



**ERASMUS+ KA220- YOU - Cooperation partnerships in youth.
"CURIE - Changes for youth education in relationship management with Emotional
Intelligence" - 2023-1-IT03-KA220-YOU-000160281**

EMOTIONAL INTELLIGENCE IN SPAIN: GOOD PRACTICES

Due to the importance of emotional intelligence in the different areas of our lives (work, personal and social), different actions have been carried out in Spain to promote its development, which are shown below.

"Responsible Education" Programme of the Marcelino Botín Foundation

The Botín Foundation was created in 1964 by Marcelino Botín Sanz de Sautuola and his wife, Carmen Yllera, to promote the social development of Cantabria. Today it maintains its focus on Cantabria and is active throughout Spain and Latin America, contributing to the integral development of society by exploring new ways of detecting creative talent and using it to generate wealth.

Its main headquarters are in Santander, and since 2012 it has had a branch in Madrid. The Foundation's most important project is the Botín Centre. Inaugurated in June 2017 in Santander, it is an art centre that aims to generate social development and wealth by harnessing the potential of the arts to awaken creative capacity.

Description

"Responsible Education" is a pioneering and innovative programme, created and promoted by the Botín Foundation, which promotes the emotional, social and creative development of children and young people between the ages of 3 and 16, boosting their talent and creativity to help them become autonomous, competent, supportive and happy.

Through a series of educational resources based on different creative disciplines such as literature, music or plastic and visual arts, more than a thousand learning situations have been developed to work on the different curricular areas through work with teachers, students and families.

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The "Responsible Education" programme helps students to know and trust themselves, understand others, recognise and express emotions and ideas, develop self-control, learn to make responsible decisions, value and care for their health, improve their social skills and develop their creative abilities.

Currently, more than 700 national and international schools are part of the "Network of Responsible Education Centres". In Spain, schools from Cantabria, Madrid, La Rioja, Navarra, Galicia, Murcia, Castilla y León, Aragón, Valencia and Catalonia participate. In addition, the international extension is located in Uruguay, with the fundamental support of the Asociación Civil Emocionarte and Plan Ceibal, Chile, with the help of the Corporación Adelanto Amigos de Panguipulli, Mexico, promoted by PROED with the invaluable help of the Fundación Gigante and three countries in Central America (Honduras, Nicaragua and El Salvador) with the support of the Fundación Terra.

How to join

The "Responsible Education" programme is aimed at public, state-subsidised or private educational centres that wish to participate in this initiative and are committed to doing so for at least three years, which is the estimated time required for its implementation. Participation must be voluntary, and will be supported by the institutional collaboration and accompaniment of the Botín Foundation's Education Area and the external evaluation of its implementation.

In addition, public and private institutions have established agreements with the Botín Foundation to develop the programme in each location, creating a base team made up of a general coordinator and educational advisors. These are in charge of training and monitoring the centres to ensure that the programme is properly implemented and extended, accompanied at all times by the Botín Foundation.

In Madrid and Cantabria, the Botín Foundation launches a call each year to incorporate new centres. Participants are selected on the basis of the following criteria:



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- Motivational criteria: Willingness and commitment of the school to be involved in the programme; Copy of the link to the school's video.
- Pedagogical criteria: Prior training on personal and social competences.
- Organisational criteria: Human resources; Technical resources.

In the rest of the Spanish regions, it is the Education Departments involved who lead the extension of the programme, accrediting all the training processes and issuing their own annual call for applications. In Uruguay and Chile, implementation is made possible through collaboration between public-private institutions.

Methodology

The process of implementing the programme in each school lasts three years. The participation of the teaching staff, with the support of the management team, is essential in order to integrate the Responsible Education programme throughout the educational community. For this reason, it is a fundamental requirement to take it on voluntarily as one of the priority lines of the centre's educational project.

Each centre creates its Responsible Education team, made up of a coordinator and a group of teachers who are responsible for each of the educational resources that make up the programme: Reading and Emotions (LEE); Literature, Emotions and Creativity (LEC); The Choir of Emotions; ReflejArte and the Tool Bank.

The profile of the coordinator is responsible for leading the programme, being in contact with those responsible for the resources and being the main link between the school and, in each case, the Botín Foundation or the Regional Ministry of Education.

During the implementation period, the school gradually expands the application of the educational resources from small groups of teachers and pupils to the whole school. The teaching staff receive face-to-face training to improve their affective, social and creative skills during this time and are involved in the overall evaluation process.



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YEAR 1: INITIAL PHASE

- Initial training for the team
- ER of the Centre
- Online training
- Face-to-Face Training: Effective Development Module

YEAR 2: EXPANSION PHASE

- Creation of Working Groups
- Face-to-Face Training: Social Development Module

YEAR 3: CONSOLIDATION

- Outreach Working Groups
- Face-to-Face Training: Creativity Development Module

At the end of this period, the centres are considered "graduated centres", being identified as centres belonging to the Network of Responsible Education Centres. Thus, they become a reference for other centres and benefit from a complementary training plan and special content on the programme's website.

Resources

The Responsible Education programme is based on the application, from different curricular areas and school contexts, of its educational resources, materials that are developed from literature, music, plastic and visual arts... adapting to the different educational stages from infant to secondary (3-16 years) and attending to different profiles of educational centres integrated in the Network. Teachers are also trained in the application of these educational resources in the classroom.



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- Bank of audiovisual tools (from 3 to 16 years old): Ideas and proposals for the promotion of well-being and the integral development of pupils through audiovisual supports and group work techniques that encourage and facilitate their active participation.
- Reading and emotions (3 to 5 years old): Books, activities and strategies that promote the identification and emotional expression and the approach to reading from the pre-reading stage of infancy.
- The choir of emotions (from 3 to 16 years old): Choral singing is a powerful playful tool available to anyone. Regardless of their musical talent. It is used in the infant, primary and secondary stages with the whole class.
- Reflejarte (from 6 to 16 years old): Through the plastic arts, the ER variables in primary and secondary school are strengthened. It proposes work divided into three interrelated and consecutive phases articulated around an exhibition.
- Playing emotions (from 14 to 16 years old): The resource that will help you to work on Responsible Education competences from contemporary narratives, independent video games. Related activities in three consecutive phases around a video game.
- Literature, emotions and creativity (from 6 to 16 years old): Resource to work on ER variables in primary and secondary school through literature. Playful activities with books that are carried out before, during and after reading.

Evaluation

Numerous studies have shown the benefits of emotional education in the learning, well-being and overall development of students. The intensive application of the Botín Foundation's Responsible Education programme is evaluated externally in order to determine its impact and effectiveness in the classroom. In this sense, a pedagogical and a psychological evaluation is carried out periodically.

- The external pedagogical evaluation is carried out annually and analyses the degree of teacher satisfaction with the training received, the usefulness of the



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resources provided to implement the programme in the classroom, as well as the development of students' socio-emotional and creative skills.

- The external psychological evaluation consists of a longitudinal study of the psychological impact of the Responsible Education programme on the socio-emotional development and creativity of pupils, the improvement of coexistence and the school climate in the educational centres of the ER Network.

Pending the finalisation of a new evaluation, the latest results published in 2018 on the psychological impact of the Responsible Education programme demonstrate a double effect: functioning as a promoter of emotional development and, at the same time, protective against violent and socially withdrawn behaviour.

1. Students improve in identifying and understanding their emotions, as well as in their creativity.
2. Teachers observe a decrease in aggressive behaviour, social withdrawal and a decrease in anxiety in pupils.
3. Families perceive improvement in emotional skills and pro-social behaviours such as generosity, empathy and collaboration.
4. In the schools, an improvement in coexistence, school climate and pupils' well-being can be observed.

Benefits

Research carried out so far by the Faculty of Education of the University of Cantabria shows that there are significant relationships between the skills trained by the Responsible Education (RE) programme and important aspects of students' lives, both inside and outside the classroom.

Studies show that Responsible Education promotes emotional, social and creative development, and acts as a protective factor against violent behaviour and social withdrawal; these effects last over time.



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The main findings on the benefits of the programme point in three directions:

Firstly, the scores indicate greater emotional self-awareness (+8%), better stress management (+3%) and less withdrawal (-19.8%) at 12 years of age. The Responsible Education programme proposes the implementation of activities in which skills related to emotional identification, regulation and expression are developed. It also offers strategies that allow students to reduce stress and anxiety levels in different situations; exams, novel events or unexpected events.

Improved stress management and decreased anxiety levels are also related to students' improvement in tasks related to memorisation, recall and problem solving.

Secondly, the results point to an increase in creative capacity (+15%) in children aged 5 to 9 years who participate in the ER programme on an ongoing basis. All the educational resources (Reading and Emotions; Choir of Emotions; Reflejarte; Tool Bank; Literature, Emotions and Creativity) are designed to work from the arts, curricular areas, or tutorials, and are based on active methodologies that propose to generate experiential learning spaces that favour the establishment of bonds of trust between the learner and the educator. And these spaces, as empirical experience shows, help to promote talent and the development of creativity in the classroom. In this way, they stimulate the flow of ideas, the willingness and initiative to create, the development of autonomy, the increase of curiosity and the development of critical and divergent thinking in students.

Thirdly, the findings show a reduction in the occurrence of aggressive behaviour (-23%) in older pupils. In the youngest students, a particular improvement is observed in skills related to prosocial orientation. Both teachers and families appreciate the improvement in students' ability to put themselves in the place of others, a greater willingness to collaborate and more generous behaviours with peers and in the family environment. This research, in addition to confirming the benefits for children and young people of systematic training in Emotional, Social and Creative Intelligence skills, reveals the strong influence that teachers have on the development of these competences in their students.



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Emotional Intelligence" Programme of the Provincial Council of Guipúzcoa

The Provincial Council of Gipuzkoa, through the Department of Innovation and Knowledge Society, is committed to the development of Emotional Intelligence in the school, family, organisational/business and socio-community spheres. This commitment translates into promoting and integrating an emotionally intelligent territory and an innovative territory: Gipuzkoa. In fact, the development of Emotional Intelligence is one of the four strategic objectives of the Department.

For this reason, in the educational field, the training of management teams and teachers is promoted through a training itinerary, awareness-raising actions, pilot actions in schools, impact assessments, etc.

Description

The aim of this project is to offer the entire educational community of Gipuzkoa, from 3 to 20 years of age, a practical and orientative programme, as well as a transversal one, for the development of Emotional Intelligence, from "tutorial action", with the aim of ensuring that young people, at the end of their academic training process, have also acquired emotional competences that will allow them to:

- Increase their level of personal well-being.
- To become responsible, committed and cooperative individuals.
- Improve their quality of life, both physically and emotionally, on a journey to be happier than previous generations.
- Increase their professional achievements.

Methodology

Following the programme model, the project has the following phases:



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1. Context analysis: environmental context, structure, format (duration), resources, situation of the teaching staff, school climate, etc.
2. Identification of needs: target groups, objectives...
3. Design: rationale, formulation of objectives, contents to be developed, selection of activities, resources, deadlines, target groups, evaluation criteria and costs.
4. Execution: implementation of activities. Attention to possible variations.
5. Evaluation: it is not enough to provide assessments, evaluation is one of the basic elements.

Resources

The materials, available free of charge on the Euskadi.eus website, are divided into different guides and practical information sheets depending on the educational stage of the target audience:

- Infant 3/ 4 years
- Infant 5 years old
- Primary 6- 8 years
- Primary 8-10 years
- Primary 10-12 years
- Secondary 12-14 years
- Secondary 14-16 years
- Baccaureate 16-18 years

Evaluation

The foundations of this procedure are to be found in the systematic elaboration of a "Session Diary" and in the "Analysis of the products of the activities". Two tools are proposed for this purpose:

- The diary, in which everything that happens is described. By means of a narrative register, the diary records the behaviours that appeared, the contents that are

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expressed and the products of each activity (drawings, stories, masks...). If the dimensions are larger than those of the diary, it is advisable to take a photo corresponding to the product produced.

- The questionnaire is the tool that at the end of each activity offers a reflection on the functioning of the programme, helping us to identify ways of improvement and developing new strategies for action in the face of the difficulties or situations observed. Taking into account the activity diary, the questionnaire contains various evaluation indicators which should be taken into consideration in each activity and which help to evaluate the activity: degree of enjoyment, degree of participation, group climate, communication-listening and degree of achievement of objectives.
- Level of pleasure: observe what emotions the participants in the group show when they experience the activity. Assess spontaneous emotional expressions, such as laughter, facial expressions, happiness, etc.
- Degree of participation: observe whether small group or whole group activities involve all learners.
- Group climate: observe the emotional expression of the students. Observe whether in group activities respect, dialogue, coordination or resistance, aggressiveness or even passivity are appreciated.
- Communication and listening: to assess whether the instructions of the activity offered by the adult are listened to, whether the participants actively listen to each other during the sharing or reflection, and whether communication within the group is effective during the development of the activity.
- Degree to which the objectives have been achieved: to assess whether and to what extent the objectives proposed at the beginning of the activity have been achieved. These indicators will be evaluated on an estimation scale from 1 to 10.

To conclude the questionnaire, two more aspects to be assessed by the adult are proposed:

- Positive elements and difficulties of the session and how to improve them.
- Description of the subjective impression of the session



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INTEMO/ INTEMO+ Programme of the University of Malaga

The Emotions Lab, a research group at the University of Malaga, has been investigating the vital role of emotions in people's health and well-being since 1996. Its focus is on understanding the origin and nature of emotions in order to provide practical tools to help people understand, use and manage their emotions in an intelligent and positive way. This knowledge not only improves individual and professional well-being, but also contributes to social and economic development, fostering healthy relationships and building an emotionally intelligent society.

Among the different actions they have developed over the years is the "INTEMO" and "INTEMO +" programme, financed by the Spanish Government and the Andalusian Regional Government.

Description

It is a programme aimed at promoting long-term mental health through the development of emotional intelligence, based on the emotional skills model of Mayer and Salovey. The 2016 version "INTEMO +" is the updated version of this programme and presents greater complexity and dynamism in the activities, suggesting that a gender perspective is provided to them; the connection with other contexts (family or friends) is more favoured; and an attempt is made to make a transversal integration of emotional intelligence in the school curriculum.

In addition, this programme also attaches great importance to the training of educators in their own emotional intelligence and in how the INTEMO programme is applied so that they can deliver it in schools, as well as to the evaluation of the application at the end of the programme.



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Methodology

This programme is implemented both by members of the UMA Emotions Laboratory and by external staff, who are trained in EI, providing them with the necessary skills to carry out the programme.

It is based on a theoretical model of EI that assumes that it is a skill composed of four branches: Emotional Perception, Emotional Assimilation, Emotional Understanding and Emotional Regulation (Mayer & Salovey, 1997).

It is structured in twelve one-hour sessions (three for each branch of EI), once a week, usually at the time established for tutorials. In addition, the INTEMO+ programme includes 2 more sessions to train the four skills together.

It is eminently practical. After a brief theoretical introduction, the activity begins, which may include games, role-playing or video forum, designed to encourage maximum student participation, most of which are worked on in groups. Afterwards, an activity is sent home with the aim of generalising what they have learnt in class to their daily lives.

Resources

It is a book with activities: games, role-playing, art activities, film forums and reflective activities. Its reference is as follows:

Cabello, R., Castillo, R., Rueda, P., & Fernández-Berrocal, P. (2016). INTEMO+ Programme. Improving the emotional intelligence of adolescents. Madrid: Pirámide

Evaluation

In the 'Closing of the Programme' session, suggestions are collected from the students regarding the best and worst rated activities of the programme and a sharing of all that



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has been learnt and their personal experience during the EI training sessions. It also contains pre- and post-intervention self-report questionnaires to assess effectiveness.

Benefits

Several quasi-experimental trials have been carried out to test the INTEMO Programme to assess the benefits in the development of different skills and in the minimisation of mental health problems, obtaining positive effects in the improvement of empathy and the reduction of aggression.

It has also been shown to be effective in promoting other mental health-related skills, decreasing risk factors that may lead to associated disorders (negative affect scores and symptoms such as anxiety, social stress, depression, feelings of helplessness and somatization are decreased in studies, while the MH-5 mental health measure increases); beyond 6 months after the intervention.

Ultimately, participants reported better psychosocial adjustment, with lower levels of depression and anxiety, less atypicality, somatization and social stress, and higher self-esteem, compared to students in the control groups.

Ulysses" Programme of the National Plan on Drugs

The National Plan on Drugs (PNSD) proposed this programme several years ago for the prevention of risk behaviours related to drug use, focusing on working on the capacity for emotional self-control as a protective factor against risk behaviours, providing useful strategies for adaptive coping with anxiety and anger.

Description

This is a programme for learning and developing emotional self-control aimed at pupils in the 3rd cycle of Primary Education (10-12 years) or first cycle of ESO (12-14 years) that we found very interesting and practical to use with them and with their peer groups.

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It takes as its point of reference the figure and experiences of Ulysses and his men during their long journey home after the Trojan War, masterfully recounted by Homer in the Odyssey.

The analysis of the different characters, and their emotional reactions, offers an attractive perspective on emotions. The figure of Ulysses is intended as an illustrative reference for the ability to manage emotional self-control.

Methodology

The programme consists of 10 practical work sessions of variable duration, designed to be carried out by monitors and educators in the non-formal educational environment, in which, through a dynamic, active and entertaining methodology, students learn to stimulate and strengthen their emotional self-control, while discovering one of the most relevant passages of universal literature.

It is structured in three parts:

- "A journey through the world of emotions". It is made up of sessions 1, 2 and 3, in which the concept of emotion, negative emotions and the relationship between emotions and interpersonal relationships are worked on.
- "Exploring our emotional control". It is made up of sessions 4 and 5, in which we work on coping styles and the components of emotional responses.
- "A journey through the world of emotions". It is made up of sessions 7,8,9 and 10, in which language, physiological responses, emotional expression and social skills are worked on.

The closing session of the programme is a game whose materials are made by the students themselves and which constitutes a playful and fun synthesis of what has been learnt throughout the work sessions.



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The line of work in each of the sessions is always the same: first there is a short reading of one of Ulysses' experiences after the battle of Troy, then a series of activities related to the content of each of the sessions and, at the end of the sessions, there is an activity called "remember", which aims to summarise and consolidate the knowledge acquired.

Resources

The Programme has two booklets, one for the monitor and one for the student, available free of charge on the Ministry of Health's website.

Monitor's Notebook: designed to facilitate their educational task, consisting of a theoretical support and a series of activities structured around the development of emotional self-control.

Student's Notebook: intended to be a fun, clear and entertaining work tool for students, combining a series of cartoons of Ulysses' journey, the core of the programme, with work activities and key ideas.

Evaluation

The evaluation of the design and materials of the programme is carried out at the same time as they are being developed, through continuous feedback between the drafting team and the team of experts in the evaluation work. For this work, the evaluation is carried out by a "Group of Experts", psychologists, pedagogues and sociologists, with experience in drug addiction prevention and numerous actions in programmes of this type.

The process is evaluated by means of a Process Protocol that collects information regarding the implementation of each of the sessions and the evaluations of the contents by the monitors who lead the sessions and the subjects who participate.



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REMO Company

Remo is a company, based in Malaga, whose objective is to analyse the environment of organisations in order to implement EI programmes that increase their potential and improve the working environment.

Specifically, Remo works with managers and middle management to improve their leadership skills; improve team motivation to achieve an attitude conducive to conflict resolution, both internal and external, within and outside the organisation; improve the work climate and job satisfaction, and greater personal knowledge, among other things.

Government of the Canary Islands

In the Canarian educational panorama, emotions and creativity have been included in the curriculum since 2014, through a subject of free autonomous configuration called "Emotional Education and Creativity" which promotes, from an absolutely educational approach, the emotional and creative development of students, assuming it from an integrated and cross-cutting perspective.

This subject, whose main purpose is the personal and social well-being of the individual, is a unique opportunity for teachers to educate children to learn to be happy, and to be more successful in schools.

It is important to highlight that this subject arises from the need to address, from an educational point of view, the relevant role that emotions and creativity play at school (both those of the pupils and those of the teaching staff and, in general, of the whole educational community). In this respect, it is the support and validation of the educational practices that, from a large part of the teaching staff, have been carried out in the Canarian educational system. It is also an incentive for these same teachers (and for those who have less in-depth knowledge of emotional education and education for creativity) to investigate the most successful practices that make Canarian schools a privileged place for personal and social fulfilment.



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Specific University Master's Degrees

Spanish universities, aware of the importance of developing specific training in this area, have developed specific master's degrees for the development of emotional intelligence skills. The following are some of the most outstanding ones:

Master's Degree in Emotional Intelligence at the University of Malaga. It aims to train professionals from any branch in the development of emotional skills, following an experiential, dynamic and creative training for a comprehensive personal and professional development that complements the theoretical and scientific aspects with intensive practical work led by an expert tutor.

Postgraduate in Emotional Education and Well-being from the University of Barcelona. This master's degree is aimed at graduates who are interested in teaching classes at any age (children, teenagers, university students, etc.), as well as any worker who is responsible for human resources, or support professionals such as doctors, nurses, psychologists or lawyers, among others.

Master's Degree in Emotional Intelligence and Coaching in the Work Environment at the University of Barcelona. The aim of this master's degree is to develop the skills and competencies needed to manage human resources based on EI, as well as to prepare managers and human resources managers to help work teams face problems and take on challenges.

Master's Degree in Educational Emotional Intelligence from the Universidad Europea Online. This master's degree aims to train experts in emotional education in the classroom through communication techniques, tools and innovative methodologies.

Master of Lifelong Learning - Emotional Intelligence and Intervention in Emotions and Health of the Complutense University of Madrid. It includes a wide range of contents with a view to providing students with a complete and solid theoretical and applied training in the field of emotional intelligence.



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Master's Degree in Emotional Intelligence from the Universidad Nacional de Educación a Distancia. Its objective is to train professionals competent in assessing emotional intelligence, as well as in designing, applying and evaluating actions aimed at improving the emotional intelligence of others in different areas of intervention (health, personal growth, organisations and work, educational centres).

Guide to good practices in EI applied to occupational risk prevention by Muprespa

Fraternidad Muprespa is a mutual society that collaborates with the Social Security and considers emotional intelligence a key aspect to be addressed in Spanish companies, which is why it has created an applied guide on good practices in emotional intelligence within the field of occupational risk prevention.

Description

This guide aims to help improve the emotional intelligence of people in organisations. It is also intended to serve as a compendium of a series of good practices to be adopted by workers and organisations.

The guidelines set out in the following sections serve as a guide:

- Raise awareness among both employers and employees of the importance of emotional intelligence.
- Providing workers with guidelines to improve it.
- Fostering emotional leadership within organisations.
- Applying emotional intelligence in the prevention of occupational risks.

Fraternidad-Muprespa aims to provide organisations with tools to further improve their cultural performance in health and safety.

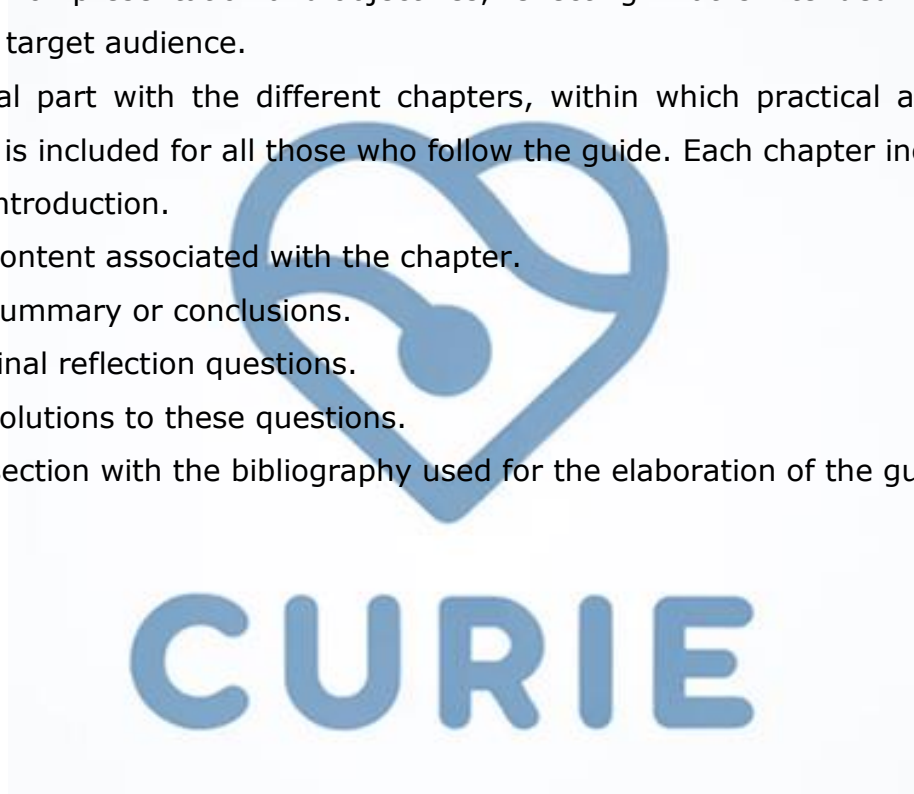


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Methodology

The guide is divided into the following sections:

- A brief introduction, where the guide is put in context.
- A section on presentation and objectives, reflecting what is intended with this guide and the target audience.
- A central part with the different chapters, within which practical and accessible content is included for all those who follow the guide. Each chapter includes:
 - Introduction.
 - Content associated with the chapter.
 - Summary or conclusions.
 - Final reflection questions.
 - Solutions to these questions.
- A final section with the bibliography used for the elaboration of the guide.





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RESOURCES

This guide is available free of charge on the [fraternity.com](https://www.fraternity.com) website.

"XII Conference on Emotional Education".

During the different editions of the emotional education days, the concept of teaching is approached in a different way, in a more interactive way and through Physical Education. In addition, the ultimate goal of the project is to use emotions in an active way, an approach that is a bit different from traditional education.

During the conference, neuroscience is a sector that is continually advancing and that makes a wide-ranging contribution to emotional education. In fact, the most recent findings support the fact that a characteristic of our brain that we could define as "neuroplasticity" means that its structure is constantly changing and never stops modifying. It is important to be aware of how emotions affect our brain on a daily basis in all the products we consume, social networks, such as Instagram, tik-tok, and all the stimuli that are generated in our brain. Taking all this into account, we can deduce that the importance of our physical and mental wellbeing directly affects the changes and structure of our neurons, the impulses of our brain can be atrophied or reinforced depending on the activity of our day to day.

Lleicop rules: emotions in physical education

During the XII Conference on Emotional Education, special emphasis was placed on neuroscience. The project coordinators were Blanca Barredo Gutiérrez, Rafael Bisquerra Alzina, Núria García Aguilar, Antoni Giner Tarrida, Núria Pérez Escoda and Amelia Tey Teijón.

During the process of creation and evolution of this initiative, different research and studies were collected that could help to establish relations between the aforementioned scientific



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concepts and education, which resulted in the project called "LLEICOP RULES: EMOTIONS IN PHYSICAL EDUCATION".

This idea aims to combine the development of emotional education using alternative tools that function as rather physical communication techniques. This type of activity stimulates the motor system as well as creativity and rhythm, and can be combined with cultural practices that define us as a society.

Purpose of the programme

Developing emotions, giving them the necessary importance, getting our body used to moving in a natural way and strengthening its capacities within physical education. It is especially important that the physical body itself is the protagonist.

The project approach

Motivate Emotional Education in the youngest members of society through the implementation of certain activities that will form part of a programme. These are some of its characteristics:

- The programme has as a reference a certain guide related to Emotional Intelligence whose creators were Mayer and Salovey at the end of the last century.
- According to this model, this field of intellect would enhance certain skills of perception, esteem and the ability to express emotions.
- In the paradigm presented in this project, there are four emotional skills or tools within the framework of teaching and learning.

The idea came up thanks to the activities proposed by the physical education of a programme with the aim of benefiting the school system of Emotional Education in Primary School. The activities included all kinds of tasks previously devised to include sufficient body and motor expression, creative activities and also relaxation.



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Development

Among his theories it can be discerned that this concept links several skills: the first one is to perceive, evaluate and express emotions, the next one is to access and create feelings, there is one more to understand these same emotions and the last one is to regulate them in a way that benefits both emotional and intellectual development.

In this kind of intelligence, we had also anticipated that four tools or situations stand out that can occur within the framework of teaching and learning:

- Emotional perception: Only involves the identification and recognition of the feelings of those around us.
- Emotional assimilation: Once we have recognised other people's emotions, we learn to act accordingly and become aware of how these other people's feelings influence our emotional state and our decision making.
- Emotional understanding: Understanding helps us to identify and classify emotions, discover why we feel them and establish possible short- or long-term consequences.
- Emotional regulation: Once we have mastered the previous tools, it is time for the worst part. Regulation attempts to achieve the ability to embrace both our positive and negative feelings and to select them according to our own convenience.

Objectives

- Empowering the Emotional Intellect and being aware of our own emotions.
- Use our motor system through activities and apply them in physical education.
- Gain body awareness and come to understand both our emotions and those of others.
- Give importance to rhythm, creativity and music and integrate them into the way of learning.
- Obtain new relationship and emotional intelligence tools to communicate and express ourselves better.
- To be able to create bonds of affection through our own means.



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This research, application and development work laid the theoretical foundations that led to the creation of the LLEICOP RULES: EMOTIONS IN PHYSICAL EDUCATION programme. The importance of the subject of physical education in primary education is essential and this programme aims to go a step further and include elements related to the rhythm and expression of our body, as well as focusing on the individual aptitudes of each pupil.

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