

EMOTIONAL INTELLIGENCE IN YOUTH WORK

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ACKNOWLEDGMENTS



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A pool of experts and stakeholders in the field of youth have kindly provided very qualified feedback both online and in a concept dissemination meeting, held in Vienna (Austria), the 21st March 2018. The contents are available for non-commercial use, given that the source is provided.

We are really grateful for the path undertaken and the warm appreciation received.

A special thank goes to (alphabetical order):

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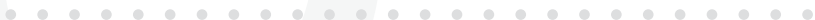




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ARE YOU:

responsible for youth matters at regional, national or international level?

working at the European Commission, or other EU level institution, in charge of youth policies/programmes?

a youth worker?

a youth trainer?

a youth researcher?

a staff member of an Erasmus+ National Agency or a SALTO Resource Centre?

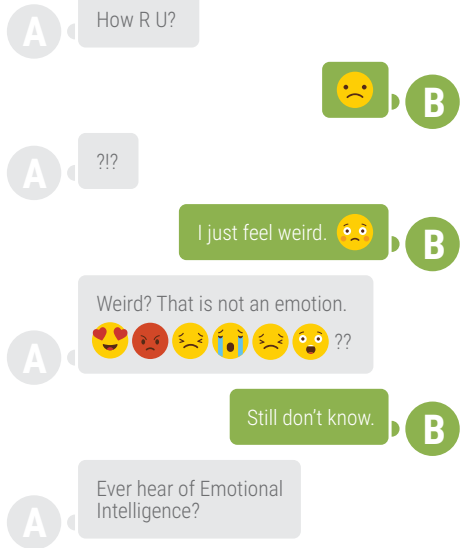
a youth organisation or National Youth Council representative?

teaching youth work?

interested in supporting the well-being of youth workers, youth trainers and young people?

...THEN THIS IS A VERY
USEFUL RESOURCE
FOR YOU.

FOREWORD



We are living in challenging times, with sudden changes happening on all levels of society and across the world (increasing xenophobia, terrorism, climate change and growing unemployment, just to mention a few). These changes impact on individuals, groups and society at local, national and international level. There is a need for young people and adults who are courageous and able to handle change for themselves, their families, their communities and for society globally. These young people and (young) adults need awareness, competences and practices that enable them to enter these liminal phases where the old patterns are not totally gone and the new paradigm is not fully clear yet. They need to be able to deal with their own emotions and thoughts which are associated with the ambiguity and uncertainty that these challenging times bring.

They do not only need skills to navigate the changes, but also practices that can strengthen the capacity of young people to navigate the changes. These practices allow young people and youth workers alike to cultivate an open mind through curiosity, an open heart through compassion and gratitude, and an open will with the courage of actions, aiming at the well-being of everybody.

This context has motivated us to explore how Emotional Intelligence can be the key factor for personal development and social cohesion; its relevance and importance for youth work in today's Europe for fostering young peoples' and youth workers' ability to actively participate and contribute to society; as well as the practices we suggest for successfully integrating Emotional Intelligence into youth work.

Youth work has always been able to provide profound responses to the needs and aspirations of young people; to question and to transform itself in ways that are more apt to answer needs and aspirations. In this on-going process of reading reality and evolving, youth work has been able to create tools - based on non-formal learning and education - and provide skills to young people and youth workers, supporting the empowerment of young people.

Emotional Intelligence is still very much under discussion and is being researched in all its potential and facets. However, there is a consensus that emotions play a very critical role in the overall quality of each individual's life - both in the personal and professional sphere - and consequently in the overall quality of social interactions.

We believe that Emotional Intelligence deserves more space in youth work, in youth policies and in education in general. This will lead to (young) people having



happier lives and therefore a more cohesive society that is able to respond to the challenging times in which we live in a more resilient way - by practising curiosity, compassion and courage.

Our work is grounded in the belief in the basic dignity of all human beings. We believe that unconditional positive regard should be brought to every individual, no matter how difficult the situation may appear to be. In addition, we work to integrate the empirical findings of contemporary neuroscience research. This contends that: human beings are inherently social and compassionate in their genetic make-up; that deeply ingrained habits of mind can be changed, and that well-being and happiness are learnable skills. This is equally true for youth workers as well as for the young people they are working with.

In terms of the practices, authors and theories that have been feeding our work, it is worth mentioning first of all the great community of practice of youth workers and youth trainers spread across Europe with whom we have communicated, cooperated and joined forces with in the last decades, through youth work activities, trainings and research.

If we look outside the youth work scene, in our opinion a special mention should be made of Howard Gardner who first introduced the concept of "Multiple Intelligence" and then Daniel Goleman, who made Emotional Intelligence widely available. Richard Davidson's studies on neuroplasticity were amongst the first to look into the ways the brain can modify itself through practice, aiming at being fully present and aware of ourselves. The main thrust of research until then had been more on how stressful situations and trauma modify the brain. Candance Pert should be mentioned for her work on bio-chemistry and discovering that emotions are information-carrying molecules that bind and react in our body.

In terms of practice, we have extensively taken from Jon Kabat-Zinn and other authors (such as Daniel Rechtschaffen) that have made Mindfulness accessible to the western world. They have tailored it to support the personal and social dimension of social cohesion. Along these lines, the work of Otto Scharmer in embedding mindfulness in group work practice has played a role in defining our concept of Emotional Intelligence.

From all the experiences and expertise of the partners involved here, there are a few specific references that should be highlighted: from the psychological perspective, the work of Barbara Frederickson on positive psychology has been



integrated in the way we look at appreciation, gratitude and compassion; the use of theatre as a way to get in touch with our body and to feel what is going on has been very inspirational, particularly the work with the Gestalt Theatre for the use of voice and music, Arawana Hayashi for Social Presencing Theatre and the educational Theatre tradition. In addition, we have made reference to the use of pure essential oils as a way to influence and help respond to our emotions, based on the work of Rebecca Linder Hintze. Finally (and fundamentally), nature is a great source of inspiration and a wonderful environment for understanding and healing emotions.

Being loyal to the mission and tradition of youth work, the contents of this publication has an educational purpose and should not be considered as therapy advice. Emotional Intelligence is an asset for everybody, when cultivated. Your entry point to the topic may differ, so you may be interested in different parts of this publication, as well as other publications and articles featuring the background knowledge that has helped us in writing the publications made in the framework of the project - all available on the Facebook page "Emotional Intelligence in Youth Work".

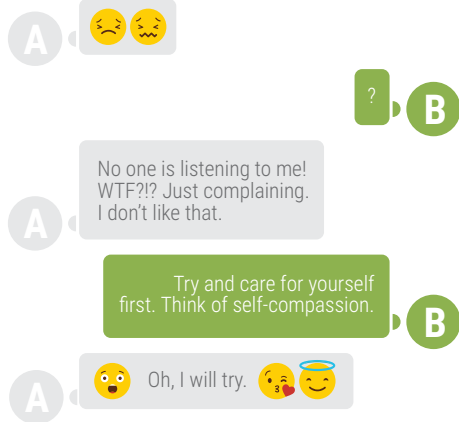
We invite you to set your intention; to clarify how you would like to be nourished by this publication; for yourself, the young people you are working with, the communities you are part of - and then to start reading it.

With the intention of serving young people and youth workers alike (including ourselves) we welcome your feedback and suggestions - please address them to paola.bortini@limina.at

„Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.“

COUNCIL RECOMMENDATION
of 22 May 2018 on key competences for
lifelong learning, (2018/C 189/01),
Official Journal of the European Union

YOUNG PEOPLE IN TIMES OF TRANSITION



In our extensive experience in working with young people in non-formal educational settings, and within a variety of forms of youth work, we have been equally concerned and interested in the well-being, self-care and growth of young people.

With adolescence starting earlier and lasting longer, young people find themselves at a unique transition point in their psychological and social development. They are part of a myriad of changes that are typical for their age, eg: in the relationship to their parental home; in building their own circle of friends; in experiencing intimate relationships; in coming to terms with one's gender identity and sexual orientation and in finding out their professional orientation. New challenges and changes are also significant: a multicultural world which works with different value systems, an increased possibility to travel and experience differences, an increased use of virtual reality and presence of technology, where knowledge and information are easily accessible. The scenarios that young people find themselves in are also changing rapidly. For example: in a world in which most future jobs have not yet been created, how can young people develop a perspective and have the courage to experiment in different training fields, when the school system is anchored to the past? Where can young people find the motivation to study and learn specific subjects, when they know they will (most probably) not be relevant or applicable in their future life?

In this time of transition, there is a need for orientation. There is a need for space and time to experiment with questions of identity and to ask: Who am I and where do I belong? Which of the myriad voices in my society and in my head do I accept as true? What are the strategies that I use in my decision-making process? Who can I rely on for support? How can I deal with the turmoil arising from it?

Youth work can provide a safe space and time for young people to explore and create new habits of mind that can support their empowerment; for them to find their own place both in this society and in their future world; to learn and practise the abilities that can then be more easily accessed, for their well-being and the well-being of society in general; to have the possibility to talk freely about how they feel, without being bullied or mobbed for it.

There is an excess of critical judgment currently present in society. This judgment brings polarisation and divides the "good and bad". It keeps people stuck in their extreme positions, stuck in a status quo that does not help to solve inequalities and injustice in the world and can potentially result in extremism. This pattern concerns all spheres of life, including emotions and feelings, leading to a categorisation of what is allowed and what is not allowed.



The categorisation of emotions into positive and negative does not help a young person accept emotions. We deem each and every emotion to be legitimate, conveying a message that is worth exploring. An emotion is healthy per se and it becomes toxic when it is not dealt with properly.

Within the context of a healthy community that supports the educational environment of a young person, youth work has the responsibility to use proven practices to develop Emotional Intelligence.

Emotional Intelligence can be nurtured. It can be empirically and scientifically measured; the way we think, perceive and manage our emotions changes the chemical makeup of our body; the way we move affects our mind; well-being (especially happiness) is not, in fact, a static set point - on the contrary it is an aim that can be aspired to on a daily basis.

In the next chapters you can find proven practices on how to support young people to have thoughts and emotions that support flourishing, instead of leading them to confusion, hate, dissatisfaction and despair.

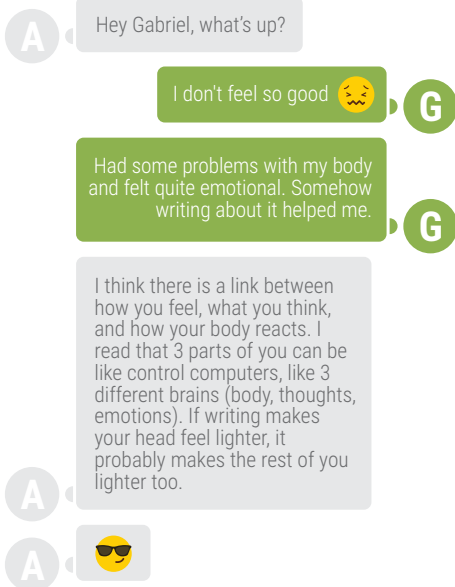


"A significant and increasing number of young people across Europe are expressing their concern at the prevalence of mental health issues such as high stress, anxiety, depression and other mental illnesses amongst their peers. Young people cite the immense societal pressures they face today, and express a need for better youth mental health provision."

**Youth Goal number 5,
Well-being and Mental Health**



WHAT IS EMOTIONAL INTELLIGENCE ABOUT?



Emotional Intelligence is the capacity to bring into coherence our thoughts, emotions and bodily sensations.

Being able to perceive, feel and influence the messages coming from our body and our intuitions - both within ourselves and in our relation to others - increases our awareness towards ourselves and others.

Only by **sensing and naming** our body's sensations, emotions, and thoughts will we have the possibility to **respond** and change the perception and impact of them. This helps us gain control of who we are. It gives us the possibility to make the changes needed to develop ourselves and fulfil our highest potential. The emotions of others have an impact in us and in them. Increased self-awareness helps us recognise and deal with such impact. We can then support others in their own self-knowledge and self-empowerment.



MIND

The subconscious mind directs over 90% of behaviour.



HEART

There are more neuropathways that run from the heart to the brain than from the brain to the heart.



GUT

90% of the body's serotonin involved in mood-management is produced in the gut.



By focusing our attention and intention, **self-awareness** will become the key for the alignment of thoughts, emotions and bodily sensations. We call this the alignment of our "three brains", respectively located in our head, heart region and intestine. This enables us to move from:

- a conditioned mind (in many cases lost in a non-stop thinking mode of unconscious repetitive judgmental thoughts) towards an open mind, moved by **curiosity** that will enable creativity and new discoveries;
- a cynical heart to an open heart, learning to embrace vulnerability through **compassion** and connecting with our trustworthiness and authenticity;
- a fearful will to an open will, through the **courage** of leaving a secure state of being that does not fulfil us anymore, to reconnect with our ancestral inner wisdom and intuition. Imagination and purpose feed courage.

"Awareness is not the same as thinking. It is a complementary form of intelligence, a way of knowing that is at least as wonderful and as powerful, if not more so, than thinking."

Jon Kabat-Zinn



OUR APPROACH TO EMOTIONAL INTELLIGENCE



A I feel 😞

A Can you help me?

B Where and what do you feel in your body?

A Why do you ask?!?

B Often my feelings are connected to something I feel in my body

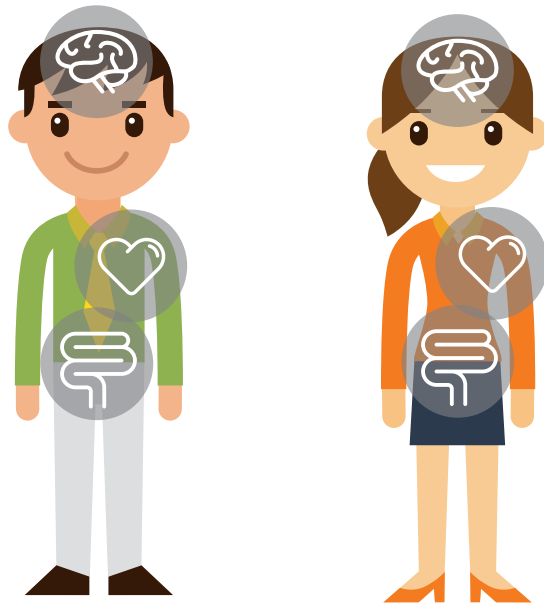
A I see. Well, it is in my chest and also in my neck where I feel some tension.

B It could help you to go with your attention there and take a deep breath. So don't react immediately on what you feel. Stay with your feelings for some time, and explore them (let them be).



Neuroscience research has given new perspectives to what we are used to calling the "brain": a brain is defined as an entity with neural connections. Based on this definition, research has found out that there are also neural connections in the region of the heart and in the gut.

Therefore we have three brains located in our head (encephalic brain), in the region of the heart (cardiac brain) and in the gut (visceral brain).



Research also tells us that there are more messages going from the heart and gut to our encephalic brain than vice-versa. In other words, our body collects information through its networks that are then gathered in the three brains and exchanged amongst them. This acknowledges that thoughts, emotions and body sensations are intrinsically connected and only when interconnected and nourished do they produce well-being. Disengaging the mind from the body and the heart leads to the opposite of well-being, that manifests itself on stress and chronic illnesses.



Based on all this, our approach proposes to start by exploring the bodily sensations, with the capacity to feel what is going on in our body, where it starts, where it is located and where it moves, with the consequences that arise.



Let's have an example by using a common situation in which a person has different stimuli simultaneously. Picture a person on the phone having an important conversation about a deadline - either work or study related - that is coming up and urgent action is required. At the same time the person is thinking of a dear friend waiting for them. At the same time the person is paying attention to a dog, and also crossing a street, so they are at risk of an accident.

Can you imagine yourself in a similar experience, torn between the professional sphere symbolised by the phone, the private sphere symbolised by love and the social/environmental sphere, symbolised by the dog?

And now, let's explore the processing that would be going on in your body, heart and mind, in such conflictual situations?

What are the feelings? You may feel stuck in your gut, overwhelmed in your heart and busy with the thoughts that you need to figure out in your head. Most probably, as a reaction to the processing, you have an unsettled stomach, conflicted feelings and tension in the head.



Every experience in life contributes to creating our belief system; beliefs about ourselves, our self-worth and about our capacity of being able to be and act in what life brings us. Our belief system creates our own reality. Therefore, a repeated sequence of stressful experiences, like the one depicted above, will lead you - for example - to believe that you are not good enough.

"Between stimulus and response there is a space.
In that space lies our freedom and power to choose our response.
In our response lies our growth and
our freedom."

Viktor Frankl,
Man's Search for Meaning
(New York: Buccaneer Books, 1959)

Instead of processing the experience instinctively, there is the possibility to pause, take a deep breath and feel the body.

If you practice this, certainly, the story would end up with a different result, because emotions are basically chemical reactions going on in your body. With simple practices you can learn to become aware of what is going on in your body. You can learn to acknowledge it and to respond to it, instead of reacting in auto-pilot and jumping to conclusions. The distance you consciously take between the experience and the answer is a space that allows you to create a response, instead of reacting on the spot. You can learn to pay attention to what you feel in a more conscious way; to spot emotions and explore them instead of letting them take control over you. Besides, you cannot repress emotions: they are permanently stored in your body until you take care of them.

"We cannot get rid of what is in us, we need to learn to love it. Only then we can integrate it and transcend. This is the path to your next level of evolution."

Ken Wilber

Based on this view of our approach, the next chapter presents the practice areas. They are grouped into three pillars: body and movement, nature and essential oils, mindfulness and reflection.

The practices suggested in the next chapter are described in detail in a separate publication titled "Switch it on!" available in the Salto-Youth.net website in the tools section.

"Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny"

M. Gandhi

Our approach to cultivating Emotional Intelligence states that:

- The body is the host of our life experiences - chemically processed - resulting in physical sensations, emotions and thoughts
- All emotions are messengers and therefore contributing to the individual self-development. This is true both when we like them, or when we would not want to have them in our life, because they produce suffering and uneasiness
- Reliance on the wisdom of the body is a way to spot what is going on inside each of us, in our 3 brains, by paying attention to our physical sensations, feelings and thoughts
- Emotions coming to the surface of our awareness can be explored with curiosity without judging and be taken care of with kindness
- Every human being equally has emotions, even if through different life stories, and this is a unifying element
- The individual process of dealing with emotions shapes our personality, self-esteem, and ability to act. As a result, the social interactions we have are more compassionate
- Emotional Intelligence practices are able to be learned at every stage of life and heavily influence the quality of individual lives and society
- Emotional Intelligence practices, when learnt, create new healthy habits that allow us to intelligently create emotions and responses to everyday situations

PRACTICES FOR AND IN YOUTH WORK



A: I heard you are now a youth worker yourself?!

B: Jup! 😎

B: I decided to make Youth Work my career!

A: Great! Have you heard about the new manual with practices for youth workers on Emotional Intelligence?

A: 😊

B: 😨 😞

B: Nope, but I think it's a great idea for youth workers to use emo. intel. in their work! Thanks, where can I find the manual?



Practices in the field of Emotional Intelligence allow individuals and communities to work with the whole range of emotions. They help them to remain alert in difficult or complex situations while solutions are being developed.

The practices that we have identified support our approach to Emotional Intelligence. All of them start from making a connection with the body, in a variety of ways. They are linked to real life experiences. These experiences are present either in reality - for example when we are in nature, we smell an essential oil; we listen to music; something happens in the group or to the person - or in the mind or imagination of the person - by recalling a past real life experience or by immersion in a narrated situation.

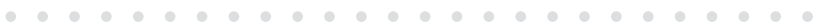
All the practices foster: a sense of genuine curiosity towards what is at stake; compassion towards ourselves and the others and courage to take action even when the situation is rationally unclear, by trusting our intuition.

The process we envisage for learning about the practices is based on the following steps:

- having an experience;
- letting the experience sink in and exploring our body, noticing the body's sensations, the emotions arising and the thoughts going on in our mind;
- cultivating responses.

Youth work offers young people a safe space for prototyping and then embodying new behaviours based on emotionally intelligent responses to what life puts in front of them. This process, once learned, can be easily accessible and replicable by the individual when needed. It is about consciously creating healthy habits of life. It is a process that can make young people say "I can do it!". It fosters self-esteem, self-confidence and a sense of self-worth. It means that the monsters of the so-called negative emotions (fear, aggression, paralysis) lose some of their power under the light of warm-hearted acceptance and curiosity. Youth workers, as well as the young people they work with, can feel confident to return over and over again to these trustworthy and simple practices. This is the advantage of using practices based on the awareness of our body, emotions and thoughts.

We are aware, however, that Emotional Intelligence practice provides neither quick nor simple solutions. The methods and skills taught require consistent, disciplined practice in order for them to bear fruit. Consistency can simply mean ten minutes a day or one session a month. The regularity of these moments has impact.



The path is sometimes joyous and sometimes harrowing, irritating or simply boring. Like any number of virtuous activities - sports, healthy eating - the trick is: they work for those who work at them, with perseverance.

From experience from the field, as well as evidence from empirical studies, it can be demonstrated that people of all ages can be taught the practice necessary to nurture Emotional Intelligence. When they are, there are real benefits, such as more effective leadership skills, stronger friendships and connections, better conflict management skills, and greater academic achievement for children compared to those who do not receive the training. A meta-analysis of 213 studies done by Max-Planck Society on a wide range of social and emotional learning programmes showed similar findings.

"Switch it on" is a comprehensive manual compiling practices and educational paths in youth work for for nurturing Emotional Intelligence. It is produced by the partners involved in this project and is available on the Facebook page "Emotional Intelligence in Youth Work", in the Salto-Youth.net website in the tools section as well as on the partner organisations' website pages.

"Unexpressed feelings never die; they are buried alive and come forth in uglier ways."

Karol K. Truman





THE NEED TO CULTIVATE EMOTIONAL INTELLIGENCE IN YOUTH WORKERS



A: Hello Susie, it has been a while since we last spoke. How R U?

S: 😊😊

S: Thank you for asking. Mah, I felt quite tired and had to step back from my work.

A: 😬 Sorry to hear that! Why?

S: Well, somehow it feels I cared too much for others and not so much for myself.

S: 😍

A: I think you really do a great job. Take care of yourself!



Research done by Barry Duncan has shown that a major part of the impact of youth work is decided by the quality of the perceived working relationship between the provider and the receiver. In our case, this would be the relation between the youth worker and the young person. This relationship is up to 6 to 9 times more important to the outcome than any other elements (such as method, approach or techniques). The same research emphasises that levels of compassion are of major importance to the quality of this relationship and hence to the outcome of youth work.

Another set of research demonstrates that, especially for social or youth workers, when their compassion is focused too much on the needs of others, there is a high risk of developing `compassion fatigue` where compassion levels are burned out. Therefore, self-care or self-compassion is just as essential as practicing compassion towards others. The capacity to be compassionate is inherently present in all of us and can be developed, for example through trainings on Emotional Intelligence.

Nurturing Emotional Intelligence is therefore a need shared by youth workers: to know themselves better, to recognise their limits and to increase their ability to avoid compassion fatigue and burn-out. They will improve the quality of their work, and the results achieved, by being better able to foster the provider-receiver work relationship.

However, to start cultivating Emotional Intelligence, you don't have to be burned-out or stressed. No matter where you start, it brings positive outcomes that directly influence the quality of life.

An introductory course on "Self-care of Youth Workers" and "Emotional Intelligence in Youth Work" for youth workers are now offered by the project's partners - detailed information are on the partners websites available at the end of the publication.



WHY SHOULD EMOTIONAL INTELLIGENCE BE PART OF YOUTH POLICY?



There is more and more scientific evidence being published about the relevance and importance of Emotional Intelligence for the empowerment of young people and their communities. The nurturing of Emotional Intelligence contributes to the capacity to cope with difficult situations and to adapt to a changing environment. Emotional Intelligence correlates with traits like perseverance, self-control, empathy and supporting each other. Considering the times we are living in, Emotional Intelligence is increasingly becoming a relevant competence for educators, social workers and community workers, if not for everybody.

The need to develop sustainable physical, intellectual and psychological living conditions is nowadays a key challenge for the whole of society, since psycho-social risks can impact on personal fulfilment and work-life balance.

Emotional Intelligence provides people, no matter their skills, with the emotional strengths to adapt to change and deal with setbacks. The core is based on recognising, understanding and regulating the creation of conscious and intelligent actions regarding our own emotional responses. It is also about understanding how that will influence other people's reactions and behaviour. In order to be able to successfully manage all these responses, we first need to acknowledge the emotional state that we find ourselves in, and subsequently recognise its impact on our behavioural patterns. To adjust and transform those patterns, we need to use our conscious mind while evaluating if we are addressing ourselves and others in a non-violent and effective way.

The official statistics from the World Health Organisation reveal that the percentage of people committing suicide every year is higher than the number of people that die in road accidents. 90% of these suicides are caused by mental



health problems. It is a clear signal of the disconnect between who we are and the person we would like to be. If we explain this in more youth work terminology, we can say that there is a disconnect between the person manifested and perceived, and the potential the person carries and would like to express. An evident sign of this is the increasing rise of acts of racism and bullying: the incapacity to accept one's emotions and therefore becoming emotionally charged and making others that are different to us guilty of it.

It's estimated that 50% of the mental health disorders of adults originate in the adolescent stage of people's life. Therefore, it's even more evident that we need to provide youth workers with a suitable methodology to improve young people's ability in Emotional Intelligence.

THE PARTNERS

Limina, Austria

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LIMINA supports people and organisations to learn in and from phases of transition by providing educational activities aimed at developing the liminal competences and fostering well-being. LIMINA designs learning spaces and experiences to allow exploration of the underlying energies and connecting heart and mind; engaging with intuition, reflection and understanding to let new perspectives emerge; and prototyping the way forward.

Youth 4 youth, Italy

www.youth4youth.it

info@youth4youth.it



Youth4youth aims at promoting human wellbeing, awareness and active participation of youth and adults through mindfulness, Progetto Gaia and PMP (Protocol of Psychosomatic Mindfulness with bodyscan, psychosomatic draw and other meditation techniques) and non formal education activities.

Through international youth exchanges and local activities Youth4youth involves young people aged from 12 to 30 and moreover parents and adults.

**Euroaccion,
Spain**

www.euroaccion.com
euroaccion@gmail.com



Euroaccion is a non-governmental, independent organisation for the support of youth and adult learning, professional and personal development of people with fewer opportunities. We promote experiential learning, volunteering service and social inclusion projects.

Our mission is to foster social change by inspiring and stimulating human potential through a holistic and Humanistic approach, arising awareness on emotions through music and body expression, combining Gestalt and theater, and working on Non Formal Education.

**Jugendkulturarbeit e.V.,
Germany**

www.jugendkulturarbeit.eu
info@jugendkulturarbeit.eu



Jugendkulturarbeit e.V. is a professional association that offers activities and projects related to cultural education for children and young people. It was established in the year 1995 in Oldenburg, Germany. Our working methods derive from the concept of performing arts (movement of their bodies and their voices in relations to the other objects or topics) with the fusion of education for self-reflection, creativity, political and social issues, personal values, and development etc.



**Zavod Ambitia,
Slovenia**

www.ambitia.eu
info@ambitia.eu

The logo for Ambitia, featuring the word "ambitia" in a stylized, lowercase font with a blue-to-green gradient.

Zavod za razvoj mladinskega dela

Zavod Ambitia (Ambitia Institute) is a non-profit and non-governmental organisation which enables development and quality of youth work, development of non-formal learning of young people, professional development of youth workers, development of professional content, tools and approaches in youth work, and also offers personal and professional support to young people.

**Anatta Foundation,
The Netherlands**

www.anattafoundation.org
thomas@anattafoundation.org



Anatta
FOUNDATION

The Anatta Foundation is a non-governmental organisation that focuses on a better connection between people and nature to create more psychological well-being, to get more respect for nature and to work on a 'sustainable mindset'. We are inspired by ideas from Positive Psychology and Nature coaching. In Erasmus+ the foundation prefers to work with youth with a disability and other vulnerable youth groups.



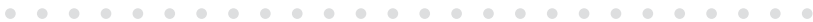
THE PROJECT

The project 'Emotional Intelligence in Youth Work' (EQ in YW) has developed an up-to-date and sustainable concept for educational opportunities for young people aged 14-25 that is unique in the purpose of supporting the nurturing of Emotional Intelligence for a better life. Moreover, the project has developed a parallel curriculum for youth workers, on the basis of the results of work with youth groups. The aim is to support and increase their ability to tap into their EQ at personal and professional level.

Through its actions, the project has empowered young people and youth workers, and consequently also their local communities and policy makers.

A booklet on the importance and relevance of Emotional Intelligence in youth work is available in printed version and online. A manual to support Emotional Intelligence in young people and youth workers is also offered.

The whole concept has been piloted with 34 staff from the partner organisations, working with 300 young people, testing the curriculum at local and international level. Another 18 youth trainers involved in youth training also contributed. Experts and stakeholders in the field of youth work and education have been reached with six multiplier events in Spain, Italy, Austria, Netherlands, Slovenia and Germany.





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