



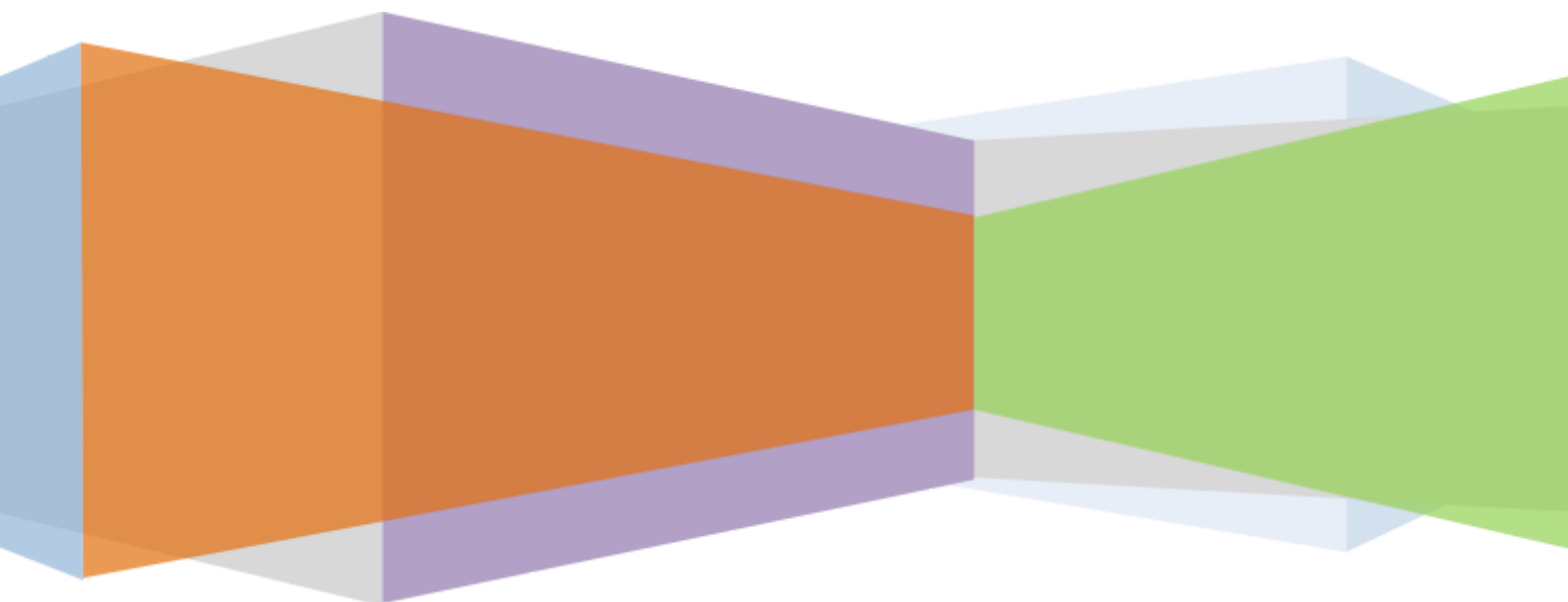
TOGETHER AGAIN

P R O J E C T

Common report

about the results of the survey of students

PR. 3 Preparation phase



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1. Project TOGETHER AGAIN

TOGETHER AGAIN: Practical techniques for relearning interpersonal relationships and fostering psychosocial development in the post-Covid 19 era is an Erasmus+ project in the field of School Education. The consortium consists of two types of organizations: training providers and secondary schools. The Erasmus+ project was approved and funded in 2021 under the coordination of:

- ❖ I Liceum Ogólnokształcące im. Władysława Orkana w Limanowej & ARID **(Poland)**
- ❖ INDEPCIE & Seneca School **(Spain)**
- ❖ AYPB 4th April & 93rd "Alexander Teodorov - Balan" Secondary school **(Bulgaria)**
- ❖ CEDA Slovakia Nitriansky kraj & Základná škola, Fatranská 14 **(Slovakia)**.

Together Again brings together professionals such as psychologists, teachers, oligophrenia educators and specialists who work with young people and collect information on the consequences and differences in young people's behavior before, during and after the pandemic and during the project they will develop set of tools and educational resources for teachers and students, which will help overcome the negative effects of the pandemic and develop interpersonal relationships in the school environment.

The project's main goal is to mitigate the effects of isolation and social distancing of students and youth during and after the COVID-19 pandemic.

The aim of our project is to develop various strategies and tools to deal with the consequences of the Covid-19 pandemic among young people across Europe, which have arisen as a result of the constraints on their social and personal lives

2. Background and implementation

Consistently following the objectives of the project, the consortium has now completed PR 1, that included :

- ❖ TASK 1.1: Defining the State of the art on psycho-emotional competences of teachers.
- ❖ TASK 1.2: Identification of psycho-emotional competencies in teachers and search for solutions.
- ❖ TASK 1.3: Handbook for the development of socio-emotional competencies in secondary education.
- ❖ TASK 1.4: Toolkit for the development of psycho-Emotional competencies for teachers.

On 16 and 17th of march in Sofia, Bulgaria the third transnational meeting of partners was considered and discussed how to implement Outcome 3, given that the original structure of the "Together Again" project includes Outcome 2, which foresees a study on the level of development of psycho emotional competences of the students. It was this research that was referred to as the starting point for a PR 3, that aims the development of a toolkit of practical dynamics, games and exercises to be used by the students (end users) for mutual learning in psycho-emotional competences in the project application form.

Although the product result number 2 was not funded by the National Agency, the Consortium decided to implement the study on the level of development of psycho-emotional competences of students, in order to maintain the logical framework of the project that would guarantee the quality and relevance of its results to the needs of the target group.

For the purpose of the project, AYPB "April 4th adapted a methodology in the form of a 30-question questionnaire that measures how young people use emotions in their lives and takes into account different aspects of emotional intelligence, such as attitudes to self and others, ability to communicate, attitude to life and search for harmony. The test is an adapted version of the methodology of Nicholas Hall.

The test consists of 30 statements and contains 5 scales:

1. **Emotional awareness** is the awareness and understanding of one's emotions, and for this, constant replenishment of one's own vocabulary of emotions. People with high emotional awareness are more likely than others to be aware of their inner state.

2. **Managing one's emotions** is emotional quickness, emotional flexibility, etc., in other words, arbitrary control of your emotions.
3. **Self-motivation** - managing your behavior, by managing emotions.
4. **Empathy** is the understanding of other people's emotions, the ability to empathize with the current emotional state of another person, as well as the readiness to provide support. This is the ability to understand the human condition by facial expressions, gestures, hues of speech, posture.
5. **Managing the emotions of other people** - the ability to influence the emotional state of other people.

For the implementation of the study, the following steps were performed:

1. AYPB, as the lead organization, provided the test template in English as well as a key to processing the results.
2. Each non-school partner translated the test and instructions into their national language and provided it to the school partners for implementation.
3. The school partners in turn administered the test to a minimum of 40 adolescents aged 12-16.
4. The results were processed and shaped into a national report on the status of adolescents' social and emotional competence development.

This report presents a summary of the results of a study on the state of emotional competence in the post-Covid era of high school students , ages 12-16. The survey was conducted to serve as a starting point for PR 3 of the project, in which the consortium aims to create a set of 20 tools /5 for each of the non-school partners/ to develop psycho-emotional competence in adolescents.

3. Profile of participants

All of the participants in the survey are students, Age group: 12-16 years

3.1 Project Partner: Bulgaria

- **Place of the survey:** 93 Secondary School “Alexander Teodorov- Balan”
- **Period of the survey:** 24.-28. April 2023
- **The total number of polled participants:** 55 (31 Female/24 Male)

3.2 Project Partner: Slovakia

- **Place of the survey:** ZŠ Fatranská, Nitra, Slovakia
- **Date of the survey:** 24.-28. April 2023
- **The total number of polled participants:** 146 (74 Female/72 Male)

3.3 Project Partner: Spain

- **Place of the survey:** Séneca Secondary School in Córdoba (Spain)
- **Date of the survey:** 24.-28. April 2023
- **The total number of polled participants:** 39 (25 Female/14 Male)

3.4 Project Partner: Poland

- **Place of the survey:** I-st Liceum Ogólnokształcące im. Wł. Orkana w Limanowej”.
- **Date of the survey:** 24.-28. April 2023
- **The total number of polled participants:** 53 (28 Female/25 Male)

3.5 Total number of participants : 293 (158 Female/ 135 Male)



4. Results and Analysis

4.1 Emotional awareness

4.1 Project Partner :	Results :	Analysis and Conclusions:
1. Bulgaria	17,81	This scale reflects awareness and understanding of one's own emotions. People with high emotional awareness are more likely than others to be aware of their internal state. The obtained summary score in this scale indicates average to good ability to understand one's own state. The most serious deficits indicate low scores on question number 2 - "Negative emotions help me understand what I need to change in my life." and question number 3 - "I am able to observe change in my feelings." The mean score obtained in the present study indicates the need for competence development in the relevant aspect.
2. Slovakia	17,63	Almost three quarters of students mostly or fully agreed with all questions under this emotional awareness scale. It can be concluded that their emotional awareness is generally at a fairly high level. In this area, students gave the most negative answers to the question "I deal with my negative feelings and figure out what the problem is" (27,4% partly disagree, 8,9% completely disagree) and "I am able to observe the change in my feelings" (22,6% partly disagree, 8,2% completely disagree).
3. Spain	20,7	84% of the students agree totally or mostly with the questions of this scale. We can affirm that their emotional awareness is good. The question with the highest percentage of negative responses was "I confront my negative feelings and find out what the problem is" with which 25.6% of the students totally or mostly disagreed.
4. Poland	19,50	Students are mostly aware, aware of the role of emotions in their lives and inner state, but still there is a lot to develop.



4.2 Managing owns emotions

4.2 Project partner :	Results:	Analysis and Conclusions:
Bulgaria	15,13	This scale refers to an individual's ability to cope with their own emotions. Emotion management is emotional appeasement, the ability to forgive offenses, emotional flexibility, in other words the ability to control emotions. In the present study, this scale received the lowest score. The mean score obtained in the present study indicates the need for competence development in the relevant aspect.
Slovakia	14,37	This category seems to be the weakest point of all. More than a half of students partly or completely disagreed with the questions "I am calm when I feel pressure from the outside", "After something has upset me, I can easily control my feelings", "I do not dwell on negative emotions", "I can quickly calm down after an unexpected upset" and "I can easily disconnect from worrying about problems." It follows that this area - managing emotions - should be worked with students the most in order to improve their skills to control their own emotions.
5. Spain	15,8	This is the scale with the lowest score of all, which shows us that it is the one that should be worked on most with the students. 47,3% of students totally or partially disagreed with the questions on this scale. We should highlight the high percentage of negative answers obtained in the questions "I am calm when I feel pressure from outside" (71.8%), "I can easily disconnect from worrying about problems" (61,6%), "After something has upset me, I can easily control my feelings" (56.4%), "I do not dwell on negative emotions" (46.2%) and "I can quickly calm down 2 after an unexpected upset" (46.1%).
6. Poland	13,09	The results show an extremely poor set of abilities to manage one's own emotions.

4.3 Self-Motivation



4.3 Project partner :	Results:	Analysis and Conclusions:
Bulgaria	17,69	Self-motivation reflects the influence of one's own behavior through emotion management. The result indicates the need to develop skills for managing emotions so that they stimulate constructive behavior for the individual. The statements that garnered the lowest scores here were - "I am calm when I feel pressure from outside." and "I can easily detach myself from experiencing unpleasantness." The mean score obtained in the present study indicates the need for competence development in the relevant aspect.
Slovakia	16,06	Regarding the self-motivation area, the majority of students are not really convinced about their ability to fully control their emotions in order to focus on everyday tasks. This area was rated with the second lowest score by students and is certainly one of those with great opportunities for improvement.
Spain	19,7	The area of self-motivation is the second worst rated by our students. Despite this, we consider that the result obtained is good given that the majority of the students surveyed consider that they have good control of their emotions. 74.7% of the students totally or partially agree with the questions on this scale. The questions with the highest percentage of negative answers (totally or partially disagree) were "I try to approach life's problems creatively" (33.3%) and "I can easily put aside negative feelings when it's necessary to take action" (35.9%). Despite the negative responses, we would like to point out that the percentage is below average
Poland	17,26	The results of the self-motivation domain indicate that there are significant differences in this domain. Half of the students could motivate themselves to act, they can be creative about problems, but almost half of the respondents, however, have problem with this and further work is needed to work out mechanisms in the field.

4.4 Empathy



4.4 Project partner :	Results:	Analysis and Conclusions:
Bulgaria	15,56	Empathy is an understanding of other people's emotions, an ability to empathize with another person's current emotional state, and a willingness to provide support. It is the ability to determine a person's state by their facial expressions, gestures, nuances of speech, posture. Understanding the emotions of others in an objective way is a kind of foundation of constructive communication. The statements "I am sensitive to the emotional needs of others." and "I understand other people's emotions well, even if they are not expressed openly." score the lowest here. The mean score obtained in the present study indicates the need for competence development in the relevant aspect.
Slovakia	18,25	According to the answers of the interviewed students, their level of empathy is relatively high. This emotional awareness scale was also the highest ranked among all.
Spain	21,7	According to the answers obtained, our students show a fairly high level of empathy. 90.7% of the students agree totally or partially with the questions on this scale. This is the emotional awareness scale with the highest score of all those analyzed, so we can affirm that the students are good at understanding the emotions of others.
Poland	21,30	According to the results, the Polish students' strongest point. The majority of students are quite good at empathy, recognize the emotional states of others, are able to tune in to other people

4.5 Managing the emotions of other people



4.5 Project partner :	Results:	Analysis and Conclusions:
Bulgaria	18,25	In contrast to the higher score on this scale /highest among the five/, the statement "People consider me a good judge of other people's experiences" scores the lowest. Managing the emotions of others requires well-developed skills in understanding, recognizing, managing emotions, as well as well-developed empathy and self-motivation skills, so working towards developing skills in this area always leads to an increase in an individual's emotional competence.
Slovakia	17,37	In contrast to managing their own emotions, students mostly rated their abilities to manage other people's emotions positively. Most students expressed that they are able to improve other people's moods (42,5% fully agree, 40,4% mostly agree), they can help others to use their motivations to achieve their personal goals (32,2% fully agree, 43,8% mostly agree) and that others can consult with them on issues people have in their relationships (29,5% fully agree, 34,2% mostly agree).
Spain	21	According to the answers obtained, Spanish students show an adequate understanding of other people's emotions. This is the second highest scoring emotional awareness scale of all. 87.5% of the students agree totally or partially with the questions on this scale.
Poland	17,96	The vast majority of students believe that they can influence the emotional state of other people, they claim that Others can trust them, but the results of the survey shows that there is a lot to develop in this area as well.

5. Overall Conclusions



The following chart is a summary score of the partners' results:

Scale:	Results:	Conclusions:
1. Emotional awareness	17,81 17,63 20,70 19,50 average score 18,91	This scale reflects awareness and understanding of one's own emotions. People with high emotional awareness are more likely than others to be aware of their internal state. The obtained summary score in this scale indicates average to good ability to understand one's own state. The mean score obtained in the present study indicates the need for competence development in the relevant aspect.
2. Managing your emotions	15,13 14,37 15,80 13,09 average score 14,60	This scale refers to an individual's ability to cope with their own emotions. Emotion management is emotional appeasement, the ability to forgive offenses, emotional flexibility, in other words the ability to control emotions. In the present study, this scale received the lowest score. The mean score obtained in the present study indicates the need for competence development in the relevant aspect.
3. Self-motivation	17,69 16,06 19,70 17,26 average score 17,68	Self-motivation reflects the influence of one's own behavior through emotion management. The result indicates the need to develop skills for managing emotions so that they stimulate constructive behavior for the individual. The mean score obtained in the present study indicates the need for competence development in the relevant aspect.
4. Empathy	15,56 18,25 21,70 21,30	Empathy is an understanding of other people's emotions, an ability to empathize with another person's current emotional state, and a willingness to provide support. It is



	<p>average score 19,20</p>	<p>the ability to determine a person's state by their facial expressions, gestures, nuances of speech, posture. Understanding the emotions of others in an objective way is a kind of foundation of constructive communication. The mean score obtained in the present study indicates the need for competence development in the relevant aspect.</p>
<p>5. Managing the emotions of other people</p>	<p>18,25 17,37 21,00 17,96 average score 18,65</p>	<p>In contrast to the higher score on this scale /highest among the five/, Managing the emotions of others requires well-developed skills in understanding, recognizing, managing emotions, as well as well-developed empathy and self-motivation skills, so working towards developing skills in this area always leads to an increase in an individual's emotional competence.</p>

Taking into account that the maximum score in each of the areas is 24, the analysis of the results obtained from the research on the level of development of emotional competencies in each of the partner countries indicates the need and opportunity to optimize the respective.

Therefore, taking into account the results as a next step PR3, the consortium will develop a Resource kit for student-to-student post Covid-19 relationships. The tools will to develop social and emotional skills, with interactive games and exercises that allow teenagers to be the protagonists of their social and emotional well-being.

The final outcome of PR3 will be a toolkit of practical dynamics, games and exercises to be used by learners (end-users) to train each other in psycho-emotional competences.

The areas of development will be as followed :

Organization	Thematic Area	
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		Number of instruments
AYPB 4th April	Self-Awareness	5
Indepcie	Social - Awareness	5
CEDA	Self - management	5
ARID	Social skills	5

Output 3 will be achieved through the following steps :

A1	From 01.05.23 up to 01.06.23	Partners will collect information on methodologies for developing psycho-emotional competences in adolescents. Partners will take into account the results of the survey
A3	From 01.06.23 up to 01.08.23	Each non-school partner will develop 5 tools for developing emotional skills and competencies
A4	From 01.08.23 up to 15.08.23	Cross-checking and Proofreading
A4	From 15.08.23 up to 18.08.23	AYPB 4th April will create a common file with the validated tools
A4	From 16.08.23 up to 20.09.23	Translation into national languages of the 20 tools
	From 28.09.23 up to 29.09.23	4th TPM in slovakia
A5	From 01.10.23 up to 15. 11.23	Testing of tools, National workshops, Reports of each country



A5.1	From 07.11.23 up to 15.11.23	National reports of school partners
A5.2	From τ 16.11.23 up to 01.12.23	Common report prepared by ZS Fatranska
A7	From 01.12.23 up to 21.12.23	Refinement of the materials. Following the organization of the national events, the consortium members, based on feedback from the workshop participants, will refine the TOGETHER AGAIN toolkit in its final version
	From 01.01.24 up to 30.01.24	MPE





TOGETHER AGAIN

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