even outside the organizational and educational contexts (family, social networks, neighborhoods). This is a very ambitious goal, which must use a language that is accessible to all and to the most popular broadcast systems (TV, Internet, others). Even people who are outside the educational system play an important role both in raising grandchildren and in other people who are part of their social network, as well as citizens, who should be exercised in an increasingly conscious manner.



The background features a vibrant, abstract composition. It includes silhouettes of people's heads and shoulders in profile, rendered in shades of light orange and pink. These are set against a backdrop of overlapping, semi-transparent shapes in various colors: deep blue, purple, and red. A prominent white circle is centered on the page, containing the text. The overall aesthetic is modern and artistic, with a focus on human figures and bold colors.

# **CONCLUSIONS**

## CONCLUSIONS

Considering the work process that we have developed for all partner organizations, we can say that the expected results and achievements have been achieved with a high degree of satisfaction, despite the fact that the proposed objectives, for the short duration of this project, were quite ambitious.

The participation and communication between all the partners have made the overcoming of difficulties encountered during the implementation of the different activities and planned actions easy. Through this strategic partnership we have obtained common results to all partner organizations, but specific results and achievements have also been obtained, due to the implementation process, collaborators, methods, etc., of each of the partners. Both during the development of the different phases of the project, as well as the completion of the project, we are convinced that the actions committed will continue to have an important impact, not only on the actors directly involved, but also on other groups, people or entities, that somehow have been involved and interested in this project and its main theme.

To facilitate the understanding and have a more structured view of the results, we differentiate between tangible and intangible results. The tangible results created have been shared on social networks, web page / blog of the project and visibility events at local and international level made during the project. As well as, all the tools exchanged between the partners (already existing good practices) data analysis, proposals, etc., have been compiled in this book. After translating it in English, and in the mother tongues of each of the partner organizations, it will be available for all the people and institutions in the official website of this project ([inemotion.aiij.org](http://inemotion.aiij.org)), as well as in the web pages of each one of the official partners of this project. After the completion of the project, it will remain on the network; therefore, it will last over time and can also be used and explored once the project has been completed by other entities and / or stakeholders.

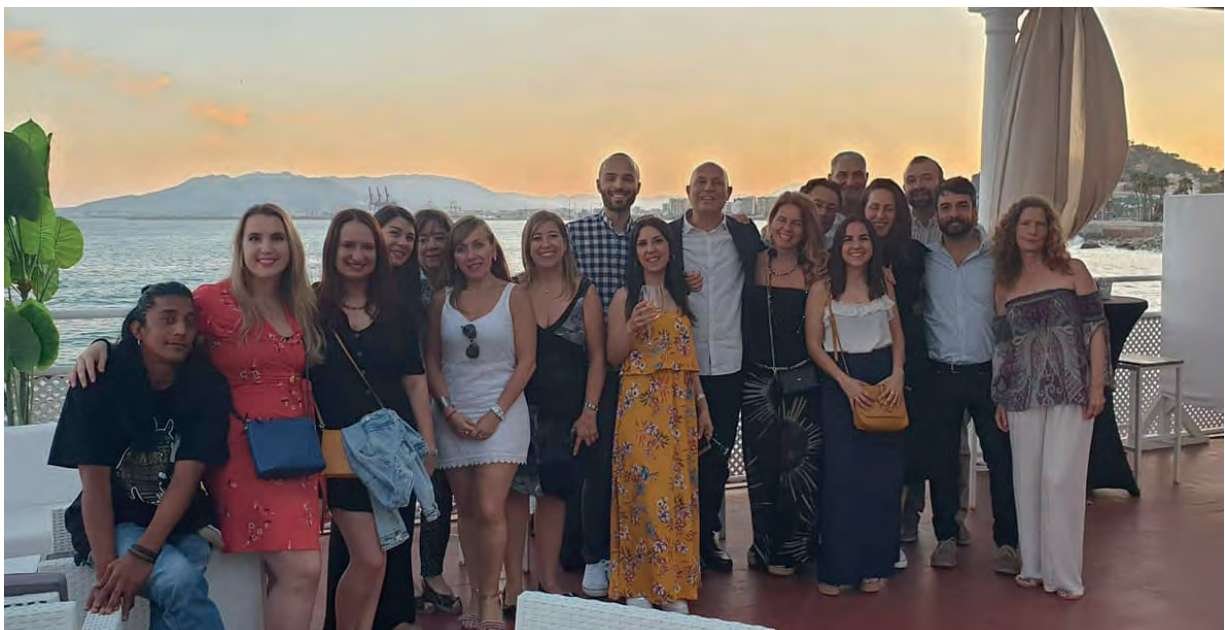
Some of the material results that have occurred in this strategic partnership have been:

- Monitoring and evaluation reports that the partner organizations have presented at the end of all the activities and phases of this project.
- Informative brochures and other dissemination materials created to publicize the project, its objectives, its activities and results.
- Videos created to give visibility to the project, about the process, methodology and main activities.
- Visibility and dissemination tools created: webpage, social networks (accounts on Instagram and Facebook) and the final project book.
- Regarding intangible results:
- New knowledge and experiences shared and exchanged by organizations, participants and their members, in the field of emotional intelligence as an instrument for the development of skills in adult education and as a tool for social transformation.
- New key competences acquired (and others competences improved), by the direct beneficiaries of the partner organizations.
- More commitment and involvement at international level of organizations from different countries with experience at local and international level in the main topics addressed in the project.
- Sensitize the general population about the importance of developing educational programs



that include Emotional Intelligence at all academic levels, as well as developing EI as a tool for personal and professional development.

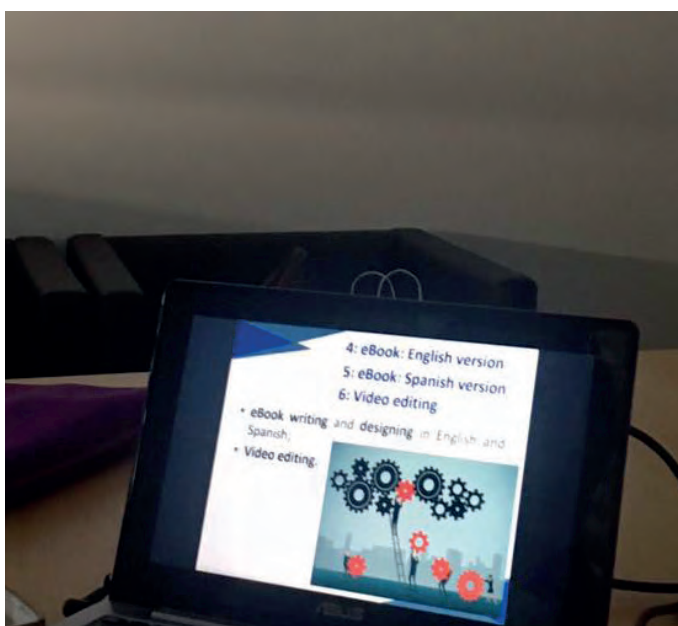
- Strengthening contacts already established between partners of different projects and existing networks, as well as expanding them.
- Creation of new local and international networks for future interventions.





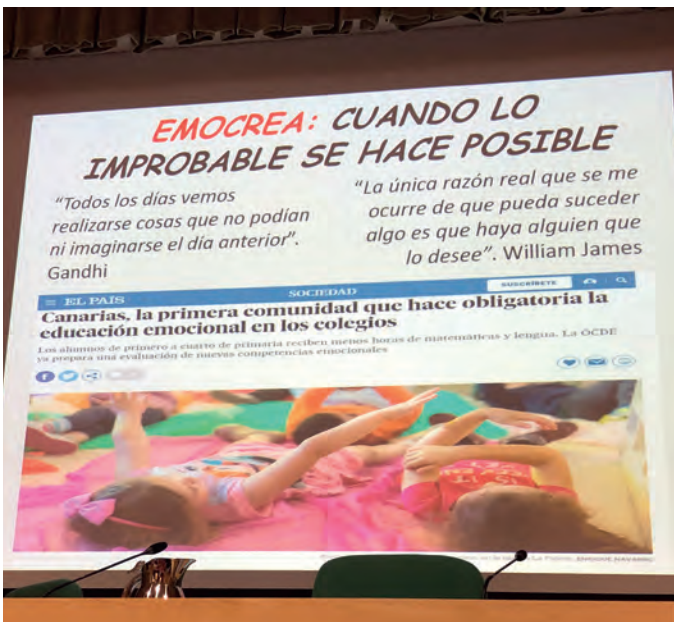
The background features a vibrant, abstract composition. It includes several overlapping silhouettes of human profiles in various shades of orange, red, and purple. A large, bright white circle is centered in the foreground, serving as a backdrop for the text. The overall aesthetic is modern and artistic, with a mix of solid colors and patterns like a dotted grid in the upper right.

# **VISUAL RESOURCES**













The background features a vibrant, abstract composition. It includes silhouettes of people's heads and shoulders in profile, rendered in shades of light orange and pink. These silhouettes are layered over a background of overlapping, semi-transparent shapes in various colors, including deep blue, purple, and red. A prominent white circle is centered in the lower half of the image, serving as a backdrop for the text. The overall aesthetic is modern and artistic, with a focus on human connection and diversity.

# **ACKNOWLEDGEMENTS**

# THANKS

First of all, we would like to thank the Erasmus + Programme of the European Union for the co-financing of this project, as well as all the partners of this project for their effort, dedication and contributions, to the participants and to the direct and indirect beneficiaries for their active participation and motivation



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## PROJECT PARTNERS



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DE MÁLAGA



UNIVERSITÀ  
DEGLI STUDI  
DI PALERMO



## COLLABORATORS:

We also thank all the collaborating entities for their support and interest in this project.



The background features a vibrant, abstract composition. It includes silhouettes of people's heads in profile, some facing left and some right, rendered in soft, pastel colors like light blue, pink, and orange. These silhouettes are layered over a background of overlapping, semi-transparent shapes in various colors, including deep blue, purple, and red. A prominent feature is a large, bright white circle in the center, which serves as a focal point for the text. The overall aesthetic is modern and artistic, with a focus on human connection and communication.

# **CONTACTS**

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