

IMPACT+EXERCISE TABLE

Project: "Increasing mutual understanding with YOUTH EMOTIONAL MANAGEMENT GUIDE"
(2018-1-CZ01-KA205-047836)

AREA OF IMPACT	IMPACTS/OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALES		
				SHORT TERM	MEDIUM TERM	LONG TERM
SYSTEMIC	Providing valuable resources for non-formal and formal educational sector	Implementation of the dissemination strategy and involvement of relevant stakeholders that received the project outputs. Answers to the teaching survey. Number of guide/teaching downloads.	<p>Final report: The 3 partners were using the guide and the teaching unit with youth workers, trainers and teachers in their local and international activities. The 3 entities are involved in other projects related to youth inclusion or abuse prevention (check the question about project sustainability) where the materials will be shared. Teaching survey: The survey conducted by external youth workers showed their high level of satisfaction with the content of the teaching unit. https://drive.google.com/drive/folders/1Pj7yxaRWq-il-gli1o3CaYKln81MkRyI?usp=sharing</p> <p>Publications downloads monitored by the applicant (25.1.2021): *Guide: 195</p>	✓	✓	✓

			*Teaching unit: 409 Availability of the project results for the European community: through the partners websites, E+ Result platform, EPALE or SALTO.			
	Raising awareness about the importance of integrating emotional management in educational activities to prevent exclusion, bullying, power abuse or gender violence and improve education success.	Implementation of the dissemination strategy and involvement of relevant stakeholders of the educational sector	Final report: Relevant stakeholders in the educational field were attending the multiplier events organised in each country. Dissemination file: See other educational institutions involved during the project: https://rb.gv/mbzxjw		✓	✓
	Improving awareness of the importance of promoting social inclusion and self-esteem among regional institutions	Our regional institutions are informed about project goals and results. Some of them were attending the multiplier events.	Final report: Representatives of public institutions were attending the multiplier events organised in each country. Dissemination file: Number of communications with our institutions (mails, calls, meetings, etc) Video testimonials: Representatives of some municipalities were recorded were attending the multiplier events: https://rb.gv/skurl7		✓	✓
ORGANISATIONS	Reducing skills shortages, gaps and mismatches that make difficult the daily work of their youth workers	Participating entities have shared the knowledge acquired during the project and the materials created through different activities mainly addressed to their own staff, collaborators, volunteers and learners.	Final report: evaluations made by the project coordinators of the internal workshops, testing sessions, etc were very positive. Participant's feedback: they reported to have integrated emotional	✓	✓	

			management techniques in their daily work with youth groups.			
	Increasing our project quality standards	Short term (project duration): Development of the dissemination strategy, undertake the risk assessment or the impact exercise, create nice materials for dissemination, etc. Long term: We will include these tools in our future projects.	Short term: Final report. Long term: Project managers feedback	✓		✓
	Acquiring an innovative way of operating towards disadvantaged youngsters	Being able to provide attractive activities for young people in risk of exclusion, engaging them better in non-formal learning.	Renovation of our working methods and inclusion policies		✓	✓
	More dynamic, committed and professional environment inside the organisations: staff motivated to research, learn and apply new pedagogical methods	Motivation of the participants in national activities to integrate the project knowledge (deep listening, non-violent communication, conflict resolution, exclusion prevention though emotional management) in their daily work with young people and to learn new methods to achieve it.	Youth workers testimonials: they reported to consider this knowledge useful for their daily work and to be curious about other methods to promote youth inclusion and quality learning		✓	✓
	Reinforcing cooperation with same partners	Our partners are willing to keep working with us (at least 1 new common project will be submitted with same partners in future calls).	Annual report of the entities.			✓
LEARNERS	Engaging marginalised youngsters in non formal education	Improvement of the learning environment and youth participation	Youngsters' testimonials: Learners reported a better learning environment and more participation of excluded youngsters.		✓	
	Knowledge transfer from youth workers to learners	Learners are now applying the same conflict resolution methods observed on their trainers	Youngster's testimonials: they reported that now it is easy to communicate		✓	

		and started to talk about the feelings experienced in challenging situations.	with trainers and colleagues. They also reported less conflicts since exclusion and feelings provoked are common topics. They also said they liked to participate in the teaching unit exercises to be aware about other's feelings.			
	Improvement of youth self-esteem	Learners feel confident to talk, share and be themselves in group	Youngster's testimonials: they reported be less afraid of asking or talking during the activities since there are no jokes from their colleagues (or they can say how they feel if people laugh).		✓	
STAFF	Improving teaching competences of youth workers and trainers, teaching in difficult contexts (marginalization, illiteracy or violence)	Our staff acquired new tools to deal with disruptive behaviors and other barriers to learning - to identify youth emotions and feelings - to reflect on the origin of youth learner's behaviours in class from an emotional perspective (demotivation, anger, frustration, violence) - to learn 5 specific tools to improve the attention given to youth emotions (reinforcing the prevention of conflicts and the inclusion) - to learn how to favor the discharge, not suppress emotions, but let them flow and learn how to manage them - to understand how youngsters can go from being oppressed to	Youth workers testimonials: they reported to have improved their teaching competences during the project		✓	✓

		oppressors.				
	Improve their inclusive skills and learn how to combating power abuse	The staff acquired new tools to favor the integration in society of the disadvantaged groups with we work with - helping young people to process the abuses received throughout life process - to identify main exclusion factors (reasons to receive mistreatment: racism, ageism, sexism, male domination, classism, their physical appearance).. - to make visible these social oppressions	Youth workers testimonials: they reported to be better prepared to prevent abuse and exclusion in their daily activities		✓	✓
	Improve their mediation and problem-solving skills	The staff is able to provide a better learning environment - to promote deep listening and respect among learners - acquiring new tools for conflict solving -to rise learners' self-esteem -to improve learners' participation and motivation for learning	Youth workers testimonials: they reported a learning environment with less conflicts		✓	✓
	Building key digital competences of youth workers	Number of staff creating and using the resources developed (guide, unit, videos, online surveys, online meetings, etc) Online activities: Due to COVID situation, some activities took place online: final meeting, one internal workshop in Spain).	Online writing of the publications: several youth workers from each entity were involved. Internal evaluation and final report: youth wokers reported to have learn how to use different applications for remote work (Drive, Skype, WhatsApp, Doodle, etc)	✓	✓	