



Emotional Literacy for Vocational Education and Training

The EL4VET newsletter...updating you on emotional literacy...

Edition 1

WHAT IS EMOTIONAL LITERACY?

Emotional Literacy is the ability to identify and understand not only your own emotions but the emotions of others.

Emotional Literacy can be a useful tool to assist anyone in situations that require patience, control or perseverance. Emotional literacy then is concerned with both the interpersonal and intrapersonal skills needed to be resilient, manage difficult situations, communicate more effectively and develop better relationships

WHAT IS THE EMOTIONAL LITERACY FOR VOCATIONAL EDUCATION AND TRAINING (EL4VET) PROJECT?

Leonardo Transfer of Innovation Project, 2010-2012

Upcoming workshops with Richard Majors...

Malta – Mosta: June 23/24 2011

Czech Republic – Ostrava: September 22/23 2011

Poland – Lodz: September 26/27 2011

This Transfer of Innovation (TOI) project is an exciting and innovative initiative, sponsored by the Education and Culture DG Lifelong Learning Programme that assists vocational teachers and trainers to be more emotionally literate. The aim of the EL4VET project is to train and help teachers to adopt a more empathetic, understanding and personable approach to their students. Ultimately we believe such training will have a positive impact on raising academic performance, managing classroom behaviour, communicating more effectively and developing better relationships with young people. The project's main activity involves Dr Richard Majors. Dr Majors is the Director of the Applied Centre for Emotional Literacy, Leadership and Research (ACELLR) – one of the first Emotional Literacy institutions in the UK. Dr Majors and City of Wolverhampton College have developed 4 Emotional Literacy tools and methodologies for teachers. The EL4VET project allows Dr Majors to transfer his knowledge and tools to teachers and trainers in six European countries. – Bulgaria, Cyprus, Czech Republic, Malta, Poland and Portugal. Hopefully, by applying these emotional literacy techniques and tools to teachers it will help young people to achieve and become more motivated and successful.

Dr. Richard Majors is currently the Director of Innovation at the Applied Centre of Emotional Literacy Leadership and Research at City of Wolverhampton College. Dr. Majors is an educational psychologist and a visiting professor in the US. He was also a senior fellow at Harvard Medical School and a fellow and former research award recipient of the American Psychological Association. Dr. Majors has met with the Clinton administration to discuss youth policy. Dr. Majors is a best-selling author and has written 3 books and dozens of scholarly articles. Dr. Majors taught in the United Kingdom and was appointed to a ministerial education task force on social inclusion in the UK. Recently, he was selected to be on a ministerial working group for gangs and guns.

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www.el4vet.eu





Emotional Literacy for Vocational Education and Training

www.el4vet.eu

From April to September 2011, six transfer workshops about Emotional Literacy methodology and tools for teachers and trainers will be run by Dr Richard Majors from City of Wolverhampton College, UK, in the following countries: Portugal, Cyprus, Czech Republic, Bulgaria, Malta and Poland.

BULGARIA WELCOMES THE EL4VET PROJECT MANAGEMENT TEAM

Seven European countries were united in Bulgaria in March to discuss the next developments of the Emotional Literacy for Vocational Education and Training (EL4VET) project. On the first day Dr Majors and his colleague, Rob Larkin, demonstrated their workshop to all partners who had the opportunity to discuss, question and comment during the day and gain further knowledge of Emotional Literacy and how it can be introduced into classroom situations by teachers and trainers. The second day was a lively and productive debate concerning project management issues and the way forward.



During their stay in Sofia, hosted by the Bulgarian partner, Balkanplan, all project managers seized the opportunity to socialise with each other, learn more about the different cultures on the project and reinforce the positive and strong professional relationships they all share. Although all partners are in regular contact with each other, the next time they will all meet is in October 2011 when the project management meeting

will be in Wolverhampton in the UK.

PORTUGUESE TRANSFER WORKSHOP

The first workshop was held by ISQ, Portugal, on 19th and 20th April, with 12 teachers, trainers, directors of school training centres, teachers associations and public education programs attending. During the two-day workshop, all participants had the opportunity to increase their knowledge about Emotional Literacy methodology and tools and share their daily experiences and difficulties with the trainers and each other.



After the workshop, ISQ promoted a roundtable discussion to reflect about the importance of the Emotional Literacy methodology and tools, how they should be used and the needs of adaptation according to national specifications and cultural issues. All participants were willing to participate actively in national dissemination and exploitation.

"It was the first time that I participated in Emotional Literacy training and as a teacher I feel in line with this way of thinking and actions. It was a pleasure to be a part of this group and I hope that this training is a starting point and not an end point."

Portuguese teacher

CYPRUS TRANSFER WORKSHOP

On the 9th and 10th May, CONSTANTi held the second workshop in Cyprus. Over the two days, 14 trainers, teachers, government representatives, academics, and students gathered to learn about the Emotional Literacy methodology and how to increase emotional literacy in their working lives. There was a lively discussion about the challenges faced in Cypriot society which make E.L. so valuable to implement. The participants all looked forward to being able to apply skills like empathy and emotional literacy to their professional environments and to their lives. They highlighted that both adapting such methodologies and workshop formats to local cultural conditions, and adding this to national curricula would be important.



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