

Hand in Hand

SEI Programmes for School Staff: a Review Catalogue

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Table of content

INTRODUCTION	5
1. INTERNATIONAL SCHOOL STAFF CATALOGUE	6
2. NATIONAL SCHOOL STAFF CATALOGUES	27
CROATIA	28
Teacher and educational specialists training for implementing Civic Education	28
For safe and supportive environment in schools: Program for preventing and combating violence in schools	29
Intercultural mediation	30
To live differences	30
Mediation (Basic and Advanced levels)	30
Happy Child	31
DENMARK	33
The Relational Competence Project	33
Mindfulness og empati	34
Lærerens relationskompetence.	36
Stressfri ungdom/ Mindfulness i skolen	37
OmTanke	37
GERMANY	38
Fairplayer	38
Faustlos	39
Social training in schools	41
Schule ohne Rassismus	42
Konstanzer Trainingsmodell	43
Training of social and professional competences for teachers	45
Teacher training to improve the classroom climate	45
Lions Quest	47
Intercultural Competence -training for physical education teachers	48
Intercultural competence - a short training for teachers	49
School of Diversity	51
SLOVENIA	52
Only with others we are	52
The challenges of intercultural coexistence	53
Schools for Health	54
SWEDEN	56

Educating the old and newcomers: Perspectives of teachers on teaching in multicultural schools in Sweden	56
What works in migrant education? A review of evidence and policy options	56
School difficulties and immigrant background:	57
Interkulturell undervisning—ett pedagogiskt dilemma.....	57

INTRODUCTION

The *HAND in HAND: Social and Emotional Skills for Tolerant and Non-Discriminative Societies* project will develop an open-access systemic policy tool – an EU-based universal social, emotional and intercultural (SEI) learning programme (a programme for students and school staff) based on multiculturalism and diversity awareness that fosters inclusion and develops more tolerant and non-discriminative learning environments for all students (including immigrant and refugee students) to prevent discriminative bullying, segregation and early school leaving. The HAND in HAND programme's overall goal is to help build inclusive societies (i.e. classrooms, schools) by improving the social, emotional and intercultural competencies of students and school staff – a whole-school approach. A whole-school approach engages the entire school community (in our case: students of one class, their teachers, counsellors and the principal) in a cohesive, collective and collaborative effort. Even though SEI competencies have proven positive effects on individual-level, class-level and school-level outcomes, so far they have not been explicitly included in all national education systems across Europe. The project aims to change the role of SEI competencies in educational settings in the consortium countries (Slovenia, Croatia, Germany, Sweden, Denmark) and wider.

The HAND in HAND project started with in-depth and systematic state-of-the-art analyses in the partner countries (Slovenia, Croatia, Sweden, Germany, Denmark) and wider (the EU and international) in relation to SEI competency measurements or the SEI programme development, resulting in three comprehensive catalogues to be used during the project lifetime (in planning the HAND in HAND assessment and developing the HAND in HAND programme) and beyond, namely:

- an SEI assessment catalogue
- **an SEI school staff programme catalogue**
- an SEI student catalogue

Enhanced SEI competencies (social-emotional and intercultural) in school staff are vital for the development of students' SEI competencies, their academic achievement and learning in general and, most of all, for the school staff's own SEI development and well-being. The use of high-quality and evidence-based SEI programmes is crucial for the implementation and possible impact on the school staff's SEI competencies (as well as indirectly on the students' SEI competencies). The catalogue presents a collection of evidence-based SEI programmes for school staff. Through researching the background and the practices that have already been used in the consortium countries and worldwide, it was explored what already exists, what works and what can be learnt from previously developed SEI programmes when planning our own programme, with a view to advancing policy, practice and research. Therefore, a catalogue of existing SEI programmes was developed, i. e. a catalogue aimed at developing school staff's SEI competencies, based on a systematic review of the literature and the existing good practices from national (consortium) contexts.

The catalogue is divided into the following two sections:

- **International catalogue:** an international catalogue of the programmes aiming to improve the school staff's SEI competencies is presented first, followed by
- **national catalogues** of the countries participating in the project (Croatia, Denmark, Germany, Slovenia, Sweden).

The international part of the catalogue includes descriptions of 35 international programmes. The national part, prepared by partners from each participating country, contains a summary of the SEI programmes or good practices in the SEI field, as well as descriptions of selected programmes (29 altogether, 3-11 per country).

1. INTERNATIONAL SCHOOL STAFF CATALOGUE

This catalogue of research in the field of SEI programmes for the school staff's and teachers' SEI competencies is based on a review performed by the main researchers Birgitte Lund Nielsen, Lise Andersen Réol and Hilmar Dyrborg Laursen, VIA University College, Denmark, but discussed by the entire team of Hand in Hand partner countries and researchers.

The aim was to identify the central aspects and elements concerning successful implementation, and school staff's development of professional competencies in the specific field of supporting students' social, emotional and intercultural (SEI) competencies.

Abstract: Framed by the EU-project Hand in Hand focusing on Social, Emotional and Intercultural (SEI) competencies among students and school staff, the paper discusses implementation and professional competencies based on a research review. The following five topics were identified: 1) Intercultural/transcultural competency is not often referred to in the same research as social and emotional learning (SEL), although social-emotional aspects appear to be "at the core", 2) It is crucial to be aware of the agency among school staff in SEI implementation, 3) Successful implementation is about much more than merely the activities in a specific programme, but rather about the elements in synergy and professional learning over time, 4) A subtle balance between adaptation and fidelity might best be addressed in an adaptive curriculum emphasising active ingredients, 5) This is a field with many intervention studies, but it is urgent to consider if the psychometric measures are sufficiently sensitive to catch the subtle changes related to teachers' SEI competencies and their professional relational competencies to support students in developing their SEI competencies.

Method: The review included research published in the period from 2000 to 2017. Across three key concept areas, the following search terms were combined: ("professional development" OR "professional learning" OR "in-service teacher training" OR "in-service education" OR "professional competencies") AND ("social and emotional learning" OR "intercultural" OR "mindfulness" OR "self-awareness" OR "self-management" OR "social awareness" OR "relationship skill*" OR "responsible decision-making" OR "emotional contagion") AND (teacher).

The theoretical background, the rationale, the definition of SEI competencies, the review methodology and the findings are more thoroughly discussed in the following scientific paper: Nielsen, B.L. et al. (in prep.). *Social, Emotional and Intercultural competencies: A review of research with a particular focus on the school staff.*

Catalogue structure: The catalogue is organised alphabetically by authors. The names of specific programmes – if any are included – are highlighted in the second column. For the most part these are programmes for students as many professional development activities for teachers are aligned with a specific student programme.

Author/year/title	Themes discussed (the rationale and theoretical background, the concrete program)	Aim(s) and/or research questions(s)	Methodology	Main results and key points
Abry, T., Rimm-Kaufman, S. E., & Curby, T. W. (2017). Are All Program Elements Created Equal? Relations Between Specific Social and Emotional Learning Components and Teacher-Student Classroom Interaction Quality. <i>Prevention Science</i>, 18(2), 193-203.	The implementation of four components from the Responsive Classroom (RC) approach is followed. The four components were: 1) Morning meeting, 2) Rule creation, 3) Interactive modelling, and 4) Academic choice. The rationale is that it is crucial to identify the strongest levers for improving student outcomes in a given SEL program – the specific active ingredients – while certain components can be expected to be more or less essential. Using component specific indices of fidelity, the unique contribution of each RC-component was tested. In the rationale, it is stated that little is known about the heterogeneity in teachers' responses to SEL programs.	The research is looking into the relation between 1) variation in treatment teachers' implementation of the four components, and 2) the quality of the teachers' emotional, organizational and instructional interactions with students in 3 rd , 4 th and 5 th grade classrooms. The aims are to: a) identify SEL programs' core components that act as active ingredients in enhancing teacher-student classroom interaction quality, and b) test whether teachers, as a function of their pre-intervention levels of interaction quality, benefit more or less from the SEL components.	Randomized controlled trial (RCT) study including 143 teachers from 24 schools (13 interventions, 11 controls). Baseline data + survey with teacher reports. Data from 2008-2011. Five times repeated classrooms observations rated at the "classroom practices observation measures" scale.	Significant interactions emerged between RC-component use and teacher-student classroom interaction quality. Teachers with lower baseline levels of interaction benefitted from using "Morning Meeting" and "Academic Choice". But, no relation between component use and interaction quality for teachers high in baseline interaction quality were found.
Anyon, Y., Nicotera, N., & Veeh, C. A. (2016). Contextual Influences on the Implementation of a Schoolwide Intervention to Promote Students' Social, Emotional, and Academic Learning. <i>Children & Schools</i>, 38(2), 81-88.	Based on earlier identified challenges with implementation fidelity, this study explored contextual influences on the implementation of a whole school SEL program Responsive Classroom (RC) .	To examine how the earlier identified factors, operate when implementing schoolwide: contextual influences on the implementation of an evidence-informed approach to social, emotional and academic learning.	Mix methods: N=35 Teachers. Survey: Classroom Practices Frequency Survey (CPFS). Observation: "Classroom Practice Observation Measures" (CPOM) and Focus group interviews.	Three main factors influencing implementation fidelity were identified: 1) Intervention characteristics like compatibility with staff members' beliefs, 2) organizational capacity, e.g. ability to integrate the intervention into existing structures and routines, and 3) the intervention support system.
Brackett, M.A., Reyes, M.R., Elbertson, N.A. & Salovey, P. (2012). Assessing	Teachers are the primary implementers of SEL programs, and both their beliefs about and support for SEL, and their confidence,	The aims were to develop and gather preliminary evidence for the psychometric properties of	Survey items were administered to 935 teachers.	Based on factor analysis three reliable scales were identified: 1) Teacher <i>Comfort</i> with teaching

<p>teachers' beliefs about social emotional learning. <i>Journal of Psychoeducational Assessment</i>, 30(3), 219-236.</p>	<p>can likely influence program delivery, evaluation and outcomes. Based on this rationale a survey instrument for measuring teacher beliefs about SEL was developed and validated. Workshops related to the SEL-program RULER were offered for the teachers from 62 schools.</p>	<p>a scale assessing different components of teachers' beliefs about SEL. The hypothesis was that this scale may affect program delivery and outcomes for any SEL program.</p>	<p>A sample of teachers implemented the SEL program as part of a randomized controlled trial (RCT) with 450 "program teachers" and 455 "control teachers".</p>	<p>SEL, 2) <i>Commitment</i> to learning about SEL, and 3) perceptions about whether their school <i>Culture</i> supports SEL. Comfort correlated significantly with two burnout scales: depersonalization and personal accomplishment. Commitment correlated moderately with adaptive efficacy, and Culture correlated positively with administrator support and negatively with emotional exhaustion. Teachers who had low expectations for SEL efforts or felt uncomfortable teaching SEL were less likely to implement the program with quality and fidelity.</p>
<p>Buchanan, R., Gueldner, B. A., Tran, O. K., & Merrell, K. W. (2009). Social and emotional learning in classrooms: A survey of teachers' knowledge, perceptions, and practices. <i>Journal of Applied School Psychology</i>, 25(2), 187-203.</p>	<p>Early studies have shown how implementation of SEL is often reactive and not proactive, and it is argued, that with the increase of SEL curricula in schools it is important to consider consumer feedback related to use, implementation and outcomes of such curricula. SEL is conceptualized as <i>the process to which individuals acquire knowledge and skills to navigate through life's challenges</i> (p.189).</p>	<p>The focus in the study was to determine the teachers' a) knowledge regarding SEL, b) use of SEL programs, c) perceptions regarding the feasibility of implementation and their current skills level, d) attitudes towards SEL in general and e) willingness to receive support to deliver with high levels of fidelity.</p>	<p>Survey (N=263), teacher from two US states. Survey questions were developed by the authors based on e.g. CASEL</p>	<p>Findings: 1) 98,9% of the teachers reported, that they believe SEL to be important and the majority (67,4%) reported that a SEL curriculum was being implemented in their classrooms. It is concluded that schools should take an active role during implementation, and that receiving training/support from a variety of professionals would be helpful for teachers. Furthermore, it is emphasized, that current academic demands decrease the opportunity for SEL.</p>
<p>Castillo, R., Fernández-Berrocal, P., & Brackett, M. A. (2013). Enhancing teacher effectiveness in Spain: A pilot study of the RULER approach to social and emotional</p>	<p>A Pilot study examining effects of the evidence-based social and emotional learning (SEL) program, RULER on teacher's engagement, teacher-student interactions and burnout among 47 teachers from 19 public schools in Spain. Teachers</p>	<p>What is the effect of The RULER Approach to SEL on Teachers self reports of engagement, teacher-student interactions and burnout? The aim was to examine a SEL program</p>	<p>Pre- and post surveys on sample comprised of 24 teachers who voluntarily decided to participate in RULER training and 23</p>	<p>Participants who attended the RULER training as compared to the eLearning training, had more positive scores on several outcomes related to teacher engagement, positive interactions with students, and burnout. All of</p>

<p>learning. <i>Journal of Education and Training Studies</i>, 1(2), 263-272.</p>	<p>participated in 30-hours training across six month that focus on teaching teachers how to implement the four Anchor tools in RULER. (1: The Charter 2: The Mood Meter 3: The Meta-Moment 4: The Blueprint). The Anchor tools is fully described in Brackett, M. A., Rivers, S. E., Maurer, M., Elbertson, N. A., & Kremenitzer, J. P. (2011).</p>	<p>(RULER) that focussed on teacher developement outside the U.S.</p>	<p>teachers as comparison group who voluntary chosed to pearticipate in eLearning training. (Diverse scales used for measurement could be inspiring.)</p>	<p>the findings remained statistically significant after controlling for trait affect and personality, dimensions traditionally related to engagement and burnout among teachers. Teachers in the RULER group had higher post-test ratings: On two of the three dimensions of engagement: vigor and absorption, but not dedication. - on the all three aspects of teacher-student interactions: personalized interactions, responses to emotions, caring beyond classroom. -on just one of the three burnout scales: personal accomplishment, but not on depersonalization and emotional exhaustion.</p>
<p>Collie, R. J., Shapka, J. D., Perry, N. E., (2011). Predicting teacher commitment: The impact of school climate and social emotional learning. <i>Psychology in the Schools</i>, 48(10), 1034-1048.</p>	<p>The rationale in the paper is, that despite great interest in SEL research for students, and evidence of effect, very little research has been completed to see if SEL has any positive outcomes for teachers, and no research has considered the impact that SEL may have on teacher commitment. Participation in the study was offered to schools in two Canadian provinces sampled because SEL was prioritized in those two provinces. There is however no reference in the paper to specific SEL programs.</p>	<p>The study aimed to explore the impact of school climate, including teacher-student relations, and SEL on teacher commitment. Teacher commitment is conceptualized as: General Professional Commitment (GPC), Future Professional Commitment (FPC) and/or Organizational Commitment (OC) Research questions: 1) Does school climate predict GPC, FPC or OC? 2) Does SEL predict GPC, FPC or OC?</p>	<p>Data from a questionnaire (664 teachers) Measuring 1) teacher commitment2) school climate, and 3) SEL. Teacher commitment scales were adapted from US schools and staffing survey. School climate was measured using the Revised School Level Environment Questionnaire-re (R-SLEQ). SEL scales: see last column.</p>	<p>SEL was measured on two scales: 1)"Beliefs in SEL teacher scale": evaluating comfort, commitment and culture, and 2) "the SEL integration scale" measuring the degree of integration of SEL across the curriculum and the school. School climate was shown to be a significant predictor of the three outcomes variables, and SEL was a significant predictor of the outcomes variables GPC and OC. Of the school climate variables student-teacher relations was the most consistent predictor. Of the SEL variables greater support and promotion of a SEL culture was the most consistent predictor. So: teachers appear to show greater commitment in general when</p>

				working at schools that value the social emotional aspects and/or implementation of SEL at a school may help to improve some of the antecedents of teacher commitment.
DeJaeghere, J. G., & Zhang, Y. (2008). Development of intercultural competence among US American teachers: Professional development factors that enhance competence. <i>Intercultural Education</i>, 19(3), 255-268.	The study is testing two measurement tools for intercultural sensitivity and competence (profile) as tools for promoting teachers intercultural competencies in professional development (PD) for American teachers.	Participation in individual and/or group profile professional development enhance inter cultural-competence-scores. Focus on individual profile has greater impact than group-profile. Participation in Intercultural training has impact on intercultural competencies and working experiences in the same district is positively related to intercultural competences.	The Developmental model of intercultural sensitivity (DMIS) and the intercultural development inventory (IDI v2) was used to show participants their group and individual scores. 231 teachers and school staff took part in the study. Intercultural competencies were measured on a self-report 11 item scale at the end of the workshop period. Correlations between participation in PD and intercultural competencies were made.	Though correlations were small the study showed significant impact of the PD on intercultural competencies.
DeJaeghere, J. G., & Cao, Y. (2009). Developing US teachers' intercultural competence: Does professional development matter?. <i>International Journal of Intercultural Relations</i>, 33(5), 437-447.	A longterm intervention-study were teachers from 7 schools took part in DP-courses focusing on intercultural competences. Pre-and-post measures on competence-level were made.	Does a PD intercultural initiative effect teachers' intercultural competence?	The Intercultural Development Inventory (IDI) was used to measure intercultural competence in 86 teachers.	Results showed that the intervention had a significant impact on teachers' intercultural competencies.

<p>Doikou-Avliadou, M., & Dadatsi, K. (2013). Enhancing social integration of immigrant pupils at risk for social, emotional and/or behavioural difficulties: the outcomes of a small-scale social-emotional learning programme. <i>Emotional and Behavioural Difficulties</i>, 18(1), 3-23.</p>	<p>Implementation of an SEL program for 7 teachers at 7 primary and secondary schools, with the specific aim of targeting SEL in 7 immigrant pupils. A 2 month intervention period. Before the intervention teachers participated in a short term teacher education program aiming to develop qualities such as congruence, unconditional positive regard, empathic understanding and communication skills. Detailed descriptions of 32 activities and how to implement them, was given to the teachers as well as supervision during the 2 month intervention-period.</p>	<p>To develop and implement a small-scale intervention based on an SEL programme To explore its outcomes on social functioning and social position of immigrant pupils who presented behavioral problems.</p>	<p>Questionnaires: The strengths and Difficulties questionnaire (Before intervention). Teacher-administered short questionnaire on target-pupils' behavior. (After). Psychometric measure: "Peer nomination" (Before and after intervention). Semistructured interviews - before and after.</p>	<p>Target-pupils were fond of the SEL practice. Four teachers mentioned positive changes as pupils were less distracted, expressing thoughts and feeling more openly and were becoming less aggressive. The psychometric measure showed a tendency for better peer relations.</p>
<p>Dolev, N., & Leshem, S. (2016). Teachers' emotional intelligence: The impact of training. <i>International Journal of Emotional Education</i>, 8(1), 75.</p>	<p>A mixed method study of the impact of a 2 year teacher-centered emotional-intelligence (EI) training (with 12 workshops and 10 times personal coaching) on teachers measured and perceived EI, in 21 Israeli teachers in a whole school approach. School principal and others with leadership roles took part in the training.</p>	<p>Does a 2 year teacher-centered EI-training have an effect on teachers' emotional intelligence?</p>	<p>Quantitative: Pre-post assessments with the EQ-i tool (Bar-on, 2007). Qualitative: Semistructured interviews after the two years training - reflecting on their personal EQ-I as well.</p>	<p>The EQ-I showed a trend towards personal gains of the training, but only the subscales for Stress-tolerance and assertiveness, showed significant results. On the other hand the qualitative part of the study showed that teachers perceived major changes in their own EI-abilities. They also reported becoming more tolerant towards cultural diversity and more aware of students EI.</p>
<p>Durlak, J.A. (2016). Programme implementation in social and emotional learning: basic issues and research findings. <i>Cambridge Journal of Education</i>, 46(3), 333-345.</p>	<p>In the reviewed research are references to and examples from some specific SEL programs: The child development project (p.336), Responsive Classroom (p.336), PATHS (p.339), SEAL (p.340)</p>	<p>The purpose is to discuss the importance of achieving (quality) implementation for effect of SEL interventions. Examples from the SEL literature are used to illustrate different issues related to implementation.</p>	<p>Not a systematic review, but reference to a broad range of previous research.</p>	<p>Implementation is defined, and a framework for understanding the steps, actions and challenges involved in achieving quality implementation of SEL programs, is presented. 14 important points regarding implementation are condensed including the need for</p>

				outside assistance/professional development for school staff to achieve effective implementation. Two factors are in particular highlighted, e.g. a few teachers who emerged as positive role models for others seemed to be influential in sustaining the schools' commitment and motivation and programmes that were integrated and became part of the entire school and its daily practices, as opposed to being operational in only some classrooms, were more likely to be continued.
Elbaz-Luwisch, F., & Kalekin-Fishman, D. (2004). Professional Development in Israel: fostering multicultural dialogue among Jewish and Arab Israeli teachers. <i>Journal of In-Service Education</i>, 30(2), 245-264.	A description of the underlying ideas and projects leading to the Israeli professional development program: "Fostering dialogue in multicultural communities of [Israeli] teachers and pupils". The foundation of the work with PD is that teacher participants tell each other defining life stories as a mean to develop empathy and understanding. Thought a process of identifying similarities and contrasts broadening the understanding for each other. To work together in multicultural groups to develop curricular materials on topics like "Roots" and "Traditions" and thereby foster collaboration			No results but see "methods" for assumed results.
Emerson, L. M., Leyland, A., Hudson, K., Rowse, G., Hanley, P., & Hugh-Jones, S. (2017). Teaching Mindfulness to Teachers: a Systematic Review and Narrative Synthesis. <i>Mindfulness</i>, 1-	A systematic review and narrative synthesis about Mindfulness-based interventions (MBIs) for school teachers (teaching children from 5-18) and the effects on stress symptoms, emotion regulation and self-efficacy. MBI's were limited to established models of mindfulness (MBSR and MBCT) and explicitly integrated core	What is the effect of MBI on teachers stress symptoms, emotion regulation and self-efficacy? The review aims to synthesise the current research evidence examining the effectiveness of MBIs for (i) reducing teacher	Systematic review. Search conducted sept. 2015. Broad methodology. 12 publications of 600 were included in the synthesis. 13 studies in 12	Stress: There was considerable variation in the effects on symptoms of anxiety and depression across studies. The effects on both general and occupation-specific stress were reported in 8 studies, with 60% being significant. In low quality studies (non-controlled) no

14.	<p>experimental mindfulness practices during taught sessions and included homepractice across a number of sessions. Following programs were examined: MBSR and MBCT in six studies. Modified MBSR programs in three studies. (Including SMART the Stress Management and Relaxation in Education). CARE in four studies.</p>	<p>stress as a main outcome, (ii) supporting gains in emotion regulation and self-efficacy as intermediary effects and (iii) mindfulness and self-compassion as mechanisms of action. The results are discussed in context of a theoretical model.</p>	<p>publications covering data from 589 participants mostly from USA, Canada and UK.</p>	<p>improvement was reported. In higher-quality randomized-controlled study a medium and significant improvement was reported. <i>Emotion regulation:</i> Four quantitative studies reported significant positive effect for 63% of the results. (Mixed findings reported in studies of superior quality. Maybe depended on the measures conducted. General vs. teacher specific emotion regulation). <i>Self-efficacy:</i> In five studies significant benefits on outcomes were reported in 29% of the results. Inconsistency in the findings across studies could be due to intervention as well as methodological differences. <i>Minfulness and Compassion:</i> Significant benefits on outcomes were reported for 39% of the results. Findings were not conclusive across the studies, but some promising evidence that the ability of teachers to be mindful increased post-MBI. In three studies Selfcompassion was assessed and a medium and significant change was reported for the intervention group compared to the control group.</p>
Freeman, E., Wertheim, E.H. and Trinder, M. (2014). Teacher perspectives on factors facilitating implementation of whole	The research context/frame is a whole-school SEL program with a conflict resolution focus. The program is called “Enhancing Relationships in School Communities (ERIS)”.	The aim was to consolidate a range of factors that appear to support implementation of SEL programmes, and to create a synthesized model that can	Interview with 29 core team members describing the most significant changes, what factors	A synthesized model of facilitators of implementation was developed based on the interviews. Major components are: 1) Ensuring a whole schools vision and process,

<p>school approaches for resolving conflict. <i>British Educational Research Journal</i>, 40(5), 847-868.</p>	<p>10 schools (primary teachers) participated in an 18-month PD program.</p>	<p>guide future research and practice efforts.</p>	<p>facilitated those changes, and what assisted in overcoming barriers.</p>	<p>2) pre-programme engagement confirming commitment and alignment of researcher and teacher visions, 3) facilitative programme structure and processes such as linking the current programme to existing programmes and processes at the school; 4) leadership and support for staff in the change process e.g. through the implementation team; 5) the nature of the program content and 6) monitoring and feedback processes to sustain motivation and inform of needs and outcomes (p. 853).</p>
<p>Harris, A. R., Jennings, P. A., Katz, D. A., Abenavoli, R. M., & Greenberg, M. T. (2016). Promoting stress management and wellbeing in educators: Feasibility and efficacy of a school-based yoga and mindfulness intervention. <i>Mindfulness</i>, 7(1), 143-154.</p>	<p>Evaluation of the feasibility and efficacy of a universal school-based intervention the Community Approach to Learning Mindfully (CALM) program for educators to promote teachers health, wellbeing and social and emotional competence. CALM provides a brief daily morning practice -20 minutes of gentle yoga and mindfulness practice that can be extended to other contexts throughout the day four days per week for 16 weeks.. 64 participants in two schools included.</p>	<p>The aim is to examine the efficacy and feasibility of CALM as a support for educator wellbeing, emotional functioning, stress and teaching aspects.</p>	<p>Pre- og post-test measurements including selfreport surveys of social-emotional functioning and wellbeing, blood pressure readings, and diurnal assays of cortisol. (Three methods: online self-report, in-person physiological assessment, and self-administered saliva collection.</p>	<p>Initial evidence suggests that CALM has potential as a strategy to improve educators' social emotional competence and wellbeing, prevent stress-related problems, and support classroom functioning. In more detail at post-test CALM participants: -scored significantly higher in one aspect of mindfulness: mindful observation - improved significantly scores on distress but not the other two emotion regulation strategies. - improved significantly scores compared to controls on positive affect but not negative affect. - improved significantly in their efficacy for classroom management relative to control participants. There were no effects on efficacy for instructional practice or student</p>

				<p>engagement. There were no significant impacts of the intervention on relational trust.</p> <ul style="list-style-type: none"> - improved in two aspects of work related stress compared to control participants: there were trend-level impacts on time urgency and MBI depersonalization <p>There were no significant differences in perceived stress or the other dimensions of burnout.</p> <ul style="list-style-type: none"> -reported significantly fewer daily Physical symptoms compared to controls. Differences between the two groups in sleep-related impairment were not significant.
<p>Jennings, P. A. (2015). Early childhood teachers' well-being, mindfulness, and self-compassion in relation to classroom quality and attitudes towards challenging students. <i>Mindfulness</i>, 6(4), 732-743.</p>	<p>A mixed method study of the connection between teacher-characteristics' and teacher-behavior in the classroom.</p>	<p>Is preschool teachers self-reported well-being, mindfulness and self-compassion related to classroom quality and teacher-attitude towards challenging students?</p>	<p>35 experienced preschool teachers took part in this cross-sectional-study. Their teaching in the classroom was recorded on video for a 1½ hour period. Afterwards online surveys regarding well-being (PANAS), teacher efficacy (TES), depression (BDI) and Burnout (MBI) was conducted and a telephone-interview based upon the TRI inventory based on attachment research. The video-sequences was analysed using the</p>	<p>The study showed that mindfulness, self-compassion, personal efficacy and positive affect was positively correlated with teachers' emotional support to the students while emotional exhaustion and depersonalization was negatively correlated to emotional support. Depression affected teachers' emotional and instructional support as well as their classroom organization negatively.</p>

			pre-K version of the CLASS (Pianta et al. 2008) focusing on: Emotional support, Classroom organization and instructional support.	
<p>Jennings, P. A., Brown, J. L., Frank, J., Tanler, R., Doyle, S., Rasheed, D., ... & Greenberg, M. (2014). Promoting Teachers' Social and Emotional Competence: A Replication Study of the Cultivating Awareness and Resilience in Education (CARE) Program. <i>Society for Research on Educational Effectiveness</i>.</p>	<p>Replication Study of the Cultivating Awareness and Resilience in Education (CARE) Program (Jennings 2013) to assess the impact on general well-being, efficacy, burnout/time pressure, and mindfulness – factors that contribute to creating a classroom climate that is conducive to learning and positive behaviour. (Based upon the theoretical model from the prosocial classroom).</p>	<p>The study aims to test the hypotheses that compared to controls; teachers who received CARE would show improvements in measures of general well-being, efficacy, burnout/time pressure, and mindfulness.</p>	<p>Battery of self-report measures pre- and post intervention. RCT. 55 teachers from 8 elementary schools participated.</p>	<p>Significant effects compared to teachers assigned to the control group, CARE participants showed improvements in well-being: They were significantly less anxious, reported fewer depressive, had fewer gastrointestinal symptoms and cardiovascular symptoms, reported increased positive affect, and improvements in sleep. They also showed reductions in the task related hurry subscale of the TUS (Time Urgency Scale) and increases in the re-appraisal subscale of the ERQ (Emotion Regulation Questionnaire). CARE teachers reported increases in the interpersonal mindfulness subscale of the IMTS (The Interpersonal Mindfulness in Teaching Scale), and increases in the observe and non-react subscales of the Five Facet Mindfulness Questionnaire. We found no intervention effects on perceived stress, distress tolerance or efficacy. Differences from previous study: The previous study found reductions in suppression and increases in reappraisal on the</p>

				<p>ERQ (Emotion Regulation Questionnaire) compared to controls while in the present study effects were found only on the reappraisal subscale.</p> <p>In the previous study, teachers reported significant improvements in instructional efficacy and efficacy in student engagement compared to controls. However, similar effects were not found in the present study. In the present study there was an effect on positive affect that was not found in the previous study. The previous study found intervention effects on the personal accomplishment subscale of the MBI, while the present study did not. Finally, the present study found intervention effects on depression that were not found in the previous study, using a different measure.</p>
<p>Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A. A., Cham, H., & Greenberg, M. T. (2017, February 13). Impacts of the CARE for Teachers Program on Teachers' Social and Emotional Competence and Classroom Interactions. <i>Journal of Educational Psychology</i>. Advance online publication. http://dx.doi.org/10.1037/edu0000187</p>	<p>A cluster randomized trial with focus on the efficacy of the CARE program (Cultivating Awareness and Resilience in Education) involving 36 urban schools and 224 teachers- CARE is a mindfulness based professional development program designed to promote teachers' social and emotional competence and improve the quality of classroom interactions.</p> <p>The program was delivered in 30 hr over 5 in-person training days and a series of three one-on-one phone coaching calls.</p> <p>The program elements – emotion skills instruction, mindful awareness and stress</p>	<p>The aim was to examine the efficacy of CARE for teachers program and advance earlier research by (a) including the largest sample of teachers in an MBI impact study to date, and one that is drawn from a large inner city school district in the U.S., with substantial racial/ethnic diversity, and (b) randomizing teachers within schools and using analytic methods that account for the</p>	<p>Cluster Randomized control trial. 224 teachers in 36 schools. Self-report and report on student assessments.</p> <p>Online battery of self-report measures and assessments of the students in their class prior to the intervention in fall and again in spring of the same school year. Classroom observations of the</p>	<p>Impact on teachers: Compared with teachers in the control group, at the end of one school year intervention teachers showed higher levels of adaptive emotion regulation and mindfulness and lower levels of psychological distress and time urgency.</p> <p>These intervention effects were modest. In terms of the practical importance, on average, intervention teachers reported a 14% improvement in their ability to regulate their emotions , an 11% increase in their overall</p>

	reduction practices and caring and listening practices – are hypothesized to have a (synergetic) effect on: increased adaptive emotion regulation, teaching efficacy and mindfulness and reductions in psychological and physical distress as well as improvements in classroom interactions that promote learning.	clustering of teachers and classrooms within schools.	overall quality of interactions between teachers and students were conducted by trained, independent observers in the classroom in both the fall (preintervention) and spring of the school year.	mindfulness, a 7% reduction in their reported psychological distress, and 8% reduction in their sense of time urgency ss compared with controls (Replicate previous work). Impact on classrooms. Compared with control teachers, intervention teachers provided higher levels of emotional support as observed by independent raters using the CLASS. Again, although significant, the effect was modest. On average, the intervention participants' CLASS scores improved by 9% on emotional support. Within the emotional support domain, the performance dimensions of positive climate and teacher sensitivity both improved by 9% from pre to post.
Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial. <i>School Psychology Quarterly</i>, 28(4), 374.	An intervention study with 50 teachers (ca. 50% elementary school the rest secondary and high schoolteachers) as participants. Half of participants were assigned for a waitlist control condition. Teachers took part in a 10 full day CARE program over a period of 1 year, with intersession phone-supervisions. Measures pre-and-post intervention was compared	Can a CARE-professional development program improve teachers' social emotional competences, their efficacy and their wellbeing?	Measures pre-and-post-intervention were: General well-being: Positive and negative affect (PANAS), emotional regulation (ERQ), depression CES-D-20 and physical symptoms (DPS). Efficacy: Sense of efficacy (TSES). Burn out and time pressure: MBI &	Results showed a general significant change on scales for teacher wellbeing, teacher efficacy and mindfulness in the intervention group compared to the waitlist group. However some subscale for mindfulness and time-pressure did not show any significant effect.

			TUS. Mindfulness: FFMQ. And Program evaluation.	
Jennings, P. A., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2011). Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): Results of Two Pilot Studies. <i>The Journal of Classroom Interaction</i>, 46(1), 37-48.	Two pilot-studies with educators from a high-poverty urban-setting and with student teacher and their mentors. Study 1 was focusing on pre-post changes in well-being, teacher efficacy and mindfulness related to the first year of a 2 year CARE-program within 31 teachers in a high-poverty urban-setting. The Care-program focused on emotional skills, mindfulness/stress-reduction & Caring/Listening practices. Study 2 was a comparative study with a control group, only with half of the sample participating in the training - Participants (N: 17) & Controls (N: 22).	Can a professional development CARE intervention improve social-emotional skills, well-being and improve teachers' ability to provide an optimal and supportive learning environment?	Training groups took part in four-day-long sessions presented over 4-5 weeks and phone-coaching. Quantitative measures were completed before and after the intervention: Well-being (PANAS, CES-D, TUS, and DPS), Motivational orientation and teaching efficacy (PIS & TSES) & Mindfulness (FFMQ & IMT). Also program satisfaction was measured. Focus group interviews were made after the training period. And in the 2 study classroom-observations was made as well (CLASS).	There were a trend to improvement, but most pre-post-measures were in-significant. Only study 1 showed significant changes in pre-post levels in mindfulness, motivational orientation and subscales on task-related hurry (well-being-dimension). The researchers hypothesise that the intervention is more effective (because more needed) in the high-poverty urban-setting and point to the problem of a mixed mentor-student-group in the 2. Study. Teachers in the 1. Study was very satisfied with the program and perceived positive changes in their practice.
Kimber, B, Skoog, T. & Sandell, R.(2013).Teacher change and development during training in social and Emotional Learning Programs in Sweden. <i>The international Journal of</i>	The context/frame is the SEL program SET (social and emotional training) in Sweden. Rationale: There is an extensive body of research looking into SEL, but no clear answer to how teachers should be trained.	First: An interpretation of the views of teachers on participation in the teaching of SEL, and secondly: Examining whether qualitative data like teachers' diaries shed light on substantive issues related to	Thematic analysis of 29 diaries from teachers involved in SEL teacher training, (sampled from the full pool of 122 diaries).	Themes and subthemes extracted: Development (professional, personal and classroom climate and concomitants of development (need for collaboration and unease). Training of the teachers generates both general teacher improvement

Emotional Education, 5(1), 17-35.		the implementation of SEL in Sweden and internationally.		and better implementation of SEL programs.
Kress, J.S., Norris, A., Schoenholz, D.A., Elias, M.J. & Seigle, P. (2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. <i>American Journal of Education, 111(1): 68 - 89</i>	The article is a discussion of and theoretical support to the importance of bringing the overlap between SEL and academic performance into the awareness of teachers, so that SEL is not seen as something that takes time from the academic work in schools, but supports it.	There is a perceived incompatibility between SEL and state curriculum standards, but how are they overlapping?	Two examples are given from project where teachers work with identifying overlap between SEL and state curriculum standards. An open circle program is given as an example.	There is great overlap between SEL and state curriculum standards - Teachers should recognize them to work effectively with SEL and as teachers.
Larsen, T. & Samdal, O. (2011). The importance of teachers' feelings of self efficacy in developing their pupils' social and emotional learning: A Norwegian study of teachers' reactions to the Second Step program. <i>School Psychology International, 33(6), 631-645</i>	Teachers' experience with the Second Step program (based on Banduraian theory). 17 teachers from 4 different schools who all had taken part in the Second Step teacher training - to enhance pupils social competencies.	"How did teachers' experience the use of the Second Step program in relation to their classroom work?"	Semi structured interviews	Teachers' reported a need for social competence skills in their pupils. They claimed that the program had made them more sensitive and consciousness about the importance of social competence training. They had become more democratic, context-sensitive, pupil-centered and more explicit about social situations. They felt like better teachers! Pupils were experienced as calmer and more harmonious and collaboration with parents was positively effected as well.
Li, G. (2013). Promoting Teachers of Culturally and Linguistically Diverse (CLD) Students as Change Agents: A Cultural Approach to Professional Learning. <i>Theory into Practice, 52(2), 136-143.</i>	A theoretical recommendation of how to make a 3 stage approach with 1) cultural reconciliation, 2) Cultural translation and 3) cultural transformation as processual stages for professional development in teachers.			The three stage approach which includes knowledge and skills about diversity, changing attitude towards self and students and developing intercultural educational practice should promote teachers as changing agents.
Lizuka, C.A., Barrett, P.M., Gilles, R., Cook, C.R. & Marinovic, W. (2014). A Combined Intervention	A combined intervention targeting both social-emotional competence of teachers and students with focus on the impact on Grade 6 and 7 student in a disadvantaged	Does a combined intervention enhance students' social behaviour and lower their levels of anxiety?	Quantitative measures: Strengths and difficulties	Results showed no significant effect of intervention on "Strengths and difficulties", though there was seen a trend towards positive impact. But

<p>Targeting both Teachers' and Students' Social-Emotional Skills: Preliminary Evaluation of Students' Outcomes. <i>Australian Journal of Guidance and Counselling</i> 24(2), 152 - 166.</p>	<p>community. Teachers took part in a resilience program and received training to teach social-emotional skills for their students - the FRIENDS program. Social-emotional outcomes were measured pre and post intervention - 3 and 6 month after intervention. 72 teachers and 25 non-teaching staff took part in the training, and 57 students took part in the project.</p>		<p>Questionnaire (SDQ) Spence Children's Anxiety Scale (SCAS) Acceptability of the program</p>	<p>intervention effected students levels of anxiety positively (significant). And students reported being very satisfied with the program.</p>
<p>Magos, K. (2007). The contribution of action-research to training teachers in intercultural education: A research in the field of Greek minority education. <i>Teaching and Teacher Education</i>, 23(7), 1102-1112.</p>	<p>The study was a case-study of a action-research intervention with 3 experienced teachers. Six teachers functioned as control-group in the northern part of Greek in minority schools with 100% non-greek students</p>	<p>Can action-research in an intercultural context improve teachers' treatment of otherness in the classroom?</p>	<p>During a 2 year period, the researcher followed 9 teachers. Tree taking part in training in intercultural education and action-research. Tree taking only part in the teacher training and tree that did not have any in-service training (control groups). Before and after the 2 year period semistructured interviews were made and 12 h of classroom observation by each participant.</p>	<p>Mangos analyses show that the beliefs and attitude of tree teachers who took part in the action-research changed in two ways: 1) Teachers were more pleased with their student-relationship, were more student-centeret and more satisfied with their work, and 2) they changed their general accommodation of otherness. Changes were not found in control-groups.</p>
<p>Malm, B. (2009). Towards a new professionalism: Enhancing personal and professional development in teacher education. <i>Journal of Education for Teaching</i>, 35(1), 77 - 91.</p>	<p>A discussion on important teacher-competencies based on empirical surveys (Skolverket, 2006), qualitative interviews with teacher educators and the theoretical work of e.g. Hargreaves (1998)</p>	<p>What are the essential teacher-competencies and how to develop these competencies? (This question is only stated indirectly in the article)</p>	<p>A discussion based on several sources of material e.g. qualitative interviews with 19 randomly chosen lecturers.</p>	<p>Though lecturers mentioned commitment, interest, openness, friendliness, leadership and conflict solution-skills as essential, they did not rate them as being of most importance. Malm argues that teachers should work with themes as anxiety, guilt, conflict,</p>

				uncertainty, commitment and vulnerability as fundamental parts of teachers work**.
Martinez, L. (2016). Teacher's voices on social emotional learning: Identifying the conditions that make implementation possible. <i>The international Journal of Emotional Education</i>, 8(2), 6-24.	Rationale: Implementation of SEL programs depends heavily upon teachers' level of comfort and commitment to SEL, but there are often limited support and training of teachers when implementing SEL programs. Within the area of SEL teachers' implicit ideas, values and beliefs may influence teaching in even more powerful ways than in "traditional instruction". Therefore, action research with iterative cycles of actions and reflection was chosen. The paper reports in details about chosen SEL standards and the steps used in the teachers' implementation of these. In the background is reference to the CASEL model.	The aim was to identify conditions that enhance teachers' development of practices incorporating and addressing the whole child. The focus in the actions research cycles was that teachers identified students' need and designed a plan to address these needs. During the process the teachers reported about the roadblocks they encountered and the changes they observed.	Practitioner action research at a single school. Entire school staff was part of this. Data were interviews, both group and individual, and teachers' diaries.	The results show that experience of teaching SEL had a positive impact on the teachers' pedagogical thinking about SEL. So, it is concluded, that, continuous implementation of SEL develops teachers' pedagogy of SEL and deepens their commitment to the whole child. The implications highlighted is that teachers would benefit from training models, that include their concrete enactment of SEL teaching, such as coaching, that involve reflecting, observing, and receiving feedback.
Meyers, A. B., Tobin, R. M., Huber, B. J. (2015). Interdisciplinary collaboration supporting social-emotional learning in rural school systems. <i>Journal of Educational & Psychological Consultation</i>, 25(2-3) 109-128	In the background is referred to efforts at both national, regional and district level to implement SEL programs – conceptualised referring to the CASEL framework . The rationale is, however, that effective implementation requires systemic changes involving administrative structure, school culture and classroom practices and supported by consultation. It is argued that school –based mental health professionals often assists with classroom-based SEL instruction. An organizational consultation model is therefore suggested and the application to a collaborative school-based initiative addressing SEL-objectives is described.	The adaption, initial implementation, and formative evaluation of an evidence-based SEL program in a range of US Midwestern school districts is the frame wherein the research explores the roles of school psychologists, administrators, social workers and parents.	A case study following a large-scale implementation.	Consultation activities at each stage from the model are described. Stage 1: Entry, Stage II: problem definition, Stage III: Needs assessment, Stage IV: Intervention, Stage V: Evaluation of consultation and resulting interventions. The case is concluded to illustrate the tensions among multidirectional (e.g. top-down, bottom-up, inside, and outside) forces in school-based systems change. Despite attempts by consultants to engage teachers and parents directly in the change process teachers seem too responsive to influences from within their buildings, including leaderships and directives provided by principals and input from peer

				teachers. Consultant must walk a fine line between aligning with those in charge and empowering and supporting the individuals implementing innovations.
Murray, D.W., Rabiner, D.L. & Carrig, M.M. (2014). Grade Level Effects of the Incredible Years Teacher Training Program on Emotion Regulation and Attention. <i>Society for Research and Educational Effectiveness</i>	The study exams the efficacy of a 5 full day monthly workshop in “the incredible Years Teacher Classroom Management Program” (IYT) on teacher practice, pupils social-emotional and academic outcomes. 97 teachers and 1276 pupils took part in the study: 45 teacher in the intervention group and 52 in the control group	Examination of the efficacy of “IYT” for improving a) classroom climate and teacher skills, b) pupils attention, SE-competencies and achievement.	Class observation using “Class” (standardized tool) Teacher coder inventory teacher ratings on social and emotional outcomes STAR-assessment for academic performance	Significant positive effect on “Classroom climate” for intervention group. Interestingly 2. Grade teachers showed significantly more change In competence in the control group! No general effect on socio-emotional or attention outcomes. Positive impact on emotional regulation and behavior, on pupils who received free lunch. Better academic performance for 1 grade, but not for the rest of the sample.
Porche, M., Grossman, J., Biro, N., MacKay, N., & Rivers, S. (2014). Collaboration to Achieve Whole School SEL across a Large, Urban District. <i>Society for Research on Educational Effectiveness</i>.	Open circle is a SEL program (whole school approach) for Kindergarten and through grade 5. Classroom teachers implement the open circle curriculum during twice-weekly, 15 minutes Open Circle Meetings: highly interactive, large and small groups discussions, role-playing and activities. The circle always has an empty chair – room for one more! Tables with SEL skills and practices & Teacher development practices are included in the paper. The latter is e.g. body language, empathic listening, non-judgmental responses. Participating schools received free schoolwide training.	What are the critical factors to successful implementation of whole-school, comprehensive SEL program as it is scaled up across one third of elementary schools serving grades K-5 in a large urban school district over a three-year period? How will the implementation of the open circle curriculum and corresponding professional development influence school climate, teacher practice and students social and emotional skill development and behaviour?	A large sample of over 7000 students, 400 classrooms and 23 schools measuring program implementation, school climate, and social and emotional development at the student, classroom, school and district level.	The conclusion is that the program is highly scalable. Teachers, students and administrators are responding favourably to the program and the format of twice-weekly 15-minute classroom meetings appears highly feasible. Key success factors have been robust whole-school PD, high quality implementation initial and ongoing principal and district administrator support and teacher buy-in. Teachers also need ongoing support from administrators and peers,
Roeser, R.W., Skinner, E., Beers, J., Jennings, P.A. (2012). Mindfulness Training and Teachers’ Professional	A discussion of mindfulness training for teachers and the cultivation of teachers’ habit of mind. An argument, that better habits of the mind (schooled by	No clear research-question	6 studies on mindfulness with teachers mentioned, but not systematically	

Development: An Emerging Area of Research and Practice. <i>Child development perspectives</i>. 6(2), 167-173	mindfulness-training) leads to better teacher-students interactions, that lead to better learning and positive classroom interactions in general.		analyzed.	
Sameshima, P. (2007). <i>Seeing Shadows in New Light: A Procatalepsis on Narrative Inquiry as Professional Development. New Horizons in Education</i>, 55(3), 10 - 21.	A theoretically narrative-focused discussion of the use of a narrative inquiry for teachers' professional development. The author draws on examples from her own professional practice.	An aim to challenge conformist teacher identities focusing only at curriculum and suggests that a narrative inquiry is an artful mean to professional development and insight to "the hidden curricula" - teachers beliefs, emotions and values regarding teaching.		A narrative inquiry (writing practice) is a way to better understand self-in-relation and broaden perspectives on what is happening in the classroom - and therefore an effective tool for professional development.
Schussler, D. L., Jennings, P. A., Sharp, J. E., & Frank, J. L. (2016). <i>Improving teacher awareness and well-being through CARE: a qualitative analysis of the underlying mechanisms. Mindfulness</i>, 7 (1), 130-142.	Rationale in the paper is that the relationships between underlying mechanisms of mindfulness-based programs for teachers remain to be understood. In particular, the process of how the components of the intervention function to produce the theorized outcomes (e.g., the arrows on the CARE intervention logic model) remains largely unknown. The study focuses primarily on the proximal outcomes related to teacher improvement (Well-being, Efficacy and mindfulness) – in the CARE intervention model.	What is the role of CARE in influencing teacher awareness and explore how does different aspects of the program affect or not affect teachers' physical and emotional health? The specific research questions is as follows: (1) Does the CARE program affect teachers' awareness and if so, how? (2) Why and how does CARE affect particular aspects of teachers' physical and emotional health and why are some aspects not affected?	Qualitative data from four focus groups of three to eight participants each that lasted aprox 1 hour each in conjunction with quantitative measures. Data was coded and summarized. Thick descriptions were also captured. (direct quotations related to coded units). Data was compared with measures from quantitative studies.	Awareness: The two main things teachers discussed when asked whether and how CARE changed their awareness were (1) the awareness of how they were physically holding stress in their bodies and (2) How they were responding to feeling stressed. In 40 % of the coded units (6 of 15) for this question, teachers described becoming aware of how they physically held stress and also how they could alleviate it. A number of the teachers' responses (about a third of the coded units) to the question of how CARE changed their awareness focused on their attitudes, emotions, and responses to others. Teachers described how they became more adept at the speed and manner with which they responded to others, especially their students.

				<p><i>Physical and Emotional Health:</i> Teachers tended to identify those practices that immediately affected them, especially those practices that helped them take care of themselves, by reducing their physical and emotional stress. The teachers appreciated practices that helped them become less reactive to emotional triggers, which helped lessen their feelings of stress.</p> <p><i>Inconsistent finding:</i> Although in the quantitative data many teachers reported a greater sense of efficacy, during the focus groups, most did not explicitly articulate these beliefs when they described their experiences with the CARE program.</p> <p><i>Emergent theme:</i> The desire for a greater sense of community (three of the four focus groups). Teachers wanted opportunities to relate to their colleagues in general and as having a shared language around the skills learned in CARE.</p>
<p>White, A.J., Wertheim, E.H., Freeman, E. & Trinder, M. (2013). Evaluation of a core team centred professional development programme for building a whole-school cooperative problem solving approach to conflict. <i>Educational Psychology</i>, 33(2), 192-214.</p>	<p>The paper reports on a professional development program: Enhancing relationships in schools (ERIS), designed to assist schools in developing teacher and student skills for addressing interpersonal conflict and support cooperative problem solving in the school community.</p> <p>All programme schools had a core (professional learning) team (CT), who attended professional learning days, and disseminated programme content</p>	<p>Research questions:</p> <ol style="list-style-type: none"> 1) How do CT and NCT participants compare to non-programme teachers in report of knowledge and skills in CR, and confidence in their ability to effectively resolve conflicts in schools? 2) How do CT and NCT participants compare to non-programme teachers in use of a cooperative CR-model and 	<p>The study evaluated a professional learning approach using a core-team (CT) model to assist primary schools to develop whole-school collaborative conflict resolution processes. 13 schools were matched and randomly assigned</p>	<p>After one year CT participants were more likely to apply a collaborative conflict resolution model. They reported greater knowledge and skills compared to non-programme-schools control participants. Compared to control-group non-core team programme staff also reported using more cooperative approaches to handling conflict in particular after professional development arranged by the core</p>

throughout their schools. Programme schools also received one full school staff workshop –also for the staff from programme schools not being in the CT. In the rationale is mentioned, that numerous useful programmes are offered to schools, but there is evidence that most are not well implemented (p.194).

negotiation style in response to student conflict scenarios?
3) To what extent is CR curriculum taught to students by CT and NCT programme teachers, compared to non-programme teachers and what are teachers' perceptions of student understanding and use of cooperative conflict resolution approaches?

(10 programme and 3 control schools).

team at the school. Programme school teachers taught more hours conflict resolution curriculum and increases in hours taught by program (but not control) teachers were associated with teacher reports about increases in student understanding and use of cooperative methods. In conclusion the usefulness of a CT professional learning model for assisting schools to develop cooperative conflict resolution approaches was supported. Findings furthermore supported the role of self-efficacy in implementation.

2. NATIONAL SCHOOL STAFF CATALOGUES

These catalogues of research in the field of SEI programmes for the school staff in the five partner countries participating in the Hand in Hand programme have been produced as part of the review work including a systematic international review aimed at identifying the central aspects and elements concerning successful implementation, as well as school staff's development of professional competencies in the specific field of supporting students' social, emotional and intercultural (SEI) competencies.

Method: Partners from each country have provided some general information about the SEI programmes in their respective countries and additionally presented references to 3-5 national projects.

The **general information** answers the following questions:

- Based on your research (e.g. literature review, web searches, interviews etc.), are there many programmes for developing social, emotional, intercultural competencies in your country?
- At what level do they exist? (1) At national/federal level – programmes conducted by national institutions (universities, national education institutes etc.); (2) At local level (municipalities), (3) Through research or EU projects, (4) Through NGOs?
- Do the programmes bring together social-emotional aspects and intercultural ones or do they focus on one aspect?
- Are programmes usually evaluated?
- Do programmes focus specifically on either students or school staff – or do they usually focus on both populations?

Catalogue structure: Each country's presentation starts with general information, followed by the title, the information and the abstracts referring to the national programmes.

CROATIA

In Croatia, there are not many programmes for developing social, emotional and intercultural competencies. Most programmes do not explicitly bring together social-emotional competencies and intercultural competencies, but usually focus on one aspect only. Some programmes are focused on teachers and the school staff only, while others are focused on students only. Few programmes include both students and teachers, although students are the main target group, and teachers are included because they are the ones who implement the programmes in schools.

The most comprehensive programme for the development of social-emotional competencies in Croatia is PATHS. It is an evidence-based, universal prevention SEL programme for primary school students, delivered by classroom teachers, and implemented as part of a research project by the Faculty of Education and Rehabilitation Sciences, University of Zagreb. UNICEF Croatia implemented the programmes “Stop Violence among Children”, which was aimed at developing students’ skills, and “For a Safe and Supportive Environment in Schools” with the aim of safeguarding against bullying and enhancing teachers’ competencies in dealing with school bullying, as well as creating a protective and stimulating environment in schools for children to support their development and growth.

Most programmes for the development of SEI competencies are implemented by civil society organisations and include programmes such as “Academy of Peer Mediation” aimed at strengthening secondary school students’ capacity for conflict resolution, empathy and assertive communication (by the Forum for Freedom of Education), “Teacher and Educational Specialist Training for Implementing Civic Education” aimed at training educators for the implementation of the Civic Education Curriculum (by the Centre for Peace Studies), “Intercultural Mediation”, which provided teacher training in order to strengthen the process of building an intercultural society (Centre for Peace Studies), “To Live Differences” aimed at promoting integration and interculturalism by providing training for teachers and educational specialists (by Step by Step), etc. Health education and citizenship education are curriculums that are implemented in primary and secondary schools at the national level. The health education’s module entitled “To live healthy” encompasses outcomes related to social-emotional competencies, however, the implementation of the programme is not standardised, and the programme evaluation contains no information about whether the learning outcomes related to mental health are achieved or not (Muraja et al., 2014). The intercultural dimension is one of the dimensions of citizenship education (as a cross-curricular subject), however, the programme implementation is not standardised.

Title of the project/ program	Practical information:	Abstract:	Link to the program and references
	<ul style="list-style-type: none"> • Number of participants/schools • Participant group(s) • Implementation period 	<ul style="list-style-type: none"> • Design of the program • What were the aims? • How was the program evaluated? • What were the results? 	
Centre for Peace Studies (NGO): Teacher and educational specialists training for implementing Civic Education	Teachers, educational specialists in 31 primary and secondary schools from all Croatian regions Program was implemented from 2012 to 2014.	The program consists of 2 three-day modules, with a total duration of 46 working hours. It provides lectures, presentations, workshops, group work, practical demonstrations, exchange of experience, exercises. The aim of the program is to train educators for the implementation of Civic Education Curriculum, to improve their skills and knowledge related to the	

		<p>application of participatory interactive working methods and teaching, as well as increasing the level of skills and knowledge in the field of planning and implementing school projects and collaboration with the community. Civic Education Curriculum outlines several dimensions of civic competence, one of them being social competence referring to social and communication skills, emotion management, conflict management and teamwork. Another dimension of relevance is intercultural dimension referring to basic concepts of identity and culture; starting points, principles and contents of intercultural education, skills of dealing with differences and prejudices. The content of these two dimensions is directly related to competences relevant for HiH project.</p> <p>The first module is focused on the acquisition and improvement of the knowledge and the second module is more devoted to skills and practical work in school. Three dimensions of Civic Education (human rights, social and intercultural), interactive working methods and the development of school and community projects are being studied throughout the training. The program was not evaluated</p>	
<p>UNICEF Croatia</p> <p>For safe and supportive environment in schools: Program for preventing and combating violence in schools</p>	<p>The program was fully implemented in 185 schools across the country in a period from 2003 - 2012.</p> <p>More than 15.000 teachers received training within this program.</p>	<p>The aim of the project is to create protective and stimulating environment in schools for children to support their development and growth. Program activities in schools included education of teachers, school principals and counselors on how to create a safe school climate protective against bullying. They were carried out as workshops for children and for teachers.</p> <p>Project activities were focused at developing skills in pupils that safeguard against bullying (help-seeking, peer support etc.) Direct work with children included education about violence, development of their interpersonal skills such as assertiveness, cooperation and helping, social responsibility, education about rights, stereotypes and discrimination, and conflict resolution skills. The workshops for teachers were intended to introduce teachers to the program, provide them with knowledge and skills needed for the successful program implementation and enhance their awareness and competences in dealing with school bullying</p> <p>The program was evaluated in 2008, and in 2012. The 50% reduction of the bullying was observed in schools that implemented the entire program. In addition, program significantly enhanced teachers' competences in dealing with bullying in their schools.</p>	<p>http://www.unicef.hr/programska_aktivnost/stop-nasilju-medu-djecom/</p>

<p>Centre for Peace Studies (NGO): Intercultural mediation</p> <p>The implementation of the program started in April, 2017</p>	<p>Teachers, educational specialists and other school staff, social workers, volunteers and employees of civil society organisations.</p>	<p>The aim of the program is to strengthen the two-way process of building an intercultural society. It helps to build personal, institutional and systemic prerequisites for the creation of an intercultural society and to give support to people of other cultures in having a quality life in our society.</p> <p>Intercultural mediation offers tools for understanding and analysis of various manifestations of cultural differences, helps to understand the origins of conflict and seeks common interests, needs and activities to prevent the escalation of conflict into possible violence.</p> <p>The Program is being implemented in 3 two-day modules, in total of 36 hours.</p> <p>Modules:</p> <ol style="list-style-type: none"> 1. Migration, refugees, discrimination (contemporary migrations, diversity, prejudices, discriminations, existing integration policy and practice in the Republic of Croatia) 2. Cultural patterns and interculturalism (cultural identity, ethnocentrism, cultural orientation of communication, communication styles). 3. Understanding of conflicts and intermediation (the use of power: support and cooperation, conflicts, discrimination, violence – distinctions, mediation). 	<p>First announcement available at: http://www.cms.hr/hr/azil-i-integracijske-politike/poziv-na-ukljucivanje-u-program-interkulturalne-medijacija</p>
<p>Step by Step (NGO) To live differences</p>	<p>Over 1000 teachers and educational specialists have completed the education 2005 - ongoing</p>	<p>The aim of the program is to promote understanding of the nature of prejudice and stereotypes about others, ethnocentrism, ethnorelativism and the processes of integration and interculturalism and to develop efficient tools and strategies in dealing with the issues on a daily basis. The program should enable participants to develop skills that will allow them to transform their personal and institutional environment in kindergartens and schools to be more sensitive and receptive to diversity.</p> <p>The program is delivered in a form of 2 two-day modules with the total of 24 hours of workshop training.</p> <p>The program is not evaluated.</p>	<p>http://www.korakpokorak.hr/hr/seminari/2/#10</p>
<p>Forum for Freedom of Education (NGO): Mediation (Basic and Advanced levels)</p>	<p>Over 1,650 teachers and school staff members have completed the basic seminar on mediation. Over 480 educational specialists working in schools, kindergartens,</p>	<p>The aim of the program (both basic and advanced) is to provide theoretical and practical insight into mediation procedure in educational setting.</p> <p>The series of seminars stem from basic through advanced education to formal certification.</p>	<p>Basic level: http://www.fso.hr/osnovni-seminar-medijacije/</p>

	<p>social welfare centers, NGOs, counseling centers, children's homes and other institutions have completed the advanced program in mediation. Implementation period: 2009 - present</p>	<p>At the basic seminar, which lasts for 20 school hours (2 days), participants learn about the basic human needs in relationships, honest and authentic communication, empathy and mutual understanding. They also hear about the dynamics of the conflict, forces that determine the resolution or escalation of conflict and different methods, styles and possibilities for conflict resolution. They get acquainted with the procedure of mediation, see example of the mediation procedure and lead a procedure, with the help of colleagues and the moderator.</p> <p>Advanced seminar on mediation is for those who wish to conduct the mediation with greater confidence. The seminar raises awareness of the complexity of this procedure. Participants learn more about the different forms of mediation, coping with difficult situations in mediation and practice "advanced" interventions. They also gain insights into their own biases and barriers for deeper understanding of the conflicting parties and the ways in which understanding can be achieved.</p> <p>Both basic and advanced seminars provide an interactive work in a group of 20 participants with the support of 2 experienced leader-mediators. Using cooperative learning, presentations and exercises, the involvement and the activity of all participants is achieved, thus creating an integrated network of future mediators.</p> <p>The evaluation survey shed light onto participants' high levels of satisfaction with the program.</p>	<p>Advanced level: http://www.fso.hr/napredni-seminar-medijacije/</p>
<p>Forum for Freedom of Education (NGO): Happy Child</p>	<p>The program is developed for teachers and school staff members and is being piloted in 2017.</p>	<p>The aim of the Happy Child seminar is to help teachers gain competencies to create learning environments and teaching processes that encourage children welfare and their social and emotional development.</p> <p>At this 3-day seminar, participants get acquainted with the latest developments on healthy and successful socio-emotional development of children and youth, as well as with useful methods applicable in practice. The seminar presumes transfer of knowledge and skills on how to create relationships and atmosphere for the whole school to become a place of learning, collaboration and development of talents and potentials of all students; on how to support the healthy development of children's self-esteem and self-confidence; how to recognize emotional difficulties and behavioral problems in children and how to actively build and cultivate</p>	<p>First announcement available at: http://www.fso.hr/ucenje-srece/ (The details of the program are still not publically)</p>

experiences of caring, togetherness and belonging. Participants are taught how to recognize the early signs pointing to the possible difficulties and approaches that help. They are also provided with additional guidance that can help them when dealing with a variety of pedagogical, psychological and "sensitive" topics with students. available.)

The participants of the seminar are expected to be able to:

- Identify the link between educational experiences and children's social and emotional development
- Identify key risk and protective factors in child development
- use communication skills that encourage emotional development of children
- apply the basics of non-violent conflict resolution
- prepare courses in the field of personal and social development of children and youth

As it is still in its pilot-phase, the program was not yet evaluated.

DENMARK

In Denmark, there has been some focus on research and development in recent years, in particular in the area of relational competencies – both among students, teachers and student teachers. In the projects referred to below, relational competencies are conceptualised in a quite similar way to some of the international approaches focused on social and emotional learning (SEL). Referring to this it is thus possible to say Danish programmes exist to “some degree”. There are, however, no examples of particular international SEL programmes being implemented in the Danish context and the curriculum includes nothing that could be called national programmes. However, the projects about relational competencies referred to below have been receiving some public/national awareness. In addition to this, there are a range of small projects and programmes at the municipal level, and even more at the local level conducted by schools/institutions – in particular with a focus on the materials for teachers to use. Two examples are listed below – one of the two is followed by research and the other one is local.

The programmes mentioned do not explicitly bring together social-emotional and intercultural skills. There has been a wide range of different initiatives focused in particular on refugee and migrant children and on developing school environments with tolerance and without discrimination, but there are no programmes explicitly referring to a combination of SE & I competencies. However, some of the approaches referred to in relation to relational competencies have also been applied in international/intercultural contexts.

The longitudinal relational competencies project is, for example, evaluated and followed by research and one of the other examples of projects focused on relational competencies is in itself a research project (a PhD). Local programmes are typically not systematically evaluated. Many of the programmes referred to above have been focused on both students and school staff (as well as student teachers).

Title of the project/ program	Practical information: <ul style="list-style-type: none"> • Number of participants/schools • Participant group(s) • Implementation period 	Abstract: <ul style="list-style-type: none"> • Design of the program • What were the aims? • How was the program evaluated? • What were the results? 	Link to the program and references
The Relational Competence Project	<ul style="list-style-type: none"> • 7 schools, 50 student teachers, 14 professors from teacher education • School staff and student teachers and the school students they were teaching 2012-16 	<p>The Relational Competence project was a longitudinal cooperative project running over time and with participation of both professional staff from schools, pre-service teacher education and research. The project was initiated as a co-creation project by a broad group of stakeholders: schools, teacher education and The Danish Society for the Promotion of Life Wisdom in Children. Project activities included among other things “inner and outer” exercises seeing the following four elements as central in relational work: 1) `Appreciation` and respect for the other</p>	<p>Jensen, E., Skibsted, E. & Christensen, M.V. (2015) Educating teachers focusing on the development of reflective and relational competencies. <i>Education Research Policy Practice</i> 14, 201-212. Matthiesen, N. &</p>

	<p>person's world of experience, 2) <i>'Change of perspective'</i>, to be able to view the world from the other party's perspective, 3) <i>'Empathy'</i>, to identify with, recognize and understand others' feelings, 4) <i>'Attention and presence of mind'</i>, to be present both in relation to the person you are with and in relation to yourself. The aims were to support participant in developing those competencies.</p> <p>The project was followed by research (Aarhus University) and was evaluated with a questionnaire for all participants in all stakeholder-groups plus interviews. The results show that the participants refer to a broad range of professional outcomes, highlighting new insights into the importance of relations and the concrete tools and approaches tried with students in schools.</p> <p>Link for the evaluation report.</p>	<p>Skibsted, E. (eds) (2016). <i>Relationkompetencer i læreruddannelse og skole – viden og praksis</i>. Frederikshavn: Dafolo.</p> <p>Nielsen, B.L (2017) <i>Evaluation of the relational competencies project</i>. Report in English: Link</p>
<p>The next examples are from the range of training, courses, projects and programs held by The Danish Society for the Promotion of Life Wisdom in Children (therefore in the same row):</p>		
<p>Mindfulness og empati</p> <p>Relationernes betydning for det gode lærings- og udviklingsmiljø</p> <p>Training Empathy - mindfully alert presence at school</p>	<ul style="list-style-type: none"> • 150 teachers and pedagogues spread over 7 different courses since 2012. Different schools from all over Denmark • 5-days training program. • 24 participants • Teachers, pedagogues, family counsellors • 2 year-course, 9 modules of 4 days • 2015-2017. • New course starts 2017 - 2019. 	<p>The courses are aimed for developing social and emotional competences - and relational competence - for the adults working with the children. Project activities include among other things "inner and outer" exercises seeing the following four elements as central in relational work: 1) <i>'Appreciation'</i> and respect for the other person's world of experience, 2) <i>'Change of perspective'</i>, to be able to view the world from the other party's perspective, 3) <i>'Empathy'</i>, to identify with, recognize and understand others' feelings, 4) <i>'Attention and presence of mind'</i>, to be present both in relation to the person you are with and in relation to yourself.</p> <p>Instructor training for professionals working with children: There is in the training close attention to group building/teambuilding. To create a good</p>

The Intelligence of the Heart – how empathy makes children strong

- 25 participants x 10
- 3 days' seminars
- since 2012

Relationskompetence – Et uddannelsesforløb om empati og nærvær i forholdet mellem børn og voksne

- 15 participants, teachers, pedagogues
- 60 hours, 9 days
- 2016-2017

60:40 - et opmærksomhedsprojekt

- 9 students from Silkeborg gymnasium
- 2015 – 2017

Opmærksomhedsprojekt

- 2 x 7 students from Silkeborg Gymnasium.
- 7 x 1,5 hour every week
- 2015-2016 and 2016-2017

environment for learning and development, it is necessary to create an atmosphere that is both safe and dynamic. These qualities are important in the context of the training as well as for the groups the participants are supposed to work with after the education. To create an environment free of prejudice and suffused with joy and cordiality play and creativity are elements used - to make the training programme a kind of laboratory for personal growth and development. The entire program is based on insights from contemporary psychology, neuro-affective psychology and pedagogy in combination with the ancient knowledge and wisdom that lies at the heart of meditation traditions.

The training is aimed for developing social and emotional competences. That is how to help children to establish a better contact with themselves and with the intelligence of the heart. And to work on developing relational competence for the adults. The focus is on how to create an environment to facilitate the development of mindfulness, empathy, compassion, presence and joy of life in the everyday life of children in kindergarten and at school. The teaching consisted of: Mindfulness exercises with a focus on the inner environment of the individual student, exercises and games focused on the breathing, the body, the heart, the impulses and the other persons in the room, reflecting dialogues with a shared awareness on oneself and the other.

The aim was to build the student's self-esteem and train their social and emotional competences. The program consists of dialogue training: How to express, how you feel, and how to listen and mindfulness exercises.

	<p>The training was included in the regular education (upper secondary)</p> <p>The students chose the course or were referred by the school psychologist. They were all vulnerable young people finding it hard to go to school (upper secondary).</p>
<p>Lærereens relationskompetence. Louise Klinge, PhD: <i>En empirisk undersøgelse, af hvordan lærereens relationskompetence viser sig i interaktioner med elever og klasser i almenundervisningen i folkeskolen</i></p>	<ul style="list-style-type: none"> Teachers in interactions with school students. 4 teachers, 50 students. <p>The subject of the dissertation is teachers' relational competence, examining the conditions for and the effects of whether teachers act relationally competent in interactions with single students and a full class. The aim was to contribute to the qualification of student teachers' and teachers' relational competence. Four teachers' teaching 5th, 6th and 7th grades and 50 of their pupils were observed and interviewed. The analysis referred theoretically to five theories with focus on human interaction and experience: Ethics of care, mentalization, self-determination theory, communicative musicality and neuroaffective developmental psychology.</p> <p>The dissertation showed that the quality of the teacher-pupil relation influenced the pupils' academic commitment and progression, their well-being – including stress level and self-perception – their social behaviour, internalisation of rules and standards and self-regulation, and that a central factor to it all is the relational competence of the teacher. The students' fundamental wish to be of importance to the teacher is highlighted. It is concluded that the relational competence of the teacher is a general human competence, which is both situationally conditioned, as a teacher to a varying extent acts relationally competent in the interactions with the pupils and personally conditioned, as teachers under very similar circumstances, differ in their extent of relational competence.</p> <p>The dissertation and papers/books from Louise Klinge are available here</p> <p>e.g. Klinge, L. (2017). <i>Lærereens relationskompetence. Kendetegn, Betingelser og Perspektiver</i>. Fredrikshavn: Dafolo.</p>

<p>Stressfri ungdom/ Mindfulness i skolen ("Youth without stress")</p>	<ul style="list-style-type: none"> • 2015-2017 • students in 8th-10th grade 	<p>A project about stress-relief in schools and among young people arranged by the Mindfulness Society in Denmark in cooperation with Aarhus University and supported by the Danish Ministry of Education. The program is inspired by the international projects "Mindful Schools" from US and "Mindfulness in Schools" from Oxford, UK. The purpose of the project is to develop, implement and evaluate a mindfulness curriculum-based school program for students in lower secondary. The implementation will in cooperation with the teachers.</p> <p>From late spring 2017 project result in the form of teaching materials, including guided exercises for students, guide for teachers, background theory and an interactive mindfulness-app for students will be available at the national Danish platform for sharing free materials for teachers: "EMU". The intervention at the schools is evaluated by a researcher from Aarhus University, but the results are not published yet.</p>	<p>Link to webpage (in Danish)</p>
<p>OmTanke</p>	<p>Not a concrete project, but available materials. The target groups for the "OmTanke" materials are both children and grown-ups: school staff, parents etc. being together with children. It is an ongoing project where teachers in the municipality of Aarhus and other interested use the materials.</p>	<p>OmTanke is concrete materials developed by the pedagogical department in the municipality of Aarhus. It is designed to be used in the day to day interactions with children and young people. The target group is teachers and other adults working with children – both professionals and parents.</p> <p>OmTanke is described as practical knowledge, exercises, and narrative approaches targeting competencies in relation to working with own and others' emotions.</p> <p>OmTanke also presents knowledge about how the brain is functioning, cognitive aspects and how we as humans react - strong emotions. The materials are design addressing both children and adults. There is no formal evaluation of the use of the materials.</p>	<p>Link for project website (only in Danish).</p> <p>Link for OmTanke materials (pdf)</p>

GERMANY

In Germany, there is a large number of intervention programmes for students and their teachers. Some of these are well evaluated and have been implemented on a rather large scale (e.g. Faustlos, Fairplayer and social training in schools), while others have only been tested in a single study, and there are also programmes that have not been evaluated at all.

Trainings of social-emotional and of intercultural competencies appear rather unconnected and evaluations are more common for trainings of SE competencies than for those of intercultural competencies (which also are less widespread). In addition to these trainings, there are also a number of teacher trainings per se (see e.g. Toepell, S. (2009). *Lehrertrainings im deutschen Sprachraum. Einzeldarstellungen und Entwicklungsverläufe*. München: Herbert Utz Verlag.), however, many of them are small interventions often done within the context of university education or professional development, and most of these have not been systematically evaluated (at least the evaluation was not published).

Title of the project/program	Practical information:	Abstract:	Link to the program and references
	<ul style="list-style-type: none"> • Number of participants/schools • Participant group(s) • Implementation period 	<ul style="list-style-type: none"> • Design of the program • What were the aims? • How was the program evaluated? • What were the results? 	
<i>The most widespread and well-evaluated student and teacher trainings:</i>			
Fairplayer	<ul style="list-style-type: none"> • 138 students (between 13 and 21 years of age, from comprehensive and vocational school) and their teachers • 7 parallel classes at 8th grade • 4-5 weeks in July 2005 	<ul style="list-style-type: none"> • A manualized, tuition-based preventive intervention programme • Facilitating social competence and preventing school bullying • Questionnaires (considering e. g. the occurrence of bullying, prosocial behavior and student's empathy as well as legitimization of violence) • Reduction of bullying after the program – there was a significant decrease of 50% at the side of victims • Strengthening of prosocial behaviour and decrease of legitimization of violence according to students replies • Teacher's survey about their perception on changes in social interaction between students, self-reflection of adolescents, and relevance for the youngs' lifeworld 	<p>Scheithauer, Herbert & Dele Bull, Heike (2007): Unterrichtsbegleitende Förderung sozialer Kompetenzen und Prävention von Bullying im Jugendalter - das fairplayer.manual. In: Gruppenpsychotherapie und Gruppendynamik. Band 43, Ausgabe 4, S. 277-293. https://doi.org/10.13109/grup.2007.43.4.277</p> <p>Scheithauer, Herbert & Dele Bull, Heike (2008): fairplayer.manual. Förderung von sozialen Kompetenzen und Zivilcourage – Prävention von Bullying und Schulgewalt. Göttingen: Vandenhoeck & Ruprecht.</p> <p>Scheithauer, Herbert & Dele Bull, Heike (2010): Das fairplayer.manual zur unterrichtsbegleitenden Förderung sozialer Kompetenzen und Prävention von Bullying im Jugendalter: Ergebnisse der Pilotevaluation. Praxis der Kinderpsychologie und Kinderpsychiatrie: Band 59, Ausgabe 4, S. 266-281. https://doi.org/10.13109/prkk.2010.59.4.266</p>

		<p>Wölfer, R. and Scheithauer, H. (2014): Social influence and bullying behavior: Intervention-based network dynamics of the fairplayer.manual bullying prevention program. <i>Aggr. Behav.</i>, 40: 309–319. doi:10.1002/ab.21524</p> <p>http://h-p-z.de/faustlos-sekundarstufe-karten</p> <p>http://www.mentalhealthpromotion.net/resources/faustlos_programmvorstellung.pdf</p> <p>Beland, K. (1988). Second Step. A violence-prevention curriculum. Grades 1-3. Seattle: Committee for Children.</p> <p>Cierpka, M. & Schick, A. (Hrsg.) (2011). <i>Faustlos Sekundarstufe. Ein Curriculum zur Förderung sozial-emotionaler Kompetenzen und zur Gewaltprävention</i>. Hogrefe, Göttingen.</p> <p>Cierpka, M. (2003): Sozial-emotionales Lernen mit Faustlos. <i>Psychotherapeut</i> 48: 247–254.</p> <p>Cierpka, M. (Hg.) (2003): <i>FAUSTLOS. Ein Curriculum zur Förderung sozial-emotionaler Kompetenzen und zur Gewaltprävention für den Kindergarten</i>. Göttingen: Hogrefe.</p> <p>Cierpka, M. (2005): <i>Faustlos – Wie Kinder Konflikte gewaltfrei lösen lernen</i>. Freiburg: Herder.</p> <p>Crick, N. R. & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. <i>Psychological Bulletin</i>, 115, 74-101.</p> <p>Lemerise, E. A. & Arsenio, W. F. (2000). An integrated model of emotion processes and cognition in social information processing. <i>Child Development</i>, 71, 107-118.</p> <p><i>Förderung sozial-emotionaler Kompetenzen mit Faustlos:</i></p>
<p>Faustlos</p> <ul style="list-style-type: none"> • German version of the Second Step Program (Beland, 1988) • well-established and evaluated program for teachers and students: <p>Kindergartens: 14 classes (124 children) Primary schools: 44 classes in 3-year control group study Secondary level: examination in Germany still missing, but effectiveness proved in original second step program</p>	<p>Program:</p> <ul style="list-style-type: none"> • carried out by teachers/school staff who participated in a one-day training course at the Heidelberger Präventionszentrum (overview of the curriculum; aims of the program; demonstration of teaching strategies with the help of videos) • designed for different age groups (nursery: age 2 – 3; kindergarten: 3 – 6; primary school: age 6 – 10; secondary level: School class 7/8; program for parents) <p>f.i. secondary level:</p> <ul style="list-style-type: none"> • 31 lessons in 3-4 years divided in 3 units “empathy”, “impulse control”, “anger management” • students learn social and emotional competencies via cognitive examination of the topics “empathy”, “problem solving” and “coping with frustration and anger” • additional: role playing games; video sequences <p>Aims:</p> <ul style="list-style-type: none"> • Promotion of social and emotional competencies • Prevention of aggressive behaviour • anxiety reduction • Improvement with regard to internalizing problem behavior 	

Design:

Based on social information processing mechanisms (Crick & Dodge, 1994) and developmental psychological theories on the deficits of aggressive children (Lemerise & Arsenio, 2000) → aggressive children have deficits in areas of empathy, impulse control and anger management

Students:

- 1. Practicing of self-awareness / perceiving differentiated social situations
- 2. Learning of multi-perspective interpretation
- 3. Clarification of own objectives
- 4. Gathering of solutions via brainstorming
- 5. Selection of appropriate solution/reaction
- 6. Performing of selected solution/reaction

Evaluation

Schick & Cierpa, 2006:

Kindergartens

- control group study/ pre-post study in 7 interventions and 7 control kindergartens (N = 124 children aged 4.5 – 6 years)
- significant improvements in children's social-emotional competencies and significant reduction of aggressive behavior

Schick & Cierpa, 2005:

Primary Schools

- pre-post evaluation: 3-year control group study (30 classes as experimental group; 14 classes as control group); grade 1 – 3
- schools were randomly assigned to experimental/control group
- students: structured interviews; parents/teachers:

Konzeption und Evaluation der Faustlos-Curricula (PDF Download Available). Available from: https://www.researchgate.net/publication/229149506_Forderung_sozial-emotionaler_Kompetenzen_mit_Faustlos_Konzeption_und_Evaluation_der_Faustlos-Curricula [accessed May 29, 2017].

Schick, A.; Cierpka, M. (2005): Faustlos – Förderung sozialer und emotionaler Kompetenzen in Grundschule und Kindergarten. *Psychotherapie, Psychosomatik, Medizinische Psychologie* 55: 462–469.

Schick, A. (2006). Evaluationsstudien zum Gewaltpräventions-Curriculum Faustlos. *Praxis der Rechtspsychologie*, 16(1/2), 169-181.

Schick, A. (2006). Gewaltprävention in Grundschule und Kindergarten mit Faustlos. *Psychoanalyse im Widerspruch*, 35, 91-106.

Schick, A. (2008). Die Kieselschule. Ein innovatives Programm zur musikalischen Förderung von Kompetenzen zur Gewaltprävention. *AfS-Magazin*, 26, 24-25.

Schick, A. & Cierpka, M. (2003). Faustlos: Evaluation eines Curriculums zur Förderung sozioemotionaler Kompetenzen und zur Gewaltprävention in der Grundschule. *Kindheit und Entwicklung*, 12, 100-110.

Schick, A. & Cierpka, M. (2005). Faustlos: Evaluation of a curriculum to prevent violence in elementary schools. *Journal of Applied & Preventive Psychology*, 11, 157-165.

Schick, A. & Cierpka, M. (2006). Evaluation des Faustlos-Curriculums für den Kindergarten. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, 55(6), 459-474.

		<p>questionnaires</p> <ul style="list-style-type: none"> • results: significant changes in emotional competences and prosocial developments of children aged 6 – 9 years (reduced anxiety and internalized behaviors); parents' ratings of children's behaviour provided clear evidence of improved social behaviour <p>Schick & Cierpka, 2009: Secondary Level</p> <ul style="list-style-type: none"> • evaluation in Germany still missing, but US-American evaluation studies proof effectiveness and the violence prevention potential of the programm (original second-step programm): boys showed reduced aggressive behaviour; boys and girls had higher competencies in prevention of violence (but only if the teacher had an positive attitude towards the programm → moderator effect) 	<p>Schick, A. & Cierpka, M. (2007). Gewaltprävention in Kindergarten und Grundschule mit Faustlos. In M. Gollwitzer, J. Pfetsch, V. Schneider, A. Schulz, T. Steffke & C. Ulrich (Hrsg.), <i>Gewaltprävention bei Kindern und Jugendlichen</i> (S. 158-169). Göttingen: Hogrefe.</p> <p>Schick, A. & Cierpka, M. (2009). Gewaltprävention in weiterführenden Schulen: Das Faustlos-Curriculum für die Sekundarstufe. <i>Praxis der Kinderpsychologie und Kinderpsychiatrie</i>, 8(58), 655-671.</p>
<p>Social training in schools (Sozialtraining in der Schule)</p>	<p>Grades 3-6 (8-12 years)</p> <p>First evaluation: 158 students, 8 teachers and 8 psychologists only one experimental group</p> <p>Second evaluation (external, by Riffert, 2000): 22 children experimental group, 21 children control group</p> <p>Third evaluation: 4 classes</p>	<p>The social training in schools is a well-established and evaluated cognitive-behavioral training of social and emotional competences for students in 3rd to 6th grade. The training is carried out by their teachers.</p> <p>The main aim of the training is improving social and emotional competences of students.</p> <ul style="list-style-type: none"> • Emotional competences: Differentiated perception and identification of emotions, emotional vocabulary, emotional empathy, coping with cumbering emotions and problematic situations. • Social competence: differentiated perception and description of social conflict situations, finding solutions for conflicts that consider the needs of all individuals involved (perspective taking), evaluation of these strategies, practicing conflict resolution strategies • Moral development: learning to use social and 	<p>Jugert, G., Rehder, A., Notz, P. & Petermann, F. (2013). <i>Soziale Kompetenz für Jugendliche: Grundlagen und Training</i> (8. Aufl.). Weinheim: Beltz Juventa.</p> <p>Petermann, F., Koglin, U., Natzke, H. & von Marées, N. (2013). <i>Verhaltenstraining in der Grundschule: Ein Programm zur Förderung emoti-onaler und sozialer Kompetenzen</i> (2., überarb. Aufl.). Göttingen: Hog-refe.</p> <p>Petermann, F., Jugert, G., Rehder, A., Tänzer, U. und Verbeek, D. (1999). <i>Sozialtraining in der Schule</i> (2., überarbeitete Auflage), S. 63-66. Weinheim: Beltz (PVU)</p> <p>Riffert, F. (2000), Sozialtraining in der Schule – Evaluation eines verhaltenstherapeutische orientierten Präventionsprogramms“. <i>Verhaltenstherapie und Verhaltensmedizin</i>, 21, 51-64.</p> <p>Petermann, F., Jugert, G., Tänzer, U. & Verbeek, D. (2012). <i>Sozialtraining in der Schule</i> (3., überarb. Aufl.). Weinheim: Beltz Psychologie Verlags Union.</p>

emotional competences in moral dilemma situations.

The trainings took place over a time period of 10 weeks with 90 minutes in one of two sessions per week.

Methods used:

- Role play
- Discussion
- Tasks
- Relaxation techniques

The program has been evaluated twice. Results:

- Reduction of aggressiveness between pretest and posttest (not for the control group in evaluation 2)
- Reduction of anxiety between pretest and posttest (not for the control group in evaluation 2)
- Children with serious behavior problems could not profit from the training
- Boys appear to profit more from the training than girls

Petermann F.; G. Jugert; U. Tanzer; D. Verbeek (1997). *Sozialtraining in der Schule*. Weinheim: Psychologie Verlags Union.

Petermann, F.; G. Jugert; D. Verbeek; U. Tänzer (1997). Verhaltenstraining mit Kindern, In: Holtappels, H.G./Heitmeyer, W./Melzer, W./Tillmann, K.-J. (Hg.). *Schulische Gewaltforschung. Stand und Perspektiven*. Weinheim: Juventa, S. 315-329.

Schule ohne Rassismus
(School without Racism)

Program for students and teachers

Implementation between June 2009 and May 2013

Program: Diversity and Integration (for students and teachers); Development of teaching material ("Right-wing extremism in a migration society", "Gender roles in a migration society", and "Racism in a migration society"); Trainings; Conferences

Based on the concept of "Community of Practice" by Étienne Wenger

Core objectives: Political participation & self-conception with regard to civil courage and anti-discrimination

Positive evaluated by Guthmann (2011, p. 70) on the

Program: <http://www.schule-ohne-rassismus.org/was-wir-tun/projekte-der-bundeskoordination/vielfalt-integration/> & <http://courage-shop.schule-ohne-rassismus.org/publikationen/26/infopakete-interkulturelle-kompetenzen-staerken?c=5>

Guthmann, Thomas (2011): *Schule ohne Rassismus - Schule mit Courage*. Theoretische Reflexionen über einen zivilgesellschaftlichen Ansatz zur Stärkung demokratischer Kultur an Schulen. Frankfurt am Main: GEW.

Meyer, Gerd; Dovermann, Ulrich; Frech, Siegfried & Gugel, Günther (2004): *Zivilcourage lernen. Analysen – Modelle –*

basis of 800 schools in Germany

Arbeitshilfen. Bonn: Bundeszentrale für politische Bildung.

Krüger-Potratz, Marianne (2007): Ethnische und soziale Vielfalt gestalten. Interkulturelle Konzepte in der Schule. In: Schule in der Einwanderungsgesellschaft. Gesprächskreis Migration und Integration, S. 25-32. Bonn: Friedrich-Ebert-Stiftung.

Trainings that specifically address teachers

Konstanzer Trainingsmodell (KTM) and Konstanzer Trainingmodell Kompakt (short version)

A large number of teachers has participated since 1987.

For the evaluation studies a sample of 5 and 37 teachers were used. The evaluation of the compact program drew on a sample of 656 students in 42 classrooms in secondary schools. Data from 40 teachers were also available.

- The KTM is based on a systemic view of the classroom and constructivist learning theory.
- It is used since 1987 as a preventive program to improve the self-competences and social competences of teachers related to their addressing of aggressive and disruptive behaviors in the classroom.
- It aims at improving teachers' expert knowledge and skills on a cognitive (subjective theories) and behavioural level (learning new behaviour patterns). A secondary indirect goal is the prevention of aggressive behaviour in schools.
- A first step in the training is making implicit professional knowledge of teachers explicit, and confronting subjective theories with new information and supporting the integration of old with new knowledge.
- Teachers reconstruct conflictive situations in learning tandems (with mutual classroom observation), receive feedback and learn to understand the view of their interaction partners in conflictive situations (i.e. students).
- They receive opportunities to practice the implementation of their new knowledge in the classroom, first through role plays, then in specific situations in the classroom and then they practice to integrate these behaviors in their everyday practice as new routines.

Humpert, W. & Dann, H.-D. (2013). Das Konstanzer Trainingsmodell (KTM): Konzept, Weiterentwicklung, Evaluation. In B. Jürgens & G. Krause (Hrsg.), *Professionalisierung durch Trainings* (S. 97-111). Shaker.

Dann, H.-D. & Humpert, W. (2008). Das Konstanzer Trainingsmodell - ein Verfahren zur Qualifizierung pädagogischen Personals. In A. Schröder, H. Rademacher & A. Merkle (Hrsg.), *Handbuch Konflikt- und Gewaltpädagogik. Verfahren für Schule und Jugendhilfe* (S. 315-328). Schwalbach: Wochenschau Verlag.

Tennstädt, K.-C. & Dann, H.-D. (1987). *Das Konstanzer Trainingsmodell (KTM). Neue Wege im Schulalltag: Ein Selbsthilfeprogramm für zeitgemäßes Unterrichten und Erziehen. Bd. 3: Evaluation des Trainingserfolgs im empirischen Vergleich*. Bern: Huber.

Tennstädt, K.-C., Krause, F., Humpert W. & Dann, H.-D. (1987). *Das Konstanzer Trainingsmodell (KTM). Neue Wege im Schulalltag: Ein Selbsthilfeprogramm für zeitgemäßes Unterrichten und Erziehen. Bd. 1: Trainingshandbuch*. Bern: Huber.

Brosig, K.M. (2007). *Verändertes Sozialverhalten im Unterricht. Das Konstanzer Trainingsmodell (KTM) – kompakt. Eine Evaluationsstudie*. Göttingen: Cuvillier Verlag.

Hinsch, R. & Ueberschär, B. (1998). *Gewalt in der Schule. Ein Trainingsprogramm für Lehrer und Lehramtsstudenten* (Potsdamer Berichte zur Bildungs- und Sozialisationsforschung,

The training has been evaluated several times (Tennstädt 1987/1991 and Tennstädt & Dann, 1987/1992). Also the compact program has been evaluated (Brosig, 2007). The first evaluation study used psychometric scales, a reconstruction of subjective theories, a student questionnaire and classroom observations with 5 teachers at a pre-and post-measurement point. The second evaluation study used a sample of 37 teachers in the experimental and 22 teachers in the control group, who received psychometric scales/questionnaires. Also the second study allowed for analysing changes (pre- and post-measurement).

Results:

- After the training teachers reported higher self-perceived competences for coping with conflict and they reported to use less punitive and less neutral strategies and more integrative strategies as compared to the time before the training; classroom observations supported these self-reported changes.
- Teachers reported to focus less on immediate solutions in the case of disruptions and more on a long-term strategy and educating (Erziehen) students after the training (as compared to before the training)
- Teachers and students reported less aggressive behaviour at t2 as compared to t1, but this was not supported by the classroom observation. However, observation studies did support the self-reported lessening of conflicts during the lessons and of lesson disruptions
- Students in the experimental group reported more lesson participation and more enjoyment of the lessons at t2

Bd. 3). Landau: Verlag Empirische Pädagogik.

- Students experienced greater autonomy in the classroom after the training
- Teachers evaluated the program positively; they find the cooperation with colleagues and opportunities for reflection especially helpful.

No moderating variables were taken into account in the analysis.

Training of social and professional competences for teachers
(Training sozialer und beruflicher Kompetenzen für Lehrer)

The training has not been evaluated.

The training is based on the „group training of social competences“ developed by Hinsch & Pfungsten (1998) adapted for teachers (rather behavioristic theoretical background).

The training includes 5 phases:

1. Model for explaining favorable and less favorable behavior patterns, introducing the training, first discrimination task
- 2.-5.: practicing competent behaviour in concrete predefined situations with video-feedback and role plays. This includes reconstructing self verbalisations in these situations, the situations concern in the 2nd phase: dealing with breeches of rules/agreements and dangerous situations, in the 3rd phase: dealing with conflicts due to different wishes, needs, and interests, finding compromises, in the 4th phase: dealing with continuous conflicts, negotiating solutions, in the 5th phase: self-defined (real) situations. Additionally the teachers were supposed to practice the new skills in the classrooms as “homework”.

Jürgens, B. (1986). Erhöhung der sozialen und beruflichen Kompetenzen von Lehrern als präventive Maßnahme? In M. Beck & G. Mannhaupt (Hrsg.), *Prävention und Intervention bei Schulschwierigkeiten* (S. 47-57). Tübingen: DGVT.

Jürgens, B. (2006): Gruppentraining sozialer und beruflicher Kompetenzen (GSBK). In: Heckt, D. H., Krause, G. & Jürgens, B. (2006). *Kommunizieren – Kooperieren – Konflikte lösen*. Bad Heilbrunn: Klinkhardt, S. 57-76.

Jürgens, B. (1997a). *Gruppentraining sozialer und beruflicher Kompetenzen. Abwandlungen des Gruppentraining sozialer Kompetenzen (GSK) für pädagogische Handlungsfelder*. Braunschweig: Braunschweiger Arbeiten zur Psychologie

Teacher training to improve the classroom climate
(Fortbildung für

- 100 teachers
- regional trainings with 10 teachers from 5 different schools (2 or 3 per school)
- internal teacher trainings in each schools
- over 1 ½ years 4 courses á 3

The main focus of the training was on the improvement of teacher-student and student-student relations.

- To improve teachers' relationship building competencies, they received individual counselling and took part in training modules on professional conversation and communication.

Grewe, N. (2003). *Aktive Gestaltung des Klassenklimas: eine empirische Interventionsstudie*. Münster: LIT Verlag.

Grewe, N. (2002). Fortbildung für Klassenlehrer/innen zur Verbesserung des Klassenklimas (KIK). *SchulVerwaltung Spezial*, 1, 37-40.

Klassenlehrer
/innen zur
Verbesserung
des
Klassenklima
s (KIK))

days and 21 one-day-
trainings took place

- The training started half a year before the teachers took over a new class

- To improve their group management competencies (fostering students' social competences, supporting recognition among students, helping students to develop interpretations of social events that support the development of a positive identity), they participated in modules on group management, classroom discussions, and a group phase training developed by Stanford (2001).

Teachers further received supervision for the implementation of the knowledge/competences acquired in the trainings. This included the design of an introductory phase in their classrooms, followed by project work with the students (topics were chosen together with the students and included e.g. conflict resolution), and a third phase involving the implementation of these skills in everyday classroom interaction.

To evaluate the program student and teacher questionnaires were used with a control group design.

- Overall the quality of teacher-student and student-student relationships decreased over the school year.
- No significant differences existed between the experimental and the control group at the beginning of the school year, but at the end of the school year the experimental group had better scores with regard to competition (less competitive climate), higher perceived student-orientation of the teacher, higher satisfaction with the teacher reported by students, more help-seeking (for counselling) by the students, better attitude towards school. No differences were found with regard to grades, participation in

classroom discussions, anxiety and aggressiveness. Teachers in the experimental group further reported higher job satisfaction, higher self-reported competencies, and a better classroom climate than teachers in the control group (at t2).

No moderating variables were taken into account in the analysis.

Lions Quest

There are two programs addressing teachers of 10 to 14 year olds and 15-21 year olds.

Between 1994 and 2015 there were more than 4.000 seminars in which more than 103.000 teachers participated

This is a short teacher training, where teachers learn to support children and youth with their

- Identity development,
- Self-esteem, self worth development
- Emotional competences (awareness of the own and other's emotions)
- Communication and conflict resolution skills
- Team-oriented action
- Critical thinking
- Advocacy skills
- Service learning

The main aim of the program is qualifying teachers to better support their students with school based learning and creating a good classroom climate. This involves supporting the following student competences:

- psychosocial competences
- capability to take responsibility for the own life
- independent decision making and implementation of these decisions
- better assessment of conflict- and risk situations
- finding solutions to problems related to puberty

The program consists of a 3 day seminar for teachers, plus 1 or 1,5 day advanced seminars and regional discussion groups to support implementation

https://www.lions-quest.de/home/erwachsenwerden/das_programmim_ueberblick/lions_quest_in_zahlen.html

https://www.lions-quest.de/home/erwachsenwerden/stimmen_erfahrungen/wissenschaftliche_begleitung/wissenschaftliche_studien_und_evaluationen/uebersicht_evaluationen.html

Kähnert (2002). Abschlussbericht - Evaluation des Lions-Quest Programms "Erwachsen werden"

of the program in the classroom. Here the teachers learn theory and how to implement this theory in practice.

Teachers also receive teaching materials including content and methods for several lessons on these topics.

The program has been evaluated, but only with questionnaires. Results:

- The program was evaluated positively by participants.
- Participation in the program was associated with a better learning atmosphere, a more constructive coping with conflicts, better student-teacher relations, better independent work in the classroom, less aggression, more critical attitudes towards substance use (according to student reports).
- It also was linked to improvements in teachers' self-reported competences, their reported use of new techniques and their critical reflection of the self.

Intercultural Competence -training for physical education teachers

37 physical education teachers

The within-school teacher professional development program had the support teachers in developing didactic-methodological knowledge for intercultural teaching in physical education classrooms, including concrete ideas for their implementation. The first part of the 4 hour training commenced with a theoretical input concerning chances and limitations of intercultural teaching and learning in the physical education classroom as well as identity and acculturation theories. Consequently the following didactical-methodological modules were introduced and illustrated with videos: confronting students with the unfamiliar, realizing that the own point of view is

Grimminer, E. (2009). *Interkulturelle Kompetenz im Schulsport. Ein evaluiertes Fortbildungskonzept*. Baltmannsweiler: Schneider.

Grimminger, E. (2009). Interkulturelle Kompetenz von Lehrkräften als Teilaspekt professionellen Handelns. Entwicklung und Evaluation eines ortbildungskonzepts für Sportlehrkräfte. In W. Böttcher, J.N. Dicke, & H. Ziegler (Hrsg.). *Evidenzbasierte Bildung. Wirkungsevaluation in Bildungspolitik und pädagogischer Praxis*.

only one amongst others, differentiating the perception of the self and the other, identifying transcultural elements, learning conflict resolution skills, creating situations that support the experience of recognition and belongingness, perceiving and expanding the own limits. In a group-work setting teachers then developed ideas for implementing the modules in their lessons. In the second part of the training teachers participated in sport games that fostered the experience of otherness and of the need for cooperation. The training has been evaluated. The evaluation used questionnaires and interviews (so all data is self-reported) at two measurement points (pre and post).

Results:

- Teachers evaluated the training positively.
- Teachers report changes in their perception of intercultural issues.
- Longitudinal analysis supports a significant increase in self-reported intercultural competence with regard to methodological and content dimensions
- Improvement with regard to performance was reported by the teachers, but changes were only partly significant.
- To a certain extent, context effects (school organisational and personal) hinder the implementation of the new competences.
- No moderating variables were taken into account in the analysis.

Intercultural competence - a short training for teachers

- 15-20 per participant group
- Participants of the evaluation: group of teacher students
- 2,5 days

- Based on Hofstede's cultural dimensions theory (individualism-collectivism; uncertainty avoidance; power distance → strength of social hierarchy and masculinity-femininity → task orientation versus person-orientation; 1986),

Ringeisen, T., Buchwald, P. & Spanowski, M. (2009). Förderung interkultureller Kompetenz im Schulalltag: Ein Kurz-Training für Lehrkräfte. In T. Ringeisen, P. Buchwald & C. Schwarzer (Hrsg.), Interkulturelle Kompetenz in Schule und Ausbildung (S. 143-152). Münster: LIT-Verlag.

[Information on participants will be complemented, see comment in the right column]

Thomas' concept of intercultural competence (2000) and Bennett's developmental model of intercultural sensitivity (1993)

- Design of the program: Training uses "critical incidents" (presentations, video presentations) which are reflected and discussed, this is complemented by role play and group exercises; The training has four modules:
 - 1.) Cultural influences in the context of education
 - 2.) Own cultural identity as teacher
 - 3.) Cultural differences in communication
 - 4.) Intercultural conflict management
- Aims of the program: Fostering competencies for handling internationalized learning/teaching situations by
 - Improving cognitive competencies: Knowledge about cultural standards for norms and values, the own cultural identity and resulting patterns of learning and acting
 - Improving affective competencies: Feeling for appropriate behavior according to particular situations by reflection/discussion of own emotions/appraisals/action tendencies
- Evaluation:
 - Randomized (trainings group and control group) pre-post design with three measurement points t1 4 weeks before the training, t2 directly after the training and a half year later (t3)
 - Evaluation questionnaire at t1, t2, t3 and semi-structured interview at t2, t3
 - Training group: less individualistic and masculine handling of multicultural classes, more knowledge about individualistic student

Ringeisen, T., Spanowski, M. & Buchwald, P. (2009). Wirksamkeit eines interkulturellen Kompetenztrainings für Lehrkräfte: Eine Pilot-Evaluation. In M. Krämer, S. Preiser & K. Brusdeylins. (Hrsg.), *Psychologiedidaktik und Evaluation, Band VII* (S. 385-394). Aachen: Shaker-Verlag.
[Comment for the VIA team: Teachers have the impression that their perception of intercultural issues has changed.]

		behavior, more (self-reported) knowledge on behavioral alternatives for intercultural conflict situations	
School of Diversity	8-days of Teacher Training	<p>(Additional) teacher qualification at Pedagogical Institute Munich; Core topics: 1st module - Intercultural Learning, Diversity, Anti-Discrimination. 2nd module - Intercultural communication, mediation, and understanding.</p> <ul style="list-style-type: none"> - This training is not evaluated • Unfortunately no scientific literature about this program 	<p>Program & Background:</p> <p>http://www.pi-muenchen.de/onlineprogramm/zwischenstexte/72/dateien/Schule_der_Vielfalt_1.pdf</p> <p>&</p> <p>https://www.kmk-pad.org/fileadmin/Dateien/download/VERANSTALTUNGEN/PAD-Fachtagung_Integration/Workshop-Beitraege/C1_Stegen_PAD-Fachtagung2016-05_PraesentationSdV_pptKopie.pdf</p> <p>&</p> <p>https://www.ris-muenchen.de/RII/RII/DOK/SITZUNGSVORLAGE/2628440.pdf</p>

SLOVENIA

In Slovenia, several different programmes and projects concerning SEI competencies were implemented in the last decade. Some are at a national level, but most were carried out on a smaller scale, since NGOs or smaller associations were the main providers of those. During the last two years, several projects oriented towards immigrants were developed (before this, such projects were rather scarce). Also, there are some legal provisions that support students with different immigrant backgrounds, such as the provision of an additional course in Slovenian language.

Slovenia has a centralised education system and therefore also a centralised range of available professional development courses for educators (in addition to individual courses offered by various parties). This collection of available programmes is called KATIS – Catalogue of Programmes of Continuing Professional Development for Educators and is partly financed by the state. It includes courses, seminars and workshops of different durations (most of them 8, 16 or 32 hours) for educators. Some of them address SEI competencies and their inclusion at different education levels, however, they have not been included in this overview.

In Slovenian education system, there are no major international SEI programmes implemented at a national level, there are, however, some programmes implemented in the last years that can be referred to within the national context, since the national bodies are the main providers or partners (they are listed below). These are mostly applicative projects, but partly also research projects, so they usually include evaluations. The projects implemented by NGOs or associations are typically not systematically evaluated.

Many of the programmes referred to have been focused on both students and school staff (as well as student teachers).

Title of the project/ program	Practical information: <ul style="list-style-type: none"> • Number of participants/schools • Participant group(s) • Implementation period 	Abstract: <ul style="list-style-type: none"> • Design of the program • What were the aims? • How was the program evaluated? • What were the results? 	Link to the program and references
Only with others we are - Le z drugimi smo	Goal: 10,000 teachers Entire teachers' assemblies Implementation period: 13.5.2016 – 30.9.2017	Free of charge 16 hours professional development program for school staff (so far over 1,000) that offers different topics for teachers to pick from: inclusion, Slovenian language as a second language, stereotypes and prejudices, intercultural dialogue, intercultural education, respectful communication in school, interpersonal conflicts and solving of those situations, class climate and school culture, cooperation with family, aggressive behaviour and strategies for prevention, human rights, active citizenship, social inclusion and healthy life style etc.	https://lezdrugimismo.si/ References: https://lezdrugimismo.si/sl/e-ucilnica

		<p>The aim is to train 10,000 education professionals in contents of inclusion of immigrant children and their parents, zero tolerance for violence, respectful communication, human rights and migrations/minorities.</p> <p>The program has a plan of evaluation and the publishing of the evaluation report. The evaluations include the continuous evaluations of the implementation and the overall evaluation of the programme.</p>	
<p>The challenges of intercultural coexistence (Project) - Projekt-Izzivi medkulturnega sobivanja; Program SIMS: Facing the challenges of intercultural coexistence -Soočanje z izzivi medkulturnega sobivanja</p>	<p>Number of participants/schools: 90 educational institutions + others</p> <p>Participant group(s): Teachers, school counselling service staff, leaders, students – immigrants and their families, their classmates and the parents, local communities, NGOs</p> <p>Implementation period: 13. 5. 2016 do 30. 9. 2021</p>	<p>Design of the program: Implementing direct educational activities with immigrant children and their families and training of education professionals, professional development of the multipliers and other expert activities (so far over 15 events).</p> <p>Program for multipliers is designed as a process and is carried out in four modules (10 days, 10X8 hours – already completed) and 15 experts' meetings (15X6 hours).</p> <p>Direct activities with immigrant children include induction programme, individualised educational plan for students, language courses, learning support, workshops for developing the resilience, free time and holiday's activities, development of supportive environments in local communities etc. Activities for training of educational professionals include: introduction of program SIMS, training for the implementation of the induction programme, strategies for language courses, informing about the legislation, preparing individual educational plans, cooperation with the parents, development of the including and patient organisation culture and climate.</p> <p>The basic aim of the project is to develop the intercultural values and improvement of professional competences of education leaders and professionals for improved inclusion of immigrant children from other language backgrounds in</p>	<p>http://www.medkulturnost.si/</p> <p>http://www.medkulturnost.si/gradiva/</p>

		<p>Slovenian education system.</p> <p>The program has a plan of evaluation and the publishing of the evaluation report. The evaluations include the continuous evaluations of the implementation and the overall evaluation of the programme.</p>	
Schools for Health - Zdrava šola	<p>Number of participants/schools more than 1,000 educators, more than 2000 students, more than 100 schools</p> <p>Participant group(s): Teachers and other educators, students</p> <p>Implementation period: school years 2014/15, 2015/16, 2016/17</p>	<p>Design of the program:</p> <p>The program Schools for Health is carried out in more than 375 educational settings all over Slovenia. Since school year 2014/15 it is focusing on mental health with three programs: To sem jaz – This is me, Izboljševanje duševnega zdravja v šoli - Improvement of mental health in schools, Ko učenca strese stress – When students are shaken by stress.</p> <p>Program To sem jaz – This is me is a program supported and implemented by National Institute of Public Health and aims to implement preventive workshops following the handbook 10 steps towards better self-esteem and youth on-line counselling. The handbook includes workshops for educators to carry out with students. The program also includes a handbook for students.</p> <p>Program Izboljševanje duševnega zdravja v šoli - Improvement of mental health in schools is based on the handbook with the same title. It was carried out as 8 hours workshops for entire teachers' assemblies and focuses on consolidating self-respect, needs of the youth, effective listening and responding, communication, task for building mutual trust, stress management etc.</p> <p>Ko učenca strese stress – When students are shaken by stress is also based on the handbook with the same name. The trainings for educators were not unique. The aim was to enable teachers and then students to recognize the stress and learn how to reduce stress.</p> <p>Evaluation: All 3 programs were very carefully evaluated using process evaluations, evaluations of the impact and</p>	<p>http://www.nijz.si/sl/slovenska-mreza-zdravih-sol</p> <p>http://www.nijz.si/sl/publikacije</p>

short-term effects.

The results indicate that educators are very satisfied with the programs, that participants have improved their knowledge and competences in all the issues included in programmes but no significant effects on stress sensibility of reactions were recognizes. They explain that the implementations were very different among the schools and that these should be unified.

SWEDEN

In Sweden, there are various general programmes at national, regional and local levels to support inclusion and ensure that students with different social and immigrant backgrounds have equal rights to education. Both legislation and the curriculum state that the responsibility for this lies with school authorities, principals and teachers. These programmes should be an integrated part of the daily work.

The Swedish national board of education has different programmes for supporting teachers' work with students from different social and immigrant backgrounds. There are web-based tools available for analysing immigrant students' knowledge, as well as their social and emotional skills. All foreign language students are entitled to some classes in their mother tongue and if they are not able to follow classes in Swedish, they are entitled to supervisors or materials in their mother tongue in other lessons. There are also education courses for mother tongue teachers, supervisors and Swedish-for-immigrants teachers (Swedish-2).

At a regional level, universities organise various programmes, courses and conferences for teachers to better understand globalisation, immigration and interculturalism.

Title of the project/ program	Practical information: <ul style="list-style-type: none"> Number of participants/schools Participant group(s) Implementation period 	Abstract: <ul style="list-style-type: none"> Design of the program What were the aims? How was the program evaluated? What were the results? 	Link to the program and references
(Obondo, Lahdenperä, & Sandevärn, 2016) Educating the old and newcomers: Perspectives of teachers on teaching in multicultural schools in Sweden. Multicultural	11 teachers	The findings reveal the structural and organisational problems at the city council and at the school and classroom levels as the major challenges. These include the pressure to create inclusive and safe classrooms for diverse cultural and linguistic pupils in an atmosphere where there is limited resources and emphasis on standardised assessment and teaching for tests within a prescribed curriculum. However, the teachers' pedagogical practices demonstrate attempts at intercultural teaching that build on the pupils' cultural and linguistic experiences and compares well with principles of cultural responsive pedagogy.	http://www.tandfonline.com/doi/full/10.1080/2005615X.2016.1184021?scroll=top&needAccess=true
(Nusche, 2009) What works in migrant education? A review of	Review	Education plays an essential role in preparing the children of immigrants for participation in the labour market and society. Giving these children opportunities to fully develop their potential is vital for future economic growth and social cohesion in OECD countries. But migrant students in most OECD	http://www.stranieriinitalia.it/briguolo/immigrazione-e-asilo/2014/agosto/wp-ocse-istruzione-migr.pdf

evidence and policy options. <i>OECD Education Working Papers</i> (22), 0_1.		countries tend to have lower education outcomes than their native peers. This paper looks at the ways in which education policies can influence these factors to help provide better educational opportunities for migrant students. One of the skills that seems to be particular important for teachers to achieve greater equity in diverse classrooms is formative assessment, Case study evidence from a range of countries shows that the official guidelines on intercultural teacher education are not always easily implemented and intercultural education should receive more attention in courses and field experiences.	
Lahdenperä, 1998) School difficulties and immigrant background: Conclusions about intercultural education. European Journal of Intercultural Studies, 9(3), 297-306.		Teachers' thinking regarding school difficulties and their attitudes toward students' immigrant backgrounds. Study the factors surrounding immigrant students' schooling. In the prevailing thinking in Sweden, students with immigrant backgrounds are often associated with problems and difficulties, not only in administrative circles but also in practical pedagogical discussions taking place in the schools. These problems are the starting point for an analysis of the reasoning and present thinking regarding immigrant students and their school situations. The overall purpose of this research into how teachers interpret and describe problems relating to immigrant students was to: (a) survey and analyse teachers' conceptions and attitudes as contextual factors for immigrant students' schooling; 1 (b) discuss how these contextual factors can be elucidated and changed.	http://www.tandfonline.com/doi/abs/10.1080/0952391980090307
(Fridlund, 2011) Interkulturell undervisning—ett pedagogiskt dilemma. <i>Talet om undervisning i svenska som andraspråk och i förberedelseklasser:</i> Department of Education and Special Education; Institutionen för pedagogik och specialpedagogik.	20 teachers and principals Observation and interviews	A central point of departure in this thesis is to investigate how schools deal with the difficult and complex task of „a school for all“ while some students are being taught in Swedish as a second language (SSL) and in preparatory classes. How teachers and principals justify and describe a separate teaching of SSL for some students is examined through a theoretical perspective of Berger and Luckmann's social constructionism and is complemented with theories that concern profession, interaction, inclusion and exclusion. The study was conducted at a primary school and used ethnographic research and document analysis. The fieldwork focused on the „professional talk about“ a separate teaching of SSL and in preparatory classes and how such discourses are formulated by teachers and school principals. The empirical material was collected during a two-year-period, and includes analysis of interviews, observations and documents. For analytical purposes, terms such as Fulcher's „inclusive and divisive discourse“ and Minow's „difference dilemma“ were used. The document analysis shows that on a general level multicultural and multilingual skills are emphasized as assets while the documents otherwise	https://gupea.ub.gu.se/handle/2077/25382

reflect that diversity is considered as a problem implying multicultural and multilingual skills to be dealt with within a divisive discourse. The teaching of SSL as well as in preparatory classes is conducted „by the side of“ or separate from other school activities. If discourses could also be adopted to include the spatial, apart from what is said and written, then the premises could be seen as an expression of a divisive discourse. All professionals, regardless of mission in the educational activities, are doing their best in order to legitimize the separation of second language education. The reasons why some students are taught in separate groups and classes are formulated in terms of their different behavior, special needs of peace and quiet, the need for basic education, and upbringing. The results indicate that students are „formed“ in order to fit within a separate educational activity. With the exception of the SSL teachers, the other participants in the study express a sense of the „difference dilemma“ and harbor an ambivalent attitude towards this kind of separation. What therefore appears as a paradox is that SSL teachers, whose mission is to contribute to and facilitate integration with the help of second language education do not justify the SSL activities primarily in terms of language development. Instead it seems to be the case that it is the professionals in SSL who emphasize that the students are different from others and therefore need something else. Ideas and perceptions of students depend on the context and the institutional based activities, where „talk about“ a separate education is expressed. It is in the regulatory texts, curricula and syllabi that the conditions for institutional workings are created, which leads to specific discourses and „talk about“ pupils“ different abilities and needs.