



GUIDE TO
HEALTH

SUMMARY DOCUMENT ABOUT ALARM

Project with multiple beneficiaries under the
ERASMUS+ Programme

Guide to health

Integrative tools to manage children's anxiety (in school):
guiding light to better mental health

Project code:

2023-2-HU01-KA220-SCH-000181724

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It's okay not to be okay

Take care of yourself

You'll be fine

Mental health begins with me

Not all wounds are visible

Mental health matters

Embrace your emotions

One step at a time

Healing takes time

Mental health first

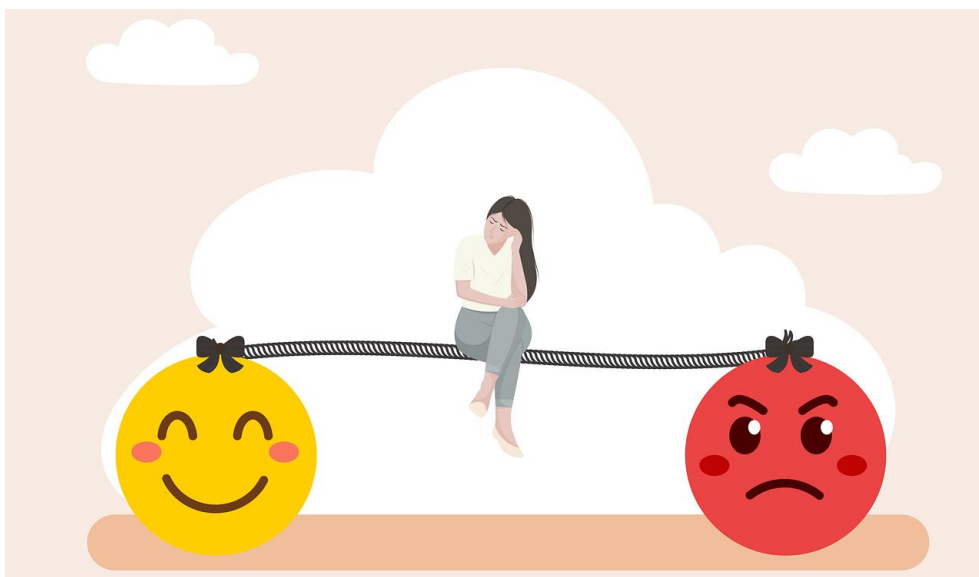


GUIDE TO
HEALTH

INTRODUCTION

Guide to health project – ALARM: focuses on signs of mental health

1. Self-assessment questionnaire about self-knowledge and self-esteem for teachers and helping professionals to promote the self-knowledge and self-identity of teachers and helpers
2. Implementation of an international workshop aiming at the self-development of teachers based on the SUPREM material and case reports: learning more creative and innovative methods, improvement of professional competencies, strengthening the ability of teachers to collaborate effectively
3. Building a collaborative community for teachers: the well-being of the teachers is crucial for the efficient help of the students having mental health problems
4. Selection of appropriate psychological tests for students focusing on anxiety, stress, burnout, emotional intelligence, social competencies
5. Self-assessment test of the students aided by the teachers of the partner schools and collection of the test data
6. Evaluation of the results of the self-assessment test and the determination of the most important needs of students that will be elaborated in WP3
7. A summary document about the experiences of the teachers' workshop and about the results of the self-assessment test of the students will be produced in English
8. Selection of the main areas of the development for WP3 to manage the anxiety of students



1. Coaching for Teachers and Positive Relationships in the Classroom



This chapter of the workshop aims to equip teachers with essential skills to address 21st-century educational challenges, focusing on fostering positive relationships in the classroom. It introduces **educational coaching** as a transformative teaching strategy that emphasizes understanding individual talents, emotions, and paradigms to enhance learning outcomes.

1.1 OBJECTIVES

- To make new teaching resources known to apply in the classroom.
- To foster the creation of associative and collaborative learning contexts using active methodologies.
- To develop the ability to manage conflict situations, inside and outside the class.
- To present leadership and training tools for teachers in the classroom.

1.2 PROPOSED CONTENTS

(Detailed description see Annex 1.)

1.2.1 The concept of coaching for teachers® and positive relationships with students

Educational coaching emphasizes a new teaching methodology focused on understanding the human aspects of learning, such as talent, attitudes, beliefs, and emotions. It explores how these factors influence academic, personal, and professional relationships in education. The effective teacher, according to coaching principles, is self-aware, aligned with their values, and consistent in actions. They focus on stimulating students' learning by encouraging new mental models and critical thinking rather than just knowledge transmission.

1.2.2 The process and phases of coaching for teachers®

The **Educational Coaching process** involves multiple phases aimed at enhancing the teaching and learning experience.

1. *Phase 1: Context* – A good teacher creates a secure and trustworthy environment, ensuring students feel comfortable enough to express themselves. Trust is essential for effective communication and learning.
2. *Phase 2: Current Situation* – The teacher analyzes the group's performance, cohesion, leadership, learning styles, and behavior patterns. This phase sets the foundation for goal-setting and understanding each student's needs.
3. *Phase 3: Ideal Situation* – Teachers and students collaborate on defining clear, measurable goals. These goals should be concrete, realistic, and time-bound. Focusing on a few key goals helps prioritize action plans. Teachers must avoid setting overly ambitious or vague objectives.
4. *Phase 4: Learning Process* – The teacher motivates and observes the students' progress. Active listening is the key to promote creativity, critical thinking, and the ability to discern the consequences of their actions. Feedback and communication are continuous to foster motivation and ensure goals are met. The teacher should avoid creating false expectations, which can harm motivation. **Training/Observation:** Teachers collaborate with students to practice actions, enabling them to acquire necessary skills, knowledge, and attitudes. The teacher should observe and analyze student performance while maintaining a comfortable margin for error. Feedback should be constructive, guiding students in improving their capabilities. The teacher must communicate the learning standards and be patient, perceptive, and empathetic, fostering an open and supportive environment. **Feedback:** Offering feedback is essential for both teacher and student awareness of performance. Without feedback, neither party can recognize what is working or how to improve. Constructive feedback helps to guide the learning process and ensures that students stay on the right track.
5. *Phase 5: Action Plan:* This phase involves developing an action plan that outlines steps to execute the work program, defining standards, methodologies, timeframes, and responsibilities. The teacher ensures that both personal and material costs are considered, provides necessary training, and develops control standards and risk management procedures.
6. *Phase 6: Follow-Up:* The final phase focuses on reviewing goals and actions, inducing self-direction, and reinforcing the progress made. Teachers should encourage students to create new goals based on their development and self-management. Monitoring progress ensures continued growth, and feedback must celebrate successes while supporting areas of improvement. Mistakes to avoid include abandoning the process too early or failing to guide students in developing autonomy.

1.2.3 Learning styles

Learning styles refer to the different strategies individuals use during the learning process, with people naturally preferring certain methods they feel most comfortable with. These styles can be categorized into various models, such as visual learners who organize information, activists who engage hands-on, auditory learners, and kinesthetic learners. Additionally, learners can be classified by brain hemisphere preferences or by thinking styles—thinkers, theorists, and pragmatists—each selecting and using information in unique ways.

- Sensory perception model (NLP)
- Brain Specialization Model
- Learning Styles Model (e.g. Kolb)



David Kolb's model of learning, known as Experiential Learning Theory (ELT), emphasizes a cyclical process of learning through experience. This model consists of four key stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Each stage plays a crucial role in enhancing understanding and engagement in various educational contexts, from corporate training to teacher education.

Key Stages of Kolb's Learning Model:

Concrete Experience: Engaging in a new experience or reinterpreting an existing one.

Reflective Observation: Reflecting on the experience to gain insights.

Abstract Conceptualization: Formulating theories or concepts based on reflections.

Active Experimentation: Applying new ideas to the world to see what happens

Learning Styles: Kolb identified four learning styles—divergent, assimilator, convergent, and accommodator—each influencing how individuals process information. Tailoring educational approaches to these styles can enhance learning outcomes.

Peter Honey and Alan Mumford’s Learning Styles Model is a framework for understanding how individuals prefer to learn. Developed in the 1980s, their model is based on David Kolb’s experiential learning theory and identifies four distinct learning styles:

1. **Activists** – Learn by doing
 - Enjoy new experiences and challenges
 - Prefer hands-on learning and group activities
 - Thrive on excitement and spontaneity
 - Learn best through role-playing, brainstorming, or interactive tasks
 - May struggle with structured or reflective tasks
2. **Reflectors** – Learn by observing
 - Prefer to watch and analyze before acting
 - Take time to gather information and perspectives
 - Learn best through research, discussions, and reviewing case studies
 - May struggle with fast-paced decision-making or unstructured learning
3. **Theorists** – Learn by understanding concepts
 - Prefer logical, structured, and systematic approaches
 - Enjoy theories, models, and frameworks
 - Learn best through lectures, reading, and structured analysis
 - May struggle with ambiguity or emotional decision-making
4. **Pragmatists** – Learn by applying knowledge
 - Focus on practical application of learning
 - Prefer real-world examples and problem-solving
 - Learn best through simulations, experiments, and case studies
 - May struggle with overly theoretical or abstract concepts

To maximize learning potential, Honey and Mumford suggest that individuals should **develop all four styles** rather than relying solely on their preferred one.

Walter Burke Barbe and colleagues proposed the VAK learning modalities, which categorize learners into three distinct styles: Visual, Auditory, and Kinesthetic (VAK). This framework has been widely applied in educational settings to enhance teaching effectiveness and student engagement. The following sections elaborate on the significance and application of the VAK model in various educational contexts.

VAK Learning Modalities:

Visual Learners: Prefer diagrams, charts, and visual aids. Studies show that incorporating visual elements can significantly improve understanding and retention.

Auditory Learners: Benefit from listening and verbal instructions. Research indicates that group discussions and lectures enhance their learning experience.

Kinesthetic Learners: Engage best through hands-on activities. In their case practical exercises lead to better academic performance.

2. Methodologies and Tools for Mental Health for Teachers

This chapter of the workshop focuses on enhancing teachers' mental health by providing tools for stress management, burnout prevention, and conflict resolution. It combines theoretical insights with interactive activities to help teachers create a positive work environment and foster personal well-being. (Detailed description see Annex 2.)

2.1 Key components include:

- 1. Understanding Emotions:** Drawing on Goleman's framework, the workshop examines the impact of emotions such as fear, anger, and joy on personal and professional interactions.
- 2. Self-Awareness and Reflection:** Activities like emotion identification, life timelines, and life wheels help teachers reflect on their challenges and strengths.
- 3. PDCA Cycle:** The Plan-Do-Check-Act method introduces a systematic approach for problem-solving and continuous improvement. This is a problem-solving tool, the procedure of continuous improvement and learning. It means you have to define your steps exactly and repeat them constantly. The four steps are the following: 1.) Plan: Defining goals, roles and tasks; 2.) Do: Realization of plans; 3.) Check: Checking results; 4.) Act: Correcting mistakes, deviations.
- 4. Collaborative Problem-Solving:** Scenarios such as "Who broke the vase?" and "A trip to a desert island" promote teamwork, resilience, and decision-making under stress.

5. **Mind Mapping and Planning:** Teachers develop survival plans using visual tools to improve organization, adaptability, and creativity.
6. **Evaluation and Feedback:** Teams assess their strategies and those of peers, fostering shared learning and growth.

METHODOLOGIES AND TOOLS FOR MENTAL HEALTH FOR TEACHERS



Methodologies and tools for mental health for teachers:



Stress management:



Burnout prevention



Conflict management

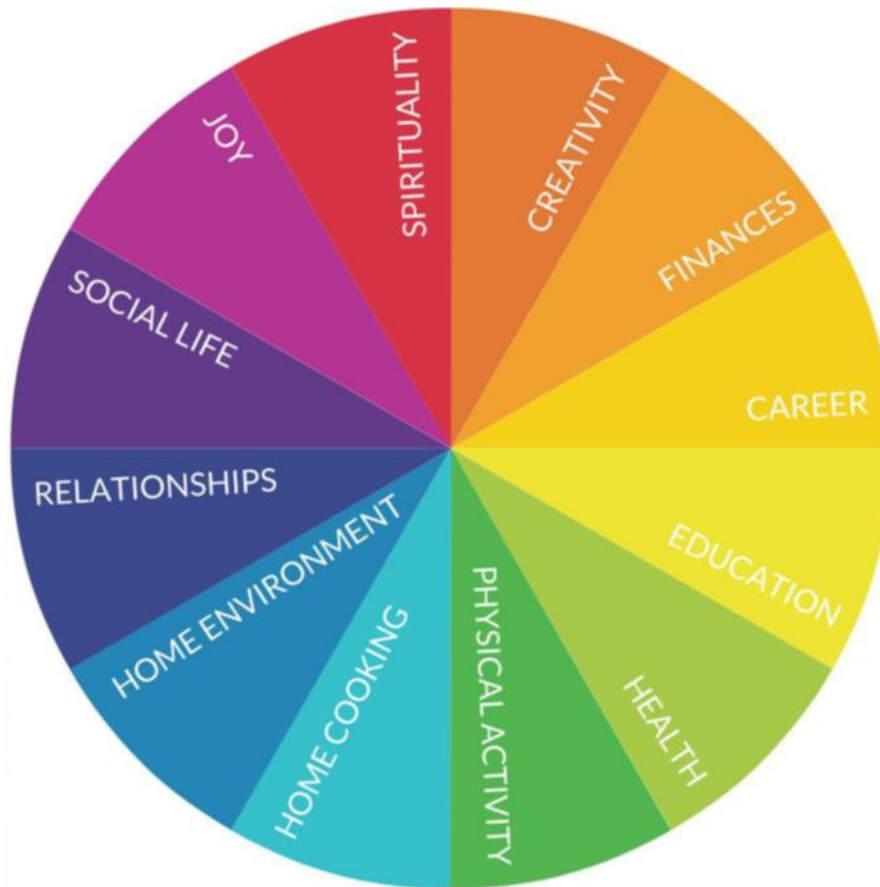


Cases and challenges

2.2 According to Goleman (1998), the basic families of emotions include:

1. **Wrath:** A range of emotions from mild irritation to intense rage, including resentment, anger, exasperation, and even violence.
2. **Sadness:** Emotions such as pain, melancholy, loneliness, and despair, escalating to deep depression in extreme cases.
3. **Fear:** Anxiety, concern, dread, and terror, with extreme forms like phobias and panic attacks.
4. **Pleasure:** Happiness, joy, excitement, and ecstasy, which can lead to extreme feelings like mania.
5. **Love:** Emotions like acceptance, friendship, trust, and adoration.
6. **Surprise:** Shock, astonishment, admiration, and awe.
7. **Aversion:** Feelings of disgust, contempt, disdain, and repulsion.
8. **Shame:** Guilt, embarrassment, regret, and humiliation.

Example of Life wheel/circle:



The Wheel of Life offers a clear snapshot of your overall well-being and satisfaction with your current circumstances. At a broad level, this exercise helps assess whether your life feels balanced. On a more detailed level, it highlights specific areas that are fulfilling and bring you happiness, as well as those that may be causing dissatisfaction or frustration. By scoring each category, you can pinpoint areas that need attention and improvement to help you achieve both personal and overall life goals. Reflecting on and evaluating these ratings not only supports goal-setting but also provides valuable insights into challenges you may be facing. Anyone can use the Wheel of Life with little to no training, though it is often utilized in coaching sessions to identify key priorities for further exploration.

3. UBUNTU



"Ubuntu" combines the words "Ntu" (person) and "Ubu" (becoming), meaning "I am because you are." It emphasizes that one's humanity is realized through relationships with others. Desmond Tutu explains that we are designed for interdependence and complementarity. The core of Ubuntu lies in care, attention, and relationships, highlighting the importance of caring for oneself, others, and the planet. This ethical approach underscores that we are human when we relate to and care for others.

The Ubuntu method assumes the development of five core competences, which underpin the process of human growth:



Methodology

- Non-formal education
- Participatory, experiential and relational approach
- Playful pedagogical resources
- Dynamics | Reflections | Films | Texts | Stories
- Life stories / Personal Storytelling
- Peer education
- Learning through REFERENCE MODELS:

- World reference leaders (Mandela, Martin Luther King, Malala, ...)
- Local community leaders Participants (life stories)

The general objective is to develop participants' socio-emotional competences, which are the foundation of the Ubuntu method. These competences include self-knowledge, self-confidence, resilience, empathy, and service. The aim is to empower participants to exercise their citizenship as servant leaders, guided by an ethic of care (caring for oneself, others, and the planet). Additionally, the goal is to enable them to build bridges, strengthening the social capital of their communities and the wider world they are part of.



4. Analysis of before and after questionnaires

We analyzed the trends before and after the workshop, and we show the comparison before and after for each partner ("Overall Data Breakdown"); and in the "Grand Total" we show the overall average before and after, with the changes together. At the end of the all categories we show some "General Observations".

4.1 General mental health/wellbeing ratings for each partner

Overall Data Breakdown

1. 6o Gymnasio Patras:

- **Before:** 4.67
- **After:** 5.00
- **Change:** +0.33
- **Analysis:** There is a positive improvement in the general mental health/wellbeing score after the survey. The increase is relatively modest but indicates improvement.

2. Agrupamento de Escolas de Arrifana, Santa Maria da Feira:

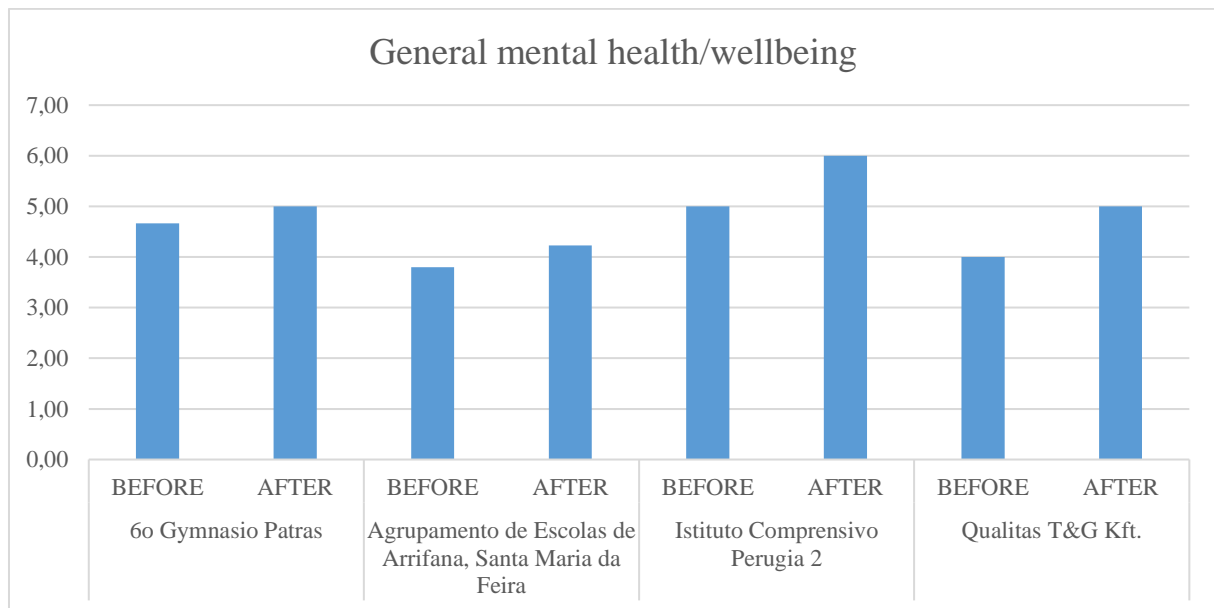
- **Before:** 3.80
- **After:** 4.23
- **Change:** +0.43
- **Analysis:** This institution also shows an improvement, with the score rising by +0.43, suggesting a modest increase in mental wellbeing.

3. Istituto Comprensivo Perugia 2:

- **Before:** 5.00
- **After:** 6.00
- **Change:** +1.00
- **Analysis:** This institution shows the most significant improvement, with a solid +1.00 increase in mental health/wellbeing scores. This indicates a notable improvement in mental wellbeing after the period assessed.

4. Qualitas T&G Ltd.:

- **Before:** 4.00
- **After:** 5.00
- **Change:** +1.00
- **Analysis:** This partner's mental wellbeing score also increased significantly by +1.00, which is a positive change.



Grand Total

- **Overall Average (Before): 4.09**
- **Overall Average (After): 4.56**
- **Change: +0.46**

General Observations

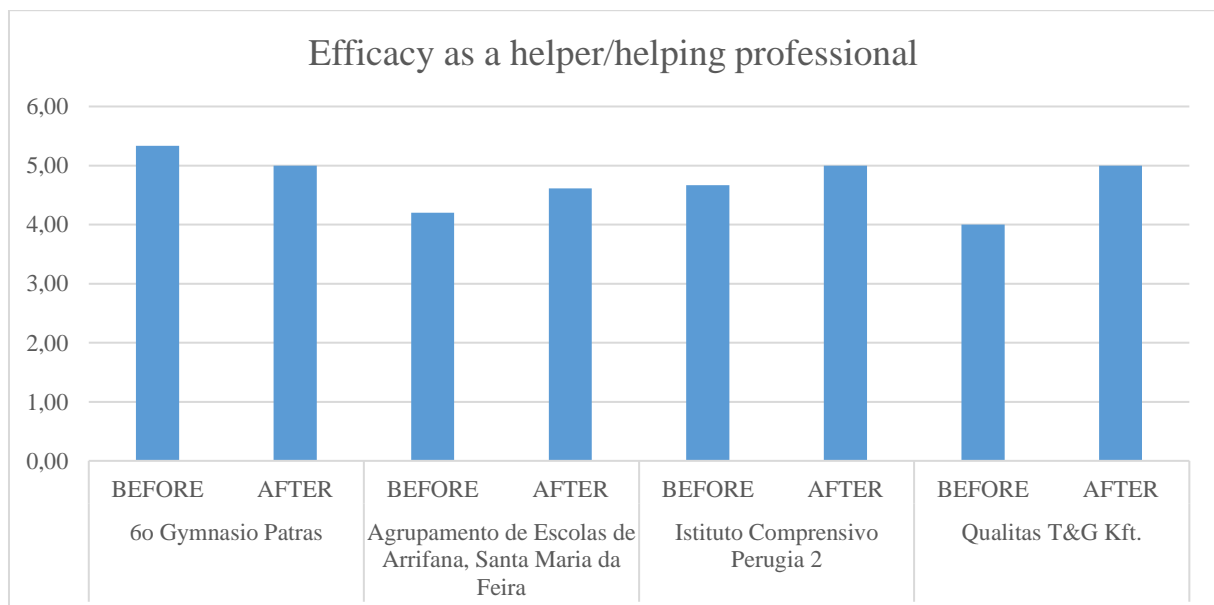
1. **Positive Trend Overall:** all partners show some level of improvement in their mental health/wellbeing ratings, ranging from modest (+0.33) to more significant increases (+1.00); the overall average increase is +0.46, suggesting that, on the whole, participants rated their mental wellbeing more positively after the WP2.
2. **The Most Significant Improvements: Istituto Comprensivo Perugia 2 and Qualitas T&G Ltd.** showed the highest increases of +1.00, which suggests these institutions experienced a notable positive shift in mental wellbeing.
3. **Larger Increase for Some, Smaller for Others:** the **6o Gymnasio Patras** and **Agrupamento de Escolas de Arrifana** showed smaller increases in their mental health ratings, suggesting that while improvement is present, the change might not be as dramatic.

4.2 Efficacy as a helper/helping professional ratings

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before: 5.33**

- **After:** 5.00
 - **Change:** -0.33
 - **Analysis:** There is a slight decline in efficacy, with a decrease of -0.33. This suggests a small drop in how effective they felt in their role as a helper or helping professional.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
- **Before:** 4.20
 - **After:** 4.62
 - **Change:** +0.42
 - **Analysis:** There is an improvement of +0.42, indicating that the institution felt slightly more effective as a helping professional after the survey period.
3. **Istituto Comprensivo Perugia 2:**
- **Before:** 4.67
 - **After:** 5.00
 - **Change:** +0.33
 - **Analysis:** This institution shows a small but positive improvement of +0.33 in their perceived efficacy as a helper/helping professional.
4. **Qualitas T&G Ltd.:**
- **Before:** 4.00
 - **After:** 5.00
 - **Change:** +1.00
 - **Analysis:** This partner shows the largest increase in efficacy, with a positive change of +1.00, indicating a strong improvement in how effective they felt as a helping professional.



Grand Total

- **Overall Average (Before):** 4.41
- **Overall Average (After):** 4.72
- **Change:** +0.31

Key Observations

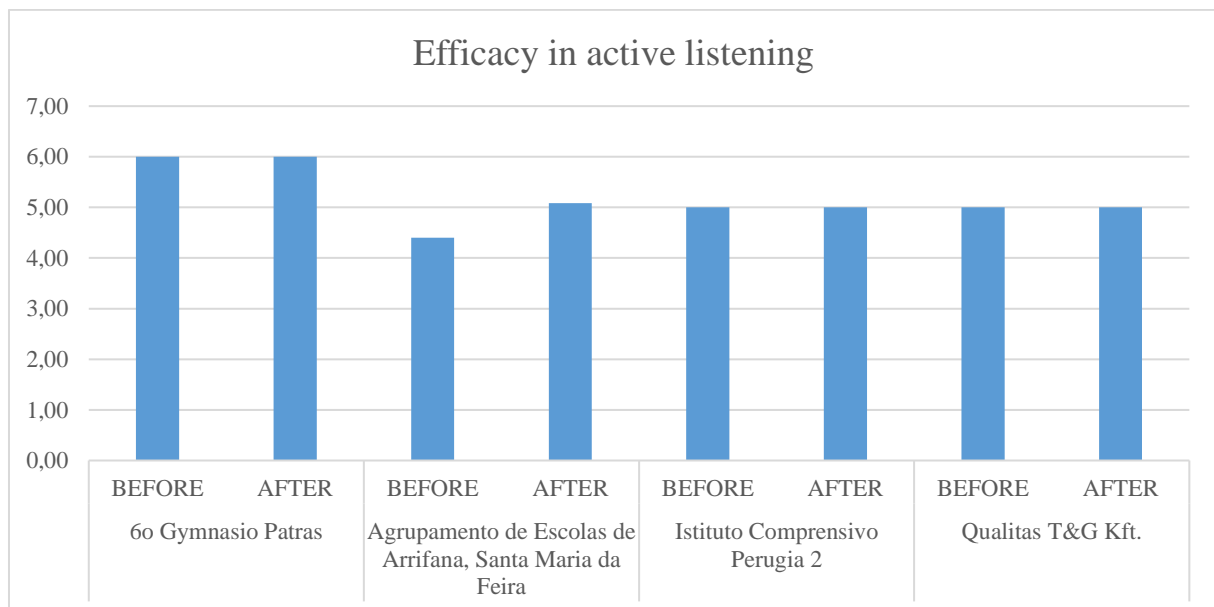
1. **Small Overall Improvement:** the overall average increase in efficacy is +0.31, indicating a slight positive trend, though the increase is modest.
2. **The Largest Improvement: Qualitas T&G Ltd.** experienced the largest improvement in efficacy (+1.00), suggesting that they felt significantly more effective as helpers after the period in question.
3. **Slight Decrease for 6o Gymnasio Patras:** The **6o Gymnasio Patras** saw a minor decline of -0.33 in their efficacy rating, which may indicate some self-perception of decreased effectiveness as a helper.
4. **Modest Improvements for Others: Agrupamento de Escolas de Arrifana and Istituto Comprensivo Perugia 2** both show modest increases in efficacy (+0.42 and +0.33, respectively), reflecting positive, though smaller, improvements.

4.3 Efficacy in active listening

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before:** 6.00
 - **After:** 6.00
 - **Change:** 0.00
 - **Analysis:** No change in the rating for **6o Gymnasio Patras**; they maintained the same high level of efficacy in active listening, indicating that they felt consistently effective in this area.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
 - **Before:** 4.40
 - **After:** 5.08
 - **Change:** +0.68
 - **Analysis:** This institution shows a notable improvement of +0.68 in active listening efficacy, reflecting a stronger self-assessment of their ability to listen actively after the period.
3. **Istituto Comprensivo Perugia 2:**
 - **Before:** 5.00
 - **After:** 5.00

- **Change:** 0.00
 - **Analysis:** No change for **Istituto Comprensivo Perugia 2**, as they rated themselves consistently the same for active listening, suggesting stability in their self-assessment.
4. **Qualitas T&G Ltd.:**
- **Before:** 5.00
 - **After:** 5.00
 - **Change:** 0.00
 - **Analysis:** Like the previous institutions, **Qualitas T&G Ltd.** maintained the same rating for active listening, indicating a consistent self-assessment of their listening efficacy.



Grand Total

- **Overall Average (Before):** 4.73
- **Overall Average (After):** 5.18
- **Change:** +0.45

Key Observations

1. **Positive Trend:** the overall average increase is +0.45, which reflects a well improvement in active listening efficacy across all partners. While this change is good, it indicates a positive trend in self-assessment..
2. **The Largest Improvement:** **Agrupamento de Escolas de Arrifana** shows the largest improvement (+0.68), indicating that they felt significantly more effective in active

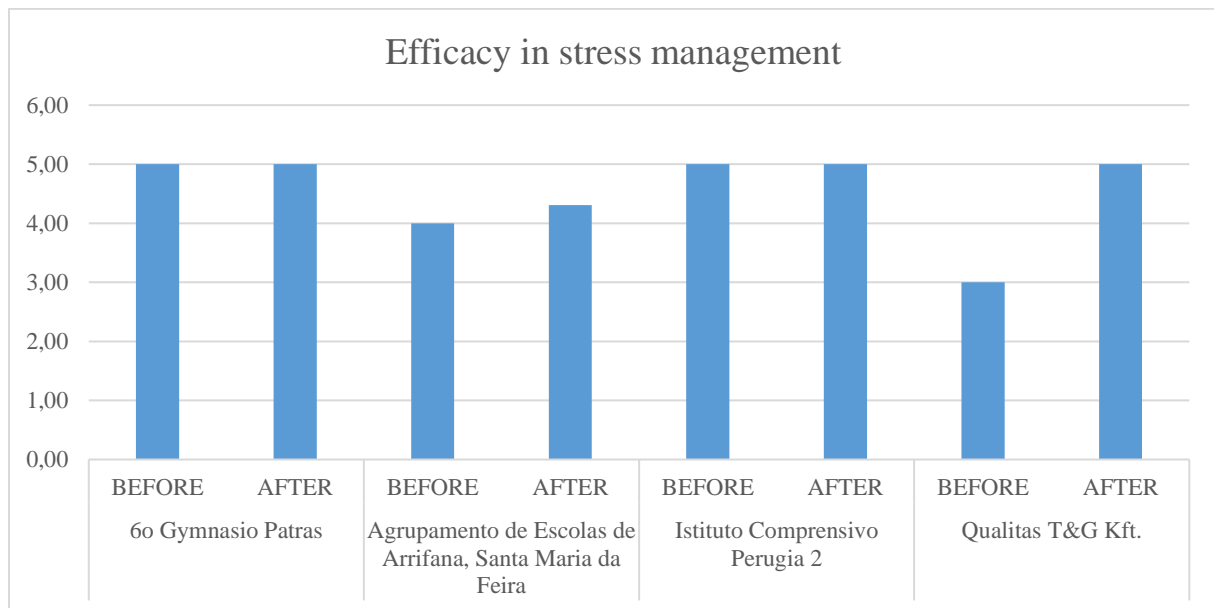
listening after the WP2. This could reflect increased confidence or improvement in active listening skills.

3. **Consistency in Other Institutions: 6o Gymnasio Patras, Istituto Comprensivo Perugia 2, and Qualitas T&G Ltd.** all maintained the same rating for active listening efficacy before and after, suggesting consistency in their self-assessments or confidence in their skills.

4.4 Efficacy in stress management

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before:** 5.00
 - **After:** 5.00
 - **Change:** 0.00
 - **Analysis:** No change in efficacy for stress management for **6o Gymnasio Patras**; they maintained a steady rating of 5.00, indicating they felt consistently effective in managing stress.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
 - **Before:** 4.00
 - **After:** 4.31
 - **Change:** +0.31
 - **Analysis:** This institution experienced a modest improvement of +0.31 in stress management efficacy, suggesting a slight increase in their perceived ability to manage stress effectively.
3. **Istituto Comprensivo Perugia 2:**
 - **Before:** 5.00
 - **After:** 5.00
 - **Change:** 0.00
 - **Analysis:** Similar to **6o Gymnasio Patras, Istituto Comprensivo Perugia 2** maintained the same rating for stress management, indicating consistency in their perceived ability to handle stress.
4. **Qualitas T&G Ltd.:**
 - **Before:** 3.00
 - **After:** 5.00
 - **Change:** +2.00
 - **Analysis:** This partner shows a significant improvement of +2.00 in their stress management efficacy, indicating a large positive change in how they perceive their ability to manage stress.



Grand Total

- **Overall Average (Before):** 4.23
- **Overall Average (After):** 4.50
- **Change:** +0.27

Key Observations

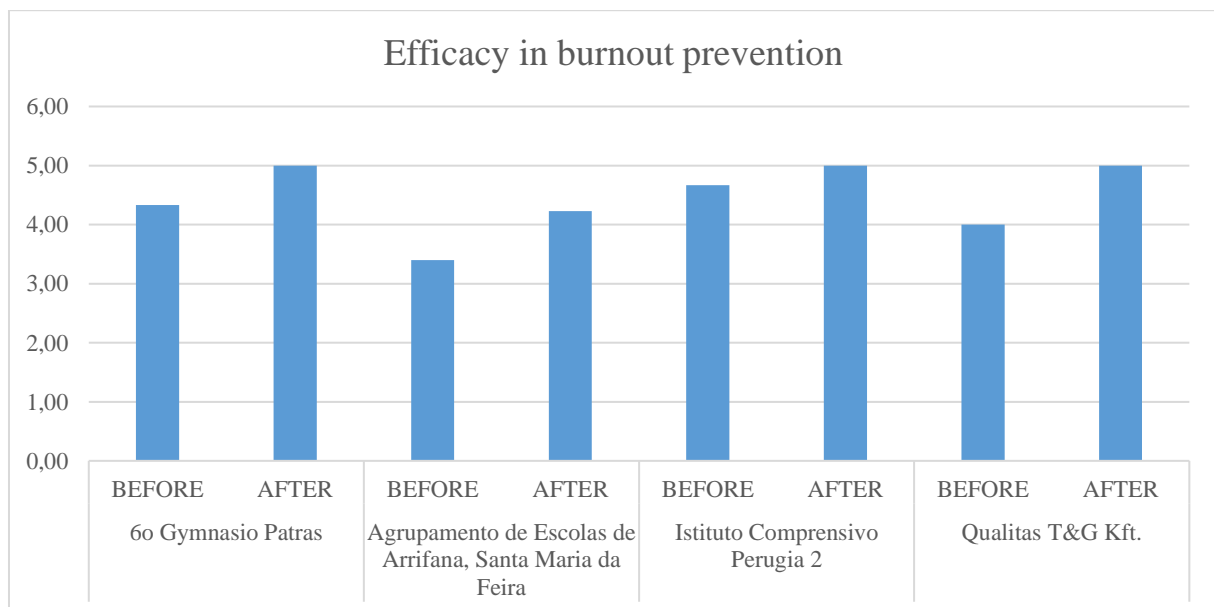
1. **Positive Overall Trend:** the overall average increase in stress management efficacy is +0.27, showing a modest improvement in perceived efficacy across all partners.
2. **The Largest Improvement: Qualitas T&G Ltd.** experienced the largest increase in efficacy (+2.00), reflecting a substantial improvement in their ability to manage stress. This is a notable positive change.
3. **Small Improvements for Some Partners: Agrupamento de Escolas de Arrifana** experienced a modest improvement of +0.31 in stress management efficacy, while others like **6o Gymnasio Patras** and **Istituto Comprensivo Perugia 2** maintained the same ratings, suggesting stability in their stress management skills.

4.5 Efficacy in burnout prevention

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before:** 4.33
 - **After:** 5.00
 - **Change:** +0.67

- **Analysis: 6o Gymnasio Patras** shows a significant improvement of +0.67 in burnout prevention efficacy, indicating a noticeable positive shift in how they assess their ability to prevent burnout.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
 - **Before:** 3.40
 - **After:** 4.23
 - **Change:** +0.83
 - **Analysis:** This institution experienced a notable improvement of +0.83, suggesting a significant increase in their perceived ability to prevent burnout over the period.
 3. **Istituto Comprensivo Perugia 2:**
 - **Before:** 4.67
 - **After:** 5.00
 - **Change:** +0.33
 - **Analysis:** **Istituto Comprensivo Perugia 2** shows a moderate improvement of +0.33, indicating a positive shift in burnout prevention efficacy, though it is less significant compared to some other institutions.
 4. **Qualitas T&G Ltd.:**
 - **Before:** 4.00
 - **After:** 5.00
 - **Change:** +1.00
 - **Analysis:** **Qualitas T&G Ltd.** has the largest increase in burnout prevention efficacy, with a +1.00 improvement. This reflects a strong positive change in how they feel about preventing burnout.



Grand Total

- **Overall Average (Before):** 3,73
- **Overall Average (After):** 4.44
- **Change:** +0.72

Key Observations

1. **Overall Positive Trend:** the overall average increase in burnout prevention efficacy is +0.72, reflecting a modest but positive trend across all partners.
2. **The Largest Improvement: Qualitas T&G Ltd.** shows the largest improvement in burnout prevention efficacy, with an increase of +1.00, suggesting a significant improvement in their perception of their ability to prevent burnout.
3. **Other Positive Changes: Agrupamento de Escolas de Arrifana** shows a strong improvement of +0.83, indicating they felt a marked increase in their ability to prevent burnout; **6o Gymnasio Patras** experienced a smaller, but still significant improvement of +0.67, while **Istituto Comprensivo Perugia 2** had a more moderate increase of +0.33.

4.6 Efficacy in conflict management

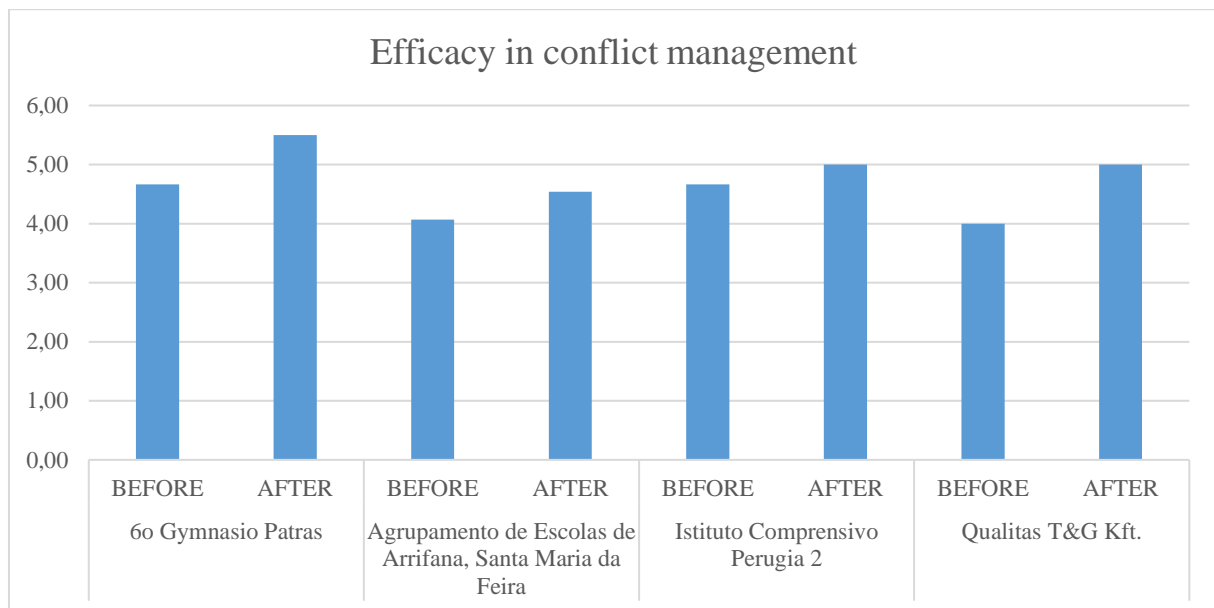
Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before:** 4.67
 - **After:** 5.50
 - **Change:** +0.83
 - **Analysis:** **6o Gymnasio Patras** experienced a substantial improvement of +0.83 in conflict management efficacy. This indicates a significant positive shift in their perception of their conflict management skills.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
 - **Before:** 4.07
 - **After:** 4.54
 - **Change:** +0.47
 - **Analysis:** This institution shows a moderate improvement of +0.47 in conflict management efficacy, reflecting a positive shift, though smaller compared to some other partners.
3. **Istituto Comprensivo Perugia 2:**
 - **Before:** 4.67
 - **After:** 5.00
 - **Change:** +0.33

- **Analysis: Istituto Comprensivo Perugia 2** has a smaller but positive increase of +0.33, showing a slight improvement in their conflict management skills.

4. **Qualitas T&G Ltd.:**

- **Before:** 4.00
- **After:** 5.00
- **Change:** +1.00
- **Analysis: Qualitas T&G Ltd.** shows the largest improvement in conflict management efficacy, with a +1.00 increase, reflecting a strong positive shift in how they perceive their conflict management abilities.



Grand Total

- **Overall Average (Before):** 4.23
- **Overall Average (After):** 4.72
- **Change:** +0.49

Key Observations

1. **Positive Trend:** the overall average increase in conflict management efficacy is +0.49, reflecting a modest but consistent improvement in conflict management skills across all partners.
2. **The Largest Improvement: Qualitas T&G Ltd.** experienced the most significant improvement (+1.00), showing a strong positive shift in their conflict management efficacy.

3. **Substantial Improvement for 6o Gymnasio Patras:** 6o Gymnasio Patras also shows a notable improvement (+0.83), indicating a strong increase in their confidence and perceived efficacy in managing conflicts.
4. **Moderate Improvements:** Agrupamento de Escolas de Arrifana saw a moderate improvement (+0.47), while Istituto Comprensivo Perugia 2 had a smaller increase (+0.33), indicating positive but less pronounced changes.

4.7 The average across all partners

The **average changes** across all partners based on the: **Before**, **After**, and **Grand Total** are given for each area.



5. Recommendations or Further Insights

1. **Focus on Burnout Prevention:** since burnout prevention showed the largest improvement, it may be worth exploring what specific practices, training, or strategies contributed to this improvement. Understanding what worked well here could help to further improve these efforts.
2. **Targeting Smaller Changes (Stress Management):** Stress Management showed the smallest increase. It may be worth investigating whether more targeted interventions in this area (such as additional resources or training) could lead to a more significant change.
3. **Sustainability of Gains:** it would be beneficial to examine whether these improvements are sustainable over the long term. Do partners feel that they will continue to make progress, or are there areas that may need ongoing support to maintain these gains?

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