



# European Network for Social and Emotional Competence

## Newsletter

Newsletter Issue 32, December 2025



## Message from the Chairs

In September 2025, we were honored to serve as the new chairs of ENSEC.

We would like to thank the former chairs, Sanja Tatalovic Vorkapic and Paula Lebre, for their support in this transition. We are grateful for the strong foundation established by past leadership and for our members' continued commitment. ENSEC is at its best when ideas turn into action, and collaboration leads to measurable progress. 2025 was another year of milestones for our network, including SEL promotion through publications, webinars, and Erasmus projects. Our team expanded with collaborations in more than 60 countries.

We are happy to share that the ENSEC website has recently been updated to improve navigation and content clarity. The new structure makes it easier to find key information, understand ENSEC's mission and activities, and move smoothly across sections. Content has been simplified and reorganized to enhance readability, coherence, and overall user experience on different devices. These changes aim to make the website more accessible, intuitive, and useful for members, researchers, practitioners, and partners. We hope you enjoy exploring the improved ENSEC website!

We are excited to launch an ENSEC Early and Mid Career Researcher (EMCR) Network to meet the dual needs of collective global action in social and emotional competence and learning in education and capacity building in early and mid career researchers, including PhD students. Under the Principal Mentorship of Professor Helen Skouteris, Monash University, Australia, the ENSEC EMCR Network will generate impact across research, policy and practice in social and emotional competence. The Network will achieve this by creating meaningful opportunities for EMCRs to learn, collaborate, and innovate together, while equipping and empowering them to dismantle geographical, institutional, cultural, and political barriers that impede global progress toward fostering social and emotional resilience equitably for all children.

In the coming term, we will focus on strengthening engagement, advancing key initiatives, and creating clear opportunities for members to contribute and lead. By sharing expertise, aligning our efforts, and taking purposeful steps forward, we can expand ENSEC's impact and deliver meaningful results. We encourage all members to stay involved, share their perspectives, and take part in the work ahead. We look forward to collaborating with you as we move ENSEC forward together.

Finally, we want to wish you and your families a joyful Christmas and a happy, healthy New Year.

## **ENSEC initiatives**



Our members are included in the international SEL academic map!

### **GLOBAL TRENDS AND THEMES IN SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES AMONG EDUCATORS: A BIBLIOMETRIC ANALYSIS**

Abdul Karim Gazi, Marcia Jane Ganasan, Mohamad Fadhili Yahaya, 2025

*International Journal of Education, Psychology and Counselling*, 10 (59), 794-813,

<https://doi.org/10.35631/IJEPC.1059058>

#### **Abstract**

Educators' Social and Emotional Learning (SEL) competencies foster a comprehensive teaching and learning process. This bibliometric analysis investigates the research landscape of lecturers' SEL competencies over the last 25 years. Data are collected from Scopus and were analysed using MS Excel, Harzing's Publish or Perish, and VOSviewer. A total of 151 papers were selected for analysis using PRISMA. The results of this study highlighted publication trends, influential contributors, key research areas, and international collaborations in SEL. The number of publications related to SEL competencies rose sharply after 2020, peaking at 32 papers in 2024. The United States takes the lead in research contributions with 99 papers, followed by Canada and other countries across Europe and Asia. The concentration of SEL research in Social Sciences (128 papers) and Psychology (59 papers) illustrates a wide-ranging interdisciplinary relevance in SEL. SEL research indicates key themes include emotional intelligence, classroom management, student engagement, equity, and mental health. The widely cited works of Hellman & Milling (2020) and Mondí & Reynolds (2021) underscore the importance of SEL in education and early intervention studies. Co-authorship and co-citation analyses demonstrate active collaborative networks among scholars and institutions such as Arizona State University. Keyword co-occurrence analyses further revealed emerging trends like social justice, inclusion, and the integration of SEL into digital and culturally responsive educational practices. The study further suggests that it is essential to cultivate an SEL-supportive learning environment through educator SEL skills and techniques.





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## 10th ENSEC Conference

ENSEC invites you at the 10<sup>th</sup> ENSEC, 9-11 September 2026, Porto, Portugal

Social and Emotional Learning in a fast-changing world



## Members' news

### *Projects in process...*



The European project **SEL4@LL** aims to strengthen the socio-emotional competences of students and teachers through innovative digital resources. Through an inclusive, co-creation-based approach, the project is developing a comprehensive programme that integrates a serious game and training materials designed to support its implementation in European schools. SEL4@LL is a collaboration between the University of Greifswald (coordinating institution), the University of Perugia, the University of Valencia, and the Polytechnic University of Valencia. The project promotes accessible, innovative, and inclusive learning that responds to the current needs of European students. For more information, please contact the project team at [sel4all@uni-greifswald.de](mailto:sel4all@uni-greifswald.de) or follow us on social media: [www.educandoenemociones.com](http://www.educandoenemociones.com)



An initiative, called Inclusive Digital Education and Teacher Empowerment Academy (**IDEATE**), project focuses on fostering inclusion in schools by improving educators' capacities to support students with specific educational support needs (SEN), including neurodivergent individuals. This effort is part of a broader goal: creating a more inclusive European educational system, under the Erasmus+ Teacher Academies program. Coordinated by the Ștefan cel Mare University of Suceava (Romania), it also includes the universities of Perugia (Italy), Bielefeld (Germany), Lleida (Spain) and Patras (Greece). Other partners include Down Lleida and four Romanian organizations. The IDEATE project aims to equip educators with the necessary skills to provide effective support to students, enhancing their ability to manage diverse classrooms and boosting their professional profiles, while also increasing teacher retention. With a duration of 36 months, this competitive project will run until 2028 and aims to create a digital educational platform that brings together all resources related to inclusion in schools. It will offer training, resources, and collaborative spaces free of charge and accessible worldwide. Planned actions include training on inclusive education; the development of digital resources to improve inclusive teaching; the promotion of collaborations between educational institutions from various European countries; and exchanges of best practices. The project will implement physical mobilities for training sessions, summer schools, and workshops, as well as virtual mobilities to engage both

active teachers and those in training in international learning experiences focused on inclusion, digitalization, and personal skills. More information: <https://www.ideate-project.eu/>, [office@ideate-project.eu](mailto:office@ideate-project.eu)



### ***New Resources...***

The Social-Emotional and Character Development Lab at Rutgers University, in the state of New Jersey in the United States have developed two new resources:

**Brick by Brick: A Leader's Guide to Building SEL in Schools** gives you the building blocks to facilitate a school that prioritizes social-emotional competence and character development. It sets you up to transform your classrooms, hallways, and school grounds into places where everyone feels seen, valued, and inspired to do their best academically, professionally, and personally. Participants work through five modules covering the building blocks of implementing SECD, creating supportive school cultures, and promoting environments that foster positive mental health at the school level. More information about the course can be found: <https://psych.rutgers.edu/ssse-certificate/brick-by-brick>

**Reinvigorating Classroom Climate: Everyday Strategies to Inspire Teachers and Students** offers educators practical, reliable guidance for fostering more inspiring environments. Teachers and students alike need to show up to school feeling like they have a sense of purpose and will be welcomed, cared for, and nourished. Full of immediately actionable mini-solutions, this book gives frontline educators the everyday tools they need to establish the conditions that support positive mindsets, relationship-building, and social-emotional learning. These strategies cover it all: motivation and engagement, human dignity and purpose, moral and character development, bullying and absence, and much more. School teachers, teacher leaders, student support staff, and other K-12 professionals will come away with a wealth of action steps designed to fit into and enhance, rather than replace, their existing classroom and school culture and climate. If you have any questions or suggestions, please reach out to me at [melias@psych.rutgers.edu](mailto:melias@psych.rutgers.edu) .

*The newsletter is intended to be published quarterly (September, December, March, June). Members' news for the next issue should be sent by the 15<sup>th</sup> of February.*

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