ABOUT THE PROJECT

HAND in HAND: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach) is a European policy experimentation project that brings together eight institutions from five countries, which have each added their professional expertise and practical insights to help realise positive changes in our classrooms, schools and societies. We have established that positive change towards more inclusive societies can be triggered by fostering the social, emotional and intercultural/transcultural (SEI) competencies of students and school staff through use of a whole-school approach.

Participating institutions:

- **Slovenia**
  Educational Research Institute (ERI) (leading partner)
  [http://www.pei.si/](http://www.pei.si/)
  Ministry of Education, Science and Sport (MESS)

- **Croatia**
  Institute for Social Research in Zagreb (ISRZ)
  [http://www.idi.hr/en/](http://www.idi.hr/en/)

- **Denmark**
  Via University College (with collaboration of The Danish Society for the Promotion of Life Wisdom in Children)
  [http://en.via.dk/](http://en.via.dk/)

- **Germany**
  German Institute for International Educational Research (DIPF)
  Technical University of Munich (TUM)

- **Sweden**
  Mittuniversitetet - Mid Sweden University (MIUN)
  [https://www.mium.se/en/](https://www.mium.se/en/)

- **Network**
  Network of Education Policy Centres (NEPC)

CONTACT:

Pedagoški inštitut/Educational Research Institute
Gerbičeva 62
1000 Ljubljana
Slovenia

info@handinhand.si

[www.handinhand.si](http://www.handinhand.si)

PROJECT OUTCOMES
To realise our goal (to develop more tolerant and non-discriminative learning environments), several tasks were undertaken as part of the project over the last 3 years (2017–2020), resulting in the following key outcomes:

Catalouges

Catalogues are composed of a systematic review of existing SEI assessment measures and intervention programmes that foster SEI competencies in students and school staff, both internationally and within the partner countries.

- **Assessment catalogue**

- **Catalogue of student programmes**

- **Catalogue of school staff programmes**

Programmes

The SEI learning programmes for students and school staff build on the importance of relationships for human development and learning. Core concepts addressed in the HAND in HAND programmes are: self-awareness, self-management, social awareness, relationship skills and responsible decision-making, relationship skills (for students and school staff) and relational competencies (for school staff).

- **Programme for students**, organised in five modules, each lasting 90 minutes
  [http://handinhand.si/programme-students/](http://handinhand.si/programme-students/)

- **Programme for teachers**, organised in four modules, together lasting 6 days
  [http://handinhand.si/programme-school-staff/](http://handinhand.si/programme-school-staff/)

- **Programme for school staff** (principals and school counsellors), lasting 2 days
  [http://handinhand.si/programme-school-staff/](http://handinhand.si/programme-school-staff/)

EVALUATION REPORT

The evaluation report presents the assessment strategy and results of measuring the effects of the HAND in HAND programme. It is based on a multi-method approach that brings together self-reports, others' reports, a sociometric measure, vignettes, and interviews to measure the possible effects of the SEI learning programmes (summative evaluation), to establish how the participants experienced the training and to find levers to improve the programmes (formative evaluation).

[http://handinhand.si/field-trials/](http://handinhand.si/field-trials/)

RECOMMENDATIONS FOR POLICY AND PRACTICE

Recommendations for policy and practice elaborate on the conditions needed for the scalability, transferability and thus sustainability of the HAND in HAND outcomes and the broader area of developing SEI competencies in EU and national policies and practices. The following recommendations are identified:

1) To formulate distinct European and national definitions of and approaches to SEI learning
2) To clearly state the political and policy goals of SEI learning
3) To develop theoretically well-grounded and locally adaptive SEI learning programmes
4) To foster the development of students' SEI competencies within national curricula
5) To support teachers and school staff to develop their own and their students' SEI competencies
6) To enhance a whole-school approach
7) To apply a multi-method approach to the evaluation of SEI learning

Scientific publications

The key outcomes of the project, as summarised in this leaflet, are presented in-depth in:

- the scientific monograph
  [https://www.verlagdrkovac.de/978-3-339-11406-8.htm](https://www.verlagdrkovac.de/978-3-339-11406-8.htm)

- several scientific works published in international, peer-reviewed journals and monographs, and presented at national and international scientific conferences.

www.handinhand.si