ACTIVITIES ON THE PROJECT:
In the first half of the year the HAND in HAND project focused on the finalizing the assessment and piloting the assessments across four countries (Slovenia, Croatia, Sweden, Germany) resulting in its final versions. Both programs were finalized as well and the students program was piloted across three countries (Slovenia, Croatia, and Sweden). In preparation of the field trials in the next half of the year the sampling and randomization took place and introductory visits at the HAND in HAND school are in process. Moreover, the HAND in HAND project was successfully presented at the 9th European Conference on Positive Psychology.

NEW PROJECT PUBLICATIONS:
- **HAND in HAND presentation video**

Helle Jensen (psychologist, a specialist in psychotherapy and supervision, a family therapist, chair of The Danish Society for the Promotion of Life Wisdom in Children and a member of HAND in HAND project team in Denmark), has together with her team prepared a HAND in HAND presentation video, where she explains the rationale behind the HAND in HAND project and benefits of its outputs. You can take a look at the video here: [https://goo.gl/YxDvBq](https://goo.gl/YxDvBq)

RELEVANT ARTICLES

**Skills for Social Progress: The power of Social and Emotional Skills**

*Abstract*

Today's children will need a balanced set of cognitive, social and emotional skills in order to succeed in modern life. Their capacity to achieve goals, work effectively with others and manage emotions will be essential to meet the challenges of the 21st century. While everyone acknowledges the importance of socio-emotional skills such as perseverance, sociability and self-esteem, there is often insufficient awareness of “what works” to enhance these skills. Teachers and parents don’t really know whether their efforts at developing these skills are paying off, and what they could do better. Policies and programmes designed to measure and enhance socio-emotional skills vary considerably within and across countries.

This report presents a synthesis of the OECD’s analytical work on the role of socio-emotional skills and proposes strategies to raise them. It analyses the effects of skills on a variety of measures of individual well-being and social progress, which covers aspects of our lives that are as diverse as education, labour market outcomes, health, family life, civic engagement and life satisfaction. The report discusses how policy makers, schools and families facilitate the development of socio-
emotional skills through intervention programmes, teaching and parenting practices. Not only does it identify promising avenues to foster socio-emotional skills, it also shows that these skills can be measured meaningfully within cultural and linguistic boundaries.

The full report: [https://www.oecd-ilibrary.org/education/skills-for-social-progress_9789264226159-en](https://www.oecd-ilibrary.org/education/skills-for-social-progress_9789264226159-en)

**The effect of education policies on higher-education attainment of immigrants in Western Europe: A cross-classified multilevel analysis**

**Abstract**
The number of immigrant students in Western Europe is growing steadily, but their social integration and educational achievements are still lagging behind. Nevertheless, there is still very little empirical evidence on which policies can effectively promote them. Thus, this article tests 2 main types of policies: targeted support and intercultural policies, and compares their effect on university graduation of 6 immigrant groups in 13 Western European countries. This research incorporates country- and origin-based variables as well as social and individual characteristics in cross-classified multilevel analyses. Data from the European Social Survey, the Migrant Integration Policy Index, the United Nations (UN) database and the World Bank database are integrated here. Findings show that intercultural policies have more positive effect on immigrant students than targeted policies. Furthermore, there is division between these six groups not only in their actual educational achievements, but also in the extent to which they are helped by education policies.


**YT Video: Social-Emotional Learning: Goal-setting and Relationships are Part of District’s Academic Core**

Content
The Washoe County school district in Reno, Nev., has been way ahead of most other districts in its approach to social-emotional learning, especially in measuring students' SEL skills, which are part of the district’s accountability system. Education Week, which first reported on Washoe’s SEL work in 2016, checked in with the district this school year to learn how its work on social-emotional learning has been progressing. We visited high school classes that are pointedly about developing SEL skills such as coping with stress and the power of thought. Stephan Molder, an SEL teacher in Reno’s Hug High School, says successful social-emotional learning starts with the adults in schools. He boils it down to this: "...It's all about building relationships with students. I never wreck the relationship, no matter what. I always try to save the relationship first."

The full video: [https://www.youtube.com/watch?v=CqS5nex-l7Y](https://www.youtube.com/watch?v=CqS5nex-l7Y)
UPCOMING EVENTS:

- **2.7. – 6.7.2018, Brela (Croatia), NEPC Summer School 2018: Tackling Economic Inequalities in Schools**
  In line with NEPC’s years-long focus on effects of poverty on students’ achievements and well-being, the main topic of this year’s Summer school will be developing innovative school policies and practices aimed at reducing the effects of poverty on students. The event will ensure exchange of experiences from participants’ individual school/classroom contexts. The workshops and lectures will be combined with creative thinking and critical discussion sessions to ensure an adaptable and constructive learning process. The five day interactive programme will provide data about effects of poverty in education, as well as involve participants in designing research and school-based activities that can assist in mediating the effects of poverty. HAND in HAND programmewill be presented during working group presentations as a method to enhance inclusion in the classroom. Website: [http://www.edupolicy.net/program/](http://www.edupolicy.net/program/)

- **4.7.2018, Almadalen (Sweden), Politician week**
  The Swedish HAND in HAND team will present HAND in HAND project at a round table and describe the theory behind it and the implementation at this years’ Politician week in Almadalen. Website: [http://program.almedalsveckan.info/event/user-view/51374](http://program.almedalsveckan.info/event/user-view/51374)

- **25.–26.10.2018, Zagreb (Croatia), The 4th Days of Educational Sciences**
  The Days of Educational Sciences are a biennial scientific conference which encourages cooperation and networking between educational researchers from different scientific disciplines. The conference enables the exchange of knowledge and research findings on various educational topics, as well as the affirmation of educational sciences within the broader academic and professional public.
  Website: [http://www idi hr/en/4-dani-obrazovnih-znanosti/](http://www.idi.hr/en/4-dani-obrazovnih-znanosti/)

  The main goal of the ‘Research in Education and Training’ annual scientific conference is the dissemination of research results and the exchange of experiences, identification of key issues, challenges and obstacles in education as well as the promotion and development of research in general. This year’s conference (with the subtitle ‘International Cooperation as Support to Education and Training’) also aims at highlighting the role and importance of international cooperation in supporting education and training. Project HAND in HAND will be presented in a panel discussion.

If you wish to receive HAND in HAND news, please [SUBSCRIBE HERE](#).