

## PROGETTO EAP\_SEL

### 1. Project title

#### EUROPEAN ASSESSMENT PROTOCOL FOR CHILDREN'S SEL SKILLS - EAP\_SEL

Comenius Multilateral Project

Ref. no. 527206-LLP-2012-IT

### 2. Project logo



### 3. The project

#### EXECUTIVE SUMMARY

The *Assessment Protocol for Children's SEL Skills* (EAP\_SEL) is a LLP Comenius Project (2012-2015) of the duration of three years, and its consortium is made of a partnership whose combination of different fields of research and expertise covers a wide area, spanning from studies concerning socio-emotional competences in children, prevention of problematic behaviours, promotion of mental health, fostering of school inclusion and innovative approaches to teacher training. The project is coordinated by the University of Perugia in collaboration with the University of Udine (Italy), University of Southern Switzerland (Switzerland), Orebro University (Sweden), University of Ljubljana (Slovenia), and University of Zagreb (Croatia).

The EAP\_SEL project intends to answer some questions, set to become the project milestones.

**Which are the aims and objectives of this project?** This research shows that social and emotional skills can be taught and hold a key place in improving learning in children at school, preventing the appearing of potentially problematic behaviour. It aims at developing skills of cognitive, emotional and social nature that would allow identifying, expressing and managing emotions, developing assertive and pro-social skills, taking responsible decisions and establishing positive interpersonal relationships.

**Which is the main purpose of this project?** It is the creation of a standardized assessment protocol that will be able to offer precise evaluation guide-lines for social and emotional skills in children and to guarantee the high quality of social emotional learning (SEL) interventions on an European level.

**Which are the main target groups and methodologies involved?** Involved in the EAP-SEL project are students and teachers from primary schools in the five partner countries. In every country 10 first year classes at primary school (school year 2013/2014) have been selected in order to start the intervention of social emotional learning (experimental classes) and other 10 first year classes have been involved as control groups. The classes have been selected on the basis of specific criteria and the resulting target group is made up of about 1,000 students of primary school all over the European area.

**How does the project contribute to learning innovations and learning quality?** Surely, amongst the most innovative aspects of the project is the creation of the protocol itself which is aimed to assess primary school children's socio-emotional competences, since such kind of evaluation instrument is lacking for this age. The foreseen assessment protocol is made of different instruments: some are already well known in the scientific literature, validated assessment instruments, while the other two have been specifically thought and created by the consortium and are still in course of validation. In order to carry out the research, a teacher training and SEL intervention in the classrooms have been carried out in the 5 partner countries, two of which (Italy and Slovenia) are realizing these interventions for the first time. Another important aspect of the EAP\_SEL project lies in a foreseen European model of SEL and in the establishment of a European Committee whose task is to supervise the state of the art of SEL in Europe, fostering its diffusion and sharing.

**What are the main outcomes of the project?** a) To develop and validate a European Assessment Protocol to measure the children's social and emotional maturity; b) to establish a European SEL Board; c) to state and share the teaching good practices; d) to carry out a series of parallel experimentations within the countries involved in the project. In order to spread and share the project outcomes, products and results, plans for the future include the participation in national and international conference, meetings, seminars and symposiums, the publication of the results, the establishment of a close-knitted network with experts, professionals, academics, but also teachers and school heads not only in the partner countries, but all over Europe. An integral part of the project, is its website, which will be maintained after the end of the project life as well and it is continuously updated; for more informations visit: [www.eap-sel.eu](http://www.eap-sel.eu)

## 1. PROJECT OBJECTIVES

The most recent researches carried out in the education field show that social and emotional skills can be taught and play a key role in improving learning in children at school as well as preventing the appearing of potentially problematic behaviour in their life. Therefore knowing what social and emotional skills are and how they can improve the quality of life is crucial for students and for their teachers as well.

In this context, the project is intended as supporting the transversal key competences with the aim of reinforcing social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment.

The general objectives of the EAP\_SEL project are the following ones:

- to realize and validate a standardized assessment protocol able to measure the SEL competencies both in teachers and in students
- to lead to precise evaluation guide-lines, then put at the European schools' disposal;
- to develop skills of cognitive, emotional and social nature that would allow pupils identifying, expressing and managing emotions and developing assertive and pro-social skills, taking responsible decision and establishing positive interpersonal relationships
- to create, promote, assess and disseminate an innovative European dimension of teaching training in the field of SEL;
- to guide the implementation of high quality interventions on SEL at school.

The experimental part of the project sees the involvement of a specific community constituted by pupils attending primary schools and their teachers and parents, as well as the school heads. Nevertheless, the project as a whole is addressed to a large community, the European (and international) scientific community, providing it with specific methods and tools to promote SEL. It is possible thanks to an evidence-based approach showing how SEL-based activities in the school can really improve the social and emotional skills in pupils and better their behaviour, both at school and in the extra-school environments.

In a wider perspective, the European dimension and dissemination is assured by the establishment of a European Committee that will periodically supervise the state of the art of the SEL and foster its diffusion and sharing all around Europe during the exploitation phase of the project.

## 2. PROJECT APPROACH

The EAP\_SEL project is based on an evidence-based education (EBE) approach, which means an empirical approach in educational research. Key principles of this kind of approach, as well as any scientific research that aims to have a strong impact of a social nature, have been defined. In the EAP\_SEL project the evidence-based practices collect an organic corpus of scientific knowledge about educational, intervention approaches, all tested through a strong procedure (called Randomized Controlled Trial – RCT), that uses an experimental group (which performs the educational intervention) and a control group (not implementing the educational intervention), resulted equivalent before starting the intervention (two-group experimental design); the extent of the effects produced on them by the proposed intervention will be assessed.

### 2.1. Target groups

Involved in the EAP\_SEL project are indeed pupils and teachers from primary schools of the five partner countries (Italy, Switzerland, Sweden, Croatia and Slovenia). In each country ten first year classes at primary

school (school year 2013-2014) are selected in order to implement the intervention on social and emotional learning (experimental classes) while other ten first year classes, where no intervention is carried out, are chosen as control classes. All classes are selected on the basis of given criteria, and the resulting target group is made up of about 1,000 pupils of primary school all over the European area, as shown by the following table.

Key performance indicator	12 months (school year 2013-2014)	24 months (school year 2014-2015)	36 months
Recruit and maintain classrooms	50 1 <sup>st</sup> grade intervention classrooms 50 1 <sup>st</sup> grade control classrooms	50 2 <sup>nd</sup> grade intervention classrooms 50 2 <sup>nd</sup> grade control classrooms	Total: 50 intervention and 50 control classrooms
Pupils training	10 pupils in each intervention classroom + 10 pupils in each control classroom	10 pupils in each intervention classroom + 10 pupils in each control classroom	Total: 1000 trained and assessed pupils
Teacher training	50 teachers	50 teachers	Total: 50 trained and assessed teachers
Delivery of SEL program	50 1 <sup>st</sup> grade intervention classrooms	50 2 <sup>nd</sup> grade intervention classrooms	Total: 50 intervention classrooms
Data collection	500 student assessments + 1000 teacher assessments	500 student assessments + 1000 teacher assessments	500 student assessments + 1000 teacher assessments
Data analysis		1 <sup>st</sup> report of data analysis	2 <sup>nd</sup> report of data analysis

## 2.2. Experimentation

Prior to the experimentation in the selected classes, teachers were trained on socio-emotional learning, with the aim of help them developing knowledge, behaviors and attitudes such as those needed to promote and foster them in their classes. Teacher training is one of the milestone of this project and the materials are prepared by the Swiss team, specialized in this field.

Once the teacher training was finished, the experimentation in the classrooms began. Children have been exposed to activities aimed at developing and promoting the 5 SEL key competences, as identified by CASEL (Collaborative for Academic, Social and Emotional Learning), the biggest no profit organization whose mission is to spread and disseminate socio-emotional learning in the world ([www.casel.org](http://www.casel.org)), that are: self awareness, self management, social awareness, interpersonal relationship and responsible decision making, and were monitored over the course of the first school year. The same is planned for the next school year, due to the experimentation phase lasts for two years.

## 2.3. Measurements

To assess the efficacy of the educational activities proposed in the classrooms, two data collections were carried out in this school year; i.e. two assessment that would allow us to identify changing happened

between the start of the school year (1<sup>st</sup> Data collection or “pre”) and the end of the school years (2<sup>nd</sup> Data collection, or “post”), after a first year of SEL implementation. To collect these data, were used instruments that are an integral part of the project’s assessment protocol, some of which are already well known in the literature, while others belong entirely to this project, who designed and created them and will be assessed and validated in the course of the project’s life cycle.

The collection foresaw two kinds of measurement: direct children assessment (“Teacher report on a child”) and teacher self-assessment (“Teacher self-report”). These two questionnaires allowed collecting data about the social and emotional learning by teachers and pupils on the basis of behaviour outcomes; after being processed, the resulting data will help assess the degree of effectiveness of the experimental intervention implemented in the classrooms. Both teachers and pupils will be assessed again at the end of the 2<sup>nd</sup> year of work, and only after carrying out these three different assessment in these three different school times, the data collected from all the partner countries resulting from the experimentation in the schools will be processed. The exploitation phase of the project will ensure the widest dissemination of the above-mentioned protocol (and the relating experimentation) all over Europe even after the project life.



*Experimentation in Slovenia (school year 2013-2014): “the pupil of the day” as one of the SEL curriculum activity*



*Experimentation in Croatia (school year 2013-2014): “the pupil of the day” as one of the SEL curriculum activity*

#### **2.4. Added value of the approach used**

The added value of the approach used, i.e. the EBE lies in the fact of using a research approach that will give a scientific evidence of the proposed educational activities. In a field such the educational one, the implementation of the evidence based approach in research is still something quite new, while it should be surely more widespread and fostered, as it gives reaserch in education a greater relevance, especially for what concerns teacher’s work.

### **3. PROJECT OUTCOMES & RESULTS**

The EAP\_SEL project is formed by 7 work packages, each of which foresees the realization of a number of deliverables. They are progressively uploaded on the EAP\_SEL website at the following address [www.eap-sel.eu](http://www.eap-sel.eu). Here below a short description of them.

**WP 1: Management** (WP leader: Italy - Perugia)

One of the key factors for the success of a project is the management. In a project such as the EPA\_SEL, it is equally important to be able to manage all the activities that are included in the different phases and contribute to the smooth running of the project as a whole. To reach this goal, the EAP\_SEL WP1 foresees the realization of a set of tools aiming at managing all phases of the experimentation as well as accompanying it with sound and suitable dissemination initiatives. But managing a consortium does not just mean ensuring that all work is properly done and on time, it also means dealing with cultural, linguistic and social differences and managing them in such a way that eventual misunderstandings are set in the best way possible, hence bridging the gaps and boosting the will and motivation of working together as a group with a common focus and aim. Management, hence, encompasses a various scope of activities, that are not only concerned with the good outcome of the project as a whole, but also with the establishing of good and friendly relationships amongst partner, using the differences as strengths and not as weaknesses.

For what concerns the more “technical” side of management, a continuous monitoring of the original plan is carried out, in order to update it following eventual deviations in outcomes. The project underwent two amendments because of the United States (as third country) withdrawal before the project started and the reorganization of the experimentation in the Swedish schools (three month extension of the project life). As consequence, at present the project deadline is February 2016.

The management outcomes, as they were foreseen in the project and are currently in progress, are listed and described in general terms below.

- \* Archives. The project foresees a mixed storage system. Documents are stored in paper form in a number of appropriate folders and, at the same time, in electronic form on the main computer of the applicant’s office).
- \* Job description document. The job description document required by the project collects information on the partners that have formed the consortium together with an indication of their role within it. The position of the partners is shown in an organization chart.
- \* Communication plan. It is divided in two sections: internal (among partners), confidential (involving partners and the European Commission) and external communication (dissemination of initiatives and outcomes). Within these two areas, the communication plan envisages different areas of intervention, that are: objectives (mid- and long-term communication), audiences (target groups), messages (confidential or public), tools and activities (non-media and media communication), resources (partners’ national and international stakeholders), timescales (periodical communication as newsletter, publications, etc.), evaluation and amendment (communication monitoring).
- \* Kick-off meeting. On 23rd-24<sup>th</sup> of April 2013 the project kick-off took place in Perugia (Italy). Representatives from the partner countries met to ratify the executive and the communication plans, plan all the project tasks as they resulted from the executive plan, ratify the project quality system, the teaching model and the teaching training curriculum, organize the experimentation in the schools (selection of classes and pupils, administration of questionnaires, data collection and processing, dissemination of results), learn about the use of the HOF tools from Sweden, learn about the realization of good practices from Slovenia, make decisions about the European Board on SEL.
- \* Progress status reports. They have been conceived as periodical a status update on the project work completed and goals achieved within a given time period (in this case 6 months) and an account of what still needs to be done. In doing this, management took into account the guidelines for the monitoring of the project as suggested by the Quality Management System of the University of Perugia. At present, two progress status reports have been prepared.
- \* Budget control: Parallel to the administrative management, the applicant updates periodically (every 6 months) the time sheets sent by all the partners so as to ensure a constant monitoring of expenditure and proper management of the grant awarded by the European Commission.



*The EAP\_SEL partnership during the kick-off meeting  
(Perugia - Italy - 23-24 April 2013)*

**WP 2: Quality assurance** (WP leader: Italy - Perugia)

The managing of the project's field of interest includes the processes that are necessary to secure that the project would comprehend all the requested work, and only the requested work, in order to achieve its successful completion. Its primary aim is to define and control what is included in the project and what is not.

The quality indicators are quantifications, measures or ratios between measures that represent in an efficient, pertinent and reliable way a certain phenomenon of interest (for example, a dimension of the effective quality). To every indicator is assigned a "declared target. The effective quality of the services is shown by using various dimensions. In order to define the quality standards, we pinpointed four that are considered to be essential: accessibility, efficiency, transparency, and efficacy. In addition to these four, the subjects providing the services can pinpoint further dimensions that would contribute in representing, in an utmost complete way, the effective quality of the specific service provided. Every dimension is measured through the indicators. For "responsible" it is meant the natural person, legal entity or system authorized by the project that will manage a planned or routinely task in the providing of the services or in the realisation of products. The quality standards are measured through indicators for each of which must be defined, and made known, a "declared target" that will allow to confirm if a service or performance can be considered of quality, given the respect of the expected standard.

(1)	(2)	(3)	(4)	(5)	(6)
<b>MAIN PROCESS</b>	<b>INDICATOR</b>	<b>DIMENSION</b>	<b>RESPONSIBLE</b>	<b>DECLARED TARGET</b>	<b>ACHIEVED TARGET</b>

In collaboration and accordance with the Quality Office of the University of Perugia, it was decided to

employ a computerized management system of the project quality, concerning particularly the products already realized or to be realized, which is located in a special area, reserved to the partners, inside the project's website

### WP 3: **Assessment protocol** (WP leader: Sweden)

The assessment protocol is composed of different instruments; two of them have been already validated; one is an assessment tool, made of a series of different instruments for assessing not only children's social and emotional competences, but also their educational attainments, their relationships with their teachers and their peers; the other one is the RASTEM Teacher Self-Report, aiming at assessing the result of the teacher training implemented before the experimentation begins; both of these tools are contained in one of the most effective educational programmes about SEL called PATHS® (Providing Alternative Thinking Strategies).

Other two instruments are brand new and have been thought and designed specifically for this project and are: the HOF (How One Feels) questionnaire, developed by the Swedish partner and aimed at primary school children, aged 6 to 10, to test their social and emotional competences' levels.

The first version of HOF was the initial draft that contained just the structure and the ten questions and was firstly presented to the partners during the kick-off meeting in April 2013, while the second version contained also the scores attributed to the different answers and was submitted to a number of psychologists and professional educators from every partners' country in order to detect the more suitable answers through the analysis of the different scores attributed to them. This process gave adaptability and graduation to the questionnaire and the assessment procedures.

In Italy, as a tool for external evaluation for HOF was used DESSA (Devereaux Students Strength Assessment), one of the most efficient tool used to assess children's social and emotional skills (from kindergarten to middle school).

As far as Italy is concerned, a further instrument was included in the protocol aiming at evaluating the degree of inclusion of children with special educational needs (SEN) in the school. The reason of that is that Italy is the leader country all over Europe as far as inclusion is concerned, also thanks to a law dating back to the Seventies that eliminated the so called "special classes" from the national school system. It is a Rating Scale and is named "Self-assessment of the quality of inclusive processes promoted by my school" and was developed by the Italian partners (Perugia and Udine) which is undergoing validation.

This WP also includes the realization of a project website [www.eap-sel.eu](http://www.eap-sel.eu). At present it has been planned and hosted in the Net. Its pages are now under construction, especially those ones devoted to the project management and quality control of products and activities and products dissemination. A special area reserved to the schools involved in the project is in progress, just after the ending of the school-year.

A number of video-conferences took place in the first part of the project life in order to share information on the assessment tool and its use as well as to receive instructions from the University of Udine about the access to the website.

This is the project login-page.



European Assessment protocol for Children's SEL Skills

EAP\_SEL PROJECT



Lifelong Learning Programme

username:

password:

[New account!](#)

Login

You are currently not logged in to our system.

ENTER

without login!

The main contribution of this project to the international research on Social Emotional Learning (SEL) topics is the creation of a standardized assessment tool, which will offer precise guidelines to evaluate children's SEL skills and will help guarantee high quality SEL intervention practices. The rapidly growing interest in children's social and emotional skills in Europe shows that there is a need for a pan-European assessment tool, so that the impacts of SEL can be properly evaluated and compared across countries. Since the school seems to be the arena where these skills are taught, it is important for school personnel to be able to understand the impact of social and emotional learning programs.



#### WP 4: **Teacher training** (WP leader: Swizerland)

One of the milestones of this project is the teacher training. This activity has been organized in steps, each one preparing the following ones. Along this continuity line, teachers were shown how to use SEL materials (curriculum) in implementing social-emotional-based activities with their pupils. At the same time, they were encouraged to share ideas, proposals and initiatives within the SEL field in their school.

A common teaching model, resulting from initiative already carried out in this field by all partners and a substantial bibliography, were agreed and adopted by the partnership. Particularly, the consortium decided to train the teachers on the teaching of those that are considered the 5 key competences of socio-emotional learning ([www.casel.org](http://www.casel.org)): self awareness, self management, social awareness, interpersonal relationship and responsible decision making.

An asynchronous lesson held by Celene E. Domitrovich, external consultant for the project and member of CASEL, with an extensive expertise on SEL, was administered to the teachers in the form of a webinar, translated into the partner languages to allow teachers learn easier. Teachers have also been provided with a curriculum containing materials to be used in the classroom to implement SEL-based activities with their pupils.

During the first year of experimentation teachers have been helped and supported by their trainers in implementing the EAP\_SEL curriculum through a series of face-to-face meetings (plenary and school meetings), visits in their classrooms when the activities were carried on and the access to a reserved area on the website, containing materials and outcomes of the experimentation carried out in the partner schools.





*Teacher training administered in Perugia by the Swiss team  
Perugia (Italy) - October 2013*

**WP5: Experimentation** (WP leader: Croatia)

After Croatia gave instructions concerning the randomized class selection and the pupils' exposition to SEL, each partner started the experimentation in his/her country at the beginning of the school year 2013-2014. Every partner country selected 10 experimental first classes and 10 control first classes from primary school. The aim of the experimentation phase was to measure the intervention effect on pupils in order to evaluate if the experimental group was more able to recognize and accurately label emotions and how they were linked to behaviour. Research shows how it is possible to identify the first results concerning the development of knowledge, behaviors and attitudes concerning the 5 core SEL skills after at least two consecutive years of intervention in classes; this is why, in this project phase the partnership was mainly concerned with collecting the data through different assessment phases and it will thus possible starting their processing only at the end of the second year of experimentation.

**WP6: Best practices** (WP leader: Slovenia)

At present the WP relating to the best practices is at the beginning. The first collection will begin in the next months.

**WP7: Dissemination** (WP leader: Italy - Perugia)

Dissemination is a vital and fundamental part of both the project duration and its exploitation and sustainability. Therefore several actions of dissemination have been planned and implemented even since the first days of the project life. The following are some examples of what has been done already by all partners.

- \*<sup>\*</sup> Presentations of the project at local, national and international level.
- \*<sup>\*</sup> Newsletter: two issues have been already published ([eap.sel.jimdo.com](http://eap.sel.jimdo.com) and [eapselnewsletter01.jimdo.com](http://eapselnewsletter01.jimdo.com)).
- \*<sup>\*</sup> Press releases: concerning meetings, seminars, presentations, conferences all over the world.
- \*<sup>\*</sup> Brochures and programs: concerning events and presentations.
- \*<sup>\*</sup> Publications in scientific journals.

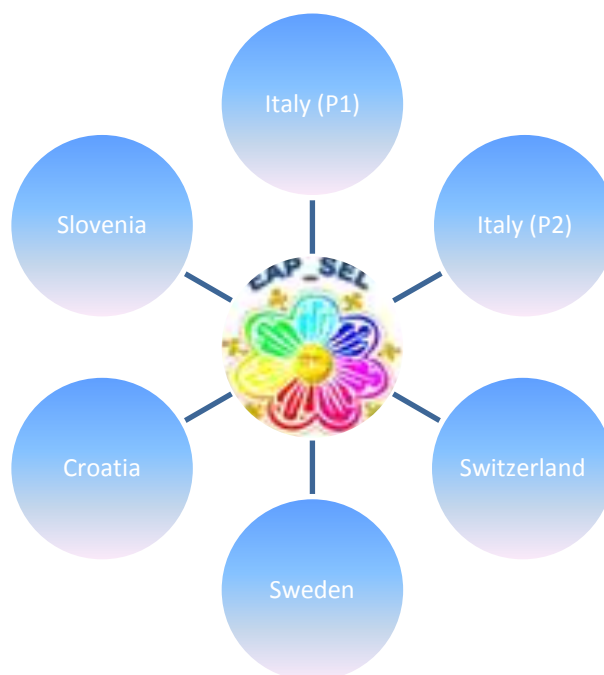
- \* Website: at present under construction.
- \* Podcast and radio and TV interviews.

#### 4. PARTNERSHIP

The geographical area covered by the project (Italy, Sweden, Switzerland, Slovenia and Croatia) is a large area, crossing Europe both horizontally and vertically. This multi-country partnership intends to offer an added value to the project firstly thanks to the location of the partner country and, secondly, to the transnational cooperation as it was planned. The EAP\_SEL partners share indeed the former researches, the expertise and the different approaches accumulated in teaching of social and emotional competences in their own countries, while the differences in the national educational systems and methodologies, culture, but also life-style, are surely contributing to produce a “European SEL Model” which aims to be very rich in content and potentially useful also to other European countries.

The rapidly growing interest in children’s social and emotional skills in Europe shows that there is a need for a pan-European assessment tool, so that the impacts of SEL can be properly evaluated and compared across countries.

Another added value of the EAP\_SEL project is the involvement of a multi-layer target group, made of students, teachers, school heads, researchers, trainers and bodies dealing with education policies. This way the diffusion and dissemination of a sound “SEL-culture” can be assured by the pilot work of the EAP\_SEL partnership.



*The EAP\_SEL partnership*

Working together in an partnership also means to share the expertise of each country in a specific field in order to make the research and the relating results of great value for the scientific community as well as for the society as a whole. In the following pages a detailed description of expertise and tasks.

#### **P1 (Italy - Perugia)**

The Department of Philosophy, Social and Human Sciences and Education has already worked on the personalisation/individuation in education in order to meet the students’ special needs and promote

inclusion policies. In this project this partner continues to promote social inclusion for children with educational special needs in the school, developing a new instrument usable in classrooms (*Scale of Self-Assessment on School Inclusion* - see above WP3). For Italy, beside the attention on SEL, as it is the first time that such activities are implemented, there is a great interest in knowing how much SEL can influence the inclusive processes promoted in the schools and in those classes with children with special needs.

#### **P2 (Italy - Udine)**

The Department of Human Sciences has specific experience in the fields of Active Vision, Biometrics, Data Fusion, Data Transmission, Audio Digital Library, Auditory Display, Nonverbal Human-Machine Interaction. In this project it is realizing a project website suitable for the project management (reserved area to upload products and to teachers, pupils' parents and school heads), as well as to disseminate and exploit the project results (public areas). The management area is organized in conformity with the indications given by the quality system of the University of Perugia (Italy), aiming at continuously monitoring the project development in each phase. The University of Udine together with the University of Perugia already created an instrument assessing inclusion that is undergoing validation.

#### **P3 (Switzerland)**

The Department of Education and Learning is implementing a SEL training program working in collaboration with several kindergarten and primary schools of its region. In this project it is providing SEL training as part of the teacher training curriculum aiming at introducing SEL in the regular curriculum of each partner country schools.

#### **P4 (Croatia)**

The Faculty of Education and Rehabilitation Sciences of the University of Zagreb cooperates with relevant U.S. bodies, carrying out together projects concerning socio-emotional education. In this project Croatia gives its own contribution in developing socio-emotional learning on the basis of the models given by the Penn State University and Prevention Research Centers. Furthermore, this body is endorsed of the data processing as they come from the experimentation carried out in each partner country schools.

#### **P5 (Sweden)**

After some research conducted earlier, the Swedish partner continues to study social and emotional training (SET) in Swedish classrooms for the promotion of mental health. In this project it is developing a new instrument that can be used in classrooms (the above mentioned HOF - see above WP3) provided with suitable implementation measures. Both the measurement instrument for assessing social and emotional maturity for children aged 6-10, and the relating results will be put at the international scientific community's disposal at the end of the project.

#### **P6 (Slovenia)**

The Slovenian Faculty of Education has shown great interest in disseminating and studying Social and Emotional Training for teachers. In this project, the Slovenian team is endorsed of detecting and publishing the "good practices" on social and emotional trainings for teachers and students and transferring them into the regular educational curriculum of the interested school systems.



*The EAP\_SEL partnership at the mid-term meeting  
Zagreb (Croatia) - June 2014*

## 5. PLANS FOR THE FUTURE

EAP\_SEL team is taking care that European SEL model and measures can be easily transferrable for the widest use in Europe. Therefore, partners are making a common background which all people interested in SEL could refer to. In general terms it includes:

- \* a SEL protocol including different instruments to be made available for the free usage by other interested European countries;
- \* a SEL Board whose mission is to monitor the state of the art of the research on SEL all over Europe; the board core is constituted by the EAP\_SEL partnership, but it is destined to be opened to external experts in SEL, too;
- \* a portal able to host the network working on SEL even after the project life.

The project products are planned to guarantee that they have a long-term impact; therefore, quality, transferability and ongoing relevancy are their main characteristics. To this aim, the project results are being integrated and systematically used in the partner institutions and disseminated in their local (national) environments, as well as disseminated in the course of international meetings.

As far as the reachable people are concerned, the findings of the project in hand could be of great interest for governments and communities including students' parents teachers and school heads. Therefore, partners began to disseminate the project activities by informing all the direct and indirect participants in the experimentations in the following way:

- \* schools, teachers and school heads taking part in the project: workshops, video-conferences, website;
- \* pupils and pupils' parents: written and spoken communications and website (school area).

Also, the activities from the SEL intervention are being presented to students of bachelor and masters studies as well as to doctoral students at the universities of the partner countries. Partners are also presenting the activities to their academic community, including Faculties for Teacher Education, Departments of Psychology and Faculties of Social Work at national level, in order to enhance interdisciplinary collaboration. These strategies already assure that the results will be mainstreamed and multiplied in the general context of the foreseen interventions.

Finally, the following goals are planned to be reached in the next future:

- \* to make the project known by the highest number of people, possibly already of future stakeholder, so that to enlarge the SEL community, through the participation in local, national and international meetings (see photos below);

- \* to disseminate the assessment protocol all over Europe so as it can be used in the soft skill evaluation;
- \* to spread the assessment protocol all over Europe, on order to make it a widely used instrument in evaluating primary school aged children's competences in the transversal skills;
- \* to present the SEL programs adopted in EAP\_SEL to other European schools (both directly and through the project portal) allowing them to insert the activities in their general curricula;
- \* to disseminate the "best practices" resulting from the project in hand to the highest number of people working in the education field;
- \* to invite the governments of the European countries to pay more attention on those programs enhancing SEL in the school within their educational policies.



*Presentation of EAP\_SEL project at the LINQ 2013 Conference - General session  
Rome (Italy) - May 2013*



*Presentation of EAP\_SEL project at the LINQ 2013 Conference - Special session  
Rome (Italy) - May 2013*

## **6. CONTRIBUTION TO EU POLICIES**

Answering the requirements given by the Subprogram Comenius - Multilateral Project (General aims: 3. Support initial and continuous training of teachers, trainers and education and training institutions' managers; 4. Promote the acquisition of key competences throughout the education and training system and Multilateral projects: 1.2.3 Support to basic skills and "transversal key competences" of the Lifelong Learning Programme - General Call For Proposals 2011-2013 - Strategic Priorities 2012), also referring to the 2010 Joint Report on Education and Training, the EAP\_SEL project intends to contribute to the European Policies in the education field by realizing the following products and activities.

### **1. European Assessment Protocol**

The rapidly growing interest in children's social and emotional skills in Europe makes it evident that there is a need for a pan-European assessment tool, to allow a comparative and shared assessment across countries. Since the school seems to be the arena where these skills are taught, the EAP\_SEL partnership intends to make the school personnel able to understand the impact of social and emotional learning programs and to share the same assessment protocol as evaluation tool.

### **2. European SEL Board**

This tool is planned as periodically monitoring the research on the state of the art of SEL in Europe. To this aim, the partnership is planning to validate the above mentioned protocol at European level and then put it at the interested people's disposal. Among the Board aims there are also the exchange of good practices on SEL all over Europe as well as provide information on the applicability of the assessment protocol within different national contexts.

### **3. Content**

EAP\_SEL project, as a Comenius Multilateral Project, is undertaken by a consortium working to improve the

teacher training, develop educational strategies, assess tools and exchange experiences in order to improve the quality of teaching and learning in the classroom. The identifiable outcomes of this project are: training course, new methodology, new teaching strategy, new teaching material and new assessment tools able to meet the training needs coming from teachers staffs, taking into account the educational realities of each country.

#### **4. *Cooperation and multicultural character***

Thanks to its nature and composition, this project team has the possibility of making best use of the particular strengths of different education systems and traditions, balancing contributions from all partners in each project phase. The protocol foreseen in the project has been created on the basis of experiences in five European countries, taking into consideration cross-cultural aspects allowing for its transferability.

#### **5. *Exchanging best practices***

Sharing best practices and learning from one another is the best way to learn what projects address this problem and what seems to work. Very useful in this sense are the meetings organized during the project life. A number of additional skype meetings are taking place, since the EAP\_SEL team considers them as useful to monitor the situation and exchange different points of view. Significant benefits resulting from partnerships and target groups outside (educational stakeholder including teacher, school, policy makers, researcher, content providers and education institution) are also the use of the project website and the possibility to use mobile technology to facilitate the wide dissemination of the SEL European Model.

#### **6. *Deliverables dissemination and exploitation***

This project team would distribute the project results to the widest educational community in Europe involved in the educational field: teachers, educators, schools, policy-makers, researchers, content providers and education institutions. Moreover, the use of ICT (even the mobile ones) would enhance the project outspreading outside Europe, even after the project life.

#### **4. *Contacts:***

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