Do We Need a Relational Revolution in Schools?
Social, Emotional and Intercultural Competences for Inclusive Societies

28th & 29th January 2020
Hotel Kolovare – Zadar, Croatia
### Day 1, January 28, 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td>8:30 - 9:30</td>
<td>Registration</td>
</tr>
<tr>
<td>9:30 -10:00</td>
<td>Welcome&lt;br&gt;<strong>Opening speeches:</strong>&lt;br&gt;Mojca Ifko Pinosa, Ministry of Education, Science and Sport, Slovenia&lt;br&gt;Lana Jurko, Network of Education Policy Centers</td>
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<tr>
<td>10:00-11:00</td>
<td>Keynote&lt;br&gt;<strong>Developing a holistic, differentiated, systemic framework for social and emotional education</strong>&lt;br&gt;Paul Downes, Dublin City University, Ireland</td>
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<tr>
<td>11:00 – 11:30</td>
<td>Coffee break</td>
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<tr>
<td>11:30-12:15</td>
<td>Can we support social, emotional and intercultural competences in schools: outcomes and findings form the HAND IN HAND project&lt;br&gt;<strong>Ana Kozina,</strong> Educational Research Institute, Slovenia</td>
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<tr>
<td>12:15-13:00</td>
<td>THE INSIDE VIEW: Teachers’ experiences on actively participating in the HAND in HAND programme&lt;br&gt;<strong>Moderator:</strong> Maria Rasmusson, Mid Sweden University, Sweden</td>
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<tr>
<td>14:30-16:00</td>
<td>Parallel sessions&lt;br&gt;<strong>Presenters:</strong> Ivana Jugović, Jelena Matić, Mirta Mornar, Iva Odak, Saša Puzić, Institute for Social Research Zagreb, Croatia</td>
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<tr>
<td>13:00 – 14:30</td>
<td>LUNCH</td>
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<tr>
<td>13:00 – 16:00</td>
<td>Session A - Hall 1&lt;br&gt;<strong>Workshop - Developing the HAND in HAND social, emotional and intercultural learning programme for students</strong>&lt;br&gt;The development of a new school-based intervention programme for social, emotional and intercultural learning for elementary school students (the HAND in HAND program) is going to be presented in detail: the content and sample activities. The programme integrates two complementary approaches: one for social and emotional learning, and the other for intercultural learning. <strong>Moderator:</strong> Iris Marušić, Institute for Social Research Zagreb, Croatia</td>
</tr>
</tbody>
</table>
Session B - Hall Kolovare:
Policy panel – Socio-Emotional Education – challenges and solutions for policy implementation

Presenters:
Urška Štremfel, Educational Research Institute, Slovenia – Mainstreaming HAND in HAND outcomes across Europe: guidelines for policy and practice
Tea Pavin Ivanec, Faculty of Teacher Education, University of Zagreb, Croatia

Moderator: Lana Jurko, Network of Education Policy Centers

Session C - Hall 2:
Research panel – How can we measure and evaluate the effectiveness of the social, emotional and intercultural learning programs?

Presenters:
Nina Roczen, German Institute for International Educational Research (DIPF), Germany – Assessment of social, emotional and intercultural competencies
Mojca Rožman, DIPF, Germany – Short and the long-term effects of HAND in HAND programme: quantitative view
Svenja Vieluf, DIPF, Germany – Short and the long-term effects of HAND in HAND programme: qualitative view
Birgitte Lund Nielsen, VIA University College, Denmark – Implementation of the Hand in Hand project – lessons learnt

Moderator: Albert Denk, Technical University Munich, Germany

Session D - Hall 3:
Workshop - “School of Values”

Presenters:
Radmila Rangelov Jusović, Nedim Krajišnik – Center for Education Initiatives, Step by Step, Bosnia and Herzegovina

School has always been a place where social values were taught. If we agree that school is not value-neutral, then we must ask ourselves: which values do we teach students? Do we have the same understanding of these values? Who and how should teach values? The workshop will open these questions and offer examples for classroom activities.

16:00 – 16:30 Coffee break
16:30 - 18:00  The time to change in education – way forward for social and emotional education
Presenters:
Maja Kovačević, UNICEF Montenegro & Anda Backović, Bureau for Education Services, Government of Montenegro – Integrating Socio-Emotional Skills in Subject Curricula

Discussant:
Stanka Lunder Verlič, Ministry of Education Science and Sport, Slovenia
Birgitte Lund Nielsen, VIA University College, Denmark

Moderator: Lana Jurko, Network of Education Policy Centers

Day 2, January 29 – The HAND in HAND program for teachers

9:00 - 10:00  Keynote
Hall Kolovare
On the importance of relationships in the classrooms: relational competence
Helle Jensen, The Danish Society for the Promotion of Life Wisdom in Children, Denmark

The keynote will be followed by parallel interactive sessions of the HAND IN HAND programs for teachers lead by national HAND in HAND programme trainers:

- Ana Kozina, Manja Veldin, Educational Research institute, Slovenia - Hall 1
- Magnus Oskarsson, Maria Rasmusson, Mid Sweden University, Sweden - Hall 2
- Iris Marušić, Ivana Jugović, Institute for Social Research Zagreb, Croatia - Hall 3
- Helle Jensen, Katinka Gøtzsche, The Danish Society for the Promotion of Life Wisdom in Children, Denmark - Hall Kolovare

10:00 - 11:00  Part I Self-awareness and self-management

11:00 – 11:30 Coffee break

11:30 - 12:30  Part II Social awareness and relationship skills

12:30-13:30 Lunch

13:30 - 14:30  Part III Intercultural competencies and responsible decision-making

14:30 - 15:30  Conclusions and closing
Hall Kolovare
Helle Jensen, The Danish Society for the Promotion of Life Wisdom in Children, Denmark
Ana Kozina, Educational Research institute, Slovenia
Conference “Do we need a relational revolution in schools? Social, emotional and intercultural competences for inclusive societies”

**European school staff training**
Wednesday 29.01.2020, Zadar

Parallel interactive sessions of the HAND IN HAND programs for teachers lead by national HAND in HAND programme trainers:
- Ana Kozina, Manja Veldin, Educational Research institute, Slovenia
- Magnus Oskarsson, Maria Rasmusson, Mid Sweden University, Sweden
- Iris Marušić, Ivana Jugović, Institute for Social Research Zagreb, Croatia
- Helle Jensen, Katinka Gøtzsche, The Danish Society for the Promotion of Life Wisdom in Children, Denmark

**10.00 – 11.00. Self-awareness and self-management**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10’</td>
<td><strong>Workshop introduction</strong> (content, goals, type of exercises)</td>
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<tr>
<td></td>
<td>Introducing workshop leaders</td>
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<tr>
<td></td>
<td>Rules of participation in the workshops explained</td>
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<tr>
<td>10’</td>
<td><strong>All of those - Standing in groups on a line</strong></td>
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<tr>
<td>2’</td>
<td><strong>Your mood 1-10</strong></td>
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<tr>
<td>5’</td>
<td><strong>Self-awareness and self-management</strong> – explanation and definitions</td>
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<tr>
<td>20’</td>
<td><strong>Self-awareness exercises</strong></td>
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<tr>
<td></td>
<td>Grounding</td>
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<tr>
<td></td>
<td>Stretch around the heart</td>
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<td></td>
<td>Movement and breath</td>
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<td>Sitting body scan – also focus on the breathing</td>
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<tr>
<td>10’</td>
<td><strong>Exchange in pairs: ear to ear</strong></td>
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<tr>
<td></td>
<td>What did you recognize in your body?</td>
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<td></td>
<td>Your breathing? Your feelings and emotions? Your mind?</td>
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<td></td>
<td>Each get 3 minutes to tell, and if you don’t have anything to say just sit in silence and maybe more will come maybe not – both is ok, change when you hear the gong.</td>
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<tr>
<td>5’</td>
<td><strong>Summary</strong></td>
</tr>
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<td>What you can use to regulate yourself?</td>
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### 11.30 – 12.30. Social awareness and relationship skills

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>5’</td>
<td><strong>Session introduction</strong> (Short input about the content)</td>
</tr>
<tr>
<td>5’</td>
<td><strong>Social awareness and relationship skills</strong> - explanation and definitions</td>
</tr>
<tr>
<td>5’</td>
<td><strong>Concept of 60:40</strong> (awareness of self and others)</td>
</tr>
<tr>
<td>10’</td>
<td><strong>Follow the hand</strong></td>
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<tr>
<td>10’</td>
<td><strong>Tell a Story together</strong></td>
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<tr>
<td>10’</td>
<td><strong>Clap out of balance</strong> (energizer)</td>
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<tr>
<td>10’</td>
<td><strong>A heart moving moment</strong></td>
</tr>
<tr>
<td>5’</td>
<td><strong>Summary and reflections</strong> (Ivana and Iris)</td>
</tr>
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### 13.30 – 14.30. Intercultural competence and responsible decision making

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5’</td>
<td><strong>Session introduction</strong> (Short input about the content)</td>
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<tr>
<td>5’</td>
<td><strong>Intercultural competence and responsible decision making</strong> - explanation and definitions</td>
</tr>
<tr>
<td>25’</td>
<td><strong>Walking with different social positions in mind</strong> And reflections</td>
</tr>
<tr>
<td>15’</td>
<td><strong>Adapting to another culture – Knowing the pattern</strong> And reflections</td>
</tr>
<tr>
<td>10’</td>
<td><strong>Summary and reflections on the whole workshop – all 3 sessions</strong></td>
</tr>
</tbody>
</table>

- What was inspiring?
- What was challenging?
- What did you learn?
- Your mood 1-10

**Additional exercises** (if needed)

- The sound of bell
- Clap the body
- Count to 20 in a group
Developing a Holistic, Differentiated, Systemic Framework for Social and Emotional Education

Opening Keynote Presentation, Do We Need a Relational Revolution in Schools? Social, Emotional and Intercultural Competences for Inclusive Societies, Government of the Republic of Croatia, Office for Cooperation with NGOs Conference, Zadar, Croatia, January 28, 2020

Dr Paul Downes
Director, Educational Disadvantage Centre
Associate Professor of Education (Psychology)
Institute of Education
Dublin City University, Ireland
paul.downes@dcu.ie
• EU Policy Context for SEE

SEE as part of Inclusive Systems Framework for a Relational Revolution! Key principles and relational spaces


• Evidence of SEE benefits

• Further Systemic Issues

• Spatial Relational Systems of Inclusion: Concentric/Diametric Spaces

• Cautionary Notes

• Key issues for the Future
• New EU Key Competence for Lifelong Learning: **Personal Social and Learning to Learn** Key Competence

• Cefai et al (2018): *Strengthening Social and Emotional Education as a core curricular area across the EU A review of the international evidence*: Key rationale for this
The Paris Declaration 2015

Strengthening the key contribution which education makes to personal development, social inclusion and participation, by imparting the fundamental values and principles which constitute the foundation of our societies;

2 _ Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality;
Subjects like moral education, values education, citizenship education, physical education, health education, relationships and sexual education, all of which are quite pervasive in the curricula of Member States, may overlap and complement SEE but do not replace it (Downes and Cefai, 2016; OECD, 2015).
Key Guiding Principles (Downes Nairz-Wirth & Rusinaite 2017)

**Holistic** - Recognises the social, emotional and physical needs, and not simply the academic and cognitive ones, of both children/young people and their parents.

**Systemic** - Beyond individual resilience to inclusive systems.

**Differentiated** – not one size fits all, targeted interventions that distinguish different levels of complexity of need building on public health models of need.

Inclusive systems - Beyond Rutter’s (1987) resilience in adversity (poverty, early school leaving, bullying, trauma) as Superman or Wonderwoman! (Downes 2017)
Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk for Transition

Universal – All
Selected – Some, Groups, Moderate Risk
Indicated – Individual, Intensive, Chronic Need
Levels of need – SEE is not to replace supports for trauma

1. A Holistic Curricular Focus on Social and Emotional Learning (SEE) for Bullying Prevention

A study of more than 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behaviour and an 11 point increase in test scores (Durlak et al., 2011).

The gains that schools see in achievement come from a variety of factors—students feel safer and more connected to school and academic learning, children and teachers build strong relationships.

Durlak et al. (2011) highlight a range of SEE benefits indirectly related to bullying and school violence, for outcomes on SEE skills, Attitudes, Positive Social Behaviour, Conduct Problems, Emotional Distress and Academic Performance.
Durlak et al. (2011) classroom teachers and other school staff effectively conducted SEE programs so these can be incorporated into routine educational activities and do not require outside personnel.

Sklad et al.’s (2012) meta-analysis of recent, school-based, universal programs concentrated on ones that promote development rather than prevent specific problems such as bullying.
-SEE programs showed statistically significant effects on social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement and prosocial behaviour.

SEE - Not the same as civic or religious education!

Downes (2010) SEE across curricular areas: empathy in history, language and emotion in English, conflict role play in drama etc.
Cefai et al (2018)

- SEE has a positive impact on cognitive, social and emotional outcomes both in the short and long term;
- it increases positive attitudes towards self, others and school, enhances prosocial behaviour,
- it decreases internal and external behaviour difficulties amongst children and young people.
Cefai et al (2018)

- SEE has a positive impact on academic attitudes and achievement, leading to a substantial increase in academic performance and serving as a meta-ability for academic learning.

- These positive cognitive, social and emotional outcomes have been observed in studies that follow up on interventions that were made six months to three years beforehand.

- These positive impacts have been reported across various cultural and socio-economic contexts and across the school years, from early years through to high school.
Universal SEE has an aggregate positive impact on children at school, including at risk children risk such as those from ethnic and cultural minorities, children from deprived socio-economic backgrounds, and children experiencing social, emotional and mental health difficulties.

It therefore serves as a protective factor for these children and helps to reduce socio-economic inequality and promote equity and social inclusion. However, in such instances it needs to be accompanied by additional targeted interventions, particularly in the case of chronic and complex problems.
SEE is most effective when started as early as possible in early childhood education. SEE in the early school years is related to important adulthood outcomes in education, employment, criminal activity, substance use, and mental health. It has a greater long-term impact than approaches which are focused directly on reducing negative outcomes.

SEE is beneficial for school teachers, leading to more skilled, confident and satisfied teachers.
Early intervention for Holistic SEE Approach

SEE is effective from early childhood through primary, secondary, post-secondary and college education (Clarke et al., 2015; Durlak et al., 2011; Sklad et al., 2012; Weissberg et al., 2015).

The evidence base, however, suggests that early intervention, particularly in the early school years, is more effective than interventions made in later school years (Durlak et al., 2011, January et al., 2011; Jones et al., 2015).
A longitudinal study by Jones et al. (2015) showed statistically significant associations between social-emotional skills in early-years’ education and important outcomes in adulthood in education, employment, criminal activity, substance use, and mental health.
Curriculum

SEE ‘does not happen by osmosis alone’ (Weare and Nind, 2011); it needs to be ‘structured and integrated into the curriculum’.

Fragmented one-off, add-on SEE programmes are not likely to work in the long term (Barnes et al., 2014; Clarke et al., 2015; Durlak et al., 2011; Weare and Nind, 2011).
The curriculum needs to employ a SAFE strategy: Sequence (a structured, sequential approach); Active (implemented as an experiential, skill-based form of learning); Focused (on SEE competencies, rather than general health and wellbeing); and Explicit (with specific learning goals and outcomes). (Durlak et al., 2011; Sancassiani et al., 2015).
One of the criteria for an effectiveness process is that competences become integrated and embedded in the curriculum and daily life of the classroom, including relationships, pedagogy and classroom management (Durlak et al., 2011, Weare and Nind, 2011).
The lack of success of the SEAL programme in the UK was in part due to it not being embedded directly into the formal curriculum and the teaching staff not being involved in its delivery and reinforcement (Humphrey et al, 2008, 2010).
Programmes delivered by teachers with the whole classroom are as effective or more effective than when delivered by external practitioners (Durlak et al., 2011, Sklad et al., 2012), and having teachers implement the curriculum in their classroom is also more feasible and practical (Barnes et al., 2014; Clarke et al., 2015).
SEE makes use of culturally responsive, formative assessment for learning, and avoids competitive examinations, comparisons and ranking.
Empirical argument – widespread potential benefits of SEE but:

- Predominantly US based studies (see also Durlak et al.’s 2016 Handbook)
- Little focus on migrant or various Muslim populations
- No differentiation focus on different kinds and needs of migrants
- Need research with children’s voices
- Need research with migrants including Muslim voices regarding SEE and their leadership of SEE
- Risk of pre-packaged programmes not tailored to different cultures or individuals – different levels
- Older students may react against being programmed (Downes & Cefai 2016)

• 10 principles for inclusive systems (Downes, Nairz-Wirth & Rusinaite 2017) – students and minority voices into curricular resources?
• Recognition in bullying research that not sufficient to ‘age-up’ materials (Downes & Cefai 2016)
Cultural Cognitive Bias: Individual Foreground Perception Neglects Background System Conditions

Masuda and Nisbett (2001) presented realistic animated scenes of fish and other underwater objects to Japanese and Americans and asked them to report what they had seen.

*The first statement by American participants usually referred to the focal fish (‘there was what looked like a trout swimming to the right’) whereas the first statement by Japanese participants usually referred to background elements (‘there was a lake or pond’).

*Japanese participants made about 70 percent more statements about background aspects of the environment.

Foreground – Child
Background system - School
Need for a whole school focus on school climate and relational spaces

- The CASEL framework (Meyers et al., 2015), the WHO framework for health promotion in schools (WHO, 2007), the KidsMatter framework in Australia (2020), and the SEAL programme (Department of Education, 2003) and PSHE (PSHE, 2015) in the UK, are all based on a whole-school approach to SEE, integrating a curricular perspective with a broader classroom and whole-school climate and partnership with parents, the community and other stakeholders.
### Holistic Systemic Issues: Percentage of Socioeconomically Disadvantaged Students who Agree/Disagree with the Following Statements: School Belonging and Feeling Like an Outsider (PISA 2012) (OECD 2012)

<table>
<thead>
<tr>
<th>Countries</th>
<th>I feel like I belong at school, %</th>
<th>Agree (S.E)</th>
<th>I feel like an outsider (or left out of things at school), %</th>
<th>Disagree (S.E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>82 (1.6)</td>
<td></td>
<td>89.9 (1.1)</td>
<td></td>
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<tr>
<td>Belgium</td>
<td>63.5 (1.6)</td>
<td></td>
<td>88.4 (1.0)</td>
<td></td>
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<tr>
<td>Czech Republic</td>
<td>73.6 (1.9)</td>
<td></td>
<td>80.5 (1.6)</td>
<td></td>
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<tr>
<td>Denmark</td>
<td>69.3 (1.6)</td>
<td></td>
<td>90.3 (1.0)</td>
<td></td>
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<tr>
<td>Estonia</td>
<td>78.2 (1.8)</td>
<td></td>
<td>90.0 (1.3)</td>
<td></td>
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<tr>
<td>Finland</td>
<td>80.5 (1.1)</td>
<td></td>
<td>89.2 (1.0)</td>
<td></td>
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<tr>
<td>France</td>
<td>38 (1.7)</td>
<td></td>
<td>73.2 (1.8)</td>
<td></td>
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<tr>
<td>Germany</td>
<td>83.8 (1.6)</td>
<td></td>
<td>89.7 (1.4)</td>
<td></td>
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<tr>
<td>Greece</td>
<td>87.8 (1.2)</td>
<td></td>
<td>83.9 (1.4)</td>
<td></td>
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<tr>
<td>Hungary</td>
<td>83.5 (1.1)</td>
<td></td>
<td>85.6 (1.6)</td>
<td></td>
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<tr>
<td>Ireland</td>
<td>76.7 (1.5)</td>
<td></td>
<td>91.6 (1.0)</td>
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<tr>
<td>Italy</td>
<td>75 (0.9)</td>
<td></td>
<td>89.3 (0.6)</td>
<td></td>
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<tr>
<td>Luxembourg</td>
<td>71.9 (1.7)</td>
<td></td>
<td>85.9 (1.2)</td>
<td></td>
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<tr>
<td>United Kingdom</td>
<td>74.9 (1.5)</td>
<td></td>
<td>86.9 (1.1)</td>
<td></td>
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<tr>
<td>OECD Average</td>
<td>78.1 (0.3)</td>
<td></td>
<td>86.2 (0.2)</td>
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Social and Emotional Education of Students Requires Social and Emotional Education of Teachers!!

WHO (2012) Modifications that appear to have merit include:
- establishing a caring atmosphere that promotes autonomy;
- providing positive feedback;
- not publicly humiliating students who perform poorly;
- identifying and promoting young people’s special interests and skills to acknowledge that schools value the diversity they bring.

In the EU Commission public consultation ‘Schools for the 21st century’, classroom management strategies were raised as an issue needing to be better addressed by teacher initial education.
Students’ Voices.

Students are one of the key stakeholders in the planning, implementation, monitoring and evaluation of SEE initiatives at the school.

Students, particularly older ones, participate in the design and production of the SEE programmes and resources through a participatory, democratic process, avoiding top down, adult-centred interventions (Downes and Cefai, 2016; Rampazzo et al., 2016).
• Such a process is also vital for engaging ethnically or culturally diverse students by including their input into materials, activities and goals (Downes and Cefai, 2016; UNICEF, 2012).

• Various studies have shown the value and benefits of providing students with their unique insider experience with opportunities to participate in decisions regarding the planning and delivery of SEE at their school (Cefai and Cooper, 2011; Cefai and Galea, 2016; Downes, 2013b; Holfve-Sabel, 2014; Rees and Main, 2015).
Article 12 (1) of the UN Convention on the Rights of the Child which declares: ‘States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child’

*Children’s voices largely absent from US research as they have not ratified the UN Convention on the Rights of the Child*
Students' voices, including at primary level


“Ensure children and young people are at the centre of all policies aimed at reducing ESL. Ensure their voices are taken into account when developing and implementing such policies.”
Downes’ (2004) student centered research in Ballyfermot, Dublin, 12 focus groups and 173 questionnaire responses from secondary students:

“Have anger management courses for teachers” (female, focus group):

“The teachers shouting at you. That makes me really, really down” (Age 13, F)

“If the teachers didn’t roar at you” (Age 13, F)

“Have an equal teaching system and sack ignorant snobby teachers...very harsh teachers usually make me stay out of school” (Age 16, M)

No sunlight ! (Downes & Maunsell 2007)
Classroom Climate and Bullying: Discriminatory Bullying

Elamé’s (2013) 10 country European study regarding ‘the fundamental importance’ of teacher influence on discriminatory bullying

- Those immigrant and Roma students who think the teacher exhibits similar behaviour towards ‘native’ and immigrant and Roma children in the class are those bullied least in the last 3 months.

In contrast, ‘those who declare that their teacher favours native children over immigrant/Roma students are more vulnerable to suffer some form of bullying. Specifically less than half (48 %) of the 123 [immigrant/Roma] children [across the 10 countries] who sense bias in the teachers’ attitudes towards native classmates declare to have never been subjected to violence’ (Elamé, 2013).
A universal crosscultural common spatial structure of experience and protolanguage of assumed connection for compassion – inclusive relational spatial systems


A diametric spatial structure is one where a circle is split in half by a line which is its diameter or where a square or rectangle is similarly divided into two equal halves (see Fig. 1).

In a concentric spatial structure, one circle is inscribed in another larger circle (or square); in pure form, the circles share a common central point (see Fig. 2). (Lévi-Strauss 1962, 1963, 1973; Downes 2012)
Diametric Space as Bricks in Wall, Knots, Tangled Web of System Blockage (Downes 2014): Assumed Separation, Splitting, Closure, Hierarchy (us/them, above/below), Mirror Image Reversals

Mandala ‘symbolises, by its central point, the ultimate unity of all archetypes as well as of the multiplicity of the phenomenal world’ (Jung 1941–54, p. 463)

“that obscure thing we call the mandala or “self”’ (p. 255), Jung (1952)

Self is ‘the archetype which it is most important for modern man to understand’ (Jung 1951, p. 266)
1) First entailment of the relative differences between concentric and diametric spaces: Assumed connection and assumed separation

2) Second entailment of the relative differences between concentric and diametric spatial relation: Symmetry as unity and mirror image inverted symmetry

3) Third entailment of the relative differences between concentric and diametric spaces: Foreground-background interaction versus non interaction  (Downes 2012)
Children’s and Parent’s Voices are a challenge to Diametric Spatial Systems hierarchy (mirror image inversions between above/below, us/them (Downes 2019))
Defences as Diametric Space: Diametric mirror image inverted symmetry as a general feature of Freudian obsessional neurosis

*Wolf Man* case of obsessional neurosis, Freud (1926) strongly emphasises the interplay of two diametrically opposing states, ‘In following up a single instinctual repression we have thus had to recognize a convergence of two such processes. The two instinctual impulses have been overtaken by repression – *sadistic* aggressiveness towards the father and a tender passive attitude to him – form a pair of opposites’

‘The symptoms belonging to this [obsessional] neurosis fall, in general, into two groups, each having an opposite trend. They are either prohibitions, precautions and expiations – that is, negative in character – or they are, on the contrary, substitutive satisfactions which often appear in symbolic disguise’ (Freud, 1926)
Concentric self foreground space: Early childhood

Transitional objects: The concentric structure offers a model for understanding of Winnicott’s description of ‘the separation that is not a separation but a form of union’

Winnicott (1966) explicitly characterizes this in spatial terms as ‘a potential space’ – a space ‘in relation to a feeling of confidence’ for the baby, a space of assumed connection as ‘trust’.

These concentric spatial projections are indirectly supported by Kellogg’s (1979) findings that the concentric structure of mandalas (along with sunschemas) are basic designs which young children typically employ in their first attempts at human figure drawing.

The developmental aspect of such concentric images produced by children was discussed by Fordham (1994) as emergence of the self
Treats Mandala Quaternity in Diametric Spatial Terms for Extraversion/Introversion

Once again, in his correspondence with Hans Schmid, prior to *Psychological Types* (1921), Jung referred to ‘certain controversial points in analytical psychology’ illuminating two distinct ‘diametrically opposed types’ (Bair 2004, p. 279).

*For Jung, psychological growth involves a restructuring of this diametric opposition to encompass the shadow side, whether that of introversion or extraversion. This restructuring of the diametric ego is towards a holistic concentric relation *between* dimensions of introversion and extraversion.*
The Chinese initial world egg myth is described by Wilhelm (1977), whereby ‘the separation of heaven and earth out of the cosmogenic egg is almost uniformly the first act of this process of creation (p. 191). The egg is itself a concentric structure and Wilhelm’s (1977) quotation from an ancient Chinese text indicates that this concentric egg structure was viewed as a preceding state from which *yin/yang* emerged, ‘[In the beginning], heaven and earth were in the state of chaos [*hun-tun*], which was shaped like an egg … After 18,000 years heaven and earth split apart, the *yang*, being limpid, formed heaven, the *yin*, being turbid formed earth’ (Wilhelm 1977, pp. 191–2).
Concentric and Diametric Spaces as Deep Structures of Space – Primordial Spatial Systems of Relation – Connection/Separation, Openness/Closure, Mirror Image Inversions

Relevant to System Change in Education – Embedded Possibility of Shift from Diametric to Concentric Spatial Systems

Contextually-Sensitive yet Universal Spatial Discourse for System Change for SEE
Conceptual Issues

• Clearly distinguish from citizenship education and ethics

• Distinguish health promotion, stress prevention role for SEE from therapy (Downes 2003)

• SEE in all official curricula in EU – dosage effect – intensity of it on curriculum – examination of this is vital

• SEE not SEL

• Health promotion principles – organic bottom up versus generic prepackaged programmes

• SEE Competences not simply skills?
Cautionary notes for SEE The cultural conformity and social control concern

- people’s personalities are treated in prescriptive, normative terms of success – Fromm’s (1957) personality packages

- Boland (2015) highlights that in the 2015 OECD report on social and emotional skills, social and emotional skills (SES) are never defined.

- Boland (2015) asks, ‘how is “success” being defined and by whom?': (p.85)
‘Unsurprisingly, OECD defines successful life outcomes as a rise in socio-economic level and access to the labour market: “A successful student becomes one who is conscientious, socially able and has self-control (OECD, 2015 p. 70). Elsewhere, being respectful is mentioned as a factor in helping improve assessment scores (ibid, p. 76). All this seems to add up to an image of the successful student as an ideal employee and a keeper of the status quo, someone who does not challenge or rock the boat. The graphics throughout the publication illustrating skill development reinforce this; they show a baby crawling, a toddler, a youth and finally a man with a briefcase’ (Boland, p.85)’
A misunderstanding of the benefits of introversion and the need for sensitivity towards cultural differences

In contrast to the OECD report (2015) which takes a one-sided focus on promoting extraversion, Jung sought to develop both polarities of human experience – introversion which was a drawing of energy from within, and extraversion as a drawing of energy from the external world.

This points to the need for social and emotional education to also focus on promoting introverted dimensions of selfhood and to go beyond a prescribed ‘happiness’ or superficial extolling of ‘optimism’.
What is frequently overlooked in accounts of extraversion, drawing from Jung (1921), is that Jung characterised extraverted thinking as ‘programmatic’, as lacking in conviction as it drew only on the fluctuating outside world. In contrast, Jung perceived introverted thinking as ‘rational’. Again regarding love as a capacity in the individual, Jung characterised extraverted love as preference rather than deep emotional connection, in contrast to the powerful emotional connection and stability of introverted emotion (Downes 2003).
The privacy of the individual is being subverted by the powerful gaze of the state through an emotional well-being agenda

Ecclestone (2007) accentuates the need for vigilance regarding power relations that disempower people, through either condescending attitudes of professionals or a construction of a dependency culture where people are treated as not being able to live independently of professionals. This issue of encroachment of State power upon individuals and families
Need to Avoid a Deficit Labelling of Minority Culture and of Migrants

A new deficit labelling in terms of ‘emotional vulnerability’ (Ecclestone 2007, p.455) is occurring; this labelling takes place within a framework of ‘individual pathology’ (Ecclestone 2007,p.467)
• Attachment judgments by teachers and early childhood education professionals
• Confidentiality and multidisciplinary teams (Downes 2004, 2011, Edwards & Downes 2013)
Western colonisation: The ‘business bias’ (Boland 2015) concern

Boland (2015) continues on OECD 2015: ‘This is not a report which offers a vision of social progress towards a more equitable and human-based future. Rather, it advocates skills which are found to leverage productivity at a time of financial uncertainty while maintaining the social status quo, which is that the needs of the global economy are paramount. That social and emotional skills help lead to personal well-being is attractive, but what is stressed most in the report is that they help the economy’ (p.86).
Key issues for the Future

• Students’ voices
• Breath experience
• Integrating SEE with key aspects of depth psychology: introversion, projection, individuation, ambivalence and trauma
• Integrating SEE with existential experience, search for meaning
• Nonformal education + volunteers
• Outdoor education
• Intergenerational focus
• Vulnerable groups
• How to shift systems from diametric to concentric relational and physical spaces


Strengthening Social and Emotional Education as a core curricular area across the EU. A review of the international evidence


PISA 2012 Results: Ready to Learn (Volume III) Students' Engagement, Drive and Self-Beliefs. OECD


Can we support social, emotional and intercultural competencies in schools: Outcomes and findings from the HAND IN HAND project

Ana Kozina,
Educational Research Institute, Slovenia
ana.kozina@pei.si
THE HAND IN HAND TEAM

Mittuniversitetet
MID SWEDEN UNIVERSITY

VIA University College

TUM

DIPF
Educational Research and Educational Information

IDIZ
Institut za društvena istraživanja u Zagrebu
Institute for Social Research in Zagreb

PEDAGOŠKI INŠITUT

REPUBLICA SLOVENIJA
MINISTRTVO ZA IZOBRAŽEVANJE,
ZNANOST IN ŠPORT

Network of Education Policy Centers
THE STARTING POINT

migration + need for policy intervention across EU

Social competencies

Emotional competencies

Intercultural competencies

inclusive, non-discriminant environments (schools)

Call: EACEA/34/2015: European policy experimentations in the fields of Education, Training and Youth
PROSOCIAL CLASSROOM

Jennings & Greenberg, 2009
HAND IN HAND CLASSROOM

School/ community/ school system context factors

Classroom Level

SEI competencies of teachers

Classroom teaching (offer) including effective SEL implementation in the classroom

Healthy classroom climate (result from offer and take-up)

Student Level

SEI competencies of students

Student behavior in the classroom (take-up)

Academic achievement and success in life

(Jennings & Greenberg, 2009; Helmke, 2006)
HAND IN HAND RESEARCH DESIGN
HAND IN HAND OUTCOMES

CATALOGUES
a) assessment
b) programs - students
c) programs – school staff

ASSESSMENT
a) SEI competencies - students
b) SEI competencies – school staff

PROGRAMS
a) students
b) school staff

GUIDELINES
a) policy
b) practise

AVAILABLE AT: www.handinhand.si
valid and reliable **SEI measures** for students and school staff

SEI **programmes** for students and for school staff

test the HAND in HAND programme’s **effectiveness** using an experimental design

**Pre-measurement**

**Post-measurement** (+6 months follow up)

**HAND in HAND guidelines** for policy and practice
WHY? WHAT? HOW?

Social and emotional competencies (CASEL, 2014)
- Self awareness
- Self management
- Social awareness
- Relationship skills
- Responsible decision making

Inter (transcultural) competencies (Deardoff, 2006; Blell and Doff, 2014; Bennet, 2004)

Relational competencies (Jull & Jensen, 2017)

School staff: teachers (6 days), school leaders + counsellors (2 days)

Students: 5 modules (90 minutes)
EVALUATION OF THE HAND IN HAND PROGRAMS
EVALUATION

SUMMATIVE evaluation

Pre-measurement

Post-measurement (+6 months follow up)

Multi-method:
- Questionnaires (self and other report)
- Sociometric
- Vignettes
- Focus group interviews

FORMATIVE evaluation

Multi-informant (focus group interviews + self-evaluation):
- School staff
- Students
- Trainers
SUMATIVE EVALUATION: main findings

• **Focus group interviews**
  – School staff: positive effects (self, classroom, school)
  – Students: mostly positive (also negative) (inter(trans)cultural competencies; self management)

• **Questionnaires**
  – Mixed short (and mid) term effects (expected and unexpected)
  – Different effects in different countries
  – **Slovenia**: more expected (self-awareness, self-management...)
  – **Croatia**: more unexpected (expected in self awareness)
  – **Sweden**: more unexpected (expected in self-awareness + self management)
  – **All countries**: self-awareness

• **Experimental groups**
  – Mixed findings, differences across countries
FORMATIVE EVALUATION: main findings

- **Students, teachers, school leaders and school counsellors**
  - Extending the program to a **longer** period
  - Involving **whole schools**
  - Providing more **guidance and support** for implementation in the classrooms
  - Need for **extra time** (extra lesson)

- Specific suggestions for specific activities
  - Students: more inter(trans)cultural activities
  - School staff: less dialogues

- **Autonomy support for students**
GUIDELINES FOR POLICY AND PRACTICE
In order to in depth understand, how the same policy innovation is responding in different national (institutional, social and cultural) contexts, the in depth contextual knowledge about these contexts is a necessity.
THE FINISH LINE: Policy guidelines

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 programs**
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
Hvala za vašo pozornost!
Hvala na pozornosti!
Tak for din opmærksomhed!
Danke für Ihre Aufmerksamkeit
Tack för din uppmärksamhet!
Thank you for your attention!
Mainstreaming HAND in HAND outcomes across Europe: guidelines for policy and practice

Dr. Urška Štremfel
Educational Research Institute Slovenia

Zadar, 28.1.2020
WHAT IS POLICY, POLITICS, POLITY?

- Problem
- Agency
- Policy

DOING GOOD FOR SOCIETY

- Effective solutions
- Policy window open
**Definition**

- Trans-national cooperation mutual learning projects led by high-level public authorities
- They involve testing the relevance, effectiveness, potential impact and scalability of policy measures through parallel field trials in different countries, based on (semi-) experimental approaches and common evaluation protocols.
- By combining strategic leadership, methodological soundness and a strong European dimension, they enable mutual learning and support evidence-based policy at European level.

**Objectives**

- **Foster systemic improvement and innovation** in the education and training fields
- **Enhance** the collection and analysis of substantive evidence to ensure the successful implementation of innovative measures
- Facilitate the transferability and scalability of innovative measures
CATALOGUES
- a) assessment
- b) programs - students
- c) programs – school staff

ASSESSMENT
- a) SEI competencies - students
- b) SEI competencies – school staff

PROGRAMS
- a) students
- b) school staff

GUIDELINES
- a) policy
- b) practise
In order to in depth understand how the same policy innovation is responding in different national (institutional, social and cultural) contexts, the in depth contextual knowledge about these contexts is a necessity.

By providing extensive contextualization of HAND IN HAND policy experimentation results in different national settings, the transferability to other EU member states, will be facilitated.
METHODOLOGY

- Analysis of theoretical bases (SEI learning policies, education policy analysis)
- Analysis of formal documents at the EU level and level of national states
- HiH policy questionnaire administered in 5 HiH and 4 NEPC states

<table>
<thead>
<tr>
<th>5 HiH states</th>
<th>4 NEPC states</th>
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</thead>
<tbody>
<tr>
<td>Croatia</td>
<td>Bosnia and Herzegovina</td>
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<tr>
<td>Denmark</td>
<td>Moldova</td>
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<tr>
<td>Germany</td>
<td>Russia</td>
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<td>Slovenia</td>
<td>Azerbeijan</td>
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<td>Sweden</td>
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</tbody>
</table>

- Stakeholder meetings
• **20 open questions with sub questions in three subsections:**
  1. National and regional policies regarding SEI (8 questions);
  2. Policy-research literature on policy initiatives regarding SEI learning and its impact (6 questions);
  3. Evidence-based evaluations and their implementations in the field of school education (6 questions).

• **Sources**
  – Formal national / regional policy documents, basic legislative documents and operational documents,
  – Statistical information,
  – Formal national reports to international networks and organisations and
  – Policy-oriented research studies.
Key findings: SEI LEARNING IN THE EU CONTEXT (I)

- In the first strategic period (2000-2010) SEI learning is not explicitly stated in EU documents.
- Implicitly part of social cohesion and/or economic development policies
- Implicitly involved in other (pressing) educational issues

Diagram:
- Active citizenship
- Health education
- Violence prevention

- Social cohesion
  - Social inclusion
  - Equity

- Economic development
  - Human capital development
  - Flexibility – Employability

Why the EU level matters?
Key findings: SEI LEARNING IN THE EU CONTEXT (II)

- Raising implicit attention to SEI in second strategic period (2010 – 2020)

- Thematic Working Group Report on early school leaving (2013) encourages teachers’ relational styles ‘to adopt inclusive and student-focused methods, including conflict resolution skills to promote a positive classroom climate.

- Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (Paris, 2015) calls upon „strengthening the key contribution which education makes to personal development, social inclusion and participation, by imparting the fundamental values and principles which constitute the foundation of our societies“

- The Communication School development and excellent teaching for a great start in life (European Commission, 2017) states „quality assurance mechanisms should consider school climate and learner well-being as well as learner competence development“.

- Council Recommendation on key competencies for lifelong learning (2018) (Personal, social and learning to learn competence)
Despite raising attention to different aspects of SEI learning at the EU level:

- There is still no single, unique and holistic definition of SEI at the EU level
- Different EU expert groups only partly deals with SEI learning
- No explicit European educational goals related to SEI learning
- Silence about assessment, indicators and quality provision of SEI learning
### Key findings: UNDERSTANDING SEI IN NATIONAL CONTEXTS

- Different understanding of SEI in national contexts
- SEI as part of broader educational concepts
- Lack of clear definition of SEI in national policy documents

<table>
<thead>
<tr>
<th>Country</th>
<th>Social</th>
<th>Emotional</th>
<th>Intercultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRO</td>
<td></td>
<td>Mental health development</td>
<td>Rights of children</td>
</tr>
<tr>
<td>DEN</td>
<td>„Many sided and well-rounded development“; well-being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GER</td>
<td>Social learning linked to learning, emotional learning to multidimensional goals of schooling, intercultural learning (under social learning) linked to stereotypes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO</td>
<td>Optimal development of individual, irrespective of gender, social background or cultural identity, region, racial, ethnic or national origin and physical and mental constitution.</td>
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<tr>
<td>SWE</td>
<td>Well-being and development, no discrimination</td>
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</table>
### Key findings: SEI NATIONAL GOALS

- **SEI is part of general values of educational system (equal opportunities, accepting diversity, solidarity etc.)**
- **No explicit goals stated.**

<table>
<thead>
<tr>
<th></th>
<th>Social</th>
<th>Emotional</th>
<th>Intercultural</th>
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</thead>
<tbody>
<tr>
<td><strong>CRO</strong></td>
<td>Educate pupils in accordance with the general cultural and civic values, human rights and children’s rights, and enable them for living in a multicultural world, respect diversity and tolerance, and for active and responsible participation in the democratic development of society.</td>
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<tr>
<td><strong>DEN</strong></td>
<td>The purpose of school is to prepare the students to be able participate, demonstrate mutual responsibility and understand their rights and duties in a free and democratic society. All students must develop emotionally, intellectually, physically, socially, ethnically and aesthetically. Confidence and wellbeing in elementary school should be strengthened, inter alia through respect for professional knowledge and practice.</td>
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<tr>
<td><strong>GER</strong></td>
<td>Multidimensional educational goals. It is crucial that children and students in Germany do not only develop their cognitive skills but also their social, emotional, intercultural and further aptitudes.</td>
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</tr>
<tr>
<td><strong>SLO</strong></td>
<td>Safe and encouraging learning environment</td>
<td>Well-coordinated cognitive, emotional and social development of students</td>
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</tr>
<tr>
<td><strong>SWE</strong></td>
<td>Education should convey and firmly establish respect for the human rights and basic democratic values on which Swedish society rests. The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men, and solidarity with weak and vulnerable are the values that the school should represent and impart.</td>
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</table>
Key findings: NATIONAL POLICY DOCUMENTS

- Different policy documents implicitly refer to SEI learning
- No explicit strategy on SEI learning

<table>
<thead>
<tr>
<th></th>
<th>National legislation (e.g. laws)</th>
<th>Long term national education development strategy</th>
<th>Medium term policy document (e.g. national programme for schools)</th>
<th>Short term planning documents (e.g. annual implementation plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRO</td>
<td>Health care act Anti-Discrimination act</td>
<td>Strategy on mental health for the right of children</td>
<td>-</td>
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<tr>
<td>DEN</td>
<td>✓</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>GER</td>
<td>-</td>
<td>-</td>
<td>Federal states documents (on special education needs)</td>
<td>-</td>
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<tr>
<td>SLO</td>
<td>✓</td>
<td>Strategy for integration of migrant children</td>
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<tr>
<td>SWE</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
### Key findings: POLICY MEASURES

<table>
<thead>
<tr>
<th>SYSTEMIC LEVEL</th>
<th>SCHOOL LEVEL</th>
<th>CLASS LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum reform for consolidation of SEI learning:</td>
<td>Platform for exchange of good practices (SLO, CRO)</td>
<td>Support programmes for low achievement, discrimination (SLO, SWE)</td>
</tr>
<tr>
<td>- Health education (CRO)</td>
<td>Specialists (CRO; DEN; SLO)</td>
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<tr>
<td>- Civic education (CRO)</td>
<td>Partnership with NGO (CRO; SLO; GER)</td>
<td></td>
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<tr>
<td>- 9 subjects (DEN)</td>
<td>Parental involvement (CRO, SLO)</td>
<td></td>
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<tr>
<td>- Supporting teaching (DEN)</td>
<td>Self-evaluation (CRO, SLO)</td>
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<tr>
<td>- Extra-curricula courses (SLO)</td>
<td>Financial initiatives (SLO, SWE)</td>
<td></td>
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<tr>
<td>Teacher education:</td>
<td>Several projects (CRO, DEN)</td>
<td></td>
</tr>
<tr>
<td>- Initial (SLO, SWE, DEN, GER)</td>
<td></td>
<td></td>
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<td>- Continuous (SLO, DEN)</td>
<td></td>
<td></td>
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<tr>
<td>Institutions:</td>
<td></td>
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<tr>
<td>- National Institute for Mental Health (CRO, not active)</td>
<td></td>
<td></td>
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<tr>
<td>- Agency for Youth and Civil Society (SWE)</td>
<td></td>
<td></td>
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<tr>
<td>- The Resource Centre (DEN)</td>
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<tr>
<td>- Discrimination Ombudsman(s) (SWE)</td>
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<td>Projects:</td>
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<td></td>
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<tr>
<td>- “Digital pact” (GER) (social learning)</td>
<td></td>
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<td>- SEN projects (GER)</td>
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<td>- ESF (SLO)</td>
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</table>
Key findings: AVAILABILITY OF EVIDENCE AND EVIDENCE-BASED POLICY MAKING

- SEI learning goals are not supported by indicators and are not systematically measured (as opposed to cognitive competencies).
- SEI learning policy could not be evidence-supported. In contrast to cognitive skills their measurement is very limited.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>CRO</th>
<th>DEN</th>
<th>GER</th>
<th>SLO</th>
<th>SWE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators measuring SEI policy goals</td>
<td>-</td>
<td>Students’ well-being</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Systemic evaluation of policy initiatives</td>
<td>-</td>
<td>Welfare study (2017)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Evaluating (SEI) school performance</td>
<td>-</td>
<td>Implicitly by teachers through mandatory competence goals</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Utilising SEI research into policy</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Support for several project targeting multiculturalism</td>
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</tr>
</tbody>
</table>
Despite several (system, school, classroom) initiatives on SEI learning, these are not systematically evaluated and researched.

<table>
<thead>
<tr>
<th>Research</th>
<th>CRO</th>
<th>DEN</th>
<th>GER</th>
<th>SLO</th>
<th>SWE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of SEI (on students outcomes)</td>
<td>Curriculum evaluations (2014) on health and civic dimension:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Inadequate student outcomes in the intercultural dimensions</td>
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</tr>
<tr>
<td>Factors facilitating / hindering SEI learning</td>
<td>Insufficient teacher competences</td>
<td>Lack of clear understanding of SEI by educators</td>
<td>Lack of pedagogical staff (social worker, psychologist) Time (extra classes)</td>
<td>Segregated school system</td>
<td></td>
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<tr>
<td>Successful policy initiatives</td>
<td>-</td>
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</tbody>
</table>
HAND in HAND recommendations for mainstreaming social, emotional, intercultural/transcultural learning in European national educational policies and practices
Scientific bases and HiH policy experimentation results indicate that:

an overall value-change of educational systems in terms of transforming high competitive culture in European schools to more emphatic, social and emotionally, which can be considered an alternative route towards achieving high-student achievement is behind us.

This value change could/should be appropriately supported by:
- Stating SEI learning as a political priority of the new strategic framework on E&T 2030
- the inclusion of SEI as a distinct, critical area in the EU Framework of Key Competencies for Lifelong Learning;
- the qualitative and quantitative measurement of progress made;
- establishing a dedicated working group; and
- coordinating the research and sharing of good practices among EU countries.
GENERAL RECOMMENDATIONS

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
CROATIA

- Updating existing and accepting new strategies

- Developing a systematic approach and more networking between both the users and the providers of the programmes

- Introducing early implementation of SEI programmes (preschool level)

- Removing legal restrictions on in-service teacher professional development

- Enhancing multi-sectoral cooperation
DENMARK

- Supporting whole-school approach by spreading existing good practices
- Ensuring quality implementation by pre-service and in-service education
- Providing stable national and EU financing for promoting several new initiatives
- Sharing evidence-based good practices between local / school levels
SLOVENIA

- To establish a multi-sectoral expert group to prepare comprehensive guidelines and an action plan for the implementation of SEI learning on all levels of education.

- To ensure more systematic, long-term in-service education, including supervision, encompassing the permanent education of whole-school teams in this field.

- To enhance the whole-school approach

- To foster the development of SEI competencies by an appropriate curricula framework

- To further develop formative assessment strategies (with assessment of SEI competencies)

- To stimulate national and European expert, policy and political and public discussion on the role of school in modern society

- To provide (long-term) financial resources
SWEDEN

- To appoint a commission, e.g. at the Swedish National Agency for Education, to make an inventory of ongoing SEI-activities in Swedish schools.

- The Swedish Schools Inspectorate should specially focus on assessing how schools are working according to the Swedish curriculum with regard to SEI competencies.

- To ensure more systematic, long-term in-service teacher training, including supervision.

- To ensure teacher training for teachers at all levels of education system.


• HAND in HAND recommendations for mainstreaming social, emotional, intercultural/transcultural learning in European national educational policies and practices


DOING GOOD FOR SOCIETY
Thank you.
Evaluation of the HAND in HAND programmes

Assessment of social, emotional and intercultural competencies - Measurement instruments used in the external evaluation

Nina Roczen, Svenja Vieluf & Mojca Rožman

Final conference
“Do we need a relational revolution in schools? Social, emotional and intercultural competences for inclusive societies”
of the HAND in HAND project
28 January 2020, Zadar (Croatia)
Presentation of measurement instruments that were used in the external evaluation of the HAND in HAND programme

1) Questions that needed to be answered by the external evaluation

2) Assessment strategy – different stages of development

3) Presentation of different types of measurement instruments that were used in the external evaluation
1. Questions for the evaluation

Main goal of the HAND in HAND programme: Promoting social, emotional, and intercultural/transcultural competencies, rendering the school climate more inclusive

→ Main question for the evaluation:

Did the HAND in HAND programmes have an effect on social, emotional & intercultural competences of students/school staff and on the inclusiveness of the school climate?

→ What is the perspective of the participants on the quality of the programmes

→ How can expected and unexpected effects be explained?

→ How can the programme be improved?
Measurement Instruments – Stages of Development

1. **Defining Core Concepts** – Alignment between HAND in HAND programmes and measurement instruments

2. **Literature Research** – What is already available? Mostly Self-Report Measures, several options for measuring aspects of our Core Concepts (SEI competencies, classroom climate) available

3. **Cognitive Laboratories** – Interviews with students ($N = 131$) – how are the questions understood? Are they appropriate?

4. **Pilot Study** – which of the available instruments are most valid, reliable, time-efficient and work well across countries?

5. **Multi-Method Approach** – not only self-report measures but also: other-reports, interviews, vignettes, sociometry
Self-report questions

example: Perspective taking as one aspect of empathy

How well do the following statements describe you?

(Please select one response in each row.)

<table>
<thead>
<tr>
<th></th>
<th>Not at all like me</th>
<th>Not much like me</th>
<th>Somewhat like me</th>
<th>Mostly like me</th>
<th>Very much like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sometimes find it difficult to see things from the &quot;other guy's&quot; point of view.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>I try to look at everybody's side of a disagreement before I make a decision.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>I sometimes try to understand my friends better by imagining how things look from their perspective.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
</tbody>
</table>
**Other-report questions**

*example: Cooperative abilities as assessed by peers*

<table>
<thead>
<tr>
<th>ST45c</th>
<th>Thinking about [Code #], how often does she/he behave this way?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Please select one response in each row.)</td>
</tr>
<tr>
<td></td>
<td>Survival</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers help to other students.</td>
<td>☐</td>
</tr>
<tr>
<td>Effectively participates in group activities.</td>
<td>☐</td>
</tr>
<tr>
<td>Invites other students to participate in activities.</td>
<td>☐</td>
</tr>
<tr>
<td>Is skillful in starting conversations with mates.</td>
<td>☐</td>
</tr>
<tr>
<td>Cooperates with other students.</td>
<td>☐</td>
</tr>
</tbody>
</table>
Vignettes

example: *Perspective taking, intercultural sensibility*

Please read the following scenario carefully and answer the subsequent questions.

A student who has just immigrated to *<test country>* is new to your class. A month later, you notice that he is still sitting in a corner on his own during school break times. He is sometimes late for lessons and usually has not done his homework. Some classmates sometimes give him funny looks but they do not talk to him.

**Why is the student behaving in that way? (Please write at least two sentences!)**

**Why are your classmates behaving in this way? (Please write at least two sentences!)**

**What would you do if you were observing this situation? (Please write at least two sentences!)**
Focus-group interviews

- semi-structured focus group interviews
- Participants’ perspectives

Questions:
- why the school had taken part (only school staff),
- how they liked the programme and particular exercises,
- what they had learned from them,
- whether they had any suggestions to help improve the programmes,
- whether they were still practising some of the exercises themselves a
- whether they had noticed positive (perhaps also negative) changes in the classroom climate or in their teachers (only students)
Sociometry

→ Visualizes relationships between individuals in groups

We would like to ask you two questions about the relations in your classroom. Please answer these questions conscientiously. Please do not look at your neighbors’ responses and do not allow them to look at yours, and please do not try to influence your classmates.

This is a confidential survey that nobody will be able to view except for yourself and the test administrator!

Which students from your class did you most commonly spend your breaks/recess with during the past 4 months?

*Please use the code numbers on your class list to answer this question. Write down as many codes as you want to.*

Are there any students in your class with whom you did not spend any of your breaks/recess during the past 4 months?

*Please use the code numbers on your class list to answer this question. Write down as many codes as you want to.*
Conclusions

Multi method approach allows the following for the evaluation of the hand in hand project:

- consider different perspectives
  - effectiveness vs. participants’ view
- Answer different questions
  - effectiveness
  - explaining effects
  - improving the programme
Measurement instruments used in the external evaluation

Thank you! Questions?
Evaluation of the HAND in HAND programmes

Results from the Questionnaire Scales

Mojca Rožman, Nina Roczen and Svenja Vieluf

Final conference

“Do we need a relational revolution in schools? Social, emotional and intercultural competences for inclusive societies”

of the HAND in HAND project

28 January 2020, Zadar (Croatia)
**Evaluation: Results of Questionnaire Scales**

**Assessment Design**

**Condition A**
- PRE-MEASUREMENT (T1) → POST-MEASUREMENT (T2) → FOLLOW-UP MEASUREMENT (T3)

**Condition B**
- PRE-MEASUREMENT (T1) → Students → POST-MEASUREMENT (T2) → FOLLOW-UP MEASUREMENT (T3)

**Condition C**
- PRE-MEASUREMENT (T1) → School Staff → POST-MEASUREMENT (T2) → FOLLOW-UP MEASUREMENT (T3)

**Condition D**
- PRE-MEASUREMENT (T1) → School Staff → Students → POST-MEASUREMENT (T2) → FOLLOW-UP MEASUREMENT (T3)
Evaluation: Results of Questionnaire Scales

Target sample by country

Croatia
• schools with significant proportions of Roma children, children from families who migrated from ex-Yugoslavian countries (mainly Bosnia and Herzegovina), and schools with other immigrant children

Slovenia
• schools with students whose first language was different from the language of instruction (operationalized by number of additional hours of Slovene language lessons offered on a school level)

Sweden
• schools with many students with disadvantaged socio-economic background and schools with a higher proportion of immigrant students
Field Trial Samples by condition – School Staff response rates

- **Croatia**: almost no drop out
- **Slovenia**: one third drop out
- **Sweden**: two thirds drop out
Evaluation: Results of Questionnaire Scales

Field Trial Samples by condition – Students

- **Croatia**: almost no drop out
- **Slovenia**: almost no drop out
- **Sweden**: more than half drop out
Summative outcome evaluation

Aim:
• tracing back causal effects of the student and school staff programs

Research questions

1. Do we observe an effect in SEI competences of school staff and students after the intervention (difference between pre- and post-measurement - short-term improvements)?

2. Do we observe an effect in SEI competences of school staff and students after 6 moths (difference between pre- and follow-up measurement - mid-term improvements)?

3. Which of the three interventions was more effective in generating improvements in the outcomes, i.e., the student only training, the school staff only training, or a combination of both?
An example of Results for Students in Croatia

Short-term Effects

SELF AWARENESS
Croatia: Students (short-term effects)

- A Control
- B Students
- C School Staff
- D Students and School Staff

<table>
<thead>
<tr>
<th>SELF AWARENESS</th>
<th>HRV</th>
</tr>
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<tbody>
<tr>
<td>Positive identity ↑</td>
<td>D unexp</td>
</tr>
<tr>
<td>Observe ↑</td>
<td>C and D exp</td>
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<tr>
<td>Describe ↑</td>
<td></td>
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<tr>
<td>Accept without judgement ↑</td>
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<tr>
<td>Act with awareness ↑</td>
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</table>
# Evaluation: Results of Questionnaire Scales

## Students: Short-term Effects

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<th></th>
<th>HRV</th>
<th>SVN</th>
<th>SWE</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td>B (observe),</td>
<td>C (positive identity),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B (positive identity),</td>
<td>C (act with awareness),</td>
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<td></td>
<td></td>
<td>C (act with awareness),</td>
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<tr>
<td><strong>SELF AWARENESS</strong></td>
<td>D (positive identity),</td>
<td>D (accept without</td>
<td>B (observe),</td>
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<tr>
<td></td>
<td>C, D (observe)</td>
<td>judgement)</td>
<td>B (describe)</td>
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<td>B (self-control),</td>
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<td>D (emotional problems),</td>
<td>D (aggressiveness)</td>
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<td>D (aggressiveness)</td>
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<td>C, D (empathic concern),</td>
<td>C, D (empathic concern)</td>
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<td><strong>RELATIONSHIP SKILLS</strong></td>
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<td>C (perspective taking),</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D (caring)</td>
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<tr>
<td><strong>INTERCULTURAL/TRANSCULTURAL</strong></td>
<td></td>
<td>C, D (attitudes towards immigrants)</td>
<td>C, D (attitudes towards immigrants)</td>
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<tr>
<td><strong>COMPETENCIES</strong></td>
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**B** – Students programme only  
**C** – School staff programme only  
**D** – Students and school staff programme
## Evaluation: Results of Questionnaire Scales

### School Staff: Short-term Effects

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<tr>
<th></th>
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<th>SVN</th>
<th>SWE</th>
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<tbody>
<tr>
<td><strong>SELF AWARENESS AND SELF</strong></td>
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<td>B (observe),</td>
<td>B C, D (observe),</td>
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<tr>
<td></td>
<td></td>
<td>C (emotional problems)</td>
<td>C (accept without judgement)</td>
</tr>
<tr>
<td><strong>SOCIAL AWARENESS AND</strong></td>
<td>D (empathic concern)</td>
<td>B, D (empathic concern),</td>
<td>/</td>
</tr>
<tr>
<td><strong>RELATIONSHIP SKILLS</strong></td>
<td></td>
<td>C (relational competence)</td>
<td>/</td>
</tr>
<tr>
<td><strong>INTERCULTURAL/TRANSCULTURAL</strong></td>
<td>C (critical reflection)</td>
<td>D (efficacy for classroom diversity)</td>
<td>/</td>
</tr>
<tr>
<td><strong>COMPETENCIES</strong></td>
<td></td>
<td></td>
<td></td>
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</table>

**B** – Students programme only  
**C** – School staff programme only  
**D** – Students and school staff programme
### Students: mid-term effects

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<th>SVN</th>
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</thead>
<tbody>
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<td>SELF AWARENESS</td>
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<td>B, C, D (observe), B (act with awareness)</td>
</tr>
<tr>
<td>SELF MANAGEMENT</td>
<td>D (self-control), B (emotional problems), B (aggressiveness)</td>
<td>B (self-control)</td>
</tr>
<tr>
<td>SOCIAL AWARENESS AND RELATIONSHIP SKILLS</td>
<td>D (teacher's relational competence)</td>
<td>C, D (empathic concern), C, D (perspective taking), D (teacher's relational competence)</td>
</tr>
<tr>
<td>INTERCULTURAL/TRANSCULTURAL COMPETENCIES</td>
<td></td>
<td>C, D (attitudes towards immigrants), C (critical consciousness)</td>
</tr>
</tbody>
</table>

B – Students programme only  
C – School staff programme only  
D – Students and school staff programme
### School Staff: Mid-term Effects

<table>
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<th>HRV</th>
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</thead>
<tbody>
<tr>
<td><strong>SELF AWARENESS AND SELF</strong></td>
<td><strong>B (accept without judgement),</strong></td>
<td><strong>B, C (observe),</strong></td>
</tr>
<tr>
<td><strong>MANAGEMENT</strong></td>
<td><strong>C (observe),</strong></td>
<td><strong>C, D (accept without judgement)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>C, D (describe),</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C (emotional self-efficacy)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL AWARENESS AND</strong></td>
<td><strong>D (empathic concern)</strong></td>
<td><strong>D (relational competence)</strong></td>
</tr>
<tr>
<td><strong>RELATIONSHIP SKILLS</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>INTERCULTURAL/TRANSCULTURAL</strong></td>
<td><strong>B (efficacy for classroom diversity),</strong></td>
<td><strong>C, D (inclusive teaching strategies)</strong></td>
</tr>
<tr>
<td><strong>COMPETENCIES</strong></td>
<td><strong>C (critical reflection)</strong></td>
<td></td>
</tr>
</tbody>
</table>

B – Students programme only  
C – School staff programme only  
D – Students and school staff programme
Summary and Conclusions:

- Programmes have effects: both expected and unexpected
- Not in line with expectations according to experimental groups
- Effects vary by country
- Mostly consistent effect in the self-awareness scale observe
- Many effects consistent across time within countries
- Many unintended factors seem to play a role

How to explain the results

- Small samples – only three school per condition
- Self-reports: unexpected effects - real effect or increased sensitivity
- Programme just initiated a start (observe), longer training would be needed
Thank you!
Evaluation of the HAND in HAND programme

Qualitative View-
Results from the Interviews

Svenja Vieluf, Albert Denk, Mojca Rožman & Nina Roczen

Final conference
“Do we need a relational revolution in schools? Social, emotional and intercultural competences for inclusive societies”
of the HAND in HAND project
28 January 2020, Zadar (Croatia)
Evaluation – Results of the Interviews

Interviews with participants

Summative evaluation:

• Get to know the perspective of participants on the quality of the trainings
  – How do participants evaluate their training overall?
  – What would they highlight as perceived outcomes / what did they personally learn?
  – Do they perceive any changes to classroom climate since the beginning of the training?

• Understanding why the program had effects or did not have effects

Formative evaluation:

• What could be starting points for a further improvement of the trainings?
  – What worked well for participants in the training / what did they enjoy and find interesting?
  – What did participants experience to be challenging?
  – Do they have any suggestions for improvement?
The following questions were analysed:

- How do participants evaluate their training overall?
- What worked well for participants in the training / what did they enjoy and find interesting?
- What did participants experience to be challenging?
Evaluation – Results of the Interviews

Participants

1. Students
2. Teachers
3. School leaders and other school staff

... in 12 schools in 3 countries were interviewed separately

Groups further belonged to 4 different groups:

A: control group
B: only student training
C: only school staff trainings (teachers as well as school leaders and other school staff)
D: whole school approach: student, teacher and school leaders/ other school staff trainings
Results

1. How did participants evaluate the trainings overall?
Results

1. How did participants evaluate the trainings overall?

Students:

→ Some of the groups were clearly positive, but almost half of the groups gave rather mixed evaluations

• Positive evaluations: fun, interesting, helped to connect

• Negative evaluations: boring, childish, not serious enough, not challenging

Some groups also mentioned their comparison standard:

• Better than regular classes
Results

1. How did participants evaluate the trainings overall?

Teachers:
A majority of teachers was clearly positive about the training.

- **Overall evaluations**, e.g., “an excellent experience”, “useful”, “well balanced and accomplished”
- **Focus of the training itself**: perceived as different from that of other teacher trainings (active participation and work on oneself)
- **Training elicited positive emotions**: had fun, laughed, felt good, relaxed and absorbed energy during the trainings, had a good mood afterwards, and the atmosphere during the training was good
- **Effect on relationships**: Training improved relations between teachers

Negative issues:
- exercises and topics were too long and repeating too much
- training was exhausting
- it is difficult to implement the activities in class
Results

2. What worked well?
Results

2. What worked well?

Students:

- The exercises addressing diversity seem to meet the interests of the target age group well
- All other exercises received mixed evaluations – some students like them, others did not like them
Evaluation – Results of the Interviews

Results

2. What worked well?

Teachers:

- The inner exercises seem to meet the needs of teachers well.
- All other exercises received mixed evaluations – some teachers like them, others did not like them.
- Teachers appreciated the mixture of different exercises not so much single types of exercises.
Results

3. What did participants perceive to be challenging?
3. What did participants perceive to be challenging?

**Students:**

- **Inner exercises** many students found them boring
- Single groups mentioned **exercises involving discussions or dialogue** – students did not like talking about emotions in front of their classmates and in particular classmates with whom they usually had no contact
- Interruptions/ noise from classmates
- dealing with group-members who wanted to chat instead of focusing on the task during group work.
- being watched by classmates while doing exercises
- doing exercises together with other-sex classmates
- two groups said that they did not understand the purpose of the exercises
Results

3. What did participants perceive to be challenging?

Teachers:
- exercises involving discussions or dialogue (opening up in front of unknown colleagues, difficult to ask questions without suggesting solutions, questions from other teachers were perceived as offensive by some)
- Inner exercises and physical exercises: perceived as unfamiliar and difficult (at least in the beginning), but not necessarily negative
- Practice regularly
- Implement exercises in the classroom
  - finding time
  - choosing exercises for a specific student group
  - motivating students to participate
  - students did not like the exercises/did not work in the class
Conclusions for the formative evaluation

Which suggestions for improvements of the trainings can be derived from the analyzed sections of the interviews?

A – GENERAL APPROACH TO PROMOTE EFFECTIVENESS

1. Realize a more wholistic whole school approach: involve all students, teachers and other staff

2. Extend the training – have regular meetings over a longer period of time and practice together, remind each other, reflect on implementation

→ Changing school cultures so that the use of inner and physical exercises, but also a careful and reflected interaction becomes dominant practice in school
Conclusions for the formative evaluation

Which suggestions for improvements of the trainings can be derived from the analyzed sections of the interviews?

B – HOW TO BETTER REACH STUDENTS

• Maybe the framing of the exercises could be varied a bit so that they appear less playful („childish“)

• Maybe students need more explanations, that the exercises are not just supposed to be fun, but in addition they serve a purpose which should be made clear
Conclusions for the formative evaluation

Which suggestions for improvements of the trainings can be derived from the analyzed sections of the interviews?

C – HOW TO HELP TEACHERS WITH IMPLEMENTING THE EXERCISES:

• Extended training with repeated reflection on attempts to implement exercises

• Prevent fears of being embarassed:
  • Maybe introduce slots in the training when the group talks about what can go wrong and how would they would react if this happened
  • Maybe it could help to establish a connection with teachers who are experienced with this training, who can report from their pratice
Evaluation – Results of the Interviews

Overall conclusions

• HAND in HAND succeeded in making participants feel good and improving social relations – mostly among teachers

• From the perspective of participants we can, however, derive some helpful suggestions for a further improvement of the training

• Most important suggestion: To become really sustainable we need to establish a more complete whole school approach over a longer period of time
Thank you! Questions?
Implementation of the Hand in Hand program – lessons learned

Conference: *Do we need a relational revolution in schools?*

Birgitte Lund Nielsen, VIA University College, Aarhus, Denmark, [BLN@via.dk](mailto:BLN@via.dk)
Agenda

- **Background**
  - How to think about implementation?

- **Implementation research in Hand in Hand project**
  - Aims
  - Methods
  - Findings

- **Perspectives**

---

We should not think about SEL programs as being effective; it is well-implemented SEL programs that are effective” Durlak et al., 2015

---

Scientific Monography, Kozina, 2020
Chapter 5: Nielsen, 2020
What kind of focus on implementation?

- **One kind of definition of implementation**
  - To put an innovation into practice in such a way that it *meets the necessary standards* to achieve the innovation’s desired outcomes Meyers et al, 2012

- **But .....**
  - The important role that adaptation can play in program-implementation might be the most provocative finding of this review Durlak and DuPre 2008

- **Effects from SEL programs differ quite much** Nielsen et al., 2019
  - adaptations at the classroom level, not policy makers’ plans, largely determine programs’ effectiveness Penuel et al., 2011
  - there will always – intended or unintended – happen a transformation of “the object of implementation”.

- **Our focus have been different than “level of meeting standards”**
  - the processes of translation Røvik 2015; 2016
    - several steps of translation in HAND in HAND
  - the implementers (competencies, support etc.)
Translation and transitions

- "The objects of implementation" are going through a process of change when being used in a concrete practice
  - these changes can be seen as processes of translation Røvik 2015; 2016
  - or consequential transitions - sociocultural transfer research King, 1999
    - Transitions: complex patterns, more than
    - Consequential: what is emphasised as important by the professionals/in the professional context

- Hand in Hand: Several steps of translation/transitions
  - in the meeting between programme development and trainers
  - in the meetings between trainers and teachers (and/or students)
  - in the meeting of teachers with students and/or colleagues.
Data focuses on the complex processes and the meaning-making of the trainers

Adapted from Lund, 2018
Research aims

- Follow over time how trainers from the 3 countries perceived the process of translating/adapting the program to the local conditions
- What they emphasise as possibilities and challenges
- Their reflections about the active ingredients:
  1) working with a variety of inner meditative exercises, more outer-going physical exercises and dialogue exercises
  2) using "gearshifts" (e.g. between outer going and more inward going exercises)
  3) working to establish close contact with school staff and students.
Methods

- **Mixed design**
  - mainly qualitative data, but also likert-scale answers
  - structured reflection logs after each session at the schools
  - from introduction meetings to training sessions for school staff, leaders and counsellors, and students (the whole school approach Jennings & Greenberg, 2009)

- **Analysis**
  - inputs (n=121) from May to December 2018, from trainers from Sweden, Croatia and Slovenia
  - thematic analysis of open reflections Braun & Clarke, 2006
  - frequency analysis and cross tabulations of the likert-scale answers
Findings

- Interplay between trainers and school staff + students
- Data after the first 2 months

To what degree did you experience to succeed in being in close contact/dialogue with the participants along the session?

To what degree did you experience to succeed in using "gearshifts" (e.g. between outer going and more inward going exercises)?

To what degree did you experience to succeed in including variation with different kind of exercises (dialogue, physical exercises, inner exercises)?

- To a very high degree
- To a high degree
- To some degree
- To a low degree
- To a very low degree
- Don't know/non eligible
The full dataset:

- **A development in general (more in ’very high’ and ‘high’)**
- **A particular development in relation to the experience of succeeding in close contact and dialogue**

To what degree did you experience to succeed in being in close contact/dialogue with the participants along the session?

To what degree did you experience to succeed in using "gearshifts" (e.g. between outer going and more inward going exercises)?

To what degree did you experience to succeed in including variation with different kind of exercises (dialogue, physical exercises, inner exercises)?
Reflections on the social climate: Teachers

- **June, 2018:**
  - ...the atmosphere was bad, some of the teachers did not say hello back ...it felt they were forced to be there by school coordinator. Their thoughts were somewhere else and it was hard to be enthusiastic about the program and the project....

- **August 2018:**
  - The atmosphere was better, a lot of positive feedback ...participants started to share their experiences, thoughts. Some reflected that they were really focused on finding solutions on the first day and they feel now ..they are here just for themselves. They provided some insight at the end on how and what they find useful and were eager to use some also with students.

- **September, 2018:**
  - The atmosphere was very positive..even though the teachers came after their classes and were tired they were in the good mood ...especially after the round, the connection was felt. By the fact that they have used several activities on their own it felt that the program was positively received. And that we are a group now.

- **December 2018**
  - The climate was positive, accepting, it is also a result of the last module and we know each other well by now. It felt that the participants are relaxed to share their opinions, thoughts. Also at the end, there was a lot of gratitude and hugs and connection felt in the room.
Reflections on the interplay with students

- **Students being active, interested, engaged, curious etc.**
- **Classroom management:**
  - Students participated and were engaged in all activities, however, as a group are quite loud and sometimes difficult to maintain their focus...
  - ...there were a few students that were disturbing most of the exercises.
- **Student perspective**
  - Today the students seemed to be under stress, probably due to tests and gradings.
- **Development over time**
  - The session as a whole went well, much better than module 2. Already when we entered the school building some students were there and were excited to see us and were looking forward to what we will be doing ... students came and eagerly volunteered to help (we had two boxes of yoga mats with us)
  - This is a large student group with a wide variety of different students and attitudes. Nevertheless, they are successful in listening to each other and cooperate. Some students who did not want to participate earlier showed some curiosity today and partly participated in the exercises. It seems that they start to realize that it's voluntary and that it's perfectly ok to attend according to their own ability.
The trainer’s perceived learning outcomes:
Some themes

- **Building trust over time**
  - Creation of the atmosphere of mutual trust, support and authenticity is the most important element for the success of this program..

- **Co-reflection with students to understand and support them**
  - At first, I was getting annoyed ...thinking why ...not following the instructions ... then it hit me ..it is too challenging. Once I had this acceptance and compassion, everything was easy. We reflected together how this was difficult for them and verbalized strategies that would help

- **Co-reflection with school professionals in relation to student program**
  - The importance of having a teacher or another person that knows the group present.

- **The teachers professional agency**
  - The idea of empowering their own capacities was new......

- **Relations with co-trainers**
  - It feels safe to work together and we can take turns and help each other

- **Own professional agency**
  - That I can do it. That it was possible to lead a group and have the gear shift in the mind. That the exercises are well accepted even in the leaders’ group
Summing up: Key points & perspectives

- **Generic insights:**
  - the implementation dynamics ....
  - ‘trust and contact’ are determent factors
  - related to the aims of the Hand in Hand project – but also a more generic key-point in professional learning

- **The trainers’ confidence in relation to working in schools**
  - a multifaceted and sometimes challenging process - developing professional agency
  - OBS: This is also the case for the teachers when implementing in the classroom

- **Examine multi-person systems of interactions when analysing the effects of reform initiatives** Downes 2014
  - highlighting both individual and relational agency Edwards, 2009

- **Resist the temptation to “scale up” or mandate a particular format**
  - without thoroughly examining the context in which it will be implemented
  - learners (teachers) must want to improve their practice and see how this learning opportunity will help them do so Calvert, 2016


Nielsen, B.L. (2020). Implementation of the Hand in Hand program for school staff and students. In A. Kozina (eds.)


The end

Extra slides that might be used for discussion follows
Levels of professional development evaluation

Different parts of the HAND in HAND evaluation have looked at what happens at different levels

1. Participants’ reactions
   Did they like the program? Was their time well spent?

2. Participants learning
   Did they acquire the intended knowledge and skills?

3. Organization support and change
   Was implementation advocated, facilitated and supported?

4. Participants use of new knowledge and skills
   Did they effectively apply new knowledge and skills?

5. Student learning outcomes
   What was the impact on students?

Based on Guskey, 2002: Evaluating Professional development
Change in teachers’ beliefs

- Sustainable change in teacher practices in general depends on a change in teachers' beliefs
- Change in beliefs can often be initiated by seeing improvements in student learning outcomes (e.g. resulting from change in teaching practices) Guskey, 2002
Several steps of translation/transition

- in the meeting between programme development and trainers
- in the meetings between trainers and teachers (and/or students)
- in the meeting of teachers with students and/or colleagues.
School of values
What is your story?

- Try to go back to your childhood
- Think about how you were raised and how did they teach you to become a good person
- What shaped your opinions and behaviours?
- Which values were important, and which values you held?
- How did school and society contribute to your values?
...virtues and values are lost!
...there are no more values!

What is the narrative in your society?
THINK ABOUT YOUR VALUES?
Can you come up with 5 that are really important to you?
Should schools teach and “live” values?
If so, which? How do we decide?

Try to come up with 5 common values that schools should teach. Start with your own.
So, what are values actually? Let’s deconstruct!
There are at least 3 characteristics of values

- **Meaning**: What does that value mean to *you*? How do *you* understand it?
- **Behaviour**: Which situations and behaviours represent a manifestation of a chosen value?
- **Consequences**: Have you had consequences because of such behavior?
Now try to “translate” your common values into behaviors and think about consequences...
The Schwartz theory of basic values identifies “ten basic personal values that are recognized across cultures and explains where they come from”.
<table>
<thead>
<tr>
<th>VALUE AND DEFINING GOAL</th>
<th>SPECIFIC VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power</strong> – Defining goal: social status and prestige, control or dominance over people and resources.**</td>
<td>social power, wealth, social reputation, authority, preservation of self-image in society</td>
</tr>
<tr>
<td><strong>Achievement</strong> – Defining goal: personal success through demonstrating competence according to social standards.**</td>
<td>self-esteem, ambition, influence, ability, intelligence, performance</td>
</tr>
<tr>
<td><strong>Hedonism</strong> – Defining goal: pleasure or sensuous gratification for oneself.**</td>
<td>pleasure, enjoyment</td>
</tr>
<tr>
<td><strong>Stimulation</strong> – Defining goal: excitement, novelty, and challenge in life.**</td>
<td>exciting life, diverse life, daring</td>
</tr>
<tr>
<td><strong>Self-Direction</strong> – Defining goal: independent thought and action—choosing, creating, exploring.**</td>
<td>freedom, creativity, private life, independence, choosing one's own goals, curiosity</td>
</tr>
<tr>
<td><strong>Universalism</strong> – Defining goal: understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.**</td>
<td>equality, inner harmony, peace in the world, unity with nature, wisdom, the world of the beautiful, social justice, tolerance, environmental protection</td>
</tr>
<tr>
<td><strong>Benevolence</strong> – Defining goal: preserving and enhancing the welfare of those with whom one is in frequent personal contact (the ‘in-group’).**</td>
<td>spiritual life, meaning in life, mature love, sincere friendship, loyalty, honesty, courtesy, responsibility, willingness to forgive</td>
</tr>
<tr>
<td><strong>Tradition</strong> – Defining goal: respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides.</td>
<td>respect for tradition, moderation, humility, acceptance of one's life, piety</td>
</tr>
<tr>
<td><strong>Conformity</strong> – Defining goal: restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.</td>
<td>decency, self-discipline, respect for parents and elders, obedience</td>
</tr>
<tr>
<td><strong>Security</strong> – Defining goal: safety, harmony, and stability of society, of relationships, and of self.**</td>
<td>sense of belonging, social order, national security, reciprocal service, family security, health, cleanliness</td>
</tr>
</tbody>
</table>
Manual for teachers and parents
Iskrenost
Poštivanje
Hrabrost
Sreća

Predanost
Skromnost
Osjećaj prpadnosti

Samostalnost
Zadovoljstvo
Autentičnost

Porodica
Iskrenost
Prijateljstvo
Poštovanje

Kreativnost
Solidarnost
Znatiželja

Mudrost
Sloboda

Priroda
Znanje
ŠKOLA VRIJEDNOSTI
Prijateljstvo
DOSEGNUTI VRIJEDNOSTI!
KREATIVNOST
A classmate copied the whole test form you. He received super rating and praise from the teacher.
Value based schools!
Methods and strategies for teaching values

• Defining
• Regular reminder
• Persuasion
• Modeling
• Role playing
• Simulating

• Problem solving
• Discussion
• Studying biographies
• Moralizing
In the teachers’ room...
<table>
<thead>
<tr>
<th>LISTA VRIJEDNOSTI</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMKI RAD</td>
<td>BROJ ODRUŽENJA</td>
<td></td>
<td>DRUŠTVENA PRAVDA</td>
</tr>
<tr>
<td>HRABROST</td>
<td>JERKOVOST</td>
<td></td>
<td>JEDNACIJA</td>
</tr>
<tr>
<td>KREATIVNOST</td>
<td>USPEH</td>
<td></td>
<td>LJURAV</td>
</tr>
<tr>
<td>MOR</td>
<td>OBRAZOVANJE</td>
<td></td>
<td>IŽIVJENJE PEROBO</td>
</tr>
<tr>
<td>ODAKOST</td>
<td>ODBIJENOST</td>
<td></td>
<td>OSTVORITELNI PRAHA</td>
</tr>
<tr>
<td>FOBOUCA/OBITELJ</td>
<td>POŠTENJE</td>
<td></td>
<td>POŠTOVANJE</td>
</tr>
<tr>
<td>PRIMANOST</td>
<td>PRIJATELJSTVO</td>
<td></td>
<td>RAD</td>
</tr>
<tr>
<td>RAZLICITOST</td>
<td>SARADNJA</td>
<td></td>
<td>SREĆA</td>
</tr>
<tr>
<td>SLOBODA</td>
<td>SOKOLNOST</td>
<td></td>
<td>ZARAJE</td>
</tr>
<tr>
<td>TOLERANCIJA</td>
<td>ZNATELJZI</td>
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</tr>
</tbody>
</table>

**VRIJEDNOSTI KOJE ŽELIMO ŽIVETI...**

1. ..............................................................................
2. ..............................................................................
3. ..............................................................................
4. ..............................................................................
5. ..............................................................................

**ŠKOLA U ŽIVOTU ZAJEDNICE**
Now let’s play a game!
Pantomime/pictionary
Social and Emotional Skills Development in Education in Montenegro

Zadar, Croatia - January 2020

© UNICEF Montenegro/Dusko Miljanic
Social and emotional skills (SES)

- A “fashion” or a real need?
- A global and a national topic
Global topic: skills for children and adolescents

OECD
✓ knowledge and understanding of global and intercultural topics
✓ skills and abilities for complex mental processes
✓ skills: empathy, flexibility, cultural diversity respect, responsibility, etc.

World Bank
✓ problem solving, resistance, motivation for achievement, self-control, teamwork, initiative, trust, ethics
✓ primary schools - the best environment for children to acquire these skills

Brookings Institute
✓ the development of SES is in the function of public health prevention
✓ Skills for a changing world (with the Lego Foundation)

EU Key Competencies for lifelong learning
✓ Competency no.5- personal and social competence

Sustainable Development Goals
✓ Goal 4- Quality Education

✓ UNICEF Global Education Strategy (2019-2025)

• General Comment No. 1 (2001) on Article 29 (1): The Aims of Education

“The education to which every child has a right is one designed to provide the child with life skills, to strengthen the child’s capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence.”

• General Comment No. 20 (2016) on the Implementation of the Rights of the Child during Adolescence

„Both formal and informal education and training need to be designed for the twenty-first century skills required in the modern labour market, including integrating soft and transferrable skills into the curricula; ... and providing guidance on academic and vocational opportunities.“
UNICEF’s Framework on Transferable Skills

- **Foundational skills**: literacy and numeracy
- **Digital skills**: to use and understand technology, communicate, solve problems safely, critically and ethically
- **Transferable skills**: Personal/social, cognitive; “soft skills,” 21st century skills, transversal skills, etc.
- **Job-specific skills**: “technical” and “vocational” skills for the transition of older adolescents into the workforce
SES in Education - Montenegro

Challenges:
• Predominant focus on cognitive goals
• Neglected holistic approach to child development

Surveys and studies at the national level:
• Consultations with youth re prioritization and definition of SDGs (2015)
• Human development Index Report (2011)
• Exploring the role of the school in developing the values, virtues and skills of students (2015)
• Key 21st century competencies in curricula in Montenegro (2017)
• PISA results (2006 – 2015)
• KAP (Knowledge, Attitudes, and Practices) research regarding employment and participation of young people (2013)

SES in education:
• Contributes to the quality of education
• An outcome of quality education
Exploring the role of the school in developing the values, virtues and skills of students (2015)

**Teachers**

"We are the key stakeholders in the development of SES”

"How do we develop those skills?”

**Students**

"...sincere, humane, honest, persistent, flexible, adaptable, resilient, independent”

Insufficient recognition of the importance of teaching methods and the relationship with students as ways to develop social and emotional skills
Key 21st century competencies in curricula in Montenegro (2017)

➢ lack of and/or uneven distribution of SES and KC21 in curricula at different education levels
➢ the higher the level of education - the lesser the presence of KC21
➢ a mismatch between education policy and initial teacher education
➢ incoherence and inconsistency in the development of KC21 in education
“My values and virtues” program (2015 - on)

Ensuring systemic and sustained approach to the development of students' social and emotional skills in order to prepare them for life, work and social participation.
SES (identified through the 2015 research)

- Empathy
- Tolerance
- Gratitude
- Honesty
- Self-control
- Team work
- Creativity
- Optimism
- Self confidence

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## Approaches in developing the SE skills in school

<table>
<thead>
<tr>
<th>Implicit approach</th>
<th>Explicit approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>General goals of education</td>
<td>SE skills development in all subjects (goals, outcomes)</td>
</tr>
<tr>
<td>Curricula outcomes</td>
<td>Teaching methods that stimulate SE skills (teacher training)</td>
</tr>
<tr>
<td>Teacher as a role model</td>
<td>SES in annual homeroom teacher plan; in extracurricular activities</td>
</tr>
<tr>
<td>Ethos, mission, vision of school</td>
<td>School-parent-community cooperation</td>
</tr>
<tr>
<td>Classroom environment, interactions and climate</td>
<td>SE skills can be measured</td>
</tr>
<tr>
<td></td>
<td>Lifelong development of SE skills</td>
</tr>
</tbody>
</table>
Teacher support materials

**Primary education**
- A Handbook for Teachers on SE Skills
- A Guide for Teachers: SE skills in curricula and teaching

**Secondary education**
- A Handbook for Teachers on SE Skills
SES in mathematics curricula

Goals: to develop
- logical thinking, deduction, generalisation...
- cultural, ethical, aesthetical and work ethics...

Learning outcomes
Student is able to collect, present and recognize application data to real life situations...

Sample classroom activities- How to develop empathy, fairness and analytical skills?

Analysis of graphs and numbers of refugees, people affected by hunger, in the world may be a good starting point for discussion.

Analysis of a graph or data on differences in average wage in different countries. Prompt discussion by questions like: How is world wealth distributed? How much more do men earn than women? How is it in your country? Is it fair? What would you do to change that?
SES in history curricula

Goals: to develop
- critical and historical thinking and logical reasoning
- values and skills such as tolerance, accepting and celebrating of diversity, open-mindedness, civic engagement...

Learning outcomes
Student is able to analyze and evaluate specific historic events and the decision making processes leading to them.

Sample classroom activities- How to develop analytical skills and emotional intelligence?
Analyze the examples of moral dilemmas of persons who made major historical decision. How such decisions affected the lives of people or even generations. Which values underlie such decisions, or, which values were missing.
Accreditation of the SES programs:
• for primary and secondary education teachers
• the training of trainers program
• the program for professionals in Social and Child Protection institutions

Legislative, strategic and policy frameworks:
• SES related goals included in the Law for Primary Education
• Standards of competences for teacher and principals
• SES outcomes integrated in primary school curricula
• The Strategy for Prevention and Ending of Violence Against Children
• The Strategy for Youth
• Curriculum revision for secondary education - ongoing
• Development of the national competencies framework (in line with EU) - ongoing
• Enhancing of the system of formative assessment (for learning and development) - ongoing
• Teachers monitor and record student’s SES in students` report card– ongoing
SES programme in formal education

- 76 primary and secondary schools (Gymnasium and VET)
- 21,000 students (6-18)
- 390 teachers (30 ToT)
Evaluation of the pilot SE skills programs

• Changes in approach to teaching and students, relationship between T/S, atmosphere in general
• Students are more careful towards each other (empathy), helping each other (cooperation) and better control themselves (self-control)
• Students better understand the selected skills/concepts
• Students' judgement and behavior in problem situations is more mature
• Teachers get to know their students better
• Team work between teachers is improved
Over 800 adolescents, including those affected by poverty, living in state care, Roma and Egyptian adolescents, adolescents in conflict with law, LGBTIQ community

Almost 600 adolescents went through the SES programme through the DFF regional project aimed at improving social cohesion and trust

Through its Youth Innovation Lab, UNICEF delivers UPSHIFT, Hackathon for Social Change and skills workshops
Challenges & Way forward

• Raising awareness on the importance of SES for success at school, labor market and in life
• Improving quality of implementation
• Ensuring quality and continuous monitoring and evaluation
• Enhancing the autonomy of teachers and schools
• Stronger cooperation with parents and local communities
• Contribution to students’ empowerment and participation
• Once the national LLL competencies framework is adopted, to create a more coherent and systemic approach to skills development
• Foster regional cooperation in the area of SES development
Thank you!
Relational Competence
Fostering awareness, empathy, compassion and solidarity in schools
You cannot meet people or the world more fully than you have actually met yourself.” (Peter Høeg)
Relational Competence

From

Subject – Object Relations

to

Subject – Subject Relations
<table>
<thead>
<tr>
<th>Before</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power</td>
<td>Inclusion</td>
</tr>
<tr>
<td>Discipline</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Focus on behavior</td>
<td>Focus on relationship</td>
</tr>
<tr>
<td>Correcting</td>
<td>Empathy/compassion</td>
</tr>
<tr>
<td>Adjudicating</td>
<td>Acknowledgement</td>
</tr>
<tr>
<td>Outer Authority</td>
<td>Inner Authority</td>
</tr>
</tbody>
</table>
Exchange with the Person sitting next to you:

How do you experience the two kinds of values in your being with children?

According to which of the two kinds of values are most children brought up – as you see it?
If we want to create a good learning environment it’s important to teach teachers to create good relations: To show tolerance, respect, interest, empathy and compassion to each child and appeal to the children’s understanding of a conflict instead of bullying them.

(From a review of 70 studies of different factors of importance for the learning environment, Danish Pedagogical University, 2008)
The professional’s ability to “see” the individual child on its own terms and attune her behavior accordingly without giving up leadership, as well as the ability to be authentic in her contact with the child.

And as the professional’s ability and will to take full responsibility for the quality of the relation
The 3 Elements

The Professional

The Relationship

The Child/Children
A Basic Existential Need

The need to feel valuable
Loyalty
Cooperation

Obstacle/block
Irritability
Frustration
Anger
Hate
Longing
Sorrow
A Basic Existential Conflict

Integrity

Conflict → Pain → Signal/Symptom

Cooperation
The Natural Competences

Heart
Body
Breath
Consciousness
Creativity
A tool to reveal and remove obstacles that prevent us from getting into contact with our innate competencies and our wholeness and authenticity which is needed to built a good relationship as basis for an inclusive learning environment.
Is not a communication technique, but a form of dialogue based on the ability and desire of the adult to respond openly, sensitively and inclusively to the inner reality and self-understanding of the child.
Relaxed concentration is the optimal psychic condition for learning.

Relaxation counteract the negative consequences of stress.

Children need breaks from stimuli from outside.

Children need the possibility to go into inner exile (Svinth 2010).
Exchange with the Person sitting next to you:

Tell about the best teacher you ever had
- How was his/her way of being and doing – what made him or her so great?

Tell about the worst teacher you ever had
- What made him or her being that?