



Emotions Matter: Socio-emotional Learning in Education

23/06 – 29/06 Croatia

Hotel Trakošćan

ABOUT NETWORK OF EDUCATION POLICY CENTERS

Network of Education Policy Centers (NEPC) is an international non-governmental membership organization that gathers 24 institutional members from 19 countries.

NEPC has been founded in 2006 and formally established in 2008.

NEPC members are public and civil-society organizations dealing with education at different levels from educational research and policy analysis to teacher training and school-based activities.

NEPC Secretariat, established in Zagreb in 2006, has implemented over a dozen multi-country projects addressing and exploring current issues in education, driven by the need for independent and information-based policy analyses, advocacy for equity, and effective, sustainable solutions in education policy processes in the last couple of years.

The network's contribution to improving education policies in this region is reflected in its highly diverse project portfolio, which includes large projects involving several countries.

The vision of Network of Education Policy Centers (NEPC) is to develop into a strong formally established network of leading education policy centers, a global actor with local and regional expertise in education policy that promotes the values of an open, democratic, multicultural, and pluralistic society. Policy, in our understanding, involves implementation and evaluation, as well as the formulation of new policies.

The mission of NEPC is promoting flexible, participatory, evidence-based, transparent education policies reflecting open society values, which mean proactive policy initiatives as well as advocacy and monitoring activities of governments and national education systems.

| | 24/06 | 25/06 | 26/06 | 27/06 | 28/06 |
|-------------|---|---|--|--|--|
| 9:00-10:30 | Program roadmap & presentations Lana Jurko | Emotions in education Irena Burić | How to build inclusive classrooms using social and emotional learning: HAND IN HAND project overview Ana Kozina | Social and Emotional Learning in Pre-Service Teacher-Education Ivana Zečević | Developing relational competence: Fostering awareness, empathy, compassion and solidarity in schools Helle Jensen PART 3 |
| | Coffee break 10:30-11:00 | | | | |
| 11:00-12:30 | Developing a Holistic, Differentiated, Systemic Framework for Social and Emotional Education Paul Downes | EMOTIONS??? EMOTIONS!!! Taking emotions out for a walk Višnja Pavlović & Ana Munivrana | Teachers training in education – what we can do better? Lana Jurko | Since collapse is coming, are we going to be happy? Branko Ančić | Helle Jensen PART 4 |
| | Lunch break 12:30-14:00 | | | | |
| 14:00-15:30 | Is socio-emotional learning currently present in our work (Mapping existing teacher training programmes /national curriculum) Lana Jurko | The ANGER workshop: are you a hurricane or lava? Višnja Pavlović & Ana Munivrana | free afternoon | Developing relational competence: Fostering awareness, empathy, compassion and solidarity in schools Helle Jensen PART 1 | Evaluation session |
| | Coffee break 15:30-16:00 | | | | |
| 16:00-17:30 | Country case study | The ANXIETY workshop: to worry or not to worry? Višnja Pavlović & Ana Munivrana | free afternoon | PART 2 | Certificate ceremony |
| | Dinner | | | | |

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| Morning sessions | <p>Program roadmap & presentations</p> <p>Lana Jurko</p> <p>Developing a Holistic, Differentiated, Systemic Framework for Social and Emotional Education</p> <p>Paul Downes</p> <p>There is now a substantial body of research evidence on the benefits of social and emotional education. The first section of this presentation will evaluate this evidence. The 8 key dimensions of the SEE framework developed by our report published by the EU Commission, <i>Strengthening Social and Emotional Education as a core curricular area across the EU - A review of the international evidence</i>, will then be explored in some detail. These features include 1) that curricula be balanced between intra- and inter-personal competences while also being embedded in the other content areas across the curriculum, 2) the need for a whole school focus on school climate and relational spaces, 3) the need for early intervention to embed these communicative competences early in children's development, 4) Targeted interventions that distinguish different levels of complexity of need building on public health models of need, 5) Students' voices, including at primary level, 6) Teachers' competence and own wellbeing: 7) Parental collaboration and 8) Quality implementation and adaptation. The policy opportunity to develop this area in an EU context will also be highlighted, while key concerns regarding SEE will also be addressed.</p> |
| Afternoon sessions | <p>Is socio-emotional learning currently present in our work (Mapping existing teacher training programmes /national curriculum)</p> <p>Lana Jurko</p> <p>Participants will present the SEL in their country from 2 perspectives (according to the profile of their organization)</p> <ul style="list-style-type: none"> - <i>Teachers training:</i> NEPC members have decennials experience in conducting teacher training aiming to develop teachers professional and personal capacities in establishing inclusive school culture. In this session participants will present which elements of socio-emotional learning are already present in current teachers' programs and within which kind of training they are embedded. - <i>Curriculum:</i> In this session participants will present an overview of how socio-emotional learning is featured in their national primary education curriculum. |

25.06.2019

Morning Sessions

Emotions in Education

Irena Burić

Contemporary educational psychology recognizes classrooms as places with a significant potential to evoke emotions both in students and in their teachers. Recent research shows that students' emotions affect their attention, memory and motivation, therefore shaping their learning and academic achievement. Furthermore, students' emotions are determined by cognitive, motivational and emotional quality of instruction, as well as by social processes that unfold within a classroom. In turn, the level of attainment of cognitive, motivational and affective students' outcomes represents a significant potential for experience of teachers' emotions. Novel research findings confirm the relevance of teachers' emotions in shaping their quality of instruction, that is, the amount of cognitive and motivational activation, classroom management and social support provided to students during instruction. In addition, it seems that teachers' emotional processes influence students' affective-motivational outcomes not only through the quality of delivered instruction, but also directly by "emotional contagion" phenomenon. Findings from this field of scientific inquiry can serve as useful guidelines in creating programs of teacher professional development with a special focus on socio-emotional aspects of learning and teaching in order to raise the overall quality of education.

EMOTIONS??? EMOTIONS... EMOTIONS!!! Taking emotions out for a walk

Ana Munivrana & Višnja Pavlović

Reading about emotions and merely defining them is not enough! We need to immerse ourselves into the experience of our emotions and become aware of them in order to truly understand them, and then perhaps become capable to stand and handle them adaptively.

Suppressing, denying and diminishing them (using distraction, addictions or other mechanisms) has proven to be counterproductive to our physical and mental health, just as random acting out on them impulsively is too.

Without the ambition to be too „psychoanalytical“ or „therapeutic“, the workshop gently leads us into the world of emotions and proposes to establish some kind of friendship with them as well as explore certain proven ways to „manage“, „sustain“, „regulate“ and live with our emotions, even giving them space to guide and enlighten us.

Afternoon Sessions

The ANGER workshop: are you a hurricane or lava?

Ana Munivrana & Višnja Pavlović

How do you get angry, and how do you feel when someone is angry with you?

This emotion is present in schools every day: angry students, angry teachers, and angry parents. And then, there are those who never get angry: are they suffering in silence? Is anger dangerous, scary, powerful, allowed or forbidden? Let's explore what we can teach others and ourselves in anger, and let's see what happens when we are free in and free from anger.

The ANXIETY workshop: to worry or not to worry?

Ana Munivrana & Višnja Pavlović

Are years of education actually years of anxiety? Or is life anxious by its definition? Psychosomatic illnesses, school dropout and failure, mental health issues...Surviving through childhood and youth is a difficult task for so many kids. Can we, grown-ups, help them and how, in dealing with everyday anxieties and fears, or are we also just victims of our own tensions and unease? And is there something good in being anxious?

26.06.2019

Morning session

How to build inclusive classrooms using social and emotional learning: HAND IN HAND project overview

Ana Kozina

The HAND in HAND programme's overall goal is to help build inclusive societies (classrooms) by fostering the social, emotional and intercultural competencies of students and school staff – the whole-school approach. HAND in HAND is a European policy experimentation project. That means that it has developed an open-access systemic policy tool – an EU-based, universal and social-emotional and intercultural learning programme: the HAND in HAND programme. Even though the social-emotional and intercultural competencies have proven positive effects on individual-level and school-level outcomes, so far, they are not explicitly included in all national education systems across Europe. Theoretically the project builds on the social and emotional competencies. CASEL (2013) outlines five dimensions of social-emotional competencies in students that have also been applied to school staff. These dimensions are: self-awareness (identifying and recognizing emotions and understanding the impact on behaviour; accurate self-perception; recognizing one's own strengths, needs and values; self-efficacy...); self-management (impulse control and regulation of one's emotions, thoughts, behaviours, self-motivation and discipline, managing stress...); social awareness (appreciating diversity, perspective taking, empathy, respect for others, understanding and appreciating family, school, community resources...); relationship skills (maintaining positive and rewarding relationships, communication competencies, social engagement and building relationships, working cooperatively, conflict management...); and responsible decision-making (problem solving, making constructive and respectful choices about personal behaviour and social interactions based on personal, moral and ethical responsibility...). In the presentation, the CASEL competencies will be presented together with the activities used to address them in the HAND in HAND programme for students and school staff.

Teachers training in education – what we can do better?

Lana Jurko

Panel discussion will try to reflect on the role of teacher trainings in education systems in the NEPC region. How are teaching programs defined? Who are the teachers that participate in them? How do we measure the impact of the programs?

The panel will also shortly present the results of TALIS 2018.

Free afternoon

Free afternoon

27.06.2019

Morning Sessions

Social and Emotional Learning in Pre-Service Teacher-Education

Ivana Zečević

The lecture will examine the degree to which SEL is incorporated into pre-service education programs in selected teacher programs in NEPC region. It will present programs or parts of programs that may not use the term “social and emotional learning,” but incorporates content that prepares teachers to promote students’ social and emotional skills, develops teachers’ social and emotional competencies, or prepares teachers to create a safe and caring classroom and school climate. Gaps in pre-service programs will help NEPC members to create in service programs that will compensate for the gaps and provide for a policy discussion about pre-service TED.

Since collapse is coming, are we going to be happy?

Branko Ančić

On everyday basis, we can hear and read about the dangerous impacts of climate change. Droughts, floods, tornados, food scarcities, contagious diseases, wars on natural resources are promises provided not only through social media, but also through scientific publications and conferences. Fulfilments of those promises are not reserved for a far fetching future, but already during our life span. What kind of life can we expect if ecological and social collapses await us? Will we be able to be happy with less material resources? Is there a good life in the future? Presentation will provide us with answers on those questions.

Afternoon Sessions

Developing relational competence:

Fostering awareness, empathy, compassion and solidarity in schools (Part 1)

Helle Jensen

The relationships between those present in the classroom – the teachers and students – are the key to creating the best possible climate for learning and well-being in school. Improving relational competence – the ability to create, maintain and when necessary restore healthy and mutually beneficial relationships – necessarily involves developing self-awareness, empathy and compassion, by pupils as well as by the adults working with them. It also requires that the adults are able to take primary responsibility for the quality of the relationship and to serve as positive role models by meeting the children with acknowledgement, empathy and compassion.

Drawing on my four decades of practical engagement in this field, including ongoing collaborations with schools and teacher training programmes in Denmark and elsewhere in Europe, I will present the underlying ideas as well as concrete experiences and insights from our work with teachers, student teachers and children. In the workshops we will work at developing the innate capacity for self-awareness, empathy and compassion in order to enhance the relational competence. We will use examples from the working life of the participants, and by the help of different exercises and a specific form of dialogue as a tool for acknowledging differences and solving conflicts we will find a way to deal with

challenging situations.

28.06.2019

Morning Sessions

Developing relational competence:

Fostering awareness, empathy, compassion and solidarity in schools (Part 2)

Helle Jensen

Afternoon Sessions

Evaluation session

Certificate ceremony

Lecturers' biographies

Branko Ančić is a Research Associate at the Institute for Social Research in Zagreb where he is a Head of the Centre for Research in Social Inequalities and Sustainability. His scientific and research interest include sociology of religion, sociology of health and social ecology. His publications include an analysis of atheism and non-religiosity in Europe (*Oxford Handbook of Atheism*, Oxford University Press, 2014), an exploration of connection between religion and health (*Sociology and Space*, 2011), research of pro-environmental attitudes and behaviour in Europe (*Sustainability Perspectives from the European Semi-Periphery*, Institute for Social Research in Zagreb and Heinrich Böll Stiftung Croatia, 2014), public perception of climate change (*Croatian Meteorological Journal*, 2016) and interpretation of degrowth attitudes in Europe (*Green European – environmental behaviour and attitudes in Europe in a historical and cross-cultural comparative perspective*, Routledge, 2017). He teaches at the University of Zagreb (Faculty of Law, Croatian Studies). He also was on research visits at the University of Cardiff, University of Vienna and GESIS institute in Cologne.

Irena Burić is Associate Professor at the Department of Psychology, University of Zadar, Croatia. Her research interests relate to personality, motivation and emotion in the educational context. Over the past several years, she oversaw the project, funded by the Croatian Science Foundation, aimed at investigating the antecedents of teachers' emotions and emotion-regulation and its effects on teacher professional well-being, motivation, instructional quality and students' learning and achievement outcomes. Within this project, more than 3000 teachers were followed longitudinally, and data from more than 2000 students

were obtained, which has resulted in rich dissemination of the project findings among both scientific community and educational professionals. Her international visibility in the scientific community is evidenced by the research that has been published in respectable journals in the field, invited symposia (e.g. ECP2018) and invited lectures (e.g. 21st Psychology Days in Zadar, University of Munich, University of Florence, etc.). For her scientific work, her institution awarded her multiple times. She teaches courses in the field of basic and advanced statistics and educational psychology at undergraduate, graduate and postgraduate levels at the University of Zadar.

Paul Downes is Associate Professor of Education (Psychology) and Director of the Educational Disadvantage Centre, Dublin City University, Ireland. He has been involved in various expert advisory roles for the European Commission, including for its School Policy Working Groups, the European Education and Training Expert Panel (2018-19) to support the EU's post-2020 Strategic Cooperation Framework for Education and Training and was a member of the Irish Senate and Parliament Expert Advisory Group on early school leaving. A Visiting Research Fellow at the University of British Columbia, Vancouver (2017) and University of Cambridge, Lauterpacht Centre (2011), he is a member of the Coordinating Committee of the European Commission's Network of Experts on the Social Aspects of Education and Training (NESET 2014-19) and Chairperson of the Steering Committee for the Grangegorman Area-based Childhood interagency Programme, funded by Irish Department of Children and Youth Affairs. He led a 12 country European study (LLL2010) on access to education with a major focus on nonformal education, has been the overall evaluator of the ImplOED

(Implementing Outreach, Empowerment, Diversity) 11 country project on nonformal education, and was author of 10 European city studies on parental involvement with the PREVENT project. With over 90 publications of books/research monographs, research articles in international peer reviewed ranked journals and book chapters in areas of education, psychology, philosophy, law, anthropology and social policy, Dr. Downes has given keynote lectures and invited presentations in 29 countries. His contribution to international policy and practice includes invitations from 10 different countries' official ministries to present his research on various aspects of poverty and social inclusion in education, lifelong learning, social & emotional education and wellbeing.

Helle Jensen is a psychologist and family therapist. Together with Jesper Juul, she has been teaching relational competence for professionals, and counselling and family therapy in different European countries. As chairperson and co-founder of the Danish Society for the Promotion of Life Wisdom in Children, she has been teaching professionals how to develop empathy and presence and how to bring these values into the lives of the children and young adults with whom they work. Her current activities include responsibility for the school staff programme of "Hand in Hand", an EU funded programme aimed at enhancing social-emotional-intercultural competences for 8th grade students (www.handinhand.si) and a whole school approach in Berlin primary schools to research the effect of working with social-emotional development. She is the author of numerous publications, including Jesper Juul & Helle Jensen: Relational Competence. Towards a new Culture of Education, Mathias Voelchert GmbH Verlag, Windberg, 2017, Hellwach und ganz bei sich: Achtsamkeit und Empathie in der Schule and Empathy. It's

what holds the world together (with Jesper Juul, Peter Høeg and others).

She also directs the two-year training programme "Teaching Empathy". (www.trainingempathy.com).

Lana Jurko Executive Director, Network of Education Policy Centers (NEPC) / Board member, SIRIUS Policy Network for Migrant Education.

Lana has been with NEPC an international non-governmental membership organization of education policy centres since 2006. Her career spans from being an English teacher to software trainer and help desk operator to project coordinator and assistant researcher to her current position. She worked at international organisations such as United Nations and OSCE, schools, non-government organisations, at the research institute (Center for Educational Research and Development, Institute of Social Research in Zagreb). Her life and career path took her to different towns, countries and continents confirming her belief in inter-connectedness of our planet and the importance of global social justice and makes her a true believer that education should play a major role in achieving this goal. Since the inception of NEPC, she has led over a dozen of international projects and publications in educational access, inclusion and policy.

Ana Kozina

Ana Kozina is a researcher, assistant professor and a head of the Centre for evaluation studies in Educational Research Institute, Slovenia. Her work is in the field of developmental and educational psychology. She is focused on the developmental and time related trends of aggression and anxiety (in childhood and adolescence) their interplay and the role anxiety and aggression play on individual level, on school level and on the community level (with possible prevention and intervention

designs). In the field of education, she is interested in the factors related to students' achievement and well-being (social and emotional learning, school climate, motivation...). Currently she is a leading researcher in Erasmus K3 project: HAND in HAND: Social and Emotional Skills for Tolerant and Non-Discriminative Societies (A Whole School Approach) and actively involved in international research project Positive youth development across cultures (led by Bergen University). Her work is presented on national and international level (e.g. conferences, journals, monographs) on regular basis. She is a member of Editorial board: Educational research Institute Press and a president of Slovenian Educational Research Association (SLODRE).

Ana Munivrana is responsible for the Personal and social competences program at Forum for Freedom in Education, including the School mediation program where she is a mediation trainer and mentor. Since 2001, she worked as a clinical child psychologist, human resources associate, communication expert and for the past ten years as project manager and expert in peace education. She prepared several EU funded projects and has managed at least 30 projects in the field of Peace building, Mediation and Teaching tolerance. She also had 4 years training in Gestalt psychotherapy (Institute for Integrative Gestalt Therapy Wurzburg: IGW Zagreb). Author, co-author and editor of books and manuals in the field of child development, communication and conflict resolution.

Višnja Pavlović is responsible for Volunteering and Active Citizenship Program in Forum for Freedom in Education, where she develops and manages projects that promote creativity, active citizenship and social justice in education of young

people. She has more than ten years of experience in managing projects in the field of education and youth work. She holds BA in Community Youth Work and completed MA Program in Child Studies at Linköping University, Sweden. Her gestalt psychotherapy training helps her develop counselling and therapeutic skills. She is also a co-author of several publications on school volunteering, active citizenship and school mediation.

Ivana Zečević is university professor at the Faculty of Philosophy, University of Banja Luka, at the Department of Educational Psychology. She has been focusing in children and adolescent psychology for 18 years, working in the field of mental health of children and youth in the educational system, both in scientific research and in the last few years and as a REBT psychotherapist under supervision. Within past few years of her scientific work, she has been interested for analysis of curricula of primary education, as well as curricula for pre-school teachers education. In addition, she deals with the researching of internalising and externalizing responses of children and young people in the school environment. Except in the field of scientific research, she is active in the field of prevention, and works to make the school a safe place for the growth and development of every child.

