



European Network for Social and Emotional Competence

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SOCIAL AND EMOTIONAL LEARNING MATTERS

Newsletter of ENSEC (European Network on Social and Emotional Competence)

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Welcome!

Welcome to the 25th issue of the ENSEC newsletter!

We have interesting information from ENSEC members, from different countries, regarding actions and publications developed upon generous ideas of social and emotional competence learning and development.

This issue contains information about conferences, new publications in the field and projects on SEL.

We have all been saddened by recent loss of Dr. Roger P. Weisberg, co-founder and chief knowledge officer of CASEL. He was a leading international advocate of SEL and served as inspiration for scholars and practitioners in researching and implementing SEL across the world.

ENSEC would be honouring Roger Weissberg's memory by holding a webinar on SEL on the occasion of the international SEL Day next year and a Roger Weissberg Award for Young Scholars during the 8th ENSEC Conference being held in Suceava, Romania in June 2022. More details on these initiatives will be provided later on and will be posted on ENSEC's FB and website.

Thank you!

UPCOMING CONFERENCES & EVENTS
8 TH ENSEC CONFERENCE – 30TH OF JUNE – 3RD OF JULY 2022,
SUCEAVA, ROMANIA
www.ensec-conference.eu





Call for Abstracts: 2022 ENSEC Conference on Social Emotional Learning and Positive Development

SUCEAVA, ROMANIA, FROM 30TH OF JUNE TO 3RD OF JULY 2022

HYBRID CONFERENCE

YOU ARE WARMLY INVITED TO BE PART OF A UNIQUE SEL EVENT, IN SUCEAVA, ROMANIA, IN 2022

The second Call for Abstracts is now open for the 2022 ENSEC Conference on Social Emotional Learning and Positive Development to be held on 30th June - 3rd July 2022 at the Ștefan cel Mare University from Suceava, Romania.

The conference will address many of the major issues that face us currently, locate and contextualize theory and practice and provide an opportunity for theoretical discussion and dissemination of research in this field.

The main themes of the conference include Cross Cultural Perspectives on Social and Emotional Learning fostering Positive Development, Mental Health in Schools, Teacher Training in Mental Health and Social – Emotional Learning, Promoting Resilience through Education, Social Emotional Learning for Adults and Inclusive Communities.

Inspiring keynote speakers are to be invited from outstanding universities to share their expertise in social- emotional learning: **Dr. Stephanie Jones** and **Dr. Marc Brackett** from USA, **Dr. Adrian Opre** from Romania, **Dr. Marcelino Cabrera** from EU– Joint Research Centre.

You are warmly invited to submit abstracts for **papers, posters, symposiums or workshops** for the conference. The registration is open.

Please submit abstracts (English language) of not more than 250 words through the online submission system at www.ensec-conference.eu

The closing date for submission of abstracts is 31st of December 2021. More information: adina.colomeischi@usm.ro

THE 8TH ENSEC CONFERENCE – KEYNOTE SPEAKERS

**Gerald S. Lesser Professor in Early Childhood Development at Harvard
Graduate School of Education**



Stephanie Jones' research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on children and youth's social, emotional, and behavioral development. Over the last ten years her work has focused on both evaluation research addressing the impact of preschool and elementary focused social-emotional learning interventions on behavioral and academic outcomes and classroom practices; as well as new curriculum development, implementation, and testing. Jones is a recipient of the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education* (Cambridge University Press, 2006) and a recipient of the *Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning*

Prof. Marc Brackett – Yale University



Marc Brackett, Ph.D., is the Founder and Director of the [Yale Center for Emotional Intelligence](#) and a Professor in the Child Study Center of Yale University. He is the lead developer of [RULER](#), an evidence-based approach to social and emotional learning that has been adopted by nearly 2,000 pre-K through high schools across the United States and in other countries. He also serves on the Board of Directors for the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Dr. Marcelino CABRERA, European Commission Joint Research Centre



Marcelino Cabrera is a senior researcher at the Human Capital and Employment Unit, Joint Research Centre (European Commission). He is currently in charge of studies on Key Competences for Lifelong Learning, including the Digital (DigComp), and the “Personal, Social and Learning to Learn” competences. He is co-author of the conceptual framework “LifeComp”. He is also leading work on Education for Environmental Sustainability and several studies on Artificial Intelligence in Education. Marcelino has a large research experience on the Cohesion policies, including the Smart Specialization of Regions, eHealth, eGovernment, and digital technologies for social inclusion. He is experienced in communicating European policies and holds degrees in Mathematics, Computer Science, and Psychology.

Contact: European Commission Joint Research Centre (JRC) - Unit Human Capital and Employment. Edificio Expo - Calle Inca Garcilaso 3; E-41092 Sevilla – Spain.

Prof. Adrian OPRE, Babeş – Bolyai University, Cluj – Napoca, Romania



Dr. Adrian Opre is a tenured professor at the Psychology Department of Babeş-Bolyai University. His competence domains are: cognitive and educational psychology, personality psychology, applications of cognitive sciences in education. Over the past 12 years, dr. Opre’s preoccupations have focused primarily on the socio-emotional development programs for children and young persons. The most relevant outputs are Self kit (www.selfkit.ro) and DASECA Programs. Adrian Opre was director/ coordinator or member in over 20 research projects/ development-research projects and published as a first author or co-author over 75 studies in scientific journals, ISI indexed – over 30, reviewed in international databases or acknowledged by the scientific community; he published 5 books as a first/primary author 6

ENSEC CALL

Appointment of new ENSEC Chairs 2022-2025

ENSEC is receiving applications for the post of ENSEC Chair 2022-2025, starting from June 2022, with a transition period April-June 2021. Successful applicants will be part of a small team of joint chairs working collaboratively to facilitate the operation of the Network and coordinate its activities. Amongst other responsibilities, the team will be responsible to organise and participate regularly in the Chairs's meetings, to report decisions to members, to disseminate information about ENSEC's and members' activities, to publish the quarterly newsletter, to organise the ENSEC conference every two years, to maintain and regularly update the ENSEC website and Facebook, to facilitate and promote research projects amongst the members, and to monitor ENSEC's activities according to the agreed objectives.

Applicants must be ENSEC full members for at least two years and need to submit a letter of application for the post and a three-year plan of action detailing what they plan to do during their time as ENSEC chair.

Letter of application and plan of action are to be sent by email to ensec.europe@gmail.com (with subject: application ENSEC chair) by not later than 31st December 2021

NEW PUBLICATIONS

A SYSTEMIC, WHOLE-SCHOOL APPROACH TO MENTAL HEALTH AND WELL-BEING IN SCHOOLS IN THE EU (2021, EU)

The EU Network of Experts working on the Social dimension of Education and Training (NESET) has just published an analytical report on a whole school approach to mental health and wellbeing in the EU. The report is in response to the recognised need for schools in Europe to prioritise and actively promote the mental health and well-being of school children within safe and inclusive contexts. It provides a framework on how well-being and mental health in schools may be promoted through a systemic, whole-school approach, with illustrations of how this may be implemented in the curriculum, the classroom context and the whole-school ecology. T

The full report may be accessed at <https://nesetweb.eu/en/news/new-neset-report-on-a-whole-school-approach-to-mental-health-and-well-being-in-school-across-the-eu/>

INTERNATIONAL APPROACHES TO PROMOTING SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS - A FRAMEWORK FOR DEVELOPING TEACHING STRATEGY

The book consists of eleven chapters divided in three parts: Part I: Implementation process of social and emotional learning in the school context, Part II: Social and emotional learning and personal and professional development and Part III: Perspectives on social and emotional learning in teacher education.

Over 30 co-authors from different parts of the world contributed to this book. Please find the flyer of the book attached. The book will be available in the following December.

Editors: Adjunct Professor, Dr. Markus Talvio and Professor, Dr. Kirsti Lonka, both from the University of Helsinki. Printing house is Routledge (Oxfordshire).

ADOLESCENTS' MENTAL HEALTH AT SCHOOL: THE MEDIATING ROLE OF LIFE SATISFACTION

Cavioni, V., Grazzani, I., Ornaghi, V., Agliati, A., & Pepe, A. (2021). Adolescents' mental health at school: The mediating role of life satisfaction. *Frontiers in Psychology*, 12, 720628. DOI: [10.3389/fpsyg.2021.720628](https://doi.org/10.3389/fpsyg.2021.720628)

In this study, we further developed prior research on risk and protective factors in adolescents' mental health. More specifically, we used structural equation modelling to assess whether relationships at school with teachers and peers, and life satisfaction predicted mental health in a large sample of adolescents, while also testing for age and gender invariance. The sample comprised 3,895 adolescents (Mage = 16.7, SD = 1.5, 41.3% girls), who completed self-report instruments assessing their perceived life satisfaction, student-teacher relationship, school connectedness and mental health. Overall, the results suggested that life satisfaction acted as a mediator between adolescents' positive school relations and their mental health. Outcomes were invariant across genders, while quality of school relations and mental health declined with age. Limitations of the study and futures lines in mental health research among adolescents are briefly discussed.

Available online at the following link:

<https://www.frontiersin.org/articles/10.3389/fpsyg.2021.720628/full>

ADOLESCENT MENTAL HEALTH: A SYSTEMATIC REVIEW ON THE EFFECTIVENESS OF SCHOOL-BASED INTERVENTIONS

The Early Intervention Foundation in the UK has published [a systematic review](#) on the effectiveness of school-based interventions for adolescent mental health . It suggests that some current approaches, such as raising awareness about mental health, may not be effective in increasing help-seeking, whilst universal SEL interventions work and can be effectively delivered by teachers. EIF Associate Jean Gross has drawn out the implications for schools in a blog at <https://www.eif.org.uk/blog/doing-more-of-what-works-new-evidence-provides-insight-and-opportunities-for-change-in-how-schools-support-good-mental-health>

PROJECTS ON SEL

The PROMEHS Project: A successful program implementation

“PROMEHS: Promoting mental health at schools” is an Erasmus + Key Actions 3 project co-funded by the European Commission (2019-2022) designed to develop, implement, and evaluate an evidence-based mental health promotion program. PROMEHS consists of a comprehensive curriculum with differentiated activities for teachers, students, and their parents from kindergarten to secondary school, aimed at strengthening social and emotional learning and resilience, and at preventing and reducing behavioural problems.

During the present school year, PROMEHS has been implemented for 5 months in many schools in six European Countries, namely Italy, Croatia, Greece, Latvia, Romania, and Portugal. In such countries, more than 10000 teachers have been trained to conduct the PROMEHS activities in class, while they have been also supported with dedicated online and on-site sessions and materials to improve their own mental health. Furthermore, more than 8000 parents have been involved to carry out PROMEHS activities to sustain their children’s mental health at home.

In the light of the psychological consequences of the COVID-19 pandemic, PROMEHS provided an opportunity to take a preventive approach by addressing core competences of students’, teachers’, and parents’ mental health through a broad intervention for the whole school system. The final aim of this European project is to embed PROMEHS curriculum into the national educational and health policies of each Country.

The results of the PROMEHS, which adopted a pre-post research design and a training study methodology to evaluate the efficacy of the curriculum, will be presented during a series of national conferences in the trial countries from September 2021 onward

PROMEHS Consortium: University of Milano-Bicocca (Italy – Project Coordinator); University of Malta (Malta), University of Latvia (Latvia); University of Rijeka (Croatia); City of Rijeka (Croatia); Stefan cel Mare University of Suceava (Romania); Regional School Office of Suceava (Romania); University of Patras (Greece); [University of Lisbon \(Portugal\)](#). Several educational public authorities and associated partners are involved as well.

Contacts and further information:

- Project Coordinator, Prof. Ilaria Grazzani: ilaria.grazzani@unimib.it
- Website: www.promehs.org
- Facebook: www.facebook.com/promehs
- LinkedIn: www.linkedin.com/company/promehs-promoting-mental-health-at-schools
- YouTube: <https://www.youtube.com/channel/UCtA4vDd54uavNHaOQRoKuPg?reload=9>
- Research Gate: <https://www.researchgate.net/project/Promehs-Project-Promoting-Mental-Health-at-Schools>

TEACHING TO BE: SUPPORTING TEACHERS' PROFESSIONAL GROWTH AND WELLBEING IN THE FIELD OF SOCIAL AND EMOTIONAL LEARNING
Erasmus + Support for policy reform (KA3) project co-funded by the European Commission (2021-2024)

The project "Teaching to be" co-funded by the Erasmus + (KA3) program aim to develop and examine a set of innovative teacher training and professional development practices that promote teachers' professional wellbeing and social and emotional competencies.

In light of the current situation regarding the increased interest in social and emotional competencies, burnout as a public health issue among teachers across Europe, and the worldwide pandemic emergency, the project team focuses its attention on developing and testing new learning practices for teachers that may help enhance their sense of professional wellbeing and contribute to better school policies.

A gamified Online Wellbeing Course for teachers will provide foundations from developing teachers' awareness of the various dimensions of professional wellbeing and practical resources for fostering wellbeing in the whole school. This course will be created by a consortium of 13 partners, including four ministries, six universities, three centers of educational practice, and 600 teachers from 8 European countries.

The effectiveness of the developed intervention will be tested by integrating quasi-experimental and participatory action research methods as a basis of mixed research design.

Project partners:

Lithuanian Children and Youth Center
Ministry of Education, Science, and Sport of the Republic of Lithuania
Vytautas Magnus University, Lithuania
Social and Emotional Learning Institute, Lithuania
National Center of Education, Latvia
Ministry of Education, Science and Sport of the Republic of Slovenia
Institute for Research and Development "Utrip," Slovenia
University of Milano-Bicocca, Italy
University Loyola Andalucia, Spain
Karl Landsteiner University of Health Sciences, Austria
University of Stavanger, Norway
Ministry of Education and Science of Portugal
ISEC Lisboa Higher Institute of Education and Science, Portugal

For more information on "Teaching to be":

Facebook: www.facebook.com/Teaching2Be

Email: Project Coordinator Dalia Navikiene Dalia.Navikiene@lvjc.lt

SEL INITIATIVES

Irish Government Committee Explores Bullying and Mental Health Invited Presentations and Submissions to the Irish Joint Oireachtas (Parliament and Senate) Committee on Education regarding School Bullying and the Impact on Mental Health

Associate Professor Paul Downes, Dublin City University, Professor Carmel Cefai, University of Malta and Professor Shelley Hymel, University of British Columbia, gave invited expert presentations to the Irish Joint Oireachtas (Parliament and Senate) Committee on Education, Further and Higher Education, Research, Innovation and Science: Meeting on International evidence and best practice regarding School Bullying and the Impact on Mental Health, June 8th, 2021.

Members of the Parliament and Senate Committee then interrogated the experts on a broad range of issues related to school bullying prevention and intervention. Paul Downes, Carmel Cefai and Shelley Hymel also provided invited formal submissions to the Parliament and Senate Education Committee on this theme in advance of the meeting.

See here for their submissions:

<https://www.dcu.ie/sites/default/files/inline-files/dublin-joint-committee-submission-feb-2021.pdf>

https://data.oireachtas.ie/ie/oireachtas/committee/dail/33/joint_committee_on_education_further_and_higher_education_research_innovation_and_science/submissions/2021/2021-06-08_opening-statement-dr-paul-downes-associate-professor-of-psychology-dublin-city-university_en.pdf

https://data.oireachtas.ie/ie/oireachtas/committee/dail/33/joint_committee_on_education_further_and_higher_education_research_innovation_and_science/submissions/2021/2021-06-08_opening-statement-dr-paul-downes-associate-professor-of-psychology-dublin-city-university_en.pdf

The full video of their Irish Parliament and Senate Education Committee meeting can be viewed here:

<https://www.oireachtas.ie/en/oireachtas-tv/video-archive/committees/4330>

Based on this meeting and a series of other meetings with key national stakeholders the Irish Parliament and Senate Education Committee will produce its Report on School Bullying and the Impact on Mental Health in the coming months with specific key recommendations for government.

**ENSEC INITIATIVE
INTERNATIONAL RESILIENCE DAY**

ENSEC is presently seeking to hold an annual International Resilience Day on 8th December (a day of hope and new beginning following the first COVID-19 vaccination), in collaboration with international organisations.

We will provide more details on this developing initiative later on our FB and website