

2. Vision and Foundation

A foundation is small until it becomes great.

With EIQ, we do not merely wish to follow existing footsteps — we seek to create a new one:

a path where human development is built on inner understanding, responsibility, and self-regulation as the foundation for all other learning.

EIQ does not provide ready-made answers —
it provides the ability to find one's own direction in life.

Here, the child is the starting point and the whole human being the goal –
that we learn not only to understand ourselves, but also to understand others.

EIQ is a value-based educational foundation working with emotional intelligence, well-being and human sustainability.

Not as a finished system.
But as a shared starting point.

EIQ takes its point of departure in what children already carry within them:
emotions, curiosity, empathy, bodily awareness and relationships.

We believe that children do not lack explanations –
but space.
Language.
Safety.
And adults who dare to be human.

EIQ in practice

It can function as a supplement to existing education and be applied flexibly across grade levels.

The focus includes:
emotional understanding and self-regulation
relationships and community
bodily and inner awareness
responsibility, empathy and respect for life

All conveyed without shame, without pressure and with space for diversity.

This material is shared as an invitation to the Idea and a reflection
about where EIQ may bring meaning in the development of children and young people.

3. EIQ in Practice

EIQ is a tool that can be integrated into everyday school life without replacing existing teaching. It functions as a humane and relational layer that strengthens children's well-being, self-understanding and relational skills, while creating calm and clarity in the learning environment.

The EIQ Toolbox

In EIQ, children work with a toolbox that contains tools for life. The toolbox can be something concrete, such as a pencil case that the child uses in daily school life from the first day of school.

Inside the 'toolbox' are colours, symbols and tools, each representing an inner room within the child – for example body, emotions, relationships, courage and identity.

When a child receives a 'key' (for example in the form of a coloured pencil and a card), it does not mean the child has passed something. It means the child has gained access to a new inner room and a new language for understanding themselves.

The rooms already exist within the child. EIQ holds the keys.

Colours and Inner Rooms

Each colour in EIQ represents an inner room that the child can learn to recognise and return to throughout life:

- The Room of Thoughts (blue key)
- The Room of the Body (green key – calm, regulation, signals)
- The Room of Emotions (red key – understanding, nuance, information)
- The Room of Relationships (yellow key – boundaries, community, respect)
- The Room of Courage (orange key – agency, choice, seeking help)
- The Room of Identity (turquoise key – creativity, self-worth, being oneself)
- The Room of Intuition (purple key – silence, inner grounding)

Access takes place at the child's own pace. Not all children gain access to all rooms at the same time, and this is part of the strength.

How EIQ Works in Everyday Life

EIQ is integrated through play, dialogue, movement, music, humor, short reflections and recognisable situations.

Children work with film clips, small quizzes, creative expression and shared rituals that help them recognise themselves in their experiences.

There are no right or wrong answers. The purpose is understanding, not performance.

Rituals and Structure

EIQ creates safety through simple rituals:

- shared beginnings and endings
- transition rituals between activities
- tidying up as a shared action, not a punishment

Tidying up is used as a tool to strengthen the child's experience of competence and responsibility:

'Order creates calm.'

'I can do it myself. I am part of this.'

'This is my strength and my responsibility.'

The Role of the Adult

In EIQ, the adult is not a judge or problem-solver, but a guide.

The adult helps the child put words to what is felt, distinguish between inner experiences and external influences, and find the right tool from the toolbox.

The focus is on relationship and understanding rather than correction.

EIQ as Prevention

EIQ is not therapy and does not replace academic teaching. It is a preventive approach that gives children something to draw on, also when life becomes difficult.

When children learn to sense themselves, understand their signals and seek help without shame, it strengthens their self-understanding, confidence, learning, well-being and long-term health.

Conclusion

EIQ works in practice because it is simple, human and recognisable. It does not demand more from children, but gives them more to carry with them.

They learn that what is difficult is part of learning, that emotions are information, and how

to understand and respond to them over time.

EIQ is a tool children can use again and again — in school, in relationships and in life.

4. Teaching Framework

EIQ is designed as a value-based supplement to existing education and can be integrated across grade levels as part of everyday school life.

The teaching framework is adapted to the child's developmental stage and focuses on strengthening emotional awareness, self-understanding, relational competence and inner resilience.

Early School Years

In the early years, the focus is on recognising emotions, bodily awareness and simple relational understanding. Children learn to identify feelings, express themselves and understand basic social interaction through play, stories, movement and creative activities.

The aim is to create a safe foundation where children experience themselves as seen, heard and valued.

Middle School Years

In the middle years, children develop a deeper understanding of emotions, relationships and personal boundaries. They work with communication, empathy, conflict understanding and self-regulation.

The teaching supports the child in understanding both their own reactions and the perspectives of others, strengthening their ability to participate in healthy communities.

Upper School / Adolescence

In the later years, the focus expands to identity, responsibility, life choices and personal values. Students reflect on relationships, expectations, future possibilities and their role in society.

They develop greater self-awareness, learn to navigate challenges and gain tools for making conscious and responsible decisions.

Learning Approach

EIQ is taught through dialogue, reflection, creative expression, movement and shared experiences. The process emphasises understanding rather than performance and supports the child's natural curiosity and development.

The teaching is flexible and can be adapted to local contexts and educational environments.

Purpose

The purpose of EIQ is to support the development of balanced, self-aware and socially responsible individuals who can participate in communities with empathy, respect and inner stability.

EIQ contributes to long-term well-being, personal growth and human sustainability.

5. EIQ in the Body

EIQ supports children and young people in developing awareness of their body as an important source of information, balance and self-understanding.

Through EIQ, students learn to recognise bodily signals such as tension, calmness, discomfort and well-being. They develop an understanding of how the body reacts to emotions, thoughts and experiences.

The teaching helps students connect bodily awareness with emotional understanding, strengthening their ability to regulate themselves and respond to challenges with greater balance.

Body awareness in EIQ is not about performance, but about sensing, understanding and respecting one's own signals.

Students learn to listen to the body as a guide that can indicate needs, boundaries and well-being.

Through movement, breathing, reflection and simple exercises, students experience how the body can support calmness, focus and emotional stability.

The aim is to strengthen the student's connection to themselves and to support a healthy relationship between body, mind and emotions.

Purpose

The purpose of working with the body in EIQ is to support inner balance, self-regulation and long-term well-being.

When students understand their bodily signals, they gain greater awareness, resilience and the ability to care for themselves throughout life.

Respect for Life and Environment.

In EIQ, children also learn to understand the connection between the body, nature and all living beings.

They develop awareness of where food comes from and learn to approach animals and the natural world with respect and care.

The teaching supports children in making conscious choices based on understanding rather than guilt or obligation.

They learn to see themselves as part of a greater whole, where their actions affect their own body, other people, animals and the environment.

The aim is to cultivate responsibility, empathy and respect for life in all its forms.

6. Readiness

Transition to Adolescence and Adult Life

EIQ supports older students in developing awareness of themselves in relation to life choices, relationships and future directions.

In the later school years, students are guided to sense their own readiness in areas such as education, work, relationships and personal responsibility. They are supported in understanding their own expectations, values and boundaries, and in recognising what contributes to healthy and balanced choices.

The aim is not to define a single path, but to strengthen the student's ability to reflect, make conscious decisions and take responsibility for their own development.

Students learn to recognise both their strengths and limitations, to understand the perspectives of others and to develop realistic expectations in relation to themselves and their surroundings.

EIQ supports the student in navigating life transitions with awareness, resilience and self-respect.

Through reflection and dialogue, students develop the ability to recognise unhealthy patterns, respond to challenges constructively and seek support when needed.

The teaching contributes to the development of self-awareness, emotional balance and responsible participation in society.

Purpose

The purpose of readiness within EIQ is to support young people in becoming grounded individuals who can make thoughtful life choices, build healthy relationships and participate in society with responsibility and inner stability.

EIQ prepares the individual not only for education or work, but for life.

7. Conclusion

A Child with EIQ After 10 Years

After 10 years with EIQ, the child carries not only knowledge, but an inner understanding of themselves, others and the world around them.

The child has developed a language for emotions and the ability to sense and understand their own reactions. They navigate challenges with greater calmness, make conscious choices and engage in relationships with respect for both their own and others' boundaries.

The child has developed an inner compass. They understand that emotions are information, that conflicts can be met with understanding, and that seeking help is natural and without shame.

In communities, the child contributes with empathy, responsibility and curiosity, actively participating in relationships and helping to create safe environments.

The child shows emerging bodily and inner awareness, recognising personal needs and signals, and has the courage to express thoughts, ask questions and be themselves.

EIQ does not shape the child — it strengthens the child's ability to be human.

At a societal level, this contributes to increased well-being, stronger communities and the prevention of distress. EIQ supports the development of individuals with self-awareness, compassion and responsible participation in society.

EIQ is therefore not only an educational approach, but a long-term investment in human sustainability.

A child with EIQ does not stand alone.

They stand within themselves and together with others .

Where **no one stands** alone.