ACTIVITIES ON THE PROJECT:

The focus of our work in the final phase of the HAND in HAND project was on the development of HAND IN HAND policy and practise guidelines. Guidelines were prepared based on the insights gathered from the HAND IN HAND policy questionnaire (that identified and analysed the main national and regional policy documents and reports on promoting and mainstreaming of SEI learning in the HAND in HAND experimentation countries); multi-method evaluation from the HAND IN HAND field trials, implementation experiences, and semi-structured interviews with relevant stakeholders in each participating country. HAND in HAND recommendations for policy and practice consist of two parts; general recommendations which we believe are the most crucial while continuing to develop EU and national policies in this area, and specific recommendations for national implementation plans for mainstreaming the development of SEI competencies in participating countries (Croatia, Denmark, Slovenia, Sweden). Read more: http://handinhand.si/hand-in-hand-guidelines-for-policy-and-practice/. Using multi-method approach in evaluation (summative and formative) was crucial for acquiring the in-depth understanding of the HAND IN HAND program effects. There is a lot of variation between countries and experimental conditions, overall indicating positive short term effects (especially for school staff) based on qualitative evaluation and mixed findings (positive as well as negative) based on quantitative evaluation. Formative evaluation showed the need for prolonging the programs and involving schools as a whole (not only one classroom) in the development of SEI competencies.

The finish line of the project was a HAND in HAND final conference and a European teacher training (28. and 29.1.2020). Almost 200 participants, from several EU countries, were able to acquire new knowledge and experience and some of the activities included in the HAND in HAND programme were for teachers. They were able to gain insights on all the main outputs and their development, evaluation results from the field trials and listen to keynote experts' overviews of the theme addressed, and more. Overall the feedback from the participants was very positive; they seemed to agree with the need to develop the field of SEI competence in mutual collaboration across EU and broader.

All main HAND in HAND outputs will be public and available in multiple languages from the 28th of February 2020 on http://handinhand.si/.
RELEVANT ARTICLES:

**Social and Emotional Learning and Early Childhood Education: Redundant terms?**

**Abstract**

Social and emotional learning is a young field, but a very old concept. The idea that children require explicit instructions in social-emotional capacities is present in the writings of philosophers as far back as Plato, and partly constitutes the roots of the “whole-child development” and “developmentally appropriate practice” frameworks in early childhood education today. Nevertheless, early childhood education has recently been embracing and embraced by the modern global social and emotional learning movement in compulsory school education. Why would early childhood education do this, given its long tradition of prioritizing social-emotional pursuits and, in fact, serving as a model for the rest of the education continuum? Using Minow’s “dilemma of difference” framework, this article critically examines the question of which set of consequences the early childhood education field should choose in the current era—those of potentially superficially modularizing social-emotional concerns and comingling them with undesirable compulsory school education accountability structures, or those of continuing an embedded approach within a potentially generic whole-child philosophy that is difficult to implement in the real world. After considering early childhood education’s challenges with living by its own philosophy, the authors recommend a cautious but proactive acceptance of new social and emotional learning models within early childhood education because this allows a public interrogation of whichever values and methods for imparting them are chosen. The authors argue that an active alignment around social and emotional learning may buffer the early childhood education principles of democracy and child agency against the marginalization from political cross-currents they have historically experienced.


**Social and Emotional Learning and Teachers**

**Abstract**

Teachers are the engine that drives social and emotional learning (SEL) programs and practices in schools and classrooms, and their own social-emotional competence and wellbeing strongly influence their students. Classrooms with warm teacher-child relationships support deep learning and positive social and emotional development among students, writes Kimberly Schonert-Reichl. But when teachers poorly manage the social and emotional demands of teaching, students' academic achievement and behavior both suffer. If we don't accurately understand teachers' own social-emotional wellbeing and how teachers influence students' SEL, says Schonert-Reichl, we can never fully know how to promote SEL in the classroom. How can we boost teachers' social-emotional competence, and how can we help them create the kind of classroom environment that promotes students' SEL? Teachers are certainly at risk for poor social-emotional wellbeing. Research shows that teaching is one of the most stressful occupations; moreover, stress in the classroom is contagious—simply put, stressed-out teachers tend to have stressed-out students. In the past few years, several interventions have
specifically sought to improve teachers' social-emotional competence and stress management in school, and Schonert-Reichly reviews the results, many of which are promising. She also shows how teachers' beliefs—about their own teaching efficacy, or about whether they receive adequate support, for example—influence the fidelity with which they implement SEL programs in the classroom. When fidelity is low, SEL programs are less successful. Finally, she examines the extent to which US teacher education programs prepare teacher candidates to promote their own and their students' social-emotional competence, and she argues that we can and should do much more.


**SCIENTIFIC MONOGRAPH “Social, emotional and intercultural competencies for inclusive school environments across Europe: Relationships matter“**

In January 2020 scientific monograph “Social, emotional and intercultural competencies for inclusive school environments across Europe: Relationships matter“ was published, which brings in the insights from the three-year learning process of the HAND in HAND project. The list of fundamental questions the monograph deals with are: What are social, emotional and intercultural/transcultural competencies? How do we promote them in schools? What outcomes do we expect on the individual, classroom and school level? How do we measure them and how do we evaluate the expected effects? How to assure high-quality implementation and transferability across contexts? How are these competencies established on a system level and which areas are deficient? The monograph addresses these questions, one by one, providing a holistic overview of social, emotional and intercultural/transcultural competencies that moves beyond the borders of a specific project.

You can download the monograph from: [https://www.verlagdrkovac.de/volltexte/978-3-339-11406-8.htm](https://www.verlagdrkovac.de/volltexte/978-3-339-11406-8.htm)

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**The project is coming to an end and this is our last Newsletter!**

**The rest of the projects’ outcomes will be openly available in the following days!**

**Thank you for following and supporting us!**