Hand in Hand

SEI Programmes for Students: a Review Catalogue

September, 2017

Marušić Iris [a], Jugović Ivana [a], Puzić Saša [a], Matić Jelena [a], Košutić Iva [a], Kozina Ana [b], Veldin Manja [b], Sälzer Christine [c], Eliasson Nina [d], Lund Nielsen Brigitte [e], Vieluf Svenja [f], Ojsteršek Aleš [g] and Jurko Lana [h]

a Institute for Social Research in Zagreb, Zagreb, Croatia

b Pedagoški inštitut, Educational Research Institute, Ljubljana, Slovenia

c TUM School of Education, Technical University of Munich, Munich, Germany

d Department of Education, Mid Sweden University, Sundsvall, Sweden

e Via University College, Aarhus, Denmark

f Deutsche Institut für Internationale Pädagogische Forschung, Frankfurt, Germany

g Ministry of Education, Science and Sport , Ljubljana, Slovenia

h Network of Education Policy Centres, Zagreb, Croatia

Table of content

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) of students can lead to better educational outcomes, better mental health, improvements in prosocial behaviour, a decrease in physical aggression etc. The use of high-quality and evidence-based SEI programmes is crucial for the implementation and possible impact on students' SEI competencies. The catalogue presents a collection of evidence-based SEI programmes for students. Through researching the background and 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 students' 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 increase the SEI competencies of students 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 26 international programmes, of which 17 are focused on social-emotional competencies and 9 on intercultural competencies. The national part, prepared by partners from each country, contains a summary of SEI programmes or good practices in the SEI field, as well as descriptions of selected programmes (26 altogether, 3-11 per country). The catalogue is arranged in the form of a table, wherein the columns in the international part cover the following: the author/year/title of the paper, the theoretical framework/definitions of competencies, competency dimensions, the programme (for teachers/students/school), the questionnaire, policy and evaluation. The

national tables are arranged in columns that represent the title of the programme, its design and aims, the participants involved, the methodology used, implementation results, the link to the programme and its evaluation (providing there was one).

1. INTERNATIONAL STUDENT CATALOGUE

The focus of the international catalogue is to give a comprehensive overview of the selected international programmes for the development of SEI competencies.

The first part of the international catalogue is comprised of research and review papers on students' social and emotional competencies, whereas the second part refers to intercultural competence. The review of social-emotional competencies includes a meta-analysis of school-based universal interventions, a report for CASEL on how social and emotional learning can empower children and transform schools from a teacher perspective, and a paper that is focused on identifying and overcoming difficulties in the implementation of social and emotional learning programmes (SEL programmes). Some of the papers examine the effectiveness of the intervention programmes for social and emotional learning, such as PATHS (Promoting Alternative Thinking Strategies), YCDI (You Can Do It!), Early Childhood Education Programme, and Strong Kids and Strong Teens, all of which have shown improvement in children's social and emotional competencies. In addition, one paper provided a critical perspective on trends in social and emotional learning. With regard to students' intercultural competencies, the catalogue provides an overview of relevant programmes implemented at the pre-tertiary level of education, as well as findings from review papers. The reviewed programmes refer to various theoretical lenses, including Allport's contact theory (1954), Banks' (2004) five dimensions of multicultural education or Deardorff's (2006) and Byram, Nichols, and Stevens' (2001) models of intercultural competence. The intervention programmes, which generally had a quasi-experimental design with experimental and control groups, relied on different methods, such as cooperative learning techniques, teacher tutoring action plans or curriculum adaptation. Specific programme aims included development of students' attitudes of respect towards different ethnic/cultural groups, construction of a harmonious multicultural school environment, prejudice reduction and detection of biases, stereotypes, and egocentric attitudes. For the most part, students' intercultural competence and understanding benefited from the examined intervention programmes in line with the existing reviews of school-based approaches.

Methodology
      a. Literature search based on keywords in relevant international databases, such as EBSCO, APA, Academic Search Premier: social-emotional competencies, social and emotional learning, intercultural competence etc.
      b. Only papers focused on programmes aimed at developing SEI competence in students were included

The international catalogue consists of the following information:
      a. Author/Year/Title of the paper
      b. Theoretical framework/definitions of competencies
      c. Dimensions of competencies
      d. Programme (Teachers/students/school)
      e. Questionnaire
      f. Policy
      g. Evaluation

Author/year/title of the paper	Theoretical framework/definitions of competences	Dimensions of competences	Program (Teachers/pupils/ school)	Questionnaire	Policy	Evaluation
Durlak JA, Weissberg RP, Dymnicki AB, Taylor RD, Schellinger KB. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. Child Development, 82(1):405-32. doi: 10.1111/j.1467-8624.2010.01564.x.	The SEL approach integrates competence promotion and youth development frameworks for reducing risk factors and fostering protective mechanisms for positive adjustment. Elias et al. (1997) defined SEL as the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively. The proximal goals of SEL programs are to foster the development of five interrelated sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2005). These competencies, in turn, should provide a foundation for better adjustment and academic performance as reflected in more positive social behaviours, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al., 2003). Over time, mastering SEL competencies results in a developmental progression that leads to a shift from being predominantly controlled by external factors to acting increasingly in accord with internalized beliefs and values, caring and concern for others, making good decisions, and taking responsibility for one's choices and behaviours (Bear & Watkins, 2006).	Five interrelated sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2005).	Students	No	No	Yes (meta-analysis)

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., & Elias, M.J. (2003).Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*(6-7), 466-74.	The SEL approach to school-based prevention incorporates health promotion, competence enhancement, and youth development frameworks that integrate strategies for reducing risk factors and enhancing protective mechanisms through coordinated programming (Mrazek & Haggerty, 1994; Perry, 1999; Weissberg & Greenberg, 1998)	Pp. 468 15 youth development (or SEL) constructs: bonding; resilience; social, emotional, cognitive, behavioural, and moral competence; self-determination; spirituality; self-efficacy; clear and positive identity; belief in the future; recognition for positive behaviour; opportunities for prosocial involvement; and prosocial norms or health standards for behaviour.	Students	No	No	Yes
Bridgeland, J., Bruce, M., & Hariharan, A. (2013).*The Missing Piece - A Report for CASEL: National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*. Chicago: Collaborative for Academic, Social and Emotional Learning.	Social and emotional learning (SEL) involves the processes through which adults and children develop social and emotional competencies in five areas: - Self-awareness, like knowing your strengths and limitations - Self-management, like being able to stay in control and persevere through challenges - Social awareness, like understanding and empathizing with others - Relationship skills, like being able to work in teams and resolve conflicts - Responsible decision-making, like making ethical and safe choices.	Pp. 16. CASEL has identified five interrelated sets of cognitive, affective, and behavioural competencies. The definitions of the five competency clusters for students are: • **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and having a well-grounded sense of confidence and optimism. • **Self-management:** The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward personal and academic goals. • **Social awareness:** The ability to	Prekindergarten through twelfth grade teachers	No	Partial	No

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

		take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behaviour; and to recognize family, school, and community resources and supports. • **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. • **Responsible decision-making:** The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.				
Elias, M.J., Bruene-Butler, L., Blum, L. & Schuyler, T. (2000). Voices from the Field: Identifying and Overcoming Roadblocks to Carrying Out Programs in Social and	SEL has been defined as "the process through which children enhance their capacity to recognize and manage their emotions, appreciate the perspectives of others, establish pro-social goals and solve problems, and use a variety of interpersonal skills to effectively and ethically handle developmentally relevant tasks" (Payton et al.,	The dimensions are not listed.	-	-	More of the advice for practic e than policy.	-

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Emotional Learning/Emotional Intelligence. *Journal of Educational and Psychological Consultation, 11*, 2, 253-272.	in press).						
Ashdown, D.M. & Bernard, M.E. (2012). Can Explicit Instruction in Social and Emotional Learning Skills Benefit the Social-Emotional Development, Well-being, and Academic Achievement of Young Children? *Early Childhood Education Journal, 39,*397–405, DOI 10.1007/s10643-011-0481-x.	The Center on the Social Emotional Foundations for Early Learning (CSEFEL) defines social-emotional development as the developing capacity of the child from birth through 5 years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn (Center on the Social Emotional Foundations for Early Learning, 2008).	The Collaborative for Academic, Social and Emotional Learning (CASEL 2003) have outlined five core social and emotional competencies that are important foundations for young people's well-being: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Researchers and practitioners have described key social-emotional skills that young children need as they enter school, including self-confidence, the capacity to develop positive relationships with peers and adults, concentration and persistence on challenging tasks, an ability to effectively communicate emotions, an ability to listen to instructions and be attentive, and skills in solving social problems (Shonkoff and Philips, 2000). The aim of YCDI (Bernard 2002, 2004a, 2007) is for all young people to achieve positive, social, emotional, and behavioural and	4 teachers and 100 students.	It is described, but not enclosed.	No	Yes

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

		achievement outcomes. According to Bernard, these objectives can be achieved by providing children with explicit instruction in five key social-emotional competencies (the 'Five Foundations')—Confidence, Persistence, Organisation, Getting Along, and Emotional Resilience. These Foundations are supported by the explicit teaching of 12 particular ways of thinking ('Habits of the Mind')—I Can Do It, Accepting Myself, Taking Risks, Being Independent, Giving Effort, Working Tough, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules, and Being Socially Responsible.				
Susanne A. Denham & Chavaughn Brown (2010) "Plays Nice With Others": Social–Emotional Learning and Academic Success, *Early Education and Development, 21*(5), 652-680, DOI: 10.1080/10409289.2010.497450	It is important to view SEL developmental phenomena in terms of the key tasks faced by children at each age range. During the early childhood years, SEL skills are organized around the social developmental tasks of engaging positively and managing emotional arousal within social interaction while successfully moving into the world of peers (Howes, 1987; Parker & Gottman, 1989). These tasks are not easy ones for children just entering the peer arena. The preschool and kindergarten contexts can tax children's ability to navigate successfully—children are often required to sit still, attend, follow directions, approach group play, complete preacademic tasks in an organized fashion, and get along with others in ways that challenge their nascent abilities.	Pp. 656/7 Five core SEL competencies at this level: self-awareness, self-management, social awareness, responsible decision making, and relationship/social skills (Payton et al., 2000). **Self-Awareness** Self-awareness includes the ability to accurately assess personal feelings, interests, values and strengths; as children move into elementary school, their feelings of self-efficacy become even more important. This aspect of SEL also includes identifying and labelling one's feelings.	Students	Pp. 669-673 Great review of instruments for every dimension, with description of scales.	Pp. 673 It contains policy implications.	It is not evaluation, but empirical and theoretical review.

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Middle childhood - As children become aware of a wider social network than the dyad, the key social developmental task moves away from a mere successful interaction, building upon this foundation, to a focus on navigating the sometimes treacherous waters of peer inclusion and acceptance (Gottman & Mettetal, 1986). Managing how and when to show emotion becomes crucial, as does knowing with whom to share emotion-laden experiences and ideas. At the same time, children during this period are expected to undertake ever more complex academic tasks, including being exposed to novel subjects, learning how to successfully transition (both physically and mentally) from one subject to the next, and becoming more autonomous with regard to their time management and organizational strategies.

Figure with model description on pp. 665
We put forward the definition of the construct (SEL) at the model's topmost level as *effectiveness in interaction, the result of organized behaviours that meet short- and long-term developmental needs*

Although pre-schoolers have a well-defined, stable sense of self (Measelle, Ablow, Cowan, & Cowan, 1998), much development occurs during the preschool through primary school years.

Self-Management
Self-management includes the ability to handle one's emotions in productive ways, being aware of feelings, monitoring them, and modifying them when necessary so that they aid rather than impede the ways in which the child is able to cope with varying situations. This aspect of SEL also includes handling stress, persevering through obstacles, and *expressing* emotions appropriately. At the same time, important non-emotional aspects of self-management are paramount to success in the preschool to primary school years; these include being able to use some non-SEL skills (e.g., working memory, attention, and inhibitory control) to regulate one's social and academic behaviour. Finally, some researchers (e.g., Zins et al., 2007) consider that this aspect of SEL includes self-motivation and goal setting.

Social Awareness
This aspect of SEL includes the ability to take others' perspectives, understand their

feelings and empathize with them, and appreciate others' similarities and differences. Children are constantly attempting to understand their own and others' behaviour, and emotions play a role in this understanding, conveying crucial interpersonal information that can guide interaction (Dodge, Laird, Lochman, Zelli, & Conduct Problems Prevention Research Group, 2002). An inability to interpret emotions can make the classroom a confusing, overwhelming place (Raver, Garner, & Smith-Donald, 2007).

Responsible Decision Making

Responsible decision making assumes importance as the everyday social interactions of pre-schoolers continue to increase in frequency and complexity. Young children must learn to solve social problems—to analyse social situations and identify problems, set prosocial goals, and determine effective ways to solve differences that arise between them and their peers. It is important to note that we see responsible decision making as the intersection of a number of other SEL components; for example, it incorporates understanding the emotions inherent in the current interaction and their consequences

(Lemerise & Arsenio, 2000). Also, responsible decision making increasingly includes the ability to make appropriate ethical decisions that consider and respect others and promote the well-being of the school and community. At the ages considered here, compliance with classroom rules and lack of aggression or other disruptive behaviour could index such responsibility.

Relationship Skills

The goal in this aspect of SEL is to promote positive and effective exchanges with others and ultimately relationships that last over time. Numerous skills are crucial at this level, including making positive overtures to play with others, initiating and maintaining conversations, cooperating, listening, taking turns, seeking help, and practicing friendship skills (e.g., joining another child or small group, expressing appreciation, negotiating, giving feedback). In addition, skills related to being assertive (including resisting peer pressure to engage in unsafe, unethical or unlawful conduct), resolving conflict, and addressing the needs of all concerned via negotiation develop during the preschool to primary school period.

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Denham, S.A., Bassett, H., Mincic, M., Kalb, S., Way, E., Wyatt, T., & Segal, Y. (2012). Social–emotional learning profiles of preschoolers' early school success: A person-centered approach. *Learning and Individual Differences, 22,* **178-189.**	It is important to ground our work theoretically and definitionally. An adaptation of Rose-Krasnor's (1997) theorizing helps in constructing a detailed working definition of SEL. Hence, we put forward the definition of the construct at the model's topmost level, as effectiveness in social interaction, the result of organized behaviours that assure success at central developmental tasks. The SEL tasks specific to early childhood center on maintaining positive engagement in the physical, social, and cognitive/attentional environment, as well as managing emotional arousal (Howes, 1987; Parker & Gottman, 1989). These developmental tasks are important benchmarks against which to evaluate a child's SEL success; all components of SEL are operative in their service. That is, the more micro analytic elements of SEL, at the model's lowest level—all of which are primarily individual—are vital contributors to a child's ultimate successful, effective interaction with other people and associated age-appropriate tasks.	We focus on four of the five core SEL competencies at this level, to be examined in this investigation: self-regulation, social awareness, responsible decision making, and relationship/social skills (Payton et al., 2000; Zins et al., 2007). Pp. 179-181 Each core SEL competency has its own theoretical traditions and voluminous empirical literatures. **Self-regulation**: (1) the ability to handle one's emotions in productive ways, being aware of feelings, monitoring them, and modifying them when necessary so that they aid rather than impede the child's ability to cope with varying situations; and (2) expressing emotions appropriately. **Social awareness**: ability to take others' perspectives, understand and empathize with their feelings, and appreciate others' similarities and differences. Children constantly attempt to understand their own and others' behaviour, and emotions convey crucial interpersonal information that enhance such understanding while guiding interaction (Dodge, Laird, Lochman, & Zelli, 2002). Inability to interpret emotions can make the classroom a confusing, overwhelming place (Raver, Garner, & Smith-Donald, 2007). **Responsible decision-making**	Pre-schoolers	It is described, but not enclosed. Measures of pre-schoolers' social and emotional competence Teacher measures: preschool and kindergarten school adjustment	No	No

and social problem-solving: As the everyday social interactions of pre-schoolers increase in frequency and complexity, young children must learn to make good decisions in their social milieu, to solve social problems—taking in social situations, setting prosocial goals, and determining effective ways to solve differences that arise among peers. In an early meta-analysis of interventions focusing on such social problem-solving, we found that children's use of such skills is in fact related to their improved social behaviour (Denham & Almeida, 1987).

Relationship skills: The goal in this aspect of SEL is positive and effective exchanges with others, and, ultimately, satisfying relationships that last over time. Numerous component skills are crucial, including positive overtures to join others in play, initiating and maintaining conversations, cooperating, listening, taking turns, seeking help, expressing appreciation, negotiating, and giving feedback. In addition, assertion, resolving conflict, and negotiating, develop during the preschool-to primary period. Children with poorer social skills are more likely to have difficulties with peer relationships, and thus, indirectly, with school adjustment.

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Hoffman, D. M. (2009). Reflecting on Social Emotional Learning: A Critical Perspective on Trends in the United States. *Review of Educational Research, 79*(2), 533–556.	Pp. 535 What is SEL? The term refers to programs that attempt to enhance EI and emotional literacy and/or the development of what are perceived to be fundamental social and emotional skills and competencies. These include such things as emotional awareness (being able to recognize and label one's own and other's emotions), having the capacity to express and manage emotions appropriately, making responsible decisions or choices, establishing positive social relationships, and handling difficult interpersonal situations effectively. Cherniss, Extein, Goleman, and Weissberg (2006) write that the term *SEL* was first introduced in 1994 at a meeting hosted by the Fetzer Institute and attended by a group of researchers and practitioners involved with youth development, who defined it as "the process of acquiring a set of social and emotional skills—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making within the context of a safe, supportive environment" (p. 243).	Social and emotional competencies such as self-awareness, self-management, caring, a sense of community, and responsible decision making into the entire school experience.	The paper is about the program, but teachers and students are mentioned as well.	No	No	No
Merrell K.W., Juskelis, M.P., Tran, O.K., & Buchanan, R. (2008) Social and Emotional Learning in the Classroom: Evaluation of Strong Kids and Strong Teens on Students' Social-Emotional Knowledge and Symptoms, *Journal of Applied School Psychology, 24:*2, 209-	Social and emotional learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. Research has shown that SEL is fundamental to children's social and emotional development— their health, ethical development, citizenship, academic learning, and motivation to achieve. Social and emotional education is a unifying concept for organizing and coordinating school based programming that focuses on positive	The lesson titles and content focus of the 12 basic lessons in *Strong Kids* and *Strong Teens* include: 1. *About Strong Kids/Teens* (pretesting, curriculum overview, rules, icebreaker activities) 2. *Understanding Your Emotions, Part 1* (increasing emotional vocabulary, defining emotions) 3. *Understanding Your*	Students	Yes Sample items included	No	Yes

| 224, DOI: 10.1080/15377900802089981 | youth development, health promotion, prevention of problem behaviours, and student engagement in learning. (CASEL, 2006) | *Emotions, Part 2* (appropriate expression of emotions)
4. *Dealing with Anger* (understanding anger, cognitive-behavioral anger management training)
5. *Understanding Other People's Feelings* (empathy training, taking perspective of others)
6. *Clear Thinking, Part 1* (identifying thinking errors and maladaptive beliefs)
7. *Clear Thinking, Part 2* (actively changing maladaptive beliefs and thinking errors)
8. *The Power of Positive Thinking* (learned optimism training)
9. *Solving People Problems* (interpersonal conflict resolution skills and practice)
10. *Letting Go of Stress* (practice in cognitive and behavioural methods of relaxation)
11. *Achieving Your Goals* (goal-setting, behaviour education, behaviour-affect connection)
12. *Finishing UP!* (cumulative review of major concepts, planning for future, post testing) | | | | | |
| **Norris, J.A. (2003) Looking at Classroom Management Through a Social and Emotional Learning Lens.** *Theory Into Practice, 42*:4, 313- | Social and Emotional Learning (SEL) is an approach that teaches individuals to recognize, regulate, and express the social and emotional aspects of their lives so they can successfully manage life tasks. | **Key Skills in Social and Emotional Learning**
Self-Awareness
-Recognizing and naming one's emotions
-Understanding the reasons and | This is review, from the teachers' perspective. | No | Implic ations | No |

circumstances for feeling as one does

Self-Regulation of Emotion
-Verbalizing and coping with anxiety, anger, and depression
-Controlling impulses, aggression, and self-destructive, antisocial behaviour
-Recognizing strengths in and mobilizing positive feelings about self, school, family, and support networks

Self-Monitoring and Performance
-Focusing on tasks at hand
-Setting short- and long-term goals
-Modifying performance in light of feedback
-Mobilizing positive motivation
-Activating hope and optimism
-Working toward optimal performance states

Empathy and Perspective Taking
-Learning how to increase and develop feedback mechanisms for use in everyday life
-Becoming a good listener
-Increasing empathy and sensitivity to others' feelings
-Understanding others' perspectives, points of view, and feelings

Social Skills in Handling Relationships
-Managing emotions in relationships, harmonizing diverse

		feelings and viewpoints -Expressing emotions effectively -Exercising assertiveness, leadership, and persuasion -Working as part of a team/cooperative learning group -Showing sensitivity to social cues -Exercising social decision-making and problem solving skills -Responding constructively and in a problem solving manner to interpersonal obstacles Source: Elias et al. (1997)					
Novak, M., Mihić, J., Bašić, J., & Nix, R.L. (2016). PATHS in Croatia : A school-based randomised- controlled trial of a social and emotional learning curriculum. *International journal of psychology,* **52(2), 87-95.**	SEL involves the processes through which children acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (Weissberg, Goren, Domitrovich, & Dusenbury, 2013). Teachers help children develop these competencies through engaging curricula materials and implementing specific instructional and classroom-management practices (Weissberg et al., 2013).	Not described.	Pupils	It is described, but not enclosed	No (but it includes clinical implications)	Yes
Novak, M., Vorkapić Jugovac, G., Šiljan Bembić, H. (2010). PATHS – školski preventivni program socijalno-emocionalnog učenja. U Bašić, J. i Grozić-Živolić, S. (ur.) *Zajednice koje brinu- Model prevencije poremećaj u ponašanju djece i mladih: Razvoj,*	Social-emotional learning refers to the acquisition of knowledge, habits, skills and values that represent the core of the child's academic, personal and social development. Such skills are necessary both for school and for life: recognizing feelings and managing them well, developing caring and positive relationships with others, making responsible decisions, and solving problem situations. Studies show that children who did not adopt socio-emotional skills are at a higher risk for developing behavioural problems, learning	Specific protective factors that the programme aims at are: self-control, emotional self-awareness, positive self-esteem, good relationships with others, and interpersonal problem solving.	Pupils (but teacher training is also described)	It is described, but not enclosed	Yes	Yes

![Hand in Hand logo] Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach)

Co-funded by the Erasmus+ Programme of the European Union

implementacija i evaluacija prevencije u zajednici (pp. 140.-158). Pula-Zagreb : Istarska županija, 2010..	difficulties and poorer school success, poorer peer relationships, alcohol and drug use in adolescence, and poorer mental health in the future (Figure 8 ., Www.casel.org).					
V. Buljubašić-Kuzmanović/2012/Škola kao zajednica odrastanja (*School as a community that fosters the process of growing up*)	How many opportunities students have to demonstrate their skills and abilities, develop cooperation and more successful relationships, respect others, be more tolerant, resolve their conflicts in a non-violent way and feel free, successful and satisfied, to learn in a creative and interesting way and to apply acquired knowledge/ experience to everyday life.	Same as definition of competences: to demonstrate skills and abilities, develop cooperation and more successful relationships, respect others, be more tolerant, resolve conflicts in a non-violent way and feel free, successful and satisfied, to learn in a creative and interesting way and to apply acquired knowledge/experience to everyday life.	Students (N=2661), teachers (N=432), specialist staff (N=30)	Yes	No	No
V. Buljubašić-Kuzmanović/2010/ Socijalne kompetencije i vršnjački odnosi u školi (*Social competencies and peer relationships in the school*)	At the school context - a pupil-oriented curriculum where students' opinions, goals and developmental needs are respected, and the interaction-communicative aspect of education is based on relationships, on psychological approach to social competence. Attention is on the ability to adapt and coordinate activities and behaviours in a certain situation. Representatives of social learning define social competence particularly emphasizing the ability of critical thinking and independent behaviour, i.e. fulfilling obligations without conflict with others. Social competences are defined by most authors as the ability to understand others and their own feelings, thoughts and behavior in interpersonal situations, as well as certain behaviors that are based on that understanding (Marelowe, 1986, 52).	Five components: prosocial attitude (level of interest and care for other people); Social skills (the skills of social behaviour that can be perceived); Skills of empathy (ability to experience the feelings of others); Emotionality (the degree to which a person is emotionally expressive and sensitive at the same time) and social anxiety (refers to lack of self-confidence and the presence of anxiety in social situations).	No	No	No	No

					No	No
Cakić, Živčić-Bećirević/2009/Prihvaćen ost dječaka i djevojčica u skupini vršnjaka predškolske dobi (*Acceptance of boys and girls in a group of pre-school peers***)**	Social competence is a construct that includes social, emotional and cognitive skills and behaviours that are necessary for successful social adaptation.	Scale of Social Competence and Behavioural Evaluation for pre-school children (SCBE, LaFreinere and Dumas, 1995) is standardized measuring instrument for obtaining data about social competence, problems with emotional expressing and problems with children's adaptation (LaFreinere and Dumas, 1995).	Pupils (240 children aged 5-7)	The following scales were applied: scale for determining sociometric status based on peer assessment, the social competence scale, scale for assessment of child's behaviour (for educators), and cognition technique for potentially conflict situations. Scales are not enclosed.		
Jevtić/2012/Jačanje socijalnih kompetencija unutar interkulturalnih vršnjačkih grupa (*The growth of social competence within multicultural peer groups***)**	Social competence or social intelligence, i.e. emotional interpersonal intelligence, empathy (understanding of others - sensibility to the feelings and perspectives of another person and active interest in his worries, support to others - sensitivity to the developmental needs of others and support of their abilities; servile orientation - anticipating, recognizing and satisfying peer needs; respect for diversity - support for the potentials of different people), social skills, social interaction, altruism, solidarity, social support, integration, perception and adaptation.	- giving feedback, - the prediction of other's emotions, - cooperative learning, - ability to understand, - division of labour, - the ability to cooperate, - understanding the motives of others, - eye-to-eye communication, - group projects (Gardner, 1983).	Pedagogy students (187)	Scales are not enclosed	No	No

Hand in Hand

Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Jurić/2010/Kurikulumski registar socijalnih kompetencija u društvenim i školskim okvirima (*Curricular record of social competencies in the context of school and society***)**	• effective communication in different social relations; • the ability to solve social problems and make decisions; • constructive conflict resolution; • effective use of basic social skills (for example, starting a conversation); • accurate identification and understanding of social rules in some social environment; self-help control and self-tuning behaviour; • perception of self-efficacy; • a belief in the ability to influence their social surroundings; • respect for individual differences by gender and ethnicity; • the possibility of using and seeking social support; • effective ability to imitate; • focus on the future, for example, setting up goals; • sincere interest in the welfare of others expressed in socially responsible behaviour; • ability to initiate and maintain relationships; • maintaining a school connections; • the ability to distinguish between positive and negative impact.	No	No	No	No

Author/year/title of the paper	Theoretical framework/definitions of competences	Dimensions of competences	Program (Teachers/pupils/school)	Questionnaire	Policy	Evaluation
Hernández-Bravo, J.A., Cardona-Moltó, M.C. and Hernández-Bravo, J.R. (2017). Developing elementary school students' intercultural competence through teacher-led tutoring action plans on intercultural education. *Intercultural Education*, 28 (1), 20-38.	Intercultural competence was defined as the knowledge, skills and attitudes to communicate effectively and appropriately with peers of other cultures. "The development of such attitudes, knowledge and skills implies an ongoing learning process that involves interpretation, self-reflection and negotiation, which gradually transform one's attitude, knowledge and skills towards cultural differences" (p. 21). The authors refer to several models of intercultural competence including Deardorf (2006) and Byram, Nichols, and Stevens (2001).	Knowledge, skills and attitudes as interrelated variables affecting intercultural competence.	The study was carried out in a medium-sized town in Spain, in a culturally diverse urban public elementary school. Eight classrooms participated in the study. The sample consisted "of 187 third- to six-grade pupils, 157 (84% Spaniards) and 30 (16% immigrant). Of these 30 foreign students, 18 (62%) were originally from Latin American (from Ecuador and Colombia) and 8 (5%) were North African (from Morocco). Gender was equality distributed (48% male, 52% female), as was age" (p. 25). The study had two groups: experimental and comparison. The study examined the effects of a teacher-led intercultural tutoring action programme (TAP) (implemented five months, from January to May 2012, one hour per week), "which included specific course work and activities (aims, content, learning processes, teaching methods and materials) on participants' knowledge, skills and attitudes as interrelated variables affecting intercultural competence" (p. 24). Students attended a mean of 18 days from a total of 20 sessions. "The multicultural TAP is a curriculum-based programme focused on the development of intercultural competence, understanding, appreciation and respect for cultural diversity. The main objectives of the programme are: (a) clarify students' attitudes towards diverse	"The ICSES (Intercultural Competence Scale for Elementary Students) (Hernández-Bravo and Cardona 2007) was used. The ICSES is a 30-item scale composed of three components: knowledge (9 items), skills 9 items) and attitudes (12 items) towards peers from cultures other than one itself. Operationally, students' intercultural competence was defined by the sum of the 30-item scores. Using a four-point Likert-type scale (1 = *Strongly disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly agree*), students themselves responded to what	Yes	The results showed that the teacher-led tutorial action plan on intercultural education was successful: "Conceptual intercultural competence was better achieved by fifth- to sixth grade students, while IC skills and attitudes were significantly better developed by third- to fourth-grade students who attended the intervention programme" (p. 1).

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

		cultures, (b) increase intercultural awareness and (c) acquire knowledge and skills for a realistic understanding of the cultures represented in class. Task and activities included assessment of students' cultural self-awareness, mapping students' cultural orientation by sharing the knowledge of specific ethnic and cultural groups and researching the history and customs of the groups represented in class" (p 26). The content of the implemented intercultural education programme 'Miradas del Sur' *Looking towards the South* (Rincón 2005), as a part of the teacher tutoring action plans, „focused on six learning units about the Andean and Arabic cultures, both represented in the classrooms (Andean Population, Festivities and Languages; and Arabic and Muslim Customs, Arabic Tales and Cultural Expressions and Video-Forum on both cultures) distributed in 20 lessons (see Appendix 1). All activities were carried out in the regular classroom staffed by the regular education teachers (four leading the experimental group and four the comparison group, one per grade level, respectively), assisted by the school counsellor who acted as coordinator" (p. 27).	extent they agreed or disagreed with 30 statements (e.g. 'I respect other cultural customs', 'I like learning words in other languages'.)" (p. 25-26). The specific items measuring three dimensions of intercultural competence are refered to on pages 31-33.		
Santos Rego, M.A. and Moledo, M.D.M.L. (2005). Promoting interculturality in Spain: assessing the use of the Jigsaw classroom method.		The sample for the experiment consisted of 6 schools in which teachers worked with two classroom groups, one experimental and one control. The total sample consisted of 250 pupils (12-14 year olds) (123 in the experimental group and 127 in the control group). The authors assumed that participation in an intercultural education program, guided by the Jigsaw method as a Cooperative Learning	The Intercultural Attitudes Scale was used before (pre-test) and after (post-test) the training. With respect to the intercultural attitudes of the	No	„On the whole, the quantitative analysis shows gains in the experimental group compared with the control and compared with the starting situation, but these were not statistically significant" (p. 296). The

technique, would produce a significant improvement in the quality of various educational processes. It was also assumed that participation would have a positive effect on students' values, beliefs and attitudes relating to minority cultural groups. In addition, it was anticipated that this cooperative technique would promote the school and social integration of minority students.

"Among the most notable characteristics of the Jigsaw technique is the high level of interdependence that is generated when the larger classroom is divided into smaller subgroups. Each subgroup (called the expert group) focuses on one particular aspect of the overall assignment (the overall puzzle) In this way each person becomes an expert on this particular aspect of the assignment. The expert group works carefully on their part of the assignment. In phase two, new subgroups are created in such a way that each member of the expert group is placed with representatives from the other expert groups. All of the new subgroups now contain an expert on each separate aspect of the assignment. Each person (expert) is responsible for explaining his/her part of the overall assignment. The pupils are interdependent because the assignment cannot be completed without contributions from each student"(p. 294).

pupils, the focus was on those connected with the school environment, especially those that related to interaction with pupils from other cultures, as well as the teacher's influence on classroom dynamics. It is assumed that relationships that are established with both groups are particularly important in intercultural contexts.

A variety of questions relating to students' willingness to accept students and teachers from other cultures were asked: e.g. students were asked if it would be more interesting if children from other cultures were present in school, since this would

authors explain such findings with regard to two factors: that the averages in the pre-test were very high, both for the experimental group and the control group, and that the training time was insufficient to cause an important change in the secondary school pupils' attitudes. Statistically significant differences emerged with respect to variables 9 ('my teachers would congratulate me if I worked in groups with children from other cultures') and 10 ('I would be willing to choose as a student representative a child from another culture').

In the conducted interviews the teachers mentioned „various positive developments that they felt were related to the Jigsaw: increased attention, more individual and group responsibility, increased solidarity, increased intrinsic motivation, more inclusion of the 'others',

			make it possible to learn many new things from them, or whether students would be willing to share their classroom space with individuals from other cultures, or whether students from other cultures should have the right to learn their culture and language at school. In addition, with the aim of analysing the impact of the program a qualitative analysis of interviews with teachers was carried out. This took four parameters into account: school, program, teachers responsible for the intervention, and pupils involved.		as well as more communication and participation in the classroom" (p. 297).
Da Silva, J.L. and Villas-Boas, M.A. (2006). Promoting intercultural education through art	The study connects three general issues which emerge from the global process: the need for an intercultural attitude; the need for improved relations	The study sample consisted of two 5th grade classes in a public school of a major Portuguese city. The classes were similar with respect to several variables, age (mean age of students was 11 years), ethnicity (both classes contained the same percentage of ethnic minority students), and gender (44% female and 56%	Based on the assumption that children's drawings can be viewed as psychological projective instruments,	No	The analysis focused on measurable differences between the pre-test and post-test. This analysis identified six aspects where significant differences could be

education. *Intercultural Education*, 17 (1), 95-103.

between the host society and ethnic/cultural minority groups and the use of art education as a tool to promote the aims of intercultural education

male).

Research aims of the conducted study programme: 1) to what extent students' analysis of artistic images from different cultures could influence their own perception of cultural differences, thereby facilitating the development of attitudes of respect towards different ethnic/cultural groups; (b) to what extent this strategy could contribute to the integration of minority peers into a majority group.

The study had a quasi-experimental design with experimental and control groups. „Both the experimental and control groups were told (separately) to draw a non-European person and a European one on the same sheet of paper to the best of their ability and in the way they most preferred (DTPT pre-test). Subsequently, the experimental group participated in the experimental treatment during ten sessions of 90 minutes each.

The experimental sessions consisted of analysing several art object images belonging to different cultures through an aesthetic approach, in which various core art elements have been identified. This process represented, at the time, specific content related to the Portuguese Art Curriculum for Elementary Schools. After the experiment, the same DTPT test was, once again, given to both groups using the same instructions that were used during the pre-test" (p. 97).

In the experimental sessions students analysed the most important world regions with regard to their cultural and artistic expressions. For this

comparisons were made by means of a pre-test and post-test using an adapted version of the 'Draw-A-Person-Test' (Machover, 1965). In addition, a questionnaire that investigated to what extent minority peers had been integrated into the majority group, was implemented in the experimental group.

found: *Drawn persons' area, Distance between drawn persons, Drawn persons' position on the sheet of paper, Distinguishing features on the drawn persons' clothes, and Distinguishing features on the drawn persons' heads.*
The authors conclude that all six variables „suggested that individuals in the experimental group developed more respect for each other, as well as for different ethnic groups and diversity in general. The results also suggested that this group had developed intercultural attitudes" (p. 100). Regarding the responses to the questionnaire, 65% of the students stated that the experiment had changed class interactions for the better, while 60% „admitted that, before the experiment, they held inaccurate beliefs about other cultures and that, after the experiment, they had changed their

![Hand in Hand logo - Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach)]

Co-funded by the Erasmus+ Programme of the European Union

		purpose several embassies provided posters, slides, videos, original art objects and ethnic music. Students' parents and older students were invited to participate in the sessions: „An African father attended a session and two older students belonging to Indian and Chinese families were present, wearing ethnic traditional clothes" (p. 98).		perceptions" (p. 101). Though most results from the experimental condition were highly positive, there was a negative influence on students with non-Portuguese heritage, and this affected the school environment. For these students there was an increase in perceived ethnic differences and a decrease in minority students' self-esteem.
Salzman M. and D'Andrea M. (2001). Assesing the Impact of a Prejudice Prevention Project. *Journal of Counseling & Development*, 79, 341-346.	The authors start from the assumption that the type of intergroup contact people from diverse cultural or racial backgrounds have with one another influences the cognitive, affective, and behavioural outcomes of that contact (Gazda et al., 2001; Allport, 1982). The authors further discuss primary, secondary, and tertiary efforts toward prejudice reduction and respectful appreciation of human diversity. „*Primary prevention* refers to intentional programs and services that target	50 (fourth-grade) students attending a public school in Hawaii participated in the study. 28 students were assigned to the treatment group and 22 students to the control group. The two groups, based on class membership, were essentially equivalent in ability range, age, students' socioeconomic backgrounds, and ethnic diversity. The treatment and control groups were ethnically diverse, including children identified as Hawaiian or part Hawaiian, Filipino, Asian, Caucasian, African American, and Hispanic.

The SSRS and the SEI were administered to two fourth grade classes (one control group and one treatment group), whereupon students conducted guidance activities. The classes in Multicultural Guidance activities were held once a week for 10 consecutive weeks. The instruments were re-administered at the conclusion of the treatment among students in both the control and the experimental groups. | The Social Skills Rating System (SSRS) was used to assess students' social skills in all conditions, both with a teacher and student questionnaire. The SSRS is a measure of students' positive behaviours or proactive social skills. It includes an assessment of potential problem behaviours students may exhibit in their interactions with others. The Coopersmith Self-Esteem Inventory | "The post-test scores on the SSRS indicated that teachers observed significant improvement in the students' cooperative social skills as a result of participating in the multicultural guidance activities". With regard to the students' form, „the F value on this subscale seems also dramatically higher than the other F values reported on the Students Form of the SSRS". These results led to the conclusion that the students in the treatment group benefited from participating in the prejudice reduction |

groups of currently unaffected people for purposes of helping them continue functioning in healthy ways, free from disturbance. *Secondary prevention* refers to an early identification of problems followed by interventions designed to minimize their further continuation, development, or escalation. *Tertiary prevention* refers to efforts to remediate or diminish the intensity of serious problems that have already emerged" (p. 341). The authors classify their own intervention programme on the level of primary prevention, that is „by testing the effectiveness of a prevention intervention designed to promote social skills and attitudinal characteristics that are necessary to reduce conflict and increase the potential for positive interpersonal interactions in multicultural and diverse school environments" (p. 342).

The aim of the Multicultural Guidance Activities Project is to construct a more respectful, harmonious, and enriching multicultural environment. It consists of 10 sessions: *Initial* with questionnaire administration; *Name tag activity* with identifying initial cultural differences; *The I am Activity* including positive feedback regarding any cultural issues/statements; *Labelling* with exemplifying the concepts of "prejudice" and "stereotyping"; *Videotaping Activity* focusing on students' interactions with the facilitators and other students during a session; *Multicultural People Bingo* with discussions about the positive aspects of cultural diversity; *Abstract Concept Activity* where students discuss the different meanings of abstract concepts like *love* or *fairness*; *Rainbow Poster Activity* where students reflect on their racial or ethnic background; *The Hands Activity* with further discussions about cultural and other individual and group differences; *Summary and Post testing*.

(SEI; Coopersmith, 1981) was used as a self-report measure consisting of 58 items. The items assess self-attitudes of students in four domains: Social, Home, School, and General.

intervention. The students in the treatment group also received higher ratings from their teachers for the Self-Control subscale scores. The authors interpret this finding as an encouragement to consider guidance lessons as a way both to prevent prejudice and to promote greater self-control among students. There was also a significant difference that was observed on the students' Social Self-Esteem subscale scores, where the students in the treatment group scored significantly lower (result of *F* test) on social self-esteem than their control group peers. Rather than interpreting this finding in negative terms, the authors suggest that this result may correlate with an emerging sense of cultural relativism and dissonance that the students might have experienced as a result of participating in the prejudice prevention intervention.

Turner, R.N. and Brown, R. (2008). Improving Children's Attitudes Toward Refugees: An Evaluation of a School-Based Multicultural Curriculum and an Anti-Racist Intervention. *Journal of Applied Social Psychology,* 38 (5), 1295-1328.	The authors differentiate *Multicultural Curriculum* and *Anti-racist* programs that are used to change intergroup attitudes in educational settings. Multicultural curriculum programs are based on socialization theory and involve teaching children about the culture and lifestyle of minority groups. This type of programme assumes that 1) prejudice is caused by ignorance, so teaching children about the out-group should reduce prejudice, and 2) that children tend to tailor their public behaviour to fit acceptable norms. Anti-racist programs encourage children to recognize racism in themselves and in society, in order to confront and reduce this racism. This perspective is typically more interactive, involving group discussion and role-play to explore the concepts of prejudice, discrimination, and tolerance. It is congruent with Piaget's assumption	Study participants were 87 English elementary school children (43 girls, 44 boys), ages 9 to 11 years. The study had a quasiexperimental pre-test/post-test design. In each of the three schools from the study, two classes participated: one class completed the Friendship Project program, and the other class acted as a school-level control condition. Participants completed the same set of measures before and either 1 week after the implementation of the program (School A) or 7 weeks after the program (Schools B and C) (p. 1304).

The Friendship Project is designed in order to encourage positive intergroup relations among the host community and asylum seekers in Dover schools. In doing so the participants are encouraged to question their existing attitudes through interactive discussion. There are three main objectives of the programme: „First, it aims to develop *knowledge*: an understanding of what a refugee is; what an asylum seeker is; the concept of human equality; and the meaning and possible sources of stereotypes, prejudice, racism, and discrimination. Second, it aims to influence the *values of participants*: to foster open-mindedness and respect for others, and to encourage empathy for refugees. Third, it aims to develop *skills*: for example, the ability to identify similarities between people of different nationalities; and to detect biases, stereotypes, and egocentric attitudes in the self and in others" (p. 1300). The program consists of four lessons, for which detailed lesson plans are provided (*Spot the Refugee* part 1 and 2, and *How Does It Feel?* part 1 and 2).

The Friendship Project was designed by the | Dependent measures from the questionnaire were: attitudes toward refugees, attitudes toward English and French people, preferred acculturation strategy, perceived fit of acculturation strategies, empathy toward refugees. | The Friendship Project had a positive short-term effect (1 week after the implementation) on students' attitudes toward refugees. Although the effects were relatively small, attitudes changed from slightly negative to slightly positive. These effects were specific to asylum seekers, as no change in attitudes toward English or French people were observed. However, the intervention did not have a long-term positive impact on students' attitudes toward refugees: 7 weeks after completion of the intervention, attitudes were the same as they had been at the time of the pre-test. The program also changed the participants' preferred acculturation strategy: following the Friendship Project program participants showed a decreased preference for assimilation and an increased preference for integration; that is, „they |

Hand in Hand

Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

	„that a challenge to one's attitudes results in cognitive conflict, leading to the construction of a more complex understanding of social relations" (p. 1297). The Friendship Project program can be defined as being based on an anti-racist perspective, as „participants are encouraged to question their existing attitudes through interactive discussion" (p. 1299).	Kent Refugee Action Network (KRAN) and is used regularly in schools in Kent to improve attitudes toward refugees.		were more likely to want refugees to have contact with the host community and to maintain ties to their culture of origin" (p. 1318). The programme also had a positive effect on the degree of correspondence between participants' own acculturation preference, and what they perceived to be the acculturation preference of refugees. However, the program did not change participants' empathy toward refugees.
White, F.A. and Abu-Rayya, H.M. (2012). A dual identity-electronic contact (DIEC) experiment promoting short- and long-term intergroup harmony. *Journal of Experimental Social Psychology*, 48, 597-608.	Following Allport's (1954) contact hypothesis, the authors point to the importance of four facilitating conditions to be met in order to reduce prejudice between groups: equal status among the groups, common goals to orient the contact, contact characterized by intergroup cooperation rather than competition, and the support of authorities to establish norms of acceptance. These four conditions are complemented with	The study sample consisted of 220 participants from a total of four religiously segregated high schools, two Christian (one boy's and one girl's) and two Muslim (one boy's and one girl's), within the Sydney metropolitan area. The field-experimental study employed a longitudinal approach across three time intervals: „the participants completed pre-test measures of intergroup bias, intergroup anxiety, prejudice, and outgroup knowledge. Eight months later, in the next year of school, these students were allocated to either the nine-week dual identity-electronic or E-contact (DIEC) program that involved Muslim and Christians interacting via a synchronous internet chat tool, or the control condition where they completed the program within their religious groups with no re-categorization. All participants completed the	The dependent variables were intergroup bias, intergroup anxiety, outgroup prejudice, outgroup knowledge and outgroup friendship. - As a measure of intergroup bias an Image Affect Scale (IAS) which consisted of 20 images, 10 related to the religious in-group (Muslim or Christian) and 10 images related to the religious	In the short-term, DIEC participants reported a significantly greater decrease in intergroup bias, intergroup anxiety and a greater increase in outgroup knowledge than control participants. The results also show that the long-term reduction in intergroup bias was only present for DIEC participants. The authors interpret this result as supporting the theoretical proposition that contact is consistently more impactful on affective

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

sufficient time as an essential condition for optimal contact and the development of cross-group friendship (Pettigrew, 1998).

In addition to contact, the authors also draw on cognitive re-categorization strategies, as an instrument for improving outgroups attitudes of minority and majority group members. „Re-categorization refers to a set of cognitive processes that are theorized to underpin prejudice reduction, in which in-group and outgroup members re-categorize themselves as an inclusive superordinate group in order to achieve harmonious relations" (p. 599). „In the current study the dual identity re-categorization strategy involves encouraging Australian Muslim and Christian high-school students to think of ways in which their religious identities can actively contribute to an 'environmentally

same pre-test measures at two weeks (Time 2) and 6-months (Time 3) post-program" (p. 598).

The nine-week dual identity-electronic or E-contact (DIEC) intervention program took place „in one classroom session across eight weeks of a teaching semester. Here Muslim and Christian students used the newly formulated E-contact paradigm to exchange in a cooperative way, information about how their respective religious beliefs and practices could work together to develop a water-saving, energy saving or recycling solution to create an environmentally sustainable Australia — the superordinate or common goal" (p. 599).

In the experimental group the DIEC programme was implemented that consisted of nine classroom sessions. At the start of the programme each participant was given a 40-page 'Harmony Program' student manual that contained structured intergroup activities concerning Islam and Christianity, and their doctrines relating to respecting the environment. The classroom sessions consisted of two E-contact sessions with getting-to-know-you questions and friendship-building exercises, six sessions with structured discussions on the topics of saving water, saving energy, and recycling including 30–45 min of synchronous Internet contact between the cross-religious group members, and a session with a student poster presentation to the class - the poster represented the superordinate goal of the program in that it was the culmination of the eight E-contact sessions.

outgroup (Christian or Muslim), was used.
- An adapted intergroup anxiety scale was used where participants were asked how they would feel if they were in a group made up entirely of members of their in-group (Muslims or Christians). The participants were also asked how they would feel if they were the only member of their in-group (Muslims or Christians) while interacting with outgroup members (Christians or Muslims).

The Cultural Issues Scale (CIS) (White, 2010) was used to measure outgroup prejudice, including blatant and subtle forms of prejudice.

As a measure of religious knowledge a 14-item multiple-

outgroup change than cognitive change – i.e. the intergroup bias measure used in the study can be considered as a measure of affective intergroup bias.

The DIEC intervention showed no short-term or long-term effects on reducing outgroup prejudice. The authors suggest that this finding could be related to the fact that both Muslim and Christians reported very low levels of outgroup prejudice at Time 1, thereby leaving little room for improvement.

There were also long-term and short-term intervention effects by religious groups: the Muslim DIEC condition reported a greater decrease in intergroup bias and intergroup anxiety than the Muslim Control and both Christian conditions; the Christian DIEC condition reported a greater increase in religious outgroup knowledge than the Christian

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

	sustainable future for Australia', their shared community or common identity" (p. 599).	The control program proceeded with the same structure as the DIEC program, although each participant's 40-page 'Harmony Program' student manual only contained information on their in-group religion - all references to the outgroup religion were removed. Participants in all E-contact sessions were from the same religious group, and all other elements of the programme were approached from the in-group perspective only.	choice quiz that assessed in-group and outgroup religious knowledge was developed. - To measure outgroup friendship an adapted measure of quantity and quality of outgroup contact was used. It consisted of two items of intergroup contact with outgroup friends outside school. - An in-group identification scale, that consisted of 10 items gaging the extent to which participants identified with their religion (Islam or Christianity), was used as a measure of in-group identity.	Control and both Muslim conditions. The findings confirmed that ingroup identification and outgroup friendship moderated the effects of the DIEC intervention on reducing intergroup bias It was shown that intergroup anxiety mediates the relationship between contact and intergroup bias; although the findings did not confirm any longitudinal mediation effects of outgroup knowledge.
Walton J., Priest, N. and Paradies, Y. (2013). Identifying and developing effective approaches to foster intercultural	The authors define intercultural understanding as "an on-going critically reflexive process involving the development of skills, attitudes and knowledge, necessary for interacting with people from diverse	The article provides a systematic review of education literature focused on identifying school-based approaches for developing students' intercultural understanding.		A key finding of the review is that only building students' cultural awareness and knowledge is not enough to promote long-term changes in attitudes, and may even reinforce prejudices toward people

understanding in schools. Intercultural Education, 24 (3), 181-194.

cultural backgrounds." It "encompasses cultural awareness and knowledge including proficiency in another language, as well as the ability to effectively and appropriately interact with people from other cultures in a variety of contexts by drawing on interpersonal skills such as empathy, openness and flexibility, perspective-taking, reflexivity (meta-cognitive skills) and conflict resolution" (p. 181). Intercultural understanding also involves challenging an ethnocentric worldview through critical cross-cultural awareness (Bennett 1993). The authors emphasize that intercultural understanding „is not only about acquiring objective knowledge about other cultures; rather, it is located in the interactive and experiential spaces in which an understanding of self and ones' own culture is developed in relation to an

from different cultural backgrounds. Long-term changes in attitudes and behaviours require students and teachers to take a critical approach toward cultural diversity, i.e. it has to be explicitly addressed and discussed which includes exploring students' attitudes toward, ethnicity, race and culture. As a result of this process students have to develop a critical framework to think about differences and to critically reflect on one's own cultural identity. Without such a framework students tend to hold to attitudes of their own cultural groups' while dismissing alternative experiences.

Another finding of the review is that intercultural understanding can be developed through personal connections with individuals of different cultural background in a supportive environment, and in ways that are

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

	understanding of people from other cultures" (p. 181-182).		meaningful and relevant to students' lives. The reviewed studies also indicated a need for supporting the development of teachers' intercultural capabilities, including support to feel capable of moderating complex discussions about cultural diversity. Some of the reviewed studies indicated that classroom practice needs to be supported at the school level along with school leadership and administrative support.
Zirkel, S. (2008). The Influence of Multicultural Educational Practices on Student Outcomes and Intergroup Relations. Teachers College Record, 110 (6), 1147-1181.	In the introduction the author cites a key assumption of multicultural education: practices and policies that are designed within a multicultural framework will improve schools in at least two ways, 1) by improving the academic achievement of minority students and 2) by improving intergroup relations within schools between and among students, staff, and faculty.	Based on Banks' five dimensions of multicultural education the article examines the effect of a broad range of multicultural practices on improving the academic achievement of minority students and on improving intergroup relations in schools.	A consistent finding from the examined studies is that "multicultural educational practices such as integrating content from diverse people, deconstructing status hierarchies between students, and creating more empowering school cultures through a reconceptualization of who can achieve high levels of learning all serve to increase the learning, achievement,

Multicultural educational practices are reviewed using five dimensions of multicultural education as they are defined by J.A. Banks (2004): „(1) *content integration*—infusing the curriculum with material from diverse groups, (e.g., new authors, new historical material); (2) *knowledge construction*—an awareness of and focus on the way that cultural frames shape the identification and interpretation of educational content (e.g., understanding that the "westward migration" was only "west" for one social group); (3) *prejudice reduction*—the extent to which the teachers and administrators in a school actively work to reduce prejudice and stereotyping by students in the school, such as through the inclusion of an explicitly antiracist curriculum; (4) *equity pedagogy*—pedagogies designed specifically to

and engagement of students of colour" (p. 1167). The reviewed studies also reveal that multicultural educational practice improves the learning, and achievement of all students, i.e. students of colour and white students, lower and higher SES students, as well as lower and better achieving students Along these lines the author concludes that multicultural educational practices „are not "extras" to include in a single course within a larger program; rather, they are essential philosophical assumptions relevant to all teaching practices" (p. 1167).
In relation to these broader findings the author highlights that 1) multicultural education is only effective if it is implemented with conscious and specific attention to issues of race and ethnicity; 2) that the improvements in student outcomes and intergroup relations are

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

	increase the academic achievement of lower performing students and to create greater equity between students (see also C. A. M. Banks & J. A. Banks, 1995); and (5) *empowering school culture*—altering school structures and processes to be more empowering for all students, with particular attention to eliminating institutionalized racism in school practices" (p. 1149).			linked, in that improvements in one leads to improvements in the other. The author argues that „these twin effects are due in large part to the role that racial and ethnic stigma play in both intergroup relations and in the educational outcomes of students of colour" (p. 1168). It is suggested that „multicultural educational practices work best when applied within a framework of understanding that seeks to thoughtfully, actively, and directly address issues of racial and ethnic stigma, and through such attention, educators are likely to affect positive change in multiple areas of school functioning" (p. 1168).
Peiser, G. (2016). Overcoming barriers: engaging younger students in an online intercultural exchange. Intercultural Education, 26 (5), 361-376.	The author uses Byram's pedagogical 'savoirs' model for sociocultural competence (that represents a form of intercultural communicative competence for intercultural language learning): (1) savoirs: knowledge of social		The study reports on an online school exchange project between two classes of 12-/13-year olds located in the North of England and the Ruhr area of Germany, whose aim was to develop intercultural understanding in foreign language learning through communication in an online environment. The project was established in 2013 and lasted four months in the summer term. The students in the English school were year 8 learners of		The results of the study indicate that the virtual exchange project has shown potential to promote the attitudinal dimension of intercultural understanding amongst younger learners. „It developed curiosity and openness to another culture, and for some

groups and products and practices, and knowledge of social processes of interaction in the native and interlocutor's country; (2) savoir être: attitudes of curiosity which are open to decentring from 'national' values, beliefs and behaviours and willingness to take seriously those of other countries or cultures; (3) savoir comprendre: skills of interpreting and relating data from one's own and another country or culture; (4) savoir apprendre/faire: skills of discovery and interaction; and (5) savoir s'engager: skills of critical cultural awareness, i.e. questioning and critiquing the values, beliefs and behaviours of one's own and other countries or cultures. The author also cites Bredella's (2003) definition of intercultural understanding as the 'flexibility of mind which allows us to cross borders and accept differences', as well as

German with 24 students (age 12–13). The German students learning English were in a Year 6 class (age 11–12). With regard to limited productive language competence, that may make it difficult to provide 'culturally rich' information, it was decided that students should make website postings in the language of schooling. „The students were partnered in groups of 4–6, the rationale being to stimulate group discussion about the types of questions to ask and the representation of culture. The activity themes dovetailed with the curriculum in both countries and encompassed the topic areas of interests, hobbies, holiday activities and school" (p. 366).

The three main activities involved asynchronous communication in the form of files (text and video) uploaded to the website and posts on discussion boards. In the first activity, students were asked, in their groups, to formulate introductory questions for their partner groups. These were uploaded to the group pages, answered collectively, and then followed up with posts from individuals on the group discussion boards. The second activity involved the Germans posting reports about a school trip to Oxford and the English students reporting about their half term holidays. Students were then encouraged to discuss their experiences with one another. In the final activity, videos were created that responded to each other's questions about school life. Most activities took place in lesson time, with some students participating in their free time.
In the action research project, which involved two teachers and their students, „data were collected from website posts, lesson

students, the ability to view their own culture from another perspective" (p. 372). The online context, supported by both schools, seemed to provide Allport's conditions for successful intergroup contact: both schools provided „a scaffold for intercultural communication, minimising contact anxiety and enabling students to develop confidence in engaging in dialogue with peers from another culture" (p. (372).
In comparison to similar projects in Higher Education (HE), the research found that the young people learnt more than older students about cultural similarities than differences. As far as the knowledge dimension of intercultural understanding was concerned, the author states that it was fairly superficial: „students developed some knowledge about visible practices, but less awareness of beliefs,

Dooly's (2011) understanding of tele-collaboration in foreign language learning as internet-based exchange aimed at developing both language skills and IC.

observations and an interview with one of the teachers. This was supplemented with responses to pre (n = 25) and post (n = 24) project questionnaires and a group interview with students (n = 6). For practical reasons, it was only possible to administer the questionnaires, and conduct lesson observations and interviews with the English participants" (p. 367).

more nuanced cultural processes, or variations between cultural groups who live within the same society" (p. 372). The fact that students generally failed to notice cultural differences may have been due to „a lack of in-depth discussion and absence of more demanding student tasks" (p. 361).
The author also suggests that similar future studies should include supportive professional teacher development, comprising both theoretical and practical pedagogical elements (drawing particularly on auto-ethnography and ethnographic interviewing).

2. NATIONAL STUDENT CATALOGUES

The aim of the student catalogues is to provide an overview of the relevant student programmes focused on the development of social-emotional and intercultural competencies. National catalogues provide an overview of the relevant programmes for the development of these competencies in each of the partner countries.

The catalogues present various programmes from partner countries focused on the development of students' social, emotional and intercultural competencies in primary and secondary education. Most of the programmes are designed for students, some are aimed at teachers and school staff, and some others on both students and teachers. Most of the programmes do not explicitly bring together social-emotional and intercultural competencies. The levels of programme implementation are very diverse and include smaller projects at the local level (municipalities, schools), projects implemented by civil society organisations, programmes implemented as part of research projects conducted by universities or as PhD research, and programmes conducted at the national level (such programmes are rare). The aims of the programmes focused on social and emotional competence include development of social-emotional competencies, development of relational competence, social skill training, empathy development, creating a safe school climate, anti-bullying prevention and integration of LGBT youth. The aims of the programmes focused on intercultural competencies target the development of intercultural values, constructive conflict resolution, perspective-taking, openness to other cultures, acceptance of students with different religious and ethnic backgrounds, prejudice reduction and development of a multicultural school environment. The specific programme aims are typically addressed through a wide range of activities with students, teachers and external experts. The activities include workshops, group work, collaborative learning, role-play, social games, guided exercises for students, and relaxation techniques, which may be combined in various ways. Programme evaluation, when available, has shown mixed results, from positive to no effects.

Project partners agreed on the methodology used for the selection of the programmes:
    a. Coverage of the key dimensions of social-emotional and intercultural competencies
    b. National relevance
    c. Description of the programmes contains the key features, such as information on the aims, methodology and implementation results

The national catalogues consist of the following information on the selected programmes:
    a. Programme title
    b. Programme design
    c. Aims
    d. Participants
    e. Methodology
    f. Implementation results
    g. Link to the programme
    h. Evaluation

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

    a. Based on your research (e.g. literature review, web searches, interviews etc.), are there many programmes for developing social, emotional and intercultural competencies in your country?
    b. At what level do they exist? (1) At national/federal level – programmes implemented by national institutions (universities, national education institutes etc.); (2) At local level (municipalities), (3) As part of research or EU projects, (4) Implemented by civil society organisations
    c. Do the programmes bring together social-emotional and intercultural competencies or do they focus on one aspect only?

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

d. Do programmes focus specifically on either students or school staff – or do they usually focus on both?

Hand in Hand

Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

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 solely on teachers and the school staff, others are focused on students only, and some 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 that safeguard against bullying and enhancing teachers' competencies in dealing with school bullying, and "For a Safe and Supportive Environment in Schools: Programme for Preventing and Combating Violence in Schools" with the aim of 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 Civic Education Curriculum (by the Centre for Peace Studies), "Intercultural Mediation" that 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 program	Design of the program	Aims	Participants	Methodology	Evaluation and results of the implementation	Link to the program
PATHS (Promoting Alternative Thinking Strategies)	Promoting Alternative Thinking Strategies (PATHS) curriculum is an evidence-based, universal prevention program of social and emotional learning that is delivered by classroom teachers. It was implemented in Croatian Kindergartens and Primary Schools. Classroom teachers in the PATHS study condition were expected to conduct 63 lessons, about two per week, across the last half of first grade and first half of second grade. (The same teachers were assigned to the same classrooms in both years). These lessons	The primary aim of the Croatian PATHS project is to promote social-emotional competence and reduce	Elementary school pupils (1st grade) School teachers School professionals (teachers, principals	Workshops for teachers, workshops with children in elementary schools (role-play, lessons, usage of materials such as 'Feelings' Face Cards, drawings, examples of situations, photos, books and	In the complete sample of elementary school children, teachers reported that children in PATHS classrooms, compared with children in usual practice classrooms, showed marginally statistically significant greater improvement in emotion	http://www.erf.unizg.hr/stari_web/Znanost/ZnanostPaths.html Novak, M., Mihić, J., Bašić, J., & Nix, R.L.

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

focused on prosocial skills children need to initiate social interactions and make friends. The lessons teach children how to identify and label feelings in themselves and recognise that other children have feelings, too. The lessons offer concrete strategies the children can use to manage uncomfortable feelings. The lessons incorporate a multi-step process to understand peer problems and provide many role-play opportunities in which children practice resolving conflict without resorting to physical aggression. Throughout the lessons, there is an emphasis on recruiting language to regulate behaviour and communicate effectively with others. The lessons are assumed to help establish a caring and supportive learning community that is in place across the school day. Before conducting any lessons, teachers completed 2 days of instruction, typical and recommended amount. This instruction was conducted by certified PATHS trainers from the US. Between first and second grades, teachers completed two more days of instruction. In addition, local coaches observed each teacher once per month to provide feedback on how she or he conducted PATHS lessons and generalised program content outside of the lessons.	the risk of behavioural and mental health disorders in Croatian youth.	etc.) Parents	stories), supervision for teachers, public promotion of the program.	regulation from the middle of first grade to the end of second grade. There were no other statistically significant differences between intervention and control group children. Among the <u>lower risk children</u>, there were statistically significant differences on virtually all outcomes. Children who had participated in PATHS, compared with children who had been in the usual practice control condition classrooms, were more likely to exhibit higher levels of prosocial behaviour, emotion regulation and learning behaviour and lower levels of inattention, hyperactivity, oppositional behaviour and physical aggression. There was a marginally statistically significant difference in lower withdrawn/depressed behaviour. Among the <u>higher risk children</u>, there were no statistically significant intervention effects.	(2016). PATHS in Croatia: A school-based randomised-controlled trial of a social and emotional learning curriculum. *International journal of psychology*, 52(2), 87-95.

| Stop Violence among Children UNICEF Croatia | Program activities in schools included education of teachers, school principals and counsellors on how to create a safe school climate protective against bullying. Direct work with children included enhancing their life skills, peer support and education about violence.

There are four elements at the core of the programme's approach to reducing violence in schools: (i) enabling children in each classroom to define their own values, rules and consequences regarding their conduct towards each other; (ii) developing a procedure that children can follow to 'restore values'* when these are violated; (iii) teaching children social skills to help them cope with violence; and (iv) shaping school regulations to support a non-violent approach to preventing violence. | Project goal is for children of school age to have protective and stimulating environment in schools in order to develop to their fullest potential.

To develop skills in pupils that safeguard against bullying (help-seeking, peer support etc.)

To enhance teachers' competences in dealing with school bullying.

To create a safe environment in schools | Elementary school pupils

School professionals (teachers, principals etc.)

Parents | Workshops for teachers, workshops with children in school, public campaign | • Bullying has been reduced by 50 % in 185 Croatian schools that implemented the UNICEF programme.

• In 2012, after 10 years of successful implementation of the 'Stop violence among Children' programme, UNICEF handed the programme over to the Ministry of Science, Education and Sport to be systematically introduced into the regular school curriculum in Croatia. UNICEF has provided all primary schools with manuals for the further implementation of the programme.

The results of an evaluation, undertaken after the first four years of programme implementation, showed that the percentage of children who bully was reduced by almost three fourths, while the percentage of children who suffer from bullying was halved. A substantial majority of parents felt that the activities undertaken by the schools participating in the programme produced positive results. | http://www.unicef.hr/en/programska_aktivnost/stop-violence-among-children/ |

Academy of Peer Mediation **Forum for Freedom of Education (NGO)**	Academy of Peer Mediation is a prevention program that strengthens young people's capacities for successful and assertive communication, conflict resolution, empathy development and active listening, knowledge about human rights, and for taking a more active role in their community. Students (participants) are selected in co-operation with primary and secondary schools and student dorms. These students attend the program (one-time workshops that last 2-4 hours) and gain competencies to lead the workshops and other empowering activities in schools and communities.	The goal of the program is to strengthen young people's capacities for successful and assertive communication, conflict resolution, empathy development and active listening, knowledge about human rights, in order to take a more active role in conflict resolution between peers in their schools and local communities.	Elementary school and high school students.	Workshops about communication, conflict resolution, mediation and human rights in educational institutions participating in the project. Group work, collaborative learning.	Pupils from 19 schools have participated in the program in school year 2016/17. Self-reported feedback from students	http://www.fso.hr/projects/akademija-vrsnjacke-medijacije/

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 the combination of SE & I competencies. Some of the approaches referred to in relation to relational competencies etc. have, however, 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 have been focused on both students and school staff (as well as student teachers).

Title of the program	Design of the program	Aims	Participants	Methodology	Evaluation and results of the implementation	Link to the program
The Relational Competence Project	The Relational Competence project 2012-16 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	The aims were to support student teachers, teachers & VIA professors in developing relational competencies and in developing pedagogical competencies	7 schools, 50 student teachers, 14 professors from teacher education School staff and student teachers and the school students they were teaching.	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 person's world of experience, 2) `Change of perspective´, to be able to view the world from the other party's perspective, 3) `Empathy´, to identify with, recognize and understand others' feelings, 4) `Attention and presence of mind`, to	The results showed that the participants referred to a broad range of professional outcomes, highlighting in particular new insights into the importance of relations and the concrete tools and approaches tried with students in schools.	Jensen, E., Skibsted, E. & Christensen, M.V. (2015) Educating teachers focusing on the development of reflective and relational competencies. *Education Research Policy*

	Danish Society for the Promotion of Life Wisdom in Children. The project was followed by research (Aarhus University) and was evaluated with a questionnaire for all participants in all stakeholder-groups plus interviews.	for supporting school students' relational competencies – so also aimed to support school students' SE-competencies.		be present both in relation to the person you are with and in relation to yourself.		*Practice* 14, 201-212. Nielsen, B.L (2017) *Evaluation of the relational competencies project*. Report in English: **Link**
Training Empathy-mindfully alert presence at school & The Intelligence of the Heart – how empathy makes children strong	These two examples are from the range of training, courses, projects and programs held by The Danish Society for the Promotion of Life Wisdom in Children (more examples in the school staff catalogue): Instructor training for professionals working with children: There is in the training close attention to group building/ teambuilding. To create a good 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 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,	24 participants Teachers, pedagogues, family counsellors 2 year-course, 9 modules of 4 days 2015-2017 & 25 participants x 10 times repeated. 3 days' seminars since 2012.	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) `*Appreciation*` and respect for the other person's world of experience, 2) `*Change of perspective´*, to be able to view the world from the other party's perspective, 3) `*Empathy´*, to identify with, recognize and understand others' feelings, 4) `*Attention and presence of mind*`, to be present both in relation to the person you are with and in relation to yourself. The teaching consisted of: Mindfulness exercises with a focus on the inner environment of the individual student, exercises and	YES (internally)	"Training empathy" website: **Link** Website with e.g. courses - **Link**

![Hand in Hand - Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach)]

Co-funded by the
Erasmus+ Programme
of the European Union

	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.	empathy, compassion, presence and joy of life in the everyday life of children in kindergarten and at school.		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.	
Lærerens relationskompetence. En empirisk undersøgelse, af hvordan lærerens relationskompetence viser sig i interaktioner med elever og klasser i almenundervisningen i folkeskolen Louise Klinge, PhD	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. 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:	The aim was to contribute to the qualification of student teachers' and teachers' relational competence.	Teachers in interactions with school students. 4 teachers, 50 students.		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	The dissertation and papers/books from Louise Klinge are available **here**

![Hand in Hand logo - Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach)]

Co-funded by the
Erasmus+ Programme
of the European Union

	Ethics of care, mentalization, self-determination theory, communicative musicality and neuroaffective developmental psychology.					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.	
Youth without stress Stressfri ungdom/ Mindfulness i skolen	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 purpose of the project is to develop, implement and evaluate a mindfulness curriculum-based school program for students in lower secondary.	2015-2017 students in 8th-10th grade	The program is inspired by the international projects "Mindful Schools" from US and "Mindfulness in Schools" from Oxford, UK. The implementation is in cooperation with the teachers. 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.	Not published yet

| OmTanke | 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. | The materials are designed addressing both children and adults working with children – both professionals and parents. | 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. OmTanke is described as practical knowledge, exercises, and narrative approaches targeting competencies in relation to working with own and others' emotions. OmTanke also presents knowledge about how the brain is functioning, cognitive aspects and how we as humans react - strong emotions. | There is no formal evaluation of the use of the materials. | **Link** for project website (only in Danish).

Link for OmTanke materials (pdf) |

GERMANY

In Germany exists a large number of intervention programs 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 the social training in schools), but others have only been tested in a single study and again other programs have not been evaluated at all.

Trainings of social-emotional and of intercultural competences appear rather unconnected and evaluations are more common for trainings of SE competences than for those of intercultural competences (which also are less widespread). In addition to these trainings, there are also a number of pure teacher trainings (see e.g. Toepell, S. (2009). *Lehrertrainings im deutschen Sprachraum. Einzeldarstellungen und Entwicklungsverläufe.* München: Herbert Utz Verlag.) But 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 program	Design of the program	Aims	Participants	Methodology	Evaluation and results of the implementation	Link to the program
Fairplayer	*Fairplayer.manual Bullying Prevention Program* from a social network perspective - Based on cognitive-behavioural methods, fairplayer, manual is implemented as a manualized, school-based, preventive intervention targeting middle-school students. It contains various operating mechanisms for addressing the social complexity of bullying.	Supporting the development of social competence and preventing school bullying	- 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	• A manualized, tuitional-based preventive intervention programme • Questionnaires (considering e. g. the occurrence of bullying, prosocial behaviour and student's empathy as well as legitimation 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	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 Click for other references

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Faustlos (Faustlos is the German adaptation of the original "Second Step" program)	The program focuses on the theory-based, age group-tailored promotion of empathy, impulse control and anger management. These dimensions are subdivided into the five themes „understanding the problem", „training for empathy", „anger management", „problem solving" and „applying skills" and taught stepwise, highly structured and based on several video sequences in 31 lessons (in 3-4 years).	• Promotion of social and emotional competences •Prevention of aggressive behaviour • anxiety reduction •improvement in internalizing behaviours	Program 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)	**Programme:** • 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 programme; demonstration of teaching strategies with the help of videos) • lessons 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	**Schick & Cierpka, 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 behaviour **Schick & Cierpka, 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: questionnaires • results: significant changes in emotional competences and prosocial developments of children aged 6 – 9 years (reduced anxiety and internalized behaviours); parents' ratings of children's behaviour provided clear evidence of improved social behaviour **Schick & Cierpka, 2009: Secondary Level** • evaluation in Germany still missing, but US-American evaluation studies proof effectiveness and the violence prevention potential of the programme (original second-step programme): boys showed reduced aggressive behaviour; boys and girls had higher competencies	http://h-p-z.de/faustlos-sekundarstufe-karten http://www.mentalhealthpromotion.net/resources/faustlos_programmvorstellung.pdf Cierpka, M. & Schick, A. (Hrsg.) (2011). Faustlos Sekundarstufe. Ein Curriculum zur Förderung sozial-emotionaler Kompetenzen und zur Gewaltprävention. Hogrefe, Göttingen. Cierpka, M. (2003): Sozial-emotionales Lernen mit Faustlos. Psychotherapeut 48: 247–254. Cierpka, M. (Hg.) (2003): FAUSTLOS. Ein Curriculum zur Förderung sozial-emotionaler Kompetenzen und zur Gewaltprävention für den Kindergarten. Göttingen: Hogrefe. Cierpka, M. (2005): Faustlos – Wie Kinder Konflikte gewaltfrei lösen lernen. Freiburg: Herder. Frey, K., Bobbitt Nolen, S., Van Schoiack Edstrom, L., & Hirschstein, M. K. (2005). Effects of a schoolbased social-emotional competence program: Linking children´s ´goals, attributions, and behaviour. Applied Developmental Psychology, 26, 171-200. Frey, K., Hirschstein, M. K., &

in prevention of violence (but only if the teacher had an positive attitude towards the programme → moderator effect)

Evaluation of second step:

Kindergarten: 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 (see below)

•Pre-Post-Follow-up evaluation study with control group: only 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) – (Orpinas, Parcel, McAlister & Frankowski, 1995)

•higher social competence (more knowledge about empathy, more prosocial behaviour in conflict situations), (Sprague et al. 2001)

• Students who participated in the program knew more about violence prevention and violence preventing competences and their empathic skills and prosocial behaviours were improved – no control group in this study (Second Step Program: McMahon & Washburn, 2003)

Guzzo, B. A. (2000). Second Step: Preventing aggression by promoting social competence. Journal of Emotional and Behavioural Disorders, 8(2), 102-112.

Grossman, D. C., Neckerman, H. J., Koepsel, T. D., Liu, P.-Y., Asher, K. N., Beland, K., et al. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. Journal of the American Medical Association, 277(20), 1605-1611.

McMahon, S. D., Washburn, J. (2003). Violence prevention: An evaluation of program effects with urban African American students. The Journal of Primary Prevention, 24, 43-62.

Orpinas, P., Parcel, G. S., McAlister, A., Frankowski, R. (1995). Violence prevention in middle schools: A pilot evaluation. Journal of Adolescent Health, 17, 360-371.

Click for other references

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Social training in schools (Sozialtraining in der Schule)	The social training in schools is a well-established and evaluated cognitive-behavioural training of social and emotional competencies for students in 3rd to 6th grade. The training is carried out by their teachers.	The main aim of the training was improving the social and emotional competence of students. **Emotional competence**: Differentiated perception and identification of emotions, emotional vocabulary, emotional empathy, coping with cumbering emotions and problematic situations. **Social competence:** differentiated perception and description of conflictual social situations, finding solutions that consider the needs of all individuals involved (perspective taking,	Grades 3-6 (8-12 years) First evaluation: 158 students, 8 teachers and 8 psychologists only one experimental group Second evaluation (external, by Riffert, 2000): 22 children experimental group, 21 children control group Third evaluation: 4 classes	The trainings took place over a time period of 10 weeks with 90 minutes in one or two sessions per week. Methods used: • Role play • Discussion • Tasks Relaxation techniques	The program has been evaluated twice. Results: • Reduction of aggressiveness between pre-test and post-test (not for the control group in evaluation 2) • Reduction of anxiety between pre-test and post-test (not for the control group in evaluation 2) • Children with serious behaviour problems could not profit from the training Boys appear to profit more from the training than girls	Jugert, G., Rehder, A., Notz, P. & Petermann, F. (2013). *Soziale Kompetenz für Jugendliche: Grundlagen und Training* (8. Aufl.). Wein-heim: Beltz Juventa. Petermann, F., Koglin, U., Natzke, H. & von Marées, N. (2013). *Verhal-tenstraining in der Grundschule: Ein Programm zur Förderung emoti-onaler und sozialer Kompetenzen* (2., überarb. Aufl.). Göttingen: Hog-refe. Petermann, F., Jugert, G., Rehder, A., Tänzer, U. und Verbeek, D. (1999). *Sozialtraining in der Schule* (2., überarbeitete Auflage), S. 63-66. Weinheim: Beltz (PVU) Click for other references.

	evaluation of these strategies, practicing conflict solution strategies **Moral development:** learning to use social and emotional competences in moral dilemma situations.				
Mich und Dich verstehen (MUDV)	A preventive programme targeting the perception and the management of emotions. Teachers can implement it without prior training, by working with the materials for 35 school hours. The program entails the following phases: 1. phase: perception of own emotions and of others' emotions 2. phase: Recognizing others' needs, training of empathy 3. phase: Possibilities of stress management and	The main aims of the program are improving: • self-perception and perception of others • empathy • stress management • knowledge about emotions	School classes and groups of children (age 8-12)	• relaxation techniques • group work • movement exercises	• 17 classes of primary school students in 11 schools – 470 students • Design: Pretest and quasi-follow-up test after two months; training group and control group •significantly more empathy (self-report) and reduced anxiety as compared to control group	Bieg, S. & Behr, M. (2005). Mich und Dich verstehen. - Gefühle erkennen, Andere verstehen, Angst bewältigen. Emotionale Sensitivität für 7 bis 12 jährige. – Ein manualisiertes und evaluiertes Programm für Schule und Pädagogik. Göttingen: Hogrefe. Bieg, S. (2003). Emotionale Sensitivität für Grundschüler. Entwicklung und Evaluation eines Trainings. Marburg: Tectum

	anxiety reduction. Theoretically, the program builds on Rogers' theory of personality, the concept of emotional intelligence (Salovey & Mayer) and Lazarus' transactional stress model.					
PPC Positive Peer Culture **(approach is adapted from programs in the USA)**	PPC works with the strengths and resources of children and adolescents and uses the formative influence of peers as a motivational force. The program uses peer counselling as central method. PPC provides a concept how to prevent exclusion and to strengthening responsibility and self-esteem. Together with the adolescents, a caring culture that promotes individual development is established.	The main aims of the program are improving: • Solidarity • Empathy • Social Integration • Resilience • Self-Efficacy The program can be used **in school classes**, in residential groups or, for example, in prisons.	Adolescents (from 10 years on)	Regular meetings (1 time per week) of the peer group under supervision of an adult (two university students, male and female) • Peer-mediation • conversations • Group discussions	Evaluation of the PPC in the US, for example Gottfredson, 1987, pre-post design with control group - Less violence - More social inclusion - More willingness regarding social engagement Evaluation in German speaking countries (Switzerland): Steinebach & Steinebach, 2006 - reduced violence, positive development of self-perception, positive development of (group) climate	Opp, G. & Teichmann, J. (2008). Positive Peerkultur: best practices in Deutschland. Klinkhardt. Opp, G. & Unger, N. (2006) (Hrsg.). Kinder stärken Kinder. Positive Peer Culture in der Praxis. Hamburg: Körber.

Short term training "peaceful togetherness in conflict situations" Kurzzeit-trainings-programm: Friedliches Miteinander in Streit-situationen	Short term training aimed at fostering the social-emotional competences of children in grade 4.	The main aim of the program was improving social-emotional competences in three domains: • Awareness of (sensitivity for) the own emotions and of the emotions of others • Perspective taking Knowledge about socially adequate behaviours.	2 schools (93 children) in the experimental group, 2 schools (84 children) in the control group	The training consists of 3 units of 90 minutes taking place every other week. It uses materials from violence free communication (Rosenberg, 2007) as well as newly developed materials. Children learn why violence free communication is important. They learn to identify emotions and they gain knowledge about communication styles. Methods used are: traditional lecture style teaching, role plays, discussions, use of pictures, and reflections of individual conflict situations and possible solutions.	The evaluation had a randomized control group design with pre- and post-measurement. Results: the experimental group has high gains with regard to all outcomes, whereas for the control group almost no changes were observed in the domains of: • Identifying and naming emotions on photographs of people • Describing emotions and intentions of people involved in conflicts Suggesting reactions to conflict situations	Schmitz, M. & Röhr-Sendlmeier, U. M. (2016). Sozial-Emotionale Kompetenz. Erprobung eines Kurzzeittrainingsprogramms für Kinder in vierten Klassen. Kindheit und Entwicklung, 25, 1–9.

Lions Quest	This is a short teacher training, where teachers learn to support children and youth with their	The main aims is qualifying teachers to better support their students with school based learning and creating a good classroom climate.	There are two programmes addressing teachers of 10 to 14 year olds and 15-21 year olds.	3 day seminar for teachers, plus 1 or 1,5 day advanced seminars and regional discussion groups to support implementation of the program in the classroom. Here the teachers learn theory and how to implement this theory in practice.	The program was evaluated positively by participants.	https://www.lions-quest.de/home/erwachsenwerden/das_programmim_ueberblick/lions_quest_in_zahlen.html
	• 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	supporting students with their development of the following 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	Between 1994 and 2015 there were more than 4.000 seminars in which more than 103.000 teachers participated	Teachers also receive teaching materials including content and methods for several lessons on these topics.	Participation in the program is also 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 is linked to improvements in teachers' self-reported competences, their reported use of new techniques and their critical reflection of the self.	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"

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

| diversity@ school +

 Aufklärung sprojekt München e.V. | Sexual orientation and gender identity (for students, teachers and educational staff) | • focus on integration of lgbt* youths and information about sexual orientation and identity

 • definition of lgbt*; coming out; school bullying regarding lgbt*; reduction of prejudices; development of open-minded and tolerant school climate | • diversity@school: Peer-to-peer mentoring (maximum age of the trainers: 27)

 • Aufklärungsprojekt München: voluntary employees of different age groups

 • autobiographical approach

 • interactive methods and games

 • possibility for anonymous questions

 • at least 2 school (90 min) classes without the teacher

 • cooperation with "Pädagogisches Institut der Landeshauptstadt München" → learning package „LesBiSchwules Leben" for teachers | https://diversityatschool.de/

 http://www.aufklaerungsprojekt-muenchen.de/

 https://www.pi-muenchen.de/index.php?id=130

 https://www.pi-muenchen.de/fileadmin/download/LP_LesBiSchwul_kurz_online_2017.pdf |

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

Schule ohne Rassismus (School without Racism)	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	Information and qualification about migration society, gender roles, ideologies and inequalities	June 2009 until May 2013June 2009 until May 2013	Trainings about "Education for human rights" and "Anti-Discrimination" for students, teachers, social workers, and youth workers. Trainings about "Education for human rights" and "Anti-Discrimination" for students, teachers, social workers, and youth workers.		http://www.schule-ohne-rassismus.org/was-wir-tun/projekte-der-bundeskoordination/vielfalt-integration/ & http://courageshop.schule-ohne-rassismus.org/publikationen/26/infopaket-interkulturelle-kompetenzen-staerken?c=5 Click for more references.
PARTS	PARTS is a universal prevention program to improve intergroup relations and prevent racism and aggression in children. It uses vicarious contact interventions, knowledge-based interventions and a training of social cognitive competences to reduce prejudices, improve general interpersonal attitudes, attitudes about specific	The main aim is the prevention of negative intergroup attitudes and dissocial behaviour (aggression and violence)	Target group in both studies were children in grade 3 (about 8 years old). Sample 2nd evaluation: 173 children in the experimental group, 253 children in the control group((Beelmann & Karing,	15 (14) units were taught to students in grade 3 and additional units in grade 5. Methods used were reading, group discussions, and games. For the contact intervention three stories including intergroup contact (between German and Russian children) were read and discussed. For the knowledge based intervention the children had to	Even though Beelmann & Karing (2015) report several measurement points, their evaluation only compared the control and experimental groups at t6 (follow-up measure) and did not analyse changes in attitudes between pre- and post-measurement. At t6 (grade 9) the experimental group had significantly lower scores in: negative outgroup evaluations, perceived social distance to outgroups, intolerance concerning other ethnic groups, nationalist-authoritarian attitudes. No significant differences were observed with regard to intergroup threat and contact with right-wing extremist groups. Saur (2011) used more than one time point and found significant changes in the experimental group with regard to 1.	Beelmann, A. & Karing, C. (2015). Förderung toleranter Einstellungen und die Prävention von Vorurteilen Langzeitwirkungen des Programms zur Förderung von Akzeptanz, Respekt, Toleranz und sozialer Kompetenz (PARTS). *Forum kriminalprävention, 1*, 51-58. Saur, M. (2011). PARTS: Die Evaluation eines multimodalen Präventionsprogramms zur Förderung von Intergruppen-beziehungen bei Grundschul-kindern. Dissertation.

groups and the general social behaviour. It was developed for children at the end of elementary school (3rd grade).

2015)

Sample 1st evaluation: 209 children in the experimental and 193 children in the control group – only majority members (Saur, 2011)

solve different tasks that aimed at building knowledge about cultural diversity, culture contact and its challenges, and about prejudices and discrimination. To support the development of general social cognitive competence games and tasks were used which aim at fostering multiple classifications, perspective taking and social problem solving competences.

For the evaluation students' attitudes (the outcomes) were assessed prior to their participation in the intervention (pre-measurement, grade 2), directly after the intervention (post-measurement, grade3) and

intercultural knowledge, 2. attitudes about Russians (but not on all scales), 3. tolerance (but only short-term effects, not long-term effects) and social behaviour as reported by the teacher. No effects were found with regard to multiple classifications, perspective taking and social information processing as well as the social behaviour reported by parents. The program had stronger effects on girls and children in cities participated more in the implementation than children living in rural areas.

			throughout their school-life (follow-up measurements, grade 3, 4, 5 and 9).			
TRIKK ("Training interkultur eller Kompeten z bei Berufssch ülern")	TRIKK is a 2 day training for vocational school students; the adapted version TRIKK-R is for secondary schools Theoretical background: Theories of Bennett, Hall, Hofstede, Thomas The training is done by two external trainers Four areas: Knowledge, Reflection, Skills, Behavior (see aims)	Aims: Fostering • Knowledge of the concept of culture (according to Thomas) • Reflection: Self-reflection and perspective taking • Skills: Openness to others' views • Constructive conflict resolution	Vocational school students and students of secondary schools; 15 participants per group	Methods: • Role play using critical incidents • group work • partner exercises	Evaluation: • Design: pre-post with control group • N=160 in experimental group; N=100 in control group • vocational school students Results: more knowledge on the concept of culture in experimental group after training and a tendency towards more reflection, no significant changes in openness/ constructive conflict management.	Over, U. & Mienert, M. (2008). Förderung interkultureller Kompetenz bei Berufsschülern: Das TRIKK. In T. Ringeisen, P. Buchwald & Ch. Schwarzer (Hrsg.), Interkulturelle Kompetenz in Schule und Weiterbildung (S. 155-168). Berlin: Lit.

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

SLOVENIA

In Slovenia, several different programmes and projects concerning SEI competencies were implemented in the last decade. Some were implemented at a national level, but most were carried out on 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 also 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 have been focused on both students and school staff (plus student teachers).

Title of the program	Design of the program	Aims	Participants	Methodology	Evaluation and results of the implementation	Link to the program
Project: The challenges of intercultural coexistence – Projekt -Izzivi medkulturnega sobivanja; **Program SIMS: Facing the challenges of intercultural**	The program is designed as 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). 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). Direct activities with immigrant children	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	Students – immigrants and their families, their classmates and the parents, teachers, school counselling service staff, leaders, local communities, NGOs.	Presentations Workshops Group learning e-IP Language courses Individual support Free time activities	Still in progress. Over 90 institutions already participating in more than 15 events so far.	http://www.medkulturnost.si/

coexistence - Soočanje z izzivi medkulturnega sobivanja	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.	language backgrounds in Slovenian education system. Also, direct activities with immigrant children, their parents, peers and other are planned.				
Schools for Health - Zdrava šola	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 stres – When students are shaken by stress. 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.	The basic aim of the project focuses on promotion of health and specifically mental health. It intertwines issues like relaxation exercises, mindfulness, recognizing emotions, self-respect, stress, communication, positive thinking etc.	Teachers and other educators, students 13 – 18 years	Presentations Workshops Exercises (breathing, relaxing) e-Counselling	Still in progress. More than 1,000 educators, more than 2000 students, more than 100 schools	http://www.nijz.si/sl/slovenska-mreza-zdravih-sol

Hand in Hand
Social and Emotional Skills for Tolerant and Non-discriminative Societies
(A Whole School Approach)

Co-funded by the
Erasmus+ Programme
of the European Union

	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. Ko učenca strese stres – 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.					
Body COOLturen-**Be COOLtured**	The program is designed as a set of workshops for students from 12 – 18 years. The contents are related to explaining the reasons for migrations, information about violations of the children's' and youths' rights, identification with the role of migrant, raising awareness about the importance in accepting and inclusion of young that migrate to our surroundings.	The aim is to raising awareness of the young that the "cool" thing is to accept everybody regardless of their appearance (body), culture, religious and ethnical background. Main object of the project is to break up the stereotypes about fugitives and migrants.	Students 12 – 18 years	Workshops Social games Case studies Role playing	Over 1,600 students.	http://www.unicef.si/projekti-v-sloveniji/projekti-v-solah-in-vrtcih/2016-body-coolturen http://www.regionalobala.si/novica/mladi-hocejo-razumeti-preko-delavnic-razbijali-stereotipe-o-migracijah

Training for the enhancement of self-esteem (assertiveness training) and Training of social skills - Trening za krepitev samozavesti (trening asertivnosti) in trening socialnih spretnosti	Training for strengthening self-esteem (assertiveness training) is a practical training devoted to self-regulation, understanding of choosing own behaviour, training of acceptance and respecting own feelings and self in relation to others. Training of social skills is composed of workshops and free-time activities for 6 days.	Aim: to raise awareness for own attitudes and expectations and young people learn the competences that support their inner strength, awareness of own value, of own skills and abilities, of own dignity, self-realisation, self-respect and respect for others, clear communication and good relations.	Students 14 – 29 years	Workshops Social games Work in pairs Role playing	439 in 2016 participants, M=16 years, at national level. The participants report (in questionnaire) about extending the social network and improvement of relations with others, improvement of self-esteem and self-confidence, gaining social skills, improvement of working and learning habits etc.	http://www.cpm-drustvo.si/media/porocilo.cpm.2016.pdf

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 education courses for mother tongue teachers, supervisors and for Swedish-for-immigrants teachers (Swedish-2). At a regional level, universities organise programmes, courses and conferences for teachers to better understand globalisation, immigration and interculturalism.

Title of the program	Design of the program	Aims	Participants	Methodology	Evaluation and results of the implementation	Link to the program
Hela Skolan: skol- och socialtjänstbaserat integrationsarbete	The evaluation consisted of a quantitative main study and five qualitative studies. The main study was a survey in which elementary school students at the project school (Byttorpskolan) and 15 a comparison school (Hestra Midgårdskolan, another F-6 school in the City of Borås) answered questions about the evaluation's three main areas on four different occasions. The qualitative studies consisted of interviews and focus groups with students, parents, and school staff based on their experiences of The Whole School Project. A process evaluation of project implementation and compliance was based on document studies, participant observation, and interviews.	A project about integration in a multi-cultural school environment.	Two therapeutic social workers worked actively on these issues for one year among students in grades 1–6 at Byttorpskolan, City of Borås, and their parents during 2013–2014.	The overall project objective was to develop and test a school-based working model with children and parents to increase social integration (i.e., students' tendency to have friends of a different ethnic background). To examine whether increased integration contributes to the improvement of students' academic achievement and prosocial behaviour (i.e. rule-following and the propensity to be a "good friend") was also a goal.	The project's interventions showed no clear benefits for the children, and changes in social integration could not be linked to changes in school performance and prosocial behaviour over time.	Homepage:http://www.hb.se/fous/FoU-insatser/Avslutade-FoU-insatser/Behovsgrupper-enligt-tidigare-organisation/Behovsomradet-Barn/Skol--och-socialtjanstbaserat-integrationsarbete/

Friends	Anti-bullying program, Relation-promoting efforts. Supportive peers	Anti-bullying program. "The goal of Friends' training courses in schools is to create positive conditions for intentional work to prevent discrimination, harassment and acts of intimidation."	Two students from each class. Group of supervisors (adults) with main responsibility for the preventing and active work with bullying. Basic education of the entire school staff.	Two supportive peers are selected in each class. The group of supportive peers are supervised by a group of teachers or other school staff. Education of the entire school staff and the selected students are educated by Friends.	Program evaluated by Skolverket (2011). Results presented in Rapport 353. Download report at: https://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D2498	Homepage: https://friends.se/fakta-forskning/om-mobbning/?gclid=CjwKEAjwwcjGBRDj-P7TwcinyBkSJADymbITItIA2Fr5hgWvtRAaH5kbqAr2o0AuUsB-uggJNPdAyxoCiTXw_wcB Report: https://friends-brandmanualswede.netdna-ssl.com/wp-content/uploads/2016/03/Friends-natrapport2016.pdf
Lions Quest	The ethical framework contains the concepts Self-discipline, respect, empathy, good judgment, responsibility, honesty, reliability and Commitment - qualities and abilities that students are expected to develop.	To educate moral and ethical thinking individuals who can stand up for their own opinions.	Lead by teachers or other school staff.	Teachers alter theoretical sections with encouraging and practical exercises. Rules are created together (teachers and students) Follow-up and evaluation in several steps over an 8 month period	Program evaluated by Skolverket (2011). Results presented in Rapport 353.https://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D2498	Home page: https://www.lions-quest.org/

Additional references:

Fairplayer

Scheithauer, Herbert & Dele Bull, Heike (2008): fairplayer.manual. Förderung von sozialen Kompetenzen und Zivilcourage – Prävention von Bullying und Schulgewalt. Göttingen: Vandenhoeck & Ruprecht.

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

Wölfer, R. and Scheithauer, H. (2014): Social influence and bullying behavior: Intervention-based network dynamics of the fairplayer.manual bullying prevention program. Aggr. Behav., 40: 309–319. doi:10.1002/ab.21524

Faustlos

Schick, A.; Cierpka, M. (2005): Faustlos – Förderung sozialer und emotionaler Kompetenzen in Grund-schule und Kindergarten. Psycho-therapie, Psycho-somatik, Medizinische Psychologie 55: 462–469.

Schick, A. (2006). Evaluations-studien 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 sozialemotionaler 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.

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.), Gewaltprävention bei Kindern und Jugendlichen (S. 158-169). Göttingen: Hogrefe.

Schick, A. & Cierpka, M. (2009). Gewaltprävention in weiterführenden Schulen: Das Faustlos-Curriculum für die Sekundarstufe. Praxis der Kinderpsychologie und Kinderpsychiatrie, 8(58), 655-671.

Sprague, J. R., Walker, H. M., Golly, A., White, K., Myers, D. R., Shannon, T. (2001). Translating research into efective practice: he efects of a universal staf and studend intervention on indicators of discipline and school safety. Education and Treatment of Children, 24, 495-511.

Social training in schools

Riffert, F. (2000), Sozialtraining in der Schule – Evaluation eines verhaltenstherapeutische orientierten Präventionsprogramms". *Verhaltenstherapie und Verhaltensmedizin, 21*, 51-64.

Petermann, F., Jugert, G., Tänzer, U. & Verbeek, D. (2012). *Sozialtraining in der Schule* (3., überarb. Aufl.). Weinheim: Beltz Psychologie Verlags Union.

Petermann F.; G. Jugert; U. Tanzer; D. Verbeek (1997). *Sozialtraining in der Schule*. Weinhein: 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

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 – 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.