

## EVIDENCEBASED RESULTS OF THE "COLORS OF LIFE JOURNAL" ERASMUS+ SMALL SCALE PROJECT

### SUMMARY OF THE EVIDENCEBASED RESULTS

The implementation of the "Colors of Life Journal" program in the experimental group demonstrates a significant improvement in students' intrapersonal development, specifically in their ability for self-expression and emotional recognition. Additionally, the program enhances adaptability, defined as the capacity to regulate and manage emotional changes, as well as overall emotional intelligence when compared to the control group. Furthermore, the interpersonal dimension—reflecting the ability to establish and maintain positive social relationships—shows notable progress in the experimental group relative to the control group. A similar trend is observed in the stress management dimension, where no decline is detected in the experimental group between the pretest and posttest evaluations. In contrast, the control group exhibits a decrease in stress management capacity over time, suggesting that the program equips preadolescents with effective coping strategies for handling stressful situations.

The findings indicate that the improvement in emotional intelligence is statistically significant across the three schools where the "Colors of Life Journal" program was implemented, in contrast to the control group, where the program was not applied.

- The program has demonstrated effectiveness across all age groups, with particularly notable improvements from the age of 10 onward, where students exhibit a significant increase in their ability to express emotions.
- The program has proven to be a valuable tool for preadolescents, fostering emotional development, enhancing social relationships, and improving stress management skills.
- A positive shift in overall mood has been observed, particularly among boys from the age of 12 onward.
- In all three participating schools, statistical analysis using the Student's T-test confirms a significant improvement in emotional intelligence following the program's implementation.

### METHODOLOGY AND RESEARCH

The measurement instrument utilized is the BarOn EQ-i:YV (TEA, 2018), a validated tool comprising 60 questions distributed across two scales: Social-Emotional Intelligence and General Mood.

- Pre-test: Conducted in September/October 2022, assessing three experimental groups and one control group.
- Post-test: Conducted in May/June 2023, evaluating the same three experimental groups and the control group to measure the program's impact over time.

### THE PROJECT

Wrapped in Colors and the Institute of Creativity and Educational Innovation at the University of Valencia were co-funded by the EU through the Erasmus+ Small Scale Project: "Colors of Life Journal." The project was implemented in three schools in Denmark and Spain from September 2022 to June 2023, involving 289 students aged 8 to 13 years (49.82% boys and 50.18% girls).

The project's educational materials are based on two key resources:

- "Colors of Life Journal" – to support children's emotional well-being through guided journaling, fostering self-reflection and emotional awareness.
- "Colors of Life Meditation Stories" – A collection of guided visualizations and activities aimed at emotional acceptance, mindfulness, and self-regulation.

### THE OBJECTIVES OF THE PROJECT

- The objective of this study is to analyze, from a comprehensive educational perspective, the effectiveness of an educational intervention program that explores the relationship between colors and emotions. This program utilizes creative materials, including journals where students engage in self-reflection and handwriting exercises following workshops and group activities conducted within a school setting.
- The initiative aims to equip students with practical tools and materials to enhance their social-emotional intelligence, fostering emotional agility and self-regulation. The project is fundamentally based on the idea that colors, as omnipresent elements in our environment, have a profound impact on human emotions. For children, colors hold particular significance, as they naturally integrate them into their inner world, shaped by sensitivity and imagination.
- The theoretical foundation of the project aligns with existing research, which underscores the importance of early emotional education. Studies suggest that emotional intelligence development should begin during the early years of childhood and primary education, as these formative years are crucial for long-term emotional well-being (Richardson et al., 2009; Ulutas & Omeroglu, 2007).

### COMPLETE REPORT AND HALFWAY REPORT FROM MARCH '23 CAN BE OBTAINED BY CONTACTING:

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